

# Annual Center Report

July 2022–June 2023

July 2021–June 2022

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

2021  
22  
23



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*

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# Executive Summary

PDP ended the 2022–2023 fiscal year in a strong position, operating with a full complement of in-person training programs and an ever-growing and robust catalog of both instructor-led online and fully on-demand courses. This followed significant hiring challenges in the later part of 2022 and early 2023 as the world emerged more fully from the pandemic. PDP had to be creative to meet these challenges. We explored a wide variety of sources and ways to advertise positions, and with the approval of the Research Foundation, introduced a hiring bonus for two position titles that proved particularly difficult to fill. Our efforts and perseverance paid off, and by the end of the 2022–2023 fiscal period, we were seeing positive results with our hiring efforts. During this time, the existing staff worked diligently to keep our deliverables on target.

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 2022–2023 fiscal year, PDP obtained twenty-two awards totaling over \$39 million and in the 2021–2022 fiscal year, PDP obtained twenty-one awards totaling over \$33 million. For the past three fiscal years, PDP's consistent level of awards has produced an average indirect cost recovery for the University of \$2.8 million. PDP continues to lead among the University's centers in generating a stable level of indirect cost recovery, particularly since resuming normal in-person training operations.

As PDP began the transition back to in-person training deliveries, our staff of over 170 professionals had to revisit and update training programs that had not been delivered in-person for over two years, while continuing to produce new asynchronous online courses and new instructor-led/synchronous courses as well. PDP continued to offer an ever-wider range of training programs designed to bolster workforce development. We

returned to in-person deliveries and have been back in pre-pandemic mode since 2022. PDP successfully offered 3,391 instructional activities to over 512,224 attendees, figures which track well with previous fiscal period at 3,173 instructional activities offered to over 490,384 attendees. PDP generated over 1,121,899 contact hours of training in its various educational program offerings during 2022–2023 and 921,076 contact hours during 2021–2022.

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 support 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 2022–2023 and 2021–2022, most 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 NYS Office of Employee Relations (OER), numerous local government agencies throughout NYS, as well as early child care providers statewide. The primary

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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 value the partnerships we have with our sponsors and will continue to collaborate closely with them on innovative program design and delivery.

Our programs could not be successful without a talented and resolute staff. It is important to acknowledge their many substantial contributions during the last two fiscal years. We navigated the pandemic by learning how to work effectively in remote mode and then we had to figure out how to resume working in-person in a much-changed world. Our work has continued at a fast pace throughout the last two years. PDP's sponsors eagerly requested a return to in-person programs, while continuing to want more online program delivery too, as the needs of the NYS workforce and the citizens of NYS did not diminish. The NYS workforce also had to help the citizens of NYS navigate a changed post-pandemic world and this presented many challenges that our training programs helped them to address.

As we look ahead to the next fiscal year, I want to take this opportunity to recognize PDP Director Deborah McGuire for her on-going dedicated leadership and vision and the PDP Management Team: James Bonville, Michael Cozzens, Colleen Faragon, Diane Hodurski-Foley, Penny LaRocque, Michele Reedy, Patricia Seeberger, Edward Skawinski, Bryan Sotherden, John Thompson, and Tiffany Williams-Hart for excellent leadership of their respective program areas. And PDP could not accomplish all that we do without our talented program supervisors, trainers, curriculum/course designers and developers, program evaluators, IT staff, computer programmers, finance, and program support staff. We are all looking forward to continued success in the year ahead.

— June A. Mastan, Ph.D.

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# 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 48 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 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 developers, technical, and support staff to ensure the well-timed dissemination of high-quality educational materials and products.

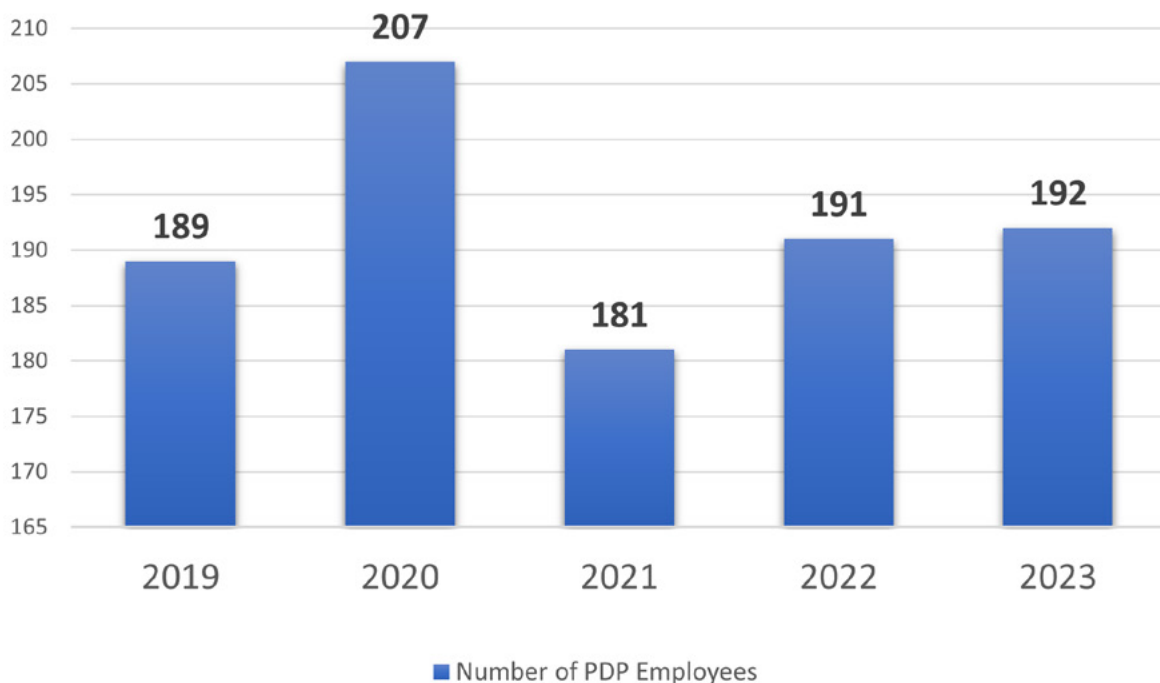
## 1.2 Areas of Staff Expertise and Experience

Presently, PDP employs approximately 170 professional, technical, and project support staff, organized to produce and deliver comprehensive and innovative programs across diverse content areas. Figure 1 below provides an historical overview of PDP's staffing from 2019–2023.

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.

Figure 1

### PDP Staffing



PDP staff possess expertise and experience in a wide variety of topics, which enabled it to successfully meet its 2022–2023 and 2021–2022 education and training commitments. They include:

- Case Management
- Child Development
- Child Support
- Child Welfare Programs
  - \* Adoption Services
  - \* Child Protective Services
  - \* NYS OCFS Child Welfare Practice Model
  - \* Foster Care
  - \* Permanency Planning
  - \* Safety and Risk Assessment
  - \* Juvenile Justice and Rehabilitation
  - \* Youth Development
- Counseling
- Early Childhood Education
- eLearning Product Development
- 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 and Policy
- Public Health
- Public/Temporary Assistance Programs
- Secondary Education
- Substance Use Disorders
- Youth Leadership



*PDP staff possess expertise and experience in a wide variety of topics.*

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### 1.3 Past Accomplishments

Through relationships with a number of the University's professional schools (Rockefeller College of Public Affairs & Policy, School of Social Welfare, and School of Public Health), other SUNY system campuses, CUNY institutions in New York City, and private institutions statewide, PDP has achieved a significant statewide presence. Its portfolio of sponsored funding since inception is in excess of \$900 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)

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## 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 reporting periods:

- 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
- Registered Nurse
- Public school teachers (early childhood, elementary, and secondary)
- Social workers (LMSWs)

## 1.5 PDP's Capacity

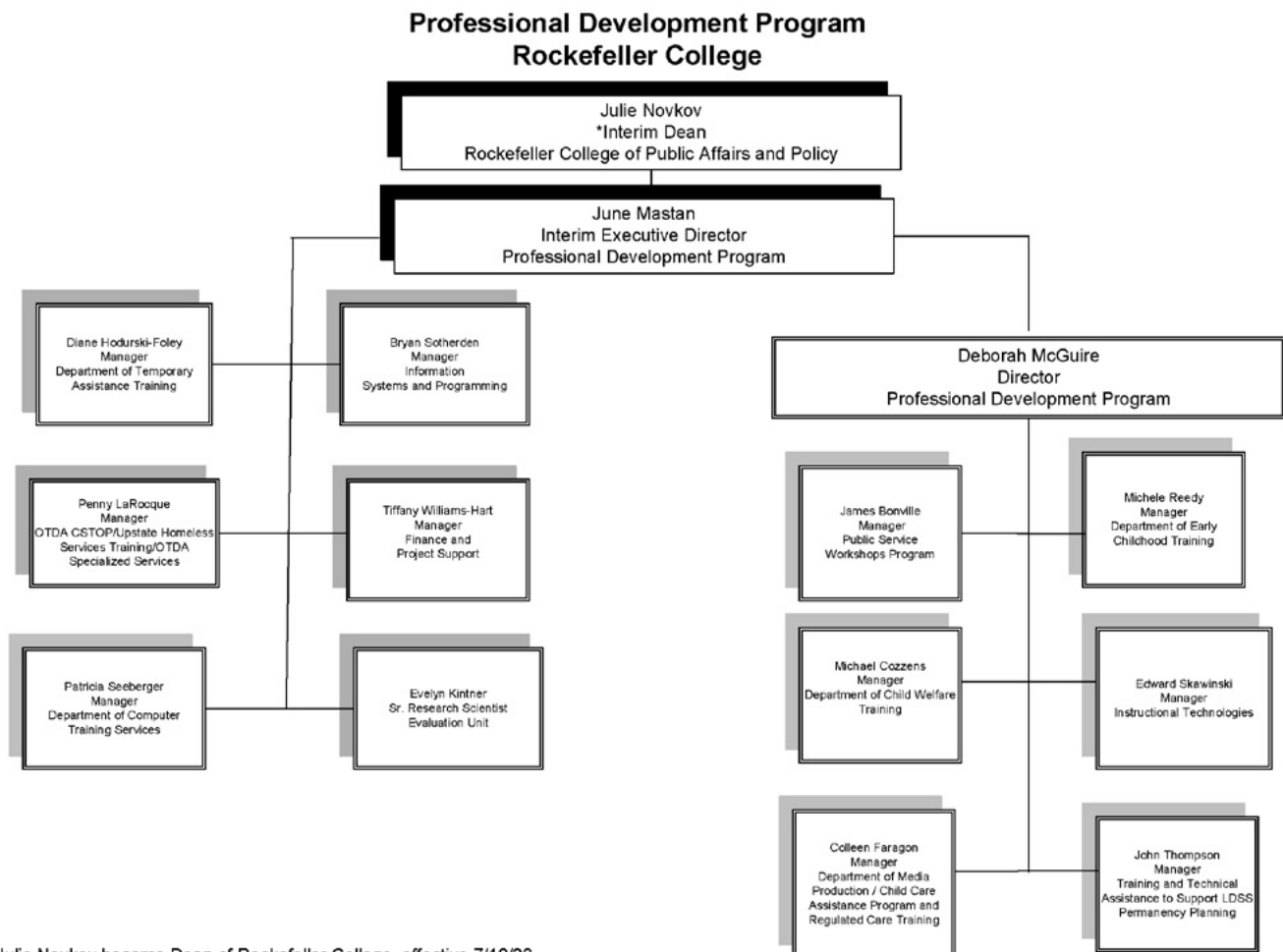
During the 2022–2023 and 2021–2022 periods, PDP continued to maintain an effective organizational structure and had sufficient staff resources to develop, schedule, deliver, and evaluate training activities, as well as interact with stakeholders. It retains the necessary fiscal, organizational, technical, and program capacity to effectively meet its varied contract deliverables.

### 1.5.1 Organization Structure

In 2022–2023 and 2021–2022 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.



\*Julie Novkov became Dean of Rockefeller College, effective 7/10/23

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### 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.

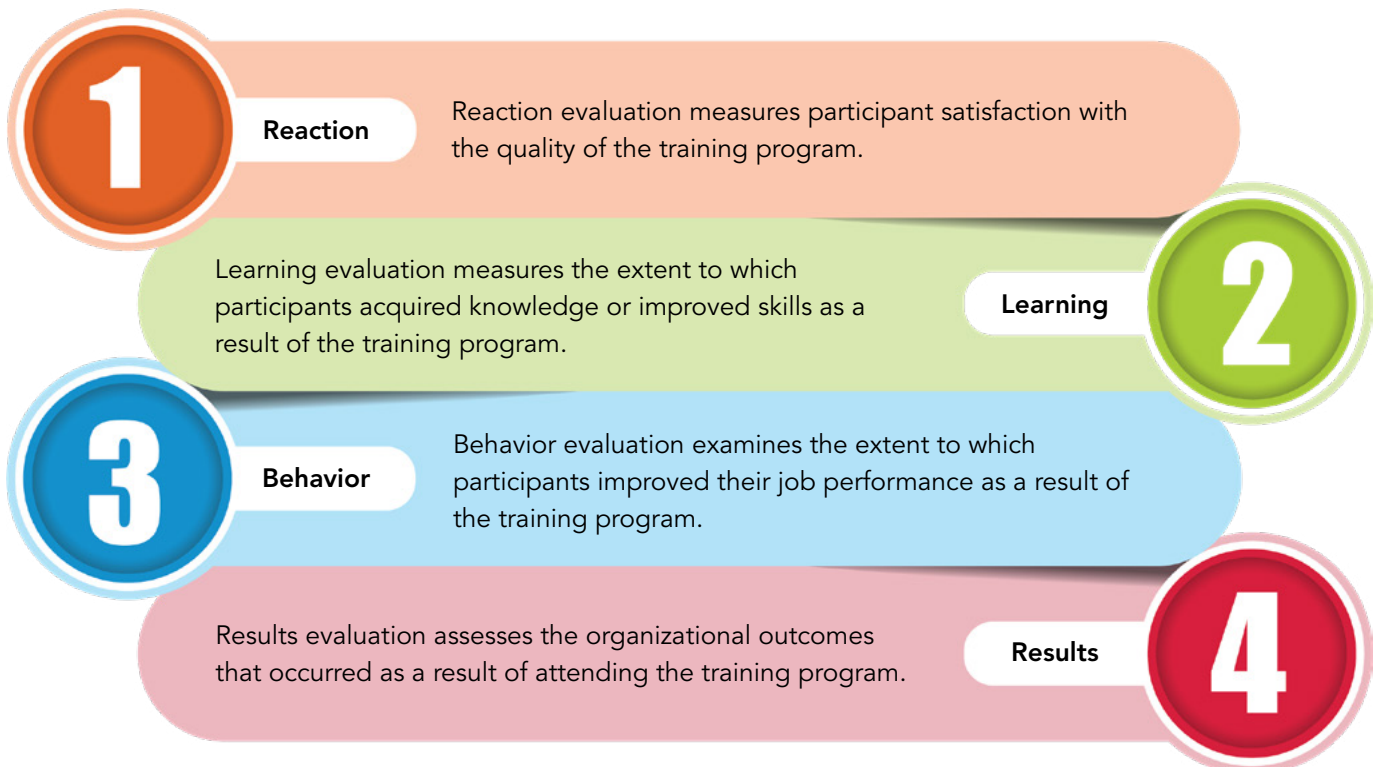
Once organizational outcomes, core competencies, desired training outcomes, and tasks to be performed to achieve outcomes are identified, the knowledge, skills, and aptitudes enabling the consistent performance of tasks are determined and integrated into the training curricula design.

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 that is used to evaluate programs is based on Donald Kirkpatrick's four-level model of training evaluation.<sup>1</sup>

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 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 2022–2023 and 2021–2022 followed this approach.



<sup>1</sup> Kirkpatrick, Donald L. 1994. *Evaluating Training Programs: The Four Levels*. San Francisco: Berrett-Koehler Publishers.

### 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 48 years.

## 3.0 Changes in Personnel

PDP’s overall staffing has remained stable over the past three years. PDP experienced a professional staff turnover of approximately 16% in 2021–2022 which decreased to 11% in 2022–2023. 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 continues to increase.



*PDP saw a decline in turnover for the July 2022–June 2023 period.*

Table 1

	2021	2022	2023
Professional	157	160	158
Support	16	17	18
Graduate Assistants/Interns	8	14	16
<b>Total</b>	<b>181</b>	<b>191</b>	<b>192</b>



# 4.0 Contracts and Grants

## 4.1 List of Grants/Contracts Received (2022–2023)

PDP received 22 awards during the reporting period, totaling over \$40 million. Table 2 specifies the award details.

## 4.2 Submissions (2022–2023)

The 2022–2023 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, 18 new project accounts were established and 18 projects were closed during 2022–2023.

Table 2

Award #	Award Sponsor	Award Start Date	Award End Date	Award Budget
96152	NYS Office of Children and Family Services	1-Jan-23	31-Dec-23	\$1,000,000
96162	NYS Office of Children and Family Services	1-Jan-23	31-Dec-23	\$851,500
96172	NYS Office of Children and Family Services	1-Jan-23	31-Dec-23	\$846,000
96195	NYS Office of Children and Family Services	1-Jan-23	31-Dec-23	\$1,920,000
96214	NYS Office of Children and Family Services	1-Jan-23	31-Dec-23	\$1,795,275
96207	NYS Office of Children and Family Services	1-Jan-23	31-Dec-23	\$156,000
96210	NYS Office of Children and Family Services	1-Jan-23	31-Dec-23	\$2,116,840
96175	NYS Office of Children and Family Services	1-Jan-23	31-Dec-23	\$14,805,914
96908	NYS Office of Children and Family Services	15-Mar-23	14-Mar-24	\$391,600
96213	NYS Office of Temporary & Disability Assistance	1-Jan-23	31-Dec-23	\$1,275,750
96232	NYS Office of Temporary & Disability Assistance	1-Jan-23	31-Dec-23	\$3,602,751
96247	NYS Office of Temporary & Disability Assistance	1-Jan-23	31-Dec-23	\$3,043,366
96276	NYS Office of Temporary & Disability Assistance	1-Jan-23	31-Dec-23	\$576,765
96251	NYS Office of Temporary & Disability Assistance	1-Jan-23	31-Dec-23	\$372,314
96282	NYS Office of Temporary & Disability Assistance	1-Jan-23	31-Dec-23	\$478,062
96267	NYS Office of Temporary & Disability Assistance	1-Jan-23	31-Dec-23	\$1,182,235
96272	NYS Office of Temporary & Disability Assistance	1-Jan-23	31-Dec-23	\$1,270,776
87635*	NYS Office of Employee Relations	1-Apr-20	31-Mar-26	\$3,696,660
49660	UA CPHCE / CRSC Subcontracts	1-Jul-22	30-Jun-23	\$34,712
86268	PDP Studio Production Projects	16-Sep-22	15-Sep-23	\$1,343
93259 / 97178^	NYS Office of Children and Family Services	1-Jan-22	30-Dec-23	\$750,000
95917	Youth Research, Inc.	1-Aug-22	10-Aug-22	\$5,760
<b>Total</b>				<b>\$40,173,623</b>

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

^Represents 1/3 of contract value as total three-year budget equals \$2,250,000

### 4.3 List of Grants/Contracts Received (2021–2022)

PDP received 22 awards during the reporting period, totaling over \$34 million. Table 3 specifies the award details.

### 4.4 Submissions (2021–2022)

The 2021–2022 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, 18 new project accounts were established and 19 projects were closed during 2021–2022.

Table 3

Award Number	Award Sponsor	Award Start Date	Award End Date	Award Budget
93088	NYS Office of Children and Family Services	1-Jan-22	31-Dec-22	\$1,000,000
93089	NYS Office of Children and Family Services	1-Jan-22	31-Dec-22	\$851,500
93097	NYS Office of Children and Family Services	1-Jan-22	31-Dec-22	\$846,000
93102	NYS Office of Children and Family Services	1-Jan-22	31-Dec-22	\$1,920,000
93108	NYS Office of Children and Family Services	1-Jan-22	31-Dec-22	\$1,795,275
93119	NYS Office of Children and Family Services	1-Jan-22	31-Dec-22	\$156,000
93122	NYS Office of Children and Family Services	1-Jan-22	31-Dec-22	\$2,116,840
93131	NYS Office of Children and Family Services	1-Jan-22	31-Dec-22	\$9,684,000
93865	NYS Office of Children and Family Services	15-Mar-22	14-Mar-23	\$391,600
93127	NYS Office of Temporary & Disability Assistance	1-Jan-22	31-Dec-22	\$1,207,000
93134	NYS Office of Temporary & Disability Assistance	1-Jan-22	31-Dec-22	\$3,431,191
93136	NYS Office of Temporary & Disability Assistance	1-Jan-22	31-Dec-22	\$2,798,672
93139	NYS Office of Temporary & Disability Assistance	1-Jan-22	31-Dec-22	\$549,300
93143	NYS Office of Temporary & Disability Assistance	1-Jan-22	31-Dec-22	\$349,185
93146	NYS Office of Temporary & Disability Assistance	1-Jan-22	31-Dec-22	\$453,917
93148	NYS Office of Temporary & Disability Assistance	1-Jan-22	31-Dec-22	\$1,123,881
93156	NYS Office of Temporary & Disability Assistance	1-Jan-22	31-Dec-22	\$1,070,144
87635*	NYS Office of Employee Relations	1-Apr-20	31-Mar-26	\$3,696,660
49660	UA CPHCE / CRSC Subcontracts	1-Jul-21	30-Jun-22	\$13,981
86268	PDP Studio Production Projects	1-Jul-21	15-Sep-22	\$4,950
90007 / 93259^	NYS Office of Children and Family Services	1-Sep-20	30-Dec-23	\$750,000
92141	Health Research, Inc.	1-Aug-21	29-Sep-22	\$11,628
<b>Total</b>				<b>\$34,221,724</b>

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

^Represents 1/3 of contract value as total three-year budget equals \$2,250,000

# 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), and the Office of Employee Relations (OER). In forecasting its continued financial sustainability for 2023–2024, PDP projects that its gross funding will be over \$43 million.

## 5.1 History of Funding

During the past decade, PDP’s annual funding averaged approximately \$35.9 million per year. Figure 2 is a summary of PDP’s funding history from 2018–2023.

Figure 2

### Funding History



## 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 2020–June 2023), PDP generated an average of \$2.8 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 2022–2023, PDP:

- generated approximately \$59.2 million in ICR with an effective rate of return of 13%.
- received approximately \$2,879,070 or 4.86% of the total ICR it produced for the University.

For the FY 2023–2024, PDP projects a similar ICR for the University.

# 6.0 Major Accomplishments

PDP's major accomplishments over the years have been significant. During the past year, there has been substantial progress and positive outcomes were achieved, as illustrated in Figure 5.

## 6.1 Instructional Activity

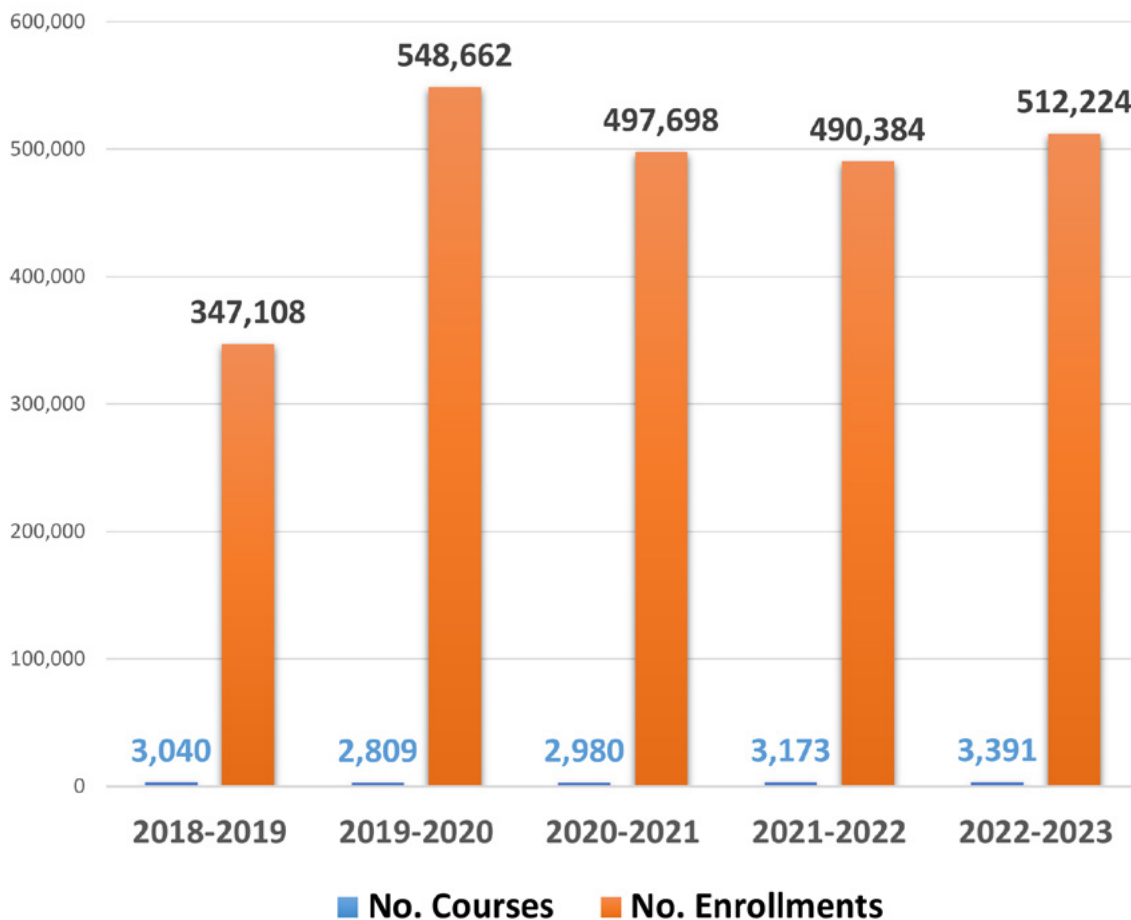
A key measure for examining PDP's accomplishments is to consider its overall instructional activity in meeting the education and training needs of the public service workforce. PDP has an extended history of offering a comprehensive range of education and training programs for

the public workforce that continue to generate steady enrollments on an annual basis. For the past five years, PDP has, on average, offered over 3,079 instructional activities per year enrolling approximately 479,215 workers. Figure 3 provides a summary of instructional activity and enrollments for the period 2018–2023.

During the past year (2022–2023), PDP offered 3,391 courses, institutes, and workshops enrolling 512,224 workers. This generated 1,121,899 contact hours of instruction across all of its programs, which was a significant increase compared to the previous year's 921,076 contact hours.

Figure 3

### Enrollment History



The program areas that generated the largest enrollments were Child Care Provider Training (403,692 for 2022–2023 and 409,231 for 2021–2022) and Temporary Assistance Examiner (80,957 during 2022–2023 and 50,179 for 2021–2022).

PDP began slowly moving back to in-person training deliveries in the early part of the 2021–2022 fiscal year, and we were back to a full complement of in-person offerings from the later part of the 2021–2022 fiscal year and throughout all the 2022–2023 fiscal year. Of note, on-line deliveries, both instructor-led and on demand, continued to grow as well during this period. PDP was fortunate in that the organization was able to move back to in-person deliveries with no negative affects from the lingering pandemic.

## 6.2 Program Accomplishments

### 6.2.1 Early Childhood Education and Training

#### July 2022–June 2023

##### Child Care Scholarships

PDP ECETP provides funding to eligible NYS child care providers through several programs, the Educational Incentive Program (EIP), Medication Administration Training (MAT) scholarship, and Quality Scholars. In January 2023, the MAT scholarship applications were incorporated into the PDP Training Portal giving participants the ability to apply online.

Funding for the 2023 scholarship year increased significantly to 8 million dollars, which allowed for several important changes to the program. Income eligibility limits were increased to allow more providers to participate, the maximum annual scholarship amount for college courses increased from \$2,000 to \$ 2,500, and the maximum annual scholarship amount for credential training increased from \$1,250 to \$2,500.

EIP issued 7,445 scholarships totaling \$5,981,686. 86% of the funds issued were allocated for College Credit-Bearing and Credential activities. 983 scholarships totaling \$110,771 were issued for CPR/FA, and 610 scholarships totaling \$383,816 were issued to programs participating in Quality Scholars.

“Thanks to everyone who has made it possible through this scholarship for me to have my CDA. I did it!”

— From an EIP applicant

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 \$984,022 in scholarship

awards in the 2022 scholarship year. Additional awards totaling \$267,494 were issued to provide enhanced support for child care providers attending SUNY and CUNY schools.

EIP’s Event Approval 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 831 trainings were reviewed and approved and 2,107 individual trainings were scheduled and eligible for scholarship funding.

PDP Event Approval Staff serve on the NYS Distance Learning Committee to review and approve asynchronous distance learning training. 13 new courses were approved, 3 courses were renewed, and 1 new organization was added to the list of Approved Training organizations.

PDP approved 125 virtual training events through 2022. OCFS updated the Distance Learning Policy to include virtual training delivery. To support organizations and clarify training and trainer requirements for synchronous distance learning events, The Event Approval Team, in conjunction with the Professional Development Institute, developed a flow chart and tip sheet to be accessed by trainers, providers and licensors. The document was approved by OCFS and posted on the PDP Training Portal and the ECETP Distance Learning page.

The EIP compliance staff verified the completion of 6,793 courses representing \$5,086,949, conducted 58 unannounced monitoring visits, and completed 17 training organization program reviews to ensure adherence to program policies.

### **Project Support**

ECETP's Administrative Unit provides direct support to PDP's training staff to support the high volume of training activity and aid in meeting project deliverables. All the while helping thousands of individuals who call or email seeking information and technical support with various issues including assistance creating an account or resetting a password, difficulty completing eLearning courses and answering general program questions.

### **MAT Training**

PDP's MAT training program delivered 4 MAT Training of the Trainer courses resulting in 16 new MAT trainers. 14 existing MAT trainers were monitored and 21 were recertified. 3,220 child care providers were trained to administer medications and 1,399 providers renewed their certification using the online exam.

### **Health and Safety Training**

PDP's Health & Safety Program delivered 3 offerings of Health and Safety Training of Trainers for FDC/GFDC/DCC/SACC Staff which resulted in 15 new trainers. PDP delivered 3 offerings of Health and Safety Training of Trainers for DCC/SACC/LE Group Directors, which resulted in 14 of the existing trainers now being eligible to train the Directors course. 48 Health and Safety trainers were monitored and 59 were recertified during this period. 4,677 providers completed Health & Safety trainings.

## **July 2021–June 2022**

### **Child Care Scholarships and Rebates**

PDP ECETP continues to provide funding to eligible NYS child care providers through several programs, the Educational Incentive Program (EIP), Medication Administration Training (MAT) rebates/scholarships, and Quality Scholars. At the start of the 2022 EIP scholarship year, PDP launched an upgraded online application system. The new features remove nearly 100% of paper-based communication. Applicants upload application supporting documents during the application submission process. Applications and awards are signed electronically, and notifications regarding status changes and reminder emails are automatically sent.

During this reporting period 6,956 EIP scholarships totaling \$4,731,522 were awarded. 86% of the EIP funds issued were for College Credit-Bearing and Credential activities. 609 scholarships totaling \$57,745 were issued for CPR/FA activities. The MAT rebates program transitioned to a scholarship program mid-way through this reporting period. 611 MAT rebates totaling \$51,595 were issued in 2021 and 647 scholarships totaling \$53,360 were issued in the first half of 2022.



*Fatma Labe and Ciara Haag from the Early Childhood Education and Training Department*

In collaboration with the Council on Children and Families, PDP received additional funding through the New York State Birth through Five Project to support EIP eligible candidates. The use of these funds allowed PDP to issue an additional \$410,575 in scholarship awards in the 2021 scholarship year. Additional awards totaling \$209,652 issued to provide enhanced support for child care providers attending SUNY/CUNY schools.

EIP's Event Approval 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 667 trainings were reviewed and approved and 2,100 individual trainings were scheduled and eligible for scholarship funding.

PDP Event Approval Staff serve on the NYS Distance Learning Committee to review and approve asynchronous distance learning training. 9 new courses were approved, 3 courses were renewed, and 7 new organizations were added to the list of Approved Training organizations. The PDP Event Approval Team continued to serve as the state wide main point of contact to review, approve and track trainer requests to conduct training virtually. During this reporting period, PDP approved 481 events and approximately 2,100 events were conducted virtually.

The EIP compliance staff verified the successful completion of 4,591 courses representing \$3,436,047.89, conducted 51 unannounced monitoring visits and completed 21 training organization program reviews to ensure adherence to program policies.

### **Project Support**

ECETP's Administrative Unit provides direct support to PDP's training staff to support the high volume of training activity and aid in meeting project deliverables. All the while helping thousands of individuals who call or email seeking information and technical support with various issues including assistance creating an account or resetting a password, difficulty completing eLearning courses and answering general program questions.

### **MAT Training**

PDP's Medication Administration Training (MAT) Program delivered 3 MAT Training of the Trainer courses resulting in 13 new MAT trainers. 7 existing MAT trainers were monitored and 21 were recertified. 3,210 child care providers were trained to administer medications and 1,764 providers renewed their certification using the online exam.

### **Health and Safety Training**

PDP's Health & Safety Program delivered 6 offerings of Health and Safety Training of Trainers for FDC/GFDC/DCC/SACC Staff which resulted in 35 new trainers. PDP delivered 4 offerings of Health and Safety Training of Trainers for DCC/SACC/LE Group Directors, which resulted in 10 of the existing trainers now being eligible to train the Directors course. 41 Health and Safety trainer were monitored and 29 were recertified during this period. 4,141 providers completed Health & Safety trainings.

## **6.2.2 Department of Child Care Regulatory Training**

### **July 2022–June 2023**

PDP continued revision of the comprehensive *Regulatory Supervisor Training* based on sponsor feedback, receiving sponsor approval of the three-day Session A curriculum and all but one unit of the two-day Session B curriculum.

PDP developed the *Enforcement Essentials* classroom course and bridged enforcement content included in other courses (*New Regulator Institute*, *Regulatory Supervisor Training*, *Navigating Complaints 101*) to help create a holistic web of training regarding this critical element of regulatory work.

In July 2022, PDP revised the Webex training, *Is This a School-Age Child Care Program?* and received sponsor approval of the updated curriculum.

### **July 2021–June 2022**

As in-person training resumed post-pandemic, PDP restructured and revised the comprehensive *New Regulator Institute* and *Regulatory Supervisor Training* courses.

PDP also adapted the former *Behavior Management in Regulated Care* classroom course to the Webex environment as two courses: developing the *Regulatory Guide to Behavior Management Plans*, reflecting the most up-to-date child development and regulatory/policy content; and obtaining approval for the proposed *Evaluating Behavior Management Plan Compliance* (which would eventually be renamed *Supporting Providers with Behavior Management Plans*), reflecting the incorporation of best practices and the NYS Pyramid Model program to provide content and resources for effective technical assistance.

In response to training population needs and sponsor initiatives, PDP received approval in February 2022 to develop the in-person *Enforcement Essentials* course and the *Supporting Programs with Allergy Preparedness and Planning* Webex training.

PDP also revised the existing Webex courses *Focus on Fire Safety and Navigating Complaints 101*.

### 6.2.3 Child Care Assistance Program Training

#### July 2022–June 2023

PDP responded to the sponsor’s comprehensive redesign of the Child and Family Services Plan by developing the *Child Care Assistance Program: Child and Family Services Plan Development* Webex course and delivering it statewide during the second quarter of 2023.

PDP began development of the Webex training, *Child Care Assistance Program for Protective and Preventive Services* (Webex).

PDP revised CCAP-related courses pursuant to regulatory and policy changes, state income standards, and annual rate changes.

#### July 2021–June 2022

In the spring of 2022, the NYS Office of Children and Family Services rebranded the former Child Care Subsidy Program as the Child Care Assistance Program (CCAP) to better reflect the purpose of the program and its effect on children, families, and providers. At sponsor request, PDP consolidated three former Child Care Subsidy trainings and

updated the content to reflect the new CCAP perspective, creating the comprehensive multi-day *Foundations of the Child Care Assistance Program* course. The course is offered as a regional classroom training comprising three full days or as a Webex training comprising five half days.

PDP completed development of the *Child Care Subsidy for Fraud Investigators* Webex training, receiving sponsor approval in July 2021. This course was subsequently renamed *Child Care Assistance Program for Fraud Investigators* (Webex).

PDP also made extensive routine revisions to all CCAP-related courses and the Child Care

Assistance Program Guide in response to regulatory and policy changes, annual rate changes, and to align with the NYS Gender-Specific Language Policy.

### 6.2.4 Legally Exempt Child Care Provider Training

#### July 2022–June 2023

PDP developed Enrollment/Re-Enrollment Training Requirements Tip Sheets and received sponsor approval in the first half of 2023.

PDP also revised legally exempt provider training courses in response to regulatory and policy changes.

#### July 2021–June 2022

As in-person training resumed post-pandemic, PDP continued to offer several courses in both classroom

“As an Advantage and Empire Afterschool program specialist, I perform site visits to our SACC afterschool programs. During these, I am primarily inspecting program quality. But knowledge of fire safety, egress, evacuation, etc., are all useful to me. I will be able to identify issues when I see them.”

—From a *Focus on Fire Safety* (Webex) trainee





*PDP Senior Trainer Stephanie Bush conducts training.*

and Webex formats to best meet the needs of the statewide training audience, including *Legally Exempt Provider Enrollment* and *Legally Exempt Group Enrollment*.

PDP completed development of the *Medication Administration in Legally Exempt Child Care* Webex course, receiving sponsor approval in December 2021; and *Assessing Legally Exempt Provider History* classroom course, receiving sponsor approval in June 2022.

PDP also made extensive revisions to legally exempt provider training courses in response to regulatory and policy changes, and to align with the NYS Gender-Specific Language Policy.

### **6.2.5 Training and Technical Assistance to Support Local DSS Permanency Planning**

#### **July 2022–June 2023**

In this reporting period, project staff continued to use multiple training and coaching methods to collaborate with OCFS. Staff built their competency in different coaching models and spent time learning new curriculum. Since the pandemic, the skills of the staff have grown to embrace various virtual platforms to connect with the participants in a manner that is the most convenient for them. When an area of practice is identified as a

statewide need or a practice is identified as a strength worth sharing, the project establishes a way to correct or amplify respectively. The project has assisted with improving fatherhood engagement, ensuring consumer voice is heard and used, reviewing, and designing a comprehensive assessment in child protective practices, and providing technical assistance with practices to address disparity and disproportionality in child welfare. Project staff designed a new learning approach titled “Child

Welfare Grand Rounds”, where exceptional casework practice is amplified through a solution focused interview and shared throughout the state through a virtual platform. Project staff continue to support developing a dual track of child protective intervention by supporting counties using the Family Assessment Response, two new counties were launched and supported. Two more Counties have been identified and will be brought online in the next reporting period, bringing the total to 18. The project saw a decline in the participation in this reporting period, possibly due to the workforce crisis. While 10 differing courses were offered to 4,983 total participants, 543 were classroom based and 4,440 were virtual.

Project staff continued to coordinate with OCFS on many projects. A sample of these projects include:

- Project staff participated in daycare collaborative workgroup in anticipation of Families First Prevention Act. As a result of the barriers identified, project staff developed proposal for a curriculum titled: Child Care Subsidy for Protective and Preventive Families which was accepted and will be developed and delivered to both child welfare and daycare professionals through another training project. Project staff are advising and reviewing this curriculum on

behalf of OCFS Division of Child Welfare and Community Services (CWCS).

- Project Staff continued the development of Supporting and Promoting Race Equity Cultural Competency TOT with the intention to develop more trainers within local districts and voluntary agencies to continue to propel the work and create champions.
- Project Staff participated in a review of the National Training and Development Curriculum for Foster Parents to assess its alignment with NYS and potential implementation.
- Project staff provided feedback on Motivational Interviewing training.
- Continued an analysis of the CANS- FAST and NYS current child welfare practice and tools, visioning how practice can be improved leading to the development of a Universal Assessment and the start of a new child welfare delivery system.
- Developed and facilitated four OCFS Grand Rounds, capturing a variety of topics including Intimate Partner Violence, Kinship, Father involvement and Permanency. The purpose of the Grand Rounds concept is to highlight excellent casework, capture alignment with initiatives and allow for others to learn from the example.
- Began competency building with the team to support the Safe and Together model by attending the kickoff event and beginning the foundational training.
- Worked to develop a press event regarding the new Mandated Reporter Training. Working closely with OCFS divisions and partners, project staff acted as a project lead to assure the success of the press event and the development of a video which will be used for marketing and promotional purposes.

- Led the state-wide OCFS collaborative to discuss fatherhood initiatives and work occurring across the state to determine alignment and support.
- Coordinated the implementation of Trauma Informed Practice within NYS child welfare.

### July 2021–June 2022

The Training and Technical Assistance to Support Local DSS Permanency Planning is a unique program positioned in OCFS offices to support program improvement. The Office of Children and Family Services is divided into 6 Regional Offices to support local practice, PDP field staff are available to assist each region in meeting their training needs,

acting as advocates and brokers of training and technical assistance.

In 2021–2022 Project staff offered 11 different courses in topics related to engaging and involving fathers, assisting in safety and risk assessment training, Concurrent Planning, hosting town halls on disparity and disproportionality data in child welfare, and conducting a statewide virtual summit on Equity and Family Engagement. The project staff also used their expertise on differential response to coach and prepare for two new counties in utilizing this approach. Through these effort project staff trained 8,254 participants where 522

were taught in the classroom and 7,732 were trained using a virtual platform.

Project staff also engaged in the following activities throughout the state:

- Attending and facilitating the Regional Office Voluntary Agency (VA) Report Outs. Assessing for training needs based on area needing improvement trends.
- Reviewed Performance Improvement Plans as well as other county plans and provided feedback to regional office leads/supervisors on strengths and considerations for improvement.

“Thank you for reminding me to listen to my families and what they feel is best for their children as long as there are no safety issues and to engage families in a strength-based approach manner.”

— From *Safety and Risk Refresher trainee*

- Prepared and compiled findings by identifying common themes and trends from Voluntary Agency Reviews in preparation for a report out with agency staff and Regional Office.
- Attended quarterly regional Staff Development Coordinator (SDC) meetings to inform SDCs of all training products currently available and to further understand the training needs and barriers within the region.
- Facilitated and completed training needs assessments for Counties and VAs. Reviewing OCFS PQI supporting materials.
- Conducted Race Equity and Cultural Competency training needs assessment for counties with extreme disparities.
- Collaborated with OCFS and partners relative to the 2021 CPS In-Service training needs assessment for LDSS.
- Co-facilitated the Home Finders' Meeting and provided technical support and consultation relative to foster parent trainings.
- Continued facilitation discussions and support of Blind Removal process with Counties. Offered continuous support with each component of the ADM requirements.
- Worked with local districts to assess training needs around the NYS Blind Removal ADM and provide access to the Race Equity and Cultural Competence training.
- Collaborated with Regional Offices staff to discuss outcomes related to Safety, Permanency and Well-being as it relates to Voluntary Agency reviews. Identified trainings to meet these needs.
- Corresponded with Regional Office, local districts and voluntary agencies regarding Involving Fathers for Children: Fundamentals

and Foster Care/ Preventive, Concurrent Planning and Safety and Risk by scheduling and planning for deliveries within each Region.

“Dialogue will be more a key part of my day instead of discussion. I will be more open to listening. Trauma is not something we remember but something we relive. This quote will stay with me when we decide to continuously ask our families to report again and again what they have gone through. Once should be enough. They don't need to relive it over and over.”

— From *Supporting and Promoting Race Equity and Cultural Competence in Child Welfare trainee*

## 6.2.6 Public Service Workshops Program

### June 2022–July 2023

During the period July 1, 2022 through June 30, 2023, PSWP staff continued scheduling workshops and classes at a record-breaking pace. Three hundred and forty-nine (349) PSWP workshops, twenty (20) Learning and Development classes, and three SLMS Primary Administrator classes were delivered to 6,409 completed participants over 507.6 training days. This includes the first full in-person delivery of the New York State Leadership Institute since before 2020 and two Leadership Development Programs (one virtual, one in-person). These are intensive leadership programs tailored to employees in upper-level leadership positions in State government. Also notable during this timeframe was the development of a facilitator-led video content-based training program developed to meet

the new NYS mandate for Equal Employment Opportunity and Workplace Discrimination Prevention training, and delivery of fifteen (15) of the corresponding Train-the -Facilitator classes. Additionally, during this timeframe, PDP continued the series of Project Management workshops designed to prepare State Project Management practitioners for the PMI Project Management Professional exam and to award completed participants with the required Professional Development Units (PDU) to sit for the exam, including two deliveries of the new three-day Capstone program for qualified applicants.

## July 2021–June 2022

During the period July 1, 2021 through June 30, 2022, PSWP scheduled and delivered two hundred and fifteen (215) PSWP workshops and forty-five (45) Learning and Development classes to 4,035 completed participants over a total of 306.6 training days. The PSWP Team was well prepared for the ratification of the negotiated agreement between the State and PEF and posted twenty (20) workshops in the SLMS by the day after ratification was announced (7/29/21) and began a record-breaking pace of workshop coordination and delivery. PDP delivered a hybrid virtual and classroom offering of the New York State Leadership Institute and two virtual Leadership Development Programs. These are intensive leadership programs tailored to employees in upper-level leadership positions in State government. Additionally, during this timeframe, PDP kicked off a series of Project Management workshops designed to prepare State Project Management practitioners for the PMI Project Management Professional exam and to award completed participants with the Professional Development Units (PDU) required to sit for the exam.

### 6.2.7 Department of Computer Training Services

## July 2022–June 2023

PDP's Department of Computer Training Services (DCTS) provided training, curriculum development, needs assessment, and trainee support to nearly 11,000 trainees through more than 1,500 offerings from July 2022 through June 2023 across numerous Microsoft application topics and a variety of OCFS and OTDA computer systems and programs, including the following:

- Adult Services Automation Project (ASAP. NET) system
- Automated Restraint Tracking System (ARTS)
- Benefit Issuance Control System (BICS)
- CONNECTIONS
- Cognos Analytics
- Detention Risk Assessment Instrument System (DRAIS)

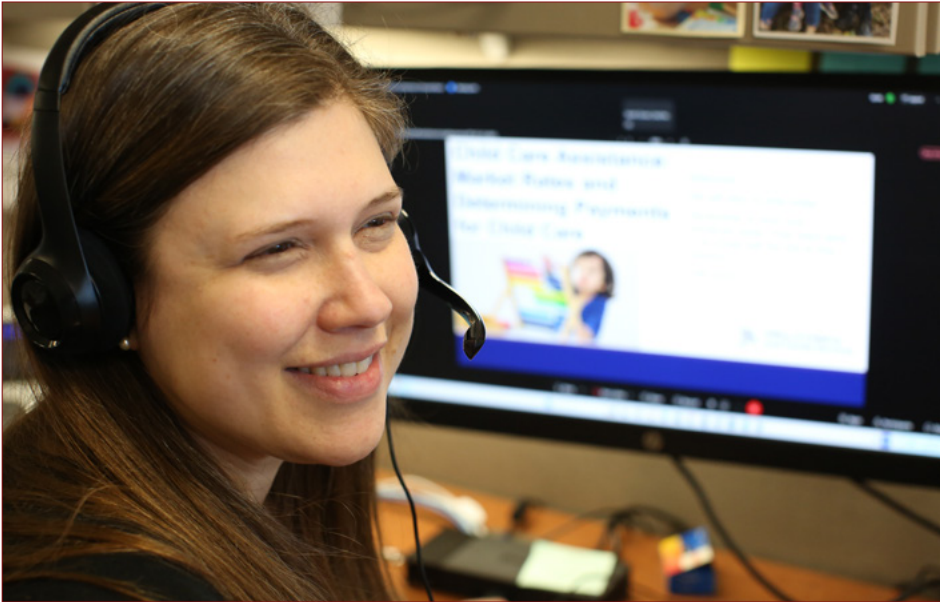
- Document Review Management System (DRMS)
- Facility Application and Management System (FAMS)
- Family Type Homes for Adults (FTHA)
- Juvenile Detention Automated System (JDAS)
- Juvenile Justice Information System for Child Welfare (JJIS-CW)
- Kinship Guardianship Assistance Program (KinGAP) Online System
- NYS Procurement Card (P-Card)
- Shelter Management System (SMS) system
- Statewide Financial System (SFS)
- Welfare Management System (WMS), and
- Welfare-To-Work Caseload Management System (WTWCMS)

DCTS staff continued to develop and deliver 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 prioritized development and delivery of online distance learning classes, including instructor-led training.

Classes were delivered through virtual classroom training, webinars, in-person classroom training, and self-paced web-based training. One-on-one and small group training support, as well as the development and maintenance of a help system for an OCFS application, 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 as well as serving as a source of “in-house” expertise for OTDA staff.

PDP also provided 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



*Senior Education Specialist, Sarah Clowe, facilitating virtual training.*

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 coordinated their application training development and delivery with several external training partners with the goal of providing a comprehensive educational experience for these multiple audiences.

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 multi-day session provides new 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 mock, yet realistic, examples in preparation for use in the production system. In order to support remote staff, DCTS developed a curriculum designed for virtual delivery of this training. Both virtual and classroom deliveries were provided during this period.

In response to the COVID-19 pandemic, staff continued to provide the CONNECTIONS classroom training content from two courses in an online, instructor-led format. Per sponsor guidance, classroom delivery of in-person training for multiple courses commenced during this period alongside continued development of new virtual course curricula.

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 associated with COVID-related grants to child care providers.

### **July 2021–June 2022**

PDP's Department of Computer Training Services (DCTS) provided training, curriculum development, needs assessment, and trainee support to over 12,900 trainees through more than 1,000 offerings from July 2021 through June 2022 across numerous Microsoft application topics and a variety of OCFS and OTDA computer systems and programs, including the following:

- Adult Services Automation Project (ASAP. NET) system
- Automated Restraint Tracking System (ARTS)
- 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)
- Kinship Guardianship Assistance Program (KinGAP) Online System
- NYS Procurement Card (P-Card)
- Shelter Management System (SMS) system
- Statewide Financial System (SFS)
- Welfare Management System (WMS), and
- Welfare-To-Work Caseload Management System (WTWCMS)

DCTS staff 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, including instructor-led training. 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.

A majority of 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 as well as serving as a source of “in-house” expertise for OTDA staff.

PDP 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 coordinates their application training development and delivery with several external training partners with the goal of providing a comprehensive educational experience for these multiple audiences.

DCTS continued to provide training to support system training needs of the OCFS Division of Child Care Services (DCCS), which is responsible



*PDP Education Specialist Erryn Greene conducts training.*



*PDP Education Specialist Jobnatban Cetboute facilitates a training session.*

for the licensing, registering, and inspecting of all child day care facilities regulated by the state. The Child Care Facility System maintains records related to licensed/registered child care facilities as well as legally-exempt providers. In addition, applications for certain provider modalities, such as day care centers and school age child care centers, are entered and maintained through the Facility Application and Management System. As such, regulatory changes may impact these systems. DCTS responded to these changes by updating existing courses and developing instructor-led as well as self-paced distance learning courses. The deployment of iPads for use by regulators led to the development and delivery of customized training on the use of these iPads for conducting inspections and other field-based regulatory tasks. 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 classroom instruction for the system component of the new-hire training program for the OCFS Statewide Central Register (SCR). Each multi-day session provides new 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 mock, yet realistic, examples in preparation for use in the production system.

In response to the COVID-19 pandemic, staff continued to provide the CONNECTIONS classroom training content from two courses in an online, instructor-led format and developed additional virtual training content to expand access to training for Administration for Children's Services staff in NYC as well as other staff throughout the state who were unable to attend any classroom instruction.

DCTS staff migrated their training platform from Citrix to VMWare which required trainers to apply new security protocols including multi-factor authentication.

During this period, New York State SCR reform regulations resulted in system modifications that required updates to multiple curricula.

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 of COVID-related grants to child care providers.

## 6.2.8 Department of Temporary Assistance Training

### July 2022–June 2023

Working under four contracts totaling over \$5.8 million, the Department of Temporary Assistance Training delivered 72 different courses to state, county, and service provider audiences throughout New York State in support of Office of Temporary and Disability Assistance (OTDA) training initiatives.

With the COVID-19 public health emergency ending in May 2023, the focus of work this year was on substantially increasing the number of in-person training deliveries while also maintaining the large portfolio of instructor-led online training delivered in virtual classrooms that expanded during the pandemic. The department was successful in this venture and expanded its course catalog by 7.5% to meet established and emerging training and project sponsor needs. Several new courses were implemented, and additional courses were in design and development phases as of the end of the year.

This past year, 559 days of training was delivered to 9,205 trainees. Approximately 51% (283.5 days) was delivered in-person and 49% (275.5 days) was delivered in virtual classrooms via Webex and Teams. Overall, 465 training offerings were provided, of which 18% (83) were in-person offerings and 82% (382) were virtual classroom offerings. Course durations varied, ranging from two-hour webinars to the 10-day in-person *Institute for Temporary Assistance Programs*, delivered recurrently since July 1981.

Training was delivered to a broad range of target populations, including: 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, disability determinations, child support services,

and financial services staff; fair hearing agency representatives; hearing officers/administrative law judges; welfare fraud investigators and audit and quality improvement/program integrity staff; and staff development/training coordinators.

Significant project resources were allocated to aid the New York City Human Resources Administration (HRA) with training new eligibility workers. Nine offerings of the five-day *Cash Assistance Training Institute (CATI)* were delivered to new TA workers, and 10 offerings of the five-day *SNAP Training Institute for HRA* were delivered to new SNAP workers. Additionally, four offerings of the one-day *HEAP Eligibility and Certification Training* were delivered to new HEAP workers, and the five-day *Welfare Fraud Investigator Training Institute* was delivered to HRA investigative staff. All 104 days of training for HRA were delivered at the OTDA Harlem Training Center except for one large CATI offering delivered at HRA's Regina D. Russ Training Center in Brooklyn.

This department also supported a range of program integrity initiatives led by OTDA's Bureau of Audit and Quality Improvement (AQI). Among these included facilitating the provision of training scholarships to district staff to attend the three-day



PDP Senior Trainer Alisa Bielert delivers training.





*PDP Staff Members, Noellie Medina, Sarah Clowe, and Ron Bigge assist with registration at the Regulatory Staff Forum.*

*New York Welfare Fraud Investigators Association (NYWFIA) Annual Training Seminar.* This training conference was delivered in October 2022 in Oswego (the first since pre-pandemic), and then again in June 2023 in Syracuse, resuming its usual late spring delivery schedule. The department delivered two conference sessions during the June 2023 offering:

- *A Refresher on Preparing a SNAP Claim* (delivered twice)
- *The Affect of Poverty and Trauma on Decision Making and Behaviors* (delivered once)

Both conferences were attended by a statewide audience of social services district welfare fraud directors and investigators, OTDA-AQI program integrity staff, and NYWFIA members.

Additionally, the department collaborated with OTDA-AQI staff to substantially revise the curriculum for the *Audit Institute*. This two-day core training provides an opportunity for new OTDA auditors to develop the knowledge and skills necessary to perform their job tasks. Two offerings of this in-person training institute were delivered this year to OTDA-AQI staff with the following titles: Management Specialist 1's, Management Specialist Trainees, Auditor 1's, and Auditor Trainees.

The department also provided logistical support for two OTDA-AQI manager retreats. Similar leadership retreat and staff development activity support was provided for other OTDA divisions, including Disability Determinations, Employment and Income Support Programs, and Upstate and Downstate Systems.

### **July 2021–June 2022**

This was a successful yet challenging year for the Department of Temporary Assistance Training (DTAT). While coping with

staff attrition and continuing to respond to the extraordinary circumstances and resulting training needs amid the on-going COVID-19 pandemic and public health emergency, this department balanced the ongoing heightened level of virtual classroom training needs with the phased return to in-person classroom training. To meet sponsor and trainee needs and accomplish a significant amount of work, this department relied on their talent, creativity, and dedication.

Operating under four contracts totaling over \$5.3 million, 67 different courses (71.8% increase) were delivered to state, county, and service provider audiences throughout New York State in support of Office of Temporary and Disability Assistance (OTDA) training initiatives.

In-person training for statewide audiences resumed in October 2021 and deliveries progressively increased throughout the year. Tremendous thought, care, and effort went into creating and implementing new procedures and protocols to ensure in-person training was delivered safely amid the on-going COVID-19 pandemic. Regular deliveries resumed for 13 different in-person training institutes and an array of other in-person courses. While doing so, this department continued to significantly expand its course catalog from the pre-pandemic level. Many new virtual classroom/

webinar and self-paced online courses were implemented.

This department also continued to expand their training reach, achieving its highest trainee level to date. During the period, 13,193 trainees participated (38.5% increase) in 596 days of training (42.9% increase), of which in-person training comprised 27% (161 days) and instructor-led synchronous training delivered via Webex and Teams comprised 73% (435 days). Overall, 612 training offerings were provided, of which 8% (47) were in-person offerings and 92% (565) were delivered in virtual classrooms. This ratio flipped from pre-pandemic years where 85–90% of this department’s training portfolio was focused on a range of in-person training institutes, conferences, and statewide, regional, and site-specific training events of varied lengths.

Training was delivered to a broad range of target populations, including: 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, disability determinations, and financial services staff; welfare fraud investigators; fair hearing agency representatives; and hearing officers/administrative law judges.

Throughout the year, there was a focus on expanding training support for OTDA’s Office of Administrative Hearings (OAH) and related initiatives. In this vein, the new *Telephonic Fair Hearings: District Preparation and Participation* course was implemented on a statewide basis. This two-hour webinar provides information and best practices to social services district staff about how to prepare for and participate in telephonic fair hearings involving TA, SNAP, HEAP, and other assistance programs administered by OTDA. Telephonic fair hearings became the dominant format for OTDA fair hearings after March

2020. A total of 23 offerings of this training were delivered to 696 district fair hearing agency representatives, welfare fraud investigators, and eligibility staff and supervisors. This course continues to be offered on a quarterly basis.

To support OTDA Hearing Officers within OAH, three new online training courses were developed and implemented:

- Intentional Program Violations (IPVs) and Administrative Disqualification Hearings (ADHs) for TA and SNAP
- SNAP Elderly Simplified Application Project (ESAP)
- SNAP New York State Combined Application Project (NYSCAP)

Each course was custom designed. Sessions were delivered live via Webex and recorded, and then posted to [TrainingSpace.ny.gov](https://TrainingSpace.ny.gov) for self-paced, on demand use.

“As a supervisor who conducts weekly supervision, this will support [my] ability to answer questions and review reports to see what workers may need assistance with.”

—“Automated Case Closure” trainee

In addition, this department collaborated with PDP’s Instructional Technologies Unit (ITU) to develop and launch the new self-paced *Burial Assistance and Cost Reimbursement for Deceased Persons Who Are Indigent* course and redesign and re-launch HEAP Cooling Assistance course on [TrainingSpace.ny.gov](https://TrainingSpace.ny.gov).

### 6.2.9 Child Support Training and Outreach Project

#### July 2022–June 2023

PDP has provided training for the child support workforce statewide for nearly as long as PDP has existed through its Child Support Training and Outreach Project. Using a variety of approaches the training team develops and delivers both synchronous and asynchronous training and tools to about 1,300 child support case workers across NYS.

Child support workers rely on an automated statewide case and accounting management system for information on the status of cases, however their

work entails much more than entering data and running reports. They need a clear understanding of the child support process, the rules, and the underlying policies that support that process so they can effectively perform their job tasks to ensure the money goes where it belongs – to the child.

The success of the child support program in NYS is measured by various performance indicators that show how successful the program is at bringing due child support to children on time and in the right amount. Training workers to learn about and understand what their work entails, and providing workers access to information resources that help them do their jobs better, results in better performance outcomes for the child support program. PDP provides this training, and it developed, maintains, and enhances online asynchronous resources and tools that bring current information to workers to support the decisions they need to make as they do their work.

### July 2021–June 2022

One of PDP’s long running projects, the Child Support Training and Outreach Project (CSTOP), supports the training needs of the NYS Division of Child Support Services statewide workforce by developing and offering innovative and engaging training and work performance support activities. During this past year, it helped facilitate a training offered by the Federal Office of Child Support Enforcement (OCSE) for the states on how everyday work at the state level feeds into the OCSE-157 federal reporting and impacts state performance outcomes. The NYS program office requested assistance with coordinating registration, so participants were evenly disbursed across a series of four sessions, offered twice for NYS via Microsoft Teams. PDP

project staff prepared custom announcements and confirmation notices for using the sponsor’s learning management system for this purpose, and an email distribution plan for participant materials. PDP kept the sponsor informed of the use of the learning management system, and the network of district staff development coordinators was asked to work with child support coordinators to split participants as evenly as possible across both series. Approximately 1 week prior to the first session in each series PDP sent each registrant a link to access the training online via Microsoft Teams and participant materials for each session. PDP monitored registrations of about 320 individuals, fielded questions, and prepared reports for the state office.

“I have found this course to be informative, educational, and useful. This course and the topics were very informative. I learned a lot in this course. I must admit more than I expected, especially about the Borders and the Lodgers, this was the first time I ever heard about the difference between the two in my 23 plus years of being an HRA Staff employee.”

— From “NYS SNAP Household Composition” course participant

### 6.2.10 Instructional Technologies Unit

#### July 2022–June 2023

PDP’s Instructional Technologies Unit (ITU) collaborates closely with its sponsors to design, develop, implement, and maintain a wide range of web-based products, including online training, applications, reporting tools, learning management systems, websites, and social media content. This year, ITU explored and embraced new technologies to expand its expertise and service offerings and improve production processes.

PDP continued to work closely with OCFS to maintain and enhance the online County Plans application. Project staff completed the development of the updated forms and other related system improvements in March of 2022, and the 2022 Plan Update was opened on April 5. At the end of 2022, 97% of counties’ plans were certified for the update.

PDP provides a customized learning management solution for the UAlbany School of Public Health's Center for Public Health Continuing Education (CPHCE), called PHTC Online, which hosts more than 30 courses for the public health and health care workforce. When CPHCE redeveloped its Public Health Nurse Ready and Foundations of Public Health certificate programs into a single Public Health Foundations Certificate (PHFC), CPHCE staff worked with PDP to integrate the new certificate program directly into the site. Before this, both programs were largely manual: learners took the trainings online and then sent a request to CPHCE for the certificate, which was then created and emailed to the learner. PDP worked to automate this process. Learners now learn about the PHFC on PHTC Online, track their progress on PHTC Online, and receive their certificate on PHTC Online. CPHCE staff use the site to download custom Excel reports to view and analyze certificate completions and related information.

For OTDA and OCFS, project staff built customized pages that list available county-based social services jobs and other relevant information to help drive agency staff recruitment.

In January of 2023, ITU staff launched the final phase of the TrainingSpace redesign project, which finalized design and functionality updates that started in mid-2022. Among the many changes, a new "Discover" link provides users numerous ways to find and browse the 150+ trainings and materials on the site. In addition, staff migrated the site to a new, more cost-effective cloud-based server that allows for future expansion and flexibility. Staff continued to develop and post new trainings, including several video-based courses and short, focused Microsoft-application training programs developed by PDP's Computer Training Services unit.



*Instructional Technologies Unit members*

Staff also coordinated with PDP's Department of Temporary Assistance Training to update the numerous SNAP and HEAP program-related courses based on new or updated OTDA policies. These courses serve thousands of eligibility workers statewide, helping to decrease error rates and improving responsiveness to program clients and their families.

For OCFS, ITU staff worked closely with OCFS Child Care staff to design and develop English and Spanish graphics and messaging for a social media campaign to promote allergy awareness and the availability of free non-patient-specific auto-injectors to child care providers. The campaign was met with great enthusiasm and will serve as a model for future child care initiatives.

For the Office of Employee Relations (OER), ITU staff made annual updates to trainings mandated by the State for the New York State public workforce. These trainings include: Language Access, Equal Employment Opportunity: Rights and Responsibilities, Gender Identity in the Workplace, Prevention of Workplace Violence: Law Policy, and Program, and Information and Cyber Security Awareness, and Sexual Harassment in the Workplace. These trainings are provided in several formats and through various outlets to ensure compliance.

## July 2021–June 2022

ITU partnered 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.

ITU staff completed several website-related milestones during the past year.

ITU staff relaunched the OCFS-sponsored Youth In Progress website in September 2021. The site sports a refreshed look, a trainings and events calendar, and an ongoing series of “trending topics” focused on areas of interest to foster youth, caseworkers, direct care staff, and foster parents.

ITU staff optimized the Early Childhood Education and Training Program (ECETP) training portal website for small screens while maintaining its ease of use.

Due to legislation signed by Governor Kathy Hochul that required New York State agencies to provide translated versions of their public-facing websites in the 12 most spoken languages, PDP worked closely with The Office of Information Technology to integrate the selected translation tool for the NYS Office of Temporary and Disability Assistance (OTDA) and NYS Office of Children and Family Services (OCFS) websites.

ITU staff also completed its multi-year update of the OCFS website to a new template and navigation scheme that follows the New York State branding guidelines, is mobile-friendly, and offers multiple ways for users to find child care and other State and local services.

ITU staff continued to develop and maintain the Office of Temporary and Disability Assistance (OTDA) websites, including the rollout and maintenance of sub-sites for several high-priority programs: the Low Income Housing Water

Assistance Program (LIHWAP), the Emergency Rental Assistance Program (ERAP), and the Pandemic EBT and Supplemental Emergency Allotment of SNAP.

“Our executive deputy commissioner was at our [NYS Fair] booth last week and played the Healthy Eating game! She liked it. I told her PDP developed it for us. She said it was just right, not too detailed, and she could see how kids would like it.”

—From OTDA Public Information Office Marketing and Outreach Manager

In terms of web-based training, ITU staff maintained the TrainingSpace learning management system and developed new trainings for the public social services workforce. ITU worked closely with PDP’s Department of Temporary Assistance Training to design, develop, and launch new self-paced, web-based trainings, *Burial Assistance and Cost Reimbursement for Deceased People Who Are Indigent* and *HEAP Heating Equipment Clean and Tune*. ITU also launched two courses to cover new SNAP initiatives: the SNAP New York State Combined Application Project (NYSCAP) and the SNAP Elderly Simplified Application Project (ESAP). Over

the year, staff posted over 20 new trainings and resources to TrainingSpace.

ITU and Media Production staff collaborated to design and deliver several new interactive, self-paced, web-based trainings for child care providers offered through the Early Childhood Education and Training Program (ECETP). These trainings, which see hundreds of thousands of enrollments annually, included *Building on the Foundations of Health and Safety, Information and Resources to Promote a Successful Child Care Program*, *Child Care Resources for LE Providers*, and *What is Legally Exempt Child Care?*

## 6.2.11 Department of Child Welfare Training

July 2022–June 2023

### Casework Documentation

Most notable during this reporting period was the creation of materials for three 2-day Special Topic trainings on FASP and Progress Notes for Supervisors requested by a LDSS in the lower Hudson Valley. Materials included an outline, PowerPoint slides, Participant Workbook, a level 2 assessment, and a robust set of supplemental materials. This training will be offered in the third quarter of 2023.

Project staff trained 1368 participants on the FASP and Progress Notes this year and completed 147.5 training days.

### Child Forensic Interviewing

PDP partnered with the Zero Abuse Project (ZAP) to provide fifteen in-person and five virtual five-day child forensic interviewing trainings, eighteen advanced special topic trainings and six webinars throughout the year.

Most notable during this period was the transition back to in-person offerings. This included securing locations for 15 trainings; coordinating the shipping of trainer and participant materials; monitoring registration, including screening for prerequisite completion; coordinating and onboarding actors; and processing post training paperwork.

### Working with Alcohol and Substance Affected Families

PDP scheduled a classroom pilot of *Helping People Change: Techniques for Motivating & Engaging Child Welfare Clients & Their Families* classroom training during the fourth quarter of 2022 after waiting two years. Pilot feedback was incorporated in the first quarter of 2023.

PDP developed curriculum for *Substance Use and Family Dynamics* (Webex) and submitted materials to OCFS for review in the second quarter of 2023.

Project staff trained 1130 participants on topics including: *Substance Use and Family Dynamics*; *Opioid Use and Family Dynamics*; *Adolescent Substance Use*; *Co-Occurring Disorders*; *Overview of Fetal Alcohol Spectrum Disorder*; *Opiates and Child Welfare*; *Helping People Change*; and *Working with Alcohol and Substance Affected Families*.

### Statewide Youth Services Training

PDP collaborated with the OCFS Division of Youth Development and Partnerships and OCFS Regional Office staff to plan, develop, and deliver four Regional Youth Event and Speak Outs. 447 youth and adult partners attended the Youth Events across the state. Youth participants were provided with the opportunity to share their thoughts and recommendations with a panel of state and local representatives. During the Speak Out portion, youth identified areas that they felt would improve the child welfare system. This

included, but was not limited to, educating, and strengthening foster parents' knowledge and skills on current and emerging needs of older youth, lack of urgency, sibling visits, contact with case workers and agency staff and positive reaction to the care of congregate care facilities.

Project staff trained 2,529 youth services staff and foster parents this year and completed 147.5 training days. Course topics including *Transition Planning*, *Trauma-Informed Healing Centered Engagement*, *Preparing Youth for Employment*, and *Promoting Resilience: Foster Youth Empowerment* provide skill development opportunities to aid in the process of successfully transitioning youth from care to self-sufficiency in adulthood.

“Very knowledgeable expert presented on different types of opiates/opioids, what they look like, what people under the influence look like, how use might affect childcare ability, treatment considerations.”

— “*Working with Alcohol and Substance Affected Families*” participant



Senior Trainer Michelle Ray engaging program trainees

## July 2021–June 2022

### Casework Documentation:

Project staff converted the *Family Assessment and Service Plan (FASP) with Foster Care* classroom materials for Webex delivery. This course was approved by OCFS in the fourth quarter of 2021 and PDP began virtual offerings in the first quarter of 2022.

There were two 2-day Special Topics FASP training offerings conducted for Close to Home Programs during the third quarter of 2021. Materials included an outline, annotated leader's guides, PowerPoint slides, a program specific case scenario, and modified level 2 assessment.

There were four half-day Special Topics training offerings of *Case Composition and Person List* conducted for a Western NY LDSS during the second quarter of 2022. Materials developed included an outline, PowerPoint, modified level 2, and Participant Workbook.

Project staff trained 2204 participants on the FASP and Progress Notes this year and completed 188 training days.

### Child Forensic Interviewing

PDP partnered with the Zero Abuse Project (ZAP) to provide twenty five-day virtual child forensic

interviewing trainings, eighteen advanced special topic trainings and six webinars throughout the year. Most notable during this period was the roll out of new content in the two advanced issues courses.

### Working with Alcohol and Substance Affected Families

PDP finished the work of converting WASAF to a Webex platform in the third quarter. The first virtual offerings were conducted in the fourth quarter.

During this period, OCFS requested that PDP convert the *Substance Use and Family Dynamics* course to a virtual offering. A first draft submission was submitted to OCFS for approval.

Project staff trained 1164 participants on topics including: *Substance Use and Family Dynamics; Opioid Use and Family Dynamics; Adolescent Substance Use; Co-Occurring Disorders; Overview of Fetal Alcohol Spectrum Disorder; Opiates and Child Welfare; Helping People Change; and Working with Alcohol and Substance Affected Families.*

### Statewide Youth Services Training

Project staff trained 2,430 youth services staff and foster parents this year and completed 148.5 training days. Course topics provide skill development opportunities to aid in the process of successfully transitioning youth from care to self-sufficiency in adulthood.

Project staff and project consultants developed material for several new 1-hour Webex courses this year: *Trauma-Informed Healing Centered Engagement (HCE); Regulating Emotions; Networking and Mapping Resources; Relational Strategies to Build Trust and Connection-Correction (Disarm Fear-Based Behaviors); Adult Connections and Family First Prevention Services Act (FFPSA).* Project staff and project consultants developed material for a new computer-based training (CBT) titled *Exploring Higher Education Funding Available to Youth.*

## 6.2.12 Department of Media Production

### July 2022–June 2023

Media launched the *Understanding and Supporting Children with Special Needs* eLearning in April of 2023. This course, designed for the legally exempt child care provider population, provides an overview of the range of disabilities children can experience and, when needed, resources families can turn to for additional support. It also shares strategies for creating inclusive environments and working with children with special needs. In May of 2023, Media released *Documentation and Record Keeping for Enrolled Legally Exempt Providers and Programs*. This course explains what business records enrolled legally exempt providers or programs must keep by regulation or as best practice. It also offers tips for organizing written or electronic records and developing a system for keeping everything up to date.

Media also produced a series of videos to help OCFS celebrate Early Childhood Educator and Child Care Provider Appreciation week. These videos show child care providers working with children of all ages and are available for viewing on social media, NYS Department of Motor Vehicle Offices, and Thruway rest stops.

To support the need for informing child care providers of the data transfer of ECETP training completions to the OCFS Child Care Facility Systems (CCFS), Media produced *Updating ECETP Profile* videos (two English; two Spanish) and *Tip Sheets* (one English and one Spanish). These resources help child care providers update their ECETP account profiles with their program's license, registration, or enrollment ID. This allows for a behind-the-scenes data transfer of completed training between ECETP and CCFS (the data collection and tracking system used by OCFS).

PDP created a public service campaign for Electronic Benefits Transfer (EBT) Card users. The goal of the campaign was to prevent skimming scams when using cards at retailers. Media created scripts, storyboards, and recorded videos of EBT machines. The final PSAs were released in both English and Spanish.

The Media team developed a public service campaign for OTDA, *Promoting a Career in Human Services*, to attract people to human service jobs. Representing each region in NY, the team traveled to record interviews with regional and local professionals.



*PDP Media Staff working a live broadcast from the PDP Studio Control Room.*





Senior Education Specialist Ed Kirchgnesser captures footage for a child care video production.

## July 2021–June 2022

Media Production continued to add new courses for child care providers to the eLearning catalog on the Early Childhood Education and Training Program (ECETP) website. Topics include *Information and Resources to Promote a Successful Program*, *What is Legally Exempt Child Care?*, *Building on the Foundation of Health and Safety*, and *Lead: The Hidden Danger in Drinking Water*. Also added is *The Identifying and Responding to Anaphylaxis* which is a key piece to the

Another OTDA training initiative, *LGBTQ+ Cultural Awareness*, led by Phil Burse of In Our Own Voices was recorded with studio participants engaging in conversations and receiving information on supporting the physical, mental, spiritual, political, cultural, and economic survival and growth of lesbian, gay, bisexual, and transgender people of color.

OTDA hosted the well-attended NYWFIA conference in 2022. The Media team provided support by capturing live photos for later use by the agency.

Media worked closely with the Public Service Workshops Program (PSWP) on the *Equal Employment Opportunity and Workplace Discrimination Prevention (EEO-WDP)* video. This product includes an on-camera in-studio narration with case studies and visual prompts. The final product is part of a training requirement for NYS Employees.

Office of Children and Family Services, non-patient specific auto injector initiative. The goal of the initiative is to spread allergy awareness to all child care providers and families. Research shows that children may experience their first allergic reaction in a program. By taking the training, providers gain information on common allergies, signs of a reaction, and how to react using a non-patient-specific auto-injector. NYS Child care providers who complete the training are eligible to receive this life-saving device for the program.

New virtual class training courses included *Committee on Preschool Education (CPSE)* and *Developmentally Appropriate Practice (DAP)*, *Do You Know Why? The Importance of Understanding Allergies and Supporting Children with Special Needs through Inclusive Child Care (English and Spanish)*, led by a PDP trainer with the assistance of an organizer, are delivered to child care providers in the evening and on weekends and use video elements and various interactions.

Media Production also collaborated with the NYS Council on Children and Families to produce their Kindergarten Summit. This studio production described the importance of preparing children for their transition to kindergarten and how that can have a lasting impact on them and their families.

The NY State Physical Activity and Nutrition (SPAN) program through the NYS Department of Health worked with Media to develop infant and toddler videos for use in their Master Cadre training program for child care providers.

The Media team continued to support the New York State Leadership Institute's need for virtual training from the PDP Studio. Since they couldn't be together in person, this gave the presenters and participants an interactive, broadcast-quality training experience to promote engagement.

The Media team joined forces with talent from the Public Service Workshops Program (PSWP) to create the video *Using Webex Training*. This product helps NYS trainers see how to use the Webex platform in training to keep participants engaged.

For the Office of Temporary and Disability Assistance (OTDA), the Media team produced a public service campaign on the importance of getting the COVID-19 vaccine for individuals experiencing homelessness. The final products are available in English and Spanish.

*Providing Services to Transgender, Gender Nonconforming, and Non-binary People Experiencing Homelessness* required a full TV studio production. In this product, a PDP trainer explains the purpose of the Administrative Directive, which is to guide social services districts, emergency shelter operators, and emergency shelter staff in providing culturally competent assistance and services to people experiencing homelessness in a manner consistent with federal, state, and local laws.

Media staff narrated and created video products to support the New York State Emergency Rental Assistance Program (ERAP) for OTDA to help inform how this economic relief supports low- and moderate-income households at risk of experiencing homelessness or housing instability.

The OTDA Commissioner Daniel Tietz visited the PDP Studio and recorded a welcome message for new OTDA employees as part of onboarding.

### 6.2.13 Homeless Services Training Resource System

#### July 2022–June 2023

PDP's Homeless Services Training Resource System entered its fourth year, in 2022, providing highly effective and well-received 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. Despite losing one of its two full-time project staff in October, the project maintained similar productivity

levels as in previous years with the use of consultant trainers and it brought back its foundational in-person two-day New Worker Institute.

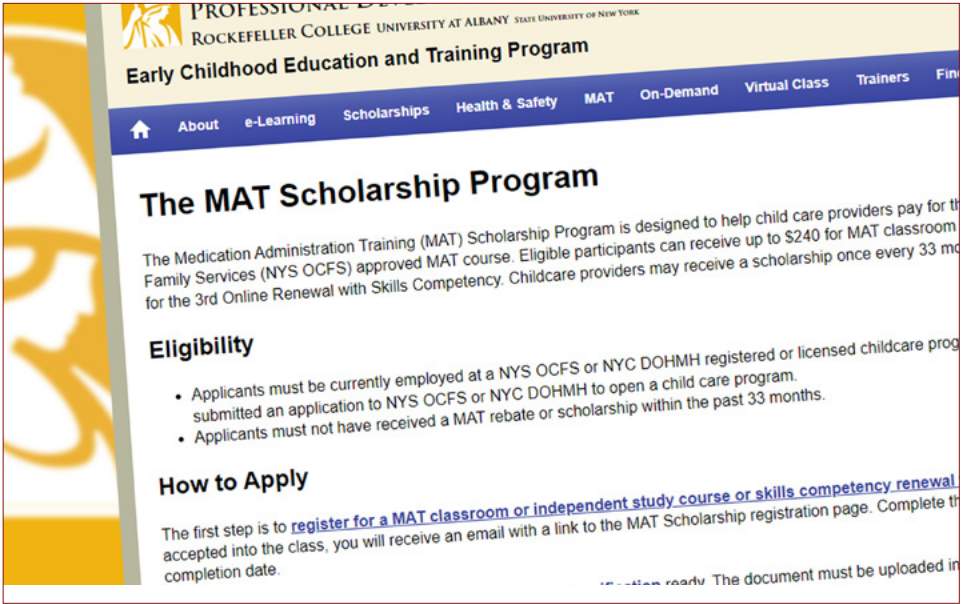
#### July 2021–June 2022

Through this project, 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. With the

successful move to deliver this project's training remotely in 2020–21, PDP's Homeless Services Training Resource System rose to new levels in reaching the shelter worker audience. In 2021–22 PDP continued adding courses for remote delivery such as live online or asynchronous recorded sequences which allowed individuals, whose work schedules and travel restrictions might otherwise prevent them from attending an onsite offering, to attend courses virtually!

**“This program gave me tools for engaging with clients who have substance use as a part of their situation. It's so common in my shelter that I think it's going to be incredibly useful.”**

— From *“Substance Use and Its Impact on Shelter Residents”* trainee



The MAT section of the ECETP website

**6.2.14 Information Systems and Programming (ISP)**

**July 2022–June 2023**

Information Systems and Programming (ISP) team worked with PDP’s Medical Administration Training (MAT) staff to completely redesign the MAT scholarship system. This project took many months to design and develop and is now part of PDP’s Training Portal platform. System capabilities include reviewing/issuing awards, generating automated notifications, and full reporting features. Thanks to ISP’s efforts MAT launched smoothly on January 2, 2023.

ISP continued assisting with the high priority CCFS project for OCFS during this period. Including the development of several modules which connected to CCFS webservice and provided logic to match existing users while updating ECETP user profiles. This included several development sprints to launch new major features including the real-time transfer of all ECETP course completion certificates to CCFS, resulting in over 250,000 course certificates successfully transferred in 2023 to date. Real-time data transfer was a PDP first. ISP developers implemented a solution using Microsoft Message Queuing (MSMQ). This was a very involved solution typically used for financial transactions and

ecommerce. Since launching this real-time transfer PDP developers enhanced the registration process to track user CCFS IDs preserving user profile history and developers continue to monitor the real-time data exchanges.

Several on premise servers have been replaced during this period. eLearning courses and several PDP Learning Management Systems were moved to Microsoft’s Azure cloud and PDP began using the cloud provider “Bitmovin” to stream video for several

PDP websites. ISP’s DevOps environment has also been migrated to Microsoft’s Azure cloud and the development team has begun learning and utilizing Microsoft’s latest version of .NET Core.

ISP developers assisted with the sponsor’s initiative requiring PDP to verify ECETP user information with CCFS to enable the sponsor the ability to mail a medical device to specific authorized Childcare Providers. ISP worked with numerous stakeholders to develop an eLearning course that trained Day Care Professionals to administer and request the devices, providing lifesaving medical devices to thousands of providers throughout New York State.

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## 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

#### July 2022–June 2023

“I am so grateful for the work you do to keep the OTDA training efforts running so smoothly. Many thanks.”

— *From the Assistant Director of Training, Bureau of Training and Staff Development, NYS Office of Temporary and Disability Assistance to the Department of Temporary Assistance Training*

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“This is a great group to work with. I think you guys did a bang-up job and the feedback received was really good.”

— *From the Director of HEAP, NYS Office of Temporary and Disability Assistance to the Department of Temporary Assistance Training*

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“I want to thank PDP... they keep us on track... they make this happen... we couldn't do this without them.”

— *From the HEAP Policy Bureau Chief, NYS Office of Temporary and Disability Assistance to the Department of Temporary Assistance Training*

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“I commend your training and your staff... I really appreciate what you're doing and how much you're helping us out.”

— *From the Director of Centralized Training/Special Projects in the NYC Human Resources Administration to the Department of Temporary Assistance Training*

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#### July 2021–June 2022

“Thank you for all that you and the DTAT team do throughout the year, and particularly for all of the extremely hard work that has been put in throughout the COVID response.”

— *From the Director of the Bureau of Training and Staff Development, NYS Office of Temporary and Disability Assistance to the Department of Temporary Assistance Training*

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“We made it through another challenging year. We could not have done it without you. We've had a lot of successes... All of the Webex [courses] are great... They are helping meeting training needs.”

— *From the Assistant Director of Training, Bureau of Training and Staff Development, NYS Office of Temporary and Disability Assistance to the Department of Temporary Assistance Training*

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“I'm thankful for the great work PDP has done to get back to in-person training. They are a well-oiled machine.”

— *From a NYS Office of Temporary and Disability Assistance Training and Staff Development Contract Manager to the Department of Temporary Assistance Training*

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“Thank you and all your staff for all your efforts with this training institute. I personally know how much work goes into making this happen from the development of the training announcement to obtaining the training site location, hotel confirmations, confirming consultant trainers, etc. Thanks everyone on behalf of NYS-OTDA.”

— *From a NYS Office of Temporary and Disability Assistance Training and Staff Development Contract Manager to the Department of Temporary Assistance Training*

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*PDP Education Specialist Gary Glinski capturing footage for Early Childhood training.*

### 6.3.2 Department of Early Childhood Education and Training

#### 2023–2023

“Thanks to everyone who has made it possible through this scholarship for me to have my CDA. I did it!”

— *From an EIP Participant*

“Dear ECETP, I just wanted to thank your excellent customer service team member, Ciara, who was very patient and helpful over the phone. I’m an older man that is not good at computers and new to the website and she helped me roam the website patiently and kindly. Thank you for all that you do.”

— *From an ECETP website user regarding staff member, Ciara Haag*

#### July 2021–June 2022

“Thanks again, Ally. PDP always comes through with support and help; as an independent trainer, I so appreciate it. It feels like I am not working alone!”

— *From a participating trainer to EIP Event Approval to Ally Buonanno-Tardy*

“I just want to send a little note to let the supervisor of Kait know that she has exceptional interpersonal skills and was very helpful.”

— *From an EIP participant regarding staff member Kaitlyn McCormack*

### 6.3.3 Department of Computer Training Services

#### July 2022–June 2023

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 “easy to follow” to describe instructor-led or asynchronous distance learning classes delivered during this period. Evaluation measures that focus on trainer performance were consistently rated highly, with trainers described as “excellent”, “engaging”, and “personable” while possessing a commitment to providing relevant information in a pleasant manner, even when working with complex topics. Trainees praised the ability of trainers to help them use the systems without frustration, as well as the 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. Comments suggested increased performance and effectiveness on the job as a result of training, with attendees emphasizing the ways they intend to use the skills taught during classroom and distance learning training once back in the workplace. The emphasis on increased efficiencies and time-saving techniques taught in training were noted across diverse areas, concepts, and skill levels.

Trainees also recognized and appreciated training manuals, handouts, and job aids that focused on the step-by-step nature of system training, allowing them to focus on specific tasks. PDP’s development and use of simulations in asynchronous courses as well as instructor-led distance learning courses provide increased opportunities for hands-on practice during class when trainees cannot access the actual system during training.

#### July 2021–June 2022

Trainees and sponsors recognize and praise 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 “Very organized and clear”, “helpful”, “efficient”, and “informative” to describe instructor-led or 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, “Interactive, Trainer was fantastic.” Other trainees praised the ability of trainers to help them use the systems without frustration, and as well as the 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. A number of trainees noted that courses can be helpful on a refresher basis, clarifying difficult or complex processes within a system or application. Trainees in supervisory roles also indicated that role-based training allowed them to focus on system tasks they perform, while also providing insights into supporting colleagues and caseworkers who have questions on system use.

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 cannot 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

#### July 2022–June 2023

“This course was incredible. I have been trying to enroll for a very long time, as the course is limited to investigators only, and I am so appreciative for the opportunity to become trained in Forensic Interviewing of Children. I know that the position is incredibly important, and I will always do my best to provide the best platform for children of abuse to speak.”

— From a “Child Forensic Interviewing” participant

“Very knowledgeable expert presented on different types of opiates/opioids, what they look like, what people under the influence look like, how use might affect childcare ability, treatment considerations.”

— From a “Working with Alcohol and Substance Affected Families” participant

#### July 2021–June 2022

“Very informative course with a great instructor I learned what is needed and what to focus on to make effective progress notes. Very interactive with using Webex. I was able to keep focus on the course and participate.”

— From a “Progress Notes” participant



PDP Education Specialist Monica Burris conducting training.



*PDP Senior Education Specialist Laura Rarick in a training session.*

“Trainers were personable and provided information effectively and gave practical and relevant real-life examples to deepen understanding of the content. They cited that real-world examples shared helped to make stronger connections between concepts being discussed and practical application in the field.”

— *From a “Life Skills Toolbox” participant*

### **6.3.5 Public Service Workshops Program**

#### **July 2022–June 2023**

“The workshop was very informative and enjoyable! Everyone appreciated it and learned many new things that they didn’t know. It was very helpful in some way to all of us and we would like to have more of them to further increase our knowledge and application of Spanish with our consumers and co-workers.”

— *From a “Basic Spanish for Healthcare Professionals” classroom workshop participant*

“Well organized. Excellent visuals. VERY knowledgeable instructor that made thought provoking thoughts and created a very engaging discussion. This was excellent. Thank you!”

— *From a “Technical Writing for IT Professionals” classroom workshop participant*

“Great, thank you so much! And thanks again to you, Claire and everyone at PSWP for working to provide this training for DCS staff. We look forward to continuing to work with PSWP to provide helpful training opportunities for our agency’s M/C and PEF members.”

— *From a Department of Civil Service training coordinator regarding a delivery of “Managing Multiple Priorities”*

#### **July 2021–June 2022**

“It is good to have the opportunity to let others see what I have seen for the many years I have worked with you and PDP—you and your team are outstanding. You don’t need to be pushed to meet the terms of a contract. You and your team have the drive, talent, and skills to always provide the very best program you can.”

— *From the OER contract manager in response to data at Professional Development Committee Meeting*



*PSWP develops and delivers workshops to meet the professional development needs of PEF- represented and Management/Confidential (M/C) employees.*

### 6.3.6 Instructional Technologies Unit

July 2022–June 2023

[Regarding “Overview of the New York State Budget Process”]

“I took the time to go through the course. WELL DONE! As a visual learner (and non-DOB person), I really felt I understood (for the most part), the various components and especially appreciated the different modalities that were included to bring the points across. The conclusion (with additional resources) was extremely helpful too. I am looking forward to not only recommending this course (after final approvals) to our NYSLI group but also to our Excelsior Fellows as well. Thanks again! Great collaborative effort!”

— From the Office of Employee Relations Program Manager

“Our executive deputy commissioner was at our [NYS Fair] booth last week and played the Healthy Eating game! She liked it. I told her PDP developed it for us. She said it was just right, not too detailed, and she could see how kids would like it.”

— From the OTDA Public Information Office Marketing and Outreach Manager

July 2021–June 2022

“I wanted to send along a thank you for the efforts of both of your teams over the last 24 hours to assist us in downloading the OMH video—*Addressing Community Grief and Trauma in the Wake of the Buffalo Tragedy*—from YouTube and getting it posted to TrainingSpace with captions so that DDD staff were able to access the video.

As you likely know, DDD [The Division of Disability Determinations] makes up the largest portion of staff OTDA has in the Buffalo region, so it was critical that we be able to share this resource with staff in that area. The Commissioner’s Office and DDD are very appreciative of your efforts.

I know there is a lot that happens behind the scenes within each of your teams to get work done—especially when it is a last-minute request—so please pass this note along to all involved.”

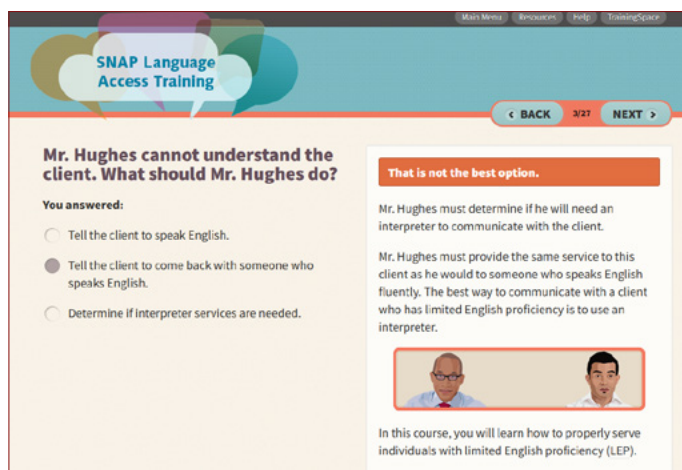
— From the Director, Bureau of Training and Staff Development, Office of Temporary and Disability Assistance

“I have found this course to be informative, educational, and useful. This course and the topics were very informative. I learned a lot in this course. I must admit more than I expected, especially about the Boarders and the Lodgers, this was the first time I ever heard about the difference between the two in my 23 plus years of being an HRA Staff employee.”

— From a “NYS SNAP Household Composition” eLearning participant

“It’s an excellent course. The centerpiece is that gripping video on what it feels like to be lost due to not knowing the language you find yourself having to use. This video drove the message home and gave the lesson a much greater sense of importance. The nicely rendered images of the people and the interactive quality of how the images of the speakers changed when you placed your cursor over what they said lent a nice touch of aesthetic pleasure to the experience of this lesson.”

— From a “SNAP Language Access Training” eLearning participant



“SNAP Language Access” eLearning





*PDP Senior Education Specialist Laura Remia-Borthwick working in the PDP Broadcast Studio on campus.*

### 6.3.7 Department of Media Production

**July 2022–June 2023**

**[Regarding the “Early Childhood Educator and Child Care Provider Appreciation” videos]**

“I think the video is fantastic! It flows perfectly and the message is heartfelt. I love the messages from the Regional Managers, too! Great job.”

— *From a Children & Family Services Specialist  
1, Bureau of Operational Support Services,  
Division of Child Care Services, OCFS*

**[In response to the launch of the “Documentation and Recordkeeping for Enrolled Legally Exempt for Providers and Programs” eLearning]**

“Thanks so much for the work on this project. It’s going to be very beneficial to providers.”

— *From a OCFS Division of Child Care  
Services Child and Family Services Specialist*

**[Regarding “What Is Legally Exempt Child Care?”]**

“Really great work. Thanks again for the opportunity as it was a pleasure working with you all on this.”

— *From a OCFS Division of Child Care  
Services Child and Family Services Specialist*

**July 2021–June 2022**

**[Regarding “Information and Resources to Promote a Successful Program” eLearning:]**

“Absolutely loved this. I think it’s a great resource. Videos with all the agencies are very useful and engaging. Loved the rolodex, check your understanding at end.”

— *From an OCFS Division of Child Care Services  
Regional Office Support Unit team member*

“I was very pleased with the day of filming! Thank you to you and your team for making it successful and getting the green light to work with Club Fed. They were so accommodating, and the kids were amazing!! I am grateful!”

— *From the State Physical Activity and  
Nutrition (SPAN) Program Manager*

“I 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!

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.”

— *Director, Bureau of Training and Staff Development  
Office of Temporary and Disability Assistance*

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### 6.3.8 Training and Technical Assistance to Support Local DSS Permanency Planning

#### July 2022–June 2023

“This course reminded me to understand my biases about fathers, recognize the societal stigmas and to ensure I approach fathers with an open mind.”

— *From a “Fathers Fundamental” course trainee*

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“Thank you for reminding me to listen to my families and what they feel is best for their children as long as there are no safety issues and to engage families in a strength-based approach manner.”

— *From a “Safety and Risk Refresher” trainee*

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#### July 2021–June 2022

“Dialogue will be more a key part of my day instead of discussion. I will be more open to listening. Trauma is not something we remember but something we relive. This quote will stay with me when we decide to continuously asks our families to report again and again what they have gone through. Once should be enough. They don't need to relive it over and over.”

— *From a “Supporting and Promoting Race Equity and Cultural Competence in Child Welfare” trainee*

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“I intend to create a self-care plan and assist my team in doing the same. I intend to share this information with my team so we can all keep each other accountable in being sensitive toward the children and families we serve.

I can use the information covered during this course in many facets, but especially when addressing trauma with my clients: finding out the families backstories, asking the right questions, and therefore be able to make appropriate referrals to help their situation and make a difference.”

— *From a “Trauma Responsive and Assessment Technical Assistance” trainees*

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### 6.3.9 Department of Child Care Regulatory Training

#### July 2022–June 2023

“As an Advantage and Empire Afterschool program specialist, I perform site visits to our SACC afterschool programs. During these, I am primarily inspecting program quality. But knowledge of fire safety, egress, evacuation, etc., are all useful to me. I will be able to identify issues when I see them.”

— *From a “Focus on Fire Safety” (Webex) trainee*

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“This will allow me to provide technical assistance to providers when the activities are not developmentally appropriate. It also will allow me to encourage strength based perspectives.”

— *From an “Introduction to Developmentally Appropriate Practice” (Webex) trainee*

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“I have kept the desktop guides to hang in my office and reference when needed. I have never seen them before and they appear to be a useful tool.”

— *From a “Navigating Complaints 101” (Webex) trainee*

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



### July 2021–June 2022

“As a registrar this course fortified my knowledge of how all 3 components work together to help establish great programs for children. I will use this knowledge in the field.”

— From an “Introduction to Statute, Regulation, and Policy” (Webex) trainee

“I will be able to better inform my providers when they ask questions about these types of situations.”

— From a “Special Circumstances Reporting” (Webex) trainee

### 6.3.10 Child Care Assistance Program Training

#### July 2022–June 2023

“After almost 1 year with the Child Care unit, this course gave me the bigger picture of the program and answered many questions.”

— From a “Foundations of the Child Care Assistance Program” (Webex) trainee

“I had my questions answered and feel better prepared to serve the families we do.”

— From a “CCAP: Countable and Excludable Income” (Webex) trainee

“I have truly enjoyed working with you and your team and am consistently impressed with the skills and abilities demonstrated.”

— CCAP Program Staff Manager

### July 2021–June 2022

“This course was presented very well. The presenter stayed on task and was knowledgeable. We reviewed the two applications in their entirety, which was very helpful. I learned that both applications are similar; however, one is much shorter and has specific questions relating to child care. We also learned about eligibility. The child must be a U.S. Citizen, National, or have satisfactory immigration services. The client must prove their situation on the application and provide documentation to verify.”

— From a “Child Care Assistance: Eligibility and the Application Process” trainee

### 6.3.11 Legally Exempt Child Care Provider Training

#### July 2021–June 2022

“I found this course to cover a great deal of the questions I had regarding my duties as a Legally Exempt Enrollment Agent. I really liked that the hosts would take the time to verify answers before giving them, even if it meant waiting until the following day so they could receive clarification.”

— From a “Legally Exempt Provider Enrollment” trainee

“As a newly appointed LE supervisor I am now able to clearly define and have a better understanding of complaints.”

— From a “Legally Exempt Complaint Inspections” (Webex) trainee

“With schools ending for summer and camps beginning to open up I was really nervous about camps enrolling, but know I feel a little more confident with the enrollment process.”

— From a “Legally Exempt Group Enrollment” (Webex) trainee

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### 6.3.12 Homeless Services Training Resource System

#### July 2022–June 2023

“This was a great class, covering the nature of substance use disorders, common drugs being misused, and ways to address substance use with shelter clients.”

“It was very informative. The presenter did a great job making such a hard subject interesting.”

“This program gave me tools for engaging with clients who have substance use as a part of their situation. It’s so common in my shelter that I think it’s going to be incredibly useful.”

— From *“Substance Use and Its Impact on Shelter Residents”* trainees

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“A wonderful balance of lectured information and interactive learning/participation.”

“It was nicely paced, and well-structured and had a good comprehension of the facets of LGBTQIA+ issues.”

“We have LGBTQ+ guest[s] in my shelter and I wasn’t sure about certain ways to deal with them and help them but now I am a lot more comfortable in my abilities to apply myself and help them.”

— From *“Working Effectively with LGBTQ Residents”* trainees

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“Excellent overview of interviewing and goal setting.”

“... reinforces best practices for interviewing and goal setting with clients in the case management setting using verbal language, nonverbal language, and SMART goals.”

“Trainers were amazing... This class had a strong focus on basic interactions, especially language, and subtle dynamics with clients.”

“Very informative.”

— From *“Case Management Essentials for Shelter Workers Part 1—Interviewing and Goal Setting”* trainees

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#### July 2021–June 2022

“I work with a few clients who I would diagnose with hoarding disorder. This course helped me think about ways to work with these clients while they are in my housing program and how to reduce the stigma associated with hoarding within our agency.”

“The instructor did a great job with the presentation. She hit all the key information and was interactive which made it easier to follow.”

“Excellent overview of working with homeless residents who have experienced trauma. This helped me to change my perceptions about people and their behaviors and being able to help them break down those barriers in order to better assist them.”

“I now have a better understanding of why my clients may act a certain way and this course will help me to build a better relationship with my client.”

— From *“Trauma and Homelessness-Part 1”* trainees

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“Excellent, informative, empowering.”

“This course helped us learn and understand the difference in diversity in our workplace.”

“This course will allow me to become more open minded when dealing with different walks of life.”

— From *“Coming Together: Leveraging Diversity to Enhance Shelter Services”* trainees

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PDP Education Specialist Ken Crandall facilitating a training session.

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### 6.3.13 Child Support Training and Outreach Project

#### July 2022–June 2023

“So much new information, which I never knew, and is so helpful to my job.”

“As a supervisor who conducts weekly supervision, this will support [my] ability to answer questions and review reports to see what workers may need assistance with.”

— *From “Automated Case Closure” trainees*

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“Instructors were amazing! Thank you!” “Very informative and enjoyable.”

“Very informative. I needed this course.”

“This course was very informative and a great learning experience.”

“A very well planned and paced class.”

“Energetic.”

“Concise and effective.”

— *From “Child Support 101” trainees*

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#### July 2021–June 2022

“Both trainers were excellent in keeping me engaged by using teamwork and participation.”

“Jeff and Ally were very wonderful.”

“Very informative, motivating, fun.”

“It was an informative seminar on all basic and relevant aspects of the purpose and function of child support. The definitions provided will greatly assist me in learning future content.”

— *From “Child Support 101” trainees*

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“Great class, Jeff was awesome. Very engaging.”

“Great training on how to build successful relationships!”

“This course was helpful in helping identify techniques that can be used to meet a goal successfully while communicating clearly and in a more effective way.”

— *From “Building Better Teams and Relationships” trainees*

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*PDP Senior Education Specialists Kat Costello and Sarah Clowe at the Annual Staff Recognition event*

# 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.



*Deborah McGuire, Colleen Faragon and June Mastan at the Annual All Staff Recognition and Awards ceremony*

### 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.

#### **2022 Recipient—Colleen Faragon**

Having been with PDP for over fifteen years, Colleen Faragon has risen through the ranks as an Education Specialist and Sr. Education Specialist from 1996–2004, returning to PDP as a Training Program Coordinator in 2013, and being named Manager of PDP's Department of Media Production in 2017. In 2019, she also became Manager of the Department of Regulatory and Child Care Assistance Training. A vision-oriented, participative leader, Colleen sees beyond stated needs and current capabilities to opportunities that others don't yet recognize.

Colleen has well-honed, exceptional interpersonal and relationship-building skills. She works at cultivating positive and collaborative working relationships with colleagues and sponsors and has earned their trust. Continuously accessible to others, you will often see a line outside her office with staff seeking to collaborate and seek her advice.

Colleen is endlessly empathetic and caring, and at the same time maintains high standards and expectations of quality. With her “can-do” service-oriented attitude, Colleen is routinely taking on new challenges and finding creative ways to meet needs. 2022 examples of this included the numerous supports she has facilitated for the OCFS Elijah’s Law initiative, expansion of Spanish-language synchronous and asynchronous course offerings, development of a video on prevention of skimming of SNAP Benefits from EBT cards, and production of the virtual New York State Leadership Institute from the PDP studio. In September 2022, Colleen was invited by OCFS staff to be a co-presenter in showcasing the New Regulator Institute and other PDP training developed for Child Care Providers and Regulators at the National Association for Regulatory Administration’s Annual Licensing Seminar. Audience members at this presentation recognized PDP’s work on behalf of OCFS as a national model.

Staff within Colleen’s departments have shared their appreciation of her team-oriented management approach. Able to see the big picture, Colleen recognizes and builds on staff strengths, provides opportunities for them to stretch, learn new things and find new ways to contribute. Constantly looking for better, more innovative ways to do our work, she engages and challenges team members to share their ideas and provides invaluable insights and guidance to support their work. As manager, she has fostered intra and inter-departmental collaboration that strengthens project teams and PDP. She creates a workplace culture that recognizes and celebrates personal and professional accomplishments, and where staff are energized in being at work.

Colleen’s staff note that she has contributed to the development of nearly all Media Production and Child Care training products since joining PDP. The breadth and depth of her subject-matter knowledge inspires her teams.

Beyond leading her departments, Colleen also makes important contributions to PDP organizationally. She is currently serving on PDP’s IACET Reaccreditation Committee and is regularly involved in developing proposals for new funding.



*June Mastan, Emily Harrison, and Deborah McGuire at the Annual All Staff Recognition and Awards ceremony*

## **2021 Recipient—Emily Harrison**

Emily Harrison first joined PDP in June 2014 as a Project Staff Assistant, reporting to the PDP Finance & Project Support Unit Manager while providing support to now retired PDP Executive Director Eugene Monaco and the senior staff, June Mastan and Debbie McGuire. She very quickly jumped into her role playing a major part in proposal packaging and delivery, as well as coordinating many of the planning needs for the annual PDP Staff Recognition and Awards Program. She provided major assistance with the search and recruitment process, developing a new employee orientation program to help new PDP staff settle in quickly. If she did not know the answer to a staff person’s question, Emily went to work to find it. Shortly after joining PDP, Emily played an integral role in our 2015 move from UAB and Corporate Woods to our current 4 Tower Place offices. In short, Emily quickly became an important “go to” person at PDP.

In recognition of her expanding role with both human resources and finance, Emily received a promotion in 2017 to Assistant Operations Coordinator. She took on even more finance and human resources responsibilities. When the pandemic struck in March 2020, we all quickly learned how to work remotely and use the many technical tools we had available. But Emily happily

returned to the office once we received the all-clear to do so. Throughout the later part of 2021 and into 2022, PDP experienced a significant growth in the number of searches and recruitment activity taking place. The University also significantly expanded the role of the Office of Diversity and Inclusion in the search process with new policies, procedures and forms showing up regularly. Emily managed these many changes with patience, grace and efficiency – qualities that are her hallmarks. She kept senior staff and managers updated, and she worked with search chairs. Emily also kept the intranet continually updated, so staff always had a current reference place to go to.

It would have been difficult to have made it through 2021 without Emily’s arduous work and efficiency.

### 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.

#### 2022 Recipient—Fatma Labe

Fatma is an Administrative Assistant II working on Child Care and Child Welfare projects. Since joining PDP, Fatma has approached her job



*Alaina Maldonado*

tasks with curiosity and determination. Fatma continuously looks for ways to make processes more efficient and beneficial to all stakeholders. She has excellent technological skills and has been able to share those skills with others on the Admin Team. She demonstrates emotional intelligence which translates to better outcomes in dealing with people and meeting their needs. Fatma is patient, kind, and will go the extra mile to help childcare providers calling or emailing for support.

Since her promotion in 2022, Fatma has demonstrated her flexibility and adaptability in a job that requires juggling seemingly unrelated tasks. In addition to her assigned job duties, Fatma has worked to support the CC04 and RC01 teams as they recruited for a vacant administrative position. Fatma has gone above and beyond setting up last-minute travel and hotel stays for these trainers.

#### 2021 Recipient—Alaina Maldonado

In 2019, in addition to her other duties, Alaina Maldonado became the primary project support staff person working on OTDA’s Upstate Homeless Services Training Resource System project. A brand new project for PDP, it provides training to all levels of staff that implement homeless and housing services in the community. In 2019, the project



*June Mastan, Fatma Labe, and Deborah McGuire at the Annual All Staff Recognition and Awards ceremony*



offered in-person training only, but the onset of the COVID-19 pandemic in March 2020 halted all in-person training. This became particularly difficult for the Homeless Services Training project, as it had not yet done any instructor-led Webex classes. The general assumption at this time held that this method of instruction could not work for shelter provider staff. In addition, the training audience for this project did not use the Human Services Learning System (HSLC), the customary registration system used for OTDA and OCFS projects.

However, as the pandemic continued during the latter part of 2020 and into 2021, the Homeless Services project moved with OTDA approval to convert a number of in-person training courses to the instructor-led Webex platform. Once thought a gamble, the introduction of Webex classes turned out to be extremely successful with attendance numbers increasing dramatically. The issue now became how to streamline the communication and registration process for the training audience.

The project had selected Constant Contact, an email marketing company, as the communication and registration system for the project. Intrigued by the possibilities within Constant Contact, Alaina played a leading role in early 2021 in researching and designing a pilot registration portal. Approved for pilot use by OTDA on May 27, 2021, this new webpage and registration system allowed the Homeless Services training audience to “apply for all upcoming trainings with the click of a button.” The link included descriptions for each training course, along with dates and times for offerings. Updates to course offerings are now sent every six to eight weeks in one email, rather than one for each course, with a link to the portal for registration. Alaina’s critical research and design work helped make this project the ongoing success it has become. Registrations continued at a strong level for all Homeless Services Training project offerings using an effortless process for trainees.



*Dan Meade, recipient of the Outstanding Professional Staff Award and June Mastan, Interim Executive Director*

### 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.

#### 2022 Recipient—Dan Meade

Dan, a Senior Programmer/Analyst with ITU, creates and maintains websites, and designs digital and print materials. Dan readily shares information with his colleagues and supports other PDP staff in their efforts. Dan goes above and beyond in fulfilling external and internal requests for project work. He regularly adds value to work requests, thrilling his coworkers and sponsor staff. In August of 2022, ITU received a request to rework a dozen Desk References under the OCFS Child Care contract. Dan reviewed the request and communicated the probable phases of the project, along with the required effort, and preliminary timeline. As part of this effort (but obviously at least already thinking about it) Dan delved into the depths of Adobe InDesign layout software to build a templating system that can be applied to any NYS-branded project. Dan created a system of parent pages and linked styles and swatches to create a way to efficiently build similarly styled documents in one file. Dan used this same system to construct a template for three “Tip Sheet” projects. As part of

this system, Dan created custom New York State-styled icons and “holding shapes” that can be used in a layout as needed. Dan amazed his co-workers by introducing this system in an ITU Tuesday staff meeting. Dan distributed copies of the style files to fellow designers and offered his assistance as they applied it to their projects.

In late 2022, Dan was also part of the “Data Transfer Project” team, who earned PDP’s 4th Quarter 2022 PDP Team Spotlight Award, for the “design and implementation of Phase 1 of a Data Transfer project that will ultimately push ECETP training records to CCFS2.” Dan helped to jump-start the project by proactively developing mockups to help guide OCFS staff through the user’s view of the profile editing process. “The revised profile was launched on November 16 and within a month had associated over 13,000 childcare providers with their programs within CCFS2.” In recognition of Dan’s personal efforts and in addition to his team award, Dan also received the 4th Quarter 2022 Customer Service Award for his work on this project.

As competition for agency work continues to grow, PDP seeks to add value to every sponsor project. For example, as part of the ECETP responsive web design conversion (making the site mobile friendly), Dan not only completed the conversion, but also added new designs and features to improve the user experience. Dan’s work continues to yield benefits to users, who are spending more time working from home and accessing various web-based resources from phones and tablets. Dan’s efforts to make incremental changes to the site directly leads to increased readability, usability, and accessibility.

Dan constantly shows innovation in his work, pushing the boundaries of what is known, to make work more efficient and effective. Dan is a constant champion for web accessibility and web usability and demonstrates this commitment to those principles through his work and in communicating with clients and sponsors. In 2022, Dan attended several accessibility sessions during the Axe-Con “Building Accessible Experiences” virtual conference.



*Edward Skawinski*

### **2021 Recipient—Edward Skawinski**

Ed constantly goes above and beyond to help the people he manages do their job. Specifically, he has a habit of rolling up his sleeves and jumping into his team’s projects to help them meet the deadlines. He does this in addition to the many tasks associated with being a manager. He has a genuine desire to see his team succeed. Comment from his team: “Ed often takes time to review work that I have done, even when it is for another manager’s department. Ed is also thorough in these reviews—he often takes the time to offer alternate ideas, constructive critique, and fresh eyes—all greatly helpful when looking at a project for a long time. The end result is that the product comes out even better!”

PDP “makes government work better.” Ed makes his team work better, which allows PDP ITU to fulfill this mission. It is clear to everyone on his team that their efforts are appreciated. He does this by being supportive and trusting his team to deliver. Ed does not micromanage. Comments from his team:

- “Ed’s ability and willingness to help out however necessary is so crucial to the success of not only the project I work on, but my success as his employee.”
- “Very understanding and respectful of the fact that we are all professionals here. He’s also very

complimentary in his responses to daily goings-on. Daily pats on the back keep us motivated and make this a great work environment.”

Ed cares about each and every project his team works on. He offers thoughtful and helpful criticism that improves/supports the project and worker’s confidence. Comment from his team: “To ensure a project was done to clients’ specifications, Ed spent many hours after closing time talking with client to ensure we provided exactly what they wanted.”

Ed manages 12 people. He takes it upon himself to learn the specific details of each of our jobs and situations, which allows him to understand current or potential deadline obstacles. Comment from his team: “I most appreciate Ed familiarizing himself with our programs and processes, so he understands the challenges of the work... the many application flukes to be overcome, and myriad details that go into each course. He has first-hand experience that course development is complicated and time-consuming, and he is a strong advocate.”

#### 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.

##### 2022 Recipient—Eric Gleason

Eric Gleason, Senior Trainer in the Department of Computer Training Services (DCTS) assigned to the SYS04, TECH01, and EISP01 projects, has always been a great trainer. Although the 2022 year brought a number of challenges related to new systems, tight time frames, and available resources, Eric made it all look easy—especially to sponsors. In addition to leading classes and developing training on a variety of existing OCFS and OTDA computer systems, he served as the lead trainer on the new Kinship Guardianship Assistance Program (KinGAP) Online System.

As the lead trainer, Eric had to learn the system as it was being built and the curriculum was finalized, handling system and curriculum changes at a moment’s notice. Eric was responsible for learning



*Eric Gleason, Outstanding Trainer Award Recipient and Deborah McGuire, Director*

five different courses and leading pilots for all of them, with four of the courses being piloted within a two-month window. Changing expectations and requirements by OCFS regarding the focus of the planned courses also meant that a number of courses underwent fairly substantive content changes. As part of this process, Eric had to cope with numerous system and curriculum changes, including some on the day of a pilot offering of a course! OCFS and ITS staff on the KinGAP team often asked for his input on the curriculum or approach in delivering certain content, in recognition of his expertise with the new system. Eric also took the lead in mentoring adjunct and other staff on the system, providing thoughtful insights and suggestions so that other staff could deliver KinGAP training more effectively. Eric’s patience in mentoring and ability to distill complex language mandated by the state into easily understandable concepts was invaluable, enabling trainers with different levels of system expertise to present training and respond to questions in the physical and virtual classroom.

Eric’s expertise in delivering training on state systems is not limited to OCFS proprietary systems. He serves as the lead system trainer on the OTDA Welfare To Work Caseload Management System (WTWCMS). Eric’s ability to “speak the same language” as ITS developers and OTDA experts is critical to the swift resolution of system problems

that impact training and enables PDP to update the curriculum in response to system changes and enhancements within tight time frames. He is known for his ability to remain calm in the midst of what others might regard as a system or technical crisis during training delivery. Early in 2022, WTWCMS launched a new version of the system with changes in navigation and key functionality. PDP developed a 2.5-hour webinar training which was delivered by Eric 16 times over a 6-week period. During that time, he trained over 900 WTWCMS users.

Staffing and project changes have also required Eric to spend more time on curriculum development than in previous years. He has responded to this challenge by updating curriculum on a number of courses for which he also leads training, most notably those courses related to the Juvenile Detention Automated System (JDAS), the Juvenile Justice Information System for Child Welfare Users (JJIS-CW), and the Adult Services Automation Project (ASAP).NET.

Eric conducted training virtually (within Webex) or in person at various locations across the state. In-person classes use lab equipment. Although such labs are not formally maintained by PDP, Eric is often called upon to configure or support changes to lab equipment and diagnose issues, such as a burnt out projection bulb, a firewall issue, or the wrong profile settings on computers used in training. And like any technical issue, these issues often seem to crop up close to the start of, or during, a training class. Yet somehow, Eric always maintained his composure, fixing things when he could or making sure that lab administrators were fully aware of the issues and the urgency for any solutions.

In total, Eric delivered 18 offerings of 28 different courses to 1976 trainees in 2022. Trainees note that Eric is a great presenter, very knowledgeable, engaging, and thorough.

### **2021 Recipient—Susan Bippus**

Consistently throughout 2021, Susan shined as master trainer and training team leader. She consistently demonstrated her subject matter expertise and outstanding training skills. Susan exceeded the expected level of performance as a Senior Trainer and



*Susan Bippus*

made outstanding contributions to the work of PDP. Susan is an outstanding trainer and subject matter expert/coach for eleven active training programs delivered via Webex in 2021. She is also highly effective in her role as training team leader for three of these training programs. In addition, she served as a subject matter expert and coach for trainers supporting three in-person training programs (two of which were delivered in 2021 and one was being prepared for 2022).

Susan is a 50% part-time employee with a set schedule who works fully remotely. Despite this, Susan is always willing to adjust her work schedule/days or work extra hours to meet PDP and sponsor needs. Susan regularly makes herself available to training staff in the Department of Temporary Assistance Training. She readily shares her training and subject matter expertise. She is an outstanding trainer coach and has helped to on-board and develop the skills of new trainers. Susan is highly adaptable, flexible, and navigates challenges with ease and grace.

Susan is a positive member of each of her teams and a great colleague to work with. She has strong SNAP and Welfare Fraud Investigations subject matter expertise, and she readily shares her expertise with team members regarding state policy and trainee job

tasks. She is also detail oriented and considers how a training's target audience will respond to the curricula and training methods and makes training adjustments as needed. In 2021, Susan delivered 20 trainings via Webex for nine different training programs representing 15 days and 30 sessions. The training topics and target audiences for Susan's trainings were diverse and varied—ranging from OTDA Hearing Officers/Administrative Law Judges, to Welfare Fraud Investigators, to SNAP Supervisors and Eligibility Workers. She demonstrated mastery of the subject matter for each of these programs and is masterful in her delivery of training on complex OTDA policy and regulations and related worker job tasks. She consistently impressed audiences and achieved high to very high Participant Reaction Questionnaire results (4.5 to 5 range) and positive trainee and sponsor feedback.

Below are a few trainee comments that exemplify Susan's expertise:

- “Appreciated the small group and ability to ask questions. Enjoyed Susan's manner of teaching and explanation.”
- “Susan Bippus is the best trainer I've had. She's personable and knowledgeable.”
- “The course pace was great, and Susan was a wonderful presenter! She made the information interesting and held everyone's attention. Very knowledgeable!”
- “Course was awesome, the instructor Susan Bippus was great.”
- “Looking forward to more trainings with Susan. Great job.”
- “Trainer made it interesting.”
- “The course was delivered in an interactive manner, which made it engaging, and the content and delivery were excellent.”
- “The course was very understandable and the instructor went at a speed fast enough for me to get the chance to understand.”
- “Susan is absolutely amazing, she needs to do all of our trainings!” (from an OTDA Hearing Officer).

In addition to excelling as a trainer, Susan is an outstanding leader, coach, and mentor. The department had been carrying several trainer vacancies resulting from the 2020 pandemic related hiring freeze. Once hiring resumed in 2021, Susan contributed to rebuilding multiple training teams and aiding the on-boarding of three new Education Specialists and one new Senior Trainer. Susan spent numerous hours teaching them the training content and how to deliver a range of training programs, teaching the trainers how to effectively use Webex, coaching the trainers on developing and enhancing their training skills, and helping them to develop subject matter expertise. Via Webex, Teams, and Zoom, Susan attended numerous trainer preparations meetings and trainer practice sessions. Trainers recurrently commented to supervisors on how helpful Susan has been to them. Susan's deep understanding of our training programs and objectives, her ability to clearly explain complex OTDA policy, and her general positive attitude contributed to building positive morale and enhanced staff competencies.

Because of Susan's outstanding training skills and subject matter expertise, supervisors selected her to aid curriculum development and serve as the sole trainer for a special delivery of Hearing Officer Training: Intentional Program Violations (IPVs) and Administrative Disqualification Hearings (ADHs) for TA and SNAP. She put a great deal of thought, care, and preparation into this program, which was delivered in two sessions (one day total) to 144 OTDA Hearing Officers/Administrative Law Judges and administrators in November and December. Although the audience was new to Susan, she confidently took charge to successfully update an older curriculum (last delivered in 2013) and convert the material from an in-person to a virtual format. She then walked OTDA stakeholders through the training plan and material, adjusted to meet the sponsor's needs, and successfully delivered the training. This audience immediately took to Susan's confident, engaging, and self-aware style and recognized Susan with numerous kudos (see supporting documentation for specific information). Susan also played a key role in working with a colleague to convert the TA Overpayments,

Recoupments, and Claims training from a one-day in-person format to a one-day virtual classroom format for delivery via Webex. Susan put diligent efforts into the leader guide, presentation slides, and training preparations. She and a colleague completed a successful internal pilot prior to the end of the year and are gearing up for statewide implementation in 2022.

### 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.

#### 2022 Recipient—DTAT Event Planning Team

*Team Members: Christine King and Allison Stevens*

The Department of Temporary Assistance Training (DTAT) provides educational interventions and training support under four OTDA contracts totaling over \$5.8 million. Under DTAT projects in 2022, 561 days of training for 81 different courses were provided to 10,469 state, county, and contract social services staff. Programs were delivered in both in-person and online/virtual classrooms. Program durations ranged from one or two-hour events to five, six, and 10-day residential training institutes with catering, overnight accommodations, and trainee travel reimbursements. The DTAT Event Planning Team was responsible for all aspects of event planning and coordinating logistical support for these events.

Their work included but was not limited to; assessing event needs, identifying and securing appropriate venues, negotiating and processing venue and consultant agreements, managing registration, monitoring budgets, and serving as liaison to event stakeholders.

PDP would not have been able to achieve our project objectives in 2022 for these OTDA projects without this small, but mighty two-person team.



*DTAT Event Planning Team with Deborah McGuire at the Annual All Staff Recognition and Awards ceremony*

This team completed a high volume of work, most times within short timeframes, and they collectively went well above and beyond the norm to meet emerging projects and customer needs. They did whatever was needed to support the projects and meet the sponsor's and customers' known and emerging needs. This team served multiple internal and external customers, including PDP staff seeking event planning guidance, OTDA Program and TSD staff, numerous Staff Development Coordinators and the many trainees attending these training events.

Christine and Allison expanded their event planning assistance to include atypical project support tasks. For example, they facilitated the posting of materials and training manuals to TrainingSpace.ny.gov for trainees who were unable to attend in-person training in 2022. The team also took on a broader role in quarterly reporting of training activities and easing some of the burden on trainers' time. They also completed the added task of preparing COVID-19 pandemic health and safety protocols for our in-person trainings, preparing, and providing training teams with the necessary sanitizing supplies and signage on a weekly to monthly basis, and doing periodic cost projections for 2022 training events to ensure sufficient funds to cover additional costs (i.e., trainees in single rooms, boxed lunches, room rental costs). For in-person training in 2022 amid the COVID-19 pandemic and new variant surges

at different points, it was a wonder that we made it through the year without any incidents or spreading issues thanks to the training site choices, room sizes and set-up plans, health and safety protocols and signage, and disinfecting supply allocations that this team personally ensured were in place. This sent a strong message to our sponsor and customers/trainees that it is possible to successfully deliver in-person training and meet the in-person learning needs of our statewide customers. As a result, we were asked to increase our in-person training deliveries in 2023.

### 2021 Recipient—New EIP Processing System Implementation Team

*Team Members: Julie Aversa, Ally Buonanno Tardy, Kristine Choppa, Christopher Dutkiewicz, Meaghan Hurley, Katie LeClair, Lily Lee, Yehui Liu, Kaitlyn McCormack, Deborah McGuire, Dan Meade, Aria Moshari, Michele Reedy, Mesfin Solomon, Bryan Sotherden, and Bridget Sutton*

After many months of developing and planning, the new EIP scholarship award system launched December 2, 2021. The features of the new system remove nearly 100% of paper-based communications, enhance document security and significantly speed up processing time. Applicants upload application supporting documents during the application submission process rather than faxing or emailing or mailing them. Applications and awards are signed electronically, and email notifications regarding new awards, status changes and reminders are automatically generated and sent. With this new system, applications have the potential to be awarded, electronically signed, and prepared for payment within 1 day rather than weeks.

The team spent months discussing, developing, and fine-tuning programming, conducted thorough testing, demonstrated the system to the program sponsor and educated training organizations about the new process. Details had to be coordinated between multiple departments: EIP, Information Services, Media, Finance, and University Sponsored Programs Administration.



*Members of the New EIP Processing System Implementation Team*

This system has been years in the making and as we were in the final stretch, the lead programmer left PDP. The team pulled together, and with some ongoing support from Aria Moshari, successfully launched on Dec 2<sup>nd</sup>. EIP team worked closely with ISP detailing eligibility requirements for multiple programs, testing and conducting quality assurance.

The system was demonstrated to the program sponsors on November 2<sup>nd</sup> and received accolades.

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## 7.2 PDP Staff Accomplishments

Much of the success of PDP's project work comes from the commitment, creativity, and capability of its staff.

### 7.2.1 PDP Promotions for July 2022–June 2023

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 2022–2023 year, eleven staff members received promotions to a range of positions, including a Training Program Coordinator, Principal Education Specialist, Senior Education Specialist, Project Staff Assistant, Senior Research Scientist, Programmer/Analyst, Senior Administrative Assistant, and Administrative Assistant II.

#### **Sarah Clowe**

Date of Promotion: 5/15/2023

New Title: Senior Education Specialist

Former Title: Education Specialist

#### **Michael Cozzens**

Date of Promotion: 9/19/2022

New Title: Principal Education Specialist

Former Title: Training Program Coordinator

#### **Erica Hunter**

Date of Promotion: 1/1/2023

New Title: Training Program Coordinator

Former Title: Senior Education Specialist

#### **Evelyn Kintner**

Date of Promotion: 1/1/2023

New Title: Senior Research Scientist

Former Title: Senior Education Specialist

#### **Fatma Labelb**

Date of Promotion: 9/8/2022

New Title: Administrative Assistant II

Former Title: Administrative Assistant I

#### **Nicholas Largo**

Date of Promotion: 5/8/2023

New Title: Training Program Coordinator

Former Title: Senior Education Specialist

#### **Laurie Lieman**

Date of Promotion: 2/7/2023

New Title: Project Staff Assistant

Former Title: Administrative Assistant II

#### **Alaina Maldonado**

Date of Promotion: 8/1/2022

New Title: Project Staff Assistant

Former Title: Administrative Assistant II

#### **Mesfin Solomon**

Date of Promotion: 8/1/2022

New Title: Programmer/Analyst

Former Title: Information Systems Assistant

#### **Christopher VerWys**

Date of Promotion: 9/1/2022

New Title: Senior Education Specialist

Former Title: Education Specialist

#### **Terri Zuelsdorf**

Date of Promotion: 1/23/2023

New Title: Senior Administrative Assistant

Former Title: Administrative Assistant II



## 7.2.2 PDP Promotions for July 2021–June 2022

During the 2021–2022 year, seven staff members received promotions to a range of positions, including a Training Program Coordinator, Principal Education Specialist, Senior Education Specialist, Senior Programmer/Analyst, and Administrative Assistant II.

### Brenda DuRose

Date of Promotion: 11/15/2021  
New Title: Administrative Assistant II  
Former Title: Administrative Assistant I

### Yehui Liu

Date of Promotion: 6/2/2022  
New Title: Senior Programmer/Analyst  
Former Title: Programmer/Analyst

### Jenna Moran

Date of Promotion: 12/13/2021  
New Title: Training Program Coordinator  
Former Title: Senior Education Specialist

### Laura Rarick

Date of Promotion: 5/9/2022  
New Title: Senior Education Specialist  
Former Title: Senior Trainer

### Michele Reedy

Date of Promotion: 9/27/2021  
New Title: Principal Education Specialist  
Former Title: Project Staff Associate

### Carrie Relf

Date of Promotion: 5/23/2022  
New Title: Senior Education Specialist  
Former Title: Senior Trainer

### Mary Stalker

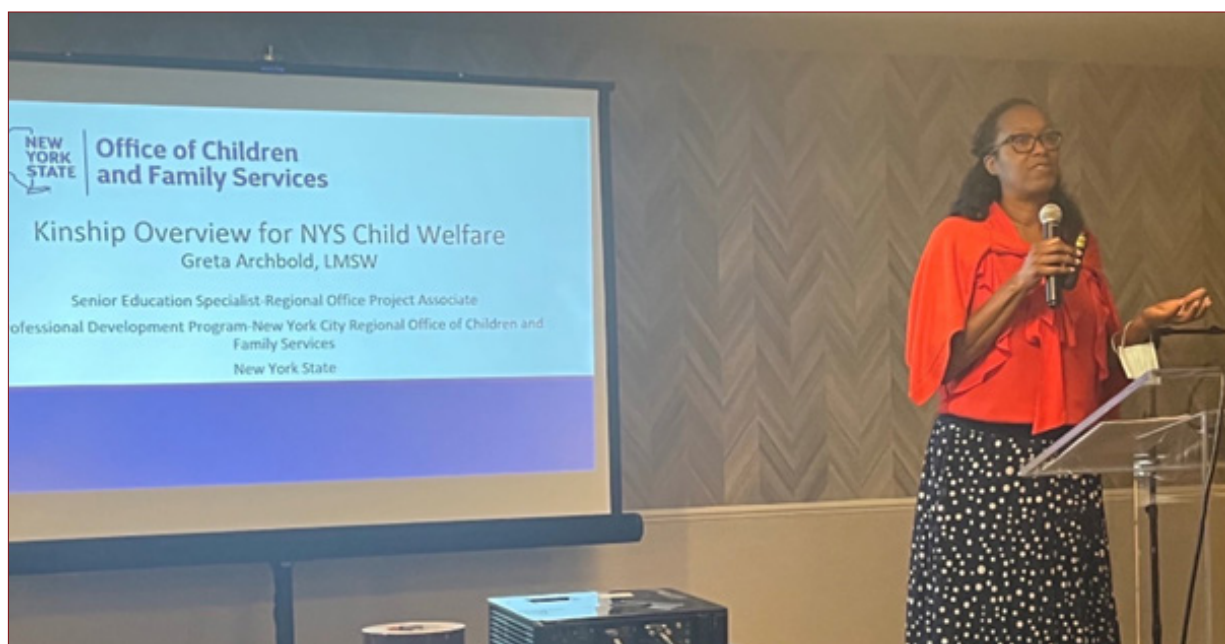
Date of Promotion: 8/30/2021  
New Title: Senior Education Specialist  
Former Title: Education Specialist

## 7.2.3 Department of Child Welfare Training

### July 2022–June 2023

Allison Davenport was the recipient of the PDP 2<sup>nd</sup> quarter 2023 Customer Service Award.

Kendra Drake was a panelist during a workshop presented by OCFS' Division of Youth Development and Partnerships for Success on the final day of the New York Public Welfare Association Annual Winter Conference highlighting voices from youth and young adults regarding transitional supports for their success and the experiences of LGBTQ/ TGNC youth in care in NYS, and recommendations for change.



*PDP Senior Education Specialist Greta Archbold facilitating a training session.*

Chelsea Perkins and Katie Mercado attended the New York Association of Training and Employment Professionals (NYATEP) Annual Conference in Saratoga Springs.

### July 2021–June 2022

Allison Davenport and Kim Dennis Walker attended the New York Association of Training and Employment Professionals (NYATEP) Youth Practitioner’s 2-Day Virtual Learning Lab.

### 7.2.4 Department of Temporary Assistance Training

#### July 2022–June 2023

In June 2023, Chris VerWys presented A Refresher on Preparing a SNAP Claim during the 2023 New York Welfare Fraud Investigators Association (NYWFIA) Annual Training Seminar at the Sheraton Syracuse University Hotel and Conference Center in Syracuse. Chris delivered this well-received one-hour conference session twice during the seminar on June 12 and 13. This conference was attended by social services district welfare fraud directors and investigators, NYS-OTDA program integrity staff, and NYWFIA members.

On June 13, 2023, David Pinkowski, PhD, presented The Affect of Poverty and Trauma on Decision Making and Behaviors during the 2023 New York Welfare Fraud Investigators Association (NYWFIA) Annual Training Seminar at the Sheraton Syracuse University Hotel and Conference Center in Syracuse. This conference was attended by social services district welfare fraud directors and investigators, NYS-OTDA program integrity staff, and NYWFIA members. David’s one hour and 15-minute conference session was well received.

### 7.2.5 Department of Early Childhood Training

#### July 2021–June 2022

Ally Buonanno-Tardy, Education Specialist, virtually met with the Host Agencies for the New York State Network for Youth Success in August to discuss the virtual approval submission process, scheduling virtual events and how trainers can support their participants as they apply for EIP. Ally was able to speak individually with host agencies and trainers who had questions about the Event Approval or EIP Application processes.



*PDP Senior Education Specialist Dora Anderson and Education Specialist Gary Glinski at PDP Staff Recognition Event*

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### 7.2.6 Information Systems and Programming

#### July 2022–June 2023

This period Mesfin Solomon has earned a Master of Science in Data Analytics from Western Governors University.

### 7.2.7 Training and Technical Assistance to Support Local DSS Permanency Planning

#### July 2022–June 2023

Carrie Relf was the recipient of the PDP 3<sup>rd</sup> quarter 2022 Customer Service award.

Greta Archbold completed the Minority Professional Leadership Development Program, sponsored by AdoptUSKids. Her capstone project was featured in an article [Kinship care: “It’s better for the children and it’s better for the community”— AdoptUSKids for professionals](#)

#### July 2021–June 2022

John Thompson and OCFS staff presented the national Child Welfare League of America Annual Conference in Washington DC. The workshop was titled “The Blind Removal Process: a Promising Strategy for Removing Bias in the Child Welfare System”.

### 7.2.8 Child Support Training and Outreach Project

#### July 2022–June 2023

#### The Tax Refund Offset Guide—A Tool for NYS Child Support Workers

After numerous and repeat requests for training or materials related to the accounting side of the complex tax refund offset process, Lillith Stoessel, in consultation with NYS child support program staff and other PDP project staff, set out, in 2018, to review and update existing materials from 2010 and develop new where needed. Her research uncovered far more historical materials to consider, and this initiative became an even larger undertaking that spanned multiple years. The result today is a 140-page comprehensive on-line guide for child support workers to use for reference on this topic and the

training team has begun creating spinoff courses to dive deeper into various components of this process.

Jeff Isaacson presented a special one-hour session titled Covering all Bases—Managing Time and Life at the NYS Child Support Coordinators Meeting on April 4th in Cooperstown, NY.

### 7.2.9 Department of Media Production

#### July 2022–June 2023

Casey Becker completed the NYS Department of Health State Physical Activity and Nutrition (SPAN) Active Play, Fun Childhood Physical Activities Train the Trainer.

The 2<sup>nd</sup> Quarter 2023 Team Spotlight Award was presented to some members of Media in recognition of Excellent Performance as a Team Member on the EEO WDP Train-the Facilitator.

#### July 2022–June 2023

In 2021 Casey Becker attended the Early Care and Learning Council’s Equity and Inclusion Conference, the 5<sup>th</sup> Annual Binghamton Regional Center for Autism Spectrum Disorder Spring Conference for Families, Educators and Providers, and the Summit Center & Western NY Regional Center for Autism Spectrum Disorder’s The Intersection of Autism Spectrum Disorder & Anxiety virtual conference.

### 7.2.10 Homeless Services Training Resource System

#### July 2021–June 2022

Much of the success of PDP’s project work comes from the commitment, creativity, and capability of its staff. PDP’s Homeless Services Training Resource System serves a non-traditional audience that does not have access to the sponsor’s learning management system to find and register for classes. It was getting the word out via a nearly daily flow of email notifications to prospective participants. As training program coordinator for this project, Kim Johnson devised an alternative means of spreading the word about newly scheduled course offerings, which reduced the email burden and enabled members of the target audience to learn about new classes timelier and to sign up more easily.

### 7.2.11 Instructional Technologies Unit

#### July 2022–June 2023

Dan Meade received the 4th Quarter 2022 Customer Service Award for his work on the Data Transfer Project.

#### July 2021–June 2022

Johnalyn Peluso attended the New York Association of Training and Employment Professionals (NYATEP) Youth Practitioner’s 2-Day Virtual Learning Lab.

### 7.2.12 Department of Child Care Regulatory Training

#### July 2022–June 2023

Colleen Faragon presented at the National Association for Regulatory Administration 2022 Licensing Seminar in Palm Springs, CA.

### 7.2.13 Public Service Workshops Program

The team of Bryan Bee, Michael Smith, Kathleen Lay, Jim Bonville, Colleen Faragon, Ron Bigge, Trish Geary, Casey Becker, Gary Glinski, Ed Kirchgessner, Laura Remia-Borthwick, Christine Lewandowski, Verena Kemp-Nugent, Lydia McKinney, Caroline Benoit, and Sehwa Lee was awarded the Q2 2023 Team Spotlight Award for the development and delivery of the new NYS mandated course on Equal Employment Opportunity—Workplace Discrimination Prevention (EEO-WDP).



*Interim Executive Director, June Mastan, and Director, Deborah McGuire as they each receive their awards recognizing twenty-five years of service*

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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,

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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 eLearning 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.



