

Division of Adult Education Monthly Webinar

April 16, 2026

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4/15/2026

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Agenda

- Presentations
 - Successes and challenges of parent education and interactive literacy activities offered remotely
- Presenters
 - New World Association
 - Project of Easton
 - TIU11



4/15/2026

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New World Association

Remote ILA

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NWA ILA Activities

NWA conducts most ILA sessions in in-person settings as they:

- provide unique, focused learning time that is often more effective and harder to replicate in a remote environment
- allow instructors to observe parent-child interactions more closely, provide immediate feedback and guidance
- create a structured environment that supports active participation and engagement in literacy activities.

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NWA Protocol of Conducting Remote ILA Sessions

Circumstances when ILA sessions are conducted remotely:

- **extreme weather disruptions:** severe snowstorms, rains or flooding; extreme temperatures that make traveling to a physical agency location unsafe
- **infrastructure emergencies:** unexpected building closures due to utility outages (power, water), fires, or construction issues
- **health and safety protocols:** regional health issues or outbreaks of contagious illnesses requiring temporary campus closures
- **accessibility and inclusivity needs:** circumstances where students or instructors cannot be physically present

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Preparing Families for Remote Activities

- Make families aware of circumstances when ILA is conducted remotely
- Identify if families have appropriate technology and access to internet
- Provide needy families with electronic devices and technical support
- Assist families with obtaining internet connection if needed
- Identify parents' digital skills to be able to participate in remote activities
- Refer adult program participants to NorthStar Digital training and assist them with completing assignments and assessments as needed
- Create Telegram/WhatsApp groups for quick communication to inform/remind about remote session
- Assist participants with downloading Zoom on their electronic devices

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Platform We Use for Remote ILA

NWA uses Zoom for remote ILA because it allows:

- Easy communication
- Live interaction
- Flexibility in using various electronic devices
- Screen sharing for literacy materials
- Breakout rooms for small activities

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Advantages of Remote ILA

- Uninterrupted learning process
- Access to services if personal attendance is not possible
- Developing and improving digital skills of adults
- Increasing engagement in using interactive virtual tools that fosters a better learning climate

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Disadvantages and Challenges of Remote ILA

- Reduced socialization: lack of face-to-face interaction and hands-on guidance from educators
- Limited immediate support and feedback
- Physical effects: excessive screen time can result in eye strain, inactive/passive behavior, and fatigue
- Risk of distractions and reduced engagement during virtual sessions,
- Lack of focus of younger children
- Challenges in accessing reliable high-speed internet along with varying levels of technology literacy among participants
- Sudden internet interruptions

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Preparation for Remote ILA

- Before the remote ILA is conducted, the ILA instructor divides the participants into two groups according to children's ages (with 4-6 year-olds Session A, with 7-9 year-old Session B).
- Both sub-sessions last for one hour.
- At Parent Education session parents practice reading, asking questions, retelling story, sequencing story events, and other activities that will be practiced at ILA session.
- The families get learning materials before ILA session.

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Example of Remote ILA Session

The book “The Fly Who Flew To Space” by Lauren Sanchez



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Vocabulary Activity

Purpose: Learn new words from the story.

Vocabulary to be learned:

- Fly
- Space
- Rocket
- Planet
- Travel
- Astronaut
- Parachute
- Explore

Activity:

- The instructor shows pictures and words on a shared screen
- Children are asked to repeat the words and match them with the pictures
- Children are asked to use the words in their own sentences orally. The instructor provides support if necessary.

Examples:

“The rocket goes to space.”

“Earth is a planet.”

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Picture Walk (Before Reading)

Purpose and skills practiced:

Activate prior knowledge and build vocabulary

Practice observation, prediction, speaking skills

Activity:

- Ask parents and children to look at the pictures in the book before reading.
- Parents ask questions such as:
 - What do you see in the picture?
 - Where do you think the fly is going?
 - What do you think will happen in the story?

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Acting Like a Fly

Purpose and Skills:

Make the story fun and interactive

Listening and acting

Activity:

Children pretend to **fly like the character in the story.**

- The instructor says:
 - “Fly to the rocket!”
 - “Fly to the planet!”

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Modeling Reading

- During the session, the ILA instructor wears a costume of Flynn the Fly to make the story more engaging and interactive. This strategy helps capture children's attention, encourages participation, and makes the reading experience more memorable.
- The ILA instructor reads some pages aloud and shows parents how to engage children during reading by using various voices, tone, and facial expressions of the character's voices, asking questions, and pointing to pictures and words.
- The instructor points to words and pictures while reading.
- The instructor pauses to ask questions such as:
 - What do you see in the picture?
 - What do you think will happen next?
 - How do you think the character feels?

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Shared Reading

Purpose and skills practiced:

Improve reading and listening comprehension skills

Practice discussion and critical thinking.

Activity:

- Parent and child read the story together. Families take turns.
- The instructor pauses and invite parents to ask questions while reading:
 - Why did the fly want to go to space?
 - What challenges did the fly face?
 - How did the fly solve the problem?

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Draw and Tell

Purpose and skills practiced:

Improving reading comprehension and speaking

Encourage creativity and story recall.

Activity:

- Children draw their favorite scene from the story.
- Parents are exposed to the samples of questions on shared screen and practice asking questions
 - What is happening in your picture?
 - Why did you choose this part?

Parents are encouraged to praise children.

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Retell the Story

Purpose:

Strengthening children's speaking skills and sequencing.

▶ **Activity:**

Parents ask children to retell the story using prompts (shared screen is used):

- First...
- Then...
- Next...
- Finally...

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Imagine Your Own Space Adventure

Purpose:

Develop imagination and language skills.

➤ Activity:

Parents ask children questions (a shared screen):

- If you could fly to space, where would you go?
- What would you see?

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Write to Flynn the Fly Activity for 7-9 Year-Old Children

- ▶ Kids are encouraged to write letters to Flynn the Fly about their own dreams using close-sentences and the words from the box:

astronaut	explore	parachute	planets	rocket
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Dear Flynn the Fly,

I was fun to read your story. My name is _____. I am in the _____ grade at _____ Elementary School. I want to become an _____ and _____ space. I dream to travel to space by the _____. I want to see stars and _____. I will come back to Earth in a capsule with the _____. My mom will be happy to see me back. Can we be friends?

Yours,

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Parent Reflection on ILA

- The instructor asks parents to share by answering the following questions:
 - What did you practice today with your child?
 - What did your child enjoy the most today?
 - Was your child interested and active all the time? Why or why not?
 - Will you speak with your child about traveling to and exploration of other places?

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Finishing Remote ILA

- The instructor allows time for Q&A
- The instructor expresses appreciation to families for participation in the session.

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Integrating Family Literacy: A Whole-Family Approach to Learning and Success

ProJeCt of Easton

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Program Model Overview

- Each family is supported by a Family Literacy Case Manager
- Case Managers develop Individual Service Plans (ISPs) to guide goal setting and progress
- Instruction is aligned across:
 - AE teachers
 - ECE teachers
 - Family Literacy team
- We hold weekly cross-team meetings to ensure alignment, communication, and shared accountability for family outcomes.

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Family Literacy Case Management & ISPs

Each family is assigned a Family Literacy Case Manager who:

- Conducts intake and ongoing assessment
- Develops an Individual Service Plan (ISP) tailored to family goals
- Supports connection to:
 - Housing
 - Employment
 - Health and social services
- Tracks progress across both adult and child outcomes

This creates a holistic, wraparound support system that moves families forward.

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Family Literacy Individualized Service Plan (ISP)

Family Literacy Individualized Service Plan (ISP)

Participant Name: _____

Date of Enrollment: _____ Case

Manager: _____ Hou

Household Profile
Household members, children (ECE and school-age), language(s), and identified barriers.

Goals Overview
ECE Goals:
- Early literacy _____

Developmental readiness _____

School-Age Goals:
- Academic achievement _____
- Attendance _____
- Social-emotional development _____

Family Goals:
- Caregiver engagement _____

Family Literacy Individualized Service Plan (ISP)

Assessment Scores Tracking
Early Childhood (ECE) Assessments:
Assessment Tool _____ Baseline Score _____ Midline Score _____ Endline Score
ASQ
ACIRI
COR

School-Age Assessments:
Assessment Tool _____ Baseline Score _____ Midline Score _____ Endline Score
Report Cards
PowerSchool

Case Notes Template
Date: _____
Time: _____
Contact Type: _____
Purpose of Contact: _____

Summary of Interaction: _____

Services Provided: _____

Progress Toward Goals: _____ Barriers Identified: _____

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Parent Education (PE)

Parent
Education is
daily
M-Th
12:30-1:30 PM

PE is offered
onsite and
remote via
Zoom

- Parent Education is one of the strongest components of our model.
- Parents engage in structured learning on:
 - Child development
 - Positive parenting strategies
 - Early literacy practices
 - School readiness skills
- We intentionally connect learning to action through **Home reflection sheets**
 - Parents reflect on weekly lessons
 - Apply strategies at home with their children
 - Document observations and outcomes
- This ensures:
- Learning is not just theoretical—it is practiced in real life
- Parents build confidence as their child's first teacher
- We see parents shift from participants to **leaders in their child's education journey**.

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Parent Education Reflection Sheet

HOME Parent Education

Theme: Week of Name Child

What resources did you look at?

-
-
-
-

What activities did you do at home this week that connected to Parent Ed Classes?

-
-
-
-

What did you learn?

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Integrated Literacy Activities (ILA)

ILA is daily
M-Th
1:30-2:00

ILA is offered
onsite and
remote via
Zoom

- Our ILA component is a cornerstone of family engagement
- Through ILA:
 - Parents and children engage in **shared literacy experiences**
 - Activities are designed to:
 - Strengthen early reading skills
 - Build vocabulary and language development
 - Foster positive learning routines at home
- ILA is reinforced through **Home reflection sheets specific to ILA**
 - Parents document reading time
 - Reflect on child engagement and comprehension
 - Strengthen consistency in home literacy practices
- This builds:
 - Daily habits of reading
 - Strong parent-child bonding
 - A culture of literacy in the home

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Home ILA Reflection Sheet

HOME ILA

Week of

Name

Child

What activities did you do at home this week with your child that connected to class ILA?

-
-
-
-

Write a brief summary of how it went.

What books did you read with your child this week?

-
-
-

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Early Childhood Education (ECE) & Kindergarten Readiness

- Our ECE program supports:
 - School readiness skills
 - Social-emotional development
 - Early literacy and numeracy
- We intentionally align with:
 - Kindergarten readiness standards
 - Transition support into the Easton Area School District (EASD)
- We partner closely with EASD to:
 - Ensure smooth transitions
 - Share readiness expectations
 - Support long-term academic success

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Family Engagement & Community Connection

We strengthen engagement through:

- Family Fun Nights
 - Interactive, literacy-based activities
 - Opportunities for families to learn and connect together
- Strong community partnerships
 - Expanding access to resources
 - Easton Library Storytime visit monthly
 - *Book and Puppet* and *Cops and Kids* monthly
 - Penn State Nutritionist classes quarterly
 - Food Pantry visit monthly
 - Supporting wraparound services

We also maintain:

- Open communication with families
- Consistent engagement opportunities
- A welcoming, supportive environment

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Collaboration & Team Integration

Our program is driven by collaboration:

- Weekly meetings between:
 - AE teachers
 - ECE teachers
 - Family Literacy staff

These meetings ensure:

- Alignment of instruction
- Shared goals across programs
- Coordinated support for each family


This integrated approach is what allows us to serve the whole family, not just the individual learner.

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Family Literacy in Mifflin County Correctional Facility

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- Tiffany-Project Coordinator & ILA Educator
 - Keith-In House Professional Development Specialist & Parent Educator
 - Chuck-Digital Literacy Specialist
 - Rick-ABE Educator
 - Bethaney-Data Quality Specialist

Our Team

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Why County Jails?

- Parents are geographically closer to children and visiting is easier than at state or federal facilities.
- Shorter sentences disrupt family bonds just as dramatically, maybe more so than state or federal, but programs do not exist at county level.
- Parents being able to 'parent' while in county jail maintains family bonds.
- Children love receiving educational packets and high-quality books from mom and dad.
- Visits in jail have engaging topics based on videos, visits, books and packets lead to conversations about schoolwork, achievement, milestones and literacy.

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Partnerships and Relationships Matter

- MCCF's Warden, Counselors and Corrections' Officers not only are onboard, but are enthusiastically onboard! We meet periodically to work on new ideas and concepts. The staff shows us what will work in a jail setting and what will not.
- MCCF Team allows us to use laptops.
- Lori, Sara, Ellysa, Center for the Book, and Bakers Dozen are champions in providing support, encouragement, materials and guidance.
- Tiffany's Learning Packets!!



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How It Works

- On Monday afternoons, students meet with Keith for Parenting Education class. They learn skills needed to support children's education and development.
- Students meet with Rick during Adult Basic Education class to enhance knowledge in math, science, social studies and language arts.
- Interactive Literacy Activities are done with Tiffany. A day and time is set up to do Zoom video visits with caregivers and children. Parents talk, read books, help with homework and encourage children using virtual augmented proximity.
- Students enjoy working on paper-based supplemental distance learning packets.



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Challenges

- Missing class because of sickness or court.
- Not being able to connect to a caregiver.
- ECE attendance. Counties have different forms of Early Childhood programs. Connecting with programs to get attendance in a timely manner is an obstacle.
- ACIRI not recognizing virtual proximity.



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Spanish and English

- Men's class was bilingual and multicultural.
- Very interesting and empowering for parents who spoke little English.
- Everyone became a translator. Great cooperation and ESL learning.
- 'I can't imagine what I would do if I was the only English speaker in a Spanish jail.'
- Stories without words work!



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Caregiver Leadership Activities

- Caregivers participated in leadership activities by reviewing and discussing specific books. After giving feedback about each book, this information was shared with Pennsylvania Center for the Book to assist with the selection of books for the Baker's Dozen.
- We are fortunate to have Ellysa Cahoy, director of the Pennsylvania Center for the Book, and Lori McMonigal at TIU 11 providing high quality books for MCCF participants to review. Our program also purchases books when needed.
- We use the Seeking Children's Book Reviewers for A Baker's Dozen Special Collection guide along with the ACIRI reading guide for parents and children.

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Leadership & Activities

ILAs

- Incarcerated parents bond with children during the Zoom video visits.

Video Book Reading

- Parents connect with children by videoing themselves reading books to children. Especially popular with those going to SCIs.

Outcomes

- These parents are successfully using the skills learned in our classes such as clear and coherent speech and text to earn leadership jobs at MCCF like librarian, chef, laundry worker, and block trustee. Work release is an option for some.

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Reading and Filming Videos Plus Zoom Video Visits

- Always give a few days notice! Parents wanted to look their best for kids. Hair, clothes and grooming mattered.
- Background needs to be 'children's library', not cinderblock jail.
- The recording process was fascinating. 'Take 1", 'Take 2'... everyone was quiet, respectful and supportive.
- Natural storytellers. Excellent narrators. Bold and creative.



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Connecting to Home

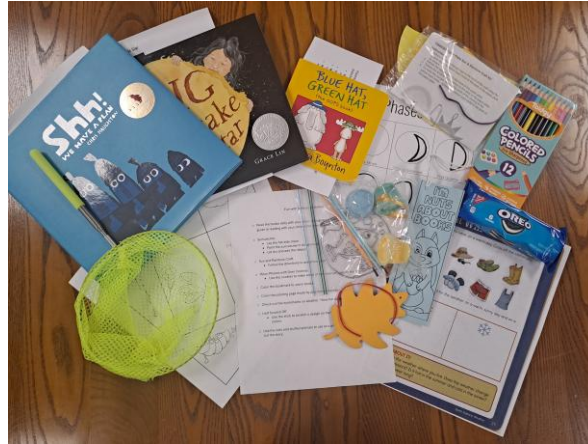
- Packets with fun activities and books are sent to child and caregivers.
- Packets are designed around books' themes with reading, science and math ideas.
- Parents have a connection when they meet with their children.



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Packets!

We send out books and activities.



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Continuing Caregiver Leadership Activities in Our Program

- With subsequent cohorts our plan is to continue our Family Literacy program at MCCF allowing incarcerated parents to continue to be active in their children's lives.
- The skills learned in class have positive effects with promoting self-esteem leadership skills allowing individuals to feel empowered and earn jobs within MCCF then continued to excel when released or moved to SCI.

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Resources and Questions

- Baker's Dozen
- Center for the Book
- Mifflin County Correctional Facility

Contact

- Tiffany Renninger- trenninger@tiu11.org
- Keith Mernin- kmernin@tiu11.org

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Contact/Mission

For more information on adult education and family literacy, please visit PDE's website at www.education.pa.gov

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.

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