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

Maureen Barrett
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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)

• Vocabulary & Literacy Programs
  – Sinatra (2008)
  – Little and Hines (2006)
Literature Review

- Understanding Volunteerism
  - Hall, Schmidt and Vettern (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!