



"Opportunity through Education"

ANNUAL REPORT

2018/2019 School Year



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Prenatal Health Education



During the 2018/2019 School Year, The Leaguers Inc. Early Head Start program provided services to over 100 pregnant women within Essex and Union counties. Through these services families received comprehensive services in education/child development, medical and dental health, nutrition, mental health, social services, and parent involvement.

Ongoing Prenatal Care is important in achieving a healthy pregnancy, birth, and in positively influencing the overall health and education of a child in their early years.

The overall mission of our program is to:

- Promote healthy prenatal outcomes for pregnant women
- Enhance the development of very young children, and
- Promote healthy family functioning.

Prenatal Health Home Visits

Prenatal Health Educators conduct weekly home visits with expectant parents to help enhance parenting skills. The educators also assist parents in the realization of their homes as their child's primary learning environment. With the support of the Partners for a Healthy Baby Curriculum, educators are able to address "two generational" needs of both the parent and the child. Some of the topics covered are:

- Family Development
- Preparing/Caring for Baby
- Maternal & Family Health
- Baby's Development

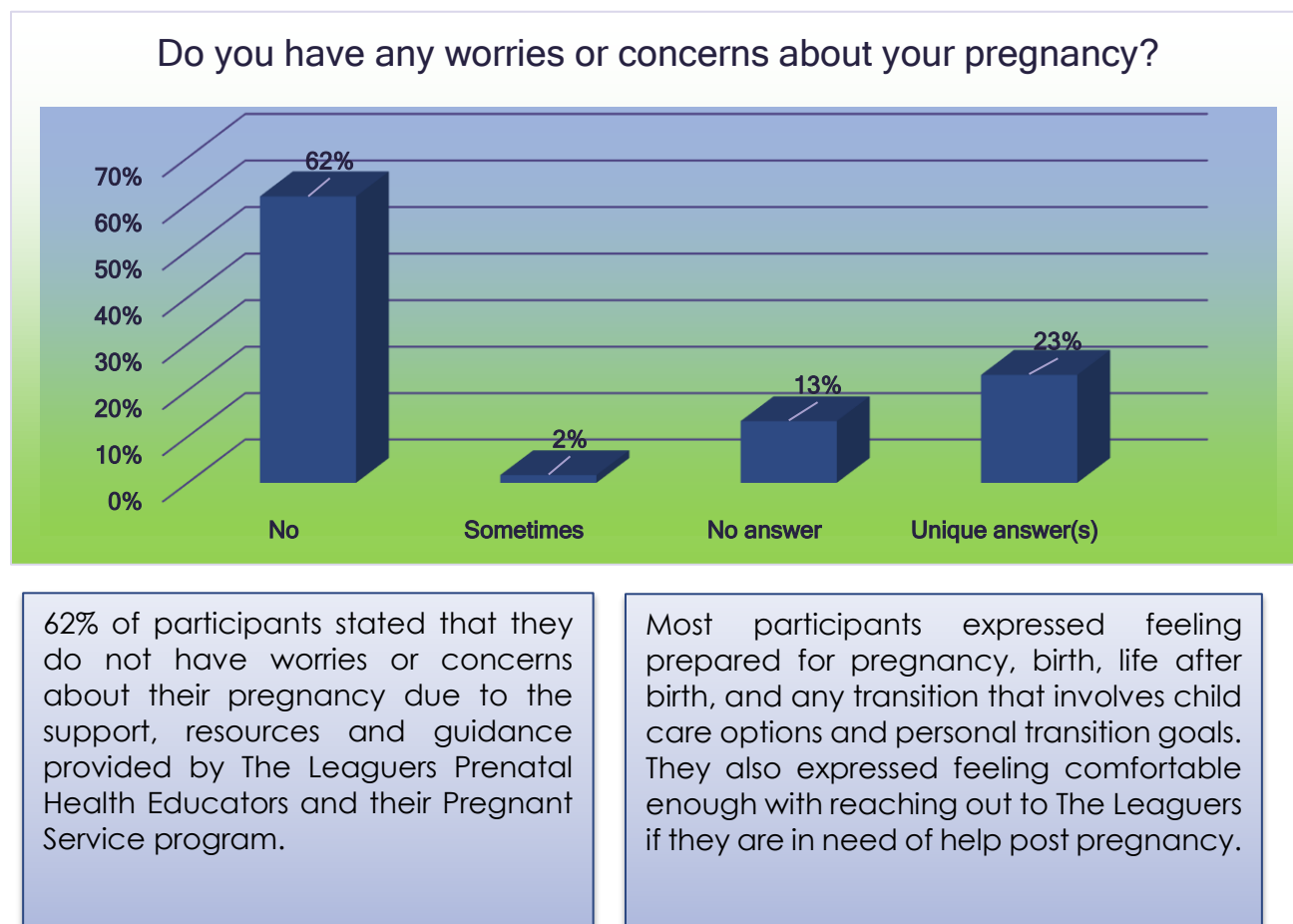
Prenatal Health Socialization

In addition to weekly home visits, The Leaguers Inc. Pregnant Services team, conducts 2 hour bi-weekly socializations for our pregnant moms. The sessions provide activities for parents and children to enjoy together to support a better understanding of child development and create opportunities for parents to interact with



one another. Structured and unstructured learning opportunities are available along with a healthy snack experience for both parents.

During the 2018/2019 School Year, the Early Head Start Pregnant Services team worked to determine the needs of participants as well as the effectiveness of the services being provided. The queries were answered by developing a survey that participants completed. Please see some of the data below:



Additional Information

Pre and Post Test Statistics when entering and completing our program state that before pregnant services 25% of participants did not have dental or health insurance, and now 100% of participants have obtained dental and/or health insurance. It was also concluded that before participating in The Leaguers Pregnant Services program 15% of participants did not have any knowledge of Community resources; now 100% of our participants are aware of community resources and share the information with friends and family members. Data also shows that before enrolling in Pregnant Services 10% of participants were enrolled in school, obtained a job or participated in volunteer services with our agency. After completion of Pregnant Services 50 % of our participants are now currently enrolled in school, have a job, or are actively volunteering for The Leaguers Inc.

BIRTH TO FIVE SCHOOL READINESS GOALS

The Leaguers, Inc., School Readiness Goals reflect children ages **birth to five** years of age and are aligned with the Head Start Early Learning Outcomes Framework (ELOF), The Head Start Act, Head Start Performance Standards and NJ Preschool Teaching and Learning Standards. These goals are supported by Teaching Strategies: The Creative Curriculum, best teaching practices, intentional planning and agency wide initiatives/activities. Progress and development toward school readiness goals are tracked and monitored through aggregated data from the following sources: child assessment data, Teaching Strategies Gold Online Assessment, ECERS/ITERS and CLASS Observations, all of which are inclusive of children with disabilities. Six school readiness goals include:

Goal 1: Approaches to Learning



Children will use imagination and creativity in play and interactions with others to explore the world around them. Explanation: Infants/Toddlers and Preschoolers engage in social and pretend play. Use imagination with materials to create stories and/or works of art. Use objects/materials to represent something else during play. Children express excitement in creating something new. Use imagination to explore the purposes and other uses of objects and materials—these skills are emerging from 0-9 months.

Goal 2: Social and Emotional Development

Children will engage in positive interactions through secure relationships with consistent, responsive adults. Children will maintain positive, prosocial and cooperative relationships and interactions with familiar adults. Explanation: Infants/Toddlers show an emotional connection and attachment to adults. Infant-Toddlers seeks protection, comfort and get needs met from familiar adults—emerging skill of relationship-building. Preschoolers readily interact with familiar adults, demonstrate affection and preference for adults with whom they interact with daily; follow adults' positive guidance for expected appropriate behavior and engage in prosocial behaviors such as using respectful and polite language.



Goal 3: Language and Literacy—Language and Communication



Children will understand and use an increasing number of words to communicate and engage in conversation with others. Explanation: Infants-Toddlers learn how to use various means of communication to express discomfort, solicit help and communicate interests and needs to others by use of combinations of words, natural conversations, simple sentences/signs from one/more languages in a variety of situations. Infants-Toddlers use simple sentences (3-4 word sentences), to communicate needs and desires (using prepositional phrases starting with below, under, up, above, on, up, down, etc.,). Note: Children who are dual language learners may combine their two languages or switch them. Preschoolers [(inclusive of dual language learners (DLL)] will demonstrate increased

complexity and competency in their home language, with the acquisition of English language. Children who are DLLs may switch between languages when communicating.

Goal 4: Cognition—Mathematics Development

Children will apply everyday use of early math concepts (in daily routines and experiences); inclusive of sense of number and quantity, spatial awareness, classification. Children will measure objects by their specific characteristics using standard and non-standard tools of measurement and use of different attributes to make comparisons. Explanation: Infants/Toddlers count small number of objects (sometimes counting the same object twice or using numbers out of sequence; identifies more vs. less with small amounts without the need to count; and predicts or anticipates how things move through space, fit together or inside of things; and sorts toys/objects/shapes.



Goal 5: Cognition—Explanation and Discovery and Scientific Inquiry

Children will use understanding of relationships to act on social and physical environments; ultimately leading to scientific communication. Explanation: Infant-Toddlers make simple prediction about what will occur next, such as in a story or in daily routines; and anticipate some cause and effects of own actions; such as what happens while running with a cup of water. Preschoolers use scientific practice words or signs (e.g., observe, predict, describe, experiment, reflect, cooperate, measure, question, problem, compare and contrast, investigate, explore, etc.); and use scientific content words when investigating and describing observable occurrences (e. g., parts of a plant, animal or object, various incidents, etc.).



Goal 6: Perceptual, Motor and Physical Development—Health, Safety and Nutrition

Children will demonstrate increasing interest, leading to the development of knowledge and skills that help promote nutritious food choices and eating habits. Explanation—Infants/Toddlers express preferences about food (likes and dislikes); sometimes makes nutritious choices with adult support; and communicate to adults when hungry, thirsty, or has had enough to eat (this skill is emerging for 0-9 months). Preschoolers identify a variety of healthy/unhealthy foods; demonstrate basic understanding that eating a variety of foods help the body grow and be healthy; and regulate food consumption based on awareness of own hunger/fullness.



BIRTH TO FIVE CHILD OUTCOME DATA

In efforts to prepare children for kindergarten, The Leaguers Inc., strives to help children learn in a healthy and safe environment in order for children to thrive and operate at his/her optimal capacity. All Leaguers staff at site level as well as upper management diligently work to provide a culture of safety and healthy relationships. The Education Service Area supports children's school readiness success (birth through five) by implementing high-quality teaching practices that results in desired outcomes for children and their families.

Children learn best when they are in safe, well-supervised environments.”

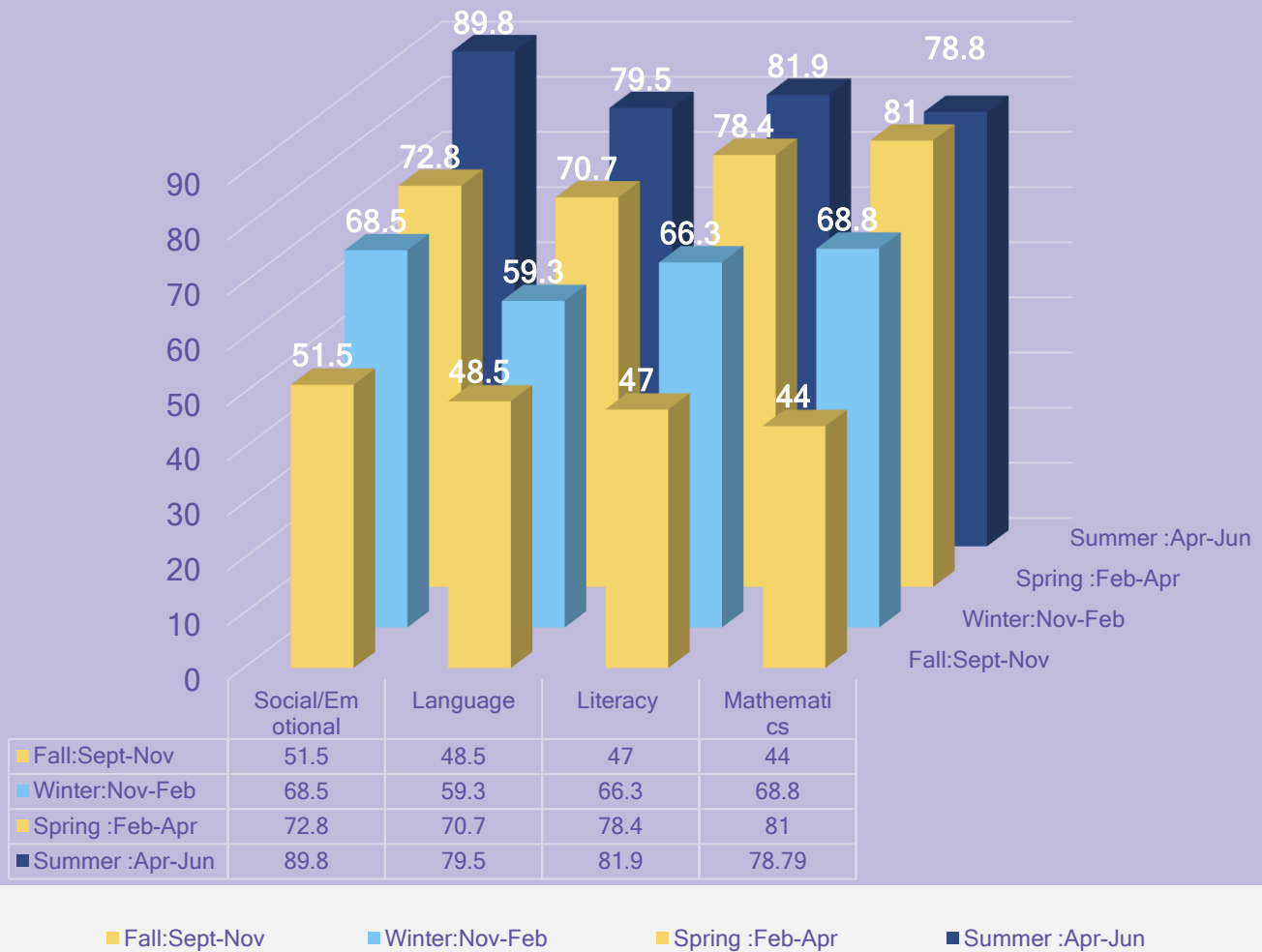
- Early Childhood Learning & Knowledge Center Office of Head Start

The Leaguers Inc., Head Start Program supports our children and families by providing the fundamental building blocks of a safe and healthy learning environment where children can thrive. The Leaguers Inc., Head Start/Early Head Start Program is a comprehensive program; thus helping our families and communities to understand that school readiness is the result children being able to learn because they are cared for and protected at all times. Teachers and Family Advocates and Supervisors work together to maximize learning experiences by promoting a culture of caring and safety resulting in The Leaguers children being successful in the following four (4) developmental areas: Social and Emotional Development, Language, Literacy and Math, ultimately, preparing our children and families for kindergarten and beyond.



HEAD START CHILD ASSESSMENT DATA

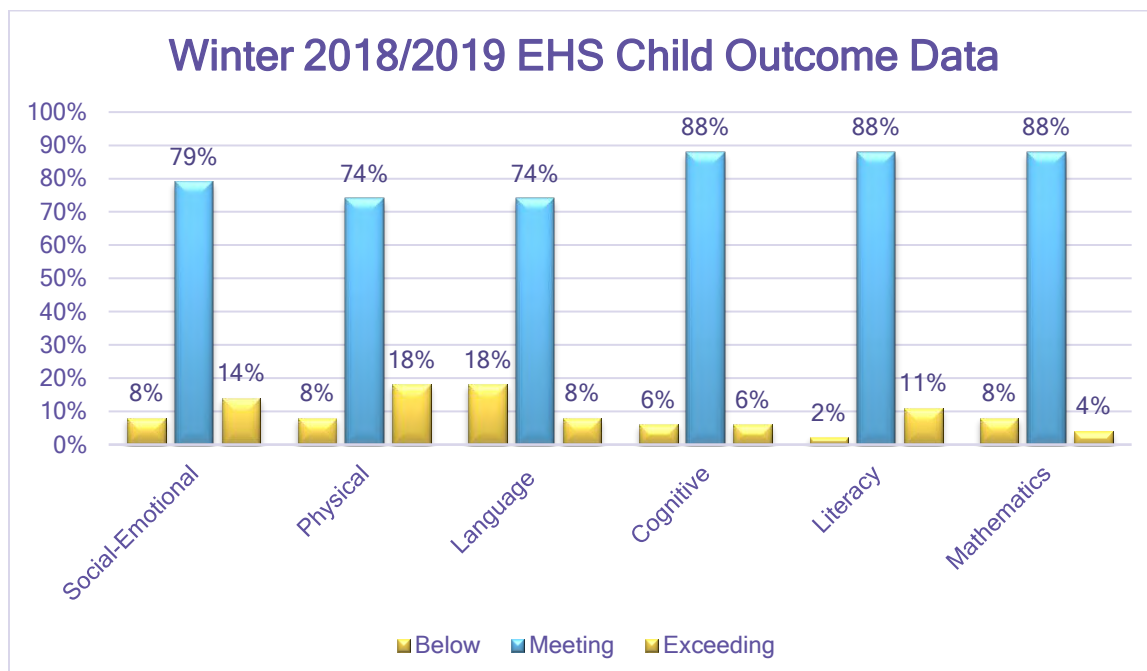
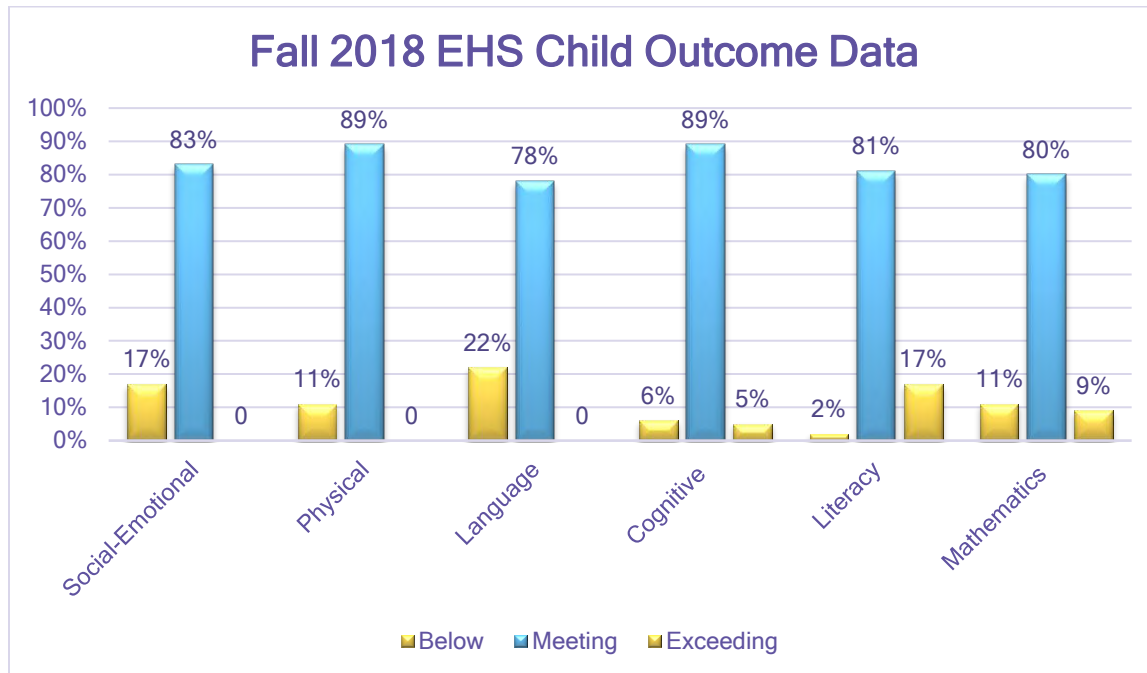
The Leaguers Inc. SY: 2018 -2019 GOLD Assessment Progress Report September - June



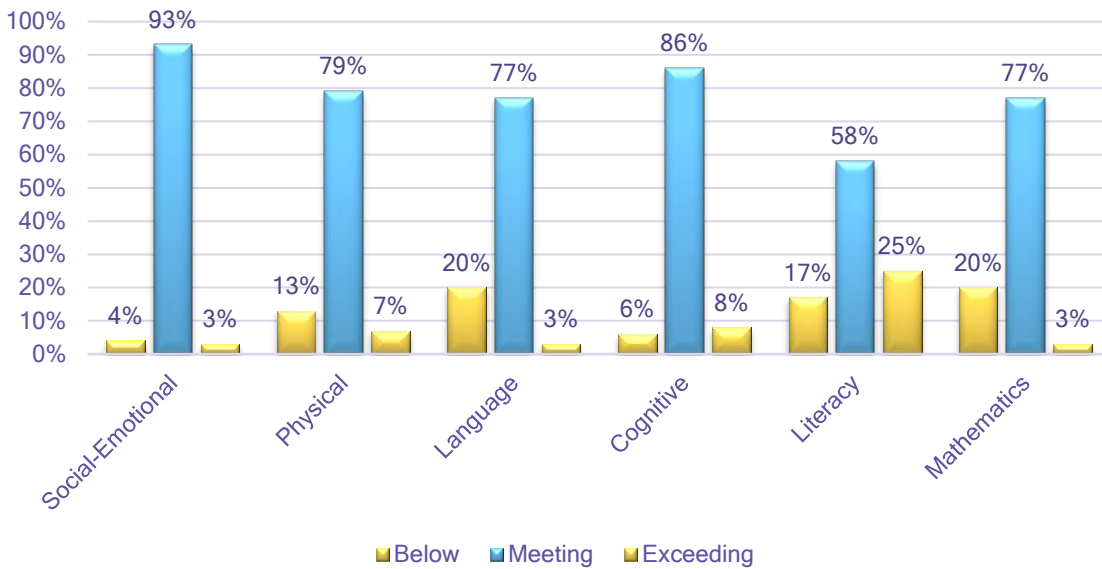
This Comparative Report is generated from Teaching Strategies GOLD checkpoint data that is associated with the objectives for development and learning for children birth through kindergarten. The graph provides a snapshot of data collected throughout the SY: 2018-2019 for 4 Key Areas of Development – (Social/Emotional, Language, Literacy, and Mathematics) to show the percentage of children that have progressed towards Mastery when compared to the Teaching Strategies GOLD widely held expectations for children aged 3 - 5 years old. The data captures children's outcomes that reflect continuous growth throughout the 4 collection periods during the School Year (September -June)

EARLY HEAD START CHILD ASSESSMENT DATA

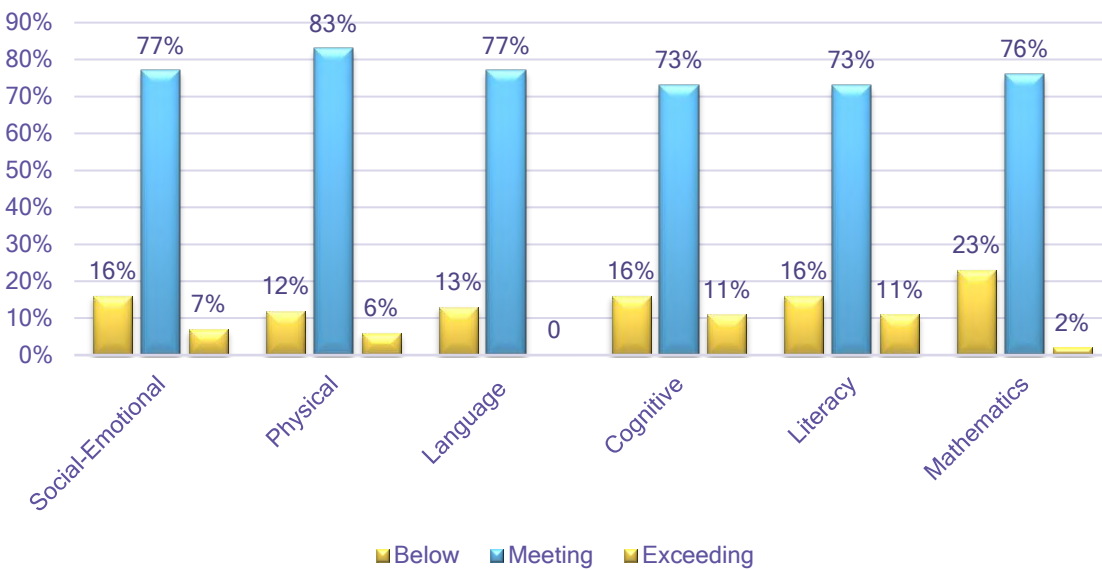
The Creative Curriculum supports our mission to provide high quality instruction and settings. We also utilize The **Creative Curriculum Teaching Strategies GOLD** system to assess our student's educational development. The GOLD system is an authentic, ongoing, observation-based assessment system that supports our teachers to focus on what matters most for our students success. Reports from system are conducted quarterly to determine how well children are meeting development and school readiness goals.



Spring 2019 EHS Child Outcome Data



Summer 2019 EHS Child Outcome Data

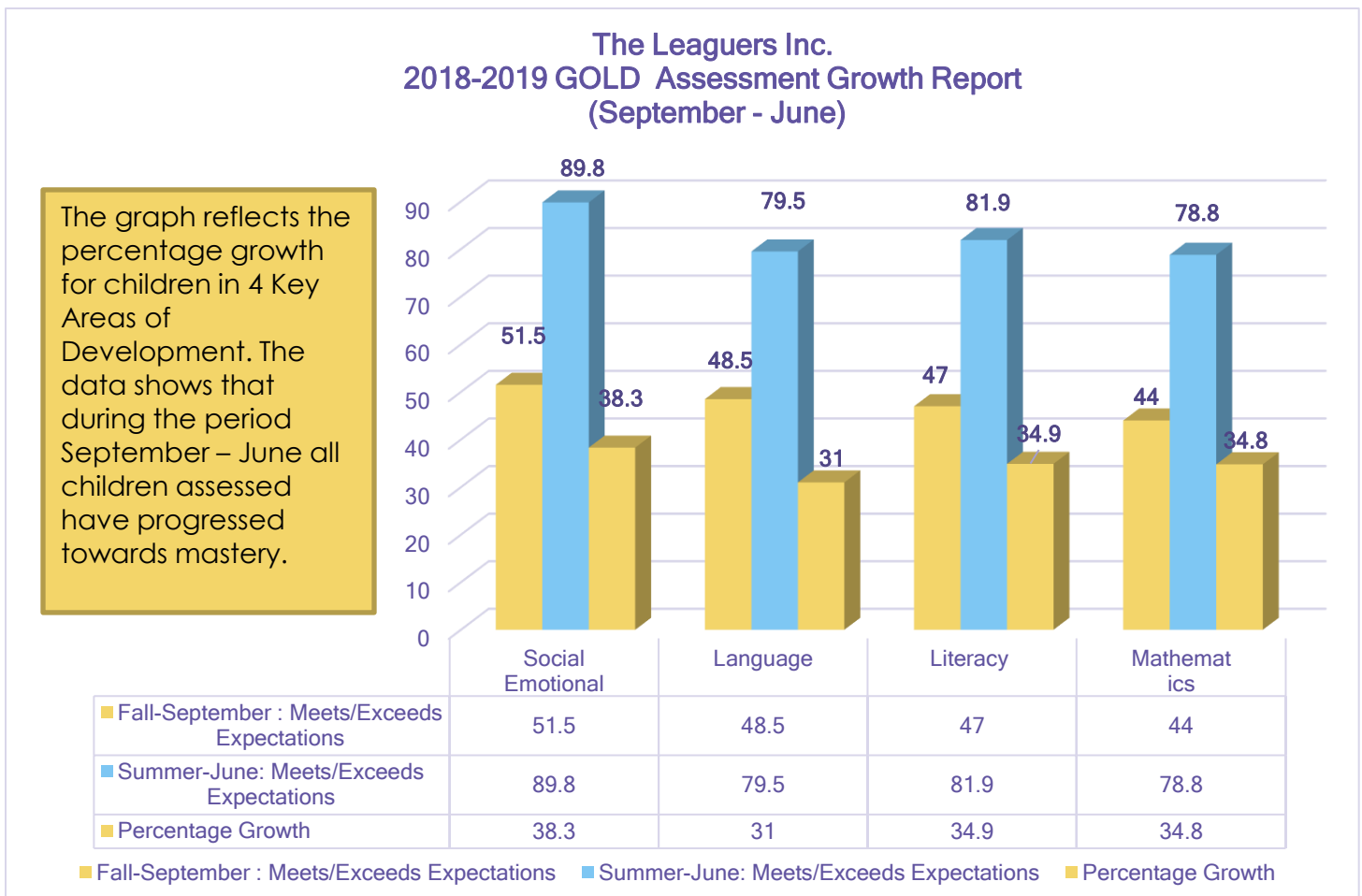


Yearly Growth Report Data

The Teaching Strategies GOLD Growth Report provides the Leaguers with a big picture view of how children and how they're progressing toward meeting development and learning objectives. Data reflects children's progress at The Leaguers Inc. Head Start program within the 2018/2019 school year. The Leaguers uses the data from this report to answer the following questions:

- **Is this child or group of children meeting end of year expectations? (Performance)**
 - The performance information in the report enables teachers and administrators to identify the progress necessary to meet performance expectations.
- **Is this child or group of children demonstrating progress toward meeting expectations? (Growth)**
 - The growth information in the report shows evidence of change over time. Unlike performance information, which is tied directly to widely held expectations, growth information can show gain independent of these expectations.

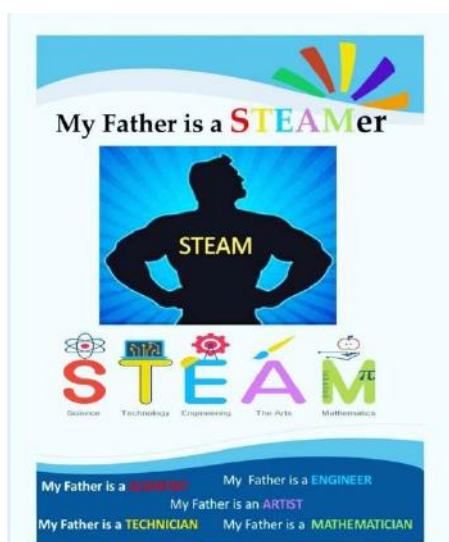
Head Start Data



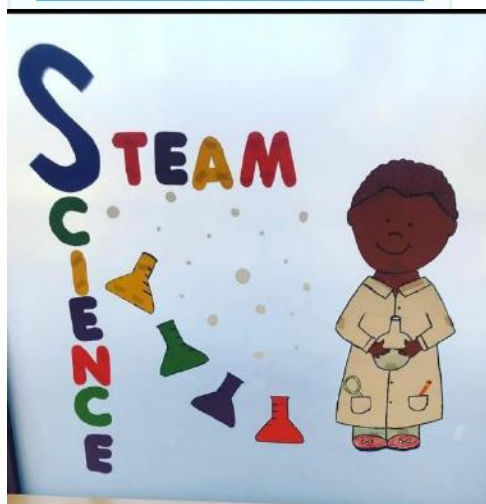
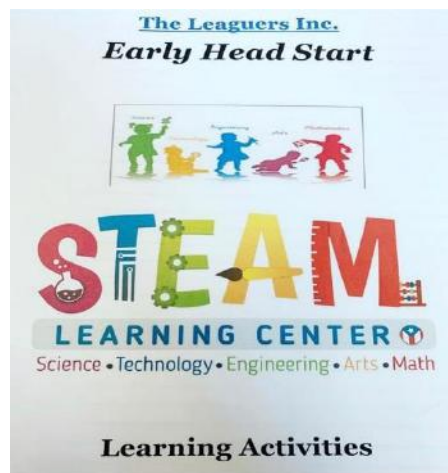
Special Initiatives

During the 2017/2018 school year, The Leaguers Inc. introduced a new initiative, STEAM. For many in early childhood education STEAM learning is a new term. STEAM is a create acronym, which is an extension of STEM: Science, Technology, Engineering, and Math. Unlike STEM. STEAM introduce a new inquiry and problem-based learning methods used in the creative process. STEAM includes all of the components of STEM plus the ARTS, which includes humanities, language arts, dance, drama, music, visual arts, and new media. Here at The Leaguers we believe that

today's innovators are creative beast who also use creative thinking, creativity, communication, and artistic skills to bring their innovations to fruition.



During the 2018/2019 school year we included our parents in the overall theme of STEAM learning by incorporating it into some of the agencies programs, such as, “The Week of the Young Child”, “My Father is a STEAMer” and “STEAM to go” home school connection letters and activities. Throughout the school year these initiatives were great and it help take STEAM Early Childhood learning to another level. We believe the earlier students are exposed to the STEAM discipline the better!



MENTAL HEALTH & DISABILITIES

Summary

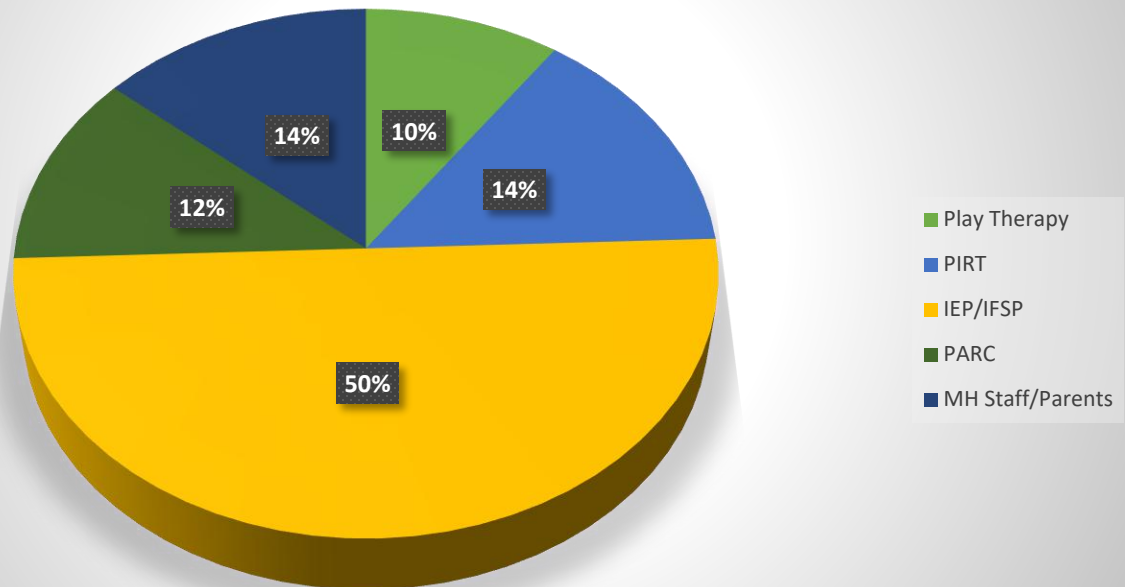
The Mental Health/Disabilities Service Area hosted the agency's second Autism Awareness and Mental Health Awareness events during the 2018-2019 school year. The Autism Awareness Month event took place on April 18th with guest speaker, Jamel Gibbs, School Psychologist, and Nadine Wright- Arbubakrr, President and Founder of Nassan's Place. The event also featured personal testimonies from three families discussing their own experiences and journey with their child diagnosed with Autism Spectrum Disorder.



May was Mental Health Awareness; the national theme was [#4Mind4Body](#). May 16th was Leaguers Children's Mental Health Day, [#MYFEELINGSMATTER](#). The event facilitated by the agency's play therapist included individual consultations, mindfulness activities, and an art creation station. On May 24th, the event featured representatives from various community professionals. Ashely Hynes, Associate Director of Health and Nutrition; Jenea Pope RN, CEO, and Founder of MATCH/Care; Arthur Thornton, Teacher, and Choreographer; James Williams Sr., Retired Fire Chief, and Spiritual Leader; and Beverly Canady, LPC, and Mental Health Consultant. The professionals discussed the benefits of healthy eating, physical health, spirituality/religion, physical activities, and social interactions on an individual's mental health.



Mental Health/Disabilities Services 2018-2019



Mental Health

The focus of this year's Mental Health training for teachers discussed the importance of building relationships with children and families within our Head Start and Early Head Start programs. Building relationships is beneficial in supporting the overall development of our children and have a positive impact on children that may display challenging behaviors. Relationships with our families and children help to support and promote home-school-connections.

Emphasis on self-care is highlighted in each workshop and training facilitated by the Mental Health service area for both staff and parents. Resources and strategies were provided in addition to identifying activities that promote overall wellness. A vital aspect of the workshop was how to identify individual stressors and past trauma that may have a negative impact when engaging others.

The Leaguers, Inc. Mental Health Initiative serves as a practicum site for doctoral psychology students under the clinical supervision of our mental health consultant Dr. Anice Thomas. This program provides play



therapy services to our Head Start children. A total of ten children received individual play therapy services during the school year. Dr. Thomas provided training to our Head Start, Early Head Start, and collaborative partners' teachers. Also, parents and staff received counseling support and training from mental health consultant Beverly Canady, LPC. Grief sessions were held at 100 Linden Avenue site after the passing of two teachers. The sessions included support for parents and teachers facilitated by Ms. Canady. Also, grief support for children aided by the play therapists.

Disabilities

The Leaguers, Inc. Head Start, Early Head Start and collaborative partners' classrooms are inclusive settings. The classes support the development of children that may receive Part C and Part B services as outlined in the Individuals with Disabilities Education Act (IDEA). During the 2018-2019 school year, 127 children received special education and related services, as stated in their Individual Education Plan (IEP) or Individual Family Service Plan (IFSP). In a total of 199 referrals, 37 children received support through a teacher support plan provided by the local district's Preschool Intervention and Referral Team (PIRT).

Ensuring that support is available to all children, a Memorandum of Understanding (MOU) is established with the Pediatric and Adult Rehabilitation Center (PARC) to provide access to speech and occupational therapy services at our Leaguers locations. In addition to the MOU with PARC, an MOU is established with the NJ Early Intervention System who has provided informative workshops available to staff and parents at The Leaguers and the collaboration sites.

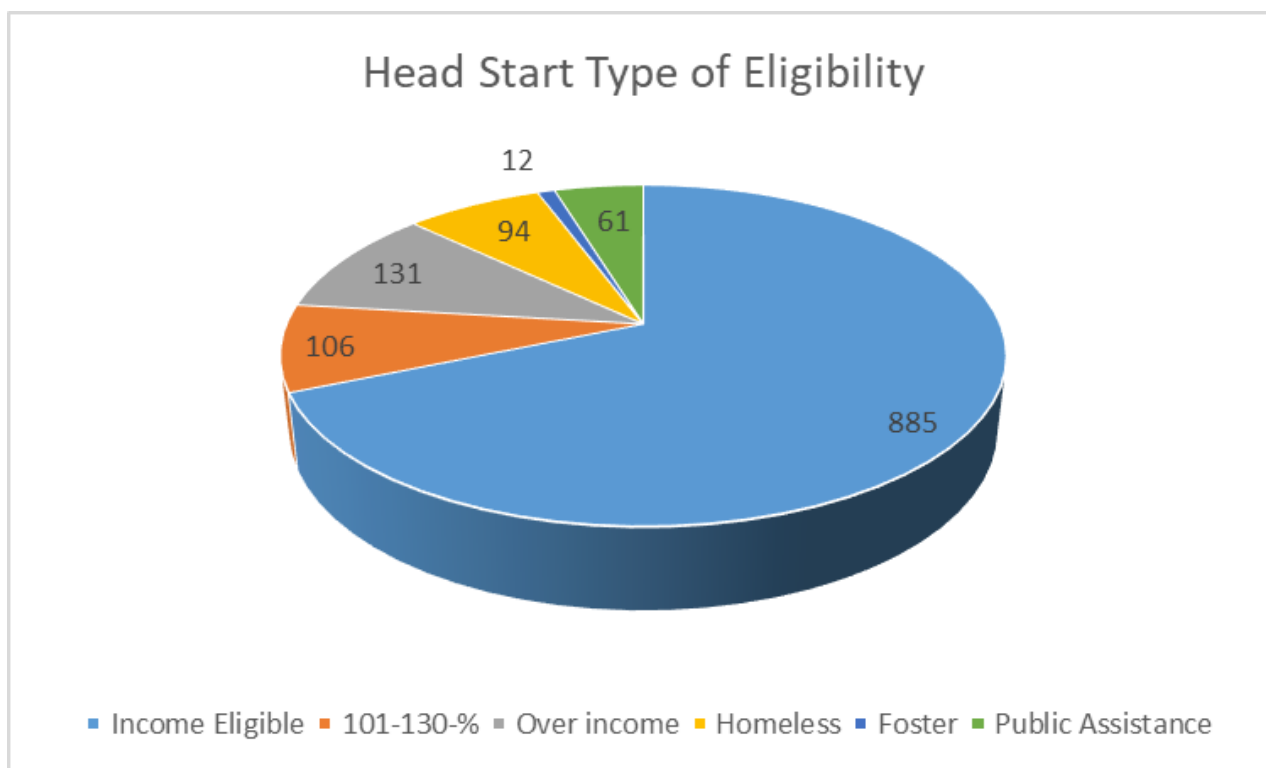
└ PARENT FAMILY & COMMUNITY ENGAEMENT

Parent Curriculum

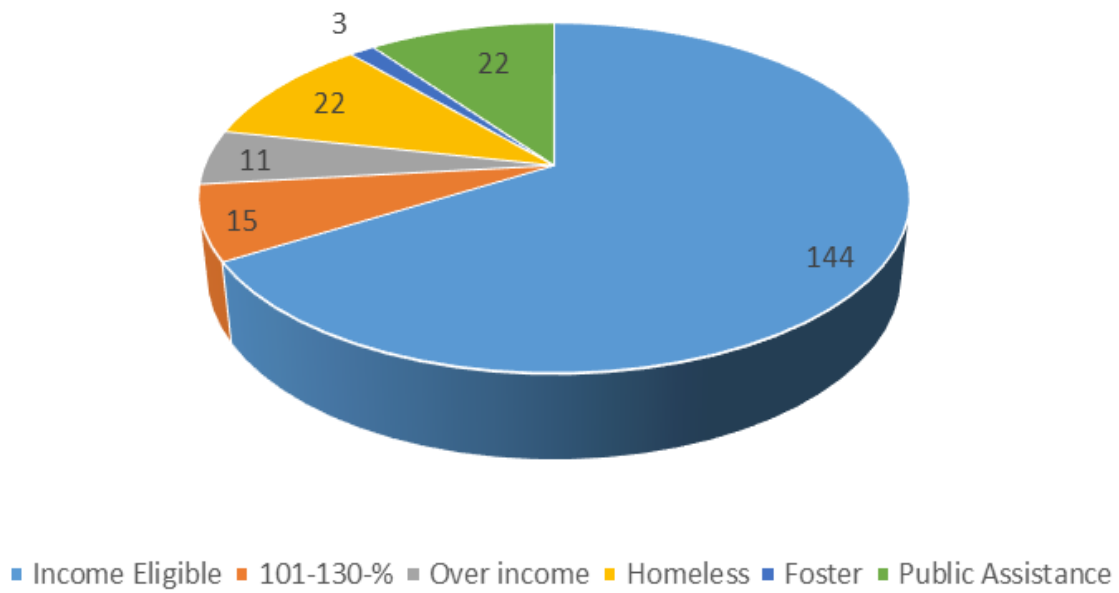
This year all Parent Family and Community Engagement staff have completed the Train the Trainer Strengthening Families Parent Curriculum sessions. The Strengthening Families Program (SFP) is an evidence-based family skills training program that The Leaguers, Inc. Parent Family and Community Engagement (PF&CE) staff implemented as a tool to improve parenting skills and family relationships. The curriculum was designed to educate parents about the importance of positive parental behavior, being a role model, guide their children as they develop values and social skills.

In addition, PF&CE has also incorporated a male engagement parent curriculum, 24/7 Dads. The adaptation was in response to the large population of custodial and non-custodial, unemployed and underemployed fathers with children enrolled in our program. 24/7 DAD is a comprehensive Fatherhood Program Developed by the National Fatherhood Initiative. The program focuses on unique characteristics that every father/male contributes to each child's development and covers the universal aspects of fatherhood so that men of all cultures and races can benefit. Three parent engagement staff (One male Family Advocate, one male PF&CE Manager and one male Parent Coordinator) have been trained in the curriculum and are facilitating the first of two cohort series.

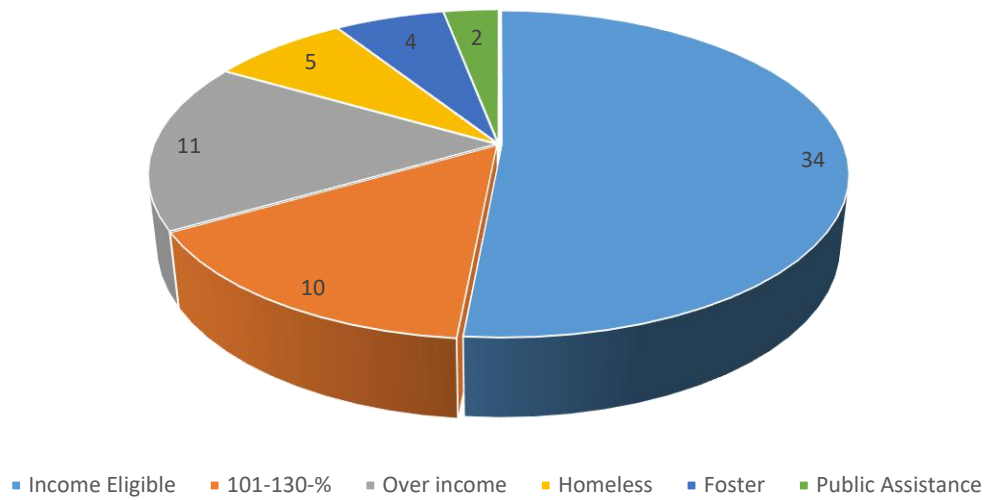
Cumulative Enrollment Report



Early Head Start Type of Eligibility



Early Learning Academy Type of Eligibility



Response to the Homeless Population

The Leaguers, Inc. is required to maintain full enrollment and an active waiting list that prioritizes families experiencing homelessness. Parent, Family and Community Engagement (PF&CE) has launched a campaign to identify underserved populations, such as homeless families. Given the detrimental effects on development caused by homelessness, young homeless children benefit from receiving quality early childcare and education services; yet, many barriers limit homeless children's access to these services. One of the main barriers identified is transportation and access to Head Start/Early Head Start centers near their temporary housing. In response to this need we have developed recruitment strategies that target homeless families, established community partnerships with agencies that service the homeless population, and have established a transportation policy and procedure that provides transportation assistance to homeless families enrolled in our program.

Five Year Goals

Last year, as part of the agency's five year goals, an internship program for parents was implemented. This program placed a strong emphasis on work related habits, skills and attitudes, at the same time creating a hiring pool of trained individuals in The Leaguers systems of service delivery to children and families.

The internship program was implemented through weekly lessons, hands on training, coaching, and embedded evaluation process. It offered the participants the necessary skills and work requirements to be eligible for hire as a Substitute Teacher or Child Care Provider, based on qualifications and the internal evaluation system.



The Management team developed and implemented the lessons and/or instruction for the participants. These lessons were implemented utilizing different approaches such as workshops, active implementation, observations, discussion with the classroom teachers, self- reflection, etc.

As part of the internship program, parents were linked to community resources such as: Dress for Success which provided participants with work attire and job readiness skills; Program for Parents who provided qualifying candidates the opportunity to enroll for CDA Certification; Newark Health Department for physicals; and various banking institutions for direct deposit services.

At the end of the program, the agency hired ten (10) parents as follows: two (2) were found to have the necessary credentialing to be hired immediately. One as an Associate Teacher and one as an EHS Teacher; seven (7) parents who finished the ten (10) week training program were hired as Child Care Providers.

Policy Council

Parent Committee and Policy Council meetings were great opportunities for parents to step up into the leadership roles. Parents had the opportunity to attend the National Head Start Conference in San Antonio, Texas as well as the National Parent Conference in Orlando Florida. During their tenure Policy Council members participated in the agency's annual self-assessment, and approved a total of fifty-four (54) personnel actions as follows: forty-nine (49) hires, three (3) promotions, two (2) terminations.

In accordance to their fiscal responsibility, they also reviewed and approved: The submission of the baseline 5 year grant submission for the Early Head Start/Child Care Partnership Program. In the area of planning, they reviewed and approved the five year goals for the aforementioned grant and submission of two (2) quality Improvement plans to the Office of Head Start.

Testimonial



My name is **Niyah Artis**, becoming an infant/toddler educator has been a career I have always wanted to pursue. Starting at a young age when I became a big sister I was fascinated by little precious faces. I became a babysitter to family and friends in my neighborhood. It was always something I enjoyed doing. I had my first child at 17. Birthing my son was an experience I will never forget.

As a parent of an enrolled child at The Leaguers, I came to know about its apprenticeship program and how it would benefit me. I quickly entered the program and it has changed my life and career choices tremendously. The apprenticeship program gave me the necessary training to

work with children. I learned something new from each experience while participating in the program. The program equipped me with information to better support children with special needs, I also learned about health and safety, and how to support parents like myself, etc. I grew so much by being a part of the apprenticeship program, not only as an educator, but as a parent to my four children. The program has opened so many opportunities for me. It has motivated me to further my early childhood education. I am now a full time student taking courses to receive my Child Development Associate credential, as I work at the Leaguers as a hired Child Care Provider.

HEALTH & NUTRITION

The agency continues to evolve with addressing and resolving issues related to health and nutrition that creates opportunities for student growth and achievement. The agency is motivated to work in collaboration with parents and staff to enhance the continuum of care by partnering with more unified health care teams, like Jewish Renaissance Medical Center (JRMC) Dental Mobile Unit, Rutgers School of Medicine and Dentistry and the Newark Health Department. Collaboration with the various Service Areas within The Leaguers and our community partners continues to drive our mission and enhance the services we provide.

HEALTH DATA FOR 2018/2019 SCHOOL YEAR

	Grant P004	Grant 0335	Grant 0320
Total Enrollment	240	119	55
Health Insurance	235	113	51
Medical Home	235	119	55
Dental Home	224	117	53
Dental Services	224	107	51
Immunization	236	117	55

	Grant 0335	Grant 0320
Total Enrollment	477	1040
Health Insurance	457	1019
Medical Home	442	960
Dental Home	435	939
Dental Services	435	995
Immunization	474	1030

Mental Health Day

The Health & Nutrition Team supported the Mental Health & Disabilities Team's Wellness Event in May 2019. The Mental Health Awareness Event provided adults with support, guidance, and informational resources related to self-care. A short informational session entitled "Fuel for Your Brain" was included as a presentation on the relationship of a person's diet to their brain functioning and mood with a recipe demonstration. The "Mixed Berries with a Coconut Yogurt Dip" was well liked and left everyone wanting more. Everyone received the "Brain Booster vs. Brain Buster Packet" with some recipes cards. The entire event was a success!



Immunization

In collaboration with The Newark Health Department—a pep rally was organized on immunization awareness at the central office of the Leaguers. Staff and students participated in the event. The children had the opportunity to meet batman and get their faces painted.



Health Education for Parents

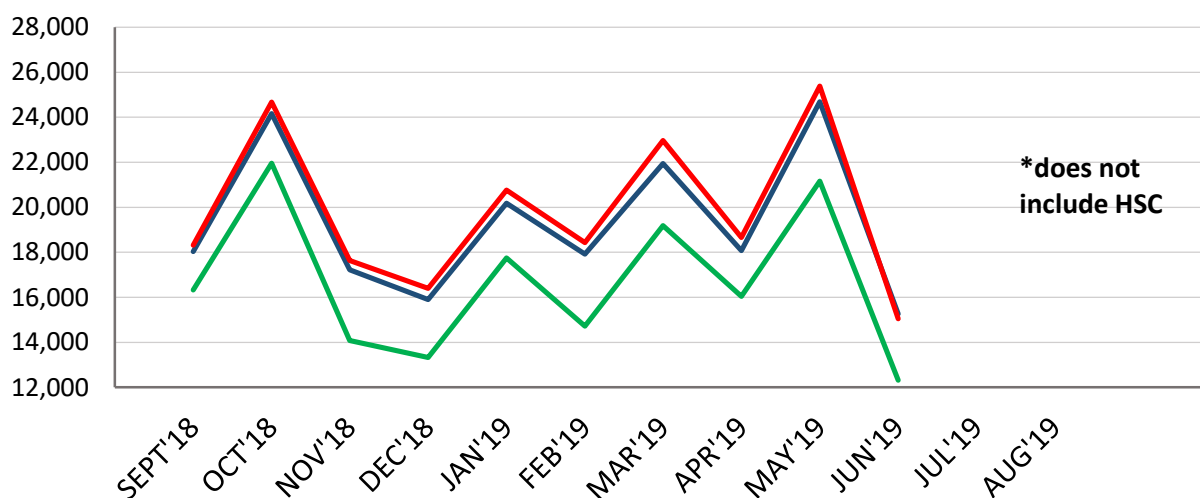
In collaboration with the Rutgers School of Medicine and Dentistry meetings were held with parents to discuss the importance of Oral health at various sites. The parents were given resources regarding the importance of dental care. They explained the difference between a dental screening and a dental examination. The information session persuaded parents to sign-up their children for the mobile dental van that usually visit the sites. The mobile unit is affiliated with JRMC that have school based clinics which could serve as a dental home.



Prenatal Education

The Health & Nutrition team assisted the prenatal health education team in providing the pregnant moms health and nutrition education in regards to the importance of nutrition during pregnancy and dealing with “Pregnancy: The Good, The Bad, & The Ugly,” during the bi-weekly socialization. Most of the pregnant moms have adopted or implemented most of the ideas presented during the information sessions including being mindful of food items high in folic acid, fiber, calcium and antioxidants.

CACFP Meal Count Tracker SY 2018-2019 Summary



The Leaguers, Inc. maintains a financial management system that provides accurate and complete disclosure of financial results. The Independent Auditor's Report expressed an unqualified opinion on the financial statements for the year ended January 31, 2019 and reported no findings on internal accounting and administrative controls and compliance. The audit was conducted in accordance with Federal Uniform Guidance and State of New Jersey Department of Treasury regulations.

For the Year Ended January 31, 2018:

Grants, Revenues, and Support	
Federal grants	\$ 18,946,630
NJ State – School Districts	9,547,246
CACFP	1,280,412
Support, fees, other	1,563,385

Expenditures	
Direct Program	
• Personnel	\$14,457,145
• Fringe benefits	3,432,513
• Training and technical assistance	264,450
• Partners	2,014,324
• Food costs	1,316,369
• Contractual	1,284,912
• Supplies	570,384
• Occupancy and depreciation	3,911,834
• Other	1,365,575
General and Administrative	1,902,634
In-kind support	615,673

Audited financial statements and related footnotes are available upon request.



At the core of our quest for excellence is a workforce that is highly qualified, empowered, and always acquiring new skills, credentials, and expertise.

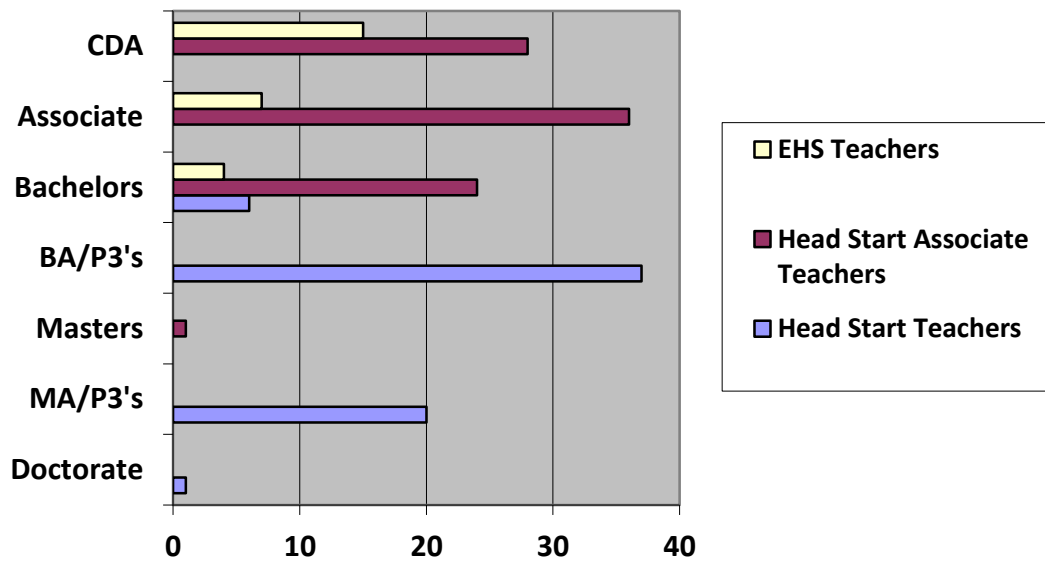
Human Resources ensures that our staff is always prepared and qualified to meet the needs of children and families, are treated fairly and equitably throughout their tenure, and are able to thrive in a safe and healthy work environment for everyone.

The Leaguers, Inc. has established and implemented a systematic approach to staff training and professional development to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job descriptions:

- Once a year at the implementation of pre-service training every service area gears their trainings that are conducive of the needs of the staff and the program we serve.
- During the course of the year we have professional development days and outside conferences.
- Human resources ensures that every contracted teaching staff completes the required professional development hours.

Together, we provide comprehensive services to approximately 400 full-time, part-time and substitute staff members. The Leaguers faces challenges recruiting and retaining staff, however, the intention is to recruit staff of the highest level. The Leaguers does regular appraisal of staff and provides opportunities for development through its association with the NJ Department of Education and on-going Professional Development.

TEACHING STAFF MEASURES OF DEGREE AND CERTIFICATIONS



Personnel Report

- No applicant is hired without the State and Federal criminal record check being completed and a signed declaration of all pending and prior criminal arrest. No applicant is hired without a State Child Abuse Record Information Report being completed, including Drug Testing.
- A program has 90 days after an employee is hired to complete the background check by obtaining;
 - (a) Child Abuse and neglect state registry
- A program must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the complete background check process is complete.



Staff Health and Wellness

To ensure that staff and volunteers meet the licensing requirements for the State of New Jersey, 1309.93 section of the Head Start Performance Standards and other local requirements;

- The Human Resources Department ensures that all new staff and volunteers receive a health form to be completed by their physician detailing a comprehensive health exam (including screening for Tuberculosis) prior to beginning employment with the agency. The Human Resources Department also ensures that all returning staff and volunteers receive a health form annually to be completed by their physician detailing a comprehensive health exam, including a screening for Tuberculosis every two years to three years after initial test.
- The Human Resource Department makes certain that mental health and wellness information is available to staff regarding issues that may affect their job performance, The Leaguers has contracted an agency providing EAP (Employee Assisting Program).
- The Leaguers, Inc., continues to partner with CIGNA (Heath Provider) holding annual events introducing staff to Healthy Snacking, Nutritional Smoothies, and Chair Yoga while other staff members enjoy a moment of relaxation of neck and back massages inclusive of feet and hands.

The Leaguers, Inc. has implemented a new policy “Work-Life Balance” 1302.93 (b) The Leaguers Inc. acknowledges that its staff are most productive when they have achieved a balance in work/life that helps them meet their responsibilities outside work. The Leaguers constantly focuses on frameworks that enable Staff to achieve an effective balance between work and life. Options available for Education Staff are largely on their work, workplace, and classroom size and space.

Some of the Options Includes:

1. Teachers should take breaks during the work day requesting administrative staff to relieve them for 15 minutes.
2. Make use of annual holidays and school closings to recharge.
3. Reach out to Administrative Staff for additional support in the classroom.
4. If you are experiencing personal challenges:
 - Contact Human Resources
 - EAP- Employee Assistance Program
 - Contact Mental Health Disabilities Director/Mental Health Consultant
 - Keep Master Teacher-Coach / Site Supervisor abreast of your Emotional/Mental Health

The following information contains highlights across key technology categories. These categories include on-site services, remote services, and internet and voice services.

Server Technology

Major upgrades have been made to our network infrastructure including hardware and software upgrades to our servers. Servers have been upgraded from Windows Server 2003 to Windows Server 2016 and a backup Domain Controller running Windows Server 2019. This upgrade helps us stay current with new security features, file encryption as well as Microsoft continuous support.

End User Support

The IT Department continues to keep track of our service requests via Spiceworks ticketing system. IT has successfully solved a total of 348 user requests for 2019 throughout all of our sixteen sites.

Networking

As an ongoing plan to upgrade our networking hardware, the IT department has configured and installed new Cisco Meraki access points in the following locations: Central Office, 1189 Broad, Elm St, Metropolitan, Bakery Village, 1111 Chandler and 553 Orange. This new hardware will allow for faster internet connectivity as well as better reception. Our Wi-Fi usernames and passwords will also remain uniform in the sites where new hardware was installed, which in turn makes it easier for staff to access the internet as well as local resources (copiers & printers).

Security

Internet security threats are on a rise and in 2019 a large number of credible and renowned organizations fell victim to ransomware (malicious software) attacks which caused companies to permanently lose data and a few ended up going out of business. The Leaguers takes data privacy and security seriously and has deployed improved software, monitoring procedures, and awareness training for end users to mitigate risks.

Collaboration and Communication

As an ongoing project, IT is in the beginning stages of implementing Microsoft Cloud services which includes office 365 and Exchange Online email services. This Microsoft services will improve the agency's productivity and communication throughout our workplace. A plan to migrate our existing email is in the works and much of the "backend" work such as moving our existing domains to Microsoft has been completed. We plan to participate in special programs offered to non-profits by Microsoft to get low-cost access to top of the line technology solutions including Skype for conferencing, Email Security and Continuity, and cloud storage via Microsoft Azure.

└ FACILITIES AND TRANSPORTATION

This year our Facilities Department's focus was to assess the various centers and work on enhancing the facilities by making necessary repairs and upgrades. The team worked very hard to visit and assess each site and report back to the Facilities Director. We used the ChildPlus system more extensively this year to track information and gather requests from Site Supervisors. Management, the Compliance team, and Facilities staff made regular and frequent site visits to aid in the selection process to determine the order in which to prioritize repairs.

An example of a project we completed during this program year:

- Installation of playground Equipment
 - The 750 Clinton Avenue location received a much needed makeover of their playground. Funding was received to install new playground equipment and surface. The center had major enhancements this year and other improvements are planned for the future. The children and staff are very happy with the new play equipment that was installed.

