



Stony Brook
School of Social Welfare

Strategic Plan 2020-2023

School of Social Welfare
Strategic Plan
2020 – 2023

Executive Summary

In 2020, the School of Social Welfare launched a new strategic plan. It is designed to define our second generation of change since 2015, to advance the School's strengths, to maximize its' opportunities, as well as to address the challenges that face us during an unprecedented time of change.

The 2015-2018 Strategic Plan ("the first-generation strategic plan") launched in the first year of Dean Jacqueline Mondros' tenure, was intended to address the School's most pressing issues:

- Poorly functioning admissions and enrollment
- Curriculum that was dated and not in compliance with accreditation standards
- The absence of written faculty governance, tenure, promotion policies
- An annual deficit
- Low national ranking, poor visibility, little interdisciplinary collaboration

The 2015 Plan set forth the following Goals:

- Affirm our Mission to Promote Social and Economic Justice
- Strengthen our Faculty and Faculty Research
- Promote Student Centeredness
- Multiply, Extend, and Deepen University and Community Partnerships

The 2015 Plan resulted in the following accomplishments:

- Hired/replaced nine new tenure track faculty members, tenured three faculty members, promoted one
- Hired/replaced six staff in Admissions, Student Services, Field Education, currently two open positions
- Revised by-laws, faculty governance, workload, and APT guidelines
- Completed BSW and MSW curriculum revisions

- Initiated the review of the PhD program
- Introduced a part-time program
- Grew and staffed up Manhattan as a program site that now represents 1/3 of graduate student body
- Developed and approved a dual MSW/MPH degree, MS/MSW in Bio-Ethics, developing MSW/MBA
- Redesigned admissions, enrollment, advising, and student services with new hires and increased enrollment
- Restructured the class schedule for more evening classes
- Established a licensing preparation course with the Alumni “L Fund”
- Grew continuing education, specifically introducing an Aging in Place course
- Renovated space including a new student lounge
- Erased the deficit and turned a small profit
- Reorganized and streamlined our administrative functions
- Received a successful unconditional re-accreditation of the School for 8 years
- Developed significant new Community & Interdisciplinary Partnerships
- Strengthened our research, publications, and grant submissions
- Appointed ADR, Director of Online Instructions, Director of Communications/Social Media
- Established a Standing Committee on Equity, Inclusion, and Diversity
- Introduced social media communication for students and alumni

Moving Forward: The Second Generation of Change

The 2020–2023 strategic plan provides direction and the ability to measure the School’s progress over the next several years. It is a reflection of goals achieved by the previous plan, those still unmet, and new goals presented by new contexts and opportunities. It will help guide us as we continue to further develop our recent achievements.

This second generation strategic plan is anchored in our mission. It serves as a blueprint to ensure we remain on the frontlines of transformative teaching, research, scholarship, service, and community and interdisciplinary partnerships.

Strategic Process.

This three-year strategic plan was developed collaboratively through multiple conversations and strategic exercises that included internal and external stakeholders. Based on an environmental scan and a SWOT analysis, there were a set of key questions used to guide the process:

- What are the major trends in social work education, in STEM universities, and in Long Island and Metropolitan New York City?
- What strengths can we use to respond to the trends and maximize the opportunities in our environment?
- What weaknesses can we mitigate to address the trends and threats in our environment?
- What are the opportunities we should focus on in response to the analysis?

Dedicated time at faculty meetings from March to December 2019 was used to engage faculty and staff in identifying key trends, successes, challenges, threats and opportunities. Smaller groups were organized to formulate goals and provide specific actions to accomplish the goals based on the School's mission.

School Mission

The School of Social Welfare's mission statement conforms to the standards of our accrediting body, the Council on Social Work Education (CSWE), as consistent with the purpose of the social work profession, grounded in core professional values, and informed by our program context.

Mission Statement:

The School of Social Welfare is committed to building a more equitable society based on the values of human dignity, inclusiveness, diversity, equality, and on economic, environmental, and social justice.

By advancing knowledge, engaging in systematic inquiry, and developing professional skills, we prepare students for social work practice with individuals, families, groups, organizations, communities, and governments in a global context. The School teaches a person-in-environment perspective, community advocacy, therapeutic intervention, individual and group empowerment, and the affirmation of strengths as a means of promoting individual and social change. As an integral part of our student-centered and evidence-informed pedagogy, we prepare students to identify and analyze the nature and extent of structural inequality. We focus in particular, on social welfare leadership as a pathway to enhance emotional, psychological and social well-being. We work closely with the university and greater community to fulfill this mission.

We recognize that structural inequality exists in multiple and overlapping layers of discrimination including class, race, ethnicity, gender, gender identity and expression, sexual orientation, religion, age and disability, among others. We therefore seek to remediate the impact of interpersonal and historical trauma, to foster human relationships that are grounded in social justice; human dignity and mutual respect; to develop new and just organizational forms; to transform already existing structures to reflect values that affirm and enhance human dignity and social diversity; and to identify new ways to influence social, economic and political systems to equitably distribute power, resources, rights and freedom.

Vision:

Within the next five years, the School will be ranked among the top schools of social work in the country, known in particular for its' innovative curriculum, pedagogy, research, and partnerships in social determinants of health and wellbeing and advancing issues of equity, inclusion, and diversity.

The Strategic Framework

The framework was grounded in the identification of our strengths, challenges, and opportunities as a School and trends in Social Work, STEM universities similar to Stony Brook University, and on Long Island.

Trends

In Social Work Education:

- Online education
- Social justice and human rights
- Trauma informed
- Degree Enhancement - Dual degrees, licensing, professional certification, CEU
- Interprofessional/interdisciplinary education
- Equity, Diversity and Inclusion (including immigration)

In STEM Universities

- Focus on large research groups
- Interprofessional/interdisciplinary research and education
- Focus on Student Success and Retention
- Neurobiology, environmental science, engineering, informatics, big data

In Social Work on Long Island

- Population Change (aging, diversity, exodus of younger people, immigration, intersectionality)
- Heroin/opioid use/substance abuse
- Health financing, health homes, health care workforce
- Affordable housing
- Transportation
- Largest disabilities population

SWOT ANALYSIS

Strengths

- Affordable
- Strong Community Connections
- Stony Brook University reputation
- Strategic Agency Alliances
- Continuing Education
- MSW Specializations
- Student Services
- Skill based education
- Social justice and human rights focus
- Caliber of Faculty and collegiality
- Structure of Field Education - 900 hours
- Manhattan Extension site

Challenges

- Renewal of the Doctoral Program
- Barriers to Technology
- Not a strong enough connection to government
- Lack of appropriate research infrastructure
- Not enough faculty
- Teaching & service workload
- Faculty & Student body not diverse enough
- Short Staffed
- Alumni connections

Opportunities

- Human Rights Focus
- Community Alliances
- Healthcare
- Reputation of SBU
- Multi-disciplinary/interprofessional environment
- Social crises- re-entry, school/prison pipeline, opioid, immigration
- Aging population, interest in dementia
- Disabilities
- Higher Education Placements in Student Health
- Global social work
- Online education

GOALS

The plan for academic and research excellence sets forth expectations for our second stage of growth, to sustain our achievements, to further strengthen our capacity and to deepen our work. It is focused on five strategic priorities that were identified as part of the planning process:

Goal #1: Strengthen the Teaching and Educational Support Infrastructure

Ensure consistent, comprehensive, and quality instruction informed by social justice, equity, and inclusion in order to effectively support and facilitate student learning & engagement and allow for pedagogical innovation.

Proposed outcomes:

- We will develop a robust, faculty support curriculum to provide effective teaching resources and techniques for classroom and field instruction;
- Develop an outlined process for orienting faculty/adjuncts to our School's expectations, standards, and processes for establishing classroom culture, classroom management, technology, and curriculum content;
- Assess comparative schools of social work teaching/educational support models and provide recommendations for implementing best practices throughout the School's curricula and infrastructure, including class format, class size, teaching load and other measures;
- Establish guidelines for an evaluation of teaching, that will drive reappointments, re-hires and re-training of adjunct faculty and tenure and promotion of tenure-track and clinical faculty;
- Develop a better-defined and consistent grading policy and standards.
- In this three year period, we will support the successful implementation and assessment of proposed and established programs and curricula, including, BSW, MSW, PhD, dual-degree, and international programs, with special attention to equity, diversity and inclusion.

Progress Toward Goal:

- Training for adjunct faculty was implemented with a focus on the policies, procedures, and culture of the School as well as an emphasis on student engagement and success and effective pedagogy
- BSW Grading Scale was adjusted to include D grades, rubrics were developed for each BSW assignment, and a consistent grading policy was developed
- The School instituted an Advising system to support student academic success. With an emphasis on student success, the Advising “Backpack” system is an online content-based resource to help students further develop the knowledge, skills and values needed to succeed as students and in the social work profession.
- All students are assigned a Student Services Advisor to ensure success in completing the program and who assist with any needs that arise due to life circumstances or challenges. Group and one-on-one meetings are held throughout the academic year or as needed. Throughout the academic year, Faculty-lead programs are offered on topics related to career paths and decision-making about Specializations and elective courses.

Goal #2: Enhance Research and the Research Infrastructure

Create a robust research infrastructure that supports faculty and student research that focuses on equity, inclusion, and diversity, assists in identifying and building research projects and submitting grants, and conducting research. An enhanced research infrastructure will develop linkages to other School’s within the university, with other universities locally, nationally, and internationally, and with Community-based organizations.

Proposed Outcome:

- We will identify and form an interprofessional leadership team representing HSC Schools to advance collaborative research and a grants management infrastructure. This team will help develop and promote processes and an inclusive structure to guide and support collaborative scholarly work with particular attention to equity and diversity both within and outside the

University. As a result of developing an HSC research infrastructure, we will work to increase faculty grants, publications and research awards, with attention to interdisciplinary collaborations.

Progress Toward Goal:

- An Associate Dean for Research was appointed in **September** 2019 to expand the School's research opportunities and to support research conceptualization and grant development
- A mentoring program for emerging scholars was developed
- A part-time Grants Coordinator was hired to manage pre and post awards
- Increased Grant submissions and awards

Goal #3: Enhance Technology for Education and Solving Social Problems

The School of Social Welfare has three main objectives for developing technology: to take students learning and practice experience beyond the walls of a classroom; to enhance student connectivity, community, and workforce readiness; and to utilize technology to support the program's mission of building a more equitable society based on the values of human dignity, inclusiveness, diversity, equity, and on economic, environmental, and social justice ("technology to solve social problems"). As the social work field relies more on technology to serve individuals, groups, families, and communities, the School is dedicated to providing its students with the tools to practice in in person and virtual environments.

Proposed Outcome:

In this three-year period, The School will (1) develop a depository of resources for telehealth, tele-advocacy, and other forms of remote provision of social work services, and technology enhancements to social work practice; (2) add course content on the use of this technology to facilitate clinical, organizational, and community social work services and activities; (3) survey faculty and staff for technology needs for both in-office and at-home productivity; (4) work with CELT to develop training modules for technology for use in social work education (including blackboard, zoom, and other useful apps, etc.) to be made available to full-time and contingent faculty. These will be archived for easy access.

Progress Toward Goal:

- Planned, measured increase of synchronous and asynchronous courses in addition to those held in traditional classrooms
- Piloted distance courses pre-Covid-19
- HRSA grant students participated in interprofessional case assessments with SON via Zoom
- All Faculty transitioned from classroom-based learning to synchronous online classes via Zoom as a response to Covid-19. Student Services and Staff transitioned to remote services
- BSW & MSW graduate Exit Surveys reported that while students prefer classroom-based learning, they were accepting of the Zoom sessions as a safe alternative
- Field Education department facilitated student internships virtually as a response to Covid-19
- Zoom and SSW social media platforms (e.g. Facebook; Instagram) and a mobile App were utilized to enhance student and faculty community engagement
- License preparation courses were offered synchronously via Zoom and recorded and posted online to enhance student opportunities to attend
- Tele-health and tele-social work best practices, principles, and ethics have been integrated into foundation and advanced level practice classes to support student learning and use of ICTs in the field as virtual practice is here to stay.
- Community Learning Days moved to remote platform

Goal #4: Develop Strategic Interdisciplinary and Community Collaborations

Establish interdisciplinary and collaborative academic and practice partnerships that encourage and nurture cutting edge ideas to address social inequities and promote the capacity of all people to thrive. The School will continue to identify and develop partners to establish strategic alliances in addressing the social inequalities, the social determinants of health, and promote the well-being of individuals, families and communities. These alliances will engage in mutually beneficial training, research, and educational activities.

Proposed Outcome:

Through collaborations with other schools in the HSC and with academic departments across the university, the School will develop interdisciplinary research projects and educational programs that encourage and nurture cutting edge ideas that address social inequities and promote the capacity of all people to thrive.

- The school will have established alliances with additional community partners to advocate for policies based on equality and social justice, conduct community-based research, and initiate programs that promote the well-being of individuals, families, and communities with a special focus on the social determinants of health.
- The School will identify, cultivate, and develop key strategic organizational alliances for research and grant submission, staff training, student field education placements, and other related activities that exclusively employ the assets of both partners and raise their mutual productivity, quality, and visibility.

Progress Toward Goal:

Funded interdisciplinary/intraprofessional collaborations at Stony Brook University:

- Schools of Engineering, Computer Science & Nursing (Smart Aging sensor/ Smart communities)
- School of Medicine: Medical Education & Disabilities; Student Disabilities in Higher Education
- School of Medicine, COVID-19 Telehealth FCC grant
- School of Medicine, Department of Psychiatry – Research on COVID, PTSD, Opioid Addiction, Behavioral Health of Healthcare Workers
- Dental School – The Partnership to Advance Collaborative Education (PACE)
- School of Marine and Atmospheric Sciences & National Science Foundation
- School of Public Health – Violence, HIV & Adolescents research

Funded research partnerships:

- National Institute on Disability Independent Living and Rehabilitation Research

- American Academy of Developmental Medicine & Dentistry (AADMD)
- FINRA Investor Education Foundation: The Extra Costs of Living for Adults with Disabilities in the U.S
- Hudson River Healthcare –Medication Assisted Therapy for Opioid Addiction
- Center for Victim Research - bridging the gap between victim research and practice
- Pfizer
- Research Education Institute for Diverse Scholars (REIDS) at Yale University’s Center for Interdisciplinary Research on AIDS in Yale School of Public Health

Funded strategic partnerships in the Community and beyond:

- Long Island Community Foundation-Native American Census and civic engagement
- Suffolk County Fatherhood Initiative
- New York State Office of the Aging
- University of Vermont – School of Medicine, Integrated Care & Patient Centered Outcomes (PCORI)
- Health Resources and Services Administration (HRSA) – Expanding Access to Behavioral Health Workforce Training
- Creedmoor- CASAC training, field placement site
- 1199 United Health Care Workers - trainings for the direct care long-term care workforce
- Samaritan Daytop Village- Opioid grant partner; field placements; potential research partner
- NY Community Trust/National Council for Behavioral Health
- Social Workers on the Front Lines of the Opioid Epidemic
- New York City Department of Veterans Services
- Iraq & Afghanistan Veterans of America

For a full list of partnerships, see Appendix A

Goal # 5: Increase Revenue Opportunities

Increase our revenue outside of tuition bearing courses including expanding Certificate programs, Continuing Education, City and State Training contracts, care coordination activity and through funded research.

Proposed Outcome:

- In this three-year period, we will poll our Alumni database asking for their suggestions for future Continuing Education courses;
- We will also continue our efforts to add to the Alumni "L" fund to ensure licensing prep classes are provided for our students.
- We will expand our Certificate Programs to include programs in Advanced CBT, Motivational Interviewing, Addiction and Substance Use, Aging in Place, Trauma and Executive Leadership in the Not-for Profit Sector.
- We will increase Continuing Education offerings to include both on-site and virtual web-based training. This will increase our target audience to include social workers from outside the local Long Island Community and address the demand for virtual learning opportunities.
- We will work collaboratively with NYC, local government and NY State to understand their training needs and expand current training contracts.
- We will work in collaboration with Stony Brook Medicine to expand its care coordination activities by contracting with grant sources and Managed Care Plans.
- We will explore opportunities for fee based, insurance-covered and government reimbursement streams for care coordination and clinical services
- We aim to increase revenue through additional research and grant submissions

Progress Toward Goal:

- Certificate programs have been developed in the following areas: CBT, MI, DBT, BST, Aging in Place
- We have expanded our Continuing Education offerings to include online interactive workshops
- Our expanded Care Coordination activities include: NYS Medicaid Health Home Care Management and Suffolk County Non-Medicaid Care Coordination run through the Sayville Project
- Established a licensing prep class with the Alumni “L” fund
- Renewed contracts with City & State agencies to provide trainings
- Established new partnership for training long term care workforce (Ladders to Value Workforce Investment Organization (LTVWIO))

Next Steps

Our expected date for completion of the 2020-2023 plan was slated for spring 2020. We were on target to complete a process benchmarking ourselves against similar and aspirational schools of social work. The School had begun to measure itself against public institutions with comparable tuition and budget, faculty workload, size of tenure-track faculty, BSW/MSW/PhD programs, with advanced specializations, extension sites and a similar size and diverse student body. Criteria for measuring ourselves against aspirational schools included: national ranking, research dollars, faculty publications, faculty size, curriculum options and communications/marketing/social media presence. Six benchmark schools and eight aspirational schools were identified. For a list of Benchmark and Aspirational Schools see Appendix B.

In January 2020, we were preparing to embark on focus groups of stakeholders comprised of faculty, staff, students, and alumni to collect data toward further developing our strategic priorities. Due to the onset of COVID-19 and the renewed and urgent focus on systemic racism, it was necessary to shift our priorities. We view this juncture as a **pivotal** opportunity to look at our unique position in educating the next generation of social workers who will be agents of change in providing practical solutions to the problems that have emerged in this

historic time. How we prepare and train future social workers will be transformed as our world is dramatically altered. Now, more than ever, it is imperative that we leverage the foundational principles of equity, diversity, and inclusion to actualize the goals set forth.

As a beginning step, our Diversity, Inclusion and Equity committee will conduct an audit that will look at the status of the foundational principles of diversity, equity and inclusion across the School's processes and structures including teaching, faculty and staff recruitment and hiring, admissions, applicant status, advising, grading, curriculum, field agency partnerships and internship field placements. With data collection and calculated program and structure design we will, as needed, restructure and solidify our commitment to equity, diversity, and inclusion.

The spread of COVID-19 has impacted our work in every way possible, from health disparities in the communities and families we serve, to the need to shift how services are delivered, to the implications for the protection of our workforce. The COVID-19 pandemic has resulted in unemployment, food insecurity, social isolation, and increased attention to mental health—all issues in which social workers are engaged.

While COVID-19 has been a catalyst for telehealth it has clearly exposed gaps in accessibility and equity. Much of our current and future research efforts will focus on delivery of services via telehealth, addressing health disparities and race as we come to understand the impacts of the worldwide crises.

Conclusion:

2020 has been a time of historic challenge as we chart our way through public crises of COVID-19, structural racism, and economic need. These crises have impacted the School and our profession in numerous ways, and will require that the strategic plan be dynamic and open to modification as we look toward the future, examine changes in the world and consider the necessary responses.

This time of upheaval will continue to shape our work - our educational focus, our faculty research, and the work we do with our community partners. While our strategic goals will not change, they will be adapted and informed by this context.

Since these crises began, we quickly implemented the following adaptations:

- In late Spring 2020, we offered a Trauma Certificate Program to graduate students with an emphasis on traumatic stress and crisis management during the pandemic.
- In response to the killings of African Americans and in support of The Black Lives Matter Movement, a group of students and faculty organized a weekly summer educational series to process events, as well as an agenda for the SSW community to address the issue of racism.
- In Fall 2020, we launched a special elective course for both undergraduate and graduate students called *Race: Understanding White Fragility and Black Rage*.

We continue our forward momentum through a different lens in response to the COVID-19 crisis and with a sharpened focus in addressing the systemic issues of economic, social, and racial inequality

Appendix A

Partnerships in Higher Education – Stony Brook University

- Center for Prevention and Outreach—sexual violence bystander prevention programming
- Dental School—training on recognizing and responding to intimate partner violence
- Program in Public Health and the Dept. of Preventive Medicine - Research project on HIV and sexual violence with Rachel Kidman in the
- Office of the President’s ADA Advisory Committee
- Office of the President’s Undergraduate Male Student Degree Completion Team
- Student Leadership in Higher Education Symposium Planning Committee Office of Student Affairs
- 2017-2019 conducted a participatory action research study on experiences of students with disabilities, which was a collaboration with CAPS and SASC (publication that came from this study is in press)
- School of Nursing Nassau-Suffolk Library Consortium

Partners in Higher Education – External to SBU:

- Michigan State University – partnering with social work program for telehealth research
- Mt. Sinai – School of Medicine
- University of Melbourne - partnering with social work program for telehealth research
- University of Vermont- School of Medicine grant research project
- University of Washington, School of Public Health and SOM- research grant
- SUNY Optometry- we manage their community-based care coordination and provide mental health services; utilize as a research site (e.g. Zach M., disabilities- the additional cost); our faculty provide training to their faculty
- TATA Institute of Social Science, Mumbai, India

- International Institute for Health Management Research, New Delhi, India
- Molloy College – Psychology Department and School of Nursing
Yale University’s Center for Interdisciplinary Research on AIDS in Yale School of Public Health
- Hebrew University – COVID-19 research with Graduate student along with other national and international universities)
- Research with colleagues from CUNY John Jay College of Criminal Justice

Partners in the Community, Government & Beyond:

- Creedmoor Psychiatric
- Brookhaven Town NAACP Branch
- Long Island Regional NAACP
- Suffolk County Police - community relations in Brookhaven Town
- Suffolk County Police Commissioner Task Force
- Suffolk County Executive - Black Lives Matter and police reform
- New York State Office of Aging
- Suffolk County Fatherhood Initiative
- Department of Health & Human Services
- Administration for Children and Families
- Office of Family Programs
- Healthy Marriage Responsible Fatherhood
- Coastal Alliance Network for Visualization, Assessment, Science, and Stakeholders (CANVASS) for Convergent Environmental Problem Solving
- Long Island Community Foundation-grant work for Native American Census, Native American civic engagement, and cross-community collaboration
- Long Island Advocates for Police Accountability with students and graduates - Strategy development, proposal development for the transformation of public safety conceptions, policies, and protocols

- Southold Town Justice System Review Task Force - Collaboration with North Fork Unity Action Committee- provides opportunities for our students and graduates
- North Fork Spanish Apostolate with students - census participation among Latino/as, & community organizing for just and compassionate immigration policies
- North Fork Unity Action Committee: with students & graduates- broad-ranging - community organizing for just and compassionate immigration policies, police accountability
- SEPA Mujer with students - broad-ranging - community organizing for just and compassionate immigration policies, support for Latina women esp. re: domestic workplace violence
- New York Civil Liberties Union (NYCLU) with students and graduates for immigration reform, protest, police reform
- Suffolk County Human Rights Commission with students for County police reform
- Suffolk Anti Bias Task Force- student opportunities- for County police reform
- New Sanctuary Coalition - Direct assistance and organizing for just policies for asylum seekers
- Census work, grant assistance, student involvement for Indian Nations:
- Montaukett Indian Nation
- Setalcott Indian Nation
- Shinnecock Indian Nation
- Unkechaug Indian Nation
- Suffolk County Native American Advisory Board - with students related to the Census and capacity building
- The Padoquohan Medicine Lodge
- New York State Office of Children and Family Services (OCFS)

Domestic Violence Agencies

- Brighter Tomorrows
- Long Island Against Domestic Violence (LIADV)
- The Retreat, Inc.
- Victims Information Bureau of Suffolk County (VIBS)
- The Safe Center
- Suffolk County Family Court
- Suffolk County- SANE (Sexual Abuse Nurse Examiner) program with HSC Schools and the Sheriff's department

Sayville Project affiliations

- New York State Department of Health
- New York State Office of Mental Health
- Suffolk County Department of Community Mental Hygiene
- New York State Medicaid Health Home Care Management Program
- Hudson River HealthCare (our parent Health Home)
- Association for Mental Health and Wellness (adults)
- Economic Opportunity Council of Suffolk (adults)
- EAC Network (adults)
- Family Service League (adults)
- Federation of Organizations (adults)
- Hudson River HealthCare (Primary Care settings)
- New Horizon Counseling Center
- Options for Community Living
- Pilgrim Psychiatric Center
- South Shore Association for Independent Living (SAIL)
- Suffolk County Department of Community Mental Hygiene
- WellLife Network

- Samaritan Daytop Village- Opioid grant partner; field placements; possible research partners
- NYC Department of Veterans Services - field placement; possible grant partner

NYC Agencies

- Vera Institute of Justice
- CCLC- trainings for the direct care long term care force
- 1199- training for the long-term care workforce, tuition reimbursement for their employees who are SSW students; student scholarships
- DSS, DFTA HRA- SSW provides on site trainings
- JASA- Aging in Place collaborator
- SW Consortium of NYC/LI schools

National Organization Partnerships

- National Council for Behavioral Health - Opioid grant partner
- Iraq and Afghanistan Veterans of America (IAVA)- potential grant partner

Partners in Field Education

(ACCESS) Adult Career and Continuing Education Services (ACCESS)

Administration for Children's Services

American Civil Liberties Union

Bay Shore School District

Bellevue Hospital

Bellmore-Merrick School District

Bellport Middle School

Board of Cooperative Educational Services

Brentwood School District

Brunswick Hospital

Calm Seas Psychotherapy


Cancer Care

CASES – Center for Alternative Sentencing and Employment Services
Catholic Charities
Central Islip School District
Cold Spring Harbor School district
Commack School District
Community Counseling Center
Concern for Independent Living, Inc.
Covenant House
COVID-19 Justice Project
CPEP – Stony Brook Hospital Emergency Department Psychiatry
Creedmoor Psychiatric Center
CUCS – Center for Urban Community Services
DASH – Diagnostic Assessment and Stabilization Hub (FSL)
DFTA – NY Department for the Aging
Dr. Murdocco Family Medicine
DVS- Department of Veteran Services VetCheck
East Islip School District
East Meadow School District
Eastern Long Island Hospital
Empowerment Collaborative of Long Island
Family and Children’s Association of Long Island
Family Service League
Gifts of Gab
Graham-Windham
Hampton Bays School District
Hauppauge School District
Heights and Hills
Henry Street Settlement
HHC – NYC Health & Hospital Corp.
Hispanic Counseling Center

Hope for Youth
Hope House Ministries
Horizons Counseling
HUD/VASH (Department of Veterans Services)
Human Resources Administration NYC
Human Rights Commission- Suffolk County
Huntington Hospital
Huntington School District
Huntington Youth Bureau
Institute for Family Health
Interfaith Medical Center
International Institute for the Brain
IPTAR – Institute for Psychoanalytic Training & Research
Jamaica Hospital
JASA – Jewish Association for Services for the Aged
JCCA – Jewish Child Care Association
John Jay College - Seek Department
Kids Need More
Labor Education and Community Services
Legal Aid Society of Suffolk County
LIADV - Long Island Against Domestic Violence
LICADD – Long Island Council on Alcoholism and Drug Dependence Inc.
LIRA -Long Island Recovery Association
Lindenhurst School District
Little Flower Children’s Services
LodeStar Children's Services
Long Beach Library
Long Island Community Hospital
Long Island Home
Long Island Housing Services
Long Island State Veteran’s Home
Long Island University

Massapequa YES – Youth Enrichment Services
Mather Hospital
Metropolitan Jewish Palliative Care Institute/Homecare
Mosholu-Montifiore JCC
NAMI – National Alliance of Mental Illness of NYC
Nassau County Police Department
NASW NYS
Nontraditional Employment for Women
North Shore Child and Family Guidance
Northwell Health
NUMC – Nassau University Medical Center
NY Foundling
NY Social Action
Old Bethpage School District
Outreach
Partnership with Children
Patchogue Medford School District
Phoenix House
Pilgrim Psychiatric Center
Port Jefferson School District
Pride for Youth
Probation Department - NYC
Project Safety Net
Queens Community House
R.A.I.N
Response of Suffolk County
RFK Human Rights
Safe Horizon
Sakhi for South Asian Women
Samaritan Daytop
Samaritan Village
Sayville Project

SBU Campus - Finish in 4
SBU Cancer Care
SBU Health and Outreach Portal
SBU LGBTQ Center
SBU Male Completion Initiative
Suffolk County Human Rights Commission
St. Christopher Ottolie
Seaford Services
Sheltering Arms/Safe Space
Sherriff's Department of Suffolk County
South Oaks Hospital
Stony Brook Southampton Hospital
St James Nursing and Rehab
St. Catherine Sienna Hospital
Stony Brook Family Program
Stony Brook University Athletics
Stony Brook University EOP
STRONG Youth
Suffolk Community College
Suffolk County Human Rights Commission
Suffolk County Sheriff's Department
Suffolk Department of Social Services
Suffolk Human Rights Commission
Suffolk Independent Living Organization
Suffolk Y JCC
Sunrise Counseling Center
SUNY College of Optometry
Tempo Group
The ARC – California
The Children's Village
The Door – Open Door Exchange
The Foundling



The Institute for Family Health
The Safe Center
The W.A.N.T.E.D. Project
Three Village School District
Timothy Hill Children’s Ranch
VA Hospital – Northport Medical Center
VetCheck – NYC Department of Veterans Services
Visiting Nurse Services
Well Life Network
West Babylon Nursing Home
West Babylon School District
West Hempstead School District
William Floyd School District
Wyandanch School District
Yes Community Counseling

Appendix B

Aspirational schools:

University of Pittsburgh #17

Ohio State #13

University of TN #36

University of GA#22

Rutgers U #17

University of KS #36

University of Houston #22

University of Maryland #25

Benchmark schools:

University of Buffalo

University of Albany #44

University of Binghamton #70

UCONN #36

Wayne State #44

Florida State #33