



MNC
INSPIRING SUCCESS
INSPIRANDO ÉXITO

Head Start / Early Head Start **ANNUAL REPORT** 2022-2023





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

Our 11 MNC Early Education 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. 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. 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.

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. This year marked great progress in connecting all our campuses and services in ways that inspire and create better outcomes and input. 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.

In Gratitude,

Richard Ybarra

2022 - 2023 Board of Directors:

- James Quadra, President
- Kelly Ehrenfeld, Vice President
- Erich Schulz, Treasurer
- Aurora Canul, Head Start Parent Representative
- Christine Nevarez
- José Cartagena
- Virginia Gacula-Santiago
- James Loyce
- Dan Perrea

2022-2023 Parent Policy Council Leadership:

- Ibette Miranda Tavira, President
- Katia Rodriguez, Vice President
- Erica Becerra, Secretary
- Pablo Masangcay, Treasurer
- Ana Navidad, Parliamentarian
- Aurora Canul, Board of Director's Representative
- Oneida Arevalo, Community Rep.

2022-2023 Executive Leadership Staff:

- Richard Ybarra, Chief Executive Officer
- Beiling Gonzalez, Chief Operations Officer
- Sebastian Alioto, Chief Financial Officer
- José Rodriguez, Chief Development & Strategy Officer
- Barbara Walden, ECE Interim Program Director



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MNC Inspiring Success has been serving our San Francisco community for over 125 years. As a BIPOC led non-profit, we serve over 45,000 low-income families at 16 campuses throughout the city.

Founded as a settlement house in 1897, MNC continues its legacy of ensuring a welcoming environment focusing on social justice, advocacy, community organizing and networking. Today, MNC offers a myriad of vitally important services and programs.

OUR CORE PROGRAMS

EARLY EDUCATION

Providing early education, school readiness, and parent development services, which receives funding from the national Head Start Program, the California Department of Education (CDE), and the SF Department of Early Childhood (DEC).

HEALTHY AGING AND DISABILITY SERVICES

Working to improve the health and wellbeing of our elders and adults with disabilities. In FY 2022-23 the program delivered 22,280 hot meals, 15,619 bags of groceries and 407 bags of essentials.

YOUTH SERVICES AND FAMILY RESOURCES

Helping underserved youth and their families. In FY 2022-23 the program served 2,712 families and graduated over 100 participants through multiple programs, workshops and learning series.

WORKFORCE DEVELOPMENT

Providing high risk youth and young adults, ages 16-24 with first-time work experience in construction or green & clean economy positions. In FY 2022-23, participants removed 54,450 bags of litter from public areas and the program provided essential social services to 145,765 individuals.

OUR IMPACT

2.7K

Families served in our resources program in FY 22-23

\$15M

In rental assistance provided in FY 22-23

10.5K

COVID home tests delivered in FY 22-23

15K

Bags of groceries delivered in FY 22-23

145K

Individuals received essential social services in FY 22-23

3K

Congregated meals served in FY 22-23





MNC Inspiring Success (MNC), a beacon of child development services in San Francisco for over five decades, attained the status of a Head Start/Early Head Start Grantee in 2014. For the 2022-2023 program year MNC was funded to cater to the developmental needs of 362 children and their families. Additional funding support was also extended by the California Department of Education, the Department of Social Services, the SF Department of Early Childhood, and the Mimi and Peter Haas Fund to facilitate the provisions of full day/year care and valuable program enhancements.

MNC Early Education’s influence spans eleven child development campuses located in the Mission, Excelsior, Bayview-Hunter’s Point, and Mission Bay neighborhoods. One campus provided distance learning education services to children for the 2022-2023 program year. The targeted neighborhoods predominantly house Spanish-speaking, immigrant, and/or low-income working families, reflecting MNC’s commitment to serving diverse and underserved communities.

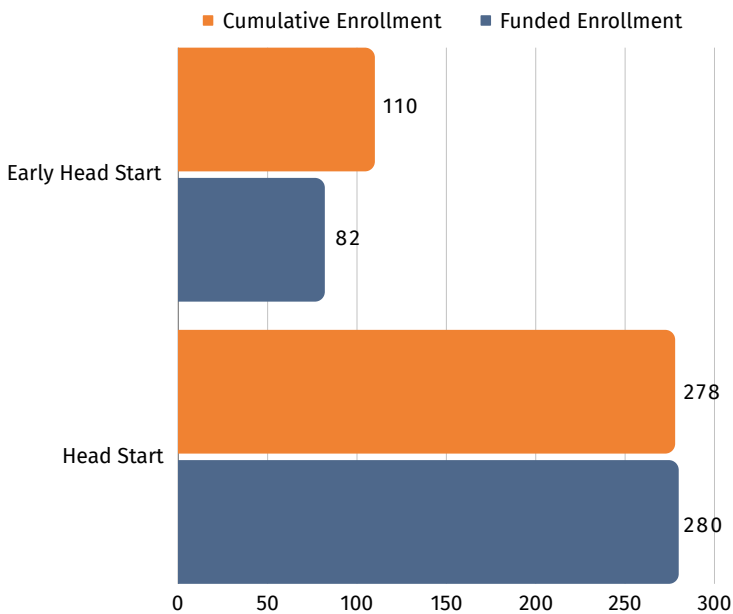
Our Core Values:

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 disrupts systemic inequities.



Enrollment



Total Cumulative Enrollment: 388

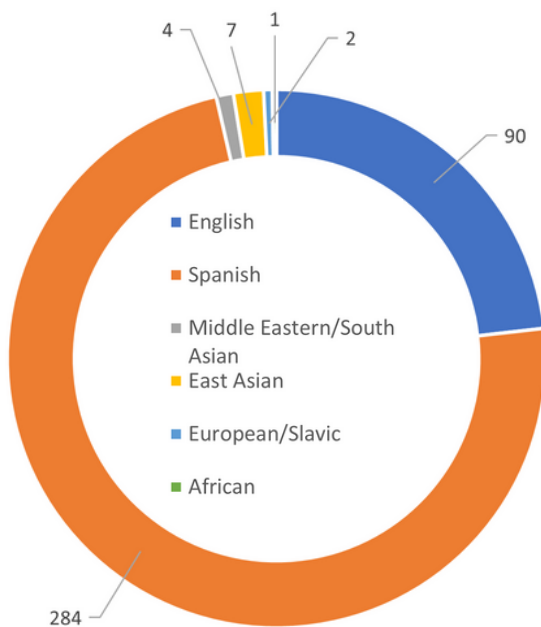
Total Funded Enrollment: 362

Average Monthly Enrollment:
 HS: 84%
 EHS: 92%

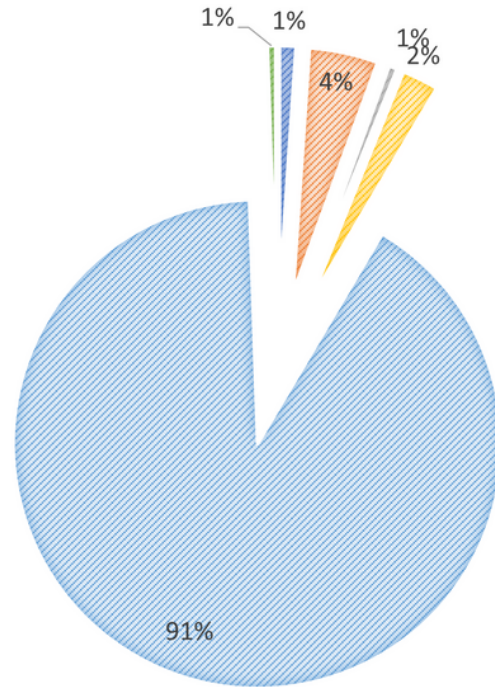
OUR CHILDREN & FAMILIES

Our children and families are multi-cultural and multi-lingual, with a majority facing economic challenges as recent arrivals to the United States. Given their socio-economic circumstances, exacerbated by the slow pandemic recovery, there is a pressing demand for high-quality, culturally relevant services that cater to the unique needs of both parents and children.

Primary Language of the Family at Home



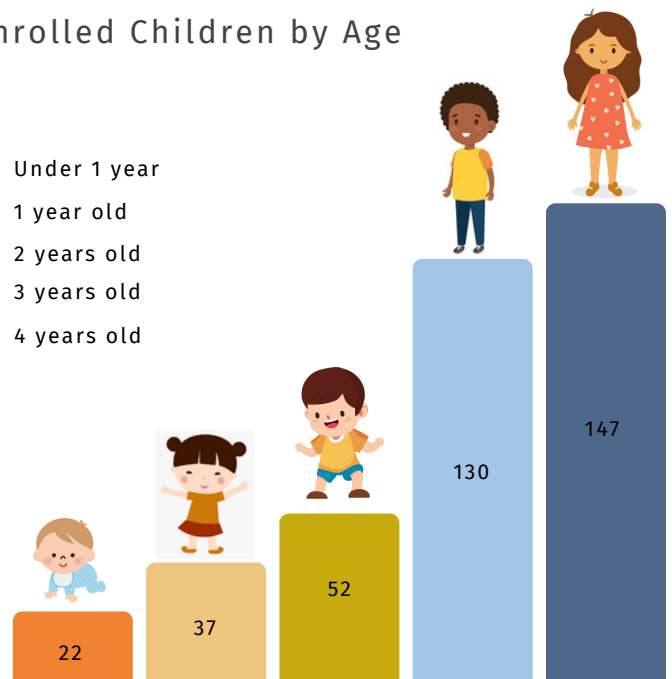
RACE AND ETHNICITY OF CHILDREN AND FAMILIES



- 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)
- Native Hawaiian or Pacific Islander

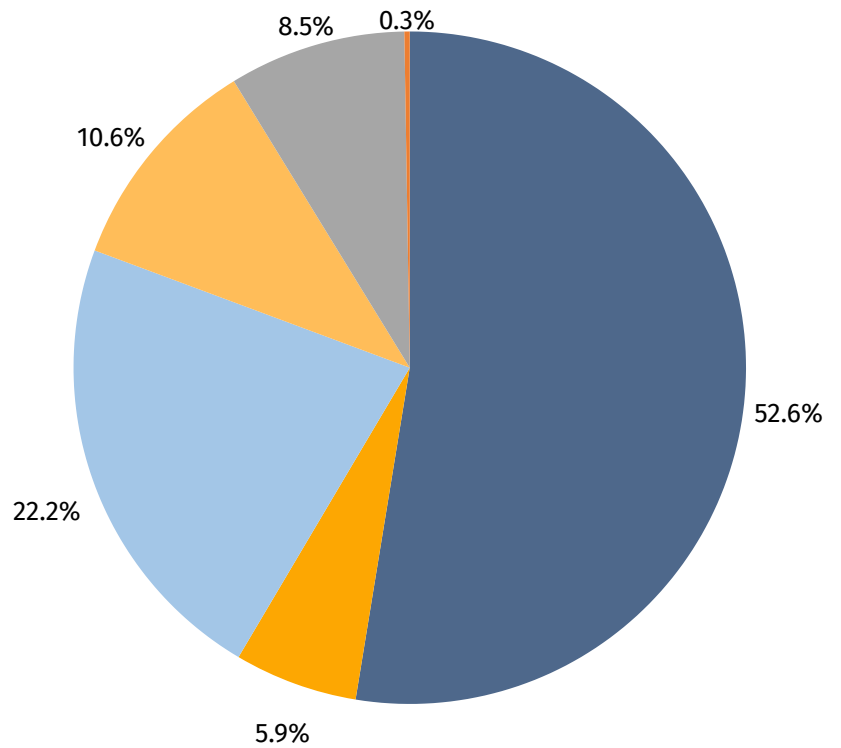
Enrolled Children by Age

- Under 1 year
- 1 year old
- 2 years old
- 3 years old
- 4 years old



HEAD START/EARLY HEAD START ELIGIBILITY

- Income at or below 100% of the federal poverty line (52.6%)
- Income between 100% and 130% of the federal poverty line (5.9%)
- Public Assistance (22.2%)
- Other (10.6%)
- Experiencing Homelessness (8.5%)
- Foster Care (0.3%)

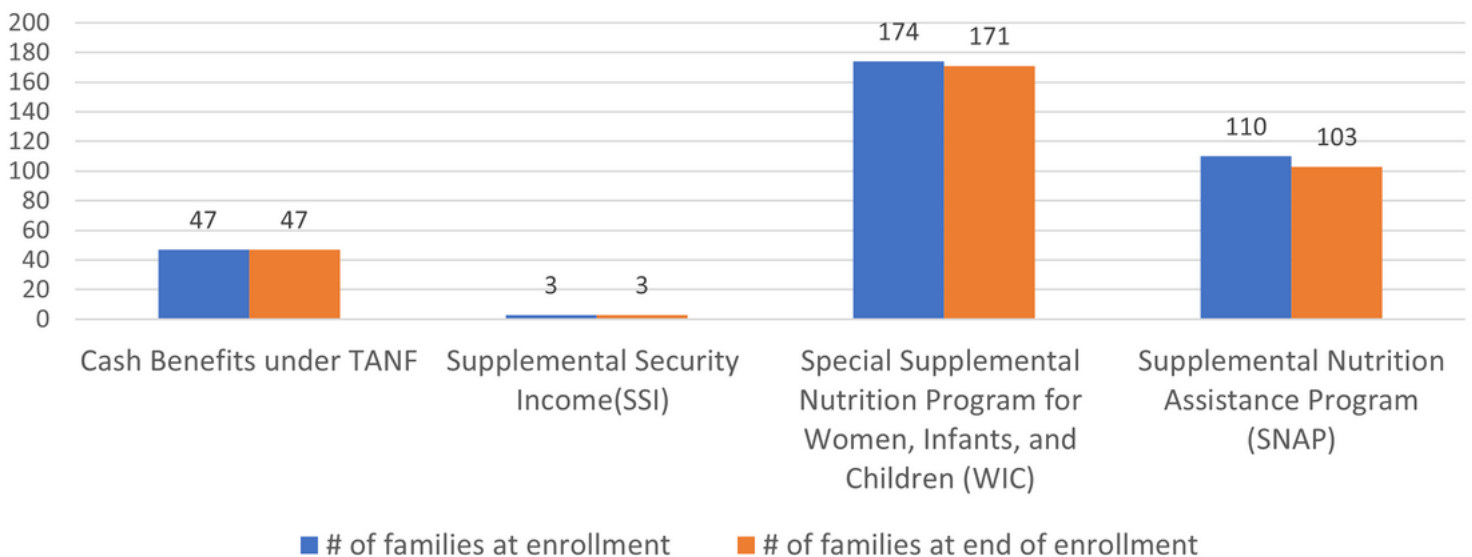


93%

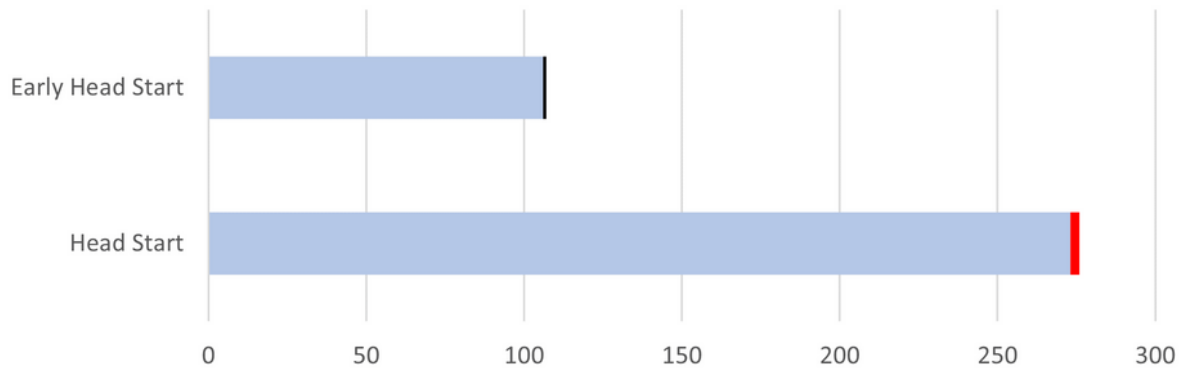
of our children are eligible to receive services based on HS/EHS eligibility criteria!



NUMBER OF FAMILIES RECEIVING FEDERAL OR OTHER ASSISTANCE



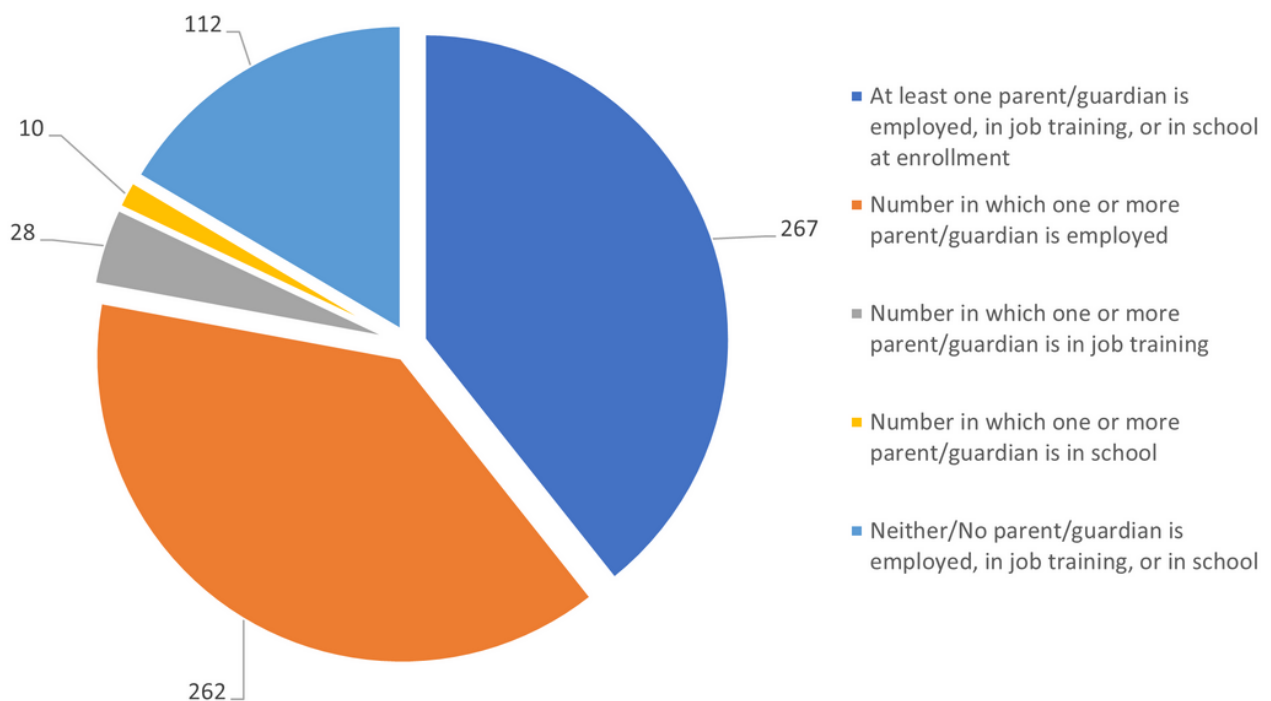
NUMBER AND TYPE OF FAMILIES



	Head Start	Early Head Start
■ Parents (biological, adoptive, stepparents)	273	106
■ Grandparents/Other Relatives	3	0
■ Foster	0	1



EMPLOYMENT, JOB TRAINING, AND SCHOOL

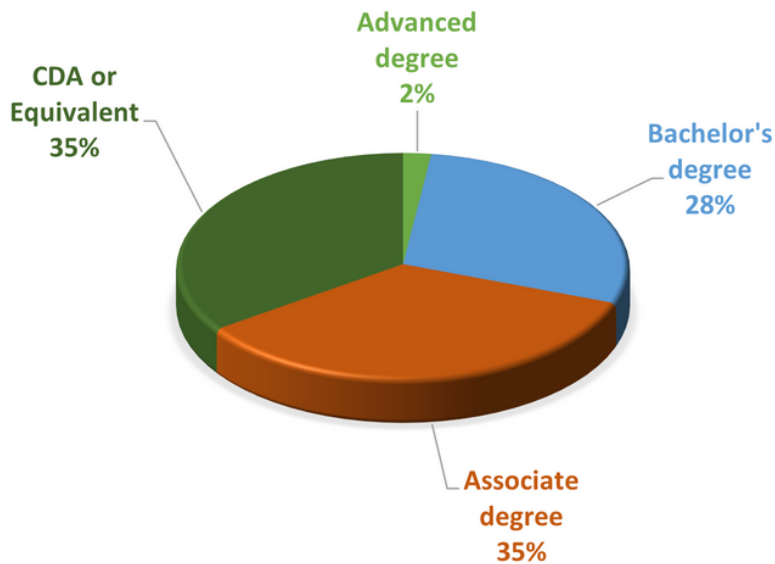


OUR STAFF

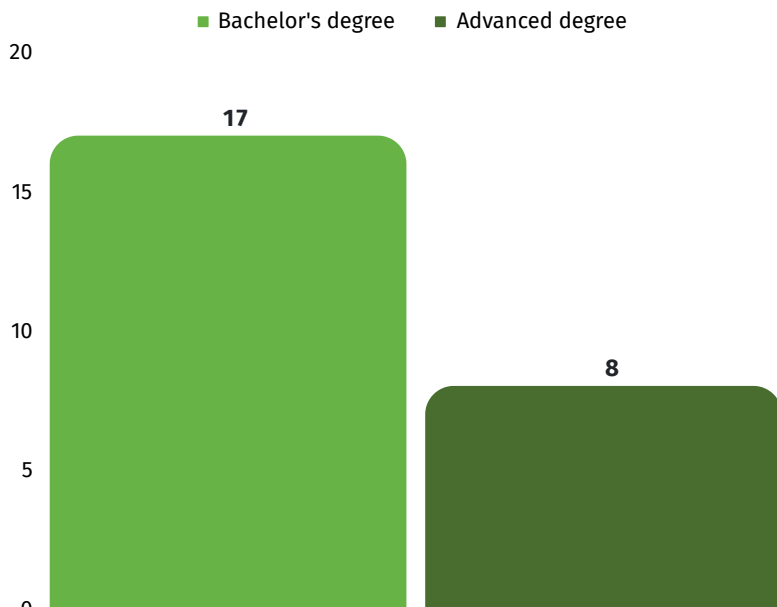
Our caring and dedicated staff provide nurturing early learning environments that reflect the values, language, and cultural identity of the children served.

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 contributes a diverse range of experiences and educational backgrounds to their classrooms.

TEACHERS' AND ASSOCIATE TEACHERS' HIGHEST EDUCATION LEVEL



SUPERVISORY, CLASSROOM SUPPORT, AND MANAGEMENT HIGHEST LEVEL OF EDUCATION

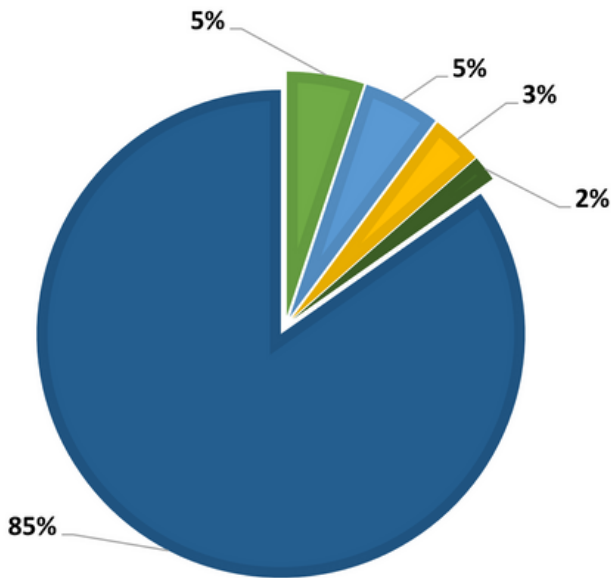


Our Early Education staff completed over **3,400** professional development training hours from 2022-2023!

95%

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.

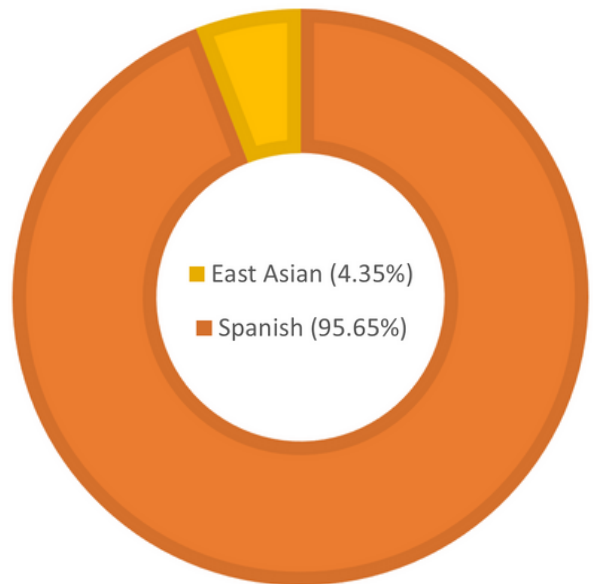
STAFF RACE AND ETHNICITY



- 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)



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



How has this program met your family's needs?

"The program has helped our whole family through an ongoing, complex family crisis. Thank you!"

"Thank you so much for giving me the opportunity to have my daughter in the program, she learned so much ... and I was able to keep my job."

"We have learned how to live together more harmoniously, deal with stress calmly, have more patience with our children, and, above all, how to build a united family."

"The program has helped my family and my daughter a lot. She is more prepared for kindergarten, and being a self-assured child. The teachers and staff have provided a lot of assistance in her development."

***Quotes taken from anonymous parent surveys**

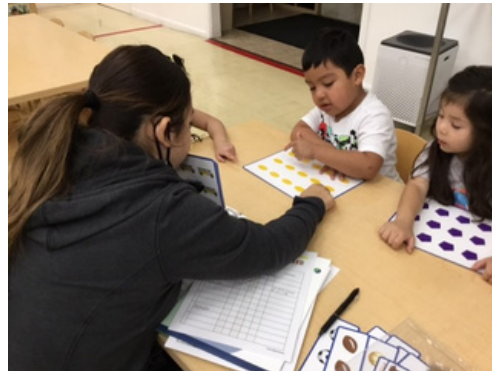
41

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



EDUCATION & SCHOOL READINESS

Our Education staff use the Creative Curriculum, the HS Early Learning Outcomes Framework, and the CA Preschool Foundations as a basis for comprehensive lesson plans that address children’s individual learning needs. The curriculum is project based and child interest led. During the 2022–2023 program year, managers and education coaches were trained on curriculum fidelity. Additionally, preschool teachers participated in 8 monthly PLC sessions focused on implementing the Soy Bilingue curriculum enhancement to support Dual Language Learners.



COGNITION: SCIENCE

Field trips
Prediction
Investigations
Insect, Light & Shadow, Animal, Recycling studies

COGNITION: MATH

Manipulatives, blocks, & other toys
Shapes and origami
Comparing, contrasting and classifying

PHYSICAL DEVELOPMENT

Project Commotion
Daily Fine & Gross Motor activities
Dancing/music
Walking/park field trips

SOCIAL AND EMOTIONAL DEVELOPMENT

Social Stories
Teaching Pyramid Model
Use of visuals, PDA’s and social cues

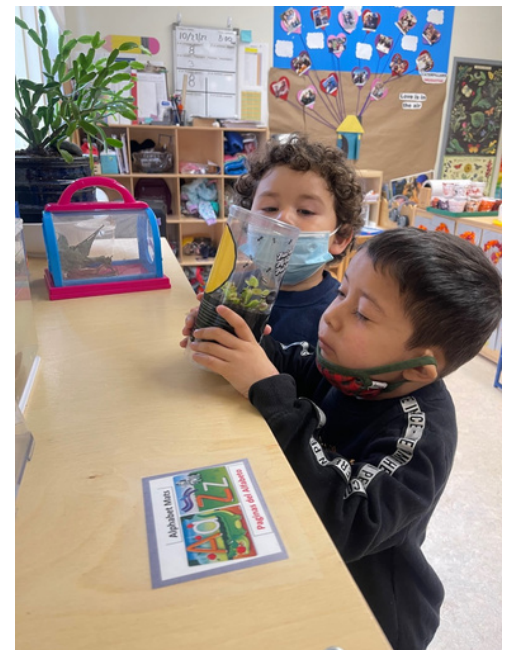


LANGUAGE DEVELOPMENT

Social Stories
Integrating books, songs, rhymes and storytelling
Self/Parallel talk

VISUAL & PERFORMING ARTS

Project Commotion
JAMaROO yoga and dance
Making and playing instruments
Pretend Play
3D art



APPROACHES TO LEARNING: SELF-REGULATION

CSEFEL Strategies
Visual aids
Rules and expectations
Calming areas

HISTORY-SOCIAL SCIENCE

Daily routines
Integrating culture into learning
Community helpers
Community safety
Classroom helpers

ENGLISH LANGUAGE DEVELOPMENT

Soy Bilingue Strategies: books, songs, cognates, and oral storytelling in English and Spanish

HEALTH

Healthy Eating and Habits
Food and Cooking Experiences
Self-care habits and personal hygiene

CHILD OUTCOMES

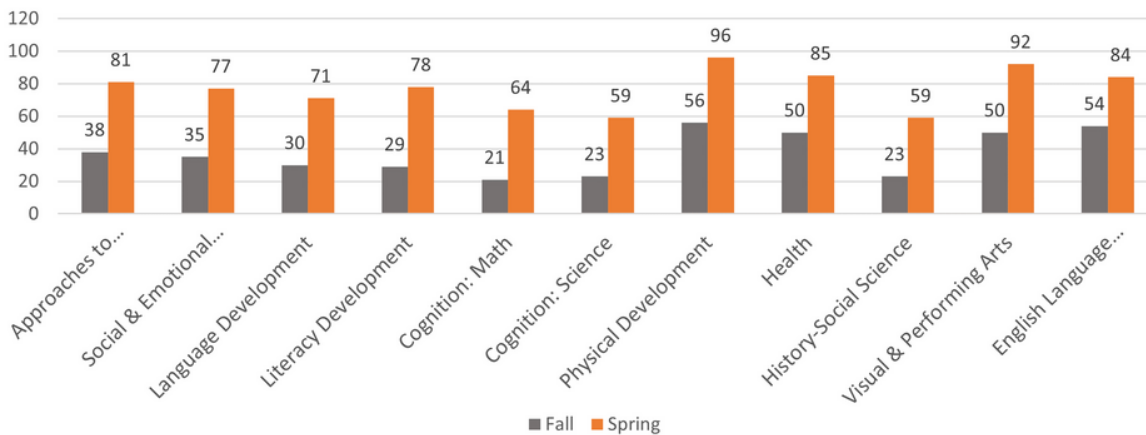


We have developed School Readiness Goals to define our expectations for the skills and/or developmental levels children should achieve by the time they transition from Early Head Start to Head Start, and subsequently from Head Start to Kindergarten.

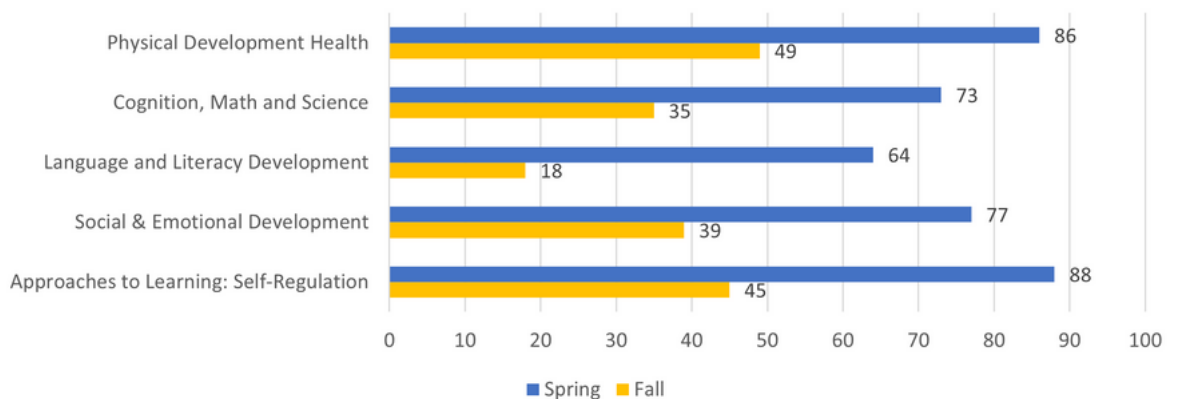
To measure child outcomes, the Desired Results Developmental Profile Assessment is used. The DRDP-2015 assessment tools measure progress within specific developmental domains against identified measures. Children were assessed twice this program year. Following each cycle, the data is analyzed to identify areas requiring additional classroom support or professional development.

PERCENTAGE OF CHILDREN AT OR ABOVE CA EARLY LEARNING FOUNDATION EXPECTATIONS

DESIRED RESULTS DEVELOPMENTAL PROFILE, HEAD START



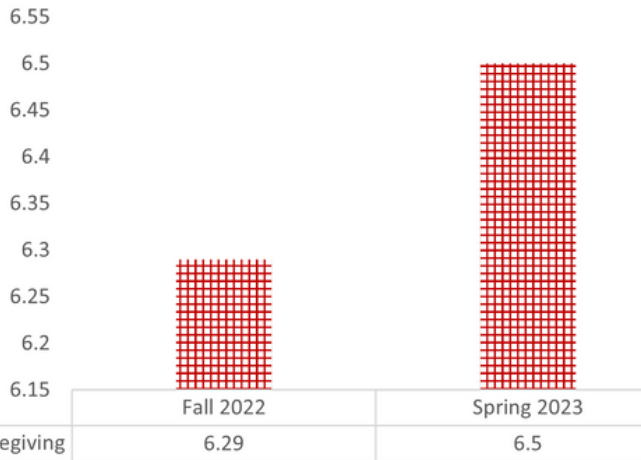
DESIRED RESULTS DEVELOPMENTAL PROFILE, EARLY HEAD START



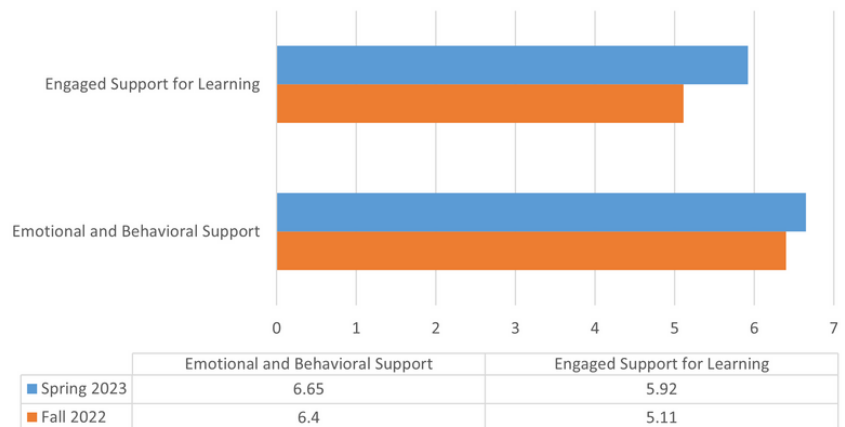
The Classroom Assessment Scoring System (CLASS) measures the quality of teacher/child interactions. High quality teacher/child interactions include consistent routines and schedules, emotional support, an organized classroom, and interactions that help build critical thinking skills and vocabulary.

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.

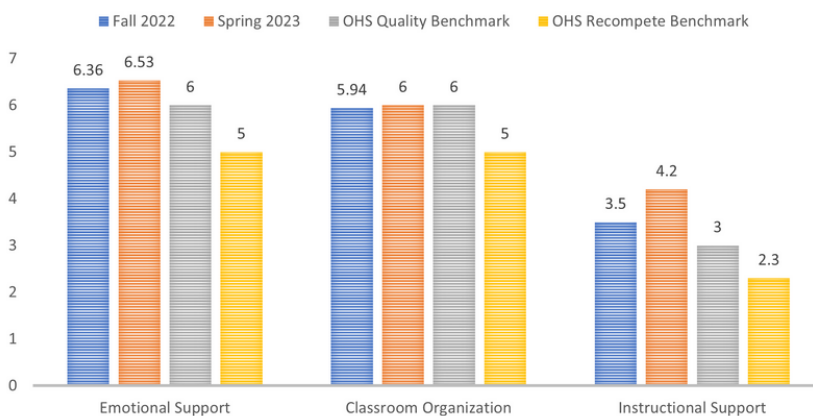
CLASS SCORES - Infant



CLASS SCORES - Toddler



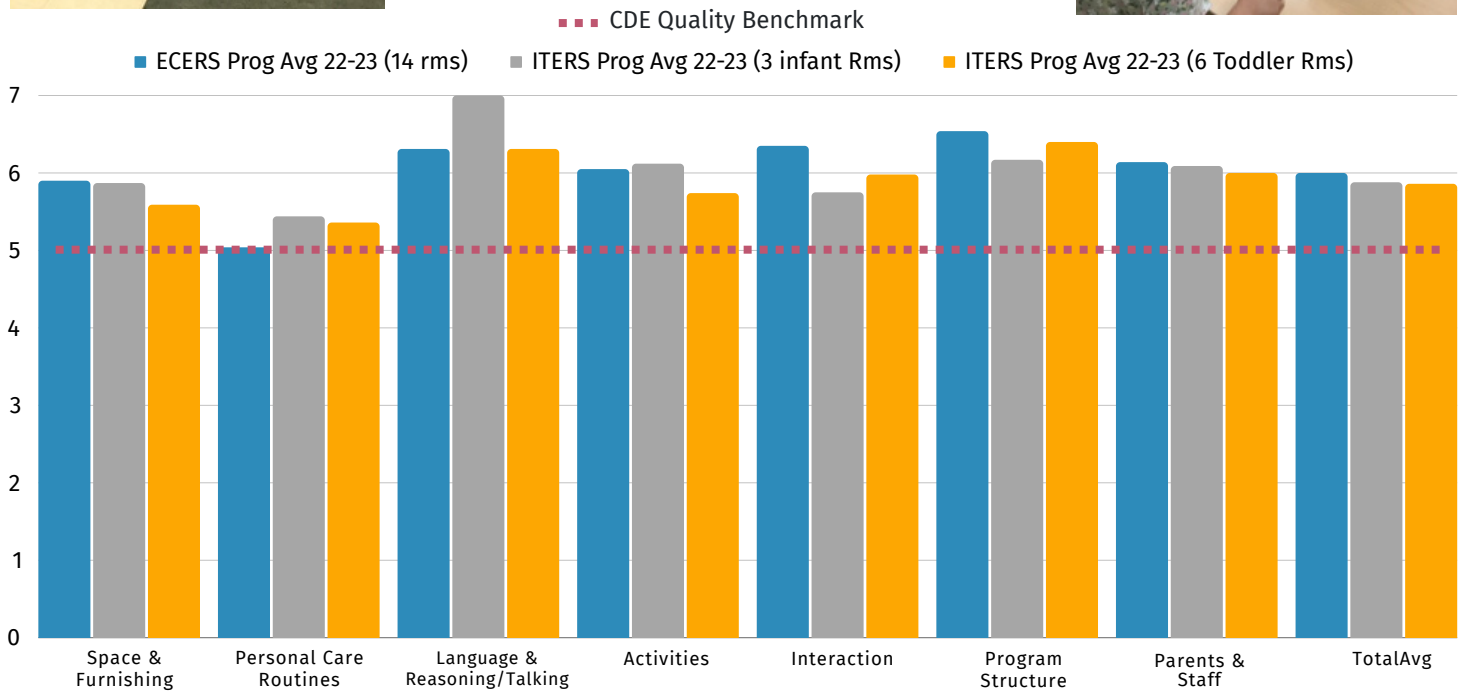
CLASS SCORES - PK



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.



ERS PROGRAM AVERAGES



Our ERS averages were 5.99 for Head Start and 6.00 for Early Head Start in 2022-2023!

COMPREHENSIVE
HEALTH
SERVICES



We served
152,131
meals in
2022-2023!

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 informed decisions regarding their child's well-being. This includes providing direct assistance in applying for medical insurance, securing medical and dental homes, and facilitating necessary referrals. Additionally, we ensure the provision of two nutritious meals, one healthy snack, and daily gross motor opportunities. Self-care habits, along with daily practices such as tooth brushing and hand washing, are incorporated into our routines. Through a partnership with SF State School of Nursing, children receive screenings for hearing, vision, weight, and hemoglobin levels.



69% of enrolled children up to date on a schedule of appropriate preventive and primary health care



66% received preventative dental care/treatment provided by an oral health care professional



100% were up-to-date on immunizations



99% of children had health insurance

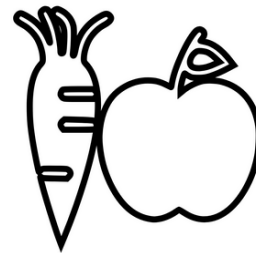


Through a partnership with UCSF/ EatSF/ Vouchers4Veggies program, we were able to provide **\$47,600** worth of food vouchers to **325** families. Families were able to use the vouchers at local grocery stores for fresh produce, hot foods, and other grocery items!

**SUPPLEMENTAL
FRUITS &
VEGETABLES**



In an effort to introduce children to more variety of fruits and vegetables, and teach them about about seasonal produce, our classrooms introduced a supplemental fruit and veggie program thanks to our partnership with EatSF's Vouchers4Veggies program. Each campus received vouchers allowing the purchase of fresh produce at local grocery stores in San Francisco. Some campuses organized field trips to nearby farmers' markets, providing children with not only the opportunity to buy and enjoy healthy foods but also learn about them. The children relished a diverse array of fruits and vegetables, including cucumbers, zucchini, carrots, watermelon, and mangoes. We provided all campuses with their choice of a juicer or blender, and children had the chance to make their own juice, smoothies and even soup. The supplemental fruit and vegetable program proved to be a huge successful across all classrooms!



"The supplemental fruit & veggie program gave us the opportunity to teach children the importance of consuming healthy foods through food experiences and other aspects of child development."

Supervisor Maria at Bernal Campus



"Children have the opportunity to try new fruits not included in our lunches and snacks. They have experienced making fruit smoothies with papaya, mango, dragon fruit ... the children have also had the experience of eating vegetable soup. Thank you for providing our vouchers"

Teacher Ana at Bernal Campus



"Thank you from the Excelsior Team for the vouchers. Children have enjoyed making variations of juices and vegetables soup. The best part is that it is all fresh and made by them! Not only are the children engaged in the activity and process of making juice and soup, but they also get to enjoy their delicious creations!"

Teacher Vivian at Excelsior Campus



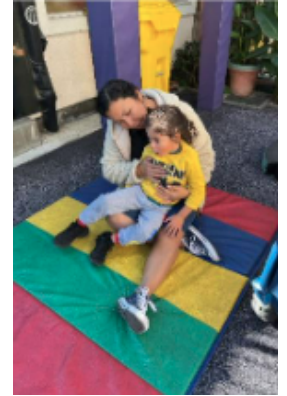
We partner with the SF Unified School District and the Golden Gate Regional Center for assessments of, and services for, children with disabilities. In addition, through a partnership with Instituto Familiar de la Raza (IFR), we provide mental health consultation to staff and parents on supporting children, particularly those exhibiting challenging behaviors, in the classroom and at home.

In 2022-2023, MNC developed a Center on the Social and Emotional Foundations for Early Learning (CSEFEL) leadership team, which demonstrated a program-wide commitment to social-emotional competence, positive behavior support, and professional development. The leadership team provided resources and newsletters to teachers and families. We ensured that our policies and practices address implicit bias and promote diversity, equity, and inclusion.

Additionally, our internal Social Emotional Specialists continuously collaborate with teachers and families to find strategies to best support children's needs, prevent challenging behaviors and promote healthy social-emotional well-being within the classroom and home environment. Our Social Emotional Specialists support the social-emotional well-being of our students through positive learning environments and CSEFEL strategies that promote self-regulation, understanding and navigating through difficult situations, and understanding activities and 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 2022-2023 program year they accomplished:

This year, in collaboration with IFR and Project Commotion, Project Commotion hosted a series of workshops and classes for Week of the Young Child. Through this collaboration, we served 166 individuals and 64 families. This collaboration created a positive impact for children and families in accessible ways through developmentally appropriate and creative learning modalities.



152

GROUP CLASSES TO CHILDREN

Tailored movement classes and consultation to suit the needs of children and teachers in 17 classrooms, reaching 242 children across 11 campuses.



85

NEW YOUTUBE VIEWS

on the MNC YouTube Playlist and 696 on the Project Commotion channel.

7

FAMILY WORKSHOPS

focusing on movement, play, and wellness

50

MNC STAFF TRAINED

during our annual Pre-Service training

- ★ **Individualized Education Program**
27% of preschoolers had an IEP during our program year and were determined eligible to receive early intervention services.
- ★ **Individualized Family Service Plan**
18% of infant/toddlers had an IFSP during our program year and were found 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 family needs, the extent of those needs, concerns, and areas of interest for both themselves and their children. Based on the insights gathered from this survey, our family services staff update, plan, and implement referral and educational services for the upcoming year.

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.

Services Offered	No. of Families Received	% of Families Received
Emergency/crisis intervention	270	65%
Housing assistance	42	10%
Asset building services	2	0%
Mental health services	59	14%
English as a Second Language (ESL) training	21	5%
Assistance in enrolling into an education or job training	58	14%
Research-based parenting curriculum	38	9%
Involvement in discussing their child's screening and assessment results and their child's progress	200	48%
Supporting transitions between programs	186	45%
Education on preventive medical and oral health	13	3%
Education on health and developmental consequences of tobacco product use	3	1%
Education on nutrition	19	5%
Education on postpartum care	0	0%
Education on relationship/marriage	15	4%



88%
of our families received at least one support or educational service!



Our Parent Policy Council (PPC) serves as one of the two governing bodies for our program. This council is comprised of parent representatives from each of our early education campuses. They play a crucial role in approving budgets, and program expenditures, contributing to program goal-setting, and participating in the Annual Self-Assessment and Community Assessment. In the '22– '23 term, we had **12** parents complete their service on the PPC, which runs from November to October.



Abriendo Puertas (Opening Doors) is the nation's pioneering evidence-based parent leadership and advocacy training program designed for Latinx parents with children aged 0-5. 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, rooted in popular education, incorporates real-life experiences of participants. Topics covered 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 advocacy for children, families and communities.



"Opening Doors had an impact on how I see myself as a parent. I am my child's first teacher and I need to advocate for his education. My parents did not have an opportunity like this and knowing that I have resources available to us makes it a lot easier!"

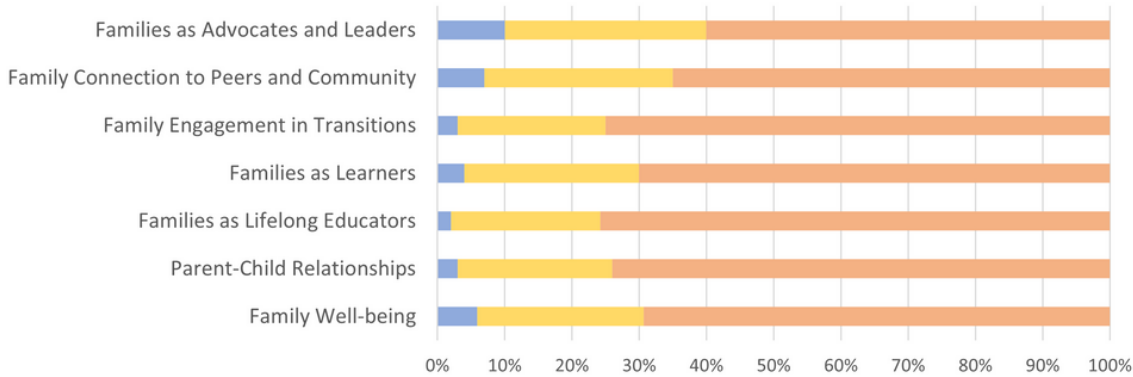
- Karen C., Participant



35 parents completed the **Abriendo Puertas** series in 2022-2023!

193 Parent Volunteers
contributed **1,223 hours!**

HOW MUCH DID MNC - INSPIRING SUCCESS HELP YOU AND YOUR FAMILY



SAMPLE PARENT EDUCATION WORKSHOPS

- Child Development Milestones
- Cultural Celebrations
- Early Literacy
- Protecting Our Children Against Predators
- Healthy Relationships
- Adult Relationships
- Conflict Resolution
- Disabilities and Inclusion
- Health/Nutrition/Oral Care
- Kinder Transition and Application Process
- And much more!

	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	6%	3%	2%	4%	3%	7%	10%
Somewhat Helpful	25%	23%	22%	26%	22%	28%	30%
Very Helpful	70%	74%	75%	70%	75%	65%	60%

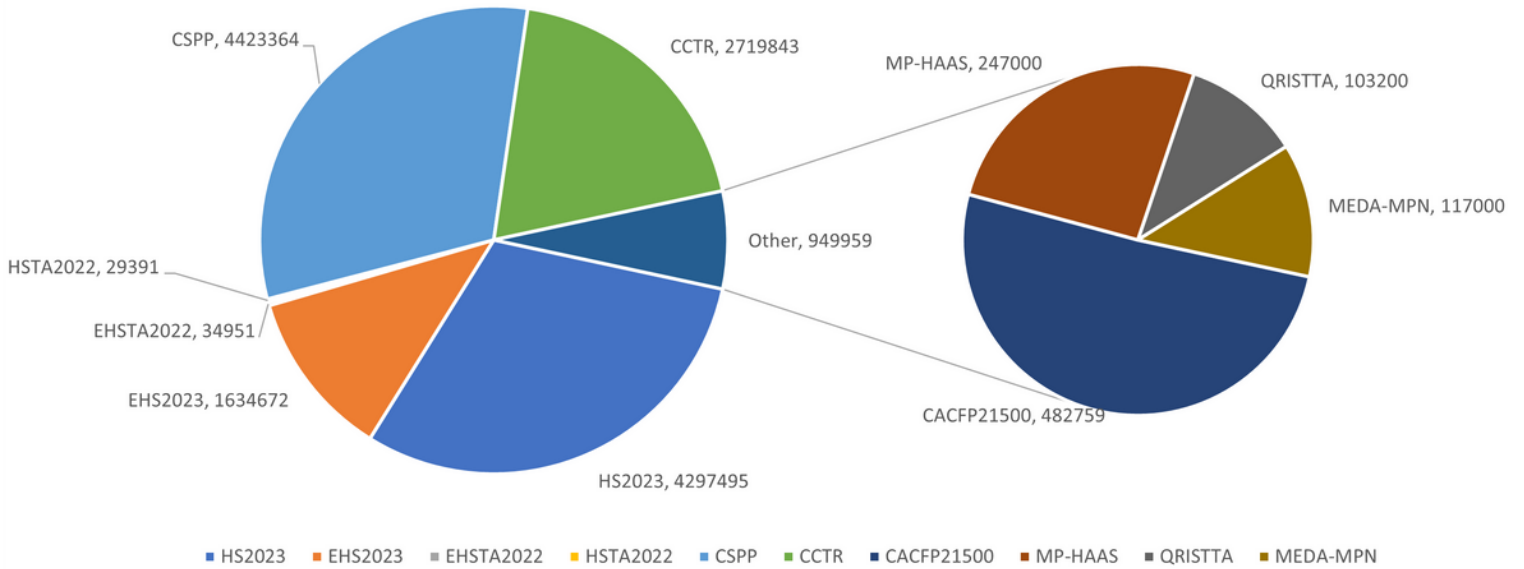
We recognize the importance a positive male figure plays in the life of a young child. We were proud to continue our Male Warrior series this year. Thirty five fathers and father figures joined the MNC Male Warrior Series this spring with a goal of creating space in-person and virtually for the fathers 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 in-person workshops with a virtual option available: “History of Paternal Model and How to be a Successful Father”, “Mental Health”, and “Child Development Milestones”. At the end of the series, the fathers had a closing session and received a certificate. They got to enjoy the morning together, playing with their children and interacting as supports with each other.

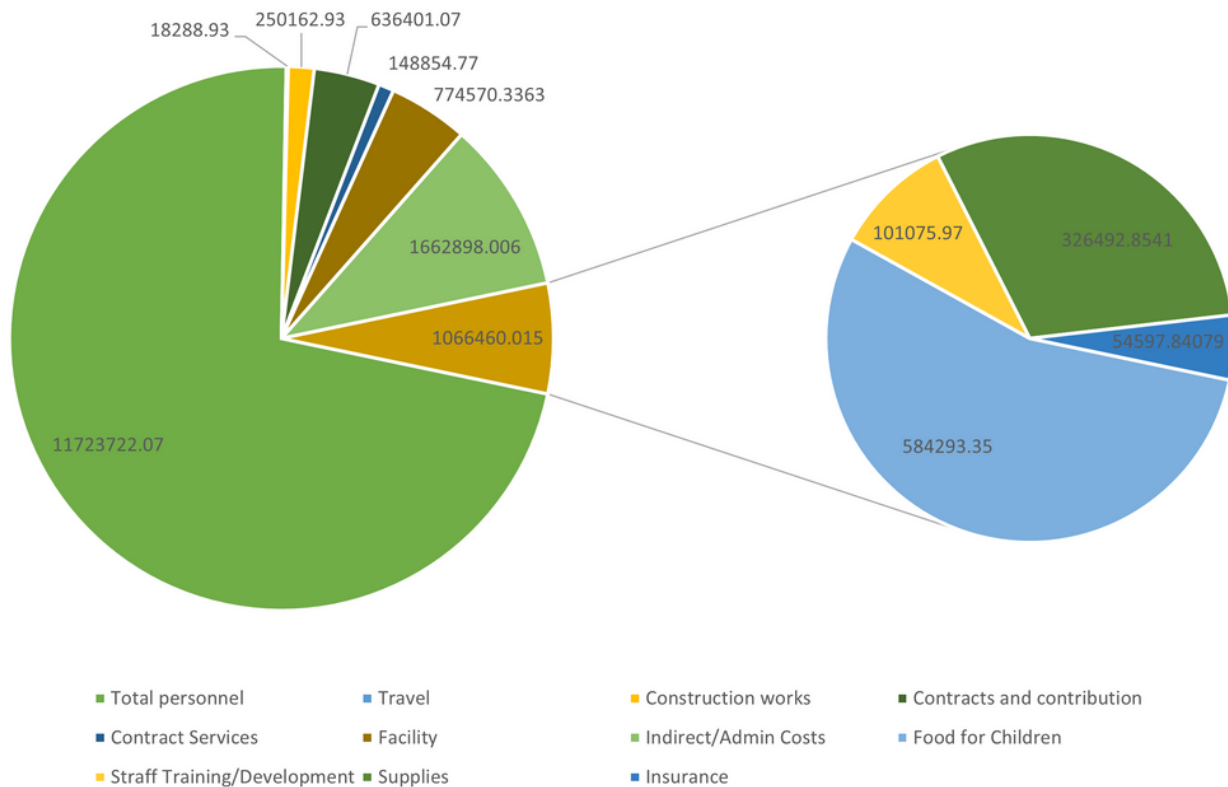


The FYE 2023 Audit was conducted by Harshwal and Company LLP. Their report was unmodified and showed no findings, weaknesses, deficiencies, or out of compliance areas.

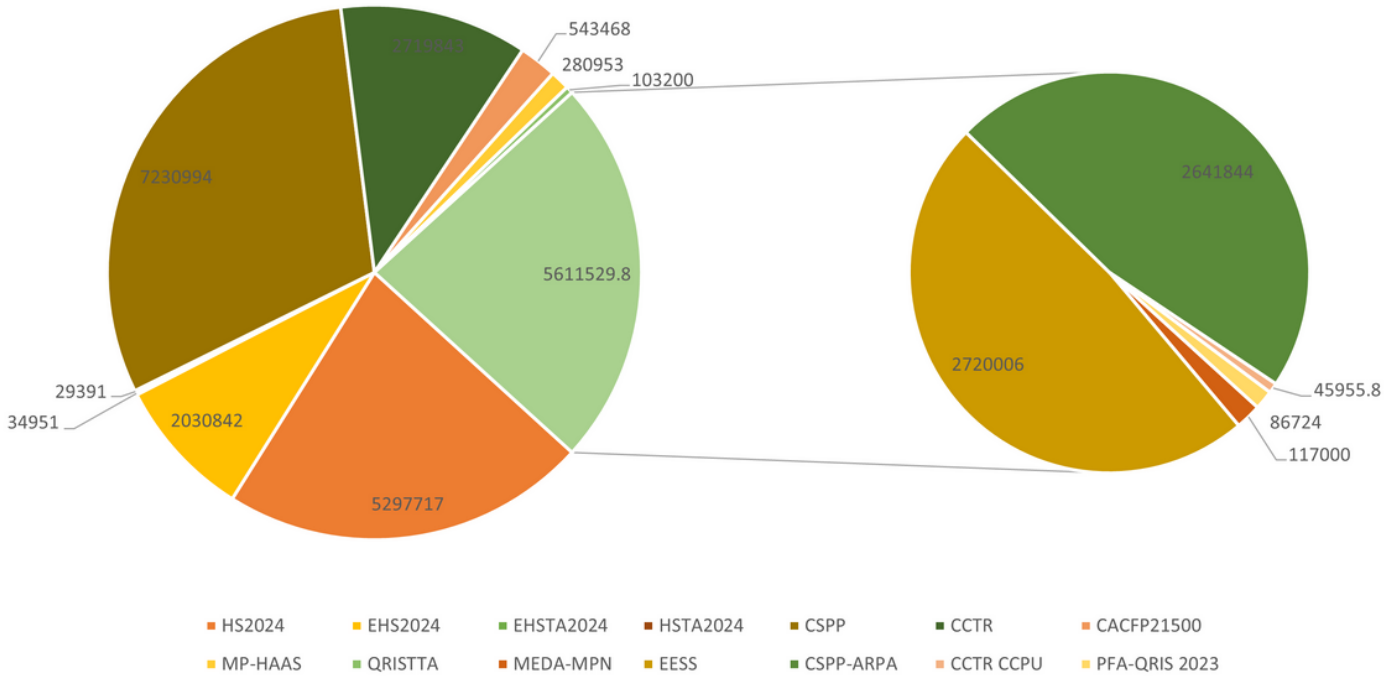
FUNDING SOURCES FY 2022-2023 - \$16,280,739



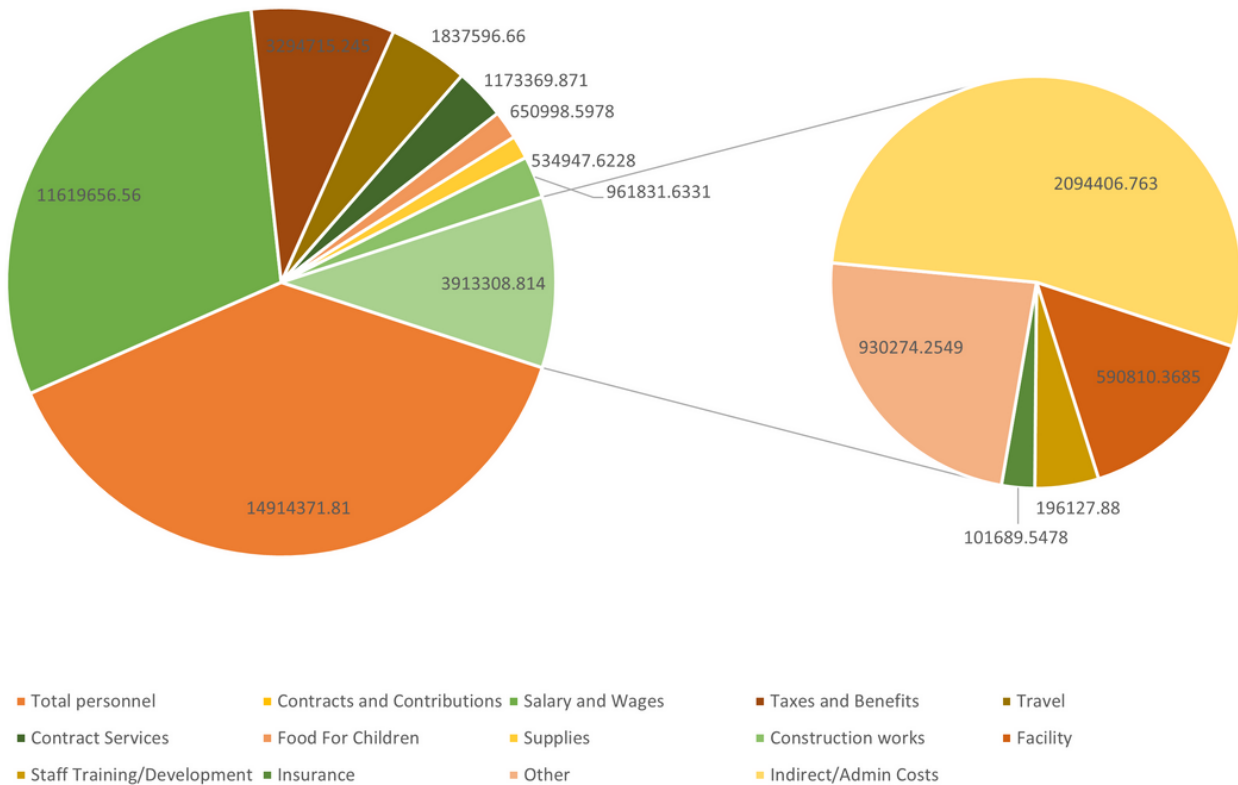
EXPENDITURES FY 2022-2023 - \$16,280,739



ESTIMATED FUNDING SOURCES FY 2023-2024 - \$23,986,425



ESTIMATED EXPENDITURES FY 2023-2024 - \$23,986,425



CONTACT



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

