

Table 2
Comparing Conventional Educational Involvement Operationalizations and Involvement Specific to African American Families in Underresourced Urban Schools

Educational Involvement Type	Traditional Conceptualizations and Activities	Urban School Involvement in African American Families (Inclusive of Traditional Approaches)
School-based involvement	Supportive involvement <ul style="list-style-type: none"> • Attending student performances (athletics, arts) • PTA meetings • Open houses • Volunteering in classrooms • Proactive communications between parents and school personnel • Volunteering in parent-led events (bake sales, donation drives, etc.) 	Navigational support involvement <ul style="list-style-type: none"> • Proactively build relationships with teachers and leaders • Work with principals and school staff on programs and improvement efforts • Take up formal roles in the school • Leverage involvement for close monitoring of children • Leverage relationships to resolve social challenges • Identify and direct youth toward promising opportunities • <i>Embedded navigators</i> • Intensive volunteering and involvement for navigational support purposes Reform-based involvement (Diamond & Gomez, 2004) <ul style="list-style-type: none"> • Reactively advocate in respond to acute problems <ul style="list-style-type: none"> ◦ Unfair discipline incidents ◦ Racialized experiences in the classroom ◦ Poor instruction from individual teachers • Challenge systemic issues <ul style="list-style-type: none"> ◦ Challenging systemic lack of rigor ◦ Challenging perceived system-wide lower expectations ◦ Challenging teachers and schools on racial representation in curriculum ◦ Petitioning larger governing bodies about access and racial justice issues
Home-based involvement	Supplementary and enrichment involvement <ul style="list-style-type: none"> • Homework help and monitoring • Providing structures for school-work completion (time, quiet place) • Providing intellectually stimulating resources and activities (books in the home, educational toys and games, academic resources to get ahead) • Taking children to events and places related to academic learning academic success (i.e., museums, libraries, vacations to historical locations, etc.) 	Compensatory home-based involvement <ul style="list-style-type: none"> • Online academic curricula for self-teaching and rigor • Workbooks and hard-copy academic resources to assure topical coverage • Steering children toward out-of-school academic programs • <i>Racialized compensatory home-based involvement</i> <ul style="list-style-type: none"> ◦ Race-focused intellectually stimulating books, movies, documentaries ◦ Same-race cultural programs with explicit racial content ◦ Same-race spiritual communities ◦ Taking children to events and places related to racial histories of positivity and resilience (Black history museums, cultural events, etc.)
Academic socialization	Socializing involvement around educational values, expectations, and behaviors <ul style="list-style-type: none"> • Cultivating high aspirations • Connecting academics to professional work • Linking schoolwork to current news and events • Discussing learning strategies • Strategies for navigating the school system (talking to teachers, selecting classes, etc.) 	Cultural academic socialization <ul style="list-style-type: none"> • Achievement as a native educational value • Highlighting academic high achievers in history from the same race group • Positive racial history as academic motivation and empowerment Racial bias academic socialization <ul style="list-style-type: none"> • Conversations and materials on positive and resilient racial histories in the face of challenges • Strategies for responding to educational discrimination • Encouragement in the face of educational discrimination • Framing high achievement as way to overcome systemic oppression