

NORTHLAND EARLY EDUCATION CENTER

“Leading the way in Early Intervention and Education”

OUTCOMES MEASUREMENT ANNUAL REPORT

January 1 through December 31, 2022

INTRODUCTION

The Northland Early Education Center (NEEC) provides quality early education and therapeutic intervention for the youngest and most vulnerable members of the community and has done so since 1981. NEEC provides these vital services for children age's birth to five who have special needs and children who have typical needs in fully – inclusive classrooms. Accredited by both the National Association for the Education of Young Children (NAEYC) and the Commission on Accreditation of Rehabilitation Facilities (CARF), NEEC's early education and therapy programs meet and uphold the highest and most rigorous standards in the nation.

As a 501(c)3 organization, NEEC relies on a variety of sources to fund our program and services. This year, 43 percent of NEEC's funding comes from parent paid tuition, as well as an additional 51 percent from fees for services from contracts that NEEC has with the Missouri First Steps program, Clay County Developmental Disabilities Resource Board, Platte County Board of Services and other state and local governmental entities. The remaining 6 percent come from charitable contributions received from generous community members, corporations and foundations.

Frequent and honest evaluation of any program is one of the keys to success and that is why NEEC utilizes an Outcomes Measurement format for evaluating annual goals. The Outcomes Measurement Report serves as a motivating and tracking tool, allowing us to better qualify the impact that our programs have on the children and families we serve. The NEEC Board of Directors, administration, and staff believe that the well-organized, thoughtful, and honest program evaluation the Outcomes Measurement offers is imperative to furthering our mission to provide early education and therapy services for children who have special needs and children who have typical needs, in a fully inclusive classroom environment in order for them to reach their full potential.

*The numbers in the report were heavily impacted by the ongoing effects of the workforce shortage. The fluctuation of staff members, particularly assistant teachers, impacted enrollment.

SERVICE DELIVERY/PROGRAM DESCRIPTION

Activity	Output Measure	Current Value	Target Value
Provide Physical Therapy	Units ¹ of Service Provided	1,955	2,200
Provide Occupational Therapy	Units of Service Provided	2,190	2,500
Provide Speech & Language Pathology	Units of Service Provided	2,943	2,500
Provide Special Instruction	Units of Service Provided	1,001	2,000
Provide Early Education	Number of Children Served	148	160

Early Childhood Education and Therapeutic Intervention Program

NEEC provides early education and therapy services for children who have special needs and early education for children who have typical needs age's birth to five. NEEC also provides a before and after school/summer program for children enrolled in kindergarten through fifth grade who have special needs. NEEC's 12 early education classrooms are staffed by dedicated childcare professionals, including a lead teacher with a Bachelor's degree in special education, early childhood education or a related field. All lead teachers prepare weekly lesson plans that fully utilize and incorporate the principles of the Project Construct curriculum framework. In a Project Construct classroom, children build their own knowledge, at their own pace and development level, through play and interactions in a well-facilitated educational environment. As a result, children become critical thinkers and creative problem-solvers while developing a love of learning.

Children are screened upon entry into the program and continually assessed each day; milestones are recorded in each child's individual portfolio and discussed at bi-annual parent-teacher conferences. Due to COVID-19 safety measures these conferences were transitioned to more frequent parent-teacher communications via email, phone call, pick-up and drop-off conversations and our parent communication technology. Success for a child, either with special needs or typical needs, in a NEEC classroom is demonstrated by the child's ability to think critically and creatively, problem solve, and cooperate with other children in a learning environment. At NEEC children attain these skills in a fully-inclusive classroom environment, meaning that children are separated by age, not developmental level.

In addition to high quality, fully-inclusive early education, NEEC offers therapy services for children with special needs who qualify. NEEC's therapy department specializes in physical and occupational therapies, speech and language pathology and special instruction. The therapists work collaboratively in a teaming model to ensure the whole family's needs are being met. Primarily, the NEEC therapy program collaborates with Missouri's First Steps program to determine the appropriate level of therapeutic intervention for children from birth to age three. NEEC therapists also work with families and children through Medicaid, and private pay. Each child that receives therapy services through NEEC has some form of individualized goals and a plan on which the therapy services are based. Predominantly this plan takes the form of either an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP). An IFSP guides the therapy process for children (aged birth – three) with special needs based upon the family needs and goals. An IEP is for children three and older and consists of a written plan developed by a team to help an individual child with educational goals. All therapy service plans at NEEC include a statement of the child's present levels of educational and/or developmental performance, measurable annual goals, and outlines the specific services that will be offered to help the child meet these goals. Success for a child receiving therapy services through NEEC is as individualized as the child.

¹ One unit is equal to 15 minutes.

Before-, After-, Summer- School Age Program

In order to fulfill a growing need recognized in our community, NEEC provides a before-, after-, summer- school age program for children enrolled in kindergarten through fifth grade who have special needs. This program, which meets before and after public school and during the summer months, has its own teaching staff that incorporate each child's Individual Education Plan goals into the classroom's daily activities and lesson plans. Knowing that the fully-inclusive environment is the most appropriate for all children, this program is seeking to incorporate typically developing peer models. However, space for this program is limited and children with special needs still remain the number one priority for this continued learning program at NEEC.

Licensing and Accreditation

The Northland Early Education Center is proud to be accredited through both the National Association for the Education of Young Children (NAEYC) and the Commission on Accreditation of Rehabilitation Facilities (CARF). Additionally, NEEC is a licensed private agency with the Missouri Department of Health and holds certification through the Missouri Department of Elementary and Secondary Education. These accreditations, licensures and certifications ensure that NEEC's program standards are among the highest in the nation. These also ensure our ability to provide support for students and families who need additional care, which may not be provided by other organizations nearby.

Service Area

NEEC serves children age's birth to 5 who have special needs and typical needs, as well as children who have special needs children enrolled in kindergarten through fifth grade primarily in Clay and Platte counties, as well as surrounding counties in the Kansas City Metropolitan area.

From the 2022 Cultural Competency and Diversity Plan

The persons served demographics vary from year to year. Last year (January 1, 2022 December 31, 2022) our persons served population was 77% Caucasian and 23% minority (African American, Hispanic/Latino, Asian and others). Clay County and Platte County demographics from the same time period indicate that 86 % and 86% of the population is Caucasian, and 14% and 14% minority (African American, Hispanic/Latino, Asian and others. NEEC's current staff is 90% Caucasian, 5% African American, 5% Hispanic/Latino, and 0% other.

2022 ACTION PLAN GOALS AND RESULTS

GOAL: NEEC will work to become fully staffed by everyone doing their part to recruit and retain qualified staff. Admin will conduct monthly team building activities to promote positive community relationships. Staff will positively represent NEEC on social media and in public at all times. Initial orientation will occur within the first three days of employment that covers general operations and requirements of the program. All staff within the classroom hired for will complete positive ongoing orientation and training for the first 90 days of employment that covers specific children and operations of the classroom. All staff will read and actively retain information sent weekly via email by administration by being held accountable for knowing, following, and implementing the information shared.

RESULT: NEEC staffing stabilized and we were able to keep enrollment numbers consistent throughout the year, although not fully enrolled to max capacity. The orientation process played a major role in staffing and our ability to quickly prepare staff to serve in the classroom.

GOAL: NEEC will increase communication efforts by scheduling monthly teacher's meetings, developing a teacher mentor program for new staff, and utilizing the white board in the work studio for a communication board for events, news, sign-ups, etc.

RESULT: The white board became a community board that increased work room interactions. Scheduled meetings were often interrupted by lack of staff, but were promptly rescheduled to ensure teachers were informed and involved in the high level needs of NEEC. The teacher mentorship program was reinvisioned into the training and onboarding process.

GOAL: In an effort to improve the quality of NEEC, job descriptions will be updated annually by the Director of Programs and available in the shared master forms folder on Google Drive. Staff will hold one another accountable for their responsibilities, reinstate committees, and acknowledge the hard work seen in co-workers.

RESULT: Job descriptions were provided individually to all employees during their annual employee review. Increased collaboration throughout the year enforced accountability.

2022 HIGHLIGHTS

- Staffing started out low, but through major recruitment and retention efforts, staff levels stabilized and we were able to maintain student enrollment throughout the year.
- Throughout the year NEEC provided 50,597 education hours and 8,089 Therapy units (2,022 hours) of therapy including physical therapy, occupational therapy, special instruction and speech & language therapy. 269 students were served.
- NEEC Board membership increased to 9 active board members.

2023 ACTION PLAN

A Strategic Plan was developed through a process including board members, leadership and staff for 2023-2027. Please see that document for more details.

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Effectiveness Objective	Expectancy Goal	Current Number/Total	Current Percent	Time of Measure
Children with special needs enrolled ² at NEEC who transitioned into their least restrictive environment	100%	8/9	89%	December 2022
Children with special needs receiving services from NEEC, who made progress on at least 75% of their early education goals	90%	39/43	91%	December 2022
Children with special needs receiving service in the area of Special Instruction at NEEC, who made progress on at least 75% of their IFSP goals	90%	28/28	100%	December 2022
Children with special needs receiving service in the area of Occupational Therapy at NEEC, who made progress on at least 75% of their IFSP goals	90%	40/47	85%	December 2022
Children with special needs receiving service in the area of Physical Therapy at NEEC, who made progress on at least 75% of their IFSP goals	90%	84/86	98%	December 2022
Children with special needs receiving service in the area of Speech and Language Pathology at NEEC, who made progress on at least 75% of their IFSP goals	90%	44/46	96%	December 2022
Students graduating to kindergarten, who do not receive special education services, will reach all of the education measures outlined in the DRDP (2015) manual to determine elementary school readiness.	100%	14/14	100%	December 2022
Efficiency Objectives	Expectancy Goal	Current Number/Total	Current Percent	Time of Measure
Enrollment as compared to full capacity	75%	122/160	76%	December 2022
Enrollment as compared to staff capacity	100%	122/144	85%	
Children who transitioned from home based therapy to the on-site Early Education and Therapy program	10%	7/62	11%	December 2022
Average enrollment of children with special needs as compared to the enrolled student population	50%	43/122	35%	December 2022
Children with special needs who received services from NEEC ³ compared to the entire student population	50%	105/269	39%	December 2022
Staff retention exceeding 1 year	75%	38/64	59%	December 2022

Service Access Objective	Expectancy Goal	Current Number/Total	Current Percent	Time of Measure
Children with special needs on the waiting list	0%	11/49	22%	December 2022
Satisfaction Objectives	Expectancy Goal	Current Number/Total	Current Percent	Time of Measure
Parents/families who expressed satisfaction with the services provided by NEEC ⁴	100%	14/14	100%	December 2022
Parents/families who rate their child's learning experience at NEEC as "adequate" or better ⁵	100%	14/14	100%	December 2022

² "Enrolled" and "Enrollment" refers to children who receive services on-site.

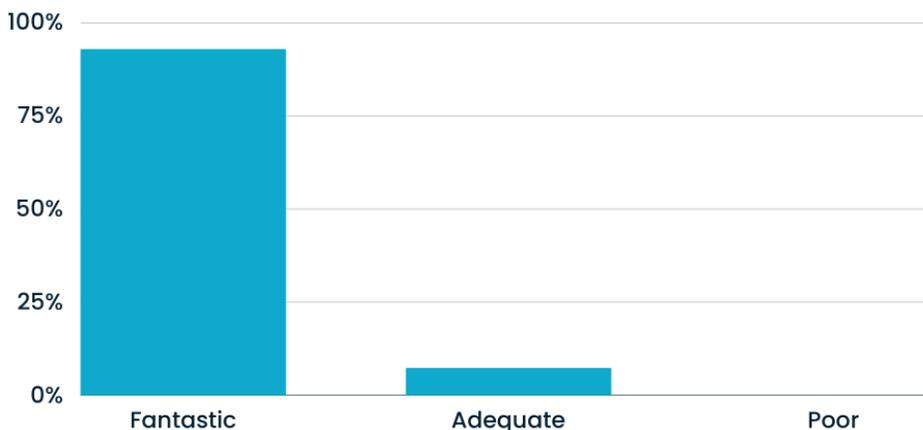
³ Children with special needs who receive services on-site (including the before and after school program) as well as children who received home-based therapy services.

⁴ Survey was sent to 143 families via email, 10% (14) responded.

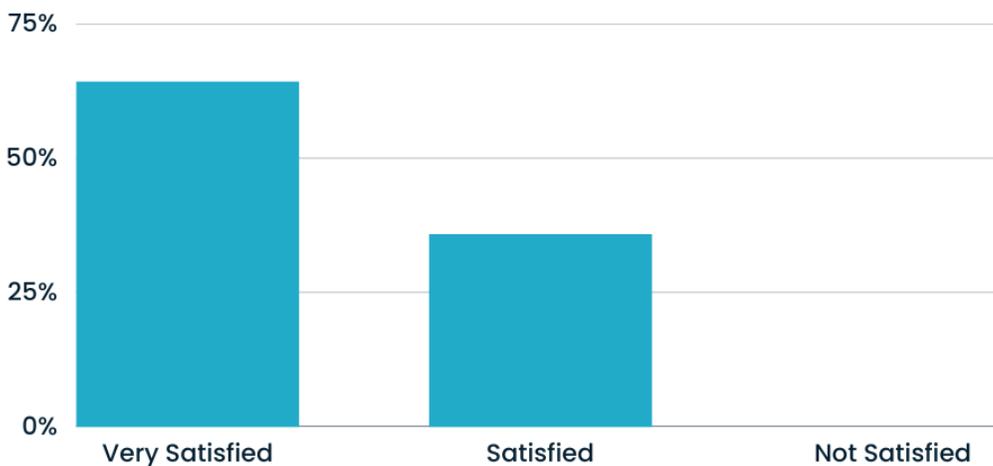
⁵ Survey was sent to 143 families via email, 10% (14) responded.

The following graphs illustrate the results of surveys completed by 14 families whose children receive services at Northland Early Education Center.

HOW WOULD YOU RATE YOUR CHILD'S LEARNING EXPERIENCE DURING THEIR ENROLLMENT AT NEEC?

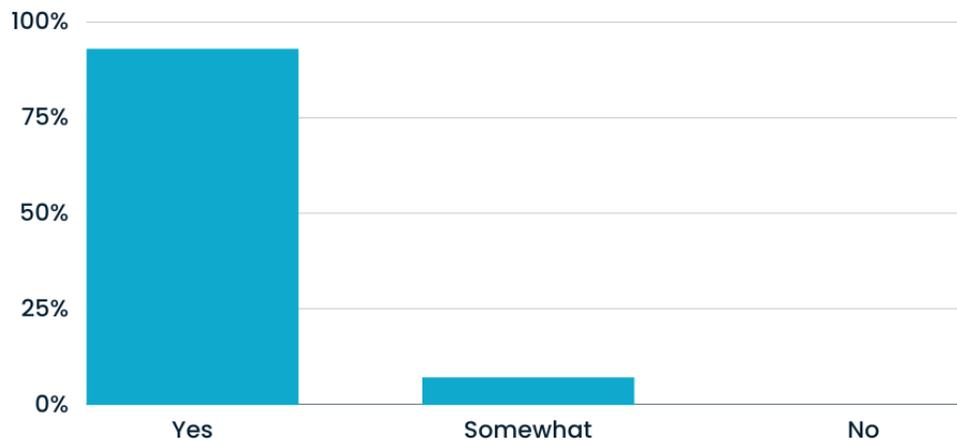


2022 FAMILY SATISFACTION WITH SERVICES



The following graphs illustrate the results of surveys completed by 14 families whose children receive services at Northland Early Education Center.

DOES YOUR FAMILY FEEL WELCOME IN THE PROGRAM?



DO YOU FEEL THAT YOUR CHILD'S CLASSROOM TEACHERS PROVIDED ADEQUATE COMMUNICATION OVER 2022?

