



RUTGERS

Community Leadership Center
Camden

Local to **GLOBAL** Impact



Annual Report
2018-2019

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RUTGERS-CAMDEN COMMUNITY LEADERSHIP CENTER

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Local to
GLOBAL Impact

A Message from the Director

With 2019 drawing to a close, this is a good time to review what we have accomplished so far.

Our Year of Impact is our first annual report, covering the 2018–2019 academic year. In that time, we established new and expanded existing partnerships, supported local and international collaborative work, hosted educational forums and conferences, and broadened our advocacy and communication efforts.

In the current academic year, we are taking our local-to-global education, research, and service efforts even further as we strive to build on the success we have achieved in our local community and expand our reach to communities in other parts of the world. We celebrate the hard work of our talented and dedicated staff, the unwavering support of our partners, the trust of the people we serve, and the success of the people and organizations we have touched. As we look back on the past year, so many moments and people remind us of the challenges our communities face both locally and globally. These reminders keep us focused on our mission and committed to bringing about positive change in the areas where the CLC has planted seeds.

This year, the CLC has worked to nurture growth and prosperity through initiatives that improve education, develop community, and build capacity. We have achieved our goals by ensuring that our work leads to replicable outcomes that lift those who are challenged by lack of access, resources and opportunity.

Our most defining moments this past year are rooted in our work across four key communities around the globe:

- Upscaling and growing our local education pipelines that support children from cradle through college and career;
- Investment of time and resources to support Puerto Rico as the island endures one of its most difficult times in the aftermath of Hurricane Maria;
- Expanding work in Paraguay to support efforts to build an ethical, equitable, and transparent society;
- Improving academic ties with the University of Habana in Cuba as part of a collaboration to conduct research, rebuild community and encourage citizen participation.

Each section of this annual report shares stories of the initiatives, people, and places that anchored the CLC's work this year. They shine a light on our capacity to drive transformative change in the collaborative areas of education, community development, social policy, equity, population health and transparency.

By developing multi-sectorial partnerships and strategically leveraging the concepts of higher education through anchoring conferences, forums, dialogues, community participatory research and appreciative inquiry approaches, we grow ever closer to advancing our goal of achieving social justice and transformative change.

Our mission is fueled by: our community partners, funders, stakeholders and colleagues both locally and globally. Thank you for your continued interest and investment in our communities.

Sincerely,
Dr. Gloria Bonilla-Santiago
Board of Governors Distinguished Service Professor
Center Director



The challenges our communities face have kept us focused on ensuring that we are a vital part of the collective forces dedicated to bringing change for people and communities across the globe where the CLC has planted seeds.

GLOBAL IMPACT



CAMDEN, NJ



CUBA



PUERTO RICO



PARAGUAY

Expanding Global Reach: A Pivotal Year

The 2018-2019 academic year was pivotal for expanding the global reach of the CLC. With a focus on community development, the CLC's global work provides a platform for engaging with organizations and individuals in other countries and territories to collaborate on transformative solutions that address the social, cultural, environmental, and economic well-being of distressed communities globally. This year the CLC's global reach extended to a variety of countries, including Paraguay, Cuba, and Puerto Rico.

Spurred by the changing role of research universities, we are continually called on to act as intermediaries and collaborators. The CLC works to bridge the global divide and maximize the wealth of human capital across geographical boundaries, operating at the nexus of science, social development, scholarship, and new knowledge economies.

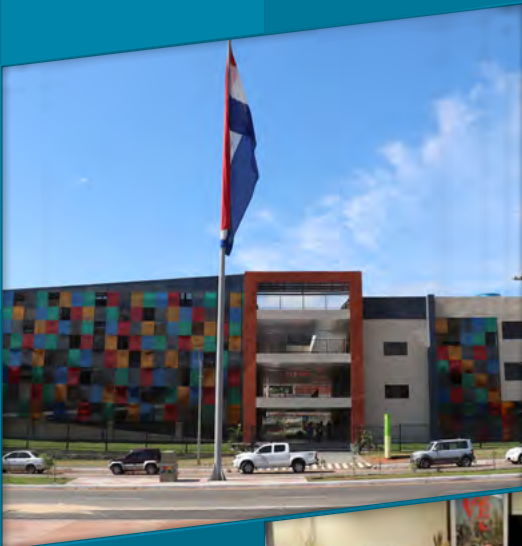
The common denominator for these efforts is their focus on social justice, higher education anchoring, participatory and appreciative inquiry, and multi-sectorial partnership development.

Through institutional MOU's (Memorandum of Understanding) and multiple opportunities for engaging faculty and academic leadership in collaborative work, the CLC has successfully nurtured targeted programs and alliances with the potential to drive transformative change in areas of education, community development, population health, equity transparency, and ethics. The common denominator for these efforts is their focus on social justice, higher education anchoring, participatory and appreciative inquiry, and multi-sectorial partnership development.



Local to
GLOBAL Impact

GLOBAL IMPACT: PARAGUAY



USAID awards 3 Million to Rutgers-Camden CLC to improve Rule of Law in Paraguay

ACADEMIC COLLABORATION EVOLVES TO BECOME A DRIVER OF SOLUTIONS IN PARAGUAY

A Fulbright Faculty Fellowship awarded to CLC Director Dr. Gloria Bonilla-Santiago in 2017, opened the door for an academic collaboration with the Universidad Nacional de Asuncion (UNA) in Paraguay that has now evolved into a major initiative aimed at addressing issues of equity, ethics, transparency, and social justice in Paraguay.

Working with UNA academic leadership, the central emphasis has been on strengthening and positioning the university as a key driver of solutions to Paraguayan society. At the core of our work at the UNA is the strategic development of the University's three pillars – academic management, research, and social engagement. A Memorandum of Understanding (MOU) has been executed providing for a fluid exchange of academic collaboration between Rutgers University and UNA.

This work has attracted the attention of US Government entities working in Paraguay, including the US Embassy and USAID. They see the UNA as a major driver of development for the entire country, addressing issues of ethics and Rule of Law, curtailing corruption, and addressing equity and inclusion.

In June 2019, the US Department of State through the Embassy in Paraguay provided a grant to fund an international conference:

The Future of the New University in Paraguay: Towards a New Vision for Higher Education.

The conference attracted a wide range of stakeholders all joined by the collective interest in strengthening the Higher Education system and its future of the university system as a leader in driving societal change. Over 800 people attended the opening plenary sessions, and over 200 people participated in the working roundtables. The conference sparked new conversations around the concept of rule of law and citizenship participation, and explored the relationship between university and society as a driver for change.

Stemming from these collaborative beginnings, the CLC is proud to announce that we received a \$3 million grant from USAID to support the development of the Higher Education Center on Equity, Ethics, and Transparency (HECEET) at the UNA. The HECEET will serve as the first national higher education anchor to address issues of transparency, equality, and ethics through capacity building in the country. It will serve as a national resource for reaching critical sectors in the country, including university faculty and academic leadership; university students; young professionals; k-12 teachers and students in primary and secondary education; government officials and policy makers; public and elected officials; and marginalized citizens who are disconnected from government and underrepresented. As the premier higher education institution, UNA will house this initiative and is positioned to become an institutional beacon for strengthening civil society, promoting Rule of Law, and transforming society.



Working with the academic leadership at the Universidad Nacional de Asuncion, the overall emphasis has been on strengthening and positioning the university as a key driver of solutions to Paraguayan Society.



GLOBAL IMPACT: CUBA



Partnership with University of Habana-Cuba and Rutgers University Comes to Life at the Annual International Conference

Through an 18 year Rutgers University partnership with the University of Habana-Cuba, over 300 scholars and artists have sustained collaborative research and scholarship addressing five overarching thematic areas: Community Development and Entrepreneurship, STEM Fields, Population Health, Arts and Humanities, and Law and Constitutional Issues. This partnership has allowed Rutgers University and the University of Habana to engage in a fluid academic exchange between faculty and students at both universities.

This collaborative relationship comes to life each year at an annual **Rutgers University and University of Habana Collaboration Conference** that brings Rutgers faculty together with their Cuban counterparts to discuss topics ranging from community development and social policy to STEM and biomaterial sciences, to the arts and much more. The 2019 conference combined meetings and small working group deliberations to explore new opportunities for stronger networks of collaboration. The conference opened with a general plenary session featuring academic leaders from all of the engaged institutions with the exchange as they discussed “The Role of Universities in Impacting Global Wellness as Anchors of Change.”

On the second day, Dr. Eusebio Leal Spengler, the City Historian and innovator behind the Old Habana Restoration Initiative, served as the Keynote Speaker and discussed the effort to transform Old Habana through a focused, multi-disciplinary strategy that builds on the important elements of sustainability, citizen engagement and participation, historical preservation, and authenticity. He was honored with a Lifetime Achievement Award and was presented with a Citation on behalf of Rutgers University and President Robert Barchi for his lifelong contributions to transform Habana Vieja .

A series of smaller sessions were offered based on thematic interests:

- Best Practices in Community Development in Rebuilding Cuba through University Partnerships
- Mental Health Shared Learning and Digital Narratives
- Social Policy in Cuba: Challenges and Opportunities
- STEM Based Innovation: Environment, Agriculture, Information Technology and Eco-Tourism
- Models for a Sustainable Economy in Cuba
- People and Places: Art as an Engine for Community Development
- Relationships and Constitutional Process in the United States and Cuba

Throughout all the sessions and activities, there was a common agreement about the elements that have made this partnership effective and sustainable: consistency, a focus on concrete projects, courageous engagement, integrated and multi-disciplinary emphasis, shared interests, a high level of commitment and reciprocity, and a deep sense of responsibility for helping shape the formation of a new generation of scholars and practitioners.

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The partnership has allowed Rutgers University and the University of Habana to engage in a fluid academic exchange between faculty and students at both universities.



At the 5th Annual Conference, Dr. Bonilla-Santiago was honored with the Honoris Causa by the University of Habana for her long-term contribution to establishing and sustaining academic ties between Rutgers University and the University of Habana as well as for her work to develop and lead efforts to provide access and support to those in vulnerable communities, particularly the LEAP Academy in Camden, New Jersey.

CUBA PARTNERSHIP ANNUAL INTERNATIONAL CONFERENCE, continued



The 2019 conference, entitled “The Evolving of a New Economy, Science, and Society of Cuba: Challenges and Opportunities,” coincided with 500th Anniversary of the City of Habana and for the first time brought together Rutgers and Cuban scholars to the grounds of the University of Habana for academic discussions that span the gamut of topics of common interest including:

Universities as Anchors of Local Development featured presentations from top academic leaders including: Dr. Miriam Nicado Garcia, Chancellor of University of Habana; Dr. Luis Alberto Pichs, Rector of the University of the Medical Sciences of Habana; Dr. Michael Palis, Provost of Rutgers-Camden; Dr. Brain Strom, Chancellor of Rutgers Biomedical and Health Sciences; and David Lopez, JD, Co-Dean of the Rutgers School of Law.

A New Political Era: US and Cuban Relations featured scholars from both Cuba and the US discussing the ongoing political relationship between the United States and Cuba in light of President Trump’s policies.

Digital and Internet Access discussed new ideas for accessible, efficient and affordable technology options.

Sustainable Local Community Development: Environment, Climate Change and Resiliency in Society and the Economy featured multidisciplinary scholars working on projects locally.

The Cuba and US Health Systems brought together academic leaders for both countries to discuss viable models for addressing health challenges and disparities.

Materials Science: Nano Science and Technology provided the opportunity for scholars to discuss projects in which they are already collaborating in STEM areas.

Social Inequalities: Education, Policy, Civil Society and Entrepreneurship addressed issues of workforce development, the sustainability of emerging industries and economies and the preparation of people for the demands of a new Cuban economy.

A Day of the Arts and Culture closed the conference with artist joining in for a day where artistic expressions were highlighted and celebrated.

Two Major Outcomes from the Conference

- Signing of the first MOU between the Medical School of Habana and Rutgers Biomedical and Health Sciences to engaged in research and faculty exchanges
- Invitation to publish the best papers presented at the conference in *The First 500 Years* academic series, as part of the University of Habana Academic journal .



CUBA



Highlights of Faculty Research Collaborations and Publications

Dr. Amy Savage in the Rutgers Biology Department is working with chemistry professor Dr. Cristina Diaz Lopez on a research project to assess the resilience of Cuban ecological communities to multiple simultaneous drivers of anthropogenic change.

Dr. Maureen Donaghy in the Rutgers Political Science Department is working with Dr. Felix Julio Alfonso on a project focused on citizen engagement in the redevelopment of Old Habana.

Dr. Keith Green and Dr. Carol Singley from the Rutgers English Department are collaborating with Dr. Felix Julio Alfonso on a study on “The Slave and the Bishop: Briton Hammon’s Contribution to Cuban Histography”.

Dr. Gloria Bonilla-Santiago is collaborating with a team from the Faculty of Latin American Social Sciences (FLACSO) at the University of Habana on a qualitative case study and impact analysis of the “The Joy of Living” project in the Jaimanitas community, a small fishermen’s town west of Habana. The purpose is to document best practices that emerged from “The Joy of Living” Jaimanitas community and the contributions to the integral revitalization of the neighborhoods and the process implemented for community participation, using the arts as a means for community transformation. **Publication:** Bonilla-Santiago, G. (2019) A Case Study of Local Community Development and Citizen Participation in Cuba: A Comprehensive Neighborhood Transformation Approach. *International Journal of Cuban Studies*, 11(2), pp. 174-199..

Dr. David Salas, a Rutgers Professor of Chemistry is collaborating with Dr. Cristian Diaz, a Cuban chemist on a project that focuses on “The Detection and Removal of Lead Ions in Drinking Water Using Biomaterials”.

Dr. Nancy Pontes in the Rutgers School of Nursing is collaborating on a variety of programs all around population health and the application of community-based health approaches in vulnerable communities. ▶▶▶



NATIONAL IMPACT: PUERTO RICO



Successfully Forging Programmatic Ventures in Puerto Rico

Puerto Rico is a strategic priority for the transformative work of the CLC in areas of community development and academic partnerships. The political relationship of the United States and Puerto Rico continues to be at the forefront of our work with the Puerto Rican community in the US mainland and on the island. Working with local universities and NGOs, the CLC is successfully forging programmatic ventures in areas of education, workforce development, capacity building for local leadership, entrepreneurship, and public health.

A MOU between Rutgers University and the University of Puerto Rico has been executed to facilitate a fluid exchange between faculty and students of both universities. In addition, a new institutional partner – Atenas College – has been identified and work has begun in areas of mutual interest: nursing, health sciences, and workforce development. Dr. Bonilla-Santiago also leveraged discussions with the Rutgers Camden School of Nursing to co-offer undergraduate courses, certificate programs and graduate nursing instruction and training, thereby expanding graduate and doctoral programs.

Education and the opportunity to improve the quality of schools in Puerto Rico has been at the forefront of our work on the island. Working with a local NGO, Centro para Puerto Rico, and community members from a neighborhood in Sabana Llena, San Juan, PR., Dr. Bonilla-Santiago's LEAP Academy school model has been approved to create a charter school that will serve close to 700 students in one of Puerto Rico's poorest communities. The school will be called the **STEM+E Academy of San Juan** and will focus on STEM and Entrepreneurship as the core focuses for its curriculum.

Preliminary work has begun to develop a new school as a regional community hub for resiliency, professional, and workforce development that will anchor the development of a pipeline for college and careers in STEM and entrepreneurship.



Rutgers University and University of Puerto Rico leadership gather for the signing of the Memorandum of Understanding that allows for academic exchanges between the two institutions.

LOCAL IMPACT

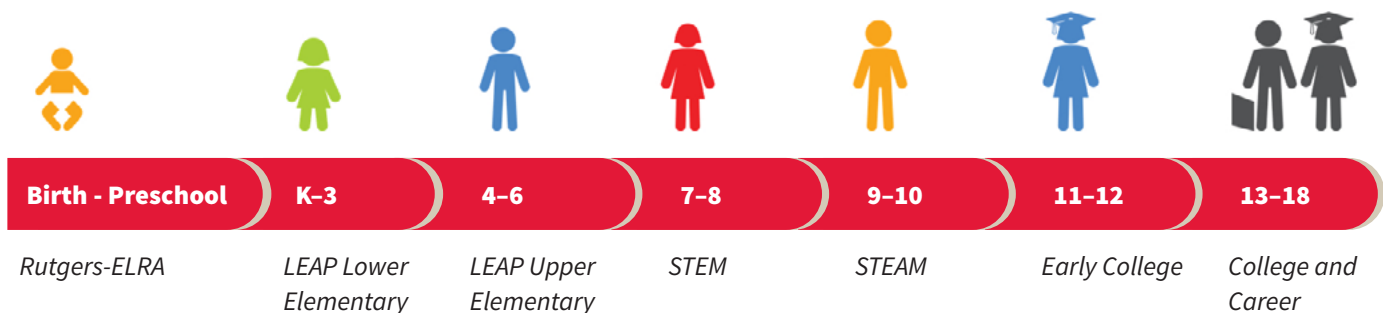


Strengthening the Educational Pipeline

The CLC has continued to propel its local impact work in Camden City and South Jersey with the expansion of a comprehensive community integrated strategy to serve children and families. The LEAP Academy University Charter School and its college access pipeline is part of those efforts. These is the result of 25 years of work and a focused investment in building an educational pipeline that supports Camden children from cradle through college and career. This investment has spearheaded the CLC's approach to community development, applied research, and practice. An important element of the CLC's local strategy and success has been to ensure that higher education institutions are partners in transitioning students to college and to the world of work. For poor families, this process begins during infancy and is shepherded through K-16 and into graduate school. Due to the collaborative efforts between LEAP Academy and its partner, Rutgers CLC, the **Early Learning Research Academy** has evolved into a successfully built platform of a dynamic educational pipeline anchored by CLC university-based Centers of Excellence targeting critical elements of sustainability, broad multi-sectorial engagement, and impact driven entrepreneurship.

THE RUTGERS CLC EDUCATION PIPELINE AS A LAB FOR LEARNING ON COOPER STREET

■ College Access Center ■ Health & Wellness Center ■ Family & Student Support Center ■ Fabrication LabParents Academy
 ■ Early Learning Research Academy ■ Research & Dissemination ■ Professional Development Institute ■ Early College partnerships



CLC ensures that higher education institutions take a more active role in transitioning high school students to college and that they continue to be connected to opportunity after completing their college coursework.

COLLEGE READINESS AND ATTAINMENT



Early College Success for First Gen Seniors

RUTGERS-CAMDEN, CABRINI, CAMDEN COUNTY, STOCKTON AND
ROWAN UNIVERSITY AND COLLEGE PARTNERSHIPS

CLC Early College Program

The Early College Program is an effort shepherded by the CLC to transform the high school senior year experience by immersing all 12th graders in an entire year of college courses at Rutgers and Rowan Universities. The LEAP Academy University Charter School's participation in the Early College Program has become an important strategy for preparing first generation students for college by increasing the number of college credits earned in high school, while also exposing students to real-life experiences in a college environment. We also engaged Cabrini, Camden County, Stockton as local universities in the dual-enrollment program with LEAP Academy University School.

In its third year of existence, the graduating seniors across the 2017 and 2018 cohorts earned over 2,400 early college credits at Rutgers University and Rowan University, for an average of approximately 21 credits per student. Many students have greatly exceeded this figure, taking an ambitious approach to their freshman, sophomore, and junior years at LEAP Academy to graduate with up to 40 early college credits. One student was able to earn 54 early college credits through a combination of the Early College Program and dual-enrollment coursework at Cabrini University, Rowan University, and Rutgers. This student's efforts were awarded with admission to several top tier institutions and he is currently continuing his studies in the field of applied mathematics at Rice University. Other LEAP Academy students have also been accepted at top tier institutions like the University of Pennsylvania, Brown University, Princeton University, Rochester Institute of Technology, University of Rochester, George Mason University, and Rensselaer Polytechnic Institute.

For Rutgers and Rowan Universities, the Early College Program has become an effective tool for recruiting students into their freshman class. In its first year of operation during the 2016-17 academic year, a dozen LEAP Academy students in the business cohort gained acceptance to the Rutgers University-Camden School of Business, accounting for over a quarter of all students in the LEAP Early College Program Business cohort. In the first two years of its existence, there were sixty LEAP Academy graduating seniors who gained acceptance to one of the three Rutgers University campuses (New Brunswick, Camden, and Newark) and twenty-nine LEAP Academy graduating seniors who gained acceptance to Rowan University. Many of these students made their decision to attend Rutgers University and Rowan University based on the intrinsic value of continuing along the path at an institution where they had already gained a substantial amount of college credits. This direct link to the world of higher education is what makes the CLC Early College Program and its accompanying dual-enrollment partnership programs so unique and effective in promoting student success.

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LEAP Students Earning Early College Credits

102	112	104
2017-2018	2018-2019	2019-2020

In its third year of operation, the LEAP Academy Early College Program continues to increase the number of college credits earned in high school, while also exposing students to real-life experiences in a college environment.

LEAP Graduates Currently Enrolled at Rutgers University Campuses

78

LEAP Alumni who Earned Degrees from Rutgers in 2018-2019

16

LEAP POINTS OF PRIDE FOR 2018-2019

The LEAP Academy Class of 2019 marks the

15th consecutive

LEAP Academy graduating cohort to achieve

100% graduation

and college placement

98.2% of seniors

completed the Early College Program
and received transferrable credits



49% of students earned
between 16-19 college credits

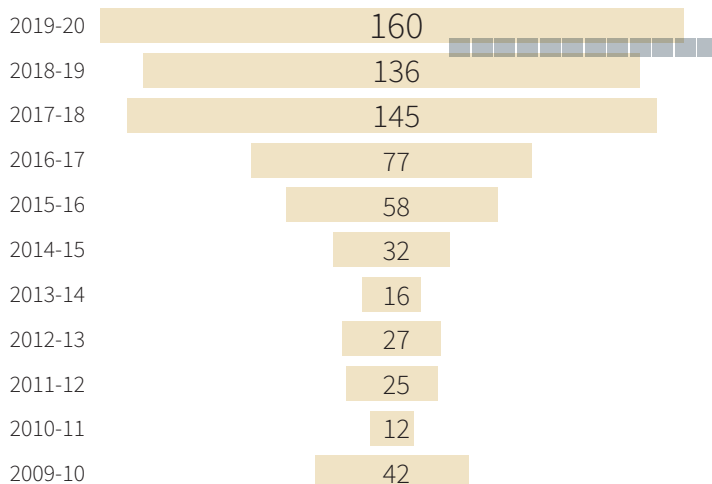
39% earned at least 12 credits

13% earned 21 or more credits

29% of all Early College Program participants
(33 students) were offered

admission to one of the three
Rutgers University campuses

Dual-Enrollment Student Participation By Academic Year



In the Spring and Fall of 2019,
LEAP Students earned a
combined total of

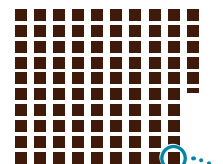
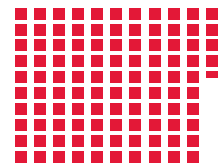
1,046 Credits

from **RUTGERS**

– and –

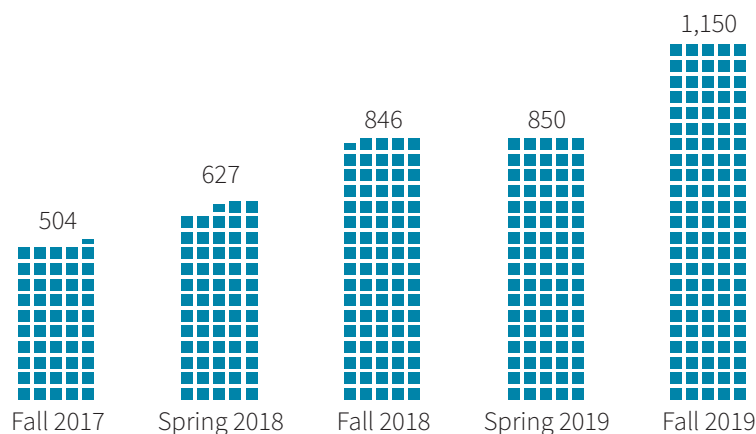
954 Credits

from **Rowan University**



represents 10 credits

Total Early College & Dual-Enrollment Credits (Total college credits earned by LEAP students)



Highlights of LEAP Alumni: Our True Measure of Success

An important aspect of the work spearheaded through the CLC is tracking and supporting LEAP graduates as they pursue their college aspirations and enter careers. Staff at the CLC are dedicated to supporting and maintaining contact with LEAP alumni. They have become the true measure of success and are an important source of evidence to support the codification of LEAP's best practices. Highlights on the accomplishments of LEAP alumni include:

LEAP class of 2010 alumnus

Jonathan Gonzalez, a graduate of the University of Rochester, recently accepted a position as a Program Associate with the Rockefeller Foundation in Manhattan where he will focus on philanthropic efforts to support urban revitalization, job development, economic growth of Opportunity Zones in cities across America.



LEAP class of 2014 Valedictorian

Destiny Bingham began her second year as a Fellow of Teach for America Program in the Baltimore Public School District while also pursuing a graduate degree from the Johns Hopkins University School of Education.



LEAP class of 2005 alumnus, 2019 Fundraising Gala Alumni Honoree, and recipient of the LEAP Alumni Trailblazer Award,

Israel Castro, is working as the Relationship Manager at Franklin Mint Federal Credit Union in Philadelphia while he completes his MBA at Drexel University, where he serves as a Business Coach and a Financial Mentor.



LEAP class of 2014 alumnus **Marco Lopez** is putting his Rutgers-New Brunswick Engineering degree to use at his new position with the Unilever Corporation.



LEAP class of 2014 alumna **Cindy Le** recently began her journey into graduate research at the University of Michigan School of Public Health, where she is focusing on Health Behavior and Health Education.



LEAP class of 2014 alumna **Deja Moore** recently began graduate studies at the Drexel University School of Public Health, where she will focus on Population Health and Public Health studies in her efforts to one day help provide quality healthcare to Camden city residents.



LEAP class of 2011 alumna **Felisha Robinson** recently completed her graduate studies at the Thomas Jefferson University School of Pharmacy, receiving her Master's in Pharmacology. She now serves as a Research Technician and Teaching Assistant.



LEAP class of 2007, **Julianna Perez**, has returned to LEAP as an English teacher in the STEM High School after completing her undergraduate degree at Brown University and earning her Master's in Education from the University of Massachusetts.



LEAP class of 2010 graduate **Melissa Edmond** officially became the first LEAP alumna to become a doctor when she completed her Doctorate of Pharmacology at the South University School of Pharmacy in Savannah, Georgia.



LEAP class of 2015 Valedictorian **Sidia Mustapha** completed her undergraduate studies in Psychology at the University of Pennsylvania. She recently accepted a position at the Center for Autism Research at Children's Hospital of Philadelphia.



LEAP class of 2015 alumna **Shalaya Lopez** completed her undergraduate work at Georgetown University, where she studied Healthcare Management and Policy. During her time at Georgetown, Shalaya traveled to Nairobi, Kenya with a study abroad opportunity where she studied Epidemiology and Public Health, gaining valuable experience that she will utilize later in her career.



LEAP class of 2009 alumnus and Howard University graduate **Robert Ransom** is now a practicing attorney specializing in public finance, corporate law, and commercial litigation after completing his law degree at Rutgers.



LEAP class of 2010 graduate **Steven Phillips** was recently named the Coordinator of Player Development and Logistics with the Philadelphia 76ers, where he will continue to utilize the Bachelor of Communication's and Master's of Management and Employee Relations degrees he earned while at Rutgers University-New Brunswick.



LEAP class of 2008 alumna and current LEAP Director of College Access **Marchelle Roberts** will graduate from the Rutgers University-Camden Master's of Public Administration program 2020, after having completed her undergraduate studies at Temple University.



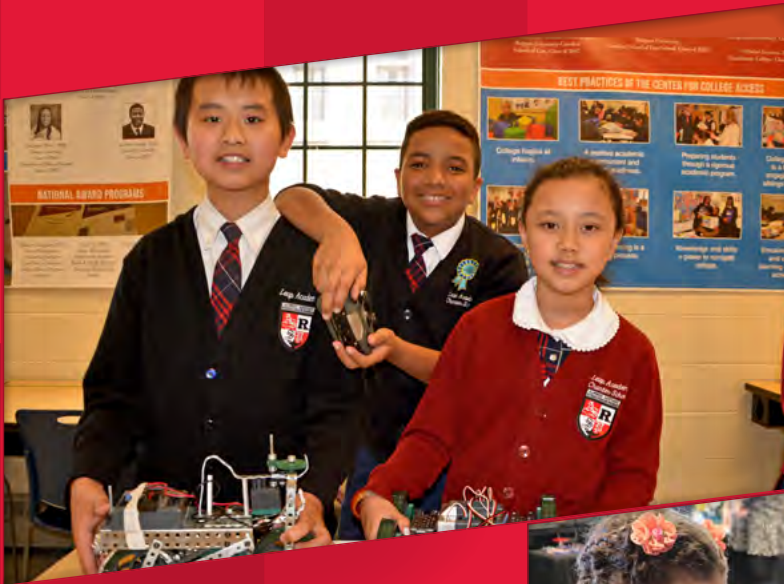
LEAP class of 2015 alumnus **Mi'Chaia Lamar** completed her undergraduate studies in Biology/Pre-Med at Howard University in Washington, DC.



LEAP class of 2012 alumnus **Omar Samaniego** graduated from Rutgers University-Camden and currently works as an Underwriting Senior Associate at Cigna. He also serves as a member of the LEAP Academy Board of Trustees.



FABRICATION LABORATORY AT LEAP ACADEMY



“Fab Lab” Delivers Across All Grade Levels

The Fabrication Laboratory, at LEAP Academy, was opened in the fall of 2012 as a component of the STEM High School. The concept originated at MIT over a decade ago and the Rutgers/LEAP partnership made it possible for Camden to have its first Fab Lab located at our school. The LEAP Fab Lab serves as a technical prototyping platform for innovation and invention, providing stimulus for project-based learning and entrepreneurship. For the LEAP community it has become a platform for learning and innovation: an open space and place to create, learn, coach, and invent.

Delivered across grade levels by utilizing a problem based/hands-on approach, students can create something needed to continue their projects. The Fab Lab not only enhances traditional teaching in STEM, but also provides students with the experiential environment that resonates so within the professional strata of these fields.

During the 2018-2019 year, the Fab Lab expanded its reach to develop programs for parents interested in developing their own products. This effort was part of a strategy to promote local entrepreneurship and business development by supporting local residents in new ventures. Using the Fab Lab as a platform for innovation, its reach is expanding to become a micro-social enterprise that now produces products that in turn generate new income to support student programs.

www.leapacademycharter.org/centers-of-excellence/fabrication-lab

Fab Lab Tackles Camden City Water Challenges with First Water Filter Patent

This year also brought the first patent for a product developed in the Fab Lab. A water filter developed by the students in partnership with Rutgers and LEAP faculty received a patent from the United States Patent and Trademarks Office. The water filter is being tested so that it can be distributed to families in the city of Camden.

Water is a critical environmental problem in cities like Camden, NJ where old pipes and accumulated environmental challenges present health issues for families and children. To fix toxic drinking water problems for the long term, Camden and other cities need to literally rebuild their entire infrastructure. Environmental health hazards such as lead in drinking water disproportionately affect communities of color and low-income areas. According to the CDC, African American children are three times more likely than white children to have elevated levels of lead in their blood.

By coming together to design the water filters, the school has found a way to engage students in problem solving through the lens of social justice. LEAP is committed to preparing its students academically as global citizens with principles of social justice. The Fab lab has a collaboration with Dr. Salas-de la Cruz, Assistant Professor at Rutgers –Camden who has been working on developing a variety of STEM projects at LEAP Academy through the Fabrication Lab. His college students have received fellowships to work at the LEAP lab. These efforts also extend to other STEM faculty as they engage in fundable projects that have a broad impact for both LEAP and Rutgers University.

We also work with Rutgers-Camden Computer Science faculty to teach LEAP students how to build robotics and learn sophisticated coding techniques to design programs.

DR. DAVID SALAS-DE LA CRUZ *Rutgers Chemistry*

Dr. Salas-de la Cruz has been working on developing a variety of STEM school-based programs at LEAP Academy through the Fabrication Lab. These efforts also extend to other STEM faculty as they engage fundable projects that have broad impact for both LEAP and the university.

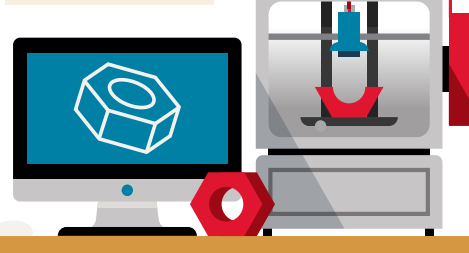
What's Fab About the Fab Lab?

1. 3D Printed Microscopes
2. Robotics
3. **Prosthetic Arms**
4. Portable & Re-Usable Drinking Water Filter
5. Cooking Oil Recycler
6. Industrial Arts
7. Capillary Planters
8. Object Builder



FabLab Equipment

3D Printers	Contractor Table Saw
Makerbot Replicator	Auto Desk Design Academy including AutoCAD, Inventor, Revit, and Sketchbook Designer
XYZ DaVinci Printers	
CNC Wood Router	
Laser Cutter	
Makerbot Digitalizer	Trimble Sketch Up
GoPro Hero	Robot C
Circuit Printers	



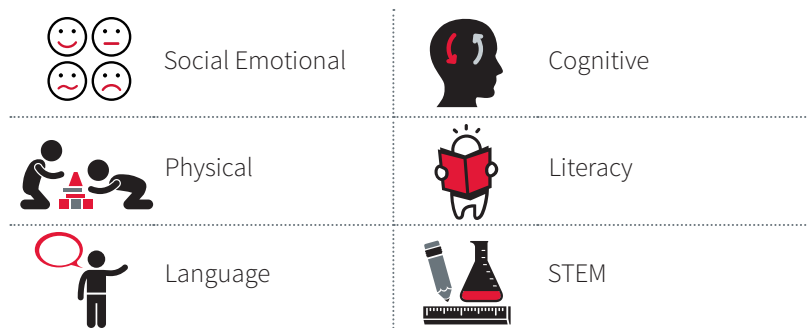
EARLY LEARNING RESEARCH ACADEMY



Investing in Children and Families from Cradle through College and Career

The Early Learning Research Academy (ELRA) continues to provide early education programs for children and families from infancy through pre-school. During 2018-2019, ELRA served 308 children. ELRA also capitalizes on the research mission of the CLC by documenting, learning and advancing research in early childhood education.

Substantial investments have been made to strengthen the instructional programs for the infant, toddler, and pre-school classrooms. By adopting two curriculums – “World at their Fingertips” developed by Bright Horizons, Inc. for infants and toddlers and “STEM Creative Curriculum” for Preschoolers – the instructional experiences for ELRA children focus on six areas of development:



Using *Teaching Strategies* as the assessment tool, teachers are trained to gather information from observations, conversations, artifacts, and more during typical daily activities. Teachers use the information to plan and individualize instruction and to monitor and communicate child progress with families and other stakeholders. Assessment information is summarized and reported at three to four checkpoints (i.e., fall, winter, spring, and summer).

ELRA By the Numbers

256	Preschoolers Ages 3 and 4
52	Infants and Toddlers
93	% Attendance Rate
17	Certified Teachers <i>All with P3 certification and 5 holding a Master's degree</i>
17	Instructional Assistants <i>All holding the Child Development Associate Certification</i>
5	Family Workers holding Bachelor's degrees
256	Home Visits to Families
140	Structured Family Visits

MISSION STATEMENT

The mission of ELRA is to enhance the future school success of all Camden children from cradle through age five by providing high-quality, research-based education and comprehensive wellness services while improving research and best practices in early childhood development and education. ELRA is the beginning of the LEAP Pipeline of Success.

HIGHLIGHTING ELRA RESEARCH PROJECTS: A LAB FOR RUTGERS FACULTY AND STUDENTS

DR. LAUREN DANIEL *Rutgers Psychology*

Dr. Daniel is working on a cross-sectional mixed methods research study to assess the needs and knowledge of a sample of families at ELRA. This work will inform future research endeavors to understand longitudinally the relationships between and among sleep, school readiness, and early behavioral intervention. Dr. Daniel and her students are collecting qualitative data from families of children ages 1-3 at ELRA, as well as from their teachers.

DR. RUFAN LUO | *Rutgers Psychology*

Dr. Luo is working on a longitudinal design to understand how children's language experiences in dual-language classrooms relate to their dual-language growth. Using ELRA as a research site, Dr. Luo observes and analyzes how children develop dual-language skills from teachers, peers, and families.

SERVICE LEARNING



120 Rutgers College Students Conduct Service Learning at CLC Community Lab

CONNECTING SERVICE TO THE CURRICULUM WITH CUSTOMIZED EXPERIENCES

This year, 120 Rutgers-Camden students engaged with the CLC Community lab in a variety of academic opportunities through internships, scholarships, work-study, and applied courses. These experiences provide students with the opportunity to develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical thinking, and problem-solving.

Jump Start

Through the CLC's on-going partnership with JumpStart AmeriCorps 66, undergraduate Rutgers students are placed in pre-school classrooms. Annually, undergraduate students provide 300 hours of service throughout the full school year and earn a federal work-study award or academic credit while gaining valuable experience helping to build young children's literacy and social skills. At the completion of the program, students earn a \$1500 award to defray their educational costs.

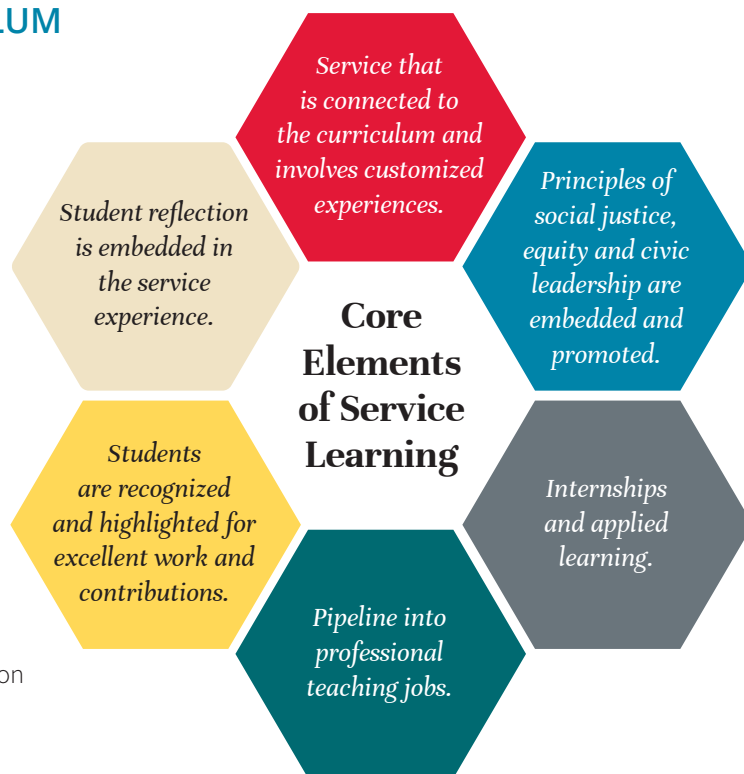
Academic Internships

The CLC hosted graduate and undergraduate students in internships as part of applied course work or to fulfill degree requirements. This year, 28 students participated through the following opportunities:

- CLC Graduate Project Based Internships
- Early Learning Research Projects
- Literacy Practicum Course
- Social Work Field Placements
- Research Fellows working on a variety of research projects
- Teaching Practicum and Student Teaching

CLC – Young Education Scholars Institute

Through the YES Institute, the CLC engaged 26 Rutgers students to work as tutors with our partner school, LEAP Academy University School. The focus of our tutoring program is on mathematics and English language skills, as well as specialized tutoring support for our Early College programs in the sciences, history, and business coursework. Tutors help students understand assignments, explain key concepts of course materials, offer feedback and encouragement, and share appropriate resources. They work in a classroom setting alongside a teacher to provide immediate support and small group assistance to students who need extra help.



This year, 120 Rutgers-Camden students engaged in a variety of academic opportunities through internships, scholarships, work-study, and applied courses.

RESEARCH STUDIES

Graduate and Doctoral Student Research

The CLC has become an important resource for doctoral students working on dissertations. The following are highlights of students that have completed their doctoral dissertations at the CLC:

Dr. Wendy Osefo used the case study method to examine how socio-economic class shapes parental engagement in child learning and in schools. Her study contributed to existing knowledge about how schools and poverty account for the influence of class on parental engagement. Dr. Osefo is now a faculty member at John Hopkins University.

Dr. Matthew Closter researched how universities transform educational environments by developing schools to revitalize neighborhoods and establishing birth to college pipelines for students and families. His qualitative comparative case study focused on LEAP Academy University Charter School, established by Rutgers-Camden in Camden, NJ, and the University Park Campus School, established by Clark University, in Worcester, MA.

Doctoral Research Pending Dissertation Defense

Wanda Garcia is working on her dissertation, “The History of the Charter School Movement in New Jersey: A Policy Case Study about Disruptive Change in Public Education.” The purpose of her study is to explore the history of the charter school movement in New Jersey and explore the contexts, actors, strategies and drivers behind the movement, policy, and political outcomes that resulted in passage of charter school law in New Jersey.

Yosmeriz Roman is working on redefining the factors that influence first generation Latino student retention. In order to do so, she is taking a deep look into the state funded Educational Opportunity Fund program in New Jersey and its influence in First Generation Latino student retention at each of the three Rutgers University Campuses in New Jersey.

Scholarly Programs

The CLC sponsored three important programs that brought a diverse group of community and university constituents to our campus to engage in dialogue on salient issues:



A Year After Maria: Current and Future Challenges in Puerto Rico

October 15, 2018



The Role of Women Entrepreneurs in Local and Global Community Development

March 14, 2019



The Challenge of Energy Sustainability at the Local, National and Global Levels

December 11, 2019

DEVELOPMENT AND FUNDRAISING

Ensuring Sustainability

With an annual budget of \$5 million, the CLC has proven to be effective in sustaining a successful business strategy. Funders of the CLC include both regional and national foundations and a variety of technical and service contracts. Additionally, the Early Learning Research Academy continues to generate funds by assisting families with obtaining governmental support and creating self-pay options. To ensure long-term sustainability of the CLC, three endowed funds have been established.

- Rutgers University Alfredo Santiago Endowment Fund: Principle 3 million/ Disbursed in 2018-2019: \$113,000 to support scholarships for LEAP alumni attending Rutgers University
- Morgan Foundation Endowed Fund: \$1,537,622/Disbursed in 2018-2019: \$11,793 to support general operations of Infant and Toddlers Programs at the Early Learning Research Academy
- The Sila Calderon Fund: \$126,163/ Disbursed in 2018-2019: \$4,991 to support graduate fellows

Donor List 2018-2019

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