The Educational Incentive Program (EIP) has evolved over the years as PDP looks more and more to use scholarship funds to advance the professional development of child care providers in New York State. In recent years, many scholarship funds have been issued for College Credit-Bearing and Early Childhood Endorsing programs for all license workshops. This shift toward more formal education involves learning facts, concepts, and principles in more comprehensive ways and over a longer period of time than previous efforts to establish a foundation to prepare higher-quality child care. In 2017, with support of the NYS Office of Children and Family Services (OCFS), PDP continues to seek EIP transformation by recognizing coaching as a valuable and supported method of professional development. Research shows that effective coaching leaves child care providers more intentional in their practices and leads to positive child outcomes. Coaching is defined by the National Association for the Education of Young Children (NAEYC) in 2011 as a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves as a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and focuses on goal-setting and achievement for an individual or group. Coaching can provide maximum-level comprehension and practical application of performance-based outcomes to implement practices that foster high-quality child care. Coaching programs are most successful when combined with classroom trainings related to the skills being addressed (Isner et al., 2010). Effective this year, NYS OCFS will allow up to 20 coaching programs to complete tasks using ROI indicators. When employees have gained greater skill/service, or when the results of the training are measured, coaching has played a significant role in improving performance. The overarching benefits derived from coaching and mentoring lead to this end. Coaching can be easily evaluated as a return on investment (ROI) because teamwork when employees have gained greater skill/service, or when the results of the training are measured, coaching has played a significant role in improving performance. The overarching benefits derived from coaching and mentoring lead to this end. Coaching can be easily evaluated as a return on investment (ROI) because the return on investment (ROI) is immediately apparent when employees have gained greater skill/service, or when the results of the training are measured, coaching has played a significant role in improving performance. The overarching benefits derived from coaching and mentoring lead to this end. Coaching can be easily evaluated as a return on investment (ROI) because the return on investment (ROI) is immediately apparent when employees have gained greater skill/service, or when the results of the training are measured, coaching has played a significant role in improving performance. The overarching benefits derived from coaching and mentoring lead to this end. Coaching can be easily evaluated as a return on investment (ROI) when employees have gained greater skill/service, or when the results of the training are measured, coaching has played a significant role in improving performance. The overarching benefits derived from coaching and mentoring lead to this end. Coaching can be easily evaluated as a return on investment (ROI) when employees have gained greater skill/service, or when the results of the training are measured, coaching has played a significant role in improving performance. The overarching benefits derived from coaching and mentoring lead to this end. Coaching can be easily evaluated as a return on investment (ROI) when employees have gained greater skill/service, or when the results of the training are measured, coaching has played a significant role in improving performance. The overarching benefits derived from coaching and mentoring lead to this end. Coaching can be easily evaluated as a return on investment (ROI) when employees have gained greater skill/service, or when the results of the training are measured, coaching has played a significant role in improving performance. The overarching benefits derived from coaching and mentoring lead to this end. Coaching can be easily evaluated as a return on investment (ROI) when employees have gained greater skill/service, or when the results of the training are measured, coaching has played a significant role in improving performance. The overarching benefits derived from coaching and mentoring lead to this end.
How did trainers prepare for training?

The more senior members of the training team made decisions related to the content of the training. But there were no rules about how often you should practice or what practices should be used. There was no structure to feedback. Feedback was given but was delivered inconsistently. Lots of just handing over notes there were no rules about how often you should practice at least not within the walls of our unit. Yet, we did just outlines. The science of adult education did not help with the curriculum because of my Local District experience.

Tell me about PDP

Of my responsibilities includes storyboarding, writing copy, creating content for products, writing scripts, producing videos on television, shooting voice-overs, and developing supplemental training material like participant materials, advocacy sheets, trailblazers, and tests. I also work with the Media Production team to get our ideas from paper to screen. I’m responsible for a tremendous amount of feedback to channel. I collect and share those thoughts with the team to determine what lessons we can learn from our clients, experts, funders, co-trainers who facilitate the trainings, and project sponsors. Nathan worked on several key projects during the 2017 iteration of the OCFS Career Plans application and CEPF's new software technology to reach more people throughout New York State.

A lot didn’t change. Even though we could not put our hands on the curriculum, we did not lose our commitment, and enthusiasm remained consistent over the rest. Diane was a pivot to the child welfare training system, like the School of Social Welfare, OCFS, and WIC. She was known and respected for her knowledge and was called upon many times to be a facilitator for leadership to provide her professional input on child welfare issues and practices.

The purpose of the PDP Award and Recognition program is to foster a culture that supports and rewards staff who have made significant contributions in the areas of professional improvement, recognition and rewards staff who support and exemplify the PDP vision, values, core beliefs, and values in the workplace; recognize and reward significant achievement and contributions; and recognize and reward the contributions of a diverse workforce.

Outstanding Trainer—Cecilia Archer-Tucker

Cecilia Archer-Tucker is the recipient of the Outstanding Trainer Award. During 2019, the Department of Temporary Assistance for Needy Families (TANF) implemented an extensive quality improvement effort designed to enhance the delivery of services to TANF participants. Cecilia stepped up to fill the gaps of the TANF. She filled multiple roles, delivered a significantly higher volume of trainings, improved the curriculum, provided feedback in these changing times is to build a collaborative environment where individuals trust each other, feel respected and valued, resolve conflicts, develop solutions, and plan for continuous improvement.

Outstanding Professional Staff—Nathan Allen

Nathan Allen is the recipient of the Outstanding Professional Staff Award. His problem-solving abilities and technical skills are highly desired with peers, superiors, and project sponsors. Nathan worked on several key projects during the 2017 iteration of the OCFS Career Plans application and CEPF’s new software technology to reach more people throughout New York State.

As a computer programmer, Nathan Allen works for the OCFS Region 1 in the Media Production Unit. He develops software applications, builds websites, and assists with training and project management. Some of my responsibilities include storyboarding, writing copy, creating content for products, writing scripts, producing videos on television, shooting voice-overs, and developing supplemental training material like participant materials, advocacy sheets, trailblazers, and tests. I also work with the Media Production team to get our ideas from paper to screen.
Performance-based training was not a term that existed at the beginning of my Local District experience. One huge difference is that at the time we had no one to train or to train to. We were too busy just doing the job. We did not have the time or the structure to feedback. Feedback was given but was not taken and what those practices should look like. There was no consistency of feedback, and it was not clear what was needed to improve. Yet, we did manage to improve on some things that had the same concepts and values.

What has stayed the same?

The most significant change in the way we train is the technology we use to train. We have moved from informal training to computer-based training and back again to informal training. The technology we use has changed, but the core concepts and values have remained the same. The need for feedback and the importance of continuing education have not changed. The need for a structured approach to training remains the same.

What changes are you seeing?

The pace of change is increasing, and we are seeing a shift towards more interactive and engaging training methods. The use of technology is becoming more prevalent, and we are seeing an increase in the use of video, simulations, and other multimedia resources. We are also seeing a shift towards more personalized learning, with the use of adaptive learning technologies to tailor training to the individual learner.

What challenges are you working on?

One of the biggest challenges we are facing is the need to keep up with the latest technologies and best practices in training. We are also seeing an increase in the need for flexible and remote learning options, as well as the need to meet the changing needs of our learners. We are working to improve our training methods and materials to meet these challenges.

What is your vision for the future of training?

Our vision is to create a learning environment that is personalized, engaging, and effective. We want to provide learners with the tools and resources they need to succeed, and we want to empower them to take control of their own learning. We believe that technology will continue to play a key role in training, and we are committed to staying at the forefront of this change.
Tell me about PDP when you start.

As you can imagine, it was quite small and it was our first skills training. I wasn’t hired as a trainer but they had a policy position to help with the curriculum development of my Local District experiences.

One huge difference is that at the time we had no one trainer, but as a policy person to staff changes within PDP changed the environment of my Local District experience.

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Eugene J. Monaco, Executive Director and Public Service Professor, Professional Development Program

Coaching and mentoring have become integral components of human capital investments for organizations. Today’s workplace requires high performance employees to meet sustainable performance goals. Effective coaching and mentoring are key to this end.

Forward-thinking organizations embrace coaching and mentoring programs because they recognize that coaching and mentoring contribute to the overall well-being of the organization in the long run. The Professional Development Program (PDP) at the Rockefeller College of Public Affairs and Administration at the State University of New York continues to build upon these ideas and is now looking to expand its program to include a new focused mentoring system. This issue of the Communiqué highlights the approach to mentoring lead to this end.

Coaching and mentoring are effective as a means to invest in employee development. Whether employees have been in the workforce for a short period of time or are seasoned professionals, the seasoned employee has much to gain from participating in coaching and mentoring programs as they enter the workplace.

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We have always respected the work of the people we train. We know it is important work. Because of that, we never wanted to waste their time. The coaching and mentoring model was one in which making sure that the information in training was useful to the trainee even before we knew what all education philosophy was.

As a supervisor and coach to new trainers, what did you focus on to try to grow people?

For me, the most important was one-on-one, face-to-face feedback. When possible, I documented for new trainers while they train to assess their performance. One thing I learned over time was that a period of time in the feedback sessions asking the trainee what they thought instead of just telling them “the same old thing” was what they would do differently. And what idea they had. I would try to find a balance between asking the trainee what they thought instead of just telling them “the same old thing” was what they would do differently. And what idea they had. I would try to find a balance between asking and giving feedback, just as we want trainees to do in training. It was important that trainers had a role in the feedback process.

The other key was to help new trainers feel confident so that they would come across as credible. It took me a long time to learn that you can’t give someone confidence, they have to get there on their own.

Coaching and mentoring effectively increase employee retention and satisfaction.

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EIP Coaching

By Colleen O’Grady, EIP Manager Professional Development Program

The Educational Incentive Program (EIP) has evolved over the years as PDP saw needs arise to provide training opportunities to use scholarship funds to advance the professional development of child care providers in New York State. In recent years, new scholarship funds have been issued for College Credit-Bearing and Early Childhood Educator Development programs for almost all workshops.

This shift toward more formal education involves learning facts, concepts, and principles in a more comprehensive way and over a longer period of time. It enables a platform to provide higher-quality child care. In 2017, with the support of the NYS Office of Children and Family Services (OCFS), PDP continues to expand its EIP transformation by recognizing coaching as a valuable and supported method of professional development. Research shows that effective coaching leads child care providers to be more intentionally in their practice and leads to positive child outcomes.

Coaching is defined by the National Association for the Education of Young Children (NAEYC) (2016) as a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who, when asked what they thought they would do differently, and what idea they had. I would try to find a balance between assigning and telling in feedback, just as we want trainees to do in training. It was important that trainers had a role in the feedback process.

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By Colleen O'Grady, EIP Manager
Professional Development Program

The Educational Incentive Program (EIP) has evolved over the years to focus more on providing professional development to help organizations improve their performance. We work with each director and leadership team to design EIP workshops that build capacity within the organization to improve services to children and families.

What does EIP Coaching mean to you? I believe EIP coaching is more than just telling someone what to do. It’s important to ask questions and find out what they need and want. I believe in coaching people to reach their full potential.

Who is your best resource for each topic? I would say our best resource is always the children themselves. They are the experts in their own lives.

What did you focus on to try to grow people? I believe in a coaching model where the trainer is not the expert but works with the trainees to find the expert. The trainer helps guide and facilitate the learning process.

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Eugene J. Monaco, Executive Director and Public Service Professor
Professional Development Program

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Forward-thinking organizations embrace coaching and mentoring programs because they provide a significant benefit to the organization in the short run and the capability to contribute to the overall well-being of the organization in the long run. Progressive organizations have taken to contributing to the overall well-being of their employees, as opposed to targeting a specific skill or knowledge gain. Coaching and mentoring have become integral components of human capital management in organizations, and awareness of their importance has grown.

Coaching and mentoring are that they are cost-effective, high-impact strategies that have a significant return on investment (ROI). Therefore, coaching and mentoring are highly valuable to organizations in terms of improved performance or knowledge, progress can be measured in a timely manner is an important part of the coaching process.

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