5-2016

An Examination of the Community School Model in an Urban School Setting

Tanna H. Nicely
East Tennessee State Universtiy

An Examination of the Community School Model

in an Urban School Setting

_____

A dissertation

presented to

the faculty of the Department of Educational Leadership and Policy Analysis

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education in Educational Leadership

_____

by

Tanna Hurd Nicely

May 2016

_____

Dr. Pamela Scott, Chair

Dr. Cecil Blankenship

Dr. William Flora

Dr. Eric Glover

ABSTRACT

An Examination of the Community School Model

in an Urban School Setting

by

Tanna Hurd Nicely

The topic of educating today's youth has become an increasing multi-faceted task with rigorous accountability metrics handed down from all of the different branches of government. Schools are faced with providing more than just instructing the three R's; they are taxed with educating the whole child.

This qualitative study explored the community schools model in an urban elementary school. Specifically, the study attempted to understand the perceived impact this model has on community members, parents, and administrators at one particular elementary school. Data were collected through a series of open-ended interviews and coded for inductive analysis. There were four emerging themes: impact of leader, hub of the community, safe environment, and education of the whole child, which surfaced from the data analysis of the open-ended interviews. A document review also provided additional information that was included in the findings. The need for additional quantitative and qualitative research was also suggested.

DEDICATION

Bradley Keith Nicely, you have been my biggest cheerleader and best friend. You are the rock in my life; my shelter from the storm. I have been honored to have you by my side throughout this chapter in my life and for over thirty years. I know I could always go to you for encouragement whenever I needed a boost to get back to writing. I have dreamed this dream for a long time and you have never let me lose focus of it whenever I wanted to quit. I love you with all of my heart and will always love you, my sweet husband.

Courtney Nicely Bennett and Drew Nicely, my beautiful children who have grown into wonderful adults, I am so proud of you both and thrilled to be your mother. I know at times I fed you a lot of fast food while working on my college work, but you never complained or fussed at me. Your support means the world to me. I am so lucky to have you both as my babies. God has blessed me with you. I love you both to the moon and back.

G.W. and Nancy Hurd, my adoring parents who raised me to be strong and to reach for the stars. I remember as a young girl before I started Kindergarten you all said I would be the first in our family to graduate from college. I always seek your approval as you both have always cheered me on throughout my life. I could not ask for better parents, at times I have not deserved you. I love you all so much.

Suzanne Bryant, my partner in crime, never did I realize when we first met as freshmen at the University of Tennessee was I making not just a friend for life, but a sister. We have dreamed our dreams, married our Godly husbands, raised wonderful children, and continued to go back to school. I could not have done this without you. While this will close the chapter on our years in school, the adventure is just beginning with us. I am lucky to have you and call you my sister.

ACKNOWLEDGEMENTS

only offers sage advice; she has a heart of gold. You have held my hand and given me the courage to pursue my dreams Your constant support means the world to me as well as your friendship!

Finally, I wish to express my deepest appreciation to Dr. James McIntyre, my boss and the exemplary superintendent of Knox County Schools. He has served as a role model throughout this study.

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

Educating public school students has become an increasingly multi-faceted task with rigorous accountability metrics established at the federal, state and local government levels. Teachers do not just provide instruction on reading, writing and arithmetic; there are many services that students require to be successful in school. Schools today are faced with educating the whole child. Presently children are faced with obstacles that previous generations did not have, such as the expectation of meeting annual measured progress goals (Adequate Yearly Progress or AYP) in all subjects. The mandates that changed the United States educational system had their beginnings with the passage of the Elementary and Secondary Education Act (ESEA). The ESEA, first enacted in 1965 and reauthorized in 1994, encompasses Title I, the federal governments flagship aid program for disadvantaged students (Education Week, 2001). The passage of the *No Child Left Behind Act of 2001* (NCLB) was a reauthorization of the ESEA directed at holding states more accountable for student progress. Each state was required to test students annually in mathematics and reading. Based on test results, schools across the country are identified as passing or failing schools. This piece of legislation set off a chain of events that has rocked the core of the United States educational foundation. Educational companies raced to create programs to fix failing schools.

In late 2015, Congress reauthorizes ESEA under a new name, Every Student Succeeds Act (ESSA). The President of the United States explicitly stated:

"With this bill, we reaffirm that fundamentally American ideal—that

   Every child, regardless of race, income, background, the zip code where

   live, deserves the chance to make of their lives what they will."

Barack Obama (2015)

This piece of legislation has already kicked off the race for programs and initiatives aimed at

helping all children succeed.

   School districts across the country raced to find the what works model or programs that would

turn a failing school into a passing one. The ferocity of adopting new models, adding on

programs, and searching for the magic bullet that will meet all of the requirements established

for success. The panic alarm sounded to find the perfect program that meets all of the

requirements set forth by the government have triggered educational publishers to flood the

market with thousands of programs promising to produce top results and turn around schools

without much empirical success. The additional mandates have made the jobs of teachers and

administrators increasing challenging.

   The community schools model addresses the many layers of support a child needs upon

entering school while acknowledging the new age of accountability metrics set forth by the

United States Federal Government. The concept of community schools dates back to the early

20th century when one of the most prolific educational leaders of the time, John Dewey

formulated the idea of the school as the central hub of the community (Coalition for Community

Schools, 2015).

His early educational philosophy relied heavily on the work of the establishment of Chicago's Hull House by Jane Addams in 1889 (Benson, Harkavy, Johanek, &Puckett 2009). Addams' model sought to address the plight of an increasing immigrant population living in poverty in Chicago's Nineteenth Ward and provided an array of services including a visiting medical staff, college extension classes, ethnic festivals, and legal help.

In a 1902 address, Dewey adapted the social change philosophy of Jane Addams settlement houses to schools (Benson et al., 2009). The community school movement developed in pockets throughout the United States over the years, but a recent resurgence in the idea has created a stir among educational leaders once again. The Coalition for Community Schools (2015) estimate that thousands of schools across the country have adopted some form of the community schools model. Regardless of the fact that the community school model addresses the multi-faceted needs of school children, there is not a strong body of empirical research on the topic. Further research is necessary to assess the benefits of the community school model and to the effectiveness of this model in meeting the yearly academic growth required by state, local, and federal government.

Statement of the Problem

Although there has been growing interest in how the community school model works in schools, there still remains limited research surrounding the perceived impact this model has on parents, community member, and district administrators within the school setting and community where the model is implemented. The Coalition for Community Schools has brought an increased awareness to the model through its use of a website as a starting point for understanding the model. There are a limited number of studies and a few articles that have

examined the use of the model.   The majority of writings address the community school model from a historical or informational standpoint.

The purpose of this qualitative case study was to examine the community schools model in an urban elementary school. Specifically, the study attempts to understand the perceived impact this model has on parents, community members, and district administrators at one particular elementary school. The following research questions will be addressed in the study: (1) How do parents perceive the impact of community schools? (2) How do community stakeholders perceive the impact of community schools? (3) How do district administrators perceive the impact of community schools?

In order to ascertain the full intent of the participants' perceptions toward the community school model at one particular elementary school, a purposeful sampling inquiry design of research was used. An open-ended interviewing technique using an interview guide was utilized to discuss the topic with parents, community members, and district administrators in the one elementary school. A document review of minutes from the community schools steering committee meetings will also be reviewed as part of the research.

Significance of the Study

The educational market is consistently flooded with models across the country that promises to meet the new rigorous local, state, and national standards. Many of the models focus on only on academics and leave out the other pieces of the educational puzzle such as community services. A growing number of schools across the country have struggled to produce academic growth in their students especially in the urban setting. Administrators in struggling urban

schools are looking for a model that does more than address the academic needs of the students. There is limited research that discusses the community school model. Empirical research is needed to determine the benefits of implementing the community schools model in one urban elementary school.

Definition of Terms

Community schools are public elementary or secondary schools that coordinate a wide range of social services to students and their families, such as:

- Primary health and dental care;

- Mental health and counseling services;

- Nutrition services;

- Mentoring;

- And adult education, job training, and career counseling services for parents.

(Coalition for Community Schools, 2015)

The term community schools model has also been listed as Full Service Community School in other bodies of research. The term community school model will be used for consistently throughout this study.

Limitation and Delimitations

There were several limitations to this study. First, the research design, a single case study qualitative approach was used. The sampling strategy used, purposeful sampling, while provided information rich data, was small in number. Generalizations about the research findings could not be made due to the research design selected (Patton, p. 244).

A delimitation to the study was that only one elementary school was used in the research. Due to the researcher being the principal of the school, another colleague was used to perform the open-ended interviews to reduce biases on part of the interviewer. The study was delimited to the parents, community members, and district administrators in one school district in East Tennessee. Students were not included in the study.

Organization of the Study

Chapter 1 included a brief overview of the subject to be researched as well as a brief historical perspective of the subject. This chapter also included the statement of the problem, and the limitations and delimitations of the study. Chapter 2 provided a comprehensive examination of the literature beginning with the historical background of educational reform models and the current state of urban high-poverty public schools. Specific information about the historical beginnings of community school model was included. Finally, emerging themes and a summary of the findings were presented regarding community schools model. Chapter 3 explained the qualitative methodology that was used in this study. In this chapter, the research design, data collection process, data analysis, and a description of the research participants were discussed.

Chapter 4 presented a detailed description of the findings of the research that included specific details on the site, the participants, and the interviews of the study. Chapter 5 provided the conclusions of the study including a synopsis of how the findings related to the existing body of research, implications for practice, and suggestions for future areas of research.

CHAPTER 2

RESEARCH OF LITERATURE

In order to understand the significance of the community schools model, it is imperative that

the history of other attempts of educational reform be explored. In addition, to the historical

context of educational reform, it is necessary to discuss not only the cure or reform, but the

underlying or root cause of why our educational system is in a state of crisis. Finally, the current

research and findings on the community school model will be examined along with the

theoretical framework guiding this research.

History of Reform Models

History books are full of reform models that attempt to redesign and improve the educational

outcomes for students. The need to overhaul our failing schools is the topic of many books and

news reports. Since No Child Left Behind legislation was passed, school districts and even

schools are listed on priority lists if their scores are not in the proficient range. Former United

States Education Secretary, Arne Duncan proclaimed in 2009 that "the fact that we are not just in

an economic crisis; we are in an educational crisis" (Duncan, 2009). In December of 2015, newly

appointed United States Secretary of State John King Jr. endorsed the newly passed ESSA

legislation, which includes another set of metrics to improve or fix our educational system.

Even leaders without an educational background have sounded the alarm for reform in education

including Microsoft founder Bill Gates. Millions of dollars have been allocated by the federal

government and even private sector (such as Gates) to find answers to solve the issues that have

plagued education and ultimately have hurt children. In a recent blog article, Mr. Gates (2014)

emphatically admits, "I don't know many business leaders who are satisfied with America's schools. In fact, just about every CEO I know is worried that this country simply isn't producing enough graduates with the skills they need to compete globally."

This battle cry for reform in education is not new. As early as 1647, with the passage of the Massachusetts School Law, the leaders of our country have sought to establish some sort of educational system for our children. The law, also known as the Old Deluder Satan Law of 1647, ordered each township with fifty or more households to support a public school where reading and writing where taught by an appointed person (Mass.gov website 2015).

The 1800's brought a formalized interest to education, which created the development of local school boards across the nation. Horace Mann, the first Secretary of the Massachusetts State Board of Education, set the standard for early education reform by gathering and publicizing school information throughout the state. The United States churned through the next years building upon the educational foundation that leaders in the field such as Mann had founded.

It was not until the next educational reform alarm in the United States sounded that the sense of urgency of the state of education for our children began to permeate into the general public once more. The alarm was a small satellite that's signal from space galvanized the United States into a panic state resulting in sanctioning reforms in math and science education aimed at surpassing the technological advances our cold war rival, the Soviet Union. Sputnik (the small satellite's name) was a wake-up call that brought about a revolution in our focus on math and science in the United States as the country's leadership likened the launch of Sputnik to a breach in our nation's security.

The 1960's brought about an interest in the root cause of why our children still were not excelling even though the educational focus had become increasingly important and reform

models had flooded the market. The War on Poverty emerged as the next need for overhauling

our educational system in the United States. The National Student Clearinghouse Research

Center (2014) revealed that poverty — not race, ethnicity, national origin or where you attend

school — was the best predictor of college attendance and completion.

One model or ideology shifted the focus from the traditional academically infused

methodology and emphasis on the three R's to include other factors that relate to the education of

the whole child. The model known as the community schools or full service schools model is a

grassroots effort with pockets of support across the United States established to address the

multi-faceted indicators that that contribute to the overall success of a child during his or her

educational years.

History of Community Schools

The idea of building a school culture that provides services beyond academics is not an

innovative endeavor or exclusive to the American educational system. Engaging local the local

community where the school is located, utilizing services within the school neighborhood, and

igniting families to take a part in their child's education are all part of attempts to bridge the gap

between the community and the school.

Ancient civilizations such as the Aztecs believed educating the whole child was important.

Both boys and girls attended school as well as learned skills beyond academics such as weaving,

farming, and cooking. The telpochallis or schools where the Aztec children attended

additionally offered classes in music, history, dance, and fighting skills (Sahagún, et al).

Even before the pilgrims from England arrived in the in the 1600's, in what is now the United

States, the Native Americans were instilling in their children the importance of family and

community. Urban and Wagoner (2000) affirmed:

> The immediate family was most important, but members of the extended family and the
> entire tribe also played significant roles in perpetuating traditions and directing the
> footsteps of youth along the proper path. Education was not something special or separate
> from life; it was integral to life itself (p. 4).

Throughout the 18th century, education was by and large informal with strong ties to agrarian life. In many places education was eclipsed by the need for crops to be harvested, chores to be completed, and jobs to be filled by youth. Many times a traveling teacher taught basic skills in whatever home or church was available in the community. Even with this colloquial approach to instruction, a community filled with clergy, family, merchant owners, and neighbors worked together to extend instruction to include moral development and skills for the conduct of life (Bernard, p. 16-18).

Little to no documented evidence was written regarding the establishment of community schools or any other sort of social educational movement until toward the end of the nineteenth century with the creation of Toynbee Hall in 1884 by Samuel Barnett, a Church of England employee, and his wife Henrietta, in response to their fear that societal reform was not happening through the current measures that were in place. Barnett's intent was to create a place for potential leaders to live and work as volunteers in London's East End, bringing them face to face with poverty, and giving them the opportunity to develop practical solutions that they could take with them as they became future leaders (Toynbee Hall 2015).

Less than 10 years later a similar establishment was developed in the United States. Jane Addams, a social reformist who went on to win the Nobel Peace Prize in 1931, visited Toynbee

Hall on a trip to London and sought to develop a similar concept back home in Chicago.

Addams named the establishment Hull House after the previous owners of the home. Although

Hull House was modeled after the premise of Toynbee Hall in London, where the residents were

men; Addams initially intended it to be a community of women residents, though some men

were also residents over the years. In 1889 Hull House in Chicago opened its doors in reaction to

the plight of unskilled, uneducated immigrants that were living in poverty in the area. Seeking to

address the challenges of its poor immigrant neighbors, in Chicago's Nineteenth Ward, Hull

House took a multi-faceted institutional approach (Harkavy & Benson, p. 299-321). The

Chicago settlement house programming included a medical staff, kindergarten classes, legal

services, academic classes, ethnic festivals, and art exhibits. In addition to art classes, Hull

House was a center for labor union activities, public forums, community club meetings, and

advocacy for progressive social change (Addams, 1910). Jane Addams herself was even

appointed to the local school board and served in that capacity for several years. Still Hull

House and the plight of the poor remained Addams greatest passions. She believed the

settlement brought young and old together to work on the problems of society in a way that

would bring about a solution.

 In some of her later writings Adams (1910) reflected:

> [Residents] must be content to live quietly side by side with their
>
> neighbors, until they grow into a sense of relationship and mutual
>
> interests. Their neighbors are held apart by differences of race and
>
> language, which the residents can more easily overcome. They are
>
> bound to see the needs of their neighborhood as a whole, to furnish data
>
> for legislation, and to use their influence to secure it (p. 127).

One of the most influential leaders that understood the pivotal role of public education in the development of the whole child was John Dewey.   In the early 1900's, John Dewey spoke about "the feeling that the school is not doing all that it should do in simply giving instruction during the day" (Dewey, p 76). Dewey was a supporter of Jane Addams and a frequent visitor of Hull House during his tenure at the University of Chicago. Addams and Hull House directly influenced his ideas about education and the influence of community. Both reformists shared the bold vision of connecting the school with the community where it was located. Dewey took what he learned during his time with Addams and Hull House and applied it the public school, which in his eyes, could reach more of the masses than the settlement houses. He wanted every public school to duplicate the work and services of the Hull House, just during the context of the school. Dewey's name is often associated with the philosophical views that shaped the American public education system even today.

 In 1897, Dewey wrote about his educational philosophy:

> I believe that the school is primarily a social institution. Education being a
> social process, the school simply that forms of community life in which all
> those agencies are concentrated that will be most effective in bringing
> the child to share in the inherited resources of the race, and to use his
> own powers for social ends. I believe that school must represent present
> life-life as real and vital to the child as that which he carries on in the
> home, in the neighborhood, or on the playground. (p. 7)

In an early address, Dewey urges the audience to consider connecting the successes of Hull

House and other settlement establishments to pubic school by referring to the school as a "social centre" and making this, "a matter of practice, not of theory" (Dewey, 1902). Dewey along with his wife Alice had already established the Laboratory School in Chicago that offered a plethora of exponential experiences such as science in the garden and geology in a sandbox. This school was a cooperative effort of parents and educators and was housed at the University of Chicago during the years from 1896 to 1903. The school is in existence today. Dewey brought along a few of the teachers from Hull House to bring the arts to the school. Dewey believed in a real life curriculum for students that brought local agencies into schools so that they might be organized as "social institutions" (Urban & Wagoner, 2000 p. 222). The beginnings of the community school model can be found in the collective beliefs of Addams and Dewey.

Community based school models were taking off in some of the bigger cities in the United States. By 1910 Rochester, New York had opened 18 school-based social centers where services ranged from an in-house dental office (the first in the nation in a public school), art galleries inside the school, local health offices, movie theaters, libraries that also served as social centers, and civic clubs within the school (Ward, p. 179-199). The one room school was no longer that standard; schools were being built with such amenities as gymnasiums, libraries, clinics, auditoriums, and bathrooms.

While schools built upon the Addams and Dewey's philosophy were primarily built in the big cities in the early nineteenth century, the movement started to move out to the rural portions of the country during the 1930's. One of John Dewey's students, Elsie Clapp, shared his passion for community schools. Clapp took numerous courses with Dewey at Columbia, serving as a graduate assistant for him. Clapp considered her most important contribution to education, much like those aspirations of Dewey, the connection of the school with the community.

Clapp's focus was more rural in nature as she was recruited by First Lady Eleanor Roosevelt to undertake a complex project Arthurdale, the first federal subsistence project of President Franklin Roosevelt's New Deal. A pet project of Mrs. Roosevelt, Arthurdale was designed to improve the lives of a poverty-stricken community of coal mining families in north West Virginia (Stack, 1999).   Eleanor Roosevelt believed a school modeled on Dewey's Progressive education would be good for the community, and Elsie Clapp was recommended to become the director of school and community affairs. Noticeably apparent in Clapp's vision for the Arthurdale community is a central focus on Appalachian culture as the basis for creating self-identity and understanding. This exemplified Dewey's belief that community was the birthplace for democracy–for Clapp the school served as the gateway for bringing together shared interests to benefit the entire community.

Although several visionary leaders in the early 20th century such as Dewey were passionate about community schools, the community school movement appeared to dissipate over the next sixty years. Several factors attributed to this decline in the community school model with need for sustainability being one of most influential. Many leaders of the community schools moved onto to other jobs, thus taking the passion for the movement with them. Little was heard about educational research regarding community schools until the late 1970's. The passage of the Community Schools Acts of 1978 realigned the legislative effort on the exploration and creation of more community schools, but the nation was still focused on the math and science movement of the 1960's.

Analogous to what Sputnik did for spurring on a nation wide wake up call for the state of math and science education in the United States, the widely regarded report, *A nation at risk: The imperative for educational reform* (1983) created a call for educational reform and created a

sense of urgency for improving the educational system in the United States. The report outlined

the failure of public education. In fact, the report used such terms as idlers, educational

disarmament, and mediocrity aimed at galvanizing a nation to support educational reform to

bring our country's educational system back into a competitive state. The report not only

discussed the United States educational woes in lagging behind the world academically, but also

addressed the need to focus on the other factors related to the development of the whole child.

The report used the educational state of our nation as the root cause of other countries such as

Japan gaining an economic edge.

Change Theory

The report signaled that once again one of the wealthiest nations in the world had to fix a

broken educational system. A sense of urgency prevailed to produce the next reform model.

This reoccurring theme of a broken education system has replayed itself over and over across the

course of the history of education in the United States. There has always been a call for a new

reform or new initiative that could revolutionize the educational system and be the cure for the

educational woes or perceived educational woes of the country.

Michael Fullan, a renowned leader in education surmises, a change in the way we approach

our educational system is needed to make a difference. He contends the solution is

> "not to climb the hill of getting more innovations or reforms into
>
> the educational system. We need a different formulation to get at
>
> the heart of the problem, a different hill, so to speak. We need, in
>
> short, a new mindset about educational change."

(Fullan, 1993)

The educational lens that Fullan suggests is not a program that cost millions of dollars or increases government control over schools systems, but an analysis of why the educational system continue to throw reform model after reform model into the educational mix without adjusting a very conservative educational structure (teacher preparation, organization of school systems, hierarchy of schools) that has not been changed in years. It appears that the more mandates and reforms that are implemented each year, the more the change is not sustained or lasting. Glover (2013) expands on this school of thought to proclaim that real problem is not an education problem but the "limits of modern, mechanical thinking".   Fullan (1993) concludes that, "new ideas that are important require an in-depth understanding and development of skill and commitment to make them work".   The community schools model is not mandated from an initiative or a top down reform, but a resurgence of Dewey's educational philosophy organizing schools to become the hub of the community.

Community School or Full Service Community School Model

The focus or spotlight returned to the community schools model as interest once again prompted discussions on building collaborative community school partnerships. There were services offered in schools, but more often than not, these services were fragmented or inconsistent at best. There arose a need for a more concerted effort to establish a cohesive model rather than a shotgun approach to providing a menu of services within a school.

In Chicago, Illinois**,** community school activity in 1993 was well underway—thanks to pioneering work of a philanthropy group the Polk Bros. Foundation. By 2001, funders realized that district participation was essential. Community leaders approached the Chicago Public Schools with a proposal to add more community schools through a public/private venture.

School CEO Arne Duncan accepted this proposal and agreed to match private dollars with city funds. The work in Chicago seemingly caused the movement to come full circle, as Chicago was the city where Jane Addams' Hull House was established years earlier.

There are but a few pieces of literary works about community schools that do not contain the name of two of the modern day leaders of the community school reform model movement Joy Dryfoos and Martin J. Blank.   In 1994, Joy Dryfoos, a recognized authority in the field of community schools, identified several schools that were serving the nontraditional needs of the families within the schools. Luter (2013) states that her concept of "full service community schools" took on a spotlight as part of a larger national movement pairing schools with the needs of families, students, and communities (p. 163).

These two individuals championed the implementation of the community school model into schools, as a means of providing essential support for ALL of the students needs. The need to include the existing community in the educational process, to offer services that will make students successful and to have these services within the school building are all critical aspects of the model (Dryfoos, 1994, Dryfoos, Quinn, & Barkin, 2005).

In order to fully understand what a community school is and how it is distinguished from a typical elementary school that is part of a community the Coalition for Community Schools offers this description:

> "A community school is both a place and a set of
> partnerships between the school and other community resources.
> Its integrated focus on academics, health and social services, youth
> and community development and community engagement leads to
> improved student learning, stronger families and healthier

communities. Community schools offer a personalized curriculum

that emphasizes real-world learning and community problem-

solving. Schools become centers of the community and are open to

everyone – all day, every day, evenings and weekends"

(Coalition for Community Schools website, 2015).

Still within this specific description, many variations exist and function under the huge umbrella

of the community school name. Most of these deviations occur due to funding sources as well as

governing organizations that guide the framework. Some community schools are structured

under a university or higher educational model, while others are structured by nonprofit

organizations or even school systems. A mix of public and private sector partners may provide

not just financial support, but at times human capital to build the capacity of the program.   Table

1 is a summary of the myriad of funding sources.

Table 1.

Types of Community School Funding Sources

Nonprofit organizations	Higher education	Local businesses
Local government	Local education fund	Faith-based agencies
United Way	Philanthropies	Federal government grants

The Community School Model

Students come to school with a multitude of problems that affect their ability to be successful in their academic studies. Problems such as living in poverty, exposure to alcohol and drugs, violent crimes, depression, homelessness, mental health issues, lack of health insurance and the absence of preventative health care are only a few issues students bring to school and at times pose as a stumbling block that must be tackled before academic work may be completed (Dryfoos, 1994; Kronick, 2000). As famed psychologist Abraham Maslow noted in Maslow's Hierarchy of Needs, it is nearly impossible for any person to achieve the level of self actualization which includes creativity and problem solving without satisfying the lower levels of the pyramid which are labeled the deficiency needs (Martin & Joomis, 2007). The deficiency needs are basic needs such as breathing, food, shelter, and safety. Many students today only have the deficiency needs of Maslow's pyramid addressed during their time at school, thus leaving the upper levels unmet, yet the expectations of the federal government requires that the upper levels be met and have no metrics to measure the attainment of the lower levels of the pyramid.

Community schools are one of the only school strategies explicitly designed to address both academic and non-academic issues facing students today as they enter school. Engaging the community through full service community schools … and other partnerships has become a major strand of reform in schools and districts (LeChasseur, p. 305). There exists a need for a better approach to connecting the services especially in areas of low socioeconomic due to the lack of accessibility by children of poverty. Taylor contends that in impoverished neighborhoods, no network of high quality early learning centers and preschools exist for

children to access (p. 543). In fact, fewer than half of children living in poverty are school ready by the age of 5, meaning they lack early math and literacy skills, exhibit behavior problems, lack social skills, be prone to undetected learning disabilities, and have poor overall physical health ("ASCD Policy Points", 2015).

Another factor that was an indicator of school success lies in the area of family involvement or engagement. The motto of most schools is if you feed them, they will come. Practically all of the parental involvement events in schools today revolve around food. The overarching strategy exemplary schools report brought about the turnaround in their schools is family engagement and the degree that the engagement occurs within the school.

> "America's future will be determined by the home and the
>
> school. The child becomes largely what he is taught;
>
> hence we must watch what we teach, and how we live."
>
> (Jane Addams, 1910)

The Coalition for Community Schools website (2015) examined the organization of the traditional school versus the organization of the community school. The traditional school, with a primarily academic focus, was likened to an old rotary telephone used back in the 1970s. The rotary phone served a single purpose of communicating via a telephone call between two parties. The community school reform model was equated to a smart phone with lots of applications or apps. In this analogy, the apps represented the different supports or services a community school may offer.   Similar to the smart phone with many applications, community school model offers a multi-faceted array of services to meet the needs of its students and community. The site provides an in-depth look at why districts across the nation should adopt the community schools model.

The Community School Model Rationale

The Coalition for Community Schools Website offers a large amount of information and research to inform leaders about the community school model. The model may differ from state to state or even site-to-site, but the rationale below reflects the basic premise of the community school model.

Rationale One: College, Career, and Citizenship

The goal of every school is to prepare its students to be successful in life after graduation. Terms have emerged such as college and career ready to emphasize this goal. The first component of the community schools model is "College, Career, and Citizenship" which speaks to the dedication community schools has for preparing students for life after compensatory education. Community schools partner with universities and colleges to prepare middle and high school students for college. Service learning and leadership opportunities are made available to develop students into becoming active members of their community. Other supports and partners are intentionally selected with the goal of preparing students for success in life after high school.

Rationale Two: Health and Social Support

Chronic health problems, limited access to health care, disconnected families, mental illness, and poverty are factors that have a substantial impact on a student coming to school ready to learn, yet there are no metrics to measure these factors in a child's academic success in school. Community schools bring services such as dentists, mental health experts, and doctors to the school to offer services to students, families, and the entire community. These types of services

provided at school help to erase those health and social problems so learning can take place.

Rationale Three: Expanded Learning Opportunities

The traditional school day generally ends in the early afternoon each day as the buses roll away from the school. Community schools leverage resources to offer learning opportunities before, during, and after school, as well as during the summer months to, in essence, extend the school year. The idea of extending the school day/year offers families and students opportunities to receive such services as tutoring, nutrition classes, voice lessons, and gardening workshops. Community schools calibrate services offered to reflect the school's unique needs.

Rationale Four: Engaging Instruction

Community schools employ partnerships with higher education institutes, local businesses, environmental organizations, and others to offer educational activities such as gardening initiatives, internships, and robotics teams to complement the regular academic curriculum. Preparing students for 21st century with supports that community schools offer is critical to the success of the student's educational experience.

Rationale Five: Early Childhood Development

With all of the demands for schools to meet certain academic metrics, intensified attention has been paid to the experiences students have before they come to kindergarten. Community schools understand that a high-quality early educational experience can have a positive impact on a child's life. All children should have access to a high quality education. Community schools provide supports with early childhood programs, at the most important time in a student's development. Children are coming to school ready to learn. Community schools are

providing models for success preparing students who come to kindergarten ready to learn and to grow into a successful student.

Rationale Six: Community Engagement

Community schools are built not just on the strength of the school, but also on the community's strengths focusing on improving the well being of the entire community. Community school leaders work in partnership with community organizations and listen to the needs of the community. Developing a collective vision with the community opens the door for shared accountability and success, and serves as a vehicle for advocacy on behalf of the community school and its students.

Rationale Seven: Family Engagement

Family engagement is a key factor to the success of children and youth. Community schools are always seeking out ways to increase parental involvement by building relationships and empowering families by providing them with a variety of supports. These include programs that expand the realm of student supports to include parenting education, GED classes, food pantries, and opportunities to participate in school decision-making such as serving on the school steering committee.   The school steering committee gives parents opportunities to participate in decision-making and provide a voice on behalf of families when dealing with school issues. Community schools are the hub and centers for the arts and culture in many neighborhoods. Families and community activities such as observance of cultural holidays showcase nights, performances, art exhibits, and health fairs work to increase family engagement.

Rationale Eight: Youth Development

Look at any traditional school day schedule and it is generally has been dominated by time for math and reading, while enrichment and youth development are all but absent from the schedule. In a community school, there is autonomy with the extended school hours for community partners to design all types of innovative, exciting, and educational activities for students – from robotics programs to gardening and bird watching. Community schools provide an opportunity for students to explore their interests and grow into highly creative adults.

Rationale Nine: Strategic Alignment

Community schools have a structure that supports collaboration and engagement of many different types of stakeholders. A school-site leadership team, including educators, parents, community partners, and others, is responsible for creating a shared vision for the school. A community school resource coordinator works in conjunction with the principal, and directs the school leadership team. The coordinator continuously procures resources for families and students to support the overall school vision. The leadership team continues to evaluate to add an additional layer of accountability with both academic and non-academic metrics.

(Coalition for Community Schools website, 2015)

Numerous rationales exist for the implementation of the community schools model. The Coalition for Community Schools (2015) states that student learning, both academic as well as non-academic, is enriched in schools that implement the model. Communities surrounding community schools are enhanced due to the innovative resources coming in as well as the improved mental and physical health of community members. A sense of pride evolves and a team effort prevails, as the community school truly becomes the hub of the community.

Structure of Community Schools

The literature offered different structures for implementation of community schools model. As schools looked for new strategies in instruction and student support, universities identified new approaches based on theory, which in turn links inquiry to action (Walsh, p. 595). One such model can be seen in the writings of Goodlad who has been called by some "the father of school-university partnerships" as a strategy for school improvement (Luter, p. 163). The connection between universities and schools has always been a close one, but the nature of the relationships was very different. Historically the primary reasons for the university-school relationship were to supply student teachers and refine educational practices in the classroom. Kronick (2005) suggested a theoretical framework for organization and creation of university assisted community schools, which consists of prevention, collaboration, and systems change (p. 172).

Community Schools in Action Today

As previously stated, there exist many variations of the community school model throughout the world. The overall components are universal, but the programming differs. Components such as mental health services, additional academic help, and enrichment classes are standards in community schools; however, the specific offerings vary from site to site. In fact, no two schools even in the same school system are identical. Unique to each site are programming and resources that address individual student, parent and community needs. Several community schools were examined to give the reader a in-depth look of not only the binding characteristics and rationales for the model, but also a chance to experience how these schools go beyond the traditional educational model, ultimately providing services and instruction for the entire community. Community schools are improving students' lives,

families, and communities in a variety of ways.

St. Paul High School, located in St. Paul Virginia, developed a course in Appalachian ecology around the notion of reclaiming a wetlands area. The student scientists researched water quality, aquatic species, and how to build bridges and walk ways for a designated picnic area. Partnerships are created with local colleges create a structure where the students are responsible for writing grant proposals, making presentations, and sharing their knowledge with other entities including local government. The school boasts a nearly 90% state exam passage of the school in biology and geometry (Blank, et al. 2003 p. 21).

Molly Stark School is located in the small town of Bennington, Vermont. The school has high poverty rate of over 70%, which is typical of inner-city schools. Before implementing the community school model, parental participation was at an all time low and staff members did not feel safe in the school. Additionally, the community had issues of its own with the same culture that appeared to permeate throughout the school (Dryfoos & Maguire, 2002; Kronick, 2000).

According to the school website, Molly Stark School offers an array of services ranging from on site pediatric, psychological, dental, pre-school, outreach, nutrition, counseling, after school and summer school programs aimed at leveling the playing field for all students.

City Connects is a decade long collaboration between an urban school district, Boston Public Schools, and Boston College. According to Walsh (2013), "the mission of City Connects is to have children engage and learn in school by connecting each child with the tailored set of prevention, intervention, and enrichment services that she or he needs to thrive" (p. 598). The collaboration serves as a model for which other districts to look to for possible duplication. The

research indicates that student achievement and gap narrowing are occurring as a result of the City Connects approach (p. 598).

Community schools offer a real solution to the problem educators are faced with teaching the whole child. In Port Chester, New York, Thomas Edison Elementary School adopted the full service community school model. The school spent some time listening to focus groups and trying to find out why the students were performing low in academic achievement. The time spent listening opened up struggles that the school did not realize would have an impact on student achievement. The families offered a long list of issues that ranged from adequate housing to immigration issues (Santiago et al., 2008). The known issues made it easier for the school to begin to find services that would meet the needs of the school families. The model allowed of myriad of services to come into the school including school-based health care, family counseling, parent outreach and after school enrichments classes "delivered" right at the school (Santiago et al., 2008).

Trujillo et al. (2014) investigated the multiple political histories that were both for and against the establishment of Oakland California's Unified School District's full-service policy on community schools and offered the following, "depending on the constituency's perceived political outcome hinged on the support for the policy or not" (p 898). Another issue that could pose as a stumbling block for support may lie in the interpretation of the definition of a community school and the description of the district policy.

Several districts in the United States have multiple schools within their boundaries that serve as community schools. Cincinnati Public School District is one such exemplary district. They have community-learning centers that serve as hubs for the community that offer a menu of services depending on the needs of the community. According to the Cincinnati Public Schools

Excellence Acceleration Plan Executive Summary (2013), in 2011-12, the school district community schools engaged more than 600 partners who provide services valued at several millions to students and families. The school district rose to the distinction of being the first major urban Ohio school district to earn the effective rating for two years (2009-2010 and 2010-2011).

Finally, there are larger structures that provide supports for the community school model across the nation. One such example, Beacons, stretches from California to New York. With support from a variety of entities including the state department of youth and development and the Youth Development Institute, Beacons was formed in New York City to address the need for wrap around supports needed for the inner city schools in one of the most high poverty areas in the state. The schools served as safe places for the students to stay and learn instead of being out in the unsafe streets or coming home to an empty house. Beacon Community Schools strive for multi-level impact by engaging youth and adults in community development, often with young people leading the way with their own vision for success (Youth Development Institute, 2009). Today, Beacon Community Schools serve over 150,000 children, youth and adults around the country and have over 500 community schools in their network.

Each year the list of community schools continue to grow. The above examples are but a few of the many exemplary schools that are scattered across the world. Most every state in the United States contains at least one community school with more added each year.

Results of Community School Research

A major weakness of the community schools reform model, as previously discussed, is the lack of empirical research and findings. There are some research studies few and far between that seek to describe community schools with most of them found on the Coalition for Community Schools Website. A recent blog from Education Week discussed an independent study produced by Child Trends, a Bethesda; Maryland based nonprofit, nonpartisan research organization. The study, concludes that research and theory support the concept of community schools that seek to boost academic performance by offering mentoring, counseling, healthcare, and other wraparound services that extend well beyond the classroom (Education Week Blog 2014). Results of seven quasi-experimental evaluations were generally positive in that they indicated that wraparounds helped increase attendance, grade point average, and reading and math achievement. Although community schools, with a multitude of services, show promise, there existed only a small handful of rigorous experimental and quasi-experimental evaluations that examined how individual models impact academic performance. Additional research is needed to fully examine the effect of community schools on the many variables that are found and the many models that exist.

Theoretical Framework

A theoretical framework is a broad set of concepts that is used to guide research. As Patton (2002) surmised, " Qualitative inquiry is not a single, monolithic approach to research and evaluation." There are many different frameworks that exist to approach research in different ways depending on the interests of the researcher and nature of the study. The use of a framework allows researchers to establish a structure where the data is organized and

meaningful. All research is interpretive and guided by the researcher's set of beliefs and feelings about the world and how it should be understood and studied. Some beliefs may be taken for granted, invisible, only assumed, whereas others are highly problematic and may be controversial. (Denzin & Lincoln, 2005, p. 22).

The framework that guided this research study is grounded theory. Grounded theory focuses on the process of creating theory rather than a specific theoretical content (Patton, 2002 p.125). The theory was chosen for this study because the community school reform model implements this theoretical way of thinking throughout the model. The purpose of community schools is to ensure that students are successful in both academic and non-academic measures. Without the interventions and preventive measures, which are provided in community schools, many students who are plagued with societal issues such as poverty and abuse will not excel (Dryfoos, 1994). Consequently, examining grounded theory at one community school would allow the researcher to delve into greater detail the parameters of the research. Grounded theory is a general method that can be used with a combination of data. The theory fits nicely within the research structure due to the number of different measures such as documents, survey data, and interviews that will be utilized to support the research. Patton (2002) states that grounded theory is meant to "build theory rather than test theory" (p. 127).

In grounded theory the first step for data analysis is to establish a method of coding the information. The data the researcher will use in this project will be a series of, documents, and interviews that will need to have some sort of coding to label important words or groups of words.   Verbatim quotes will be utilized to capture the essence of the parents, stakeholders, and district administrator's comments about the community school model.

Fundamental to grounded theory design is the collection of data and analysis. As stated before the community school model employs a number of non-academic measures to support the overall validity of the model. This concept differentiates grounded theory from other types of research design that required the researcher either initially to collect and analyze the data, or then to test their hypothesis (Glasser & Strauss, 1967).

Conclusion

In this literature review, a comprehensive examination of the literature beginning with the historical background of educational reform models and the current state of urban high-poverty public schools. Specific information about the historical beginnings of community school model was included. Finally, emerging themes and a summary of the findings were presented regarding community schools model. Rationales and research were also cited on this model. Grounded theory, the theoretical framework of the research study, was included in this chapter as well. Lastly, the community school model was explored through the lens of grounded theory to focus the data collection and findings, which will be discussed in the following chapter.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this qualitative case study was to examine the community schools model in an urban elementary school. Specifically, the study attempted to understand the perceived impact this model has on parents, community members, and district administrators at South Knoxville Elementary. The following research questions were addressed in the study: (1) How do parents perceive the impact of community schools? (2) How do community stakeholders perceive the impact of community schools? (3) How do district administrators perceive the impact of community schools?

The study was conducted in an urban elementary community school in Knoxville, TN. Qualitative research methods were employed in this study. Data were triangulated to increase credibility and dependability.

Instrumentation

"Qualitative researchers are intrigued with the complexity of social interactions as expressed in daily life and with the meanings the participants themselves attribute to these interactions" (Marshall & Rossman, 1999, p. 2). Data from the case study were utilized to frame understanding of the community schools model interviews and the document review was another way the data were generated.

Patton (2002) states, "in qualitative inquiry, the researcher is the instrument" (p. 14). I have worked in an elementary school setting for over twenty-four years teaching kindergarten, second grade, third grade, and fourth grade. I also worked as a curriculum facilitator, mathematics

consultant, and have written several district surveys. I finally have served in administration for over six years and have visited several community school districts including presently being the principal at a first year community school.

According to Patton (2002), "triangulation strengthens a study by combining methods" (p. 247). The data sources used consisted of multiple source interviews and a document review of community school meetings. Patton also states "a rich variety of methodological combinations can be employed to illuminate an inquiry question" (p. 28).

The study employed a mixed purposeful sampling to meet the multiple needs of the various data collected. The district administrators interviewed for the study will consist of the two members of the school district's administrative team assigned to South Knoxville Elementary to oversee the school. The parents and community leaders (members of the community school steering committee) interviewed with seven questions related to the community school model at South Knoxville Elementary. An outside person will conduct the interviews during the day in the library.   The protocol will be face-to-face interviews of the parents, community members, and the administrators. The International Research Board (IRB) trained the outside person. The outside person was obtained to alleviate potential biases because the primary investigator in the case study is the school's principal.

The study utilized data sources from interviews with stakeholders and a document review of the minutes of the community school stakeholder meetings. The results from the various data sources were compared to check for emerging themes. An interview guide was used as Patton (2002) puts it, "to ensure that the same basic lines of inquiry are pursued with each person interviewed" (p. 343).   This process added credibility to the overall research project.

Participants

The participants in the study were parents, community members, and district administrative staff at or assigned to South Knoxville Elementary. The sample consisted of 10 parents, 2 community leaders, and 2 district administrators. Students were not interviewed in this particular study. The participants were purposefully selected to assure the population has knowledge of the community schools model.

Data Collection

The Director of Research and Evaluation for Knox County Schools, Mr. John Beckett, was contacted for written permission to conduct the study within the school system, specifically South Knoxville Elementary. Upon completion of the study, a copy of the completed study was submitted to Knox County public schools. Further, stakeholder groups (parents, community leaders, and district administration) were contacted to determine their interest and willingness to be interviewed concerning this topic. Study participants also participated in the informed consent process as required by East Tennessee State University.

Qualitative data was collected in the form of interviews, and a review of documents. One qualitative data source for this study consisted of interviewing several stakeholders at the school and district level. A great deal of time was spent on the clarity and wording of the questions before the interviews were conducted. According to Patton (2002), "qualitative interviewing can be deepened through thoughtful, focused, and distinct questions" (p. 360).

The rationale for the stakeholder interviews was to be able to tell their experiences and express their feelings about the perceived impact the community school model had on education. Stakeholders include parents, district administrators, and community members. The interviews

utilized the standardized open-end interviews where participants were asked the same questions in the same order. The interviews were audio recorded for later transcription with field notes taken by the researcher as well. McMillan contends that audio recording the interviews ensures completeness of the verbal interaction and provides material for reliability checks (pg. 360). The audiotapes, transcriptions, and field notes from the interviews will be kept in a secure location in the office of the researcher for a period of 5 years after the completion of the study. The notes from the interviews were analyzed to determine if there are any patterns or shared themes exist among the groups.

Data Analysis

A credibility threat that may impact the research study is the researcher. The researcher did not be conduct the interviews because I am also the principal of the community school that was used in the study. An outside person, an assistant director of schools from another district who is IRB trained, accepted the job and conducted the interviews for the research. Patton corroborates that "the human factor is the great strength and the fundamental weakness of qualitative inquiry and analysis—a scientific two-edged sword" (p. 433). The questions were field tested with a small sample of stakeholders who were not used in the study. This helped the researcher calibrate the wording (taking out yes/no answers, etc.) to provide maximum data and ensured the questions were relevant to the nature of the study.

The data collected during the interviewing process were analyzed throughout the research process. According to Glesne (1999):

> Analysis does not refer to a stage in the research process. Rather, it is a continuing
>
> process that should begin just as soon as your research begins. It follows, then, that

interviewing is not simply devoted to data acquisition. It is also a time to consider

relationships, salience, meanings, and explanations – analytic acts that not only lead to

new questions, but also prepare you for the more concentrated period of analysis that

follows the completion of data collection (p. 84).

All interviews were tape recorded and transcribed following each interview. The researcher,

in addition, took notes during the interviews and recorded observations about each interview.

The interview transcriptions were used in the analysis process of the study. To ensure

confidentiality of the participants, the data were coded using pseudonyms instead of the real

names of the participants as necessary in the process of ongoing analysis. The data were coded

into units for organizational purposes. McMillan declares that analysis is an ongoing part of the

study and occurs during the data collection as well as after the data has been collected (p. 367).

After the data were coded into units, they were organized into categories of similar

characteristics. At that stage of analysis, the formation of theory to answer the research question

began.

The ongoing analysis of the data from stakeholder interviews and document review resulted in

a positive impact on the students, parents, community leaders, and staff of the school.

Integrating Summary

The study was conducted by using a triangulation method, more specifically data

triangulation. According to Patton (2002), "triangulation strengthens a study by combining

methods" (p. 247). The data sources used consisted of multiple source interviews and a

document review of community school meetings. Interviews were conducted in the school

library to avoid the barrier of an office desk between the interviewer and the interviewee as well as the need for privacy. The interviews lasted a minimum of 1 hour. A further protocol to ensure the interviewees remain separated utilized empty spaces in the school where each interviewee to remained until he or she was called to the library. The office staff were briefed on the protocol. The seating arrangement was comfortable seating at a small table with two chairs. The interviews were flexible and as unpretentious as possible. Due to the possible biases that may be present due to me being the administrator of the school that is in the study, I secured an outside person, a fellow IRB trained doctoral student who conducted the interviews. She agreed to travel to my school to complete the interviews. She asked the same seven questions of each participant in addition to face-to-face interviews with participants. This allowed for additional comments if needed for the interviewees. She audio-recorded the interviews as well as took notes during her time with the interviewees. After the first interview was conducted, the researcher checked in the interviewer to ensure the questions were providing the feedback needed to conduct the research. The interviewer concluded the questions were sufficient, so the research proceeded with the rest of the interviews.

Conclusion

This study used an exploratory, qualitative, single case study design to examine the perceived impact of the community schools model in an urban elementary school. Specifically, the focus of this study was to understand the perceived impact of the community schools model on parents, community members, and district administrators at one urban elementary school. The qualitative data was triangulated from a variety of data sources including interviews from parents, community members, and administrators as well as a review of the documents.

CHAPTER 4

ANALYSIS OF THE DATA

Introduction

The purpose of this qualitative study was to examine the community schools model in an urban

elementary school. Specifically, the study attempted to understand the perceived impact this

model has on parents, district administrators, and community members at one particular

elementary school. Data were collected through a series of interviews and coded for inductive

analysis. Themes that developed from the data analysis of the open-ended interviews were

deducted into findings presented within the context of reviewed literature. A document review

also provided emerging themes that were included in the findings.

Data Analysis

This study involved collecting data by open-ended interviews with 10 parents, 2 community

leaders, and 2 district administrators for a total of 14 participants (see Table 2). A purposeful

sampling of participants was administered to ensure that participants had knowledge of the

community school model. The participants interviewed were involved in the community school

model at South Knoxville Elementary in a variety of ways. The participants were given

pseudonyms to protect the identity of the participants. A review of the documents, specifically

the community school meetings, was analyzed in order to continue to look for themes. This

provided credibility to the study as the data was triangulated from the interview responses and a

document review. Interview responses, observational notes, and document review notes were

reviewed and rechecked throughout the study's data analysis.

Table 2.

Demographics of Interview Participants

Name	Stakeholder type	Gender	Experience with non community school
Tom Brown	Parent	Male	Yes
Jen Block	Parent	Female	Yes
Chris Dune	Parent	Male	No
Polly Myers	Administrator	Female	Yes
Greta Day	Community member	Female	Yes
Anne Taylor	Parent	Female	Yes
Jewel Vance	Parent	Female	No
Nancy Tella	Parent	Female	No
Will Black	Community member	Male	Yes
Don Charger	Administrator	Male	Yes
Joy Bright	Parent	Female	Yes
Dot Line	Parent	Female	Yes
Jessie James	Parent	Female	Yes
Lula Bell	Parent	Female	No

Written permission from the Director of Research and Evaluation for Knox County Schools was obtained before the research participants were contacted concerning their possible interest in participating in the study. The audiotaped interviews took place in the library of the school by fellow graduate student that is IRB trained. The Informed Consent process was explained in detail to each participant before they were asked to sign consent as voluntary participants. A copy of the Informed Consent form was provided to each participant. An in-depth interview method of inquiry was used. The interviewer was provided a set of seven questions to ask each participant to keep the interview on topic and allow the participants to discuss their experiences either personal or professional, concerning the impact of the community school model. Seidman contends, (1998), "The interview questions most used in an in-depth interview follow from what

the participant has said" (p. 76). All transcription of the audiotaped interviews was conducted by

the researcher, which aided in the coding, categorization, and analysis of the data.

Qualitative coding relies on data retention where the goal is to learn from and to revisit the

data until patterns and explanations begin to emerge (Creswell, 2012; Patton 2012; Richards,

2005).

Several themes emerged from the inductive data analysis collected from the interview tapes

concerning the perceived impact of the community schools model on parents, community

members, and district administrators at one elementary school. Themes included education of the

whole child, safe environment, school as the hub of the community, and impact of the leader.

Community Schools Impact: Parental Perspective

There were a number of themes that emerged when the parents were asked about the perceived

impact of community schools. Parents provided unique stories and first hand accounts about

their experiences with the community school model.

Research Question 1

How do parents perceive the impact of community schools?

Theme 1: Safe environment: When asked how has the community school model affected the

student population at the school several parents responded:

Jewell Vance: I had heard so many bad things about schools. My daughter is in

kindergarten and I was very nervous about sending her school. SKE has made my fears

go away. My daughter begs to go to school. I feel it is a safe and loving environment where the adults care about the kids from [Mrs. Frizzle] to the bus driver.

Amanda Dane: I feel so secure here at this school. My son is in the 5th grade and we don't want to leave here. I am considering holding my child back because of the care he gets here.

Brad Keith: I had a bad experience with schools and had non-trust issues. Getting to know [Mrs. Frizzle] and the staff as well as SKE becoming a community school has erased my school issues. I just love this place.

Lula Bell: I know that no outside resources may come in unless there is a screening process. [Mrs. Frizzle] and [Mollie] know most of the resources and make sure they are safe for our kids to be around. I feel so lucky to have this extra safety net for my child.

Jen Block: My kid feels safe. It has given my child positive motivation about coming to school because she knows it is a place that people are watching out for her.

Tom Brown went on to describe a recent incident in detail:

We are lucky we have a local police officer comes to our meetings each month and talks about issues in the community. There was a weapons incident down the road. [Mrs. Frizzle] brought in the local police to talk about what to do when one sees a gun. I was impressed that the school reacted in such quick way to make sure the kids understood safety. There are locks on the doors, but a welcoming officer will buzz you in if you show your driver's license. This protocol happens all day even during the afterschool events. As a parent, this makes me feel very at ease.

Theme 2: School as the Hub of the Community. Another theme that emerged with parents is the notion of the school as the center or hub of the community. Several of the parents even coined the term as they spoke below:

> Joy Bright: My kids have been in a lot of public schools. I like the community schools set-up. Teachers know the students and they know the parents. All of the kids know each. This school knows more about caring here. It feels like a family; like one big community inside and outside the school. I moved here from another state. I chose SKE because I felt it was more in the community than the other schools in the city.

> Nancy Tella: Other schools do not have this community feel. I would say other schools do not have access to the opportunities our school has. The aligned opportunities are not just for the kids, but for the community also. I am learning daily of all of the events that are happening at our school and in our community because of this initiative called community schools.

> Lula Bell: Community school model has made the school the hub of the community. It is the happening place. We call the school to find out activities going on not just at school, but also even at the coffee shop down the road. The school has community meetings where we are invited to find out about the stuff going on. Our kids helped the mayor break ground on a local park behind the school. The kids are helping plan the playground with the city. They attended a meeting downtown and met with the mayor in his office. We feel more a part of the school and feel we have a voice because of community schools.

A group of the parents discussed their own firsthand experiences with the community schools model:

Brad Keith: My son has been working with the school gardens. We are now volunteering our time and know more about the schools and how to help them. We all came out to clean the school both the school and the community. We had a family gardening workshop the other night that showed us how to garden using different containers. We have never had success in gardening, now I believe we will be successful and are going to try again. The school gave us all the materials to build a garden.

Jessie James: This is the 2nd year of the community school model. They have a bunch of programs. I have a dual role as a parent and a partner agency. We have a grant to help [Mrs. Frizzle] and [Mollie] around place making. I know their work with the steering committee has been centered on butterfly gardens and the Old Sevier Group. They have tutors from the nearby university and a multitude of programs around that as well. They have programs for the parents such as GED and diabetes classes. The new opening of the library is so cool.

Tom Brown: My daughter has been in two other schools-one with lots of teacher involvement/less affluent, the other with lots of parent involvement/more affluent. Here at SKE, we have everyone involved. We all work together whether it is on a garden or chaperoning a sock hop. The kids have even starting feeling the one community feeling this school exudes. I am actually advertising the school out around town. They are doing remarkable things here at SKE.

Theme 3: Education of the Whole Child. When asked about how the community schools model affected the education of your child/children at South Knoxville Elementary parent Joy Bright responded:

> The community school has done them justice. My kids went from D's and F's in math and reading to making good grades. Behavior classes have helped my son. The extra opportunities have made my children feel like they are just as important as the other kids. There are so many activities going on at the school. There is always something going on at SKE. It means the world to me that my son receives behavioral support during the school day at school. My son has learned to cope with his anger issues. He has learned strategies on how to cope with it. I don't have to take off work and drive across town to take him to appointments. Both of my kids have learned so much from August until now. This has made our lives so much better.

Another parent, Jesse James spoke about the difference the community school model has made in her decision to send her child to South Knoxville Elementary:

> I would not put my child in a public school unless it was a community school. The holistic idea that the whole community is involved in supporting parent and caretakers and be engaged as to what is happening is so huge. The variety of programs offered here is remarkable. The private schools of the area do not offer the array of opportunities my child has at SKE.

Several of the parents echoed Jessie's sentiments about the difference in SKE since it became a community school:

Anne Taylor: The outreach programming here is geared towards bettering the students within the school in addition to reaching out to the community and bettering the community itself. It is also combining those benefits in a parallel situation to help educate the whole child. We were actually zoned for another school and applied for a transfer because of all of the offerings afterschool.

Jewell Vance: I can not tell you how many opportunities there are that go beyond teaching reading and math. This school is the place to be. We are in the newspaper every week for the out of this world stuff going on at the school. It is more than just teaching to the test---so much more. It is about teaching those life skills to make our kids successful. Why we could even have dental services if we need it for our kids? How many schools do that?

Community Schools Impact: Community Stakeholders Perspective

Research Question 2

How do community stakeholders perceive the impact of community schools?

Theme 1: Safe environment: When asked how has the community school model affected the student population at the school the community members responded:

Greta Davis: I have lived behind the school my whole life and never had any input into the landscape of the school. Now we have been asked about the fencing, plant selection, and even events. This also makes our community safer as we are aware of the events.

Will Black: I know [Mrs. Frizzle] has worked with the school district to get a less prison looking fence up on the playground and has fought fencing the entire campus. She shared the fencing that is more in line with our community plans. The fact that she is not only worried about safety, but wants to incorporate elements of the community into something like the fence is a big deal for us.

Theme 2: School as the Hub of the Community.   The community members spoke about the school being at the center of things in the community and went on to say:

Greta Davis: It has been a unifying effort to bring community and school together and make the school resources available to the community after hours. There are many programs here not just for the kids, but also for all of us in the community. There was a book study here last month, and a chance to clean up the neighborhood is coming up. I think the community school model has helped us to expand our own neighborhood driven goals. We were looking for spaces to expand the butterfly habitat and now we have a huge space to expand using the school grounds. [Mrs. Frizzle] even has turned it into educational event-ordering larvae so the kids can have a butterfly release.

Will Black: I came up with a term culture of no because of my work with schools. Schools are notoriously hard to work with because there is so much red tape and the pressure on the academics. The amount of rules and policies that we have put into place are a hindrance from schools functioning as the heart of the community. With the

community schools model at SKE, the doors are open for the community and that is a good thing. There is more of an open mind view of outside resources.

Theme 3: Education of the Whole Child. When asked about the services the community school model provides, the community members responded:

Greta Davis: There are so many opportunities beyond the textbooks for students to grow at this community school.

Will Black: Education is a life long process and has a heck of a lot more in it than reading, writing, and arithmetic. Children are born learners and they learn from every interaction. Some happens in the classroom and enormous amount of learning happens when students interact with something new. Given community schools and testing requirements, community schools enable more real education by allowing students to interact with more than the standards based curriculum. Overall there is improvement.

Community Schools Impact: District Administrators Perspective

Research Question 3

How do district administrators perceive the impact of community schools?

Theme 1: Safe Environment. The district administrators echoed the sentiments of the other groups as they responded:

Polly Myers: Most tangible things we see in afterschool programming, providing dinner,

and a bus ride home for our kids in community schools is the safety factor. Parents don't

have to worry where their kids are or if they are coming home to an empty house. The

extended programming keeps kids in schools

Don Charger: The community schools model has provided a safe place, a sanctuary for

kids who might be on the street or go home to an empty house. The school also provides

dinner and has a bus to take kids to their doorstep. Parents rave about the fact they know

their children are safe at school.

Theme 2: School as the Hub of the Community. The district supervisors collectively conveyed

the following sentiments throughout their interview as seen below:

Polly Myers: Community school model is the smartest strategy I have seen to improve

any school. At SKE there was an intentional effort to engage in the community external

to the school and to invite the community into the school. Not only is it great to serve the

students going to school and the things inside the school, but also the model is more

sustainable because there is a change in the culture between education and community. I

see a model where kids succeed happening here. There are services at SKE that are

based on the needs of the school and community. They are building an outdoor

skateboard park that is partially portable in some open space across the street in

conjunction with the health department and the community because the older boys asked

for it at the school.

Don Charger: The entire community can benefit what is going on at school. By opening the doors of the school to the community, organizations such as the League of Women Voters feel comfortable having their meetings at the school. Teaching time is increase because so many services can be provided during the afterhours when the school is now opened.

Another theme emerged from data analysis of the audiotaped in-depth interviews that the researcher did not anticipate, but included as an additional outcome of the research. The three stakeholder groups spoke about this theme.

Theme 3: Impact of the Leader. Nancy Tella, Jen Block, and Tom Brown spoke to the parental sentiments:

Nancy Tella: [Mrs. Frizzle] has a great relationship with the city of Knoxville and both of the mayors. She invites meetings here, which brings awareness to the school and community. We were just named in a beautification award because of all of our principal and [Ms. Mollie's] efforts to get our name out there.

Dot Line: Since [Mrs. Frizzle] has come to SKE and incorporated all of these programs it has been awesome. I was actually thinking about transferring, but when [Mrs. Frizzle] came and expressed her ideas I wanted my son to be a part of it. In short amount of time she has done great things like the library project.

Jen Block: [Mrs. Frizzle] has made us all feel welcome in a way I have never felt at the other schools my kid has been at. Her leadership and vision for the school goes hand in hand with the way the community school model was presented to us. The community and school loves her and trusted her when she spoke about bringing the community school model here to South Knoxville.

Tom Brown: [Mrs. Frizzle] and [Mollie] take a very proactive approach to the community schools model. They don't wait on the community to come to them—they are constantly in the community drumming up support. It is really paying off. The mayors speak of them on a first name basis. I have to say I am pretty proud to know the wide support and recognition this school has. So much work these ladies do, but it is so worth it! We love [Mrs. Frizzle] and love community schools!

Community members Greta Davis and Will Black added:

Before community schools it seemed that this school was insular and did not have much connection with the community at all. We in the community are grateful to [Mollie] and [Mrs. Frizzle] for their efforts. [Mrs. Frizzle] is the best example of a community schools principal.

Finally a district administrator, Polly Myers conveyed a story:

When [Mrs. Frizzle] was identified as principal of SKE, it was the final piece of the puzzle to name South Knoxville Elementary as the newest community school site. The timing was right and so was the leadership. It served as a perfect fit. One of the best

examples of how a community school can build relationships within the community was a neighborhood meeting I asked [Mrs. Frizzle] to attend with me. It was at a local business in the middle of summer with no air conditioning. Very few people were there. [Mrs. Frizzle] spoke about her vision for the school as well as the community school model. The neighborhood group was happy to see the school at one of their meetings. This was a new thing for them. The heat was stifling toward the end of the meeting [Mrs. Frizzle] asked why didn't they have the meetings at SKE. That started a snowball effect and a wonderful relationship has grown from that night. The meetings have doubled in number and in participation. There is mutual respect and love between each of the groups.

Review of the Documents

A document review was also carried out to triangulate the data and provide another lens for which the research questions could be examined. The document review consisted of the minutes from the South Knoxville Elementary Steering Committee Meetings that occur each month. Member of the committee include parents, community members, district administrators, the site resource coordinator, and the principal. The minutes were contained in a notebook housed in the office of the site resource coordinator. The researcher applied the same coding system to the minutes were applied to the interviews to achieve triangulation.

Research Question 1

How do parents perceive the impact of community schools?

Theme 1: Education of the Whole Child. Below reflects a few of the statements from the November 2015 minutes regarding this theme:

We are pleased that STEM activities are being added to the programming. We are

amazed at the different kinds of stuff you have for our kids.

The number of students going to the dentist from school has went up over the past month

The kids are participating in a pen pal project with kids in Haiti

The kids are meeting with the mayor in an upcoming event to discuss the new park.

Theme 2: Safe environment: There is a police officer part of the steering committee that

committee members have gotten to know. Some of the minute notes regarding safety from

August 2015 and January 2016 respectfully:

August 2015: [Mrs. Frizzle] has guest speaker to talk about fencing concerns and other

safety issues with committee. Committee asks questions around the protocol for pick up

and drop off even during community schools after hours. [Mrs. Frizzle] says the protocol

for the daytime is the same for the nighttime. There is an officer on the door to greet all

visitors, but the doors will remain locked throughout the day into the evening.

January 2016: Fencing update: The fence will be installed in the spring around the

timeline of the completion of the library project. The fence will be more in line with the

wishes of the committee instead of the prison style high fencing that does not blend with

the community landscape.

Theme 3: School as the Hub of the Community. This theme permeated several months of

meeting minutes and are summarized in the examples below:

August 2015: [Mollie] discussed the upcoming events at the school including the Old

Sevier Group meeting this month as well as the City of Knoxville meeting about the

upcoming bike lanes added to Sevier Ave. The students will be writing pen pal letters to

Haiti and collecting coins for their book ministry. A new little library is going up at the

apartments at the top of Davenport so kids there from our school can have access to

books.

February 2016: The gardening club member discussed her after school group's project

about planting peas. This project is in national competition with other schools to see

which peas would grow the fastest. The project is from the American Farm Bureau is

based on Thomas Jefferson's work. There was discussion around the book club for

adults that was postponed due to snow but is now rescheduled. Skating will begin in gym

class during the month of April. If anyone would like to sponsor a child, the cost is

$6.00. Other ideas were solicited for adult, family, and community projects especially

for the summer.

Research Question 2

How do community stakeholders perceive the impact of community schools?

Theme 1: Safe environment: There was quite a bit of discussion around the fencing especially at

the fall meetings. Below represents some of the discussion:

September 2015: A property owner discussed the impact the new fence would have on the safety

perception of the community. She asked if the playground might be accessible after hours for

the community to use. Local business reported happy to see the police presence around the

school.

October 2015: Bus stop was moved away from the school. Business owner very happy--large amount of smoking near the playground moved because of bus stop. Library construction updates.

Research Question 3

How do district administrators perceive the impact of community schools?

Theme 1: School as the Hub of the Community.

December 2015: Sally Mae (pseudonym given) relayed information from the League of Women Voters and their desire to hold their celebration at the school to highlight the work as a community school. Committee voted and agreed to host event. Update on the dental initiative given, we will begin services in January 2016. Old Sevier minutes were highlighted.

January 2016: We are partnering with Knox County Public Library and Mayor's Office to begin Readers as Leaders to encourage volunteers to come in a read with students weekly. This is a countywide community school initiative.

Theme 2: Education of the Whole Child.

November 2015: Discussion around the test results from last year with a focus on tutoring results. [Mrs. Frizzle] challenged the district support to present a more holistic view of community school data instead of just presenting academic data. [Mollie] and [Mrs. Frizzle] will begin gathering other metrics as well to serve as a model for the other district community schools.

Four themes emerged from the inductive data analysis collected from the interview tapes concerning the perceived impact of the community schools model on parents, community members, and district administrators at one elementary school. Themes included impact of the leader, safe environment, school as the hub of the community, and education of the whole child. Thick description presented the themes from the perspective of the parent, community member, and the district administrator. A document review further provided information that added to the study. Information from this chapter was utilized to develop implications for future research presented in concluding chapter.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

Introduction

The purpose of this qualitative case study was to examine the community schools model in an urban elementary school. More precisely, the study sought to understand the perceived impact this model has on parents, community members, and district administrators at one particular elementary school. Three research questions informed this single qualitative case study. Qualitative research methods were employed in this study and data was triangulated to increase credibility and dependability.   In order to ascertain the full intent of the participants' perceptions toward the community school model at one particular elementary school, a purposeful sampling inquiry design of research was used. An open-ended interviewing technique using an interview guide was utilized to discuss the topic with parents, community members, and district administrators in the one elementary school. A document review of minutes from the community schools steering committee meetings were reviewed as part of the research.

Parents: Impact of the Community School Model

The first research question sought to answer if parents were impacted or saw an impact of the community school model at South Knoxville Elementary. According to the open-ended interview answers, the parents overall stated the community school model positively impacted the education of their children. One parent ,Joy Bright, spoke about how the community school

has done them justice. My kids went from [making] Ds and Fs in math and reading to making

good grades. The parents emphatically spoke in positive terms about the difference the

community school model has had on their child's education. One parent stated they were

advertising for the school among his colleagues because of the opportunities and the success his

child has had at this community school.

 Once again most of the rich information from the interviews came from the parents themselves.

The first hand accounts provided the researcher with a continuum of answers ranging from

services provided unique to the community school to the community involvement within the

school. One parent stated she was looking for a way to hold her son back so he could experience

the school and staff one more year. There was a thread of excitement that ran throughout the

interviews with the parents as they spoke of the community school.

Community Members: Impact of the Community School Model

The research question was very similar to the question above but explored the perceived impact

of the community school model by community members. Although only two of the community

members were interviewed, they provided a robust amount of information regarding community

schools. One of the interview questions was specific to children at the school, and the

community member stated she didn't have any knowledge of the services, but as the interviewer

asked a clarifying question, the community member began to speak. At the conclusion of her

answer, the community member stated she knew more than she thought she did in relation to the

students at the school. They each spoke to the connection to the school and even described the

school as insular before becoming a community school.

District Administrators: Impact of the Community School Model

The last research question addressed the perceived impact of the community school model by district administrators who are assigned to South Knoxville Elementary in a supervisory capacity. SKE is not the only school the two administrators oversee. They oversee ten other schools each. Although they primarily work with community schools in the district, they each have had experience at non-community schools. They both spoke of doors being closed for them in their previous jobs of trying to connect with public schools. One administrator said that the community school model was making a tremendous impact because the school is providing those things such as food, shelter, and clothing that for whatever reason, the parents are unable to supply. The district administrators' responses were more global in nature, but did shed light on the impact of the community school model on South Knoxville Elementary by providing specific examples unique to the school.

Themes Found in the Research Study

Several themes emerged from the inductive data analysis collected from the interview tapes concerning the perceived impact of the community schools model on parents, community members, and district administrators at one elementary school. Themes included school as the hub of the community, education of the whole child, safe environment, and the impact of the leader.

Hub of the Community

A community school as defined by the Coalition for Community Schools, (2015) is a public elementary or secondary school that coordinates a wide range of social services to students and

their families, such as primary health and dental care; mental health and counseling services, nutrition services, mentoring, and adult education, job training, and career counseling services for parents.

Over and over again the interviews and the document review revealed an acknowledgement of the school as the center or hub of the community. A local community member, Greta Davis, explains, "I think the community school model has helped us to expand our own neighborhood driven goals. We were looking for spaces to expand the butterfly habitat and now we have a huge space to expand using the school grounds." A parent adds, "We had a family gardening workshop the other night that showed us how to garden using different containers. We have never had success in gardening, now I believe we will be successful and are going to try again. The school gave us all the materials to build a garden."   The stakeholders all had their own experiences and stories that related to the school being the hub of the community. The examples remind the researcher of the history of community schools particularly Jane Addams vision of bringing young and old together to work on the problems of society in a way that would bring about a solution.

Education of the Whole Child

Another theme that emerged from the triangulated data was the education of the whole child. South Knoxville Elementary is still governed by the same guidelines set forth by the other elementary schools across the nation to teach the curriculum, but the addition of being a community school allows for additional services and programming. The school has many services linked to the needs of the school and community such as mental health services, gardening, STEM activities, and tutoring just to name a few. One of the district administrators,

Don Charger, further stated that, "Educating not just the whole child, but the whole family, the whole community is what SKE is about. The school is a 24/7 happening place—a place to look for a job, community development hub, place to lead neighborhood cleanup, and address crime issues head on."

A Safe Place

A third theme that developed during the data analysis portion of the study was that South Knoxville Elementary was a safe place for kids. The sentiments were found in all three of the stakeholder groups, but were more pronounced in the parent group. The additional hours the school was opened coupled with the involvement of the community made the parents feel more at ease leaving their child at school for the extended day. One new parent to the school, Anne Taylor, said, "We have went from going from fear that something bad is going to happen to your children to positive anticipation for the opportunities. The community school takes the fear aspect out of it and lets you replace fear with positive energy." The stakeholders also stated they liked the safety protocols that were in place all of the time regardless of it was a regular school day or an evening program.

Impact of the Leader

The fourth theme that resonated across all of the stakeholder groups was the impact of the leadership. It should be noted that the principal came on board the same time as the community school model. In fact one of the district supervisors, Polly Myers, revealed in the interview that, "when the new principal was identified at SKE, it was the final piece of the puzzle to name South Knoxville Elementary as the newest community school site. The timing was right and so

was the leadership." A parent stated that the principal just doesn't talk about community schools; she lives it. This finding goes back to the historical discussion of community schools that found if the leadership in the schools changed, the community school model might not survive. I am very passionate about the community school model; however, the work that has been done in the community to build capacity and a strong relationship with the school will serve as a sustainability model even if I leave the school someday.

Future Implications for Practice

Because there is a lack of empirical research regarding the community school model, this study may serve as additional research to the subject. At the school level, the results may be used to improve the existing model. In relation to the South Knoxville Elementary study, several outcomes were discovered. The model was not always clearly articulated among all of the stakeholders. The need for communicating the offerings was voiced by the stakeholders. Only approximately 50% of the parents utilized the services of the community school model. Part of this finding is reflected in the delivery of the model for the particular school. Some of the participants found it hard to delineate what was programming due to community school and what was in place as part of the district responsibilities. The principal and resource director's vision for the community school model included a design where the day was a seamless school day opening at 6:00 a.m. and closing at 7:00 p.m. In order for the community school model to continue to support the needs of the families and community, a needs survey was suggested to continue to tweak the model for the particular school. A final recommendation was to travel to various spots in the community such as the apartment complexes to further gather information regarding stakeholder needs.

Future Implications for Research

The results of this study may assist in providing a framework to duplicate the study in other community schools across the country. The recommendations should be shared with the district and administration of the school to further understand the perception and implications of the community school model. The data gathered from the research could be used to strengthen the community schools model in other locations opening across the district.   Other perspectives could also be explored. For example, student voices were not heard in the body of the research. Teachers and other staff members of the community school were also not included in this study and may be a stakeholder group that could be utilized in future studies. A database may be established to house the results of research on the impact of community schools perhaps through the Coalition of Community Schools. Further study may be required due to the limited amount of research on this model.

Conclusion

Dewey thought education was the answer to positively impacting our society. When I first began to research the community school model, I thought it was a reform, but I was wrong. The community school model was not a reform model or another new program. It was a reemergence of Dewey's philosophical beliefs. An evolutionary organizational model that addressed the many layers of support a child needs upon entering school while acknowledging the new age of accountability metrics set forth by the United States Federal Government. The school as the center of the community was a belief Dewey held in high regard. The community schools model changed the way South Knoxville Elementary school functioned in the community. It continued to adapt to the needs of the families and community. Society can be

changed, but not from a mandate or expensive program. Community schools created the focus

on the school at the center of the community to aimed at providing needed services for families,

thus creating an opportunity for student success.

REFERENCES

Abrams, L. S., & Gibbs, J. T. (2000). Planning for School Change: School-Community
    Collaboration in a Full-Service Elementary School. *Urban Education*. 35 (1), 79-103.

Addams, J. (1892). The Objective Value of a Social Settlement. The Social Thought
    of Jane Addams, ed. Christopher Lasch (Indianapolis: Bobbs-Merrill, 1965), 44-61.

Addams, J. (1910). *Twenty years at the hull house*. New York: The MacMillan Company.

ASCD Policy Points. (May 2015) Retrieved from www.ascd.org/public-policy/policy-points-
    archive.aspx, December 21, 2015.

Balwanz, D. (2007). *Meeting EFA: Afghanistan community schools*. Retrieved from
    http://www.epdc.org/sites/default/files/documents/Afghanistan%20Community%20Scho
    ols.pdf, December 20, 2015.

Barton, P. E. & Coley, J. (2009). *Parsing the Achievement Gap II*. Princeton, NJ:
    Educational Testing Service.

Benson L., Harkavy I., Johanek M., and Puckett J. (2009).   The enduring appeal
    of community schools.   *American Educator* 33 (2), 22-47.

Bernard, B. (1960).   *Education in the Forming of American Society.* New York: Norton.

Blank, M. J. (2004). How community schools make a difference. *Educational
    Leadership, 61*(8), 62–65.

Blank, M. J., Melaville, A., & Shah, B. P. (2003). *Making the difference: research
    and practice in community schools*. Washington, DC: Coalition for Community
    Schools. Retrieved from http://www.communityschools.org, November 13, 2015.

Blank, M, Jacobson, R, Melaville, A, and Pearson, S. (2010). *Financing Community
    Schools: Leveraging Resources To Support Student Success.* Washington, DC:
    Coalition for Community Schools, Institute for Educational Leadership.

Bundy, A. L. (2005). Aligning systems to create full-service schools: The
    Boston experience, so far. *New Directions for Youth Development, 107*, 73–80.

Children's Aid Society.   *Schools: The perfect place to address the needs of the
    whole child* [Policy paper]. New York: The Children's Aid Society. Retrieved
    from http://www.childrensaidsociety.org/publications/full-service-community-schools,
    November 13, 2015.

Coalition for Community Schools. (2003). Helping make the case for community school. Retrieved from http://www.communityschools.org/aboutschools/powerpoints_helping_to_make_the_cas e.aspx, October 12, 2015.

Coalition for Community Schools. (2007). Community schools for all: A case statement and strategic plan, Retrieved from www.communityschools.org, October 2, 2015.

Coalition for Community Schools. "Community Schools in the Race to the Top, 2012. Retrieved from www.communityschools.org, October 12, 2015.

Conwill, W. L. (2003). Consultation and collaboration: an action research model for the full-service school. *Consulting Psychology Journal: Practice and Research*, *55*(4), 239-248.

Creswell, J.W. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Dewey, J. (1897). *My pedagogic creed: demand of sociology upon pedagogy.* New York, NY: E.L. Kellogg Co.

Dewey, J. (1902). The school as social center. *National Education Association Proceedings,* 41.

Dewey, John (1902, October). The school as social centre. *The Elementary School Teacher, 3*(2), 73-86. Retrieved from http://www.cws.illinois.edu/IPRHDigitalLiteracies/dewey%201902%20school%20as%2 0socia%%20center.pdf, October 31, 2015.

Dillon, S. (2008, July 15). New vision for schools proposes broad role [Electronic version]. *The New York Times*. Retrieved from www.nytimes.com, July 21, 2015.

Dryfoos, J. G. (2008). Centers of hope. *Educational Leadership, 65*(7), 38–43.

Dryfoos, J. G. (1994). *Full-service schools: A revolution in health and social services for children, youth, and families.* San Francisco, CA: Jossey-Bass Publishers.

Dryfoos J, Quinn J, & Barkin C. *Community Schools In Action : Lessons From A Decade Of Practice* [e-book]. Oxford: Oxford University Press, USA; 2005. Available from: eBook Collection (EBSCOhost), Ipswich, MA. Accessed August 29, 2015.

Dryfoos, J. G. (1995). Full service schools: Revolution or fad? *Journal of Research on Adolescence, 5*(2), 147-172.

Dryfoos, J. G. (2000). The mind-body. *Educational Leadership*, 3, 14-17.

Dryfoos. J. G. (2003). A community school in action. *Reclaiming Children and Youth*, 11 (4), 203-205.

Dryfoos, J. G., & Maguire, S. (2002). *Inside full-service community schools.* Thousand Oaks, CA: Corwin Press.

Dryfoos, J. G., et al. (2005). *Community school in action: Lessons from a decade of practice.* New York, NY: Oxford Press.

Dryfoos, J. G. (1998). School-based health centers in the context of education reform. *The Journal of School Health, 68*(10), 404-8. Retrieved from http://eric.ed.gov/?id=EJ578631, January 12, 2016.

Duncan Arne, Education Community Schools Practicum 2009. The Children's Aid Society National Center for Community Schools, October 22, 2009. Keynote Address. Full text available at www.nationalcenterforcommunityschools.org.

Fullan, M. (1993). *Change forces: Probing the depths of educational reform.* Philadelphia, PA: The Falmer Press.

Glesne, C. (1999). *Becoming qualitative researchers*. New York: Addison Wesley Longman.

Glover, E. (2013). *The myth of accountability: What don't we know?* Lanham, MD: Rowman & Littlefield Publishers.

Gumus, S. "The Effects of Community Factors on School Participation in Turkey: A Multilevel Analysis." Doctor of Philosophy. Michigan State University, 2012. Print.

Hardy, L. (2007). Children at risk: Graduation day. *American School Board Journal, 194*(9), 39–43.

Harkavy, I., & Benson, L. Truly Engaged and Truly Democratic Cosmopolitan Civic Universities, Community Schools, and Development of the Democratic Good Society in the 21st Century" (paper presented at the seminar "Research University as Local Citizen," University of California, San Diego, October 6-7, 2002), 54.

Harris, M. M., & Hoover, J. H. (2003). Overcoming adversity through community schools. *Reclaiming Children and Youth, 11*(4), 206–210.

Holloway, J. H. (2004, May). Research link: How the community influences achievement. *Educational Leadership, 61*(8), 89–90.

Jacobson, R., & Blank, M.J. (2015). *A framework for more and better learning through community school partnerships*. Washington, DC: Institute for Educational Leadership. Retrieved from http://www.communityschools.org/betterlearning, February 1, 2016.

Kronick, R. F. (2005). *Full Service Community Schools: Prevention of delinquency in students with mental illness and/or poverty*. Springfield, IL: Charles C. Thomas Publishers.

Krysiak, B. (2001). Full-service community schools: Jane Addams meets John Dewey. *School Business Affairs, 67*(8), 4–8.

LeChasseur, K. (2014) Critical Race Theory and the Meaning of "Community" in District Partnerships, *Equity & Excellence in Education*, 47:3, 305-320.

Luter D.G., Lester J., & Kronick R. (2013). Remember, It's a Pilot: Exploring the Experiences of Teachers/Staff at a University-Assisted Community School". *School Community Journal,* 23:2, 161-184.

Marshall, C., & Rossman, G. B. (1999). *Designing qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Mass.gov website 2015 retrieved from www.mass.gov. October 15, 2015.

McMillan, J., & Schumacher S. (2010). *Research in education (7ᵗʰ ed.)*. Boston, MA: Pearson.

Molly Stark Elementary School Website Retrieved from http://www.mollystarkelementary.com October 30, 2015.

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. A report to the nation, April. Retrieved from https://www2.ed.gov/pubs/NatAtRisk/risk.html. October 23, 2015.

Patton, M. Q. (1990). *Qualitative research and evaluation methods*. (2nd ed.). Beverly Hills, CA: Sage.

Patton, M.Q. (2002). *Qualitative Research & Evaluation Methods*. Thousand Oaks, CA: Sage Publications.

Richards, L. (2005). Handling qualitative data: A practical guide. London, England: Sage.

Sahagún, Bernardino , Arthur J. O. Anderson, & Charles E. Dibble. General History of the Things of New Spain: Florentine Codex. Santa Fe, N.M: School of American Research, 1950-1982, Book VI, pp.209-211.

Santiago, E., Ferrara, J., & Blank, M. (2008). A Full-Service School Fulfills Its Promise. *Educational Leadership* 65:7 Retrieved from http://www.ascd.org, April 21, 2015.

Seidman, I. (1998). *Interviewing as qualitative research.* New York: Teachers College Press.

Stack, S. (1999). Founding mothers: Women founders of progressive schools and feminist theories of leadership. Lecture presented at the American Educational Research Association, Montreal, Canada.

Taylor, H. McGlynn, L. & Luter G. (2013). Neighborhoods Matter: The Role of Universities in School Reform Neighborhood Development Movement. *Peabody Journal of Education*, 88:5, 541-563.

Toynbeehall website retrieved from www.toynbeehall.org.uk, November 1, 2105.

Trujillo, T., Hernandez, L., Jarrell, T., & Kissell, R. (2014). Community schools as urban district reform: Analyzing Oakland's policy landscape through oral histories. *Urban Education*. December 2014 49:8 895-929.

Urban, W., & Wagoner, J. (2000). *American education: A history (2nd ed.).* Boston, MA: McGraw Hill.

U.S. Department of Education: Office of Elementary and Secondary Education. Guidance: The American Recovery and Reinvestment Act of 2009 (ARRA). Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students," September 2009.

Walsh M. & Backe S. (2013). School-University Partnerships: Reflections and Opportunities. *Peabody Journal of Education,* 88:5, 594-607.

What is a community school? (2015). Retrieved from http://www.communityschools.org, May 3, 2015.

Winerip, M. (2007, December 9). In gaps at school, weighing family life [Electronic version]. *The New York Times*. Retrieved from www.nytimes.com, July 21, 2008.

Wolfe, F. (2007,). Legislation could increase community schools' push. *Education Daily, 40*(135), 1.

Youth Development Institute, 2009. *Practices to Keep in After-school and Youth Programs: Young People Advocate for, Plan, and Provide Services to Their Communities*. New York, NY: Youth Development Institute.

Zeller-Berkman, S (2012). *Beacon Community Schools: Igniting Engagement of Youth and Communities in our Nation's Cities*. Youth Development Institute, 2012.

APPENDICES

Appendix A

Permission to Conduct Research

KNOX COUNTY SCHOOLS
ANDREW JOHNSON BUILDING

Dr. James P. McIntyre, Jr., Superintendent

January 27, 2016

Tanna Nicely
230 Creek View Lane
Blaine, TN 3 7709

Tanna Nicely:

You are granted permission in principle to contact appropriate building-level administrators concerning the conduction of your proposed research study: *A Qualitative Study Exploring the Community School Model in an Urban School Setting.* Final approval of this research study taking place within the Knox County School
system is contingent upon acceptance by the principal(s) at the site(s) where the study will be conducted. Include a copy of this permission form when seeking approval from the principal(s).

In all research studies, names of individuals, groups, or schools may not appear in the text of the study unless specific permission has been granted through this office. The principal researcher is required to furnish this office with one copy of the completed research document.

Good luck with your study. Contact me at 865-594-1735 if you need further assistance or clarification of the research policies of Knox County Schools.

Yours truly,

John Beckett
Director
Research and Evaluation   Project Number: 151626

Appendix B

Stakeholder Consent Form

Principal Investigator's Contact Information: Tanna Nicely cell 865-919-3193 email
tbnicely@yahoo.com
Organization of Principal Investigator: East Tennessee State University

INFORMED CONSENT

This Informed Consent will explain about being a participant in a research study. It is important that you
read this material carefully and then decide if you wish to voluntarily participate.

A. **Purpose:** The purpose(s) of this research study

   To explore the perceived impact of the community school model on students at an urban school as
   viewed by parents, community members, and supervisors.

B. **Duration:**

   The study will involve 14 participants who will be asked a series of 7 questions in a one setting.
   The interview will last approximately 30 minutes. The observation will run the duration of the
   interview (1 hour).

C. **Procedures:** The procedures, which as a participant in this research will involve you, include

   The participants will be asked a series of 7 questions in the school library by Suzanne Bryant a
   trained IRB educator. Each interview is scheduled not to take over one hour each.

D. **Alternative Procedures/Treatments:** The alternative procedures/treatments available to you if
   you elect not to participate in this research study are

   There are no alternative procedures or treatments to this study.

E. **Possible Risks/Discomforts:** The possible risks and/or discomforts from your participation in this
   research study include

   There are no known or expected risks/discomforts.

F. **Possible Benefits:** The possible benefits of your participation in this research study are

   There are no direct benefits

   Voluntary Participation: Your participation in this research experiment is voluntary. ***You may
   choose not to participate.*** If you decide to participate in this research study you can change your

mind and quit at any time. If you choose not to participate, or change your mind and quit, the benefits or treatment to which you are otherwise entitled will not be affected. You may quit by calling Tanna Nicely, whose phone number is 865-919-3193 . You will be told immediately if any of the results of the study should reasonably be expected to make you change your mind about continuing to participate.

G. **Contact for Questions:** If you have any questions, problems or research-related medical problems at any time, you may call Tanna Nicely, whose phone number is 965-919-3193, or Suzanne Bryant, whose phone number is 423-823-2080. You may also call the Chairman of the ETSU Institutional Review Board at 423.439.6054 for any questions you may have about your rights as a research participant. If you have any questions or concerns about the research and want to talk to someone independent of the research team or you can't reach the study staff, you may call an IRB Coordinator at 423.439.6055 or 423.439.6002.

H. **Confidentiality:** Every attempt will be made to see that your study results are kept confidential. A copy of the records from this study will be stored in South Knoxville Elementary in Tanna Nicely's locked file drawer for at least 5 years after the end of this research. The results of this study may be published and/or presented at meetings without naming you as a participant. Although your rights and privacy will be maintained, the Secretary of the Department of Health and Human Services, and Tanna Nicely and her research team have access to the study records. They will not be revealed unless required by law, or as described in this form.

I. **Recording:** The interview will be recorded.

By signing below, I confirm that I have read and understand this Informed Consent Document and that I had the opportunity to have them explained to me verbally. You will be given a signed copy of this informed consent document.   I confirm that I have had the opportunity to ask questions and that all my questions have been answered. By signing below, I confirm that I freely and voluntarily choose to take part in this research study.

_____   _____
Signature of Participant   Date

_____   _____
Printed Name of Participant   Date

_____   _____
Signature of Principal Investigator   Date

_____   _____
Signature of Witness   Date

Appendix C

Notification of Eligibility

Dear Community Schools Stakeholder,

 I need your help! You have been invited to participate in a research study at South Knoxville Elementary. The purpose of this study is to explore the community schools model at our school. This study also seeks to understand the perceived impact this model has on students at the school through the lens of the parents. Lastly, the study is also intended to examine the impact the community school model has on students through the lens of school/district supervisors and community members. The research study will begin in February and will continue through March. Parents, supervisors, and community members will be interviewed for this research study at the school. The Assistant Director of another school district will be conducting the interviews. She is also a doctoral student at East Tennessee State University. There are 7 questions in total that will be asked during the interviews that should last approximately 30 minutes. All interviews will be recorded to ensure all information is documented accurately.

If you would be interested in being part of this research study, please contact Tanna Nicely at either via email at tanna.nicely@knoxschools.org or call the school office at South Knoxville Elementary @ 865-579-2100.

Thank you for your time,
Tanna Nicely
Doctoral Student

Appendix D

Interview Questionnaire

Name of Interviewee _____ Date _____

Code _____   **Type of Position Held** Parent   Supervisor   Community Member

1) Describe what do you know about the community schools model at South Knoxville Elementary (SKE)?

2) Discuss how the community schools model affected the education of your child or the children of SKE?

3) How has this educational model affected the student population as a group or your   own student?

4) Describe services the community schools model provides for your family and the community?

5) Describe how the services you identified have affected you, your family, and your student(s).

 6) Describe how you became aware of community schools and how you became involved in community schools?

7) Reflect on how your experiences with the community school model differ from school experiences you have had in schools not using this model.

Appendix E

Introductory Interviewee Statement

Hello. My name is Suzanne Bryant. I am Assistant Director of Schools for Greeneville City in

Greeneville Tennessee. I am at your school talking to parents, supervisors and community

members about the community school initiative in your school.

There are 7 questions all together. If you do not want to answer the questions, just say

 "I do not want to answer the questions." If you decide to answer the questions but during

of the middle you decide you want to stop, just say, "I want to stop." Also, if there are

some questions you do not want to answer or do not know an answer, you may say,

"Skip," or "I don't know." I will use a tape recorder while I'm asking you questions.

This will record everything you and I say to each other so I can go back and listen to the

tape. I want to make sure I understood everything you helped me learn. We want to

make sure all the programs at the school are helping your child become a good student. When

you answer questions for me, I can help the principal and others enhance programs so they are

beneficial to you. Thank you so much for your help! Remember you do not have to answer these

questions unless you want to do so.

Do you wish to continue? Then let's get started.

VITA

TANNA HURD NICELY

Education:	Public Schools, Knoxville, Tennessee
	B.S. Education, University of Tennessee, Knoxville, Tennessee 1990
	M.A. Instructional Technology, Johnson University, Knoxville, Tennessee 2000
	Ed.S Educational Leadership, University of Tennessee, Knoxville, Tennessee 2004
	Ed.D East Tennessee State University, Johnson City, Tennessee; Educational Leadership 2016
Professional Experience:	Teacher, Sunnyview Elementary School; Knoxville, Tennessee, 1990-2000.
	Curriculum Facilitator, Knox County Schools; Knoxville, Tennessee, 2000-2004.
	Mathematics District Coach, Knox County Schools; Knoxville, Tennessee, 2004-2008.
	Assistant Principal, Dogwood Elementary; Knoxville Tennessee, 2008-2012.
	Assistant Principal, Sarah Moore Greene Magnet; Knoxville, Tennessee, 2012-2014.
	Principal, South Knoxville Elementary; Knoxville, Tennessee, 2014-present.
Honors and Awards:	Tennessee Science Teacher of the Year
	Who's Who Among Science and Engineering
	Knoxville's BEST Award for Outstanding Leadership
	Tennessee Agriculture Leadership Educator of the Year