



RUTGERS

Community Leadership Center
Camden



ANNUAL REPORT 2014-2015

INNOVATIVE PRACTICES IMPACT REAL CHANGE ON COOPER STREET



MESSAGE FROM THE DIRECTOR



GLORIA BONILLA-SANTIAGO, PH.D.

*Board of Governors Distinguished Service Professor,
Graduate Department of Public Policy and
Administration at Rutgers—Camden
Director, Community Leadership Center
Chair of the Board, LEAP Academy University Charter
School*

The Rutgers /CLC Partnership impacts on Innovative Best Practices for LEAP Schools

The underlying premise for LEAP Academy's mission supports the need for involvement among many stakeholders within the community in order to provide students with the greatest academic opportunities. This premise was incorporated into the strategic plans in the school's development, and it has remained a central concept during the growth and advancement of the LEAP Academy since 1997. Numerous governors and their administrations have been involved in supporting the LEAP Charter school trajectory efforts, including Governors Jim Florio, Christie Whitman, Jim McGreevy, Jon Corzine, and, now, Chris Christie. The Rutgers Board of Governors and Delaware River Port Authority likewise played an important role in supporting the school's mission and accomplishments. Parents represent one of the most significant partners in this educational endeavor, and results related to increased parental engagement are reported in this report.

Rutgers University and the CLC has been a cornerstone of support both during the formation of LEAP Academy and throughout its tenure as a charter school. Leadership support and the provision of resources from Rutgers were essential in establishing LEAP Academy; but since that time, a further strengthening of a partnership relationship has evolved. This relationship is noted in LEAP Academy's Centers of Excellence, which demonstrates mutual benefits to both the university and the charter school. For example, Rutgers students have ample opportunities for research, observation, tutoring, and learning through direct participation within

the centers. Law students participate in providing community clinic with legal support to families. The Health and Wellness Center offers similar opportunities for nursing students, students studying social work curricula, and medical students. A LEAP Educational Fellowship program is available for prospective education students who wish to experience hands-on education through student instruction at LEAP Academy. A Rutgers Camden Master's Program in Educational Policy and Leadership was also created to develop new school leaders for LEAP Academy and other Camden schools. Opportunities thus exist for Rutgers students to expand their education through practical experiences, which not only provide skills and knowledge development but also likewise meet community needs.

LEAP Academy has emerged as an important resource for undergraduate and graduate students in college interested in urban learning issues as well. LEAP has been utilized for student internships, teacher practicum, and faculty innovations and for various course requirements at Rutgers University. The benefits of a university–charter school partnership are reciprocal. Rutgers considers LEAP a strategic partner for building precollege pipelines for recruitment of minority students. LEAP also provides the university with valuable opportunities for experiential learning for students as well as research opportunities for faculty. LEAP students appreciate the proximity to a university campus and the ability to interact with university students and faculty.

Continued on Page 25 >>>

IN THIS ISSUE

Innovative Practices Impact Real Change on Cooper Street	4
Changing the Camden Statistic: A Cradle to College Pipeline	6
Intensity, Rigor and Commitment: Structuring a College Going Culture	8
Expanding College Access to the Entire Region	10
Engaging Families and Communities	11
Developing the Whole Child: Positive Development, Resiliency and Character Building	12
Engaging Faculty and Students	13
Longitudinal Study at ELRA Assesses School Readiness in Urban Preschool Children	15
Seoul Searching: South Korean Researcher Studies Impact of LEAP on Families, Community	16
Presence of Students in Service and Experiential Learning Continues to Grow at the CLC	17
The Rutgers Alfredo Santiago Fund Continues to Support LEAP Graduates	18
Meet New Staff	19
LEAP Academy University Charter School Fact Book for 2014	20
Notable Gifts	28
New Book	28



Innovative Practices Impact Real Change on Cooper Street

As we close 2014, we are pleased to share general highlights of the work spearheaded by the Community Leadership Center (CLC) at Rutgers-Camden. Since its inception in 1990, CLC has focused its efforts on igniting and sustaining innovations that have real and long-term impact in the well-being of children and families. The CLC has become a vehicle for aligning the resources and capital of our great university with the imperative for improving communities through investments in education, family empowerment, capacity building and community development.

Partnering with LEAP Academy University Charter School, Cooper Street in downtown Camden City has been enhanced by the growing number of buildings that house programs that serve over 1,705 students from infancy at the Rutgers' Early Learning Research Academy through high school. These investments propel Cooper Street as a true Educational Corridor where a "Cradle to College" pipeline is thriving and producing students that are entering and graduating from college.

Cooper Street may be one of the few, if not the only street, in a distressed city like Camden where a child can begin an education at infancy and attend school, all the way through graduate studies along a few contiguous blocks. Such approach is transformative, visionary and already producing positive results.

CLC's work has resulted in a nationwide model that is gaining acclaim for its success in reversing failure and neglect in public education in urban cities. The combined efforts of the CLC and LEAP Academy are not only providing safe, educational alternatives for at-risk youth and families, but are also stimulating and spurring economic growth and urban renewal. Abandoned blocks have become vibrant educational places for children and families. This transformation was achieved collectively and in partnership with anchor institutions of higher education, including Rutgers-Camden, Camden County Community College and Rowan University.



Wilson Building

Renovations of the "Wilson Building" are ongoing and marked by a Groundbreaking Ceremony on December 1st, 2014. Known as the first skyscraper in the city, the Wilson Building housed major companies that today are Fortune 500 industries like Coca Cola and office space for lawyers, businesses and judges. This building now becomes part of the LEAP Academy District and contributes to ongoing efforts for creating innovative and welcoming spaces for education. The building is an important historical landmark and will be repurposed as a school facility.

KEY FEATURES:

1. Classrooms for High School Academies.
2. Fabrication Lab that provides the space for university STEM faculty and students and LEAP faculty and students to come together and unleash the power of invention and innovation.
3. Expanded College Access Center that can begin to serve other youth in the city.
4. Health and Wellness Center that will serve our families and students and that will operate in partnership with the Rutgers-Camden School of Nursing.
5. Parents Development Center that will house opportunities for adult learning and family engagement.
6. Fitness and Exercise Center
7. Event venue for training, conferences, and other programs



The collective focus is on building assets for children and families, while repurposing spaces and historical structures to be used as places for education, learning and community engagement.

This year marked the 10th high school graduation for the LEAP Academy with 100% of seniors graduating and gaining placement in a college or university. Two LEAP seniors received the national distinction of being selected as Gates Millennium Scholars, an achievement that is only vested to 1,000 high school seniors nationwide. Three LEAP seniors were admitted to Ivy League Schools—UPenn, Cornell and Princeton Universities. A record numbers of 22 seniors enrolled at Rutgers—Camden in the Fall 2014. Currently 70 LEAP alumni are pursuing university studies at Rutgers.

The Early Learning Research Academy also expanded its reach and will serves 225 children from infancy through pre-school in Fall 2015. A leadership grant from the Morgan Foundation provided \$100,000 to support the infant and toddler program. This grant was followed by a challenge gift of \$1.2 million to leverage matching support to establish an endowed fund to support programs for children in perpetuity. Holman Family Foundation has responded to this challenge with a two-year \$50,000 grant to support the operations of the Early Learning Research Academy. children.

This year the CLC also expanded its regional reach by beginning to scale-up practices developed and cultivated at LEAP to other places and countries. Work with the Governor of Puerto Rico and a group of Mayors resulted in an agreement that is

centered on replicating the LEAP model in schools in Puerto Rico. The collaborative efforts with the Sila Calderon's Center for Puerto Rico and the Rutgers Camden Department of Public Administration also led to the launch of a Graduate Certificate Program in Community Development that is training 35 promising community leaders in Puerto Rico. \$ 245,363 has been raised to support this innovative academic effort that contributes to Rutgers'global reach agenda.

EDUCATIONAL INNOVATIONS



Changing the Camden Statistic: A Cradle to College Pipeline Supports Camden Children From Infancy Through Higher Education

Starting at Birth: The Early Learning Research Academy

The Early Learning Research Academy (ELRA) is an important program element that anchors CLC's efforts to provide a seamless continuum that fosters a child's cognitive and social development from birth through high school and beyond. ELRA represents the beginning of the birth-to-college educational pipeline that aligns the work of ELRA with LEAP Academy University Charter School. ELRA's staff and families collaborate every day "to deliver and document high-quality services and research-based early care and education that prepare young children for learning and school readiness which, in turn, results in better academic and social outcomes and enormous long-term benefits to society."

Under the leadership of Dr. Gloria Bonilla-Santiago, ELRA operates on the premise that school readiness, college preparation,

“The Bright Horizons Family Solutions mission is to provide innovative solutions that help children, families, employees, and employers work together to be their very best. We are committed to providing the highest quality of care, education and work/life solutions in the world. Bright Horizons mission supports ELRA's holistic model which provides children and their families with the early cognitive and socio-emotional development needed to eliminate the achievement gap for urban, minority youth.”

Michelle Lennon, Bright Horizons

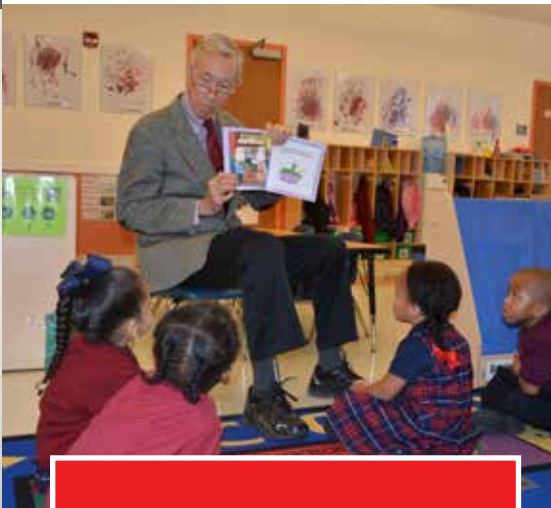
and academic success begin at birth. The combined portfolio of educational programs of ELRA, LEAP Academy, and Rutgers University facilitates the opportunity for a Camden child to begin their academic career at ELRA in the infant/toddler learning program, attend LEAP Academy from pre-K through high school, participate in Rutgers-Camden's college access programs, and then become a university undergraduate at any of the local university campuses. These students can complete their entire educational journey by literally progressing along several blocks of Camden's Cooper Street.

ELRA

Infant and Toddler Development Program
56 children aged 8-weeks to 3-years old.

Preschool Program for 150 children aged 3 to 5-years old.

ELRA FOCUS



Service Learning Opportunities for Faculty and College Students

Opportunities for undergraduate and graduate student involvement through internships, fellowships, and directed study that are grounded in intensive on-site experience.

Comprehensive Support Services for Families and Children

Parent education training to strengthen parenting, and nurturing parent-child relationships.

Comprehensive wellness services through our health center to address physical and emotional needs, as well as connections to counseling when needed.

Applied Research, Evaluation and Dissemination

Serve as a "learning lab" where students, teachers, paraprofessionals, and faculty can learn and engage in multidisciplinary research around issues of childhood development and school readiness.

Disseminate new knowledge by publishing and engaging in various opportunities that foster discourse and sharing of best practices.

ELRA BY NUMBERS

325	Children served annually	3	Meals Served each day
10	Certified Teachers Working in Classrooms	370	Parents Served Annually
5	Child Development Associate (CDA) Certified Infant/Toddler Teachers	61	Volunteers Supporting the Program
10	Certified Instructional Assistants CDA certified preschool assistants	400	Home Visitations to Families Annual

CHILD ADULT RATIOS

1.4	Infants
1.6	Young Toddlers
1.10	2 ½ years and up

COST PER CHILD

\$1,150	Cost to Support a Child in Early Care per month
\$1,100	Cost to Support a Child in Pre-School per month



10 YEARS X 10 GRADUATING CLASSES = 100% COLLEGE PLACEMENT

Intensity, Rigor and Commitment: Structuring a College Going Culture

The Rutgers/LEAP Center for College Access is at the forefront of the college-going agenda for LEAP Academy. Collegiate pennants decorate the Center for College Access as a reminder to students about their future academic aspirations. The pennants represent many of the nation's top universities: Rutgers, Rowan, Penn, Syracuse, Princeton, Howard, Colgate, Yale, Boston College and Michigan. State-of-the-art computers, hundreds of reference books and research tools also line the perimeter of the Center.

As the Center's director, Khary Golden fields many questions and concerns by juniors and seniors investigating the myriad of options and obstacles to college acceptance. "The Center for College Access operates in a much more dynamic approach than a typical College Guidance Office," he noted. "Students come here anytime throughout the day, or before and after school to seek help with college applications and the financial aid process. The majority of these kids are the first to attend college in their own families. They don't necessarily have the background to navigate the system into making a successful

transition from high school into higher education."

The Center has an open door policy and takes a student-centered approach. They work freely and independently or interact with other students to research all aspects of the college application process. LEAP alumni frequently drop by the Center to stay in touch, access resources and offer advice.

"College is a big transition at first," noted Lasharae O'Bannon, 18, a freshman at Rowan University and a 2013 LEAP alumna. "I tell current students to use these resources at the Center and keep up their grades." Lasharae is studying biology and plans to attend medical school. V'Angelise Santos, 19, is also a 2013 LEAP graduate and a biology major at Rowan. She plans to attend nursing school. "This Center is the first step," noted V'Angelise, "take advantage of this and keep in touch with Khary. He's a great resource."

The work spearheaded by the Rutgers/LEAP College Access Center has exceeded all expectations with record numbers of college acceptance, over \$4 million in scholarships and

a growing acceptance rate of LEAP students into Ivy League institutions. LEAP students demonstrate that it is possible to change the national statistics that point to an estimated 1 in 3 African American and 1 in 6 Latino youth at risk entering the juvenile detention system in what is known as the "Cradle to Prison Pipeline."

With an enrollment of more than 1,500 students from kindergarten through 12th grade and a waiting list every year that is twice the current enrollment, LEAP has never had a graduating class of less than 100 percent of its students graduating and gaining acceptance in a college or university. 2014 was not an exception and LEAP sent off its largest senior class to higher learning pursuits.

In 2012, the New Jersey's Department of Education listed 75 districts with perfect graduation rates. The majority of the schools in urban areas that achieved 100 percent graduation rates were charter schools, including LEAP Academy.

College Dual Enrollment Program – High School Students Take Rigorous College Coursework

When S.T.E.M. High School senior, Peter Rivera graduated in June 2014, he had already earned not only his high school diploma, but also nine college credits from Rutgers University as part of the Dual Enrollment Program.

Each semester, between 10 and 25 LEAP seniors and juniors take regular college level courses at Rutgers-Camden with undergraduate students and taught by university professors. The program works in partnership with Rutgers University-Camden Chancellor’s Office.

“We do a lot of different initiatives, programs and events that help our students uphold our legacy of 100% college placement, such as participation in the Dual Enrollment Program,” noted Khary Golden, director for the Center for College Access.

“We actually have three concurrent dual enrollment programs. Our largest program is with Rutgers, but we also have students taking college credit courses at Rowan University and Camden County College,” said Khary. Students regularly earn college credits for introductory classes such as: psychology, sociology, political science, English composition, microeconomics, macroeconomics, art history, biology and human reproduction.

“These courses are not advanced placement courses or classes designed for high school students. The courses are actual college for-credit courses. Our students take courses while in high school. That exposure allows them to envision the future and how to be successful in a college classroom setting. Taking college courses also gives our students the opportunity to see exactly what it takes to compete at the college level,” Mr. Golden.



“What makes LEAP Academy so different from other high schools in the City of Camden, and indeed any other high schools that I’m familiar with, is the expectation that every single one of our graduating seniors gets placed into a four-year college program. Even for students who never considered going to college, our approach places them in the best position and gives the best opportunities for success. It’s not just about numbers. It extends beyond any one person’s success; 100 percent truly means revitalizing and rebuilding the City of Camden.”

Khary Golden, director for the Center for College Access.

COLLEGE ACCESS BY THE NUMBERS

119	Number of Students that graduated from LEAP High School in 2014	47	Number of Colleges that visited LEAP Academy in 2013-2014	2	Number of Bill & Melinda Gates Foundation’s Gates Millennium Scholars
119	Number LEAP Seniors Admitted to a College of University	55	Number of LEAP High School Students that enrolled in dual college credit courses iin 2013 and 2014	42	Number of College preparation and readiness Workshop for LEAP Students
119	Number of Students that participated in the Princeton Review SAT Prep Program	4	Number of Ivy League School Acceptances	10	Number of LEAP alumni employed at LEAP
<div> <div>\$4 M</div> <div>Amount of Scholarships Offered to LEAP seniors in 2014</div> </div>					



Expanding College Access to the Entire Region: AIM High Academy at Rutgers-Camden works with 40 students in summer 2014

CLC's outreach to regional New Jersey students to promote college access continued in 2014 with the AIM High Academy (AHA) at Rutgers Camden. The program provides raising seniors with a unique and targeted opportunity to participate in a 3-week residential experience that focuses on academic preparation and exposure; college readiness; college and career awareness; and leadership and personal growth. Five core areas provide the foundation for the program:

1. Residential Learning Environment
2. Enrichment and Preparation in College-level Math and Writing
3. Preparation for Transition to College
4. Building student resilience and emotional intelligence
5. Technology integration for learning and connecting

Rutgers faculty from the English and Math Departments and their graduate students develop the academic coursework for the students, which includes a Writing course that exposes students to the prewriting, writing, and revision skills that are needed to succeed in a college-level composition course. The integrated math and science unit covered important content such as finite and infinite sequences, arithmetic sequences and means,

“Working with the Aim High Academy at the RU-Camden Community Leadership Center gave me the opportunity to not only apply my studies, but to apply them in a meaningful way. At the same time, I learned from the work. Academically, I discovered and tested theories on college readiness and student development. I saw, firsthand, what works, what does not, and what questions remain.”

Matt McCaffrey

geometric sequences and means; convergence and divergence of sequences, limits of sequences, monotonic and bounded sequences; and difference equations in biological models, population models, systems of difference equations. A digital Story Telling component was facilitated by the Center for Digital Literacy at Rutgers-Camden and provided students with an opportunity to apply all of the skills and experiences using an iPad that every student gets to keep.

College readiness seminars addressed issues of financial aid, budgeting, time management, and career choices. This was reinforced by actual visits to colleges and universities and the actual experience of living on campus. An

intensive SAT prep program was also offered with students taking a practice SAT every week.

Aim High students made strides in Academic and SAT Prep course work. As a percent of original scores, students achieved mean improvements of 7% (reading), 14% (math), 17% (writing), and 13% (essay) for the practice SAT. Over half of the students who took the exams improved their cumulative scores by 150 points or more, five students improved by 300 or more, and one improved by 360 points.

ENGAGING FAMILIES AND COMMUNITIES

The work of the Community Leadership Center extends to the entire family and focuses on building communities. The capacity for families to thrive and for children to advance academically is fundamental for community development. Through the joint work of the CLC and LEAP Academy, efforts continue to be in place to provide a myriad of support services all geared at strengthening families and building communities.

Over the last year, CLC has been proactive in working with the LEAP Academy and university units in expanding the available resources for families. Notably, ELRA has become an important resource as families are searching for viable early care options that provide children with a good head start and families with an opportunity to secure employment knowing that their kids are safe. For CLC, ELRA is the catalyst that provides entrance into the educational pipeline that will sustain these children into young adulthood.

A restructured Health & Wellness Center is in the process of re-opening and will capitalize on the resource of the Rutgers

Camden School of Nursing, as it prepares to serve LEAP children and their families through a Nurse Practitioner based model.

The Family Support Center and the Parents Academy have constantly worked to provide families with resources in areas of social and emotional health, as well as connecting them to opportunities that can improve their quality of life. Guided by the premise that strong families will raise children who thrive in having the responsibility for transforming the places in which they live, CLC and LEAP are setting structures and instilling a different mindset about how to engage families. CLC's model of service is rooted in a "two-generation impact" approach, supporting both parents and children as they navigate the educational, social service and civic systems. Comprehensive services and opportunities for shared responsibility and asset development are elements that sustain the educational pipeline and connect families to opportunities for economic stability, skill development and prosperity.

Survey begins to document LEAP's impact on parents

A survey of 345 parents conducted by the CLC begins to gauge how LEAP has impacted the lives of parents and children based on their association with the school. The survey examined traditional demographics and evaluated parents' ability to improve cognitive skills, nutritional health and self confidence by virtue of this association. Parents identified four primary areas of impact:

- Better social and emotional interaction with their children.
- Higher levels of participation with the school resulting in increased dialogue with their children and improving their own self-confidence.
- Personal enrichment and higher aspirations for their children's futures.
- Improved skills and competencies linked to their children's growth and knowledge in reading and reading comprehension, writing and mathematics.

The Parent Council conducts follow-up work as impact is being measured for individual components and aligned to actual social and economic demographics such as educational advancement, employment status, home ownership, income, health outcomes, among others.

“ I grew up in Camden City and went to public schools in Camden. There are no other programs here with the type of birth to college pipeline like we have at LEAP. The focus from day one for every student is that college is the goal – that is the ultimate goal.”

Vanessa Jones, LEAP Parent and Family Engagement Coordinator



PARENTS' TOP GAINS FROM THE LEAP EXPERIENCE

Top Growth Areas for LEAP Parents

- a. Social and emotional interactions with children
- b. Modeling appropriate behaviors for both children and adults
- c. Engagement in 2-way communication (speaking and listening) with other adults
- d. Citizenship skills
- e. Personal safety and well-being
- f. Academic support

Top Growth Areas for relationship Building with their Children

- a. Talking to children about their (i.e., parents') aspirations for them when they grow up,
- b. Discussing with their children how to avoid getting into trouble,
- c. Conversing with their children about difficulties or problems they may be experiencing,
- d. Listening to what their children have to say,
- e. Taking to children about how they can protect their own personal safety.

Developing the Whole Child: Positive Development, Resiliency and Character Building

“ We coordinate and conduct ongoing character building, educational and social seminars all year round with our students at every grade level, teachers, administrators and staff. We also engage parents and families to participate in these programs and provide support training on a daily basis.”

Gladys Robreno, Director Family Support Center the LEAP Academy school.

The socio-emotional needs of children and youth are at the core of the work with the LEAP Academy and a priority for the programs anchored by the Family Support Center on of the school based centers spearheaded through the partnership with the Rutgers-Camden Community Leadership Center. Efforts to build on the positive development of children and youth in fragile families who live in risky urban environments are fundamental to the school' capacity to achieve high academic outcomes and to ensure college readiness.

Building on the LEAP pipeline concept and the school's commitment to working with families and communities, the LEAP Family Support Center works to address the multiplicity of factors at the individual, family, and community levels to ensure that children at all ages have opportunities for positive development across all domains—social, emotional, cognitive and physical. An integral aspect of healthy and productive learning includes character education and bullying prevention. LEAP students from K-12 participate in programs that promote responsibility, trustworthiness, respect, fairness, caring and citizenship.

This year LEAP was recognized with two special awards acknowledging the accomplishments of its character education program. The school was honored with a proclamation from the City of Camden and Mayor Dana Redd for celebrating Character Counts Week (October 20-26). In March 2014, LEAP Academy was honored as a Camden County School of Character.



Successful Strategies for Integrating Character Education in Schools: Lessons from LEAP Academy

- Monthly workshops that integrate issues of bullying and address cyberbullying, social media pitfalls, LGBT youth and teen pregnancy.
- Community service projects in alignment with the Character Counts pillars of trustworthiness, caring, citizenship, respect, fairness and responsibility.
- Character building integrated in the classroom curriculum by engaging teachers and providing them tools to integrate the Character Counts curriculum into regular lessons.
- A Junior Year Character Odyssey for eleventh grade students that culminates with a three-day excursion at a campground for students.
- Training Student Peer Mediators for resolving conflict among students.
- Engaging parents in opportunities for developing new approaches for handling conflict at home.
- Highlighting and building of students' strengths and talents.



ENGAGING FACULTY AND STUDENTS



CLC's Commitment to Civic Engagement, Teaching and Applied Research: Engaging Faculty and Students

The Community Leadership Center continues to work in creating bridges to engage faculty and students in projects and initiatives that are grounded on applied research and academic entrepreneurship. Three major efforts were at the forefront over the last year.

Graduate Certificate Program in Puerto Rico

The CLC partnered with MPA Faculty and the Center for Puerto Rico to Develop, fund and implement a pilot Graduate Certificate Program in Community Development offered to a cohort of emerging leaders in Puerto Rico through a partnership with the DPPA Department, the CLC and the Centro Para Puerto Rico. This was the result of discussions with then Chancellor Wendell Pritchett, Former Governor of Puerto Rico Sila Calderon and extended ongoing efforts to collaborate and engage in programs with Puerto Rico. Thirty-five students are completing the program and discussions are under way to continue the program with a second cohort and assist students who have completed the certificate transition to complete the MPA degree as matriculated students.

“The Graduate Certificate Program in Puerto is an example of DPPA's dedication to bringing Rutgers quality education to outstanding graduate students who are dedicated to community development and sound public sector management. The certificate program will increase the skills of an important segment of Puerto Rican society. Ultimately we hope that some of the students are able to complete a Masters in Public Administration or a PhD in Public Affairs at Rutgers University-Camden.”

Dr. Marie Chevrier, Chair, Graduate Department of Public Administration

Nursing School Faculty to Partner in Developing the School Based Health Center

A partnership with the School of Nursing-Camden has been established to develop a Nurse Practitioner Managed School Based Health Center at LEAP. Funds were leveraged through LEAP Academy to provide the School of Nursing with resources to hire a full-time PhD level Nurse Practitioner to direct this effort and a half time faculty member to assist. Plans are underway for the Health Center to officially open for children and families in January 2015. Ongoing discussions are occurring with faculty members in the Nursing School to develop faculty practice projects, as well as student nursing rotations.

This initiative also engages the Rowan Medical School, which will provide collaborating physician services. Efforts in this area will also include engaging faculty teams in applied research grants that can lead to publications. The goal is to offer high quality, affordable and personalized care to children and adults. As a school-based program, it offers the added convenience of accessing care in a safe environment with flexible and productive appointments around work and school schedules.

It will enhance and broaden current health education programming and activities at LEAP with a variety of programs including: smoking cessation with peers and friends, solid nutrition and weight loss programs that integrate exercise, parental classes to promote better time management, healthy eating during the holidays, nutrition and cooking classes, sexual health, diabetes prevention, sleep hygiene and tips to remain healthy during flu season.

"We're a school-based health center that provides broader, comprehensive care that goes beyond the traditional school nurse or health clinic," explained Nancy M.H. Pontes, PhD, RN, the Center's director and nurse practitioner, who formerly managed health services and taught nursing at Rowan University. Established in September 2013, the Center is based at the Lower Leap School at 639 Cooper Street and provides comprehensive care for the "whole person."

"By holistic, we want to go beyond treating someone as just a patient, but focus on the whole person to determine the underlying causes of their illnesses and address these problems. Many things can contribute to illnesses such as the environmental or social impact related to someone's health or psychological and stress-related events in our lives. These can all cause changes in our bodies," noted Dr. Pontes. Examples include schools helping children exposed to neighborhood violence to reduce trauma-related problems or adults receiving extra supportive care to remain physically and emotionally healthy while balancing the struggles of family and work life.

“ The LEAP Health and Wellness Center, a school-based nurse-managed clinical center, was created in September 2013 in partnership with the LEAP Academy. Licensure is in progress and expected during AY 2014-15.

The Center currently provides health screening and health promotion services to children enrolled in the LEAP Academy Charter School system. With licensure, primary care services will be added and the Center will expand its reach to LEAP family members and residents of the surrounding community. The LEAP Health and Wellness Center is already an important clinical learning site for nursing students and will be the hub of the SNC's faculty practice enterprise.”

*Joanne Robinson, PhD, RN, GCNS-BC, FAAN
Dean of Rutgers School of Nursing-Camden*



Rutgers Science Professor Leads FabLab at LEAP

Working with the STEM faculty at Rutgers, a Fabrication Laboratory was established at the LEAP Academy to provide K-12 students and teachers with a central high tech site to engage in applied learning. The Fab Lab has the necessary machines, including 3-D printers to produce a variety of inventions that can lead to patents and to innovative problem solving around community and global issues. A Rutgers Assistant Professor, Dr. David Salas, heads the Fab Lab and LEAP provides support for hiring Rutgers students as FabLab Fellows to provide support to students. Work to secure Natural Science Foundation funding is underway to support this effort and its application to STEM teaching and learning in K-12 systems.





Longitudinal Study at ELRA Assesses School Readiness in Urban Preschool Children

An exploratory study on school readiness, sponsored by Rutgers University, is in progress at ELRA to measure and assess the role of socio-emotional development, motor skills development language and dual-language acquisition in urban preschool children from birth through age 5. Research has shown that these core areas of development are crucial to school readiness. The principal investigators on the project are Department of Mathematical Sciences Professor, Benedetto Piccoli, Ph.D. and CLC's director, Dr. Gloria Bonilla-Santiago.

“Our main purpose is the creation of a comprehensive interdisciplinary study to understand the role played by the appropriate development of motor, social emotional and language skills in young urban minority children towards school readiness.”

Benedetto Piccoli, Ph.D. , Professor of Mathematics Rutgers University-Camden



“ELRA creates certain conditions for children through its curriculum that should prepare and advance preschool age children to be ready for kindergarten,” explained Wanda Garcia, Associate Director of CLC and a doctoral student with the Department of Public Affairs. “The curriculum ELRA uses helps in all areas of development, so we are conducting this study to track it.” Approximately 200 ELRA students (ages 0-5) are the study's participants.

ELRA's infants and toddlers learn in a language-rich environment. The goal is to develop their social and cognitive skills for success as preschoolers and adolescents. Unlike most traditional early childhood programs, ELRA emphasizes dual-language

learning, literacy and writing and offers comprehensive health services to families.

The research team observes infants, toddlers and young children from ELRA's observation rooms. The team videotapes the children to track development using The Observer XT, software that collects, analyzes and presents observational data; and Teaching Strategies Gold Creative Curriculum, a product endorsed by the National Association for Education of Young Children. The program uses 38 objectives during the assessment period that include predictors of school success in 10 areas of development and learning.

“Teaching Strategies Gold allows us to track each child as an individual, in a group and in the classroom as a whole” said Stephanie Rogers, Manager for Early Childhood Programs. “What's fascinating is that we can see how each child is performing or underperforming. We can intervene if one child is underperforming. If one child needs more help with socio-emotional development, for example, we can communicate that with the child's teachers to develop a strategy to assist the child. Unlike other pre-school programs, some children fall through the cracks. But that can't happen with this system because we are literally tracking and assessing each child's every move,” she added.

Seoul Searching: South Korean Researcher Studies Impact of LEAP on Families, Community

Educational research, application and dissemination empower urban communities, such as Camden City, to make positive changes that are real, measurable and sustainable. CLC frequently invites visiting scholars as well as researchers in training to use the CLC/LEAP model as a benchmark to study and integrate its core elements into their own research interests or areas of expertise.

The South Korean educational system is known worldwide for producing students of outstanding academic caliber from its model of rigorous studying and training. But, one University of Seoul researcher is intrigued with another unique and highly successful system of education that produces exceptional students thousands of miles from Seoul -- at the LEAP Academy University Charter School in Camden City, New Jersey.

Seok-Hwi Song, Ph.D., Associate Professor of Urban Administration, conducted a research study through February 2014, in collaboration with CLC's Director, Dr. Gloria Bonilla-Santiago. Dr. Song's research project examines LEAP's effects on its major players -- children, families and the community.

"My research topic is to study the impact of the LEAP program on family and community relationships. I'm especially interested in the real impact that LEAP has on the family equation and community involvement," said Dr. Song. He became interested in CLC's system because of its primary focus on serving disadvantaged families in an urban setting.

"In South Korea, especially Seoul, there are similar problems. In some areas there

“ My research topic is to study the impact of the LEAP program on family and community relationships. I’m especially interested in the real impact that LEAP has on the family equation and community involvement. ”

Dr. Song.

are big gaps between rich and poor areas. In some poor areas, the educational system is collapsing. I want to make the public education system better in Seoul. That's why I'm interested in this program," noted Dr. Song.

While at the CLC, Dr. Song observed some interesting differences between the Korean and LEAP models. "CLC has created a management system that provides learning opportunities for parents. It encourages parent involvement and engagement. Also, it is a special educational system that leaves CLC involved through college. It's a continuous program -- we don't have that kind of continuous education system in Korea," he noted.

One key component of the LEAP model is providing children and families with a

sustainable educational pipeline that begins in pre-school and extends through college. "In Seoul, we do not have a system like LEAP yet. I want to learn about it and how it works and how we can apply it," he added.

Dr. Song hopes to continue studying both systems and educational approaches. "If possible, I hope to do a comparative study between Seoul and Camden in the near future with CLC and the University of Seoul and Rutgers University," he added.

Dr. Song teaches public administration with a special interest in human resource management in the Department of Urban Administration at the University of Seoul. The curriculum explores urban issues in contemporary society with emphasis on housing, land use, urban planning, redevelopment, finance and urban information management.





Presence of Students in Service and Experiential Learning Continues to Grow at the CLC

Jumpstart has been in partnership with the CLC since 2008 and has significantly expanded over the past 6 years. Currently, over 50 undergraduate students are placed at the Early Learning Research Academy to work with pre-school age children on language and literacy development. Jumpstart students work in teams to provide small group and individualized mentoring to children and increase their literacy, writing and social emotional skills. Through their involvement, students develop strong connections with center staff and also organize and implement events that involve family and community members. Upon acceptance into the program, students receive extensive training in the field of early childhood education. Jumpstart Corps Members make a yearlong community service commitment to serve a minimum of 300 hours each. At the completion of their service term students are eligible to receive an AmeriCorps scholarship for their work. Two courses under the Urban Studies Department provide additional experiences for students interested in literacy and the urban learner and provide academic reinforcement for the program. The reach of the program has now expanded to other early childhood centers in the City of Camden as more students seek service learning opportunities. Daysi Morales coordinates the Jumpstart Program for the CLC and is actively recruiting students for various positions for the coming academic year.

“**Jumpstart at Rutgers-Camden serves a dual mission, to prepare preschool age children to succeed in kindergarten and beyond and to provide a dynamic professional experience for undergraduate students as they join a national network of individuals serving young children.**”

Daysi Morales, JumpStart Site Manager

The CLC has also become a placement site for students in the School of Social Work who are placed to complete their required Field Practice placements. A core of 6-8 students is placed every year and they work with the Family Support Center and with the Early Learning Research Academy in one-on-one experiences with students and families. Last year, through the efforts for engaging STEM faculty and students, a partnership was established with Rutgers to staff and lead the Fabrication Lab. Fab Lab fellowships were created for Rutgers students who work under the supervision of Professor David Salas in science projects that involve K-12 students. The Fab Lab is equipped with state-of-the-arts equipment including 3-D printers and already the Rutgers students have developed unique projects with potential for replication.

“**I always knew I wanted to study Spanish but at first I wasn’t sure what I would do with it. Through my experience with Jumpstart, I have been exposed to a dual language classroom environment and the wonderful relationships between teachers and students at the Early Learning Research Academy. Throughout my involvement, I have grown to love working with this age group. Jumpstart was the reason I decided to pursue childhood studies as my minor and why I am currently working towards a pre-school teacher certification.**”

Marcy Rivera, Jumpstart Corps Member





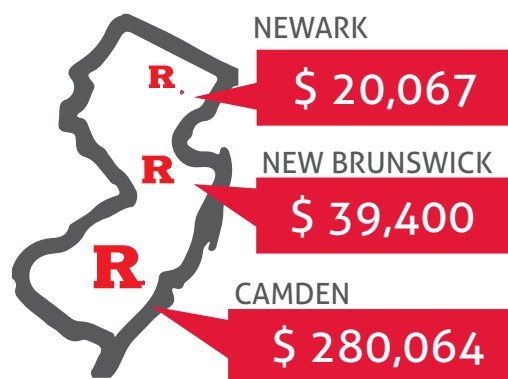
The Rutgers Alfredo Santiago Fund Continues to Support LEAP Graduates in their Pursuit of a College Degree

LEAP graduates are benefitting from the scholarships generated through the Alfredo Santiago Endowed Scholarship Fund every year. Established in 1999, the Alfredo Santiago Endowed Scholarship Fund provides financial support to outstanding LEAP alumni who enroll at Rutgers University as full time students. A second fund was created last year by the family of the late Peter Burke to support students attending other universities. Peter Burke was a long-term Treasurer of the LEAP Board and a staunch supporter of the school. With the sustained graduation and college acceptance rate of 100%, and an ever growing number of LEAP graduates, the goal is to create 100% college affordability for our students as well.

Each year, a Fundraising Gala celebrates the tremendous achievement of LEAP Academy students and alumni, as well as important community leaders who strengthen LEAP's mission. Sponsored by the Rutgers Camden Community Leadership Center, the gala acknowledges the scholars and the crucial support of corporate, community, and public partners, without whom the Scholarship would not exist. The event is the primary fundraiser for the endowment, which has surpassed \$1.3 million.

At the 15th Annual Alfredo Santiago Scholarship Fundraising Gala, on December 12, 2014, four leaders were honored for their consistent support of the LEAP enterprise, as well as the greater

Camden community. Honorees in 2014 were Philip D. Murphy, a former U.S. Ambassador to Germany, Gerard P. Cuddy, the President and CEO of Beneficial Bank, Dr. Ali A. Houshmand, President of Rowan University, and Richard L. Wright, philanthropist and the former Chief of Staff to NJ Governor Jim Florio. These individuals have built a trajectory of accomplishment in business and public affairs, and have used their success to further support important causes. The evening events included the awards program, dancing and a special silent auction of LEAP student artwork. The 2014 theme "A Night of Miracles", was evident through the progress and positive effect LEAP and its students have made on the Camden community.



\$ 4,244
Average Scholarship per Student

120
Scholarship Recipients
Since 2005

240 Additional K-12
Students from the pipeline are
committed to the scholarship



SAVE THE DATE for this year's Alfredo Santiago Scholarship Fundraising Gala on
Friday, December 4, 2015 at the Atrium at the Curtis Center in Philadelphia

MEET NEW STAFF

The CLC welcomes the following new staff members who are enhancing the work that is currently ongoing:

Manny Delgado who is the former Executive Director of Cramer Hill Development Corporation joins the staff as a Special Assistant for New Community Development Initiatives. He is working closely with the LEAP Academy in the area of facilities planning in relation to the new Wilson Building, and with the development of community based enterprises that can support job creation and community development. He is an important asset to the work of the CLC as he brings extensive community and housing development experience.

Pamela Shepard joined the CLC staff as a Family Worker for the Pre-school Program. Pam is a graduate of the School of Social Work at Rutgers and brings extensive experiences working with families.

Simmy Kumar joined the staff as a Program Associate in September 2014. She is a graduate of the MPA Program and recently completed a one-year internship in Puerto Rico through the partnership with the Sila Calderon Foundation. She brings experience in fundraising and development and is primarily responsible for the efforts for fundraising and managing the Alfredo Santiago Scholarship Fund, as well as the coordination of support programs for LEAP alumni.

Four new teachers joined the Pre-School staff this year, **Amna Parvez, Rosaline Diaz, Yvette Gioridano, Xymaita Ortiz**. They will be teaching in a dual language instruction pre-school classroom as lead teachers.

MEET PH.D. & GRADUATE STUDENT FELLOWS AT THE CLC



Matt Closter is a doctoral student in the Public Affairs Program assigned as a Graduate Assistant to the CLC. Matt is working on special projects that are focused on replicating successful practices for the LEAP model in Puerto Rico, and working on special projects.

“Serving as a Graduate Assistant at the Community Leadership Center has strengthened my research skills and understanding of how Camden anchor institutions affect positive social change in the education and livelihood of community members.”

Luis Arroyo Gonzalez joined the CLC staff as a graduate fellow working with the coordination of the YES Tutoring Program and assisting with the Fabrication Lab. He is a Master's level student with the Department of Public Policy and Administration.

“I am more than grateful for the opportunity of being able to apply what I am currently learning as graduate student, in the MPA program here at Rutgers. The experience has definitely been worth it. Managing the YES! Institute has helped me see that there is a whole other side to Public Administration and Management.”



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL



FACT BOOK FOR 2014

Shifting Paradigms...Saving Lives... Transforming a City

LEAP Academy University Charter School currently serves 1,705 students from Infant and Toddlers to 12th grade and has distinguished itself for its 18-year track record of academic success, improvement and growth. The School focuses on providing a college preparatory education with an emphasis on the content areas of Science, Technology, Engineering and Mathematics ("STEM").

The LEAP academic model is built on the premise that a school can enhance the education and future career opportunities for urban minority children and families. At the Elementary level, the focus is on providing a strong academic foundation in math and language arts integrated with the teaching of other core content areas such as Science, Social Studies and World Languages. A specialized dual language program (English/Spanish) is provided to a selected group of students in grades K-3.

In an effort to strengthen teaching and learning in mathematics, the School adopted a departmentalized model to provide math instruction under the teaching of a math expert. The focus is on placing content specific teachers in assignments that are consistent with their expertise and academic training.

Students proceed to 7th and 8th grades, where they begin the preparation for transitioning into the high school. Emphasis is on developing the necessary habits of mind to begin to engage in independent learning and prepare for advanced level high school courses. Attention is also given to the area of career awareness, as students begin to define their academic and career interests.

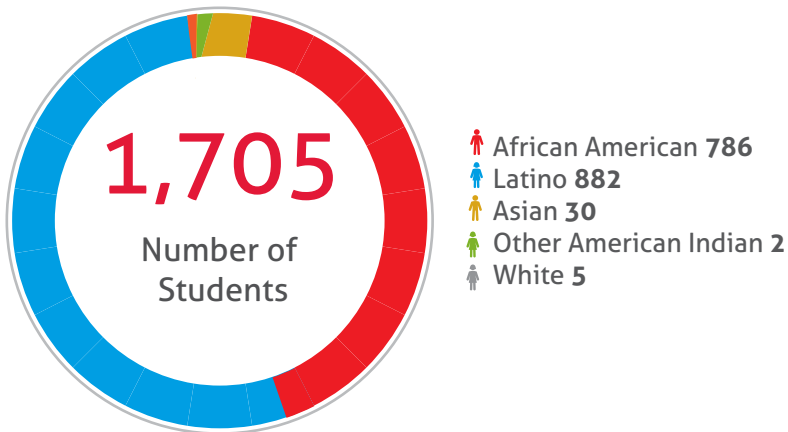
The LEAP High School Program is based on the concept of academies. During the 9th and 10th grades, students take core foundation courses. By the 11th grade, they choose an academy and focus on a specialized track in one of the three options—STEM, Liberal Arts/Social Studies, and/or Business. The focus is on

simulating the college experience by having students take general coursework followed by a major. A Fabrication Lab provides the space for students in all tracks to engage in multi-disciplinary, project-based learning. It also becomes the site for students to engage with faculty in culminating capstone courses that integrate various disciplines.

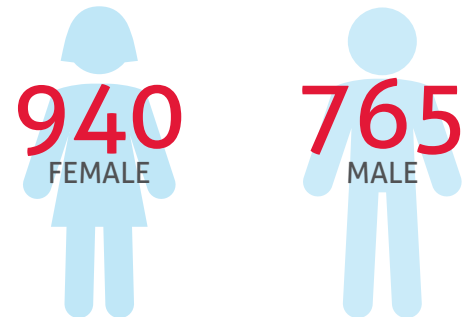
An increasing number of LEAP juniors and seniors are benefitting from taking courses at Rutgers-Camden through a Dual College/High School Enrollment Program. Over 20 LEAP students participate every semester and perform well in courses such as Pre-Calculus, Intro to Psychology, Intro to Sociology and Principles of Biology. These students enroll at Rutgers-Camden as freshman already bringing with them between 3 and 9 completed college courses. This is one of the best college preparation strategies for a high school student, especially for our students who are usually the first to attend college in their families.

WHO ARE OUR LEAP AND ELRA STUDENTS?

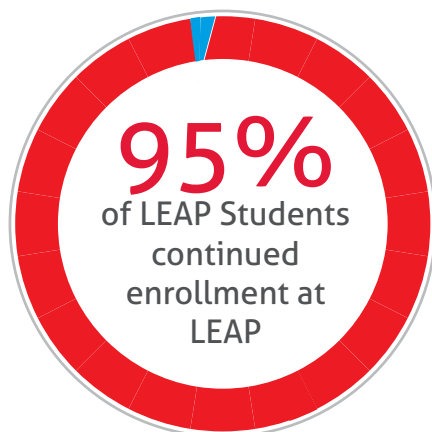
RACIAL COMPOSITION



GENDER BREAKDOWN



STUDENTS REMAIN MATRICULATED AND HUNDREDS REMAIN ON WAITLISTS



832 Students remain in the Waiting list as November 2014

124 Infant and Toddler remain in the Waiting list as November 2014

STUDENTS ELIGIBLE FOR FREE AND REDUCED BREAKFAST AND LUNCH

LEAP Academy K-12

78%
FREE

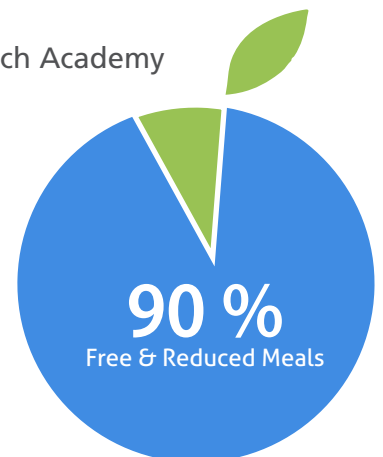
12%
REDUCED



Early Learning Research Academy

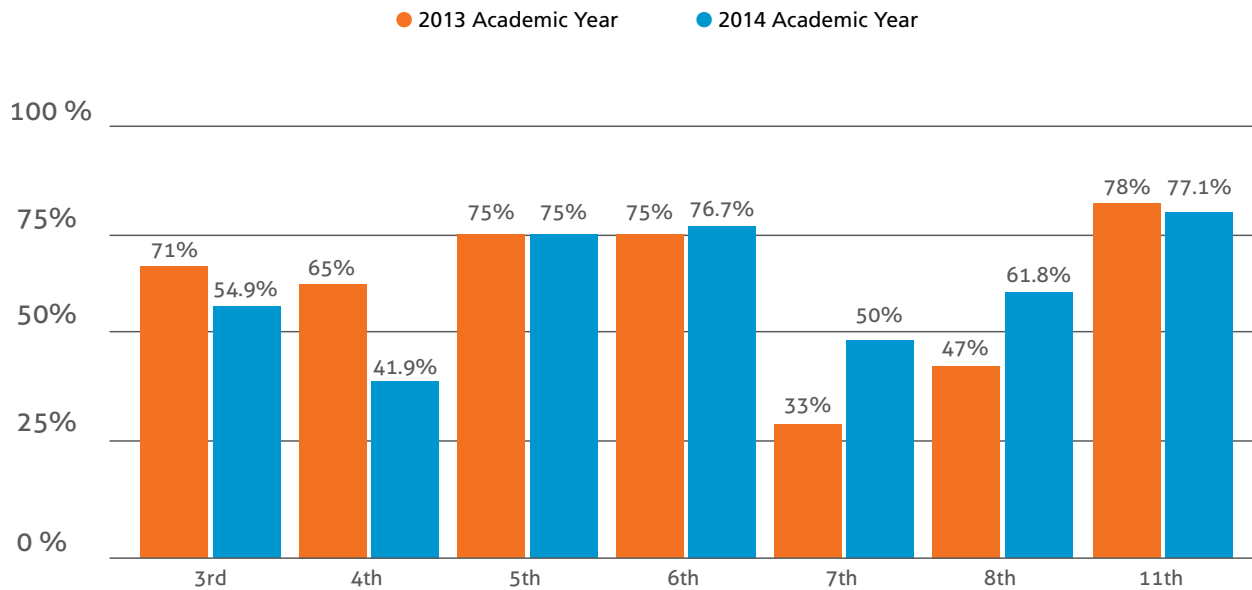
79%
FREE

11%
REDUCED



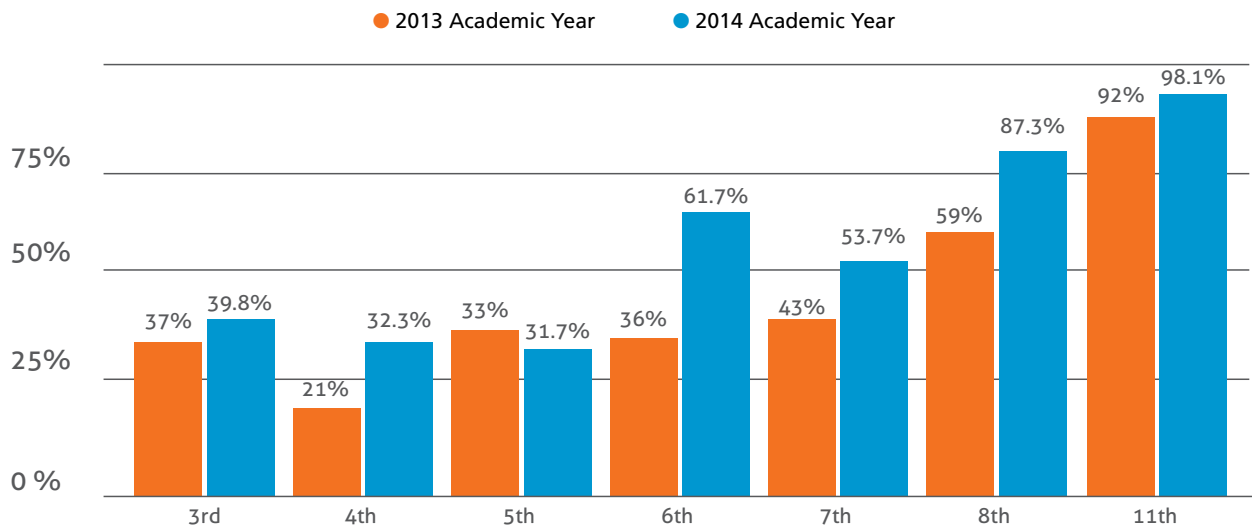
Source: LEAP School Report Card and Annual Reports, 2014

STATE TEST MATHEMATICS RESULTS



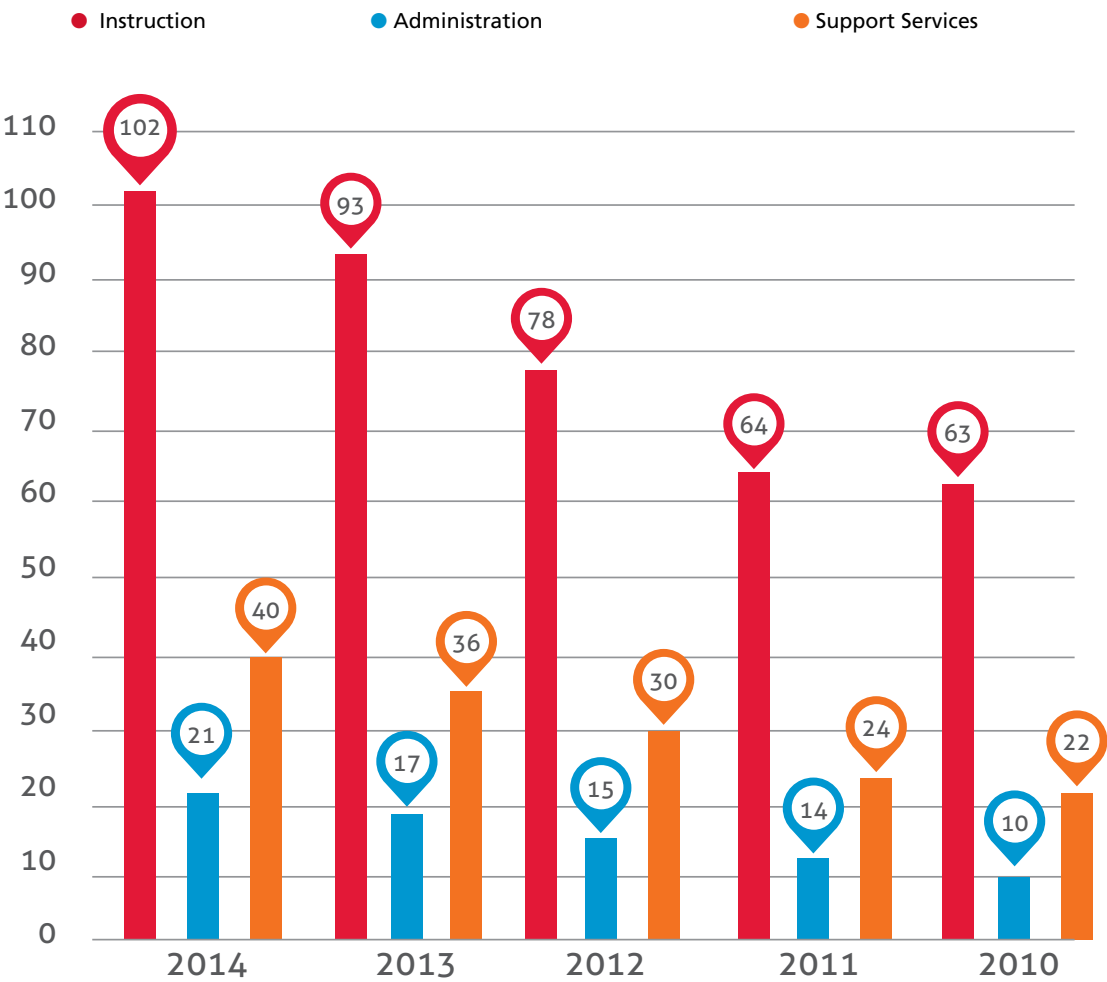
The longer students remain enrolled at LEAP the better the test scores.

STATE TEST ENGLISH LANGUAGE ARTS RESULTS

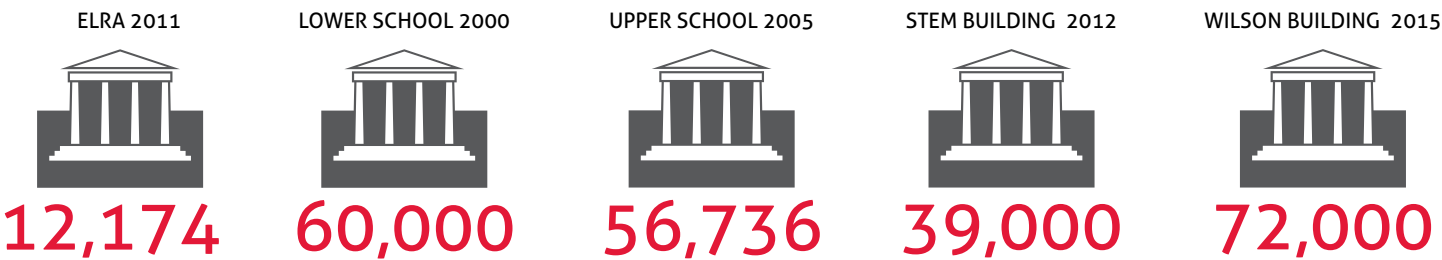


Largest academic gains at the high school level

STAFF IS GROWING: Full-time Equivalent Charter School Employees by Function/Program



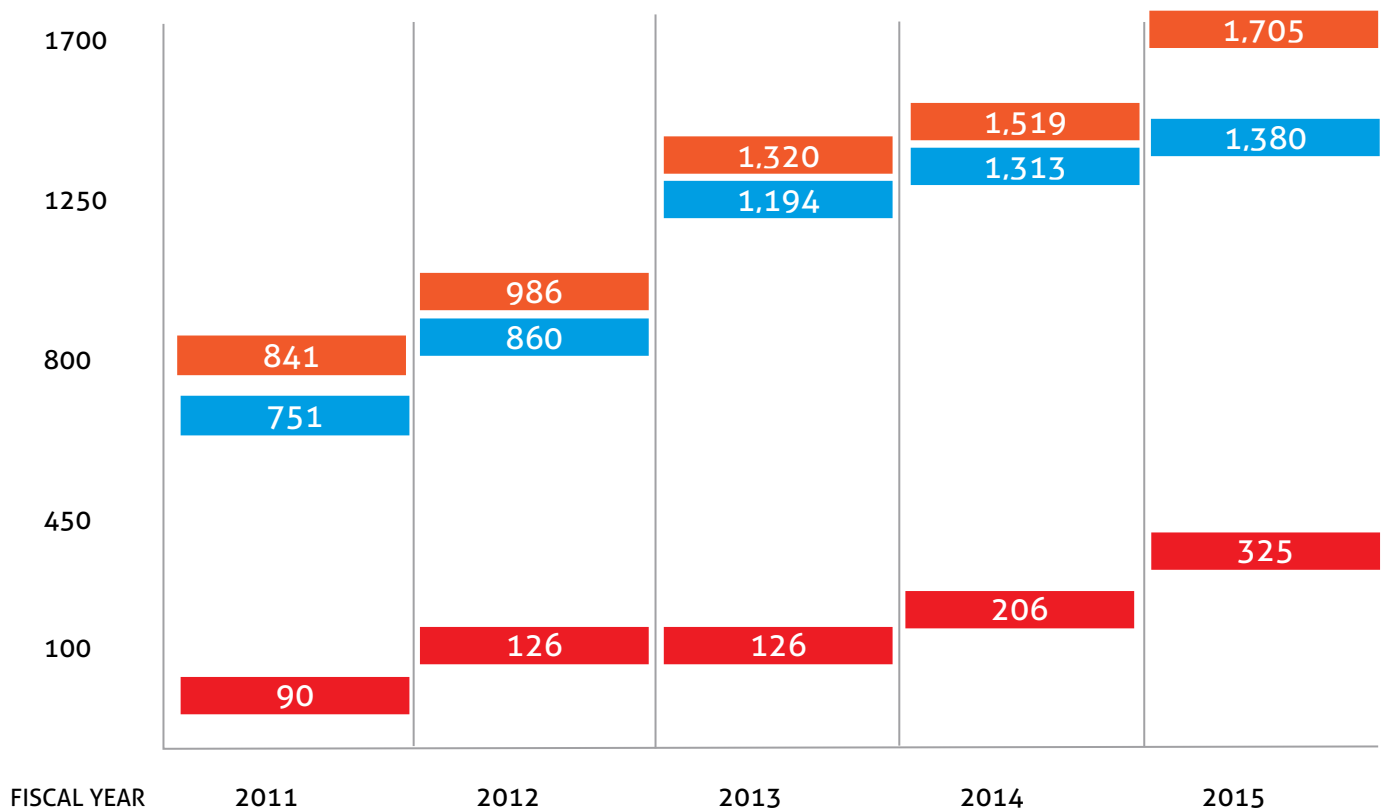
FOOTPRINT IS GROWING: Five buildings provide a combined **239,910** square footage





STUDENT BODY IS GROWING: FIVE YEAR ENROLLMENT TRENDS

STUDENT ENROLLMENT



● Total Enrollment ● LEAP K-12 Grades ● Early Learning Research Academy

The Rutgers /CLC Partnership Impacts on Innovative Best Practices for LEAP Schools

From page 1

Teachers at LEAP also appreciate the accessible academic resources provided by the university.

This partnership holds several lessons for other institutions of higher education seeking to build stronger bridges and communication with strategic partners. The Rutgers/LEAP partnership through the solidarity of school and community exhibits innovative ways in educating students while providing support. Through restructuring, strengthening, and revamping undergraduate and graduate programs, students become better prepared to address real life problems and to attend higher educational institutions. This partnership also enhances opportunities to engage university faculty steering away from the ivory tower stigma that is so prevalent in higher education. Ultimately this has resulted in increased numbers of minority students

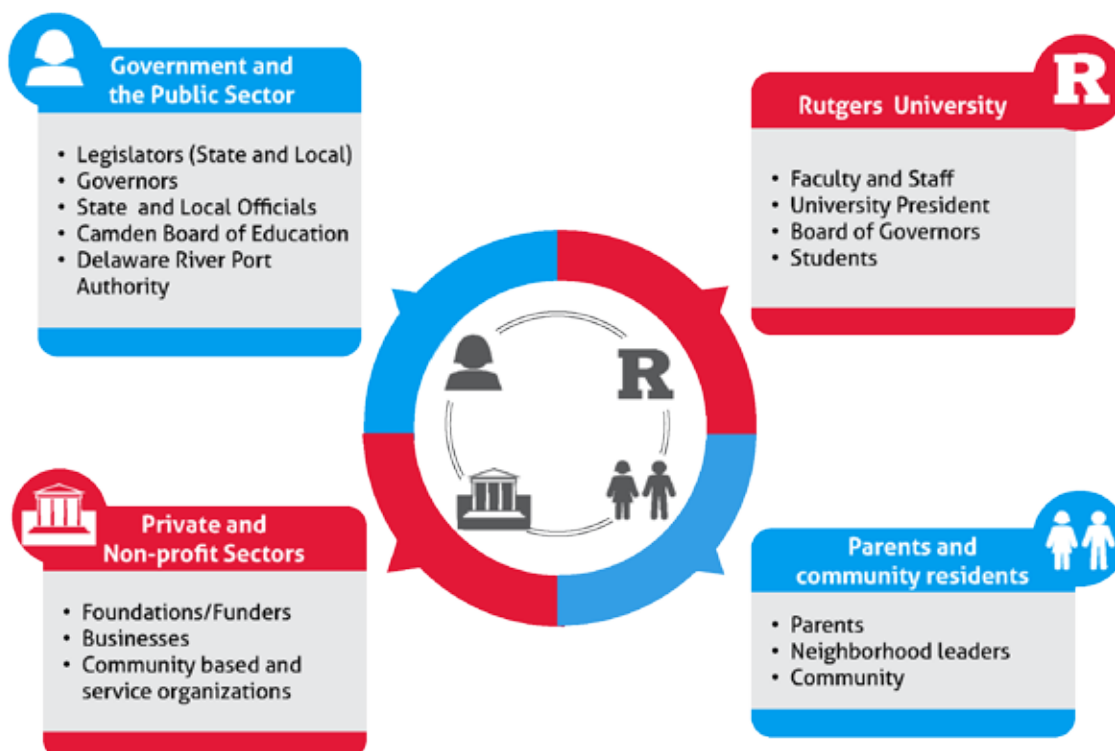
enrolling in the university upon graduation from LEAP.

Finally, LEAP has been successful in cultivating funding and other resources, and influencing other partners to work collaboratively with LEAP to improve the environment for families and children in the community. Public and private foundations have funded evidence-based programs, which have been successfully replicated locally throughout the and region. The LEAP board has also been involved in activities that promote collaboration with other potential partners regionally, nationally, and internationally. The LEAP Academy model has served to stimulate the interest of others who wish to enhance communities and educational systems. As a result, the success at LEAP helps to perpetuate the value of partnerships to improve outcomes for children and for communities

Since 1997, over five thousand family members from the city have been enrolled in many of the LEAP programs: the Health and Wellness Center at LEAP Academy, Parents Academy, College Access and others trainings for families. In addition to the partnership associated with Rutgers University, community partners such as Cooper Family Medicine have also provided support. The Robert Wood Johnson Foundation, as the biggest supporter, provided millions of dollars to support the Health Clinic at the school. The Fund for New Jersey, Geraldine Dodge Foundation, ATT Foundation, William Penn, Knight Foundation, The Morgan Family Foundation, The Kinesis Foundation, the USDOE and Verizon Foundation also funded planning and implementation efforts for the Rutgers Centers of Excellence.

Continued on page 26 >>>

NETWORKS AND STAKEHOLDERS



As a result of the positive impacts on students, their families, and the community at large, partnership relationships for support have continued to expand during the course of LEAP Academy's existence.

Community partners have also been instrumental in the development and growth of the Early Learning Research Academy (ELRA), which provides education to children between birth and age five. Bright Horizons has partnered with ELRA to provide the best early learning teaching and practices. In 2005, the John S. and James L. Knight Foundation provided a \$1 million grant to support training and research related to early learning. And in 2007, the foundation funded a \$2 million grant in capital support for a new ELRA building. This ELRA facility now serves 200 toddlers and preschoolers and offers a dual language instructional program. During this same time, the New Jersey Economic Development Recovery Act program donated another \$1 million toward the ELRA facility, while the Kresge Foundation funded a major effort in a community campaign to generate support for the ELRA project. This effort brought local banks, businesses, entrepreneurs, families, and other key stakeholders together in support of ELRA. The Morgan Family Foundatio supports

ELRA with \$1.2 million endowed gift and the Holman Family Foundatio recently supported ELRA as well with \$ 50 thousand for early learning support. Through these partnerships, as well as with the professional guidance and contributions of Rutgers University, ELRA has flourished and become established as an important Early Learning Research Academy to promote quality early learning for minority children and has become a strategy-learning site for the city. The Prudential Insurance Company provided an initial grant to establish the Parent Academy at LEAP. Since that time, thousands of parents have participated in this training, and more than half of the parents at LEAP report an increase in community activism since their child attended the school. These partnerships have made a significant impact on the Camden area, with more than one thousand community leaders having been trained through the CLC. Resource opportunities have been identified for these community efforts, and programs have been well supported based on the positive intentions and results of the programs themselves.

In addition to direct improvements to the Camden community at large, there has been reciprocity of benefits enjoyed more directly in specific circumstances. In particular,

this involves tertiary educational enrollment among LEAP Academy graduates. Between 2005 and 2014, all of students enrolled in colleges or universities. Specifically, 120 students are attending Rutgers University through the support of the Alfredo Santiago Scholarship Fund. Other students are attending Rowan University, Princeton, Cornell; University of Pennsylvania to mentioned a few. These demonstrate a direct return on investment for these institutions from student enrollment in addition to the more indirect community benefits described above. Such benefits serve to strengthen partnership relations due to their reciprocal nature of benefit.

A final area, which exhibits increased support among community partners, involves scholarship and endowment support for students at LEAP Academy. In 1999, the Rutgers/LEAP Alfredo Santiago Endowed Scholarship was established, awarding students financial support after graduating from LEAP and attending Rutgers University. Later on this scholarship was expanded by a large donation by Vernon Hill, CEO of Commerce Bank, allowing students attending other colleges to also be eligible for endowment funds.



Despite humble beginnings, the Alfredo Santiago Scholarship endowment fund has now grown to over \$1.4 million with the assistance of numerous other partners who help sponsor a fund-raising gala each year. This scholarship program has helped dozens of students obtain the necessary financial resources to pursue higher educational attainment.

In addition, the LEAP Board of Trustees has provided leadership and oversight for financing LEAP buildings through capital improvements in the amount of \$40,000 million dollars.

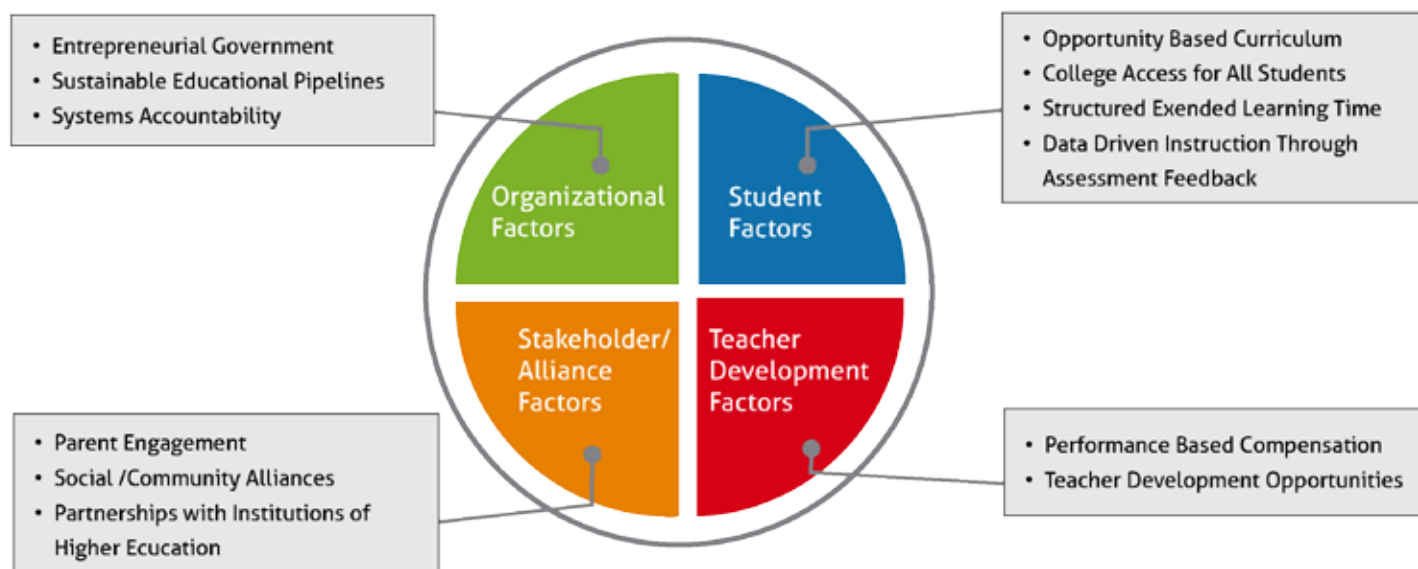
In several areas, LEAP Academy has enjoyed increasing relationships with community partners in the last eighteen years. These relationships have allowed significant advancement in community programs, essential infrastructures, and student opportunities. Both direct and indirect benefits have provided incentives for such partnerships to grow and expand, and a shared vision with mutually beneficial objectives has provided the foundation for continued efforts by all stakeholders toward educational and community progress in Camden. In these instances, collaboration and cooperation were able to flourish, yielding stronger partnership relations over time.

Educational Lessons Learned and Best Practices Identified from the LEAP Academy Model

From 1997 to present, LEAP Academy has made tremendous gains and established a strong educational foundation within the community of Camden. Despite numerous social, economic, and cultural barriers, the charter school has not only provided hundreds of children with a comprehensive education and access to tertiary educational opportunities, but it has also empowered them and their families as individuals. This holistic, comprehensive approach has resulted in advances within individuals, families, and the community demonstrating evidence that new perspectives and strategies are needed, particularly in communities such as Camden.

The challenges are formidable, and the degree of commitment required is significant in relation to improving educational systems. Regardless, the LEAP Model has provided insights into best practices, which can be upscaled within other community-based educational models. When community resources are limited and the environment is antagonistic to student learning, implementing these practices is a means by which obstacles can be overcome. Likewise, these strategies and approaches are founded upon proven themes of engagement, empowerment, and accountability. Through these philosophies, students, families, and community stakeholders participate toward a common goal and vision. Combining this with evidence-based practices that have proven to be effective is essential for the future of education. The following are LEAP Academy's seven best practices under four factors that have supported our successful college efforts: (1) student factor, (2) teacher development, (3) organizational, and (4) stakeholders and alliances.

LEAP BEST PRACTICES



NOTABLE GIFTS

Through the leadership of our donors, we are impacting the lives of students and the community, now and into the future.

As a Center that depends entirely in its fundraising capacity to sustain its programs, the last five years provided fruitful gains. From **2009-2014**, the Center raised **\$13,947,265 million dollars** from private and government organizations. In addition, two Endowment Funds have generated **\$1,442,448** as follows: **Sila Calderon Fund at \$116,304; Alfredo Santiago Scholarship Fund at \$1,326,144**. Most significant grants during the 2009-2014 period are as follows:

Several grants were received to support the **Graduate Certificate in Community Development** offered in Puerto Rico totaling **\$245,363**. The Office of the Governor of Puerto Rico, the Office of Special Communities, the Office of Municipal Affairs, Aireko Foundation, Kinesis Foundation and Center for Puerto Rico provided funds.

The Morgan Family Foundation awarded **\$100,000** to be used over three years to support the Early Learning Research Academy. This initial award was followed by a pledged to fund **\$1,500,000** to support establishment of an endowment fund to support ELRA and its family of programs in perpetuity. The pledge comes with a challenge to match their contribution.

The Kinesis Foundation provided a **\$100,000 award** to support the LEAP Bright Stars Program, which provides SAT preparation for LEAP students in the 11th grade.

The Holman Foundation awarded **\$50,000** to support ELRA

The Commission on Higher Education awarded the CLC grants since **FY 2012** to support the AIM High Academy, a pre-college initiative reaching out to **40 talented 11th graders** from schools from the entire South Jersey region. Total grants to support this effort amounted to **\$455,400**.

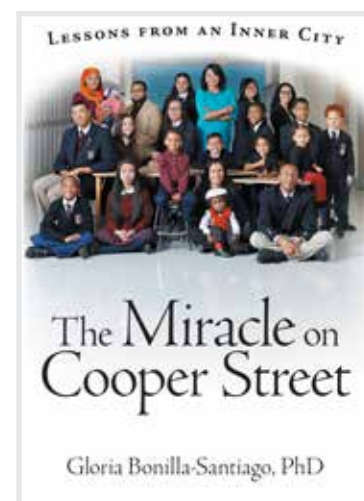
NEW BOOK

Chronicles Camden's Positive Transformation through Innovation in Education

The book's title is fitting for a street once blighted and abandoned, but now experiencing renaissance and resurgence through the sheer will and determination of Dr. Gloria Bonilla-Santiago and her team at the Community Leadership Center. *Miracle on Cooper Street – Lessons from an Inner City*, released in spring 2014 by Archway Publishing a division of Simon & Schuster, chronicles the struggles and successes of challenging the status quo to create a new paradigm in education.

Miracle on Cooper Street examines the history of Dr. Santiago's outward efforts, including her negotiations with Rutgers University, the Board of Governors and major community stakeholders, to institute significant change for her vision for the charter school. It also celebrates the community of Camden, especially children and families, describing how their lives and futures have been positively impacted through a new approach to education.

Purchase *Miracle on Cooper Street* on Amazon.com or any major book retailer. Proceeds from the book support the Rutgers Alfredo Santiago Endowed Scholarship Fund.



https://twitter.com/CLC_Rutgers <https://www.facebook.com/RutgersELRA> <http://clc.camden.rutgers.edu/>

CLC at Rutgers Camden | 501 Cooper Street, Camden New Jersey, 08102 | Phone: 856.225.6348 | Fax: 856.225.6500