

Reading Between the Lines: A Qualitative Analysis of Community Involvement in the 'Read to a Child' Program



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December 6, 2011



Read to a Child Program

- Title I Primary Schools
- Participation: Partner Up!
 - Books
 - Adopt a school
 - Read to a Child

Research Question

- How does involvement with the Read to a Child Program construct an understanding of moral education?

Thesis

- Through qualitative analysis of interviews with Read to a Child Program volunteers and staff, this study examines how an understanding of education and morality are developed through the family institution.



Literature Review

- Poverty
 - Kellet (2009)
 - Hemphill and Tivnan (2008)
 - Connor, et al. (2009)
 - Walker-Dalhouse and Risko (2008)
- Vocabulary & Literacy Programs
 - Sinatra (2008)
 - Little and Hines (2006)



Literature Review

- Understanding Volunteerism
 - Wilson (2000)
 - Hall, Schmidt and Vetterl (2009)
- Volunteers in the schools
 - Fredericks and Rasinski (1990)
 - Volkmann and Bye (2006)
 - Williams, Thorogood and Jones (2002)



Moral Education Theory

- Emile Durkheim (1961)
 - Discipline
 - Attachment to a Social Group
 - Autonomy
- Kevin Ryan (1986)



Methodology

- Six face-to-face qualitative interviews
- Two gatekeepers
- Purposive and snowball sampling

Methodology

- Six participants
 - Five females, one male
 - Five Caucasians, one African-American
 - Three volunteers, two SBCSC staff, one SBCSC teacher
 - Ages 36-73; Average 54.5
 - Education levels: 2 some college, 2 bachelor's degrees, 2 master's or professional degrees



Findings

- Importance and Symbolism of reading in one's adult life
- Familial influences
- Understanding of moral education
- Volunteers vs. Staff



Discussion

- Baby Boomer generation & education level predicts volunteering
- Students' enthusiasm increased due to interactions with volunteers
- Students' are being prepared to enter the social world
- Strengths & Weaknesses

Questions?



Thank you!