

**Community-Based Research in Master's Degree Programs
in the School of Education
2006-2007**

These resources were compiled by the Haas Center for Public Service to increase opportunities for Master's students to conduct Community-based research in the Stanford School of Education. Community-based research provides a venue for students to create and address research questions in collaboration with a community partner to meet a community-specified need. While we recognize that working within a one year program may complicate opportunities to conduct research within the broader community, the Haas Center hopes to support community-based research opportunities and the strengthening of academic and community relations in the experiences of Stanford School of Education Master's students.

If you are interested in doing community-based research that ties into your coursework, thesis project, and/or your own personal and academic interests please read the project lists and information for each of our Educational Community Partners. The contact person at each partner organization will clarify any topics and work with you on developing your research project. If interested, Karin Cotterman, Service-Learning Program Director, is available for Community-based research consultations. Contact her at karinc@stanford.edu or by phone at 650-736-1650.

Community-Based Research in Master's Degree Programs in the School of Education 2006-2007: Educational Community Partners

Boys & Girls Clubs of the Peninsula

Contact: Georgann Morin, Education Director, gmorin@bgcp.org, 650-322-8065, ext. 103

General: With four clubs located in Red Wood City, East Palo Alto and two in Menlo Park, the Boys & Girls Clubs of the Peninsula serves over 600 children ages 6-18 every weekday afternoon. Programs include academics (homework assistance, enrichment classes, tutoring), athletics, art, computers, social/game activities, teen activities, and health. Two sites are 15-20 minutes from Stanford. SUSE alums are available to help oversee your experience. Volunteer and job opportunities are available (email volunteer@bgcp.org or go the website www.bgcp.org).

Master's Projects: (Projects are customizable but two specific programs need attention)

- 1) *Center for a New Generation school-based after school program*—supports literacy development at three Ravenswood City School District schools. Possible topics include: *literacy skill acquisition, *behavioral changes, *parental involvement, *academic recognition, *program impact on families, *second language learning in the program.
- 2) *Junior Engineers Program*—serves 10-13 year-olds who come from backgrounds that are traditionally under-represented in science in engineering careers and provide concrete information on the steps they need to take in order to pursue engineering. Possible topics include: *literature review on under-represented minority students in the sciences, *research on best practices for such a program/ implementation of these best practices.

Central Middle School

Contact: Julie Jobak, School Counselor, juliejobak@sbcglobal.net, 650-508-7321

General: Serving students in grades 5-8 in the San Carlos School district. Most students come from feeder elementary schools and go on to attend high schools in the Sequoia Union High School District and local private schools.

Master's Projects: Analyze a specific program or area through literature review, evaluation, interviewing, curriculum and program improvement, development and piloting.

Suggested programs or areas are:

- *Challenge Day: students, teachers, parents and community members go through a day of activities around communication and respect among members
- *School climate: survey students, staff and parents about current and future climate
- *GATE Program: analyze UCI and John Hopkins programs
- *8th Grade Transition group: research on former CMS students in local high schools
- *Homework Center: how can the existing program be improved?
- *Study Skills and Organization programs
- *Advisory programs
- *Writing workshops: observe and analyze workshops, student scores
- *Math Lab: analyze math STAR scores, existing math lab programs
- *Research and write grants for the counseling program.

East Palo Alto Charter School

Contact: Allison Leslie, Allison.leslie@aspirepublicschools.org, 650-614-9100, ext. 101

General: EPACS, located in East Palo Alto, serves about 420 students in grades K-8 of whom approximately 72% are Latino, 26% are African American, and 2% are Pacific Islander or Caucasian. For 70% of our students, English is not predominately spoken at home, and 83% of students qualify for free or reduced lunch. Starting in 2003, various programs have been implemented including the Character Education program and Young Interpreters program, started in collaboration with a SUSE doctoral candidate.

Master's Projects:

- *Use of technology in: math, science, social studies, and language arts classrooms; the library; literacy intervention programs; English language learner programs
- *Relationship between in-school and out-of-school access to technology
- *Implementation of literacy intervention programs
- *Program Analysis on: Character Education program; Young Interpreters program
- *Relationship between first and second language proficiency
- *Student attitudes towards college

East Palo Alto Academy High School

Contact: Rebecca Altamirano, Early College Director, rebecca@eastpaloaltoacademy.org

General: EPAA HS, located in East Menlo Park, is a public charter school founded in 2001 in part by Stanford School of Education and the Ravenswood City School District. We provide rigorous, project-based, college curriculum for all our students consisting of traditional core classes and an assortment of electives such as Spanish for Native Speakers or college courses offered on campus through the Early College program with Cañada College. There are approximately 300 students, 70% of whom are Latino, 20% are African American, 10% are Pacific Islander, and 85% qualify for free/reduced price lunch.

Master's Projects:

- *Tracking graduates: Explore what's going well or not for students in college and why. Explore what skills or background knowledge students feel they gained that enable them to stay in college and also what students feel they're missing if they did drop out from college. Research student experiences and provide mentorship.
 - *Transportation study: how do students get to school? Does this impact their attendance/tardies?
 - *Personal responsibility—students' motivation to meet deadlines; how does college course electives foster student motivation and sense of responsibility?
 - *Lit Review on various topics: portfolios/exhibitions as graduation standards; revision and redemption policies for student work; advisory and transitioning from advisory system to college
- Other projects of interest:
- *Jr High/High school comparative environment study
 - *Effectiveness of after school programs (i.e. tutoring)
 - *Heterogeneous groups and complex instruction: what keeps students from interacting well?
 - *The progression of English Language Learners at EPAA HS

Los Gatos-Saratoga Joint High School District

Contact: Steve Lopez, Director of Educational Services, slopez@lgsuhd.org, 408-354-2520, ext. 326

General: The district is located in the southwest corner of Santa Clara County and has two high schools and one alternative program serving 3000 students. Los Gatos High School is 78% White, 10% Asian, 5% Hispanic. Saratoga High School is 52% Asian, 42% White, 3% Hispanic. In 2004 both schools achieved its Academic Performance Index (API) and Adequate Yearly Progress (AYP) target, 99% of 10th graders passed the Math Exit Exam, 96% passed the English/Language arts exam.

Master's Projects:

- *Comparison study of “mountain” and Los Gatos “town” student achievement at Lost Gatos High School
- *Study of California High School Exit Exam pass rate for Hispanic students within the district and from other districts in Santa Clara County
- *Student achievement study of subsets of Asian students (e.g. South Asian, East Asian, Korean, Vietnamese, Taiwanese)
- *Research project on current practices in other high school districts’ management and fee scale for an aquatic center and a High School Performing Arts and Lecture facility
- *Literature review of high school homework practices
- *Review of current “virtual high school” options for students
- *Special Education, literature review of numbers of autistic children within our District boundaries and enrollment projections from feeder districts
- *Research how high school districts compensate teachers outside of classroom duties

VIA- Volunteers in Asia

Contact: Scott Sugiura, Director, viadirector@gmail.com, 415-904-8033, ext. 301

General: VIA is a private, non-profit non-sectarian organization dedicated to increasing understanding between the United States and Asia. There are a variety of programs and services that facilitate dialogue and understanding in a full-circle exchange as young Americans work and live within an Asian culture while meeting the needs of Asian host institutions and Asian students attend educational programs in the United States. Offices are located in San Francisco.

Master's Projects:

- *develop, implement and evaluate training curriculum for Stanford undergrads working with undergrads peers from Asia to enhance the learning experience of program participants
- *develop and evaluate educational components of a new service-learning focused program for college students from Japan- including curriculum or lesson plans for introducing the history of volunteerism and service in the US; group field project designs for work with nonprofit organizations; effective processes for reflection and capture of key learnings
- *examine the long-term impacts of short-term international exchange
- *examine the motivations behind volunteer teachers abroad
- *review and modify evaluation systems for inbound/outbound exchange programs
- *examine the effectiveness of distance learning as a training tool for volunteer teachers of English