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 three categories: (1) research (original, review, and interpretation), (2) essay and discussion, and (3) reports from the field, including descriptions of programs. 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; 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 include a copy of the manuscript on diskette (in Word if possible, APA format with titles italicized) OR send an electronic copy as an e-mail attachment to editor@adi.org. The cover letter should state that the work is not under simultaneous consideration by other publication sources.

Manuscripts will be 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. Individual subscriptions for one year is $16. Library subscription is $35. Discounts are available for multiple year subscriptions. Single copies are available for $10, including shipping and handling charges. To subscribe, call 217-732-6462, ext. 13, or send mailing information and subscription fee to:

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

A Comparison of Program Development at Elementary, Middle, and High Schools in the National Network of Partnership Schools  
_Mavis G. Sanders and Beth S. Simon_

Follow-up Study: High School Students’ Comments Regarding Parents  
_A. Y. “Fred” Ramirez_

Do Early Adolescents Want Family Involvement in Their Education? Hearing Voices from Those Who Matter Most  
_Jianzhong Xu_

Minority Parents as Cultural Mediators for Education: Deaf Parents Mentoring Hearing Parents of Deaf Children  
_Pat Hulsebosch and Lynda R. Myers_

Project DADS: Training Fathers in Early Literacy Skills Through Community-University Partnerships  
_Robert W. Ortiz and Stephen Stile_

4-H School Enrichment: A School and Community Partnership  
_Claudia Mincemoyer_

Testing the Waters: Facilitating Parents’ Participation in Their Children’s Education  
_Fatema Mawjee and James I. Grieshop_

Service Learning in the Chicago Public Schools: A Status Report…Fall, 2001  
_Carlos M. Azcoitia_

Comprehensive Community Schools…Chicago Style  
_Carlos M. Azcoitia_
Requests for Manuscripts

The School Community Journal publishes a mix of:
(1) research (original, review, and interpretation)
(2) essay and discussion, and
(3) reports from the field, including descriptions of programs.

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.

Editorial Review Board

Alison Carr-Chellman
Davin Carr-Chellman
Penn State University
University Park, Pennsylvania

Susan DeMoss
Parent
Former School Administrator
Norman, Oklahoma

Pamela Loughner
Parent, Doctoral Student
Huntingdon Valley, Pennsylvania

Brent McBride
University of Illinois
Urbana, Illinois

Reatha Owen
Illinois Family Education Center
Lincoln, Illinois

Constance Perry
University of Maine
Orono, Maine

A.Y. “Fred” Ramirez
California State University
Fullerton, California

Thomas Ryan
Superintendent, District 168
Sauk Village, Illinois
Editor’s Comments

The first three articles in this issue highlight what I see as a natural turn of events. Parent and community involvement is slowly but surely becoming an accepted part of elementary education. So now, it seems only natural that researchers and teacher educators would begin to turn their attention to involvement at the secondary level. It is quite interesting that Mavis Sanders and Beth Simon find the main differences in parental involvement levels between high schools and all other (elementary and middle school) levels. Perhaps this is because their middle schools sometimes included students as young as fourth grade, or perhaps there is more carry-over in involvement into the middle school years than one would imagine. At any rate, they make it clear that high schools struggle to involve their parents, and that this must be an area of new and focused support. Then we have a happy coincidence—Fred Ramirez gives us his findings from high school students themselves, and Jianzhong Xu offers similar voices from some students “in the middle.” After these two articles, you will no doubt understand more fully where the next initiatives need to be seen; you will no longer, however, be able to use the excuse that “the kids don’t want parents involved.” Having worked with more than a few teenagers myself, I know they may not like to admit it, but “the folks” and their involvement and approval are still very important to them.

Next we have a trio of program descriptions. Pat Hulsebosch and Lynda Myers provide a simple but insightful look at minority parents (in this case, Deaf parents) offering their experiences and knowledge to help mentor other parents whose children may be dissimilar from themselves. I can just imagine the looks on the hearing parent’s faces as the lightbulbs went on and they began to grasp, perhaps for the first time, all the new ways they could understand and connect with their deaf child. Robert Ortiz and Stephen Stile share with us a look at a program aimed specifically at involving fathers (or other male caregivers) in early childhood literacy development. The benefits they cite for both the fathers and children certainly seem well worth the efforts involved. Claudia Mincemoyer gives us a look at the community-school partnerships provided by the 4-H program in Pennsylvania, and how they are creatively overcoming obstacles to expanding these win-win partnerships.

A colleague of mine questioned the success of Mawjee and Grieshop as they reported on a particular effort in the field of parent involvement. However, I was intrigued by the fact that they, like many others out there, gave something a try that may not have really worked too well in their particular setting. But they learned a lot from the experience, and were brave enough to write about it. Certainly one valuable lesson they have for all practitioners is: if at first you don’t succeed…evaluate and try something else!

Finally, we have two enthusiastic reports from Carlos Azcoitia in Chicago. The report on the implementation of a service learning requirement at the high school level is very encouraging, and the program description of comprehensive community schools holds much promise, even if such a grand undertaking must seem a bit overwhelming. I hope that you will learn from and be encouraged by this spring/summer issue, even as we are encouraged by the budding and blossoming that can be seen all around us—from the garden to the classroom!

Lori Thomas, Editor
April, 2002