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# Annual Center Report

July 2015—June 2016

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*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*



PROFESSIONAL  
DEVELOPMENT PROGRAM  
ROCKEFELLER COLLEGE  
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State University of New York

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## Executive Summary

During 2015-16, PDP has maintained its expertise in securing multiple contracts and grants, which has significantly contributed to sustaining its viability as a leader in providing continuing professional education for those who work in or for the public service. The underpinning of PDP's continued success is directly attributed to its ability to focus on PDP's central mission which is to provide valued high quality continuing professional education and training programs for the public service workforce throughout New York State. In doing so, PDP during the past year received 27 awards totaling over \$32.75 million to conduct its work for New York State's public sector workforce. Cumulatively, these awards also produced over \$3.2 million in indirect cost recovery for the University. PDP again maintained its position as the leader among the university centers in generating a steady indirect cost recovery of funds for the university.



During this period, PDP staff of nearly 200 professionals were actively engaged with the design of new program curriculum and the delivery of a comprehensive array of additional educational programs that were directed at supporting worker development. As a result, PDP successfully offered over 2,700 instructional activities enrolling over 196,000 employees in its various educational programs. The primary responsibility of PDP staff is to develop and deliver these education and training programs in a way in which they produce workforce development outcomes that support employee growth and development. In order to be successful in its endeavors, PDP staff must have the required experience and knowledge to produce these

high quality educational training products and services for its customers across a diverse array of subject matter areas which are correlated to meet sponsors' needs. PDP programs have consistently provided measurable results directly linked to workers obtaining knowledge, skills, and related policy information that make them more productive employees.

As a matter of course, PDP programs have been successful in assisting various state, local government, non-government organizations, and not-for-profit workers improve their overall job knowledge and skills. In turn, this has resulted in generating a better trained and productive workforce for the citizens of New York

State. While traditional classroom training has remained stable over the past several years, PDP experienced an impressive increase in technology-driven programming, which resulted in over 30% of its offerings being technology assisted. As e-learning options continue to become widespread and a popular alternative for instruction, PDP must be prudent to ensure quality control over these offerings to maintain its high educational and professional standards.

In 2015-16 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 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, Temporary Assistance Examiner Training, Child Welfare Training, and Computer Skills Training.

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

PDP's 2015–2016 Annual Center Report highlights its numerous accomplishments in dynamically supporting the public service workforce to increase its applied knowledge and related skills that produce improved work performance at all levels. PDP has proven to be a discriminating provider of superior high quality education and training for those who work in the public sector and its high standards and reputation for excellence in all it does continues to be its hallmark. Its value to both Rockefeller College and the University at Albany is realized in its ongoing determination to advance the service mission goals and objectives for both the College and University. As always, PDP strives to attain distinction in its work, integrity in its actions, and commitment in its responsiveness to meet the needs of its varied customers. This report provides a comprehensive review of PDP's ongoing 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 for over 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 2015-2016 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

Since its founding in 1975, PDP has been committed to supporting public service outreach at the University at Albany through education and training. Historically, PDP's ongoing education and training programs have been directed to improving the job performance of the public sector and not-for-profit workforce at all levels. Today, as a major center at the University located in Rockefeller College, PDP's core mission is directly linked to Rockefeller College's public service mission to provide relevant service learning opportunities for those individuals who work in or for the public sector. PDP's central mission has been unwavering over its long history which continues to be directed at offering needed education, training, research and evaluation undertakings that assist employees of government agencies, non-government organizations and not-for-profits work more effectively in carrying out their duties and responsibilities. Its aim 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 of those who work in the public service arena is ongoing.

In this manner, 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 education and training programs focused on increasing worker performance at all levels. Many of PDP's programs have provided employees with unique opportunities to gain knowledge and experience in a work setting through such activities as job shadowing, cooperative education, and internships.

Throughout its rich history, PDP has developed numerous instructional programs designed to meet the continuing 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. It also has worked internationally in Kenya supporting the work of its sister center the Center for International Development (CID). In implementation of these activities, PDP has steadily

demonstrated a keen ability to not only meet but also regularly exceed the requirements of working with diversified learners in a focused and practical manner.

Dedicated to being 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 steadfastly bound to the principles of adult learning theory designed in a way in which evidence based training leads to improved employee work performance at all levels.

Much of PDP's success is based on how it is organized to deliver its various programs. This model provides for curriculum design, development, and training staff, as well as other subject matter experts, to be reinforced 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's ongoing achievements have been based on effectively using this approach and it plans to continue in this vein since this method has proven to be instrumental in providing it with a model for continued success.

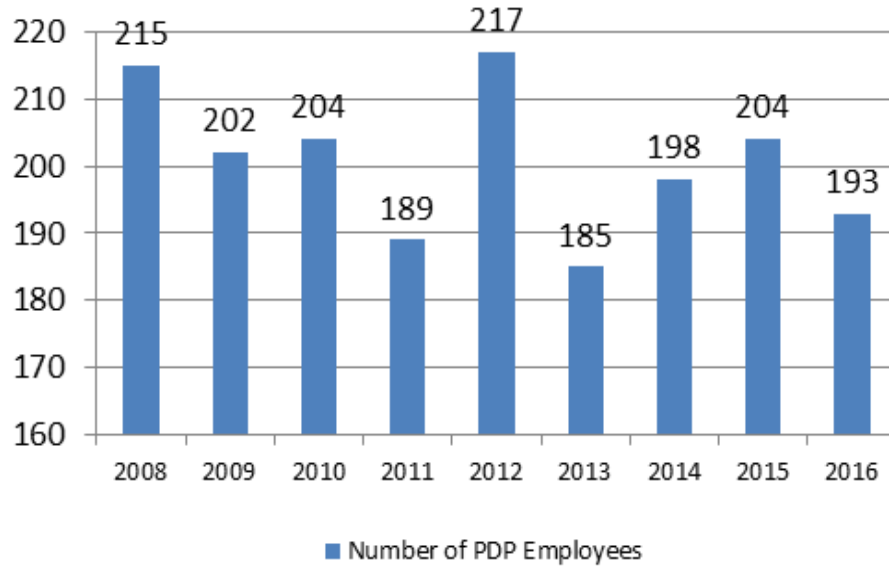


## 1.2 Areas of Staff Expertise and Experience

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, 23% of PDP staff represents diverse categories. Figure 1 below provides an historical overview of PDP's staffing from 2008—2016.



## PDP Staffing



**Figure 1**

For over 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.

PDP staff possesses expertise and experience in a wide variety of topics which enabled it to successfully meet its 2015–2016 education and training commitments. They include:

- Case Management
- Child Development
- Child Support
- Child Welfare programs
  - Adolescent Development
  - Adoption Services
  - Child Protective Services
  - Child Welfare Framework of Practice
  - Foster Care
  - Permanency Planning
  - Safety and Risk Assessment
  - Juvenile Justice and Rehabilitation
- Computer System Applications (proprietary and non-proprietary)
  - Design, Development and Coding

- o Implementation
- o User Education and Training
- Counseling
- Early Childhood Education
- E-learning product development
- Employment
- Higher Education
- Implementation of evidence-based programs/practices
- Medication Administration
- Organization Development
- Program Development, Implementation, and Management
- Program Evaluation
- Public Administration
- Public Health
- Secondary Education
- Substance Use Disorders
- Youth Leadership

### **1.3 Past Accomplishments**

Through long-established relationships with the University's professional schools (Public Affairs & Policy, Emergency Preparedness, Homeland Security and Cybersecurity, Social Welfare, Public Health), the 64-campus SUNY system, CUNY institutions in New York City, and private institutions statewide, PDP has achieved significant statewide presence. Its portfolio of sponsored funding since inception is in excess of \$661 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)
- New York State Best Practices Award (2004-2005)
- OTDA Commissioner's Award (1999 and 2004)
- University at Albany Initiatives for Women Awards (2000 & 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)
- Bronze Telly Award honoring 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 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 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 2015-2016 reporting period:

- Computer Software and Hardware:
  - Advanced ColdFusion Certified Expert (Adobe) 2009
  - C|EH – EC Council, Certified Ethical Hacker (2012)
  - CompTIA Security + Certified 2011
  - Google Analytics Individual Qualification 2009

- o Microsoft Certified Technology Specialist (MCTS) in Microsoft Office SharePoint Server 2007 Configuration
- o Microsoft Certified Professional (MCP) in Windows 2003 and 2009
- o SharePoint Administrator (2012)
- College adjunct faculty and instructors
- Credentialed Alcoholism Substance Abuse Counselor
- Development Dimensions International Certified Facilitator
- Health Care Risk Manager
- New York State Early Learning Trainer Credential
- Registered Nurse
- Public school teachers (early childhood, elementary and secondary)
- Social workers (LMSWs)

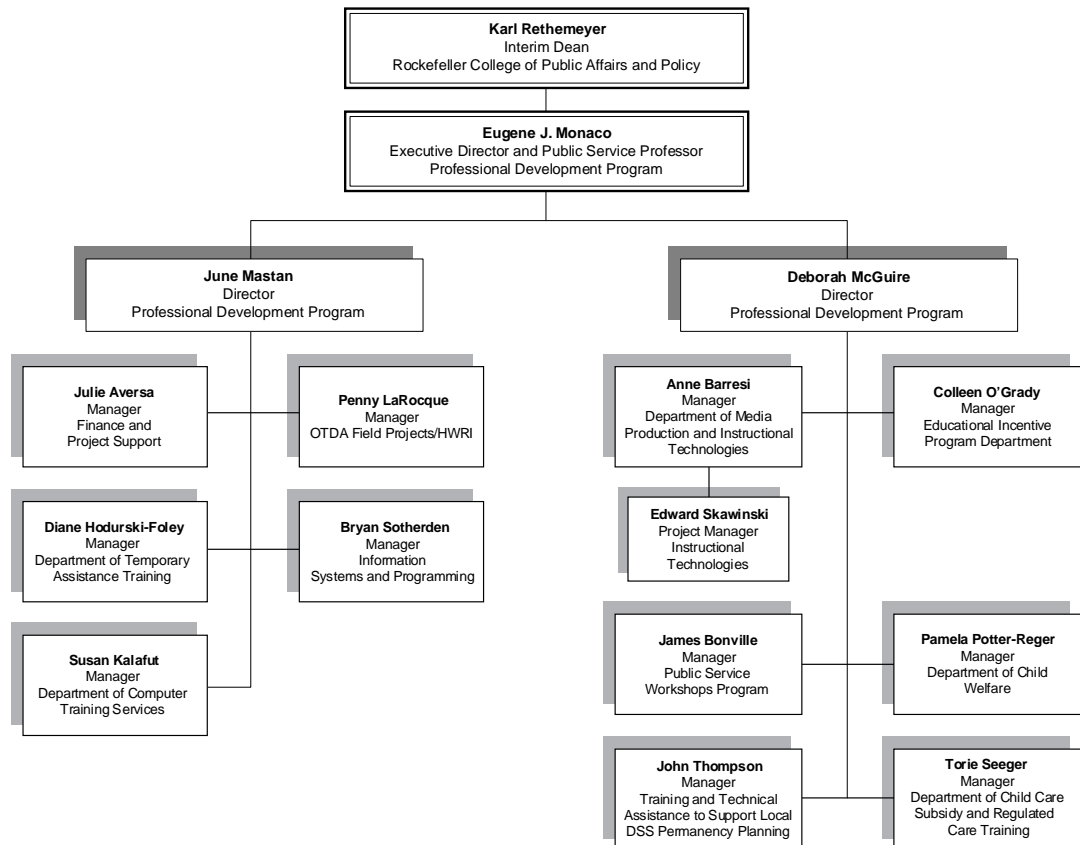
## **1.5 PDP's Capacity**

During the 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 2015-2016, 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 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 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 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 and Family Assessment and Service Plan (FASP).

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.<sup>1</sup>

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 2015–2016 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 14% this past year. This is a slight decrease from the previous year (2014–2015). 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 following figures.

	2015	2016
Professional	155	163
Support	21	19
Graduate Assistants/Interns	14	11
Total	190	193

PDP has a diversified staff which includes several generations in the workplace. The age, gender, and ethnic distribution of staff for 2016 is highlighted in Figures 2–4 shown below.

Staffing Diversity: Age  
2016

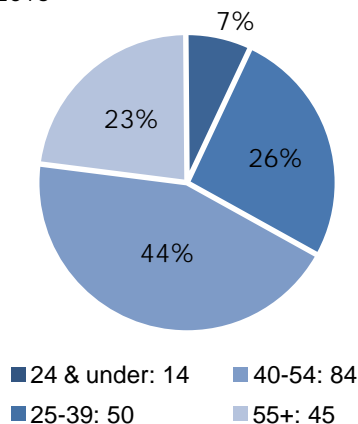


Figure 2

Staffing Diversity: Gender  
2016

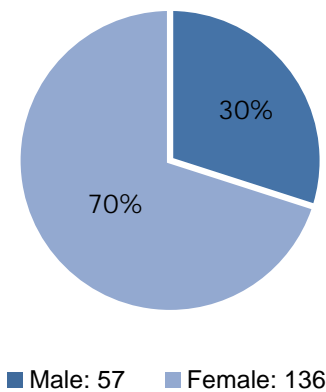


Figure 3

Staffing Diversity: Ethnicity  
2016

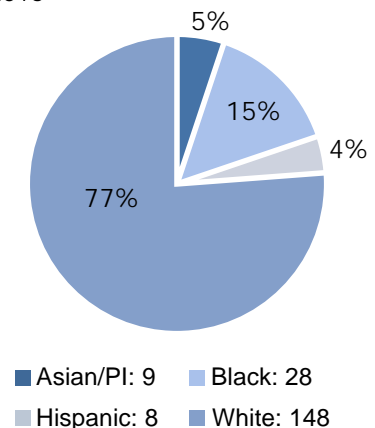


Figure 4

PDP projects that in 2017 staffing patterns will remain constant. Ongoing efforts continue to increase diversity in new hires.

## 4.0 Contracts and Grants

### 4.1 List of Grants/Contracts Received

PDP received 27 awards during the reporting period totaling over \$32 million. Table 1 specifies the award details.

Award #	Award Sponsor	Award Start Date	Award End Date	Award Budget
71628	NYS Office of Children and Family Services	1-Jul-15	30-Jun-16	\$400,000
73566	NYS Office of Children and Family Services	1-Jan-16	31-Dec-16	\$2,315,000
73577	NYS Office of Children and Family Services	1-Jan-16	31-Dec-16	\$851,500
72954/ 74452	NYS Office of Children and Family Services	1-Aug-15	31-Mar-16	\$17,109
73575	NYS Office of Children and Family Services	1-Jan-16	31-Dec-16	\$791,000
73567	NYS Office of Children and Family Services	1-Jan-16	31-Dec-16	\$1,925,000
73693	NYS Office of Children and Family Services	1-Jan-16	31-Dec-16	\$792,015
73694	NYS Office of Children and Family Services	1-Jan-16	31-Dec-16	\$1,991,840
73580	NYS Office of Children and Family Services	1-Jan-16	31-Dec-16	\$166,000
73594	NYS Office of Children and Family Services	1-Jan-16	31-Dec-16	\$565,000
73591	NYS Office of Children and Family Services	1-Jan-16	31-Dec-16	\$9,950,000
73621	NYS Office of Children and Family Services	1-Jan-16	31-Dec-16	\$1,429,600
73595	NYS Office of Children and Family Services	1-Jan-16	31-Dec-16	\$1,650,000
73630	NYS Office of Temporary & Disability Assistance	1-Jan-16	31-Dec-16	\$1,167,000
73637	NYS Office of Temporary & Disability Assistance	1-Jan-16	31-Dec-16	\$2,192,560
73622	NYS Office of Temporary & Disability Assistance	1-Jan-16	31-Dec-16	\$2,721,790
73645	NYS Office of Temporary & Disability Assistance	1-Jan-16	31-Dec-16	\$321,901
73650	NYS Office of Temporary & Disability Assistance	1-Jan-16	31-Dec-16	\$1,084,988

*Continued on next page.*

73655	NYS Office of Temporary & Disability Assistance	1-Jan-16	31-Dec-16	\$964,616
73619	NYS Office of Temporary & Disability Assistance	1-Jan-16	31-Dec-16	\$679,300
73626	NYS Office of Temporary & Disability Assistance	1-Jan-16	31-Dec-16	\$367,082
49660	SPH Continuing Education Subcontract	1-Mar-16	31-Dec-16	\$14,702
73800	Health Policy Subcontract	1-Jan-16	14-Aug-17	\$84,290
74898	Health Research, Inc.	1-Apr-16	31-Mar-17	\$188,905
75121	Center for Problem Oriented Policing	1-Mar-16	31-Dec-16	\$10,000
75132	NYS Division of Criminal Justice Services	1-Apr-16	15-Sep-16	\$17,756
<b>Total</b>				<b>\$32,658,954</b>

Table 1

## 4.2 Submissions

The 2015–2016 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, 27 new project accounts were established and 28 projects were closed during 2015–2016.

## 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 2016–2017, 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 \$37.9 million per year.

Figure 5 is a summary of PDP's funding history from 2011–2016.

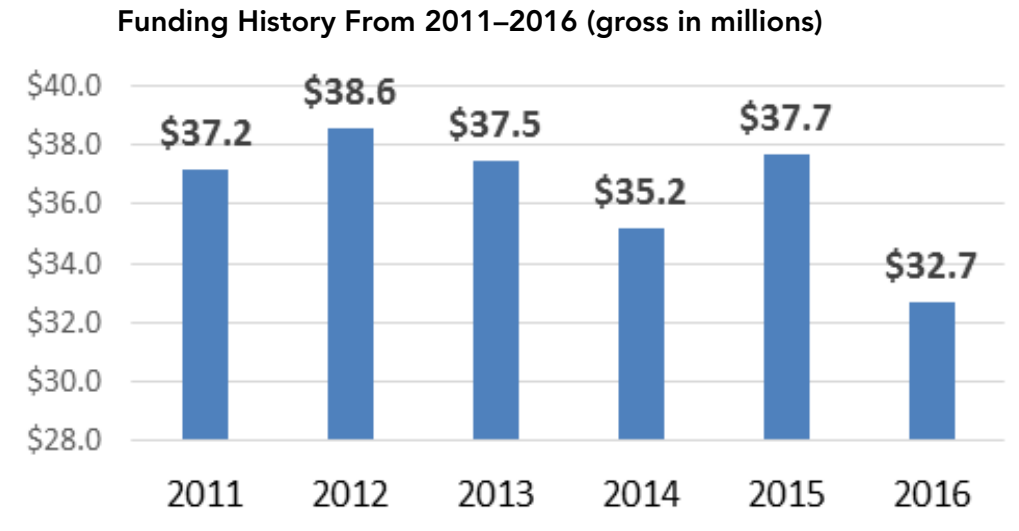


Figure 5

## 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 2013–June 2016), PDP generated an average of \$3.2 million per year in indirect cost recovery for the University with an effective rate of return averaging 14.1%.

Cumulatively from FY 2003–2004 to FY 2015–2016, PDP:

- Generated approximately \$40 million in Indirect Cost Recovery (ICR) with an effective rate of return of 14.6%.
- Received approximately \$1,376,000 or 3.7% of the total ICR it produced for the University.

For the FY 2016–2017, PDP projects a similar ICR for the University.

## 6.0 Major Accomplishments

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

### PDP Relocates to 4 Tower Place

PDP and University planning meetings began in October 2014 with a goal to design space at 4 Tower Place in Stuyvesant Plaza to consolidate PDP's office space and training rooms from two locations to one in close proximity to the University. Almost a year later, in a two-stage process beginning in mid-September 2015, PDP moved staff first out of its Corporate Woods location and then out of its University Administration Building (UAB) location into renovated office space on the 3rd and 4th floors of 4 Tower Place. A training room was built on the 4th floor at 4 Tower Place and PDP shares two training rooms on the 6th floor at 4 Tower Place with the National Center for Security Preparedness (NCSP). A move of this magnitude was a major undertaking, and required all involved staff to work as a high performing team to ensure a cohesive, well-orchestrated move from two very different locations into one. PDP staff charged with coordinating all move activities deftly coordinated the numerous logistical components while maintaining regular communication with PDP staff, sponsors, University staff, and outside vendors concerning moving strategy, timing, impacts, and procedures. Staff identified old equipment items to be recycled or returned to project sponsors while creating detailed equipment location diagrams for the hundreds of items to be included in the move. Daily communication with University Telecommunications staff took place to ensure phone and connectivity were up and running at 4 Tower Place on move day so project work could continue without interruption. Floor plans were carefully reviewed, work stations were assigned, and new contact information was disseminated to the many University offices, sponsors, and vendors that the organization works with. These many activities took place while regular project work continued as usual.



The location change required PDP IT staff to move two existing data centers at Corporate Woods and UAB to one location in two stages in August 2015, prior to the office moves. This move involved extensive planning and coordination with the University resulting in the consolidation of PDP's server assets in the new University at Albany Data Center. Moving to the new data center required extensive modification by PDP programming staff to more than 20 of PDP's applications which support our project work. A new PDP network was created at 4 Tower Place, including Wi-Fi. A state network with 100 access points was installed as was a dedicated video network, enabling staff to edit HD video from servers at the University at Albany Data Center. These changes were performed

while preserving data connectivity to PDP's staff, live video broadcasts and web streams from the offices of one of PDP's sponsors.

A key requirement for the move was to do so with absolutely minimal interruption to all project activities. These many efforts were undertaken by a small group of staff with the singular goal of ensuring a seamless transition for PDP's staff, sponsors and many training program participants. From all accounts, this was an extremely successful undertaking.

## 6.1 Instructional Activity

One measure for 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 3,238 instructional activities per year enrolling approximately 140,771 workers in its programs. Figure 6 provides a summary of instructional activity and enrollments for the period 2011–2016.

During the past year (2015-2016), PDP reported that it offered 2,676 courses, institutes, and workshops enrolling 196,044 workers. This generated 499,076 contact hours of instruction across all of its programs which was a 12% increase compared to last year. The program areas that generated the largest enrollments were Child Care Provider Training—128,719 registered; and Temporary Assistance Examiner—16,401 registered.

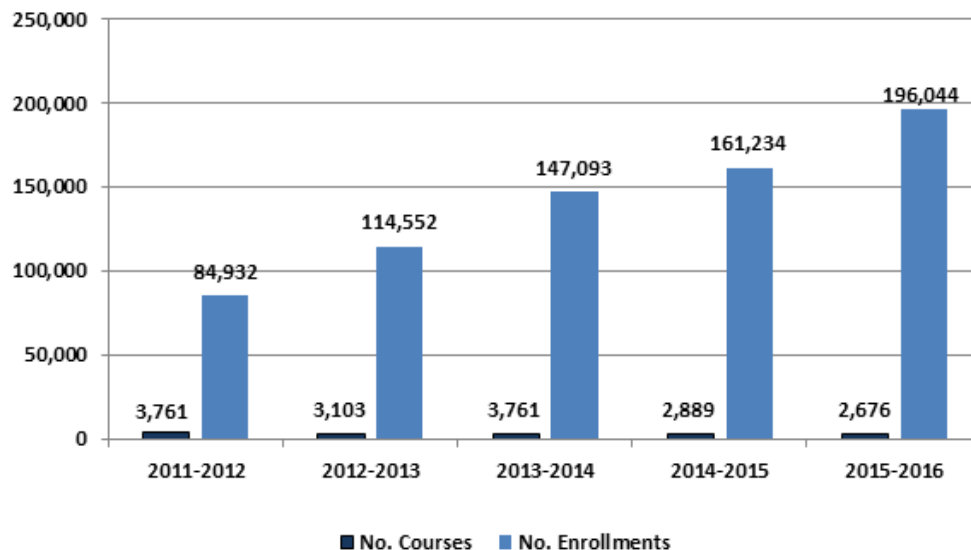


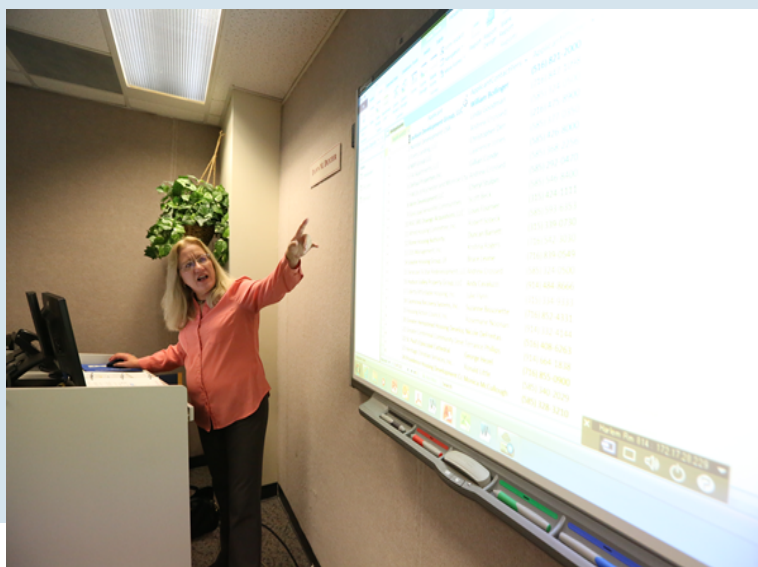
Figure 6

PDP has seen an increase in the need to reach large numbers of training participants in a very short period of time to deliver critical policy and procedure updates for our sponsors. To accomplish this,

we have increasingly used webinars and other synchronous and asynchronous learning methodologies with great success.

During the 2015—2016 reporting period, several new activities in addition to our repeat activities were conducted. Some of these new training activities are a one-time offering while others become

on-going activities. The following example of PDPs' LearnLinc course entitled LL: Documenting and Monitoring Able-Bodied Adult Without Dependents (ABAWD) Participation illustrates how large-scale workforce training initiatives, based on a change in policy, require the development of new training activities.



In Mid-2015, our project sponsor notified PDP of a forthcoming significant change in the eligibility policy for ABAWDs who receive Supplemental Nutrition Assistance Program (SNAP) benefits. Due to the expiration of a statewide federal waiver, in January 2016, thousands of no or low income New Yorkers in receipt of SNAP benefits would become subject to a federal limit of three months of SNAP benefits in any three-year period unless they participated in qualifying work activities.

In response to this significant change, and working closely with our state project sponsor, we implemented a just-in-time statewide training initiative to address the continuing professional education needs of an over 4,000-person workforce. During the 2015 - 2016 reporting period, this type of training need scenario occurred for other PDP subject areas which included Child Welfare, Computer Skills and Child Day Care, consequently enhancing this year's number of registrants compared to last year's numbers.

## 6.2 Program Accomplishments

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



### 6.2.1 Early Childhood Education and Training

The Educational Incentive Program (EIP) provides scholarships to child care providers for professional development activities with the intent to build provider knowledge, skills and competencies in order to improve the quality of child care in New York State. Income eligible child care providers may receive assistance for credentialing activities, college credit-bearing coursework and non-credit bearing training. During this report period, 7942 awards totaling \$4,338,212 were made to eligible child care providers.

In 2015 PDP was charged with the development of an Event Approval process as an integral part of the Office of Children and Family Services (OCFS) Division of Child Care Services (DCCS) Child Care and Development Fund (CCDF) Plan. The plan indicates that:

*All trainings paid for by EIP must be reviewed. Review includes training topic categories, training hours, quality of writing, description, goal(s), and learning objectives.\**



to ensure that participants in the EIP scholarship program receive training that supports the goals and regulations of the NYS OCFS.

PDP completed the design and development of the Training Organization Portal and Administrative Portal on schedule. In addition, PDP successfully executed a pilot, conducted seven regional forums with 100 participants representing 98 different organizations from across the state, and performed a soft opening of the EIP Event Approval Portal in October 2015 to support the transition to the Event Approval requirement. These efforts culminated in the official launch of the EIP Event Approval Program in December 2015.

As of June 2016 the EIP Event Approval team has received a total of 776 unique trainings through the EIP Event Approval Portal which has resulted in 650 approved trainings and 1,236 scheduled offerings of EIP scholarship eligible trainings for child care providers.

The EIP Event Approval team has continued to work closely with training organizations to refine the design of the Training Organization and Administrative Portal, develop resources to support training organizations, identify areas for enhancement in the program, and provide direct support to end users. In addition, the EIP team worked closely with the New York Pyramid Model Statewide Leadership Team to support the launch of the Pyramid Model statewide training initiative.

\* *Child Care and Development Fund (CCDF) Plan for New York State FFY 2016–2018, Draft, p. 155*



Going forward the EIP Event Approval team will continue to identify refinements to the system as new integrations are made to expand the portal management system to encompass the Medication Administration Training and Health and Safety Training programs. PDP continues to streamline data sharing with the Aspire statewide professional development registry operated by CUNY and continues to work toward increasing the variety and level of the trainings available.

### **Early Childhood e-Learning**

The Early Childhood Education and Training Program provides a variety of eLearning courses to support child care providers in working towards their training credit hours. The e-Learning courses, funded by the Office of Children and Family Services, offer child care providers the opportunity to take the training based on their schedule, 24 hours a day, 7 days a week. Infant Brain Development is the newest addition, making 14 e-Learning trainings available to child care providers. During this reporting period, over 100,000 child care providers participated in these trainings.

### **Early Childhood Webcasts**

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. PDP's Early Childhood webcasts 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.



The following Videoconferences were presented during this reporting period: Town Hall Meeting: Managing Challenging Behavior, Child Abuse and Maltreatment with a Focus on Understanding Brain Injury and Prevention, Moving and Grooving in Your Child Care Program, Identifying and Helping Children Who Have Experienced Trauma and Addressing Challenging Behavior: An Overview of the Pyramid Model. Over 3500 participants attended these trainings at over 70 sites across the state.

### **6.2.2 Licensing Training Project**

The Licensing Unit completed another series of Forums for OCFS. The 2015 OCFS Regional Forums took place in the fall of 2015 in Albany, Rochester and Brooklyn, NY. There were close to 400 participants attending the day's events. Each location provided a professional development day of Plenary Sessions on Investigations and the NYS Lean Initiative, six (6) workshops, from which each participant attended two; Regulations Roundtable, Child Care Facility System (CCFS)—The Next Generation, Child and Adult Care Food Program, Personal Safety, Continuity of Care and NYS Registry—Aspire. A keynote speaker addressed each session and offered strategies for impacting the work environment in a positive way that leads to a collaborative spirit and more productivity.

A Train the Trainer (TOT) was completed On October 14, 2015 with Child Care Resource and Referral trainers who are authorized to provide training needed for the owner/operators of multiple family/group family child day programs. The approved training in Supervision and Management must be taken only once by all owner/operators.

The new Federal requirements from the Child Care Development Block Grant (CCDBG) began to impact the work of the unit at the end of 2015 and all of 2016. All Health and Safety-related training was cross-walked with new federal requirements. Needed curriculum needed updates were identified and development of a new curriculum developed for day care centers and school-age programs was initiated. In addition, our project sponsor, OCFS, requested a new Health and Safety course for DCC, SACC and Legally-Exempt Group Directors. That course is being developed at the end of the 2016 year.

### **6.2.3 Child Care Subsidy Project**

The Child Care Subsidy Project completed curricula, piloted and presented training at the end of 2015 in Legally-Exempt Provider Enrollment Training. a revision after almost three years of no training. The revised draft Guide to Enrollment accompanied all training materials and was used as the foundation for the revisions to the curriculum, including participant materials. This course ended up being a total of three days in length due to the changes in the Guide.

To help participants fully understand the connections between program policy and procedures and CCFS operations, a Child Care Subsidy trainer joined the PDP's CCFS training team to provide guidance on decision points in processing enrollment applications and in the legally-exempt process.

Project staff began work on the 10 Hour Legally-Exempt Child Care Provider Training to address the new federal requirements as well as to continue to provider legally-exempt providers with quality professional development opportunities that can increase their subsidy payment for child care. PDP will develop two courses for legally-exempted providers under this project. These courses will be distributed to all Child Care Resource and Referral

Agencies and the two unions who represent in-home care providers: UFT and CSEA. These entities have been previously authorized to deliver PDP courses for the legally-exempt provider population.

#### **6.2.4 Medication Administration Training (MAT)**

Despite a staffing vacancy for much of the year, PDP was successful completed all MAT training and monitoring requirements under our contract. In 2016, the curriculum was updated and new video was shot and produced. Materials were developed in Spanish for use by Spanish bi-lingual trainers. Changes were also made to the Regulator's Guide to MAT to provide greater focus on regulatory task of providing guidance on MAT regulations to child care providers.

#### **6.2.5 Health and Safety Training**

As referenced earlier, a significant amount of curriculum development was required to meet new federal requirements. Development of Health and Safety training for both Day Care Center, School-Age Child Care staff and their directors was initiated this year. Video segments originally shot for the Family Day Care/Group Family Day Care curriculum updates was repurposed to enhance the new curricula developed for the various audiences.

#### **6.2.6 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. Each region in New York State has a specialist who focuses on implementing the new Child Welfare Practice Model.

In this effort, the project has trained over 500 individuals in the Principles of Partnership, a framework for building and maintaining effective partnerships to strengthen program effectiveness and efficiency. In addition, project staff have focused on assisting districts in making decisions based on sound data. Based on data about disproportionate minority representation (DMR) in the child welfare system, project staff has completed some intensive Race Equity Learning. The project has also assisted in redesigning the child welfare training framework to focus on caseworker competencies. This has included a paradigm shift with the focus of assuring the entire child welfare workforce gets the right training at the right time. Project staff is also assisting with ensuring new federal legislation on Preventing Sex Trafficking and Strengthening Families is addressed adequately in the training plan.

#### **6.2.7 Public Service Workshops Program**

Under the PSWP, PDP continue to provide classroom and online training for New York State employees on behalf of the Governor's Office of Employee Relations. Accomplishments during this reporting period include:

### **Leadership Development Programs**

During this timeframe, PDP coordinated and delivered another Leadership Development Program (LDP). A record number of applications (nearly 400 for just one program delivery) were received for the forty slots available. The program began September 11 and concluded on December 10, 2015 with the graduation of thirty-nine participants, representing twenty-three NYS agencies. Based on Level 1 evaluations, the program was highly rated (4.6 out of 5) with 100% of respondents agreeing that after attending the program they felt more prepared to exercise greater leadership within their organization. Further, 97% of respondents agreed that they would recommend LDP to their colleagues. Level 2 self-assessments showed an overall average learning gain of 34% among participants and based on the pre-post self-assessment knowledge and skill levels, there was a 43% learning gain in their interpersonal and personal skills required for successful leadership, and a 50% learning gain in their ability to apply strategies to better manage barriers and difficult circumstances in their agency. During this same period, PDP also began work associated with the coordination and scheduling of two additional Leadership Development Programs for 2016.

### **Nurse Leadership Development Program**

PSWP delivered one three-day Nurse Leadership Development Program during this timeframe in October 2015 in Binghamton, NY. Thirty-four (34) nurses from a variety of state agencies including OMH, OPWDD, DOCCS, OASAS, SUNY and DOH Veterans Homes completed the workshop. Some participant comments:

“The experience of the presenters was very helpful to get me to come out of my Bubble and move forward with my leadership abilities. I was able to network with several different representatives from facilities across the state.”

“The instructors were friendly and very informative. The material was presented in a creative way and encouraged collaboration with colleagues.”

### **PSWP Workshops Delivered**

Fifty-two (52) workshops were delivered during this timeframe (85.5 training days) to 1054 completed participants. The overall level 1 workshop evaluations averaged 4.39 out of 5 (4.63 instructor average) and 37% average self-reported learning gain across all workshops.

### **Suicide Awareness Training for NYSCOPBA**

Nine (9) workshops were delivered across NYS in February and March 2016 focused on suicide among Corrections staff, the effects it has, and prevention strategies for reduction.

### **New York State (NYS) Rutgers Trainer Certification Program**

Two deliveries of the eight-day program were held in Albany during this timeframe. Twenty-nine (29) participants successfully completed the program and received Rutgers certificates

of completion. Additionally, this 40-hour program is approved by NYSED to serve as 40 contact hours for Social Work licensure/continuing education credit.

### Research and Environmental Scanning

PSWP continued to focus intensely on increased environmental scanning and research efforts intended to inform a detailed, data-driven workshop plan to meet the general and occupational group-specific professional development needs of the M/C and PS&T Unit workforce across all regions of New York State, while continuing to focus efforts on M/WBE utilization. The 6-month workshop plan was not only approved by the sponsor and the NYS Professional Development Committee (PDC) but applauded for its thoroughness and illustration of a comprehensive understanding of NYS workforce development needs.

### 6.2.8 Department of Computer Training Services

PDP's Department of Computer Training Services (DCTS) provided training, curriculum development, needs assessment, and trainee support to over 10,000 trainees through approximately 1300 offerings from July 2015 – June 2016 across a variety of computer systems, ranging from legacy mainframe systems to modern, web-based applications such as the Adult Services Automation Project (ASAP), the CONNECTIONS system, the Welfare-To-Work Caseload Management System (WTWCMS), the Child Care Facility System (CCFS), the Child Care Time and Attendance (CCTA) system, the Juvenile Justice Information System (JJIS), and the Detention Risk Assessment Instrument System (DRAIS). 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.

The common thread through DCTS training and these computer systems involves support of initiatives aimed at protecting and aiding the most vulnerable segments of society. This includes training on CONNECTIONS, New York State's system of record for child welfare casework documentation, which encompasses areas such as child protective services and foster care. Similarly, training related to Office of Children and Family Services (OCFS) initiatives such CCFS and CCTA focuses on tracking licensed/registered and legally-exempt

child care providers so that children in day care flourish in supportive, safe environments and so families in need of subsidized child care receive these services. Systems such as CCTA recognize and help minimize the risk of fraud by establishing clear constraints and system checks for eligibility and payments. Training on the web-based ASAP.NET system is aimed at managing casework for persons at the opposite end of the spectrum - adults, especially the elderly, in need of adult protective services. JJIS and DRAIS training looks at services provided to youth subject to juvenile justice initiatives, recognizing that youth in detention or placement cannot be treated the same as adults and have different developmental, social, and educational needs.

Training related to initiatives through the Office of Temporary and Disability Assistance (OTDA) include WTWCMS, the State Supplement Program, and customized, tailored office automation training that is linked directly to the way OTDA staff use Microsoft Office and other computer packages. A team of field-based staff are available to respond to emerging training needs of OTDA staff at a moment's notice.

DCTS has been at the forefront of training and system modernization efforts this year, developing and providing training tied to the use of mobile devices such tablets or smartphones, while also developing online training that is available on demand, 24/7. Such training includes demonstrations and simulations that allow trainees to experience the hands-on interactivity of a classroom-based course in an online environment which meets the needs of their own schedules and timeframes. The department's familiarity with technology and mobile devices, as well as child care and child protectives services regulations, requirements, and policy have been at the core of training aimed at the use of the new, mobile-equipped CCFS Dashboard and Complaints module, an interface linking CCFS with CONNECTIONS data, and the use of new HP ElitePad tablets provided to child care regulators, inspectors, and enrollment agencies around the state. And as new system builds were developed within the CONNECTIONS environment, DCTS was on hand to

develop and provide training so that caseworkers could appropriately use the new functionality and adapt to system changes.

DCTS expertise in the integration of policy and system training played a critical role in the redesign of the comprehensive caseworker training program formerly titled "Common Core" and now known as "CPS Foundation." This three-part, multi-week training program needed to be quickly restructured—along with the accompanying CONNECTIONS training components—in order to meet NYS mandates for the timely completion of training for new casework staff.



DCTS CONNECTIONS project staff partnered with other training providers as well as NYS program area and information technology staff to accomplish this goal.

Overall, CONNECTIONS training covered 25 unique courses, including a series of courses designed specifically for new employees, system build training, and customized training to meet the needs of special requests. In addition to OCFS or district staff, these special request offerings were aimed at staff from a variety of organizations such as the Justice Center for the Protection of People with Special Needs, the Center for Human Services Research, and Emergency Children's Services staff from the New York City Administration for Children's Services.

Training provided through a variety of DCTS projects this year 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. Additionally, DCTS also provided high-end technology training in developer tools or languages such as Oracle and SQL or methodologies such as business analysis, so that New York State proprietary applications could be developed and maintained using the latest and greatest technology tools.

The past year also saw the launch of new "building blocks" courses such Digital Literacy Fundamentals: Skills for Using Your Computer Effectively and MS Office 2010: Timesaving Tips and Tricks, which provide a solid foundation to staff who currently use MS Office while also recognizing the need for skills that will allow them to work more effectively within these applications. Our "bridging the gap" virtual classroom courses were aimed at staff transitioning from MS Office 2010 to MS Office 2013, focusing on the key changes within the core applications used by most state and local district staff - Word, Excel, Outlook, and PowerPoint.

Much of the training provided by DCTS is in response to emerging needs – be it in response to regulation changes that impact system use, new system features, or major updates to systems. In response to a major update to the CONNECTIONS application, DCTS developed and delivered a webinar training in order to reach a large target population in a short period of time. More than 40 sessions of this webinar were presented to approximately 2500 trainees in a four-week period – far more than could be delivered using a traditional classroom format with limited numbers of trainers. DCTS faced a similar challenge given the integration of CONNECTIONS and Statewide Central Register reports with the CCFS complaint process. The changes were released in late 2015, with PDP given a tight training window at one of the most problematic times of the year. Given the widespread nature of the target population and the limited timeframe, DCTS provided two online versions of the course in order to accommodate staff with access to the iLinc virtual classroom environment as well as staff limited to a more generic webinar format.



### **6.2.9 Department of Temporary Assistance Training**

The Department of Temporary Assistance Training significantly expanded its course offerings and more than doubled the number of learners served, mainly due to new program development and an expansion of programs delivered through webinars.

This past year, 10,511 trainees participated in 538 days of training (a 23% increase) through 65 different courses delivered through a variety of training modalities, including: multiple residential training institutes; a range of statewide, regional, and site-specific classroom training programs and training meetings; several planning forums and workgroup meetings; two training conferences; and e-learning programs delivered via webinar technology 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.

Traditional classroom training remained the predominant method for delivering performance-based training to social service district (SSD) workers, comprising 85% of all training days delivered. This is largely due to the broad scopes and lengths of these core programs, which range from three to 10 days in length. However, roughly half of all instructor-led course offerings were delivered through webinar technology. Because webinars support larger class sizes, 58% of all learners served participated in webinar offerings and 42% in classroom training.

Five new courses delivered through webinar technology were launched. These included:

- 9 offerings of Administering the MMS Mental Health Screening Tool to 68 learners
- 12 offerings of Recovery of Liens and Requirement to Provide Biennial Accounting Training to 248 learners
- 21 offerings of Overview of the SNAP Employment and Training Program and Work Requirements to 1,838 learners
- 24 offerings of Requirements for Able-Bodied Adults Without Dependents (ABAWDs) to 1,667 learners
- 22 offerings of Documenting and Monitoring ABAWD Participation to 1,407 learners

Due to the expiration of a statewide federal waiver, beginning with January 2016, thousands of no or low income New Yorkers in receipt of Supplemental Nutrition Assistance Program (SNAP) benefits became subject to a federal limit of three months of SNAP benefits in any three-year period unless they are participating in qualifying work activities. In response to this significant change and working closely with the project sponsor, PDP implemented a just-in-time statewide training initiative to address the professional continuing education needs of an over 4,000-person workforce, which included SNAP, Temporary Assistance, and Employment workers and supervisors. The latter three courses listed above, known as the



three-course ABAWD webinar series, were implemented in a short timeframe to respond to emerging training needs.

SNAP Civil Rights was also a focus of work this year. A new course, SNAP Civil/Human Rights Designee Training, was launched and delivered regionally within the state. Also, department staff served as panelists and trainers in the SNAP Civil Rights Training webcast, which aired eight times during the period and trained thousands of state and county workers and service providers involved in the administration of SNAP. This reflected a collaboration with PDP's Media Department.

As part of the blended learning model for Temporary Assistance (TA) and Employment worker training, the Mental Health Awareness Training program was redesigned and offered regionally throughout the state in conjunction with the implementation of the Administering the MMS Mental Health Screening Tool. A new TA Overpayments, Recoupments, and Claims training program was also designed and piloted.

In addition, department staff collaborated with PDP's Instructional Technologies Unit on several projects. Design and development activity concluded for seven new course modules for the TA Budgeting and Coding training suite on TrainingSpace.org, as well as for a new asynchronous e-learning course, Interim Assistance Reimbursement. Lastly, in March 2016, the TA/SNAP Worker Training Path was launched. Hosted on TrainingSpace.org, the TA/SNAP Worker Training Path tool includes a sample path or menu of training programs available and appropriate for TA and SNAP workers and supervisors. SSD Staff Development Coordinators (SDCs) can use this tool to make decisions regarding training participation, and create an individualized training plan for their TA and SNAP workers and supervisors. This tool simplifies and streamlines this process for SDCs by mapping out and profiling available options sponsored by OTDA.

#### **6.2.10 Child Support Training and Outreach Project**

Over the years the Child Support Training and Outreach Project has devised custom programming to address specific needs in any local district office located in any county in New York State. The highly acclaimed Using Reports for Effective Caseload Management, a regular course offering for this project, does this by incorporating actual case data and reports generated from the county into the course delivery. By working with the district's actual reports, the participants, with the guidance of a trainer, make inferences regarding the efficiency of work flow based on trends in the reports for that county. Having actual information aids the discussion regarding strategic practices to utilize for improving the workers' ability to manage their caseloads.

### **6.2.11 Health Workforce Retraining Initiative**

With its 6th grant cycle beginning in 2014, PDP's Health Workforce Retraining Initiative (HWRI) was awarded \$1,812,560 by the NYS Department of Health to continue its two nurse training programs, Workers Trained as RNs and RNs Trained as BSN/MSN, for two more years. Created in partnership with the Office for People with Developmental Disabilities (OPWDD), the Office of Mental Health (OMH), and the Department of Corrections and Community Supervision (DOCCS), PDP's HWRI strengthens the adequacy, capacity, competence and advancement of the nursing workforce in NYS. Working with partner agency representatives, facility-based educational mentors and more than 133 unique nursing programs across the United States, this program, through PDP's oversight and management, supports approximately 200 eligible agency employees participating in nursing program study at accredited colleges pursuing either initial RN licensure, or baccalaureate or master's degrees.

The last grant cycle concluded at the end of June 2016. PDP has proposed to continue working with OPWDD, OMH and DOCCS to shape a nursing workforce best prepared to meet the needs of their respective populations, bolster the numbers of staff available to fill nursing positions, alleviate the shortage of nurses qualified to fill nurse leadership positions, and improve the ability of agencies to recruit and retain experienced nursing staff.

### **6.2.12 Instructional Technology Programs**

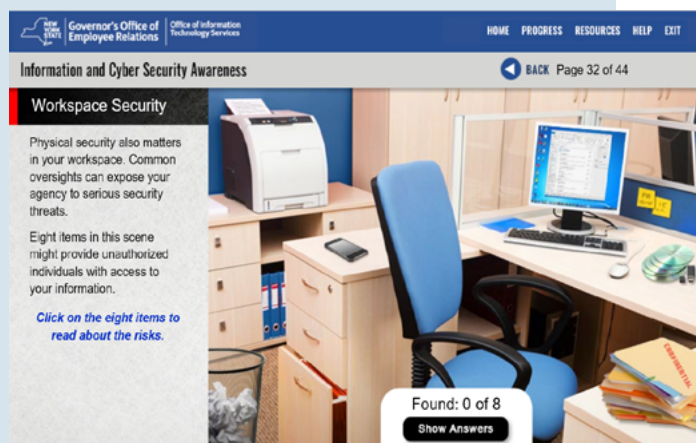
PDP holds its position as a recognized leader in developing technology-based training solutions.

For the NYS Office of Temporary and Disability Assistance (OTDA), PDP's Instructional Technologies Unit (ITU) manages TrainingSpace, a training portal for social services staff in New York State. After months of planning, ITU launched TS Pass in January 2016, which allows NYC Human Resources Administration (HRA) staff to register and log in to TrainingSpace. This launch, the first phase of a TrainingSpace Expanded Access project, involved significant changes to every part of the site. The change spurred a six-fold increase in TrainingSpace course registrations and completions from the previous year. In the year starting July 2015, more than 20,000 participants completed web-based trainings using TrainingSpace. In early 2016, ITU worked with PDP's Department of Temporary Assistance Training to develop and launch the Temporary Assistance (TA)/Supplemental Nutrition Assistance Program (SNAP) Worker Training Path, which allows Staff Development Coordinators (SDCs) to build customized training plans for their staff.

During the past year, ITU launched a number of web-based trainings and tools housed on TrainingSpace including: Eating Healthy on a Budget (an interactive module available to the public), SNAP Civil Rights Training, Interim Assistance Reimbursement (a wide-

ranging course that also functions as a performance support system), SOLQ Confidentiality and Security Training, three new topics for TA Budgeting & Coding, Assisting Blind and Visually Impaired Clients in the SNAP Application Process training, the NYC HRA self-service reporting tool, the TrainingSpace Developers' Guide, and Determining Eligibility for Refugees and Other Similar Populations training. ITU staff also updated a number of previously released trainings on the topics of the Supplemental Nutrition Assistance Program (SNAP) and the Home Energy Assistance Program (HEAP).

ITU continued to manage both the OTDA Intranet and Internet sites, performed over 4,000 updates to the sites, and maintained WCAG 2.0 AAA accessibility standards. Throughout the summer of 2016, ITU worked closely with OTDA's Public Information Office to design and develop a fuller implementation of the NYS web branding guidelines. The new design includes both a visual refresh to comply with NYS standards and a streamlined information architecture based heavily on analytics and user feedback. The new site is slated to launch in September 2016.



ITU worked with PDP's Public Service Workshops Program (PSWP) to develop and deliver high quality online courses for the Governor's Office of Employee Relations through the Statewide Learning Management System (SLMS). In 2016, ITU developed and launched Information and Cyber Security Awareness, which received high praise from both sponsors and learners. ITU also developed alternative formats, including CD-ROM, DVD, and intranet packages, to meet the needs of agencies without SLMS access. It is estimated that over 200,000 state employees will complete this training during the current training period. Equal Employment Opportunity, Sexual

Harassment in the Workplace, and Supervisor's Guide to Reasonable Accommodation were updated for 2016. New mandated trainings developed during this period and currently under review include Language Access for Frontline Staff and Human Trafficking Awareness. Two additional courses, NYS Ethics Laws and Supervisor Accountability, are still in production with anticipated delivery next year.

ITU extended its relationship with the New York State STD/HIV Prevention Training Center (NYS STD/HIV PTC) and the Centers for Disease Control and Prevention (CDC) by managing and hosting a series of Visual Case Analysis webinars and continuing to maintain and enhance the Passport to Partner Services learning management system. ITU redeveloped the Passport course menus in HTML, replicating the look and behavior of the previous Flash versions while enabling wider access. A new "My Profile" section of the LMS was also added, allowing users to reset their passwords and/or correct their personal information.

For the University at Albany School of Public Health's Center for Public Health Continuing Education, ITU built and deployed a new interactive continuing education credit reporting system for the Public Health Live webcasts.

For the Office of Children and Family Services, ITU continued to maintain the OCFS internet and intranet sites. ITU brought the OCFS internet into compliance with NYS branding guidelines in late 2015. In 2016, ITU launched a redesign of the Healthy Families New York project web site. ITU also worked with OCFS to begin development on a scenario-based training entitled Co-Occurring Disorders for Child Welfare Workers.

### **6.2.13 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.

During this reporting period, PDP's DLTI developed seventeen webcasts and following each event, made the training available through the Human Services Learning Center, TrainingSpace or DVD. The SNAP Civil Rights Training, Supporting Normative Experiences: Applying the Reasonable and Prudent Parent Standard, Child Welfare Requirements for Sex Trafficking Victims and DJJOY Requirements for Working with Sex Trafficking are trainings which reached thousands of participants using a variety of training methods. PDP's Distance Learning Training Initiatives provided their expertise for recording live presentations for Adult Protective Services at the Elder Abuse Seminar held at Siena College in Loudonville, NY and the Adult Abuse Institute held in Albany.

DLTI created a multi-lingual looping animated video to be shown in the waiting room at the Office of Administrative Hearings for OTDA. This video includes code of conduct information and interesting facts about New York State.

### **6.2.14 Evaluation**

During the past year, the evaluation unit consisted of one full-time Senior Research Scientist, two part-time Research Scientists, and a PhD graduate intern, who worked on an ever increasing number of quantitative and qualitative in-house evaluation projects. All routine quarterly reports and other sponsor requested evaluation projects were completed by the evaluation unit, during the past year, in a timely manner.

On July 1, 2015, the Office of Child and Family Services (OCFS), a PDP sponsor, instituted a new Synchronous and Asynchronous Participant Reaction Questionnaire evaluation form to their Web-based Human Services Learning Center (HSLC). PDP utilizes HSLC and the evaluation forms to assess trainee's satisfaction with the PDP trainings they attend under our projects with the Office of Children and Family Services and the Office of Temporary and Disability Assistance. The Senior Research Scientist and Research Scientist revised existing

software programs to adapt smoothly to the changes and accurately provided the results in the subsequent quarterly reports to the sponsor.

A Research Scientist was hired on August 17, 2015 to work 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 has worked on three PSWP special projects which included the Advanced Skills for Nurse Administrators Program, the Nurse Leadership Development Program, and the Leadership Development Program. The Research Scientist worked with the Senior Research Scientist and PSWP staff to prepare comprehensive evaluation reports for these projects. The reports encompassed both quantitative and qualitative data results.

The Research Scientist routinely worked on the evaluation components for all PSWP training activities which covered preparing survey questions based on course learning objectives, sending training participants online surveys, analyzing and reporting the data for use by the PSWP staff who provided results to sponsors. The Research Scientist developed an effective system to coordinate the PSWP evaluation data and worked with PDP staff to upgrade the PSWP database. These activities have helped to create a more consistent evaluation process. Starting in April 2016, the Research Scientist worked with the Senior Research Scientist and the PhD graduate student intern on a content analysis of data from 2009 to the current date regarding PSWP trainee's open-ended survey responses to what suggested training topics they would like to see offered. A report with the results has been created and will be completed by the Fall of 2016. This report will be a useful reference for PSWP staff when discussing future training topics with the sponsors.

During the summer of 2015, the Senior Research Scientist worked with OCFS staff to evaluate their Statewide Summer Intern Program designed for current and former foster care youth. The annual internship is intended to provide youth with the opportunity to learn fundamental job skills which will enhance their future careers. The objective of the Level 2 Pre/Post Workplace Performance Appraisal Form evaluation, completed by the intern's supervisor, was to assess the progress of the summer intern's workplace skills over the length of their internship. Though it was a short time span between the pre and post appraisals, there was a positive change in the intern's basic workplace skills. The youth interns, who completed a Kirkpatrick Level 1 satisfaction survey, had very high ratings for the program. Overall, based on the data, the program was beneficial for both supervisors and interns.

In November 2015, the Senior Research Scientist presented the results of a Pre/Post Test item analysis report at an internal Child Welfare Project staff meeting. Over the current timespan, a growing number of item analysis reports have been requested by sponsors and training staff for many different PDP program areas. These analyses are valuable and useful

for increasing instructors' skills in test construction, identifying specific areas of course content which may need clarity and improving the overall test's quality.

In February 2016, the Senior Research Scientist worked with PDP and OCFS staff to conduct a brief statewide online survey to assess what factors NYS child welfare programs face when youth transition out of care. This survey was one component of a global needs assessment aimed to gain a deeper understanding of the overall statewide themes regarding concerns and successes agencies encounter with their transition age youth population. The survey examined the following areas:

- Child welfare program's perceived level of effectiveness to provide youth independent living skills
- Approaches that programs have found effective when working with transitioning youth
- Overview of youth outcomes, as perceived by programs, that have been achieved at discharge for the last 24 months
- Challenges programs encounter when working to effectively transition youth
- Resources needed by programs to be more effective transitioning youth out of care

The survey results provided valuable knowledge about the child welfare programs, from their perspectives, regarding helping youth successfully transition out of care.

One of the Research Scientists works on the DC01: General Child Care Training/Educational Incentive Program/Career Enhancement and Medication Administration Training project. The annual Comprehensive DC01 Evaluation Report has been a priority evaluation project for DC01. 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 2015. The report was presented by the Research Scientist on April 11, 2016 to the NYS Office of Children and Family Services (OCFS) sponsors and PDP staff. The Research Scientist provided an excellent presentation which was well received by the sponsor.

In recent years, PDP has increasingly focused on developing and conducting Level 3 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 3 follow-up survey. In August 2015, 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: Supervision of Children and School-Age Child Care. 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 supervision and school-age child care strategies after the e-Learning course(s). The trend of participants increasing their use of best practices on the job after viewing the e-Learning course was also observed in results for the last three years.

To enhance the analysis, PDP examined differences between the responses of participants working in center-based care and family-based care. In addition, PDP reviewed the results for center directors as a separate group. PDP is currently in the process of conducting a more in-depth type of Level 3 evaluation which will combine the data from surveys of a sample of participants who took the Supervision of Children e-learning course 90 days after the completion of the training and surveys of their supervisors to determine if they have observed their employees applying skills obtained through the e-Learning course in the workplace.

Between October and November of 2015, PDP held three regional forums for child care regulators Regional Forum Surveys: Brooklyn, Albany and Rochester. Level 1 evaluations were distributed to participants that asked for feedback on each aspect of the forum and the results were analyzed by the Senior Research Scientist. Nearly all participants returned the Level 1 survey. There was a very high response rate and each component of the forums (plenary sessions, keynote address, concurrent workshops) obtained a high mean ratings and was well-received by participants.

The Child Development Associate (CDA) credential is the most widely recognized qualification in the early childhood education (ECE) field. In order to ensure that eligible child care providers receive information about it, the Research Scientist worked with staff from other PDP units and developed a system by which a targeted email that contained a brief description of the CDA and its benefits as well as a link to the CDA page on the ECETP website would be sent out periodically. Recipients of the email are those who indicated that they were interested in the CDA and those who appeared to meet its eligibility criteria based on information provided on a demographic survey completed prior to registering for EIP and ECE-related videoconferences and e-Learning courses. Analysis of data on website traffic indicate that a number of recipients of the email about the CDA are clicking on the link to the ECETP website.

As part of the Educational Incentive Program (EIP) Event Approval process, PDP developed a system by which to evaluate a sample of approved courses. The Research Scientist, starting in April 2016, worked with members of the EIP and ITS units to establish a process that enables

PDP to survey a sample of EIP recipients about their satisfaction with courses they took with the aid of EIP scholarships. PDP has begun sending out to EIP recipients emails containing links to individual surveys developed for courses that started in September and October of 2016. This Research Scientist, who previously acted in some PDP produced training videos, was requested by the NYS Department of Child Care Services (DCCS) to be the narrator for a Child Care Center video in October 2015.

In the Spring of 2016, PDP Youth Ambassadors, funded by the NYS Higher Education Services Corporation (HESC), partnered with the Youth Engagement Specialist (YES) staff on the Youth Services Statewide Project. The Youth Ambassador attended Youth in Progress (YIP) regional meetings and youth events to distribute a follow-up survey to determine if youth had attended a New York's College Access Challenge Grant (CACG) workshop or college tour, and if so, was it helpful. The Youth Ambassador surveyed youth to see if they had information about financial aid, EOP and HEOP, and housing. In addition to conducting the survey, the Youth Ambassador was able to provide support by answering questions that the youth had. Those who attended found the activities useful and overall all youth reported a strong desire to attend college.

### **6.2.15 Child Welfare**

#### **Adolescent Services Training**

During the summer of 2015, PDP partnered with Foster Club, a national network for young people in foster care. Four Youth Development Days were conducted across the state facilitated by Foster Club All-Stars (youth who were previously in foster care). The day started with a plenary session providing an opening activity to develop the day's rules, expectations, and an opportunity to connect with peers throughout the Day. Three workshops were offered that gave the youth an opportunity to explore three dimensions of self: self-expression, self-identity, and personal independence.

In 2016, PDP was awarded the Statewide Youth Services Training contract. Previously known as the Adolescent Services Resource Network, this new contract utilizes a new model where Youth Engagement Specialists are co-located in each of the six OCFS Regional Offices maintaining a presence in the regions and local districts where youth are being served and a concentrated effort on a regional team approach. The contract is a two pronged approach: to provide adults that work with NYS youth in care with the training, knowledge, support, and needed job aids; and to provide youth with a voice and a role in their care and development services, training and opportunities to develop critical life skills, and the knowledge of access to the educational and vocational training resources available to them. In addition, this contract provided for the development of a social media/web strategy and presence to recruit, inform, engage and retain the interest of youth in the Youth in Progress program.



### **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 the classroom course Working with Individuals with Co-Occurring Disorders to a distance learning format. 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. PDP had the opportunity to take part in the Opiates convening with OCFS and OASAS in May 2016.

### **Core Essential Skills for Experienced Caseworkers**

PDP developed and provided three deliveries of a one-day engagement skills training designed to strengthen the engagement skills amongst family support specialists employed by Say Yes to Education located in Buffalo, NY. In addition, PDP provided two one-day Safety and Risk trainings for Otsego County. The intent of these trainings was to enhance each participant's ability to accurately apply the processes and protocols set forth to assess safety and risk, choose appropriate safety decisions, and effectively respond to all child welfare safety concerns.

In 2016, PDP was awarded the statewide Core Essential Skills training contract after a successful bid. In previous years PDP was responsible for four of the six regions in the state.

### **Casework Documentation**

PDP conducted two half-day trainings specifically to foster care caseworkers who needed further support when completing the Foster Care Issues section of the Family Assessment and Service Plan (FASP). Casework with families whose children are in foster care often involves gathering and analyzing information from multiple sources, while managing a complex array of needs, issues, priorities, decisions and timeframes. Accurate, complete, and timely recording of this information is critical to shared decision making and coordination of activities among the various decision-makers in a case at any given time, as well as for making this information available for future reference. This training 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.

### **HESC College Access Challenge Grant**

PDP continued to offer college workshops and tours for foster care youth throughout the state. There were a total of thirty-three workshops delivered and while partnering with college staff/students, twenty college tours were conducted.

Youth Ambassadors partnered with the regional Youth Engagement Specialist staff by attending Youth In Progress meetings and youth events to distribute a follow-up survey to

determine if youth had attended a CACG workshop or college tour, and if so, was it helpful. The Youth Ambassador surveyed youth to see if they had information about financial aid, EOP and HEOP, and housing. In addition to conducting the survey, the Youth Ambassador was able to provide support by answering questions that the youth had. Sixty-four youth completed a survey of which 85% indicated they were interested in going to college.

#### **6.2.16 Department of Media Production**

The PDP Media Unit develops custom made videos and training programs to be used for broadcasts, DVD and a variety of Internet based delivery systems. Collaborating on productions is a team of producers, videographers and editors working on products to meet the sponsor's needs.

The Media Unit developed a series of videos for the Office of Children and Family Services to help families make an informed decision about choosing child care. These videos, Child Care Options: Overview, Family Based, Child Care Center, School-age, Informal and Payment, shown on the internet and hospital and pediatric waiting rooms provide basic information about the choices and let families know where to go for additional information.

During this reporting period, the Media Unit created videos for the Medication Administration Training (MAT) and shot videos to be used for the Health and Safety Training for Child Care Providers. These products require script development, video shoots at a variety of locations, including child care programs and studio settings, graphic development and editing. The videos are used to illustrate step by step guidance providers are provide information in an interesting manner to enhance training.



## 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)

Please tell the folks at PDP that it has been my pleasure working with them and, of course, the PDP management. PDP has been wonderful in interpreting our policies and delivering them with such professionalism. We are lucky to be able to work side by side with you.

*— From a Temporary Assistance Bureau Program Specialist at the NYS Office of Temporary and Disability Assistance as shared by an OTDA Training Contract Manager*

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It is such a pleasure to work with and rely upon such a group of hard-working, competent, capable, and pleasant people. Thank you for making my job easier.

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

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I just wanted to commend the trainers on a job well done. They were very knowledgeable in all of the subject matter they presented and they did a great job at engaging the class for the duration of the course. It was great to see the enthusiasm they brought to the class.

*— From a NYS Office of Temporary and Disability Assistance Employment Services Advisor*

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We recognize the hard work that went into the design and implementation of the Administering the MMS Mental Health Screening Tool training and the three ABAWD training webinars.

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

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The trainers did an awesome job [with the Employment Services Training Institute for TA and SNAP].

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

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As you are aware, I attended this last offering of the Employment Services Training Institute for TA and SNAP. And I have to tell you, I was extremely impressed with the co-training. The trainers played off each other perfectly and did an awesome job. They made sure that every question was answered and that every attendee was clear on every aspect of the training. They were quick to take a step back when attendees were unclear in areas and ensured that everyone's expectations of the course were met; all while keeping things upbeat. The attendees seemed to really enjoy themselves. They make a great team and made me feel proud to be a part of the program.

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

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I thought all of the Administering the MMS Mental Health Screening Tool training sessions went very well. Thank you for your hard work.

— *From a NYS Office of Temporary and Disability Assistance Employment Services Advisor*

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At the Western New York regional district meeting, a Staff Development Coordinator reported that he thought the three ABAWD training webinar courses were very good.

— *From the Director of Training at the NYS Office of Temporary and Disability Assistance*

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I just received a phone call from the head of the TA Bureau expressing her appreciation for all the hard work and effort that was put into designing and delivering the Recovery of Liens and Requirement to Provide Biennial Accounting Training these past few months. She had heard both from local district and TA staff that the training hit the mark and the trainers were well prepared and did a great job. Thanks everyone and congratulations on a job well done.

— *From the Temporary Assistance Policy Director at the NYS Office of Temporary and Disability Assistance as shared by an OTDA Training Contract Manager*

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I listened to the entire Recovery of Liens and Requirement to Provide Biennial Accounting Training yesterday and thought you guys did a really nice job. Thank you!

— *From a Temporary Assistance Bureau Program Specialist at the NYS Office of Temporary and Disability Assistance*

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The Recovery of Liens and Requirement to Provide Biennial Accounting Training went really well. A lot of great work was done. We greatly appreciate it.

— *From a Temporary Assistance Bureau Program Specialist at the NYS Office of Temporary and Disability Assistance*

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The trainers are doing an excellent job...keep up the great work.

— *From a Temporary Assistance Bureau Program Specialist at the  
NYS Office of Temporary and Disability Assistance*

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I thought they did a nice job, well organized and presented.

— *From a Temporary Assistance Bureau Program Specialist at the  
NYS Office of Temporary and Disability Assistance*

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I want to thank everyone for all the effort in getting this material accurately developed and delivered timely.

— *From the Temporary Assistance Policy Director at the NYS  
Office of Temporary and Disability Assistance*

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I just want to pass along my personal kudos to all involved in the course development – I think the course is great – I found it to be very well designed...you all did a great job on the development of this course.

— *From a PDP colleague*

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I wanted to thank you once again. You were all extremely knowledgeable and helpful at last week's Institute for Temporary Assistance Programs. I really appreciate it.

— *From a PDP colleague*

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I just wanted to reach out and say what an awesome job you all did in completing three straight weeks of ITAP training, including a week away in Syracuse. While not everyone can truly appreciate how challenging this is, I wanted to acknowledge all your hard work. You are experts in your policy areas, and effective and engaging trainers.

— *From a PDP colleague*

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I just want to say thank you to all of you for your hard work, flexibility, and customer service during the SNAP Training Institute.

— *From a PDP Training Program Coordinator*

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I want to let you know how impressed I am with the HEAP Training Team. Congratulations to all in developing this team!

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

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I would cordially like to thank you for letting me participate in the SNAP Training Institute this past week. I now have a better understanding of the SNAP program as a whole. I would like to point out what a terrific job was done by the trainers. They were very kind and kept us all motivated (especially while we were away from our families). Once again, thank you for everything you have done for me over the past week. Just yesterday I used one of the techniques I learned while at the program and, frankly, I believe this training is definitely worth the time.

— *From a social services district employee and trainee*

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Big thanks to the HEAP training team who made this such a successful season. The sponsor as well as the training groups were impressed! You did an excellent job delivering some of the most critical pieces of the training agenda.

— *From a PDP colleague*

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I think the TA/SNAP Worker Training Path looks very professional, is easy to navigate, and will certainly meet the planning needs of the Staff Development Coordinators. Well done.

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

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I want to thank all of you for your great and valued participation in the interview roll-ins for the OTDA SNAP Civil Rights webcast. Your hard work, humor, and timeliness were appreciated by all. I have seen the draft version and you were all spectacular! Again, thank you for participating in this important OTDA initiative!

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

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I want to say a very sincere thank you for your hard work and involvement in the rehearsal and taping of the OTDA SNAP Civil Rights Training this week. It is always great to see all collaborating effortlessly on an important training initiative. The training will be a great. Thanks again!

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

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I viewed the OTDA SNAP Civil Rights Training webcast yesterday. Each of you did a fabulous job with your respective on-air roles and represented PDP and OTDA exceptionally well. The trainers demonstrated great effectiveness and competency in their presentations as panelists, lead trainers, and subject matter experts. Each was engaging and enjoyable to watch.

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

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I was very impressed by the Westchester delivery [of SNAP Civil/Human Rights Designee Training].

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

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Thank you all for the presentation yesterday on the TA/SNAP Worker Training Path and ITAP Trainee Developmental Assessment Tool at Staff Development Advisory Committee Meeting. We appreciate your effort both in developing the “Path” and the assessment tool and putting the presentation together.

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

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Thanks for your presentation yesterday on designing a Worker Training Plan for social services district TA/SNAP workers. It is certainly a team effort on your behalf in helping design a program that will be of a great benefit not only to Staff Development Coordinators, but also the workers in the local districts.

— *From the PDP Executive Director*

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Thank you so very much for taking time out of your busy schedule to meet with our department’s staff! The information you shared will be so incredibly helpful in our efforts to train thousands of system users via “iLinc through webinar format” this spring. Most appreciated!

— *From the PDP Manager of the Department of Computer Training Services*

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Below are all comments from social services district trainees who attended trainings:

- Great course – I learned a lot! Trainers were great!
- This course was delivered effectively by the trainers. They answered all questions and had interesting activities to teach the material. I feel more confident in my understanding of job tasks.
- It was very informational. I enjoyed the interactive activities. Effective addressing many different learning styles. The instructors were great!
- I loved the presenters.
- The way the material was taught in conjunction with the case studies and role playing was fantastic in helping me be able to retain the information.
- I really like how the role-playing activities reinforce our learning by putting it all into practice.
- This course is very informative and the knowledge gained will make my duties at work easier to accomplish.

- This course was very informative and a great learning experience.
- The course was well presented, clear, and informative.
- The course gave me many resources to use in the future.
- Well taught. Well designed and organized.
- I enjoyed the pace of the course.

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

I just wanted to send you an email to tell you how pleased our staff was with the Effective Agency Representation at Fair Hearings training last week. The trainers were excellent and the material so relevant to the job. Thank you again and please let the trainers know they did an outstanding job.

— *From a social services district Staff Development Coordinator*

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I know designing the Training Plan for Hearing Officers was an especially heavy lift considering all the training you have been doing along with all your other assignments. We sincerely thank you for being so conscientious and hard working. You are a wonderful group of people to work with.

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

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Kudos to the entire team on a superb Training Plan for Hearing Officers.

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

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Thanks for your update on the training for Hearing Officers. I found it most interesting.

— *From the PDP Executive Director*

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Thank you again for presenting two sessions of “Representing Your Agency at Fair Hearings” at the NYWFIA Annual Training Seminar. You did a great job with the deliveries and with the curriculum preparation. You provided the social services district Welfare Fraud Investigators who attended with food for thought and strategies for improving their roles as Agency Representatives, giving testimony, and Fair Hearing outcomes. Additionally, an NYS Office of Temporary and Disability Assistance Training Contract Manager had great things to say about his participation in one of your sessions.

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

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I wanted to take a moment to acknowledge how proactive you were...Great teamwork ensures a successful training. Thank You.

— *From a PDP colleague*

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PDP's Harlem Training Center reservationist has been a mainstay for us at the Harlem Training Center...She is consistently professional in her interactions with all levels of staff and visiting trainees.

— *From the Director of Training at the NYS Office of Temporary and Disability Assistance*

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Thank you for all your help last week at the Harlem Training Center. It's very much appreciated.

— *From a PDP colleague*

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I wanted to let you that PDP's Harlem Training Center reservationist has been incredibly helpful and patient with us as we go through this process. She was great with booking the rooms and was really helpful to me today.

— *From an Assistant Deputy Commissioner at the NYS  
Office of Temporary and Disability Assistance*

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Thank you for getting the room at the Harlem Training Center set up when participants began to arrive a bit earlier than expected. It is behind-the-scenes work that makes a huge impact on our training day. Thank you for all your help and support yesterday, it made the day a great success.

— *From the PDP HEAP Regional Training Team*

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Thank you all very much for your outstanding and informative presentations this morning on iLinc 12. It was clear that significant time and effort went into creating them. The presentations hit on very timely topics for us. This kind of information sharing is invaluable for all of us. Again, thank you for the great presentations.

— *From a PDP Director*

---

Below are all comments from social services district trainees who attended trainings:

- The trainers were knowledgeable about the content and the learning objectives were clearly stated.
- The trainers were wonderful.
- The course was very interesting and it is going to be very useful to my job.

- This course was very useful and well prepared.
- I will apply what I learned.
- The training manual has everything a person would want to know about.
- Educational, informative.
- I learned a lot!
- Excellent and very much needed!
- Effective and to the point.

### 6.3.3 OTDA Conference and Regional Support (MGMTCRS)

Hats off to PDP for their work on the Fall 2015 NYWFIA Regional Training Meetings.

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

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I have heard nothing but great things about yesterday! [Regarding the Eat Smart New York Training Conference]

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

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Thank you again for all you and PDP did to help make our conference a success.

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— *From the SNAP Nutrition Education and Outreach Assistant Statewide Coordinator*

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Great teamwork!

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

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During the NYWFIA Regional Meeting welcome, the NYWFIA President thanked PDP for showering its talented and dedicated staff on NYWFIA.

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— *From the New York Welfare Fraud Investigator Association  
President as shared by a PDP Manager*

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We sure had a busy week -- and a busy month of August for that matter, as everything was being finalized and prepared for the three events. I wanted to take a moment to recognize the efforts and attention to detail that went in to pulling it all off -- something that would have been hard to accomplish without each of you. Your professionalism, skills, positive attitude, and problem solving were very much key to the success of the events. Thank you all again.

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— *From the Assistant Director of Training at the NYS Office  
of Temporary and Disability Assistance*

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The three separate but similar events scheduled for next week created more detailed work than anyone imagined. Each of these events was non-conforming to usual practice and procedure. That you were able to manage the postings, registrations, confirmations, and other details with all the complexity, short timeframes, and emerging registration features is a testament to your diligence and high organizational skills...When these tasks happen all at once, encompassing over 400 trainees over two consecutive days, then your herculean efforts are well noted and greatly appreciated. Thank you very much.

— *From a PDP Event Planning Coordinator*

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You have done tremendous work in attending to the details of these events and making these extremely complex tasks appears seamless to our customer. You have our complete appreciation for your individual work and team work. Thank you.

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

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Thank you to all of you. The work that you do sending out print bids, working with the printer, preparing name badges and table tents, and all of the other event-support functions you do enables the training team to succeed with each delivery. Whether you were ensuring that a last minute change was made or rounding up the last of our binders for our next delivery, our work could not be done without your effort. The kudos we receive from our participants and from our sponsors are passed on to you as well. Our training succeeds because of your hard work and determination. Thank you all for making each training a success.

— *From the PDP HEAP Regional Training Team*

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#### **6.3.4 OTDA Audit and Quality Improvement Training Initiatives (TADA03)**

Thank you for all of your efforts on your project work.

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

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Thank you again for presenting two sessions of “Calculation and Recovery of TA Overpayments Using WMS” at the NYWFIA Annual Training Seminar. You provided a great interactive training experience for the social services district Welfare Fraud Investigators who attended. You demonstrated tremendous subject matter expertise and enthusiasm for the training content and WFI tasks. Additionally, the Director of the TA Bureau had fabulous things to say about the material and your deliveries. These sessions definitely hit the mark.

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

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Below are all comments from social services district trainees who attended the Welfare Fraud Investigator Training Institute:

- Interactive, fun, interesting.
- Excellent! Everyone who is hired should take this course.
- This course was extremely informative and I enjoyed it.
- The course was very good and comprehensive.
- Well defined objectives; clear connection of course material to investigative procedures.
- This course was very thought out and very well organized.
- They are excellent instructors.

### **6.3.5 Department of Computer Training Services**

Our courses and trainers are routinely recognized by trainees for their accessible approach and applicability to trainees' needs, along with their knowledge and thoughtfulness. As a trainee in an Access course noted, "Thanks again for your patience and work. I truly appreciated your teaching manner; ...you were organized and forthright, and you taught in bite-size, simple pieces... continually checking to be sure your class was following along okay and often asked if there were any questions. I also really liked your enthusiasm and energy and personal touch, occasionally interjecting personal ideas and preferences. You make someone want to really learn the subject..."

### **6.3.6 Child Welfare**

#### **Adolescent Services Training**

Melissa, thank you for the awesome training yesterday, it was quite insightful and I learned a lot of very useful information. Also, with your interactive training style, it makes it extremely easier to remember the information. I look forward to using all these great tools!

— *From Gustavus Adolphus Family Services*

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Kim, thanks for all your hard work creating two spectacular and professional documents for all of the YES staff to use in our regions. I so appreciate that you helped get us off the ground running, and that you provided all of us with an opportunity to provide input that you incorporated into the final pieces. Way to go!

— *From a Youth Engagement Specialist at PDP*

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Paul and Catie, the majority of my staff has come to me with feedback I never hear about trainings. They have all shared with me that it was a “great” and “fantastic” training and that they were not bored or lost at any time. The interactive process kept them enjoying it and interested. They also stated that the trainers were excellent and knew the information in a way that caused staff to retain it. I have not heard such enthusiasm over a training in a very long time.

— *From the Program Coordinator at Glove House Inc.*

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Greg, I just wanted to add that your training last week was one of the best we have had the privilege in attending in quite some time. Thank you so much for your motivating and engaging presentation!

— *From the Director of Foster Care at Children's Home of Jefferson County*

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### **Core Essential Skills Training**

I just wanted to take a minute to thank everyone for being creative and designing the one-day Safety & Risk Refresher training for Otsego County. I believe this training really met our needs, the refresher ensured staff know the difference between safety and risk and that they know they have to do something if it is a safety factor/issue. I now know that all of my staff are on the same page (newer staff as well as those that have been her longer). I also want to let you know that I had some staff tell me that they thought it was a great training and thought it was helpful. The practice time and group discussions were very beneficial to the training and staff since we had a mix at each table. Liz, Dave & Jenn – thank you for a great training!

— *From the Staff Development Coordinator at Otsego DSS*

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Can you please email me when the next round of trainings will be held and where? I am having an amazing experience with Dave and Jennifer and would like to plan to send all my staff to this training. Thanks so much!

— *From the Program Director at Dutchess County Prevention Services, Astor Services for Children & Families*

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## Casework Documentation Training

Tabetha, Livingston County had two participants at your recent presentation of Progress Notes. They were very impressed with your work. Always good to hear that it was worthwhile and that the trainer handled the group at various levels of motivation.

— *From the Staff Development Coordinator at Livingston County DSS*

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Diane, the training you provided on foster care issues was very helpful. Thank you so much. The staff and I really appreciate you coming out and giving us the personal attention that you did. I am also speaking with my counties and getting better feedback about some of the issues we discussed. Thank you again. You were SO helpful.

— *From the Program Coordinator at Northeast Parent & Child Society*

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## HESC College Access Challenge Grant

Mr. Agyeman, you were best part of yesterday's experience at Syracuse University. You are amazing to just hear speak. It is THIS information, mentoring, and thinking that will make for better outcomes all around. Our youth need to see, touch, hear from other successful, positive people whom have been in their shoes - are still standing and standing STRONG. Beautiful moment, thank you for providing such. You spoke, and those kids responded, were in moment - and heard you. Thank you for the opportunity, it was great experience and needed. You are the best!

— *From a staff member at Liberty Resources Independent Living*

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## 6.3.7 Licensing Training Project

### Regarding Legally-Exempt Enrollment Training

I just want you to know that the legally-exempt enrollment trainings for enrollment agencies are going great. Lakia (Green) has excellent mastery of the topics, is flexible as needed, is receptive to DCCS feedback, responsive to and liked by the trainees and is able to move through the material effectively even when participants get stuck in a rut. Considering the new concepts and timeline we had to get this out, it's impressive! I am sure there are many other good things I could say, but I think you get the idea. We are very thankful to have Lakia as our trainer.

— *From the Division of Child Care Services within the  
NYS Office of Children and Family Services*

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### **Regarding Child Care Subsidy Training**

Thank you so much, Lakia. This is a great resource that we haven't used. I appreciate your comments about an "engaged" audience. I have already requested some changes and clarified some procedures here, and the word 'varied' will never again appear alone in our schedule section. We also had a complaint (an infrequent event here) and were able to act decisively thanks to fresh information. I really benefited from this session, even though I was not enthusiastic at sign-up. I've been to your trainings before. I should have known better.

— *From a training participant*

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I just wanted to share with you that I really enjoyed your training yesterday. It was just a great day and I took a lot from it. Finally some help and direction after all these years!!! Woohoo!!! Have a great weekend!

— *From a training participant*

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### **Regarding Supervision and Management for Owner/Operators of Multi-Site Programs Training**

I wanted to thank you for the training I took on July 21 for multiple daycare owners. The training was very informative, well-structured and was given over in a very professional manner. I learned a lot of things which I put into use right away. What really impressed me was how you took the time and effort to learn each participants name and tried to ensure that each person would get the most out of it. May you have much success.

— *From a training participant*

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### **6.3.8 Public Service Workshop Program**

The experience of the presenters was very helpful to get me to come out of my Bubble and move forward with my leadership abilities. I was able to network with several different representatives from facilities across the state.

— *From a Nurse Leadership Development Program participant*

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The instructors were friendly and very informative. The material was presented in a creative way and encouraged collaboration with colleagues.

— *From a Nurse Leadership Development Program participant*

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The training I was at was very enlightening and powerful. Kudos to all who were involved in presenting or bringing it to our COs, as well as those who participated.

— *From a GOER Contract Manager (in regard to the  
Suicide Awareness Training for NYSCOPBA)*

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I thoroughly enjoyed the course and learned a great deal about adult learning.

— *From a GOER Contract Manager (in regard to the NYS  
Rutgers Trainer Certification Program)*

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Just wanted to let you know that the 2016 course was shorter, easier to understand, and better than the one in 2015!”

— *From a training participant from NYS DEC (in regard to the online  
NYS Information and Cyber Security Awareness course)*

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### **6.3.9 Instructional Technology Programs**

I think this tool (TA/SNAP Worker Training Path) looks very professional, is easy to navigate, and will certainly meet the planning needs of the SDCs.

— *From an OTDA Contract Manager*

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I am always impressed with your team’s knowledge and willingness to work with us. Thank you again.

— *From the GOER Training Director*

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On behalf of the whole SLMS Team, I wanted to express my thanks for your work over the last week to fix the four mandated training courses in SLMS. We truly appreciate your responsiveness and ability to find and fix the problem in an expedited manner. Your hard work made it easier for us to deal with the phone calls and emails we were receiving. All of the new content is now loaded in SLMS and working beautifully, which has reduced the volume of calls the Help Desk is receiving. Once again, on behalf of all of us here, thank you for hard work.

— *From the SLMS Global Systems Administrator*

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### 6.3.10 Media Production

Dear Fellow Colleagues- If anyone missed the video conference last night on the Pyramid Model, it was amazing! If anyone was concerned that a free 2 hour videoconference would deter providers from attending their full modules that they may have to pay for, it will not. In reality, it was a two hour training about the amazing impact the Pyramid Model will have on your program and all children/families. The round table in-depth conversation with Colleen, Patty Persell and Lynn Lubecki was only surpassed by the fabulous video clips of the Pyramid Model in Action at RCN (Rochester Childfirst Network), featuring our fellow Master Cadre MacKenzie Albert. As I sat in the room watching the participants' faces and comments, I was so proud to be a Master Cadre. Because it ended with encouraging everyone to contact their regional Master Cadres, I was thrilled to be able to fill in the gaps for them while in the room for their next steps locally.

— *From a Pyramid Model Master Cadre Trainer*

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### 6.3.11 Early Childhood Education and Training

Thank you so much to an always responsive and highly supportive team.

— *From a participating training organization*

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Jill- Thank you for putting together this summary of events for me. I have been slowly working on trying to figure out where we were with this and this spreadsheet makes it much easier. I really appreciate you taking the time to put this together! I know that you have gone above and beyond in helping me put this all together and I want you to know that I recognize that and truly appreciate it!"

— *From a participating training organization*

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You are the best!!!!!!!!!!!! I will send you the list tomorrow and I am emailing the director now. I can't thank you enough!

— *From a participating training organization*

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Dear EIP Event Approval Team: On behalf of Vita Center Inc. and HEI we would like to thank you for your attention and efforts in reviewing our curriculum. Our early childhood community is in gratitude.

— *From a participating training organization*

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### 6.3.12 Distance Learning Training Initiatives

What a thrill it is to see an idea come to fruition, the crew worked very hard on bringing the ideas and concepts from mere thoughts into something that made sense and “played well” on the screen. Appreciated all the graphics and transitions they really added to the production and of course thanks to Darina’s ever so smooth narration.

— *From the Supervisor of Facility Security within the Division of Juvenile Justice  
and Opportunities for Youth at the NYS Office of Children and Family Services*

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Regarding the SNAP Civil Rights Training webcast

Frequent communication, organized and productive meetings, professional and expert studio staff. It was a pleasure working with the PDP team, I’m looking forward to doing it again.

— *From the Director of the Bureau of Equal Opportunity and Diversity  
within the NYS Office of Temporary and Disability Assistance*

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## 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 an individual who demonstrates exceptional dedication and contribution to PDP's mission and organizational goals:



#### 2015 Recipient—Deanna Cooper

The 2015 Executive Director's award was presented to Dr. Deanna Cooper. In 2015, Deanna put significant time and effort, above and beyond her normal duties, to complete a host of work to further PDP's mission and organizational goals and support our OTDA project sponsor.

Deanna took a lead role with OTDA's Hearing Officer Training Institute Development Advisory Committee. Deanna personally planned and facilitated two committee meetings, which exceeded the sponsor's expectations and received personal

thanks for her effort from the Office of Administrative Hearings Downstate Director. Under Deanna's leadership, she and her staff completed the needs assessment, job task analysis and initial design phases of a new multi-component performance-based training system for OTDA Hearing Officers in record time of less than six months. This resulted in the development and submission of a comprehensive Training Plan for Hearing Officers, which included the following:

- A 5-day Hearing Officer Procedural Training Institute
- An 8 to 9-day Hearing Officer Policy Training Institute
- Continued support and development of workshop topics for the Hearing Officer (Fall) Training Seminar
- Training on Special or Advanced Topics (legal, policy, or procedural), as needed
- Development and implementation of a supervisory support resource tool (a Hearing Officer Training Path) to aid Supervising Hearing Officers in identifying resources for staff training

This is not all that she did. Deanna also was at the lead in working with a team of instructional designers, writers, trainers, and project support staff to implement a new virtual classroom training via iLinc for Administering the MMS Mental Health Screening Tool and well as three new training courses based on emerging US Department of Agriculture, Food and Nutrition Service and OTDA policies regarding SNAP work requirements and Able-bodied Adults Without Dependents (ABAWDs). Deanna was on the front-line with this work, in the trenches with her sleeves rolled up and doing whatever tasks were necessary. Each of the three courses were designed for up to 250 participants and were launched in the new iLinc 12 webinar format only days after iLinc 12's implementation. Deanna was at the forefront of learning about, troubleshooting, and sharing best practices among PDP staff and departments in using this new webinar technology and dealing with Human Services Learning Center (HSLC) registration interfacing requirements. Ultimately, with a great deal of thanks to Deanna's organization and guidance, the training team delivered 38 webinar offerings in a month and a half to over 3800 trainees. The project sponsor expressed their appreciation and recognition of the exceptionally hard work that went into these projects.

Among these accomplishments, Deanna continued to serve as the Editor of the PDP Communiqué and continues to provide leadership in publishing this high quality themed newsletter, which is widely acclaimed.

Deanna has been a dedicated employee since 2005, and she has made outstanding contributions to furthering PDP's mission and organizational goals. Deanna has developed an outstanding reputation and is highly respected. We would have a very hard time being able to accomplish the quantity and quality of work we do without Deanna's continued contributions and leadership.

### 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.



#### 2015 Recipient—Caroline Benoit

Caroline has worked for PDP for almost 12 years and she continues to be a loyal and dedicated employee who can be relied upon each and every day. She takes great pride in the role she plays in supporting the safety of New York's children in care. Caroline is always willing to not only take on any job but also to learn new systems and technology to take the MAT program to the next levels of excellence. 2015 did not just bring Caroline a new work location it also brought her new professional challenges. Caroline was identified as the person to take on all aspects of Medication Administration including:

- entering on average 89 training schedules per month,
- processing rosters for an average of 323 people per month,
- processing MAT rebates,
- designated as the first line contact with trainers and medication administrators, and
- assisting Medication Administrators with MAT renewal and certification issues.

In order to accomplish all of this, Caroline has worked with Dora Anderson in implementing a new system of communication with trainers to both verify and enforce MAT program procedures. This called for Caroline to learn Excel for data entry, tracking, and reporting and how to use Outlook in new ways to execute no less than 12 different types of communications that are processed and tracked to 111 different MAT trainers for an average of over 200 emails per month along with countless phone calls. On a daily basis Caroline is a resource for her co-workers, MAT trainers & Administrators, and supports the MAT program in hundreds of different ways to keep the children of NY safe with a smile.

### 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.

#### 2015 Recipient—Mandy Parker

When Mandy Parker stepped into the role of OTDA webmaster in June of 2014, expectations were high. The job had been well-served for many years but it did not take long for Mandy to exceed all expectations. Mandy's transition to OTDA Webmaster was



brief; she swiftly adjusted to her new responsibilities and quickly developed a rapport with her main contact at OTDA PIO. Mandy completes between 15-20 web site updates per day and she constantly and cordially communicates with OTDA's PIO to discuss issues, to offer technical support, and suggest site improvements. She is also an essential part of the Instructional Technologies Unit. She regularly goes beyond her normal job duties and is always willing to jump in and help her teammates. Mandy frequently shares her talents and resources regarding web accessibility, testing, programing, and web design. She contributes web design and code to TrainingSpace. This included building an e-learning course for the Division of Disability Determinations. Mandy has diligently kept up-to-date with NYS branding requirements and is a

frequently sought after expert for guidance on NYS branding and the NYS web guidelines. In October 2015, NYS introduced new requirements for their websites, including a global header and new navigation scheme. Mandy worked tirelessly to implement the new code and delivered the updated OTDA website before the deadline. She goes out of her way to share her experiences and code with other PDP units who must implement the updated NYS guidelines. Mandy has made the OTDA site a model for other agencies. Mandy's success to date is a function of her focus, attention to detail, and the bright smile she brings to work every day.





#### 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.

#### 2015 Recipient—Information Systems and Programming (ISP)

The ISP Team has gone above and beyond many times, but especially in 2015 the team lead with a “can do” attitude that constantly embraced change and innovation. ISP was the first team to begin moving PDP assets from UAB and CW and was the final team responsible for the shutdown of those sites and services. In addition to performing superior daily maintenance, updates, and support, the ISP team also distinguished themselves by achieving many other successes this past year. For example, during the move to 4 Tower the ISP team:

- Migrated and extend technology services with virtually no impact on staff.
- Designed/Planned/Implemented 3 networks at 4 Tower (PDP, Video, State networks)
- Setup staff computers, printers, faxes, and phones at 4 Tower
- Disposed all old equipment
- Increased technology security

- Decreased technology costs
- Improved product development for staff, sponsors, and end users
- Updated the Video Conference web site and web streams
- Prepared the Web site redesign for ECETP
- Instituted the use of ticket system for many applications which also serves as project knowledge base
- Created “Coding Standardization Series” documents containing guidelines and procedures for all new development.

The number of changes and improvements that occurred in the front end and behind the scenes of PDP has only been possible with a technology team that embraces challenges, learning, and communication. This has created a common vision within the team to assure successful outcomes and a commitment to protecting the integrity of PDP’s day-to-day operations. Often the ISP team works late into the night and on the weekends to make sure the job gets done. Thanks to their commitment, sponsors, users and staff all benefit from faster loading web sites, faster internal applications, faster PDP and state networks, and all technology services have increased up time for everyone.

Members of the ISP team include: Bryan Sotherden, Chad Steiner, Luis León, Aria Moshari, Lily Lee, Rohan Warkad, and Mesfin Solomon.

### 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.



#### 2015 Recipient—David Fortune

As a trainer on the Core Essential Skills for Experienced Caseworkers (CES) project, David Fortune was instrumental in leading this project during an interim period between Training Program Coordinators—ensuring training schedules were set-up and the completion of quarterly reports were done on time. Doing so provided many challenges, particularly in the evaluation section since the HSLC system was not always correctly capturing the data. But David figured out how to get this done. Dave has demonstrated that he always can be counted on to take the initiative to do whatever is needed for the

CES project and is always willing to go beyond what is expected of him. For example, at the request of OCFS, he attended a three-day Training of the Trainer course on The Platinum Rule: Creating Partnerships from Top to Bottom. After the TOT, Dave was selected to be one of the Platinum Rule Trainers for New York State. This training brought the new OCFS Practice Model to life bringing the skills OCFS leadership needed to partner effectively and improve their interactions. The training is based on a continuous quality improvement philosophy asking every system to grow. Most importantly, Dave is leading player in a change effort to improve OCFS culture by using data to drive decisions and asking colleagues to be active collaborators. Dave received extremely positive feedback in his ability to parallel the skills discussed in the training. His excellent facilitation skills allowed participants to explore ambivalent feelings and recognize how the skills being taught would support the worker. One member of the training team stated David's training skill is like "a flame for a moth, he draws you in and provides you comfort."

## **7.2 PDP Staff Accomplishments**

### **7.2.1 Child Welfare**

In October 2015, Michael Cozzens represented OCFS as the foster care expert panelist and co-moderator for a webinar entitled "Serving Transitioning Youth: Effective Collaboration Strategies for APS and Foster Care caseworkers." Discussion included some new and creative strategies that three local social services districts are deploying to serve an ever growing, and often very challenging, population. The webinar was recorded via iLinc and made available in HSLC for continued viewing.

### **7.2.2 Department of Temporary Assistance Training**

On October 6, 2015 and April 20, 2016, Jessica Bashaw, Diane Hodurski-Foley, Edward Skawinski, and Kasa Wahl-Losee gave presentations at the semi-annual OCFS/OTDA Staff Development Advisory Committee meetings. In the first meeting, design plans and development progress for the ITAP Trainee Developmental Assessment Tool and the TA/SNAP Worker Training Path were presented, along with simulated screens and other materials. In the second meeting, the content prototype for the ITAP Trainee Developmental Assessment Tool was presented along with a demonstration of the completed TA/SNAP Worker Training Path on TrainingSpace.org, which was launched in March 2016.

On October 26 and 27, 2015, both Rodolfo Robles and Sheila Ryan presented sessions at the at the 2015 Hearing Officer Training Seminar in Albany, New York. Sheila presented a session on "Interim Assistance Reimbursement and Recovery of Equivalent Benefits" as well as a second session on "SNAP Employment Requirements: Non-Compliance and Conciliation." Rodolfo presented a session on "SNAP Employment Requirements: Able-

Bodied Adults Without Dependents (ABAWDs).” The seminar was attended by NYS Office of Temporary and Disability Assistance staff from Counsel’s Office and the Office of Administrative Hearings. Each policy training session was designed to meet the learning needs of Hearing Officers and provide Continuing Legal Education (CLE) credits.

On June 6, 2016, Dr. Deanna Cooper presented two sessions of “Representing Your Agency at Fair Hearings” at the 2016 New York Welfare Fraud Investigators Association (NYWFIA) Annual Training Seminar in Lake Placid, New York. This session reviewed the basics that Welfare Fraud Investigators need to know when representing their social services agencies at fair hearings. Topics included an overview of the fair hearing process, basic rules of evidence, the burden of persuasion, standards of proof, tips for effective testimony, and professional decorum.

On June 7 and 8, 2016, Lauren Ford and Peter Kircher presented two sessions of “Calculation and Recovery of TA Overpayments Using WMS” at the 2016 New York Welfare Fraud Investigators Association (NYWFIA) Annual Training Seminar in Lake Placid, New York. Each session reviewed job tasks associated with the calculation and recovery of Temporary Assistance (TA) overpayments. Topics included a review of TA Recoupment/Claim Types, identification of the overpayment period, calculation of the overpayment amount, and the procedures for recovering overpayments from active cases using the Welfare Management System and a related sub-system.

### **7.2.3 Child Care Subsidy**

Sheri Dushane successfully completed the requirements to renew her NYS Early Care and Learning Trainer’s Credential.

Sage Ruckertstuhl is independently continuing to work toward the successful completion of the ATD credential.

### **7.2.4 Instructional Technology Programs**

Erica Hunter and Penny Kurtz presented “Concrete Strategies for Building Interactive Courses” at the 2016 Lectora User Conference held in Florida, May 17-19, 2016.

Mandy Parker earned PDP’s Outstanding Professional Staff Award for 2015, for her web development and design work and expertise in web accessibility and the newly released NYS branding guidelines.

### **7.2.5 Child Support Training and Outreach Project (CSTOP)**

In the field of performance-based learning, effective workforce training programs strive to enable learning at all moments of need within the work environment with the goal of enabling worker success and, ultimately, improved business outcomes. Sometimes those

moments of need occur while workers are performing their work. The Child Support Training and Outreach Project continues to create and offer options that address immediate learning needs such as interactive decision support tools and work-related resource systems made available for workers' use at the moment-of-need. CSTOP's Lillith Stoessel spearheaded the Bank Reconciliation Project this past year in which she designed an online component of the sponsor's electronic resource system that enabled access to materials and resources specifically designed to instruct and support local district child support workers in the completion of the required daily and monthly bank reconciliations. Its introduction was met with much excitement and stakeholders anticipate seeing a reduction in errors and delays in monthly reconciliations.

Jeff Issacson proposed and was selected to conduct a 90-minute workshop entitled Using Team Diagramming for Effective Leadership at the Staff Development Coordinators Annual Meeting in Albany on June 7. In this workshop Jeff demonstrated how organizational leaders can benefit from employing the practice of team diagramming to analyze decisions and potential outcomes in advance, in order to foster strategic planning and promote employee engagement. He facilitated discussion on how to maximize the positive and minimize the negative consequences of decisions and actions pertinent to building a "winning" team. Participants appreciated Jeff's enthusiasm and found the material to be very creative and helpful.

## 8.0 PDP's Future Sustainability

PDP's long-term sustainability is directly linked to its core beliefs and values based on understanding the fundamental value of promoting workforce development—specifically with regard to the public and not-for-profit sectors. Its sustainability for over 40 years is further linked to PDP's fundamental beliefs that:

- Supporting evidence-based education and training adds 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 respective constituents.

PDP steadfastly believes that well designed and effectively delivered training is directly linked to supporting the integrity of the public service.

In following these guiding principles PDP has built a strong and sustainable model for the immediate present and its anticipated future through activities that:

- Stress PDP's support of 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.
- Demonstrate the important link between effectively transforming policy to practice.
- Formulate research and practice opportunities for faculty and students.
- Design state-of-the-art programs that advance skill development, knowledge gain, and learning.
- Promote and encourage staff development and learning opportunities for its employees.

PDP will firmly hold these core beliefs and principles as its guide to shape future programs and to strengthen its value to its stakeholders. As PDP examines new opportunities, the following characteristics can be seen as influencing the design of its future programs. E-learning delivery which has steadily increased over the past decade will continue to be emphasized as PDP addresses the ever changing needs of workforce development in the 21st century. PDP will assuredly explore the expansion of its program offerings in the areas of instructor-led training, web-based training and webinars; self-paced training modules; mobile learning activities accessed by smartphones and tablets; and blended learning, which 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 format and

delivery methodologies to meet the needs of its highly 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 foresees expanding its overall portfolio through ongoing collaboration with the Center for International Development (CID), the School of Social Welfare, the School of Public Health, the College of Emergency Preparedness, Homeland Security and Cybersecurity (CEHC), Albany Law School, Rockefeller College, and other centers in Rockefeller College. These efforts will focus on intensifying 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.

PDP's approach to these ambitious initiatives will not supplant its ongoing commitment to fully meet its primary mission of serving the public and not-for-profit workforce in New York State.