

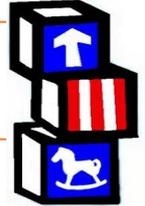


MNC

INSPIRING SUCCESS
INSPIRANDO ÉXITO



Head Start/Early Head Start Grantee



ANNUAL REPORT

2021—2022



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Dear MNC Family,

On behalf of our Board of Directors, and the entire MNC Family Team, we are grateful to everyone who has contributed to another year of excellent services and inspired success.



Our 11 MNC Children Campuses and our passionate team members continue providing the highest quality early care and education programming for children, along with educational and supportive services for parents and families. I want to recognize our MNC Team members for their efforts in assisting and supporting our children and their families, as they find new pathways to success in their lives.

This year we increased access to healthy groceries and hot meals through new City of San Francisco partnerships. We continued and expanded MNC's Male Warrior's Fatherhood Engagement Series. We supported accessing services through the school district as we supported teachers and parents with tools and strategies to address the needs of children with disabilities.

We are very proud of having reached the goal of being a 100% English/Spanish dual language program two-years ahead of schedule. Accomplishments also include reaching 70% of our children's campuses with staff wellness and wellness spaces to further support our team members.

We hope you enjoy this year's annual report that was prepared with the same loving spirit that is so key to our MNC culture and values. MNC serves children and families with an eye towards their life success that includes becoming advocates for themselves and others. Every year we strive for continued excellence in our work as we seek to always add value and new ideas to serving children and families.

In Gratitude,
Richard Ybarra



2021 - 2022 Board of Directors:

Beverly Hayon, President
Chris Collins, Vice President
Christian de Guzman
Christine Nevarez
Claudia Garcia, Head Start Parent Representative
Erich Schulz, Treasurer
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José Cartagena
Jose Quiñonez
Kelly Ehrenfeld
Maria Guillen
Nancy Arevalo
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2021 - 2022 Parent Policy Council Leadership:

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Ibette Miranda Tavira, Vice President
Joseline Rivera, Secretary
Claudia Garcia, Treasurer and Board of Director's Representative
Alicia Callejas, Parliamentarian
Oneida Arevalo, Community Rep
Ana Manzanares, Community Rep

2021—2022 Executive Leadership Staff:

Richard Ybarra, Chief Executive Officer
José Rodriguez, Chief Operating Officer
Sebastian Alioto, Chief Financial Officer
Cyndee Nieves,
Vice President, Children's Services



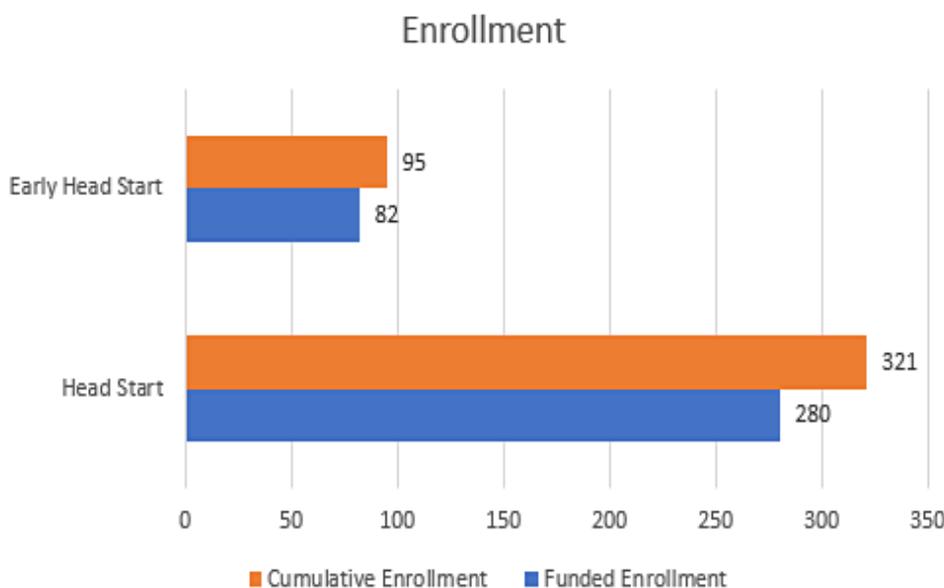


MNC Inspiring Success (MNC) has provided comprehensive child development services in San Francisco for over 50 years and became a Head Start/Early Head Start Grantee in 2014. For the 2021- 2022 program year MNC was funded to serve 362 children. We also received funding from the California Department of Education, the Department of Social Services, the SF Department of Early Childhood, and the Mimi and Peter Haas Fund to provide full day/year care and program enhancements. MNC has eleven child development campuses in the Mission, Excelsior, Bayview-Hunter’s Point, and Mission Bay neighborhoods. One of which currently provides distance learning education services. 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**

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.



Total Funded Enrollment: 362

Total Cumulative Enrollment: 416

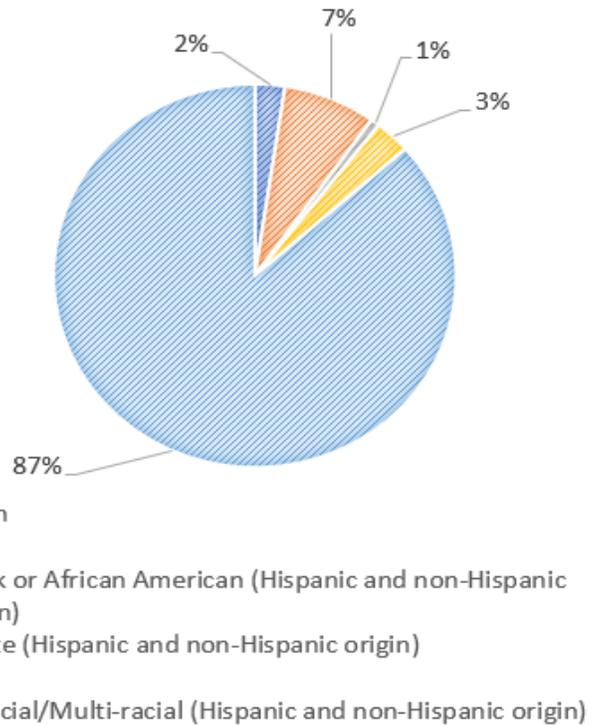
Average Monthly Enrollment:
HS: 98.9%
EHS: 96.3%



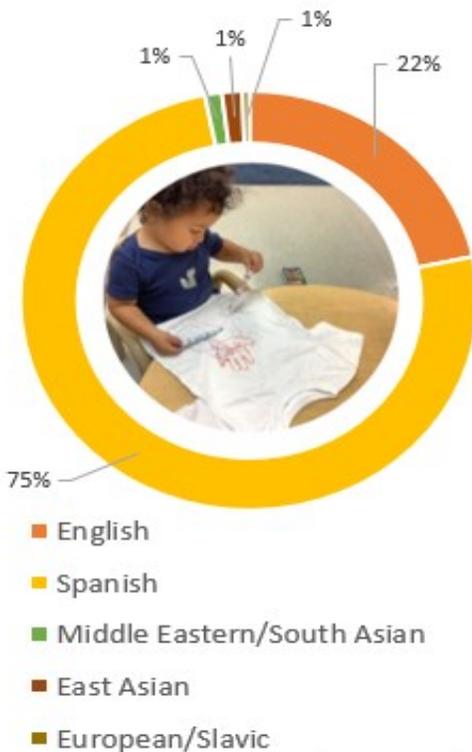
Our children and families are multi-cultural and multi-lingual. Our families are primarily low income and recent arrivals to the United States. As a result of their socio-economic standing, and exasperated by the pandemic, they are in critical need of high-quality, culturally relevant services for them and their children.



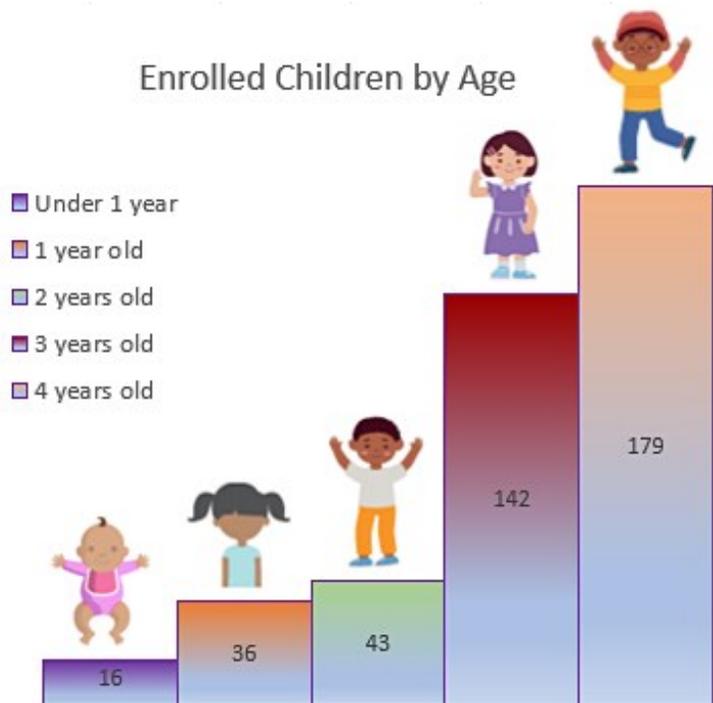
RACE AND ETHNICITY OF CHILDREN AND FAMILIES



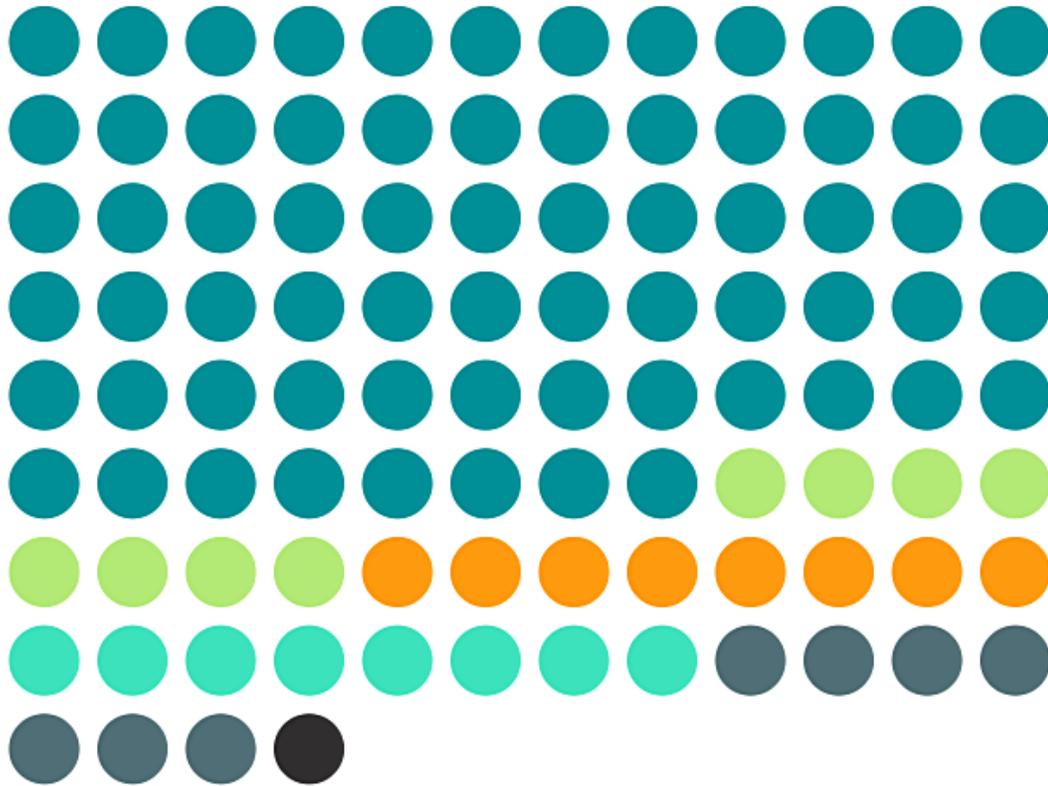
Primary Languages of Families at Home



Enrolled Children by Age



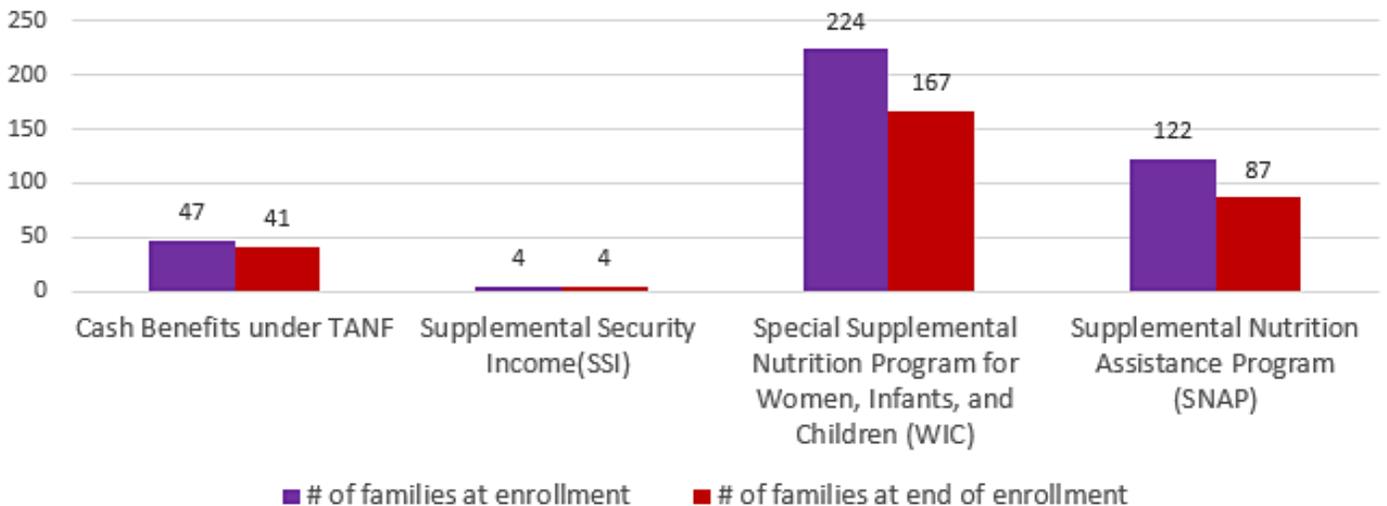
Head Start/Early Head Start Eligibility



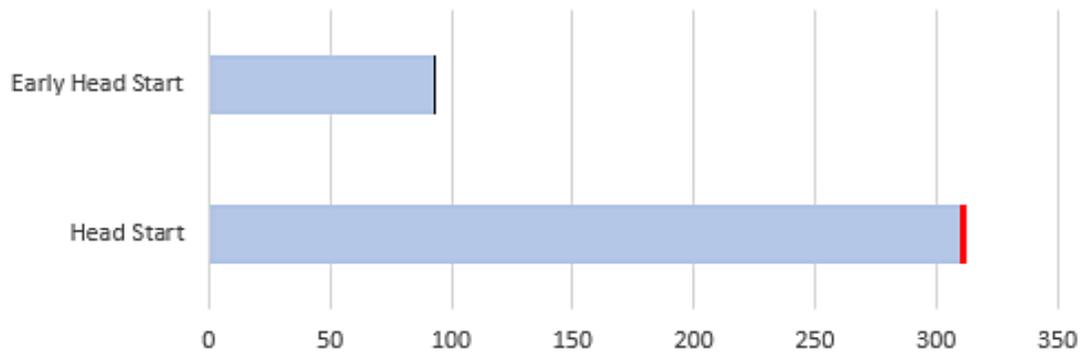
- Incomes at or below 100% of federal poverty line (68.27%)
- Incomes between 100% and 130% of the federal poverty line (8.17%)
- Public Assistance (7.93%)
- Other (7.69%)
- Experiencing Homelessness (7.21%)
- Foster Care (0.72%)


92% of our children are eligible to receive services based on HS/EHS eligibility criteria!

Number of Families Receiving Federal or Other Assistance

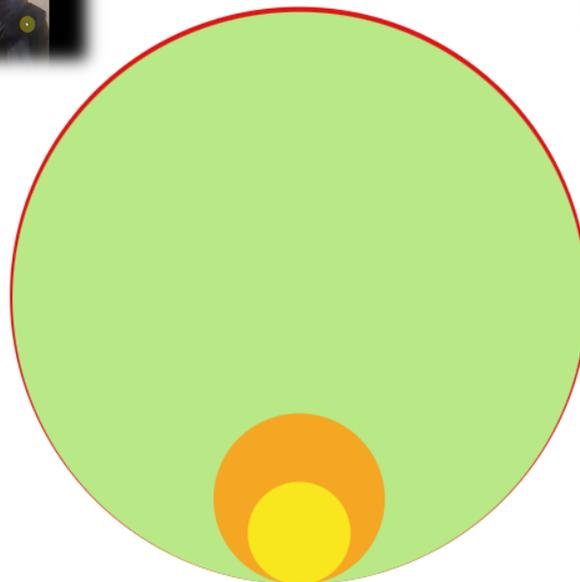


Number and Type of Families



	Head Start	Early Head Start
Parents (biological, adoptive, stepparents)	310	93
Grandparents/Other Relatives	2	0
Foster	0	1

Soy Bilingue Parent Panel



- At least one parent/guardian is employed, in job training, or in school at enrollment: 47.6%
- Of these, number in which one or more parent/guardian is employed: 46.7%
- Of these, number in which one or more parent/guardian is in job training: 4.2%
- Of these, number in which one or more parent/guardian is in school: 1.5%



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.

KEEP LEARNING

Our Children's Services staff completed over **2,300** professional development training hours from 2021 - 2022!

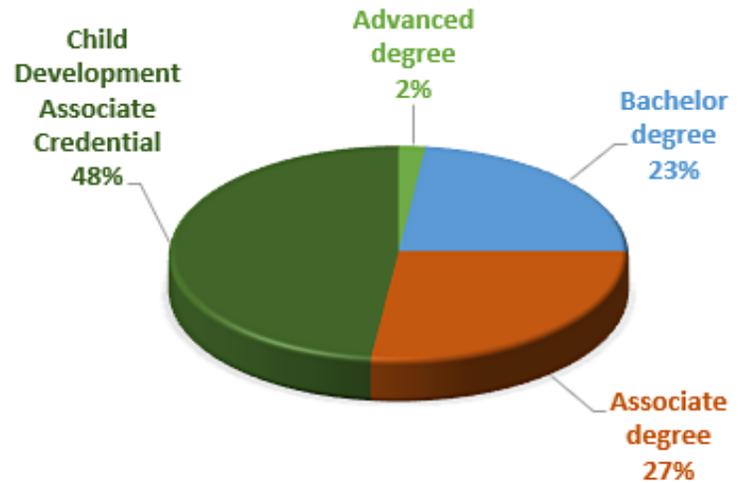


Management and Classroom Support
Highest Educational Level



Advanced degree (31.82%)
Bachelor's degree (68.18%)

TEACHERS' AND ASSOCIATE TEACHERS' HIGHEST EDUCATIONAL LEVEL

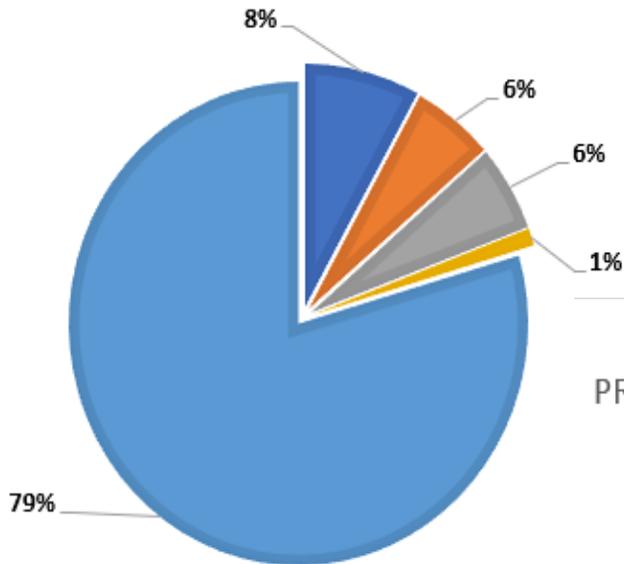


94%

of our Family Services staff have a Bachelor's degree (sociology, human services, psychology, social work, or a related field) and/or a Family Services Credential

STAFF RACE AND ETHNICITY

- Asian
- Black or African American (Hispanic and non-Hispanic origin)
- White (Hispanic and non-Hispanic origin)
- Bi-racial/Multi-racial (Hispanic and non-Hispanic origin)
- Other (Hispanic and non-Hispanic origin)



37 of our staff are current or former Head Start/Early Head Start parents!



CLASSROOM EDUCATION STAFF WHO ARE PROFICIENT IN A LANGUAGE OTHER THAN ENGLISH

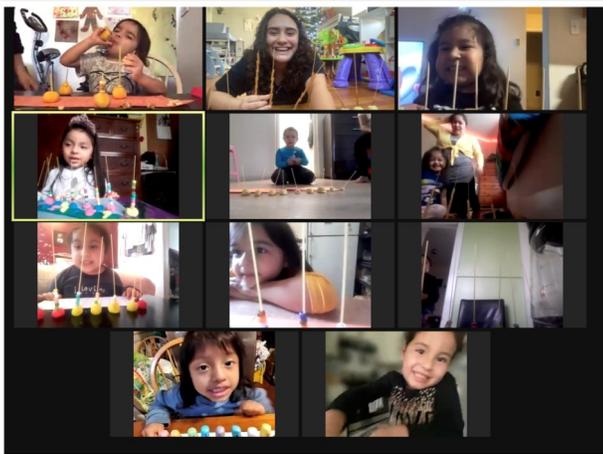


■ Spanish (95.65%) ■ East Asian (4.35%)

How has this program met your family's needs?

"I am very happy for everything you've done for my daughter. She is happy. She likes her teachers very much and they also like her. I like to see the sweetness and tenderness with which they express themselves toward her. Thank you teachers and personnel."

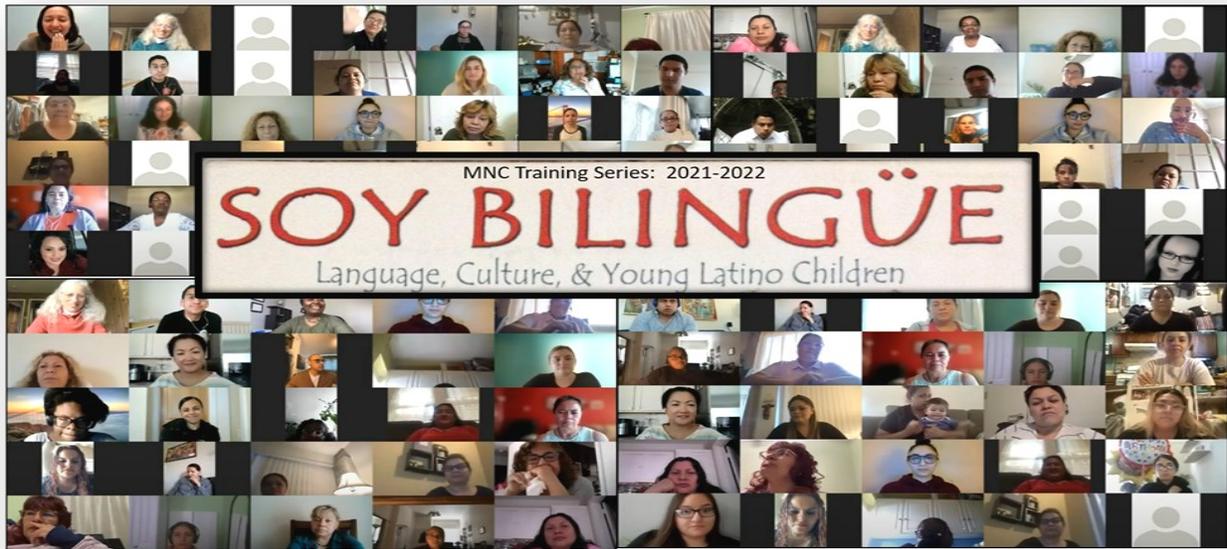
** Quote taken from anonymous parent surveys*





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. The curriculum is project based and child interest led. During the 2021—2022 program year, our teachers participated in seven sessions of a Professional Learning Community, facilitated by our coaches, that focused on implementation of the Creative Curriculum.





About 90% of our children were learning two or more languages at home including:

Samoan
 Madarin English Mayan French
 Arabic Spanish Punjabi
 Eritrean Hindi Tagalog
 Portuguese Vietnamese

Why Soy Bilingüe?

1

Soy Bilingüe emphasizes the importance of home languages, families, and culture because when we nourish those roots, children grow stronger.

2

Soy Bilingüe helps us introduce English as a second language and gives us tools to help students progress toward fluency both for social and academic success in English.

3

Soy Bilingüe helps us support children in becoming fully bilingual in English and Spanish.

We integrate Soy Bilingüe strategies into our core curriculum and program structure where culture and language is celebrated and brought into the classroom. During the last several years we have been working toward training our preschool teachers in the Soy Bilingüe curriculum. This year we accomplished that goal two years ahead of schedule because the pandemic taught us how to train virtually.

In the 2021—2022 program year, 90% of our preschool teachers completed an average of 25 hours of training, ensuring all our campuses have staff teams trained in Soy Bilingüe. We also built our internal capacity by training two staff as trainers in the Soy Bilingüe Curriculum and by developing an onboarding training in the basics of the supplemental curriculum for new staff.



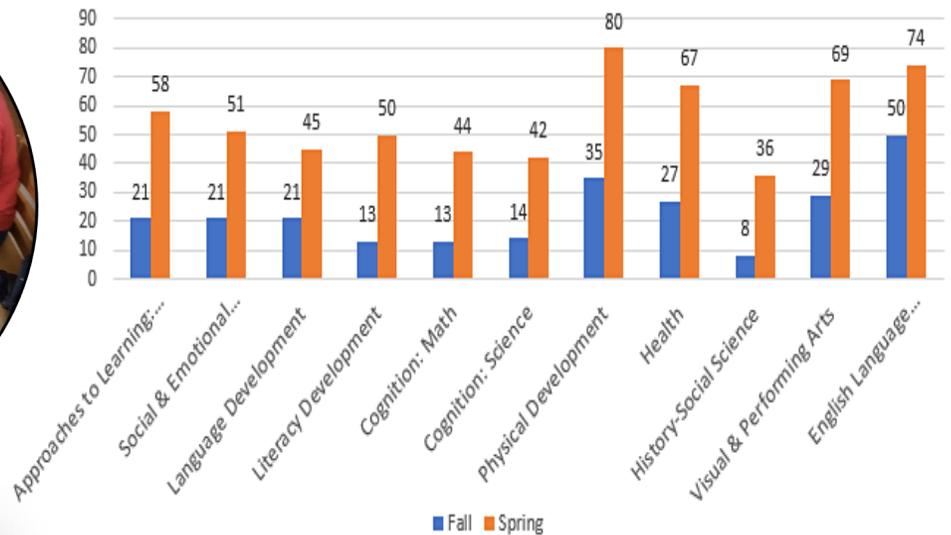
We have developed School Readiness Goals to define our expectations for the skills and/or developmental levels children should achieve by the time they transition from Early Head Start to Head Start and Head Start to Kindergarten.

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. Children were assessed twice this program year. After each cycle, the data is analyzed to determine where extra classroom support or professional development is needed.

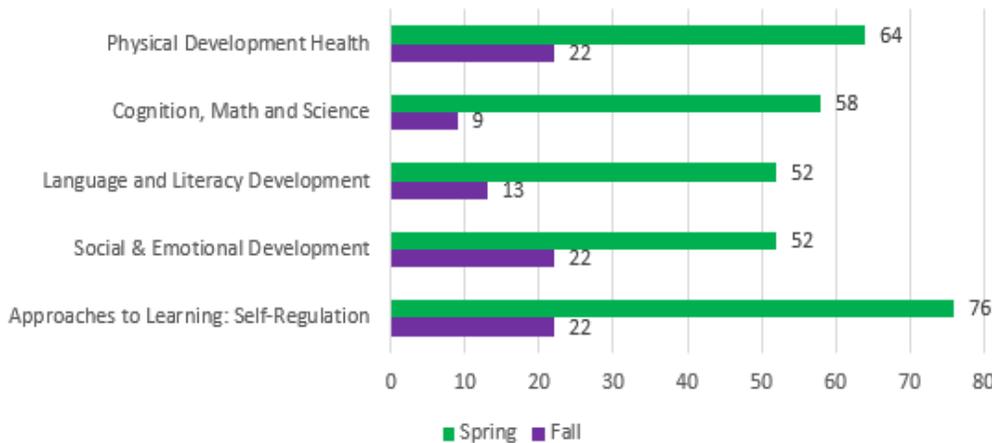
Percentage of Children At or Above CA Early Learning Foundation Expectations



Desired Results Developmental Profile, Head Start



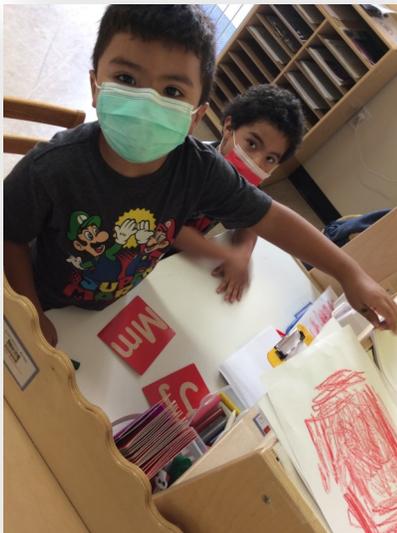
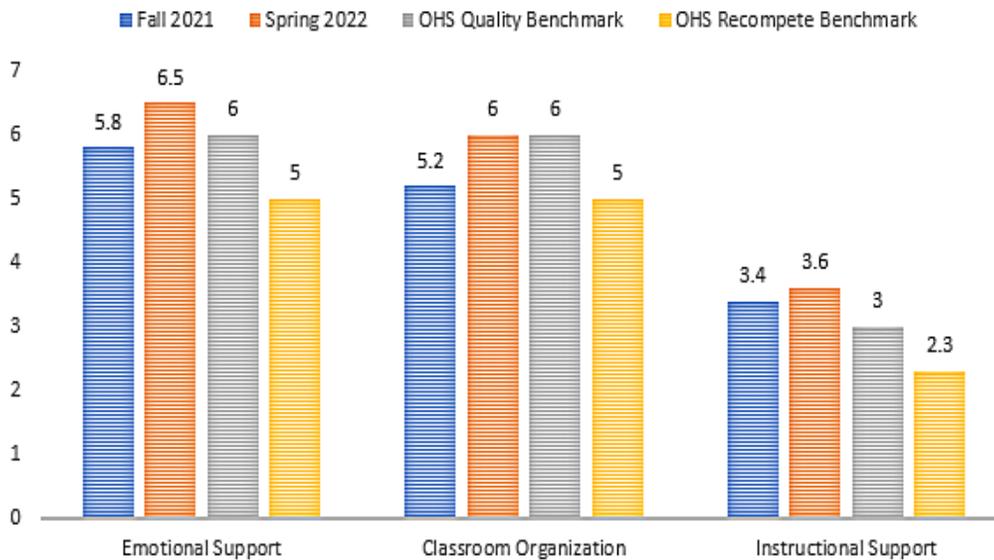
Desired Results Developmental Profile, Early Head Start



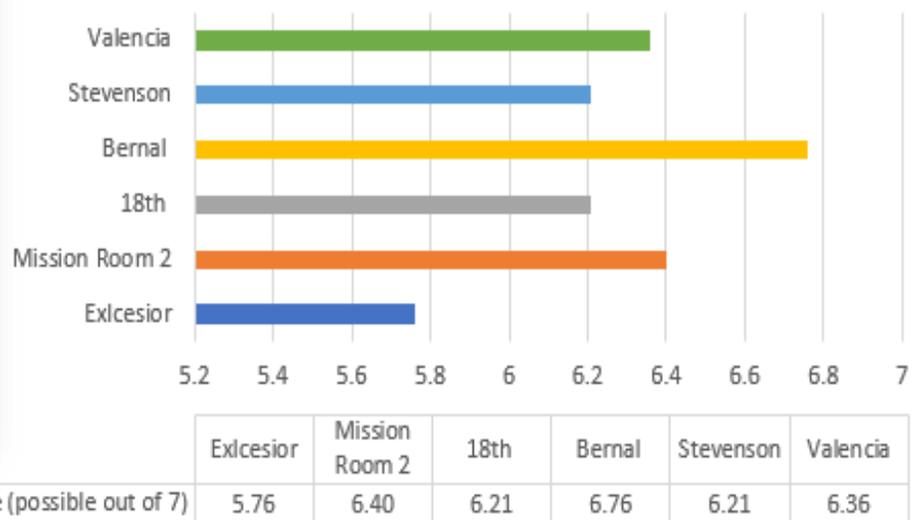


The Classroom Assessment Scoring System (CLASS) measures the quality of teacher/child interactions. High quality teacher/child interactions include consistent routines and schedules, emotional support, an organized classroom, and interactions that help build critical thinking skills and vocabulary. Our Education Coaches are reliable observers for the CLASS assessments. The coaches, along with other CLASS certified staff conduct internal assessments twice yearly. CLASS scores given are out of a possible 7.

CLASS SCORES - PK

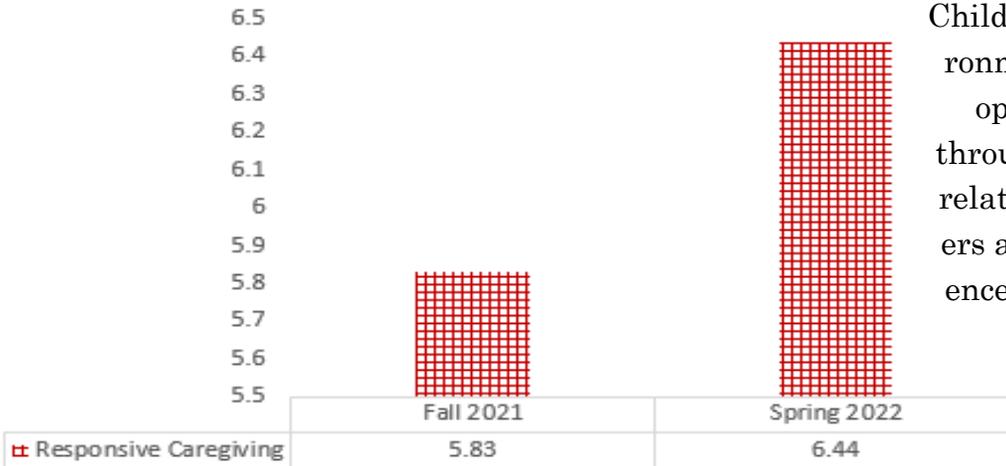


ECERS Scores - PK



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.

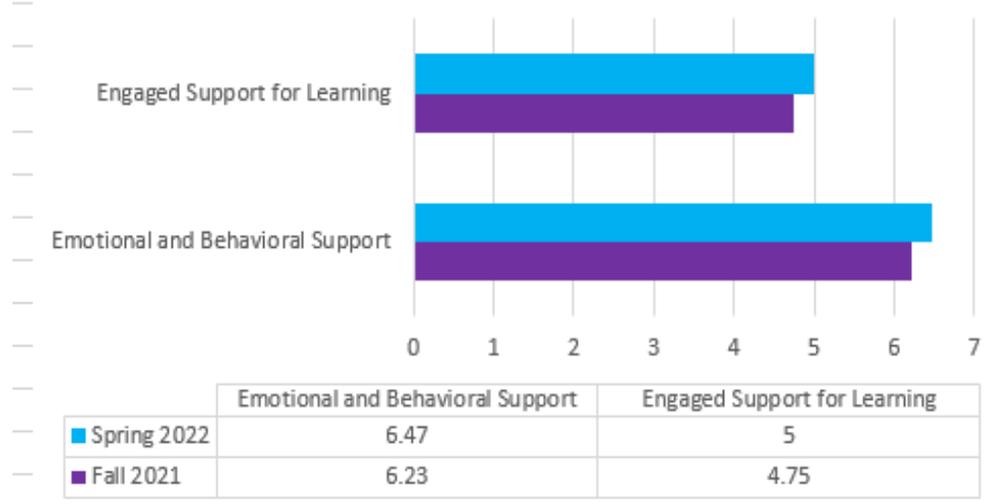
CLASS SCORES - Infant



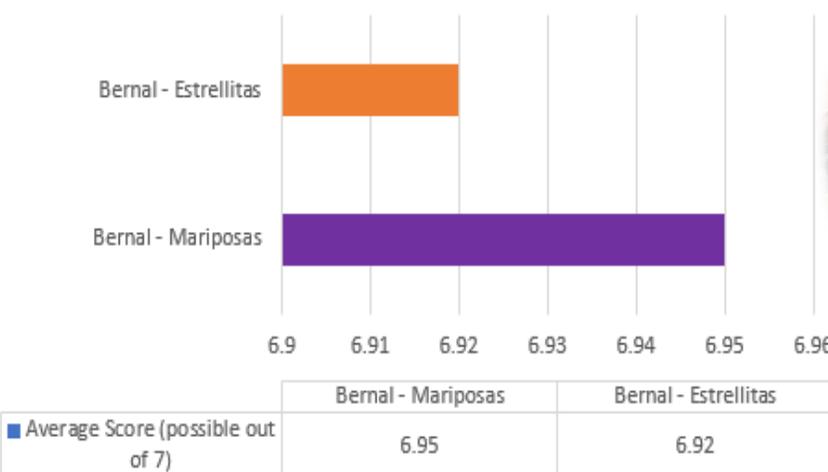
Children thrive in safe environments where there are opportunities to learn through play, form positive relationships with caregivers and peers, and experience quality interactions .



CLASS SCORES - Toddler



ITERS SCORES - Toddler





Through a partnership with EatSF's Vouchers 4 Veggies program, we provided over **\$199,000** worth of food vouchers to **340** families



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 a partnership with SF State School of Nursing, children receive screenings for hearing, vision, weight, and hemoglobin levels.



Through a partnership with the San Francisco New Deal Family Meal Program:



55% of enrolled children up to date on a schedule of appropriate preventive and primary health care



100% were up-to-date on immunizations



65% received preventative dental care/treatment provided by an oral health care professional



99% of children had health insurance



91% of children were enrolled in Medicaid and/or CHIP



45 children diagnosed with a chronic condition (regardless of when the condition diagnosed)





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.

Our internal Social Emotional Specialists continuously collaborate with teachers and families to find strategies to best support children’s needs within the classroom and home environment. Strategies such as CSEFEL, supports children and promotes self-regulation, understanding and navigating through difficult situations, and understanding activities or instructions.

We enjoy a longstanding partnership with Project Commotion, who provide dance, gross motor, and movement sessions specifically designed for children. Our teachers receive training in how to incorporate movement and dance into their lesson plans. Project Commotion reports that during the 2021-2022 program year they accomplished:

2 Family Workshops
Movement, play, and wellness focus

60 Youtube Views
on MNC YouTube playlist and over 1400 views on Project Commotion Channel

70 Group Classes to Children
Tailored movement sessions and consultations to suite the needs of children and teachers in each classroom.
Attendance ranged from 13 - 24 children per class

125 MNC Staff Trained
Relaxation techniques, self-regulation, incorporating intentional movement into daily school activities

Individualized Education Program

17% of preschoolers had an IEP during the program year, indicating they were determined eligible to receive early intervention services



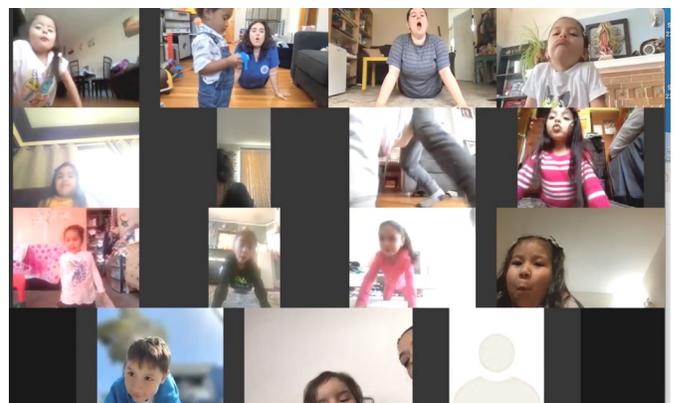
Individualized Family Service Plan

6% of infants/toddlers had an IFSP at the end of the program year, indicating they were determined eligible to receive early intervention services



Mental Health Consultations

100% of our Teaching teams received support from a mental health consultant in their classrooms





Every fall, families are asked to complete a Family Interest Survey. This survey asks questions about the needs of families, the level of need, their concerns, and what they are interested in learning for themselves and their children. Based on this survey our family services staff update, plan, and implement referral and educational services for the year.

83% of our families received at least one support or educational service!

Services Offered	No. of Families Received	% of Families Received
Emergency/crisis intervention	319	77%
Housing assistance	66	16%
Asset building services	4	1%
Mental health services	89	21%
English as a Second Language (ESL) training	11	3%
Assistance in enrolling into an education or job training program	60	14%
Research-based parenting curriculum	42	10%
Involvement in discussing their child's screening and assessment results and their child's progress	156	38%
Supporting transitions between programs	186	45%
Education on preventive medical and oral health	62	15%
Education on health and developmental consequences of tobacco product use	5	1%
Education on nutrition	45	11%
Education on postpartum care	2	0%
Education on relationship/marriage	25	6%

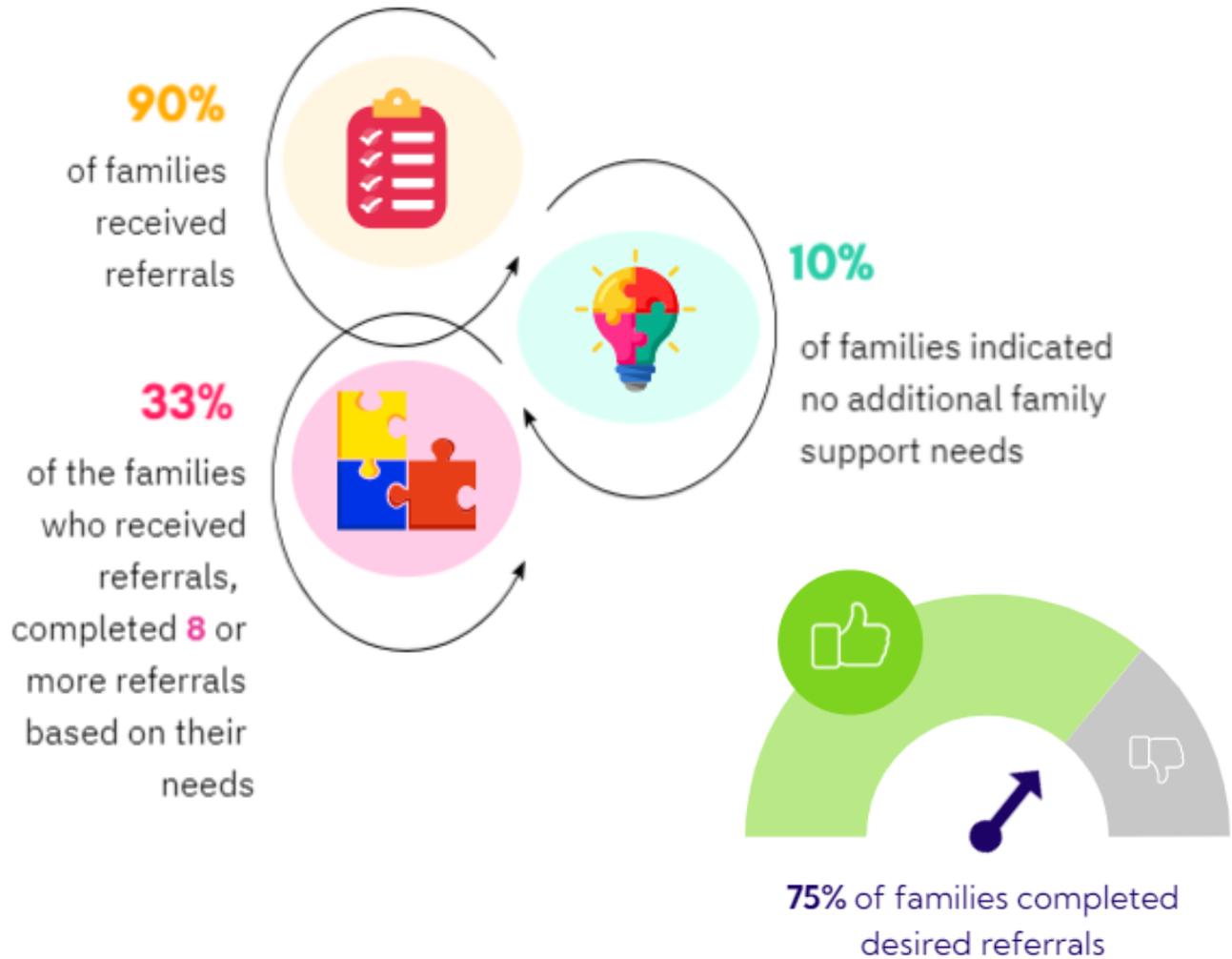
How has this program met your family's needs?

"In personal affairs, like reference to information on taxes Help with food, help for my daughter. Thank you."

"I have to (say) thank you to the program and the team for all the help to our family! We are so lucky to be part of MNC."

* Quotes taken from anonymous parent surveys

Utilizing the Parent, Family, and Community Engagement (PFCE) Framework, our family services staff work in partnership with families to identify needs and areas of vulnerability; strengthening family outcomes in the areas of family wellness, families as learners, and parent-child connections



How has this program met your family's needs?

"I am left more than satisfied having found this place for the development of my son. The hours are perfect for parents who work."

"This program has helped my daughter tremendously. She has learned a lot with the different activities and lesson plans created by the teachers. Even with distance learning she has enjoyed having school hours."

* Quotes taken from anonymous parent surveys



Our Parent Policy Council (PPC) is one of two governing bodies for our program. The council is comprised of parent representatives from each of our early care campuses. They approve budgets and program expenditures, help set program goals, and participate in the Annual Self-Assessment and Community Assessment. This year we had 12 parents complete the PPC ‘21—’22 term which runs from November to October.



In honor of Teacher Appreciation Week, our PPC decorated a “Thank You” table with notes of appreciation at each campus. The parents also worked with management staff to choose a gift that went to all teachers and organized a catered lunch for all staff!



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. This year, we offered two sessions for parents across all campuses.

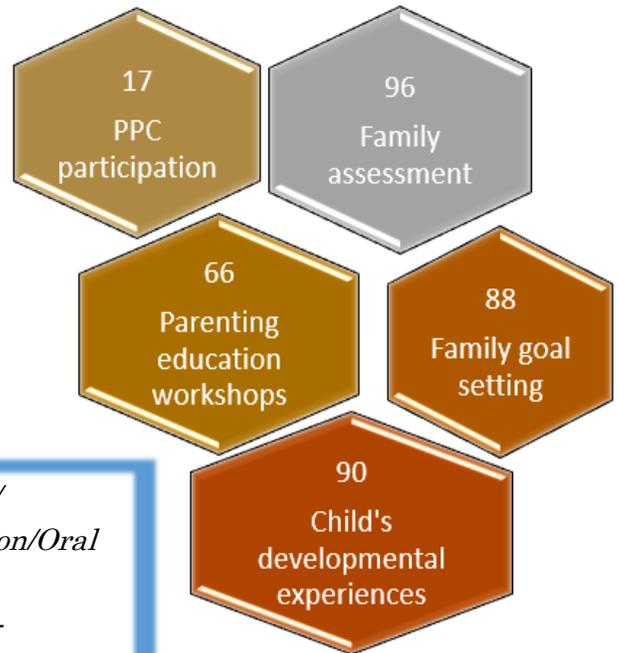
The curriculum is based on popular education and draws on the real life experiences of participants. Topics include how to be your child’s first teacher, goal setting, communication, ages and stages of development, promoting literacy, choosing preschool, transitioning to Kindergarten, health and nutrition,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



Number of Fathers and Father Figures Engaged in Parent Education Activities:

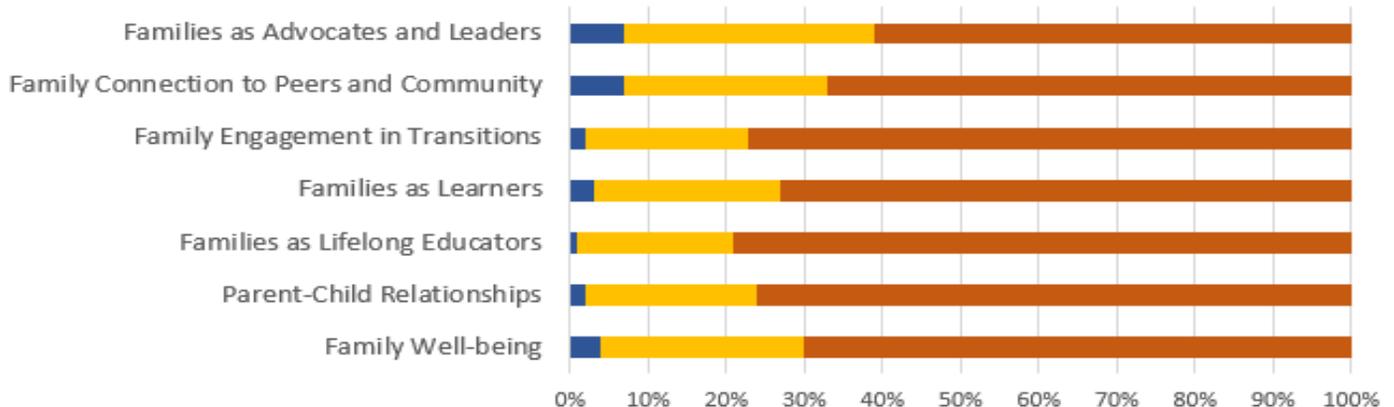


Our Family Services Team



- | | | |
|---------------------------------------|-------------------------------------|--|
| Sample Parent Education Workshops: | ◇ <i>Healthy Relationships</i> | ◇ <i>Health/Nutrition/Oral Care</i> |
| | ◇ <i>Adult Relationships</i> | ◇ <i>Kindergarten transition and application process</i> |
| ◇ <i>Child Development Milestones</i> | ◇ <i>Conflict Resolution</i> | ◇ <i>And MORE!!!</i> |
| ◇ <i>Cultural Celebrations</i> | ◇ <i>Disabilities and Inclusion</i> | |

How Much Did MNC-Inspiring Success Help You and Your Family



	Family Well-being	Parent-Child Relationships	Families as Lifelong Educators	Families as Learners	Family Engagement in Transitions	Family Connection to Peers and Community	Families as Advocates and Leaders
Not Helpful	4%	2%	1%	3%	2%	7%	7%
Somewhat Helpful	26%	22%	20%	24%	21%	26%	32%
Very Helpful	70%	76%	79%	73%	78%	67%	61%



We recognize the importance a positive male figure plays in the life of a young child. We were proud to reestablish our Male Warrior series this year. Thirty fathers and father figures joined the **MNC Male Warrior Series** this spring with a goal of creating space in-person and virtually for the fathers and father figures in our program. Our male role models had the opportunity to connect, to learn, to be heard, and to be seen.



We held three virtual workshops: “The Role of the Caregiver and Family Values”, “Mental Health and Well Being”, and “Developmental Milestones”. The group also met in-person twice, including a closing circle and celebration of Father’s Day. Fathers enjoyed a day at the park, playing with their children and interacting as supports with each other.





I was very happy to join the Male Warriors' workshops. Thank you to teacher Andres for inviting us. I think these workshops are very helpful for dads like me. Most of the time we work so much and do not have time for our children. I myself work many hours during the day and sometimes I don't have time for my son. After participating in these workshops, I learned that work is not everything. I need to give time for me and especially for my son and family. Thank you for thinking about us dads. It felt good to be in a chat just with dads. It's great to have activities with moms too but many times we (dads) need time to ourselves and our children. Thank you MNC for creating The Male Warriors' workshops. Looking forward to joining the workshops this year.



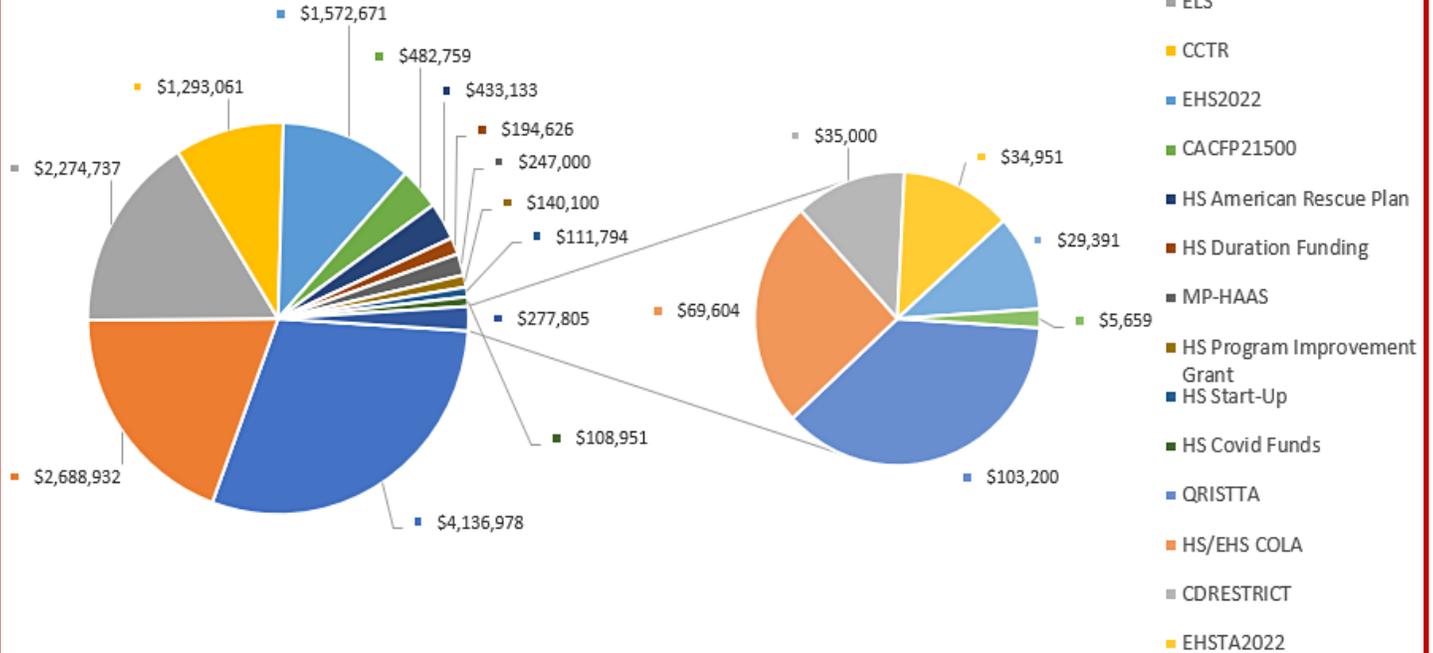
The Male Warriors Series was one of the best experiences that I have ever had. Listening to other fathers, helped me to understand the fundamental and important role, that we have as men regarding our children's education. Without a doubt, the best workshops.



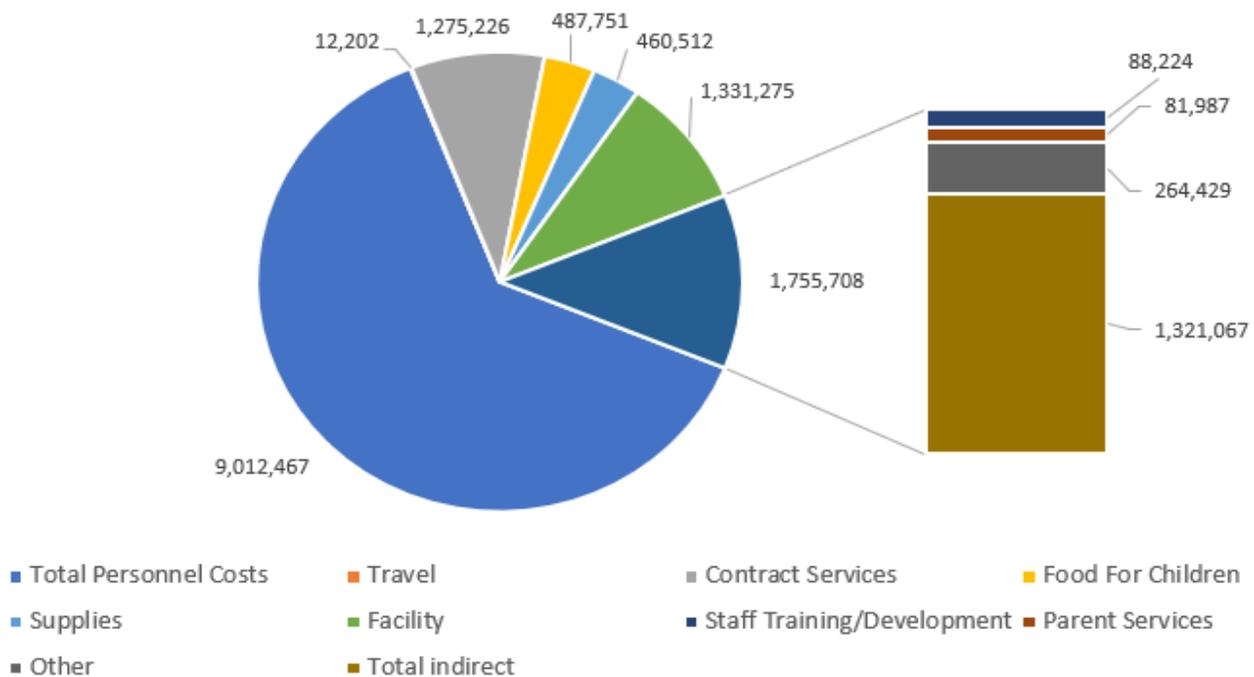


The FYE 2022 Audit was conducted by Harshwal and Company LLP. Their report was unmodified and showed no findings, weaknesses, deficiencies, or out of compliance areas.

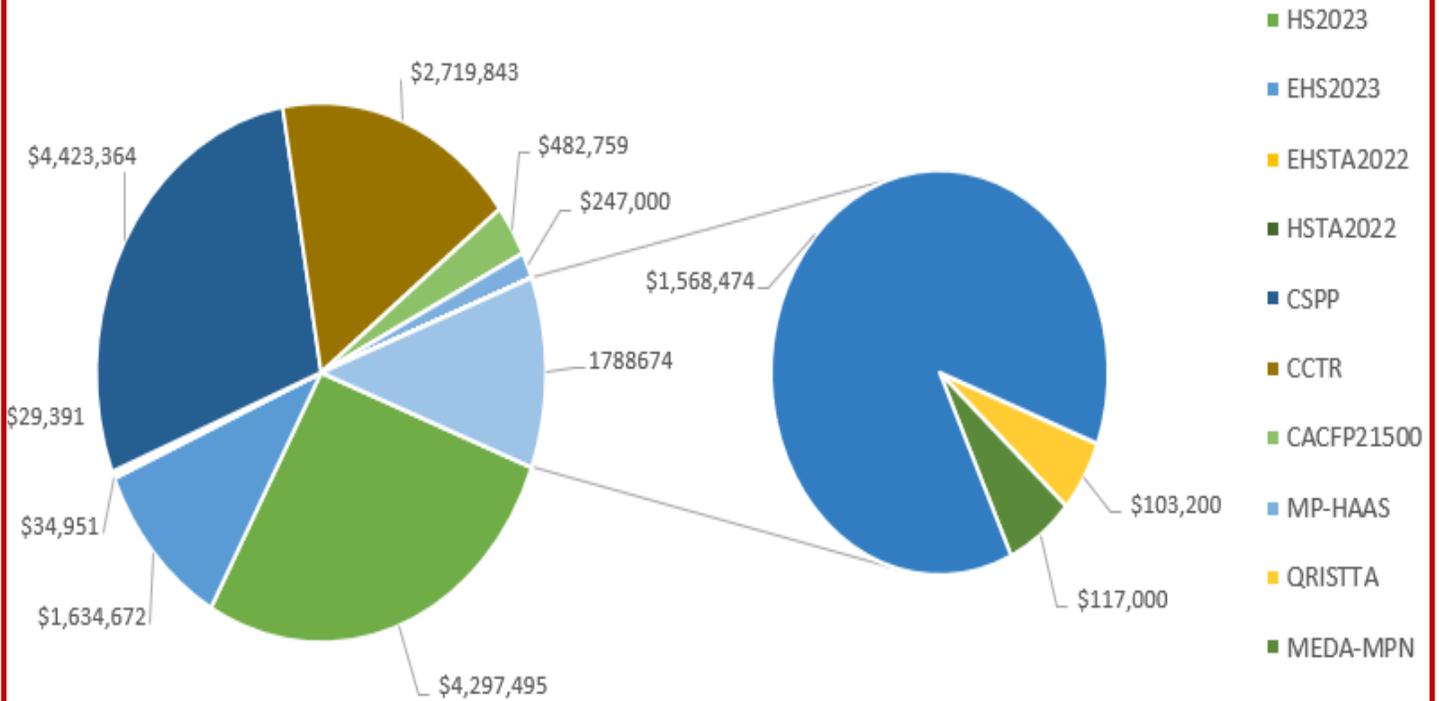
Funding Sources FYE 2022 - 13.9M



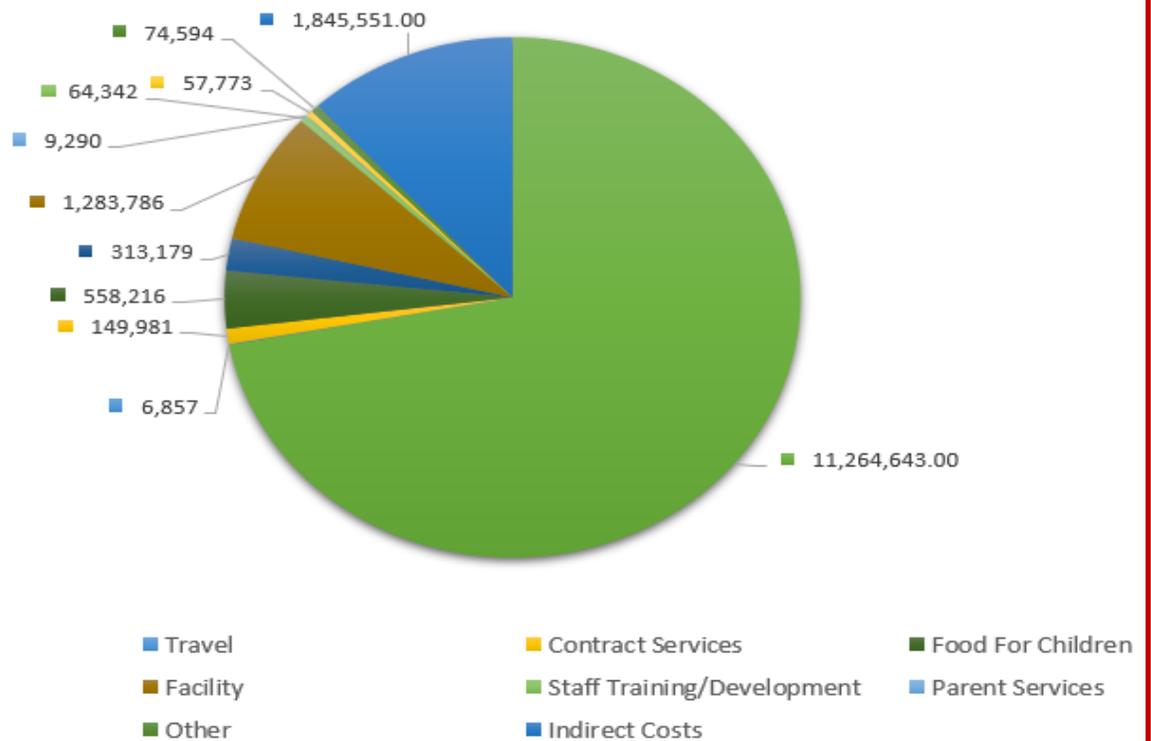
Expenditures FYE 2022 - 14.3M

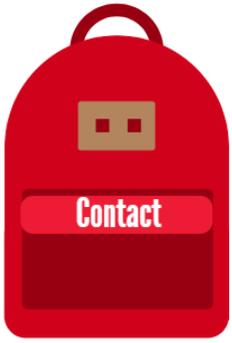


Estimated Funding Sources FYE 2023 - 15.6M



Estimated Expenditures FYE 2023 - 15.6M





362 Capp St.
San Francisco, CA 94110
415-206-7752
www.mncsf.org

