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## Sustaining an Educational Pipeline in Urban America: A Case Study of Community Development through University Partnerships

Sosteniendo un canal educacional en la urbanidad americana: Un estudio de caso de Desarrollo Comunitario a través de una alianza con una universidad

**Gloria Bonilla Santiago, PhD.**

Rutgers University  
United States

 0000-0002-5159-4772

[gloriab@camden.rutgers.edu](mailto:gloriab@camden.rutgers.edu)

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**ABSTRACT:** Building on extensive fieldwork, this research examines a holistic educational community development approach to serving children and families in a vulnerable urban city, Camden NJ. This university-school comprehensive community development partnership is informed by the Community Capitals Framework. This guiding framework of action centers on improving outcomes for young people and families with limited resources and opportunities to cultivate the transformation of schools into entire communities where all children experience an excellent educational system with caring adults in all aspects of their lives. This 25-year study captures best practices during the building and sustaining of community development efforts, with outcomes leading to a successful cradle to college and careers pipeline that has strengthened the community and improved the quality of life for its young people substantially. Through university collaboration, oversight, management, and community ownership, the Rutgers/LEAP pipeline provides an integrated unique model for how to prepare students, train families, build community and remain sustainable.

**KEYWORDS:** community development, university partnerships, education, poverty.

**RESUMEN:** En base a un extenso trabajo de campo, esta investigación examina un enfoque holístico de desarrollo comunitario educativo para servir a niños y a familias en una ciudad urbana marginalizada, Camden NJ. Esta alianza de desarrollo comunitario integral entre la Universidad y la escuela se basa en el Marco de las Capitales Comunitarias. Este marco de acción orientador se centra en la mejora de los resultados para los jóvenes y las familias con recursos y oportunidades limitados, con el fin cultivar la transformación de las escuelas en comunidades integrales en las que