



CHILD DEVELOPMENT PROGRAM

2021 ANNUAL REPORT



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



For 56 years, MAAC has led regional efforts to create opportunities and provide life-changing services to individuals and families who seek economic strength and stability. We build healthier and stronger communities by providing a space where individuals and families can find means to self-sufficiency through access to high-quality programs in five key areas: Economic Development, Education, Health & Well-being, Housing, and Advocacy & Leadership Development.

The past few years have had a significant impact on all of us and we are still overcoming health and socio-economic challenges that have arisen due to the COVID-19 pandemic. Yet just as we have done for more than five decades, MAAC leveraged its resources, staff, and relationships to assure that we continued to be the critical community partner that San Diego has relied on. Our hearts and our doors have remained open to support thousands of individuals throughout San Diego County.

During the last year, we provided \$4.6 million in direct aid to families who were financially impacted by COVID-19 and ensured more than 45,000 people had equitable access to vaccination education and resources. Through it all, MAAC continued to provide high-quality, individualized early care and education services, as evidenced by the monitoring review our Child Development Program received in 2021. MAAC received a perfect score – an honor that is rarely earned by any of the early care and education providers across the country.

The services provided by our MAAC's Child Development Programs aren't limited to the 0-5 year olds in our care. We place a large focus on ensuring the well-being of their families and, specifically, their parents or guardians. In 2021, we provided additional support and resources to caregivers, connecting them to job opportunities, financial literacy training, affordable health and mental healthcare, as well as access to safer, more affordable homes. Amidst the challenges and uncertainty of these past few years, we never lost sight of our mission: to be a strong ally and support system for all San Diegans.

Thank you to our staff, volunteers, and partners, who exemplify the core values of our organization and sustain our commitment to the families and individuals in our care. Because of your support, I'm proud to say that MAAC continuously rises to the challenges set before us and we are working harder than ever to build a stronger and more vibrant community where children, adults, and seniors can thrive.

Sinceramente,

A handwritten signature in black ink that reads "Arnulfo Manriquez". The signature is written in a cursive, flowing style.

Arnulfo Manriquez

MAAC Child Development Program

LEADERSHIP TEAM

Arnulfo Manriquez

President & CEO

Lisette Islas

EVP & Chief Impact Officer

Austin Foye

VP & Chief Financial Officer

Adolfo Ventura

VP & Chief Operating Officer

Claudia Arreola

Director of Child Development

Ryan Wolf

Associate Program Director

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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 experiencing homelessness or 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 2020-2021, MAAC's Child Development Program served 1,346 children and their 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.

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.

THREE

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

OBJECTIVES

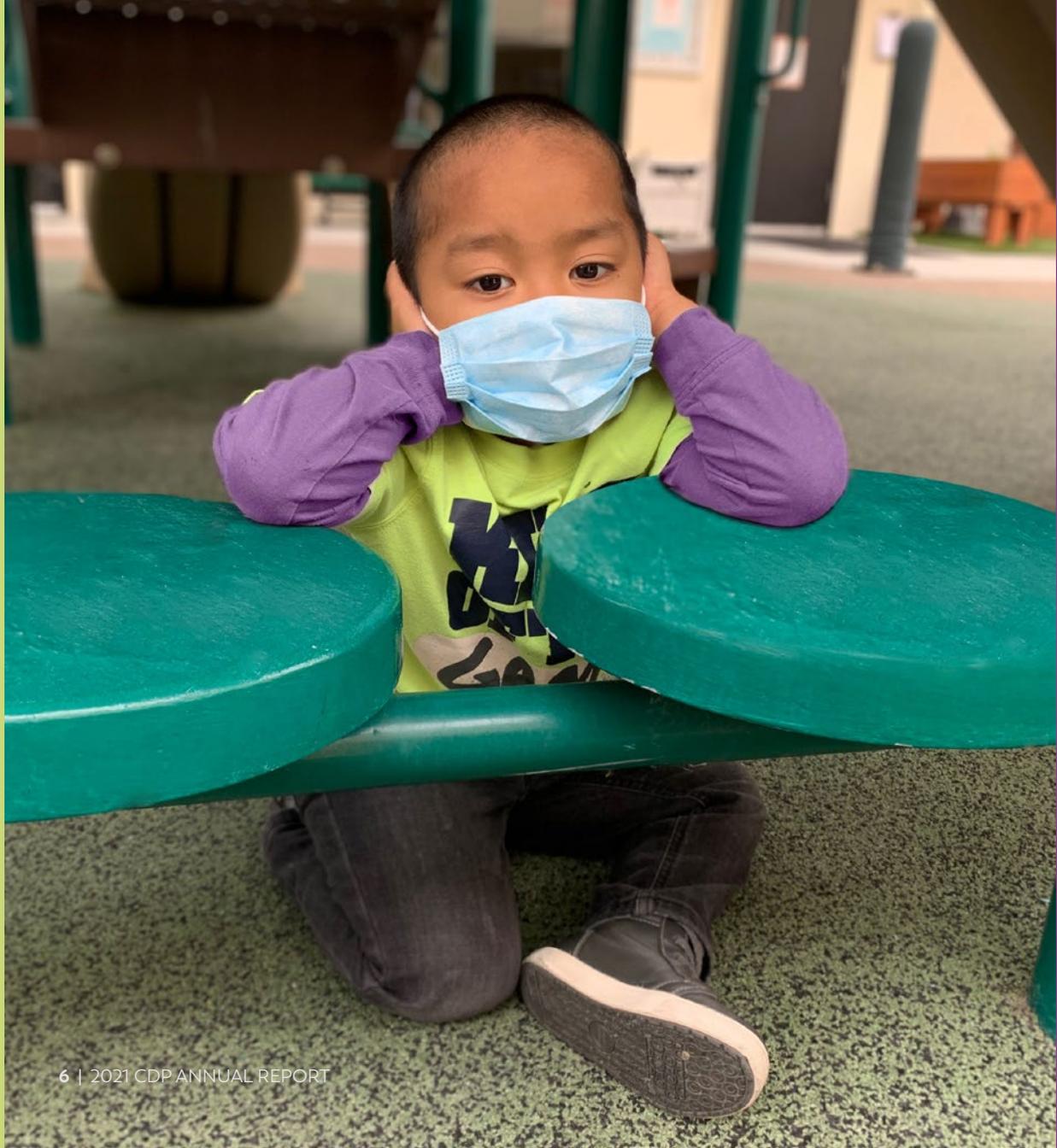
- Develop a process for data sharing with our local educational agencies (LEAs) or school districts.
- Complete transition plans with all receiving schools. If applicable, plans will include language on special needs or *Every Student Succeeds Act* (ESSA) requirements.
- Ensure that parents are included in the transition process that spans from prenatal care to Kindergarten.

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.



\$4.6M

in Direct Aid given to individuals and families who were financially impacted by COVID-19



received transportation technical support to access

45K

Reached people per month with COVID-19 Educational Resources in partnership with County and other key community organizations



More Personal Protective Equipment at

ected



11.5K

, translation services, and
ss the COVID-19 vaccine

ication and
of San Diego
s



e than **100K**

ipment Kits distributed
sites across the county

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 and continued to remain a key player through the 2020-2021 program year. As centers began to reopen for in-person learning, we followed guidelines set forth by the California Department of Public Health and the Office of Head Start and worked with families to ensure the health and safety of our staff and the children in our care.

In Summer 2021, when medical and dental clinics had begun to reopen and conduct limited medical services, MAAC CDP partnered with local clinics to provide on-site drive-through oral and medical screenings for children enrolled in our program. The program also purchased seven state-of-the-art vision screening devices, which allowed staff to hold regular drive-through vision screenings for children who are most risk or who were not ready to re-connect with their medical provider.

MAAC has remained a trusted advocate on issues related to the pandemic's impacts on the communities we serve, and we've stepped up to lead COVID-19 relief efforts in significant ways. Whether it be through direct aid given to families, or PPE kits distributed at sites across the county, MAAC has ensured that people had access to the education, equipment, and economic support they needed to confront the ongoing public health crisis.

SCHOOL READINESS

MAAC's primary focus for our Child Development Program continues to be providing children with the foundational skills needed to achieve academic success during their school years and throughout life. MAAC understands that School Readiness requires children to be cognitively, physically, socially, and emotionally prepared to succeed in school and their families must be ready and willing to support their child's learning.

In order to help children gain the social and emotional competence skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, the approach to child development and education is developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.

We use the Desired Results Development 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.



“

MAAC's Child Development Program completely changed our lives. My daughter learned so much at MAAC to prepare her for kindergarten, the resources they provided helped me become a better parent, and I gained a support system I could truly trust. We love MAAC, the staff has done so much for us and have become part of our family. My daughter still talks about them to this day!

Samantha,
CDP Parent

”



HEAD START & EARLY HEAD START 2021/21 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.

PROGRESS OF CHILDREN AND THE PROGRAM TOWARDS ACHIEVING SCHOOL READINESS GOALS 2020/2021

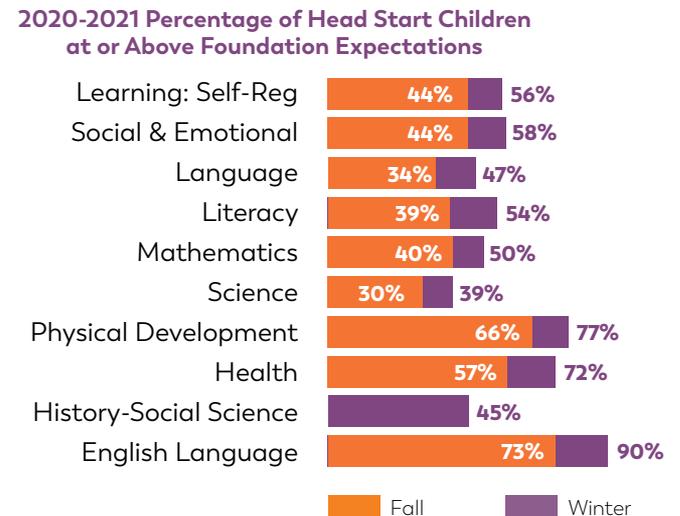
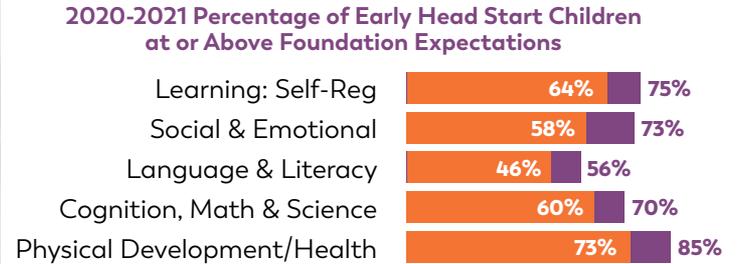
During the first year of the pandemic, our education staff met the unique needs of our families by providing individualized learning plans during in-person class time and, later, virtually. When MAAC Child Development Centers were closed, staff across all program options--including our Home Based, Center Based, and Family Child Care providers--created activities for families to do with their children while they sheltered in place. Families received weekly packets of activities that included art materials, books, as well as items to make games and other manipulatives for children to use in the home.

Ready Rosie Parent Curriculum

In 2020, MAAC provided families with access to Ready Rosie Parent Curriculum. Ready Rosie is a web-based software platform with over 2,500 short videos designed to support parents in their role as their child's most important teacher. Videos show real parents interacting with their own children in everyday learning activities in their homes and the community. These videos are accessible English and Spanish and have subtitles in multiple languages. Parents receive a weekly playlist from Ready Rosie and teachers were able to create custom playlists for enrolled families.

Children's Learning Outcomes

As expected during the pandemic, fewer children were able to display the gains typically seen when participating in the program. The charts on this page show the percentage of children who were scored at or above California Learning Foundation expectations for their age level.



Number of Videos Streamed by Families to Support Children in their School Readiness Progress



2021 FEDERAL MONITORING REVIEW

In May 2021, the Administration for Children and Families (ACF) conducted a Focus Area Two (FA2) 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.

The review focused on the following areas:

	Met and Exceeded HSPPS
Program Management and Quality Improvement	✓
Monitoring and Implementing Quality Education and Child Development Services	✓
Monitoring and Implementing Quality Health Services	✓
Monitoring and Implementing Quality Family and Community Engagement Services	✓
Monitoring and Implementing Fiscal Infrastructure	✓
Monitoring ERSEA: Eligibility, Selection, Enrollment, and Attendance	✓

MAAC met and exceeded all of the Head Start Program Performance Standards (HSPPS), laws, regulations, and policy requirements under this monitoring review. It is notable to mention that the auditor assigned to MAAC's monitoring review had only seen one other agency perform exceptionally well in her 20-year career. This speaks highly to the commitment of our program staff and the quality of service we provide to our families.

Note: To request a copy of the complete Program Performance Summary Report for this monitoring review, please email info@maacproject.org.

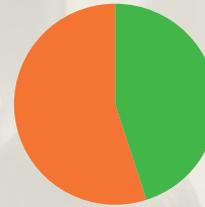
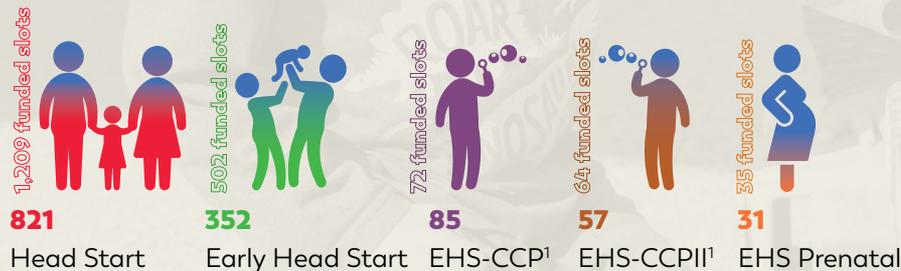


CHILD DEVELOPMENT BY THE NUMBERS

According to the US Census Bureau: 2019 American Community Survey 1 Year Estimates, **there are 23,943 children under 5 living below poverty level in MAAC Service Area** which now includes San Ysidro. This is a decline from the 27,661 estimate in 2018.

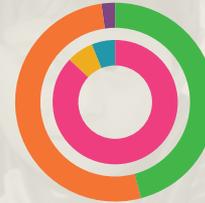
In 2020/21, MAAC CDP served 5.6% of eligible children.

ACTUAL NUMBER OF CHILDREN AND FAMILIES SERVED



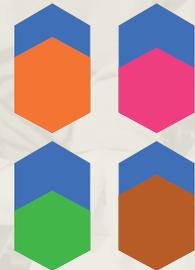
HEAD START / EARLY HEAD START FAMILIES SERVED

44% are two-parent households
56% are single parent households



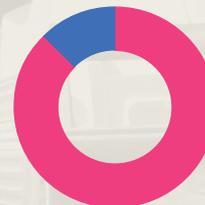
PRIMARY LANGUAGE SPOKEN AT HOME ETHNICITY

45% English **86%** Hispanic
53% Spanish **7%** Non-Hispanic White
2% Other **7%** Other²



PERCENTAGE OF ENROLLED CHILDREN WHO WERE UP TO DATE WITH MEDICAL EXAMS³

75% Head Start **58%** Early Head Start
46% EHS-CCP¹ **72%** EHS-CCPII¹



PERCENTAGE OF ENROLLED CHILDREN WHO WERE UP TO DATE WITH DENTAL EXAMS³

86% Head Start

1. Early Head Start-Child Care Partnership. EHS-CCPII denotes the EHS expansion granted to MAAC in PY2019.
2. Bi/Multi-Racial, African American, American Indian, Asian, or other.
3. With the lingering impact of clinic closures and canceled office visits due to the pandemic, the back log impacted the completion and accessibility of well-baby checks and routine physical and dental exams. Parents expressed a concern and fear to resume to in person visits as reported by Health Service Advisory Committee. Clinics relied on our program to get the word to the families that it was safe to return to their pediatrician and medical home, however the hesitancy and backlog continues to impact timely preventative care.



4%
of enrolled
children
are foster
youth



6%
of enrolled
families identified
as experiencing
homelessness

1,346
children served
in PY 2020-2021



129K
meals served
to children during
program year

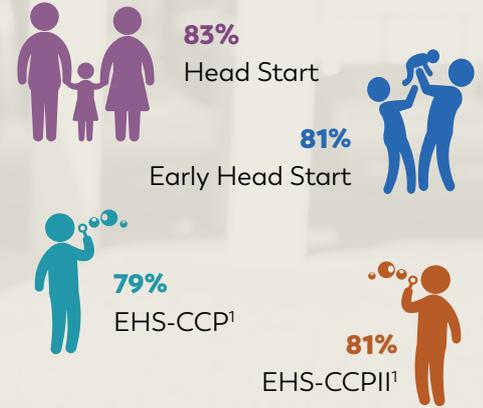
24
MAAC child
development center
locations

210
children
with special
needs served

family
child care
providers
19



AVERAGE MONTHLY ENROLLMENT



99% of parents of enrolled children participated in one or more parenting education classes.

61% Parents who received training/participated in workshops to enhance their job skills and/or gain employment opportunities.

48% Parents who were able to accept a better paying job as a result of attending education and/or job-training classes.



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 their child transitions to kindergarten. At the end of each program year, parents are asked to complete a Family Outcome Survey to provide feedback on their experiences with our program.

Family Well-Being

Our program staff work with each family to help them reach goals that focus on their family's well-being. During the 2020-2021 program year, bi-monthly email communications were sent to families, with an emphasis on providing resources for assistance with finding jobs, accessing health/dental care, healthy food options, financial literacy, substance abuse prevention, dealing with emotional health issues, and finding a better/safer place to live.

96%
of families said the program was helpful in strengthening their family well-being through various opportunities to participate in virtual workshops and connecting program participants to resources and information.

The program also leveraged the power of social media to create the *MAAC Parents in Action* Facebook group wherein timely and relevant information regarding public health, access to resources, and program updates are shared on a regular basis.

Our work with families helps them to understand the value of their child's strengths and how children

learn. Parents are also taught how to do creative play at home and to understand the importance of maintaining their child's regular attendance. With the transition to distance learning mid-year, our staff assessed each family's needs to ensure that children could continue to connect to their virtual lessons and parents could attend monthly parent meetings. Families without secure and stable access to technology were provided support in the form of loaner tablets and hotspots.

Parent-Child Relationships

Through MAAC, parents learn the value of their child's strengths—as reported by 97% 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 child's behavior, and prevent problems with their development. In addition to weekly take-home activities provided to parents and the Triple P course offerings, MAAC extended a range of options and opportunities for families to engage in parenting curriculum such as *Ready Rosie & Community Services for Families*.

Ready Rosie is an online service that provides research-based parenting curriculum that builds on parents' knowledge utilizing video and mobile technology, in alignment with the *Head Start Early Learning Outcomes Framework*, and the *Parent, Family and Community Engagement Framework*. All families were given access to the platform upon enrollment. Our teachers created weekly playlists for families to follow based on the curriculum being taught in classrooms; parents could also freely search the database for lesson or topics that were of specific interest to them and their families.

96%
of parents said the Positive Parenting Program curriculum helped them to deal more effectively with their child's behavior and with problems that arise in their family.

Number of Videos Streamed by Families to Support and Encourage Family & Community Engagement

Family Learning Outcomes



Family Well-Being	5,148
Positive Parent-Child Relationships	23,199
Families as Lifelong Educators	22,508
Families as Learners	22,792
Family Engagement in Transition	1,884
Family Connections to Peers	1,254

Though a partnership with North County Lifeline, MAAC offers referrals to *Community Services for Families (CSF)*, as a supplement to our existing parenting curriculum options. Through CSF, families can access 8-week parenting classes that are based on the Systematic Training for Effective Parenting (STEP) curriculum. Topics include child development stages, understanding a child's behavior, alternative discipline, effective communication, and building healthy relationships. For multi-generational MAAC families, CSF also offers the *SafeCare* curriculum, which focuses on families with children ages 12-17.

MAAC also partners with families to identify and support the positive male role models in each child's life. Fathers and father figures are encouraged to engage in their child's learning, whether at the center-level or through the *Fathers in Action* workshop series. The *Fathers in Action* workshop series hosts events, activities, and informational sessions throughout the program year to promote school readiness, provide space for

positive parent-child relationships between male caregivers and their children. Activities are designed to involve the whole family and teach parents how to promote physical fitness, literacy and healthy habits. Activities include hands-on workshops on topics such as *Kindergarten Readiness*, *How to Implement STEM Activities in the Everyday*, as well as *Read with Me/Story Time*.

Families as Lifelong Educators

At MAAC, parents are deeply involved in the implementation of curriculum through their child's individual plan, classroom activities and home. Staff also encourage parents and provide resources to understand the value of home language in their child's learning.

In 2020-2021, our *Parent Intern Program* piloted a virtual training plan to help participants prepare for the workforce and partake in early childhood education courses through California Early Childhood Online. Additionally, MAAC provided support and case management for five parent interns enrolled in college-level child development courses. At the end of the program year, our parent interns transition from the program with first-hand knowledge and experience for potential employment or higher education pursuits in the field of Early Childhood Education.

99%
of families said MAAC helped them understand the ways their children learn and were able to implement those techniques at home through creative play.

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. Staff identified and connected families to English as a Second Language (ESL) classes, community college, adult education school and/or training opportunities offered in a virtual format.

Due to the ongoing pandemic, the 2021 Parent Engagement Summit was held virtually, over the span of four months. Families were able to participate from the comfort of their own homes and workshop topics ranged from: Kindergarten Readiness, Healthy Eating, Mental Wellness & Mindfulness, Oral Health and more. These workshop topics were selected based on families' identified areas of interest and need.

Male leaders are recruited each year to participate in the *Fathers in Action Planning Committee*.

91%
of parents/family members said they learned how to set their educational or career goals and work towards achieving those goals.





Family Engagement in Transitions

Our program staff support families through all transitions by providing resources about moving their children to kindergarten or a new preschool. Midway

97%

of families said they learned about their children's rights to education supports as well as how they can help their child adjust to a new school.

through the program year, MAAC provides enrolled families with a resource packet to assist them with the transition from Early Head Start to Head Start, and Head Start to kindergarten.

These packets provide important information on how to prepare children for the transition, along with logistics such as registration deadlines and requirements.

During the 2021 Parent Engagement Summit, a panel discussion on kindergarten readiness & registration was held with support from six local school districts. Additionally, the program hosted the "Kindergarten, Here We Come!" workshop series in both English and Spanish.

85%

of families reported they felt connected to a staff member or another parent they could trust.

Family Connection to Peers and Community

MAAC provides several opportunities to help connect families to their peers and community such as parent meetings and parent engagement events. During the 2020-2021 program year, we offered various methods for families to connect with one another in a virtual setting.

Opportunities to engage as a community included the Parent Engagement Summit, our *Fathers in Action* workshop series, parent meetings, and the *Parents in Action* Facebook group.

Families as Advocates and Leaders

Parents lead monthly parent meetings and plan parent engagement events. Each center also elects a policy council representative who participates in decision making of our Child Development Program. One member is also elected to serve on the MAAC Board of Directors, and he was able to participate in the organization's strategic planning process.

80%

of families reported having an opportunity to join parent groups or discussions to build their capacity as advocates and leaders.

Due to Public Health Regulations, Policy Council business was conducted via Zoom in 2020-2021; parent representatives who needed additional technological support to connect to meetings were provided with a loaner tablet and hotspot.

MAAC CHILD DEVELOPMENT PROGRAM FINANCIAL STATEMENTS

HEAD START FISCAL YEAR 2020

	HS Basic	T/TA HS	Total	Basic & T/TA
Personnel	\$ 5,412,509	\$ -	\$ 5,412,509	\$ 5,677,373
Fringe	\$ 1,801,251	\$ -	\$ 1,801,251	\$ 2,023,983
Travel	\$ -	\$ 4,055	\$ 4,055	\$ 22,334
Equipment	\$ -	\$ -	\$ -	\$ 68,000
Supplies	\$ 600,249	\$ 12,192	\$ 612,441	\$ 418,000
Contractual	\$ 2,465,344	\$ 18,907	\$ 2,484,251	\$ 2,444,371
Other	\$ 3,426,184	\$ 102,350	\$ 3,528,534	\$ 2,529,932
Total Direct	\$ 13,705,536	\$ 137,504	\$ 13,843,040	\$ 13,183,993
Indirect Costs	\$ 1,180,158	\$ 10,455	\$ 1,190,613	\$ 1,278,848
Total Expenditures	\$ 14,885,694	\$ 147,959	\$ 15,033,653	\$ 14,462,841

EARLY HEAD START FISCAL YEAR 2020

	EHS Basic	T/TA EHS	Total	Basic & T/TA
Personnel	\$ 4,450,183	\$ 10,739	\$ 4,460,922	\$ 4,719,421
Fringe	\$ 1,480,777	\$ 3,966	\$ 1,484,743	\$ 1,682,474
Travel	\$ -	\$ 2,176	\$ 2,176	\$ 18,546
Equipment	\$ -	\$ -	\$ -	\$ 32,000
Supplies	\$ 355,725	\$ 24,412	\$ 380,137	\$ 302,000
Contractual	\$ 838,939	\$ 8,711	\$ 847,650	\$ 1,034,421
Other	\$ 1,451,257	\$ 75,808	\$ 1,527,065	\$ 1,101,014
Total Direct	\$ 8,576,881	\$ 125,812	\$ 8,702,693	\$ 8,889,876
Indirect Costs	\$ 775,430	\$ 9,320	\$ 784,750	\$ 862,318
Total Expenditures	\$ 9,352,311	\$ 135,131	\$ 9,487,443	\$ 9,752,194

EHS CHILD CARE PARTNERSHIP I FISCAL YEAR 2019/2020

	EHS CCP Basic	T/TA EHS-CCP	Total	Basic & T/TA
Personnel	\$ 145,940	\$ -	\$ 145,940	\$ 163,364
Fringe	\$ 42,375	\$ -	\$ 42,374	\$ 64,713
Travel	\$ -	\$ 3,876	\$ 3,876	\$ 6,640
Equipment	\$ -	\$ -	\$ -	\$ -
Supplies	\$ 1,054	\$ 656	\$ 1,710	\$ 4,000
Contractual	\$ 890,242	\$ 3,978	\$ 894,220	\$ 894,772
Other	\$ 18,800	\$ 17,887	\$ 36,687	\$ 28,187
Total Direct	\$ 1,098,412	\$ 26,397	\$ 1,124,808	\$ 1,161,676
Indirect Costs	\$ 106,546	\$ 2,560	\$ 109,106	\$ 112,682
Total Expenditures	\$ 1,204,958	\$ 28,957	\$ 1,233,915	\$ 1,274,358

EHS CHILD CARE PARTNERSHIP II FISCAL YEAR 2019/2020

	EHS CCP Basic	T/TA EHS-CCP	Total	Basic & T/TA
Personnel	\$ 185,114	\$ -	\$ 185,114	\$ 254,992
Fringe	\$ 52,861	\$ -	\$ 52,861	\$ 97,024
Travel	\$ -	\$ 1,509	\$ 1,509	\$ 10,930
Equipment	\$ -	\$ -	\$ -	\$ -
Supplies	\$ 156,055	\$ 795	\$ 156,850	\$ 7,475
Contractual	\$ 656,543	\$ 2,725	\$ 659,268	\$ 677,256
Other	\$ 11,935	\$ 13,455	\$ 25,390	\$ 27,802
Total Direct	\$ 1,062,509	\$ 18,485	\$ 1,080,994	\$ 1,075,479
Indirect Costs	\$ 85,888	\$ 1,793	\$ 87,681	\$ 104,321
Total Expenditures	\$ 1,148,397	\$ 20,278	\$ 1,168,675	\$ 1,179,800

KEY

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

Original Proposal Budget
2021 (HS, EHS)
2020/2021 (EHS-CCP)

SOURCES OF FUNDING

JANUARY 1 — DECEMBER 31, 2020		%
ACF Head Start	\$ 15,003,653	49.6%
ACF Early Head Start	\$ 9,487,443	31.3%
USDA – CACFP	\$ 496,944	1.6%
JULY 1, 2019 — JUNE 30, 2020		%
ACF Early Head Start CCPI	\$ 1,233,915	4.0%
ACF Early Head Start CCPH	\$ 1,168,675	3.9%
CDE – CA Department of Education	\$ 2,192,471	7.3%
SDCOE – CDE Subcontract	\$ 528,851	1.8%
SDCOE – First 5 San Diego Subcontract	\$ 147,632	0.5%
TOTAL	\$ 30,289,583	100%



MAAC AUDITED FINANCIAL STATEMENTS

For the Fiscal Period January 1 — December 31, 2020

STATEMENT OF FINANCIAL POSITION

Assets

Current Assets	\$	57,903,942
Investments & Other Assets	\$	86,851,893
Property & Equipment	\$	23,345,457
Total Assets	\$	168,101,292

Liabilities

Current Liabilities	\$	50,847,132
Long-Term Liabilities and Debt	\$	84,183,959
Total Liabilities	\$	135,031,091

Net Assets

General Unrestricted	\$	17,042,836
Temporary Restricted	\$	516,983
Non-Controlling Interest in Affiliates	\$	15,510,382
Total Net Assets	\$	33,070,201
Total Liabilities and Net Assets	\$	168,101,292

STATEMENT OF ACTIVITIES

Revenue & Support

Contract Revenue	\$	35,941,636
Contributions	\$	780,684
Program Service Fees	\$	1,005,788
Contractual Services	\$	3,829,627
Charter School Apportionments	\$	3,106,866
Rents and Tenant Fees — Real Estate	\$	9,475,098
Equity in Earnings of Joint Ventures & other	\$	162,079
Other Revenue	\$	351,445
Interest Income	\$	799,668
Total Revenue and Support	\$	55,452,891

Expenses

Program Services	\$	51,009,745
Supporting Services:		
Management & General	\$	5,058,375
Fundraising	\$	394,034
Total Expenses	\$	56,462,154
Total Change in Net Assets	\$	(1,009,263)

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, 2020. 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.



“

I am beyond thankful to MAAC for the support provided to my family. While my child received great care, I was able to enroll in the parent internship program. I received hands-on, tailored trainings that helped me start a career in early care and education. Thanks to MAAC for opening doors to new opportunities!

Elizabeth,
CDP Parent

”

GOVERNANCE

MAAC's Child Development Program is governed by the MAAC Board of Directors and the MAAC Head Start Parent Policy Council (PC). The MAAC Board is comprised of education, business, and community representatives throughout San Diego County who voluntarily serve to establish policies for all of MAAC's programs.

The Policy Council is a vital part of our program. Parents of children enrolled in Head Start or Early Head Start are elected by their fellow parents to serve as representatives for their respective child development centers. As a Policy Council member, parents have a voice in decisions about how the program spends money, what children do in their classrooms, and how the program works with community partners.

The Policy Council works closely with MAAC's Board of Directors and management team to advocate for and establish the policies for our Child Development Program.

“

Volunteering on the Parent Policy Council and MAAC Board has been a wonderful experience for me as a father, husband, and community member. Being involved in my children's education and development is important to me, and I appreciated being able to participate in decision-making for the program and helping to ensure compliance and transparency. I am very grateful to the MAAC for these great learning and leadership opportunities.

Carlos,
2020-2021 Policy Council Secretary
and MAAC Board Member

”

2020/2021 MAAC Board of Directors

Rodrigo Guevara
Chair

Shreya Sasaki
Secretary

Alethea Arguilez
Kirby Brady
Vanessa Cadena

Jeffrey Dziedzic
Darjené Graham-Perez
Noerena Limon

Gustavo Perez
Vice Chair

Patricia Prado-Olmos
Treasurer

John Muñoz
Carlos Solorzano
Nhu Tran

2020/2021 Policy Council

Denise Mejia
President

Carlos Solorzano
Secretary

Lorenza Aguilar
Aura Castro
Angelica Hernandez

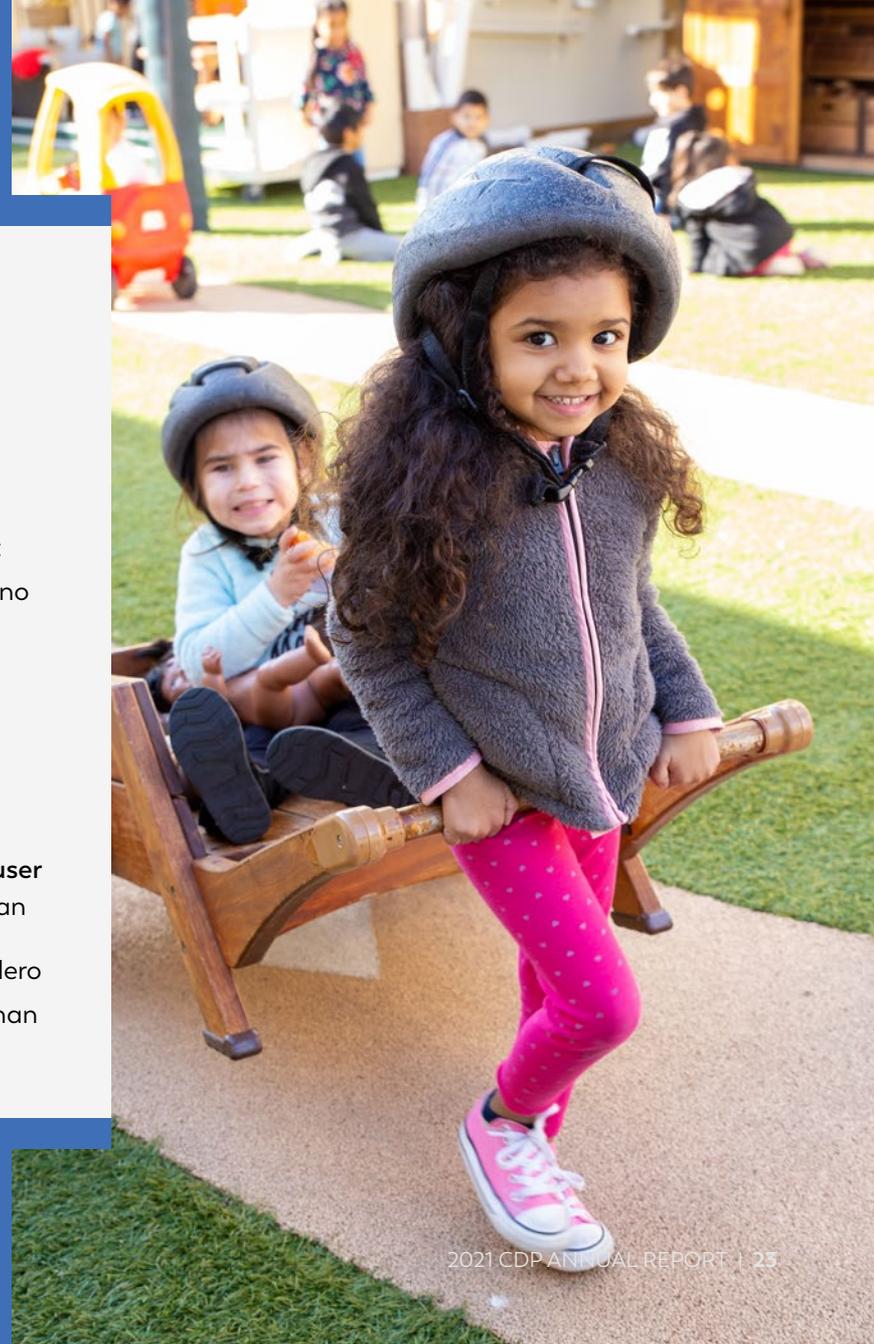
Andrea Carrazco-Hernandez
Treasurer

Gabby Hernandez
Adriana Jones
Cosette Patterson

Ivette Renteria
Vice President

Cassandra Clouser
Parliamentarian

Maudelina Roblero
Autumn Weidman
Anna Zayas



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

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

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

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

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