Welcome to the 2023 ECI Summit

Early Childhood Intervention

Empowerment Coalition for Innovative Leaders Summit

SUPPORT
MOTIVATION
MENTORING
TEAM
RETENTION
COLLABORATE
TRAINING

Collect Your
Bingo Prize
at the Front!

March 30th – 31st, 2023
New Braunfels, TX

Wifi
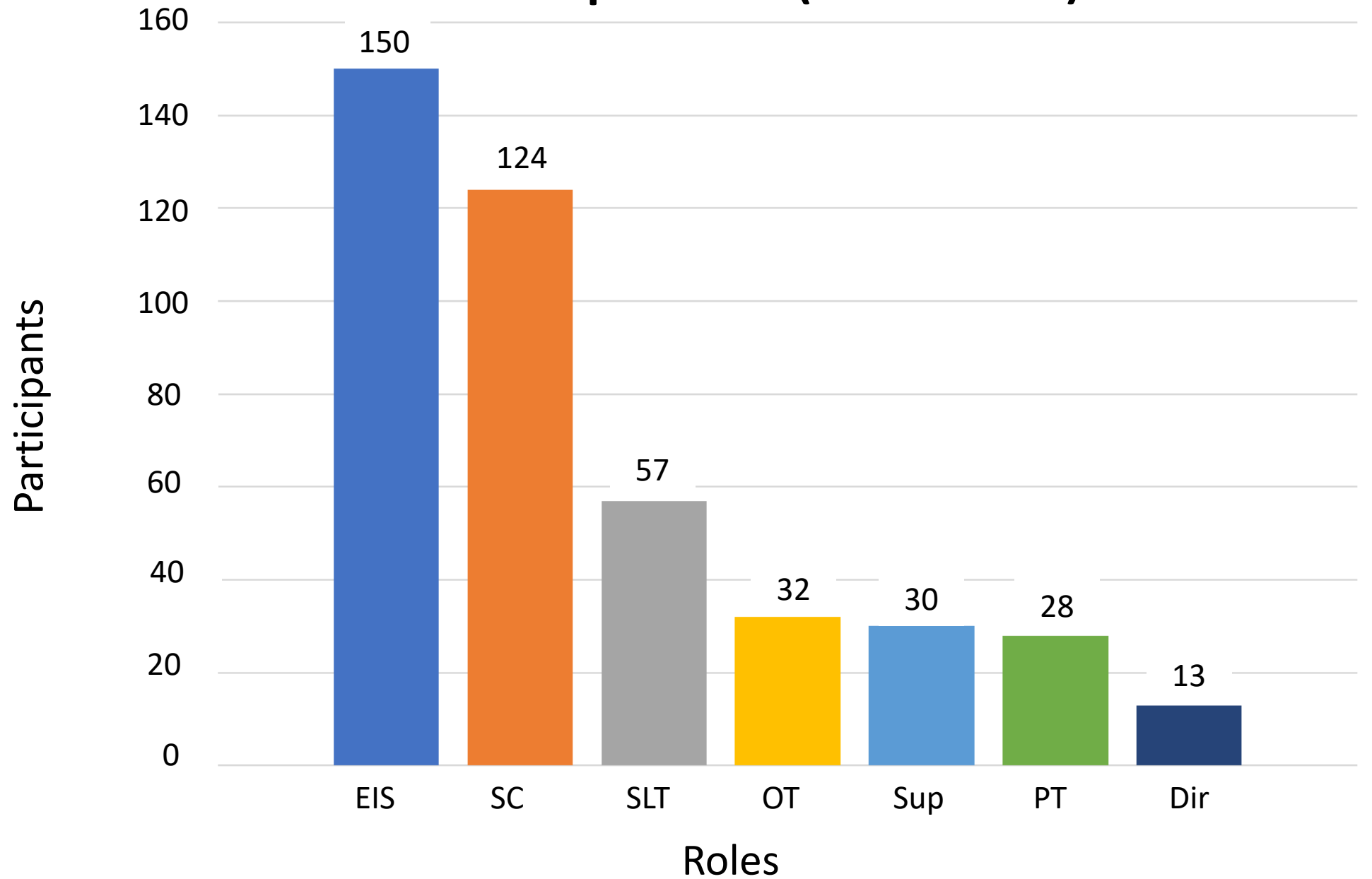6HB2SJ

Statewide ECI Personnel Survey Initial Results

Still Accepting Submissions!
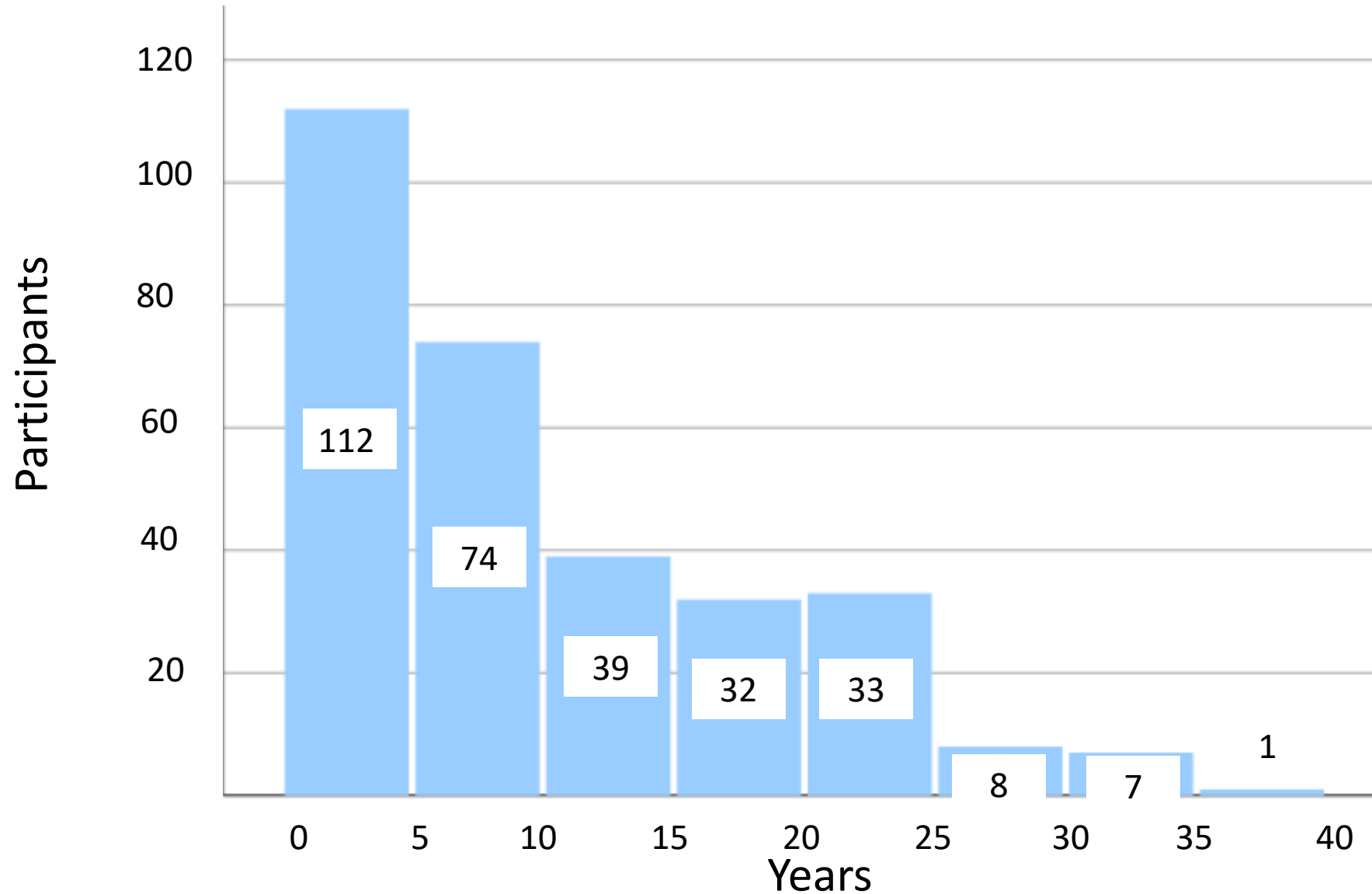($10 Amazon Gift Cards Available)

Participants (n = 312)

Total Years Experience in ECI (M = 9.8)

Employment Status

Legend:
- Employed Full-Time
- Employed Part-Time

10.6%

89.4%
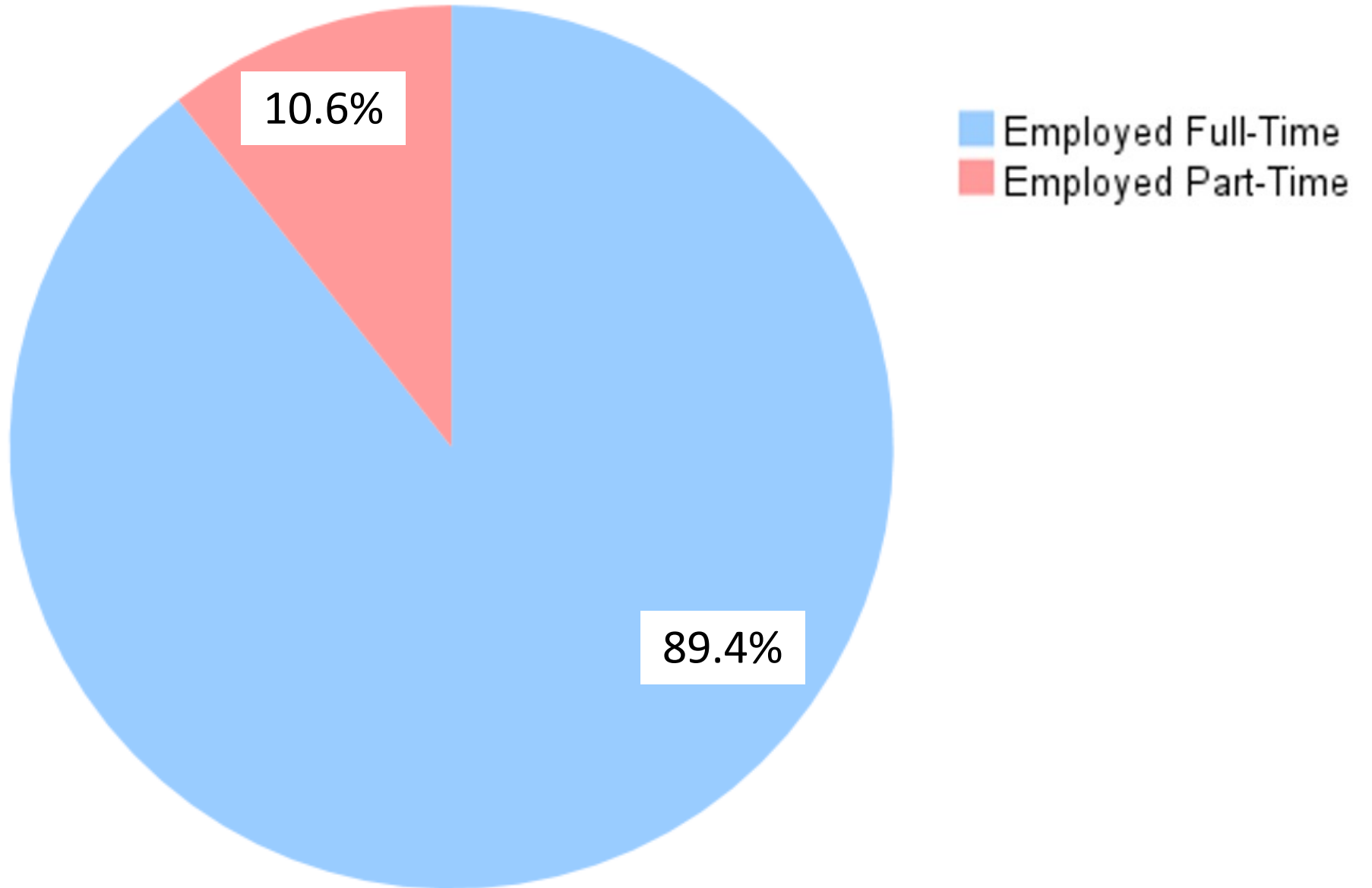
Demographics

Characteristics	Percentage
Gender	96.8 % Women, 3.2% Men
Age	Average Age: 41.1 years Range: 22 – 66 years
Race/Ethnicity	1.6% Asian, 4.5% Black 2.6% Native American/Indian/Alaska Native 43.4% Hispanic, 87.8% White
Language	62.3% English Only, 34.9% Spanish
Education	97.5% College Graduate 47.4% had at least a Master's Degree
Have Children at Home	45.0%

Income
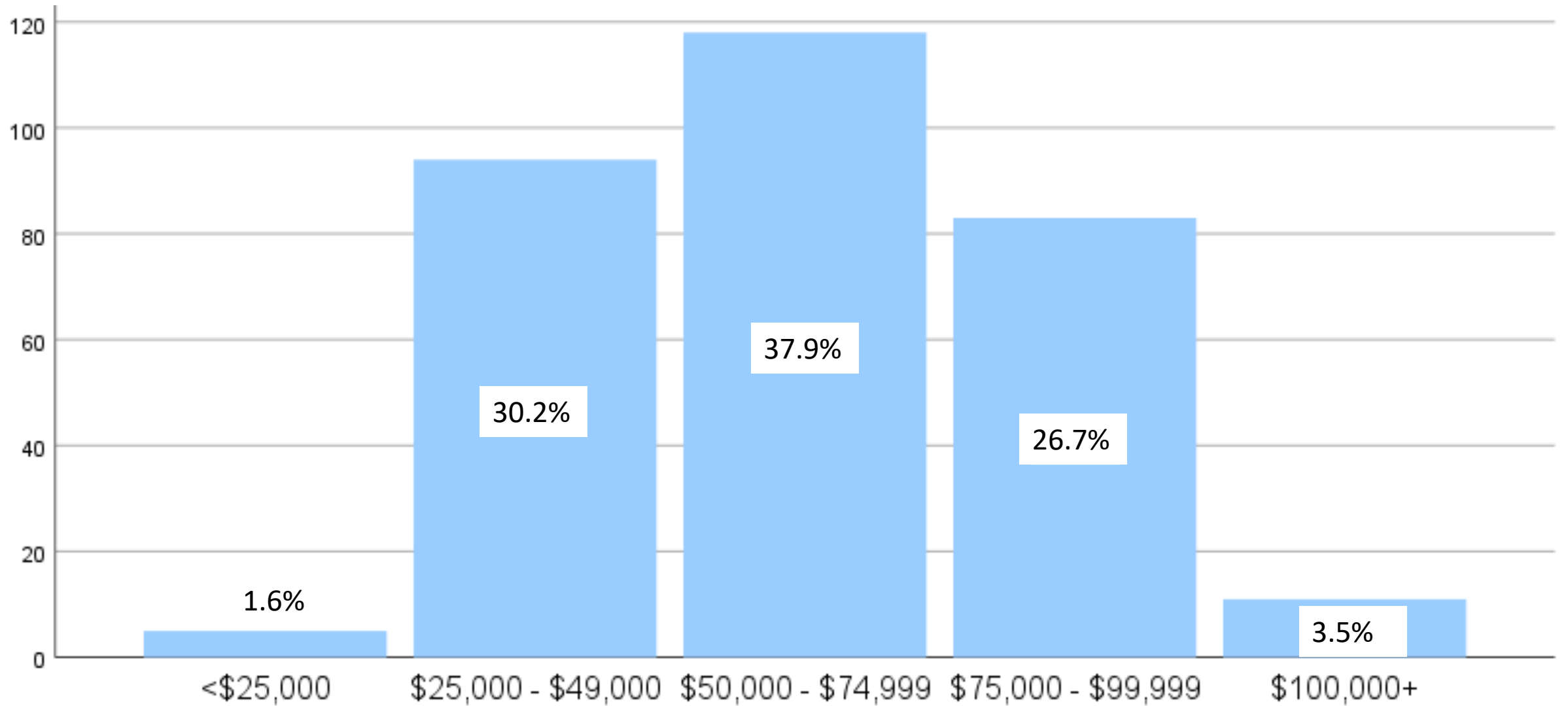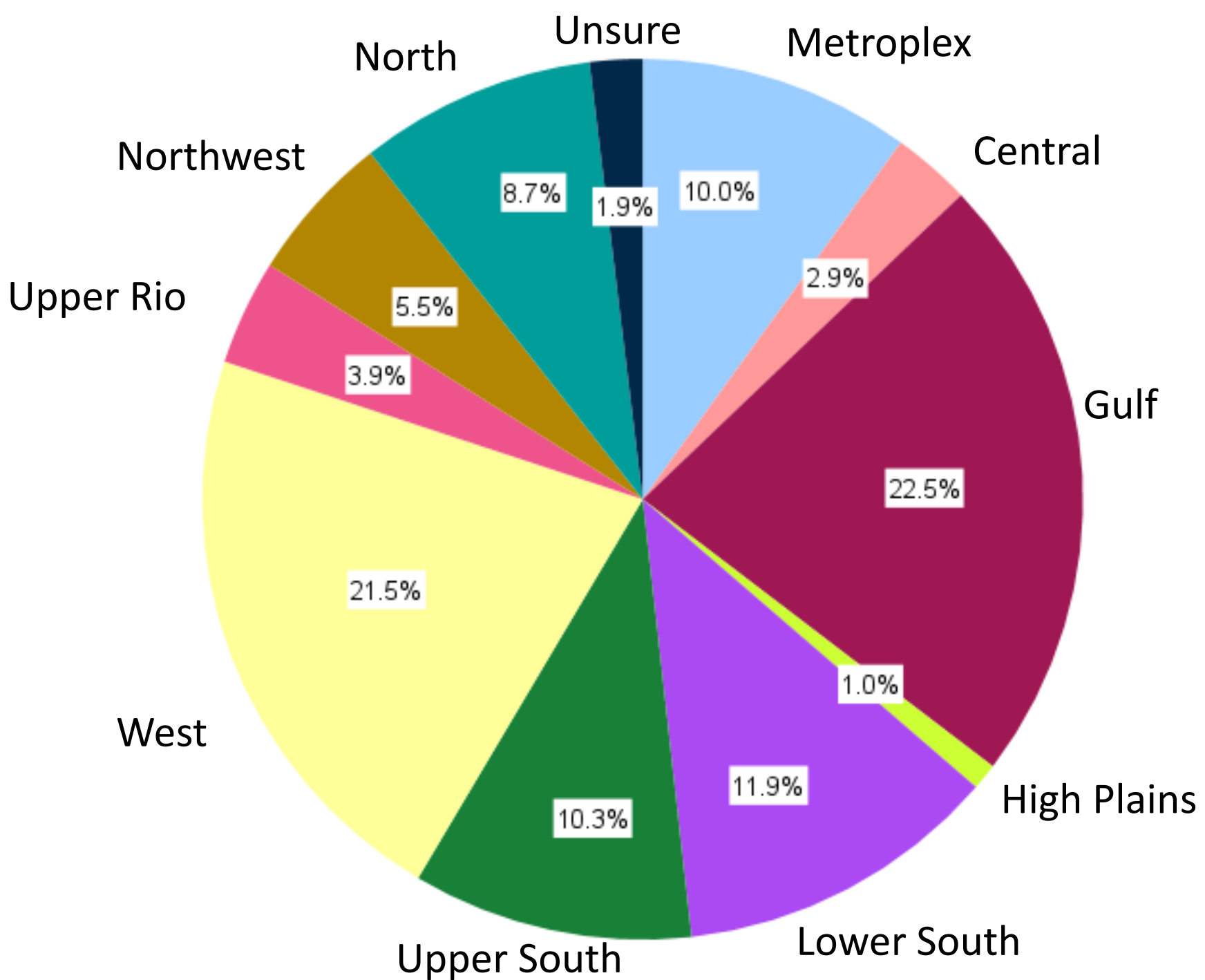
Location of ECI Program

Direct Service Providers

87.5% provide direct services to children and/or families

- Average caseload is 37.7
- 59.3% Urban, 47.1% Suburban, 35.9% Rural
- 85.6% In-person, 58.3% Telehealth
- 83.4% Use own car
- 4.0% Not reimbursed for gas mileage
- 30.1% Work outside of typical work hours once per week or more

Perception of Program Challenges with Shortages and Turnover

52.6% Reported Major Staff Shortages in Program

44.6% Reported Major Staff Turnover in Program

Level of Commitment to ECI (1 to 10)
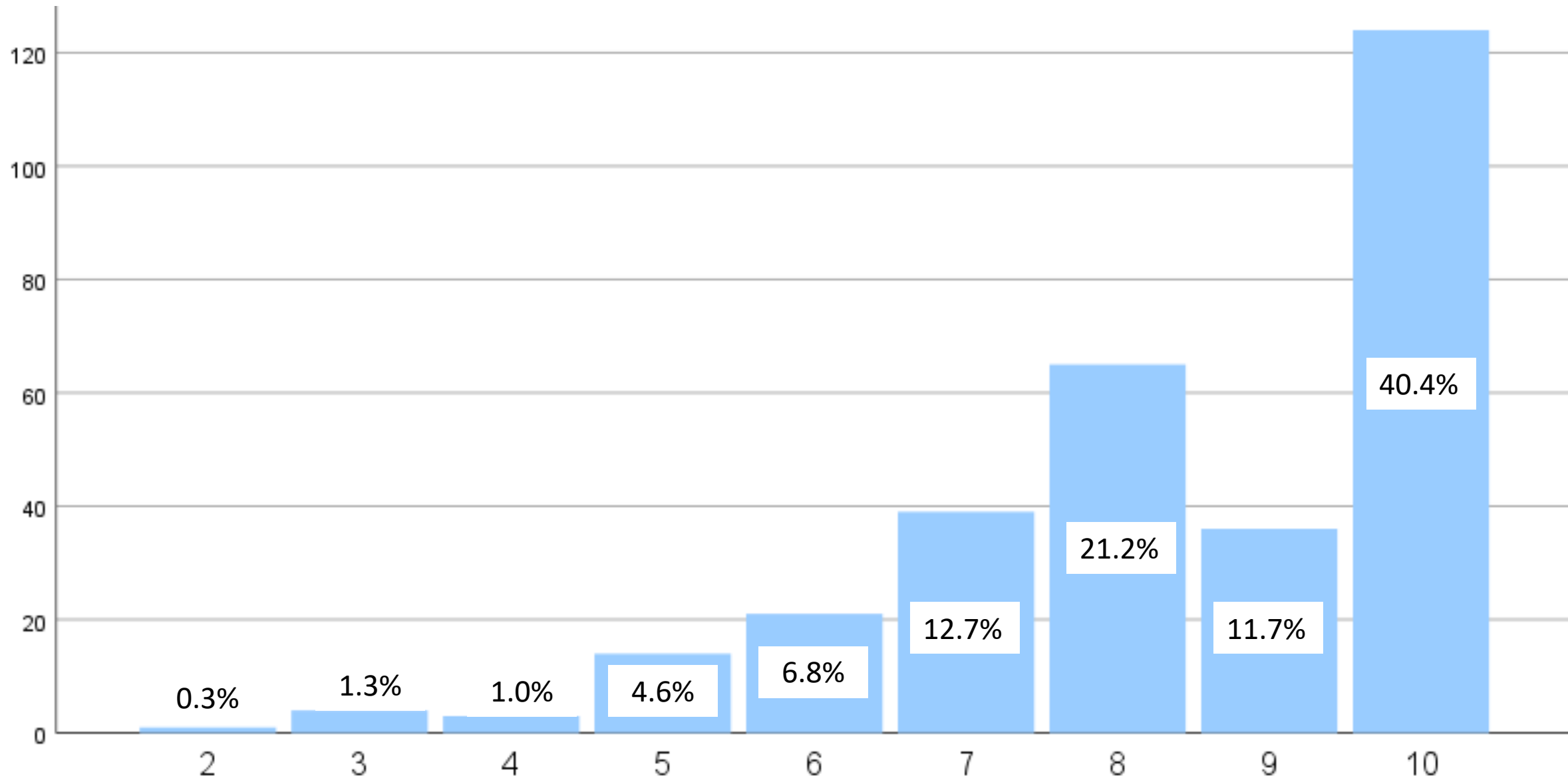
Would Choose a Career In ECI Again

- Yes — 78.5%
- No — 4.5%
- Don't Know — 17.0%
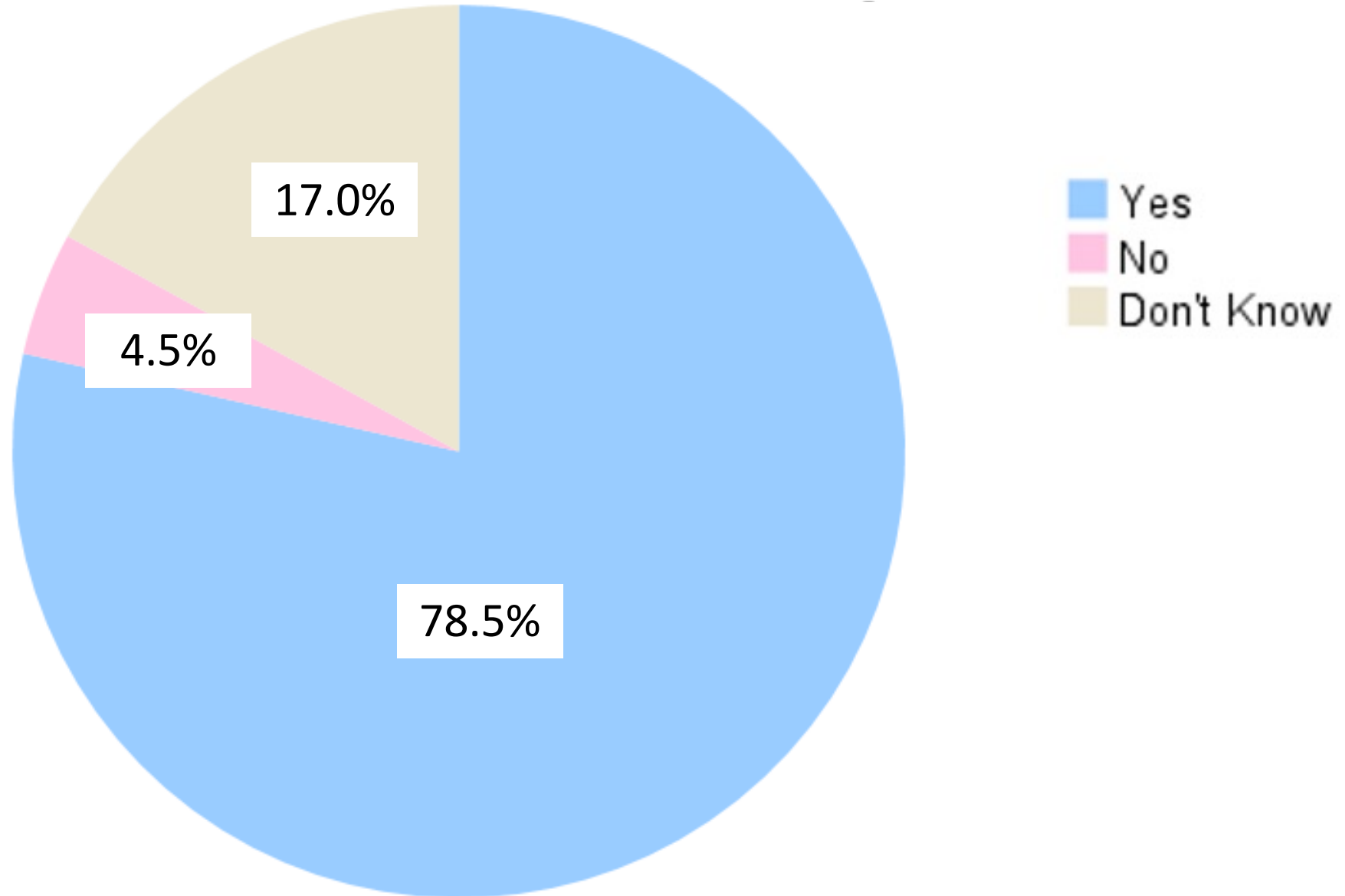
Likelihood to Leave in Next 2 to 5 Years
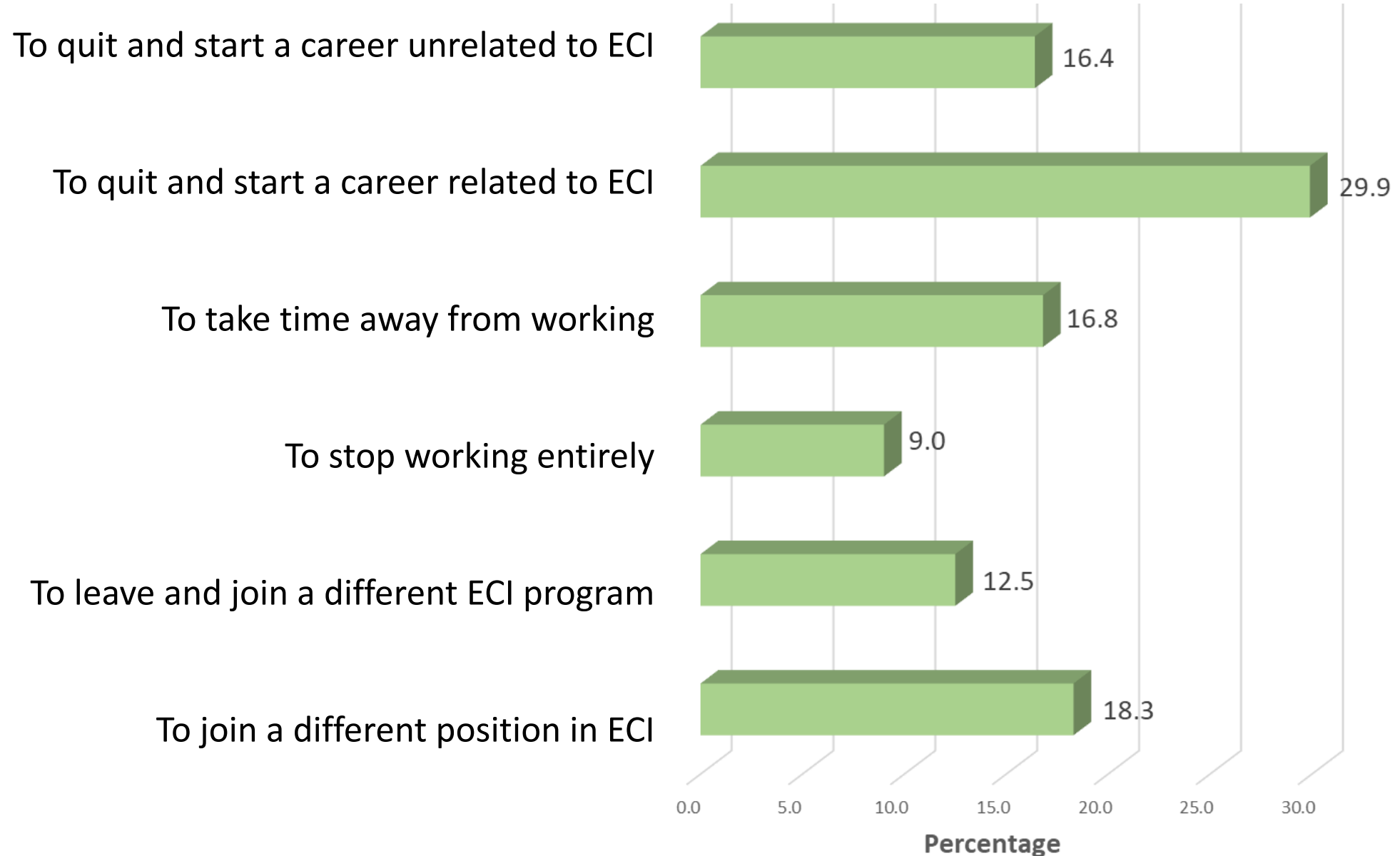
Satisfaction with Retention-Related Factors

Compensation	Program Management	The Work	Climate
Training and Mentoring	Supervisors	Co-workers	Families

Percent Dissatisfied with Compensation
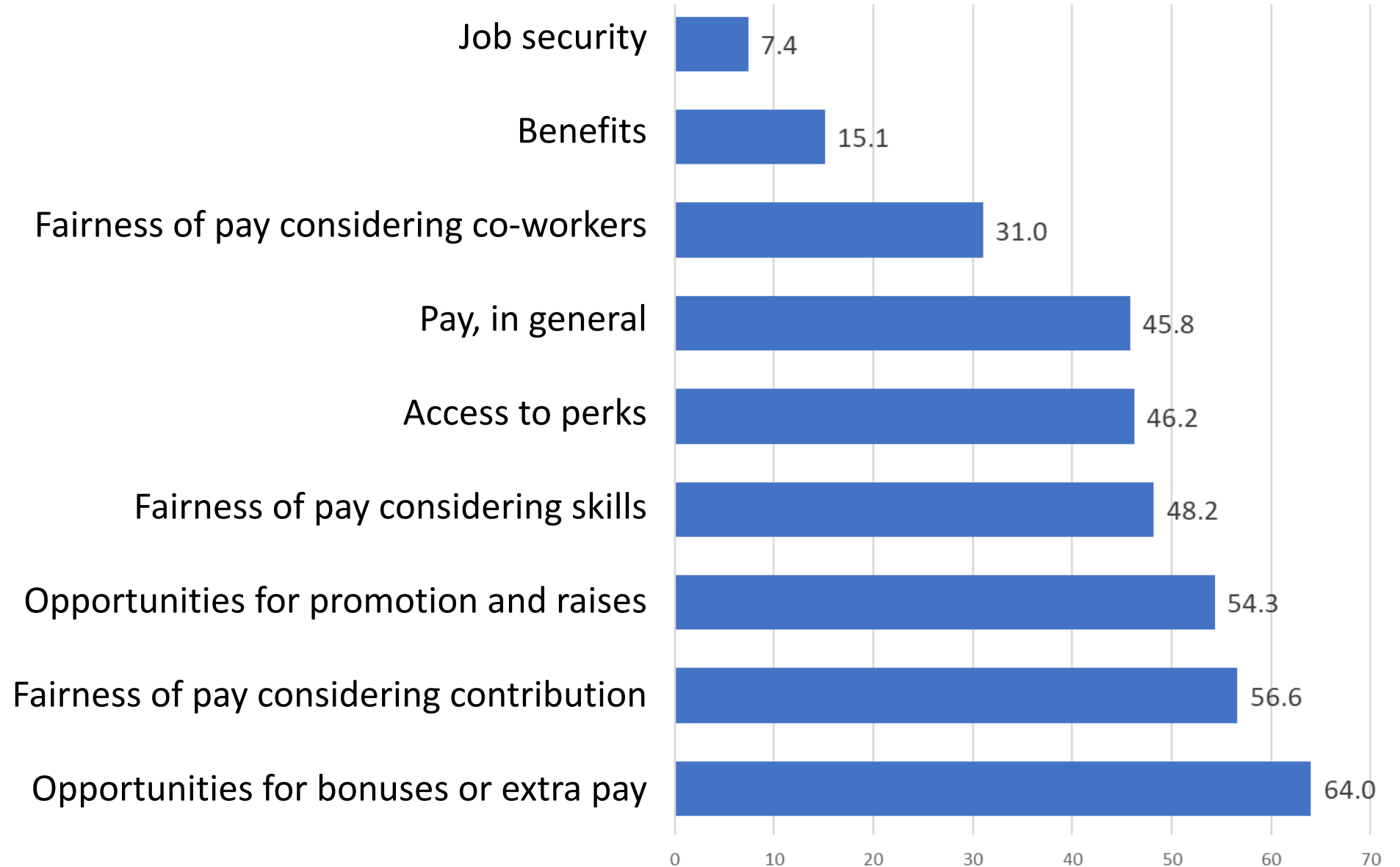
Percent Dissatisfied with Management
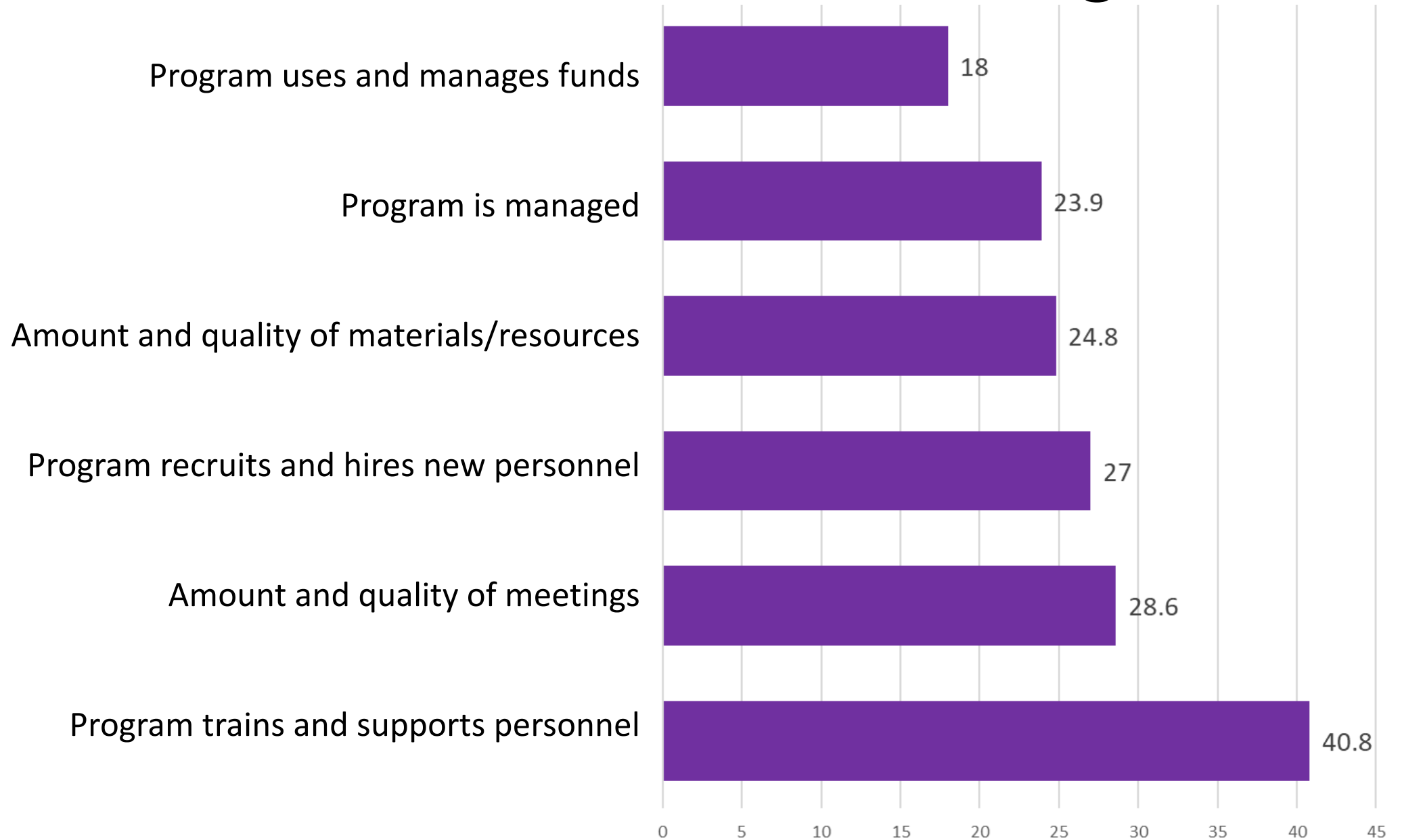
Percent Dissatisfied with the Work

Category	Value
Ability to work in-person or virtually	6.5
Schedule	10.3
Holiday and vacation time	11.3
Job duties	11.7
Caseload size and/or workload	33.7
Paperwork or record-keeping expectations	34.6
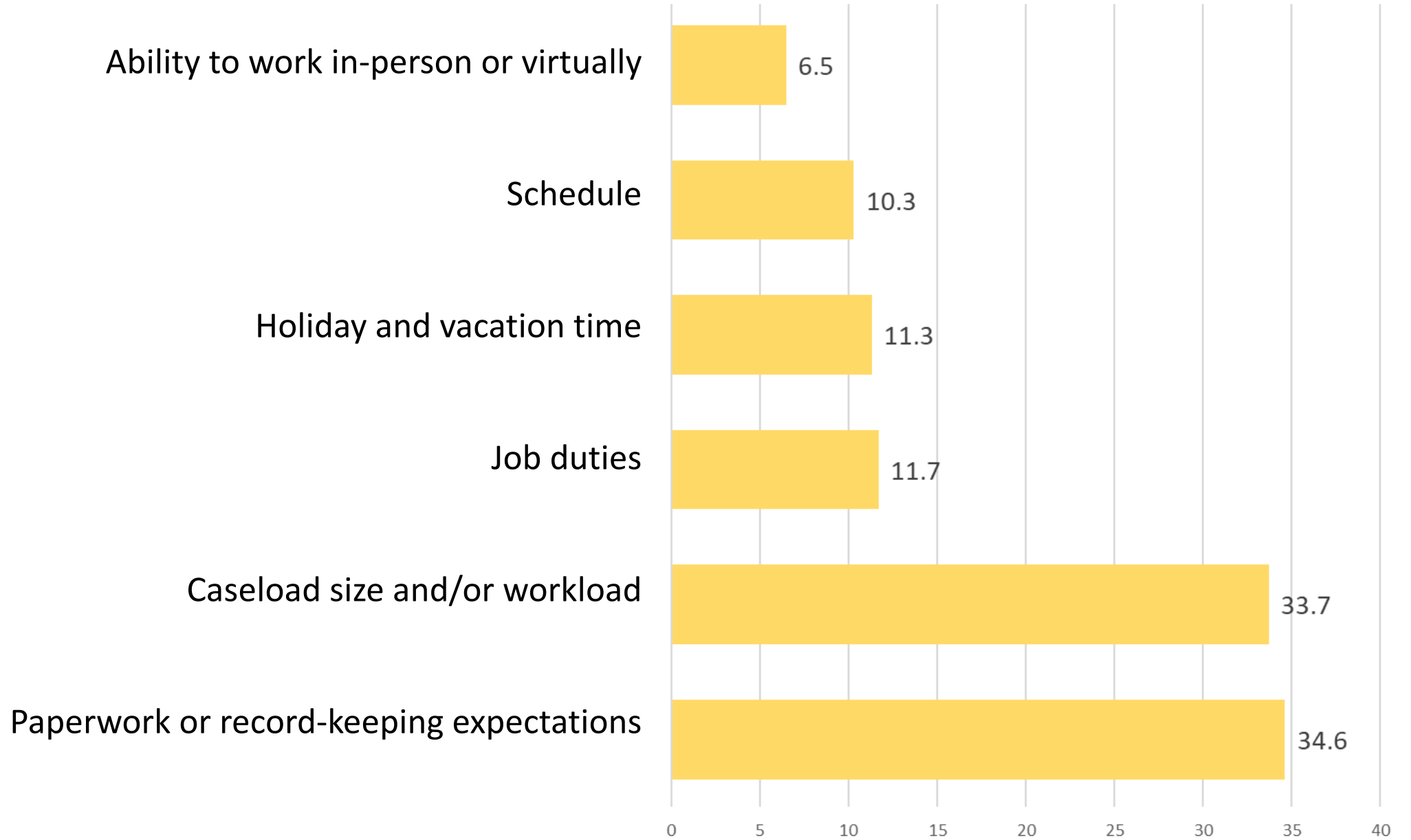
Percent Dissatisfied with Training/Mentoring

- College or university training — 8.1
- Quality and amount of mentoring received — 16.4
- Quality and amount of professional development received — 19.3
- Onboarding and/or credentialing process — 20.6
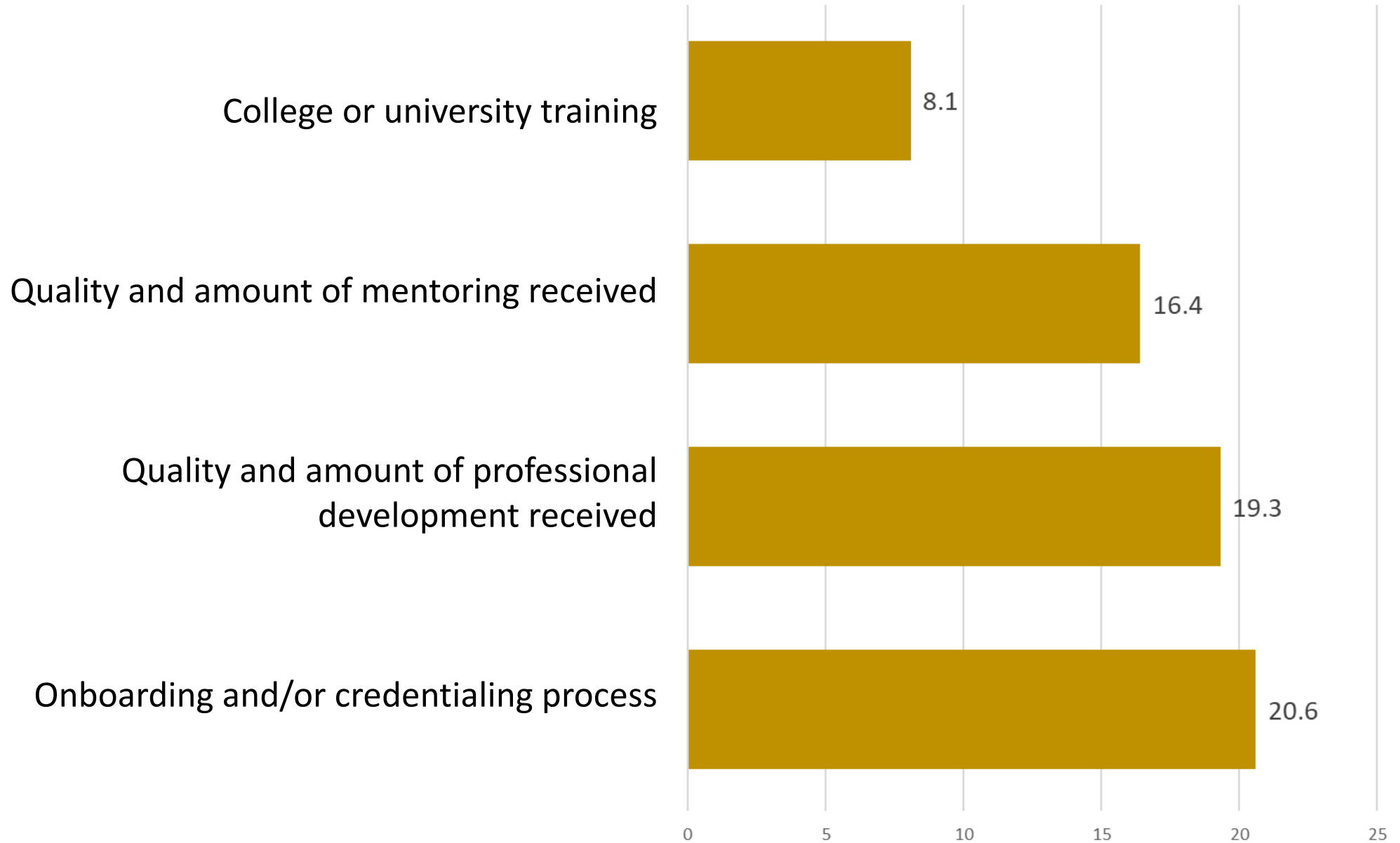
Percent Dissatisfied with the Supervisors
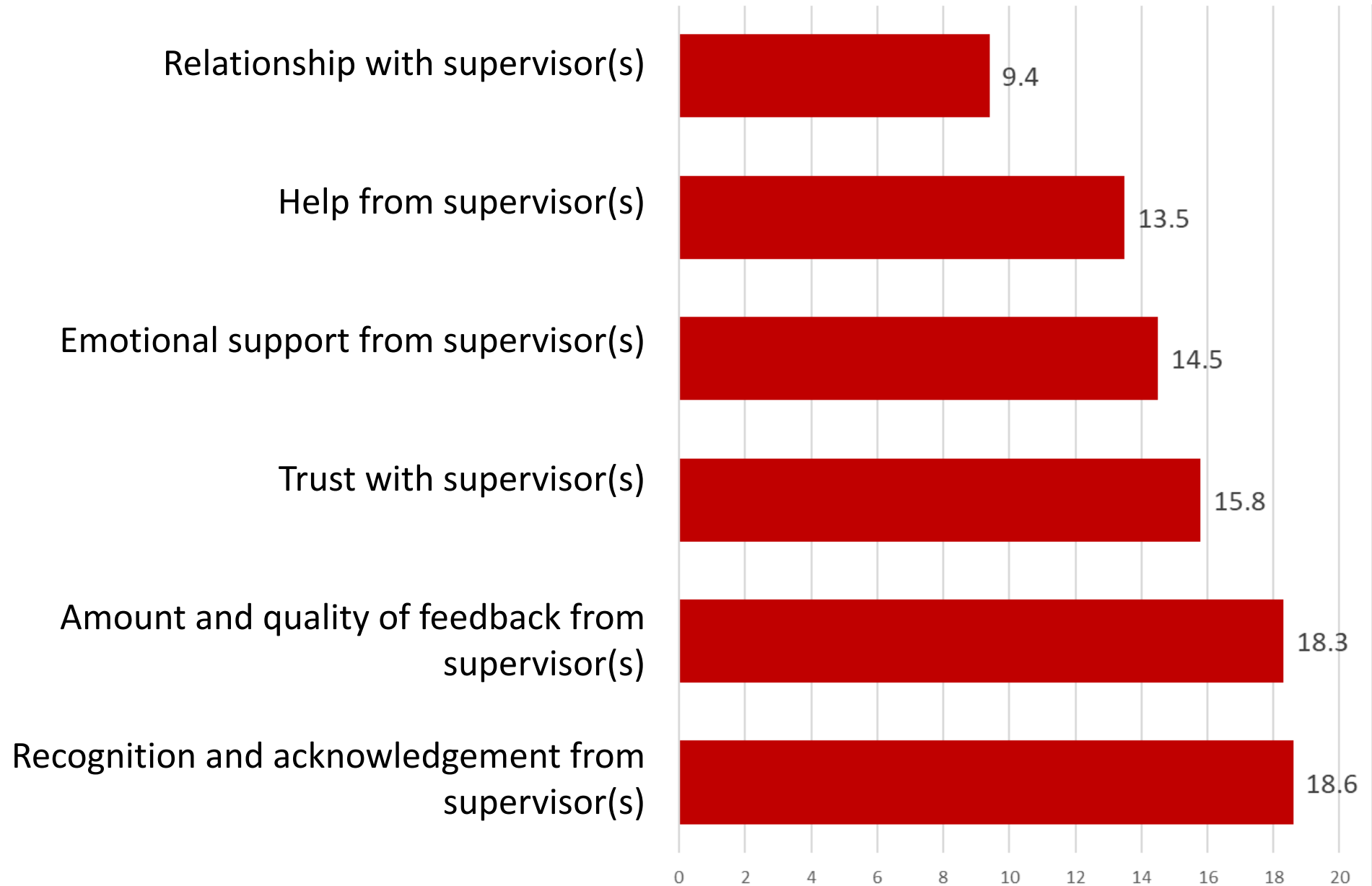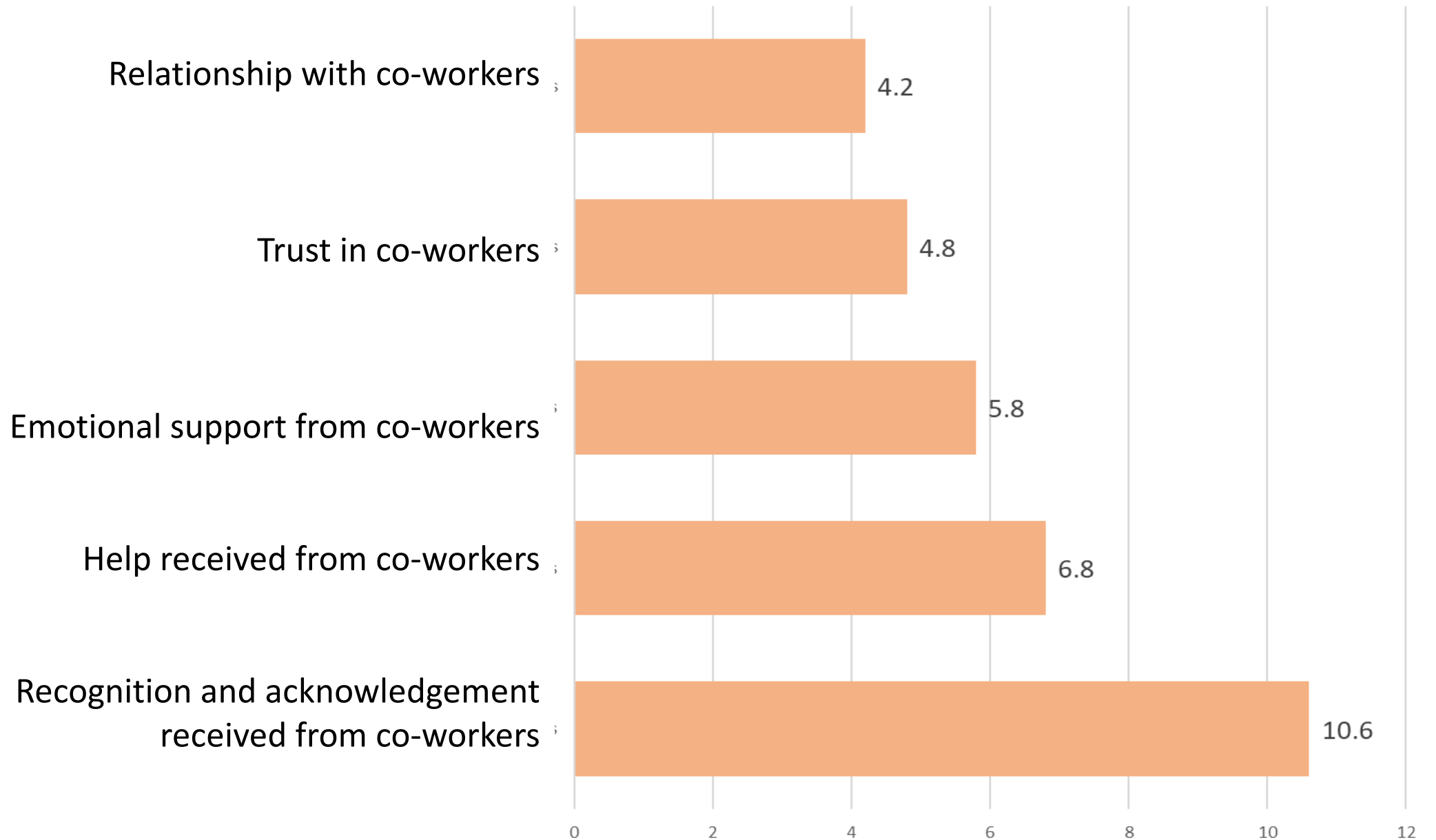
Percent Dissatisfied with Families Served

- Amount I have been able to help children: 0.5
- Communication with families: 0.5
- Amount I have been able to help families: 1.5
- Level of collaboration with families: 2.5
- Openness families have to the coaching and recommendations I provide: 4.4
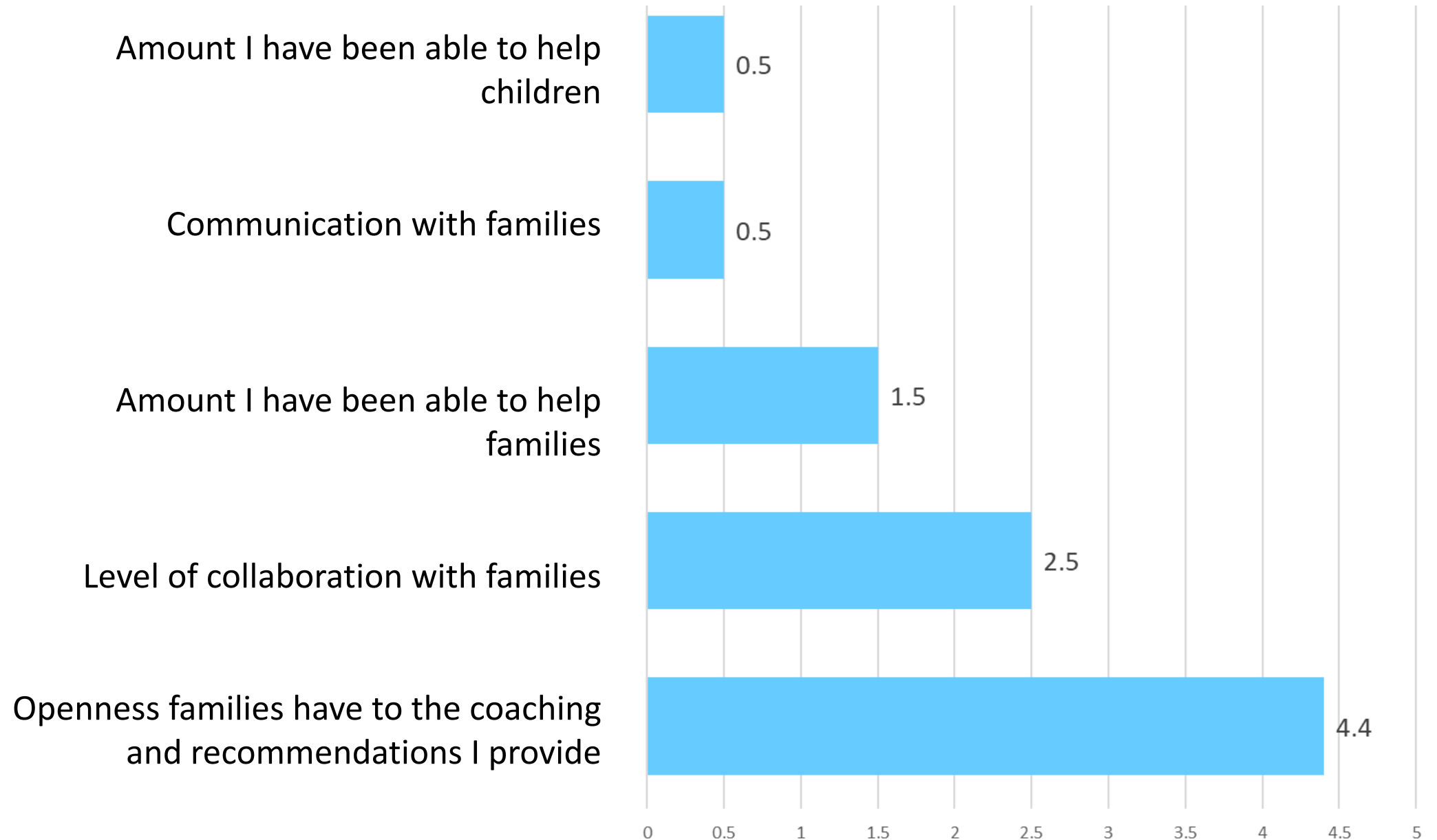
Most Satisfying

- "Sense of purpose and investing in future generations."

- "Seeing the progress in children and families, knowing we are helping them. Working with a team of people who believe in the same mission."

- "Seeing progress in families and the flexibility of my job."

Most Frustrating

- "Long hours, paperwork, evening appointments, families who cancel a lot."

- "Lack of resources and pay."

- "Administration micromanages. Highly critical of mistakes and short on recognition of successes."

- "Expectations and stress/burnout."

What Can Be Done?

- "Address work, life balance, and productivity expectations, sometimes it feels the job never ends."
- "Productivity bonuses; well balanced caseloads across the teams."
- "Increased pay. Positive feedback. Stipends for excelling at timelines as an agency. Improved morale."
- "Higher pay, more discipline specific training and mentorship opportunities, more flexibility with co treating [*sics*]."
- "Improve efficiency of systems to increase productivity with less stress on staff."

If only I was listening!

Sheryl L Wilcox

7 types of Listening!

Click titles to go to the website

Informational listening

Discriminative listening

Biased listening

Sympathetic listening

Comprehensive listening

Empathetic or therapeutic listening

Critical listening

Webpage

Empathetic Listening

- [Empathetic Listening Berkley University](#)
- [Empathetic Listening Article](#)

- Empathetic listening is a structured listening and questioning technique that allows you to develop and enhance relationships with a stronger understanding of what is being conveyed, both intellectually and emotionally.

Active

Listening

(link)

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BOSTON
UNIVERSITY

Active Listening

Active Listening means being deeply engaged in and attentive to what the speaker is saying. It requires far more listening than talking. Your goal as an active listener is to truly understand the speaker's perspective (regardless of whether you agree) and to communicate that understanding back to the speaker so that he or she can confirm the accuracy of your understanding.

What It's Called	How To Do It	Why Do It	Examples of Active Listening Responses
Paraphrasing	Restate the same information, using different words to more concisely reflect what the speaker said.	Tests your understanding of what is heard by communicating your understanding of what the speaker said. Allows the speaker to 'hear' and focus on his or her own thoughts. Allows the speaker to see that you are trying to understand his/her message and perceptions. Encourages the speaker to continue speaking.	What I'm hearing is…" "Sounds like you are saying…" "I'm not sure I'm with you but... If I'm hearing you correctly.... So, as you see it... It sounds like what's most important to you is . . .
Clarifying	Invite the speaker to explain some aspect of what she or he said.	Gives the speaker the opportunity to elaborate and clarify what was said. Gives you the opportunity to identify anything that is unclear and to check the accuracy of your understanding	I am not sure I quite understand; or do you mean that...? Can you say more about . . . ? You have given me a lot of information, let me see if I've got it all…"
Reflecting	Relaying what was said back to the speaker to show that you understand how eh/she feels about something.	Deepens understanding of feelings and content. Allows the speaker to see that you are trying to understand his/her message and perceptions.	"I get the sense that you might be feeling afraid about what might happen if . . . " To me, it sounds like you are frustrated about what was said, but I am wondering if you are also feeling a little hurt by it." It seems like you felt confused and worried when that happened." "So, you're saying that you were feeling more frightened than angry."
Summarizing	Identify, connect, and integrate key ideas and feelings in what the speaker said.	Helps both listener and speaker identify what is most important to the speaker.	Let me summarize what I heard so far. . . . So, on one the hand… but on the other hand . . . I think I've heard several things that seem to be important to you, first_____, second, second_____, third_____." "It sounds like there are two things really matter most to you . . . "

Pick a partner and Dosey Doe (no don't dance we don't have time for that!)

We are going to share all about your first time driving.

First listener raise your hand!

Look and listen only

Smile and nod

Keep your eyebrows neutral

Ask how did that you feel or tell me more about _____.

Feelings!

Tomorrow we will delve into all 4 stages of listening together!

Thank you for listening!

Break

- Reconnect
- Play cornhole
- Check your phone
- Get some more coffee
- Talk about work
- Check your phone again
- Take a dip in the river
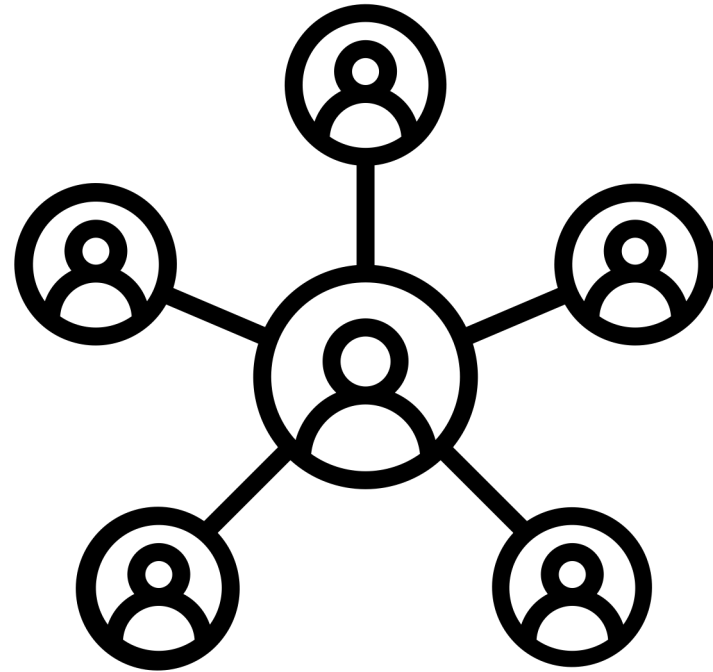
Retention Strategies in Action: Program Showcase

Elizabeth Beavers, Dana Childress, & Sheryl Wilcox

Fiscal Year	FY Onset Enroll.	% Increase	# of Teams	Staff per Team	FY Onset Total Staff	Staff Hired (EIS Cred)
FY21	950	22%	3	24 - 27	60	21 (1)
FY22	1160	43%	7[a]	10 - 16	80	42 (9)
FY23 (cur)	1720	15%	8[b]	12 - 14	130	26 (9)

[a] Includes 6 Treatment Teams & Enrollment Team
[b] Includes 7 Treatment Teams, Enrollment Team & Admin Team

- Proactive, Intentional Approaches
- Data Analysis
- Strengthening & Restructuring
- System Implementation
- Staffing Model Development

Our Why

- Reconceptualization of people, roles & structures to support staff & ensure quality services for our families

  - Strategic Planning - Building leadership capacities in people at all levels

  - Staff Empowerment

  - Staff Engagement

Mission

We exist to provide the right help at the right time to children of all abilities, empowering them to discover new possibilities.

Theory of Impact

(We achieve our Mission by) Providing a holistic and integrated set of developmental and educational services individualized for each client, ensuring the child and the family are equipped with the resources and tools they need to succeed now and into the future.

Core Values

- Show Passion with a Purpose
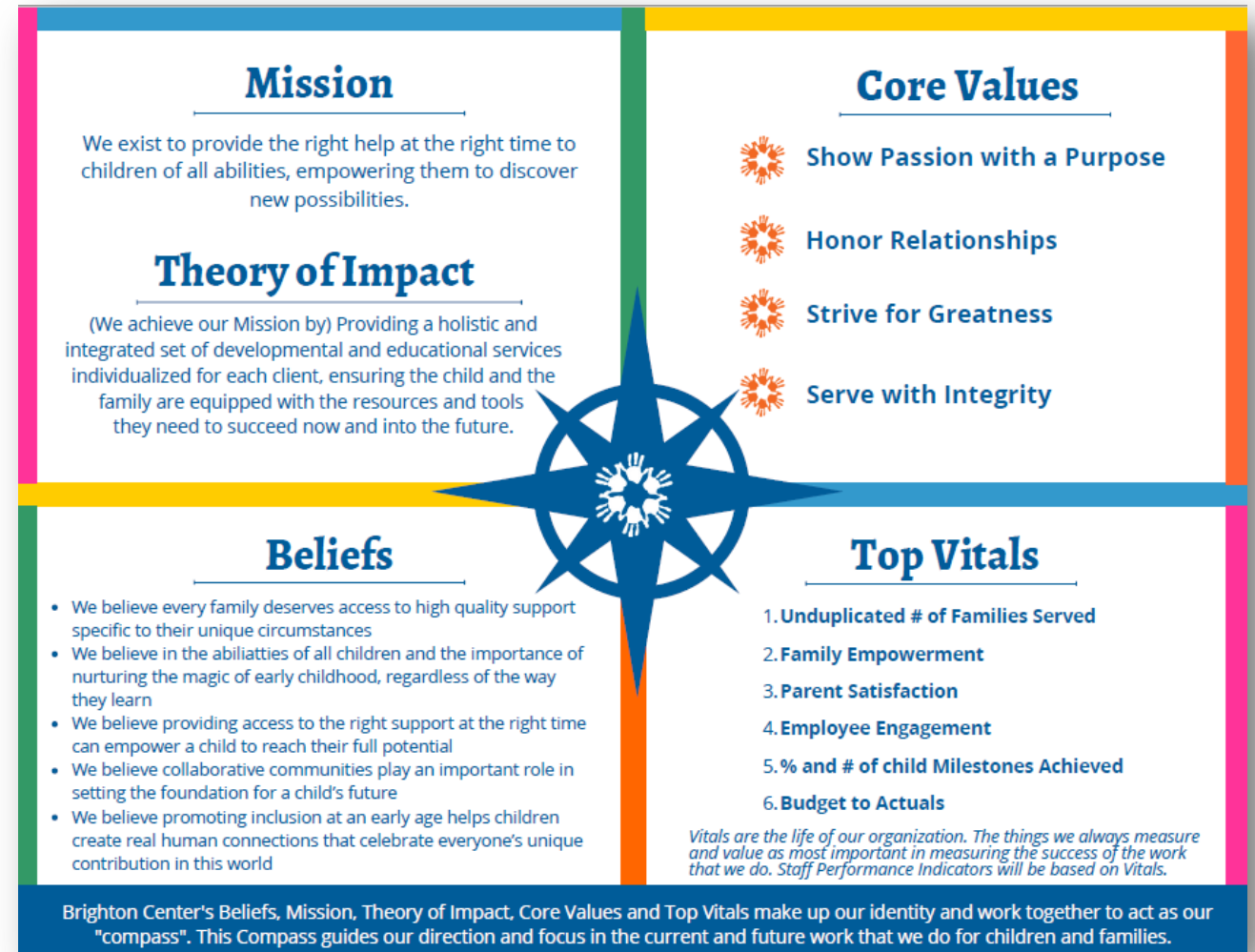- Honor Relationships
- Strive for Greatness
- Serve with Integrity

Beliefs

- We believe every family deserves access to high quality support specific to their unique circumstances
- We believe in the abiliatties of all children and the importance of nurturing the magic of early childhood, regardless of the way they learn
- We believe providing access to the right support at the right time can empower a child to reach their full potential
- We believe collaborative communities play an important role in setting the foundation for a child's future
- We believe promoting inclusion at an early age helps children create real human connections that celebrate everyone's unique contribution in this world

Top Vitals

1. Unduplicated # of Families Served
2. Family Empowerment
3. Parent Satisfaction
4. Employee Engagement
5. % and # of child Milestones Achieved
6. Budget to Actuals

Vitals are the life of our organization. The things we always measure and value as most important in measuring the success of the work that we do. Staff Performance Indicators will be based on Vitals.

Brighton Center's Beliefs, Mission, Theory of Impact, Core Values and Top Vitals make up our identity and work together to act as our "compass". This Compass guides our direction and focus in the current and future work that we do for children and families.

What We've Implemented

- EIS & Therapist Training Guides

- Structured, Theme-Driven Training, Observations & Hands-On Learning

- Staff Interviews

- Mentor Program

  - Application Process

  - Mentor Training

  - Pairings

  - Monthly Check-Ins

Next Steps

- Ongoing Mentor Development

- Mentor Program Analysis

- Mentor Feedback

Easter Seals of Greater Houston – ECI Infant Program

Retention Grant

Steps for Retention Grant – Part 1

1. Review HR #'s for Staff Turn over (see chart) & Actions Taken

2. Create Peer Leader Program

3. Peer Leader Applications

4. Staff Pre-Survey - anonymous

5. Kits for Peer Leaders/Peer Leader Training

6. Follow-Up Survey - anonymous

7. Adjustments made to Peer Program

Termination by Tenure Length
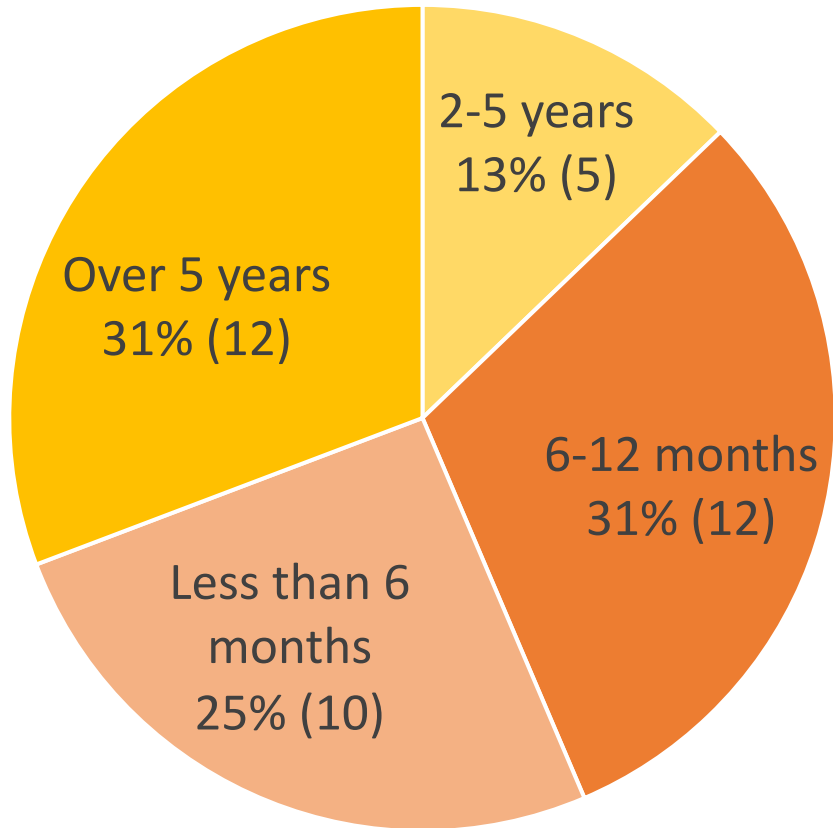
- Less than 6 months includes one Voluntary Termination on a PIP
- 6-12 months includes:
  - 2 rehires who quit (ECI) and one employee who quit then was rehired (Vets)
  - 3 Involuntary Terminations
  - 4 Voluntary Terminations on a PIP
- Over 5 years includes:
  - 4 Involuntary Terminations
  - 1 Voluntary Termination on a PIP

ECI actions taken to address terminations

- Screening candidates for digital/tech capabilities
- Adding back observations as part of candidate interviews, so they understand the job better
  - Helps address exits of short-tenured employees
- Where possible, moving staff to outreaches closer to where they live
  - Distance over 30 miles between home zip and outreach zip creates a retention risk
- Creating new Supervisor roles
- Awarded Retention grant to bolster staff engagement, and created Peer Retention Leads to focus on engaging smaller teams
- Targeted intervention for N Harris and Conroe, which have the highest turnover

Peer Leader Applications (plus good standing to apply)

Name:_____Team:_____ Discipline: _____

Peer Leader Applicants:

1) What do you hope to gain from this leadership position?

2) What is the greatest strength that you feel you could bring to the Peer Leader program?

3) What do you feel is your weakness that could be strengthened through being a Peer Leader?

4) What do you see as three (3) major issues facing new and current employees? How would you as a Peer Leader help a co-worker facing these issues?

5) Think back to your orientation experience...what do you think is most helpful for a new employee during the orientation period?

6) What expectations would you have of your fellow Peer Leaders and in return, what could they expect from you?

7) In your own words, what do you understand the term "Peer Leader" to mean?

Pre-Survey (Survey Monkey)

1. What do you see as three major issues facing new or existing staff? How can a Peer Leader help with these?
2. Think back to your orientation experience…what do you think is most helpful to a new employee during the orientation period?
3. On a scale of 1 to 10, with 0 being none and 10 being "off the charts", what is your current stress level?
4. How often would you like your Peer Leader to send encouraging texts? (Weekly, Twice a Month, Monthly, Quarterly)
5. How can your Peer Leader best support you in your everyday job? (choices: *Encouraging texts, *Sending out helpful tips and information, *Answering questions specific to my discipline, *other)
6. Will having a Peer Leader make you feel more supported in your job? (choices: *yes, *no, *other)

Peer Leader Kits

Peer Leader Training

- Peer Leader Do's and Don'ts (next slide)
- Month to Month Topics/Plans (next slide)
- All Staff assigned a Peer Leader – same discipline
- Group Texts, Tips
- New staff observe Peer

<u>Do:</u>

- Get to know your group of peers!
- Encourage your group of peers on a regular basis.
- Start a group text thread so you can send encouraging texts using your work phone.
- Encourage questions about procedures or case issues.
- Share ideas on how to meet their productivity requirements, how to make schedules, take vacation and still meet your numbers, things to do in your sessions.
- Refer staff to their manager if there is an issue about another staff person or policy issue.
- Get ideas from your fellow peer leaders!
- Review equipment and supply needs for your discipline (TM's will ask a few times a year what items we need to order)
- Reduce gossip & negative feedback – listen and help increase morale!
- Celebrate each other (anniversaries, birthdays, therapy/EIS months, achievements, personal goals, etc.)
- Reach out to your Team Manager if you feel you don't have the answer to something and need guidance
- Refer to Christina or Team Manager for paper work issues or training needs.

<u>Don't:</u>

- Try to handle any kind of management issues. You are **not** an extension of their manager. You are simply another resource for staff to get ideas and encouragement.
- Feel bogged down with peer leadership activities. Keep things simple!
- No HR Topics – refer to HR for time off, FMLA, time sheet, ES policy questions.

September 2022

2 Appreciation/Positive Texts

1 Birthday Text

Get to know your team/how can you best support them

Bank Time Reminder

October 2022

National PT Month

2 Appreciation/Positive Texts

1 Birthday Text

Tip: Organization Tips/Using the Master Files

Tips for Sessions: Activity Calendars

November 2022

2 Appreciation/Positive Texts

1 Birthday Text

Tip: Scheduling During the Holidays (??)

Tips for Sessions:

Follow-Up Survey (Survey Monkey)

1. How is the Peer Leader Program Going?

2. Do you enjoy receiving encouraging texts? (Choices: *yes, *no, *too many!, *too few!, *too busy to read them!, *they are great!, *other)

3. If you are a seasoned staff, do you want to continue the Peer Leader Program?

4. If you are a new (less than a year with the program), do you feel supported by the Peer Leader Program?

5. What can we add to the Peer Leader Program to make you feel more supported?

6. Would you be open to attending optional social events after hours to help in team building?

7. Is the Peer Leader Group what you thought it would be? If not, please explain or make suggestions.

8. How long have you been with the agency?

9. Would you like to continue to be part of the Peer Leader group message or would you prefer to be removed?

10. Additional comments about the Peer Leader Program?

Adjustments to Peer Leader Program

Based on Follow-Up Survey:

- New Staff Only – under 1 year
- Continue Same Disciplines
- Continue Observations
- Continue group texts, tips and ideas
- Assign in Same Service Area

Retention Grant – Part 2

- Employee Enrichment and Education for Retention Prevention: 2 day Continuing Education Training including Employee Enrichment and Team Building at CAMP FOR ALL

- May 3rd & 4th (10am Wednesday to 1pm Thursday)

- Wednesday – Guest Speakers – Positive Discipline for Children with Special Needs – 6 CEU's for all Staff. Lunch/Dinner/Snacks at Camp. Evening will be Movie/Game Night/Team Building – 80's Theme; Stay night in Cabins.

- Thursday – Breakfast- Team Building – Camp Activities – Lunch – Leave at 1:00 pm

- Give aways

- Pre/post survey

Individual Program Reflection (1:00pm-1:30pm)

Retention Strategies, Impact, and Barriers

Breakout Groups (1:30pm-3:00pm)

Reflection, Data, & Next Steps

Breakout Group #1 (1:30pm-2:00pm)

Reflection

What retention strategies did you implement in 2022?

How closely did your strategies align with your proposed action plan? How did you adjust?

Breakout Group #2 (2:00pm-2:30pm)

Data

What data did you collect to gather evidence of need and effectiveness throughout the year?

Did you meet your desired outcomes? How do you know? What additional data would you like to collect moving forward?

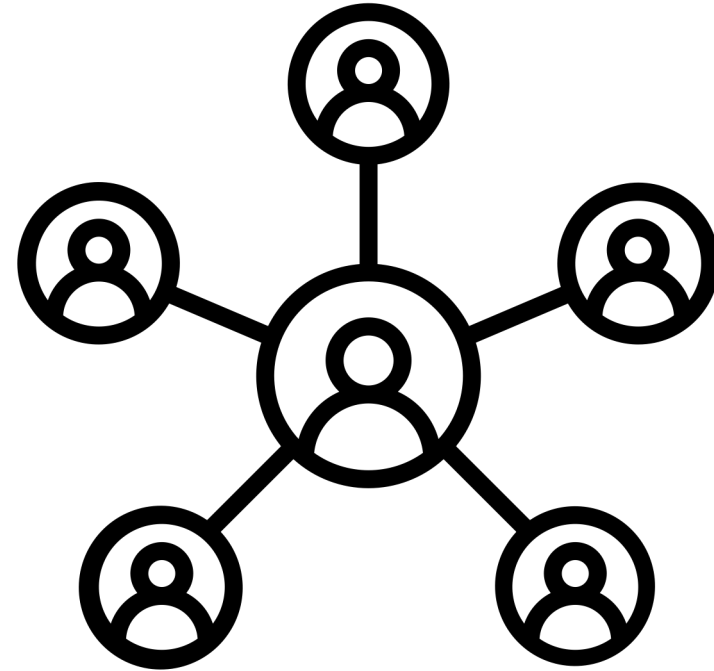# Breakout Group #3 (2:30pm-3:00pm)

Next Steps

Overall, what did you learn about attracting, preparing, and retaining personnel in 2022?

What do you still want to learn about attracting, preparing, and retaining personnel for 2023?

Break (2:40-3:00pm)

- Reconnect
- Play cornhole
- Check your phone
- Get some tea, brownies
- Talk about work
- Check your phone again
- Take a dip in the river

Whole Group Debrief (3:00pm-3:30pm)

Key Takeaways

Individual Program Work Time (3:30-4:15pm)

Selected Strategy:			
Current Data (Evidence of Need)	Timeline of Activities (With Persons Responsible)	Resources and Materials (Estimated Costs)	Desired Outcome (Evidence of Effectiveness)

Draft 2023 Action Plan