



**HEAD START & EARLY HEAD START  
ANNUAL REPORT FY 2024–2025**

MEXICAN AMERICAN OPPORTUNITY FOUNDATION (MAOF)

## Introduction

Dear community supporter and partner,

We are excited to share the 2024–2025 Head Start/Early Head Start Impact Report with you. The report highlights the services rendered to over 127 children from birth to 3 years of age and pregnant mothers living in Boyle Heights, East Los Angeles, Commerce, Cudahy, Bell/Bell Gardens, South Gate, and Walnut Park. Through the grant awarded to MAOF in September 2019, enrolled children and pregnant mothers receive quality, comprehensive early childhood development and family-strengthening services.

In the report, we also share the great news that in September 2024, MAOF was awarded two new grants: one in Contra Costa County, located in Northern California, and the second in San Bernardino and Riverside Counties. With these two new grants, MAOF significantly expanded its capacity to provide comprehensive early childhood education, health, family engagement, and school-readiness services to children and families across California.

During Program Year 2024-2025, the Mexican American Opportunity Foundation (MAOF) continued providing comprehensive Head Start and Early Head Start services to children and families throughout Los Angeles, Contra Costa, Riverside, and San Bernardino Counties. Programs included center-based, home-based, and family childcare options designed to support school readiness, health and wellness, family engagement, and early intervention services. This updated version retains the key data points from the source documents and includes a pie chart for each major section, except the DRDP section, as requested.

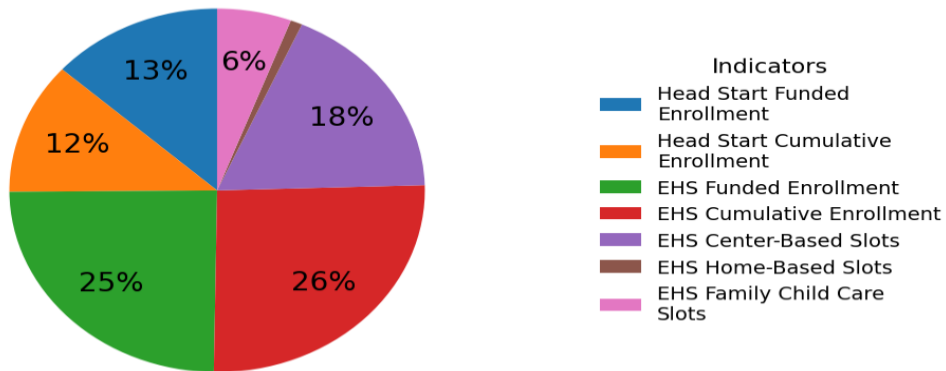
As MAOF continues expanding its Head Start and Early Head Start programs, we remain committed to supporting children's healthy development, strengthening families, and increasing equitable access to opportunities in the communities we serve. We thank our families, staff, partners, and supporters for their ongoing collaboration and trust.

### Enrollment and Services Provided

Enrollment data show the scale of MAOF's 2024-2025 Head Start and Early Head Start service delivery. The indicators include both funded enrollment and cumulative enrollment because each measure answers a different question: funded enrollment describes the program capacity approved for the year, while cumulative enrollment reflects the number of children and pregnant women served during the program year. Early Head Start also includes separate program option indicators to show how services were distributed across center-based, home-based, and family childcare settings.

Indicator	2024-2025 Data
Head Start Funded Enrollment	160 children
Head Start Cumulative Enrollment	140 children
Early Head Start Funded Enrollment	294 children/pregnant women
Early Head Start Cumulative Enrollment	307 participants
Early Head Start Center-Based Slots	213
Early Head Start Home-Based Slots	11
Early Head Start Family Child Care Slots	69

Enrollment Indicators



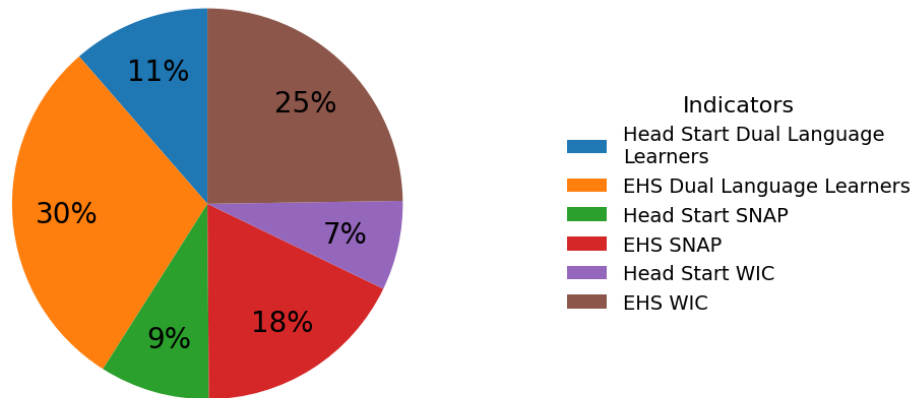
**Note: This chart includes every numeric indicator listed in the enrollment table. Funded enrollment, cumulative enrollment, and slot counts are related but not mutually exclusive categories.**

### Demographic Composition and Family Supports

Demographic and family support indicators demonstrate MAOF's continued work with multilingual families and households that benefit from nutrition and public benefit supports. The Dual Language Learner indicators highlight the importance of bilingual communication, home language support, and culturally responsive family engagement. SNAP and WIC indicators show that many families also relied on nutrition supports during the program year.

Indicator	2024-2025 Data
Head Start Dual Language Learners	94 children
Early Head Start Dual Language Learners	244 children
Head Start Families Receiving SNAP	75 families
Early Head Start Families Receiving SNAP	146 families
Head Start Families Receiving WIC	61 families
Early Head Start Families Receiving WIC	204 families

Demographic and Family Support Indicators



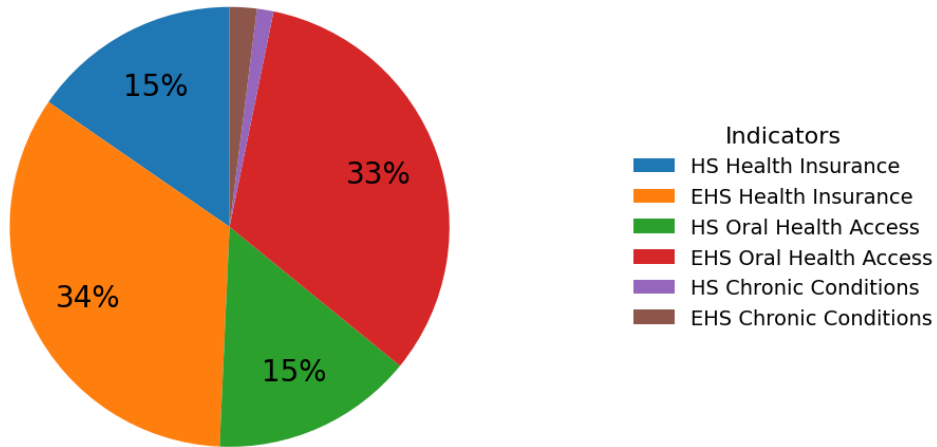
**Note: This chart includes all demographic and family support indicators in the table. Categories may overlap because a child or family may be counted in more than one indicator.**

### Health and Wellness Services

Health and wellness indicators reflect MAOF's comprehensive approach to early childhood services. Programs supported health insurance access, oral health care, follow-up for chronic health conditions, screenings, and referrals. The data show strong coverage across both Head Start and Early Head Start, with oral health and medical access remaining key components of family-centered services.

Indicator	2024-2025 Data
Head Start Children with Health Insurance	139 children
Early Head Start Children with Health Insurance	306 children
Head Start Children with Oral Health Access	134 children
Early Head Start Children with Oral Health Access	295 children
Head Start Children with Chronic Health Conditions	11 children
Early Head Start Children with Chronic Health Conditions	18 children

### Health and Wellness Indicators



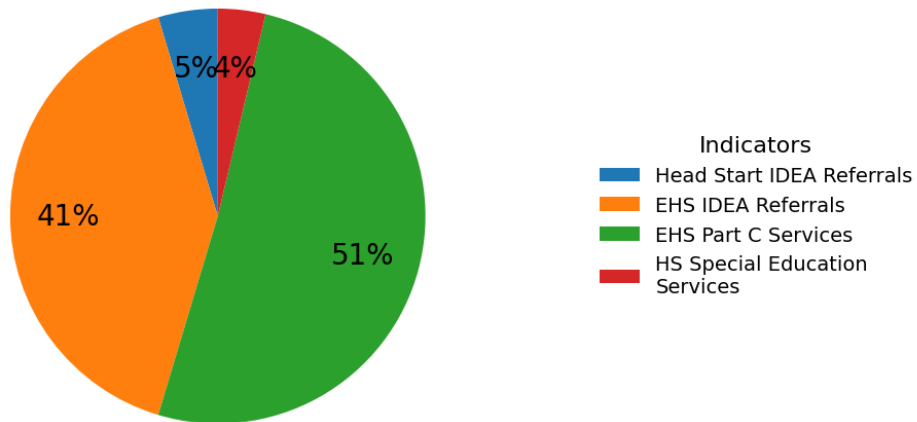
**Note: This chart includes each health indicator from the table. These indicators are not mutually exclusive; the same child may be included in multiple health categories.**

### Disabilities and Early Intervention Services

Disabilities and early intervention indicators show how MAOF identified children needing evaluations and connected families to specialized services. Early identification remains essential for infants, toddlers, and preschool-age children because timely evaluations and individualized supports can strengthen developmental progress and school readiness.

Indicator	2024-2025 Data
Head Start IDEA Referrals	5 children
Early Head Start IDEA Referrals	44 children
Early Head Start Children Receiving Part C Services	55 children
Head Start Children Receiving Special Education Services	4 children

Disabilities and Early Intervention Indicators



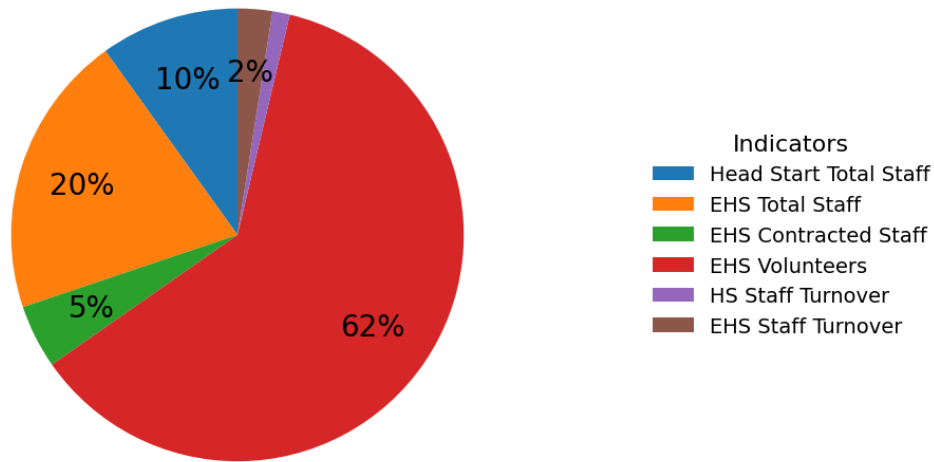
**Note: This chart includes every disabilities-related indicator in the table. Some categories may overlap across referral and service counts.**

## Staffing and Professional Development

Staffing indicators reflect the personnel and volunteer capacity needed to operate comprehensive services. MAOF relied on Head Start staff, Early Head Start staff, contracted staff, and volunteers to support classrooms, family services, health services, and program administration. Professional development remained central to strengthening curriculum implementation, classroom quality, language and literacy development, and family engagement.

Indicator	2024-2025 Data
Head Start Total Staff	24 staff
Early Head Start Total Staff	49 staff
Early Head Start Contracted Staff	11 contracted staff
Early Head Start Volunteers	149 volunteers
Head Start Staff Turnover	3 staff
Early Head Start Staff Turnover	3 Head Start/Early Head Start staff and 3 contracted staff

### Staffing and Volunteer Indicators



**Note: This chart includes every numeric staffing indicator in the table. Volunteer counts, staff counts, and turnover counts represent different staffing measures and should not be interpreted as mutually exclusive groups.**

**DRDP and School Readiness Outcomes**

MAOF Early Head Start and Head Start programs utilize the Desired Results Developmental Profile (DRDP 2015) assessment system three times annually to evaluate children’s developmental progress and school readiness. The DRDP assessment measures growth across key developmental domains, including Approaches to Learning–Self Regulation (ATL-REG), Social Emotional Development (SED), Language and Literacy Development (LLD), Cognition (COG), Physical Development–Health (PD-HLTH), and English Language Development (ELD). Assessment findings are used to guide classroom instruction, professional development, and individualized supports for children and families.

**Early Head Start DRDP Findings**

The Early Head Start DRDP results demonstrated continued developmental growth across multiple domains during the 2025–2026 assessment periods. During the first assessment, the highest performing domain at the agency level was Approaches to Learning–Self Regulation (ATL-REG), while Language and Literacy Development (LLD) represented the lowest-performing domain. By the second assessment period, Physical Development–Health (PD-HLTH) emerged as the strongest domain, while Language and Literacy Development and Cognition remained areas requiring additional support. Children demonstrated strengths in self-regulation, physical development, exploration, gross motor development, and engagement with learning activities.

To strengthen language development and cognition outcomes, educators implemented targeted instructional strategies including songs, rhymes, storytelling, vocabulary development, sorting activities, counting games, and hands-on exploration experiences. Teachers also developed classroom action plans informed by DRDP data and participated in professional development activities focused on instructional quality and individualized learning supports. These efforts support MAOF’s ongoing commitment to continuous quality improvement and developmentally appropriate instruction.

EHS DRDP Indicator	1st Assessment	2nd Assessment
Children Assessed	123	152
Highest Performing Domain	ATL-REG	PD-HLTH
Lowest Performing Domain	LLD	LLD & COG
Dual Language Learners	44	55
Children with IFSPs	23	27

**Head Start DRDP Findings**

The Head Start DRDP results reflected continued growth in preschool children’s school readiness and developmental outcomes. During the first assessment period, Approaches to Learning–Self Regulation (ATL-REG) was identified as the strongest developmental domain, while Social Emotional Development (SED) represented the lowest-performing area. During the second assessment period, Cognition (COG) became the highest-performing domain, while Approaches to Learning–Self Regulation represented the lowest average domain. Children demonstrated strengths in problem-solving, math and science concepts, exploration, and physical development skills.

Educators implemented targeted social emotional learning and self-regulation strategies throughout classrooms and family child care settings. Staff incorporated visual supports, emotion identification activities, cooperative play opportunities, relaxation strategies, and consistent classroom routines to

strengthen social emotional development. Teachers also participated in professional development informed by DRDP findings and developed classroom action plans to support individualized instruction. While some decreases across domains were observed during the second assessment due to child turnover and new enrollments, the findings continued supporting ongoing instructional planning and quality improvement efforts.

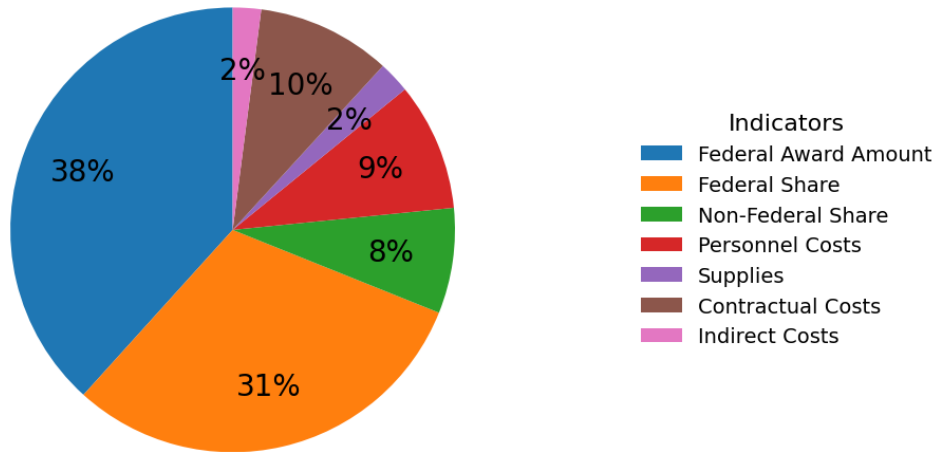
HS DRDP Indicator	1st Assessment	2nd Assessment
Children Assessed	70	50
Highest Performing Domain	ATL-REG	COG
Lowest Performing Domain	SED	ATL-REG
Dual Language Learners	16	12
Children with IFSPs	4	5

The DRDP findings continue guiding instructional planning, staff development, classroom quality improvement, and individualized learning supports across MAOF Head Start and Early Head Start programs.

The fiscal overview summarizes major award and budget indicators for the 2024-2025 period. Federal and non-federal resources supported staffing, supplies, contracted services, comprehensive child development services, and program infrastructure. Because some fiscal indicators are part of the approved budget while others describe the overall award structure, the chart should be read as a visual comparison of key fiscal data points rather than a mutually exclusive budget composition.

Indicator	2024-2025 Data
Federal Award Amount	\$22,350,741
Federal Share	\$17,880,593
Non-Federal Share	\$4,470,148
Personnel Costs	\$5,428,133
Supplies	\$1,345,647
Contractual Costs	\$5,691,983
Indirect Costs	\$1,199,818

### Fiscal Indicators



**Note: This chart includes every fiscal indicator in the table. These indicators are not mutually exclusive because some budget categories are components of broader award totals.**