Annual Center Report

July 2020—June 2021

June A. Mastan, Ph.D.
Interim Executive Director

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

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

A Leader in Continuing Professional Education

© 2022

Contents

Executive Summary

We ended the last fiscal year in a place none of us could have foreseen a year earlier in a full-on fight against the global COVID-19 pandemic. The 2020-2021 fiscal year, which began on July 1, 2020, saw the Professional Development Program (PDP) operating in full pandemic-required remote mode for all program deliveries. To see how everyone in the organization quickly and competently pivoted from in-person classroom training and the regular routine of in-person work, meetings, and sponsor interactions felt both gratifying and inspiring. PDP maintained consistent levels of funding while continuing to provide 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 22 awards totaling over $35 million. Over the past three fiscal years, PDP's consistent level of awards has produced an average indirect cost recovery for the University of $3.3 million. PDP continues to maintain its position as leader among the University's centers in generating a stable level of indirect cost recovery, even during the pandemic.

PDP's staff of over 180 professionals spent a major portion of the 2020-2021 fiscal year converting in-person, classroom-based programs to instructor-led/synchronous deliveries via Webex, while also designing a number of new asynchronous online courses. This allowed PDP to continue to offer a wide range of training programs designed to bolster workforce development. The pandemic notwithstanding, PDP successfully offered 2,890 instructional activities to over 497,000 attendees, figures which track well with previous, pre-pandemic fiscal years. PDP generated over 821,000 contact hours of training in its various educational program offerings during 2020-2021.

The primary focus for PDP staff remains the development and delivery of education and training programs employing the principles of adult learning theory. Our programs are designed to produce effective workforce development

outcomes to support on-going 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 continued to effectively assist various state, local government, non-government organizations, and not-for-profit workers and organizations to improve their overall job knowledge, skills, and abilities. This results in an improved and more productive workforce for the people of New York State. PDP will continue to maintain its high educational and professional standards to ensure quality control over all offerings. The organization uses various evaluation modalities to verify that these offerings effectively meet the education and training needs of our participants.

For 2020-2021, the majority of PDP's program delivery addressed employees of 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), the NYS Department of Health (DOH), numerous local government agencies throughout NYS, as well as early child care providers statewide. The primary program areas included child welfare training, early childhood education and training, temporary assistance policy training, and computer and information technology training, along with others. PDP's overall sustainability continues to be strong as it expands its delivery of high-performance programs for the public service workforce in NYS and beyond. We greatly value the partnerships we have with our sponsors and will continue to work closely with them on innovative program design and delivery.

Our programs would not be of the high quality we require without a talented and dedicated staff. It is important to acknowledge their many substantial

contributions during the difficult 2020-2021 fiscal year. We faced an unprecedented change in our operations, while all of us faced the personal challenges to ourselves and our families brought about by the pandemic. And still, PDP's work continued at a fast pace throughout the year. Our sponsors continued to ask for more online program delivery as the needs of the NYS workforce and the citizens of NYS did not diminish. If anything, the needs increased as many New Yorkers faced previously unknown hardships. I want to thank PDP Director Deborah McGuire for her dedicated leadership and vision, the PDP Management

Team: Julie Aversa, James Bonville, Colleen Faragon, Colleen O'Grady, Diane Hodurski-Foley, Penny LaRocque, Molly McHale, Patricia Seeberger, Edward Skawinski, Bryan Sotherden, and John Thompson for the excellent leadership of their respective programs. And thank you to our talented program supervisors, trainers, curriculum/course designers and developers, program evaluators, IT staff, computer programmers, finance, and program support staff. We all look forward to the new year ahead.

— June A. Mastan, Ph.D.

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 46 years, PDP's commitment has been to focus on offering up-to-date, 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 have been directed to improving the job performance of those employed at all levels in the public sector and not-for-profit workforce.
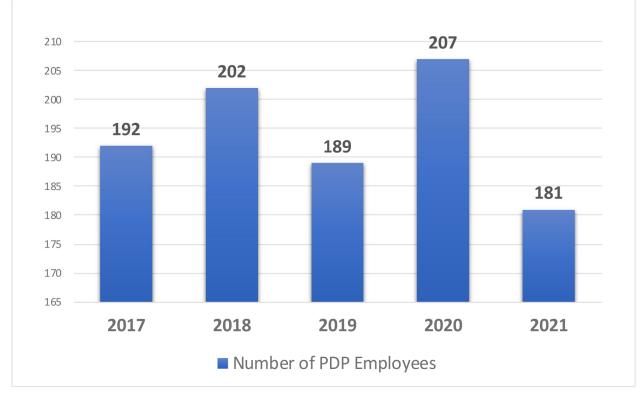
PDP is positioned as a major center at the University at Albany located in Rockefeller College to be a leader in the field of training. PDP's core mission remains directly connected to Rockefeller College's public service mission to provide relevant learning opportunities for those individuals who work 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 and 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 being resourcefully organized to effectively deliver 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,

PDP Staffing

Figure 1

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 180 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, 24% of PDP staff represent diverse categories. Figure 1 on the previous page provides an historical overview of PDP's staffing from 2017–2021.

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 2020–2021 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 relationships with a number of the University's professional schools (Public Affairs & Policy, Social Welfare, and Public Health), other SUNY system campuses, CUNY institutions in New York City, and private institutions statewide, PDP has achieved a significant statewide presence over its 46-year existence. Its portfolio of sponsored funding since inception is in excess of $800 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).

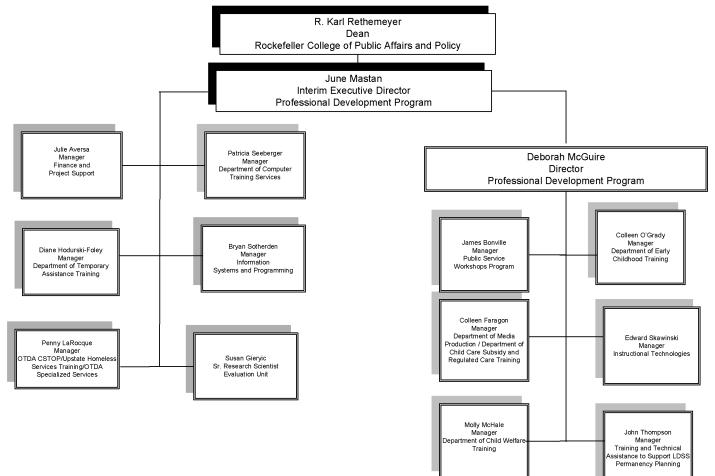PDP staff include individuals possessing the following professional licenses and certifications, which provide PDP with the necessary depth to successfully meet all contract deliverables during the 2020–2021 reporting period:

- 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)

Professional Development Program
Rockefeller College

R. Karl Rethemeyer
Dean
Rockefeller College of Public Affairs and Policy

June Mastan
Interim Executive Director
Professional Development Program

Julie Aversa
Manager
Finance and
Project Support

Patricia Seeberger
Manager
Department of Computer
Training Services

Diane Hodurski-Foley
Manager
Department of Temporary
Assistance Training

Bryan Sotherden
Manager
Information
Systems and Programming

Penny LaRocque
Manager
OTDA CSTOP/Upstate Homeless
Services Training/OTDA
Specialized Services

Susan Gieryic
Sr. Research Scientist
Evaluation Unit

Deborah McGuire
Director
Professional Development Program

James Bonville
Manager
Public Service
Workshops Program

Colleen O'Grady
Manager
Department of Early
Childhood Training

Colleen Faragon
Manager
Department of Media
Production / Department of
Child Care Subsidy and
Regulated Care Training

Edward Skawinski
Manager
Instructional Technologies

Molly McHale
Manager
Department of Child Welfare
Training

John Thompson
Manager
Training and Technical
Assistance to Support LDSS
Permanency Planning

1.5 PDP's Capacity

During the 2020-2021 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 2020–2021, PDP managed a diverse portfolio of projects covering a wide range of education and training initiatives. The program is directed by an Interim Executive Director (RF title: Principal Investigator) who serves as its chief executive officer. In addition, there is one Director (RF title: Project Administrative Officer) and 11 Managers (RF titles: Principal Education Specialist, Principal Research Support Specialist, and Project Staff Associate) who function as the management team.

Each Director has responsibility for designated programs within the PDP portfolio. The Managers in turn report to specific Directors. Managers have day-to-day responsibility for program development and delivery, and staff supervision. Each project is staffed with the necessary curriculum development, training, and 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 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.

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

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 participants improved their job performance as a result of the training program.

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

PDP

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 on the previous page) 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 2020–2021 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.

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 NYS. 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 46 years.

---

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

PDP

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, which is up from 11% the previous year (2019–2020). PDP has successfully recruited and filled many of the professional vacancies that have arisen.
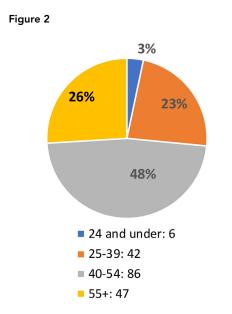
As illustrated in the following figures, support staff have remained relatively constant for the past several years. The number of student interns experienced a decline, but is expected to return to pre-pandemic numbers in 2022.

Table 1

	2019	2020	2021
Professional	155	172	157
Support	17	18	16
Graduate Assistants/Interns	17	17	8
Total	189	207	181

PDP Staff Profile

PDP has a diversified multigenerational staff. A profile of staff for 2020-2021 is highlighted in Figures 2 and 3 shown below.

PDP projects that in 2022 staffing patterns will remain constant. PDP is continuing efforts to increase diversity in new hires.
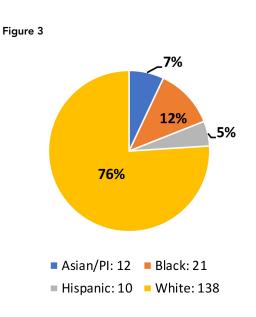
Figure 2

3%
26%
23%
48%

- 24 and under: 6
- 25-39: 42
- 40-54: 86
- 55+: 47

Figure 3

7%
12%
5%
76%

- Asian/PI: 12
- Black: 21
- Hispanic: 10
- White: 138

4.0 Contracts and Grants

4.1 List of Grants/Contracts Received

PDP received 22 awards during the reporting period, totaling over $35 million. Table 2 specifies the award details.

4.2 Submissions

The 2020–2021 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, 22 new project accounts were established and 21 projects were closed during 2020–2021.

Table 2

Award #	Award Sponsor	Award Start Date	Award End Date	Award Budget
89943	NYS Office of Children and Family Services	1-Jan-21	31-Dec-21	$1,000,000
89945	NYS Office of Children and Family Services	1-Jan-21	31-Dec-21	$851,500
89951	NYS Office of Children and Family Services	1-Jan-21	31-Dec-21	$846,000
89956	NYS Office of Children and Family Services	1-Jan-21	31-Dec-21	$1,920,000
90465	NYS Office of Children and Family Services	15-Mar-21	14-Mar-22	$391,600
89960	NYS Office of Children and Family Services	1-Jan-21	31-Dec-21	$2,116,840
89964	NYS Office of Children and Family Services	1-Jan-21	31-Dec-21	$156,000
89967	NYS Office of Children and Family Services	1-Jan-21	31-Dec-21	$700,625
89986	NYS Office of Children and Family Services	1-Jan-21	31-Dec-21	$9,684,000
89975	NYS Office of Children and Family Services	1-Jan-21	31-Dec-21	$1,795,275
89925	NYS Office of Temporary & Disability Assistance	1-Jan-21	31-Dec-21	$1,207,000
89949	NYS Office of Temporary & Disability Assistance	1-Jan-21	31-Dec-21	$2,724,191
89969	NYS Office of Temporary & Disability Assistance	1-Jan-21	31-Dec-21	$2,645,572
89963	NYS Office of Temporary & Disability Assistance	1-Jan-21	31-Dec-21	$349,185
89948	NYS Office of Temporary & Disability Assistance	1-Jan-21	31-Dec-21	$1,123,881
89959	NYS Office of Temporary & Disability Assistance	1-Jan-21	31-Dec-21	$970,144
89972	NYS Office of Temporary & Disability Assistance	1-Jan-21	31-Dec-21	$549,300
89976	NYS Office of Temporary & Disability Assistance	1-Jan-21	31-Dec-21	$453,917
*87635	NYS Governor's Office of Employee Relations	1-Apr-20	31-Mar-26	$3,696,660
49660	UA CPHCE / CRSC / NY SBDC Subcontracts	1-Aug-20	31-Mar-22	$18,182
86268	PDP Studio Production Projects	1-Aug-20	30-Jun-21	$2,592
89407/ 90007	NYS Office of Children and Family Services	1-Sep-20	31-Dec-22	$2,250,000
			Total	**$35,452,464**

*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 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 NYS providers such as the Office of Children and Family Services (OCFS), the Office of Temporary and Disability Assistance (OTDA), the Governor's Office of Employee Relations (GOER), and the Department of Health (DOH). In forecasting its continued financial sustainability for 2021–2022, PDP projects that its gross funding will be over $33 million.

5.1 History of Funding

During the past decade, PDP's annual funding averaged approximately $35 million per year. Figure 4 is a summary of PDP's funding history from 2016–2021.

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 2018–June 2021), PDP generated an average of $3.3 million per year in Indirect Cost Recovery (ICR) for the University with an effective rate of return averaging 14.2%.

Cumulatively, from FY 2003–2004 to FY 2020–2021, PDP:

- generated approximately $56.6 million in ICR with an effective rate of return of 14.5%.

- received approximately $2,523,000 or 4.5% of the total ICR it produced for the University.

For the FY 2021–2022, PDP projects a similar ICR for the University.
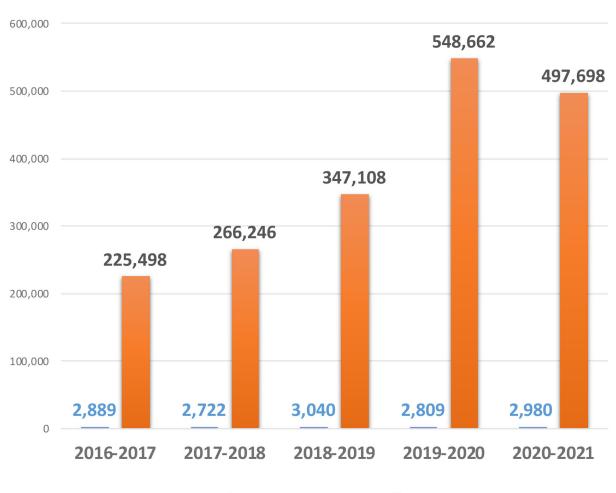
Funding History

Figure 4

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 Figure 5.

6.1 Instructional Activity

A key measure for examining PDP's accomplishments is to consider its overall instructional activity in meeting the education and training needs of the public service workforce. PDP has an extended history of offering a comprehensive range of education and training programs for

the public workforce that continue to generate steady enrollments on an annual basis. For the past five years, PDP has, on average, offered over 2,888 instructional activities per year enrolling approximately 377,042 workers. Figure 5 provides a summary of instructional activity and enrollments for the period 2016–2021.

During the past year (2020-2021), PDP offered 2,980 courses, institutes, and workshops enrolling 497,698 workers. This generated 821,133 contact hours of instruction across all of its programs, which was a moderate decrease compared to the previous year.

Enrollment History

Figure 5   ■ No. Courses   ■ No. Enrollments

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 various synchronous and asynchronous learning methodologies to fulfill critical training needs.

6.2 Program Accomplishments

6.2.1 Early Childhood Education and Training

Educational Incentive Program

The Educational Incentive Program (EIP) provides scholarships to assist child care providers in paying for professional development activities with the intent to build provider knowledge, skills and competencies to improve the quality of child care in NYS. Eligible child care providers may receive assistance for credentialing activities, college credit-bearing coursework, and non-credit bearing training. During this reporting period 7,396 scholarships totaling $4,385,164 were issued to NYS child care providers. 83% of the funds issued were allocated for college credit-bearing and credential activities.

In collaboration with the Council on Children and Families, PDP received additional funding through the New York State Birth through Five Project (NYSB5) to support EIP. The use of these funds allowed EIP to issue an additional $386,475 in scholarship awards in the 2020 scholarship year. In April 2021, PDP began working with the NY Early Childhood Professional Development Institute at the City University of New York to use a portion of these funds to support the SUNY/CUNY Early Childhood Education Workforce Program. In addition to receiving EIP funding, eligible

applicants who participate in a career advisement program with the Early Childhood Career Development Center can receive an additional $2,000 annually to support their Early Childhood Education degree course work at SUNY or CUNY schools. Scholarship awards totaling $53,576 were issued during this reporting period. The additional funding through NYSB5 will continue through 2023.

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 705 trainings were reviewed and approved and 2,237 individual trainings were scheduled and eligible for scholarship funding. The Event Approval Team supported Training Organizations as they edited existing training portfolios or developed new training portfolios to include the newly added OCFS regulatory topic area on adverse childhood experiences (ACEs).

Due to the inability to deliver in-person training during the pandemic, OCFS temporarily allowed training to be delivered using a virtual platform. The PDP Event Approval Team served as the statewide main point of contact to review, approve, and track trainer requests to conduct training virtually. During this reporting period, approximately 1,500 events were conducted virtually.

PDP Event Approval staff also serve on the NYS Distance Learning Committee to review and approve asynchronous distance learning training. Twenty-four new courses were approved, 1 course was renewed, and 5 new organizations were added to the list of Approved Training Organizations.

Recipients of EIP scholarships must submit proof of successful completion of their courses. EIP verified the successful completion of 3,390 courses representing $2,672,620. Additionally, training organizations participating with EIP must adhere to program policies including allowing PDP staff to conduct announced and unannounced monitoring

visits of any trainings for which a scholarship was issued. A total of 42 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. Twenty program reviews were completed during this reporting period.

Rebates

ECETP staff continued to process Medication Administration Training (MAT) rebates for eligible child care providers. Eight hundred ninety-three (893) MAT rebates totaling $77,810 were issued this year.

Project Support

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

MAT Training

PDP's Medication Administration Training (MAT) Program certifies trainers to deliver OCFS-approved Medication Administration Training (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. During this reporting period, 54 MAT trainers delivered training to certify 2,092 providers to administer medications and renewed the certifications for 1,586 providers.

> **"Thank you for responding to my application for EIP. You and the rest of your co-workers are extremely helpful. I am truly thankful for all of you for taking time out to always respond to my queries."**
>
> *— From an EIP applicant*

PDP helps ensure ongoing quality assurance by periodically monitoring and recertifying MAT trainers. Due to the COVID pandemic, PDP was not able to deliver any MAT Training of the Trainer courses this year. In lieu of this, a proposal was submitted by PDP and approved by OCFS to provide an interactive, synchronous online MAT recertification process to bring current all extended 2020 and anticipated 2021 trainer certifications. As a result, 38 MAT trainers were recertified. PDP also provided an interactive, synchronous online MAT refresher course to verify trainers remain fully versed in all curriculum and updates to support their ability to resume in-person training. Twenty-nine MAT trainers attended the refresher course. In addition to the online recertifications and refresher, PDP was able to monitor seven trainers in person.

Health and Safety Training

PDP's Health & Safety Program certifies trainers to deliver 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.*

During this reporting period PDP's 133 certified Health & Safety trainers delivered 575 trainings to 2,877 providers.

PDP helps ensure ongoing quality assurance by periodically monitoring and recertifying Health & Safety trainers. Due to the COVID pandemic, PDP was not able to deliver any Health

and Safety Training of the Trainer courses this year. In lieu of this, a proposal was submitted by PDP and approved by OCFS to provide an interactive, synchronous online Health and Safety recertification process to bring current all extended 2020 and anticipated 2021 trainer certifications. As a result, 77 Health and Safety trainers were recertified. PDP also provided an interactive, synchronous online refresher course to verify that trainers maintain effective delivery skills and remain fully versed in all curriculum updates to support their ability to resume in-person deliveries. Sixty-one Health and Safety trainers attended the refresher course. In addition to the online recertifications and refresher, PDP was able to monitor 16 trainers in person.

6.2.2 Department of Child Care Regulatory Training

The Regulatory Training team collaborated with the NYS Office of Children and Family Services to develop and deliver new training to support the work of regulatory staff. New training included *Collaborative Investigations for Child Abuse and Maltreatment* (a two-part Webex conversion of the full-day classroom course), *Introduction to Developmentally Appropriate Practice* (which provides regulators with knowledge of child development to help determine regulatory compliance), and *Special Circumstances Reporting*. During this timeframe, trainers honed their skills for delivering training virtually to support adult learning needs.

PDP seized opportunities to review all existing training simulations and work on creating a simulation "library" for the New Regulator Institute to enhance the training experience for participants. The enhanced simulations provide opportunities to demonstrate competency in illegal complaint inspections and communicating regulatory findings.

> **"Thank you for bringing your positive energy to us today. I hope to use the Mindfulness activities for myself and to teach others to give them some hands-on ways to create mindfulness in their life."**
>
> *— From a training participant*

The PDP Regulatory Training team also continued development of the Regulatory Supervisor Training by incorporating Diversity, Equity, and Inclusion and a series of virtual trainings to enhance supervisory skills before, during, and after the training. The virtual offerings provide a mechanism to introduce content and continue practicing concepts taught in the classroom.

In July of 2020, this team collaborated with PDP Media Production to create a virtual training for regulators, *Guidance and Best Practice for Child Care Programs Operating During the COVID-19 Emergency*. This live virtual event provided an opportunity for child care regulators to participate in the training before child care providers did so, which enabled regulators to be ready to answer questions and provide needed support to providers during the challenging and rapidly changing pandemic.

The three-day Regulatory Staff Virtual Forum, held statewide in June of 2021, included valuable presentations from a diverse panel of experts. This team collaborated with local and national presenters to develop content for dealing with stress after a crisis, building resilience, and listen to critical conversations about race and equity. The Virtual Forum allowed regulatory staff to come together as a group and actively engage with presenters. The Forum began with a keynote address from Stephen Birchak, a.k.a. "Dr. Bird," who provided ideas for dealing with stress and seeing the world from a positive perspective. Dr. Nefertiti Poyner followed the keynote with practical strategies for resilience, mindfulness, and calming techniques. On day two, the featured presentations focused on race equity with a presentation from Maith Flemming and Lisa Erb. A panel of OCFS staff discussed the diversity, equity, and inclusion work that the Division of Child Care Services is doing. On the last day, regulatory staff learned about NYS Initiatives. Panelists included Dr. Walter S. Gilliam and Dr. Chin Reyes from the Edward

Zigler Center in Child Development and Social Policy; Meredith Chimento from the Early Care and Learning Council; and Patricia Persell, the New York State Head Start Collaboration Director and NYS Pyramid model Co-Chair. The panel focused on promoting children's social, emotional, and mental health. The Forum's final presentation explored physical movement activities in regulated care. Diane Craft, PhD, Professor Emerita, Physical Education Department at SUNY Cortland, shared ideas and resources that regulatory staff can use in their technical assistance.

6.2.3 Department of Child Care Subsidy and Legally Exempt Training

The Child Care Subsidy/Legally Exempt Training team rallied together to develop several trainings to support the work of enrollment agency and local district staff as a result of new regulatory changes, as well as identified needs from the field and OCFS.

During this period, the team developed eleven new virtual trainings to support local social services district Child Care Subsidy and Enrollment Agency staff who work with legally exempt providers. Topics included Eligibility and the Application Process, Market Rates and Determining Payments, and Payments for Temporary Absences and Program Closures.

One notable training, *Child Care Subsidy and Legally Exempt: Interagency Collaboration,* teaches participants how the enrollment of legally exempt child care providers requires timely action from the local social services district and the enrollment agency. Participants walk through the process and identify when and how to communicate information between the agencies.

A training created for fraud investigators identifies factors to monitor for and how to investigate situations involving child care subsidy recipients and provider fraud. The training provides an

> **"[The course was] very straight forward, easy to follow, great way to refresh our knowledge on child care rates; good graphics."**
>
> *— From an EIP applicant*

overview of the Child Care Subsidy Program, identifies the various provider types, describes the Front End Detection System (FEDS), identifies sampling methodologies, and explains the processes for reviewing providers and cases. This training complements local district staff training and orientation for local district child care, temporary assistance, employment, fraud investigators, and other appropriate staff.

Other trainings focused on Medication Administration, Enhanced Market Rate, Complaint Inspections, and Types of Legally Exempt Child Care. This team created a Comprehensive Background Checks training to teach enrollment agency staff the full range of skills and information needed to support legally exempt providers in the comprehensive background check process.

The first e-learning, *What Is Legally Exempt Child Care?* involved partnering with new work groups in PDP, OCFS, and Child Care Resource & Referral staff in the field. The training, which is targeted to enrolled legally exempt child care providers and people interested in becoming enrolled legally exempt, defines the different types of child care and provides an overview of the NYS regulations.

6.2.4 Training and Technical Assistance to Support Local DSS Permanency Planning

The Training and Technical Assistance to Support Local DSS Permanency Planning is a unique program positioned in OCFS offices to support program improvement. 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 NYS Child Welfare Practice Model. These specialists have worked closely with OCFS to help improve the skills of New York Child welfare workers in practices related to diversity, equity, inclusion, and belonging.

In this reporting period, the staff of the project exceeded program deliverables by utilizing their partnership with OCFS and virtual technology. Due to the global pandemic, project staff embraced various virtual platforms to connect with the participants in greater numbers than in any other year. Specific work included a major course titled *Supporting and Promoting Race Equity and Cultural Competence,* which has been taught to over a thousand caseworkers and administrators. Prior to this course being offered, project staff completed cultural competency assessments on every district and discussed next steps to improve cultural humility in child welfare practice. Project staff have encouraged sound fatherhood engagement strategies and have assisted workers in family engagement strategies focused on improving safety and risk assessments. Project staff continue to support developing a dual track of child protective intervention by supporting counties using the Family Assessment Response.

The project has been working side by side with OCFS to invigorate and transform NYS child welfare practice. Field staff are available to assist each region in meeting their training needs, acting as advocates and brokers of training and technical assistance. The staff use statewide data and county-written plans to provide specific assistance needed to improve practice. Project staff have taken the lead to assess Signs of Safety as a new approach to practice and have assessed and examined a new comprehensive family and child assessment. Project staff facilitated learning exchanges, and town halls, and implementation efforts to promote best practice and to engage the field in growth.

6.2.5 Public Service Workshops Program

During the period July 1, 2020 through June 30, 2021, staff of the Public Service Workshops Program made significant efforts to complete the conversion of classroom content for virtual delivery and to deliver 114 virtual offerings. This includes the conversion of five GOER Learning and Development (L&D) in-person courses to seven virtual delivery courses that were all piloted prior to being added to the GOER Learning and Development catalog. Additionally, a new virtual delivery supervisory course, *Successful Supervision in a Remote Environment,* was developed, piloted, and added to the GOER catalog. Short video vignettes were created to enhance the content in several of these courses.

In spring 2021, the first ever GOER Virtual Learning and Development Series was launched. Additionally, a Trainer Certification class was offered to a select group of NYS trainers in early 2021 to increase the number of trainers available to deliver the course.

Also due to the COVID-19 pandemic response and social distancing restrictions implemented across New York State, PSWP staff transitioned the twelve-day classroom-based *New York State Leadership Institute (NYSLI),* delivered over eight months, to a six-month delivery via the Zoom platform and broadcast live utilizing the PDP on-campus studio as the hub. This required significant research, planning, and coordination with GOER, PSWP staff, PDP's Media Production Team, Rockefeller College staff and faculty, and presenters, which included multiple technical rehearsals both in-studio and connecting remotely, as well

> **"Thank you to everyone on the team for a fantastic first virtual pilot. The materials were excellent; both presentation and content were relevant and professional. The presentation was engaging; it never once felt like the instructor was reading from a script or was dipping in energy. The facilitation was natural; the activities were engaging, easy to follow, and supported the learning. The technical support helped all participants engage fully in this activity. It is terrific work that will be of great value to New York State."**
>
> *— From a sponsor*

Ron Biggé of the Department of Media Production works on the video graphics for the New York State Leadership Institute.

as the provision of guidance on the best use of Zoom features to help presenters prepare for their sessions. PDP's Media Production Team provided additional support by assisting with production scripts, modifying PowerPoints, and graphic development. Additionally, PSWP staff created and provided a 90-minute Zoom tutorial to NYSI participants to familiarize them with Zoom features. Staff also provided ongoing technical assistance to co-facilitators, presenters, and participants during sessions to ensure that each session ran smoothly.

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 11,150 trainees through more than 1,000 offerings from July 2020 through June 2021 across a variety of NYS Office of Children and Family Services and NYS Office of Temporary and Disability Assistance computer systems and programs including the following:

- Adult Services Automation Project (ASAP. NET) system

- Automated Restraint Tracking System (ARTS)

- Benefit Issuance Control System (BICS)

- CONNECTIONS

- Child Care Facility System (CCFS/CCFS2)

- 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)

- Juvenile Detention Automated System (JDAS)

- Juvenile Justice Information System for Child Welfare (JJIS-CW)

- NYS Procurement Card (P-Card)

- Shelter Management System (SMS)

- Statewide Financial System (SFS)

- 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 suite, which included tailoring training scenarios, examples, and learning objectives to meet the needs of trainees working in the area of social services. In response to the ongoing pandemic, DCTS continued to prioritize development and delivery of online distance learning classes—both synchronous and asynchronous. This work included migrating existing classroom-based training to distance learning classes while developing simulations and other hands-on activities that provide an interactive environment for trainees.

Classes were delivered through virtual classroom training, webinars, and self-paced web-based training. One-on-one and small group training support, as well as the development and maintenance of help systems for two OCFS applications, were also provided throughout the year.
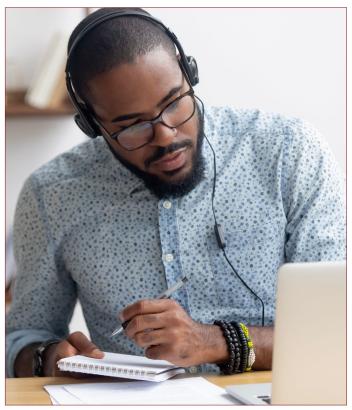
DCTS continued its support of OTDA initiatives related to making agency documents accessible for persons with visual or other impairments. This included providing formal training to agency staff and serving as a source of "in-house" expertise for OTDA staff.

PDP DCTS staff also provides extensive 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 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 system training needs of the OCFS 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.

The Child Care Facility System (CCFS) 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 and developing instructor-led and self-paced distance learning courses. Additional training related efforts include developing and publishing CCFS help topics and system release notes. These activities provided ongoing support to staff using CCFS or needing to understand the latest system changes. 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 four-day session provides new

PDP delivers training through virtual classrooms, webinars, and self-paced web-based training.

PDP

workers with pertinent SCR policies supplemented with demonstrations and practice in multiple CONNECTIONS environments. The critical topics of person search and case merging are discussed in detail then demonstrated in an environment that provides numerous simulated, yet realistic, examples in preparation for use in the production system.

In response to the COVID-19 pandemic, staff rapidly moved CONNECTIONS classroom training content of two courses to an online, instructor-led format and began planning for the conversion of a two-day classroom course to multiple, topic-specific online courses. In addition, staff completed development of seven Webex courses to support child welfare workers across the state whose only means of learning was online.

> **"We really appreciate the great job you are doing. It does not go unnoticed. I am very appreciative. The staff have done some fabulous work during this pandemic."**
>
> *— From a NYS Office of Temporary and Disability Assistance Training and Staff Development Contract Manager to the Department of Temporary Assistance Training*

DCTS field staff working with OCFS program areas played critical roles this year, especially in supporting the Welfare Management System and related financial systems, as well as efforts to support the efficient processing of claims related to COVID-related grants to child care providers.

PDP Trainers transitioned in-person trainings to online formats.

6.2.7 Department of Temporary Assistance Training

This year, the Department of Temporary Assistance Training (DTAT) did an exceptional job responding to the extraordinary circumstances and resulting training needs amid the on-going COVID-19 pandemic and State Disaster Emergency. Under four contracts totaling over $5.1 million, 39 different synchronous online courses (27 of which were newly developed this year) were delivered to state, county, and service provider audiences throughout NYS in support of Office of Temporary and Disability Assistance (OTDA) training initiatives.

In typical years, 85-90% of this department's training portfolio includes delivering a range of in-person training, including multi-day training institutes, conferences, and statewide, regional, and site-specific training events of varied lengths. Since all in-person training was suspended for health and safety concerns due to the pandemic, the department staff concentrated their efforts on developing and delivering synchronous online training in virtual classroom and webinar formats via Webex.

DTAT rapidly and significantly expanded its online course catalog from 12 to 39 courses, a 225% increase from the pre-pandemic level, and responded to the emerging training needs of the following target populations: Temporary Assistance (TA), Supplemental Nutrition Assistance Program (SNAP), and Home Energy Assistance Program (HEAP) eligibility staff and supervisors, employment services (ES) staff and supervisors, temporary housing staff, financial services staff, welfare fraud investigators, fair hearing agency representatives, and hearing officers/administrative law judges, among other state and county workers supporting OTDA initiatives.

Despite difficult circumstances and most department staff working remotely, the department

increased their training reach and 9,524 trainees participated, a 9.7% increase from the pre-pandemic level, in 417 days of synchronous online training. A total of 605 online training offerings were provided, a 60.1% increase from the pre-pandemic level.

During the public health emergency and extended period of heightened unemployment and increased public needs for immediate government assistance, the chief priority was providing several online series of core, performance-based training programs to TA, SNAP, ES, and HEAP county workers. The online training services provided enabled county staff to participate in training either remotely or in county offices, and to learn how to process applications for emergency and on-going assistance, determine eligibility, authorize public assistance benefits and payments, and monitor and maintain cases. This included providing support to OTDA for the implementation of the Emergency Rental Assistance Program (ERAP).

These online course series provided county staff with the opportunities to learn core job tasks despite being unable to attend the usual in-person training institutes designed for this purpose. Notably:

- The TA series included nine synchronous online courses, of which five were newly developed. One hundred fifty-two total offerings comprising 92.5 days of training were delivered.

- The SNAP series included nine synchronous online courses, of which seven were newly developed. One hundred fifty-seven total offerings comprising 112.5 days of training were delivered.

- The ES series included 12 synchronous online courses, of which seven were newly developed. Ninety-six total offerings comprising 63 days of training were delivered.

Additionally, the in-person *Domestic Violence Liaison Training Institute (DVLTI)* was fully converted to a five-part synchronous online training that PDP implemented in collaboration with OTDA and the NYS Office for the Prevention of Domestic Violence (OPDV). Four offerings of this new DVLTI series were delivered this period.

In addition, DTAT collaborated with PDP's Instructional Technologies Unit (ITU) to update and maintain 19 self-paced (asynchronous) training courses on TA, SNAP, and HEAP topics housed on TrainingSpace.ny.gov, as well as to create a series of promotional materials and tools for county Staff Development Coordinators to use in creating training paths for their staff and register trainees for the broad range of synchronous and asynchronous trainings provided by PDP. Also, this period, the new self-paced *HEAP Heating Equipment Clean and Tune* course was completed and launched on TrainingSpace. Lastly, design work was completed for a new self-paced course for TA eligibility and financial services staff, titled *Burial Assistance and Cost Reimbursement for Deceased Persons Who Are Indigent.* Content development, graphics design, programming, and course launching will occur during the next report period.

The PDP e-learning "Know Your Customer" for the Project on International Security, Commerce, and Economic Statecraft (PISCES)

6.2.8 Child Support Training and Outreach Project

The Child Support Training and Outreach Project (CSTOP) supports the NYS Division of Child Support Services statewide workforce training needs through the development and deployment of innovative and engaging training and work performance support activities. While already offering a good share of its training remotely under

normal circumstances, the project team quickly moved to transition content from its three-day onsite training for new workers, CS101, into a series of one-hour online offerings. Due to the ongoing restrictions that prevented any in-person training during the past year these online options enabled new workers in the districts to simulate attending this important new worker training by still having access to the same material and learning opportunities as presented in the traditional CS101, just in a new way!

6.2.9 Instructional Technologies Unit

PDP's Instructional Technologies Unit (ITU) works

in close partnerships with its sponsors to design, develop, implement, and maintain a wide range of web-based products, including online trainings, applications, reporting tools, learning management systems, websites, and content for social media channels.
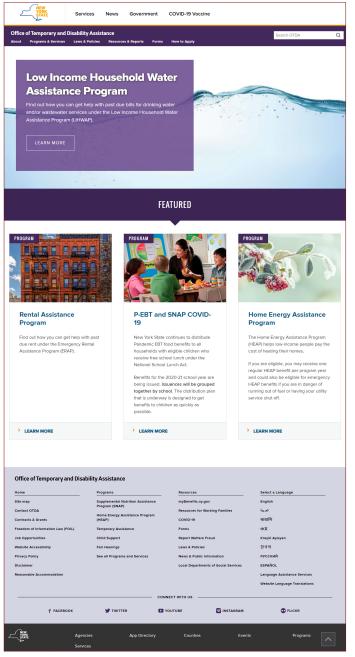

The PDP e-learning "Media Use and Safety with Children"

The PDP e-learning "Supporting Language Development: Birth to 5"

The OTDA website home page

In early 2021, ITU staff completed work on the Project on International Security, Commerce, and Economic Statecraft (PISCES) learning management system and *Know Your Customer* training for the University at Albany's Center for Policy Research. The custom-built learning management system houses six interactive, self-paced trainings covering strategic trade controls and compliance for government officials in the United States and other countries.

ITU and Media Production staff teamed up to design and deliver several new interactive, self-paced, web-based trainings for child care providers and offered through the Early Childhood Education and Training Program (ECETP), sponsored by OCFS. *Media Use and Safety with Children* guides learners through ways that technology affects children in the major domains of development and has over 14,000 registrations since the end of 2020. Trainees learn how to support young children, and their families who are dual language learners in the *Supporting Language Development: Birth to 5* course, with over 13,500 registrations.

ITU staff works closely with the OTDA to post courses and materials to TrainingSpace, a custom-built training portal for state and local district staff. TrainingSpace registrations and completions doubled in the first half of 2021, as NYS-mandated trainings were offered to OTDA staff through TrainingSpace. ITU staff also created a custom gateway for vendor staff administering the Emergency Rental Assistance Program for OTDA to access trainings. ITU staff launched and updated numerous trainings on the topics of administering SNAP (Supplemental Nutrition Assistance Program) and HEAP (Home Energy Assistance Program) to local districts.

ITU staff also updates and maintains the OTDA website. In 2020 and 2021, staff created and maintained informational pages for the Pandemic Electronic Benefit Transfer (P-EBT), Emergency Rental Assistance Program, the Landlord Rental Assistance Program, and the Low Income Household Water Assistance Program. ITU continues to ensure the site and its documents comply with state and federal guidelines for accessibility.

6.2.10 Evaluation Unit

During the past year, the Evaluation Unit staff consisted of one full-time Senior Research Scientist, one part-time Research Scientist, and two PhD graduate assistants, who worked on an ever increasing number of quantitative and qualitative in-house evaluation projects. All routine quarterly reports and other sponsor-requested evaluation projects were completed by the evaluation staff. Our Research Scientist oversees the training evaluation reports for the Public Service Workshops Program (PSWP) initiatives. The PSWP has a special projects component that includes the New York State Leadership Institute (NYSLI). This highly regarded annual program is targeted to employees in positions of leadership. The Senior Research Scientist has worked on a range of evaluation projects during this time period including designing new surveys, analyzing training data and annual needs assessments. All work conducted by the Evaluation Unit supports ongoing PDP projects.

6.2.11 Department of Child Welfare Training

Working with Alcohol and Substance Affected Families

PDP continued to provide the following virtual offerings, finalized in 2020: *Opioid Use and Family Dynamics, Opiates and Child Welfare,* and *Overview of Fetal Alcohol Spectrum Disorder.* These trainings address current trends in substance use and how it impacts families. Provided to child welfare staff throughout the state, they received consistent positive feedback.

PDP staff also worked to convert *Working with Substance Affected Families (WASAF)*, the project's foundational course, to a virtual offering in 2021. This course has been very well received by the field and has helped support and strengthen foundational knowledge around substance use and its impact on child welfare.

Project staff trained 827 participants through four virtual course offerings; *Opiates in Child Welfare, Opioid Use and Family Dynamics, Overview of Fetal Alcohol Spectrum Disorder,* and *Working with Substance Affected Families (WASAF).*

Casework Documentation

In 2021, PDP began developing material for a special topic training to assist the Administration for Children Services Close to Home providers on how to address child welfare and juvenile justice perspectives in the FASP. Three two-day training offerings were provided for 90 casework staff and supervisors during the second and third quarters of 2021.

PDP project staff also worked to convert *Family Assessment and Service Plan (FASP) with Foster Care* to a virtual offering and will begin delivering to the field in 2022.

Project staff trained over 1,736 participants on the FASP and Progress Notes this year. Feedback was consistently very positive.

Child Forensic Interviewing

PDP partnered with the Zero Abuse Project 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 child forensic interviewers to practice their use of the ChildFirst® Protocol.

Statewide Youth Services Training

PDP collaborated with the OCFS Division of Youth Development and Partnerships for Success, Bureau of Training and Development, and Child Welfare and Community Services Regional Office staff to plan, develop, and deliver one virtual Youth Event and Speak Out. The workshops throughout the event were developed and facilitated by the OCFS/PDP youth interns with support from project staff. The event's theme, Striving for Success,

> **"The FASP course was extremely informative and provided details regarding elements of the FASP that were never explained. After 13 years completing FASP, I can say that I learned a lot from attending this training."**
>
> *— From a training participant*

was the guiding principle of the inspiring keynote address, given by Dr. John (Push) Gaines.

Over 47 youth and 48 adult partners attended the Youth Event across the state.

Project staff trained more than 2,337 youth services staff and foster parents this year and completed over 149 training days. Course topics including Transition Planning, Adolescent Sexuality, Money Management, and Motivating and Engaging Youth provide skill development opportunities to aid in the process of successfully transitioning youth from care to self-sufficiency in adulthood.

New to the 2021 contract year, PDP staff were able to recruit and contract with six adults who have lived experience in care. These adults acted as independent consultants on the project, providing feedback on training, curricula, and other activities to project staff. This has helped strengthen and enrich youth voice throughout the project.

6.2.12 Department of Media Production

Media Production continued to expand its client base in 2020 and 2021. The need to pivot to distance learning brought multiple new projects to the PDP Studio on the UAlbany campus. Media Production faced unique challenges in quickly becoming proficient with new platforms like Zoom and Webex. They integrated these technologies into the studio to deliver live productions for the UAlbany community, such as the UAlbany Fall University Address, the Extended President's Council, and the University Spring Address. Media Production also partnered with the Governor's Office of Employee Relations (GOER) to shift the New York State Leadership Institute (NYSLI) from an in-person event to a virtual training.

PDP's ongoing work with stakeholders continued to

> **"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*

produce educational and instructional products for multiple populations across the state. For OCFS, Media produced training to support child care providers and regulatory staff during the COVID-19 pandemic. *Guidance and Best Practice for Child Care Providers Operating During the COVID-19 Emergency* clarified interim guidelines for child care and day camp programs operating during the COVID-19 emergency pandemic and offered suggestions for best practices where applicable. PDP delivered 12 live sessions over a two-week period and trained over 8,400 child day care providers. *Supporting Children in Child Care During the COVID-19 Emergency* offered OCFS an opportunity to show their support for children and families as child care programs worked to re-open or continue to provide care during the pandemic. This training was broadcast from the PDP Studio live in English and Spanish to over 3,400 trainees.

To help child care providers meet their training requirements, three new e-learnings were added to the catalog. *Information and Resources to Promote a Successful Program* focuses on the areas child care programs should focus on to meet the necessary legal requirements, how to identify community resources, and the importance of building partnerships in the child care community. *Media Use and Safety with Children* provides information and strategies for keeping children safe and engaging in good decision making in a cyber-dominant world.

This e-learning also helps identify alternatives to technology and encourages children to turn off the technology and interact with the world around them. *Supporting Language Development: Birth to 5* focuses on supporting young children as they learn language, with a focus on dual language learning and language revitalization in Tribal child care programs. With interviews from national experts in the field of early childhood development, providers learn strategies for promoting oral language development, engaging with families, and bringing children's culture and home languages into everyday child care programming.
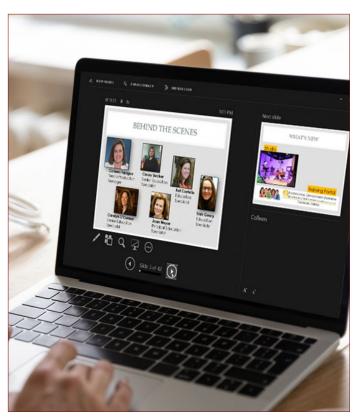
New virtual class training included *Supporting Mental Health through Quality Programming* and *Committee on Preschool Special Education (CPSE) Process.* Both topics, led by a PDP trainer, are delivered in the evening and on weekends to give child care providers the opportunity to delve into these topics, supported by video elements and ample trainee interaction.

Media Production also collaborated with the NYS Office of Temporary and Disability Assistance on multiple products. The team developed two *Acknowledgment of Parentage* videos to assist unmarried parents, as well as married or unmarried parents of a child conceived through assisted reproductive technology, with establishing legal parentage for their child and completing the

UAlbany Fall University Address

A trainee participates in a PDP webinar

appropriate documentation. PDP Media Production also created a video with an opening message from the OTDA Commissioner to give the public information about New York State's Emergency Rental Assistance Program (ERAP), which provides economic relief to help low- and moderate-income households at risk of experiencing homelessness or housing instability. For Front-End Detection System (FEDS) training, PDP Media Production collaborated with OTDA Division of Audit and Quality Improvement staff to develop a training video explaining how local social services districts can use the FEDS tool to identify potential fraud and abuse of public benefits. PDP Media completed both studio and field video production and editing and created several auxiliary materials to complement the video. For *Crisis Management in the Shelter Setting* and *Managing Conflict at Work,* PDP Media Production completed script development and studio recording with content experts and produced videos for shelter workers discussing how to appropriately manage and respond to crisis, and how to manage conflict in a homeless shelter setting. The team edited together an interview-style

discussion of strategies and tips, and added and revised graphics. To help combat Vaccine Hesitancy, PDP Media Production created videos addressing vaccine hesitancy and the necessity of COVID-19 vaccinations to protect public health. The videos are available in English and Spanish.

6.2.13 Health Workforce Retraining Initiative

Under eight state funding cycles with the NYS Department of Health, PDP's Health Workforce Retraining Initiative worked with partner state agencies, Office for People with Developmental Disabilities (OPWDD), Office of Mental Health (OMH), and Department of Corrections and Community Supervision (DOCCS), to help shape a nursing workforce best prepared to meet the needs of agency populations, to bolster the numbers of staff available to fill nursing positions, to alleviate the shortage of nurses qualified to fill nurse leadership positions, and to improve the ability of agencies to recruit and retain experienced RN staff. Despite the sudden onset of the COVID-19 pandemic and the initial hurdle it presented to conduct this project's work activity remotely, PDP quickly adapted procedures and the HWRI program continued functioning at a strong clip until it ended in December 2020 due to NYS fiscal constraints.

6.2.14 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 continue to grow, so does the demand for a workforce with increasingly sophisticated knowledge and skills. Under a contract with the NYS Office of Temporary and Disability Assistance (OTDA), the Professional Development Program (PDP) offers training for staff of emergency shelters and supportive housing programs, as well as for staff of social services districts and other governmental entities who are serving homeless adults and families, or those at risk of homelessness.

This relatively new project, having just begun in 2019, offered only classroom-based training

regionally across NYS. Due to the pandemic, this project made an about-face and began transitioning course content for remote delivery for all courses in the second half of 2020, resulting in a dramatically increased number of participants by June 2021. Over the longer term, offering courses in these new formats (such as live remote online or asynchronous recorded sequences) will allow virtual attendance by individuals, whose work schedules and travel restrictions might otherwise prevent them from attending an onsite offering. This project also benefits from the dedication and commitment of two full-time PDP staff who spend countless hours of their own time volunteering at local shelters. Both of these individuals were recognized by Joseph's House for their contributions.

6.2.15 Information Systems and Programming (ISP)

During this period, as the COVID-19 pandemic eased, a significant amount of PDP staff were able to return to the office although remote work continued. This hybrid approach required continued support of several communication and collaboration tools including MS Teams, Zoom, Webex, and Jabber. Information Systems and Programming (ISP) staff began using Rescue Assist, a software tool to provide remote support to all staff to help provide all PDP staff with support regardless of location. ISP staff also began using a software tool capable of tracking support tickets via email requests and through a new website https://pdp.freshdesk.com. This new ticket system works so well it is anticipated it will be used by PDP developers to support application/programming tickets in the future. ISP staff also supported the PDP Studio and numerous video productions and studio upgrades. ISP led the migration of PDP's SharePoint sites and decommissioned the existing server farm. The update uses the latest version of SharePoint, while hosting it within the University at Albany's existing ITS infrastructure. This enabled the decommissioning of several aging PDP SharePoint servers, while avoiding the need for costly server replacements.

Though the COVID-19 pandemic eased during this period, PDP applications and websites continued to see increased usage and demand from users. This required PDP SQL Server migration, which involved moving all PDP data and updating all applications to connect to new SQL server hardware using the latest version of Microsoft SQL.

A sponsor initiative required PDP to verify the Early Childhood Education and Training Program (ECETP) website user information with CCFS data to enable the sponsor the ability to mail a medical device to specific authorized child care providers. PDP designed several modules which connected to NYS OCFS's CCFS web services and provided logic to match existing users while updating ECETP user profiles. Designing this routine to share verified user information with CCFS provided the sponsor with the data required to mail essential medical devices to child care providers throughout NYS.

Great progress was made toward the design and development of the new Scholarship Platform which is expected to process 15,000 scholarship awards totaling over $5 million annually. This major initiative will redevelop the Educational Incentive Program (EIP) systems from scratch, requiring a new data model and buildout of a new fully online system to provide intake of EIP and QS applications, while also providing major system functions to EIP back-office staff throughout the EIP application life cycle, including a new digital

PDP began using Freshdesk, a software tool capable of tracking IT support tickets.

payment request process with the SUNY Research Foundation. Throughout this ongoing development, ISP staff worked closely with EIP staff to determine design requirements and was able to identify/implement several important security upgrades to further protect users' personal information and tracking enhancements to prevent fraud. One of the requirements of this project is that years of existing EIP records and data must be migrated to the new system. Several upgrades to the Medical Administration Training (MAT) reports and to the online exam module routinely used by MAT participants were implemented, including adding multi-language capabilities to exams. As the exam module is used across several PDP programs, each program received the same upgrades.

ISP Departmental coding guidelines were updated to include "Guidelines for eXtreme Programming (XP) Methodology", further defining coding standards and practices used to develop PDP systems.

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 is a sampling of kudos that recognize the high-quality work of PDP during the past year.

6.3.1 Department of Temporary Assistance Training

"We really appreciate the great job you are doing. It does not go unnoticed. I am very appreciative. The staff have done some fabulous work during this pandemic."

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

"PDP has done an excellent job converting classroom trainings to a virtual platform in a very expeditious fashion."

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

6.3.2 Department of Temporary Assistance Training, Intructional Technologies Unit, and PDP Media Department

[Regarding Launching of the ERAP Program]

"While we still aren't to the goal line yet, I still wanted to take a moment to express my gratitude for the great work that the PDP teams have been doing to support OTDA in the launch of the ERAP program. From the support for our webinars, to developing high quality video products and hosting our Commissioner in the studio for a taping on short notice, to supporting what has felt like endless revisions and updates to the website and developing a custom TS Pass entryway for ERAP vendors, the staff of PDP never refuse the call (even when they might really want to)!

I recognize, and so does agency leadership in the Commissioner's Office, the great effort and long hours that PDP staff have put forth to help ensure a successful opening day for the ERAP program. Know that we see that effort as not just simply about helping OTDA, but by extension, serving vulnerable New Yorkers across the state."

— From Jason Moran, Director, Bureau of Training and Staff Development, Office of Temporary and Disability Assistance

6.3.3 Department of Computer Training Services

Trainees and sponsors recognize and laud the efforts of DCTS in providing accessible, applicable training that meets trainees' needs across a variety of OCFS and OTDA applications, including proprietary systems as well as the Microsoft Office suite. Trainees regularly use comments such as "informative," "helpful," "efficient," and "thorough" to describe instructor-led asynchronous distance learning classes delivered during this period. The trainers were commended for their commitment to providing relevant information in a pleasant manner, even when working with complex topics.

As one trainee noted, "Great example of a great trainer. Humorous, content driven and personable. I was able to maintain focus and enjoyed learning this topic with this trainer." Other trainees praised the ability of trainers to help them use the systems without frustration and focus on job-related knowledge and skills. Trainees regularly cited the direct applicability of these skills to their work, with trainees expecting to use these skills regularly or even daily.

The trainees also recognized the use of simulation activities during instructor-led distance learning training, offering increased opportunities for hands-on practice during class when trainees could not access the actual system during training. 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.

6.3.4 Department of Child Welfare Training

[Regarding CC05 courses]

"The course was very informative, and Eleanor did a great job as presenter. Great interaction for online!"

— From training participant

"I appreciated this course which gave little known facts on Opioid Use, identifying, family dynamics, and it's use within Child Welfare."

— From training participant

[Regarding CC04 courses]

"The FASP course was extremely informative and provided details regarding elements of the FASP that were never explained. After 13 years completing FASP, I can say that I learned a lot from attending this training."

— From training participant

[Regarding CC31 courses]

"The course was a wealth of knowledge which at first feels incredibly daunting but as the week went on was incredibly practical and fun."

— From training participant

[Regarding RC01 courses]

"This course helped me to understand boundaries, ways to consider what my youth is thinking and how to properly engage with them."

— From training participant

[Regarding RC01 courses]

"This course was very informative on how to appropriately engage youth, especially to promote positive behavior changes to become motivated and have a sense of hope."

— From training participant

6.3.5 Public Service Workshops Program

[Regarding a L&D pilot course]

"Thank you to everyone on the team for a fantastic first virtual pilot. The materials were excellent; both presentation and content were relevant and professional. The presentation was engaging; it never once felt like the instructor was reading from a script or was dipping in energy. The facilitation was natural; the activities were engaging, easy to follow,

and supported the learning. The technical support helped all participants engage fully in this activity. It is terrific work that will be of great value to New York State."

— From a sponsor

6.3.6 Instructional Technologies Unit

[Regarding HEAP Web-Based Training]

"The scenarios were extremely helpful and made the information in training much clearer. I really enjoyed this training."

— From a training participant

6.3.7 Department of Media Production

[Regarding Regulatory Staff Virtual Forum]

"To the entire PDP team that contributed to this week's Virtual Forum, Bravo!"

"I can't wait to see evaluation results, but even beforehand, so much about the Forum was just great! I wish that Dr. Bird had been in the studio… Same for Maith. But, those are small details. The Zoom/Webex approach was seamless, and overall, I would say that PDP…knocked it out of the park."

— From Janice Molnar, Deputy Commissioner, Division of Child Care Services

[Regarding requested updates to the "Front-End Detection System (FEDS) Training video]

"Thanks for all your efforts with the revisions to this important video product. The local districts throughout the state including New York City are the ones who will benefit from this."

— From TECH01 Contract Manager Kevin Sullivan

6.3.8 Early Childhood Education and Training

[Regarding EIP customer service]

"I also want to take this time to say that Stephanie and I want you to know how much we appreciate the time and effort you have put into getting approvals, finding answers, helping us with award letters, etc. during these difficult times. It means so much to a small business such as ours to be able to still operate during this crazy pandemic without a light at the end of the tunnel. So, thank you from the bottom of our hearts for caring about your clients."

— From a participating training organization

"Thank you for responding to my application for EIP. You and the rest of your co-workers are extremely helpful. I am truly thankful for all of you for taking time out to always respond to my queries."

— From an EIP applicant

6.3.9 Training and Technical Assistance to Support Local DSS Permanency Planning

[Regarding Supporting and Promoting Race Equity and Cultural Competence in Child Welfare]

This was the first time I participated in a training where I was able to actually see how race and culture affect everyone, not just one race. The examples and videos were diverse and really hit home.

— From a training participant

[Regarding Involving Fathers for Children: Fundamentals]

This course was engaging and gave me a greater understanding of the importance fathers play in the life of a child. This training taught me the several bias we have towards fathers and how we can remove these from our minds. The instructor was very knowledgeable and made us take a deeper look at our own views on situations in a different light. I valued this training because at first I figured it was an obvious concept but the more I learned from the instructor the more I realized how the views change.

— From a training participant

6.3.10 Department of Child Care Regulatory Training

[Regarding Introduction to Developmentally Appropriate Practice training]

"Course was very informative about children's varying developmental stages and how we as regulators can support our providers' awareness surrounding children's age-appropriate practices and milestones."

— From a training participant

[Regarding the Regulatory Staff Virtual Forum]

"Thank you for bringing your positive energy to us today. I hope to use the Mindfulness activities for myself and to teach others to give them some hands-on ways to create mindfulness in their life."

— From a training participant

6.3.11 Department of Child Care Subsidy and Legally Exempt Training

[Regarding Child Care Subsidy: Countable and Excludable Income]

"Being new to this position I found it extremely helpful learning countable and excludable income"

— From a training participant

[Regarding Child Care Subsidy: Market Rates and Determining Payments for Child Care]

"Very straight forward, easy to follow, great way to refresh our knowledge on child care rates, good graphics."

— From a training participant

"I liked the fact that we could use our digital pen to point out things on the screen."

— From a training participant

6.3.12 Health Workforce Retraining Initiative

"A special thank you to DOH, SUNY Rockefeller College, Penny for your great leadership, hard work, and that of your team, in the administration of the grant over the many cycles. We are grateful for the wonderful collaborations with all our partners at each State agency and for the generosity shown, especially in the past year to share allotted slots with OMH nurses. We were able to assist many nurses sustain their continued pursuit of a nursing degree through the pandemic given the current suspension of our own funding source and that of all the unions."

— From the Chief Executive Nursing Officer, NYS Office of Mental Health

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: Outstanding Service Award, Outstanding Administrative Support Staff Award, Outstanding Professional Staff Award, Outstanding Team Award, and 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.

Former PDP Executive Director Eugene Monaco (retired December 31, 2020) with Rockefeller College Dean R. Karl Rethemeyer

7.1.1 Outstanding Service Award

This award is presented in honor of an individual who demonstrates exceptional dedication and contribution to PDP's mission and organizational goals.

2020 Recipient—Eugene J. Monaco

PDP Executive Director/Principal Investigator and Public Service Professor, retired December 31, 2020

Gene Monaco first joined the Professional Development Program in 1985, after over a decade at Hudson Valley Community College overseeing Continuing Education and then Public and Community Service programs. During Gene's earliest years at PDP, he oversaw Program Evaluation, among other areas, and played a key part in the development of an early 1990's paid program of non-credit courses offered to public audiences, which took place in addition to our regular state contract work. There was also a summer camp program and training done in Somalia, to name just some early highlights from Gene's time at PDP.

Gene later served as PDP Executive Director for over two decades. During his time with PDP, he was instrumental in building it into one of the largest university-based continuing professional

education programs in the nation. Gene's Rockefeller College biography lists his academic specialization as Government & Technology. He has over three decades of experience in the design and delivery of instructional activities using state of the art delivery modalities and in the development of curricula, training, and research materials for continuing professional education geared toward the public service workforce. Gene was the driving force in PDP's expansion into online learning as an early adopter of then newly emerging delivery methods.

He has authored numerous journal articles and scholarly abstracts, and presented papers both nationally and internationally, regarding continuing professional education and workforce development. In addition, Gene is the co-author of two books on government and technology. Gene developed and led PDP's biannual newsletter, the Communiqué, overseeing 45 issues. It is a project about which Gene is particularly passionate.

As we honor Gene for his Outstanding Service to PDP for well over three decades, we reflect on his dedication to the mission of PDP—to make a difference in a changing world by linking the learning, applied research, and evaluation resources of the University with the continuing professional education needs of the public service, and doing so with excellence in all that we do!

Terri Zuelsdorf

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.

2020 Recipient—Terri Zuelsdorf

Terri's dedication to her work responsibilities, evaluating and assessing tasks that could be more efficient, and taking the initiative to make improvements where possible contributes to PDP's success with internal and external activities. She consistently demonstrates expertise in administrative support, competence in customer service and interpersonal communication skills. Terri also does an outstanding job working with several state agencies as well as various colleges to process nursing grant requests. She is often recognized by the Department of Health program liaison for her excellent customer service under the HWRI project. Terri is a valued PDP employee who is always willing to help while maintaining a positive attitude and an open mind to new opportunities.

LaToya Jackson

Eleanor Daiga

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.

2020 Recipient—LaToya Jackson

LaToya Jackson of PDP's PSWP unit was charged with leading the effort to transition the 12-day, 8-month NYS Leadership Institute from a classroom-based training program to fully virtual when the pandemic began. She was responsible for coordinating all aspects of training delivery, faculty and speaker preparation, facilitator preparation, and participant communication. LaToya was the "glue" that held together a complicated program delivery model demonstrating impressive critical thinking, problem-solving, and decision-making skills to allow for not only a successful transition to virtual, but in some ways superior training experience for the high-level State executives participating in the program.

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.

2020 Recipient—Eleanor Daiga

Ellie provides virtual and classroom training and develops curriculum for PDP's CC05: Working with Substance Affected Families project. Ellie is the sole Sr. Education Specialist/Trainer on this project. For a period of time in 2020, due to staffing vacancies, Ellie solely and successfully managed project deliverables. Ellie converted content for virtual delivery, posted trainings in Webex and HSLC, and marketed her offerings while also maintaining a consistent training calendar. Ellie is positive and supportive in the classroom and allows participants to explore the topic and identify their challenges in working with substance-affected families honestly and without judgment. Ellie consistently receives high marks on Participant Reaction Questionnaires and her trainings are frequently sought out by the field and regularly filled to capacity.

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.

2020 Recipient—SYS20 Child Care Systems Training Team

Team Members: Nathan Cadoret; Max DeSieno; Amy Goodrich; Lakia Green; Stephen Guckemus; Jodi Kerper; June Mastan; Tammy Morrissey; Patty Seeberger

The SYS20 team's work includes curriculum development, help topic development for the Help system, and classroom and distance learning training to support statewide users of three major computer applications used by the OCFS Division of Child Care Services. These are: Child Care Facility System (CCFS), Child Care Time and Attendance, and Facility Application Management System. A tremendous amount of work took place throughout the year with shifts to training needs due to the COVID-19 pandemic. A new, two-day CCFS classroom training course launched in the first quarter of 2020, requiring team members to work extended hours over several days to meet sponsor needs and accommodate not only system but also business procedure changes immediately prior to the course pilot and launch. Throughout the project year, staff needed to develop training materials and evaluation instruments, work with ITS on Training Database updates and training records to accommodate system changes, monitor registration, manage print production (first quarter only), deliver training, and design and develop help topics.

7.2 PDP Staff Accomplishments

7.2.1 PDP Promotions for 2020–2021

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 2020–2021 year, five staff members received promotions to a range of positions, including a Training Program Coordinator, Interim Principal Investigator, Principal Education Specialist, Senior Trainer, and Project Staff Associate.

Abbi Jordan
Date of Promotion: 3/22/2021
New Title: Training Program Coordinator
Former Title: Senior Education Specialist

June A. Mastan, Ph.D.
Date of Promotion: 1/1/2021
New Title: Interim Principal Investigator
Former Title: Project Administrative Officer

Molly McHale
Date of Promotion: 12/21/2020
New Title: Principal Education Specialist
Former Title: Project Staff Associate

Michelle Ray
Date of Promotion: 6/14/2021
New Title: Senior Trainer
Former Title: Education Specialist

Kelli Reilly
Date of Promotion: 4/26/2021
New Title: Project Staff Associate
Former Title: Senior Education Specialist

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

7.2.2 Department of Child Welfare Training

Ellie Daiga received the 2020 Outstanding Trainer award for her work on the CC05 project at the annual PDP employee recognition event.

7.2.3 Department of Temporary Assistance Training

On June 14, 2021, **Michelle Ray** was reclassified and promoted to the position of Senior Trainer in the Department of Temporary Assistance Training. In her new role, Michelle is functioning as a master trainer, training team leader, and liaison with the project sponsor in support of a range OTDA programs related to the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance, and Audit and Quality Improvement. Additionally, on April 11, 2021, Michelle celebrated her 25-year anniversary working with the Professional Development Program.

7.2.4 Department of Child Care Subsidy and Legally Exempt Training

Colleen Faragon, Sage Ruckterstuhl, and **Mary Stalker** participated in a series of Regional Forums with OCFS Program and Enrollment Agency staff to discuss training development and scheduled training opportunities.

7.2.5 Department of Early Childhood Training

Ally Buonanno-Tardy virtually presented an informational training session at the NYS Network for Youth Success Annual Conference in April 2021. Information regarding available professional development and scholarship opportunities to school-age directors and administrators was presented. Detail regarding the Educational Incentive Program, locating training to meet the needs of their staff, especially to fulfill the new ACEs regulatory requirement, Virtual Classroom and other ECETP programs was discussed. Ally was able to speak individually with participants who had questions about their scholarship or the application process for EIP.

7.2.6 Information Systems and Programming

ISP staff member Aria Moshari was upgraded to Institute of Electrical and Electronic Engineers (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.

7.2.7 Training and Technical Assistance to Support Local DSS Permanency Planning

Michael Emmart (previous employee) Co-authored and published a book: *Conversations Worth Having for Clinicians, Caseworkers and Coaches; Using Appreciative Inquiry to Foster Wellbeing.* M. Emmart, L. Torres, C. Torres and J. Stavros 2021.

7.2.8 Child Support Training and Outreach Project

Jeff Isaacson was selected to conduct a workshop at the New York Public Welfare Association Winter 2021 conference on a very timely topic—*Stress Reduction Strategies for Child Support Coordinators.* The workshop focused on techniques to reduce stress in participants' personal and professional lives.

7.2.9 Department of Media Production

Casey Becker completed the four-hour NYS Department of Health State Physical Activity and Nutrition (SPAN) Program's Nourishing Healthy Eaters Training of the Trainer and the four-hour NYS Department of Health State Physical Activity and Nutrition (SPAN) Program's Nourishing Preschoolers Training of the Trainer. She also attended the 1½-day New York State Infant and Toddler Association for Mental Health (NYS-AIMH) Basic Course #2.

7.2.10 Homeless Services Training Resource System

As a result of her work with the University at Albany School of Social Work SSW, **Dr. Kimberly Johnson,** Training Program Coordinator for PDP's Homeless Services Training Resource System (HSTRS), was invited to submit a blog post explaining and promoting the purpose and work of HSTRS for publication on the National Center for Excellence in Homeless Services website for publication in June 2021. Her blog is titled: *The Upstate Homeless Training Resource System* (https://nationalcenterforexcellenceinhomelessservices.wordpress.com/2021/09/07/the-upstate-homeless-training-resource-system/)

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 organization's mission and vision for its future well-being. 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 interlocked with its fundamental beliefs and underlying values that have steadily matured over the past 46 years and made it a valued resource for 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 much-needed 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 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, and 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, the School of Public Health, 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 NYS.