MAAC Child Development Program

MAAC has provided comprehensive early childhood education services for over 41 years; it is one of the most successful and robust providers of the program. MAAC’s Early Head Start (EHS), Early Head Start Child Care Partnership (EHS-CCP), and Head Start (HS) 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 those needs are met. Our mission is to improve the lives of low-income children by providing child development services that are family focused, including education, health, nutrition, mental health, and social services.

Our programs are community-based, and offer support for parents in their role as the primary educator of their children. A wide network of partnerships with organizations including 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.
Enrollment and Eligibility

MAAC’s Child Development Program 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:**
- 1,924 Children and 1,835 Families

**Early Head Start:**
- 512 Children and 494 Families

**Prenatal Services:**
- 78 Expectant Mothers

93% combined average monthly enrollment (HS, EHS & EHS CCP)
84% combined monthly attendance (HS, EHS & EHS CCP)

88% of Head Start children received medical exams
76% of Early Head Start children received medical exams
33% of Early Head Start Child Care Partnership children received medical exams

192 Head Start children needed a medical treatment and 190 received a medical treatment
28 Early Head Start children needed and received a medical treatment

92% of Head Start children received dental exams
387 Head Start children needed a dental treatment
102 Head Start children received a dental treatment

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

The School Readiness focus for the program year 2015-2016 was to provide children with the foundational skills needed to be ready for school and to support each child in achieving academic success during their school career and throughout life. In order to assure children gain the social and emotional skills and confidence necessary to be prepared to succeed, MAAC takes a comprehensive, family-centered approach, engaging families, using data to determine targeted needs, and providing high quality program services.

MAAC Child Development Program’s approach to early childhood development and education is developmentally and linguistically appropriate, recognizing that children have individual interests, temperaments, languages, cultural backgrounds, and learning styles.

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

The assessment tools used to collect information about children’s development include the Desired Results Developmental Profile (DRDP) for Early Head Start and Head Start, which is the assessment tool used for all California child development division programs. Child outcomes data is gathered and scored three times a year and used in conjunction with information collected from parents to individualize instruction and promote optimal 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 DRDP Child outcomes data for planning and implementing learning activities that promote school readiness skills addressed in the Early Learning Framework.

The School Readiness Goals (SRG) are developed or revised on an annual basis, after analyzing assessment data. MAAC schedules school readiness committee meetings each year to bring together staff, parents, and child development professionals to review and analyze the aggregated data, revise the school readiness goals, and help inform the program design as identified based on the data. This information is reported to the MAAC Head Start Policy Council and the MAAC Board of Directors.
MAAC Head Start Vision Statement:  
Partnering to advocate with integrity for lifelong learning
Early Head Start 2015-2016
School Readiness Goals

Cognition and General Knowledge:
Children will be able to demonstrate a developmentally appropriate understanding of number and quantity.

Objective 1: 90% of children transitioning to preschool will identify differences in size, length, weight, or capacity between two objects, using comparative words. (COG5)

Objective 2: 90% of children transitioning to preschool will attempt to create simple repeating patterns with two elements. (COG6)

Objective 3: 90% of children transitioning to preschool will identify or name several shapes in the environment. (COG7)

Physical Development and Health: Children will follow Health and Safety practices throughout the daily routine.

Objective 1: 90% of children transitioning to preschool will follow basic safety practices on their own, in familiar environments with occasional adult reminders. (PD-HLTH5)

Objective 2: 90% of children transitioning to preschool will carry out most steps of familiar hygiene routines, with occasional reminders of when or how to do them. (PD-HLTH5)

Social and Emotional Development:
Children will achieve developmental social and emotional competence.

Objective 1: 90% of children transitioning to preschool will engage in extended interactions with familiar adults including sharing of ideas or experiences, solving simple problems. (SED3)

Objective 2: 90% of children transitioning to preschool will participate in brief episodes of cooperative play with one or two peers, especially those with whom the child is familiar with. (SED4)

English Language and Literacy Development: Children will gain competency in home language while acquiring English.

Objective 1: 90% of children transitioning to preschool will communicate in English, using single words and common phrases (may mix English with home language). (ELD2)

Objective 2: 90% of children transitioning to preschool will use short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary to communicate. (LLD3)

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

Objective 1: 90% of children transitioning to preschool will engage in brief conversations with a shared focus. (ALT-REG4)

Objective 2: 90% of children transitioning to preschool will explore by engaging in specific observations, manipulations, or by asking specific questions. (ALT-REG4)
Head Start 2015-2016
School Readiness Goals

Cognition and General Knowledge:
Children will be able to demonstrate a developmentally appropriate understanding of number and quantity.

Objective 1: 90% of children transitioning to kindergarten will solve simple everyday problems involving numbers by counting up to 10 objects using one to one correspondence and recite numbers correctly up to 20. (COG5)

Objective 2: 90% of children transitioning to kindergarten will solve simple addition or subtraction word problems by using finders or objects to represent numbers or by mental calculation. (COG6)

Objective 3: 90% of children transitioning to kindergarten will explore the properties of objects through either the use of measurement tools with standard units or the use of nonstandard units. (COG7)

Physical Development and Health:
Children will follow Health and Safety practices throughout the daily routine.

Objective 1: 90% of children transitioning to kindergarten will communicate an understanding of some safety practices to others. (PD-HLTH5)

Objective 2: 90% of children transitioning to kindergarten will initiate and complete familiar hygiene routines on their own. (PD-HLTH6)

Social and Emotional Development:
Children will achieve developmental social and emotional competence.

Objective 1: 90% of children transitioning to kindergarten will use socially appropriate strategies to regulate own feelings or behaviors. (ATL-REG4)

Objective 2: 90% of children transitioning to kindergarten will consider the needs and interests of others when there is a conflict or will attempt to negotiate a compromise. (HSS4)

English Language and Literacy Development:
Children will gain competency in home language while acquiring English.

Objective 1: 90% of children transitioning to kindergarten will identify at least 10 English letters and identify a few printed words frequently used in English. (LLD2)

Objective 2: 90% of children transitioning to kindergarten will combine phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects or events. (LLD3)

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

Objective 1: 90% of children transitioning to kindergarten will engage in extended focused conversations that involve reasoning, predicting, problem solving or understanding ideas. (LLD4)

Objective 2: 90% of children transitioning to kindergarten will carry out multi-step investigations, using a variety of strategies, tools, or sources of information. (ALT-REG3)
The following charts illustrate the progress made towards achieving the Early Head Start School Readiness Goals (SRG), by age group. The dashed gray bar indicates the target goal, by developmental level, for each age group. In Figure 1 below, young infants 0 – 12 months demonstrated growth across all SRG targeted measures.

In Figure 2 below, toddlers 12 – 24 months demonstrated growth across all SRG targeted measures.
In Figure 3 below, toddlers 24 – 36 months demonstrates three measures that require targeted focus which include the following: Language and Literacy Development (LLD3), Communication and Use of Language (Expressive) (LLD5), Interest in Literacy, and Cognition, including Math and Science (COG3), Number Sense of Quantity. These measures did not meet the 90% outcomes target and were the focus throughout the school year for staff development, to ensure teachers understood the measures and the rating levels. Additional training on classroom experiences that would increase opportunities to encourage skills were also provided.

Figure 4 below demonstrates progress made towards reaching school readiness goals for Head Start children ages 36-48 months. The target for children ages 36-48 months is 90% of the rating for this age group, according to the Desired Results Development Profile (DRDP) of the California Department of Education. Reciprocal Communication and Conversation (LLD4) is the only measure that did not meet the 90% target for this age group.
In Figure 5 below, demonstrates progress made towards reaching school readiness goals for Head Start children ages 48-60 months. The target for children ages 48-60 months is 90% at the DRDP rating for this age group. Although significant growth is shown for Approaches to Learning – including Self Regulation (ALT.REG4), Curiosity and Initiative in Learning, English Language Development (ELD3), Understanding and Response to English Literacy Activities, and Physical Development – Health Safety (PD.HLT5) – SRG targets were not achieved. Efforts to improve the effectiveness of teachers to engage children in conversation, literacy activities, and deepening their understanding of safety will continue to be a priority.
Parent, Family & Community Engagement (PFCE)

MAAC Child Development Program places a strong focus on supporting positive family outcomes. The process begins at the time of enrollment, parents are asked to complete a training needs survey and to rate themselves in seven Parent Family & Community Engagement (PFCE) outcome areas:


Acknowledging that each family is unique and has varying needs, the parent interest and training needs survey provides an opportunity for parents to self-select the training focus that best meets their needs. The questions on the PFCE Outcomes pre- and post- survey are also aligned with the seven family engagement outcomes framework and survey invites parents to rate themselves as they enter and exit the program.

Once parents have completed these surveys, program staff begin to plan trainings to support the growth and development needs of families. These trainings include but are not limited to the following: skill building workshops, positive educational workshops to promote successful transitions from Early Head Start to Head Start and from Head Start to kindergarten.

Parents are invited to participate in different training events throughout the school year. Some events include positive parenting classes, Let’s Read Together Literacy Program, financial fitness and the Annual Parent Engagement Summit. At the Summit, parents have an opportunity to select from over twenty workshops that support their previously identified training needs. These workshops promote school readiness, support family well-being, as well as healthy family nutrition, exercise, and stress reduction. Families also have access to a variety of resources, including books, safety materials, energy safety supplies, and exercise materials.

The following PFCE charts outline the family’s progress achieved during the 2015–2016 program year. A higher percentage (48%) of parents reported being safe and thriving in the category of positive parent-child relationships at the end of the school year. Parents also demonstrated big gains in the areas of literacy, food and nutrition, and leadership development. In the income and budget category parents progressed from self-identifying as distressed or vulnerable to stable and safe; 17% of parents reported to be thriving at year end.
Figure 1 demonstrates the progress parents made towards family well-being in the area of family finances. Families were able to attend financial wellness workshops and reflect on the listed five questions to problem solve how they could make positive changes to their family finances.

![Family Finances: Fall and Spring Family Assessment Outcomes](image)

Below, Figure 2 demonstrates parent gains in the area of food and nutrition education. The greatest gains are seen in parent satisfaction of their child's beverage choice and participating in physical activities with their child. Parents also reported significant gains in more balanced meals and cooking for the family.

![Food and Nutrition: Fall and Spring Family Assessment Outcomes](image)
In Figure 3, we demonstrate gains parents made in connecting and engaging in their local community. Parents reported they did not think much about how they belonged in their community until asked the question. The greatest gains parents reported are in community engagement, having a good connection with peers, and the community and getting to know their neighbors. During the 2015-2016 year, parents attended civic engagement workshops, joined parent center committees, and volunteered in Early Head Start and Head Start programs.

Figure 4 demonstrates the progress parents made in family life practices. These practices are to support children and families in building positive relationships and promote school readiness. The greatest gains are seen in family routines.
Below, Figure 5 demonstrates the gains parents have made in promoting literacy in the home. Parents show the greatest gains in reading, as well as playing literacy and math games with their child.

Figure 6 demonstrates the progress parents have made in parenting and family relationships. Parents report playing games with their children more often and having regular outdoor activities together more frequently.
Finally, Figure 7 demonstrates the gains parents have made in learning about and accessing community resources. Parents reported learning the importance of reaching out to services that will help their families become more self-reliant.

**Access to Resources: Fall and Spring Family Assessment Outcomes**

2015/2016 Family Outcomes for MAAC EHS/HS

<table>
<thead>
<tr>
<th></th>
<th>Pre-Always</th>
<th>Pre-Sometimes</th>
<th>Pre-Never</th>
<th>Post-Always</th>
<th>Post-Sometimes</th>
<th>Post-Never</th>
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</thead>
<tbody>
<tr>
<td>If you need to use community resources, would you know how to access them?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In a family emergency, would you know what you would need to do?</td>
<td></td>
<td></td>
<td></td>
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</table>

**Head Start Policy Council**

Policy Council members are parents of children who participate in our Early Head Start and Head Start programs. The Policy Council includes one or two representatives from each center, who are elected by fellow parents at their center. The Policy Council plays a critical role in the governance and decision-making process of MAAC’s Head Start programs. The 2015-2016 Policy Council members include:

- **Maribel Bernal**, President
- **Adriana Martinez**, Vice President
- **Heidy Torres**, Treasurer
- **Darjené Graham**, Secretary and Parent Policy Council Board Representative
- **Genelle Preyer**, Parliamentarian

- Jessica Avila
- Arturo Ayala
- Susana Barajas
- Aureliana Canseco
- Rosario Chavez
- Teresa Cielo
- Maria Flores
- Adela Lozano
- Jose Luis Oropeza
- Vanessa Quirocho
- Cecilia Reina
- Ruth Romero
- Shirin Strauss
## HEAD START FISCAL YEAR 2015

<table>
<thead>
<tr>
<th></th>
<th>Actual 2015 Expenditures</th>
<th>% of Total</th>
<th>2016 Original Proposal Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HS Basic</td>
<td>T/TA HS</td>
<td>TOTAL</td>
</tr>
<tr>
<td>Personnel</td>
<td>$ 6,507,824</td>
<td>$ 4,467</td>
<td>$ 6,512,291</td>
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<tr>
<td>Fringe</td>
<td>2,550,864</td>
<td>1,744</td>
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<td>Travel</td>
<td>16,800</td>
<td>29,956</td>
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<td>Equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Supplies</td>
<td>441,890</td>
<td>659</td>
<td>442,549</td>
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<td>Contractual</td>
<td>2,620,485</td>
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<td>Construction/Renovation</td>
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<td>Other</td>
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<tr>
<td>Total Direct</td>
<td>14,696,678</td>
<td>110,737</td>
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<td>Indirect Costs</td>
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<td>Total Expenditures</td>
<td>$ 16,097,520</td>
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<td>$ 16,219,000</td>
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## EARLY HEAD START FISCAL YEAR 2015

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<th></th>
<th>Actual 2015 Expenditures</th>
<th>% of Total</th>
<th>2016 Original Proposal Budget</th>
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<tbody>
<tr>
<td></td>
<td>EHS Basic</td>
<td>T/TA EHS</td>
<td>Total</td>
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<td>Personnel</td>
<td>$ 1,950,944</td>
<td>$ 7,462</td>
<td>$ 1,958,406</td>
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<td>Fringe</td>
<td>899,979</td>
<td>2,824</td>
<td>902,803</td>
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<tr>
<td>Travel</td>
<td>1,996</td>
<td>14,666</td>
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<tr>
<td>Equipment</td>
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<td>-</td>
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<tr>
<td>Supplies</td>
<td>147,638</td>
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<td>Contractual</td>
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<td>Construction/Renovation</td>
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<td>Other</td>
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<td>627,111</td>
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<tr>
<td>Total Direct</td>
<td>4,298,915</td>
<td>106,118</td>
<td>4,405,033</td>
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<tr>
<td>Indirect Costs</td>
<td>408,308</td>
<td>10,293</td>
<td>418,601</td>
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<td>Total Expenditures</td>
<td>$ 4,707,223</td>
<td>$ 116,411</td>
<td>$ 4,823,634</td>
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</table>

Early Head Start Child Care Partnership grant was awarded in January 1, 2015 for an 18 month start up timeline. As such, we will disclose the results of the first 18 month period in the 2016-17 MAAC Child Development Program Annual Report.
The 2016 Federal Fiscal Integrity / ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) review event conducted June 6 – June 20, 2016 resulted in no areas of deficiency or noncompliance. During this review, the federal review team used sampling methodology that included a random selection of child files.

Financial Audit
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, 2015. 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 report is available for public inspection at www.maacproject.org.
Accountability
MAAC Statement of Financial Position
For the fiscal period January 1 –December 31, 2015

Assets
Current Assets $ 7,467,636
Investments & Other Assets $ 55,048,932
Property & Equipment $ 2,014,597
Total Assets $ 64,531,165

Liabilities
Current Liabilities $ 6,191,391
Long-Term Liabilities and Debt $ 40,860,985
Total Liabilities $ 47,052,376

Net Assets
General Unrestricted $ 8,137,923
Controlling Interests in Affiliates $ 259,567
Temporary Restricted $ 110,974
Noncontrolling Interest in Affiliates $ 8,970,325
Total Net Assets $ 17,478,789
Total Liabilities and Net Assets $ 64,531,165

Statement of Activity
Revenue & Support
Contract Revenue $ 27,787,319
Contributions $ 90,592
Program Service Fees $ 1,808,241
Contractual Services $ 2,577,439
Charter School Apportionments $ 2,823,200
Rents and Tenant Fees - Real Estate $ 8,171,806
Other Revenue $ 95,102
Interest Income $ 56,699
Rents and Tenant Fees - Limited partnerships $ 182,661
Total Revenue and Support $ 43,593,059

Expenses
Program Services:
Metropolitan Area Advisory Committee $ 36,330,644
Limited Partnerships $ 4,822,667
Total Program Services $ 41,153,311

Support Services:
Management & General $ 3,084,268
Fundraising $ 296,249
Total Supporting Services $ 3,380,517
Total Expenses $ 44,533,828
Change in Net Assets from Continuing Operations $ (940,769)
Change in Net Assets from Discontinued Operations $ 1,619,870
Total Change in Net Assets $ 679,101