



THE LEAGUERS INC.

"The first five years have so much to do with how the next 80 turn out." – Bill Gates

ANNUAL REPORT

2016/2017 School Year

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Education

School Readiness:

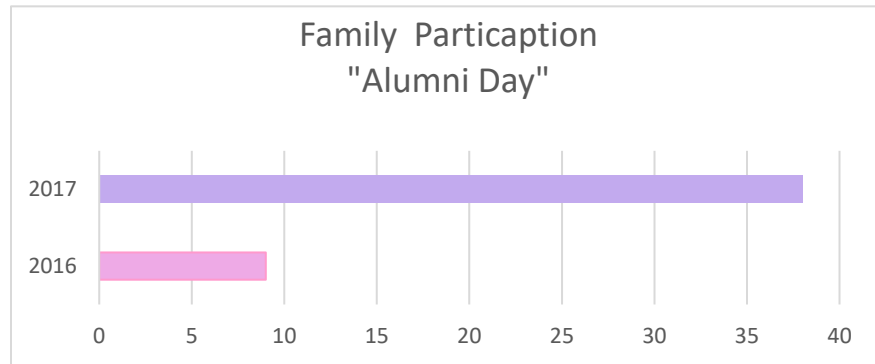
The Leaguers, Inc., supports children's school readiness success (birth through five) implements high-quality teaching practices that result in desired outcomes for children and their families. School Readiness is the foundation of The Leaguers Inc. Early Head Start Program. It means "children are ready for school, families are ready to support their children's learning, and schools are ready for children." Head Start "views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life." The Leaguers Head Start Program helps children (birth to five) become ready for school by supporting: Social and Emotional Development, Motor and Perceptual Development, Language Development, Cognitive Development, and Approaches to Learning.

School Readiness in Early Head Start:

In our Early Head Start Program we support our children's Social and Emotional Development by focusing on how they feel and interact with others. This includes children's growing ability to: interact with adults and children, express and manage emotions, understand others' emotions, develop a sense of who they are, and recognize their accomplishments. We warrant our children's motor and perceptual development by taking a closer look into how our children move and stay healthy. This includes children's growing ability to: move their bodies, use their hands, and understand health and safety guidance. To support our children's Language Development we focus on how our children learn to speak and understand. This embraces children's growing ability to: understand and respond to language, communicate their needs and feelings verbally and nonverbally, engage in back-and-forth communication, and develop interest in books and print. We encourage our children's Cognitive Development by concentrating on how our children learn to think about the world. This comprises children's growing ability to: solve problems, maintain attention, participate in personal care routines, develop imitation and memory skills, understand numbers and categories, understand cause-and-effect, and explore pretend play. Emphasis is placed on how children learn and how we can support their learning process. Research shows, that if children start school with a strong set of values and skills this will help them "learn how to learn," then they can take advantage of educational opportunities. While some learning skills come naturally to children, others can be developed through a supportive environment. Here at The Leaguers we support children's Approaches to Learning, which includes children's growing ability to: Explore and be curious, gather information, maintain attention, remember things, solve problems, manage emotions and keep trying when something is hard.

School Readiness in Head Start:

According to the National Center on Quality Teaching and Learning, when “children experience discontinuities between preschool and kindergarten, they may be at greater risk for academic failure and social adjustment problems.” The Leaguers has found that transition activities for preschool children and families are associated with higher kindergarten outcomes and later school success. The Leaguers Inc. School Readiness Team continues to partner with parents, teachers, state/community and board members to help assess and determine school readiness success. The team uses a collaborative approach while understanding that successful kindergarten transition and long term academic success are a result of supportive relationships that are focused on children’s development- the relationships between families, preschool and local district schools. The team seeks to improve transition by approaching transition collaboratively, involving all key stakeholders in the process and aligning children’s experiences across systems (i.e. preschool and kindergarten/elementary classrooms). In order to determine and gauge school success beyond preschool, the team surveyed and spoke with parents whose children have transitioned into local district schools. The survey took place at our annual “Alumni Day” event. Based on the data, we can infer that our children are meeting our school readiness goals.





Dual Language Learning

Early Childhood Education continues to support Dual Language Learners and their families by launching a new initiative called *Celebrating the Dual Language Learner*. The Leaguers, Inc., began implementing the *Kinder music* program as an enhancement to The Creative Curriculum. This program bridges language gaps through music while cultivating physical and social skills. Through movement, the use of instruments and rhyme, dual language learners deepen their understanding of English.

Curriculum & Assessment:

All Head Start Programs must select a “high-quality, researched based curriculum that promotes measurable progress toward children’s development.” The Leaguers uses the Creative Curriculum for our Early Head Start Program, which is comprised of Infants, Toddlers and Two year olds. The Creative Curriculum is a researched based curriculum that is “committed to advancing the field of early childhood education through high-quality, integrated resources; responsive, ongoing support; and research-based, research-proven solutions that enable every early childhood educator to open doors to lifelong learning.”



Our teachers are provided with yearly and quarterly professional development on the curriculum and are given the resources needed to ensure curriculum fidelity. These resources include “The Foundation”, which includes three comprehensive volumes that provide teachers with ‘Early Childhood 101’ and an overview of everything they need to know to build a high-quality classroom. Our classrooms are also equipped with the curriculum *Daily Resources*, which helps teachers put knowledge into practice and help them foster children’s learning and growth.

The Teaching Strategies GOLD online is the on-going child assessment program used by The Leaguers Inc. Reports are analyzed after each checkpoint period to determine how well children are meeting development and school readiness goals according to the Head Start Child Development and Early Learning Framework.

Yearly Growth Report

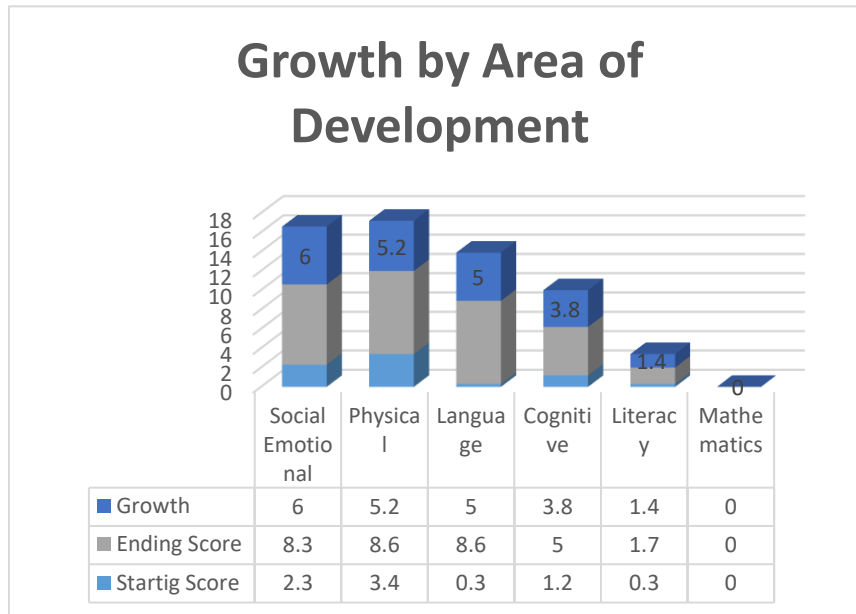
The Teaching Strategies GOLD Growth Report provides the Leaguers with a big picture view of how children are progressing toward meeting development and learning objectives. Data reflects children's progress at The Leaguers Inc. Early Head Start program within the 2016/2017 school year. The Leaguers uses 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 gains independent of these expectations.

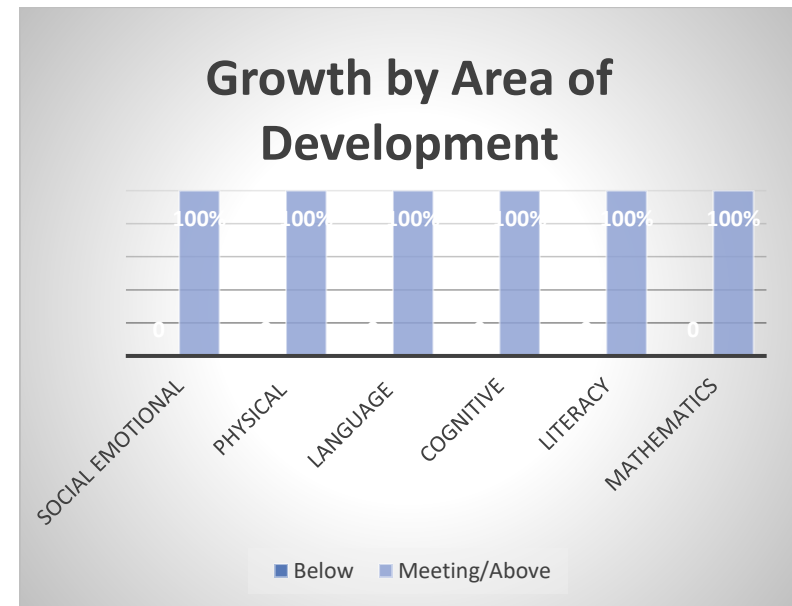


Early Head Start 2016/2017 Growth Report Data

Annual Growth Rate Report (0 – 12 months)

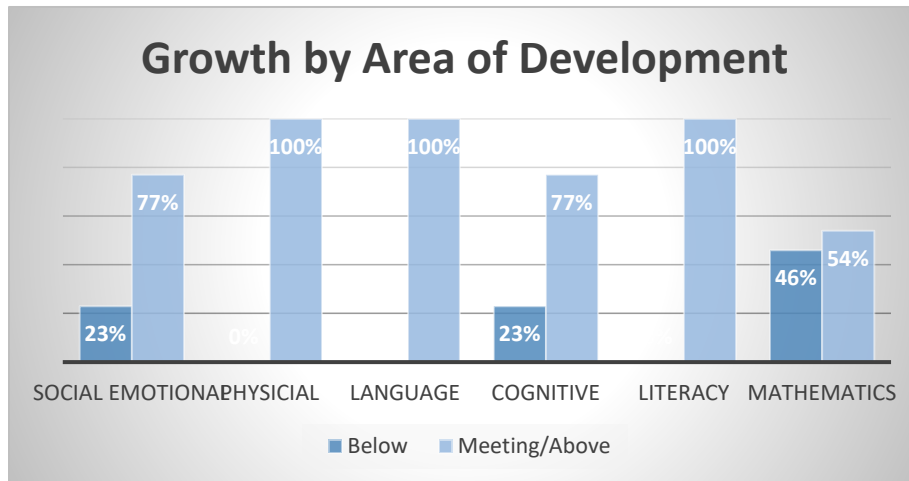


The data from our 2016/2017 Teaching Strategies shows that our 0-12 month children showed growth in the Social Emotional, Physical, Language, Cognitive, and Literacy domain.



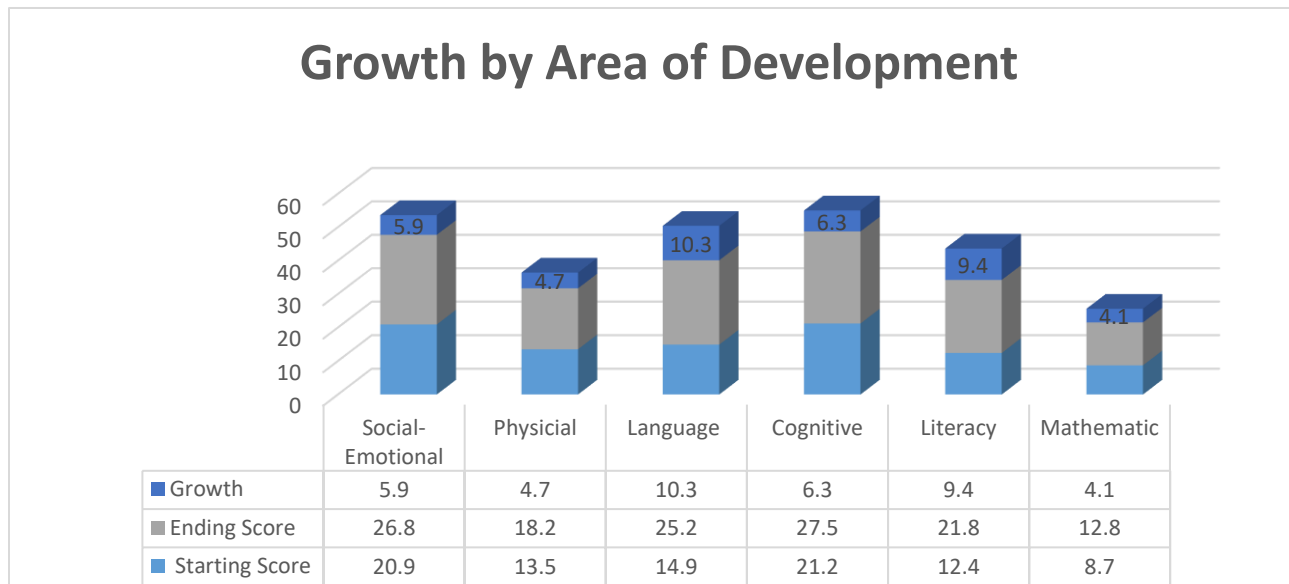
The Data from our 2016-2017 Teaching Strategies Growth Report showed that 100% of our Early Head Start children 0-12 months are meeting and/or exceeding widely held expectations in the Social Emotional, Physical, Language, Cognitive, Literacy, and Mathematic Domain.

Annual Growth Rate Report (12- 24 months)



The data from our 2016-2017 Teaching Strategies Growth Report showed the following percentage of 12- 24 months children meeting and/or exceeding expectation in the following domains.

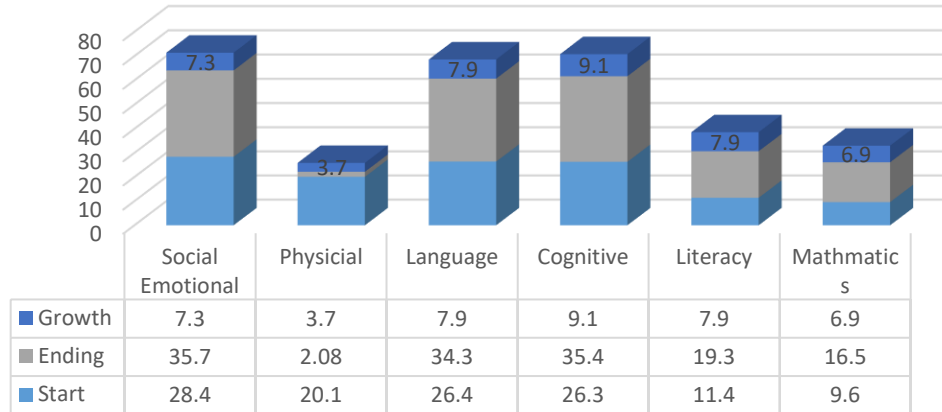
Social Emotion Development- 77%, Physical Development- 100%, Language Development- 100%, Cognitive Development- 77%, Literacy Development- 100%, and Mathematics 54%.



The data from our 2016/2017 Teaching Strategies shows that our 12-24 months children showed a significant growth in the Social Emotional, Physical, Language, Cognitive, Literacy and Mathematic domain.

Annual Growth Rate Report (24-36 months)

Growth by Area of Development

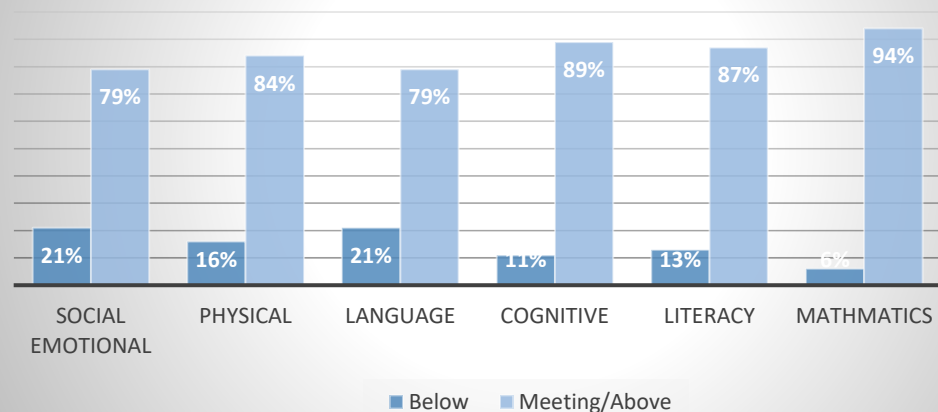


The data from our 2016/2017 Teaching Strategies shows that our 24-36 months children showed a major growth in the Social Emotional, Physical, Language, Cognitive, Literacy and Mathematic domain.

The data from our 2016-2017 Teaching Strategies Growth Report showed the following percentage of children meeting and/or exceeding expectation in the following domains.

Social Emotional Development- 79%, Physical Development- 84%, Language Development- 79%, Cognitive Development- 89%, Literacy Development- 87%, and Mathematics 94%. +

Growth by Area of Development



Head Start 2016/2017 Growth Report Data

Data from the Gold Assessment System is analyzed by comparing Leaguers preschool children to widely held expectations. Data reflects children's developmental progress in The Leaguers, Inc. Head Start/Early Start Program for the 2016-2017 school year. The Leaguers, Inc. uses data to support children's development and learning through group/individualized planning and setting developmental goals; to maintain high quality classrooms by ensuring all classrooms have sufficient materials and supplies; and to cultivate highly effective teachers through mentoring, coaching and professional development. All informed decisions with respect to mentoring, coaching and professional development trainings were based on data generated from the Gold Assessment Tool from the 2016-2017 school year.



MENTAL HEALTH/DISABILITIES

Summary

The Mental Health/Disabilities service area provided support to 184 children and families during the 2016-2017 school year. Additional children received services through our partnership with the, Pediatric and Adult Rehabilitation Center (PARC). Family and staff workshops were provided throughout the school year addressing mental health well- being and how to support all children in an inclusive environment. Annual participation in recruitment activities took place and a newly designed flyer and brochure detailing the types of supports provided by the service area was distributed. Due to the acquisition of Grant# 02CH010335 an additional specialist was enlisted to ensure adequate support was available to our children and families.



MENTAL HEALTH

There was a noticeable increase in the number of children that experienced loss in the form of death as well as parents that were also grieving this year. Play therapy services were provided to eight children that experienced loss or displayed atypical behaviors. Echoes the Grief Center located in Orange, New Jersey is affiliated with the agency's mental health consultant and provided resources and conducted art therapy activities at the agency's Annual Health Fair to support those families dealing with grief. The yearly winter workshop for parents, *Stress and the Holidays* took place at several Newark and Irvington site locations. Each family in attendance received, *Howard B. Wigglebottom Learns It's Ok to Back Away* By Reverend Ana, Howard Binkow, and Susan F. Cornelison.



DISABILITIES

Support to eligible children in our EHS, HS and CCP programs was provided by the Part C (NJ Early Intervention System) and Local Education Agency (LEA) Special Education Department. The mandatory 10% was obtained in Grant #02CH010335's Early Head Start. There were about 169 children that received speech, occupational, and/or physical therapy during the 2016-2017 school year.

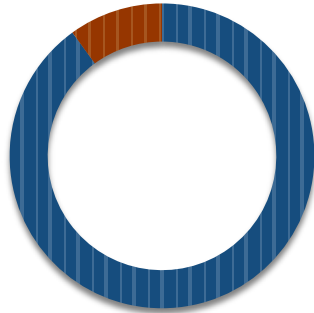
Trainings were provided to teaching staff promoting inclusion practices within the classroom. Pre-Service trainings focused on how to support and engage all children in an inclusion setting. These trainings were facilitated by Dr. Elizabeth Erwin, Professor and Graduate Program Coordinator of Programs in Inclusive Education at Montclair State University for our HS teachers.

Throughout the school year representatives from the New Jersey Early Intervention System provided informative workshops to teaching, family service and supervisory staff within our EHS and EHS CCP programs.



Mental Health/Disabilities Statistics

Play Therapy Services



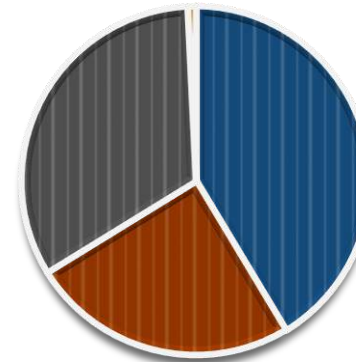
■ Grief and Loss ■ Atypical Behavior



Learning Knows No Bounds



Part C and Special Education Services



■ IEP ■ IFSP ■ PARC ■ Other

Parent Family and Community Engagement

- The Annual Report Year is: February 1, 2016 – January 31, 2017
- The School Year for Data is: September 2016 – June 2017



In the School Readiness area on **family well-being**, we collected data showing that 86% of our students and expecting mothers had ongoing sources of continuous health care at enrollment. In an effort to increase access to health care and health education, we collaborated with Women's Health Action Organization to host the international Big Global Latch On event during our Annual Community Health Fair. This collaborative event exposed families to federally qualified health care facilities that offer free and sliding scale medical care and health education, access to lactation services and a host of other medical options in the community.



At the end of enrollment, we were able to increase access to 93% of families having access to ongoing healthcare and 100% of expecting mothers were connected to prenatal care and had access to lactation services.



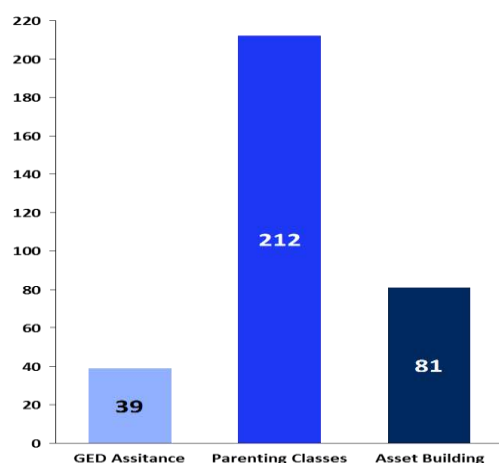
Beginning with the transition into The Leaguers our goal is to foster **positive parent-child relationships**. In response to this goal, we have adopted the Strengthening Families Curriculum in our agency. Strengthening Families is a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs and communities in building five protective factors; parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need and social and emotional competence of children.

The agency has 21 staff members trained in The Strengthening Families model and out of those staff members 9 are certified trainers. All enrolled families were able to participate in the series. Each series is limited to 15 participants. During this program year we have implemented one cycle and successfully had 13 families complete the training.



The Leaguers, Inc., believes that in order for families to be *lifelong educators*, they must be able to observe, guide, promote and participate in the everyday learning of their children. In our efforts to support families in this area the agency has developed Class Room Committee's (CRC). The CRC concept is an engagement strategy to foster parental confidence and skills. The Class Room Committee is part of The Leaguers Inc., HS/EHS Education System. This committee offers activities to support parent-child relationships, child development, and supports families with activities that promote regular attendance and resources for parents about the benefits of bilingualism.

Families as Learners



Statistical information collected from our Child Plus data entry program indicates:

- 23% of our families have less than a High School diploma
- 6% of our families enrolled with us are homeless
- 18% have shown interest in job training, asset building and parenting education.

The chart illustrates the achievements we have made in partnering with families to advance their own learning interests through education, training and other experiences that support their parenting, career and life goals.



Successfully **engaging families in transition** requires more than ensuring that children and expecting families have the necessary academic skills. Smooth transitions depends on bringing together key stakeholders in early childhood education, including Head Start teachers and administrators, other early childhood education providers, elementary school teachers, parents, and community members. The Leaguers welcomed 18 agencies to the fair, of these agencies, there were 4 service areas represented. In addition 6 community partners, 2 school districts and 6 charter schools were in attendance. During the fair information was provided about charter school options, registration for the local

public school, up and coming open house dates, what to expect when transitioning a child with an IEP or IFSP, transitioning from Pregnant Services to center based services, breastfeeding rights when returning to work or school, class activities experiences for families transitioning from EHS to Head Start, community resources, and information on developmentally appropriate nutrition activities and supermarket tour opportunities.



The Leaguers emphasizes the supportive role of connecting families to peers and social networks by establishing and renewing community partnerships that are responsive to their interest, and provide opportunities for families to develop peer relationships. The following are a few new partnership agency initiatives that address *connecting families to peers and community*:

<u>Connecting families to peers</u>	<u>Connecting families to the community</u>
<ul style="list-style-type: none"> • Head Start • Multicultural Day • Week of The Young Child • Family Fun Day • Alumni Day 	<ul style="list-style-type: none"> • Newark Museum Maker Fair • Head Start Community Read • National Head Start Association Parent conference • Family Night at Museum

Parents as Advocates and Leaders: The Leaguers firmly believes that shared governance is both beneficial and necessary in supporting the implementation of quality services to children and families. Each Year the program establishes and maintains a formal structure of shared governance through which parents and designated community representatives can participate in the shared decision making process as it pertains to program design and implementation. The Leaguers, Inc. Policy Council is composed of parents elected at the Parent Committees of each center, and community representatives who may be former parents and/ or representative from community organizations who have an interest in Head Start. During the period of February of 2016 to January of 2017, the Policy Council reviewed a total of 140 personnel actions, 137 hiring actions, 2 promotions, and 1 termination. The Policy Council reviewed and approved all service area plans, the agency selection criteria, all funding application submissions, and the agency self-assessment.

Testimony

To whomever it may concern:

When I first started with The Leaguers, Inc., I was one tired, and pregnant mother with a beautifully strange toddler that needed to be enrolled in nothing less but a decent preschool. My daughter was 3 years old at the time, and I was about 7 months along with my youngest daughter. During the enrollment process, I remember a very determined woman that always encouraged me to enroll in the pregnancy program whenever I would visit “the white building”. Unfortunately, although she sold me on the details of the program, I had no vehicle and I was a substitute teacher working in three different districts with no paid days off. This woman was Christina Dixon, who eventually became my pregnancy worker. Here is where our lives would change without my even knowing it. I was working as a substitute teacher in Jersey City and Orange, New Jersey mostly. While Newark Tech was close to my daughter’s school, it didn’t pay like the other districts. Whenever I traveled to Jersey City, I would have to leave my house early in the morning to catch the bus to drop my daughter off to school and be back on the bus to get downtown to the path train in order to make any bus I needed in Jersey City to get to a particular school. When working in Orange, NJ I had to leave early to drop my daughter off to school and hop back on the bus to get downtown to meet with a bus that would bring me back uptown to Orange, to get to any particular school I needed to be at. The issue was that the Wraparound Program started no earlier than 7:30 and her school was nowhere near downtown Newark. Work started at 8 for me, and remember, I was with child. I might as well have been leaving my house at 7:30, because I needed to be at least downtown by 7:15. This is how I met Ms. Rhonda, my Family Advocate at the time. I cried with her so terribly one day, and by the end of the week, they had another location for me. I was grateful, because she was placed in a decent enough location where I could at least make it to one district and most of all, Ms. Rhonda heard me. My days were important, since I would be dropping daughter number two soon. Ms. Rhonda was aware of this, and suggested I give my information to Ms. Christina. That’s exactly what I did. In the meantime, I grew a friendship with my daughter’s teacher and had mentioned my experience in the classroom quite often with her. Ms. Christina unbeknownst to me Ms. Dixon called me up one day to tell me how she noticed my job description read “substitute teacher” and that I had a bachelor’s degree on my pregnancy application. She went on to tell me that The Leaguers needed substitutes and that she would pass my information along to the Director of Education. Ms. Christina didn’t have to do this. It had nothing to do with that I was in the pregnancy program, she took the initiative to act on what she had learned about me from my application. I will be forever grateful for this. I had an interview sometime after, but I was soon to have my baby at the time. After my disability, the Site Supervisor at my daughter’s school needed substitute teachers, and my daughter’s teacher advocated for me to get the job. The same way Ms. Christina did. Long story short, I was called back for a second interview and shortly hired afterwards. They then needed someone for aftercare, and I was fortunate enough to work alongside my daughter, so there was no more struggle with either of us getting to work or school on time. I had my baby in December and was working with The Leaguer’s in May as a substitute teacher. During the summer, my oldest

attended the summer camp program at another site. But I currently wasn't working until the school year started again. But I built a good rapport with the Site Supervisor where she was for the summer and she was lucky enough to have her teacher back from the school year. I was encouraged by both staff members to go after a permanent position, and I saw that there was a need for Site Supervisors. I applied and had my interview two weeks before school started. I got the position and started as Site Supervisor at the Elm Street location for The Leaguers. My youngest daughter is enrolled in the free program at Bakery Village, with free formula and pampers. This is so, because Ms. Christina enrolled us in the pregnancy program before she was born, and unlike most people whom you would figure just need your application for 'numbers' purposes, she noticed me. I also purchased a vehicle this summer. The Leaguers, isn't just a program. I am a witness that the program is all for families; their growth and wellbeing. I and my girls are not where we were last year. The Leaguers, gave us a Head Start in more ways than one.



HEALTH & NUTRITION

The Leaguers, Inc., is a program committed to enhancing the overall quality of life for children and families through a holistic approach. The program serves the community by helping to ensure the nutritional health of pregnant, postpartum and breastfeeding mothers, infants, children and families. The children and families health and well-being is also an important part of the program. The Leaguers promotes healthy eating and exercise activities with daily walks, indoor gym time, and a nutritional menu.

Due to the continuing education of parents, the dedication of staff, and the assistance of the Policy Council and Health Services Advisory Council, the program continues to improve services to children and families. Families without health insurance and/or medical homes were referred to the Federal Qualified Health Centers for either free or low-cost medical and dental care for their children. Additionally, the Jewish Renaissance Medical Center Mobile Dental Van visited various sites which provided children with dental exams. Through our collaboration with the Newark Department of Health and Community Wellness and WellCare, presentations on the NJ Family Care were conducted at some sites to create awareness of the new health insurance program. To protect all children, families and staff, the agency adhered to the New Jersey Immunization requirements for children at all our centers, in accordance to the guidelines of the CDC (Centers for Disease Control and Prevention)

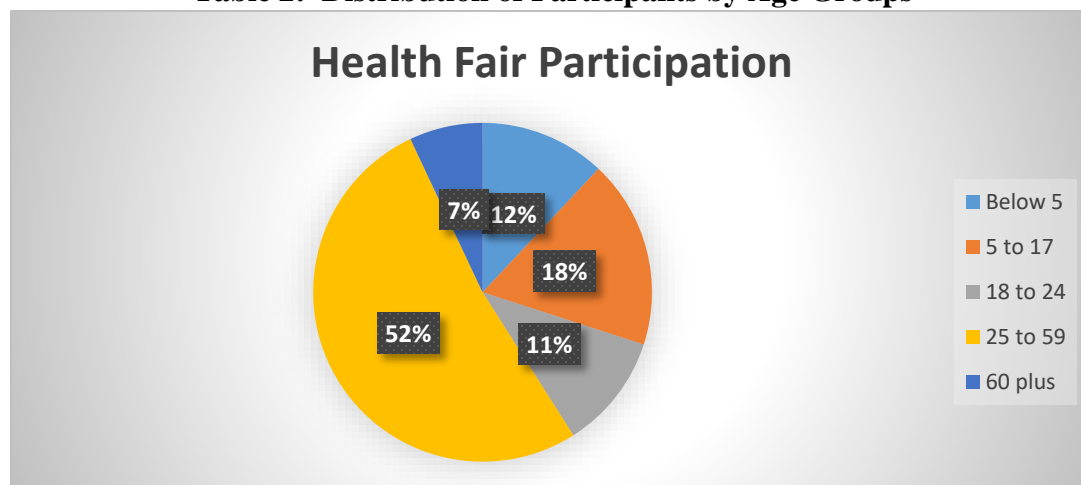
Table 1: 2016-2017 Health Services: Medical, Dental, Insurance and Chronic Diseases



Annual Health Fair:

The Leaguers organized an Annual Health Fair at the Willing Heart Community Care Center in Newark, NJ. The Health Fair was in collaboration with another successful Leaguers event “Brest-Fest”. This year’s Recruitment and Wellness Fair theme was “*Passport to Wellness*”. In addition, the Leaguers did recruitment for parents with preschool age children. Below you will see a breakdown of participants by age group.

Table 2: Distribution of Participants by Age Groups



Twenty-five vendors participated in The Leaguers Annual Health Fair. DJ Rahiem played music and entertained the crowd as participants went by each vendor to get their passport stamped for a chance to get a raffle ticket. All participants with 10 stamps from the vendors received a raffle ticket for a chance to win a prize. We had donations for our raffles throughout the event. Entertainment, food from vendors, promotion of healthy and nutritious meals, and raffles attracted the crowd.

In addition, there were a lot of resources for parents and children of all ages. Dental and vision screenings were done for both children and adults. Oral health and hygiene were demonstrated by our dental vendors. Blood pressure, blood glucose, and diabetes screenings were also done for adults. Education literature was also displayed for our participants to educate them on a variety of health and wellness issues.

The Newark Fire Department came with their Fire Truck, which the children enjoyed along with other games that were offered. Many of our volunteers were The Leaguers staff and their children. Overall, the Recruitment and Wellness Fair was a success because the quality of service provided by our vendors brought valuable information that was of great interest to the families in our community.

Health Fair 2017



*Grand Prize Winner for the raffle; 2 VIP tickets and parking pass to a concert

Annual Menu Planning Meeting



The Leaguers, Inc.
EHS/HS Menu Breakfast

MAY		MAY	
YEAR		YEAR	
1ST DAY OF WEEK		1ST DAY OF WEEK	
Sunday	Monday	Tuesday	Wednesday
30	Dried Peach Cup Blueberry Pancakes w/ Lr. Syrup 1% Milk	1	Fresh Strawberries Banana Muffin 1% Milk
31	Fresh Pinen Cherry Leaf 1% Milk	2	Fresh Appleauce Cup Cinnamon Raisin Bread w/ Margarine 1% Milk
1	Mixed Fruit Cup Margarine Bagel w/ Lr. Cream Cheese 1% Milk	3	Fresh Strawberry Whole Grain English Muffin w/ Margarine 1% Milk
2	Fresh Pinen Oven Muffin 1% Milk	4	Fresh Banana Egg & Cheese on a Biscuit 1% Milk
3	NO SCHOOL Memorial Day	5	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
4	1. Children ages 1-2 receive whole milk 2. Children ages 3-5 receive 1% milk	6	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
5	NO SCHOOL Memorial Day	7	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
6	NO SCHOOL Memorial Day	8	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
7	NO SCHOOL Memorial Day	9	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
8	NO SCHOOL Memorial Day	10	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
9	NO SCHOOL Memorial Day	11	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
10	NO SCHOOL Memorial Day	12	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
11	NO SCHOOL Memorial Day	13	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
12	NO SCHOOL Memorial Day	14	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
13	NO SCHOOL Memorial Day	15	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
14	NO SCHOOL Memorial Day	16	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
15	NO SCHOOL Memorial Day	17	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
16	NO SCHOOL Memorial Day	18	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
17	NO SCHOOL Memorial Day	19	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
18	NO SCHOOL Memorial Day	20	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
19	NO SCHOOL Memorial Day	21	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
20	NO SCHOOL Memorial Day	22	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
21	NO SCHOOL Memorial Day	23	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
22	NO SCHOOL Memorial Day	24	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
23	NO SCHOOL Memorial Day	25	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
24	NO SCHOOL Memorial Day	26	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
25	NO SCHOOL Memorial Day	27	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
26	NO SCHOOL Memorial Day	28	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
27	NO SCHOOL Memorial Day	29	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
28	NO SCHOOL Memorial Day	30	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk
29	NO SCHOOL Memorial Day	31	Fresh Banana Cinnamon Raisin Bagel w/ Lr. Cream Cheese 1% Milk

The Vendor is to accommodate children with food allergies and provide alternate meals for example: wheat, beef, dairy, fruits, vegetables, etc.

Breakfast Must Contain All Three Components	
Food Component	Amount
100% Whole Grain	1/2 cup
Protein	1/2 cup
Grains	1/2 cup

All Parents and Staff were invited to attend the Annual Menu Planning Meeting in March. The Menu Planning Meeting encompasses a variety of topics including overall nutrition, the relation of poor nutrition to health problems, overweight, obesity, the updated Child and Adult Care Food Program (CACFP) requirements and meal patterns/components, kid-friendly alternatives, the proven benefits of a program participating in the CACFP, and so much more. While discussing the importance of nutrition, we were able to see the correlation between obesity and food insecurity. During the meeting, an interactive activity was conducted to help show the staff and parents about the sugar levels in children's snacks and drinks. The participants had to guess the amount teaspoons of sugar that were in different types of children snacks and drinks. The participants were able to add the amount of teaspoons they guessed into a clear plastic cup. Once all guesses were in, the correct amount of teaspoons in the different snacks and drinks were revealed. Most the participants were in shock when they learned the actual sugar amounts.

Additionally, several resources and hand-outs were given to all participants to take home, or bring back to their sites to distribute. "Grocery shopping on a Budget" and "Make it At Home" are two examples of the hand-outs all participants received. Lastly, the end of the meeting focused on the participant's feedback, comments, suggestions, and/or questions related to the menu or any other topics discussed during the meeting.

FINANCE

The Leaguers, Inc. maintains a financial management system that provides accurate, current, 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, 2017 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, 2017

Federal Head Start/Early Head Start and Related Grant Revenues:

Federal	\$15,521,520
NJ State Abbott	\$8,402,439
CACFP	\$1,087,145

**Head Start, Early Head Start, and Childcare Partnership
Expenditures**

Direct Program	
• Personnel	\$5,786,039
• Fringe benefits	\$1,852,219
• Travel	\$52,931
• Equipment	-
• Supplies	\$524,025
• Contractual	\$686,677
• Startup	\$510,836
• Partners	\$1,191,631
• Other	\$1,628,533
• Other: occupancy and depreciation	\$1,221,091
General and Admin	\$646,055
In-kind support	\$1,421,483

Audited financial statements and related footnotes are available upon request.



HUMAN RESOURCES AND PROFESSIONAL DEVELOPMENT

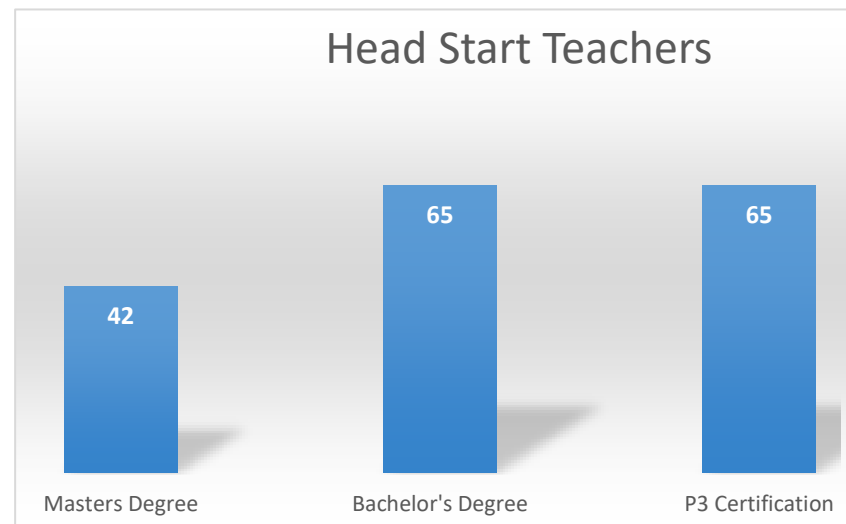
EXCELLENCE, EVERYWHERE

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

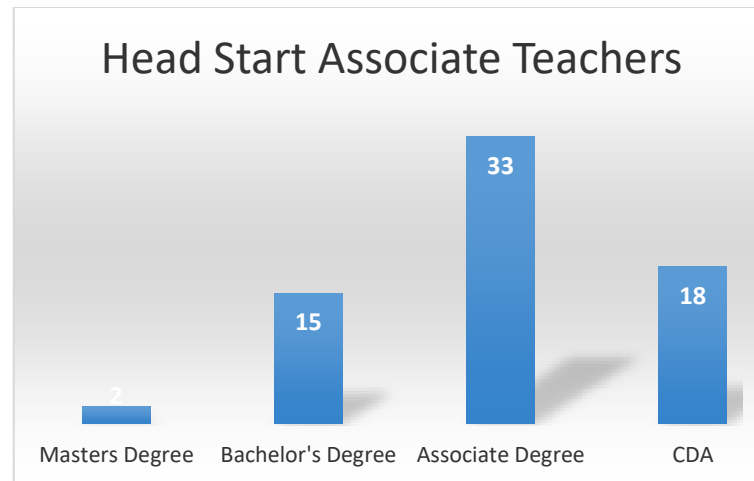
We ensure that our staff receives opportunities for continuous professional and personal development, academic achievement, and career advancement and maintains the infrastructure for doing so.

Together, we provide comprehensive services to 315 full-time, part-time and substitute staff members.

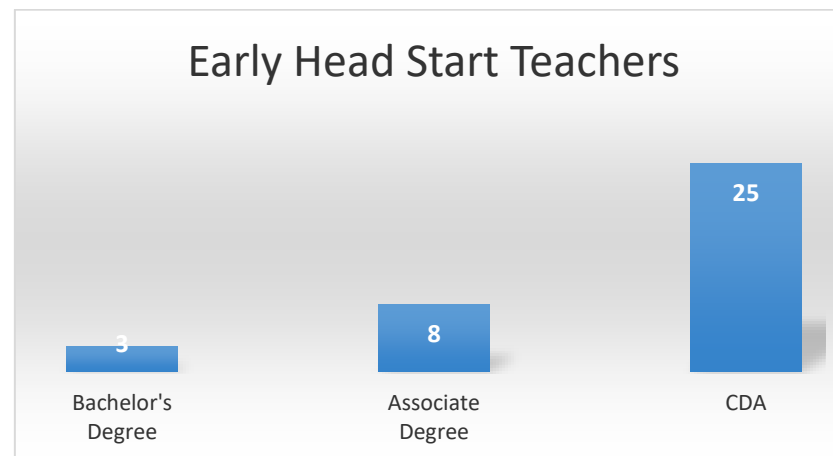
MEASURES OF QUALITY



All 65 Head Start Teachers have at least a Bachelor's Degree from a higher education institute, while 42 hold a Master's Degree. 65 Teachers have State of New Jersey Preschool through Grade 3 Certification.



All 65 Head Start Associate Teachers have associates and/or advanced to higher degrees.



Early Head Start Teachers have acquired the Child Development Associate Credential with Infant/Toddler Endorsement, while other have an advanced degrees.

CONTINUOUS LEARNING

Opportunities for professional development abound for all members of staff, from trainings at individual sites to our Annual Pre-Service, as well as, outside conferences. In fact, professional development is not only encouraged, but for the majority of staff, it is a requirement. Teachers are required to complete at least 60 hours of professional development per year, and Associates are required to complete 40. With the many opportunities presented by The Leaguers, Inc., in addition to community resources, most of our staff meet the requirements every year.

Doing what is required is not our goal, it is our baseline. The Leaguers, Inc. continuously looks for ways to improve our systems, our services, and the communities in which our children live. We also make sure that members of our staff have the opportunity to become experts in the programs and initiatives of tomorrow.





STATISCAL SUMMARY

Personnel Actions

Hiring 299*

Promotions 21

Terminations/Resignations 63

**Surge in Hire Due to The Leaguers, Inc. becoming Grantee for Pre-School Council*

Years of Service

<i>Years</i>	<i># of Employees</i>	<i>% of Employees</i>
<i>5 - 10 Years</i>	64	17%
<i>10 + Years</i>	65	16%
<i>20 + Years</i>	13	3.5%
<i>30 + Years</i>	5	1.4%

Worker's Compensation Claims

2015 *Claims #7*

2016 *Claims #3*



INFORMATION TECHNOLOGY DEPARTMENT

Over the past year, we have made significant progress in advancing technology at The Leaguers and fulfilling our mission of stabilizing the network. Below are the highlights of our accomplishments as a result of delivering value-added projects and services to our sites.

Completed Projects:

- Took ownership of deploying camera systems in our sites and saved in installation costs. Savings amounted to \$10,000.
- Consolidated our Data and Voice network under one company (Lightpath). This consolidation will connect and manage all of our locations providing more stable network connections and minimizing the capital expense for additional equipment and rack space. This deployment is covered by E-rate up to 90% which will save over \$120,000.00 in the next 3 years.
- Deployed Logme in Pro software automation software which will allow remote management of all our computers in all sites.
- Completed the Antivirus installation of 150 computers.
- Automated the IT Ticket Management process using Spiceworks which will enable to monitor and document all of our IT requests.
- Reduced workstation set-up time by 50% by developing a documented setup procedure or streamlining OS system implementation and security properties configuration.
- Deployed a new internet connection in 750 Clinton which allow for internet access in two mobile trailers.
- We have set a new bar regarding customer service by constantly following up and replying in a timely manner to all of our staff members.
- Implemented a new internet service in all sites to improve performance and speed of our internet.
- Documentation and asset tagging for all IT equipment. Everything is in a shared drive in our server.
- Apple iPad management has been restructured under one account. This will enable us to track all iPad events and centrally manage all iPad.

In Flight Projects:

- Access Point installation in all sites for better wireless signal.
- Server migration for Finance-Sage. They will be upgraded to the cloud. This will allow for a more stable system and 24/7 technical support.
- Upgrade current email policies and submit training for all employees.
- Deploy Active Directory in central office to improve security and provide other enhanced functions across our sites.
- Develop and implement site-wide PC replacement program with Spiceworks.
- Cable management in all sites.
- Create a 3 year infrastructure equipment replacement budget to continue to maintain existing network standards.

STRATEGIC PARTNERSHIPS

“Do not go where the path may lead, go instead where there is no path and leave a trail.”– Ralph Waldo Emerson



The Leaguers, Inc. continues the strong collaborative working relationship it has established with the entities listed below. In the spirit of strengthening our continued relationship we reaffirm our commitment, sharing of information whenever appropriate, collaborating on projects and working together to serve the interests of both parties.

Habitat for Humanity

- Member Neighborhood Planning Steering Committee
- Training and Education
- Speaking Engagements
- Winner Golden Hammer Award

Student/Partner Alliance

- Facility Rental Usage
- Student Recruitment Opportunities

Berkeley College

- Sponsorship
- Program Collaboration
- Guest Lecture

New York Red Bull

- Sponsorship
- Community Engagement

Peapack Gladstone Bank

- Funding/Program Collaboration

Investors Bank

- Funding/Program Collaboration

The YMCA

- Student Recruitment Activities
- Program Collaboration

FACILITIES & TRANSPORTATION

Each year in September the city of Newark and New Jersey Clean Communities hosts an annual Gateway to a cleaner Newark citywide cleanup, “Slam Dunk the Junk.” Local businesses and schools are solicited to participate in this project. The Leaguers, Inc., Head Start Program maintenance staff participated in this event for two years. Last year the clean-up was a big success, there were about 900 volunteers from local businesses, community organizations and public/private schools. This year, The Leaguers, Inc. was the recipient of third place award in the clean-up event in an effort to help clean-up the environment.

