

**BOCES  
EMPLOYEE ASSISTANCE PROGRAM  
2010/2011 PROGRAM REPORT**

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**INTRODUCTION**

Finding the positive among the negative – this seems to be the challenge as many of us continue to navigate through these difficult economic times. Everyday, the media spotlights the rising costs of health care, fuel and food prices.

In an effort to address the current fiscal concerns, reduction of state aid and grant funds have resulted in significant program cuts and downsizing of staff. The uncertainty of what lies ahead has left many people challenged with figuring out how to continue providing quality services with less resources.

Focusing on the triumphs that we experience each day is key to staying motivated, maintaining an optimistic outlook, and seeking creative solutions to these current problems. Whether it is helping one child learn to read, or assisting an entire community through a traumatic event, the dedication, compassion and commitment of each employee continues to be the catalyst for positive change.

This year, the EAP continues to focus on the goal of cultivating a positive workplace environment, and assisting with nurturing the personal and professional resilience of employees and their families.

The following report will provide a comprehensive outline of the services provided by the EAP.

**2010/2011 EAP HIGHLIGHTS AT A GLANCE**

**84**

Settings participate in the EAP – **36** school districts, **44** libraries, **3** community agencies, and **1** municipality.

**1563**

Individuals received assessment, brief counseling and referral services, of which **93%** were self-referred. An additional **477** sessions were provided to 14% of the individuals receiving this assistance.

**8263**

Employees participated in **157** EAP Orientations.

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3295

Employees participated in **122** EAP workshops that met requirements for staff and professional development.

743

Individuals participated in **146** EAP Local Committee meetings.

91

Individuals participated in **15** EAP Regional Committee meetings.

761

Pre-screened private practitioner, agency and hospital referral resources are housed in the program's Resource Data Bank, enabling the EAP staff to facilitate timely, customized referrals to meet the wide range of issues/needs presented by the employees and/or family members seeking assistance.

1168

Referrals were provided by the EAP counselors to the pupil personnel staff of the program's participating school districts to assist in providing pre-screened referral resources for the districts' students and their families.

319

Individuals were assisted with immediate crises and/or traumatic events in the workplace and school environment.

**EAP WORKSHOPS**

The EAP offers its participating school districts, agencies and libraries, informational and educational workshops throughout the year. These workshops are coordinated through a collaborative effort between both the EAP Local and Regional Committees and the EAP staff, and are presented on both a local and regional level.

The regional workshops are offered throughout the entire year, and are available to employees and their family members. The workshops address a wide array of topics that affect many people’s lives. Experts in the subject area, who are a part of the vast network of referral resources developed by the EAP staff, conduct the regional workshops.

The local and regional workshops serve an important function in assisting the employee in identifying areas of concern, and attaining the necessary tools in dealing with personal and job-related issues.

At the conclusion of each workshop, each participant was asked to complete an evaluation of the presentation (see Addendum B). Overall, the workshops were rated very highly, as indicated on the following tables. The percentages shown represent a rating of “excellent” or “good” in response to the two evaluation questions selected for this report.

Over the years, many workshop participants have indicated on their evaluation forms that the presentations are very valuable, relevant, enlightening and helpful both personally and professionally.

<b>REGIONAL WORKSHOPS</b>			
<b>TITLE</b>	<b># PRESENTATIONS</b>	<b>MET NEEDS</b>	<b>OVERALL RATING</b>
<b>Coping Well on Less</b>	<b>2</b>	<b>95%</b>	<b>100%</b>
<b>Learning Paper Management</b>	<b>1</b>	<b>100%</b>	<b>100%</b>
<b>Living Debt Free</b>	<b>1</b>	<b>100%</b>	<b>100%</b>
<b>Living Happy</b>	<b>1</b>	<b>86%</b>	<b>100%</b>
<b>Living Stress Free</b>	<b>1</b>	<b>100%</b>	<b>100%</b>
<b>Managing Stress Overload</b>	<b>1</b>	<b>85%</b>	<b>96%</b>
<b>Memory and Aging</b>	<b>1</b>	<b>80%</b>	<b>100%</b>
<b>The Power of Optimism</b>	<b>3</b>	<b>99%</b>	<b>100%</b>

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<b>DISTRICT/AGENCY BASED WORKSHOPS</b>			
<b>TITLE</b>	<b># PRESENTATIONS</b>	<b>MET NEEDS</b>	<b>OVERALL RATING</b>
Active Listening	4	93%	99%
Assertiveness Training	2	100%	100%
Awkward Moments	1	83%	100%
Burnout Prevention	8	88%	98%
Coping Well on Less	5	85%	93%
Coping with Change	6	82%	89%
Coping with Grief and Loss	3	93%	100%
Dealing with Difficult People	18	95%	99%
Dealing with Difficult People – Part 2	3	98%	100%
Developing Awareness of Personal Safety	2	88%	97%
Enhancing Self-esteem	1	98%	100%
Enhancing the Learning Climate – It Takes All Types	1	86%	93%
Financial Planning	1	***	***
Hands-On Team Building	10	95%	99%
Intervention Training	3	100%	100%
Juggling Work and Family	4	81%	88%
Lighten Up	1	100%	100%
Managing Conflict Effectively	2	95%	100%
Managing Stress Overload	1	68%	75%
Mid-Life Concerns	1	67%	89%
Myers-Briggs Type Indicator (MBTI) – Building Self-awareness	8	98%	99%
Needs Assessment	3	**	**
Pre-Retirement Planning	5	92%	100%
Stress Management	3	95%	100%
Mini-Stress Management	3	**	**
Support Skills for New Teachers	1	100%	100%
The Power of Optimism	5	99%	100%
Thinking on Your Feet and Your Personal Safety	2	86%	92%

\*\*Evaluations are not distributed at this workshop

\*\*\*Evaluations were not distributed at this workshop

## **EAP LOCAL COMMITTEES**

One of the unique aspects that distinguishes and fortifies the Employee Assistance Program is the EAP Local Committee. Each committee is comprised of representatives from every bargaining unit in the school district, or from each department in the agency/library setting. These representatives, who volunteer to meet regularly throughout the year with a member of the EAP staff, act as a conduit between the district/agency and the EAP, and serve an important role in helping to ensure that all employees are aware of the program's services, as well as identifying needs within their setting and participating in developing programs to meet the identified issues/needs.

## **EAP REGIONAL COMMITTEES**

In an effort to enhance the services provided to the vast expanse of people participating in the EAP, three Regional Committees and three Consortium Committees were formed as an adjunct to the Local Committees. These are comprised of representatives from each region's EAP Local Committees.

Each Regional and Consortium Committee has an opportunity to participate in the development of special projects designed to meet the specific needs of its region. Additionally, these committees offer a venue for sharing each other's strengths, successes and efforts. The networking process enables the members to bring back the ideas and programs that were generated in the meetings to their own districts and agencies.

This year, the EAP Regional Committees have explored projects that address the issue of cultivating a positive workplace environment, coping with job loss, and enhancing overall wellness.

## **QUALITY CONTROL**

The EAP staff continues to explore mechanisms to enhance the quality control efforts of the program to ensure a high level of service provision to the participating employees and their families, and to evaluate the impact of the EAP on the individuals and settings that it serves. Throughout this year, the program has implemented a research-based instrument – the Workplace Outcome Suite, which is administered to the individuals receiving counseling, assessment and referral services at their initial session and again in a follow-up contact three months later. This instrument enables the EAP to focus on issues such as presenteeism and workplace satisfaction.

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**WORKPLACE OUTCOME SUITE: INITIAL SESSION RESULTS**

The following statements reflect what you may do or feel on the job or at home. Please indicate the degree to which you agree with each of the statements for past thirty (30) days. Use the response key to the right.

	<b>Strongly Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Strongly Agree</b>	<b>No Response</b>
<b>I had a hard time doing my work because of personal problems.</b>	22.4%	10.6%	10.3%	32.7%	18.2%	5.8%
<b>My personal problems kept me from concentrating on my work.</b>	17.0%	13.3%	10.0%	33.3%	21.2%	5.2%
<b>Because of my personal problems I was not able to enjoy my work.</b>	19.4%	10.3%	15.5%	26.4%	22.4%	6.1%
<b>My personal problems made me worry about completing my tasks.</b>	26.4%	12.4%	12.7%	23.6%	18.8%	6.1%
<b>I could not do my job well because of my personal problems.</b>	29.7%	20.0%	14.5%	18.5%	11.2%	6.1%
<b>I often feel anxious at work.</b>	21.5%	9.4%	12.1%	24.5%	26.7%	5.8%
<b>Thinking about being at work makes me upset.</b>	40.6%	14.2%	11.8%	13.3%	13.9%	6.1%
<b>I am unhappy most of the time at work.</b>	40.3%	19.1%	11.5%	14.5%	8.8%	5.8%
<b>I dread going to work.</b>	45.2%	15.2%	11.2%	14.2%	8.2%	6.1%
<b>I can't wait to get away from work.</b>	41.2%	15.5%	12.7%	13.9%	10.9%	5.8%

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**WORKPLACE OUTCOME SUITE: THREE MONTH FOLLOW-UP RESULTS**

The following statements reflect what you may do or feel on the job or at home. Please indicate the degree to which you agree with each of the statements for past thirty (30) days. Use the response key to the right.

	<b>Strongly Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Strongly Agree</b>	<b>No Response</b>
<b>I had a hard time doing my work because of personal problems.</b>	46.0%	25.2%	7.2%	15.8%	4.3%	1.4%
<b>My personal problems kept me from concentrating on my work.</b>	44.6%	23.0%	10.1%	16.5%	4.3%	1.4%
<b>Because of my personal problems I was not able to enjoy my work.</b>	43.9%	25.9%	13.7%	9.4%	5.8%	1.4%
<b>My personal problems made me worry about completing my tasks.</b>	54.0%	23.0%	7.2%	10.1%	4.3%	1.4%
<b>I could not do my job well because of my personal problems.</b>	60.4%	16.5%	8.6%	9.4%	3.6%	1.4%
<b>I often feel anxious at work.</b>	48.9%	18.0%	12.2%	11.5%	7.9%	1.4%
<b>Thinking about being at work makes me upset.</b>	57.6%	20.9%	9.4%	5.8%	4.3%	2.2%
<b>I am unhappy most of the time at work.</b>	64.7%	18.0%	8.6%	4.3%	2.9%	1.4%
<b>I dread going to work.</b>	66.2%	18.0%	6.5%	2.2%	5.8%	1.4%
<b>I can't wait to get away from work.</b>	64.7%	18.0%	8.6%	2.2%	5.0%	1.4%

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Presenteeism is defined as the measure of lost productivity cost due to employees actually showing up for work, but not being fully engaged and productive mainly because of personal health and life issue distractions. In his article, "Presenteeism: The Latest Attack on Economic and Human Productivity," Eric Saarvale, Human Resources Manager at the University of Toronto states that "researchers at Harvard and Cornell Universities have estimated that presenteeism is 7-10 times greater than absenteeism. If you translate that into a dollar figure, Harvard Business Review estimates \$150-250 billion in presenteeism costs per year to American companies."

**In relation to the issue of Presenteeism, individuals who came to EAP and received assistance in dealing effectively with their personal problems showed a dramatic increase in their ability to attend to their work tasks, concentrate on their work, enjoy their work, feel confident about completing their tasks and performing in a competent manner.**

Job satisfaction is a very important attribute which is frequently measured by organizations. Numerous models of job satisfaction have been developed, all seeking to understand the range of factors affecting an individual's experience of work, and mechanisms to enhance the quality of the individual's work life. Dissatisfaction in the workplace has been linked to workplace distress, including decreased motivation, pessimism, decreased productivity, increased anxiety and irritability, absenteeism and burnout.

**In relation to the issue of Workplace Distress, individuals receiving assistance from EAP to deal with work-related stressors showed a dramatic improvement in their feelings related to thinking about work and being at work.**

Our results related to the improvement shown in the areas of Presenteeism and Workplace Distress far exceeded our expectations.

## **ORIENTATIONS**

A comprehensive overview of the EAP is provided to every employee in participating districts and agencies by the staff of the program. These orientations ensure that every employee is informed of the services available, and how to access them for both themselves and their family members.

This year, the staff developed a power point presentation of the EAP Orientation that can be accessed via the program's website, and downloaded for use at staff meetings, union meetings, new employee orientations and conference days. **This power point presentation enables every employee and their family members to have access to comprehensive information about the program's services whenever the need arises.**

## **SUMMARY**

The EAP is an employee/management program that is voluntary and neutral. This means that both employees and management understand the process to help employees that are in need, and together support services and confidentiality for every employee and/or family member. Assistance is provided to both individuals living locally and outside of the Long Island area. The EAP provides quality referral services to individuals with insurance coverage, as well as to individuals with limited or no financial resources.

Our services are provided year-round, with day, evening and weekend hours at the program's three locations in Commack, Medford and Westhampton Beach. The EAP staff is on-call 24 hours, 7 days a week, enabling employees and their families to access immediate assistance during the days and hours that the offices are closed. A bilingual counselor is available to further enhance the program's counseling services.

The EAP has a website that provides a mechanism in which individuals can anonymously access information regarding the program's services. Many individuals have opted to e-mail the EAP staff for assistance, which is offered as a direct link from this website. The address of the website is: [www.esboces.org/EAP](http://www.esboces.org/EAP).

The confidentiality of every individual who uses the program is strictly upheld. The EAP acknowledges the right of all people to obtain quality, professional services in an environment that fosters respect, support and dignity.

*The EAP staff is committed to providing a very nurturing, caring and supportive environment, which emphasizes that having difficulties is universal and that asking for assistance is a strength. The mission of the program is to provide support to employees and their families in participating school districts and agencies, in an effort to maximize overall wellness and each individual's learning potential. The EAP is staffed by mental health professionals who are trained to assist individuals experiencing a wide array of difficulties that may be job-related and/or of a personal nature.*

**EAP LOCAL COMMITTEE YEAR END QUESTIONNAIRE**

**AGENCY/DISTRICT/LIBRARY \_\_\_\_\_**

1. Did the committee makeup adequately represent the district/library/agency?

Yes \_\_\_\_\_ No \_\_\_\_\_

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Did the committee meet its goals and objectives?

Yes \_\_\_\_\_ No \_\_\_\_\_

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Is there anything the committee did not address that you feel that it should?

Yes \_\_\_\_\_ No \_\_\_\_\_

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Would you volunteer to participate on this committee again?

Yes \_\_\_\_\_ No \_\_\_\_\_

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**BOCES EAP**  
**WORKSHOP EVALUATION**

Workshop Title \_\_\_\_\_ Presenter(s) \_\_\_\_\_

Location of Workshop \_\_\_\_\_ Date \_\_\_\_\_

*For each statement circle the number that reflects your response.*

	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>
1. Content of Presentation	5	4	3	2	1
2. Degree to which session met your needs	5	4	3	2	1
3. Method of delivery	5	4	3	2	1
4. Presenter's responsiveness to questions and answers	5	4	3	2	1
5. Overall rating	5	4	3	2	1

If the workshop did NOT meet your needs, please indicate why:

\_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

Suggestions for future workshops: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

**EAP REGIONAL COMMITTEE YEAR END QUESTIONNAIRE**

**REGION** \_\_\_\_\_

3. Did the committee meet its goals and objectives?

Yes \_\_\_\_\_ No \_\_\_\_\_

Please comment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Is there anything the committee did not address that you feel that it should?

Yes \_\_\_\_\_ No \_\_\_\_\_

Please comment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Would you volunteer to participate on this committee again?

Yes \_\_\_\_\_ No \_\_\_\_\_

Please comment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Additional suggestions/comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_