



Metropolitan Area Advisory Committee
on Anti-Poverty of San Diego County, Inc.

ANNUAL REPORT

2014 - 2015



Annual Report: MAAC Child Development Programs

MAAC has offered Head Start services for over 40 years, establishing it as one of the region's most successful and robust providers of the program. Providing both Head Start (HS) and Early Head Start (EHS) services, MAAC's child development programs are grounded in the philosophy that all families share certain basic needs, and that the Head Start population, in particular, can benefit from a comprehensive services delivery system to ensure these needs are met. Our program mission is to improve the lives of low-income children by providing comprehensive child development services that are family focused, including education, health, nutrition, mental health, and social services.

Our programs are family-centered and community-based, delivering comprehensive services and offering support for parents in their role as the primary educator of their children. A wide network of partnerships with organizations such as Casa de Amparo, Children's Paradise Inc., First 5 Commission of San Diego Quality Preschool Initiative, Vista Community Clinic and North County Health Services help strengthen and enhance service delivery by continuing to provide a more equitable distribution to under-served areas of north San Diego County.



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Enrollment and Eligibility

MAAC Head Start strongly believes that children do best in life when they grow up with the active, positive engagement of their parents. Our dedicated staff works in partnership with families from their very first meeting until they transition to Kindergarten.



Head Start:
2,249 Children and
2,147 Families



Early Head Start:
402 Children and
383 Families



Prenatal Services:
70 Expectant Mothers

92% combined average monthly enrollment (HS & EHS)

82% combined monthly attendance (HS & EHS)

MAAC Head Start serves 7% of eligible children within the service area and Early Head Start serves 2%



96.58% of Head Start Children received medical exams

89.3% of Early Head Start Children received medical exams

284 Head Start children needed and received a medical treatment

8 Early Head Start children needed and received a medical treatment

89.15% of Head Start Children received dental exams

142 Head Start children needed a dental treatment

102 Head Start children received a dental treatment



School Readiness

The goal of MAAC Child Development School Readiness efforts are to provide children with the foundation skills needed to be ready for school and to achieve academic success during their school career and throughout life. In order to help children gain the social and emotional competence skills and confidence necessary to be prepared to succeed, MAAC takes a comprehensive, family-centered approach engaging families, using data to determine support needs and providing high quality program services.

Our 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.

The curricula used at MAAC are Creative Curriculum (HS & EHS), Second Step Social emotional Skills for Early Learning (HS) and First Smiles Oral Health Curriculum (HS) as well as Partners for a Healthy Baby (EHS). All curricula used are research-based and are developmentally appropriate. The Creative Curriculum aligns with the Early Learning Framework as well as the California Preschool Learning Foundations.

The Child Assessment tools used to collect information about children's development is the Desired Results Developmental Profile (DRDP) for Head Start, which is the assessment tool used for all California Early Childhood Education programs and the Teaching Strategies Gold used for Early Head Start. The DRDP is scored 3 times a year and used in conjunction with information collected with parents to individualize instruction and promote learning for each child. The data is aggregated by classroom, center, program option, and agency. Key findings from analyzing the aggregate of the child assessment data helps identify patterns of progress and areas that require improvements. Teachers use the Teaching Strategies Gold and the DRDP Child outcomes data for planning and implementing learning activities that promote school readiness skill addressed in the Early Learning Framework.



MAAC schedules School Readiness Committee meetings each year to bring together staff, parents, and community child development professionals to review and analyze the aggregated data, revise the school readiness goals and change program design if needed based on the data. This information is reported to the Program Committee, then to the Policy Council and the Board of Directors.

School Readiness Goals: Head Start 2014-2015

The School Readiness Goals for Head Start are:

Social and Emotional Development

Children will be able to solve social conflicts with peers.

Approaches to Learning

Children will be able to participate in multiple-step cooperative activities.

Language & Literacy Development

Children will be able to name letters of the alphabet; blend and segment compound words and parts of words with visual supports.

English Language Development

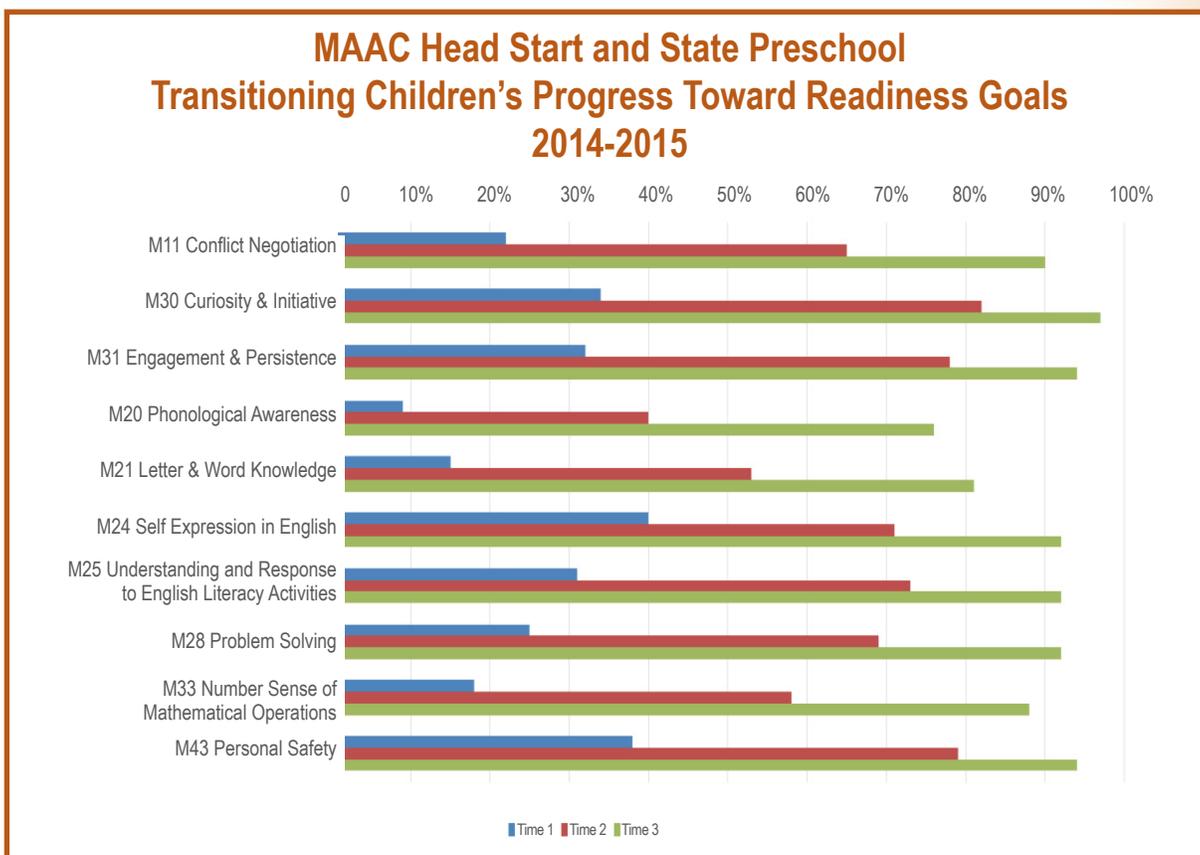
Children will be able to demonstrate some understand of literacy activities in English; children will progress in speaking English.

Cognition and General Knowledge

Children will be able to solve simple addition and subtraction problems by manipulating small groups of objects up to ten; children will use familiar objects and actions in new and creative ways to solve problems.

Physical Development and Health

Children will participate in activities that will promote and maintain a healthy BMI.



School Readiness Goals: Early Head Start 2014-2015

The MAAC School Readiness Goals for Early Head Start are age-specific and include 5 assessment areas, as follows:

Social and Emotional Development

By 12 months:

Child will use a trusted adult as a secure base from which to explore the world

By 2 years:

Child will seek to do things by themselves, play near other children and participate in group activities with adult help

By 3 years:

Child will play near other children and will participate in group activities for a short time

Approaches to Learning

By 12 months:

Child will participate with a familiar adults in games/ finger plays like peekaboo or patty cake

By 2 years:

Child will choose and complete activities with adult support

By 3 years:

Child will choose and completes a self-selected activity

Language & Literacy Development

By 12 months:

Child will use vocalize and use gestures to communicate including sounds like mmm and bbb

By 2 years:

Child will use two words together, point to and name familiar objects when asked

By 3 years:

Child will use 3-4 word sentences, tells simple stories about objects, events and people.

Cognition and General Knowledge

By 12 months:

Child will understand simple requests accompanied by gestures like wave bye bye; Child will sign or vocalizes to indicate wanting an object

By 2 years:

Child will say "More," verbally count and demonstrate understanding of one, two and more

By 3 years:

Child will identify the first letter of their name; Child will count to 10, will recognize some numerals; Child will make simple comparisons between two objects.

Physical Development and Health

By 12 months:

Child will cruise or take a few steps; Child will move to explore environment; Child will reach for, touches or holds objects purposefully; Child will cooperate with familiar adult in caregiving routines

By 2 years:

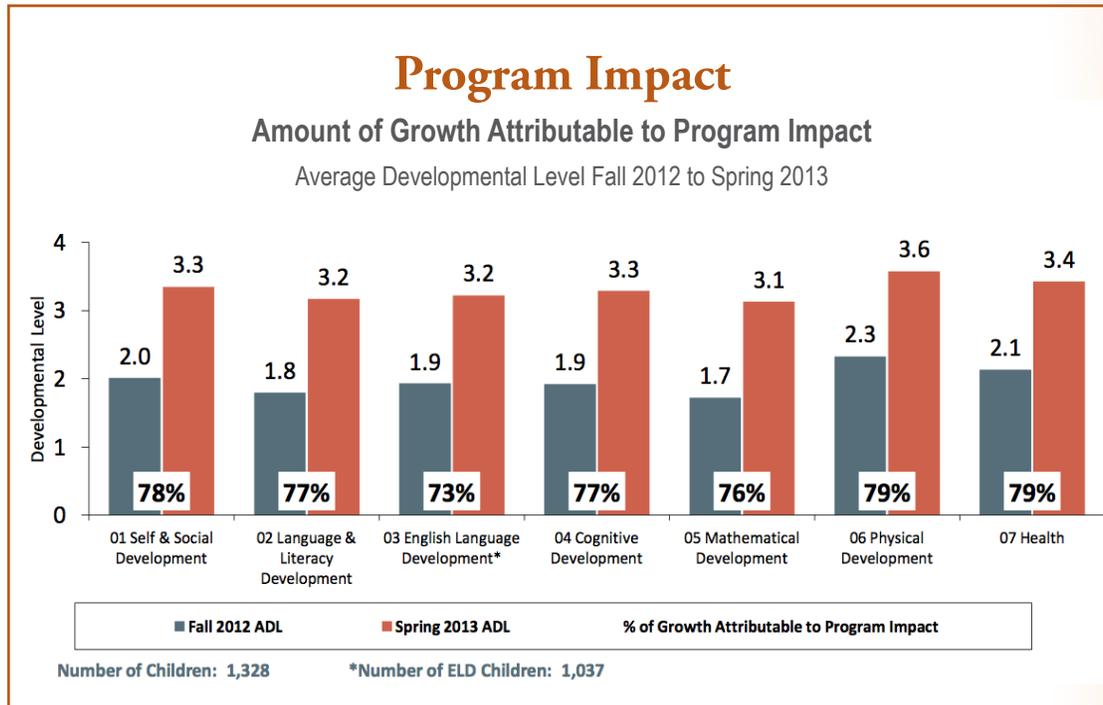
Child will walk steadily; Child will be able to roll a ball; Child will begin taking care of some of their own needs; Child will be able to kick a ball; Child will be able to use fingers and whole arm movements to manipulate and explore objects

By 3 years:

Child will be able to sustain while moving and on low wide balance beam; Child will use refined wrist and finger movements to stringing beads, use scissors; Child will take care of some of their own needs and uses materials appropriately

School Readiness Goals: Early Head Start 2014-2015

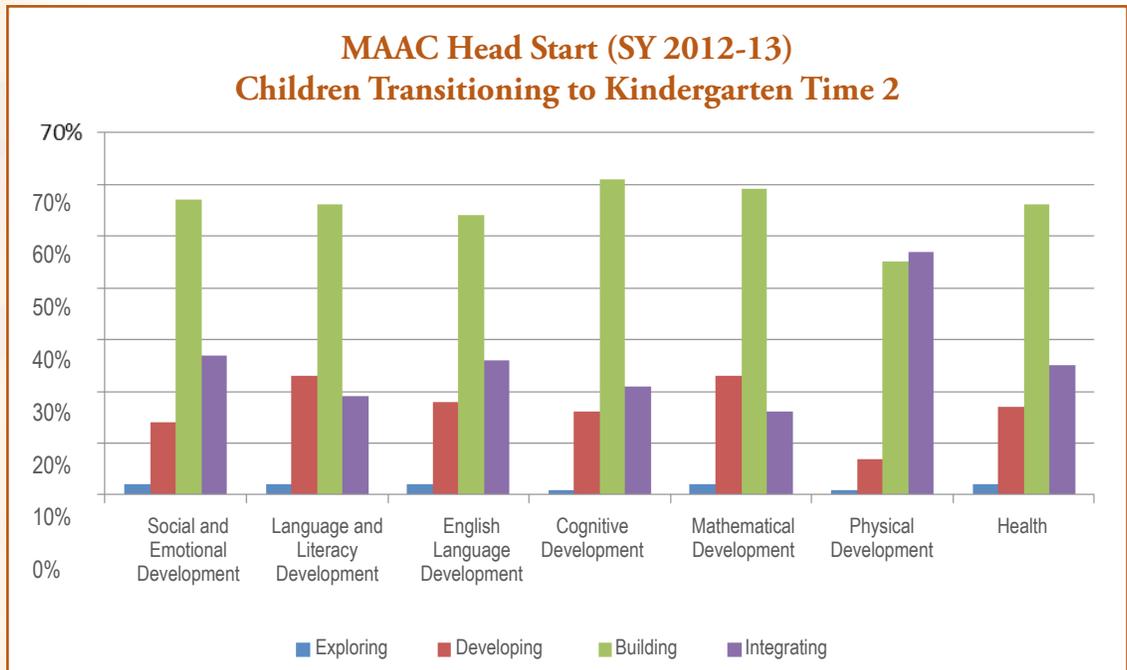
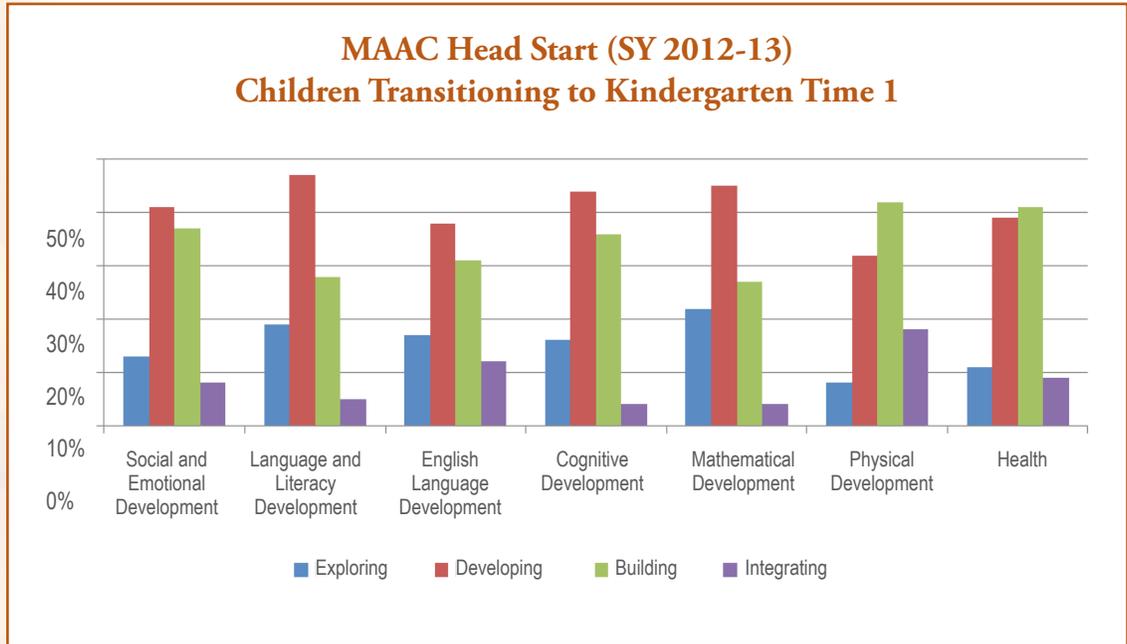
To understand program impact and make continual improvements, MAAC uses excel and Child Plus to collect and aggregate data for children and families with Child Care Results to analyze Head Start assessment data.



This graph demonstrates the progress of MAAC children transitioning to kindergarten. The area of strength is Physical Development and the areas of focus are Mathematical Development and Language and Literacy Development.

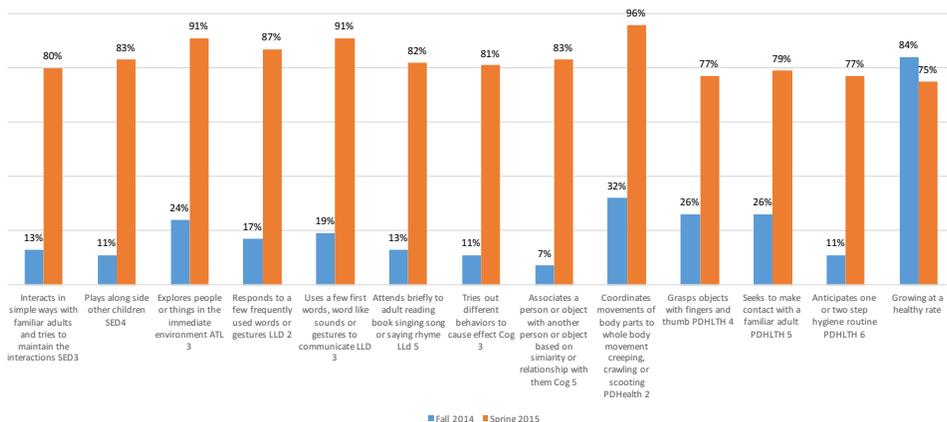
The following two graphs demonstrate the progress—time 1 and time 2 of children going to kindergarten. Physical development continues to show as the area of greatest strength with all areas progressing.

School Readiness Goals: Early Head Start 2014-2015

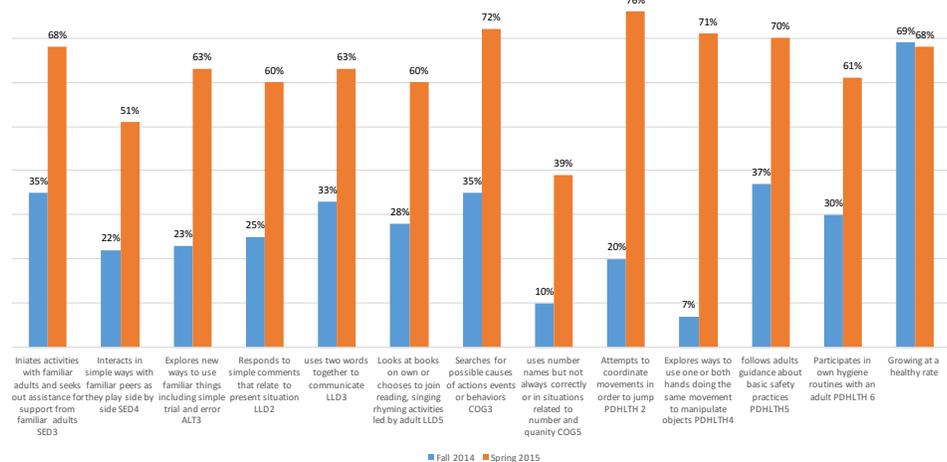


School Readiness Goals: Early Head Start 2014-2015

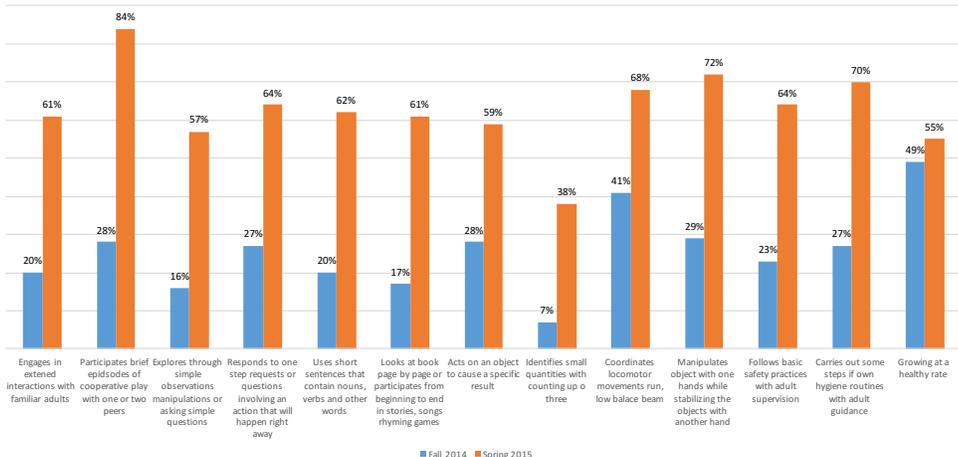
One year olds Fall 2014 and Spring 2015



Two year olds Fall 2014 and Spring 2015



Transition to Preschool



Parent, Family and Community Engagement

Using a family centered approach MAAC takes an active role in working with families to promote family well-being, positive parent-child relationships, lifelong learning, family transitions, family connection to peers and community, and families as advocates and leaders.

MAAC Head Start utilizes local community resources and a Family Partnership Agreement to assist families with referrals and goal setting. Each family is introduced to the goal setting processes and partnership-building begins. They are encouraged to use local community resources to help them with their identified goal(s) or to address any needs they may have. Goals and needs are driven by each family, the staff focus on their strengths and interests to plan training at a center-level and/or at the program level. Partnerships with families are supported by frequent interactions, home visits, center activities, and program events between the family and staff.

Family Engagement

- Family engagement begins at finalization and continues with parent orientation and the first home visits with each family. Events and training are planned for parents by surveying parents. MAAC Head Start offers opportunities for family engagement in both group and individual settings. To help accommodate varying schedules and promote family participation, events and trainings are held at different times during the day, and integrated at varying times throughout the school year. Opportunities include the following:
 - Slow Start/Parent Orientation
 - Home Visits
 - Parent-Teacher Conferences
 - Volunteer Orientation
 - Parent Meetings
 - Socializations
 - Special Events
- Staff supports families by providing positive partnership building to assist them in developing good outcomes for their child and to promote school readiness. The Annual Parent Engagement Summit is held to promote Families as Learners, Families as Educators, Families as Lifelong learners and Connections to Peers and Community. Parents are treated to a day of learning, growing and life skills-building through variety of workshops and training activities that engage them and help sustain their parent journey.
- Staff remains knowledgeable about available resources and services in the communities served. An annual networking conference is held each year for the staff, to provide them the opportunity to meet first-hand with local community resources and referral agency representatives that can assist with a variety of services that support children and families. Each year over 40 agencies participate in the networking conference.
- To promote father engagement in Head Start, male involvement events are planned to promote their participation at all of the Head Start centers and in the FAMILIES Committee. All Head Start Centers encourage fathers and father-figures to participate in classroom and center activities.

Community Engagement

MAAC continues to maintain formal and informal partnerships with community agencies and organizations. All community partnerships are established to encourage the delivery of referral services to children and families.

Some of these partnerships are outlined in a Memorandum of Understanding or in collaborative agreements and reflect a regular, ongoing sharing of services and resources. The following are some community agencies and organizations:

- Jewish Family Services – Peaceful Parenting Program
- North County Health Services
- Vista Community Clinic
- The Woman’s Resource Center
- Solutions for Change
- YMCA CRS Resource and Referral
- San Diego County Health and Human Services
- Child Welfare Services
- Catholic Charities
- Easter Seals
- Lifeline Community Services
- North County Interfaith
- Goodwill Industries
- Legal Aid Society of San Diego
- Alliance for Regional Solutions
- National Council of La Raza (NCLR)
- NCLR – AmeriCorps Program

Informal partnerships include relationships that involve less frequent interaction and sharing of services. Informal partners present trainings at parent meetings, speak on community agency service provider panels, serve on the Health Services Advisory Committee, attend special events hosted by Head Start/Early Head Start or host a Head Start/Early Head Start presentation at their agency.

MAAC Head Start takes an active role in advocating for positive changes and growth in the community and is represented on a number of interagency and planning organizations, including the San Diego Regional Center Intra-Agency Agreement, LEAs Intra Agency Agreements with the 7 school districts, North County Community Services, Childhood Obesity Initiative, Crime Prevention Coalition, San Diego Child Care Planning Council and Alliance for Regional Solutions–By participating in various planning councils.

The Health Services Advisory Committee meets quarterly and includes staff, Head Start/Early Head Start staff, medical, dental and nutrition professionals and community volunteers.

MAAC hosts joint trainings with Head Start staff, the LEA and community organizations. These joint trainings focus on effective transitions from Head Start to community based placements.

Finally, our child development program maintains Interagency Agreements with LEA (San Diego County Office of Education) and San Diego County California Early Start. These collaborations allow for a full inclusion environment, as well as support and advocacy for infants, toddlers, and preschool children with disabilities.



Accountability

For the fiscal period January 1 –December 31, 2014

Statement of financial position

<i>Assets</i>	
Current Assets	\$ 5,894,881
Investments & Other Assets	\$ 63,663,799
Property & Equipment	\$ 1,946,748
Total Assets	\$ 71,505,248
<i>Liabilities</i>	
Current Liabilities	\$ 7,731,055
Long-Term Liabilities and Debt	\$ 46,965,497
Total Liabilities	\$ 54,696,552
<i>Net Assets</i>	
General Unrestricted	\$ 6,809,877
Controlling Interests in Affiliates	\$ 259,574
Temporary Restricted	\$ 218,740
Noncontrolling Interest in Affiliates	\$ 9,520,685
Total Net Assets	\$ 16,808,876

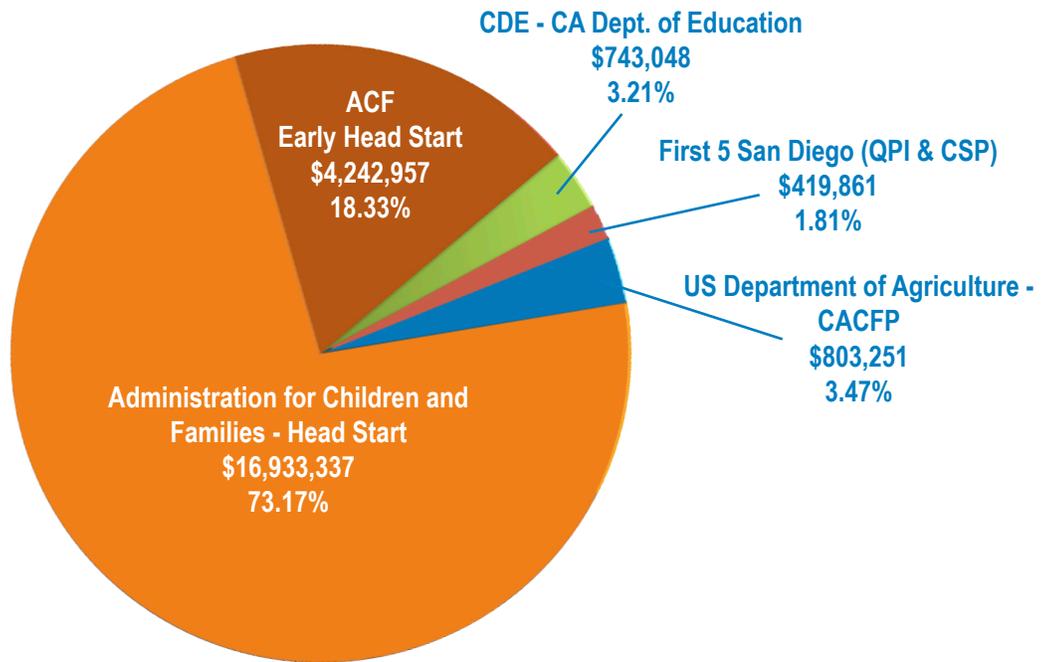
Statement of Activity

<i>Revenue & Support</i>	
Contract Revenue	\$ 26,218,338
Contributions	\$ 208,503
Program Service Fees	\$ 1,865,333
Contractual Services	\$ 3,472,531
Charter School Apportionments	\$ 2,601,188
Rents and Tenant Fees - Real Estate	\$ 7,895,155
Other Revenue	\$ 219,401
Interest Income	\$ 53,090
Rents and Tenant Fees - Limited partnerships	\$ 182,096
Net Assets Released from Restrictions	-
Total Revenue and Support	\$ 42,715,635
<i>Expenses</i>	
Program Services:	
Metropolitan Area Advisory Committee	\$ 35,663,187
Limited Partnerships	\$ 4,644,564
Total Program Services	\$ 40,307,751
Support Services:	
Management & General	\$ 2,898,852
Fundraising	\$ 179,841
Total Supporting Services	\$ 3,078,693
Total Expenses	\$ 43,386,444
Change in Net Assets from Continuing Operations	\$ (670,809)
Change in Net Assets from Discontinued Operations	\$ (62,794)
Total Change in Net Assets	\$ (733,603)

HEAD START FISCAL YEAR 2014	Actual 2014 Expenditures			% of Total	2015 Original Proposal Budget
	HS Basic	T/TA HS	TOTAL		Basic & T/TA
Personnel	\$ 6,804,912	\$ 1,536	\$ 6,806,448	40%	\$ 7,060,310
Fringe	2,856,348	500	2,856,848	17%	3,106,536
Travel	15,444	27,593	43,037	0%	67,987
Equipment	93,667	-	93,667	1%	-
Supplies	396,229	5,954	402,183	2%	409,309
Contractual	2,365,621	6,405	2,372,026	14%	2,216,189
Construction/Renovation	-	-	0	0%	-
Other	2,814,744	79,435	2,894,179	17%	2,802,113
Total Direct	15,346,965	121,423	15,468,388	91%	15,662,444
Indirect Costs	1,452,806	12,142	1,464,948	9%	1,581,907
Total Expenditures	\$ 16,799,771	\$ 133,565	\$ 16,933,336	100%	\$ 17,244,351

EARLY HEAD START FISCAL YEAR 2014	Actual 2014 Expenditures			% of Total	2015 Original Proposal Budget
	EHS Basic	T/TA EHS	Total		Basic & T/TA
Personnel	\$ 1,560,324	\$ 4,087	\$ 1,564,411	37%	\$ 1,900,011
Fringe	679,228	2,082	681,310	16%	836,005
Travel	1,090	15,286	16,376	0%	28,600
Equipment	11,690	-	11,690	0%	-
Supplies	110,694	34,192	144,886	3%	143,879
Contractual	715,819	7,660	723,479	17%	593,105
Construction/Renovation	-	-	-	0%	-
Other	685,477	32,052	717,529	17%	406,212
Total Direct	3,764,322	95,359	3,859,681	91%	3,907,812
Indirect Costs	373,740	9,536.00	383,276	9%	394,689
Total Expenditures	\$ 4,138,062	\$ 104,895	\$ 4,242,957	100%	\$ 4,302,501

Sources of Funding - MAAC Child Development Program



HHS Monitoring Review

MAAC did not receive a federal review during the 14/15 timeframe.

Financial Audit -

Holthouse Carlin & Van Trigt LLP, CPA's, Westlake Village, California, conducted an independent Single Audit Report of Metropolitan Area Advisory Committee (MAAC) fiscal year ending in 2015. The audit was conducted in accordance with generally accepted auditing standards accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Head Start Mission:
Partnering to advocate
with integrity for
lifelong learning.



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