

## WEBINAR TRANSCRIPT

### Remote Instruction for Family Literacy Programs: Dealing with COVID-19 Challenges in the Virtual Classroom

Thursday, April 2, 2020

#### Carol Clymer

00:13:41 Good afternoon, everybody. I'm Carol Clymer. The co-director from the Goodling Institute for Research and Family Literacy. Thank you so much for joining us today.

00:13:54 We're very happy to bring you this webinar on remote instruction for family literacy programs dealing with COVID-19 challenges in the virtual classroom.

00:14:05 Yes, we're all dealing with challenges and uncertainty and have a really unprecedented time

00:14:12 And we're still I know everybody on this webinar, trying to help our families as well. We hope that this webinar provides you some assistance in addressing

00:14:24 The challenges of dealing with and staying in touch with families and helping them to continue to learn before we start, I want to mention

00:14:35 Feel free to introduce yourselves in the chat. Tell us who you are, where you're from. If you have questions, I'll put them in the chat. Please. I think they're easier for us to address.

00:14:47 Also, if you have resources or suggestions. We want to hear those two just type them in the in the chat. We're going to compile

00:14:57 Any resources that you have that are new to the group that we haven't talked about. We have a long resource list already that is

00:15:07 Posted on the Goodling website and we will try to get to all the questions we're going to answer those. A couple times during the webinar but feel please keep putting your questions in there any that we don't

00:15:23 Get to today, though, we will answer, and we will post

00:15:28 On our website and also send

00:15:32 Them to you after

00:15:36 this is over the record the webinar will be recorded and again we will post that on our website. So for any of your colleagues who weren't able to join us today.

00:15:50 It'll be there to listen to later on and. Next slide please.

00:15:57 So yeah, we're the Goodling Institute for Research in Family Literacy, we have kind of a four-pronged mission at the Institute.

00:16:08 And one thing that we tried to do, which is really important to the

00:16:14 High quality family literacy programs is emphasized the intergenerational aspect of family literacy parents and children or caregivers and children working together.

00:16:27 We do research, we do professional development. Today's an example of some of the professional development that we offer for organizations.

00:16:37 We do policy work and advocacy work for family literacy and we also offer a, a family literacy program-direct service program that's called Family Pathways and it is funded by the state of Pennsylvania.

00:16:53 Next slide please.

00:16:57 And this is our team and you see me there Jungeun Lee, Beth McLean, Tabitha Stickel, Emily Wolfe, Anna Kaiper-Marquez and Esther Prins and we work together quite a bit and

00:17:14 A long time to put this webinar together. Next slide please.

00:17:22 So here's what we're going to go over today.

00:17:26 We're going to talk about the family pathways online instructional approach. Anna Kaiper and Emily Wolfe will talk about what they are actually doing in their classroom and

00:17:37 You know how they are dealing with the challenges of remote instruction and some of their really creative ways to keep in touch with our families, and I think you'll find that really interesting

00:17:51 And also talk about the successes, they've had. And some of the challenges and ways to deal with those challenges. And then we'll talk more about some additional online resources for adult education on I will cover those

00:18:08 Emily Wolfe will talk about resources for parent education. Then Beth McLean will talk about early childhood and school age resources and interactive literacy

00:18:21 Activities and then finally we'll talk a little bit about dealing with issues of online access for families. So we've got a lot to cover.

00:18:33 Our, our team did just a fabulous job of putting this together and a lot of hard work. So the next slide, please. And we'll turn it over to Emily Wolfe.

### **Emily Wolfe**

00:18:45 Hi everyone, my name is Emily Wolfe, and I am the parent educator and I also coordinate the PACT (Parent and Child Together), or ILA (Interactive Literacy Activities) component for our Family Pathways class in State College, Pennsylvania.

00:19:01 We actually have several programs. So I'm going to focus on our particular site in Centre County. We do have a site and Lycoming and Clinton counties as well.

00:19:12 But with a different population. So anyway, we have been providing our face-to-face classes via Zoom since we have had to cancel our real face-to-face classes.

00:19:27 One of the nice things is that it's worked out very well. Our format that we use before when we were meeting them live

00:19:37 Translated very nicely into a Zoom format. We use a PowerPoint to guide our lessons and that's what happened before. And that's what happened. Now, so it's a really smooth transition.

00:19:50 We start out each day with some check-ins and this is an example of our most recent schedule that we had. I think this one was from this week actually, on Monday.

00:20:04 Just to give you an idea of how it rolls out. I do the Parent Ed portion and my colleague on a does the Adult ed portion.

00:20:15 Just to give you a little bit of background in Pennsylvania. We provide five hours a week of adult education.

00:20:25 Two hours a week of parent education and three hours a week of the interactive piece. So, you know, it wasn't feasible to do that at a distance. So right now we're offering our classes twice a week as we normally did

00:20:41 And we're meeting from 10am until noon, as opposed to in the past, we were meeting at 830 and running until noon. So we alternate

00:20:56 Who starts first on Mondays. We start out with parent education and on Wednesdays, we start out with the adult education.

00:21:04 And that sort of balances a little bit in case somebody comes late, then they're not missing always missing the same component.

00:21:13 So right now we are serving English language learners and we're very pleased that all of the learners that, with the exception of one that we're coming to the face-to-face classes, were able to get hooked up and are participating in our Zoom classes.

00:21:34 Our English language learners come from several different countries and their levels range from beginner to sort of intermediate level.

00:21:44 So, this particular schedule is from starting out with the check-ins and my portion and then the second thing I did that day was

00:21:56 We looked at the local school districts website and tried to demystify some of that for our learners.

00:22:05 Accessing the remote learning plan, understanding what the school was expecting. And then we moved on to the other things that you see there. And I'll get into some of those things in a little bit more detail in a moment.

00:22:20 Can you move the to the next slide. Okay, so this is sort of a snapshot of our local school districts website where they're talking about the remote learning opportunities.

00:22:33 All of our learners have children, with the exception of one, that are in elementary school. So, you know, we really wanted to make them feel successful in trying to continue their children's learning at home.

00:22:48 And so that was why it was important for us to do this.

00:22:55 We also find that the information provided by the local school district isn't always written in clear and concise terms.

00:23:05 So, we try to summarize some of those things and show them how to navigate the website.

00:23:15 One of the nice things about our local school districts website is they have a translate button. So our learners can go in and have it translated into their native language, just to give them a good sense of what they're trying to communicate.

00:23:30 However, we're finding that, you know, I think it's just a regular Google Translate plugin that they're using.

00:23:41 Sometimes it doesn't come up that great. Can you switch to the next slide, please. Okay, so this is another example. When we went into the school districts website and looked at the activities,

00:23:57. There was actually a really nice.

00:24:02 Document where we could go through and talk about how they were to pick one or two things from each section to do each day. We actually clicked on those so they could see what they look like and talked about things that they are currently doing at home with their children.

00:24:17 One of the nice things that we're finding is folks are really doing a lot at home with their kids, despite all of you know that the suggestions, they're being very creative.

00:24:33 And then we included this one slide here, you'll see on the left-hand side, it's just our adult learners, but on the right-hand side picture, you'll see that, the reality is, children are involved in this.

00:24:47 And actually that's worked out very well you know we have a lot of kids on laps. A lot of kids popping in and saying hello

00:24:56 Which is great because that is intergenerational learning and it's great for the kids to see that their parents are continuing to learn during this time as well. Okay, next slide.

00:25:12 And I'm going to hand it over to Anna so that she can talk about what she's doing with the adult education piece.

### **Anna Kaiper-Marquez**

00:25:20 Thanks Emily. So with the adult education piece we really tried to integrate what is taking place right now.

00:25:30 Especially with things such as COVID-19 with some of our other grammar, punctuation, spelling kind of classes so that we're integrating that the now with kind of the normal, I guess we'll say, and so here's an example of an exercise we did just on vocabulary.

00:25:49 So just with this alone, we were able to practice pronunciation of different words that many of the learners have been hearing that have been on the news a lot

00:26:05 And then, we would ask them to define the words after we focus on pronunciation. And we have a reading comprehension exercise that we did, where they found the vocabulary words within the reading comprehension exercise.

00:26:23 So we're able to try to bring in multiple learning tools into this PowerPoint, just by even doing such things like screenshots.

00:26:35 So this is, for example, after we went over some new vocabulary. They had to match words with meanings.

00:26:42 Which again, can focus on pronunciation, can focus on vocabulary building, can focus on integrating new vocabulary into what is taking place right now.

00:26:52 And usually with readings, what I'll do is I will share the readings over email as well as over WhatsApp, which is a tool that we use frequently to connect with our learners.

00:27:01 And we will share readings with them that way, and then I will also take screenshots of the readings and post them on the PowerPoint.

00:27:11 And luckily, you can use the mouse to kind of follow along. So if someone is unclear of where we're at in the PowerPoint, you can always use the mouse or use other animations.

00:27:24 So this is just another way in which we are trying to integrate the class into this online learning piece, while still having interactions that we would have in person and

00:27:38 Another thing that I always like to do even if not everyone can do it all the time is, I always assign homework.

00:27:45 So after we went through vocabulary on COVID-19 and then we did several exercises, as I mentioned. I gave them homework to do. And you can see in this left section.

00:28:00 Think of a time in the past when you are sick. How did you get sick? How did it make you feel?

00:28:05 And then I gave the learners multiple ways to respond to me, they could either if they are comfortable typing, they could type it out.

00:28:12 And send it to me through email or through WhatsApp. Some people wrote it on a piece of paper and took a

00:28:19 Picture of it and emailed it to me or texted it to me. And then I was able to send that to myself and put it on the PowerPoint.

00:28:28 And so what we do from there. This is actually an example of what someone wrote for their homework.

00:28:34 And so together, we were able to use the PowerPoint marker to together read what the homework responses were and then make marks.

00:28:47 Regarding some of the things that we've already focused on such as punctuation, or in this case, we were also looking at commas and drawing from past

and present tense. So trying to really integrate all the things that we had done in person in the past into our current classes.

00:29:10 Also, I think one of the things that is interesting. I think for all of us is integrating supplemental distance learning into this new kind of distance face to face, way of teaching.

00:29:20 And so we do have Khan Academy that we asked all of our learners to do.

00:29:31 We actually use it in two different ways. So we post several different lessons that they can do on their own time, but I also give homework to them based on certain specific parts of Khan Academy

00:29:47 That I want to then go over together in class that also connect what we're doing in class.

00:29:55 So for example, I thought it was good this past week to focus on commas, because I was noticing in some of the homework assignments that they were giving me that commas were something that we needed to review.

00:30:06 So I gave them a certain section of Khan Academy, which is terrific. Because, as many of you know, it does track learn or time. You can see what and how learners are doing

00:30:15 And you can see if they need help in certain areas. So I was able to give them a certain part of this Khan Academy assignment and then

00:30:26 From there the next day or the next class, we were able to go over it together and I was able to use some of the things that I saw that they still needed to work on in our actual class.

00:30:39 So for example, after they did something in Khan Academy. Then we went over.

00:30:48 Rules about commas, we did something in class where they had to on a piece of paper and a pencil in their own homes.

00:30:57 Respond to us an assignment about using commas. And then I was able to use some learning online learning tools such as this, where we can almost play a game, so to speak, with commas. So from that I was then able to connect it back to Khan Academy and assign additional assignments based on commas.

00:31:15 So what we're trying to do is really fluidly integrate these supplemental distance learning tools into this these Zoom classes.

00:31:25 So that it doesn't feel disconnected or disparate, but instead it feels like it flows and so that one can actually impact the other in a in a beneficial way and so forth.

00:31:42 Emily actually started this incredible time where, in addition to our classes twice a week. We also have two other options for story time with families. So Emily, do you want to talk about that next.

### **Emily Wolfe**

00:31:59 Sure. So we started out with, with just getting the classes up and running with Zoom. We knew that we wanted to still hit the parenting piece we knew that we needed to hit the adult education.

00:32:17 But then after about the first week and a half, I realized what can we do to get families involved with some interactive literacy activities. And also, what can we do to get the kids learning from somebody else,

00:32:33 Because we all know anybody that has children knows that you try to do things at home and your kids don't want to listen to you and

00:32:43 But, if you can get somebody else involved and sometimes they engage a little bit more.

00:32:49 So we had a story time, we did it via Zoom. I sent out the link, and we had people join. The first one was really nice. I just randomly picked out a story. I didn't give the information ahead of time.

00:33:05 And it worked out well. But then I realized that I needed to refine that a little bit more. So the next time, I picked out a book that was nonfiction.

00:33:16 That had some really cool facts and I use the weird but true seven 300 outrageous facts by National Geographic Kids.

00:33:26 I went through. I just randomly selected some of the facts that I thought the children would be particularly interested in.

00:33:36 It was really cool because not only were the kids learning some of these facts.

00:33:42 But the parents were as well, and additionally I was learning some new facts. So we were all on a level playing field.

00:33:51 We went through them. Some of them, I would ask the question to see if they might have a guess to the fact

00:33:58 And then I would share the page where they could actually read it. I would hold it up close.

00:34:04 I know that the image that you see is a little blurry. It was just taken from a screenshot of a video, but I was surprised at how wow you know you could read the pages if it was held up to the camera.

00:34:18 Some of them I had them read them. So we flipped flopped back and forth with the approach. And then, when we were finished with that.

00:34:28 I took them to I shared my screen and I took them to the National Geographic Kids website.

00:34:35 And we went through some of the quizzes and I let them select which quizzes, we did. And that was also very fun.

00:34:43 The parents, the teacher, the children, everybody was giving input into the quizzes and had a great time. So now what I'm starting to do is really advertising ahead of time what we're actually going to focus on to increase some engagement.

00:35:03 It's not required. Not every family joins each quote unquote story time, but those that are able to get on and I'm scheduling them for twice a week one hour a piece. And then, sometimes we just have general conversation. So it's going well. Okay. Next slide please.

00:35:25 So we're going to address some of the successes that we've had and some of the challenges so far.

00:35:33 It was one of those things when they say building the plane, while it's flying. We literally were building the plane, while it was flying.

00:35:44 We had to mobilize very quickly, figure out a plan. I hate to say threw something out there.

00:35:52 But we planned it as well as we could. And now we're continuing to fine tune things as we go along. So what has worked?

00:36:04 One of the great things are, one of the reasons why it's worked so well is that we continued the format that we were using face to face.

00:36:15 The use of PowerPoint, but also keeping a lot of visuals, this really helps to keep the class flowing

00:36:23 And also some sometimes if somebody can't see that great or hear that great, the different approaches allows everybody to still see what or understand what's going on. Okay, next point.

00:36:40 But one of the things that we found is that it's been very helpful to have two instructors on the Zoom call to help deal with technical difficulties.

00:36:47 So, because one class I go first and Anna goes second, and the other class she goes first, and I go second, we Zoom in at the same time. When we're actually having our real time or real face to face classes prior to this issue,

00:37:07 Only one of us would be there at a time. But it really helps because the person can be looking at what's going on. Maybe if somebody forgot to record we click the record button.

00:37:19 If somebody is talking, we can hit the mute button. So that's worked out well.

00:37:26 And one of the big things that we found is continually checking in with our learners. Even before this happened, we had attended the LESLLA conference in Pittsburgh over the summer that

00:37:44 Focuses on very low-level English language learners and we got the great idea of using a WhatsApp chat group. So we came back from that conference and we set it up. And the learners just loved it.

00:38:00 We constantly have communication with that. So when this all came about, we were able to quickly and easily get a hold of our learners and provide support one on one.

00:38:14 And sometimes we even do one-on-one Zoom with them to help them and with whatever's going on. So, what are some things that we found difficult so far, we're three weeks into it now.

00:38:28 Initially we had the difficulties of signing up to Zoom. You know, a lot of our learners, but not a lot, some of our learners really weren't technologically savvy before this.

00:38:41 They all were able to use their cell phone to do a lot of things, but actually, using a laptop or a Chromebook or a tablet

00:38:53 Had some difficulties and getting them to sign up to Zoom. Getting into the classes can be a little choppy, now and then, but it is getting better.

00:39:06 Other difficulties is their discomfort with using online resources like Khan Academy. Once again, that's really getting better day by day, week by week.

00:39:18 We still have some people that haven't necessarily started that. But we're really happy and pleased with how many people have jumped onto the lessons that we've assigned to them on Khan Academy.

00:39:41 I already mentioned this before, our differing levels of digital comfort amongst our students. We do have some that are very savvy, some that aren't, but they're all making an effort to get into the classes. Okay, next point.

00:40:00 And then again, this just comes with the territory. Loud noises in the background.

00:40:06 It's a positive and it's a negative. We are really enjoying the fact that our learners are learning with their children at home, really setting some great routines and being a really good role model for their children.

00:40:14 But, they have to find activities and things for their children to do while they're attending class. So sometimes they have a TV on and sometimes somebody needs a drink and they pop in and out.

00:40:36 But it's worked out very well despite all of this. So going back to having two instructors on it at the same time, it's very helpful because we can go through and mute and unmute learners to minimize the noise to everyone else.

00:40:58 The trick is sometimes you're not quite sure, whose house has the loud TV or banging on in the background. So, sometimes you're going through and muting random people and like, Nope, not them. Okay. Let me try that. Next person. So, but it's going well.

00:41:11 Okay, so I am now going to turn this over to Esther Prins who is going to moderate questions that folks might have.

### **Esther Susana Prins**

00:41:21 Okay. Hi, everyone. Thank you so much for joining this Webinar. I've been keeping track of all the questions. But if there's one that I didn't get to, feel free to post that in the chat bar.

00:41:36 So there are four questions specifically related to technology. Abigail asked, is there a fee for using WhatsApp and I can just answer that. No, it's free. You can use it anywhere where you have a Wi-Fi connection.

00:41:57 I don't know if you wanted to add anything to that. Emily.

### **Emily Wolfe**

00:42:01 Now, the only thing I was going to mention is that English language learners seem to use WhatsApp more. For example, in our class, I don't mean to generalize our class, English language learners, they had already been using WhatsApp.

00:42:19 Our others site that is just ABSE, their learners aren't already using that. So, it depends on what your population. What tool they are most likely to use that. That would be the one that you would want to tap into. For us it's WhatsApp.

**Anna Kaiper-Marquez**

00:42:39 And for those listeners who are ABSE, they are just using direct text messaging as a primary source of communication.

**Esther Susana Prins**

00:42:50 Yeah I know just from friends and family members that people in other countries have been using WhatsApp for years. So it definitely makes sense that international learners would be familiar with that.

00:43:00 Chelsea wanted to know whether you use private staff members for the WhatsApp messaging.

**Emily Wolfe**

00:43:12 That's a good question, Chelsea. So when we set this up, we said to our students

00:43:20 If we use your number, everybody will have access to that, and are you comfortable with that? And we also talked to them about for those folks that weren't comfortable, they could go through and they could set up a Google phone number.

00:43:34 So we gave them that information right up front, and they all chose to use their regular number, we have a pretty you know tight small group. So that's how we did it.

**Anna Kaiper-Marquez**

00:43:49 But also just to throw this on. Not only do we send information to the group chat, we also send all the same information to their individual, WhatsApp messages and WhatsApp numbers as well as to email to make sure that they see it in multiple different spaces.

**Esther Susana Prins**

00:44:11 Okay, thank you. Nancy wanted to know whether students can access them with their phones. Can you access them with their phones?

**Anna Kaiper-Marquez**

00:44:32 Sure, yes, you can access them with your phones, it's a downloadable app. And usually when you are accessing to, you do need an email address so that can be tricky with learners who might not have access to email. All of our learners do have access to email so that has not been an issue.

00:44:54 But yes, some of the learners sign in on their phones and some of them sign in on tablets or computers as well. Now, ideally, a computer is, of course, the easiest way.

00:45:07 Just because it's easier on the eyes and but the phone has not seem to be an issue with the Zoom. However, there are many other messaging apps as well.

00:45:21 So there's Google Hangouts. There's Skype. There's FaceTime. So if Zoom specifically is difficult, we could do the exact same things on another one of those online messaging insights.

### **Esther Susana Prins**

00:45:39 Thank you. Someone wanted final clarification of whether or not you're using your own personal phone numbers in the WhatsApp messaging.

### **Emily Wolfe**

00:45:48 So this is Emily, we do.

00:45:52 Once again, that's because of the relationship that we have with our students. And we do have a small group.

00:46:01 It's probably, in general, not the best thing to do, but we do

00:46:08 Did I answer the full question?

### **Esther Susana Prins**

00:46:12 Yeah, I think so. If someone wants to follow up, feel free to use the chat bar.

00:46:18 Okay, so, um, do all the students know how to check email?

### **Anna Kaiper-Marquez**

00:46:26 And so the answer for our students is, yes. And luckily, we had done some digital learning and digital teaching before this started. And so that was helpful. However, one of the things that I have done as well is record myself.

00:46:47 Using the same idea of PowerPoints or screenshots and recording them.

00:46:52 And uploading them to YouTube. So, for example, when we initially asked learners to sign into Khan Academy, that was very difficult for some of them. So I gave them a step by step tutorial with a video that I had recorded and

00:47:07 Showing the steps through PowerPoint and uploading it to YouTube.

00:47:12 So that seemed to be one good tool because I couldn't be there, side by side with them. It was kind of the best way to be side by side without doing it.

00:47:24 The other thing that we have done is we have individually signed in with learners on to Zoom, shared our screens and showed them exactly how to set things up through our shared screen.

00:47:40 So that's one of the beautiful things about these messaging and resources, is that you can share your screen and show the visuals that you might not otherwise be able to get across to people just with your verbal responses.

### **Esther Susana Prins**

00:47:57 Okay, thanks. Someone noted in the message to the panelists, that there is an app called WhatsApp business.

00:48:06 And create a separate what's up profile with a Google Voice number to avoid giving students, your real phone number.

### **Anna Kaiper-Marquez**

00:48:15 That's terrific. Thank you for sharing that.

### **Esther Susana Prins**

00:48:18 Someone else wanted to know if your students are using their phones or computers.

### **Anna Kaiper-Marquez**

00:48:24 I think we address this before, and most of our students are using tablets or computers. However, some of them are also using their phones.

### **Esther Susana Prins**

00:48:37 Someone wanted to know what other options are there besides WhatsApp and texting.

### **Anna Kaiper-Marquez**

00:48:47 I went over this a little bit. There is Google Hangouts. There's Skype. There is WhatsApp.

00:48:56 There's actually a long list of information and we will cover that in the next section. It will give you some great resources that have different lists that you can draw from, that are much more expansive than what we're saying right now.

00:49:11 But there are many that are currently free or perhaps have not previously been free but are free right now due to the current situation. So there are several different options and we will share those in the next section.

**Esther Susana Prins**

00:49:26 How do you set up the Google phone number?

**Anna Kaiper-Marquez**

00:49:34 I think maybe for those specific questions; if you want to send us more direct emails at the end, and then we can answer those specific questions. But I think for time, it might be good to move on to the next section if that's okay.

**Emily Wolfe**

00:50:00 Somebody just posted a link on how to do that.

**Anna Kaiper-Marquez**

00:50:03 Great. I'll see

**Esther Susana Prins**

00:50:05 So someone wanted to know if Khan Academy is free. And the answer is yes, but do you have to create an account and create a class.

**Emily Wolfe**

00:50:23 Also, yes you do. Okay.

**Esther Susana Prins**

00:50:27 How and why do learners in enrolling your program and are they all women?

**Emily Wolfe**

00:50:36 And this is Emily, I'll just speak to that. It's open to families with children birth through third grade.

00:50:44 It just happens to be that in our particular county, they all the people that enrolled were mothers.

00:50:52 One of the nice things about that is we can talk about some more sensitive topics that we might not be able to do if there were fathers in the group, but the class

technically is open to mothers and fathers, and primary caregivers have a child birth through third grade.

**Esther Susana Prins**

00:51:15 Where do your readings come from, do you create your own or is there another source?

**Anna Kaiper-Marquez**

00:51:21 There are numerous sources including creating our own. And actually in this next slide, we will share with you a lot of resources that you can draw from that connect some of the readings that we're doing to ones that you can do with your own class.

**Esther Susana Prins**

00:51:40 Someone had asked whether the learners were pre-registered. And, yes they were and they were all women who are already part of the class. And so they simply transit to online versus face to face learning.

00:51:57 So one quick last question. How do you track time when students are using resources such as Khan Academy?

**Anna Kaiper-Marquez**

00:52:06 So Khan Academy tracks time for you. And that's actually another thing. We'll talk about with resources.

00:52:13 I think, depending on the state that you are in, tracking time can be a major issue or not. And one of the reasons why we are using Khan Academy is because our state professional or our State Department of Education says that Khan Academy is okay for us to use as a clock time model.

00:52:39 There are things that are wonderful about Khan Academy and there are things that are very difficult about Khan Academy. I think that it's better for learners who are intermediate and above. A little more difficult, specifically with the videos for lower level learners.

00:52:54 But different states are doing different things to figure out ways to track time. And so, some of them, for example, are asking learners to write down what they did and how much time they spent on it and what they learned other states.

00:53:12 That's not allowable hours right now. But in terms of Khan Academy and USA learns, which we're going to talk about in just two minutes, those are both clock time models that are free.

**Esther Susana Prins**

00:53:25 Wonderful, thank you. Any other questions, we'll just save until the end. And in terms of specific resources, we will add those to the resources that will send out when this webinar is done.

**Emily Wolfe**

00:53:45 Okay, I guess it's next slide.

**Anna Kaiper-Marquez**

00:53:48 Beth, do you want to talk about the online resources we have.

**Beth McLean**

00:53:54 Absolutely. This is a kind of a screenshot of the document that we've been referring to as throughout this webinar.

00:54:03 And there is the first page which is communicating with families. We have a list of the ways that programs can communicate with their families during the class or outside of class.

00:54:16 But on the right-hand side, the blue box shows the different categories that we have the different resources. It is the communication with families, adult education ESL, early Childhood/school age, interactive literacy activities. Overall it's a five pages of resources. Any resources you put into the chat, we will add and we will update the documents, so that all of these resources are included as well.

00:54:40 And Anna is going to now talk about adult education and I'll be back for the early childhood and the interactive literacy. Next slide.

**Anna Kaiper-Marquez**

00:54:58 As Beth mentioned, we have a long list of resources that I think are going to be helpful for everyone.

00:55:05 We've separated them into resources for instructors, primarily because these are resources that you as instructors might need to look at first before just giving links out to your learners.

00:55:13 And we also have resources for learners, which we would also suggest you look at first again.

00:55:24 But some of them are definitely more user friendly. So there are several different tools and platforms for distance learning support.

00:55:33 These are two of them that we really like. One is ProLiteracy, which gives an excellent list of resources tips and platforms for helping programs continue learning during this time.

00:55:47 And there is also WorldEd EdTech and that's actually what I'm going to be focusing on right now, so WorldEd EdTech is an excellent resource.

00:55:58 For a lot of the questions that many of you are bringing up right now. So there are it on the website. There are tips for setting up online classes and how to go about doing that.

00:56:10 There is a list of tools to meet with learners online. So that actually gets to the previous question that was asked about what different tools are there other than Zoom or WhatsApp or text.

00:56:24 There is information on free Internet access because there are several internet companies that are providing free internet service currently, which is terrific.

00:56:36 There's a long list of online instructional resources. This is just a screenshot from the website itself.

00:56:47 How to rapidly set up an implement distance learning programs, this is a great resource that you can read.

00:56:55 Or step by step guide on getting started and distance learning. So all of these are terrific resources that they've compiled that specifically focused on instructors

00:57:05 And how to deal with issues of online learning, both pre-COVID-19 and during and post COVID-19.

00:57:14 And one thing I do want to say as well is that there are these wonderful webinars that they have started, and they've had two this far, and their weekly Friday webinars.

00:57:24 On Fridays at 1pm they talk specifically about distance learning tools and Distance Learning Support for programs throughout the nation. They are focused more on adult education specifically versus family literacy programs. However, many of the resources of course can be used.

00:57:45 Another section that we have of this of this list of resources is again resources for learners. So these are three resources, one of them. I've already talked about.

00:57:59 And we use with our own classes. It's a free education Khan Academy, it is a free educational tool for adult learners and

00:58:07 As I mentioned, this tool is really helpful for intermediate to advanced ESL learners or ABE learners. It's a little more difficult for beginning English language learners because of the speed of the video. However, all of the videos do have captions that learners can read and they're short videos, and again they do track time.

00:58:33 Learning Chocolate is a great resource for very beginning level English language learners. I will talk about that a little bit more in one second. But there's also USA Learns, which is another free website that tracks time using the clock time model.

00:58:49 This is excellent again for lower level English language learners, but there are several levels. So there's level one and level two, level 1.5 and 2.5.

00:59:06 And there's also something specifically for citizenship classes that you can take with USA Learns that might be helpful, but I wanted to just focus on learning chocolate. So Learning Chocolate again is terrific for low level lower level ELLs.

00:59:21 There's great kind of vocabulary with images that might seem a little, I guess, youthful, but in many ways it's terrific, because kids and parents can do this together and learn together.

00:59:35 One thing that is important as well. It is free. It does not track time. So that's where you might want to ask learners to write down how much time they've spent what they've gone over, and kind of create your own template for that.

00:59:50 But one of the great things about this resource is that not only can you actually look at pictures and listen to, for example, this is action verbs. Listen to the verbs, but then they have different exercises that connect the vocabulary to things in context.

01:00:11 To close exercises to matching. So, this is really one of many terrific resources for English language learners who are just beginning their literacy journey and an English.

01:00:28 Next we are going to share some excellent resources on parent education and Emily is going to do that.

## **Emily Wolfe**

01:00:39 Okay. Thank you, Anna. So we went through and we picked out what we thought were some of our top picks.

01:00:47 For parent education, this is one of the resources that we really like for instructors. It's the Parent Toolkit and it just really provides a lot of information about development and learning specifically for parents just in one spot.

01:01:09 So this just gives you a little bit of a peek as to what it looks like. It's broken down according to age and topic. And this was a particular like plan for a pre-K parent for how they might want to continue learning at home during this time.

01:01:39 Just very easy, simple, to the point activities that could be shared with parents as a framework for what to do with their pre-K child.

01:01:45 And then another thing that I really like on this website is the book list.

01:01:52 Broken down by social emotional topics, which I think is something that's really important during this time, and this just gives you a little snippet of the topics under social emotional development that they highlight and also some of the books.

01:02:11 And we had had a conversation recently about we're providing parents with ideas of books and things to do and to use while they are at home.

01:02:24 But if you don't have the books in your house, how do you actually do? I think we'll share in a moment some resources for that.

01:02:34 Or the resources or the resources are actually in the resource guide that we provide.

01:02:42 And then some parent Ed resources online that are more geared toward learners or the parents in this case, are Raising Readers and, my personal favorite, Reading Rockets.

01:02:56 So looking at Raising Readers. One of the nice things about this particular website is they provide reading tip sheets in several different languages. And you can see those listed there.

01:03:14 And just other tip sheets and information about keeping your child learning.

01:03:24 Another thing that they have on the website. You'll see up at the top in the center.

01:03:34 A list by the month and a printable download that parents can access to get some particular tips and ideas. And then, one of my favorite things on this website is actually a very short and concise video on reading to your child. And it's like maybe two minutes, but it really highlights some of the really good strategies to use when reading with a preschooler in a way that doesn't overwhelm them.

01:04:04 So that's the Raising Readers website. Moving on to this one. Reading Rockets, I really like Reading Rockets

01:04:17 It's for a variety of age groups and also there are materials that are available in 12 different languages.

01:04:28 This is actually something that I'll be using with my learner's next week.

01:04:38 I'm taking a different online resource each week, highlighting it and providing them with information on the Reading Rockets website. They have a section called What are when school is closed resources to keep kids learning at home.

01:04:51 And so what you're seeing here is a snippet of that resource.

01:04:57 It actually links you to their Companion Site called Start With a Book, and then you'll see a little bit of it at the bottom in the orange fun. It gives you a variety of different topics.

01:05:11 And all of them are topics that I know that the kiddos in our program are particularly interested in at this time. So I think our parents are really going to find this useful. The featured topic that I'm going to use next week is on bugs birds and animals.

01:05:31 One of the things that I didn't mention earlier is when we are going over parent education topics, we are continuing to reinforce the English language and helping parents understand what's being written and are addressing new vocabulary words that they might have.

01:05:50 So, you know, they're always learning English, despite what we're focusing on. So we have some vocabulary there. And then, if you look on the left-hand side, up at the top, it says how to explore this theme.

01:06:13 For each of these topics, it gives you a list of fiction and nonfiction books. It gives you a list of hands on activities that you can do to extend those stories. So, you know, look over on the right-hand side of the screen, you'll see the hands-on activities that they're providing that correspond with the bugs and birds topic that we're doing.

01:06:38 And some of them, sadly, during this time might involve materials that they don't have in the home. But, we're going to focus on what they can do with what they already have in their house.

01:06:51 We take what we want and we leave what we can't use, but parents will be encouraged to go to this website and try out some of this stuff.

01:07:01 So at this point I'm going to turn it over to Beth McLean to talk about early childhood and school age activities and resources.

### **Beth McLean**

01:07:12 Thanks Emily. Yes, I will talk about these types of resources that we have. As we've said, there are many more are on the document and we're just highlighting a few of them that we really like.

01:07:25 But before we begin, I want to talk a little bit about technology use of parents and children together.

01:07:32 And technology seems to be very sophisticated. And a parent can just hand their device or computer over to them if it's early childhood website, and just assume that there's no role for themselves.

01:07:45 But it's important as educators, is to help parents understand even though it's not directly explained on the website. What a parent's role is that a parent can be a part of that.

01:07:53 And can help the child learn whether it's an early childhood app and interactive literacy app. It's important for them to play some kind of role as the children are learning

01:08:03 Okay. So, as we said we divided into resources for instructors and for learners and this is one resource for instructors is Scholastic Learn at Home.

01:08:12 And the really great thing is, and someone mentioned this and asked about it in the chat about activities for any for children outside of preschool and that is where we tend to in with family literacy focus on birth to grade three.

01:08:25 But a couple of sites I'm going to mention do have activities for older kids. And this is one of them, which has activities up to grade nine.

01:08:37 So as you can see here, there's the four, you can choose from four areas, whatever grades you want and then this is just a screenshot of the home page, and below this as resources for parents and resources for teachers which is very helpful.

01:08:48 We're going to look at an activity really quick for Pre-K and Kindergarten.

01:08:54 Right now. So, and all I wanted to say one reason why I said this was a site for instructors is because it tends to have more sophisticated words and has very many has lots of layers to it.

01:09:05 And so introducing this website to parents might be helpful as opposed to just saying.

01:09:13 So here is an example of a Pre-K and they and this is the same for all the grade levels is there's activities and you can see up in the orange bar.

01:09:21 Week one, two, and three. And there's five days of activities and here's day one animal studies and rabbits and you can listen to the story or read the book and it's all online.

01:09:33 And then what's really nice about it. And it's true for all grade levels is they have something called the daily reading quest. It's right up there. It's hard to see, but if you click on that page, it'll come up magically.

01:09:47 Narrative, it shows it says listen to the story with a grown up. And here are some things you can talk about. And there's some really good things that can talk about the help of comprehension and reading and learning.

01:09:59 So it's just a really very in-depth website which provides a lot of great information.

01:10:07 Then there's an early child. These are resources for children and ABCya, I'm going to talk a little bit about that one in a second.

01:10:13 It again goes to grade six a little bit older, early Middle School. Then there's something called Wide Open School which we've just found out about, which is kind of done by the Common Sense Media, where they really try to collect all the really good apps and activities for kids.

01:10:31 And they do it here and it's organized by grade and subject, and it does go up into the upper grades for all the different sites, so that would be something worth exploring.

01:10:40 If you want to help parents find the really good websites. There are so many that are developed that are not high quality and so Common Sense Media really helps guide in these directions.

01:10:49 All right, but ABCya. This is the homepage screenshot of ABCya. And you can see that it's divided by grade when you go to the games. We're going to go again to the pre-K page.

01:11:03 You can see that it also goes Pre-K and some of them are divided all into different ages, but there are lots of different things you can do here.

01:11:13. And what I like about this is that it has lots of different ideas for word games. And it's not just learning the alphabet, are learning letter sounds, but it also has a lot of phonological awareness like alliteration and rhyming words which are really important for the foundation of learning to read, and a lot of children need to be taught those phonological skills. So this one is a site that really has the gamut of kind of activities for literacy learning

01:11:41 Okay, Go on to bingo, I did this game. Where it's just a really fun activity where it repeats a word and it says a word and you have to click on it. And it's just helps kids listen and you find the animated character, but it also comes in letter sound and upper and lowercase letters. So it kind of has a little bit wide area.

01:12:06 All right. These are just some other resources that we have listed on our page.

01:12:12 Many of them you're familiar with some Sesame Street, probably. But what's nice about Sesame Street is does have the familiar figures or characters and the familiar ideas.

01:12:19 So it might be something to just extend the learning that they may have when they're watching TV.

01:12:28 Starfall is a really great place preschool to third grade.

01:12:31 And then Do2Learn is a great website for children with special needs because parents may not know how to work with their children with special needs. And this provides activities and guidance.

01:12:41 And ideas for what to do with children special needs. All right, I'm moving on to going quickly because I know kind of short on time. This is I'm going to go into some interactive literacy activities.

01:13:01 Sometimes we say ILA, interactive literacy activities and kind of interchangeable.

01:13:08 This is a site National Center for Family learnings developed. And what's really nice about it is 30 Days of Families Learning Together and

01:13:17 It's a compilation of their Wonderopolis and their Family Time Machine and kind of the best activities from those two popular websites.

01:13:26 And those two websites are identified on our resource page and they're also worth exploring, because there can you just kind of asked a question and you know they're very lots of answers for the Wonderopolis.

01:13:37 This is a screenshot of day five for the 30 Days of Families Learning Together.

01:13:45 But you can see, this would be a site that would work with instructors to help to learn what, exactly, is supposed to be done as an ILA activity to say, introducing an adult education and say here, do the activity home and then bring it back.

01:14:02 You know what your word Jeremy have. I mean, there are many different ways you can incorporate all different parts of family literacy into it. The, the 30 days is also available in Spanish, but it is a PDF form as opposed to being able to be used on a computer or on a phone.

01:14:19 Alright, here's another resource for families Unite for Literacy and Emily mentioned earlier about having access to books. And this is a wonderful has a huge collection of books that can be narrated for the family together and is narrated in 15 languages, but it's more than that.

01:14:39 I think it's over 40 which you'll see in the next slide.

01:14:44 So here's just a screenshot of many of the books, they have available. And if you look on the right-hand side, I've listed all of the different categories of books and there's five to 10 books within each category that you may want to be able to pursue.

01:14:56 But what I think is brilliant about this site is it's available in so many languages. Why don't we look at, should we circled eyes like these will go a little bit closer into that one.

01:15:08 All right. Here you can see eyes like these is available in all these different languages.

01:15:14 And when you go through the book, you see the little tiny arrow. You go through the book and it's in English. But even if they may be speaking in Spanish. The words are still in English.

01:15:24 But you'll have it narrated in a language that you understand and not every book is you can see is available in 40 plus languages, but across all the books, they provide our 40 different languages available.

01:15:37 Here's an example. These eyes can see in the jungle who has eyes like these. And then the next slide gives the answer.

01:15:47 The Tiger has eyes like these. And this is a great kind of a springboard for really good reading behavior together to talk about the picture and what they see and everything like that. So it's a really great interactive literacy opportunity.

01:16:02 Okay, there are a whole bunch of other types of ILA activities available that go beyond reading books and things. But it's just exploring what's out there and what there is to learn and Smithsonian.

01:16:15 For kids it is really good and it has so many different things you can do like, as you can see the examples you can get coloring pages.

01:16:25 There's like science experiments, there's music, there's, you know, connection to the libraries into the museums. I mean, it's brilliant. And they also have something called Smithsonian Learning Lab, which was collections of the artifacts.

01:16:36 They have 30,000 artifacts online now where they collect them and put them in categories and for teaching and for families to explore and it's certainly something worth looking into

01:16:48 Because it's has a lot really can see what's in the Smithsonian museums without being in Washington, DC.

01:16:57 And here's just an example of, you know, a zoo, because there are so many animal cams out there, Wolf, we have on ours about the Cornell bird. The Ornithology.

01:17:08 And there's zoos where you see the animal cams. You can learn all about the animals. So this is something that's just plain old fun for all kids and parents to just kind of have fun and explore and follow the animal daily

01:17:24 And then finally, here is a list of additional resources for families which are just fun to do Lunch Doodles with Mo Williams. He's an artist, and he has an art lesson every day at one o'clock.

01:17:39 New episodes. Emily mentioned how she's integrated National Geographic kids in her reading times with her class.

01:17:48 And then there's the Wow in the World Podcasts, which are just journey and the wonders of the world. And it's audio and you can just listen to it while you do other things. So there's just a lot of fun.

01:18:00 Like I said, and we've mentioned several times our list has many more examples and ideas. I think I'm done. And Anna, on to you.

### **Anna Kaiper-Marquez**

01:18:12 And one thing we wanted to talk about just to end is dealing with issues of online access, because we recognize that your learners and families have multiple levels of comfort with online access.

01:18:25 For example, I know my mom who is 76 who still teaches high school still has a flip phone. So some of these activities are much more difficult for certain learners.

01:18:39 This is actually something that was shared with us by Matt Kastleberg, who is on this call, but it's from IDD blog.org and it's a great matrix on dealing with high to low bandwidth as well too low, as well as low immediacy to high immediacy, and so the different kinds of activities that you can do based on the access that your learners have to online learning.

01:19:02. Now one of the things that we did not get into in this webinar is dealing more with learners who have absolutely no online access. And that's where I think a lot of the resources that we recommended what come. You know what would be really helpful.

01:19:23 But I think what this matrix shows is that there's different kinds of activities that we're talking about that you can do based on how higher low your bandwidth this.

01:19:30 So for example, if you have high bandwidth. But, you know, families can't sign in immediately.

01:19:39 How can you do a synchronous discussion with videos. How can you do prerecorded videos that you could perhaps put on YouTube or send through email or send through text if they do have high immediacy, for example, what Emily and I were talking about before. That's where you can do video conferencing or audio conferencing is if videos and issue.

01:20:01 If there's low bandwidth and low immediacy, can you do readings with text, images or text and images. Can you send emails to do? Can you do discussion boards?

01:20:13 Can you post discussions on through a text message or send a picture so there are different kind of activities that you can do based on your learner's needs.

01:20:25 But if you go to this blog. It shares a great deal of resources of how to deal with these differing levels of bandwidth and immediacy that I think are really important and something that I know all of us are dealing with.

01:20:42 We did want to open it up for the last few minutes to additional questions.

01:20:49 So Esther Prins again we'll ask the questions for all of us.

### **Esther Susana Prins**

01:20:56 Okay, thank you. So there were a few questions from the previous Q&A that we didn't get to. I'll start with those. Have you been able to incorporate a document camera using Zoom? So the instructor can provide live lessons on paper.

### **Anna Kaiper-Marquez**

01:21:16 Not well so we provide live lessons but through Microsoft Word. So no, we don't have a document a separate camera to show me writing on paper.

01:21:31 For example, a lot of the things that I can do are through either Microsoft Word or through drawing on PowerPoint or drawing on the word. So it's very similar. It's a similar process where you're seeing me in real time, you know, writing things are doing things

01:21:45 You can do the same with math problems as well. But it's not with an additional camera.

**Esther Susana Prins**

01:21:51 Okay, thank you. So this is a series of three questions are some of your learner's coordinating their online learning with you, with what their kids might be doing related to online learning, especially at home.

01:22:04 Two, have these learners already started doing similar at home learning with you when they were still attending face to face classes?

01:22:10 And three, what personal issues regarding COVID-19 or other health issues, helping their kids or job loss for themselves or family members are they raising during this COVID-19 period.

**Emily Wolfe**

01:22:23 Anna, I go first and you can finish that.

01:22:25 In terms of are they doing learning that aligns with the with their children are learning,

01:22:35 I guess I'm going to have to say no on that, just because our students have kids and all different grades.

01:22:44 And they're continuing to work on things that they were working on when we were meeting with them face to face.

01:22:56 So they're working simultaneously or parallel with your children, but not necessarily on the same things. And then also speak to the question about if we had incorporated any of this prior to the COVID-19,

01:23:13 And the answer is no, it would have allowed for a smoother transition. But even still, we got our plan in place and it pretty quickly. So we really didn't have any. I think we had maybe a week that they didn't have instruction.

01:23:35 In between, which is, in my opinion, pretty good so on. I can speak more

**Anna Kaiper-Marquez**

01:23:41 The last question I think is actually really interesting. And we just had this conversation yesterday about the learners and their own difficulties with access to resources. So I happen to be on a community group where I have created a website for Center County and Pennsylvania with a long list of resources that have to do with home economics, transportation, jobs, food resources, things like that. So one of our lessons yesterday was going through that website and covering questions.

01:24:17 For example, one woman had a question about rent and dealing with how to pay rent.

01:24:23 And there's been some talk about rent strikes and things like that. So I think, for all of us were, you know, as I'm sure, all of you are trying to be as up to date on resources outside of educational resources so that we can share them and bring them into the class, but it actually provides an amazing way to teach and learn because it really draws on authentic materials that all of us know are kind of ideal in any kind of adult and child class.

### **Esther Susana Prins**

01:24:57 Okay, um, will you provide resources and ideas for parents with kids in middle and high school. This is an area that has not been adequately filled and I have parents were seeking this desperately, I would like to add this to my distance learning now and in the future.

### **Emily Wolfe**

01:25:13 So this is Emily, because we are contracted to serve birth through third grade. That's what we focused on.

01:25:24 I do know that some of our parents do have high school aged children.

01:25:29 And but you know it. We deal with families on a case by case situation. We do a lot of one on one case management type of things with them and you know the particular family that I'm thinking of that her daughters in high school.

01:25:47 She isn't really having any difficulties at this time, she is doing her remote learning. In fact, she's probably helping her mother more than her mother's able to help her. At this time, so maybe somebody else has some resources for upper levels that could help you

### **Beth McLean**

01:26:05 Yeah, this is Beth.

01:26:08 I mentioned a few when I was going to mention one.

01:26:12 The Scholastic at Home, learn at home has goes up in the upper grades, but Khan Academy also goes way up into the high school level. And actually, I think a little bit higher.

01:26:22 So those are some really great you know lessons and learning opportunities there, but we will try to get some more that will address the middle school and high

school ages because I think that question is very valid because that's an age where it's, you know, we can find a lot for the elementary and things, but I'll look for some more.

### **Esther Susana Prins**

01:26:44 Yeah, I was looking on the Common Sense Media list of resources for my own daughter yesterday. And they have it divided up into K to five, and then six through 12 and they had a whole menu of options for every subject from reading to science to social studies to math, etc.

01:27:10 How are the families accessing the books listed are you liking to ebooks in the public libraries collection. And this question came up, while you are presenting.

### **Beth McLean**

01:27:23 Yeah, there are like the Free Philadelphia library has access to ebooks.

01:27:31 Which you can get a lot of your students in a library court. I mean, you can still do remote books.

01:27:38 Anywhere but also some of the sites, we provided are the free books. The one United for Literacy has all of those

01:27:45 But it makes it a little more difficult because you can actually get them physically. So you have to figure out a way to get them the copies in audible right now while we're going through all of this has offers all of them offer a number of books, ebooks as well.

01:28:00 Anybody else has suggestions please type in

### **Esther Susana Prins**

01:28:05 Another question for Beth, or any of the children's websites that you mentioned timed?

### **Beth McLean**

01:28:12 I don't know, I didn't look at it from that point of view unless Emily knows have some that are timed, but it's a really good question, and I'm sorry I don't can answer it.

### **Emily Wolfe**

01:28:31 When you say time, do you mean like a time clock model, like for example how Khan Academy is. If that's the question then, now I'm not aware that any of them track time.

**Esther Susana Prins**

01:28:47 Okay, next question. I think that these are all such wonderful ideas and methods and resources that I must admit I feel that so much of this is beyond the realistic abilities of some of my folks who are in foundations ELL level with little to no digital literacy, not all my folks fit this description, but some do, and I worried about them being left in the dark.

**Anna Kaiper-Marquez**

01:29:13 Yeah, I think that that's an excellent comment and something that we had mentioned before. Unfortunately, this webinar is not specifically done to address that. However, there are many resources that we have listed that do address lower level English language learners with very little digital literacy. With that being said, one of the things that I think can be done through phone calls and text is too. I mean, I don't know if some of your learners already have workbooks that they've been working on or books that they can access that they already have at home, but I think that you can provide some of the same

01:30:02 You can ask them to complete a certain number of pages, or you can go over it together with them through the phone or through text. Now I know that's a lot that takes a lot more time.

01:30:16 But I think that that is one way that some learner or some teachers nationally are trying to deal with this is really more about one on one connection.

01:30:26 But unfortunately, I don't know. If other people can recommend other resources through the chat, I think that would be really terrific as well.

**Esther Susana Prins**

01:30:44 Do you have any resources that provide short stories ESL adults can listen to?

**Anna Kaiper-Marquez**

01:30:52 Yeah, so in the list of resources that we have that we're going to provide you with both through our website as well as through email. There's a much longer list of ESL resources.

01:31:07 That that learners can use. And some of them actually can be integrated into both adult learning as well as childhood learning. So, for example, one of the resources is called Dial a Story that some people have used. And so you can dial in number and actually listen to a story.

01:31:29 Or the other thing that I would say, creating some of your own resources is terrific. So I've written a lot of my own stories or my own paragraphs and you can always record your voice.

01:31:44 Both through text or through you know online tools so that some listening skills are still taking place. But again, with that being said, the longer resources that will send to you, does have some options for that.

### **Esther Susana Prins**

01:32:03 Okay, great.

01:32:06 We're nearing the end of the questions here have the backgrounds of learners in flux, their ability to succeed in this kind of online learning. For example, does the educational background or level make a difference, or their native language, etc.

### **Anna Kaiper-Marquez**

01:32:23 And I think the answer is absolutely yes. But we still, there are learners. Some of our learners their partners are visiting professors or PhD students and some of them are not. And so, some of them, we do have to do more one on one kind of support with and that's where being able to contact them individually through text phone and email has really helped. And because, again, some of them don't need our support with signing into digital learning tools and some of them really do. And I will say that, you know, we have been lucky.

01:33:05 With the fact that most of our learners have found a way to get online, either because their kids have helped them or because their partners have helped them.

01:33:18 But again, remember that family and literacy is the whole family working together. So this is another you know what I would really recommend to is drawing from some of what the kids know

01:33:32 You know about digital learning tools and integrating that into lessons as well because a lot a lot more than we as adults do about signing into digital tools. So those drawing from all of our resources, both adults and children. I think it's really necessary in this time.

### **Esther Susana Prins**

01:33:55 Okay, I'm just a couple more questions. Will you continue to offer this class for a new session of learners and once this one has ended. If you're still required to conduct classes virtually, how will you recruit and manage a new incoming class?

**Anna Kaiper-Marquez**

01:34:15 Does someone else want to talk about this recruitment?

**Carol Clymer**

01:34:19 This is Carol. I don't think that's a question we can answer at this point in time. I think we've learned a lot about doing remote instruction. I think it will certainly add to our option.

01:34:36 When we get back to face to face situations and we know we can think creatively about offering this option in some other way outside of the grant that we have

01:34:51 But I think that's something that we just haven't even talked about or thought about. Our main goal was to get remote instruction up and running.

**Esther Susana Prins**

01:35:04 One more question about our specific class. How many of the learners are not joining the digital classes and how many are?

**Emily Wolfe**

01:35:15 And this is Emily, we had seven students coming to face to face class and six of them have participated in the Zoom classes.

01:35:31 But I believe the seventh one that that hasn't I believe that she's been doing some Khan Academy assignments.

01:35:42 But that's just our, our county's family literacy class that I'm speaking about

**Esther Susana Prins**

01:35:51 Okay, and I believe this is the last question unless someone pops in, with one of the last minute. Are there any of the ILA websites that are available in different languages.

**Beth McLean**

01:36:08 Well, the information on the website and the books and the things like that are offered in different languages.

01:36:20 Specifically, I'm not sure what you mean. The website, I think they're probably in Spanish. Some of them. I know some of them are Spanish, but not more than that. But I can certainly look into that.

**Anna Kaiper-Marquez**

01:36:38 Many of them do have resources as Beth had mentioned in multiple different languages.

01:36:48 Notice they are an English, but there is a list of multiple resources. And that's where I think you as instructors can go on to the websites.

01:37:02 And look for those translated documents and send those to the learners. Because sometimes it's not going to work best to just send the link to the learner, you might need to go on and share specific pages or specific translations, but many of them do have those types of translations that you can share.

**Esther Susana Prins**

01:37:25 Okay, I did not see any other questions. Thank you all for staying on late, it shows just how much interest and enthusiasm, there is for this topic.

01:37:36 So thank you on behalf of our team at Goodling Institute, and it's really inspiring to see everyone's dedication and the creativity that has been unleashed in the past few weeks. Thank you. And we will again post these resources on our website and I will put that in the chat box one last time.

01:38:01 That's our [ed.psu.edu/goodling-Institute](http://ed.psu.edu/goodling-Institute). So, we will end this discussion and post the webinar within the next couple of days.

**Anna Kaiper-Marquez**

01:38:21 Thank you everyone.

**Carol Clymer**

01:38:24 Thanks.

**Beth McLean**

01:38:25 Thank you.