



# 2019 – 2020 Annual Report



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



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**Greetings** on behalf of our senior executive team, board of directors, and management and teaching staff!

It goes without saying that the 2019 – 2020 program year was unprecedented. We began the program year, our 6<sup>th</sup> as a Head Start/Early Head Start grantee, with a clear set of goals and action plans for the delivery of our comprehensive supports and services. In March 2020 everything changed. The COVID-19 pandemic drastically and immediately impacted our program, our staff, and our children and families.

Our teaching, coaching, management, and family support staff had to immediately pivot and assess the new environment to address the critical needs of our children and families. Emergency supportive services and emergency teaching evolved into intentional and deliberate practices that best served the whole child and family.

We are proud of our accomplishments from this past year, in light of, the many challenges we faced; 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 on-site and virtually.

Due to the shelter-in-place order, certain assessments and data gathering could not be completed that are usually featured in the annual report. Hence, this report focuses on the direct services provided before and during COVID-19 and includes a combination of quantitative and qualitative data that highlight the services that we provided.

I hope you enjoy reading this report and 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



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Sebastian Alioto,  
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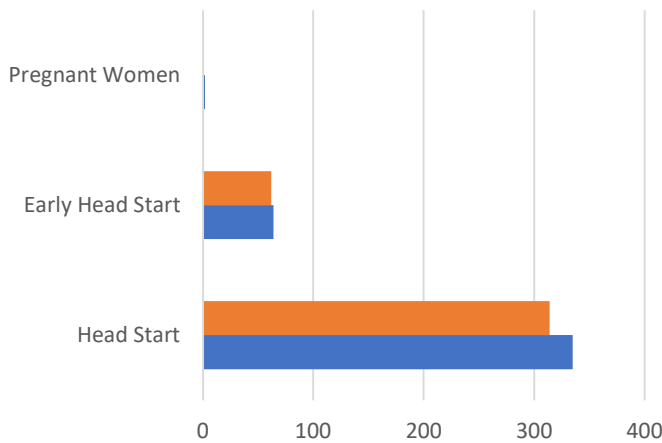
# Who We Are



Mission Neighborhood Centers, Inc. (MNC) has provided comprehensive child development services in San Francisco for over 50 years and became a Head Start/Early Head Start Grantee in 2014. For the 2019-2020 program year MNC was funded to serve 376 children: center-based Head Start preschool served 314 children, center-based Early Head Start served 44 children, and Early Head Start home-based served 18 children and pregnant moms. We also receive funding from the California Department of Education, the SF Office of Early Care and Education, and the Mimi and Peter Haas Fund to provide full day/year care and program enhancements. 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

**Our Philosophy:** MNC provides nurturing early childhood learning environments that strive to authentically include the values, home languages, and cultural identities of the children served. Teachers actively engage children in age-appropriate, stimulating experiences to bring about optimal learning for all children to grow to their fullest potential. Further, MNC is committed to ongoing dialogue with children, families, and staff to develop skills that actively challenge bias and disrupt systemic inequities.



	Head Start	Early Head Start	Pregnant Women
Funded Enrollment	314	62	2
Cumulative Enrollment	335	64	2

■ Funded Enrollment ■ Cumulative Enrollment

10  
SITES

21  
CLASS-  
ROOMS



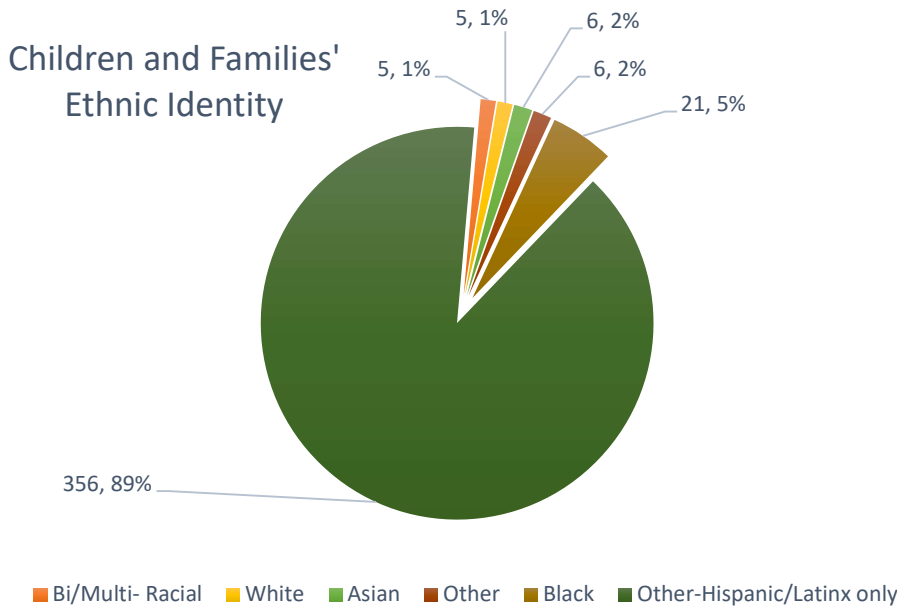
**Average Monthly Enrollment:**

**HS: 97.7% EHS: 99%**

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

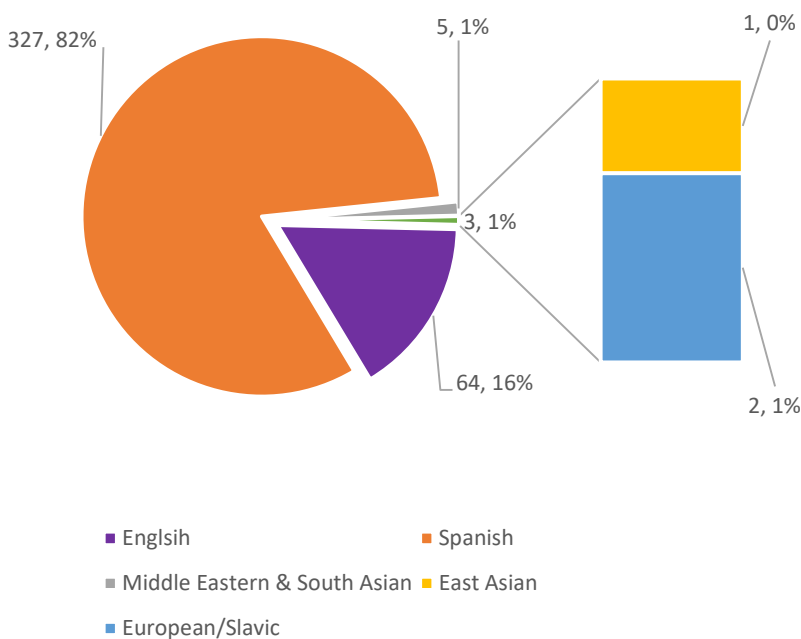
## Children and Families We Serve

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.

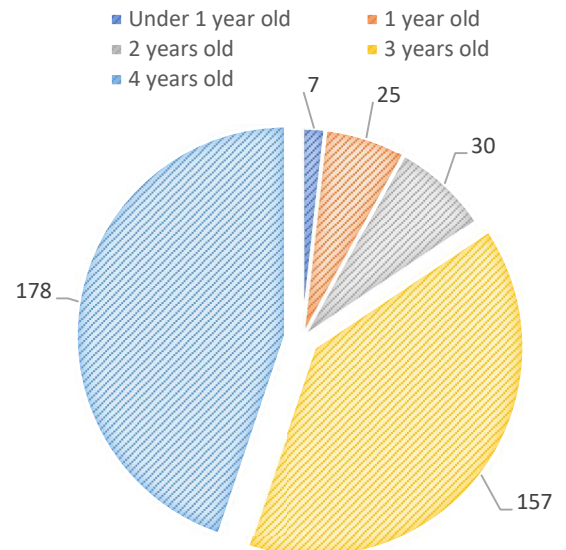


<b>32</b> Families Experiencing Homelessness
<b>4</b> Foster Children
<b>18</b> Families Receiving TANF Benefits
<i>* Numbers reported are at end of enrollment year</i>

### Primary Language of Family at Home

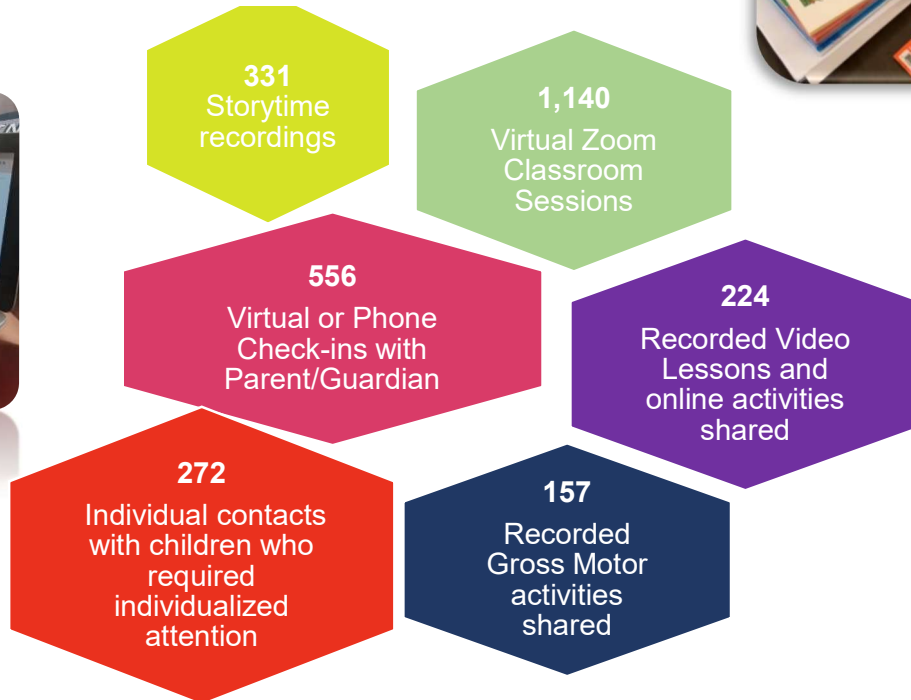
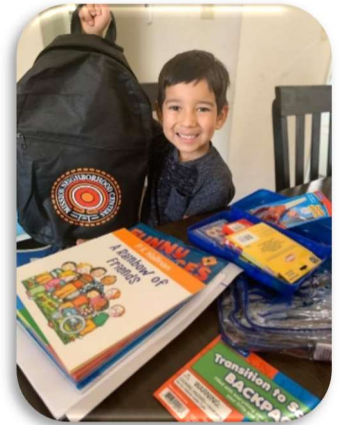


### CHILDREN BY AGE AT ENROLLMENT



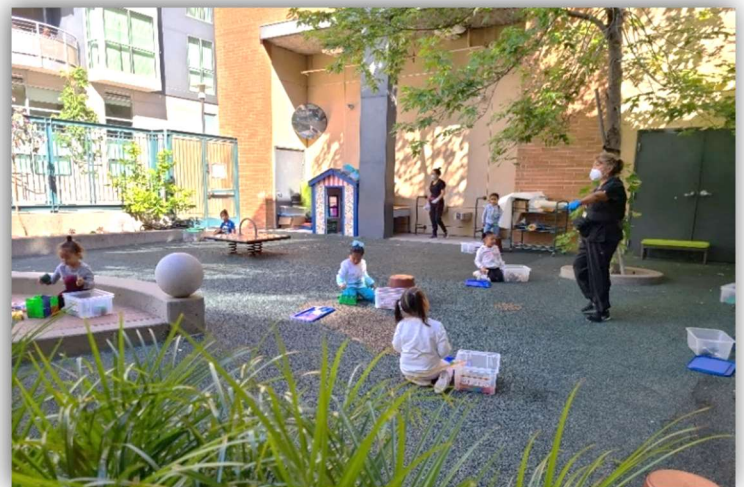
# Education Services

During the COVID-19 pandemic, educational services shifted to an online format. Teachers connected with children and families via Zoom, WhatsApp, social media, and ClassTag on a weekly basis, if not more frequently. We also distributed backpacks full of learning supplies such as crayons, books, manipulatives, and other items to all families. Over the course of our 2.5 month closure and the two-month partial reopen the following occurred:



## SPOTLIGHT

*A father who was living in a shelter with his family was unable to pick up the school supplies for his child during our backpack distribution. No one could leave his facility due to the Shelter-in-Place order. The father was clearly disappointed that his daughter would not be able to have the supplies. His child's teachers told him not to worry. In addition to the supplies backpack, they gathered extra materials from their classroom. They hand delivered everything to the father. The father and his daughter were very grateful for the teachers' kindness and support.*



*Classrooms are taken outdoors as children spend as much time as possible outside and socially distanced during instruction.*

## Home Base Services

Due to a conversion in program options, the 2019-2020 program year marked the last year for our Early Head Start Home Base program option. All Home Base children will now receive on-site classroom services!

The Home Base option provided parents with infants and toddlers opportunities to strengthen their relationships with their child to help their children develop and enhance skills they already have. The home visits, group socialization, and parent workshop activities helped parents provide high-quality early learning experiences in their homes and natural environments. During the COVID-19 pandemic, Home Base staff continued to provide services to families virtually.

We're proud of all of the accomplishments, families' lives touched, and children impacted by this program over the last 5 years!



During bi-weekly group socializations, parents and children interacted with each other in teacher planned, developmentally appropriate activities. A mental health consultant was available to talk to parents about how they were feeling and to follow-up on any needs they may have had. A speech and language consultant was also available to observe children and talk to parents about their child's developmental concerns.



*"During the pandemic, Evelyn, the teacher and Ana, the speech and language therapist, were in constant communication with my family. The teacher helped us with the application for monetary resources and educational materials that were a great support for my child. Thanks to both teachers and all the people in the agency for all the support to my family."*

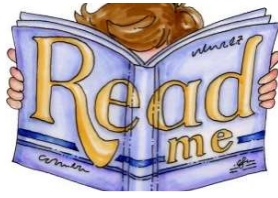
- Rachel C.



# 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

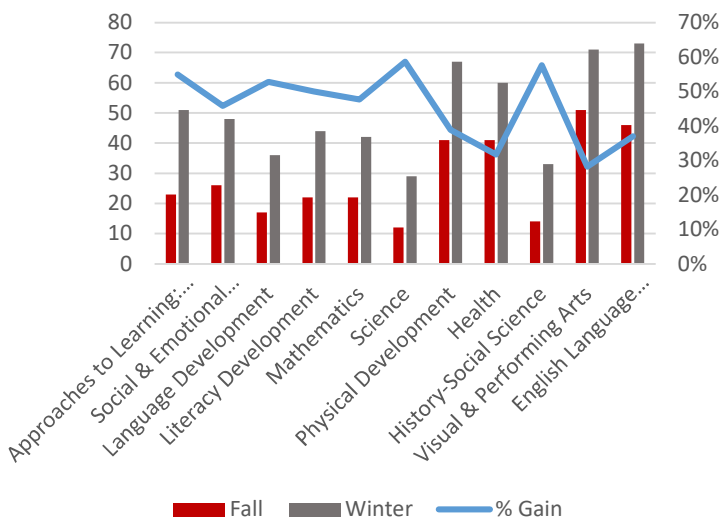


Physical Health & Well-Being and Motor Development

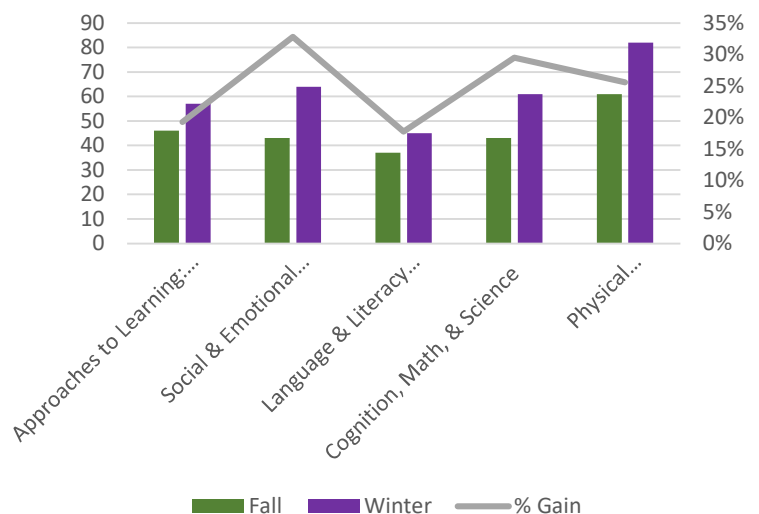
Our Education staff use the Creative Curriculum, the HS Early Learning Outcomes Framework, and the CA Preschool Foundations as a basis to comprehensive lesson plans that address children’s individual learning needs. We have developed School Readiness Goals to define our expectations for the skills and/or 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). Usually 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. Due to the COVID-19 pandemic the third DRDP-2015 assessment was not conducted. Presented below is the data from the Fall (2019) and Winter (early 2020) assessment cycles.

% of **Preschool Children** at or above CA Early Learning Foundation Expectations, 2019 - 2020



% of **Infant/Toddlers** at or above CA Early Learning Foundation Expectations, 2019 - 2020

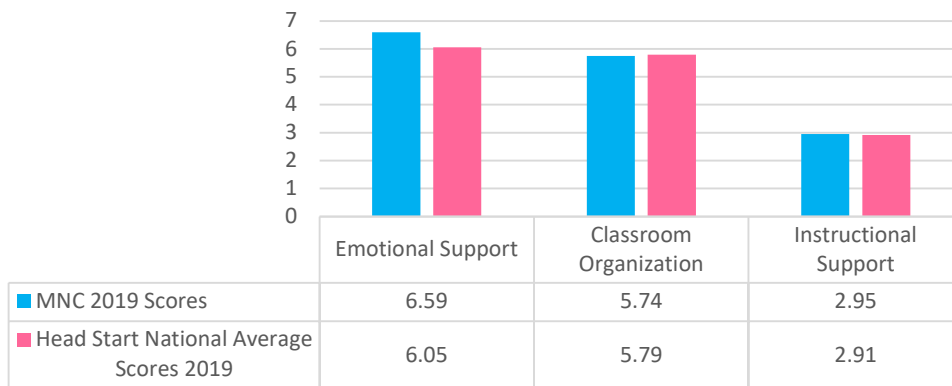




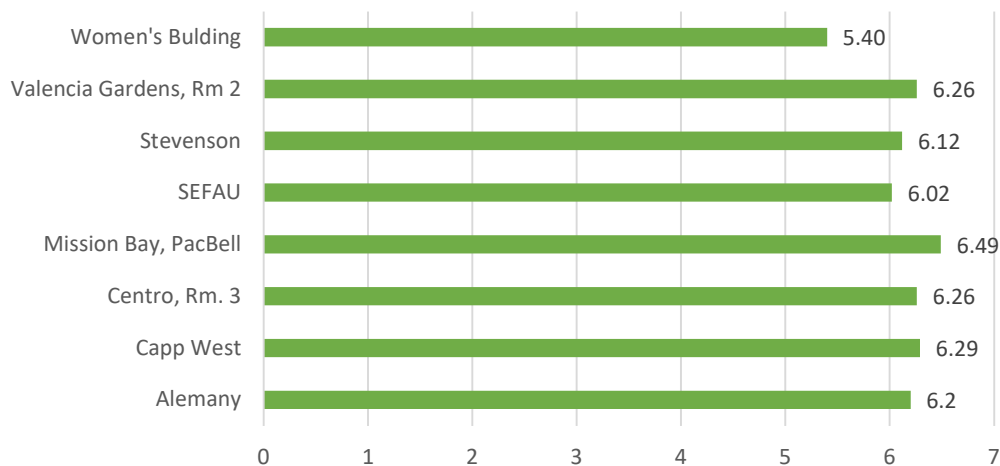
## Quality Classrooms & Teacher-Child Relationships

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. 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. Due to COVID-19, second or third assessments were not conducted. The data presented below is for those classrooms (8) that received CLASS assessments in the Fall and Winter of 2019.

Pre-K CLASS Scores Comparison, 2019



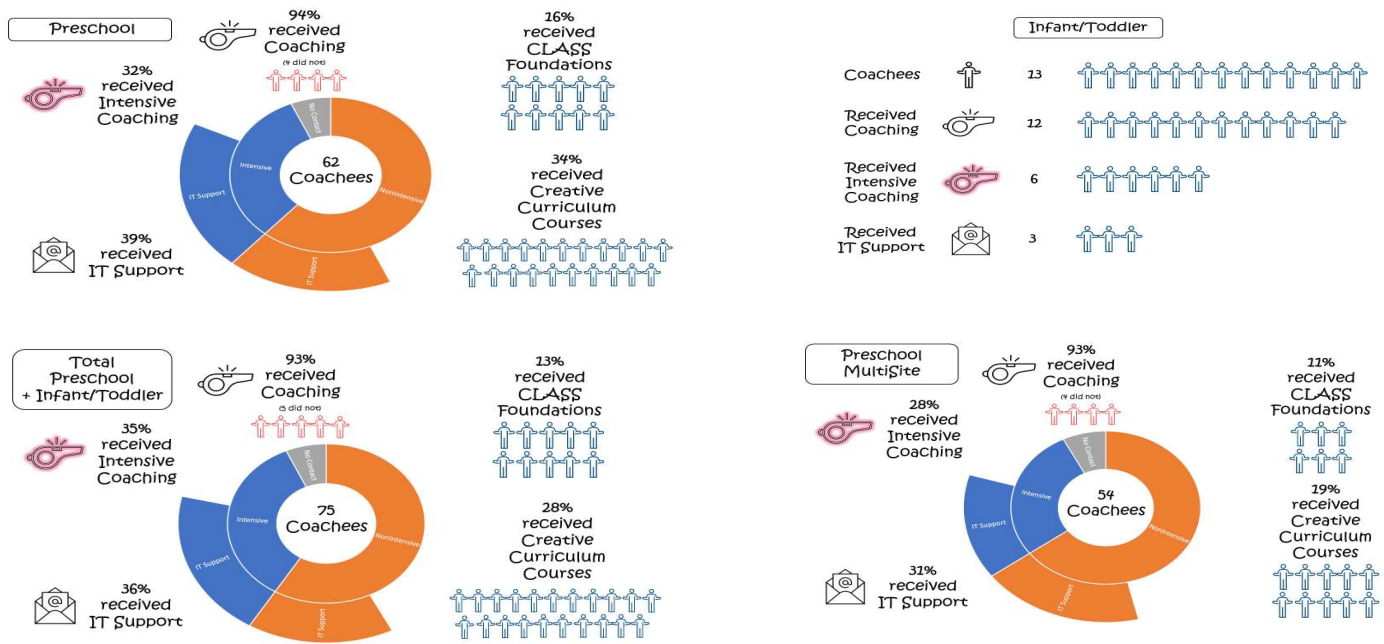
The Environment Rating Scales (ERS) measure the quality of the indoor and outdoor classroom environments. The tools measure a clean and safe environment, healthy practices, and engaging and interactive activities that support children’s learning. Our Education Coach Manager/DLL Specialist is reliable on both the ECRS (preschool) and ITERS (infant/toddler) assessments and conducts assessments twice yearly. ERS scores given are out of a possible 7. The data presented below is for those classrooms (8) that received ERS assessments in the Fall and Winter of 2019/2020.



# Coaching and Staff Support

Before the shelter-in-place order, our internal coaches focused on working with teachers to meet CLASS and ERS goals, enhance quality teaching through curriculum development, and to meet professional development goals. During shelter-in-place the work of the coaches shifted focus to providing training and technical assistance in the use of online tools such as Zoom and techniques to use these tools to meet quality instruction. In addition, teachers received support on how to modify their in-classroom lesson plans to be successful over online platforms.

Over the course of the program year teachers received or participated in the following:



Data compiled and stylized by P. Romero, Education Coach

## SPOTLIGHT

During the Shelter-in-Place order, our staff were able to work from home with support from our primary funders the Office of Head Start and the CA Department of Education. This flexibility allowed our staff to focus on keeping themselves and their families safe, without having to worry about their job security. Staff were given stipends to help pay for their internet and phone charges as they worked online. Over 100 of our staff received these stipends! Finally, we recognized the stress posed by the pandemic and offered wellness groups to support our staff. These groups were facilitated by our mental health consultants from Instituto Familiar de la Raza!



# Health, Nutrition, Mental Health, and Disabilities

We address the health and wellness of children 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, and facilitating referrals. 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.

Through our ongoing partnership with the SF State University Nursing Program, we provide sensory screenings (hearing and vision) to all children enrolled in our program. We also provided additional vision screenings and glasses through the Vision to Learn program. This year, *311 children* received hearing screenings, *317 children* received vision screenings, and *21 children* were provided with glasses.

We partner with the SF Unified School District and the Golden Gate Regional Center for assessments of, and services for, children with disabilities. 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 and at home. The Mental Health Consultant also facilitates referrals for mental health services when deemed appropriate.

Over the course of the program year:

7	Children referred to GGRC with pending evaluations
7	Workshops were conducted to inform, educate, and support parents of children with disabilities
9	Children have an IFSP
12	Children in the process of being referred to SFUSD
20	Children referred to SFUSD with pending evaluations
26	Children who had pending evaluations from SFUSD and GGRC received remote Speech and Language consultation services during shelter in place.
39	Children have an IEP
374	Children received a Speech and Language screening



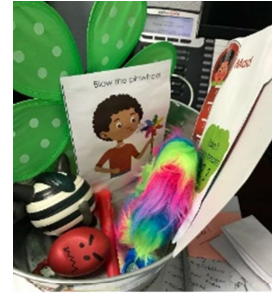
Children receive health and temperature screenings at the start and middle of the day

## SPOTLIGHT


Through a generous donation from Foccacia Market and Bakery, 400 meals were distributed with school supplies during our backpack distribution.



During the COVID-19 pandemic, we ramped up services to ensure families with identified needs continued to receive the health, mental health, and disabilities services they received when on-site. Our speech and language consultants provided virtual consultation services for the families of children with speech delays who were waiting for an evaluation from local education agencies. Parents had the opportunity to actively participate during the virtual sessions, increase their knowledge about their child’s development, understand behavior, and identify strategies to support their child’s needs during daily routines.



Our social emotional specialists played a key role in supporting the individual needs of children with disabilities. They contacted families to ensure children continued to receive their therapies remotely and consulted with families on strategies they can use to work with their children at home. In addition, they created and shared social stories to ease the transition of children back to the classrooms.



It's time to go back to school.

I have been staying safe at home with my family to keep everyone healthy.

My school is ready for me, my friends, and teachers.

Everyone has been working hard to make everything clean and safe for us.

Over the course of the program year:

<b>11</b>	Staff members received support during shelter in place through participation in wellness groups
<b>21</b>	Classrooms’ teams have participated in regular consultation meetings
<b>272</b>	Contacts made by Mental Health Consultants to support families during shelter in place
<b>315</b>	Individual child observations were conducted by Mental Health Consultants
<b>424</b>	Contacts made by Mental Health Consultants to support staff during shelter in place

Through a longstanding partnership with Project Commotion, our children receive gross motor movement sessions, and our teachers receive training in how to incorporate movement and dance into their lesson plans. During the 2019-2020 program year, Project Commotion served children at 9 of our centers (on-site) and reached 81 parents through parent workshops and 9 families through their in-studio programming. During the COVID-19 shelter-in-place order and our two-phase reopening, their services were provided to all 10 centers virtually.





**SPOTLIGHT**

*Social Stories have been a huge success to help transition one of our children with non-preferred transitions. Before the use of the social story, he engaged in long tantrums when having to work with the school district’s therapy team. With the use of the transitional social story, he no longer has tantrums or maladaptive behaviors when having to transition. He continues to enjoy reading social stories and is learning through these stories the expected behaviors that come with routine changes.*

# Family Supportive Services

During SIP family support services (FSS) also converted into virtual models to meet overwhelming child and family emergency needs. Over 95% of our families experienced some form of crisis!

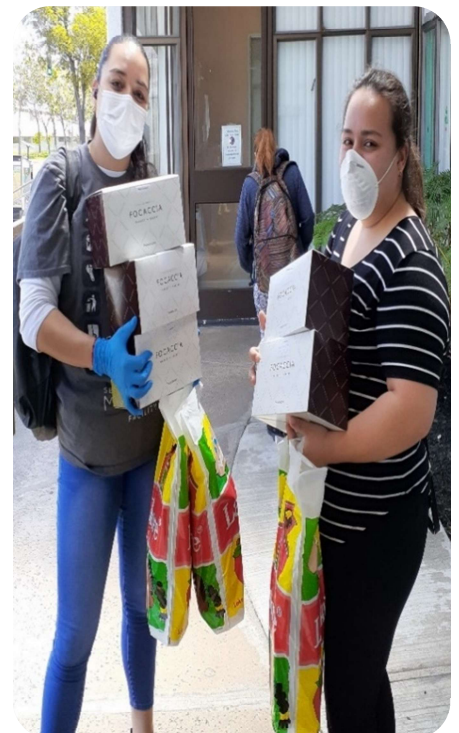
The FSS team immediately re-evaluated the following: provider self-care principals, systems available, strengths, child and family needs, and current available community resources and service gaps. Once the team re-focused, the FSS team worked diligently on family emergency supports, which included weekly child and family welfare calls. The family support staff holds a close-trusting relationship with families, and these calls became “life-lines” for many of our families. Wellness calls focused on the wellbeing of the family, and included the following:



95 families attended our Annual KinderFair and met with over a dozen private, charter, and public schools! (Pre-COVID)

**SPOTLIGHT**

*198 of our parents volunteered this year (Pre-COVID) including in the classroom and on field trips!*



## A Special Event – The Male Warriors Celebration



We held our first Male Warriors Celebration in January! This event was designed to engage, celebrate, and empower the fathers in our program. Facilitated by our male staff, this event consisted of activities for children and fathers to do together, open dialogue amongst the dads, and a delicious lunch. Our very own Sam Ruiz gave the keynote address. Forty-five men attended this powerful celebration of fatherhood!



## Testimonials

*“The Mission Bay program has supported us as a family during this pandemic since the start by giving us a backpack with teaching materials for our children. During these difficult months Isabela provided us with information about any financial or food support, they sent us text messages with the schedules and locations where each help would be exactly. Also, if we needed clothes for my son, they provided it. Every week the teachers called to check on the children’s well-being and to greet them. They taught through the ZOOM app 1 day a week for the children to continue connecting and not forget their classmates and teachers. Being a part of Mission Bay during this quarantine was very helpful for my family!”*

- Charlie T.



*“I write this letter to tell you thank you very much for the food gift cards...We are a family of 5 and it was very helpful. What I did not spend on food, thanks to the gift cards, I (was able to) help my husband pay a current bill. With all my heart, thank you all. God bless you.”*

- Aurora C.



*“On a personal level, before entering this program I was very depressed. When my son started attending the school, I was able to find a job and that helped me get out of my living situation during that time that wasn’t safe. With my job I was able to find a room to rent with my son. My Family Services Specialist helped me get connected with different resources and an agency that has helped me with my immigration case. Now I have a lawyer that will be supporting me with the next necessary steps to progress with my status. When COVID started, Natalie included me in a delivery food list where I received food weekly, and this has helped me a lot. She helped me apply for different emergency funds, being that I had stopped working. I was able to successfully receive funds that helped me pay two months’ worth of back rent. I feel very grateful for all the help that this program has provided me, without your help I would not have been able to achieve all of this”.*

- Neyva H.



*“My family is very thankful with the program of Mission Neighborhood Centers Inc. During this pandemic time of Covid19, this program has provided us with moral support, the staff has been very supportive to my family during these difficult times that we have being facing. The program granted me support with gift cards for buying food, as well as for paying rent through a monetary fund for which I had to fill an application. We are so thankful for the effort the staff does for each family, and for their kindness and commitment with Mission families.”*

– Familia S.

*“I profusely appreciate the staff at Capp site for all the help they have provided me with. During this ongoing pandemic I lost my job; but I received so much support and information on how to apply to resources. I received help with Catholic Charities, MAF and HAAS. As a direct result I have received food, pre-paid debit cards for food, and rental assistance. I am forever grateful to the staff for checking up on me and calling me. A special thanks to Heisel for always keeping me and my family in mind. Always asking about my emotional well-being, mental health, and health. No matter what I needed she always helped find resources. I have been helped filling out applications for many organizations. I truly appreciate the help that has been given to me. A huge thank you to everyone at the site.”*

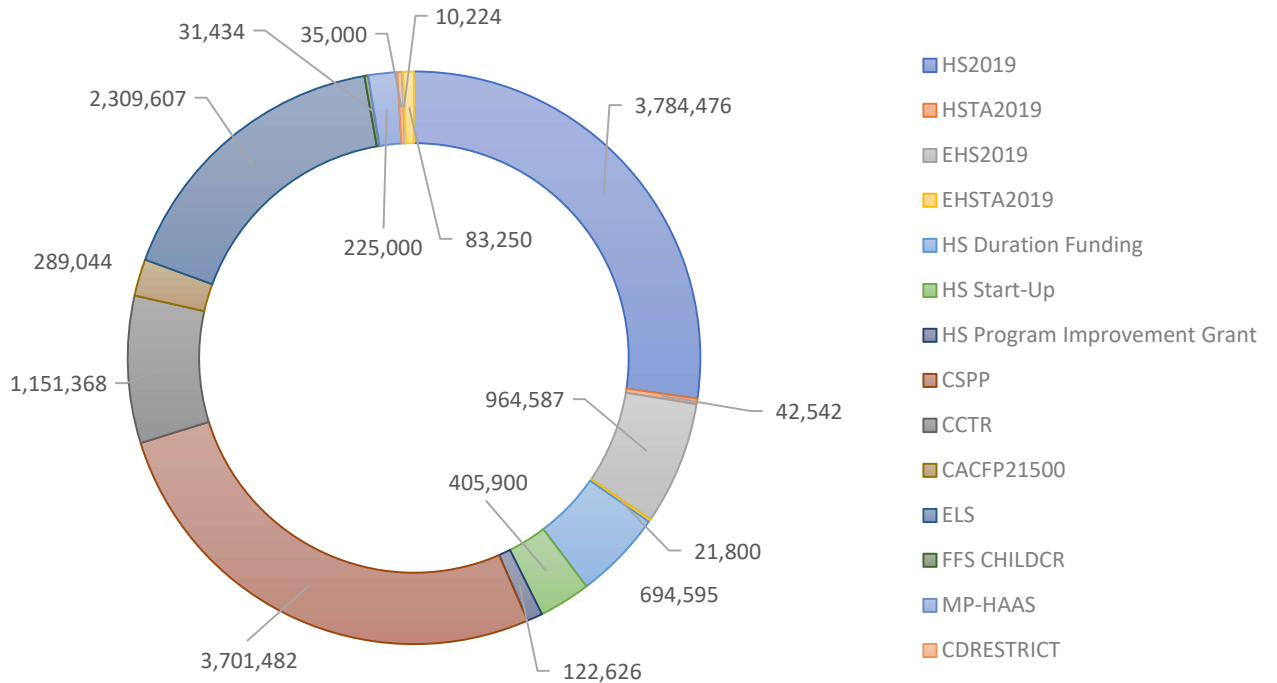


- Dinora B.

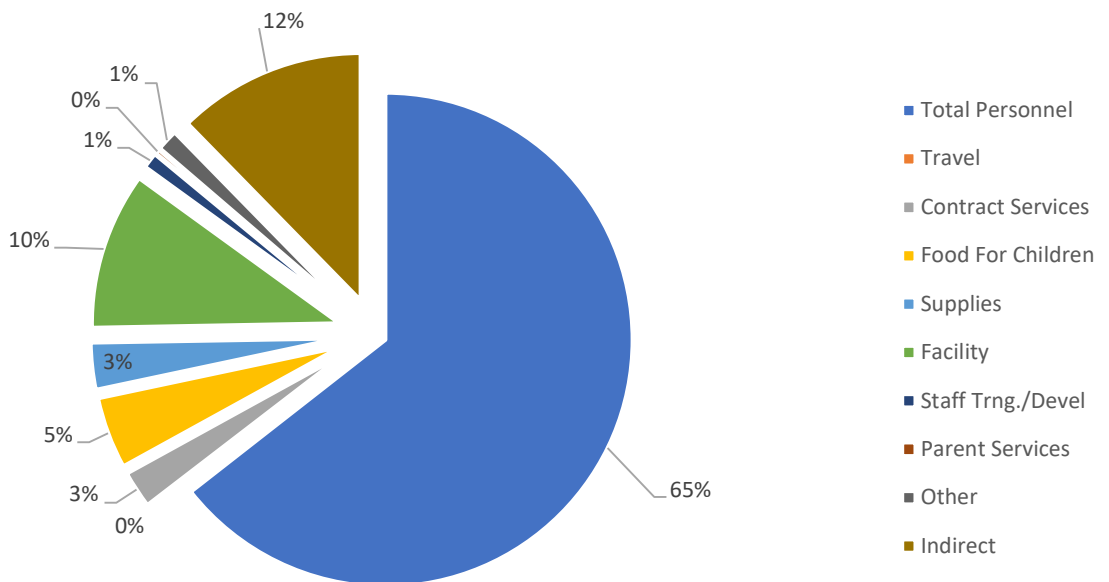


# Financials and Audit

Funding Sources FYE 2020 - 13.6M



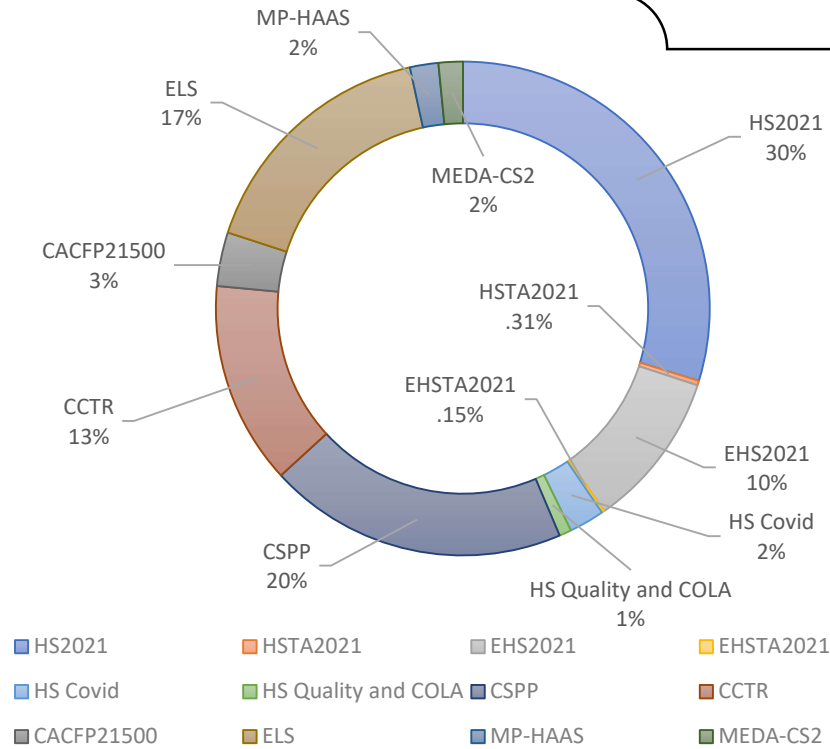
Expenditures FYE 2020 - 13.6M



# Audit Results

The FYE 2020 Audit was conducted by Harswal and Company LLP. Their report was unmodified and showed no findings, weaknesses, deficiencies, or out of compliance areas.

## Estimated Funding FYE 2021 - 12.5M



## Expenditures FYE 2021 - 12.5 M

