

Dothan City Schools
Head Start Preschool Program
Annual Report
2017-2018



The Dothan City Schools Head Start Preschool Program was funded to serve 324 children at five sites: Dothan on West Powell Street, Ashford Elementary, Webb Elementary, Rehobeth Elementary, and Cottonwood High School.

Dothan City Schools is the grantee for the Head Start Preschool Program, and has a formal agreement with Houston County Schools to provide services to Head Start students. The Dothan City Schools Powell Street site serves 252 students in thirteen classrooms. There are eighteen children in 4 classrooms and twenty children in 9 classrooms at the Powell Street site. Thirteen classes are located on Powell Street and one class with eighteen students each are located at Ashford, Webb, Rehobeth, and Cottonwood. The Dothan City Schools Head Start Program is in the eleventh year of providing services to 36 students funded through the Alabama State First Class Pre-K Program. Dothan City Schools has six additional State Pre-K classes that are funded for 18 children in each classroom. These classes are located at Cloverdale Elementary School, Faine Elementary School, Girard Elementary School, Slingluff Elementary School, and Kelly Springs Elementary School.

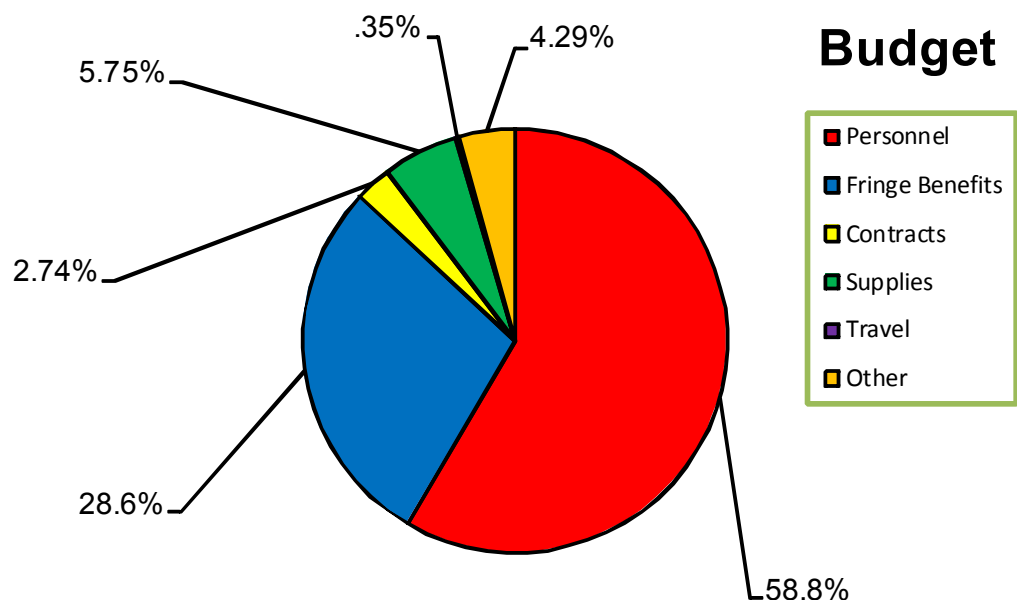
The Head Start Preschool Program has received a tremendous amount of support from Dothan City Schools and Houston County Schools to operate the Head Start Preschool Program. We also have partnered with Alfred Saliba Family Service Center and the Alabama Department of Early Childhood Education to provide support to our Head Start families.

Mission Statement:

1. Recognizing that the parent is the child's first teacher, the Dothan City Schools Head Start Preschool program's goal is to involve the parent in planning, developing, and implementing the curriculum to assure reinforcement at home for the goals and objectives.
2. We believe:
 - That children, staff and families must work cooperatively to meet the needs of each child, while respecting family values and heritage.
 - Each family should be encouraged to strive for self-sufficiency.
 - A partnership between families, communities, and Head Start will create a network that will ensure the success of each child.
 - That creating school readiness goals for students will allow them to fulfill their unique potential and prepare them for Kindergarten.

Attendance: The average monthly attendance for 2017-2018 was 90%.

Funding Sources	
Federal	
Original Operating Budget	\$2,285,146
Training/Technical Assistance	\$34,162
Total Federal	\$2,319,308
Supplemental 2017-2018	\$59,414
Federal Total	\$2,378,722
Non-Federal Share (20%)	\$580,342
Supplemental Non Federal Share	\$5,800
State of Alabama	\$176,400
Audit:	
The Dothan City Schools Audit had no exceptions	
Budget Allocations for 2017-2018	
Personnel	\$1,358,540
Fringe Benefits	\$689,339
Contracts	\$83,349
Supplies	\$74,518
Travel	\$10,160
Other Operating Costs	\$74,400
Total	\$2,290,306





**From the desk of the
Project Director
Yolanda Denise Vincent**

Email: yovincent@dothan.k12.al.us

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Dothan, AL 36303

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I take great pride in providing you with the 2017-2018 Annual Report. Dothan City Schools Head Start is proud to have provided thirty nine years of service to children, families, and the community. Together our staff encourages children and parents to engage in a love for learning. As we focus on school readiness, we provide a variety of stimulating educational experiences. These experiences promote the growth of children across the domains of language and literacy development, cognition, approaches to learning, emotional, and physical development. Teachers and parents collaborate often on the educational challenges and accomplishments of their children. Our goal is to create a culture of excellence.

As the demands and complexities of teaching children increase, it becomes more evident that we need to work together to ensure that our children reach their highest potential. We must work together in an extended family environment to empower our children to become productive citizens.

Research shows children who attend high quality preschool program receive benefits that last throughout school and into adulthood. School quality makes a difference for the strength of ongoing effects in terms of achievement, progress, and attainment. ([Learning Policy Institute, January 31, 2019](#))

Children are our most precious resource. We are proud to prepare their foundation for learning. It is with great honor and enthusiasm that we present to the community our Annual Report for 2017-2018.

Respectfully,
Denise Vincent
Project Director
Head Start Preschool Program

Projects

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School Enhancements

Purchased and installed shades for the playground.

Recess is a fundamental part of the school day, allowing children to get outside, exercise, and burn off some of that energy. Head Start provides 60 minutes of vigorous movement per day. Generally in the outside areas. There are four reasons we added the shade covering:

1. Children can play longer without overheating.
2. Keep equipment cool to the touch
3. Increase the life of the equipment.
4. Protect children from UV rays.

Purchased new equipment for creation of a STEM LAB.

STEM starts children with learning science, technology, engineering and math. STEM activities boost skills in reasoning, predicting, hypothesizing, and problem solving. These skills are facilitated by engaging through natural interaction with real things in the child's environment. Head Start purchased the following equipment:

- Cubetto Robot Set
- Beebot Set
- Cubelets Set
- Code a pillar Set

Proposed Budget for 2018-2019

Funding Sources

Federal \$2,319,308

In Kind Match \$574,171

State of Alabama \$176,400

Budget Allocations for 2018-2019

Personnel \$1,358,540

Fringe Benefits \$689,339

Contracts \$96,349

Supplies \$74,518

Travel \$10,160

Equipment \$5,000

**Other Operating
Costs** \$84,402

Total \$2,319,308



Parent Involvement

The Dothan City Schools Head Start Program is committed to providing the very best parental involvement and training. The family services department scheduled workshops and activities for parents. Listed below are the workshops and trainings that were offered:

- Education Workshop and School Bus Safety
- Pedestrian Safety, “A Safe Walk”
- Child Abuse training
- Substance Abuse training
- English as a Second Language (ESL) training
- Job Training
- Health Education training
- Parenting Classes
- Parent Volunteer Training
- Landmark Park Field Trip
- Field Trip to Botanical Gardens
- Breakfast for Mom & Dads
- Tailgate for Dads
- My Mom’s Special Summit
- Annual Art Showcase
- Financial Literacy and Budgeting Training, Home Buyers, and Home Ownership Workshop
- Relationship and Marriage Classes
- Interactive Literacy Workshop
- Kindergarten Transition
- Community Helper Rally
- Library Field Trip
- ESL Support in Classroom weekly

All parents were members of the Parent Committee and parents had the opportunity to serve on the Policy Council, Health Services Advisory Committee, and the Education Committee. The teachers made home visits and parents were invited to the schools for conferences. During the 2017-2018 school year volunteers clocked 4,324.45 hours valued at \$29,033.93. We had 519 volunteers.

Male Involvement Activities

- **Volunteered in Classrooms**
- **Read Stories to the Children**
- **Participated in classroom and outdoor activities with the children**
- **Invited to assist children with breakfast and lunch**
- **Attended Field Trips**
- **Tailgate for Dads**



Community Support

The Head Start Preschool students received three books throughout the year from Jean Dean RIF and the Kiwanis Club for a total of 1,194 books. The books were valued at \$8,605.74. The Kiwanis Club Members read to the students each time the books were given to the children. The Kiwanis Club volunteer hours totaled 54 hours valued at \$540.00.

The community really showed its support during the week long Literacy Read-A-Thon. During the Read-A-Thon there were 214 readers, who read different children's books to the Head Start / Preschool children.

First United Methodist Church of Dothan adopted the Dothan City Schools Head Start Program through the Adopt-a-School program for a seventh year of service. Training was provided to volunteers. The volunteers provided 65.50 volunteer hours valued at \$655.00 to the program. In addition to volunteering in the classrooms, they provided uniforms to needy families, refreshments for professional development activities and valuable support to the staff. They also provide items to our staff during National Teacher Appreciation Week. They continue to seek new ways to help and support the program.

Dothan Area Chamber of Commerce Youth Leadership Program collaborates with Head Start. Thirty nine youth visit our school and are exposed to careers in Early Childhood Education. The students receive an orientation, tour, and read stories to the children.

Head Start partners with Dothan City Schools to transition students into Kindergarten by helping to enroll Head Start children in the Summer Bridge. Head Start enrolls approximately 236 children each year for 2018 summer session.

Head Start partners with Toys for Tots to provide toys for eligible children at Christmas. Over 144 families received gifts during the 2017-2018 drive.

Patti Rutland Jazz provided dance classes every Thursday during the month for the entire 2017-2018 school term. They provided 84 hours of dance instruction for 274 children valued at \$3,000.00.

The program continues to receive outstanding support from various agencies and organizations through service on committees, programs, and donations to children and families.

Every effort is made to "maintain" high quality teachers. Head Start / Preschool collaborates with Wallace Community College (WCC) and Troy State University Dothan (TSUD) to facilitate the training and growth of students pursuing a career in Early Childhood Education. During the 2017—2018 school year we had three interns from TSUD that clocked 163 hours working with Head Start Preschool children and families. Four interns from WCC total of 202 hours of observation and hands-on interaction with preschool children.

Third Annual Spring Art Show Parent/Child Engagement Activity

It is clear that a child's first 5 years are critical for the establishment of early cognition, social emotional, and regulatory skills and competencies that serve as a precursor for life long adaption and functioning. (Shonkoff & Phillips, 2000) Parental engagement with children has been linked to a number of adaptive characteristics in preschool children, and relationships between families and professionals are an important contributor to school readiness. (Nebraska Center for Research on Children, Youth, Families, and Schools; University of Nebraska-Lincoln, S. Sherick 2014) Social-emotional competence is a key component of young children's school readiness.

Parent-child art projects are done monthly in the classroom. The monthly art projects are teacher selected. In the month of April parent and child are encouraged to complete an art project that is not teacher selected. Parent and child are encouraged to create together an art project for the for the Spring Art Show. The art is displayed for 2 weeks in the auditorium for everyone to view. Exposure to art promotes self directed learning, memory, concentration, decision making, and critical thinking skills. It also increases focus, discipline, self-esteem, and social skills. This is two fold when the project is developed during quality time spent between the parent and their child.

Parents are given materials for project if requested.



Family Services—The number of families who received the following services during the operating period.	
Emergency / Crisis Intervention	14
Housing Assistance	3
Mental Health Assistance	20
English as a second Language (ESL) Training	21
Adult Education	28
Job Training	19
Child abuse and neglect training	357
Domestic Violence Services	0
Health education training	28
Parenting education	27
Relationship / Marriage Education	22
Assistance to Families of Incarcerated Individuals	5
Asset Building Services (financial education, saving and checking accounts, debt counseling)	156



DOTHAN CITY SCHOOLS HEAD START PRESCHOOL SCHOOL READINESS GOALS

School Readiness

School Readiness Activities:

The education staff along with the Education Committee and parents developed a School Readiness Action Plan to ensure that students transitioning from the Dothan City Schools Head Start Preschool Program into Kindergarten will have the skills necessary to succeed in Kindergarten and will have participated in activities to instill in them a life long passion for learning. The action plan includes: School Readiness Goals aligned with the Head Start Early Learning Outcome Framework (HSELOF), action steps for achieving the goals, tools used to assess and observe teachers, methods used to collect, aggregate, and analyze assessment data, and the ways the needs of children with disabilities and English Language Learners (ELL) students will be met.



Perceptual, Motor, and Physical Development

Gross Motor:

Children will demonstrate control, strength, and coordination of large muscles by participating in a range of physical activities such as jumping, hopping, running, and pedaling.

Children will use perceptual information to guide motions/interactions with objects and other people such as moving from side to side, behind someone, and kicking.

Fine Motor:

Children will demonstrate control, strength, and coordination of small muscles to perform tasks that require more complex hand-eye coordination, such as cutting and drawing. They will manipulate using a variety of writing, drawing, and art tools.

Health, Safety, and Nutrition:

Children will demonstrate personal hygiene and self-care skills, such as brushing teeth, washing hands, and getting dressed.

Children will demonstrate knowledge and skills that help promote nutritious food choices and eating habits by making healthy eating choices.

Children demonstrate knowledge of personal safety practices and routines such as avoiding and alerting others to danger.



Approaches to Learning

Emotional and Behavioral Self-Regulation:

- Children will manage emotions with increasing independence by expanding their strategies for managing their emotions such as using teachers' suggestions.
- Children will follow classroom rules and routines with increasing independence such as sitting on rug and throwing plate away.
- Children will appropriately handle and take care of classroom materials such as cleaning up and putting away toys, manipulatives, and bins.
- Children will manage actions, words, and behavior with increasing independence such as waiting for turn and keeping hands to self.



Cognitive Self-Regulation (Executive Functioning):

- Children will demonstrate an increasing ability to control impulses such as waiting to communicate in group activities.
- Children will maintain focus and sustain attention with minimal adult support such as waiting for turn.
- Children will persist in tasks such as working to clean up an activity area.
- Children will hold information in their mind and manipulate it to perform tasks such as following multi-step directions and recalling stories.
- Children will demonstrate flexibility in thinking and behavior such as transitioning between activities without getting upset.

Initiative and Curiosity:

- Children will demonstrate initiative and independence such as completing tasks and making choices.
- Children will show interest and curiosity about the world around them such as asking questions and seeking new information.

Creativity:

- Children will express creativity in thinking and communication by thinking and talking about new ways to accomplish an activity or task.
- Children will use imagination in play and interactions with others such as pretend play and creating stories.

Language and Literacy

Language and Communication:

Attending and Understanding:

- Children will attend to communication and language from others by being connected to conversations.
- Children will understand and respond to increasingly complex communication and language from others such as nodding or gestures to books read aloud.



Communicating and Speaking:

- Children will vary the amount of information provided to meet the demands of situation such as DLL switching between languages.
- Children understand, follow, and use appropriate social and conversational rules such as using varied tones and volume of expression.
- Children will express self in increasingly long, detailed, and sophisticated ways such as using complete sentences of more than 5 words.

Vocabulary:

- Children will understand and use a wide variety of words for a variety of purposes such as by repeating words offered by adults.
- Children will show understanding of word categories and relationship among words.

Phonological Awareness:

- Children will show awareness that spoken language is composed of smaller segment of sounds such counting syllables and rhyming words.

Print and Alphabet Knowledge:

- The children will demonstrate an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print) such identifying book parts.
- Children will identify the letters of the alphabet and produce correct sounds associated with the letters such as recognizing letters and identifying letters in own name.

Comprehension and Text Structure:

- Children will demonstrate an understanding of narrative structure through storytelling/re-telling such as telling what happened first...and then.
- Children will ask and answer questions about a book that was read aloud such as who, what, when, or where.

Writing:

- Children will write for a variety of purposes using increasingly sophisticated marks such as copying letters from word wall and writing first name.

Cognition

Mathematics Development:

Counting and Cardinality:

- The children will know number names and count in sequence. Children will recognize the number of objects in a small set. They will understand the relationship between numbers and quantities.
- Children will compare numbers such as more or less. They will associate a quantity with written numerals up to 5 and begin to write numbers

Operations and Algebraic Thinking:

- Children will understand addition as adding to and understand subtraction as taking away from using objects, fingers, and drawing.
- Children will understand simple patterns and repeat and extend patterns using attributes such as color.

Measurement:

- Children will be able to recognize the attributes of length, height, and weight such as bigger, taller, and longest when comparing objects.

Geometry and Spatial Sense:

- Children will identify, describe, compare, and compose shapes using attributes such as length and number of sides.
- Children will explore the positions of objects in space using and following directions related to directionality, order, and position such as, move forward, up/down, and in front/behind.

Scientific Reasoning:

Scientific Inquiry:

- Children will observe and describe observable phenomena (objects, materials, organisms, and events) such as identifying the 5 senses.
- Children will engage in scientific talk by using words offered by adults such as compare, observe, and describe.
- Children will compare and categorize observable phenomena into groups based on attributes such as texture, color, and function.

Reasoning and Problem Solving:

- Children will ask questions, gather information, and make predictions by using prior knowledge.
- Children will plan and conduct investigations and experiments by using simple tools to observe and gather data.
- Children will analyze results, draw conclusions, and communicate results such as offering evidence as to why something did not work.

Social and Emotional Development

Relationships with Adults:

- Children will engage in and maintain positive relationships and interactions with adults such as seeking help from adults when needed.
- Children will engage in pro-social and cooperative behavior with adults such as attending to an adult when asked.

Relationship with Other Children:

- Children will engage in and maintain positive interactions and relationships with other children such as taking turns in conversations.
- Children will engage in cooperative play with other children such as joint play or games with rules.
- Children will use basic problem-solving skills to resolve conflicts with other children such as expressing feelings, needs, and opinions in conflict situations.

Emotional Functioning:

- Children will express a broad range of emotions and recognize these emotions in self and others such as recognizing and labeling basic emotions.
- Children will express care and concern toward others.
- Children will manage emotions with increasing independence such as looking to adults for support in dealing with intense emotions.

Sense of Identity and Belonging:

- Children will recognize self as a unique individual having their own abilities, characteristics, emotions, and interests.
- Children will express confidence in own skills and positive feelings about self such as using positive words to describe self.
- Children will have sense of belonging to family, community, and other groups such as identifying self as a part of a family, community, or preschool.



Curriculum and Assessment

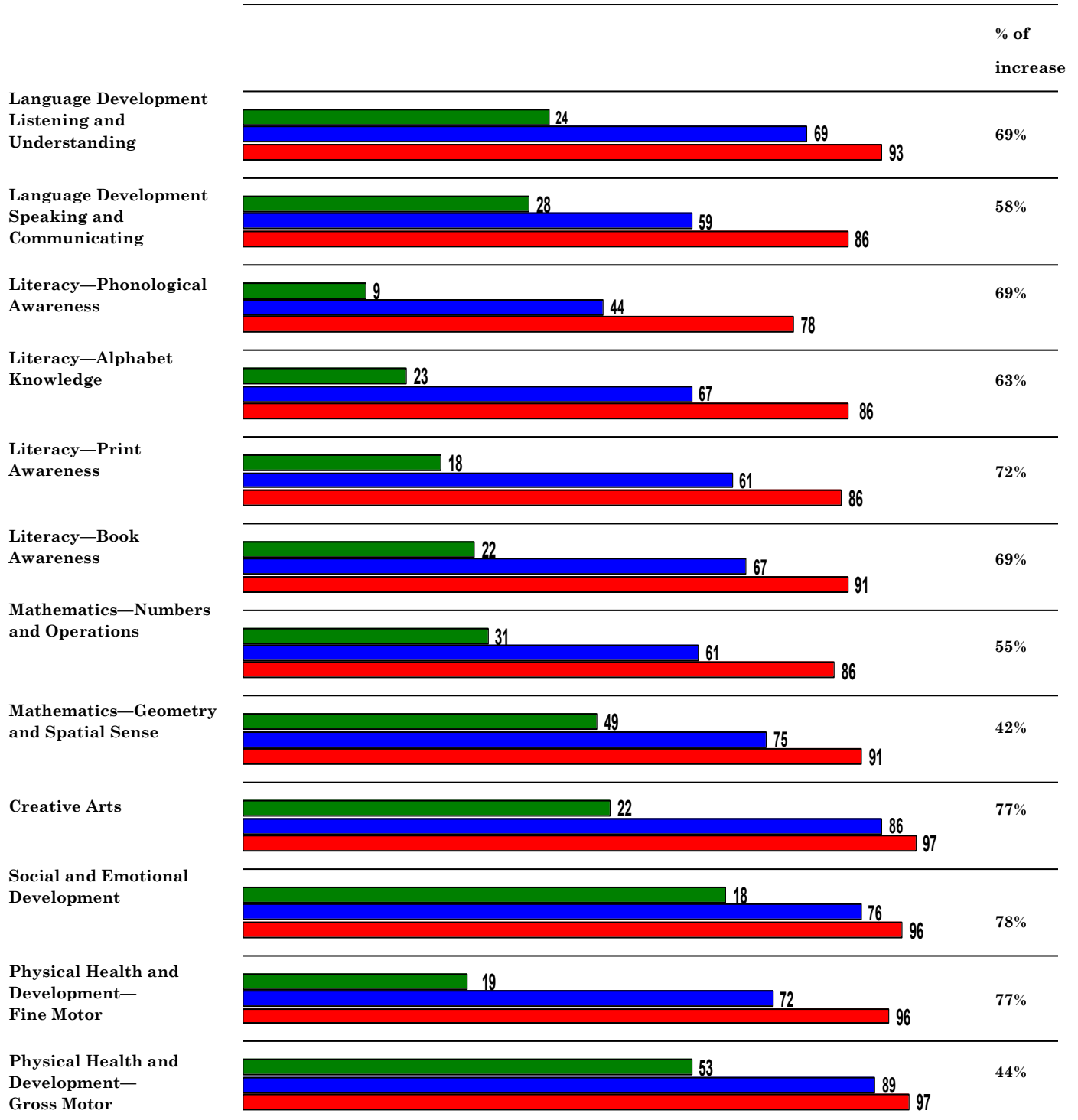
The Creative Curriculum and Saxon Learning Programs were utilized to provide instructions to students. The students were administered the LAP-D Developmental Screener, Achenbach Behavior Screener, and the Speech Language Checklist (articulation, stuttering, and voice). Vision and Hearing screenings were also completed on all students. The Preschool Progress Profile (PPP) is used to track progress on students and develop individualization plans for students. The assessment data was disaggregated and analyzed three times during the school year. The data results were shared with staff, parents, Policy Council, Board of Education members, and community representatives. We were able to add improvement strategies as needed.

In preparation for Kindergarten, the End of the Year Checklist of skills (colors, shapes, rote counting, letters of the alphabet, letter sounds, one to one correspondence, numbers 0—10, and printing first and last name) is administered and forwarded to the elementary school with the cumulative folder where the child will attend. This data gives Kindergarten teacher a baseline of the children's skills prior to entering Kindergarten.

A progress report is sent home every 9 weeks. Also, Head Start parents receive a multiple assessment report at the final conference with detailed information on how their child performed on each of the three assessments given during the year.



Preschool Progress Profile (PPP) for 2017-2018
Performance of four year old students.





SNAPSHOT: Kindergarten Readiness Skills At a Glance

SKILLS	N→W	N→Y	W→Y	Number of children that mastered Skill: Number of 4 Year Olds assessed =226	Percentage of Children that made GAINS on Kindergarten Readiness Skills
Language Development: (Answers questions with detail)	26 (11%)	109 (46%)	46 (19%)	181	76%
Language Development: (Rhyming Words)	48 (20%)	82 (35%)	39 (16%)	169	71%
Literacy: Phonological Awareness (Learn sounds of Letters)	25 (11%)	152 (64%)	9 (4%)	186	79%
Literacy: Phonological Awareness (Identify 2 or more words with the same sound)	46 (19%)	91 (38%)	22 (9%)	159	79%
Literacy: Alphabet Knowledge (Name ten or fewer letters)	8 (3%)	139 (59%)	10 (4%)	157	66%
Literacy: Alphabet Knowledge (Name 11 or more letters)	4 (2%)	148 (62%)	3 (1%)	155	65%
Literacy: Letter Form Discrimination (Print First Name)	32 (14%)	140 (59%)	26 (11%)	198	84%
Literacy: Letter Form Discrimination (Print Last Name)	33 (14%)	132 (56%)	11 (5%)	176	75%
Mathematics: (Recognizes 0-10)	58 (24%)	73 (31%)	47 (20%)	178	75%
Mathematics: (Shapes)	19 (8%)	87 (37%)	74 (31%)	180	76%
Mathematics: (Colors)	7 (3%)	43 (18%)	63 (27%)	113	48%
DENOTES:	N= NO	W= Working on Skills		Y=Yes	

Statistical Data from the Program Information Report (PIR)

Enrollment for Ethnicity

Hispanic or Latino	20	6%
Black or African American	237	66%
White	38	16%
Biracial	32	9%
Other	3	0%

Enrollment by Eligibility

Income below 100% of federal poverty line	301	84%
Receipt of public assistance such as TANF, SSI	15	40%
Status as a foster child	1	0%
Status as homeless	5	15
Over Income	23	6%
Enrollees exceeding the allowed over income (as noted below) with family incomes between 100% and 130% of the federal poverty line	23	3%

Health Insurance

Number of children with an ongoing source of continuous, accessible health care—medical home	357	100%
Children with Health Insurance	357	100%
Number enrolled in Medicaid / CHIP	350	98%
Number with Private Insurance	5	1%
Number with other health insurance (ex. Military insurance)	2	1%

ACF Head Start Funded	324
Non-ACF Funded Enroll-	36
Total Enrollment	360
Actual Enrollment	357

Primary Languages

English	335	94%
Spanish	20	6%

Medical Services

Number of children up-to-date on a schedule of age appropriate preventive primary health care	334	94%
Number needing medical treatment	78	23%
Number receiving medical treatment	78	100%

Medical Treatment

Number of children receiving treatment for the following		
Anemia	28	8%
Asthma	28	8%
Vision Problems	25	7%
Hearing Difficulties	0	0%

Dental Services

Children with accessible dental care provided by a dentist	357	100%
Children having had professional dental exam within last twelve months	352	99%
Children receiving preventive dental care	332	93%
Children diagnosed as needing dental	142	40%
Children having received / receiving dental treatment	126	89%

Mental Health Services

Number of children for whom the Mental Health Professional consulted with staff about the child's behavior / Mental Health	30	8%
Of those the number the Mental Health Professional provided 3 or more consultations	24	8%
Number of children for whom the Mental Health Professional provided an individual Mental assessment	30	8%

Mental Health Services

Number of children for whom the Mental Health Professional consulted with parents or guardians	25	7%
Of those the number the Mental Health Professional provided 3 or more consultations	6	25%

Mental Health Services

Number of children for whom the Mental Health Professional facilitated a referral for Mental Health Services	9	3%
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Primary Disabilities

Diagnosed Disability	Children with this disability	Children receiving special services
Speech or language impairment	33	33
Health Impairment	1	1
Autism	0	0
Non-categorical developmental delay	3	3
Hearing Impairment	0	0
Visual Impairment	1	1



Child Development Staff

The Number of Preschool Child Development Teachers with the following Credentials	
BS degree in Early Childhood Education	4
BS degree in Childhood Development	1
Associate Degree in Early Childhood Education	15

Education and Child Development Management Staff	
Advanced Degree	1
BS Degree in Early Childhood Education	2

Total Number of Child Development Staff by Positions	
Lead Teacher	1
Classroom Teachers	19
Assistant Teachers	19



Monitoring

Overview of Findings

Environmental Health and Safety (EnvHS)

From 12/8/2015 to 12/9/2015, the Administration for Children and Families (ACF) conducted an Environmental Health and Safety (EnvHS) review event for the Dothan City Board of Education Head Start Program. Based on the information gathered, no area of noncompliance was found during the course of the review. Accordingly, no corrective action was required.

Results from CLASS Observations:

The onsite CLASS review was conducted from 2/2/16 to 2/4/16 by the Office of Head Start. Observations were conducted in the Preschool Center based classroom using the PreK Classroom Assessment Scoring System (CLASS). The CLASS tool looks at three domains of the dimensions of teacher child interactions and measures those observed on a seven point scale. The program scores are listed below:

Domain	Score	Domain	Score	Domain	Score
Emotional Support	6.13	Classroom Organization	6.09	Instructional Support	3.75
Positive Climate	6.38	Behavior Management	6.50	Concept Development	3.52
Negative Climate	*1	Productivity	6.56	Quality of Feedback	3.41
Teacher Sensitivity	5.76	Instructional Learning Formats	5.24	Language Modeling	4.35
Regard for Student Perspectives	5.41	*Note to calculate the Emotional Support Domain, subtract the Negative Climate score from 8, add the Positive Climate, teacher Sensitivity and Regard for Student Perspective score, and divide by 4			

All scores received by the Dothan City Schools Head Start teaching staff were at or above the National Average.

Fiscal / ERSEA (Eligibility, Recruitment, Selection, Enrollment, Attendance)

From 4/11/16 to 4/15/16, the Administration for Children and Families (ACF) conducted a Fiscal / ERSEA review event for the Dothan City Board of Education Head Start program. During the review, the team used a sampling methodology that included a random selection of child files as well as fiscal procedures. Based on the information gathered, no area of noncompliance was found during the course of the review. Accordingly, no corrective action was required.



Destiny has really learned a lot. She is more interested in learning since she has been at Head Start. We have noticed a lot of improvement in her speech because she had speech therapy.

Laura Kirby





Head Start Centers

**Powell Street
Head Start Preschool Center
900 West Powell St Dothan, AL 36303
334-794-1447**

**Ashford Elementary
Head Start Center
100 Barfield St
Ashford, AL 36312
334-899-5812**

**Cottonwood High
Head Start Center
663 Houston St
Cottonwood, AL 36320
334-691-2587**

**Rehobeth Elementary
Head Start Center
5631 Co Rd 203
Rehobeth, AL 36301
334-794-6931**

**Webb Elementary
Head Start Center
178 Depot St
Webb, AL 36376
334-792-5579**

**Dothan City Schools
Head Start Preschool Center
900 West Powell St.
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**Dr. Phyllis Edwards
Superintendent
Dothan City Schools**

**Mr. David Sewell
Superintendent
Houston County Schools**

**Mr. Mike Schmitz
Board of Education Chairman
Dothan City Schools**

**Mr. Desmond Douglas
Policy Council Chairperson**