UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

EXPLORATORY CASE STUDIES OF THE ROLE OF THE COMMUNITY SCHOOL COORDINATOR: DEVELOPING THE SCHOOL SOCIAL NETWORK IN URBAN ELEMENTARY SCHOOLS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

Degree of

DOCTOR OF EDUCATION

By

VERNA DEAN RUFFIN
Norman, Oklahoma
2013

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/319432

EXPLORATORY CASE STUDIES OF THE ROLE OF THE COMMUNITY SCHOOL COORDINATOR: DEVELOPING THE SCHOOL SOCIAL NETWORK IN URBAN ELEMENTARY SCHOOLS

A DISSERTATION APPROVED FOR THE
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

BY

_____
Dr. Gaetane Jean-Marie, Chair

_____
Dr. Curt Adams

_____
Dr. Patrick Forsyth

_____
Dr. Beverly Edwards

_____
Dr. Diane Horm

© Copyright by VERNA DEAN RUFFIN 2013
All Rights Reserved.

Dedication

This work is dedicated to my daughter, Adrianna Dominique Lyons. Adrianna, for your entire life you have observed me studying, setting goals and challenging myself to new levels. I thank you for loving me regardless of the inordinate amount of time it took me away from being your mother. It could not have been easy having such a mom. You have remained a solid supporter and loving daughter. You have witnessed me working on this important chapter of my life and through it all you encouraged me and kept me grounded. I am grateful for your love, encouragement, and prayers during the time it took to complete this part of the journey. As happy as I am at this time, nothing makes me happier and more fulfilled than having you as my daughter. You have grown up to be such an amazing young woman. You are gifted, talented, loving, caring and so insightful and discerning. As I see you preparing for your role in the health profession, I know that you are called to greatness. Stay the course. I am so proud of you! I love you big as the worlds!

Additionally, I wish to dedicate this work to my mother, Lovenia Andres, who worked tirelessly and sacrificed much to assure that I had everything I needed to be successful in life. Many years ago you taught me the life-long lesson of persistence and perseverance. You taught me the importance of finishing strong and being strong even when it was difficult. Who would have imagined that when you sacrificed and bought that wooden Selmer clarinet that a life would forever be changed? Well it did! You taught me that if I did not know how to do something today, I needed to learn how to do it tomorrow. That lesson will always be ingrained in me.

I remain eternally grateful to God for His greatness, love and favor.

Acknowledgements

I wish to acknowledge my professors at The University of Oklahoma for their dedication, scholarly work, encouragement and attention to me as their student. Dr. Jean-Marie, as the chair of my committee, you went beyond the norm to assure that I completed my course of study which has enabled me to move forward in my journey. Your passion and dedication toward the work you do in education and for social justice are contagious, inspiring and admirable. I am fortunate to have met you at OU and sincerely wish you the best on your journey.

I was truly blessed to have such an outstanding cadre of professors at OU and owe a sincere thanks to Dr. Curt Adams, Dr. Patrick Forsyth, Dr. Beverly Edwards and Dr. Diane Horm. Thank you so much for agreeing to serve on my committee, editing my work, providing feedback, sharing scholarly resources, sharing your wisdom and encouragement during my course of study. I am so inspired by your scholarly work, professionalism, and commitment to higher education and fostering the desire to produce scholarly work from your students.

I wish to acknowledge the many friends, family and staff members who have encouraged me along the way. It is not by accident that our paths have crossed.

I acknowledge that all things are possible through Christ who strengthens me. Without a firm belief in God and all He has done for me, this chapter would not be finished. It is done!

Table of Contents

Acknowledgements iv

List of Figures..... ix

Abstract..... x

Chapter 1: Introduction

Introduction 1

Statement of Problem……2

Statement of Purpose.....3

Research Questions……...5

Definition of Terms……...5

Chapter 2: Review of Literature

Introduction……..…..…7

Emergence of the Community School Coordinator in Schools……8

Community School Coordinator as Informal Leader in Schools……11

Complexities of a Principal's Role Necessitates a Shared Leadership Approach…….11

Principals and Community School Coordinator Engaging in Shared Leadership……...13

Reconceptualizing How Schools and Community Work Together Through the Community School Coordinator……..15

Building Social Capital through Connection with External Constituents and Agencies……..16

Internal and External Social Capital……20

Social Networks Building Social Capital...…….……22

Social Networks in Schools: Community School Coordinator Fostering School and Community Ties……..25

Connecting Across Boundaries……..... 28

Building Relationships…….....29

Fostering Collaboration…….....30

Spanning Boundaries…….....31

The Influence of the CSC on Sustaining the School-Community Network……33

Summary……..35

Chapter 3 Research Method

Introduction…….37

Research Design……..38

Research Questions…….39

Purposeful Sampling Strategy…….39

Data Collection……41

Observations……43

Document Collection……...44

Data Analysis……...46

Cross-Case Analysis……48

Data Reduction……49

Data Display……49

Data Analysis, Conclusion Drawing and Verification……50

Overview of Participants…….52

District Profile…….54

School Profiles…….55

Bryce Elementary School……55

Angelo Elementary School……..55

Summary……..56

Chapter 4 Findings

Introduction…….58

Community School Coordinators and Principals Engaging in Shared Leadership……...58

The Boundaries of Shared Leadership: Principal Sets the Vision…....63

Role of the Community School Coordinator……...66

Liaison and Builder of Relationships……..66

School-Community Connections…….72

Developing Relationships and Developing the Social Network…….74

Relationships and Communities……..75

Relationships with Families and Teachers……..79

Relationships with Children and Families……..82

Relationships with Partners…….89

Meeting the Academic and Social Needs of Students……93

Programs, Services, Opportunities with Purpose……93

Accountability in Meeting the Needs of Children and Families…….95

Eliminating Barriers in the Community School……..96

Teaching and Learning Supports in the Community School…….100

CSC's Work Enabling the Principal to Focus on Teaching and Learning……..100

Summary……105

Chapter 5 Discussion

Introduction…….....107

Leadership and Shared Influence……..108

Developing Relationships to Connect with Families and Community…….110

Meeting the Academic and Social Needs of Children……...112

Developing Trusting Relationships with Parents and Families…….117

Structural Location of the CSC in Relation to the Work of the Community School……120

CSC Serves as Connector and Weaver of the Social Network and Developing Social Capital ……121

Value and Influence of the CSC on the Instructional Leadership Role of the Principal…….....125

Implications for Policy and Practice……..127

Conclusion…….130

References…….132

Appendix A: Statement of Support 157

Appendix B: Research Case Study Protocol……162

Appendix C: Observation Protocol……..169

Appendix D: Participant Document Profile …….170

Appendix E: Cross-Case Analysis Worksheet…….171

List of Figures

Figure 1: Site Team Action Planning Form 74

Figure 2: Social network between CSC Braxton, School and Internal and External Partners.....101

Figure 3: Social Network between CSC Mitchell, School and Internal and External Partners……..102

Abstract

This exploratory case study examines the role of the community school coordinator (CSC) in the community school model in two urban elementary schools. It seeks to understand how the role and responsibilities of a community school coordinator supports fostering relationships with parents, teachers, students and the community (i.e. building the school social network for the purpose of meeting the academic and social needs of children). The community school approach as a reform of urban schooling seeks to implement systematic educational change in which partners come together to offer a range of supports and opportunities for children, youth, families and communities before, during, after school and during intercession (Coalition for Community Schools, 2006).

The findings in this study help define the role of the community school coordinator (CSC) who serves as a connector between the school and community. Serving in an informal leadership role, the CSC works closely with the principal to develop and sustain relationships with internal and external school members (i. e. teachers and students, families, communities and agencies). These relationships seek to restructure how school and communities together accomplish the complexities of improving student learning and social outcomes for children and families. Implications for practice and further studies are considered to further examine this important role in the school reform literature.

Chapter 1

Introduction

While the need to respond to families in high-risk schools and neighborhoods is evident, there is no clear pathway to linking the services that are needed to help children and families live better. Following the 1983 report *A Nation at Risk* (McCombs & Quiat, 2002), educators and policy makers developed many comprehensive school-wide reform models. Calling for systems change and new ways of organizing administrative structures that are more responsive to consumers (i. e., children and families) is essential (Melaville, Blank, & Asayesh, 1993; Crowson & Boyd, 1995; Zucker, 1987). While demands on leadership in urban schools include building stronger connections between schools and the community they serve (Bryk, Sebring, Allensworth, Luppescu & Easton, 2010; Jazzar & Algozzine, 2007; Jean-Marie, Ruffin & Burr, 2010), time and priority of the work of principals may constrain their efforts to accomplish this work.

Community schools are increasing in popularity as a model of whole school reform addressing the rampant problems currently facing communities (Adams & Jean-Marie, 2011; Jean-Marie & Curry, 2012). The community schools concept places schools as the "hub" of the community as school-community relationships are emphasized (Samberg & Sheeran, 2000). The community schools approach as a reform of urban schools seeks to implement systemic educational change in which partners come together to offer a range of supports and opportunities for children, youth, families and communities before, during, after school, and during intercession (Coalition for Community Schools, 2006). However, one component conspicuously absent from the literature on the Community Schools is the role of the community

school coordinator and how this role influences the schools efforts to build school-community relationships for the purpose of improving the lives of children and families in the school community.

Statement of Problem

The principal plays an essential role in leading and strengthening school and community partnerships for the purpose of improved student learning (Hallinger & Murphy, 1985; Jazzar & Algozzine, 2007; Leithwood & Duke, 1999). Charged with evaluating curriculum and teacher evaluation processes (Parkay, Hass, & Anctil, 2010), engaging in the school's instructional program (Hallinger, 2005) and being the chief operator and administrator of setting clear goals, allocation of resources and monitoring teacher evaluations (DiPaola & Hoy, 2008), the principal is challenged in finding a balance between managerial and instructional practices that complement and support instead of compete with each other (Shellard, 2003). This take charge approach potentially changes as the role of the principal becomes too big for one person alone to accomplish.

Traditionally, school administrators were not expected to reach out past the school building walls, and therefore many principals do not feel comfortable reaching out to the wider community they serve (Fusarelli, 2008). In the throes of school reform, principals are held accountable for students' academic success, thus raising the pressure on school leadership to a critical level (Levine, 2005).

Educational researchers (Johnson, 2001; Warren, 2005) argue that school-community collaboration benefit from the support of an intermediary agent such as a community school coordinator to help them build relationships with out of school

partners. Personal relationships are fundamental to successful interagency collaborations (Fusarelli, 2008; Coleman, 1990; Driscoll & Kerchner, 1999). Collaboration occurs only when there is concertive action among partners for sharing of resources, expertise, communication and control (Fusarelli, 2008; Wang, Haertel, & Walberg, 1995). Maintaining those relationships take time and energy which school personnel may not have to devote to such efforts as they work on improving student academic achievement (Fusarelli, 2008; Ravitch, 1998; Johnson, 2001). Principals may not have time to develop relationships with community-based organizations. Some may lack the skill and training to build relationships with non-educational organizations (Fusarelli, 2008). Teachers and school staff are not trained as social workers; therefore they may be unable to respond to the needs of disadvantaged students (Dryfoos, 1995; Fusarelli, 2008). In short, school systems are not prepared to meet all the needs of their students with existing personnel (Dryfoos, 1995).

There is however a general lack of empirical research on the contributions or influence of a community school coordinator on the role of the principal in developing social networks potentially contributing to improving the lives for children and families in the school. While a community school coordinator is included as a structural component of the community schools model (Adams & Jean-Marie, 2011; Jean-Marie & Curry, 2012), empirical studies on this role are non-existent. As such, the community school coordinator has not been studied in educational research.

Statement of Purpose

Goldring and Hausman (2000) suggest that principals would benefit from a liaison to help them build relationships with other community-based agencies. Goldring and

Hausman (2000) found that if principals had additional time they would spend it on instructional leadership. Finding more time in a principal's day may not contribute to building the social network. Principals must think of leadership as an organization and community-wide phenomenon (Johnson, 2001; Pounder, Ogawa, & Adams, 1995) and they need to view the role of civic capacity builder as an important part of their work (as cited in Fusarelli, 2008). This role reconceptualization will take time. Fusarelli (2008) speculates that principals will need both prodding and support in their efforts to collaborate with external agencies. Principals however, should not be expected to do this work alone. A community school coordinator could help the school to nurture and maintain effective relationships with external agencies (Fusarelli, 2008).

While there is little research on the influence of a community school coordinator on the role of the principal in developing social networks, studying the role of the community school coordinator contributes to the research. Studying the role of the community school coordinator contributes to the body of research by identifying key behaviors and expectations for the intentional outcome of community and school efficacy (Traynor, 2002). It is recognized that social services alone are not enough. "It is highly probable that only a combination of interrelated research-based reform strategies and collaborative, school-linked social support services will lead to dramatic improvements in students' academic achievement and improved social outcomes for disadvantaged children" (Fusarelli, 2008 p. 366).

This exploratory case study examines the role of the CSC to investigate the potential influence of an intermediary agent in developing the relationships between school and community for the purpose of improving the lives of children and families in

school. The study contributes to the limited body of research regarding building the school social network and the intermediary agent studied in the role of the community school coordinator.

This study examines how the role and responsibilities of the CSC supports fostering relationships with parents, teachers, students and the community (i.e. building the school social network for the purpose of meeting the academic and social needs of children).

Research Questions

1. What is the role and function of the community school coordinator (CSC) in developing the social network between the school community to meet the academic and social needs of children?
2. How does the CSC perceive his/her role of fostering the social network to connect the school with the community?
3. In what ways do the CSC bridge relational gaps among families, between families and schools, and between school and community organizations for continuous school and community improvement?
4. How does the role of the CSC enable a principal to focus on the operating core of teaching and learning?

Definition of Terms

Community school coordinator: One of the structural elements of the Community School Model, these leaders on the ground are practitioners and community members at school sites who know local issues and have the skills to build relationships and connect residents to resources and opportunities (Blank et al, p. vi).

Intermediary agent: helps schools to maintain focus on their dual goals of high student achievement and improved social outcomes for students without putting undue burden on school personnel (Fusarelli, 2008)

Social network: is defined as the relationships and ties among people contributing to "a sustained effort to build and support the cooperative and interdependent relationships in a community, woven together but open to allow for ease of access and freedom of movement, that are necessary to achieve results (Bailey, 2006, p. 4).

Social Capital: "resources embedded in a social structure which are accessed and/or mobilized in purposive action" (Lin, 1999, p. 35; Forsyth, Adams, & Hoy, 2011, p. 122)

Chapter 2

Literature Review

Introduction

As educators accept the responsibility of educating all children, there is growing recognition that schools must work in tandem with communities to maximize their collective educational potential (Murphy, Beck, Crawford, Hodges &McGauphy, 2001). Growing numbers of students live in poverty, violence, fragmented or non-existent families and/or substance abuse (Panasonic Foundation, 2007; Dryfoos, 2005; Barth, 1990; Elmore & Associates, 1990; Lieberman & Miller, 1990; Newman, 1993; Task Force on Education of Young Adolescents, 1989). For school principals today, these at-home and community issues become school issues.

However, schools alone cannot assume the responsibility for all that needs to be done for students but many are ready to take on that challenge through partnerships with communities and agencies (Adelman, 1996). A challenge schools confront is the ability to effectively coordinate efforts between the school and community. An emerging role in schools is that of the community school coordinator who serves as connector (Jordan, 2006) to develop and sustain relationships and address social and economic barriers to learning (Dryfoos, 1995) for children and families in schools. Arguably, the community school coordinator not only serves as a connector between the school and community but may also be an informal leader who represents the principal in various capacities to families and communities.

Given the limited knowledge on the role of the community school coordinator, the literature review examines this emerging role in school through the literature from

the Coalition for Community Schools and what Fusarelli (2008) identifies in her research on full service programs, an intermediary agent who coordinates resources for the school. The review also considers the informal leadership role of the community school coordinator who works in conjunction with the principal to develop and sustain relationship with internal (i.e., teachers and students) and external (i.e., parents, community agents & leaders) constituents to improve student learning and their social outcomes (Adelman, 1996; Fusarelli, 2008). Given the increasing accountability demands placed on principals, developing and sustaining the relationships with external constituents to meet the social and emotional needs of students are hindered. But the community school coordinator may be the lynchpin to addressing this critical need for schools. Finally, the review also examines the nature and function of the community school coordinator in developing the social network between school and community to weave together school and community ties and resources to improve academic and social outcomes for children (Adelman, 1996; Fusarelli, 2008). Through an understanding of the community school coordinator's role, educators and policymakers will be able to determine how this emergent role influences the academic and social needs of children and families in urban elementary schools.

Emergence of the Community School Coordinator in Schools

The emergence of the community school coordinator is linked to the Coalition for Community Schools (2006) in which school districts throughout the United States have adopted as a school reform. The philosophy that undergirds the community school model is an integrative focus on academics, family support, health and social services, and youth and community development (Coalition for Community Schools, 2006). This

fusion leads to improved student learning, stronger families, and healthier communities (Coalition for Community Schools, 2006, p. v). To facilitate the relationship between school, families and communities, the community school coordinator is a school personnel or liaison whose responsibilities is to develop and nurture the relationship between these constituents.

The Coalition for Community Schools (2006) describes the work of the community school coordinators as:

> . . .the 'community organizer' of the school and community. [They] create, strengthen, and maintain the bridge between the school and community. Community school coordinators facilitate and provide leadership for the collaborative process and development of a continuum of services for children, families and community members within a school neighborhood (Coalition for Community Schools website; retrieved, March 30, 2012 at www.communityschools.org

Further, according to Dryfoos (1999), a full-time community school coordinator works in partnership with the principal. This person is responsible for the delivery of an array of supports provided by local agency partners and participates on the management team for the school. Over time, most community schools consciously integrate activities in several areas to achieve the desired results: quality education; positive youth development; family support; family and community engagement in decision-making and community development (p. 2).

Calling for restructuring education support services and integrating community resources, there is an increased awareness that comprehensive reform models rarely go

beyond the scope of school management, curricular and instruction (Adelman, 1996). As increased efforts mount from federal, state and local levels, schools are beginning to respond to meeting the needs of children, families and communities by opening their doors beyond the traditional school day and partnering with local agencies and organizations to meet this need (Adelman, 1996; Dryfoos, 1994). Calling for coordinated services and school-linked services in absence of reforming and weaving existing school and community resources is simply insufficient in meeting the needs of children and families in schools and communities (Adelman, 1996). However, school systems and agencies rarely change the governance structure in order to facilitate this work (Dryfoos, 1994). Exploring how a community school coordinator may influence the work between school and communities merits study.

While the literature on the community school coordinator is sparse, a role that is closely aligned is that of an intermediary agent. An intermediary agent helps schools maintain focus on teaching and learning while also improving social outcomes for children without placing undue burden on school personnel (Fusarelli, 2008). Educational researchers (Johnson, 2001; Warren, 2005) emphasize the importance of an intermediary agent to facilitate school-community collaborations. Citing the importance of additional personnel to develop relationships with community-based organizations, an intermediary agent can help alleviate the added responsibilities of meeting the dual goals of academic achievement and improved social outcomes (Fusarelli, 2008). The importance of this role potentially aids the principal by serving as liaison in supporting their efforts to building relationships with partners outside the school (Goldring & Hausman, 2000). Given the demands of the principal's role in

school improvement, it is unrealistic to expect that adding more work could be navigated simply by expecting them to be better stewards of time management. Given the complexities of their jobs, principals would best utilize their time on teaching and learning (Goldring & Hausman, 2000). An intermediary agent offers some relief to the complexities of school leadership while paying attention to the benefits of meeting the social needs of children and families by working collaboratively with out-of-school agencies providing social services (Fusarelli, 2008; Goldring & Hausman, 2000).

Community School Coordinator as Informal Leader in Schools

Complexities of a Principal's Role Necessitates a Shared Leadership Approach

In schools, the principal is perceived as the formal leader in that he or she provides guidance, promotes a shared vision, and manages the instructional program (Leithwood & Riehl, 2003). Balancing leadership and managerial responsibilities are challenges for many school leaders today as they navigate work that is increasingly more than one person can manage (Lambert, 2002; Leithwood & Riehl, 2003; Portin & Knapp, 2011).Various reform initiatives converge on schools (Togneri & Anderson, 2003; Cawelti & Protheroe, 2001; Massell & Goertz, 2002; Hill & Celio, 1999; Knapp et al., 1998) which tasks principals with additional responsibilities to an already full plate. Along with school accountability and re-Authorization of ESEA, together or separately, these initiatives have great influence on the work environment of the principal and bring with them great complexities (Portin & Knapp, 2011). Together these huge influences potentially inhibit urban school leaders' efforts to improve teaching and learning (Portin & Knapp, 2011).

Principals hold a key responsibility however for student learning. In fact, instructional leadership has huge effects on student outcomes (Blasé & Blasé, 2000; Goldring et al, 2009; Hallinger, 2011b; Leithwood et al, 2004; Quinn, 2002; Robinson et al, 2008a). Further, "the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes" (Brown & Chai, 2012; Robinson et al, 2008a, p. 2). But, to this end, principals must also attend to the social and emotional barriers that hinder students from learning. With the increasing accountability placed on principals for improved student academic achievement, requiring them to reach past the school building and into the wider community they serve becomes increasingly challenging and may be beyond the training and skills some principals possess (Fusarelli, 2008).

However, given the increasing demands on principals, informal leaders also exist to carry out myriad responsibilities associated with the role of a principal (Cuban, 1987; Murphy, Hallinger & Miller, 1987; Hallinger & Richardson, 1988; Little, Long, & Guilkey-Amado, 1986; Little & Long, 1985; Dryfoos. n.d.; Kanter, 1979). Included in the body of research, is the examination of informal leadership roles carried out by teachers, administrators, parents, students (Leithwood & Riehl, 2003) and others as influential sources of informal leadership in schools. Recognizing the significance of school leadership focused on teacher and learning is vastly important, however, it is insufficient for school improvement which includes collaboration with school and non-school agencies (Leithwood & Riehl, 2003; Adelman, 1996; Blasé & Blasé, 1999).

The literature is replete with studies on teachers and other role groups who engage in leadership with the principal (Gronn, 2008; Teddlie & Stringfield, 2007;

Malen, 1995; Talbert & McLaughlin, 1993; Marks & Printy, 2003; Murphy & Meyers, 2007; Goodson, Moore, & Hargreaves, 2006; Leithwood, Seashore Louis, Wahlstrom, Anderson, Mascall, & Gordon, 2010). These studies and others represent scholarly work on teachers and school reform (Coburn, Choi, & Mata, 2010); social networks, trust and school improvement (Moolenaar & Sleegers, 2010); examining social networks to enhance learning between and among teachers (Baker-Doyle & Yoon, 2010; Daly, 2010) and reform efforts among formal leadership positions (Penuel, Frank & Krause, 2010). Similarly, the community school coordinator as an informal leader fulfills important responsibilities associated with working closely with families and community, an area often negated because principals are overwhelmed in focusing on the challenges inside the school.

Principal and Community School Coordinator Engaging in Shared Leadership

Evident in the literature on community schools is a restructuring of leadership that places focus on multiple individuals, such as the community school coordinator to more effectively address the challenges schools face. Within the National Coalition of Community Schools model, leadership is not only the responsibility of the principal, but also others such as parents, teachers, and community members positioned to influence the lives of children (Blank, Berg and Melaville, 2006; Community School Coalition, 2006). The community school model emphasizes the role of the community school coordinator as a cross-boundary leader (Community School Coalition, 2006; Adams, 2010; Adams & Jean-Marie, 2011; Jean-Marie & Curry, 2012).

Cross-boundary leadership is defined as a collaborative approach to leadership which reaches across structural boundaries and networks to create and enact shared

responsibilities among entities which in turn influence the lives of children (Adams, 2010; Adams & Jean-Marie, 2011; Jean-Marie & Curry, 2012). As such, boundary-crossers embrace the understanding that networks are essential to share the responsibility of the challenges facing schools and communities of the 21st century (Blank, Berg, & Melaville, 2006). Accordingly, joint participation by school leaders, business, government and local organizations play an essential role in non-traditional ways to develop the community school model (Peirce & Johnson, 1998). As cross-boundary leader, the community school coordinator coordinates the efforts of the principal as well as the programs and services that improve the quality of life for children and families served by the school (Coalition for Community School, 2006).

While cross-boundary leadership is an emerging leadership model in the reform literature, shared leadership (Lambert, 1998; 2002) more clearly explicates how the community school coordinator may work in concert with the principal in this role. Through shared leadership, a principal seeks to develop leadership capacity among all members of the school community while being fully cognizant that he or she cannot do the massive work of school improvement alone (Lambert, 2002). Leadership as joint decision-making or participatory is a foundation for shared influence (Wagner & Gooding, 1987). Practicing leadership from a broad array of role groups and stakeholders potentially strengthens the capacity to improve and change practices within schools to maximize school performance (Seashore, Leithwood, Wahlstrom, & Anderson, 2010). Sharing common threads with collective leadership (Camburn, Rowan & Taylor, 2003; Spillane, Halverson & Diamond, 2001); distributed leadership (Gronn, 2002; Spillane, Halverson, & Diamond, 2001) and democratic leadership

(Blasé & Blasé, 1999; Woods, 2005; Jean-Marie, Ruffin, & Burr, 2009; Allix, 2000), shared leadership (Lambert, 1998; 2002) is inherent in mutual relationships where participants are both shapers of and shaped by one another (Donaldson, 2006; Moller & Pankake, 2006). The one-person model of school leadership fails to develop potentially under-developed talents within the school (Lambert, 2002) however; there is lack of empirical studies on how the emergent role of the community school coordinator shares leadership with the principal. To better understand how this role may contribute to the social and academic needs of children and families, the literature review examines the nature and function of the role of the community school coordinator who serves as liaison to the principal in developing the relationships between school, families and communities to benefit children and families.

Reconceptualizing How Schools and Community Work Together Through the Community School Coordinator

The relationships connecting schools to other organizations are beneficial; however, relationships for the sole purpose of funding or to provide social services do not alone result in purposeful action (Forsyth, Adams & Hoy, 2011). The nature and function of the community school coordinator must be purposeful and work in conjunction with the principal's work to maximize the potential benefits of the role. Managing new relationships with social agencies that serve children is an important part of the role of the community school coordinator (Dryfoos, n.d.; Coalition for Community Schools, 2006). Also important to developing the relationships with social agencies is the reconceptualization of how schools and community work together for the benefit of children and families. Beyond the focus of improving instruction and

leadership functions of schooling, an expanded vision must include restructure of the current system of fragmented, categorical, and specialist-oriented approaches toward a comprehensive and cohesive programmatic approach and recognizing that it is primary and essential to improving teaching and learning (Adelman, 1996, p. 435). This complex work calls for new ways of leading which require principals to balance their leadership and managerial responsibilities in ways that move the school and community forward (Leithwood & Reihl, 2003; Gardner, 1988). This work is primed for the community school coordinator who works in partnership with the principal (Dryfoos, n.d.; Coalition for Community Schools, 2006) and is designed to not only meet the educational outcomes for children and families but also to improve social behavior and healthy youth development; better family functioning and parental involvement; enhanced school and community climate; and access to support services (Dryfoos, n. d.). This work requires people working together as a social network. Social networks in schools are developed through an actor such as a community school coordinator who works closely with the principal in spanning the boundary between school, family and community (Fusarelli, 2008; Dryfoos, 1995). How people interact with each other is another way of describing social capital (Dekker & Uslaner, 2001) which is discussed in the following section and lays out the conceptual framework for the study.

Building Social Capital through Connection with External Constituents and Agencies

In schools, the community school coordinator is responsible for developing relationships with children, families and communities as liaison to the principal. As such, the community school coordinator works with internal and external constituents

and agencies. Social capital is used as the theoretical lens to better understand the role of the community school coordinator functioning to accomplish the work of building lasting relationships through the schools social network.

Social capital is recognized as "one of the basic functions of social network theory" (Daly & Finnigan, 2010, p. 6). Scholars contend that it is about the value of networks, bonding similar people and bridging between diverse people, with norms of reciprocity (Dekker & Uslaner, 2001, Uslaner, 2001). As Fukuyama (1995) noted, social capital is an instantiated informal norm that promotes cooperation between two or more individuals. Adler and Kwon (2002) define social capital as 'the goodwill available to individuals or groups. Its source lies in the structure and content of the actor's social relations. Its effects flow from the information, influence, and solidarity it makes available to the actor' (p. 23). Briggs (1998) defines social capital as the "specific processes among people and organizations, working collaboratively in an atmosphere of trust, that lead to accomplishing a goal of mutual social benefit…interactions among people through systems that enhance and support that interaction" (p. 2).

Defined as a "return on investment" in a system's social relations, social capital allows the resources of other individuals to be accessed, borrowed, or leveraged (Daly & Finnigan, 2010, p. 7). Resources that exist in relations between individuals are referred to as "ties". Social capital theory therefore suggests that it is the ties between individuals in a system that creates a structure that ultimately determines access to resources (Burt, 1992; Coleman, 1988, 1990; Granovetter, 1973, 1982; Lin, 2001; Putnam, 1995). Social capital has been associated with a variety of positive outcomes,

including access to information, power, and knowledge (Lin, 2001). In education, social capital has been linked to higher educational attainment (Aldridge et al 2002; Halpern 2001; Israel et al 2001; Dyk & Wilson, 1999), elevated aspirations (Stanton-Salazar & Dornbusch, 1995), and increased home-school connections (Horvat, Weininger & Laureau, 2003). Defining relationships that bridge between schools and external organizations are important to understanding the functional resources (Portes, 1998) which can be provided to schools for the intentional purpose of social capital.

Lin (2001a) defines social capital as resources embedded in one's social network, resources that can be accessed or mobilized through ties in networks. An actor has access to other actors' resources which may include wealth, power or reputation (Lin, 2001a). It is generally accepted and acknowledged by scholars, that social capital is network based (Bourdieu, 1980, 1983/1986; Lin, 1982; Coleman, 1988, 1990; Flap, 1991; 2001; Burt, 1992; Putnam, 1993, 1995, 2000; Erickson, 1995, 1996). Social capital, defined as resources embedded in networks, serves as a basis to formulate theoretical propositions for identifying the sources and the returns of social capital (Lin, 2008).

The productive benefits of the term social capital appear to be commonly shared among most definitions as they appear in the literature. Pierre Bourdieu defined the first systemic contemporary analysis of social capital as "the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance or recognition" (Bourdieu, 1985, p. 248; 1980). His definition contributes to a clear understanding that social capital is decomposable into two distinct elements: (1) the social relationship itself that allows

individuals to claim access to resources possessed by their associates and (2) the amount and quality of those resources (Portes, 1998). Social capital expands admission to facilitate actors' access to economic resources, increased cultural capital through experts of refinement or through affiliation with institutions that confer valued credentials (Portes, 1998).

Economist Glen Loury (1977, 1981) presented a concept which captured the differential access to opportunities through social connections for minority and nonminority youth; however this work has not been expanded to other forms of social capital (Portis, 1998). His work however laid some ground work for Coleman's work on the role of social capital in the creation of human capital (Portis, 1998). Coleman's definition of social capital included its function as "a variety of entities with two elements in common: (1) consisting of some aspect of social structures and (2) facilitating certain action of actors, within the structure" (Coleman, 1988a, p. S98, 1990, p. 302).

Social capital has various definitions and is perhaps best guided by the discipline and level of investigation applying this concept (Claridge, 2004). Much debate occurs over the application of the term 'capital' thus resulting in difficulty conceptualizing it (Claridge, 2004). Pierre Bourdieu, James Coleman and Robert Putnam, among other authors and researchers have contributed to the rudimentary conceptualization of this complex theory (Claridge, 2004). This study subscribes to the definition of social capital which incorporates the theoretical elements from Loury (1977), (Coleman, (1986, 1990), Bourdieu (1985), and Putnam (2000), which affirm that social capital is a

set of “resources embedded in a social structure which are accessed and/or mobilized in purposive actions” (Lin, 1999, p. 35; Forsyth, Adams, & Hoy, 2011, p. 122).

Sociologists and organizational theorists have examined social capital through the internal relations among groups or group members within organizations (Coleman, 1988, 1990; Hansen, 1999; Tsai and Ghoshal, 1998). Contrastingly, research in business has focused on external relations between organization and important stakeholders (Dyer and Singh, 1998; Koka and Prescott, 2002). Both forms of social capital are important predictors of organizational performance (Leana & Phil, 2006). Social capital enhances performance at the organizational level among individual members and between the organization and its across-boundary stakeholders (Leana & Phi, 2006) and referred to respectively as internal social capital and external social capital.

Internal and External Social Capital

Structure and content of relationships among actors within a system define the concept of internal social capital (Adler & Kwon, 2002). Structural, relational, and cognitive are specified by Nahapiet and Ghoshal (1998) as three facets of internal social capital. The structural element of internal social capital involves the connections among actors such as a community school coordinator in an organization who share valuable information to facilitate individual learning in its context. Accordingly, Nahapiet and Ghoshal (1998) postulate that with whom and with what frequency actors share information create competitive advantages by enhancing the organization’s ability to absorb and assimilate knowledge (Leana & Pil, 2006, p. 353). The relational aspect of social capital refers to the development of relationship that is sustained over time

based on ongoing interactions (Nahapiet & Ghosha, 1998). A key attribute of this is the level of trust among actors to facilitate collaborative behaviors and collective action in the absence of explicit mechanisms to foster and reinforce such behaviors (Coleman, 1990; Onyx & Bullen, 2000). As noted by Leana & Pil (2006), members who trust one another are more likely to exchange sensitive information that is not available to others outside the circle of trust (p. 354). This level of trust fosters a collaborative environment in which exchange of information can benefit both the individual and the organization (Bradach & Ecclees, 1989).

A final property of internal social capital is the cognitive aspect. As individuals interact with one another through collective purpose, they are likely to develop shared understanding and vision and, establish common goals for the organization. Nahapiet & Ghoshal (1998) call this the cognitive dimension of social capital in which the integration of shared vision and goals, and collective values promote a sense of shared responsibility and collective action (Coleman, 1990). In schools, when school members, internal and external, hold this collective sense of purpose and goals, social capital may substitute for contractual agreements, incentives, and monitoring systems that exist in organizations to control individual behaviors which may counter attainment of collective goals (Leana & Pil, 2006). To fully capture its effect, the antecedents of social capital – structural, relational, and cognitive must work together to enhance information transmission among members which may result in enhancing organizational performance.

While internal social capital alone may not enhance organizational performance (Leana & Pil, 2006), access to external information and resources is critical to social

capital (Burt, 2000). External linkages open access to external providers of valuable resources such as suppliers and alliances (Leana & Pil, 2006). In schools, through the position of a community school coordinator, having access to suppliers and alliances increases the resources schools need to better serve the need of children and families which often are beyond what schools can do without external support. External social capital which can be obtained via external ties, according to Heller and Firestone (1995) are important to organizations in obtaining resources such as funding and personnel. Social capital is not synonymous with social network alone, but it is the resources that are created by the existence and character of those links such as information sharing and trust (Adler & Kwon, 2002, Nahapiet & Ghoshal, 1998) which contribute to the actualization of social capital. Given the integrative approach of internal and external social capital, its relationship to social network merits consideration to understand how it operates in organizations such as schools.

Social Networks Building Social Capital

Citing the importance of creating something new and different such as networks of shared responsibility, Gardner (1988) suggests that leadership should enjoin others to become comfortable with change and develop ways to share common values where stakeholders trust each other and develop a sense of mutual responsibility for the future. The community school model offers students, families and community residents a common place to interact and build social capital (Blank, Berg, & Melaville, 2006, p. 1) which is a result of social networking.

There are a variety of types of social capital, or results, produced by effective social networks. Bridging ties focus on external relations while bonding or linking ties

focus on internal relations (Woolcock, 1998; Bailey, 2006; Jordan, 2006). Within informal networks, the close social relationships that forms with family and/or friends create bonding ties. These ties lead to bonding social capital that not only bring people closer together, but helps them get by, providing emotional support or informal child care. Relevant to this study is the bridging tie which is established between people in generalized and institutional networks. These ties, which are established mainly through a community school coordinator, lead to the formation of bridging social capital that connects people to resources across networks and may make the resources that exist in one network accessible to members of another (Bailey, 2006). Bridging social capital enables people to "get ahead" for example by providing job referrals, job counseling and training, child care, and transportation to work and appointments and helping them find solutions to obstacles and problems affecting their lives (Bailey, 2006; Fusarelli, 2008; Kirst & Kelley, 1995; Wang, Haertel, & Walbert, 1995).

Social capital created by bridging ties—helping people extend beyond their immediate circle to connect to a broader range of resources and opportunities—can open doors necessary for success (Bailey, 2006). Positive results of social capital generated by social networks can be an important bridge to connecting families to needed resources and opportunities outside of the neighborhood and by promoting common causes and collective goals for advocacy or social action (Carter & Hyleck, 2003; Briggs, 1998 as cited in Jordan, 2006, p. 16).

In schools, the function of social network is premised on establishing close ties and trust among people within a network to heighten the possibilities of achieving collective ends (Warren, 2005). According to Warren, Thompson, and Saegert (2001)

mobilizing the social capacities of the school may be even more powerful than achieving educational goals because it empowers people to utilize available assets and mobilize these social relationships to lobby for greater resources (p. 136). Social ties through the network connect people to opportunities. Granovetter (1985) suggests that social ties connect individuals to opportunities as a consequence of the resources embedded within interpersonal relationships.

Social network can expand access to resources and opportunities (i. e. social capital) for public schools and school-community partnerships. Conditions within and outside the school itself are critically important and provide access to additional networks which are foundational in the interactions among in-school and out-of-school boundary spanning leaders (potentially the CSC) who intentionally work with all stakeholders to create the school social network (Fusarelli, 2008; Johnson, 2001; Kirst, 1991; Dryfoos, 1994; Kirst & Kelley, 1995; Wang, Haertel, & Walberg, 1995).

In community schools, the relationships connecting schools to other organizations are beneficial; however, relationships for the sole purpose of funding or to provide social services are insufficient for purposeful action (Forsyth et al, 2011). The connectedness of the relationships within the social network of schools is fundamental to influence the needs of the school community. This connection may be mediated by the emergent role of the community school coordinator acting on behalf of the school and community.

Social Networks in Schools: Community School Coordinator Fostering School and Community Ties

In schools, the function of networks is premised on establishing relationships and trust among people within and outside the school to heighten the possibilities of achieving collective ends (Warren, 2005). The network between school and community can expand access to resources and opportunities for the purpose of school-community partnerships. The community school coordinator serves to cultivate conditions within and outside the school itself which is critically important and provide access to additional networks which are foundational in the interactions among in-school and out-of-school boundary-spanning leaders. The community school coordinator intentionally works with all stakeholders to create the school social network (Fusarelli, 2008; Johnson, 2001; Kirst, 1991; Dryfoos, 1994; Kirst & Kelley, 1995; Wang, Haertel, & Walberg, 1995) which is inherent upon relationship building.

Social networks are defined by people and relationships among and between them. By collaborative work, people in and outside organizations can draw upon a broad range of resources and expertise of other organizational members in the network resulting in an improvement in health and well-being of community members (Chisholm 1998; Provan & Milward, 2001). In addition, community schools address beyond educational reform in ways that enhance a community's economic, social and environmental development, thereby influencing more people and creating public value (Moore, 1995). When crossing disciplinary boundaries, there is increasing interest in the study of social networks in schools which contribute to understanding outcomes for youth, social cohesion and civic engagement (Coalition for Community Schools, 2006).

For schools, understanding how these relationships and ties (social networks) among people inside and outside the school collectively contribute to improved quality of life for the children and families merits attention.

Three social network definitions are presented to situate the focus of the current study. Wasserman and Faust (1994) define social networks as "consisting of a finite set or sets of actors and the relation or relations defined on them (p. 20). Jordan (2006) defines social network as "a set of people, organizations, or other social entities connected by a set of social relationships" (p. 9). Lastly, and for the purpose of this study, social network is defined as "a sustained effort to build and support the cooperative and interdependent relationships in a community" (such as a school) "that are necessary to achieve results" (Baily, 2006. p .4).

In considering the role of the CSC in schools, social network provides a lens to understand the network between school, community and services in school reform. The ability to engage in educational change depends on the capacity of the actors within the system to do the work of the reform (Daly, 2010). Accordingly Daly (2010) states that knowledge, skills, expertise, and attitude represent some of the relational resources required to develop, engage and sustain change (p. 264).

The community school coordinator is potentially evolving as weaver and connector (Jordan, 2006; Fusarelli, 2008). While a connector will often stop at simply introducing people to each other, a weaver will take the time to build relationships and learn about a family's interests, skills, and needs with the intent to encourage more than one connection to the network (Plastrik & Taylor, 2004). Importantly, this community school coordinator serves to develop reciprocal relationships that are mutually

advantageous to the school, families, and the community at large (Blank, Berg, Melaville, 2006). The community school coordinator works to bring resources to the hub (i.e. school) which is described as a focal point for network connectivity and activity (Plastrik & Taylor, 2004). These are places where families come to get specific needs met but also tap into networks that may lead to other opportunities to use their skills and talents.

As an example for how a community school coordinator may work, this role becomes the steward of the network and is charged with assuring cultural inclusion, attending cultural barriers, engaging people in actively voicing what they think, and creating opportunities for interaction while forming relationships that facilitate this work (Jordan, 2006, p. 25). This role then, when applied to schools, becomes the potential intermediary agent (Fusarelli, 2008) working with the principal and community to move schools beyond programmatic changes to major systemic reform. While this study does not incorporate social network theory or analysis, it seeks to examine how social networks may relate to forming the relationships and connections essential to building the schools network for the purpose of developing relationships between school and community.

In summary, within social network, a network *weaver* is a leader, one who takes an active role in creating new relationships and interactions to purposefully influence the work of the organization and the community (Krebs and Holley, 2002-05; Jordan, 2006). In the context of school leadership, the traditional role of the principal does not include the expansive responsibilities to navigate internal and external controls alone. Consideration of the complexities of the expanded responsibilities of the principal

should be given in light of implications for school governance and job alignment. Transitioning this role can potentially lead to a healthy community which is a result of effective collaboration emphasizing that this work is not the sole role of one individual but rather the sum of many working for a common purpose to benefit the entire community (Jordan, 2006). Similarly this work, performed in schools, potentially weaves a social network to help children and families live better lives. Heightened external control and the exhaustive responsibilities placed on schools (Bennet & Hansel, 2008), have expanded the role of the principal beyond traditional job descriptions and responsibilities (Shipps, 2008; Adams & Jean-Marie, 2011; Jean-Marie & Curry, 2012). These leaders and the organizations they lead are influenced by their ability to share leadership and to lead across boundaries both within and outside the school.

Connecting Across Boundaries

The community school coordinator, as leader in the middle within the community school model, works in concert and across boundaries to develop partnerships collaboratively working together to influence the lives of all children (Adams, 2008; Adams & Jean-Marie, 2011; Jean-Marie & Curry, 2012). The connectedness of the relationships within the schools is fundamental to influence the needs of the school community. This connection may be mediated by the emergent role of the community school coordinator acting on behalf of the school. The community school coordinator operates as a "connector and weaver" similar to what occurs within social network (Jordan, 2006). Further, the community school coordinator potentially connects families with teachers, families with essential resources and services, and the school with community resources and opportunities (Adams & Jean-Marie, 2011).

In the community school model, community leaders operate like "portals or doorways" in the social network; in that these community members provide access to resources and opportunities through their social ties with other individuals and organizations (Jordan, 2006; Adams & Jean-Marie, 2011). The community school coordinator potentially serves as the intermediary agent to the principal in building the network between school, community, and agencies. In the community school literature, this role is idiosyncratic to the schools they serve. However, to better understand how this role may contribute to the social and academic needs of children, this study draws on the community school coordinator who potentially serves as liaison to the principal in developing the relationships benefiting children and families.

Building Relationship

In response to the increasing demands of the principal, emerging in some schools is the community school coordinator who seeks to build the relationships between school and community. In particular, this CSC garners resources and services to meet the social and academic needs of children while enabling the principal to devote time to teaching and learning (Coalition for Community Schools, 2006). Evolving as a weaver and connector (Jordan, 2006; Fusarelli, 2008), the CSC is responsible for developing relationships. While a connector will often stop at simply introducing people to each other, a weaver will take the time to build relationships and learn about family's interests, skills, and needs with the intent to encourage more than one connection to the network (Plastrik & Taylor, 2004).

This CSC works to bring resources to the hub (i. e. school) which is described as a focal point for network connectivity and activity (Plastrik & Taylor, 2004). These are

places where families come to get specific needs met but also tap into networks that may lead to other opportunities to use their skills and talents.

As an example of how a CSC may build relationships, this role becomes the steward of the network and is charged with assuring cultural inclusion, attending cultural barriers, engaging people in actively voicing what they think, and creating opportunities for interaction while forming relationships that facilitate this work (Jordan, 2006, p. 25). Relationships are built on trust. As such, these informal leaders, community school coordinators must be able to unite individuals in collaborative action to build relationships that promote trust and communication between families and schools (Leithwood & Riehl, 2003). The need to collaborate among many sectors is not the sole responsibility of one person and is complex work which focuses on ways to improve the lives for children and families in the school community.

Fostering Collaboration

The role of the principal further evolves into one of collaborator characterized by the ability to bring diverse groups together to work across multiple and sometimes conflicting accountabilities. While school leaders (i.e. the principal) attempt to improve student learning, the political, bureaucratic market, professional and moral accountabilities often become conflicting demands on the job of the leader (Firestone & Riehl, 2005). Leadership for the purpose of developing social networks serve as a connecting role (Bailey, 2006) and serves as a leader, weaver and connector whose responsibility is to the network.

Collaboration occurs only when there is concertive action among partners for sharing of resources, expertise, communication and control (Fusarelli, 2008; Wang,

Haertel, & Walberg, 1995). Personal relationships are paramount to successful interagency collaborations (Fusarelli, 2008; Coleman, 1990; Driscoll & Kerchner, 1999). Maintaining those relationships takes time and energy which school personnel may not have to devote to such efforts as they work on improving student academic achievement (Fusarelli, 2008; Ravitch, 1998; Johnson, 2001). However, the CSC is positioned to develop relationships with community-based organizations and needs the skill and training to build relationships with non-educational organizations (Fusarelli, 2008). Simply stated, school systems are not prepared to meet all the needs of their students with existing personnel (Dryfoos, 1995) but a CSC seeks to fill that gap in schools. As this applies to school leaders, it becomes critical that the community school coordinator emerges as a leader who is able to develop coalitions engaging all stakeholders.

Spanning Boundaries

Widely recognized as a detriment to student success in schools is the fact that students cannot learn well if they lack the basic essentials in life such as adequate housing, health care, nutrition, safe and secure environments or if their parents lack the adequate employment to meet the families' needs (Duncan & Brooks-Gunn, 1997, Panasonic Foundation, 2007; Dryfoos, 1995). When community-development organizations work collaborative with schools and communities to support the social and economic health of families and communities (Briggs & Mueller, 1997), developing these networks across boundaries (i. e. school and community) takes on a holistic approach to impact the quality of life for the whole child (Warren, 2005). Out-of-school agencies, businesses, faith-based, political and governmental agencies

collectively help meet the needs of the entire family within the school and school community (Fusarelli, 2008). Leadership expands beyond the typical school community to enjoin others for purposeful action (Lin, 2001). This spanning boundaries approach enjoins others in the development of the whole child beyond the child's cognitive abilities (Blank, Melaville & Shah, 2003, 2006; Coalition for Community Schools, n.d.; Jean-Marie, et al, 2010).

Identifying barriers to establishing competency as a boundary-spanner requires identification of specific factors or conditions that influence the success or failure of collaborative encounters such as shared vision, communication or teamwork (Williams 2002). Challis, Fuller, Henwood, Klein, Plowden, Webb, Whittingham, and Wistow (1988) emphasize key characteristics of flexibility (Williams, 2002) as an essential element of collaboration within the network. Developing the network between schools and communities for a common purpose supports the concept of leading across boundaries which include building coalitions between school and community. In schools, the CSC develops as builder of the social network and builder of coalitions between school and community.

Collaborative partnerships between school and community benefit from strong leadership whose skills and talents facilitate shared decision making (Leithwood, Seashore Louis, Wahlstrom, Anderson, Mascall & Gordon, 2010). Further, Goldring and Sims (2005) affirm "that cooperative inter-organizational relationships can take firm root and flourish under an innovative leadership structure that is grounded in principles of shared power and shared learning" (p. 223). Fostering democratic inter-organizational relationships can be mediated by a boundary spanner determined to

develop successful partnership structures (Goldring & Sims, 2005). Further, schools play an important part in assuring that parents are skilled in productively participating in their child's education (Epstein & Dauber, 1991).

The Influence of the CSC on Sustaining the School-Community Network

For real reform to occur, according to Crowson and Boyd (1996), there must be a concerted strategy in which schools play an active role in the empowerment and economic revitalization of their communities (as cited in Fuserelli, 2008, p. 360). Attempting to reform urban schools while the community surrounding them deteriorates seems senseless (Warren, 2005). Urban schooling and its future is linked to community reform beyond the efforts of improved housing, safety, and economic development initiatives (Halpern, 1995). Welding together fragmented health and social services with educational systems in hopes of reducing the fragmentation of existing service systems for families is highly essential (Kahn & Kammerman, 1992). Critically noted is the overemphasis on providing services for individuals as this is an ineffective strategy for addressing the full range of issues causing poor academic performance, dropouts, gang violence, teen pregnancy, substance abuse, racial conflicts and a plethora of challenges facing the nation (Adelman, 1996).

Calling for policy changes that produce desired student outcomes proponents insist on an expanded vision that moves beyond restructuring instructional and management functions and "recognize a third primary and essential set of functions is involved in enabling teaching and learning" (Adelman, 1996, p. 435). Adelman (1996) calls for restructuring education support services and programs to move this agenda forward as it removes fragmented, categorical, and specialist-oriented approaches

toward a comprehensive and cohesive programmatic approach and lastly it moves the agenda to primary and essential focus (p. 435). Additionally schools are expected to respond to the increasing demands of operating longer hours in order to teach students what they need to learn (Dryfoos, 1999).

As such, in schools the emergent role of a community school coordinator may be the response to such a critical role in developing the relationship between school and community for the specific intention of building relationships and developing the social network of services beyond social services for children and families in schools. Furthermore, this study examines the community school coordinator whose responsibility it might be to elicit others for the specific intention of building the school's social network. Understanding how these programs (i.e. coordinated services, school-linked services, before, during and after-school extended time, etc.) function in conjunction with the school's social network for intentional purpose and how and in what ways the community school coordinator builds the social network can provide needed information to policy makers, educators, and service providers.

Further, leadership inclusive of sponsors, champions, boundary spanners, and facilitators are considered important to the operation of organizations through clearly defined structures and processes (Huxham and Vangen, 2005, p. 202-12) yet very little has been written that would guide replication of those effective practices. In schools, other leaders and roles (i.e, actors) possibly serve to create and build linkages among social entities. Research is still needed that would contribute to policy makers understanding how or when government, business, nonprofits, media and communities cross-sector collaborations could benefit the organization or community (Bryson,

Crosby & Stone, 2006). Likewise research is needed to guide, design and implement such collaborations that would lead to creating social networks providing resources beyond social services for the purpose of influencing the academic and social needs of children and families in schools.

In considering the role of the CSC in schools, these informal leaders share the responsibility of school leadership as an intermediary agent with the principal by forming relationships within and outside the school. This CSC works with the principal to address the academic and social needs of children. They potentially foster the school's social network to connect the school with the community and bridge relational gaps among families and schools for the purpose of improving the school and the academic and social needs of children and families.

Summary

In schools, other leaders and roles are considered essential to building relations especially with non-school entities (Gardner, 1988; Peirce & Johnson, 1998). These cross-sector collaborations (Crosby & Bryson, 2005) include sponsors and champions (Crosby & Bryson 2005a), weavers (Kreb & Holley, 2002-05; Jordan, 2006), connectors (Jordan, 2006), boundary-crossing leaders (Peirce & Johnson, 1998; Coalition for Community Schools, 2006); conveners (Gray, 1989; Waddock, 1986) who hold authority, prestige and have access to resources

Relationships are important and they do matter. The weaver connects people and resources in a meaningful way by collaborating and sharing resources with one another. Similarly, schools serve as the hub in the community schools model (Coalition for Community Schools, 2006), while the role of the community school coordinator

emerges as “weaver”, “convener”, intermediary agent (Fusarelli, 2008), liaison to the principal within and outside of the school building and serves an important role in the development of the relationships between the school, families and community.

Chapter 3

Research Method

Introduction

The purpose of this study was to explore how an intermediary agent, studied in the role of a Community School Coordinator, contributes to building the school's social network. In this study, social network is defined as "a sustained effort to build and support the cooperative and interdependent relationships in a community…that are necessary to achieve results" (Baily, 2006, p. 4). Social networks are defined by people and relationships among and between them. By collaborative work, people in and outside organizations can draw upon a broad range of resources and expertise of other organizational members in the network resulting in an improvement of health and well-being of community members (Chisholm, 1998; Provan & Milward, 2001).

In schools, social networks are the relationships and ties among people inside and outside the school who collectively contribute to improved quality of life for children and families. There is little research on the contributions or influence of an intermediary agent (i. e. community school coordinator) on developing social networks in schools for the purpose of helping children and families lead better lives. The methods section presents an overview of the research design, sampling strategy, data collection, data analysis, and an overview of participants.

Research Design

Considering the descriptive nature of this study, qualitative methods were employed to describe how the Community School Coordinators (CSC) helps to develop the school social network for the purpose of meeting the academic and social needs of children and families in the school community. Using qualitative methods allow for in-depth exploration of phenomena with a specified context and as experienced by participants (Yin, 2009; Patton, 2002; Gibbs, 2007; Miles & Huberman, 1994). Qualitative research method was appropriate for this study as it promoted a deep understanding of the role of the CSC from the perspective of research participants (Bloomberg & Volpe, 2008) with an emphasis on exploration, discovery, and description (p. 7-8).

Specifically, this exploratory case study (Yin, 2009) examined the role and patterns of interaction of two Community school Coordinators to better understand to what extent this role served as an intermediary agent working to develop the school social network in two urban elementary schools. Additionally, the principals and CSI Director served to inform the role and patterns of interaction of the CSC for the purpose of meeting the academic and social needs of children. A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident (Yin, 2009, p. 18). For example, in this study, the role of the community school coordinator is studied by examining their work within the context of the community school. Case study allows for responses to “how” and “why” questions through analyzing explanation and description of individual experiences (Leedy &

Ormrod, 2005; Yin, 2009; Hancock & Algozzine, 2006; Swanborn, 2010). Questions responding to "what" are likely to be the nature of an exploratory case study (Yin, 2009).

The following research questions guided the exploration of the role and influence of the Community School Coordinator on developing the school social network for the purpose of meeting the needs of children and families:

Research Questions

1. What is the role and function of the community school coordinator in developing the social network between the school and community to meet the academic and social needs of children?
2. How does the CSC perceive his/her role of fostering the social network to connect the school with the community?
3. In what ways do the CSC bridge relational gaps among families, between families and schools, and between school and community organizations for continuous school and community improvement?
4. How does the role of the CSC enable a principal to focus on the operating core of teaching and learning?

Purposeful Sampling Strategy

Purposeful sampling was used to identify participants for the study. Participants were chosen for the study because they were "information rich" with respect to the phenomenon of interest (Morse, 1989; Kuzel, 1992; Miles & Huberman, 1994; Patton, 2001; Creswell, 2006; Bloomberg & Volpe, 2008). Five participants were chosen

because of their role within the context of community schools in this urban district and because of their longevity in the community schools they serve.

The participants were the Community School Coordinators (CSC) and principals in two Title I Community schools and the Director of the Community Schools Initiative (CSI). These two community schools were chosen because they were identified as being "mentoring" or "sustaining" as classified in the Four Levels of Community School Development (Adams, 2010; Coalition for Community Schools, n.d.; Children's Aid Society, n.d.). A mentoring level community school is defined as aligning the community school vision with programs, services, and opportunities around shared results thorough integrated school/community partnerships (Adams, 2010; Coalition for Community Schools, n.d.; Children's Aid Society, n.d.). A sustaining level community school is defined as embracing the philosophy of community schools throughout the school and the broader community (Adams, 2010; Coalition for Community Schools, n.d.; Children's Aid Society, n.d.).

Of the twelve Title I Community Schools in this district, these two schools were the only two community schools retaining the same principal and Community Schools Coordinator for a period of at least 5 years. Other Title I Community Schools in the area had recently experienced changes in their principal's assignment or re-assignment and/or did not have a community school coordinator for a period of five years. During the course of this research, one of the principals of the two community schools studied and the Director of the Community Schools Initiative retired. However, given that the principal and the Director of the Community Schools Initiative had recently retired less than a year, they had insight into the role and influence of the CSC and served to

contribute to this study. A new principal for that school has been hired while the Community School Coordinator remained at the school.

Data Collection

The purposely selected Community School Coordinators, school principals, and Director of the CSI served to inform the research questions. Upon the Institutional Review Board's (IRB) approval, contact was made inviting each participant to the study. Letters of support and consent forms were an approved part of the IRB process and are included in Appendix A .

Multiple sources of data were collected as part of triangulation and for the purpose of increasing the confidence and credibility of findings (Creswell, 2007; Yin, 2003, Anfara, Brown, Mangione, 2002; Miles & Huberman, 1994). Using a case-study approach (Yin, 2009), data collection included initial and follow-up interviews, document analysis, and observations.

Individual, in depth interviews with the Community School Coordinators in two Title I Community Schools, the Director of the Community Schools Initiative (CSI) and the principals of the two community schools were conducted. In-depth interviews permitted the interviewees to share their perspectives about events and the nature of their roles much like guided conversations (Yin, 2009). Pursuing a consistent line of inquiry, the interview allowed my stream of questions in this case study interview to be more fluid and less rigid (Rubin & Rubin, 1995). The in-depth interview facilitated the interviewees sharing facts as well as their perspectives regarding their experiences and events as well as sharing other sources of evidence (Yin, 2009).

Each in-depth interview was a minimum of 90 minutes in duration for each participant. Participants decided the date, time and place convenient for the interview as well as providing privacy and confidentiality as deemed appropriate. Initial interviews were conducted on the college campus as per participant's decision.

Case study protocols were created to guide the study (Yin, 2009). Case study protocols included an introduction and purpose of the study, data collection plan, interview questions, personal reminders to probe with certain questions during the interview and reminders to conduct certain interview procedures (Yin, 2009; Hancock & Algozzine, 2006). As an example, prior to the beginning of the initial interviews, a telephone call was made to each prospective participant, requesting their consent to participate in my study. A formal letter of support and agreement to being a part of the study was signed by the principal of each campus and the district superintendent and submitted to the IRB office for approval. Following this telephone call, and after IRB approval, a verbal recruitment script was used when approaching the participants which again introduced the study to the participant.

After approval of the IRB, each participant was asked to read and sign the informed consent form agreeing in writing to participate in my research study and to being audio-taped. The general interview guide outlined a set of questions and issues corresponding to the research questions to be explored with each participant before interviewing began (Yin, 2009; Patton, 2002). This guide ensured the relevant topics were addressed in order to address the research questions. Research questions approved by the IRB were used to guide the interviews (see Appendix B).

In-depth interviews focused on the participants' knowledge and experience toward the role of the community school coordinator (Yin, 2009; Patton, 2002). Further, the in-depth interview(s) allowed for exploration of the role of the community school coordinator in developing the social network between the school and community to meet the academic and social needs of children. The follow-up telephone interviews focused on clarifying any vague interpretations and to probe deeper into findings that gave insights to the phenomenon under study.

Following each interview, audio recordings were electronically submitted to WordZxpressed for transcription services. The interviews were transcribed verbatim within 5 business days. Transcriptions were reviewed by each participant and verified for accuracy in transcription and interpretation. This member checking was essential to verifying that I captured the participants' viewpoints accurately through my data collection, analytic categories, interpretations and conclusions (Lincoln & Guba, 1985; Leedy & Ormrod, 2005;Creswell, 2006). Participants interviewed are identified by a pseudonym.

A follow-up interview by telephone was conducted when clarifying questions occurred. One follow-up telephone interview was conducted with each participant. Responses to follow-up questions were loosely transcribed next to the corresponding question requiring clarification.

Observations

Observations of school and community events with the Community School Coordinator and students and teachers/staff, and meetings with community partners were conducted. Two site team meetings conducted by the CSC were observed at

Angelo Elementary. One neighborhood revitalization meeting was also attended at Angelo Elementary. One campus visit was attended and one school/community Thanksgiving turkey dinner distribution was attended at Bryce Elementary. One Community Schools Implementation Team meeting was attended. An Observation Tool Protocol was used (see Appendix C) to capture descriptive notes which were detailed, chronological notes I was able to see, hear and which occurred during the observation including capturing the physical setting (Creswell, 2002; Bogden & Biklen, 2007).

As the researcher, I served as the primary instrument for data collection (Lincoln & Guba, 1985; Merriam, 1998; Patton, 1990). An advantage of being the primary instrument for data collection allowed the timely collection and processing of data as soon as it was available and for any unexpected responses to be further explored (Lincoln & Guba, 1985).

Document Collection

As part of the document analysis, a personal profile and school profile was obtained to provide background and context information relative to the participants and within the community schools context. The CSC participants discussed their educational and professional experiences leading to their hire as a CSC during the interview process. The primary use of documents and site and community meeting visits was to confirm and enhance as evidence the in-depth interview responses (Yin, 2009; Hancock & Algozzine, 2006; Bogden & Biklen, 2007). The documents and artifacts enabled me to obtain information about the participants "behaviors, experience, beliefs, knowledge, and values, and perceptions" (Goodwin & Goodwin, 1996, p. 137).

Further, document analysis served as a research tool to examine documentation of school schedules, community events and logs of interaction with stakeholders both within and outside the school. Documents collected and analyzed for this study included, meeting agendas, minutes of meetings, action plans, a parent survey, community meeting announcements and school calendars. Specific documents collected included a community invitation to the Neighborhood Revitalization meeting in the Angelo community, an overview of the neighborhood revitalization project, site team meeting agendas for Angelo Elementary, a parent survey from Bryce Elementary, a CSI management team meeting agenda, a Community Schools Implementation Team meeting and a proposal for the continued development of community schools in this district.

Documents gathered were a result of specific requests, responses to questions and meetings regarding the role of the community school coordinator in building the school's social network (Clark, 1967; Hancock & Algozzine, 2006). For example, if the CSC indicated that a site team meeting was being held, I asked if I could attend the meeting. From the meeting, I retrieved documents from the meeting. Documents and artifacts relative to the seven components of the community school were also gathered in the data collection process when available. The community school subscribes to seven core components as essential to the development of a community school. These seven components are (1) Early care and learning, (2) Health / health education, (3) Mental health / social services, (4) Youth development / out-of-school time, (5) Family / community engagement, (6) Neighborhood development and (7) Lifelong learning. These seven components were included and stated on retrieved documents, interviews

and electronically. In sum, documents were retrieved from attended meetings, shared by the CSC, CSI or principal and retrieved electronically from the internet.

Data Analysis

Data analysis includes inductive analysis of interview transcripts, and documents to look for patterns and emergent themes (Patton, 2002, Anfara et al, 2002). Codes were used to retrieve and organize data to enable and derive meaning (Miles & Huberman, 1994; Gibbs, 2007). Codes were based on the tenants of social networks and the research questions. "Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during the study (Miles & Huberman, 1994, p. 56). Codes were attached to "chunks" of words, phrases, sentences or whole paragraphs connected or unconnected to a specific setting (Miles & Huberman, 1994).

The reoccurring words, phrases, sentences or excerpts were color coded within a Microsoft document. Codes were continuously examined and re-examined and organized throughout the process (Patton, 2002; Yin, 2003) to reduce the probability of premature conclusions. As an example, reoccurring words and themes such as *network, reciprocal, shared leadership and cross boundary leadership, partnership, trust, and relationships* were prevalent in the interviews. After organizing the transcriptions, the written field notes were categorized based on common themes. For example, relationships, trust and social networks were collapsed to form one category labeled relationships.

Meaning was derived from the significance of the words, phrases, or sentences given its context (Bliss, Monk, and Ogborn, 1983; Miles & Huberman, 1994). The

"chunks" were categorized to enable me to quickly find, pull out and cluster segments relating to social networks and my specific research questions (Miles & Huberman, 1994). Clustering and display of chunks helped establish the drawing conclusions section (Miles & Huberman, 1994).

Descriptive codes were detailed and required little interpretation while pattern codes led to inferential and explanatory findings (Miles & Huberman, 1994). For example, several "chunks" referred to relationships and communication being important for the CSC while also inferring that without trust those relationships would not develop for the benefit of children and families.

I wrote comprehensive summaries regarding each participant's individual response to each research question. Secondly, I compiled a comprehensive summary of all participants' responses to each question. A table was created that organized all the codes/themes emerging from the displayed data and from the individual narratives to prepare for cross-case analysis (see Appendix E). The letter X was displayed in the cell if a particular theme or code was identified by a participant. This revealed similarities and differences among the participants' responses. Analysis of the themes further revealed significant and sub-themes as they emerged. When inter-related themes occurred, some were coded and re-coded or collapsed within a dominant theme (Miles & Huberman, 1994; Lincoln & Guba, 1985; Strauss, 1987). For example, the theme of social network and relationship were collapsed into relationships as it became evident that the relationships fostered the development of the social network. Similarly, trust was a reoccurring theme and was collapsed into relationships as the data indicated that trust was important to building a relationship.

Cross-Case Analysis

Cross-case analysis was used enabling me to know more about the relevance or applicability of the findings to other similar settings and was important to this study and to transcend "radical particularism" (Firestone and Herriott, 1983). Cross-case analyzing proved beneficial in diving deeper into the findings to determine if the cases were typical, diverse, effective or ineffective and can provide added support to answering the research questions (Miles & Huberman, 1994). The cross-case analysis included several comparisons which have been divided into four groups: (1) Comparison between the two Community School Coordinator, (2) Comparison between the Community School Coordinator and their principal (3), Comparison between the two community school principals and (4) Comparison between each principal and community school coordinator to the other principal and community school coordinator. Deepening understanding and explanation is another reason to apply cross-case analysis (Glaser and Strauss, 1967. 1970).

Because I was an assistant superintendent in the same district as the participants, bracketing was used during the data collection process. Bracketing allowed me to set aside my own professional experiences and prior knowledge to remove myself from responses and to objectively record the responses from the perspective of the participants (Creswell, 2007; Leedy & Ormrod, 2005; Bogden & Biklen 2007; Strauss & Corbin, 2008).

Digging deeper, analysis data consisted of three flows of activity: data reduction, data display, and conclusion drawing/verification (Miles and Huberman,

1994). The data analysis was a rigorous process and is described in a step-by-step process in the next section.

Data Reduction

Case study data were organized for data reduction, which made data easy to retrieve and manage (Yin, 2003; Miles & Huberman, 1994). "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions" (Miles & Huberman, p. 11). The data reduction process was ongoing throughout the data analysis process. Data reduction was a critical component of the analysis as it aided in decision-making regarding the selection of data to code and/or extract. Data-reduction decisions were based on properties of social networking (Baily, 2006; Daly, 2010). An example of data reduction occurred when writing the field notes and transcriptions relative to shared leadership and cross-boundary leadership were collapsed into one category coded as the nature of leadership in community schools. The data and coding were re-examined multiple times for accuracy (Miles & Huberman, 1994).

Data Display

The second step was to organize data for display. "Data display is an organized, compressed assembly of information that permits conclusion drawing and action" (Miles & Huberman, 1994, p. 11). While displays may include matrices, graphs, and charts, for the purpose of this study, data tables were created that were labeled with social network theme and the research questions. The interview transcriptions were reviewed for reoccurring words and/or themes related to a particular research question or social networking. Significant relevant statements were extracted from the

transcripts and organized within the table under social network. Considerable care was given to assure data were not stripped from its proper context by coding the transcriptions when statements were extracted. Coding the transcriptions provided the ability to refer back to where the statements originated with ease to ensure that statements were being reported in appropriate context (Strauss & Corbin, 2008).

Each campus visit and meetings were recorded on the observation tool and reflections were gathered based on the observations and interactions of the attendees and the involvement of the community school coordinator. The observation tool enabled me to capture detailed, chronological notes about what I saw, heard and what actually occurred during these observations (Creswell, 2002; Bogden & Bilken, 2003). Reflections of the observations were gathered relative to my personal reactions and experiences with the observation.

The display of these data was an analytical activity and enabled me to better understand what was occurring among the participants and in determining if more information was required (Miles & Huberman, 1994; Anfara, Brown, & Mangione, 2002). This was an effective tool which identified the need to devise further clarifying questions required during the follow-up interview.

Data Analysis, Conclusion Drawing and Verification

The next steps of the analysis process were data analysis, drawing conclusions and verification. According to Miles and Huberman, (1994),"From the start of data collection, the qualitative analyst is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows and propositions" (p. 11). After data were organized relative to the research questions and

social network, content analysis was used to search for reoccurring words, phrases or sentences and to connect to a specific setting and themes (Miles & Huberman, 1994) . Meaning was derived from the significance of the words, phrases, or sentences given its context (Bliss, Monk, and Ogborn, 1983). The "chunks" were categorized to enable me to find, pull out and cluster segments relating to social networks and my specific research questions (Miles & Huberman, 1994). Clustering and display of chunks helped establish the drawing conclusions section (Miles & Huberman, 1994). Descriptive codes were detailed and required little interpretation while pattern codes led to inferential and explanatory findings (Miles & Huberman, 1994).

This process allowed for the identification of patterns within the participants' responses and for cross-case analysis. Generating conceptual themes conforms to Miles and Huberman's (1994) method of textual analysis, whereby issues of importance inductively emerged from the data. Additionally, cross-case analysis enabled me to know more about the relevance or applicability of the findings to other similar settings (Firestone and Herriott, 1983). Cross-case analyzing proved beneficial in diving deeper into the findings to determine if the cases were typical, diverse, effective or ineffective and provided added support to answering the research questions (Miles & Huberman, 1994). Deepening understanding and explanation was another reason to apply cross-case analysis (Glaser and Strauss, 1967. 1970).

Conclusions were verified after their formation. Verification included a brief second thought, looking back and reexamining field notes, and an extensive review among colleagues to gain consensus about finding (Miles & Huberman, 1994). As a final verification, a peer reviewer engaged in the content analysis of my study. The

peer reviewer earned a doctoral degree from the same university, had undertaken introductory and advanced qualitative research courses and had gained experience with the analysis process and procedures. The findings of the peer reviewer served to compare and verify the findings of this study (Creswell, 2006; Leedy & Ormrod, 2005).

Overview of Participants

In the ensuing section, individual participants, schools and district information is introduced. Descriptive information was garnered about the participants' background and school and community context to place the study in a real-life setting within the community school with a community school coordinator. Pseudonyms are used to provide anonymity to participants. Therefore, the schools and district were also given fictitious names.

Angelo Elementary School		
Principal Smith	Prior Educational Experiences Speech Pathologist, Administrative certification Served as an assistant principal then later became principal of Angelo Elementary	# of Years at School 9 years Retired in summer, 2012.
CSC Mitchell	Master of Divinity, cross discipline study in psychology/counseling, Master in Pastoral Care and Counseling Worked as an employee of the Community Service Council, Family and Schools Together, Family Resource Center, Social Worker, Service Coordinator with Housing Authority,	5 years at Angelo

Bryce Elementary School		
Principal Karrington	Prior Educational Experiences BS degree in music with Elementary certification. Taught and been an administrator in other states.	# of Years at School 19th year as Principal of Bryce Elementary
CSC Braxton	B.A. in Elementary Education, M.Ed. in School Administration Worked as a teacher for 10 years at Bryce teaching 3rd grade, 5th grade, ELL instructional facilitator, and PE	Currently CSC at Bryce for the past 5 years. She has worked with her current principal 15 years

CSC = Community School Coordinator

Community School Initiative		
Director Mason	Prior Educational Experiences Years as CSI Director: 6 Prior Experiences: Studied to become a physical therapist, obtained a teaching certificate but has not taught She has worked in Junior League and is a trained child advocate, trained facilitator of community organizational capacity building. Her work experiences include working with Alliance for Families which was an initiative between two elementary schools and two housing communities in a high-poverty neighborhood. She became the Director of CSI in 2006.	# of Years at School No experience as a teacher in a school

District Profile

This Midwestern United States Urban District is located in the Northeastern part of the state and is considered one of the state's largest school districts with nearly 42,000 thousand students in 88 schools. Committed to accomplishing the core goals of the strategic plan, this district aims to "expand the concept of community schools to appropriate scales of growth within the District". The district demographic data include: 28.7% Caucasian, 29.48% African American, 26.13% Hispanic, 7.39% Native American, 1.5% Asian and 6.7& other. The district provides early childhood through

secondary school campuses in a variety of grade configurations including Pre-K-6th grade, Pre-K-5th grade and several secondary school configurations.

School Profiles

BRYCE ELEMENTARY SCHOOL

Bruce Elementary School is part of the Community School Initiative (CSI) serving students and families of the Charleston neighborhood in a continuous learning school environment. Their programs are designed to meet the needs of a unique community of learners that include a growing number of ELL students. The mission of the school is to provide quality instruction with the support of a variety of programs including a Family Resource Center, Community School Coordinator, community mentoring program, technology projects, performing and visual arts, Positive Behavioral Support Services, and extended day and extended year options. This school has been recognized on the state and national level as a successful Literacy First school, constantly increasing the number of students that read at or above grade level through this specialized reading methodology. Student demographics includes: 4.06% Native American, 1.13% Asian, 32.73% African American, 34.09% Hispanic, 18.28% Caucasian, .45% Pacific Islander, and 9.26% multi-ethnic.

ANGELO ELEMENTARY SCHOOL

Angelo Elementary School's old building was completely replaced with a new building in less than nine years ago. The school offers full day kindergarten and a full day 4-year-old program. Social services are available as well as a Community School Coordinator. The school offers a continuous learning school environment. The school includes an enrollment from three housing projects and is considered a high-poverty

school with over 98% students being on free/reduced lunch. Student demographics includes: 9.46% Native American, 1.18% Asian, 35.46% African American, 18.91% Hispanic, 20.33% Caucasian, .24% Pacific Islander and 14.42% multi-racial.

The overview of participants serves to introduce each participant's background, education, certifications and preparation. In addition, the district and schools overview provides demographic data in this Midwestern Urban District and the two Title I Community Schools chosen because they were classified as being "mentoring" or "sustaining" community schools.

Summary

An exploratory case study was employed to examine the role of the community school coordinator in developing the social network in schools for the purpose of meeting the academic and social needs of children. This exploratory case study was designed to address the research question: What is the role and function of the community school coordinator in developing the social network between the school community to meet the academic and social needs of children? Qualitative methods provided a rich description of the behaviors, knowledge, experiences and interactions as participants shared their experiences through interview questions and observations with me as the researcher.

Cross-case analysis was used enabling me to know more about the relevance or applicability of the findings to other similar settings and was important to this study (Firestone and Herriott, 1983). Cross-case analyzing allowed me to dive deeper into the findings to determine if the cases were typical or diverse (Miles & Huberman, 1994).

As an ethical issue, one should consider that I am an assistant superintendent in the same district as the participants; however, I do not serve as their supervisor. Consequently, bracketing was important to this research as a manner of reducing the occurrence of research bias and to further increase the objectivity of this study (Creswell, 2007; Leedy & Ormrod, 2005). In addition, ethical issues that were considered throughout the study included gaining consent and confidentiality of information (Patton, 2002; Hancock & Algozzine, 2006) by obtaining approval from my university through completing the IRB process.

The methods were appropriate for the research questions and for the purpose of this study. Findings from the data analysis are presented in the next section.

Chapter 4

Findings

Introduction

The purpose of this research was to study the influence of the community school coordinator in developing the school's social network to meet the academic and social needs of children. In particular this study examined the role of the community school coordinator (CSC) within the community schools and sought to understand how the role and responsibilities fostered relationships with parents, teachers, students and the community (i.e. building the school social network). Within this study, five major themes with subthemes emerged from the data. The findings are organized beginning with (1) the CSC and principals engaging in shared leadership, (2) defining the evolving the role of the CSC, (3) the CSC as developer of relationships for development of social networks between the school and community, (4) the influence of the CSC toward meeting the academic and social needs of children, and (5) the influence of the CSC on the work of the principal's core responsibilities of teaching and learning.

Community School Coordinators and Principals Engaging in Shared Leadership

The emergent theme of shared leadership was prevalent in the data from the five participants in this study. Diffusing school leadership among a number of actors shifts the responsibility from one lone leader and potentially makes the complex work of school leadership more manageable. Distributing school leadership across multiple actors requires interactions among school leaders and between these leaders, teachers and others (Penuel, Frank, & Krause, 2010). Shared leadership enjoins multiple leaders equipped and skilled to collaboratively accomplish the work of the school together. In

seeking to better understand the emerging role of the CSC, the principals and CSI Mason, recently retired Executive Director of the Community Schools Initiative, talked extensively about leadership in the community school as it pertained to the role of the CSC.

Principal Karrington of Bryce Elementary School spoke about sharing leadership with CSC Braxton at her school. She reflected on the process of when her school was becoming a community school and the emergence of new roles.

> There are new needs all the time for people to step up and take on leadership roles that guide certain practices, services and programs. But at the same time the instructional program and processes of the school must grow and remain strong. The role of the CSC was to really stand alongside the principal and share the leadership of all those processes together so that the principal's role can be primarily focused on instruction.

In particular, Principal Karrington indicated that the CSC was involved in all of those processes together with her so that the principal's role was primarily focused on the instruction and the development of teacher effectiveness.

Principal Karrington further described her concept of shared leadership as having multiple leaders equally skilled and responsible for all the practices and processes so that "we can do each other's work together or collectively however we need to do it". She attributed shared leadership to being a factor in "building and cultivating partnerships" with and for her school. The work of the CSC was further equated with shared leadership being a significant factor for principal Karrington and CSC Braxton at Bryce Elementary because it allowed the CSC to cultivate the supports families needed to be successful in school. Principal Karrington further articulated that she had a dependent role with her CSC and relied on her to cultivate the supports that

the families at Bryce needed. She also believed it was important that teachers viewed the role of the CSC at the level of leadership:

> A real powerful community school coordinator accepts the role of shared leadership. Part of growing that successfully is when teachers are comfortable with that. When they're comfortable with the leadership being shared with somebody else they don't view the community school coordinator's position as an assistant principal or somebody that's in the hierarchy under the principal; they really view that person as equally as important and responsible for as many things and collectively with the principal. Parents have to have that same perception.

Similarly CSC Braxton at Bryce Elementary also shared that she, her principal and teachers had an understanding of shared leadership. Sharing how a new school coordinator might be uncertain in the role and would feel compelled to ask permission from the principal to proceed in certain matters, she noted that her principal trusts her as a result of their work together. According to CSC Braxton, "the principal lets me take care of all the community and the parent engagement things, so that she honestly can work on the academic side. It's truly shared leadership, in the building and in the community." She asserted that she had the autonomy to take care of all the community and parent engagement matters and that the shared leadership was both in the building and in the community.

In further support of shared leadership, I attended two Site Team meetings at Angelo Elementary School to observe CSC Mitchell. During those meetings, I observed CSC Mitchell leading the Site Team meetings. The Site Team serves a specific purpose as stated by the CSC,

> They are not people who come in and get on committees and do things. They are a group, a consulting group like a Board of Directors. I always go and try to find out what is going on in the neighborhood. That is how I know who needs to be on the site team.

Each of the observed Site Team meetings was conducted by CSC Mitchell and attended by members of the Angelo community to include the PTA, Neighborhood Association, medical, parent and faith-based partners. Each meeting included an agenda. During one of the meetings, CSC Mitchell led the committee in developing SMART goals using the format she previously received from a CSI Implementation team meeting, which I attended as well. She led the goal-writing session by sharing with the group the importance of the goals being aligned with their (Angelo's) priorities. She explained the purpose for writing the new goals and how these goals were to be measured. The template included space for identifying the priority, actions and outcomes, person(s) in charge and status. CSC Mitchell had autonomy to facilitate these site team meetings.

Former Principal Smith, who had recently retired from Angelo Elementary School, stated that CSC Mitchell was a part of her leadership staff and made reference to how the CSC was almost viewed as "an assistant principal". Viewing the CSC as a vital part of the school, she commented that the more capable she realized her CSC to be, the "more it took off my plate".

Principal Smith stated that the CSC's office space was once a distance from her office and therefore inhibited the CSC from hearing some of the important interactions occurring with parents. Therefore, the principal moved the CSC's office near her own office to enable the CSC to hear some of the interactions that were helpful to her work in dealing with difficult families, absentee issues and programming. She considered the CSC as part of her executive leadership staff and included her in formal and informal meetings.

Likewise, CSC Braxton of Bryce Elementary referred to both she and the principal being in close proximity and “in the front of the building” which facilitated them “talking all the time”. Principal Karrington stated that she can “hear the CSC talking to the family about the school and what they can expect from the school” from her office.

Principal Smith stated that in her former school “everyone worked together and there was not a task too minute or a person or position so hierarchical that they were absolved from doing the work in the community school”. She commented that “regardless of the level of the task even in picking up trash in the hall or handling a child who might be bleeding or ushering a disgruntled parent, it was everyone’s job to do the work needed in the community school and the CSC played a vital part in that”.

Further, given the shared leadership role, Principal Smith stated that the CSC would communicate with her matters of importance that needed to be addressed and were potential problems. When this occurred, the principal would get a leadership team together and ask how the problem could be resolved. Collectively the principal noted, “I don’t have all the answers, she (CSC) didn’t have all the answers, but together, we had a lot of them”. The principal also maintained that while “leadership of the school comes and goes, the CSC remains the constant”. She made this comment referring to her recent retirement as principal of Angelo, yet the constant remaining at the school was the CSC whom she considered a valuable contribution to sustaining leadership at the school.

The Boundaries of Shared Leadership: Principal Sets the Vision

Important to the work of the CSC is a shared vision with the principal whose responsibility it is to establish the vision for the community school. In seeking to further understand the leadership role of the CSC, I also interviewed CSI Mason who was the Executive Director of the Community School Initiative (CSI). She described the CSC's relationship with the principal as one centered around coordination "with the principal; they are not standalone, but in the coordination with the principal and under the principal's leadership". The vision of the principal is critical to shared leadership in the schools. CSCs were hired for specific purposes and in accord with the vision of the principal as CSI Mason shared,

> They (CSCs) weren't coming to us from youth development organizations to do after school programming; they were really being hired to fit a particular niche for that community based upon the vision of that principal. So we knew the skills they were coming to us with, but then as they began implementing the core components, we knew that their strengths might have been different based of the school they were assigned. As an example, Angelo Elementary needed help with parent engagement and family engagement, and because CSC Mitchell had actually worked as a Resource Center coordinator over at Southside (apartment complex), she was a perfect person for that need. We found generally that it works better if the principal sets and shares the vision of the school.

CSC Mitchell noted that she "rounded out" the principal. "Principal Smith had a vision and it was good." She further stated, "I aligned her vision with CSI's vision and filled in the gaps". She spoke of "cross-boundary" leadership being a difficult concept to actually experience although she thought that would be part of the role. She commented, "We talk about cross-boundary leadership, but it is very unusual to have that. People are still very protective of their relationships". She described cross-boundary leadership as transparent with a willingness to listen and "you change each

other's ideas about things and you have a richer understanding; both people learn". This was her concept of cross-boundary leadership. She stated that she did not have access to all partners. She was however the contact person when partners came into the school to conduct programs and schedule activities. Further inquiry into the leadership explained how the relationship between the CSC and the principal evolved into one of trust and autonomy,

> I think that I earned a lot of respect over time. Nobody is going to turn everything over to a new person and just let them go with it, but I think with time, what happened was that I wasn't really supervised. It was more of 'I don't have to worry about what she is doing'. It is like the capacity of community building, the capacity for bringing folks in, the programming in the school, the things that were available for kids, it just bumped up and she (principal) didn't necessarily know how it happened but she could 'see that something that you've (CSC) done changed this and that these are good things'.

Principal Smith realized that she had to refrain from her "I'm in charge" attitude and allow the CSC to help her be in charge. Stating that she (the principal) had a "control issue", she also noted that the CSC did her job well and that she and the CSC developed a good working relationship. Principal Smith included the CSC as part of the leadership or executive leadership staff and while she did not describe "sharing leadership" she definitively credited the CSC for taking some of the duties off her plate. Principal Smith emphasized the importance of the CSC managing the out-of-school time programs and partners contributing to the out-of-school time activities.

CSC Braxton at Bryce stated that she and her principal had an understanding of shared leadership. She asserted that she had the autonomy to take care of all the community and parent engagement matters and that the shared leadership was both in the building and in the community. CSC Braxton commented on Principal Karrington's setting the tone and vision for Bryce, "we just built it up and it's the

culture that was created by (principal) which has set the tone to do whatever it takes for our students".

Both principals spoke of sharing the work performed in the school. Angelo's principal Smith stated there was not a task too minute or a person or position so hierarchical that they were absolved from doing the work in the community school. Bryce's principal Karrington expressed that the concept of shared leadership meant the school had multiple leaders equally skilled and responsible for all the practices and processes so that "we can do each other's work together or collectively".

While the principals spoke of leadership, each defined the role of the CSC in leadership differently. Principal Smith noted that the CSC was part of the leadership team. She emphasized that the CSC was in charge of out-of-school time working with partners and the community. Principal Karrington described how the CSC shared leadership with her and viewed her role as principal to be a dependent role with her CSC.

Director Mason also referred to shared leadership in describing the CSC as an integral part of the community school. She identified types of leadership (i.e. cross-boundary, shared and distributed leadership) that included other people in the building and affirmed that it was not the responsibility of just one person. Since Director Mason was responsible for hiring the first four CSCs for this district, she shared that when interviewing for new community school coordinators, one of the interview questions sought to determine prior experience in shared leadership. She believed shared leadership is "modeled at the Resource Center" as they depend of each other to get the work accomplished.

In summary, similarities exist as each participant in the study described the work from a leadership perspective although each CSC's relationship with the principal influenced the degree leadership was shared. The principal setting a clear vision was important to influence the degree of shared leadership in the schools. The next section details specific functions and responsibilities of the role of the community school coordinator.

Role of the Community School Coordinator

Liaison and Builder of Relationships

In addition to engaging in shared leadership, the study revealed specific duties and responsibilities associated with the role of the CSC which further captured their influence in the schools. These responsibilities were essential to building, nurturing and sustaining the relationships with external and internal constituents who were able to provide resources to support the school.

Former Principal Smith affirmed CSC Mitchell knew the neighborhood and was trusted in the neighborhood, community and school. The former principal further commented that in the early stages of their development as a community school, there was not a CSC in place. However, she stated,

> The minute we got a community school coordinator, it just mushroomed. It was huge then, the role of the CSC. Over time, I trusted her so much that she would be able to open the building, even though she was not a district employee. She was able to be there on Saturdays and Sundays and I wouldn't have to be.

Similarly, Principal Karrington of Bryce Elementary defined the role of the CSC as developing relationships and seeking new relationships as per the school's needs. She

stated that the CSC also knew how to support instruction by knowing what teachers needed and what kids needed in the classroom to be successful.

Principal Karrington asserted that her CSC spent an equal amount of time throughout the day with partners, teachers and families while she viewed her role as principal primarily being spent with teachers and students and not so much with partners. The principal stated that the CSC took the lead in the area of working with partners but that shared responsibility also included her "accountability for student success". Noting that the work is complex, she explained,

> It's kind of messy work…community schools work is messy work because it is big and it requires thinking out of the box. The most important work she (CSC) can do is to have the ability to really develop the strong relationships that are needed with both partners and teachers and with families and sustain them. She is equally as important an ambassador of the school as I am as a school leader; maybe even more.

Bryce Elementary School's principal Karrington commented that the CSC is visible in the community and contributes largely to others understanding what a community school really does by having informative conversations with families, partners and the community.

Further elaborating on the role of the CSC, principal Karrington shared that the CSC is responsible for cultivating the services and supports that improve conditions for learning in the school. Another responsibility of the community school coordinator is to be transparent about how the school measures progress and to remain focused on accomplishing those measures as an expectation of the position.

In addition to how the principals viewed the role of the CSC as liaison between school and community, the CSCs also elaborated on their roles and responsibilities in similar ways. Community School Coordinator Braxton at Bryce Elementary recalled

that during the beginning phases of becoming a community school, they probably served as "guinea pigs" since they were the first school in this Northeastern district to implement the community school reform. She stated, "At the beginning stages of our developing the community school, the expectations were to dramatically improve our communities and focus on the seven core components". Those seven core components are: (1) Early care and learning, (2) Health / health education, (3) Mental health / social services, (4)Youth development / out-of-school time, (5) Family / community engagement, (6) Neighborhood development and (7) Lifelong learning.
CSC Braxton continued, "We focused on those core components as we raised expectations and were able to develop into the school we have become".

In her role, CSC Braxton does "anything I can do to make a child's experience at school better and more productive". She does not confine her work to acquiring the basic family needs but aids them in securing solutions to problems such as reconnection of disconnected utility services or getting someone to a doctor's appointment or finding a bed to sleep on should one be needed. She commented on how her role has evolved from one where she was perceived as the on-campus person responsible for acquiring uniforms, shoes, food or those basic needs for children and families to one where she now focused on the community at large. She worked with partners and engaged them to work together to meet the needs of not only the school but to meet the needs of the community. As an example of the partners working together she discussed an incident:

> One of our apartment complexes had a huge fire and before I was aware there was a fire, I was already getting e-mails and phone calls on how our partners and how our community could help the families that were affected by the fire. It was the school community coming together to help those families; it was our community partners and it was people I didn't even know, through our contacts

> and relationships that came together in response to the family's needs. Those people had furniture, bedding and clothing within two days.

CSC Mitchell at Angelo Elementary perceived her role as one "eliminating experiential barriers to children's learning" and giving them a "comparable experience as those afforded to children from more affluent families". Her role enabled partnerships whose contributions assisted children with science projects and "made connections for children to benefit from their university partners" and medical students. Further she discussed the afterschool programming at Angelo as "incredibly" successful in meeting the needs of children interested in playing soccer, basketball, and other activities which might not otherwise be available in their school or community.

CSC Mitchell at Angelo also viewed part of her role as teaching parents to support their children. For example, when children desire to play sports or have an interest in the arts, it requires involvement from parents. Her role is to facilitate that between parents and children as well as teaching children how to advocate for themselves. In another example, she asserted that when a child needs transportation and if parents are not willing or incapable of providing it, she facilitates the child's getting whatever is needed to assure they can participate in the activity. She illustrated several ways she attends to that. She may have the child seek transportation from someone else participating in the same event or she will try to get them connected with another resource. At times, she may be the one transporting the student herself. As she indicated, she believed that it is important to give parents the opportunity to "step up and learn to support their child" and she placed that responsibility on the parent while teaching them the importance of assuming the responsibility. She explained,

> There are certain expectations that we put on them (parents). If we weren't giving them opportunities to do this, then we can't criticize them for not doing it. You can't get mad at them if you never ask.

Therefore when parents were unprepared or unwilling to provide support to children, CSC Mitchell "helps children learn to recruit their own support". She contended that support for children comes in various forms and when those supports are not provided by a parent, it can be provided by an extended family member or friends. She viewed her role as one "giving others an opportunity to rise and take advantage of those opportunities accessible to them so that they may live richer lives".

Similarly, CSC Braxton at Bryce Elementary worked with parents and children in developing school readiness skills. CSC Braxton and Principal Karrington identified a chronic absenteeism problem in Pre-K and Kindergarten. The principal stated that "the families were entering school at pre-K without a really strong school connection and a strong sense of the importance of good early school attendance and participation". Therefore, an added focus to the work of CSC Braxton was included. CSC Braxton spoke of this focus during her interview as well. She shared:

> Sometimes we have small groups of kids and parents who are not in school yet, but we are trying to get them to have school readiness skills before they are even setting foot in the door of Bryce. It is designed for our two and three year olds.

During a campus site visit, I observed the class where young children were in attendance with their parent(s) at Bryce. This was an example of how the school reached out to work with parents in preparing their children for school readiness. This work with the two and three year olds and their parents was supported by the social services coordinator as well as the CSC at Bryce.

Both CSCs Mitchell and Braxton spoke of their role in teaching parents to support their children. They viewed their role as enabling partnerships to come into the school and contributing towards educational opportunities for children. CSC Mitchell affirmed that her after school programs are successful in meeting the needs of children desiring to play sports or other enrichment opportunities not previously available to them. Both CSCs stated their roles as important to developing relationships and meeting the needs of children and families. They both coordinated after school programs and meet the needs of children and families through their various programs and relationships with partners, parents, and community and school staff.

Principal Karrington at Bryce viewed CSC Braxton as developing relationships, seeking new relationships as per the school's needs. CSC Braxton, according to the principal, spent an equal amount of time throughout the day with partners, teachers and families. Principal Karrington reiterated that CSC Braxton takes the lead in the area of working with partners but shares responsibility for student success. She affirmed that the CSC is visible in the community and contributes largely to others understanding what a community school does by having engaging conversations with families, partners and community. Principal Karrington confirmed that the CSC is responsible for cultivating the services and supports that improve conditions for learning. She interpreted part of the CSC's responsibility as being transparent about how the school measures progress and to remain focused on accomplishing those measures as an expectation of the position.

Both principals articulated the CSC's importance in developing relationships and partnerships in and around the community. Principal Smith at Angelo spoke of the

after-school programming and coordination of the after school time while Principal Karrington at Bryce stated that the CSC is equally responsible for student success and measuring goal attainment.

School-Community Connections

Coupled with the principals and CSCs perception of the role of the CSC, Director Mason viewed the CSC's role as assuming responsibility for the day-to-day management of programs, services and opportunities that come into the school and around the school's respective neighborhood. A Community School Coordinator is to coordinate with the principal and is under the principal's leadership as they are charged to "remove those non-academic barriers for students and their families to really help them be successful". She stressed that the goal for the school is that:

> Children and families are successful but success is not defined as a test score, grade or achievement. Opportunities are paramount in a community school and so is the work of the community school coordinator—creating those opportunities for children to achieve success.

Director Mason further elaborated that the expectations of her agency is that the CSC supports the conditions for learning and how to get those established. She viewed the CSC as the voice and coordinator of those programs, services and opportunities. She specifically articulated that it is the CSC who establishes those partnerships and relationships around those core components of the community school model. She asserted that this coordination is "always in partnership with the principal."

The CSC, according to Director Mason, "is the voice of the community school for the principal". The CSC is responsible for explaining the role of CSC to others in an effort to assure they understand the responsibilities attached to this new role for schools.

She perceived the CSC's role as one who "enhances everybody's capacity to do their work better."

Building on the roles and responsibilities of the CSC, Director Mason also emphasized organizational skills as an essential skill to possess in this position. For example, a CSC is responsible for keeping elaborate monthly reports reflective of monthly goals and narrative descriptions of accomplishments and goal attainment. As an observation, when I attended the Community Schools Implementation meeting, I obtained an agenda and a copy of a Site Team planning form used in 2011-12. In this plan, priorities were identified along with action and outcomes, person responsible, status update of the action, date of completion and the budget assigned to the action/outcome (See Figure 1).

This format was also observed when I attended the Site Team meeting at Angelo Elementary School as they were preparing their action plans and steps for the upcoming school year. An example of an action plan shared during the Implementation Team meeting and used at Angelo Elementary School's Site Team meeting follows (See Figure 1).

Priority	Action & Outcome	Person(s) in charge	Status	As of…date	Budget
Out-of-school-time/youth development	We will provide a minimum of twelve afterschool enrichment programs throughout the 2011-12 school year so that students can experience a variety of lifelong learning activities	Sam Brewley (pseudonym)	We have offered 18 classes this year: Games (3x), Etiquette (3x), African Drumming, Art, TEAM Kids, Go Club, Girl Scouts, Camp Fire (2x), Choir, Global Gardens (2x)Running Club, iLead	As of Feb. 21	$3,858.00

Figure 1: Action Plan

In addition to being discussed and illustrated during the Community School Implementation meeting, I also observed discussion and planning during Angelo Elementary School's Site Team meeting where CSC Mitchell used the format with Angelo Site team's input.

Developing Relationships and Developing the Social Network

While the participants described leadership and the responsibilities of the role of the community school coordinator, bridging relational gaps was an important aspect of the CSC's work in a community school. The CSC worked with many stakeholders and as such, the ability to work successfully with multiple stakeholders paved the way to eliminating barriers allowing for bridging relational gaps.

Former Principal Smith at Angelo viewed the school as belonging to the community: "It's a public place." She believed the school should be open without charging the community for its use. She reinforced that belief with an example of how she opposed fencing the area around the school. Through her persistence, this "gave the

community a safe walking area between the parking complexes instead of going out in the middle of the street to get around it". It also gave "access to the playground and the community garden after school hours". She expressed that in the nine years of her being principal, vandalism has not occurred as a result of giving access to the school grounds to the community.

While the principal was instrumental in removing structural impediments to the school and community access, it was the CSC who fostered and nurtured the ongoing interaction between these groups. Principal Smith reiterated how CSC Mitchell coordinated the kind of after-hour life that the community needed to be engaged in the school. She remembered, "We were open from 7:00 a.m. to 6:00 p.m. five days a week and many of the weekends" and the CSC worked with everyone including leadership, housing authorities, apartment complexes and had a keen understanding of the community. She further articulated that relationships were important. Relationships with students, CSC, principal, and the entire community was essential. As well, the CSC had to have strong relationships with all staff (teachers, principal, and support staff) as they respected her and according to Principal Smith, she was given the "leeway" to do what was needed for the school and community.

Relationships and Communities

Principal Smith further affirmed that the community loves the school and has found it to be a safe place in the community where they "feel cared for and loved". She also commented on how the school communicates to parents in correspondence which has been thoughtfully written at an appropriate readability level for most members of

the school community to comprehend. The school effectively communicated offerings to parents and families.

> The CSC explains the community school concept to partners, adopters, community and others. We do a brochure for brand new parents. We give them a brochure of community schools and we try to make it on about a third grade level because our parents are not capable of reading at high levels. We send home fliers to our community and seek interest for signing up for drumming, dance, baton, tutoring, etc.

These offerings, usually held after-school and coordinated by the CSC, afford opportunities for students to participate in programs (i.e. reading programs, soccer, etc.) which benefit children, community and school. Principal Smith contended that the CSC was responsible for the logistics of all the programing as well as being the face of the liaison between the entire community and the school. "The parents knew they could trust her, because they trusted her in the apartment complexes. They knew that what she said meant something." Being trusted by the principal was also an important part of that relationship facilitating the work of the CSC.

Bridging relational gaps between school and community evoked action from the principal and required deliberate responses to unique problems and situations. Angelo's principal Smith attributed many positive developments in her school community to the fact that they were able to bridge relational gaps within the school community. She observed the school enrollment growing from 170 students in 2003 to approximately 478 in 2012. She stated that a new building and addition to the building allowed for one-fourth of the enrollment being transferred in because of the programming that community schools would offer. She credited programmatic improvements and the Angelo staff for making the school a welcoming place. She

affirmed the school currently has a good feeling when one walks in, parents are always welcome and parents are welcome to stay and help the school.

She explained how the school responded to the specific needs of Angelo's community by including community service "for parents getting out of prison or jail" and creating opportunities for these parents to fulfill their court-ordered mandates or community service requirements obligations at the school. She stated the school assumed the responsibility of "showing them how to do the community service and how that looked in a school". She added that this included showing parents how to dress, act and speak appropriately in a school environment. She attributed some of this success to the social work background of CSC Mitchell recognizing that her experience in this profession was also very helpful for their school and school community.

To better understand the intent of the CSC's position in bridging the relational gaps, the Director of CSI provided additional insight into this work and elaborated on the importance of outreach to and with various stakeholders within the school and school community. Director Mason shared CSI's expectations for the CSC's work with families and communities explaining that the position is to support and set up the conditions for learning.

Director Mason stated the CSC is the voice in the matter of establishing conditions for learning. Accordingly, the CSC coordinates the programs, services, opportunities and primarily partnerships and relationships around those core components. Stressing the importance of relationships, Director Mason voiced that the essence of the community school work is the relationships and partnerships that are brought into the community that matter. It is those relationships that define the real

difference between school-linked or school-based services. She compared the two by describing the provisions of school-linked services which is primarily linking with entities which in turn enter the school but without obligation to having a relationship. Likewise school-based services function under the auspices of their agency's mission. However, in a community school, Director Mason affirmed that everything is "under a common vision, looking at the whole child as they sit in that family in that engaged community".

Establishing a relationship is critically more important, Director Mason stated, than just identifying a need and getting something in the building. Director Mason referred to an example to demonstrate how a relationship crossed beyond boundary lines as part of the social network for the purpose of helping communities. She stated,

> Heritage Church is way out North and a long distance from the school they support. However, because of the relationship the CSC had with someone in their congregation, they actually now are hugely involved in this distanced elementary school and with another smaller congregation that they had the relationship with because that congregation is in the school community. Therefore it not only was a small congregation coming into the school, it actually reached farther North through that relationship that the CSC established. It's not just thinking about what's in your surrounding neighborhood but it's much broader than that.

Director Mason asserts that everyone benefits from the community groups and/or organizational relationships with the CSC. She concluded that the reciprocal work between school and community was evidenced in more mature community schools where the relationships had been established by the CSC.

Referring to CSC Braxton, Director Mason cited her work involving the community garden at Bryce Elementary which was an internal part of the school. It was developed through partnerships and with the leadership of the Mayor's mentoring

program, Mason shared. Through this relationship, two or three churches around the community were able to involve families and students to work on the garden. Through this work, the CSC and her connection with the school's Family Resource Center was able to begin talking about how to give thanks to their partners in a meaningful way. While "writing thank you notes may be a typical way to demonstrate appreciation", in this community school, CSI Mason attests, the CSC was able to facilitate reciprocity between the school and church by having the school volunteer to help the church with their Fall Festival. It was based on the relationship previously established. They were able to go back to their community environment and worked with them on a joint project. Both groups benefited and the children did as well through the proceeds that the church invests in the school.

Relationships with Families and Teachers

While Principal Smith mentioned that it was not the primary responsibility of CSC Mitchell to coordinate meetings between parents and teachers, she did play an important part of bringing possible problems to the appropriate personnel when she became aware of them. The CSC was able to call attention to problematic areas to the principal and together in a leadership team, problem solving would occur. Principal Smith felt that the CSC was able to bridge relational gaps among families and the school because of her earned respect in the neighborhood and community as well as in the school. When situations occurred which might indicate a concern for a parent, the CSC, according to Principal Smith informally communicated this to her. As the CSC was familiar with the families and could determine if situations potentially required immediate attention, this approach was acceptable at Angelo.

Both principals agreed that if the CSC became aware of a problem between parent and teacher, the CSC would respond by bringing it to the attention of the appropriate person. Principal Smith indicated that while CSC Mitchell does not manage the parent-teacher conference types of meetings, there are times "when parents come and say 'I am upset with a situation', then she comes to the principal and the principal meets with the teacher and states the concern to the teacher. The principal stated that this dialogue is usually done in an informal manner and the CSC "knows the personalities well enough to verify whether or not a problem does exist and merits being addressed". Likewise, CSC Mitchell verified that because of the relationships she has developed with parents and teachers, there are times they (parents) talked to her and she may become the first point of contact; however, she brings the concern to the principal for resolution. Principal Karrington comments:

> If she (CSC Braxton) happens to be the person that first finds out about a need for a parent to talk with a teacher or a teacher to talk with a parent then she certainly won't delay that for somebody else to do it or for me to do it. She owns responsibility for that. But sometimes, she is the very person that may have a relationship with a parent that maybe I don't have or the teacher doesn't have and is the most obvious person to facilitate the scheduling of a conversation. In a community school, the person that brings people to the table to talk is often the one that has the closest first relationship with that family.

Bryce Elementary, according to Principal Karrington, learned that if their families were motivated to support them in school and be involved in the school and be a stakeholder in the school that the school could ultimately become more successful. Principal Karrington elaborated:

> I think it was about 2003-2004 that we really could put our finger on the whole concept of voice in choice being what really needs to drive the work of the school; that families and stakeholders and teachers if given the opportunity to have a voice in choice about what needs to take place in school for kids to be

> successful then that's what really grows community school's DNA and creates a community school.

The CSC is critical to working with families and bridging relational gaps in order to reach out to families. CSC Mitchell also referred to her connection with the neighborhood. Elaborating on the nature of her interaction with parents, she added:

> I already knew a whole lot of them because I had worked next door at North Park (apartments). I go to basketball games, soccer games, so I know them personally. They are my friends. I know the ones that are in afterschool programming the best. I am always trying to get parents involved in the site team or the Revitalization project, developmental initiative. When the Revitalization project team was trying to get parents involved, they didn't have contacts in the neighborhood so they came to me. I knew the parents who were likely to show up. I knew the neighborhood, the associations and I knew about the project through my site team development. So I am always trying to engage families in those types of things to get them involved. When people wanted to do something in the school building, I would arrange that. We have the neighborhood Revitalization meeting about once a month, so I have a good relationship with them and the people in the neighborhood. Through the site team, I know the apartment managers, the support staff at Family and Children Services and folks that are working with people in the neighborhood. I use to be in housing authority. I am usually connecting parents with what is going on and a lot of times, I hear what they are saying because I go to the meetings.

As an observation, I attended The Neighborhood Revitalization meeting which was held at Angelo Elementary. It was attended by the CSC Mitchell from Angelo Elementary. Approximately forty-three people including residents, realtors, business, CSC and teachers along with the developers of this neighborhood were in attendance. The Associate (spokesperson) stated: "we got your feedback before and we are back tonight to ask 'did we get it right?'. This meeting was not the first meeting intended to engage the community and neighborhood in a revitalization plan expected to be funded through a Choice Implementation Grant. Community residents and the CSC were actively engaged in the meeting. CSC Mitchell asked the question: "What would your (Association group) relationship be as property management? With the rest of the

neighborhood?" as a response to that questions, the Associate replied that this group did not only do property management but the city park would need to be kept up by the city implying that this partnership would involve not only the neighborhood, but the entire city in keeping up with the revitalization project.

CSC Mitchell was involved in the meeting and continued to ask questions regarding a practice field for soccer, multi-purpose fields and wanting to assure there was going to be a bike route as a provision of safety. The CSC played an important part in getting the parents and residents of the community to attend these meetings. She stated that when the project began, the organizers did not know the neighborhood and did not have contacts in the neighborhood…

> So they came to me. I knew the parents who were most likely to show up. I knew the neighborhood associations, and I know the neighborhood development that is going on in the area because I've learned those things through my site team development. I am trying to engage families in those types of things.

CSC Mitchell noted that some of her connections came through CSI because they are the entity with relationships extended to a larger network of organizations. However, she stated that these partners know when they go into a community school such as Angelo, they have a liaison through her as the CSC and they will be welcomed. She is that connection and liaison making it possible for these organizations and partners to have space to conduct their programs in the schools. She added that she trusts those organizations coming through CSI as they are quality and offer some sustainability.

Relationships with Children and Families

Principal Karrington affirmed that Bryce's CSC Braxton interfaced with parents every day either formally or informally. Formally would be evidenced by monthly meetings either in small group or larger group through parent activity. For example,

during the month of August CSC Braxton met with sixth grade parents to talk with them about transitions. Transitions from one grade level to another were an identified goal of Bryce Elementary since they recognized their students did not transition well from elementary school to junior high. According to the principal, CSC Braxton began to have conversations with sixth grade parents at the start of the school year to assist them with figuring out what they needed to assist the students in making an easier transition to junior high. This reflected an example of a small-medium size group meeting.

As another example of bridging gaps and meeting the needs of families, principal Karrington shared that CSC Braxton meets with a small group of mothers at their apartment complex as a result of these mothers' concern regarding bullying in the apartments where the families live in close proximity to each other. CSC Braxton serves as a mediator or a voice for the parents as she meets with them in the apartment clubhouse to talk about what they can do as moms to help each other when their children do not get along.

Further descriptions of how the CSC built and nurtured relationships and bridged relational gaps included Principal Karrington's description of how CSC Braxton speaks to parents enrolling children at Bryce. She referred to conversations between CSC Braxton and families as "welcoming and inviting as the CSC seeks input from the families to determine their needs in a confidential manner which maintains the integrity of the family and child". Principal Karrington also stated that relationships are built by the CSC and families from the moment they walk into the school building. She shared:

> When they step in that doorway they get a sense of the feeling and the climate of the school. The first words that they hear from a staff member can determine what happens over the next months or years with that family.

The CSC is very tuned in to what happens with families.

Although CSC Braxton does not assume responsibility for scheduling or coordinating meetings between parents and teachers, principal Karrington stated that sometimes the CSC does happen to be the first contact or the one first finding out about a need for a parent to talk with a teacher or the need for a teacher to talk with a parent. Should that occur, the CSC does not delay in communicating this to the proper channel. Principal Karrington pointed to CSC Braxton owning responsibility for that as well. In addition sometimes she is the person that may have a relationship with a parent that perhaps the principal or the teacher does not have. This may place the CSC in exact position to facilitate the scheduling of a conversation.

CSC Braxton does not view her involvement in coordinating between teachers and parents as a major part of her work unless certain situations call for that level of interaction. She noted that if the school is working with wrap-around services for a child for example and if a parent required transportation to attend an appointment, occasionally she may become involved to facilitate the parent getting an application however, she does not view this as occurring frequently. Principal Karrington stated that although it was not the responsibility of the CSC to schedule or coordinate meetings between parents and teachers, sometimes CSC Braxton is the first contact or the first one to discover that a parent needs to talk with a teacher or the need for a teacher to talk with a parent. Principal Karrington expressed confidence in CSC Braxton's timely response should a situation of this nature occur at Bryce.

CSC Braxton provided me with a parent survey which was sent to parents soliciting their input in helping the school better meet their needs. The survey asked parents to respond to eight questions regarding their preferred information delivery method(s), their interest or non-interest in attending a class on how parents can help their child at home and in selecting the type of class best suited to the parent's need such as homework help, math/reading, ELL, etc. The survey continued to seek the best venue for the program/class, for example, in the school, hosted by a parent or other suggestion. The survey sought to determine the most convenient time of day or evening for the parent to attend a program, inquired about their child care provision needs, and other special needs such as an interpreter. These questions sought to gain insight from parents regarding how the school could accommodate their needs in helping their child at school.

CSC Braxton also shared that when studying their school's data, it was evident there was a chronic absentee problem in Pre-K and Kindergarten. Therefore, the school determined there was a need to address this issue by targeting parents of 2 and 3 year olds and preparing them for school readiness. During a site visit at Bryce, I observed this class being taught to parents with their 2 and 3 year olds. Both CSC Braxton and Principal Karrington referred to this class which was provided to parents based on an identified need within their school community.

CSC Mitchell at Angelo Elementary believed she has earned the respect of people and affirmed that the principal was able to release some of the work to her as she "brought it up a notch". The principal realized she (CSC) had the capacity for community building and bringing folks in. CSC Mitchell expressed that she had a

relationship with the supervisors sending partners or groups serving children into the school. While she corresponds with them mostly by e-mail she also meets with them. She also has an ongoing relationship with CSI and the Service Council whom she credits with having connections and relationships with groups and organizations providing services to the children and families in the school.

CSC Mitchell does not coordinate meetings between parents and teachers as both she and the principal considered this as a more academic service however, she does meet with teachers and parents in out-of-school events and activities. There are instances when occasionally a parent may express concern to CSC Mitchell who would then bring that situation to the attention of the principal in an informal manner.

CSC Mitchell considered herself collaborative and a community builder. She viewed the concept of community as not being simply one thing but about common vision, right relationships and "connecting with the people you serve". She described that concept as "where everybody sits down together at the table and shares your gifts and your food and everything". CSC Mitchell acknowledged that her theological background and her social work background came together for a common purpose in her role as a CSC. She stated that her language and the manner in which she speaks to people are all inclusive and she speaks the language of community. CSC Mitchell uses language purposely and stated that it is not lost on people who perhaps lack the same capacity for language. She believes people feel and hear they are respected by the way people speak to them.

Assuring that students and families were not left out or disregarded, CSC Mitchell gave an example of a partnership church recognizing students' birthdays

quarterly. She remembered when children were inadvertently left off the list they were not permitted to attend the celebration. Therefore, she established procedures for checking the lists, verifying enrollment and assuring that a newly enrolled student was not left off because they enrolled late in the school year. She further recognized that this required her developing a good relationship with the office staff as they provided her with lists to help her verify the data. She comments on the office staff and others' willingness to work together,

> The office staffs, the registrar, are real important. They have to be willing to do a little something for me, because they don't work for me. Nobody works for me. I do my job if people who don't have to work with me are willing to work with me.

Being sensitive to the highly transient population in the school, CSC Mitchell assumed the responsibility for setting up procedures for assessing enrollment and drop out patterns, assisting new entries so that no one was left out just because they were transient. She commented:

> Knowing who belongs to whom and where they live and what neighborhoods they live in, I recruit kids into programs constantly. It is ongoing. I send information out in hopes that it gets to parents.

She enrolls students in programs when they indicate an interest. She confirms that communication is important.

CSC Mitchell stated that the partnerships and the programs in the school must be purposeful and tied to students' interest. She also mentioned that in coordinating all the programs, she usually works the hardest when the teachers are not working (after school) because she coordinates all the afterschool time activities and is like the "afterschool principal". Citing some concerns when groups want to come into the

school to provide programs or activities but students' interests are not conducive to the partnership, she gave this example.

> Folks sometimes want me to create a group so they can come in and do an activity and leave; but is takes hours and hours of work to put a group of kids together so someone can come in and feel good about doing something for poor people. So I try to connect them with something that will make a partner in the school.

She confirmed that consistency in a partnership helps her with budgeting as well. For example, if a teacher wants to teach baton and there is student interest, CSC Mitchell is able to pay a stipend to the teacher. The students would take baton for an hour followed by an hour of tutoring in reading. Mitchell continued to discuss various other programs offered during after-school time which she intentionally sought based on their suitability for the children served in the school community. As an example, she shared: "I have a six grade girls group called Circle of Friends and I paid our social worker to have an ongoing support group with the sixth grade girls because I wanted to do something special for them". She noted that it is important to provide the types programs and groups that children need and that they benefit from.

CSC Braxton, shared that in order for the students to be successful and become members of that school community, they must be made to feel supported. That means the students must know why they need to be successful and why they need to be contributing members of that community. She stated the importance of students knowing what is expected of them when they leave their school and learn to be contributing members of society.

Relationships with Partners

Principal Smith also stressed the importance of their partners in bridging gaps. For example, while the CSC had a social work background, she also worked with other staff possessing social work background and a partnership with the juvenile court system to address absenteeism among students/families. Principal Smith complimented the CSC with having a strong relationship with the community, the housing authorities, and apartment complexes and "really getting the neighborhood". The principal asserted that CSC Mitchell was respected in the community and was not afraid of the neighborhood. Principal Smith credited bridging the relational gaps between the school, community and others as a result of having a good understanding "that everything boils down to relationships—relationships with students in order to get them to learn, relationships with the CSC, principal, to get anything done".

Upon reflecting on this further, former Principal Smith contended that since Angelo has evolved, the community interest was evolutionary. Often, Principal Smith served as a broker as she asserted that her responsibility was in partnering with organizations, obtaining funding and donations and bringing in the financial resources to help the school and community. She reflected,

> I would meet with different civic groups and say 'I need you to do a fund drive for us. I need you to help us with uniforms. I need you to help us with food'. I would ask you for donations.

She reiterated that the programming that community schools would offer, the trust and the manner in which the school responded to the community needs are evidenced when walking into the school: "It has a good feeling when you walk in; parents are welcome and encouraged to stay and help the school". She attributed some of this success to the

social work background of CSC Mitchell recognizing that her experience in this profession was also very helpful for their school and school community as it evolved. Principal Smith affirmed, “You don’t have a community school without a coordinator”. Before the school had a coordinator, the principal shared,

> I would open the building on Saturdays and Sundays. I would monitor those types of things. I would get teachers to make sure they extended their time to make sure there was plenty of supervision in the school for Boy Scouts, Girl Scouts, and other events and activities but those things were pretty limited. I would meet with all the community people including Partners in Education. There were times that you can pass those things off if you have a quality CSC. I think it’s an impossible situation without a CSC because of the level of ability to communicate with the entire faculty and community.

The right person with a “heart for the community” is an important characteristic of the CSCs according to Principal Smith.

Further, former Principal Smith states she now has hope that through the Neighborhood Revitalization project and the city, a specific new business will locate in the area where that would not have occurred five or six years ago. She credited that change with the school being a community school. When I attended the Neighborhood Revitalization meeting, this specific business was referenced as residents asked how many jobs this new business would create for their community.

Likewise, Principal Karrington of Bryce Elementary expressed the importance of relationships in bridging the relational gaps among families, between families and schools, and between school and community organizations for continuous school and community improvement. As an example of how the needs of her school community changed drastically, Principal Karrington gave an explicit account of how demographic changes affected her students’ performance as well as the school environment. She credits a concerted effort inclusive of business, community, CSI and faith-based

partnerships with having supported the school, families and community through this time which benefited the children and families in the Bryce community over time.

She affirmed that CSC's relationship with partners must be as strong as the principal's relationships with partners. Principal Karrington stated that by both she and the CSC being involved, those relationships can remain strong. She reiterated that as principal, she may have more skill and expertise in the instruction arena while the CSC had developed more expertise in the cultivation of partnerships although they both do some of this work together.

Principal Karrington at Bryce Elementary also stated that trust was important as the stakeholders must trust that she and the CSC will have the same mission, same goals and they both believe that the school is safe and that families must be supportive. Involving other school leaders in this work was important as the principal noted. The CSC according to principal Karrington, "develops the relationships, seeks new relationships as the needs of the school changes but is very familiar with how to support instruction by knowing what teachers need and what kids need in the classroom to be successful".

Although Principal Karrington did not believe it necessary that the CSC has prior experience with the same campus they are employed as CSC, she does note that it has served Bryce Elementary quite well. CSC Braxton has a history with this campus as she also taught at this campus prior to being their CSC. While the principal noted both she and the CSC already had a relationship with families at Bryce, she credited this relationship with the school's ability to "go deeply" into their work with partnerships. She stated there now existed "reciprocal relationships" with partners. "They assist us

with support through volunteers, money, programs and services but we also support them; our staff works with our partners as one of their support arms", stated Principal Karrington when explaining the benefits she believed may be the result of she and CSC Braxton's prior history with the campus and facilitating the cultivation of relationships. As an example, principal Karrington shared that the staff of Bryce Elementary assisted the partners with their own fundraising and activities as they manned their events and became part of their partner's culture. She credited that with having the CSC at the same school for a long period of time because it allowed her to be familiar with the community and developed strong relationships with families. She anticipated that in schools just beginning to incorporate a CSC into their community school, the relationship building may take more time for them to learn the community and learn their families, however, through CSI, she believed the new CSCs were getting support for their new roles.

Citing another example of building relationships, principal Karrington expounded on another illustration, this one of "competing priorities" when the philanthropic partner, the district and CSI each articulated different directions for the partnership. She stated the school had to figure out how to have a relationship with all three of those groups and satisfy each of their priorities at the same time. This occurred when one of Bryce Elementary School's premier funders decided their funding needed to be more directly connected to the CSC's role and some specific school goals and outcomes instead of going to CSI resource center. The funders expected more accountability, wanted the CSC to be a district employee as opposed to a CSI employee, and wanted set tangible achievement goals and measures of progress based on the

performance of a person or an idea, not the resource center. Principal Karrington remembered that when this funder made that demand, it created some tension between the district, the funder and CSI. At that point, principal Karrington and CSC Braxton talked in depth about the situation, considered all their facts and made a decision that they were going to do what was right for students and families in the Bryce community. For them, this meant that Bryce Elementary was going to take over the responsibility for the reporting, money management and supervision.

Meeting the Academic and Social Needs of Students

Programs, Services, Opportunities with Purpose

In addition to shared leadership, developing relationships and coordinating programs, the work of the CSC was connected to specific benefits which contributed to meeting the needs of children socially and academically. Although principals were responsible for teaching and learning and they were the ones who assured there was an academic focus related to or integrated in the schools programming, the CSCs contributed to these as well. The involvement of the principals in the programs that the CSCs developed reinforced an academic emphasis which suggests that the CSC played a role in meeting the academic and social needs of children.

Principal Smith described the community school as a school "normally in a high poverty area" and she explained that her students' parents "have not acquired a formal education beyond high school while some have not completed high school". She considered that in this school and community environment, it was important that the school provide opportunities for the children they serve and that are comparable to schools located in less economically challenged areas. She explained that her students'

parents do not have the “means to do soccer, basketball, drumming, violin, Boy/Girl Scouts”. Therefore the community school, she asserted, provided these opportunities in a safe place that also welcomed parents. She credited the CSC with facilitating those opportunities by coordinating the after-school activities with some academic supports such as tutoring in an extended learning time environment.

Principal Smith viewed the CSC as the liaison between the school, academics, and social services programming for children and families. She believed the school gave the children at Angelo “an experience that children get in middle and upper class schools from their college-educated parents”. She stated that CSC Mitchell was the person conducting the out-of-school time which enabled the children and families to have those experiences. She further noted the “CSC is going to be in charge of anything out-of-school-time and my role (principal) was to ensure academics got to be a part of that”.

Principal Smith explained that the CSC coordinated between enrichment and tutoring (i.e., drumming, baton, art, music, Boys/Girls Club, tutoring, programs, etc.). She expected the CSC to work with the entire community and coordinate camps, field trips, and other activities which afforded enrichment and academic opportunities for children.

Principal Karrington commented that she and the CSC shared the responsibility for the success of their students. She stated that at Bryce, families feel safe and supported. It is a place where families have hope for the future of their children and can realize their expectation that their children will be successful in school. She viewed the CSC as being responsible for cultivating the services and supports that improve

conditions for learning. As an example, the principal shared that when she hears the CSC talking with a teacher about how to distribute the Food for Kids backpacks on Fridays, that is an example of her describing the community school. She explained, "They're talking about how to get these backpacks in the hands of the kids that really need the most, how to do it with dignity, and how to do it so that kids feel supported".

Accountability in Meeting the Needs of Children and Families

Further, Principal Karrington elaborated on how the community school and the responsibilities of the CSC evolved over the last two years with their partners. Partners at Bryce wanted some accountability and expected to know how they (school) were doing and how students were doing in the school. The principal stated that their conversations with partners shifted from a conversation regarding what the partners can do for the school, to conversations about the influence of the CSC and the funding on meeting the needs of the children.

Important to the partners at Bryce Elementary is setting growth goals with measurements of evidence that the goals link to achievement. Principal Karrington recognized that the partners at Bryce wanted proof that their efforts (and funding) were making a difference in the lives of children. Therefore, the principal and CSC provided data and feedback to the partners. Beyond stating that the donations from the partners "will help our children not be hungry", the principal considered it was more accurate to say "children who are not hungry have better attendance and children who have better attendance have improved academic performance as well". Therefore, Bryce reports those connections to partners as part of their responsibility to be held accountable and to emphasize the importance of the role of the CSC. This was an important part of the

responsibility of the CSC—to be transparent about and staying focused on those measureable goals. This was also a direct indication of the influence on meeting the academic and social needs of children in the community school.

Principal Karrington also attributed the academic success of her students in the 6th grade to the "power of target work with a focus by the CSC, the principal and teachers collectively setting a goal and measuring it". She elaborated on the expansion of their goals,

> We are adding that focus to her work because we have a huge problem with early chronic absenteeism in Pre-K and Kindergarten. Now that we know that focused community schools intervention can achieve some outcomes, we know how to apply that to another arena—supported by the social services coordinator.

During one of my site visits at Bryce Elementary, this class was observed as the younger children and their parent(s) were in training with the school staff.

Eliminating Barriers in the Community School

CSC Mitchell at Angelo Elementary stated that her role "eliminates barriers to children's learning and eliminates experiential barriers" that afford the children at Angelo learning experiences equivalent to those experienced from more affluent neighborhood schools and families. She concluded that because of the poverty levels in her school, many students' "life of language is so barren" and because of the partnerships with a local university and their mentors, the children have opportunities to speak with and discuss science fair projects and defend their projects with professionals. This she believed exposed the children to rich learning opportunities.

CSC Mitchell credited her after school programming for affording students an opportunity to be exposed to mentors/coaches which also allow them experiences in

playing sports. She stated that there are opportunities for parents as well as they are taught to support their children and encourage them to succeed. She stipulated that playing in sports or aspiring for academic excellence required involvement and commitment of parents. Therefore she commented, “We’re teaching the parents how to support their children. These kids aren’t going to junior high without any basketball or soccer or any skills like that, they’re going with some skills”. CSC Mitchell believed these experiences prepare the students to try-out and belong on a team and they are better prepared as a result of the experiences they’ve received at Angelo. As a result of this programming, their parents too now have experience in supporting them.

Further, CSC Mitchell elaborated on how the students benefit when parents take an active part in their lives by supporting them as they aspire to participate in sports or academics. She reiterated the importance of parents understanding that it requires them to get their children to practice, to games, or to obtain a uniform. As well it requires parents and students to conduct themselves in a manner conducive to those athletic or academic events. She noted that in the community school, it is part of their responsibility (and her role especially) to teach parents and students how to behave in different settings. This gave parents an opportunity to “step up and learn to support their child”. She further stated: “If we weren’t giving them opportunities to do this, then we can’t criticize them for not doing it.”

CSC Mitchell assured that when there is absence of parent or family support for the child, her role helped children learn to recruit their own support. She believed that when children lack support from a parent, then others such as a neighbor or an extended family member can provide that support. She subscribed to giving the parents and

families occasions to rise up to the expectations of supporting their children and she believed through her work and the work of the community school, they can derive those skills and be supportive.

CSC Braxton affirmed she believed that her role serves to meet the academic and social needs of students. It is easier, she commented, to point out the ways her role meets the social needs for example through the mentoring with Big Brothers/Big Sisters, children's therapy and therapeutic services which are provided onsite. While she credited these services, programs, and partnerships with addressing social needs, she also confirmed that they do address academics as well. She stated that it is not easy to translate the influence on test scores but in meeting the social needs of children such as the provision of clothing, food and services, the children know they are well cared for and loved. She believed those provisions influenced test scores as they addressed the basic needs people require.

Additionally, CSC Braxton reflected on early lessons learned when as a teacher she realized the importance of meeting the needs of each student on an individual basis. She compared that to the work in a community school. She remembered when as a teacher at the same school she now serves as a CSC, the services were there from the foundation. They were the first school that had school-based mental health services. She articulated, "We just built it up" and now it's the culture that was created by the principal whom she credited for setting the tone and the vision exemplified at Bryce.

Elaborating further, CSC Braxton noted that her work can be defined as doing anything that she can to make a child's experience at school better and more productive. She stated that this work could entail getting a pair of shoes, helping them get clean

clothes, food, or it could entail helping their parent(s) getting the electricity reconnected, obtaining transportation to a doctor's appointment or helping someone find a bed. She described her work and the work of the community school as all-encompassing service for families. "We do whatever it takes for these kids. And if you're a kindergarten teacher, you care as much about the fifth grade as you do about your kindergarten class and vice versa" she affirmed.

CSC Braxton also referred to how her work sometimes entailed working with small groups such as the small group of children and parents who are not yet enrolled in school. She noted that because the school is trying to get younger students "school ready", they extended a program to two and three year olds. During a site visit at Bryce Elementary, I observed this class as the younger children and their parent(s) were in training with the staff. This school readiness class also was an example of how the CSC contributed to meeting the academic and social needs of children and also applied a parent component for the achievement of that goal.

With CSI being involved with the community school initiative from its inception, the perspective of the Director of CSI contributed to better understand the role of the CSC in meeting the academic and social needs of children. Director Mason indicated that the work of the CSC "removes non-academic barriers for the children and families to really help them succeed" not only to achieve in school but to be successful however the families define success. She stated that the CSC is responsible for meeting the needs of children and families by managing the programs, services and opportunities that come into the school and around the neighborhood.

Director Mason emphasized the importance of opportunities for the children and families and noted that it is not about programs but about opportunities. She further explained that the work of the CSC and community schools entails engaging students and families to work with them "in their education" and to help them be engaged in that educational experience and life experiences. She believed that it is not about the education alone but their life experiences that matter most. Director Mason believed that if students and families are engaged then they will hopefully continue to go into a career or college so that they will be successful. She noted that they (CSI) are careful not to speak just about achievement because too often achievement is compared to grades. She stated her conviction that success in life is bigger than just the academic child.

Director Mason of CSI reiterated that the community school and the work of the CSC are about relationships and partnerships that are brought into the community by the work of the CSC. Differentiating this concept from the school-linked or school-based services, she stated that those services are provided by entities wishing to adhere to their own mission and require no relationship from or with families. She affirmed that in a community school, the common vision looks at the whole child as they sit in that family in that engaged community. In her opinion she acknowledged this as the best mechanism for student success.

Teaching and Learning Supports in the Community School

CSC's Work Enabling the Principal to Focus on Teaching and Learning

The community school coordinator emerged as a key figure in freeing the principal to practice the major work of teaching and learning while the CSC forged

relationships inside and outside the school community. While some of the work was shared between CSC and principal, a significant part of the CSC's role enabled the principal to focus on instruction. Figures 2 and 3 illustrate the social network between the schools, the CSC and internal and external partners.

Figure 2

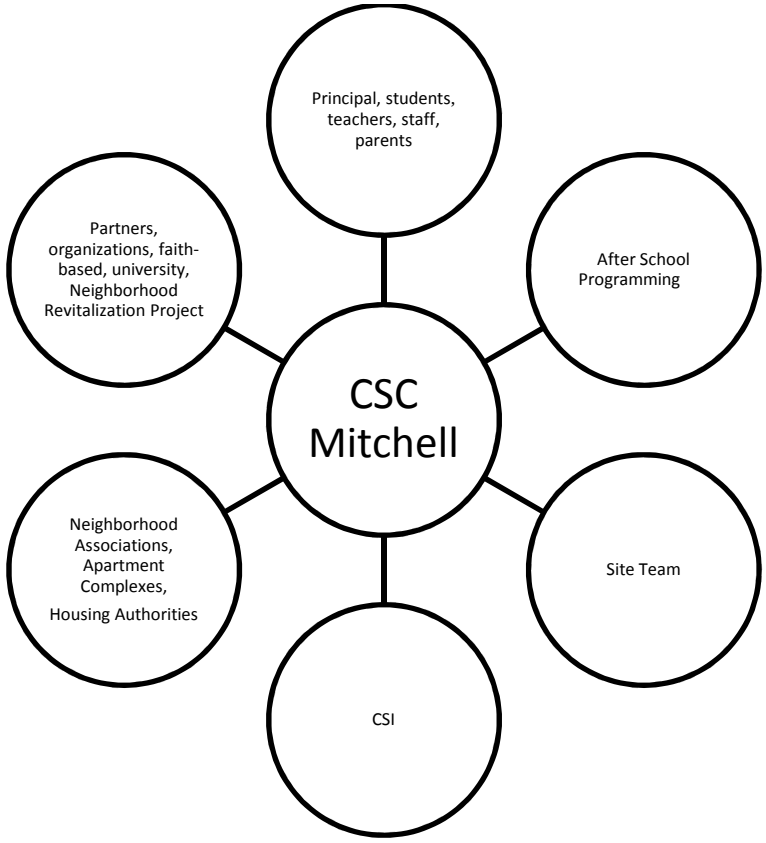
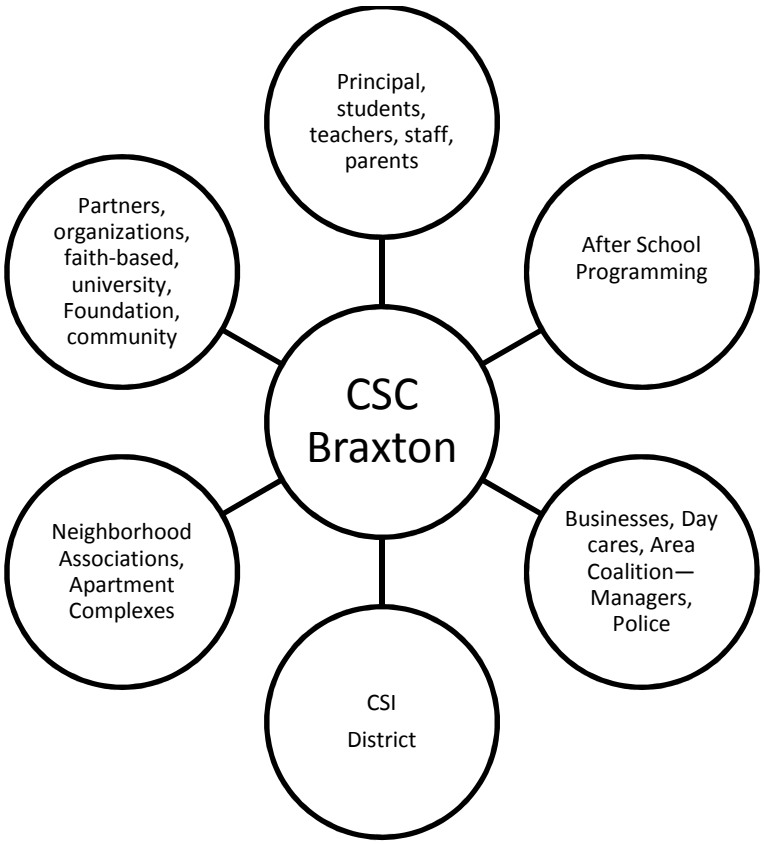


Figure 3



As the CSCs focused on developing, nurturing and cultivating the school's social network, the principals ensured a focus on teaching and learning and the day-to-day operation of schools.

CSC Mitchell asserted that she "rounded out" the principal. The principal developed the vision then the CSC filled in gaps that would bring together the principal's vision with the work the CSI envisioned. She clarified this statement by adding that "something needed to go on" in all these areas (conditions for learning) for families to succeed; therefore her work (CSC's) rounded out the principal's work and did not duplicate her work. CSC Mitchell noted that the principal did not like to have

formal meetings, therefore, the CSC served as the liaison between the community and the principal. She scheduled meetings which freed up the principal. CSC Mitchell further added that she did not meet with the principal formally but she had access to the principal at various times since their offices were next to each other.

Similarly, CSC Braxton asserted that she had the autonomy to assume some responsibilities which took certain tasks "off the plate of the principal". She took care of all the community and parent engagement work which freed the principal to "work on the academic side". Again she referenced "shared leadership" as part of the way the school is operated in the building and in the community. CSC Braxton viewed her work with partners as a major part of her responsibility. She was the "point person" they talk to and schedule with. All of this is taken off the principal's plate because the CSC does it.

Principal Smith of Angelo commented that she relied on her CSC and does not have to assume all of the work alone. She believed that both the principal and the CSC must share common beliefs and be willing to assume some of the hard work which community schools entail because without that cohesiveness the programming would "go away". Principal Smith stated that the CSC is vital to a community school as the skills required for a successful CSC are not typical in other employees relative to their experience and educational backgrounds.

Principal Karrington of Bryce viewed the CSC's work as important as her own work as instructional leader. The CSC she stated, cultivates the supports that families need to be successful in school. The principal confirmed that without the CSCs work in that area, her work as a principal would not be as powerful. Principal Karrington

reflected on a time when she assumed the responsibility of collecting data as well as coordinated volunteers, partners and attended events. She (principal) made those parent contacts as well as being responsible for talking with new parents. She took charge of scheduling times to meet with parents and leading parent meetings. As principal, Karrington would set the agenda and sometimes obtain guest speakers. Now she acknowledged the CSC assumes those responsibilities while she as the principal can spend her time on teaching and learning.

Similarly, both principals relied of the CSC which enabled them to focus on assuming their predominant roles as instructional leaders. Likewise both CSCs agreed that their work focused on coordinating and managing partnerships for the school and community while taking this part of the work "off the principal's plate" enabling the principal to focus on teaching and learning.

CSC Braxton viewed her role as an evolving one. At the inception, she was the one who would "gets things" for families and saw the role evolve to what she described now as helping families and children with situations. She provided that support for those families within the school community as well as others attending different schools that now connect with her via the families in the Bryce community. As an example, CSC Braxton, recalled when a parent from another school came in for help processing an application. CSC Braxton commented, "Old families come back because they know we're a safe place; they know that we can help them and that we do help them". Similarly she gave another example of the partners and community responding to the needs of a family whose apartment burned. She credits the quick response for the families to the social networking between school, community and partners. She stated

"they (community and partners) were reaching out to the family, and I didn't even know what had happened yet".

Summary

Similarities and differences exists as each community school coordinator works within the context of her community school with each CSC's relationship with the principal influencing to what degree the work was shared and diffused within the school and community. Delineating duties and responsibilities contributed to the collaborative work of the CSC with the principals as each sought to balance each other's work without duplication.

Fostering meaningful relationships for the purpose of meeting the needs of children and families was consistently referenced during the interviews and served to inform the social networks which most benefited the school and community. While the principal played a critical role in removing structural barriers within their schools, it was the CSC who fostered and nurtured ongoing relationships with families, partners, community members and various stakeholders resulting in benefits for children and families.

Additionally, when there is consistency in the leadership of a school (i. e. same principal and same CSC over time), according to CSI Mason, those social networks have become denser and solidly established. She noted:

> With the capacity of that coordinator to have a clear understanding of the vision, a clear understanding of roles and responsibilities, a clear understanding of the needs of the partners and their needs as a school and matching those up, those partners now don't need as much of that cross-communication. They already know each other, because (as an example), CSC Braxton spent a lot of time over the first three years having those meetings. Now you're seeing a lot of cross-fertilization just among the partners and they don't have to necessarily go through her (CSC) every time they need to communicate something. Those

> social networks have really established with the capacity of that CSC to have a clear understanding of the vision, a clear understanding of roles and responsibilities, a clear understanding of the needs of the partners and their needs as a school and matching those up. It is then kind of just letting the voice and choice go for them and that's been fun to watch, and that does happen in some of the other schools.

In sum, having a clear vision for the community school is incumbent upon the principal yet it is so vitally important it facilitates the CSC and principals engagement in shared leadership. It lays a foundation for defining the emerging and important role of the CSC as they develop relationships and the social network between school and community for the purpose of improving the social and academic needs of children in the community school.

While each CSC was unique in meeting the needs of her school and community, each fulfilled a specific purpose in meeting the needs of the families and community they serve. Each enabled the principal to focus on teaching and learning by deliberately taking the non-academic matters from the direct responsibility of the principal and fostering relationships with multiple stakeholders for the purpose of benefiting children and families in the schools.

Chapter 5

Discussion

Introduction

The purpose of this study was to explore how the role of a community school coordinator contributed to building the school's social network for the purpose of meeting the academic and social needs of children in the school. In schools, social networks are the relationships and ties among people inside and outside the school who collectively contribute to improved quality of life for children and families. In this study, social network is defined as the relationships and ties among people contributing to a sustained effort to build and support the cooperative and interdependent relationships in a community (such as a school)…that are necessary to achieve results (Bailey, 2006, p. 4).

There was little research on the contributions or influence of a community school coordinator on developing social networks in schools for the purpose of helping children and families lead better lives. This exploratory case study (Yin, 2009) examined the role of two community school coordinators to better understand to what extent this role served as an intermediary agent working to develop the school social network in two urban elementary schools for the benefit of meeting the academic and social needs of children. In examining the findings, several insights merit further consideration to shed light on the role and responsibilities of the CSC.

Leadership and Shared Influence

Participants in the study spoke extensively of the importance of leadership being shared. The community schools model situates leadership as an essential principle guiding reform. Leadership is not only the responsibility of the principal, but also other leaders such as parents, teachers, and community leaders positioned to influence the lives of children (Blank, Berg and Melaville, 2006; Community School Coalition, 2006).

Research supports that balancing the increased accountability for leadership and managerial responsibilities is a challenge for principals today and should no longer be considered the sole responsibility of one leader (Lambert, 2002; Leithwood & Riehl, 2003; Portin & Knapp, 2011). Describing shared leadership as having multiple leaders equally skilled and responsible for all the practices and processes, participants in the study "performed the work together or collectively", "taking it off her plate", and realized "no hierarchical" positioning that would prohibit sharing the scope of the work in the community school. Assuring teachers, parents and the community understood the concept of shared leadership (Lambert, 2002; Leithwood & Riehl, 2003; Portin & Knapp, 2011) was important as people became acquainted with the new position of CSC. The CSC was considered a vital part of the school which enabled the principal to have some things "taken off her plate". Everyone worked together regardless of position and regardless of the level of the task. There was not a task too minute or a person or position so hierarchical that they were absolved from doing the work in the community school.

The CSC together with the principal at Bryce were involved in the process of identifying new needs for people to assume leadership roles which aimed to guide practices, services and programs for their school and community. Cross-boundary leadership is a collaborative approach to leadership which reaches across structural boundaries to create and enact shared responsibilities among entities which in turn influence the lives of children (Adams, 2010; Adams & Jean-Marie, 2011). While cross-boundary is a component of the community schools model, it was shared leadership most referenced by participants in the study.

Shared leadership enabled the principals to perform their primary role as instructional leaders and on teacher effectiveness (Lambert, 2002; Leithwood & Riehl, 2003; Portin & Knapp, 2011) while the CSCs focused on the relationships, partnerships and out-of-school time. Cognizant that principals cannot do the massive work of school improvement alone, a growing body of research support that one administrator alone can no longer be held responsible for instructional leadership for an entire school without engaging substantial participation from others in the field (Elmore, 2000; Lambert, 1998; Lambert et al, 1995; Lambert, Collay, Dietz, Kent, & Richert, 1997; Olson, 2000; Poplin, 1994; Spillane, Halverton, & Diamond, 2001). CSCs were empowered to lead Site Team meetings inclusive of community and school members, send memoranda, coordinate meetings between multiple stakeholders and schedule programming. These meetings were inclusive of out of school agencies, businesses, faith-based, political and governmental agencies who shared interest in meeting the needs of the school and school community (Fusarelli, 2008).

Shared leadership posited the role of the CSC as an integral part of the community school. Cross-boundary (Adams, 2010; Adams & Jean-Marie, 2011) and shared leadership (Lambert, 2002) included other people in the building resolving that it was not the responsibility of just one person to drive the community school efforts in the building. Each of the participants in the study described the work of the CSC from a shared leadership, cross-boundary leadership, and/or leadership team perspective however, each CSC's relationship with the principal influenced the degree leadership was shared on each campus.

Developing Relationships to Connect Families and Communities with Schools

Emphasizing the need for school leaders to build coalitions engaging all stakeholders entails inclusion of all parties. However, this is not the work of a lone leader. Community and organizations working collaboratively with schools and communities offer support and opportunities for social and economic health of families and communities (Briggs & Mueller, 1997). Developing social networks across boundaries between school and community takes on a holistic approach that potentially improves the quality of life for the whole child (Warren, 2005).

CSCs played an important role in working with neighborhood associations, area coalitions, community, business and faith-based organizations, universities, parents, teachers and staff. One CSC assisted the neighborhood revitalization committee members in contacting neighborhood and school parents, staff and community members as a major initiative was introduced in this area of the city.

The role of the Community School Coordinator takes on the position of representing the network and taking responsibility for engaging individuals and families

in opportunities within the network (Plastrik & Taylor, 2004). The study revealed that the responsibilities of the CSC were essential to building, nurturing and sustaining the relationship with external and internal constituents who were able to provide resources to support the school.

The CSCs in this study served as the liaison to the principal and between the school, academics and social services for children and families. As the coordinator of the after school programs, the CSCs work with various internal and external stakeholders provided students with experiences and opportunities which might otherwise be unavailable to students attending high poverty schools. CSCs assumed front-line responsibilities for working with the entire community and coordinated camps, field trips, community meetings, social services and other activities and programs which benefited students, parents and community members. Leadership expands beyond the typical school community to enjoin others in purposeful action (Lin, 2001).

Developing relationships and seeking new relationships based on school needs was incumbent upon the CSC and her ability to connect with families, children, staff and the community. The CSC is evolving as a weaver and connector (Jordan, 2006; Fusarelli, 2008) as the one responsible for developing relationships. Rather than gathering many isolated activities or programs for implementation in the school, the CSC was responsible for developing long-lasting relationships and partnerships which were mutually rewarding and reciprocal. Developing dense social relationships and strong normative bonds foster a sense of belonging among school members and community partners (Adams, 2010).

CSCs spend significant time cultivating services and supports that improve the conditions for learning in the school. These conditions for learning are 1) seamless system from birth to post-secondary, 2)core instructional program; 3) motivated and engaged students; 4) holistic needs are addressed; 5) family-school partnerships, and 6) safe school environment (TACSI, n.d.; Adams, 2010). The CSC's role encompassed responsibilities inclusive of acquiring basic family needs such as clothing or food to one focusing on the community at large. Working with partners and engaging them to work together to meet the needs of the school and the community was an integral part of the CSCs work. Through social networking, these partners and community members interact with each other to respond to community and school needs. This was the result of social networking. The CSC works to bring resources to the hub (i. e. school) which is described as a focal point for network connectivity and activity (Plastrik & Taylor, 2004). The CSC represents a key position to influence the lives of children (Blank, Berg & Melaville, 2006; Coalition for Community Schools, 2006). Each CSC served as an advocate for programs and services that were sustainable and were important to students and family needs and interests.

Meeting the Academic and Social Needs of Children

The philosophy that undergirds community schools model is an integrative focus on academic, family support, health and social services, and youth and community development (Coalition for Community Schools, 2006). This fusion leads to improved student learning, strong families and healthier communities (Coalition for Community Schools, 2006, p. v). The role of the CSC is charged with the mission to remove non-academic barriers to students' and families' success. Success is not defined as

academic achievement or test scores, but rather by access to opportunities for children to achieve success. This approach enjoins others in the development of the whole child beyond the child's cognitive abilities (Blank, Melaville & Shah, 2003, 2006; Coalition for Community Schools, n.d.; Jean-Marie, et al, 2010).

The Community School Coordinators served in high-poverty schools and served to assist children and families with basic needs as well as opportunities to participate in academic, sports, fine arts, clubs, organizations and enrichment in an extended learning school environment. The CSCs and principals in the study concurred that the responsibilities of the CSC included building a strong network of supports to ensure the needs of children and families were met. As an example, CSC Mitchell saw her role as one "eliminating experiential barriers to children's learning" and giving them a comparable experience as those afforded to children from more affluent families. Utilizing the partners and through the after-school programming, students were able to participate in soccer, basketball, tutoring, clubs/organizations and fine arts. These opportunities would otherwise not be available for the children at Angelo without the partnerships with the community partners, faith-based and teachers.

Teaching parents also contributed to meeting the needs of students academic and social needs as parents were made aware of how to respond and support their children, resolve conflicts and the importance of making a commitment when children aspired to participate in sports or academic events. As an example, CSC Braxton worked with families in their apartment complex to help with conflict resolution and bullying issues and to help the families respond when their children did not get along. And CSC

Mitchell's afterschool programming included tutoring and showing children how to advocate for themselves while teaching parents to meet the needs of their children.

The benefits of networks, most apparent for middle-class families, are as a result of access to information channels and trusting relationships gained through these social networks to secure school advantages for their children (Coleman, 1987, 1988; Horvat, Weininger & Lareau, 2003; Lareau, 1989, 2003; Lareau & Weininger, 2003; Ream & Palardy, 2008; Stanton -Salazar, 1997). As such, the CSCs worked to eliminate barriers to success for children and giving them comparable experiences as those of children from more affluent homes and families.

Both CSCs provide opportunities to parents assisting them in helping their children. Adams (2009) suggests that social and affective characteristics of school cultures can evoke parents' willingness to support student learning and school performance. The capacity of the social environment and its influence on shaping parent responsibility may be limited by the strength of the parent social network (Curry, 2011). When parents develop skills to work with their children, they enhance the child's learning experience. Thus, CSC Mitchell explains that when children aspire to participate in sports, arts or academics, it requires a commitment from the parent. Therefore, she believed that it is important to give parents the opportunity to "step up and learn to support their child". She placed that responsibility on the parent while teaching them the importance of assuming their responsibility.

Likewise, CSC Braxton worked with parents and children in developing school readiness skills. This stemmed from identifying a chronic absenteeism problem in Pre-K and Kindergarten. Responding to this problem, CSC Braxton along with the school

social worker coordinated a class for parents and the two or three year olds in their school community to help build a strong school connection and to develop the awareness of the importance of early school attendance and participation. The community school coordinator potentially works to bring resources to the school which is described as a focal point for network connectivity and activity (Plastrik & Taylor, 2004).

Significant to how each CSC responded to the families in the community is the timely contribution of providing an intervention when most needed and for the benefit of children and families. Research supports that over extended periods of time and with consistent interventions, the life of an individual can be changed by influencing the environment in which they reside (Bronfenbrenner & Morris, 1998). Further, by changing an environment, children in poverty have the opportunity to realize their human potential and to develop to their fullness (Bronfenbrenner & Ceci, 1993, 1994a, 1994b). Significant to early responses to children's lives is the research affirming that what matters most in families is the quality of the relationships and activities that take place in families which even overrides the assumption that quality relationships only reside best in two-parent home structures (Hetherington & Clingempeel, 1992; Bronfenbrenner & Morris, p. 1016). Both CSCs response to assisting parents of children develop readiness skills or "stepping up" to help their children participate in after school activities served as an early intervention and was based on the identification of need within the school community.

The CSC's influence in developing relationships and partnerships in and around the community was important to meeting the needs of the school community. The

CSCs assume responsibility for the day-to-day management of programs, services and opportunities that enter the school and school community. CSCs are essential to "removing those non-academic barriers for students and their families to really help them be successful". This role supports the conditions for learning and establishing those in the school and community. The CSC is then the voice and coordinator of programs, services and opportunities and establishes partnerships and relationships around those core components of the community school model. Principal Karrington asserted that her CSC spent "an equal amount of time throughout the day with partners, teachers and families" which was also important to the work of CSC Mitchell at Angelo.

In sum, the CSC represents a key position to influence the lives of children (Blank, Berg and Melaville, 2006; Coalition for Community Schools, 2006). Bridging social capital enables people to "get ahead", e.g., by providing job referrals, job counseling and training, child care, and transportation to work and appointments (Bailey, 2006; Fusarelli, 2008; Kirst & Kelley, 1995; Wang, Haertel, & Walberg, 1995) i. e. helping them find solutions to obstacles and problems affecting their lives. This was evidenced in the work of the CSCs as they taught parents to support their children, taught children to advocate for themselves, helped in acquiring transportation and sought to connect children and families with whatever they needed to be successful.

CSCs believed that it is important to give parents the opportunity to "step up and learn to support their child" and they placed that responsibility on the parent while teaching them the importance of assuming the responsibility. They also contended that support for children comes in various forms and when those supports are not provided

by a parent, it can be provided by an extended family member or friends. CSCs viewed their role as one "giving others an opportunity to rise and take advantage of those opportunities accessible to them so that they may live richer lives".

Developing Trusting Relationships with Parents and Families

The CSCs work with multiple stakeholders. As such, their ability to earn trust of the families and staff was essential to bridging relational gaps in the community and the school. In schools, the function of social network is premised on establishing close ties and trust among people within a network to heighten the possibilities of achieving collective ends (Warren, 2005).

The fact that each of the CSCs had previous relationships with members of the community played a significant part in their success. CSCs had relationships with the teaching staff as one of them was previously a teacher at the same school. Both CSCs developed relationships with the apartment complexes, housing authorities, and neighborhood associations and earned the trust of the families in the neighborhood and community. "The parents knew they could trust her, because they trusted her in the apartment complexes. They knew that what she said meant something." Trust was equally important between the principal and CSC in order to accomplish the work of the community school.

The CSC played an important part in bringing in the right programs and services into the school rather than a large quantity of programs or activities performed in isolation. The CSCs sought partnerships for the school and sought those partners wishing to invest time and effort into the school and school community over a long period of time.

CSCs were purposeful and intentional in selecting programs, activities and events for the schools. As an example, CSC Mitchell commented that sometimes people wanted to come into the school for a one-time activity "so someone can come in and feel good about doing something for poor people". The CSC would connect them with something that would make a partner in the school and not just a random activity. As well she made certain the activity was of interest to the children and not simply a one-time-event aimed at meeting the needs of only the provider. Reciprocity mattered. Mutuality of ties played a significant part in the diffusion of resources in the school and community. A relationship between two people (or entities) is reciprocal when both indicate they are connected to one another (as cited in Daly, 2010, p. 100; Moolenaar & Sleegers, 2010).

Reciprocity was evident when relationships had been established for a longer period of time and when the school was considered more mature and immersed in the community school reform model. As an example, principal Karrington noted both she and the CSC already had a relationship with families at Bryce. She credited this relationship with the school's ability to "go deeply" into their work with partnerships. She stated there now existed "reciprocal relationships" with partners. "They assist us with support through volunteers, money, programs and services but we also support them; our staff works with our partners as one of their support arms", stated Principal Karrington when explaining the benefits she believed may be the result of she and CSC Braxton's prior history with the campus and facilitating the cultivation of relationships. As an example, principal Karrington shared that the staff of Bryce Elementary assisted the partners with their own fundraising and activities as they manned their events and

became part of their partner's culture. She credited that with having the CSC at the same school for a long period of time because it allowed her to be familiar with the community and developed strong relationships with families.

Visibility, communication and trust are important in developing relationships with parents and in assuring their inclusion in the school and community they reside. In schools, the function of social network is premised on establishing close ties and trust among people within a network to heighten the possibilities of achieving collective ends (Warren, 2005). The CSCs developed relationships with parents through their involvement and participation in the neighborhood organizations, apartments, housing authorities and school. Further aiding in those relationships was the CSCs presence at athletic games and their afterschool and weekend activities which took place in the school or the community.

The CSC according to Principal Smith is the liaison between the school and the academic portion and social services type programming for children and families. Personal relationships are fundamental to successful interagency collaborations (Fusarelli, 2008; Coleman, 1990; Driscoll & Kerchner, 1999). The principal stated that the CSC was the "constant" on her campus and in the community having been a stable and long-term trusted member of the community, school and neighborhood. The CSC was viewed as the coordinator of programs including business and faith-based organizations. Goldring and Hausman (2000) suggest that principals would benefit from a liaison to help them build relationships with other community-based agencies. Likewise Principal Karrington considered CSC Braxton as the developer of relationships, seeking new relationships as per the school's needs. Spending equal

amounts of time throughout the day with partners, teachers and families, she takes the lead in the area of working with partners but shares responsibility for student success. Spending time with partners, teachers and families by being visible and communicating played a significant part in the CSCs being trusted and valued in the school and school community.

Structural Location of the CSC in Relation to the Work of the Community School

Situating the CSC in close physical proximity to the principal was a contributing factor to bridging relational gaps and improved communication. Each CSC's office was located near the principal's office and enabled the CSC to see, hear and speak to families as they entered the school. As well, it enabled frequent and timely conversations between the busy principals and their CSCs without requiring formal meetings. As noted by Principal Smith at Angelo,

> My first year, I actually had the community school coordinator down the hall from me and yet she would miss many, many things that happened in the office such as a teacher being absent or a child being absent. She would miss parents pulling their kids out or upset about a particular program. I subsequently moved her into an office right beside my office. We shared a common wall. Then she got to see and hear what was going on. That was something she needed to know. She was part of my executive leadership staff and that is a role we developed.

Likewise, Principal Karrington noted the proximity of the CSC in front of the school and the fact that she could hear the CSC speaking to parents about the community school and communicating their shared interest in the success of children and families as they enrolled in the school. CSC Braxton stated, "We're both at the front of the building, so we talk all the time". The structural location of each CSC in proximity to the principal helps to formalize the role as she was perceived. While proximity has been studied in relation to teachers' social networking, it has not been

studied in how proximity influences the work of the CSC with the principal. Research suggests that physical proximity matters. Proximity is a strong predictor of tie formation (Krackhardt, 1991; Coburn, Choi, & Mata, 2010). Proximity is defined as physical distance separating people in the workplace and the likelihood they will overlap and communicate about their work (Monge et al 1985; Coburn, Choi, & Mata, 2010, p. 35). In the case of the CSCs, proximity facilitated better communication between them and the principal and in assuming the informal leadership role in the building.

CSC Serves as Connector and Weaver of the Social Network and Developing Social Capital

The community school coordinator operates as a "connector and weaver" in the social network (Jordan, 2006). The community school coordinator potentially connects families with teachers, families with essential resources and services, and the school with community resources and opportunities (Adams, Jean-Marie, 2010). According to Warren, Thompson, and Saegert (2001) mobilizing the social capacities of the school may be even more powerful than achieving educational goals because it empowers people to utilize available assets and mobilize these social relationships to lobby for greater resources (p. 136). As such, the community school coordinators connected families with communities and communities with families for the purpose of achieving beneficial resources, services and opportunities.

Connecting parents and the neighborhood with the Neighborhood Revitalization efforts in the Angelo community was influenced by the connections and relationships previously established by the CSC as she knew the residents and was able to provide

contact information for the associates of the project enabling them to contact members of the community. Leadership for the purpose of developing social networks serve as a connecting role (Bailey, 2006) and serves as a leader, weaver and connector whose responsibility is to the network. Through her connections, the CSC was able to mobilize the community residents and activate their participation in the Neighborhood Revitalization meetings. Serving as a weaver and a connector (Plastrik & Taylor, 2004), the CSC served to build relationships and learn about families interests, skills and needs with the intent to encourage more than one connection to the network. While community schools are located in high poverty school communities, the CSCs served to bridge relational gaps by being present and knowing the communities they serve.

Relevant to this study is the bridging tie which is established between people in generalized and institutional networks. These ties lead to the formation of bridging social capital that connects people to resources across networks and may make the resources that exist in one network accessible to members of another (Bailey, 2006). The boundary-crossing example in Angelo's community served to demonstrate how a relationship crossed boundary lines as part of the social network for the purpose of helping communities. CSI stated,

> Heritage Church is way out North and a long distance from the school they support. However, because of the relationship the CSC had with someone in their congregation, they actually now are hugely involved in this distanced elementary school and with another smaller congregation that they had the relationship with because that congregation is in the school community. Therefore it not only was a small congregation coming into the school, it actually reached farther North through that relationship that the CSC established. It's not just thinking about what's in your surrounding neighborhood but it's much broader than that.

Connecting and weaving, these two groups were brought together via their relationship with the CSC.

Parental and community access to the school after hours served to allow residents in the neighborhood to appreciate their school and to have a sense of belonging. The message that the school belonged to the community and had access to the playground, gardens, walkways and facilities after school hours played an important part of the residents feeling safe and belonging to the school community. This work was facilitated by the CSC whose work hours extend beyond the regular school day.

While the principals were instrumental in removing structural impediments to the school and community access, it was the CSC who fostered and nurtured ongoing interactions and relationships between groups. The CSC operates as a "connector and weaver" in a social network (Jordan, 2006). The community school coordinator potentially connects family with teachers, families with essential resources and services, and the school with community resources and opportunities (Adams, Jean-Marie, 2010). As an example, the enrollment at Angelo Elementary increased from 170 students in 2003 to approximately 478 students in 2012. Former principal Smith attributes this growth to the fact that their programming and the work of the staff and CSC made the school a welcoming place.

Specific to meeting the needs of their families and bridging relational gaps were the opportunities afforded parents based on the needs of the particular school and community. For example, because some of the parents from Angelo were previously incarcerated, the school provided for those who were incarcerated to meet their community service requirements at the school. Parents were "shown how to do the

community service and how that was to look in a school". Likewise, CSC Mitchell's previous experience with the families and community in apartment complexes, housing authority, neighborhoods was a bridging factor for the school and school community as she was a trusted figure. Similarly because of a bullying issue at an apartment complex, CSC Braxton's relationships with families enabled her to work with parents at their apartment complex to facilitate resolution of the issue and their concerns.

Having strong relational ties to the families and community served the CSC well in the capacity of bridging relational gaps. CSC Mitchell's social work background and previous relationships with juvenile court system, community, housing authorities, apartment complexes and neighborhood served her well as she was trusted in the community. CSC Braxton previously served as a teacher prior to being selected as the CSC and along with the principal had a strong connection with the students, staff, families and community prior to assuming the role of CSC.

Community leaders operate like "portals or doorways" in the social network; in that these community members provide access to resources and opportunities through their social ties with other individuals and organizations (Jordan, 2006; Adams, Jean-Marie, 2010). CSC Mitchell viewed herself as "a collaborator and community builder. I understand what was going on in their lives". She stated that she serves as a connector for parents as "I'm usually connecting parents with what is going on and a lot of times, I hear what they are saying because I go to the meetings" and see people and get to know them. CSC Braxton specifically states, "I am the gatekeeper" so community, partners, organizations "just have one place to talk to. She explains how this was a shift from previous work because prior to the position of CSC, the principal was the one everyone

went to for everything. Now, she states, “they talk to me first and the principal can be the instructional leader” of the school and now has the time to do that work.

The CSC serves as that intermediary agent to the principal in building the network between school, community and agencies while allowing the principal to focus on teaching and learning.

Value and Influence of the CSC on the Instructional Leadership Role of the Principal

The Community School Coordinators free the principal to practice the core functions of their jobs which are teaching and learning. Essential to the role of the CSC is their commitment to forging relationships inside and outside the school community which enables the principal to then focus on the teaching and learning which is critical to their work as instructional leaders. The demands on principals especially in urban schools include building stronger connections between schools and the community they serve (Bryk, Sebring, Allensworth, Luppescu & Easton, 2010; Jazzar & Algozzine, 2007; Jean-Marie, Ruffin & Burr, 2010) places constraints on these leaders’ time and work priority regardless of the value of such connections. Principals are challenged in finding a balance between managerial and instructional practices that complement and support instead of compete with each other (Shellard, 2003). The CSC fills in the gaps, “rounds out the principal”, takes non-instructional matters “off the plate of the principal” while allowing the principal to work on the academic side.

The CSC becomes the builder, keeper and connector for the relationships, programs and services which enhance opportunities for children, families in the school. Valued as an essential role in the community school, the CSC is responsible for the after-school and week-end activities and events which enable the school to be “the hub”

of the community as school-community relationships are emphasized (Samberg & Sheeran, 2000; Dryfoos, n. d.). The CSC shares a "dependent" role with the principal and is such an important part of defusing the components of the community school model that the programming would "go away" without this position. The CSC assumes responsibility for developing relationships with partners and scheduling before and after-school activities which takes that responsibility from the principal's office. Furthermore, these partnerships are purposeful and aimed at meeting the needs of the children and families in the school and community. Taking on the position as a "point person", the CSCs are the first point of contact thereby freeing the principal from being the sole responder when school-community connections were made.

Realizing that the work in the community school is not for a lone leader, each principal came to recognize the value and influence of the CSC on their work (Cuban, 1987; Murphy, Hallinger & Miller, 1987; Hallinger & Richardson, 1988; Little, Long, & Guilkey-Amado, 1986; Little & Long, 1985; Dryfoos, n. d.; Kanter, 1979). Principal Karrington reflected on a time when she was responsible for collecting data, coordinating volunteers, partners and scheduling meetings and events with and for parents and community. Now she acknowledges the value of having the CSC assuming those duties while she spends her time on teaching and learning. Likewise, Principal Smith affirms her reliance on the CSC and no longer feels that she must do all the work alone. Crediting the CSC for all the after school programming and trusting relationships cultivated through connections, she values the support and cohesiveness of programming the CSC brings to the school and school community. She also reflects on

a time when she attempted to do all these things alone and now depends on the CSC to facilitate these as well as nurture and develop relationships.

While each CSC was unique in meeting the needs of her school and community, each fulfilled a specific purpose in meeting the needs of the families and community they serve. Each enabled the principal to focus on teaching and learning by deliberately taking the non-academic matters from the direct responsibility of the principal and fostering relationships with multiple stakeholders for the purpose of benefiting children and families in the schools.

Implications for Policy and Practice

Each participant in the study described the work of the CSC from a leadership perspective however each CSC's relationship with the principal influenced the degree leadership was shared on each campus. Implications for future practice would indicate that a clear understanding of the role of the CSC between the principal and community school coordinator should be thoroughly vetted prior to hiring a CSC and engaging in the process of developing the community schools model. It was evident in the study that leadership mattered and the degree to which the CSC had access and was empowered to develop the relationships and partnerships influenced the degree of in-depth reciprocal relationships and partnerships.

The Director of the Community School Initiative played an important part in preparing the CSC for assuming their roles in the schools. As the district and CSI shifts roles and responsibilities and as funders of the CSC expect accountability for improvements based on performance, the call for the district to systematize this role merits consideration. A firm commitment to funding, professional development for the

CSCs and principals is needed to assure each campus defines and implements clear goals and measures of accountability that are collaboratively designed with multiple stakeholders.

With the retirement of one principal in this study, the district should consider principal capacity building and sustainability in this reform model. A clear vision shared between the principal and CSC is essential as it facilitates the work in the community school and helps diffuse the practices and conditions for learning school and community wide

Skill, talent and preparation for the role of CSC were important to the work they coordinated in schools. Matching the skill, talent and preparation to the desired outcome and work required in the school and community is essential to a "good fit" in the selection of a CSC. Districts and hiring agents are advised to carefully select the CSC and principal to guide the practices and conditions for learning in the community school model of school reform and aligned to specific needs of the school, parents, students and community.

Implications for further studies include using social network analysis to determine the effectiveness of the CSC in developing the social network and for the purpose of developing social capital for the school and school community. The CSCs in this study worked with a vast number of agencies, community organizations and partnerships as well as in-school staff inclusive of teachers, students, parents and office staff. This role took some responsibility from the principal and enabled the principal to focus on academic matters. The study contributes to the educational research by defining the role of the CSC as an informal leader and as essential in building, nurturing

and sustaining the relationships with external and internal constituents who are able to provide resources to meet the academic and social needs of children.

Developing and sharing effective prototypes of reciprocal relationships and partnerships with partners and the community serves to potentially increase the possibilities for the shared work of the CSC and the community. As an example, case studies of the CSCs and their influence on building the social network in schools should be shared and used in professional learning while expanding the literature on this role.

Policy makers should be aware of the importance of the structural and governance implications for schools and organizations as they seek to fully implement the emerging role of the CSC in the community school reform model. In addition, professional development and continued networking with CSI should be maintained as it connects the schools with multiple stakeholders, and cohesively aligns resources with established partners to meet the needs of children and families in the community school.

The CSC also frees the principal to carry out duties and responsibilities of teaching and learning thereby contributing to meeting the academic and social needs of children. Additionally the value of the CSC enhances opportunities to successfully form relationships and partnerships with communities and families who are often disenfranchised or live in high poverty areas.

Importantly, as school districts reorganize, distribute principals to new schools or hire new principals, selection of the principal for a community school should take into consideration the characteristics of leadership that would enhance the development of the community schools model and consider the desired collaborative and shared leadership skills of the principal as they work with a community school coordinator.

The CSC's role and successful implementation of the position in meeting the needs of children's social and academic needs is contingent upon the CSC and principal sharing a common vision for the school community and in determining the specific needs of the school and school community.

CONCLUSION

The Community School Coordinator fosters and nurtures the network connecting school, families and communities. By nurturing the relationships with multiple constituents, families, community, faith-based and the school, this role serves to bridge relational gaps among families, between families and school and between school and community for the purpose of influencing the academic and social needs of children and families in the school community.

Newly discovered in this study was the importance of the CSC's physical proximity to the principal. This facilitated frequent and timely communication and enabled the CSC to experience first-hand the interactions with parents and teachers. Bringing attention of important matters requiring the talents and skills of the CSC was easier to actualize when the CSC's office was located near the principal's office.

Further research is needed to study the influence of experiential background on the role of the CSC. Given the limitations of this study only two CSCs in one school district were studied. Future studies on the role of the CSC could further contribute to research by including multiple CSCs in different districts and/or states to examine an expanded perspective on this relatively new role as intermediary agent to the principal and its influence on the lives of children and families. Additionally, further exploration using social network analysis could contribute to explaining the effectiveness of this

role on developing the social network between school, community and families for the purpose of improving the academic and social needs of children and families in urban elementary schools. The findings in this exploratory case study define the role of the Community School Coordinator in meeting the academic and social needs of children and families in two urban elementary schools.

References

Adams, C. M. & Jean-Marie, G. "The effects of cross-boundary leadership on a core instructional program: evidence from an evaluation of community schools. in press." 2009.

Adams, C. M. "Building trust in school." *Improving Schools: Studies in Leadership and Culture* (Information Age Pub Incorporated), 2008: 29.

Adams, C. M. *The community school effect: Evidence from an evaluation of the Tulsa area community school initiative.* Tulsa, OK: The Oklahoma Center for Educational Policy, 2010.

Adams, C. M., & Jean-Marie, G. "A diffusion approach to the study of leadership reform." *Journal of Educational Administration* 49, no. 4 (2011): 354-377.

Adelman, H. S. "Restructuring education support services and integrating community resources: Beyond the full service school model." *School Psychology Review* 25, no. 4 (1996): 431-445.

Agranoff, R. "Human services integration: Past and present challenges in public administration." *Public Administration Review* 51, no. 6 (1991): 533-42.

Alba, R. D. "A graph-theoretic definition of a sociometric clique." *Journal of Mathematical Sociology* 3 (1973): 113-126.

Aldridge, S., Halpern, D., and Fitzpatrick, S. *Social capital: A discussion paper*. London, England: Performance and Innovation Unit, 2002.

Allix, N. M. "Transformational leadership: Democratic or despotic?" *Eduational Management and Administration* 28, no. 1 (2000): 7-20.

Anfara, Jr. V. A. , Brown, K. M., & Mangione, T. L. "Qualitative analysis on stage: Making the research process more public." *Educational Researcher*, 2002: 28-37.

Atteberry, A., & Bryk, A. S. "Centrality, connection, and commitment: The role of social networks in a school-based literacy initiative." In *Social network theory and educational change*, edited by A. J. Daly, 51-75. Cambridge, MA: Harvard Education Press, 2010.

Bailey, T. J. *Ties that bind: The practice of social networks.* Baltimore: Annie E. Casey Foundation, 2006.

Baker, E. L., Melton, R. J., Stange, P. V., Fields, M. L., Koplan, J. P., Guerra, F. A., & Satcher, D. "Health reform and the health of the public: Forging community health partnerships." *Journal of the American Medical Association* 272, no. 16 (1994): 1276-82.

Baker-Doyle, K. J., & Yoon, S. A. "Making expertise transparent: using technology to strengthen social networks in teacher professional development." In *Social network theory and educational change*, edited by A. J. Daly, 115-126. Cambridge, MA: Harvard Education Press, 2010.

Barabasi, A. L. *Linked: The new science of networks.* Cambridge, MA: Perseus, 2002.

Barnes, J. A. "Class and committees in a Norwegian island parish." *Human Relations*, 1954: 39-58.

Barnes, J. A. "Networks and political processes." In *Social networks in urban situations*, edited by J. C. Mitchell, 51-76. Manchester, England: Manchester University Press, 1969a.

Barth, R. S. *Improving schools from within: Teachers, parents, and principals can make a difference.* San Francisco: Jossey-Bass, 1990.

Bavelas, A. "A mathematical model for group structure." *Human Organizations* 7 (1948): 16-30.

Bavelas, A. "Communication patterns in task-oriented groups." *Journal of the Acoustical Society of America* 22 (1950): 271-282.

Blank, M. J., Berg, A. C., Melaville, A. *Growing community schools: The role of cross-boundary leadership.* Washington, DC: Coalition for Community Schools, 2006.

Blank, M. J., Melaville, A., & Shah, B. P. *Making the difference: Research and practice in community schools.* Washington, DC: Coalition for Community Schools, 2003.

Blase, J., & Blase, J. ""Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools." *Journal of Educational Administration* 38, no. 2 (2000): 130-41.

Blase, J., & Blase, J. "Implementation of shared governance for instructional improvement: Princpals' perspectives." *Journal of Educational Administration* 37, no. 5 (1999): 476-500.

Bliss, J., Monk, M., & Ogborn, J. *Qualitative data analysis for educational research: A guide to uses of systemic networks.* London: Croom Helm, 1983.

Bloomberg, L. D., & Volpe, M. *Completing your qualitative dissertation: A roadmap from beginning to end.* Thousand Oaks, CA: Sage, 2008.

Bock, R. D., & Husain, S. Z. "An adaptation of Holzinger's B-coefficients for analysis of sociometric data." *Sociometry* 13 (1950): 146-153.

Bock, R. D., & Husain, S. Z. "Factors of the tele: A preliminary report." *Sociometry* 15 (1952): 206-219.

Bogdan, R., & Biklin, S. *Qualitative research for education: An introduction to theory and methods.* Boston: Allyn and Bacon, 1982.

Boissevain, J. "The place of non-groups in the social sciences." *Man* 3 (1968): 542-556.

Boissevain, J., & Mitchell, J. C. *Network analysis studies in human interaction.* Edited by J. Boissevain and J. C. Mitchell. Mouton: The Hague, 1973.

Boorman, S. A., & White, H. C. "Social structure from multiple networks II. Role structures." *American Journal of Sociology* 81 (1976): 1384-1446.

Borgatti, S. P. & Everett, M. G. "The notion of position in social network analysis." In *Sociological Methodology*, edited by P. Marsden. London: Basil Blackwell, 1992a.

Borgatti, S. P., & Cross, R. "Managing knowledge in organizations: Creating, retaining, and transferring knowledge: A relational view of information seeking and learning in social networks." *Management Science* 49, no. 4 (2003): 432-445.

Borgatti, S. P., & Ofem, B. "Overview: Social network theory and analysis." In *The ties of change: Social network theory and application in education*, edited by A. J. Daly, 17-30. Cambridge, MA: Harvard Press, 2010.

Borgatti, S. P., Mehra, A., Brass, D. J., & Labianca, G. "Network analysis in the social sciences." *Science* 323 (2009): 892-895.

Borgatti, S., & Foster, P. "The network paradigm in organizational research: A review and typology." *Journal of Management* 29, no. 6 (2003): 991-1013.

Bott, E. *Family and social network.* London: Tavistock, 1957.

Bourdieu, P. "Le Capital social: Notes provisoires." *Actes de la Recherche en Sciences Sociales* 3 (1980): 2-3.

Bourdieu, P. "The forms of capital." In *Handbook of theory and research for the sociology of education*, edited by J. G. Richardson, 241-58. New York: Greenwood, 1985.

Bourdieu, P. "The Forms of Capital." In *Handbook of theory and research for the sociology of education*, edited by J. G. Richardson, 241-58. Westport, Conn: Greenwood Press, 1983/1986.

Boyd, J. P. *Social semigroups: A unified theory of scaling and blockmodelling as applied to social networks.* Fairfax, VA: George Mason University Press, 1990.

Boyd, J. P. "The algebra of group kinship." *Journal of Mathematical Psychology* 6 (1969): 139-167.

Boyd, J. P. "The algebra of group kinship." *Journal of Mathematical Psychology* 6 (1969): 139-167.

Bradach, J. L., & Eccles, R. G. "Price, authority, and trust: From ideal types to plural forms." *Annual Review of Sociology* 15 (1989): 97-118.

Breiger, R. L. *Social mobility and social structure.* Cambridge, England: Cambridge University Press, 1990a.

Breiger, R. L. "The duality of persons and groups." *Social Forces* 53 (1974): 181-190.

Breiger, R. L. "The social class structure of occupational mobility." *American Journal of Sociology*, 1981c: 578-611.

Breiger, R. L., & Pattison, P. E. "Cumulated social roles: The duality of persons and their algebras." *Social Networks* 8 (1986): 215-256.

Breiger, R. L., Boorman, S. A., & Arabie, P. "An algorithm for clustering relational data with applications to social network analysis and comparison with multidimensional scaling." *Journal of Mathematical Psychology* 12 (1975): 328-383.

Briggs, X. d. S., & Mueller, E. J. *From neighborhood to community: Evidence on the social effects of community development.* New York: New School for Social Research, Community Development Research Center, 1997.

Briggs, X. "Brown kids in white suburbs: Housing mobility and the many faces of social capital." *Housing Policy Debate* 9, no. 1 (1998).

Briggs, X. d. S., & Mueller, E. J. *From neighborhood to community: Evidence on the social effects of community development.* New York: New School for Social Research, Community Development Research Center, 1997.

Briggs, X. *Doing democracy up close: Culture, power and community in community planning.* Cambridge, MA: Kennedy School of Government, 1998.

Bronfenbrenner, U., & Ceci, S. J. *"The bell curve": Are today's "New interpreters" espousing yesterday's science?* Ithaca, NY : Cornell University, Department of Human Development and Family Studies, 1994b.

—. "Nature-nurture reconceptualized: A bioecological model." *Psychological Review*, 1994a: 568-586.

Bronfenbrenner, U., & Ceci, S.J. "Heredity, environment and the question "How?" A new theoretical perspective for the 1990s." In *Nature, nurture, and psychology*, edited by R. P., 313-324. Washington, DC: American Psychological Association, 1993.

Bronfenbrenner, U., & Morris, P. A. *The ecology of developmental process.* Vol. 1, in *Handbook of child psychology*, edited by W. Damon, 993-1028. New York: John Wiley & Sons, 1998.

Brown, G. T. L., & Chai, C. "Assessing instructional leadership: A longitudinal study of new principals." *Journal of Educational Administration* 50, no. 6 (2012): 753-772.

Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. *Organizing for schools improvement: Lessons from Chicago.* Chicago, IL: University of Chicago Press, 2010.

Bryson, Crosby & Stone, 2006. "The design and implementation of cross-sector collaborations: Propositions for literature." *Public Administration Review*, 2006.

Burt, R. S. *Brokerage and closure.* New York: Oxford University Press, 2005.

Burt, R. S. "Positions in networks." *Social Forces* 55 (1976): 93-122.

—. *Structural holes: The structure of competition.* Cambridge, MA: Harvard University Press, 1992.

Burt, R. S. "The network structure of social capital." In *Research in Organizational Behavior*, edited by R. I. Sutton and B. M. Staw, 345-423. Greenwich, CT: JAI Press, 2000.

—. *Towards a structural theory of action: Network models of social structure, perceptions, and action.* New York: Academic Press, 1982.

Burt, R. "Structural holes versus network closure as social capital." In *Social capital: theory and research*, edited by Ronald Burt, 31-56. New York: Aldine de Gruyter, 2001.

Burt, R. "Structural holes versus network closure as social capital." In *Social capital: Theory and research*, edited by R. Burt, 31-56. New York: Aldine de Gruyter, 2001.

Camburn, E., Rowan, B., & Taylor, J. E. "Distributed leafdership in schools: The case of elementary schools adopting comprehensive school reform models." *Educational Evaluation and Policy Analysis* 25 (2003): 347-373.

Carter, D. & Hyleck, E. *Social networks matter.* Baltimore: Annie E. Casey Foundation, Planning, Research and Development Unit, 2003.

Cartwright, D. & Zander, A. *Group dynamics: Research and theory.* Evanston, IL: Row, Peterson and Company, 1953.

Cawelti, G., & Protheroe, N. *High student achievement: How six school districts changed into high-performing systems.* Arlington, VA: Educational Research Service, 2001.

Challis, L., Fuller, S., Henwood, M., Klein, R., Plowden, W., Webb, A., Whittinghan, P., & Wistow, G. *Joint approaches to social policy.* Cambridge: Cambridge University Press, 1988.

Chisholm, R. F. *Developing network organizations.* Reading: MA: Addison-Wesley, 1998.

Cibulka, J., & Kritek, W. (Eds.). *Coordination among schools, families, and communities: Prospects for educational reform.* Albany: State University of New York Press, 1996.

Claridge, T. *A comprehensive resource on social capital and its research. Social capital and natural resource management, Unpublished Thesis, The University of Queensland, Brisbane, Australia.* Brisbane, 2004.

Clark, G. K. *The critical historian.* Portsmouth, NH: Heinemann Educational Books, 1967.

Coalition for Community Schools. n.d.

Coalition for Community Schools. Washington, DC: Coalition for Community Schools, 2006.

Coburn, C., Choi, L., & Mata, W. ""I would go to her because her mind is math": Network formation in the context of a district-based mathematics reform." In *Social network theory and educational change*, edited by A. J. Daly, 33-50. Cambridge, MA: Harvard Education Press, 2010.

Coleman, J. "Families and schools." *Educational Researcher*, 1987: 32-38.

Coleman, J. S. *Foundations of social theory.* Cambridge, MA: Harvard University Press, 1990.

Coleman, J. S. "Social capital in the creation of human capital." *American Journal of Sociology* 94 (1988a): 95-120.

Community schools research brief. Washington, DC: Coalition for Community Schools, 2009.

Cook, K. S., ed. *Social exchange theory.* Newbury Park, CA: Sage, 1987.

Cook, K. S., & Emerson, R. M. "Power, equity, and commitment in exchange networks." 43 (1978): 721-739.

Cook, K. S., Emerson, R. M., Gillmore, M. R., & Yamagishi, T. "The distribution of power in exchange networks: Theory and experimental results." *American Journal of Sociology* 89 (1983): 275-305.

Corbin, J., & Strauss, A. *Basics of qualitative research.* Thousand Oaks, CA: Sage, 2008.

Creswell, J. W. *Qualitative inquiry & research design: Chossing among five approaches (2nd ed.).* Thousand Oaks, CA: Sage, 2007.

Crosby, B. C., & Bryson, J. M. *Leadership for the common good: Tackling public problems in a shared power world.* San Francisco: Jossey-Bass, 2005.

Cross, R., & Parker, A. *The hidden power of social networks.* Boston, MA: Harvard Business School Press, 2004.

Crowson, R. L., & Boyd, W. L. "Coordinated services for children: Designing arks for storms and seas unknown." *American Journal of Education* 101, no. 2 (1993): 140-179.

Crowson, R. L., & Boyd, W. L. "Structures and strategies: Toward an understanding of alternative models for coordinated children's services." In *Coordination among schools, families, and communities: Prospects for educational reform*, edited by J. G. Cibulka and W. J. Kritek, 137-169. Albany: State University of New York Press, 1996.

Crowson, R. L., & Boyd, W. L. *The constraints to coordinating services for children: A new institutionalism perspective.* San Francisco, CA: Paper present at the annual meeting of the American Educational Research Association, 1995.

Cuban, L. *The Practice of Leadership in Schools: The Managerial Imperative.* Albany: SUNY Press, 1987.

Curry, K. A. *Parent social networks and parent responsibility.* University of Oklahoma, Norman, OK: Unpublished doctoral dissertation, 2011.

Daly, A. J., ed. *Social network theory and educational change.* Cambridge, MA: Harvard Education Press, 2010.

Daly, A. J., & Finnigan, K. "A bridge between worlds: Understanding network structure to understand change strategy." *Journal of Educational Change* (Advance online publication. doi:10.1007/s10833-009-9102-5), 2009.

Daly, A. J., & Finnigan, K. S. "The ebb and flow of social network ties between district leaders under high-stakes accountability." *American Educational Research Journal* (An Educational Research Journal OnlineFirst, published on June 4, 2010), 2010: 1-41.

Daly, A. J., & Finnigan, K. S. "The ebb and flow of social network ties between district leaders under high-stakes accountability." *American Educational Research Journal* XX, no. X (2010): 1-40.

Dekker, P., and E. Uslaner, . *Social capital and participation in everyday life.* London: Routledge/ECPR, 2001.

DiPaola, M. F., & Hoy, W. K. *Principals improving instruction: Supervision, evaluation, and professional development.* Boston: Pearson/Allyn & Bacon, 2008.

DiRamio, D., Theroux, R., & Guarino, A. J. "Faculty hiring at top-ranked higher education administration programs: An examination using social network analysis." *Innovative Higher Education* 34 (2009): 149-159.

Donaldson, G. *Cultivating leadership in schools: Connecting people, purpose, and practice. 2nd ed.* New York: Teachers College Press, 2006.

Doreian, P. "Estimating linear models with spatially distributed data." In *Sociological Methodology*, edited by S. Leinhardt, 359-388. San Francisco: Jossey-Bass, 1981.

Driscoll, M. E., & Kerchner, C. T. "The implications of social capital for schools, communities and cities: Educational administration as if a sense of place mattered." In *Handbook of research on educational administration*, edited by J. Murphy and K. S. Louis. San Francisco: Jossey-Bass, 1999.

Dryfoos, J. *Full service community schools: A strategy-not a program.* Wiley Perodicals, Inc., 2005.

Dryfoos, J. G. *Evaluation of community schools: Findings to date.* Paper, Carnegie Corporation, n. d.

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

—. *Full-service schools: A revolution in health and social services for children, youth, and families.* San Francisco: Jossey-Bass, 1994.

Dryfoss, J. G. "The role of the school in children's out-of-school time." *The Future of Children* 9, no. 2 (1999): 117-134.

Duncan, G. J., & Brooks-Gunn, J. *Consequences of growning up poor.* New York: Russell Sage Foundation Press, 1997.

Durland, M. *Understanding sociograms: A guide to understanding network analysis mapping.* Elburn, IL: Durland Consulting Inc, 2003.

Dyer, J. H., & Singh, H. "The relational view: Cooperative strategies and sources of interorganizational competitive advantage." *Academy of Management Review* 23, no. 4 (1998): 660-679.

Dyk, P. H., & Wilson, S. M. "Family-based social capital considerations as predictors of attainments among Appalachian youth." *Sociological Inquiry* 69, no. 3 (1999): 477-503.

Elmore, R. *Building a new structure for school leadership.* Washington, DC: The Albert Shanker Institute, 2000.

Elmore, R. F., & Associates. *Restructuring schools: The next generation of educational reform.* San Francisco: Jossey-Bass, 1990.

Emirbayer, M. "Manifesto for a relational sociology." *The American Journal of Sociology* 103, no. 2 (1997): 218-317.

Epstein, J., & Dauber, S. "School programs and teacher practices of parent involvement in inner-city elementary and middle schools." *Elementary School Journal* 91 (1991): 279-289.

Erickson, B. H. "A structural approach to network and cultural resources." Department of Sociology, University of Toronto: Unpublished paper, 1996.

—. "Networks, success, and class structure: A total view." *Sunbelt Social Networks Conference.* Charleston, S. C., 1995.

Feld, S. L. "The focused organization of social ties." *American Journal of Sociology*, 1981: 1015-1035.

Firestone, W. A., & Herriott, R. E. "The formalization of qualitative research: An adaptation of "soft" science to the policy world." *Evaluation Review* 7 (1983): 437-466.

Firestone, W. A., & Riehl, C. *A new agenda: Directions for research on educational leadership.* New York: Teachers College Press, 2005.

Fischer, C. S. *To dwell among friends: Personal networks in town and city.* Chicago: University of Chicago Press, 1982.

Flap, H. D. "No man is an island." In *Conventions and structures in economic organization*, edited by O. Favereau and E. Lazega, 29-59. Chellenham: Edward Elgar, 2001.

Flap, H. D. "Social capital in the reproduction of inequality." *Comparative Sociology of Family, Health and Education* 20 (1991): 6179-202.

Forsyth, E., & Katz, L. "A matrix approach to the analysis of sociometric data: Preliminary report." *Sociometry* 9 (1946): 340-347.

Forsyth, P. B., Adams, C. M., & Hoy, W. K. *Collective trust: Why schools can't improve without it.* New York: Teachers College Press, 2011.

Freeman, L. C. *Alliances: A new formalism for primary groups and its relationships to cliques and to structural equivalences.* Unpublished manuscript, 1988.

—. *The development of social network analysis.* Vancouver, BC: Empirical Press, 2004.

Freeman, L. C. "Turning a profit from mathematics: The case of social networks." *Journal of Mathematical Sociology* 10 (1984): 343-360.

Freeman, L. C., Freeman, S. C., & Michaelson, A. G. "How humans see social groups: A test of the Sailer-Gaulin models." *Journal of Quantitative Anthropology* 1 (1989): 229-238.

Freeman, L. C., Romney, A. K., & Freeman, S. C. "Cognitive structure and informant accuracy." *American Anthropologist* 89 (1987): 310-325.

Friedkin, N. E. "A formal theory of social power." *Journal of Mathematical Sociology* 12 (1986): 103-126.

Friedkin, N. E., & Cook, K. S. "Peer group influence." *Sociological Methods and Research* 19 (1990): 122-143.

Fukuyama, F. *Trust: The social virtues and the creation of prosperity.* New York: Simon and Schuster, Inc., 1995.

Fusarelli, B. C. "The politics of coordinated services for children: Inter-institutional relations and social justice." In *Handbook of research on the politics of education*, edited by B. C. Cooper, 350-373. Mawah, NJ: Erlbaum, 2008.

Gardner, J. W. *The changing nature of leadership.* Washington, DC: Leadership Studies Program, Independent Sector, 1988.

Gibbs, Graham. *Analyzing qualitative data.* London: SAGE, 2007.

Glaser, B. G., & Strauss, A. L. "Discovery of substantive theory." In *Qualitative methodology*, edited by W. Filstead, 288-297. Chicago: Rand McNally, 1970.

Goldring, E. B., & Hausman, C. *"Civic capacity and school principals: The missing links for community development". Paper presented at the Annual Meeting of the American Educational Research Association.* Seattle, WA: AERA, 2000.

Goldring, E. B., Porter, A. C., Murphy, J., Elliott, S. N., & Cravens, X. ""Assessing learning-centered leadership: Connections to research, professional standards and current practices"." *Leadership and Policy in Schools* 8, no. 1 (2009): 1-36.

Goldring, E., & Sims, P. "Propelling teaching and learning: The politics of leadership academies and district-community-university partnerships." *Education Policy* 19, no. 1 (2005): 223-249.

Goodson, I., Moore, S., & Hargreaves, A. "Teacher nostalgia and the sustainability of reform: The generation and degeneration of teachers' missions, memory, and meaning." *Educational Administration Quarterly* 42, no. 1 (2006): 42-61.

Goodwin, C., & Goodwin, M. "Formulating planes: Seeing as a situated activity." In *Cognition and communication at work*, edited by Y. Engestrom and D. Middleton. New York: Cambridge University Press, 1996.

Gottlieb, B. H. "Preventive interventions involving social networks and social support." In *Social networks and social support*, edited by B. H. Gottlieb, 201-232. Newbury Park, CA: Sage, 1981.

Granovetter, M. "Economic action and social structure: The problem of embeddedness." *American Journal of Sociology*, 1985: 481-93.

Granovetter, M. S. "The strength of weak ties." *American Journal of Sociology* 78, no. 6 (1973): 1360-1380.

Granovetter, M. S. "The strength of weak ties: A network theory revisited." In *Social structure and network analysis*, edited by P. V. Marsden and N. Lin, 105-130. Beverly Hills, CA: Sage, 1982.

Gray, B. *Collaborating: Finding common ground for multiparty problems.* San Francisco: Jossey-Bass, 1989.

Gronn, P. "Distributed Leadership." In *Second International Handbook of Educational Leadership and Administration*, edited by K. Leithwood, et al. Dordrecht: Kluwer, 2002.

Gronn, P. "The future of distributed leadership." *Journal of Educational Administration* 46, no. 2 (2008): 141-158.

Haertel, G. D., & Wang, M. (Eds.). *Coordination, cooperation, collaboration: What we know about school-linked services.* Philadelphia, PA: The Mid-Atlantic Regional Laboratory for Student Success at Temple University, 1997.

Hallinger, P. ""Leadershp for learning: Lessons from 40 years of empirical research"." *Journal of Educational Administration* 49, no. 2 (2011b): 125-42.

Hallinger, P. *Instructional leadership: How has the model evolved and what have we learned?* Montreal, Canada: Paper presented at the annual meeting of the American Educational Research Association, 2005.

Hallinger, P., & Richardson, D. "Models for shared leadership: evolving structures and relationships." *The Urban Review* 20 (1988): 229-45.

Halpern, R. *Rebuilding the inner city: A history of neighborhood initiatives to address poverty in the United States.* New York: Columbia University Press, 1995.

Hancock, D. R., Algozzine, B. *Doing case study research: A practical guide for beginning researchers.* New York: Teachers College, 2006.

Hanneman, R. A., & Riddle, M. *Introduction to social network methods.* Riverside, CA: University of California, Riverside published in digital form, 2005.

Hansen, M. "The search-transfer problem: The role of weak ties in sharing knowledge across organizational subunits." *Administrative Science Quarterly* 44, no. 1 (1999): 82-111.

Harary, F., & Norman, R. Z. *Graph theory as a mathematical model in social science.* Ann Arbor: University of Michigan Press, 1953.

Harary, F., Norman, R. Z., & Cartwright, D. *Structural models: An introduction to the theory of directed graphs.* New York: John Wiley and Sons, 1965.

Harris, A. & Chapman, C. "Democratic leadership for school improvement in challenging contexts." Paper presented to the International Congress on School Effectiveness and Improvement, Copenhagen, 2002.

Heller, M. J., & Firestone, W. A. "Who's in charge here? Sources of leadership for change in eight schools." *Elementary School Journal* 95 (1995): 65-86.

Hetherington, E. M., & Clingempeel, W. G. "Coping with marital transitions." *Monographs of the Society for Research in Child Development,* 1992.

Hill, P. T., & Celio, M. B. . *Fixing urban schools.* Washington, DC: The Brookings Institution Press, 1999.

Hite, J. M., Hite, S. J., Mugimu, C. B., & Nsubuga, Y. K. "Strategic "co-opetition": Headteacher networking in Uganda's secondar schools." In *Social network theory and educational change,* 197-219. Cambridge, MA: Harvard Education Press, 2010.

Holland, P. W., & Leinhardt, S. "An exponential family of probability distributions for directed graphs." *Journal of American Statistical Association* 76 (1981): 33-65.

Hollingshead, C. E. *Elmtown's Youth.* London: Wiley, 1949.

Honig, M., Kahne, J., & McLaughlin, M. W. "School-community connections: Strengthening opportunity to learn and opportunity to teach." In *Handbook of research on teaching,* edited by V. Richardson, 998-1028. Washington, DC: AERA, 1999.

Horvat, E., Weininger, E., & Laureau, A. "From social ties to social capital: Class differences in the relations between schools and parents network." *American Educational Research Journal*, 2003: 319-351.

Huxham, C. , & Vangen, S. *Managing to collaborate.* London: Routledge, 2005.

Israel, B. A., Schultz, A. J., Parker, E. A., & Becker, A. B. "Review of community-based research: Assessing partnership approaches to improve public health." *Annual Review of Public Health* 19 (1998): 173-202.

Jazzar, M., & Algozzine, R. *Keys to successful 21st century educational leadership.* Boston, MA: Allyn & Bacon, 2007.

Jean-Marie, G., & Curry, K. A. "Cross-boundary leadership: A reform model in title 1 elementary schools." In *Social justice leadership for a global world. Book series: Educational Leadership for Social Justice*, edited by C. Gerstl-Pepin and J. A. Aiken, 287-306. North Carolina: Information Age Publishing, 2012.

Jean-Marie, G., Ruffin, V., & Burr, K. "Leading across boundaries: The role of the community schools and cross-boundary leadership in school reform." In *New perspectives in educational leadership: Exploring social, political, and community contexts and meaning*, edited by S. Horsford, 217-238. New York, NY: Peter Lang, 2010.

Jennings, E. T., & Ewalt, J. A. G. "Interorganizational coordination, administrative consolidation and policy performance." *Public Administrative Review* 58, no. 5 (1998): 417-28.

Johnson, B. C. "Coordinated services and urban school reform: A comparative study of three school districts. Doctoral dissertation, The Pennsylvania State University, 2001." Vol. 7. no. 62. Dissertation Abstracts International, 2001.

Jordan, A. *Tapping the power of social networks: Understanding the role of social networks in strengthening families and transforming communities.* Baltimore: Annie E. Casey Foundation, 2006.

Kadushin, C. "The friends and supporters of psychotherapy: On social circles in urban life." *American Sociological Review* 31 (1966): 786-802.

Kahn, A., & Kammerman, S. *Integrating service integration: An overview of initiatives, issues, and possibilities.* New York: National Center for Children in Poverty, 1992.

Kanter, R. M. *Men and Women of the Corporations.* New York: Basic Books, 1977.

Kapferer, B. "Norms and the manipulation of relationships in a work context." In *Social networks in urban settings*, edited by J. C. Mitchell, 181-244. Manchester, England: Manchester University Press, 1969.

Katz, L. "On the matric analysis of sociometric data." *Sociometry* 10 (1947): 233-241.

Kirst, M. W. ""Improving children's services: Overcoming barriers, creating new opportunities"." *Phi Delta Kappan*, 1991: 615-18.

Kirst, M. W., & Kelley, C. "Collaboration to improve education and children's services: Politics and policy making." In *School-community connections: Exploring issues for research and practice*, edited by L. C. Rigsby, 21-43. Jossey-Bass, 1995.

Klovdahl, A. S. "VIEW-NET: A new tool for network analysis." *Social Networks* 8 (1986): 313-342.

Knapp, M. S., Bamburg, J., Ferguson, M., & Hill, P. "Converging reforms and the working lives of front -line professionals." *Education Policy* 12, no. 4 (1998): 397-418.

Knoke, D., Yang, S. *Social network analysis: Quantitative applications in social sciences.* 2. Thousand Oaks, CA: SAGE, 2008.

Koka, B., Prescott, J. "Strategic alliances as social capital: A multidimensional view." *Strategic Managment Journal* 23 (2002): 795-816.

Krackhardt, D. "Cognitive social structures." *Social Networks* 9 (1987a): 109-134.

Krebs, V., & Holley, J. *Building smart communities through network weaving.* Valdis Krebs, 2002-2005.

Kuzel, A. J. "Sampling." In *Doing qualitative research*, edited by B. F. Crabtree and W. L. Miller. Newbury Park, CA: Sage, 1999.

Lambert, L. "Beyond instructional leadership: A framework for shared leadership." *Association for Supervision and Curriculum Development* 59, no. 8 (2002): 37-40.

—. *Building leadership capacity in schools.* Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Lambert, L., Collay, M., Dietz, M. E., Kent, K., & Richert, A. E. *Who will save our schools? Teachers as constructivist leaders.* Thousand Oaks, CA: Corwin Press, 1997.

Lambert, L., Walker, D., Zimmerman, D., Cooper, J., Lambert, M., Gardner,. M., & Ford-Slack, P. J. *The constructivist leader.* New York: Teachers College Press, 1995.

Lareau, A. *Home advantage: Social class and parental intevention in elementary education.* New York: The Falmer Press, 1989.

Lareau, A., Weininger, E. B. "Cultural capital in educational research: A critical assessment." *Theory and Society*, 2003: 567-606.

Laumann, E. O., & Knoke, D. *The organizational state: Social choice in national policy domains.* Madison, WI: University of Wisconsin Press, 1987.

Laumann, E. O., & Pappi, F. "New directions in the study of elites." *American Sociological Review*, 1973: 212-230.

—. *Networks of collective action: A perspective on community influence systems.* New York: Academic Press, 1976.

Laumann, E. O., Marsden, P. V., & Galaskiewicz, J. "Community-elite influence structures: Extension of a network approach." *American Journal of Sociology* 83 (1977): 594-631.

Leana, C. R., & Pil, F. K. "Social capital and organizational performance: Evidence from urban public schools." *Organization Science* 17, no. 3 (2006): 353-366.

Leavitt, H. J. *Some effects of certain communication patterns on group performance. Unpublished Ph. D. Dissertation.* Cambridge, MA: Massachusetts Institute of Technology, 1949.

Leavitt, H. J. "Some effects of communication patterns on group performance." *Journal of Abnormal and Social Psychology* 46 (1951): 38-50.

Leedy, P. D., & Ormrod, E. J. *Practical research planning & design (8th ed.).* Upper Saddle River, NJ: Pearson Education, Inc., 2005.

Leithwood, K. A., & Riehl, C. *What we know about successful school leadership.* Philadelphia, PA: Laboratory for Student Success, Temple University, 2003.

Leithwood, K., Seashore Louis, K., Wahlstrom, K., Anderson, S., Mascall, B., & Gordon, M. "How successful leadership influences student learning: The second installment of a longer story." In *Second International Handbook of Educational Change*, edited by K., Seashore Louis, K., Wahlstrom, K., Anderson, S., Mascall, B., & Gordon, M. Leithwood, 611-629. Toronto: OISE, University of Toronto, 2010.

Leithwood, K., Seashore, L. K., Anderson, S. & Wahlstrom, K. *How leadership influences student learning.* Toronto: Ontario Institute for Studies in Education, Center for Applied Research and Educational Improvement, 2004.

Levine, A. *Educating school leaders.* New York: The Education Schools Project, 2005.

Levine, J. H. "The sphere of influence." *American Sociological Review* 37 (1972): 14-27.

Levy, J. A., & Pescosolido, B. A. *Social networks and health.* London: Elsevier, 2002.

Lieberman, A., & Miller, L. "Restructuring schools: What matters and what works." *Phi Delta Kappan*, 1990: 759-764.

Lin, N. "A network theory of social capital." In *The Handbook of Social Capital*, edited by D. Castiglione, J. W. Van Deth and G. Wolleb, 50-59. Oxford, New York: Oxford University Press, 2008.

Lin, N. "Building a network theory of social capital." *Connections* 22, no. 1 (1999a): 28-51.

—. *Social capital: A theory of social structure and action.* New York: NY: Cambridge Univesity Press, 2001a.

Lin, N. "Social resources and instrumental action." In *Social structure and network analysis*, edited by P. V. Marsden and N. Lin, 131-45. Beverly Hills, California: Sage, 1982.

Lin, N., Woelfel, M., & Light, S. C. "Buffering the impact of the most important life event." In *Social support, life events, and depression*, edited by N. Lin, A. Dean and W. M. Ensel, 307-332. New York: Academic Press, 1986.

Lincoln, Y., & Guba, E. *Naturalistic inquiry.* Beverly Hills, CA: Sage, 1985.

Little, J. W. "Inside teacher community: Representations of classroom practice." *Teacher College Record* 105, no. 6 (2003): 913-945.

Little, J. W., & Long, C. *Cases in emerging leadership by teachers: The school-level instructional support team.* San Francisco: Far West Lab, 1985.

Little, J., Long, C., & Guilkey-Amado, J. *Expanding professional collaboration in schools: Can districts organize leadership by teachers?* San Francisco: Far West Lab, 1986.

Lorrain, F., & White, H. C. "Structural equivalence of individuals in social networks." *Journal of Mathematical Sociology* 1 (1971): 49-80.

Loury, G. C. "A dynamic theory of racial income differences." In *Women, minorities, and employment discrimination*, edited by P. A. Wallace and A. M. La Mond, 153-86. Lexington, MA: Heath, 1977.

Loury, G. C. "Intergenerational transfers and the distribution of earnings." *Econometrica* 49 (1981): 843-67.

Luce, R. D., & Perry, A. D. "A method of matrix analysis of group structure." *Psychometrika* 14 (1949): 95-116.

Malen, B. "The micropolitics of education: Mapping the multiple dimensions of power relations in school politics." In *The study of educational politics: The twenty-fifth anniversary yearbook of the politics of educational association*, edited by J. Scribner and D. Layton. New York: Falmer, 1995.

Markovsky, B., Willer, D., & Patton, T. "Power relations in exchange networks." *American Sociological Review* 53 (1988): 220-236.

Marks, H., & Printy, S. "Principal leadership and school performance: An integration of transformational and instructional leadership." *Educational Leadership Quarterly* 34, no. 3 (2003): 370-397.

Marsden, P. V. *Network sampling and network effects model.* Unpublished manuscript, 1990a.

Massell, D., & Goertz, M. "District strategies for building instructional capacity." In *School districts and instructional renewal*, edited by A. Hightower, M. S. Knapp, J. Marsh and M. W. McLaughlin, 43-60. New York: Teachers College Press, 2002.

McCombs, B. L., & Quiat, M. "What makes a comprehensive school reform model learner centered?" *Urban Education* 37, no. 4 (2002): 476-96.

McPherson, J. M. "Hypernetwork sampling: Duality and differentiation among voluntary organizations." *Social Networks* 3 (1982): 225-249.

Melaville, A., Blank, M., & Asayesh, G. *A guide for crafting a profamily system of education and human services.* Washington, DC: U. S. Government Printing Office, 1993.

Merriam, S. *Qualitative research and case study applications in education.* San Francisco: Jossey-Bass, 1998.

Miles, M. B. & Huberman, A. M. *An expanded sourcebook: Qualitative data analysis.* 2nd . Thousand Oaks, CA: SAGE, 1994.

Mitchell, J. C. (Ed.). *Social networks in urban settings.* Manchester, England: Manchester University Press, 1969.

Mokken, R. J. "Cliques, clubs and clans." *Quality and Quantity* 13 (1979): 161-173.

Moller, G., & Pankake, A. *Lead with me: A principals guide to teacher leadership.* Larchmont, NY: Eye on Education, 2006.

Monge, P. R., Rothman, L. W., Eisenberg, E. M., Miller, K. I., & Kirste, K. "The dynamics of organizational proximity." *Management Science*, 1985: 1129-1141.

Moolenaar, N. M., & Sleegers, P. J. C. "Social networks, trust, and innovation: The role of relationships in supporting an innovative climate in Dutch schools." In *Social network theory and educational change*, edited by A. J. Daly, 97-114. Cambridge, MA: Harvard Education Press, 2010.

Morse, J. M. "Qualitative nursing research: A free-for-all?" In *Qualitative nursing research: A contemporary dialogue*, edited by J. M. Morse, 14-22. Rockville, MD: Aspen, 1989.

Murphy, J. F., & Meyers, C. V. *Turning around failing schools: Leadership lessons from the organizational sciences.* Thousand Oaks, CA: Corwin Press, 2007.

Murphy, J., Beck, L. G., Crawford, M., Hodges, A., & McGauphy, C. L. *The productive high school: Creating personalized academic communities.* Prod. Coalition for Community Schools. Thousand Oaks, CA: Corwin Press, 2001.

Murphy, J., Hallinger, P., & Miller, S. "Barriers to instructional leadership." *The Canadian Administrator* 27, no. 3 (1987): 1-9.

Nadel, S. F. *The theory of social structure.* Glencoe, IL: Free Press, 1957.

Nahapiet, J., & Ghoshal, S. "Social capital, intellectual capital, and the organizational advantage." *Academy of Management Review* 23 (1998): 242-266.

Nemeth, R. J., & Smith, D. A. "International trade and world-system structure: A multiple network analysis." *Review* 8 (1985): 517-560.

Newmann, F. M. "Beyond common sense in educaional restructuring: The issues of content and linkage." *Educational Reviewer* 22 (1993): 4-13.

Olson, L. "Principals try new styles as instructional leaders." *Education Week* 20, no. 9 (2000).

Onyx, J., & Bullen, P. "Sources of social capital." In *Social capital and public policy in Australia,* edited by I. Winter, 105-135. Melbourne: National Library of Australia, 2000.

O'Toole, L. J. "Treating networks seriously: Practical and research-based agendas in public administration." *Public Administration Review* 57 (1997): 45-52.

Panasonic Foundation: "Breaking the links between race, poverty and achievement." 2007, December.

Parkay, F. W., Hass, G., & Anctil, E. J. *Curriculum leadership: Reading for developing quality educational programs.* 9. Pearson, 2009.

Pattison, P. E. *Algebraic models for social networks.* Cambridge, England: Cambridge University Press, 1993.

Patton, M. Q. *Qualitative research and evaluation methods (3rd ed.).* Thousand Oaks, CA: Sage, 2002.

Patton, M. *Qualitative evaluation and research methods.* 2. Newbury Park, CA: Sage, 1990.

Peirce, N., & Johnson, C. *Boundary crossers: Community leadership for a global age.* College Park, MD: Academy of Leadership, 1998.

Penuel, W. R., Frank, K. A., & Krause, A. "Between leaders and teachers: Using social network analysis to examine the effects of distributed leadership." In *Social network theory and educational change*, edited by A. J. Daly, 159-178. Cambridge, MA: Harvard Education Press, 2010.

Penuel, W. R., Riel, M. R., Krause, A., & Frank, K. A. "Analyzing teachers' professional interactions in a school as social capital: A social network approach." *Teachers College Record* 111, no. 1 (2009): 124-163.

Plastrik, P., & Taylor, M. *Network power for philanthropy and nonprofits.* Boston: Barr Foundation, 2004.

Poplin, M. "The restructuring movement and voices from the inside: Compatibilities and incompatibilities." *Seminar conducted at the meeting of the Association of California School Adminstrators.* Palm Springs, CA, 1994.

Portin, B. S., & Knapp, M. S. *Expanding learning-focused leadership in US urban schools.* Vol. 25, in *International handbook of leadership for learning*, edited by T. Townsend and M. MacBeath, 503-527. Seattle, WA: Springer International Handbooks of Education, 2011.

Pounder, D., Ogawa, R., & Adams, E. "Leadership as an organization-wide phenomena: Its impact on school performance." *Educational Administration Quarterly* 31, no. 4 (1995): 564-588.

Provan, K. G., & Milward, H. B. "Do networks really work? A framework for evaluating public sector organizational networks." *Public Administration Review* 61, no. 4 (2001): 400-409.

Provan, K. G., Veazie, M. A., Staten, Teufel-Shone. "The use of network analysis to strengthen community partnerships." *Public Administration Review, September/October* 65, no. 5 (2005): 603-613.

Putnam, R. D. "Bowling alone: America's declining social capital." *Journal of Democracy* 6 (1995): 65-78.

—. *Bowling alone: The collapse and revival of american community.* New York: Simon & Schuster, 2000.

Putnam, R. D. "The prosperous community: Social capital and public life." *American Prospect* 13 (1993): 35-42.

Quinn, D. M. ""The impact of principal leadership behaviors on instructional practice and student engagement"." *Journal of Educational Administration* 40, no. 5 (2002): 447-67.

Ravitch, S. M. "Becoming uncomfortable: Transforming my praxis." In *Matters of interpretation: Reciprocal transformation in therapeutic and developmental relationships with youth*, edited by M. J. Nakkula and S. M. Ravitch. San Francisco: Jossey-Bass, 1998.

Ream, R., & Palardy, G. "Reexamining social class differences in the availability and the educational utility of parental social capital." *American Educational Research Journal*, 2008: 238-273.

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. ""The impact of leadership on student outcomes: An analysis of the differential effects of leadership types"." *Educational Administration Quarterly* 44, no. 5 (2008a): 635-74.

Romney, A. K., & Faust, K. "Predicting the structure of a communications network from recalled data." *Social Networks* 4 (1982): 285-304.

Rubin, H. J., & Rubin, I. S. *Qualitative interviewing: The art of hearing data.* Thousand Oaks, CA: Sage, 1995.

Sageman, M. *Understanding terror networks.* Philadelphia: University of Pennsylvania Press, 2004.

Sailer, L. D., & Gaulin, S. J. C. "Proximity, sociality, and observation: The definition of social groups." *American Anthropologist* 86 (1984): 91-98.

Samberg, L., & Sheeran, M. *Community school models.* Washington, DC: Coalition for Community Schools, 2000.

Scott, J. *Social network analysis: A handbook (Vol. 2).* Greenwich, CT: Sage, 2000.

—. *Social network analysis: A handbook.* London, UK: Sage, 1987.

Seashore, L. K., Leithwood, K., Wahlstrom, K., & Anderson, S. *Investigating the links to improved student learning.* Minneapolis, MN: University of Minnesota Center for Applied Research, 2010.

Seidman, S. B., & Foster, B. L. "A graph-theoretic generalizaton of the clique concept." *Journal of Mathematical Sociology* 6 (1978a): 139-154.

Senge, P. *The fifth discipline: The art and practice of the learning organization.* New York, NY: Doubleday, 1990.

Shellard, E. G. "Using assessment to support reading instruction." *Principal* 83, no. 2 (2003): 34-40.

Shipps, D. "Urban regime theory and the reform of public schools: Governance, power, and leadership." In *Handbook of education politics and policy,* edited by B. S. Cooper, 89-108. New York: Routledge, 2008.

Snyder, D., & Kick, E. "Structural position in the world system and economic growth 1955-70: A multiple network analysis of transnational interactions." *American Journal of Sociology*, 1979: 1096-1126.

Spillane, J. P., Halverson, R., & Diamond, J. B. "Investigating school leadership practice: A distributive perspective." *Educational Researcher* 30, no. 3 (2001): 23-28.

Spillane, P., Healey, K., & Kim, C. M. "Leading and managing instruction: Formal and informal aspects of the elementary school organization." In *Social network theory and educational change,* edited by A. J. Daly, 129-158. Cambridge, MA: Harvard Education Press, 2010.

Stanton-Salazar, R. D. "A social capital framework for understanding the socialization of racial minority children and youth." *Harvard Educational Review*, 1997: 1-40.

Stanton-Salazar, R. D., & Dornbusch, S. M. "Social capital and the reproduction of inequality: Information networks among Mexican-origin high school students." *Sociology of Education* 68 (1995): 116-135.

Strauss, A. *Qualitative analysis for social scientists.* Cambridge, UK: Cambridge University Press, 1987.

Swanborn, P. *Case study research: What, why, and how?* London: SAGE, 2010.

TACSI. n. d.

Talbert, J. E., & McLaughlin, M. W. "Understanding teaching in context." In *Teaching for understanding: Challenges for policy and practice*, edited by D. K. Cohen, M. W. McLaughlin and J. E. Talbert. San Francisco: Jossey-Bass, 1993.

"Task Force on Education of Young Adolescents." *Turning points: Preparing American youth for the 21st century.* Washington, DC: Carnegie Council on Adolescent Development, 1989.

Teddlie, C., & Stringfield, S. "A quarter-century of U. S. school effectiveness and improvement research." In *International handbook of school effectiveness and improvement*, edited by T. Townsend, 131-166. New York: Springer, 2007.

Thurman, B. "In the office: Networks and coalitions." *Social Networks* 2 (1980): 47-63.

Togneri, W., & Anderson, S. *Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools.* Washington, DC: The Learning First Alliance and the Association for Supervision and Curriculum Development, 2003.

Traynor, W. *Reflections on community organizing and resident engagement in the rebuilding communities initiative.* Baltimore: Annie E. Casey Foundation, 2002.

Tsai, W., Ghoshal, S. "Social capital and value creation: The role of intra-firm networks." *Academy Management* 41 (1998): 464-478.

Uslaner, E. M. "Volunteering and social capital: How trust and religion shape civic participation in the United States." In *Social capital and participation in everyday life*, 104-117. London: Routeledge, n.d.

Waddock, S. "Public-private partnership as social product and process." *Research in Corporate Social Performance and Policy* 8 (1986): 273-300.

Wagner, J. A. III, & Gooding, R. Z. "Shared influence and organizational behavior: A meta-analysis of situational variables expected to moderate participation-outcome relationships." *Academy of Management Journal* 30, no. 3 (1987): 524-541.

Wang, M. C., Haertel, G. D., & Walberg, H. J. "The effectiveness of collaborative school-linked services." In *School-community connections: Exploring issues for research and practice*, 283-309. San Francisco: Jossey-Bass, 1995.

Wang, M. C., Haertel, G. O., & Walberg, H. J. *Educational resilience: An emergent construct.* Philadelphia, PA: National Education Center on Education in the Inner Cities, 1995.

Warren, M. "Communities and schools: A new view of urban education." *Harvard Educational Review* 75, no. 2 (2005): 133-173.

Warren, M. R., Thompson, J. P., & Saegert, S. "The role of social capital in combating poverty." In *Social capital and poor communities*, edited by S. Saegert, J. P. Thompson and S. Saegert, 1-28. New York: Russell Sage Foundation Press, 2001.

Wasserman, S., & Faust, K. *Social network analysis: Methods and application.* New York: University Press, 1994.

Watts. "The "new" science of networks." *Annual Review of Sociology* 30 (2004): 243-270.

Watts, D. *Six degrees: The science of a connected age.* New York, NY: W. W. Norton, 2003.

—. *Six degrees: The science of a connected age.* New York, NY: W. W. Norton, 2004.

Wellman, B. "The community question: The intimate networks of East Yorkers." *American Journal of Sociology*, 1979: 1201-1231.

Wellman, B., & Wortley, S. "Different strokes from different folks: Community ties and social support." *American Journal of Sociology* 96 (1990): 558-588.

Wellman, B., Carrington, P. J., & Hall A. "Networks as personal communities." In *Social structures: A network approach*, edited by B. Wellman and S. D. Berkowitz, 130-184. Cambridge, England: Cambridge University Press, 1988.

Wellman, B., et al. *Annual Review Sociology* 22 (1996): 213.

White, D. R., & Reitz, K. P. "Graph and semigroup homomorphisms on networks of relations." *Social Networks* 5 (1983): 193-234.

White, D. R., & Reitz, K. P. "Re-thinking the role concept: Hompmorphisms on social networks." In *Research methods in social network analysis*, edited by L. C. Freeman, D. R. White and A. K. Romney, 429-488. Fairfax, VA: George Mason University Press, 1989.

White, H. C. *An anatomy of kinship.* Englewood Cliffs, NJ: Prentice-Hall, 1963.

Williams, P. "The competent boundary spanner." *Public Administration* 80, no. 1 (2002): 103-124.

Winship, C., & Mandel, M. "Roles and positions: A critique and extension of the blockmodeling approach." In *Sociological Methodology*, edited by S. Leinhardt, 314-344. San Francisco: Bossey-Bass, 1983.

Woelfel, J., Fink, E. L., Serota, G. A., Barnett, G. A., Holmes, R., Cody, M., Saltiel, J., Marlier, M., & Gillham, J. R. *GALILEO: A program for metric multidimensional scaling.* Honolulu: East-West Communication Institute, 1977.

Woods, P. A. *Democratic leadership in education.* London: Paul Chapman Publishing, 2005.

Woolcock, M. "Social capital and economic development: Towards a theoretical synthesis and policy framework." *Theory and Society* 27 (1998): 151-208.

Yin, R. K. *Case study research: Design and methods Fourth Edition.* Los Angeles, London, New Delhi, Singapore, Washington DC: SAGE, 2009.

—. *Case study research: Design and methods (fourth edition).* Los Angeles: SAGE, 2009.

—. *Case study research: Design and methods.* 3. Thousand Oaks, CA: Sage, 2003.

Zachary, W. W. "An information flow model for conflict and fission in small groups." *Journal of Anthropological Research* 13 (1977): 452-473.

Zucker, L. G. "Institutional theories of organization." *Annual Review of Sociology* 13 (1987): 443-64.

APPENDIX A

University of Oklahoma-Tulsa
Jeannine Rainbolt College of Education
Schusterman Center
4502 E. 41st Street
Tulsa, OK 74135
Office: 918-660-3889

Thank you for agreeing to be a part of this study. I am a doctoral student at The University of Oklahoma and I am in the dissertation writing stage of my program. My research topic is on the role of the Community School Coordinator in a Community School. You have been chosen as a participant for this study because you are the Community School Coordinator of a sustaining or mentoring community school_____. As a result of your agreeing to be a part of this study, I will conduct an in-depth interview to inform my research question: What is the role and function of the community school coordinator in developing the social network between the school community to meet the academic and on social needs of children? Observations of meetings or events conducted or attended by the Community School Coordinator may also help the researcher in defining the role of the community school coordinator; therefore permission to observe meetings or events on or off the campus is being sought. Permission to record the meetings is being requested. Transcription of the meeting notes will be used in the research. No identification of attendees will be used in the research study.

The interview will be recorded and transcribed using a tape recorder and note pad. It may be necessary to conduct a follow-up interview to ensure the information I record is accurately stated as you intended. This interview will focus on your knowledge and experience as it relates to the topic of the study. I have several questions. Please ask me to explain further if you need clarity about any of the questions.

Statement of Support

I have read the above information. I have asked questions and have received satisfactory answers. I support the study.

Participant Signature Print Name Date

Signature of Person Obtaining Support Date
Verna Dean Ruffin

Print Name of Person Obtaining Support

The University of Oklahoma is an Equal Opportunity Institution

APPENDIX A

University of Oklahoma-Tulsa
Jeannine Rainbolt College of Education
Schusterman Center
4502 E. 41st Street
Tulsa, OK 74135
Office: 918-660-3889

Verbal recruitment script used when approaching participants

I am a doctoral student at The University of Oklahoma and I am in the dissertation writing stage of my program. My research topic is on the role of the Community School Coordinator in a Community School. You have been chosen as a participant for this study because you are the principal of a sustaining or mentoring community school in _____. As a result of your agreeing to be a part of this study, I will conduct an in-depth interview to inform my research question: What is the role and function of the community school coordinator in developing the social network between the school community to meet the academic and on social needs of children? Observations of meetings or events conducted or attended by the Community School Coordinator may also help the researcher in defining the role of the community school coordinator; therefore permission to observe meetings or events on or off the campus is being sought. Permission to record the meetings is being requested. Transcription of the meeting notes will be used in the research. No identification of attendees will be used in the research study. The interview will be recorded and transcribed using a tape recorder and note pad. It may be necessary to conduct a follow-up interview to ensure the information I record is accurately stated as you intended. This interview will focus on your knowledge and experience as it relates to the topic of the study. I have several questions. Please ask me to explain further if you need clarity about any of the questions.

Statement of Support

I have read the above information. I have asked questions and have received satisfactory answers. I support the study.

Participant Signature	Print Name	Date

Signature of Person Obtaining Support	Date

Verna Dean Ruffin

Print Name of Person Obtaining Support

The University of Oklahoma is an Equal Opportunity Institution

APPENDIX A

University of Oklahoma-Tulsa
Jeannine Rainbolt College of Education
Schusterman Center
4502 E. 41st Street
Tulsa, OK 74135
Office: 918-660-3889

Verbal recruitment script used when approaching participants

I am a doctoral student at The University of Oklahoma and I am in the dissertation writing stage of my program. My research topic is on the role of the Community School Coordinator in a Community School. You have been chosen as a participant for this study because you are the Director of the _____ Community School Initiative in _____. As a result of your agreeing to be a part of this study, I will conduct an in-depth interview to inform my research question: What is the role and function of the community school coordinator in developing the social network between the school community to meet the academic and on social needs of children? Observations of meetings or events conducted or attended by the Community School Coordinator may also help the researcher in defining the role of the community school coordinator; therefore permission to observe meetings or events on or off the campus is being sought. Permission to record the meetings is being requested. Transcription of the meeting notes will be used in the research. No identification of attendees will be used in the research study. The interview will be recorded and transcribed using a tape recorder and note pad. It may be necessary to conduct a follow-up interview to ensure the information I record is accurately stated as you intended. This interview will focus on your knowledge and experience as it relates to the topic of the study. I have several

questions. Please ask me to explain further if you need clarity about any of the questions.

Statement of Support

I have read the above information. I have asked questions and have received satisfactory answers. I support the study.

Participant Signature	Print Name	Date

Signature of Person Obtaining Support	Date

Verna Dean Ruffin

Print Name of Person Obtaining Support

The University of Oklahoma is an Equal Opportunity Institution

APPENDIX B

INITIAL INTERVIEW: RESEARCHER CASE STUDY PROTOCOL
COMMUNITY SCHOOL COORDINATOR
Exploratory Case Studies of the Role of the Community Schools Coordinator: Developing the School Social Network in Urban Elementary Schools
Thank you for agreeing to be a part of this study. I am a doctoral student at The University of Oklahoma and I am in the dissertation writing stage of my program. My research topic is on the role of the Community School Coordinator in a Community School. You have been chosen as a participant for this study because you are the Community School Coordinator in a sustaining/mentoring Community School. As a result of your agreeing to be a part of this study, I will conduct an in-depth interview to inform my research questions: What is the role and function of the community school coordinator in developing the social network between the school community to meet the academic and on social needs of children?
The interview will be recorded and transcribed. It may be necessary to conduct a follow-up interview to ensure the information I record is accurately stated as you intended. Thank you for allowing me to interview you. This interview will focus on your knowledge and experience as it relates to the topic of the study. I have several questions. Please ask me to explain further if you need clarity about any of the questions.
*Need recorder
* Note pad
PART I
What is the role and function of a Community School Coordinator (CSC) in the school community to meet the academic and social needs of children?
Can you share your prior professional experiences that may have led to your current role?
 Why did you apply for the position of CSC?
 How long have you been a Community School Coordinator (CSC)?
 How did past experiences, education and/or professional development prepare you for working in a community school?
 What were your expectations for your role in a community school?
 Has the role of CSC evolved over time? If so, in what ways?

IRB NUMBER: 0927 IRB APPROVAL DATE: 08/23/2012

 Does the role of the CSC help schools meet the academic and social needs of children? Please elaborate on your response.

PART II

How does the Community School Coordinator perceive his/her role of fostering the social network to connect the school with the community?

 In your role as Community School Coordinator with whom do you interact to fulfill your responsibilities?

 What is the nature of your interactions within and/or outside the school community?

 Do you meet with community groups and/or organizations?

 If so, how do you determine with which groups or organization you will meet?

 Do you have agenda, logs or communication notes you could share with me?

 How do you perceive the connections between school and community to be a part of fulfilling your responsibility as Community School Coordinator?

Part III

What are the patterns of interaction of the CSC with members in and outside the school? What do the patterns of interaction reveal regarding the relationship between the CSC and members in and outside the school?

 What is the nature of your interaction with parents?

 Do members within the school interact with members of the community groups and/or organizations? If so, do you play a role in bringing the community groups and/or organizations into the school?

 Does your role include scheduling or coordinating meetings between parents and teachers? If so, please explain your role in coordinate meetings between parents and teachers?

 What is the nature of the interaction between parents and teachers in the community school?

 Does your work extend beyond the typical school day (EX 8:30-3:30)?

 What are the hours of your typical work day?

 Describe a typical day/week in your position as CSC?

PART IV

How does the role of CSC enable a principal to focus on the operating core of teaching and learning?

 How do you define your role as CSC as it relates to working with the principal?

 How frequently do you meet with the principal?

 Describe some of the work you perform that might be the principal's responsibility if the school did not have a CSC?

IRB NUMBER: 0927 IRB APPROVAL DATE: 08/23/2012 IRB NUMBER: 0927 IRB

APPROVAL DATE: 08/23/2012

APPENDIX B

INITIAL INTERVIEW: RESEARCHER CASE STUDY PROTOCOL

PRINCIPAL

Thank you for agreeing to be a part of this study. I am a doctoral student at The University of Oklahoma and I am in the dissertation writing stage of my program. My research topic is on the role of the Community School Coordinator in a Community School. You have been chosen as a participant for this study because you are the Principal in a sustaining/mentoring Community School. As a result of your agreeing to be a part of this study, I will conduct an in-depth interview to inform my research questions: What is the role and function of the community school coordinator in developing the social network between the school community to meet the academic and on social needs of children?
The interview will be recorded and transcribed. It may be necessary to conduct a follow-up interview to ensure the information I record is accurately stated as you intended. Thank you for allowing me to interview you. This interview will focus on your knowledge and experience as it relates to the topic of the study. I have several questions. Please ask me to explain further if you need clarity about any of the questions.
*Need recorder
* Note pad
*Participant to receive a copy of interview questions before beginning the interview
*Clarifying questions are color-coded were not given to the participant in advance of the interview.
PART I

What is the role and function of a Community School Coordinator (CSC) in the school

community to meet the academic and social needs of children?

 What is the primary role of the CSC?

 In your opinion, how did past experiences, education and/or professional

development prepare the CSC for working in a community school?

 What are your expectations for the role of a CSC in a community school?

 How do you define a community school?

 Does the CSC explain the community schools concept to others? If so, who are they?

IRB NUMBER: 0927 IRB APPROVAL DATE: 08/23/2012

PART II

How does the Community School Coordinator perceive his/her role of fostering the social network to connect the school with the community?

 Is the CSC responsible for meeting with community groups and/or organizations?

 If so, what is the purpose for the CSC meeting with community groups/organizations?

 How frequently does the CSC meet with community groups/organizations?

 Which member(s) of the school community benefit from the community groups and/or organizations meeting with the CSC?

 Do you consider making connections between school and community an important part of the job of the CSC? Please elaborate on your response.

Part III

What are the patterns of interaction of the CSC with members in and outside the school?

What do the patterns of interaction reveal regarding the relationship between the CSC and members in and outside the school?

 How frequently does the CSC meet with parents? For what purpose do they meet with parents?

 Does the CSC meet with community groups and/or organizations? For what purpose does the CSC meet with community groups/organizations?

 Do members within the school interact with members of the community groups and/or organizations? If so, does the CSC play a role in getting the community groups and/or organizations into the school?

 Does the role of the CSC include scheduling or coordinating meetings between parents and teachers? If so, does the CSC coordinate meetings between parents and teachers?

 Does the CSC assist you as principal in your work as it extends beyond the typical school day (EX. 8:30 -3:30)? If so, in what ways? Please elaborate on your response.

 Describe a typical day/week for the CSC in your school?

PART IV

How does the role of CSC enable a principal to focus on the operating core of teaching and learning?

IRB NUMBER: 0927 IRB APPROVAL DATE: 08/23/2012

 How do you define the role of CSC as it relates to working with the principal?

 How frequently does the CSC meet with you as the principal of this community school?

 Describe some of the work the CSC performs that might be the principal's responsibility if the school did not have a CSC?

IRB NUMBER: 0927 IRB APPROVAL DATE: 08/23/2012

APPENDIX B

INITIAL INTERVIEW: RESEARCHER CASE STUDY PROTOCOL

COMMUNITY SCHOOLS INITIATIVE—DIRECTOR INTERVIEW

Thank you for agreeing to be a part of this study. I am a doctoral student at The University of Oklahoma and I am in the dissertation writing stage of my program. My research topic is on the role of the Community School Coordinator in a Community School. You have been chosen as a participant for this study because you are the person responsible for the work of community schools in the Community Schools Initiative in _____. As a result of your agreeing to be a part of this study, I will conduct an in-depth interview to inform my research question: What is the role and function of the community school coordinator in developing the social network between the school community to meet the academic and on social needs of children?
The interview will be recorded and transcribed. It may be necessary to conduct a follow-up interview to ensure the information I record is accurately stated as you intended. Thank you for allowing me to interview you. This interview will focus on your knowledge and experience as it relates to the topic of the study. I have several questions. Please ask me to explain further if you need clarity about any of the questions.
*Need recorder
* Note pad
*Participant to receive a copy of interview questions before beginning the interview
*Clarifying questions are color-coded were not given to the participant in advance of the interview.
PART I

What is the role and function of a Community School Coordinator (CSC) in the school

community to meet the academic and social needs of children?

 What is the primary role of the CSC?

 In your opinion, how does past experiences, education and/or professional

development prepare the CSC for working in a community school?

 What are your expectations for the role of a CSC in a community school?

 How do you define a community school?

 Does the CSC explain the community schools concept to others? If so, who are they?

IRB NUMBER: 0927 IRB APPROVAL DATE: 08/23/2012

PART II

How does the Community School Coordinator perceive his/her role of fostering the social network to connect the school with the community?

 Is the CSC responsible for meeting with community groups and/or organizations?

 If so, what is the purpose for the CSC meeting with community groups/organizations?

 How frequently does the CSC meet with community groups/organizations?

 Which member(s) of the school community benefit from the community groups and/or organizations meeting with the CSC?

 Do you consider making connections between school and community an important part of the job of the CSC? Please elaborate on your response.

IRB NUMBER: 0927 IRB APPROVAL DATE: 08/23/2012

APPENDIX C

OBSERVATION PROTOCOL

Setting:
Individual Observed:
Observation #:(first observation, second, etc.)
Observer involvement:
Date/Time:
Place:
Duration of Observation (indicate start/end times):

Descriptive Notes (Detailed, chronological notes about what thoughts the observer sees, hears, what occurred; the physical setting)	Reflective Notes (Concurrent notes about the observer's personal reactions, experiences)

APPENDIX D

PARTICIPANT PROFILE DOCUMENT

Personal Information

Gender

Ethnicity

Age

Experience

Highest level of education/majors

Certifications

Years teaching/subject

Years as an administrator/ level

Years at current site

Others positions held

District(s) employed by

Other Information

What Influenced you to enter the field of education?

APPENDIX E

CROSS CASE ANALYSIS

Reoccurring words or themes

Reoccurring words or themes	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Network	X	X		X	X
Relationship	X	X	X	X	X
Leadership	X	X	X	X	X
Reciprocal		X	X		X
Partnership	X		X		X
Trust		X		X	X