



The Leaguers, Inc.

"Opportunity through Education"



ANNUAL REPORT

2019/2020 School Year

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Early Head Start Education Report

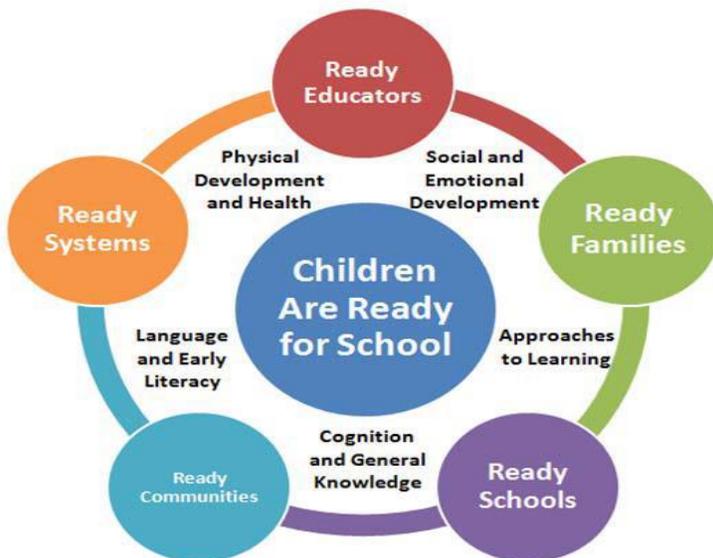


PREGNANT MOMS

INFANTS

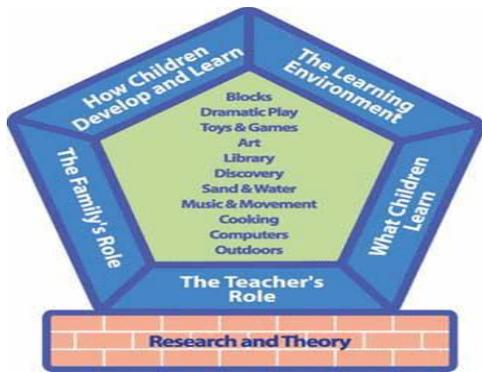
TODDLERS

Head Start Approach to 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. Historically, Head Start has often led the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development including physical, cognitive, social, and emotional development -- all of which are essential to children who are getting ready for school.

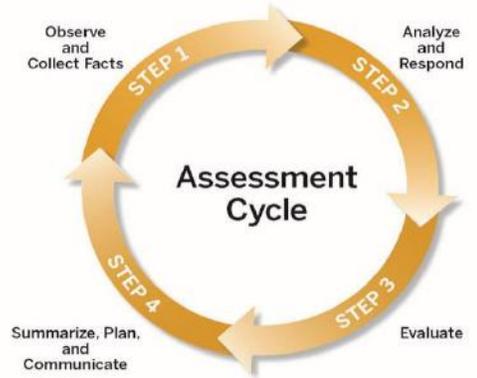
The Leaguers Inc., ensures that every EHS and HS child will experience school readiness because of its developmentally appropriate designed environments; its use of a research based curriculum, and the Gold and CLASS Assessments -- all of which provides outcomes on children strengths, needs and emerging skills.



The **Creative Curriculum** is the blueprint for planning and implementing developmentally appropriate lessons for children in the classroom. The curriculum is effective in helping children acquire social, emotional, language, physical, and cognitive skills needed to succeed in and beyond the Early Head Start/Head Start school setting. It is a research-based tool that takes in consideration the different ways children learn including children with disabilities and dual language learners.



The Leaguers Inc. will utilize the **Brigance Early Childhood Screens** as the developmental screening for our Early Head Start infant, toddlers, and two year olds. This tool will be used to identify learning delays as well as strengths and weakness in language, motor, self-help, social, emotional, and cognitive skills. Skill areas include personal data, color recognition, picture vocabulary, visual discrimination with both forms and letters, visual motor skills, gross motor skills, rote counting, body part identification, ability to follow verbal direction, number concepts, and speech syntax and fluency.



The Leaguers Inc., will use the **Teaching Strategies GOLD** assessment tool for our Head Start/Early Head Start students from birth to five. This assessment tool was selected because it is inclusive of children with developmental delays and disabilities, children who are English-language or dual-language learners, and children who are advanced learners. The tool also measures the knowledge, skills, and behaviors by focusing on 36 basic objectives and two additional objectives related to English language acquisition. The objectives are organized into nine areas of development and learning, which are aligned with the Head Start Early Learning Outcome Framework.

Early Head Start Child Assessment Data

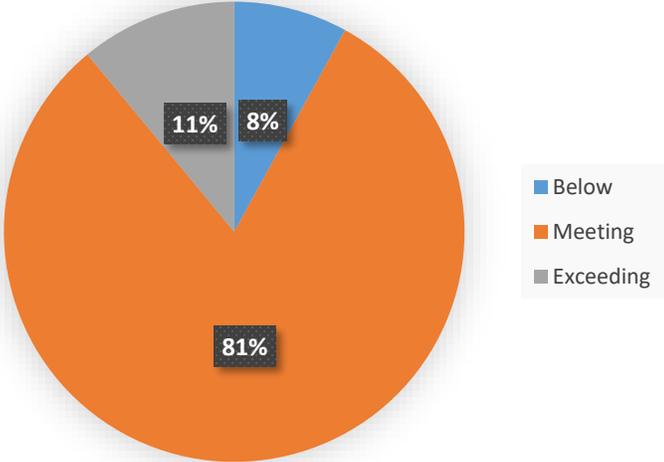
The purpose of assessment in early childhood is to determine students' strengths and set goals for instruction. Assessments in early childhood support the ability to provide individualized and "just right" activities for students across areas of development that research has shown are important for later academic learning and life-long success. Furthermore, one of the hallmarks of a quality early childhood program is the practice of continuously monitoring children's development and responding to learning needs. By evaluating overall group performance, administrators can determine specific areas of program need and identify teacher and staff professional development to improve their ability to support all students.

Social Emotional Development

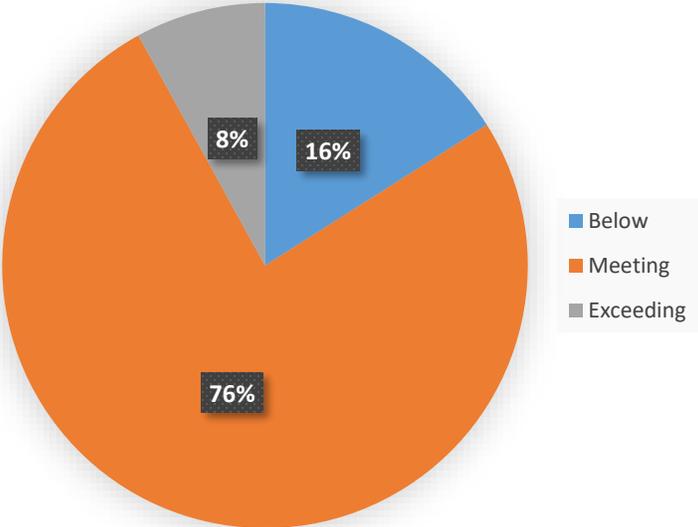
School Readiness Goal

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.

Social-Emotional Development



Language Development



Language & Literacy Development

School Readiness Goal

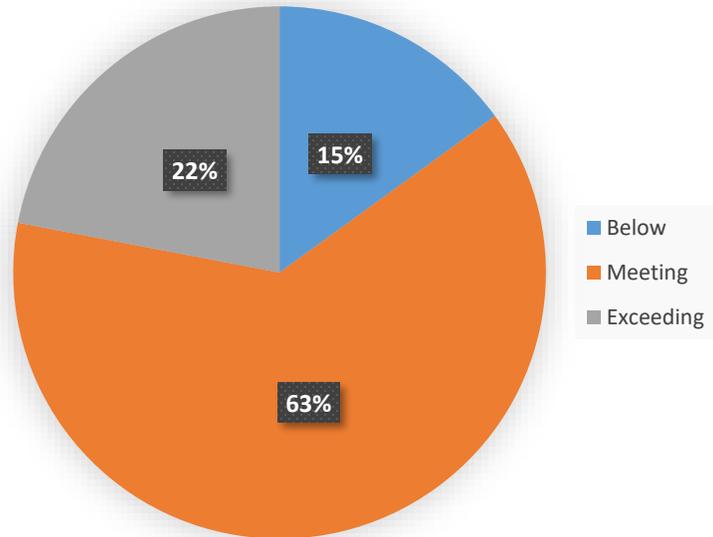
Children will understand and use an increasing number of words to communicate and engage in conversation with others. Explanation: Infants-Toddlers learn how to use various means of communication to express discomfort, solicit help and communicate interests and needs to others by use of combinations of words, natural conversations, simple sentences/signs from one/more languages in a variety of situations. Infants-Toddlers use simple sentences (3 to 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.

Cognitive Development

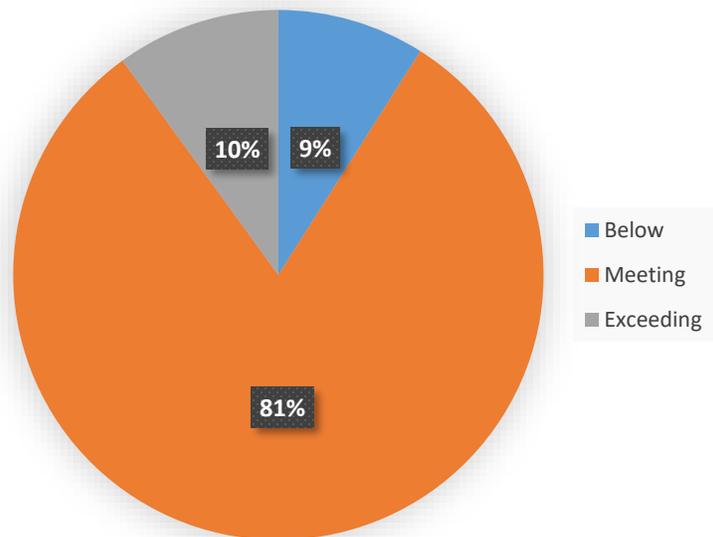
School Readiness Goal

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

Literacy Development



Cognitive Development



describing observable occurrences (e. g., parts of a plant, animal or object, various incidents, etc.).

Perceptual, Motor and Physical Development—Health, Safety and Nutrition

School Readiness Goal

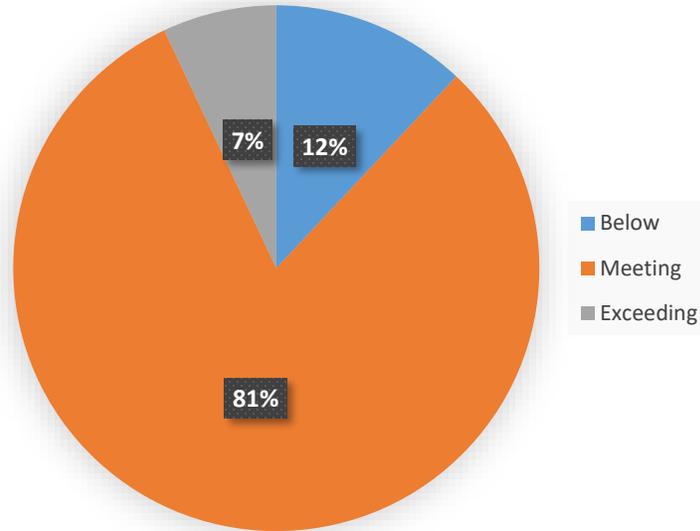
Children will demonstrate increasing interest, leading to the development of knowledge and skills that help promote nutritious food choices and eating habits. Explanation—Infants/Toddlers express preferences about food (likes and dislikes); sometimes makes nutritious choices with adult support; and communicate 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.

Mathematic Development

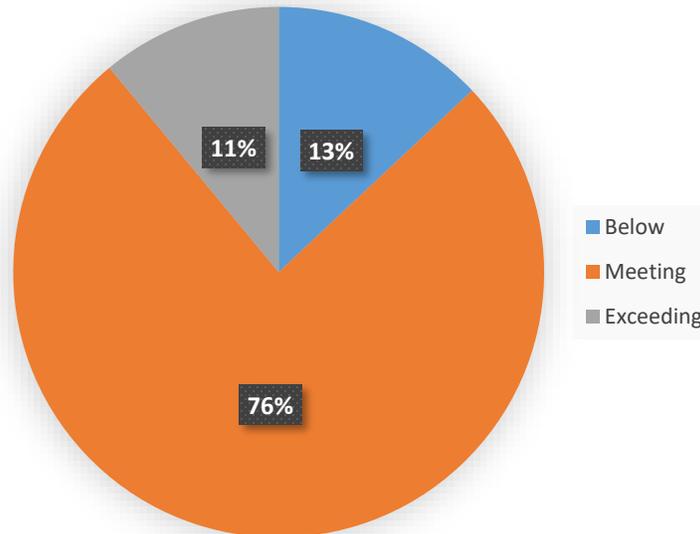
School Readiness Goal

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.

Physical Development



Mathematic Development



PRENATAL HEALTH EDUCATION

The Leaguers Inc., utilize the Partners for a Healthy Baby Curriculum to support and promote child development and family well-being. This curriculum is a research-based that promotes parenting practices to support children's development and learning in all Head Start Early Learning Outcomes Framework domains. The curriculum is arranged in 4 categories, which addresses the topics below:

Family Development

- Empowerment Relationship & Support
- Fatherhood
- Career Development & Finances

Maternal & Family Health

- Alcohol, Drugs, & Tabaco
- Sex, STIs & Family Planning
- Family Health Care & Safety
- Nutrition & Exercise
- Pregnancy & Interconnection Care Emotional Health

Preparing/Caring for Baby

- Nutrition & Feeding
- Health & Safety
- Daily Care Routines
- Parenting & Guidance

Baby's/Toddler's Development

- Fetal Development/Development Skills
- Language & Literacy
- Social & Emotional Development
- Play, Learning, & Cognition



Socialization

Our Pregnant Mom's Program provide comprehensive Head Start services to pregnant women and newborns. Through home visiting, families receive the same services as those participating in center-based programs. While the center-based Head Start option focuses on the child in the classroom setting, our home visiting option focuses on the pregnant mom, newborn, and family in a home setting. Our Prenatal Educators have the opportunity to work with individuals within a family context and in the home environment. Our program provides comprehensive services in education/child development, medical and dental, health, nutrition, mental health, social services, and parent involvement.

Our pregnant mom's visits consist of the following components:

- Visits are conducted weekly with the parents
- Visits help parents enhance their parenting skills and assist them in the use of their home as their child's learning environment.
- Visits focus on helping parents learn how to provide learning opportunities that further that further their child's growth and development.
- The content of the visit is jointly planned by the parent and the educator.
- Visits are conducted with the pregnant mom to support fetal development and provide emotional support throughout pregnancy and postpartum period.

The Leaguers Inc. Prenatal Health Educators utilize the Partners for a Healthy Baby as a resource to guide weekly home visits.

In addition to weekly home visits, The Leaguers Inc. Pregnant Services team, conducts 2 hour bi-weekly socializations for our pregnant moms. These 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 snack experience for both parents.

To ensure the curriculum is implemented to fidelity, educators consistently use a curriculum as its developers intended it to be used. This includes implementing the curriculum in ways that are responsive to children's and families' strengths, needs, interests, and cultural and linguistic backgrounds.

Prenatal Care is one of the most effective ways to reduce maternal mortality because it identifies complications or high risks before emergency situations. – Lita Kebede

SPECIAL INITIATIVES

Coronavirus disease 2019 (COVID-19) has deeply impacted Head Start and Early Head Start programs, enrolled children and families, and their communities. At The Leaguers Inc., we understood that some of our families rely on school for daily learning, support, and sustenance and face multiple challenges. In efforts to inform our families that we are here to support them. The resources below have been developed to support our community in navigating the coronavirus and providing safe, healthy, and supportive learning environment for all. During the pandemic The Leaguers, Inc. continued to provide support to our children and families by:

- Purchased Gift Cards from community ShopRite Grocery Stores
- Provided families with \$50.00 - \$100.00 Grocery Gift Cards
- Educational Learning Packets for both our Infants and Toddlers
- Pampers and Wipes for both our Pregnant Moms as well as our Infant and Toddler families in need.

Head Start Education Report

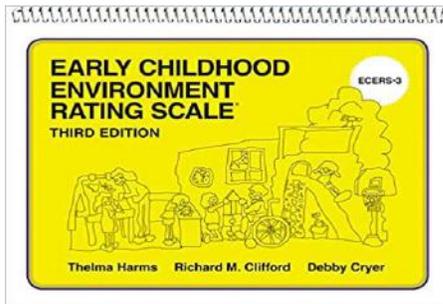
The Leaguers Inc., endeavors to prepare our children for lifelong success by providing “Opportunity through Education.” It is with this purpose in mind that The Leaguers Inc. School Readiness Goals reflect children ages birth to five years of age and are aligned with the Head Start Early Learning Outcomes Framework, Head Start Performance Standards, and NJ Preschool Teaching and Learning Standards.

The Education Service Area supports children’s school readiness success (birth through five) by the implementation of high-quality teaching practices to address children’s Social and Emotional Development, Language and Literacy Development, Cognition, and Math Development to ensure desired outcomes for children.

During the 2019/2020 school year, The Education Service Area made strides towards providing high-quality early childhood education to children through targeted Professional Development Trainings to address and promote:

- Effective Teaching Practices
- An organized and well managed learning environment
- An environment that supports children’s social and emotional development

The Education Directors and Master Teacher- Coaches participated in ECERS- 3 Reliability Training over a period of 4 days. During this time, classroom observations were conducted using the ECERS-3 tool designed to measure the quality of Early Childhood Programs for Preschoolers. At the completion of the ECERS-3 Reliability Training, members of the Education Team achieved reliability in the following areas:

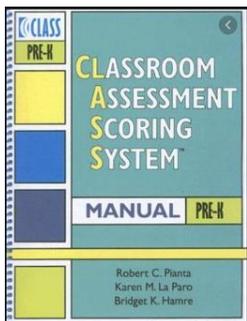


ECERS-3 Anchor – Conducts ECERS-3 classroom observations, provides ECERS-3 Training to Teaching Staff, and prepares individuals for ECERS-3 Reliability Training

ECERS-3 Accessor – Conducts ECERS-3 classroom observations and provides ECERS-3 Training to Teaching Staff

ECERS-3 Observer - Conducts ECERS-3 classroom observations

This training prepared Master Teacher- Coaches to accurately observe classrooms for levels of quality in the physical environment (space and furnishings, Learning Activities, Health and Safety Practices, and the Program Structure) and provide coaching strategies for quality in score quality. From the data collected, classrooms generally scored within the Good to Excellent Range of quality. Areas for improvement were documented on an action plan for support through coaching.



Next, the Education Service Area has been assertive in training and developing new leaders at the site level. All Master Teacher-Coaches and select Teaching Staff were trained to become Pre-K CLASS reliable observers in order to support and coach Teachers and Associate Teachers. With this accomplishment, The Head Start Education Service has:

- CLASS Trainer - provides training for CLASS reliability
- CLASS Reliable Observers (MT-Coaches & Lead Teachers) – conducts CLASS observations

Master Teacher-Coaches, along with Peer Coaches and Fellow Teachers, were then able to conduct CLASS observations to identify the needs of the child in Emotional Support, Classroom Organization and Instructional Support.

According to CLASS scores obtained in the first quarter of the school year, data indicated that Teachers and Associate Teachers required additional support in two domains of the CLASS Tool: Emotional Support Domain (Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspective); and Instructional Support – Language Modeling and Quality Feedback)

Teaching Strategies GOLD Assessments - Student Outcomes

The Teaching Strategies GOLD Growth Report shows outcomes for children over time. It provides information of how children are progressing towards meeting development and learning objectives. The data provided here compares the level of growth of children’s knowledge, skills and abilities in each area throughout the 2019/2020 academic school year from the period of September 2019 to April 2020 for children 3 years old and 4 years old. With the understanding that not all children will demonstrate the knowledge, skills, and abilities in each area according to widely held expectations, consideration is given to the progress children make towards mastery rather than focusing on the percentages of children meeting the widely held expectations for development.

The Leaguers Inc. Head Start uses the data from this report to address 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 that is independent of these expectations.

How does children’s progress indicate the need for ongoing staff development and training? (Staff Development)

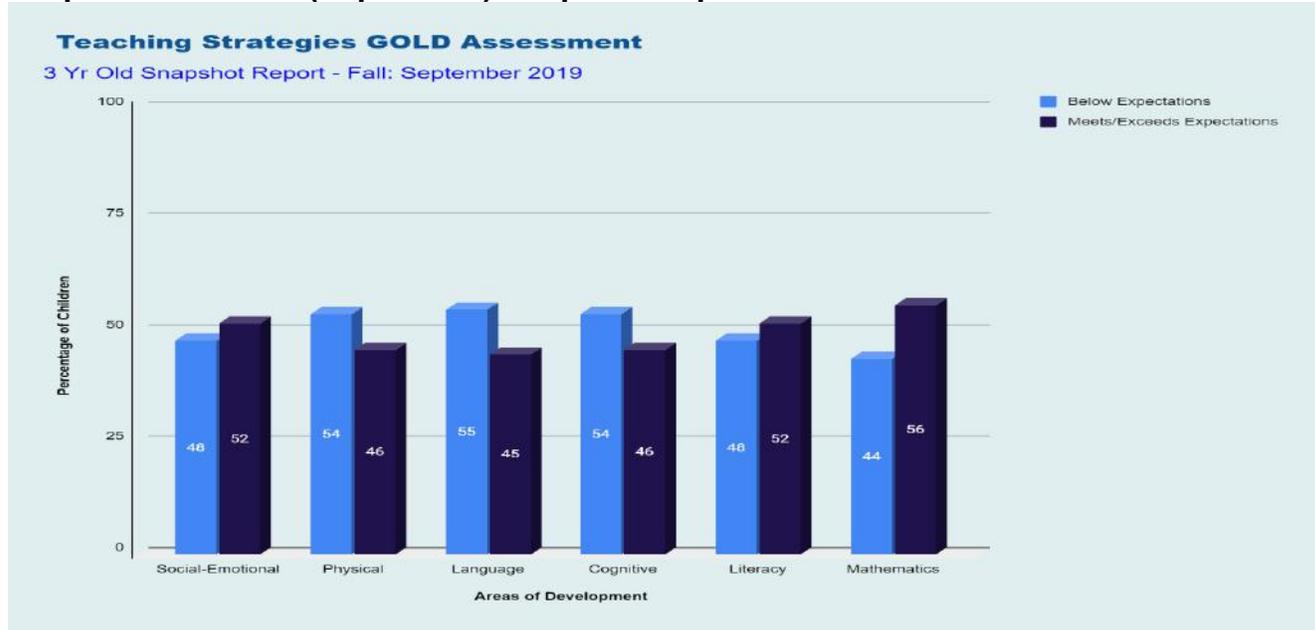
- The growth information in this report can indicate specific areas of development that Teaching Staff will need further skill and professional Development Training

Head Start Child Assessment Data

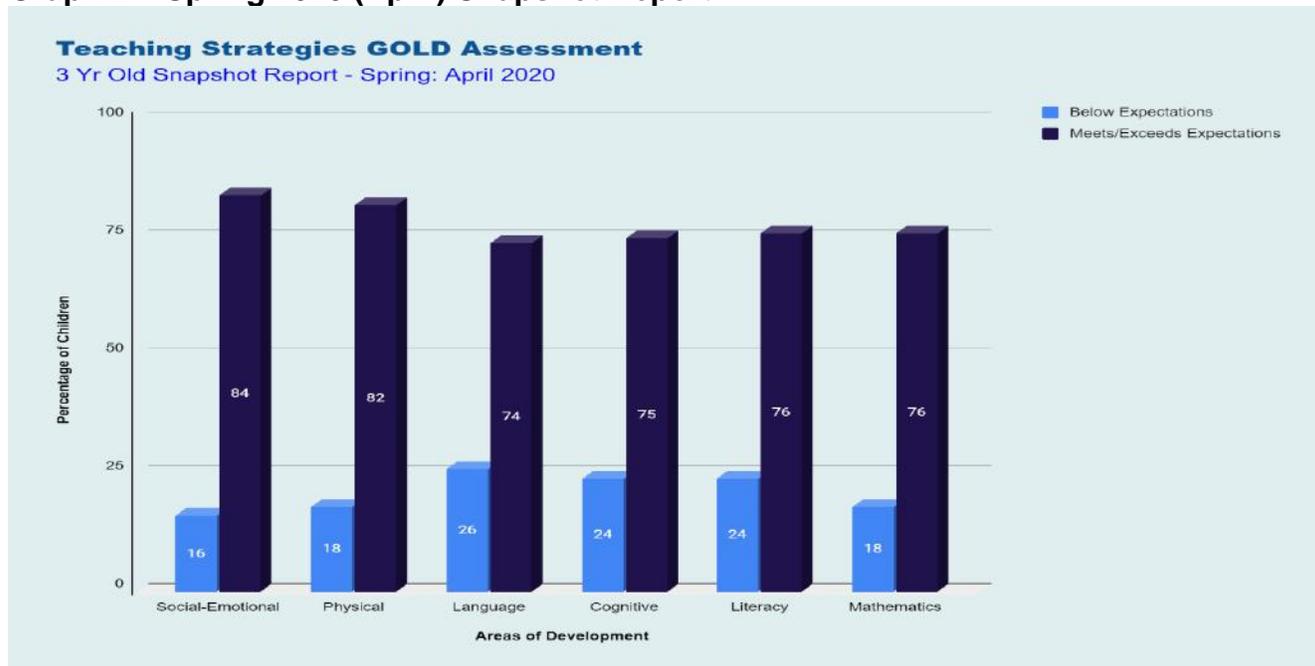
Teaching Strategies GOLD Reports - 3-Year-Old

Graph 1 and Graph 2 is a Snapshot Report to show children's progress and development in 5 Areas of Development. The data in Graph 1 shows that in the first checkpoint period, Fall: September 2019, the percentage of children below expectations was in the range of 44% to 55% when documentation in all areas was analyzed. In the third checkpoint period, Spring: April 2020, the Snapshot Report shows that the majority of children were meeting expectations with 16% - 26% below expectations. The Annual Growth Report reflected in Graph 3 shows the Growth Report and children's percentage growth for the period of September 2019 to April 2020. Overall, the annual growth in all areas is around 20% to 36%

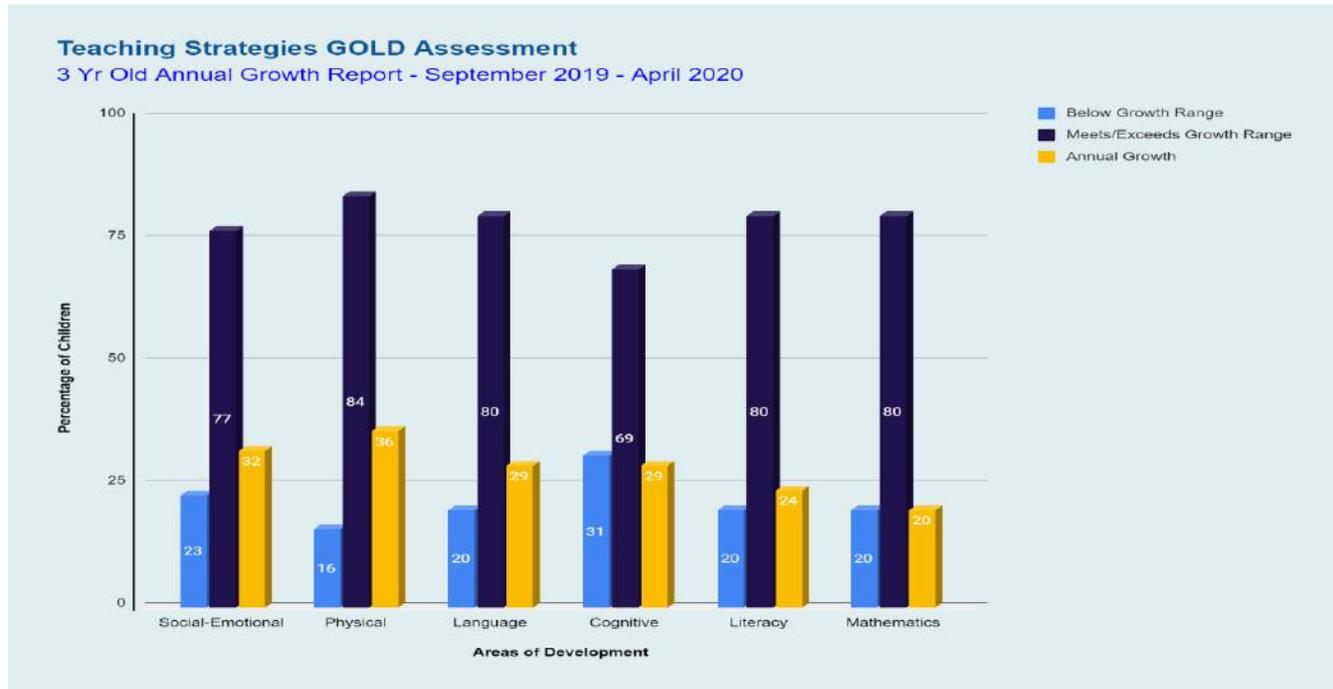
Graph 1 – Fall 2019 (September) Snapshot Report



Graph 2 – Spring 2020 (April) Snapshot Report



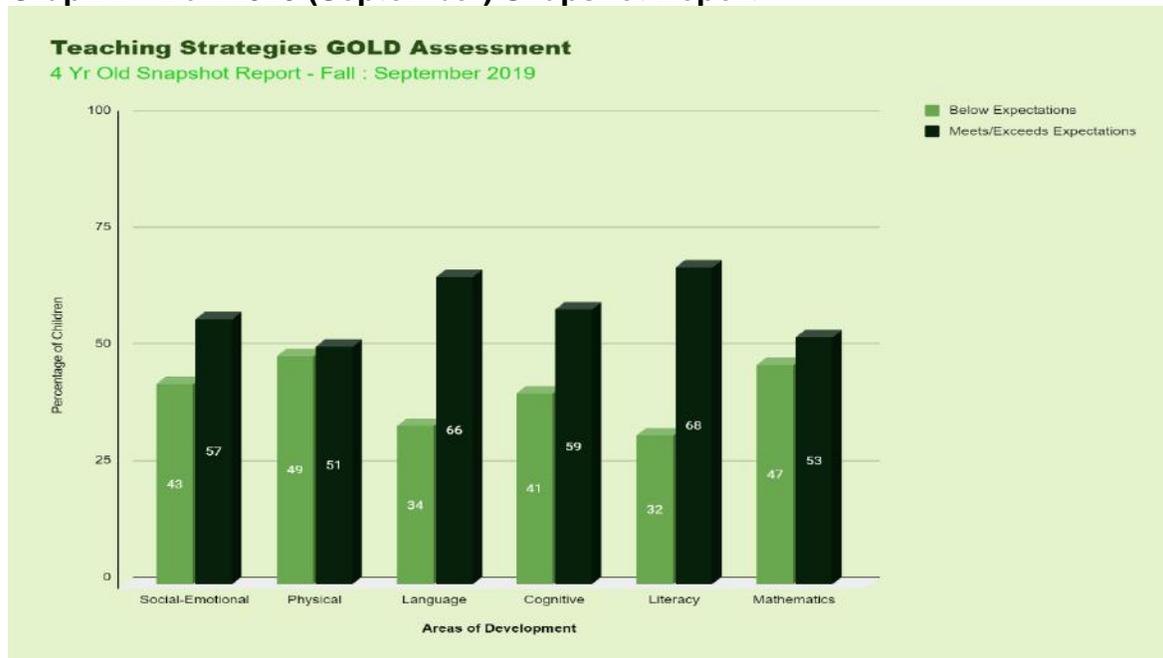
Graph 3 – Growth Report (September 2019 – April 2020)



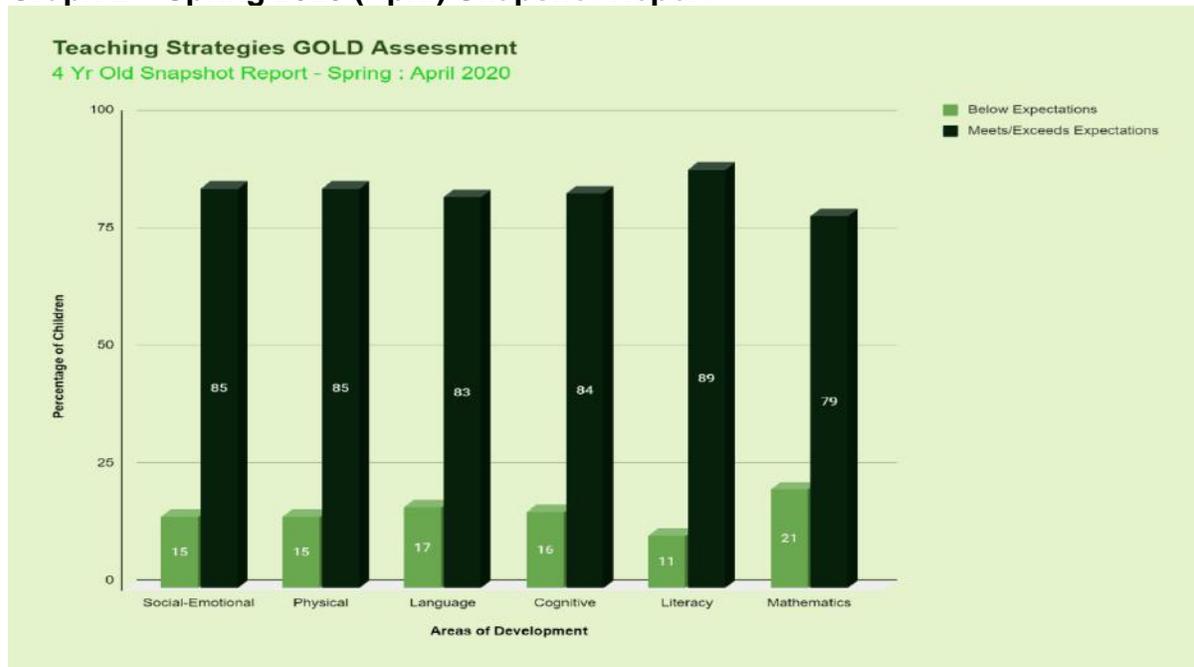
Teaching Strategies GOLD Report - 4-Year-Old

Graph 1 and Graph 2 is a Snapshot Report that shows children’s progress and growth in 5 Areas of Development. The data in Graph 1 shows that in the first checkpoint period, Fall: September 2019, the percentage of children below expectations was in the range between 32% - 49% when documentation in all areas was analyzed. In the third checkpoint period, Spring: April 2020, the Snapshot Report shows that the majority of children were meeting expectations with 11% - 21% below expectations. The Annual Growth Report reflected in Graph 3 shows children’s percentage growth for the period of September 2019 to April 2020. Overall, the annual growth in all areas 17% - 34%

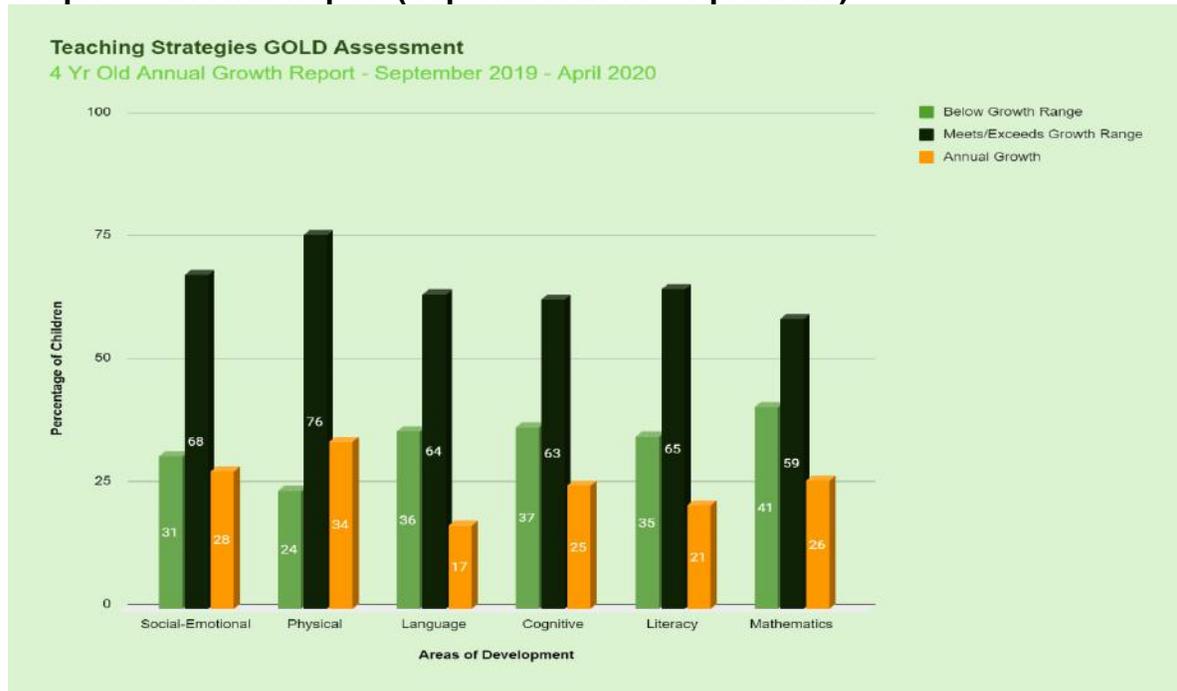
Graph 1 – Fall 2019 (September) Snapshot Report



Graph 2 – Spring 2020 (April) Snapshot Report



Graph 3 – Growth Report (September 2019 – April 2020)



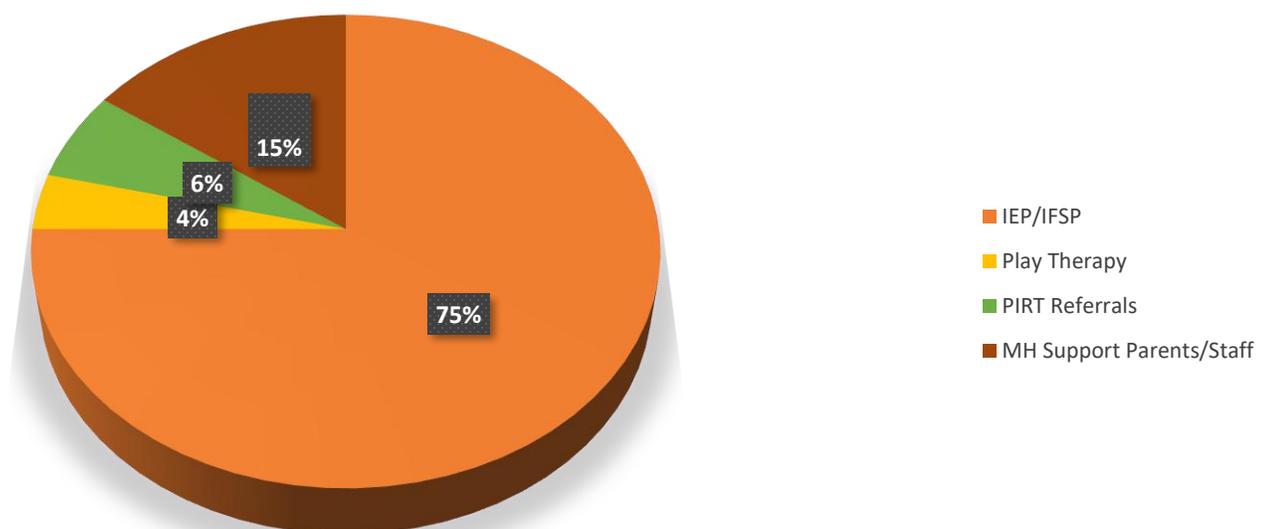
MENTAL HEALTH & DISABILITIES

The Mental Health and Disabilities service area participated in the agency's Positive Guidance training series. In partnership with Youth Consultation Services (YCS) Institute of Infant/Toddler Mental Health and the support of the mental health consultants, we have facilitated Mental Health Needs and Challenging Behaviors in Infancy and Early Childhood. Infant mental health is the developing capacity of a child from birth to age 3 through experience, close and secure interpersonal relationships, and safe environments. Through consistency, this foundation extends to support social- emotional development through early childhood ages 3 to 6. The training's goal was to explore the importance of building connections, relationships, communication, and self-regulation.

Building a culture of safety includes strengthening the children and families we partner with and modeling safe behaviors. To support these efforts and success during the training series, a memorandum of understanding was created with YCS to provide support and consultation to our families and staff. This partnership aims to support our staff and families that are a part of our HS/EHS and Prenatal Services program. Through this partnership, YCS will provide family, individual, and teachers' consultation. YCS offers diagnostic evaluations and Autism screenings for referred children, supporting EI/CST referrals, and providing out-patient services.

Child and adult emotional wellness is a priority, and it is infused in every workshop/training and consultations. Second Steps Early Learning Program continues to be used agency-wide to support preschoolers' social and emotional development. EHS's training/workshop focuses on strategies and their implementation within the classroom to support infant/toddlers' social-emotional development. Support to parents and pregnant mothers through group and individual therapeutic engagement provides an opportunity to reinforce efforts to create a culture of safety.

Mental Health/ Disabilities 2019-2020



PARENT CURRICULUM

The Leaguers, Inc., kicked off the male engagement program for 2019-2020 school year with “Dad Walk your Child to School Day”. All fathers and significant male figures in the program were encouraged and invited to partake in activities in their child’s classroom. The agency also joins the national “Dad Take Your Child to School Day” (DTYCTS) celebration which is a special day to celebrate and encourage the involvement of fathers and other significant male caregivers in the lives of their children that started with a trip to school. Four hundred and thirty-one (431) males joined this event which was designed to provide activities that enhanced male role models’ knowledge on how to support their children’s social and emotional development. During this event, the staff promoted and encouraged male figures to sign-up for the 24/7 Dad curriculum.

The 24/7 DADs curriculum is a cutting-edge fatherhood program developed by the National Fatherhood Initiative, internationally recognized fathering experts and practitioners. The program focuses on characteristics that every father needs and covers the universal aspects of fatherhood so that men of all cultures and races can benefit. The Leaguers Inc. has partnered with the Greater Newark Healthcare Coalition (GNHCC) to also offer fathers and key male figures in the lives of enrolled students the comprehensive fatherhood empowerment program. The Leaguers’ goal was to empower the male figures in our student’s lives and engage them on how to become more involved. The 24/7 Dad curriculum is a 12-week, 2 cohort model using a peer to peer approach. The agency provided participants dinner, child care, resources for transportation (if needed) and incentives for every session completed. The sessions focused on characteristics that every father needs and covers the universal aspects of fatherhood so that men of all cultures and races can benefit.

The Leaguers, Inc. recognizes that both fathers and mothers play an essential role in the healthy development of children, and these children benefit from a strong and cooperative relationship between both parents. To support this principle, the agency has partnered with Greater Newark Healthcare Coalition (GNHC) to engage and encourage fathers and primary male caretakers in co-parenting processes through the implementation of the National Fatherhood Initiative’s 24/7 DADs curriculum. As a result of this partnership, GNHC awarded the Leaguers \$13,000 to implement a 24/7 DAD curriculum program and trained three (3) Parent, Family & Community Engagement (PF&CE) staff members which consisted of one male Family Advocate, one male PF&CE Manager and one male Parent Coordinator. The selection of this curriculum was in response to the large population of custodial and non-custodial, unemployed and underemployed fathers with children enrolled in our program.



In addition to taking part in the sessions, the agency had 13 participants. Out of the 13 participants 3 were elected to the Policy Council, 2 were trained as facilitators for the 24/7 DADs program, and 1 male was hired by the agency. The participants were offered the opportunity to attend 2 free family bonding events and took part in a graduation ceremony upon completion. When the participants completed the program, the agency nominated them as *Fatherhood Ambassadors* for The Leaguers. Their role as Fatherhood Ambassadors is to provide their time and expertise to promote the benefits of the 24/7 DADs Curriculum, encourage male involvement in the school community, and work collaboratively with the Parent Coordinators.



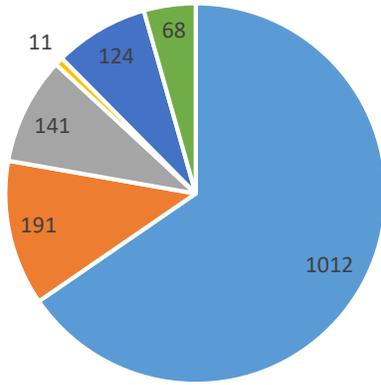
As a part of our ongoing monitoring process, we surveyed the participants before and after completing the sessions for the purposes of collecting data to be used for program improvement and planning. The results from the surveys indicated significant improvement in participant attitudes and understandings about fathering. Through facilitator observation and participant testimonials, we found that fathers felt that they enhanced their fathering skills, relationship skills, and child bonding techniques in addition to learning about themselves and the important role they play in the lives of their children. The Leaguers views the 24/7 DADs Curriculum as an asset in actively engaging fathers and male figures in their children’s lives. The Leaguers also recognizes that the father’s and male figure’s engagement in their children’s education promotes positive outcomes across the board in terms of academic, social, and emotional issues. The program has a positive impact on the children’s mental, emotional, educational, and social outcomes. Our goal is to continue the implementation of the 24/7 DADs Curriculum, and to use individual curriculum sessions as a tool in the family partnership agreement process.

Based on these foundations, one of the initiatives that the Education and PF&CE service areas also implemented is the STEAM programs for our families. We were able to successfully implement the “My Father is a STEAMER” and “My Father is a Super Hero...” program where we encourage our male figures to volunteer in the classrooms and conduct hands-on STEAM activities with their individual child and also participate with the overall classroom.



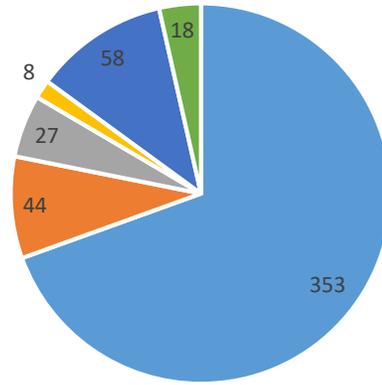
CUMULATIVE ENROLLMENT REPORT

Eligibility by Income - Head Start



- Eligible 0-100%
- 101-130%
- Over Income
- Foster Child
- Homeless
- Public Assistance

Eligibility by Income - Early Head Start



- Eligible 0-100%
- 101-130%
- Over Income
- Foster Child
- Homeless
- Public Assistance

HEALTH & NUTRITION

The Leaguers, Inc. continues to address and resolve issues related to health and nutrition that creates opportunities for student, family, and staff 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 and their Mobile Dental Unit, Rutgers School of Medicine and Dentistry, and the Local Health Departments. Collaboration with the various Service Areas within The Leaguers and our community partners continues to drive our mission and enhance the holistic services we provide.

SERVICES

Flu Shot Clinics:

In an effort to meet the State's requirement, the Newark Department of Health and Community Wellness (DHCW) Immunization Program partnered with The Leaguers to provide FREE influenza vaccines to children and adults at the different sites. Due to the Health Departments regulations, only children between the ages of three to five were vaccinated during the on-site flu clinic. Additionally, the flu vaccine was open to The Leaguers staff and parents.

Oral Health:

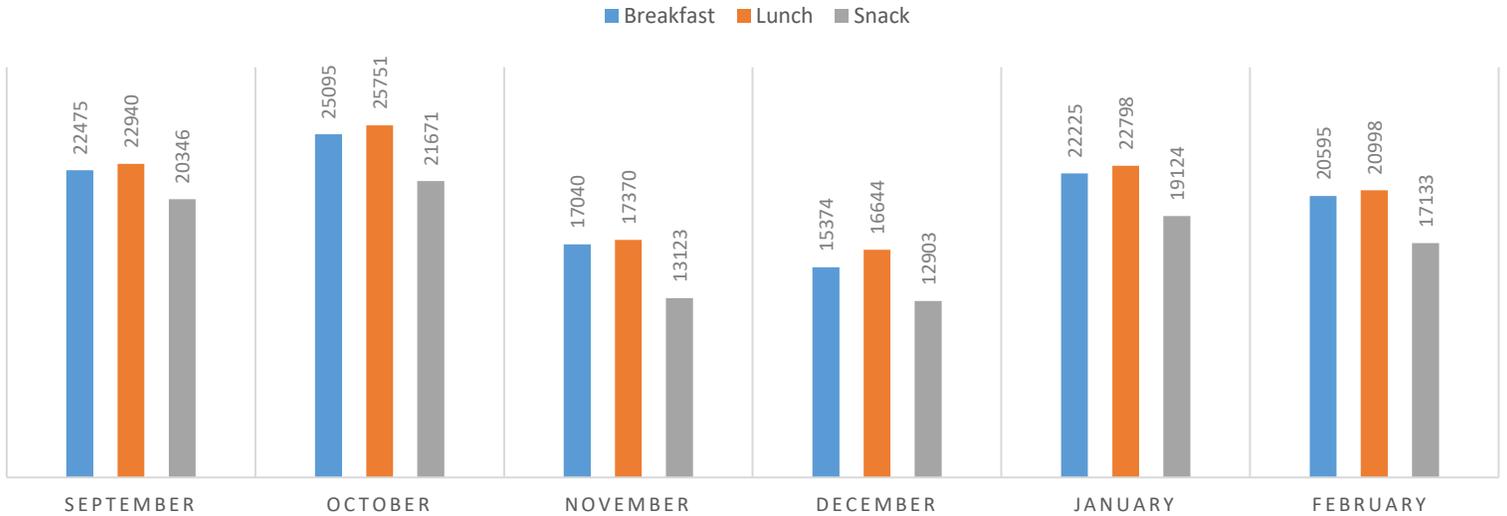
Our community partner, the Jewish Renaissance Medical Center, provided the children and families with access to affordable dental care/dental home by bringing their Mobile Dental Unit to the various sites to conduct oral health examinations for the children. Children were grouped and escorted to the Dental Van where they were greeted by the dentist and dental assistant. After the forms were reviewed for accuracy, they were helped in the dental chair where the Dentist then explains what will happen. The children were given an oral health bag that consists of a tooth brush, tooth paste, and stickers as a reward, and dental health resources were sent home to parents as well.

Prenatal Education

In October 2019, the Associate Director of Health & Nutrition had the opportunity to work with the Prenatal Health Education team and the pregnant mothers during the bi-weekly socialization. The informational session discussed the importance of nutrition during pregnancy in a session called Pregnancy: The Good, The Bad, & The Ugly. The session concluded with the pregnant mothers helping prepare a recipe to try. The recipe included food items high in folic acid, fiber, calcium, and antioxidants.

CHILD AND ADULT CARE FOOD PROGRAM MONTHLY BREAKDOWN

2019-2020: CHILD AND ADULT CARE FOOD PROGRAM MONTHLY BREAKDOWN



Grab N Go Meals



Due to the COVID-19 health emergency, we were unable to provide meals in school daily. When it was feasible and safe, we did provide Grab N Go Meals for the parents to take home on a weekly basis. The Grab N Go Meals consisted of daily breakfast and lunch. Breakfast contained a cold pack (Grain Component & Fruit Component) with milk. Lunch consisted of a cold pack (Grain Component & Fruit Component) and a frozen hot pack (Meat/Meat Alternative & Vegetable with milk).

The Leaguers, Inc. maintains a financial management system that provides accurate and complete disclosure of financial results. Each year the agency undergoes an independent audit of its financial statements and of its fiscal internal controls. The audit is conducted in accordance with Federal Uniform Guidance and State of New Jersey Department of Treasury regulations. In each prior year The Independent Auditor’s Report expressed an unqualified opinion on the financial statements and reported no findings on internal accounting and administrative controls and compliance. The audit for the year ended January 31, 2020 is currently in process.

Preliminary Results for the Year Ended January 31, 2020 (unaudited):

Grants, Revenues, and Support	
Federal grants	\$ 20,030,580
NJ State – School Districts	\$9,564,044
CACFP	\$1,289,871
Support, fees, other	\$1,073,092

Expenditures	
Direct Program	
• Personnel	\$15,590,373
• Fringe benefits	4,131,266
• Training and technical assistance	\$189,082
• Partners	\$2,065,867
• Food costs	\$1,392,421
• Contractual	\$1,391,919
• Supplies	\$507,715
• Occupancy and depreciation	\$4,525,808
• Other	\$1,789,790

Audited financial statements and related footnotes are available upon request.

OVERVIEW



The Human Resource Department has primary responsibility for the management, assistance, and handling of all employee related issues and matters that include, but are not limited to, various functions like policy administration, recruitment processes, benefits administration, employment and labor laws, new employee orientation and on-boarding, training and development, labor relations, personnel records retention, wage and salary administration, and the employee assistance program. The Human Resource Department works closely with all other service areas to support and respond to their needs. The Department handles a variety of work products, and creates and processes several different documents for the agency.

OPERATIONS

BENEFITS

The Leaguers offer numerous benefit programs which also include Dental, Eye Vision, Group Life Insurance, 403 (B) Retirement Plan, and Vacation, Personal and Sick Days. The agency has once again renewed the employee health insurance plan with CIGNA. In particular, this year's open enrollment had been conducted virtually through PowerPoint presentations by both the Cigna and Delta Dental vendors.

The Human Resource Department has not made any design changes to the agency's current plans. The cost of health care in general continues to rise, and the agency's medical premiums were faced with an increase of 13% based on utilization experience. This increase, however, was negotiated down to an average rate of 5%. The Leaguers will increase its employer contribution by \$500 in the coming benefits plan year from \$9000 to \$9500. This represents 79% of the total cost of the medical plans which is a slight increase over the previous year. Employee contributions for the most frequently selected plans, or 48% of all participants, will increase by \$7.53 per month, or \$0.44 per month for the other 44% of participants. The Human Resource Department continues to work diligently to provide the agency's employees with competitive benefit programs.

HEALTH AND WELLNESS

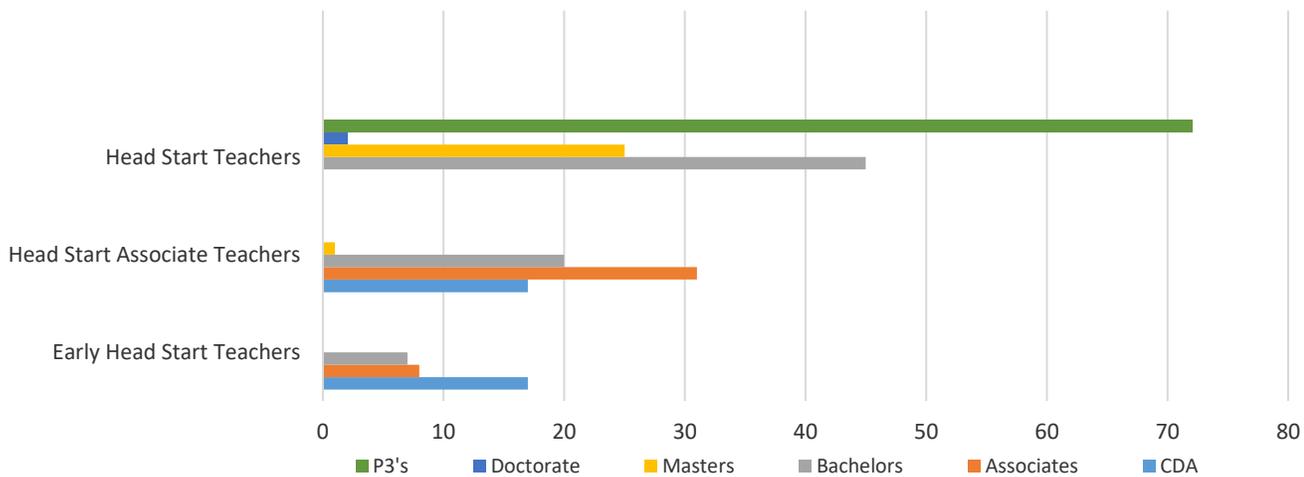
Health Fairs are conducted in conjunction with CIGNA which continues to include a Wellness plan. As part of the Wellness plan, along with the assistance of Health Fairs Direct, an Employee Health/Benefits Fair was held with messages of the back, neck, foot, and hand. A chair yoga session was held, and Healthy Eating and Snacking tables were provided during the session. About 90 staff members participated in the virtual kickboxing and yoga sessions in June. Due to the COVID-19 health pandemic, staff members also participated in testing procedures in order to make sure they have not contracted the virus.

Recruitment

Job Posting	Human Resources posts and advertises open positions through social media such as Facebook, Instagram, and Indeed. The Department also post positions in-house at other places like college websites, the Department of Labor, and the Newspaper. The agency also has a referral program for anybody that shows interest in a position.
Screening and Interviews	HR conducts a screening process of all candidates, consultants, and temporary assistance. The screening process includes CHRI (Criminal History Record Information), CARI (Child Abuse Report Information) and Drug Testing. Interviews are conducted with an Interview Committee that consist of a Human Resource, Compliance and Service Area representative.
New Employee Orientation	Once a candidate is cleared, has passed through the employment process, and is hired, they are schedules for a New Employee Orientation and On-Boarding Benefit Orientation. During Orientation, the new employee completes all necessary paperwork such as the Discrimination, Sexual Harassment, and Criminal Disclosure.

MEASURES OF QUALITY

Teaching Staff Measure of Degree and Certifications



- The Leaguers has 72 Head Start Teachers that have a State of New Jersey Preschool through Grade 3 Certification. All 72 Head Start Teachers have at least a Bachelor's Degree, while 25 teachers hold a Master's Degree. Meanwhile, there are 2 teachers that have retained their Doctorate Degree from a higher educational institution.
- All 69 Head Start Associate Teachers have at least a CDA while others have either a Bachelor's degree, an Associate's degree, or both.
- All 32 Early Head Start Teachers have acquired the Child Development Associate Credential (CDA) with Infant /Toddler Endorsement and either a Bachelor's degree, an Associate's degree, or both in Early Childhood Education.

INFORMATION AND TECHNOLOGY

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

Remote Learning

The pandemic has caused The Leaguers to implement remote learning procedures in a very short time. For our remote learning platform, we began to implement Google Classroom which gives our teachers the capability to create classes, distribute assignments, and communicate with students and parents. The planning for this platform has allowed us to deploy it in greater depth for the next school year.

Microsoft Teams and Office 365

As an ongoing project to help drive our organization and attend to all of our staff's technological needs, we have implemented Microsoft Teams and Office 365. These tools allow staff to communicate and collaborate from anywhere. Microsoft Teams is a collaboration platform complete with document sharing, online meetings, and many more useful features for business communications. Office 365 allows staff to create, edit, and share documents and access files from anywhere. Our implementation enabled our staff to work remotely, and it has strengthened our business continuity and backup capabilities. The IT department has provided training and support to help take advantage of these features.

User Support and Ticketing System

As part of our mission, the IT department strives to provide a high quality, user-oriented technology environment that supports the agency. Our technology help desk and ticketing system serves as the single point of contact for coordination and resolution of all technology support requests. We have responded to over 2,000 requests and used the data to identify ways to improve how technology is deployed.

Other Accomplishments

- Provide support as needed for video conferences through Zoom and Microsoft Teams.
- Implemented an online monitoring tool for our access points which gives us real-time notifications in the event of a service interruption.
- Replaced computers and laptops for staff during the pandemic.
- Upgraded camera systems to enhance classroom monitoring capabilities.

┌ FACILITIES AND TRANSPORTATION

The Facilities Department continued to focus on enhancing the facilities by making necessary repairs and upgrades. The team routinely used the ChildPlus system to track information and gather requests from Site Supervisors. Frequent site visits, along with the data from the sites, has allowed us to prioritize repairs.

The coronavirus pandemic provided the biggest challenge to the Facilities Department because it was critical to act in haste in order to do everything possible to ensure the health and safety of everyone in our buildings. Shortly after our sites were closed due to state regulations, we took several actions to prepare for when they reopened. These actions included, but were not limited to:

- Completely disinfecting all classrooms, offices, playgrounds, and surfaces at each site. This was done by a certified, professional cleaning company using regulation-approved equipment, materials, and techniques.
- Installing plexiglass protective barriers in each site.
- Ordering air filtration systems where necessary
- Purchasing a large supply of personal protective equipment for students and staff.
- Upgrading to a completely contactless handwashing equipment.
- Ordering portable handwashing equipment for classrooms to minimize students' use of shared facilities.
- Ordering industrial quality, large volume disinfecting machines to routinely process classroom books, toys, chairs, and equipment.

PHOTO OF THE ZONO MACHINE

