ABSTRACT


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School vouchers became a part of the education landscape for Indiana schools in the spring legislative session of 2011. Much research has taken place regarding vouchers across the United States; however, stakeholders’ voices are not often heard in the research. This study was designed to examine how vouchers were affecting school culture within a small private school context. It was also designed to give stakeholders a voice in the voucher controversy.

This mixed-methods study consists of survey research of the key stakeholder groups, and the quantitative data are derived from the survey. Findings of significance are sought in the quantitative survey. The qualitative portion of the study consists of interviews from each of the stakeholder groups: faculty and staff, parents, and students. The qualitative section highlights individual stakeholder voices. Major patterns and themes are reviewed from the qualitative portion of the study to determine the impact vouchers have had on each of these stakeholder groups and ultimately on the school culture.

Findings included voucher and non-voucher stakeholders viewed the school culture differently, that the school board had become much more focused on finances since the school
started accepting the voucher, and that parent and faculty and staff stakeholders perceived the school board was shifting its focus away from the founding principles of the school.