Market-driven educational policies have been a prominent strategy to improve public education around the globe. At the core, market-driven education policies promise to extend quality educational options to underserved families through elements of capitalism such as choice, efficiency, accountability, and competition (Chubb & Moe, 1990).

Drawing on 10 years of quantitative, qualitative, and spatial analysis as well as his experience as an engaged scholar in the city of Chicago, Dr. Waitoller will examine the promises of market-driven education policies in relation to students with disabilities across racial and class backgrounds as well as geographical location.

The findings are presented in four interrelated acts: Act I: Stories of Desperation and Optimistic Attachments; Act II: The Erosion of the Fantasy of ‘Inclusion’; Act III: Negotiating Fantasies; and Act IV: The Consequences.

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