

## **EDUC 399 Independent Study (Letter grade for 1 credit)**

### **Navigating School Choice: Asian American Perspectives**

**Student:** Mohammed Albehadli (2020)

**Faculty Advisor:** Professor Elise Castillo

**Fall 2019**

#### **Research Questions:**

Mohammed Albehadli will assist Professor Castillo with her research project, which employs survey and interview methods to investigate how Asian American parents navigate the landscape of school choice in the Greater Hartford Region. Research questions include the following: How do Asian American families navigate the landscape of school choice in the Greater Hartford Region? How do experiences with school choice differ across Asian Americans in the Greater Hartford Region of distinct ethnic, socioeconomic, linguistic, and immigrant backgrounds? To what extent have school choice policies advanced or constrained equitable educational opportunity and access for Asian American families in the Greater Hartford Region?

#### **Student's Academic Responsibilities:**

- Monthly 20-minute meetings with Faculty Advisor
- Read 4 articles or book chapters related to the study and write a 300-word literature review summary for each (**due Sept. 30**). These will be graded according to a 15-point rubric (attached).
  - Orfield, G. (2013). Choice and civil rights: Forgetting history, facing consequences (pp. 3–36). In *Educational delusions? Why choice can deepen inequality and how to make schools fair* (Eds. G. Orfield and E. Frankenberg). Berkeley and Los Angeles: University of California Press. (**due 9/16**)
  - Bell, C. A. (2009). Are all choices created equal? The role of choice sets in the selection of schools. *Peabody Journal of Education*, 84(2), 191–208. (**due 9/23**)
  - Golann, J. W., Debs, M., & Weiss, A. L. (2019). “To be strict on your own”: Black and Latinx parents evaluate discipline in urban choice schools. *American Educational Research Journal*, 1–32. (**due 9/30**)
  - Holme, J. J. (2002). Buying homes, buying schools: School choice and the social construction of school quality. *Harvard Educational Review*, 72(2), 177–205. (**due 9/30**)
- Conduct and transcribe 5 interviews (**due Oct. 31**). These will be graded for completion and accuracy.
- Write a 8–10 page paper that analyzes patterns across interviews and integrates literature review summaries (**first draft due Nov. 11; final draft due Dec. 11**). This will be graded according to EDUC 400 criteria: <https://commons.trincoll.edu/educ/learning-goals/>