

The Influence of Integrating Community Sustainability with Community Learning Centers

Submitted by

.

A Dissertation Proposal Presented in Partial Fulfillment

of the Requirements for the Degree

Doctorate of Education

Bandura's
social learning theory

Self Efficacy (SET)
Efficacy Theory

behavior modification
educational
and
community

Generativity

Grand Canyon University

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Behavior
Modification

clear
confidence to do
what you want
every control
over ones own motivation
Behavior and self environment

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Chapter 1: Introduction of the Study

Introduction

Literacy and community learning centers can be linked to the success of individuals, as they influence community sustainability. Literacy and community learning centers play a significant role as it pertains to the disposition of community sustainability. This is a qualitative case study that will determine if literacy and community learning centers influence community sustainability.

Zolfaghari, Sabran and Zolgaghari (2009) stated, "There is an unbroken connection in terms of community development and literacy." Zolfaghari, Sabran and Zolgaghari (2009) discussed that in regards to community development, literacy was the main goal to improve the quality of life. Literacy programs have emerged throughout the different countries, such as Iran, that have revealed shortcomings of those countries that did not have literacy programs. By examining the roles of community development and literacy, the purpose begins to evolve, as literacy levels are revealed; hence, there it is reflected by the community. The research notes that where there are low literacy levels are less competitive when compared with neighboring countries with higher literacy levels. Studies such as literacy, the lack of literacy and the levels of literacy create an argument that justifies the need for learning centers, as well as how they develop the socio-construct through education.

The topic shall deal with the theories as it pertains to synthesizing community development and community learning centers. Pont, Ziviani, Wadley, Bennett and Abbott (2009) noted that having access to community learning centers demonstrates that there is a socio-cultural, political, physical and economic impact as it pertains to the positive association with the access to learning facilities and quality of life. Farole, Rodriquez-Pose and Stroper (2011) agrees

with the assertion of Pont, Zivani, Wadley, Bennett and Abbott (2009) stating, "The community has to be placed steadfast on a solid foundation, as the human geography is in a unique position to understand how local structural factors shape society.

Eun and Sung-Sang (2012) noted that via the implementation of various learning opportunities, providing the framework of community learning establishes the foundation a greater quality of life. Eun and Sung-Sang discuss how community learning centers have provided for a greater quality of life in Asia-Pacific. The writings of Eun and Sung-Sang (2012) go on to express how community-based education has been the catalyst for the promotion of the advancement of not only local communities, but for the advancement of our socio-economic system. According to the writings, methods of participatory leadership have been a major component that has optimized social transformation

Background of the Problem

Education is the key to a successful mindset of an individual; hence, contributing to community sustainability. According to the findings, the research pertains to the promotion of schools and communities. Bearman and Research for B.S. (1992) noted that there should be partnerships between families and schools; particularly through community learning centers. As theory has evolved, Roach (2011) noted that learning programs benefit students and community. Roach (2011) discusses diversity of partnerships with a common agenda is a dynamic process that builds broad based participation as for transformational change. Holloway and Parmigiani (2016) noted that the contradiction of partnerships is the vulnerability of opportunistic partnering. Huber Dinham and Chalk (2015) noted that it is essential for the development of an individual to have a more viable mindset; society must respond to the call through literacy.

Huber et al (2015) denotes that the significance of traditional forms of education are diminishing. Pless, Moak and Stehl (2011) assert that there are cognitive, affective and behavioral factors asserted with learning as the mindset empowers the development of self-development and community building. Pless et al. (2015) asserts, the factors of a developed mindset enable a new perspective of not only self; but, the world.

Problem Statement

Literacy and community learning centers can be linked to the success of individuals, as they influence community sustainability. Essentially, the success of individuals is predicated within the mind. Dwek (2016) denoted that the core quality of increasing intellectual achievement is centered on the incremental theory, or the growth mindset. Hochandel and Finamore (2015) went on express that the environment that teaches grit and fosters growth aids the development of students to persist with their endeavors and aspiration to learn. Bearman and Research for B.S., 1992) fostered the concept of parenting families and schools. The concepts of theory has evolved to the creation of learning programs that benefit students; hence, also benefiting the community (Roach, 2011). Partnerships are essential to the dynamics of transformational change, as it pertains to the building of participation that ultimately builds a common agenda.

Purpose of the Study

The research is located in the United States of America. The target area is Jackson, MS. The sample is to be of a great project in the Jackson metropolitan area. The purpose of the project is to demonstrate that literacy and community learning centers can be linked to the success of individuals as they influence community sustainability. The purpose of the literature is to demonstrate, in accordance with Dwek (2016), the key to intellectual achievement, is centered on the incremental theory, or the growth mindset.

As research pertaining to the promotion of schools and communities increased, so did the need for partnerships between families and schools (Bearman and Research for B.S., 1992). As theory has evolved, Roach (2011) noted that learning programs benefit students and community. Roach (2011) discusses diversity of partnerships with a common agenda is a dynamic process that builds broad based participation as for transformational change.

Research Questions

- R1.** How is literacy and community learning centers linked to the success of individuals, as they influence community sustainability?
- R2.** How are the nuances of traditional versus non-traditional learning programs different, as they play a role in community sustainability?
- R3.** How do circumstances as well as curricular improve cognitive and social behaviors: particularly as they play a role in the successful mindset of community sustainability?
- R4.** How does growth mindset play a role in the success of individuals as it plays a role in community sustainability?

Advancing Scientific Knowledge

Literacy, a component of education; pertaining to the ability to read and write, and community learning centers can be linked to the success of individuals, as they influence community sustainability. Essentially, the success of individuals is predicated within the mind. Dwek (2016) denoted that the core quality of increasing intellectual achievement is centered on the incremental theory, or the growth mindset. According to Hochandel and Finamore (2015) assert that the environment that teaches grit and fosters growth aids the development of students to persist with their endeavors and aspiration to learn. Bearman and Research for B.S., 1992) fostered the concept of parenting families and schools. The concepts of theory have evolved to the creation of learning programs that benefit students; hence, also benefiting the community (Roach, 2011). Partnerships are essential to the dynamics of transformational change, as it pertains to the building of participation that ultimately builds a common agenda. Literacy is defined as compliance or knowledge of a specified area; hence the findings of such that are practiced is vital for the sustainability of community, and empowerment of the individuals; as it contributes to the body of knowledge.

Significance of the Study

In accordance with the National Center for Educational Studies, the population size is 179,422. 14% lack base prose literacy skills (National Center for Educational Studies, 2003). As this percentage is predicted to continue to increase there is essentially a need to qualify individuals for a non-traditional method of decreasing the percent of those lacking prose literacy skills with supplemental learning (Zolfaghari, Sabran and Zolghagari ,2009), as the research shall demonstrate the concept literacy and community learning centers have been the catalyst of leading communities to a better quality of life (Eun and Sung-Sang 2012).

Placing this information into the hands the leadership of non-profit leaders shall allow the right question as they provide specific information to prospective learners as it prepares a new horizon for a productive supplemental learning environment.

Rationale for Methodology

As this study seeks to understand the phenomena of the influence of community learning centers and community development, a phenomenological qualitative study is what best suits this research. The qualitative data yields a good description for the understanding of a specific phenomenon (Leech and Onwuegbuzie, 2007).

Nature of the Project Design

The research shall be a qualitative design, illustrating the factors of literacy and community learning centers, as they influence community sustainability. A qualitative study shall address the significant role as it pertains to the disposition of community sustainability. The research shall essential demonstrate the success of individuals as the incremental theory, or growth mindset aids in the development of students. Surveys shall also be conducted to demonstrate the transformational change as the common agenda is personified in building participation that creates vibrancy among self and community. The qualitative design is phenomenological; therefore, quantitative methodology and design are excluded. The phenomenological design of this study will aid research questions as an understanding of the essence of community learning centers, is made.

Definition of Terms

Literacy is the ability to write. Literacy is also the ability to be compliant or have knowledge in a specified area. According to Paluta, Lower, Andeerson-Butcher, Gibson and

Iachini (2016) **Community learning centers**, are after school learning programs, that have been found to be effective child development programs. Paluta, et. al... also discuss that community learning centers are educational facilities that involve the participation of family, as well as the partnering of stakeholders. **Community Sustainability**, as defined by McFarlane and Ogazon (2011), particularly as it pertains to education emphasizes an interdisciplinary and holistic approach to fostering the knowledge, skills, and attitudes needed to build a more sustainable world for present and future generations” (p. 93). Truly sustainable colleges and universities fully understand the importance of sustainability to individual and societal well-being as well as to environmental health and prosperity and make it their social responsibility to teach sustainability as an indispensable philosophy for living, progress, and survival; hence, enabling the abilities of existing communities to transform and transition themselves into sustainable communities.

Assumptions, Limitations and Delimitations

The study shall consist of qualitative data, as it shall be coded quantitatively. As a qualitative data is inductive in nature, the research shall deductively confirm the information as probable. The research shall consist of a sample; as surveys will be used with open ended questions. Themes shall be derived from the data, as to where short labels shall represent the them in the response. After the review the information provided, shall be denoted as the methodology plays a role in creating clarity. As research questions establish the foundational support of for the topic.

In terms of the research associated with the disposition of the writings, reliability; is the degree to which a research instrument produces consistent results. The instrument shall be a

survey. Validity, as associated with the disposition of the research, shall be expressed to demonstrate, and verify accuracy, as it measures what is to be measured. There must be the element of consistency, as consistency plays a major role. Tests and pretests shall be performed in order to see consistency in the results. Method of measuring reliability are similar, as surveys are similar. In terms of validity; credibility is predicated around trustworthiness of finding, as the believability of the findings.

Organization of the Remainder of the findings

Literacy and community learning centers are linked to the success of individuals, as they influence community sustainability (Paluta, Lower, Anderson-Butcher, Gibson, & Iachini (2016). The research demonstrates the nuances of traditional versus non-traditional learning programs, as they play a role in community sustainability. Cognitive and social behaviors; as they are associated with circumstances, play a role in the development of a successful mindset of community sustainability. Ultimately, the growth mindset plays a role in the success of individuals, as they play a role in community sustainability.

Chapter 2: Literature Review

Introduction to the Chapter and Background to the Problem

Literacy and community learning centers can be linked to the success of individuals, as they influence community sustainability. Literacy and community learning centers play a significant role as it pertains to the disposition of community sustainability. This is a qualitative case study that will determine if literacy and community learning centers influence community sustainability.

Zolfaghari, Sabran and Zolgaghari (2009) stated, "There is an unbroken connection in terms of community development and literacy." Zolfaghari, Sabran and Zolgaghari (2009) discussed that in regards to community development, literacy was the main goal to improve the quality of life. Literacy programs have emerged throughout the different countries, such as Iran, that have revealed shortcomings of those countries that did not have literacy programs. By examining the roles of community development and literacy, the purpose begins to evolve, as literacy levels are revealed; hence, there it is reflected by the community. The research notes that where there are low literacy levels are less competitive when compared with neighboring countries with higher literacy levels. Studies such as literacy, the lack of literacy and the levels of literacy create an argument that justifies the need for learning centers, as well as how they develop the socio-construct through education.

The topic shall deal with the theories as it pertains to synthesizing community development and community learning centers. Pont, Ziviani, Wadley, Bennett and Abbott (2009) noted that having access to community learning centers demonstrates that there is a socio-cultural, political, physical and economic impact as it pertains to the positive association with the access to learning facilities and quality of life. Farole, Rodriquez-Pose and Stroper (2011) agrees with the assertion of Pont, Zivani, Wadley, Bennett and Abbott (2009) stating, "The community has to be placed steadfast on a solid foundation, as the human geography is in a unique position to understand how local structural factors shape society.

Eun and Sung-Sang (2012) noted that via the implementation of various learning opportunities, providing the framework of community learning establishes the foundation a greater quality of life. Eun and Sung-Sang discuss how community learning centers have

provided for a greater quality of life in Asia-Pacific. The writings of Eun and Sung-Sang (2012) go on to express how community-based education has been the catalyst for the promotion of the advancement of not only local communities, but for the advancement of our socio-economic system. According to the writings, methods of participatory leadership have been a major component that has optimized social transformation

Background of the Problem

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Theoretical and Conceptual Framework

Community learning centers in the eyes of community development provide learning opportunities as they improve the quality of life to a particular region; hence, providing the assurance of sustainability for redevelopment (Eun and Sung-Sang, 2012).

Curwood, Munger, Mitchell, Mackeigan and Farrar (2011), noted the importance of collaborating parties of community stakeholders as a necessity for the development of a strong community. Curwood, Munger, Mitchell, Mackeigan and Farrar (2011) discussed that in terms of a long-term community, the integration of community service offers the opportunity of ensuring academics as they engage in providing partnerships. Dodd and Bowen (2011) discussed how program involvement through a non-profit community action group can improve the socio-economic wellbeing of a community. Dodd and Bowen (2011) noted that the program has to involve intervention in order to improve the relationships between teachers, students and families in the after-school program. Dyson and Plunkett (2012) state that, "Cooperative learning provides a unique platform for the development of positive learning and engagement." Dodd and Bowen (2011) also discussed the provisions of a continuous education to the stakeholders of how student performance links to social behaviors. Overtime intervention supports both learning and development outcomes. Mason (2011) noted that in terms of educational development, in order to unify and navigate through the nuances of politics and philosophy, organizational leadership shall require partnership theory as a contemporary social theory. Mason (2011) discussed that in terms of partnership development there must shared development objectives and policies. The implementation of such requires facing challenges as to whether the concept can be a model in terms of the development of cooperation.

Dwek (2012) denotes that there are core qualities that contribute to the beliefs of people. The first of the core quality was that of a fixed mindset; the second core quality is the incremental theory, or the growth mindset (Dwek, 2012). Dwek (2012) emphasizes that the growth mindset increases intellectual achievement. The premise of such centers around enhancing the willpower as chronic aggression decreases. .

In terms of Cognitive and Social Change Theory, Lemberger, Brigman, Webb and Moore (2012) noted that in a situation involving a myriad of circumstances, curricular structure is most effective for both academic performance and improved school behaviors. Lemberger, Brigman and Webb discussed that these behaviors included, self-regulatory, attitudinal, cognitive, social and behavioral.

Review of the Literature

- *Cooperative Learning and Community Development*

Bagcheghi, Koohestani and Rezaei (2011) examined the differences between those that interacted with certain particular educational problems, and those that did not address particular problems. This study seeks to understand the nuances of cooperative learning versus traditional learning. The research delves into a deeper discussion that expresses how cooperative learning can improve the socio-economic well-being of the community (Dodd and Bowen, 2011).

Brain Dept
etc. in mind

- *Cognitive and Social Theory and Behavior*

As the study seeks to understand the mindset of the both the behavior of family and children, Lembergerger, Brigman, Webb and Moore (2012), noted how academic performance is

associated with social behavior. Lembergerger, Brigman, Webb and Moore (2012) noted that circumstances as well as curricular structure are linked to the improvement of self-regulatory, attitudinal, cognitive and social and behavioral attributes.

- *Partnerships and Society*

Mason (2011) noted the significance of unifying the aspects of politics and philosophy as partnerships is essential for educational development. The researcher shall examine the shared developmental objectives and policies as it pertains to the implementation of developing an organization.

- *Incremental Theory*

shift in perspective

Dwek (2012) noted that the incremental theory or the growth mindset increases intellectual achievement. The premise of such centers around enhancing the will power as chronic aggression decreases. Dwek (2014) also denotes that a core quality of the belief of people is a fixed mindset.

Summary

Literacy and community learning centers are linked to the success of individuals, as they influence community sustainability (Paluta, Lower, Anderson-Butcher, Gibson, & Iachini (2016). The research demonstrates the nuances of traditional versus non-traditional learning programs, as they play a role in community sustainability. Cognitive and social behaviors; as they are associated with circumstances, play a role in the development of a successful mindset of

community sustainability. Ultimately, the growth mindset plays a role in the success of individuals, as they play a role in community sustainability.

Research Methodology

The research shall be qualitative study; as it shall consist of qualitative data, as it shall be coded quantitatively. As a qualitative data is inductive in nature, the research shall deductively confirm the information as probable. The research shall consist of a sample; as surveys will be used with open ended questions. Themes shall be derived from the data, as to where short labels shall represent the them in the response. After the review the information provided, shall be denoted as the methodology plays a role in creating clarity. As research questions establish the foundational support of for the topic.

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Chapter 3: Methodology

Introduction

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Zolfaghari, Sabran and Zolgaghari (2009) stated, "There is an unbroken connection in terms of community development and literacy." Zolfaghari, Sabran and Zolgaghari (2009) discussed that in regards to community development, literacy was the main goal to improve the quality of life. Literacy programs have emerged throughout the different countries, such as Iran, that have revealed shortcomings of those countries that did not have literacy programs. By examining the roles of community development and literacy, the purpose begins to evolve, as literacy levels are revealed; hence, there it is reflected by the community. The research notes that where there are low literacy levels are less competitive when compared with neighboring countries with higher literacy levels. Studies such as literacy, the lack of literacy and the levels of literacy create an argument that justifies the need for learning centers, as well as how they develop the socio-construct through education.

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access to learning facilities and quality of life. Farole, Rodriguez-Pose and Stroper (2011) agrees with the assertion of Pont, Zivani, Wadley, Bennett and Abbott (2009) stating, "The community has to be placed steadfast on a solid foundation, as the human geography is in a unique position to understand how local structural factors shape society.

Eun and Sung-Sang (2012) noted that via the implementation of various learning opportunities, providing the framework of community learning establishes the foundation a greater quality of life. Eun and Sung-Sang discuss how community learning centers have provided for a greater quality of life in Asia-Pacific. The writings of Eun and Sung-Sang (2012) go on to express how community-based education has been the catalyst for the promotion of the advancement of not only local communities, but for the advancement of our socio-economic system. According to the writings, methods of participatory leadership have been a major component that has optimized social transformation

Statement of the Problem

Literacy and community learning centers can be linked to the success of individuals, as they influence community sustainability. Essentially, the success of individuals is predicated within the mind. Dwek (2016) denoted that the core quality of increasing intellectual achievement is centered on the incremental theory, or the growth mindset. Hochandel and Finamore (2015) went on express that the environment that teaches grit and fosters growth aids the development of students to persist with their endeavors and aspiration to learn. Bearman and Research for B.S., 1992) fostered the concept of parenting families and schools. The concepts of theory has evolved to the creation of learning programs that benefit students; hence, also benefiting the community (Roach, 2011). Partnerships are essential to the dynamics of

transformational change, as it pertains to the building of participation that ultimately builds a common agenda.

Research Questions

- R1.** How is literacy and community learning centers linked to the success of individuals, as they influence community sustainability?
- R2.** How are the nuances of traditional versus non-traditional learning programs different, as they play a role in community sustainability?
- R3.** How do circumstances as well as curricular improve cognitive and social behaviors: particularly as they play a role in the successful mindset of community sustainability?
- R4.** How does growth mindset play a role in the success of individuals as it plays a role in community sustainability?

Phenomena

The phenomenon is incorporating methods by which community development efforts and community learning centers to work in concert for the sustainability of a quality lifestyle. There is a demand for community learning centers for a number of reasons. The first reason is that there is a disparity of four million children across the country that would participate in an afterschool program if only they were available in their community. The second reason is that the afterschool alliance has determined that the number of students in self-care has risen by over one million children in recent years. Another reason is that there is a need to access overtime the extent of demand for afterschool leaning that are funded.

The current disposition of the socio-economic conditions of society that are comprised of traditional methods of education and the lack of sustainable communities create the demand for community learning centers. Identifying the reasons that community learning centers are in

demand enable the leaders of future community learning centers to reach out to the communities as they prepare individuals to be served.

Research Methodology

As this study seeks to understand the phenomena of the influence of community learning centers and community development, a phenomenological qualitative study is what best suits this research. The qualitative data yields a good description for the understanding of a specific phenomenon (Leech and Onwuegbuzie, 2007).

Research Design

The research shall be a qualitative design, illustrating the factors of literacy and community learning centers, as they influence community sustainability. A qualitative study shall address the significant role as it pertains to the disposition of community sustainability. The research shall essential demonstrate the success of individuals as the incremental theory, or growth mindset aids in the development of students. Surveys shall also be conducted to demonstrate the transformational change as the common agenda is personified in building participation that creates vibrancy among self and community. The qualitative design is phenomenological; therefore, quantitative methodology and design are excluded. The phenomenological design of this study will aid research questions as an understanding of the essence of community learning centers, is made.

Population and Sample Selection

The research is located in the United States of America. The target area is Jackson, MS. The sample is to be of a great project in the Jackson metropolitan area. In accordance with the National Center for Educational Studies, the population size is 179,422. 14% lack base prose literacy skills (National Center for Educational Studies, 2003). The purpose of the project is to demonstrate that literacy and community learning centers can be linked to the success of individuals as they influence community sustainability. The purpose of the literature is to demonstrate, in accordance with Dwek (2016), the key to intellectual achievement, is centered on the incremental theory, or the growth mindset.

As research pertaining to the promotion of schools and communities increased, so did the need for partnerships between families and schools (Bearman and Research for B.S., 1992). As theory has evolved, Roach (2011) noted that learning programs benefit students and community. Roach (2011) discusses diversity of partnerships with a common agenda is a dynamic process that builds broad based participation as for transformational change.

Sources of Data

Data for this study will be collected through the use of surveys, interviews, archival data and focus groups. The information gathered will provide an effective approach to gather the data need to gain an understanding of the study. This paper aims to address that research gap by exploring literacy and community learning centers are linked to the success of individuals, as they influence community sustainability. The study's sample shall include information stemming

from the experts in the field of community learning centers, as well as key people from the community. The total numbers of focus group sessions will be determined by saturation as the research of focus groups suggest (Milena, Dianora and Alin, 2008). Each data source is described as a triangulation of information to answer the research questions. The questionnaire fully describes how the approach will provide data for each of the RQ's. Interviews will fully describe how each of the questions align with the RQ's and how the interviews will generate the required amount of data. Next survey what has been developed, named and validated.

Validity

Validity, as associated with the disposition of the research, shall be expressed to demonstrate, and verify accuracy, as it measures what is to be measured. There must be the element of consistency, as consistency plays a major role. Tests and pretests shall be performed in order to see consistency in the results. Method of measuring reliability are similar, as surveys are similar. In terms of validity; credibility is predicated around trustworthiness of finding, as the believability of the findings.

Reliability

In terms of reliability, as associated with the disposition of the research, shall be expressed to demonstrate, and verify accuracy, as it measures what is to be measured. There must be the element of consistency, as consistency plays a major role. Tests and pretests shall be performed in order to see consistency in the results. Method of measuring reliability are similar, as surveys are similar. In terms of validity; credibility is predicated around trustworthiness of finding, as the believability of the findings.

Data Collection Procedures

The data shall be collected in the United States of America. The Target shall be from the state of Mississippi, and the sample is to be of a great project in Jackson Metropolitan area. According to National Center for Educational Studies (2003), the population size is 179,422. 14% lack base prose literacy skills (National Center for Educational Studies, 2003). The data collection shall be conducting indirect observations. The indirect method of data collection shall be through surveys, interviews and analyzing data. The first step is to determine how the sources of data will be collected. The next step is to obtain IRB approval. The data shall be obtained from data pertaining to the subject matter. The data shall be obtained from interviews from those that have been successful as a result of the CLC's. The data shall be obtained from interviews from parents of children, as well as children that have had successful/transformational results rendering contributions to a sustainable community.

Data Analysis Procedures

The coding and thematic analysis will be used to complete the data analysis of the interview from the family focus groups. The data will be coded and patterns will be interpreted and analyzed and then grouped into themes (Bernard, Russell, Ryan and Gery, 2010). The information received shall be graphed and charted (Bernard, Russell and Gery, 2010). The final step will be to have them verified (Approach to Qualitative Data Analysis, 2013). The research shall form a questionnaire using a Likert Scale. The Likert Scale shall demonstrate the nature of the questions and the scale being used (nominal, ordinal, interval oration.) Each question will need to include a full description of "how" the data will be analyzed as it pertains to the independent questions among participants.

Ethical Considerations

In terms of the collection of data, and ethical considerations to be made to this research other than consent of parents if necessary, and assent of children if research deems necessary. Identity should be protected- no personal information leaked. The intent of the research is to interview stakeholder(s) of the community that are essential to community sustainability and/or community learning centers (Strahan, 2003).

Assumptions, Limitations and Delimitations

The study shall consist of qualitative data, as it shall be coded quantitatively. As a qualitative data is inductive in nature, the research shall deductively confirm the information as probable. The research shall consist of a sample; as surveys will be used with open ended questions. Themes shall be derived from the data, as to where short labels shall represent the them in the response. After the review the information provided, shall be denoted as the methodology plays a role in creating clarity. As research questions establish the foundational support of for the topic.

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Literacy and community learning centers are linked to the success of individuals, as they influence community sustainability (Paluta, Lower, Anderson-Butcher, Gibson, & Iachini (2016). The research demonstrates the nuances of traditional versus non-traditional learning programs, as they play a role in community sustainability. Cognitive and social behaviors; as they are associated with circumstances, play a role in the development of a successful mindset of community sustainability. Ultimately, the growth mindset plays a role in the success of individuals, as they play a role in community sustainability.

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Per Tracey & Morrow, (2006), p. 101), linguistics adds to the perspective that the ability to read is related to the social functioning, this is, as individuals learn to read to accomplish personal goals related to basic life functioning. The purpose of children going to school is to learn; therefore, teachers are to seek methods of presenting information with the hopes of learners reaching their maximum potential. The framework, as provided via social learning, asserts the perspective of having the ability to read is paramount to social functioning.; hence, individuals should learn to read as a means of functioning, particularly as a personal goal. Teachers play a vital role, as they must learn to express the best of teaching practices. Essentially the aim should be to recognize the characteristics, attributes and other factors, such as those that are psychological, as it pertains to the ability to be understood by those that are educators. Carol Dweck of Stanford University denoted the concept of growth mindset versus fixed mindset, as it pertains to the impact of learning, and the mindset. Per Yeager & Dweck (2012), there are Implicit Theories, regarding growth mindset as incremental, and the fixed mindset as being entity theory. The research also explores the realms of the theoretical framework of self-efficacy. Self-efficacy has been determined as being the connection of the mindset, in terms of students becoming good readers. The literature addresses the implications of engagement theory as it pertains to the mindsets. Having a better understanding of theories, as they impact a student's ability to read, particularly as their mindsets evolve in relationship to theory. The mindsets in relationship also give implication, as it pertains to the engagement theory. The engagement theory unveils a better understanding of theories, as they impact a learner's ability to read as they pertain to the mindset.

Implicit Theories Impact Literacy

As theory has both evolved, as well as emerged, research has sought out methods as it pertains to learners, and the factors that play a role in the individual growth of academics. Current research suggests that the mindset should be evaluated as the central theme of teaching practices. Martin (2014, p. 208) stated, "Individuals develop implicit beliefs, theories, and deeply held schema about human attributes to explain and understand their world." Implicit theory demonstrates the impact of personal attributes, as they come in a variety of ways. Implicit theories, in accordance to Martin (2014), can be fixed. This practice of theory is called the entity theory, of which a belief is that person does not have the capacity to grow beyond the set amount of knowledge that that they believe that they have. Studies have shown, that with this mindset, the learner tends to quit when tasks become too challenging. The growth mindset, or the incremental theory, opposes the entity theory. The growth mindset theory promotes the belief that their ability to learn and grow is limitless, they view challenges yielding a shift of perspective, delivering enthusiasm, that there is an ability to overcome adversity, it they only believe. Yeager & Dweck (2012) asserts, "Our research demonstrates that learners' mindsets can be changed, and that doing so promotes resilience." Recognizing learners that have an entity theory, will have less academic success that those with an incremental theory allows the educator to promote setting high goals and work hard to obtain them, as learners adopt the philosophy of incremental theory. Martin (2014, p. 210) states, "If implicit theories can change, then this brings into consideration factors that might lead to such shifts."

Yeager and Dweck (2012, p. 304) conducted a research to determine if their theory of intelligence could be changed. Learners were told that when learning, the brain grows stronger, as well as smarter, by forming new connections between neurons. The same theory was reinforced as the

researchers allowed the group that were taught to teach another group. The study revealed that those that implemented the incremental theory, proved to have a greater academic growth than those that were not provided the growth mindset theory. Similar research was conducted on middle school students, teaching them about the incremental theory rendered learners to have better test scores at the end of the year.

Yeager & Dweck (2012, p. 305), also studied the incremental and entity theory via the usage of praise. Praise was implemented via intelligence, neutral or process. Ultimately the learners had developed an incremental theory by which they did better on subsequent tests. Academic behavior was denoted a demonstrated through implicit theories of intelligence, as they could be taught in academic settings. Research has demonstrated that when learners change their perspective or mindset, they find themselves capable of learning. Ultimately in today's academic setting, as a part of instruction, the growth mindset should be activated to maximize their learning potential.

According to Dweck (2012, p.620), From the perspective growth as a hallmark of human nature, as it confers a wide array of benefits, but how malleable are people?

There are noncognitive qualities that should be considered as a part of the growth mindset. Duckworth and Yeager (2015, p. 237) researched determinants pursuant to those that would impact academic success that were not related to IQ. Grit, self-control, and growth mindset were essentially called noncognitive qualities, as they pertain to those qualities that are diverse and collectively facilitate goal-directed efforts. Duckworth and Yeager (2015) denoted that the idea of social and emotional learning is addressed, asserting that there is a scientific consensus pertaining to the sciences of behavior as considered key factors pertaining to school success beyond that of critical attributes other than cognitive abilities. Growth mindset is then considered as a critical attribute of academic success.