



CHILD DEVELOPMENT PROGRAM  
**ANNUAL REPORT 2020**

## Our Mission

Maximizing self-sufficiency with families and individuals through high-quality programs and advocacy in our communities.





## About MAAC

MAAC was founded in 1965 by a group of community leaders seeking solutions to the increasing need for economic opportunities. At the time, the organization focused on serving the Mexican American community and was based in San Diego County's southern region. Today, MAAC builds on its Latino roots as it works towards equity and justice for all communities throughout San Diego County.

From Fallbrook to San Ysidro, and from the Imperial County line to the beaches, MAAC supports San Diegans who need a guiding hand as they work to create a better life for themselves and their families. Our reach is wide because San Diego's need is vast.

Focusing on the areas of advocacy & leadership development, education, economic development, health & well-being, and housing, the MAAC team partners with individuals and families to address their immediate needs, work a plan for a brighter future, and encourage them to advocate on behalf of policies that help them and their communities. We proudly serve the 70,000 people that walk through our doors every year.

To stay in tune with San Diego's ever-changing needs, we work closely with our program participants and key partners. Our organization prides itself on addressing gaps and taking advantage of opportunities to advance the communities we serve.

MAAC has come a long way in the half century that we've been around, and yet our focus has remained constant through the years: to assist individuals and families create the lives they want... and deserve.

## Message from the CEO



Since 1965, MAAC has endeavored to increase the overall health and strength of individuals and families living in San Diego County by addressing issues associated with equity and justice in a comprehensive way. We provide programs and services in five core focus areas—Economic Development, Education, Health & Well-being, Housing, and Advocacy & Leadership Development—as we seek to eliminate social and economic barriers so that individuals and families can thrive and the communities in which they live can prosper.

MAAC leverages the power of education to open doors to a world of unlimited opportunity. We've provided early childhood education programs for over 45 years and have witnessed first-hand the successes our children have been able to accomplish because of the support and education they received while in our care.

The onset of the COVID-19 pandemic in March 2020 presented numerous challenges and uncertainty for many of us. Considering that MAAC provides services to populations whose health and economic wellbeing are most at risk of being impacted by the pandemic, the families in our programs have needed us more than ever—and MAAC stepped up, just as we have done for the past 55 years.

MAAC's staff exemplify the core values of our organization and sustain our commitment to providing exceptional programming in times of need. Thus, we were able to expand our comprehensive service approach to ensure the families who were impacted economically and/or emotionally by the pandemic received additional supportive services and access to health, nutrition, behavioral health, housing, and emergency resources so they could maintain a stable home and family environment during the crisis. It is because of our dedicated staff who lead and serve in our communities that we have been able to support the physical and emotional well-being of thousands of San Diego County residents during this challenging year.

Throughout the decades, MAAC has grown to become one of the leading nonprofits in our region, and we would not be able to do it without the unwavering support from our staff and volunteers, as well as our partners and supporters. Thank you for standing with us through the years. We look forward to helping even more individuals transform their lives and their communities over the next five decades.

Sinceramente,

Arnulfo Manriquez

Arnulfo Manriquez





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### MAAC Child Development Program LEADERSHIP TEAM



**Arnulfo Manriquez**  
President & CEO

**Lisette Islas**  
EVP & Chief Impact Officer

**Austin Foye**  
VP & Chief Financial Officer

**Adolfo Ventura**  
Chief Operating Officer

**Claudia Arreola**  
Director of Child Development

**Oscar Gomez**  
Deputy Director of Child Development

## About MAAC Child Development Program

MAAC has provided early childhood education services to communities in north San Diego County for over forty-five years.

We work diligently to serve diverse populations within our community, including families who are dual language learners, children and parents with disabilities, and families who are homeless or face other challenges.

Through multiple program options, we provide a range of services for children from birth to age five and pregnant women. MAAC's Child Development Program team is responsive to each child's and family's unique development and experience. We provide family-focused support services, including education, health, nutrition, mental health, and social services.

At MAAC, we encourage parents to become invested and involved in their child's education, as we believe that providing family education and development opportunities helps parents grow their abilities as their child's first and life-long teachers. We foster their engagement through workshops, parent-teacher conferences, parent groups, and classroom volunteer opportunities, to support them as they gain the confidence and skills necessary to help their child succeed.

In 2019-2020, MAAC's Child Development Program served 1,929 families across forty-five locations in the communities of Carlsbad, Escondido, Fallbrook, Oceanside, San Marcos, San Ysidro, Pauma, Rincon, and Vista.



# 2019-2024 Child Development Program Strategic Goals & Objectives

## One

Develop families' and staff's knowledge and skills to promote safe behavior and healthy lifestyles in their home, school, and communities.

### OBJECTIVES

- ▲ Decrease the amount of screen time for families and staff through awareness of its impact on social-emotional development.
- ▲ Create and maintain an individualized health and safety plan for each family.
- ▲ Reduce the stigma associated with mental health services through developmentally appropriate and culturally sensitive approaches.

## Three

Strengthen the transition to school process for children and families in order to promote lifelong learning.

### OBJECTIVES

- ▲ Develop a process for data sharing with our nine learning education agencies.
- ▲ Complete transition plans with all receiving schools. If applicable, plans will include language on special needs or ESSA requirements.
- ▲ Ensure that parents are included in the transition process that spans from prenatal care to Kindergarten.

## Two

Provide staff with opportunities to acquire knowledge, skills, and credentials to enter, remain, and advance in the field of Early Childhood Education.

### OBJECTIVES

- ▲ Educate staff on requirements to maintain education positions in the Early Head Start and Head Start programs.
- ▲ Create career development pathways for staff.

## Four

Promote, implement, and monitor practices to ensure that children are being actively supervised while in the care of MAAC.

### OBJECTIVES

- ▲ Implement active supervision training for staff on an annual basis.
- ▲ Provide support to teaching staff on the use of transition time requirements.



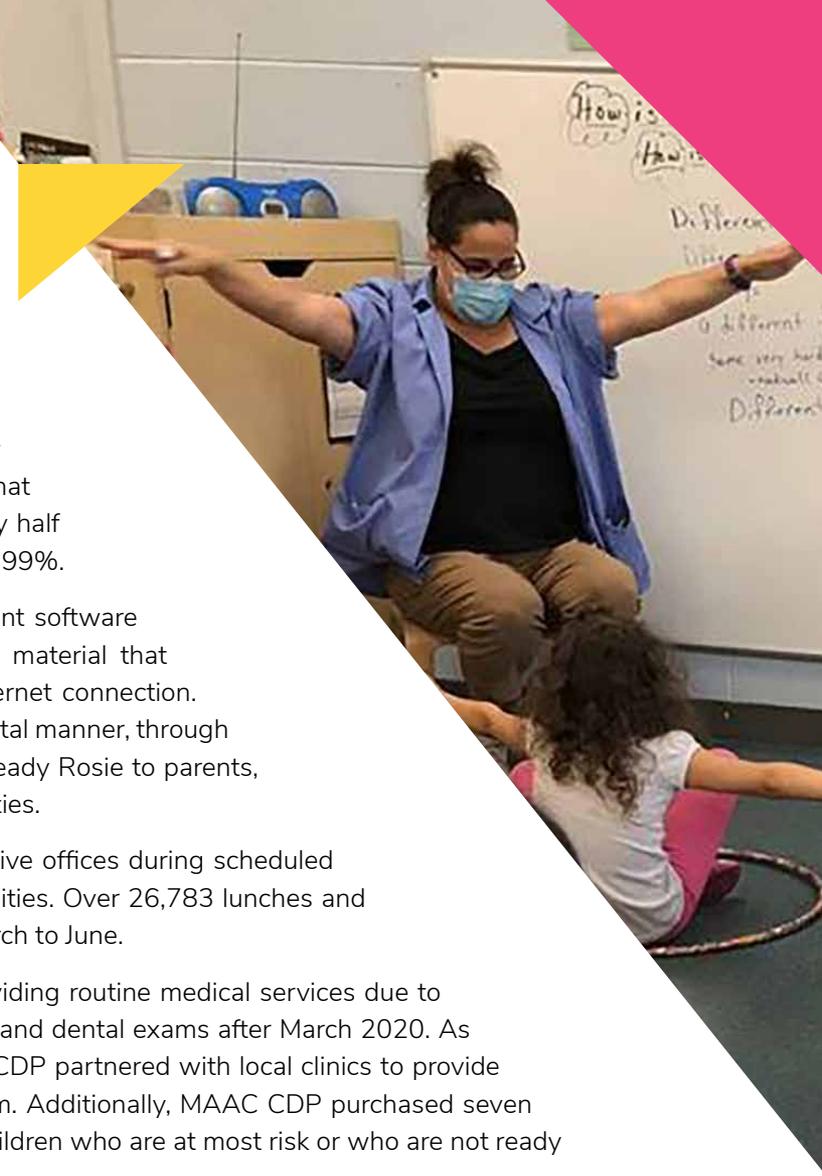
## COVID-19 and Our Work

MAAC has been at the forefront of the COVID-19 response in San Diego County since the start of the pandemic in March 2020. We understood that Head Start parents had limited access to technology in the home and conducted telephonic and online surveys to assess the needs of each family in the areas of technology, food, mental health and financial needs. Our program quickly made every effort to meet these needs as much as possible. Through this assessment, we learned that out of more than 1,200 families enrolled in MAAC's Child Development Program, only half had access to e-mail. With the support of MAAC staff, parents' e-mail access grew by 99%.

In an effort to support families through distance learning, MAAC made two significant software platform purchases. The first platform is Ready Rosie, an online library of parent material that is available in English and Spanish and can be accessed by any device with an internet connection. Secondly, Blackboard Collaborate and Learn was purchased to engage parents in a digital manner, through online meetings and downloadable material. During the first few weeks of offering Ready Rosie to parents, over 800 families had signed up and were actively engaged with the videos and activities.

At the start of the pandemic, MAAC began to distribute free meals at its administrative offices during scheduled diaper distribution days and later expanded to distribute meals at each of our 17 facilities. Over 26,783 lunches and snacks were provided to 955 children and 3,288 packs of diapers distributed from March to June.

MAAC CDP also learned that community clinics and medical offices had ceased providing routine medical services due to the pandemic, and the program was unable to certify completions of expired medical and dental exams after March 2020. As soon as clinics began to re-establish limited medical services in the summer, MAAC CDP partnered with local clinics to provide on-site drive-through oral and medical screenings for children enrolled in our program. Additionally, MAAC CDP purchased seven vision screening devices, allowing staff to hold regular drive-through screenings for children who are at most risk or who are not ready to re-connect with their medical provider.





**287**

children attended an in-person  
summer kindergarten readiness program

**26,783**



lunches served to enrolled children  
from March to June 2020



**\$115K**

provided in direct aid  
to program families

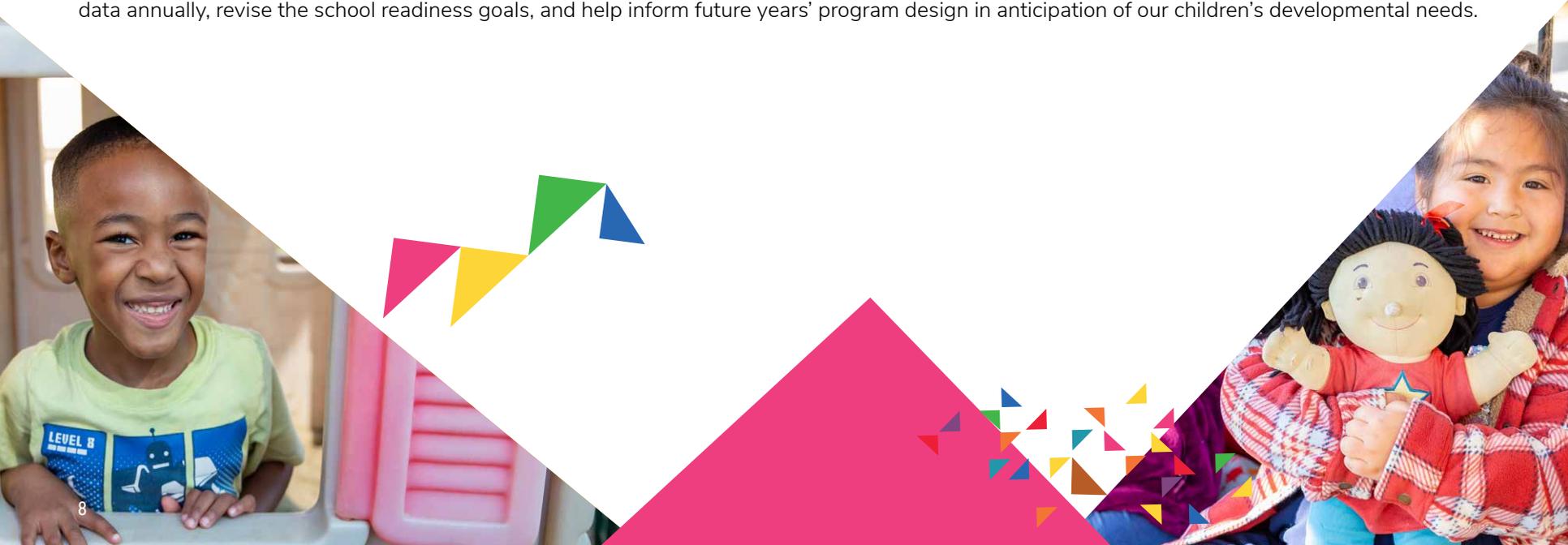
## School Readiness

MAAC's primary focus for our Child Development Program continues to be providing children with the foundational skills needed to be ready for school so that the child is able to succeed academically throughout their school years and in life.

We use a comprehensive, family-centered method while providing high quality program services to assure children gain the social and emotional skills and confidence necessary to be prepared to succeed. Our approach to early childhood development and education recognizes that children have individual interests, temperaments, languages, cultural backgrounds, and learning styles.

We use the Desired Results Developmental Profile (DRDP) to collect information about children's development in both our Head Start and Early Head Start programs. This is the child assessment tool used for all California Early Childhood Education programs.

Our school readiness committee, which consists of staff, parents, and child development professionals, meet to review and analyze school readiness data annually, revise the school readiness goals, and help inform future years' program design in anticipation of our children's developmental needs.





## Head Start & Early Head Start 2019/20 School Readiness Goals

### Approaches to Learning:

Children will develop divergent thinking skills by displaying persistence and curiosity in all learning environments.

### Cognition:

Children will develop scientific reasoning skills and a developmentally appropriate understanding of numbers and quantity.

### Language and Literacy:

Children will gain competency in home language while acquiring English.

### Perceptual, Motor and Physical Development:

Children will develop knowledge and skills that promote safe behavior, self-care skills and healthy eating habits throughout the daily routine.

### Social Emotional:

Children will achieve developmental social and emotional competence.

“MAAC has meant a lot to my family. They have provided childcare, diapers, food, and disability support services for my child who is on the Autism spectrum. They have truly been a blessing and I don’t know what I would have done if MAAC wasn’t around.”

Cassandra C.,  
Head Start Parent

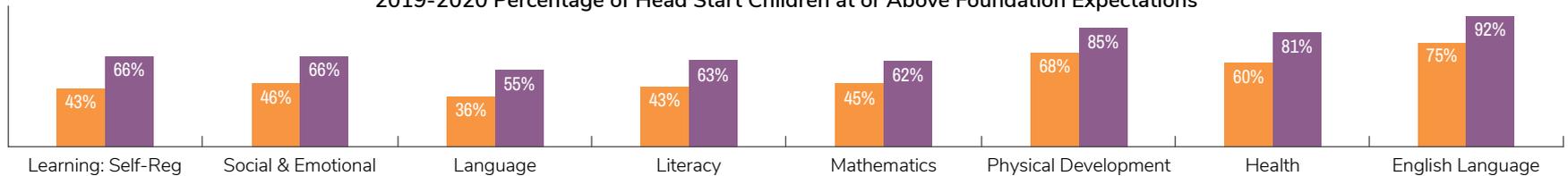
# Progress of Children and the Program Towards Achieving School Readiness Goals 2019/2020

Due to COVID-19 pandemic, MAAC Child Development Program was not able to complete the Spring rating period of the DRDP Child Assessment. The graphs below illustrate the growth and development of MAAC Head Start and Early Head Start children between the Fall and Winter DRDP rating periods. Due to this shortened timeframe between rating periods, we did not see the typical growth in scores.

## SCHOOL READINESS GOALS: HEAD START

Head Start children demonstrated the most growth and development in the areas of Approaches to Learning and Science, meeting a benchmark goal from last program year. Social and Emotional Development as well as Language and Literacy Development continue to be areas of focus for staff professional development and coaching interactions.

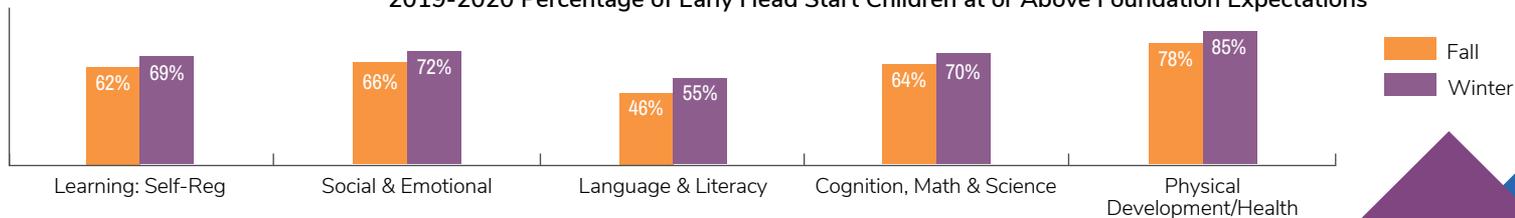
2019-2020 Percentage of Head Start Children at or Above Foundation Expectations



## SCHOOL READINESS GOALS: EARLY HEAD START

Early Head Start children demonstrated the most growth and development in the areas of Language and Literacy Development and Social and Emotional Development achieving a goal set for this program year. We will continue our focus on providing increased coaching and professional development in the areas of Social and Emotional and Language and Literacy Development in our Infant/Toddler classrooms.

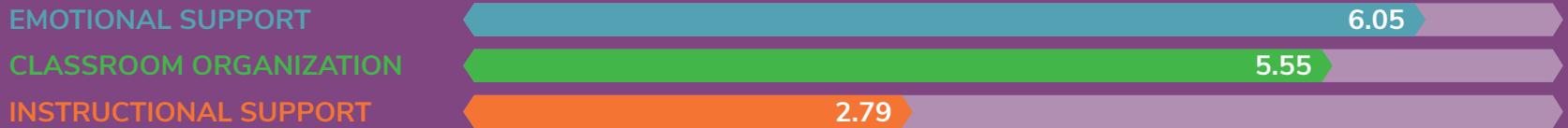
2019-2020 Percentage of Early Head Start Children at or Above Foundation Expectations



# Federal Monitoring Review Scores

In December 2019, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the MAAC Child Development Program. This review allows the Office of Head Start (OHS) to understand how programs are progressing in providing services that promote quality outcomes for children and families. MAAC met and exceeded all of the Head Start Program Performance Standards (HSPPS) under this monitoring review.

In January 2020, OHS conducted an on-site CLASS® review of the MAAC Child Development Program. Observations were conducted in our preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS®). The CLASS® tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven-point scale, with one being the lowest range and seven ranking highest. Below are MAAC's scores.



Emotional Support remained in the high range of effective interactions with an average domain score of 6.05. Classroom Organization dropped slightly into the upper mid-range of 5.55 and Instructional Support was scored at 2.79. To address this, the Education service area is shifting focus to provide more practice-based coaching to our classroom teaching staff. Coaching goals, education staff needs assessments and ongoing professional development will be reflective of this effort.

For more information on CLASS® domains and dimensions, please visit the Early Childhood Learning and Knowledge Center, National Center on Quality Teaching and Learning at [eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching).

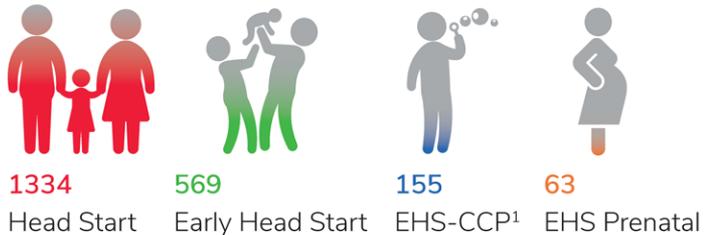


## CHILD DEVELOPMENT BY THE NUMBERS

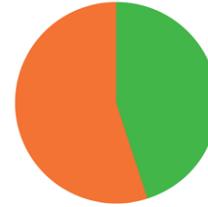
According to the US Census Bureau: 2016 American Community Survey Estimates, there are **27,661 children under 5 living below poverty level** in MAAC's service area which now includes San Ysidro.

**In 2019/20, MAAC CDP served 8% of eligible children.**

### ACTUAL NUMBER OF FAMILIES SERVED

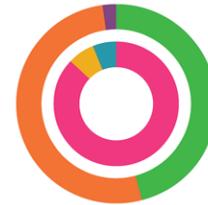


1. Early Head Start Child Care Partnership  
2. Bi/Multi-Racial, African American American Indian, Asian, or other



### HEAD START / EARLY HEAD START FAMILIES SERVED

45% are two-parent households  
55% are single parent households



### PRIMARY LANGUAGE SPOKEN AT HOME

46% English  
52% Spanish  
2% Other

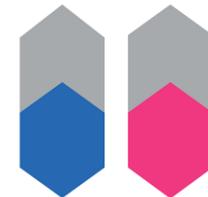
### ETHNICITY

87% Hispanic  
7% Non-Hispanic White  
6% Other<sup>2</sup>



### PERCENTAGE OF ENROLLED CHILDREN WHO WERE UP TO DATE WITH DENTAL EXAMS<sup>3</sup>

48% Head Start



### PERCENTAGE OF ENROLLED CHILDREN WHO WERE UP TO DATE WITH MEDICAL EXAMS<sup>3</sup>

42% Head Start | 43% Early Head Start

3. Due to COVID-19, the program was unable to certify completions of medical and dental exams after March 2020 (see page 6 for additional info)

**3%**  
of enrolled children  
are foster youth

**99%**  
parents who participated in  
parenting education classes

**12**  
# who successfully  
completed MAAC's parent  
intern program in 2019/20

**3%**  
of enrolled families  
identified as homeless

**355**  
children with  
special needs served

**2121**  
children served

**47%** Parents of enrolled children who received training/participated in workshops to enhance their job skills and/or gain employment opportunities<sup>3</sup>.



**36%** Parents of enrolled children who were able to accept a better paying job as a result of attending education and/or job-training classes<sup>3</sup>.

### AVERAGE MONTHLY ENROLLMENT



**99%**  
EHS-CCP<sup>1</sup>



**98%**  
Early Head Start



**98%**  
Head Start



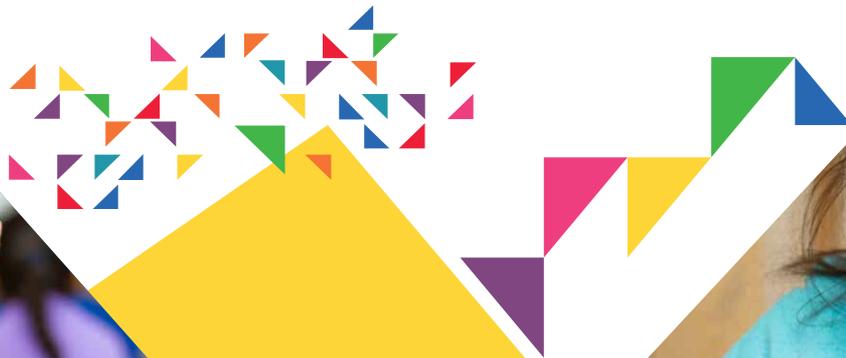
## Family Child Care Program (FCCP)

In 1995, MAAC was among a small handful of Head Start and Early Head Start grantees across the country to pilot the Family Child Care (FCC) provider program. The FCC program was shaped by community input as an alternative for families who preferred a home-like childcare environment without sacrificing quality education. Several years after the pilot project, FCC became a Head Start and Early Head Start program option.

MAAC's FCC program began with 7 family childcare providers and 25 years later, we have worked with more than 45 licensed family childcare providers in North County to provide services to children and families in our service area. In our 2019-20 program year, we contracted with 22 licensed providers to serve 186 families. 16 of the 22 contracted providers are bilingual or tri-lingual, helping to bridge communication barriers for children and families whose primary language is not English.

MAAC ensures FCC providers are held to the same standards of quality and performance as each of the larger Child Development Centers operated by MAAC. Additionally, MAAC provides over 100 hours of professional development to contracted FCC providers each year and supports them in their pursuit of higher education and credentials.

Through the FCC program, MAAC is not only able to diversify program options for families, we also provide 22 small business owners with a stable income source. As one of the original grantees to offer the FCC provider program, MAAC is regularly called upon to share best practices and teach other grantees about the Family Child Care Program option.



# Family Engagement

MAAC strongly believes that children do best in life when they grow up with the active and positive engagement of their parents or guardians. Our dedicated staff work in partnership with families from their very first meeting until they transition to kindergarten. At the end of each program year parents are asked to complete a Family Outcome Survey to give us their opinions and experiences with our program.

## FAMILY WELL-BEING

Our program staff work with families to help them reach goals that focus on family well-being. **95% of families said the program was helpful in strengthening their family well-being** by providing workshops and resources on finding jobs, accessing health/dental care, accessing healthy food, financial literacy, substance abuse prevention, dealing with emotional health issues and finding a better/safer place to live.

Our work with families helps them to understand the value of their child's strengths and how children learn. Parents are also taught to do creative play at home and to understand the importance of maintaining their child's regular attendance.

## PARENT-CHILD RELATIONSHIPS

Through MAAC, parents learn the value of their child's strengths as reported by 98% of families. The Positive Parenting Program (Triple P) curriculum gives parents simple and practical strategies to help them build strong, healthy relationships, confidently manage their children's behavior and prevent problems developing. **96% of parents said that participating in the program helped them to deal more effectively with their child's behavior and problems that arise in their family.**

MAAC staff provide resources to deal with the stress of being a parent and encourage the father figure to join in the child's learning. The Father/Father Figure Committee plans events to promote school readiness, experience positive parent child relationships between a father and child. These activities are designed to involve the whole family and teach parents how to promote physical fitness, literacy and healthy habits. Activities included **hands-on workshops on kindergarten readiness, benefits for sensory activities at home, read with me and story time.**

## FAMILIES AS LIFELONG EDUCATORS

Parents are deeply involved in the implementation of curriculum through their child's individual plan, classroom activities and home. **99% of families said the MAAC helped them understand the ways their children learn** and were able to implement those techniques at home through creative play. Staff also encourage parents and provide resources to understand the value of home language in their child's learning.

Our Parent Intern Program helped prepare 13 parents for the workforce and empowers them with early childhood training. At the end of the year parent interns leave with confidence and prepared resume and new skills for potential employment in early childhood education.



## FAMILIES AS LEARNERS

Volunteering with us provides parents with an opportunity to learn about the early childhood education field while developing a closer bond with their children. **92% of families said they learned how to set their own educational or career goals.** Staff worked with them to enroll in English as a Second Language classes, community college and career training opportunities offered by MAAC and its partners. Through the Literacy Class parents learned to create long term financial goals and how to budget their own money.

The program organizes an annual Parent Engagement Summit. At the summit, parents have an opportunity to select from over 15 workshops that support their previously identified training needs.

## FAMILY ENGAGEMENT IN TRANSITIONS

Program staff works supports families through all transitions by providing resources about moving their children to kindergarten or new preschool. **97% of families said they learned about the education supports their children have the right to** and how they can help their children adjust to a new school.

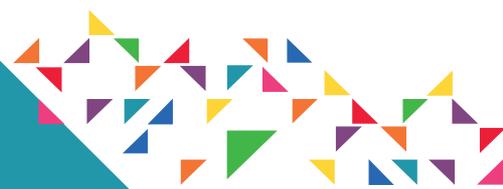
## FAMILY CONNECTION TO PEER AND COMMUNITY

**95% of families reported feeling connected to a staff member or another parent they could trust.** Our program provides a number of opportunities to help connect families to their peers and community such as parent meetings and parent engagement events.

Father Figure Committee members help advocate for male engagement at MAAC centers as well as other community centers. MAAC partners with other community entities that aid in male engagement such as Education begins in the Home, High Tech High, Dad's Club at Vista Community Clinic.

## FAMILIES AS ADVOCATES AND LEADERS

**92% of families reported having an opportunity to join their local Parent Center Leadership Committee.** They lead monthly parent meetings and plan parent engagement events. Each center also elects a Policy Council Representative. Policy Council members participate in decision making of the program as well as attend local and national conferences. One member is also elected to serve on the MAAC Board of Directors and he was able to participate in the National Head Start Association Leadership Training in Washington DC.



# MAAC CDP Financial Statements

## HEAD START FISCAL YEAR 2019

	HS Basic	T/TA HS	Total	Basic & T/TA
Personnel	\$ 4,764,916	\$ -	\$ 4,764,916	\$ 5,117,099
Fringe	\$ 1,619,303	\$ -	\$ 1,619,303	\$ 1,947,055
Travel	\$ 84	\$ 46,411	\$ 46,495	\$ 44,170
Equipment	\$ -	\$ -	\$ -	\$ 71,400
Supplies	\$ 430,480	\$ 2,373	\$ 432,853	\$ 442,000
Contractual	\$ 2,488,582	\$ 5,109	\$ 2,493,691	\$ 2,427,859
C/R*	\$ 334,202	\$ -	\$ 334,202	\$ -
Other	\$ 2,568,381	\$ 93,004	\$ 2,661,386	\$ 2,591,371
<b>Total Direct</b>	<b>\$ 12,205,950</b>	<b>\$ 146,897</b>	<b>\$ 12,352,847</b>	<b>\$ 12,840,954</b>
Indirect Costs	\$ 1,106,293	\$ 14,248	\$ 1,120,542	\$ 1,226,173
<b>Total Expenditures</b>	<b>\$ 13,312,243</b>	<b>\$ 161,146</b>	<b>\$ 13,473,389</b>	<b>\$ 13,867,127</b>

## EARLY HEAD START FISCAL YEAR 2019

	EHS Basic	T/TA EHS	Total	Basic & T/TA
Personnel	\$ 4,107,420	\$ 10,863	\$ 4,118,283	\$ 4,271,201
Fringe	\$ 1,355,940	\$ 4,138	\$ 1,360,078	\$ 1,625,192
Travel	\$ -	\$ 30,129	\$ 30,129	\$ 28,821
Equipment	\$ -	\$ -	\$ -	\$ 33,600
Supplies	\$ 261,327	\$ 12,953	\$ 274,280	\$ 347,624
Contractual	\$ 1,217,591	\$ 7,270	\$ 1,224,861	\$ 1,115,564
C/R*	\$ 157,272	\$ -	\$ 157,272	\$ -
Other	\$ 1,191,818	\$ 130,440	\$ 1,322,258	\$ 1,133,200
<b>Total Direct</b>	<b>\$ 8,291,367</b>	<b>\$ 195,793</b>	<b>\$ 8,487,160</b>	<b>\$ 8,555,202</b>
Indirect Costs	\$ 768,153	\$ 18,992	\$ 787,146	\$ 829,855
<b>Total Expenditures</b>	<b>\$ 9,059,520</b>	<b>\$ 214,786</b>	<b>\$ 9,274,306</b>	<b>\$ 9,385,057</b>

## EHS CHILD CARE PARTNERSHIP FISCAL YEAR 2018/2019

	EHS CCP Basic	T/TA EHS-CCP	Total	Basic & T/TA
Personnel	\$ 163,457	\$ -	\$ 163,457	\$ 163,364
Fringe	\$ 48,737	\$ -	\$ 48,736	\$ 64,713
Travel	\$ -	\$ 6,480	\$ 6,480	\$ 6,640
Equipment	\$ -	\$ -	\$ -	\$ -
Supplies	\$ 18,262	\$ 9,039	\$ 27,301	\$ 4,000
Contractual	\$ 874,065	\$ 524	\$ 874,589	\$ 894,772
Construction/Renovation	\$ -	\$ -	\$ -	\$ -
Other	\$ 10,975	\$ 10,378	\$ 21,353	\$ 28,187
<b>Total Direct</b>	<b>\$ 1,115,496</b>	<b>\$ 26,421</b>	<b>\$ 1,141,917</b>	<b>\$ 1,116,176</b>
Indirect Costs	\$ 108,203	\$ 2,563	\$ 110,766	\$ 112,682
<b>Total Expenditures</b>	<b>\$ 1,223,699</b>	<b>\$ 28,984</b>	<b>\$ 1,252,683</b>	<b>\$ 1,274,358</b>

### KEY

Actual Expenditures

2019 (HS, EHS)  
2018/2019 (EHS-CCP)

Original Proposed Budget

2020 (HS, EHS)  
2019/2020 (EHS-CCP)

\*Construction/Renovation



# Sources of Funding

JANUARY 1 — DECEMBER 31, 2019		%
ACF Head Start	\$ 13,473,389	49%
ACF Early Head Start	\$ 9,274,306	33%
USDA – CACFP	\$ 813,839	3%
JULY 1, 2018 — JUNE 30, 2019		%
ACF Early Head Start CCPI	\$ 1,252,683	4%
CDE – CA Department of Education	\$ 2,095,773	8%
SDCOE – Subcontract	\$ 538,682	2%
1st 5 San Diego QPI / CSP / Embedded Coaching	\$ 297,910	1%
<b>TOTAL</b>	<b>\$ 27,746,582</b>	<b>100%</b>



# MAAC Audited Financial Statements

FOR THE FISCAL PERIOD JANUARY 1 — DECEMBER 31, 2019

## STATEMENT OF FINANCIAL POSITION

### Assets

Current Assets	\$	50,564,690
Investments & Other Assets	\$	78,055,718
Property & Equipment	\$	19,425,344
Total Assets	\$	148,045,752

### Liabilities

Current Liabilities	\$	42,901,804
Long-Term Liabilities and Debt	\$	77,064,484
Total Liabilities	\$	119,966,288

### Net Assets

General Unrestricted	\$	15,538,083
Controlling Interest in Affiliates	\$	—
Temporary Restricted	\$	359,304
Non-Controlling Interest in Affiliates	\$	12,182,077
Total Net Assets	\$	28,079,464
Total Liabilities and Net Assets	\$	148,045,752

Holthouse Carlin & Van Trigt LLP, CPAs of San Diego, California, conducted an independent Single Audit Report of Metropolitan Area Advisory Committee's (MAAC) fiscal year ending December 31, 2019. The audit was conducted in accordance with generally accepted auditing standards as established by the American Institute of Certified Public Accountants and the standards issued by the Comptroller General of the United States. The above statements only represent a portion of the complete report, which is available for public inspection at [www.maacproject.org](http://www.maacproject.org).

## STATEMENT OF ACTIVITIES

### Revenue & Support

Contract Revenue	\$	35,487,026
Contributions	\$	172,685
Program Service Fees	\$	1,741,673
Contractual Services	\$	4,156,430
Charter School Apportionments	\$	3,397,291
Rents and Tenant Fees — Real Estate	\$	9,160,680
Equity in Earnings of Joint Ventures & other	\$	161,965
Other Revenue	\$	115,618
Interest Income	\$	937,677
Rents and Tenant Fees — Limited Partnerships	\$	9,160,680
Net Assets Released from Restrictions	\$	—
Total Revenue and Support	\$	55,331,045

### Expenses

Program Services	\$	49,202,708
Supporting Services:		
Management & General	\$	5,022,363
Fundraising	\$	278,010
Total Expenses	\$	54,503,081
Total Change in Net Assets	\$	827,964



## Governance

MAAC's Child Development Program is governed by the MAAC Board of Directors and the MAAC Head Start Parent Policy Council. The MAAC Board is comprised of education, business, and community representatives throughout San Diego who voluntarily serve to establish policies for all of MAAC's programs. The MAAC Head Start Parent Policy Council is comprised of parents of children enrolled in our child development program. These Policy Council members are elected by their fellow parents to represent their child development center. The Policy Council works with the MAAC Board of Directors to advocate for and establish the policies for the MAAC Child Development Program.

### 2019/2020 MAAC BOARD OF DIRECTORS

Jesse Allen  
**Chair**

Rodrigo Guevara  
**Vice Chair**

Darjené Graham Perez  
**Secretary**

Viviana Ochoa  
**Treasurer**

Teresa Acosta

Vanessa Cadena

Rebecca Chaney

Jeffrey Dziejczak

John Munoz

Gustavo Perez

Shreya Sasaki



## 2019/2020 POLICY COUNCIL EXECUTIVE COMMITTEE

**Deysi Alegria**  
President

**Rebecca Chaney**  
Treasurer

**Cassandra Clouser**  
Parliamentarian

**Ernesto Lopez**  
Vice President

**Rhonda Oliver**  
Secretary

This past year was both an amazing and challenging time for the parent policy council because of the COVID-19 pandemic. Thanks to trainings provided by MAAC, we are able to make informed decisions for the program and for our children. Everyone from the board of directors to center directors worked together to come up with a plan to help keep everyone safe. Being part of the policy council was the best decision I made. I'm grateful for the everlasting relationships we form with our children, other families, and our teachers.

Denise Mejia, 2019/2020 Policy Council President

# Our Center Locations

## CARLSBAD

### EUREKA

3368 Eureka Place  
Carlsbad, CA 92008  
HS Lic. 376700775  
(760) 720-4378

### LAUREL TREE

1307 Laurel Tree Lane  
Carlsbad, CA 92011  
HS Lic. 376700768  
(760) 930-0749

## ESCONDIDO

### DEL DIOS

835 W. 15th Avenue  
Escondido, CA 92025  
EHS Lic. 376701309  
HS Lic. 376700772  
(760) 747-7027

### HICKORY

635 N. Hickory Street  
Escondido, CA 92025  
EHS Lic. 376701307  
HS Lic. 376700770  
(760) 741-0541

### LOS NIÑOS

221 W. 7th Avenue  
Escondido, CA 92025  
HS Lic. 376700771  
(760) 738-4876

### CHILDREN'S PARADISE -ESCONDIDO\*

986 W. El Norte Parkway  
Escondido, CA 92026  
Lic. 376701001, 2, 3  
(760) 480-1300

### ECCDC\*

613 E. Lincoln Ave.  
Escondido, CA 92026  
Lic. 376600817  
(760) 839-9330

## FALLBROOK

### FALLBROOK STREET

405 W. Fallbrook Street  
Fallbrook, CA 92028  
EHS Lic. 376700650  
HS Lic. 372006255  
(760) 723-4189

### FALLBROOK VIEW

901 Alturas #A  
Fallbrook, CA 92028  
HS Lic. 376700077  
(760) 731-2062

## OCEANSIDE

### ISLAND CLUB

2322 Catalina Circle  
Oceanside, CA 92056  
HS Lic. 372006461  
(760) 941-7616

### NORTH COAST

1501 Kelly Street  
Oceanside CA 92054  
HS Lic. 376700061  
(760) 966-7135

### OLD GROVE

235 Via Pelicano  
Oceanside, CA 92054  
HS Lic. 376600980  
(760) 433-7589

### CHILDREN'S PARADISE -OCEANSIDE\*

2017 Mission Avenue  
Oceanside, CA 92058  
Lic. 376701261, 2, 3  
(760) 433-3800

## SAN MARCOS

### GOSNELL

139 Gosnell Way  
San Marcos, CA 92069  
EHS Lic. 376701254  
HS Lic. 376600278  
(760) 736-3066

### LINDA VISTA

1587 Linda Vista Drive  
San Marcos, CA 92078  
EHS Lic. 376600691  
(760) 744-7995

### WESTLAKE

415 Autumn Drive  
San Marcos, CA 92069  
EHS Lic. 376701118  
(760) 631-2695

## SAN YSIDRO

### MAOF SAN YSIDRO EARLY LEARNING CENTER\*

1901 Del Sur Boulevard, 1st Fl  
San Ysidro, CA 92173  
Lic. 376701072  
(619) 621-2525

## VALLEY CENTER

### PAUMA

33158 Cole Grade Road  
Pauma Valley, CA 92061  
HS Lic. 376700371  
(760) 615-2000

### RINCON

33509 Valley Center Road  
Valley Center, CA 92082  
EHS Lic. 376600656  
HS Lic. 376600189  
(760) 749-5190

## VISTA

### OLIVE

739 Olive Avenue  
Vista, CA 92084  
EHS Lic. 376600655  
HS Lic. 376600393  
(760) 726-4272

### FOOTHILL

1410 Foothill Drive  
Vista, CA 92084  
EHS Lic. 376701308  
(760) 639-4465

### CHILDREN'S PARADISE -EAST VISTA\*

990 Vale Terrace Drive  
Vista, CA 92084  
Lic. 37206515, 16, 17  
(760) 941-7578

### CHILDREN'S PARADISE -SOUTH VISTA\*

145 N. Melrose Drive, Ste. 100  
Vista, CA 92083  
Lic. 376700121, 22  
& Lic. 376701204  
(760) 724-5600

## MAAC CHILD DEVELOPMENT PROGRAM ADMINISTRATIVE OFFICES

### NORTH CAMPUS

956 Vale Terrace Drive  
Vista, CA 92084  
(760) 471-4210

\*MAAC CDP Partner Location





### Administrative Offices

1355 Third Avenue  
Chula Vista, CA 91911  
(619) 426-3595

### North Campus

956 Vale Terrace Drive  
Vista, CA 92084  
(760) 471-4210

### Online

[MAACproject.org](http://MAACproject.org)  
[facebook.com/MAAC1965](https://facebook.com/MAAC1965)  
[twitter.com/MAAC\\_1965](https://twitter.com/MAAC_1965)  
[instagram.com/MAAC1965](https://instagram.com/MAAC1965)  
[linkedin.com/MAAC-Project](https://linkedin.com/MAAC-Project)