

Inspire Development Centers

2020 ANNUAL REPORT

Rising to the Occasion During COVID-19





Letter from the CEO



OUR MISSION

To inspire learning, growth and success in life; one child, one family and one community at a time.



June 2021

What a unique time in our history. Seldom do events occur that create such a unilateral, global shared experience. Everyone has been impacted to some degree by COVID-19 regardless of their demographics. It has made many of us realize how delicate life is - how precious and fortunate we are to be in this world with one another. We have learned, at a greater level, the obligation we have to each other; the spirit of love and care. Thankfully, Inspire Development Centers lost no employees to COVID-19. However, many of our staff lost family members as result of the virus. We continue to keep everyone in our thoughts and prayers.

Through it all, Inspire employees cared for one another and did everything possible to slow the spread of the virus in our workplace. Staff mobilized quickly to set up a health screener to manage leave for anyone diagnosed with the virus. More importantly Inspire staff maintained their focus on our mission. Home Learning Kits were prepared and protocols for at home services were developed and staff adapted quickly to maximize the use of online services for curriculum delivery and collaboration with children, families, and colleagues. Families were engaged to the maximum extent possible using a variety of virtual platforms under the extenuating circumstances. We are confident in the difference we made and are still making in all the young lives we are entrusted with and will never stop loving and caring for all.

I am grateful and proud to be working alongside so many people dedicated to the service of others.

Thank you and I look forward to many great years ahead.

Jorge Castillo
CEO

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Helen Alvarado
Regional Director



Olivia Muzquiz
Regional Director

Programs

Inspire Development Centers is a community-based nonprofit organization committed to providing comprehensive, culturally-appropriate services to families and children in need. We promote a philosophy of meeting community needs by serving rural areas primarily supported by agriculture and ensuring responsive services. Inspire Development Centers has evolved into one of the largest community-based organizations in the Pacific Northwest, providing a range of direct human services to over 4,000 families across rural Washington.

- Migrant and Seasonal Head Start (MSHS)
- Migrant and Seasonal Early Head Start (MSEHS)
- Migrant Head Start Expansion (MEXP)
- Early Childhood Education and Assistance Program (ECEAP)
- Region X Head Start (RHS)
- Early Head Start (EHS)
- Region X Head Start Expansion (REXP)



Education

In 2019-2020 Inspire Development Centers faced unprecedented disruptions to our important work with children and families due to the spread of COVID-19. In our new reality, IDC put educational processes in place to stay connected with children and families. IDC provided remote educational experiences to children to promote a healthy development and school readiness of young children.

Supporting Children's School Readiness at Home:

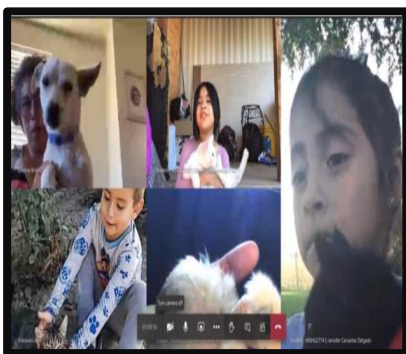
Teachers and parents worked collaboratively to continue to support children's school readiness skills through a variety of weekly learning opportunities and parent contacts. Families of preschool children signed-out iPads with age appropriate games and digital books to use at home and participated in virtual learning experiences. Below are some of the resources and services teachers and home educators provided while supporting remote services to children and families.

Home Learning Kits:

Every child received a home learning kit with materials to support a wide range of developmental skills.



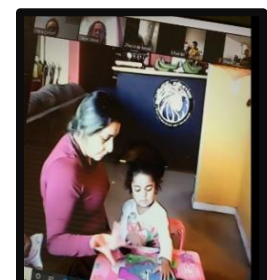
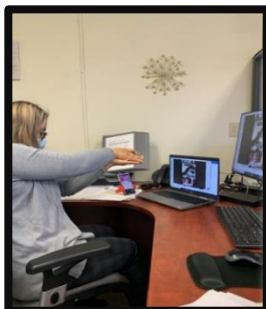
Virtual Learning: "Pet Study"



Weekly Activities Sent Home



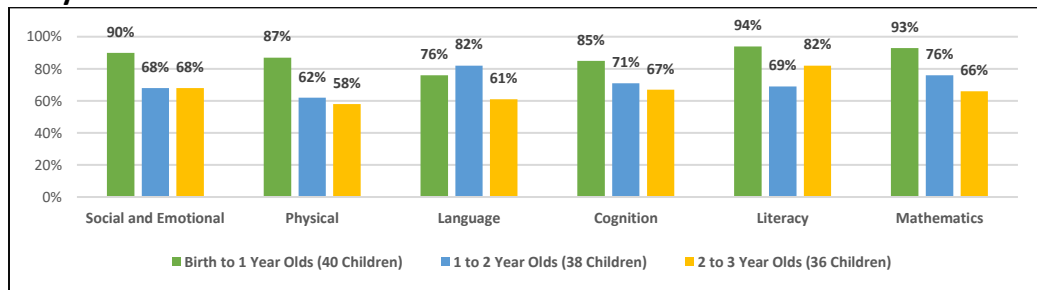
Virtual EHS Home Visits & STAR Connect Group Socializations



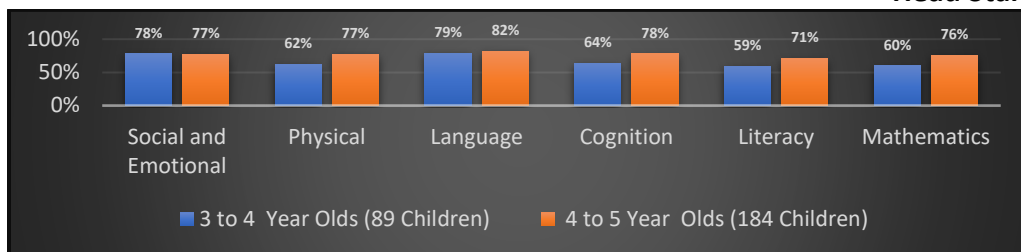
School Readiness Child Outcomes

The following 2019-2020 growth report shows the percentage of birth to five-year-old children who met and exceeded widely held expectations in each area of development at the time of the winter checkpoint. Only children who took part in the fall and winter are included on the growth report. Due to COVID-19 related closure of face-to-face services, the spring checkpoint for the Head Start/ECEAP programs could not be completed, as well as the summer checkpoint for Early Head Start. IDC provided off-site remote support/services to children and families.

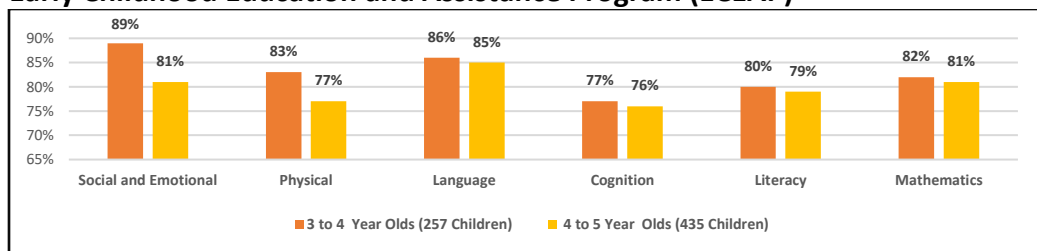
Early Head Start



Head Start



Early Childhood Education and Assistance Program (ECEAP)



*The term widely held expectations describes the range of knowledge, skills and abilities that children of a particular age typically demonstrate from the beginning to the end of a program year. These widely held expectations are based on the latest research in early childhood education, are demonstrated in the progressions for GOLD® Objectives for Development and Learning 1–23, and are used to help determine if a child's (or group of children's) knowledge, skills and abilities are below, meeting or exceeding their age's expected range of knowledge, skills and abilities.

Migrant Head Start

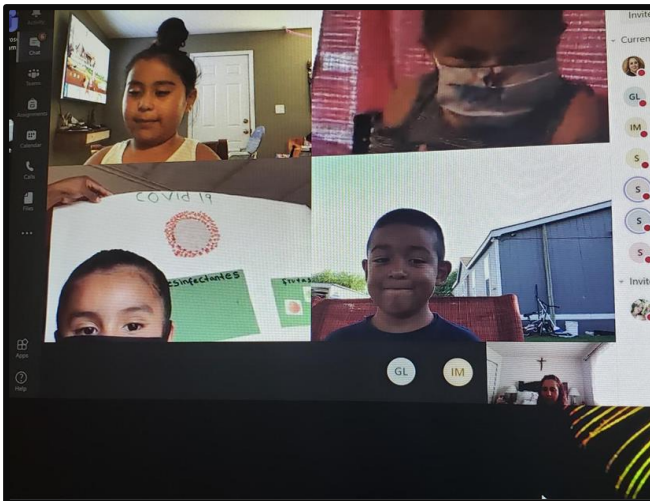
Due to COVID-19 related closure for face to face services, the 2019-2020 checkpoint for migrant programs were not finalized. However, teachers gathered observations from families and entered them on TSG as children received off-site remote home services. The data gathered based on parent observations was utilized to individualize the delivery of educational home services to children.



Early Learning Mentor Coaches Supporting Teachers, Children, and Families

During the COVID-19 Pandemic home-service model, the ELMC provided support to both children and families by assisting in putting together home learning kits for distribution to families. We were part of a team that provided a variety of developmentally appropriate resources to meet the needs of all children and families. The ELMC supported children, families, and teachers by participating in the virtual learning experiences conducted by the teachers. We collaborated with teachers on planning activities for the next virtual learning experiences as they continued to implement best practices. We brainstormed with teachers on ways to encourage more parent participation in virtual learning experiences. We facilitated the distribution of iPads that children used during home service model. We trained teachers on the use of iPads and the developmentally appropriate games and digital books that children could use at home and as they participated in virtual learning experiences.

Children Learning about Buildings during virtual learning experience.



Mental Health/Disabilities

Inspire Development Centers remained committed to providing inclusive services to all children and families during the COVID-19 pandemic. This ensured we were able to provide children and families services related to Mental Health and Disabilities. Over the course of the year the MHD team supported families with the following: Calm Down Kit, Mental Health Services, PAVE Virtual Parent Support Groups, MOU partnerships, completion of developmental screenings, activity packets that included social emotional resources, services for children suspected/identified with a concern, and Autism Specialist services.

A total of three Calm Down Kits were distributed per center. The purpose of this kit was to promote social emotional and self-regulation skills for children identified with severe behavior concerns. A “Calm Down Kit” is a box or container with sensory friendly featured items to help distract children’s attention while they cool down from an episode. This kit was used to promote self-regulation skills with the support of parent and teacher. The identified family was able to keep their kit.



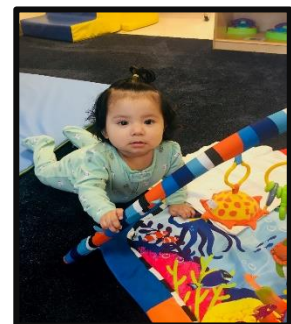
Mental Health services were provided to families in need using phone or virtual platforms. Families were offered free consultations, parent orientation flyers, and mental health resources. During these uncertain and unprecedented times families were able to access our mental health consultants via phone for consultation and support. Additionally, parent orientation flyers with mental health information and resources were provided to families. Parents were also provided with handouts and resources in the following topics: Depression, Playing with Children, Stress Relieving Pertaining to Remote Learning, Positive Discipline & Alternatives to Spanking, Child Development and Stress Relief for Families.

For children identified with an IFSP/IEP or a suspected concern, IDC Special Services Contractors provided services in a modified manner. Activity packets and contacts with the families were made by the contractors to support children identified with a disability. Additionally, for children suspected of a concern, contractors worked with parents and IDC staff to complete evaluations and develop Individual Service Plans for children who qualified.

Health

During the COVID-19 pandemic, the Health Component was nonstop and was managed by a team made up of five RN's and three LPN's. The Inspire Development Centers (IDC) health/safety policies and procedures are very detailed & follow State and Federal regulations. The temporary directives and systems that the agency put in place immediately to protect the children, families and staff were possible because of our solid policies that we currently had in place. Having nurses on board was favorable regarding this initiative especially when our health departments and clinics could not assist our parents and staff. Our nurses were and are a valuable asset to our program. Centers were provided with screening tools for staff and for children. If any parent or staff answered yes to any of the COVID-19 symptoms listed on the questionnaire they were asked to stay home and wait for the RN's follow up call. IDC has played a major role in assisting to protect the communities by educating the families, children, and staff. This organization has taken care of the families and staff so far and has resulted in no losses in a pandemic that has claimed many lives.

The Family Advocates and Regional Nurses faced struggles to comply with health requirements for children. The staff had to be creative following the social distancing, conducting screening and following safety procedures with each child. Family Advocates and Regional Nurses payed close attention to prevent any cross contamination as they conducted the hearing, vision, height & weight noninvasive screens and invasive screens. The Regional Nurses had to conduct most of the screens this year. Parents were afraid to take their children to primary care providers for physicals and dental exams. Educating families and building confidence through safe health practices as parents had to learn to navigate through telehealth, a challenge and quite intimidating for non-tech families. During those difficult times Inspire Development Centers was still able to complete more than 80% of the health requirements for children enrolled.



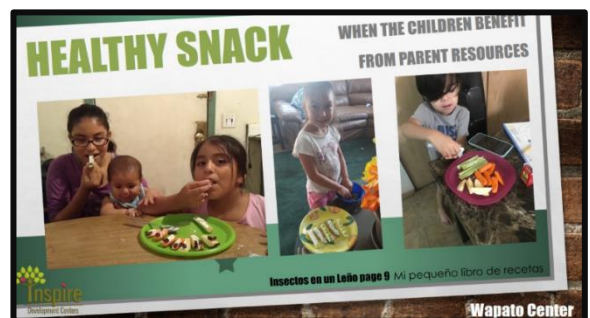
Nutrition

At Inspire Development Centers embracing challenges is not anything out of the norm. What is out of the norm is not having children attending on site. With the COVID-19 Pandemic the challenge to feed children rose significantly. Being in uncharted territory there were some unknowns in the early months of the Pandemic. Could IDC get meals out to children and families? Here at IDC we take Nutrition very seriously. Following USDA/CACFP regulations ensures we serve the most appropriate foods and portions to our children.

One of our greatest accomplishments in the Nutrition component was being able to provide Grab and Go meals to our families, they could pick them up at the center or the meals could be dropped off. After re-evaluating we moved to an all pick up style. Meal items ordered were shelf stable for things like milk so they did not spoil during their time out of the refrigerator. Disposable containers and utensils were ordered for the meal items. At the bottom of the menus there was a message for the parents about food safety regarding the perishable lunch containers and on the backside of the menus there were labels for the bread items since all other items we gave parents had labels. Parents could reference these in case of an allergy. All ages were served from infants with Gerber foods to Preschoolers with multiple meal component dishes.

Aside from ensuring that our IDC children were being properly nourished IDC also made a recipe book that included over 20 recipes families could utilize to engage in fun activities at home. For our older preschool children, it gave them a chance to get in the kitchen and prepare their own snack. It was a great way to incorporate math in recipe measurements and gave a time for parents to become the teacher.

Lastly was our gardening journals and soil pots. IDC distributed bean seeds, a gardening journal, and pot with soil, so children did not miss out on the opportunity of gardening at the center. The Gardening Notebook contained step by step instructions on how to grow your plant, planting activities and observational notes. With many things around the world being put on hold like normal school hours these resources provided a sense of normality, being able to engage in activities children were already used to but in their home environment.



Parent Family and Community Engagement (PFCE)

Family Advocates were able to continue providing support to our families through this COVID-19 Pandemic. Although remote, telephonic, and virtual contact became the most common way of communication, our staff worked tirelessly to make sure we were assisting families with their needs.

Home visits were modified so they could be done over the phone. Family assessments and goal-setting were also done remotely. Additionally, while providing resources and referrals was always a priority, it became even more important as many of our families struggled with multiple pandemic-related needs. Our staff created and regularly distributed family packets that provided multiple community resources. The packets were continuously updated to reflect changing and evolving services intended to mitigate the COVID-19 challenges.

Parents were called on a regular basis to ensure families in need were being connected to community resources. Our program office also worked endlessly to locate and assist center staff with additional resources as they were rolled out by community partners and local, state, and federal programs. Referrals were made to our partners, including food locations, WIC, health clinics, financial assistance, community churches, mental health resources, etc. By accessing our community partners and their resources, we were able to help countless families with various needs throughout the year.

Inspire also initiated a virtual parenting curriculum that was easy to deliver to the families we serve. The curriculum, ReadyRosie, was accessible by all families and has a comprehensive library of 1–2-minute videos with many topics ranging from behavioral, literacy, math, social, emotional, and other parenting skills. At-home activities included spending quality time with the children while reading, doing arts projects, and fatherhood activities.

Parent participation was strongly encouraged and pictures of the various activities were requested. Some of those photos are included below.



Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

The COVID-19 Pandemic brought some challenges to the ERSEA Department and our center Family Advocates. Some of the challenges that were faced were not being able to have face to face time with parents regarding pre-eligibility applications. In order to protect families and staff the application process was moved to remote enrollment and temporary directives were put in place immediately to protect families and staff. Pre-eligibilities were completed over the phone with parents, required documents needed in order to complete applications were dropped off at the center while maintaining social distancing. Upon completion of the application, parents were called in to sign.

A new abbreviation of PO (Present Offsite) was added during the pandemic to capture attendance and our ADA percentage.



For recruitment, a link was placed on our IDC web page and staff connected with their local community businesses, farmers, and food banks. They also went door to door to leave flyers, brochures, recruitment items and sent postcard mailings. Staff also encouraged all parents to spread the word, “Pasando La Voz”.



Governance

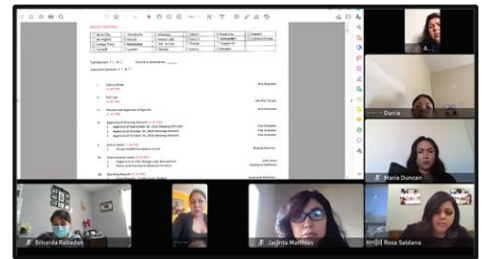
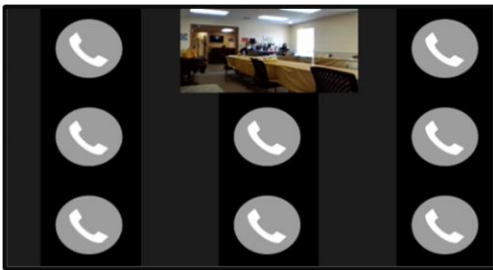
Although the COVID-19 Pandemic brought unprecedented disruptions, IDC rose above and implemented innovative ways to continue engaging families to the new 'normal' while maintaining safety procedures, this included Policy Council (PC) engagement.

Continued Policy Council Meetings

PC members continued participating and partaking in the decision making of the agency while in remote monthly meetings. With the guidance and support of IDC staff, members were able to connect by teleconference using the Zoom meeting platform. When advised safe enough by the Health Department and following CDC guidelines, PC members were also invited in small groups to participate in person following social distancing.

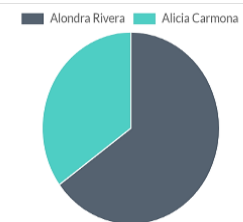


Parent Meetings



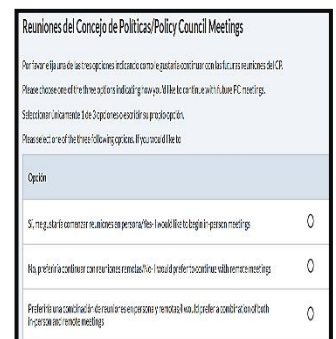
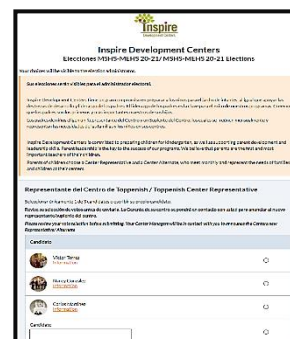
Elections

ElectionBuddy, a multi-language online voting tool, was used to create and customize election ballots for remote voting. This tool allowed for ongoing PC recruitment and ensured the voices of families were heard while voting for their center representatives at a safe distance. Voting was done by text, email, or postal ballots. This tool was also used for PC surveys and Executive Committee elections. Below are the different ways this tool was used:



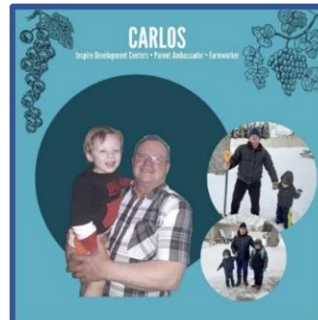
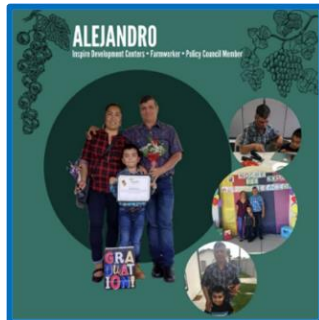
Ongoing Leadership Development

Through presentations, one-on-one trainings, and virtual conferences members continued engaging in leadership development opportunities. Parents received recognitions at the agency and national level for their contributions as PC and community members. Additionally, they were invited to virtual Town Hall meetings, community trainings and participated in live interviews to bring awareness to the effects COVID-19 had on their families and communities.



Governance continued...

Farmworker Parents Highlighted through NMSHSA:



Trainings/Recognitions/Interviews:



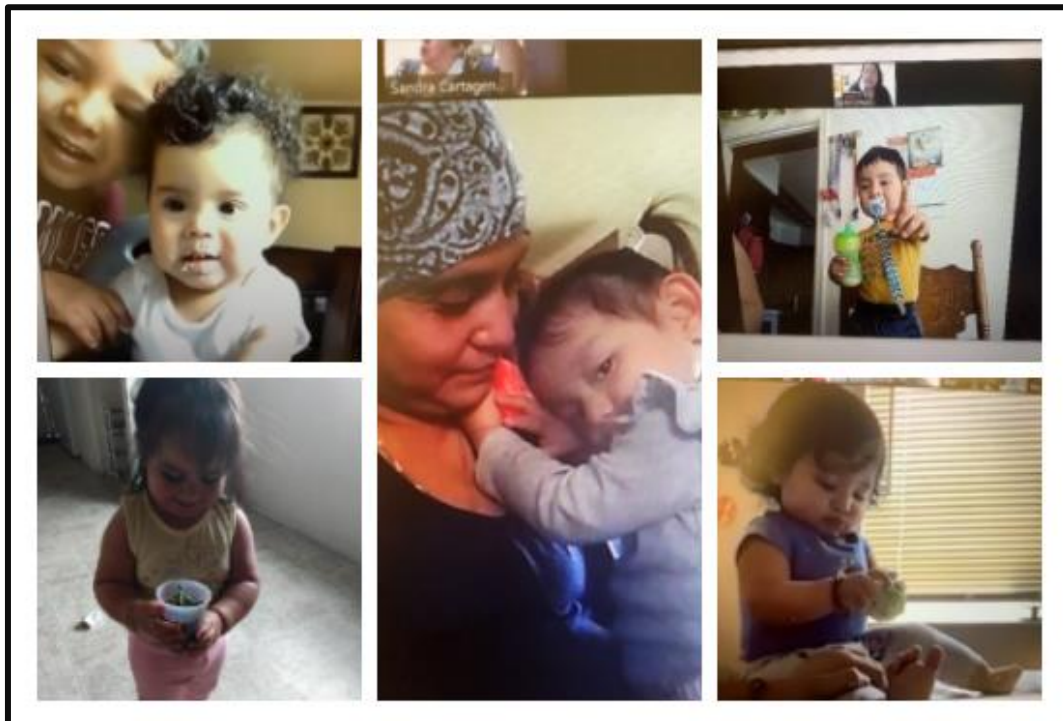
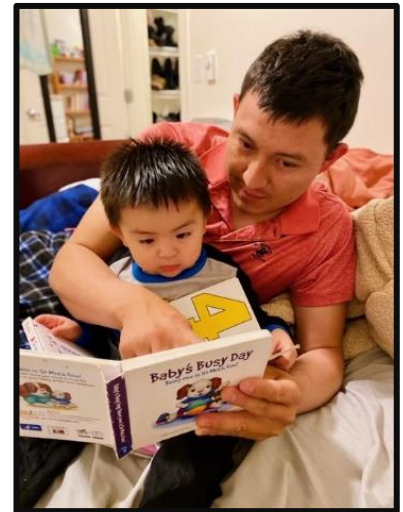
Transportation/Facilities/Safety

Along with completing the new office complex at the Othello Child Development Center, the Transportation/Facilities/Safety Department was able to shift our focus from Maintenance to COVID-19 mitigation immediately. Deploying teams of Carpenters and Center Custodians, plexiglass barriers were installed across the agency in classrooms and offices alike, to ensure a safe environment for our children and staff. Along with the plexiglass barriers, Sanitizing Spraying equipment were deployed to centers to enact preventative measures and react to any COVID-19 exposures. Our Risk/Safety Specialist started the center sanitization process, and then proceeded to provide training to Custodians so they could assist with this as well. Other major projects included: Fire/Security Alarm Conversions at Sunnyside II and Parker Heights; Roof Replacement at College Place; Kitchen Remodel at Mount Vernon, New Playgrounds in Moses Lake and Sunnyside I; and Secure Entrance Installation at Sunnyside II.



Early Head Start

Early Head Start has always prided itself in being able to carry out services through its home base model. Spending 90 minutes a week with families and their children in their homes was brought to a pause when COVID-19 showed up. Home Educators along with Program Support worked very quickly to figure out ways to keep families well informed and engaged in the program. Since the families were accustomed to having their Home Educators show up to their homes along with planned activities for their children, the program switched to conducting these weekly visits through phone, facetime and zoom. Although technology challenges presented themselves for families, the program continued to provide activities through giving out packets that included materials and resources. In addition, home learning kits that contained high quality toys and books to enhance parent and child engagement were provided to each family enrolled in the program. Early Head Start Home Educators and Family Support Specialists never let go of the spirit of home base services and did their best to make it work for families. Many families were supported with needed resources to help them through the pandemic. In the last quarter of the program year 2019-2020, Early Head Start provided over 160 home learning kits and for the first quarter of the program year 2020-2021 over 2200 home visits have been completed virtually. We are looking forward to resuming normal home base services very soon and have learned much from the challenges that the pandemic presented.



Affiliate Spotlight



HEALTHY AND READY FOR THE FUTURE Compelling Story



As the crisp morning comes to the small town of Mabton, located in Central Washington, farmworker families are getting ready for a long, hard, working day. Mabton is a rural area where only one supermarket exists and the largest building is the combined Jr/Sr High School.

Here is where Angelica Espinoza, mother of three wakes up full of life to start her daily routine of online classes as a stay-at-home mom. Her five-year-old Sebastian fidgets and struggles to focus but manages to log in and listen to the teacher's instructions.

Mrs. Espinoza shares with anyone who might have a few minutes to talk with her, that she is a cancer survivor and has been given a second chance to live. You see, Mrs. Espinoza recalls being told she needed to stay isolated from her family and away from, then infant child Sebastian. Her little boy would knock on the door where he knew his mother was spending her time secluded from him. A heartbroken mother who would pray for a fast recovery so she could once again hold her child. During her isolation period Sebastian was raised by his immediate family and cousins. Once she was in remission she spent as much time as possible with her youngest boy as she felt so guilty for not being with him at such a tender stage. But the damage as she describes was done, her Sebastian was not speaking and had behavior issues. She knew she needed help, so this is when she heard about Inspire Development Centers.

A Head Start program that focuses on serving those in poverty by providing quality early childhood education services and a good oral health program that was enhanced by being a part of Red Nose Day's (RND) Healthy and Ready for the Future initiative. Mrs. Espinoza described how she struggled at first with the idea of taking her little boy to Inspire Development Centers. Sebastian at that time was only two years of age. Once enrolled, Mrs. Espinoza soon saw the importance of early child development and the unintentional harm she had caused her little one. He was aggressive with children, would run, bite, did not share, and had a speech delay.

Mom quickly became concerned wondering if her child's behavior would get him suspended. She shared this concern with her Family Advocate- Josie Barajas. Mom was then informed this would not happen because Inspire Development Centers and UnidosUS Healthy and Ready for the Future, a program supported by Comic Relief USA, would support her child emotionally, developmentally, and help the family with tools to help with his behavior, and re-enforcing good health routines. Parents started volunteering to receive tips on how to better support their child's needs.



Affiliate Spotlight continued...

Soon after being enrolled Sebastian was evaluated by the school district and was placed on an Individualized Education Plan (IEP) for speech delay and fine motor skills. Teacher Enedina stated she saw a drastic change in Sebastian's speech. Sebastian received proper support and the speech therapy that he needed. He was taught how to express his feelings, share toys, socialize with children his age, and pay attention. In this process, dental health was significantly emphasized. Sebastian learned how to properly use a toothbrush, which by the way, he "loves using it to this day". Sebastian "walks around brushing his teeth several times a day", and even likes the flavor of the toothpaste. Mom says she encourages him to brush his teeth as many times as he wants but mainly after each meal and she makes sure he does it correctly.

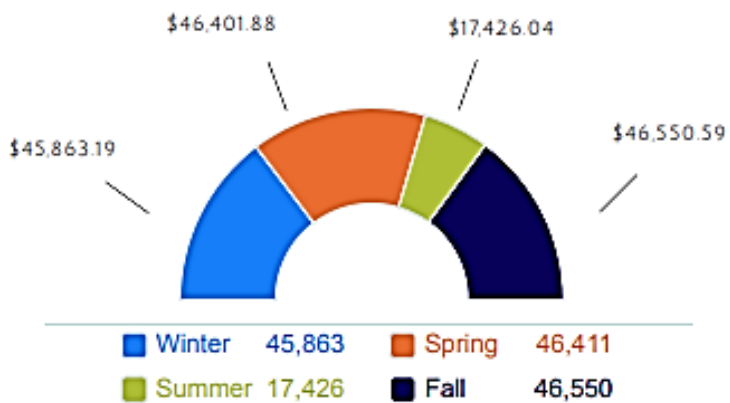


At the moment, she is grateful to be here. She has a safe home, food, and good health. The pandemic has given her many different roles but her most favorite one is being able to spend time with Sebastian. As she sits in all his virtual meetings, she is also learning along with Sebastian. They know how to count in English, have learned small phrases, and also use flashcards to practice. She will sometimes trick Sebastian and say "I don't know how to write this number; can you please show me"? And he will say, "look Mami it's like this" and he will proceed to teach his mom how to write it. Precious moments like these are what she enjoys daily!

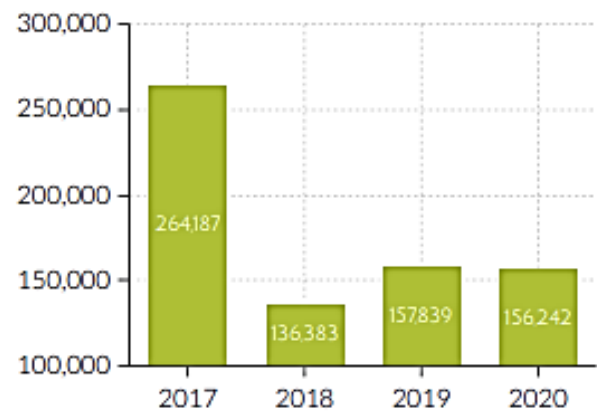
She often contemplates what kind of future she wants her child to have. Sebastian's older siblings attend high-school and college, mom hopes Sebastian will follow in their footsteps. Although she regrets missing valuable time with Sebastian when he was a baby, she continues to move forward and makes sure she applies everything they have learned as a family.

Staff Development

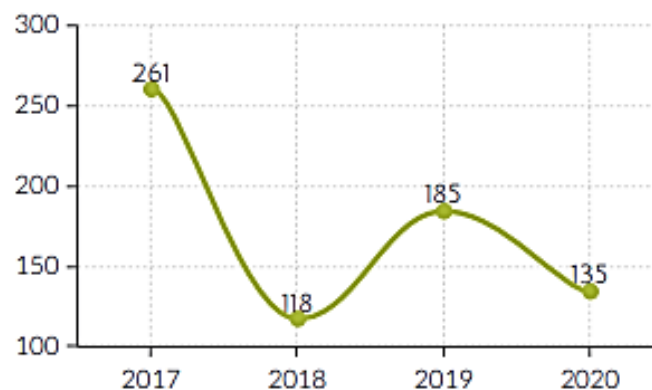
TOTAL tuition with books 2020



STAFF DEVELOPMENT assistance BY YEAR

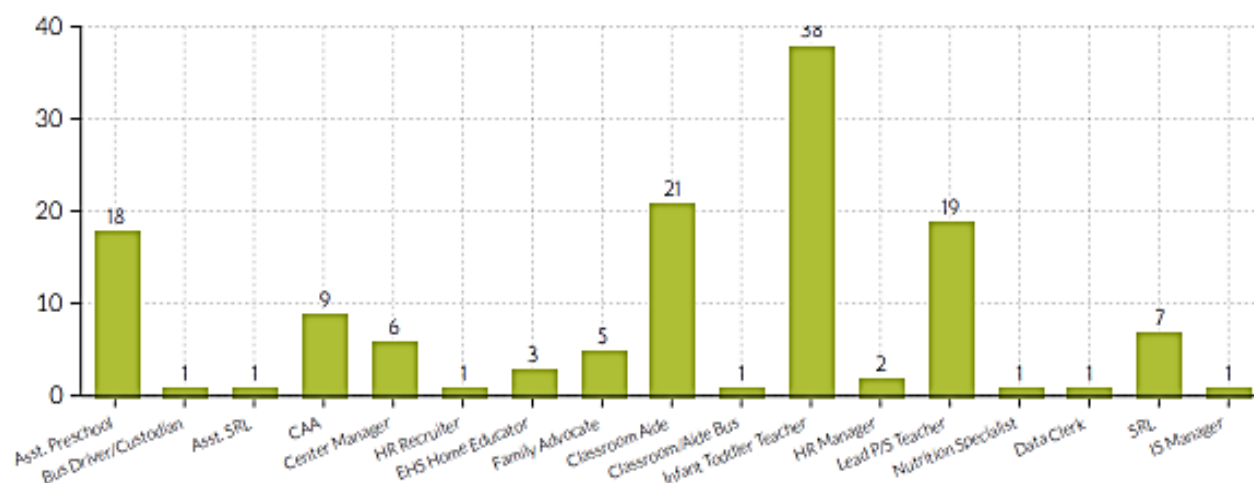


EMPLOYEES attending school BY YEAR

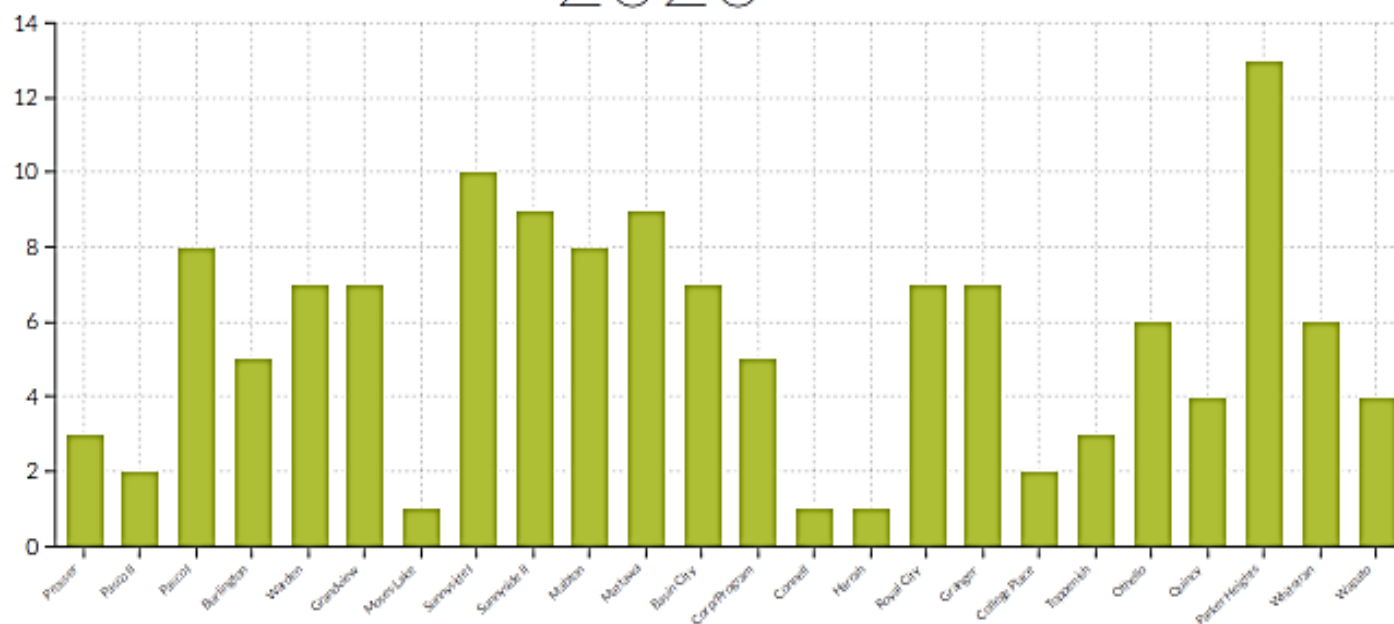


Staff Development Continued...

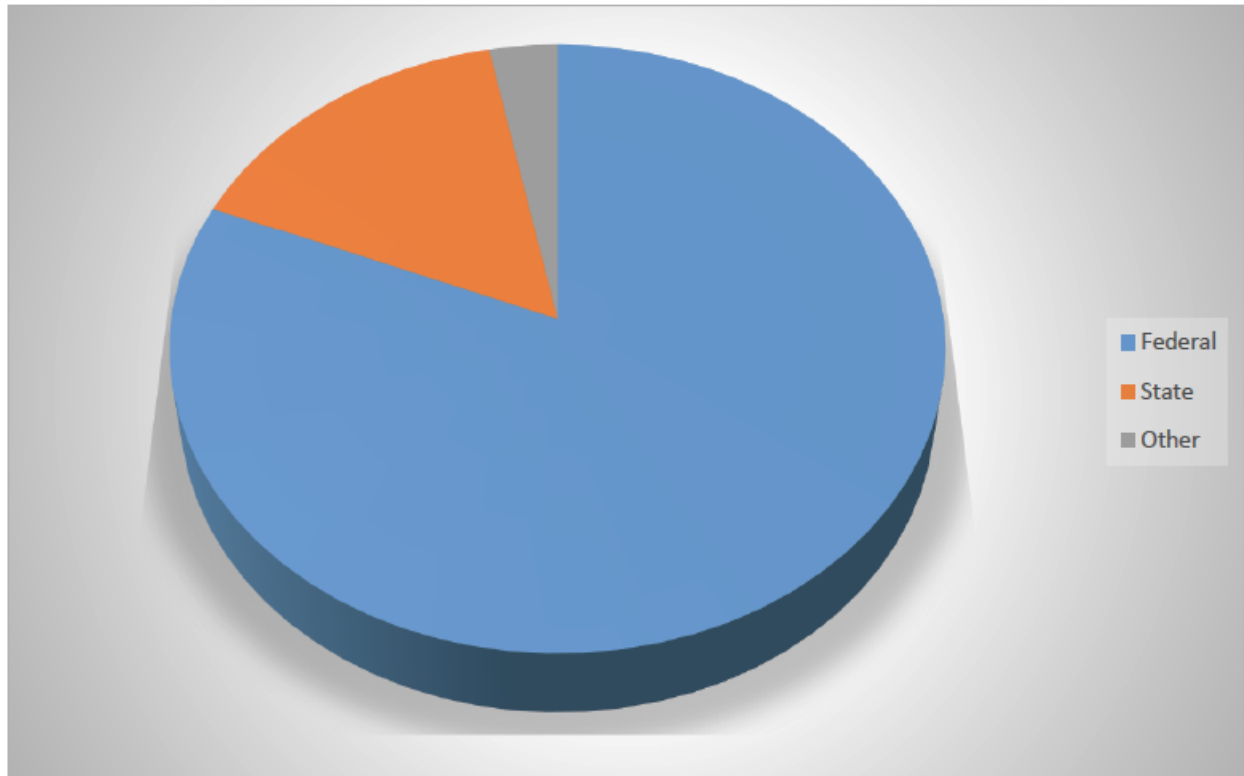
STAFF DEVELOPMENT by position 2020



STAFF DEVELOPMENT by site 2020



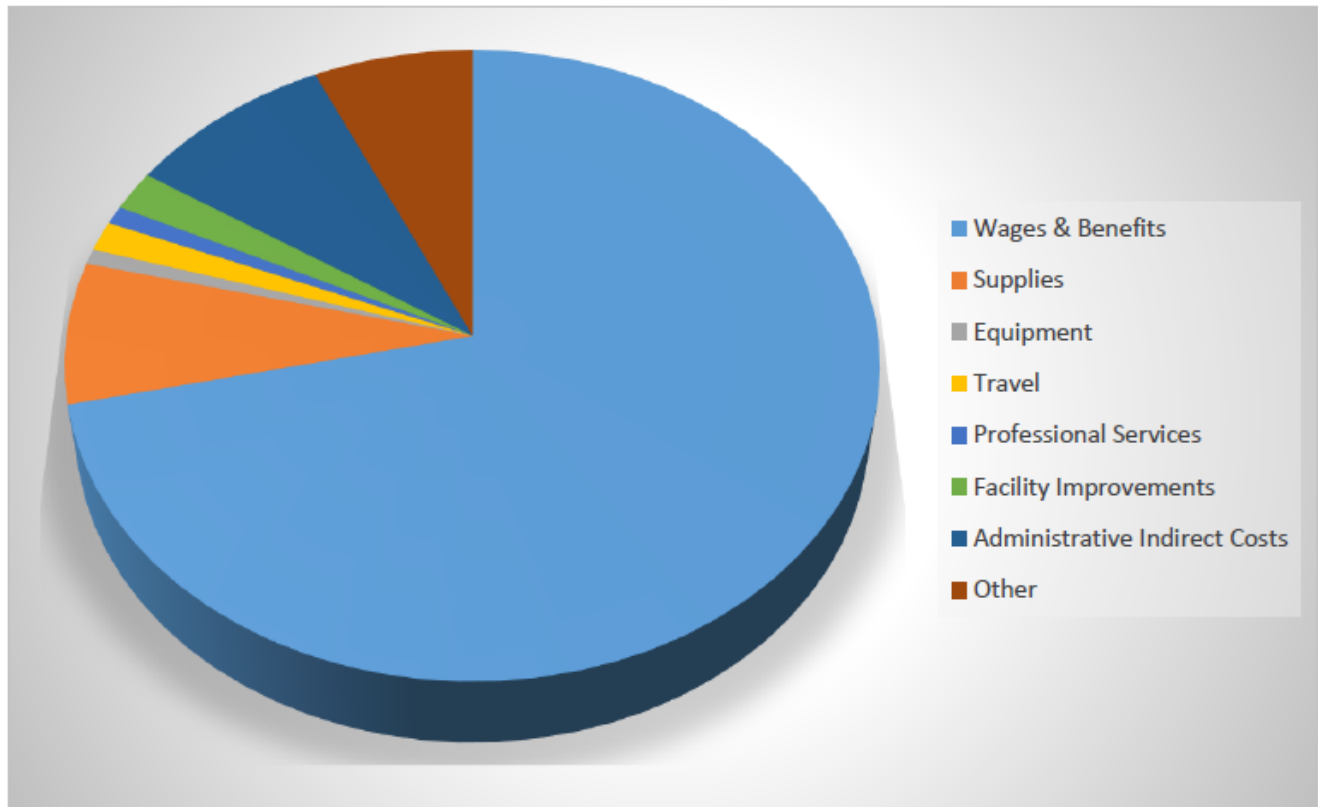
FISCAL



REVENUE

Funding Sources	Total
Migrant & Seasonal Head Start	\$ 29,681,465
Migrant & Seasonal Early Head Start	\$ 1,320,923
Region 10 Head Start	\$ 5,022,333
Region 10 Early Head Start	\$ 2,021,619
USDA Department of Agriculture	\$ 1,351,535
State of Washington Early Childhood Education and Assistance Program (ECEAP)	\$ 7,604,944
Other	\$ 1,508,607
Total	\$ 48,511,426

FISCAL



EXPENDITURES

Expense Category		
Wages & Benefits	\$	34,561,094
Supplies	\$	3,496,365
Equipment	\$	378,733
Travel	\$	732,943
Professional Services	\$	454,110
Facility Improvements	\$	983,906
Administrative Indirect Costs	\$	4,353,495
Other	\$	3,343,860
Total	\$	48,304,506



