



2019/2020
**ANNUAL
REPORT**



CCAP

COMPREHENSIVE COMMUNITY ACTION PROGRAM
YOUR COMMUNITY'S HELPING HAND



CHILD DEVELOPMENT CENTERS

www.ComCap.org • 401.467.9610

CCAP's Head Start programs promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families. We engage parents in their children's learning and help them in making progress toward their educational, literacy and employment goals. Significant emphasis is placed on the involvement of parents in the administration of our programs. Research has shown that programs that offer a holistic approach to child development, which includes service to both child and families, have the greatest positive impact on child growth and development.



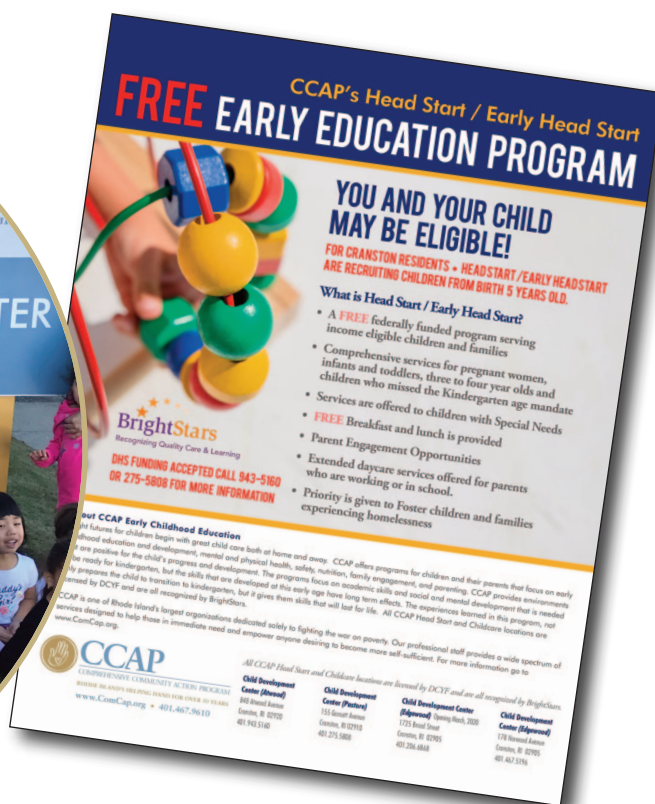
ADMINISTRATION FOR CHILDREN & FAMILIES Office of Family Assistance

In 2020, The Administration for Children and Families conducted a Focus Area 1 Monitoring Review of CCAP's Head Start and Early Head Start programs. This report contains information about CCAP's performance and compliance with the requirements of Head Start Program Performance Standards.

You can download full Program Performance Summary Report, go to: <https://www.comcap.org/wp-content/uploads/2021/09/CCAP-Program-Performance-Summary-2020-Report-ACF-Focus-Area-1-Monitoring.pdf>.

You can also go to the Head Start & Childcare page on the CCAP website (www.ComCap.org) to download a copy of the report there.

- Program Design and Management
- Designing Quality Education and Child Development Program Services
- Designing Quality Health Program Services
- Designing Quality Family and Community Engagement Services
- Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance



SCHOOL READINESS

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Physical, social/emotional, and cognitive development areas of learning are essential ingredients for school readiness. Children need a foundation that supports language, literacy, math, social studies, and science and programs must develop school readiness goals that are developmentally appropriate for children enrolled in their programs. School readiness goals aligned with state standards and early learning outcomes framework supports children's learning and development and ensures progress toward positive outcomes and school success.

How children progress across key areas of learning and development is essential therefore, to prepare children to be successful when they enter school our program promotes school readiness by:

- Utilizing a curriculum that focuses on the essential domains of school readiness as identified in the Head Start Child Early Learning Outcomes Framework.
- Utilizing a systematic child assessment system that collects data and is analyzed and reviewed 3 times per year to track children's progress toward meeting widely held expectations and improve program quality.
- Utilizing assessments to collect data that analyzes teachers effectiveness and intentional teaching practices.

- Utilizing an early prevention curriculum that promotes social-emotional competence by developing children's pro-social behaviors
- Committing to wellness by embracing a comprehensive approach to promote healthy development for every child by assuring all children's basic health needs are met, encouraging practices that prevent future illnesses and injuries, and promote positive, culturally relevant health behaviors.
- Establishing positive and productive partnerships with parents and families that promote an understanding of child development and children's progress, provides support, and encourages learning and advocacy.
- Developing ongoing collaborative relationships with the local education agency (LEA) to exchange information about children and to ease their transitions as they enter school.
- Promoting staff leadership, continuous improvement, change, and integrated services across all content areas.

Our early childhood program fosters school readiness for all children including DLL and children with special needs. The following key areas of development are important when planning for children's success in school:

Approaches to Learning

Social & Emotional Development

Language & Literacy Development

Cognition

Perceptual, Motor & Physical Development

OUTCOMES DATA

Collecting data about children's progress is essential to improve outcomes for children and families. Our programs data collection system is Teaching Strategies Gold (TSG). The systemic assessment system is ongoing, aligned with the curriculum, ensures what teaching practices are most effective, informs curriculum decisions, and professional development opportunities. In the fall of 2019, our program identified 16 school readiness goals based on baseline data analyzed after the first checkpoint. The data ranged from 56%-64% of children meeting Widely Held Expectations (WHE) in the essential domains of learning. To ensure progress and desired outcomes of the school readiness goals identified; purposeful, intentional teaching was enhanced, individualized planning and opportunities for children increased, materials supplemented and focused teaching strategies implemented to support children's learning and development.

Consequently, based on winter data, children progressed with 78%-90% of the children meeting WHE. In spring, data indicated 87%-94% meeting WHE. The spring data was reflective of distance learning due to COVID. Teachers taught remotely for the majority of the spring assessment period. They had to rely on different methods to teach and gain evidence of children meeting widely held expectations for school readiness and individual goals. Families engaged in remote learning with their children using Class DOJO and Zoom meetings as the learning platform. There was an average of 82% participation in family engagement during the distance-learning period.



TRANSITION TO KINDERGARTEN

CCAP Child Development Center has a Transition Plan that outlines efforts that support effective transition practices for children and families. Our plan structure is based on four critical elements:

- Program-School Connection
- Family-School Connection
- Child-School Connection
- Community-School Connection

Our program and the LEA work in collaboration to ensure children and their families feel comfortable, confident, and prepared as they transition into elementary school. Aligning transition practices with elementary schools and the HS program fosters positive connections for more successful transitions.

Events to meet K teachers and principals, being familiar with K classroom curriculum and practices, sharing assessment data, familiarizing children with the K setting, implementing K practices and language in the preschool setting, etc. all contribute to children and families success in transitioning to kindergarten. Due to COVID, the in house transition event was cancelled however, a meet and greet event took place virtually in the spring. Pre-K and K teachers, principals, children and families from six Title one schools participated. After introductions, K teachers discussed a typical Kindergarten day;

routines, schedules, expectations and ways families could prepare their children for K over the summer. Families asked questions regarding schedules, meals, materials they needed, and skills the children needed to know prior to Kindergarten.

Our program is collaborating with RIDE and the local education agency (LEA)/Cranston School Department to develop a more inclusive Transition to Kindergarten plan in an effort to improve transition practices, create alignment and share responsibility to strengthen Transition to Kindergarten practices for children, families, teachers, schools and the community.



OTHER PROGRAM HIGHLIGHTS

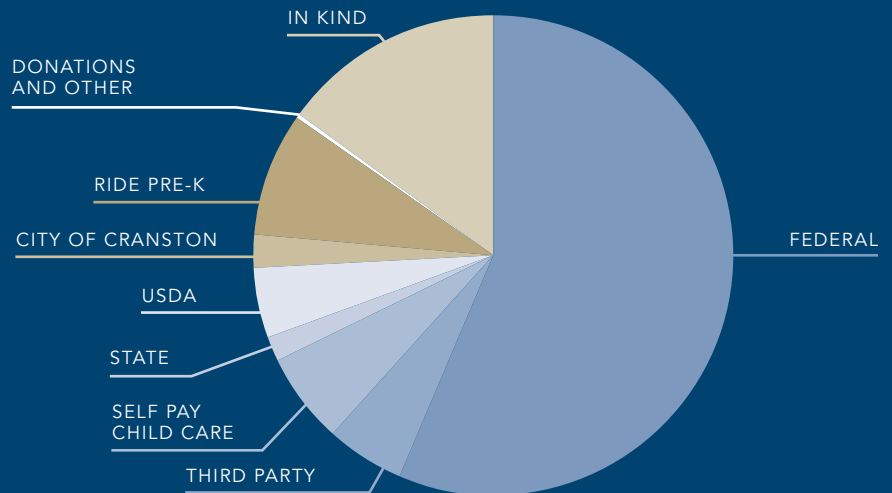
Through the help of CCAP's West Bay Smiles and the Ronald McDonald Molar Express, 100% of children enrolled in the Head Start /Early Head Start program received dental exams and treatment, many performed on site.

- 100% of our Head Start/Early Head Start children were up to date on physicals and immunizations.
- Due to the high rate of obesity, our nutrition component continues to focus on healthy eating. We continue to partner with the University of Rhode Island Nutrition program. Parents participated in a weekly workshop learning about "My Plate," helping children eat fruit and vegetables, healthy eating habits, reading food labels and how to determine the sugar content in food and healthy snacks. The URI staff also did activities in all classrooms that coincided with what parents were learning in their workshops.
- Bright Stars is a state wide voluntary quality rating and improvement system, with a possible Star Rating of 5 Stars. One Head Start site has 5 Stars and our other sites have 4 Stars. This demonstrates our commitment to quality care.
- We recognize that attendance is very important for school success. For this reason we have established new attendance protocols to make parents aware of the importance of their children attending school every day.

PROGRAM INCOME

The total income for FY20 was \$5,313,231
(November 1, 2019 – October 31, 2020)

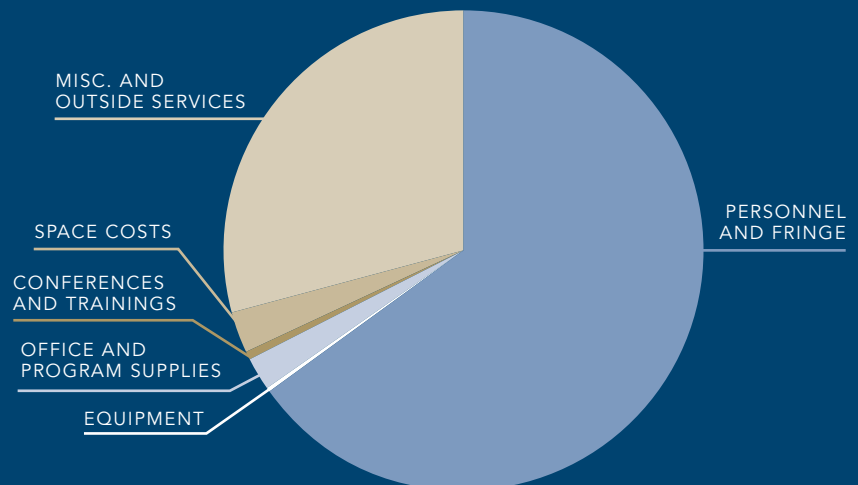
FEDERAL:	\$3,157,179
THIRD PARTY:	\$123,859
SELF PAY CHILD CARE:	\$181,388
STATE:	\$85,527
USDA:	\$130,375
CITY OF CRANSTON:	\$114,250
RIDE PRE-K:	\$857,778
DONATIONS AND OTHER:	\$38,929
IN KIND:	\$621,946



BUDGETARY EXPENDITURES HEAD START ONLY:

PERSONNEL AND FRINGE:	\$1,941,4999
EQUIPMENT:	\$5,926
OFFICE AND PROGRAM SUPPLIES:	\$77,160
CONFERENCES AND TRAININGS:	\$5,298
SPACE COSTS:	\$115,414
MISC. AND OUTSIDE SERVICES:	\$1,006,939

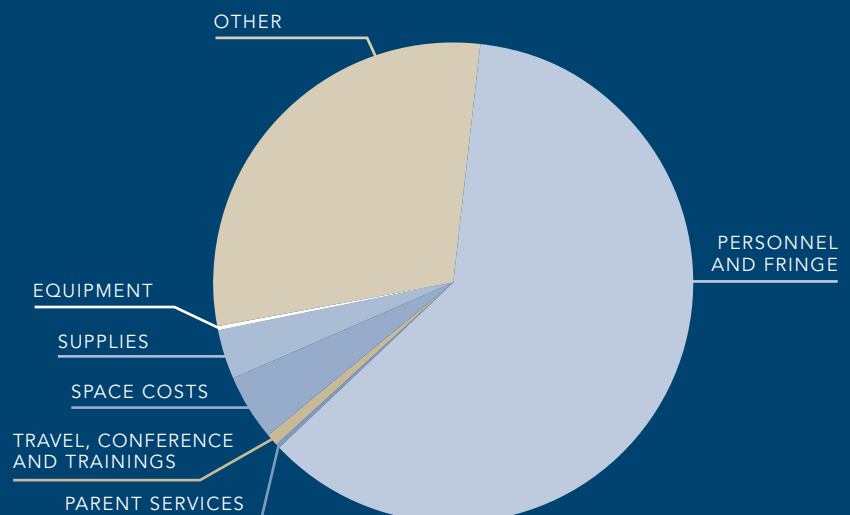
(includes \$787,590 of in-kind expenses, substitutes and indirect costs)



PROPOSED BUDGET HEAD START ONLY:

PERSONNEL AND FRINGE:	\$1,829,830
EQUIPMENT:	\$5,700
SUPPLIES:	\$41,500
SPACE COSTS:	\$129,125
TRAVEL, CONFERENCE AND TRAININGS:	\$33,188
PARENT SERVICES:	\$4,923
OTHER:	\$681,893

(includes \$606,843 of in-kind expenses, substitutes and indirect costs)





RECENT CLASS OBSERVATIONS

The Classroom Assessment Scoring System (CLASS), a tool that focuses on interactions between teachers and children, assesses classroom quality. Therefore, using the data is critical in determining teaching effectiveness. CLASS describes various aspects of quality in an early childhood classroom across three domain areas: Emotional Support, Classroom Organization, and Instructional Support. A score ranging from one (minimum) to seven (high) represents the extent to which the domain is characteristic of the classroom.

The data below reflects the average score based on seven classrooms that received a CLASS observation for 2019-2020.

	OUR SCORES	NATIONAL AVERAGE
<i>Emotional Support</i>	6.3409	6.1425
<i>Classroom Organization</i>	6.1515	5.8333
<i>Instructional Support</i>	5.1667	2.9

Data acquired from the Family Self-Assessment is critical in determining program goals and improving the quality service we provide for children and families. The following data is reflective of the 2019-2020 self-assessment.

- 78% felt there were many ways to take part in the program
- 73% were familiar with the TSG assessment to measure children's progress
- 89% were aware that HS promotes school readiness
- 82% were involved in establishing their children's educational goals
- 61% indicated their child's experience during distance learning was successful
- 72% reported that teacher's activities and resources assisted in K readiness skills and were easily accessible during distance learning
- 84% reported communication using Class DoJo, Zoom, emails, phone calls, news letters, packets and notices was successful
- 84% indicated HS prepared their child for Kindergarten

ENROLLMENT

Total number of families and children served:

HS Children Served

164

HS Families Served

151

EHS Children Served

28

EHS Families Served

23

Child Care

75

State Funded PreK

108





In light of the closure of schools reactive to the Covid virus, our focus on how we served children and families shifted. Beginning on March 16 2020 we developed a remote service plan. The plan included a minimum of weekly phone or video contact with families. Providing resources to all of our families as new resources emerged on a daily basis via text and email. We assisted families also by addressing their questions and concerns during such a challenging time and offering the services of our mental health clinician. Family advocates worked together with the teachers to drop off food and other necessities to families as well as school supplies. In addition to providing provisions, the 'drive bys' also assisted families in feeling a sense of normalcy during the lock down. We also continued to provide necessary transition information to all families.



FAMILY ENGAGEMENT & ACTIVITIES

Family Engagement has focused primarily on engaging parents in becoming active participants in their children's lives. Parents have been encouraged to work with their children at home with activities from the classroom, thus providing the home-school connection along with helping in the classroom when feasible.

Parents have opportunities to be involved in Policy Council, Parent Committees, Health and Education Advisory, Leadership Training, Substituting and Volunteering. Some workshops made available to them are, Child Growth and Development, Budgeting and Money Management, Behavior Management, and Family Literacy.

Play and Learn Groups were established so families could gain knowledge of school readiness and its importance to children's success. A seven session series (monthly) establishes partnerships with families to gain knowledge and engage parents in school readiness opportunities. The topics include the 5 essential areas of learning and development. Teachers and Advocates in each classroom prepare a 15-20 minute interactive session with parents which focuses on one domain. After the session families join their children in the classroom to work together on specific activities based on the domain they just discussed in their session.

The Family Advocate engages every family to establish School Readiness Goals with their child, to prepare them for future success as they continue their education.

We continue with the Incredible Years Parenting Group. A 14 session psycho-educational group that aligns with Dina School, which also engages parents through Dina homework activities.

Other examples of engaging parents are through Male Involvement Months, Reading Challenges and Dina homework. Many of these activities are curriculum based and tracked. A very important piece of our parental involvement is parental input and planning in our program design.

Through the Policy Council, parents are active participants in this process. During the past years, several parents have been afforded the opportunity to attend conferences and trainings to further their leadership skills. Parents also played an important part in our self-assessment process and hiring of new staff.

ABOUT CCAP

For over 50 Years, Comprehensive Community Action Program has been "Lending Helping Hand to Those in Need." CCAP was formed as part of our nation's War on Poverty in 1965 and today is the largest community action program in Rhode Island. CCAP provides an array of quality services including Family Medicine & Dental Care; Behavior Health Services & Substance Abuse Counseling; Head Start & Child Care Services; Family Development Services; Social Services, WIC Nutrition Program, Food Bank, Home Heating & Energy Assistance, Youth Services, Education GED & Job Training. The agency has a staff of over 350 employees and an operating budget of over \$41.6 million dollars and last year served over 28,000 households and touched the lives of over 42,000 Rhode Islanders.



CCAP HEAD START POLICY COUNCIL

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Joanne McGunagle, MPA
PRESIDENT AND CEO

LOCATIONS

CRANSTON

CCAP Main Offices & Social Services

311 Doric Avenue
Cranston, RI 02910
401.467.9610

Cranston Child Development Center (HEAD START)

848 Atwood Avenue
Cranston, RI 02920
401.943.5160

Cranston Child Development Center (EARLY HEAD START)

155 Gansett Avenue
Cranston, RI 02910
401.275.5808

Cranston Child Development Center (HEAD START & EARLY HEAD START)

1725 Broad Street
Cranston, RI 02905
401.209.6868

Cranston Child Development Center (HEAD START)

178 Norwood Avenue
Cranston, RI 02905
401.467.5196

Family Health Services of Cranston

1090 Cranston Street
Cranston, RI 02920
401.943.1981 Medical
401.942.4867 Dental
401.467.9610 Behavioral

Cranston Skills Center

656 Park Avenue
Cranston, RI 02910
401.525.0869

COVENTRY

Family Health Services of Coventry

191 MacArthur Boulevard
Coventry, RI 02816
401.828.5335 Medical
401.589.2622 Dental

PAWTUCKET

Pawtucket Youth Center

120 High Street
Pawtucket, RI 02680
401.480.9244

PROVIDENCE

Providence Youth Center

790 Broad Street
(Tides Family Service Building)
Providence, RI 02907
401.480.8984

Rhode Island Donation Exchange (Furniture Bank)

125 Ernest Street
Providence, RI 02905
401.831.5511
info@donationexchange.org

WARWICK

Everett C. Wilcox Health Center

226 Buttonwoods Avenue
Warwick, RI 02886
401.732.9090 Medical
401.732.9090 Dental

Primary Care Partners Health Center

2756 Post Road, Suite 103
Warwick, RI 02886
401.384.6007

Kent County Youth Center

222 Washington Street
West Warwick, RI 02893
401.480.8708

For more information
on how to get your
life moving in the right
direction, call

401.467.9610



For more information
about CCAP, go to
www.ComCap.org

ACCREDITATIONS

