

- 1. In view of your unit's history and the evolving nature of your work, what different directions (mixes of themes) are you considering for your future? For each possible direction you identify, please indicate the reasons and your sense of opportunities and challenges.**

The ISAL/Goodling Institute held a retreat and several team meetings to identify strengths, opportunities and challenges and to outline current and future plans. We have identified four key directions for our work.

A. Diversify Funding Streams: A good portion of ISAL funding comes from the Pennsylvania Department of Education (PDE)—Division of Adult Education. While these grants are expected to continue through FY 2015, funding for adult education overall has steadily dwindled and is increasingly unstable. Similarly, the Goodling Institute is primarily funded through a federal earmark and provides some resources for staffing; however, we need to obtain other resources to conduct research projects, complete policy work and produce practitioner tools to pursue our mission. It is imperative that we expand and diversify our funding streams to both sustain our work and explore future directions. The team has identified the following projects to explore:

In the Works—Pending Proposals

- IES Grant— Examining Student Outcome Data and Systems in Adult Education Agencies: The Great Cities-Penn State Partnership
- Spencer Foundation Grant—Organizational Learning in Adult Education Contexts for Data Usage and Program Improvement in Five Cities
- NSF—STEM proposal Connecting the Dots between K-12 Mathematics and Adult Numeracy Supporting Disadvantaged Parents in advancing their Children's Mathematical Literacy submitted by American Institutes of Research, Goodling would be a sub-contractor

In the Works—Other Projects

- Health Literacy: P-PLAN A collaborative project with six faculty members (2 at Goodling Institute) and one faculty member at Lehigh University to develop an intervention for parents raising children diagnosed with or suspected of having ADHD—seeking funding for Phase 3 (targeting NIH or similar funding agent)

- Leadership research Family Literacy: Formative evaluation grant from National Center of Families Learning Toyota Family Learning project (funded December 2013)
- Leadership Project Family Literacy: Exploring funding streams to further develop and study leadership development programs in family literacy settings
- Literacy Brokers-Adult ED/ESL: Developing Spencer Grant application for Fall 2014

Projects to Pursue

- Policy Paper—Family Literacy 2014—Past, Present, Future
- Goodling Institute Practitioner and Research Brief development to continue leadership in translating research into practice
- Academic journal publications
- National Career Pathways Project—Focus on English as a Second Language Learners (pathways for skilled and unskilled immigrants)
- National Adult Education Professional Development Project—Using Data to Improve Performance
- America Reads expansion through other service learning grant opportunities; document outcomes for America Reads
- Digital Literacy—helping adult learners improve their skills by using and applying technology innovations

We will work with Tammy Fetterolf and OSP to expand and strengthen our grant portfolio by exploring opportunities with funders such as:

- NIH
- Corporation for National and Community Service
- Mott Foundation
- Kellogg Foundation
- Knight Foundation
- Dollar General Foundation
- Barbara Bush Foundation
- Dolly Parton Foundation
- Spencer Foundation

B. Increase World Campus Awareness and Offerings. The Family Literacy Certificate enables Goodling staff to offer professional development opportunities for adult educators through World Campus courses that enhance knowledge, skills, and credentials in the discipline of family literacy. Courses are also a valuable source of revenue and grassroots marketing efforts have been underway to increase participation. Our faculty is also currently working on a new post-baccalaureate ABE certificate program to offer through World Campus, which if approved could begin in 2015.

C. Expand Existing Funding Streams.

- PDE funding--work with PDE to make program improvements identified during our recent monitoring visit. Both PDE and ISAL/Goodling have had personnel changes so it will also be important to build new and lasting relationships with state staff.
- Increase funding for the America Reads program to cover growing program expenses. Staff have been in contact with Student Aid to request an increase and will follow-up with new SA personnel this month.

D. Increase Dissemination and Collaboration. We will continue to explore and develop opportunities with other departments at PSU and potential partners outside of PSU to expand our networks and options for funding. To do this, we must be more strategic about disseminating ISAL/Goodling information by using new forms of technology such as list serves, blogs, e-newsletter, email blasts, Apple/Android apps, Facebook, etc. We will also identify opportunities to collaborate with other organizations that share similar interests and goals.

Collaborations in the Works

- The award of the Toyota Family Learning evaluation grant in December 2013 represents the strengthening of our partnership with the National Center on Family Learning.
- The IES grant (submitted September 2013) and Spencer Foundation (submitted November 2013) grants reflect a developing partnership with five cities serving 22% of the adult education population--Chicago, Houston, LA, Miami and New York. Should this grant be funded, it could help us get our foot in door with IES and lead to a larger IES research grant as well as other opportunities from funders interested in urban environments.
- The invitation to collaborate on a NSF proposal (submitted in January 2014) with the American Institutes for Research (AIR) and Rutgers University Center for Math Science and Computer Education provides a formidable opportunity to work with a frequently funded Washington DC research organization and another well-respected state university.
- Strategic additions to the Goodling Advisory Board who could bring opportunities for future work:
 - Marcie Foster—Center for Law And Social Policy
 - Guadalupe Valdes—Stanford University
 - Jim Anderson—University of British Columbia

2. What is your preferred direction for the future and why?

As outlined in question one, the ISAL/Goodling Institute will focus on identifying new and diverse funding streams. In order to achieve this goal, we need more staff members to acquire training in and knowledge of funding sources and grant writing. We will be seeking to develop our grant writing skills and expand our networks using internal and external resources. The grant opportunities we want to explore have also been listed above.

Revenue from World Campus courses can provide resources to fund some of the policy, research and professional development projects we would like to pursue in Goodling. Therefore, we want to continue to increase our marketing efforts, add senior level electives and develop the ABE certificate courses through World Campus.

PDE grants have been a mainstay of ISAL for close to two decades. We need to ensure that we continue to build strong relationships with Division staff administering our Leadership grants. We also need to address the findings of our recent monitoring visit on the Direct Services Programs, which includes meeting expected outcome targets for adult learners.

Another priority is to become more integrated with the University and College of Education by increasing collaboration with other departments and colleagues.

3. To what degree does consensus exist around the pursuit of this preferred direction within your unit? If there are “minority” positions within your department or unit, what are they and how are you addressing the differences of opinion?

Consensus for the above goals and overall directions were reached over the course of three staff meetings/team building seminars, two of which were facilitated by Penn State Senior Planning and Improvement Associate, Barbara Sherlock. All minority positions have been addressed during these meetings.

4. What are the concrete next steps you wish to take? Short term (next two years); Longer Term (> 2 years).

Short-term:

- Focus on increasing grant writing skills of all staff
- Improve Direct Services outcomes
- Increase interaction with other departments at PSU and external organizations that share common interests
- Continue to pursue projects that are in the works—e.g. health literacy, family literacy research, and literacy brokers

- Increase World Campus awareness and offerings
- Submit at least 6 grants to new funders
- Develop a strategic plan for Goodling and increase interaction of Goodling Advisory Board
- Consolidate institute data and begin technology integration

Longer-term:

- Identify funding opportunities based on our PDE work outside of Pennsylvania
- Obtain funding for 3 new Goodling projects
- Identify and implement at least 3 new projects with PSU departments and/or other external agencies

5. What are the budget implications?

The budget implications are as follows:

Staffing

- Based on goals and increased workloads, a full-time budgeting/admin assistant will need to be hired
- An additional staff member will need to be hired on the Course Management grant for FY 2014-15
- With increased class offerings, an additional instructor will be required for World Campus.
- New grant work will mean increasing staffing as existing staff are fully committed to current projects.

Budgeting

- Diversifying our funding will lead to increased funding in overhead that will cover additional expenses, (compared to the current limits set by the PDE grants)
- Increased World Campus classes will provide additional revenue to the institute
- It will be important to have some type of stable institutional funding

6. What does your unit wish to be known for in the future?

The ISAL/Goodling Institute wants to be known as the “GO TO” institute for adult and family literacy research, policy and practice. We will strive to provide quality work and be known for prominence in the field.