



Annual Center Report

July 2014—June 2015

Eugene J. Monaco

Executive Director and Public Service Professor



PROFESSIONAL
DEVELOPMENT PROGRAM
ROCKEFELLER COLLEGE
UNIVERSITY AT ALBANY
State University of New York

A Leader in Continuing Professional Education

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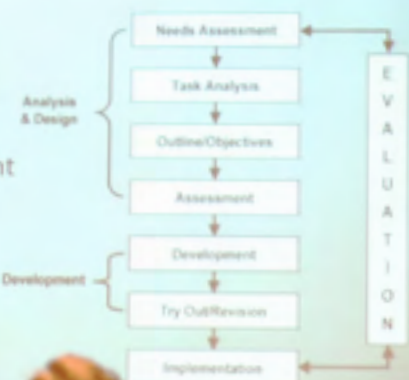
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PROFESSIONAL DEVELOPMENT PROGRAM
ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY State University of New York

Continuing Professional Education for the Public Workforce

Workforce development
Needs Assessments
Training curriculum development
Education & training programs
Technical assistance
Evaluation



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Executive Summary

During 2014-15, PDP has had considerable success securing various contracts and grants, maintaining its viability as a leader in providing continuing professional education. Much of PDP's success can be attributed to focusing on the fundamental mission to provide quality continuing professional education and training programs for the public service workforce throughout New York State. During this time, PDP maintained its position as the leader among the university centers in generating a steady indirect cost recovery of funds for the university. In 2014 PDP received 29 awards totaling over \$38 million to conduct work during 2014. Cumulatively, these awards produced over \$3.3 million in indirect cost recovery for the University.

In 2015 PDP experienced higher than usual turnover in professional staffing as compared to previous years, which was due in part to not being able to maintain a competitive pay rate as a result of sponsor restrictions on providing funding for any type of pay increases as well as a lack of University RF across the board/cost of living increases for several years. In addition, PDP's workforce has been maturing and a number of retirements contributed to additional staff turnover. Recently, sponsor restrictions have lessened somewhat and across the board/cost of living increases are included in the current year salary plan, which should help to keep PDP competitive.

During this period, PDP staff were actively involved with the design of program curriculum and the delivery of a wide range of educational programs that supported worker development. PDP effectively offered over 2,900 instructional activities enrolling over 107,000 employees in its various educational programs. The primary responsibility of PDP staff is to develop and deliver these education and training programs. PDP staff has been well prepared to produce high quality products and services for its customers across the wide range of subject matter areas necessary to meet our sponsors' needs. These programs have provided outcomes leading to workers obtaining knowledge, skills and information that make them more productive employees.

Customarily, PDP programs have been successful in assisting various state, local government, non-government organizations, and not-for-profit workers to improve their overall job knowledge and skills, which has resulted in producing an overall better trained and productive workforce for the citizens of New York State. While traditional classroom training has remained stable this past year, PDP experienced a dramatic increase in technology-driven programming, which resulted in a 40% increase in such offerings. As e-learning options continue to become prevalent, PDP will continue to ensure quality control over these offerings to maintain its high educational and professional standards.

During 2014-15 the majority of PDP's programs were conducted for employees at the NYS Office of Children and Family Services, the NYS Office of Temporary and Disability Assistance, the NYS Department of Health, the NYS Department of Civil Service, the Governor's Office of Employee Relations, and local government agencies throughout New York State. The program areas that had the highest enrollments continued to be Child Care Provider Training, Computer Skills and Child Welfare Training.

Last year PDP offered a monitoring, evaluation and learning workshop in Kenya, continuing its work with The Center for International Development (CID) and the Center for Parliamentary Studies and Training (CPST) of Kenya. This year ongoing activity has been limited in scope while funding is pending approval.



Eugene J. Monaco, Public Service Professor and Executive Director

PDP looks forward to expanding its efforts particularly in e-learning with Kenya during the coming year.

PDP's sustainability remains buoyant, and it plans to further broaden efforts in the delivery of high performance programs for the public service workforce beyond New York State. PDP continues to develop a range of e-learning programs and mobile technology to maintain and enhance capacity to meet the educational and training needs of today's global workforce while remaining true to its fundamental values and mission.

PDP's 2013–2014 Annual Center Report underscored its numerous accomplishments in actively supporting the public service workforce to increase

its applied knowledge and related skills that produce improved work performance. PDP has proven to be a discriminating provider of exceptionally high quality education and training for those who work in the public sector and its reputation for excellence in all it does continues to be its defining trait. Its value to both Rockefeller College and the University of Albany is its work in furthering the service mission goals and objectives for both the College and University. During the past year, PDP has strived to achieve distinction in all its work, integrity in its actions, and dedication in its responsiveness to its varied customers. This report provides examples of PDP's many accomplishments in meeting these goals.

1.0 Performance Relative to Stated Mission & Goals

PDP has continued to stay mission-focused in providing superior continuing professional education and training to sustain its numerous offerings fostering workforce development for the public service. Much of its lasting success during the past 40 years can be ascribed to its unending commitment to providing necessary state-of-the-art programs for public agencies, non-government, and not-for-profit organizations. PDP has been regularly recognized as a leader in workforce development for the public service, and PDP's steady performance during 2014-2015 continued its tradition of not only meeting but also exceeding its program deliverables in support of its mission. PDP's accomplishments during the past year are a testament to its ability to be able to stay mission-focused, while remaining committed to producing high quality programs that provide much needed education and training for those who work in the public sector.

1.1 Overview of PDP's Mission and Function

PDP continues as a key player in supporting the larger mission of the University at Albany to sustain its long standing commitment to support public service outreach. As a major center located in Rockefeller College, PDP's core mission is further linked to Rockefeller College's mission to provide relevant service learning opportunities for those individuals who work in the public sector. PDP's central mission has remained steadfast over its history which is directed at providing necessary education, training, research and evaluation in support of the public workforce to government agencies, non-government organizations and not-for-profits. It aspires to make a difference in the changing world of public service by connecting the learning, applied research, and evaluation resources of the University with the continuing professional education needs for those in the public service.

Since its founding in 1975, PDP has remained soundly committed to making applied research, extended learning and continuing professional education a reality for the public service workforce through offering pertinent education and training initiatives focused on increasing worker performance at all levels.

PDP has developed and delivered recurrent instructional programs designed to meet the persistent education and training needs of the public sector workforce in New York State, as well as other states, including Florida, Pennsylvania, New Jersey, Ohio, Rhode Island, and Vermont. In carrying out these activities, PDP has consistently demonstrated an ability to meet and exceed the needs of diversified learners in an attentive and resourceful manner.

As a learning organization, PDP has developed and demonstrated a thorough understanding and responsiveness to its varied customers—from agencies and commissioners to all levels of policy and program staff, including direct service recipients.

Utilizing an innovative choice of various instructional models, techniques, and multi-media throughout its educational offerings (e.g., knowledge dissemination; outcome, performance, and evidence-based approaches), PDP has constantly produced high-quality programs for learners.

PDP is governed by the principles of adult learning theory designed in a way in which outcome based training leads to improved employee work performance. Curriculum design, development, and training staff, as well as other subject matter experts, are supported by a team of educational multimedia technicians, technical, and support staff to ensure the expedient dissemination of high-quality educational products in both traditional (e.g., classroom, workshop, residential, seminar, etc.) and non-traditional (e.g., technology-based instruction, e-learning, web-based, etc.) formats. PDP plans to continue this comprehensive approach as it has proven to be instrumental in providing it with a blueprint for success.

1.2 Areas of Staff Expertise and Experience

Presently, PDP employs approximately 200 professional, technical, and project support staff, organized to produce and deliver comprehensive and innovative programs across diverse content areas. PDP has consistently recruited and maintained a diverse staff with demonstrated expertise to meet changing sponsor needs. Currently, 25% of PDP staff represents diverse categories. Figure 1 below provides an historical overview of PDP's staffing from 2007—2015.

PDP Staffing



Figure 1

For almost four decades, PDP has had a specific focus on helping human and social service workers within the public sector increase their knowledge base, sharpen their skills, and improve workplace performance.



Ellen Schaefer, Senior Education Specialist conducting Medication Administration Training.

PDP staff possesses expertise and experience in a wide variety of topics which enabled it to successfully meet its 2013–2015 education and training commitments. They include:

- Case Management
- Child Development
- Child Support
- Child Welfare Programs
- Adolescent Development
- Child Welfare Framework of Practice
- Permanency Planning
- Safety and Risk Assessment
- Juvenile Justice and Rehabilitation
- Computer System Applications (proprietary and non-proprietary)
- Counseling
- Early Childhood Education
- E-learning Product Development
- Employment
- Medication Administration
- Organization Development
- Public Health
- Substance Use Disorders
- Youth Leadership
- Public Administration

1.3 Past Accomplishments

PDP's ongoing accomplishments can be traced to its long-established relationships with the University's professional schools (Rockefeller College of Public Affairs & Policy, the School of Social Welfare, Computing and Information, and Criminal Justice), the 64-campus SUNY system, CUNY institutions in New York City, and private institutions statewide. PDP's cumulative portfolio of sponsored funding since 1975 is in excess of \$550 million.

Regarded as a leader in the field of extended learning and continuing professional education, PDP has been recognized with numerous awards including the following:

- American Society for Training and Development (Mohawk Hudson Chapter) Outstanding Public Service Training (1999)
- OTDA Commissioner's Award (1999 and 2004)
- University at Albany Initiatives for Women Awards (2000 and 2005)
- New York State Best Practices Award (2004-2005)
- Apex Award (2005)
- National Staff Development and Training Association Distinguished Service in Training Award (2005)
- National Health Information Award (2007)
- University at Albany President's Award for Excellence in Support Service (2007)
- Center for Digital Government's "Best of New York Award" for participation in NYS OCFS Juvenile Justice Information System (2009)
- Center for Digital Government's "Project Best Advancing Service to the Public Award" for participation in the Commission for the Blind and Visually Handicapped Consumer Information System (2009)
- APEX Award for Electronic and Video Publication in Education and Training (2010)
- Continuing Education Association of New York Exemplary Program Award for Non-Credit Program Development (2010)
- United States Distance Learning Association (USDLA) Best Practice in Distance Learning Programming Bronze Award (2010)
- United States Distance Learning Association (USDLA) Best Practice in Distance Learning Programming Gold Award (2011)
- Center for Digital Government's "Best of New York Award" for participation in the NYS OCFS Child Care Time and Attendance (CCTA) project (2011)
- Center for Digital Government's "Best of New York Award" for the Most Innovative Use of Technology for the design of the NYS OTDA mobile-optimized website (2011)
- Bronze Telly Award honoring best in video production (2012)
- United States Distance Learning Association (USDLA) Best Practice in Distance Learning Programming Gold Award (2013)
- Bronze Telly Award honoring the best in video production (2014)
- APEX Award for Publication Excellence for Most Improved Print Media "Youth in Progress Need to Know Series (2014)

1.4 Accreditation and Licensure Status

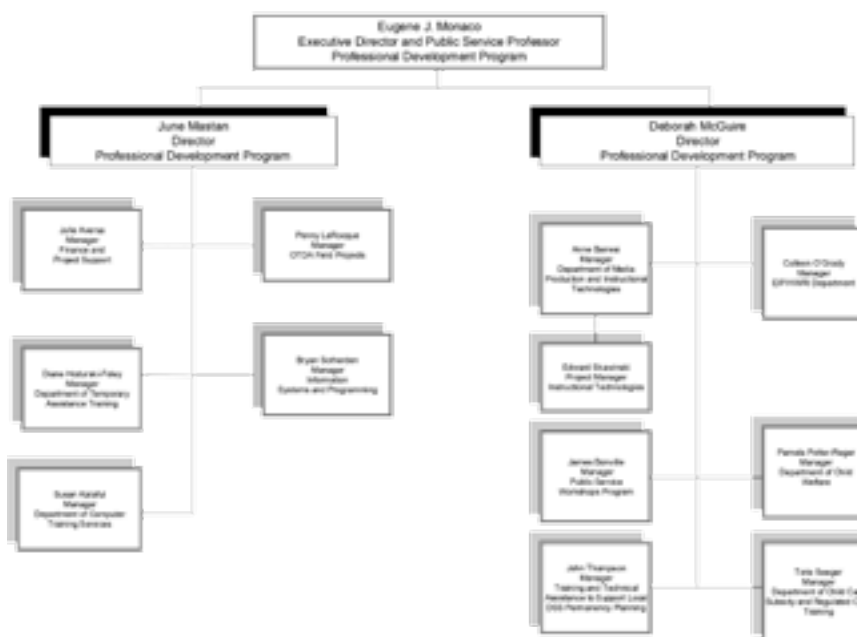
The University at Albany is chartered by the Board of Regents of New York State and is accredited by the Middle States Commission of Higher Education. Rockefeller College is also accredited by the National Association of Schools of Public Affairs and Administration.

PDP currently has staff that possess the following professional licenses and certifications which provided PDP with the necessary depth to successfully meet all contract deliverables during the 2014-2015 reporting timeframe. They include:

- Computer Software and Hardware
- Certified Ethical Hacker Security Certification 2012
- CompTIA Security + Certified 2011
- Advanced ColdFusion Certified Expert (Adobe) 2009
- Google Analytics Individual Qualification 2009
- Microsoft Certified Systems Engineer (MCSE) in Windows 2000, 2003 and Windows NT 4.0
- Microsoft Certified Technology Specialist (MCTS) in Microsoft Office SharePoint Server 2007 Configuration
- Microsoft Certified Systems Administrator (MCSA) in Windows 2000
- Microsoft Certified Professional (MCP) in Windows 2000, XP, 2003 and 2009
- Microsoft Certified Systems Administrator (MCDA) in SQL Server 2000
- College adjunct faculty and instructors
- Credentialed Alcoholism Substance Abuse Counselor
- Health Care Risk Manager
- NYS Early Learning Trainer Credential
- Registered Nurse
- Public school teachers (early childhood, elementary, and secondary)
- Social workers (LMSWs)
- Therapeutic Crisis Intervention

1.5 PDP's Capacity

During the past year, PDP continued to maintain an effective organizational structure and had sufficient staff resources to develop, schedule, deliver, and evaluate training activities, as well as interact with stakeholders. It retains the necessary fiscal, organizational, and program capacity to effectively meet its varied contract deliverables.



1.5.1 Organization Structure

In 2014-2015, the Professional Development Program managed a diverse portfolio of projects covering a wide range of education and training initiatives. The program is directed by a Public Service Professor/Executive Director (RF title: Principal Investigator) who serves as its chief executive officer. In addition there are two Directors (RF title: Project Administrative Officer), and twelve Managers (RF titles: Principal Education Specialist, Principal Research Support Specialist, or Project Staff Associate) who function as the management team.

Each Director has responsibility for designated programs within the PDP portfolio. The Managers in turn report to specific Directors. Managers have day-to-day responsibility for program development and delivery as well as staff supervision. Each project is staffed with the necessary curriculum development and training staff as well as technical and project support staff needed to accomplish all project objectives. PDP is structured with the checks and balances necessary to maintain accountability and meet all deliverables in an exemplary and timely fashion while adhering to all required regulations both internal and external.

1.5.2 Staff Resources

Appropriate staff resources were utilized for PDP's programs to ensure the timely completion of the highest quality program deliverables. All staff members have appropriate education and experiential credentials to meet job requirements. Programs are structured to maintain smooth continuity of operations in the event of a personnel change through the use of knowledge transfer tools such as cross training, written procedures, and mentoring programs for staff.

1.5.3 Staff Selection and Hiring

PDP's employment practices during the reporting period continued to follow the guidelines set forth by both the Office of Diversity and Inclusion of the University at Albany, State University of New York, and the University at Albany Research Foundation Human Resources Office of The Research Foundation for SUNY. These are stated in Guidelines for the Recruitment of Research Foundation Employees.

Among other objectives, these procedures are intended to facilitate and demonstrate the good faith efforts of The Research Foundation for SUNY and the University at Albany to identify and consider for employment a wide pool of applicants reflecting cultural diversity, including qualified minority persons, women, persons with disabilities, and Vietnam-era veterans.

1.6 Program Development

PDP's program development continues to be based on using the best practices of adult learning theory regarding the development of training and its accompanying program evaluation.

Administratively PDP's programs are fiscally responsible adhering to all Federal, State, University, and Research Foundations guidelines, policies, and regulations.

1.6.1 Curriculum Design

PDP anchors curriculum design and development and related training support by successfully combining the best of traditional and current adult learning theories with the most progressive competency/performance-based, skill-focused application methods, often enhanced by appropriate educational technologies, including web-based approaches. Standardized curricula templates and information mapping research strategies, as well as peer mentoring, experiential learning, demonstration and practice, cooperative group process, job task analyses, the latest presentation technologies, various distance learning strategies, and independent/individualized learning plans are commonly used at PDP.

Drawing on the expertise of staff with knowledge and work experience as curriculum developers, program specialists, evaluation specialists, and computer experts, PDP develops and implements training programs in formats that match organizational goals and objectives with participants' needs, schedules, and diverse learning styles. PDP's affiliation with other higher education institutions and training organizations within and outside the state's



Gregory Sides, Senior Trainer conducting training.

university system provides a rich resource of knowledge and research from many notable academics and professions to ensure training content reflects the latest literature and best practice wisdom available. PDP often customizes products to the specific needs of the sponsor. As noted earlier, PDP has been recognized as a leader in curriculum development and training by the American Society for Training and Development (ASTD), receiving their award for innovative curriculum design, and adapting emerging instructional technologies to refine and expand traditional training approaches.

PDP incorporates a performance-based (competency-based) training model in many of its programs. This training is

geared toward addressing organizational outcomes and the core competencies of workplace staff to best meet the overall learning goals of the program, e.g., *Child Care Subsidy Core Training*, *Family Assessment and Service Plan (FASP)*, and *Core Essential Skills*.

Once organizational outcomes, core competencies, desired training outcomes, and tasks to be performed to achieve outcomes are identified, the knowledge, skills, and aptitudes enabling the consistent performance of tasks are determined and integrated into the training curricula design.

Training is structured to provide the knowledge base, build necessary skills for job performance and reinforce attitudes and beliefs that enhance performance and service delivery. This allows participants to perform in ways that approximate and progressively approach the way they will perform on the job. Competency is then achieved in the workplace as the worker transfers newly learned skills to their job and receives constructive, timely feedback from his/her supervisor and others designed to coach and train.

1.6.2 Evaluation

Training evaluation is conducted to determine the effectiveness of the training programs, be they classroom or web-based training, and to identify training areas in need of improvement. The overall design that is used to evaluate programs is based on Donald Kirkpatrick's four-level model of training evaluation.¹

¹ Kirkpatrick, Donald L. 1994. *Evaluating Training Programs: The Four Levels*. San Francisco: Berrett-Koehler Publishers.

According to Kirkpatrick's model, training can be evaluated at four different levels: (1) reaction, (2) learning, (3) behavior, and (4) results. The four levels of evaluation (described below) are sequential. While the evaluation of a training program may include one or more of these levels, no level should be bypassed in order to reach a higher level—although exceptions must sometimes be made. All program evaluations in 2014–2015 followed this approach.

Level 1—Reaction

This level of evaluation measures how the participants reacted to the training—i.e., what they thought about the quality of the training program. This is the most basic level of evaluation; it measures participant satisfaction with the training.

Level 2—Learning

The evaluation of learning measures the extent to which participants acquired knowledge or improved skills as a result of the training program.

Level 3—Behavior

The evaluation of behavior examines the extent to which improvement in job performance occurred because the participant attended the training program. This level of evaluation is designed to measure transfer of learning to the workplace.

Level 4—Results

The fourth level of evaluation assesses the organizational outcomes that occurred because of the training program.

1.6.3 Fiscal Responsibility

The Research Foundation has fiscal responsibility for all sponsored activity of the State University of New York. The Research Foundation for SUNY is a private, non-profit educational corporation chartered in 1951 by the State Board of Regents. The Research Foundation carries out its functions in a manner consistent with policies and practices of the University at Albany, State University of New York. PDP abides by all federal, state, and university policies and regulations that govern its activities.

2.0 Changes in Mission/Focus

PDP's mission and focus has remained consistent and is concentrated on better serving the interests and needs of those who work with, or in, the public sector. Its long term ongoing goal has been to advance extended learning and continuing professional education for the public service, particularly in New York State. Its documented success in improving workforce development for the public service has, in a large measure, been due to remaining focused on its mission and core values which have served PDP well for over 40 years.

3.0 Changes in Personnel

PDP's overall staffing has remained stable over the past three years. PDP has experienced a professional staff turnover of approximately 17% this past year. This is a slight increase from the previous year (2013–2014). PDP has successfully recruited and filled the professional vacancies that have arisen. Support staff has remained constant for the past several years, and the number of graduate assistants and student interns has also remained steady as illustrated in the figures below.

	2015	2014
Professional	155	158
Support	21	21
Graduate Assistants/Interns	14	16
Total	190	195

PDP has a diversified staff which includes several generations in the workplace. The age, gender, and ethnic distribution of staff for 2015 is highlighted in Figures 2–4 shown below.

Staffing Diversity: Age

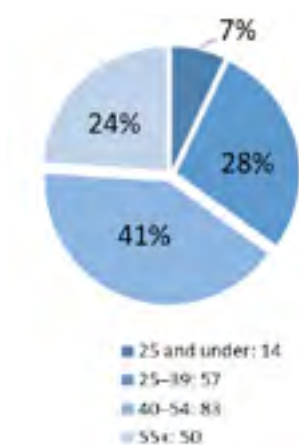


Figure 2

Staffing Diversity: Gender

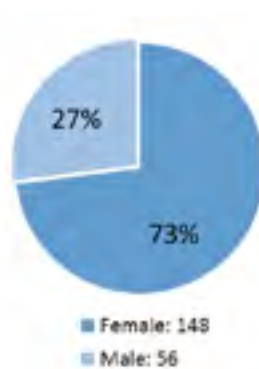


Figure 3

Staffing Diversity: Ethnicity

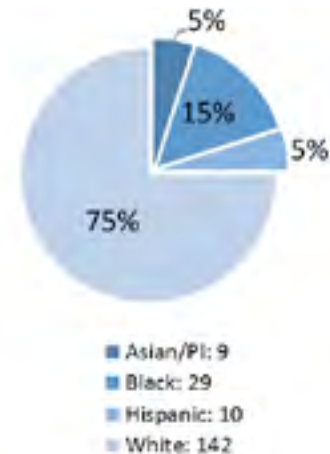


Figure 4

PDP projects that in 2016 staffing patterns will remain constant. Ongoing efforts continue to increase diversity in new hires.



New staff for 2014–2015: Nathan Cadoret, Gloria Moran, Darina Mayfield, Justine Chong, Hasanai Badar, Colleen Geary, Claudia Melendez, SeHwa Lee, David Wennberg, Jeffrey Schneider, Emily Harrison, Aria Moshari, Nathan Allen, Mandy Granger, Ellen Higgins, and Vici Cook. New staff not present for this photo include: Patricia Beck, Lauren Ford, Nadia DeJesus-Hernandez, Aaron Hill, Pou Mok, Rodolfo Robles, Thomas Rees, and Eric Young.

4.0 Contracts and Grants

4.1 List of Grants/Contracts Received

PDP received 29 awards during the reporting period totaling over \$38 million. Table 1 specifies the award details.

Award #	Award Sponsor	Award Start Date	Award End Date	Award Budget
68414	NYS Office of Children and Family Services	1-Jul-14	30-Jun-15	\$400,000
69985	NYS Office of Children and Family Services	1-Jan-15	31-Dec-15	\$2,325,000
69967	NYS Office of Children and Family Services	1-Jan-15	31-Dec-15	\$911,500
70639	NYS Office of Children and Family Services	1-Feb-15	31-Dec-15	\$116,368
69976	NYS Office of Children and Family Services	1-Jan-15	31-Dec-15	\$555,000
69957	NYS Office of Children and Family Services	1-Jan-15	31-Dec-15	\$1,692,500

69971	NYS Office of Children and Family Services	1-Jan-15	31-Dec-15	\$585,000
69979	NYS Office of Children and Family Services	1-Jan-15	31-Dec-15	\$1,434,400
69958	NYS Office of Children and Family Services	1-Jan-15	31-Dec-15	\$166,000
69969	NYS Office of Children and Family Services	1-Jan-15	31-Dec-15	\$535,000
69987	NYS Office of Children and Family Services	1-Jan-15	31-Dec-15	\$9,424,735
69972	NYS Office of Children and Family Services	1-Jan-15	31-Dec-15	\$1,439,600
69941	NYS Office of Children and Family Services	1-Jan-15	31-Dec-15	\$1,650,000
69900	NYS Office of Temporary & Disability Assistance	1-Jan-15	31-Dec-15	\$1,040,000
69914	NYS Office of Temporary & Disability Assistance	1-Jan-15	31-Dec-15	\$1,578,232
69913	NYS Office of Temporary & Disability Assistance	1-Jan-15	31-Dec-15	\$2,713,930
69917	NYS Office of Temporary & Disability Assistance	1-Jan-15	31-Dec-15	\$112,706
69910	NYS Office of Temporary & Disability Assistance	1-Jan-15	31-Dec-15	\$928,119
69906	NYS Office of Temporary & Disability Assistance	1-Jan-15	31-Dec-15	\$849,916
69905	NYS Office of Temporary & Disability Assistance	1-Jan-15	31-Dec-15	\$574,289
69923	NYS Office of Temporary & Disability Assistance	1-Jan-15	31-Dec-15	\$1,079,184
69920	NYS Office of Temporary & Disability Assistance	1-Jan-15	31-Dec-15	\$450,542
68810	SPH Continuing Education Subcontract	1-July-14	30-June-15	\$5,000
69475	Health Policy Subcontract	30-Sep-14	29-Sep-15	\$26,459
	NYS Governor's Office of Employee Relations	1-Jan-16	31-Dec-17	\$5,475,000
71174	Health Research, Inc.	1-Apr-15	31-Mar-16	\$120,604
72190	SPH Continuing Education Subcontract	1-June-15	31-Aug-16	\$6,800
69376/ 71867	NYS Department of Health	1-July-14	30-June-16	\$691,493
69413/ 71862	NYS Department of Health	1-July-14	30-June-16	\$1,121,067
			Total	\$38,008,444

Table 1

4.2 Submissions

The 2014–2015 year was quite productive and busy for PDP. PDP was successful in retaining many of its existing contracts as well as gaining some additional new work with other organizations. Overall, 29 new project accounts were established and 27 projects were closed during 2014–2015.

5.0 Financial Sustainability

PDP's historical record of financial sustainability remains strong. PDP has, on an annual basis, successfully demonstrated an ability to generate a steady income stream from a variety of sponsor-funded contracts in support of its core mission. As a key provider of human and social services programs for the public service, PDP has been extremely productive in securing ongoing contracts with a number of providers, such as NYS State office of Children and Family Services (OCFS), NYS Office of Temporary and Disability Assistance (OTDA), Governor's Office of Employee Relations (GOER), and the NYS Department of Health (DOH). In forecasting its continued financial sustainability for 2015–2016, PDP projects that its gross funding will be around \$38 million.

5.1 History of Funding

During the past decade, PDP's annual funding averaged approximately \$31.4 million per year. Figure 5 is a summary of PDP's funding history from 2010–2015.

Funding History 2010-2015 (Gross amount in millions)



Figure 5

5.2 Indirect Cost Recovery

PDP has produced a substantial percentage of the total indirect cost received by the University. Over the past three fiscal years (FY July 2012–June 2015), PDP generated an average of \$3.3 million per year in indirect cost recovery for the University with an effective rate of return averaging 14%.

Cumulatively from FY 2003–2004 to FY 2014–2015, PDP:

- Generated approximately \$36.7 million in Indirect Cost Recovery (ICR) with an effective rate of return of 14.6%.
- Received approximately \$1,165,000 or 3.2% of the total ICR it produced for the University.

For the FY 2015–2016, PDP projects a similar ICR for the University.



Tonia Wheeler, Education Specialist conducting training.

6.0 Major Accomplishments

PDP's major accomplishments over the years have been significant. During the past year, there have been substantial progress and positive outcomes achieved in a number of areas as described in the section below.

6.1 Instructional Activity

One measure of examining PDP's accomplishments is to consider PDP's overall instructional activity in meeting the education and training needs of the public service workforce. PDP has an extended history of offering a comprehensive range of education and training programs for the public workforce which continues to generate steady enrollments on an annual basis. For the past five years, PDP has, on average, offered over 3,413 instructional activities per year enrolling approximately 100,542 workers in its programs. Figure 6 provides a summary of instructional activity and enrollments for the period 2009–2015.

Enrollment History 2009–2015

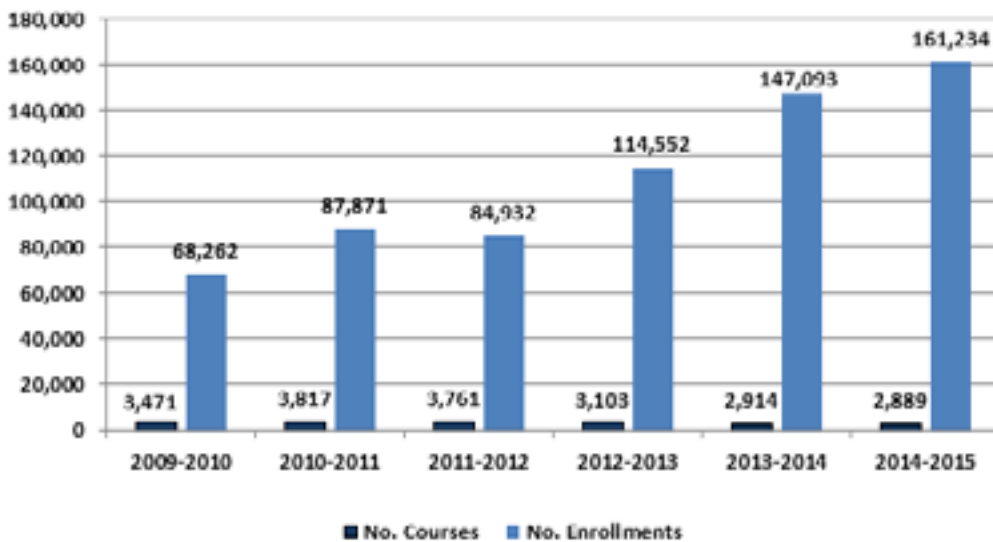


Figure 6

During the past year (2014–2015), PDP reported that it offered 2,889 courses, institutes, and workshops enrolling 161,234 workers. This generated 444,829 contact hours of instruction across all of its programs. The program areas that generated the largest enrollments were *Child Care Provider Training*—124,615 registered; and *Computer Skills Training*—10,166 registered.

6.2 Program Accomplishments

PDP produced a number of program accomplishments in all areas. The following is a wide-ranging summary of milestones PDP realized during the past year, which illustrates its many achievements in meeting program deliverables.

6.2.1 Early Childhood Education and Training

Significant changes were made to the Educational Incentive Program (EIP) at the start of the 2014 program year and have continued throughout 2015. An EIP Professional Development Definitions document was created by PDP in collaboration with Office of Children and Family Services (OCFS) Division of Child Care Services (DCCS), Bureau of Training and Development (BTD) and the Professional Development Institute (PDI) at CUNY. This document defined types of professional development and trainer types eligible for EIP. As of January 1, 2014 EIP scholarship awards were only issued to eligible child care providers if the trainer and the type of training met the defined criteria. Additionally, all EIP eligible trainers were required to be listed on Aspire, New York State's professional development system for the early childhood and school age workforce. In 2014, a total of 7,649 scholarships totaling \$4,697,766 were issued to New York State child care providers. Of the total amount of funds issued, 80% went to College Credit-Bearing and Credential activities.

In 2015, EIP was charged with the development of an Event Approval process to ensure that participants in the EIP scholarship program receive training that supports the goals and regulations of the NYS OCFS. The Event Approval process is currently in development and will require all non-credit bearing training be reviewed and approved by PDP staff prior to becoming eligible for EIP scholarship funding. A detailed proposal was submitted and approved by OCFS at the start of the 2015 program year. Process diagramming, system development, procedures and guidelines have been created. Implementation of the system is anticipated for the fall of 2015 and will be a program requirement for 2016.

Early Childhood e-Learning

The Early Childhood Education and Training Program provides a variety of e-learning courses that count toward training credit hours. Sponsored by OCFS, these online trainings offer unique and innovative delivery methods to meet the needs of child care providers throughout New York State. There are several online trainings available 24 hours a day, 7 days a week. During the report period over 87,000 participants took these e-learning courses. Additionally, two new e-learning courses were added to the course catalog including *Quality School-Age Child Care* and *Supervision of Children*. Feedback so far has been outstanding and participants indicate a high level of satisfaction with all courses. Course development will continue on many topics in the future.

Videoconference Training

High-quality early childhood programs depend on teacher effectiveness, and decades of research have shown that to be effective, early childhood practitioners must develop specialized knowledge, skills and practices. Videoconference training allows providers to learn from experts and other child care providers while networking and sharing the experience with other professionals. These trainings consist of a live broadcast, discussions with panelists including national and state experts as well as child care providers, opportunities for interaction at each training site, activities that apply to what providers have learned, extensive handout and resource materials, and training credits for continuing education. During 2013 six videoconference trainings were presented including: *Child Abuse and Maltreatment Prevention with a Focus on Protective Factors*, *Infant Feeding Practices in Child Care*, *Author Study: Mo Willems*, *Quality Programming in Child Care*, *Caring for Children with ADHD*, and *Continuity of Care (Special)*. Over 5,000 Participants attended these trainings at over 70 sites across the state. Satisfaction levels were high for these trainings and participants enjoyed the overall training experience.

6.2.2 Licensing Training Project

The May 1, 2014 initiation of the NYS Office of Children and Family Services (OCFS) Family and Group Family Day Care Regulations provided the unit with the opportunity to update all active curricula. There were over 30 curricula and associated materials and PowerPoints that needed to be updated; including some corresponding video.

After this massive undertaking, OCFS Division of Child Care Services (DCCS) determined their need for a customized training on customer service. This training, originally designed for NYC Registrars in 2012, was modified and updated to meet the needs of the upstate regional office staff. Home Office also needed additional customization for their offerings as well. All regional office and Home Office staff were required to take this training. The training included a multi-part (3 different days) day of training with the supervisors meeting for a half day at each interval, in addition to the regular training. This was done to support the supervisors to help staff learn, maintain and enhance their customer service skills on a daily basis. The training included practical homework for participants at the end of each training day with a sharing of application results at the next training day. This training, while lengthy, proved to be effective in many ways. Several outcomes were achieved in various regions including: office procedures developed for various customer service situations, clarification of how to deal with walk-in customers, operationalizing use of Language Line Services and phone use in general, and inter-office communication skill improvement.

The Licensing Unit also began the work on a series of Regional Forums for Child Care Regulatory staff. Meetings took place each month beginning 2015 to make decisions on theme, content, locations, dates, workshop topics and trainers. Plenary sessions and keynote speaker were determined, invitations sent out, registration begun and workshop assignments will be completed along with A/V and materials order. The 2015 OCFS Regional Forums will take place in the fall of 2015 in Albany, Rochester and Brooklyn, NY.

The Day Care Center, School Age Child Care and Small Day Care Center regulations were promulgated at the end of 2014 to be fully implemented on June 1, 2015. Similar curriculum work was organized and most work completed by mid-year with the priority of curriculum work being completed according to the courses offered in the 2015 training calendar.

A major training needs assessment was completed from November 2014–April 2015 for the New York City Department of Mental Health and Hygiene registrar contract workers with NYS OCFS DCCS. A proposal was presented and with minor modification, approved for implementation. Facts and general information was collected from key informants as well as the internet, (2) rounds of focus groups were held with supervisors and line staff in both the Bronx and Brooklyn borough offices in February. Analysis and a final report with recommendations was presented to OCFS DCCS in April of 2015.

The multi-owners of Family/Group Family Day Care programs were required to take the OCFS approved Supervision and Management course by May 1, 2015. PDP was contracted to offer six (6) days of this training in 2015. Due to the large quantity of providers who did not take the course in previous years, a total of 24 times (through July, 2015). A Train the Trainer (TOT) is scheduled to be completed with Child Care Resource and Referral trainers in the fall of 2015 to take over the balance of the training needed to meet the need of this population of owner/operators of multiple programs.

January 1, 2015 the revised and expanded criteria and process for approving asynchronous distance learning courses for child care providers use in meeting regulatory training requirements went into effect. The Distance Learning Review Committee coordinated by PDP continues to meet quarterly to approved or decline courses following course presentation by PDP staff and discussion.

6.2.3 Child Care Subsidy Project

The Child Care Subsidy Project completed curricula, piloted and presented training in Legally-Exempt Group Enrollment and Compliance: Inspections, Monitoring and Complaints. Curriculum work continued in Local District Child Welfare Tasks for Legally-Exempt Enrollment. The first two courses were determined as mandated by OCFS DCCS and a substantial training schedule was developed and implemented in 2014 to accommodate all participant's attendance.

The new courses were well received, providing participants with materials for future use that included many desk aids as well as reference manuals.

At the 2015 Start-Up Meeting, it was determined there would be changes to the originally proposed activities for DC06 including, but not limited to: no completion of the *Local District Child Welfare Tasks for Legally-Exempt Enrollment* or 2-day *Compliance: Inspections, Monitoring and Complaints* courses; following the completion of the *Guide to Enrollment*, the revisions to *Legally-Exempt Training 101* will be done in order to update the content but also

to change the processes to more clearly reflect the inclusion of CCFS as this system is now the central core of how the EAs do their work. Monitoring of union trainers providing the *10 Hour Legally-Exempt Provider* training will continue as well.

By the middle of 2015, the project received a draft of the updated *Guide to Enrollment*. An outline was developed and approved for the revisions to the *Legally-Exempt Training 101*. Revisions have begun.

Training and technical assistance continue to be the mainstay of this project to enhance and encourage the knowledge and skills needed to service the families in the Child Care Subsidy Program.

6.2.4 Targeted Training to Support LDSS

Project staff have been partnering with the Office of Children and Family Services, Local Districts of Social Services, and Provider and Voluntary Agencies to improve the experience that children and families have in New York State's Child Welfare System. The statewide activities range in each region based on the needs. Some highlights of these activities include: partnering with OCFS to design a Practice Model, improving Solution Focused Trauma Informed Care practice in Western New York, assisting a county in the foothill region to assess their outcome data to write a specific performance improvement plan, facilitating permanency round tables in the capital district and in the Hudson Valley, and working with a collaborative in NYC to improve recruitment and retention. All of these efforts have led to improved performance and hopefully a better experience for children and families in New York State.

6.2.5 Public Service Workshops Program

Throughout this reporting period, over 2,316 trainees participated in 154 days of training, 112 different workshops delivered via classroom training and videoconference formats. Courses were delivered throughout New York State across numerous agencies and occupational groups. Workshop topics included *Structured Query Language, Fraud Detection & Prevention, Advanced Auditing Processes*, and *Investigative Interviewing*.

Governor's Office Mandatory Training

At the request of GOER, PDP and ITU staff developed, revised, and re-launched the following mandatory courses based on the Governor's Office mandatory training initiatives:

- *Sexual Harassment Prevention*
- *Equal Employment Opportunity*
- *Reasonable Accommodation (Public, Religion/Creed, Disability)*

The mandated courses were completed by hundreds of thousands of New York State employees as well as staff from New York State Authorities. In addition to being configured and launched in the Statewide Learning Management System, each course



was also developed to be made available in CD-ROM, CD-ROM with audio, Intranet, and standalone LMS versions, as well as a new playable DVD versions.

Development began this year and continues on several other online courses: *Working with Data*, *Supervisor Accountability*, *Human Trafficking Awareness*, and *Dealing with Difficult People*.

Leadership Development Programs

PDP coordinated, scheduled, and delivered three Leadership Development Programs (LDP) between September 2014 and March 2015 to 120 participants. Each program consists of seven full training days, an orientation, graduation, and homework and a project requirement.

PDP also began work planning a fourth LDP to be completed by December 31, 2015. The program was announced during this timeframe and delivery is scheduled to begin in September 2015.

Nurse Leadership Training

PDP coordinated, scheduled, and delivered three offerings of *Advanced Skills for Nurse Administrators*. The two-day course was delivered in Albany, Montrose and Batavia NY to eighty-six nurse administrators. Training topics included transitioning from direct care to supervision, coaching and counseling to improve employee performance, successful delegation, cultivating a team environment and creative decision making. In addition, training participants completed a DiSC assessment and received a personalized management profile report.

PDP also coordinated, scheduled, and delivered three offerings of *Nurse Leadership Development*. The three-day course was delivered in Albany, New York City, and Rochester, NY to 95 nurses. Training topics included organizational and leadership concepts in health care, creative problem solving and innovation, communication and relationship building, and practical application of leadership perspectives. In addition, training participants completed a DiSC assessment and received a personalized profile report. Based upon the positive feedback received at these trainings, a fourth offering Binghamton NY is being planned and scheduled for October 2015.

Strategic Human Resources Training Program

In 2014, an occupation-focused leadership program was developed for and delivered to NYS Directors of Human Resources Management (DHRM). Based on an initiative from the Department of Civil Service (DCS) and the Governor's Office of Employee Relations (GOER), PDP worked with key subject matter experts from the state, and faculty and staff from Cornell University to develop and deliver a customized training program for New York State DHRMs. The training was designed to increase leadership skills related to strategic human resources. The goal of the program was to facilitate a fundamental shift in the way DHRMs work, with a decreased focus on transactional issues and increased focus on strategic thinking to accomplish agency goals.

The DHRM Training Program used a blended-learning approach to tie course content to human resource practices in New York State government. The program's primary component was completion of a six-course advanced human resources certificate through eCornell. Other components included mentoring sessions to tie course content to NYS work, and completion of an action item plan that would outline how the DHRM would take strategic human resources concepts and operationalize them back at their agency. In addition, guest speakers with expertise in application of course content to NYS government were invited to speak at select mentoring sessions.

This approximately year-long program was completed during this reporting period, with the final session held in November 2014. The program concluded with positive accolades from the Governor's Office, Civil Service, and GOER as well as the Directors of Human Resources Management themselves. PDP began assisted with on-boarding efforts for four new Directors of Human Resources Management during this timeframe and those efforts are expected to continue through the Fall of 2015.

Continuing Education for Social Workers

As a result of the change in required continuing education units for Licensed Social Workers in NYS, PDP continued substantial efforts related to the research, coordination, and scheduling of workshop offerings with NYS SED approved providers awarding such credits. While additional offerings are being planned for continuously, the following workshops delivered during this timeframe:

- *DSM-5: What does it mean for your practice?*
- *Substance Abuse and Aging*
- *Forensic Social Work: Current Issues*
- *ACES, Trauma, and Response*
- *Integrating Cultural Competency in Social Work Practice with Latino Clients*
- *Media Savvy Social Work*
- *Spirituality and Social Work*

- *Forensic Social Work: Current Issues*
- *Substance Abuse & Aging*
- *NYSPro Procurement Training*

PDP worked with the NYS Procurement (NYSPro) division of OGS and faculty from Monroe Community College (MCC) to develop and deliver targeted training for procurement professionals. The following courses were developed and multiple offerings delivered during this timeframe:

- *Continuous Improvement for NYS Procurement Professionals*
- *Supplier Relationship Management for NYS Procurement Professionals*
- *Data Collection and Analysis for NYS Procurement Professionals*
- *Contract Management/Administration for NYS Procurement Professionals*
 - Training deliveries began in October of 2014 and were completed in March, 2015. In total, 10 workshops were delivered to 74 OGS employees.
- *New York State (NYS) Trainer Certification Program*
 - Two deliveries of eight-day Rutgers NYS Trainer Certification Program were coordinated and planned during this timeframe with 60 participants to be selected in late summer. Deliveries will be held in NYC at the DASNY facility and in Albany at DOL and Tax and Finance.

6.2.6 Department of Computer Services Training

PDP's Department of Computer Training Services (DCTS) provided training, curriculum development, needs assessment, and trainee support to approximately 4400 trainees through almost 900 offerings across a variety of computer systems this year, ranging from legacy mainframe systems such as Child Care Review Services system to more modern, web-based applications, including the Adult Services Automation Project, Welfare-To-Work Caseload Management System, Child Care Facilities System, the Child Care Time and Attendance system, and the Detention Risk Assessment Instrument System. In addition to “off-the-shelf” training on commercial applications such as the Microsoft Office suite, PDP provided customized deliveries, tailoring examples and learning objectives to fit the responsibilities of trainees working in the area of social services. Classes are delivered through conventional and more modern approaches, using classroom training, virtual classroom environments, webinars, and self-paced web-based training.

Major systems training initiatives included the State Supplement Program, recognized by the Office of Temporary and Disability Assistance training manager as a “monumental” training effort with extensive challenges and multiple competing priorities. PDP staff developed curriculum on six different courses delivered to almost 400 trainees in a limited time frame—all the while developing the curriculum in parallel with system development and establishment of business requirements for the new system. In addition to delivering the

training within a 2 ½ month window, PDP's trainers and curriculum developers were also critical in providing training in various program areas as applications were migrated from windows-based environments to web-based applications leveraging .NET technology. PDP's ability to link policy and system training was recognized through the delivery of Child Care Facility System courses that discussed the impact of regulation changes on the system.

PDP training this year also included delivery of 1:1 training sessions for persons requiring accommodations. Such training often features PDP staff teaching trainees how to use JAWS and other screen reader devices in conjunction with various computer systems and applications as part of their work responsibilities.

6.2.7 CONNECTIONS

PDP continued to support the CONNECTIONS application, New York State's system of record for child welfare casework documentation. Between July 1, 2014 and June 30, 2015, PDP provided over 300 days of training to over 2,800 trainees statewide. Training consisted of 21 unique courses, including a series of comprehensive trainings specifically designed for new employees, build training on updates to the application, and customized training to meet the needs of special requests.

Special CONNECTIONS training requests this year included an *Overview of CONNECTIONS* for the OCFS Bureau of Policy Analysis. Multiple sessions of training on how to search for information in CONNECTIONS were provided to the Justice Center for the Protection of People with Special Needs, Administration for Children's Services, Division for Youth and Family Justice, and to the OCFS Random Moments Survey Unit.

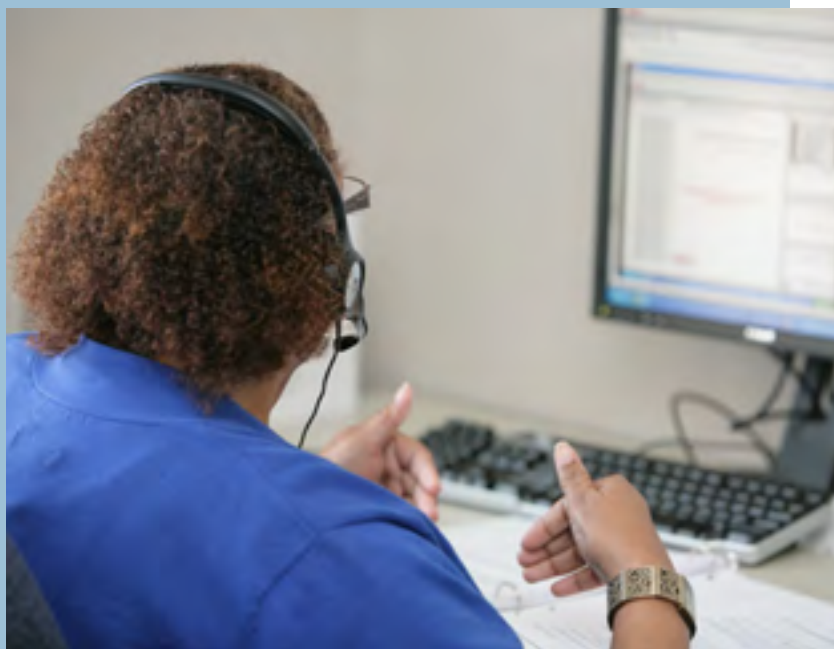
In addition to these requests, PDP responded to an urgent request by the Administration for Children Service's to provide training to local district and voluntary agency staff on using Vacancy Control in CONNECTIONS. PDP was able to revise older materials, schedule classes, and deliver training in a quick turnaround.

6.2.8 Department of Temporary Assistance Training

This past year, 5,130 trainees participated in 437 days of training through 66 different courses delivered through a variety of training modalities, including multiple residential training institutes, a range



Kelly Farmer, Training Program Coordinator conducting training.



Cecilia Archer-Tucker, Senior Education Specialist conducting an on-line training.

of classroom training programs, several planning forums and advisory meetings, and one training conference, as well as through e-learning programs delivered via iLinc, webinar, and in self-paced formats on TrainingSpace.org. Courses were delivered throughout New York State in support of Office of Temporary and Disability Assistance (OTDA) initiatives.

One course, *Processing Expedited SNAP Benefits*, was delivered 29 times to over 400 Supplemental Nutrition Assistance Program (SNAP) workers and supervisors statewide. Offerings were added due to policy changes to New York State's Working Families SNAP Initiative and resulting from the Agricultural Act of 2014, which prompted numerous changes

in how expedited SNAP benefits are determined for families in New York State. PDP was highly responsive to emergent needs for training to ensure that families eligible for expedited processing of their SNAP benefits received the appropriate SNAP benefits within an established timeframe.

In January 2015, the OTDA HEAP Policy Bureau Chief reported there has been a marked decrease in the need for clarifications on HEAP policy and regulations by OTDA Hearing Officers, a change that occurred since PDP delivered HEAP policy training to Hearing Officers in the previous year. In February 2015, PDP launched an advisory committee with OTDA's Bureau of Training and Management Analysis and Office of Administrative Hearings (OAH) to support the needs assessment and job task analysis phases of a new performance-based training design process. Thus far, PDP completed an analysis of Hearing Officer job functions and job tasks and produced several reports for OAH. This work is ongoing and will result in the development of a series of new training interventions, including development of a Procedural Training Institute for Hearing Officers.

In response to a request from OTDA, PDP developed a *Welfare Fraud Investigator Training Needs Survey*, which was distributed in May 2015 to social services district Fraud Directors and FEDS Coordinators. This activity occurred in coordination with a series of Training and Needs Assessment roundtables PDP presented at the June 2015 New York Welfare Fraud Investigators Association (NYWFIA) Annual Training Seminar in Binghamton, New York. PDP analyzed the survey data collected and wrote a final report, inclusive of training recommendations, which was submitted to OTDA by the end of June.

6.2.9 Child Support Training and Outreach Project

Child Support Training and Outreach Project: Helping to Improve NYS Division of Child Support Performance Results

With high priority placed on improving child support performance measures within the local districts, and ultimately statewide overall, CSTOP continued to gear training initiatives to have a direct impact on business results. From its humble beginning several years ago with a regional rollout of the highly interactive *Using Reports for Effective Caseload Management* course to creating most recently a totally new accounting sequence of courses that aligns with NYS Division of Child Support Enforcement's new automated accounting and case management system, ASSETS, CSTOP is evolving its programming to enable participants to learn and to improve performance measures all at once.

Taking advantage of current day tools and techniques CSTOP aims to deliver training to the workers more quickly and more effectively, and to provide them easier and quicker access to job-related information. Enabling workers to learn the right techniques for accessing and analyzing the right information at the moment-of-need leads to improved performance and improved results.

Programming Highlights

Using ASSETS to Improve Performance

A 90-minute iLinc class that enables workers to learn through practice how to use features of ASSETS to understand and monitor data flow and statistics, and how to apply strategies for improving a local district's performance measures and ensuring that clients receive the child support services they need.

Improving Performance in One Minute or More

Now available on the DCSE Electronic Resource System this on-demand video serves as a reference tool that explains the five performance measures and demonstrates for workers how the performance measures are calculated. It shows how different data in ASSETS is applied to calculate the district's performance percentage based on each measure and it offers suggestions for district workers to consider for improving their district's performance measures. The video complements the *Using ASSETS to Improve Performance* training.

Reorganization of the Electronic Resource System

DCSE's Electronic Resource System (ERS) was put in place as an on-line repository for all things child support. Accessible by state and local district staff it became a blend of both historical and timely information, performance data and statistics, laws and regulations and myriad other data and information vital to child support operations. Over the years its functionality evolved, some information became obsolete and content management became unwieldy. CSTOP has begun a major update and restructuring of this system to improve its usability and to provide a comprehensive performance support resource that enables staff to conduct work activity more efficiently and with better results.

6.2.10 Health Workforce Retraining Initiative

In April 2014, PDP was awarded \$1,812,560 in new grant funds to resume the two nurse training programs for two years beginning on July 1, 2014.

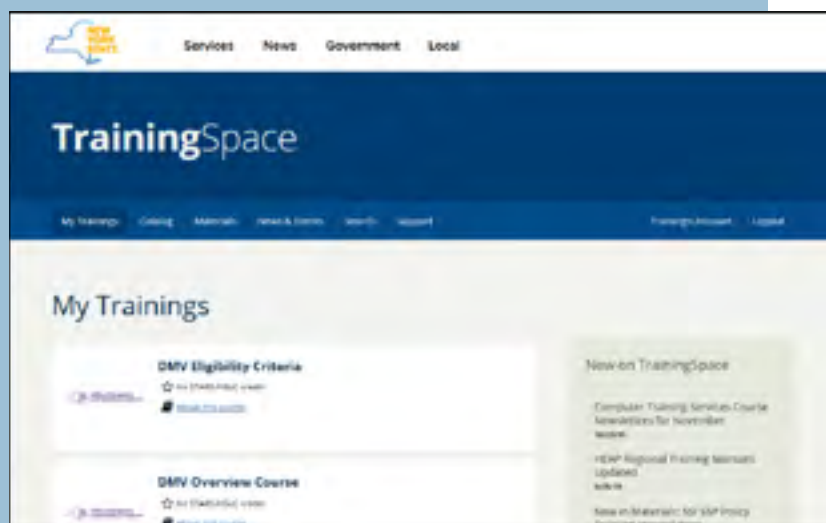
The Health Workforce Retraining Initiative (HWRI), in partnership with the Office of Mental Health, the Office for People with Developmental Disabilities, the Department of Correctional Services and Community Supervision, currently supports 268 New York State (NYS) employees pursuing initial RN licensure or baccalaureate and master's degrees in nursing.

Working with NYS agency representatives, facility based educational mentors, and 133 unique nursing programs across the United States, this program served 175 New York State nurses who are advancing their education by completing college degree programs. In addition, the initiative is serving 93 NYS employees pursuing initial RN licensure. Jointly managed by the NYS Departments of Health and Labor, the overall goal of HWRI is to improve quality of care delivered by New York State nurses by increasing the number of nurses with college degrees and advanced nursing degrees and increasing job satisfaction and retention of NYS nurses. The grant program contract will end on June 30, 2016.

6.2.11 Instructional Technology Programs

PDP holds its position as a recognized leader in developing technology-based training solutions. Last year, more than 3300 participants completed web-based trainings using TrainingSpace, a training portal managed by PDP's Instructional Technologies Unit (ITU) for social services staff in New York State. ITU launched Information Security for SSDs and assisted with accessibility and structure of four Child Support Enforcement training courses (three in the DMV for Child Support Series and Security Awareness Use and Disclosure for Federal Tax Information (FTI) and the Federal Parent Locator Services (FPLS)). ITU also launched *Domestic Violence: The Workplace Responds, State Supplement Program (SSP)*

Systems Training Materials, Welfare-To-Work Caseload Management System (WTWCMS), Disaster-SNAP Resources, Temporary Assistance Regional Training Meeting Materials, Determining Eligibility for Refugees and Other Similar Populations, Detecting and Referring Potential Fraud, and the Temporary Assistance Training Brochure. ITU staff also maintained and updated a number of previously released courses. In support of the Eat Smart New York Training Conference and the Bureau of Housing and Support Services Training Conference, ITU developed and launched micro-sites to share information and facilitate attendee registration.



ITU worked with PDP's Public Service Workshops Program (PSWP) to successfully develop and deliver nine online courses for the Governor's Office of Employee Relations through the Statewide Learning Management System (SLMS). ITU developed mandated trainings for all New York State employees for 2014 and 2015, including branding updates to existing trainings. Launched courses included *Sexual Harassment in the Workplace*, *Equal Employment Opportunity*, and *Supervisor's Guide to Reasonable Accommodation*. Over 200,000 users completed these trainings via the SLMS during the past year. ITU also developed alternative formats, including CD-ROM, DVD, and intranet packages, to meet the needs of agencies without SLMS access.

ITU continued to manage both the OTDA Intranet and Internet sites, performed 3,385 updates to sites, and maintained WCAG 2.0 AAA accessibility standards. ITU worked with OTDA's Public Information Office to implement new state branding guidelines and introduce new features (e.g., a global, accessible, interactive alert). In addition, ITU took over development of additional sections of the OTDA intranet and ensured content was semantic, accessible, and followed best practices and continued to expand documentation on the development process.

ITU continued to assist the New York State STD/HIV Prevention Training Center and the Centers for Disease Control and Prevention. ITU developed a new website for the CDC's new Disease Intervention Services Training Center, developed new administration and reporting tools for Partner Services training, and made requested changes to training websites and materials.

ITU worked with the University at Albany's School of Public Health to overhaul the Public Health Live program's evaluations and post-tests by improving functionality, adding reports, and updating administration tools. ITU developed a five-module software training for Healthy Families New York. ITU assisted in updating existing training courses and reports.

ITU worked with the Office of Children and Family Services to maintain its Youth in Progress website and publish its newsletter (4 issues a year). ITU created a versatile template for the print newsletter that allows for quick development.

ITU continued to collaborate with staff from the University at Albany's Center for Human Services Research and School of Criminal Justice on technology-based training, web, and research projects.

6.2.12 Distance Learning Training Initiatives

The Distance Learning Training Initiatives (DLTI), in partnership with the Office of Children and Family Services and the Office of Temporary and Disability Assistance, creates media to support the agencies' training needs. In 2014 and 2015, PDP's DLTI developed five webcasts where more than 1600 employees statewide participated live with hundreds more accessing the training via TrainingSpace following each event. PDP's Distance Learning Training Initiatives provided their expertise for recording



live presentations. After editing, these presentations are then distributed via DVD or online to a larger training audience. In June of 2014 PDP's DLTI recorded the *Mock Trial Seminar* at the New York Welfare Investigators Association (NYWFIA) annual conference in Lake Placid, NY.

DLTI produced a number of long-form videos to be used as a stand-alone video training or to be included as part of a larger agency initiative. *Eat Smart: Eat Better for Less* (Telly Winner), *Disproportionate Minority Representation*, *Special Investigation Interrogation Skills Demonstration*, *Crisis Prevention and Management Skills* are examples these products.

6.2.13 Evaluation

This past year the evaluation unit, made up of the full-time Senior Research Scientist, two part-time Research Scientists, and a PhD graduate intern, worked on an ever growing number of quantitative and qualitative in-house evaluation projects. In addition, the unit handled all regular quarterly reports and other sponsor requested evaluation projects quickly and efficiently. During this time period, the Senior Research Scientist, who provided evaluation support across all PDP education and training programs, was selected as the 2014 PDP Outstanding Professional Staff award recipient.

In July 2014, the Senior Research Scientist and one Research Scientist presented a training evaluation review to PDP Staff entitled *Making the Most of Your Data*. The presentation was well attended and the attendees were enthusiastic and interested in learning more. The Senior Research Scientist assisted the New York State Department of Taxation Real Property Analyst and Finance, Office of Real Property Tax Services (ORPTS) with an evaluation survey to determine if their training programs for assessors and county directors were effective. At the completion of the project, the Real Property Analyst from ORPTS commented:

“Thank you, Susan Gieryc, Research Scientist from the Professional Development Program at UAlbany for your invaluable technical assistance in preparing this report.”

Both the Senior Research Scientist and one Research Scientist contributed articles to the Fall 2014 issue of the PDP Communique Newsletter, Volume 33. The issue was a tribute to a leader in the training evaluation field, Donald Kirkpatrick, who passed away in May 2014.

One Research Scientist worked on the evaluation activities for the Public Service Workshops Program (PSWP), which is a working partnership between the NYS Governor's Office of Employee Relations (GOER), the Public Employees Federation (AFLCIO) (PEF), and the Professional Development Program, Rockefeller College, University at Albany. During the Research Scientist's time in this position she created numerous survey questions for Level 2 Pre/Post Tests based on the training's learning objectives and established a system for analyzing and reporting PSWP Training result to sponsors.

On September 23, 2014 the Research Scientist presented a *PSWP Workshop Evaluation Review* to sponsors which was well received and provided the group with the knowledge to understand the systematic process that is used when designing surveys for the PSWP training. Additionally, the Research Scientist conducted several Level 3 evaluations that looked at the transfer of training knowledge to the job setting.

This Research Scientist, along with the Senior Research Scientist and the PhD graduate intern assisted the Child Welfare Unit in completing a statewide project to establish a regional and statewide juvenile justice youth engagement strategy and create a roadmap to engage and elicit youth voice about juvenile justice reform across New York State. Evaluation assistance included literature reviews, writing focus groups questions, coordinating two Child Welfare interns conducting data analysis and writing reports. This information was useful to the New York State Department of Criminal Justice Services (DCJS), the New York State Office of Children and Family Services (OCFS) and the Division of Juvenile Justice and Opportunities for Youth (DJJOY) to better understand factors that hinder optimal youth engagement and contributed to the development of *Roadmap to Engage and Elicit Youth Voice about Juvenile Justice Reform Across the State*.

The second Research Scientist worked exclusively on the DC01: General Child Care Training/Educational Incentive Program/Career Enhancement and Medication Administration Training project. The annual Comprehensive DC01 Evaluation Report is a priority evaluation project for the project and our sponsor, OCFS. This year's DC01 report included a wider range of analyses which enhanced the standard demographic trend analysis conducted of child day care providers who used DC01 education and training programs in 2014. The report was presented by the Research Scientist on May 27, 2015 to the NYS Office of Children and Family Services (OCFS) sponsor staff and PDP staff. The report was well received by OCFS with the sponsor commenting positively on the usefulness of the information provided in the report. Several evaluation activities suggested in the report are currently being conducted with the objective to enhance NYS child day care provider's educational and training services sponsored by OCFS.

In late December 2014 through March 2015, the Senior Research Scientist and Research Scientist conducted a multi-phased needs assessment project on staff attendance at regulatory training in recent years among regulatory staff from the New York City Department of Health and Mental Hygiene (NYC DOHMH) Bureau of Child Care in the Bronx and

Brooklyn, who are under contract with OCFS. A series of phone interviews and two rounds of in-person focus groups were conducted with a range of staff. The focus group results were analyzed and recapped in a report to OCFS DCCS which was presented in April 2015.

In recent years, PDP has increasingly focused on developing and conducting Level III evaluations of Kirkpatrick's Four-Level Training Evaluation Model. There is a pressing need to demonstrate the positive transfer of training knowledge to the workplace via data-driven evidence. This is the third year that a selection of the Early Childhood Education and Training Program (ECETP) e-Learning courses were evaluated with a Level III follow-up survey. Between August and September 2014, a Level 3 evaluation survey, similar to the format used in prior years, was conducted with a sample of providers who attended two ECETP e-Learning courses: *Preventing Shaken Baby Syndrome* and *Obesity Prevention*. An online follow-up self-assessment survey was sent to a sample of participants 45 days after they successfully completed the e-Learning course(s). The results indicated that the majority of survey participants felt they had increased their overall use of *Shaken Baby Syndrome* and *Obesity Prevention* strategies after the e-Learning course(s). This trend of participants increasing their use of best practices on the job after viewing the e-Learning course was also observed in the results for the last two years. PDP is currently in the process of conducting a Level III evaluation with another sample of participants for two different e-Learning courses which include *Supervision of Children* and *School Age Child Care*.



David Fortune, Senior Education Specialist conducting training.

6.2.14 Child Welfare

Counseling and Interventions Skills Training

PDP developed the document *A Model for Learning for DJJOY Youth Counselor* for OCFS' Division of Juvenile Justice and Opportunities for Youth (DJJOY). This model described the learning path that all youth counselors' professional development would follow. The model was developed using data outputs from extensive statewide YC focus groups conducted by PDP and the list of staff competencies identified by DJJOY leadership. As part of the model PDP also aligned all existing OCFS curricula and learning programs to the various parts of the model and identified gaps in development resources and making recommendations on how to best fill those gaps.

Statewide Youth Engagement Strategy

In an effort to advance and sustain juvenile justice reform, PDP through contract with the NYS Division of Criminal Justice Services and DJJOY, was asked to create *A Roadmap to Engage and Elicit Youth Voice about Juvenile Justice Reform Across the State*. In creating this roadmap, interviews with national experts and juvenile justice stakeholders in regions across the state were conducted to ascertain how best to implement a regional and statewide youth engagement strategy; a literature search on best practices on youth engagement and the juvenile justice system was undertaken; and a written report was completed detailing a viable regional and statewide juvenile justice youth engagement strategy that provides meaningful youth voice to Regional Youth Justice Teams, the Strategic Planning Action Committee, and the Juvenile Justice Advisory Group was completed.

Working with Alcohol and Substance Affected Families

In response to better meeting the needs of local social service districts and voluntary child welfare agencies, PDP began converting substance use education classroom courses to a distance learning format. Courses converted included *Adolescent Substance Use*, and *Working with Individuals with Co-Occurring Disorders*. In addition, due to the alarming and increased rate of heroin and prescription opiate medication use in New York State, PDP developed an

Opiates iLinc course which will help child welfare caseworkers become more confident and competent when working with children and families who are affected by opioid use disorders.

Adolescent Services

PDP developed the *Promoting Positive Youth Development and Well Being* course, a blended training consisting of a prerequisite online course followed by a two-day classroom training. This core adolescent services training helps caseworkers to integrate strategies into their casework practice to strengthen their ability to work with youth in care.

Casework Documentation

The Family Assessment Services Plan (FASP) Reference Guide was completed and posted to the OCFS website. This guide was designed to assist caseworkers and supervisors who are responsible for completing, contributing to, and approving FASPs to do so in an effective and efficient manner. Use of this guide will help support case assessment, planning, decision-making, legal actions, supervision, and documentation that are consistent with applicable casework standards. This guide is intended to make case plans more thorough, focused, consistent, and targeted to address the most significant needs of families and children that impact safety, permanency, and child well-being.

6.2.15 Office Training and Automation Project

During this past year the OTSS T3 project remained on track while it transitioned from its long-time home in the Bureau of Technology and Office Automation to the Systems Training and Technical Support (STTS) unit within the Bureau of Training and Management Analysis. Still providing on-target software support, customized training, and individualized assistance to support OTDA workflow automation and to improve staff work productivity through the effective use of computers the STTS team trained 476 OTDA staff in computer-lab based classes and provided over 369 instances of performance support related to automating the office environment, and provided 1,404 instances of computer, workstation peripheral and software support during this timeframe. In addition OTDA staff completed 858 unique learner sessions across 49 MS Office, SharePoint and Windows web-based training modules.



Christine Priest and Ron Biggé on a local shoot.

6.2.16 Media Production

PDP is a recognized leader in adapting state-of-the-art technologies for e-learning training solutions. As facilitators of instructional and communication technologies that expand the horizons of e-learning, we:

- Develop custom, award-winning media-rich training products
- Recommend proper applications of technology to specific training needs
- Participate in various initiatives to promote and model the use of technology in training
- Work closely with both the University and public agencies to foster best practices in distributed education

Media Services

Using state-of-the-art video technologies, PDP produces and directs television productions for broadcast, DVD, and a variety of Internet-based delivery systems.

In previous years, the Department has won Telly, Videographer, Communicator, APEX, USDLA and Aurora broadcast awards. Media productions feature new research, NYS regulatory explanation, and live interaction with national experts. During this reporting period, PDP's Department of Media Production developed and webcast 6 programs targeting childcare providers and numerous video and audio training products for New York Social Service audiences including:

- *Welcome to the SCR (State Central Register)*
- *Onboarding: Orientation to the Agency (OCFS)*
- *Parole Preparation Parts 1 & 2*

PDP also develops media rich long form video—one example is *Becoming a New Provider "Orientation."*

This 7 part Orientation product includes fully produced segments that allow child care providers to go through the course and after completion request an application to become a child care provider in NYS. To date 8,411 applications have been requested.

PDP continued add to its childhood e-learning course offerings. Twelve media-rich and interactive e-learning courses are currently hosted by PDP and over 100,000 trainees from New York's child care workforce access these courses annually.

Teams of content/video producers and videographers collaborate on productions to best suit our partner's needs. Taping on location or in studio, our video crews employ lights, cameras, teleprompters, multi-layered post production and editing, a studio control room, and live studio broadcast feeds to communicate to viewers from multiple locations.

6.3 Program Testimonials

The Professional Development Program sets high standards and strives to be a premiere continuing professional education program for those who work in, with, or for the public sector. PDP has become known for both the high quality of its work and the excellence of its people. Comments that were received from constituents over the past year clearly reflect the outstanding nature of its programs and the exemplary accomplishments of staff in meeting PDP's high standards of excellence in the delivery of its various programs. Highlighted below are samplings of kudos that recognize the high-quality work of PDP during the past year.

6.3.1 OTDA Center for Employment and Economic Supports Training Resource System (CEES01)

"I wanted to take this moment to recognize what an awesome trainer you are! You had a lively group with lots of questions. You were organized, fun, in tune with your audience, and you owned the floor. Every time you trained, everyone perked up and paid attention. You truly know your content, your audience, and your competencies. I learned a lot! Thanks again for having me."

—From a PDP colleague and trainee

"I want to state again that it was a pleasure to be with you and to observe the SNAPT I training in Buffalo. You are all true professionals; you did a great job (individually and as a team) representing PDP and delivered a very high quality program that will undoubtedly help the trainees in successfully completing the tasks of a SNAPT I worker. You were clear, crisp, and concise in your delivery while making the training experience enjoyable. Although it's not a saying often in my vocabulary, I'd say you all rocked! Additionally, the delivery of the new lesson 2 was great and very consistent with preparations and previous feedback and coaching. Thanks for a great job!"

—From a PDP Training Program Coordinator

"Thank you everyone for all your efforts and time put into the development of this 'Webcast.'"

—From a NYS Office of Temporary and Disability Assistance Contract Manager

“Just a quick note to let you know that one of our staff made it a point to tell me that she thought the *SNAP Household Composition*, *SNAP Earned and Unearned Income*, and *SNAP Income Exclusions* courses were excellent. She appreciated being able to go at her own pace and found the examples to be very helpful when she was determining if she clearly understood the concepts. Please feel free to pass this along to whomever was responsible for designing these trainings.”

—*From a NYS Office of Temporary and Disability Assistance employee and trainee
as shared by an OTDA Contract Manager*

“I want to let you know that your staff member well represented PDP at today’s meeting as we continue to refine the upcoming webcast. Her training expertise of SNAPTI helped in the further shaping of this training. Her participation was outstanding and serves to highlight how important it is to collaborate.”

—*From a NYS Office of Temporary and Disability Assistance Contract Manager*

“Thank you for your participation in the taping of the anticipated *Civil Rights Webcast*. You both were terrific in your preparation and performance. We are all looking forward to a successful rollout!”

—*From a NYS Office of Temporary and Disability Assistance Contract Manager*

“Sullivan County reported that the *Employment Services Training Institute* for TA and SNAP training team did a wonderful job making up the time lost due do the inclement weather last week. The county appreciated the training team’s efforts to make sure that the county got what it needed from the ESTI training. The county and the E&AS Bureau are happy with the outcome.”

—*From a PDP Training Program Coordinator
as shared by a NYS Office of Temporary and Disability Assistance Contract Manager*

“The trainers were wonderful and kept training fun and energetic.”

—*From a social services district employee and trainee*

“As you know, I attended the *Institute for Temporary Assistance Programs* last Friday and wanted to let you know that the trainers did a great job. It was apparent that the trainees were engaged throughout the day. Thank you.”

—*From a NYS Office of Temporary and Disability Assistance Contract Manager*

“Thank you for explaining how TAMA’s requested revision to the target population would impact all future trainings...Your staff is very kind and takes very good care of me. It is greatly appreciated!”

—*From a NYS Office of Temporary and Disability Assistance Contract Manager*

“As many of us are aware Columbia County has enrolled many of their workers into various DTAT trainings including the *SNAPTI*, *ITAP*, *SNAP-CPR*, and *ITAP Module Training* over the past few months. At the conclusion of the most recent offering of *ITAP Module Training*, I suspected that the group had been ‘trained-out.’ What was actually true was that the trainees were bursting with positive accolades of PDP and DTAT. They were impressed by our depth of knowledge, our professionalism, and our contagious energy. It is never enough to say we do a great job, when in fact we are doing incredible work that makes a valuable difference in the lives of the professionals that we train, and the communities that they serve. Great work everyone!”

—*From a PDP colleague who shared feedback from a group of Columbia County Department of Social Services employees and trainees*

“The trainers do a fantastic job of making confusing topics easier to break down and understand.”

—*From a social services district employee and trainee*

“I found that it was a very organized class and presented at the highest quality level possible. All the tools they gave us were exactly what was needed. The instructors were highly intelligent and helpful. Thanks.”

—*From a social services district employee and trainee*

“The trainers were excellent instructors. They were well prepared and great presenters.”

—*From a social services district employee and trainee*

“Pace of training, content, organization—spectacular job by the trainers!”

—*From a social services district employee and trainee*

“The “hands on” exercises were presented to the group were very helpful and helped instill confidence going forward in my job.”

—*From a social services district employee and trainee*

“The material was presented very, very well. The presenters were excellent in how they presented the material and they were more than knowledgeable in all items.”

—*From a social services district employee and trainee*

6.3.2 OTDA Training Resource System for Employment & Economic Supports, Administrative Hearings, and NYC Harlem Training Center (HRA01)

“I know I said it during the debrief on Wednesday, but I wanted to reiterate my appreciation for the significant extra hours and effort you put into preparing for and structuring the first Hearing Officer Advisory Committee Meeting held on February 11, 2015, as well as for effectively facilitating the meeting. The meeting went according to the plan and was a great success. We accomplished our goals and generated the data we need to complete key parts of the needs assessment and task analysis phases of this important performance-based training design effort. This is only the beginning of a much larger process and effort, but we are off to a great start. Thank you for your great work.”

—*From the PDP Manager of the Department of Temporary Assistance Training*

Regarding the Hearing Officer Advisory Committee Meeting held on February 11, 2015:

“Good morning everyone, thanks again for a great initial meeting for the training institute! Thank you.”

—*From the Downstate Director for the Office of Administrative Hearings
within the NYS Office of Temporary and Disability Assistance*

“I feel that the whole training was helpful. The staff was very knowledgeable and ensured that the students understood...Job well done!”

—*From a social services district employee and trainee*

Regarding the Hearing Officer Advisory Committee Meeting held on May 21, 2015:

“Yesterday was a day of great synergy and hands-on collaborative work. Thank you for your contributions toward making the second Hearing Officer Advisory Committee Meeting a success. Your skilled facilitation of the group work ensured that we accomplished our goals. Thank you to all.”

—*From the PDP Manager of the Department of Temporary Assistance Training*

“I just reviewed the PRQs for the customer service training that was conducted by PDP last week. All of the PRQs were very complimentary of the trainers. TAMA monitored this training on the first delivery and also sat in from time to time. What we experienced was a very well done training as well. As you know, providing excellent training to OAH on several



Gregory Sides, Senior Trainer conducting training.

different levels is important as we move forward. Many thanks again.”

—From a NYS Office of Temporary and Disability Assistance Contract Manager

“The way the trainers had the room engaged in the lesson was very helpful. The exercises were great. It helped students use their brain on the spot.”

—From a social services district employee and trainee

Regarding the Harlem Training Center:

“Thank you for your assistance with the one-day *Domestic Violence Training for*

HRA Staff. Your willingness to help was great appreciated. It is clear that the participants were impacted significantly on an issue that is so important to all of us. I look forward to working with you in the future.”

—From a Harlem Training Center customer from the NYS Office for the Prevention of Domestic Violence

“The presenters were very knowledgeable about the content, always prepared, all made it very interactive.”

—From a social services district employee and trainee

6.3.3 OTDA Conference and Regional Support (MGMTCRS)

“This year was filled with a lot of work as most years are, but you have contributed to making IREA staff members’ job performance for the better. You also helped me, along with the IREA Training Unit, to complete tasks for staff members which we could not have done without you. I wanted to take this time to say thank you for having the patience through the emails, calls, faxes, deadlines, extended deadlines, irate staff members calls, staff members who bypassed others trying to squeeze their way into a crowded session, with or without receiving an OTTS confirmation, the staff who were late or didn’t attend a session, and all the other craziness that goes with the job you do.”

—From the Executive Assistant to the Director of the Investigation, Revenue, and Enforcement Administration within the NYC Human Resources Administration

Regarding the SNAP Nutrition Education Provider Conference:

“As some of you are getting ready to bring things over to the Desmond shortly, and others are busily completing last minute preparation of materials, uploading PowerPoints, etc - I just wanted to again thank you all for the effort and attention to detail that you put in to making these events a success. No detail goes unchecked...including the % of the lamp life remaining on the projectors! Thank you all.”

—*From the Assistant Director of the Bureau of Training and Management Analysis,
NYS Office of Temporary and Disability Assistance*

“I have said it before, but it’s certainly worth saying again, thank you for your great work in support of the *2015 Eat Smart New York Training Conference* (also known as the *Nutrition Education Providers Conference*). We attended a de-brief meeting yesterday at OTDA with TAMA and program staff. The TrainingSpace site for the ESNY event was on display when we arrived. It was agreed all around that the site design facilitated easy registration as well as the review and retrieval of conference materials. What they didn’t see was all the work that went into the design, creating the registration database, and updating and posting changes. Incorporating the NYS Branding guidelines and specific graphic elements on both the print and the online formats was specifically praised. As this was one of the first big events for OTDA since the state branding guidelines were announced, there was a lot of praise for how well PDP met the new branding challenges. Thanks again to each of you for the role you played in this success. Great Job!”

—*From the PDP Event Planning Coordinator*

“I have to compliment you all on the professionalism of the website posting for the ESNY event! Great job!”

—*From the Director of the Bureau of Training and Management Analysis, NYS Office of
Temporary and Disability Assistance*

“Congratulations on a successful *SNAP Nutrition Education Provider Conference* on March 19, 2015. You demonstrated your mastery of conference planning, support, and execution like you always have in the past. The event went very well, the Participant Reaction Questionnaires look great, and the sponsor is very pleased thanks to all—for your individual parts and your team work.”

—*From the PDP Manager of the Department of Temporary Assistance Training*

6.3.4 OTDA Audit and Quality Improvement Training Initiatives (TADA03)

“This training offered a unique blend of interactive and intensive audit information. I’m very pleased with being part of it. Thank you, and I hope to be in similar classes.”

—*From an OTDA employee*

“I just wanted to take a moment to thank you again for coming down last week to NYC to give us *Advanced Audit* training. I’ve spoken with most of my co-workers who attended, and we all agreed it was the best training we’ve had since we started with OTDA. You really helped keep the topics and activities rolling...It is very obvious that you are very good at auditing! Thanks again and please come back for another training!”

—*From an OTDA employee*

“This was probably the training I’ve enjoyed most of all the trainings I’ve been to. The activities and practices were all great. Thanks!”

—*From an OTDA employee*

“Having decision-makers participate in training gave deeper insight into organizational objectives and was greatly appreciated.”

—*From an OTDA employee*

6.3.5 CONNECTIONS Training Project

“This is awesome new; much more than I expected! Thank you all for your willingness to address this so quickly!!!!”

—*From a manager from the Administration for Children Service*

“I will pass along this information and sang your praise for making this happen. I really do appreciate this. It came at the perfect time.”

—*From a manager from the Administration for Children Service*

6.3.6 Child Welfare

Permanency Planning

“Latifa Williams is a strong asset to the Spring Valley Regional Office and the counties and agencies in Region 5. She is dedicated, thorough and flexible in assisting us meeting the needs of our constituents. She is willing and ready to contribute in established and new ways while keeping her focus on her purpose. The counties and agencies find her helpful and prompt.”

—*From the Regional Office Director*

Statewide Youth Engagement Strategy

“I just wanted to sincerely commend your entire staff on the great work you all have been doing thus far. The two focus groups I was able to sit in were both exceptionally executed and substantively insightful and productive. I know you all were given a tall order on this project and these focus groups were a specific big lift. I wanted to thank you for the great job in getting them done so effectively and expeditiously! It’s been very exciting to watch your work come together and I’m doubly excited to see the next stages of the strategy come together. Congratulations again on this mid-project milestone!”

—*From a NYS Division of Criminal Justice Services staff*

Adolescent Services Training

“I just wanted to send a quick thank you and appreciation for the three trainings your staff did for Toomey. The staff reported they got a lot out of the trainings and our staff was able to connect with them for her experience in the field.”

—*From the Toomey Residential Program Director*

Casework Documentation Training

“This trainer brings you the vital information on how to write content; what should be in a FASP and where it should appear. I’m a huge proponent for this class. The trainer is an expert in this field and everyone benefits— even supervisors who need to know what should appear in a FASP. If you have new staff or staff that could use a ‘booster shot’ I recommend this training.”

—*From an ITS, OCFS staff*

Substance Use Education Training

“PDP received an email from the OCFS Buffalo Regional Office indicating they heard about the heroin training conducted in Rochester— they report hearing it was excellent. Folks that attended described it as ‘great,’ noting that the trainer did a ‘great job of discussing safety/risk.’”

—*From the OCFS Buffalo Regional Office*

Workshops for OHRM Staff

“Regarding the *Art of Synergy* workshop conducted by Erika Leveillee, Melissa Crocetta, and Michael Cozzens, I’d like to share that they did an excellent job. They were organized, upbeat, and professional. The HR staff had a great time, and hopefully came away with a greater notion around taking time to get to know the staff working a few feet away and some ideas about the benefits of team work. Again, kudos to Erika, Melissa, and Michael.”

—*From the Assistant Vice President for Human Resources (retired)*

6.3.7 Licensing Training Project

“Hi Lakia. While the subject matter may not be the most exciting, I think you are an excellent trainer. I learned a lot at the *LE Group Enrollment* training and appreciated your kind, calm and knowledgeable approach. I have just registered for Anastasia and myself to attend the compliance training in June. Will you be the trainer for this training as well? Hope to see you then.”

—*From a Legally-Exempt Group Enrollment training participant*

“I wanted to start by informing you that this was one of the best training I had ever attended. It was so informative. This training put me on the path to organization. Having 3 daycares is a very difficult task and it definitely helped me move my businesses in the right direction.

Moreover, it helped me pin point some of my deficiencies as a business owner, as well as giving me the necessary tools for completing unfinished/untouched short term and long term projects.

Thank you very much for the opportunity for both my professional and personal growth!”

—*From a Management/Supervision training participant*

“Hi Torie. Thanks for getting us this data! We understand the challenges faced by your IT staff person and find even this limited data regarding the fees useful. Please note that we greatly appreciate the timely responses to these type of requests.

—*From the HSTS/Bureau of Training and Development, NYS OCFS*



Lakia Green, Senior Education Specialist conducting training.

“Torie (Lakia’s supervisor): I attended the 2-day child care subsidy training this week and wanted to let you know that Lakia did an excellent job with the training. The information she presented was accurate and concise. I also liked the way the resource book has been re-organized and additional information has been added to the participant manual so that participants did not have to go back and forth from the training manual to the resource manual. Nice job! Thank you.”

—*From the Child Care Subsidy Director,
OCFS DCCS*

“Hi Pat. It was a pleasure meeting you on April 1, in NYC to do my renewal. I was elated to talk to you and excited about the new changes that will be coming to Health and Safety. I really enjoyed sharing with my colleague, as well as learning from them some of the creative things they do to make the participants understand the materials better. I think you are very resourceful and enjoy the group interaction, it was completely gratifying. I hope the state/ OCFS can put in their budget some monies where health and safety trainers can convene to share ideas with each other. I think it will be so beneficial for the work that we do in our respective communities. Again, thank you for your great work and your commitment to me as a health and safety trainer and to the field of Early Childhood Education. I look forward to exchanging more ideas with you...”

—*From a Health & Safety Re-certification training participant*

“Hi Wendy! Just a little note to let you know, this was a great training, however I think I might need to take this training every 3 months! So much good stuff to learn! So little I know about it! But like my co- workers always remind me: ‘I will get it, with practice!’ Thank You!”

—*From a training participant*

6.3.8 Public Service Workshop Program

Strategic Human Resources Training Program

“Being able to dialogue with colleagues involved in the same body of work—to hear their perspective on the various challenges we face, things they have put in place successfully and recommended for improvement was invaluable.”

—*From a workshop participant*

Leadership Development Program

“Project was a component of a larger project, but was delivered in a more timely manner as a result of modifications in process implemented from insights in the classroom.”

—*From a participant supervisor*

Nurse Leadership Training

“The participants came back with new energy, enthusiasm and ideas that they have been utilizing to engage other nurses in our department. Our facility has been undergoing a period of rapid organizational change and the class has fostered skills needed to flourish in this environment.”

—*From a participant supervisor*

Dealing with Difficult People

“I learned that it is very important to communicate with people in a way that they can better relate to. This in itself eliminates much stress and confusion.”

—*From a workshop participant*

Professional Writing: Composition

“I learned about what words may alter the tone of my e-mails due to the connotation of the words. I also learned alternate words to use to have a positive connotation versus negative. This will be extremely helpful when writing e-mails to outside providers/workshop participant outside providers.”

—*From a workshop participant*

6.3.9 Instructional Technology Programs

“I have said it before, but it’s certainly worth saying again, THANK YOU for your great work in support of the *2015 Eat Smart New York Training Conference* (also known as the *Nutrition Education Providers Conference*).

We attended a de-brief meeting yesterday at OTDA with TAMA and program staff. The TrainingSpace site for the ESNY event was on display when we arrived. It was agreed all around that the site design facilitated easy registration as well as the review and retrieval of conference materials. What they didn’t see was all the work that went into the design, creating the registration database, and updating and posting changes. Incorporating the NYS Branding guidelines and specific graphic elements on both the print and the online formats was specifically praised. As this was one of the first big events for OTDA since the state branding guidelines were announced, there was a lot of praise for how well PDP met the new branding challenges. Thanks again to each of you for the role you played in this success. Great Job!”

—From a PDP colleague

Regarding: Healthy Families New York MIS Training Modules:

“I’m in love with the training modules. Really. I am.”

—From an Albany County Dept. for Children Youth & Families supervisor

“OCFS reported to me today that the latest addition of the *OCFS Youth Newsletter* is being very well received and they wanted to provide special kudos to the graphic designer. They love the new layout, graphics, and updated branding.”

—From PDP Staff on behalf of OCFS

“Just wanted to let you know that we had our first official use of the new evaluation system for yesterday’s *Public Health Live* event and everything seems to be working splendidly. Thanks so much for all your great work on this, Nathan!”

—From the Associate Director, Center for Public Health Continuing Education

“Just a quick note to let you know that Mary B. made it a point to tell me that she thought the courses below were excellent.

- *SNAP Household Composition*
- *SNAP Earned and Unearned Income*
- *SNAP Income Exclusions*

She appreciated being able to go at her own pace and found the examples to be very helpful when she was determining if she clearly understood the concepts.”

—*From OTDA-TAMA, on behalf of OTDA Syracuse Regional Office staff*

6.3.10 Office Training and Automation Project

Help on Demand

Over the past 20 years OTDA staff could rely on the project for its one-on-one, on the spot and on a moment's notice assistance with using their computer to automate workflow. In addition to offering customized training in a lab setting or delivered via technology to participants' desktops the project team also responded to requests for assistance by phone or in person troubleshooting the problem together with the client, refreshing the material covered in a class or teaching a new skill or technique that could resolve the problem.

Representative of similar sentiments from over the years Education Specialist Vicci Cook received the following note of appreciation in October 2014 regarding one such instance of one-on-one assistance:

“Vicci, I just wanted to thank you again for today's one-on-one *Introduction to Adobe Pro Session*; including the in the moment customization and research you did regarding our questions. This is going to help us move in the right direction with our curriculum archiving, and get all of our materials into one place. The best part was that you and the trainee even seemed like you were enjoying yourselves today!

—*OTDA Assistant Director*

6.3.11 Media Production

From "Preventing Shaken Baby Syndrome":

"The whole training program was fantastic."

"Great training program. I learned a lot!"

"I thought the whole training program was clear and easy to understand."

"The soothing techniques were a great resource."

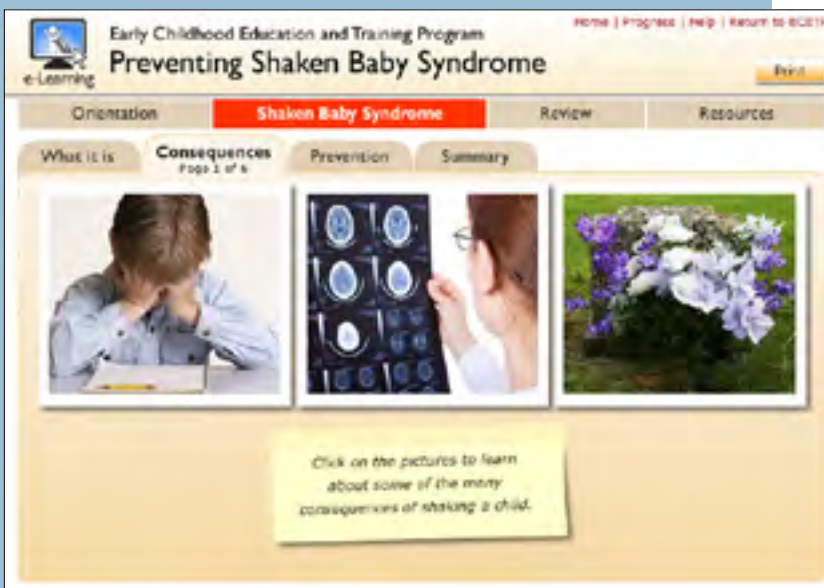
From "Caring for Children with ADHD" VC held on 10/23/14:

"Excellent! I not only work with children with ADHD, I am the mother of an ADHD kid! Much of what was on here I already knew but it was a GREAT refresher and bolstered my confidence that I am doing many things right to improve some other areas. Too bad this isn't mandatory for school administrations!"

"One word: Awesome! Best I have attended! [I] would like to have this available online ASAP. Thank you!"

"I really felt enlightened. This should be mandatory for anyone caring for or teaching or having any contact with children."

"The BEST videoconference I EVER attended!!! [It was] so informative...I learned a LOT!!"



7.0 PDP Staff

7.1 Annual Awards

Since 2005, PDP has presented annual awards in honor and recognition of outstanding accomplishments and a commitment to excellence. There are five annual awards: The Director's Award, the Outstanding Administrative Support Staff Award, the Outstanding Professional Staff Award, the Outstanding Team Award, and the Outstanding Trainer Award.

The purpose of the PDP Award and Recognition program is to:

- Foster a culture that supports and rewards innovation and professional improvement
- Recognize and reward staff who support and exemplify the PDP vision, mission, core values, and beliefs
- Encourage excellence in service
- Recognize and reward significant achievements and contributions
- Recognize and reward outstanding individual and team performance

7.1.1 PDP Director's Award

This award is presented in honor of the following individuals who demonstrate exceptional dedication and contribution to PDP's mission and organizational goals:

2014 Recipient—Mary Kazmierczak

Mary retired from PDP in December 2014 as a Principal Education Specialist, after 28 years of dedicated service. Her many contributions to PDP and the Children and Families of New York State over her career are being recognized today with Mary receiving the Executive Director's Award for her efforts in furthering PDP's mission of helping government work better. Throughout her career with PDP she never wavered from the high standards that we expect and put her mark of excellence on all of her work. Mary managed PDP's Child Welfare Permanency Planning Project (the ROPAs) for the past 15 years and prior to this served as Regional Office Project Associate assigned to the OCFS Albany Regional Office from 1986 to 2000. From her first day on the job



June Mastan, Director; Eugene J. Monaco, Public Service Professor and Executive Director; Mary Kazmierczak, Principal Education Specialist (retired) and Deborah McGuire, Director

to her recent retirement she always was a team player and a passionate supporter of her ROPA colleagues.

On a statewide level, Mary's influence on child welfare practice has been significant. She certainly has left her mark. For example, she guided development of NYS's first *Foster Parent Manual*, *The Supervisor's Guide to Assessing Practice*, as well as assisted in NYS's efforts to not only establish a baseline of practice, but to also measure the impact of training on practice. She guided the revision of the *Child Welfare/Child Protective Common Core* training, the foundation training program for new child welfare caseworkers. Mary also worked extensively on the development of various child welfare training and practice initiatives including:

- *Family Preservation—Reunification*
- *Achieving Permanency Through Surrender and Termination of Parental Rights*
- *Engagement Skills Clinic for Child Welfare Supervisors*
- *The Supervisors Guide to Current Planning*
- *Core Essential Skills for Experienced Caseworkers*
- *KEYS Model of Child Welfare Supervision*

With a management style that embodies a strength-based approach, Mary encouraged project staff to identify and build on their strengths, take initiative, and pursue excellence in promoting Child Welfare practice improvement throughout New York State.



Eugene J. Monaco, Public Service Professor and Executive Director and Jeniver Zorrilla

7.1.2 Outstanding Administrative Support Staff

This award may be given annually and is designed to recognize an employee who has demonstrated outstanding accomplishments in the area of administrative support as well as commitment to PDP and our sponsors.

2014 Recipient—Jeniver Zorrilla

Jeniver Zorrilla joined the Administrative Support Unit on the DC01 project a year ago however; her knowledge and skills match that of a well-seasoned employee. Jeniver is a team player willing to assist others regardless of the task.

Jeniver who is a stickler for detail led her and her co-worker to take the

initiative, to build a comprehensive resource manual which is currently used by the unit and will be provided to all newly hired staff working in the Administrative Support Unit. Jeniver's program knowledge and excellent customer service skills combined with her fluency in Spanish have led to a marked decrease in PDP use of the language line and improved service to our large Hispanic community as proven by the many positive comments received from child care providers and training organizations. In addition, Jeniver readily offers assistance with proofreading and editing of the various resource materials within the DC01 project.

7.1.3 Outstanding Professional Staff

This award may be given annually and is designed to recognize an employee who has demonstrated outstanding accomplishments in their area of expertise as well as commitment to PDP and our sponsors.

2014 Recipient—Susan Gieryic

Since joining PDP in late 2011 as Senior Research Scientist, Susan Gieryic has worked tirelessly to raise the visibility of PDP's Evaluation Unit from a behind the scenes quarterly report-driven operation to an integral part of PDP. Previously a staff of one, Susan has grown the Evaluation Unit to now include two part-time Research Scientists and a Graduate Assistant. These additions are a direct result of

the increase in the scope of our evaluation work as our sponsors have made evaluation a higher priority.

Susan approaches her work in a determined manner offering keen insights to design optimum evaluation instruments. She prepares excellent reports and analyses which are a valuable resource for PDP and our sponsors.

Susan volunteers for new projects and she takes on every assignment with enthusiasm and a can-do attitude. She is a good mentor to the evaluation staff, has added significantly to the depth of our evaluation work, and is highly regarded by PDP staff and our sponsors.



*Eugene J. Monaco, Public Service Professor and Executive Director and
Susan Gieryic, Senior Research Scientist*

7.1.4 Outstanding Team

This award may be given annually and is designed to recognize and reward employees who combine their individual talents to produce outcomes that would not be possible without effective collaboration. Any team organized to accomplish a specific task or work on a project is eligible for this award.



Deborah Brathwaite, Senior Administrative Assistant; Colleen Denning, Senior Administrative Assistant; Eugene J. Monaco, Public Service Professor and Executive Director; Peggy Dayer, Administrative Assistant II; and Amy Kerr, Administrative Assistant II

2014 Recipient—DTAT/Administrative/Project Support Team

The members of the Department of Temporary Assistance Training (DTAT) Administrative/Project Support Team include Deborah Brathwaite, Colleen Denning, Peggy Dayer, and Amy Kerr. These team members routinely combine their individual talents to produce outcomes that would not be possible without their effective collaboration, communication, as well as great synergy.

The DTAT Admin/Project Support Team supported 399 days of training representing 215 different deliverables and 50 different programs which allowed the training of 4,398 trainees. 156 reservations for the Harlem Training Center for 135 events were supported providing customer services to 3693 event attendees. In addition, 73 print bids/requisitions, 69 supply orders, 64 car rental and train ticket reservations and payment requisitions, 119 staff travel payment requests and 242 trainee travel payment requests for travel reimbursements was just the beginning of the behind the scenes work completed by this amazing team to ensure all project and customer needs were met.

7.1.5 Outstanding Trainer

This award may be given annually and is designed to recognize an employee who has demonstrated outstanding accomplishments as a PDP trainer as well as commitment to their training team, PDP, and sponsors.

2014 Recipient—Greg Sides

Greg truly shined in 2014, starting the year as an Education Specialist and ending it with a promotion to Senior Trainer. Greg consistently receives outstanding feedback from sponsors and trainees regarding his training deliveries, both independent and team deliveries, as well as being equally adept at delivering training in the classroom and via iLinc.

Throughout the year Greg was highly effective in delivering a high volume of training, completing curriculum revisions, and leading training teams for multiple programs.



Eugene J. Monaco, Public Service Professor and Executive Director and Gregory Sides, Senior Trainer

In 2014 Greg:

- Supported seven different training programs of varying length (from ½ to 10 days) and completed 37 offerings of these programs
- Delivered 122 days of project training (38 of these days were out of town)
- Delivered 3 days of *Communicating with Impact* DDI training for PDP staff
- Delivered 3 *Plan for Impact* DDI presentations for PDP Senior Staff, department managers, and department supervisors
- Delivered 2 *PDP Branding Update* presentations at PDP department meetings
- Greg engages trainees easily and positively challenges trainees and peers to learn and adopt best practices.

7.2 PDP Staff Accomplishments

7.2.1 Child Welfare

Edward Perka and **John Thompson** conducted a session on *Opiates and Child Welfare* at the April 2015 National Child Welfare League of America Conference in Arlington, Virginia.

Pamela Potter-Reger and **David Fortune** were invited to attend the three-day OCFS sponsored TOT, *The Platinum Rule: Creating Partnerships from Top to Bottom*, based on the six Principles of Partnership and four social styles model. Trainers will be providing the training to all OCFS home and regional office staff to assist counties in improving child welfare outcomes.

7.2.2 Department of Temporary Assistance Training

Dr. Deanna Cooper completed her Ph.D. in Postsecondary and Adult Education through Capella University in September 2014. Dr. Cooper's dissertation, *Taking charge of our own learning: the impact of seminar model learning on a professional learning community's continuing education*, examined the impact of adult education learning methods on a specific learning community engaged in continuing education activities.

Dr. Deanna Cooper presented *Instructional Techniques for a Multigenerational Workforce* to Catholic Charities staff in Latham, New York on May 6, 2015. This two-hour presentation reviewed characteristics of the four recognized generational groups in the workforce and explored how each group responds to different instructional methods. Specific techniques to maximize learning and retention for each generation were addressed.

Jessica Bashaw and **Diane Hodurski-Foley** presented a series of brief roundtable workshops on *Training and Needs Assessment* at the 2015 New York Welfare Fraud Investigator Association (NYWFIA) Annual Training Seminar in Binghamton, New York on June 3, 2015. Their presentation reviewed training programs and other interventions available to Social Services District Welfare Fraud Investigators and FEDS Investigators through the Professional Development Program and the NYS Office of Temporary and Disability Assistance. Additionally, activities were conducted to gather data on the effectiveness of current training programs and emerging training needs in order to plan future programs.

Sheila Ryan was presented with the 2014 Fourth Quarter Customer Service Award to recognize her outstanding efforts for performing as the only Senior Education Specialist stationed in Harlem due to two staff vacancies. Sheila demonstrated excellent customer service by training the *Supplemental Nutritional Assistance Program Training Institute (SNAPTI)*, a five-day program, six times during a single quarter. During the same time period, she delivered three training programs to Administrative Law Judges, one 4-day supervisory training, and completed new curriculum for delivery in the first quarter of 2015. In total, Sheila provided

exceptional customer service to 358 trainees during the quarter. She supported trainers from another agency, and she met the needs and expectations of the sponsor. When the sponsor and PDP needed a trainer with expertise in the SNAP area there were few trainers from which to choose, Sheila Ryan stepped up providing support for both upstate and downstate audiences without hesitation, and she gladly helped out to complete the extra training assignments during the customer's time of increased and unexpected need.

Dr. Deanna Cooper was presented 2015 First Quarter Customer Service Award. Deanna put significant time and effort, above and beyond the norm, into planning and developing materials in preparation for the first Hearing Officer Training Institute Development Advisory Committee meeting, which was held on February 11. This activity was in support of the needs assessment and job task analysis phases of a new performance-based training design process through the HRA01 project. Deanna worked closely with three contract managers in the NYS Office of Temporary and Disability Assistance's training office to ensure that the meeting plan and all supporting documents would meet their shifting expectations and needs. The February 11 advisory committee meeting went precisely according to plan, thanks to Deanna's efforts, effective facilitation skills, and planning. Representatives from OTDA's training office and Office of Administrative Hearings (the end user/customer) were very pleased with the meeting and outcomes. The OAH Downstate Director expressed her appreciation in writing for a great initial meeting to plan the design of the training institute for Hearing Officers. This was only the beginning of a much larger design process and effort, but thanks for Deanna's dedication to excellent customer service, PDP is off to a great start.

7.2.3 Child Care Subsidy

Wendy Calabrese-Sampone presented *Listening So Children Will Speak*, a workshop at NYSAEYC on how to appropriately speak with children when child abuse or maltreatment is suspected. She received excellent ratings on her evaluations and many written comments thanking her for providing this challenging topic to providers.

Torie Seeger presented *Transitions—It's a Verb*, a workshop at NYSAEYC on how to developmentally provide successful and fewer transitions for children throughout their child day care day. Small and large group discussions with role-play were implemented to allow for actual transition portrayals. High evaluation ratings were received with transition development forms to be used when attendees returned to their programs.

Wendy Calabrese-Sampone presented *Building a Relationship with your Licensor* at the Family Child Care Association, to empower family and group family day care providers play a more active role in the inspections done in their programs by licensors and registrars. Many questions and misunderstandings about the role of licensors and registrars were answered and clarified. Evaluation ratings were consistently high for this workshop.

Wendy Calabrese-Sampone and **Lakia Green** are certified DDI trainers and provided numerous training opportunities to PDP staff throughout the year.

7.2.4 PDP Finance and Project Support

Jessica Healy has earned the Advanced Certificate in Strategic HR Management from Cornell University's online learning subsidiary, eCornell.

8.0 PDP's Future Sustainability

PDP's long-term sustainability is rooted in its core beliefs and values based on understanding the integral value of workforce development—specifically with regard to the public and not-for-profit sectors. Its sustainability is tied to PDP's fundamental beliefs that:

Education and training add substantial value to the development, management, and delivery of government-related services.

Practicing the principles of adult learning theory, best practices in organization development, and effective classroom-to-job learning experiences are an essential aspect of workforce development.

Helping public agencies and those who work in or for the public service perform more effectively and efficiently makes a difference in their ability to provide much-needed services to their constituents.

PDP strongly believes that well designed and effectively delivered training is directly linked to good governance.

In following these principles PDP has built a strong and sustainable model for its future through activities that:

- Stress the University's public and community service mission.
- Respond to emerging workforce development needs.
- Provide needed continuing professional education for the public and not-for-profit workforce.
- Effectively bridge policy and practice.
- Create real world opportunities for faculty and students.
- Promote and encourage staff development for its employees.
- Remain pro-active in designing contemporary programs that advance learning.

PDP will continue to hold these beliefs and principles as its guide to shape programs and to reinforce its value to its stakeholders. E-learning which has increased significantly over the past five years will continue to be emphasized as PDP addresses the ever changing needs of workforce development. PDP will continue to expand its program offerings in the areas of instructor-led, web-based training and webinars; self-paced training modules; mobile learning activities accessed by smartphones and tablets; and blended learning, which



Eugene J. Monaco, Public Service Professor and Executive Director

combines elements from traditional classroom training and e-learning to create dynamic training programs that acknowledge the array of ways in which those in the 21st century workforce learn. For PDP, the critical factor remains to select the most suitable design and delivery methodologies to meet the needs of its diversified training audience. This may range from week-long, formalized training programs to on-demand, mobile learning, including training manuals, help systems, and performance supports that allow trainees to access the information they need on demand.

PDP anticipates expanding its portfolio through further collaboration with the Center for International Development (CID), the School of Social Welfare, the School of Public Health, Rockefeller College, and other centers in Rockefeller College. These efforts will focus on expanding its e-learning training platform, developing leadership development programs for the public workforce, expanding its workforce impact evaluations, and pursuing collaborative grants and contracts which address the needs of continuing professional education for the public sector.

As always, PDP is prepared to respond to these aspiring initiatives while remaining fully committed to its primary mission of serving the public and not-for-profit workforce in New York State.

