

NATIONAL COA CONFERENCE 2016

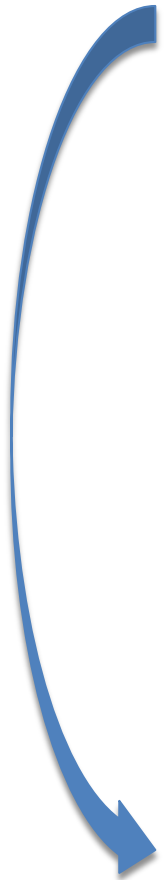
Stan Capela, Linda Tempel, Peg Gould & Evelyn Alvarez
The Training Collaborative for Innovative Leadership

DEVELOPING TOMORROW'S LEADERS TODAY

Why We Are Here?

- ❑ HeartShare has been accredited by COA since 1996.
- ❑ In 2014, HeartShare was involved in an auspice transfer with Saint Vincent's Services. Both the parent corporation and the affiliated corporation are accredited: HeartShare Human Services in 2015 and HeartShare Saint Vincent's Services in 2016.
- ❑ Stan Capela has been a team leader and peer reviewer since 1996. He has participated in 105 site visits in 35 states, District of Columbia, Canada, and military installations in Germany, Guam and Japan. He has reviewed 80 non-profits, 14 government and 1 for-profit organization.

The World We Live In Is Changing

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- ❑ Major changes to the long-term care services system for individuals with I/DD in New York State
 - ❑ New York is moving to a Managed Care System (PMPM)
 - ❑ Value Based Payments are being implemented
 - ❑ CMS (US Centers for Medicaid & Medicare) decisions having significant impact on existing services & their funding
 - ❑ “Rate Rationalization” has affected provider rates
 - ❑ State government no longer supporting cost of living adjustments

These Changes Have Resulted in:

- New Challenges (system upheavals; established agencies going out of business)
- New Partnerships
- New Collaborations
- Re-evaluation of how supports are offered to individuals with I/DD – Legacy approaches vs. Individualized Supports
- Core Competencies; new expectations of DSPs
- Responsiveness of agencies to individuals and families regarding their choices, preferences, and support individualization rather than “cookie cutter” services

History of Working Together



- ❖ Agencies in New York often work together and share ideas (NYIN)
- ❖ Interagency Council and region structure within OPWDD bolster communication
- ❖ Executives known each other for years; very stable leadership of organizations in New York
- ❖ Shared philosophy of focus on individuals and families
- ❖ Emphasis on quality

The Training Collaborative: A Natural Alliance



Training Collaborative

A Partnership of:

United Cerebral Palsy of New York City; Services to the UnderServed; HeartShare Human Services; and Cerebral Palsy Association of New York State

Focus of the Collaborative

Building supervisory effectiveness

Supporting a quality culture

Developing emerging leaders

How Was the Collaborative Formed?

- Initial Conversation of Ed Matthews, CEO, United Cerebral Palsy of NYC and Regis Obijiski, from New York State OPWDD
- 4 Chief Executive Officers Met & Agreed to Form a Collaborative
- Committee Representative from 4 Agencies. Committee Formed Curriculum, Policies, and Implementation Strategies
- Courses Taught by Seasoned Executive Level Staff from 4 Organizations
- Courses Based on High Academic Rigor
- Graduation Based on Meeting Tough Assessment Criteria

How Are We Managed?

- Lead by Chief Executive Officers of the 4 organizations
- The Collaborative Coordinating Committee--
Representation from all 4 Organizations. Involved;
Offering Leadership
- Peg Gould, Director, *Manages the Process*
- *Shared Decision Making—Collaborative Manages Itself,
It's Policies, It's Practices, and It's Direction*
- Committee of Trainers who Advise and Support

Collaborative Fostering Retention

Why was retention a factor for the Collaborative?

*US Unemployment Rate—May 2016 = 4.7%

(Unemployment rate: New York State = 4.7%)

*46% Increase by 2020 of Direct Support Professional-Type Positions

23.07% Direct Support Professional Turnover Rate in New York State—
a 21% increase over the previous year

DSP Vacancy Rate 20% Higher Than Last Year—now stands at 9.3%

#1 Reason for Turnover

“People leave their managers, not their companies.”

#2 Reason for Turnover

“Culture matters.”

Supervisors



Our Belief

Competencies for Direct Support Professionals,
Begin with Competent Supervisors

1. Supervisors train and mentor Direct Support Professionals
2. Supervisors have a critical role to ensure quality outcomes
3. Supervisors connect the mission to program outcomes

DSP Core Competencies

The Seven Competency Goal Areas are:

- Putting People First
- Building and Maintaining Positive Relationships
- Demonstrating Professionalism
- Supporting Good Health
- Supporting Safety
- Having a Home
- Being Active and Productive in Society

Front Line Supervisors Competencies

- ❑ **Promoting Professional Relationships and Teamwork**
- ❑ **Staff Recruitment Selection, and Hiring**
- ❑ **Leadership, Professionalism and Self-Development**
- ❑ **Direct Support**
- ❑ **Health, Wellness, and Safety**
- ❑ **Staff Supervision, Training and Development**
- ❑ **Individual Support Plan Development, Monitoring and Assessment**
- ❑ **Facilitating Community Inclusion Across the Life Span**
- ❑ **Service Management and Quality Improvement**
- ❑ **Cultural Awareness and Responsiveness**
- ❑ **Advocacy and Public Relations**

Benefits from Collaborating

Agency Benefits:

- ❑ *Worked together and achieved a common goal*
- ❑ *Outcomes for individuals were enhanced*
- ❑ *Furthered quality through utilizing the collective wisdom; shared talents of one another*
- ❑ *Cost effective strategy by partnering*
- ❑ *Developed internal emerging leadership*

Benefits for Participants:

- ❑ *Participants engaged with others outside of their own agency*
- ❑ *Trainings generated new innovations and new ideas*
- ❑ *Participants built networks*
- ❑ *Participants were given opportunities they otherwise wouldn't have had*

Supervisory Effectiveness

Foster commitment to mission, Code of Ethics, CQL (Council on Quality and Leadership), the new definition by CMS of community, support the transformational agenda

By doing so.....help Direct Support Supervisors to:

- ✓ *Build personal confidence as a supervisor*
- ✓ *Ignite employee commitment (supervisors and staff)*
- ✓ *Have “tools” to use at program*
- ✓ *Strategies to promote a culture of quality*
- ✓ *Methods to support staff effectively*
- ✓ *Teach, train, mentor---but first, know it yourself*
- ✓ *Foster a commitment to accountability & excellence*
- ✓ *Build a network of peer support.*

Changing the Culture



Industrial Age Thinking vs. New Millennial Thinking

Institutional Thinking vs. Personalized Supports

Goals/Activities vs. “Outcomes”

Retention



Culture

vs.

Climate

Achievements To Date

- Trained over 190 supervisors to date
- Spring 2016 = 5th Semester; Fall 2017 Class Begins in September
- Only nationally accredited program in the country
- Recipient of the National “Moving Mountains Award”
- Over 20% of graduates have been promoted or offered positions at higher level of responsibilities
- 90% of graduates more confidence of supervisors
- 91% of graduates felt stronger commitment to field
- 91% of graduates said program resulted in enhanced ability to support their staff
- Summits—opportunity to build & empower emerging leaders
- Partnerships with other organizations
- Incorporates Council on Quality and Leadership; Council on Medicaid and Medicare Services; and competency standards

Code of Ethics for Our Field

Courses are framed by the Code of Ethics

- The Code of Ethics developed through the National Alliance for Direct Support Professionals (NADSP) guides DSPs through the ethical dilemmas they face daily and encourages the highest professional ideals.
- Direct support staff, agency leaders, policymakers, and people receiving services are urged to read the code and to consider ways that these ethical statements can be incorporated into daily practice.
- This code is not the handbook of the profession, but rather a roadmap to assist in staying the course of securing freedom, justice, and equality for all.

□ Taken from: https://www.opwdd.ny.gov/opwdd_careers_training/training_opportunities/core_competencies/code-of-ethics

45 Instructional Hours & Projects = 100 Hours Total

- *5 Course Series: Code of Ethics; Quality is Job #1; Supervisors' Role in Quality; Teamwork as a Factor in Quality; Accountability*
- *Tool Kit—Activities*
- *Further Readings/Bibliography to Reinforce Concepts*
- *Pre-Readings and Homework*
- *Final Project—Opportunity for Innovative*
- *Eligible to be Credentialed*
- *Now Courses will Achieve CEU from CUNY*

Program Evaluation Process

The assessment process consists of:

- Post-Test
- Evaluation
- LPI Leadership (Leadership Practices Inventory)
 - The LPI is made up of 30 statements that describe the key behaviors found in people when at their personal best at leaders
 - Participants are rated by both themselves (the “Self” version) and by their colleagues (the “Observer” version) in order to receive 360-degree feedback and gain a balanced understanding of themselves as leaders and ways they can improve
 - Responses are marked on a ten-point scale
 - Six statements cover each of the five leadership practice measures

Leadership Practices Inventory (LPI)

- The LPI is a 360° survey that will help identify your leadership strengths and weaknesses
- LPI is completed by the individual
- The LPI is completed at the beginning and the end of the program

Leadership Practices Inventory



We Are Constantly Growing & Expanding

- New Leadership Course
- Expanded Tools for Managers
- Video Training Series—Mentoring
- YouTube Channel
- Partnership with City University of New York (Continuing Education Units; Masters Course; Certificate Program)
- Summits Fall 2017--“Disruptions Our Field Will Face in the Next 10 Years” (attracting qualified workers; end of Medicaid as sole funding source; strategies other industries are using; new markets/new opportunities; finding new funding streams)



Credentialing

- We're ready when the State Office of Persons With Developmental Disabilities finally moves ahead
- Certificate of Achievement—Graduation from Collaborative Series
- Continuing Education Units (CEUs)
- Graduate Courses for Credit
- Certificate Program
- Exploring Undergrad Courses for Credit
- New On-Line Video Series

Why We are Committed: Growing Role of Supervisors

Managers have to be prepared to meet challenges ahead:

- ❑ Ability to recognize individual needs
- ❑ Ability to recruit and retain qualified staff
- ❑ Ability to promote quality
- ❑ Ability to manage multiple demands
- ❑ Ability to establish vision for their services
- ❑ Ability to be creative and innovative
- ❑ Ability to continuously develop staff
- ❑ Ability to work well with parents/families
- ❑ Ability to promote competencies
- ❑ Ability to “teach” staff necessary skills and concepts

How Do You Form a Collaborative?

- ❖ Chief Executive Officer's Commitment Critical
- ❖ Select Partners with Similar Philosophies and Mission
- ❖ Supports We Can Offer
- ❖ Devise Courses Based on Your Unique Needs
- ❖ Operational Committee of Members Important
- ❖ Ensure Rigor is Part of the Process
- ❖ Integrate Code of Ethics with: Regulations, Accreditation Processes, Organizational Strategic Plans

How Can We Help You?

- We don't "sell" the curriculum
- We don't work with single agencies; we believe Collaborative is essential for your managers
- We do offer mentoring supports to form a Collaborative
- We are willing to talk with you about training your trainers who can teach the courses at your site
- We are willing to create networks of managers and emerging leaders who will need one another as they move forward



Thank You

How to contact us:

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