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Pepperdine University
Graduate School of Education and Psychology

INFLUENCE OF GRASSROOTS GROUPS TO AFFECT EDUCATIONAL CHANGE

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Learning Technologies

by

Delia Castillo

September, 2013

Diana Hiatt-Michael, Ed.D. – Dissertation Chairperson

This dissertation, written by

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under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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VITA

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ABSTRACT

Little research is recorded regarding the effects of grassroots groups on educational change. The purpose of this study was to examine how grassroots groups coalesce and attempt to influence decision-making in an urban School District in California. The research design utilized an exploratory qualitative case study of the development of two high schools. This case study focused on the efforts of four grassroots groups, four power brokers and nine members from the School District—2 parent groups, 1 teacher group, and 1 property owners' group. The data included demographic questionnaires from all 32 participants; three focus group sessions; 25 individual interviews; public legal documents; collection of archival documents from April 2011-June 2012; and extensive field notes from the same timeframe. The researcher attended 12 community meetings logging 29 hours, and spent 6 months recruiting interview participants for this study.

Seven doctoral candidates coded the transcribed interviews, field notes, and focus group records. Six themes were derived from this analysis: relationship building within groups and across groups; communication/miscommunication between groups and the district personnel; seeking change by the groups; support given to groups; empowerment within the groups; and shared leadership within the groups. Findings suggest that grassroots groups had different stated objectives and indicated that they had success despite facing challenges and frustration by the School District. One group resorted to legal action.

Major conclusions revealed that the power of any grassroots group appeared to be dependent on the shared leadership within the grassroots group, building relationships within the district and elected politicians, as well as the number of active group members. For example, when 2 groups joined and approximately 100 appeared for a school meeting, the district

responded and rescinded a decision. Focused meetings on the shared concerns were more important than the frequency of meetings. Grassroots groups appeared weak-linked to one another, as little information was shared among groups. Although the mid-level district personnel acknowledged the concerns of the groups, their actions focused on the timeline of school development. Communication patterns within the district hindered a direct link between the concerns of the grassroots groups and top-level decision-making personnel.

Chapter 1: Introduction

I arrived early to an empty auditorium in which two School District staff members were preparing a table with meeting materials. I picked up the material and waited in the lobby.

Community members quickly filled the auditorium.

The meeting began promptly at 6:00PM by a School District facilitator who welcomed and introduced the agenda. He stated that tonight's presentation was to focus on the School Report Card. This was not, however, on the agenda of many parents and community members in attendance, who patiently attended to the presentation for 30 minutes, until the meeting was interrupted by a community member who rushed to the microphone to voice concerns and opposition to the presented statements. Others expressed their concerns. As emotions grew more intense, one man approached the front of the auditorium and took the microphone from the facilitator and began taunting and threatening. Disturbed at this change of events, the facilitator adjourned the community meeting.

Upset and disturbed, the community members exited the meeting.

Background

Grassroots efforts arise out of people's need for a new order, whether in the realm of civic life or, more recently, in educational reform. Diverse groups of people have sought a new order from the bureaucratic institutions of their native countries, and immigrated to America in hope of achieving freedoms that had been previously inaccessible. Some groups that have historically engaged in actions such as social protests, boycotts, or public demonstrations include English settlers, colonists, community organizers, school reformers, and most recently, occupants. The term *occupant* refers to a recent phenomenon that has risen from the grassroots level activity, consisting of groups of people who symbolically take possession of an institution

as a social movement or expression, which is also known as *grassroots democracy*. Examples of organized community efforts at the grassroots level are prominent throughout American history. Regardless of race, class, gender, religion, or socioeconomic status, the American people have long engaged in grassroots democracy as a vehicle for change.

In 1830, Alexis de Tocqueville, a French historian, asserted, “democracy depends for its survival on what its citizens do” (Stout, 2010, p. 6). The framers of the United States Constitution and the signers of the Declaration of Independence gathered collectively to create a framework of civil liberties for the citizens of the United States of America. Founding father Samuel Adams stated in 1773, “It does not take a majority to prevail...but rather an irate and tireless minority” (Founders’ quotes, n.d., para. 1). The founding fathers of the United States were a collection of leaders from the original colonies who gathered to make decisions and recommendations that supported their efforts against Britain. The policies and recommendations made by these delegates came from the grassroots level and forged the power needed to drive the American Revolution, the drafting of the U.S. Constitution, and the proclamation of the civil liberties that remain in effect today. Much like the efforts of the founding fathers, modern-day grassroots efforts led by community members are empowering people to participate in these grassroots activities. Furthermore, this example highlights the rich American grassroots heritage that dates back to the country’s founding.

In the realm of education, community organizing has led to significant school reform movements, such as school desegregation, which subsequently led to the landmark U.S. Supreme Court case, *Brown v. Board of Education*. The desegregation of schools in the American South is an example of community organizing that led to significant changes in the American educational system through masses of people mobilizing to enact change (San Miguel & Valencia, 1998).

School desegregation was a key outcome of the civil rights movement of the 1960s, empowering multitudes of people throughout the country.

In 2011, a social movement erupted in New York City against perceived corporation greed and corruption of Wall Street, which was known as the Occupy Wall Street movement (Moore, 2012). Prior to this movement, in 2007, the United States witnessed an economic downturn that impacted housing and labor sectors, as well as consumers on the home front. The economic downturn coupled with failed housing and labor sectors prompted dissatisfied individuals to walk away from mortgages (Daft Blogger, 2012). The public was severely affected by the collapse of major financial institutions, which in turn made securing home mortgages difficult, leading to a decrease in home values. This financial crisis affected members of the Property Owners' grassroots group included in this study. They were impacted because their homes were situated in the selected location of one of the proposed school sites, and the school's construction on that site would therefore lead to the demolition of these homes.

Statement of the Problem

The problem of this study was to address a lack of understanding relating to how grassroots groups influence educational decision-making. Little is known about how such groups coalesce, operate, and influence educational decision-making leading to educational change. To address this problem, the researcher identified a particular situation involving the extended and diverse activities of several grassroots groups in a suburban area of California. These grassroots groups came together to promote changes in educational decision-making by members of a large urban School District. In particular, little was known about how these grassroots groups influenced the development of a major School District project, in this case, a proposed high school, which added a second proposed site as a result of the actions of these groups. Due to the

fact that little-to-no research exists regarding fast-growing movements of grassroots groups, this study provided an opportunity to learn about each grassroots group, how leaders emerged within these groups, what perceptions of success existed in relation to each group's stated outcome, and to identify outcomes that might have been influenced by such groups.

Statement of the Purpose

The purpose of this study was to examine how grassroots groups coalesce and attempt to influence decision-making in a suburban area of California. In particular, this research studied how grassroots groups influenced change during the development of a new schools project. This exploratory qualitative case study focused on the community efforts of four grassroots groups that were involved in the development of this major School District project from April 1, 2011- June 18, 2012. The study quickly evolved from one proposed site to a second site due to legal action taken against the School District involving the initial school site (School #1). However, during the course of this case study, data gathering related to the new schools project included the proposed school site #1, the completed school site #2, and an additional school site #3 for the Teachers' grassroots groups' goals.

The insight gained from this study may illustrate the influence grassroots efforts have on the development of two high schools, and how loosely-linked groups can affect change within a powerful educational structure, such as a large School District.

Research Question

The research question in this study examined the impact of grassroots efforts on the determination and development of a major School District project. The following research question resulted from the review of the literature: How do the following selected grassroots

groups—Parents A, Parents B, Property Owners, Teachers, and Power Brokers—and School District members affect the development of a major School District project?

The overlap of these selected grassroots groups, power brokers, and the School District members' efforts became apparent during the data collection, and thus throughout this study the researcher will carefully identify these two schools as school #1 and school #2.

Conceptual Framework

This study built upon The Powerful Forces Model (Figure 1), derived from Kurt Lewin's (1948) force field analysis approach. This approach elicited forces and the effects of those forces on a selected social situation. These forces can be supportive or oppositional in helping individuals or groups achieve a desired goal. The School District members represented the forces that are driven by established institutionalized governance for a school. The grassroots groups' efforts were the forces for change, often in opposition to the School District in the powerful forces model; in other words, these were the Parent-Community groups known as Parents A, Parents B, Teachers' group, Property Owners' group, and Power Brokers that affected the development of two high schools. The groups' efforts were focused at the grassroots level through community organizing or individual actions. The powerful forces, respectively, derive power and influence through the extent of their community organizing, as seen through relationship building, leadership development, and group action (Warren, 2011). Each of the community groups wielded influence and power that resulted in decisions affecting the determination and development of two high schools. Grassroots power was the influence that parents and community members exerted through forms of parental, community, and school involvement and engagement. School district power was derived from School District officials making policies and decisions that affected the schools and each respective community.

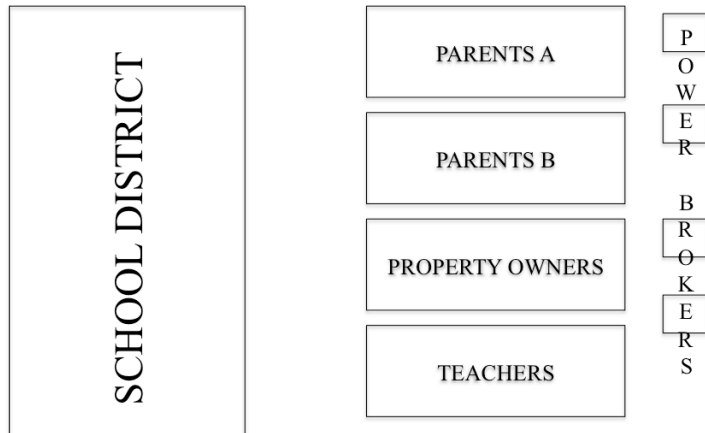


Figure 1. Powerful forces model.

Significance of Study

This study was significant because the findings illuminated how grassroots groups organize to effect the change they seek, and in so doing encounter a response of a School District. The findings of this study will be useful to policy makers at all levels: local School District, county, and state. The findings of this study will provide insight for governmental groups that wish to better understand the influence parental/community, teachers, and property owners exerted on decision-making related to two schools. The lack of previously existing evidence related to the degree of influence certain grassroots groups wield in the field of education poses significant challenges to school reform, community school development, and community advocacy. This study was significant because it illuminated stories of struggle with public entities, while illustrating the effect these grassroots groups exerted on educational change, in this case developing two high schools. This study offered analysis of discourse between parents, community members, teachers, property owners' groups, and School District Personnel.

Theoretical significance. Leadership development and relationship building in these community groups was examined through the conceptual lens of French and Raven's (1960)

bases of power, Warren's (2011) organizing as a cycle model, as well as Lewin's (1948) force field analysis. These three theories were used to create the research instruments and to analyze the study's data. The research instruments were developed to align with each of the three theories, and were aimed to address specific elements from each of the three theories through an interview protocol for focus groups and individual interviews, along with archival document review and field note collection. The researcher explored the key elements of relationship building, leadership development, and action as measures that afforded these community groups some power and influence during the development of two high schools. The power and influence wielded by these grassroots groups was demonstrated through how their presence was perceived and how it impacted the development of two high schools.

This study applied Kurt Lewin's (1948) force field analysis of the study's data. The intent of this analysis was to develop a tentative model that explained grassroots groups' efforts that affected school change. This model sheds insight into the power of each identified influence within each selected grassroots group. This model may guide future research and produce additional evidence regarding the power and influence that these grassroots groups wield with regards to school reform in relation to the School District. The resulting model was limited in generalizability as its development was solely based on data related to the development of two high schools in this case study.

Methodological significance. This study developed an appropriate method for obtaining sample populations of grassroots groups and tools to gather valid and reliable data. The tools were designed to gather data and employ measures to determine the impact of these powerful forces among suburban communities on the development of two schools. The interview

questions and a questionnaire were designed to gather data about these powerful groups' efforts and their level of influence on the development of two high schools.

Practical significance. The findings of this exploratory qualitative case study furthered the field of education through raising significant insight regarding how supportive or oppositional grassroots efforts affected educational change. The significance of the study was to recount grassroots groups' experience and amplify their voices in affecting change at the grassroots level or through leading a bottom-top approach in school reform. The powerful forces model revealed the power of the different influences of the four selected groups. The findings should help School District leadership understand the motivations of grassroots groups to affect educational change. In addition, the School District may become more aware of the influence of the leaders and members of these groups. The findings will help the School District reevaluate their thinking about grassroots groups' interests in a desired outcome, thus helping School Districts better integrate grassroots groups into collaborative education-related efforts.

The powerful forces model identified the power of each of the forces and helped determine how grassroots actions positively or negatively impact their desired educational reforms. Lessons learned and action plans created as a result of these groups' participation might bring increased parent and community involvement, public engagement, and civic participation. Furthermore, this study will inform policy makers about the needs of disenfranchised communities in their pursuit toward becoming equal partners in the decision-making process in all aspects of schools, but especially during the development of quality schools under school reform efforts.

Definition of Terms

For the purpose of this study, the following terms were used:

Community organizing: grows out of shared histories, cultures, and identities, which exist among people, whose power will sit untapped until people feel empowered to act for change (Renee & McAlister, 2011; Warren & Mapp, 2011).

Grassroots: naturally occurring, spontaneous gathering of individuals for a common purpose following their ideals (Renew America, n.d.). For the purpose of this study, four grassroots groups will be defined, namely two groups of parent-community members from geographically separate school sites, a group of teachers, and one group of property owners.

Influence: the capacity of a person or group to impact decision-making through employing a compelling statement or argument in support of a desired condition (“Influence,” n.d.).

New school elements: elements of a school that are affected by the influence exerted by powerful community groups, such as location of school, facilities, technology, faculty, enrichment classes, school name, selection of administration, athletic programs, student recruitment, student transportation, instructional program, and funding.

Power: authority or influence that is utilized to affect or alter the decision-making process by the following groups (“Power,” n.d.):

Parents A group: refers to a group of parents and community members who have come together to address shared educational issues involving school #2 and several existing schools. This group is an independent, geographically separate group that is not associated with the Parents B group, nor with school #1.

Parents B group: refers to a group of parents and community members who have come together to address a shared educational issue resulting from a School District decision for school

#2. This group is an independent, geographically separate group that is not associated with the Parents A group, nor with school #2.

Power Broker: individuals who are connected to multiple sources of information and who have relationships across the groups being studied, but are not affiliated with any one of the four groups specifically being studied. These individuals have strong political influence within the communities under study. The researcher was informed by people within the groups to interview these individuals due to their connection to the community and active participation in school-community matters.

Property Owners' group: refers to a group of community members who are property owners in the vicinity of the proposed school site #1, and have come together to address a shared educational issue.

Teachers' group: refers to a group of teachers from a current local secondary school that would have an opportunity to voluntarily transfer to the new school and who came together to write a proposal for a new school.

School district power: the power that a School District wields over various stakeholders and community groups.

School district: refers to personnel who comprise the School District, a governmentally defined section with specific geographic boundaries and centralized governance. The School District has an educational authorization by the state within the U.S.

Social capital: the norms and networks that enable collective action to be achieved through relationship building (Coleman, 1998).

Assumptions

The researcher assumed that the participating community members were eager to create change for their community, and thus played a significant part in their group's membership. The investigator also assumed that the interview respondents understood the interview questions in their native language and answered the questions honestly.

The investigator also acknowledged that interest in this topic is attributed to having grown up in this community and later worked as a teacher within this community. To mitigate any researcher bias, peer analysis was utilized to analyze the findings. Moreover, the investigator is also acquainted with several School District leadership personnel, including the school reform initiative leadership team, local area superintendent, directors of instruction, and parents. She assumed responsibility for maintaining neutrality and sought the advice of academic experts and a doctoral candidate cohort in order to ascertain the validity of the interview instrument and coding methods.

Delimitations

This exploratory qualitative case study examined a local situation. Therefore, the findings of this study cannot be generalized beyond this setting. In addition, the study focused on four selected grassroots groups—two parent groups, one teacher group, and one property owners' group—as well as power brokers and a School District. The study's findings cannot be generalized beyond these selected groups. The study was bound in time, namely from April 2011 through June 2012.

Chapter 2: Review of the Literature and Research

Chapter Overview

This review of the literature will look at how change has been enacted by diverse grassroots groups along with looking at several characteristics that drive change. The topics that will be addressed in this literature review are grassroots democracy, small group dynamics, relationship building, leadership styles, power, collaboration, capacity building, social change, and community building. Lastly, examining these community groups through the lens of exploratory qualitative case study methodology (which will be discussed in Chapter 3) will lead towards a better understanding of the grassroots group efforts impacting educational change.

American Grassroots Heritage

In 1831, the French Government commissioned Alexis Tocqueville and Gustave de Beaumont on an exploratory study of the American prison system (Stout, 2010). Tocqueville and his partner utilized this expedition to conduct an informal study on American society. During this expedition, Tocqueville developed an interest in the separation of races, particularly slaves, in America, which he saw as a social injustice and predicted this injustice to potentially be a divisive turning point in American history. Tocqueville's prediction led him to assert, "democracy depends for its survival on what its citizens do" (Stout, 2010, p. 6). Community organizer Saul Alinsky and American poet Walt Whitman shared similar views regarding a citizen's ability to enact democracy. Both men held that citizens could hold themselves responsibly and effectively in pursuit of democracy (Stout, 2010). The phenomena of grassroots efforts, mobilizing, and action serve an opportunity for research due to the rich heritage of grassroots in America. However, a large research gap exists in the study of grassroots, particularly in school reform, and especially in low-socioeconomic areas. The following sections

of this chapter address grassroots efforts at the international, national, state, and local levels. The variances in the types of grassroots efforts, purposes, and outcomes provide rich examples of how grassroots efforts provoke change by affecting lives and challenging the status quo.

American Pragmatists

The work of two leading social reformers was shaped by pragmatism. Pragmatism describes the philosophical belief and pursuit of meaning and truth in practical everyday things. In the late 1890s, Jane Addams Hull, an American pragmatist of the Progressive Era sought to uplift communities through fighting for the needs of children, women's rights, health, and world peace. Hull and partner Ellen Gates Starr mobilized mothers, especially of middle class income, to seek services for children, and created the Hull-House (Stanford Encyclopedia of Philosophers, n.d.). The Hull-House in Chicago still exists as "a center for a higher social and civic life, to institute and maintain educational and philanthropic enterprises and to investigate and improve the condition in the industrial districts of Chicago" (Nobelprize.org, n.d., para. 3). Around the same time, another pragmatist, John Dewey, a philosopher and school reformer was developing his ideas about school reform, highlighting the need for schools to encourage democratic participation. Dewey's philosophy and views about school reform led to significant innovations in the field of education between 1890 and 1920. During this time, Dewey's ideas about the purpose of education reached many audiences. Dewey and Hull were colleagues whose philosophical ideas were influential to each other's social work, and whose action in grassroots efforts impacted the advancement of groups of marginalized individuals. Later in the 20th century another group of actors in a different American region spearheaded the Civil Rights Movement.

Civil Rights Movement

The Civil Rights Movement represents a large-scale 20th century grassroots movement that was triggered by small-scale community actions, which escalated into a movement. Willie, Ridini, and Willard (2008) assert that the Montgomery Bus Boycott of 1955, which has been deemed the perfect grassroots movement, is one of the precursor events of the Civil Rights Movement. Social action and political protest occurred in Montgomery, Alabama as the result of independent events, which reached an apex with the arrest of Rosa Parks. Parks' arrest for refusing to give up her seat to a White male on a crowded public transportation bus became a symbolic form of social protest. Parks' arrest highlighted Willie et al.'s assertion that, "any individual with less power than other groups and less access to most community institutional systems is classified subdominant, whereas, individuals with more power than other groups and more access to institutional systems is deemed dominant" (p. x). Similarly, Parks' incident stirred the emotions of community members and socially-minded individuals who connected through the social injustice, which led to a diversified group of community members joining forces to mobilize people into boycotting the Montgomery Bus system on Parks' scheduled trial date. The boycott solidified the Montgomery Black Community's demands by amplifying their voice and empowering them to continue the boycott for several days. Willie et al.'s definition of grassroots relies on the power inherent in a group of people, which runs contrary to standard definitions of groups casting personal characteristics as definitive.

In the 1960s, the United Farm Workers (UFW) gained power through the actions of a newly amassed group of mobilized individuals-turned union members. Charismatic leader Cesar Chavez organized the UFW in the Central Valley region of California, leading groups of poor migrant workers towards unionization. Chavez and the UFW established unprecedented rights

for farm workers through boycotts and strikes against employers. Chavez, known for a leadership style that included visionary, transformative, and servant leadership, has also been criticized for compromising the tenets of the union. Visionary leadership is a type of leadership that possesses an awareness of the overall goal or outcome, while transformative leadership encompasses qualities that inspire people to participate in the vision. Lastly, servant leadership is based on the leader's need to serve others. The ability of workers to have a say in the union's management was an issue seen by Cesar Chavez as a direct threat to his leadership. The decline of UFW soon followed, as key union members resigned or were forced to leave. Union democracy was unable to flourish, as Chavez was no longer open to the empowering nature of democracy, or to empowering the farmers (Pawel, 2009).

Grassroots Democracy

Grassroots democracy refers to the belief that an ordinary citizen has the ability to act responsibly by effectively organizing himself/herself through a developed set of virtues and skills (Stout, 2010). The cases of the Civil Rights Movement and the United Farm Workers revealed many lessons about organizing, social movements, and empowerment.

Grassroots democracy, whether international or local, past or present, attests to the significance that organizers must act responsibly, in service of justice. Three kinds of grassroots democracies exist:

1. Social movement;
2. Community organizing; and
3. Broad-scale community organizing (Stout, 2010).

The first type of grassroots democracy is seen through a social movement. Social movements led by protest groups are limited to a single issue and are limited by the duration of

the movement. Protest groups tend to focus on a single issue; however, sustainability—which is very important—can be difficult to achieve. Additionally, little-to-no research exists on the impact of social movement outcomes on social change. Social movements follow three strategies: (a) utilize dramatic, disruptive, and threatening tactics; (b) utilize dramatic measures to generate third-party support; and (c) institutionalize connections such as lobbying, building coalitions, and litigation (Andrews, 2001).

The second type of grassroots democracy is seen through community organizing. Community organizing differs from a social movement in that people mobilize in one geographic location and usually have several issues to campaign about (Warren, as cited in Orr & Rogers, 2011). Community organizing has become “a vehicle for generating strong and sustained forms of public engagement” (p. 142). Perkins, Brown, and Taylor (1996) describe three types of community organizing: labor organizing, single-issue advocacy, and local community organizing. Modern-day examples of community organizing include faith-based organizations gathering groups of community members to meet in order to strategize on specific agendas. Perkins et al. offered six community organizing strategies:

1. Identify problems by conducting a needs assessment,
2. Turn problems into issues,
3. Develop a flexible strategy,
4. Involve a sufficient number of people,
5. Evaluate feedback about strategy, and
6. Build on reaction to strategy.

Ganz (2002) offers five key practices on effective community organizing:

1. Values turned into motivated actions,

2. Build relationships,
3. Structure the leadership as a collaborative team,
4. Strategize, and
5. Translate commitments into actions.

The research cited by Ganz (2002) and Perkins et al. (1996) outlines strategizing in community organizing as a key practice that is crucial to community organizing. Warren (2011) suggests that community organizing depends on the pressing needs of the community in a local context, and that agendas are based on those self-identified needs. Furthermore, the role of community organizing involves building a base or coalition that is represented by people who believe in the desired outcome. Understanding people is the basis of any relationship. A primer for building any relationship relies on understanding one's own values and those of others. The UFW was a movement that successfully mobilized a poor-working group into unionized-members, thus gaining a collective and unified voice. Chavez, as UFW leader, managed and built relationships well, realizing early on that the success of the union relied on resources and connections with other people. Chavez, for example, called on California Migrant Ministry's leader, Chris Hartmire, for support, knowing that Hartmire would bring invaluable resources through his ministry's assistance (Pawel, 2009). Additionally, Chavez selected people to participate as the union's leadership team. Although the union was meant to be led by its members, Chavez sought the guidance of only a few trusted individuals. Much of the strategic plan for the UFW, as led by Chavez and his team, followed leadership, power, and change theories. The concept of power and influence, which served as a basis for the leadership of the UFW, will be addressed later in this chapter.

Broad-based organizing is the third grassroots democracy enacted by groups in search of change. Warren and Mapp (2011) suggest that community organizing aims to build capacity at “three levels—the community, the individual, and institutional to create transformational change” (p. 245). Broad-based organizing is able to reach a wider audience that stems geographically and can focus on several issues. The rationale for broad-based organizing involves the decrease of groups that organize around “singular identities to use power” and create “coalitions that have enough power to address issues that cannot be resolved by applying leverage to local institutions” (p. 245). Warren (2011) proposes a core set of processes that involve building relationships and leadership as fundamental features of community organizing, and further proposed these features as a framework that is applicable to any strong community organizing. Examples of broad-based organizations include networks of faith-based organizations such as Interfaith Association (IAF), PICO National Network, and the Gamaliel Foundation. Warren states that the majority of the members of these organizations are congregations that have joined with community associations. Stout asserts that broad-based organizing must extend and grow in order to affect large-scale change at the national and international levels. Moreover, Stout cites community organizer Ernesto Cortes, who notes patience and high levels of participation are essential for the development of broad-based community organizing. Finally, Stout (2010) asserts, “members of any social class, if poorly organized and poorly trained, are likely to behave irresponsibly and ineffectively” (p. 9). Warren (2007) envisioned the need for an “indigenous effort” among community development partners and community members to build social capital and relationships that can serve as the catalyst for “weav[ing] the social fabric and contribut[ing] to lasting change” (p. 18). Likewise, Stout credited the strength of existing networks of churches and civic groups for their ability to lead in

the “process for recovery” (p. 28) and activities of democracy, like getting out to vote efforts that were needed in New Orleans after Hurricane Katrina.

Contemporary Grassroots Movements

Contemporary grassroots movements have recently surged in activity throughout the United States and internationally. Contemporary grassroots movements stem from collective advocacy on behalf of a shared cause whose primary goal is to affect change at the local level (Witting, 1996). Local-level grassroots movements are often the *vanguard* of broader social movements, and will also be discussed in this chapter. Bettencourt (1996) cites contemporary grassroots activism initiation and maintenance as reliant on social structural conditions in such a way that grassroots activism is a “group-led phenomenon,” in which social ties are predictors and consequences of grassroots involvement” (p. 208). Bettencourt offered research-based suggestions to strengthen what can be known as the nascent field of grassroots organizing. Among the suggestions offered by Bettencourt is the idea of utilizing multiple units of analysis.

Grassroots presidential campaign. A recent example of a contemporary grassroots movement was United States President Barack Obama’s 2008 campaign. President Obama’s campaign has been characterized as one of the most successful campaigns in the history of American presidential grassroots campaigns. President Obama’s *Hope for Change* campaign was supported by grassroots efforts that mobilized voters to get out and vote. The Hope for Change campaign drove supporters of the Democratic Party towards increased voter turnout, which subsequently led to Barack Obama’s candidacy. What’s more, this mobilization effort is considered the reason for Obama’s Presidential victory (Panagopoulos & Francia, 2009). The Hope for Change supporters formed coalitions throughout the United States to reach out to

different regions across the nation while forming networks of people who believed in Obama's campaign.

The Tea Party Movement. The Tea Party Patriots formed in 2009, as a politically motivated group of protesters whose purpose is to oppose government practices. Specifically, the Tea Party Movement, led by the Tea Party Patriots, is comprised of political conservatives seeking to reduce government spending, oppose taxation at various degrees, and reduce the national debt and federal budget deficit (Tea Party Patriots, n.d.). The Tea Party Movement is recognized as politically conservative and libertarian.

Occupy Wall Street. Schneider (2011) states merciless persistence as the reason that the modern-day grassroots effort, Occupy Wall Street, has been successful. The Occupy Wall Street movement grew out of AdBusters, a socially motivated Canadian group, aimed at critiquing the corporate influence as it relates to the wealth disparity of the America people. Additionally, AdBusters seeks to address Wall Street's responsibility for the financial crises affecting, first and foremost, the United States, but also European Countries. Occupy Wall Street is a social movement against the beliefs, values, and influential power of the large Wall Street corporations. The Occupy Wall Street movement is notably the most recent movement leading to the mobilization of other groups in cities throughout the United States. Castells (1983) states, "no social movement occurs in a social vacuum" (p. 264).

Grow your Own Teacher. Grow Your Own (GYO) Teacher is a grassroots effort started by several community-based groups. Illinois legislation enacted the Grow Your Own initiative in 2004 with a \$14 million dollars subsidy. The act's aim was to "increase the diversity of teachers by race, ethnicity, and disability" (Grow your Own Teachers, n.d., para. 5). The act also aimed to fill hard-to-staff positions at schools in high poverty communities. GYO Cohorts consist of

community members with a desire to serve their community and local schools. Often, underperforming schools would join a consortium that included public universities or community colleges in order to provide training to paraprofessionals or community members.

Factors Affecting Grassroots Movements

The literature on social capital highlights trust, social relationships, and the norms of collaboration as they relate to understanding how people build relationships, as well as how connections promote action. Relationship building and leadership development have been identified in the literature as essential pieces of successful community organizing, which may also contribute to leading parents and community groups to achieve educational change through organizing. Therefore, relationship building, leadership development, and action will be examined in this section through the sub-topics identified above as factors affecting grassroots movements.

Social capital. Research in the nascent areas of education organizing and parent power cites social capital theory as a key factor of community organizing. Coleman (as cited in Warren, Saegert, & Thompson, 2001) described social capital as “the bonds of community that in myriad ways enrich our lives” (p. xv). Social capital is one source of wealth that is generated through generalized trust, norms of reciprocity, social interactions and networks, all of which affect grassroots movements and action alike. Coleman (1998) asserts that action of actors is dependent on the social context of people interacting both in groups and on behalf of their self-interest. Coleman’s theory of social capital is derived from sociological and economic perspectives that see the actions of people being driven by their own needs, but also from interacting with others who have similar goals. Interacting with people fosters relationships, trust, and respect, which leads to the building of social capital, influence, or power. When networks are formed through

these relationships, this is known as linkage. Norms of reciprocity involve a level of trust that leads to the exchange of social capital, which in turn has the potential to benefit all involved. The action of enacting or giving the resources to another involve a social action that is best described by Coleman as within a social context that can also be explained through the shape and direction taken by the social action. Furthermore, all types of social capital involve two elements: social structures and facilitating “certain actions of actors within the structure” (p. S98). Moreover, the social organization of the actors can contribute to the value produced by the social capital that has been exchanged. Coleman describes three types of social capital: obligations and expectations, information channels, and social norms. The three types of social capital are all forms of resources that are available to any actor.

Types of social capital. The first type of social capital cited by Coleman (1998) is built out of obligations and expectations. Obligations and expectations are forms of social capital in which people expect others to reciprocate in the future, establishing reciprocity of trust. Trustworthiness in the social environment entails the expectation that the exchange will be repaid, which is the importance to social capital. Coleman uses the example of a rotating-credit association, where people contribute to a central fund that is dispersed monthly to one of the contributing members. Coleman points out that trustworthiness is essential from the members for this rotating-credit in order for the system to work.

Reasons such as differing needs, affluence levels, cultural differences, social networks, and logistics all contribute to a disparity in social structures, which in turn alter obligations and expectations. Groups collaborating to build a new school in their neighborhood, for example, could attain their goal by affiliating with well-connected people and organizations that can help them attain resources, information, or other desired outcomes. The social exchange, therefore,

would be fruitful for the community, while the community organizer or leader could see this as gratifying and beneficial due to the philanthropic nature of the exchange.

Information channels are the second type of social capital. Information acquired from other trustworthy people provides a basis for action. Information channels are reliable sources of social capital allowing the acquisition of a desired outcome. The social capital of individuals can be accessed, borrowed, or leveraged by individuals or organizations in order to gain access to the resources. Social capital can be acquired through *bonding* or *bridging* in order to gain access to other's social capital, and then by expanding his/her social capital, gaining another form of social capital in return. Bonding of social capital refers to finding commonalities between people, a relationship that could have begun through one-on-one meetings, a popular mechanism community organizers invoke in order to build a broad base. By further sharing stories, identifying challenges and issues, individuals begin to build a relationship based on similar concerns and trust that deepens as interactions grow. The trust that develops out of forming an exchange of information in turn helps the groups of individuals become a collective of powerful actors capable of enacting change. Warren stated that social capital begins with social ties, but extends further to "develop a larger sense of community, common identity, and shared fate" (Warren & Mapp, 2011, p. 26). However, that process of transformation and empowerment is dependent on building and bridging social capital and capacity through collaboration. Bridging social capital refers to making connections between dissimilar groups (Warren & Mapp, 2011). An example of bridging social capital could be crossing racial or class lines among communities in order to strengthen the social capital. This is a powerful mechanism for cultivating collective action.

Norms. Coleman (1998) asserts that effective norms are a “powerful form, yet a fragile form of social capital” (p. S104). Norms are developed as means of creating structures, rewards, regulations, and systems. However, Coleman warned that norms encouraging certain behaviors might inhibit innovation. A norm related to community groups, for example, might encourage members to get involved in all events at the expense of not participating in other important aspects of their lives.

Social structures and social network theory. Social structures are networked, or socially-connected, relationships. Daly (2010) suggests that based on social network research that informal “webs of relationships” (p. 2) are often very influential during change efforts. With regard to trust, Daly points out that a trusted colleague holds a stronger influence towards achieving change than a stranger, even if he/she might be an expert. Moreover, successful change requires both formal and informal structures or networks of social relations to carry and exchange information at all stages of the desired change implementation.

Social network theory and analysis. Social network theory and analysis has gained prominence in the field of social science. However, it is still growing in the field of education. Social network theory and analysis developed from sociometry, innovated by Moreno, who observed how ideas flow and relate in socially linked groups (Borgatti & Ofem, 2010). Social network theory and analysis was then influenced by the work in matrix algebra and graph theory, which was simultaneously being modified by researchers from MIT to include the relational value found in circles and networks.

Social network theory is “a vehicle for delving more fully into the conditions, processes and outcomes of educational change” (Daly, 2010, p. xii). Social network theory focuses on a “web of relationships” among actors, and examines the types and levels of interactions among

the actors (p. 2). The web of relationships in social network theory is guided by analysis of networks, which involves actors in nodes, and their relationships through sets of ties that connect the actors to the network. Daly (2010) states that there is a clear need for utilizing social network theory to focus on discovering how relationships or ties impact the “flow of information, advice, problem solving, material resources, interpretation, and influence” (p. xii). The aspect of relationship building has been highlighted in Chapters 1 and 2 as a component of the powerful forces model that was adapted from Warren’s (2011) community organizing model. The ongoing ties of kinship and friendship seen in social relations offer evidence of the levels of relationship building needed to measure levels of influence. Borgatti and Ofem (2010) offer a typology of relations that are studied in social network analysis. Social network analysis aims to explain the interactions among actors that either lead or prevent information flows throughout networks. The types of relations that Borgatti and Ofem offer are: (a) similarities, (b) social relations, (c) mental relations, (d) interactions, and (e) flows. Similar relations include looking at similarities among spatial and temporal proximity such as location, membership, and socially significant attributes, such as race and class, whereas social relations are based on kinships or friendships. Interactions are events between people that can be conceptualized and counted over a period of time that may help or harm the flow of information, advise communication, or influence. Mental relations are affective or cognitive “perceptions of attitudes toward others” (p.19). Borgatti and Ofem asserted that flows are tangible or intangible things that are transmitted through interactions. A more private and unobservable type of relation is known as a mental relation.

A network is a set of actors who are connected to each other through relations or ties. Social network theory aims to understand change trajectories and relationship building. Daly (2010) suggests that the interdependence of action and social ties in networks might influence the

direction of planned change. Therefore, Daly contended that examining informal networks should be done before engaging in a change effort.

Bridging social capital. Warren et al. (2001) cite three types of bridging social capital that acknowledge types of social capital: connections between neighborhoods, poor and affluent communities, and the importance of connecting people and communities nationally. In addition, Warren et al. discussed three levels of social capital that operate to create social transformation in support of poor and low-income communities. The three distinct levels are: (a) bonding social capital within communities, (b) bridging social capital across communities, and (c) creating synergy with financial and public institutions.

School transformation and social capital. The literature on school reform and school transformation reveals the relationship between social capital and parent and community engagement leading to empowerment. Noguera (2001) asserts that social capital, as the only medium for exerting power when there is an imbalance, can create respectful and supportive relationships. Noguera's research focuses on the reality of social capital and its interplay within schools. Noguera highlighted school administrators and other personnel's perceptions of student socioeconomic status as critical elements that affect student interactions. Noguera asserted that parents hold the power in schools and cited an example of this power as a parent's ability to withdraw their child from a school if they are unsatisfied. However, Noguera also recognized this type of power is virtually inaccessible to poor parents, whose economic status provides them with severe limitations on school choice. Noguera asserted that a parent's ability to influence actions and affect decision-making is often related to his/her level of education, as well as social class and status. Noguera concluded that poor parents exercise less influence than more affluent parents, citing the ideology of merit and mobility as a contributing factor in the level of

motivational support affluent students receive as opposed to those living in poverty. The ideology of merit and mobility inconspicuously sends out a hidden agenda in which more affluent students are given higher expectations, whereas poor students are given lower expectations. Noguera concluded that this “production of winners and losers” (p. 196) produces unequal opportunities for children of color that closely reflects societal patterns of class and race. Furthermore, he addressed the inequality in resources, facilities, and qualified teachers as a stark need in the conversation regarding school reform, while also noting this critical topic of inequality hardly receives any attention.

Darling-Hammond, Alexander, and Price’s (2002) essentials of learning highlight the notion that the haves generally are given adequate resources, whereas the have-nots are usually left out. Social capital, therefore, becomes ever more crucial for lower-income communities and schools, so that it can be cashed in to provide adequate resources for students, state-of-the-art facilities, and quality teachers. Similarly, Warren (2007) posited the idea of social capital as a framework to link schools with their community for the purpose of community development and school reform; however, he warned that school reform cannot happen unless community development efforts are first in place. He also stated that, “collaboration between schools and community development organizations is vital to revitalize neighborhoods and provide high quality education” (p. 16).

Social relationships. The core process through which community organizing aims to influence public education is through building relationships and power (Warren & Mapp, 2011). Building social relationships is prevalent in Warren’s (2011) model of community organizing and in the Annenberg Institute for School Reform’s primer for Education Organizing. The Center for Education Organizing (2012) found that education organizing draws from lessons of

community organizing around issues affecting poor, urban centers, such as housing, safety, employment, and economic development. Yet, the Center for Education Organizing posits that education organizing is far more complicated than any societal issue, due to the complexity of teaching and learning, School District bureaucracy, and resistance to change. Some of the organizing groups' victories as cited in the Center for Education Organizing primer include: securing funding for facility improvements and new school buildings, support for creating policies and acquisition of resources for parent engagement, new instructional programs and new small schools, access to rigorous courses, equitable distributions of highly qualified teachers, and social services to help students succeed (2012). Relationships among parents and community members through participating in organizations is important in order to support and build broad base support, however, cultivating relationships among parents and teachers to support student achievement is equally important in building support for school reform (Catone, Chung, & Oh, 2011).

In community organizing, leaders aim to connect people with others in order to build participation and action. Warren and Mapp (2011) call these social connections and interactions examples of building social capital that promotes collective action, which in turn can facilitate the emerging of their leaders to serve as liaisons between the group and other powerful or influential entities. Social capital built through these collaborations serves as the sole source of power for creating community-organizing power and can therefore assist community groups in changing the power dynamics in conventional relationships between public institutions and community groups. In an earlier section in this chapter, the work of Noguera (2001) illustrated stories of the divide between poor and affluent parents in relation to their children's schooling, as well as the inequitable accessibility for support and resources provided by school officials, which

is something that must be addressed in order to elicit school transformation. Community action is based on building relationships for the purpose of action; however, these relationships must turn into a broader-based coalition of support in order to improve schools through reform. The concept of social capital, as previously mentioned, suggests that trust is one of the key factors of obligation and expectation. Trust is the result of obligations and expectations that are met through the social interactions of the actors.

Trust. Trust has been defined as an individual's or group's willingness to be vulnerable to another party. Trust has been identified as a relational dimension connecting individuals to other individuals' sources of capital. Byrk, Sebring, Allensworth, Luppescu, and Easton (2010) outline the process of the individual's ability to discern the intentions of the others through a set of trust judgments, which are measured through day-to-day interactions. Byrk et al. assert that social respect, personal regard, role competence, and personal integrity are all trust discernments that increase the "likelihood of achieving the outcomes and abilities to influence the processes that directly affect these outcomes" (p. 138). Social respect relates to the connectedness achieved through conversations and respectful exchanges by individuals that promote a sense of respectfully listening to one another in a manner that promotes "affiliation to a larger institutional context" (p. 138). The second trust discernment is personal regard. Personal regard refers to an action that exceeds the expected norm and therefore makes the other person feel respected and well-regarded, leading to building trust. The third trust discernment is role competence. Role competence is the ability and skill a person possesses that will lead to the desired outcome. Personal integrity is the fourth trust discernment. Personal integrity is important for building deep bonds of trust because it encapsulates other trust discernments by acknowledging the person's ethical and moral framework, which is observed through various

interactions throughout the process of relationship building. Moolenaar and Sleeper (2010) suggest that the quality of the relationships in these groups or networks is established through norms, values, and expectations. Trust grows over time through exchanges and interactions that are on the four trust discernments, and further validated through actions.

The topic of trust has been prevalent in the literature on organizational management, communities of practice, schools, and relationship building within formal and informal organizations (Hiatt-Michael, 2001; Hurley, 2006; Mayer & David, 1995). Characteristics of trust, as well as how trust affects relationships between trustees and trustors, have been analyzed in several studies (Li, 2008). Important themes that have emerged from research on trust include levels of association within groups, which can be attributed to trust and reciprocity a person has with his/her associations, and which furthermore leads to participation within these associations. Byrk et al. (as cited in Warren & Mapp, 2011) argued that building trust is the “basis for any real school improvement” (p. 252). Warren addressed the need to build a social foundation for school improvement efforts. The social foundation for a change process involves relationship building through improving relational trust and building capacity among all actors. Similarly, Byrk et al. (2010) found that school’s levels of relational trust was a strong predictor of parent and community engagement. Warren (2011) reaffirmed that social relational trust is a requirement for improving social capital. Lastly, Warren suggested that community organizing presents a “powerful way to build social capital” (p. 148) through emphasizing efforts on relationship building and collective leadership.

Horsager (2012) posits that trust “requires time, effort, diligence, and character” (para. 3). Horsager offered a list of eight components that help build trusting relationships. Trust, according to Horsager is fostered through establishing consistent expectations and providing

accurate information as well as acting with integrity and demonstrating capacity and knowledge. Compassion is also an attribute cited by Vodicka (2006) and Horsager (2012) that is desirable to enroll others to follow and to develop trust. Vodicka (2006) delineates four elements of trust: (a) consistency, (b) compassion, (c) communication, and (d) competency. Building trusting relationships with people such as the grassroots group members should involve utilizing the elements described by the scholars.

Similarly, several of Horsager's (2012) components for fostering trusting relationships parallel Rock's (2008) SCARF model. The SCARF model presents a framework for collaborating and influencing others by minimizing perceived threats in the brain and increasing reward responses based on the five-element model listed below. Consistency, competency, and connections were cited in elements cited by Horsager (2012), Rock (2008), and Vodicka (2006).

Horsager's (2012) eight components are:

1. Clarity
2. Compassion
3. Character
4. Contribution
5. Competency
6. Connection
7. Commitment
8. Consistency

Rock's (2008) SCARF model for collaborating and influencing others:

1. Status
2. Certainty

3. Autonomy
4. Relatedness
5. Fairness

In addition, Kouzes and Posner (2011) define credibility as “the foundation of leadership” (p. xi) and how leaders earn the trust and confidence of their constituents. Kouzes and Posner posited that honesty, forward-looking, competency, and inspiring are sources of credibility about why people are willing to follow leaders.

Leadership, empowerment, and power. American grassroots heritage and grassroots democracy that addressed citizens’ responses to injustice through grassroots action led by examples of leadership that changed power structures to create change were topics discussed earlier in this chapter. Leadership development and empowerment arise as a constant need in community organizing. Warren (2011) cites organizing groups’ abilities to build power as a basis for influencing education reform. However, groups can only achieve this through developing leadership amongst their members by teaching them skills and capacity building. Warren cited training to conduct power analysis, learning about issues, problem solving, and other specific skills as essential components of leadership development and training of community groups.

Capacity building. A key component of personal and community development is capacity building. Capacity building involves fostering leadership skills along with the personal skills of community members, which will assist in the gathering of invaluable resources to promote self-efficacy, self-confidence, new skills, and trust. The strengthening of the community becomes the outcome of the capacity building and leadership development of community members. Warren (2007) discusses how public schools as institutional sites can assist with strengthening communities, and why building capacity among stakeholders is essential. Social

relationships contribute to the notion of social capital along with community organizing, which is needed to sustain change, especially in school reform. According to Daly (2010), the most powerful social capital is the ability to create new informal interactions out of commonly known structures. Fullan (2006) describes capacity building as a pre-requisite for any change. Fullan proposed that change must be triggered through developing individuals' knowledge, competencies, and resources, in hope of raising motivation.

Communities of Practice. Communities of Practice refer to groups in which participants interact because of a shared concern or from having a passion for something in common (Wenger, 2006). People who are engaged in a “shared domain of human endeavor” form communities of practice (Wenger, 2006, p. 1).

Communities of Practices have different configurations and can vary in size. Three key characteristics that are crucial, according to Wenger (1998), are the domain, community, and practice. The domain in communities of practice is representative of the collective that is created through participating in the shared endeavor. The second characteristic of communities of practice is community in which identity is created through members engaging and interacting during a shared experience. Finally, the third characteristic of communities of practice involves the practice itself. Wenger suggested the practice involves developing a shared repertoire that includes stories, tools, and ways of addressing problems. In addition, Wenger stated that communities of practice are fostered through these three characteristics, but also through a variety of activities including problem solving, requests for information, discussing developments, documenting projects, visits, and mapping knowledge and identifying gaps. Lave and Wenger (1991) suggest that learning occurs in a social world that is dependent on relationships.

Situated learning is the experience gained by participants engaged in authentic and shared practice. It is a shared process where knowledge is co-created. According to Wenger (1998) participation and engagement in a shared domain, joint engagement, and practice leads to learning. Some of the activities previously explained by Wenger contribute to the participant gaining legitimate peripheral participation in the community, and thus becoming a practitioner within the community of practice. Lave and Wenger (1991) also attribute legitimate peripheral participation to gaining status within the community where old-timers engage newcomers in the practice of the community, and thus become core members of the community. Wenger cited several examples of communities of practice; however, the notion of grassroots groups as communities of practice is novel and poses potential research possibilities.

Collaboration. Collaboration is another key component in building relationships and developing leadership within community groups in order to empower individuals. Adams, Forsyth, and Mitchell (2009) found that trust was more related to social norms and collaborative processes than context, and that also brought parents to participate within community groups under an organized effort. The collaborative process community groups exercise through participating in these groups is strengthened by attending meetings, creating expectations, group norms, roles, and power structures, which leads to the creation of a sense of cohesion. Norms refer to the rules that govern the behaviors of members, and that help groups achieve a stated outcome. Roles refer to relative status, rights, and duties of group members. Power and influence refers to the kind of control members have over one another and over their interactions. Lastly, cohesion refers to the degree of involvement, belongingness, or importance members have for the group (Sheperd, 1964). Sheperd (1964) described cohesion as the unit of analysis in field theory. Cohesion refers to the elements that bind an individual with other members. Elements of

cohesion in a group are attributed to the satisfaction felt by group members, the degree of closeness and warmth felt for the group, as well as pride and the ability to overcome crises and emergencies, and finally a willingness to be honest and demonstrate trust when expressing ideas and feelings.

Small group dynamics. As discussed earlier in this chapter, small groups come together for different reasons, and grassroots movements often start with a few individuals before growing in size. People join groups to satisfy a need or motivation that if not present might drive them from the group. The perception of group members towards other group members is a major characteristic of a group because it leads people who join a group to later make judgments about other group members who have cast an impression or perception based on a group interaction. A group that is more organized around the collective is more cohesive than a group organized around an individual. Shaw (1981) stated that definitions of groups with organizational basis “seem to limit consideration of structural properties to statuses, roles, and norms” (p. 6). Lewin (as cited in Shaw, 1981) argued that the definition of a group should include interdependence. Shaw claims interaction to be the essential feature that distinguishes a group from a collective. Longevity, common goals, and a rudimentary group structure are all important group aspects. Shaw suggested following Lewin’s recommendation regarding defining groups by similarities based on goals, because individual traits are not as reliable when determining group interdependence.

Power. The existing literature on power cites several theories and models that support the topic of power, powerlessness, power as a tactic and strategy, and how leaders use power to gain influence or advantage over a situation or person. In fact, there are many descriptions of power. Power has been used to coerce, induce, or attract someone into behaving and acting outside the

norm. The literature on power highlights examples of cases in which power is acquired, or perceived as belonging to someone, and then granted to another, thus giving this person the authority to lead. The most prominent theories identify power as something that is layered, ideas that build upon the influence of earlier theories.

In the 1970s, Steven Lukes added a third dimension, known as the latent dimension of power. The latent dimension of power illustrates the relationship between the political preferences of the people in power and their real interests. Examples of the use of power in this context can often be seen in the practices of leaders of organizations and grassroots groups that convene and mobilize individuals to foster their self-serving agendas (Gaventa, 2003).

Bases of Power

French and Raven's (1960) power base theory contends that power is divided into five types that can be utilized according to the desired *result*. The five types of power are: coercive, reward, legitimate, referent, and expert. Each of the bases of power is divided either as positional power or personal power. Positional power is generated from the power of the position held by a leader. Personal power is created through the actions of the leader. Legitimate, coercive, and reward power are positional power bases that are facilitated by the power created from having authority that is top-driven and hierarchical. Referent and expert power both draw from the autonomy that personal power brings. Referent power is gained through interactions with others, and the likeability and charisma the person exerts. Finally, expert power is derived from the knowledge that people possess and exert. Expert power is held through the development of skill sets and knowledge, and is often considered the impetus for building respect. These social bases of power set by French and Raven can be utilized simultaneously or individually according to the desired results and levels of influence. These social bases of power can vary based upon the

perceptions of both the perceived leader and the follower. French and Raven's theory of bases of power is essential in examining community grassroots groups because this theory helps identify power and influence leading from multiple means of influence and expertise. Often, a person is perceived as influential due to perceived expertise or charisma, but upon further study may have limited expertise and experience that could be deemed illegitimate, or ill conceived. French and Raven's five-part breakdown of the power bases applies to the community group's leaders or organizers.

Burns (1978) asserted that motive and resource are the two essentials of power. Power is a relationship among people that involves intention and purpose of both power holder and recipient. Expert power bases may be utilized over someone to exert influence on the basis of possessing knowledge or information that is deemed valuable to the followers. Power can take any form and is dominated by personal motives. Burns reaffirmed that the resources of power must be relevant to the motivations of the power recipients.

Power and leadership. Leadership and power are interconnected. Effective leadership involves smart power, which is a mixture of soft and hard skills (Nye, 2010). Soft skills encompass more democratic tactics for solving problems and leading others, while hard skills involve more authoritarian skills like firing and hiring employees. However, the key element of leadership is the social aspect seen in relationships among leaders, followers, and how they interact. Power may dictate a specific action in people, but it cannot be carried throughout all facets of that person's life. Power is limited and "depends on the context of the relationship" (Nye, 2010, p. 307). Power should not be seen as a means to the end or as the possession of resources. Contrastingly, Niccolo Macchiavelli, a prominent historical figure and historian, is remembered by his collections of writings on leadership and power. His writings reflect cunning

and authoritarian tactics that could be used to gain power over followers or enemies. Large School Districts and for-profit school management organizations are modern-day examples of entities that are seen as powerful due to the amount of influence and resources they generate, creating a perception of being capable of effecting change (Nye, 2010).

Power and leadership have been used historically as mechanisms to promote influence and exert will over others. Autocratic and often vile leaders, such as dictators, have used power as means to lead in a coercive, deceitful, and transactional manner. Transactional is a prominent leadership style exercised in many settings, including group settings that can be looked upon through analyzing power.

Power analysis. A power analysis is utilized to assess community resources and gather information about existing community entities that could serve as affiliates to the community groups. The role of community organizers is held as significantly important by notable organizers/historical figures. “Organizers interweave relationships, understanding and action so that each contributes to each other” (Ganz, 2002, p. 16). Community organizers help people strategize and find resources in the community, and are often responsible for maintaining or fostering group leadership.

Group leadership. Group leadership revolves around small groups of people meeting to achieve goals that are collectively determined by both the leader and the follower. The topic of grassroots democracy has been discussed in this chapter to illustrate the methods that some groups employ to enact change. The topic of community grassroots efforts will be discussed later in this chapter in order to further discuss the topic as it relates to community groups that are affecting educational change in a specific geographical area. Groups offer people participation opportunities to voice concerns about issues or problems affecting them. In local communities,

parents have formed groups to voice their concerns about issues affecting their children in local schools. On a larger-scale, union workers have sought mobilization and turned to grassroots movements in order to change policy or improve contracts. Common characteristics of group leadership that the community groups may have included are: member interactions with the group leadership, structures, and most importantly, meeting the goals and needs of the members. Therefore, group leadership serves as a mechanism for people to impact change and participate in the decision-making process.

The power of influence in leadership. Both power and leadership are relational, collective, and purposeful, yet each is also distinct and plays slightly different roles in building relationships among people. Power is sometimes perceived as influence over a follower, whereas leadership is often seen as a lasting impression made by people who hold power, influence, or authority. Burns (1978) reaffirmed that leadership is “an aspect of power” (p. 20) that shares the commonality of purpose with power. However, if purpose is one of the main components of power, then where does influence fit? Influence is the ability of a leader to move, direct or impact followers to achieve a purpose. Power bases are grouped as “mutual support for common purpose” (p. 20). Burns contended that power somehow feeds both the wants and needs of the follower and the leader.

Transformational and charismatic leadership. Transformational leadership holds well in determining a leader’s effectiveness through measuring specific outcomes that are dependent on the leader’s impact or influence on followers. Northouse (2004) asserts that transformational leadership often incorporates charismatic and visionary leadership, which both will be discussed and compared in this section. Transformational leadership dates back to the work of Burns (1978), which attempted to “link the roles of leaders and followership” (p. 170). Charismatic

leadership has also been linked with transformational leadership, however charismatic leadership is often seen and defined through an extraordinary and almost-supernatural power that connotes mysticism in quality. Charismatic leadership outlines specific personality characteristics, behavior, and effect on followers. A charismatic leader exerts dominance, desire to influence, confidence, and holds strong values that in return impact followers. Followers develop trust in a charismatic leader's ideology and beliefs, and develop an affection leading to obedience and increased confidence. Lastly, charismatic leaders articulate goals, communicate high expectations, show competence and arouse motives. The success of charismatic leadership is attributed to the ties formed by followers who in turn transform their self-concept in order to match the organizational identity. Falk and Kilpatrick (2000) cite self-confidence, norms, values, trust, and commitment to community as important identity resources that help during a community development process.

The literature on transformational leadership is abundant and has similar characteristics as charismatic leadership. Transformational leadership highlights the qualities of the leader, looks at the needs, values, and morals of the follower, and lastly, impacts the follower to uphold higher moral standards. Transformational leaders seek to impact the performance of their followers by ensuring the fullest development of their followers.

Northouse (2004) synthesized the work of Bass, House, and Avolio in outlining four factors found in transformational leadership. The four factors are: idealized influence charisma, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence charisma and inspiration motivation follows the behaviors of charismatic leaders, including being a strong role model, and holding high expectations and strong values that are returned by the deep trust and respect given by their followers. A divergence occurs in the last

two factors of Northouse's synthesis. Intellectual stimulation and individualized consideration enlist individual behaviors that had not appeared in the leadership literature. Both intellectual stimulation and individualized consideration deal with treating the follower as an individual in which support is offered to attempt innovation within the organization. Individualized consideration refers to a coaching interaction between the leader and the follower, which has been discussed as a key component in leadership development, something that is especially needed in community organizing and grassroots groups. A different type of leadership is transactional leadership, which aims at offering things of value as the basis of interactions and exchanges.

Transactional leadership. Another type of leadership is transactional leadership. Transactional leadership involves an exchange of rewards that are contingent to a payoff. Management-by-exception is a form of transactional leadership that exhibits more negative feedback than a contingent reward. Management-by-exception has proven to be negative due to the corrective and negative nature of the feedback that is given by the leader. Additionally, Bennis and Nanus (1995) state that a clear vision that grows out of the needs of the entire organization, along with an ability to become a social architect that builds trust, are essential strategies of transforming leaders. Social architects refer to leaders who shaped their organizations into one that has a shared identity.

Leading Change

Leading change involves a rejection of the status quo leading to the implementation of a change. Change is often met with opposition, thus becoming a challenge for leaders to implement. Alinsky (1971) affirmed "man's hopes lie in the acceptance of the great law of

change” (p. 4). Change is critical to meeting the increasing demands of any competitive force. Alinsky claimed the possession of truth as the basic prerequisite for an ideology of change.

Change process. The literature on community organizing and grassroots democracy has led our attention to topics on how social capital assists in building relationships and resources. The literature furthermore has led our attention to leadership development as being important in contributing to empowering individuals to participate in grassroots activity in order to create transformational change. Literature on change, it should be further noted, outlines specific steps towards achieving change, such as that found in the work of Lewin, Fullan, and Kotter. Moreover, several change processes exist in the literature, illustrating fine examples of the transformational processes.

Market conditions, competition, and globalization are driving a need for change among organizations. The need for organizations to better cope with the demands of ever-changing environments is now more apparent, as seen through restructuring, cultural change, and turnarounds. However, many organizations that engage in change experience failure in their efforts (Kotter, 1996). According to Kotter (1996), change requires a multi-stage process that involves a considerable length of time and where critical errors cause a negative impact. Fullan (1993) stated that successful changes require skills, capacity, commitment, motivation, beliefs and insights, as well as discretionary judgment.

Dynamics and the behavior of individuals participating in groups are often framed by human interaction with the group and the environment. Motivation plays a role, evident in Lewin’s (1948) three-step change process, which consists of unfreezing, changing, and refreezing the people involved in the change process. Lewin’s stage one calls for a rejection of prior learning as well as questioning the status quo. Stage one involves finding motivation to

change, while adding new forces for framing change or removing existing factors. Likewise, during this stage of change, people will experience learning and performance anxiety as a result of having to unlearn previously-held beliefs. In Lewin's stage two, the change process becomes more evident due to the heightened dissatisfaction people experience. Identification of needed changes occurs during this stage. New meaning is furthermore derived and words begin to take on new meaning and conceptualization to better fit a larger context, and a modified scale is used to evaluate new input. Lewin's third stage requires making the change permanent. In this stage, behaviors become habitual. Holding these new change forces also requires creating an organizational identity and establishing new interpersonal relationships. Creating identity is a powerful source for fostering a common vision.

Kotter's (1996) seminal work on leading change acknowledges the difficulties experienced by those leading change. Kotter sees the difficulties occurring in particular due to:

1. Inwardly focused cultures;
2. Paralyzing bureaucracy;
3. Parochial politics;
4. Low levels of trust;
5. Arrogant attitudes;
6. Lack of leadership in middle management; and
7. The uncertainty of the unknown. (p. 20)

Kotter asserted that an effective method of leading change must aim to "alter strategies, reengineer process, or improve quality as seen through his 8-step change process" (p. 20). The following list describes Kotter's eight-step change process:

1. Establish a sense of urgency;

2. Form a powerful guiding coalition;
3. Create a vision;
4. Communicate the vision;
5. Empower others to act on the vision;
6. Plan for and create short-term wins;
7. Consolidate improvements and sustain the momentum for change;
8. Institutionalize the new approaches.

Kotter's (1996) first four steps align with Lewin's (1948) stage one of unfreezing the desired change, while Kotter's steps five through seven align with Lewin's Stage two of crystallizing the change. In these first four steps, the preparation for the change is made through highlighting the reason for the change, along with establishing and communicating of that vision. This process comes into alignment because it prepares people for the change. Kotter's steps five through seven align with Lewin's because they set the stage for the change. Lastly, Kotter's final step eight (anchoring new approaches in the culture) matches Lewin's stage three: freeze the change. Kotter further asserted that the most effective form of change is a multistep process that "creates power and motivation that drives and even overwhelms multiple sources of inertia" (p. 20). Both Kotter and Lewin suggested handling the status quo through a defrosting-unfreezing metaphor for the constancy or complacency of old structures that impede change. Kotter warned that these steps must only be attempted in order because any skipped step, especially steps one through four, could be detrimental to the effectiveness of the desired change.

Kotter's (1996) approach to leading change demonstrates a process that requires leaders to make bold moves in order to build a sense of urgency and reduce complacency. Kotter warned that bold moves that reduce complacency could create anxiety, much like Lewin's (1948)

unfreezing stage in which anxiety was created by refuting previously held beliefs. Kotter's second step, armed with a heightened sense of urgency, calls for creating a guiding coalition that will exercise power to drive the change and work together. A guiding coalition is dependent upon having the right membership. Coalition members must have the following characteristics: (a) position power, (b) expertise, (c) credibility, and (d) leadership.

Positional power, expertise, and credibility are all key characteristics of effective guiding coalitions. Members with positional power must ensure that enough key players are on board with the change process. Also, adequate expertise maximizes the necessary talent to make well-informed decisions. Lastly, credibility ensures that followers must perceive this change as being both appropriate and acted upon in good faith. The community grassroots groups that will be studied in this research study are all focused on the development of a new school in a large, urban School District that has been mandated to increase parent and community involvement.

Force field analysis. Lewin's (1948) extensive work on social psychology serves as a guide for analyzing group conflict and resolution through examining an individual's needs and motivations in leading to his/her participation in a group. Lewin proposed that different forces play prominent roles in bringing or keeping an individual from participating in a group. The sources that draw a member into participating in a group are directly related to the individual's motivations, which arise from being drawn to the group by other members, having a sense of connection to the group's goals or ideals, or the member's perception that participating in the group would be better than being alone. Lewin expressed that negative forces could be capable of pulling the individual away from the group. The negative forces may result from the group's *unattractiveness* to the individual or the individual's disagreement with any of the group's features. Lewin viewed the group's reach towards achieving the individual's goal as a means of

producing a positive or negative balance in participation of the individual within the group.

Lewin addressed the organization of groups as being comprised of negative forces of members wanting to leave the group. However, there are also positive forces in most groups as well.

Baulcomb (2003) identified transitional change as stemming from Lewin's work that seeks to understand, plan, and achieve a desired state that is different from the existing one. Baulcomb utilized Lewin's force field analysis to assess the process of change from the actual state to the optimal or desired state in attaining more nursing staff in their unit.

The application of Lewin's force field analysis in this study will be further examined in Chapter 4, however, the application of Lewin's work in this study will assist in understanding how each of the grassroots groups achieve their stated goal while managing powerful forces that create positive or negative progress of their stated outcome element. Figure 2 represents possible interactions of such powerful forces visually. As mentioned, Lewin's force field analysis examines positive and negative forces that help groups achieve their purpose, and furthermore, in every situation positive forces must outweigh negative forces in order to ensure the change process is met. Baulcomb asserted that driving forces initiate and sustain change, while restraining forces "restrain or decrease the driving forces" (p. 277).

GRASSROOTS FORCES	BUREAUCRATIC FORCES
Parents-Community-----→	<-----School Board
Teachers -----→	<-----School District
Property Owners-----→	<-----Local Area District

Figure 2. Force field analysis: Divergent and supportive forces.

Parent Involvement and Engagement

Parental involvement and engagement in local education have been trumpeted by the Obama Administration and through past legislation found in the No Child Left Behind Act of

2001 (Annenberg Institute for School Reform, 2011). Simultaneously, the State of California is the first of 20 states to enact a Parent Engagement Law. The California Parent Engagement Act, also known as the parent trigger law, represents the capacity for parents to *pull the trigger* on pervasively low-performing schools. Parent Revolution (n.d.), a parent/community advocacy group, cites four levels of school transformation made available through California's parent trigger law. The four levels of school transformation found in the Parent Engagement Law are bargaining power, turnaround, transformation, and charter conversion. In California, the Parent Engagement Law calls for 51% of parents from the underperforming school's population to sign a petition requesting a specific action as allowed by the new law. The Parent Engagement Law allows several types of change stemming from parents utilizing their power to leverage or bargain with the School District to more severe consequences such as the removal of the principal or staff, or transforming the school into a charter school. These issues and others such as educational equality, segregation, and unfair funding sources have been attributed to the underperforming schools that are predominately attended by children of color.

NCLB explicitly addressed parental involvement as a requirement for states to receive Title I funding. NCLB requires all states to prepare a parental involvement plan that would be jointly constructed with participation from parents and School District Personnel; however, NCLB did not include any provisions against School Districts that did not develop a parental involvement plan, even though parental involvement is an integral part of student academic success. Mary Johnson (as cited in Rogers, 2006), a southeast Los Angeles advocate and community organizer, noted that NCLB failed to live up to its promise of helping people of color achieve school reform. Johnson went on to state that NCLB's potential to inform and engage parents went unfulfilled due to the unrecognized needs of low-income communities.

Contrastingly, more grassroots groups in low-income, urban areas are rallying support from stakeholders and have made significant contributions in the school reform arena in recent years. Scott (2011) highlights efforts from grassroots groups that have pushed against the status quo's consensus regarding school reform policies in Washington D.C. that only sought to implement *what works* initiatives. Scott studied the response of grassroots groups to market-driven education reform and asserted, much like Johnson, that policy must address the concerns, strategies, and solutions of the communities of color (Rogers, 2006; Scott, 2011). Hong (2011) proposed a new ecology model for increasing parental engagement in schools that involves a tri-level process. Hong's model proposed that increased parent engagement in schools depends on school-community-parents: families working together towards making progress that centers on (a) mutual engagement, (b) authentic relationships, and (c) shared leadership and power. Hong proposed that parental engagement should benefit the families, schools, and community by assisting families to understand school culture, altering the culture of schools, and transforming communities. The following examples of grassroots efforts by parents and teachers have driven change and generated power, respectively.

Parent Power

Parent power has been cited as a mechanism for empowering parents towards collective action. Collective power refers to the influence over decision-making that is necessary for parents to affect transformative change. Strikingly, actions supported by the three major parent and community involvement provisions found in NCLB (testing accountability, choice, parent involvement and engagement) made little progress towards supporting sustainable improvement (Rogers, 2006). However, since then, parent advocate groups have surfaced especially in low, socioeconomic communities. Grassroots organizations have arisen in a suburban, low-density

area of California. However, parent and community engagement remains low in schools. Rogers (2006) criticizes NCLB for its inability to recognize the importance of collective action through building parent power. Additionally, Rogers posits that NCLB's parent engagement framework misunderstands the needs of parents, such as available resources and ability for collective action. Parent U-Turn, a parent organization that emerged in the southeast area of Los Angeles, is an example of a coalition that is exerting influence through organizing parents of color to affect change in low-performing schools in South Gate and Lynwood, California (Collatos & Johnson, n.d.).

Grassroots in Local Education

Grassroots movements have erupted in education as socio-political movements are simultaneously arising around the world. Civic groups have used their influence to initiate dialogue about conditions affecting children and local communities (Rogers, 2006; Warren, 2011). Current examples of grassroots in local education are stand-alone charter schools and community advocacy groups.

Charter schools are spreading and civic groups are finding their voices to champion change in their local communities. Charter schools are an example of movements that have emerged in response to needed change through school reform. Pioneer charter organizations resulted from grassroots efforts that privatize schooling under both NCLB and school choice initiatives. The rise of the charter school movement came out of the 1980s vouchers and school choice initiatives. The voucher system was initially a program created in Wisconsin to allow the State government to pay for vouchers that would allow students and their parents to select a school of choice. Voucher schools are private schools that might have a religious affiliation. The premise behind vouchers was to offer school choice to all students. However, vouchers included

Catholic schools, which posed a conflict with constitutional limits of the separation between Church and State. As a result, charter schools became the favored solution. Ravitch (2010) posited that public school choice programs started to gain acceptance as the vouchers were receiving rejection from voters. Charter schools, a new vehicle of school choice, were less troublesome than vouchers and thus became widely accepted as a school choice solution. Ravitch asserted that any group can operate a charter school provided they are granted authority from the state or state-authorized chartering agency for 3-5 years. Sizer and Wood (2008) agree that charter schools were “led by educators frustrated by large, bureaucratic systems seemingly immune to change” (p. 3) Furthermore, the charter school concept “was driven by a desire to innovate on behalf of children while furthering the most fundamental values of our public education system” (p. 3). Dingerson, Miner, Peterson, and Walters (2008) asserted that charter schools are movements that have been hijacked by free-market supporters that show hostility towards teachers’ unions. Likewise, Dingerson et al. suggested that charter schools must “regain the initiative to empower teachers and parents, to challenge standardization, selectivity, and privilege, and to use those lessons to improve all public schools” (p. xv). Sizer and Wood (2008) stated that individuals should have the power to shape their institutions any way they want. Local grassroots efforts in urban areas are gaining legitimate power and influence in school reform and in the shaping of their institutions.

Background of the Problem

A large, urban School District’s new schools construction project was made possible by the approval of bond monies by taxpayers. At the same time a sense of urgency for school improvement was emerging as a result of the measures set by NCLB, which pushed school reform even further by heralding the need for testing accountability, school choice, and parent

engagement. In the local arena, both school overpopulation and school accountability are driving the need for change in local School Districts. In a suburban area in California, diverse grassroots groups have flourished along with increased concerns related to the need for school improvement and construction.

Grassroots Groups in a Suburban Community of California

Several community grassroots groups have emerged in a suburban area in California. The California suburban area is represented by the cities of Benigno, Milagro, Herreria Porton, Socorro, and Caracol (pseudonyms). Although each city runs independently, they were historically linked until 2012 by the local area School District within a central School District, as their local area School Districts had been disbanded in June of 2012.

This chapter has presented many examples of grassroots democracies and community organizing at the international, national, and local levels, including local grassroots efforts in school reform. This California suburban area is no exception. Several community members have organized into grassroots efforts leading to the formation of several community groups. Mobilization efforts among community members have increased as seen through the several independent community groups in a suburban area of California. Issues stemming from the need to inform parents, increase parent engagement, and expand decision-making all represent important issues of local grassroots organizations. Local grassroots organizations such as the Benigno Resident Collaborative, Vecinos Unidos, Union de Padres de Milagro, and Padres of Socorro have formed groups that are actively participating in grassroots efforts. These grassroots groups' names are pseudonyms to protect the identity of those group members who participated in this study. Though these grassroots groups' goals, vision, and beliefs may be difficult to discern from an outsiders perspective, they are important to identify, and, consequently,

information acquired about them can help School Districts and other entities facilitate the groups in meeting their stated outcomes toward educational change at the grassroots levels.

Parent-U-Turn. Parent-U-Turn is a grassroots parent empowerment group that was spearheaded by Mary Johnson to promote parent empowerment through access to information. The major issues that Parent-U-Turn aims to address are overcrowding, lack of new schools, high teacher turnover, and unqualified teacher placements, which contributed to substandard school conditions leading to limited learning conditions at schools in two Southern California communities (Rogers, 2006). Parent-U-Turn sought to assist parents to access and use information about school conditions to highlight educational standards and opportunities and expose inequalities. Parent-U-Turn believes that “poor parents can join together to examine, discuss, and take action to change the structures that sustain unequal learning opportunities” (p. 625).

Padres of Socorro. The parent-led has a hierarchical leadership structure that is headed by a chairperson, secretary, parliamentarian, and at-large membership.

Benigno Resident Club. The Benigno Resident Club is a community grassroots group that was founded in 2009. The Benigno Resident Club meets regularly to discuss issues related to local government, municipal services, and schools.

Schools Coalition. A different type of coalition also emerged as civic-minded individuals came together in 2005 to form the Schools Coalition, which is comprised of elected city officials, legal counsel, and a local School District representative.

Padres de Milagro Unidos. Simultaneously, Padres de Milagro Unidos, another parent group, was also formed because of dissatisfaction with the School District’s top-down decision-making and governmental decisions.

Indicators of School Improvement

Bryk et al. (2010) outlined five social indicators for school improvement that affect school improvement positively: principal leadership as the driving force of change, parent community ties, professional capacity, student-centered learning climate, and instructional guidance. Bryk et al. asserted that the problem is not one of school transformation in disadvantaged communities, but rather the problem is related to community development in disadvantaged communities.

Elements of a New School Under School Reform

Researchers have studied school reform efforts extensively, from school improvement to innovative strategies. Some of the solutions offered have led to restructuring schools into redesigned small schools in urban School Districts. Schools are being reorganized into more personalized, student-centered environments. Darling-Hammond et al.'s (2002) research highlighted such personalized small school settings and the stark differences between these schools and large schools, especially in how the curriculum impacts students' college readiness, staffing choices, and collaboration/planning time, and how funding facilitates resource alignment or lack thereof. Darling-Hammond et al. asserted that staffing ratios at small schools are more flexible than large schools, leading to a greater offering of learning opportunities. Staffing ratios, staff selection, and the curricular choices that impact the instructional program offered to students influence curricular decisions at small schools. The instructional program is affected by the decisions that influential stakeholders propose or support.

Instructional, curricular, and operational elements that affect the development of any school include facilities, faculty, technology, instructional programs, class offerings, enrichment opportunities, school name, selection of administration, student recruitment, athletic programs,

and funding. Therefore, any exemplary proposals should include research-based pedagogical instructional plans that support all of the aforementioned elements and provides all students access to high-quality curriculum and instruction that serves sub-group populations. Exemplary proposals should also maintain a strong instructional plan that provide students with access to college and career courses coupled with a rigorous Western Association of Schools & College (WASC) accreditation action plan.

Operational, instructional, and curricular elements all impact every school. However, the most significant factor in determining how a school works and the intellectual values that are promoted within the school is social class (Meier, 2002). Meier (2002) asserted that the curriculum is impacted by the socioeconomic status of the school's population, making a difference in the curriculum options offered at diverse schools. Instructional features, such as student-centered instruction that centers on rigorous open-ended discussions with a respectful tone, are often more prevalent in schools with higher socioeconomic status. Furthermore, staff autonomy is greater at schools in higher socioeconomic status areas, as are school-wide expectations. Nevertheless, the power of choice is evident in how it "affects a student's development for potential and advancement" (p. 98).

School choice refers to the opportunity that parents, students, and communities have over selecting a school for a child. Choice offers an opportunity but does not necessarily make a school good (Meier, 2002). In 1984, the work of Goodlad (1984) and Sizer (1984) highlighted school-wide principles and daily teaching practices that, when coupled together, produce a potential framework for designing quality small schools based on the ideals of small school reformers. Goodlad's 12 Goals for American Schools share similarities with Sizer's (n.d.) Coalition of Essential Schools (CES) principles and Darling-Hammond et al.'s (2002) research

findings in their expectations regarding learning and whole-child development, the teacher's role in the classroom, socio-emotional intelligence, and personalization. In 1897 Dewey wrote about the "stimulation of the child's powers by the demands of the social situations" (para. 2) as a requirement of a quality education. In 1984, Sizer's research findings about large high schools led to the innovation of 10 principles aimed at democratizing education by redesigning the high school into smaller, more personalized schools. Goodlad and Sizer both listed intellectual development of the child as goals or principles required of redesigned schools. Similarly, both scholars agreed that mastery of fundamental skills that included less material, but were in-depth, were preferable. Likewise, both scholars agreed that these principles and goals should apply to every child without exception. Teaching students to be autonomous, responsible, and ethical were important habits that were identified in both sets of competencies. Lastly, self-realization and autonomy were evident in both sets of principles, and demonstration of mastery, autonomy, and creativity were regarded as industrious endeavors that must be included in all progressive school practices. Sizer's (n.d.) CES 10 Common Principles are:

1. Learning to use one's mind well;
2. Less is more, depth over coverage;
3. Goals apply to all students;
4. Personalization;
5. Student-as-worker, teacher-as-coach;
6. Demonstration of mastery;
7. A tone of decency and trust;
8. Commitment to the entire school;
9. Resources dedicated to teaching and learning; and

10. Democracy and equity.

Goodlad's (1984) 12 Goals for American Schools are:

1. Mastery of basic skills or fundamental process,
2. Career and vocational education,
3. Intellectual development,
4. Enculturation,
5. Interpersonal relations,
6. Autonomy,
7. Citizenship,
8. Creativity and aesthetic perception,
9. Self-concept,
10. Emotional and physical well-being,
11. Moral and ethical character, and
12. Self-realization.

Both Goodlad (1984) and Sizer (n.d.) shared thoughts that parallel each other in their treatment of curriculum and instruction. Both researchers addressed the importance of identifying and learning a core set of competencies. Each of their approaches aimed to offer students' autonomy over their learning by creating learner-centered curriculum and instruction, personalized structures, and more autonomous, small schools. In 2002, Darling-Hammond et al.'s research on redesigned small schools contributed to the findings shared by Goodlad, Meier (2002), Sizer, and Darling-Hammond et al. (2002), proposing a set of essential conditions for small schools:

1. Personalization,

2. Continuous relationships,
3. High standards and performance-based assessment,
4. Authentic curriculum,
5. Adaptive pedagogy,
6. Multicultural and anti-racist teaching,
7. Knowledgeable and skilled teachers,
8. Collaborative planning and professional development,
9. Family and community connections, and
10. Democratic decision-making (Darling-Hammond et al., 2002).

The following elements have been identified as influential on the outcomes of any school, but especially on the development of a new small school. Each element has been categorized into an operational, curricular, or instructional strand. Some elements fit into more than one of these categories (Table 1).

Table 1

Elements that Influence School Outcomes

Operational	Curricular	Instructional
Location of new school		
Facilities		
Technology		
Faculty	Faculty	Faculty
Instructional program	Instructional program	Instructional program
Course offerings	Course offerings	Course offerings
Student Transportation	Student Transportation	Student Transportation
Selection of administration	Selection of administration	Selection of administration
Athletic program	Athletic program	Athletic program
Student recruitment	Student recruitment	Student recruitment
Enrichment programs: Arts	Enrichment programs: Arts	Enrichment programs: Arts
Funding	Funding	Funding

Superintendent and School Administrator Turnover

Successful school reform efforts previously cited in this chapter have addressed strategies that have required strong and stable leadership to enact desired outcomes. Yet, in many instances, Superintendent and school administrator turnover results in school reform lacking momentum and support. Superintendent and school administrator turnover has been characterized in research as being affected by several factors. Grissom and Andersen (2012) described superintendent turnover as dependent on several characteristics including the performance of the School District, School Board, Superintendent, and Superintendent. Grissom and Andersen found that reasons leading to the turnover included retirement, prestige, and career advancement. Grissom and Andersen's study sampled 211 superintendents from diverse School Districts in the State of California.

Summary

Grassroots groups exist to affect change while exercising citizen-driven democratic processes in support of local issues. The grassroots groups studied in this study are mobilizing around the issue of school reform. School reform is driven by the accountability measures that impact schools. In this case, these grassroots groups exist as community advocates, exercising parent, community, teacher, property owner, and School District power. Thus, these groups encompass powerful forces that influenced the development of two high schools. As previously mentioned, the development of any new school depends on the operational, curricular, and instructional outcomes that are influenced by powerful forces, which in this case include parents, community, teachers, property owners, and School District power.

Chapter 3: Methodology

Genesis of Research Study

The apparent concern of multiple community groups regarding the construction of a new high school led to the design and selection of population for this exploratory qualitative case study. The researcher was observing the actions of various groups and became vitally interested in their impact on the decision-making of the urban School District that was imposing their interest to build schools and reduce student population of existing schools.

Researcher's Qualifications

The researcher is an Adviser in the Charter Schools Division of a large School District and was previously employed in the same School District as a highly qualified credentialed teacher for over 12 years. The researcher holds several credentials including a K-12 teaching credential and an Administrative Services Credential. The researcher has worked as a teacher in the communities being studied and attended local public schools in the same area. The researcher obtained two masters degrees in educational administration and leadership, and educational technology. The researcher has also been part of a school development team that opened two small schools in the fall of 2010 in the City of Benigno.

Research Design

Selection of type of design. This research was an exploratory qualitative case study. The researcher selected this approach to secure sufficient information about the problem. An exploratory research design is appropriate when little scientific knowledge is known about a group, activity, or process (Stebbins, 2001). This case study aligned with Yin's (2003) description of a case study as "an empirical inquiry that investigates a contemporary phenomenon and the context is not clearly evident" (p. 13). Additionally, this case study drew

multiple “variables of interest” by studying multiple grassroots groups (Yin, 2003, p. 13). The cases are bound by time during the construction and proposal submittal of a school, which became the target outcome of the community groups’ efforts due to their interest in various facets of new School District projects. This case study initially focused on the community efforts of grassroots groups that were involved in the development of one high school from April 1, 2011-June 18, 2012. The study quickly expanded to more than one school site as the grassroots groups and School District became involved with options.

Site for research study. A new schools project of a large, urban School District culminated with the opening of several new schools, including a new high school (School #2) and the pause in the construction of a second new school project (School #1; see Figure 3). School #2 opened in August 2012 and was constructed in Socorro, CA, while the original school project (School #1) has been scheduled to be constructed in Milagro, CA at a later date. School #1 was targeted for completion by August 2012; however, it was unable to be completed due to community concerns and litigation. Members from one of the four grassroots groups that were the focus of this study may be responsible for this delay and a lawsuit against the School District.

The participants in this study were selected from several grassroots groups that have actively organized and mobilized action in support of or against elements of a new schools project that involved two school projects. These groups have met at least eight times and been active for at least a year. Each group has its unique membership, purpose for meeting, and meeting locations. An eligibility criterion for participating in this study was that the members participated in their respective group between April 2011 and June 2012.

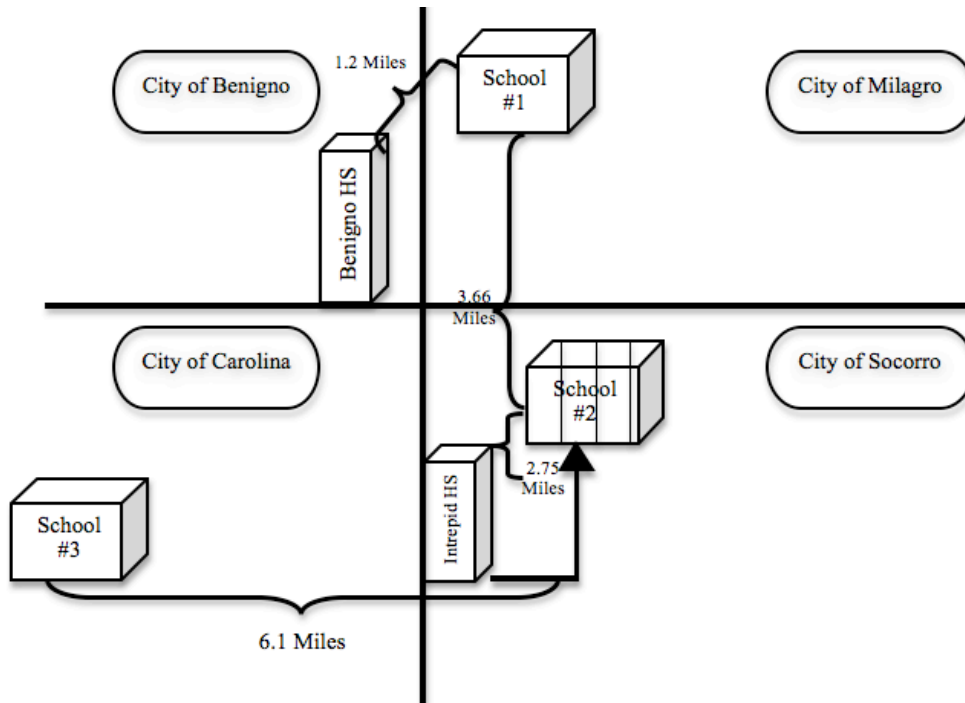


Figure 3. Map of relationship of the four townships, the two existing schools and the three proposed schools.

The schools' neighborhoods are considered low socio-economic status. The median household income for the residents who live in the cities of Benigno, Milagro, and Socorro is \$39,189, as reported by the participants is \$19,742 less than the median household income in the State of California. Moreover, the average per capita household income is \$12,670, which is below the Federal poverty line.

Construct Validity. Several tactics identified by Yin (2003) were utilized in the design of this case study to achieve construct validity. Data collection included multiple sources of evidence, the creation of a case study database, and a chain of evidence. These three procedures outlined by Yin contributed to a successful data collection process. The use of multiple sources of evidence helped create a process for triangulating the data where the multiple sources of evidence corroborated with the research question. Triangulation offers a basis for a more “convincing and accurate” finding or conclusion (p. 98). A chain of evidence offered interested

people an opportunity to access reliable data at any point in the process. The researcher ensured validity in the data collection instruments by convening a panel of experts who reviewed and offered suggestions for improvement of the interview protocol questions and focus group questions.

Reliability. The researcher created a case study database for the archival data and field notes as the data were gathered chronologically. This database was saved to ensure that the data collected were stored and used for later analysis. The creation of a case study database increased the reliability of the research design. In addition, the questions used in the focus group sessions and individual interviews were field tested and revised for clarity and understanding by participants.

Reducing researcher's bias. Several methods were employed to reduce research bias such as the use of multiple sources, a convenience sampling, and field-tested interview instruments. The researcher used the same focus group and interview protocol for each grassroots group. A different interview protocol was used for the School District members. Multiple sources including the review of archival documents and field notes were collected and reviewed. To eliminate a sampling bias, a convenience sample of participants was also selected. In addition, during data analyses, the research employed trained doctoral coders to review and categorize the interview and field notes data into themes with supporting evidence.

Data Collection Procedures

IRB and human subjects considerations. Several data collection methods were utilized in this study. An application for approval to conduct this study was submitted to Pepperdine University's Institutional Review Board (IRB). The application to the IRB included specific information about the study, including detailed information about participant recruitment,

participation, and selection (Appendix A). The name of the School District, cities, and groups were not provided, as was a pseudonym for the California School District in which the study took place. Potential risks and benefits to the participants were also addressed, as well as how the researcher planned to minimize such risks. This study was conducted in accordance with ethical, federal, and professional standards set forth by United States regulations and Pepperdine University to protect human subjects. The informed consent letter (Appendix B) informed the participant about the purpose of the study and described the methods and data collection instruments, including the questionnaire and focus group. Also, a second informed consent letter was provided for individual interview participants (Appendix C). This research study was exempted from regulation because it presented minimal risks to human subjects and all the participants were over the age of 21. The IRB determined that this study met the requirements for exemption per 45 CFR 46 (see Appendix A).

The participants may have been hesitant about participating due to perceiving possible risks against their self, reputation, employment, or funding efforts. The researcher ensured proper steps were taken in order to protect all human subjects by maintaining confidentiality of each participant's name as well as information that could identify him/her. Participants' names were coded by assigning a code number (e.g. School District 1-School District 8, and School District 10, Teacher 1-Teacher 3, and Parent A1-Parent A3, Parent B5-Parent B6 and Parent B9, Power Broker 1-Power Broker 4, and Property Owner 1-Property Owner 3) and were referred to in the study by their code number to identify the respondent in a confidential manner. All data collected has been and will be kept on a secure password-protected external hard drive that has been stored and will be stored in a safe deposit box in the researcher's home office. All hard copies of the

data will be shredded and soft copies will be destroyed five years from submission of this dissertation.

Individuals were given the opportunity to opt out of this study at any time and any of the data collected about or from the specific individual were destroyed or deleted. Individuals were given the opportunity to review all transcripts for accuracy and to make corrections, modifications, deletions, or additions as they deemed necessary. Participants were assured that confidentiality was and will be maintained. There was no physical risk to the participants. All expectations of participants and minimal emotional risk that may have arisen as a result of participating in this study were clearly outlined in the consent to participate agreement.

Participant groups. The following groups were identified to participate in this study: (a) Parents A, (b) Parents B, (c) Teachers, (d) Property Owners, (e) Power brokers, and (f) School District Personnel. The Parents A and Parents B groups and Property Owners that were studied are community groups from the cities of Milagro, Benigno, and Socorro, respectively. The Parents A and Parents B groups were made up of people who lived in these cities and who have attended several community outreach meetings for the new schools projects. The parent groups have existed for an unknown period of time and have gained notice through being involved in educational matters. A Teachers' group was also studied. The teacher group was formed in March, 2011, for the sole reason of writing a school proposal for the new school. The Property Owners' group was a self-proclaimed community group from the city of Milagro. School District Personnel were individuals not representing a grassroots group, but will be considered a group in this study.

The powerful groups in this study included groups comprised of parents, teachers, property owners, and the School District. Several groups were interviewed in the focus groups to

ascertain how they affected educational change: two parents groups, and one teacher group. Each powerful group exerted influence through diverse measures, such as the parents that may be perceived as holding legitimate power and can influence the use of civil suits or municipal bond measures to raise advocacy. The Teachers' group was perceived to hold influence through their knowledge and skills in the field of education, and as such their participation in affecting school change through writing school proposals may be perceived as expert power. Property Owners, along with parent-community members, exerted influence through referent or legitimate power. Lastly, the School District was considered the ultimate decision maker, capable of utilizing reward, coercive, legitimate, expert, or referent power, and thus exerting power in either supportive or restraining ways. Table 2 presents possible numbers of people that each group represented and the actual numbers of people that were interviewed or were focus group members.

Table 2

Total Size of Four Grassroots Groups and Number Interviewed

	Parents A	Parents B	Property Owners	Teachers
<i>n</i> of possible people that each group represented	Approx. 29,000	300-1200	16	176
<i>n</i> of grassroots participants interviewed	6	7	3	3

Gaining trust of participants. The researcher noted some apprehension from several potential participants perhaps due to their perception that the researcher was an outsider who worked for the School District. To establish a relationship and promote trust of participants, the researcher recruited the assistance of her mother who was a community member in the

community of Benigno and a childhood friend who is an esteemed teacher in the community of Socorro. Their assistance proved helpful during the early stages of recruitment because their endorsement strengthened the researcher's credibility and demonstrated the researcher's commitment to this study. The length of time that the researcher spent recruiting participants was 3 to 6 months that were done simultaneously. Another strategy used by the researcher to promote trust was to dress according to the location of the grassroots group meeting. The researcher's dress attire varied according to the location of the meeting, for example, the researcher dressed semi-casual when attending the house meeting that was held in a community member's backyard.

Grassroots member questionnaire. The researcher gave a self-completion questionnaire entitled *Grassroots Member Questionnaire* (Appendix D) to each participant when he/she arrived at the focus group interview meeting or School District Personnel individual interview meeting. The questionnaire asked for demographic information and socioeconomic information, and asked specific questions about school involvement and civic engagement. The researcher analyzed the questionnaire using descriptive statistical analysis.

School district personnel questionnaire. The researcher gave a self-completion questionnaire entitled *School District Personnel Questionnaire* (Appendix E) to each participant when he/she arrived at the interview. The questionnaire asked for demographic information and socioeconomic information, and asked specific questions about their perceptions about school involvement and civic engagement.

Documents. De Vaus (2001) stated that most case studies involve a time dimension. This research design employed a retrospective collection of information dating from April 2011-June 2012. Legal public documents, School District public documents, meeting agendas and minutes

of meetings were collected. A chronological list was created to archive the collection of documents (Appendix F).

Field notes. The researcher maintained a chronological collection of field notes throughout the study from April 2011 to June 2012. These notes were documented on a computer by date and stored for subsequent data analysis. The researcher attended at least 12 community meetings, spent approximately twenty-two hours at these meetings, and spent 3-6 months recruiting participants for this study.

Focus Groups. Three focus groups were convened, each of which represented one of the grassroots groups: Parents A, Parents B, and Teachers. Many attempts were made to secure a focus group session of the Property Owners' group, but the researcher received many delays. The School District members were not interviewed in a focus group setting because meeting their tight work schedules were problematic.

The focus group interviews took place at various times and locations from November 2012-February 2013. A focus group is a research technique that follows a predetermined topic established by the researcher (Morgan, 1997). Focus Groups as a research strategy are best supplemented with other research methods (Bloor, Frankland, Thomas, & Robson, 2001; Morgan, 1997).

The sampling method involved a convenience sample from a population of people who participated in grassroots groups between April 2011 and June 2012. Four grassroots groups participated in the study. All members ($N = 3$) from the teachers' group and members from the Parents A and Parents B groups ($N = 13$) participated in focus groups. Sixteen people participated in the focus groups in total. A total number of 32 participants submitted questionnaires. Focal members of each grassroots group, along with four community members

who have been identified in this study as power brokers, and nine School District Personnel were recruited to participate in individual interviews. Focal members were members who were perceived as leaders within and across the grassroots. During focus group sessions and in a few instances during the individual interviews, the names of focal members surfaced and thus helped further identify key members of each of the grassroots groups.

In total, 25 participants participated in the individual interviews. Twelve of the interviews were grassroots group members, four were powerful community members who were not affiliated in any of the grassroots group being studied, and nine were School District Personnel engaged with the school construction. In this study, power brokers were identified as individuals who are well respected by a wide audience including community members, parents, teachers, and School District Personnel. These power brokers attended several community outreach meetings where the researcher was present and did not participate in any of the four grassroots groups being studied. The power brokers also demonstrated having linkages with other people including some connection to the grassroots groups, but did not have a direct affiliation with any of the four grassroots groups. Table 3 reflects the number of participants who completed each type of data collection method.

Table 3

Number of Participants in Each Group by Data Collection Method

Data collection method	Parents A	Parents B	Teachers	Property Owners	Power Brokers	School District Personnel
Demographic Questionnaire	6	7	3	3	4	9
Focus Group	6	7	3	0	0	0
Individual Interviews	3	3	3	3	4	9

All members of the grassroots groups were invited to participate in one of the three pre-identified focus groups; however, each focus group included three to five people who were recruited to participate in the focus group based on two specific criteria: (a) evidence of having participated in the grassroots group between March 2011 and June 2012, and (b) having participated in at least one grassroots group effort related to the new school. The researcher attended a monthly grassroots group meeting to present this study, invited the group members to participate, and shared the eligibility screening information regarding the focus group. The researcher also communicated with grassroots groups that were no longer meeting on a regular basis through email or phone call in order to invite members to participate in a focus group. The researcher included the eligibility screening information on the informed consent as a reminder of the eligibility criteria. The researcher did not have any control over who attended the focus group interviews. However, commonalities in gender and ethnicity existed due to the preexisting configurations of each grassroots group.

The researcher made several requests for participation to the grassroots groups. The researcher attended the Parents A' grassroots group meeting on October 17, 2012 to introduce herself and to speak to the people assembled for the meeting during the public comment of the monthly meeting. The Parents A grassroots group then invited the researcher to present the study at their following monthly meeting. The meeting facilitator stated that the group members would make a decision and vote about their participation in the focus group component of the study as a group. The researcher planned to attend the subsequent Parents A monthly meeting, but it was cancelled. The researcher contacted one of the members of the grassroots group to obtain information about the next meeting and was invited to attend the meeting because the group intended to place her presentation of this research study on their November meeting schedule.

The researcher asked one of the Parents A group members about the outcome of their decision. However, the group member stated that the entire team had not been present during the November meeting and therefore the group was unable to make a decision about participating in this research study. On December 6, 2012, the Parents A grassroots group agreed to participate and asked the researcher to meet with them on December 18, 2012.

The second focus group session was the Parents B grassroots group. The researcher first approached a few members of the group to introduce herself and to share the study with them. The group facilitator was very accessible and willing to gather the group for a special meeting so that the researcher could present the study and invite the members to participate. The Parents B grassroots group met for their focus group in mid January of 2013.

The last grassroots group to participate in a focus group was the Teachers' grassroots group. The Teachers' grassroots group members had several delays in scheduling their focus group interview, due to two grassroots members working on a year-round school calendar and had vacation time beginning in December 2012, and one member who suffered a death in the family in January 2013. Winter break also played a role in the scheduling delay. The Teachers' grassroots group members finally met in February of 2013. The Teachers' grassroots group met after work. Due to numerous delays, and sensitivity regarding the lawsuit the researcher had to rely on public legal documents rather than a focus group regarding the Property Owners' grassroots group.

The duration of the focus group session was 33 minutes for the Teachers, 49 minutes for the Parents B grassroots group, and 62 minutes for the Parents A grassroots community group.

Via letters or phone, the researcher requested permission from civic agencies and community members to host the focus group interviews in predetermined locations to ensure

maximum participation. Focus Groups were used to obtain preliminary information that facilitated constructing the next phase of the data collection process: individual interviews of leaders and group members. The focus group interviews took place at local family restaurants that were selected by the grassroots group members to create a familiar environment where the participants felt safe to speak freely. The researcher attended the grassroots group meetings and read the participant letter to the potential participants. The verbal invitation was also made in Spanish as well as providing a participant letter (Appendix G) which was translated into Spanish. The researcher is fluent in Spanish and English. However, the translated documents, including participant letter and informed consent forms, were reviewed by a skilled translator to ensure fidelity and comprehensibility. The grassroots members received the participant letter prior to the focus group sessions.

An email with an attached copy of the participant letter and the informed consent letter for focus groups (see Appendix B) was sent to any member of a group that was not meeting or at a meeting and was followed by a phone call. Potential participants were also given the informed consent letter before the focus group interviews. Potential participants who were geographically distant received the participant letter and informed consent through U.S. Mail or via email; they were asked to sign and return the informed consent letter to the researcher through U.S. mail or via email, whichever was more convenient.

Procedures for focus groups. Informed consent letters were completed by participants and collected by the researcher before the focus groups began. See Appendix B for informed consent letters created for the focus groups. The focus group interviews were conducted in English or Spanish, depending on the group members' language preference. Each focus group interview session was recorded using a voice recorder. A focus group protocol with nine open-

ended questions (see Appendix H) was used to guide the conversation. The focus group interview protocol consisted of an introduction, statement of purpose of the interview, informed consent, and asking open-ended questions. The teacher focus group included three members. Two parent-community groups participated with up to seven participants each. A property owner group focus group session was not conducted due to the availability of archival data also because they were unable to convene a meeting.

The focus group interview protocol was created by the researcher and was reviewed by a panel of experts. Each expert reviewed the focus group interview protocol to determine reliability of the instrument and construct validity of the research method. The focus group questions aligned with the research question, as demonstrated in the data source table found in Appendix I.

Participant individual interviews. The researcher invited a perceived leader and two members of each community group to participate in individual interviews. The researcher recruited nine School District members who were involved with the development of the school development process. The following individual interviews were conducted: three interviews with Parents A group members, three individual interviews with Parents B group, three interviews with the property owners' group, three interviews with teachers' group members interviews with four power brokers, and nine interviews with School District Personnel.

During the focus group interviews, the researcher asked grassroots group members about their perceptions of leadership and who facilitates their group meetings and used this information to invite the perceived leaders to participate in the individual interviews. In the event that grassroots group members identified more than one leader during the focus group interviews, a leader was selected randomly and the other perceived leader(s) was/were invited to participate in

the individual interviews as the second or third community group member. Individual interview participants received an Informed Consent Letter (Appendix C) before they began the interviews. All names of participants who participated in individual interviews were replaced with a code number to protect their confidentiality. After the focus groups, the leader identified by the focus groups and two members from each grassroots group participated in individual interviews with the researcher at a site that was convenient for the participant.

The researcher requested a 45-minute one-on-one interview with community group members who were identified as leaders or with group members who volunteered to participate in the individual interviews. All informed consent letters were returned to the researcher before the individual participant interview began. The interview was conducted in English or Spanish either by telephone or in person, depending on the participant's availability and language preference. An individual interview protocol with 10 open-ended questions was developed for the grassroots members (Appendix J). An individual interview protocol with nine open-ended questions was developed for the School District Personnel (Appendix K). The interview protocols were used to guide the conversation and aligned with the research question. Appendix I presents the alignment between the research question and the data sources. The interview instrument protocol followed Creswell's (2003) format: heading, opening statement, key research questions, probing questions, transitions, space for reflective notes and interviewer's comments were utilized. The interview instrument protocol was reviewed by a pilot group of three experts, followed by a group of parents and community members who were not involved in any of the grassroots groups. The pilot sessions were conducted before the IRB application was submitted to test for comprehensibility and grammatical errors.

The researcher facilitated the focus group interviews and wrote down notes on large flip charts. The interviews were recorded using a voice recorder and stored on a computer for later retrieval and transcription. The interviews were recorded with a voice recorder and the researcher also took backup field notes. All interviews were transcribed and participants reviewed the transcriptions to ensure information accuracy. To ensure privacy protection, all data were and will be kept on a password protected external hard drive that was and will be securely stored in the researcher's home office. The data will be shredded and destroyed after five years as required per the University protocol.

It was anticipated that most grassroots community members would speak English or Spanish. Therefore, the individual interview instrument protocol (see Appendix J) was developed for grassroots members and was also translated to Spanish from English (Appendix J) to accommodate participants who did not speak English or preferred to be interviewed in Spanish. The interviewer is fluent in Spanish and asked each member's language preference before the interview began.

Participant demographic information. The Parents A grassroots group works to benefit over 29, 000 students who reside in their community and are 18 years or younger. The Parents B grassroots community group was formed by a small number of individuals in support of between 300 and approximately 1,200 students from the local high school. The three teachers from the teachers' grassroots group formed a grassroots group out of approximately 120 teachers at their school site that serve at least 4,000 students.

A total of 32 people participated in this study. Sixteen people participated in a total of three focus group sessions, along with a total of 25 people who participated in individual interviews. Sixteen grassroots members participated in individual interviews: six parent-

community members, three teachers, three property owners, and four community members who were identified as power brokers and nine School District Personnel. In total, 32 participants submitted a questionnaire. Twenty-five people participated in individual interviews, of which 12 of these respondents were members of a grassroots community group, 4 were highly active community members who were not affiliated with the grassroots groups under study and 9 of which were School District Personnel. Table 4 presents the number of participants by grassroots group related to demographic information, identifying the number of participants by breakdown of gender, years lived in the community, whether they voted in the last election, and how many had children under the age of 18.

Table 4

Number of Participants by Group and Demographic Information

Group	Gender		Years lived in community	# with children under 18 years old
	Female	Male		
Parents A	6	0	more than 12 years	2
Parents B	4	3	more than 8 years	3
Property Owners	1	2	more than 12 years	1
Teachers	2	1	0	1
Power Brokers	3	1	more than 4 years	3
Totals	16	7	all lived in community except Teachers	10

A total of 23 grassroots group participants were involved in the study, which included 16 women and seven men including the four power brokers. Four community members listed in the counts above were identified as power brokers and included three women and one man. Fourteen participants voted in the last election. Seven grassroots members had children under 18 years of age. The sample size of School District Personnel participants was nine ($N = 9$).

Nine School District Personnel participated in the study. There were five men and four women from the School District participants. The ethnicity of the School district participants was

seven Hispanic and two White. The average number of years that the School District participants worked in the community was nine. The School District participants associated with the grassroots groups at least six times during the 2011-2012 school year.

Additionally, every member from the Parents A, Parents B and Property Owner group lived in the community while no teacher lived in the community in which they worked. Twenty-seven of the participants were Hispanic, one participant was Asian, three participants were White, and one participant was of mixed ethnic heritage. Ten out of 23 grassroots members had at least one child who is under 18 years of age.

Demographic information from the questionnaire revealed that the participants from the Teachers' group voted in the last election and did not live in the community. The Teachers' group consisted of two females and one male. The Teachers' group consisted of two members who were Hispanic and one member who was Asian. The Parents A group was representative of six Hispanic women, and most of whom had lived in the community for more than 12 years.

The focus group participants from the Parents B grassroots group were seven participants in total: four women and three men. All of the Parents B participants were Hispanic. Most of the grassroots group members had lived in the community between eight and 11 years.

The participants from the Property Owners' grassroots group were three participants in total: two men and one woman. Two members were Hispanic and one member was of mixed heritage.

There were four participants who were identified as power brokers. The power brokers consisted of three women and one man.

Summary

This chapter presented the rationale for choosing an exploratory qualitative case study design. The data sources, sampling procedures, and data collection procedures were defined and described. The data analyses and findings of the study will be discussed in Chapter 4.

Chapter 4: Data Analysis and Findings

This study explored the influence of grassroots community groups on the development of two high schools. Data were collected from focus groups and during individual interviews of grassroots community members and School District Personnel who were involved in the development of a major new schools project in a suburban area of California. The researcher convened grassroots community groups for a focus group session where they were asked a series of questions from the focus group session protocol (Appendix H). The focus groups consisted of parent-community members, teachers, and property owners. Focus Group interview questions were crafted to elicit information about the participants and their groups' efforts to affect change. Additionally, several members from each grassroots group, active community members, and selected School District Personnel were invited by the researcher to participate in an individual interview. The individual interviews followed the Individual Interview protocols (Appendices J & K) and were conducted with members of these groups and School District Personnel.

This chapter presents the data analysis and findings in the following sections: (a) the data analysis process, (b) description of prevalent themes found in the data, (c) an analysis of the focus group sessions and the individual interviews, and (d) an overview of the findings related to the research question.

Data Analysis

Procedures for analyzing interview data. For qualitative data analysis, the following procedures were followed in order to assure clear and unbiased findings: transcription, copying, selection of coders, training of coders, distribution of transcriptions to coders, research-based coding process, transcription reviews by researcher and discussion with coders, and organizing the results of the coding process.

The individual interviews were recorded with permission from each participant using a voice recorder. The researcher and a professional transcriber transcribed all individual interviews from the audio recordings. The researcher formatted each transcript for organization and consistency. The focus group sessions were also recorded and included annotated notes that were transcribed from large flip charts on which the researcher took notes during each focus group session. The annotations were transcribed and used by the coders.

A group of doctoral students was invited to participate as coders for the focus groups and individual interview data. Each coder received five transcripts to code. Some interviews and focus groups were conducted in Spanish, and therefore required bilingual coders. The data transcriptions were sorted into groups to maintain the configurations of each community group and its members and were given to the coders for coding. The researcher provided the coders with transcribed paper copies of the grassroots group members' individual interviews, School District Personnel interviews, and focus group session notes, which allowed each interview to be coded twice to ensure validity.

Process. The researcher utilized Powell and Renner's (2003) five steps of qualitative analysis: (a) getting to know the data, (b) focusing on analysis, (c) categorizing information, (d) identifying patterns and connections between and within the categories, and (e) interpreting the data.

Steps of qualitative analysis. Seven doctoral students participated as coders. Each of the coders was trained to utilize Powell and Renner's (2003) model. A training session on the Powell and Renner model was held at a doctoral symposium under the direction of the primary researcher and the dissertation chair. Each coder worked independently and was given a colored folder that contained the interview transcriptions sorted by grassroots group, a copy of Powell

and Renner's five step model, the research question, a matrix for coding responses by question, and the interview protocol that was used during the individual interviews (see Appendices H, J, & K). The coders met with the researcher to discuss themes that resulted from their coding process. The coders sat in groups based on the group of transcriptions they were reading. The sorting of coders by grassroots groups aided a discussion of their findings with one another after they discussed themes with the researcher. For the analysis of the data, the coders and the researcher utilized Powell and Renner's five-step model as described here:

- *Step 1* involved getting to know the data. This step in the process required coders to become acquainted with the data. This step meant that the coders had to read the transcripts of the texts intently, reread, and then write down any thoughts or questions that may have surfaced in looking for themes. The coders used post-it notes, highlighters, and multicolored pens to annotate each transcript they read. The coders discussed their findings as a group while the researcher listened and wrote down notes.
- *Step 2* focused on analysis. In this step, the coders reviewed the intention of the analysis. They focused the analysis on a question-by-question basis to identify a few recurring topics first for each participant and later to generate overall themes. These topics offered an opportunity to start thinking about the themes. This step required the coders to focus their analysis and explore how individuals responded to each topic to identify similarities and differences, and then to compile all of the data for each topic. The coders utilized this strategy with other prevalent topics or themes and later attempted to find relationships between topics and connections.

- *Step 3* dealt with categorizing information, which facilitated the derivation of meaning. This process resulted in noticing patterns, phrases, or themes found in the data by organizing and summarizing relevant information to discover meaning in the text. The coders engaged in this process until they had identified all pertinent themes and potential sub-themes. The researcher created a chart to support the gathering of themes and the categorizing of information. Once coders had compiled a list of themes they grouped into dyads or triads to identify similar themes and generated a list of overall themes found in each set of transcripts. The coders held a discussion about the themes and findings with the researcher.
- *Step 4* involved the identification of patterns and connections within and between categories. The coders began to sort and categorize the data into themes by identifying trends, patterns and connections both within and between the themes. The purpose of this task was to compile all content pertaining to a theme, or to discover similarities or differences in responses regarding a theme. The coders may have observed a cause and effect relationship in the data. These connections are valuable because they can lead to finding out why something occurred. The process of having coders read the data assisted the researcher to determine prevalent themes to answer the research question.
- *Step 5* is when data interpretation occurs. In this step the researcher uses the themes to explain findings. The researcher interprets the data to derive meaning and significance to the analysis. The researcher developed a list of main themes that highlighted the findings discovered by the coders during the coding process and sorting of the data. Major findings can be derived from the themes found in the data

analysis and lead to the discovery of new information as a result of categorizing data and the formulation of conclusions. Discoveries from the themes present an opportunity for application to other settings and studies.

The interview protocols for the focus group sessions and the individual interviews of the grassroots members and School District Personnel aligned with the research question. Several data collection methods were utilized in this study, including focus group interviews, individual interviews, and a document review.

Coding. Coding done by the trained coders revealed several themes that will be discussed later in this chapter. The coding of the data revealed six prevalent themes—communication/miscommunication, support, leadership, relationship building, empowerment, and change making—that will be described further in this chapter and in Chapter 5 to generate conclusions and make recommendations.

Field Notes and Archival Documents

The researcher and coders analyzed the field notes and archival documents to identify topics and make connections using Powell and Renner's (2003) model of qualitative analysis. Field notes include information obtained or derived from attending the grassroots group's meetings. The topics of a lawsuit, school reform initiative, school attendance boundaries, environmental concerns, and communication issues resulted as prominent items in the field notes from community meetings as well as during the archival document review. Field notes and archival documents allowed the researcher to analyze the data by corroborating information to arrive at a conclusion.

From April 2011 through March 2013 the researcher attended community meetings, including two Milagro City Council meetings, four Community Outreach meetings sponsored by

the School District, two meetings of the Parents A and Parents B grassroots community meetings, and one Property Owners' grassroots community meeting. The researcher also attended two meetings of a community organization that is no longer in existence, but that existed as a joint powers authority coalition that met monthly to discuss diverse educational-related issues. The organization's name was also listed and discussed at the Milagro City Council meeting.

Lawsuit. The researcher attended multiple community meetings that lent insight into community members' participation and action in support of or against the School District project for school #1. Although most of the participants in this study referenced the lawsuit that was initially filed in 2010, the researcher obtained public documentation regarding a lawsuit and a second action against the School District by attending a School District meeting in January of 2013. In addition, the researcher and coders found information in the field notes and document review about a lawsuit that the City of Milagro filed against the School District in 2010. As reported to the researcher by several of the Property Owners interviewees, the City of Milagro disputed the School District's proposed Final Environmental Impact Report (EIR) citing violations of several provisions of the California Environmental Quality Act (CEQA) and the CA Education Code (Field Notes 1/15/13). A review of several archival documents revealed that the Court ruled that the School District had not fully met stated provisions of the CEQA and CA Education Code (Field Notes 1/15/13). The School District appealed the Court's ruling, which was later upheld to approve the Final EIR except the analysis of pedestrian safety caused by the proposed school's design (Field Notes 1/15/13). Also found in the archival documents and mentioned by Property Owners was the need of a remediation plan and documentation that

addressed soil contaminants. The estimated costs for a remediation effort at the school site is between \$2 million and 4 million (Field Notes 1/15/13).

School Reform Initiative and new schools. The researcher attended three community engagement meetings, including two meetings regarding the School Reform Initiative and a community outreach meeting that were jointly sponsored by the School District. All of the community engagement meetings were held at one of the two existing local high schools.

According to public documents made available by the School District, the School Reform Initiative was approved by the Board of Education in 2009. This School Reform Initiative program intended to improve the quality of education by opening up a bidding process to groups who would write a RFP for a new school site or a pre-identified focus school sites. Information about the application submission process posted by the School District revealed that only two groups had submitted an application for one of the three small schools that would open on the campus of high school #2 in August 2012. The researcher later found out in the interview data that 11 teams had submitted a letter of intent for the school, which at that point was still school #1, but only two teams completed the full submission process. The researcher noted that a document dated November 2011 listed the address of high school #2 (new school) as high school #1 (halted demolition of homes where the school would be constructed)¹. The decision of the school operators for high school site #2 under the School Reform Initiative was issued in a March 29, 2012 Board of Education communication, which gave notice of the approved operators for the three small schools on the campus of school #2. Additionally, the same communication announced the relocation of an existing small high school onto the campus of

¹ Document was provided to researcher by a participant.

high school site #2 and the selection of the operators of the two other small high schools housed on the campus of high school site #2.

During the interview data and archival data review, the researcher noticed a number of changes to policies and the timeline regarding the School Reform Initiative. Several dates changed throughout the application timeline, including application due dates and the final announcement. Changes of dates and lack of clear policies point to a communication and organizational problem.

Issues. The researcher found several issues related to environmental problems, school overcrowding, a year-round school calendar, missed published deadlines, and changes in teacher employment collective bargaining from the archival document review, and persisting in the focus group and interview data. The review of a meeting agenda and notes taken during a community meeting that was held on March 29, 2012 highlighted several of these issues. The topics of this community meeting included an introduction by a Representative of the Facilities Division and Community Relations, a remark by the School District Board member, an announcement regarding the opportunities for a new Benigno High School community by the School District area leader, and a brief update on high school #1 by a Representative of the Facilities Division and Community Relations Department. The meeting was held in a large, poorly lit auditorium. Two tables at the front entrance were staffed with bilingual School District employees. Each table had two sign-in sheets for people to sign in and a stack of meeting materials that included the meeting agenda, a public transportation application, an instructional calendar, and an informational sheet about high school #2. There were approximately 250 people in attendance and 12 School District Personnel. An interpreter was available to translate the meeting into

Spanish. However, three out of the four School District Personnel spoke to the parents and community members in both English and Spanish. The meeting lasted approximately 1 hour.

At this community meeting, the district area leader spoke about new opportunities for the Benigno High School communities, such as a four-track, year-round school calendar that would go into effect at the start of the next academic year, new attendance boundaries, and a school choice program offered by high school #2. Three parents spoke out against changing the academic calendar, citing limited course offerings as problematic due to the availability of courses on different school calendar/year-round tracks. One parent spoke about her concern regarding the safety of students at this large high school that would be severely impacted by increasing the year-round student load. The School District Personnel listened politely while the school principal addressed the comments made by the two parents, then assured them that the students would be safe. The Board member cited the reversal of a decision that proposed to bus students from the community to high school #2, which is three miles away from the neighborhood high school. The Board member stated that the four-track calendar was the solution to the communities' concerns about student busing. Additionally, the Board member also recapped the success of the new schools construction project that took place over a period of 10 years and mentioned that the four-track calendar fulfills a 180-day instructional calendar, as set forth in the Williams Compliance Act. The Williams Compliance Act is legislation that required equal access for all students to instructional materials, safe schools, and quality teachers. This meeting was very important because it proved to be the culmination of several grassroots groups' efforts. Stakeholders including parents, community members, grassroots groups, and School District Personnel were convened to discuss several pressing educational matters that had been addressed by the grassroots groups prior to the meeting.

The analysis of these field notes and archival documents related to the community meeting at Benigno HS revealed the themes of communication/miscommunication, support, and relationship building. Several issues emerged during the review of these field notes. One Board member's comment at the community outreach meeting at Benigno HS—"the solution was a four track calendar"—was his response to a perceived problem. Lastly, at this meeting, the district area leader made an announcement regarding the selection of the operators for high school #2, while both grassroots groups of teachers who had submitted a proposal sat in the audience. The district area leader announced that Team 2 had been selected to operate two of the three small high schools on the site of high school #2 and that an existing high school from the City of Socorro would be relocating to high school #2 and would join Team 2. Members of the Teachers' grassroots community group pulled out their mobile devices to confirm the school's district decision with public documents.

External entities. Beyond the grassroots groups, several other external groups were powerful and mentioned at several community meetings or grassroots group meetings. The Schools Coalition was made up of elected politicians from each of the local cities. The Schools Coalition met monthly and had formal agendas of which the public was informed and that complied with the Brown Act. The Brown Act is a legislative act that was passed in 1958 guaranteeing members of the public the right to attend and participate in meetings of public governing boards. The researcher attended two meetings of the Schools Coalition that were held at the City Hall of a neighboring city. At a July 14, 2011 School Coalition meeting, the researcher observed that the School Coalition's meeting agendas included a list of officers including a chair, vice chair, board members, ex-officio, CEO, and Legal Counsel, and a vacant office was listed for the area superintendent. The CEO, Legal Counsel, and Member Secretary

sat separately from the officers of the Coalition, Board Members, and Ex-Officio. The meeting agenda listed the following topics: Executive Director Report, action items, joint power agreement, approval of the contract of an Intern Assistant, and monthly warrants and cancellations. Additionally, the meeting agenda provided an opportunity for public comment, followed by adjournment. The second meeting of the Schools Coalition that the researcher attended was held on September 15, 2011. At this noticed meeting, several members from two of the Teachers' grassroots groups presented an overview of their proposals for high school #2. Elected politicians from the city and three surrounding cities who sit on the Board listened to the teachers intently. Two School District Personnel who were working on the development of the high school #2 project were in attendance, along with one parent/community member who spoke to the Schools Coalition about the facilities issues at high school #2, one former politician, and an unknown person. This meeting lasted approximately 30 minutes. Incidentally, the sole community member in attendance at the September 15, 2011 Schools Coalition meeting was one of the perceived leaders of the Parents A grassroots community group who spoke during public comment about the need to change some of the facilities on school #2.

Findings: Themes

Six themes were derived from the analysis of the data (Table 5). The six prevalent themes were communication/miscommunication, relationship building, support, shared leadership, seeking change, and empowerment.

Table 5

Themes by Groups

Parents A	Parents B	Property Owners	Teachers	School District Personnel
Communication Relationship building Empowerment	Miscommunication Empowerment Support	Miscommunication Empowerment Support	Miscommunication Relationship building Seeking Change	Communication Support Project Management
Support	Relationship building Seeking Change	Relationship building Seeking Change	Empowerment Support	Access to information Community Involvement/ engagement
Seeking Change	Shared Leadership	Secondary: Solidarity, Support	Shared Leadership	Secondary: Politics, Issues, Collaboration, and Advocacy
Shared Leadership		Shared Leadership		

Communication/miscommunication. Communication and miscommunication emerged as a prevalent co-theme in the data. Data from the Parents A grassroots group, power brokers, and School District Personnel cited adequate communication. The data revealed miscommunication between the School District and three of the grassroots community groups, which will be explained further in the subsequent section on findings of the research question of this study. Miscommunication refers to ineffective communication of policy and decision-making by the School District, which affected access to information received by the grassroots community members.

Relationship building. A major theme that generated several subthemes is relationship building. The sub-themes of collaboration and cohesion arose in participant responses. Particularly, collaboration was discussed in participant comments through several descriptions of how members got along with their group members as well as with other influential people.

Support. The theme of support was prevalent in the data. The data revealed that grassroots groups received support from diverse influential elected officials and professional organizations, yet mixed feelings were evident in the discussion about the support that was received from the School District. The theme of support was also evident in the responses given by the School District Personnel.

Shared leadership. The theme of shared leadership was supported in the findings across grassroots groups. Qualities of shared leadership were evident in the structure of each grassroots group and its actions.

Change seeking. The theme of change seeking was revealed as an objective; many of the groups involved aimed to create change through school reform efforts or reversing a School District decision. Several members of the grassroots groups mentioned that their objective was to create change by improving the quality of education in the local community.

Empowerment. The theme of empowerment surfaced in respondents' comments about participation, self-awareness, and capacity building. Most of the participants from the grassroots groups mentioned participation as an important piece of their involvement in the group, but equally important was the participants' willingness to continue with their struggle.

Findings Related to the Research Question: Grassroots Groups

This section discusses the study's findings as they inform the research question and are categorized by one or more of the prevalent themes addressed in the previous section. Each grassroots group will be mentioned as related to the research question and by data findings. The research question (Appendix L) asked, How do the following selected grassroots groups—Parents A, Parents B, Property Owners, Teachers, and Power Brokers—and School District members affect the development of a major School District project?

Organization of this section. This section discusses the study's findings as they inform the research question and these findings are first categorized by research group. The research groups are Parents A, Parents B, Property Owners, Power Brokers, and School District Personnel. The data from the grassroots groups are subsequently categorized into six subsections merging the data from the various data collection methods into six subsections:

- Origin of the group;
- Membership and participation;
- Leadership;
- Apparent objectives;
- Actions;
- Outcomes; and
- Themes.

Each of the four grassroots groups had diverse origins, level of membership and participation, leadership, objectives and subsequently planned different actions and activities to gain the attention of School District Personnel. The six prevalent themes will be addressed simultaneously throughout this section as related to each research group.

As mentioned in Chapter 3, the area under study is comprised of small townships. To assist the reader yet protect the identity of participants, the names of the school sites and people under discussion will be given pseudonyms. The two significant school sites are named School #1 in Milagro and School #2 in Socorro. The three additional schools will be addressed as proposed School #3, which resides in Carolina, Intrepid HS in Socorro, and Benigno HS, the overcrowded school in Benigno. Figure 4 presents a visualization of the school sites.

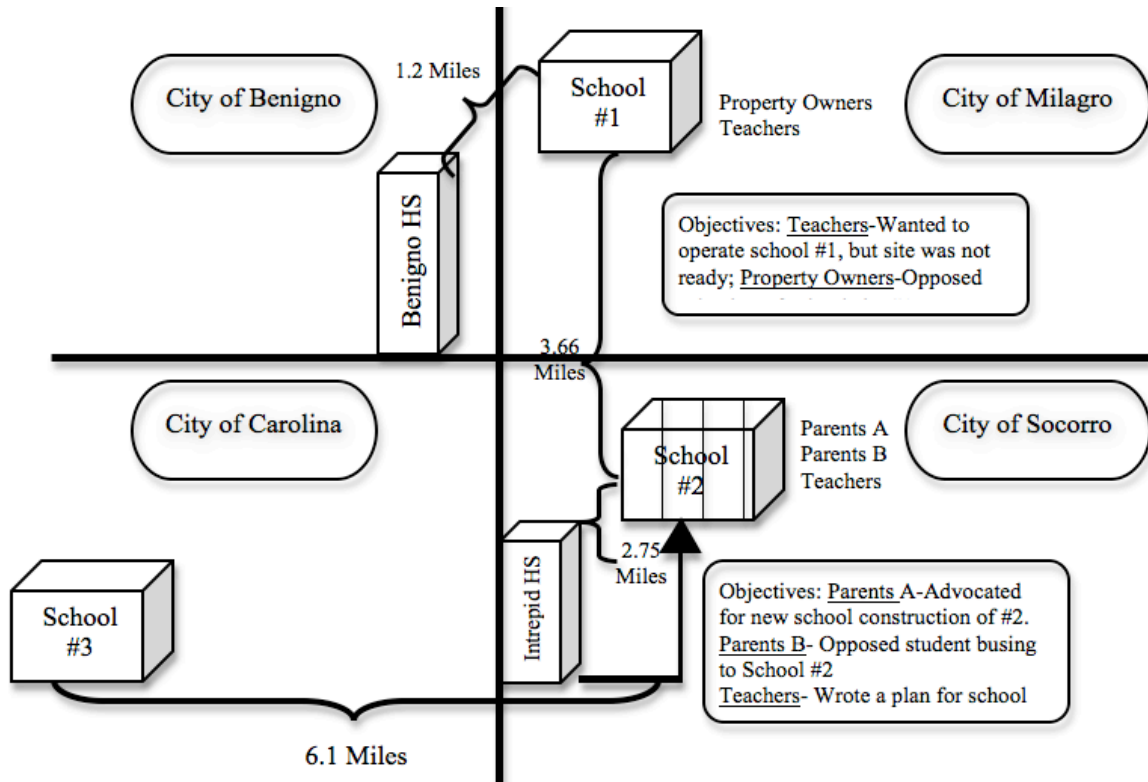


Figure 4. Visualization of school sites.

Parents A.

Origin. Parents A is a grassroots group that has existed since 1998 (Parent A2). They began organizing in that year because the School District wanted to change the grade configuration of a local middle school (Parent A2, Focus Group). In addition, two of the members of the Parents A grassroots group recalled forming this group due to the concern about the School District not communicating decisions with the community (Parent A1, Parent A3). Parents A's goal regarding school #2 was to complete the construction that had lasted over 14 years to be able to enroll students. Focus Group and Interview data revealed that two of the three members of the Parents A grassroots group cited environmental issues on the site of School #2, which prevented the school's timely completion (Parent A1, Parent A2, Focus Group). Currently, 14 years since the group's inception, the Parents A grassroots group continue to meet because

they consider themselves vested in improving education and committed to building new schools in the community of Socorro (Parent A2). The founding members are still actively involved and have vowed to continue their activism because the improved educational programs and new schools in the community might impact their grandchildren (Focus Group). The Parents A grassroots group has advocated for new school construction in their community and has sought to improve the quality of education for students in their community (Focus Group). During the 14 years of existence, the group has become an advocate for educational matters in their community.

Membership and participation. The group holds monthly meetings that follow a formal written agenda that is carefully planned out by all members during a planning session that is held prior to their regular monthly meeting (Archival Documents, field notes, Interview data). The monthly meetings were regularly scheduled on the third Wednesday of each month and held in a room at a city-owned facility.

The researcher attended two Parents A grassroots group meetings that were held a year apart: in October 2011 and October 2012. The data from these meetings were recorded as field notes. The first Parents A grassroots group meeting that the researcher attended was held on October 19, 2011. The topics that were listed on the meeting agenda included a presentation from a district leader, a presentation about high school #1, an update about a Schools Coalition, and an update about high school #2. The meeting was approximately 1 hour and 50 minutes in duration (Field Notes 10/19/11). The presentation by a district leader occupied the longest slated time on the agenda, which was 30 minutes out of the 90 minutes listed for the entire agenda. The district leader introduced the organizational chart and asked each of her personnel members to introduce him/herself and to state his/her title (Agenda). Approximately 40 people were in

attendance including the School District Personnel (Field Notes 10/19/11). The Parents A grassroots group maintains a monthly meeting sign-in. Meeting documents that were accessible to the guests included a sign-in, meeting agenda, minutes for the previous meeting, and additional documents such as fliers for community events. All of the documents were placed on a table at the front of the room by the entrance, making the materials highly accessible and visible to all people as they entered the room.

To run their meetings, the Parents A grassroots group utilizes Robert's Rules of Order, a protocol that standardizes decision-making meeting procedures. The Parents A grassroots group has elected officers who sit at the front of a U-shaped seating pattern. The president called each meeting to order and welcomed everyone in attendance. The agenda listed the group members without an office distinction. The minutes from the previous monthly meeting that was held on September 21, 2011 were presented and approved at the group's meeting. The September meeting minutes cited a presentation by a group of teachers who wrote a proposal for a school in the local area. The minutes from the September 21 meeting also noted a presentation made by a representative from a community-based organization that is affiliated with the School District as the facilitating entity of the parent and community engagement workshops of the School Reform initiative.

The second Parents A grassroots group meeting that the researcher attended was held on October 17, 2012. Representatives attended this meeting from the School District, school board member's office, and the local area office. Approximately 20 people were in attendance at this meeting. The duration of the meeting was approximately 2 hours and included a discussion of facilities, a presentation on the most recent academic achievement of local schools, and announcements, including a reminder about a new school groundbreaking ceremony.

Leadership. During the Parents A focus group session, the group shared that the group is led by several officers including a President, Vice President, Secretary, Treasurer, Assistant Treasurer, Parliamentarian, and Public Relations Officer. The President's responsibility is to delegate responsibilities and to work with all group members.² However, they believe that all group members are leaders. All members participate in decision-making, voting, planning agendas, and approval of meeting minutes. All Parents A group meetings are open to the public and the group meets twice a month. The group's meetings are calendared and the group also holds an agenda-planning meeting on the first Wednesday of each month. The group has several sub-committees to distribute tasks. The group is constantly in communication, even if there is no regular meeting scheduled for the month. The Parents A group has built credibility through strategic planning as evident in their approach to communicating needs and through their 14 active members of which two members are representatives from each school in the local area (Focus Group). Regarding the emergence of leaders, one Parents A grassroots group member stated, "I think they emerged with the need that there is for somebody to speak up" (Parent A2).

Apparent objectives. The group's main concern centers on improving education and building new schools, particularly school #2, because it took 14 years to build this school due to environmental concerns (Focus Group). During the focus group, the members of the Parents A grassroots community group recalled:

We showed everyone that we were not just a group of rowdy women, but that we were mothers whose purpose was to improve the education of our children. We showed that we were not going to be deceived and that we were educated and fully aware of the district's business.³

² See Appendix M, Item #2 for original citation in Spanish.

³ See Appendix M, Item # 3 for original citation in Spanish.

Additional objectives were related to facilities requests. A member of the Parents A grassroots group spoke at a Schools Coalition meeting on October 2012 hoping to garner support from influential individuals regarding a facilities change that she and the Parents A grassroots group sought. Another objective that was evident in the field notes and meeting materials was the advocacy for the relocation of Intrepid HS to the campus of school #2. Table 6 lists Parents A meeting agenda topics related the School District new school's construction project and other topics related to the topic of new schools that were included on the monthly Parents A grassroots' meeting agendas. The topic of school construction projects was addressed by the Parents A grassroots group.

Table 6

Meeting Agenda Topics: Parents A Grassroots Group

Date	School #1	School #2	School Reform Initiative/ Other schools	School Construction
March 16, 2011	X	X		X
March 30, 2011	X	X		
May 18, 2011	X	X		X
July 20, 2011	X	X	X	X
August 17, 2011				X
September 21, 2011		X	X	
January 18, 2012		X		
April 18, 2012		X		

Action. The Parents A grassroots group acted in several strategic ways to achieve their objectives such as focused monthly meetings, identifying concerns, communicating priorities, and requesting meetings with influential individuals.

Archival documents and field notes from the March 30, 2011 Parents A meeting reflect activities such as identifying issues and communicating concerns to invited individuals such as School District leaders and politicians. Evident in the data was the group's strategic

identification of priorities at monthly meetings and planning of agendas accordingly (Field Notes 10/19/11 and 10/17/12). Formal presentations by three school developer teams, including the two teams that wrote for school #2, were made to the Parents A grassroots group at two of their monthly meetings (Archival Documents). Similarly, the topic of new school construction was discussed at four Parents A meetings and the relocation of Intrepid HS, the existing HS, at seven out of 10 meeting agendas that were reviewed (Agendas). Minutes of the meetings were provided to the researcher during the focus group session.

The March 30, 2011 Parents A meeting minutes described a presentation that was made by the district leader who provided a new school construction update. The district leader shared the community outreach meeting dates for the Socorro and Milagro communities while providing insight about the Williams Compliance Act (Archival Documents). The district leader also shared with the group the attendance boundaries and the need for a school for students from Milagro. The district leader stated that all students would be bused to school #2. According to the meeting minutes another School District member shared that the City of Milagro filed a lawsuit against the School District because the School District had failed to meet certain requirements, therefore pausing the school construction of school #1. The members of the Parents A grassroots group also asked the district leader the following two questions: (a) What will happen to Intrepid High School due to the extended construction of school #1? and (b) What are the projected enrollment numbers for students from Socorro, Benigno, and Milagro who will be attending school #2? A member of the Parents A grassroots group stated that school #2 may be used by the students from Milagro, but that they should be sent back as soon as the school in Milagro is completed so that school #2 can accommodate Intrepid HS in the neighborhood.

During the focus group, the Parents A grassroots group credited a new resurgence in interest in their grassroots group by the community as an indicator of success:

We have some new members, people who are interested in our group. We learned how the district works through networking similar to politics, where one person knows someone and that person knows someone else. Currently, our plans are to gain support from the School District for a middle school. We have scheduled an appointment with Board Member Keeley (pseudonym).⁴

The garnering of support from influential figures, such as politicians and School District leadership, seemed to be a strategy that the Parents A grassroots group utilized. Over a 10-month period, the Parents A group discussed several schools at their monthly meetings while several powerful School District Personnel were in attendance (Archival notes). The minutes for the meeting that was held on July 20, 2011 identified a report given by current Assemblyman Leonardo Coro (pseudonym). The Assemblyman provided an update to the group about the implications of potential state legislation and current school board updates. One of the members from the Parents A group asked for the Assemblyman's support regarding facilities including the relocation of Intrepid HS to the campus of school #2. Additionally, the same group member also stated that school #2 would be the most appropriate location for Intrepid HS given the parents from Milagro and Socorro's opposition of the School District's decision to use School #2 for students from Milagro.

The Parents A grassroots group members also stated that they frequently invite prominent School District Personnel to their monthly meetings to discuss items of interest such as student academic achievement at the local schools. The data revealed the Parents A grassroots group advocacy in terms of the development of school #2, support for the efforts of the parents from the City of Milagro regarding their opposition to busing students to school #2, and the proposal

⁴ See Appendix M, Item # 4 for original citation in Spanish.

to house an existing school on the campus of school #2 (Archival Documents). The Parents A grassroots group stated that they frequently requested one-to-one meetings with School District Personnel as a means of informing key School District Personnel about their concerns (Focus Group).

During one of their group meetings, a member of the Parents A grassroots group asked the School District board member to relocate Intrepid HS, the existing HS to the campus of school #2 to co-locate with the new small schools (Agenda 7/20/11). The topic of new school construction was discussed at four Parents A meetings and the relocation of Intrepid HS, the existing HS, at seven meetings out of 10 meeting agendas that were reviewed (Agendas). In the winter of 2012, the relocation of school #2 was approved, altering the Teachers' group's objective to operate one of the other two small schools on the campus of school #2. The actions listed in this section revealed that focused meetings were more important than frequency of meetings.

Outcomes. Several outcomes were achieved by the Parents A grassroots group. First, they promoted the development of school #2. The Parents A group also held influence over the relocation of an existing small school at school #2. The group members reflected that they are seen as role models to other groups and in one case were asked for support by another group (Focus Group). One member shared, "Our efforts have helped other community group members"⁵ (Parent A1). During the Parents A focus group session, members recalled that "the group was contacted regarding the use of this school to relieve students from Milagro; a 180-day calendar law brought the need to relieve Benigno High School." The Parents A grassroots group also recalled that one school was slated by a past superintendent to be located at high school site

⁵ See Appendix M, Item 5 for original citation in Spanish.

#2, as well as a middle school that is pending construction. This group's reflection highlights their referent power through the use of legitimate power drawn from a former superintendent's promise and position to achieve the group's objectives. Furthermore, this group believes that they are "the first group to push the new school construction agenda" in the region (Parents A Focus Group). The group stated that their purpose "went from opening three schools to nine schools" (Parents A Focus Group).

The Parents A group stated that the obstacles they encountered included lack of support, low confidence in their efforts, nepotism, and resistance to group's projects and limitations set by School District policy regarding board meeting parameters from other community members and the School District.

Themes. Several themes were found in the data from the Parents A grassroots group interviews and focus group, including support, sense of empowerment, relationship building, and communication. The theme of support was evident during Parents A's focus group session, as the group members reported that they have received "Total support and assistance [from the School District]; The group has also received a recognition from the School District." Interview data also revealed that every member of the Parents A group agreed that the group had received support from the School District. During the interviews, each of the three members of the Parents A grassroots group reported having received support from politicians. The following is a response from member Parent A1: "This group has received support since the very beginning from Lorraine Raya Almont (pseudonym), the late Miguel Angel Minnestrone (pseudonym), who was the assembly member, and Jose de la Mar (pseudonym), who was a council member and mayor of this city and who was very involved in the schools."⁶

⁶ See Appendix M, Item # 6 for original citation in Spanish.

A sense of empowerment arose as a theme in the data from the Parents A grassroots group. Parent A2 stated, “Being part of this group that I am, helps my self-enrichment, educated me and helps me not just think of myself but think of *el bienestar* [wellbeing] of everybody in our community, that we’re proud of the community.” This member also asserted, “Our group is the voice of the community; [the] School District comes in and wants to create change, but does not fully know or understand the needs of the students and the community.”⁷

The theme of relationship building was evident in the data from the Parents A grassroots group. The members recalled that an existing school was slated by a past superintendent to be located at high school site #2, as well as a middle school that is pending construction (Parents A Focus Group).

The theme of communication was evident in the method by which the Parents A grassroots group organized themselves to inform School District officials about their priorities and how they identified these priorities to meet their objectives. The Parents A grassroots group also stated that they have received information about the schools throughout the development process (Focus Group, Archival Documents). The theme of miscommunication arose in the data more prevalent than communication in the data of the other three grassroots groups.

The Parents A group stated that the obstacles they encountered included lack of support, low confidence in their efforts, prepotency, and resistance to the group’s projects and limitations set by School District policy regarding board meeting parameters from other community members and the School District (Parents A Focus Group). The group fondly recalled their numerous visits to the School District board meetings and shared their strategy for understanding board meeting protocol. They credit their success to having learned School District jargon as

⁷ See Appendix M, Item # 7 for original citation in Spanish.

well as understanding “how the School District works to be able to navigate and network” (Parents A Focus Group). The leader of the Parents A grassroots group member (Parent A1) stated during the interview believes that the work of volunteers is never compensated, therefore, valuing the time devoted to working with the community is basic.⁸ All three Parents A grassroots group members stated that leaders emerge naturally. A grassroots group member stated, “I think they emerged with the need that there is for somebody to speak up” (Parent A2). Nine out of 12 grassroots group members stated that communication was a problem during the development of a major School District project. However, two of the three participants from the Parents A group felt they had received adequate information, but they did recall that information was not always readily available to them. Member Parent A3 recalled:

We had access to information, however at first they would deny our request, but we started receiving access to the information when the principals saw that we provided a rationale that included the benefits that students would receive.⁹

Parent A2 responded

There was a lot of communication, yes, there would be people planning, going through the process, going to the meetings to let us know what was happening, what was being built, the timing, so we would be able to visit the campus when they were in the process of building it so we could at least voice our opinions.

Other themes that were prevalent in the data of the Parents A grassroots group were leadership and communication. A member from the Parents A grassroots group stated the following regarding leadership: “I believe that the group is a reflection of its members’ character” (Parent A1)¹⁰. This respondent went on to say, “When groups clearly articulate their objectives and express them, and work towards attaining success, the group’s objectives become evident.” The members of the Parents A grassroots group practice a distributed leadership

⁸ See Appendix M, Item #8 for original citation in Spanish.

⁹ See Appendix M, Item #9 for original citation in Spanish.

¹⁰ See Appendix M, Item #10 for original citation in Spanish.

approach in which they believe every member is a leader (Focus Group). One member characterized the emergence of leaders in their group as follows; “I think they emerged with the need that there is for somebody to speak up” (Parent A2).

During Parents A’s focus group session, the group members reported that they have received “Total support and assistance [from the School District]; The group has also received a recognition from the School District.” They also asserted, “Our group is the voice of the community; [the] School District comes in and wants to create change, but does not fully know or understand the needs of the students and the community” (Parents A Focus Group).

The concept of referent power, as informed by French and Raven’s (1960) Bases of power, relates strongly to the findings regarding the Parents A grassroots group. By the end of the process, the group had influenced school outcomes through referent power. The referent power held by this group was displayed through their efforts, how they acted to resolve a problem, and being accessible to new members. The Parents A group built its membership base by promoting a shared vision that could assist other community members, which consequently gained the group recognition and referent power from their community members and from some School District Personnel. The group members reflected that they are now seen as role models and in one case were asked for support by another group. One member shared, “Our efforts have helped other community group members” (Parent A1)¹¹. Incidentally, eight out of nine School District Personnel who participated in this study cited the Parents A grassroots group and their leader as emerging grassroots leaders and an influential group.

Their vision continues to be one of guaranteeing high quality education for their children. They believe that neighborhood schools are important because the schools outlast the group’s

¹¹ See Appendix M, Item 11 for original citation in Spanish.

effort, asserting that they support parents and community members and encourage new member participation. Along with communication and support the theme of relationship building has been prevalent in the data through the meetings that the group has requested with individual people as well as the continual networking that the Parents A grassroots group has established with influential people.

Parents B.

Origin. The Parents B grassroots group originally formed in 2011 and met at a local church (Focus Group). They began organizing that year because the School District wanted to bus high school students from the City of Milagro to a proposed new school (school #2) that was scheduled to open in 2012 in the City of Socorro (Focus Group, Parent B5, Parent B6, Parent B9).

Objectives. The main objective of the Parents B group was to seek a reversal of a School District decision to bus their students to school #2. A realization and sense of empowerment was evident during the focus group, when the members of the Parents B group stated their newly developed vision: “We dream to one day equalize education for all students. The group’s shared vision resulted from noticing that there is a difference between the education that students receive in affluent communities and predominately Latino communities” (Parents B Focus Group session). During the Focus Group, the members of the Parents B grassroots group made an observation about the quality of education and course offerings available to students who attend a local school in particular, but also made reference to sub-standards learning conditions, low expectations, and poor teaching standards affecting students in their community.

Membership and participation. The group reported having up to 100 members at the height of their action against the School District; however, at the time of these interviews their

membership base had dropped down to 11 active members (Focus Group). One of the founding members recalled meeting at least three times to plan action regarding the School District's decision to bus students to school #2 (Focus Group). By 2013, when the researcher met with the Parents B group, they had increased the frequency of meetings to weekly.

The researcher attended two meetings of the Parents B grassroots group. Both meetings were held in a small banquet hall at a local restaurant, which was the current meeting location of the group. The two meetings of this grassroots group that the researcher attended were held in public view and 11 people were in attendance. There was no formal meeting agenda for this meeting, but a member of the group facilitated the meeting. The duration of the first Parents B grassroots group meeting that the researcher attended was over an hour. The second meeting was longer than an hour. The Parents B grassroots meetings were regularly held on Fridays at 7:00 PM (Focus Group).

At the meetings, the members of the Parents B grassroots group discussed topics related to the city, civic events, and about a concern regarding the discipline at the local high school (Field Notes). All of the members reported getting along with all of the members of their grassroots groups (Parent B5, Parent B6, Parent B9).

Leadership. During the focus group session, the Parents B grassroots group members stated that they have a leader and an alternate who plans the meeting agenda and facilitates their weekly meetings. Seven group members also indicated during the focus group session that their agenda is planned from weekly business or issues, but that their group meetings are sometimes open dialogue (Focus Group). Three members from the Parents B grassroots group affirmed that the leader communicates weekly with all members and they view every member as a leader because all members distribute information to other members (Parent B5, Parent B6, Parent B9).

A respondent felt that leaders emerge from the need to speak up (Parent B5). “Leaders emerge from instances that are caused by the School District, from being ignored, and then as parents that’s when we unite” (Parents B5)¹².

During the interview, a respondent from the Parents B group shared the following belief regarding leadership development that “we need to make sure that others can carry on the work that we’re doing because if not then the work that we’re doing is [in vain]” (Parent B9). During the interviews, at least one member of the Parents B grassroots group mentioned that the group welcomes new members. Two of the three members of the Parents B grassroots group stated that leaders emerge naturally (Parent B6, Parent B9).

Apparent objectives. The main objective of the Parents B grassroots group during 2011-2012 was to stop the busing of students to high school #2 (Focus Group, Parent B5, Parent B6, Parent B9). Parent B9 stated, “This group got involved when the district wanted to send the students on a bus.”¹³ A secondary objective was to reverse a decision made by the School District to construct high school #1 on the predetermined site (Parent B9).

Action. During the focus group, Parents B members stated: “The people organized through signing petitions. We explained the purpose and provided them with information.”¹⁴ Field notes from a community meeting held in June of 2011 at a local park documented community members’ opposition to the School District’s selection of the site for high school #1. The meeting was held on a Saturday morning in the gymnasium of a local park in the City of Milagro where approximately 40 people were in attendance and six members spoke about their concerns about the School District’s decision (Field Notes 6/18/11). A table was set up with an

¹² See Appendix M, Item #12 for original citation in Spanish.

¹³ See Appendix M, Item #13 for original citation in Spanish.

¹⁴ See Appendix M, Item #14 for original citation in Spanish.

agenda and a speaker's card for anyone interested in speaking during the public comment section. Four city officials were sitting at a table in front of the auditorium while rows of chairs were set up for community members. The researcher arrived 10 minutes into the meeting. The researcher noticed several familiar faces that she had seen at previous community events.

During the Parents B focus group, the members recalled that up to 100 members attended to another community meeting that was sponsored by the School District, which caused the School District to revert their decision regarding student busing (Focus Group). Member Parent B6 recalled her group's response to the School District's decision to bus students to high school #2:

We organized to send letters, called other parents who have children at the [neighborhood] school; we collected signatures and sent them to the School District to show that not just one parent was upset, but a majority. They [School District] saw the power of our collective as parents and yes, we do influence schools¹⁵.

Outcomes. The outcome met by the Parents B grassroots group was the rescission of the School District's decision to bus the high school students from the city of Milagro to school #2 located in the city of Socorro. Every member of the Parents B grassroots group felt successful in reaching their stated outcome regarding the School District's decision (Focus Group). Moreover, every member stated getting along with each other (Parent B5, Parent B6, Parent B9).

Themes. The themes of relationship building, communication/miscommunication, empowerment, shared leadership, and support surfaced in both the focus group and interview data. Member Parent B6 described a quality of cohesion that is related to relationship building in the Parents B group: "I am very happy about having found people who are seeking the same objective. And of course, I have learned a lot from them as well, as having expanded my circle of

¹⁵ See Appendix M, Item #15 for original citation in Spanish.

friends through joining the group.”¹⁶ Other examples of relationship building found in the data are found in the Parents B group actions, which included gaining signatures and speaking with other parents and community members (Focus Group). During the focus group session, the researcher observed a sense of pride and empowerment felt by members of the Parents B group. In the Focus Group, members of the Parents B grassroots group stated that, “Staffers now recognize the group members from their participation in the community groups.”

The theme of miscommunication also surfaced in responses from members of the Parents B grassroots group. All of the members of the Parents B grassroots group stated having received inaccurate information (Parent B5, Parent B6, Parent 9). Parent B9 stated, “It was very obvious to the community that they had copied and pasted from other reports, when we started looking into the report and we saw the names of streets that don’t exist in Milagro.” Parent B5 added, “There was not much information and when they scheduled meetings they were impossible to attend.”¹⁷

The theme of support was also prevalent in the data. Members of the Parents B grassroots group mentioned the lack of support that they received from the School District; however, two of the three members reported receiving support from local city politicians (Parent B5, Parent B9). Parent B9 stated:

I wouldn’t say they supported our efforts, because one of the things that the board of education has talked about is meeting with the community, and really it hasn’t happened because the only person who [has] met with our community is our local board of education member.

The Parents B grassroots group felt they had achieved success due to their organizing to meet their stated objective, but something that they did not mention was how this action

¹⁶ See Appendix M, Item #16 for original citation in Spanish.

¹⁷ See Appendix M, Item #17 for original citation in Spanish.

impacted the students of Benigno HS. Very few students from Benigno HS selected to attend school #2 (Teachers Focus Group).

Property Owners.

Origin. The Property Owners' grassroots group formed in 2007 to oppose the School District's site selection for school #1 (Property Owner 3). Participants from the Property Owners' grassroots group cited dissatisfaction with the School District's site selection and referenced several instances of miscommunication and erroneous information on legal documents leading to the City of Milagro and members of the Property Owners' group filing a lawsuit against the School District (Property Owner 1, Property Owner 2, Property Owner 3).

Property Owner 3 stated:

When we found out about the school construction project, we went to the senior citizen's club and met with a representative from the federal government who told us that we had to speak with our local government. We went to our local government and that's how we are currently joined [to work] together.¹⁸

Membership and participation. The Property Owners' grassroots group represented 16 families with at least 14 people who were present at a meeting that the researcher attended in 2013 (Field Notes 2/13/13 & Property Owner 3). The researcher attended one Property Owners' grassroots group meeting that was held on a Monday evening at a community member's house. At least 14 people were in attendance (Field Notes 2/13/13). The meeting was not public and there was no written agenda. The researcher was greeted at the door by one of the members and brought to the garage in the backyard where the meeting was going to be held. The researcher observed that the tone of the meeting was amicable. The people in attendance shared a joke, at which all of the members laughed. No meeting materials were available, but there was a table set

¹⁸ See Appendix M, Item 18 for original Spanish citation.

up with coffee and *pan dulce* (Mexican sweet bread). Several members of the group offered the researcher coffee and pan dulce.

The Property Owners' grassroots group met on an as-needed basis and no evidence of planned agendas was evident at the time of observation nor found in the interview data.

Leadership. The Property Owners' grassroots group engaged in shared leadership where every member is a leader (Field Notes 2/13/13). A member of the Property Owners' group characterized the emergence of leaders in the group as, "Some of them are just natural born leaders, some of them are more groomed" (Property Owner 1). The emergence of leaders in the Property Owners' grassroots group stemmed from a concern related to the decision of the School District to build school #1 at a location that was deemed unacceptable by the group. Interview data from the Property Owners' group members revealed elements of relationship building and cohesion. An example of relationship building and cohesion found in the group was revealed by all of the property Owners' grassroots group members who stated that they liked the other members and they collaborated with one another. Respondent Property Owner 2 stated, "I think I worked very well with the community group." A member of the Property Owners' group stated that:

any task that has to be done we work together, so we're a team, when the community group acts as a team we all know we need to work together to get things done and there's really no like, any kind of like individualism as a community group, so I think that's why the group has been successful because everyone knows we're together and we're there for a cause and the cause for having the right school in the city of Milagro (Property Owner 2).

Apparent objective. The Property Owners' grassroots group aimed to reverse the School District's decision to construct high school #1 on the district's predetermined site (Property Owner 3).

Action. From this beginning, the Property Owners' grassroots group engaged in several actions to achieve their stated objective. First they attended community meetings however, the city of Milagro held Ballot measure, which was an advisory vote in 2009 that was "ignored by the School District." (Property Owner 1)

The community of [Milagro] has voted on two advisory measures where they voted that they wanted [the School District] to come back to the table and actually plan with the community, number one location of the school, and what type of school we actually wanted in the community. The board of education has ignored those advisory votes, and had ignored the comments from the community. (Parent B9)

The city of Milagro and some of the members of the Property Owners' grassroots group filed a lawsuit by the city of Milagro against the School District (Property Owner 1, Property Owner 2 & Property Owner 3).

The city of Milagro filed a lawsuit along with the members of the Property Owners' grassroots group in response to the School District's decision regarding the selection of a site for school #1. The researcher attended multiple community meetings that lent insight into community members' participation and action in support of or against the School District project. Although the lawsuit was initially filed in 2010, the researcher obtained public documentation regarding the lawsuit. The researcher and coders found information in the field notes and document review about a lawsuit that the City of Milagro filed against the School District in April of 2010.

The researcher attended two Milagro City Council meetings: one in June 2011, and one in July 2011. Both meetings had a formal agenda that appeared to comply with the requirements of the Brown Act. Forty community members were in attendance at the meeting held in June. The meeting lasted an hour and was held at a local park in the City of Milagro. The second meeting was sponsored by the Milagro City Council and the Community Development

Commission and was held at the City Hall. The City Council meeting that was held on July 11 did not include the topic of high school #1 on its agenda, however, during the public comment section of the meeting, two community members spoke against the construction of high school #1 in their city. One of the two community members who spoke about the new school project thanked two city council members for their support. An important finding was the relationship building that members of the Property Owners did to promote their group's objective.

Incidentally, the two members that were acknowledged during public comment were members of the Property Owners' grassroots community group. As seen in the demeanor of the two Property Owners' who received acknowledgement, any positive public praise can validate an individual's effort and help the individual exert influence (Field Notes 2/13/13). There were approximately 100 people in attendance at the City Council meeting that was held in July (Field Notes 2/13/13). The Council meeting was held in a small room on the second floor of the City Hall building, which hosts the Board room where Council meetings are regularly held. The meeting agenda and speaker cards were readily available and placed on a table outside the hall of where the meeting was to be conducted. The researcher arrived at the meeting 15 minutes early and people were already standing due to the number of attendees.

Outcomes. The outcomes of the Property Owners are related to the causes of the lawsuit such that the construction of School #1 had been delayed to the end of this study. However, the School District has not retracted their plans that a high school will be built on the selected site.

Themes. The themes of relationship-building, change seeking, empowerment, miscommunication, and support were evident in the data. Warren's (2011) organizing as a cycle model lists relationship building as an outcome used in organizing to build power. Relationship building can also be seen as enrolling people both within and outside the group. Relationship

building was evident in the rapport between the Property Owners' group and other community members such that the group holds face-to-face meetings as reported by two of the three members of the Property Owners' group (Property Owner 1, Property Owner 2). Also evident in the field notes was the Property Owners' group's use of stories to build relationships with each other (Field Notes 2/13/13)

The data also revealed the themes of change seeking and empowerment as reflected in the following statements by several members of the Property Owners' Group: "I'm very proud to say that I'm from a community that has really made the School District fight for every single nook and cranny of land that it is stealing from the city, and from the community" (Property Owner 1). During an interview, a member of the property owner group stated:

As for us pushing the agenda, I think we pushed it well enough to hold the district back for three years from building a school, when it just bulldozed every other community that it wanted to build a school on. (Property Owner 1)

Two of the three members of the Property Owners' group felt that the city had succeeded by filing a lawsuit, and the levels of success perceived by the Property Owner group members varied. A member of the Property Owners' group shared, "Well, with regards to the new school, the successes that have occurred is that the city has prevailed" (Property Owner 2). Another Property Owner stated,

You're looking at a small Hispanic community, the city of Milagro, that has a budget of \$6 million, and we've taken it [School District] up to the appellate court, and they [School District] still haven't won on every decision that they've wanted to win. (Property Owner 1)

The researcher obtained a status update about the lawsuit, which revealed that the Property Owners' group had concluded their struggle against the School District by conceding their lawsuit and negotiating real property value for their homes. Lewin's force field analysis can be utilized to analyze the changes that this lawsuit caused for several groups, families, and cohorts

of children. First, the lawsuit impeded the School District from building school #1 to relieve students from Benigno HS. The lawsuit also impacted student enrollment at school #2 in two ways: 1. Students from Benigno HS did not overwhelmingly enroll at school #2, and 2. Benigno HS remained overcrowded and augmented its year-round school calendar.

Miscommunication and misinformation is another theme found in the data. The three Property Owners who participated in this study reported having received inaccurate information from the School District (Property Owners 1 Property Owners 2, & Property Owners 3). Another Property Owner mentioned,

I've noticed at the different community meetings that I've gone to is that they possess information but that they don't present all of the information, just part of it. And so it's not the complete story, it's not the complete information of what is going on. (Property Owner 2)

Another Property Owner mentioned,

I've noticed at the different community meetings that I've gone to is that they possess information but that they don't present all of the information, just part of it. And so it's not the complete story, it's not the complete information of what is going on. (Property Owner 2)

The theme of lack of support surfaced in the data from the Property Owners' group. The members of the Property Owners' Grassroots group expressed not having received any support from the School District (Property Owner 1, Property Owner 2, Property Owner 3).

Teachers.

Origin. The Teachers' grassroots group originated in 2011 by responding to a Request for Proposal (RFP) for the [School District's] School Reform Initiative. The Teachers' grassroots group sought to write a school proposal for School #1, which was later transferred to school #2 due to a lawsuit in the city of Milagro that halted the construction of school #1.

Membership and participation. The Teachers' grassroots group had three members. Teacher 1 shared the following regarding the group's size: "In hindsight, we should have opened it up to others, but once the people realized the work they bailed out and bowed out" and "We would have had seven or eight people. It was a lot to commit to and that's why people bailed out." The Teachers' group did not hold public meetings because, as cited in the data, the Teachers' group met together privately and online to write the school plan. Therefore, the researcher did not attend any Teachers' group meetings, but did attend School District sponsored meetings that were also attended by the Teachers' grassroots group.

Leadership. The Teachers' grassroots group stated that their meetings were very freeform and unstructured, but they were also expected to attend meetings and workshops held by the School District. One member stated, "In our group, we all had leadership roles while one person was the lead we were all leaders in our own right" (Teacher 2). Another stated, "I think he just emerged as a natural leader because he's a leader within the school that we currently work in. (Teacher 2).

Apparent objectives. All members of the Teachers' grassroots group stated that their goal was to be selected to operate one of the three proposed small high schools on the campus of School #1. However, due to the lawsuit by the city of Milagro and Property Owners, the outcome was that the Teacher's proposal for school #1 was considered for one of the three small schools on the campus of School #2 (Teacher 1, Teacher 2, Teacher 3). In their Focus Group, the Teachers indicated that "to complete this plan and get picked was [their] goal and we achieved it." Also during the focus group, the members stated:

We wanted to be at a place where we could design our own curriculum, own policy; we were frustrated with [the] current status quo and felt that certain things should be reformed.

Contrastingly, a finding in this study was that only one out of nine School District respondents stated a need to provide an innovative instructional program as a priority, which might be seen as problematic for anyone interested in changing the status quo. All of the members of the Teachers' grassroots group sought to create change (Teacher 1, Teacher 2, Teacher 3).

Respondent 5 from the Teachers' grassroots group shared her reason for seeking change:

I just felt that it would be a better experience if I taught in a smaller environment, an environment that fostered writing and fostered new skills that students should be learning, also an environment where professional development was important and you could work with other teachers and everybody was willing to work and their major goal was to help students, so I really was, I was just enticed by the opportunity to start something from scratch and start it correctly.

Action. The Teachers' grassroots group engaged in little action compared to the other grassroots groups. However, the Teachers' group did engage in community outreach events, attended school-sponsored meetings, and met with several prominent and influential community members (Focus Group).

Outcomes. The Teachers' group perceived their outcome as only partially successful due to the inability to implement their school plan and curriculum at school #2 (Focus Group). Their plan was approved to be implemented at a school in a different community instead (Field Notes 3/29/12, Archival Documents, Focus Group, Teacher 1, Teacher 2, Teacher 3). Specifically, these three teachers chose to remain at Benigno HS, an existing high school in the city of Benigno. Through their persistence, the Teachers demonstrated a vested interest in the well-being of students. These tenured teachers preferred to work in this school because their students continued to enroll there. Because school #1 was not constructed due to the Milagro/Property Owners lawsuit and the Parents B groups' successful action towards reversing and subsequently eliminating the student busing decision, these students remained at their former school. However, Benigno HS had to expand to a year-round four-track calendar.

Themes. Interview data revealed elements of relationship building by the Teachers' grassroots group in one-on-one meetings and the identification of common concerns. Two of the three grassroots members recalled meeting with prominent people such as influential politicians and key School District Personnel. A member of the Teachers' grassroots group recalled, "At one point, we got the support of one of the board members" (Teacher 1). During the focus group, the members of the Teachers' grassroots group stated that the support was achieved through having met with the school board member one-on-one. The Teachers' group members recalled having received support from the School District (Focus Group). During the focus group, the Teachers' group reflected on the support that the School District can offer other teams of writers: "The district should make a commitment to help the people write. The writers did not get paid or time off during the writing process."

The theme of change seeking was demonstrated in the Teachers' group's attempt to identify needs and concerns to better create a plan that aimed to change the status quo. The Teachers' grassroots group also explained that they identified common concerns that they had experienced in the classroom and that they felt needed to be changed.

The theme of miscommunication was evident in the data. All of members of the Teachers' grassroots group reported receiving misinformation throughout the school development process (Teacher 1, Teacher 2, Teacher 3). Another example of miscommunication was found in the archival documents; the researcher noted that a November 2011 communication listed the address of high school #2 (new school) as high school #1, yet the construction of this school was halted due to the pending litigation.

The Teachers' Focus Group members stated:

The curve ball that got us was the change of school location, but we worked really well in achieving that goal. We continued up until we couldn't anymore, until the principal selection and at that point we passed it to the principal.

Member Teacher 1 stated, "The work or the relationships between myself and other plan writers and plan participants I think grew in that we created some sort of a bond with each other."

The Teachers' group's efforts can be examined through the lens of leading with expert power due to the expertise and credibility that have resulted from its members having worked in the community an average of 9 years. Although this group's outcomes was drastically changed without notice, the Teachers' group held strongly to their beliefs and commitment to be awarded an opportunity to implement their school plan at a high school in a different local community. The group's persistence—despite a constant wave of miscommunication, changed timelines, and a final outcome that was unexpected—may very well garner the group some referent power. The influence of the Teachers' group on the high school is unknown because this dissertation is not focusing on the high school where the Teachers' group's school plan was implemented. However, it is quite possible that this group's influence is helping a different low-income community and perhaps in the future this group might have an opportunity to affect change in the community of Milagro as they had initially hoped.

These qualities seen in the Teachers' grassroots group might be seen as altruistic endeavors. Unfortunately, however, as seen in the data, the Teachers' group had too many divergent forces working against the School District, which directly impacted the efforts of the Teachers' group. However, the Teachers' group may exert referent power in the near future, as the topic of constructing school #1 will resurface eventually.

Power Brokers.

Origins. The power brokers were independent individuals who were involved in school-related matters at various schools in the local communities. Three out of four of the power brokers are parents who have served on different school leadership councils and are considered vested community members (Field Notes 12/3/11 & 3/29/12). During the individual interviews, Power Broker 2 and Power Broker 3 each shared an interest in improving schools because they have children who might be able to attend the new schools (Power Broker 2, Power Broker 3). All four power brokers have worked with teams that opened several small schools in the communities of Milagro and Benigno in the past few years.

Power Broker 1 has been a community representative at a local school and has been involved in different school matters. In 2010 Power Broker 1 worked with a group of teachers on a school proposal for a high school in the city of Milagro that went through the school reform initiative. Power Broker 2 has been independently involved in school-related matters since 2008 when she served on a school site decision-making council at Benigno HS and later in 2010 at a new middle school in the city of Benigno. Power Broker 3 has also been independently involved in school-community matters since 2010 when he served on the school site decision-making council of a new middle school in the city of Benigno. Power Broker 4 has also been independently involved in school-community matters since 2010 having worked with a team of teachers who implemented a school plan for a new middle school in the city of Benigno.

As noted in chapter 3, the Power Brokers are independent individuals who do not represent any of the grassroots groups being studied. The four power brokers have been active in school-community related matters. These four community members who were not part of the grassroots groups under study emerged as power brokers due to their active participation and vested interest during the development of a new schools project and other school-community

related events. Four School District Personnel who participated in the interviews cited two of the individuals as emerging leaders.

Leadership. Power Broker 1 stated that parents listen to her and that her current concern regarding school #1 is due to a recent board resolution regarding school #1 in the city of Milagro. She stated, “I am very happy about the decision and I have already started speaking with parents and will gather signatures if necessary.”¹⁹

Objectives. The power brokers sought to promote quality education because three out of four have school-aged children (Power Broker 1, Power Broker 2, Power Broker 3).

Action. The power brokers participated in the development of a major School District project through attending community meetings and parent engagement workshops, and three out of the four joined a second group of teachers during site walks of school #2 (Power Broker 1, Power Broker 2, Power Broker 3, Power Broker 4). Power Broker 1 recalled learning about the School District project and the formation of several groups: “When we were presented information about a new school [project] in the City of Milagro back in 2007 or 2008 there was so much opposition causing several groups to form.”²⁰ The respondent went on to say, “there was information, [that] the School District never stopped providing information. The School District would come to the school to present and parents who wanted the school to be built attended.”

A respondent recalled the actions of several grassroots groups; “We saw different plans presented by the different groups of teachers...but they were obstructed by these groups” (Power Broker 1)²¹. One community member recalled, “Yes, I was a member and I visit various groups,

¹⁹ See Appendix M, Item #19 for original citation in Spanish

²⁰ See Appendix M, Item #20 for original citation in Spanish.

²¹ See Appendix M, Item #21 for original citation in Spanish.

but I am not currently a group member. I merely like to visit” (Power Broker 1)²². In response to the question about their participation, each power broker cited not being affiliated with any of the groups studied by the researcher (Power Broker 1). Another respondent stated, “I did meet some; I do know some of the people, and I did hear their ideas, as far as the group that they were representing and their ideas” (Power Broker 3). A third respondent stated, “Yes, I was aware of several community groups. Several parent and community members were a part of different groups in the different cities, there were three cities that were impacted by the proposed schools. (Power Broker 4). Another respondent stated, “Yes, I did meet some who attended the meetings, but only to cause problems” (Power Broker 2)²³.

Membership and participation. As stated earlier in this chapter, none of the Power Brokers were members of the grassroots groups under study, therefore, no data on their membership exists.

Outcome. There is no data to report about the outcomes of the Power Brokers.

School district personnel.

Origin. The School District was founded in the 19th century by combining two School Districts: a high School District and a city School District. The School District Headquarters is located approximately 12-13 miles from the cities of Benigno, Milagro, and Socorro. As noted in Chapter 3, the School District Personnel varied in length of time working for the School District as well as their roles and capacity. The following quote is an example of the role that one School District participant had in developing a school, School District 4 stated, “I was one of the team members that worked with the district in interface with the community...with different stakeholders.” Another School District participant “was a school board member at the [School

²² See Appendix M, Item #22 for original citation in Spanish.

²³ See Appendix M, Item #23 for original citation in Spanish.

District] for 4 years, from 2007 to 2011” (School District 10). Another participant gave the following response regarding his role:

to support the implementation of the program, but specifically offering spaces for parents, students, and community members to be involved in the design and the review process by leading conversations about student vision, school vision, also helping parents look at data through the [School District] school report card.”

Membership and participation. The School District Personnel were not a grassroots group, but they were studied as an entity whose collective efforts affected the development of a major School District project.

The researcher attended several community meetings that were sponsored by the School District for engaging the community in the new school projects. The researcher attended three community engagement meetings, including two meetings regarding the School Reform Initiative program and a community outreach meeting that were jointly sponsored by the School District’s Facilities and the Community Outreach Divisions. All of the community engagement meetings were held at one of the two existing local high schools. The review of archived documents revealed data regarding the School District’s new schools project objectives. The School District’s 2009 Strategic Execution Plan for new school construction stated several guiding principles, including two-semester neighborhood schools for all students; schools built in areas of greatest overcrowding; community engagement at every step of the process; comprehensive, timely and accurate information; and district compliance with the Williams Compliance Settlement.²⁴ However, several decisions made by the School District as alternatives went against the new schools construction program’s guiding principles and triggered some of the grassroots groups’ efforts along the way.

²⁴ Document was provided to researcher by a participant; School District’s name is omitted to ensure confidentiality.

Leadership. Since its establishment in the 19th century this School District has increased in size as well as in the number of School District Personnel. Currently, the organization of this School District is hierarchical. The work of School District Personnel is impacted by Federal and State guidelines where the authority is hierarchical in nature. Each of the School District participants spoke about how they affected the development of a major School District project. The following quote from School District 6 reflects an example of hierarchical relationships and purpose for this member's service to the project; "the ... district area superintendent Ricky Lafayette... wanted to make sure that [school #2] ...or it was [school #1] at that time, stayed in [the] Local District..."

Apparent objectives. The majority of the School District participants stated that their main objective was to focus on the task of school development, which included constructing school #2, reducing school overcrowding at an existing school, implementing quality curriculum, and engaging parents. Six out of nine School District respondents stated they were concerned with task completion, while one out of nine participants stated seeking innovative, high-quality school proposals for school #2 (School District 7).

Actions. The School District Personnel participated in various activities leading to new school construction and the school reform initiative. One participant recalled having to:

brief and inform and engage not only the school sites, which include the sort of the various levers that are influential for a school from the principals, because one of the things that you're looking at when you're opening a new school like [school #2], you're looking at multiple school communities, which can be very different, even within other community space. (School District 7)

Another School District participant "work[ed] with teams to make sure that the school went to School District teachers" (School District 6).

The review of a meeting agenda and notes taken during a community meeting that was held on March 29, 2012 highlighted the actions and outcomes of the School District. The topics of this community meeting included an introduction by a Representative of the Facilities Division and Community Relations, a remark by the School District Board member, an announcement regarding the opportunities for a new Benigno High School community by the School District area leader, and a brief update on high school #1 by a Representative of the Facilities Division and Community Relations Department. Each participant took different actions to achieve his/her objective based on specific duties related to each member's role in the School District. Eight out of nine School District Personnel participated in community outreach events as facilitators, presenters, or audience members. Four of the nine represented also were managing the school project. At least half of the School District Personnel also engaged in the design process of school #2. Half of the School District Personnel directly engaged in school #1. A respondent stated the following regarding his activity:

So we were very involve in the process of the cleanup of the site [school #2], engaging the community, and giving them updates on it. And then back in 2011, in terms of making sure the school opened on time. (School District 5)

Outcomes. An outcome of the School District was to complete the School District projects including constructing school #2, but they were unable to move forward on school #1 during the time of data collection. Four of the nine School District Personnel stated their outcome was opening school #2 on time. "My stated outcome was to build a school to alleviate overcrowding, and to not delay the process any longer" (School District 10). Additionally, School District 10 went on to say, "Obviously we wanted to comply with the lawsuit and the mandate...but at the end of the day it was really about what the law [was] trying to do, by meeting the needs of the students, and the parents."

The decision of the school operators for high school site #2 under the School Reform Initiative program was issued in a Board of Education communication on March 29, 2012, which gave notice of the approved operators for each of the three high schools on the campus of school #2. Additionally, the same communication announced the relocation of Intrepid HS, an existing small high school onto the campus of school #2, and the selection of the operators of the two other small high schools housed on the campus of school #2.

Another respondent shared the following regarding the School District achieving its outcomes:

I think they [School District], I think on one hand, they welcome the groups, it's almost an outward "Thank you for doing this, quote, 'We couldn't do this without you. This is what you're all about.'" But on the other hand, it's almost like, the goals that we have are going to get achieved, whether the grassroots effort...whether the grassroots organizations are there or not. It's almost like we have an agenda, and we're gonna go for it. (School District 2)

Themes. The themes of communication, support, and relationship building were prevalent in the data. Eight out of nine School District respondents stated that the School District supported the grassroots groups (School District 1, School District 2, School District 4, School District 5, School District 6, School District 7, School District 8, School District 10). The School District Personnel stated that they supported the grassroots groups and the community by providing access to information and support for voicing concerns about the new high school. Respondent School District 10 stated,

I provided them access, which I think is really important for school board members, so, whether they agreed with me or not, there were times when folks that didn't agree with my push to move forward and build the school, where I would still invite them to my office, still have conversations.

School District Personnel 10 also stated: “I would go to the community, and make myself available to other parents, to other community members, so I think that’s the most important thing.”

Regarding the supportiveness of the Board of Education regarding groups’ efforts, one respondent shared that the past board member who represented the board district “was very thoughtful and open to building collaborative grassroots partnerships with leaders” (School District 7). This respondent also stated that the past board member was “someone who was bold and not just hiding behind the process” (School District 7). This respondent also mentioned that the support the Board of Education and the School District provided the grassroots groups was “the avenue to voice their opinions and concerns about the project and suggestions on how to make the school better and [a] more convenient school for the community and the students it’s going to serve” (School District 8). Respondent School District 8 also shared another comment about the support that grassroots groups received from the district during the development of the high school,

We, in supporting grassroots groups, provided them an open avenue not only through us but through the facilities branch of the district we have community outreach division that was not only, they were sending mailers, they were sending newsletter, they were hosting community forums.

School District 4 also stated regarding school #2,

We did outreach, we did information sharing with the groups, we welcomed them as stakeholders and as partners, we provided site walks to the facility, and their concerns and suggestions were not only noted but were forwarded, and based upon their feedback, some changes were made.

School District 5 shared, “I was able to facilitate meetings either by guiding the conversation or facilitating the communication between the district and the city, and provided translation services when translation was not available.”

School District 6 shared a statement regarding the School District's awareness of community needs, which resembles comments made by respondents from the diverse grassroots group members in this study; "I don't think they really understand the needs of the various communities within the local, within the district at large, and our district is very large, I don't think that they know how to provide that support." A different respondent stated,

The board of education really listened to the grassroots groups. Ultimately they make final decisions, but they are also very influential or influenced by different groups and ultimately make decisions that, sometimes they change because of the grassroots - grassroots or, you know, what the community is really asking for. (School District 3)

Another respondent shared slightly different view regarding support: "I think that this process of opening new schools doesn't have to be this difficult, and I wish that there was a greater opportunity to interact with the people centrally who could've been more supportive than they were" (School District 6). Additionally, a different respondent asserted,

One of those stakeholders that wasn't mentioned would be the local municipality. There are smaller cities in this area, and there's a lot of overlap, obviously the district in constructing schools does not look at municipalities and their boundaries, but rather where the school should best be located to meet the needs of that community. But nonetheless, in this particular area you have several different municipalities, and there was, in terms of the school, a lot of overlap, so in working with this municipality they came into play to a certain extent. (School District 4)

Similarly, another respondent asserted,

We also dealt with the small city governments and that was a challenge because of the political issues that came into play and we had to work around those and different personalities, so that was a challenge in addition to the [School District]. (School District 6)

Lastly, School District Personnel 8 responded that,

In terms of the board of education, there's really no resistance. They welcome the input of the community, but the board of education helps in terms of community and the facilities division helps the experts understand what the community's needs are. So there might be resistance in terms of facilities division, but the board of education plays an instrumental part in helping them with that.

The analysis of the field notes and archival documents related to the community meeting at Benigno HS revealed the themes of miscommunication, support, and relationship building. Several issues surfaced during the review of these field notes. The board member's comment at the community outreach meeting at Benigno HS stating, "the solution was a four track calendar" was his response to a perceived problem. Lastly, at this meeting, the district leader made an announcement regarding the selection of the operators for high school #2, while both grassroots groups of teachers who had submitted a proposal sat in the audience.

Summary of Findings

The research question for this study asked, How do selected grassroots groups and School District members affect the development of a major School District project? The influence of the grassroots groups on the development of a major School District project was analyzed in several ways in this study. In concert with the researcher, seven highly trained coders in a doctoral program reviewed the transcribed focus group and interview data and determined six prevalent themes that emerged from the data. The themes were used because they provide a method for synthesizing the data found for reviewing field notes, focus group sessions, questionnaires, archival documents, and individual interviews. The six themes that emerged included empowerment, relationship building, communication /miscommunication, shared leadership, and support. Independently, the findings to support these themes are significant; however, when compiled together across grassroots groups (Parents A, Parents B, Property Owners, Teachers, and Power Brokers) they collectively become more powerful and demonstrate how each group affected the development of a major School District project.

The theme of empowerment was supported in the findings through the specific purpose, participation, and action related to the organizing done by the grassroots groups in response to

several School District decisions. Three out of four grassroots groups cited a concern about a decision made by the School District while one acted upon a call for a proposal. All of the grassroots groups had a vested interest; the four grassroots groups (Parents A, Parents B, Power Brokers, and Teachers) had an interest in improving education, whereas the Property Owners solely sought to protect their personal interests. The Parents A grassroots group was the most senior group, having organized in 1998 in response to the School District's decision to change the grade configuration at a local middle school, and continued their advocacy in support of building new schools in their community. The Parents B organized because of a decision from the School District that would impact their children. The Property Owners' grassroots group organized because of a School District decision that would impact their homes. The Teachers' group simultaneously formed to act upon a call to action for proposals for proposed school #1. As seen in the findings, the theme of empowerment was supported by the finding that the grassroots groups affected the development of a major School District project by influencing decision-making that resulted from the various actions taken by the grassroots groups.

The use of Warren's (2011) organizing as a cycle model offers a method to analyze elements found in the data that center on building power through community organizing. Table 7 displays a list of elements from Warren's organizing as a cycle model found in each of the grassroots groups. All grassroots groups displayed evidence of building power through organizing. Examples of relationship building as seen in Warren's model include one-on-one meetings, sharing stories, and identifying concerns. A one-on-one meeting is a face-to-face meeting between grassroots group members and potential members, vested individuals, or other influential stakeholders. Several grassroots groups shared stories about their past struggles during the focus group sessions and individual interviews. Respondents from three of the four grassroots

groups recalled meeting with community members on a one-on-one basis to share and receive information, such that one respondent recalled, “when we get together for [community] cleanups, one will ask the other, did you hear this, or have you heard the update, and we keep each other informed” (Property Owner 2). All of the grassroots groups (Parents A, Parents B, Property Owners) except the Teachers’ group engaged in mobilizing a network by recruiting and inviting community members to participate in their grassroots group (Focus Group). Also, the Parents A, Parents B, and Property Owners’ grassroots groups reported that they interacted in various ways with the School District to hold them accountable even when communication was a problem.

Table 7

Adaptation of Warren’s Organizing as a Cycle Matrix

Theme	Parents A	Parents B	Teachers	Property Owners
Relationship Building	One-on-one meetings	One-on-one meetings	One-on-one meetings	One-on-one meetings
	Share stories	Share stories		
	Identification of common concerns	Identification of common concerns	Identification of common concerns	Identification of common concerns
	Find new leadership	Find new leadership		
	Identify Issues	Identify Issues	Identify Issues	Identify Issues
Leadership Development	Find Solutions		Find Solutions	Find Solutions
Action	Mobilize network	Mobilize network		Mobilize network
	Communicate support for solutions	Communicate support for solutions	Communicate support for solutions	Communicate support for solutions
	Hold officials accountable	Hold officials accountable		Hold officials accountable

The theme of support was reflected in the finding that support was evident within the grassroots groups and through the grassroots reaching out to powerful individuals. Nine out of 12 grassroots community members described receiving diverse forms of support from other

individuals who held legitimate power or authority such as elected politicians or professional organizations. Nine out of 12 grassroots individual interviewees stated having received support from politicians or professional organizations. The three Teachers' group participants stated they had received support from a professional organization. The theme of support was also cited in the grassroots groups' data when asked if the school board of education and School District had offered their grassroots group support. Two of the four primary grassroots groups stated the School District had not provided them any support (Parents B, Property Owners). Contrastingly, seven out of nine School District respondents stated they offered community engagement opportunities. However, few of the grassroots group members were completely satisfied about the support they received from the School District.

The theme of relationship building was evident in the finding that each of the grassroots groups was cohesive within itself, but they were weakly linked across the groups. Examples of relationship building illuminate qualities of group cohesion found in each group. Cohesion was demonstrated in several of the small group was evident in each of the grassroots groups. Twelve out of 12 grassroots group members reported getting along well with their fellow group members. Examples of group cohesion that surfaced in the data included solidarity, closeness, pride in the group, and positive interactions. During all three focus groups and during interviews, the grassroots groups described qualities of a cohesive group through their descriptions of their work together. The data did not reflect cross-pollination among grassroots groups. Despite evidence of group cohesion and group functionality, there was no clear evidence of groups working with other grassroots groups, making them weakly linked with one another. The Property Owners reported inviting the Parents B grassroots group to community meetings, which suggests that the size of the network provoked a response from the School District. There was a

clear misunderstanding expressed by each grassroots group about how their efforts affected children. The weak links among each grassroots group appeared to inhibit the groups from being fully aware that they represented stakeholders of same cohorts of children attending high schools.

The theme of change seeking is supported by several findings such as the efforts set forth by several of the grassroots groups who attempted to create change despite compliance matters and legal action, which affected the response of the School District to each grassroots group effort. The School District was bound by adherence to compliance, such as requirements set as a result of issuance of bond monies or projected American with Disabilities Act (ADA) allocations and environmental, student safety, and curriculum concerns. The data reflected that the School District Personnel were more directed towards task completion than relationship-building due to the requirements set forth by compliance matters and also by the constraints of legal action, preventing them from fully being able to execute the strategic execution plan. The Parents A, Parents B, and Property Owners' groups were pushing for adherence to environmental health and safety regulations. The Parents A group wanted new school construction to relieve overcrowding and improve school quality. The Teachers' group wanted their innovative plan to be adopted, and the School District, in working with and against these forces, pushed the new school construction agenda with cutting-edge school reform that offered parents, students, and families an additional option. However, the numerous forces caused by the grassroots groups through organizing were too strong all at once for the School District to continue as planned. Therefore, the district made abrupt decisions along the way that limited each grassroots group's power and changed the course for each community that was affected.

The theme of shared leadership was supported by findings across the grassroots groups. The grassroots group that had existed the longest also exhibited a stronger relationship with the School District and focused attention to the development of the high school as well as other education-related projects. Seven out of 12 grassroots members stated that leaders emerged organically in their groups. Leaders emerged in these grassroots groups who had natural leadership skills, who were seeking similar things, and seeking to learn from one another. In the interviews, seven out of 12 grassroots members stated that leaders naturally emerged due to need. Additionally, the School District reflected shared leadership in the distributed roles that each School District Personnel member represented. The maintenance of leadership in grassroots groups was attributed to shared leadership, which was evident in all of the four primary grassroots groups (Parents A, Parents B, Property Owners, Teachers). The researcher also noted that the group structure was critical to determining the development and emergence of the grassroots groups. Lastly, the researcher concluded that focused grassroots group meetings were more important to deriving their stated outcome than the frequency of meetings since the number of times each grassroots group met differed from group to group.

The themes of communication/miscommunication were supported in the findings of variability of information received by the grassroots groups. The information that was communicated to the grassroots group by the School District impacted the grassroots groups' efforts such that most of the grassroots groups were driven by miscommunication, leading to their concern. Nine out of 12 respondents during the individual interviews expressed concerns about environmental issues. The concerns escalated due to miscommunication on several occasions about the environmental issues and other construction-related issues. Nine out of 12 individual interviewees from the grassroots groups stated that a lack of information or inaccurate

information was disseminated regarding school #1 and school #2, which created further miscommunication. The Teachers' group expressed concerns regarding the information that they had received regarding the school and other inconsistent policies.

Communication/miscommunication between each of the grassroots groups, represented as powerful forces with the School District, is represented in Figure 5. The solid lines depict strong communication and the arrows signify two-way or one way-communication. A bi-directional arrow depicting a strong two-way communication depicts the strong relationship and communication that was established between the Parents A grassroots group and the School District. Parents A was the only group that had established two-way communication with the School District. The dashed and interrupted patterned-line depicts evidence of miscommunication, such as the case of the Parents B and the School District. The Property Owners' grassroots group had the poorest communication with the School District; therefore, an interrupted dashed line with no arrows displays their relationship with the School District. The Teachers' grassroots group communicated their objectives more infrequently than the other grassroots group with the School District; therefore, a dashed, interrupted line depicts their one-way communication that was primarily initiated by the School District. The Power Brokers expressed an ability to communicate with the School District, but little evidence exists to demonstrate that they did.

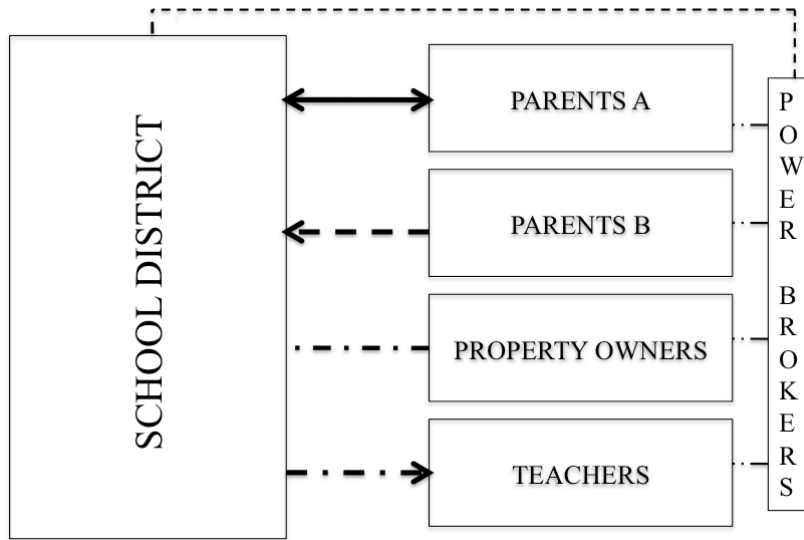


Figure 5. Communication between School District and powerful forces.

Table 8 presents the grassroots group’s involvement in each school site. A large X represents primary involvement, a small x represents a less active role, and a 0 represents no involvement in each school site by the grassroots group.

Table 8

Grassroots Groups’ Involvement In Each School Site

School site	Parents A	Parents B	Property Owners	Teachers
School #1 (Proposed in Milagro)	0	X	X	0
School #2 (Built in Socorro)	X	X	X	X
School #3 (Carolina)	0	0	0	x
Intrepid High School (Relocated)	x	0	0	0
Benigno High School	0	0	0	X

Chapter 5: Summary, Conclusions, and Recommendations

Summary

This chapter presents information about this exploratory qualitative case study and important themes that emerged in the findings as well as conclusions, a summary of recommendations, and implications for future study.

Statement of the problem. The problem of this study was the lack of understanding of how grassroots groups influence educational decision-making. Little is known about how these groups coalesce, operate, and influence educational decision-making, leading to educational change. To address this problem, the researcher identified a particular situation involving extended and diverse activities by several grassroots groups in a suburban area of California. These grassroots groups came together to promote changes in educational decision-making by members of a large urban School District. In particular, little was known about how these grassroots groups influenced the development of a major School District project, in this case, a proposed high school that emerged to two proposed school sites because of the actions of these groups. Due to the fact that little to no research exists regarding fast-growing movements of grassroots groups, this study provided an opportunity to learn about each grassroots group, how leaders emerged within each grassroots group, perceptions of each group's attainment of their stated outcomes, and identify outcomes that might be influenced by such groups.

Statement of the purpose. The purpose of this study was to examine how grassroots groups coalesce and attempt to influence decision-making in a suburban area of California. In particular, this research studied how grassroots groups influenced change during the development of a new schools project. This exploratory qualitative case study focused on the community efforts of four grassroots groups that were involved in the development of this major

School District project from April 1, 2011-June 18, 2012. The study quickly evolved from one proposed site to a second site due to legal action against the School District involving the initial school site (School #1). However, during the course of this case study, data gathering related to the new schools project included the proposed school site #1, the completed school site #2, and an additional school site #3 for the Teachers' grassroots groups' goals.

The insight gained from this study may illustrate the influence that grassroots efforts had on the development of two high schools and how loosely-linked groups can affect change within a powerful educational structure, namely, a large, School District.

Methodology. An exploratory qualitative case study was the most appropriate research design because it allowed the researcher to better portray participants' stories and gather supporting evidence. The research question asked, "How do the following selected grassroots groups—Parents A, Parents B, Property Owners, Teachers, and Power Brokers—and School District members affect the development of a major School District project?"

Thus, this case study focused on the efforts of the four grassroots groups—two Parent groups, one Teachers' group, one Property Owners' group, four Power Brokers—and nine School District Personnel. The data included demographic questionnaires completed by the participants; three long focus group sessions; 25 long, semi-structured individual interviews; research of public legal documents; collection of archival documents related to the study from April 2011-June 2012; and extensive field notes from the same timeframe. The researcher attended at least 12 community meetings, spent approximately 29 hours at these meetings, and spent 3-6 months recruiting participants for this study. Focus Groups ranged from 34-61 minutes in duration. Long semi-structured interviews averaged 16.6 minutes with a range of 10-42 minutes.

Summary of findings. The influence of the grassroots groups on the development of a major School District project was analyzed in several ways in this study. In concert with the researcher, seven highly trained coders in a doctoral program reviewed the transcribed focus group and interview data and determined six prevalent themes that emerged. The themes were used because they provided a method for synthesizing the data found while reviewing field notes, focus group sessions, questionnaires, archival documents, and individual interviews.

The data suggested six themes across grassroots groups: empowerment, relationship building, communication /miscommunication, shared leadership, and support. Independently, the findings to support these themes are significant; however, when compiled together across grassroots group, the collective findings become more powerful and demonstrate how each group affected the development of a major School District project.

The theme of empowerment was supported in the findings through the specific purpose, participation, and action related to the organizing done by the grassroots groups in response to several School District decisions. Three out of four grassroots groups expressed a concern against a decision made by the School District while the Teachers' group acted upon a call to develop a proposal. All of the grassroots groups had a vested interest: the four grassroots groups (Parents A, Parents B, Power Brokers, and Teachers) had an interest in improving education while the Property Owners solely sought out their personal interests. The Parents A grassroots group was the most senior group, having organized in 1998 in response to the School District's decision to change the grade configuration at a local middle school and, thereafter, continued advocacy in support of building new schools in their community. The Parents B group organized because of a decision from the School District that would impact their children. The Property Owners' grassroots group organized because of a School District decision that would impact

their homes. The Teachers' group simultaneously formed to act upon a call to action for proposals for proposed school #1. The theme of empowerment was supported by the finding that the grassroots groups affected the development of a major School District project by influencing decision-making that resulted from the various actions taken by the grassroots groups.

The use of Warren's (2011) organizing as a cycle model offers a method to analyze elements found in the data that center on building power through community organizing. Table 7 in Chapter 4 displays elements found in each of the grassroots groups that aligned with Warren's organizing as a cycle model. All grassroots groups displayed evidence of building power through organizing. Examples of relationship building included sharing stories and identifying concerns. Several grassroots groups shared stories about their past struggles during the focus group session and individual interviews. Respondents from three of the four grassroots groups recalled meeting with community members on a one-on-one basis to share and receive information, such that one respondent recalled, "when we get together for [community] cleanups, one will ask the other, did you hear this, or have you heard the update, and we keep each other informed" (Property Owner 2). All of the grassroots groups (Parents A, Parents B, Property Owners) except the Teachers' group engaged in mobilizing a network by recruiting and inviting community members to participate in their grassroots group (Focus Groups). Also, the Parents A, Parents B, Property Owners' grassroots groups reported that they interacted in various ways with the School District to hold them accountable even when communication was a problem.

The theme of support was reflected in the finding that support was evident within the grassroots groups and through the grassroots reaching out to powerful individuals. Nine out of 12 grassroots community members reported receiving diverse forms of support from other individuals who held legitimate power or authority such as elected politicians or professional

organizations. The three Teachers' group participants stated they had received support from a professional organization. The theme of support was also found in the grassroots groups' responses when asked if the school board of education and School District had offered their grassroots group support. Two of the four grassroots groups (Parents B, Property Owners) stated that the School District had not provided them any support. Contrastingly, seven out of nine School District respondents stated they offered community engagement opportunities. However, few of the grassroots group members were completely satisfied with the support they received from the School District.

The theme of relationship building was evident in the finding that each of the grassroots groups was cohesive within the group, but weak-linked across the groups. Examples of relationship building illuminate qualities of group cohesion found in each group. Cohesion was evident in each of the grassroots groups. Twelve out of 12 grassroots group members stated that they got along very well with their fellow group members. Examples of group cohesion that surfaced in the data included solidarity, closeness, pride in the group, and positive interactions. During all three focus groups and during interviews, members of the grassroots groups described qualities of a cohesive group through their descriptions of their work together. The data did not reflect cross-pollination among grassroots groups. Despite evidence of group cohesion and group functionality, there was no clear evidence of groups working with other grassroots groups, making them weak-linked with one another. The Property Owners reported inviting the Parents B grassroots group to community meetings, which suggested to the researcher that they wanted a larger network to provoke a response from the School District. There was a lack of understanding reported by each grassroots group about how their group's efforts affected children. The weak links among each grassroots group appeared to inhibit the groups from fully

being aware that they represented stakeholders of the same cohorts of children attending high schools.

The theme of change seeking is supported by several findings from the groups. The School District was bound by adherence to compliance, such as requirements set from issuance of bond monies or projected ADA allocations and environmental, student safety, and curriculum concerns. The data reflected that the School District Personnel were more directed towards task completion due to the requirements set forth by compliance matters and also by the constraints of legal action. These issues prevented the School District from fully being able to execute its strategic execution plan.

The Parents A, Parents B, and Property Owners' groups were pushing for adherence to environmental health and safety regulations. In addition, the Parents A group wanted new school construction to relieve overcrowding and improve school quality. The Teachers' group wanted their innovative plan to be adopted, and the School District, in working with and against these forces, pushed the new school construction agenda with cutting-edge school reform that offered parents, students, and families an additional option. Thus, numerous forces caused by the grassroots groups through organizing were too strong all at once for the School District to continue as planned. Therefore, the district made abrupt decisions along the way that limited each grassroots group's power and changed the course for each community that was affected.

The theme of shared leadership was supported by findings across the grassroots groups. The grassroots group that had existed the longest also exhibited a stronger relationship with the School District and focused attention to the development of the high school as well as other education-related projects. Seven out of 12 grassroots members stated that leaders emerged organically in their groups. Leaders emerged in these grassroots groups who had natural

leadership skills, who were seeking similar things, and who sought to learn from one another. In the interviews, seven out of 12 grassroots members stated that leaders naturally emerged due to need. Additionally, the School District reflected shared leadership in the distributed roles that each School District Personnel member represented. The maintenance of leadership in grassroots groups was attributed to shared leadership, which was evident in all of the four primary grassroots groups (Parents A, Parents B, Property Owners, Teachers). The researcher also noted that the group structure was critical to determining the development and emergence of the grassroots groups. Lastly, the researcher concluded that focused grassroots group meetings were more important to deriving their stated outcome than the frequency of meetings since the number of times each grassroots group met differed from group to group.

The themes of communication/miscommunication were supported in the findings of variability of information received by the grassroots groups. The information that was communicated to the grassroots group by the School District impacted the grassroots groups' efforts such that most of the grassroots groups were driven by miscommunication, leading to their concern. During the individual interviews, nine out of 12 respondents expressed concerns about environmental issues, which were impacted by miscommunication on several occasions. Nine out of 12 individual interviewees from the grassroots groups stated lack of information or that inaccurate information was disseminated regarding school #1 and school #2, which created miscommunication. The Teachers' group expressed concerns regarding the information that they had received regarding the School and other inconsistent policies.

Communication/Miscommunication between each of the grassroots groups, represented as powerful forces with the School District, is represented in Figure 5 as found in Chapter 4.

Conclusions

Based on the results of this research, the researcher drew the following conclusions:

Conclusion one: School District decision-making was affected by four primary grassroots groups, and each grassroots group employed different tactics to achieve their objectives. The four primary grassroots groups (Parents A, Parents B, Property Owners, Teachers) affected School District decision-making regarding several proposed high schools. The diverse outcomes of the four primary grassroots groups demonstrated that each grassroots group affected School District decision-making by organizing and employing diverse methods. As discovered in the data, each grassroots group acted differently in employing methods to achieve their stated outcome. The levels of mobilizing varied from highly active to virtually no activity. The tactics used by each of the grassroots groups towards reaching their objectives varied and were reminiscent of the rich grassroots heritage that exists in America. Examples of American grassroots heritage include the activism of individuals, philosophers, and community organizers such as Jane Addams Hull, John Dewey, Civil Rights Movement leaders, United Farm Workers organizers, and on a global-level the grassroots efforts led by Mahatma Gandhi. The core of the grassroots' efforts studied in this research were characterized by Stout (2010) as the pursuit of democracy through changing the status quo and as further explained by Warren (2011) in building power to transform lives on three levels: individual, community, and institutional.

The Parents A grassroots group routinely planned their monthly meeting agendas, identified issues, and cited concerns as a group. The Parents A grassroots group engaged in these routine group activities prior to their group meetings to ensure that they had focused monthly meetings. The Parents A group conducted research to learn more about the issues that were of

concern and invited experts from the School District to their meetings. The data demonstrated on numerous occasions during their meetings that the Parents A grassroots group addressed their concerns and requested support from School District Personnel and other influential guests who were in attendance. The Parents A group utilized group leadership for delegating tasks and roles to different community members and sending at least one member to disseminate information to Parents and school leadership at each of the neighborhood schools. The Parents A grassroots group demonstrated many strategies cited by Warren (2011) as methods for building power.

The Parents B grassroots group utilized relationship-building to build power. They achieved this power by organizing and mobilizing parents and community members through petition signing, letter writing, and attending community meetings to voice concerns and advocate for their primary objective.

The Property Owners' grassroots group utilized a lawsuit that affected School District decision-making and subsequently the other grassroots groups' efforts. Members of the Property Owners' grassroots group were highly active and attended various community meetings to address their concerns with the School District.

The Teachers' grassroots group attended several community engagement meetings and wrote a proposal for school #2. The Teachers' grassroots group reported becoming extremely busy during the writing process due to weekly meetings called by the local area office as well as other workshops that were sponsored by the central-level office. These activities may have prevented them from reaching out to others. A respondent from the Teachers' grassroots group stated: "Some of the parts were hard to write in general, if our team would have been bigger it would have been easier to write" (Teacher 1). A member from the Teachers' group regretted not having extended the size of their team.

All four of the grassroots groups sought out resources and support from other people's expertise, position, or influence. Parents A and Parents B grassroots groups gained guidance and assistance from elected officials. All of the grassroots groups cited the assistance they gained from different people and organizations as beneficial. This realization contributes to the conversation of social capital, which acknowledges the interaction of actors acting on behalf of groups and their self-interest to reach an objective. Noguera's (2001) assertion about class and influence call for a strengthened brokering role such that Warren's (2007) need for an "indigenous effort" among community development partners and community members to build social capital and relationships can serve as the catalyst for "weav[ing] the social fabric and contribut[ing] to lasting change" towards social change and school reform (p. 18).

The findings presented in Table 9 illustrate the outcomes of the grassroots groups and how the Parents A, Parents B, Property Owners, Teachers' grassroots groups, Power Brokers, and School District Personnel impacted the development of school #2 and the postponement of school #1 due to legal action related to one grassroots group's stated objectives. Each of the grassroots groups and School District Personnel achieved diverse forms of power such as referent, positional, legitimate, coercive, and expert through their action leading to a feeling of empowerment. The Power Brokers exhibited individual leadership that did not transcend to any grassroots group and that went unperceived.

Table 9

Outcomes Affected by The Powerful Forces

Parents A	Parents B	Property Owners	Teachers	Power Brokers
1. First group to push the new school construction agenda” in the region.	1. Reversal of student busing to school #2 2. Advocated with the Property Owners for the School District to rescind construction of school #1.	1. Lawsuit halted the construction of school #1, which caused the School District to make several decisions including: a. Proposal of student busing to school #1. b. Four-track calendar at Benigno HS. 2. Sought the reversal of the School District’s decision to construct school #1 on the preferred site. 3. Caused cancellation of several School District-sponsored community meetings.	1. No impact to school #1. 2. Little to No impact to school #2 3. Their developed curriculum was selected by the School District to be implemented at School #3, a new school in the district.	1. Independently involved 2. Attended community meetings 3. Connected to the School District and community members.
2. Supported new school construction. (school #2)				
3. Requested facilities change orders (school #2).				
4. Advocated for the relocation of an existing school (Intrepid HS) to the site of school #2.				

As seen in the data, each of the grassroots groups employed diverse tactics to reach their stated outcome and in doing so addressed several strategies cited by Perkins et al. (1996) and Warren (2011). Perkins et al. described several strategies for community organizing that were evident in the actions of the grassroots groups. The strategies cited by Perkins et al. include identifying problems by conducting a needs assessment, turning problems into issues, developing a flexible strategy, involving a sufficient number of people, evaluating feedback, and building on reaction to the strategy. Table 7 found in Chapter 4 is based on Warren’s (2011) Organizing as a Cycle model, which listed actions such as identification of issues, finding solutions, and mobilizing networks found in all four primary grassroots groups. The information listed in Table 7 depicts the various methods used by the grassroots groups to achieve their objectives, which parallel Stout’s (2010) assertion that ordinary citizens can act responsibly through a developed set of virtues and skills while pursuing grassroots democracy through community organizing.

Conclusion Two: The grassroots group that had existed longer possessed a mutual relationship with the School District. At the time of the focus group, the Parents A group had been in existence 14 years and felt that although they had encountered obstacles and challenges throughout that time, they had developed a group that was focused on improving their community by improving the quality of education at neighborhood schools. Furthermore, during the focus group session, the Parents A members reported that their group's objectives, such as the construction of an early education center, elementary school, and high school, were met due to the School District's assistance. A respondent from the Parents A grassroots group stated,

We contact School District Personnel whenever necessary regarding a need or concern and we are accessible and open to working with the School District. The School District Personnel can attend any of our monthly meeting if needed and we make sure to stress the group's willingness to work with the School District. (Parent A1)²⁵

The Parents A grassroots group spoke candidly with the researcher about their past struggles with the School District, but always countered with anecdotal evidence and examples of experiential learning that resulted from engaging with the School District and the Board of Education. Similarly, the data showed that eight out of nine School District Personnel who participated in this study cited the Parents A grassroots group and their leader as emerging grassroots leaders and an influential group. The overwhelming response from the School District Personnel regarding the influence and acknowledgement of the Parents A grassroots group and their leadership speaks volumes about the group's capacity to spearhead other initiatives in benefit of the children and families of their community. The Parents A grassroots group's persistence in school related matters was evident in the archival data, which reflected the group's advocacy for the relocation of Intrepid HS to the campus of school #2. In working towards their

²⁵ See Appendix M, item # 25 Document was given to researcher by a participant; School District's name is omitted ensure confidentiality for original Spanish translation.

goals, each of the members of the Parents A grassroots group characterized Coleman's (1998) assertion that interactions of actors are dependent on the social context of people interacting with others and for their self-interest. One member of the Parents A grassroots group recalled joining the group because it was a job obligation; however, during the interview, she mentioned having an affinity with her group that has led her to feel a sense of pride in the group and developed a moral imperative to help the community (Parent A2). Coleman's assertion that people's interactions with each other lead to the formation of stronger bonds can be applied to fostering relationships, trust, and communication resulting in generating social capital. Coleman's social capital theory provides an explanation of the mutual relationship between the Parents A grassroots group and the School District, which is based on the exchange of information, communication, and trusting relationships. The Parents A grassroots group believes that they are "the first group to push the new school construction agenda" in the region (Parents A Focus Group). The Parents A grassroots group recognized the importance of building a relationship with the School District while acknowledging the need for them to learn the *ways* of the School District in order to be better equipped. This is an important lesson to be learned by the other grassroots groups who aim to build power as the Parents A grassroots group has. The Parents A grassroots group has demonstrated a trajectory that includes many lessons learned, including the need to build capacity of members, network within and across groups, and to build trusting relationships with the School District. Warren and Mapp (2011) assert that social capital begins with social ties or interactions among members, which later are utilized to "develop a larger sense of community, common identity, and shared fate" (p. 26). Daly (2010) notes that social ties and linkages are important elements that build networks, and thus, strengthen over time. Beyond building networks lies the notion of cultivating communities of practice (Wenger, 1998), in

which individuals engage in learning processes while interacting with people who share similar concerns or passions about an endeavor (Wenger, 2006). Lave and Wenger (1991) posit that learning is a social process that occurs in a social world; therefore, the development of social relationships centers on trust, communication, learning, and identity in a community of practice. Horsager (2012) states that trust takes a long time to build, which therefore offers a connection with this conclusion in that the findings revealed that the Parents A group had built a stronger group leading towards a community that should be considered a community of practice. The Parents A group was the most actively engaged in learning about the School District that turned into a shared domain, community, and practice (Wenger, 1998).

The Parents A grassroots group demonstrated more formal and structured processes for building power that fits Warren's (2011) notion of community organizing. Warren defined community organizing as aiming to achieve transformational change at the community, individual, and institution levels. Several instances in the data of the Parents A group revealed evidence of transformational change that occurred at the individual, community, and also at the School District level as a response to the activism of the Parents A grassroots group.

Conclusion three: The shared leadership of the grassroots groups led to cohesive grassroots groups and strong relationships among group members that strengthened the groups' identity and solidarity. Six out of 12 grassroots group members stated that all members of their grassroots group were leaders. All four of the grassroots groups described qualities of cohesive group leadership. A respondent from the Property Owners synthesized perceptions across the groups:

any task that has to be done we work together, so we're a team, when the community group acts as a team we all know we need to work together to get things done and there's really no individualism as a community group, so I think that's why the group has been successful. (Property Owner 2)

Group leadership is partially influenced by small group dynamics. Sheperd (1964) cited cohesion as a result of trust and tight-linked groupings. All 12 grassroots group members stated that they worked well with their group members. Property Owner 2 stated, "I think I worked very well with the community group." Cohesion was mentioned in the literature review as an element of social capital that includes four features: (a) satisfaction with the group, (b) degree of closeness and warmth felt for the group, (c) pride and resiliency, and (d) honesty and trust. Each of the grassroots groups exhibited elements of cohesion. All 12 grassroots members expressed satisfaction with their group members, which led to higher levels of closeness and warmth within the group. Several group members expressed satisfaction with the group by voicing a desire to continue in the group. During the focus group sessions, several members also expressed a sense of pride about their group as they recalled experiences with the School District that they overcame. Examples of cohesive groups were evident in the closeness and pride that the group members had for one another; however, a clear element that was missing was a crossing over and interacting with other grassroots groups.

Additionally, Parents A and Parents B grassroots participants stated that they seek out and welcome new members. New members appear to revitalize these grassroots groups. As seen in the literature review, social relationships and ties are key to promoting a shared identity and common histories. Lastly, the grassroots groups that focused on the collective goals rather than individual needs seemed to prosper more than groups who had not developed a group identity. Warren (2011) asserted that social interactions promote collective action and, as seen in the cases of these grassroots groups, group cohesion is very important towards building identity and solidarity. The elements of cohesion such as established norms and other specific processes found in the structure of the grassroots groups were instrumental in promoting trust among

members because there was communication, consistency, and collaboration among them: all features that Vodicka (2006) notes are essential to promoting trust. Adams et al. (2009) indicate that trust is more related to social norms and collaborative processes than context; according to his assertion, trust encouraged the parents in their study to continue to participate in an organized effort.

Conclusion four: The influence of grassroots groups is dependent on: (a) the effective use of positional power brought by influential people and (b) the size of their network. The influence of people supporting the grassroots groups was evident in the data. Nine out of 12 grassroots members reported receiving diverse forms of support from other individuals who held legitimate power or authority, such as elected politicians or professional organizations. All of the grassroots groups mentioned receiving support from influential people. A founding member of the Property Owners' group recalled the advice they received from a representative from the federal government who told them to speak with their local government. This advice led the group to reach out to their local government, resulting in the lawsuit against the School District. The Parents A and Parents B groups cited having received support from local politicians. Parent A1 recalled: "This group has received support since the very beginning from Lorraine Raya Almont (pseudonym), the late Miguel Angel Minnestrone (pseudonym), who was the assembly member."

As evident in the data, the influence of grassroots groups was strengthened by the support that each grassroots group received from influential people. The support varied from group to group, but it was clearly evident that grassroots group members were appreciative of the support that they received from influential people. The strongest piece of evidence that the effective use of positional power brought by influential people seen in the data was the Parents A grassroots

group's plea to School District leaders in support of the relocation of Intrepid HS to the campus of school #2. The data revealed that the school's relocation was achieved.

All four of the grassroots groups sought out resources by building awareness using other people's expertise, position, or influence. The Teachers' grassroots group was open to collaborating with another team of school developers to share ideas and sought out expertise from consultants who had aided other school development teams. Parents A and Parents B grassroots groups cited the assistance they gained from the different people and organizations as beneficial. Coleman's (1998) theory of social capital depicts diverse types of social capital. The social capital that was exchanged to benefit the grassroots groups occurred through strong examples of relationship building and interactions between members and other influential people. The grassroots groups that successfully met their objectives displayed a stronger, well-connected network than those groups who did not fully meet their objectives. Another finding was that two of the four grassroots groups operated only within themselves and strong links to each other were not apparent. The Teachers and Parents A groups worked independently from each other and showed no connection to the other grassroots groups. Although the Teachers' group collaborated on operational matters related to the writing of the school plan for a co-located site with another teacher group that was also vying for acceptance at school #2, the Teachers' group remained autonomous from other groups. The Parents B and Property Owners' groups were linked in terms of joining forces to attend School District community meetings, but held separate meetings. However, the researcher noted that the number of School District Personnel who attended the Parents A grassroots groups meetings suggests a positive relationship between the Parents A grassroots group and the School District. These observations clearly align with social network theory, in particularly with Daly's (2010) suggestion that

interdependence of action and social ties in networks might influence the direction of planned change.

The data in this study revealed variances in perceptions of how influential people's power affected an outcome. For the Parents B grassroots group, one respondent's position stated how he gained awareness about the community:

If you were to talk with the people in the community, and I guess that's what places me in the unique position that I have talked to people in the community... most of the people didn't really have information, and most of the people actually are asking questions about what is it that's actually going on with the school. (Parent B9)

Positional power, expertise, and credibility are all key characteristics of effective guiding coalitions. Members with positional power must ensure that enough key players are on board with the change process. Examples from School District respondents and grassroots members revealed that different groups utilized different approaches to get close to attaining their outcomes.

Data analysis revealed that three of the four grassroots groups had received assistance from elected political figures. School District respondent 7 offered that,

very different visions or sort of ideas or beliefs as to how a process should be run because sometimes the grassroots organizations are briefed by elected leaders because elected leaders don't come in and speak publicly, to just avoid losing political capital of support in their communities.

Table 10 presents the divergent forces that affected various outcomes of the new high school. The Teachers' group members cited several changes in policy, timelines, and selection criteria that can be assessed as variables that limited their progress, whether intentionally or unintentionally. The restraining forces that affected the work of the Teachers' grassroots group caused significant changes to their operational, instructional, and curricular choices. However, the other three primary grassroots groups created some of these forces.

Table 10

Driving Forces

Driving Forces	Elements	Restraining Forces
<p>School District → Tight deadline to complete construction; project funded with Bond money Remediation efforts Need to relieve overcrowded schools</p> <p>Parents A → Relieve overcrowded schools</p>	School Construction	<p>←Property Owners Lawsuit</p> <p>←Parents B Change location Environmental issues Compliance and community confidence</p>
<p>School District → ADA allocation Staffing Relieve overcrowded schools 180-day calendar, compliance</p>	Enrollment	<p>←Property Owners Halted construction at school #1 caused School District to redirect students to school #2.</p> <p>←Parents A Supported the relocation of Intrepid HS</p> <p>← Parents B Organized against new school Organizing against busing to school #2 was successful. High school #2 under enrollment on opening date.</p>
<p>School District → Reform, opportunities Plan was approved but not accepted for high school #2 School District approved the relocation of school #4 to school #2 campus</p>	Choice	<p>←Teachers Plan was approved but not accepted for high school #2 School District approved plan for high school #3</p> <p>←Parents A Sought to relocate school #4.</p>
<p>School District → Choice, innovation, quality education</p>	Instructional Program	←Teachers Teachers believed in their vision.
<p>School District → To inform, engage and receive support from community Access, community engagement</p>	Information	←Teachers, Property Owners, Parents A, and Parents B Mixed information was provided by the School District.
<p>School District → Strategy, support</p>	Community engagement	←Teachers, Property Owners, Parents A, and Parents B Presentations at community outreach meetings. (Teachers) Attended community outreach meetings. (All) grassroots community groups)

Lewin's (1948) force field analysis can also be utilized to analyze the supportive and restraining forces that impacted the development of two high schools. Several powerful forces affected student enrollment at school #2, including the decision to not bus students to high school #2 in response to the grassroots groups' efforts. A second force that affected student enrollment at the school site was the effort by property owners to oppose an eminent domain order to vacate their properties. While both forces were actively pursuing their objectives, the School District was attempting to mediate and resolve conflict as a temporary solution to the issues; however, the long-term effects of the short-term solution did not account for a chronically overcrowded existing school that was on a year-round school calendar, and a second school that would open under-enrolled in its resolution.

Grassroots members and influential people who assisted the grassroots groups utilized several types of power such as those cited by French and Raven (1960). Personal and relational power by several grassroots members and by several influential people who offered the groups support. Personal power was seen in the actions of several of the grassroots leaders and the influential leaders who aided the grassroots groups. The use of relational power was also seen by some of the influential leaders who assisted some of the grassroots groups. Social capital and social network theories are also applicable in this conclusion as seen through the wealth and positional and relational power that people bring to the grassroots groups. The wealth or resource that each of the influential people provided the grassroots groups was a type of social capital known as information channels, which offers an exchange of information such as update received by the Parents A grassroots group from specific School District offices leading to building trusting relationships along the way. The size of the groups is also important because a wider network suggests stronger relationship building, making interactions among group

members highly important towards successfully organizing groups for action and building power. As cited by Daly (2010) in social network theory and Coleman's (1998) social capital theory, a wider network among grassroots group members is advantageous to spreading information, but also to demonstrating a strong coalition of individuals uniting in support of a common objective.

Conclusion five: Misperception and miscommunication between the School District and the grassroots groups thwarted the development of trusting relationships. Eight of nine School District respondents stated that they provided access to information to grassroots groups, yet nine of 12 grassroots group members stated that communication was a problem throughout this study, namely, the development of two high schools. As seen in the data, misperception from the School District Personnel may have thwarted the development of trusting relationships among grassroots groups. The interaction between the grassroots groups and the School District was based on misperceptions and miscommunication.

Miscommunication was a major concern that arose in the individual interviews and focus groups. Miscommunication led to grassroots groups feeling misinformed, which weakened relationships between three of the four grassroots groups and the School District. A respondent from the Teachers' grassroots group stated:

I don't know, maybe they purposely made it confusing, or maybe they didn't know it was going on, because at one point, you're kind of like, is it worse having to change this so much, so often? And it was a lot of politics. (Teacher 3)

An example of a weak relationship formed from miscommunication and misperception was the relationships between several of the grassroots groups, namely the Property Owners' grassroots group and the School District. The field notes and interview data reported instances of discord between the Property Owners' group and the School District, causing the cancellation of meetings due to tension and conflict expressed by the Property Owners' group. Inaccurate and

insufficient communication was cited by three of the four primary grassroots groups, causing strained relationships due to misinformation, frustration, misperception, and mistrust.

Vodicka (2006) describes four elements of trust that are necessary for strengthening relationships: consistency, compassion, communication, and competency. The data found that the School District showed areas of improvement in the four elements described by Vodicka, particularly communication and consistency leading to questions about competency and thus an evident need for continuous improvement. A Property Owner responded, “communications were poorly done, the residents were only notified like a couple of days in advance, and as you know, our community is a working community” (Property Owner 2). Inconsistency of communication and information clearly caused misperception, miscommunication, and mistrust among several of the grassroots group members. The School District Personnel violated Vodicka’s recommendation that consistent, reliable, and verifiable communication promotes trust, which was lacking in most cases as found in the data. There was an apparent gap between the School District’s and the grassroots groups’ agendas. Establishing trusting relationships is key to developing stronger bonds with people in support of grassroots groups’ efforts.

Miscommunication and misperception were prevalent in the data as challenges for the grassroots groups and probably also for other community members not involved in this study. Establishing trusting relationships depends on several components, particularly two-way communication among community members and the School District. Forming parent-community ties and a student learning environment are two of five indicators for school improvement described by Byrk et al. (as cited in Warren & Mapp, 2011), which directly relate to the grassroots groups’ objectives. Forming trusting relationships between community members and the School District allows for the formation of strong ties and can further provide community members with a

forum to voice concerns about improving student learning. A lesson learned from this conclusion is that communication between grassroots members and the School District must be consistent, offer a level of input where the School District Personnel can demonstrate that the input is being heard compassionately, and communicate reliably in a manner that is perceived as competent. Lastly, Byrk et al. (as cited in Warren & Mapp, 2011) corroborate that schools' levels of relational trust was a strong predictor of parent and community engagement, indicating that high levels of community engagement depend on relational trust.

Conclusion six: Influential people in the School District were more directed towards task completion than relationship building. Five of the School District respondents who had closer ties to the school projects expressed a sense of urgency about the school construction projects. School District respondent 5 stated: "The most important part of it for my position, the position I'm in, is making sure that the school opened on time." School District respondent 10 stated the purpose of her service was: "to meet the needs of the students" and "Obviously we wanted to comply with the lawsuit and the mandate." Only one out of nine School District respondents cited providing an innovative instructional program as a priority, which might be seen as problematic for the Parents A and Teachers interested in changing the status quo. Given the inconsistency of the School District, such as high turnover rates of School District superintendents coupled with changes on school boards, it is imperative for a School District to foster relationships with community members before attempting major change processes. Kotter (1996) stated that change requires a multi-stage process that involves a considerable length of time to occur. Given that the School District aimed to push forward a reform agenda, they may have been better served by engaging the community in a change management process to build a guiding coalition. Steps found in Kotter's change management model probably did not happen

because School District Personnel were focused on task completion based on meeting deadlines and compliance. Kotter's approach to leading change demonstrates a process that requires leaders to make bold moves in order to build a sense of urgency and reduce complacency. However, Kotter warned that bold moves that reduce complacency could create anxiety. The data found that this process of developing schools was complicated and was made more difficult by the driving forces that were pushing back against the district and the inconsistent communication by the district. The School District was not only dealing with issues regarding construction of the sites, but also trying to implement school reform through the school reform initiative. Both measures required a great deal of change management that in this case were insufficient to handle to the volume of forces affecting change. Lastly, School District Personnel member 10 stated the following regarding relationship building and power: "the leadership side of the School District was very much more open to sharing power in communities where they were more educated or wealthy, and less so in poor communities."

Conclusion seven: The lawsuit affected the lives of children and a community. The lawsuit that was mentioned in this study halted the construction of school #1 and affected the lives of all of the cohorts of children and teachers that would have been part of the school. The lawsuit inhibited the School District from proceeding as planned resulting in being unable to fully fulfill its pledge of relieving all overcrowded schools. However, the Property Owners' personal motives were questionable despite the respondents stating environmental concerns leading them to take action. The decision-making of the School District in resolving major challenges that were imposed by the lawsuit also posed numerous ethical concerns for the School District and for several of the grassroots groups.

Ethical concerns arose related to how the School District's decisions affected the lives of children and their community. As mentioned in Chapter 4, the School District's strategic execution plan stated that the purpose for building new schools was to provide relief of overcrowded schools, to eliminate the year-round school calendar, and to build environmentally safe schools. However, the School District, which was impacted by the lawsuit and compliance matters, reversed several decisions and altered other items related to new school construction. The lawsuit directly inhibited the School District from being able to relieve the overcrowded high school as planned and instead caused the School District to make abrupt decisions to alleviate the delay in construction of school #2. The School District ultimately faced an ethical dilemma that was resolved by altering the school calendar of Benigno HS to accommodate the large student load. The School District also opened school #2 with an under-enrolled student capacity, and relocated Intrepid HS to School #2 thus, altering the Teachers' group's plan to be accepted to operate their school on the campus of School #2.

The School District encountered an ethical dilemma regarding the decisions that were impacted by the lawsuit, leading them to make alternate decisions. The alternate decisions made by the School District countered its sense of urgency for building new schools. The School District decision to reverse student busing affected student enrollment, funding, the instructional program, and staffing at the new schools that opened in the fall of 2012 at the site of School #2.

The lawsuit affected many other actions in this study. As seen in the data, the Parents B grassroots group from the city of Milagro organized against the School District to reverse a decision that would bus students to school #2. The Parents A grassroots group focused on school-related matters in the city of Socorro and perceived that they had given the School District permission to utilize School #2 for students from the city of Milagro on a provisional basis until

school #1 was built in the city of Milagro. The Parents A grassroots group also affected the outcomes through demonstrating goodwill in exchange for a conditional fulfillment of a past promise made to them by the previous Superintendent to relocate Intrepid High School to the site of School #2. An interesting finding is that the city of Benigno did not have a grassroots group involved in educational matters during this time, leading the researcher to believe that the lack of representation from parents and community members from the city of Benigno such as the grassroots group studied here made the alternate decision of augmenting the year-round school calendar easier for the School District.

The outcomes of each of the grassroots groups presented in this dissertation suggest the effect of group efforts on several school communities, leading the researcher to agree with Rogers' (2006) assertion that policy must specifically address the needs of and offer solutions for communities of color. Similarly, Hong's (2011) proposed ecology model, which posits that parental engagement must be approached to benefit the families, schools, and community by assisting families to understand school culture and to transform the communities, can serve as a model for School Districts to increase parental and community engagement. The researcher asserts that a mindful, yet deliberate, response from the School District in the beginning phase of the school construction project could have prevented a lawsuit if the School District would have demonstrated an awareness and acknowledgment of the community's wishes. Noguera (2001) noted a divide between poor and affluent parents in changing power dynamics in relationships between public institutions and community groups. Similarly, a respondent stated,

it's difficult for systems like the School District, but not just the School District, to share power...in systems that will primarily serve poor, low-income families, there's less of a willingness to share that power, and I saw that over and over. (School District 10)

Lastly, a respondent from the Property Owners' grassroots group stated the following regarding the responsibility grassroots groups have: "I'm embarrassed to say that we stopped progress where progress should've succeeded a lot quicker, but sometimes it's not that you're stopping progress its the constitutional right that one has in this country" (Property Owner 1). This conclusion focuses on the inability of each grassroots group to bridge social capital through engaging with one another. Daly (2010) suggests that social structures are socially connected relationships that are influential during change efforts. Burns' (1978) assertion that power is a relationship among people that involves intent and purpose helps frame the intent of the lawsuit, which weakened the relationship between the Property Owners' grassroots group and the School District. Specifically, the lawsuit was the piece that generated power, yet the School District ultimately held the legitimate power over decision-making.

Positive communication among the grassroots groups and the School District could have promoted the needs of each community such that the lawsuit might have been prevented. The Property Owners did not have an apparent awareness about how their efforts impacted the youth of their community. The data suggested evidence of the self-absorption of each of the members of the Property Owners' grassroots group and their lack of awareness of the needs of the community's youth.

Recommendations

The following recommendations are based on the findings regarding the emergence and coalescence influence of grassroots groups and their influence on educational change.

Recommendation one. The grassroots groups should attend community and School District meetings to increase their exposure and build capacity. The grassroots groups can gain awareness of School District policy and simultaneously collaborate with influential people who

have social capital and who can assist them to increase their groups' collective power and influence. The grassroots groups should learn *to navigate the system* as a lesson learned from the Parents A grassroots group by researching School District initiatives and priorities. The grassroots groups can also access and review public documents including Board of Education meeting agendas and minutes to learn about School District policy and to gain a perspective on school board member's priorities. The gained awareness about School District policy and procedures is essential for any grassroots group wishing to enact change. Grassroots groups can build credibility and exert influence by increasing their exposure at community meetings and establishing themselves as informed and concerned citizens seeking to participate in public engagement. Grassroots groups should also build relationships with influential community members and work with influential people such as, but not limited to, power brokers who can play brokering roles. According to French and Raven (1960), positional and relational power are two forms of power that can be utilized by individuals to exert influence. Exposure at meetings not only ensures that the groups are conveying their message and creating a sense of urgency, but also helps build political power and increase public engagement. Warren (2011) posits that relationship building, leadership development, and action support building power in support of transforming individuals, communities, and organizations through community organizing. Individual strategies towards reaching these elements were seen in the data.

Recommendation two. Grassroots groups should meet with other grassroots groups to learn from one another and outline how they can leverage political power. Capacity building involves building up expertise and learning within and across grassroots groups. Fullan (2006) posited that capacity building is a prerequisite for change and can be triggered by providing

resources and developing individual's knowledge and competencies such that the person feels motivated and empowered.

Lave and Wenger's (1991) theory of Communities of Practice states that groups of people who engage in a group due to a shared concern or passion for something grow as learners. Ideally, the establishment of mutual engagement, joint enterprise, and shared repertoire (Wenger, 1998) may lead each grassroots group to build a shared practice where learning becomes the joint enterprise. As mentioned by the Parents A grassroots group, they will continue to advocate for new school construction projects in the city of Socorro. Therefore, the members of this grassroots group can serve as mentors to less seasoned grassroots groups in the area. The Parents B grassroots group should visit the Parents A grassroots group to learn about formal meeting protocols and the methods employed by Parents A such as planning and advocacy. In doing so, the grassroots groups can build informal networks among local community grassroots groups to build a stronger network of advocacy and influence on a wider scale. Warren (2011) cites relationship building and leadership development as two of the elements used by organizers to build power, which can be directly employed through interacting with other groups. Similarly, although the Teachers' grassroots group disbanded in 2012, it is recommended that the Teachers' group foster relationships with other grassroots groups, to learn and strengthen their protocols in the event they wish to implement their proposal at school #1 when it opens in the near future.

The application of Shaw's (1981) assertion about small group dynamics sheds insight about how individuals' working in concert can develop into shared group vision and identity. The literature revealed that community organizing depends on a community organizer with strong leadership skills, traits, and ideals, yet all of the grassroots groups described shared leadership as the source of their met objectives and cohesion.

The School District should reflect on the findings of this dissertation to reflect and plan a community engagement plan that includes meeting with all vested parties—namely, grassroots groups who can create a support system to rebuild public trust in the Milagro community—and begin to share information with the community of Benigno in preparation of the opening of school #1 in the near future.

Recommendation three. Local municipalities should create a coalition of a local extended network that will offer community members opportunities to form ties among neighborhoods, schools, municipalities, and non-profit organizations. The coalition of a local extended network would consist of members from each of the local municipalities who can serve as liaisons between the city, School District, and non-profit organizations. A coalition of a local network would be responsible for highlighting educational needs and could consist of School District members, governmental representatives, members of grassroots groups, other interested parents, and community members to collaborate with the municipalities. Warren et al. (2001) describes three levels of bridging social capital to create transformation: bonding of social capital within and across communities, and creating synergy. Creating synergy refers to the developmental outcome of institutions working with poor communities to raise the poor communities' social capital.

The local municipalities serve as an ideal entity to sponsor a coalition of a local extended network, because advocacy for education and other community-related issues serve to enhance community development. Furthermore, the local municipalities have access to many resources and can utilize various forms of communication to assist the School District in disseminating information to the local communities. The findings showed that grassroots groups lacked information about structures and procedures, which prevented them from fully engaging in a

process that was unknown to them. According to Warren (2007), an indigenous effort is needed for building community development, which in return can assist with school improvement efforts in benefit of the community each school serves. This coalition of a local extended network, can serve as a collaborative with non-profit organizations to help create civic power and secure resources for each grassroots groups. The local municipalities are viable partners to help solve civic issues. It behooves the cities to educate parents and to teach them skills to improve their wellbeing.

Recommendation four. The grassroots groups should continue their efforts to increase their membership base. The groups' size should be representative of the vast number of families in their respective communities. This recommendation aligns with Warren et al.'s (2001) assertion that three levels of bridging and bonding social capital create transformational change. Warren et al. included bonding social capital within and bridging social capital across communities as two of the three levels for achieving transformational change. As seen in the data, strength in numbers has caused the School District to alter its decisions, but this type of social movement tactic that was cited in the literature is insufficient to create lasting transformational change. The grassroots groups can use size in numbers and bridging social capital within and across groups to leverage influence and power on future endeavors. As the grassroots groups continue to evolve over time and continue to build a stronger membership base, all parties, including the School District, could benefit from frequent interactions with the influential community members. All of the grassroots groups can benefit from interacting with community members who are seen as credible, trusted, and vested individuals. As seen in the literature, bridging social capital is an element for building relationships and thus power by community groups. Therefore, as seen in the literature and in some instances in the data, the

support of individuals such as power brokers and influential people is beneficial to nascent grassroots groups.

Recommendation five. The fifth recommendation is to survey School District leaders to gain an understanding about their perceptions of the needs of the community they work in and serve. It was clear from listening to different grassroots groups that the information community members received was selective and distributed in diverse ways. This recommendation aligns with Warren et al.'s (2001) assertion that the third level of bridging social capital is creating synergy with financial and public institutions in support of poor communities. The School District cannot ignore the societal needs of the communities it serves; therefore, brokering and aligning resources from public and financial institutions can serve as a synergetic collaboration among all actors.

The School District Personnel need to be informed that the grassroots groups will continue their activism and advocacy on other issues. This recommendation is being offered as an acknowledgement that could help raise awareness about the groups' intentions to continue pushing their agenda forward. Three of the four grassroots groups indicated new issues about which they are concerned and that are now priorities for them to address.

Recommendation six. The School District should restore the position of ombudsman, who can serve as a mediator during disputes between community members and the School District. An ombudsman can serve as point person between community members/grassroots groups and the School District to assist with conflict resolution before problems escalate. Byrk et al. (2010), Vodicka (2006), and Warren (2011) all describe trust-building as an essential indicator of impacting change through solidifying relationships and communication. Therefore, it is important for organizations seeking change to communicate well with stakeholders and to

establish structures that will facilitate conflict-resolution. The School District may want to fund a community team led by an ombudsman per local area/community to help foster the lines of open communication and to build or improve relationships with the grassroots group members, parents, and community members. In doing so, the Parents A and Parents B grassroots groups can work with the School District team to identify parents, community members, and other stakeholders who can serve as liaisons between the School District and the community.

Recommendation seven. The School District should ensure that proper notice is issued to all community members that will be impacted by proposed changes. The notices should go above and beyond the requirements set forth by the State regarding public notice and should clearly communicate the purpose of each meeting. The notice should be given in multiple languages to reflect the community's demographics. All communication including notices and meeting agendas should be posted and disseminated to a wider geographical area that includes all communities affected by any proposed School District projects. These notices and communications should be disseminated to all of the vested parties including school members, and the communication should be distributed throughout the entire timeline of a project, including during the pre-development phases. The School District's public relations department can help the School District strengthen its communication and better understand the needs of the communities by actively listening to any and all concerns and attending meetings to capture concerns and report them to the School District. The No Child Left Behind Act of 2001 and the Brown Act are two pieces of legislation that respectively list provisions to provide parents "substantial and meaningful opportunities to participate in the education of their students" and the right to be informed of publicly held meetings (No Child Left Behind Act, n.d.). Therefore, clear and timely communication is viable and essential to offer parents and community members

opportunities to participate in their children's education while being informed and kept abreast of all public meetings.

Implications for Further Study

An implication derived from this study would be to address the benefit for both School Districts and grassroots groups to engage in a community needs assessment similar to Perkins et al.'s (1996) recommendations. The needs assessment should study stakeholders' interest in improving education, innovative practices, issues related to community development, and school improvement. The needs assessment should also include current data—such as demographic information and student academic performance by grade configuration and schools—and report any trends found. The purpose of the needs assessment would be to address the collective needs of the community in an attempt to identify how reform efforts can sustain academic performance in the local area. A needs assessment might manage the actions of the parties engaged in action. Therefore, conducting a needs assessment would be highly advisable to identify interests and needs and draft a possible course of action.

The School District should create a framework for engaging community grassroots groups utilizing a model such as those used by community organizing. Ganz (2002) offers five key practices on effective community organizing:

1. Values turned into motivated actions,
2. Build relationships,
3. Structure the leadership as a collaborative team,
4. Strategize, and
5. Translate commitments into actions.

Lastly, a vital need exists for leaders from all grassroots groups and senior-level school leadership who work directly with the community to study how conflict-resolution can influence community development, new school construction, and change initiatives to develop a strategy for sharing power with all stakeholders. As School District respondent 10 stated, it is critical to develop “processes by which community and you as a system learn how to address the conflict, and then share the decision-making, and share the power.”

Final Thoughts

The process of organizing for educational change has left most of the grassroots groups with differing levels of empowerment due to their participation in the group, the group actions, and the resulted change. The relationships built, leadership that has emerged, and the action that has been taken have fostered a new sense of urgency in three of the grassroots groups who only need more time and organization to mobilize the masses of the these communities. It is recommended that the School District listen to and partner with these grassroots groups because they communicate authentic needs that arise out of a deep concern that leads them to participate, speak up, and build collective agency; thus, becoming forces to be reckoned with.

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APPENDIX A

IRB Approval Letter

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

October 15, 2012

Delia Castillo

Protocol #: E1012D04

Project Title: *Influence of Groups to Affect Educational Change*

Dear Ms. Castillo:

Thank you for submitting the revisions requested by Pepperdine University's Graduate and Professional Schools IRB (GPS IRB) for your study, *Influence of Groups to Affect Educational Change*. The IRB has reviewed your revisions and found them acceptable. You may proceed with your study. The IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46 - <http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html> that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

(b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

Category (2) of 45 CFR 46.101, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at <http://www.pepperdine.edu/irb/graduate/>).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,



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cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
Ms. Alexandra Roosa, Director Research and Sponsored Programs
Dr. Doug Leigh, Chair, Graduate and Professional Schools IRB
Ms. Jean Kang, Manager, Graduate and Professional Schools IRB
Dr. Diana Hiatt-Michael
Ms. Christie Dailo

APPENDIX B

Informed Consent Letter for Questionnaire and Focus Groups (English and Spanish)

INFORMED CONSENT LETTER FOR PARTICIPATION IN RESEARCH STUDY- QUESTIONNAIRE AND FOCUS GROUP

Participant: _____

Principal Investigator: Delia Castillo

Title of Research Study: Influence of grassroots groups to affect educational change

I, _____, agree to participate in the research study being conducted by Delia Castillo under the direction of Dr. Diana Hiatt-Michael. This research is being conducted for the purpose of completing the requirements for a dissertation at Pepperdine University.

PURPOSE OF STUDY

The purpose of this research is to understand the efforts of grassroots groups on the development of a major School District project. The study will be an exploratory qualitative case study, which may identify a need for further investigation.

PARTICIPATION

I understand that my participation will involve responding to a questionnaire and focus group questions about the efforts of a grassroots groups on educational change, which I was a part of during the time period of April 2011 and June 2012. The principal investigator will ask the focus group several questions during this discussion and will record the group member's answers on a computer.

BENEFITS & MINIMIZED POTENTIAL RISKS

I understand that this research study could benefit local communities and the field of education because it could identify a model in research nationally and internationally by examining the impact of grassroots community efforts on educational change.

PARTICIPATION IS VOLUNTARY & RIGHT TO WITHDRAW

I understand that I am participating in this study on a voluntary basis and that I may choose not to participate in this research or I may withdraw my consent and not participate in the research at any time without penalty. In addition, I have the right to decide not to answer any item on the questionnaire or any question of the interview that makes me feel uncomfortable.

CONFIDENTIALITY OF PARTICIPANT'S RECORDS

I understand that the investigator will ensure that confidentiality of my records and my identity will not be revealed in any publication that may result from this study. The confidentiality of my records will be maintained in accordance with applicable state and federal laws. I also understand that the principal researcher will ensure that all potential risks are minimized so that

no conflict between my employer, community, or other affiliations that I associate with is caused.

RECORDING OF INTERVIEW

I understand that all comments and audio transcriptions will be made available to me and handed back for review before any data analysis takes place. No names or locations of participants will be stated in any document coming from this study.

CONTACT INFORMATION

I understand that the investigator is willing to answer any questions that I may have regarding the research study described above. I understand that I may contact Delia Castillo at (323) [REDACTED] (SPANISH/ENGLISH) or delia.castillo@pepperdine.edu or Dr. Diana Hiatt-Michael (ENGLISH ONLY) at (310) 568-5644 or Diana.michael@pepperdine.edu if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I may contact Pepperdine University Graduate and Professional Schools Institutional Review Board (GPS IRB) at (310) 568-5753 or at gpsirb@pepperdine.edu.

NOTIFICATION OF FINDINGS

I understand that I will be informed of any significant new findings developed during the course of my participation in this research, which may influence my willingness to continue the study.

CONSENT GRANTED

I understand the information regarding participation in this research. All of my questions have been answered to my satisfaction and I have received a copy of this informed consent form, which I have read and understand. I also give my consent to use any document such as meeting agendas and meeting minutes that I will be providing to the primary investigator for further study.

I hereby consent to participate in the research described above.

COMPLETE, SIGN & DATE BELOW

Participant's Name (PRINTED)	Participant's Signature

Date

PRINCIPAL INVESTIGATOR'S SIGNATURE & ACCEPTANCE

I have explained the details of this research study to the person who has consented to participate. I am cosigning this form and accepting this person's consent.

Delia Castillo, Principal Investigator

Date

CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN UN ESTUDIO DE INVESTIGACIÓN- Cuestionario y Grupo de Enfoque

Participante: _____

Investigadora principal: Delia Castillo

Título del estudio de investigación: Influencia de los grupos de base para influir en el cambio educativo

Yo, _____, estoy de acuerdo en participar en el estudio de investigación llevado a cabo por Delia Castillo, bajo la dirección de la Dra. Diana Hiatt-Michael. Esta investigación se llevara a cabo con el fin de completar los requisitos de una tesis doctoral en la Universidad de Pepperdine.

OBJETIVO DEL ESTUDIO

El propósito de esta investigación es comprender los esfuerzos de grupos de base en el desarrollo de un proyecto mayor de un distrito escolar. El estudio será un estudio de caso exploratorio cualitativo que puede identificar la necesidad de una mayor investigación.

PARTICIPACIÓN

Yo entiendo que mi participación implica responder un cuestionario y participar en una sesión de grupo de enfoque y responder a las preguntas sobre los esfuerzos de grupos comunitarios de base en el cambio educativo que yo fui parte de durante el período de abril de 2011 y junio de 2012. El investigador principal me hará preguntas durante la entrevista y grabará mis respuestas en una computadora.

VENTAJAS Y RIESGOS POTENCIALES MINIMIZADOS

Yo entiendo que esta investigación podría beneficiar a las comunidades locales y el campo de la educación ya que podría identificar un modelo en la investigación a nivel nacional e internacional mediante el examen del impacto de los esfuerzos comunitarios de base en el cambio educativo.

LA PARTICIPACIÓN ES VOLUNTARIA

Entiendo que estoy participando en este estudio de forma voluntaria y que puedo optar por no participar en el estudio o puedo retirar mi consentimiento y no participar en la investigación en cualquier momento sin penalización. Además, tengo el derecho de decidir no contestar cualquier pregunta en el cuestionario o de la entrevista que me haga sentir incómodo.

CONFIDENCIALIDAD DE INFORMACIÓN DE EL PARTICIPANTE

Yo entiendo que la investigadora se asegurará de que todas las medidas se hayan tomado para mantener la confidencialidad de mi información y mi identidad no será revelada en cualquier publicación que resulte de este estudio. La confidencialidad de mis registros serán mantenidos de acuerdo con las leyes estatales y federales. También entiendo que la investigadora principal asegurará que todos los posibles riesgos se reduzcan al mínimo para que no surgán conflictos entre mi empleador, la comunidad, u otras afiliaciones que yo asocio.

GRABACIÓN DE LA ENTREVISTA

Entiendo que todos los comentarios y transcripciones de audio estarán disponible a mí y que serán devuelto para su revisión antes de que cualquier análisis de los datos se lleve a cabo. Ningún nombre o ubicación de los participantes se hará constar en cualquier documento proveniente de este estudio.

INFORMACIÓN DE CONTACTO

Yo entiendo que la investigadora está dispuesta a responder a cualquier pregunta que yo pueda tener acerca de la investigación como se describió anteriormente. Entiendo que puedo contactar a Delia Castillo (323) [REDACTED] (ESPAÑOL / INGLÉS), delia.castillo@pepperdine.edu o Dr. Diana Hiatt-Michael (inglés únicamente) al (310) 568-5644, Diana.michael@pepperdine.edu si tengo otras preguntas o inquietudes acerca de esta investigación. Si tengo preguntas sobre mis derechos como participante de una investigación, puedo comunicarme con la Junta de Revisión Institucional (IRB GPS) de las Escuelas de Graduados y Profesionales de la Universidad de Pepperdine al (310) 568- 5753 o menos gpsirb@pepperdine.edu.

NOTIFICACIÓN DE LOS RESULTADOS

Entiendo que se me informará de cualquier resultado significativo cuyo sean desarrollados durante el curso de mi participación en esta investigación, lo que puede influir en mi deseo de continuar el estudio.

CONSENTIMIENTO OTORGADO

Entiendo la información relativa a la participación en esta investigación. Todas mis preguntas han sido contestadas a mi satisfacción y he recibido una copia de este formulario de consentimiento informado, que he leído y entendido. También doy mi consentimiento para que utilicen cualquier documento que yo proporcione a la investigadora principal para estudio adicional. Estos documentos incluyen agendas y actas de las reuniones. Doy mi consentimiento para participar en la investigación que se describe anteriormente.

COMPLETE, FIRME Y PROVEE LA FECHA A CONTINUACIÓN:

Nombre del participante (impreso)

Firma del Participante

Fecha

INVESTIGADOR PRINCIPAL DE FIRMA Y ACEPTACIÓN

Le he explicado los detalles de este estudio de investigación a el posible participante que ha dado su consentimiento para participar. Estoy firmando conjuntamente el formulario y acepto el consentimiento de el participante.

Delia Castillo, Investigadora Principal

Fecha

APPENDIX C

Informed Consent Letter for Participant Individual Interviews (English and Spanish)

**INFORMED CONSENT LETTER FOR PARTICIPATION IN RESEARCH STUDY-
Questionnaire and Individual Interviews**

Participant: _____

Principal Investigator: Delia Castillo

Title of Research Study: Influence of grassroots groups to affect educational change

I, _____, agree to participate in the research study being conducted by Delia Castillo under the direction of Dr. Diana Hiatt-Michael. This research is being conducted for the purpose of completing the requirements for a dissertation at Pepperdine University.

PURPOSE OF STUDY

The purpose of this research is to understand the efforts of grassroots community on the development of a major School District project. The study will be an exploratory qualitative case study, which may identify a need for further investigation.

PARTICIPATION

My participation will involve responding to questions about the efforts of grassroots groups on educational change that I was part of during the time period of April 2011 and June 2012. The principal investigator will ask me questions during this interview and record my answers on a computer.

BENEFITS & MINIMIZED POTENTIAL RISKS

I understand that this research study could benefit local communities and the field of education because it could identify a model in research nationally and internationally by examining the impact of grassroots community efforts on educational change.

PARTICIPATION IS VOLUNTARY

I understand that I am participating in this study on a voluntary basis and that I may choose not to participate in this research or I may withdraw my consent and not participate in the research at any time without penalty. In addition, I have the right to decide not to answer any question of the interview that makes me feel uncomfortable.

PARTICIPANT'S RIGHT TO WITHDRAW AND CONFIDENTIALITY

I understand that the investigator will ensure that confidentiality of my records and my identity will not be revealed in any publication that may result from this study. The confidentiality of my records will be maintained in accordance with applicable state and federal laws. I also

understand that the principal researcher will ensure that all potential risks are minimized so that no conflict between my employer, community, or other affiliations that I associate with is caused.

RECORDING OF INTERVIEW

I understand that all comments and audio transcriptions will be made available to me and handed back for review before any data analysis takes place. No names or locations of participants will be stated in any document coming from this study.

CONTACT INFORMATION

I understand that the investigator is willing to answer any questions I may have concerning the research study described above. I understand that I may contact Delia Castillo at (323) [REDACTED] (SPANISH/ENGLISH) or delia.castillo@pepperdine.edu or Dr. Diana Hiatt-Michael (ENGLISH ONLY) at (310) 568-5644 or diana.michael@pepperdine.edu if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I may contact Pepperdine University Graduate and Professional Schools Institutional Review Board (GPS IRB) at (310) 568-5753 or at gpsirb@pepperdine.edu.

NOTIFICATION OF FINDINGS

I understand that I will be informed of any significant new findings developed during the course of my participation in this research, which may influence my willingness to continue the study.

CONSENT GRANTED

I understand the information regarding participation in this research. All my questions have been answered to my satisfaction and I have received a copy of this informed consent form, which I have read and understand. I hereby consent to participate in the research described above. I also give my consent to use any document such as meeting agendas and meeting minutes that I will be providing to the primary investigator for further study.

COMPLETE, SIGN & DATE BELOW

Participant's Name (PRINTED)	Participant's Signature
Date	

PRINCIPAL INVESTIGATOR'S SIGNATURE & ACCEPTANCE

I have explained the details of this research study to the potential participant who has consented to participate. I am cosigning this form and accepting this person's consent.

Delia Castillo, Principal Investigator	Date

CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN UN ESTUDIO DE INVESTIGACIÓN-Entrevistas individuales de participantes

Participante: _____

Investigadora principal: Delia Castillo

Título del estudio de investigación: Influencia de los grupos comunitarios de base para influir en el cambio educativo

Yo, _____, estoy de acuerdo en participar en el estudio de investigación llevado a cabo por Delia Castillo, bajo la dirección de la Dra. Diana Hiatt-Michael. Esta investigación se llevara acabo con el fin de completar los requisitos de una tesis doctoral en la Universidad de Pepperdine.

OBJETIVO DEL ESTUDIO

El propósito de esta investigación es comprender los esfuerzos de grupos de base en el desarrollo de un proyecto mayor de un distrito escolar. El estudio será un estudio de caso exploratorio cualitativo, que puede identificar la necesidad de una mayor investigación.

PARTICIPACIÓN

Mi participación implica responder a las preguntas sobre los esfuerzos de grupos comunitarios de base en el cambio educativo que yo fui parte de durante el período de abril de 2011 y junio de 2012. El investigador principal me hará preguntas durante la entrevista y grabará mis respuestas en una computadora.

VENTAJAS Y RIESGOS POTENCIALES MINIMIZADOS

Yo entiendo que esta investigación podría beneficiar a las comunidades locales, y el campo de la educación ya que podría identificar un modelo en la investigación a nivel nacional e internacional mediante el examen del impacto de los esfuerzos comunitarios de base en el cambio educativo.

LA PARTICIPACIÓN ES VOLUNTARIA

Entiendo que estoy participando en este estudio de forma voluntaria y que puedo optar por no participar en el estudio o puedo retirar mi consentimiento y no participar en la investigación en cualquier momento sin penalización. Además, tengo el derecho de decidir no contestar cualquier pregunta de la entrevista que me haga sentir incómodo.

CONFIDENCIALIDAD DE INFORMACIÓN DE EL PARTICIPANTE

Yo entiendo que la investigadora se asegurará de que todas las medidas se hayan tomado para mantener la confidencialidad de mi información y mi identidad no será revelada en cualquier publicación que resulte de este estudio. La confidencialidad de mis registros serán mantenidos de acuerdo con las leyes estatales y federales. También entiendo que la investigadora principal asegurará que todos los posibles riesgos se reduzcan al mínimo para que no surgán conflictos entre mi empleador, la comunidad, u otras afiliaciones que yo asocio.

GRABACIÓN DE LA ENTREVISTA

Entiendo que todos los comentarios y transcripciones de audio estarán disponible a mí y que nter devuelto para su revisión antes de que cualquier análisis de los datos se lleve acabo. Ningun nombre o ubicacion de los participantes se hará constar en cualquier documento proveniente de este estudio.

INFORMACIÓN DE CONTACTO

Yo entiendo que la investigadora está dispuesta a responder a cualquier pregunta que yo pueda tener acerca de la investigación como se describió anteriormente. Entiendo que puedo contactar a Delia Castillo (323) [REDACTED] (ESPAÑOL / INGLES), delia.castillo@pepperdine.edu o Dr. Diana Hiatt-Michael (inglés únicamente) al (310) 568-5644, diana.michael@pepperdine.edu si tengo otras preguntas o inquietudes acerca de esta investigación. Si tengo preguntas sobre mis derechos como participante de una investigación, puedo comunicarme con la Junta de Revisión Institucional (IRB GPS) de las Escuelas de Graduados y Profesionales de la Universidad de Pepperdine al (310) 568- 5753 o menos gpsirb@pepperdine.edu.

NOTIFICACIÓN DE LOS RESULTADOS

Entiendo que se me informará de cualquier resultado significativo cuyo sea desarrollado durante el curso de mi participación en esta investigación, lo que puede influir en mi deseo de continuar el estudio.

CONSENTIMIENTO OTORGADO

Entiendo la información relativa a la participación en esta investigación. Todas mis preguntas han sido contestadas a mi satisfacción y he recibido una copia de este formulario de consentimiento informado, que he leído y entendido. Doy mi consentimiento para participar en la investigación que se describió anteriormente. Tambien doy permiso de que la investigadora utilice documentos de nuestras reuniones que le he proveido para que desarrolle este estudio.

Complete, firme y provee fecha a continuación:

Nombre del participante (impreso) Firma del Participante Fecha

INVESTIGADOR PRINCIPAL DE FIRMA Y ACEPTACIÓN

Le he explicado los detalles de este estudio de investigación a el posible participante que ha dado su consentimiento para participar. Estoy firmando conjuntamente el formulario y acepto el consentimiento de el participante.

Delia Castillo, Investigadora Principal

Fecha

APPENDIX D

Grassroots Members Questionnaire (English and Spanish)

Hello. My name is Delia Castillo and I am working on my doctoral dissertation, which is looking at how grassroots groups affect educational change. I am very interested in learning more about your grassroots group, but also about your participation within your group. Please review and sign the Consent Form to register your understanding and acceptance. Please remember that you do not have to answer any question that makes you feel uncomfortable. The responses will be used to better understand grassroots groups and grassroots efforts affecting educational change. Please take five minutes to complete this questionnaire while you wait for the facilitator of this interview to begin. Your answers to this questionnaire will help the researcher better understand your demographic information. This information is confidential and your identity will remain anonymous.

1. What is your gender? _____ FEMALE _____ MALE
2. What is your ethnicity? ___ Hispanic ___ White ___ Black ___ Asian ___
Other: _____
3. Where do you live? _____ Other: _____
4. How long have you lived in this community? ___ I don't live in this community? ___ Less than 1-year ___ 1-3 years ___ 4-7 years ___ 8-11 years ___ 12+ years
5. Do you own real estate in the cities of _____ or _____?
_____ YES _____ NO, If yes, which city? _____
6. What is your housing status? ___ Own _____ rent/lease _____ not applicable
7. How many children do you have? _____
8. How many of your children are 18 years or younger? _____
9. How many of your children attend a neighborhood public school? ___ YES ___ NO
10. In the past year, how often did you visit the local public schools?
_____ never _____ once a year _____ twice a year
_____ 3-5 times a year _____ 6 or more times a year _____
11. What is your employment status? ___ Full-time job? ___ Part-time job? ___ Unemployed
12. What is your highest level of education: _____ Graduate degree _____ College Graduate _____ HS Graduate _____ Less than high school _____ No school _____ Decline to state
13. Did you vote in the last election? _____ YES _____ NO _____ DECLINE TO STATE

14. Which age group best represents your age? ____ 18-25 ____ 26-32 ____ 33-41 ____ 42-49 ____ 50-57 ____ 58-65 ____ 66+

15. Which group did you participate in? _____ Parent-Community Members ____ Property Owners _____ Teachers

Cuestionario de Miembro de Grupo Comunitario (Base de usuario)

Hola. Mi nombre es Delia Castillo y estoy trabajando en mi tesis doctoral, que estudiara cómo los grupos de base influyen en el cambio educativo. Estoy muy interesado en aprender más acerca de su grupo, también acerca de su participación dentro del grupo. Por favor, revise y firme el formulario de consentimiento para registrar su comprensión y aceptación. Recuerde que usted no tiene que contestar ninguna pregunta que le hagan sentir incómodo. Las respuestas serán utilizadas para comprender mejor los grupos e iniciativas populares que afectan el cambio educativo.

Por favor, tómese cinco minutos para completar este cuestionario mientras espera a que la facilitadora de esta entrevista para comenzar. Sus respuestas a este cuestionario ayudarán a la investigadora a entender mejor su información demográfica. Esta información es confidencial y su identidad permanecerá en el anonimato.

1. ¿Cuál es su género? _____ Femenino _____ Masculino
2. ¿Cuál es su origen étnico? _____ Hispano _____ Blanco _____ Negro _____ Asiatico _____ Otro: _____

3. ¿Dónde vive? _____ ████████ _____ ████ _____ ██████████ _____ Otro: _____
4. ¿Cuánto tiempo ha vivido en esta comunidad? _____ Yo no vivo en esta comunidad?
_____ Menos de 1-año _____ 1-3 años _____ 4-7 años _____ 8-11 años _____ 12 + años
5. ¿Es usted dueño de bienes raíces en las ciudades de ████████████████████? _____ Si
_____ No, en caso afirmativo, en qué ciudad? _____
6. ¿Cuál es su situación de vivienda? _____ Propietario _____ alquilo _____ no aplicable
7. ¿Cuántos hijos tiene usted? _____
8. ¿Cuántos de sus hijos tienen 18 años o menos? _____
9. ¿Cuántos de sus hijos asisten a una escuela pública en las comunidades locales? _____
10. En el último año, ¿con qué frecuencia visito las escuelas públicas locales?
_____ nunca _____ una vez al año _____ dos veces al año
_____ 3-5 veces al Año _____ 6 o más veces a la Año
11. ¿Cuál es su situación laboral? _____ Tiempo completo _____ Medio tiempo _____ No trabajo
12. ¿Cuál es su nivel más alto de educación: _____ graduado Universitario _____
Preparatoria _____ Escuela secundaria _____ Menos de secundaria
_____ Declino a contestar
13. ¿Votó usted en las últimas elecciones? _____ Si _____ No _____ Descenso a contestar
14. ¿Cuántos años tiene? _____ 18-25 _____ 26-32 _____ 33-41 _____ 42- 49 _____ 50-57
_____ 58-65 _____ 66+

15. ¿En que grupo participó usted? _____ Padres-Miembros Comunitarios _____ Grupo de Propietarios _____ Maestros

APPENDIX E

School District Personnel Questionnaire

Please take five minutes to complete this questionnaire while you wait for the facilitator of this interview to begin. Your answers to this questionnaire will help the researcher better understand your demographic information. This information is confidential and your identity will remain anonymous.

1. What is your gender? _____ FEMALE _____ MALE
2. What is your ethnicity? ___ Hispanic ___ White ___ Black ___ Asian ___
Other: _____
3. Where do you live? _____ Other: _____
- a. How long have you worked in this community? ___ Less than 1 year ___ 1-3 years ___
4-7 years ___ 8-11 years ___ 12+ years
4. Do you own real estate in the Cities of _____? _____ YES which city?
_____ NO
5. How many children do you have? ___ 0 ___ 1-2 ___ 3-4 ___ 5+
6. How many of your children are 18 years or younger? ___ 0 ___ 1-2 ___ 3-4 ___ 5+
7. How many of your children attend a neighborhood public school? _____
8. In the past year, how often did you associate with any of the grassroots groups?
_____ none _____ once a year _____ twice a year
_____ 3-5 times a year _____ 6 or more times a year _____
9. Which grassroots did you associate with during the development of the new school? None
___ Parents-Community: which? _____ Teachers Group(s):
which? _____ Property Owners: which? _____
10. During the 2011-2011 school year, what was your occupation: _____ School Leader
_____ Local District Official _____ Concerned Community Member
_____ Retired _____ Decline to state
11. While serving as a school district member, you did not participate in a grassroots groups:
parents-community members, teachers, or property member groups that will be the focus of this
study? ___ Yes ___ No ___ Decline to state
If No, which grassroots group were you involved with? _____
12. In your perception, rank from 1 to 3 the influential level of the following groups towards the
development of the new school? (1= most influential, 3= least influential)
_____ Parents-Community Members _____ Teachers _____ Property Owners

APPENDIX F

List of Meetings: Community Meetings and Type of Document Collected

Table F1

List of Meetings

Date	Document Name	Type of Document
March 30, 2011	Parents A grassroots group mtg.	Agenda, minutes, Field notes
April 5, 2011	Special Meeting Order of Business	Agenda
May 18, 2011	Parents A Community meeting	Agenda, minutes, field notes
June 18, 2011	Special Meeting — City of Milagro	Agenda
July 11, 2011	Milagro City Council (CDC)	Agenda
July 14, 2011	Milagro City Council Mtg.	Meeting Field notes
July 20, 2011	Parents A grassroots group mtg.	Meeting Agenda, minutes
August 17, 2011	Parents A grassroots group mtg.	Meeting Agenda, Field notes, minutes, docs
Sept. 15, 2011	Schools Coalition Meeting	Meeting Agenda, minutes, documents
Sept. 21, 2011	Parents A grassroots group mtg.	Meeting Agenda, field notes, minutes
Oct. 19, 2011	Parents A Community group meeting	Meeting Agenda, minutes, documents
December 3, 2011	Community Mtg. —Beningo	Meeting field notes
Jan. 18, 2012	Parents A Community group meeting	Meeting Agenda, minutes, documents
Mar. 29, 2012	Community Outreach Mtg.— Benigno	Agenda, Field notes, documents
April 18, 2012	Parents A Community Meeting	Meeting Agenda, minutes, documents
Sept. 21, 2012	Parents A Group meeting	Agenda, Meeting Minutes
October 17, 2012	Parents A Community group monthly meeting	Agenda, public comment
November 28, 2012	Parents A Community group monthly meeting	Research Study Presentation to group
January 15, 2013	School District Mtg.	Meeting Agenda, documents
February 13, 2013	Community groups Mtg.— Milagro	Meeting field notes

APPENDIX G

Participant Letter (English and Spanish)

Date

Dear,

I am a doctoral student in educational technology at Pepperdine University in California. I am researching the influence of grassroots groups, in conjunction with a School District entity that holds significant influence on the development of new schools. The field of community organizing in education is continuing to grow and prosper. Many organizations are seeking to learn more about grassroots community efforts in education, yet there is little understanding about the impact of grassroots community efforts.

As someone who is actively working in the field of education I would appreciate if you would spend 45 minutes of your valuable time to meet with me so I may interview you.

I am confident that with your help, the data collected will contribute to the identification of the impact of grassroots groups efforts on educational change.

I would also appreciate it if you would share this letter with your group members. It is my hope to gather information from as many people that participate in your group as possible. I am looking for people from your group who participated in group activities between the months of April 2011 and June 2012.

If you have any questions, comments, or concerns, please contact me at the address below. Thank you in advance for your help. If you are interested in the findings of the study, please respond to me with an email address and I will ensure that you receive a copy.

Lastly, I would also appreciate if you can share documents from your group meetings such as meeting agendas or meeting minutes that can assist me to better understand your group's efforts.

Sincerely,

Delia Castillo



fecha

Estimado(a),

Soy estudiante de doctorado en Tecnología Educativa en la Universidad de Pepperdine en California. Estoy investigando la influencia de los grupos comunitarios de base, en relación con una entidad del un distrito escolar que tiene influencia significativa en el desarrollo de escuelas nuevas. Este campo sigue creciendo y prosperando. Muchas organizaciones están tratando de aprender más acerca de los esfuerzos comunitarios de base en la educación, sin embargo, hay poco entendimiento e comprensión sobre el impacto de los esfuerzos comunitarios de base.

Como alguien que trabaja activamente en el campo de la educación, le agradecería si usted compartiera 45 minutos de su valioso tiempo para reunirse conmigo para que yo pueda conducir una entrevista con usted y algunos miembros de su grupo. Para ser elegible para participar en este estudio, los miembros deberían haber participado en su grupo comunitario entre los meses de Abril del 2011 a Junio del 2012.

Estoy segura de que con su ayuda, los datos acumulados en este estudio contribuirán a la identificación del impacto de los grupos comunitarios de base para el continuo crecimiento del campo de grupos de base en el cambio educativo.

También agradecería si usted pudiera compartir esta carta a los miembros de su grupo. Tengo la esperanza de reunir información de varias personas de su grupo como sea posible.

Si usted tiene alguna pregunta, comentario o inquietud, por favor póngase en contacto conmigo en la siguiente dirección. Gracias de antemano por su ayuda para lograr este estudio. Si usted está interesado en los resultados del estudio, por favor, comuníquese conmigo por teléfono o en mi dirección de correo electrónico y yo me asegurare de que usted reciba una copia.

Por último, también agradecería si usted puede compartir documentos de sus reuniones del grupo comunitario: agendas de reuniones o actas de reuniones que puedan ayudarme a mejor entender los esfuerzos de su grupo.

Atentamente,

Delia Castillo



APPENDIX H

Focus Group Protocol (English and Spanish)

Time and Date of the discussion:

Place:

Community Group:

I. Introductory comments:

Hello! I'm Delia Castillo. I am a doctoral student at Pepperdine University. I am working on my dissertation, entitled, Influence of groups to affect educational change.

I want to thank you for being here. I appreciate your willingness to share your insight with me. The information you give me will be very useful for my study, but it will also give the local community and School District information about how community groups affect change.

An informed consent letter was given to you during your community meeting, distributed through group members or emailed to you. I want to remind you that you do have an option to decline to participate in this discussion. Before we get started let me distribute the informed consent letter that I will need you to sign and return to me before we begin the discussion. This informed consent letter provides information about what we will be doing today during this discussion. Having you read this form will also give you an opportunity to decide if you want to continue in this discussion or opt out.

The researcher will distribute the letter to every participant. The researcher will read the letter aloud and have participants read along. The researcher will read the letter in Spanish if needed. The researcher will ask participants to return the letter to her and will allow the participants who choose not to participate in the study to dismiss themselves at this time.

I want to assure you that this discussion will be treated confidential, meaning that everything that will be discussed today will be done so by removing any identifiers. I will never use your names to identify you as a participant of this study. I also want to reassure you that everything you say here today will stay in this room. Please do not share other people's comments outside of this group. I will encourage you to be very honest during the discussion, but respectful of other people's feelings.

I will ask you about your efforts on the development of a new school in your local area. I want to remind you that in order to be eligible to participate in this study, you must have participated in your community group between April 2011 and June 2012. I plan to be here for about 45 minutes.

II. GROUP AGREEMENTS

I would like us to agree on a few agreements to help guide our discussion today. These agreements will help us gain a better understanding of the topic at hand.

- Please talk one at a time and speak up as much as possible. This will help us hear each other better.

- Please respect each other's opinions, even if you do not agree with someone else's opinions.
- Keep in mind that we might have to end our discussion short if it exceeds 45 minutes.
- Are there any other agreements we should include?

III. Questions:

Question 1. Tell me a little bit about your group's efforts towards the new high school?

Probe: What are some activities that your group has been involved in school-related efforts?

Question 2. How would you describe the activities in terms of?

- a. Group involvement
- b. Achieving your group's stated outcome

Probe: Who participated in these activities? How did your group prioritize your time? Did these activities take a lot of your time?

Question 3. What was your group's stated outcome, what was met?

Probe: How was this stated outcome determined?

Question 4. Why did your group members participate in the grassroots community group?

Probe: How important was participating in the grassroots community group to you?

Question 5. What obstacles did you encounter?

Probe: Why do you say this as an obstacle?

Question 6. How influential do you think your community group efforts were?

Probe: What does influence mean to you? How do you know someone is influential?

Question 7. How did the School District or board of education help or impede your community group's effort?

Probe: What kind of help did your group need from the School District or board of education?

Question 8. Who ran your meetings and what is the format of your meetings?

Probe: Would you say this person is a leader of your group?

WRAP-UP

Question 9. You have discussed a lot of important things today, is there something else you would like to ask or discussed?

Protocolo de grupo enfoque

Hora y fecha de la discusión:

Lugar:

Comunidad Grupo:

I. Introducción comentarios:

Hola! Soy Delia Castillo. Soy estudiante de doctorado en la Universidad de Pepperdine. Estoy trabajando en mi tesis doctoral, titulado Influencia de los grupos comunitarios en el cambio educativo.

Quiero darles las gracias por estar aquí. Aprecio su voluntad de compartir su conocimiento conmigo. La información que ustedes me daran será muy útil para mi estudio, y también dará a la comunidad local y al el distrito escolar información sobre cómo los grupos comunitarios afectan el cambio educativo.

Una carta de consentimiento informado fue dada a usted durante su reunión de la comunidad, a través de miembros comunitarios o por correo electrónico. Quiero recordarle que usted tiene la opción de negarse a participar en esta discusión. Antes de empezar quiero distribuir el mismo formulario de consentimiento informado cual necesito que firme y devuelva a mí antes de empezar la discusión. Este formulario de consentimiento informado se proporciona información acerca de lo que vamos a hacer hoy en esta conversacion. Lean este formulario y decida su participación porque también le dará la oportunidad de decidir si quiere continuar en esta discusión o no participar.

La investigadora ha distribuido los formularios a cada participante. La investigadora leerá en voz alta el formulario. El investigador leerá el formulario en español si es necesario. El investigador pedirá a los participantes que regresen los formularios.

Quiero asegurarles que esta discusión será tratada confidencialmente, lo que significa que todo lo que se discutirá hoy será hecho mediante la eliminación de los identificadores. Nunca usare sus nombres para identificarlo como participante de este estudio. También quiero asegurarles que todo lo que diga aquí hoy permanecerá en esta habitación. Por favor no comparta comentarios de otras personas fuera de este grupo. Se les pide que se honesto durante la conversacion, pero respetuoso de los sentimientos de otras personas.

Yo le preguntare acerca de sus esfuerzos en el desarrollo de una escuela nueva en su área local. Para ser elegible para participar en este estudio, los miembros deberían haber participado en su grupo comunitario entre los meses de Abril del 2011 a Junio del 2012. Pienso estar aquí durante 45 minutos.

II. ACUERDOS DEL GRUPO

Me gustaría ponernos de acuerdo sobre algunos acuerdos para ayudar a guiar nuestra conversacion de hoy.

Estos acuerdos nos ayudarán a obtener mejor comprensión del tema.

- Por favor hable uno a la vez como sea posible. Esto nos ayudará a oír mejor.

- Por favor, respeten las opiniones del otro, incluso si usted no está de acuerdo con las opiniones de otra persona.
- Tenga en cuenta que puede que tengamos que poner fin a nuestra breve discusión si es superior a 45 minutos.
- ¿Existen otros acuerdos que deben incluir?

III. Preguntas:

Pregunta 1. Cuénteme un poco acerca de cómo usted estuvo involucrado en los esfuerzos de su grupo hacia la escuela preparatoria?

SONDEO: ¿Cuáles son algunas de las actividades que su grupo ha estado involucrado acerca de los esfuerzos relacionados con la escuela?

Pregunta 2. ¿Cómo describiría estas actividades en términos de?

a. Participación

b. El logro de resultados declarados por su grupo

c. Logros personales

SONDEO: ¿Quiénes participaron en estas actividades? ¿Cómo priorizaron el grupo su tiempo?

¿Tomaron estas actividades gran cantidad de su tiempo?

Pregunta 3. ¿Cuál fue el resultado deseado de su grupo, que se logró?

Probe: ¿Cómo fue determinar este resultado?

Pregunta 4. ¿Por qué participaron en el grupo comunitario?

SONDEO: ¿Qué tan importante fue la participación en el grupo comunitario para usted?

Pregunta 5. ¿Qué obstáculos encontraron?

Probe: ¿Por qué fue un obstáculo?

Pregunta 6. ¿Qué influencia cree usted que tuvo su grupo comunitario en el último año?

Probe: ¿Cómo sabe que fueron influyentes?

Pregunta 7. ¿Cómo fue la ayuda o dificultades del el distrito escolar o la junta de educación acerca de sus esfuerzos de su grupo comunitario?

SONDEO: ¿Qué tipo de ayuda del distrito escolar o la junta de educación necesita su grupo?

Pregunta 8. ¿Quién dirige sus reuniones y cuál es el formato de sus reuniones?

SONDEO: ¿Diría usted que esta persona es un líder de tu grupo?

CIERRE

Pregunta 9. Hemos hablado muchas cosas importantes, ¿hay algo más que le gustaría compartir conmigo?

APPENDIX I

Data Sources Table

Table I1

Data Sources

Research Question	Data Source	Analysis Method
How do the following selected grassroots groups—Parents A, Parents B, Property Owners, Teachers, and Power Brokers—and School District members affect the development of a major School District project?	Focus Group Interviews (Questions 1-9)	Coding and thematic analysis; results tally
	Individual Interviews (Questions 1-10)	Coding and thematic analysis; results tally
	School District Personnel Interview (Questions 1-9)	Coding and thematic analysis; results tally
	Artifacts- meeting minutes, agendas, public legal documents	Coding and thematic analysis; results tally
	Focus Group Interviews (Questions 1-9)	Resulting focus groups and interview themes of all data collection
	Individual Interviews (Questions 2, 3,4,5,6,7,8)	Coding and thematic analysis; results tally

APPENDIX J

Individual Interview Protocol for Grassroots Members

Hello. My name is Delia Castillo and I am working on my doctoral dissertation, which is looking at how grassroots groups affect educational change. I am very interested in learning more about your grassroots group, but also about your participation within your group. Please review and sign the Informed Consent Letter to register your understanding and acceptance. This interview will take 30-45 minutes and I will be taking notes on my computer. After the session, you may review my notes for accuracy. You do not need to answer any question that makes you feel uncomfortable. I will not use your name at any time but I may use some quotes from this interview into my study with your permission. Please remember that you do not have to answer any question that makes you feel uncomfortable. The goal of this interview is to identify the impact of grassroots group member's perception on how their efforts affected the development of a new school. The responses will be used to better understand grassroots groups and grassroots efforts affecting educational change.

Time and Date of the interview:

Place:

Interviewee:

I. Introductory comments:

1. Thank the participant.
2. Explain the process including recording of the interview.
3. Complete the informed consent.

II. Questions:

Topic: Grassroots efforts on new school – I am aware that you were active in _____:

1. Why did you participate in this grassroots group?
2. What were your successes or challenges regarding the high school?

Topic: Social Capital (relationship building)

3. How much information did your grassroots group have about the new school? Why do you think that was?
4. How well did you work with the grassroots group?

Topic: Influence

5. Do you know any of the other grassroots groups and how do you perceive their influence and impact on the new school and tell me why?

Topic: Leadership

6. How did leaders emerge in your grassroots groups?

Topic: Action

7. You mentioned _____, was a problem: What did your group do to act on

the problem?

Topic: Powerful Forces

8. How did the Board of Education or the School District support your group's efforts?
9. How did the Board of Education or the School District oppose your group's efforts?
10. How did other groups influence your group?

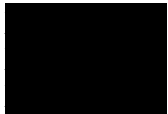
Closing:

1. Ask the participant if there is something else that he or she would like to ask.
2. Ask the participant if they have any questions.
3. Thank the participant.

Remind the participants that they can receive a copy of the study findings, if they provide an email address:

Thank you for taking the time to complete this interview. Your responses will prove to be valuable data for the field of community organizing in education, and creating quality schools. If you have any questions or concerns please contact Delia Castillo at:

Delia Castillo



Protocolo de Entrevista Individual

Hola. Mi nombre es Delia Castillo y estoy trabajando en mi tesis doctoral, que examina cómo los grupos comunitarios de base influyen en el cambio educativo. Estoy muy interesada en aprender más acerca de su grupo y también acerca de su participación dentro del grupo. Por favor, revise y firme el formulario de consentimiento para registrar su comprensión y aceptación. Esta entrevista se llevará 30-45 minutos y voy a estar tomando notas en mi ordenador. Después de la sesión, puede revisar mis notas para la exactitud. Usted no tiene que contestar ninguna pregunta que le haga sentir incómodo. No voy a usar su nombre en cualquier momento pero es posible que utilice algunas citas de la entrevista en mi estudio con su permiso. El objetivo de esta entrevista es identificar el impacto de la percepción comunitaria de base miembro del grupo sobre cómo sus esfuerzos afectaron el desarrollo de una nueva escuela. Las respuestas serán utilizadas para comprender mejor los grupos comunitarios e iniciativas populares que afectan el cambio educativo.

Hora y fecha de la entrevista:

Lugar:

Entrevistado:

I. Introducción comentarios:

1. Gracias al participante.
2. Explicar el proceso que incluye la grabación de la entrevista.
3. Complete el consentimiento informado.

II. Preguntas:

Tema: Base esfuerzos en la nueva escuela

1. ¿Por qué participo en este grupo comunitario?
2. ¿Cuáles fueron sus éxitos y retos acerca de la escuela nueva?

Tema: Capital social (construcción de relaciones)

3. ¿Cuánta información tuvo su grupo comunitario sobre la escuela nueva? ¿Por qué cree que fue?
 - a. ¿Como se lleva con los miembros de su grupo comunitario?

Tema: Influencia

5. ¿Conoce a alguno de los otros grupos comunitarios y cómo usted percibe su influencia e impacto en la nueva escuela y díjame porqué?

Tema: Liderazgo

6. ¿Cómo surgen los líderes en sus grupos comunitarios de base?

Tema: Acción

Usted ha hablado de _____, como un problema:

7. ¿Qué hizo su grupo para actuar sobre el problema?

Tema: Fuerzas poderosas

8. ¿Cómo surgió la Junta de Educación o el Distrito Escolar con apoyo a los esfuerzos de su grupo?

9. ¿Cómo surgió la Junta de Educación o el Distrito Escolar con oponerse a los esfuerzos de su grupo?

10. ¿Cuáles grupos comunitarios fueron influyentes?

Cierre:

1. Pregunte al participante si hay algo más que él o ella le gustaría hacer.

2. Pregunte al participante si tiene alguna pregunta.

3. Gracias al participante.

Recuerde a los participantes que ellos pueden recibir una copia de los resultados del estudio, si se proporciona una dirección de correo electrónico:

Gracias por tomarse el tiempo para completar esta entrevista. Sus respuestas demuestran ser valiosos datos para el campo de la organización de la comunidad en la educación, y la creación de escuelas de calidad. Si usted tiene alguna pregunta o inquietud, por favor póngase en contacto con Delia Castillo en:

Delia Castillo



APPENDIX K

School District Personnel Individual Interview Protocol

Time and Date of the discussion:

Place:

Community Group:

Introductory comments:

Hello! I'm Delia Castillo and I am doctoral student at Pepperdine University who is working on my dissertation, entitled, Influence of groups to affect educational change.

I want to thank you for being here. I appreciate your willingness to share your insight with me. The information you give me will be very useful for my study, but it will also give the local community and School District information about how community groups affect change.

An informed consent letter was given to you prior to this interview or emailed to you. I want to remind you that you do have an option to decline to participate in this discussion. Before we get started let me distribute the informed consent form that I will need you to sign and return to me before we begin the discussion. This informed consent letter provides information about what we will be doing today during this discussion. Having you read this form will also give you an opportunity to decide if you want to continue in this discussion or opt out.

I want to assure you that this discussion will be treated confidential, meaning that everything that will be discussed today will be done so by removing any identifiers. I will never use your names to identify you as a participant of this study. I also want to reassure you that everything you say here today will stay in this room.

I will ask you about your efforts on the development of a new school in your local area. Also, I want to remind you that in order to be eligible to participate in this study you must have been engaged in the new school efforts between the months of April 2011 and June 2012. I plan to be here for about 45 minutes.

Questions:

Question 1. Tell me a little bit about how you were involved in the development of the new high school?

Probe: How did your efforts compare with those of the grassroots groups?

Question 2. What kind of activities did you participate in?

Probe: Were some of the activities more important than others?

Question 3. How would you describe your activities in terms of how you supported or resisted the grassroots groups in the following?

- a. Involvement
- b. Achieving their stated outcome

Probe: Who participated in these activities? How did you prioritize your time in meeting specific requests from these groups? Did these activities take a lot of your time?

Question 4. What was your stated outcome regarding the new school, did you meet the outcome successfully?

Probe: How was this stated outcome determined?

Question 5. Based on the grassroots groups whom you interacted with, who emerged as a leader?

Probe: Why do you say they were a leader?

Question 6. How influential do you think you were regarding your stated outcome related to the new school?

Probe: What does influence mean to you? How do you know someone is influential?

Question 7. How do you perceive the School District's or board of education's assistance or resistance of the grassroots groups' efforts?

Probe: Why do you think that was?

CLOSING

Question 8. What support did you provide to the grassroots community group?

Probe: Why is support important?

WRAP-UP

Question 9. You have discussed a lot of important things today, is there something else you would like to ask?

APPENDIX L

Research Question

The research question in this study examined the impact of grassroots efforts in the development of a major School District project. The following research question has resulted from the review of the literature:

How do the following selected grassroots groups—Parents A, Parents B, Property Owners, Teachers, and Power Brokers—and School District members affect the development of a major School District project?

APPENDIX M

Interview Data Translation

Table M1

Interview Data Translation

Citation	Page#	Interview data (Español)	English Translation
2	95	“La responsabilidad de el presidente es de delegar responsabilidades y a la vez trabajar con todos los miembros del grupo.”	The President’s responsibility is to delegate responsibilities and to work with all group members.
3	95	“Nosotros le demostramos a todos que no nada más éramos un grupo de mujeres arguenderas, sino que éramos madres con un propósito que era mejorar la educación de nuestros niños. Les demostramos que no íbamos a tomar atole con el dedo y que lo tomábamos en tasa educadamente, pero que éramos madres educadas y conocedoras de información sobre el distrito.”	We showed everyone that we were not just a group of rowdy women, but that we were mothers whose purpose was to improve the education of our children. We showed that we were not going to be deceived and that we were educated and fully aware of the district’s business.
4	98	“Tenemos algunas personas nuevas-miembros, que tienen interés en nuestro grupo. También conocimos como trabaja el distrito... es muy parecido a la política donde, ese compadre busca a otro compadre, y otro compadre busca al otro compadre. Hemos pedidó una cita con el miembro de la mesa directiva, el Señor Keeley.” (pseudonym)	We have some new members, people who are interested in our group. We also learned how the district works through networking similar to politics, where one person knows someone and then that person knows someone else. We have scheduled an appointment with Board Member Keeley (pseudonym).
5	99	“Estos esfuerzos han ayudado a otros grupos de miembros comunitarios.”	Our efforts have helped other community group members.
6	100	“Este grupo fue apoyado desde su inicio por la señora Lorraine Raya Almont (pseudonym), por Miguel Angel Minnestrone (pseudonym), que fue el asambleista en paz descanse de este distrito y Jose de la Mar (pseudonym) que fue concejal, y mayor [alcalde] de esta ciudad, y que estuvo muy involucrado en las escuelas.”	This group has received support since the very beginning from Lorraine Raya Almont (pseudonym), the late Miguel Angel Minnestrone (pseudonym) who was the assembly member, and Jose de la Mar (pseudonym), who was a council member and mayor of this city and who was very involved in the schools.
7	101	“Nuestro grupo es la voz de la comunidad. El distrito escolar viene y quiere crear cambios pero no conoce las necesidades de los estudiantes ni de la comunidad.”	Our group is the voice of the community; [the] School District comes in and wants to create change, but does not fully know or understand the needs of the students and the community.
8	103	“El trabajo de un voluntario nunca esta remonedado y entonces tratar a las personas con respeto y valorando el tiempo que dan a el trabajo comunitario es básico.”	The work of volunteers is never compensated, therefore, valuing the time devoted to working with the community is basic.

(continued)

Citation	Page#	Interview data (Español)	English Translation
9	102	“Tuvimos acceso, pero al principio ellos quizás se negaban un poquito, pero cuando nosotros le presentamos la razón porque estábamos allí, y los beneficios que iban a tener los estudiantes, entonces los directores fueron bastante accesibles, y empezaron a darnos la información.”	We had access to information, however at first they would deny our request a little bit, but we started receiving access to the information when the principals saw that we provided a rationale that included the benefits that students would receive.
10	102	“Creo que cada grupo refleja el carácter de las personas que lo componen. Creo que el impacto del grupo en los éxitos son de la manera en que se comunican.”	I believe that each group is a reflection of its members’ character. When groups clearly articulate their objectives and express them, and work towards attaining success, the group’s objectives become evident.
11	103	“Estos esfuerzos han ayudado a otros grupos de miembros comunitarios.”	Our efforts have helped other community group members.
12	106	“Líderes surgen a través de los atropellos que ve uno, de cómo somos tratados en las escuelas, que nos ignoran, entonces como padres nos unimos para que nuestra voz fuera escuchada.”	Leaders emerge from instances that are caused by the School District, from being ignored, and then as parents that’s when we unite.
13	106	“Este grupo se involucró cuando el distrito quería mandar por bus a los estudiantes.”	This group got involved when the district wanted to send the students on a bus.
14	106	“La gente se organizó a través de recaudar firmas, les explicamos el propósito y les dimos información.”	The people organized through signing petitions. We explained the purpose and provided them with information.
15	107	“Nos organizamos, para mandar cartas y hablar con los demás padres que tienen a sus niños en las escuelas. Y recaudar firmas y así mandarlas a el distrito y decir que no nada más es un padre el que está disgustado que son la mayoría. Y si ellos vieron el poder que unidos como padres sí tenemos mucho que influir en las escuelas.”	We organized to send letters, called other parents who have children at the school; we collected signatures and sent them to the School District to show that not just one parent was upset, but a majority. They [School District] saw the power of our collective as parents and yes, we do influence schools.
16	107	“Me siento feliz de haber encontrado personas que persiguen un mismo objetivo. Y claro he aprendido mucho de ellos y mi círculo de amistades ha crecido, y me siento feliz porque tengo más amistades.”	I am very happy about having found people who are seeking the same objective. And of course, I have learned a lot from them as well, as having expanded my circle of friends through joining the group.
17	107	“No mucha información, y cuando nos daban juntas eran horarios imposible de asistir”.	There was not much information and when they scheduled meetings they were impossible to attend.
18	109	“Cuando nos dimos cuenta que iban a edificar esta escuela fuimos a el club de <i>senior citizens</i> y nos encontramos con un miembro de el gobierno federal. Ella nos dijo que necesitábamos contactar a el gobierno local. Fuimos con el gobierno local y así nos juntamos a como estamos ahorita”.	When we found out about the school construction project, we went to the senior citizen’s club and met with a representative from the federal government who told us that we had to speak with our local government. We went to our local government and that’s how we are currently joined together.
19	120	“Estoy muy feliz sobre la decisión y ya he empezado a hablar con padres y recaudare firmas si es necesario.”	I am very happy about the decision and I have already started speaking with parents and will gather signatures if necessary.
20	120	Recuerdo haya en el 2007 o en el 2008 cuando se nos presentó que íbamos a tener una escuela nueva en la Ciudad de Milagro, surgieron muchos grupos, y tanta oposición.”	I remember that several groups formed and there was so much opposition back in 2007 or 2008 when we were presented information about a new school in the City of Milagro.

(continued)

Citation	Page#	Interview data (Español)	English Translation
21	120	“Me acuerdo que fuimos a ver los diferentes planes de los grupos que escribieron..., pero igual siempre con la imposición de estos grupos.”	They saw different plans presented by the different groups of teachers... but they were obstructed by these groups.
22	121	“Sí fui miembro. Y de ves en cuando me reúno con uno o otro grupo comunitario, pero en lleno ya no. No me siento como un miembro pero me gusta participar.”	Yes, I was a member and that I visit various groups, but I am not currently a group member. I merely like to visit., yet I don't feel I am part of any group.
23	121	“Si, conocí a algunos de los miembros de los grupo que iban solo a causar problemas.”	Yes, I did meet some who attended the meetings, but only to cause problems.
25	147	“Contactamos a personas de el distrito escolar cuando es necesario sobre un problema o necesidad y siempre somos accesibles y abiertas para trabajar con el distrito escolar. Los invitamos ha asistir a nuestras reuniones a cual ellos pueden asistir cuando puedan. Y tambien recalcamos que nuestro grupo esta dispuesto a trabajar con el distrito escolar.”	We contact School District Personnel whenever necessary regarding a need or concern and we are accessible and open to working with the School District. The School District Personnel can attend any of our monthly meetings if needed and we make sure to stress the group's willingness to work with the School District.