

WILMINGTON HEAD START, INC.

WILMINGTON HEAD START, INC.  
2022/2023

# ANNUAL REPORT



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# LETTER FROM THE EXECUTIVE DIRECTOR

Dear Friends, Supporters of Wilmington Head Start, Inc.,

As we reflect upon the journey of the 2022-23 academic year, I am filled with optimism and a renewed sense of purpose for the future of Wilmington Head Start, Inc.

In the face of challenges that spanned across the landscape of early education, I am delighted to share that Wilmington Head Start, Inc. emerged not only resilient but revitalized. From change within nearly every aspect of our institution to navigating the turbulent waters of declining enrollment and staffing challenges, our response was proactive and strategic. Thus, our story of this year is one of transformation—one where adversity became the canvas upon which we painted the vivid hues of innovation and collaboration.

The national decline in enrollment was a significant change within our centers, yet we harnessed this moment to cultivate a fresh perspective. We scrutinized every facet of our operations, unveiling new ways to enhance our outreach, engage with our families, and support our staff.

A pivotal milestone was the seamless transition in administration. This change allowed us to reimagine our approach, to rekindle the flame of excellence that has always been the hallmark of Wilmington Head Start, Inc. Our teaching staff and support personnel proved invaluable during this time, demonstrating their unwavering dedication and resilience. To them, I offer my deepest gratitude—for their commitment was the cornerstone of our progress.

Together we recognized the need for a holistic approach in addressing our challenges. We engineered targeted marketing and communications strategies, fortifying our presence in the community and championing our unique value proposition. Collaborations with community organizations birthed initiatives like the Free Store, a beacon of support that resonates far beyond material offerings. It stands as a testament to our commitment to the families we serve.

As I reflect upon the achievements of this year, one truth shines brilliantly—none of this would have been possible without the dedication of the Wilmington Head Start, Inc. teachers and staff. They are the pillars of our success. Additionally, with hearts full of gratitude, I extend my thanks to you—our supporters, our families, and our community. Together, we have proven, innovative, resilient and hopeful. As we turn the page to the future, I am confident that our collective spirit will continue to guide us toward even greater achievements and deeper impact.

*Shariese L. Moore*

# OUR MISSION

To empower families  
to become self-sufficient  
while providing  
comprehensive services  
to children and their families.

# OUR OBJECTIVE

Since 1984, Wilmington Head Start, Inc. has provided high quality services and programs to the children and families in the community. We believe our early childhood development program will bring about a greater degree of social competence in the pre-school children that we serve. We also strive to help them grow in all developmental areas. Our goal is to have our children enter kindergarten full of confidence and with excellent learning attitudes, and to have their parents fully prepared to help and support them through their school years.

We believe that as a team we can continue to touch the lives of the children and families that we serve in meaningful ways and extend the mission of Wilmington Head Start, Inc. into the hearts of the next generation.

# OUR SERVICES TO CHILDREN

Wilmington Head Start, Inc. provides age-appropriate education, developmental assessments, health services and screenings, and specialized services to those children with special needs. Nutritional meals, which included breakfast and lunch are available for all enrolled children

# OUR SERVICES TO PARENTS

Wilmington Head Start, Inc. provides services to parents and families. The Family Service Advocates assist the parents in meeting the goals they set for themselves, their children or their families. Parents are encouraged to participate in parent committees and Policy Council. Meetings were held virtually this program year. In addition, parents who meet the qualifications are eligible candidates for employment opportunities. For those who desire to further their own education, Wilmington Head Start collaborates with other organizations and agencies that offer literacy classes, GED classes or other educational opportunities.

# WILMINGTON HEAD START ORGANIZATION

## Services Provided 2022-2023:

- Health and Dental
- Nutrition – Breakfast and lunch were available
- Education and Literacy
  - Special Needs
  - Family Services
  - Home Visits
- Parent-Teacher conferences

Wilmington Head Start, Inc.  
(WHS) serves 486 children  
ages 3 to 5 years old.

The overall goal of Head Start  
is to increase the school  
readiness of pre-school children  
of low-income families.

Extended Day Services  
are available.  
Purchase of Care is accepted.

Wilmington Head Start, Inc.  
is a non-profit organization  
dedicated to serving  
the needs of Wilmington's  
low-income children and their  
families for over 35 years.

We currently have  
4 Educational Centers  
consisting  
of 27 classrooms  
located within the City  
of Wilmington, with  
100 employees.

# GOVERNING BODIES

## BOARD OF DIRECTORS

Thank you to the members of the Board of Directors who willingly volunteer their time to assist the Executive Director and other managers in ensuring the overall requirements of the program are met. The Board members are legally and fiscally responsible for all program operations. The Board of Directors meeting is held on the last Wednesday of every month.

### MEMBERS:

Charles Knothe, Esq. - Board President  
Stanley Bolton, Jr.- Treasurer  
Amy Moore  
Brenda Byers Collins, Esq.  
Linda Whitehead  
Yesenia Taveras

## POLICY COUNCIL

Thank you to all the parents and community volunteers who served on Policy Council. The members work with the Executive Director in the planning, development, operation and evaluation of the program. They give ideas and suggestions for program improvement. The Policy Council also serves as an organized spokes person for the parents of Wilmington Head Start. Policy Council meets the third Wednesday of every month.

### MEMBERS:

Carolina Lopez  
Sakina Carter  
Simone Dennis

# FISCAL DEPARTMENT

The majority of the program's income is received through grants from the federal government, the state government, Delaware Stars, and reimbursement from the Child and Adult Care Food Program. Wilmington Head Start also offers Purchase of Care to those who qualify. Other funds are received through private donations.

Federal funds are attainable through the Payment Management System (PMS). The State of Delaware, Early Childhood Assistance Program (ECAP) provides funds to service 145 children. The Child and Adult Care Food Program reimburses our program for expenses incurred to provide meals to the children.

Below is a breakdown of received funding for the 2022-2023 fiscal year.

## REVENUE & EXPENSES 2022-2023

### FUNDS RECEIVED

Department of Health & Human Services  
Administration for Children & Families

Continuation Grant: \$3,100,865  
Training & Tech. Assist.: \$45,725  
COVID Relief: Cares Act: \$10,630  
CRRSA: \$92,000  
ARP: \$0 ( Covid Funds )  
Total Federal Funds: \$3,348,58  
State of DE – Dept. of Education  
Early childhood Assistance Program: \$1,035,300  
USDA Reimbursement  
Child & Adult Care Food Program: \$409,379  
Purchase of Care \$398,840  
DE STARS \$168,446  
Misc. Sub-grants, Contributions, etc. \$10,000  
**TOTAL FUNDING ALL SOURCES: \$5,350,759**

### EXPENSES:

Personnel \$3,491,942  
Fringe Benefits \$836,379  
Out of Town Travel \$333  
Occupancy \$535,196  
Supplies \$302,380  
Contractual \$309,289  
Other \$665,945  
**TOTAL EXPENSES \$5,112,267**



# PROPOSED BUDGET 2023-2024

## PROPOSED BUDGET

2023-2024

### FUNDS RECEIVED:

Department of Health & Human Services

Administration for Children & Families

Continuation Grant: \$3,371,023

Training & Tech. Assist.: \$45,725

COVID Relief: CRRSA: \$0

ARP: \$0 ( Covid Funds )

Total Federal Funds: \$3,416,748

State of DE – Dept. of Education

Early childhood Assistance Program: \$1,035,300

USDA Reimbursement

Child & Adult Care Food Program: \$409,379

Purchase of Care: \$398,840

DE STARS: \$151,668

Misc. Sub-grants, Contributions, etc. \$10,000

**TOTAL FUNDING ALL SOURCES: \$5,353,705**

### EXPENSES:

Personnel \$3,512,000

Fringe Benefits \$ 901,869

Out of Town Travel \$6,610

Occupancy \$425,759

Supplies \$366,000

Contractual \$305,550

Other \$670,000

COVID Expenses \$0

**TOTAL EXPENSES \$5,550,230**

# BUDGETING

An annual budget, that includes detail of all revenue and expenditures from all funding sources, is prepared with input from all management members. The annual budget is designed to provide the best possible services to our children and families. This includes paying adequate salaries and benefits to acquire qualified personnel, providing USDA approved meals to ensure nutritional food, collaborating with community daycares for continuous childcare services, offering a quality rich educational program, providing health, dental, mental health, and disability services to children on an individual need basis, and assisting families with their needs for self sufficiency. The final budget is approved by Policy Council and the Board of Directors.

The annual budget is analyzed monthly by detailing actual expenditures versus budgeted expenditures. The actual expenditures are derived from the information accounted for using the accrual basis of accounting. The monthly budget is reviewed by the Policy Council, the Board of Directors, and the Executive Director.



# HUMAN RESOURCES DEPARTMENT

The Human Resources department is responsible for handling, assisting and dealing with all employee related matters. This includes but is not limited to employee evaluations, the personnel manual, hiring, disciplinary actions, training, and education. Human Resources also is responsible for employee benefits such as health insurance, disability insurance, workers compensation, and FMLA.

100% of WHS Teachers have an Associates, Baccalaureate or Advanced degree in Early Childhood Education or related field with at least 18 credits in ECE. 100% of our Teacher Assistants have a CDA (Child Development Associate credential) or are working towards the CDA or a degree in Early Childhood Education. All staff is trained semi-annually on Child abuse and neglect.



# EDUCATION PHILOSOPHY

We believe and respect that parents are the first and most important teachers for their children. It is our goal for parents to become active partners in their child's education, partnering with the Head Start staff. The philosophy of our program is that all children learn best when they are actively involved in their environment, enabling them to reach goals that are both challenging and achievable. Our classrooms are designed to accommodate children with disabilities and those who are English Language Learners so that they can benefit fully from our program.

Young children learn by exploring their environment and from the people in it. Each child is provided with many opportunities for success in order to help develop feelings of competence, positive self-esteem, and positive attitudes towards learning. The program fosters children's understanding of themselves and promotes appropriate interaction with others. Teachers plan experiences that promote their optimal learning and development.

## Curriculum

Our primary curriculum is *The Creative Curriculum*. It supports our educational philosophy and is built on a strong foundation of research and best practices in early childhood education. The curriculum provides a framework that supports learning for each child in all areas of development including social-emotional, cognitive, language, literacy, mathematics, science, creative arts, social studies, physical and health. Literacy and math are central to the curriculum and integrated into all learning experiences.

## Assessment

Teaching Strategies GOLD is the assessment tool teachers utilize to record each child's development and guide their curriculum planning. Teaching Strategies GOLD's Objectives for Development and Learning are aligned and intended to be used in conjunction with *The Creative Curriculum*. These objectives are also aligned with the outcomes defined in the Head Start Child Development and Early Learning Framework and Delaware's Early Learning Foundations for Preschool. Anecdotal observation is the primary way in which teachers collect data on the children. Their observations help teachers to determine what materials to add to the environment and what activities to plan to support children's interest and ability in each learning domain.

# CHILD OUTCOME DATA

## WIDELY HELD EXPECTATIONS

### SPRING 2023

#### WHS Three Years Old

Area of Development	Number of Children		Number of Children Below Growth		Percentage of Children Below Growth		Number of Children Meeting or Above Growth		% of Children Meeting or Above Growth	
	F	S	F	S	F	S	F	S	F	S
Social Emotional	117	114	16	10	13.7%	8.8%	101	104	80.3%	91.2%
Language	117	114	27	16	23.1%	14.0%	90	98	76.9%	85.9%
Literacy	117	114	34	16	29.1%	14.0%	83	98	70.9%	86.0%
Mathematics	117	114	33	16	28.2%	14.0%	84	98	71.8%	86.0%
Physical	117	114	19	11	16.2%	9.6%	98	103	83.7%	90.4%
Cognitive	117	114	24	11	20.5%	9.6%	93	103	79.5%	90.3%

#### WHS Four Years Old

Area of Development	Number of Children		Number of Children Below Growth		Percentage of Children Below Growth		Number of Children Meeting or Above Growth		% of Children Meeting or Above Growth	
	F	S	F	S	F	S	F	S	F	S
Social Emotional	76	73	30	14	39.5%	19.2%	46	59	60.3%	80.8%
Language	76	73	30	13	39.5%	17.8%	46	60	60.5%	82.1%
Literacy	76	73	43	6	56.6%	8.2%	33	67	43.4%	91.8%
Mathematics	76	73	54	16	71.1%	21.9%	22	57	28.9%	78.1%
Physical	76	73	26	10	34.2%	13.7%	50	63	65.8%	86.3%
Cognitive	76	73	34	12	44.7%	16.4%	42	61	55.2%	83.6%

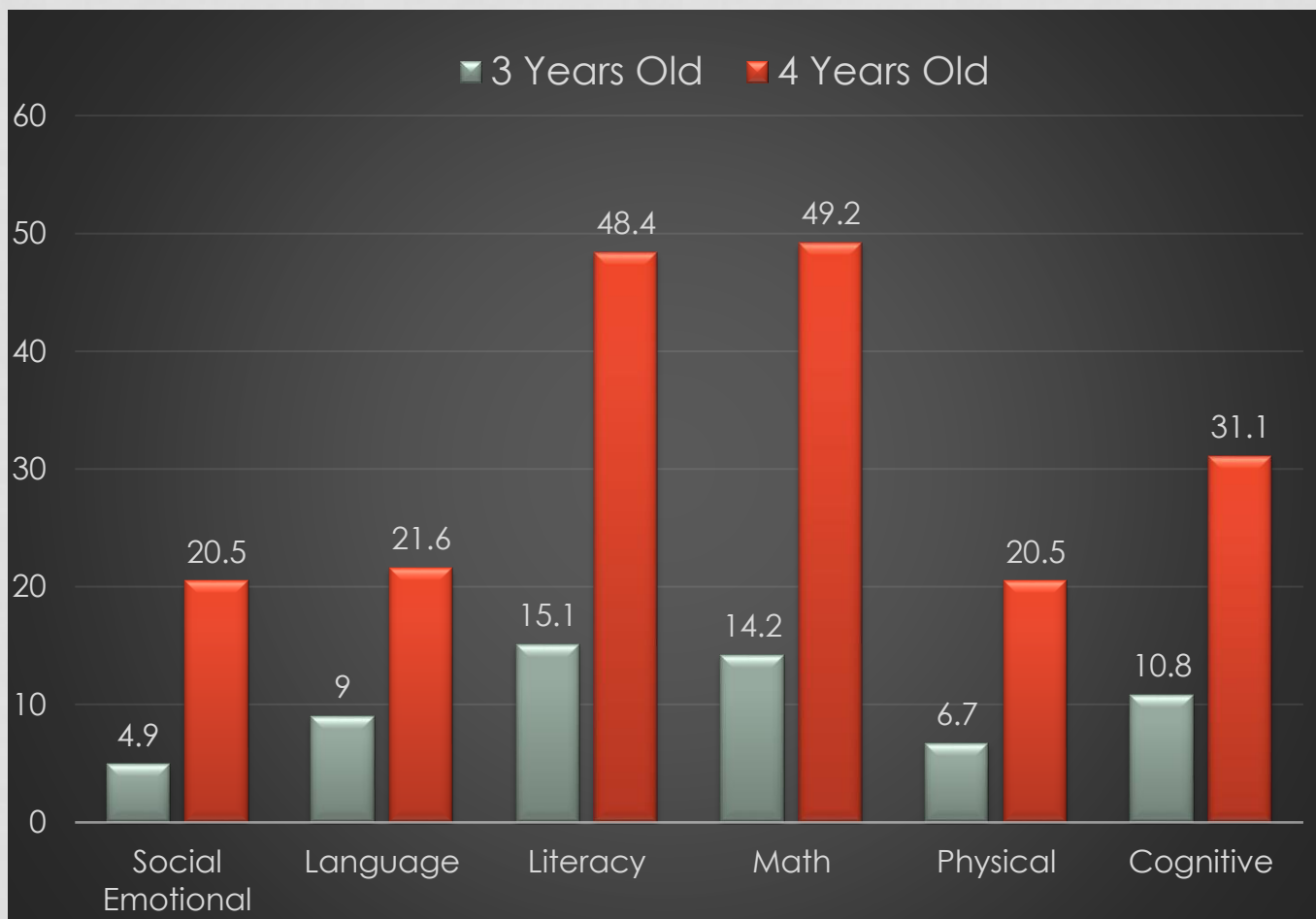
# CHILD OUTCOME DATA COMPARATIVE GROWTH FALL 2022 – SPRING 2023

Teaching Strategies GOLD provides a comparative growth measure which tell us how WHS children's growth compares with the growth of children in other programs nationwide. Most of WHS children **are meeting or exceeding growth expectations**.

3 year: Area of Development	Fall Scores	Spring Scores	Growth
Social Emotional	86.3%	91.2%	4.9%
Language	76.9%	83.7%	9.0%
Literacy	70.9%	82.9%	15.1%
Mathematics	71.8%	80.3%	14.2%
Physical	83.7%	94.9%	6.7%
Cognitive	79.5%	85.9%	10.8%

4 year: Area of Development	Fall Scores	Spring Scores	Growth
Social Emotional	60.3%	80.8%	20.5%
Language	60.5%	82.1%	21.6%
Literacy	43.4%	91.8%	48.4%
Mathematics	28.9%	78.1%	49.2%
Physical	65.8%	86.3%	20.5%
Cognitive	55.2%	86.3%	31.1%

# FALL 2022 TO SPRING 2023 3- & 4- YEARS EXCEEDING GROWTH EXPECTATIONS



# PROFILE OF CHILDREN

- Out of 218 possible children, 218 children have enough GOLD data in Spring 2022/2023 to be included in this report.
- The 218 children included in this report are in 17 classes in 4 sites and have the following demographics
- Gender: Male: 48% Female: 52%
- Race:
  - \*White : 16%      Other: 7%      Unknown: 26%
  - \*Black or African American : 51%
- Ethnicity:
  - \* Hispanic/Latino: 9%
  - \* Mexican: 13%      \* Other Hispanic 2%
  - \* Puerto Rican: 6%      \* Dominican: 3%      \* Unknown
- Hispanic: 2%
  - \* Not Hispanic or Latino 52%      \*No Response 10%
- Children with IFSP : 0%
- Children without IEP: 92%
- Children With IEP: 8%
- Age or Class/Grade: Preschool 3 class/grade (Green): 53% Pre-K 4 class/grade (Blue): 47%
- Primary Language:
- English: 75% Spanish: 23% Arabic: 2%
- Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. By the Winter checkpoint teachers are observing children within their developmental level of the color band.



# SCHOOL READINESS ADVISORY COMMITTEE

## Roles of the Committee

- The purpose of this committee is to establish goals and strategies to prepare our children, families and community for school success.
- We will examine our assessment data and discuss ways to help the children meet these goals.
- This committee meets twice a year in the Fall & Spring to examine data for patterns of progress for groups of children to develop and implement a plan for program improvement.
- Ever since the Coronavirus the committee has not met. However, the management team has examined the data for program improvements.

# CHILD OUTCOME DATA TO SUMMARIZE OUR OUTCOMES

- The majority of WHS children are meeting or exceeding Widely Held Expectations in all developmental areas.
- WHS's average growth scores rose in all developmental areas between Fall 2022 and Spring 2023.
- According to our Spring 2023 Child Outcome Data shows that the majority of our children have improved in all developmental areas.

# SCHOOL READINESS GOALS

## 2022-2023

### **Domain: Physical Development & Health**

- Children will demonstrate control of large muscles for movement, navigation and balance.
- Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing, and manipulation.
- Children will identify and use healthy and safe habits.

### **Domain: Social & Emotional Development**

- Children will display levels of attention, emotional regulation, and behavior in the classroom that are appropriate to the situation and the supports available.
- Children will engage in positive adult-child relationships and interactions.

### **Domain: Cognition & General Knowledge**

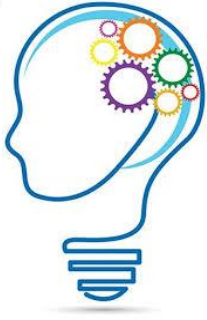
- Children will, ask questions, make predictions, and develop hypotheses to gain a better understanding of information and activities in their surroundings.
- Children will use math regularly and in everyday routines to count, compare, relate, identify patterns and problem solve.

### **Domain: Language & Literacy**

- Children will use the English language through repeating and comprehension of the vocabulary through conversation and communication.
- Children will engage with literature in developmentally appropriate ways.
- Children will use and understand print as a system of noticeable marks that represent the sounds within words and words themselves.
- Children who are dual language learners will demonstrate increase competency in their home language while developing proficiency in English.

### **Domain: Approaches to Learning**

- Children will show an interest in varied topics and activities an eagerness to learn, creativity, and independence in their interactions with activities and materials.
- Children will demonstrate persistence when working with materials, activities and information.



# MENTAL WELLNESS

Wilmington Head Start, Inc. is dedicated to supporting the mental wellness of all our children, families and staff.

This idea is reflected in our curriculum, screening, positive guidance and mental health policies.

## CURRICULUM

WHS utilizes the (PATHS) Curriculum

Promoting Alternative Thinking Strategies. The PATHS program is a comprehensive social emotional learning curriculum that is evidence-based and proven effective. This curriculum is being used around the world. It offers a common framework for effective social- emotional learning instruction from preschool through kindergarten and the elementary grades.

The PATHS program is grounded in the science of children's brain development, which has determined that children experience and react to strong emotions before developing the cognitive abilities to verbalize them.

The PATHS program received the highest possible rating from Blueprints for Healthy Youth Development. The PATHS program is one of only 12 youth development programs to receive this elite recognition.

- ❑ All Classes use the PATHS curriculum in their classrooms.
- ❑ Each classroom has a copy of the PATHS curriculum and all required materials.
- ❑ Each week, one PATHS lesson is included in the teacher's lesson plan.

The PATHS kid of the day can be recognized in different ways, such as a necklace, crown, button, etc.

The PATHS concepts are also to be used in the classroom to solve problems with the children.

Staff is expected to model the PATHS process when they are solving problems or resolving conflicts with the children in the classroom.

## BEHAVIORAL SCREENING

Within 45 days of entering the program, families will be requested to complete a copy of the Ages & Stages Questionnaire-Social Emotional. This questionnaire allows us to recognize which children are at risk for social or emotional difficulties, identify behaviors of concern to caregivers, and identify any need for further assessment.

## POSITIVE BEHAVIOR POLICY

WHS staff is committed to providing a nurturing environment that fosters positive self-esteem and individual growth in the children. Positive guidance demonstrates respect for the child and is meant to help the child develop social and emotional competence.

Guidance is when adults teach children to solve problems, rather than punish them for having problems they have not yet learned to solve.

## MENTAL HEALTH

WHS is dedicated to supporting the mental wellness of all the children, families, and staff. If a teacher has a concern about a child's learning style or behavior, they will discuss it with the family as well as make a referral to the Disabilities Health Specialist or the Education Specialist for an observation. Together, the family and the staff will make a plan to address any concerns. WHS works closely with the Early Childhood Mental Health Consultant from Delaware's Best. We also partner with Centers for Child Development, Your Center, Resilient Kids and we continue to employ a Behavior Support Therapist for on-sight counseling services. WHS hired a Behavior Support Therapist to create and implement behavior plans to better assist our children with behavioral management. If necessary, referrals to an outside agency will be made.

Parental permission is needed before any referrals can be made. Parents are also encouraged to discuss any concerns they have about their child with the Teacher or Family Service Advocate.

# DISABILITY SERVICES

## CHILDREN WITH SPECIAL NEEDS

WHS provides services to children with special needs. The children participate in all activities to the extent of their abilities. WHS works along with the school district to assure that each special needs child has an Individual Educational Plan (IEP) and receives all the appropriate and necessary services. Any needed equipment is provided, as well as any training the staff may need to welcome the child to the classroom.

## ASQ-3, ASQ-SE Screenings

WHS believes that early screening is essential to the learning process. It is our mission to have every Head Start child screened within 45 calendar days after the child enters the program. The purpose of the ASQ-3, ASQ-SE Screenings is to screen children and identify special learning disabilities and/or needs, which could affect performance in school. It is recommended that the parent perform the screening since the parent has the most insight on the child. In the event the parent does not complete the ASQ-3, ASQ-SE screenings the teacher will complete it.

Screening methods are simple and rapid techniques that focus on areas of speech and language, motor, conceptual and general overall development including behavior. The screening methods do not involve medical examinations.

If screening results indicate the presence of concerns, the family is contacted to review the situation and address the possibility of further assessment. These assessments can determine if the child is having a problem and what that problem may be.



# NUTRITION & HEALTH DEPARTMENT



## NUTRITION

The children at WHS receive fortified and healthy meals which are approved by the United States Department of Agriculture (USDA). Children are served two meals per day (breakfast and lunch). The children who attend the full day program also receive an afternoon snack.

The Head Start Program Performance Standards for Nutrition encourage healthy food choices. Wilmington Head Start adheres to these guidelines. WHS does not serve any fish, pork or pork products, and we are nut free.

**A child with allergies is required by the Federal Regulations to have a Special Precautions form signed by their physician with specifics of the allergic reaction and possible substitutions. Please note we will do everything possible to fulfill the requirements for the children to have a healthy meal.**

The children experience new food items throughout the year. Wilmington Head Start believes in diversity throughout the program along with making mealfime a happy, learning experience.

## HEALTH SERVICES AREA

WHS values the health of our families and children. Health education is incorporated into curriculum, and proper health and hygiene procedures will be followed daily in our classrooms. Periodically, WHS will provide education and training to families, staff, and interested community members on preventative health, oral health, and mental health topics and practices.

## PHYSICAL EXAMINATIONS/ EPSDT/ IMMUNIZATIONS AND TB SCREENED

The children must have a current physical, an up-to-date list of immunizations, the results of a tuberculosis screening on file upon enrollment and maintain up to date physicals annually. A current physical can be defined as within one year of the date on the physical.

## HEALTH HISTORY

During the enrollment process, the Family Service Advocate asks a series of questions to determine the present status of the children's health, as well as in the past. This information is used to better understand the needs of the children.

## SCREENING

Throughout the year the children may undergo a variety of screenings. In order for the children to participate in the screening process, the family signs a consent form giving WHS the permission to perform these screenings. The family receives more information about this process prior to the screening. The following are screenings your child may receive:

- Vision
- Heights and weights
- Dental (include x-rays, cleaning, and fluoride treatment)

# FAMILY & COMMUNITY SERVICES

The Family Services program area of Wilmington Head Start, Inc. is designed to provide support to the Family Service Advocates (FSAs), who in turn, provide support to our families. The FSAs provide case management services for all families with children enrolled in the program. They help parents and family members set goals, ensure each child has a medical and dental home and encourage parents to become actively involved in their child's Head Start experience.

The Family Services program area is also responsible for parent engagement activities throughout the school year. The Basic Needs Closet that was designed as an in-house resource for our families, continues to be available to them if they are in need of basic items. Wilmington Head Start has also partnered with local churches to help families with winter season help. Families participated in a virtual kindergarten registration meeting, to help prepare their children for school once they leave our program.

We pride ourselves in having excellent relationships with various organizations within the community. We have partnered with various community agencies such as, the pajama program, operation Warm, and the Jack and Jill organization. Due to our strong partnerships, we refer our families for job employment/training opportunities, emergency housing, along with food and clothing needs. All these services provide a much-needed relief to the families that we serve.

Our continued focus is on building new community partnerships and strengthening existing ones. A testament to our longevity is the relationships we have formed in our community.

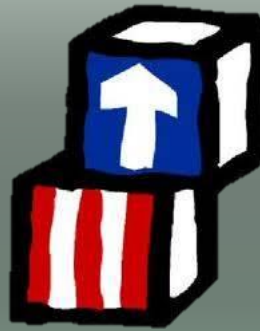


# 2022-2023 PROGRAM DATA

Wilmington Head Start served 285 Children during the 2022-2023 school year with 58.6% average monthly enrollment

Annual Fiscal Audit for period ending 2-28-23 resulted in no findings.

95.4% of children have ongoing source of continuous accessible health care



90.1% of children have continuous accessible dental care. 68.7% received a dental exam.

98.2% of children are up to date on all immunizations

92.9 % of children are up to date on a schedule of preventive and primary healthcare.



# WILMINGTON HEAD START CENTERS

## ADMINISTRATIVE OFFICE

**Shariese Moore**  
Executive Director

[smoore@wilmheadstart.org](mailto:smoore@wilmheadstart.org)

100 West 10<sup>th</sup> St.  
Suite 1016  
Wilmington, DE 19801

Tel. (302) 421-3620  
Fax (302) 421-3623

## LESLIE A. JOHNSON CENTER

**Tara Watson**  
Center Manager

[twatson@wilmheadstart.org](mailto:twatson@wilmheadstart.org)

2401 Northeast Blvd.  
Wilmington, DE 19802

Tel. (302) 762-8038  
Fax (302) 762-5678

## VAN BUREN STREET CENTER

**Nicole Williams**  
Acting Center Manager

[nwilliams@wilmheadstart.org](mailto:nwilliams@wilmheadstart.org)

1021 West 3rd St.  
Wilmington, DE 19805

Tel. (302) 691-3584  
Fax (302) 691-7321

## WEST 3RD STREET CENTER

**Nicole Williams**  
Center Manager

[nwilliams@wilmheadstart.org](mailto:nwilliams@wilmheadstart.org)

1021 West 3rd St.  
Wilmington, DE 19805

Tel. (302) 691-3764  
Fax (302) 543-6021

## WEST END CENTER

**Ivory Hudson**  
Acting Center Manager

[ihudson@wilmheadstart.org](mailto:ihudson@wilmheadstart.org)

1725 West 8<sup>th</sup> St.  
Wilmington, DE 19805

Tel. (302) 472-3452  
Fax (302) 472-9485