

The Miracle on Cooper Street : *A case study of community transformation and engaged scholarship*



Institute for Research on Women
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Presenter



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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

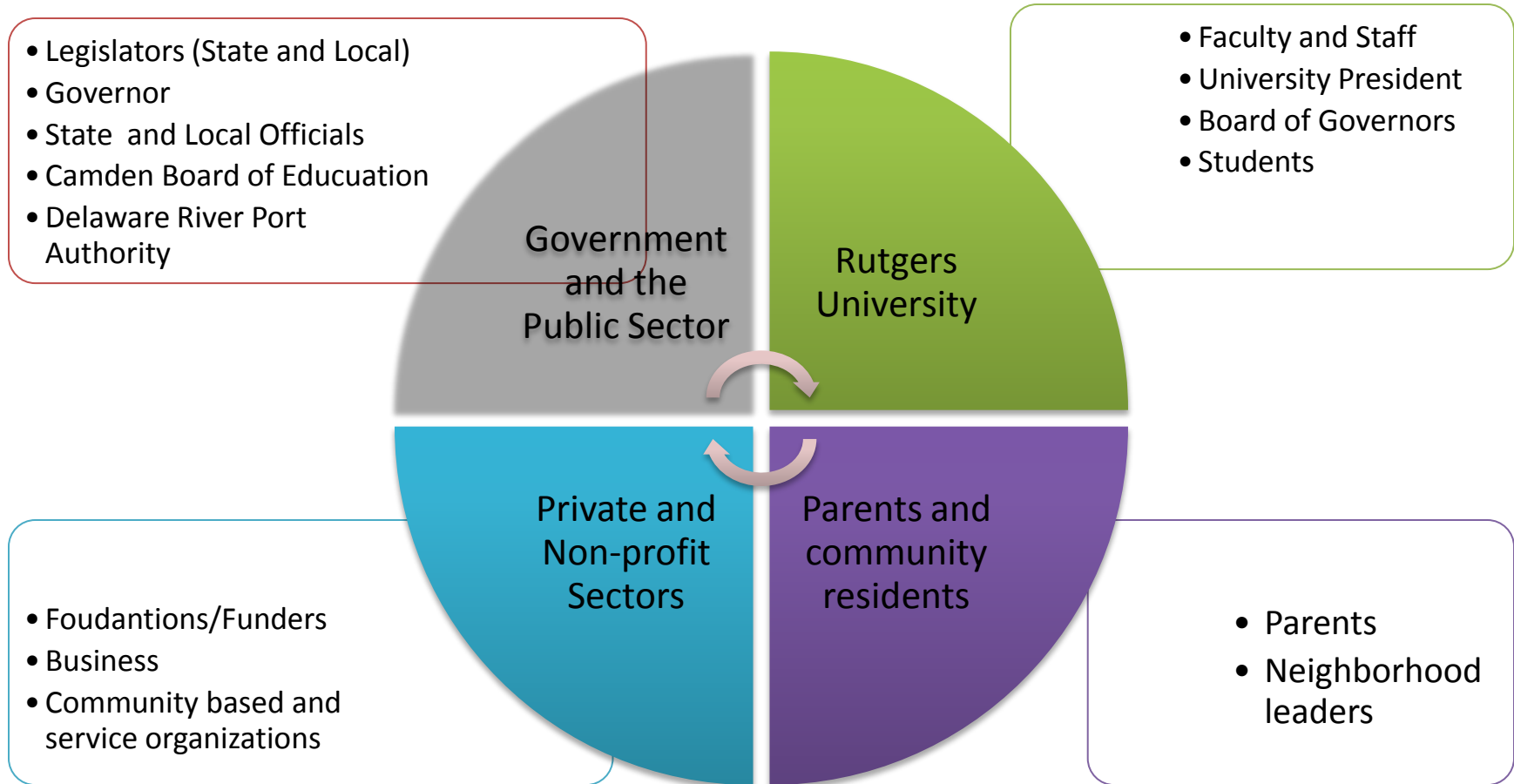
The mission of the LEAP Academy is to enhance **opportunities** for the **children and families** of **Camden** through the **collaborative** design, implementation, and **integration** of education, health and human services, professional development, and **community development**.



LEAP Historical Milestones



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 shirt, is smiling and holding up his right hand. On each of his five fingers is a small, colorful plastic block: the thumb has an orange block, the index finger has a yellow block, the middle finger has a blue block, the ring finger has a green block, and the pinky finger has a green block. The background is a classroom with wooden lockers decorated with orange pumpkin 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

Ongoing Assessment
& Evaluation

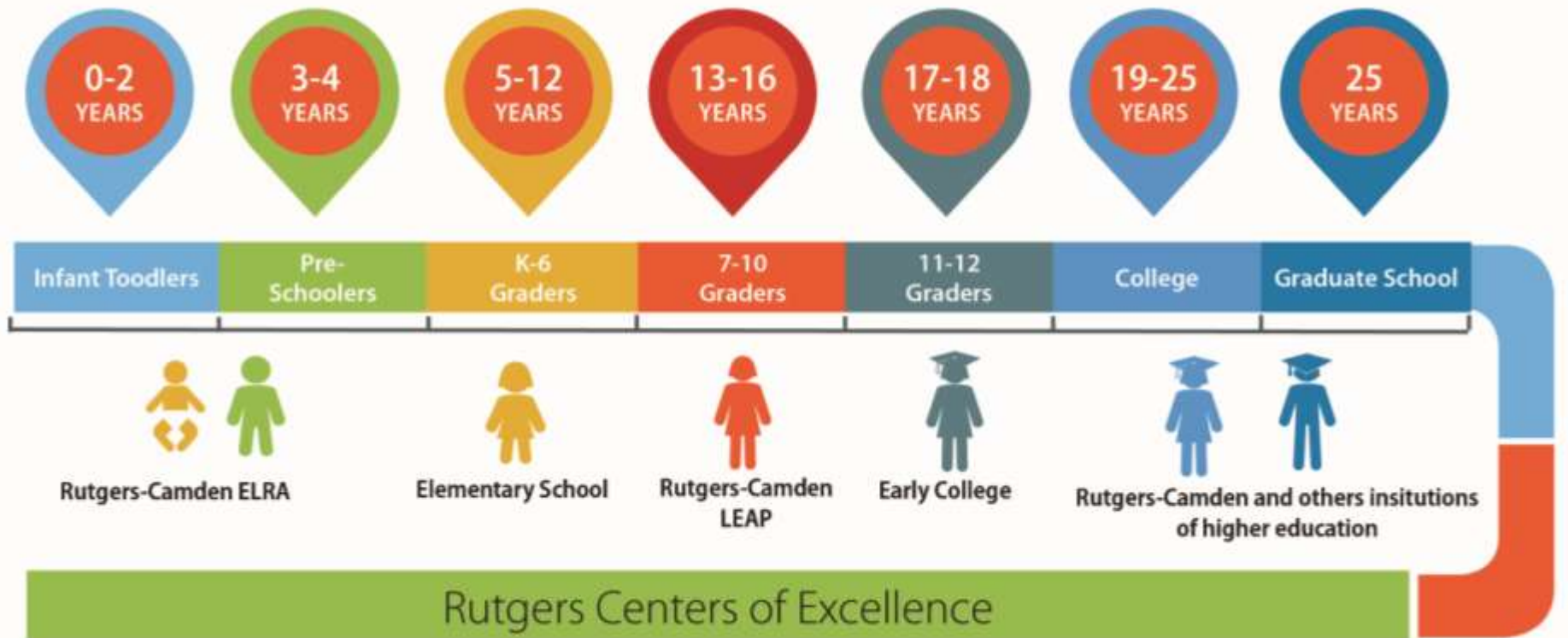
Rigorous Academic
Program from
PreK - College
"Educational Pipeline"

LEAP's Mission aligned
with Local Community
Needs & Vision



**LEAP Academy
University
Charter School**

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





**BIRTH – 16 EDUCATIONAL
INVESTMENTS AND INNOVATIONS**

POINT S 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

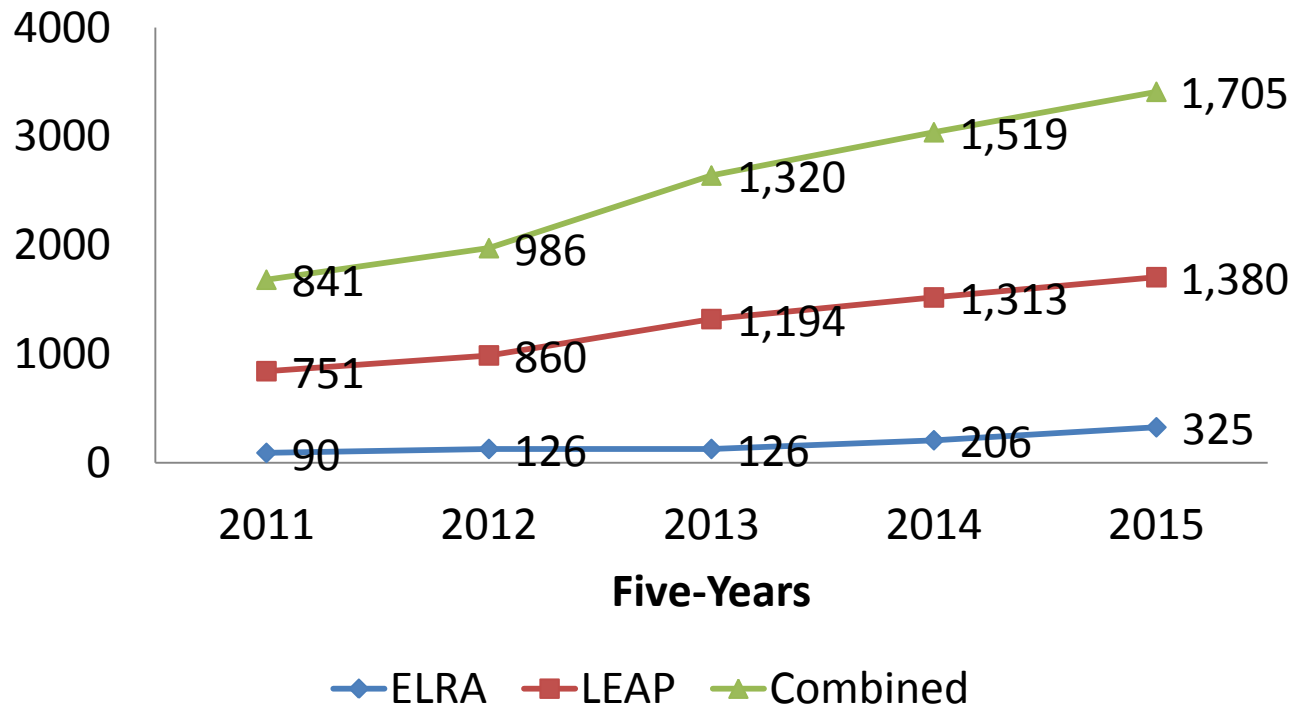


Enrollment Profile of the Birth-12th Pipeline

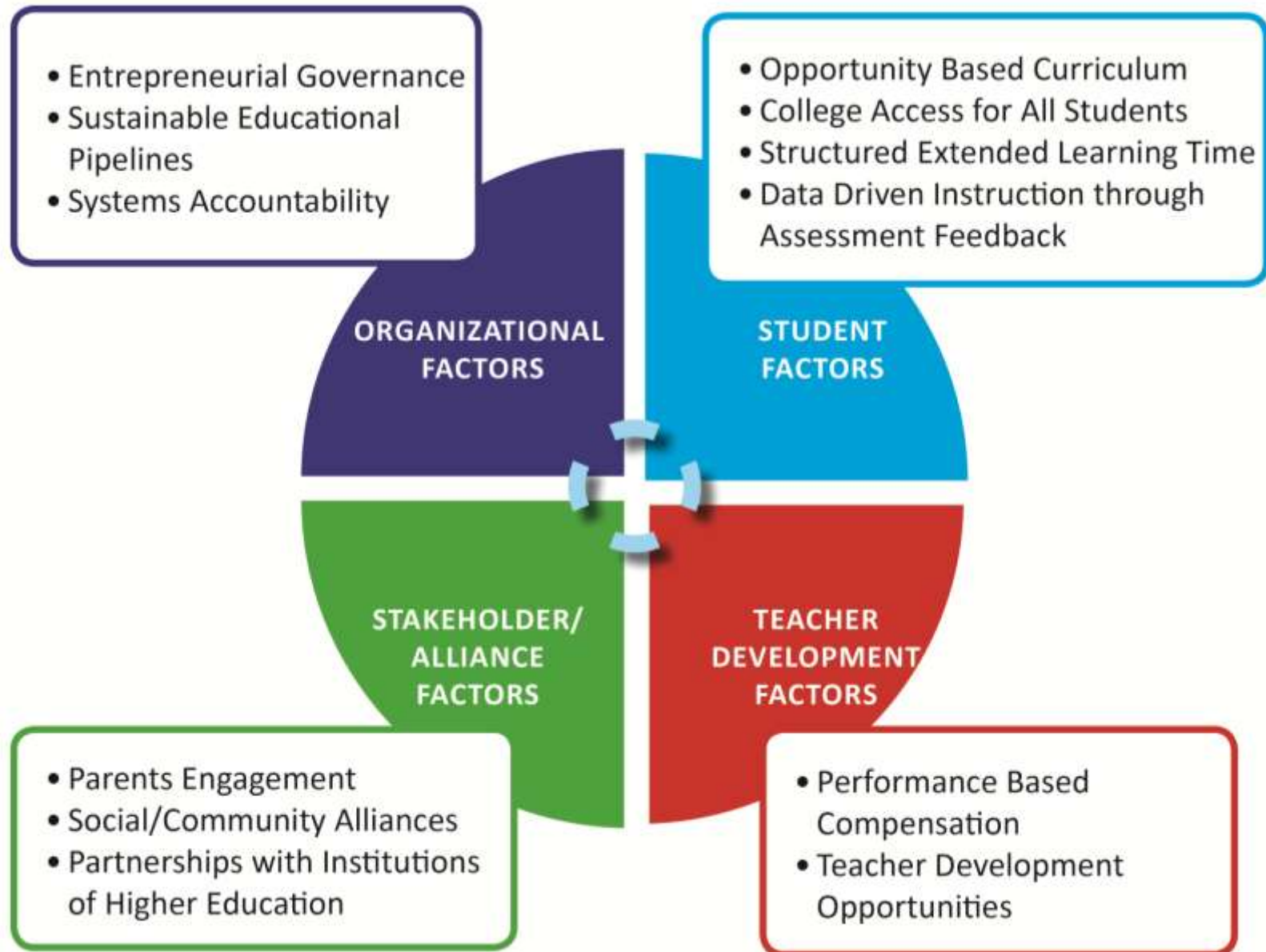
- **1,705 students Birth through 12th**
- **LEAP Academy**
 - Lower Elementary Campus (K-3)
 - Upper Elementary (4-6)
 - Intermediate High School (7-9)
 - High School (10-12)
- **Early Learning Research Academy**
 - Infants (6 months - 1 year)
 - Toddlers (age 1-3)
 - Preschoolers (ages 3-4)



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



Factors of LEAP Model





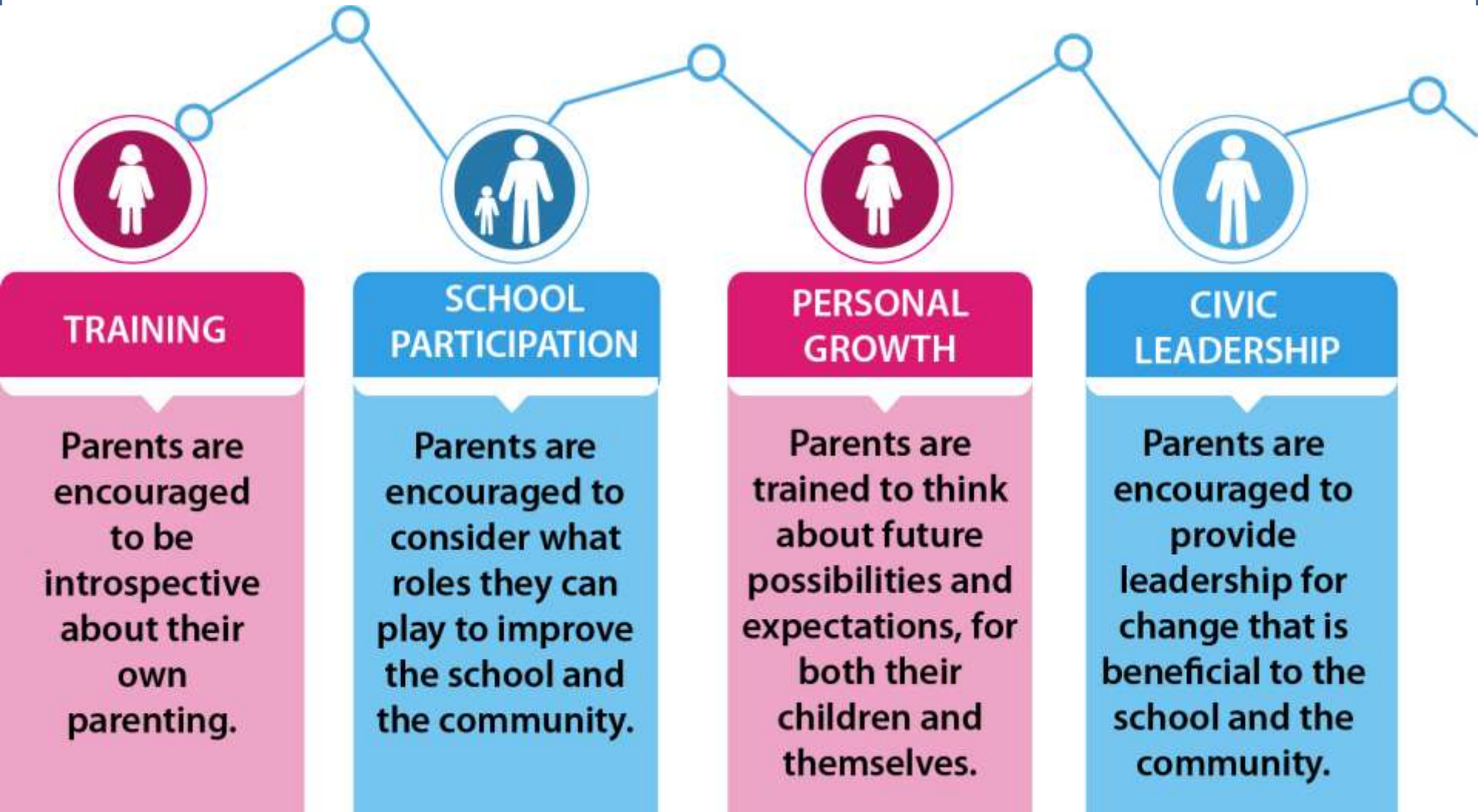
Family Engagement



Core Elements of LEAP's Family Engagement Framework



LEAP Principles for Family Engagement





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



- We will never eradicate poverty without quality education for all Children

- Education counts because it helps eradicate poverty and hunger





- Education gives people the knowledge and skills they need to live better lives

Fabrication Lab Points of Pride

S.T.E.A.M. Projects

3D Printed Microscope

Robotics

3D Printed Arms

Points of Reuse



- Education can boots productivity and open doors to job credits



- Poverty is one of the main reasons why children are left out of education



- 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