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

A Leader in Continuing Professional Education

Annual Center Report

July 2017—June 2018

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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 adeptness in securing contracts and grants, which again confirmed its role as a leader at the University in providing continuing professional education for those who work in or for the public service. The program's success is a credit to PDP's ability to focus on its primary mission of providing high quality continuing professional education and training programs for the public service workforce throughout New York State and beyond. During the past year, PDP received 25 awards totaling over $38 million to conduct work mainly for New York State's public sector workforce. Cumulatively, these awards also produced close to $3.4 million in indirect cost recovery for the University. PDP maintained its position as the leader among the university centers in generating a steady indirect cost recovery of funds for the university.

During the past year, PDP staff of just over 200 professionals engaged in the design of new curriculum and the delivery of a wide-range of training programs that supported workforce development. Consequently, PDP successfully offered over 2,700 instructional activities enrolling over 286,000 employees, which is a 35% increase in enrollments from 2015. This dramatic increase in enrollments correlates directly to the increased demand for on-line learning courses. PDP also generated close to 850,000 contact hours of training in its various educational program offerings during 2017-2018.

The primary responsibility of PDP staff is to develop and deliver education and training programs applying the principles of adult learning theory 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 use their expansive experience, knowledge, and practice skill to produce high-quality training products, which cover a highly diverse range of subject matter areas. PDP's programs are directly linked to meeting sponsors' needs, and they have consistently provided quantifiable outcomes directly connected to workers obtaining knowledge, skills, and related policy information that make them employees that are overall more productive.

Fundamentally, PDP programs successfully assist various state, local government, non-government organizations, and not-for-profit workers and organizations to improve their overall job knowledge and skills. Ultimately, this has resulted in generating an improved and more productive workforce for the citizens of New York State. While long-established classroom training has remained steady over the past several years, PDP experienced a notable increase in technology-driven programming, which resulted in 34% of its offerings now delivered using various technology-based platforms. As e-learning options continue to become an accepted alternative for instruction, PDP will always maintain its high educational and professional standards to ensure quality control over these offerings, verifying that they meet the education and training needs of participants.

In 2017-18, the majority of PDP's programs were delivered to employees of 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 numerous local government agencies throughout New York State. The program areas that had the highest enrollments this past year were Child Care Provider Training, STD/HIV Prevention, Child Welfare Temporary Assistance Examiner Training, and Computer Skills Training.

Rockefeller College Public Service Professor and PDP Executive Director Eugene J. Monaco addresses staff at the 2018 PDP Staff Recognition and Awards Event.

PDP's sustainability continues to be strong as it expands its delivery of high performance programs for the public service workforce in New York State and beyond. Additionally, PDP maintains a broad range of e-learning programs using mobile technology to extend its ability to meet the expanded educational and training needs of today's global workforce while remaining steadfast in maintaining its fundamental values and loyalty to its core mission.

PDP's 2017–2018 Annual Center Report provides many highlights of its accomplishments in supporting the public service workforce. The examples provided demonstrate how PDP's programs have increased applied knowledge and related skills, producing improved worker performance at all levels. PDP has proven repeatedly to be a discerning provider of high-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 trademark.

PDP's value to Rockefeller College and the University is achieved through its ongoing resolve to advance the service mission goals and objectives for both the College and University. PDP makes every effort to attain distinction in its work, dependability in its actions, and resoluteness in its responsiveness to meet the needs of its customers. This report provides a comprehensive review of PDP's ongoing accomplishments in meeting these goals in 2017-2018.

1.0 Performance Relative to Stated Mission & Goals

PDP's long-term success can be attributed to its ability to remain mission-focused in providing outstanding continuing professional education and training that promote workforce development for those employees who serve the public. For the past 43 years, PDP has had an ongoing commitment to providing up-to-date state-of-the-art programs for employees of public agencies, non-government, and not-for-profit organizations. PDP is recognized as a leader in workforce development for the public service by its continuous performance of not only meeting but also exceeding its program deliverables in support of its mission. During 2017–2018, PDP once again continued its practice of providing excellence in all of its program offerings. PDP's many accomplishments 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 and for the public sector.

1.1 Overview of PDP's Mission and Function

Since its founding in 1975, PDP has remained steadfast in supporting public service outreach at the University at Albany through education and training. Historically, PDP's ongoing education and training programs have been directed toward improving the job performance of those employed in the public sector and not-for-profit workforce at all levels. Currently, as a major center at the University at Albany 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 is resolute and will remain focused on offering employees of government agencies, non-government organizations, and not-for-profits much-needed education and training opportunities to enhance their knowledge and skills. These programs are supported by research, impact studies, and evaluations that measure outcomes and performance. PDP's resolve remains ongoing to make a difference in the ever-changing world of public service by linking learning, applied research, and evaluation resources of PDP, Rockefeller College, and the University with the continuing professional education needs of those who work in the public service arena.

Using these resources, PDP has remained firmly committed to making applied research, extended learning, and continuing professional education a reality for the public service workforce through offering applicable adult learning education and training programs focused on increasing worker performance at all levels. PDP 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 robust history, PDP has developed many instructional programs designed to meet specific continuing professional 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 providing continuing professional education

for county and national government workers. In implementation of these various activities, PDP has steadily demonstrated an adeptness to not only meet but regularly exceed the requirements of working with diversified learners in an attentive and applied manner.

PDP has long been dedicated to its role as a learning organization, and has developed and demonstrated a comprehensive understanding of the needs of its varied customers—from agencies and commissioners to all levels

Rockefeller College Dean Karl Rethemeyer addresses attendees of the New York State Leadership Institute.

of policy and program staff, including direct service recipients. By doing so, it has been responsive to directly meeting their needs.

Utilizing various instructional models, techniques, and multi-media throughout its educational offerings (e.g., knowledge dissemination; outcome, performance, and evidence-based approaches), PDP has consistently produced high-quality programs for learners. PDP is steadfastly bound to promoting the principles of adult learning theory designed in a way in which evidence based training leads to improved employee work performance at every level.

Over the years, PDP's success has been carefully premised on how it is resourcefully organized to deliver effectively its different programs to its constituents. This model provides for curriculum design, development, and training staff, supported by assorted subject matter experts, who are buttressed by a team of educational multimedia technicians, technical, and support staff to ensure the well-timed dissemination of high-quality educational materials and 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 and continued success are meticulously based on applying this approach and it plans to continue in this vein since this method has proven to be instrumental in providing a model for continued success throughout its history.

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, 26% of PDP staff represents diverse categories. Figure 1 provides an historical overview of PDP's staffing from 2009–2018.

PDP Staffing
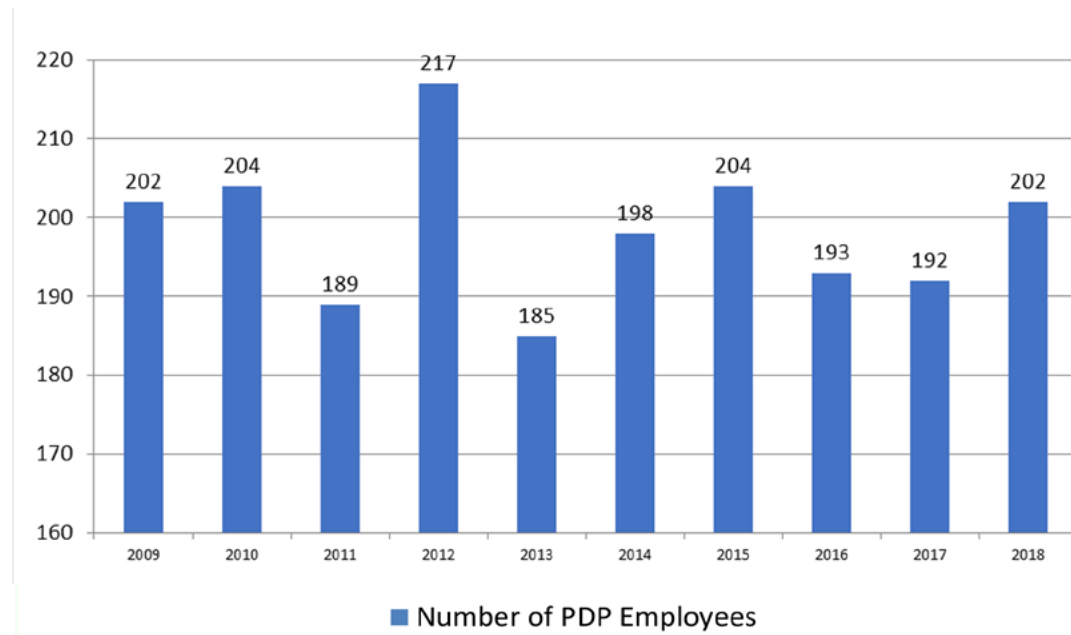
Figure 1

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

PDP staff possesses expertise and experience in a wide variety of topics which enabled it to successfully meet its 2017–2018 education and training commitments. They include:

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

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

1.3 Past Accomplishments

Through long-established relationships with the University's professional schools (Public Affairs & Policy, Emergency Preparedness, Homeland Security and Cybersecurity, Social Welfare, Public Health), the 64-campus SUNY system, CUNY institutions in New York City, and private institutions statewide, PDP has achieved significant statewide presence. Its portfolio of sponsored funding since inception is in excess of $731 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 2017–2018 reporting period:

- Computer Software and Hardware:
    - o Advanced ColdFusion Certified Expert (Adobe) 2009
    - o C|EH – EC Council, Certified Ethical Hacker (2012)
    - o 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 2017–2018, 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.

Professional Development Program
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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 guidelines, policies, and regulations.

1.6.1 Curriculum Design

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

Drawing on the expertise of staff with knowledge and work experience as curriculum developers, program specialists, evaluation specialists, and computer programming experts, PDP develops and implements training programs in formats that match organizational goals and objectives with participants' needs, schedules, and diverse learning styles. PDP's affiliation with other higher education institutions and training organizations within and outside the state's university system provides a rich resource of knowledge and research from many notable academics and professions to ensure training content reflects the latest literature and best practice wisdom available. PDP often customizes products to the specific needs of the sponsor. As noted earlier, PDP has been recognized as a leader in curriculum development and training by the Association for Talent Development (ATD), receiving their award for innovative curriculum design, and adapting emerging instructional technologies to refine and expand traditional training approaches.

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.

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

Training is structured to provide a knowledge base, build necessary skills for job performance, and reinforce attitudes and beliefs that enhance performance and service delivery. This allows participants to perform in ways that approximate and progressively approach the way they will perform on the job. Competency is then achieved in the workplace as the worker transfers newly learned skills to his/her 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, and to identify training areas in need of improvement. The overall design that is used to evaluate programs is based on Donald Kirkpatrick's four-level model of training evaluation.[1]

According to Kirkpatrick's model, training can be evaluated at four different levels: (1) reaction, (2) learning, (3) behavior, and (4) results. The four levels of evaluation (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 2017–2018 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, Research Foundation, 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, unchanged from the previous year (2016–2017). 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	2018
Professional	163	154	165
Support	19	20	19
Graduate Assistants/Interns	11	18	18
Total	193	192	202

PDP has a diversified staff which includes several generations in the workplace. The age, gender, and ethnic distribution of staff for 2018 is highlighted in Figures 2-4 shown below.
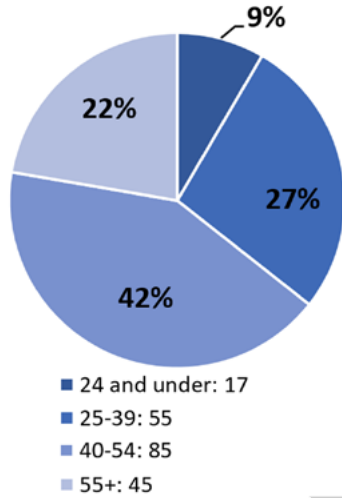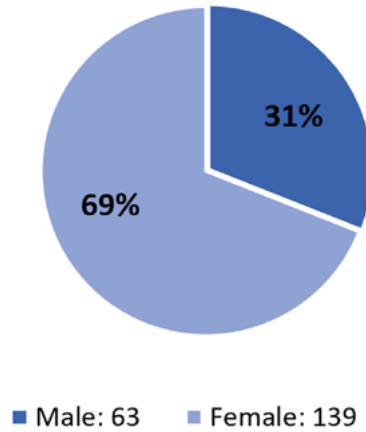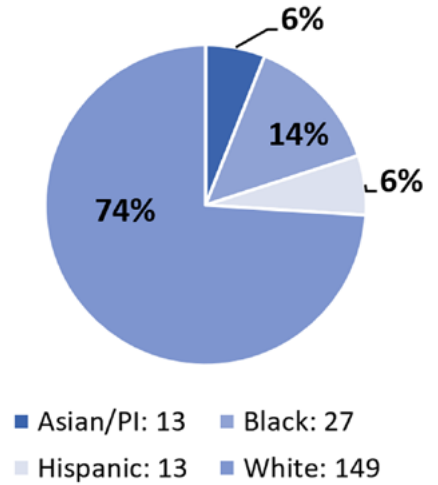
| **Figure 2** | **Figure 3** | **Figure 4** |

PDP projects that in 2019 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 $38 million. Table 1 specifies the award details.

Award #	Award Sponsor	Award Start Date	Award End Date	Award Budget
66816	NYS Governor's Office of Employee Relations	1-Jan-18	31-Dec-19	$5,625,000
80068	NYS Office of Children and Family Services	1-Jan-18	31-Dec-18	$2,100,000
80035	NYS Office of Children and Family Services	1-Jan-18	31-Dec-18	$851,500
80040	NYS Office of Children and Family Services	1-Jan-18	31-Dec-18	$786,993

80047	NYS Office of Children and Family Services	1-Jan-18	31-Dec-18	$1,920,000
80087	NYS Office of Children and Family Services	15-Mar-18	14-Mar-19	$391,600
80092	NYS Office of Children and Family Services	1-Jan-18	31-Dec-18	$2,116,840
80039	NYS Office of Children and Family Services	1-Jan-18	31-Dec-18	$156,000
80081	NYS Office of Children and Family Services	1-Jan-18	31-Dec-18	$707,500
80090	NYS Office of Children and Family Services	1-Jan-18	31-Dec-18	$9,733,543
80080	NYS Office of Children and Family Services	1-Jan-18	31-Dec-18	$1,344,710
80063	NYS Office of Children and Family Services	1-Jan-18	31-Dec-18	$1,800,000
80096	NYS Office of Temporary & Disability Assistance	1-Jan-18	31-Dec-18	$1,207,000
80104	NYS Office of Temporary & Disability Assistance	1-Jan-18	31-Dec-18	$2,228,429
80099	NYS Office of Temporary & Disability Assistance	1-Jan-18	31-Dec-18	$2,757,966
80106	NYS Office of Temporary & Disability Assistance	1-Jan-18	31-Dec-18	$327,496
80108	NYS Office of Temporary & Disability Assistance	1-Jan-18	31-Dec-18	$1,103,527
80126	NYS Office of Temporary & Disability Assistance	1-Jan-18	31-Dec-18	$1,144,468
80135	NYS Office of Temporary & Disability Assistance	1-Jan-18	31-Dec-18	$679,300
80130	NYS Office of Temporary & Disability Assistance	1-Jan-18	31-Dec-18	$367,082
83126	Health Research, Inc.	1-Apr-18	31-Mar-19	$94,738
	HWRI RN Training Project	1-Jan-18	31-Dec-18	$294,682
	HWRI BSN MSN Training Project	1-Jan-18	31-Dec-18	$445,484
	SED Child Research and Study Center	1-Jan-18	31-Dec-18	$15,246
	SPH Continuing Education Subcontract	1-Aug-17	31-Mar-19	$80,327
			Total	**$38,279,431**

Table 1

4.2 Submissions

The 2017–2018 year was quite productive and busy for PDP. The organization was successful in retaining many of its existing contracts and gaining new work with other organizations. Overall, 25 new project accounts were established and 25 projects were closed during 2017–2018.

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 successful in securing ongoing contracts with a number of providers such as the NYS Office of Children and Family Services (OCFS), the NYS Office of Temporary and Disability Assistance (OTDA), the Governor's Office of Employee Relations (GOER), and the NYS Department of Health (DOH). In forecasting its continued financial sustainability for 2018–2019, PDP projects that its gross funding will be over $32 million.

5.1 History of Funding

During the past decade, PDP's annual funding averaged approximately $37.2 million per year. Figure 5 is a summary of PDP's funding history from 2012–2018.

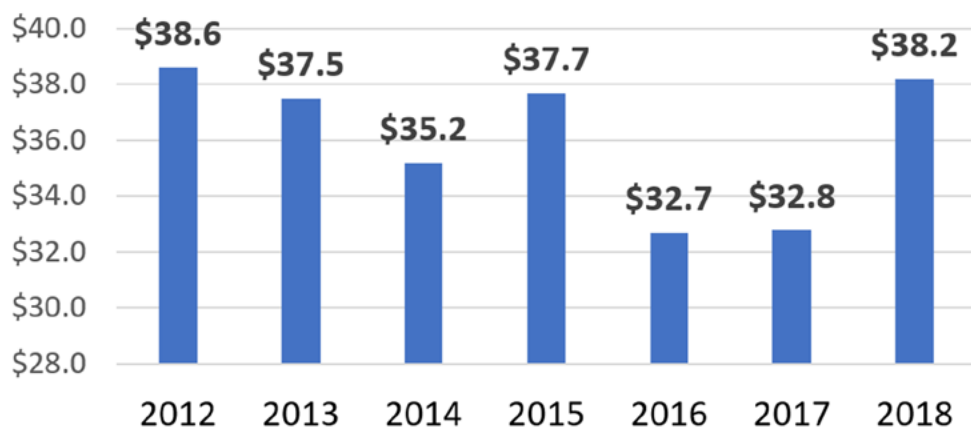### Funding History From 2012–2018 (gross in millions)

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 2015–June 2018), PDP generated an average of $3.3 million per year in indirect cost recovery for the University with an effective rate of return averaging 14.5%.

Cumulatively from FY 2003–2004 to FY 2017–2018, PDP:

- generated approximately $46.7 million in Indirect Cost Recovery (ICR) with an effective rate of return of 14.6%.
- received approximately $1,961,525 or 4.2% of the total ICR it produced for the University.

For the FY 2018–2019, 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 substantial 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 its overall instructional activity in meeting the educational 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 continue to generate steady enrollments on an annual basis. For the past five years, PDP has, on average, offered over 2,952 instructional activities per year enrolling approximately 199,223 workers. Figure 6 provides a summary of instructional activity and enrollments for the period 2013–2018.

During the past year (2017-2018), PDP reported that it offered 2,722 courses, institutes, and workshops enrolling 266,246 workers. This generated 848,953 contact hours of instruction across all of its programs, which was a 20% increase compared to last year. The program areas that generated the largest enrollments were Child Care Provider Training—220,494 registered; and NYS STD/HIV Prevention—12,766 registered.

Education Specialist Michael Smith conducting training at the Supplemental Nutrition Assistance Program Training Institute (SNAPTI).

Enrollment History 2013–2018
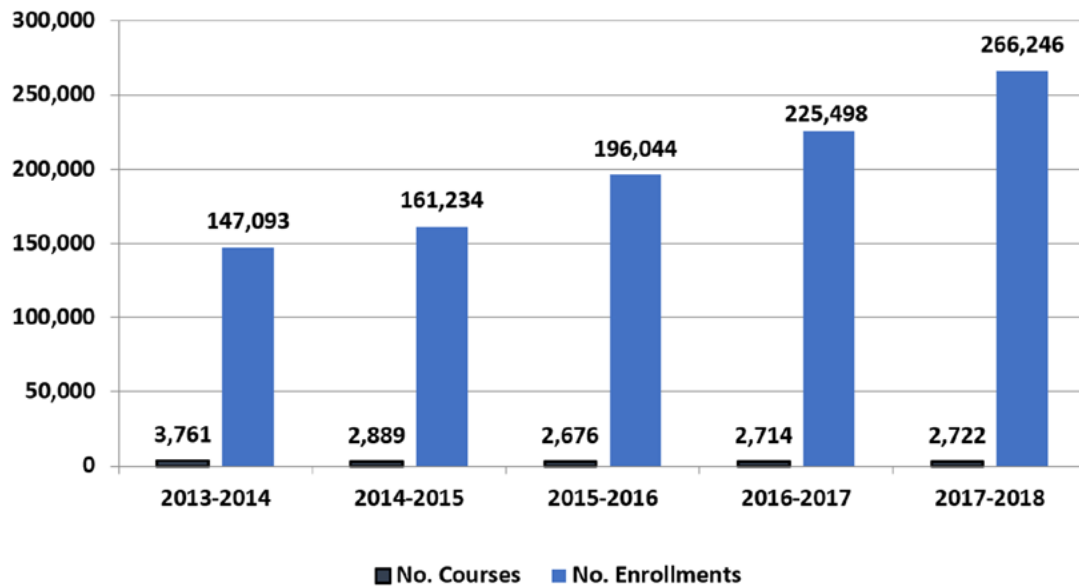
Figure 6

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, PDP has 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 the Association for Talent Development's "Training Certificate Program"

PDP offered the three-day Association for Talent Development's (ATD) "Training Certificate Program" on January 16-18, 2018, for 26 PDP training staff. The participants in this program included staff in Training Program Coordinator, Senior Education Specialist, Senior Trainer, and Education Specialist titles.

Considered a premier program for building core trainer competencies, it emphasized the key aspects of effective training: Assessment, Planning and Preparation, Presentation and Facilitation, and Evaluation. Among the skills taught during this intensive three-day program were:

- Writing effective learning objectives
- Designing sound participant-oriented training materials and exercises

- Applying adult learning concepts
- Using training activities with maximum effectiveness
- Preparing for training and managing sessions effectively
- Evaluating program impact

The continued long-term success of PDP's training programs require a staff that is well-grounded in adult learning theory, sound instructional design methodology, and effective training techniques and solutions. Offering members of our training staff programs such as this one is a key component in ensuring that continued success.

6.2.1 Early Childhood Education and Training

Educational Incentive Program

The Educational Incentive Program (EIP) provides scholarships to assist child care providers in undertaking 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 reporting period, 8,351 scholarships totaling $4,958,052 were issued to New York State child care providers. Of the total amount of funds issued, 81% were allocated for college credit-bearing and credential activities.

EIP's Event Approval process ensures that participants in the EIP scholarship program receive training that supports the goals and regulations of 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 776 trainings were reviewed and approved, and 1,527 individual trainings were scheduled and eligible for scholarship funding.

Recipients of EIP scholarships must submit proof of successful completion of their course. EIP verified the successful completion of 3,463 courses representing $2,738,221. Additionally, training organizations participating with EIP must adhere to program policies including allowing PDP staff to conduct announced and unannounced monitoring visits of any and all trainings for which a scholarship was issued. A total of 28 unannounced monitoring visits were conducted during this annual report period. Training organizations must also allow EIP to conduct program reviews of relevant financial and program records of any training in which EIP funds were received. A total of 3,463 courses representing $2,738,221 in EIP funds were reviewed to ensure program compliance.

Support for the expansion of the Pyramid Model in NYS childcare programs continued with PDP's involvement in multiple events. PDP contracted with the Pyramid Model Consortium (PMC) for a two-day kick-off event for Leadership Coaches and Implementation Teams; several deliveries of Teaching Pyramid Observation Tool (TPOT) and The Pyramid Infant-Toddler Observation Scale (TPITOS). EIP provided $99,607 in

scholarship assistance for 12 Leadership Coaches to work with 27 programs to implement the Pyramid Model in their childcare programs.

Rebates

Department staff continued to process MAT rebates for eligible child care providers. The number of MAT rebates issued this year was 1,617, totaling $127,945.

Project Support

The Department's Administrative Support Unit provide direct support to PDP's own staff while also providing assistance to child care providers, trainers and the general public. The Administrative Support Unit provides assistance to thousands of individuals who call or email seeking information and technical support with various issues including how to become a trainer, difficulty completing e-Learning courses, status updates on EIP awards, assistance creating an account or resetting a password, questions about EIP eligibility, plus countless other issues.

6.2.2 Department of Child Care Subsidy and Regulated Care

Child Care Regulatory Training

The newly designed New Regulatory Staff Institute was developed and rolled out. This five-day course (split into one three-day session and one two-day session) was designed so that new staff could begin practicing skills needed for demonstrating competency in their work with providers, colleagues, and community resources. The training content runs from general communication skills to details of completing an inspection or investigation report. The use of video as part of case studies improves the "observations" when identifying regulatory violations and/or providing technical assistance to programs. The majority of the course is skills practice and demonstration. Reactions from new staff have been positive and have indicated a strong level of confidence in transferring the skills to their field work.

Child Care Subsidy Project

Project staff developed seven new curricula to be delivered to child care subsidy audiences at Local District of Social Services districts and enrollment agencies. Three new virtual classroom courses were initiated and three new in-person classroom trainings were initiated with one being finalized and placed on the schedule. These courses provide more in-depth learning opportunities for the child care subsidy audiences of local districts and enrollment agencies alike.

PDP also provided design and programming for the Child Care Subsidy Section of the Child and Family Services Plan. District staff use this online system to complete and submit the annual Child and Family Services Plan as required by OCFS. The system automates the district submission and OCFS approval process, in addition to tracking each county's

progress. This new system not only speeds up the entire process, but also allows county and OCFS staff to collaborate during development, submission, and approval.

Education Specialist Joseph Padua conducting CONNECTIONS training.

MAT Training

The *MAT Train the Trainer (TOT)* course has been fully documented and completed. There is now a Trainer's Manual to accompany previously developed Participant Materials and PowerPoint slides. This will allow for any eligible medical staff person with some training skills to pick up and train the course.

Health and Safety Training

The newly requested course, *Health and Safety for DCC , SACC and Legally-Exempt Group Directors* was completed and a select group of Health and Safety trainers, having additional credentials, were provided a two-day Train the Trainer session to assure quality delivery to this new audience. The course is designed to provide Directors with the time to fully assess their program's policies and procedures around health and safety in order to improve quality of care. Reviewing, analyzing, and modifying policy and procedures to make them useful, functional, and enforceable goes to the heart of this training. This course has had excellent reviews from Directors.

6.2.3 Targeted Training to Support LDSS

Project staff have been partnering with OCFS, 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 assessing the training and development needs of local districts and child welfare agencies and implementing strategies aligned with the New York State Child Welfare Practice Model. These specialists have placed emphasis on projects that assist in the following:

- supporting a racially equitable and culturally competent system
- developing organizational effectiveness
- facilitating safe out of home placements and rapid permanency
- encouraging the engagement of fathers in the child welfare system
- using data to better inform practice decisions
- infusing current research on best practices into New York State child welfare practice

In this reporting period, the project has been developing its competency to assist New York in improving how New York State moves children to permanency and increases the well-being of children and families. Depending on the needs of the region, staff have attended coaching and training on topics such as Permanency Round Tables, Race Equity Learning Exchange, Rapid Permanency Reviews, and improving data-informed practice. Once competent in these approaches, the staff have created work plans with their local child welfare workforce, using data to create baselines and milestones for improvement. A strict continuous quality improvement process is followed in this work.

The Targeted Training to Support LDSS Project was a lead in ensuring that content for the New York State Child Welfare Foundations Program was implemented and evaluated to fidelity. The intent of the Foundations program is to ensure child welfare services are implemented in a manner that develops respectful relationships focused on bringing about child welfare outcomes of safety, permanency, and well-being. The program was launched and the project staff did many activities to support its success. Over 500 people were trained with the new model.

The staff on the project also worked with OCFS to develop the Structured Program Improvement Approach (SPIA). This process for strategic planning in response to program assessment was developed to streamline monitoring and oversight approaches used throughout the state. The process has been found to be helpful in assisting both voluntary agencies and local districts organize findings thematically. This aids in the identification of systems issues and the development of responsive Program Improvement Plans. These improvement plans can be developed more quickly and implemented 30-60 days sooner than previously. To date, it has been employed nearly 20 times across Regions 1-4.

Rockefeller College Professor Jeffrey Straussman conducting a session of the New York State Leadership Institute.

The greatest accomplishment of the year for this project was the completion of the *Supporting and Promoting Race Equity and Cultural Competence Curriculum and Training*. Project staff worked diligently with stakeholders at OCFS to ensure the most up-to-date information was included in the curriculum. The curriculum is based on adult learning principles and engages all participants to embrace their role in improving practice around race and culture. While the work is only in the first phase of development, the impact should be wide spread across New York's child welfare system.

6.2.4 Public Service Workshops Program

The Public Service Workshops Program (PSWP) team continued researching and coordinating 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.
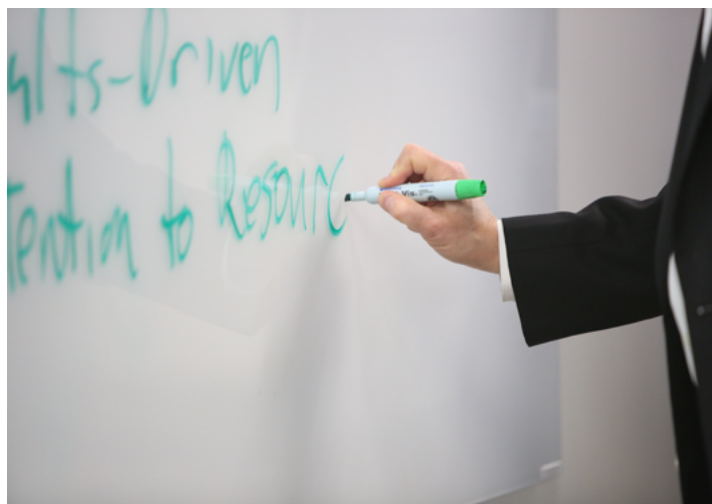
A PDP training program.

In this period, PSWP delivered 167 workshops (over 288 training days) to 4,095 participants, with an overall level 1 workshop evaluation average of 4.50 out of five. This included three Leadership Development Programs (and the beginning of a fourth), the pilot delivery of the Aspiring Leaders Program, and the completion of the pilot delivery of the NYS Leadership Institute and the launch of a second delivery in May 2018.

The development of the Aspiring Leaders Program now provides a fuller spectrum of leadership training offered through PSWP. The new three-day program is designed for PEF-represented employees in Grades 18 through 23 and Management/Confidential (M/C) employees in Grades 18 through M1. The workshops develop leadership skills enhancing participants' ability to lead successfully in NYS government. The demand for the program has been overwhelming since the pilot was announced in April 2018, with more than 500 people waitlisted. The pilot was delivered successfully in June 2018 and more offerings are being delivered later in the year and into 2019. This program compliments the well-established seven-day Leadership Development Program offered to PEF-represented employees in Grades 23 and above.

The NYS Leadership Institute is the outcome of a partnership between the Governor's Office of Employee Relations (GOER), PDP, and the University at Albany's Rockefeller College of Public Affairs and Policy. The eight-month program provides senior-level state employees (Grades M2 and above) with the tools and strategies to successfully meet the challenges facing those in leadership positions in New York State government. The pilot program was extremely successful and well regarded. After some minor revisions based on participant feedback and stakeholder input, a second delivery of the program was planned and launched in May 2018.

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 9,300 trainees through more than 1,300 offerings of over 430 courses from July 2017 through June 2018 across a variety of OCFS and OTDA computer systems and programs including the following:

- Adult Services Automation Project (ASAP.NET) system
- CONNECTIONS
- Child Care Facility System (CCFS)
- Child Care Time and Attendance (CCTA) system
- Cognos Report Studio
- Detention Risk Assessment Instrument System (DRAIS)
- Facility Application and Management System (FAMS)
- Juvenile Detention Automated System (JDAS)
- 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 regulatory changes that impact system use, new system features and functionality, and major updates to OCFS and OTDA systems. The common thread throughout DCTS training deliveries 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 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 justice and service programs, child fatality reviews, shelters, financial assistance, and more. DCTS delivers training statewide to NYS staff, Local Districts 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 (DCCS), which is responsible for the licensing, registering, and inspecting of all child day care facilities regulated by the state. During this period, OCFS began preparing for the implementation of the Facility Application and Management System (FAMS). The system is designed to assist child care providers, applying to obtain a license or registration in NYS, in completing the application process through an online portal. Regulators, who monitor such child care programs, can also process applications and communicate with child care programs directly through FAMS. Previously, this process was accomplished by processing paper applications and through offline communication. DCTS staff worked in collaboration with DCCS and Information Technology Services (ITS) to develop materials and deliver training for FAMS users statewide.

CONNECTIONS Training continued to provide the system component of the new-hire training program for the OCFS Statewide Central Register (SCR). Each session provides new workers with pertinent SCR policies supplemented with demonstrations and practice within multiple CONNECTIONS environments. Initial deliveries were so well received that the SCR requested to double the course from two days to four days. The extension allows for the provision of content and practice regarding the critical topic of searching within the system.

CONNECTIONS Training received positive feedback on its first foray into the world of microlearning *(Viewing Person History in CONNECTIONS via Implied Role)*. The project is now delivering several other microlearning courses as a result. Each one provides both new and seasoned workers with a concise learning experience that targets a specific system function.

Susan Mullen Kalafut, long-time Manager of the Department of Computer Training Services retired from PDP on January 5, 2018.

6.2.6 Department of Temporary Assistance Training

The Department of Temporary Assistance Training continued to expand its course catalog (by 6%) and number of training days (by 4%) to meet established and emerging training and project sponsor needs.

This past year, 8,429 trainees (19% increase) participated in 547.5 days of training through 76 distinct courses delivered through a variety of training modalities including: five training conferences; 13 different multi-day training institutes; a range of statewide, regional, and site-specific in-person classroom training programs and training meetings (from one-half to three-day programs); several planning forums and workgroup meetings; and multiple e-learning programs delivered via webinar technology (synchronous) and in self-paced formats on TrainingSpace.ny.gov (asynchronous). Courses were delivered throughout New York State in support OTDA and OCFS initiatives.

Of the 76 courses included in this year's training portfolio, approximately 85% were in-person classroom training courses and 15% were webinar courses. A total of 354 offerings were delivered, of which 251 (71%) were in-person classroom training offerings and 103 (29%) were webinar offerings. Of all learners served, 76% participated via in-person classroom training and 24% via webinar.

Once again, several new courses were designed and implemented. Notably, among the new courses is a one-day classroom training titled *Program Development and Implementation Considerations for People Affected by Poverty and Trauma.* During the reporting year, in coordination with OTDA, PDP completed instructional design, curriculum development, piloting, and course implementation for this important state initiative. From September 2017 through June 2018, there were 13 offerings reaching 235 learners.

This new course is targeted to OTDA employees who are involved in the development and implementation of programs for the public assistance client population. The course examines how the experience of living in poverty and experiencing associated trauma affects the development of the brain, and how this information can be useful for development and implementation of OTDA programs targeting this group of individuals. A social empathy model is introduced to assist in contextualizing the life situations of people living in poverty and experiencing trauma, and how they interact with the social services districts serving them. Learners also engage with vignettes about the tough choices faced by people living in poverty and consider how state program development and implementation can be targeted to best assist people to meet their needs.

Additionally, as part of this training initiative, abridged course presentations were delivered to the following groups in June 2018, ultimately reaching 351 more learners:

- Welfare Fraud Investigators during the 2018 New York Welfare Fraud Investigator's Association (NYWFIA) Annual Training Seminar in Lake Placid, New York
- Employment Counselors during the New York State Department of Labor's 2018 Employment Conference: Serving Customers With Barriers in Latham, New York
- Family Independence Administration policy and procedure trainers for the New York City Human Resources Administration/Department of Social Services in New York City

In December 2017, a new instructor-led webinar course titled *Preventing SNAP Case and Procedural Errors* (aka CAPER) was piloted. In coordination with OTDA, statewide implementation began in February 2018 and continued through June 2018, with 17 course offerings reaching 634 learners. This course defines and reviews the most common Supplemental Nutrition Assistance Program (SNAP) negative case errors (a federal quality control measure), identifies what causes them, and reviews strategies for preventing them. Increased awareness of these errors and strategies for their prevention aids social services districts and New York State in ensuring that SNAP clients receive the benefits to which they are entitled, consistent with federal and state policies and guidelines, thereby reducing case errors and the state's error rate. The target population includes social services

district SNAP supervisory staff and SNAP eligibility workers. Participant response to this program has been positive and participants have indicated their resolve to apply the strategies reviewed in this training in their daily work to improve outcomes. PDP continued delivering this course through 2018 and will deliver this course on a monthly basis throughout 2019.

Lastly, PDP collaborated with OCFS to plan and deliver the Healthy Families Training Institute held September 18–20, 2017, in Albany, New York. Over 450 Healthy Families New York (HFNY) program staff from across the state participated in this large conference, which met a range of core and just-in-time training needs.

HFNY is an evidence-based home visiting program offering services to expecting parents and new families who are at risk of child abuse and neglect. As a comprehensive prevention program, HFNY focuses on the safety of children while at the same time supporting families. Services are provided by staff who are specially trained to work with families in a positive, supportive manner, building on parents' strengths. They help parents to develop strong, positive relationships with their children so that their children will realize optimal development. This conference supported HFNY staff training needs through three plenary sessions and 48 workshops.

In addition to providing premier event planning services and a high-level of logistical support, PDP designed several custom tools for this conference, including an online "Call for Workshop Proposals" submission site, an online registration and workshop selection site, and several program evaluation forms.

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 existing curricula, desk aids, and asynchronous training products.

Developing a Comprehensive Resource on the Child Support Process

This past year, the CSTOP embarked on a new initiative—helping OTDA's Child Support Services build a comprehensive work performance support resource that is expected to enable child support staff statewide to conduct work activity more efficiently and with better results. During this first year, groundwork was laid for the new Child Support Program Manual, an online and paper-based resource meant to aid child support workers in all their job functions
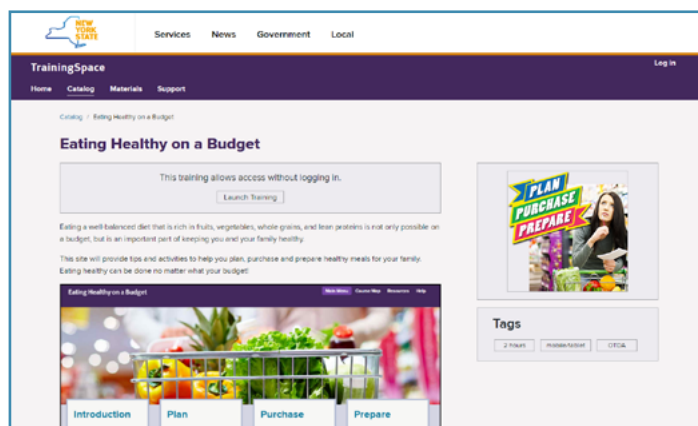
An example of a page from TrainingSpace, the training and resource portal for New York State social services staff sponsored by the New York State Office of Temporary and Disability Assistance and managed by PDP's Instructional Technologies Unit (ITU).

at the moment-of-need. A plan was developed for an iterative review and update and reorganization of all child support information successively by topic, a structure was designed for the content, and built the technical infrastructure was built 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 a significant number 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 specific questions previously received 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's Instructional Technologies Unit (PDP ITU) designs, develops, implements, and maintains web-based trainings, applications, reporting tools, learning management systems, social media, and websites.

PDP ITU worked closely with the New York State Office of Temporary and Disability Assistance (OTDA) to manage TrainingSpace, a training and resource portal for New York State social services staff. Last year, more than 24,000 participants completed web-based trainings using TrainingSpace. PDP ITU launched *SNAP: Eligibility for the Standard Utility Allowance (SUA)* in early 2018. Participants determine eligibility for the SNAP Standard Utility Allowance and practice coding through realistic scenarios

and system simulations. PDP ITU also completed development of *Temporary Assistance Budgeting & Coding* training, a multi-year project that resulted in a collection of 31 basic, 19 intermediate, and 11 advanced training topics. PDP ITU also continued to develop tools housed on TrainingSpace, including the On-Site Training Request Form, Voluntary Agency Access for TS Pass, and numerous conference registration sites.

PDP ITU continued work with PDP's Public Service Workshops Program (PSWP) to develop and deliver online courses for the Governor's Office of Employee Relations through the Statewide Learning Management System (SLMS). PDP ITU completed development of several courses over the past year, including *Ethics for New York State Employees, Integrity: The Foundation of Public Service*, and updates to annual mandated trainings. These courses continue to receive positive feedback from the sponsor and trainees.

PDP ITU worked with OTDA's Public Information Office to manage the OTDA Intranet and Internet sites and maintain compliance with the highest level of the Web Content Accessibility Guidelines (WCAG). PDP ITU updated the branding for the OTDA Intranet site and implemented a new internal tracking system for update requests.

PDP ITU maintained the Office of Children and Family Services (OCFS) Internet and Intranet sites, completing daily updates while applying the next phase of the New York State branding and accessibility guidelines.

PDP ITU collaborated with OCFS to launch a completely new version of the Child and Family Services Plan application, which allows county staff to enter required data related to the Statewide Assessment and Performance Improvement Plan. This new system, a series of complex forms and reports that feature multi-tiered commenting and approval features, has garnered high praise from county users and OCFS staff.

PDP ITU also partnered with other PDP units to design, develop, implement, and provide support for web-based trainings and the learning management system for the Early Childhood Education and Training Program. Launched at the end of 2017, the five-hour *Foundations in Health and Safety* training contains 12 sections and offers information and strategies to improve the safety and health of children in regulated child care programs.

PDP ITU continued its role as the national contractor for the Passport to Partner Services e-learning curriculum. Working with the New York State STD/HIV Prevention Training Center at the NYS Department of Health and the Centers for Disease Control and Prevention, PDP ITU maintained and enhanced the training portal, training modules, data reporting tools, multiple related websites, and provided technical support for trainees and program administrators.

PDP ITU partnered with the University at Albany School of Public Health's Center for Public Health Continuing Education (CPHCE) to improve the *PHTC Online* learning management system and associated trainings. PDP ITU staff worked with CPHCE staff

Research Scientist Fazana Saleem-Ismail at work on an Evaluation Unit project.

to consider technical solutions to meet trainee and administrative staff needs. PDP ITU started making improvements to strengthen accessibility and usability in a new version of the *Hospital and Community Patient Review Instrument* training.

PDP ITU worked with PDP's Child Welfare Training Program to enhance communication channels and web-based messaging for the Youth in Progress (YIP) project. YIP engages with youth in care with the support of adult mentors and provider agency staff across six regions in New York State. PDP ITU managed the social media accounts and website for YIP, which helps raise public awareness of the experiences of youth in care, increase youth involvement, empower youth, and improve policies and practices that assist youth as they transition out of foster care.

In late 2017, as part of a partnership with the State University of New York's Center for International Development, PDP ITU staff traveled to Kenya to consult with the Kenya School of Government to assist and guide development of an online ethics training.

6.2.9 Evaluation Unit

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 wide-range of quantitative and qualitative in-house and sponsor-requested evaluation projects. The evaluation staff successfully met the increasing need for evaluation assistance.

In July 2017, PDP evaluation staff submitted the final evaluation report to the New York State (NYS) Governor's Office of Employee Relations (GOER) regarding PDP's analysis of GOER's newly designed *Essentials of Supervision: Fundamentals Certificate Program.* The program was intended for new NYS supervisors, defined as those who had been in their positions less than two years. PDP conducted a mixed-method evaluation plan developed in consultation with GOER. Participants and their supervisors completed online surveys, and semi-structured telephone interviews and attended focus groups. Based on the PDP evaluation report, GOER's training program was very effective and met their objectives of increasing the competence, confidence, and skills of the participants and having participants successfully apply their new knowledge and skills to their workplace.

PDP evaluation staff conducted analysis of all on-going workshops for the Public Service Workshops Program (PSWP) during this reporting period. Additionally, staff evaluated three of the PSWP leadership development programs. During this reporting period, three sessions of the New York State Leadership Institute (NYSLI), designed for senior level NYS employees in Grades M2 and above, were completed. Detailed evaluation reports were prepared following the completion of each session of the program. Another program

in the series, the Leadership Development Program (LDP), designed for PEF-represented employees in Grades 23 and above, had three complete offerings in 2017, and a delivery of the training took place in Rochester, NY in late June 2018. Evaluation Unit staff completed reports for each offering. In addition, the first pilot offering of the new Aspiring Leaders Program, designed for PEF-

An example of learning tools used by the Department of Media Production for use in an Early Childhood Education training product.

represented employees in Grades 18-23 and Management Confidential (M/C) employees in Grades 18-M1, took place in June 2018. The three-day workshop provides participants with foundational skills needed to lead successfully in NYS government. PDP evaluation staff provided an extensive evaluation of the pilot program.

In the second half of 2017, PDP evaluation staff continued a study of the effectiveness of the Pyramid Model Training Program in NYS with a focus on teaching staff at child day care centers. During this period, a small sample of classroom observations were conducted of teachers who had attended Pyramid Model training and a control group of those who had not. Trained observers were used. PDP staff conducted semi-structured telephone interviews with a sample of training participants and supervisors. In December 2017, a draft report of the results was submitted to OCFS. The evaluation findings indicated that the Pyramid Model Training Program had a positive impact on the teachers and students who participated in the program. The report was reviewed by OCFS and is expected to be available as a link on the PDP website in late 2018 or early 2019.

In March 2018, PDP evaluation staff began a project looking at violations that occur in regulated child day care providers in NYS (with the exception of day care centers in NYC). This analysis may identify violation trends which can inform potential training opportunities for both inspection staff and child day care providers. In May 2018, PDP evaluation staff downloaded data from the Child Care Facility Search page on the OCFS website and the data.ny.gov Open Data website and continued this analysis.

In January 2018, OCFS and PDP conducted a needs assessment to explore ways to assist foster care agencies to strengthen their staff training development in efforts to lead to better outcomes for transitioning youth in foster care. PDP evaluation staff conducted the analysis of a statewide online survey which was sent to 900 NYS foster care agencies with a 41% response rate. The findings helped to identify the topics of training that staff had completed in the past year and topics they would like to receive. Respondents also cited challenges/barriers they encounter when working with transition-age youth.

6.2.10 Department of Child Welfare Training

Working with Alcohol and Substance Affected Families

In response to the growing concern of substance use and the impact on family dynamics, at OCFS's request PDP developed two new courses, *Substance Use and Family Dynamics* and *Opioid Use and Family Dynamics.* These trainings were available in May 2018 after being piloted in the fall of 2017 and revised early in 2018.

Both courses provide caseworkers and supervisors with an opportunity to delve into the attitudes, values and beliefs about substance use, the effects, signs and symptoms of specific drugs, and how substance use affects the family. These trainings also incorporate information about safety planning and harm reduction.

Casework Documentation

In July 2017, PDP staff provided a special topic training at the request of OCFS to help child welfare staff better understand the importance of customizing documentation to accurately reflect the case events. This course about case composition and customization provided a half-day session designed for four specific audiences, including supervisors. The series of trainings was offered in four different regions between July and December 2017.

Other specialized training focused on the necessary documentation for Child Protective Services (CPS) cases, primarily safety and risk assessment, and was provided in June 2018.

Planning also began in May 2018 for providing a special topic training that addressed using the Family Assessment and Service Plan (FASP) as a case-planning tool.

Child Forensic Interviewing

PDP partnered with Gundersen National Child Protection Training Center (GNCPTC) to provide twenty five-day child forensic interviewing trainings, eighteen advanced special topic trainings and six webinars throughout the year.

The five-day child forensic interviewing training incorporates the use of adult actors who portray children during skills demonstration. PDP continued to build a pool of actors who provide an opportunity for child forensic interviewers to practice their use of the ChildFirst® Protocol.

Statewide Youth Services Training

PDP collaborated with NYS OCFS Bureau of Training and Development and the Child Welfare and Community Services Bureau of Vulnerable Populations on the development of a brief statewide training needs assessment to explore ways to assist Foster Care agencies to strengthen and support their staff training development in efforts to lead to better outcomes for transitioning youth, between the ages of 13-21, in foster care. Based on the results of the needs assessment, PDP developed a youth services training and curriculum development

plan in an effort to meet the training needs of its target audience.

In response to better meeting the training needs of local social service districts and voluntary child welfare agencies, PDP has undertaken major curriculum revisions to several of the OCFS-sponsored youth services trainings. PDP developed the

Participants at a 2018 New York State Office of Children and Family Services Youth Engagement program organized by PDP's Department of Child Welfare Training.

Working with LGBTQ+ course, a one-day training that helps provide adult caregivers with information, resources, strategies and activities to work effectively with LGBTQ+ youth in care. In addition, PDP developed the *Creating LifePaks with Youth in Care* course, a two-hour workshop that helps adult caregivers use the process of developing a LifeBook/LifePak with a youth as a way to produce a tangible product, while helping the youth explore future goals. Several other trainings are currently being revised and redeveloped.

PDP collaborated with NYS OCFS Child Welfare and Community Services Bureau of Vulnerable Populations and Regional Office staff to plan, develop and deliver six Youth Events and Speak Outs. Over 650 youth and 300 adult partners attended the Youth Events across the state. Normalcy was the predominant theme heard during the speak-out portion of the events, along with the expressed appreciation of the workers and foster parents that support them in the toughest of times.

PDP Collaborated with Columbia University's School of Social Work Workplace Center on Young Adult Work Opportunities for Rewarding Careers (YA WORC) agency recruitment and staff training. PDP also provided on-going technical assistance in strategizing how agencies can best integrate YA WORC into their current services and operations.

Pamela Potter-Reger, long-time Manager of the Department of Child Welfare Training, retired from PDP on December 29, 2017.

6.2.11 Department of Media Production

During the past year, the Department of Media Production provided their technical and adult learning expertise on a number of projects for the Office of Children and Family Services and the Office of Temporary and Disability Assistance. Media Production developed a variety of training products distributed on multiple platforms and took important steps to reinforce PDP's ability to deliver high-quality educational content to a diverse public and not-for-profit workforce.

Department of Media Production staff preparing for a shoot at the University's Performing Arts Center.

Supporting Statewide Education Initiatives

This department worked with stakeholders and subject matter experts to promote important topics affecting multiple populations within New York State. As part of Foster Care Awareness Month in May, they interviewed six youth about the positive impact their foster parents had on their growth and development as young adults. In support of New York State's ongoing efforts to lower the infant mortality rate, PDP created several videos demonstrating safe sleep practices in English and Spanish. Through successful collaboration with numerous divisions and offices within the Office of Children and Family Services, Media Production played an integral role in the "Best of OCFS" campaign. They created engaging video content highlighting the exceptional work of specific departments and programs within the agency.

The team also traveled around the state to record live trainings and presentations, which they later made available to the public workforce through the Human Services Learning Center (HSLC) and DVD.

Removing Barriers to Learning

Media Production continues to leverage innovative digital tools in order to make training content available to professionals. They developed three e-learnings, adding to the list of 17 e-learning trainings available through the Early Childhood Education and Training Program (ECETP) learning catalogue and 23 trainings through HSLC. Notable amongst these were the Chinese and Spanish versions of the Foundations in Health and Safety e-Learning. Over 340,000 learners registered for an online course during this time frame. As part of PDP's efforts to meet the needs of New York State's diverse workforce, Media Production also created video segments in Chinese to accompany the Medication Administration Training (MAT) course offered to Chinese-speaking child care providers.

In addition to the e-learning courses created in-house, the team produced audio files for incorporation into computer-based trainings developed by various divisions within OCFS, including Child Welfare and Community Services and Administration.

A look at the new broadcast studio currently under construction beneath the Academic Podium that Department of Media Production staff will use.

The Early Childhood program widened access to its educational content by approving more than 600 On-Demand Trainers. These individuals were then able to coordinate a training session at a date and time convenient for their program staff and select a topic from one of the On-Demand trainings available.

Education Specialist Edward Kirchgessner and PDP Executive Director Eugene Monaco survey construction progress at the new broadcast studio.

Media Production produced five webcasts: *Building Healthy Relationships with Effective Communication; Educating for Sustainability; Legal Aspects of Adult Protective Services; Legal Updates for CPS and Child Welfare;* and *Focus on the NYS Child Care Regulations.* While continuing to produce live content, Media Production worked with the University at Albany to build the new broadcast studio located under the Academic Podium on the university's uptown campus. Starting in 2019, the team will use the space to produce future webcasts and events, create training videos and public service announcements, and record audio files.

6.2.12 Information Systems and Programming

Information Systems and Programming (ISP) released several major system upgrades during the period. The Early Childhood Education and Training Program (ECETP) site navigation and interface was modernized to better accommodate mobile users. Older .shtml pages were upgraded to .aspx pages and now are dynamic using the same library items to create a more consistent experience for the user. Consolidation of ECETP membership into a single database took place, zip code validation was added assuming member's county matches their zip code, a new password reset option was created, the eLearning registration process was streamlined, and web service integration was improved.

The training.pdp site also had many upgrades including user interface upgrades, the addition of eLearning courses and reporting, implementation of additional automated email reminders for Medication Administration Training (MAT) and Health and Safety (HS) training, and the development of several robots, which run nightly providing reconciliation of payments, importing of trainer data, and learning management system data pushes.

ISP increased its ability to monitor security by fully adopting the Tenable system for server monitoring and Red Gate to improve SQL and database monitoring. Several servers have been migrated and upgraded to the latest Microsoft versions including two SharePoint sites, SQL server and Team Foundation Server.

Former Department of Computer Training Services Manager Susan Kalafut, Information Systems Assistant Luis Léon, and former Department of Child Welfare Training Manager Pamela Potter-Reger, at Susan's and Pam's retirement party on January 4, 2018.

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

Thank you all so very much for putting together this worthwhile training. The feedback and the 'elevator talk' has been overwhelmingly positive, regarding both the content and the competence and confidence of all the presenters. My colleagues and I have repeatedly used the words 'excited' and 'energized' when discussing this endeavor and today's participants felt the same way. I know you all have played a role in putting this training together, whether in the writing, researching, reviewing, editing, or presenting and you all deserve praise for a job very well done. It's a pleasure working with you all. [Regarding the instructional design and curriculum presentation of Program Development and Implementation Considerations for People Affected by Poverty and Trauma]

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

[Regarding the 2017 Healthy Families Training Institute Conference]

"I think this was the smoothest running conference I've ever seen…The registration just flowed… You paid attention to every detail…It was excellent… You made this one of the best conferences ever… It was a pleasure working with you… Great job."

— From several NYS Office of Children and Family Services Bureau of Program and Community Development Staff

[Regarding the 2017 HEAP Regional Training Meetings]

"Thank you for all the work you did…I believe the results were amazing."

— From the NYS Office of Temporary and Disability Assistance HEAP Policy Bureau Chief

[Regarding the Standard Utility Allowance curriculum for the 2018 SNAP Regional Training Meetings]

"Thank you very much. You did an awesome job. We were really pleased with the work that was done."

— From the NYS Office of Temporary and Disability Assistance SNAP Policy Bureau Chief

"I want to take this opportunity to thank you for organizing, spearheading, and facilitating a great registration process for the NYWFIA 35th Annual Training Seminar in Lake Placid, New York from June 3 through 6, 2018. Your assistance with the registration preparation before the conference and on-site registration at the conference helped make the conference a huge success...We received stellar reviews and so many verbal accolades. With your support and assistance we were able to offer training to staff that otherwise may have no formal training throughout the year…On behalf of the NYWFIA Board and members, please accept our heartfelt appreciation and gratitude for your on-going dedication, organization, and assistance."

— From the New York Welfare Fraud Investigator's Association (NYWFIA) President

6.3.2 Department of Computer Training Services

Trainees and sponsors recognize and laud the efforts of DCTS in providing accessible, applicable training that meets trainees' needs across a variety of OCFS and OTDA applications, including proprietary systems as well as the Microsoft Office suite. OCFS has commented positively on materials developed for CONNECTIONS Training, stating "These documents seem great to me," "…the job aid was straightforward and looked great," and "…the content was clear and concise." Trainees regularly use comments such as "great", "insightful", and "highly informative" to describe traditional classroom instruction as well as instructor-led or asynchronous distance learning classes. Comments such as "I had a lot of questions prior to this training. My trainer was excellent at providing answers to all my questions and effectively teaching me how to apply everything when I go back to my job site" summarize trainees' impression of DCTS courses. The trainees also recognized the increased use of simulations during instructor-led distance learning training, offering increased opportunities for hands-on practice during class, noting "It was a great way to reinforce technology learning. I find showing people once then have them do it in front of me is one of the only ways to help people really get a concept." Trainees also emphasized the ways they intend to use the skills taught during training once back in the workplace, citing increased efficiencies and time-saving techniques taught in training across diverse areas, concepts, and skill levels.

6.3.3 Department of Child Welfare Training

[Regarding Case Documentation Training]

"I just wanted to let you know that I checked in with a number of staff this morning and they found yesterday's training VERY helpful! I heard great feedback on your delivery style as well as content. The reference materials and technical assistance/guidance for the different sections of the FASP was just what our supervisors/staff needed. You did a great job and I just wanted to thank you!"

— From the Staff Development Coordinator, Clinton County

[Regarding Child Forensic Interviewing Training]

"I loved this course. The trainers were so knowledgeable and helpful. When speaking with child victims, I will engage in less suggestive practices and be able to make children more comfortable in the child forensic interviewing process."

— From an attorney at the Bronx District Attorney's Office

[Regarding Working with Substance Affected Families Training]

"I attended this training and saw a number of my colleagues there! This was an extremely well done and valuable training. The material was well organized, the presenter was extremely knowledgeable, organized and passionate about the subject, and the training offered various learning styles (didactic, discussion, group activities, etc.). I would highly recommend it to others."

— From a Program Director at Parsons Child and Family Center

[Regarding Youth Services Training]

"I just wanted to tell you I have heard from 4-5 people how great the Region 6 youth conference was. It is not surprising that you would do such a great job, but I wanted to recognize how happy and pleased we are of your effort.

You are a strong, passionate and dedicated person and I truly respect and admire your commitment to ALL of our work.

GREAT JOB and your entire team down there!"

— From the Director, Bureau of Vulnerable Populations NYS OCFS

[Regarding Youth Services Training]

"Our youth are benefiting from having a Youth Engagement Specialist (YES) located in our region. This YES is able to lead our YIP group in the Southern Tier, meet with youth

throughout the month, and even attend our Independent Living Group/Youth Council at Pathways from time to time. Because he has been so involved with the youth, our youth have had an increase in YIP engagement, which then led to two of our youth assisting with the Speak Out and other YIP events. Because of the youth engagement, we have seen our teens try harder in school and show an increase in maturity as they look forward to setting an example for others. I believe because of our Youth Council, a dedicated Pathways, Inc. Family Specialist, and the YES's involvement in YIP, one of our youth was able to return home and meet her permanency goal earlier than expected.

Thank you very much!"

— From a Director of Children and Family Services at Pathways, Inc.

6.3.4 Department of Child Care Subsidy and Regulated Care

[Regarding Health and Safety TOT Trainer]

"I am so grateful to [PDP's Health and Safety Training Sr. Education Specialist] as she allowed me to attend the TOT; I loved it! I am coming from a family tragedy and she has provided the support and time to "come back" from that experience, which I'm still struggling with, but I now have hope. I had a great time at the TOT with (name's) style, techniques and presentation skills. She made me laugh, which has not happened in a very long time. She is helping me to be a better trainer and to move on with my life. She makes herself available (7) days a week [apparently an email was sent and replied to on a weekend day]. She is awesome!"

— From a Newly Certified Health and Safety Trainer

[Regarding Medication Administration Training and Trainer]

"Just wanted to say thank you so much for the great training this week! It was so nice to meet you finally and the staff had rave reviews of both of the days of trainings you did. So Thank You!!"

— From New York State Office of Children and Family
Services Albany Regional Office Staff Member

[Regarding support and outreach to counties who need training]

"I am grateful that you are out there teaching and assisting the districts. Your writing skills, training skills, interpersonal skills; your demand that things be done right, and your vast knowledge of the subject matter are greatly appreciated."

— From a New York State Office of Children and Family Services
Division of Child Care Services Child Care Subsidy Specialist

6.3.5 Public Service Workshop Program

"Great class! Very happy to have attended this training."

— From Aspiring Leaders Program Participant

"I've taken many courses while in the 2+ decades of state service. This was the best."

— From Leadership Development Program Participant

"This course/training more than met expectations I had. It is powerful and life changing."

— From Leadership Development Program Participant

"Dynamic speaker w/knowledge of working at high level in NYS gov. Thank you! This is a wonderful training/learning opportunity!"

— From New York State Leadership Institute Participant

"Breaking the workshop into lecture, self-assessment, partner 1:1 engagements, group discussions, video and open format kept the attendees engaged and attentive. Really enjoying this!"

— From New York State Leadership Institute Participant

6.3.6 Instructional Technologies Unit

"I just wanted to thank you all for the effort that was put into launching the Voluntary Agency access to TrainingSpace via the TS Pass far ahead of the late summer deadline. Your commitment to balancing functionality with expedience in moving up the deadline at our request, all while not sacrificing quality, are greatly valued by OTDA and is one of the many reasons I enjoy working with you. Your efforts in this particular instance will go a long way toward helping OTDA continue to meet the SNAP Civil Rights Training requirements. We look forward to continuing to work with you to bring the full capacity of the voluntary access and other TS Pass upgrades online over the coming months."

— Assistant Director, Office of Temporary & Disability Assistance

"I also wanted to let you know personally that the [Child and Family Services Plan] system was awesome! What a difference from last year. Given the amount of information that has to be input, I was surprised that more issues didn't present themselves. All of the counties that I worked with seemed to really like the new system as well."

— Children and Family Services Specialist 1, Office of Children and Family Services

"Thank you for the quick turnaround on the [design product]. It looks fantastic! I know you do amazing things for us at PDP on a regular basis – but [the sponsor] approved this in 30 minutes! It has been going back and forth for some time and I am pretty sure that if you didn't come to our aid, it may not be finalized yet."

— Manager, Child Welfare Unit, PDP

"I enjoyed taking this course. I feel it will help me to do my job even better."

— eLearning participant

"This course was really excellent. It is engaging, interesting, based in real examples, and quite easy to follow. I learned a lot!"

— eLearning participant

Project Staff Associate Catherine Renzullo, former Department of Child Welfare Training Manager Pamela Potter-Reger, and Instructional Technologies Manager Edward Skawinski at Pam's retirement party on January 4, 2018.

6.3.7 Department of 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

[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

[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

[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

[Regarding Orientation to OCFS for Youth in Detention]

"Thank you all for an excellent product."

— From DJJOY Staff

[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

6.3.8 Early Childhood Education and Training

"I am the Director of a daycare center. Recently, three of my staff enrolled to pursue their CDA. They each applied for EIP scholarships. The process was simple and the response was very fast. All three were approved for scholarships. The ease of the EIP process was such a positive experience! This is such a valuable opportunity for care givers. As a center, we will certainly pursue additional training because of the support of the Educational Incentive Program."

Education Specialist Gary Glinski working on a Media Production project.

— From a Daycare Center Director

"Thank you! This has been a wonderful partnership. We are very happy that you (new Event Approval staff) are in this position. We truly appreciate everything you have done for us."

— From an EIP participating training organization

"I just wanted to thank all of you [EIP staff] for your assistance with me on completing both my Aspire registry renewal and T-TAP application. Because of your assistance, I have been able to complete both projects in less than a month. It is important to me to keep my credentials current and I am very appreciative that you took time from your busy schedules to advise me. Extremely grateful."

— From a trainer participating with EIP

"You [Event Approval staff] are one person both Providers and Trainers can count on for encouragement understanding, patience, professionalism and as I have heard tell often, someone who doesn't talk down to the Providers. I cannot imagine the challenges during those four years but you served us all with Grace and Dignity. Referring in your email to Providers as Professionals is probably the highest compliment you could give them and I thank you on their behalf."

— From an EIP participating training organization

"It was such a pleasure to work with you (Event Approval staff). You made this often frustrating process so much easier and smooth. Your cooperation was sincerely appreciated.

I wish you good luck and success from the bottom of my heart."

— From a trainer participating with EIP

"You [Event Approval staff] have made navigating EIP and PDP easier for us in so many ways. I appreciate how you are always ready to answer a question, no matter how strange. Your understanding and flexibility gave a human touch to a state agency."

— From an EIP participating training organization

6.3.9 Training and Technical Assistance to Support Local DSS Permanency Planning

"This is one of the best courses/ trainings I have ever been to. It was filled with informative information and provided me with a different perspective on partnership. I can utilize the information provided to us on a daily basis, not only professionally but personally as well."

— Participant Principles of Partnership training

"Course was awesome. Extremely informative, eye opening, interesting, and necessary in the child welfare system. Great training!"

"Totally different vibe to this training compared to past cultural competency workshops. Much more empowering. I actually feel empowered to make and see a change."

"Insightful, inspiring, and educational."

"Things learned in this class will apply to my work and personal life."

"Great chemistry between the trainers."

"I would like to see veteran caseworkers and administrators take this training."

— Participant feedback on new Supporting and Promoting Race Equity and Cultural Competency in Child Welfare training

6.3.10 Evaluation Unit

"Fazana and Susan—Thank you for taking the time to present to the Pyramid Model State Leadership Team. Your description of the study was encouraging and inspired conversation later in the day. In fact, we started to discuss possible follow-up work for you. We have included your report in the progress document we gave to participants yesterday. Thanks again for your time and talents and being a part of this important work!"

— From the Senior Associate at the Early Childhood Initiatives,
NYS Council on Children and Families, Rensselaer, NY

[Regarding the "Applying a Logic Model Framework to Guide Evaluation of Continuing Education and Training" presentation at the CEANY 2017 Conference in Syracuse, NY on November 9, 2017]

The CEANY evaluation survey of the session indicated that the presentation was well received and open-ended comments included: "Very informative and well presented", "Conceptually good", "Great references and information" and "Good tips from experience".

7.0 PDP Staff

7.1 Annual Awards

University at Albany President Havidán Rodríguez addresses staff at the 2018 PDP Staff Recognition and Awards Event.

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.

Director Deborah McGuire, Senior Programmer Analyst Aria Moshari, recipient of the 2017 Executive Director's Award, Executive Director Eugene Monaco, and Director June Mastan at the 2018 PDP Staff Recognition and Awards Event.

2017 Recipient—Aria Moshari

Since his arrival in 2015, Aria has applied his strong design and programming skills to transform aging systems into 21st century models of efficiency. The results of these efforts have significantly strengthened PDP's place as a technology leader.

Aria readily shares knowledge, techniques, and ideas with fellow developers and PDP staff. A quiet, yet highly effective leader, Aria's efforts have modernized and advanced many of PDP's most relied-upon applications. These include creating the next generation Educational Incentive Program database, improving security, and modernizing several aspects of our internet presence.

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.

Executive Director Eugene Monaco congratulates Administrative Assistant II Laurie Lieman, 2017 recipient of the Outstanding Administrative Support Staff Award at the 2018 PDP Staff Recognition and Awards Event.

2017 Recipient—Laurie Lieman

Laurie provides program and administrative support for the field-based Child Support Training and Outreach Project (CSTOP). She ensures class materials are ordered, organized, and ready for trainers. She arranges rooms and accommodations, processes travel vouchers, works with hotels, completes closeout tasks, and provides information for quarterly reports.

One of Laurie's strongest attributes is her willingness to help. She also assists the Finance and Project Support Team, as well as provides project support for several Department of Temporary Assistance Training deliverables.

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.

Director Deborah McGuire, Project Staff Assistant LaToya Jackson, 2017 recipient of the Outstanding Professional Staff Award, and Executive Director Eugene Monaco at the 2018 PDP Staff Recognition and Awards Event.

2017 Recipient—LaToya Jackson

LaToya coordinates and supports the Leadership Development Program and the NYS Leadership Institute. LaToya played a vital role in the planning, approval, and delivery of the new Leadership Institute. She collected, reviewed, and organized training materials submitted by Rockefeller College and developed a competency model for the 360 assessment. LaToya facilitated communication with stakeholders from the Governor's Office of Employee Relations, Rockefeller College, PDP, program participants, and consultants. She also monitored participant completion, worked with individuals who missed sessions, and assisted with program evaluation.

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.

Executive Director Eugene Monaco and Senior Education Specialist Jeffrey Isaacson, recipient of the 2017 Outstanding Trainer Award at the 2018 PDP Staff Recognition and Awards Event.

2017 Recipient—Jeffrey Isaacson

During 2017, Jeff delivered a majority of classroom and online synchronous course offerings for CSTOP while he mentored and trained new staff. He also reacquainted fellow CSTOP staff with numerous CSTOP course offerings by delivering customized, condensed sessions targeting various topics and by conducting regular minisessions for new project staff to help build content expertise. Jeff has invested considerable thought and energy into the redesign and development of the new accounting series of courses, a complex and long-term project that is approaching its final stages. Jeff also provides content expertise for work on the comprehensive Child Support Program Manual.

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.

From left: Some of the recipients of the 2017 Outstanding Team Award: Graduate Assistant Gowoon Jung, Training Program Coordinator Jessica Bashaw, Research Scientist Fazana Saleem–Ismail, Senior Research Scientist Susan Gieryic, Project Staff Assistant Laura Vecchio, Senior Administrative Assistant Colleen Denning with Executive Director Eugene Monaco and Directors Deborah McGuire and June Mastan at the 2018 PDP Staff Recognition and Awards Event.

2017 Recipient—Poverty/Trauma Course Development & Implementation Team

This team designed, developed, and implemented a classroom course, Program Development and Implementation Considerations for People Affected by Poverty and Trauma, to meet a priority training need for NYS OTDA. This initiative examines how poverty and trauma affect brain development to foster a more human-centered, trauma-informed approach when administering OTDA's programs.

This project required a team of researchers, instructional designers, curriculum writers, trainers, reviewers, evaluators, project managers, event planners, HSLC registrars, and project support. It consisted of Jessica Bashaw, Colleen Denning, Harra Epner, Susan Gieryic, Diane Hodurski-Foley, Gowoon Jung, June Mastan, Jenna Melewski, Paige Pappianne, Fazana Saleem-Ismail, Lauren Schauer, Bonnie Taylor, and Laura Vecchio.

7.2 PDP Staff Accomplishments

PDP Promotions for 2017 - 2018

The Professional Development Program places a high value on its staff, offering challenging and rewarding opportunities for both personal growth and career advancement within the organization. During the 2017–2018 year, ten staff members received promotions to a wide range of positions, including two to manager positions following the retirements of two long-serving staff, along with two training program coordinators, two senior education specialists, two senior trainers, one project staff associate, and an administrative assistant II.

Caroline Benoit

Date of Promotion: 2/12/18
New Title: Administrative Assistant II
Former Title: Administrative Assistant I

Ronald Biggé

Date of Promotion: 12/1/17
New Title: Training Program Coordinator
Former Title: Senior Education Specialist

Nathan Cadoret

Date of Promotion: 4/2/18
New Title: Senior Education Specialist
Former Title: Education Specialist

Wendy Calabrese-Sampone

Date of Promotion: 1/2/18
New Title: Principal Education Specialist/Manager
Former Title: Training Program Coordinator

Lakia Green

Date of Promotion: 6/11/18
New Title: Training Program Coordinator
Former Title: Senior Education Specialist

Jill Haskell

Date of Promotion: 6/4/18
New Title: Senior Education Specialist
Former Title: Education Specialist

Molly McHale

Date of Promotion: 9/5/17

New Title: Project Staff Associate

Former Title: Senior Education Specialist

Lauren Schauer

Date of Promotion: 6/4/18

New Title: Senior Trainer

Former Title: Education Specialist

Patricia Seeberger

Date of Promotion: 1/8/18

New Title: Principal Education Specialist/Manager

Former Title: Training Program Coordinator

Bonnie Taylor

Date of Promotion: 6/4/18

New Title: Senior Trainer

Former Title: Education Specialist

PDP prides itself on providing promotional opportunities for staff, and this past year is a striking example of PDP's ongoing commitment to staff development.

7.2.1 Department of Child Welfare Training

In September 2017, **Wendy Calabrese-Sampone** presented two workshops, *Working with Families Affected by Opiate Use* and *Making a Call to the New York Statewide Central Register of Child Abuse and Maltreatment – One Decision Can Save Lives,* at the Healthy Families Institute in Albany, NY.

In October 2017, **Winell Soures** presented a workshop, *Supporting the Children and Families of Substance Abusers,* at the Kinship Caregivers Conference in Rensselaer, NY.

In October 2017, **Julia Meade** presented *Reflecting on Progress Notes in Casework Supervision,* at the OCFS Supervisory Symposium in Albany, NY.

In November 2017, **Michael Cozzens** and **Gloria Moran** presented and took part in a panel discussion on the Reasonable and Prudent Parenting Standard and the Meaningful Incorporation of Youth Voice at the 2017 Voluntary Agency Summit at the Desmond Hotel. **Aaron Bogert** and **Michelle Ray** handed out information and spoke with staff about youth leadership and youth voice at a Youth in Progress resource table during the Summit.

Gloria Moran, Michael Cozzens and **Aaron Bogert** presented to the NYS OCFS Commissioner's Youth Advisory Board about Youth-Adult Partnership and the importance of working together to provide a genuine youth voice to NYS leaders.

Michael Cozzens and **Wendy Sampone-Calabrese** presented on the youth services training project during the Spotlight on PDP at the annual PDP Staff Recognition Program in April 2018.

Michael Cozzens presented on the youth services training project during University at Albany President Rodriquez's visit to PDP in May 2018.

7.2.2 Department of Temporary Assistance Training

On October 23, 2017, **Rodolfo Robles** and **Sheila Ryan** presented on "Requirements for Able-Bodied Adults Without Dependents (ABAWDs)" at the 2017 Hearing Officer Training Seminar in Albany, New York. The seminar was attended by NYS Office of Temporary and Disability Assistance (OTDA) Administrative Law Judges and other staff from OTDA's Office of Administrative Hearings, Counsel's Office, and Employment and Income Support Programs division. This presentation reviewed key policies and procedures associated with the implementation of federal ABAWD requirements in Supplemental Nutrition Assistance Program (SNAP) cases. This provided Hearing Officers with clear guidance for reviewing and assessing the accuracy and appropriateness of an agency's decision and case action during Fair Hearings for recipients of SNAP benefits.

On June 5, 2018, **Jessica Bashaw** presented a general session during the 2018 New York Welfare Fraud Investigator's Association (NYWFIA) Annual Training Seminar in Lake Placid, New York. This 1.5 hour presentation titled "The Affect of Poverty and Trauma on Decision Making and Behaviors" was delivered to 250 Welfare Fraud Investigators from across the state who support the integrity of public assistance programs by ensuring that public benefits are allocated to people who are eligible to receive them. A key part of investigating suspected welfare fraud involves communicating with clients to determine whether or not a program violation occurred and, if so, whether or not it was intentional. This session highlighted research on how living in poverty and experiencing trauma affects brain development and executive functions, as well as factors contributing to some behaviors and decision-making demonstrated by people living in poverty; thus, reinforcing with investigators why using empathy when conducting investigations and communicating with public assistance clients is important.

Also, on June 5, 2018, **Paige Pappianne** delivered a two-hour workshop twice during the New York State Department of Labor's 2018 Employment Conference: Serving Customers With Barriers in Latham, New York. Although similarly titled "The Affect of Poverty and Trauma on Decision Making and Behaviors," this workshop was targeted to Employment Counselors from across the state and custom designed to meet their learning needs and support job performance. This workshop highlighted the connection between living in poverty, experiencing trauma, and brain development, as well as focused on how these experiences can affect public assistance clients' decision-making and behaviors. A strategy of using empathy to communicate with public assistance clients was also reviewed.

On April 26, 2018, **Jessica Bashaw** and **Diane Hodurski-Foley** presented to PDP staff during the 2018 PDP Staff Recognition Program regarding the successful instructional design and implementation of a new one-day course titled *Program Development and Implementation Considerations for People Affected by Poverty and Trauma*. This course focuses on teaching a state agency workforce how the experience of living in poverty and associated trauma can affect the development of the brain and executive functions, as well as how this information can be applied to public assistance programs like TANF, SNAP, and HEAP. This presentation highlighted the design process and evidence-based research supporting this work, collaborations with Rockefeller College faculty for course reviews, and the positive sponsor and learner reactions to the course. Subsequently, on May 1, 2018, this presentation was also delivered to University at Albany President Havidán Rodríguez.

7.2.3 Department of Child Care Subsidy and Regulated Care

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

7.2.4 Instructional Technology Unit

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 presented an informational training session at the NY Network for Youth Success Conference in Saratoga Springs, NY in April, 2018. The presentation was entitled Finding the Money: Making EIP Scholarships Work for You.

The Educational Incentive Program hosted a series of statewide informational forums including a webinar for participating training organizations. The forums were facilitated by **Colleen O'Grady** and **Michele Reedy.** These events provided EIP program staff with the opportunity to speak firsthand with trainers and representatives of training organizations participating with the scholarship program. Discussion included information pertaining to the 2018 program changes, EIP process as well as policy and procedures.

At the request of the Office of Children and Family Services (OCFS) **Colleen Faragon, Sage Ruckterstahl** and **Colleen O'Grady** participated on a collaborative panel with OCFS staff at the 2018 Annual NYSAEYC Conference in Verona, NY on the topic of provider training.

In March, 2018 **Colleen Geary** and **Michele Reedy** attended the QUALITYstarsNY Spring Retreat to provide an informational session on Quality Scholars funding. They presented updated program information to 37 Quality improvement Specialists from across New York State.

Deborah McGuire participated on a panel presenting to an audience of DCC Directors and GFDC providers at the Western New York Leadership Day Presentation in March 2018 in Depew, NY. The panel discussion brought together agencies that directly impact the Early Care Community. The panel consisted of representatives from NYAEYC, OCFS Rochester Regional Office, Professional Development Institute, Early Care and Learning Council and the Early Childhood Education and Training Program at PDP. **Colleen O'Grady** attended and shared about the Educational Incentive Program, webcasts and other information regarding ECETP programs.

7.2.7 Public Service Workshop Program

One staff person who exhibited outstanding work ethic and dedication during this period was **Verena Kemp Nugent,** Sr. Administrative Assistant leading the program's administrative unit. During the period, PSWP experienced turnover in the unit while continuing to schedule and deliver workshops at particularly high volume. Verena and her unit continued providing exemplary service to program participants and staff while short-handed and then trained new staff expertly and without any negative impact on the unit's support functions.

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

Luis León graduated from the Research Foundation for SUNY's 2017 Leadership Academy in December 2017.

Rohan Warkad received certification as an AWS Amazon Web Services Cloud Developer.

7.2.10 Training and Technical Assistance to Support Local DSS Permanency Planning

Regional office staff **Michael Emmart,** collaborated with Director of OCFS CQI/Data and select members of the Data Leaders Team on the presentation of CFSR measures and statewide congregate care data to those gathered at the inaugural Voluntary Agency Summit.

At the inaugural voluntary agency summit **John Thompson** demonstrated an in-the-moment polling system to assess and prioritize needs. This summit provided the opportunity to work collaboratively, to learn about innovative practice models and to examine how factors such as agency culture, staff and youth expectations, family engagement, and leadership significantly impact outcomes.

David Fortune and **Jennifer Teabout** supported *The Mind Science of Bias, Anxiety, and Threat: A Forum to Develop Local Implementation Plans.* The conference was developed and supported by the Director of Strategic Partnerships and Collaborations. Training staff partnered with staff from NYCRO and Juvenile Justice for the duration of the two days, working with a group of approximately 20 participants from varying locations and provider roles to identify incidents of racial bias, anxiety, and threat that have an impact on their daily practice with children and families.

David Fortune, Molly McHale, and **John Thompson** along with other delegates of New York State OCFS were supported by Casey Family Programs to attend the Signs of Safety International Gathering in Kansas City, MO. The Signs of Safety approach offers a paradigm shift to case-work-as-usual by providing a clear vision of services that do everything humanly possible to put children, parents, and every person naturally connected to children at the center of creating the healing and safety that vulnerable children need.

John Thompson created and co-presented at New York Public Welfare Association Winter 2018 Conference on the topic "Child Welfare Supervisors; The Organization's Most Powerful Change Agent."

7.2.11 Evaluation Unit

Susan Gieryic presented a session at the CEANY 2017 Conference in Syracuse, NY on November 9, 2017 entitled "Applying a Logic Model Framework to Guide Evaluation of Continuing Education and Training."

Fazana Saleem-Ismail conducted a presentation on the results from PDP's 2017 Pyramid Model Study to the New York Statewide Leadership Team, part of the NYS Council on Children and Families at their annual meeting on April 11, 2018.

7.2.12 Department of Media Production

The "Foundations in Health and Safety e-Learning" course received the James C. Hall, Jr. Award for "NonCredit Program Development" from the Continuing Education Association of New York (CEANY) in November 2017.

Casey Becker presented "The Pyramid Model: A Resource for Supporting Social Emotional Competency in Young Children" along with **Deborah McGuire** and **Patty Persell** at two separate conferences: the 2017 Healthy Families Training Institute and the NYAEYC 2018 Annual Conference.

In April 2018, **Colleen Faragon** presented "Need to know where to go? Come to our show! OCFS Training Requirements" with **Kathleen Pickel, Colleen O'Grady,** and **Sage Ruckterstuhl** at the NYAEYC 2018 Annual Conference.

Colleen Faragon led a session on the training opportunities offered by the Early Childhood Education and Training Program at the New York State Network for Youth Success' "School's Out, Make it Count!" 2018 Annual Conference.

Team members took advantage of the professional development opportunities offered at PDP. **Casey Becker** attended the Association for Talent Development (ATD) Trainer Certificate Program, and staff participated in the Personal Diversity training and Active Shooter training in January 2018.

7.2.13 Senior Staff

June Mastan received her Ph.D. in History from the University at Albany on May 20, 2018. Dr. Mastan made a brief presentation on June 4 to PDP staff on her dissertation, entitled "Answering Democracy's Call: U.S. Citizen Enlistees in the First World War Canadian Expeditionary Force."

Deborah McGuire participated on a panel presenting to an audience of DCC Directors and GFDC providers at the WNY Leadership Day Presentation in March 2018 in Depew, NY.

The panel discussion brought together agencies that directly impact the Early Care Community. The panel consisted of representatives from NYAEYC, OCFS Rochester Regional Office, Professional Development Institute, Early Care and Learning Council and the Early Childhood Education and Training Program at PDP.

Deborah McGuire presented "The Pyramid Model: A Resource for Supporting Social Emotional Competency in Young Children" along with Casey Becker and Patty Persell, of the Council for Children and Families, at two separate conferences: the 2017 Healthy Families Training Institute and the NYAEYC 2018 Annual Conference.

Eugene Monaco presented a paper *Producing Effective Leaders at Multiple Management Levels: An Innovative Approach to Leadership Development* at the Edulearn 18 Conference in Palma de Mallorca, Spain. He also served as a session chair and program evaluator.

8.0 PDP's Future Sustainability

PDP's long-term sustainability interlocked with its core beliefs and values have steadily evolved during the past 43 years. Its principles are grounded firmly in a deep understanding of the importance to advance workforce development—specifically as it relates to the public and not-for-profit sectors. Its sustainability and continued success is also a product of a deep understanding of applying the principles of adult learning theory to its work. PDP's future is precisely linked to its fundamental beliefs that:

- Supporting evidence-based education and training adds a useful, substantial benefit to the development, management, and delivery of government-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 large difference in their ability to provide much-needed services to their respective constituents.

PDP resolutely believes that well designed and effectual training is directly tied to supporting the education and training needs of those who work in or for the public service.

In consistently following these guiding principles, throughout its history, PDP has steadily 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 of effectively transforming policy to practice

- Design state-of-the-art programs that advance skill development, knowledge gain, and learning

- Formulate research and practice opportunities for faculty and students

- Promote and encourage staff development and learning opportunities for its employees

PDP

PDP will not deviate from these core beliefs and principles as its compass to shape future programs, which will continue to serve and reinforce its value for its stakeholders and the University.

To maintain its sustainability, PDP will categorically pursue 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, technology based learning has steadily increased in acceptance and has become a valuable component of PDP's portfolio. PDP will continue to underscore this practice as an important mode for direct or supplemental training.

As PDP examines new opportunities to support workforce development, which will remain as its central concentration, 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 critical information needed on demand, and offering a variety of relevant 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, and media production, offering 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 bold initiatives will not displace its unending commitment to first meet its primary mission of serving the public and not-for-profit workforce in New York State.