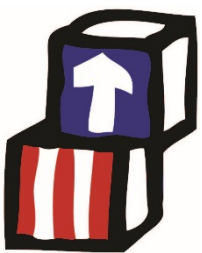




Mission Neighborhood Centers, Inc.

Children's Services Division

Head Start/Early Head Start
Grantee



Annual Report 2018 - 2019



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Greetings on behalf of our Chief Executive Officer, Santiago Ruiz; Vice President of Children's Services, Cyndee Nieves; and the Board of Directors! 2018-2019 marked our 5th

Board of Directors:

- Beverly Hayon, President
- Chris Collins, Vice President
- Jose Rodriguez, Treasurer
- Maria Renderos, Secretary
- Afsaneh Iranpour
- Dianne Lafaurie
- Erich Schulz
- Gladys Sandlin
- Jose Quinonez
- Kelly Ehrenfeld
- Liliana Rossi, PhD
- Maria Guillen
- Miguel Barragan, Esq.
- Nancy Arevalo
- Zonia Lei

Parent Policy Council Leadership:

- Lourdes Cruz, President
- Ana Manzanares, Vice President
- Marianela Hernandez, Parliamentarian

Executive Staff:

- Santiago Ruiz, Chief Executive Officer
- Maria Bermudez, Chief Operating Officer
- Sebastian Alioto, Chief Financial Officer
- Cyndee Nieves, Vice President of Children's Services

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.

Mission Neighborhood Centers, Mission Head Start/Early Head Start 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. Our parents, as their child's first teacher, are active participants in the school-parent partnership. Our staff, parents, community partners, and Board of Directors have been involved in our strategic planning and are key stakeholders that guide program decisions. We thank them for their involvement and commitment to ensuring our children have the opportunities for the success they deserve!

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 program year runs from August to July and this report is based on 2018-2019 data, programming, and exciting happenings! I hope you enjoy reading this report to gain an understanding of our work, accomplishments, and impact on the children and families we serve!



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

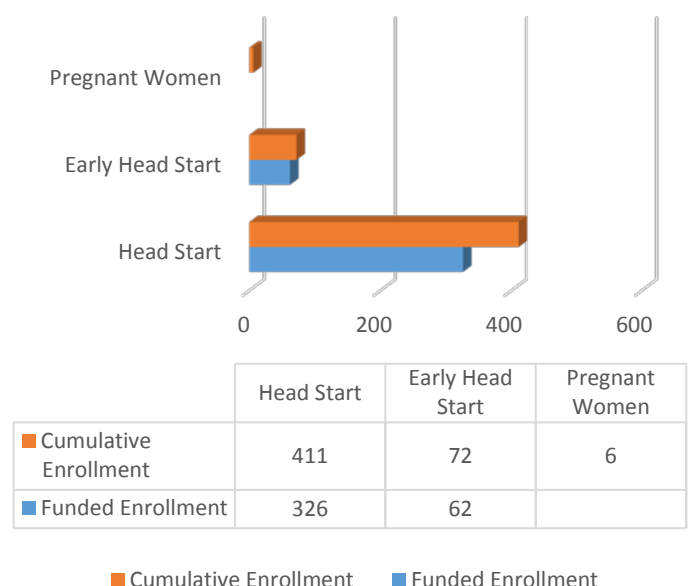
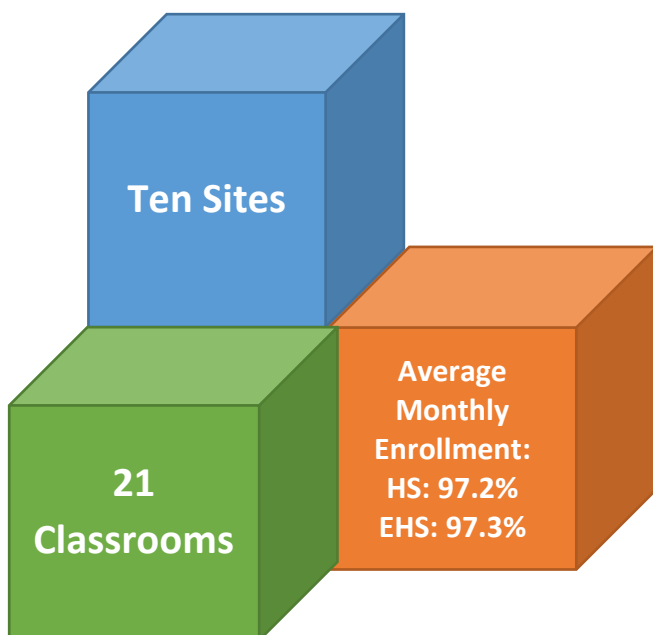
Who We Are

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.

For the 2018-2019 school year MNC was funded to serve 427 children: center-based Head Start preschool served 326 children, center-based Early Head Start served 44 children, Early Head Start home-based served 18 children and pregnant moms, and the remaining balance were served through funding from the California Department of Education, the SF Office of Early Care and Education, or were private pay. Currently, MNC has ten child development sites in the Mission, Excelsior, Bayview-Hunter's Point, and Mission Bay neighborhoods. The target neighborhoods served are home to largely Spanish speaking, immigrant, and/or low-income working families.



Our Core Values: Respect, Integrity, Inclusion, Compassion, Empowerment

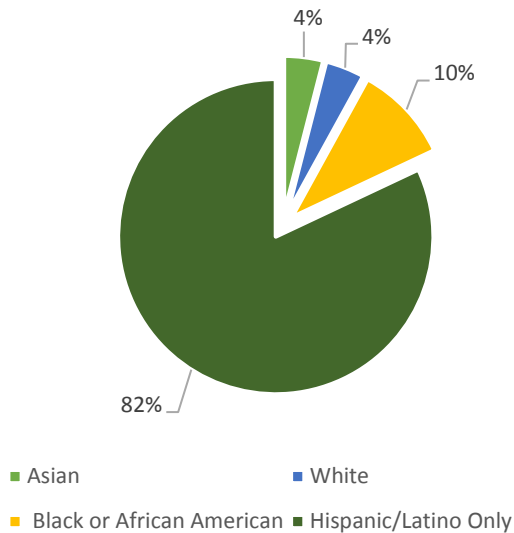


Who We Are – Staff Demographics

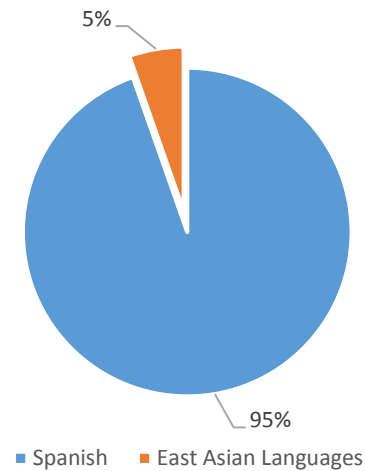
Our caring and dedicated staff provide nurturing early learning environments that reflect the values, language, and cultural identity of the children served.

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 staff bring a variety of experiences and educational backgrounds to their classrooms. Our internal education coaches support teachers with their work in the classroom around curriculum implementation, teacher-child relationships, and professional development goals.

Education Staff Race and Ethnicity



Education Staff Who are Proficient in a Language other than English



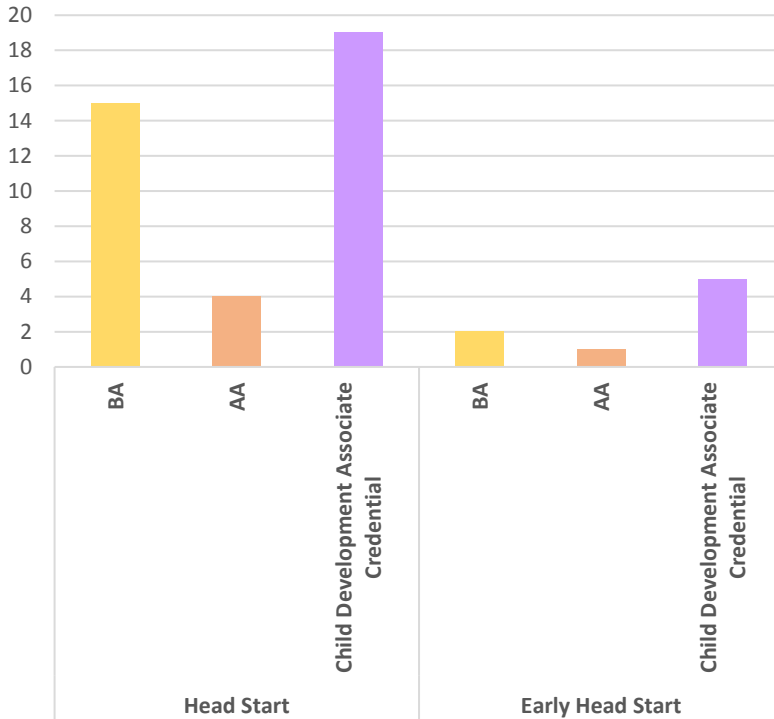
33

*Of our staff are
current or former
Head Start/Early
Head Start parents!*

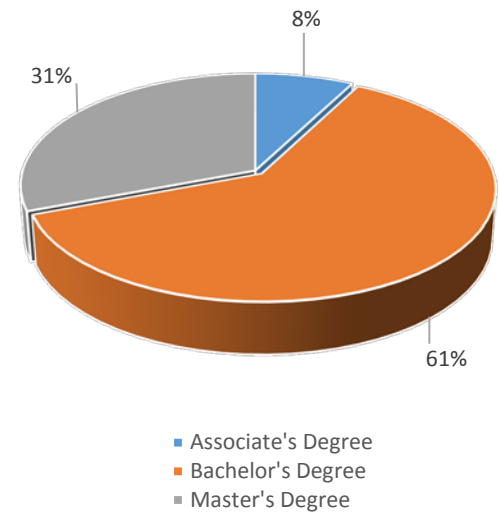
Who We Are – Staff Qualifications

Our
retention
rate is over
80%

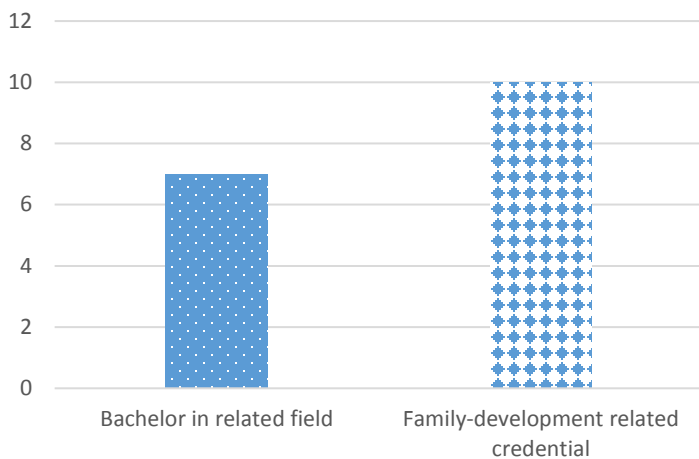
Teacher/Assistant Teacher Levels of Education:
Early Childhood Development or Job Related Field



Manager's/Coordinator's/Specialist's
Educational Attainment: Early
Childhood Development or Job Related
Field



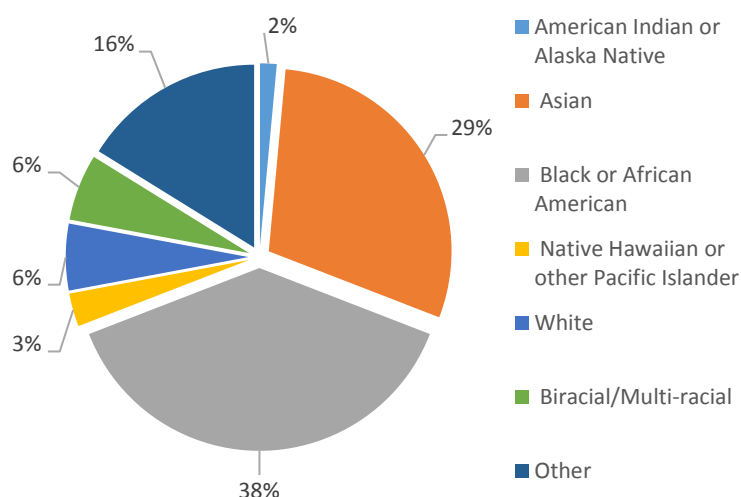
Family and Community Partnerships Staff
Qualifications



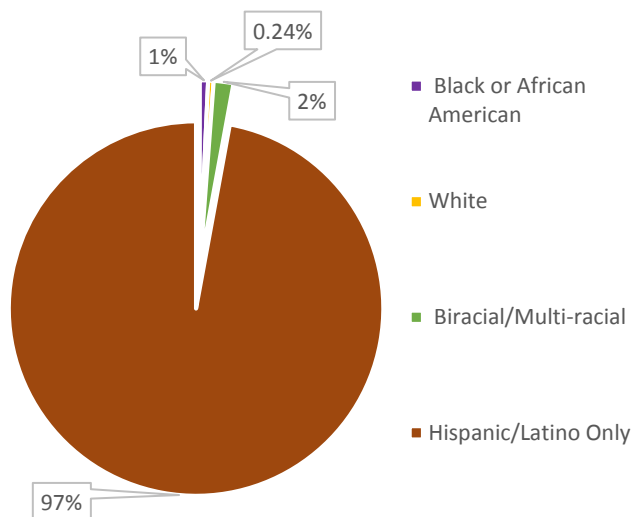
Children & Families We Serve

Like our staff, our children and families are multi-cultural and multi-lingual. Our families are primarily low income and recent arrivals to the United States. As a result of their socio-economic standing, they are in critical need of high-quality, culturally relevant services for them and their children. Despite being under tremendous environmental and social stressors, they are resilient and resourceful and take on active roles in their children's learning.

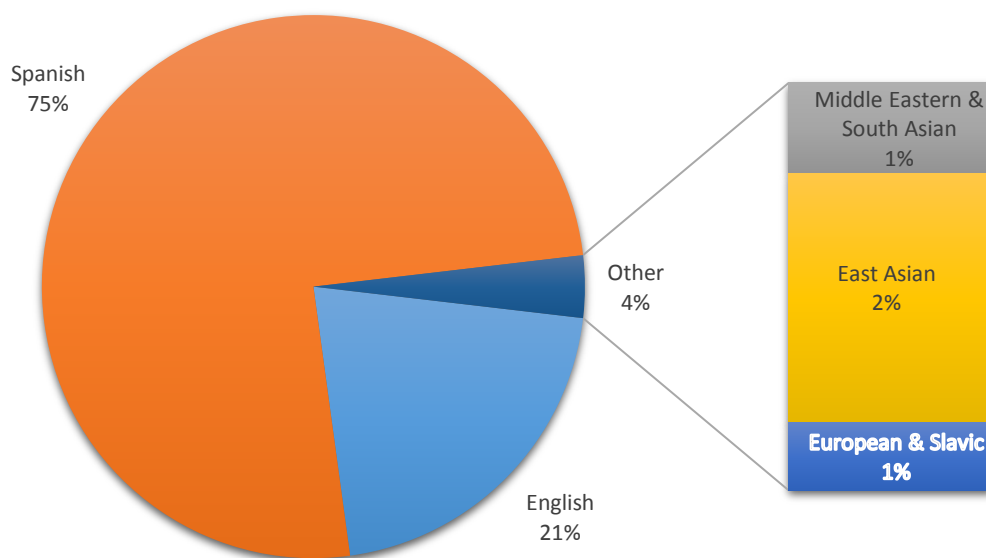
Children/
Pregnant Women
(Non-Hispanic or Non-Latino origin)



Children/
Pregnant Women
(Hispanic or Latino origin)



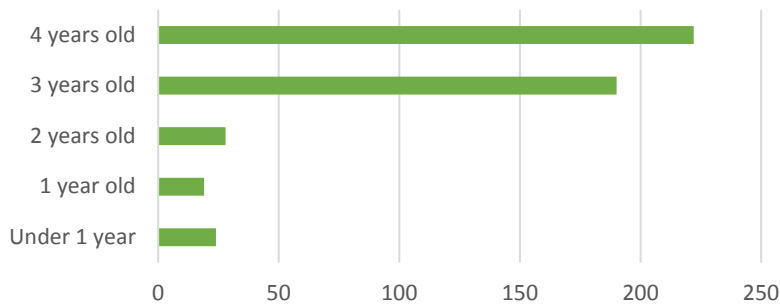
Primary Language of Family at Home



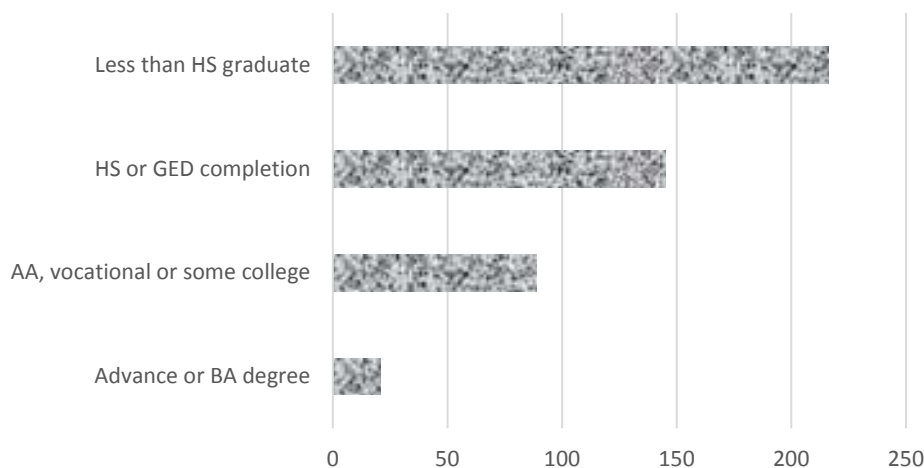
Children & Families We Serve

79% of our children are eligible to receive services through Head Start/Early Head Start based on eligibility criteria!

Children by Age at Enrollment



Parents' Highest Level of Education



31

Families Experiencing Homelessness

3

Foster Children

9

Families Experiencing Homelessness Acquired Housing

159

Families Receiving WIC Services

67

Families Receiving SNAP Services

44

Families Receiving TANF Benefits

** Numbers reported are at end of enrollment year*

Parent Educational Attainment During the 2018-2019 Program Year



Health, Nutrition, Mental Health, & Disabilities

As a HS/EHS Grantee, we are mandated to “provide high-quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate and that will support each child’s growth and school readiness” – HSPPS 2016.

We accomplish this by working closely with families to ensure they are equipped with the knowledge and resources necessary to make decisions on their child’s well-being. This includes providing direct support in applying for medical insurance, securing medical and dental homes, facilitating referrals, and screening children for vision and hearing. We also provide two nutritious meals, one healthy snack, and gross motor opportunities daily. We practice self-care habits and incorporate tooth brushing and hand washing in the daily activities.

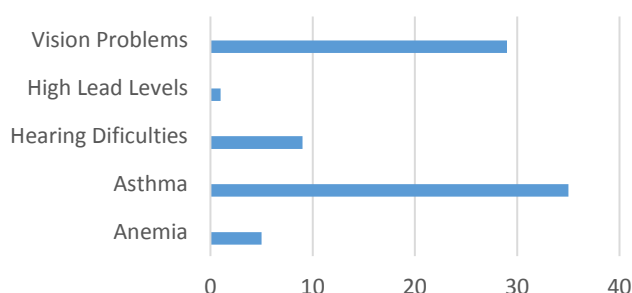
In addition, through a partnership with Instituto Familiar de la Raza, we provide mental health consultation to staff and parents on supporting children, particularly those exhibiting challenging behaviors, in the classroom. The Mental Health Consultant also facilitates referrals for mental health services when deemed appropriate.



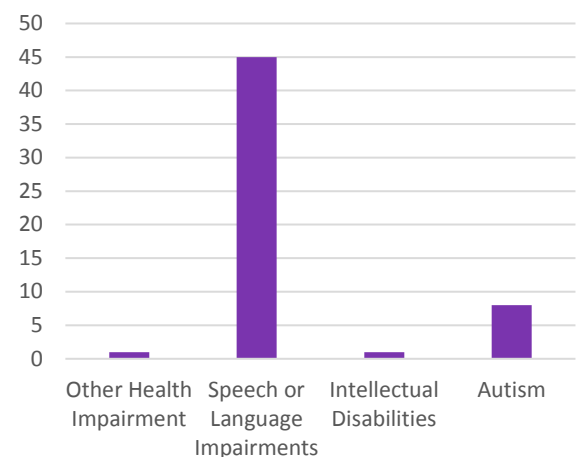
	# of Children at Enrollment	# of Children at End of Enrollment	Percentage of Enrolled Children *Cumulative Enrollment
Health Insurance	483	483	100%
Medical Home	483	483	100%
Up-to-date on EPSDT Schedule	174	347	72%
Up-to-date on all Immunizations	481	471	98%
Dental Home	424	463	96%
Received Dental Exams	N/A	323	67%

146 <i>Children for whom the MH Consultant consulted with program staff</i>
74 <i>Children for whom the MH Consultant consulted with parents/guardians about their child’s behavior/mental health</i>
32 <i>Children referred for mental health services</i>
59 <i>Children with IEPs or IFSPs</i>

Number of Children who Received Medical Treatment for Chronic Conditions



Diagnosed Primary Disability



Home Base EHS & Pregnant Women

100% of our pregnant moms gave birth to healthy babies!

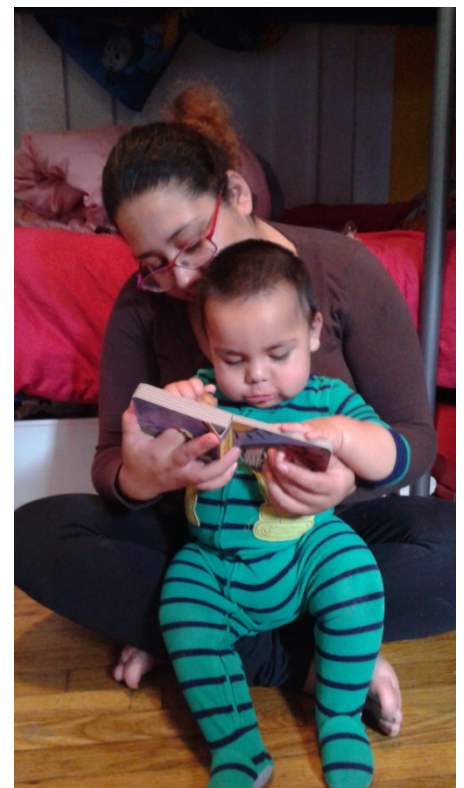
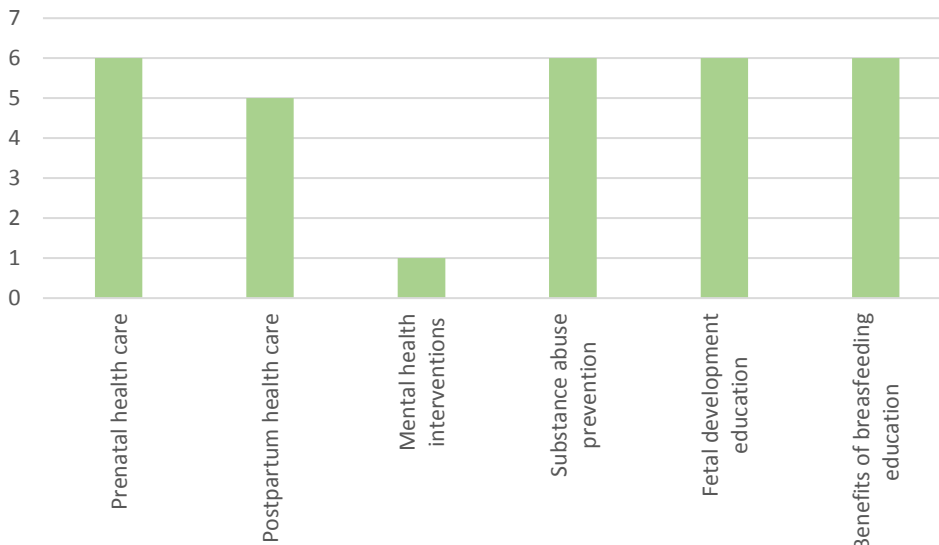
33% of these infants were transferred to our EHS Home Base program

During the 2018-2019 program year, we served 18 pregnant women, infants, and toddlers in our Home Based Option. This includes six pregnant mothers, two of whom enrolled their infants into our EHS program. This Home Base option provides parents with infants and toddlers opportunities to strengthen their relationships with their child in order to help their children develop and enhance skills they already have. The home visits, group socialization, and parent workshop activities help parents provide high-quality early learning experiences in their homes and natural environments.

The curriculum we use, Parents as Teachers, is built on the principle that all parents, regardless of a person's circumstances, can be empowered, can gain control over difficult situations, and can interact with their children in a way that facilitates healthy development, and support children's cognitive, social, and emotional growth for later success in school.



Number of Pregnant Women who Received the Following Services

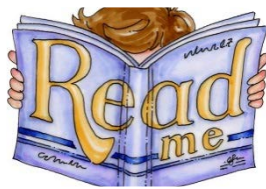


School Readiness Goals & Child Outcomes

Desired Results Developmental Profile 2015



Social/Emotional Development



Language and Literacy Development



English Language Development



Cognitive, General Knowledge, and Approaches to Learning

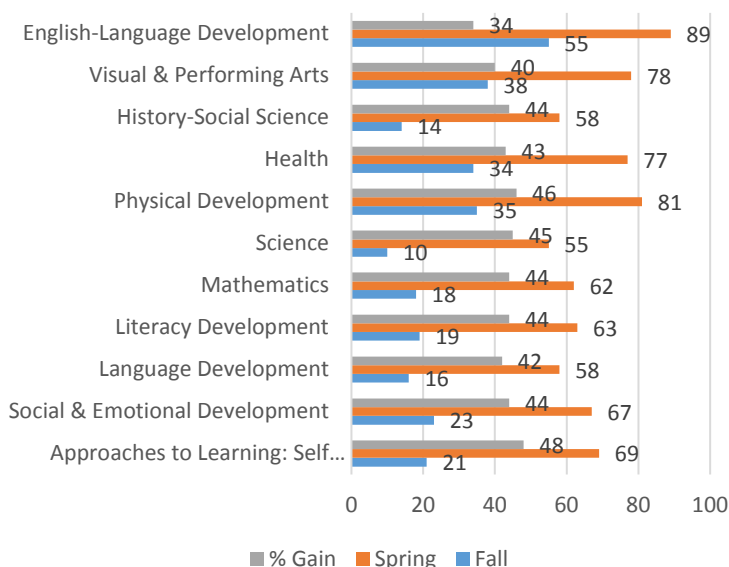


Physical Health & Well-Being and Motor Development

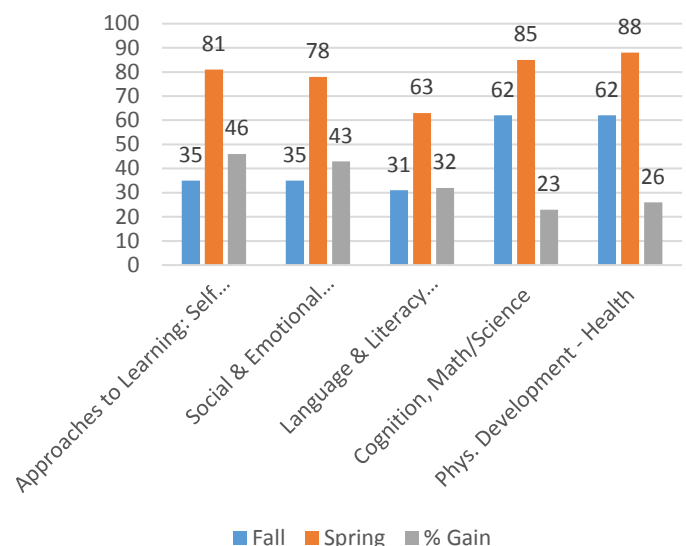
Our Education staff use the Creative Curriculum, the HS Early Learning Outcomes Framework, and the CA Preschool Foundations as a basis to comprehensive lesson plans that address children's individual learning needs. We have developed School Readiness Goals to define our expectations for the skills and/or developmental levels children should achieve by the time they transition from Early Head Start to Head Start and to Kindergarten. These goals define what school readiness means in our program and how teachers will focus their classroom instruction. The goals inform parents about the program's expectations so that they can support these goals in their homes.

To measure child outcomes, the Desired Results Developmental Profile Assessment is used. The DRDP-2015 assessment tools measure progress within specific developmental domains against identified measures (developmental levels). Children are assessed during three cycles: fall, winter, and spring. After each cycle, the data is analyzed to determine where extra classroom support or professional development is needed.

% of **Preschool Children** at or above CA Early Learning Foundation Expectations, 2018-2019



% of **Infant/Toddlers** at or above CA Early Learning Foundation Expectations, 2018-2019



Dual Language Learning (DLL)

Dual language learner means a child who is acquiring two or more languages at the same time, or a child who is learning a second language while continuing to develop their first language – HSPPS, Part 1305.

During the 2018-2019 program year, four of our centers (5 classrooms) were designated as DLL sites. Our chosen curriculum is Soy Bilingüe, created by the Center for Linguistic and Cultural Democracy.

While bilingualism is celebrated in all of our classrooms, specific professional development, corresponding strategies, and additional supports are given to DLL classrooms. Spanish and English are our designated languages, however teachers incorporate the unique home languages of all families into their curriculum and family engagement events. For example, teachers may learn a few key phrases in the family's home language or schedule parents to read books and teach songs in their home language.

The DLL classroom environment includes:

- ❖ Teacher Based Modeling – one English-speaking model and one Spanish-speaking model teacher
- ❖ Cultural cooking projects
- ❖ Stories, songs, and games provided in both English and Spanish
- ❖ Cognate words – Words spelled similarly in English and Spanish
- ❖ Classroom labels – Red for Spanish and Black for English



In spring of this year, Grammy winner *123 Andres* brought his interactive dual language performance to MNC's children and then conducted a training with teachers on how to incorporate music strategies into DLL lesson plans

Quality Classrooms & Teacher-Child Relationships

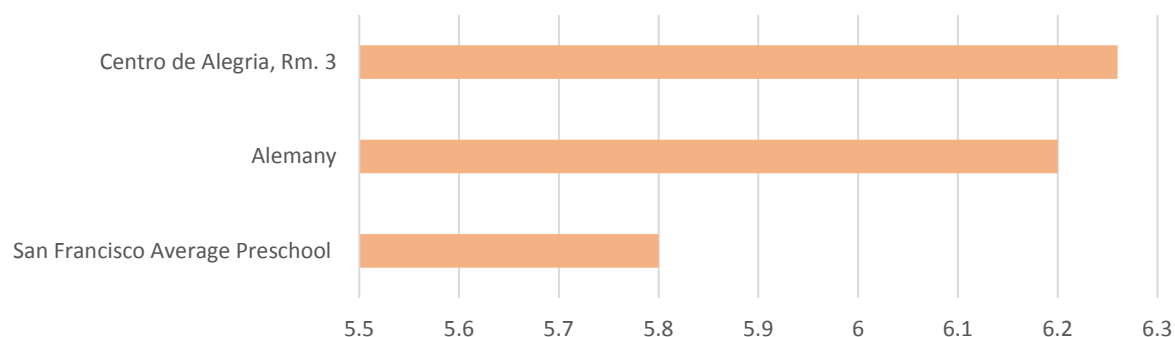
The Classroom Assessment Scoring System (CLASS) measures the quality of teacher/child interactions. High quality teacher/child interactions include consistent routines and schedules, emotional support, an organized classroom, and interactions that help build critical thinking skills and vocabulary. Our Education Coaches are reliable observers for the CLASS assessments (one is reliable solely on the Preschool CLASS and the other Education Coach and our Education Coach Manager/DLL Specialist are reliable on the Preschool, Infant, and Toddler CLASS). They conduct internal assessments twice yearly. In addition, we are assessed externally by San Francisco Quality Connections. CLASS scores given are out of a possible 7.

Pre-K CLASS Scores Comparison, 2018-2019



The Environment Rating Scales (ERS) measure the quality of the indoor and outdoor classroom environments. The tools measure a clean and safe environment, healthy practices, and engaging and interactive activities that support children's learning. Our Education Coach Manager/DLL Specialist is reliable on both the ECRS (preschool) and ITES (infant/toddler) assessments and conducts assessments twice yearly. During the 2018-2019 program year, two of our preschool classrooms were assessed by San Francisco Quality Connections. ERS scores given are out of a possible 7.

Environmental Rating Scale Scores



Family Engagement & Family Supportive Services

	No. of families with an expressed interest or identified need during the program year	No. of families that received the following services during the program year	Percentage
Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	311	308	99%
Housing assistance such as subsidies, utilities, repairs, etc.	112	86	77%
Mental health services	89	79	89%
English as a Second Language (ESL) training	21	8	38%
Adult education such as GED programs and college selection	92	72	78%
Job training	18	14	78%
Substance abuse prevention	0	0	N/A
Substance abuse treatment	1	0	0%
Child abuse and neglect services	2	2	100%
Domestic violence services	12	8	67%
Child support assistance	25	25	100%
Health education	151	143	95%
Assistance to families of incarcerated individuals	2	1	50%
Parenting education	344	323	94%
Relationship/marriage education	14	12	86%
Asset building services	6	6	100%

Mission Head Start/Early Head Start supports families in a variety of ways. Individualized Family Plan Assessments (IFPAs) are completed with each family to identify strengths, goals, needs, and resources that promote the strengthening of families.

We provide support services for families in crisis or high risk situations by providing referrals and completing warm hand-offs to community agencies that specialize in that need.

Through a range of family engagement experiences we create a circle of community within each of our centers and agency wide. Monthly school readiness and child development workshops, Abriendo Puertas, and encouraging parents to volunteer in the classroom (gardening, multi-cultural festivals, fieldtrips, etc.) are examples of how we engage with families.

95 families attended our Annual KinderFair and met with over a dozen private, charter, and public schools!



Parent Leadership & Education: Abriendo Puertas

340 parents
volunteered
this year!

Abriendo Puertas (Opening Doors) is the nation's first evidence-based parent leadership and advocacy training program for Latinx 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, transitioning to Kindergarten, health and nutrition, socio-emotional wellness, and advocating for children, families and communities.

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 participants who completed the evaluation survey indicated the following:

"I am grateful to have found this workshop to be a place where I could rest in confidence and be listened to and share my concerns about my children"

"I found it very supportive to share things that have happened with my children and to know that I am not the only one. I learned from the other parents and a lot from the teachers."

What activities do you do at home with your sons and daughters, which help you reinforce what you have learned in Abriendo Puertas?

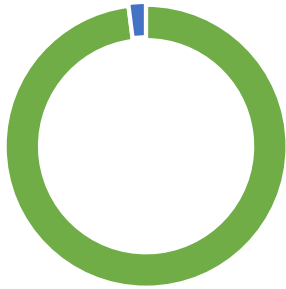
"I dedicate more quality time to my son"

"[I] go to the park to exercise for one to two hours and I also take him/her to the library to read"

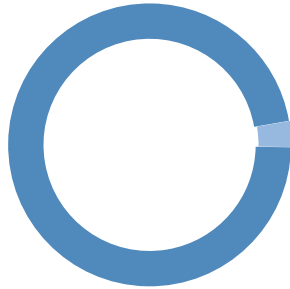


Parent Satisfaction - the 2019 Family Exit Survey

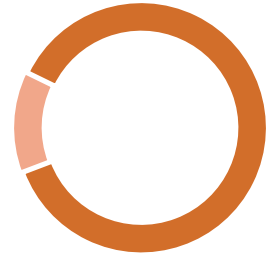
98% of parents were happy their child was in our program



97% of parents would refer another family to our program

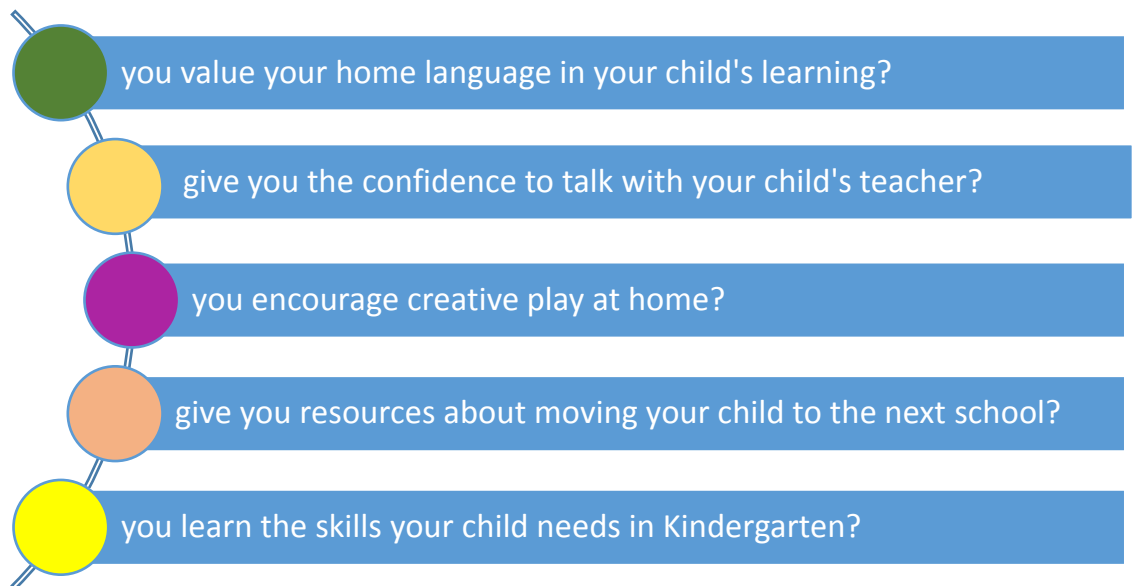


84% of parents were "very satisfied" with the overall quality of our program!



Top 5 rated responses to the question:

How Much Did This Program Help...



~ Other Comments ~

This program is excellent for working mothers. I am very grateful and thankful for all of the staff patience and flexibility. Thank you!

My child has been cared for very well and she is happy to be with the teachers.

My daughter had a lot of progress with her speech, she has received a lot of help needed.

I appreciated the teachers' communication with the parents on how their child is doing in the class. Teachers are very open to suggestions on how to help with child's needs.

A Very Special Guest



In February we received a very special honor when the Director of the Office of Head Start, Dr. Deborah Bergeron, visited our Valencia Gardens center! She sang a song, “Reach for the Stars at Head Start” and visited with children. After meeting with staff, everyone took a group picture with her and their Certificates of Completion for reviewing all modules of the “Supporting Children and Families Experiencing Homelessness” training. Through Dr. B’s Home at Head Start Campaign, we have placed greater focus on recruiting, enrolling, and serving children and families experiencing homelessness!

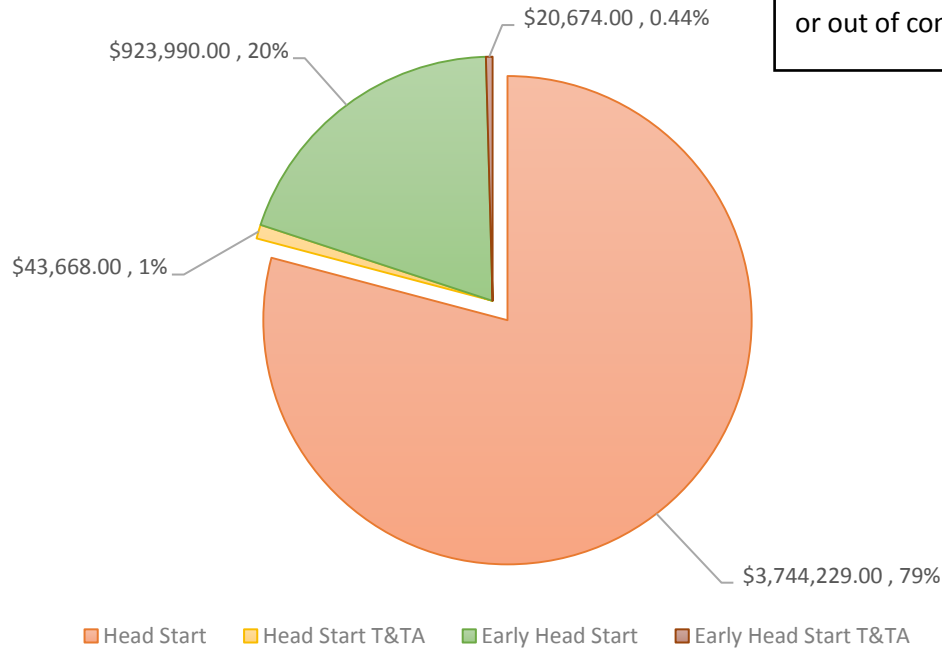


Audit Results

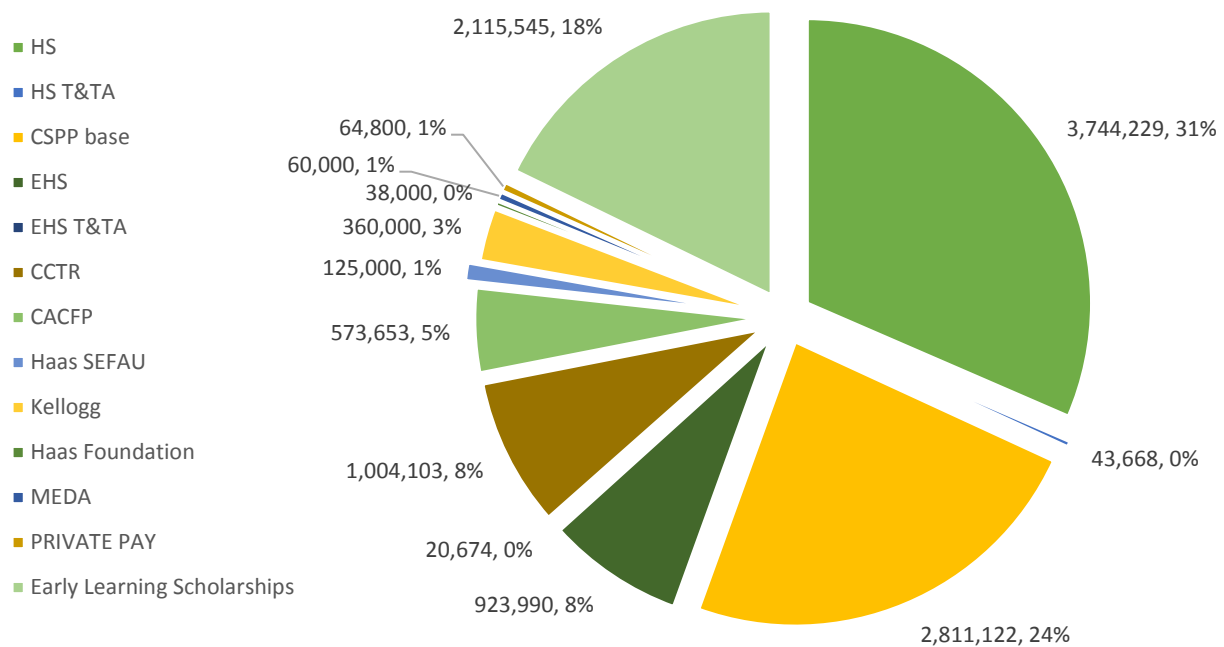
The FYE 2019 Audit was conducted by Patel & Associates. Their report was unmodified and showed no findings, weaknesses, deficiencies, or out of compliance areas.

Financials – Revenue

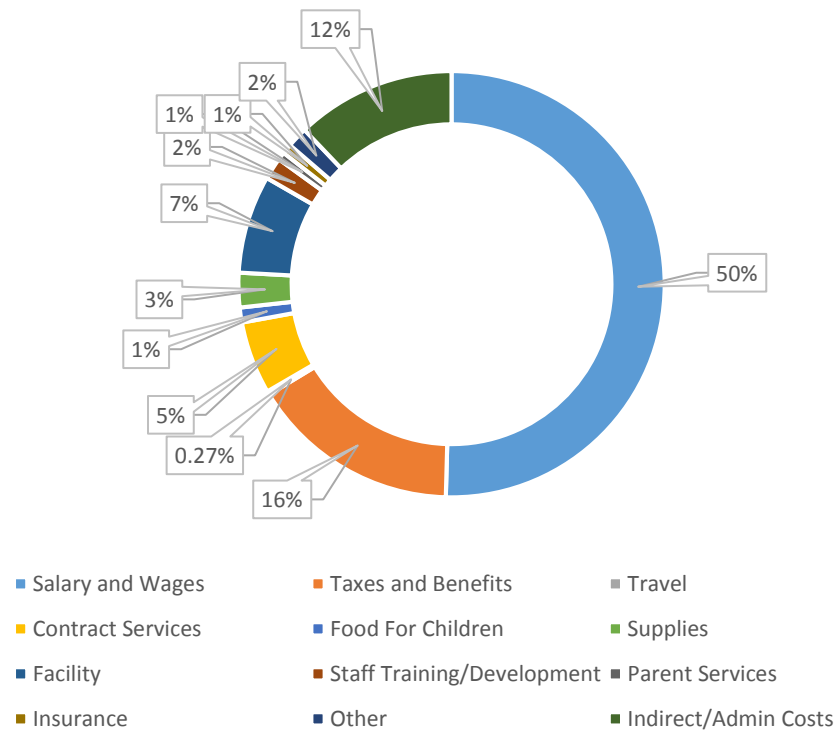
FYE 19 Head Start/Early Head Start



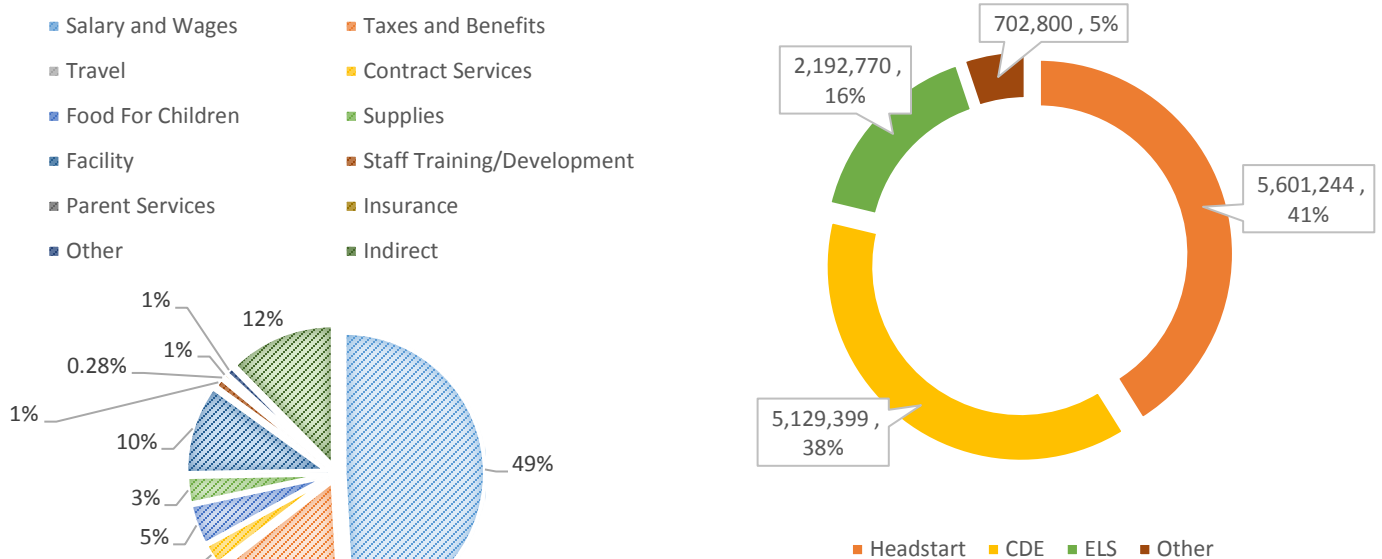
FYE 19 All Children's Services Funding Sources



Financials – Expenditures



FYE 20 Proposed Budget – Expenditures and Revenue – All Children’s Services Funding Sources



Contact

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