Jacksonville Public Education Fund
[JPEF]

Final Report
Project: Parents Who Lead Cohort VI

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Report Summary

Parents Who Lead Initiative (PWL) was established in Jacksonville in 2019 as a 20-week curriculum-based initiative modeled after the National Parent Leadership Institute. PWL builds the capacity of parents and caregivers to become change agents to improve the lives of children. The program has made a dramatic impact in Duval County, as graduates have led successful community projects on implicit bias, special education and disability needs, and many other issues tackled at home and in classrooms. PWL is made possible by a collaborative partnership between the Jacksonville Public Education Fund (JPEF), Duval County Public Schools, the Jacksonville Public Library, and the City of Jacksonville's Kids Hope Alliance (KHA). The parents selected for the program already have a proven track record of volunteering, and they are inspired to take their leadership to the next level because of a variety of issues affecting children, including STEM education, autism, mental health, trauma-informed practices and communication between schools and parents. This is the third year of implementation and participants will be leveraged to help amplify efforts through READ JAX in the target schools identified by this community-wide initiative. READ JAX is a community-wide initiative aimed at improving grade-level reading in Duval County. Co-led by Kids Hope Alliance and the Jacksonville Public Education Fund, this initiative binds together dozens of organizations to support the shared vision: We aspire to a future where all Duval children are reading at or above grade level by the end of 3rd grade. Through this program, we aim to not only implement the PWL program but engage parents outside of the program through JPEF's annual parent poll, which includes focus groups and surveys to parents in the READ JAX target neighborhoods.

Parents are from low-income areas and make up a diverse range of backgrounds and races and are recruited to participate using a matrix representative of city demographics. We include ethnicity, socioeconomic status, levels of education and occupation, religious diversity, Exceptional Student Education status, zip codes, political affiliation and gender diversity. The current diverse representation of our FY 2025 cohort includes 20 participants, nine of which are African American women, one Hispanic, and the three men are African American, Jamaican and Indian. While in the program, parent leaders design an action project to implement following graduation, purposed to impact children and schools. Participants also develop measurable projects and track impact. PWL is designed to activate and support parents/caregivers alongside principals in pursuit of improving health, safety and learning changes that benefit all children. The training allows each to become a catalyst to address challenges facing children and youth. The knowledge and skills developed through the PWL program will then be used to support READ JAX.

Objectives
- Build a network of engaged parent leaders to benefit all students in Duval County
- Expand the capacity of parents as change agents for students and families
- Develop communities of parents to support each other in skills development and successful parent action for children

- Facilitate systems change for parental involvement with increased utilization of parents in policy and process decisions
- Increase parent-child interactions and improve child outcomes through parent involvement.
- Disseminate the annual Parent poll to gauge and measure parent literacy practices and beliefs to inform READ JAX efforts.

Ultimately, the Parents Who Lead Cohort VI, following a highly competitive application process, included 22 outstanding and diverse individuals. This cohort was composed of 20 women and 2 men, and 19 of them presented at the retreat on January 25, 2025.

Over that past year, the parent leaders have shared, supported, and transformed their cohort into a "community," for example creating a "family style dinner" environment before sessions began. Parents completed 20 powerful and thought-provoking sessions, diving into topics such as the meaning of community, the impact of language, the strength of diversity, the role of parents as agents of change, problem-solving, and emerging trends.

These dynamic discussions empowered them to reflect on how their personal beliefs and upbringing shaped their advocacy, while also exploring how communities, media, and local systems can work together to create real, lasting solutions for the challenges facing children and families today. Parents described the sessions as extremely useful for identifying their projects, building community support for them, and implementing. The resources and skills they have gained during phase one have undoubtedly strengthened their toolkit, empowering them to become even more effective leaders. As evidence, parents spoke about feeling empowered with skills and information to provide public comment at school board meetings, present at city council meetings, and advocate for a cause in the community.

Through the 20-week curriculum, local parents were equipped to create community projects in service of youth and the broader Jacksonville community. In particular, parents leaders were engaged with encouraging parents to respond to the most recent parent survey regarding access to school and utilization of resources. Appendix 2 includes the curriculum that was planned and implemented in FY25.

Performance Measures

JPEF captured performance measures with several evaluation tools, including the PWL session and alumni surveys, literacy enhanced afterschool provider parent surveys, and event reports. Parents rated each session highly for an average of 97% satisfied with the content. Further, 94% of the parents who began this year Below are the topline metrics across the FY25 PWL Cohort VI program.

Key Question	Performance	KHA Goal #	JPEF parents served #	Evaluation Tool
How much did we do?	Number of parents involved in the PWL cohort annually	15	22	Admitted PWL participants
	Number of community projects implemented	10	19	PWL Alumni Survey
	# of PWL sessions hosted	20	20	Program Schedule
	Quantity of Alumni at gatherings held	2	2	Event report
How well did we do it?	PWL Participant Satisfaction	75% satisfied with session content	Average 97% across sessions, range of 86% to 100%	PWL Session Surveys
	Quantity of parents participating in efforts to produce and amplify the annual literacy brief	250 parents minimum	PWL blogs & projects resulted in 288 direct engagements and reached over 2,629 community members	Polling data, focus groups roster, website and social media analytics
	PWL participant engagement	75% retained throughout cohort	94% retention rate	Graduation matriculation from Program
Is anyone better	Parent awareness and practices	2.5 % growth	Self-reported across focus	Parent poll & surveys

off?	regarding literacy improves		schools average increase of 15% in practices	
	Quantity of community projects implemented	10 new projects annually	19 Projects	PWL Alumni Survey

PWL Session Satisfaction Ratings by Session

Below are the individual session information, metrics, and satisfaction ratings for each session. Though the majority of sessions were highly rated, the first two sessions require the most improvement in facilitation and content. Aside from those sessions, participants found the content educational, practical, and supportive of their advocacy interests and efforts.

Session #	Date	# of attendees	Session Content	Satisfaction with Content
1	1/30/25	17	Thriving with Diversity in the Group Process	90%
2	2/6/25	14	The Change Process	86%
3	2/13/25	15	Parents as Change Agents	100%
4	2/20/25	14	How to Investigate a Problem and Work Towards Solutions	100%
5	2/27/25	12	Intentional Use of Language	100%
6	3/6/25	15	Learning How a Community Works	100%
7	3/14/25	15	How Systems Work & How to Interact with Them	100%
8	3/27/25	17	Networks	100%
9	4/3/25	15	The Power of Media	100%
10	4/10/25	15	Using Your Voice	100%
11	4/17/25	16	Lifecycle of the Child	95%
12	4/24/25	15	12 Social & Economic Trends Impacting Families & Children	94%
13	5/1/25	17	What is Public Policy	100%

14	5/8/25	15	How State Government Works	94%
15	5/15/25	15	How Local Government Works	100%
16	5/22/25	14	How We Understand the Law	93%
17	5/29/25	14	Budgets: From Wallets to State- It's All About Money & Priorities	93%
18	6/5/25	16	Evaluations, Outcomes, & Accountability	95%
19	6/12/25	14	The Magic of the Unexpected- Forming New Alliances	100%
20	6/26/25	15	Putting it All Together- Moving to Agents	100%

Parents Who Lead Cohort VI Outreach & Promotion Summary

Flier Distribution
- Created flier shared with Duval County Public Schools (DCPS) and distributed to parents via DCPS channels.
- Sent directly to PWL alumni
- Sent directly to PTA and All Pro Dad chapters

Media Coverage
- Press release distributed and picked up by the Jacksonville Free Press.

Digital Advertising
- Facebook Ad Campaign
  - Target Audience: Duval County parents
  - Duration: November 19–22

Performance:
- Views: 4,051
- Reach: 2,629
- Engagements: 163
- Clicks: 125

Email Marketing
- Featured in JPEF newsletter (1,200+ subscribers)
- Sent in September and October

Social Media Promotion
- 3 posts shared across 5 platforms (e.g., Facebook, Twitter/X, Instagram, LinkedIn, Threads)
- Google Ad Grant Campaign
- Promoted PWL application link on JPEF website
- Duration: 4 weeks

Parent Poll & Survey Updates

History

In summer 2022, JPEF released a brief which included a county wide representative poll of 304 parents of children under the age of 12 to understand parents' awareness about the importance of early literacy, their and their children's reading behaviors, as well as access to reading resources. That brief described how Duval parents, across all demographic categories (such as race, zipcode, and education), shared similar beliefs about the importance of early literacy to later success but some parents are likely facing complicated barriers to being as involved as they want to be. Therefore, the decision was made to focus on eight target schools that served high levels of the populations that reported the most barriers to access and had the capacity to engage with the initiative.

Across the 2023 and 2024 academic school year, JPEF re-ran the parent perceptions poll in the eight targeted areas with parent information provided by Duval County Public Schools. JPEF once again partnered with the Public Opinion Research Lab (PORL) at the University of North Florida to implement the poll. This study utilized a multi-modal design, incorporating both telephone and online surveys. The final sample consists of 294 parents of children under the age of 12 in the eight target areas. This survey was directed by Dr. Michael Binder, PORL faculty director and UNF professor of political science. Parents were asked about their beliefs about literacy, reading behaviors, and ease of access to reading resources. Cross-tabulations of each question response were conducted with respondents' demographics: race, gender, zip code, and level of education. The responses were synthesized into school level insights for targeted intervention in the 8 target schools in 2024. Below is the baseline information.

Baseline Information

A total of 294 Duval County parents of children under the age of 12 were surveyed:
- 80% identified as female
- Education
  - 44% reported high school as the highest grade completed,
  - 25% reported they are in college or have an Associate's degree,
  - 17% reported having a Bachelor's degree, and
  - 4% reported postgraduate as the highest grade completed.
- Age
  - 18-24: 3%
  - 25-34: 43%
  - 35-44: 40%

- - 45-54: 12%
  - 55-60: 2%
  - 64+: <1%
- Race:
  - Black/African American: 61%
  - Hispanic/Latine: 13%
  - White: 20%
  - Other 6%

Baseline Parent Survey Information De-Identified Examples

School 1

The tables below compare how parents from this school on average responded to the READ JAX parent poll average from all 8 target schools. Bolded items are statistically significantly different from the sample average (which are listed in parentheses beneath each item). Orange bolded items are statistically different in a positive direction.

Truancy Rate (48%)	% of ELLs (11%)	%Passed 3rd Grade ELA FSA (23%)	% African American/ Black (66%)	% Hispanic/L atine (14%)	%Economically Disadvantaged (62%)
59%*	3%	**16%***	**89%***	**3%***	68%

Belief or behavior (sample average)	Concerned about literacy (75%)	Children read on their own everyday (39%)	Finds resources "very easy" to access (39%)	Parent reads with child everyday (35%)
NL	**84%***	48%	38%	35%
Barrier (sample average)	Unsure where to buy books (20%)	Difficult to find time to read with child (33%)	Difficult to find native language (15%)	Schools should provide better resources (72%)
NL	**12%***	29%	**8%**	69%

Use resource daily (sample average)	School Library (15%)	Public library (27%)	Bookst ore (32%)	Family and friends (20%)	Reading tutor and mentor (60%)	Church or a place of worship (45%)	Nonprofit or CBO (57%)
NL	**21%**	**38%***	**40%***	**27%***	56%	42%	58%

Insights

- Recent consolidation driving enrollment and economic information, possible culture building required related to consolidation.
- Deeper work with parents on what reading resources their accessing & alignment with quality.
- Business partnerships around the physical space and attendance strategies.

School 2

The tables below compare how parents from this school on average responded to the READ JAX parent poll average from all 8 target schools. Bolded items are statistically significantly different from the sample average (which are listed in parentheses beneath each item). Orange bolded items are statistically different in a positive direction. Blue bolded items are statistically different in a negative direction.

Truancy Rate (48%)	% of ELLs (11%)	%Passed 3rd Grade ELA FSA (23%)	% African American/ Black (66%)	% Hispanic/Latine (14%)	%Economically Disadvantaged (62%)
47%	12%	28%	61%	**20%***	61%

Concerned about literacy (75%)	Children read on their own everyday (39%)	Finds resources "very easy" to access (39%)	Parent reads with child everyday (35%)
69%*	**56%***	**19%***	31%
Unsure where to buy books (20%)	Difficult to find time to read with child (33%)	Difficult to find native language (15%)	Schools should provide better resources (72%)
19%	**26%**	13%	**87%**

School Library (15%)	Community public library (27%)	Online or brick and mortar bookstore (32%)	Family and friends (20%)	Reading tutor and mentor (60%)	Church or a place of worship (45%)	Nonprofit or CBO (57%)
25%	**50%***	25%	**31%***	**69%***	**56%***	**75%***

Insights

- Location undergoing major changes.
- Principal has remained for several years, very involved in community events and brings school personnel with her to trainings/events.
- Increase parent access and awareness of existing school and community resources.

School 3

The tables below compare how parents from this school on average responded to the READ JAX parent poll average from all 8 target schools. Bolded items are statistically significantly different from the sample average (which are listed in parentheses beneath each item). Orange bolded items are statistically different in a positive direction. Blue bolded items are statistically different in a negative direction.

Truancy Rate (48%)	% of ELLs (11%)	%Passed 3rd Grade ELA FSA (23%)	% African American/ Black (66%)	% Hispanic/Latine (14%)	%Economically Disadvantaged (62%)
43%	**4%**	22%	**72%***	9%	**56%**

Concerned about literacy (75%)	Children read on their own everyday (39%)	Finds resources "very easy" to access (39%)	Parent reads with child everyday (35%)
74%	43%	**46%**	38%
Unsure where to buy books (20%)	Difficult to find time to read with child (33%)	Difficult to find native language (15%)	Schools should provide better resources (72%)
13%*	34%	10%	69%

School Library (15%)	Community public library (27%)	Online or brick and mortar bookstore (32%)	Family and friends (20%)	Reading tutor and mentor (60%)	Church or a place of worship (45%)	Nonprofit or CBO (57%)
11%	23%	**22%***	15%	**69%***	45%	58%

Insights

- School has a full-time media specialist.
- Science of reading may be pushed here to improve reading scores.
- Likely have good partnerships with CBOs in the area.
- Increase parent awareness and access of existing school resources.

School 4
The tables below compare how parents from this school on average responded to the READ JAX parent poll average from all 8 target schools. Bolded items are statistically significantly different from the sample average (which are listed in parentheses beneath each item). Orange bolded items are statistically different in a positive direction. Blue bolded items are statistically different in a negative direction.

Truancy Rate (48%)	% of ELLs (11%)	%Passed 3rd Grade ELA FSA (23%)	% African American/ Black (66%)	% Hispanic/Latine (14%)	%Economically Disadvantaged (62%)
37%*	**24%***	19%	**53%***	**22%***	56%

Concerned about literacy (75%)	Children read on their own everyday (39%)	Finds resources "very easy" to access (39%)	Parent reads with child everyday (35%)
78%	43%	**22%***	**22%***
Unsure where to buy books (20%)	Difficult to find time to read with child (33%)	Difficult to find native language (15%)	Schools should provide better resources (72%)
26%	**66%***	17%	70%

School Library (15%)	Community public library (27%)	Online or brick and mortar bookstore (32%)	Family and friends (20%)	Reading tutor and mentor (60%)	Church or a place of worship (45%)	Nonprofit or CBO (57%)
13%	22%	30%	**30%***	61%	39%	**30%***

Insights

- Area under development/undergoing changes.
- Resources to support high Hispanic/Latine population (e.g., WIDA assessment training).
- Differentiation support for various levels of English fluency.
- Possibly more partnerships with CBOs & deeper work with parents.

School 5

The tables below compare how parents from this school on average responded to the READ JAX parent poll average from all 8 target schools. Bolded items are statistically significantly different from the sample average (which are listed in parentheses beneath each item). Orange bolded items are statistically different in a positive direction. Blue bolded items are statistically different in a negative direction.

Truancy Rate (48%)	% of ELLs (11%)	%Passed 3rd Grade ELA FSA (23%)	% African American/ Black (66%)	% Hispanic/Latine (14%)	%Economically Disadvantaged (62%)
46%	**17%**	**41%***	**50%***	**25%***	59%

Concerned about literacy (75%)	Children read on their own everyday (39%)	Finds resources "very easy" to access (39%)	Parent reads with child everyday (35%)
63%*	**28%***	**50%***	31%
Unsure where to buy books (20%)	Difficult to find time to read with child (33%)	Difficult to find native language (15%)	Schools should provide better resources (72%)
22%	33%	16%	**63%***

School Library (15%)	Community public library (27%)	Online or brick and mortar bookstore (32%)	Family and friends (20%)	Reading tutor and mentor (60%)	Church or a place of worship (45%)	Nonprofit or CBO (57%)
22%	28%	**44%***	19%	**72%***	47%	**69%***

Insights

- Highly involved school leader, work to understand practices and share out, which might explain higher scores.
- Indicators suggest parents are relying on school resources more than home time for literacy.
- Deeper work with parents for out of school time practices.

School 6

The tables below compare how parents from this school on average responded to the READ JAX parent poll average from all 8 target schools. Bolded items are statistically significantly different from the sample average (which are listed in parentheses beneath each item). Orange bolded items are statistically different in a positive direction. Blue bolded items are statistically different in a negative direction.

Enrollment (sample average 348)	Truancy Rate (48%)	% of ELLs (11%)	%Passed 3rd Grade ELA FSA (23%)	% African American/ Black (66%)	%Hispanic/Latine (14%)	%Economically Disadvantaged (62%)
451	50%	**0%***	25%	**71%***	8%	**69%***

Concerned about literacy (75%)	Children read on their own everyday (39%)	Finds resources "very easy" to access (39%)	Parent reads with child everyday (35%)
81%*	**32%**	37%	39%
Unsure where to buy books (20%)	Difficult to find time to read with child (33%)	Difficult to find native language (15%)	Schools should provide better resources (72%)
23%	34%	19%	**84%***

School Library (15%)	Community public library (27%)	Online or brick and mortar bookstore (32%)	Family and friends (20%)	Reading tutor and mentor (60%)	Church or a place of worship (45%)	Nonprofit or CBO (57%)
12%	22%	32%	12%	61%	42%	61%

Insights
- Community library and middle school, geographically, very nearby, increase parent awareness and pathways for access.
- No reported ELs.
- Investigate additional community resources & parents perception of them.

School 7

The tables below compare how parents from this school on average responded to the READ JAX parent poll average from all 8 target schools. Bolded items are statistically significantly different from the sample average (which are listed in parentheses beneath each item). Orange bolded items are statistically different in a positive direction. Blue bolded items are statistically different in a negative direction.

Truancy Rate (48%)	% of ELLs (11%)	%Passed 3rd Grade ELA FSA (23%)	% African American/ Black (66%)	% Hispanic/Latine (14%)	%Economically Disadvantaged (62%)
47%	**1%***	19%	**90%***	**4%***	66%

Concerned about literacy (75%)	Children read on their own everyday (39%)	Finds resources "very easy" to access (39%)	Parent reads with child everyday (35%)
82%	**47%**	**47%**	35%
Unsure where to buy books (20%)	Difficult to find time to read with child (33%)	Difficult to find native language (15%)	Schools should provide better resources (72%)
6%*	**12%***	**6%***	**82%***

School Library (15%)	Community public library (27%)	Online or brick and mortar bookstore (32%)	Family and friends (20%)	Reading tutor and mentor (60%)	Church or a place of worship (45%)	Nonprofit or CBO (57%)
24%	**12%***	**47%***	12%	**47%***	47%	**47%***

Insights
- School reported 1% of students identified as ELs.
- Parents are likely relying on school for most reading resources but want more, investigate parent perceptions here.
- Buying books online is likely driving sureness of resources, but we can't assess quality.
- Work with faith-based communities to expand awareness, access, and existing quality of resources.

School 8

The tables below compare how parents from this school on average responded to the READ JAX parent poll average from all 8 target schools. Bolded items are statistically significantly different from the sample average (which are listed in parentheses beneath each item). Orange bolded items are statistically different in a positive direction. Blue bolded items are statistically different in a negative direction.

Truancy Rate (48%)	% of ELLs (11%)	%Passed 3rd Grade ELA FSA (23%)	% African American/ Black (66%)	% Hispanic/Latine (14%)	%Economically Disadvantaged (62%)
51%	**26%***	20%	**43%***	**28%***	63%

Concerned about literacy (75%)	Children read on their own everyday (39%)	Finds resources "very easy" to access (39%)	Parent reads with child everyday (35%)
61%*	**29%***	35%	32%
Unsure where to buy books (20%)	Difficult to find time to read with child (33%)	Difficult to find native language (15%)	Schools should provide better resources (72%)
38%*	**41%***	**33%***	65%

School Library (15%)	Community public library (27%)	Online or brick and mortar bookstore (32%)	Family and friends (20%)	Reading tutor and mentor (60%)	Church or a place of worship (45%)	Nonprofit or CBO (57%)
6%	29%	26%	21%	53%	**53%***	50%

Insights
- Area under development, wealth disparity, not a lot of community literacy resources.
- Have significantly higher population of students designated as ELs.
- Investigate school & CBOs relationships with parents.
- Improve resources for parents who speak first language other than English.
- Leverage businesses & faith-based orgs in the area to improve resources outside of school.

2024 Work with Parents and Literacy Enhanced Afterschool Partners on Parent Survey

After consulting with the experts on the READ JAX steering committee, literacy enhanced afterschool providers (LEAP), and PWL Alumni, who were engaged in targeted interventions in family engagement in 8 target schools, the decision was made to shift parent poll/survey questions to include external factors which are barriers to attendance.

While LEAP partners are able to capture student growth, parent satisfaction and literacy practices, and resource provision of participants in their programs, they identified a gap in a foundational enabling condition of their work, chronic absenteeism. Chronically absent students cannot benefit from LEAP after-school programming because participation requires school-day attendance. Partners requested support with filling in the gap of their data by incorporating this into their surveying of parents. The domains for this survey were drawn from Ecological Systems Framework as well as community convening feedback; the items were drawn from empirically validated tools. The domains are transportation, safety, major life events, school operations, and institutional resources.

Early Parent Survey Numbers

In total, about 320 parent responses to surveys provided by LEAP providers, Parents Who Lead, or gathered at other literacy and student success led events. Overall, 7 out of the 8 target schools reported significant increases in parent engagement and responses to surveys. Schools report a range of 40% to 100% increase in family engagement and ratings of utility of literacy, attendance, and wrap around supports provided by all partners engaged in this project. Below is a high level summary of improvement in family engagement across contexts.

School	Family Engagement in Support in Target Schools
School 3	Over 60% increase in parent engagement and over 80% satisfaction
School 4	Over 40% increase in parent engagement and over 80% satisfaction
School 5	Improved and sustained 84% parent engagement
School 1	None attributed to any partnership

School 2	Over 100% increase in family engagement- up from 92 to 1,500 participants
School 6	Over 80% increase in parent engagement and over 80% satisfaction
School 8	Over 50% of lowest performing quartile 3rd grade students; 4% average daily attendance rate increase to 89%
School 7	Over 60% increase in parent engagement and unspecified increase in parent trust

Through a combination of utilizing Parents Who Lead and Literacy Enhanced Afterschool Providers, parent engagement and uptake of literacy best practices has increased in all target schools. This next year is focused on neighborhood specific barriers that can further streamline and accelerate collective progress.

Appendix 1 Parents Who Lead Cohort VI

Sunil Ancha
Heidi Ashbaugh
Miluska Bento
Candece Downey
Amanda Dierking
Janez Eberheart
Annie Gordon
Sequoyah Lindsey-Taylor
Jeannie Martinez
Shameca Rollins
KaTori Roussel
Kelly Sharkey
Jennifer Smith
Kennethia Smith
Allen Sorreson (No longer participating)
Clara Sowers
Celita Wilson
Christine Wolfe
Monalisa Youn

Appendix 2 Program Curriculum

Curriculum Schedule

Saturday:

January 25	9:00 a.m.-3:00 p.m.	Retreat	Creating a Caring Community for Children
June 28	9:00 a.m.-1:00 p.m.	Graduation	

Thursday:

Phase One

January 30	5:30 p.m.-8:30 p.m.	Session I	Thriving with Diversity in the Group Process
February 6	5:30 p.m.-8:30 p.m.	Session II	The Change Process
February 13	5:30 p.m.-8:30 p.m.	Session III	Parents as Change Agents
February 20	5:30 p.m.-8:30 p.m.	Session IV	How to Define a Problem and Work Toward a Solution
February 27	5:30 p.m.-8:30 p.m.	Session V	The Intentional Use of Language
March 6	9:00 a.m.-3:30 p.m.	Session VI	Learning How a Community Works
March 13	5:30 p.m.-8:30 p.m.	Session VII	How Local Systems Work and How to Interact with Them
March 27	5:30 p.m.-8:30 p.m.	Session VIII	Networks

*** SPRING BREAK ***

April 3	5:30 p.m.- 8:30 p.m.	Session IX	The Power of the Media and How to Use it
April 10	5:30 p.m.-8:30 p.m.	Session X	Using Your Voice

Phase Two

April 17	5:30 p.m. - 8:30 p.m.	Session XI	The Life Cycle of the Child and the Functions of the Family
April 24	5:30 p.m.-8:30 p.m.	Session XII	Social &Economic Trends Affecting Children & Families
May 1	5:30 p.m.-8:30 p.m.	Session XIII	What is Public Policy?
May 8	5:30 p.m.-8:30 p.m.	Session XIV	How do we Understand Law
May 15	5:30 p.m.-8:30 p.m.	Session XV	How the State Works
May 22	5:30 p.m.-8:30 p.m.	Session XVI	How a City Works
May 29	5:30 p.m.-8:30 p.m.	Session XVII	Budgets – From Wallets to State-It's all Money & Priorities
June 5	5:30 p.m.-8:30 p.m.	Session XVIII	Evaluation, Outcomes and Accountability
June 12	5:30 p.m.-8:30 p.m.	Session XIX	The Magic of the Unexpected Forming New Alliances
June 26	5:30 p.m.-8:30 p.m.	Session XX	Language: Packaging and Moving Agendas

Appendix 3 Original Parent Poll

PARENT. Are you the parent or guardian of a child under 12 who lives in Duval County?
1. Yes
2. No [SKIP TO END]

CONSENT. Thank you for your time. This survey should take less than 7 minutes to complete, and your responses are confidential. You may terminate the call at any time. If there are any questions you do not wish to answer, just let me know and we'll move onto the next one.

LITRATE. How concerned are you about literacy in Duval County?
1. Very concerned
2. Somewhat concerned
3. Not very concerned
4. Not at all concerned
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

READOFT. How often do you think elementary school children should read outside of school (not including for homework)?
1. Every day
2. A few times per week
3. Once per week
4. Less than once per week
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

How important do you believe early literacy skills are in each of the following categories:

ACHIEVE. Overall academic achievement
1. Very important
2. Somewhat important
3. Not very important
4. Not at all important
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

SOCIAL. Social and emotional skills and communication
1. Very important
2. Somewhat important
3. Not very important
4. Not at all important
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

GRAD. Likelihood of graduation from high school
1. Very important
2. Somewhat important
3. Not very important
4. Not at all important
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

ECON. Economic productivity and success
1. Very important
2. Somewhat important
3. Not very important
4. Not at all important
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

BEHAVE. Overall behavior
1. Very important
2. Somewhat important
3. Not very important
4. Not at all important
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

The following questions are about your child's reading activity. If you have more than one child under 12, please answer these questions on behalf of your child that is *closest* to being in 3rd grade.
INTERVIEWER NOTE: If it's a tie, go with the youngest.

TOGETHER. In a typical week, how often do you read with your child (not including for homework)?
1. Every day
2. A few times per week
3. Once per week
4. Less than once per week
5. Never
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

ALONE. In a typical week, how often does your child read on their own (not including for homework)?
1. Every day
2. A few times per week
3. Once per week
4. Less than once per week
5. Never
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

SELF. In a typical week, how often do *you* read, yourself?
1. Every day
2. A few times per week
3. Once per week
4. Less than once per week
5. Never
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

ACCESS. How would you rate the ease of access to reading and literacy resources in your community?
1. Very easy
2. Somewhat easy

3. Somewhat difficult
4. Very difficult
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

Please indicate the extent to which you agree or disagree with the following statements [rotate UNSURE – TIME]:

UNSURE. I am unsure of where to find books for my child to read.
1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

LANG. It is difficult for me to find books in my (or my child's) native language.
1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

TIME. It is difficult to find time to support my child with reading
1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

RESOURCE. Schools should provide better resources for reading and literacy.
I am going to read you a list of resources for reading and literacy. Please indicate how often each of these resources help support your child's reading and early literacy development **in a typical week.**
SCHOOL. A school library.
1. Every day
2. A few times per week
3. Once per week
4. Less than once per week
5. Never
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

PUBLIC. A community public library
1. Every day
2. A few times per week
3. Once per week
4. Less than once per week
5. Never
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

BOOKSTORE. An online or brick and mortar bookstore
1. Every day
2. A few times per week
3. Once per week
4. Less than once per week
5. Never
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

FRIEND. Friends and family members
1. Every day
2. A few times per week
3. Once per week
4. Less than once per week
5. Never
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

TUTOR. A reading tutor or mentor
1. Every day
2. A few times per week
3. Once per week
4. Less than once per week
5. Never
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

CHURCH. A church or place of worship
1. Every day
2. A few times per week
3. Once per week
4. Less than once per week
5. Never
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

ORG. A nonprofit or community-based organization
1. Every day
2. A few times per week
3. Once per week
4. Less than once per week
5. Never
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

RESP. I am going to read you a list of people and entities. Please tell me which of the following you think has the greatest responsibility in supporting your child's early literacy development. Please choose your **top three**. [SELECT 3] [ROTATE CHOICES 1-8]
1. Your child's teacher(s)
2. Yourself (or another parent/guardian of my child)
3. Local businesses
4. Local nonprofit organizations

5. Public or school librarians
6. Friends and family members
7. Tutors and mentors
8. Someone else:_____
88. Don't know [VOLUNTEERED]
99. Refusal [VOLUNTEERED]

These last few questions are for statistical purposes, so we can compare your responses to others in the survey.

ZIPCODE. What is your zip code?   _____
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

YEAR. In what year were you born?   _____
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

[IF YEAR>=8]
AGE. Which of the following categories best describes your age? Are you:
1. 18-24
2. 25-34
3. 35-44
4. 45-54
5. 55-64
6. 65 or older
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

CHILDGRADE. Thinking of the child you answered the above questions about, what is their current grade level in school? [INTERVIEWER CODED]
1. Hasn't started school yet
2. Pre-K
3. Kindergarten
4. 1st grade
5. 2nd Grade
6. 3rd Grade
7. 4th Grade
8. 5th Grade
9. 6th Grade
10. 7th Grade
11. 8th Grade or more
88. Don't Know [VOLUNTEERED]
99. Refusal [VOLUNTEERED]

FSA. Do you know what your child scored on the English Language Arts FSA last school year?
1. Yes
2. No
3. Not applicable
8. Don't Know [VOLUNTEERED]
9. Refusal [VOLUNTEERED]

HOMELANG. Which language do you speak in your home most often?
1. English

2. Spanish
3. Something else: _____

HISPANIC. Are you of Latino or Hispanic ethnic background?
1. Yes [SKIP TO EDUC]
2. No

RACE. What is your racial background? Are you:
1. White/Caucasian
2. Black/African-American
3. Asian
4. Native American
5. Other: _____

EDU. What is your highest grade in school or year of college you have completed?
1. Less than high school degree
2. High school graduate/GED
3. Currently in college or has AA degree
4. Bachelor's degree (B.A. or B.S.)
5. Graduate degree or post-graduate degree (M.A., M.S., MBA, PhD, M.D., J.D.)

LLCELL. Are we reaching you today on a landline or cell phone?
1. Landline
2. Cell phone

SEX. Sex of respondent [INTERVIEWER IDENTIFY]
1. Male
2. Female

CLOSING. Thank you for your time. As mentioned, this survey is being conducted by the Public Opinion Research Laboratory at the University of North Florida on behalf of the Jacksonville Public Education Fund (JPEF) to learn about perceptions and behaviors around reading and literacy. If you have any questions regarding this survey or the rights of research subjects, please contact Dr. Michael Binder at 904-620-2784.

Appendix 4 Updated Parent Poll/Survey

Domain	Indicators	Example item (Response Options)
Transportation Equity (Access & Cost Barriers)	Distance (time)	About how long in minutes does it take you to get your child(ren) to school? (Time in minutes)
	Distance (milage)	About how far in miles is your child's school from your place of residence? (Distance in miles)
	Primary modality of getting to school	How does your child travel to school most days? (walk, car, bus, bike, other public transit).
	Consistent bus access (if respondent chooses bus for primary modality)	How often does the bus arrive on time? (Every day, Most Days, Sometimes, Rarely) How easy is it for you to get to the bus stop? (Very easy, easy, somewhat difficult, very difficult). Has your bus daily schedule or route changed in the past 6 months? (Yes No, Unsure)
	Consistent independent car access; not shared or in shop (if respondee chooses car for primary modality)	Do you have a license? (Yes, No, Not right now Do you have your own personal vehicle? Yes, No, Not right now
	Sidewalks/Walkability (if respondee chooses car for primary modality)	Are there sidewalks along the walk from your residence to your school? (Yes, No, Unsure) What condition are they in: (perfect, poor, moderate, poor)

	Average monthly cost (gas, maintenance, passes)	(if respondee chooses car for primary modality) About how much do you spend on gas per month? (Amount in U.S. dollars) (if respondee chooses car for primary modality) How frequently do you pay for routine maintenance? (e.g., oil change, tire rotation) (# times per year) When was the last time you had an unexpected major repair? This refers to anything that requires the car to stay at the shop for more than one day. (Amount in U.S. dollars)
Safety (Perceived Barriers)	Feeling safe walking to school/work	My child(ren) can walk to school without crossing major highways or streets. (Agree, Disagree, Unsure).
	Neighborhood Violence	People can travel freely anytime, anywhere, including late at night without being on alert (Agree, Disagree, Unsure). People feel safe and secure in their homes. (Agree, Disagree, Unsure). People aren't worried they will be a victim of a crime. (Agree, Disagree, Unsure). People are not harassed when walking down the street. (Agree, Disagree, Unsure). Can you tell me a story about why you feel that way? (Open ended)
School Operations (Structural & Policy Driven Barriers)	School change	In the past year, has your child(ren)'s school changed? (Yes, No) Open ended question for why (anticipated reasons include): - Child's school closed - Family moved - Child is in foster care - Child's school is planned closed - Other

	Schedule change	In the past year, has your child(ren)'s school schedule changed? (Yes, No, Unsure). Open ended question for why (anticipated reasons include): - Child's school closed - Family moved - Child is in foster care - Child's school is planned closed - Other
	Administrative change	In the past year, has your child(ren)'s Principal or other administrative staff changed? (Yes, No, Unsure)
	Consistent school bus access	How often does the school bus arrive on time? (Every day, Most Days, Sometimes, Rarely) How easy is it for your child(ren) to get to the bus stop? (Very easy, easy, somewhat difficult, very difficult). Has your bus daily schedule or route changed in the past 6 months? (Yes No, Unsure, my child uses the same bus as me to get to school)
	OST programs utilized	Does your child attend after school or out of school time programs? (Yes, No, Unsure If so can you please select/name any organizations you've seen in that space? (READ USA, Communities in School, Boys and Girls Club, The Performers Academy, Girl Scouts, MaliVai Washington Youth Foundation, Born 2 Excel, YMCA, OTHER_____)
	Relationships with school staff	Do you feel welcome at your child's school? (Always, Sometimes, Rarely, Never, Unsure_____) Do you feel the staff at your child(ren)'s school care about your child(ren) and family? (Always, Sometimes, Rarely, Never, Unsure_____)

		Do the admin follow through on promises they've made to you? (Always, Sometimes, Rarely, Never, Unsure_____) Can you provide a story about why you responded this way?
	Communication from school	Are you satisfied with how often and in what way school staff communicates with you about your child? (Yes, No, Unsure) Please explain why you answered this way (Open ended)
Major Life Events (Individual Barriers)	Moved (last 6 months)	In the last 6 months, have you…. insert life event here e.g., started a new job? (Inventory checklist; no audible response required).
	Death of a family member	
	Birth of a family member	
	Marriage	
	New job	
	Job loss	
	Divorce	
	Justice involvement	
	Unhoused/Insecure Housing	In the past 12 months, have you slept in any of the following places? (Please check all that apply) ● In a rented or owned house, mobile home, or apartment (alone or with non-family members)

		● In a rented or owned house, mobile home, or apartment with my family (parent, guardian, or relative) ● At a shelter ● In a camper ● Temporarily staying with a relative, friend, or couch surfing until I find other housing ● Temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel) ● In transitional housing or independent living program ● At a group home such as halfway house or residential program for mental health or substance abuse ● At a treatment center (such as detox, hospital, etc.) In the past 12 months, how many times have you moved? (Open Ended) In the past 12 months, was there a rent or mortgage increase that made it difficult to pay? (Yes, No, Unsure) In the past 12 months, did you not pay or underpay your rent or mortgage? (Yes, No, Unsure)
	Domestic Abuse/other ACES	Does/did anyone in your home ever hit, punch, beat, or threaten to harm each other? (Yes, No, Unsure)
Institutional Resources (Interpersonal & Historical Barriers)	Trust	How strongly do you agree or disagree with the following statements (Strongly Agree, Somewhat Agree, Neither agree or Disagree, Somewhat Disagree, Disagree): ● The healthcare system can be trusted ● The police can be trusted ● The school system can be trusted ● Community providers can be trusted (such as the after school programs) ● Social Services can be trusted ● Social Workers can be trusted ● The justice system can be trusted ● Your neighbors can be trusted

		● Your co-workers can be trusted
	Awareness & Access	What do you feel is the biggest problem in your neighborhood? (Open Ended) What do you think should be done about that problem? (Open Ended) Do you feel social services and programs provide a benefit to families in your neighborhood? (Yes, No, Unsure) If you found out there was a program/intervention/organization tackling that issue, would you be open to receiving any information from them? (Yes, No, Unsure). Does anything prevent you from accessing hospitals, schools, or additional resources in the community, if so what? (Open ended)

Additional factors to include in analyses:
- Infrastructure spending
- Rate of poverty
- Rate of disability
- External data sources on neighborhood safety
- Principal years of experience
- Home zip code & School zip code

Open Ended
- Is there anything we did not ask about or talk about that affects why you go to school?

Sidewalk quality definitions:
- Perfect/ Very Good – No defects or nearly no defects and no surface conditions that would impact mobility.
- Good – Sidewalks have some cracks or other imperfections, but not to the degree that they present immediate significant mobility concerns.
- Moderate – Sidewalk has some deterioration which may currently or immediately present mobility challenges.

- Poor – Sidewalk presented immediate mobility concerns and/or risk near-term deterioration.
- Critical – Sidewalk has significant damage or other conditions which make it nearly completely impassable for individuals on mobility-assistance devices.