



This is from CCAP's 2011 Head Start Federal review. It demonstrates how we were able to use CSBG funding to apply for addition funding to add programs and services to Head Start. CSBG funding provides the administrative foundation that allows us to leverage federal dollars with funding from state and private charities and foundations.

*At a Grantee in Rhode Island...*

Comprehensive Community Action Program developed several ways to increase parents' involvement in the education of their children. The CCAP Child Development Center forged a successful approach and collaboration with the Early Childhood Clinical Research Center at Bradley Hospital. The Human Behavior Mental Health Specialist provided monthly training on topics important to parents such as building positive parent-child relationships and attachments, improving parental functioning, and providing less harsh and more nurturing parenting. The topics of the workshops were selected by the parents to assist them in their efforts to support their children's learning by increasing their ability to be positive and increase family communication and problem-solving.

The Incredible Years Series (IYS) parenting program focused on strengthening parenting competence in monitoring, providing positive discipline, and generating confidence and fostering parents' involvement in their children's school experiences to promote the children's academic, social, and emotional competencies and reduce behavioral problems. The Leader's Manuals for the program included questions commonly asked by parents, brainstorming and values exercises, role-play practice suggestions, home activities, and handouts. The manuals were used when the program was self-administered by a parent or teacher--either at home or in a clinic or school. IYS was recommended by the American Psychological Association Task Force as meeting the stringent "Chambliss criteria" to empirically support mental health interventions for children with conduct problems.

As part of its continuing efforts to implement IYS, the CCAP Child Development Center continued to demonstrate the goals of promoting child social-emotional competence by conducting implementation and evaluation activities. The Grantee aligned the Teacher Child Group Process Rating Scale for Dina School with the Classroom

Assessment Scoring System (CLASS) to give the Education Managers an opportunity to provide ongoing monitoring and collection/aggregation/analysis of data from each tool and assist them in improving teacher practices. The monitoring provided Reflective Supervision of staff and established individual and classroom goals to increase the quality of teaching practices and determine necessary professional development.  
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