

Florida's 2005 Paternal Literacy Conference ***"Celebrating Fatherhood and Family Literacy"*** **Conference Summary**

Introduction

Florida's 2005 Paternal Literacy Conference was conducted at the Florida Mall Hotel in Orlando, Florida, on May 10, 2005, as a pre-conference activity for the Florida Literacy Conference.

Harvey H. Alston, author and motivational speaker, delivered the keynote address, "Be the Best". Mr. Harvey challenged the fathers in attendance to improve their paternal/fatherhood skills by improving their own personal literacy skills. Each of the fathers was given a copy of Mr. Alston's book, "Be the Best". Mr. Alston also facilitated the "Town Hall Forum" component of the conference, a large group activity that gave the fathers an opportunity to share some of the information that they had learned during the roundtable small group discussions.

Robert Blount, President, Abe Brown Ministries and one of the facilitators, led a large group session, "Reflections of the Day", after the Town Hall Forum session. During the Reflections session Mr. Blount recruited some of the fathers to share their thoughts about the conference and the ways they felt it would be helpful to them in their future endeavors.

The following is a summary of the conference activities. Strategies that were utilized to collect the data included the following: Three small group roundtable discussions were conducted by seven facilitators who encouraged the fathers to share both oral and written input; follow up reports from the fathers provided their personal literacy goals and paternal/fatherhood goals.

The seven roundtable discussion facilitators included the following:

1. Justin LaRosa, Director, Fathers' Resource and Networking Center (FRANC) – Child Abuse Council, Inc.
2. Dr. Willie Booker, Educational Consultant
3. Robert Blount, President, Abe Brown Ministries
4. Domilco Heredia, Program Specialist, Fathers' Resource and Networking Center (FRANC)
5. Ken Harper, Chief GED Examiner, Orange County Public Schools
6. Adam Mayefsky, Coordinator, Father's Impact Program, Family Service Center
7. Ralph Rance, Coordinator for Business & Professional Regulations Programs, Hillsborough Community College

Roundtable Discussions - Fathers were given opportunities to participate in three roundtable discussions: “From the Beginning”, “Setting New Directions” and “Moving Into the Future – Partnering”. A brief description of the three discussions is listed below:

From the Beginning – Attend this session and discuss how your father has influenced your literacy and schooling. Learn about the characteristics of excellent fathers and outline your own future personal literacy goals.

(During this roundtable session fathers were given an opportunity to discuss the ways their fathers had influenced their literacy and schooling. Fathers were also given information about the Four Characteristics of Excellent Fathers and received assistance with developing goals and strategies that outlined their personal literacy goals. To help the fathers develop their goals and strategies, a handout of the “Four Characteristics of Excellent Fathers I.C.A.N.’S” was distributed. I.C.A.N.’S is an acronym for INVOLVED, CONSISTENT, AWARE, NURTURING, and the responses were given on a range from a positive descriptor to a negative descriptor. During the session “From the Beginning”, fathers were asked to rate their fathers’ level of Involvement on a range of descriptors from “Absent” to “Over-Involved”; to rate their fathers’ level of “Consistency” on a range of descriptors from “Inconsistent” to “Rigid”; to rate their fathers level of Awareness on a range of descriptors from “Unaware” to “Intrusive”; and to rate their fathers’ level of Nurturing on a range of descriptors from “Unresponsive” to “Smothering”. I.C.A.N.’S handouts were given to the fathers during all three roundtable discussion sessions. Sample copies of the I.C.A.N.’S handout sheets are inserted on the following pages).

Setting New Directions – Attend this session and take part in a discussion on how you encourage your children’s academic and literacy success. Learn what works in helping children with their reading performance and develop additional strategies on how to help your children with their literacy efforts.

(During this session fathers discussed the ways they work with their spouses/significant others/children’s mothers that encourage their children’s academic and literacy success. Fathers were also given an opportunity to set goals and develop strategies that would help them work better with their children’s mother to ensure and support their children’s academic success).

Moving Into the Future: Partnering – Attend this session and review how you work with your spouse/significant other/children’s mother in encouraging your child’s academic success.

(During this session fathers shared the ways they work with their spouses/significant others/children’s mother in encouraging their child’s academic and literacy success. They were also given an opportunity to set goals and develop strategies of the ways they would like to better work with their children’s mother to support their children’s academic success).

I.C.A.N.'S Sheets - The I.C.A.N.'S handout sheets were used as “discussion starters” and provided the foundation for candid conversation about the challenges and rewards of fatherhood. The small group roundtable facilitators continually emphasized the importance of literacy in the lives of the fathers and their children. As a result, most of the fathers quickly grasped the fact that there is a direct relationship between the father’s literacy skill level and the future school success of the child. Furthermore, many of the fathers began to see and share information that indicated the significance of the relationship that they had shared with their fathers.

Fathers’ Goal-Setting - All of the Spanish-speaking fathers wanted to improve their literacy skills level to help their children and themselves. In fact, some of the fathers reported that they attempt to read to their children in English, despite the language barrier, and some reported that their children actually read to them and help them with their English. The Spanish-speaking fathers’ goals included the following:

- To learn English as well as complete my GED.
- To be able to read to my children as well as understand what my children have “learned in English”.
- To be able to read notes from my children’s teachers (especially those fathers who had spouses who were not English-speaking and reading).
- To acquire basic reading materials that will help me read to my children.
- To be able to help my children with their math and English homework.
- To complete my ESOL program and achieve English fluency.

Most of the Spanish-speaking fathers *said* they could read and write, and some of them said they wanted to be able to go on field trips and be more involved with their children’s activities. One of the facilitators observed that some of the fathers were too embarrassed to say they couldn’t read or write.

The Spanish-speaking fathers individually and collectively were assertive in their determination that their children must become fluent in English. This was evident in their small group discussions and during informal periods of networking when they selected materials to take home to their children. In the small group sessions, the fathers talked about the need to improve their English-speaking skills as well as the need to earn a GED diploma. A startling thing happened in the hospitality room prior to the small group roundtable discussions. When given the opportunity to select reading materials, all of the fathers in this group by-passed the Spanish language materials and insisted on choosing books, pamphlets and activities that were written in English. Again, sometimes speaking haltingly, and other times through an interpreter, fathers made it clear that they understood the importance of improving their basic literacy skills as well as their children’s literacy skills. They also spoke about the relationship between family literacy and their children’s success in school.

Listed below is a summary of the English-speaking fathers' goals:

- To be able to read more to my children.
- To read more to my children.
- To continue my basic literacy improvement program and get my GED.
- To increase the frequency and quality of time spent with my children.
- To increase limited time, energy and desire to be with my children.
- To participate more in my children's education.
- To take my children to the library.
- To explain to my children the importance of reading.
- To improve my relationship with my father.
- To apply what I learned from my father.
- To encourage my children to study more.
- To provide more reinforcement, encouragement and praise to my children.
- To apply the I.C.A.N'S.
- To have more "parent togetherness".
- To go to all of my children's activities (mother too involved in church).
- To get my children's mother more involved in their lives.
- To visit the school and talk to teachers.

The small group facilitators reported that the fathers exhibited a high sense of pride. Many of the fathers reported that they were already active in the lives of their children. The enthusiasm of almost all of the fathers in attendance was displayed through their willingness to participate in the discussions. When some of the younger fathers discussed obstacles to reading to their children such as limited time, energy and desire, some of the older fathers took the lead in confirming that it is important to overcome these obstacles (excuses) for the future success of their children.

Practitioners (Program managers and supervisors)

The practitioners (program managers and supervisors) who attended the Conference proved to be an invaluable resource. Practitioners represented the following organizations/agencies: East Coast Migrant Head Start Program; Florida Community College at Jacksonville; Hillsborough Community College; Okaloosa-Walton Community College; Abe Brown Ministries; Orange County Head Start; Brevard Public Schools; Orange County Public Schools; Child Abuse Center, Inc.; Department of Juvenile Justice and Hillsborough County Sheriff's Office.

In a session that was conducted in a separate room from the fathers' discussion groups, the practitioners were led in a group sharing discussion. The agenda for the session is listed below:

(A) Identify:

1. Target Population – Profile the adult male learners that you serve.
2. Barriers - Describe the barriers that interfere with program success.
3. Resources – Describe some of the resources that are available to make your program successful, and indicate how you utilize the resources of other partners/organizations/agencies.
4. Strategies – Identify some successful strategies that you have implemented in your program. (Several new practitioners benefited from learning about the successful strategies and community networking opportunities that are available both online and in their communities).

(B) Networking System (Within your agency/organization)

(C) Other Community Partners (Outside your agency/organization).

Below is a summary of the practitioners' discussion:

Target Population – The average student/client was profiled, as follows:

- Low self-esteem
- Court-ordered separation
- “Deadbeat Dads” – Not involved in their children’s lives – financially or otherwise
- Trophy children reflecting their “manhood”
- Misplaced priorities
- Conflict with “wife”
- Dads with multiple children with multiple women
- Low literacy skills – May have high compensatory skills
- Low employment skills
- Limited job opportunities
- Low income
- Limited English speaking/literacy proficiency
- Single dads raising children
- High mobility, e.g., migrants

Barriers

- Parenting attitudes defined by culture
- Lack of role models/life skills
- Poor decision-making
- Unwillingness to sacrifice for children
- No willingness to change lifestyle
- Psychological disorders
- Lack of understanding of their role as parents
- Lack of community support
- Lack of self knowledge

Resources:

- Speakers from Internal Revenue re: Child support
- FRANC (Fathers' Resource and Networking Center)
- Professional Journals (Example – Onyx)
- Parent Link – Hillsborough Hot Line
- National Head Start Association – Online
- Fatherhood Initiatives - Online
- American Ad Council (Fathers) – Online
- Okaloosa-Walton Community College website address:
<http://literacy.owc.edu> (Family Literacy and Adult Ed Section)
- <http://AllProDads.Com> - Online fatherhood materials

Strategies:

Head Start Migrant Program managers reported that the development and utilization of surveys has been a very successful strategy for their programs. Survey questions include asking for feedback about the friendliness of their centers toward fathers; the friendliness of teachers toward the fathers; types of programs offered to the fathers and were the programs meeting their needs. Data collected by the surveys are utilized to assist program managers with the design of fatherhood program training that addresses the needs of their fathers.

Other managers expressed the importance of marketing, especially internal marketing. Some discussed a program that trains fathers to be trainers in their own programs. This program is a “win-win” for all of the fathers in their program.

Networking System: The managers reported that they network with the following agencies/organizations:

- Interagency Council
- Community Churches
- Salvation Army and Goodwill
- SPAM – Service Provided Agency Network
- Big Brother – Big Sister
- Colleges and Universities
- Focus Book – Hillsborough County
- Switchboard of Miami
- Success by Six
- United Way (211)
- Community Health Agencies/Organizations

Conference Feedback

At the end of the Conference all of the fathers were asked to complete an Evaluation/Feedback/Transfer of Learning Questionnaire. The following is a summary of the fathers' responses:

(1) What things did you learn today: Check **all** that apply:

- 85% The importance of an education.
89% The importance of reading in **my** life.
96% The importance of reading in **my child's** life.
90% The importance of making time for reading with my child/children.
100% The importance of fathers and mothers or caregivers/partners helping their child/children succeed in school.

(2) After this Conference, how important will reading be in your home?

___ Not important 7% Important 93% Very Important

(3) After this Conference, how often will you read to or with your child/children?

___ Never 7% Sometimes 89% A lot 4% Response
No

(4) After this Conference, how often will you and your child's mother or caregiver partner talk about your child's school success:

___ Never 7% Sometimes 89% A lot 4% Response
No

Comments: The following comments were noted in addition to the fathers' responses:

- A strong father and mother is the foundation for children today.
- Workshop well done, enjoyed it very much.
- This is very good for all dads.

Conference Summary, Conclusions and Implications for the Future:

Florida's first Paternal Literacy Conference was held on Tuesday, May 10, 2005. It was a project planned and implemented by the Department of Education's Practitioners' Task Force on Family Literacy.

The purpose of the conference was to provide a positive impact on the statewide paternal literacy effort by focusing on the improvement of the fathers' literacy skills and fathering skills. The fathers were provided training and educational materials that would help them improve both their literacy and fathering skills. A total of 90 people registered for the Conference. Of this number, 46 were fathers (except for a few) and 44 were practitioners (program managers, supervisors, guests/presenters and Task Force members).

During the day-long event, participants had a variety of opportunities, such as: choosing books (appropriate for their child's/children's developmental and interest levels; listening to a dynamic Afro-American keynote speaker who shared his similar personal experiences, and participating in small group roundtable discussions and sharing their ideas and feelings with their peers; participating in a large group "Town Hall Forum" session that was facilitated by the keynote speaker and served as a summary of the small group discussion sessions.

At the conclusion of the conference, a debriefing session was held and included all of the group facilitators and task force members to discuss the participants' comments about the effectiveness of the event. The overall feedback that was received from the fathers and the practitioners attending the conference was very positive. Both the fathers and the practitioners reported that they had "learned a lot" and said they hoped we would have a second conference next year. Listed below is a summary of the debriefing session and the facilitators' feedback:

The facilitators reported that there were several dads who were single parents (heads of the household). Those dads expressed a need for all of the information and help that we could give them. The interest level and involvement of the dads were very high. The facilitators reported that there was no need for them to encourage the dads to participate in the discussions. They observed no signs of boredom or disinterest by the dads. The fathers were very comfortable in their small groups and almost immediately established an atmosphere of trust with their peers and the group facilitator. The discussion group content was seemingly "right on target". Thus, the reason the fathers were so interested. The group was representative of a broad diversity of men, i.e., age, race and ethnicity. The facilitators also felt that the fathers exhibited a high commitment level to continue with their basic literacy skills improvement programs (if needed) or enroll in a program if they were not currently enrolled. The fathers reported that they wanted to improve their "fatherhood" skills by spending more quality time with their children both at home and at their children's schools.

After the task force members shared the outcomes of the practitioners' session, the facilitators advised that the practitioners had discussed many of the identified need that the fathers discussed in their small groups. The facilitators recommended that if the conference is scheduled again next year, the practitioners' session should still be planned as a separate but integral component of the conference.

The facilitators reported that the 30 minutes allotted for each session was not enough time. They recommended that we expand the small session time span in the future. This is another indication that the fathers were really interested in the session content.

On the other hand, the facilitators reported that a few of the men were not fathers. This presented a minor problem at the beginning of the first session. However, the facilitators were able to make some minor adjustments to direct the discussion toward the future when the men became fathers.

Since some of the Hispanic men spoke no English, the facilitators felt that a separate ESOL component should be planned for them. This recommendation was made even though three of the small group facilitators were bilingual and a certified translator assisted in the small and large group activities.

The facilitators also recommended that in the future consideration be given to conducting regional conferences. This would alleviate the challenge of traveling a distance to attend the conference. Plans are being made to: (1) develop and include a Paternal Literacy component in the Task Force's "**Family Literacy Resource Guide**" and (2) to develop and include a Paternal Literacy module in the "**Family Literacy Works in Florida**" and deliver the training regionally next year.

In summary, the Paternal Literacy Conference deserves a follow-up activity. To satisfy this need a Mentoring Plan has been written and will be implemented during the 2005 - 2006 fiscal year.

Beneficiaries of this project have reported that their participation has resulted in a number of positive outcomes in their lives, such as an increased focus of personal improvement through participation in adult basic education programs (including ESOL); spending more time with their children on family literacy activities; and increased participation in their children's school activities with partners/spouses.

This Conference Summary document will be posted on the Family Literacy Website at: <http://floridatechnet.org/famliteracy/guide> with links to the Florida Literacy Coalition's website and the ACE website.

Follow-Up and Transfer of Learning

A few weeks after the Conference, telephone calls were made to several of the fathers who were Conference participants. A structured Feedback Form (see Appendix G) was used to elicit and record the participants' responses.

Listed below is a summary of the responses:

All of the fathers reported that they are continuing with the improvement of their education/literacy class or program. In fact, one father reported that he had received his GED diploma; and one father advised that he has completed his program and has "enrolled in a technical school to learn how to build airplanes". Many of the fathers reported that they feel strongly about getting their GED, finishing their ESOL program or basically "completing their education" to establish themselves as positive role models for their children, in addition to achieving their own personal literacy goals.

The responses to the question regarding the use of information that they learned at the Conference was very positive. Responses included the following: "I am a better role model for my children now"; "I read to my children and with them rather than spending time in front of the TV-- I am spending more quality time with my children". Another father reported that he was now reading "out loud" to his 6 month old infant son, in fact, he has read him two of the "free books" that he got at the Conference. He also advised that his daughter put one of the posters (showing a father reading to his daughter) on her bedroom wall. Several fathers reported that they felt like they were much better dads since attending the Conference. Some of the fathers reported that they are reading more to enhance their own reading improvement. One father said that he has "joined" the local library and takes his children with him. They all have library cards. One Conference participant advised that he didn't have any children yet, but he has shared the good information that he learned at the Conference with his friends and relatives who are already fathers

The question that asked whether the fathers were "spending more time with their children", "reading to their children" and "listening to their children read", yielded some very positive responses. Most of the fathers said that they are spending more time and more "quality" time with their children and are now reading to their children. One of the fathers reported that he has always spent a lot of time with his daughter but now he is reading to her. One of the Conference participants reported that he is not a father yet, but he felt that the information he learned at the Conference would help him to stay focused on the completion of his literacy program and to be a better father in the future. The only negative responses to the question asking if they were listening to their children read, were the fathers who have infants and toddlers who are too young to read. However, they did respond that they were still spending time with their children and reading to them.

All of the respondents reported that they would definitely attend the Conference if it were held again next year. They all said that they would highly recommend the Conference to their friends and all of their male family members.

Some of the men offered additional comments, such as:

- “The best thing about the Conference was “everything. I’m a new father and can use all of the information”.
- “It was a great Conference—I hope you have it again”.
- “Everything about the Conference was great—I’m a new father and I have been able to use everything I learned”.
- The whole Conference was great! If I had a chance to go again, I will take as many dads as possible with me.
- One of the van drivers reported that “some of the fathers were complaining all the way over to Orlando”, and were saying things like, “I don’t know why I’m going to this Conference”. However, on the way home (after the Conference) those same men were saying things like, “Man, I’m glad I came to the Conference. I learned so much. We need more of these conferences.”

APPENDICES

<u>Topic</u>	<u>Appendix</u>
Paternal Literacy Conference Agenda.....	A
Practitioners' Session Agenda.....	B
“I.C.A.N.S” – From the Beginning.....	C
“I.C.A.N.S” – Setting New Directions.....	D
“I.C.A.N.S” – Moving Into the Future – Partnering.....	E
Contributors.....	F
Feedback Form.....	G

Appendix A
Florida's 2005 Paternal Literacy Conference
“Celebrating Fatherhood & Family Literacy”
The Florida Mall Hotel ~ Orlando, Florida
May 10, 2005

AGENDA

- 11:30 a.m. – 12:30 p.m.** **Get Acquainted Luncheon**
Presiding
Sändra Helen Wilson, Ph.D., Facilitator
Florida Department of Education
Practitioners' Task Force on Family Literacy
- Welcome to Orlando**
Ronald Blocker, Superintendent
Orange County Public Schools
- Greetings from the Florida Department of Education**
- 12:30 p.m. – 12:45 p.m.** **Stretch Break**
- 12:45 p.m. - 1:45 p.m.** **Keynote Address – “Be the Best”**
Harvey H. Alston, Author and Motivational Speaker
- 1:45 p.m. - 3:25 p.m.** **Roundtable Discussions**
From the Beginning
Setting New Directions
Moving Into the Future: Partnering
- 3:25 p.m. - 3:40 p.m.** **Refreshment Break**
Harcourt Achieve/Steck-Vaughn, Sponsor
- 3:40 p.m. - 4:00 p.m.** **Town Hall Meeting**
Harvey H. Alston, Moderator
- 4:00 p.m. - 4:15 p.m.** **Reflections of the Day**
Robert Blount, President, Abe Brown Ministries
- 4:15 p.m. - 5:00 p.m.** **Wrap-up/Evaluation/Transfer of Learning**
Sändra Helen Wilson

Appendix B
FLORIDA'S 2005 PATERNAL LITERACY CONFERENCE
"Celebrating Fatherhood and Family Literacy"
Florida Mall Hotel – Orlando, FL
May 10, 2005
1:45 p.m.

Program

Paternal Literacy Conference Overview & Focus
Sandra Helen Wilson, Facilitator
Family Literacy Task Force

Small Group Sessions Group Facilitators
Susan Shugar and Betty Richey

Family Literacy Task Force Members

Group Recorders

Brenda Glass, Executive Director
PEG/PAC Success Academies of Florida

Linda Palmer, Program Specialist
Florida Department of Education
Division of Workforce Education & Community Colleges

Session Activities

A. Identify:

- Target Population - Profile the adult male learners that you serve.
- Barriers - Describe the barriers that interfere with program success.
- Resources - Describe some of the resources that are available to make your program successful, and indicate how you utilize the resources of other partners/organizations/agencies.
- Strategies - Identify some successful strategies that you have implemented in your program.

B. Networking System (Within your agency/organization).

C. Other Community Partners (Outside your agency/organization).

Appendix C
“From the Beginning”

4 CHARACTERISTICS OF EXCELLENT FATHERS – “I.C.A.N.’S”*

ABSENT.....INVOLVED..... OVER-INVOLVED

INCONSISTENT.....CONSISTENT.....RIGID

UNAWARE.....AWARE.....INTRUSIVE

UNRESPONSIVE.....NURTURING.....SMOTHERING

**Taken from the National Center for Fathering*

Small Groups – Answer the following questions in your small groups.

- 1. Describe your relationship with your father growing up.**

- 2. When did your father...(a) Read to you and with you? (b) What kinds of reading materials were in your home? (c) What did he encourage you to read?**

- 3. Discuss the literacy program that you are currently enrolled in (ABE, GED, ESOL, etc.)**

- 4. My goals when I enrolled in the literacy program were....**

 obtain GED **improve my reading skills**

 to help my child with homework **other** _____

INDIVIDUAL GOAL SETTING:

After I complete my literacy program...I am going to use what I have learned to _____

Appendix D
“Setting New Directions”

4 CHARACTERISTICS OF EXCELLENT FATHERS – “I.C.A.N.’S”*

ABSENT.....INVOLVED..... OVER-INVOLVED

INCONSISTENT.....CONSISTENT.....RIGID

UNAWARE.....AWARE.....INTRUSIVE

UNRESPONSIVE.....NURTURING.....SMOTHERING

**Taken from the National Center for Fathering*

Small Groups – Answer the following questions in your small groups.

- 1. My child(ren)’s ages and names are...**
- 2. (a) Talk about the reading materials that you have in your home (if you do not, talk about why you don’t). (b) Discuss the frequency that you read to your child (if you do not, talk about how you could) (c) What are some ways that you encourage or could encourage your child to read?**
- 3. Speak about how you are involved with your child(ren)’s school activities.**
- 4. Describe ways that you are supporting your child(ren)’s academic success.**

INDIVIDUAL GOAL SETTING

What are three additional ways that I can improve my involvement with my child(ren)’s academic success?

(1)_____ (2)_____ (3)_____

Appendix E
“Moving Into the Future – Partnering”

4 CHARACTERISTICS OF EXCELLENT FATHERS – “I.C.A.N.’S”*

ABSENT.....INVOLVED..... OVER-INVOLVED

INCONSISTENT.....CONSISTENT.....RIGID

UNAWARE.....AWARE.....INTRUSIVE

UNRESPONSIVE.....NURTURING.....SMOTHERING

**Taken from the National Center for Fathering*

Small Groups – Answer the following questions in your small groups.

- (1) Discuss the relationship with the mother of your child(ren).**
- (2) Describe the ways you and your child’s mother support his/her academic success?**
- (3) List the school activities that you have attended?**
- (4) Share how you and your child’s mother communicate about your child’s school life.**

INDIVIDUAL GOAL SETTING:

One thing that my child’s mother and I are not doing that we could do to support our child’s academic success is _____

Appendix F

CONFERENCE SPONSORS

Abe Brown Ministries

Costco Warehouse, Waterbridge

Florida Literacy Conference, Inc.

Harcourt Achieve/Steck-Vaughn

Harvey H. Alston, C.E.O., Best, Inc.

Hillsborough County Library Born to Read Program

Honorable Judge Lynn Tepper

Publix Supermarket, #006

Read – Tampa Bay

Southern Expressions by Christalee, Inc.

Starbucks Coffee Company

State Library of Florida

The Florida Dollar Stretcher

The Florida Mall Hotel

***The Tampa Tribune*, Newspaper in Education**

Wal-Mart Supercenter, John Young Parkway

Appendix G
PATERNAL LITERACY CONFERENCE
Florida Mall Hotel
Orlando, Florida
May 10, 2005

Feedback Form

Please take a few minutes to respond to the following questions that summarize how the Conference has affected your life and your relationship with your child/children:

1. I am continuing with the improvement of my education/literacy class or program. ___ Yes ___ No

2. If I was not enrolled in a literacy class or program before the Conference, have I enrolled in one, or do I plan to enroll? ___ Yes ___ No

3. Have I used any of the information that I learned at the Conference? ___ Yes ___ No
If "Yes", what have I used? _____

4. Am I spending more time:
 With my children? ___ Yes ___ No
 Reading to my children? ___ Yes ___ No
 Listening to my children read? ___ Yes ___ No

5. If the Conference were to be held again next year, would you attend? ___ Yes ___ No

6. Would you recommend the Conference to a friend? ___ Yes ___ No

Thank you for your time and responses. Your answers will be included in the final evaluation of the Conference.