Annual Center Report

July 2018—June 2019
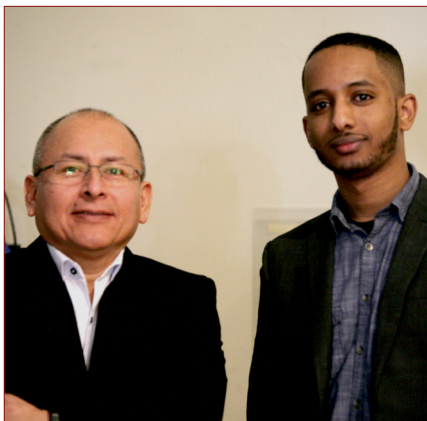
PROFESSIONAL DEVELOPMENT PROGRAM
ROCKEFELLER COLLEGE
UNIVERSITY AT ALBANY
State University of New York

Eugene J. Monaco
Executive Director and Public Service Professor

PROFESSIONAL DEVELOPMENT PROGRAM

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State University of New York

A Leader in Continuing Professional Education

Contents

Executive Summary

Eugene J. Monaco
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Over the past year, the Professional Development Program's (PDP) proficiency to maintain and seek additional funding areas of education and training of the public workforce was challenged. However, PDP's ability in acquiring contracts and grants 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 grounded in PDP's capacity to concentrate 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 obtained 25 awards totaling close to $32 million to conduct work mainly for New York State's public sector workforce. Cumulatively, these awards also produced an indirect cost recovery of $3.5 million for the University. Once again, PDP maintained its position as the leader among the university centers in generating a stable indirect cost recovery of funds for the university.

PDP's staff of almost 200 professionals was immersed in updating and designing curriculum that led to the delivery of a wide range of training programs that bolstered workforce development. PDP successfully offered over 3,000 instructional activities enrolling approximately 347,000 employees, which is a 30% increase in enrollments from 2018. This increase in enrollments correlates directly to the increased demand for on-line learning courses. PDP also generated close to 965,000 contact hours of training in its various educational program offerings during 2018-2019. This represents a 14% increase in contact hours over the previous year. PDP's overall workload remains robust.

The primary responsibility of PDP staff remains the development and delivery of education and training programs that employ the cardinal principles of adult learning theory and produce constructive workforce development outcomes that support employee growth and development while continuing to meet agency-specific needs. To achieve this demanding outcome, PDP staff use their extensive experience, knowledge, and practice skills to create high-quality training products, which cover an assorted range of subject matter areas. PDP's offerings primarily support those employees who work in the social and human services fields. PDP's programs are designed to be directly linked to meeting sponsors' needs, and they have steadily provided measurable outcomes clearly connected to trainees obtaining necessary knowledge, skills, and policy information that make them more productive workers for their organization.

PDP programs effectively assist various state, local government, non-government, and not-for-profit workers and organizations to improve their overall job knowledge, skills, and abilities. Conclusively, 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, PDP experienced an increase in technology-driven programming over the past several years, resulting in 34% of its offerings now being delivered using various technology-based platforms. E-learning options continue to become an accepted alternative for instruction, and PDP will continue to maintain its high educational and professional standards to ensure quality control over these offerings. PDP will verify, using various evaluation modalities, that they meet the education and training needs of participants.

Throughout the past year, 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.

PDP's overall sustainability continues to be resilient 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 2018-2019 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 public and community 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 2018-2019.
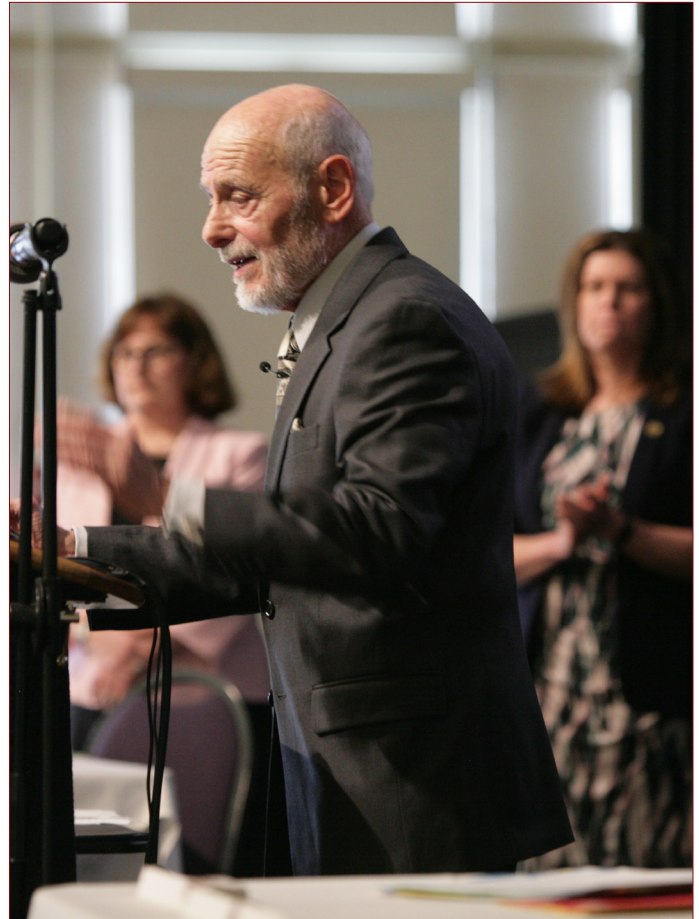
PDP Executive Director and Public Service Professor Eugene J. Monaco addresses staff at the PDP Staff Recognition and Awards Event.

1.0 Performance Relative to Stated Mission & Goals

PDP's longstanding accomplishments are directly correlated to its ability to being mission focused. As a result of this approach, PDP has consistently been able to provide outstanding continuing professional education and training that promotes workforce development for those employees who work to serve the public. For the past 44 years, PDP's commitment has been to focus on offering up-to-date, state-of-the-art programs for those employees who work for public agencies, non-government organizations, and not-for-profit establishments. 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 core mission. During 2018–2019, PDP continued its practice of imparting distinction in all of its programs. PDP's numerous accomplishments are solid proof of its ability to stay mission-focused while remaining committed to producing high quality programs that provide greatly-needed education and training for those who work in, for, or with the public sector.

1.1 Overview of PDP's Mission and Function

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

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

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

Wisely 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 that focus on increasing worker performance at all job 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 also regularly exceed the requirements of working with diversified learners in an attentive and applied manner.

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

Utilizing various instructional models, techniques, multi-media, and distance learning throughout its educational offerings (e.g., knowledge dissemination and outcome, performance, and evidence-based approaches), PDP has reliably 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.

Project Staff Associate Julie Aversa receives PDP's 2019 Executive Director's Award.

PDP's ongoing success is carefully premised on how it is resourcefully organized to effectively deliver its different programs to its various constituents. This time-tested 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 and 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, 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.

Training participant at work in the classroom.

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 represent diverse categories. Figure 1 provides an historical overview of PDP's staffing from 2015–2019.

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 Staffing
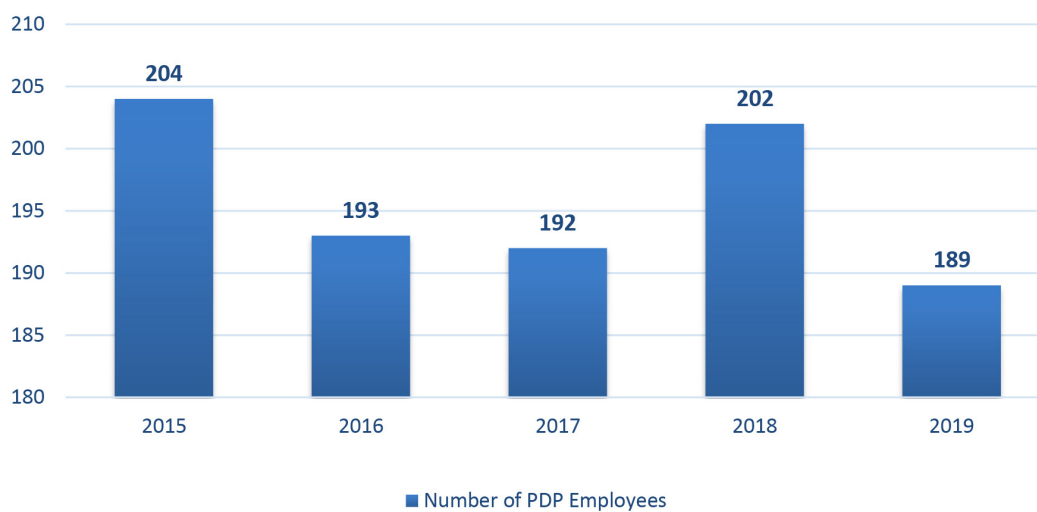
Figure 1

PDP staff possess expertise and experience in a wide variety of topics, which enabled it to successfully meet its 2018–2019 education and training commitments. They include:

- Case Management
- Child Development
- Child Support
- Child Welfare Programs
  - 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
  - o Youth Development
- Counseling
- Early Childhood Education
- E-learning Product Development
- Employment
- Event Planning
- Higher Education
- Implementation of Evidence-based Programs/ Practices
- Information System and Applications (proprietary and non-proprietary)
  - o Design, Development, and Coding
  - o Implementation
  - o User Education and Training
- Medication Administration
- Organization Development
- Program Development, Implementation, and Management
- Program Evaluation
- Public Administration
- Public Health
- Public/Temporary Assistance
- 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 and 2005)
- University at Albany President's Award for Excellence in Support Service (2007)
- Center for Digital Government's "Best of New York Award" for participation in NYS OCFS Juvenile Justice Information System (2009)
- Center for Digital Government's "Project Best Advancing Service to the Public Award" for participation in the Commission for the Blind and Visually Handicapped Consumer Information System (2009)
- APEX Award for Electronic and Video Publication in Education and Training (2010)
- Continuing Education Association of New York Exemplary Program Award for Non-Credit Program Development (2010)

PDP

- United States Distance Learning Association (USDLA) Best Practice in Distance Learning Programming Bronze Award (2010)

- United States Distance Learning Association (USDLA) Best Practice in Distance Learning Programming Gold Award (2011)

- Center for Digital Government's "Best of New York Award" for participation in the NYS OCFS Child Care Time and Attendance (CCTA) project (2011)

- Center for Digital Government's "Best of New York Award" for the Most Innovative Use of Technology for the design of the NYS OTDA mobile-optimized website (2011)

- Bronze Telly Award honoring best in video production (2012 and 2014)

- APEX Award for Publication Excellence for Most Improved Print Media "Youth in Progress Need to Know Series" (2014)

- Bronze Telly Award honoring the Pyramid Model Webcast Series (2017)

- APEX Award for Publication Excellence for the Communiqué newsletter (2017)

PDP Communicator Awards on display.

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 2018–2019 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

- Development Dimensions International Certified Facilitator

- New York State Early Learning Trainer Credential

- Registered Nurse

- Public School Teachers (early childhood, elementary, and secondary)

- Social Workers (LMSWs)

Professional Development Program
Rockefeller College

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R. Karl Rethemeyer
Dean
Rockefeller College of Public Affairs and Policy
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Eugene J. Monaco
Executive Director and Public Service Professor
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June Mastan
Director
Professional Development Program
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Deborah McGuire
Director
Professional Development Program
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Julie Aversa
Manager
Finance and
Project Support/OTDA
Specialized Services Project
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Patricia Seeberger
Manager
Department of Computer
Training Services
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James Bonville
Manager
Public Service
Workshops Program
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Colleen O'Grady
Manager
Department of Early
Childhood Training
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Diane Hodurski-Foley
Manager
Department of Temporary
Assistance Training
```

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Bryan Sotherden
Manager
Information
Systems and Programming
```

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Wendy Calabrese-Sampone
Manager
Department of Child Welfare
Training
```

```
Edward Skawinski
Manager
Instructional Technologies
```

```
Penny LaRocque
Manager
OTDA CSTOP & Upstate
Homeless Services Training /
HWRI
```

```
Susan Gieryic
Sr. Research Scientist
Evaluation Unit
```

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Colleen Faragon
Manager
Department of Media
Production / Department of
Child Care Subsidy and
Regulated Care Training
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John Thompson
Manager
Training and Technical
Assistance to Support Local
DSS Permanency Planning
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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 2018–2019, PDP 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 11 Managers (RF titles: Principal Education Specialist, Principal Research Support Specialist, or Project Staff Associate) who function as the management team.

PDP

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

1.5.2 Staff Resources

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

1.5.3 Staff Selection and Hiring

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

Among other objectives, these procedures are intended to facilitate and demonstrate the good faith efforts of The Research Foundation for SUNY and the University at Albany to identify and

Sr. Administrative Assistant Tammy Morrissey and Administrative Assistant II Lina Abu Judom participate in a Development Dimensions International® (DDI) leadership training.

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.

PDP trainer reviewing curriculum in preparation for upcoming training.

1.6.1 Curriculum Design

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

Drawing on the expertise of staff with knowledge and work experience as curriculum developers, program specialists, evaluation specialists, and computer programming experts, PDP develops and implements training programs in formats that match organizational goals and objectives with participants' needs, schedules, and diverse learning styles. PDP's affiliation with other higher education institutions and training organizations within and outside the state's university system provides a rich resource of knowledge and research from many notable academics and professions to ensure training content reflects the latest literature and best practice wisdom available. PDP often customizes products

to the specific needs of the sponsor. As noted earlier, PDP has been recognized as a leader in curriculum development and training by the Association for Talent Development (ATD), receiving their award for innovative curriculum design, and adapting emerging instructional technologies to refine and expand traditional training approaches.

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

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

Training is structured to provide a knowledge base, build necessary skills for job performance, and reinforce attitudes and beliefs that enhance performance and service delivery. This allows participants to perform in ways that approximate and progressively approach the way they will perform on the job. Competency is then achieved in the workplace as the worker transfers newly learned

skills to his/her job and receives constructive, timely feedback from his/her supervisor and others designed to coach and train.
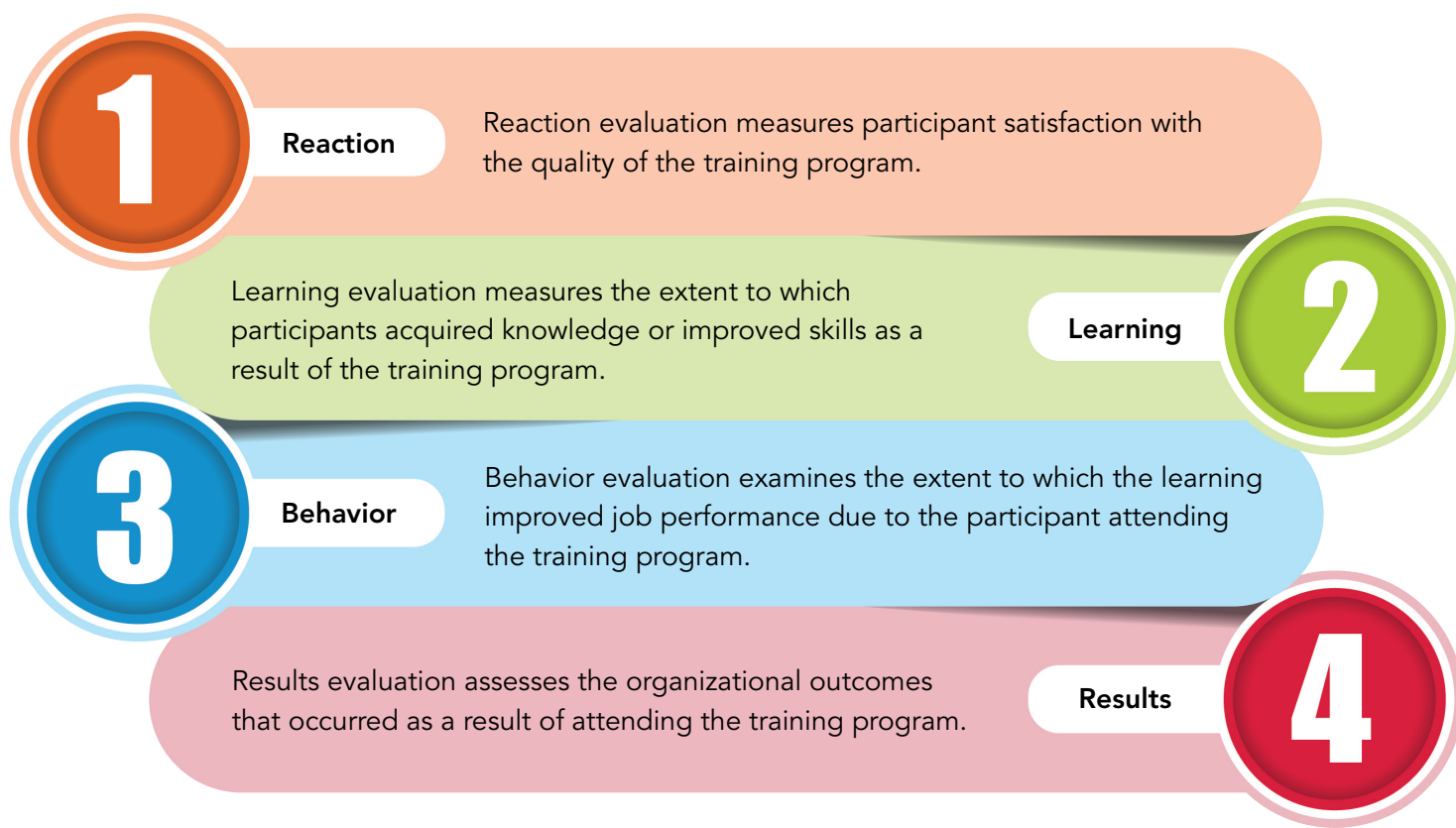
1.6.2 Evaluation

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 2018–2019 followed this approach.

1.6.3 Fiscal Responsibility

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

1 **Reaction** — Reaction evaluation measures participant satisfaction with the quality of the training program.

2 **Learning** — Learning evaluation measures the extent to which participants acquired knowledge or improved skills as a result of the training program.

3 **Behavior** — Behavior evaluation examines the extent to which the learning improved job performance due to the participant attending the training program.

4 **Results** — Results evaluation assesses the organizational outcomes that occurred as a result of attending the training program.

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

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 large measure, been due to remaining focused on its mission and core values, which have served PDP well for over 40 years.

PDP Executive Director and Public Service Professor Eugene J. Monaco with PDP's most recently hired staff at the PDP Staff Recognition and Awards Event.

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 12% this past year, up from 11% the previous year (2017–2018). PDP has successfully recruited and filled the professional vacancies that have arisen. Support staff has remained relatively 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.

PDP has a diversified staff that includes several generations in the workplace. The age, gender, and ethnic distribution of staff for 2019 is highlighted in Figures 2-4 shown below.

PDP projects that in 2020 staffing patterns will remain constant. Ongoing efforts continue to increase diversity in new hires.

	2017	2018	2019
Professional	154	165	155
Support	20	19	17
Graduate Assistants/Interns	18	18	17
Total	**192**	**202**	**189**

PDP Staff Age, Gender, Ethnicity

9%
22%
24%
45%

- 24 and under: 17
- 25-39: 45
- 40-54: 85
- 55+: 42

Figure 2

30%
70%

- Male: 56
- Female: 133

Figure 3

7%
14%
5%
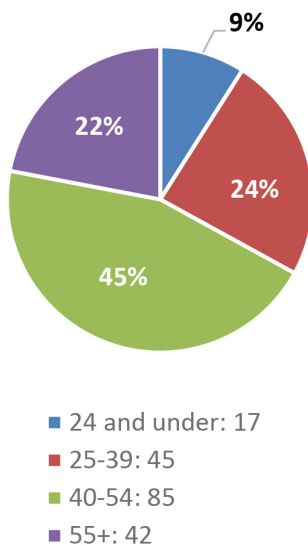74%

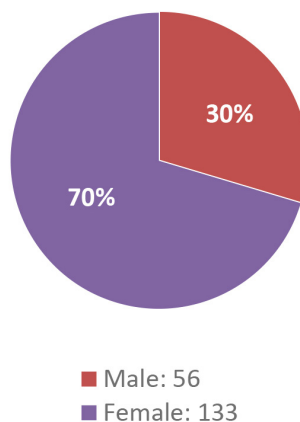- Asian/PI: 13
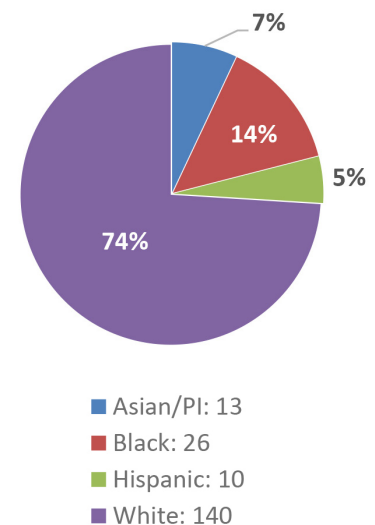- Black: 26
- Hispanic: 10
- White: 140

Figure 4

PDP

4.0 Contracts and Grants

4.1 List of Grants/Contracts Received

PDP received 25 awards during the reporting period, totaling over $32 million. Table 1 specifies the award details.

Table 1

Award #	Award Sponsor	Award Start Date	Award End Date	Award Budget
83388	NYS Office of Children and Family Services	1-Jan-19	31-Dec-19	$2,278,336
83363	NYS Office of Children and Family Services	1-Jan-19	31-Dec-19	$851,500
83376	NYS Office of Children and Family Services	1-Jan-19	31-Dec-19	$846,000
83369	NYS Office of Children and Family Services	1-Jan-19	31-Dec-19	$1,920,000
83899	NYS Office of Children and Family Services	15-Mar-19	14-Mar-20	$391,600
83356	NYS Office of Children and Family Services	1-Jan-19	31-Dec-19	$2,116,840
83426	NYS Office of Children and Family Services	1-Jan-19	31-Dec-19	$156,000
83421	NYS Office of Children and Family Services	1-Jan-19	31-Dec-19	$700,625
83392	NYS Office of Children and Family Services	1-Jan-19	31-Dec-19	$9,684,000
83366	NYS Office of Children and Family Services	1-Jan-19	31-Dec-19	$1,795,275
83457	NYS Office of Children and Family Services	1-Jan-19	31-Dec-19	$200,000
83397	NYS Office of Temporary & Disability Assistance	1-Jan-19	31-Dec-19	$1,207,000
83433	NYS Office of Temporary & Disability Assistance	1-Jan-19	31-Dec-19	$2,564,644
83400	NYS Office of Temporary & Disability Assistance	1-Jan-19	31-Dec-19	$2,757,966
83406	NYS Office of Temporary & Disability Assistance	1-Jan-19	31-Dec-19	$327,496
83413	NYS Office of Temporary & Disability Assistance	1-Jan-19	31-Dec-19	$1,103,527
83416	NYS Office of Temporary & Disability Assistance	1-Jan-19	31-Dec-19	$1,110,144
83418	NYS Office of Temporary & Disability Assistance	1-Jan-19	31-Dec-19	$549,300
83424	NYS Office of Temporary & Disability Assistance	1-Jan-19	31-Dec-19	$281,309
83429	NYS Office of Temporary & Disability Assistance	1-Jan-19	31-Dec-19	$380,095
86984	Health Research, Inc.	1-Apr-19	31-Mar-20	$109,876
Various	HWRI Training Project	1-Jan-19	31-Dec-19	$1,072,868
83125	NYS Education Department	6-Nov-18	31-Mar-19	$44,470
85183	Hunger Solutions New York	21-May-19	30-Jun-19	$25,000
49660	SPH Continuing Education Subcontracts	1-Aug-18	31-Mar-20	$24,274
			Total	**$32,498,145**

Senior Trainer Sharon Wen–Smith leads a discussion on emotional intelligence.

4.2 Submissions

The 2018–2019 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 2018–2019.

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 2019–2020, PDP projects that its gross funding will be over $34 million.

5.1 History of Funding

During the past decade, PDP's annual funding averaged approximately $35.2 million per year. Figure 5 is a summary of PDP's funding history from 2014–2019.

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 2016–June 2019), PDP generated an average of $3.4 million per year in indirect cost recovery for the University with an effective rate of return averaging 14.3%.

Cumulatively, from FY 2003–2004 to FY 2018–2019, PDP:

- generated approximately $50.2 million in Indirect Cost Recovery (ICR) with an effective rate of return of 14.5%.
- received approximately $2,152,974 or 4.3% of the total ICR it produced for the University.

For the FY 2019–2020, PDP projects a similar ICR for the University.

Funding History From 2014–2019 (gross in millions)
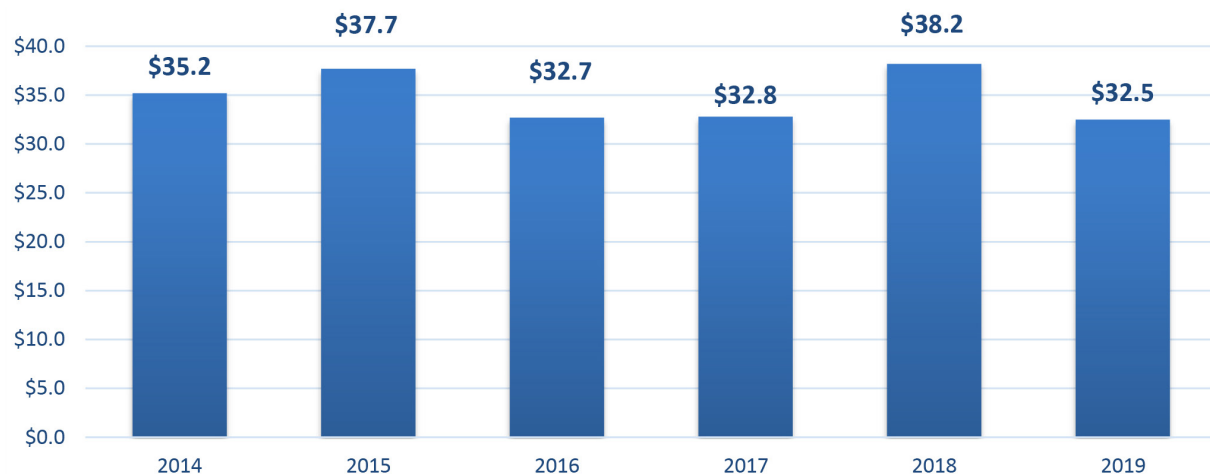

Figure 5

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 following sections.

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 that continue to generate steady enrollments on an annual basis. For the past five years, PDP has, on average, offered over 2,783 instructional activities per year enrolling approximately 239,226 workers. Figure 6 provides

a summary of instructional activity and enrollments for the period 2014–2019.

During the past year (2018-2019), PDP offered 3,040 courses, institutes, and workshops enrolling 347,108 workers. This generated 964,798 contact hours of instruction across all of its programs, which was a 20% increase compared to the previous year. The program areas that generated the largest enrollments were Child Care Provider Training (251,537 registered) and Temporary Assistance Examiner (52,865 registered).

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.
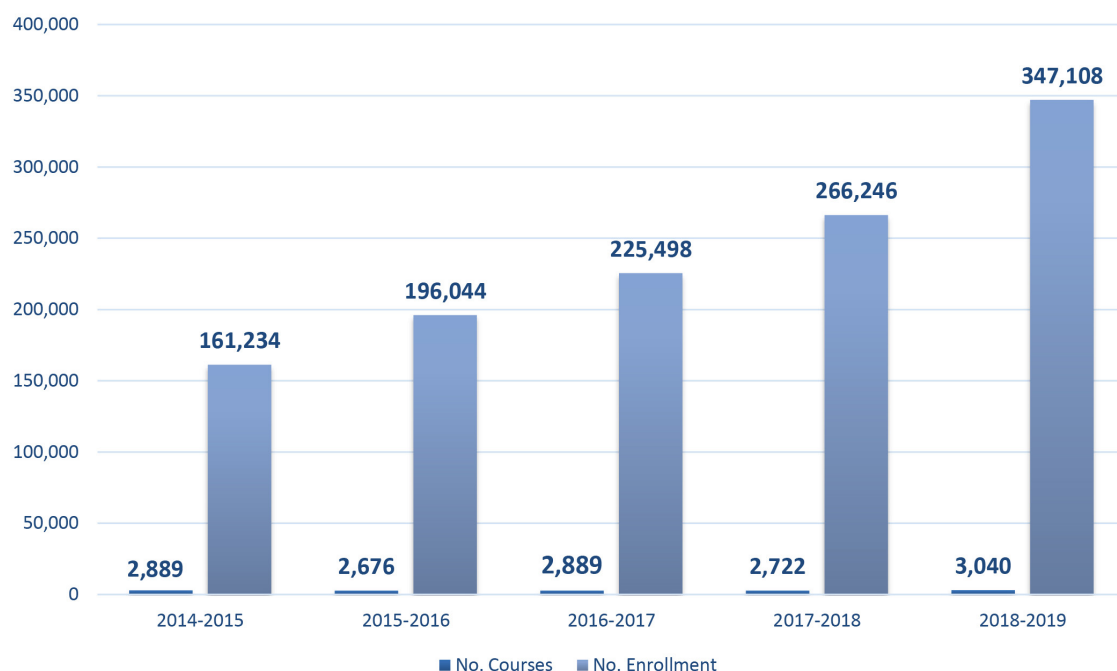
Enrollment History 2014–2019

Figure 6

6.2 Program Accomplishments

PDP Becomes an IACET Accredited Provider

In May 2019, PDP was notified that its application to be an International Association for Continuing Education and Training (IACET) Accredited Provider was approved.

IACET is the premier standards-setting organization for continuing education and training. Their strategic mission is to promote IACET standards as a benchmark for quality program delivery. Utilizing a nationwide network of experts, IACET developed a framework for continuous improvement and a superior learning experience and created the original Continuing Education Unit (CEU) and the ANSI/IACET Standard for Continuing Education and Training.

The last step of the accreditation was an on-site visit by an IACET representative, Jennifer Saleta, to conduct the final review to ensure PDP's development and delivery processes adhere to IACET's standard. Ms. Saleta was quite impressed with our team and said, "It was truly a pleasure to visit your organization and learn about the work that you are doing. The amount of time and effort

June Mastan, Eugene Monaco, Jennifer Saleta (IACET), and Deborah McGuire during the IACET site visit.

that you and your team devoted to preparing for the site visit was evident."

The IACET accreditation will provide PDP with the opportunity to award Continuing Education Units (CEUs) for targeted courses, standardize the development and delivery processes across all programs and departments, open up more possibilities and advantages for additional funding opportunities, and help PDP put better systems in place for new employees to understand how we develop and deliver training across the organization.

PDP is now among an elite group of educators dedicated to quality in continuing education and training. PDP expects that the ability to grant IACET CEUs will enhance its already well-respected reputation as a leader in continuing education and become a contributing factor in its future sustainability.

Delegation from Bangladesh Visits PDP

Six representatives from the Bangladesh National Academy for Planning and Development (NAPD) met with PDP on August 7, 2019, to gain insight into PDP's curriculum design and development processes, delivery modalities, and training program evaluation methodologies. NAPD is the leading training, research, and consultancy academy in Bangladesh and is responsible for the training

PDP is an IACET accredited provider of continuing education and training.

of Bangladesh's public servants. Training and Technology Transfer, located in Wellington, New Zealand, arranged for the meeting as part of a larger trip for the group, including visits to several U.S. academic institutions.

Attendees from NAPD included Mr. Mohammod Hasan Tarik, NAPD Director of Research and Publication; Engr. Md. Abdur Rashid, Director of Administration and Finance; Ms. Begum Nazma Chowdhury, Chief Instructor; Mrs. Faria Zafreen, Librarian; Mr. Md. Azizul Alam, Secretary/Finance Division; and Mr. Swapan Chandra Paul, Secretary/Planning Division.

PDP Director Deborah McGuire provided introductory remarks while PDP Managers Diane Hodurski-Foley and Edward Skawinski presented on PDP training program development methods and delivery modalities, including online initiatives. Following the presentations, Directors June Mastan and Deborah McGuire led the group in a lively discussion and information exchange.

Representatives from the Bangladesh NAPD meeting with PDP and touring the new PDP Media Studio.

PDP Awarded New Project— Upstate Homeless Services Training Resource System

One of New York's greatest assets in the fight to end homelessness is the people who work in shelters. As the daily challenges faced by shelter staff throughout NYS continue to grow, so does the demand for a workforce with increasingly sophisticated knowledge and skills. PDP expanded its portfolio in 2019 with the addition of the Upstate Homeless Services Training Resource System, an endeavor with the New York State Office of Temporary

and Disability Assistance (OTDA). Through this project, PDP offers training for staff of emergency shelters and supportive housing programs for homeless adults and families, as well as for staff of social services districts and other governmental entities who are serving these populations. The training targets staff who plan, manage, or provide direct service in programs that serve individuals and families who are at risk of homelessness.

OTDA's Division of Shelter Oversight and Compliance (DSOC) and Housing Refugee Services and Disability Determinations (HRSDD) are the regulatory and programmatic divisions within OTDA responsible for the development of policy and monitoring performance for a broad spectrum of state-regulated programs serving populations with special needs including homeless and potentially homeless individuals and families. This project aims to build core competencies for homeless shelter staff that will contribute to the standardization of service delivery and promote consistency in the application of policies, which promote housing stability. Programming developed in this project will contribute to improved service delivery, reduced staff turnover, and better outcomes for unstably housed individuals and families.

PDP's Health Workforce Retraining Initiative

PDP was awarded an eighth two-year grant from the New York State Department of Health (DOH) to continue supporting nurse development at three partner state agencies—Office for People with Developmental Disabilities (OPWDD), Office of Mental Health (OMH), and Department of Corrections and Community Supervision (DOCCS). Approximately 227 participants pursued nursing study in the second year of the seventh grant cycle, which concluded on December 31, 2018. Under its current grant cycle, which began January 1, 2019, PDP awards grants to eligible employees from partner agency facilities located across all eight DOH regions in NYS for nursing study under one of four different programs.

The new **Pre-/Post-Nursing Degree Study program** supports the growth of a nursing workforce through enabling study one course at a time. The pre-nursing degree component is designed for non-nursing employees who categorize themselves as non-traditional college students to prepare to pursue a nursing degree and registered nurse (RN) licensure through completion of remedial, ESL, or prerequisite coursework prior to enrolling in a degree program. The post-nursing degree component enables employees who are already agency nurses to improve and expand their skills or to develop specialty knowledge geared toward the specific needs of the agency population.

The **Workers Trained as RN program** is designed for workers who are interested in pursuing registered nurse licensure by enrolling in and completing college, credit-bearing coursework to satisfy accredited nursing programs at the associate or bachelor's level.

The **RNs Trained as BSN/MSN program** is designed for registered nurses who are interested in furthering their education by pursuing a Bachelor or Master of Science Degree in Nursing (BSN/MSN).

The new **Nurses Pursuing Advanced Degrees/ Certifications program** is designed for registered nurses to expand or customize their nursing credentials to align with agency areas of need by pursuing an advanced nursing certificate or degree such as those offered through nursing master's or doctoral programs.

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

EIP team received PDP's 2018 Outstanding Team Award.

non-credit-bearing training. During this report period, 9,682 scholarships totaling $5,606,563 were issued to New York State child care providers. Of the total amount of funds issued, 80% 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 the NYS Office of Children of Family Services (OCFS). The process requires all non-credit-bearing training be reviewed and approved by PDP staff prior to becoming eligible for EIP scholarship funding. A total of 739 trainings were reviewed and approved, and 2,107 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 3,946

> " Finally settled in, thank you for the truly wonderful experience. The (MAT) course was incredibly informative; on the one hand it was intimidating, but on the other it was truly valuable information. I look forward to working with you in the future. Thank you. "
>
> *— From a MAT training participant*

courses representing $3,258,331. 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 41 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.

Revisions and significant changes to the distance learning course criteria used to review and determine eligibility for OCFS approved online courses were approved and incorporated into a New York State Non-Credit Distance Learning Course Criteria Guide. The

approved course criteria were used as the foundation in the design and construction of a newly enhanced course submission system for training organizations available for access through the PDP Training Portal. The new system became fully operational in April 2019.

Pyramid Model Sponsored Training

PDP selected qualified trainers and sponsored statewide offerings of *Introduction to Coaching Early Childhood Professional: Practice Based Coaching (PBC)*, *Positive Solutions for Families*, *NYS Pyramid Model Module 1: Building Relationships and Creating Supportive Environments*, *Preschool Module 2: Social Emotional Teaching Strategies,* and *Infant/Toddler Module 1: Social Emotional Development within the Context of Relationships*. These trainings were offered free of charge to licensed and registered child care providers. Session locations with the greatest need were identified utilizing input from the OCFS Regional Office Managers. A total of 48 training sessions have been contracted through December 31, 2019.

The PDP Training Portal and ECETP website training calendar were enhanced to support the addition of PDP Pyramid Model Sponsored Training events. The enhancement allows for PDP-sponsored training events to be entered and tracked within the portal and to appear on the "Find Training" section of the ECETP website.

Rebates

Department staff continued to process Medication Administration Training (MAT) rebates for eligible child care providers. 1,652 MAT rebates totaling $149,580 were issued during the year.

Project Support

The Department's Administrative Support Unit provides 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
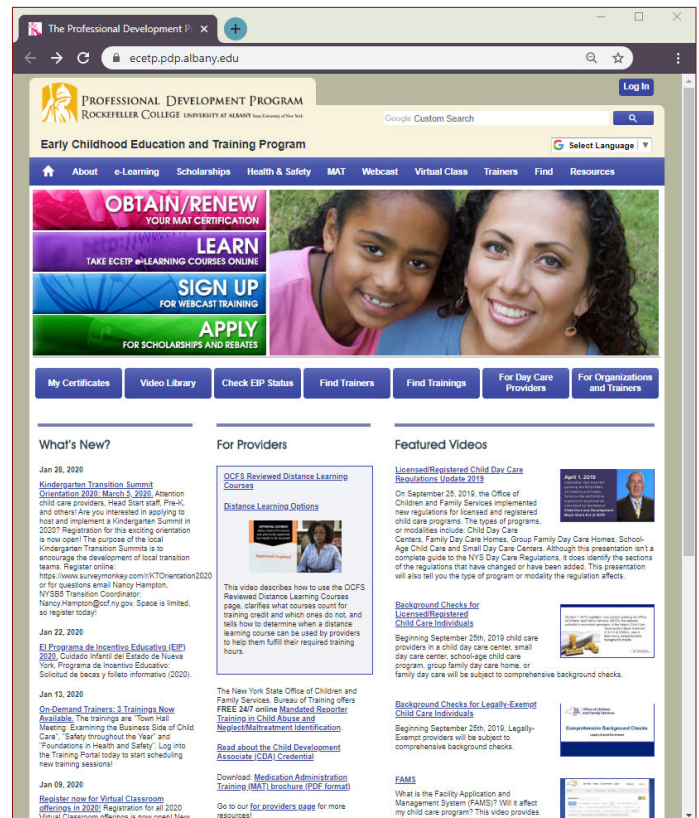
The Early Childhood Education Training Program (ECETP) website.

e-learning courses, status updates on EIP awards, assistance creating an account or resetting a password, questions about EIP eligibility and countless other issues.

MAT Training

PDP's MAT Program certifies trainers to deliver the OCFS-approved MAT course to licensed/registered child day care providers. Providers must complete and maintain their MAT certification in order to administer medication in NYS-regulated child day care programs. PDP's 77 certified MAT trainers delivered 848 trainings to more than 3,600 participants during this reporting period. PDP also added 15 new certified MAT trainers. PDP helps ensure ongoing quality assurance by periodically monitoring and recertifying MAT trainers. During this reporting period, PDP monitored 20 trainers (26%) and recertified eight trainers (10%).

Health and Safety Training

PDP's Health & Safety Program certifies trainers to deliver the OCFS-approved *Health & Safety Training: Competencies for Becoming a Family or Group Family Day Care Provider* to prospective and licensed/registered child day care providers. A significant proportion of these trainers also deliver the OCFS-approved *Health & Safety Training: Competencies in Child Care for Day Care Center and School-Age Child Care Program Staff* and/or the OCFS-approved *Health & Safety Training: Competencies in Child Care for Day Care Center, School-Age Child Care,* and *Enrolled Legally Exempt Group Program Directors.* PDP's 140 certified Health & Safety trainers delivered 831 trainings to more than 5,100 participants during this reporting period. PDP added seven new certified Health & Safety trainers, and 19 existing trainers were also newly certified to deliver the Health & Safety training for directors. PDP helps ensure ongoing quality assurance by periodically monitoring and recertifying Health & Safety trainers. For this reporting period, PDP monitored 48 trainers (34%) and recertified 94 trainers (70%).

> **"I just finished up with** *Health and Safety* **class last week and wanted to tell you that I LOVE the new set up! This was my first-time teaching with the new format, and I think it flows so much better and absolutely love spending more time in module 1 with HCP and the way it actually uses it during the whole training! So much better than before! I can't say enough about the new format! Kudos to you and everyone that was involved in doing this."**
>
> *— From a Health and Safety trainer*

6.2.2 Department of Child Care Subsidy and Regulated Care

This was an exciting year of development for the Licensing/Regulatory Training team. Project staff collaborated with New York State Office of Children and Family Services to develop and deliver simulated training. This high-level training supports regulatory staff who are responsible for promoting and protecting the health, safety, and development of children across the state. Simulations were embedded into the Child Day Care Regulatory Institute curriculum and were piloted at the new state-of-the-art Human Services Training Center in Rensselaer, NY.

The simulated training developed by PDP is used to enhance practice and learning for child day care regulators. The Licensing/Regulatory team applied their knowledge of child development to design the spaces to mirror family child care and day care center programs. Attention to details such as room arrangement, staff rosters and records, children's profiles with health records, and evacuation and emergency procedures were all part of the design. Walking through the space, every detail was accounted for including displays of children's artwork and photos.

Project staff were able to bridge experiential learning with traditional classroom training, allowing participants robust opportunities to practice realistic scenarios encountered in their day-to-day jobs. The simulations provide opportunities for trainees to immerse themselves in real-life scenarios—interviewing providers, working through ethical dilemmas, navigating inspection process and protocol—and transfer the knowledge learned in the classroom portion of the training.

The experience of simulations was a first for child care licensors and regulators, and to support the development of new staff, the training was open to include supervisors. New staff and supervisors from six regions across the state attended. The supervisors' role in participating was to gain perspective on more effective methods of supporting their staff in their newly acquired knowledge and skills. The licensing/ regulatory training team continues to play a critical role in developing and delivering valuable and experiential trainings that reflect current policies and regulations.

Sr. Education Specialist Jill Haskell facilitates DDI® leadership training for PDP colleagues.

6.2.3 Department of Child Care Subsidy/ Legally-Exempt Training

Comprised of an entirely new staff, the Child Care Subsidy/ Legally-Exempt Training Project rallied together to deliver trainings, develop and update curriculum, and engage in various professional development activities to grow their knowledge base and gather information to more effectively guide curriculum development.

Our new trainers gained competence in their content by immersing themselves in the existing curriculum, shadowing workers in the local districts, and observing seasoned PDP trainers.

PowerPoint slides for all existing curriculum were refreshed with new visuals and animation, and the Child Care Services Unit training transitioned from iLinc to a WebEx platform.

> **"The** *[Legally-Exempt Provider Enrollment Training]* **course was very informative. The presenters took time to go through every little detail and overall it was successful. After this course, I know how to approach certain situations, especially with the group. I'm more educated on every detail."**
>
> *— From a Legally-Exempt Group Compliance training participant*

Project staff developed and piloted the *Legally-Exempt Group Compliance* curriculum in the fall of 2018. Part of the curriculum for this training includes an extensive case study of records for over 50 children and four staff members. Having these case studies allows participants to immerse themselves into scenarios that they would find on the job in their daily work.

Child Care Subsidy Training experienced a huge make-over in the winter and spring of 2019 when it was reimagined into three separate trainings: *Child Care Subsidy: Foundations, Child Care Subsidy: Eligibility,* and *Child Care Subsidy: Payments, Overpayments and Fraud.* This delineation offers advantages including opportunities for the trainers to dive more deeply into the curriculum, as well as offering more specific training content for eligibility, payment, and fraud staff to closely examine the details and responsibilities related to their jobs.

6.2.4 Training and Technical Assistance to Support Local DSS Permanency Planning

Project staff have been partnering with OCFS, local districts, 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

- refreshing the skills of workers in assessing safety and risk

- 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 assisting New York in assessing training needs in a changing training landscape with regard to training delivery. As OCFS transfers foundational and other core training to its new state-of-the-art training center, project staff have been assisting by providing technical assistance and training at the local level. The staff use statewide data and county written plans to provided specific assistance needed to improve practice.

In this year, the project absorbed a major child protective training project related to the Family Assessment Response (FAR)—an alternative Child Protective response to some reports of child maltreatment. This approach provides protection to children by engaging families in assessment of child safety and family needs. Instead of conducting an investigation to determine culpability, FAR focuses on partnering with families to find solutions to family problems. Currently, 16 upstate counties are utilizing the FAR process and PDP is providing the support needed to sustain the practice.

The project also saw the implementation of the *Supporting and Promoting Race Equity and Cultural Competence Training*. Staff have worked diligently by conducting a baseline to assess culturally competent practice and then following with a two-day intensive training. Reviews have been extremely positive.

6.2.5 Public Service Workshops Program

Public Service Workshops Program (PSWP) completed the pilot phase and began delivering the Aspiring Leaders Program. The program was met with extremely high demand and 18 offerings were

NYS Leadership Institute participants engaged in an icebreaker activity.

> **"Thanks for the clear communication and immediate responses that I have been receiving from the team. This leadership training is second to none. It has changed my life in a positive way and I look forward to sharing my experiences since taking the course, with future participants of the LDP Program."**
>
> *— From a Leadership Development Program participant*

delivered across the state during this period. The Aspiring Leaders Program constitutes a third level of leadership training offered by PDP through PSWP. The New York State Leadership Institute and the Leadership Development Program were also delivered during this period (the latter several times). All programs are tailored and offered to different target audiences depending on bargaining unit, state government experience, grade level, and supervisory responsibilities.

In addition to the leadership programs mentioned above and numerous mandated and non-mandated online courses developed and launched, PSWP staff also scheduled and delivered 221 workshops totaling 271.5 training days for Management/Confidential and PEF-represented employees during this period. Workshops included *Adapting to Change, Auditing Fundamentals, Data Analysis, Defensive Documentation, Fundamentals of Engineering, Principles of Investigative Techniques, Professional Writing for Non-Native English Speakers,* and *Structured Query Language.* Numerous offerings provided required CEU credits for NYS Social Workers and Mental Health Practitioners, as well as many other general or occupation-specific topics.

6.2.6 Department of Computer Training Services

PDP's Department of Computer Training Services (DCTS) provided training, curriculum development, needs assessment, and trainee support to over 11,690 trainees through more than 1,400 offerings of over 430 courses from July 2018 through June 2019 across a variety of OCFS and OTDA computer systems and programs including the following:

- Adult Services Automation Project (ASAP. NET) system
- Automated Restraint Tracking System (ARTS)
- CONNECTIONS
- Child Care Facility System (CCFS)
- Child Care Time and Attendance (CCTA) system
- Cognos Analytics
- Detention Risk Assessment Instrument System (DRAIS)
- Document Review Management System (DRMS)
- Facility Application and Management System (FAMS)
- Family Type Homes for Adults (FTHA)
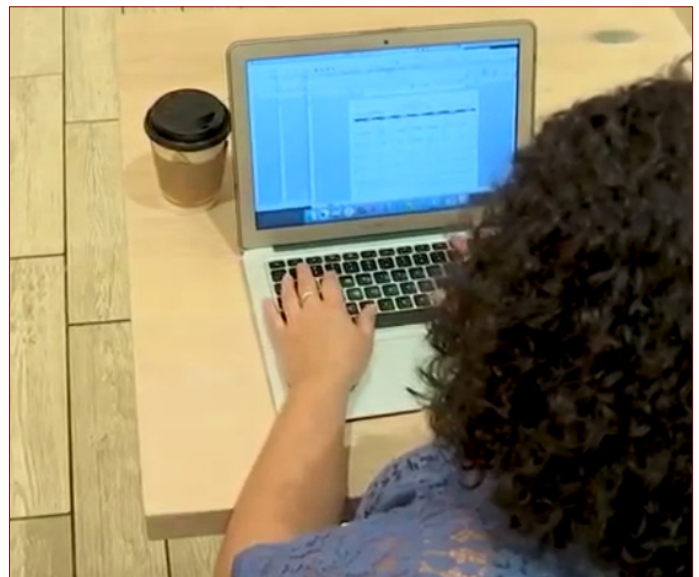
A childcare provider accessing Facility Application and Management System (FAMS).

- Juvenile Detention Automated System (JDAS)

- Juvenile Justice Information System (JJIS)

- Shelter Management System (SMS)

- State Supplement Program (SSP) system

- Statewide Financial System (SFS)

- Supervision and Treatment Services for Juveniles Program (STSJP)

- Welfare Management System (WMS)

- Welfare-To-Work Caseload Management System (WTWCMS)

DCTS staff also developed and delivered customized training on commercial applications such as the Microsoft Office 2016 suite, 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. DCTS developed and provided additional training on making documents accessible so that Word, Excel, PowerPoint, and PDF files posted to agency websites are accessible to persons with visual or other impairments. This effort was in response to an OTDA initiative to promote staff knowledge of accessibility issues and solutions.

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

> **❝I was very intimidated at first but the course was taught with ease, and that made me feel more comfortable.❞**
>
> *— From an OTDA training participant*

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, 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. PDP developed curriculum and provided training to child care regulators across the state on the Facility Application and Management System (FAMS), a system designed to facilitate online submission of documents and completion of the application process through an online portal. Regulators, who monitor such child care programs, play a key component in the review and approval of the applications. 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. In addition to developing and delivering two different multi-day courses for upstate and downstate regulators, DCTS also developed and delivered instructor-led, online "refresher" training on FAMS. The Child Care Facility System maintains records related to licensed/registered child care facilities and legally-exempt providers. As such, regulatory changes may impact this system. DCTS

responded to these changes by updating existing courses or developing instructor-led distance learning courses, such as a course regarding new child care room capacity requirements. DCTS staff also worked closely with other PDP staff providing child care policy training, leading to coordinated scheduling and delivery of child care policy and system training for new staff.

In addition to supporting thousands of local district and provider agency staff in their varied roles using CONNECTIONS, the project 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. Training and training support have increased to four days. The extension allows for the provision of content and practice regarding the critical topics of person search and case merging in an environment providing numerous mock, yet realistic, examples in preparation for use in the production system.

CONNECTIONS began supporting a multi-phased system enhancement that incorporates targeted matching of foster home placements to the specific needs of children. The "Placement" module provides standardized procedures within CONNECTIONS for a process that formerly consisted of disparate approaches in nearly every district. Over 1,200 trainees attended phase one and two training to prepare them for the next phase of these changes.

CONNECTIONS Training continues to receive positive feedback on its microlearning initiatives. The project is now regularly delivering several microlearning courses with more in development. Each one provides both new and seasoned workers with a concise learning experience that targets a specific system function.

PDP collaborated with OTDA to plan and implement the 2018 HEAP Statewide Training Conference.

6.2.7 Department of Temporary Assistance Training

In order to meet a unique range of both established and emerging training and project sponsor needs, this past year the Department of Temporary Assistance Training notably expanded its course catalog by 18.4% and increased total training days by 6.8%. Under four contracts totaling over $5.3 million, courses were delivered throughout New York State in support of Office of Temporary and Disability Assistance (OTDA) training initiatives.

In-person classroom training courses increased by 21.5% and webinar courses held steady from the last reporting period. Of the 90 distinct courses included in this year's training portfolio, 79 (87.8%) were in-person classroom courses and 11 (12.2%) were webinar courses. A total of 376 offerings were delivered, of which 273 (72.6%) were in-person classroom offerings and 103 (27.4%) were webinar offerings. Of all learners served, 6,489 (74.7%) participated via in-person classroom training, which is a slight increase (1.4%) from last year, and 2,192 (25.3%) participated via webinar, representing a 7.9% increase from last year.

Overall, 8,681 trainees (3% increase) participated in 584.5 days of training, which were delivered

through a variety of training modalities. These included four training conferences; 18 different multi-day training institutes; a range of statewide, regional, and site-specific, in-person classroom training programs and training meetings (from half to four-day programs); several planning forums; and multiple e-learning programs delivered via webinar technology (synchronous) and in self-paced formats on TrainingSpace.ny.gov (asynchronous).

Of these trainings, a large segment focused on policies, procedures, and client interactions supporting the Supplemental Nutrition Assistance Program (SNAP). This included 147.5 days of training representing 17 distinct courses and 90 offerings. Additionally, support was provided to update seven SNAP-related, self-paced courses on TrainingSpace.

As previously indicated, several new courses were designed and implemented in coordination with OTDA. Among these, a clear standout is the new one-day classroom training titled *Poverty and Trauma-Informed Assistance,* which was piloted in April 2019, followed by delivery of the first statewide offering in June 2019. Full course

> **" PDP, thank you. You are amazing… You and your staff are a pleasure to work with. Great job. "**
>
> — *From the OTDA HEAP Policy Bureau Chief*

implementation started in the summer and will continue through 2020, with local, regional, and statewide deliveries planned. In addition to piloting and starting the statewide implementation, PDP completed research on evidence-based methods, instructional design, and a range of curriculum development activities during the reporting period.

Poverty and Trauma-Informed Assistance is designed for social services district and OTDA staff who work with Temporary Assistance (TA) and SNAP applicants and recipients. The experience of and the trauma associated with living in poverty may affect TA and SNAP clients' abilities to make decisions in accordance with program requirements, set long-term goals, and work toward economic independence. This training reviews the factors that contribute to the experience of living in poverty and experiencing trauma, its effects on the brain, the importance of demonstrating empathy in client interactions, and proven strategies for successfully using a poverty- and trauma-informed approach. Participants to date have included TA, SNAP, and Employment Services staff and supervisors. This new course represents the second phase of an important OTDA training initiative; the first phase began in January 2017 and included designing and implementing related custom training for OTDA employees involved in the development and implementation of programs for the public assistance client population.

Additionally, this past year PDP collaborated with OTDA to plan and implement the 2018 HEAP Statewide Training Conference held September 24 through 26, 2018, in Albany. In short, the Home Energy Assistance Program (HEAP) helps low-income families and individuals pay the cost of heating their homes. Over 320 people attended this large conference, which met a range of core and just-in-time worker training needs. This conference brought together state, county social services, and alternate certifier staff who administer HEAP

PDP Department of Temporary Assistance staff checking in a 2018 HEAP Statewide Training Conference attendee.

throughout New York State. It offered a forum for learning about policy and program updates for the 2018-2019 HEAP program year, participating in refresher training, and sharing best practices. The target audience included staff directly involved in HEAP administration and certification in New York State, such as social services district staff, alternate certifier staff, OTDA staff, and designated training and service providers.

This conference supported a range of training needs through three plenary sessions and 29 workshops, with three to four workshops offered on a concurrent basis. Additionally, PDP custom designed curricula for seven workshops and delivered eight one-hour workshops during the conference.

In addition to providing premier event planning and training services as well as a high level of logistical support, the Department of Temporary Assistance Training coordinated with PDP's Instructional Technologies Unit to custom design an online registration and workshop selection site, as well as a materials library site for attendees to access workshop curricula and performance support materials on an ongoing basis post-conference. In coordination with PDP's Evaluation Unit, a conference evaluation results report was also produced for the sponsor.

“It was extremely informative and CSTOP staff kept my attention the whole time.”

— From a "Child Support 101" Trainee

6.2.8 Child Support Training and Outreach Project

One of PDP's longest running projects, the Child Support Training and Outreach Project (CSTOP), continues work with the NYS OTDA Division of Child Support Services to address its statewide workforce training needs through the development and deployment of innovative and engaging training and work performance support activities.

The following are highlights from this past year.

Program Manual

Production on the *Child Support Program Manual,* an online and paper-based resource designed to aid child support workers in all their job functions at the moment-of-need, has more than doubled this past year thanks to the solid foundation and structure developed at the onset of this initiative. From July 2018 to June 2019, the CSTOP team released five new chapters statewide: Location, Paternity, Interstate, Financial Investigation, and Property Execution Process (PEX) with two additional chapters under review and three others in development.

Microlearning Meets DataMart Learning Needs

The popularity of learning through independent access to 'on-demand' snippets of content spurred development of short-enough-to-absorb-during-scarce-down-time, self-instruction resources. Available in video, worksheet, or deskaid format via the child support intranet, these online resources supplement onsite and online courses, allowing district workers to direct their own learning and decide what information they need and when. Three new additions were added to the growing library of microlearning resources. *Excel Filters for DataMart, Export a DataMart Report to Excel,* and *Setting the Home Page in DataMart* will help child support workers use DataMart, a new child support data report-generating tool.

Domestic Violence Awareness for Child Support Workers

At the request of the Division of Child Support Services, CSTOP teamed up with OTDA's Bureau of Training and Staff Development and the NYS Office for the Prevention of Domestic Violence (OPDV) to develop a custom full-day training on domestic violence awareness for child support workers. OPDV began the day with a general overview of domestic violence followed by CSTOP staff concluding the day on domestic violence as it relates to the Child Support Program, along
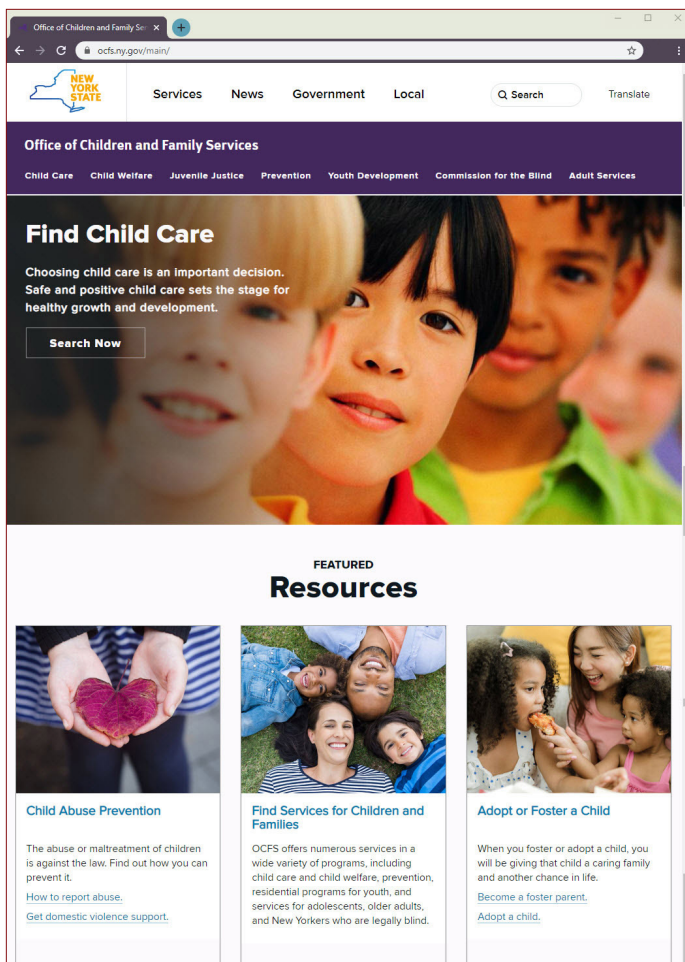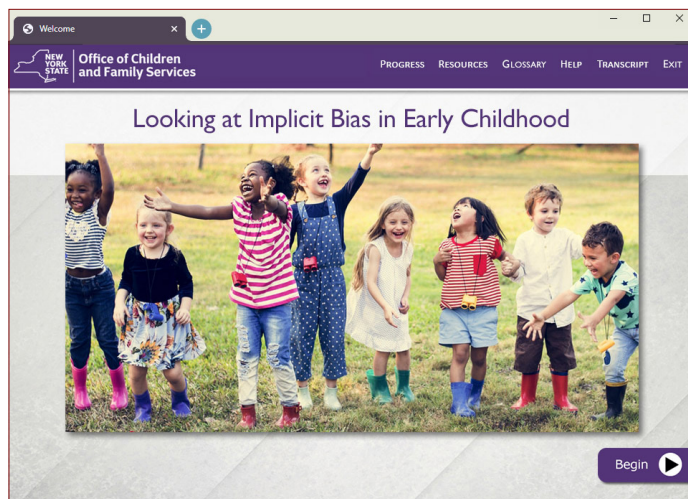
The redesigned OCFS website.

The PDP e-learning "Looking at Implicit Bias in Early Childhood."

with current policies and procedures. The pilot and regional rollout across New York State received an overwhelmingly positive response, which has prompted development of an in-house, standalone course that CSTOP will now offer as part of its regular offerings.

6.2.9 Instructional Technologies Unit

PDP's Instructional Technologies Unit (PDP ITU) works in close partnership with its sponsors to design, develop, implement, and maintain a wide range of web-based products, including websites, online trainings, applications, reporting tools, learning management systems, and social media channels. PDP ITU is committed to providing high-quality, web-based products that meet or exceed federal and state web accessibility guidelines. ITU staff have made a concerted effort

to implement the 2018 Section 508 regulation updates, which includes the testing and remediation of Microsoft Office and Adobe PDF documents.

In 2019, ITU staff worked with OCFS' Public Information Office to launch the redesigned OCFS public homepage at ocfs.ny.gov. The new layout complies with current New York State branding requirements, exceeds Section 508 standards, and offers a dynamic and functional mobile view. ITU staff will continue to update each section of the site to match the revised template in 2020.

The updated *Child and Family Services Plan* application, launched by ITU for OCFS in late 2017, saw a successful first year as counties reached 100% certification rate. The application allows county staff to enter required data related to the *Statewide Assessment and Performance Improvement Plan*. This system, which contains a series of complex forms and reports featuring multi-tiered commenting and approval features, continues to garner high praise from county users and OCFS staff.

ITU staff also partner with other PDP units to design, develop, implement, and provide support for web-based trainings and the learning management system for OCFS' Early Childhood Education and Training Program. Launched at the end of 2018, the *Looking at Implicit Bias in Early Childhood* training is a fully narrated course that demonstrates how unrecognized biases can influence the children,
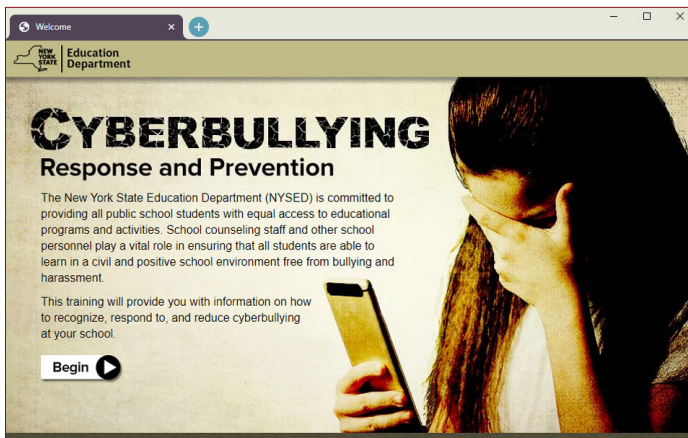
The PDP e-learning "Cyberbullying Response and Prevention."

families, and staff in a childcare program. Video clips and interactive exercises reinforce learning points. *Prevention and Identification of Brain Injuries* also launched in 2018 and explores common causes of brain injury in children as well as prevention strategies.

ITU designed and developed *Cyberbullying Response and Prevention* for the NYS Education Department. The designers used realistic scenario-based activities to help school counseling staff and personnel recognize, respond to, and reduce cyberbullying incidents.

ITU staff continued to maintain and manage the training and resource portal TrainingSpace for OTDA. Over the past year, more than 50,000

The redesigned PSWP website.

participants completed web-based trainings using TrainingSpace. In the first half of 2019, ITU staff started redeveloping the TrainingSpace course template to be mobile-friendly, Section 508-compliant, and more intuitive for users.

ITU staff continued working with PDP's Public Service Workshops Program (PSWP) to develop, deliver, and maintain online courses for the Governor's Office of Employee Relations through the Statewide Learning Management System (SLMS). PDP ITU updated eight NYS-mandated trainings for 2019 and distributed four formats of each for state employee access.

> **"Thanks so much for all the creative energy you brought to the task as well as all the hard work. The site is a real work of art and quite easy to navigate. Thanks to your whole team for a job well done!"**
>
> *— From a Program Manager at the Governor's Office of Employee Relations*

In addition, ITU staff redesigned and launched the PSWP website that incorporated an updated look within a mobile-friendly framework.

ITU staff 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). Over the past year, ITU staff completed and launched two phases of the intranet redesign, developed and completed four new sections of the site, developed new layout features for the OTDA public site, and implemented a new internal tracking system for update requests.

ITU continued its role as the national contractor for the *Passport to Partner Services* e-learning curriculum. ITU staff worked with the NYS Department of Health's STD/HIV Prevention Training Center and the Centers for Disease Control and Prevention to maintain and enhance the training portal, training modules, data reporting tools, and multiple related websites, and provided technical support for trainees and program administrators.

Research Scientist Fazana Saleem-Ismail and Sr. Education Specialist Sheri Dushane preparing workplace simulations for Child Care Regulators.

ITU staff partnered with the University at Albany School of Public Health's Center for Public Health Continuing Education (CPHCE) to improve the Public Health Training Courses (PHTC) online learning management system and associated trainings. ITU developers worked with CPHCE staff to consider technical solutions to meet trainee and administrative staff needs. ITU staff began making improvements to strengthen accessibility and usability in an updated version of the *Addressing Health Equity* training.

ITU staff worked with PDP's Child Welfare Training Program to enhance communication channels and social media messaging for the Youth in Progress (YIP) project. ITU staff managed the social media accounts and website for YIP, which help 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.

6.2.10 Evaluation Unit

During the past year, the Evaluation Unit consisted of one full-time Senior Research Scientist, two part-time Research Scientists, and two PhD graduate assistants. There was a wide range of quantitative and qualitative in-house and sponsor-requested evaluation projects. The Evaluation Unit effectively met the increasing need for evaluation assistance.

In July 2018, PDP assisted with the development of a satisfaction survey for the Home Energy Assistance Program (HEAP) NY Statewide Training Conference. In September 2018, evaluation staff analyzed the survey data and prepared a report. The report indicated that participants found the overall conference very useful.

Throughout the reporting period, the Senior Research Scientist assisted with the evaluation components of PDP's International Association for Continuing Education and Training (IACET) Accreditation Application and co-chaired the Certification and Compliance Committee designed to review trainings for IACET approval. During the summer of 2018, the Evaluation Unit assisted with evaluating the OCFS Summer Intern Program. OCFS supervisors assessed the progress of their intern's basic workplace skills with a Pre/Post Appraisal Form and interns completed a satisfaction survey at the completion of the program. The evaluation results indicated that both supervisors and their interns had very positive remarks about the program.

In the summer of 2018, PDP collaborated with the Council on Children and Families (CCF), Pyramid Model Master Cadre trainers, and members of the Evaluation Workgroup of the Pyramid Model State Leadership Team to recruit individuals to participate in the 2018 study on the effectiveness of the Pyramid Model Training Program in NYS with a focus on teaching staff at child day care centers. In the Fall of 2018, PDP conducted telephone interviews with teachers trained in Preschool Modules and their supervisors while independent consultants conducted 17 classroom observations. A report describing the results of the classroom observations and the

telephone interviews was prepared and submitted to OCFS. Evaluation staff conducted a presentation on the results of the 2018 Study of Pyramid Model Training Effectiveness in NYS during the annual Pyramid Model State Leadership Team meeting held on April 10, 2019.

In July 2018, PDP continued work on a project looking at violations that occur in regulated child day care centers in NYS, excluding day care centers in NYC. PDP analyzed differences in the average number of inspections per program, the average number of violations per program per inspection, and the violations cited most often based on modality, region, county, facility status, and age of child day care program, and prepared a report for OCFS detailing the results.

In February 2019, the Evaluation Unit collaborated with OCFS and conducted a statewide online survey with NYS foster care agencies. The purpose of the needs assessment was 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 foster care youth between the ages of 13-21. The survey results provided an overview of respondents' training needs. The results were intended to help programmatically with the delivery and design of training activities for foster care agencies.

In March 2019, the Evaluation Unit, in collaboration with OCFS' Division of Youth Development and Partnerships for Success, conducted a statewide online survey with Youth Bureaus and Runaway and Homeless Youth (RHY) Service System staff and OCFS staff to assess training topics most needed by field staff that would lead to better outcomes for youth. Overall, the needs assessment survey results provided a wealth of information regarding training

topics needed by participants and showed the similarities and differences for training topics in several regional areas.

PDP evaluation staff conducted analysis of all on-going workshops for the Public Service Workshops Program (PSWP) during this reporting period. Additionally, three PSWP special projects were evaluated. Four sessions of the New York State Leadership Institute (NYSLI) were completed between September and December 2018. A new cohort of trainees completed two of the six sessions from May to June 2019. The Leadership Development Program (LDP) had three complete offerings in Rochester, NYC, and Albany between June 2018 and December 2018. In June 2019, an orientation and Week 1 session of the LDP were offered in Albany. Three Aspiring Leaders Program (ALP) sessions were delivered between October 2018 and November 2018. One ALP session was delivered in January 2019. The Evaluation Unit provided an extensive evaluation of the pilot ALP. After the first session in January 2019, future ALP sessions were evaluated in the same manner as the routine PSWP workshops.

> **"We would like to take this time to thank you for all the hard work you put in this summer! You all put together some powerful youth events, in addition to conducting trainings and managing summer interns. The work you do is very much appreciated and acknowledged. Thank you!"**
>
> *— From the OCFS Bureau of Vulnerable Populations Team*

6.2.11 Department of Child Welfare Training

Working with Alcohol and Substance Affected Families

PDP continued to provide regular offerings of the two new courses that were finalized in May 2018: *Substance Use and Family Dynamics* and *Opioid Use and Family Dynamics.* These trainings address current trends in substance use and how it impacts families. Provided to child welfare staff throughout the state, it received consistent positive feedback.

PDP worked with the NYS Office of Addiction Services and Supports (OASAS) to renew certification to be an Education and Training Provider authorized to offer continuing education credits (CEUs) to individuals working in child welfare who are Credentialed Alcoholism and Substance Abuse Counselors (CASACs). Curricula and materials for all eight courses were submitted to OASAS for their review and approved for participants to receive CASAC CEUs.

Casework Documentation

In 2018, PDP began developing material for a special topic training to assist Suffolk County child welfare staff in better understanding how to effectively document safety and risk within the case record. Fifteen one-day training offerings were provided for 300 casework staff and supervisors during the first quarter of 2019.

PDP developed a special topic training in collaboration with OCFS Rochester Regional Office staff to help child welfare staff understand how to select the appropriate Program Choice and how that selection impacts safety and risk assessments, as well as casework contact requirements. This half-day special topic training was offered four times over the course of two days.

Child Forensic Interviewing

PDP partnered with the Zero Abuse Project (ZAP), formerly the Gundersen National Child Protection Training Center (GNCPTC), to provide 20 five-day child forensic interviewing trainings, 18 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 demonstrations. PDP has established an experienced pool of actors who provide an opportunity for

> " I just wanted to say what an amazing event this was! What an honor it was to see and hear all of those amazing young men and women speak so powerfully about their lives. Thank you for having me and I look forward to next year's event! "
>
> *— From a Program Coordinator, Berkshire Farm Center & Services for Youth*

child forensic interviewers to practice their use of the ChildFirst® Protocol.

Statewide Youth Services Training

PDP collaborated with OCFS Child Welfare and Community Services Division of Youth Development and Partnerships for Success and Regional Office staff to plan, develop, and deliver six Youth Events and Speak Outs. Over 541 youth and 329 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) on agency recruitment and staff training. PDP also provided ongoing technical assistance in strategizing how agencies can best integrate YA WORC into their current services and operations.

Youth Development and Runaway Homeless Youth Learning Exchange and Training

PDP was awarded this contract with OCFS in January 2019. This project serves Youth Bureau Staff and Runaway and Homeless Youth Program Staff.

PDP began work on the project by conducting a training Needs Assessment in collaboration with OCFS, which would lead to the development of 10 new webinar trainings. In addition to a rigorous curriculum development plan, PDP successfully completed the Spring Learning Exchange in May, which was offered to Youth Bureau Directors across the state.
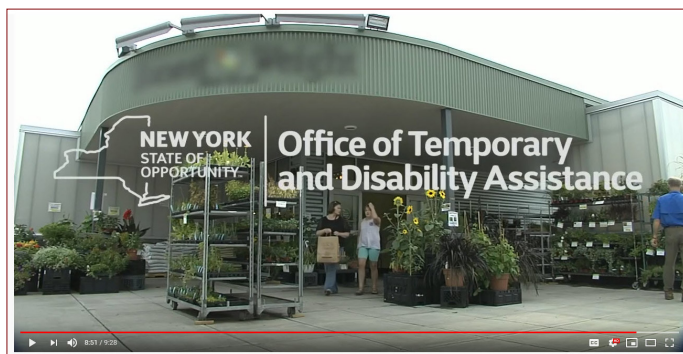
6.2.12 Department of Media Production

During the past year, the Department of Media Production provided technical and adult-learning expertise on multiple projects developed for OCFS, OTDA, and other entities. The team distributed these products on various platforms and continued to deliver high-quality educational content to a diverse public and not-for-profit workforce.

Supporting Statewide Education Initiatives

PDP worked with stakeholders to produce educational and instructional products for multiple populations across NYS. The Early Childhood program expanded its pilot *Virtual Classroom* project. This model will offer repurposed webcast training materials in an online, interactive format. Most importantly, these sessions will take place on evenings and weekends, giving child care providers greater flexibility in scheduling training.

Media Production collaborated with OTDA on multiple products. The team developed an *OTDA Agency Overview* video as a part of the Governor's Office of Employee Relations' mandate to develop new orientation programs for state agencies. *Field Evaluation Protocols Vignettes* represented a joint project between OTDA, OCFS, and PDP. This series of short vignettes demonstrate negative behaviors and best practices for OCFS/OTDA Field Evaluators.

The Early Childhood Program continued to expand its e-learning library. During this time, the team developed two new courses: *Looking at Implicit Bias in Early Childhood* and *Prevention* and *Identification of Brain Injuries, Including Abusive Head Trauma*. The *Looking at Implicit Bias in Early Childhood* training presents information on the effects of implicit, or unconscious, bias and provides strategies for incorporating anti-bias curriculum into child care programs. The *Prevention and Identification of Brain Injuries, Including Abusive Head Trauma* course explains common causes of

"OTDA Overview" video created by PDP's Department of Media Production.

brain injuries in children and reviews steps providers can take to minimize brain-injury risk. Overall, 312,114 learners registered for online courses during this timeframe.

Media Production partnered with OCFS on a wide range of video and audio projects. The team traveled the state to record live trainings and presentations, which they later made available through the Human Services Learning Center (HSLC) and DVD. They produced audio files for incorporation into computer-based trainings developed by various divisions within OCFS, including Child Welfare and Community Services. The team produced four webcasts for different OCFS training audiences: *Legal Updates for CPS and Child Welfare*, *Town Hall Meeting: Examining the Business Side of Child Care*, *Justice Center Training for Family-Type Homes for Adults*, and *Supporting Children and Families through Good Eating Practices*.

The Early Childhood Program also widened access to its educational content by approving 38 new On-Demand Trainers for a total of 761 across the state. On-Demand Trainers choose from a selection of previously recorded webcasts to conduct training sessions at times convenient for their program staff.

> **"PDP continues to deliver high-quality, professional products developed and produced by consummate professionals."**
>
> *— From OCFS PIO and Division of Child Welfare and Community Services Staff*

Control room in the new PDP Media Studio.
Photo courtesy of Hyman Hayes Associates, Architect. Photographer: Randall Perry.

Opening of the Broadcast Studio

In January of 2019, PDP's new broadcast studio opened. Located in the center of the UAlbany Academic Podium on the uptown campus, this state-of-the-art studio expands PDP's production capabilities for both video and audio content. The Media Production team used the studio to create training videos and audio files, and record live presentations. The studio's first live webcast occured on April 11. "Supporting Children and Families through Good Eating Practices" was broadcast to an early childhood audience at 64 sites throughout the state.

The new PDP Media Studio.
Photo courtesy of Hyman Hayes Associates, Architect. Photographer: Randall Perry.

Exploring New Training Opportunities

The opening of the broadcast studio has given PDP the ability to expand its not-for-profit client base. In 2019, Media Production began working on an expanded training contract with the OTDA.

Media Production procured a contract with Hunger Solutions New York, a non-profit organization working to alleviate hunger in NYS. The team began development of a video called "Breakfast After the Bell," which highlights the educational and nutritional benefits of serving breakfast in schools after the start of the instructional day.

Media Production also held open houses for state agencies, the University community, and others to showcase the broadcast studio and demonstrate how PDP can support training needs through content development and video/audio production.

6.2.13 Information Systems and Programming

Information Systems and Programming (ISP) released several major system upgrades during this period. An entirely new version of Early Childhood Webcasts, On-Demand, Virtual Classes, MAT Online Renewal, and Pyramid programs were developed and published. Each program requirement was significantly different, so ISP worked with numerous stakeholders to identify program policies and then successfully led the coding of each policy for each new program. The number of programs had increased significantly over the years, and the existing code base that managed rules and policy for each program became unwieldy. The ISP team rebuilt and centralized code for nine program's policies, across four user roles. The new centralized code provides greater control over rules for each program such as canceling training, changing training dates, applying for awards, changing training name or location, etc. Additionally, the course approval process for distance learning courses has been redeveloped and incorporated into the Training Portal. This removed the need for the distance learning SharePoint site and allows additional functionality such as centralizing all course approvals in one environment and enabling

UAlbany President Havidán Rodríguez and PDP Department of Media Production Manager Colleen Faragon at the new PDP Media Studio Open House.

EIP for distance learning courses. In addition, PDP staff can now manage Training Organization profiles to enable distance learning eligibility. The ECETP Demographics intake page and database model was overhauled, providing an improved user experience and enhanced reporting functions. Several servers and applications were enhanced, Advanced Memory Optimization features of SQL server were implemented on several systems, which improved page loading time and server efficiency, significantly boosting database performance. These ISP upgrades provided an IT solution to remodel the business workflow, and provided new services to 3,000+ NYS trainers, 430,000+ participants, and PDP staff. The upgrades also removed paper communications between PDP, trainer, and trainee, resulting in a huge time savings and greater efficiency, as most information is now collected electronically instead of through manual data entry, as was done previously.

ISP developed an *Exam Module* that is now used to collect test result information such as test answers at the time of the exam and provides results immediately. By using this approach, trainees can receive their electronic certificates immediately after a class, rather than waiting weeks for paper certificates to be mailed, as was done previously. This new process saves tremendous time for trainers, trainees, and PDP staff.

Automated email notifications sent to trainers and trainees were significantly improved during this period. Automated notification upgrades customized for each program include registration confirmations, training reminders, training deadline reminders, reminders to trainers, user completion notifications, and course update notification. Over one million automated notifications have been emailed by the system.

ISP assisted with the decommissioning of the former video studio at the sponsor's site in Rensselaer. ISP was also actively involved in the design, deployment, and inventorying of PDP's new state-of-the-art video studio located on UAlbany's main campus.

PDP and OTDA staff at the 2018 HEAP Statewide Training Conference.

PDP staff assisting an attendee at the registration table of the 2018 HEAP Statewide Training Conference.

6.3 Program Testimonials

PDP 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

[Regarding the 2018 HEAP Statewide Training Conference]

"PDP, thank you. You are amazing… You and your staff are a pleasure to work with. Great job."

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

[Regarding the 2018 HEAP Statewide Training Conference]

"Your registration table was heads and shoulders above any others seen at other conferences."

— From a NYS Energy Research and Development Authority Conference Presenter

[Regarding the 2018 OTDA Housing and Support Services events in Westchester and Syracuse]

"Thank you all for such a great first experience with the trainings and most of all for your part in making the trainings fantastic for the participants! You are a great team!"

— From a NYS Office of Temporary and Disability Assistance Program Specialist

[Regarding the 2019 First Quarter Bureau of Refugee Services Quarterly Providers' Meeting held via WebEx]

"We truly thank you for all the help you gave us in preparing and pulling off our first WebEx. I think it was a success and that is due to all of your assistance."

— From a NYS Office of Temporary and Disability Assistance Program Specialist

[Regarding the 2019 First Quarter Bureau of Refugee Services Quarterly Providers' Meeting held via WebEx]

"It was a success based on the comments… We cannot thank you enough for your help. This definitely increases our capacities as a Bureau… We received some great feedback from our own staff as well as from some providers… You are a pleasure to work with."

— From a NYS Office of Temporary and Disability Assistance Program Specialist

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 and the Microsoft Office suite. Trainees regularly use comments such as "great," "insightful," "well organized," and "highly informative" to describe traditional classroom instruction as well as instructor-led or asynchronous distance learning classes. The trainers were lauded for their commitment to providing relevant information in an enjoyable manner, even when working with complex topics. As one trainee noted, "… I believe that the instructor was pretty passionate about teaching us, which further influenced my learning experience. I feel more confident in my job duties." Another trainee wrote, "I was very intimidated at first but the course was taught with ease and that made me feel more comfortable."

The trainees also recognized the increased use of simulations during instructor-led distance learning training, offering increased opportunities for hands-on practice during class. Trainees emphasized the ways they intend to use the skills taught during classroom and distance learning 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 Director of Staff and Organizational Development, Clinton County

[Regarding Child Forensic Interviewing Training]

"I am writing in regard to the Child First training I attended last week in Endicott NY. I have to say that I was a little skeptical at first as I have been using FIBP protocol for the past year and have become quite comfortable with it and have had great success. As the week progressed and more information was gained, I am definitely a believer in the Child First protocol. My biggest hurdle at this point will be to purge my mind of FIBP. Not that FIBP was a bad practice, it was just different than Child First. The presenters last week did an outstanding job and I wanted to relay that to you directly. Their knowledge and expertise showed, and I look forward to utilizing this protocol moving forward. I definitely see the benefits to this protocol and will continue to sharpen my skills to do the best interviews possible. Thank you for what you do. With continued research, training and best

practice use, we can all make a difference. Thanks again, and please share with last week's instructors as they deserve praise. This was not a typical "police training." I left with an abundance of new knowledge and the desire to continue to do better interviews and hone my skills with the Child First protocol."

— From the Detective Sergeant,
City of Cortland Police Department

[Regarding Working with Substance Affected Families Training]

"I am reaching out to you because I recently attended the three-part Substance Abuse training. I thought you should know that the trainer was exceptionally engaging and professional in the way that she conducted herself. Typically it is difficult to remain focused during an all-day training, but I think the trainer has a special talent of keeping people alert and interested. Her passion for this population is truly evident in the way she vocalizes the course content. I found myself very much looking forward to the subsequent parts of the training after the first day. The work you all are engaged in is not easy, so my hope is that it is encouraging to be able to hear something positive. Thank you for helping to make our state a better place to live!"

— From a Family Therapist,
Cayuga Centers (Cayuga County)

[Regarding Youth Services Training]

"I just wanted to say what an amazing event this was! What an honor it was to see and hear all of those amazing young men and women speak so powerfully about their lives. Thank you for having me and I look forward to next year's event!"

— From a Program Coordinator,
Berkshire Farm Center & Services for Youth

[Regarding Youth Services Training]

"We would like to take this time to thank you for all the hard work you put in this summer! You all put together some powerful youth events, in addition to conducting trainings and managing summer interns. The work you do is very much appreciated and acknowledged. Thank you!"

— From the OCFS BVP
(Bureau of Vulnerable Populations) Team

6.3.4 Public Service Workshops Program

[Regarding Aspiring Leaders Program]

"This training exceeded my expectations – probably the best training I've been to in many years."

[Regarding Leadership Development Program]

"Great insight into the minds of managers, leaders and others. Useful frameworks, tactics, approaches & techniques."

[Regarding Leadership Development Program]

"Thanks for the clear communication and immediate responses that I have been receiving from the team. This leadership training is second to none. It has changed my life in a positive way and I look forward to sharing my experiences since taking the course, with future participants of the LDP Program."

[Regarding New York State Leadership Institute]

"This was an excellent class on topics everyone in management should have."

[Regarding New York State Leadership Institute]

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

— From training participants

6.3.5 Instructional Technologies Unit

[Regarding the PSWP website redesign]

"Thanks so much for all the creative energy you brought to the task as well as all the hard work. The site is a real work of art and quite easy to navigate. Thanks to your whole team for a job well done!"

— From a Program Manager,
Governor's Office of Employee Relations

"We just wanted to say Thank You for all the work that went into the *Key Quality Reminder* training and materials! We will be releasing it as a mandatory training to our division's adjudicative staff at some time in the future."

— From a Training Manager,
Division of Disability Determinations,
NYS Office of Temporary and Disability Assistance

"And thanks very much to you and to your PDP colleagues for supporting the POP Center website over these past few years as we worked on this transition. We hope to maintain the high standards you set for both design and maintenance of this site. The police around the world who use it might not know what it took to create and sustain it, but those of us at the [Center for Problem-Oriented Policing] do and we are grateful to have had such a talented and professional partner in PDP."

— From the Director, Center for
Problem-Oriented Policing

"One of the most useful trainings I've experienced. It involved answering questions in a way that is directly relevant to my job. Instead of just having multiple choice or just yes and no questions, it had you fill out the *[Standard Utility Allowance]* lines as if you would when processing a case. Best way to learn is by doing!"

— From an e-learning participant

"I simply love this format. The videos were informative yet entertaining to the point where they kept your interest. It's been 20 years since I graduated nursing school and learning was very different back then. This style just makes you want to learn more and more. I loved this training."

— From an e-learning participant

6.3.6 Department of Media Production

[Regarding Town Hall Meeting: Examining the Business Side of Child Care]

"The best training I have ever attended."

— From a training participant

[Regarding Field Evaluation Protocol Vignettes]

"Thanks so much for a terrific video training tool that will serve us well into the future."

— From a Senior Project Coordinator,
CDHS, ICHP, SUNY Buffalo State

[Regarding Office of the Ombudsman: Know Your Rights (English)]

"The video turned out great, we are very pleased with the outcome. Thank you for all your hard work."

— From OCFS Office of the Ombudsman staff

[Regarding Legal Updates for CPS and Child Welfare October 2018]

"This training gave the importance of diligence. It will help me to make sure I dot all 'I's' and cross all 'T's'!"

— From a training participant

[Regarding Adoption Videos]

"PDP continues to deliver high-quality, professional products developed and produced by consummate professionals."

— From OCFS PIO and Division of Child
Welfare and Community Services Staff

6.3.7 Early Childhood Education and Training

"I just finished up with *Health and Safety* class last week and wanted to tell you that I LOVE the new set up! This was my first-time teaching with the new format, and I think it flows so much better and absolutely love spending more time in module 1 with HCP and the way it actually uses it during the whole training! So much better than before! I can't say enough about the new format! Kudos to you and everyone that was involved in doing this."

— From a Health and Safety trainer

"I spoke with your (EIP Staff) today and she was incredibly knowledgeable and helpful! Thank you!"

— From a trainer participating with EIP

"During our Regulatory Institute we had a licensing supervisor from Syracuse Regional Office rave about his customer service experience with (EIP Staff). He was so impressed with her level of expertise and overall willingness to answer his questions. He was verifying an online CDA training a provider took. While the training was not eligible for NYS OCFS training hours he was pleased to learn it may still be used towards the CDA credential and the CDA Council for Professional Recognition would verify the hours in regards to the CDA credential. He was so grateful (EIP Staff) took the time to explain the CDA credential process and distance learning courses eligible for NYS OCFS training hours. This clarification from her enabled him to provide effective customer service and deepen his knowledge about CDA in general."

— From a Regional Office staff person

"Finally settled in, thank you for the truly wonderful experience. The (MAT) course was incredibly informative, on the one hand it was intimidating (not you, you were awesome) but on the other it was truly valuable information. I look forward to working with you in the future. Thank you."

— From a MAT training participant

"A sincere thank you for all the detailed work and consistent follow up you (Administrative Staff) do on this project! Internally this project has been very smooth. The end result, our participants needs are met in a timely and professional manner. Have a great day!"

— From an Institute Trainer

6.3.8 Training and Technical Assistance to Support Local DSS Permanency Planning

[Regarding Supporting and Promoting Race Equity and Cultural Competence Training]

"I will be cognizant of my own Bias and in doing so will be able to assist families and a more fair and equitable way."

"This was in depth and creative discussion about Race and equity. I will continue to use these concepts in my work."

"I will use this training to promote cultural competence in my workplace and in supervising my team. I will also look at ways we train new employees. Everyone should take this course."

"As a result of differing training offered by this project workers have agreed to:

- Improve their assessments of safety and risk
- Think about how to find and engage fathers in child welfare cases
- Interact better with others
- Being 100% responsible for their choices
- Work on being more strength based in their approach to families."

— From training participants

6.3.9 Evaluation Unit

"Thank you so much for coming and presenting. I am so glad we have you on board and that you see the importance of this work! Getting outside data and observations reassures us that when our program data says the same thing and shows the same trends, we must be doing it right? Anyone who mentioned the PDP study to me yesterday afternoon was very enthusiastic and thinking of ways we can expand it to a larger population. If anyone reaches out to me with ideas and feedback, I'll be sure to pass it along. I think it was great, and I'm excited to see what we can do in Year 3! Thank you so much for being part of this!"

— From an Early Childhood Social Emotional Coordinator, NYS Council on Children and Families, Rensselaer, NY

"I just wanted to let you know that your effort on the *Needs Assessment for the Youth Development and RHY Training and Learning Exchange Project* was acknowledged by CWCS yesterday at our monthly meeting. I know this ended up being a group effort— and it was more intense than we initially expected, mainly due to a very short turnaround. OCFS CWCS staff voiced their satisfaction with the comprehensive report and are excited about the year(s) to come. You helped demonstrate how capable PDP is and how serious we are about meeting/exceeding expectations. Thank you for the work that you put into it and collaborating with us to deliver a high-quality product for OCFS."

— From a PDP Program Manager, Child Welfare Unit

6.3.10 Child Support Training and Outreach Project

[Regarding Using Reports for Effective Caseload Management, 6/26/2018]

"The course was very informative and answered many of my questions. I would recommend it to my colleagues."

"This was a great course for child support."

"[CSTOP staff member] was engaging, entertaining and informative A+!"

"This was an excellent training to help us work our reports in more efficient ways. The information was clear and the materials were well planned. [CSTOP staff member] is a super trainer!"

— From multiple training participants

[Regarding ASSETS: Using Worker Alerts Enforcement Mode, 12/13/2018]

"Well done. [CSTOP staff member] did a great job answering questions and going over things again when requested."

"A very effective course regarding case management using Worker Alerts."

— From multiple training participants

[Regarding Adjusting Disbursements, 3/20/2019]

"As a person who has never worked in accounting I feel that I could right now effectively perform every task that was presented in this training, very well presented and the manual is like gold— thank you."

— From a training participant

[Regarding Child Support 101, 4/30-5/02/2019]

"Very informative – thankfully [CSTOP staff] made it exciting & fun."

"It was extremely informative and [CSTOP staff] kept my attention the whole time."

— From multiple training participants

[Regarding ERICSA Conference, "The Most Valuable Resource of the Child Support Unit: Its Workers!", 5/20/2019]

"Awesome workshop! Very engaging and knowledgeable presenters. They made it fun, informative and interesting!"

— From a conference attendee

6.3.11 Department of Child Care Subsidy and Regulated Care

[Regarding Child Day Care Regulatory Staff Training Institute]

"This will greatly increase my customer service to providers and help my understanding of the regulations. Specifically, working with challenging providers—defensive, combative providers, when all attempts fall flat."

— From a training participant

[Regarding Child Day Care Regulatory Staff Training Institute]

"I liked this course because the trainers are very knowledgeable and were able to answer my questions as well as give me answers I didn't even know I needed. I will apply everything I learned."

— From a training participant

[Regarding Child Day Care Regulatory Staff Training Institute]

"I love that [PDP staff] work with everyone. They aren't afraid to get to the nitty gritty of problems and emotions. They truly help licensor[s] and registrars work to be the best they can be."

— From a Training Participant

6.3.12 Department of Child Care Subsidy/Legally-Exempt Training

[Regarding Legally-Exempt Provider Enrollment Training]

"This course was facilitated very well! My knowledge of the topic has increased tremendously. A++! The presenter was very knowledgeable in all topic areas. I believe that the knowledge I've gained will help me feel a better connection to the staff I supervise. More LE topics!"

— From a Legally-Exempt Provider Enrollment Training participant

[Regarding Legally-Exempt Provider Enrollment Training]

"This course was very informative. The presenters took time to go through every little detail and overall it was successful. After this course, I know how to approach certain situations, especially with the group. I'm more educated on every detail."

— From a Legally-Exempt Group Program Compliance Training participant

[Regarding Child Care Subsidy: Payments, Overpayments, and Fraud Training]

"This course was very informative and correlates to everyday job activities. I will look back frequently at this course and apply the knowledge to work situations. All topics that concerned me were covered."

— From a training participant

7.0 PDP Staff

7.1 Annual Awards

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

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

- foster a culture that supports and rewards innovation and professional improvement.

- recognize and reward staff who support and exemplify the PDP vision, mission, core values, and beliefs.

- encourage excellence in service.

- recognize and reward significant achievements and contributions.

- recognize and reward outstanding individual and team performance.

Director Deborah McGuire,
Executive Director and Public Service Professor Eugene Monaco,
Executive Director Award Winner Julie Aversa, and Director June Mastan.

7.1.1 PDP Executive 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.

2018 Recipient—Julie Aversa

Julie Aversa joined PDP in 2006 and serves as the Manager of Finance and Project Support. Her responsibilities include finance, proposal submission, evaluation processing, quarterly reporting, recruitment and hiring, purchasing, and financial reporting.

Julie quickly mastered our budgeting and financial processes and established herself as a key resource for staff. Managers frequently count on Julie for her expertise developing budgets during proposal development. Julie is known not only for her budgeting expertise, but her teamwork, patience, and grace under pressure. Her contributions are essential to allowing PDP to meet its mission.

Virinia Hickman accepting the 2018 Outstanding Administrative Support Staff Award from Eugene Monaco, Executive Director and Public Service Professor.

Jessica Bashaw accepting the 2018 Outstanding Professional Staff Award from Eugene Monaco, Executive Director and Public Service Professor.

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.

2018 Recipient—Virinia Hickman

In her 26 years at PDP, Virinia has been an essential member of the Regional Office Project Associate program (ROPA). She manages many tasks for the ROPA staff in six regional offices and ensures their extensive travel is efficiently processed. She also assists with keeping them on task to meet their deadlines. She is authentic, empathetic, and logical, and develops trusting relationships with everyone.

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.

2018 Recipient—Jessica Bashaw

During 2018, Jessica made many outstanding contributions to the work of PDP. She oversaw the implementation of multiple training initiatives including three new training modules for the Supplemental Nutrition Assistance Program Regional and Temporary Assistance Regional Training Meetings; four custom workshops for the Home Energy Assistance Program Statewide Training Conference; and 14 deliveries of the new Program Development and Implementation Considerations for People Affected by Poverty and Trauma course for OTDA staff. Each of these programs was an elevated priority for OTDA and work was performed under short timeframes with limited resources. Jessica ensured each milestone and high standards were met.

Jennifer Teabout accepting the 2018 Outstanding Trainer Award from Eugene Monaco, Executive Director and Public Service Professor.

The Educational Incentive Program (EIP) Team accepting the 2018 Outstanding Team Award from Deborah McGuire, Director, and Eugene Monaco, Executive Director and Public Service Professor.

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.

2018 Recipient—Jennifer Teabout

Jennifer has become the go-to person on race equity and cultural competency training. Over the last two years, she developed curricula that have become mainstays in OCFS training plans. The responses she received on her participant reaction surveys tout the environment she created, allowing open conversations about what is often a difficult subject for many. Jennifer was also a vital partner in developing the Culturally Responsive Child Welfare Practice module of the Child Welfare Foundations Program. Throughout this process, she has remained a reliable, informed, and effective resource to OCFS and represented PDP well.

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.

2018 Recipient—Educational Incentive Program (EIP) Team

Team Members: **Colleen O'Grady, Bridget Schmidt, Michele Reedy, Ally Buonanno, Katie LeClair, Kristina Decker, and Jill Haskell**

During 2018, the EIP team experienced significant personnel changes that pushed them to work above and beyond expectations to successfully receive, process, and issue awards while they maintained compliance with the EIP, Quality Scholars, First Aid/CPR, and Event Approval programs. These multi-million-dollar programs require the team to work with child care providers from every county in NYS, review training curriculum, support training organizations and trainers, and communicate with colleges. The EIP team awarded over $5 million in scholarships to eligible child care providers and programs across NYS.

7.2 PDP Staff Accomplishments

7.2.1 PDP Promotions for 2018–2019

PDP places a high value on its staff, offering challenging and rewarding opportunities for both personal growth and career advancement within the organization. During the 2018–2019 year, seven staff members received promotions to a range of positions, including two Senior Education Specialists, two Senior Trainers, one Project Staff Assistant, one Education Specialist, and an Administrative Assistant II.

Doreen Bailey

Date of Promotion: 10/15/18
New Title: Senior Trainer
Former Title: Education Specialist/Adjunct

Alessandra Buonanno

Date of Promotion: 7/23/18
New Title: Education Specialist
Former Title: Project Staff Assistant

Katherine LeClair

Date of Promotion: 9/24/18
New Title: Project Staff Assistant
Former Title: Administrative Assistant I

Jenna Melewski

Date of Promotion: 8/1/18
New Title: Senior Education Specialist
Former Title: Education Specialist

Sage Ruckterstuhl

Date of Promotion: 9/1/18
New Title: Senior Education Specialist
Former Title: Education Specialist

Terri Zuelsdorf

Date of Promotion: 1/1/19
New Title: Administrative Assistant II
Former Title: Administrative Assistant I

Darlene Cardillo

Date of Promotion: 3/11/19
New Title: Senior Trainer
Former Title: Education Specialist

PDP's DDI® trainers provide colleagues an overview of DDI® professional development opportunities available at PDP.

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.

7.2.2 Department of Child Welfare Training

Abbi Jordan collaborated with the OCFS Albany Regional Office to host the region's first Youth Resource Fair at Hudson Valley Community College in October 2018.

Rachel-Storm Heasley presented a quick share about Youth Services Training at the 2019 OCFS Anti-Trafficking Summit in June 2019.

Michael Cozzens presented an executive level overview of YA WORC to the Raise the Age Learning Exchange at OCFS in November 2018.

Michael Cozzens presented at the 2019 Youth Bureau Directors' Retreat with Madison County's Youth Bureau Director about Collaborating with Diverse Stakeholders.

As part of PDP's professional development, **Wendy Calabrese-Sampone, Jill Haskell,** and **Elizabeth Igler** facilitated the DDI© trainings *Communicating with Impact, Working as a High Performing Team,* and *Embracing Change.*

7.2.3 Department of Temporary Assistance Training

In collaboration with OTDA, on September 24 through 26, 2018, PDP delivered the 2018 HEAP Statewide Training Conference at The Desmond Hotel and Conference Center in Albany, New York. Over 320 attended the conference, which brought together state, county social services, and alternate certifier staff who administer the Home Energy Assistance Program (HEAP) throughout NYS. In addition to planning and implementing the conference, PDP custom designed and delivered several one-hour workshops.

- On September 24, 2018, **Cecilia Archer-Tucker** and **Theresa Wilson** delivered a workshop entitled "Interviewing Techniques."
- On September 25, 2018, **Laura Rarick** delivered a workshop entitled "Handling Energy Emergencies With Temporary Assistance."
- On September 25 and 26, 2018, **Michael Smith** delivered workshops entitled "Standard Utility Allowance" (delivered twice) and "Advanced $21 HEAP Nominal Payment Issuance."
- On September 24 and 25, 2018, **Bonnie Taylor** delivered workshops entitled "Heating Equipment Clean & Tune and Cooling Assistance Component," "Heating Equipment Repair and Replacement," and "Alternate Certifiers."

On September 27, 2018, **Rodolfo Robles** presented a general session during the 2018 HRA Staff Development Seminar at the IBM Learning Center in Armonk, New York. This two-hour presentation titled "The Affect of Poverty and Trauma on Decision-Making and Behaviors" was delivered to over 100 trainers from the New York City Department of Social Services/Human Resources Administration, Family Independence Administration. 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 so that HRA trainers could consider how they might utilize this evidence-based approach in their in-house training programs.

On October 15, 2018, **Dr. David Pinkowski** presented a general session during the 2018 Hearing Officer Training Seminar at The Desmond Hotel and Conference Center in Albany, New York. This custom 2.5-hour presentation titled "The Affect of Poverty and Trauma on Decision-Making and Behaviors" was delivered to over 60 OTDA Administrative Law Judges from across the state who preside in Fair Hearings on matters related to

Temporary Assistance, the Supplemental Nutrition Assistance Program (SNAP), and the Home Energy Assistance Program (HEAP). The audience also included other OTDA Office of Administrative Hearings staff based in Albany. This presentation was custom designed to meet the learning and job performance support needs of the target audience. 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. It also illustrated how Hearing Officers can use this information to enhance their interactions with public assistance clients.

On October 17, 2018, **Sheila Ryan** presented "The Standard Utility Allowance" during the 2018 Hearing Officer Training Seminar at The Desmond Hotel and Conference Center in Albany, New York. This one-hour presentation was attended by OTDA Administrative Law Judges and legal staff from OTDA's Counsel's Office and Office of Administrative Hearings. This presentation reviewed recent state policy changes regarding the Supplemental Nutrition Assistance Program (SNAP) for applying the correct Standard Utility Allowance and $21 Nominal HEAP Benefit Advance Payment to SNAP households, as mandated by Section 4006 of the Agricultural Act of 2014 – Final Policy (aka the U.S. Farm Bill). 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.

After several years of research and hard work, in May 2019, **Paige Pappianne** received her Doctor of Philosophy (PhD) in Environmental Studies from Antioch University New England in Keene, New Hampshire. She successfully defended her dissertation, "Voices of Bangladeshi Environmental Youth Leaders: A Narrative Study," in February 2019. Her doctoral research aimed to describe and understand the experiences of five Bangladeshi environmental youth leaders as they engaged in participatory social engagement

as Participant Action Researchers (PARs) during their environmental youth leadership roles using a mixed-method approach of constructivist grounded theory and narrative analysis. Dr. Pappianne is a Senior Education Specialist in PDP's Department of Temporary Assistance Training. Her focus is on designing and developing performance-based training programs on behalf of OTDA. Most recently, this has included implementing new training programs supporting OTDA's poverty and trauma-informed assistance initiative. PDP congratulates Paige on this significant accomplishment and professional milestone.

In December 2018, **Jenna Melewski** received her Master of Science (MS) in Educational Policy and Leadership from the University at Albany. Jenna had been working toward degree completion since joining PDP in 2016. Jenna is a Senior Education Specialist in PDP's Department of Temporary Assistance Training. She designs and develops performance-based training programs on behalf of the OTDA. PDP congratulates Jenna on her accomplishment.

Ron Goulet retired on January 11, 2019 after 14 years with PDP and a long, successful career with event planning in corporate and non-profit settings and in the hospitality industry. Throughout his tenure, Ron served as an Event Planner/Project Staff Assistant in the Department of Temporary Assistance Training. Ron had a wealth of industry experience and was an asset to PDP with planning training programs and learning events, selecting sites, and liaising with hotels and sponsors. His experience also made him an effective coach and mentor to PDP staff on related matters. Ron was recognized several times for his teamwork, event planning skills, and contributions to numerous training programs and events. PDP thanks Ron for his dedicated service and notable contributions to our success.

Peggy Dayer retired on June 7, 2019, after nearly 22 years with PDP. Peggy was initially hired as an Administrative Secretary and was reclassified to Administrative Assistant II. Over the years, she supported several projects and work units.

Her longest department tenure was with the Department of Temporary Assistance Training. Peggy contributed to the success of a wide variety of conferences, training programs, and other learning products and events. Peggy was recognized many times for her skillful administrative work, strong initiative, attention to detail, determination for getting things done right, and outstanding customer service. PDP thanks Peggy for her many contributions and years of dedicated service.

Sheila Ryan retired on June 28, 2019, after more than 14 years at PDP and a long career in education and public service. Throughout her tenure, Sheila served as a Senior Education Specialist and was field-based at the Harlem Training Center in New York City. As part of PDP's Department of Temporary Assistance Training, Sheila developed and delivered performance-based training for staff from social services districts statewide, the New York City Department of Social Services/Human Resources Administration, and OTDA. Included in this, Sheila regularly trained Administrative Law Judges/Hearing Officers and Fair Hearing Representatives. PDP thanks Sheila for her dedicated service and many contributions toward furthering PDP's mission.

7.2.4 Department of Child Care Subsidy and Regulated Care

Jeff Isaacson and **Graham Button** delivered a 75-minute workshop titled "Automated Case Closure for Child Support" at the winter 2019 New York Public Welfare Association conference in Colonie, NY on January 24. The objective of this workshop was to explain to participants how proper case management would ensure accurate case closure.

Graham Button and **Jeff Isaacson** presented at the Eastern Regional Interstate Child Support Association (ERICSA) conference in Niagara Falls, NY in May 2019. The 90-minute workshop titled "The Most Valuable Resource of the Child Support Unit: Its Workers!" was very well received and stressed the importance of planned steps for onboarding, training, and retaining child support

workers so that they excel at their jobs and positively impact the lives of their customers.

Dan Hill made significant revisions to the Interstate Case Assistant, a decision support tool originally developed for the NYS Division of Child Support Services, so that child support workers nationwide could use it in their own states. Mr. Hill presented this revised tool and how to use it in a workshop titled "UIFSA: 21st – Century Issues, 21st – Century Solutions" at the Eastern Regional Interstate Child Support Association (ERICSA) conference in Niagara Falls, NY in May. While Mr. Hill was speaking, attendees were sending him requests for the tool with comments describing the presentation as "very informative," "great," "excellent," and "awesome." Requests continued well after the conference and, as of June 2019, child support staff in 16 states nationwide were using the revised tool.

7.2.5 Department of Early Childhood Training

Colleen O'Grady and **Colleen Faragon** participated in a panel discussion at the NYAEYC conference held at Turning Stone Casino in Verona, NY in April 2019. The session highlighted OCFS updates including EIP Frequently asked questions, Pyramid Model Training, On-demand, e-learning, and Webcasts.

Ally Buonanno provided an overview of the Event Approval process and the EIP Application process for trainers at the Capital District Child Care Coordinating Council Meeting on May 26, 2019.

Michele Reedy and **Ally Buonanno** presented an informational training session at the NY Network for Youth Success Conference in Saratoga Springs, NY in May 2019. Detail regarding the Educational Incentive Program, the new CDA application process for the Council for Professional Recognition, webcasts, and other ECETP programs was presented.

In March 2019, **Ally Buonanno** met with child care providers at the Family Child Care Association

of NYS Annual Conference in Saratoga Springs. Information about the Educational Incentive Program, the new CDA application process for the Council for Professional Recognition, webcasts, and other information regarding ECETP programs was presented.

Ally Buonanno represented EIP at the Early Childhood Conference in Lake George, NY in November, 2018. The conference was presented by the Southern Adirondack Child Care Network and the North Country Chapter of the New York Association for the Education of Young Children.

Michele Reedy provided information about EIP at the Mid-Hudson Valley Leadership Day Conference. The target audience consisted of day care center and group family day care directors, owners and administrators from Ulster, Dutchess, Sullivan, Orange, Greene, and Columbia counties, as well as NYC.

7.2.6 Public Service Workshops Program

Melissa Crocetta has considerably expanded the network of CEU providers for Social Workers and Mental Health Practitioners and increased the number of trainings offered across the state to help licensed practitioners meet their CEU requirements. Her research and coordination of SW/MHP offerings has continually impressed the sponsor and the program contacts at Public Employees Federation (PEF). She scheduled 90 workshops that delivered during this time period, of which 75 were targeted specifically to employees in the social work/counseling occupational group.

LaToya Jackson successfully continued coordination of two advanced leadership training programs: the Leadership Development Program (LDP) and the NYS Leadership Institute (NYSLI). During this period, while continuing all aspects of program coordination for multiple sessions of each of these extended-length programs, LaToya was given the opportunity to step in and co-facilitate activities for several LDP sessions. The request for her to do so from subcommittee members from NYS

GOER and PEF is a testament to her outstanding preparation, presentation skills, and consistent dependable professionalism.

7.2.7 Department of Computer Training Services

Justine Chong and **Eric Gleason** 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 36th Annual Training Seminar. They were recognized by the NYWFIA president for going "above and beyond" expectations, enhancing PowerPoint presentations to incorporate video use.

7.2.8 Information Systems and Programming

Aria Moshari has been elevated to IEEE Senior Member by the IEEE Admission & Advancement (A&A) Review Panels. IEEE Senior Membership is an honor bestowed only to those who have made significant contributions to the profession. Senior Member is the highest grade for which IEEE members can apply. Fewer than 10% of the more than 425,000 IEEE members in over 160 countries around the world hold this prestigious grade of membership, which recognizes significant professional accomplishment.

7.2.9 Training and Technical Assistance to Support Local DSS Permanency Planning

Molly McHale completed her Master in Social Work from SUNY Albany School of Social Welfare.

7.2.10 Department of Media Production

In the second quarter of 2019, Media Production received PDP's Team Spotlight Award. During this time, the team successfully completed the first webcast of 2019, produced the first full-scale broadcast from the new studio, and utilized the Training Portal for webcast registration and testing.

Casey Becker and **Sheri Dushane** led a workshop 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!" 2019 Annual Conference.

Colleen Faragon and **Colleen O'Grady** participated in a panel presentation at the New York Association for the Education of Young Children 2019 Annual Conference. They joined with OCFS and New York State Council on Children and Families staff to highlight the state of child care and discuss current initiatives and training opportunities.

Casey Becker completed the five-hour New York State Department of Health State Physical Activity and Nutrition (SPAN) Program's "Early Childhood Physical Activity: Train the Trainer Workshop." She also completed the four-hour "Early Childhood Nutrition: Train the Trainer Workshop." The SPAN Program provides funding for states to implement evidence-based strategies for improving nutrition and physical activity. Notably, Casey attended these workshops in late March and was able to quickly incorporate the knowledge she gained into the April 11th webcast, "Supporting Children and Families through Good Eating Practices."

Ron Biggé and Ed Kirchgessner prepare for a video shoot at a child care facility.

Department of Media Production staff Patricia Geary and Ed Kirchgessner.

Eugene Monaco, Executive Director and Public Service Professor, addresses PDP staff at the Recognition and Awards Event.

8.0 PDP's Future Sustainability

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

PDP's long-term sustainability is built on these premises and is interlocked with its fundamental beliefs and underlying values that have steadily matured over the past 44 years in making it a valued resource for its current and future stakeholders. PDP's sustainability for the long term is firmly grounded in a profound understanding of the importance of enhancing workforce development—specifically as it relates to the public and not-for-profit sectors it has successfully serviced. Its sustainability and continued success are also a product of an inherent understanding of applying the essential principles of adult learning theory to its work. PDP's future is applicably linked to its fundamental beliefs that:

- supporting evidence-based education and training adds a useful, substantial benefit to the development, management, and delivery of government services.

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

- assisting public agencies and those who work in or for the public service to perform more effectively

and efficiently makes a significant difference in their ability to provide much-needed services to their respective constituents.

Furthermore, PDP determinedly believes that its sustainability is directly linked to producing well-designed and effectual training, which is clearly tied to supporting the education and training needs of those who work in or for the public service.

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

- underscore PDP's support of the University's public and community engagement service mission.

- respond to emerging workforce development needs.

- provide crucial continuing professional education for the public and not-for-profit workforce.

- demonstrate the significant connection of effectively transforming policy to practice.

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

- formulate research and practice opportunities for faculty and students.

- promote and encourage staff development and learning opportunities for its employees.

PDP will not abandon these core beliefs and principles as its benchmark to shape future programs, which will continue to readily serve and strongly reinforce its marquee value for its stakeholders and the University.

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

To maintain its sustainability, PDP will firmly pursue the expansion of its program offerings in areas such as instructor-led training, web-based training and webinars, self-paced training, mobile learning, and blended learning. Over the past two decades, technology-based learning has steadily increased in acceptance and has become a valuable component of PDP's overall portfolio. PDP will continue to underscore this practice as an important aspect of direct or supplemental training that it provides to its customers.

As PDP examines new opportunities to support workforce development, which will remain as its central concentration, certain factors will influence the design of future programs. Selecting the most suitable format and delivery methodologies to meet the needs of its highly diversified training audience remains critical. This may range from weeklong, formalized training programs to on-demand, mobile learning, including training manuals, help systems, and performance supports that allow trainees to access critical information needed on demand, and offering a variety of relevant distance learning alternatives.

PDP anticipates further expanding its portfolio through ongoing collaboration with the Project on International Security, Commerce, and Economic Statecraft (PISCES); 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), and other University centers. These efforts will focus on intensifying its e-learning and media production platforms, 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.