

2021 Annual Report



As 2021 began, LEAP was busy adapting to COVID. Our preschool teachers knew they had to be with their students in order to see real progress, so they met with small groups of children outside, in addition to providing lessons online in the fall. By the end of the school year, they were meeting with groups of ten, and by the fall, with entire classrooms.

Our tutoring students continued to meet with their tutors online, taking advantage of the flexibility of meeting at a time that worked for each pair from home. Almost half of our pairs continued to meet through the summer, catching up on the learning that wasn't possible during the school year.

Given the challenges imposed by COVID, it was more important than ever to focus on our children's strengths instead of their weaknesses! The first part of every year is spent getting to know each other and assessing our preschool children through artwork, play, and songs. Our tutor's first task is always to place their student at a level of reading which is challenging but not frustrating, and begin their journey where their student can make steady progress.

One of the rare benefits of COVID is that we now believe there is nothing that can't be done outdoors! Our preschool teachers loved this opportunity to focus on nature and involve families, as materials to continue the lessons at home were always available. Children became experts on birds, insects, trees and leaves! They spent the mornings full of curiosity- breathing fresh air and using their bodies. We are hoping to create an all-outdoor classroom at a new site in 2022!

Our staff continues to serve our community with love in every way. They have continued to distribute food through Porch, provide transportation, and assist with job searches for our families. We are blessed by them, and by the continued support of our generous donors! Thank you to everyone who has joined together to make such an important difference in our community! Somos Familia!

Jennifer Trapani, Board Chair

BELIEVING

in the potential of all children, LEAP empowers Latino and other children in Durham to achieve academic success by providing a high-quality preschool and on-going support through middle-school.



Preschool

Our students at Nuestra Escuelita and the DCI/ LEAP Academy play and learn in two-languages. Why? Because studies have proven that this is the most effective practice. Fifty-seven children attended our preschools. Our Curriculum Coordinator ensures that everything we do is informed by the latest research on how young children learn best.

Ten of our students at Nuestra Escuelita rode our bus. Owning and operating a bus is a big expense and responsibility, but without it we know that some of the children who need us the most could not attend our school.

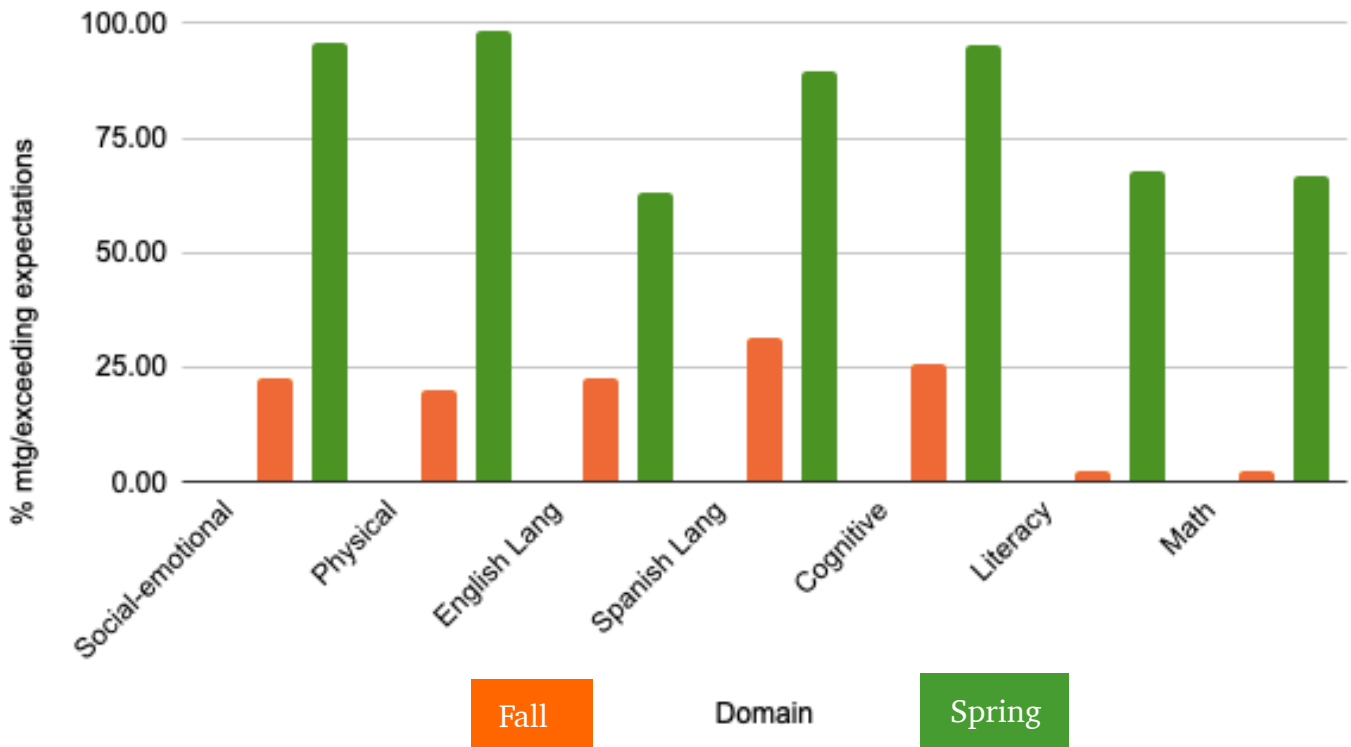
Tutoring

School can be challenging for many reasons. It's especially difficult for students who cannot get help at home or whose parents can't communicate directly with their teachers.

LEAP matches students ages 6-12 years old who need help developing their literacy skills with individual tutors. Our tutors are trained and supported by a reading specialist who is also a second grade teacher within Durham Public Schools. In 2021, there were thirty-nine children enrolled in our tutoring program.

THE PROOF IS IN THE NUMBERS!

Nuestra Escuelita Student Average Progress 2016-2021



Who are our Students?

- 86% are Latino, 10% African American, 2% White, and 2% Asian
- Average parent education level is 10th grade
- 100% of our students have the potential to learn and grow!

LEAP Applies the Research

Why do we focus on preschool to unlock our children's potential?

- An analysis of NC's early childhood programs found that children enrolled in high quality programs had higher grades in reading and math and lower rates of being identified for special education through the 8th grade. Dodge, Ladd, Mushkin, Bait 2018.
- Early experiences affect the development of brain architecture, which provides the foundation for all future learning, behavior and health. Center on the Developing Child, Harvard University.

Why do we teach in English and Spanish?

- Bilingual children have an enhanced ability to control attention, plan and think flexibly. Miyake et al 2000.
- Children learn a second language better when they also continue to develop their first. August and Shanahan 2006.

How do we ensure that we implement evidence-based practices?

- Our teachers receive on-going, job-embedded professional development, and our curriculum is created by a Curriculum Coordinator who holds a Masters in Early Childhood Development.



i Gracias

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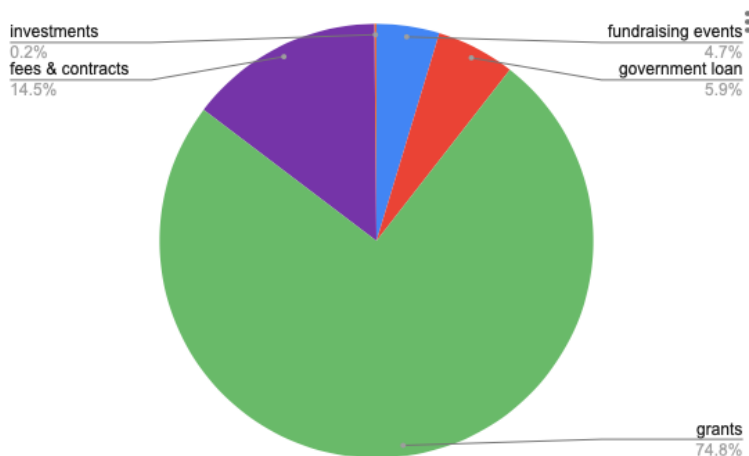
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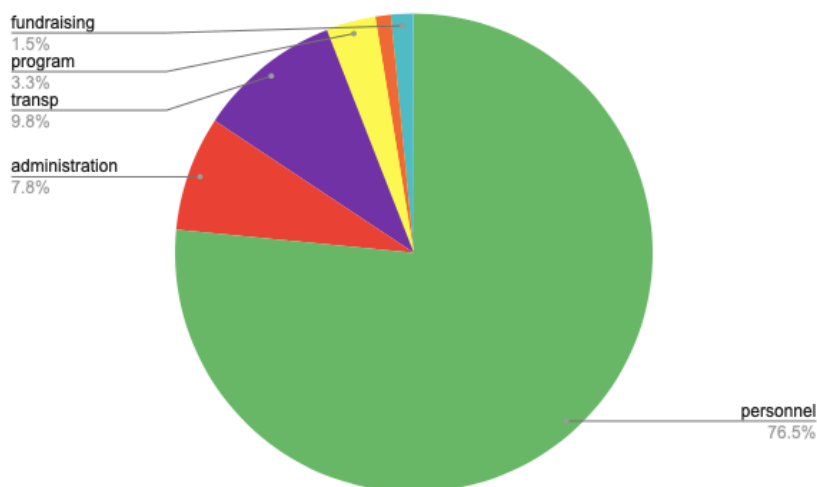
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Resources

Income \$301,836



Expenses \$234,137



Thank you volunteer tutors!

Aaron Han, Christina Boyd, Dara Baldwin, Eduardo Chavis, Elizabeth Lee, Emily Simmons, Emily Ye, Emmaline Phillips, Eric Richardson, Isabel Colón, Julia Caci, Kelly Ryan, Lucas Radcliffe, Luis Pastor-Valverde, Phoebe Ducote, Rosanna Diaz Ronda, Sahith Kudaravalli, Sara Kross, Sarah Muir, Savannah Herbek, Shabani Malk, Sofia Calvo, Sol Dhungana, Supta Das, Theiija Balasubramanian, Thomas Wicker, Wendy Jenkins, William Biersach, Alexis Rodriguez, Brenna Hannapel, Laurel Ellzy, Leah Dial, Lola Maglione Silva & Ryan Neill.

