



ROCKEFELLER COLLEGE
**PROFESSIONAL
DEVELOPMENT PROGRAM**
UNIVERSITY AT ALBANY | STATE UNIVERSITY OF NEW YORK

Annual Center Report

July 2023–June 2024

June A. Mastan, Ph.D.

Executive Director





ROCKEFELLER COLLEGE
**PROFESSIONAL
DEVELOPMENT PROGRAM**
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

The Leader in Continuing Professional Education

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Executive Summary

The 2023-2024 fiscal year ended with PDP in a strong position, operating with a full complement of in-person training programs, as well as several large training seminars and forums, a large scholarship program, several media projects, and an ever-increasing catalog of both instructor-led online and fully on-demand courses.

PDP maintained consistent levels of funding while continuing to provide high-quality continuing professional education and training programs for the public service workforce throughout New York State (NYS) and beyond. During the 2023-2024 fiscal year, PDP brought in twenty awards totaling over \$43 million as compared to twenty-one awards totaling \$39 million in the 2022-2023 fiscal year. For the past three fiscal years, PDP's consistent level of awards has produced an average indirect cost recovery for the University of \$2.8 million. PDP continues to be among the University's centers high performers in generating a stable level of indirect cost recovery.

With a staff of approximately 200, PDP successfully offered 3,306 instructional activities to over 551,089 attendees, figures which track well with the previous fiscal period at 3,391 instructional activities offered to over 512,224 attendees. PDP generated over 1,259,361 contact hours of training in its various educational program offerings during 2023-2024 and 1,121,899 contact hours during 2022-2023.

The primary focus for PDP staff remains the development and delivery of education and training programs employing the principles of adult learning theory. Our programs are designed to produce effective workforce development outcomes to support on-going employee growth and skills building, while continuing to meet agency-specific needs. PDP's offerings cover a wide range of subject matter areas and primarily support employees who work in the social and human services fields.

PDP programs continued to effectively assist various state, local government, and not-for-profit workers and organizations to improve their overall job knowledge, skills, and abilities. This results in an improved and more productive workforce for the people of New York State. PDP will continue to maintain its high educational and professional standards to ensure quality control over all offerings. The organization uses various evaluation modalities to verify that these offerings effectively meet the education and training needs of our participants. PDP's accreditation by the International Association for Continuing Education and Training (IACET), which allows us to issue IACET Continuing Education Units (CEUs) is also an important value-added dividend for our training audience.

For 2023-2024, most of PDP's program delivery addressed employees of the NYS Office of Children and Family Services (OCFS), the NYS Office of Temporary and Disability Assistance (OTDA), the NYS Office of Employee Relations (OER), numerous local government agencies throughout NYS, as well as early child care providers statewide. The primary program areas included child welfare training, early childhood education and training, temporary assistance policy training, and computer and information technology training, along with others. PDP's overall sustainability continues to be strong as it expands its delivery of high-performance programs for the public service workforce in NYS and beyond. We value the partnerships we have with our sponsors and will continue to collaborate closely with them on innovative program design and delivery.

Our programs would never be successful without PDP's talented and resolute staff. It is important to acknowledge their many substantial contributions during the last fiscal year. Our work has continued at a fast pace throughout the last year, as our sponsors requests and the needs of the NYS workforce and the citizens of NYS did

not diminish. While PDP successfully underwent a period of rebuilding of its training staff post-pandemic, many of the local districts we serve throughout NYS have been rebuilding their staff levels in a post-pandemic world as well and this presented many challenges that our training programs have helped them to address.

As we look ahead to the next fiscal year, I want to take this opportunity to recognize PDP Director Deborah McGuire for her on-going dedicated leadership and vision and the PDP Management Team: James Bonville, Michael Cozzens, Colleen Faragon, Diane Hodurski-Foley, Marcella Junco, Penny LaRocque, Michele Reedy, Patricia

Seeberger, Edward Skawinski, Bryan Sotherden, and John Thompson for excellent leadership of their respective program areas. And PDP could not accomplish all that we do without our talented program supervisors, trainers, curriculum/course designers and developers, program evaluators, IT staff, computer programmers, finance, and program support staff. We are all looking forward to continued success in the year ahead.

— June A. Mastan, Ph.D.



June Mastan addresses PDP Staff at the June 14, 2024 PDP Staff Recognition Event

1.0 Performance Relative to Stated Mission & Goals

PDP's longstanding accomplishments are directly correlated to its ability to remain mission focused. As a result of this approach, PDP has consistently been able to provide outstanding continuing professional education and training that promotes workforce development for employees who work to serve the public. For almost 49 years, PDP's commitment has been to focus on offering up-to-date, state-of-the-art programs for employees of public agencies, and not-for-profit organizations. PDP is recognized as a leader in workforce development for the public service, meeting but also exceeding its program deliverables in support of its core mission. PDP's wide-ranging and well-received programs are proof of its ability to stay mission-focused, while remaining committed to producing high quality programs that provide greatly needed education and training for those who work in, for or with the public sector.

1.1 Overview of PDP's Mission and Function

Since its founding in 1975, PDP has remained dedicated in its support of the public engagement and public service outreach missions at the University at Albany through its various education and training programs. PDP's extensive history of education and training programs have been directed to improving the job performance of those employed at all levels in the public sector and not-for-profit workforce.

PDP is positioned as a center at the University at Albany located in Rockefeller College to be a leader in the field of training. PDP's core mission remains directly connected to Rockefeller College's public service mission to provide relevant learning opportunities for those individuals who work in or for the public sector. In this respect, PDP's central mission remains directed to offering employees of government agencies and not-for-profits crucial education and training opportunities to enhance their knowledge, skills, and abilities. These programs are supported by research, impact studies, and evaluations that measure outcomes and performance.

PDP's purpose remains constant in making a difference in the ever-changing world of public service through linking the principles of adult learning, applied research, and evaluation resources of PDP to achieve this goal in support of the public service engagement mission of Rockefeller College and the University.

Since its earliest days, PDP has remained firmly committed to making applied research, extended learning, and continuing professional education a reality for the public service workforce through offering applicable adult learning education and training programs designed to focus on increasing worker performance at all job levels.

PDP has long been dedicated to ensuring that it remains centered as a learning organization, that it demonstrates a comprehensive understanding of the needs of its varied customers—from agencies and commissioners to all levels of policy and program staff, including direct service recipients. By practicing these principles, PDP has been consistently responsive to their needs.

Utilizing various instructional models, techniques, multi-media, and distance learning throughout its educational offerings (e.g., knowledge dissemination and outcome, performance, and evidence-based approaches), PDP has continually produced high-quality programs for learners. PDP uses the principles of adult learning theory to design evidence-based training that leads to improved employee work performance.

PDP's ongoing success is carefully premised on being resourcefully organized to effectively deliver different programs to its various constituents. This time-tested model provides for curriculum design, development, and training staff, supported by subject matter experts, and reinforced by a team of educational multimedia developers, technical, and support staff to ensure the well-timed dissemination of high-quality educational materials and products.



PDP's teamwork and dedication were instrumental in the resounding success of the Forum for CCAP and Legally Exempt Enrollment Agency Staff

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. Figure 1 below provides an historical overview of PDP's staffing from 2020–2024.

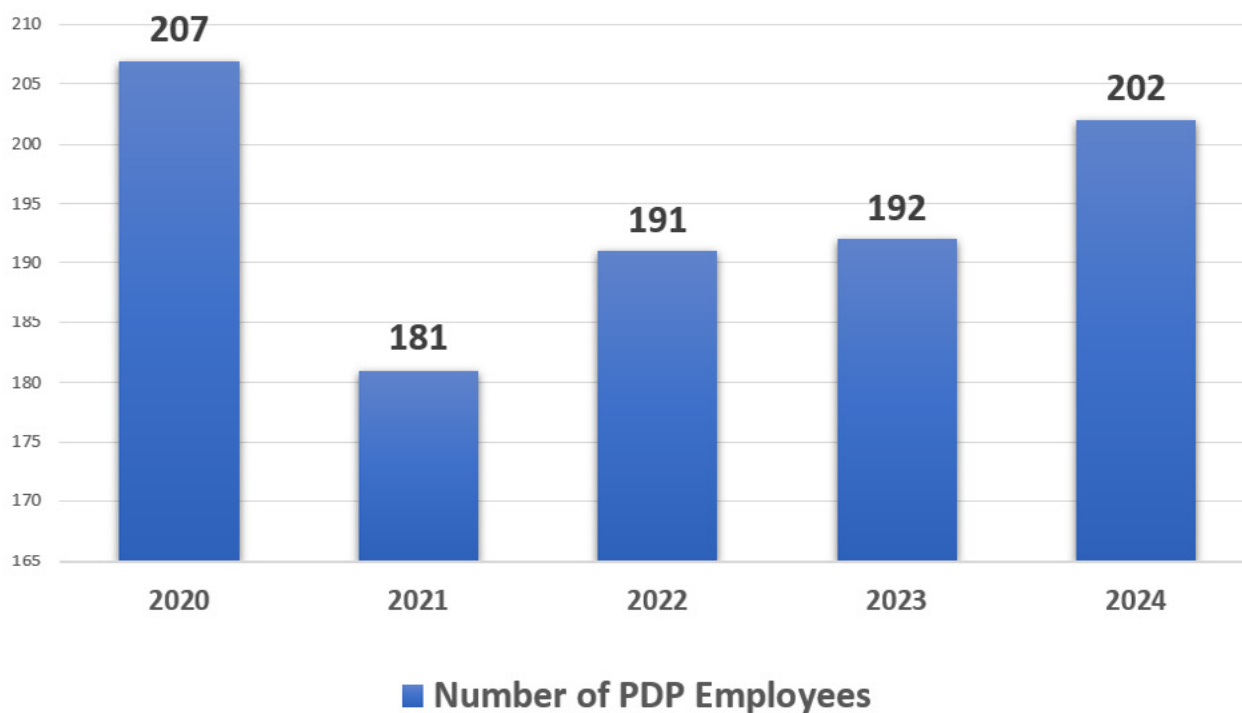
For almost five decades, PDP has had a specific focus on helping human and social services workers within the public sector increase their knowledge base, sharpen their skills, and improve workplace performance.



Education Specialist Audene Henry chatting with other PDP Staff at the PDP Staff Recognition Event

Figure 1

PDP Staffing



PDP staff possess expertise and experience in a wide variety of topics, which enabled it to successfully meet its 2023–2024 education and training commitments. They include:

- Case Management
- Child Development
- Child Support
- Child Welfare Programs
 - * Adoption Services
 - * Child Protective Services
 - * NYS OCFS Child Welfare Practice Model
 - * Foster Care
 - * Permanency Planning
 - * Safety and Risk Assessment
 - * Juvenile Justice and Rehabilitation
 - * Youth Development
- Counseling
- Early Childhood Education
- eLearning Product Development
- Event Planning
- Higher Education
- Implementation of Evidence-based Programs/Practices
- Information Systems and Applications (proprietary and non-proprietary)
 - * Design, Development, and Coding
 - * Implementation
 - * User Education and Training
- Medication Administration
- Organization Development
- Program Development, Implementation, and Management
- Program Evaluation
- Public Administration and Policy
- Public Health
- Public/Temporary Assistance Programs
- Secondary Education
- Substance Use Disorders
- Youth Leadership



PDP Media Staff editing a video

1.3 Past Accomplishments

Through relationships with a number of the University's professional schools (Rockefeller College of Public Affairs & Policy, School of Social Welfare, and School of Public Health), other SUNY system campuses, CUNY institutions in New York City, and private institutions statewide, PDP has achieved a significant statewide presence. Its portfolio of sponsored funding since inception is in excess of \$900 million.

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

- American Society for Training and Development (Mohawk Hudson Chapter) Outstanding Public Service Training (1999)
- Apex Award (2005)
- National Staff Development and Training Association Distinguished Service in Training Award (2005)
- National Health Information Award (2007)
- NYS Best Practices Award (2004–2005)
- OTDA Commissioner's Award (1999 and 2004)
- University at Albany Initiatives for Women Awards (2000 and 2005)
- 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 and 2014)
- APEX Award for Publication Excellence for Most Improved Print Media "Youth in Progress Need to Know Series" (2014)
- Bronze Telly Award honoring the Pyramid Model Webcast Series (2017)
- APEX Award for Publication Excellence for the Communiqué newsletter (2017)



Senior Education Specialist Sharon Wen at a training

1.4 Accreditation and Licensure Status

The University at Albany is chartered by the Board of Regents of New York State and is fully 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 is accredited by the International Association for Continuing Education and Training (IACET). As an IACET Accredited Provider, PDP maintains compliance with the ANSI/IACET Standard for Continuing Education and Training and is able to issue IACET Continuing Education Units (CEUs).



Administrative Assistant II Jaelyn Jackson and Project Staff Assistant Ciara Haag preparing for a training class.

PDP staff include individuals possessing the following professional licenses and certifications, which provide PDP with the necessary depth to successfully meet all contract deliverables during the reporting periods:

- Computer Software and Hardware:
 - * Advanced ColdFusion Certified Expert (Adobe), 2009
 - * CIEH-EC Council, Certified Ethical Hacker, 2012
 - * CompTIA Security+ Certified, 2011
 - * Google Analytics Individual Qualification, 2009
 - * Microsoft SharePoint Administrator, 2012
 - * Adobe ColdFusion Developer CPE credits, 2020
 - * Certified Professional in Accessibility Core Competencies (CPACC) prep course, 2020
- Certified Meeting Professional (CMP)
- Certified Instructor of Strategies in Crisis Intervention and Prevention
- College adjunct faculty and instructors
- Development Dimensions International Certified Facilitator
- New York State Early Learning Trainer Credential
- Registered Nurse
- Public school teachers (early childhood, elementary, and secondary)
- Social workers (LMSWs)

1.5 PDP's Capacity

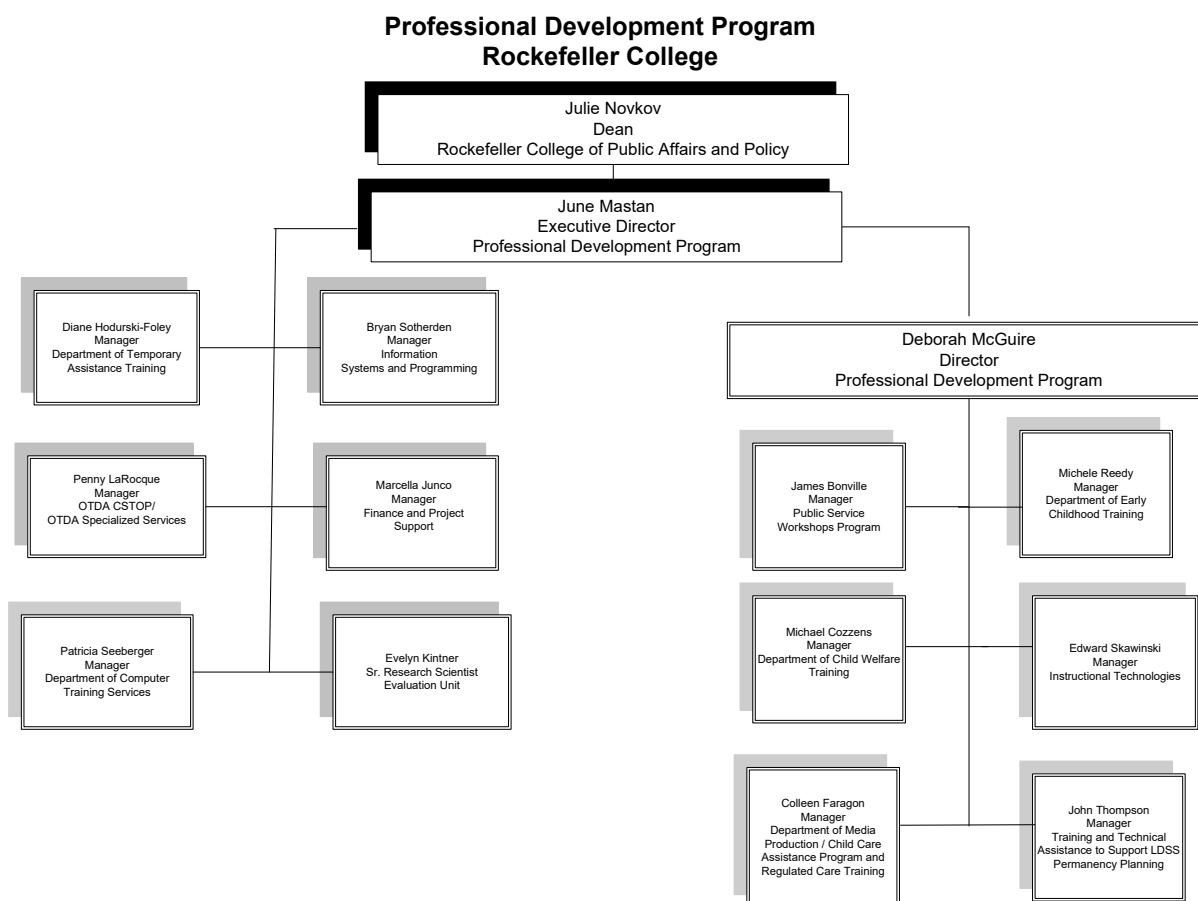
During the 2023–2024 period, PDP continued to maintain an effective organizational structure and had sufficient staff resources to develop, schedule, deliver, and evaluate training activities, as well as interact with stakeholders. It retains the necessary fiscal, organizational, technical, and program capacity to effectively meet its varied contract deliverables.

1.5.1 Organization Structure

In 2023–2024, PDP managed a diverse portfolio of projects covering a wide range of education and training initiatives. The program is directed by an Executive Director (RF title: Principal Investigator) who serves as its chief executive officer. In addition, there is one Director (RF title: Project Administrative Officer) and 11 Managers

(RF titles: Principal Education Specialist, Principal Research Support Specialist, and 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, and staff supervision. Each project is staffed with the necessary curriculum development, training, and 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 high-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 selection and hiring 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. These are stated in the Office of Diversity and Inclusion's Recruitment and Selection Procedures. These procedures are designed to promote a fair and inclusive search process, ensure the University follows all federal and state regulations, and promote equal employment opportunities for all qualified individuals including but not limited to minorities, women, individuals with disabilities, and veterans.

1.6 Program Development

PDP's program development continues to be based on using the best practices of adult learning theory for the development of training and its accompanying program evaluation. Administratively, PDP's programs are fiscally responsible, adhering to all federal, state, University, and Research Foundation guidelines, policies, and regulations.

1.6.1 Curriculum Design

PDP grounds 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- and performance-based, skill-focused application methods, often enhanced by appropriate educational technologies including web-based approaches. Standardized curricula templates and information mapping 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 programming 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 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 Association for Talent Development (ATD), receiving their award for innovative curriculum design, and adapting emerging instructional technologies to refine and expand traditional training approaches.



Information Systems Assistant Connor Hing and Senior Programmer/Analyst Yehui Liu at the PDP Staff Recognition Event

PDP incorporates a performance-based (competency-based) training model in many of its programs. This training model is geared toward addressing organizational outcomes and the core competencies of workplace staff to best meet the overall learning goals of the program.

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 a 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 their supervisor and others designated to coach and train.

1.6.2 Evaluation

Training evaluation is conducted to determine the effectiveness of the training programs, both in-person and web-based, 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

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 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 2023–2024 followed this approach.



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

1.6.3 Fiscal Responsibility

The Research Foundation for SUNY has fiscal responsibility for all sponsored activity of the State University of New York. The Research Foundation 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, Research Foundation, and University policies and regulations that govern its activities.

2.0 Contracts and Grants

2.1 List of Grants/Contracts Received (2023–2024)

PDP received 20 awards during the reporting period, totaling over \$43 million. Table 1 specifies the award details.

Table 1

Award	Award Sponsor	Award Start Date	Award End Date	Award Budget
99312	NYS Office of Children and Family Services	1-Jan-24	31-Dec-24	\$1,105,104
99315	NYS Office of Children and Family Services	1-Jan-24	31-Dec-24	\$918,361
99327	NYS Office of Children and Family Services	1-Jan-24	31-Dec-24	\$1,461,276
99326	NYS Office of Children and Family Services	1-Jan-24	31-Dec-24	\$2,197,052
99333	NYS Office of Children and Family Services	1-Jan-24	31-Dec-24	\$2,482,286
99341	NYS Office of Children and Family Services	1-Jan-24	31-Dec-24	\$185,789
99353	NYS Office of Children and Family Services	1-Jan-24	31-Dec-24	\$15,272,997
99374	NYS Office of Children and Family Services	1-Jan-24	31-Dec-24	\$2,060,527.00
99965	NYS Office of Children and Family Services	15-Mar-24	14-Mar-25	\$399,246
99396	NYS Office of Temporary & Disability Assistance	1-Jan-24	31-Dec-24	\$1,314,023
99402	NYS Office of Temporary & Disability Assistance	1-Jan-24	31-Dec-24	\$3,710,834
99415	NYS Office of Temporary & Disability Assistance	1-Jan-24	31-Dec-24	\$3,564,667
99417	NYS Office of Temporary & Disability Assistance	1-Jan-24	31-Dec-24	\$386,483
99419	NYS Office of Temporary & Disability Assistance	1-Jan-24	31-Dec-24	\$1,757,702
99424	NYS Office of Temporary & Disability Assistance	1-Jan-24	31-Dec-24	\$1,498,899
99426	NYS Office of Temporary & Disability Assistance	1-Jan-24	31-Dec-24	\$594,068
87635	NYS Office of Employee Relations*	1-Apr-20	31-Mar-26	\$3,696,660
97178	NYS Office of Children and Family Services	1-Jan-23	30-Dec-24	\$526,297
49660	UA CPHCE / CRSC Subcontracts	4-Jul-23	15-Apr-25	\$47,125
102644	NYS Office of Children and Family Services	1-Oct-24	30-Sep-25	\$292,000
Total				\$43,424,271

*Represents 1/6 of contract value as total six-year budget is \$22,179,960

2.2 Submissions (2023–2024)

The 2023–2024 year was quite productive and busy for PDP. The organization was successful in retaining its existing contracts and gaining new work with other organizations. Overall, 19 new project accounts were established and 18 projects were closed during 2023–2024.

3.0 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 successful in securing ongoing contracts with a number of NYS agencies such as the Office of Children and Family Services (OCFS), the Office of Temporary and Disability Assistance (OTDA), and the Office of Employee Relations (OER). In forecasting its continued financial sustainability for 2024–2025, PDP projects that its gross funding will be over \$43.6 million.

3.1 History of Funding

During the past decade, PDP's annual funding averaged approximately \$36.8 million per year. Figure 2 is a summary of PDP's funding history from 2019–2024.

Figure 2

Funding History (in millions)



3.2 Indirect Cost Recovery

PDP has produced a substantial percentage of the total indirect cost received by the University. Over the past five fiscal years (FY July 2019–June 2024), PDP generated an average of \$2.97 million per year in Indirect Cost Recovery (ICR) for the University with an effective rate of return averaging 12.7%.

Cumulatively, from FY 2003–2004 to FY 2023–2024, PDP:

- generated approximately \$65 million in ICR with an effective rate of return of 14%.
- received approximately \$30.6 million or 4.71% of the total ICR it produced for the University.

For the FY 2024–2025, PDP projects a similar ICR for the University.



Education Specialist Paul Bien-Aime welcoming attendees to the Forum for CCAP and Legally Exempt Enrollment Agency Staff

4.0 Major Accomplishments

PDP's major accomplishments over the years have been significant. During the past year, there has been substantial progress and positive outcomes were achieved, as illustrated in Figures 3 and 4 (next page).

4.1 Instructional Activity

A key measure for examining PDP's accomplishments is to consider its 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 that continue to generate steady enrollments on an annual basis. For the past five years, PDP has, on average, offered over 3,132 instructional activities per year enrolling approximately 520,011 workers. Figures 3 and 4 provide a summary of instructional activity and enrollments for the period 2019–2024.

During the past year (2023–2024), PDP offered 3,306 courses, institutes, and workshops enrolling 551,089 workers. This generated 1,259,361 contact hours of instruction across all of its programs, which is approximately a 12% increase compared to the previous year's 1,121,899 contact hours.

The program areas that generated the largest enrollments were Child Care Provider Training (440,841 for 2023–2024) and Temporary Assistance Examiner (82,485 during 2023–2024).

PDP offered a full complement of in-person offerings throughout the 2023–2024 fiscal year. Of note, on-line deliveries, both instructor-led and on demand, continued to grow as well during this period.

Figure 3

Enrollment History: Courses

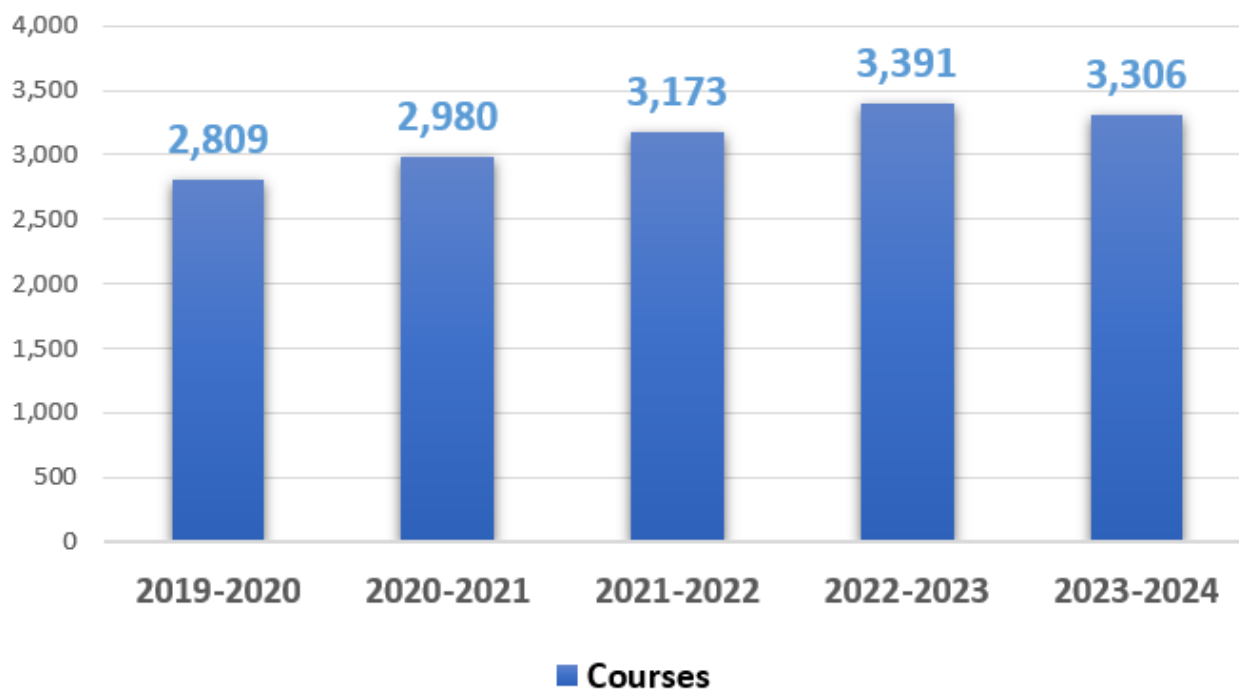
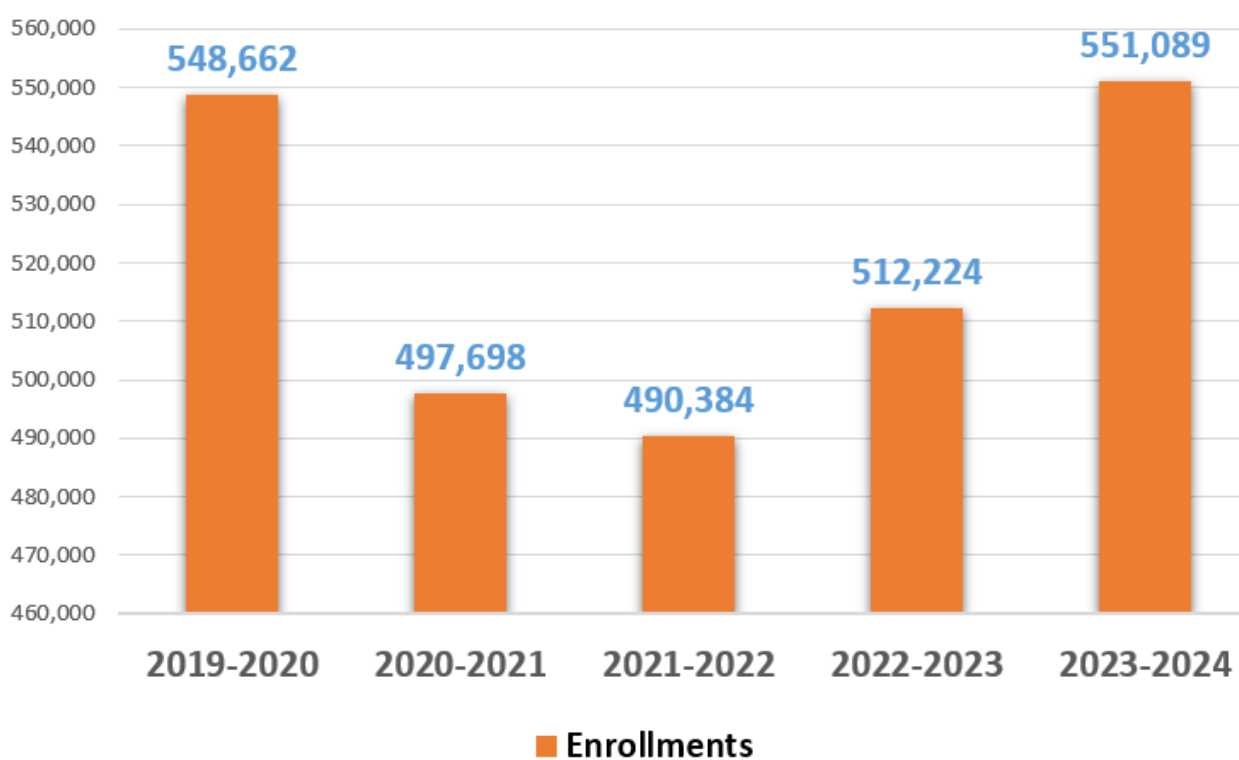


Figure 4

Enrollment History: Enrollments



5.0 PDP Staff

5.1 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: Outstanding Service Award, Outstanding Administrative Support Staff Award, Outstanding Professional Staff Award, Outstanding Team Award, and 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.



Diane Hodurski-Foley (middle) accepts the Outstanding Service Award with June Mastan (left) and Deborah McGuire (right) at the PDP Staff Recognition Event

5.1.1 Outstanding Service Award

This award is presented in honor of an individual who demonstrates exceptional dedication and contribution to PDP's mission and organizational goals.

2023 Recipient—Diane Hodurski-Foley

Diane first joined PDP in 1996 as an Education Specialist. She left PDP briefly for North Carolina in 1998 and then returned in 2000 as a Senior Education Specialist. Beginning in 2005, she made rapid progressions from Training Program Coordinator on then Welfare-to-Work, now Employment Services training initiatives to Interim Manager of all Temporary Assistance training, and ultimately moving in 2006 to her current position as Manager of the Department of Temporary Assistance Training, known as DTAT. Diane currently oversees four major OTDA contracts valued at over \$7.2 million.

Diane's excellent leadership skills and strong work ethic are evident in the annual numbers put forth by DTAT. In 2023, they delivered 613 days of training, a 9.3% increase over 2022, to 12,398 trainees, which was an 18.4% increase from 2022. This consisted of eighty-seven unique courses, a 7.4% increase from 2022. The oversight, coordination, and detail skills that Diane brings in leading the delivery of this level of training services year after year is incredible. Her deep knowledge about our temporary assistance training initiatives, both past and present, is highly valued and relied upon regularly by both staff and sponsors alike. She is an organizational expert on curriculum design and development, holds a certification in the Information Mapping process and is a long-time practitioner of the Dr. Ruth Clark based Instructional Design methodologies.

Over the years, Diane has led the development of many important training initiatives, including the five-day *Hearing Officers Procedural Training Institute*, the 2017 *Healthy Families Training Institute*, the *Program Development and Implementation Considerations for People Affected by Poverty and Trauma* course for OTDA staff, the COVID-necessitated conversion of major segments of our key training institutes from in-person to Webex, the *Cash Assistance Training Institute* for

HRA, and the current redesign of the Hearing Officers training, to name only a few. There have been dozens of large training conferences, forums, and regional meetings over the years as well. Our sponsors have sent many favorable comments about the high quality of these events.

More importantly, Diane is a person of high integrity, and she is empathic and caring. She listens intently, thinks deeply, and always offers potential solutions. Her dependability is renowned, and she is always willing to help senior staff, her fellow managers, and all staff alike. Diane serves an organization-wide role co-chairing the IACET CEU Certification and Compliance Committee, doing so since its inception in 2019. She is always the first one to recognize her staff with kudos and award nominations, and it is great to acknowledge her for a change!

5.1.2 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.

2023 Recipient—Verena Kemp-Nugent

Senior Administrative Assistant, Verena Kemp-Nugent, leads all aspects of administrative support for PSWP including vendor contracting and procurement, workshop posting and enrollment in the Statewide Learning Management System (SLMS), data management in the SLMS and PSWP Access Database, and additional support for program staff and any other additional tasks resulting from new sponsor priorities. In 2023, Verena and her unit provided enrollment, contracting, and all other required administrative support for 295 workshop deliveries over 400.5 days of training, with over \$1.17 million dollars in vendor contracting and invoicing.

Additionally, in 2023, even in the face of ongoing staffing challenges and a unit never fully staffed all year, and supporting a record-setting number of workshop deliveries, Verena took on new increased



*Verena Kemp-Nugent (middle),
with Deborah McGuire (left), and Jim Bonville (right)*

responsibilities related to the OER Learning and Development Series and NYS Train-the-Trainer deliveries, as well as support for a new NYS mandated course on Equal Employment Opportunity—Workplace Discrimination Prevention (EEO-WDP) Train-the-Facilitator that required substantial coordination and support within a very short time frame. Verena always leads the PSWP administrative unit to successful outcomes.

Verena leads by example and has earned the utmost respect from the staff she supervises and everyone else within PSWP, as well as our colleagues from OER, PEF, RF, and other PDP staff.

5.1.3 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.

2023 Recipient—Christine King

Christine is the lone Event Planning Coordinator in the Department of Temporary Assistance Training (DTAT). Christine supervises the



Christine King (middle) accepts the Outstanding Professional Staff Award with June Mastan (left) and Deborah McGuire (right) at the PDP Staff Recognition Event

department's "Logistics Team" and completes a broad range of hands-on event planning and execution work. Christine both individually and with the department's logistics team completed a high volume of work, most times within short timeframes. Christine routinely went well above and beyond the norm to meet emerging projects and customer needs and get the work done. Christine is a recognized event planning expert. She is a highly valuable resource to her own staff and to training staff in this 34-person department. Additionally, PDP staff in other departments frequently reach out to Christine with questions about venues, information about direct bill hotels, best practices in planning conferences, and event planning in general. After carrying an event planner vacancy since December 2019, this position was finally filled in January 2023. Christine spent a significant amount of time and effort throughout 2023 orienting, onboarding, and training the new event planner on the varied range of tasks and project work. Christine went above and beyond to do this and put in countless extra hours to help keep up with the fast pace of work while this new staff member was learning their job. In addition to this, the other event planner went out on six months of approved leave at the beginning of August 2023. Unfortunately, this absence corresponded with a significant increase in training deliverables and event planning/support work. Again, Christine went above and beyond and

put in countless extra hours to ensure there were no interruptions in event planning/logistical operations and to personally help keep up with the project work so that the OTDA project sponsor and our district customers would not see the incredible void we were dealing with internally. Christine did not miss a beat, kept up DTAT's productivity, and made it all look seamless. In addition to "normal" job duties, Christine has gone above and beyond the norm to aid the department's recruitment, interviewing, and onboarding efforts. Christine served on four lengthy and time-consuming search committees resulting in eight hires. Upon staff hiring, Christine supported onboarding in several ways. She gave staff tours, held orientation meetings regarding various procedures, and provided hands-on support for preparation of onboarding materials. Christine has been invaluable in these efforts.

5.1.4 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.

2023 Recipient—Rachael Mason

Throughout 2023, Rachael went above and beyond her normal job duties and was highly effective as a trainer and training team leader (TL). She exceeded the expected level of performance as a Senior Trainer and made outstanding contributions to the work of PDP. Rachael consistently spends extra time preparing for training to ensure a smooth delivery, whether that means thinking about what support her teams will need, logistics, or identifying improvements to be made on slides. In October 2023, as a result of a department vacancy, Rachael transitioned from focusing on HEAP and Employment Services trainings to Temporary Assistance (TA) trainings and demonstrated expertise in both areas. Within ten days of transitioning into the Temporary Assistance team leadership role, while still supporting the HEAP and Employment teams, Rachael began observing, coaching, and assisting the TA trainers. When training coverage for a TA program (ITAP)



Rachael Mason (middle) accepts the Outstanding Trainer Award with June Mastan (left) and Deborah McGuire (right) at the PDP Staff Recognition Event

was unexpectedly needed three weeks into her TA leadership role, Rachael expeditiously prepared to deliver lessons and ensure trainees had no interruption to their training experience and that the training team had the support needed.

Rachael is always ready to go the extra mile for her teams and for PDP. For example, as a result of a Senior Trainer vacancy, Rachael volunteered to make a lateral move to take over training team leadership of the ITAP team (and several related TA courses) in October. Rachael's willingness to make this change for the good of the organization while recognizing the extra work that comes with such a change is demonstrative of her commitment to the organization. During this transition period, Rachael went above and beyond and participated on both the Employment Services/HEAP training teams and the TA training teams to ensure a smooth transition from one position to the other. Rachael constantly checked in with all members of the training teams in both areas to ensure that they felt comfortable with the change, to learn about her new team members, and ensure each team had a solid foundation moving forward. Rachael was the leader of Poverty and Trauma-Informed assistance, a one-day training that is designed to be co-trained with two trainers delivering for the whole day. By special request, an on-site offering was scheduled for Schuyler County for April, however, due to an unexpected trainer illness, this delivery had to be

canceled at the last minute. The county wanted the training rescheduled quickly, but it was not clear when there was availability for two team members to make the trip. Rachael took it upon herself to volunteer to make the trip, prepare for both trainer roles, and train this delivery solo to meet this district's need. Rachael's work was appreciated and she received recognition from the Schuyler County SDC. A second example: Upon transitioning to the ITAP team, Rachael was immediately able to jump into assisting with training preparations for team members, even after having different assignments for several years. Overall, Rachael consistently considered what is best for her teams, and in order to make sure the TA, Employment, and HEAP teams have what they needed, Rachael put in extra time to ensure the projects went off without a hitch.

5.1.5 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.

2023 Recipient—DC01 Regulatory Staff Forum Team

Team Members: Casey Becker, Ron Bigg , Ally Buonanno-Tardy, Sarah Clowe, Kat Costello, Colleen Faragon, Trish Geary, Gary Glinski, Ciara Haag, Jaelyn Jackson, Ed Kirchgessner, Fatma Labe, Katie LeClair, Emily McCarty, Debbie McGuire, Dan Meade, Noellie Medina, Joan Meyer, Michele Reedy, Laura Remia-Borthwick, Lisa Stanco

From the start this project was all about change. The DC01 Regulatory Staff Forum team took each "ask" from the sponsor and figured out how to make it happen. This team exhibited a willingness to brainstorm and problem-solve every step of the way. Here are a few examples:

- Switched from three smaller regional events to one event for 400+ attendees.
- Identified a venue in Albany. A conflict arose with the Albany date and a new venue in Syracuse was found.

- Secured rooms at the event venue and five surrounding hotels to accommodate 400 and directly supported the individual needs of many.
- Planned thirteen breakouts and two keynote sessions. PDP staff designed and delivered a morning and afternoon breakout session.
- Learned how to use the Whova conference app. Branded the WHOVA conference app for this event, had all the breakout session registrations and materials available for all trainees through the app. Added general surveys and evaluation materials and live-streamed both keynotes, and a morning and afternoon breakout session.
- Media production captured the event by capturing still photos and video. Media production also recorded a morning and afternoon breakout session for future training use.
- Sponsor asked to include exhibitors and the team secured 10. PDP had an exhibitor table and ended up managing the needs of a few other exhibitors that needed assistance with set-up and printing materials for their table.
- Chartered buses to transport attendees from Long Island and NYC to minimize travel costs.
- Maneuvered getting a large (and heavy) drum package to the venue and back to the home of the keynote in Orange County.
- Created a day one event that focuses on connections and team building, instead of a more traditional conference activity. This required PDP to plan for (bring and set up) over 35 small group activity stations throughout the ballroom of the venue. Activities included painting murals, team building stacking of pizza boxes/cups, playdough, 4 square, wheel of child care, giant checkers, giant connect four, corn hole, to name a few.
- Strategized how to “move” 400 people to the various activities to mingle and meet the activity objective in the scheduled time.
- Recognized there would be confusion around the venue parking and so the PDP team made a sign, wore a costume, and stood out on the street directing attendees to the correct parking garage in downtown Syracuse.



The DC01 Regulatory Staff Forum Team at the PDP Staff Recognition Event

- Met the extensive needs of a keynote and various props needed.

As a team largely new to planning big events, this group learned how to execute a conference along the way and, during the event, everyone continued to problem solve with professionalism and grace. Whatever was happening from behind the scenes for the most part was not apparent to the trainees. Here are a few examples: the hotel forgetting to put the water/coffee stations on every floor, the stage for the keynote “disappearing” after the rehearsal, tech issues from the hotel staff, finding red paper, managing the check-in of 400 people and the NYC buses were late! After the event, we met as a group and talked through the good and the not so good and what the team would do differently. This team learned along the way and produced a highly successful event for the sponsor. Even more notable are the connections made within the PDP team. This group came together from different project areas and built a special bond. These connections were not there before and have continued months later. Staff now seek others out for their expertise and continue to work together on various project needs.

5.2 PDP Staff Accomplishments

Much of the success of PDP’s project work comes from the commitment, creativity, and capability of its staff.

5.2.1 PDP Promotions for July 2023–June 2024

PDP places a high value on its staff, offering challenging and rewarding opportunities for both personal growth and career advancement within the organization. During the 2023–2024 fiscal year, 14 staff members received promotions to a range of positions, including a Principal Investigator, Training Program Coordinator, Senior Education Specialist, Senior Trainer, Education Specialist, Project Staff Associate, and Project Staff Assistant.



Gary Glinski, Casey Becker, Ed Kirchgessner, and Colleen Faragon of the DC01 Regulatory Staff Forum Team (and the Department of Media Production) at the PDP Staff Recognition Event

Casey Becker

Date of Promotion: 12/29/2023

New Title: Training Program Coordinator

Former Title: Senior Education Specialist

Alisa Bielert

Date of Promotion: 10/2/2023

New Title: Senior Trainer

Former Title: Education Specialist

Ally Buonanno-Tardy

Date of Promotion: 11/13/2023

New Title: Project Staff Associate

Former Title: Education Specialist

Kari Carroll

Date of Promotion: 6/17/2024

New Title: Project Staff Associate

Former Title: Senior Education Specialist

Liz Cassidy

Date of Promotion: 12/29/2023

New Title: Senior Education Specialist

Former Title: Education Specialist

Trish Geary

Date of Promotion: 12/29/2023

New Title: Senior Education Specialist

Former Title: Education Specialist

Ciara Haag
Date of Promotion: 3/25/2024
New Title: Project Staff Assistant
Former Title: Administrative Assistant I

Katie LeClair
Date of Promotion: 4/1/2024
New Title: Education Specialist
Former Title: Project Staff Assistant

June Mastan
Date of Promotion: 4/4/2024
New Title: Principal Investigator
Former Title: Interim Principal Investigator

Noellie Medina
Date of Promotion: 2/20/2024
New Title: Project Staff Associate
Former Title: Project Staff Assistant

Athina Mizero
Date of Promotion: 1/15/2024
New Title: Senior Education Specialist
Former Title: Senior Trainer

Joe Padua
Date of Promotion: 8/2/2023
New Title: Senior Trainer
Former Title: Education Specialist

Jeffrey Schneider
Date of Promotion: 12/13/2023
New Title: Training Program Coordinator
Former Title: Senior Education Specialist

Sharon Wen
Date of Promotion: 5/6/2024
New Title: Senior Education Specialist
Former Title: Senior Trainer

6.0 PDP's Future Sustainability

A sustainable organization is one whose characteristics and actions are designed to lead to a desirable future state for all stakeholders. Organizations that actively manage and respond to a wide range of sustainability indicators are better equipped to create value for its stakeholders over the long term. Maintaining a sustainable organization is a long-lasting, shared commitment by all staff, which requires each staff member to embrace the organization's mission and vision for its future well-being. Achieving a sustainable organization that serves the public interest is at its core a never-ending commitment.

PDP's long-term sustainability is built on these premises and interlocked with its fundamental beliefs and underlying values that have steadily matured over the past almost 49 years and made it a valued resource for current and future stakeholders. PDP's long-term sustainability is firmly grounded in a profound understanding of the importance of enhancing workforce development—specifically as it relates to the public and not-for-profit sectors that

it has successfully serviced. Its sustainability and continued success are also a product of an inherent understanding of applying the essential principles of adult learning theory to its work. PDP's future is applicably linked to its fundamental beliefs that:

- supporting evidence-based education and training adds a useful, substantial benefit to the development, management, and delivery of government services.
- practicing the principles of adult learning theory produces best practices in organization development and effective classroom-to-job learning experiences, which are an essential aspect of workforce development.
- assisting public agencies and those who work in or for the public service to perform more effectively and efficiently makes a significant difference in their ability to provide much-needed services to their respective constituents.

Furthermore, PDP firmly believes that its sustainability is directly linked to producing well-designed and effectual training, which is clearly tied

to supporting the education and training needs of those who work in or for the public service.

Steadily following these guiding principles throughout its history, PDP has progressively built a strong and sustainable model for the immediate present and its pending future through activities that:

- underscore PDP's support of the University's public and community engagement service mission.
- respond to emerging workforce development needs.
- provide crucial continuing professional education for the public and not-for-profit workforce.
- demonstrate the significant connection of effectively transforming policy to practice.
- design state-of-the-art programs that advance skill-development, knowledge gain, and learning.
- formulate research and practice opportunities for faculty and students.
- promote and encourage staff development and learning opportunities for its employees.

A major factor in support of PDP's future sustainability is PDP's accreditation by IACET to offer CEUs for its programs. This is a value-added dividend that PDP can offer to its customers. This further reinforces that PDP has emerged as a leading learning organization in being able to grant CEUs for professional certification for its training audience.

To maintain its sustainability, PDP will firmly pursue the expansion of its program offerings in areas such as; instructor-led training, web-based training and webinars, self-paced training, mobile learning, and blended learning.

As PDP examines new opportunities to support workforce development, which will remain its central concentration, certain factors will influence the design of future programs. Selecting the most suitable format and delivery methodologies to meet the needs of its highly diversified training audience remains critical. 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 critical information needed on demand, and a variety of relevant distance learning alternatives.

PDP anticipates further expanding its portfolio through ongoing collaboration with the Rockefeller College of Public Affairs and Policy, and other University schools and centers. These efforts will focus on intensifying its eLearning training platform, expanding media production work, offering leadership development programs for the public workforce, expanding its workforce impact evaluations, and pursuing collaborative grants and contracts that address the needs of continuing professional education for the public sector.

PDP will undertake these initiatives while continuing its commitment to first meet its primary mission of serving the public and not-for-profit workforce in NYS.