



RUTGERS

Community Leadership Center
Camden

Annual Report 2019-2020:

Innovation in the Face of Adversity

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CAMDEN, NJ

Global Reach: Overcoming Obstacles

Globally, corruption, unethical behavior, and inequity represent major obstacles to achieve meaningful democracy, economic wealth, and well-being for everyone. Additionally, in the past year, three crises have emerged that stand in the way of progress and prosperity: a global pandemic that has impacted all sectors of society; inequality and lack of social inclusion that marginalizes entire population sectors, and an economic recession that is having a devastating impact on millions.

Through it all, Rutgers CLC has continued to engage in meaningful work across the globe to combat these combined forces. Our partnerships in Paraguay, Cuba, and Puerto Rico continue to yield positive results and transformative change. In all areas, we are on the cusp of the emergence of democratic societies where participation, partnerships, and the Rule of Law are anchors for progress.



PARAGUAY

RUTGERS-CAMDEN COMMUNITY LEADERSHIP CENTER

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A Message from the Director

Dear Friends, Colleagues, Partners, Funders, and Constituents,

We are pleased to share our 2019-2020 Annual Report that highlights the work spearheaded by the CLC locally as well as globally. This year has presented profound challenges on multiple fronts. An unprecedented global pandemic and the rise of calls for social justice and equity in the United States have shined a new light on the importance of the work we are doing to promote equity both globally and locally. As we continue to work to build effective leaders, we are also working to transform our own institutions to become better stewards and promoters of a society that is ethical, equitable, and just. COVID-19 has impacted all sectors of society and presents tremendous challenges to human health and wellness, education, and the role of government. This global pandemic brings to light the imperative for institutions of higher learning, the government, private sector, and civil society to redefine their roles and patterns of engagement to preserve the “common good” as a fundamental priority for nations. Universities are at the epicenter of this pandemic as institutions of higher education are called to capitalize on their missions as engines for innovation, research, capacity-building, and solution-generation.

This pandemic urges us to explore our collective needs and exchange perspectives about the most effective strategies for stabilizing communities and allocating resources to the most vulnerable populations in our countries, while also strengthening the principles of ethics, equity, and transparency as drivers of large scale transformation. In the face of a global pandemic, CLC identified new ways to deliver on its mission statement and took bold steps to deliver programming in new, untested ways. I am proud to say we achieved remarkable results. Globally, we transitioned all programs in Paraguay to virtual platforms, conducted a virtual conference, and launched our first EET Certificate Program. Locally, our early childhood programs and our partnering LEAP Academy transitioned to an all-virtual instruction modality. We have learned a great deal from those experiences and have come to the realization that technology is a new frontier for connecting people and staying faithful to our institutional purpose. In the face of adversity, CLC seized the opportunity to try new approaches.

We learned to re-imagine, re-energize and to re-think our work quickly. Through this pandemic we learned to reduce class size, adjust class schedules to do intermittent closings when necessary, conduct online celebrations to keep students and families engaged, communicate effectively with families, teachers, and students and redesign bus schedules to distribute food to children and families, extend online and in person teaching and learning into longer dates, weekends options, evening, and summer specials for those students who are struggling.

Our daily crises management became very useful to our modus operandi of planning with a focus on short term responses and they extended to long-term planning. We met daily to meet immediate needs. To address the digital divide challenge, we distribute computers to all families in need, trained teachers on a new remote and in person schoology modality platform, we conducted daily delivery of meals to hundreds of families, and led personalized communication with the instructional team regarding daily teaching and learning strategies. However, the rush to closures and daily disruptions caused by Covid-19 have underscored the importance of Equity, ensuring that all students needs are been met. Remote learning is difficult and tedious for everyone and if you don't have the right technology, access to WIFI or an adult supervising instruction, the job of a teacher becomes almost an impossibility. Our Family Support unit equipped with trained social workers supports families and children with a **‘whatever it takes’ mentality**. This includes visiting homes to fix computers, supporting instruction and supervising teaching and learning, delivering meals, and working one-on-one with families. This mentality has made all the difference for kids and teachers. We celebrate the staff that has gone out of their way to do the right thing. The new skills we have built will continue to propel our work forward.

Sincerely,

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



“In the face of adversity, CLC seized the opportunity to try new approaches. The new skills we have built will continue to propel our work forward.”

PARAGUAY: HECEET

Leadership Certificate Program on Ethics, Equity, and Transparency (EET) pilot cohort
(see p.8 for full story).



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Rectora,
Universidad Nacional de Asunción



Yonny Álvarez
Director General de Proyectos del Rectorado, Universidad Nacional de Asunción



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Secretario General del Rectorado, Universidad Nacional de Asunción



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Jefe del Departamento Técnico Pedagógico INAES



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Constantino Guefos
Decano de la FACEN, Universidad Nacional de Asunción



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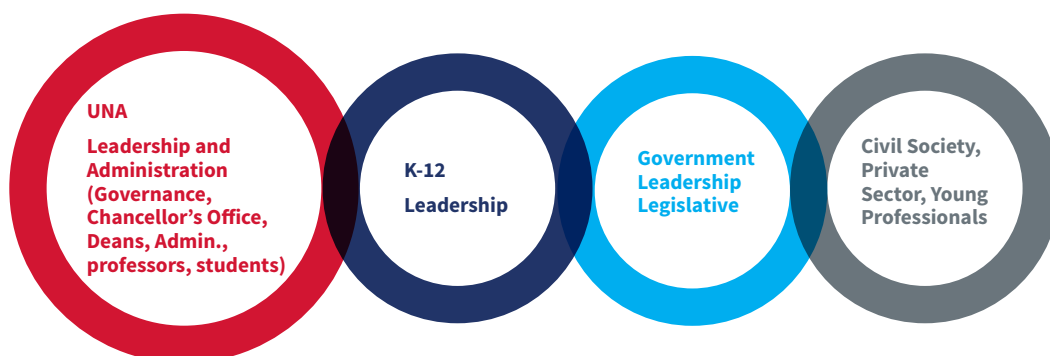


Rossana Zalazar
Docente y Auditora General del Rectorado, Universidad Nacional de Asunción



Ofelia Yegros
Directora Ejecutiva, El Centro de Estudios Ambientales y Sociales-CEAMSO

A multi-sectoral and comprehensive strategy to strengthen ethics, equity, and transparency and combat corruption



Higher Education Center for Ethics, Equity, and Transparency (HECEET)

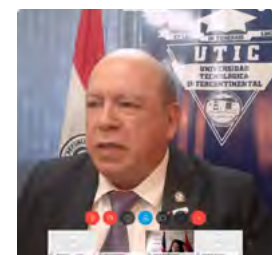
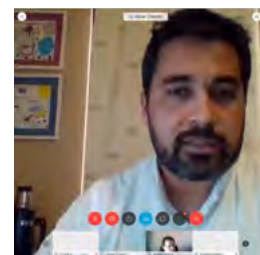
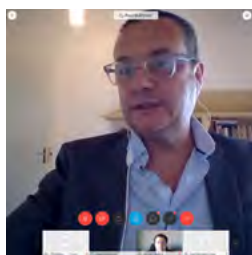
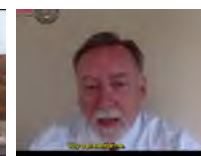
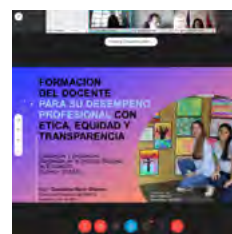
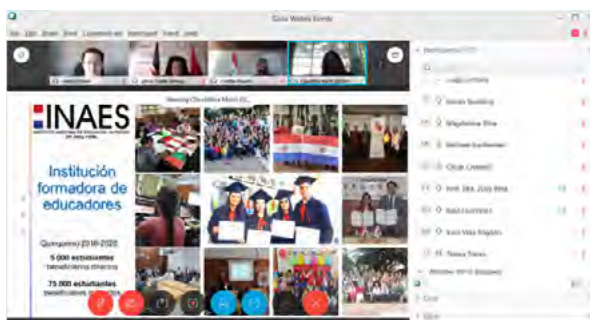
Funded through [USAID](#), CLC launched the first Higher Education Center for Ethics, Equity and Transparency (HECEET) in Paraguay, a change effort that utilizes ethics, equity, and transparency as our tools against corruption to strengthen the rule of law and promote a culture of lawfulness in Paraguay. This project was developed through a partnership between Rutgers University and [Universidad Nacional de Asuncion \(UNA\)](#). The HECEET spearheads a comprehensive educational training and capacity building initiative for Paraguay targeted at public, government, legislative officials, young professionals and students, K-12 school leaders, and Higher Education Leadership, including the UNA and the Chancellor's Office. The initiative focuses on strengthening Paraguay's capacity to build and sustain public structures that are grounded on transparency, ethics, and equity in Higher Education and in other governmental institutions.

At the core of the HECEET's work with the UNA is its aim of ensuring the university becomes the epicenter for the promotion of a culture of lawfulness and EET values and practice, while it continues its journey toward self-reliance. Our initial work has been incremental, with Year One devoted to building trust among all partners while identifying organizational and academic areas that are prime for incorporation of EET values and culture.

During the first year, we have worked on discovery, planning, and building a foundation for collaboration. These processes are essential for building the kind of platform that can result in true progress and dynamic change within the UNA and our target sectors. Major innovations were advanced to create systemic and societal change through a strengthened and vibrant UNA and the cultivation of EET Ambassadors through the EET Certification Leadership Program. We also launched new efforts in areas of EET research and engagement of governmental, education, private, and third sector organizations.



During the first year, we have worked on discovery, planning, and building a foundation for collaboration.



Leadership Certificate Program on Ethics, Equity, and Transparency (EET)

The Leadership Certificate Program on Ethics, Equity, and Transparency developed this year serves as the cornerstone of CLC's work in Paraguay to address structural and capacity building solutions in the field of ethics, equity, and transparency. This initiative focuses on strengthening Paraguay's capacity to build and sustain public structures that are grounded on transparency, ethics, and equity in Higher Education and in other public institutions.

FIVE ZONES OF PRACTICE PROJECTS WERE IDENTIFIED:

1. Leadership development for ethics, equity, and transparency in K-12 education.
2. Youth and Women: Gaps in access to elected positions.
3. Strengthening UNA's culture toward transparent management.
4. Are we corrupt in everyday life in Paraguay?
5. Higher education certificate programs for political/elected officials and senior public administration managers with an emphasis on EET and culture of lawfulness.

Participants were selected through a highly competitive process from various multidisciplinary and diverse sectors including K-12, government and legislature, young professionals from the private sector, and higher education. They will engage in a two-module, four-day experience led by qualified professionals from Rutgers University, UNA, and the Center for Creative Leadership. The training will provide participants with a mix of experiences that range from self-awareness and values clarification to organizational and systemic EET practices that go beyond a Code of Ethics and strengthen the moral behavior of leaders.

The pilot cohort consists of 24 Ambassadors that will be trained to champion the work throughout the remaining two years. Upon completion of the pilot, certificate programs will be conducted with 18 additional cohorts, for a total of 432 ambassadors who will return to their respective organizations and communities and apply the skills learned.

While the global pandemic necessitated a move from in-person training to virtual, the Leadership Certificate Program continued unabated in its effort to develop the next generation of ethical leaders.

YEAR 1 BY THE NUMBERS:

- EET Ambassadors Trained: **25**
- New Partners Engaged with HECEET: **8**
- UNA Faculty Engaged in Research Projects: **11**
- Applications Received for the EET Certification Program: **220**
- Focus Groups Held: **6**
- Publications Shared with the Public: **1**
- Research and Community Projects Underway: **16**
- Registered Participants in First Forum: **414**
- UNA Innovations/Reforms Agreed to or Underway: **5**

CASE STUDY:

New Challenges Present New Opportunities

When the global pandemic forced our world to meet virtually, CLC discovered a new opportunity to expand its reach. Over 400 people registered on June 17, 2020 and joined the First Annual Higher Education Center for Ethics, Equity, and Transparency (HECEET) Webinar – A Call to Action to Construct a New Paraguay. This forum gathered university and public sector leadership and talent from Paraguay and the United States to create a sustainable collaboration for sharing important and innovative research projects and experiences around the topics of ethics, equity, and transparency and to address how public leadership and Higher Education Institutions are driving forces of change to address problems of corruption that affect all societies. Attendees were provided the opportunity to interact, disseminate, explore, inform, empower, and engage with academics and experts from Rutgers University, UNA, and Paraguay's public, private and NGO sectors. Through this forum and the HECEET project, we will continue to maintain open channels for exchange between Paraguay and the United States at the university, public, and private sector levels.

June 17, 2020: "Ethics, Equity, and Transparency Webinar: A Call to Action to Construct a New Paraguay" (Online Forum)

April 24, 2020: "Science Collaboration as an Opportunity for the US and Cuba: A Case for Addressing the COVID-19 Pandemic (webinar)"

December 11, 2019: "The Challenge of Energy Sustainability at the Local, National, and Global Levels"

Building Capacity through Scholarship and Collaboration

As a higher education-based Center, the HECEET is working with the academic leadership of UNA to further engage faculty and students via five programmatic strategies:

1. Incentivize the engagement of faculty in research projects that address EET
2. Encourage the development and/or enhancement of EET courses
3. Increase faculty publications and research related to the field of EET
4. Promote academic exchanges between Rutgers and UNA faculty and students
5. Promote annual EET scholarly events that include forums, symposia, and annual showcases of academic work and research initiated by UNA faculty.

A Call for Research Proposals was issued in an effort to identify and develop programs that will enhance the academic quality and reputation of the university, improve teaching and learning around EET, strengthen scholarly research and creative achievement, and promote the engagement of faculty and students in achieving the goals of the HECEET.

It is anticipated that accepted projects will position UNA as a national leader in interdisciplinary teaching and research of ethics, equity, and transparency. Further it is expected that the new courses and publications developed through this process will enhance the discussion, reflection, and application of ethical and equity standards and public responsibility among all students. Grant recipients will have the opportunity to collaborate with a Rutgers Faculty Coach who will provide guidance and support.

In an effort to capitalize on the partnership with Rutgers University, a core group of Rutgers faculty members has been selected to be paired with UNA faculty engaged in projects to collaborate and maximize research productivity.

WINNING UNA RESEARCH PROJECTS



Faculty Mentor
Patrice Mareschal,
Associate Professor
of Public Policy and
Administration

Juana Elisa León de Ramos, Faculty of Veterinary Sciences | *Reduction of Animals in the Streets with Shared Responsibility in an Ethical, Equitable and Transparent Framework in the City of Concepción*

Gladys Mercedes Estigarribia Sanabria, Faculty of Medical Sciences
Evaluation of an educational strategy on Ethics, Equity, and Transparency in the educational community of Santa Rosa del Aguaray

Santiago David Toledo Núñez, Faculty of Nursing and Obstetrics
Municipal Management Oriented to the Care of the Elderly with Ethics, Equity and Transparency



Faculty Mentor:
Kimberlee Sue Moran,
Associate Teaching
Professor & Director of
Forensics

Maria Soledad Meza Vera, Faculty of Dentistry
Obtaining Human Teeth for Teaching Dentistry: Creating Ethical and Transparent Processes



Faculty Mentor:
David Salas-de la Cruz,
Associate Professor of
Chemistry

María Laura Quevedo Fernández, Faculty of Agricultural Sciences
Planning for Forest Landscape Restoration: A Case for Gender Equity



Faculty Mentor:
Maureen Donaghy,
Associate Professor of
Political Science

Federico Vargas Lehner, Faculty of Agricultural Sciences
Equity, transparency and resilience in vulnerable settlements

Aida Lucía Maidana de Zarza, Faculty of Nursing and Obstetrics
Finding Incentives for the Permanence of the Native Student in Nursing and Obstetrics Careers



Faculty Mentor:
**Mentored by
Nancy Pontes**
Assistant Professor of
Nursing

Gloria Ortiz, Faculty of Nursing and Obstetrics
Prevention of adolescent pregnancy: a shared ethical responsibility for the sexual and reproductive health of the population

Hector Leguizamón, Faculty of Philosophy
Obstacles and Alternative Solutions for Gender Equity in Vulnerable Populations



Faculty Mentor:
Maria E. Solesio
Torregrosa, Assistant
Professor of Biology

Pablina Rodríguez Fernández, Faculty of Nursing and Obstetrics
Improving Public Health and Quality of Life as a Mechanism for Increasing EET
Marta Antoliana Lara Núñez, Faculty of Veterinary Sciences
Ethics, equity and transparency in the virtual modality of higher education

CUBA: Collaboration



Though plans for an in-person conference were placed on hold due to the COVID-19 pandemic, CLC was still able to host an on-line webinar featuring Dr. Luis Alberto Montero Cabrera, a professor at the University of Havana. “Science Collaboration as an Opportunity for the US and Cuba: A Case for Addressing the COVID-19 Pandemic” addressed the potential advantages of a collaboration between Cuba and the United States in the field of science to advance our understanding of various areas of study. Nearly 200 people attended the webinar which was held on April 24, 2020.

Cuba – Rutgers University and University of Havana Research Collaboration

This research collaboration continues over a decade of work in cultivating academic opportunities for partnerships grounded on academic and scholarly interests. Dr. Gloria Bonilla-Santiago, Rutgers Board of Governors Distinguished Service Professor, has been leading these partnership efforts, and in the process, was able to create opportunities for Rutgers students and faculty to visit Cuba and collaborate with selected faculty on study abroad projects; study trips; visits to local development projects; and collaboration with scholarly presentations in international conferences.

Five broad themes provide the potential for multi-disciplinary interest and are all directly linked to larger societal priorities for sustainability in both countries:

- Urban Policy and Community Development
- STEM (Science, Technology, Engineering, and Mathematics) (including Computational Science and Environmental Science)
- Arts and Humanities
- Population Health
- Law and the Economy

Research Publications on Cuba

Work on a research publication continued throughout the year, culminating in a full special edition in the Journal of the University of Havana: Vol. 8, Special Issue, 2020, Social Development Studies: Cuba and Latin American Journal. The publication includes four years of joint work between Rutgers and University Havana faculty including:

“Sustaining an Educational Pipeline in Urban America: A Case Study of Community Development Through University Partnerships” by Gloria Bonilla Santiago

“Addressing Health Equity and Patient Safety through Innovative Holistic Spanish Education for Nurses and Health Professionals” by Ana M. Laguna and Nancy M. H. Pontes

“Community Intervention in Context: Gender-Based Violence, Inequality, and Intervention in the United States and Cuba” by Victoria Chase and Sara Plummer

“Redevelopment in Old Havana: The Master Plan and Achieving Equitable Resilience” by Maureen M. Donaghy and Tara Carr-Lemke

“Mental Health in Cuba and the United States: Shared Learning” by Shiela J. Linz and Alexis Lorenzo-Ruiz

Learn more about joint research publications at

<http://www.revflacso.uh.cu/index.php/EDS/issue/view/27>



Studying Jaimanitas

A highlight of our work this past year in Cuba is the research we have done regarding Jaimanitas. This former fishing village near Havana has been transformed into an extravaganza of public art thanks to famous Cuban artist Jose Rodriguez Fuster. Our research project, titled “The Joy of Living in the Jaimanitas Community: Best Practices of Community Art Engagement,” explores twelve Fusterlandia sites and the impact they have in overall community development in Cuba as a transitioning country. Under this qualitative study, researchers conducted interviews, gathered neighborhood observations, organized focus groups, documented, and assessed the project and the impact it has left on the community. Assessment of this case study utilizing the community capitals framework will tell us the story of transformation within the Jaimanitas community, provide new insights into community-based art, and divulge best practices.

PUERTO RICO



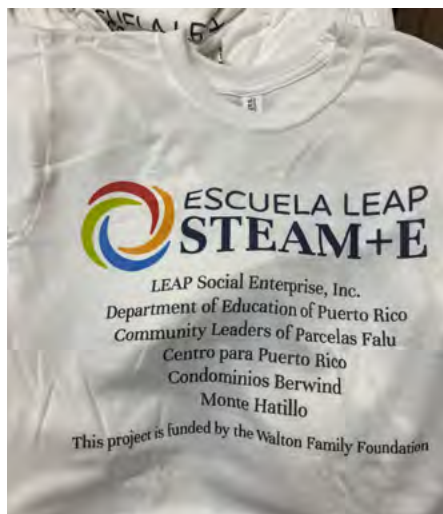
Dr. Santiago is spearheading the efforts to establish the STEM +E Academy of San Juan, a charter school that will serve students from K through 12th residing in Sabana Llana, one of the poorest areas on the outskirts of San Juan. The academic focus for the proposed school is Science, Technology, Engineering, Arts and Mathematics (STEAM) with integration of entrepreneurship skills, as the school will channel its resources and priorities toward preparing students to develop the motivation and academic competencies for thriving in these disciplines and engage in developing innovative businesses and applications. The school plans to integrate these disciplines using applied learning through a curriculum that integrates STEAM with project-based learning and access to a Fab Lab (Maker's Space). The school integrates an Early College component starting in the 10th grade where students will take college level courses through a Dual Enrollment component that will result in students earning at least 30 college level courses.

The school has received approval from the Puerto Rico Department of Education under the island's Escuelas Alianza legislation (charter school law) and has already secured a site.

Collaboration with Puerto Rico Department of Education and the Sabana Llana Community in Puerto Rico

Opening in the Fall 2021, the STEAM+E Academy of San Juan will serve cohorts of students from grades K-12. It will begin serving 60 students per grade level in Year 1 with grades K-9 and will implement a growth model that adds grades 10-12 in years 2-4. Classrooms will be capped at 20 students per classroom to keep small class size that guarantees individualized instruction to students.

An integrated catalyst for social change and economic development, the STEAM + E Academy will integrate an educational pipeline that sustains students from K through 12th with a facility that will serve as a community hub for development and resiliency.



A RECKONING:

Innovation in Education

The twin forces of the global pandemic and increased calls for social justice in the United States have compelled CLC to redouble our efforts to promote equity in our community here in Camden. By cultivating new approaches and embracing new methods, CLC continues to propel our children along their educational trajectory.



Early College Program

This year was the third year of the Early College Program, which transforms the high school senior year by immersing all 12th graders in a year of college courses at Rutgers and Rowan Universities. The LEAP Academy Class of 2020 ascended to new heights of college credit attainment through LEAP Academy's growing stable of partnerships with higher-education institutions. Through the Early College Program, our students take advantage of dual-enrollment opportunities to save valuable time and money while getting a head start on their college career.

While there are more the 300 public early college high schools across the country, the LEAP Early College Program is unique. The Founder of LEAP Academy, Dr. Gloria Santiago, effectively leveraged her role as a full professor at Rutgers University to establish a collaboration that aligns a K-12 system with institutions of higher education as a seamless education trajectory. The LEAP Academy embraces the slogan "college begins in pre-school."

This year, the LEAP Early College is being examined by researchers as a case study utilizing a Mixed Methods approach to explore quantitative student attainment data in tandem with interviews, surveys and focus groups on the topic. This analysis allows the CLC to explore the impact of the program on three full cohorts of high school seniors enrolled in college courses from 2017-2020.

Early findings of the study indicate the program has shown tremendous benefits for students, parents, and hosting HEIs. Best practices that can be replicated and upscaled in other communities were identified. Some of these key characteristics have been at the very core of the success of the LEAP Academy Early College Program.

1. A program that grows from a K-12 system that places college readiness and attainment at the core of its curriculum and focus of its teaching and learning strategies.
2. Higher education partners that are invested in the school and part of the school's governance.
3. A high school program that is organized in Academies, such as Business, Social Sciences/Humanities, and STEM.
4. An alignment of the entire high school curriculum to lead to full college immersion by 12th grade.
5. Collaboration with HEI faculty in the form of certified teachers that serve as recitation leaders to provide support and academic reinforcement.
6. An Early College Program Director that serves as the senior advisor working with all seniors on the process of applying to college, securing scholarships, and making the transition from high school to higher education.
7. A partnership with a scholarship program like the Rutgers Alfredo Santiago Scholars Program that provides tangible celebration of academic success and develops motivation and commitment from students.
8. A financial model that includes reduced tuition for courses with costs built into the school's operating budget.



LEAP by the Numbers

Sixteenth consecutive year of **100%** graduation and college admission

\$4.2 million in academic and merit-based scholarships awarded to Class of 2020

10 LEAP students earning the State Seal of Bi-literacy

Camden County Best in Class Awards presented to LEAP graduates for **16** consecutive years

20 LEAP STEAM students participated in the LEAP Advocacy Institute where they learned about the importance of civic engagement



LEAP Academy

LEAP (Leadership, Education, And Partnership) Academy University School is a public charter school that serves families and children in Camden, New Jersey and provides a solid education program from cradle to college. Our results demonstrate that urban public schools can be catalysts for change through high quality education and can serve as the nexus for community and economic development.

This year, the global pandemic radically changed our approach to teaching and learning. Like every school in the nation, our program transitioned to a remote learning modality. Our transition was grounded in the strong support structures we already had in place and fueled by the creativity of our talented team. While our delivery method changed, our outcomes did not. Our students continued to thrive in their new environment.



Our school community and leadership, including a dedicated Board of Trustees, remained focused on honoring the foundational tenets of our program:

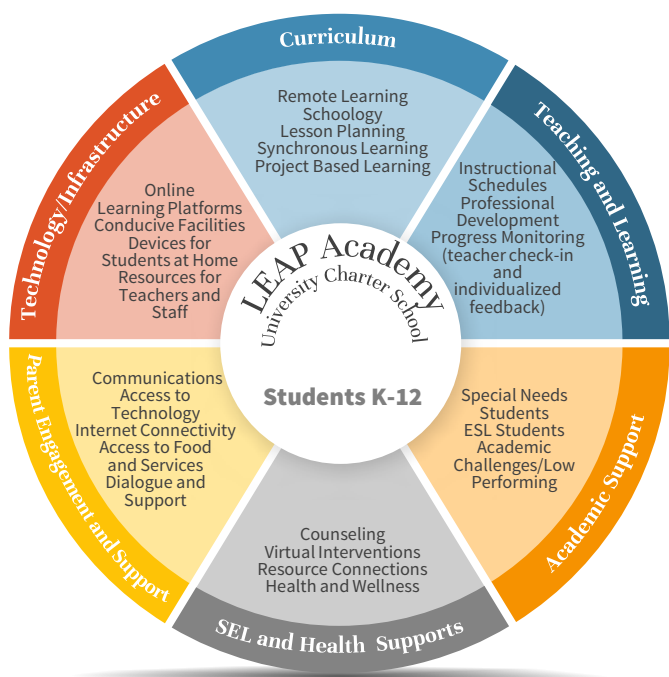
1. Charter schools as places of innovation and effective flexibility;
2. A multidisciplinary academic approach with a focus on STEM education;
3. College and career readiness as the academic goal for all students, including Early College and Dual Enrollment;
4. Technology integration as a vehicle for teaching, learning, communicating, and connecting;
5. Social and emotional support for families and students from infancy through college.



With these tenets at the core of our approach, we created a framework to guide our remote learning strategy.

In what can only be described as a testament to innovation and creative problem solving, LEAP identified new ways to continue to provide the services our families rely on, including:

- **Food** – Meals for students and families were provided in collaboration with the Food Bank of South Jersey. These twice-weekly pick-ups were implemented by the LEAP Academy Charter School Family Support Unit and the Food Service staff.
- **Increased Communication with Families** – Families received daily communication with updates, important health services, meal information, local resources, and technology support. Subject-specific webinars were provided for families via Zoom.
- **Technology Access** – LEAP bridged the digital divide by ensuring every child had access to a device to use in their remote learning. Additional support was provided to families to teach them how to use their devices effectively and access available Wi-Fi. Canvas was used as the learning platform, and our team continues to identify ways to strengthen our remote learning platform.
- **College Access Support** – The College Access Center took the lead in ensuring every LEAP graduate had the opportunity to explore their college options. Multiple virtual celebrations were held to recognize our seniors' admissions and scholarships.



Fabrication Lab renamed in recognition of Vernon and Shirley Hill

In October, LEAP Academy renamed its Fabrication Lab in recognition of a generous \$350,000 gift from Vernon and Shirley Hill. The Vernon and Shirley Hill Fab Lab at LEAP Academy will continue to be a place where students learn by doing. The Fab Lab, as students refer to it, provides students from low-income backgrounds with an entry point into solid, rewarding technology careers. The lab includes 3-D printers, robotics tools and other high-tech equipment.



CASE STUDY:

Vernon and Shirley Hill Fab Lab Demonstrates Global Citizenship

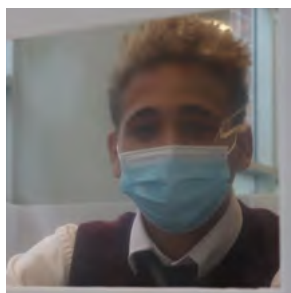
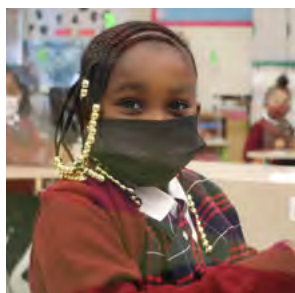
In the face of a global pandemic and a shortage of personal protective equipment [PPE], the students at LEAP Academy embraced their roles as global citizens and pitched in to support their community. A team of four students and their teachers used the Lab's 3D printers to make 150 face shields for front-line hospital workers at Cooper University Hospital.

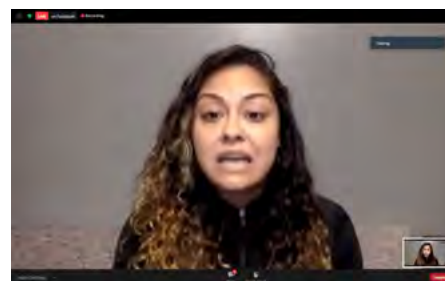
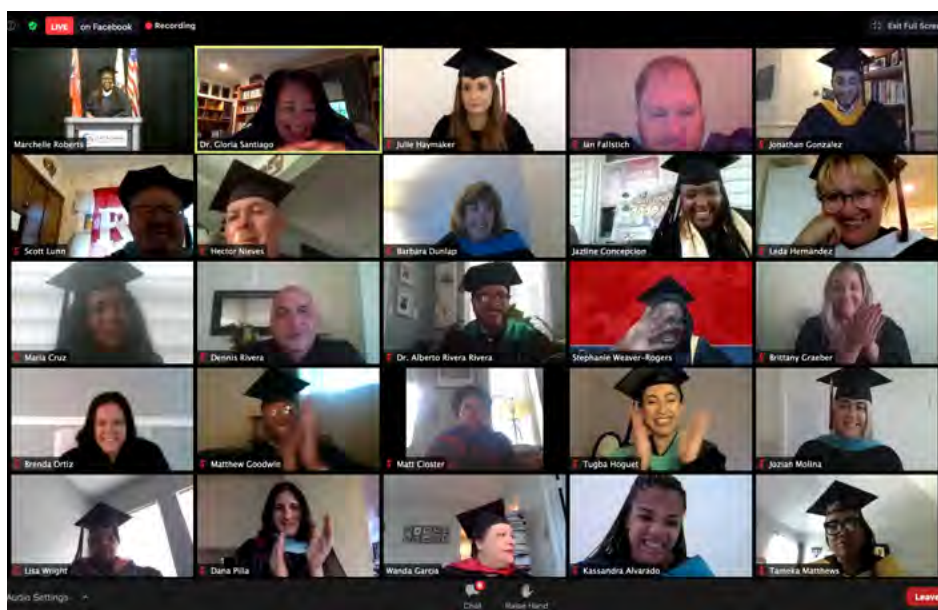


CASE STUDY:

A New Way to Celebrate the Alfredo Santiago Scholar Society

Over 700 LEAP students were inducted into the Alfredo Santiago Scholar Society, a program through Rutgers University that promotes achievement for students in Kindergarten through 12th grade. In lieu of a formal, in-person ceremony, CLC identified a creative, visual way for these special students to celebrate their success: distinctive bowties! As students work together via webcam in virtual classrooms, the Santiago Scholars' ties identify them as high-achievers and inspiration for their peers.





A New Approach to Teaching and Learning during COVID-19 – from Infants through High School

We are proud of the innovative approach our team took to remote learning. Our staff teams, at LEAP and ELRA, blended synchronous and asynchronous instruction throughout the school day, considering the developmental needs of all learners, by integrating robust technology platforms. Student engagement and achievement were tracked, and families received timely feedback on their student's progress.

Teachers identified a variety of technology tools to help with instruction in a remote environment. Some are tools that were familiar to our families and students, while others represent a

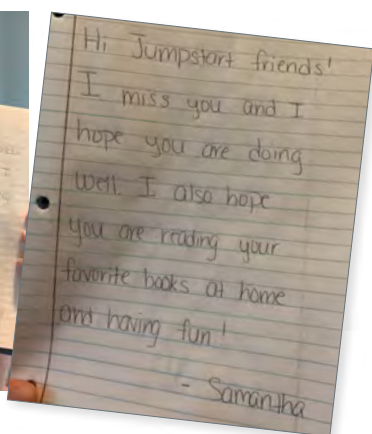
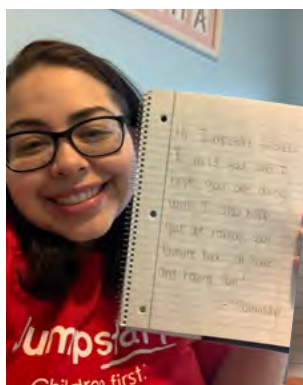
new approach. OnCourse was used to house lesson due dates, descriptions, course calendars, and grades. Zoom was used to provide daily, interactive lessons, and those lessons were recorded for future use. To keep students engaged in learning, tools like Socrative, Padlet, Edpuzzle, and YouTube were employed.

At the infant, toddler, and pre-school level, teachers used age-appropriate programs like Class Dojo, Raz-kids, and Imagine Math to reach their students. Teacher read-alouds were posted on Padlet to reinforce the importance of reading.

Serving the Whole Child

The global pandemic cast a harsh light on many of the challenges our students deal with outside the classroom. Our full social emotional team worked to provide support to children and families as their sense of safety, structure, and normalcy was threatened. The LEAP and ELRA SEL collaborated with all units to ensure no child was lost, families felt connected, and children receiving ESL services continued with their programs. The Parent Engagement and Support Unit provided daily communication to parents about school-related issues, while also promoting resources available through the community to deal with issues like food insecurity and unemployment.





Academic Entrepreneurship and Experiential Learning

The Community Leadership Center hosts students from Rutgers-Camden for numerous enrichment and work opportunities, bridging their academic studies to practical applications in the community. Students, from undergraduate to the doctorate level, work with the CLC in some capacity to enhance its research goals and empower local students and families achieve their potential. These experiences provide students with the opportunity to develop a sense of social responsibility as well as strong and transferrable intellectual and practical skills. Students gain a deep appreciation of diversity and inclusion issues and develop their understanding of the principals of social justice, equity, and civic leadership through a variety of programs that fall under the umbrella of our Service and Experiential Learning Programs:

JUMPSTART

Jumpstart, an AmeriCorps program that places undergraduate students in pre-school classrooms to support reading and literacy, is the newest addition to the portfolio of educational programs under the umbrella of the Community Leadership Center. This partnership makes Rutgers-Camden the first Jumpstart site in New Jersey. Despite a move to online learning in March, the Jumpstart program continued to provide educational support to ELRA students. Weekly Ready4K text messages were sent to families to provide at home tips, facts, and growth ideas. Family newsletters with Jumpstart curriculum units were sent every 3-4 weeks. Volunteers used unique tools including video recordings, social media and Class Dojo to build reading skills in ELRA students.

ACADEMIC INTERNSHIPS

Each semester, the CLC supervises a number of for-credit academic courses at Rutgers-Camden. The Center works with a number of graduate and undergraduate departments on campus to arrange these courses, such as Public Policy & Administration, Childhood Studies, the School of Social Work, the Law School, and the Dean's Office at the College of Arts & Sciences. CLC courses focus on engaged scholarship and civic engagement and allow eligible students to earn course credit through service-learning internships or to satisfy degree requirements for their undergraduate or graduate program's in-the-field placement hours. Over 100 students participated in a variety of programs and contribute thousands of hours to support children and families while sharpening their applied skills.

Jumpstart Camden members connect with partner children remotely by writing them letters of encouragement. Corps member Samantha Harper, captured in the first photo, reminds her preschool friends to read their favorite books at home. And, Annika Liu, captured in the second photo, promises her friends that they will go on adventures in the near future.



On March 4, the Jumpstart program hosted an exciting Read Across America event that included reading and activity time with Corps volunteers.



Dr. Santiago and Dean Donna Nickitas Win BIG IDEA for the Campus

Every day, inner-city neighborhoods in the United States like those in Camden, New Jersey, struggle to reverse years of decline in the quality of daily life and to bridge opportunity gaps, such as access to good jobs, education, health care, and safe housing. Working in partnership, two Rutgers Camden Champions—Dr. Donna Nickitas, Dean of the School of Nursing and Dr. Gloria Bonilla-Santiago, Distinguished Service Professor and Director of the Community Leadership Center—are launching a new effort that is poised to make a significant contribution to Camden’s future. Known as the Rutgers University–Camden Innovation Community Hub (RICH), this new initiative has been selected as one of the Big Ideas that will anchor Rutgers Capital Campaign. Its focus is to become a center of social and economic enterprise that lifts and aligns private, public, government, and nonprofit agencies to bridge opportunities.

The RICH initiative will leverage Rutgers–Camden as an anchor institution and champion of civic and social responsibility, providing a place for all residents to

- learn the in-demand skills necessary for jobs in local industries
- develop small businesses to become social entrepreneurs
- collaborate with Rutgers faculty, staff, students, and community agency partners to identify and,
- develop innovative solutions to the city’s social and economic challenges, and develop new ideas to advance greater equity and access

Rutgers–Camden has laid the groundwork for an innovative community hub on Cooper Street, where the Rutgers Community Leadership Center and its network of schools have breathed new life and hope into the neighborhood. The center manages five LEAP public schools, serves 5,000 families, and provides community leadership training, pediatric medical care, and college access, early college, and parent engagement programs. The center also works with private industry to support workforce development efforts, offering career pathways for young people and families in the city. The center serves as a research lab for Rutgers to study issues in community development, education, and public health and to identify best practices to inform its work.

The people of Camden, who will form the heart and soul of the hub, need a vibrant space that sends the message that they matter and that their city needs them. The Community Leadership Center has purchased a vacant building at 527 Cooper Street, adjacent to one of the center’s high schools and a short walk from the nursing school, where artists and community leaders alike can come together to learn about community development efforts and work to transform conditions in their neighborhoods. Funding is needed to renovate and transform the building into a comfortable gathering space with meeting rooms, equipment, technology, and computers. This initiative will also need funding for a community fabrication lab/incubator for residents to innovate and become business owners and entrepreneurs.



Research, Dissertations, and Fellowships



The Rutgers-Camden Community Leadership Center (CLC) is the largest research and applied learning unit operating on the Rutgers-Camden Campus. It focuses its work in four strategic areas: (1) Birth–16 Pipeline Educational Investments and Innovation; (2) Academic Entrepreneurship and Applied/Experiential Learning; (3) Applied Research and Dissemination; and (4) Leadership, Community and Global Development.

All of the programs and research efforts spearheaded by the CLC have a focus on underserved and vulnerable populations and on community development.

Faculty Research

Dr. Santiago has been active in building partnerships with campus faculty on research ventures. Some examples of projects that are underway:



THE RELATIONSHIP BETWEEN SLEEP AND SCHOOL READINESS

Dr. Santiago and Dr. Lauren Daniel from the Psychology Department published a paper on their cross-sectional, mixed-methods study to assess the needs and knowledge of a sample of families at ELRA. This will inform future research efforts to understand longitudinal relationships between sleep, school readiness, and behavioral interventional development.

BODY IMAGE

Dr. Charlotte Markey is conducting a study on Social Media and Body Image with middle school age girls at LEAP Academy. As part of her study, she will be holding small group sessions with girls using her book: *The Body Image Book for Girls* as a discussion anchor.

FABRICATION LAB

Dr. Santiago and Dr. David Salas from the Chemistry Department worked on a variety of school-based programs at LEAP Academy through the Fabrication Lab. They engaged other STEM faculty to support projects that will have broad impact for both LEAP and Rutgers University.

Doctoral Dissertation Students and Graduate/Doctoral Fellowships

Yosmeriz Roman completed her work 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.

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.

Giovanna Romero, an entering MS/Ph.D. student in Public Affairs, has been working on the planning activities for the development of a public charter school in Puerto Rico and with the Paraguay project.

David Masagnor continued his fellowship at the CLC and is working on a study on the Early College Program and its impact on minority students. He plans to turn this into his dissertation topic.

Transformative Giving in 2020

This year, the CLC was the beneficiary of two extraordinary gifts.

GLORIA BONILLA SANTIAGO AND LEAP ACADEMY LEGACY ENDOWMENT

Generous benefactors Steven H. Korman and Linda Richardson Korman established a \$250,000 endowment to celebrate Dr. Santiago's 25 years of success providing an infant to college pipeline that has produced hundreds of graduates and achieved 100% graduation and college placement.

VERNON AND SHIRLEY HILL LEAP FAB LAB

Recognizing the importance of the Fab Lab as a place of exploration and innovation for our students, Vernon and Shirley Hill pledged \$350,000 to improve the infrastructure and expand the capacity to include K-8 students in the experience.

Alfredo Santiago Scholarship Fund

The Rutgers University Alfredo Santiago Endowed Scholarship was established in 1999 by CLC Director Dr. Gloria Bonilla-Santiago in loving memory of her husband Alfredo Santiago and with the goal to increase the number of children in Camden who attend college.

The Scholarship provides financial assistance to LEAP Academy University Charter School graduates who enroll full-time at one of Rutgers University's three campuses. In 2002, the Scholarship received a donation from TD Bank (formerly Commerce Bank) to create the TD Bank Alfredo Santiago Scholarship, which also supports students attending colleges outside Rutgers.

RUTGERS ALFREDO SANTIAGO SCHOLARSHIP FUNDRAISING GALA

The most recent Rutgers Alfredo Santiago Scholarship Fundraising Gala was held on December 13, 2019. In total, 95 business, community, and education leaders have supported the endowment since then and \$380,740 has been raised.

Thanks to the generosity of our donors, \$64,500 was awarded to 38 students in 2020. In total, 183 students have received over \$738,400 since the inception of the fund in 2005.

Rutgers Alfredo Santiago Scholars at LEAP

In 2020, **786** students with an average GPA of **3.8** were named Rutgers Alfredo Santiago Scholars in recognition of their outstanding academic achievement. While this honor is typically bestowed in person, the unique environment provided by 2020 offered an opportunity to create a unique means of recognition: special ties that Scholars wear with their uniforms. This helps the students stand out during both in-person and remote learning and serve as an inspiration to their peers.

Due to the COVID-19 pandemic, our Gala has been rescheduled to June 4, 2021.

At that time, the Alumni Honoree Award will be presented to Mariah Castillo, RN, and Distinguished Leadership Awards will be given to Steven Korman and Linda Richardson Korman. We hope you will join us for this important celebration of leadership.



**Alumni
Honoree Award**
Mariah Castillo, RN

**Distinguished
Leadership Award**
Steven Korman
Linda Richardson Korman



The student below is named Taylor. He was excited to pick up his certificate and bow-tie at LEAP, plus he received some new books to take home while the family received meals for the week.



Development and Fundraising

Rutgers CLC is grateful for the financial support of the following donors:

\$25,000 AND UP

Columbus Foundation
Preit-Joseph Coradino
Exelon
Vernon and Shirley Hill
Steven and Linda Korman

\$10,000 TO \$24,999

Robert Wood Johnson Foundation
Dilworth and Paxon
Macerich Preit
The Honickman Foundation

\$7,500 TO \$9,999

Connor Strong Buckelew
Drinker, Biddle & Reath
TD Bank

\$5,000 TO \$6,999

Holman
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PSEG
NJM Insurance Group
Bowman and Company
Metz Culinary Management
AIREKO

\$2,500 TO \$4,999

Rycon Construction
Saul Ewing Arnstein & Lehr
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American Water
Duane Morris
CB Development Services
PNC
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\$1,000 TO \$2,499

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Chancellor's Rutgers Camden
Christine Karlsoon
Donna Strigh and James Kelly
Dean Nickitas
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\$500 TO \$999

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