Mission Neighborhood Centers, Inc.
Children’s Services Division
Head Start/Early Head Start
Grantee

2017-2018 Annual Report
Introduction

Greetings on behalf of our Chief Executive Officer, Santiago Ruiz; Vice President of Children’s Services, Cyndee Nieves; and the MNC Board of Directors! 2017-2018 marked our 4th year as a Head Start/Early Head Start Grantee. We are proud of our accomplishments and remain committed to serving the needs of our children, families, and the community. We continue to offer supportive and wrap around services for school readiness, health/nutrition, mental health/disabilities, and family engagement/education. Our school readiness goals remain data driven and we remain constant in our desire to utilize data for continuous program improvement.

MNC is successful because of the involvement of families, community members, and dedicated staff who are committed to the education, health, well-being, and development of our children. This year, we continued to integrate MNC’s core values: Respect, Integrity, Inclusion, Compassion, and Empowerment into our program goals and objectives.

We are proud to celebrate the impact our work has on our community; preparing children to be ready for Kindergarten and a lifetime of learning. Our parents, staff and community partners have been involved in strategic planning and have served on the Policy Council and MNC Board of Directors helping to guide program decisions. We are proud to celebrate the impact our work has on our community! As we look to the future, we thank you for your involvement and commitment to ensuring our children have the opportunities for success they deserve.

I invite you to read the following pages of this report to understand our work, accomplishments, and community impact!

Barbara E. Walden,
Associate Director, Children’s Services Division

Board of Directors:
• Beverly Hayon, President
• Chris Collins, Vice President
• Jose Rodriguez, Treasurer
• Maria Renderos, Secretary
• Nancy Arevalo
• Miguel Barragan, Esq.
• Kelly Ehrenfeld
• Maria Guillen
• Afsaneh Iranpour
• Dianne Lafaurie
• Zonia Lei
• Dr. Liliana Rossi
• Gladys Sandlin
• Erich Schulz

Parent Policy Council Leadership:
• Maria Jose Xiu Dzib
• Leticia Alvarez
• Maria Christina Ortega
• Tashery Rizzo

Senior Staff:
• Santiago Ruiz, Chief Executive Officer
• Maria Bermudez, Chief Operating Officer
• Sebastian Alioto, Chief Financial Officer
• Juanita Camacho, Chief Human Resources & Administration Officer
• Cyndee Nieves, Vice President of Children's Services
Who We Are

Mission Neighborhood Centers, Inc. (MNC) has provided comprehensive child development services in San Francisco for over 40 years. MNC became a Head Start/Early Head Start Grantee in 2014.

Currently, MNC has ten child development sites providing early education and care to 454 infants, toddlers, and preschool children. Our staff provide nurturing early learning environments that reflect the values, language, and cultural identity of the children served.

Teachers intentionally promote and support dual language learning (Spanish and English) and actively engage children in age-appropriate, stimulating experiences to bring about optimal learning for all children to grow to their fullest potential!

~ Our Core Values ~
Respect, Integrity, Inclusion, Compassion, Empowerment
Children and Families
We Serve

Racial/Ethnic Composition Enrolled Children

- Hispanic/Latino: 83%
- African American/Black: 7%
- Pacific Islander: 1%
- Asian: 4%
- Multiple: 1%
- White: 1%
- Native American: 1%

86% of our children are eligible to receive services through Head Start/Early Head Start based on eligibility criteria!

Children by Age

- Under 1 year: 3%
- 1 year old: 3%
- 2 years old: 8%
- 3 years old: 42%
- 4 years old: 44%

Primary Language Staff and Families

- English
- Spanish
- East/South Asian
- Other
Children and Families We Serve

- **443 Families Served!**

- **15 Families Experiencing Homelessness**

- **6 Foster Children**

- **56 Children with IEPs or IFSPs**

- **205 Families Receiving WIC Services**

- **122 Families Receiving SNAP Services**

- **38 Families Receiving TANF Benefits**

---

PARENTS’ EDUCATIONAL ATTAINMENT DURING THE PROGRAM YEAR

- **3%** An advanced degree or baccalaureate degree
- **21%** An associate degree, vocational school, or some college
- **47%** A high school graduate or GED
- **29%** Less than high school graduate

- **9 parents completed a job training program, professional certificate, or license!**
## Children and Families We Serve

<table>
<thead>
<tr>
<th>Service Description</th>
<th># of Children at Enrollment</th>
<th># of Children at End of Enrollment</th>
<th>Percentage of Enrolled Children *Cumulative Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Insurance</td>
<td>452</td>
<td>454</td>
<td></td>
</tr>
<tr>
<td>Medical Home</td>
<td>452</td>
<td>454</td>
<td></td>
</tr>
<tr>
<td>Up-to-date on EPSDT Schedule</td>
<td>201</td>
<td>336</td>
<td>74%</td>
</tr>
<tr>
<td>Up-to-date on all Immunizations</td>
<td>451</td>
<td>452</td>
<td></td>
</tr>
<tr>
<td>Dental Home</td>
<td>415</td>
<td>448</td>
<td></td>
</tr>
<tr>
<td>Received Dental Exams</td>
<td>N/A</td>
<td>348</td>
<td>76%</td>
</tr>
</tbody>
</table>

### Number of Children Who Received Medical Treatment for Chronic Conditions

<table>
<thead>
<tr>
<th>Condition</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anemia</td>
<td>6</td>
</tr>
<tr>
<td>Asthma</td>
<td>34</td>
</tr>
<tr>
<td>Hearing Difficulties</td>
<td>1</td>
</tr>
<tr>
<td>Vision Problems</td>
<td>30</td>
</tr>
<tr>
<td>High Lead Levels</td>
<td>5</td>
</tr>
<tr>
<td>Diabetes</td>
<td>1</td>
</tr>
</tbody>
</table>

*920 Households and 3,342 individuals received fresh produce and staples from our bi-weekly Food Distribution Partnership with the SF-Marin Food Bank!*

*164 Children for whom the MH Consultant, consulted with program staff*

*25 Children referred for mental health services*

*14 Children received mental health services*

*85 parents volunteered this year!*
School Readiness Goals and Child Outcomes Desired Results Developmental Profile (DRDP-2015)

The DRDP assessment tools measure progress within specific developmental domains against identified measures (developmental levels).

Social/Emotional Development - Increased self-knowledge & awareness of others by displaying the use of appropriate coping strategies & socializing techniques in their relationships with adults & peers. Language & Literacy Development - Increased their understanding of literacy & early writing through book appreciation, letter & alphabet knowledge, phonological awareness, & the relationship between language & print. English Language Development - Dual Language Learners increased their ability to understand & explain events & their environment using the English language. Cognitive & General Knowledge & Approaches to Learning - Children demonstrated an eagerness to learn, explore, & problem-solve, & increased their understanding of basic math concepts in the physical world. Physical Health & Well-Being and Motor Development - Children improved their motor skills & physical activity levels and learned the essentials of healthy nutrition practices for good health & healthy weight.

% of Preschool Children at or above CA Early Learning Foundation Expectations

% of Infant/Toddlers at or above CA Early Learning Foundation Expectations
Quality Classrooms and Teacher-Child Relationships

The Classroom Assessment Scoring System (CLASS) measures the quality of teacher/child interactions. High quality teacher/child interactions include consistent routines and schedules, emotional support, an organized classroom, and interactions that help build critical thinking skills and vocabulary. During the 2017-2018 program year, three of our centers were assessed by external evaluators (scores out of a possible 7):

![CLASS Scores](image)

The Environment Rating Scales (ERS) measure the quality of the indoor and outdoor classroom environment. The tools measure, a clean and safe environment, healthy practices, and engaging and interactive activities that support children’s learning. During the 2017-2018 program year, six of our preschool classrooms and 3 of our Toddler classrooms were assessed by external evaluators (scores out of a possible 7):

![ITERS/ECERS Scores](image)

<table>
<thead>
<tr>
<th>Classroom</th>
<th>SEFAU Toddler</th>
<th>SEFAU Infant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bernal Dwellings, Toddler, Rm. Mariposa</td>
<td>4.6</td>
<td>5.2</td>
</tr>
<tr>
<td>Capp, Rm. East</td>
<td>5.4</td>
<td>5.6</td>
</tr>
<tr>
<td>Women’s Building</td>
<td>5.6</td>
<td>5.8</td>
</tr>
<tr>
<td>SEFAU</td>
<td>5.8</td>
<td>6.0</td>
</tr>
<tr>
<td>Mission Bay, Rm. King</td>
<td>5.9</td>
<td>6.0</td>
</tr>
<tr>
<td>Jean Jacobs</td>
<td>5.9</td>
<td>6.0</td>
</tr>
<tr>
<td>Bernal Dwellings</td>
<td>5.9</td>
<td>6.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Series</th>
<th>Bernal Dwellings</th>
<th>Jean Jacobs</th>
<th>Mission Bay, Rm. King</th>
<th>SEFAU</th>
<th>Women’s Building</th>
<th>Capp, Rm. East</th>
<th>Bernal Dwellings, Toddler, Rm. Mariposa</th>
<th>SEFAU Infant</th>
<th>SEFAU Toddler</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5.98</td>
<td>5.95</td>
<td>5.51</td>
<td>6.02</td>
<td>5.50</td>
<td>5.90</td>
<td>5.17</td>
<td>5.50</td>
<td>5.92</td>
</tr>
</tbody>
</table>
Comprehensive Services

Mission Head Start/Early Head Start program’s family partnership process assists families in identifying strengths, goals, needed services, and support resources that promote the strengthening of families. We also offer support services for families in crisis or high risk situations by providing referrals to community agencies that specialize in that need.

Family Services

- Asset building services
- Relationship/marriage education
- Parenting education
- Assistance to families of incarcerated individuals
- Health education
- Child support assistance
- Domestic violence services
- Child abuse and neglect services
- Substance abuse treatment
- Job training

Adult education such as GED programs and college selection

English as a Second Language (ESL) training

Mental health services

Housing assistance such as subsidies, utilities, repairs, etc.

Emergency/crisis intervention

97 families attended our Annual KinderFair and met with over a dozen private, charter, and public schools!
Parent Education and Leadership

We believe parents are a child’s first and most important teachers. Parents are encouraged to participate in the classroom, help set educational goals, as well as read and engage in educational experiences with their child at home. Parents participate in a variety of educational experiences that support the Parent, Family, and Community Engagement Framework and are aligned with our school readiness efforts.

During a parent focus group and survey conducted recently, respondents said they were very satisfied their children were in our program and felt that overall the program had a strong focus on child learning, socio-emotional supports, and Kindergarten preparedness. They said they can see the differences in their children and their child’s growth.

"Discipline and routine helps (my child) be independent; for example, wash your hands after lunch; they learn at school and they do it at home"

"My son did not talk much, but today I see my son singing at home"

“They have given us many services that help us to be better parents, such as discipline and nutrition.”

“When I had a family problem, the social worker gave me resources and offered professional help to help me with my case. He also referred me to a therapist”

Our Parent Policy Council is one of two governing bodies for our program. The council is comprised of parent representatives from each of our early care centers. They approve budgets and program expenditures, help set program goals, and participate in the Annual Self-Assessment and Community Assessment.
Abriendo Puertas (Opening Doors) is the nation’s first evidence-based parent leadership and advocacy training program for Latino parents with children 0-5 years of age. The program focuses on building the capacity and confidence of parents to be strong and powerful advocates in the lives of their children.

The curriculum is based on popular education and draws on the real life experiences of participants. Topics include how to be your child’s first teacher, goal setting, communication, ages and stages of development, promoting literacy, choosing preschool and child care services, health and nutrition, socio-emotional wellness, and advocating for children, families and communities.

In the 2018, 25 parents participated in Abriendo Puertas across two sites. During a survey, parents were asked what activities they now do at home with their children that help reinforce what they have learned during the sessions:

“We read more, talk more, sing and practice colors, and practice writing”

“Reading books, better ways to communicate with my daughter and how to reinforce what is learned in school”

“Teaching my son independence and how to communicate, also how to practice colors, sounds, and numbers”
Staff Demographics and Qualifications

Teachers and Assistant Teachers
Educational Attainment
- Bachelor in Early Childhood Education: 3%
- Master in Early Childhood Education: 3%
- Associate in Early Childhood Education: 3%
- Associate in ECE related field: 33%
- Bachelor in ECE related field: 3%
- Child Development Associate Credential: 80%

Family and Community Partnerships
Staff Qualifications
- Bachelor in related field: 9
- Family-development related credential: 3

Race and Ethnicity of Teaching Staff
- Asian: 11%
- Black/African American: 8%
- White: 10%
- Hispanic/Latino: 71%

Of our staff are current or former Head Start/Early Head Start parents!
Financials - Revenue

FY 18 Head Start/Early Head Start - $4,589,193

FY 18 All Children’s Services - $11,928,120
Financials – Expenditures
FY 18 Head Start/Early Head Start - $4,589,193

Financials - Revenue
FY 19 All Children’s Services - $11,884,784
Financials – Expenditures

FY 19 Head Start/Early Head Start - $4,732,561

Audit Results

The FYE 2018 Audit was conducted by Patel & Associates. Their report was unmodified and showed no findings, weaknesses, deficiencies, or out of compliance areas.

Photo Credit:
Paola Marinero