

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

*A Leader in Continuing Professional Education*

# Annual Center Report

July 2016—June 2017

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

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## Executive Summary

During the past year, PDP maintained its proficiency in securing numerous contracts and grants, which significantly contributed to sustaining its role as a leader in providing continuing professional education for those who work in or for the public service. The foundation of PDP's continued success is credited to its ability to focus on PDP's primary mission of providing high quality continuing professional education and training programs for the public service workforce throughout New York State. During the past year, PDP received 25 awards totaling over \$32 million to conduct 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 stable indirect cost recovery of funds for the university.

During this period, PDP staff of nearly 200 professionals were actively involved with the design of new program curriculum and the delivery of a wide-range of additional educational programs that were directed at supporting worker development. As a result, PDP successfully offered over 2,700 instructional activities enrolling over 225,000 employees in its assorted 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 positive workforce development outcomes supporting employee growth and development while meeting agency needs. To accomplish this end, PDP staff must have the required experience and knowledge to produce high quality educational training products and services for its customers across a highly diverse array of subject matter areas which are linked to meeting sponsors' needs. PDP programs have consistently provided measurable outcomes directly connected to workers obtaining knowledge, skills, and related policy information that make them more productive employees.

Overall, PDP programs successfully assist various state, local government, non-government organizations, and not-for-profit workers improve their overall job knowledge and skills. Consequently, this has resulted in generating a better trained and productive workforce for the citizens of New York State. While long-established classroom training has remained steady over the past several years, PDP experienced an impressive increase in technology-driven programming, which resulted in 35% of its offerings now being technology assisted. As e-learning options continue to become an accepted alternative for instruction, PDP will remain discriminating to ensure quality control over these offerings, always maintaining its high educational and professional standards.

In 2016-17 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 strong as it expands its delivery of high performance programs for the public service workforce in New York State and beyond. PDP maintains a broad range of e-learning programs using mobile technology to expand its ability to meet the expanded educational and training needs of today's global workforce while still remaining dedicated to its fundamental values and mission.





PDP's 2016–2017 Annual Center Report provides numerous highlights illustrating its many accomplishments in 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 discerning provider of top-quality education and training for those who work in or for the public sector. It has consistently set high standards and has achieved a reputation for excellence in all it does which continues to be its hallmark. PDP's value to both Rockefeller College and the University at Albany is realized through its ongoing determination to advance the service mission goals and objectives for both the College and University. PDP makes every effort to attain distinction in its work, reliability 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 2016–2017 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, 29% of PDP staff represents diverse categories, an increase of 6% from 2015–2016. Figure 1 provides an historical overview of PDP's staffing from 2009–2017.

## PDP Staffing

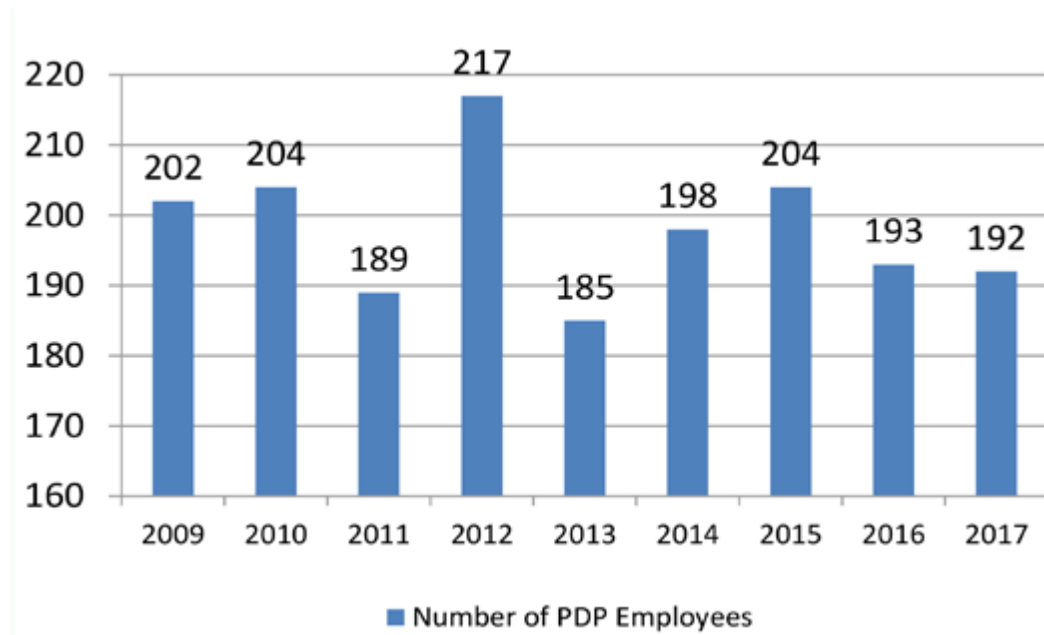


Figure 1

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 2016–2017 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
  - Implementation
  - User Education and Training
- Counseling
- Early Childhood Education
- E-learning product development
- Employment
- Higher Education
- Implementation of evidence-based programs/practices
- Medication Administration
- Organizational 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 \$693 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)
- Bronze Telly Award honoring the Pyramid Model Webcast Series (2017)
- APEX Award for Publication Excellence for the *Communiqué* newsletter (2017)

## 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 2016–2017 reporting period:

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

- o 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)
- o Amazon Web Services (AWS) Certified Solutions Architect (2017)
- 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

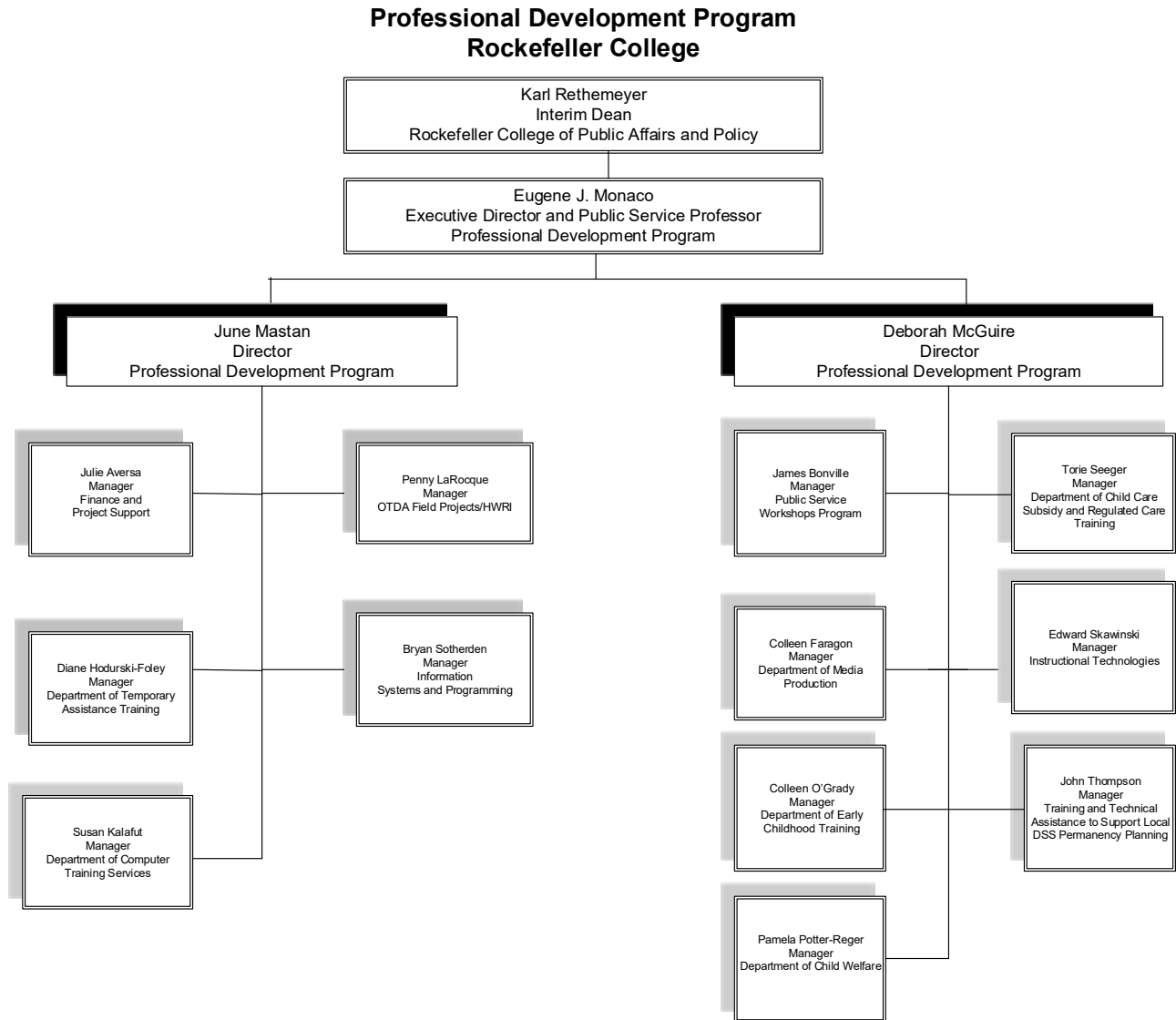
During the past year, PDP continued to maintain an effective organizational structure and had sufficient staff resources to develop, schedule, deliver, and evaluate training activities, as well as interact with stakeholders. It retains the necessary fiscal, organizational, and program capacity to effectively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

### 1.5.1 Organization Structure

In 2016–2017, 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 high quality program deliverables. All staff members have appropriate education and experiential credentials to meet job requirements. Programs are structured to maintain smooth continuity of operations in the event of a personnel change through the use of knowledge transfer tools such as cross training, written procedures, and mentoring programs for staff.

### 1.5.3 Staff Selection and Hiring

PDP's 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 Foundation's 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 2016–2017 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.

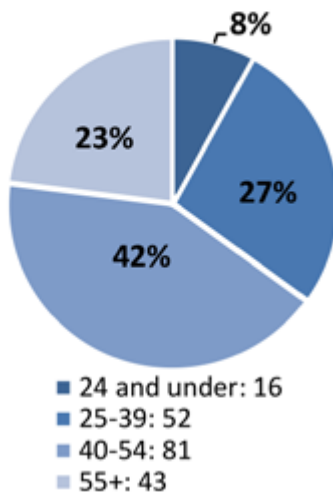
## **3.0 Changes in Personnel**

PDP's overall staffing has remained stable over the past three years. PDP has experienced a professional staff turnover of approximately 8% this past year. This is a decrease from the previous year (2015–2016). 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.

	2016	2017
Professional	163	154
Support	19	20
Graduate Assistants/Interns	11	18
Total	193	192

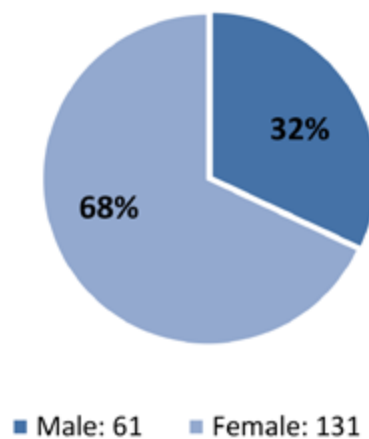
PDP has a diversified staff which includes several generations in the workplace. The age, gender, and ethnic distribution of staff for 2017 is highlighted in Figures 2-4 shown below.

**Staffing Diversity: Age  
2017**



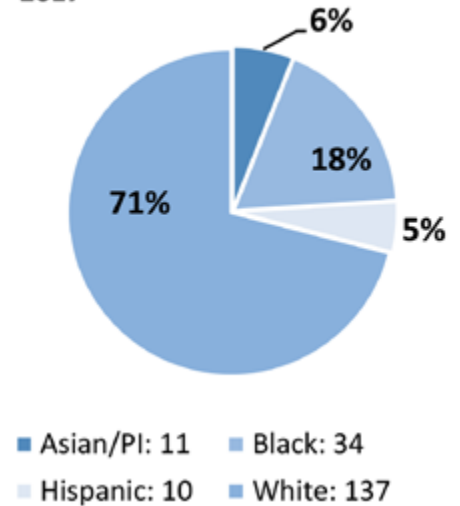
**Figure 2**

**Staffing Diversity: Gender  
2017**



**Figure 3**

**Staffing Diversity: Ethnicity  
2017**



**Figure 4**

PDP projects that in 2018 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 25 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
78109	NYS Office of Children and Family Services	1-Nov-16	30-Sept-17	\$262,220
76832	NYS Office of Children and Family Services	1-Jan-17	31-Dec-17	\$2,100,000
76801	NYS Office of Children and Family Services	1-Jan-17	31-Dec-17	\$851,500
76856	NYS Office of Children and Family Services	1-Jan-17	31-Dec-17	\$771,220
76838	NYS Office of Children and Family Services	1-Jan-17	31-Dec-17	\$1,920,000
77732	NYS Office of Children and Family Services	15-Mar-17	14-Mar-18	\$391,600
76841	NYS Office of Children and Family Services	1-Jan-17	31-Dec-17	\$2,116,840
76853	NYS Office of Children and Family Services	1-Jan-17	31-Dec-17	\$156,000
76835	NYS Office of Children and Family Services	1-Jan-17	31-Dec-17	\$565,000
76829	NYS Office of Children and Family Services	1-Jan-17	31-Dec-17	\$9,960,316
76845	NYS Office of Children and Family Services	1-Jan-17	31-Dec-17	\$1,429,600
76858	NYS Office of Children and Family Services	1-Jan-17	31-Dec-17	\$1,650,000
76794	NYS Office of Temporary & Disability Assistance	1-Jan-17	31-Dec-17	\$1,207,000
76798	NYS Office of Temporary & Disability Assistance	1-Jan-17	31-Dec-17	\$2,228,429
76810	NYS Office of Temporary & Disability Assistance	1-Jan-17	31-Dec-17	\$2,757,966
76816	NYS Office of Temporary & Disability Assistance	1-Jan-17	31-Dec-17	\$327,496
76818	NYS Office of Temporary & Disability Assistance	1-Jan-17	31-Dec-17	\$1,103,527
76807	NYS Office of Temporary & Disability Assistance	1-Jan-17	31-Dec-17	\$964,616
76821	NYS Office of Temporary & Disability Assistance	1-Jan-17	31-Dec-17	\$679,300

*Continued on next page*

76812	NYS Office of Temporary & Disability Assistance	1-Jan-17	31-Dec-17	\$367,082
77758	Health Research, Inc.	1-Apr-17	31-Mar-18	\$142,345
77761	Arizona State University / CPOP Website	15-Jan-17	31-Dec-17	\$10,000
	HWRI RN Training Project	1-Jan-17	31-Dec-17	\$316,313
	HWRI BSN MSN Training Project	1-Jan-17	31-Dec-17	\$478,182
77703	NYS Justice Center for the Protection of People with Special Needs	1-Dec-16	30-Nov-17	\$14,980
<b>Total</b>				<b>\$32,771,532</b>

Table 1

## 4.2 Submissions

The 2016–2017 year was quite productive and busy for PDP. The organization was successful in retaining many of its existing contracts as well as gaining some additional new work with other organizations. Overall, 25 new project accounts were established and 26 projects were closed during 2016–2017.

## 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 2017–2018, PDP projects that its gross funding will be over \$38 million.



## 5.1 History of Funding

During the past decade, PDP's annual funding averaged approximately \$37.7 million per year. Figure 5 is a summary of PDP's funding history from 2012–2017.

**Funding History From 2012–2017 (gross in millions)**

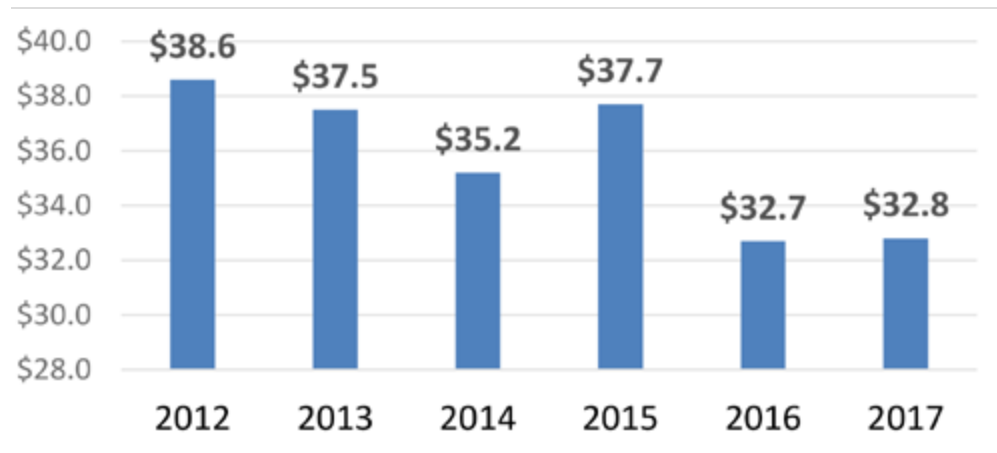


Figure 5

## 5.2 Indirect Cost Recovery

PDP has produced a substantial percentage of the total indirect cost received by the University. Over the past three fiscal years (FY July 2014–June 2017), PDP generated an average of \$3.2 million per year in indirect cost recovery for the University with an effective rate of return averaging 14.5%.

Cumulatively from FY 2003–2004 to FY 2016–2017, PDP:

- Generated approximately \$43.3 million in Indirect Cost Recovery (ICR) with an effective rate of return of 14.6%.
- Received approximately \$1,768,100 or 4.1% of the total ICR it produced for the University.

For the FY 2017–2018, 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.

### 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 3,029 instructional activities per year enrolling approximately 168,884 workers in its programs. Figure 6 provides a summary of instructional activity and enrollments for the period 2012–2017.

During the past year (2016–2017), PDP reported that it offered 2,714 courses, institutes, and workshops enrolling 225,498 workers. This generated 708,404 contact hours of instruction across all of its programs which was a 42% increase compared to last year. The program areas that generated the largest enrollments were Child Care Provider Training—181,718 registered; and NYS STD/HIV Prevention—12,306 registered.

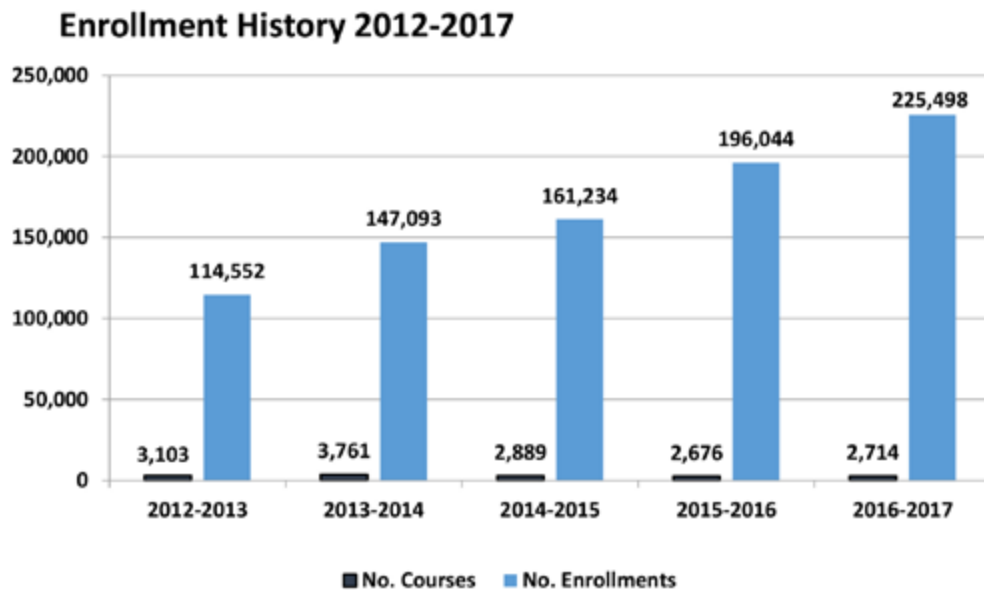


Figure 6

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.



## 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.

### **PDP Offers Two Sessions of “How to Plan, Develop and Evaluate Training” Course**

The Professional Development Program utilizes a research-based systematic approach to instructional design and development. To ensure that all staff members working directly either developing or delivering instructional materials are well grounded in this methodology, PDP offered two sessions of the four-day, “How to Plan, Develop and Evaluate Training” course in January and February 2017. PDP has been offering this course periodically since 1997. In 2017, twenty-nine PDP staff, primarily in training program coordinator, senior education specialist, senior trainer, and education specialist titles attended the course.

The course, developed by Dr. Ruth Clark and taught by Dr. Elaine Lowe, is the result of over twenty years of research and the work of Dr. David Merrill and Dr. Robert Horn. The culminating activity of the course is the planning and development of a lesson based on the learner’s own technical content. PDP managers work with staff attending the course to pick a relevant topic for the lesson. Among the skills taught during this intensive four-day course are:

- How to apply a systems approach when planning training
- Completing a job task analysis for use as the basis of the training
- Writing learning objectives linked to required job skills
- Outlining courses and lessons
- Developing learner workbooks/manuals with content and practice exercises
- Planning approaches to evaluate the success of the training

The long-term success of PDP’s training programs are the result of the consistent use of a systematic approach to design, development, and evaluation.

### **6.2.1 Early Childhood Education and Training**

#### **Educational Incentive Program**

The Educational Incentive Program (EIP) provides scholarships to assist 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 8,081 scholarships

totaling \$4,173,895 were issued to New York State child care providers. Of the total amount of funds issued, 78% were allocated for College Credit-Bearing and Credential activities.

EIP began full implementation of the Event Approval process in 2016. This process ensures that participants in the EIP scholarship program receive training that supports the goals and regulations of the NYS Office of Children of Family Services (OCFS). The process requires all non-credit bearing training be reviewed and approved by PDP staff prior to becoming eligible for EIP scholarship funding. A total of 561 trainings were reviewed and approved and 2,151 individual trainings were scheduled and eligible for scholarship funding.

To support expanded use of the Pyramid Model, a positive behavioral intervention and support framework to promote children's social and emotional competence, EIP staff developed a proposal to support 8 Pyramid Model Implementation Sites (child care programs) with Pyramid Model Coaches trained in the Pyramid Model Pre-School Module IV curriculum. OCFS agreed to the proposal and approved EIP funding 67.5 hours of coaching for each program over the course of 9 months in 2017.

PDP also supported 4 deliveries of Pyramid Model Training to be conducted by the Pyramid Model Consortium during the first half of 2017. One delivery each of TPOT Reliability and TIPTOS Reliability and 2 deliveries of Practice Based Coaching occurred in February and March 2017.

### **Rebates**

Department staff continued to process MAT and Health and Safety rebates for eligible child care providers. 1445 MAT rebates totaling \$126,710 and 320 Health and Safety rebates totaling \$71,388 were issued this year.

### **Project Support**

The Department's Administrative Support Unit continued to assist child care providers who call or email seeking information and technical support. Call and email volume increased significantly this year due to new Health and Safety training requirements. Staff provided assistance to individuals having difficulty with their accounts, navigating course and to child care center directors seeking to become authorized trainers of our e-learning congregate viewing option.

## **6.2.2 Child Care Subsidy Project**

### **Department of Child Care Subsidy and Regulated Care Training**

A re-designed New Regulatory Staff Institute was initiated to better meet the needs of new regulatory staff; one that focuses on skill development and competency. An "on-boarding" workgroup of licensors is developing a New Regulator Orientation plan to coordinate their work with the new Institute. There were two days of integrated needs assessment in order

to clarify what would be the best work to include in the Institute. A Recommended Outline was approved by the New York State Office of Children and Family Services (OCFS) based on that needs assessment as well as a review of the Institute post session questionnaire comments and verbal comments trainers receive throughout the training year that impact the Institute.



OCFS charged the Distance Learning Committee to develop a process to approve organizations (rather than each individual course) who offer distance learning courses in order to increase the number of course selections for providers. Research was completed with distance learning accrediting bodies: IACET and DEAC. Findings included the criteria of each were so closely aligned that the OCFS Distance Learning Review Criteria, that committee work was redundant to the other association's reviews. The committee determined three levels of course approval. Two of the three include organization approval whereby all courses offered are approved automatically. After implementing this new process, the increase in courses available to NYS providers rose dramatically (by 30% in the first month). This process now saves time on behalf of staff who review the courses and the back-log of courses to review is gone. Staff now dedicate time to researching distance learning organizations and soliciting their inclusion in the NYS Distance Learning approval process.

A collaboration training with the Department of Computer Training Services and the Child Care Subsidy training staff was refined and continued to provide participants with the rationale between program and Child Care Facilities System (CCFS) operations when processing enrollment applications and making decisions in the legally-exempt enrollment process.

Changes in the federal requirements necessitated the *10 Hour Legally-Exempt Child Care Provider Training* to be re-aligned to meet the needs of legally-exempt providers with quality professional development opportunities that can increase their subsidy payment for child care. As a result, there were two courses developed and distributed to those already trained to deliver the 10-hour course to legally-exempt providers: all Child Care Resource and Referral Agencies and the two unions who represent in-home care providers: UFT and CSEA. The two courses are: *Health and Safety Training for Legally-Exempt Providers* and *Child Development Training for Legally-Exempt Providers*. A webinar was provided to these trainers to review the transition of content from the 10-hour course to the two new courses.

A training of trainers (TOT) was developed to assist Enrollment Agency staff understand adult learning principles, how to incorporate them into their training and to familiarize them with the new *Health and Safety for Legally-Exempt Provider* curriculum. This was completed to secure additional training opportunities for this population who are required to attend the *Health and Safety Training for Legally-Exempt Providers*, or take the *Foundations of Health and Safety* e-learning course. Multiple two-day TOTs were completed across the state.



A new database/portal system was created and initiated for Medication Administration Training (MAT) and Health and Safety. This system accurately tracks trainer information for MAT and Health and Safety. It allows the approved trainers to go into a portal and add their scheduled trainings, update rosters, download rosters and confirm attendance and completions by participants. This saves the manual mailing/faxing/scanning of information into PDP as well as alleviates PDP staff from having to manually enter all of the information into an internal database.

The new Federal requirements for the Child Care and Development Block Grant continued to inspire additional course work in health and safety. The new course, *Health and Safety for Day Care Center and School-Age Child Care Staff* was completed and a select group of Health and Safety trainers, having additional credentials, were provided the approval to offer this course to this new audience. In addition, OCFS requested a 15-Hour course be developed for DCC, SAC and Legally-Exempt Group Directors. A TOT to yet another select group of approved H&S trainers will be developed and provided in order to assure quality delivery to this new audience.

### 6.2.3 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 NYS has a specialist who focuses on implementing the new Child Welfare Practice Model. These Specialists have placed emphasis on projects that assist in:

- Engaging Families, Engaging Youth and Providing Normative Experiences
- Strengthening Caregiver Capacity to Protect and Provide for Children
- Facilitating Safe Out of Home Placements and Rapid Permanency
- Develop a Trauma-Informed System
- Support a Racially Equitable and Culturally Competent System

- Address Individual Family Needs Through Comprehensive Family Assessments, and
- Develop Organizational Effectiveness

These individual efforts have trained over 1,000 individuals.

The project has also continued to work with districts and agencies to ensure the Principles of Partnership; Everyone Desires Respect, Everyone Needs to be Heard, Everyone Has Strengths, Judgments Can Wait, Partners Share Power and Partnership is a Process, are embedded in all child welfare practice. This project has also been a part of a statewide work group to redesign OCFS' training system to focus on competencies and to ensure a statewide program that is universal for all Child Welfare workers. This work has revised and refined training methods and curriculum to assist workers in developing the skills needed to work with vulnerable Children and Families. The project has been instrumental in influencing the beginnings of a paradigm shift where new workers are supported and developed in their workplace. Finally, the Project has been the lead on developing training curriculum for Child Welfare cultural responsiveness. Cultural responsiveness training will be provided to all new workers and will target those districts and agencies in NYS that demonstrate a high rate of racial disparity in their practice.

#### 6.2.4 Public Service Workshops Program

Just before this time period in May 2016, PSWP finalized a very well-researched, data-driven and ambitious workshop plan to prepare for when the PEF agreement was back in place. An unusual 1-year agreement was struck between PEF and the State and PSWP was asked to move forward with that plan immediately. Not only was the plan highly praised by leadership from both PEF and GOER, they wanted it all delivered immediately within the next 6 months, along with additional Leadership Development Programs and Nurse Leadership Training Programs, and with the approval of the NYS Leadership Institute to follow. Not only was PSWP able to achieve this, but they did so without sacrificing the quality of training that PDP is known and respected for.



Everyone on the team played a key role from researching and coordinating the workshops, handling agency workshop requests, developing world class online courses, creating and amending provider agreements, processing invoices,

assisting with enrollment and participant communication, providing stellar customer service, administering and analyzing workshop evaluations, and providing invaluable insight and the critical thinking skills required to meet a plethora of unique and sometimes evolving deliverables and sponsor requests.

In this period, PSWP delivered 190 workshops (241.5 training days) to over 4,200 participants, with an overall workshop evaluation average of 4.5 out of five. This included three Nurse Leadership Training Programs (all in the final quarter of 2016), completion of a UUP Learning and Development Series, three Leadership Development Programs, and the launch of the NYS Leadership Institute in February 2017. Additionally, due to interruptions to program delivery caused by labor and management negotiations, 80% of the workshops in 2016 were delivered in the last 4 months of the year (100 workshops).

The NYS Leadership Institute is a new partnership between the Governor's Office of Employee Relations (GOER), the Professional Development Program, and the University at Albany's Rockefeller College of Public Affairs and Policy. The year-long program provides senior-level state employees the tools and strategies to successfully meet the challenges facing those in leadership positions in New York State government.

### **6.2.5 Department of Computer Training Services**

PDP's Department of Computer Training Services (DCTS) provided training, curriculum development, needs assessment, and trainee support to over 9,500 trainees through approximately 1200 offerings of over 450 courses from July 2016 – June 2017 across a variety of Office of Children and Family Services (OCFS) and Office of Temporary Disability Assistance (OTDA) computer systems and programs, including:

- Adult Services Automation Project (ASAP.NET) system
- CONNECTIONS
- Child Care Facility System (CCFS)
- Child Care Time and Attendance (CCTA) system
- Child Fatality Review and Prevention (CFRP) system
- Detention Risk Assessment Instrument System (DRAIS)
- Juvenile Justice Information System (JJIS)
- Shelter Management System (SMS) system
- State Supplement Program (SSP) system
- Statewide Financial System (SFS)
- Supervision and Treatment Services for Juveniles Program (STSJP)
- Welfare Management System (WMS), and
- Welfare-To-Work Caseload Management System (WTWCMS).



DCTS staff also developed and delivered customized training on commercial applications such as the Microsoft Office 2013 and 2016 suites, which included tailoring training scenarios, examples, and learning objectives to meet the needs of trainees working in the area of social services.



Classes are delivered through classroom training, virtual classroom training, webinars, and self-paced web-based training. One-on-one and small group training support, as well as the development of help systems for two OCFS applications, were also designed and provided throughout the year.

Much of the training provided by DCTS was in response to emerging needs, including those per regulation changes that impact system use, new system features and functionality, and major updates to OCFS and OTDA systems. 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, such as children, the elderly, and persons in need of economic or employment support. This includes training on CONNECTIONS, the New York State (NYS) system of record for child welfare casework documentation, which encompasses areas such as child protective services and foster care. Other training deliverables related to OCFS and OTDA initiatives focus on the support of child care services, adult services, juvenile service programs, child fatality reviews, shelters, financial assistance, and more. DCTS delivers training statewide to NYS staff, Local Departments of Social Services, child care providers, voluntary agencies, and other staff who use and support the aforementioned systems.

DCTS continued to provide training to support the needs of NYS's Division of Child Care Services, which is responsible for the licensing, registering, and inspecting all child day care facilities regulated by the state. DCTS designed, developed, and delivered systems training to assist individuals in carrying out these critical duties. The training deliverables help programs comply with state and federal regulations to ensure the safety of children in care.

When the OCFS Statewide Central Register (SCR) identified a need for CONNECTIONS training as part of their five-week training program for new hires, they turned to DCTS. DCTS CONNECTIONS project staff worked diligently with SCR staff to provide customized CONNECTIONS training for new SCR staff that incorporates pertinent policies and procedures. DCTS completed several activities to prepare for the development and delivery of this training, including a thorough review and analysis of



existing SCR training, updating the existing training environment and wireless system, and holding planning meetings with SCR staff.

CONNECTIONS Training entered the world of microlearning with the launch of *Viewing Person History in CONNECTIONS via Implied Role*. Several other microlearning courses are in development. While training is always encouraged for new workers, these courses allow even seasoned workers to refresh or increase their knowledge of specific CONNECTIONS functions in a short amount of time.

### 6.2.6 Department of Temporary Assistance Training

The Department of Temporary Assistance Training continued to expand its course catalog (by 11%) and number of course offerings (by 37%) and use available technology to meet emerging training and project sponsor needs.

This past year, 7,072 trainees participated in 528 days of training through 72 different courses delivered through a variety of training modalities, including: multiple residential training institutes (five, six, and ten-day programs); a range of statewide, regional, and site-specific classroom training programs and training meetings (half, one, and two-day programs); several planning forums and workgroup meetings; two training conferences; and multiple e-learning programs delivered via webinar technology and in self-paced formats on TrainingSpace.ny.gov. Courses were delivered throughout New York State in support of Office of Temporary and Disability Assistance (OTDA) initiatives.

Last year's growth in using webinar technology for instructor-led trainings was sustained. Additionally, there was significant growth this year with delivering traditional classroom training (both adding new courses and increasing offerings of existing courses). The demand for instructor-led performance-based training to state and social service district workers increased due to the shifting workforce and emerging learning needs. Of 404 course offerings, 296 were classroom training courses representing a 95% increase from the

previous year. Also, 73% of all learners served participated in classroom training and 27% in webinar offerings.

Several new courses were designed and implemented, expanding our training portfolio. Notably, among the new courses is the custom five-day *Hearing Officer Procedural Training Institute* classroom training, which was piloted and then implemented statewide in coordination with OTDA. This course is targeted to OTDA Hearing Officers (also known as Administrative Law Judges) throughout the state to ensure that



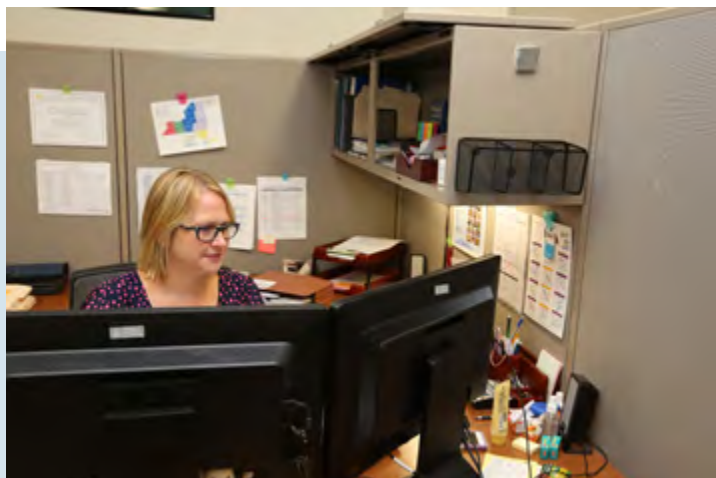
administrative hearings involving issues related to publicly-funded benefits are conducted effectively and in a consistent manner. PDP designed this comprehensive, performance-based core training using the ISD/ADDIE model, which included completing a comprehensive job task analysis, working closely



with experts in the field, and using real-world scenarios. Two course offerings were delivered this period, with four more planned for fall 2017 and several more in 2018.

Another new classroom training, *TA Overpayments, Recoupments, and Claims*, was implemented in spring 2017. Six offerings reaching 132 learners from 21 counties were delivered April through June 2017, with 12 more counties expected to participate in four fall 2017 offerings. This specialized course reviews the process and range of tasks involved in identifying, calculating, establishing, and recovering Temporary Assistance (TA) overpayments, such as through benefit recoupments and other collection methods. The course supports New York State and social services districts in reducing error rates, meeting performance targets, and ensuring program integrity. The target population includes TA workers and other social services district (SSD) staff, such as TA supervisors, Welfare Fraud Investigators, and SSD fiscal staff. In future years, this course will be available upon request to meet workforce training needs.

Additionally, in November 2016, *Child Support Pass-Through and Disregard Training* was piloted using iLinc webinar technology. Statewide implementation of this new course began in December 2016 and continued through June 2017, with 24 course offerings reaching 431 learners. This training reviews the state policies and process for accurately budgeting child support disregards and issuing pass-through payments on Temporary Assistance (TA) cases with child support. The training focuses on the responsibilities and tasks of the social service district (SSD) TA Unit in the issuance of pass-through payments and budgeting of child support disregards on TA cases, and consequences to the SSD and TA recipients when pass-throughs are incorrectly issued and child support disregards are incorrectly budgeted. Clarification of roles and responsibilities of TA workers and Child Support Enforcement (CSE) workers is included to enhance inter-district communication. The target population includes SSD TA directors, supervisors, and workers; and SSD CSE coordinators, supervisors, and staff have also attended.



Lastly during the year, this department modernized the on-site registration and attendance-taking process for a variety of training events. This effort included launching Event Leaf self-check-in technology to streamline and modernize this process. Using Event Leaf, trainees can either use touch screens on tablet kiosks or scanners with bar coded name badges to check themselves into training events rather than wait on lines to sign attendance rosters. This speeds up check-in times and contributes to a positive trainee experience. Event Leaf is used in concert with the Human Services Learning Center

(HSLC). Event Leaf was piloted during fall 2016, and put into regular use with training conferences, regional training meetings, and other training events beginning in January 2017. With Event Leaf, PDP has enhanced the delivery of training services to the OTDA project sponsor and training event participants. Both trainee and project sponsor reactions have been consistently positive.

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

The Child Support Training and Outreach Project (CSTOP) continues to use innovative approaches to address the needs of child support workers in an ever-changing program. Training products range from focused micro-learning modules intended to address topical needs such as how to print excel reports without exceeding the margins to creating a video recording of the step-by-step procedures to extract specific information from ASSETS, the automated child support accounting system. This past year the program area supported by this project, the Division of Child Support Enforcement, underwent organizational changes and emerged as Child Support Services. The CSTOP team worked diligently to accommodate those changes while creating new and updating old curricula, desk aids and asynchronous training products.

### **Developing a Comprehensive Resource on the Child Support Process**

This past year, the Child Support Training and Outreach Project (CSTOP) embarked on a new initiative—helping OTDA's Child Support Services build a comprehensive work performance support resource that we expect will enable child support staff statewide to conduct work activity more efficiently, and with better results. During this first year, groundwork for the new Child Support Program Manual, an online and paper-based resource meant to aid child support workers in all their job functions at the moment-of-need was laid. A plan was developed for an iterative review, update and reorganization of all child support information successively by topic, designed a structure for the content and built the

technical infrastructure for both the online and paper formats of the new manual. The first chapter was well received by a Key User Group.

### **The Online Income Withholding Calculator Has a New Look!**

The Income Withholding Calculator, an online interactive tool designed to help employers calculate withholding in accordance with federal and New York State child support laws and regulations, is keeping pace with changing times. Found under the Employers tab in the Child Support Services section of OTDA's public website the calculator now has a new format and responsive design so it displays correctly when accessed by mobile devices! The Child Support Training and Outreach Project staff created and then updated the calculator and the entire Employers section of the website.

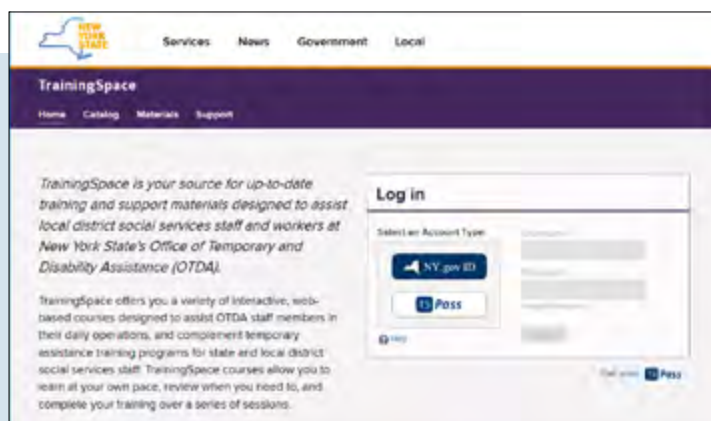
### **Making Training Relevant**

In response to an onslaught of questions on the interstate process and requests for training on the Uniform Interstate Family Support Act (UIFSA), CSTOP staff devised a simple method to reach a widespread audience so they could all benefit from the responses—conduct live, troubleshooting webinars. Child support workers were encouraged to answer a survey in the weeks leading up to each of four scheduled webinars explaining some of their specific difficulties with the UIFSA process, and the webinars then addressed both those specific cases and the general themes surrounding them. The attendance for each of these webinars was high and they received positive feedback from the participants; there are plans for the Child Support Training and Outreach Project to continue this series periodically in the future.

## **6.2.8 Instructional Technology Programs**

PDP continues to be a leader in developing technology-based training solutions.

Last year, more than 30,000 participants completed web-based trainings using TrainingSpace, a training portal for New York State social services staff. PDP's Instructional Technologies Unit (PDP ITU) works closely with the New York State Office of Temporary and Disability Assistance (OTDA) to manage TrainingSpace and create web-based trainings housed there. In the last year, PDP ITU launched a number of new courses on TrainingSpace. In conjunction with the Eat Smart New York program, PDP ITU built the *Eating Healthy on a Budget* course, designed to help the general public plan, purchase and prepare healthy meals for their families. PDP ITU also designed, developed, and implemented *Interim Assistance Reimbursement*, multiple topics for *Temporary Assistance Budgeting & Coding*, *Assisting Blind and Visually Impaired Clients in the SNAP Application Process*, the *TA/SNAP Worker Training Path*, and annual updates for the portfolio of *Supplemental Nutrition Assistance Program (SNAP)* and *Home Energy Assistance Program (HEAP)* trainings.



In late 2016, PDP ITU completed a multi-phase project to expand access to TrainingSpace to new audiences, including staff at the New York City Human Resources Administration (HRA) and OTDA contractors. OTDA Training and Staff Development's Associate Director praised the results of the project, "Access is now available through an alternative account/registration application, allowing HRA staff improved access to OTDA's vast library of policy, procedural, and error-reduction online courses."

PDP ITU worked with PDP's Public Service Workshops Program (PSWP) to successfully develop and deliver online courses for the Governor's Office of Employee Relations through the Statewide Learning Management System (SLMS). PDP ITU developed a number of courses in 2016–2017, including *Information and CyberSecurity Awareness*, *Human Trafficking Awareness*, *Language Access*, *Ethics for New York State Employees*, and *Integrity: The Foundation of Public Service*. These courses continue to garner high praise from the sponsor, in terms of the quality of the final products and the ease of the development process.

PDP ITU continued to manage both the OTDA Intranet and Internet sites and maintained compliance with the highest level of the Web Content Accessibility Guidelines (WCAG). PDP ITU worked with OTDA's Public Information Office to implement the latest New York State branding recommendations and other enhancements.

For the Office of Children and Family Services (OCFS), PDP ITU maintains the OCFS Internet and Intranet sites, completing daily updates while working to apply the next phase of the New York State branding guidelines. PDP ITU also collaborates with OCFS to re-design and develop the County Plans application, which allows county staff to enter required data related to the Statewide Assessment and Performance Improvement Plan. A preliminary version of the County Plans application was launched in late 2016, with a new version slated for late 2017.

PDP ITU continued its roles as the current national contractor for the Passport to Partner Services e-learning curriculum. Collaborating with the New York State STD/HIV Prevention Training Center and the Centers for Disease Control and Prevention, PDP ITU works to maintain and enhance the training portal, training modules, and multiple related web sites, while providing technical support for trainees and program administrators.

PDP ITU worked with PDP's Child Welfare Training Program and the Media Production Unit to develop *Co-occurring Disorders for Child Welfare Workers* for the Office of Children and Family Services. Development of the online training required a large "green screen" photo shoot, audio recording of voice actors, and manipulation of the photographs. PDP launched the course in June of 2017 with positive feedback from sponsor staff and trainees.



PDP ITU worked with the University at Albany School of Public Health's Center for Public Health Continuing Education (CPHCE) to integrate a series of web-based training modules with a third-party payment system within the existing PDP-managed PHTC Online learning management system.

Trainees use the system to pay for access to the courses,

which offer continuing education credits. The system also provides detailed reports for CPHCE staff to track registrations, completions, and online and offline payments. In addition to the design and development of the system, PDP ITU staff was instrumental in helping CPHCE staff think through the system requirements and the processes involved for both trainees and administrative staff.



PDP ITU partnered with a number of other sponsors over the past year, including: the Center for Problem-Oriented Policing, University at Albany's Child Research and Study Center, University at Albany's Preparedness and Emergency Response Learning Center, the Office of Probation and Correctional Alternatives at the New York State Division of Criminal Justice Services, and the New York State Justice Center for the Protection of People with Special Needs.

### 6.2.9 Evaluation

During the past year, the Evaluation Unit, consisting of one full-time Senior Research Scientist, two part-time Research Scientists, and two PhD graduate assistants, worked on a growing number of quantitative and qualitative in-house and special evaluation projects.

In July 2016, PDP, in consultation with the New York State (NYS) Governor's Office of Employee Relations (GOER), designed a mixed method evaluation plan to assess the effectiveness of GOER's newly designed Essentials of Supervision: Fundamentals Certificate Program. This training program included both classroom and web-based learning activities. The beta test of this program began in November 2016 and ended in March 2017. The goal of the program was to increase the competence, confidence, and skills of supervisors and have them successfully apply their new knowledge and skills to their workplace. The target audience were new NYS supervisors who had been in their positions for less than two years.



The training evaluation included both qualitative and quantitative design/methods. Several components of Kirkpatrick's Four Level Evaluation Model were incorporated into the evaluation plan. Staff held two focus groups with a sample of program participants and one group with supervisors of participants, along with semi-structured phone interviews. The triangulation of the evaluation results provided positive evidence that the program was highly effective at meeting the intended goals. The implementation of the evaluation activities and report was well received by the sponsor.

In February 2017, Evaluation staff prepared an extensive literature review for PDP's Department of Temporary Assistance Training (DTAT) for the course, "Program Development and Implementation Considerations for People Affected by Poverty and Trauma". The literature review provided an overview of the impact poverty and trauma can have on the decision-making ability of public assistance recipients.

For the DC01: General Child Care Training/Educational Incentive Program/Career Enhancement and Medication Administration Training project, PDP continues to focus on developing and conducting Kirkpatrick's Level 3 evaluations to demonstrate the positive transfer of training knowledge to the workplace via data-driven evidence. This is the fourth year for a Level 3 evaluation of an Early Childhood Education and Training Program (ECETP) e-learning course. PDP also added interviews with supervisors of training participants about their staff members' use of strategies covered during the training in the workplace.

In October 2016, PDP sent an online survey link to a Kirkpatrick's Level 3 evaluation survey via email to a sample of providers who attended the *Supervision of Children* e-learning course. The results showed that the majority of survey participants felt they had increased their overall use of supervision strategies after taking the e-learning course. The majority of supervisors independently reported that employees who took the *Supervision of Children* course had increased their use of supervision strategies after completing this e-learning offering, which is consistent with the results of the participant survey. This trend of participants increasing their use of best practices on the job after viewing DC01 e-learning courses has been observed since PDP started conducting Level 3 evaluations on them.

As part of the Educational Incentive Program (EIP) Event Approval process, PDP conducted a pilot evaluation of a sample of approved courses. The pilot included event-reviewed classroom-based trainings that began in September and October 2016 and concluded by December 31, 2016. Attendees received customized emails with links to individualized Level 1 surveys. Participants from 46 courses completed surveys and rated them favorably.



In August 2016, Evaluation staff developed a proposal for an evaluation of the New York State (NYS) Pyramid Model Training Program for OCFS. In December 2016, they discussed plans for PDP's study with the Evaluation Workgroup of the NYS Pyramid Model Partnership Leadership Team. In January 2017, PDP began work on the evaluation to include semi-structured phone interviews of a sample of training participants, telephone interviews with supervisors and classroom observations of an intervention group of teachers who had attended Pyramid Model training and a control group of those who had not. The Research Scientist also interviewed trained observers who will conduct independent classroom observations. Reporting will occur during the second half of 2017.

A trend analysis of data from 2009 to 2016 regarding trainees' Level 1 survey open-ended response suggestions for future training topics is underway for the Public Service Workshops Program (PSWP), a working partnership with the NYS Governor's Office of Employee Relations (GOER), the Public Employees Federation (AFLCIO) (PEF), and the Professional Development Program. Other PSWP work included three special projects, the Nurse Leadership Development Program, the Leadership Development Program, and the New York State Leadership Institute. In November 2016, GOER announced a new leadership development opportunity for Management/ Confidential (M/C) employees in salary grades M2 (or equated) and above, the NYS Leadership Institute (NYSLI). The NYSLI was designed to increase the leadership effectiveness of participants by providing tools and strategies to successfully meet complex challenges in NYS government. The first delivery of the NYSLI, coordinated by PDP, was held on February 27–March 1, 2017. During this reporting period, four out of seven scheduled sessions took place.

## **6.2.10 Child Welfare**

### **Working with Alcohol and Substance Affected Families**

Several units within PDP collaborated to finalize the *Co-occurring Disorders for Child Welfare Workers* e-learning course in June 2017. This training provides participants with information on specifics of working with clients affected by both a substance use and mental health disorder. This program focuses its impact on the family and the implications for delivering services to families who are affected by mental illness and substance use.

In response to the growing concern of substance use and the impact on family dynamics, OCFS requested that PDP develop two new courses. These courses, *Substance Use and Family Dynamics* and *Opioid Use and Family Dynamics*, will be offered in the fall of 2017.

### **Casework Documentation**

In August 2016, PDP staff provided training to identify case documentation requirements specifically for supervisors who review child welfare cases. This specialized training was well received by the supervisory participants, which provided them with a better understanding of and effective use of the casework documentation system. Participants indicated the training

reinforced what they knew and they felt better equipped to assist workers in the completion of a better and more complete FASP.

Other specialized training provided related to casework documentation included PDP partnering with Butler Institute in December 2016 to provide a training specific to Progress Notes for FAR cases. In March 2017, PDP staff provided a training specific to Safety and Risk Assessments being completed as part of the Family Assessment and Service Plan (FASP).

### **Child Forensic Interviewing**

PDP was awarded the Child Forensic Interviewing training contract, which began in March 2017. PDP partnered with Gundersen National Child Protection Training Center (GNCPTC) to provide twenty, five-day forensic interviewing trainings, eighteen advanced special topic courses, and six special topic webinars. To promote this training, an onsite overview of the training was conducted at numerous locations throughout the state as well as partnering with other units at PDP to provide a webcast about the upcoming Child Forensic Interviewing Training.

### **Statewide Adolescent Services Training**

During the fall of 2016, PDP partnered with Columbia University's School of Social Work's Workplace Center to schedule and facilitate the delivery of a two-day Training of the Trainer on the *Young Adult Work Opportunities for Rewarding Careers (YA WORC)* course for the regional Youth Engagement Specialists and other OCFS regional office staff identified as important to supporting program integration. This allowed the transfer of knowledge from Columbia University staff to trainers retained by New York State to support the child welfare workforce and provide for a sustainable and consistent statewide program to prepare youth in care for careers and the world of work.

Additionally, PDP collaborated with Workplace Center Director and staff to schedule and facilitate a Workforce Readiness Webinar in December 2016. This webinar provided an overview of the Workforce Readiness Program, which will be available in 2017 for one to two agencies in each of the OCFS Regions 1–5. The Webinar was recorded and is available in HSLC.

PDP partnered with NYS OCFS Bureau of Vulnerable Populations to develop and facilitate three, three-day Training of the Trainer on the *Identifying and Supporting Survivors of Commercial Sexual Exploitation of Children and Youth Trafficking (CSEC)* course for the regional Youth Engagement Specialists and other Safe Harbor coordinators and staff across the state.

PDP collaborated with NYS OCFS Bureau of Training and Development and the Child Welfare and Community Services on the development of a statewide needs assessment to explore and understand ways to assist NYS Foster Care agencies to strengthen and support

staff development that will lead to better outcomes for transition age youth (13-21) in foster care.

### 6.2.11 Department of Media Production

In partnership with the Offices of Children and Family Services (OCFS) and Temporary and Disability Assistance (OTDA), PDP's Department of Media Production creates products to support the agencies' training needs.



Media Production developed a variety of products that were delivered via multiple platforms. They produced eight webcasts: *SNAP Civil Rights Training*, *Addressing Challenging Behavior: the Pyramid Model in Action*, *Legal Updates for CPS and Child Welfare: October 2016*, *Nutrition: Obesity Prevention, Picky Eaters and Food Allergy Management*, *Legal Aspects of Adult Protective Services: Update 2017*, *More Than Just "Use Your Words" Promoting Positive Communication with Children*, *Overview of Child Forensic Interview Training*, and *Part 413: Emergency Child Care Regulations*. Media Production used their expertise to develop long-form videos on topics ranging from juvenile justice, to child care services, to New York State's Lean Initiative. These projects included: *Orientation to OCFS for Youth in Detention*, *Market Rate Survey*, *Using the Income Withholding Calculator*, *Health and Safety Training Videos*, *Bureau of Permanency Services Promotional Video*, *2016 PIO New York State Fair Video*, *Child Care Options*, and *Lean: Dutchess County's Success Story*. Media Production also went out in the field to record live presentations, which they later provided to OCFS on DVD and made available on the Human Services Learning Center (HSLC).

Media Production developed two e-learning for child care providers titled *Expulsion and Suspension Prevention Strategies* and the *Foundations in Health and Safety*—a five hour e-learning to meet the federal Child Development Block Grant requirements. They also





provided supporting media for computer-based and stand-up trainings. These projects involved producing audio files for the OCFS Division of Child Welfare and Community Services' Foundations computer-based trainings (CBT) and the Healthy Families NY public service announcements; and video vignettes for *Using the Initial Trafficking Interview Tool for Youth*, *Crisis Management and Prevention Skills Demonstrations*, *Engagement Strategies Vignettes*, and the *Reasonable and Prudent Parent Standard CBT Open*. PDP's Media Production produced Spanish-language versions of long-form videos and e-learning.

Media Production continued to add training to their online course offerings. During this reporting period, the 16 e-learning trainings available through the ECETP learning catalog and the 23 trainings through HSLC, produced more than 227,745 completions.

In 2016 the Early Childhood program began offering On-Demand training. On-Demand makes previously presented Videoconferences available to the child care community. Child Day Care Center Directors and School-Age Child Care Directors can register to become an approved On-Demand trainer, enabling them to choose a date and time that works best for them to provide training to their program staff.

## 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 Department of Temporary Assistance Training

I want to let the PDP team know that the March 2017 Eat Smart New York Conference was a great success...These events take a lot of behind-the-scenes work and your team makes it look effortless. All of their hard work is what makes the ESNY training event such a valuable experience and useful to all of the participants. Thanks to all of you!

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

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#### [Regarding Time Limits and Time Limits Tracking training]

Thank you so much! You are very good at your job...You were one of my trainers last year... When I see your name or hear your voice I feel relief and know it will be a good training (regardless of the subject matter).

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— *From a social services district employee and trainee*

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The Staff Development Coordinator wanted to let us know that her trainee from last week's Institute for Temporary Assistance Programs came back to the office and said how great our training was, and how the trainers and materials were awesome. She also complimented us on how smooth everything went with the travel, the hotel, the meals, and the training site. Her staff attends many trainings and she said we really know how to put it all together.

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— *From a social services district Staff Development Coordinator  
as communicated by a PDP colleague*

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#### [Regarding the Hearing Officer Procedural Training Institute]

What I have reviewed has been right on point...I'm very pleased...This is super exciting... This is the product I hoped to see...Thank you for two years of hard work leading to this...I'm incredibly impressed and proud and thankful.

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

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**[Regarding a range of training programs for Hearing Officers]**

You do a lot for us and really good work. We thank you for your professionalism and effort.

— *From a NYS Office of Temporary and Disability Assistance  
Supervising Hearing Officer and trainee*

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### **6.3.2 Department of Computer Training Services**

DCTS courses and trainers are routinely recognized by trainees and sponsor staff for their accessible approach and applicability to trainees' needs, along with their knowledge and support of OCFS and OTDA programs and applications. Increased interactions with trainees, both during instructor-led training and asynchronous web-based training, was appreciated by trainees. Related comments include: "I LOVE these simulations! Thank you!" and "This is great! The level of interactivity makes for a really deep learning experience." For traditional classroom training, facilitated distance learning, and reference materials, feedback was also very positive, focusing on the informative and effective training materials and delivery. Such comments include: "This was the best training class that I have ever taken in DSS. Very hands on and informative with the materials as a step by step process." and "Content was clear and concise."

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### **6.3.3 Child Welfare**

**[Regarding casework documentation]**

We had [a child welfare trainer] at our agency last week (3/23) for the FASP Safety and Risk Assessment training, and it was received very well by our social work staff. Our staff thought that the training was very helpful, and [she] was a great trainer with knowledge and energy to keep up with all the questions that came from them. We just wanted to express our appreciation for coordinating this training with us, and we look forward to a future opportunity to work together again. Thank you again,

— *From a LMSW Assistant Director of Quality Improvement*

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**[Regarding Child Forensic Interviewing training]**

Thank you for being so great throughout this whole process, and for providing our professionals the opportunity to take such a wonderful training. On behalf of myself and our agency, we sincerely thank you for all your hard work and appreciate all that you have done.

— *From a Community Educator, Suffolk County Child Advocacy Center*

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**[Regarding Statewide Adolescent Services training]**

On behalf of OCFS, thank you so much for your presentation at the July 19, 2016 NYPWA workshop on *Serving Transitional Youth: Effective Collaboration Practices for Foster Care and Adult Services Caseworkers*. It was gratifying to see the packed room, the fact that we quickly ran out of handouts, and it was good to hear that subsequent to the workshop, NYPWA requested the copy of the Powerpoint for further distribution, as there had been numerous requests for the presentation from local commissioners. We appreciate your sharing your best practices and your experience and expertise.

— *From the Director, Bureau of Adult Services, NYS Office of Children & Family Services*

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**[Regarding Statewide Adolescent Services training]**

Thank you for providing a wonderful 2-day training for our staff. The evaluations were great and the participants seemed to really enjoy themselves.

— *From the Staff Training and Development Coordinator,  
Family and Children's Association*

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**[Regarding Statewide Adolescent Services training]**

As a result of the Bullying Training I attended, I am going to move forward with a Bullying Prevention Committee in the agency. Thanks again for introducing us to ... a great trainer!

— *From School Supervisor, Berkshire Farms*

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### **6.3.4 Licensing Training Project**

**[Regarding follow up on recent desk aid changes]**

Thank you. We appreciate the follow-up you always do. We actually used your name yesterday as an example of people who do this automatically provide follow up on assigned tasks.

— *From OCFS Home Office Staff*

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**[Regarding Leadership Role]**

I have been a trainer since 2001. I have had the pleasure of training under both previous Health and Safety Lead Trainers. I would like to acknowledge you, for your support and guidance in helping me provide quality training to future child care providers in the Western New York area. The Professional Development Program will surely thrive and grow under your dedication and commitment to the organization.

— *From Health and Safety Trainer*

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**[Regarding training attended]**

Thank you for responding so quickly. And for the record I was amazed at how knowledgeable you are with the Child Care Subsidy. I've never been at a training where the instructor was so on point and didn't have to "get back to us" with answers to our questions. Kudos to you!!

Thanks again!!

— *From OCFS Home Office Staff*

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**[Regarding training attended]**

Just wanted to say THANK YOU for training us newbies and putting up with my incessant questions! While I know it \*is\* your job, I appreciate the excellence in which you do it. I don't think we take the time often enough to appreciate someone who is good at their job.

Looking forward to continuing to learn from you!

— *From Columbia Co DSS Training Participant*

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### **6.3.5 Public Service Workshop Program**

... the greatest instructor that I've ever encounter for a training session. He could captivate and interest the audience the entire class...in addition to the fantastic instructor the course material was also fantastic. Some I've seen from other training courses but none as strong and detailed as this. This is one course that I truly feel that I have learned something (many things in this case), and that it'll be used in my everyday work life. Some of what we learned I already started using and additionally in conversations at work I can pick up on words and phrases that I wouldn't understand as fully as I do today. It was especially helpful when former graduates of this course came in and stated how these techniques work in the real world and some of the ways they've been implemented. Overall, I feel this course is fantastic and anyone that is or considering taking the responsibility of being a leader should take this course.

— *From a Leadership Development Program Participant*

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After completing this course, I now have a much clearer perspective on what it takes to be a leader. One cannot be a leader without a voluntary following regardless of job title or position. How to begin a project, communication plan, or problem solve always has to have a definition of “success”. The process to achieve success is a finite, definable method; that if followed, encompasses all of the necessary steps to achieve success. [The trainer’s] ability to clearly communicate with each person is amazing. He made dissecting each topic presented memorable, by providing personal examples and how they apply to the LDP process.

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— *From a Leadership Development Program Participant*

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Thanks to the LDP, I have sharpened my project management skills as well as my effective communication skills. As a direct result of the training, I now exercise better time management. I better invest the time I used to spend putting out fires, to now focus on the overall management of the unit. The benefit identified thus far is that the unit has become more efficient and raised the bar on employee performance with the intended result of sharpening their skills and preparing them to be the future leaders of tomorrow.

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— *From a Leadership Development Program Participant*

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... she [ITU e-learning instructional designer] and all of you make our lives easier. Your team does good work and are a great resource for NYS.

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— *From NYS Training Director, GOER*

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The dynamic facilitation which allowed participants a safe space for introspection, acknowledgement of opportunities for growth and plans for improvement of skills.

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— *From a participant in the Nurse Leadership Training Program in Buffalo*

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### **6.3.6 Instructional Technologies Unit**

Through the creativity and ingenuity of the programmers/developers at the Professional Development Program, OTDA was able to expand access to its course catalog and other materials on TrainingSpace to the HRA [New York City Human Resources Administration] target population. Access is now available through an alternative account/registration application, allowing NYC HRA staff improved access to OTDA’s vast library of policy, procedural, and error-reduction online courses.

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— *From the Associate Director, Office of Temporary and Disability Assistance*

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I wanted to say a big THANK YOU for all of the outstanding work that you did for the 2017 ESNY Training Conference. The event was a huge success and it is because of all of you and the amazing work and dedication you do to support the sponsor. From the design of the TrainingSpace site and database, to all of the logistics and coordination, the brochure design, preparing for onsite with badge printing/stuffing to day of assistance and then registrations to HSLC – you make it all look so easy! Thank you!

— *From a PDP Colleague*

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I just wanted to drop you a line to say that I heard NOT ONE thing about the County Plans this year. Last year, we were inundated with calls from counties having problems. I cannot thank you enough for whatever hocus pocus you worked up! As far as I can tell, everything went great this year. In fact, it was so quiet that I almost forgot to thank you until I went through my web folder and saw a note.

— *From the Assistant Commissioner, Office of Children and Family Services*

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I just want you to know what a big help you were yesterday with all of the closures and emergency postings you did for me when I had technical difficulties. You started early, went past closing time yesterday, and started early again this morning with closings. These postings are very important to both our office and the governor's office. Without your help I'm not sure what we would have done!

— *From the Manager, Office of Temporary and Disability Assistance*

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This is by far the best training we have had. Great graphics and content.

— *From an e-learning participant*

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### **6.3.7 Media Production**

#### **[Regarding Foundations in Health and Safety e-learning]**

This was a great training. I tried really hard to break it and couldn't! To tell you the truth, I thought a five hour training was going to be tough, but breaking it up in the segments was perfect! It went by quick! Nice job!

— *From OCFS Staff*

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#### **[Regarding Supporting Normative Experiences: Applying the Reasonable and Prudent Parent Standard]**

I will be able to apply [this information] on a daily basis for school and social activities.

— *From a Foster Parent*

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**[Regarding Supporting Normative Experiences: Applying the Reasonable and Prudent Parent Standard]**

It gave us guidance on when and how we can give permission for activities for foster children.

— *From Local District Staff*

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**[Regarding Supporting Normative Experiences: Applying the Reasonable and Prudent Parent Standard]**

Helpful in explaining what ‘normative experiences’ are and how to apply them to your foster child.

— *From Local District Staff*

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**[Regarding Orientation to OCFS for Youth in Detention]**

Thank you all for an excellent product.

— *From DJJOY Staff*

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**[Regarding Addressing Challenging Behavior: The Pyramid Model in Action Videoconference]**

Since the Videoconference our CCR&R has gotten several phone calls/emails etc. regarding the training. Everyone loved it! Our registration department would like to view it. Would it be possible to get a copy of the Videoconference DVD to show the rest of our CCR&R staff? Thank you!! This was GREAT!!!

— *From CCR&R Staff*

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### **6.3.8 Early Childhood Education and Training**

I just got off the phone with a trainer who participates with EIP and she asked me to express her absolute amazement at the smooth transition this year into the new EIP scholarship year. She said everyone was impressed by how fluid the change was, the availability of the new information for 2017, and how well organized everything is. The trainer said that everyone did an amazing job and wanted to express her thanks.

— *From an EIP participating trainer*

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Wonderful! Thank you all so much for assisting with this approval. We are grateful and I am sure it will help those that apply feel more at ease with knowing their status for eligibility. We will be mindful of this in the future with presenters that are approved in specific content. Wishing you well on this wonderful Monday!

— *From an EIP participating training organization*

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Again, I am so grateful our paths crossed and your support with this process is greatly appreciated! :)

The first time is always a learning process; and, your kindness, knowledge sharing, and support are much appreciated.

Feeling hopeful to support New York professionals soon,

— *From an EIP participating training organization*

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This is why I LOVE working with you:

- A—You have a sense of humor
- B—You always have a plan
- C—You have a similar attitude as I do, let's see how it plays out, there is always a reason.

Thanks for your continued support.

On a side note. My conference was so popular a colleague of mine is going to duplicate it in the lower Hudson. YEAH!!!

— *From an EIP participating training organization*

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I was awarded EIP funding for this course. Please advise me of any other documentation I am required to send. Thank you for continuing to make education a priority in NYS- It is very much appreciated.

— *From an EIP scholarship recipient*

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### **6.3.9 Training and Technical Assistance to Support Local DSS Permanency Planning**

The trainers today did an excellent job facilitating the Cultural Responsive training, their expertise in the topic really showed.

— *From the Deputy Commissioner of OCFS in regards to the new Child Welfare Foundations Program Plan*

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Thank you PDP. You did an amazing job as a facilitator. We can always count on the ROPAS when we need facilitators.

— *From the OCFS Child Welfare Foundations Program work group*

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In my opinion, RELE was one of the most powerful trainings I've ever attended. I do believe attending and participating in the sessions has positively impacted our child welfare work here at Nassau County Department of Social Services.

— *From an OCFS Director of Services*

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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.

##### 2016 Recipient—Cassandra Becker

Cassandra "Casey" Becker, Sr. Education Specialist, with PDP's Department of Media Production, is the recipient of 2017 Executive Director Award. Over the years, Casey has worn many hats, such as senior producer, program researcher, subject matter expert, course developer, and scriptwriter as well as identifying and recruiting other subject matter experts. Casey also lends her talents on air, conducting expert interviews and as a featured presenter. Furthermore, as a member of the Department of Media Production, Casey often pitches in on broadcasts, as needed operating various studio equipment.

Casey produced the Pyramid Model webcast series that received an APEX award for excellence earlier this year. She also produced the Preventing Expulsion and Suspension e-learning course, which features interviews that Casey conducted with Dr. Walter Gilliam



of Yale University, a national expert on this subject. Additionally, Casey was the featured narrator of the Health and Safety classroom training video.

Even more notably, Casey has been the driving force behind the 5-hour Foundations in Health and Safety e-learning course. She envisioned the creative museum concept that serves as the navigation tool for the course. She pushed herself, her colleagues and our sponsors in finalizing modules to meet the December 31 launch. Over 5000 trainees have taken the course by April 1 and kudos continue to roll in, including this one from Karen Kissinger from the Division of Child Care:

*Casey, we have already received positive feedback on the Foundations of Health & Safety online training. This includes providers, union representatives, and CCR&Rs. Thank you so much for your work. We appreciate your efforts to research, draft, revise, be the on-screen talent, nudge us as needed, and put all the pieces together while showing flexibility. Because of you and the PDP team, we expect several thousand-child care providers to gain knowledge and skills to keep children safe and healthy. We are also well positioned to meet federal requirements that providers obtain high-quality training in these topics.*

This glowing testament demonstrates without question that Casey is most worthy of this recognition.



### 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.

#### 2016 Recipient— Terri Zuelsdorf

Terri Zuelsdorf has worked for PDP since 2002 and is responsible for providing project and logistical support within PDP's Evaluation Department, the Finance and Project Support Department, and the Specialized Services for Employment and Economic Supports project. In April 2016, Terri assumed the responsibility of processing training evaluation survey data.



Terri regularly attends and actively participates in the Office of Children and Family Services (OCFS) Human Services Learning Center (HSLC) group meetings. Last fall, OCFS adopted Terri's suggestion for a visual instruction to demonstrate to trainees the correct way to complete the answer sheets. This newly redesigned answer sheets help gather more accurate data from trainees.

Terri's organizational skills and proactive approach serves PDP well in that she anticipates problems implements steps to prevent them from occurring. She created a written procedure manual for processing the various evaluation forms and it has proven to be quite useful to PDP staff. Terri is also instrumental in maintaining up-to-date policies and procedures regarding Evaluation and Room Reservation areas on the intranet. Terri maintains the 3rd floor copy center as well, and she ensures the machines are working properly and that supplies are well stocked. Terri takes pride in her work at PDP, takes on new assignments with enthusiasm and follow through to make sure they are successfully completed.

### 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.



#### 2016 Recipient—Nathan Allen

As a Sr. Programmer/Analyst for the Instructional Technologies Unit, **Nathan Allen** makes a huge impact on every project. In 2016, time and again, Nathan's work was a game-changer. Nathan's problem-solving abilities and technical skills are in high demand with peers, supervisors, and project sponsors. Nathan received the PDP Innovation Award for the fourth quarter of 2016 for his efforts in developing the 2017 iteration of the OCFS County Plans application. He learned a programming language he was not familiar with and then went on to reduce the number of files from over 440 to less than 120, and reduced the number of lines of code by more than 50%.

Nathan took on another challenge, which resulted in the development of CFScormHandler. This code, although described by Nathan as “fairly simple,” is a major breakthrough for PDP. It allows PDP learning management systems developed in ColdFusion to communicate with courses built in Lectora through SCORM, a set of technical standards for e-learning software. Thanks to Nathan's introduction of CFScormHandler, administrators are now able to see more detail about users' progress and completion for the 5-hour Foundations of Health and Safety training for PDP's Early Childhood Education Training Program. CFScormHandler will eventually apply to a large number of other PDP projects.

In mid-2015, OTDA requested that access to Training Space be expanded to allow NYC Human Resources Administration (HRA) staff to register for trainings without NY.GOV or HSLC accounts. Nathan was key figure in the design and development of the project, known as “TS Pass.” In January 2016, “TS Pass” launched and upgraded throughout the year. As a result of this expanded access, HRA staff participated in 15 courses that were previously unavailable to them; resulting in over 18,000 course completions through 2016.

During the development of TS Pass as well as other projects, Nathan clearly demonstrated his project management skills and ability to explain technical details to his supervisor, coworkers, and sponsors. Above all, Nathan is an instrumental part of the ITU team, and brings enthusiasm to all of his work.

### 7.1.4 Outstanding Trainer

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

#### 2016 Recipient— Cecilia Archer

Cecilia Archer has worked for PDP since 2002. She is very experienced in several program areas, ranging from Temporary Assistance and Employment Services policies to mental health awareness and interviewing competencies to HEAP eligibility to auditor training.



During 2016, the Department of Temporary Assistance

Training experienced several overlapping staff vacancies. The timing and span of some of these vacancies created many challenges in meeting PDP's deliverables. Without hesitation and with a smile, Cecilia stepped up to fill many of the gaps and training assignments going way beyond expectations. In addition to her own existing work, she willingly filled multiple training and team leadership roles. This included delivering a significantly higher volume of training, developing new curriculum on very short notice, participating in search activities for new training and development staff, and actively contributing to the on-boarding process for new staff.

Most notable, Cecilia delivered two, six-day Employment Services Training Institute's for TA and SNAP offerings independently, as well as most of two additional six-day deliveries (this is a program designed for co-training). She also supported several four-day, two-day, and one-day programs consecutively and in one case overlapping one another. She consistently received extremely positive trainee and sponsor feedback. In fact, one of Cecilia's trainee groups presented her with a beautiful bouquet of flowers to thank her for her outstanding delivery and fortitude.

Cecilia is a model for fostering positive behavior and her peer coaching contributes to building staff morale by helping team members develop and expand their knowledge, skills, and abilities. She has coached and mentored multiple trainers, willingly sharing her knowledge and experience. Her efforts helped build subject matter expertise with new staff in an accelerated manner.

Besides her routine curriculum development assignments, Cecilia regularly attends trainer practice sessions and provides valuable feedback to new trainers. She always delivers trainer feedback in a positive way focused on building self-esteem and confidence. Cecilia continually

challenges training team members to strive for improvement and excellence while reinforcing their strengths.

Cecilia is most deserving of this award based on the remarkable work completed this year and throughout her 14 years with PDP.

### **7.1.5 Outstanding Team**

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

#### **2016 Recipient—Foundations in Health and Safety e-Learning Development Team**

All of the team members worked tirelessly to develop and deliver a unique 5-hour “Foundations in Health and Safety e-learning” course. An expected 200,000 childcare providers in New York State are required to take this training, under a federal mandate by September 30, 2017. Because of the number of training hours, as well as the creative course format, this e-learning is like no other e-learning developed by PDP. The team faced many challenges, including changes to the training audience, content updates, resources from the federal government that were released mid-project, and workgroup member changes. The scriptwriter, course designers and software developers worked in unison to meet the sometimes-vague expectations without missing a deadline.

The team worked at breakneck speed to meet the soft launch of the 13 modules by December 30, 2016. Often working long hours while juggling other projects, the entire team performed with persistence to make sure everything was correct and met the PDP mark of excellence. The team was also able to make the course SCORM compliant, meaning that trainees could take the course between different devices and browsers. This five-hour e-learning course conceptualized, written, designed, recorded, developed and tested in five short months and publically launched in early 2017 was a herculean effort.

This course has received many compliments from sponsors and PDP staff regarding its overall creative design, attention to detail and, ability to make it useful to the many different childcare entities. At an Early Childhood Advisory Council Public Hearing held in February, several attendees praised the training for its interesting and fresh new look and the way the course functions. Big thanks for a job well done!

Members: Nathan Allen, Casey Becker, Ron Bigge, Ric DiDonato, Colleen Faragon, Gary Glinski, Erica Hunter, Ed Kirchgessner, Penny Kurtz, David Lanthier, Dan Meade, Joan Meyer, Ed Skawinski, Bryan Sotherden, and Rohan Warkad.



## 7.2 PDP Staff Accomplishments

### 7.2.1 Child Welfare

**Michael Cozzens** took part in a panel discussion on “Serving Transitional Youth: Effective Collaboration Practices for Foster Care and Adult Services Caseworkers” at the July 2016 New York Public Welfare Administration Conference.

**Wendy Calabrese-Sampone** presented at the 2016 MAPP Leaders Training Conference. The workshop entitled “Opiate Use: No Need to Walk the Plank” focused on the Opioid use epidemic and the challenges child welfare professionals are faced with in helping children find protection and services in this environment; and the ways in which caseworkers can work with families affected by opioid abuse. Also presenting at this conference was **Melissa Crocetta** conducting a workshop entitled “What’s in It for Me?: Motivating Youth” focused on how to motivate youth- the challenges, how to engage, and creative strategies that can be used.

**Wendy Calabrese-Sampone** attended an OCFS KEYS: NYS Model of Supervision training, a six-day training that provides a clear guide to daily interactions between supervisors and their staff. Training modules included: Transitioning from Caseworker to Supervisor, The Supervisory Process, and Case Consultation.

In October 2016, **Michael Cozzens** and **Kim Dennis-Walker** attended a conference in Boston, MA entitled “Beyond the Basics: Advancing Care for LGBTQ Youth and Young Adults.” The keynote speaker, Caitlin Ryan, is one of the leading researchers on family acceptance for LGBTQ youth. Other presenters included experts in the areas of health disparities, racial justice, interfaith communities and the delivery of LGBTQ services across a continuum of care.

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

On November 1, 2016, **Rodolfo Robles** and **Sheila Ryan** presented selected policy topics at the 2016 Hearing Officer Training Seminar in Albany, New York. Rodolfo presented a session on “The State Supplement Program (SSP).” Sheila presented sessions on “Storage Allowance” and “SNAP Household Composition and Joint Custody” in addition to touching upon some shorter Temporary Assistance and SNAP topics. 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 November 10, 2016, **Dr. Deanna Cooper** and **Diane Hodurski-Foley** presented “Implementing Large-Scale Workforce Training With Webinars” at the 2016 Annual CEANY Conference in Suffern, New York. This session highlighted PDP’s success using webinars to implement just-in-time statewide training initiatives to address the emerging professional continuing education needs of a 4,000-person workforce. Lessons learned, best practices, and practical considerations for using webinars for planning, designing, and implementing large-scale workforce training initiatives were reviewed.

On November 10, 2016, **Jessica Bashaw** presented “Just-in-Time Training: Delivering the Goods” at the 2016 Annual CEANY Conference in Suffern, New York. This presentation reviewed how just-in-time training can be the solution to professional continuing education needs, as well as how this type of training differs from performance coaching and other types of training. Participants were led through a decision-making activity to identify and plan the best just-in-time training method for their program’s needs and constraints.

On April 21, 2017, **Jessica Bashaw**, **Diane Hodurski-Foley**, and **Edward Skawinski** presented to PDP staff during the 2017 PDP Staff Recognition Program regarding the TA/ SNAP Worker Training Path hosted on TrainingSpace.ny.gov. This presentation highlighted the effective collaboration of two PDP departments (Temporary Assistance Training and Instructional Technologies) in designing and implementing this successful online training plan product.

On April 21, 2017, **Diane Hodurski-Foley**, **Christine King**, **Edward Skawinski**, and **Bryan Sotherden** presented to PDP staff during the 2017 PDP Staff Recognition Program regarding two custom online registration sites designed by PDP for large-scale training conferences, such as the Healthy Families Training Institute and Eat Smart New York



Training Conference. Strong internal communication, staff expertise, and creativity were highlighted as keys to the successful design and implementation of these easy to use registration sites that can reach a statewide audience and be used as a flexible registration model for future use.

On June 5, 2017, **Lauren Ford** and **Erika Pileggi** presented two sessions of “A Refresher on Preparing a SNAP Claim” at the 2017 New York Welfare Fraud Investigators Association (NYWFIA) Annual Training Seminar in Oswego, New York. Each session reviewed the job tasks associated with preparing a Supplemental Nutrition Assistance Program (SNAP) claim, with a focus on reviewing the steps involved in preparing the claim and the specific process for assessing the SNAP overpayment history. This included a review of how to establish the overpayment and claim periods, calculate the accurate claim amount, determine SNAP benefits received, and determine corrected SNAP benefits. These sessions were targeted to Welfare Fraud Investigators involved in identifying and calculating SNAP overpayments and establishing SNAP claims, as well as for supervisors who review and approve cases with SNAP overpayments and claims.

### **7.2.3 Child Care Subsidy**

**Lakia Green** is a certified DDI trainer and provided training opportunities to PDP staff throughout the year.

**Sheri Dushane** attended a three-day training on the Ruth Clark method of writing curriculum titled: *How to Plan, Develop, and Evaluate Training*, and has adopted that style for newly developed curriculum going forward.

**Sage Ruckterstuhl** continues to work toward achieving the ATD credential to become a Certified Professional in Learning & Performance (CPLP) (anticipated October 2017). Sage does this independently from her PDP workload.

### **7.2.4 Instructional Technology Programs**

As members of the Communiqué Committee, **Catherine Reynolds** (Graphic Designer) and **Dr. Erica Hunter** (Associate Editor) received the 2017 APEX Award of Excellence in the newsletter-print category for the production and design of the Communiqué. Other members of the committee include **Eugene Monaco**, (Executive Director and Public Service Professor), **Jessica Bashaw** (Editor), **Jim Bonville** (Associate Editor), **Donna DiBuono** (Associate Editor), **Ed Kirchgessner** (Photographer), and **Gary Glinski** (Photographer).

### **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.

### **7.2.6 Department of Early Childhood Training**

**Jill Haskell** represented EIP at the Capital District Child Care Coordinating Council's Columbus Day conference at the Desmond, Albany NY on 10-10-16. Educational and support materials were displayed detailing the EIP scholarship program and technical assistance was provided to all interested individuals.

**Colleen O'Grady** and **Allison Sarnoff** attended the December 2, 2016 Pyramid Model Implementation Site Kickoff Meeting held in Latham, NY to explain the process for receipt of scholarship awards and collect the required program participation paperwork.

### **7.2.7 Public Service Workshop Program**

Enthusiastically taking on additional work due to staff vacancies, **Kathie Lay** scheduled 61 of the 100 workshops scheduled in the final 4-month period of 2016 herself. That really is quite an amazing achievement, especially considering the additional work required for the UUP series and the Nurse Leadership deliveries that she coordinated.

**LaToya Jackson** not only coordinated three overlapping Leadership Development Programs in the final quarter of 2016, but she put in great effort in the planning and subsequent launch of the NYS Leadership Institute. Additionally, she met head on the

challenge of planning three additional LDPs in 2017 while coordinating ongoing sessions of the Leadership Institute.

### **7.2.8 Department of Computer Training Services**

**Carolyn Yetto** was a member of the Research Foundation for SUNY's 2017 Leadership Academy.

**Eric Gleason** and **Nathan Cadoret** provided invaluable support to the New York Welfare Fraud Investigators Association (NYWFIA) organization with their technical expertise and ability to support presenters and participants at their three-day 2017 Annual Training Conference.

### **7.2.9 Information Systems and Programming**

**Information Systems and Programming** staff attended the 2016 Microsoft Build Webinar and the 2016 Albany Cyber Security Conference.

### **7.2.10 Training and Technical Assistance to Support Local DSS Permanency Planning**

Project team members attended the 2017 Mindfulness/Mind Sciences of Bias Conference sponsored by OCFS. The conference raised awareness and discussed mind science behind bias and implicit bias with goal of reducing racial and ethnic disparities in child welfare.

### **7.2.11 Evaluation Unit**

**Susan Gieryic**, **Fazana Saleem-Ismael**, and **Arinka Abad** conducted a presentation entitled "Traveling the Evaluation Highway: Using Data to Map the Way" at the November 2016 Continuing Education Association of New York (CEANY) Conference.

**Fazana Saleem-Ismael** conducted a presentation about the PDP's NYS Pyramid Model evaluation plan at the annual meeting of the NYS Pyramid Model Statewide Leadership Team in April 2017.

**Susan Gieryic** presented an overview on the importance of designing quality Kirkpatrick Level 2 Pre and Post Test and Post Test only instruments with multiple choice survey questions at a PDP Managers and Supervisors Meeting in June 2017.

## **8.0 PDP's Future Sustainability**

PDP's long-term sustainability is interconnected to its core beliefs and values, which have steadily evolved over the past 42 years. They are firmly grounded in understanding the importance of fostering workforce development—specifically as it relates to the public and not-for-profit sectors. Its sustainability and ongoing success for these past 42 years is directly 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 unwaveringly believes that well designed and effectively delivered training is tied directly to supporting the educational needs of the public service.

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

- Stress PDP's support of the University's public and community service mission.
- Respond to emerging workforce development needs.
- Provide crucial continuing professional education for the public and not-for-profit workforce.
- Demonstrate the significant connection 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 hold firmly to these core beliefs and principles as its guide to shape future programs, which serve to reinforce its value for its stakeholders and the university.

To maintain its sustainability, PDP will definitely explore the expansion of its program offerings in a number of areas such as; instructor-led training, web-based training and webinars; self-paced training, mobile learning, and blended learning. Over the past two decades e-learning, which has progressively increased in acceptance,

has become a valuable component of PDP's portfolio and will continue to be highlighted as an important mode for training.

As PDP examines new opportunities to support workforce development, which remains its central focus, the following factors will influence the design of future programs. Selecting the most suitable format and delivery methodologies to meet the needs of its highly diversified training audience remains critical. This may range from weeklong, formalized training programs to on-demand, mobile learning,



including training manuals, help systems, performance supports that allow trainees to access the information they need on demand, and offering a variety of distance learning alternatives.

PDP anticipates further expanding its portfolio through ongoing collaboration with the Center for International Development (CID), the School of Social Welfare (SSW), the School of Public Health (SPH), the College of Emergency Preparedness, Homeland Security and Cybersecurity (CEHC), Albany Law School, Rockefeller College, and other University centers. 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 displace its unending commitment to meet its primary mission of serving the public and not-for-profit workforce in New York State.





