

Annual Center Report

July 2019—June 2020

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UNIVERSITY AT ALBANY State University of New York

 $A\,Leader\,in\,Continuing\,Professional\,Education$

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Executive Summary

During 2019-2020, PDP maintained consistent levels of funding in the areas of education and training for the public workforce. The program's longstanding 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 (NYS) 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 \$3.4 million for the University. PDP continued to maintain 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 over 200 professionals continued updating and designing curriculum that led to the delivery of a wide range of training programs that bolstered workforce development. PDP successfully offered over 2,800 instructional activities enrolling approximately 548,000 attendees, which is a 58% increase in enrollments from 2019. This increase in enrollments correlates directly to the increased demand for on-line learning courses, particularly as required by the COVID-19 pandemic limitations in place for the final quarter of the reporting period. PDP also generated close to 970,000 contact hours of training in its various educational program offerings during 2019-2020. This represents a slight increase in contact hours over the previous year.

The primary focus for PDP staff remains the development and delivery of education and training programs employing the principles of adult learning theory. These programs aim to produce constructive workforce development outcomes that support employee growth and skills building, while continuing to meet agency specific needs. PDP's offerings cover a wide range of subject matter areas and primarily supports

employees who work in the social and human services fields.

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. The result is an improved and more productive workforce for the citizens of New York State. PDP will continue to maintain its high educational and professional standards to ensure quality control over all offerings. The organization will verify, using various evaluation modalities, that it effectively meets the education and training needs of participants.

For 2019-2020, 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, Temporary Assistance Examiner Training, Child Welfare, Computer and Information Technology Training, and STD/HIV Prevention.

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 maintaining its fundamental values and loyalty to its core mission.

The last part of the reporting period was quite momentous. The NYS Governor issued Emergency Order (EO) 202: Declaring a Disaster State of Emergency in the State of New York on March 7, 2020, due to the COVID-19 pandemic, putting

the state under lockdown orders and requiring the cancellation of in-person activities. PDP's New York State agency sponsors continued to need our training programs as these agencies dealt with the needs of the citizens of New York State during an unprecedented public health emergency. This presented PDP with the need to reach large numbers of training participants virtually in a very short period of time to deliver

critical policy, procedure, and systems updates for our sponsors. To accomplish this, PDP quickly and effectively pivoted from in-person training events to completely virtual offerings, successfully using webinars and other synchronous and asynchronous learning methodologies to meet critical training needs. This is expected to continue for much of the next period as well.

1.0 Performance Relative to Stated Mission & Goals

PDP's longstanding accomplishments are directly correlated to its ability to remain mission focused. As a result of this approach, PDP has consistently been able to provide outstanding continuing professional education and training that promotes workforce development for employees who work to serve the public. For the past 45 years, PDP's commitment has been to focus on offering up-todate, state-of-the-art programs for employees of public agencies, non-government organizations, and not-for-profit establishments. PDP is recognized as a leader in workforce development for the public service, meeting but also exceeding its program deliverables in support of its core mission. PDP's wide-ranging and well-received programs are proof of its ability to stay mission-focused, while remaining committed to producing high quality programs that provide greatly needed education and training for those who work in, for or with the public sector.

1.1 Overview of PDP's Mission and Function

Since its founding in 1975, PDP has remained 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 extensive 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 notfor-profit workforce.

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

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

Since its earliest days, PDP has remained firmly committed to making applied research, extended learning, and continuing professional education a reality for the public service workforce through offering applicable adult learning education and training programs designed to focus on increasing worker performance at all job levels. PDP programs have provided employees with unique opportunities to gain knowledge and experience in work settings through such activities as job shadowing, cooperative education, and internships.

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

Utilizing various instructional models, techniques, multi-media, and distance learning throughout its educational offerings (e.g., knowledge dissemination; outcome, performance, and evidence-based approaches), PDP has continually produced high-quality programs for learners. PDP uses

the principles of adult learning theory to design evidence-based training that leads to improved employee work performance.

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

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

PDP Staffing

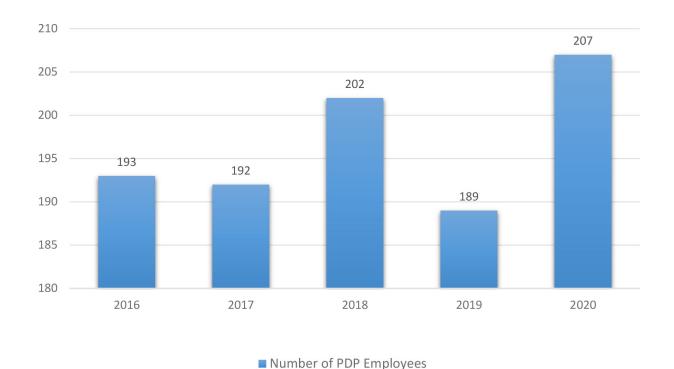


Figure 1

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 2016–2020.

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

PDP staff possess expertise and experience in a wide variety of topics, which enabled it to successfully meet its 2019–2020 education and training commitments. They include:

- · Case Management
- · Child Development
- Child Support
- Child Welfare Programs
 - · Adoption Services
 - Child Protective Services
 - Child Welfare Framework of Practice
 - Foster Care
 - Permanency Planning
 - Safety and Risk Assessment
 - Juvenile Justice and Rehabilitation
 - Youth Development
- Counseling
- Early Childhood Education
- E-learning Product Development
- Employment
- Event Planning
- Higher Education
- Implementation of Evidence-based Programs/ Practices
- Information Systems and Applications (proprietary and non-proprietary)

- Design, Development, and Coding
- Implementation
- User Education and Training
- Medication Administration
- Organization Development
- Program Development, Implementation, and Management
- Program Evaluation
- Public Administration
- · 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, and Public Health), the 64-campus SUNY system, CUNY institutions in New York City, and private institutions statewide, PDP has achieved a significant statewide presence. Its portfolio of sponsored funding since inception is in excess of \$765 million.

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

- American Society for Training and Development (Mohawk Hudson Chapter) Outstanding Public Service Training (1999)
- Apex Award (2005)
- National Staff Development and Training Association Distinguished Service in Training Award (2005)
- National Health Information Award (2007)
- NYS Best Practices Award (2004–2005)

- OTDA Commissioner's Award (1999 and 2004)
- University at Albany Initiatives for Women Awards (2000 and 2005)
- University at Albany President's Award for Excellence in Support Service (2007)
- Center for Digital Government's "Best of New York Award" for participation in NYS OCFS Juvenile Justice Information System (2009)
- Center for Digital Government's "Project Best Advancing Service to the Public Award" for participation in the Commission for the Blind and Visually Handicapped Consumer Information System (2009)
- APEX Award for Electronic and Video Publication in Education and Training (2010)
- Continuing Education Association of New York Exemplary Program Award for Non-Credit Program Development (2010)
- United States Distance Learning Association (USDLA) Best Practice in Distance Learning Programming Bronze Award (2010)
- United States Distance Learning Association (USDLA) Best Practice in Distance Learning Programming Gold Award (2011)
- Center for Digital Government's "Best of New York Award" for participation in the NYS OCFS Child Care Time and Attendance (CCTA) project (2011)
- Center for Digital Government's "Best of New York Award" for the Most Innovative Use of Technology for the design of the NYS OTDA mobile-optimized website (2011)
- Bronze Telly Award honoring best in video production (2012 and 2014)
- APEX Award for Publication Excellence for Most Improved Print Media "Youth in Progress Need to Know Series" (2014)
- Bronze Telly Award honoring the Pyramid Model Webcast Series (2017)
- APEX Award for Publication Excellence for the Communiqué newsletter (2017)

1.4 Accreditation and Licensure Status

The University at Albany is chartered by the Board of Regents of New York State and is fully accredited by the Middle States Commission of Higher Education. Rockefeller College is also accredited by the National Association of Schools of Public Affairs and Administration.

PDP is accredited by the International Association for Continuing Education and Training (IACET). As an IACET Accredited Provider, PDP maintains compliance with the ANSI/IACET Standard for Continuing Education and Training and is able to issue IACET accredited Continuing Education Units (CEUs).

PDP currently has on staff individuals possessing the following professional licenses and certifications, which provide PDP with the necessary depth to successfully meet all contract deliverables during the 2019–2020 reporting period:

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

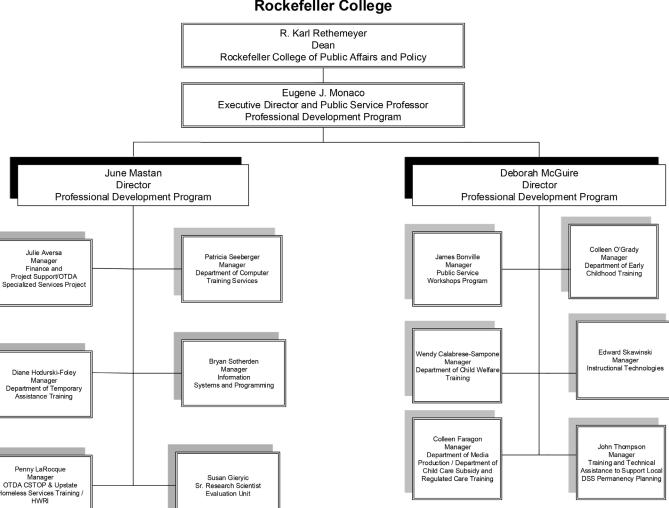
1.5 PDP's Capacity

During the 2019-2020 period, PDP continued to maintain an effective organizational structure and had sufficient staff resources to develop, schedule, deliver, and evaluate training activities, as well as interact with stakeholders. It retains the necessary fiscal, organizational, technical, and program capacity to effectively meet its varied contract deliverables.

1.5.1 Organization Structure

In 2019–2020, 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.

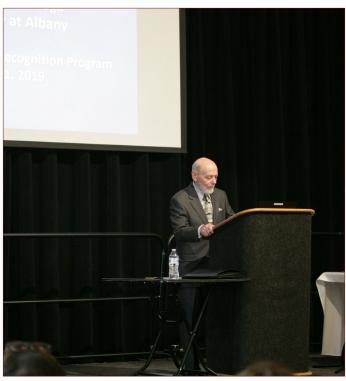
Professional Development Program Rockefeller College



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.



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

1.5.3 Staff Selection and Hiring

PDP's selection and hiring practices during the reporting period continued to follow the guidelines set forth by both the Office of Diversity and Inclusion of the University at Albany, State University of New York and the University at Albany Research Foundation Human Resources Office of The Research Foundation for SUNY. These are stated in the Office of Diversity and Inclusion's Recruitment and Selection Procedures. These procedures are designed to promote a fair and inclusive search process, ensure the University follows all federal and state regulations, and promote equal employment opportunities for all qualified individuals including but not limited to minorities, women, individuals with disabilities, and veterans.

1.6 Program Development

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

1.6.1 Curriculum Design

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

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

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

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

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



PDP Staff Developing Training

1.6.2 Evaluation

Training evaluation is conducted to determine the effectiveness of the training programs, both in-person and web-based, and to identify training areas in need of improvement. The overall design that is used to evaluate programs is based on Donald Kirkpatrick's four-level model of training evaluation.¹

According to Kirkpatrick's model, training can be evaluated at four different levels: (1) reaction, (2) learning, (3) behavior, and (4) results. The four levels of evaluation (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 2019–2020 followed this approach.

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



Reaction

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

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

Learning

2

3

Behavior

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

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

Results



1.6.3 Fiscal Responsibility

The Research Foundation for SUNY has fiscal responsibility for all sponsored activity of the State University of New York. The Research Foundation is a private, non-profit educational corporation chartered in 1951 by the State Board of Regents.

The Research Foundation carries out its functions in a manner consistent with policies and practices of the University at Albany, State University of New York. PDP abides by all federal, state, Research Foundation, and University policies and regulations that govern its activities.

2.0 Changes in Mission/Focus

PDP's mission and focus has remained consistent and is concentrated on best 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 45 years.

3.0 Changes in Personnel

PDP's overall staffing has remained stable over the past three years. PDP has experienced a professional staff turnover of approximately 11% this past year, which is down from 12% the previous year (2018–2019). PDP has successfully recruited and filled many of the professional vacancies that have arisen. Although the COVID-19 pandemic led to a pause

in recruitment activities, PDP anticipates robust efforts to continue filling currently vacant positions in the months ahead. 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.

Table 1

	2018	2019	2020
Professional	165	155	172
Support	19	17	18
Graduate Assistants/Interns	18	17	17
Total	202	189	207

PDP Staff Age, Gender, Ethnicity

PDP has a diversified staff that includes several generations in the workplace. The age, gender, and ethnic distribution of staff for 2019-2020 is highlighted in Figures 2-4 shown below.

PDP projects that in 2021 staffing patterns will remain constant. Ongoing efforts continue to increase diversity in new hires.

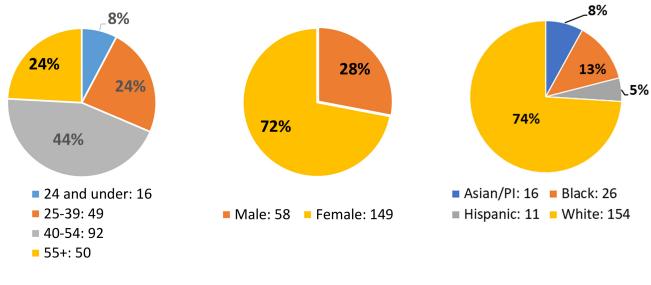


Figure 2 Figure 3 Figure 4

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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 2 specifies the award details.

Table 2

4.2 Submissions

The 2019–2020 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, 23 new project accounts were established and 25 projects were closed during 2019–2020.

Award #	Award Sponsor	Award Start Date	Award End Date	Award Budget
86818	NYS Office of Children and Family Services	1-Jan-20	31-Dec-20	\$1,000,000
86833	NYS Office of Children and Family Services	1-Jan-20	31-Dec-20	\$851,500
86822	NYS Office of Children and Family Services	1-Jan-20	31-Dec-20	\$846,000
86826	NYS Office of Children and Family Services	1-Jan-20	31-Dec-20	\$1,920,000
86820	NYS Office of Children and Family Services	15-Mar-20	14-Mar-21	\$391,600
86815	NYS Office of Children and Family Services	1-Jan-20	31-Dec-20	\$2,116,840
86817	NYS Office of Children and Family Services 1-Jan-20		31-Dec-20	\$156,000
86778	NYS Office of Children and Family Services	1-Jan-20	31-Dec-20	\$700,625
86764	NYS Office of Children and Family Services	1-Jan-20	31-Dec-20	\$9,684,000
86759	NYS Office of Children and Family Services	1-Jan-20	31-Dec-20	\$1,795,275
86818	NYS Office of Temporary & Disability Assistance	1-Jan-20	31-Dec-20	\$1,207,000
86797	NYS Office of Temporary & Disability Assistance	1-Jan-20	31-Dec-20	\$2,564,644
86812	NYS Office of Temporary & Disability Assistance	1-Jan-20	31-Dec-20	\$2,798,672
86799	NYS Office of Temporary & Disability Assistance	1-Jan-20	31-Dec-20	\$349,185
86802	NYS Office of Temporary & Disability Assistance	1-Jan-20	31-Dec-20	\$1,123,881
86804	NYS Office of Temporary & Disability Assistance 1-Jan-		31-Dec-20	\$1,070,144
86807	NYS Office of Temporary & Disability Assistance	1-Jan-20	31-Dec-20	\$549,300
86795	NYS Office of Temporary & Disability Assistance	1-Jan-20	31-Dec-20	\$253,369
86792	NYS Office of Temporary & Disability Assistance	1-Jan-20	31-Dec-20	\$380,095
*87635	NYS Governor's Office of Employee Relations	1-Apr-20	31-Mar-26	\$3,696,660
Various	HWRI Training Project	1-Jan-20	31-Dec-20	\$1,076,440
86987	SUNY Center for Policy Research	1-Jan-20	31-Dec-21	\$253,751
49660	UA CPHCE / CRSC / NY SBDC Subcontracts	1-Aug-19	30-Jun-21	\$83,857
		•	Total	\$34,868,838

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

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 sponsorfunded 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 2020–2021, 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 \$36 million per year. Figure 5 is a summary of PDP's funding history from 2015–2020.

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 2017–June 2020), PDP generated an average of \$3.4 million per year in indirect cost recovery for the University with an effective rate of return averaging 14.1%.

Cumulatively, from FY 2003–2004 to FY 2019–2020, PDP:

- generated approximately \$53.6 million in Indirect Cost Recovery (ICR) with an effective rate of return of 14.5%.
- received approximately \$2,346,259 or 4.4% of the total ICR it produced for the University.

For the FY 2020–2021, PDP projects a similar ICR for the University.



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 were achieved, as illustrated in the chart below.

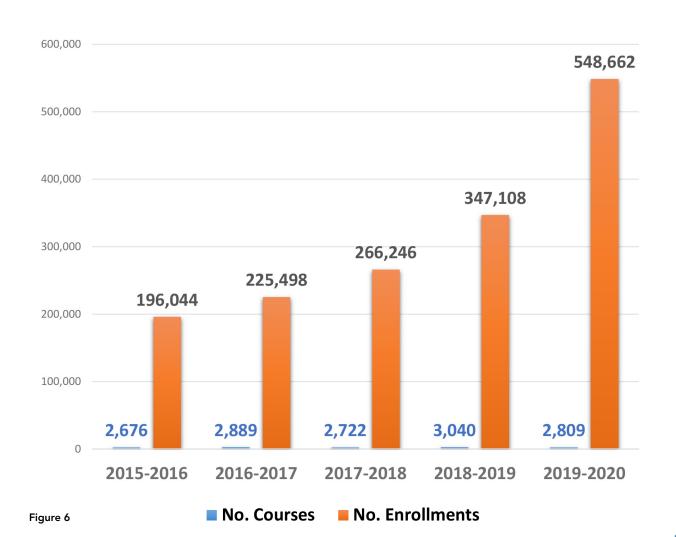
6.1 Instructional Activity

A key 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 2,827 instructional activities per year enrolling approximately 316,711 workers. Figure 6 provides a summary of instructional activity and enrollments for the period 2015–2019.

During the past year (2019-2020), PDP offered 2,809 courses, institutes, and workshops enrolling 548,662 workers. This generated 970,762 contact hours of instruction across all of its programs, which was a slight increase compared to the previous

Enrollment History



year. The program areas that generated the largest enrollments were Child Care Provider Training (456,095 registered) and Temporary Assistance Examiner (47,800 registered).

During the latter part of the second half of the period, the COVID-19 pandemic presented PDP with the need to reach large numbers of training participants virtually in a very short period of time to deliver critical policy and procedure updates for our sponsors. To accomplish this, PDP quickly and effectively pivoted from in-person training events and has successfully used webinars and other synchronous and asynchronous learning methodologies to fulfill critical training needs.

6.2 Organizational Accomplishments

PDP has been an International Association for Continuing Education and Training (IACET) Accredited Provider since May 2019.

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 CEU and the ANSI/IACET Standard for Continuing Education and Training.

The IACET accreditation provides PDP with the opportunity to award CEUs for targeted courses and standardize the development and delivery processes across all programs and departments. Additionally, it opens up more possibilities and advantages for additional funding opportunities, and helps PDP put better systems in place for new employees to understand how we develop and deliver training across the organization.

PDP is part of 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 serve as a contributing factor in its future sustainability.



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

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 Executive 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.



PDP staff at a Recognition and Awards Event.

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.

2019 Recipient—PDP Staff

"Today, we celebrate our annual PDP Staff
Recognition Day and acknowledge the numerous contributions staff have made in support of PDP.
Although we are unable to assemble in person, I did not want today to pass without providing the opportunity to celebrate the many milestones that staff have achieved over the past year. It's important to keep this tradition thriving, even if we can't do it in person.

As is customary, I generally give an annual PDP update, but given the circumstances related to COVID-19, I'm modifying my update this year. I must say that I'm extremely proud of the way in which PDP transformed itself overnight into an online learning organization.

I remain astonished by the resolve and effort everyone has provided to keep PDP going in these difficult times. I am so proud of the collective accomplishments of everyone as you have readily adapted to the new way of working. Therefore, I want to recognize the entire PDP staff for all of your efforts by presenting this year's Executive Director's Award to all PDP staff!

Thank you for all you do in support of PDP's mission."

-Eugene Monaco, PDP Executive Director

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.

2019 Recipient—Amy Kerr

Amy is a critical team member of the Child Welfare Department; of particular note this year is her work on the Child Forensic Interviewing (CC31) and the Youth Development and Runaway Homeless Youth Training Project. Her excellent organizational skills and her professional approach led to the project having consistent and qualified actors that PDP can depend on to deliver a very important training for Multidisciplinary Team Members on Child Forensic Interviewing. She provided excellent customer service and her strong skill set ensured that the team was operating as needed, in a timely manner and with no details missed.

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.

2019 Recipient—Penny Kurtz

Penny is a Training Program Coordinator and master e-learning course designer and developer with the Instructional Technologies Unit. Penny has a unique blend of instructional, graphic, and technical design skills that she uses to build high-quality e-learning projects. She excels in developing engaging interactions and activities for e-learning and has transferred her extensive experience and skill in Flash development to Lectora. In true PDP spirit, Penny refused to sacrifice quality to meet deadlines and delivered high-quality, polished products on time. Penny expertly balanced her time to complete several high-profile projects and her performance in 2019 reflects the very best that PDP has to offer.

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.

2019 Recipient—Patricia Beck

Pat provides training, coaching, monitoring, and recertification to help ensure high-quality health and safety training and compliance with PDP's Health & Safety Program standards to deliver training that promotes and protects children's health, safety, and development in care. Pat revised the Health & Safety Training curricula for FDC and GFDC providers and for DCC, SACC, and Enrolled Legally Exempt Directors to reflect trainer experiences, her own field observations and training expertise, and feedback from OCFS to meet state and federal requirements as well as Best Practice from the early care and learning field. Pat's expertise, experience, and personable, professional interactions with trainers from all educational and cultural backgrounds have enabled PDP to build a lean, efficient, and comprehensive community of Health and Safety trainers across New York State.

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.

2019 Recipient—CONNECTIONS Placement Build Team

Team Members: Doreen Bailey, Bryan Bee, Darlene Cardillo, Liz Cassidy, Andrew Cooper, Kelly Farmer, Rudy Felder, Tricia Gagnon, Stephen Guckemus, Catherine Klose, Donna Larimore, June Mastan, Tammy Morrissey, Joe Padua, Patty Seeberger, Brian Townsend, and Leigh Yatto.

The CONNECTIONS system had a Build in 2019 to launch the Placement Module. Placement is used statewide to assist with matching children with the most appropriate foster care setting. It

standardizes the placement process, provides more stability, and positively impacts the safety, permanency, and well-being of children in foster care. Staff worked diligently to develop training materials, a job aid, and tip sheets; work with ITS on Training Database updates to accommodate the aggressive rollout; manually register pilot trainees; deliver training; complete extensive travel; manage print production; and participate in frequent communications with OCFS Child Welfare and Community Services, Administration for Children's Services, Bureau of Training and Development, and other project members. PDP's efforts to provide training and support to over 6,500 trainees, via 243 classroom training deliveries and 195 Webex training deliveries, assisted OCFS in a successful Placement Module launch.

7.2 PDP Staff Accomplishments

7.2.1 PDP Promotions for 2019-2020

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 2019–2020 year, nine staff members received promotions to a range of positions, including two Senior Education Specialists, three Senior Trainers, one Project Staff Assistant, two Project Staff Associates, and a Senior Administrative Assistant.

Tracey Drew

Date of Promotion: 1/18/2020 New Title: Project Staff Assistant

Former Title: Administrative Assistant II

Tricia Gagnon

Date of Promotion: 10/18/2019

New Title: Senior Administrative Assistant II

Former Title: Administrative Assistant II

Edward Kirchgessner

Date of Promotion: 1/1/2020

New Title: Senior Education Specialist Former Title: Education Specialist

Rachael Mason

Date of Promotion: 1/13/2020 New Title: Senior Trainer

Former Title: Education Specialist

Kathleen Sanford

Date of Promotion: 9/16/2019 New Title: Project Staff Associate Former Title: Project Staff Assistant

Jeffrey Schneider

Date of Promotion: 1/1/2020

New Title: Senior Education Specialist Former Title: Education Specialist

Michael Smith

Date of Promotion: 10/16/2019 New Title: Senior Trainer

Former Title: Education Specialist

Bonnie Taylor

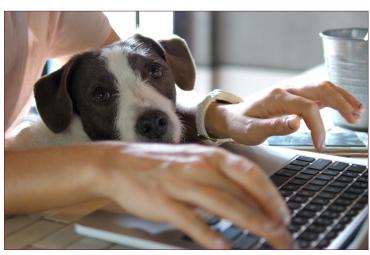
Date of Promotion: 11/4/2019 New Title: Project Staff Associate Former Title: Senior Trainer

Sharon Wen-Smith

Date of Promotion: 10/16/2019 New Title: Senior Trainer

Former Title: Education Specialist

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



During this reporting period, PDP gained numerous unpaid "helpers" as a result of working from home.

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, which requires each staff member to embrace the organizations' mission and vision for its future well-being. Achieving a sustainable organization that serves the public interest is at its core a neverending 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 45 years in making it a valued resource for its current and future stakeholders. PDP's long-term sustainability is firmly grounded in a profound understanding of the importance of enhancing workforce development—specifically as it relates to the public and not-for-profit sectors that it has successfully serviced. Its sustainability and continued success are also a product of an inherent understanding of applying the essential principles of adult learning theory to its work. PDP's future is applicably linked to its fundamental beliefs that:

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

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

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

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

A major factor in support of PDP's future sustainability is PDP's accreditation by IACET to offer CEUs for its programs. This is a value-added dividend that PDP can 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.

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

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

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



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