

*Creating a comprehensive
model for serving
children and families
from **Birth** through
College and Beyond in a
public school setting.*



The LEAP Academy University Charter School Model
in partnership with the
Community Leadership Center at Rutgers-Camden

Presenters



Dr. Gloria Bonilla-Santiago

Board of Governors Distinguished Service Professor in Public Policy and Administration, Rutgers-Camden;

*Director of the Rutgers-Camden Community Leadership Center (CLC);
Founder and Chair of LEAP Academy Charter School*



Khary Golden

*Director of the Center for College Access ,
LEAP Academy University Charter High School*

Case study of community transformation through a combination of elements:

- Quality Education
- Visionary Leadership
- Community Engagement
- University Partnership





VIDEO PRESENTATION





LEAP in Context

- Public charter schools drive neighborhood revitalization, merging the urban education and community development fields
- Public charter schools foster stronger relationships with communities by de-centralizing operations



- Schools have the ability to foster relationships between various power structures of communities and elites, creating a path to economic security.
- Schools that partner with anchor institutions have a major impact in neighborhood development efforts.



- Schools connect youth to adult conventional norms and adapting them to mainstream societal and economic structures.

The Collective Mission Statement

The mission of the LEAP Academy is to enhance **opportunities** for the **children and families** of **Camden** through the **collaborative** design, implementation, and **integration** of education, health and human services, professional development, and **community development**.



LEAP Historical Milestones

COURIER-POST

MONDAY, AUGUST 18, 1997

A dream about to come true



By Avi Steinhardt, Courier-Post

1, 1997

The Inquirer

Schools By Maureen Fitzgerald

Team of Camden charter school nears

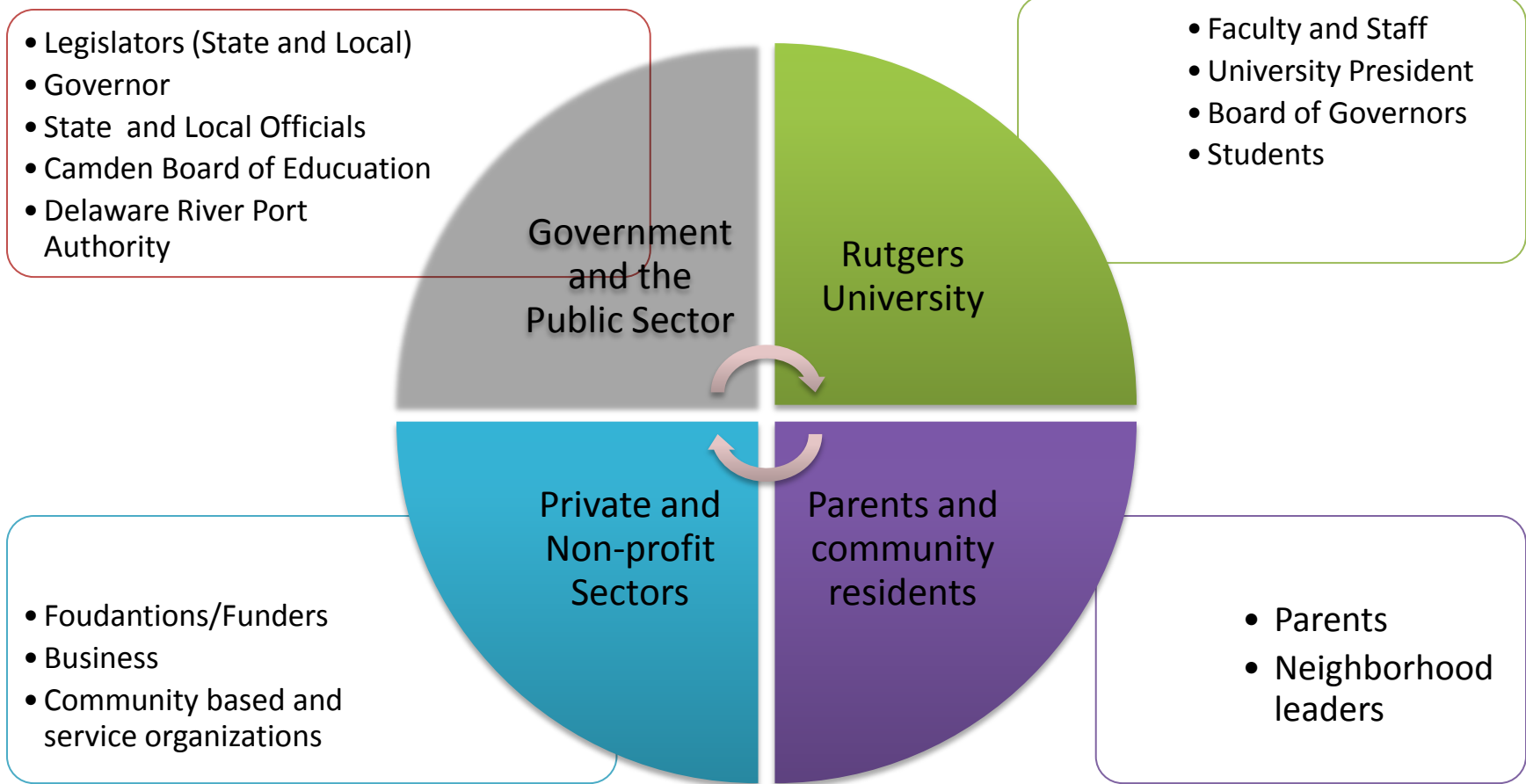


Gloria Benilla-Santiago, director of the LEAP Academy Charter School, poses with children who eventually might be students at her school on the steps of the site, bounded by Seventh, Linden and Pearl Streets.

The old Camden County College building at Seventh and Linden, which is trying to persuade the Delaware River Port Authority to lease it, will be ready to fix it up by the time the LEAP Academy Charter School opens its doors in September, she said. The school is located on the site of the old Camden County College building, bounded by Seventh, Linden and Pearl Streets. The school is located on the site of the old Camden County College building, bounded by Seventh, Linden and Pearl Streets. The school is located on the site of the old Camden County College building, bounded by Seventh, Linden and Pearl Streets.

The CHARTER SCHOOLS in NJ

Stakeholder Analysis/Engagement



LEAP Values

1. Student Achievement – Comes first
2. We do what ever It takes to get the job Done.
3. We take the High Road
4. We are a Family
5. Positive and Caring Culture
6. We are all Accountable
7. Transparency with each other
8. Improvement is ongoing
9. Diversity is our Strength
10. We are one Team



A young boy with short dark hair, wearing a maroon polo shirt, is smiling and holding up his right hand. He has five colorful blocks on his fingers: a green block on his thumb, a blue block on his index finger, a yellow block on his middle finger, an orange block on his ring finger, and another green block on his pinky. The background shows a classroom setting with wooden lockers decorated with fruit stickers, and other children are visible in the background.

Five Core Elements of the LEAP Model



1. Accountability for People,
Time, Money and Programs



2. Pipeline of College Access for all students PreK- 16



3. Teacher Development and Support



4. Parental Engagement



5. Early Learning means
Later Earning

Performance Based
Compensation &
Professional Development

STEM Focus

Strong Family
Engagement

Extended Learning

Partnerships with Higher
Education Institutions &
Community Stakeholders

Entrepreneurial
Governance/
Leadership



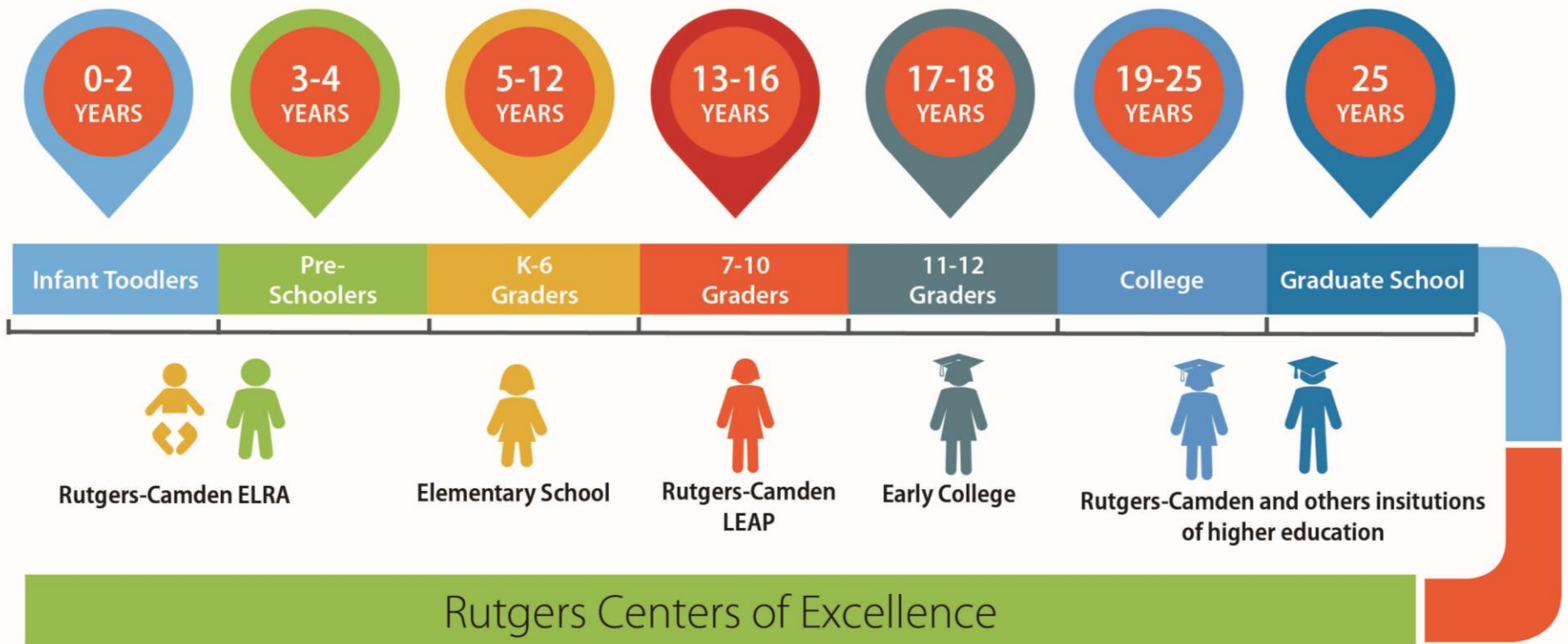
**LEAP Academy
University
Charter School**

Ongoing Assessment
& Evaluation

Rigorous Academic
Program from
PreK - College
"Educational Pipeline"

LEAP's Mission aligned
with Local Community
Needs & Vision

A Focus on Pipeline Development The Rutgers/LEAP Pipeline to College





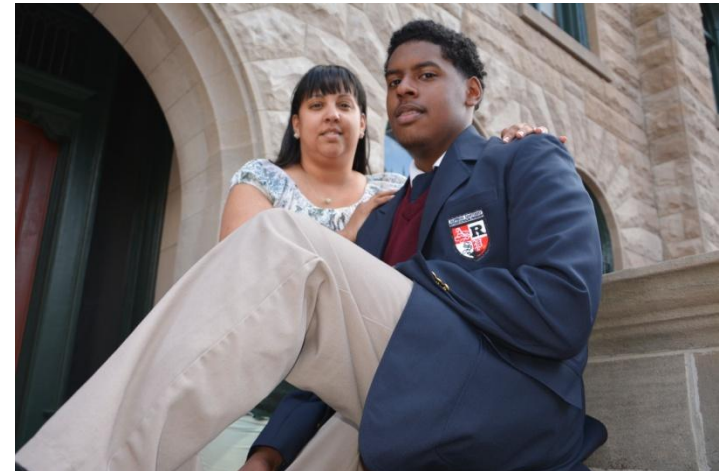
**BIRTH – 16 EDUCATIONAL
INVESTMENTS AND INNOVATIONS**

POINTS OF PRIDE

- School based centers to channel university support for the school.
 - **Health and Wellness**, offering primary health and social work services to families and children
 - **Early Learning Research Academy** offering a infants and pre-school curriculum



- **Fabrication Lab**, offering innovative products and project base learning opportunities;
- **Parents Academy** providing programs to strengthen the skills of families;



- **Center for College Access** working with students, teachers and families in ensuring college preparedness
- **Legal Enrichment Center** offering free legal services and educational programming to families; applied research, academic training, and experiential learning for law school and LEAP students

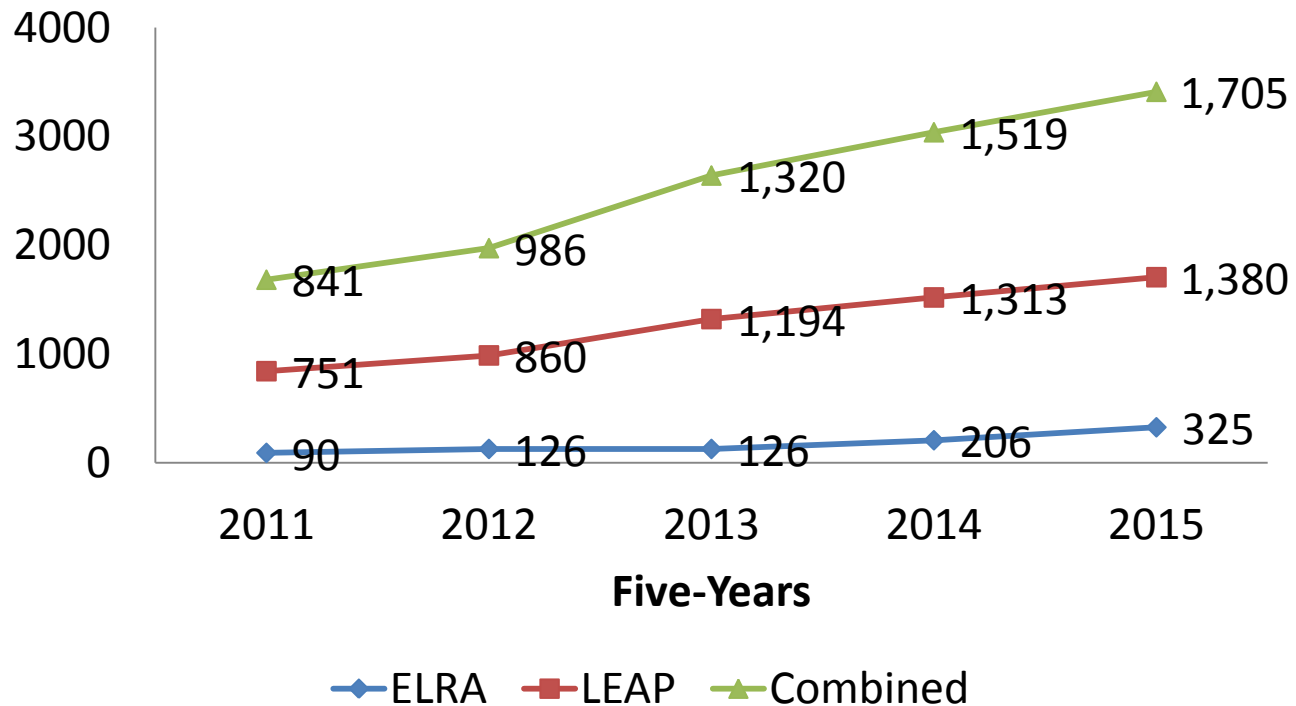


Enrollment Profile of the Birth-12th Pipeline

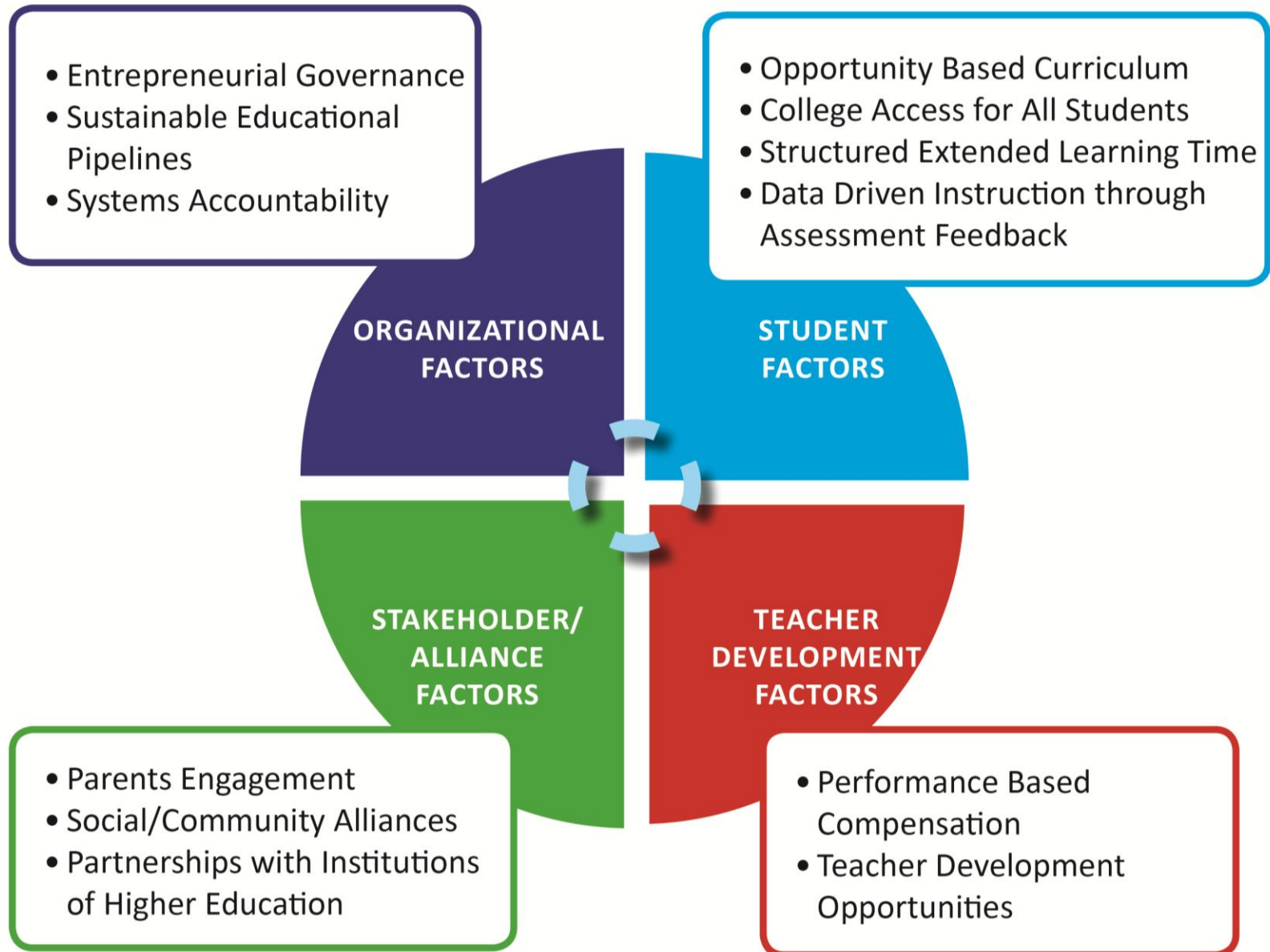
- **1,705 students Birth through 12th**
- **LEAP Academy**
 - Lower Elementary Campus (K-3)
 - Upper Elementary (4-6)
 - Intermediate High School (7-9)
 - High School (10-12)
- **Early Learning Research Academy**
 - Infants (6 months - 1 year)
 - Toddlers (age 1-3)
 - Preschoolers (ages 3-4)



Children Impacted: Educational Pipeline Five-Year Enrollment Trends ELRA, LEAP, Combined



Factors of LEAP Model

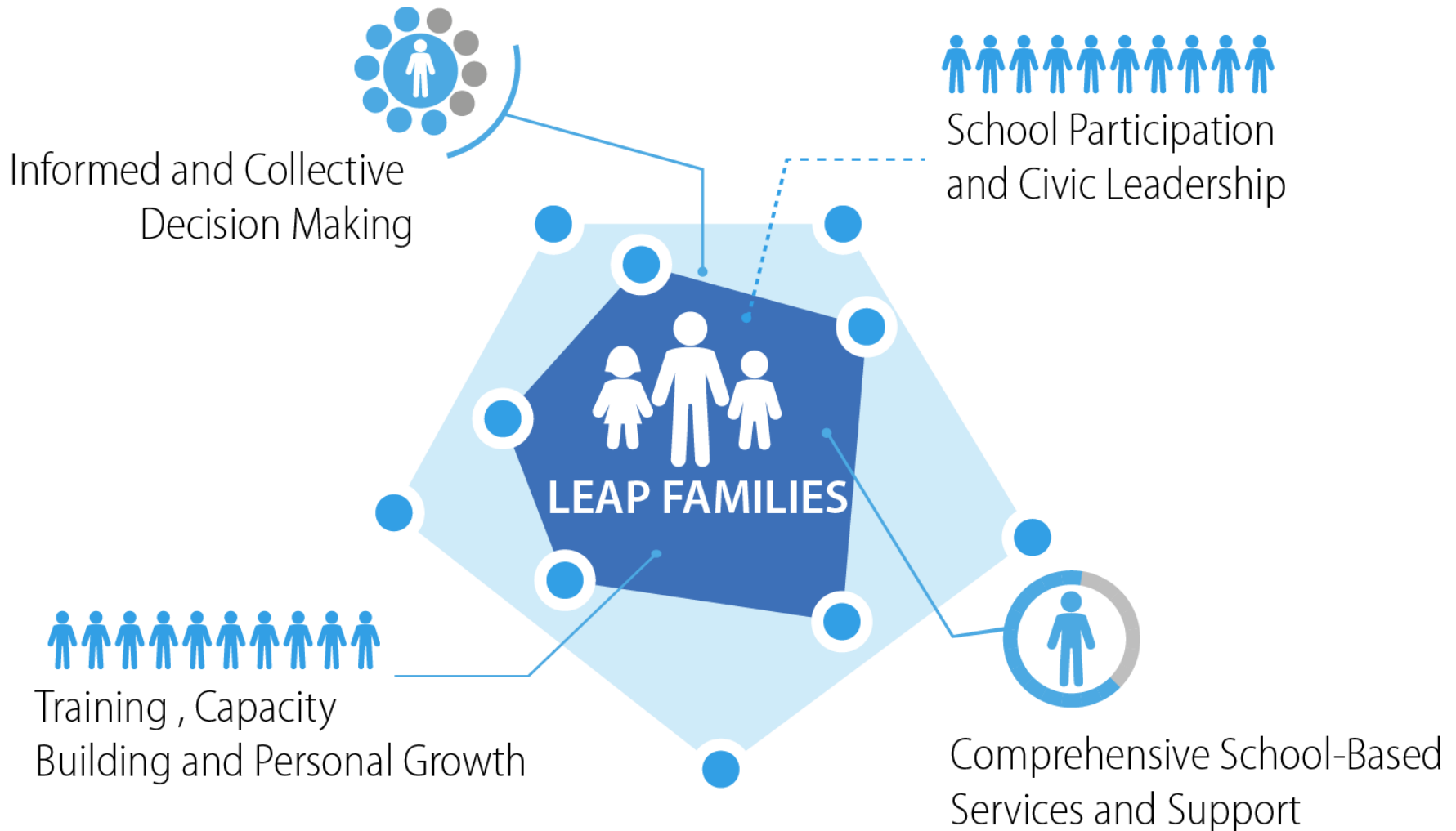




Family Engagement



Core Elements of LEAP's Family Engagement Framework



LEAP Principles for Family Engagement



TRAINING

Parents are encouraged to be introspective about their own parenting.



SCHOOL PARTICIPATION

Parents are encouraged to consider what roles they can play to improve the school and the community.



PERSONAL GROWTH

Parents are trained to think about future possibilities and expectations, for both their children and themselves.



CIVIC LEADERSHIP

Parents are encouraged to provide leadership for change that is beneficial to the school and the community.



IMPACT



- 100% in 2005
- 100% in 2006
- 100% in 2007
- 100% in 2008
- 100% in 2009

- 100% in 2010
- 100% in 2011
- 100% in 2012
- 100% in 2013
- 100% in 2014
- 100% in 2015



Transforming Cooper Street and the Educational Corridor

RUTGERS

Community Leadership Center
Camden



(PK-6): 639 Cooper Street

RUTGERS

Community Leadership Center
Camden



(7-12): 549 Cooper Street

RUTGERS

Community Leadership Center
Camden



528 Cooper Street

RUTGERS

Community Leadership Center
Camden



501 Cooper Street

EARLY LEARNING RESEARCH ACADEMY

RUTGERS

Community Leadership Center
Camden



130 North Broadway, Camden

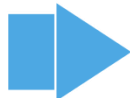
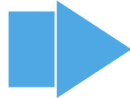


SCHOOLS AS NEXUS FOR COMMUNITY DEVELOPMENT

Theory of Action

Assumptions

1. Goals for students achievement are realistic and achievable.
2. Content standard and grade level expectations for college and career readiness are well defined.
3. High quality assessment systems are designed to align to academic expectations and measure students growth.
4. Goals for all School Leaders, including Directors and Principals, are aligned to student achievement and growth.



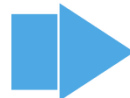
Elements of Change

Instructional Leadership Teams define students learning objectives which are aligned to a challenging curriculum and promote student growth. Teachers use curriculum materials that allow instruction aligned with grade level content for all students including Student Learning objectives and growth.

Increased access to quality Professional Development to enhance school leadership, improve teaching and increase student learning.

Support from the Board of Trustees (or District) provides Teachers, School Principals, and Directors appropriate resources to improve their practice.

Research based interventions are incorporated into each school to address specific needs



Outcomes

Educators improve their instruction to become highly effective.

Barriers to students success are eliminated.

All students achieve higher academic outcomes.

All student graduate from high school ready for college and careers.

Logic Model of Outcomes

Children & Youth

Better outcomes for children and youth

Strong Early Childhood Programs

High Performing Schools

Effective K-12 programs

Higher high school graduation rates

Successful transitions from high school to college/career

Academic enrichment programs

Social, recreation and character building for children and youth

Families

Better outcomes for families

Quality health services

Social service programs

Adult learning opportunities and Job readiness training

Neighborhood based employment opportunities

Legal services

Community

Better outcomes for the community

Safe schools and neighborhoods

Business development

Crime prevention

Local/community based leadership development

Better housing options and support for residents

Community Building and Ownership

Interagency Collaboration



Lessons Learned from our Applied Work



- A collaborative, comprehensive approach, with intentional alignment across institutions and contexts (*e.g. family, school, the broader community*), instead of piecemeal, uncoordinated efforts;
- Participation by diverse partners instead of single-sector initiatives;

- A focus on geographically defined areas instead of being too broad in scope;
- A governance structure that includes a lead organization to drive the effort instead of a leaderless coalition;
- Active engagement by residents instead of purely top-down decisions;



- Cross fertilization between students and faculty to engage in research, service learning and community development;
- An asset-based approach that builds on existing resources and strengths rather than considering communities as deficits to be remediated; and





- Flexible, non-categorical funding from diverse sources instead of restricted funds that constrain nimble actions