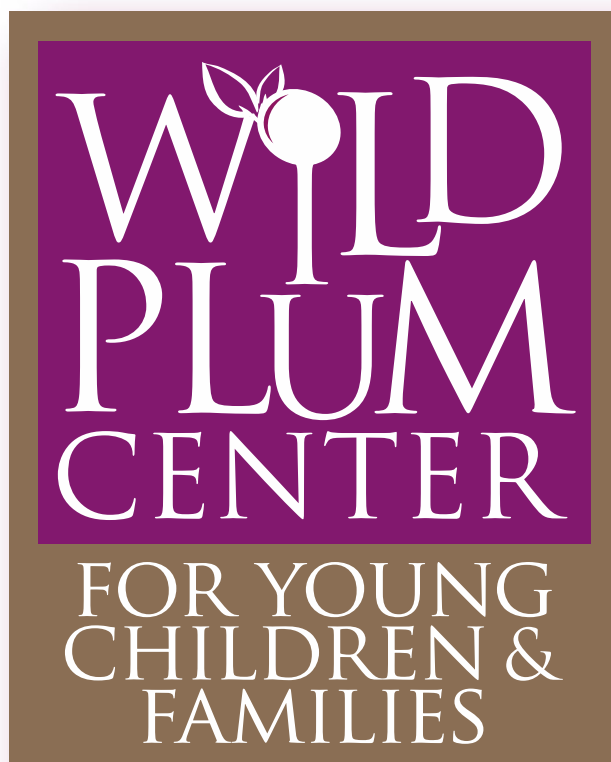


Annual Report 2010



All data within this report represent findings from the 2010 fiscal year, spanning from September 1, 2009 to August 31, 2010.

FROM THE DIRECTOR

Wild Plum Center works to create a platform for life-long learning and self-sufficiency. Early education and developmental services are essential in this critical window from prenatal to 5 because they give children the foundation they need to be successful in school and successful in their adult years. We empower parents to work with their children at all stages of development and build deeper relationships within their families. Additionally, we support parents in taking steps toward their own self-sufficiency. Wild Plum Center strengthens the community by strengthening families.

In this past year, Wild Plum Center has taken a great step toward furthering our mission through the expansion of our services. With the addition of Early Head Start, we are extremely excited to now be offering a full continuum of programs for ages zero to five, including pregnant women. This success in growth has brought with it several challenges, including financial and governance needs, as well as, a focus on the need for even further expansion of our services.

Specifically, Wild Plum Center is working with staff, community stakeholders, and consulting experts to attempt to address these needs in a larger, more unified, sustainable way. We are moving to create a sustainable future for the Meeker Center classrooms through the proposed development of an earned income stream. We are also working to diversify the funding portfolio for our entire organization through community-focused giving efforts and the cultivation of individual donors. Additionally, we are working to support our new Early Head Start services through bolstering volunteers and in-kind giving for these programs. These efforts will continue to move Wild Plum Center toward our overarching goal of increasing our ability to provide more low-income families with high-quality early learning and developmental services.

Please take some time to look over our annual report to learn more about our successes of the past year and the wonderful work being done by Wild Plum Center staff, children, and families. Thank you for your time, contributions and support.

Amy Ogilvie



MISSION, VISION & VALUES

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



Vision:

Wild Plum Center envisions a future in which all children are provided 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 that helps children, families, and the community thrive. WPC recognizes active collaboration as the cornerstone of 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 parents.

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 well-being and achievement.

Health: WPC views all forms of family health, including physical, emotional, and social well-being, as well as, personal safety as the foundation for learning.

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 opportunity for a quality educational beginning.

Compassion: WPC holds compassion as central to fulfilling its mission, approaching all interactions with children, their families, and the community with openness, respect, and consideration.

EARLY DEVELOPMENT & 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 receive prenatal care, have developmental support early in life, and participate in high-quality preschool programs are more likely to experience success. Specifically, they 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 developmental services and education provide opportunities and experiences for children to grow and learn to their fullest potential.



SERVICES

For 45 years, Wild Plum Center has been a leader in providing early childhood education and developmental services in the Longmont community. Since its grassroots start in 1965, Wild Plum Center has been offering comprehensive preschool programming, including implementing Head Start, to low-income 3- and 4- year-olds.



Recently, Wild Plum Center was also designated as the Early Head Start provider for the area and now offers a complete continuum of services for the critical developmental window from prenatal through five. Wild Plum Center works diligently to continue to expand its services to address the growing and unmet early educational needs of the Longmont area.

Wild Plum Center strives to address any and all aspects of need within a child's life, allowing for more fruitful educational and developmental experiences.

Brief Overview of Services:

- Educational, Curriculum-Based Preschool Classes
- Education on Developmental Milestones
- Parent Education
- Family Support and Case Management
- Mental Health Services for Children and Parents
- Child and Parent Socialization Activities
- Support for Early Physical Health Needs, Including Health and Dental Screenings, as well as, Well-Baby Appointments
- Prenatal Support for Pregnant Women and Postpartum / Breastfeeding Support for New Moms
- Nutrition Information, as well as, Highly Nutritional Meals and Snacks
- Transportation

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

**Wild Plum Center provides three comprehensive programs:
Preschool (non-Head Start funded, Head Start modeled),
Head Start Preschool, and Early Head Start.**

SITE INFORMATION



Powell Building, 82 21st Ave., Suite B, Longmont, CO 80501 –

- Houses three single-session preschool classrooms, as well as, administrative offices.
- The building is owned by WPC.

First United Methodist Church, 350 11th Ave., Longmont, CO 80501 –

- Houses three single-session classrooms, administrative offices, and family services offices.
- This space is donated in full to WPC by the church.
- WPC has been providing preschool at this site for over 40 years.

Meeker Neighborhood Center, 839 Meeker St., Longmont, CO 80501 –

- Houses two double-session classrooms and one family service office.
- Services at this site are funded outside of WPC's Head Start grant by multiple community sources.
- The City of Longmont donates the space at no cost to WPC.

Casa de la Esperanza, 1520 Emery St., Longmont, CO 80501 –

- Houses one two-session classroom.
- Wild Plum Center pays reduced rent to Boulder County for this site.

Pace Building, 1650 Pace St., Longmont, CO 80501 –

- Houses administrative offices, and Early Head Start family services offices.
- WPC pays reduced rent to Guaranty Bank for this space.

FAMILY & STUDENT DEMOGRAPHICS

PRESCHOOL PROGRAMS



214 children enrolled in the program.

- 141 were 4 years old, 73 were 3 years old.
- 198 were below 100% of federal poverty level, 5 were homeless.
- 170 were Hispanic, 44 were Caucasian, 2 were Asian, 4 were biracial/multiracial.
- 110 rode the bus.

206 families participated.

- 132 were two-parent families, 74 were single-parent families.
- 82 had both or the only parent(s) employed, 84 had one parent employed, 40 had no parent working.
- 33 parents were enrolled in school.
- The highest level of education obtained by a parent/guardian:
 - 105 with less than a high school education,
 - 70 with a high school diploma or GED,
 - 31 with an AA or technical school,
 - none with a BA or higher.



EARLY HEAD START PROGRAMS

45 children / pregnant women enrolled in the program.

- 12 children participated in full-day enrollment, 33 participated in the home-based program.
- 26 children were under 1 year, 10 were one year old, 1 was two years old, 8 were pregnant women.
- 42 were below 100% of federal poverty level, 1 had status as a foster child, 1 was homeless, 2 had disabilities.
- 34 were Hispanic, 11 were Caucasian.

39 families participated.

- 26 were two-parent families, 13 were single-parent families.
- 13 had both or the only parent(s) employed, 15 had one parent employed, 11 were not working.
- 9 parents were enrolled in school.
- The highest level of education obtained by a parent/guardian:
 - 12 with less than a high school education,
 - 15 with a high school diploma or GED,
 - 11 with an AA or technical school,
 - 1 with a BA or higher.



IN OUR PROGRAMS

Parent Involvement Activities

Wild Plum Center works to support parents on their journeys in parenthood and on their own paths to self-sufficiency and lifelong learning. Wild Plum Center offers the following opportunities for parents and caregivers:

- Participation in Policy Council, one of Wild Plum Center's two governing bodies
- Participation on the Health Advisory Committee, a group of medical and health professionals and parents charged with helping to ensure WPC children receive the health care they need in an effective and efficient manner
- Parent / Child Socialization Activities
- Love & Logic Classes
- Infant/Child and Adult CPR and First Aid Classes
- Nutrition Classes
- Father Group
- Kindergarten Transition
- At-Home Learning Opportunities
- Family Trips



Learning Through Relating

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

Creative Curriculum

Wild Plum Center is committed to providing effective and efficient educational and developmental opportunities for 0-4 year olds. Currently, WPC uses the research-based Creative Curriculum in all its preschool programs. Creative Curriculum focuses on all areas of children's growth—physical, cognitive, social/emotional, and language development. Creative Curriculum allows each teacher or family educator to incorporate and address the specific interests, characteristics, and needs of the children and families they work with.

Wild Plum Center measures children's progress by assessing each child's movement along the Creative Curriculum Developmental Continuum over time. For preschool students, measures are taken three times per year, in the fall, winter, and spring. Areas of measure include physical, cognitive, social/emotional, and language, as well as overall development. Assessment is based on four classifications: Forerunner (not yet at the initial level of typical preschool development), Step I (beginning level of typical preschool development), Step II, and Step III (highest level of development expected of children by the time they reach age 5).

PROGRAM OUTCOMES

Preschool Programs

2009 - 2010 Creative Curriculum Developmental Continuum Scores

Overall Progress from Fall to Spring

- Most children demonstrated overall developmental progress. Most children began the year at Forerunner or Step I (86%), and by spring, nearly three-quarters of the children (73%) 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 5.
- Some children entered Head Start with developmental delays. Some children who entered Head Start (28%) were not yet at the initial level of typical preschool development (were assessed at the Forerunner step of the continuum). By spring, only three children (2%) remained at this level.
- Most of the children who entered Head Start at the Forerunner level overall were 3-year-olds. 66% of 3-year-olds and 3% of 4-year-olds entered Head Start at this level. By spring, only 5% of 3-year-olds and no 4-year-olds remained at this level.
- Among 4-year-olds, most (74%) entered Head Start at Step I. By spring, only 5% remained at this level.

Children's Developmental Progress in Specific Domains

- 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.
- Progress along the continuum for social-emotional development was most dramatic. Most children began the year at the Forerunner Level or Step I. By spring, 76% had reached Step II or Step III.
- Substantial progress was also evident in the areas of cognitive and language development. In the cognitive domain, most children began at the Forerunner or Step I Levels (90%). By spring, 62% had reached Step II or III. In the language domain, most children entered the program at the Forerunner or Step I Levels (93%). By spring, 61% had reached Step II or III.
- Children in the Meeker Center appear to have been more likely to reach Steps II and III in each specific domain.

Progress of Specific Groups of Children

- As expected, 3-year-olds were more likely than 4-year-olds to enter Head Start at lower levels on the continuum, and they remained at lower levels in the winter. 3-year-olds were much more likely than 4-year-olds to enter Head Start prior to reaching the beginning level typical of preschool development. They were also more likely to remain at the Forerunner level or Step I at the time of the spring assessment.
- Among 4-year-olds, developmental progress was slower in the areas of cognitive and language development. Among the 4-year-olds, 94% had reached Step II or Step III along the Creative Curriculum Developmental Continuum by spring. They were most likely to reach these levels in their physical development (100%) and least likely to reach it in cognitive and language development (88% and 84%, respectively). 95% reached Step II or Step III in social-emotional development.
- Children from Spanish-speaking homes and English-speaking homes entered Head Start at similar levels and developed at a similar pace during the year.
- 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 62% of children from English-speaking homes had reached these steps.

Early Head Start outcome data is not yet available.

FAMILY OUTCOMES

In addition to monitoring children's progress, Wild Plum Center also assesses families' progress toward increased self-sufficiency for the family as a whole. Family self-sufficiency is reviewed through the Self-Sufficiency Matrix, as well as, progress toward goals outlined in the individualized Family Partnership Agreement. In the 2009-2010 data frame,

Wild Plum Center saw an average 44% increase in self-sufficiency as measured by the Self-Sufficiency Matrix.

Areas of measure include food, housing, employment, adult education, parenting education, mental health, domestic violence, child abuse, and need of emergency services.



COMMUNITY COLLABORATIONS



- Early Childhood Council of Boulder County (ECCBC)
- City of Longmont
- Boulder County
- St. Vrain Valley School District
- St. Vrain Valley Early Education Council
 - Bright EYES
- City of Longmont Housing and Human Services Board
- City of Longmont Poverty Reduction Initiative

ALIGNMENT WITH COMMUNITY PRIORITIES

Early Childhood Council of Boulder County (ECCBC)

ECCBC's mission is to expand and improve the comprehensive system of quality early childhood services in Boulder County. The Wild Plum Center provides a vital link in the Boulder County early childhood system by providing high quality, comprehensive services to children from the county's most vulnerable families.

City of Longmont

The City of Longmont has identified lifelong learning as one of its strategic initiatives. The Wild Plum Center focuses its attention on the youngest members of the Longmont community by instilling ethics that value the importance of education and a future of learning.

Boulder County

The Boulder County Human Services Strategic Plan places priority on ensuring that children arrive ready for school when entering kindergarten; parents are ready to advocate for their children; preschools are ready to implement high quality services; and, the community values early education as central to its success. The Wild Plum Center, through its comprehensive services, works with children, families, educators, and the community on a daily basis to promote each of these.

FINANCIALS

STATEMENT OF ACTUALS HEAD START & EARLY HEAD START

Year Ended August 31

REVENUES	2010
OHHS Funds -- Amount Awarded	\$1,873,553.00
Grantee's NonFederal Share -- In-Kind Contributions	\$374,366.00
Reimbursement -- USDA (School Lunch Program)	\$87,160.00
TOTAL REVENUES	\$2,335,079.00
<hr/>	
EXPENSES	
<i>OHHS Share -- Head Start Part Year/ Part Day & Early Head Start/ Full Year Services Direct Costs:</i>	
Personnel	\$1,152,535.00
Fringe Benefits	\$72,402.00
Supplies	\$42,664.00
Contractual	\$141,993.00
Other Direct Costs	\$390,931.00
<i>TOTAL</i>	<i>\$1,800,525.00</i>
<hr/>	
<i>Training & Technical Assistance - Other Direct Costs</i>	<i>\$78,858.00</i>
<hr/>	
<i>TOTAL OHHS SHARE</i>	<i>\$1,879,383.00</i>
<hr/>	
<i>Grantee's Share -- Head Start Part Year/ Part Day In-Kind Contributions:</i>	
Facilities, Professional Services, Supplies	\$271,650.00
Capital Assets	\$31,872.00
Volunteer Services	\$70,844.00
<i>TOTAL IN-KIND CONTRIBUTIONS</i>	<i>\$374,366.00</i>
<hr/>	
<i>Reimbursable Expense -- USDA Reimbursement for Meals</i>	<i>\$87,160.00</i>
<hr/>	
TOTAL EXPENSES	\$2,340,909.00
EXCESS OF EXPENSE OVER REVENUE	(\$5,830.00)

FINANCIALS CONTINUED



STATEMENT OF ACTIVITIES

Years Ended August 31

UNRESTRICTED REVENUES & SUPPORT	2010	2009
Head Start Grant Proceeds Received	\$ 1,305,342.00	\$1,161,456.00
Early Head Start Grant Proceeds Received	\$568,211.00	--
Use of Contributed Facilities	\$210,907.00	\$175,993.00
Non-Head Start Income	\$222,657.00	\$136,162.00
USDA Reimbursements	\$87,160.00	\$82,217.00
Colorado Preschool Income	\$72,000.00	\$72,000.00
Contributed Professional Services & Materials	\$60,743.00	\$38,689.00
Interest Income, Nonfederal	\$5.00	\$9.00
In-kind Capital Asset	\$31,872.00	\$11,955.00
TOTAL REVENUES & SUPPORT	\$2,558,897.00	\$1,678,481.00
EXPENSES & LOSSES	\$2,010.00	\$2,009.00
Head Start Part Year/ Part Day Program	\$1,238,498.00	\$1,192,759.00
Early Head Start Full Year Services Program	\$489,277.00	--
Non-Head Start Program	\$171,084.00	\$149,038.00
Head Start General & Administrative Expenses	\$124,799.00	\$126,067.00
Early Head Start General & Administrative Expenses	\$61,829.00	--
USDA School Lunch Program	\$89,295.00	\$83,165.00
Head Start Training & Technical Program	\$48,275.00	\$34,192.00
Early Head Start Training & Technical Program	\$35,730.00	--
Non-Head Start General & Administrative Expenses	\$17,232.00	\$31,829.00
Non-Head Start Development	\$26,255.00	\$28,950.00
TOTAL EXPENSES	\$2,302,274.00	\$1,646,000.00
Loss on Disposition of Fixed Assets	\$2,141.00	\$618.00
Depreciation Expense	\$67,762.00	\$57,337.00
TOTAL EXPENSES & LOSSES	\$2,372,177.00	\$1,703,955.00
CHANGE IN NET ASSETS	\$186,720.00	(\$25,474.00)

FINANCIALS CONTINUED

STATEMENT OF CHANGES IN NET ASSETS

Years Ended August 31

	UNRESTRICTED	TEMPORARILY RESTRICTED	UNRESTRICTED
NET ASSETS, AUGUST 31, 2008	\$362,427.00	\$ --	\$362,427.00
Change In Net Assets	(\$25,474.00)	\$ --	(\$25,474.00)
NET ASSETS, AUGUST 31, 2009	\$336,953.00	\$ --	\$336,953.00
Change In Net Assets	\$186,720.00	\$ --	\$186,720.00
NET ASSETS, AUGUST 31, 2010	\$523,673.00	\$ --	\$523,673.00



FINANCIALS CONTINUED

PROGRAM BUDGETS

OPERATING EXPENSES

2009 - 2010

Head Start Preschool	\$1,500,867	66%
Meeker Center Preschool (Non-Head Start Funded Preschool)	\$188,316	8%
Early Head Start Developmental Services	\$586,836	25%
Organizational Development	\$26,255	1%
TOTAL	\$2,302,274	



HEAD START PRESCHOOL DETAIL

Direct Service	\$1,327,773
Administration	\$124,799
Development	\$0
Technical & Training	\$48,275

EARLY HEAD START DETAIL

Direct Service	\$489,277
Administration	\$61,829
Development	\$0
Technical & Training	\$35,730

MEEKER CENTER DETAIL

(NON-HEAD START FUNDED PRESCHOOL)

Direct Service	\$171,084
Administration	\$17,232
Development	\$26,255

ADDITIONAL FEDERAL REPORTING ELEMENTS

AVERAGE MONTHLY HEAD START ENROLLMENT

HEAD START PRESCHOOL

Averaged 166 children

EARLY HEAD START

Averaged 25 children & pregnant women*

*Initial program year – enrollment was building during this time.

% OF ELIGIBLE CHILDREN SERVED

HEAD START PRESCHOOL

97% Low-Income, 3% Over-Income

EARLY HEAD START

96% Low-Income, 4% Over-Income

% OF ENROLLED CHILDREN RECEIVING MEDICAL & DENTAL EXAMS

HEAD START PRESCHOOL

99% Received Medical Exams

90% Received Dental Exams

EARLY HEAD START

60% Of Participants Received Medical Exams

10% Of Participants Received Dental Exams



RESULTS OF MOST RECENT REVIEW

HEAD START PRESCHOOL

WPC's program was reviewed in the 2007-2008 fiscal year. Two non-compliances were identified. Both were corrected at the time of our follow-up review and a certificate of full compliance was received.

EARLY HEAD START

WPC's Early Head Start program has not yet been reviewed.

COMMUNITY PARTNERS, DONORS & VOLUNTEERS

Wild Plum Center relies on the generous contributions and talents of our community partners, donors, and volunteers. Without these gifts of financial support, services, supplies, and time, Wild Plum Center would not be able to provide essential services to the low-income children and families in the Longmont community.



For a detailed listing of our partners, donors, and volunteers, please visit www.wildplumcenter.org.

Thank you!

Growing Futures.

BOARD OF DIRECTORS

Janis Hughes President
Burlington Elementary School

Holly Kammerer Vice President
BurgSimpson Attorneys and Counselors at Law

Wendy Schafer Treasurer
Intrado

Rob Orbanosky Secretary
Central Elementary School

Stephanie Chavez
Wild Plum Center Parent

Christina Pacheco
City of Longmont Children and Youth Resources, Latino Task Force

Lynn Siverts
Community Member

Bobbie Watson
Director Early Childhood Council of Boulder County

Monica Williams
1st Bank

