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

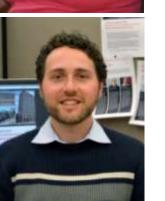
Presented at the Urban Affairs Association Conference Miami, FL April 9, 2015



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

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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







LEAP acquires a high school facility, and graduates its first 6 senior classes with 100% graduation and college placement.

2004 - 2010

60 ninth graders are recruited to participate in a STEM High School Program that will eventually serve 240 students.



<u> 1997 - 1999:</u>

LEAP Academy opens its and grows Elementary School.

2000 - 2003:

LEAP graduates its first 8th grade class and begins a high school program.

A Pre-School Program under the umbrella of the Rutgers Centers of Excellence is added to serve 90 children.

2011-2015:

LEAP acquires a STEM Facility and plans for new school facility in at the Wilson Building



Research and Program Design

- understanding the needs of the community
- researching successful strategies and leveraging expertise
- involving residents in all aspects of planning and program design

Commitment Building

- promoting a transformative vision to local stakeholders and the the community
- leveraging community leadership and participation through training and capacity building
- assembling competent and committed staff team

Strategic Planning

- collecting and analyzing baseline data about the community
- engaging diverse stakeholders in planning
- develop a collective guiding product that incorporates broad input and ownership

Resource Development

- secure funding for planning
- design multi-year resource development plan
- engage in partnerships that result in leveraged resources

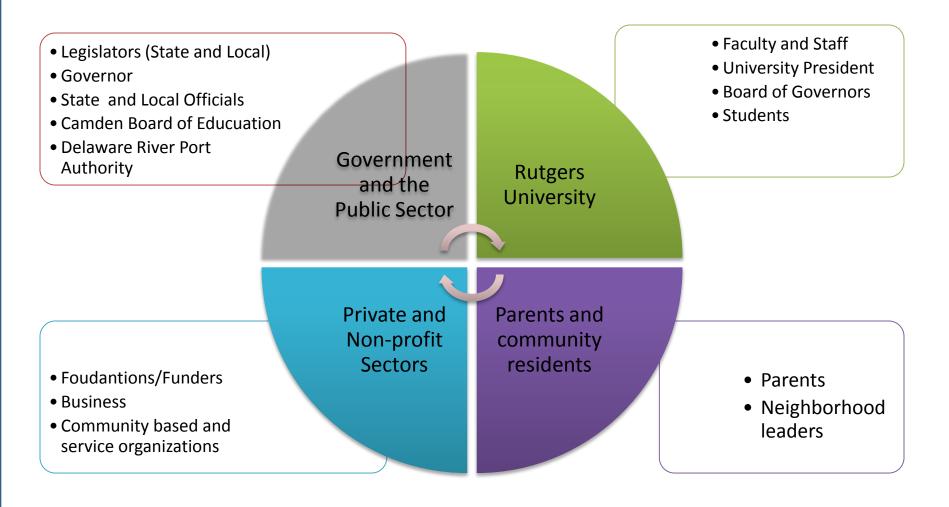
Programming and Operations

- design of innovative management and governance structures
- design programs in direct response to community needs
- identify and cultivate opportunities for continued community participation

Documentation and Evaluation

- document the process through multiple and varied archives
- develop formative and outcome based evaluation mechanisms
- ongoing communications

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









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



3. Teacher Development and Support

My cacher





Performance Based Compensation & Professional Development

STEM Focus

Strong Family Engagement

Extended Learning

Danelly

Entrepreneurial Governance/ Leadership LEAP Academy
University
Charter School

Ongoing Assessment & Evaluation

Partnerships with Higher

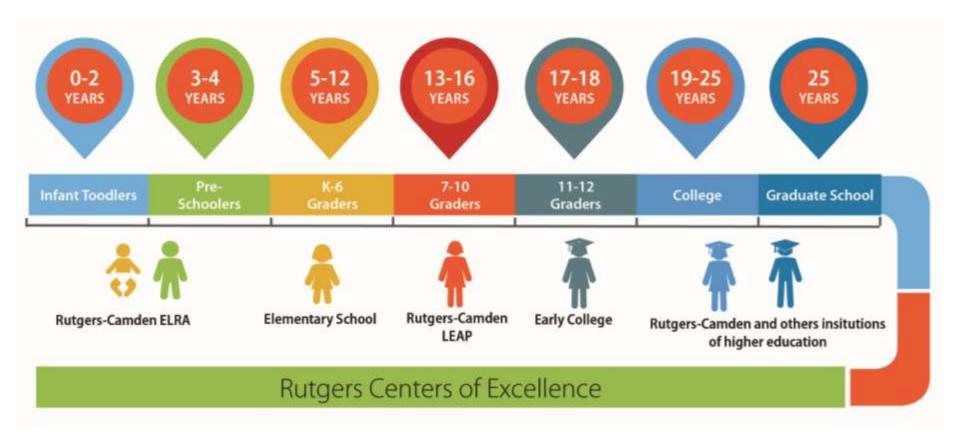
Education Institutions &

Community Stakeholders

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

- School based centers to channel university support for the school.
 - Health and Human Services, offering primary health and social work services to families and children
 - Early Childhood Program offering pre-school services





- Health and Wellness Center, in partnership with the Graduate School of Nursing Rutgers-Camden
- 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

1,700 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)



Factors of LEAP Model

- Entrepreneurial Governance
- Sustainable Educational Pipelines
- Systems Accountability

- Opportunity Based Curriculum
- College Access for All Students
- Structured Extended Learning Time
- Data Driven Instruction through Assessment Feedback

ORGANIZATIONAL FACTORS

STAKEHOLDER/ ALLIANCE FACTORS

- Parents Engagement
- Social/Community Alliances
- Partnerships with Institutions of Higher Education

STUDENT FACTORS

TEACHER
DEVELOPMENT
FACTORS

- Performance Based Compensation
- Teacher Development
 Opportunities



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.



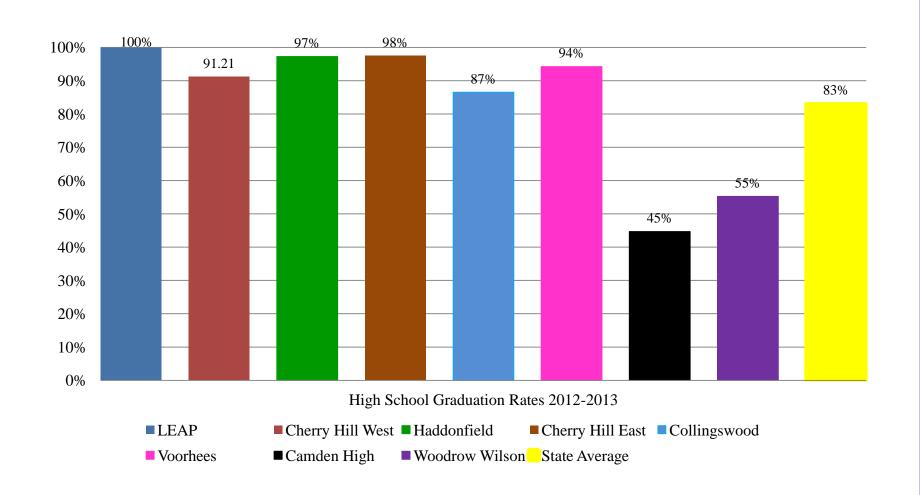
IMPACT



- 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

Comparative High School Graduation Rates for LEAP and Surrounding High Schools (2012-2013)

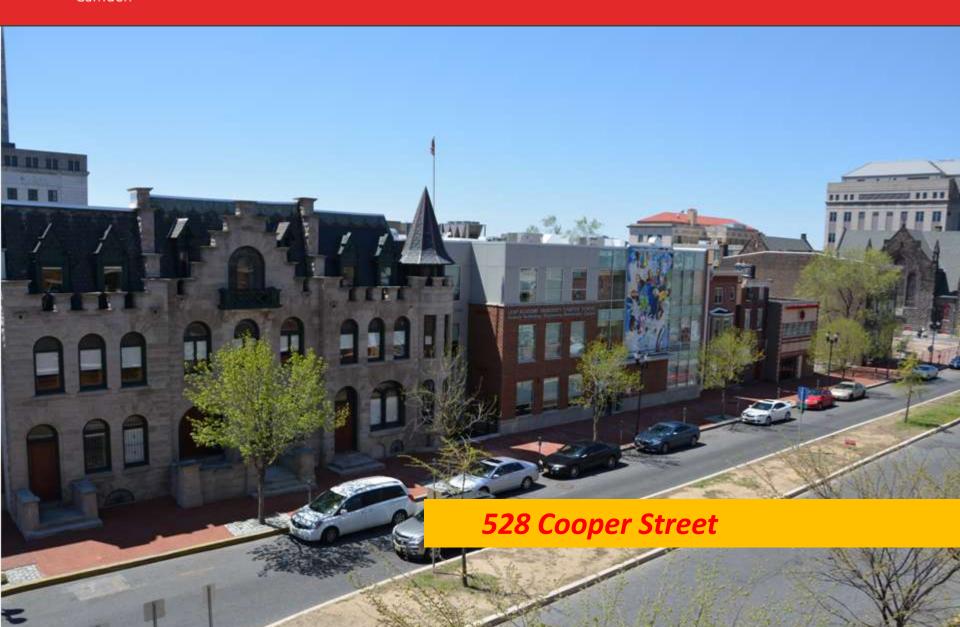




Transforming Cooper Street and the Educational Corridor













SCHOOLS AS NEXUS FOR COMMUNITY DEVELOPMENT

Theory of Action

Assumptions

- Goals for students achievement are realistic and achievable.
- Content standard and grade level expectations for college and career readiness are well defined.



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.

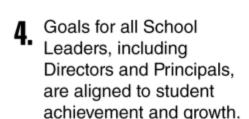


Barriers to students success are eliminated.

All students achieve higher academic outcomes.



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



3. High quality assessment

align to academic

expectations and measure students

growth.

systems are designed to

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

Challenges to University Engagement



- Change of Community Perception of Unresponsiveness (Out of touch/Out of date) to one that is responsive and caring about Community
- Lack of alignment between disciplines and society's problems



- Institutional Disconnect with the present and future
- Going beyond Outreach and Service as means for engagement



New Community Practices for University Engagement

- Responsiveness and Respect
- Transforming Climate and Culture of our Institutions
- Academic Neutrality and Objectivity



- Institutional Integration and Incentives
- Institutional Integration and Incentives
- Resource / Multiple Partners
- Multi-disciplinary Approaches



- Creating new knowledge from practice into academia
- Sense of urgency for college readiness, equity and achievement



RUTGERS Community Leadership Center Camden

 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;



RUTGERS Community Leadership Center Camden

 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 RUTGERS

Community Leadership Center Camden



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