

# THE SCHOOL COMMUNITY JOURNAL

Fall/Winter 2006

Volume 16, Number 2

Special Volume, Issue 2: Parental Involvement

Academic Development Institute

ISSN 1059-308X

© 2006 The Academic Development Institute

## Business and Editorial Office

*The School Community Journal*  
121 N. Kickapoo Street  
Lincoln, IL 62656 USA  
Phone: 217-732-6462, ext. 30  
Fax: 217-732-3696  
E-mail: editor@adi.org

## Editorial Policy and Procedure

*The School Community Journal* is committed to scholarly inquiry, discussion, and reportage of topics related to the community of the school. Manuscripts are considered in four categories: (1) research (original, review, and interpretation), (2) essay and discussion, (3) reports from the field, including descriptions of programs, and (4) book reviews. The journal follows the format suggested in the *Publication Manual of the American Psychological Association, Fifth Edition*.

Contributors should send two copies of the manuscript; an abstract of no more than 250 words; key word list; a one paragraph description of the author; and a phone number, fax number, and e-mail address where the author can be reached to:

Editor, *The School Community Journal*  
121 N. Kickapoo St.  
Lincoln, Illinois 62656

Please send an electronic copy as an e-mail attachment to editor@adi.org OR include a copy of the manuscript on diskette (in Word if possible, APA format with titles italicized). The cover letter should state that the work is not under simultaneous consideration by other publication sources. Manuscripts are returned only if accompanied by a self-addressed, stamped envelope.

As a refereed journal, all submissions undergo a blind peer review as part of the selection process. Therefore, please include the author's description and other identifying information on a separate page and in a separate electronic file.

## Subscription to *The School Community Journal*

*The School Community Journal* is published twice annually—fall/winter and spring/summer. Beginning with Fall/Winter 2007, *The School Community Journal* will become an open access, online-only publication. Therefore, we are accepting subscriptions only for Spring/Summer 2007. An individual subscription for the spring issue is \$12 and a library subscription is \$31. Outside the U.S., add \$9 for shipping (Canada, add \$5). To subscribe, call 217-732-6462, ext. 30, or send mailing information and subscription fee to:

Subscription Office  
*The School Community Journal*  
121 N. Kickapoo Street  
Lincoln, IL 62656 USA

## Contents

Social Disparity of Family Involvement in Hong Kong: Effect of Family Resources and Family Network <i>Esther Sui-chu Ho</i>	7
What Do Parents Think? Middle-Class Chinese Immigrant Parents' Perspectives on Literacy Learning, Homework, and School-Home Communication <i>Guofang Li</i>	27
School Liaisons: Bridging the Gap Between Home and School <i>Allison Howland, Jeffrey A. Anderson, Azure Dee Smiley, and Daniel J. Abbott</i>	47
Math Out of School: Families' Math Game Playing at Home <i>Marlene Kliman</i>	69
Collaborating for High School Student Success: A Case Study of Parent Engagement at Boston Arts Academy <i>Monique Y. Ouimette, Jay Feldman, and Rosann Tung</i>	91
Addressing Goals of School and Community: Lessons from a Family Literacy Program <i>Hope Longwell-Grice and Ellen McIntyre</i>	115

## Requests for Manuscripts

*The School Community Journal* publishes a mix of:

(1) research (original, review, and interpretation), (2) essay and discussion, (3) reports from the field, including descriptions of programs, and (4) book reviews.

The journal seeks manuscripts from scholars, administrators, teachers, school board members, parents, and others interested in the school as a community. Please see editorial policy on page 2 for submission information.

## Editorial Review Board

Jeffrey A. Anderson  
Indiana Univ. Purdue Univ. Indianapolis

Ji-Hi Bae  
Sungshin Women's University, Seoul, Korea

Brian R. Beabout  
Penn State University, University Park

Alison Carr-Chellman  
Penn State University, University Park

Susan DeMoss  
School Administrator, Oklahoma City

Germaine Edwards  
Center on Innovation & Improvement,  
Philadelphia

Karen Estep  
Lincoln Christian College, Lincoln, IL

Karen Gerdts  
Consultant, Salem, New Hampshire

Karen Guskin  
Parents as Teachers National Center, St. Louis

Pam Kay  
University of Vermont, Burlington

Frances Kochan  
Auburn University, Alabama

Vera Lopez  
Arizona State University, Tempe

Pamela Loughner  
Consultant, Huntingdon Valley, PA

Walter Mallory  
National Community Education Assoc.,  
Fairfax, VA

Kate McGilly  
Parents as Teachers National Center,  
St. Louis

Oliver Moles  
Social Science Research Group, LLC,  
Rockville, Maryland

Marilyn Murphy  
Center on Innovation & Improvement,  
Philadelphia

Reatha Owen  
Academic Development, Lincoln, IL

Eva Patrikakou  
DePaul University, Chicago

Constance Perry  
University of Maine, Orono

Timothy Quezada  
El Paso Community College, Texas

A. Y. "Fred" Ramirez  
California State University, Fullerton

Cynthia J. Reed  
Truman Pierce Institute, Auburn, AL

Lee Shumow  
Northern Illinois University, DeKalb

Elise Trumbull  
California State University, Northridge

## Editor's Comments

In our Spring/Summer 2006 issue, executive editor Sam Redding described most research as a matter of nibbling away at questions needing answers. We continue in this issue to nibble away, showing evidences of the benefits of parental involvement in children's learning and potential avenues to that involvement. My thought is that surely all the nibbling over the past fifteen (or more) years, reported both in this journal and elsewhere, must surely add up to a huge bite in the right direction!

Our first article by Ho is a look at parent involvement in Hong Kong – interesting because it shows that the negative effects of low socioeconomic status, single-parent homes, or immigrant status can apparently be neutralized by establishing social networks and investment in resources. In the next article, Li studies a growing population of middle-class Chinese immigrants in the United States, and finds that in some areas of practice, the typical reports of Asian parents' behavior do not hold true for this group.

Howland, Anderson, Smiley, and Abbott describe the implementation of a school liaison program in a large urban district. The apparent success of hiring a parent to bridge the gap between parents of special needs students and the schools has prompted them to provide more such liaisons to help all the district's elementary students.

Next, Kliman examines an attempt to involve parents in their children's math learning, in this case, totally disconnected from school. I was fascinated that parents reported their children's enjoyment and learning, but did not connect the learning to potentially affecting school performance.

The next article by Ouimette, Feldman, and Tung looks at engaging diverse parents in an urban, public high school. Although the high school they describe is definitely unique, their plan of providing multiple entry points for parents, respecting their differing dispositions, and engaging students in ongoing communication with parents and school staff is one that may be very beneficial to other secondary school leaders.

Finally, Longwell-Grice and McIntyre take a critical look at a family literacy program – what it accomplished and failed to accomplish – with suggestions for others developing such programs.

While the special volume on parental involvement concludes with this issue, we will continue to monitor the nibbling, while we hope with Dr. Redding that “a couple of big studies will knock the ball out of the park and answer these questions convincingly.”

Lori Thomas  
October 2006

