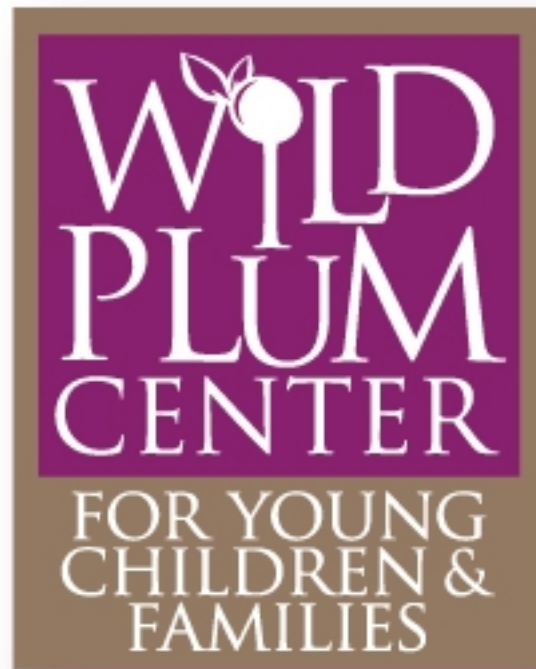
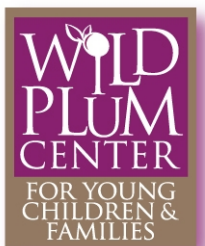


ANNUAL REPORT 2011



All data within this report represent findings from the 2011 fiscal year,
from September 1, 2010 to August 31, 2011.



FROM THE EXECUTIVE DIRECTOR

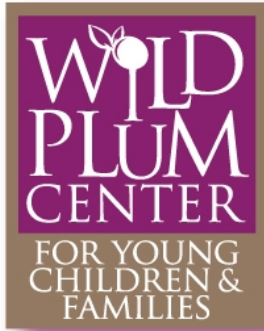
It is with great pleasure that I provide you with the 2010-2011 Wild Plum Center Annual Report. Since 1965, the Wild Plum Center (formerly known as Longmont Children's Council) has been preparing children for a lifetime of learning and self-sufficiency by providing a comprehensive, individualized approach to early learning and family wellness.

My staff and I are acutely aware of the need for our programs. Trends in poverty rates suggest that current economic conditions continue to drive up the number of people living in poverty, especially children. Wild Plum Center has made great strides toward the expansion of services. Head Start programming serves 198 low-income families in 14 classrooms located in Longmont. The Early Head Start program now offers both school-based and home-based services to 76 families.

We have spent a great deal of time and effort in developing a School Readiness Plan during 2010-2011, as well as an improved Transition Plan. All of the elements of Wild Plum Center programming focus upon a partnership model for helping children, families and the community as a whole to not just do well, but to thrive. We believe that education—both for the child and the parent—has the power to transform and enrich lives. We continue to operate on the belief that early education and developmental service from prenatal to five years of age offer an unparalleled opportunity for learning and growth and can set a course for a child's lifelong educational journey.

I am very proud of the work we do at Wild Plum Center. With a staff of 75, a wonderful volunteer base of well over 100, an active Parent Policy Council and a dedicated eight-member Board of Directors, we look forward to continuing to strive for excellence and to give low-income children of Longmont a good head start in their lives.

Amy Olgilvie



MISSION STATEMENT, VISION AND VALUES

Mission Statement: Wild Plum Center (WPC) prepares children for a lifetime of learning and self-sufficiency by providing a comprehensive, individualized approach to early learning and family wellness.

Wild Plum Center works to nourish minds and grow futures. We believe our name reflects these goals. The wild plum tree is a tree native to Colorado, representative of our longevity in the community. A fruit-bearing tree, the wild plum tree also stands for nourishment. We nurture the minds, health, and well-being of the children and families that we serve on a daily basis. The wild plum tree also represents growth. As can be seen throughout this report, our program provides tools, resources and supports to allow children and families to grow, stretching towards their personal potential and continually striving to reach new goals.

The Wild Plum Center Vision:

Wild Plum Center envisions a future in which all children are provided equal opportunities for learning and growth, and all parents are empowered to meet the needs of their children.

Values:

Partnership: Wild Plum Center is committed to a partnership model for helping children, families, and the community as a whole to thrive. WPC recognizes active collaboration as the cornerstone for creative solutions that enhance family life and promote community success. WPC understands that parents are the foremost teachers of their children and as such works to cultivate supportive relationships with them.

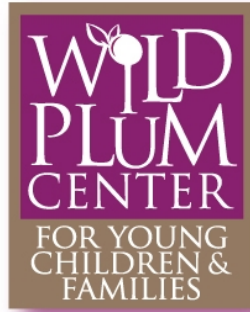
Empowerment: WPC recognizes the power of education to transform and enrich the lives of children and families. WPC supports lifelong learning and fosters individual development as a foundation for personal wellbeing and achievement.



Health: WPC regards all forms of family health, including physical, emotional, and social well-being, as well as personal safety as the ground on which learning occurs.

Equality: WPC fosters respect and inclusion, welcoming diversity. WPC honors all individuals and families for their unique strengths and contributions to the community. WPC believes all children deserve an equal opportunity to a quality educational start.

Compassion: Wild Plum Center holds compassion as central to fulfilling our primary mission, approaching all interactions with children, family members and the community with openness, respect and consideration.



SITE INFORMATION

Powell Building, 82 21st Avenue, Suite B, Longmont, CO 80501

- Houses three single session classrooms and a portion of the administrative offices of the program.
- Forty-nine children and families receive services at this site.
- One class serves three-year olds and two serve four-year olds.
- Most children at this site are transported by their parents to school.
- The building is owned by WPC.



First United Methodist Church 350 11th Avenue, Longmont, CO 80501

- Houses three single session preschool classrooms, two full day infant/toddler classrooms, a portion of the administrative offices and the majority of our family services offices.
- Sixty-seven children and families receive services at this site.
- Two classes serve infants and toddlers, one class serves three-year olds and two classes serve four-year olds.
- Most of the children are transported to and from school at this site.
- The space in the building is fully donated to us by the church.
- We have been providing preschool programs at this site for over 40 years.

Meeker Neighborhood Center 839 Meeker Street, Longmont, CO 80501

- Houses two double session classrooms (morning and afternoon sessions) and one family service office.
- Sixty-six children and families receive services at this site.
- One class serves three-year olds and three serve four-year olds.
- Transportation services are available to the children at this site.
- This site is the result of a collaboration between the City of Longmont, Boulder County, and the St.Vrain Valley School District.
- Services at this site are funded by multiple sources with Head Start only being a portion of the program.
- The City of Longmont donates the space to us for free.

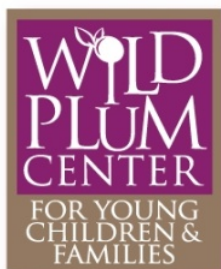
Casa de la Esperanza: 1520 Emery Street, Longmont, CO 80501

- Houses one two-session classroom (one morning/one afternoon).
- Thirty-two children and families receive services at this site.
- One session serves three-year olds and one serves four-year olds.
- Some children at this site are transported and many walk from their housing units located across the street.
- Wild Plum pays reduced rent to Boulder County for this site.

Pace Building: 1650 Pace Street, Longmont, CO 80501

- Houses administrative offices and 6 Family Educators for the Early Head Start program.
- Sixty children are visited in their homes weekly by staff members located at this site.
- Wild Plum Center pays reduced rent at this site.

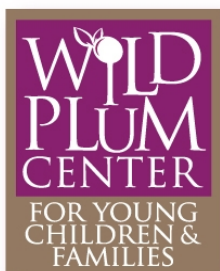




EARLY DEVELOPMENT AND EDUCATION

The early years of a child's life are ones of rapid growth and development. Early experiences, especially those occurring within the first five years of life, are foundational for linguistic, conceptual and motor skill development, as well as long-term emotional health, moral development and overall intelligence. Children who participate in high-quality preschool programs are more likely to score higher on IQ and achievement tests, attend college and become gainfully employed. Further, these children are less likely to engage in criminal conduct in their teen and adult years. Early childhood education provides opportunities and experiences for children to learn and develop to their fullest potential.





SCHOOL READINESS/TRANSITION PLANS

In 2010-2011, the Wild Plum Center engaged in a planning process to develop goals for the school readiness of children and families that receives services in our EHS and HS programs. As we embarked on our planning process, we identified the following assumptions as a base for creating our plan:

- Children and families that are school ready when entering kindergarten will have a higher level of academic success in the future.
- School readiness can be determined based on a child's achievement level in five domains: cognition and general knowledge; language and literacy; physical well-being and motor development; social/emotional development and approaches to learning.
- It will be critical to develop comprehensive, organizational goals and objectives in each of the five domains.
- Analysis of school readiness data currently collected by the program will serve as a basis for the professional development of staff in the program.
- Analysis of school readiness data will help us individualize plans for children and families which promote parents as life-long educators.
- Parent involvement is a critical element of school readiness success.

As we developed our school readiness plan, the following resources were used:

- Creative Curriculum GOLD
- Learning Through Relating Infant/Toddler Curriculum
- Head Start Child Development and Early Learning Framework
- Classroom Assessment Scoring System (CLASS)
- Staff expertise in the areas of health and nutrition; education; and social/emotional development
- Head Start publication: The Foundations for School Readiness: Fostering Developmental Competence in the Earliest Years for Infant Toddler Programs
- Early Childhood Framework Boulder County 2010

- Program Information Report for the Wild Plum Center

The final Wild Plum Center School Readiness Plan will be included in the 2011-2012 Annual Report.

TRANSITION PLAN FOR EARLY HEAD START

Wild Plum Center has also been actively working on a plan for children who will be transitioning out of our Early Head Start programs. For children transitioning from the home-based and Center-based programs, there will be several conversations that take place between WPC staff and parents six months in advance of the actual transition. It will be determined if the family will re-qualify for Head Start programming. Staff will begin to prepare the children for school by utilizing a “transition kit” (photos of the classroom, playground, teachers, etc.) to help familiarize the child to the HS classroom. The Family Advocate, teacher and Program Specialist will meet in the classroom for an orientation and exchange of necessary paperwork.

For children transitioning from Center-based to other classes in the Center, children with IFSP’s going into EHS and for children entering EHS for the first time, our Transition Plan includes WPC staff having close and consistent contact with the child and family, so as to make these transitions as seamless as possible.



SERVICES

Early Head Start

Wild Plum Center provides Early Head Start early developmental services to low-income 0- to three-year-olds, including prenatal and post-partum support for pregnant women. Parents



may select from either a home-based or Center-based service model. Home-based services involve family educators working with parents one-on-one in the home setting for one hour each week. Center-based services provide an enriched day-care setting for children while parents pursue employment or educational activities. This program option is supplemented by group-delivered parent education and parent/child socialization activities with family educators.

Service elements are intended to address any and all aspects of need within a child's life, allowing for more fruitful developmental experiences.

All services are offered in both English and Spanish and are provided at no cost to parents and guardians.

Learning through Relating

Wild Plum Center uses the developmentally-appropriate Learning Through Relating (LTR) Curriculum in all our Early Head Start services. Learning Through Relating is relationship and exploration-based and focused on developing trust, autonomy, and initiative. LTR is research-based and



focuses on all aspects of development, including social/emotional, communication, problem-solving, small and large motor skills, and health and nutrition. Learning Through Relating is designed to nurture a positive sense of self through the support of the child's family and caregivers.

Preschool Programs

Wild Plum Center currently provides two comprehensive preschool programs -- Head Start and non-Head Start funded, Head Start modeled preschool. Wild Plum Center provides preschool services to low-income three to four year-olds. Service elements are intended to address any and all aspects of need within a child's life, allowing for more fruitful educational experiences.



Creative Curriculum

Wild Plum Center currently uses the research-based Creative Curriculum in all of its classrooms. Creative Curriculum focuses on all areas of children's growth – physical, cognitive, social/emotional, and language development. Creative Curriculum allows each teacher to tailor lessons to the specific interests, characteristics, and needs of the children and families in their individual classrooms. Teachers integrate a theme for the week or month and immerse students in that topic through classroom materials, books, and activities – all sparked by students' interests relating to that theme.

MESA

MESA (Mathematics, Engineering, Science, and Achievement) brings hands-on math and science learning opportunities to Wild Plum Center's classrooms. During the early ages of birth to four, young brains are especially receptive to learning math and science. Knowing this, Wild Plum Center, in collaboration with WPC parents



sought to bring the MESA program to the preschool setting. Through grant funding, Wild Plum Center was the first to make MESA available at the preschool level. In addition to enhancing each classroom with science and math- focused learning materials, we have on-going partnerships with Fiske Planetarium, Denver Zoo and Denver Botanical Gardens.

Family Wellness Services



Wild Plum Center regards parents as the first, best and most important teachers of their children. Similarly, WPC believes the family unit, in whatever form it takes, is the foundation for a child's early development and learning. Wild Plum Center places parental involvement, the parent/ child relationship, as well as the mental health of both caregivers and children as the highest priorities. Strong, healthy families lead to successful, self-sufficient families and children. Wild Plum Center offers

numerous opportunities to foster the health and well-being of WPC children and families, including mental health services, family support and case management and parent education and socialization activities.



Food Service Program

Wild Plum Center staff know that children need proper nutrition throughout the day so that their brains and bodies can function properly and they will be ready to learn. WPC provides 2/3 of a child's nutritional requirements each day they are in school. Using the USDA Food Pyramid WPC offers breakfast and lunch to the morning classes and lunch and a snack to the afternoon classes.

Transportation



Wild Plum Center provides transportation to and from school for any family that needs help or assistance in this area. Currently, we provide bus service to 90 WPC families. Routes are usually less than one hour long. We can also assist WPC families by bringing children to the YMCA or to Kinder Care after school to help parents who have jobs outside the home. We also have a van, which can be used to help transport children in need of medical care.

Wild Plum Center has a bus fleet of five buses. Each bus driver has a CDL license and has had specialized training in working with children. Every seat is outfitted with five-point restraint system and seat belts.

Family Socializations and Activities



Wild Plum Center hosts monthly gatherings for all of the families that we serve. These "socializations" focus upon a topic such as school readiness or literacy, provide an opportunity for parents to meet one another and to allow children to play together outside of the school environment. Socializations are based upon principals from the Head Start Performance Standards, with the primary purpose to support and strengthen the relationships between parent and child.

Socializations are planned with age- appropriate activities. For example, for Early Head Start families

(with children birth-three), we provide information on such things as dental health, baby sign language, breastfeeding, music and movement. For Head Start families (with children ages three-four), the focus is on school readiness and early literacy. During the summer months when school is out of session, these socializations take place at a variety of local parks. WPC parents are encouraged to participate in the planning and implementation of all socializations.



PROGRAM OUTCOMES

OVERALL PROGRESS:

- Most children demonstrated overall developmental progress. Most children began the year at Forerunner or Step I (87%), and by spring, nearly three-quarters of the children (76%) had reached Step II or Step III along the Creative Curriculum Developmental Continuum. Step III represents the highest level of development expected of children by the time they reach age five.
- The large majority of children advanced at least one step in their overall development between fall and spring. More than 90% of children advanced at least one step along the Creative Curriculum Developmental Continuum in their overall development between fall and spring.
- Some children entered Head Start with developmental delays. Some children who entered Head Start (26%) were not yet at the initial level of typical preschool development (were assessed at the Forerunner step of the continuum). By spring, only two children (1%) remained at this level.

CHILDREN'S DEVELOPMENTAL PROGRESS IN SPECIFIC DOMAINS:

- The data demonstrate that as a group, children made substantial progress in all developmental areas.
- The children were furthest along the developmental continuum in the area of physical development in both the fall and spring. A higher proportion of children (37%) began Head Start at Step II or Step III on the continuum for physical development, and most children (96%) had reached these levels by the spring.
- Progress along the continuum for social-emotional development was most dramatic. In this domain, most children began the Head Start year at the forerunner level (26%) or at Step I (63%). By spring, 76% had reached Step II or Step III in social-emotional development.
- Similar substantial progress is evident in the areas of cognitive and language development. In the cognitive domain, most children began the Head Start year at the forerunner level (38%) or at Step I (49%). By spring, 73% had reached Step II or Step III in cognitive development. In the language domain, 33% of children entered Head Start at the forerunner level, and 56% entered at Step I. By spring, 70% had reached Step II or Step III.
- Children in the Meeker Center were slightly more likely to reach Steps II and III in each specific domain. In part, this may reflect age differences in the children, as both

classrooms in Meeker are classrooms for four-year-olds. The percentages of children reaching Step II or Step III by spring ranged from 82% in the language domain to 96% in physical development.

- The large majority of children advanced at least one step between fall and spring in all of the domains. Children who entered Head Start at the Forerunner level in the fall in the cognitive and language domains were least likely to advance (24% of those who entered at the Forerunner level in the language domain did not advance beyond the Forerunner level (but may have advanced within the Forerunner levels) and 14% of those who entered at the Forerunner level in the cognitive domain did not advance beyond the Forerunner level).

PROGRESS OF SPECIFIC GROUPS OF CHILDREN:

- Children from Spanish-speaking homes and English-speaking homes entered Head Start at similar levels and developed at a similar pace during the year. 83% of children from English-speaking homes and 87% of children from Spanish-speaking homes entered Head Start at the Forerunner level or Step I in overall development. The majority of both groups had reached Step II or Step III by winter (76% of English-speaking and 74% of Spanish-speaking children).
- As in the past, children from Spanish-speaking homes were less likely than children from English-speaking homes to reach Step II or Step III in language development by spring. This year, in language development, 63% of children from Spanish-speaking homes and 75% of children from English-speaking homes had reached these steps.
- Boys were more likely than girls to enter Head Start at the Forerunner level and were more likely to remain at the Forerunner level or Step I in the spring. 90% of boys compared with 82% of girls began the Head Start year at the Forerunner level or Step I, and in the spring, 29% of boys and 17% of girls remained at the Forerunner level or Step I. The difference was most pronounced in the language domain, where 34% of boys and 26% of girls remained at the Forerunner level or Step I in the spring.



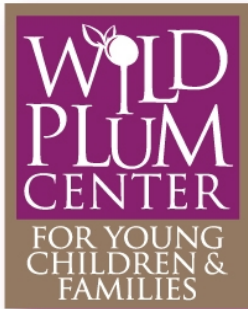
FAMILY OUTCOMES

In addition to monitoring children's progress, Wild Plum Center also assesses families' progress toward increased self-sufficiency. Areas of measure include:

- Food and nutrition
- Housing
- Employment
- Adult education
- Parenting education (i.e.: Love and Logic® classes)
- Mental health
- Domestic violence
- Child abuse
- Need for emergency services

Every Wild Plum Center family participates in a Self-Sufficiency Matrix, as well as a review of progress made toward goals as outlined in an individualized Family Partnership Agreement. In 2011, Wild Plum Center families reached 48% self-sufficiency.





PARENT INVOLVEMENT

Wild Plum Center works hard to support parents on their journeys in parenthood and on their own paths to self-sufficiency and lifelong learning. WPC offers a variety of opportunities to all parents and caregivers of children who are enrolled in our programs. These include:

- Participation in Parent Policy Council. This is one of WPC's two governing bodies.
- Participation on the Health Advisory Committee. This is a group of medical and health professionals and parents who work to ensure that all WPC children receive the health care they need
- Monthly Parent/Child socialization activities. Held monthly, these "socializations" include gatherings in local parks, dance performances, visits to museums and children's fun centers such as "Bounce Town", festivals, recreation centers and other community events.
- Love and Logic® classes. These classes specialize in empowering parents to help their children make healthy choices, thereby creating calm, loving home environment in which both children and parent can thrive.
- Infant/Child and Adult CPR and First Aid classes
- Nutrition classes. Held annually, these classes teach parents about the USDA Food Pyramid, how to shop efficiently and how to cook balanced, healthy meals.
- Male Involvement Group. Monthly gatherings for children and their fathers, or other significant male family members, are important for bonding and connection. Men's' group attendance varies between 10 and 75, depending upon the activity offered.
- Kindergarten transition support
- In-home learning opportunities



FAMILY AND STUDENT DEMOGRAPHICS

Enrollment Year September 1, 2010-August 31, 2011

Early Head Start Programs

76 children participated in ACF Funded programs.

12 children were Center-based five days a week.

64 children participate in the Home-based program

45 children under 1 year; 35 children 1 year old; 16 children 2 years old

Total cumulative enrollment of children and pregnant women: 108

Ethnicity:

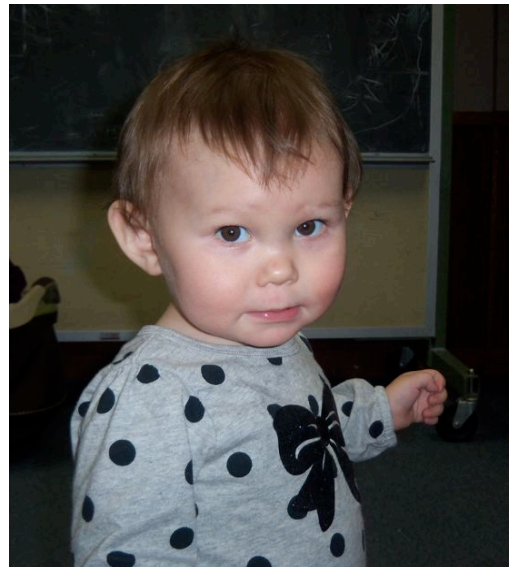
Hispanic or Latino origin: 81

Non-Hispanic or non-Latino origin: 27

Primary language of family at home:

Spanish: 60 families

English: 48 families



Other information:

93 of these children live at or below the Federal Poverty line.

5 children receive public assistance such as TANF or SSI

1 child has status as a foster child

3 children has status as homeless

6 children are at over-income.

Head Start Program

166 participated in ACF Funded programs.

32 children participated in non-ACF Funded programs.

4 children 2 years old; 79 children 3 years old; 134 children 4 years old

Total cumulative enrollment of children: 217

Ethnicity:

Hispanic or Latino origin: 173

Non-Hispanic or non-Latino origin: 44

Primary language of family at home:

Spanish: 118 families

English: 98 families

Other information:

85 of these children live at or below the Federal Poverty line.

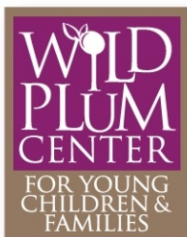
2 children receive public assistance such as TANF or SSI.

1 child has status as a foster child.

17 children have status as homeless.

12 children are over-income.

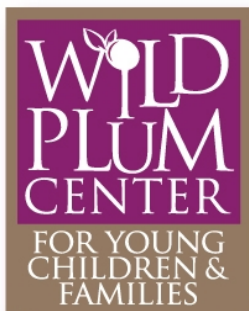




COMMUNITY COLLABORATIONS

Wild Plum Center has a long history of effective collaborative relationships with a variety of Boulder County organizations. These include:

- Boulder County
- Bright EYES
- City of Longmont
- City of Longmont Housing and Human Services Board
- City of Longmont Poverty Reduction Initiative
- Community Food Share
- Early Childhood Council of Boulder County (ECCBC)
- First Lutheran Church of Longmont
- First United Methodist Church of Longmont
- Guaranty Bank and Trust
- Inn-Between
- Meeker Center
- Safe Shelter of St. Vrain Valley
- SNAP-Ed (Supplemental Nutrition Assistance Program Education)
- St. Vrain Valley School District
- St. Vrain Valley Early Education Council
- The OUR Center
- The Tiny Tim Center



BOARD OF DIRECTORS

President: Holly Kammerer, Attorney, BurgSimpson Attorneys and Counselors at Law

Vice President: Bobbie Watson, Director, Early Childhood Council of Boulder County

Treasurer: Wendy Schafer, Finance and Accounting Project Manager

Secretary: Megan Epps, Chiropractor

Hannah Hennig, Educator, Tender Genius®

Janis Hughes, Principal of Burlington Elementary School and Professional Educator

Tim Rodriquez, WPC Policy Council President

Lynn Siverts, Project Management Professional

Consultant to the Board:

Alan Estroff, Mountain States Employment Council

2010-2011 FINANCIALS

STATEMENT OF FINANCIAL POSITION

	August 31,	
	2011	2010
ASSETS		
Current assets		
Cash	\$ 104,633	\$ 55,011
Grants receivable	85,679	156,427
Prepaid insurance and refunds	2,562	18,460
Lease deposit	2,800	2,800
Total current assets	\$ 195,674	\$ 232,698
 Property and equipment		
Building	768,311	768,311
Furniture and equipment	455,502	402,200
Computer equipment	136,851	110,677
	1,360,664	1,281,188
Less accumulated depreciation	(490,196)	(431,299)
Net property and equipment	870,468	849,889
Total assets	\$ 1,066,142	\$ 1,082,587
 LIABILITIES AND NET ASSETS		
Current liabilities		
Accounts payable	\$ 43,584	\$ 74,434
Payroll liabilities	46,891	38,522

Current portion of long-term debt	11,768	9,449
Deferred grants	9,312	15,975
Total current liabilities	\$ 111,555	\$ 138,380

Long-term liabilities

Mortgage payable less current portion (Note 8)	229,743	340,534
Boulder County Deed of Trust (Note 9)	80,000	80,000
Total long-term liabilities	309,743	420,534
Total liabilities	\$ 421,298	\$ 558,914

COMMITMENT AND CONTINGENCY

Net assets

Unrestricted net assets	644,844	523,673
Total net assets	644,844	523,673
Total liabilities and net assets	\$ 1,066,142	\$ 1,082,587

STATEMENTS OF ACTIVITIES

	Years Ended August 31,	
	2011	2010
UNRESTRICTED REVENUES AND SUPPORT		
Head Start grant proceeds received	1,246,740	1,305,342
Early Head Start grant proceeds received	1,005,157	568,211
Use of contributed facilities	173,537	210,907
Non-Head Start income	159,822	222,657
USDA reimbursements	91,735	87,160
Colorado preschool income	76,320	72,000
Contributed professional services and materials	74,167	60,743
Interest income, nonfederal	1	5
In-kind capital asset	10,670	31,872
Total revenues and support	\$ 2,838,149	\$ 2,558,897
EXPENSES AND LOSSES		
Head Start part year/part day program	1,218,925	1,238,498
Early Head start full year services program	781,756	489,277
Non-Head Start program	172,551	171,084
Head Start general and administrative expenses	131,152	124,799
Early Head Start general and administrative expenses	118,417	61,829
USDA School Lunch program	88,924	89,295
Head Start training and technical program	28,904	48,275
Early Head Start training and technical program	52,359	35,730

Non-Head Start general and administrative expenses	34,534	17,232
Non-Head Start development	-	26,255
Total expenses	2,627,522	2,302,274
Loss on disposition of fixed assets	340	2,141
Depreciation expense	89,116	67,762
Total expenses and losses	2,716,978	2,372,177
CHANGE IN NET ASSETS	\$ 121,171	\$ 186,720

STATEMENT OF CHANGES IN NET ASSETS

		Temporarily	
	Unrestricted	Restricted	Unrestricted
NET ASSETS, August 31, 2009	\$ 336,953	-	\$ 336,953
Change in net assets	186,720	-	186,720
NET ASSETS, August 31, 2010	\$ 523,673	-	\$ 523,673
Change in net assets	121,171	-	121,171
NET ASSETS, August 31, 2011	\$ 644,844	-	\$ 644,844

2012-2013 PROPOSED BUDGET

Head Start Program Operations	\$1,191,290.00
Head Start Training	\$19,037.00
Early Head Start Program Operations	\$926,353.00
Early Head Start Training	\$23,159.00
Community Preschool	\$174,800.00
USDA	\$97,000.00
Grant Match	\$539,960.00
TOTAL	\$2,971,599.00

ADDITIONAL FEDERAL REPORTS



AVERAGE MONTHLY HEAD START ENROLLMENT:

Early Head Start: 76

Head Start: 166

PERCENTAGE OF ELIGIBLE CHILDREN SERVED:

Early Head Start: 96% below income
4% over-income

Head Start: 98% below income
2% over-income

NUMBER OF ENROLLED CHILDREN RECEIVING MEDICAL AND DENTAL EXAMS:

Early Head Start

Medical exams: 79

Dental exams: 75

Head Start

Medical exams: 206

Dental exams: 209

OFFICE OF HEAD START EVALUATION

Wild Plum Center was reviewed by the Office of Head Start on its compliance with over 2,000 performance standards and regulations. In the 2011 review, one non-compliance was identified and has been corrected. At the time of our follow up review, a letter of full compliance was received.

WPC's infant/toddler program was reviewed for its first time by the Office of Head Start in 2011 after one year of program operations. Compliance with over 2,000 standards and regulations was examined. Four non-compliances were identified and corrected. At the time of our follow up review, a letter of full compliance was received.