Our Mission

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

Our organization was founded in 1965 by a small group of community leaders seeking solutions to the increasing need for economic opportunities among the Latino community in San Diego County’s southern region.

Today, MAAC is the leading provider of comprehensive social services for all San Diegans. With a footprint that stretches across the County, we serve nearly 100,000 individuals and families in five key areas: Economic Development, Education, Health & Well-being, Housing, and Advocacy & Leadership Development.

From San Ysidro to Fallbrook and from Imperial County to the coast, we partner with individuals and families to address their immediate needs, work on a plan for a brighter future, and encourage them to advocate for policies that help them and their communities. Through our work, we invest in the development of tomorrow’s leaders and create stronger, more vibrant communities where individuals and families can thrive.

MAAC has come a long way since its beginnings. However, our focus has remained constant through the years: to empower individuals and families to create the lives they want and deserve.
Message from the CEO

Since its beginnings, MAAC has remained steadfast in its commitment to provide high-quality programs and services that support the economic advancement of all San Diegans. Our team works diligently to be a vital community partner that children, adults, and seniors can rely on.

We believe that education is directly tied to economic mobility, as it allows us to build healthier and stronger communities. This is why, for more than 45 years, we have provided quality early care and education in San Diego County, delivering children the foundational skills needed to achieve academic success.

At MAAC, we understand that for a child to be successful, it also means that families should have the support and tools to support their child’s learning. Our staff focuses on ensuring family well-being by providing additional support and resources to caregivers, connecting family members to job opportunities, offering financial education, referring families to healthcare and mental health resources, and providing access to safer, more affordable homes. Our team supports each one of the 1,400 families we serve through a personalized approach. We meet them where they are, identify their goals, and create a roadmap to bridge them to success.

MAAC’s two-generation approach is improving outcomes, not just for the children in our care, but for the whole family. In 2022, we launched our Next Level: Parent Workforce Development Program to support unemployed or underemployed family members of enrolled children. The Program provides job training, career coaching, and other supports to help program participants jumpstart their careers.

I feel so proud of our work and our accomplishments, especially while we still face many socioeconomic challenges resulting from the pandemic. I am grateful for the contributions of our staff, volunteers, donors, and partners to MAAC’s mission of creating opportunities for the communities we serve.

Thank you for your ongoing support, each one of you played a vital role in our impact this past year.

Sincerely,

Arnulfo Manriquez
### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>About MAAC</td>
<td>1</td>
</tr>
<tr>
<td>Message from the CEO</td>
<td>2</td>
</tr>
<tr>
<td>About MAAC Child Development Program</td>
<td>4</td>
</tr>
<tr>
<td>2019-2023 Program Strategic Goals</td>
<td>6</td>
</tr>
<tr>
<td>School Readiness</td>
<td>8</td>
</tr>
<tr>
<td>MAAC Child Development by the Numbers</td>
<td>12</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>14</td>
</tr>
<tr>
<td>MAAC CDP Financial Statements</td>
<td>18</td>
</tr>
<tr>
<td>CDP Sources of Funding</td>
<td>20</td>
</tr>
<tr>
<td>MAAC Audited Financial Statements</td>
<td>21</td>
</tr>
<tr>
<td>Board Governance</td>
<td>22</td>
</tr>
<tr>
<td>MAAC Child Development Center Locations</td>
<td>24</td>
</tr>
</tbody>
</table>

### 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
About MAAC
Child Development Program

MAAC has provided early care and education services to San Diego’s North County communities for over forty-five years. In 2019, we expanded our service area to include locations in South County. We serve diverse populations in our communities, including families who are dual language learners, children and parents with disabilities, and families experiencing homelessness or other challenges.

We deliver services to children from birth to age five and expectant parents, preparing them and their families for academic success and success beyond the school years. MAAC staff are responsive to each child’s and family’s unique circumstances and experiences. We provide family-focused resources and support services such as education, health, nutrition, mental health, and social services.

At MAAC, we encourage parents to become invested and involved in their child’s education. We provide family education and development opportunities to help 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. We champion our parents and families as they gain the confidence and skills to help their children succeed.

During the 2021-2022 program year, MAAC’s Child Development Program served 1,391 children and their families across thirty-nine locations in the communities of Carlsbad, Escondido, Fallbrook, Oceanside, Pauma, Rincon, San Marcos, San Ysidro, and Vista.
“As a parent with four children who participated in this program, I really appreciated the way staff and teachers connected with my kids and others. They were great at communicating with me when my child needed improvement in certain areas. They really paid attention to my children's needs and I could trust that my children were safe while under MAAC’s care and supervision.”

Erica
MAAC CDP Parent
MAAC Child Development Program

2019-2023 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.

FIVE

Foster diversity and inclusion within the program’s operational structure and with external stakeholders.

Objectives

- Create a Diversity, Inclusion & Equity Committee to review and make recommendations for modifications after engaging in a thorough analysis of its policies, procedures, and forms utilizing the Equity Lens.
- Train all staff to see their role in reducing the public health crisis of racism, through health equity practices.
- Align program job descriptions with current diversity, equity, and inclusion (DEI) practices and review Eligibility, Recruitment, Selection, Enrollment, & Attendance (ERSEA) processes to ensure alignment with the cultural and linguistic needs of the community.
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. We go above and beyond standard requirements to ensure the families in our care are geared for success.

In order to help children gain the social and emotional competence skills and confidence necessary to be prepared to succeed in school and life, we use developmentally and linguistically appropriate methods to child development and education. We recognize 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.

At MAAC, we understand 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. 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 program design in anticipation of our children's developmental needs.
Head Start & Early Head Start

2021-2022 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.

“I found out about MAAC when my daughter developed a speech delay and we started looking for resources and help for her. Both the MAAC teachers and the teachers at the school district communicate regularly to make sure that she achieves her goals. Their training opportunities have also helped me become an advocate for families with children who have disabilities.”

Pablo
MAAC CDP Parent
During the 2021-2022 program year, MAAC continued to provide families with access to Ready Rosie Parent Curriculum as a supplement to classroom-based learning. Ready Rosie is a web-based application with more than 2,500 short videos designed to support parents in their role as their child’s most important teacher. These two- to four-minute videos show parents interacting with their children in everyday learning activities at home and in the community. The two- to four-minute videos are available in English and Spanish and have subtitles in multiple languages. Parents received a weekly playlist from Ready Rosie, and teachers could also create custom playlists for the families enrolled at their centers.

While all children in our care have demonstrated developmental progress throughout the program year, we continued to notice the effects of the COVID-19 pandemic on the progress of children entering the program. 2021-2022 was the first program year since 2018-2019 that MAAC could complete three rating periods for child outcomes data. The graph on the following page shows a comparison of the percentage of children who rated at or above California Learning Foundation expectations for their age during the two program years. It illustrates an 8% decline in overall outcomes for our Early Head Start children and a 10% decline for our Head Start children during the same period.

**CHILDRENS LEARNING OUTCOMES**

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Videos Streamed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literacy</td>
<td>4,795</td>
</tr>
<tr>
<td>Math</td>
<td>3,016</td>
</tr>
<tr>
<td>Social Emotional</td>
<td>2,142</td>
</tr>
<tr>
<td>Health and Well-Being</td>
<td>4,752</td>
</tr>
</tbody>
</table>

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

**ReadyRosie**
### Percentage of Early Head Start Children at or Above Foundation Expectations
**PY 2018-2019 vs. PY 2021-2022**

<table>
<thead>
<tr>
<th>Category</th>
<th>PY 2018-2019</th>
<th>PY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning: Self-Reg</td>
<td>81%</td>
<td>79%</td>
</tr>
<tr>
<td>Social &amp; Emotional</td>
<td>74%</td>
<td>73%</td>
</tr>
<tr>
<td>Language &amp; Literacy</td>
<td>57%</td>
<td>51%</td>
</tr>
<tr>
<td>Cognition, Math &amp; Science</td>
<td>81%</td>
<td>74%</td>
</tr>
<tr>
<td>Physical Development / Health</td>
<td>73%</td>
<td>74%</td>
</tr>
</tbody>
</table>

### Percentage of Head Start Children at or Above Foundation Expectations
**PY 2018-19 vs. PY 2021-2022**

<table>
<thead>
<tr>
<th>Category</th>
<th>PY 2018-19</th>
<th>PY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning: Self-Reg</td>
<td>82%</td>
<td>75%</td>
</tr>
<tr>
<td>Social &amp; Emotional</td>
<td>83%</td>
<td>75%</td>
</tr>
<tr>
<td>Language</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Literacy</td>
<td>78%</td>
<td>73%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>76%</td>
<td>73%</td>
</tr>
<tr>
<td>Physical Development</td>
<td>71%</td>
<td>91%</td>
</tr>
<tr>
<td>Health</td>
<td>82%</td>
<td>97%</td>
</tr>
<tr>
<td>English Language</td>
<td>99%</td>
<td>96%</td>
</tr>
</tbody>
</table>
According to the 2020 American Community Survey 5-year estimate data, there are 7,958 children under five living below poverty level in the MAAC Service Area that include the communities of Carlsbad, Escondido, Fallbrook, Oceanside, Pauma, Rincon, San Marcos, San Ysidro, and Vista.

IN 2021-2022, MAAC CDP SERVED 17.48% ELIGIBLE CHILDREN.

1. Bi/Multi-Racial, African American, American Indian, Asian, or other.
2. With the lingering impact of clinic closures and canceled office visits due to the pandemic, the backlog impacted the accessibility and completion of well-baby checks, as well as routine physical and dental exams. Parents expressed concern and fear to resume in-person visits, as reported by MAAC’s Health Services Advisory Committee. Dental and medical clinics relied on our program to get the word to families that it was safe to return to their providers; however, the hesitancy and backlog continues to impact timely preventative care.
**Program Year 2021-2022**

**AVERAGE MONTHLY ENROLLMENT**

- **83%** Head Start
- **81%** Early Head Start

**PARENT OUTCOMES**

- **98%** of parents participated in one or more parenting education classes.
- **53%** of parents received training/participated in workshops to enhance their job skills and/or gain employment opportunities.
- **51%** of parents were able to accept a better paying job as a result of attending education and/or job-training classes.
- **60%** of parents surveyed became employed during the program year.

- **3%** of enrolled children are foster youth
- **129K** meals served to children during program year
- **1,391** children served
- **6%** of enrolled families experienced homelessness
- **19** MAAC child development center locations
- **175** children with special needs served
- **51%** of parents received training/participated in workshops to enhance their job skills and/or gain employment opportunities.
Family Engagement

At MAAC, we firmly believe that children do best when they grow up with their parents or guardians’ active and positive engagement. We partner with families to foster opportunities for increased involvement in their children’s development—from the family’s first meeting with our program until their child transitions to kindergarten. At the conclusion of the program year, we ask parents to complete a Family Outcome Survey to share their feedback and experiences with our program.

Family Well-Being

Throughout the year, our staff works with each family to help them reach goals centered on family well-being. They are offered various opportunities to participate in workshops and are connected to resources and information. During the 2021-2022 program year, families continued to be affected by the COVID-19 pandemic and its socioeconomic impacts. MAAC responded accordingly to ensure families felt supported through their circumstances. 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.

The program also leveraged the power of social media through the MAAC Parents in Action Facebook group, wherein timely and relevant information regarding public health, access to resources, and program updates continued to be shared regularly.

Our work with families helped them to understand the value of their child’s strengths and how children learn. Parents learned how to conduct creative play at home and the importance of maintaining their child’s regular attendance in the program. MAAC staff continuously assessed families’ technology
96% of parents said that participating in the Triple P Parenting Curriculum helped them to deal more effectively with their child’s behavior and problems that arise in their family.

**Parent-Child Relationships**

Through MAAC, parents learned the value of their child’s strengths—as reported by 99% of families in our program. The Positive Parenting Program (Triple P) curriculum gave parents simple and practical strategies to help them build strong, healthy relationships, confidently manage their child’s behavior, and address challenges 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 curricula, such as Ready Rosie & Community Services for Families.

Ready Rosie is an online service that provides a 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 classroom curriculum; parents could also freely search the database for lessons or topics that were of specific interest to them and their families.

We also partner with families to identify and support the positive male role models in each child’s life. Fathers and father-figures were encouraged to engage in their child’s learning, whether at the center level or through our Fathers in Action workshop series. The workshop series hosted events, activities, and informational sessions throughout the program year to promote school readiness and provide space for positive parent-child relationships between male caregivers and their children. We encouraged family engagement and taught parents how to promote physical fitness, literacy, and healthy habits with their children. Activities included hands-on workshops on Kindergarten Readiness, Everyday STEM Activities, and Read with Me/Story Time.

**Families as Lifelong Educators**

At MAAC, families are deeply involved in implementing curriculum through their child’s individualized plan, classroom

**FAMILY LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Number of Videos Streamed by Families to Support and Encourage Family &amp; Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Well-Being</td>
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<tr>
<td>Positive Parent-Child Relationships</td>
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<tr>
<td>Families as Lifelong Educators</td>
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<tr>
<td>Families as Learners</td>
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<tr>
<td>Family Engagement in Transition</td>
</tr>
<tr>
<td>Family Connections to Peers</td>
</tr>
<tr>
<td>Families as Advocates and Leaders</td>
</tr>
</tbody>
</table>

| 1,153 |
| 3,673 |
| 3,617 |
| 232 |
| 2 |

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.
activities, and home. Throughout the year, staff also provided encouragement and resources for parents to understand the value of home language in their child’s learning. 98% of parents said the program helped them become lifelong educators.

In 2021-2022, our Parent Intern Program helped participants prepare for the workforce and participate in early care and education courses through California Early Childhood Online. MAAC also provided support and case management for our parent interns in college-level child development courses. At the completion of the program year, our parent interns had first-hand knowledge and experience for potential employment or higher education pursuits in the field of Early Care and Education.

Families as Learners

Volunteering at MAAC allows parents to learn about the early care and education field while developing a closer bond with their children. In 2021-2022, 65% of families enrolled in an education or training program. 64% of families reported they were connected to English as a Second Language classes, community colleges, or adult education schools through our resources. 66% of families said they learned how to budget their money and/or create long-term financial goals.

Due to the ongoing pandemic, the 2022 Parent Engagement Summit was held virtually, and workshop topics and community resources were planned in response to parents’ interests and identified needs. Workshop topics ranged from: Kindergarten Readiness, Learning as a Family, Parent Leadership Transforms Communities, Self-Care, Self Esteem, Self-Compassion, Showing Up—Being the One Caring Adult, and Understanding Individualized Education Plans (IEPs), just to name a few. Families were able to participate from the comfort of their own homes.

In addition, MAAC recruits male leaders each year to join the Fathers in Action Planning Committee. Committee members helped determine and plan the events and activities for the Fathers in Action workshop series.

Family Engagement in Transitions

MAAC supports families through all transitions by offering a guiding hand as the family prepares for their child to move on to kindergarten or a new preschool. Midway through the program year, we provided enrolled families with resources and essential information to assist them with the transition from Early Head Start to kindergarten. Additionally, the program hosted a Kindergarten, Here We Come! workshop series in both English and Spanish.

79% 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.
Family Connection to Peer and Community

In 2021-2022, MAAC provided several opportunities to help connect families to their peers and community, including our annual Parent Engagement Summit, Fathers in Action workshop series, parent meetings, and the Parents in Action Facebook group. We offered various ways for families to connect virtually and in person. We also encouraged families to connect through participation in community events such as the STREAM Festival, Family Book Festival, Día Del Niño, and many more.

Families as Advocates and Leaders

At MAAC, we encourage parents to grow as leaders and life-long advocates for their families. Parents of children enrolled in our program led monthly parent meetings and planned parent engagement events for their center during the year. Each center elected one representative to participate in program decision-making as a MAAC Parent Policy Council member. In addition, one policy council member was elected to serve on the MAAC Board of Directors and participated in the organization’s strategic planning process.

MAAC conducted Policy Council business via Zoom and in person. We provided representatives who needed additional technology support in connecting to meetings with a loaner tablet and WiFi hotspot.

Policy Council members and parents participating in the Fathers in Action Committee had the opportunity to attend local and national conferences. As COVID-19 travel restrictions started to lift across the country, parent leaders were able to participate in the National Head Start Association Conference, the Region IX Family Engagement and Cultural Effectiveness Conference, and the Annual Unidos US Conference.

75% of families reported they felt connected to a staff member or another parent they could trust.

92% of families reported having an opportunity to join parent groups or discussions to build their capacity as advocates and leaders.
## MAAC CHILD DEVELOPMENT PROGRAM

### Financial Statements

#### HEAD START FISCAL YEAR 2021

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<th>Basic &amp; T/TA</th>
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<td>Indirect Costs</td>
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#### EARLY HEAD START FISCAL YEAR 2021

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<th>EHS Basic</th>
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<th>Basic &amp; T/TA</th>
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<td>Equipment</td>
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<td>$ 1,222,749</td>
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<tr>
<td><strong>Total Direct</strong></td>
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<td>$ 8,800,063</td>
<td>$ 11,392,660</td>
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<tr>
<td>Indirect Costs</td>
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<td>-</td>
<td>$ 835,147</td>
<td>$ 1,078,649</td>
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<tr>
<td><strong>Total Expenditures</strong></td>
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<td>$ 81,291</td>
<td>$ 9,635,210</td>
<td>$ 12,471,309</td>
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#### EHS CHILD CARE PARTNERSHIP I FISCAL YEAR 2020-2021

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<td>$ 64,548</td>
<td>$ 101,325</td>
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<td>$ 17,991</td>
<td>-</td>
<td>$ 17,991.00</td>
<td>$ 34,449</td>
</tr>
<tr>
<td>Travel</td>
<td>-</td>
<td>$ 184</td>
<td>$ 184</td>
<td>$ 2,920</td>
</tr>
<tr>
<td>Equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Supplies</td>
<td>$ 639</td>
<td>$ 88</td>
<td>$ 727</td>
<td>$ 1,460</td>
</tr>
<tr>
<td>Contractual</td>
<td>$ 230,875</td>
<td>-</td>
<td>$ 230,875</td>
<td>$ 455,274</td>
</tr>
<tr>
<td>Construction/Reno</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>$ 4,381</td>
<td>$ 1,029</td>
<td>$ 5,410</td>
<td>$ 14,007</td>
</tr>
<tr>
<td><strong>Total Direct</strong></td>
<td>$ 318,434</td>
<td>$ 1,301</td>
<td>$ 319,735</td>
<td>$ 609,425</td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>$ 30,867</td>
<td>-</td>
<td>$ 30,867</td>
<td>$ 57,708</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$ 349,301</td>
<td>$ 1,301</td>
<td>$ 350,602</td>
<td>$ 667,133</td>
</tr>
</tbody>
</table>

#### EHS CHILD CARE PARTNERSHIP II FISCAL YEAR 2020-2021

<table>
<thead>
<tr>
<th></th>
<th>EHS CCP Basic</th>
<th>T/TA EHS-CCP</th>
<th>Total</th>
<th>Basic &amp; T/TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$ 241,288</td>
<td>-</td>
<td>$ 241,288</td>
<td>$ 236,715</td>
</tr>
<tr>
<td>Fringe</td>
<td>$ 67,232</td>
<td>-</td>
<td>$ 67,232</td>
<td>$ 84,388</td>
</tr>
<tr>
<td>Travel</td>
<td>-</td>
<td>$ 32</td>
<td>$ 32</td>
<td>$ 6,900</td>
</tr>
<tr>
<td>Equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Supplies</td>
<td>$ 2,431</td>
<td>-</td>
<td>$ 2,431</td>
<td>$ 9,584</td>
</tr>
<tr>
<td>Contractual</td>
<td>$ 640,975</td>
<td>$ 56</td>
<td>$ 641,030</td>
<td>$ 576,551</td>
</tr>
<tr>
<td>Construction/Reno</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>$ 118,094</td>
<td>$ 7,251</td>
<td>$ 125,345</td>
<td>$ 28,290</td>
</tr>
<tr>
<td><strong>Total Direct</strong></td>
<td>$ 1,070,020</td>
<td>$ 7,338</td>
<td>$ 1,077,358</td>
<td>$ 942,428</td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>$ 93,189</td>
<td>$ 712</td>
<td>$ 93,901</td>
<td>$ 89,089</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$ 1,163,209</td>
<td>$ 8,050</td>
<td>$ 1,171,259</td>
<td>$ 1,031,517</td>
</tr>
</tbody>
</table>
### CRSSA & ARP FISCAL YEAR 2021

<table>
<thead>
<tr>
<th></th>
<th>CRSSA</th>
<th>ARP</th>
<th>Total</th>
<th>Basic &amp; T/TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$47,033</td>
<td>$15,560</td>
<td>$62,593</td>
<td>$321,953</td>
</tr>
<tr>
<td>Fringe</td>
<td>$12,326</td>
<td>$2,514</td>
<td>$14,840</td>
<td>$96,176</td>
</tr>
<tr>
<td>Travel</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Equipment</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$710,951</td>
</tr>
<tr>
<td>Supplies</td>
<td>$301</td>
<td>$1,986</td>
<td>$2,287</td>
<td>$681,034</td>
</tr>
<tr>
<td>Contractual</td>
<td>$189,784</td>
<td>$95</td>
<td>$190,879</td>
<td>$402,467</td>
</tr>
<tr>
<td>Construction/Reno</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Other</td>
<td>$34,463</td>
<td>$180</td>
<td>$34,643</td>
<td>$384,499</td>
</tr>
<tr>
<td><strong>Total Direct</strong></td>
<td><strong>$283,907</strong></td>
<td><strong>$20,335</strong></td>
<td><strong>$304,242</strong></td>
<td><strong>$2,597,100</strong></td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>$27,539</td>
<td>$1,972</td>
<td>$29,511</td>
<td>$246,888</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$311,446</strong></td>
<td><strong>$22,307</strong></td>
<td><strong>$333,753</strong></td>
<td><strong>$2,842,988</strong></td>
</tr>
</tbody>
</table>

### Federal Monitoring Review

MAAC’s Head Start & Early Head Start Programs did not undergo a federal monitoring review during the 2021-2022 program year.
## Sources of Funding

### JANUARY 1 — DECEMBER 31, 2021

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACF Head Start</td>
<td>$13,667,535</td>
<td>46.4%</td>
</tr>
<tr>
<td>ACF Early Head Start</td>
<td>$9,635,210</td>
<td>32.7%</td>
</tr>
<tr>
<td>ACF CRRSA &amp; ARP</td>
<td>$333,753</td>
<td>1.1%</td>
</tr>
<tr>
<td>USDA – CACFP</td>
<td>$469,998</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

### JULY 1, 2020 — JUNE 30, 2021

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACF Early Head Start CCPI</td>
<td>$1,290,314</td>
<td>4.4%</td>
</tr>
<tr>
<td>CDE – CA Dept. of Education</td>
<td>$2,192,471</td>
<td>7.4%</td>
</tr>
<tr>
<td>SDCOE – CDE Subcontract</td>
<td>$528,416</td>
<td>1.8%</td>
</tr>
<tr>
<td>SDCOE – First 5 SD Subcontract</td>
<td>$134,726</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

### MARCH 1, 2020 — FEBRUARY 28, 2021

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACF Early Head Start CCPII</td>
<td>$1,171,259</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

### TOTAL

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$29,423,681</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
MAAC Audited Financial Statements

For the Fiscal Period January 1 — December 31, 2021

STATEMENT OF FINANCIAL POSITION

Assets
Current Assets $ 14,372,734
Investments & Other Assets $ 101,850,786
Property & Equipment $ 19,723,256
Total Assets $ 135,946,776

Liabilities
Current Liabilities $ 11,726,240
Long-Term Liabilities and Debt $ 85,880,136
Total Liabilities $ 97,606,376

Net Assets
General Unrestricted $ 24,664,157
Temporary Restricted $ 778,728
Non-Controlling Interest in Affiliates $ 12,897,515
Total Net Assets $ 38,340,400

Total Liabilities and Net Assets $ 135,946,776

STATEMENT OF ACTIVITIES

Revenue & Support
Contract Revenue $ 40,858,655
Contributions $ 1,059,071
Program Service Fees $ 1,379,929
Contractual Services $ 3,036,481
Charter School Apportionments $ 3,949,897
Rents & Tenant Fees -- Real Estate $ 9,945,190
Equity in Earnings of Joint Ventures & Other $ 162,079
Other Revenue $ 207,544
Forgiveness of debt - PPP Loan $ 3,500,000
Interest Income $ 355,889
Total Revenue and Support $ 64,454,735

Expenses
Program Services $ 53,404,839
Supporting Services:
  Management & General $ 5,898,794
  Fundraising $ 161,482
Total Expenses $ 59,465,115

Total Change in Net Assets $ 4,989,620
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.

“It has been an honor to participate in the MAAC Policy Council and Board. I have grown so much as a person, parent, and community member these past three years. I appreciate the program’s efforts in ensuring our community’s needs for affordable care are met. MAAC also provides plenty of opportunities for families to be engaged and informed, so parents are well-equipped to guide new generations towards a bright, successful future.”

Denise Mejia
2021-2022 Policy Council President & MAAC Board Member
2021-2022 MAAC

**Board of Directors**

Rodrigo Guevara  
Chair

Shreya Sasaki  
Secretary

Gustavo Perez  
Vice Chair

Patricia Prado-Olmos, PhD  
Treasurer

Alethea Arguilez  
Kirby Brady  
Vanessa Cadena

Darjené Graham-Perez, EdD  
Noerena Limon

Denise Mejia  
John Muñoz  
Nhu Tran

2021-2022 MAAC

**Policy Council**

Denise Mejia  
President and Parent Board Representative

Ivette Renteria  
Vice President

Brenda Amaya  
Secretary

Andrea Carrazco  
Treasurer

Sonia Torres  
Parliamentarian

Marisol Franco  
Community Representative

Cassandra Clouser  
Community Representative
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

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

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

OCEANSIDE
ISLAND CLUB
2322 Catalina Circle
Oceanside, CA 92056
HS Lic. 372066461
(760) 941-7616

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

OLD GROVE
235 Via Pelicano
Oceanside, CA 92057
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
Lic. 37485136
(760) 744-7995

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

VISTA
FOOTHILL
1400 Foothill Drive
Vista, CA 92084
EHS Lic. 376701308
Lic. 374845129
(760) 639-4465

NORTH CAMPUS
EARLY LEARNING CENTER
956 Vale Terrace Drive
Vista, CA 92084
EHS Lic. 376300395
HS Lic. 376300394
(760) 726-4272

CHULA VISTA
MAOF – DIONICIO MORALES
2453 Fenton Street
Chula Vista, CA 91914
HS Lic. 376700554
(619) 421-3940

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

GROWING MINDS – OAKHILL
1317 Oakhill Drive
Escondido, CA 92027
HS Lic. 376600505
(760) 739-9195

OCEANSIDE
GROWING MINDS – BALDERRAMA
709 San Diego Street
Oceanside, CA 92058
HS Lic. 372005131
(760) 757-1931

SAN YSIDRO
MAOF – SAN YSIDRO
EARLY LEARNING CENTER
1901 Del Sur Boulevard, 1st Floor
San Ysidro, CA 92173
Lic. 376701072
(619) 621-2525

Head Start & Early Head Start Family Child Care (FCC) Homes
located in Carlsbad, Escondido, Fallbrook, Oceanside, San Marcos, and Vista
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
facebook.com/MAAC1965
twitter.com/MAAC_1965
instagram.com/MAAC1965
linkedin.com/MAAC-Project