

## **ParentCamp: Improving Literacy Outcomes Packet**

**October 14, 2016**

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# PARENCAMP: IMPROVING LITERACY OUTCOMES



## U. S. DEPARTMENT OF EDUCATION WASHINGTON D. C. OCTOBER 14, 2016



The U.S. Department of Education is celebrating the first anniversary of ParentCamp with a focus on improving literacy outcomes for all students. This ParentCamp offers an opportunity to share experiences, opinions, hopes and ideas that will improve the education and well-being of all children and their families.



**Event Location:**  
United States Department of  
Education  
400 Maryland Ave, SW  
Washington, DC 20202

**Event Date:** October 14, 2016  
**Event Time:** 8:00 AM—12:30 PM  
**Doors Open:** 8:00AM (Please  
use C Street Entrance)

**Interested in attending ParentCamp: Improving Literacy Outcomes?**  
[Register](#). Space is limited.

**Interested in leading a discussion?**

On the registration form list the topic and indicate that you will be a facilitator. (sessions can be led by students, parents, community leaders and educators)

# **PARENTCAMP: IMPROVING LITERACY OUTCOMES**

**U. S. DEPARTMENT OF EDUCATION  
WASHINGTON D. C.  
OCTOBER 14, 2016**

Our goal is to model, and provide a platform for, parent-teacher conversations ranging across curricular, technological, social-emotional and other family engagement themed topics; discussed by parents and teachers. One of the goals of parentcamp is to have an ongoing collaborative dialogue that will build relationships, home-school-community, in the best interests of the children. All sessions offered will support student social, emotional, academic and behavioral needs.

**Interested in attending ParentCamp: Improving Literacy Outcomes?**  
*Register here.* Space is limited.

**Interested in leading a discussion?**

*On the registration form list the topic and indicate that you will be a facilitator. (sessions can be led by students, parents, community leaders and educators)*

**Event Location:**  
**United States Department of Education**  
**400 Maryland Ave, SW**  
**Washington, DC 20202**

**Event Date: October 14, 2016**

**Event Schedule:**

**Doors Open: 8:00AM (Please use C Street Entrance)**

**Registration/Breakfast: 8:00AM - 9:00AM**

Han, Young-chan; Jasper, Carrie; Love, Jennifer/ ParentCamp: Innovative Strategy to Engage Families  
(February 24, 2017, 10:30-11:30 a.m.)

**Welcome: 9:00AM, Barnard Auditorium**

**Keynote Address:**

**#ParentCamp Groundrules: 9:25 AM**

**Session 1: 9:40 AM - 10:10 AM**

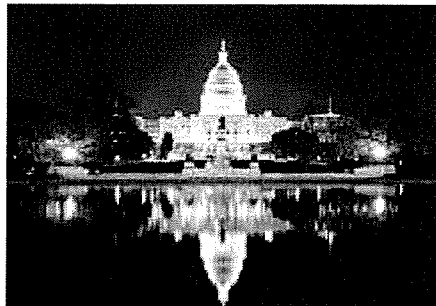
**Session 2: 10:20 AM – 11:00 AM**

**Session 3: 11:10 AM - 11:50 AM**

**Return to auditorium: 11:50 AM – 12:00 PM**

**Parent Smackdown/SHAREOUT/Closing: 12:00 PM – 12:30 PM**

**Lunch/Networking: 12:30 PM - 2:00PM**





September , 2016

Dear \_\_\_\_\_,

The U. S. Department of Education's (ED) Offices of Elementary and Secondary Education; English Language Acquisition; Special Education and Rehabilitative Services; Communications and Outreach; and Federal Student Aid; along with the Center for Faith-based and Neighborhood Partnerships are hosting the 2016 ParentCamp: Improving Literacy Outcomes to promote family engagement and provide an opportunity educators, students, parents, and community and faith-based representatives to converse with each other about academic success for all children. The ParentCamp focuses on opening the lines of communication between home, school, and community and providing practical solutions and tips on partnering and sharing the responsibility for the learning process of the children.

The 2016 ParentCamp: Improving Literacy Outcomes will be held in Washington D.C. at the U. S. Department of Education, 400 Maryland Ave. S.W. on October 14, 2016 from 8:00 am until 12:30pm (note: insert correct times). The goal of the Parent Camp is to develop parent leaders. To accommodate that development ED will need facilitators. Would you be able to facilitate \_\_\_\_\_ (number of sessions) sessions, 40 minutes in length? The session we ask you to facilitate is \_\_\_\_\_ on Friday, October 14. Your participation would be vital by assisting in the initiation of conversation between educators and parents.

We hope your busy schedule will permit you to participate. If you can attend, please email \_\_\_\_\_ by \_\_\_\_\_, 2016. Attached, are the guidelines for facilitators and questions that will help in initiating conversation with the group.

Parents, educators, parent leaders, community and faith-based representatives will be able to network immediately after the Parent Camp. We would hope you can participate in this facet as well.

ParentCamp: Improving Literacy Outcomes is **FREE**. All hotel, flight and travel expenses will be the responsibility of the facilitator.

Sincerely,

The Planning Committee for Parent Camp International



## Guidelines for Facilitators

You were selected to facilitate your session because of your content expertise, ability to facilitate conversations with diverse stakeholders, and sensitivity to the issues facing all families and students. We are providing you with these guidelines to best prepare you for the day. We appreciate your participation for this important opportunity to collaborate with families.

### A Word about the ParentCamp Model:

The ParentCamp experience is an ‘unconference’ opportunity for parent leaders, educator connectors, and community leaders to come together and model the following four core beliefs:

1. All parents have dreams for their children and want the best for them.
2. All parents have the capacity to support their children’s learning.
3. Parents and school staff should be equal partners.
4. The responsibility for building partnerships between school and home rests primarily with school staff, especially school leaders.<sup>1,2</sup>

ParentCamp is unlike other ‘conferences’ as the goal is shared dialogue and is based on the premise that everyone in the group has expertise to share. Therefore, **there are no presenters**, facilitators responsible for ensuring that everyone shares ‘air time’ equally, to prompt discourse through open-ended questions, and to keep the conversation flowing.

### Facilitator Guiding Principles:

In order to effectively embrace these beliefs and model the true spirit of ParentCamp International, the most effective facilitators will:

- Cultivate an environment where everyone can have equal ‘air time,’ be welcomed and encouraged to share their opinions and experiences; and
- Provide space for participants to reflect, consider, pause for interpretation, and articulate responses in a way that is respectful and mindful of parents’ customs and comfort levels.

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<sup>1</sup> ParentCamp retrieved from: <http://parentcampusa.weebly.com/what-is-parentcamp.html> .

<sup>2</sup> Henderson, Mapp, Johnson, and Davies. (2007) *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. Pp. 27-43.

## **Guiding Questions:**

**(Include only the session for the facilitator)**

### **Session Times:**

<b>Session 1</b>	<b>9:40-10:20</b>
<b>Session 2</b>	<b>10:30-11:10</b>
<b>Session 3</b>	<b>11:20-12:00</b>

### **All in the Family: Improving Literacy for Children with Disabilities: (Kristen Kane, Lisa Blottenberg, Lyn Pollard, and Arianna Sweeney)**

1. In your school, how do parents with a child with special needs find out about programs and services that are available? Who would like to share their experience trying to get help for their child with special needs?
2. What are some other things you wish your district or school could do to help you and your child? What are some things they could do to help other parents who are new to special education or the district or school?
3. What information or support help was most helpful to you and your child?
4. What are some ideas you have about how to better help parents of children with disabilities in our schools and improve special education?

### **Beyond the Blocks: Supporting Early Literacy Before Kindergarten: ()**

1. Who would like to share their experience in early childhood programs? When you had young children or if you have young children, how did you find out about programs available for your children, like child care, preschool programs, etc.? What were the most important aspects of the program for you?
2. What are some things you wish the early childhood providers, district, or school could do to support your child's learning? If language was a barrier for you, or for people you may know, what suggestions do you have regarding ways that community groups could prepare parents to support their children's learning (i.e. libraries, after school programs, etc.)?
3. What are some resources that you have found helpful in helping your child become ready for school?

**A Bilingual Nation: Embracing Your Bilingualism: (Mania Missirian and Andrea Vincent)**

1. What are your dreams and aspirations for your child as he/she grows up in the United States? As parents, are there issues that you face in schools or in the community that make attaining these dreams and aspirations difficult?
2. What can parents (school or community) do to help children keep one's culture and heritage alive and at the same time, learn and adapt to a new culture? How can schools or the community (faith based/ community organizations, etc.) support parents and children to balance two cultures?
3. Can you share your experience with "cultural clash" with your child and how you were able to overcome that clash - e.g. socially, academically, emotionally? Has there been anything that has been particularly helpful?
4. What are some of the things you wish your schools were doing to help families feel welcomed, acknowledge your culture, or to help your children be proud of their cultural heritage?

**What's the difference between parent involvement, engagement and empowerment: (Peggy Cormeny)**

1. How would you define parent involvement, parent engagement, and parent empowerment; what does it look like in your school? How does your district support parents like yourselves?
2. What have you seen as the benefits of parent involvement? Parent empowerment and parent engagement?
3. We know it is important to link parent engagement to children's learning. What works in your school?
4. What ideas do you have to encourage more parents to become engaged in their schools? How might you reach out to the parents in your school?

**Community Cares: Where to Locate Resources that Support Literacy in Your Community: (Rev. Brenda Girton-Mitchell)**

1. Tell us about your experience as parents and community leaders, what are some of the issues you are seeing in the community? What community resources do you know of that are helping to combat these issues (specific examples), and how do families access them?



2. What are suggestions you have of how the community (non-profit and faith-based organizations, and businesses) can reach out to support families?
3. What are some ideas you have to strengthen the partnerships between schools, community, and faith-based organizations to support the immigrant community?

**How to get scholarships: ()**

1. What has been your experience in helping your child get ready for college?
2. What are some ways you feel that schools and school districts could help support you in getting your child ready for college or careers? in getting scholarships?
3. How well do you know of resources that are available (local, state, and federal level) for you and your children regarding scholarships?
4. What are your suggestions of how schools and school systems can support students and families in understanding what options for scholarships/funds are available to your child?

**Office of Civil Rights Guidance on Literacy: (Olegario Cantos)**

1. What has been your experience in enrolling, receiving support, and understanding the school program?
2. What are some things you wish the district/school would do to make it easier for students (and families) to be ready to learn?
3. How are schools and school districts communicating rights of parents and students?
4. What are some ideas you have to improve the ways the schools serve the needs of students and families?

## Helpful Suggestions for Facilitators

At the beginning of your session (you can put into your own words):

- Welcome all participants to your session.
- Explain that the session is 40 minutes and the purpose is have a conversation around: [Read your topic area]
- Let participants know that everybody will have an opportunity to talk which is the purpose of the day to give parents an opportunity to discuss a specific topic.

During your session:

- Encourage all participants to share their opinions and experiences.
- Provide time for participants to reflect on thoughts, consider what others may be saying, pause for interpretation if needed, and articulate responses in a way that is respectful and mindful of parents' customs and comfort levels.

Sample conversation starters:

- Who would like to share their experience about (topic of session).....
- What are some things you have tried with your children to .....
- What are some things you wish your school district or school could do to support families to (or so they can).....
- What are some things you can do in your child's school or community to help other parents/families with....

At the end of the session:

- Let participants know when they have 5 or 10 minutes left until the end of the session.
- Provide enough time to wrap up the session.
- You may want to ask parents to offer any take-away thoughts/messages from the discussion.
- Thank everyone for their time and participation in the discussion.

## Monitors' Guidelines

Thank you for agreeing to be a monitor at the ParentCamp. Your tasks are very simple!

- Welcome folks into the room and guide them to the chairs.
- Once all chairs are taken use your best judgment as to how many more people should be allowed into the room. I recommend no more than 5 people leaning against the walls, and even then for some rooms this may prove too crowded.
- Once the cut off is reached you will have to turn people away. Do so courteously and lovingly. ☺
- The lead facilitator will begin the session on time. (You do not have to introduce the facilitator(s)).
- **As a monitor you will be required to take notes of all the sessions you cover. We hope to have Google Docs so you will need a laptop or IPAD with you to enter the notes in Google Docs. Go to the topic you are covering enter the time of your session, your name, then type the notes, thoughts from individuals as they are shared in the group.**
- ***In the event you don't have a computer a flipchart with magic marker will be in the room to jot down all notes.***
- As the session wraps-up please remind folks to complete the appropriate section of their evaluation form. Tell them that they will turn in the evaluation form prior to leaving, after the Share Out session. Pens and pencils will be available in auditorium.
- **Be sure to stop the session on time. Let the facilitator know the session must end in 5 to 10 minutes.**

### Tips:

- You may want to familiarize yourself with where the restrooms are so that you can steer people that way.
- Obtain a program.
- Let attendees know that there will be ED staff and others in the halls to help guide them to the next session and interpret if needed.
- The day begins and ends in the auditorium.

Thank you so much for your help!

## **Language Access Information Sheet for ParentCamp**

### **Definitions:**

**Interpreter:** One who renders SPOKEN (oral) word from one language to another.

**Translator:** One who renders WRITTEN word from one language to another.

### **Skills needed to be a successful interpreter:**

1. Mastery of two languages
2. Knowledge of the topic
3. Ability to function as a cultural broker

### **Three modes of interpreting used in community setting including education.**

1. **Consecutive Interpreting** – The speaker pauses after uttering a complete thought, and waits for the interpreter to render the meaning into the other language. Consecutive interpreting works best for parent/teacher conferences given the small groups and informal setting.
2. **Simultaneous Interpreting** – the interpreter listens and renders into the other language the meaning he understands with 5-6 second lag behind the speaker. This requires tremendous concentration since the interpreter must listen and speak simultaneously. This type of interpreting can be very effective in large group conferences and lectures and would need the appropriate technology.
3. **Whispered Interpreting** – When equipment for simultaneous interpretation is not available; an interpreter whispers into the ear of one or two people who require interpreting services using simultaneous interpreting.

### **For ParentCamp:**

- Simultaneous Interpreting will be used in the rooms with interpreting equipment.
- Whispered Interpreting (simultaneous interpreting) will be used in rooms without the equipment. Interpreter will interpret for one to two parents.
- When an LEP parent has a question or a comment, the interpreter will use either simultaneous or consecutive interpreting to convey parent's comments to the group and the facilitator. When possible, use simultaneous interpreting.

## **CHECKLIST What's left to do**

Make sure all rooms available  
Invitations sent  
Facilitators invitations sent with guidelines  
Facilitators accepted invitation  
Schedule for day complete with facilitators assigned  
Programs completed and printed  
Decorations/signs  
Set up tables in hall for registration and agency presenters  
Make sure rooms are set up for attendees  
Make sure signs are up for Welcome and which way to restrooms  
Make sure you alert HELPDESK about trash removal - see Jenny  
Make sure you have escorts for sessions in library and on fifth floor  
Make sure list has been sent to Chris Strambler and Visitors Desk  
Make sure guards are alerted as to the number of folks coming that day  
Talk to caterers about where to set up breakfast and lunch  
    Make sure lunches and breakfast are set up in auditorium  
Make sure food out before attendees arrive  
Make sure at least four people at registration area  
Make sure registration area is set up  
Make sure every office has resources on resource table in hall  
Make sure members of planning committee join one or more sessions to keep conversations going  
Make sure chart showing what sessions are available is visible in hall or auditorium  
Make sure signs are outside each room identifying session  
Have someone walk around to make sure sessions start and end on time.  
Have evaluation forms  
Set up hall way and auditorium the night before  
Have staff to help direct people to correct rooms  
Be sure there are programs for everyone  
Have attendees make badges – first name only  
Who will write a blog?  
Will it be covered by press

Han, Young-chan; Jasper, Carrie; Love, Jennifer/ ParentCamp: Innovative Strategy to Engage Families  
(February 24, 2017, 10:30-11:30 a.m.)

Will it be streamed – see Scott Wagner

Will we be able to tweet during the event

Paul Wood is the photographer

Can it be taped for posterity – Ask Scott Wagner

Debrief after event – October 14 immediately after the event

- For planning team
- Facilitators
- Monitors
- For attendees – email survey

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U.S. Department of Education

## ParentCamp: Improving Literacy Outcomes

October 14, 2016 ♦ 8 a.m. - 2 p.m.

### Agenda

8 - 8:50 a.m.	Registration—Breakfast
8:50 - 9:40 a.m.	<b>Announcement of Interpreting Service</b> <ul style="list-style-type: none"><li>♦ <b>Jennifer Love</b>, Family Engagement Specialist, Prince George's County Public Schools</li><li>♦ <b>Karina Hudack</b>, Program Specialist, Maryland State Department of Education</li><li>♦ <b>Sara Tae</b>, Community Liaison and Asian Outreach, Fairfax County Public Schools</li></ul>
	<b>Welcome</b> <ul style="list-style-type: none"><li>♦ <b>Frances Frost</b>, Family Ambassador</li></ul>
	<b>Opening Remarks</b> <ul style="list-style-type: none"><li>♦ <b>Libby Doggett</b>, Deputy Assistant Secretary for Policy and Early Learning</li></ul>
	<b>Schedule for ParentCamp</b> <ul style="list-style-type: none"><li>♦ <b>Young-chan Han</b>, Family Engagement/Title I Specialist Maryland State Department of Education</li></ul>
	<b>ParentCamp Ground Rules and Google Docs</b> <ul style="list-style-type: none"><li>♦ <b>Jeremy Bond and Joe Mazza</b>, ParentCamp Board Members</li></ul>
	<b>Acknowledgements</b> <ul style="list-style-type: none"><li>♦ <b>Julia Pile and Steve Santilli</b>, ParentCamp Board Members</li></ul>
9:40 - 10:20 a.m.	Session 1
10:30 - 11:10 a.m.	Session 2
11:20 a.m. - 12 p.m.	Session 3
12 p.m.	Return to Auditorium
	<b>Introduction for Keynote Speaker</b> <ul style="list-style-type: none"><li>♦ <b>Rev. Brenda Girton-Mitchell</b>, Director Center for Faith-Based and Neighborhood Partnerships</li></ul>
	<b>Keynote Speaker</b> <ul style="list-style-type: none"><li>♦ <b>Ralph Smith</b>, Senior Vice President and Managing Director The Campaign For Grade-Level Reading</li></ul>
12:40 - 2 p.m.	Lunch • Parent Share-Out • Networking • Feedback
1:30 - 2p.m.	ParentCamp: How to Run Your Own ParentCamp
2 p.m.	<b>Wrap-up</b> <ul style="list-style-type: none"><li>♦ <b>Min Kim</b>, Specialist International Student and Family Services, Howard County Public Schools</li></ul>

## PARTICIPANT FEEDBACK FORM

Please provide feedback, to help us improve the U.S. Department of Education's ***ParentCamp***.  
We appreciate your comments.

Please check all that apply: I am a

Parent \_\_\_\_\_ Community Leader \_\_\_\_\_ Educator \_\_\_\_\_ Other: \_\_\_\_\_

Sessions Attended: \_\_\_\_\_

### I. Sessions and Share Out

		Yes	No
1	Was the registration and check-in easy?		
2	Was the staff welcoming, friendly, and helpful?		
3	Did you learn anything new from the keynote speaker?		
4	Did the sessions meet your expectations?		
5	Were the sessions very informative?		
6	Did you learn from talking with other Parents?		
7	Were materials shared? If so, were they helpful?		
8	Did you learn new things in any sessions?		
9	Would you recommend any session to others? If so list below.		
10	Was the Share Out session worthwhile?		
11	Would you recommend the <i>ParentCamp</i> to others?		

II. Comment: (please explain any "No" answers above, as well as any other comments.) Use back of sheet if needed. \_\_\_\_\_

III. List at least one (1) thing that you learned in your sessions that will help you as a parent.  
\_\_\_\_\_

IV. What topics would you recommend for future *ParentCamps*?  
\_\_\_\_\_

V. One thing I wish the U.S. Department of Education could do to help support our community is...  
\_\_\_\_\_

VI. Would you be interested in hosting *ParentCamp* in your community/school/organization?

No: ☐ Yes: ☐

If yes, please provide your contact information

Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

Please place this form in the "Evaluation Box" after the Share Out Session.

Thank you! We appreciate your feedback!



## 참가자 의견반영 양식 (ParentCamp Participant Feedback Form - Korean)

미교육부 학부모 캠프의 향상을 위해 여러분의 의견을 반영해 주십시오.  
여러분의 의견에 감사드립니다.

다음중 여러분에게 해당되는 모든 조항에 체크해주세요: 나는 \_\_\_\_ 입니다.

학부모 \_\_\_\_ 공동체 지도자 \_\_\_\_ 교육자 \_\_\_\_ 이외 : \_\_\_\_

참석한 세션 : \_\_\_\_\_

## I. 세션들과 의견 나누기

		네	아니오
1	등록과 체크인 절차가 순조로웠습니까?		
2	스텝들이 환영하고 친절하며 도움이 되었습니까?		
3	여러분은 기초 연설자로부터 새로운것을 배웠습니까?		
4	각 세션들이 여러분의 기대에 부응했습니까?		
5	세션들이 매우 유용했습니까?		
6	다른 학부모들과의 대화를 통해 많이 배웠습니까?		
7	자료들이 나누어졌습니까? 그렇다면 자료들이 유용했습니까?		
8	세션들에서 새로운 것들을 배웠습니까?		
9	여러분이 다른분에게 추천하고 싶은 세션이 있습니까? 그렇다면 밑에 열거해 보세요		
10	의견나누기 세션은 가치가 있었습니까?		
11	여러분은 이 학부모 캠프를 다른분들에게 추천 하겠습니까?		

II. 의견: (그밖의 의견뿐만 아니라 위의 사항에 “아니오” 라고 답한 사항을 설명해주세요.) 필요하시면 이면을 이용해주세요. \_\_\_\_\_

III. 여러분이 참석한 세션중에서 배운 것 중 학부모로서 도움이되는 한가지가 있다면 적어주세요. \_\_\_\_\_

IV. 앞으로 학부모 캠프의 주제로 무엇을 추천합니까? \_\_\_\_\_

V. 여러분의 미 교육부가 우리 공동체를 지지하는데 도움이 되는 한가지 바램이 있다면... \_\_\_\_\_

VI. 여러분이 속한 지역사회/ 학교/ 기관에서 학부모 캠프를 여는데 관심이 있으십니까?

아니오: ☐ 네: ☐

“네” 일 경우, 여러분의 연락처 정보를 적어주세요.

이름 : \_\_\_\_\_ 이메일: \_\_\_\_\_

이 양식을 의견 나누기 세션이후 배치된 “평가박스”에 제출해주세요.

감사합니다! 여러분의 의견반영에 감사드립니다!

## FORMULARIO DE REACCIONES DE LOS PARTICIPANTES

Por favor escriba sus comentarios, los cuales nos ayudarán a mejorar el **ParentCamp** del Departamento de Educación de EE.UU.

Nosotros apreciamos sus comentarios.

**Por favor marque todo lo que corresponda: Soy una (un)**

Padre/Madre \_\_\_\_\_ Líder de la Comunidad \_\_\_\_\_ Educador(a): \_\_\_\_\_ Otro: \_\_\_\_\_

**Sesiones atendidas:** \_\_\_\_\_

### I. Sesiones e información compartida

		Sí	No
1	¿La registración y el registro de entrada fueron fáciles?		
2	¿Fue el personal acogedor, amable y servicial?		
3	¿Usted aprendió algo nuevo del orador principal?		
4	¿Las sesiones llenaron sus expectativas?		
5	¿Las sesiones fueron muy informativas?		
6	¿Usted aprendió algo nuevo al hablar con otros padres?		
7	¿Los materiales fueron compartidos? ¿Si fue así, estos fueron útiles?		
8	¿Usted aprendió cosas nuevas en las sesiones?		
9	¿Usted recomendaría algunas sesiones a otros? Si fuera así, por favor ponga en la lista abajo el nombre de la sesiones		
10	¿Valió la pena las sesiones compartidas?		
11	¿Usted recomendaría el <i>ParentCamp</i> a otros?		

II. Comentario: (Por favor explique cualquier respuesta "No", o cualquier otro comentario) Si es necesario use la parte de atrás de esta hoja. \_\_\_\_\_

III. Escriba al menos (1) cosa que aprendió en las sesiones y que le ayudará a usted como padre o madre \_\_\_\_\_

IV. ¿Qué temas usted recomendaría para los próximos *ParentCamps*? \_\_\_\_\_

V. Yo quisiera que el Departamento de Educación de EE.UU. apoye a nuestra comunidad en ... \_\_\_\_\_

VI. ¿Estaría usted interesado en acoger un *ParentCamp* en su comunidad / escuela / organización?

No: ☐ Sí: ☐

Si es Sí, por favor proporcionar información de contacto

Nombre: \_\_\_\_\_ Correo electrónico: \_\_\_\_\_

Por favor ponga esta forma en la Caja de Evaluación "Evaluation Box" después de la sesión de información.

¡Gracias! ¡Nosotros apreciamos su reacción!