

ESTHER S. PRINS

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Adult Education Program
Pennsylvania State University
University Park, PA 16802
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EDUCATION

- 2003 **Ph.D., Adult Education**, Cornell University
2003 **Specialized Training:** Seminar in College Teaching, Teaching Resources Center, University of California-Davis.
1999 **M.S., Adult Education**, Cornell University
1994 **B.A., Sociology**, Wheaton College (*summa cum laude*)

HONORS, FELLOWSHIPS, AND AWARDS

- 2019 Graduate Faculty Teaching Award, Pennsylvania State University
2015 One of 10 Penn State professors selected to visit Cuba (Office of Global Programs initiative to initiate research and teaching projects in Cuba)
2013 Mildred B. and Charles A. Wedemeyer Award for Outstanding Scholar in Distance Education (with Cathy Kassab, Brendaly Drayton, and Ramazan Gungor)
2011 Outstanding Researcher Award, College of Education, Pennsylvania State University
2010 Imogene Okes Award for Outstanding Research, American Association for Adult and Continuing Education
2007 Outstanding Paper by an Early Career Scholar Award, Adult Literacy and Adult Education SIG, American Educational Research Association (\$500)
2003 – 2004 Fellow, Professors for the Future, a year-long professional development and leadership program at UC-Davis (\$3000)
2001 – 2002 Women's Studies Dissertation Fellowship, Cornell University (\$6500)
2000 – 2001 Julian and Veta S. Butterworth Doctoral Research Prize, Cornell University Department of Education (\$2000)
1997 Tomorrow's Leaders Today Award for leaders who are committed to building community through their careers and/or volunteerism, Public Allies, Chicago
1994 – present Member, Wheaton College Scholastic Honor Society
1993 Wheaton College Alumni Association Senior Scholarship

RESEARCH EXPERIENCE

- 2017 – present **Professor** – Pennsylvania State University, Lifelong Learning and Adult Education (LLAED) Program; Co-Director, Goodling Institute for Research in Family Literacy and the Institute for the Study of Adult Literacy. Affiliated programs: Comparative and International Education Program; Center on Rural Education and Communities
2011 – 2017 **Associate Professor** – Pennsylvania State University, LLAED
2005 – 2011 **Assistant Professor** – Pennsylvania State University, LLAED

- 2004 – 2005 **Assistant Professor** – Washington State University, Department of Educational Leadership and Counseling Psychology (with partial Extension appointment)
- 2002 – 2004 **Postdoctoral Researcher** – University of California-Davis, Department of Human and Community Development. Dr. Jim Grieshop (Extension Education Specialist), Principal Investigator
- 2000 – 2001 **Graduate Research Assistant** – Cornell University, Institute for Community College Development. Dr. Betsy Grigoriu, Assistant Director
- 1998 – 2000 **Graduate Research Assistant** – Cornell University, Cooperative Extension. Dr. Merrill Ewert, Director and Associate Dean
- 1997 – 1999 **Graduate Assistant** – Cornell University, Office of Publications and Statistics, The Graduate School. Dr. Mary Margaret Carmichael, Director

TEACHING EXPERIENCE

- 2005 – present **Professor** – Pennsylvania State University, Lifelong Learning and Adult Education Program. Graduate courses: Family Literacy; Literacy, Identity, and Culture in a Global Context; Politics, Language, and Pedagogy: Applying Paulo Freire Today; Social and Historical Issues in Adult Education; Doctoral Proseminar in Lifelong Learning and Adult Education.
- 2004 – 2005 **Assistant Professor** – Washington State University, Department of Educational Leadership and Counseling Psychology. Graduate courses: Student Development Theories, Research, and Application; Higher Education Masters Practicum; and Issues in Higher Education.
- 2003 – 2004 **Instructor** – University of California-Davis. Undergraduate course: Field Studies with Children and Adolescents (3 sections)
- 2000 – 2003 **Guest Lectures**
“Banking Versus Empowering Education.” Course: Explorations in Science and Society: Engagement. UC-Davis, Science and Society Program. Spring 2003.

“Women, Learning, and Voice.” Course: Community Learning and Service Partnership. Cornell University, Department of Education. Spring 2001.

“A Comparison of IAF and PICO’s Approaches to Congregation-Based Community Organizing.” Course: Community Education and Development. Cornell University, Department of Education. Fall 2000.

OTHER PROFESSIONAL EXPERIENCE

- 2003 **Internship Supervisor** – University of California-Davis, Summer Leadership Institute (June – August)

- 1994 – 1997 **Adult Literacy Coordinator** – Youth Service Project, Chicago
- 1993 **Intern** – Iglesia Bautista Emmanuel, El Salvador (adult education and community development)

PUBLICATIONS (* denotes graduate student)

Books

Lynch, J., & **Prins, E.** (in press). *Teaching and learning about family literacy and family literacy programs*. Routledge.

Peer-reviewed Articles

*Stickel, T., **Prins, E.**, & Kaiper-Marquez, A. (2021). 'The video is an upgrade from them all': How incarcerated fathers view the affordances of video in a family literacy programme. *Learning, Media, and Technology* [online first]. <https://doi.org/10.1080/17439884.2021.1888117>

Kaiper-Marquez, A., Wolfe, E., Clymer, C., Lee, J., McLean, E. G., **Prins, E.**, & *Stickel, T. (2020). On the fly: Adapting quickly to emergency remote instruction in a family literacy program. *International Review of Education – Journal of Lifelong Learning*, 66, 691-713. <https://doi.org/10.1007/s11159-020-09861-y>

*Stickel, T., Kaiper-Marquez, A. & **Prins, E.** (2020). Creative fatherhood behind bars: The Read to Your Child Program. *Temas Em Educação Journal*, 29(2), 209-228. <https://doi.org/10.22478/ufpb.2359-7003.2020v29n2.53969>

Prins, E., *Stickel, T., & Kaiper-Marquez, A. (2020). Incarcerated fathers' experiences in the Read to Your Child/Grandchild Program: Supporting children's literacy, learning, and education. *Journal of Prison Education and Reentry*, 6(2), 168-188. <https://doi.org/10.25771/n1x0-y832>

Prins, E., & Kassab, C. (2017). Rural/non-rural differences among Pennsylvania FAFSA applicants pursuing the same type of postsecondary degree. *Journal of Research in Rural Education*, 32(7). <http://jrre.psu.edu/wp-content/uploads/2017/11/32-7.pdf>

Prins, E. (2017). Conclusion. In A. Belzer (Ed.), *Turning points: Recent trends in adult basic literacy, numeracy, and language education* (pp. 95-103). *New Directions for Adult and Continuing Education*, No. 155. Jossey-Bass. <https://doi.org/10.1002/ace.20244>

Prins, E. (2017). Digital storytelling in adult education and literacy programming. In K. Yang & R. Lawrence (Eds.), *Participatory visual approaches to adult and continuing education: Practical insights* (pp. 29-38). *New Directions for Adult and Continuing Education*, No. 154. Jossey-Bass. <https://doi.org/10.1002/ace.20228>

Prins, E. (2017). Digital storytelling in adult education and family literacy: A case study from rural Ireland. *Learning, Media and Technology*, 42(3), 308-323.

*Campbell, K., & Prins, E. (2016). Taking initiative and constructing identity: International graduate student spouses' adjustment and social integration in a university town. *International Journal of Lifelong Education*, 35(4), 430-447.

*Krupar, A., & Prins, E. (2016). Participation in adult education for community development: A critical discourse analysis of Training for Transformation. *International Journal of Lifelong Education*, 35(4), 359-375.

Prins, E., Monnat, S., Clymer, C., & Toso, B. W. (2015). How is health related to literacy, numeracy, and technological problem-solving skills among U.S. adults? Evidence from the Program for the International Assessment of Adult Competencies (PIAAC). *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*, 4(3), 22-42.

Prins, E., & Monnat, S. (2015). Examining associations between self-rated health and proficiency in literacy and numeracy among immigrants and U.S.-born adults: Evidence from the Program for the International Assessment of Adult Competencies (PIAAC). *PLOS ONE* 10(7), e0130257. doi:10.1371/journal.pone.01302571

Prins E., Monnat S., Clymer C., and Toso B. (2015). Examining associations between adult health and literacy, numeracy, technological problem-solving skills, and post-initial learning in the U.S. American Institutes for Research and the National Center for Education Statistics. http://static1.squarespace.com/static/51bb74b8e4b0139570ddf020/t/54da78a6e4b0f5214f04f907/1423603878589/Prins_Monnat_Clymer_Toso_PIAAC.pdf (article went through peer review but was not published in a journal)

Prins, E., & Kassab, C. (2015). GED recipients in postsecondary education: A rural-urban analysis of Pennsylvania FAFSA applicants' educational, demographic, and financial characteristics. *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*, 4(2), 20-36.

Prins, E., Kassab, C., & *Campbell, K. (2015). Adult learners in higher education: A rural-urban analysis of Pennsylvania FAFSA applicants' educational, demographic, and financial characteristics. *Journal of Continuing Higher Education*, 63(2), 71-85.

Prins, E., & *Mooney, A. (2014). Literacy and health disparities. In J. C. Collins, L. O. Bryant, & T. S. Rocco (Eds.), *Health and wellness concerns for racial, ethnic, and sexual minorities* (pp. 25-35). *New Directions for Adult and Continuing Education*, No. 142. San Francisco: Jossey-Bass.

Tschakert, P., *Dietrich, K., Tamminga, K, Prins, E., Shaffer, J., Liwenga, E., & Asiedu, A. (2014). Learning and envisioning under climatic uncertainty: An African experience. *Environment and Planning A*, 46(5), 1049-67.

Toso, B. W., Prins, E., & *Mooney, A. (2013). The changing face of immigrants in the U.S.: Implications for adult educators. *PAACE Journal of Lifelong Learning*, 22, 1-21.

¹ This article was selected through a competitive process by the U.S. Office of Career, Technical, and Adult Education, the National Institute of Child Health and Human Development, and the Office of Behavioral and Social Sciences Research for a *PLOS ONE* special collection on PIAAC data. The paper was then submitted to *PLOS ONE* and accepted through the journal's peer review system.

Prins, E., Kassab, C., *Drayton, B., & *Gungor, R. (2012). Distance learning for GED students in rural Pennsylvania. *American Journal of Distance Education, 26*(4), 217-235.

Prins, E., & Toso, B. W. (2012). Receptivity toward immigrants in rural Pennsylvania: Perceptions of adult English as Second Language providers. *Rural Sociology, 77*(3), 435–461. DOI: 10.1111/j.1549-0831.2012.00081.x

Prins, E. (2011). On becoming an educated person: Rural Salvadoran adult learners' cultural model of *educación/education*. *Teachers College Record, 113*(7), 1477-1505.

*Drayton, B., & **Prins, E.** (2011). Participant leadership in adult basic education: Negotiating academic progress and leadership responsibilities. *International Journal of Lifelong Education, 30*(3), 349-365.

*Dubin, E., & **Prins, E.** (2011). Blueprinting a Freirean pedagogy of imagination: Hope, untested feasibility, and the dialogic person. *Journal of Adult and Continuing Education, 17*(1), 23-39.

Prins, E., & *Gungor, R. (2011). Family literacy funding reductions and work-first welfare policies: Adaptations and consequences in family literacy programs. *Adult Basic Education and Literacy Journal, 5*(1), 15-25.

Prins, E. (2010). Participatory photography: A tool for empowerment or surveillance? *Action Research, 8*(4), 426-443.

Prins, E. (2010). Salvadoran campesinos/as' literacy practices and perceptions of the benefits of literacy: A longitudinal study with former literacy participants. *International Journal of Educational Development, 30*(4), 418-427.

Prins, E., & Webster, N. (2010). Student identities and the tourist gaze in international service learning: A university project in Belize. *Journal of Higher Education Outreach and Engagement, 14*(1), 5-32.

*Toso, B. W., **Prins, E.,** *Drayton, B., *Gungor, R., & *Gnanadass, E. (2009). Finding voice: Shared decision making and student leadership in a family literacy program. *Adult Basic Education and Literacy Journal, 3*(3), 151-160.

Prins, E., *Toso, B. W., & Schafft, K. (2009). "It feels like a little family to me": Social interaction and support among women in adult education and family literacy. *Adult Education Quarterly, 59*(4), 335-352.

Schafft, K., & **Prins, E.** (2009). Poverty, residential mobility, and persistence across urban and rural family literacy programs in Pennsylvania. *Adult Basic Education and Literacy Journal, 3*(1), 3-12.

Prins, E., & Schafft, K. (2009). Individual and structural attributions for poverty and persistence in family literacy programs: The resurgence of the culture of poverty. *Teachers College Record, 111*(9), 2280-2310.

Prins, E. (2009). Examining interpersonal dynamics among adult learners through the lens of place. *International Journal of Lifelong Education, 28*(1), 91-106.

*Diehl, W. C., & **Prins, E.** (2008). Unintended outcomes in Second Life: Intercultural literacy and cultural identity in a virtual world. *Language and Intercultural Communication*, 8(2), 101-118.

Prins, E., & *Toso, B. W. (2008). Defining and measuring parenting for educational success: A Critical Discourse Analysis of the Parent Education Profile. *American Educational Research Journal*, 45(3), 555-596.

Prins, E. (2008). Adult literacy education, gender equity, and empowerment: Insights from a Freirean-inspired literacy programme. *Studies in the Education of Adults*, 40(1), 24-39.

Prins, E. (2007). Interdistrict transfers, Latino/White school segregation, and institutional racism in a small California town. *Journal of Latinos and Education*, 6(4), 285-308.

Prins, E. (2007). "Aquí no somos unidos"/"We're not united here": Adult literacy and the obstacles to solidarity in postwar El Salvador. *International Journal of Qualitative Studies in Education*, 20(4), 401-431.

Prins, E. (2006). Relieving isolation, avoiding vices: The gendered meanings of participation in an adult literacy program in El Salvador. *Adult Education Quarterly*, 57(1), 5-25.

Prins, E. (2006, July). Individual roles and approaches to public engagement in a community-university partnership. *Journal of Research in Rural Education*, 21(7). <http://www.psu.edu/dept/jrre/articles/21-7.pdf>

Prins, E. (2005). The challenges of fostering community participation: A case study of a community-based organization in rural California. *Community Development: Journal of the Community Development Society*, 36(2), 15-34.

Prins, E. (2005). Learning to communicate: An adult literacy programme in postwar El Salvador. *Convergence*, 38(1), 69-90.

Prins, E. (2005). Framing a conflict in a community-university partnership. *Journal of Planning Education and Research*, 25(1), 57-74.

Prins, E., & D. M. Ewert. (2002). Cooperative Extension and faith-based organizations: Building social capital. *Journal of Extension*, 40(3). <http://www.joe.org/joe/2002june/comm2.html>.

Prins, E. (2002). The relationship between institutional mission, service, and service-learning at community colleges in New York State. *Michigan Journal of Community Service Learning*, 8(2), 35-49.

In progress

*Cherewka, A., & **Prins, E.** (accepted pending minor revisions). "You can't win a Cold War with hot weapons": Frank C. Laubach's educational project, adult literacy campaigns, and U.S. foreign policy (1945-61). *Comparative Education Review*.

Essay and Book Reviews

Prins, E. (2011). Paulo Freire and the cold war politics of literacy [book review]. *Comparative Education Review*, 55(4), 647-649.

Prins, E. (2009). The word and the world: The cultural politics of literacy in Brazil [book review]. *Comparative Education Review*, 53(2), 302-304.

Prins, E. (2007). Building professional pride in literacy [book review]. *Adult Education Quarterly*, (57)4, 349-351.

Prins, E. (2001). Critical perspectives on women's literacy education in Latin America [essay review]. *Adult Education Quarterly*, 52(1), 55-69.

Book Chapters

Prins, E., Clymer, C., Kaiper-Marquez, A., & Toso, B. W. (2020). Family literacy. In T. Rocco, M. C. Smith, R. Mizzi, L. Merriweather, & J. Hawley (Eds.), *Handbook of adult and continuing education* (pp. 205-213). Stylus.

Park, H., Kim, J., & **Prins, E.** (2020). Becoming an active learner: Identity reconstruction of North Korean millennial defectors in South Korea. In J. A. Gammel, S. Motulsky, & A. Rutstein-Riley (Eds.), *Identity and lifelong learning: Becoming through lived experience* (pp. 137-160). Information Age Publishing.

Prins, E., & Monnat, S. (2019). Health literacy and health disparities among low-literate adults. In D. Perin (Ed.), *Wiley handbook of adult literacy* (pp. 317-336). Wiley & Sons.

*Krupar, A., & **Prins, E.** (2016). Education for youth at the borderlands: Developing comparative and international education between states. In A. W. Wiseman & E. Anderson (Eds.), *Annual review of comparative and international education 2015 (International perspectives on education and society, Volume 28)* (pp. 195-222). Emerald Group Publishing.

Prins, E. (2013). Participatory photography: A tool for empowerment or surveillance? In G. Thomas (Ed.), *Case study methods in education* (Vol. 3, pp. 426-443). Sage. (reprint of 2010 article in *Action Research*)

Prins, E. (2012). Participatory photography: A tool for empowerment or surveillance? In J. Hughes (Ed.), *SAGE visual methods* (vol. 4). Sage. (reprint of 2010 article in *Action Research*)

Prins, E., & Van Horn, B. (2012). Adult learning in family literacy: Special considerations for women learners. In B. H. Wasik (Ed.), *Handbook of family literacy* (2nd edition, pp. 166-180). Routledge.

Prins, E., & *Drayton, B. (2010). Adult education for the empowerment of individuals and communities. In C. E. Kasworm, A. D. Rose, & J. M. Ross-Gordon (Eds.), *Handbook of adult and continuing education* (pp. 209-219). Jossey-Bass.

Prins, E. (2009). Review of the Tests of Adult Basic Education, Forms 9 & 10. In E. A. Whitfield, R. Feller, & C. Wood (Eds.), *A counselor's guide to career assessment instruments* (5th ed., pp. 202-208). National Career Development Association.

Prins, E. (2007). Esther Prins. In K. B. Armstrong, L. W. Nabb, & A. P. Czech (Eds.), *American adult educators: Quintessential autobiographies by adult educators of the twenty-first century* (pp. 217-222). Discovery Association Publishing House.

Refereed Conference Proceedings (not listed under presentations)

Prins, E., Clymer, C., Foreman, S. S., Needle, M., Raymond, B., & Toso, B. W. (2018). Career pathways programming for adult learners in three U.S. cities. Adult Education Research Conference. <http://newprairiepress.org/aerc/2018/papers/31/>

*Shin, H. Y. & **Prins, E.** (2017). A systematic review of the literature on foreign brides' adaptation experiences in Korea. Adult Education Research Conference. <http://newprairiepress.org/aerc/2017/papers/7>

Prins, E., & *Frey, S. (2016). Community science education: Critical science literacy and community engagement related to shale gas development. Adult Education Research Conference. <https://newprairiepress.org/aerc/2016/papers/32/>

Prins, E., Monnat, S., Clymer, C., & Toso, B. W. (2015, May). How is U.S. adults' health related to literacy, numeracy, technological problem-solving skills, and adult education? A PIAAC analysis. Adult Education Research Conference. <https://newprairiepress.org/aerc/2015/papers/44/>

*Shaughnessy, C., **Prins, E.**, & Hopkins, M. (2014, June). Adults learning about shale gas development: Information sharing, community engagement, and critical science literacy. Adult Education Research Conference. <https://newprairiepress.org/aerc/2014/papers/81/>

Toso, B.W., **Prins, E.**, *Campbell, K., Schaefer, B., Witherspoon, D., & Woodhouse, S. (2014, June). "You have to be proactive with your child's health": Learning and health literacy among caregivers of children with ADHD. Adult Education Research Conference. <https://newprairiepress.org/aerc/2014/papers/94/>

Kassab, C., & **Prins, E.** (2013). How involvement in adult education and family literacy programs shapes women's social networks, social support, and mental health. Adult Education Research Conference. <https://newprairiepress.org/aerc/2013/papers/38>

Prins, E. (2012). "I don't feel alone anymore": Social support and mental health for women in family literacy. In B. W. Toso (Ed.), *Proceedings of the 2012 National Conference on Family Literacy Research Strand* (pp. 56-64). Pennsylvania State University.

*Campbell, K., & **Prins, E.** (2012). Taking initiative and constructing identity: International graduate student spouses' adjustment and social integration in a university town. Adult Education Research Conference. <https://newprairiepress.org/aerc/2012/papers/9/>

Prins, E., *Carrera, M., *Drayton, B., *Gungor, R., *Miller, F., & *Spencer, T. (2011, June). Women's involvement in adult education and family literacy: Consequences for social networks, social support, and mental health. Adult Education Research Conference. <https://newprairiepress.org/aerc/2011/papers/80>

*Gungor, R., & Prins, E. (2010). Reproducing gender inequality: A Critical Discourse Analysis of a Turkish adult literacy textbook. Adult Education Research Conference.

<https://newprairiepress.org/aerc/2010/papers/27/>

*Toso, B. W., & Prins, E. (2010). Educational and mothering discourses and learner goals: Mexican immigrant women enacting agency in a family literacy program. Adult Education Research Conference.

<https://newprairiepress.org/aerc/2010/papers/79/>

*Drayton, B., & Prins, E. (2009). The enactment of hegemony through identity construction: Insights from *The presentation of self in everyday life*. Adult Education Research Conference.

<https://newprairiepress.org/aerc/2009/papers/20/>

*Drayton, B., & Prins, E. (2008). Participant leadership in adult basic education: Negotiating academic progress, aspirations, and relationships. In M. L. Rowland (Ed.), *Proceedings of the 27th Annual Midwest Research-to-Practice Conference in Adult, Continuing, Community, and Extension Education* (pp. 50-55). Western Kentucky University.

Prins, E. (2008). The uses and consequences of literacy among Salvadoran campesinos: A longitudinal study. Adult Education Research Conference. <https://newprairiepress.org/aerc/2008/papers/53>

*Toso, B. W., Prins, E., *Gnanadass, E., *Drayton, B., & *Gungor, R. (2007). Finding voice: Adult learners and shared decision making in family literacy. In R. C. Young (Ed.), *Proceedings of the 26th Annual Midwest Research-to-Practice Conference in Adult, Continuing, Community, and Extension Education* (pp. 134-139). Ball State University.

Prins, E. (2007). Examining interpersonal dynamics among adult learners through the lens of place. Adult Education Research Conference. <https://newprairiepress.org/aerc/2007/papers/83/>

Prins, E., & Chupina, A. G. (2006). Developing communicative competence: Methodological considerations for conducting qualitative research with Spanish-speaking adult learners. Adult Education Research Conference. <https://newprairiepress.org/aerc/2006/papers/69/>

Prins, E. (2005). The contradiction of the Freirean lecturer: Bridging the gap between educational philosophy and practice. Adult Education Research Conference.

<https://newprairiepress.org/aerc/2005/papers/14/>

Prins, E. (2004). The other hidden curriculum: Losing *pena* and becoming *educado* in a Salvadoran adult literacy program. Adult Education Research Conference.

<https://newprairiepress.org/aerc/2004/papers/53/>

Other Publications (Non-Peer-Reviewed Articles, Reports, Briefs)

Belzer, A., Clymer, C., Reumann-Moore, R., Kaiper-Marquez, A., Lee, J., Prins, E., & Stickel, T. (2021). A reimagined vision for adult education services for the City of Philadelphia: final report and recommendations. City of Philadelphia, Office of Children and Families.

<https://www.phila.gov/documents/a-reimagined-vision-for-adult-education-services/>

Prins, E. (2020). Response to Paul J. Jurmo. *Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy*, 2(2), 45-49.

Prins, E., *Stickel, T., & Kaiper, A. (2019). Incarcerated fathers' experiences in the Read to Your Child/Grandchild program: Supporting children's literacy, learning, and education. Research Brief #10. Goodling Institute for Research in Family Literacy. <https://sites.psu.edu/goodlingresources/files/2019/11/Research-Brief-10-RYCG-Final.pdf>

Prins, E., & Clymer, C. (2018). Career pathways in Chicago, Houston, and Miami: Key features and support services among adult education providers. *The COABE Journal. Special Edition featuring Career Pathways*, pp. 28-51. <https://tinyurl.com/y95vnr75>

Prins, E., Clymer, C., Foreman, S. S., Loa, M., Needle, M., Raymond, B., Toso, B. W., & Ziskind, A. (2018, May). *Career pathways for adult learners in Chicago, Houston, and Miami: Final report*. Institute for the Study of Adult Literacy. <https://sites.psu.edu/adultpathways/files/2018/05/IES-final-report-May-2018-1vvftme.pdf>

Prins, E., Clymer, C., Toso, B. W., Elder, S. F., Loa, M., Needle, M. Raymond, B., & Ziskind, A. (2017, April). *Career pathways programming for lower-skilled adults and immigrants: Report on survey findings*. Institute for the Study of Adult Literacy. <https://sites.psu.edu/adultpathways/files/2015/08/survey-findings-IES-v.-5-12nq28m.pdf>

*Mooney, A., & **Prins, E.** (2015, June). Digital storytelling in family literacy programs. Practitioner's Guide #5. Goodling Institute for Research in Family Literacy. <http://ed.psu.edu/goodling-institute/professional-development/practitioners-guide-5>

Prins, E., Kassab, C., & *Campbell, K. (2014, May). *Financial needs and characteristics of students pursuing postsecondary education in Pennsylvania: A rural-urban analysis (executive summary)*. Center for Rural Pennsylvania. http://www.rural.palegislature.us/documents/reports/fafsa_exec_summary_2014.pdf

Prins, E., Kassab, C., & *Campbell, K. (2014, May). *Financial needs and characteristics of students pursuing postsecondary education in Pennsylvania: A rural-urban analysis (full report)*. Center for Rural Pennsylvania. http://www.rural.palegislature.us/documents/reports/fafsa_report_print.pdf

*Mooney, A., & **Prins, E.** (2013, May). Addressing the health literacy needs of adult education students. Practitioner's Guide #4. Goodling Institute for Research in Family Literacy. <http://ed.psu.edu/goodling-institute/professional-development/practitioner-guide-4>

*Shaughnessy, C., & **Prins, E.** (2012, November). Working with preliterate and beginning literacy level parents in family literacy and parent involvement programs. Practitioner's Guide #3. Goodling Institute for Research in Family Literacy. <http://ed.psu.edu/goodling-institute/professional-development/practitioner-guide-3-11-27-12>

*Gungor, R., & **Prins, E.** (2011, August). Distance learning in adult basic education: A review of the literature. Institute for the Study of Adult Literacy. <https://ed.psu.edu/goodling-institute/research/abe-lit-review-for-rural-pa-8-4-11>

*Gungor, R., & **Prins, E.** (2011, January). Reproducing gender inequality: A Critical Discourse Analysis of a Turkish adult literacy textbook. Research Brief #7. Goodling Institute for Research in Family Literacy. <https://ed.psu.edu/goodling-institute/research/research-brief-7>

*Drayton, B., & **Prins, E.** (2011, January). African American men, identity, and participation in adult basic and education and literacy programs. Research Brief #6. Goodling Institute for Research in Family Literacy. <https://ed.psu.edu/goodling-institute/research/research-brief-6-final>

Prins, E., Kassab, C., *Drayton, B., & *Gungor, R. (2010, August). GED® preparation through distance learning in rural Pennsylvania [report published by funder]. Harrisburg: Center for Rural Pennsylvania. http://www.rural.palegislature.us/documents/reports/GED_DL_2011.pdf

Prins, E., Kassab, C., *Drayton, B., & *Gungor, R. (2010, August). GED® preparation through distance learning in rural Pennsylvania [full report submitted to funder]. Institute for the Study of Adult Literacy. <https://ed.psu.edu/goodling-institute/research/crp-final-report-8-20-11-final>

Prins, E., Kassab, C., *Drayton, B., & *Gungor, R. (2010). Expanding and improving distance learning options for GED students in rural Pennsylvania [fact sheet]. Institute for the Study of Adult Literacy. <https://ed.psu.edu/goodling-institute/research/distance-learning-fact-sheet-8>

Prins, E., Kassab, C., *Drayton, B., & *Gungor, R. (2010). Improving and expanding distance learning options for GED students in rural Pennsylvania [brochure]. Institute for the Study of Adult Literacy. <http://ed.psu.edu/goodling-institute/research/program-brochure-5>

*Miller, F., & **Prins, E.** (2009, October). Interactive literacy activities. Practitioner's Guide #1. Goodling Institute for Research in Family Literacy. <https://ed.psu.edu/goodling-institute/professional-development/ila-guide>

Prins, E., & *Gungor, R. (2008, October). Changes in family literacy funding and welfare policy: Consequences for Pennsylvania family literacy programs. Research Brief #5. Goodling Institute for Research in Family Literacy. <https://ed.psu.edu/goodling-institute/research/research-brief-5-final>

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PRESENTATIONS (* denotes graduate student)

Peer-reviewed

*Choi, J., & **Prins, E.** (2020, June). *North Korean migrant entrepreneurs learning from failure* [Paper presentation]. Adult Education in Global Times: An International Research Conference, Vancouver, British Columbia, Canada (conference cancelled).

*Cherewka, A., & **Prins, E.** (2020, June). *“Language is power” (sometimes): English Language literacy in U.S. community-based organizations* [Paper presentation]. Transnational Migration, Refugee Studies, and Adult Education Pre-Conference. Adult Education in Global Times: An International Research Conference, Vancouver, British Columbia, Canada (conference cancelled).

*Stickel, T., Kaiper, A., & **Prins, E.** (2019, November). *Family literacy behind bars: The Read to Your Child Program in a Pennsylvania prison* [Conference session]. National Families Learning Conference, Louisville, KY, United States.

Prins, E., *Stickel, T., & Kaiper, A. (2019, October). *Family literacy behind bars: The Read to Your Child Program in a Pennsylvania prison* [Paper presentation]. Commission of Professors of Adult Education Conference, American Association of Adult and Continuing Education, St. Louis, MO, United States.

Zarestky, J., Carr-Chellman, D., Alston, G. D., Conceição, S., & **Prins, E.** (2019, October). *Prepping your tenure and promotion portfolio: External letters and personal narrative* [Panel presentation]. Commission of Professors of Adult Education Conference, American Association of Adult and Continuing Education, St. Louis, MO, United States.

*Stickel, T., **Prins, E.**, & Kaiper, A. (2019, May). *Read to Your Child: Fathers’ perspectives* [Conference session]. Correctional Education Association (Pennsylvania Chapter) Conference, Gettysburg, PA, United States.

Prins, E., & Clymer, C., & McLean, E. (2019, March). *Collecting data that matters* [Conference session]. Pennsylvania Association for Adult and Continuing Education, University Park, PA, United States.

Clymer, C., McLean, E., & **Prins, E.** (2018, September). *Career pathways for adult learners in three cities* [Conference session]. National Center for Families Learning Conference, Ft. Lauderdale, FL, United States.

Prins, E., & Clymer, C. (2018, September). *Collecting data that matters* [Conference session]. National Center for Families Learning Conference, Ft. Lauderdale, FL, United States.

Prins, E., & Clymer, C. (2018, April). *Career pathways in six urban adult education organizations* [Conference session]. Coalition on Adult Basic Education (COABE) Conference, Phoenix, AZ, United States.

Clymer, C., & **Prins, E.** (2018, March). *Career pathways in adult education agencies: Case studies from Chicago, Houston, and Miami* [Conference session]. Pennsylvania Association for Adult and Continuing Education Conference, State College, PA, United States.

Prins, E., Foreman, S. S. (2017, October). *Career pathways for adult learners in Chicago, Houston, and Miami* [Conference session]. National Council for Workforce Education Conference, Salt Lake City, UT, United States.

Prins, E., Clymer, C., Elder, S. F., Needle, M., Raymond, B., & Toso, B. W. (2017, April). *Adult education and career pathways in Chicago, Houston, and Miami* [Conference session]. Coalition on Adult Basic Education (COABE) Conference, Orlando, FL, United States.

Prins, E., Clymer, C., & Toso, B. W. (2017, February). *A new urban researcher-practitioner partnership: Career pathways programming for lower-skilled adults and immigrants in high-need cities* [Conference session]. Pennsylvania Association for Adult and Continuing Education Conference, State College, PA, United States.

Prins, E., Clymer, C., Elder, S. F., Needle, M., Raymond, B., & Toso, B. W. (2016, October). *Career pathways and adult education in three cities* [Conference session]. National Council for Workforce Education Conference, Atlanta, GA, United States.

Prins, E., Clymer, C., Elder, S. F., Needle, M., Raymond, B., & Toso, B. W. (2016, April). *A new research partnership: Career pathways and adult basic education in high-need cities* [Conference session]. Coalition on Adult Basic Education (COABE) Conference, Dallas, TX, United States.

Prins, E., & Monnat, S. (2016, April). *Literacy, numeracy, and health among immigrants and U.S.-born adults: Evidence from the Program for the International Assessment of Adult Competencies (PIAAC)* [Conference session]. Coalition on Adult Basic Education (COABE) Conference, Dallas, TX, United States.

*Odele, A., & **Prins, E.** (2016, March). *Literacy practices, literate identities: Longitudinal findings from the Functional Adult Literacy Program in Uganda* [Paper presentation]. Comparative and International Education Society, Vancouver, Canada.

Prins, E., Monnat, S., Clymer, C., & Toso, B. W. (2015, April). *The influence of literacy, numeracy, technological problem-solving skills, and adult education on self-reported health: Insights from the PIAAC* [Paper presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL, United States.

Clymer, C., Toso, B. W., **Prins, E., & Monnat, S.** (2015, April). *Adult health: How is it related to literacy, numeracy, technological problem-solving skills, and adult learning?* [Conference session]. Coalition on Adult Basic Education (COABE) Conference, Denver, CO, United States.

Prins, E. (2015, March). *"The world needs your stories": Creating digital stories in an Irish family literacy program* [Conference session]. National Families Learning Summit, Houston, TX, United States.
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Prins, E. (2014, November). *Digital storytelling in family literacy: A case study from Ireland* [Paper presentation]. Conference and Annual Meeting of the Coalition on Professors of Adult Education, Charleston, SC, United States.

Prins, E., & Kassab, C. (2014, September). *Demographic, educational, and financial characteristics of Pennsylvania FAFSA applicants, 2010-11: A rural-urban analysis by degree type* [Conference session]. Pennsylvania State Data Center Data Users Conference, Harrisburg, PA, United States.
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Kassab, C., *Campbell, K. & **Prins, E.** (2014, May). *Financial, educational, and demographic characteristics of adult learners and GED graduates: A rural-urban analysis of Pennsylvania postsecondary students* [Conference session]. Hendricks Best Practices for Adult Learners Conference, State College, PA, United States. https://prezi.com/y_y9drjcqsj4/hendricks-adult-learners-conference-presentation/

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Toso, B. W., *Mooney, A., & **Prins, E.** (2014, April). *"We're going to put him on Methylin": Parents' health literacy needs concerning children's ADHD* [Conference session]. National Conference on Family Literacy, Louisville, KY, United States.

Toso, B. W., **Prins, E., & *Mooney, A.** (2013, March). *The changing face of immigrants: Implications for ESL and ABE programs* [Conference session]. Pennsylvania Association for Adult and Continuing Education Conference, State College, PA, United States.

*Campbell, K., & **Prins, E.** (2012, April). *Taking initiative and constructing identity: International graduate student spouses' adjustment and social integration in a university town* [Paper presentation]. Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Prins, E. (2012, March). *"I don't feel alone anymore": Social support and mental health for women in family literacy* [Conference session]. National Conference on Family Literacy, San Diego, CA, United States.

Tschakert, P., with *Dietrich, K. Crane, R., Tamminga, K., **Prins, E.**, Shaffer, J., *Biermann, M., Hoadley, C., Asiedu, A., Liwenga, E., Asiamah, A., Umar, N., & Kejo, J. (2011, April). *Remember, observe, learn, dream, and act: Ingredients for social-ecological resilience* [Paper presentation]. Annual Meeting of the Association of American Geographers, Seattle, WA, United States.

*Dietrich, K., Tschakert, P., **Prins, E.**, & Tamminga, K. (2011, April). *Deforestation, climate change, adaptation: Mixing discourses during scenario building for climate change adaptation in Ghana* [Paper presentation]. Annual Meeting of the Association of American Geographers, Seattle, WA, United States.

Prins, E., *Drayton, B., *Gungor, R., & Kassab, C. (2011, April). *GED® preparation through distance learning in rural Pennsylvania* [Paper presentation]. Annual Meeting of the American Educational Research Association (Adult Literacy and Adult Education SIG), New Orleans, LA, United States.

Prins, E., & *Spencer, T. (2011, April). *"I don't feel alone anymore": Social support and mental health for women in family literacy* [Conference session]. National Conference on Family Literacy, Louisville, KY, United States.

Prins, E., *Drayton, B., *Gungor, R., & *Spencer, T. (2011, March). *"I don't feel alone anymore": Women's social support networks and mental health in adult education and family literacy programs* [Conference session]. Pennsylvania Association for Adult and Continuing Education Conference, State College, PA, United States.

Prins, E., *Drayton, B., & *Gungor, R. (2011, March). *Use and outcomes of distance learning for GED students in rural Pennsylvania* [Conference session]. Pennsylvania Association for Adult and Continuing Education Conference, State College, PA, United States.

Prins, E., Hoadley, C., Asiama, E., Asiedu, A., *Biermann, M., Crane, R., *Dietrich, K., Kejo, J., Liwenga, E., Modoc, A., Shaffer, J., Tamminga, K., Tschakert, P., & Umar, N. (2011, March). *Learning to adapt: How innovation, environmental information sharing, and social networks vary in rural Ghana and Tanzania* [Paper presentation]. Resilience, Innovation, and Sustainability Conference, Tempe, AZ, United States.

Tamminga, K., Shaffer, J., Asiama, E., Asiedu, A., *Biermann, M., Crane, R., *Dietrich, K., Hoadley, C., Kejo, J., Liwenga, E., Modoc, A., **Prins, E.**, Tschakert, P., & Umar, N. (2011, March). *Grounded: Walking journeys as a portal to anticipatory learning and resilience from and within the working landscape* [Paper presentation]. Resilience, Innovation, and Sustainability Conference, Tempe, AZ, United States.

Tschakert, P., *Dietrich, K., Asiama, E., Asiedu, A., *Biermann, M., Crane, R., Hoadley, C., Kejo, J., Liwenga, E., Modoc, A. **Prins, E.**, Shaffer, J., Tamminga, K., & Umar, N. (2011, March). *Remembering change, anticipating change: Processes of activating, stretching, and creating knowledge for anticipatory learning, adaptation, and resilience under climate change* [Paper presentation]. Resilience, Innovation, and Sustainability Conference, Tempe, AZ, United States.

Tschakert, P., Asiama, E., Asiedu, A., *Biermann, M., Crane, R., *Dietrich, K., Hoadley, C., Kejo, J., Liwenga, E., Modoc, A. **Prins, E.**, Shaffer, J., Tamminga, K., & Umar, N. (2011, March). *From vulnerable victims to active agents: Anticipatory learning for climate change adaptation and resilience* [Paper presentation]. Resilience, Innovation, and Sustainability Conference, Tempe, AZ, United States.

Prins, E., & *Gungor, R. (2010, April). *Changes in family literacy funding and welfare-to-work policies: Adaptations and unforeseen consequences in family literacy programs* [Paper presentation]. Annual Meeting of the American Educational Research Association, Denver, CO, United States.

*Toso, B. W., & **Prins, E.** (2010, April). *Receptivity toward immigrants in rural Pennsylvania: Perceptions of adult English as Second Language providers* [Paper presentation]. Annual Meeting of the American Educational Research Association, Denver, CO, United States.

*Odele, A., & **Prins, E.** (2010, March). *A critical review of the literature on RELFECT and literacy: Orthodoxy and practice* [Paper presentation]. Comparative and International Education Society Conference, Chicago, IL, United States.

*Bagdonis, J., Glenna, L., Higdon, F., & **Prins, E.** (2009, May). *Local agriculture in Belize: Challenges and opportunities in the Placencia Peninsula* [Paper presentation]. Annual Meetings of the Agriculture, Food, and Human Values Society (AFHVS) and the Association for the Study of Food and Society (ASFS), State College, PA, United States.

*Drayton, B., & **Prins, E.** (2008, October). *Participant leadership in adult basic education: Negotiating academic progress, aspirations, and relationships* [Paper presentation]. Midwest Research-to-Practice Conference in Adult, Continuing, Community, and Extension Education, Bowling Green, KY, United States.

Prins, E., *Toso, B. W., & Schafft, K. (2008, March). *"It feels like a little family to me": Social interaction and support for women in adult education and family literacy* [Paper presentation]. Annual Meeting of the American Educational Research Association, New York, NY, United States.

*Gungor, R., & **Prins, E.** (2008, March). *The accessibility and relevance of adult literacy education for marginalized populations in Turkey* [Paper presentation]. Annual Meeting of the Comparative and International Education Society, New York, NY, United States.

Prins, E., & Schafft, K. (2007, November). *Counteracting the culture of poverty discourse in adult education* [Paper presentation]. Conference and Annual Meeting of the Coalition on Professors of Adult Education, Norfolk, VA, United States.

Webster, N., & **Prins, E.** (2007, October). *Cross-cultural learning in international service-learning: A case study of a university project in two rural Belizean villages* [Paper presentation]. 7th Annual International Research Conference on Service-Learning and Community Engagement, Tampa, FL, United States.

*Toso, B. W., **Prins, E.,** Gnanadass, E., Drayton, B., & Gungor, R. (2007, September). *Finding voice: Adult learners and shared decision making in family literacy* [Paper presentation]. Midwest Research-to-Practice Conference in Adult, Continuing, Community, and Extension Education, Muncie, IN, United States.

Prins, E., & Webster, N. (2007, August). *Cross-cultural learning in international service-learning: A case study of a university project in two rural Belizian villages* [Paper presentation]. 22nd Congress of the European Society for Rural Sociology, Wageningen University, The Netherlands.

Schafft, K., & Prins, E. (2007, April). *Poverty, residential mobility and persistence across urban and rural family literacy programs in Pennsylvania* [Paper presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL, United States.

Prins, E., & Schafft, K. (2007, April). *Individual and structural attributions for poverty and persistence in family literacy programs* [Paper presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL, United States.

Prins, E., *Toso, B. W., & Schafft, K. (2007, March). *Not the same old routine: The importance of social interaction for women adult learners* [Conference session]. Coalition on Adult Basic Education (COABE) Conference, Philadelphia, PA, United States.

Prins, E., & McCorkle, K. (2007, March). *Fostering community and negotiating differences among adult learners: Insights from three case studies* [Workshop presentation]. National Conference on Family Literacy, Orlando, FL, United States.

Prins, E., Van Horn, B., & Weirauch, D. (2007, March). *Research to practice: Research symposium of the Goodling Institute for Research in Family Literacy* [Workshop presentation]. National Conference on Family Literacy, Orlando, FL, United States.

Prins, E. (2006, April). *Participatory photography as a research method: A tool for empowerment or surveillance?* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.

Askov, N., Van Horn, B., Weirauch, D., & Prins, E. (2006, March). *Research to practice: Research symposium of the Goodling Institute for Research in Family Literacy* [Conference session]. National Conference on Family Literacy, Louisville, KY, United States.

Prins, E., & *Toso, B. W. (2006, March). *The Parent Education Profile and cultural variation: What does good parenting mean?* [Workshop presentation]. National Conference on Family Literacy, Louisville, KY, United States.

Prins, E. (2006, February). *Principles and methods of participatory evaluation* [Workshop presentation]. Midwinter Conference, Pennsylvania Association for Adult and Continuing Education, Hershey, PA, United States.

Prins, E. (2005, March). *"Aquí estamos divididos"/"we're divided here:" Racial divisions, school segregation, and the implications for school-based community development in a rural town* [Paper presentation]. Globalization, Diversity, and Education Conference, Pullman, WA, United States.

Prins, E. (2003, November). *Escaping loneliness, avoiding vices: The gendered meanings of participation in a Salvadoran adult literacy program* [Paper presentation]. American Association of Adult and Continuing Education Conference, Detroit, MI, United States.

Prins, E. (2003, October). *We make the road by walking: Trying out roles in a rural school-university partnership* [Paper presentation]. Outreach Scholarship Conference, Madison, WI, United States.

Prins, E. (2003, July). "Aquí no somos unidos"/"we're not united here:" *An exploration of the obstacles to solidarity in rural El Salvador* [Paper presentation]. Annual Meeting of the Community Development Society, Ithaca, NY, United States.

Prins, E. (2003, July). *Rashomon revisited: Multiple perspectives of a rural school-university partnership* [Paper presentation]. Annual Meeting of the Community Development Society, Ithaca, NY, United States.

Prins, E. (2002, July). *Building a nest together: Tales from participatory research on gender, literacy, and spirituality in El Salvador* [Conference session]. Participatory Development Forum Conference, Guelph, Ontario, Canada.

Prins, E., & Nielsen, D. (2001, February). *Becoming leaders in service: Community colleges and service-learning* [Paper presentation and interactive session]. Chair Academy's Conference for Chairs, Deans and Other Organizational Leaders, Tampa, FL, United States.

Prins, E., Carmichael, M. M., Hartz, G., Ritchie, W., Sawyer, M. & Sheinbaum, R. (2001, June). *Publications and presentations of research by doctoral degree recipients* [Poster presentation]. Annual Meeting of the American Association of Family and Consumer Sciences, Chicago, IL, United States.

Prins, E., & Ewert, D. M. (2000, November). *One body, many members: Building relationships across differences in faith-based community development and organizing* [Paper presentation]. 29th Annual Meeting of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA), New Orleans, LA, United States.

Invited

Prins, E., & Carr-Chellman, A. May 11, 2021. Invited panelists on "Building a Research Agenda and Portfolio," filmed via Zoom for University of Dayton online graduate course, Advanced Applied Research (EDU 974).

Prins, E. February 1, 2021. Family-school-community partnerships. Guest lecture, Parent Involvement in Home, Center, and Classroom Instruction (ECE 453), University Park, PA, United States.

Prins, E. November 5, 2020. Family and intergenerational learning. Invited panelist, Planning a Family and Intergenerational Literacy and Learning (FILL) Programme, an online course offered by the UNESCO Institute for Lifelong Learning (Hamburg, Germany) and the Commonwealth of Learning (Burnaby, Canada).

Prins, E. March 30, 2019. Panelist, Academic job market. Survivor: Research Island (College of Education Graduate Student Council), University Park, PA, United States.

Prins, E., Kaiper, A., & *Stickel, T. March 4, 2019. Family literacy behind bars: The Read to Your Child/Grandchild Program at a Pennsylvania prison. UNESCO Institute for Lifelong Learning, Hamburg, Germany.

Prins, E. March 24, 2018. Panelist, Starting your dissertation research. Survivor: Research Island (College of Education Graduate Student Council), University Park, PA, United States.

Prins, E., & McLean, E. G. February 29, 2018. Social class in early childhood education. Child Care Center at Hort Woods, University Park, PA, United States.

Prins, E. October 27, 2017. Panelist on interdisciplinary research, Rural Studies Student Conference (Rural Sociology Graduate Association), University Park, PA, United States.

Prins, E. October 20, 2017. Social supports and persistence in adult education. Institute for the Study of Adult Literacy, University Park, PA, United States.

Prins, E., & Clymer, C. September 28, 2017. Adult education providers and career pathways: Insights from three cities. Webinar for CalPro.

Prins, E. June 12, 2017. Social supports and persistence in adult education. Private Industry Council of Westmoreland/Fayette, Greensburg, PA, United States.

Dolet, N., Gnanadass, E., **Prins, E.**, & Schafft, K. January 25, 2017. Applying and interviewing for faculty positions: Insider tips from search committee members. Lifelong Learning and Adult Education Brown Bag Seminar Series, Pennsylvania State University, University Park, Pennsylvania.

Prins, E. June 22, 2016. Literacy, gender, and development. Gender Research and Integrated Training Workshop for postdoctoral scholars. Sponsored by Office of International Programs, College of Agriculture, Pennsylvania State University, and the Consortium of International Agricultural Research Centers (CGIAR). University Park, PA, United States.

Prins, E. November 2, 2015. Literacy, numeracy, technological problem-solving and health among immigrants and U.S.-born adults. Health Literacy Annual Research Conference, Bethesda, MD, United States.

Prins, E. September 29, 2015. Health: How is it related to adult literacy and numeracy? Guest lecture, HPA (Health Policy and Administration) 310: Health and Medical Needs, Pennsylvania State University, University Park, PA, United States.

Prins, E., Monnat, S., Clymer, C., & Toso, B. W. December 12, 2014. Examining associations between adult health and literacy, numeracy, technological problem-solving skills, and post-initial learning in the U.S. Paper presented at Taking the Next Steps with PIAAC: A Research-to-Action Conference, Washington, DC, United States.

Prins, E. October 24, 2014. Digital storytelling in family literacy: A case study from Ireland. Comparative and International Education Seminar, Pennsylvania State University, University Park, PA, United States.

Prins, E. May 28, 2014. Action research in family learning. Keynote address at Capturing the Evidence in Family Learning (Family Learning Forum). Clare Basic Adult Education Service, Ennis, Ireland.

Prins, E. March 21, 2014. Attending to the social purposes and wider benefits of family learning. Family Learning Tutor Training. Clare Adult Basic Education Service, Ennis, Ireland.

Prins, E. February 21, 2014. Adult learners and GED recipients in higher education: A rural-urban analysis of financial, demographic, and educational characteristics. Lifelong Learning: Concepts, Context and Issues (masters' course). National University of Ireland, Galway, Ireland.

Prins E. Panelist, Innovative collaborative partnerships with adult education: Implications for money, power, and policy. November 7, 2013. Commission of Professors of Adult Education, American Association of Adult and Continuing Education, Lexington, KY, United States.

Prins, E., & Schafft, K. November 6, 2012. How to publish: An overview for graduate students. Adult Education and Education Policy Studies Brown Bag Seminar Series, Pennsylvania State University, University Park, PA, United States.

Prins, E., & Schafft, K. October 31, 2011. How to publish: An overview for graduate students. Adult Education Brown Bag Seminar Series, Pennsylvania State University, University Park, PA, United States.

Prins, E. November 18, 2010. On becoming an educated person: A cultural model of educación/education in rural El Salvador. Comparative and International Education Seminar, Pennsylvania State University, University Park, PA, United States.

Prins, E., & Schafft, K. October 19, 2010. How to publish: An overview for graduate students. Adult Education Brown Bag Seminar Series, Pennsylvania State University, University Park, PA, United States.

Prins, E. June 15, 2010. Beyond lectures and knowledge transfer: Adult education principles for Extension educators. Cooperative Extension, Pennsylvania State University, University Park, PA, United States.

Prins, E. February 11, 2010. Comics and popular education. Guest lecture, English 577 (Contemporary Fiction: Graphic narratives, novels, memoirs, comics), Dr. Susan Squier, Pennsylvania State University, University Park, PA, United States.

Prins, E. December 10, 2009. Social supports and persistence in adult education. Keynote presentation, New York City Department of Education, Office of Adult and Continuing Education Adult Education, New York, NY, United States.

*Toso, B. W., & **Prins, E.** November 10, 2009. Receptivity toward immigrants in rural Pennsylvania: Perceptions of ESL providers. Migration Studies Project Seminar Series, Pennsylvania State University, University Park, PA, United States.

Prins, E., & Schafft, K. September 30, 2009. How to publish. Adult Education Brown Bag Seminar Series, Pennsylvania State University, University Park, PA, United States.

Prins, E. March 1, 2009. Parenting for literacy development and educational success: An examination of the Parent Education Profile. Research Panel, National Conference on Family Literacy, Orlando, FL, United States.

Prins, E. October 17, 2008. Publish? Who me? Adult Education Brown Bag Seminar Series, Pennsylvania State University, University Park, PA, United States.

Prins, E., & Webster, N. April 26, 2008. Global service-learning research: Faculty experiences. The Institute on Global Service-Learning, Cornell University, NY, United States.

Prins, E. November 9, 2007. Who me? Publish? Adult Education Brown Bag Seminar Series, Pennsylvania State University, University Park, PA, United States.

Prins, E. November 3, 2006. Cross-cultural interaction in international service-learning: A case study of the Belize Field Research course at Penn State. Comparative and International Education Seminar, Pennsylvania State University, University Park, PA, United States.

Prins, E. March 2, 2005. Principles and methods of participatory evaluation. Workshop All Extension Conference, Washington State University, Pullman, WA, United States.

Prins, E. January 27, 2005. Aquí no somos unidos: An exploration of the obstacles to solidarity in postwar El Salvador. Doctoral Research Seminar, Washington State University, Pullman, WA, United States.

Prins, E. January 25, 2005. Student development theories and application. Class for Resident Assistants, Washington State University, Pullman, WA, United States.

Prins, E. September 29, 2004. Invited presenter, GRACe (Gendering Research across the Campuses) Colloquium. Washington State University, Pullman, WA, United States.

Prins, E. May 7, 2004. Confronting obstacles to solidarity in community development: A case study from rural El Salvador. Doing and Debating Development Seminar Series, Department of Human and Community Development, University of California-Davis, Davis, CA, United States.

Prins, E. September 2002. Women's empowerment, literacy, and spirituality in El Salvador. Workshop Association of World Wide Partners conference of the Christian Reformed World Relief Committee, Colorado Springs, CO, United States.

Prins, E. March 2002. Building a nest together: Tales from participatory research on literacy, gender, and spirituality in El Salvador. Cornell Education Society Seminar Series, Cornell University, Ithaca, NY, United States.

GRANTS AND CONTRACTS

Received

2021	Feinberg, M. (PI), Clymer, C., Forté, K. S., McLean, E. G., Prins, E. (Investigator) , & Wadsworth, M. E. Building solid financial and family foundations among low-income parents. Social Science Research Institute, Pennsylvania State University (\$25,167).
2020	Belzer, A. (PI), Reumann-Moore, R. (Co-PI), Clymer, C. (Co-PI), Lee, J., Kaiper, A., Prins, E. (Investigator) , Stickel, T. A Reimagined Vision for Adult Education Services through the City of Philadelphia. Office of Children and Families, City of Philadelphia (\$33,810).
2018 – 2021	Clymer, C., Kaiper, A., McLean, E. G., & Prins, E. Evaluation of the Family Literacy Initiative. William Penn Foundation (\$487,905).

- 2018 **Prins, E. (PI)**, & Kaiper, A. Read to Your Child/Grandchild: Family literacy for incarcerated parents in Pennsylvania. Criminal Justice Research Center, Penn State (\$4,976).
- 2018 Clymer, C., McLean, E. G., & **Prins, E.** Consulting project to develop a request for proposals on Family Literacy Initiatives in Philadelphia. William Penn Foundation (\$13,600).
- 2018 McLean, E. G., Clymer, C., & **Prins, E.** Evaluation of the Smithsonian Learning Lab and Project Zero in preschool classrooms. Smithsonian Institution (\$9,859).
- 2015 – 2018 **Prins, E. (PI)**, Clymer, C., Foreman, S., Needle, M., Raymond, B., & Toso, B. W. Career Pathways Programming for Lower-Skilled Adults and Immigrants: A Comparative Analysis of Adult Education Providers in High-Need Cities. Institute of Education Sciences (\$399,708).
- 2014 **Prins, E. (PI)**, Clymer, C., Monnat, S., & Toso, B. W. Literacy, numeracy, ICT skills, post-initial education, and health status: Variation by race/ethnicity and educational attainment among U.S. respondents. National Center for Education Statistics and American Institutes for Research (\$8,000).
- 2012 **Prins, E. (PI)**, Huang-Pollock, C., Schaefer, B., Toso, B. W., & Witherspoon, D., Woodhouse, S. Health literacy in parents of low-SES, minority group school-age children with ADHD. Penn State Children Youth and Families Consortium (\$1,500).
- 2012 – 2014 **Prins, E. (PI)**, Huang-Pollock, C., Schaefer, B., Toso, B. W., & Witherspoon, D., Woodhouse, S. Health literacy in parents of low-SES, minority group school-age children with ADHD. Research Initiation Grant, College of Education, Pennsylvania State University (\$8,304).
- 2012 – 2014 **Prins, E. (PI)**, Huang-Pollock, C., Schaefer, B., Toso, B. W., & Witherspoon, D., Woodhouse, S. Health literacy in parents of low-SES, minority group school-age children with ADHD. Penn State Children Youth and Families Consortium (\$5,000).
- 2012 – 2013 **Prins, E. (PI)**, Kassab, C., & *Campbell, K. Characteristics of Pennsylvania students pursuing postsecondary education: A rural-urban analysis of data from the Free Application for Federal Student Aid (FAFSA). Center for Rural Pennsylvania (\$50,000).
- 2011 – 2016 Arthur, M. (PI), Murphy, T., (Co-PI), Marone, E., Murtha, T., Orland, B., **Prins, E.**, Miller, D., Bills, B., Crawford, S., Brasier, K., & Anderson, C. Marcellus matters: Engaging Adults in Science and Energy (EASE). National Science Foundation (\$2,541,418).
- 2009 – 2012 **Prins, E. (PI)**. Poor women's involvement in community-based adult education: Consequences for social networks, social support, and mental health. Spencer Foundation (\$40,000).
- 2009 – 2011 Tschakert, P. (PI), Crane, R., Hoadley, C., **Prins, E.**, & Tamminga, K. Anticipatory learning for climate change adaptation and resilience (ALCCAR). National Science Foundation (\$749,814).
- 2009 – 2010 **Prins, E. (PI)**, Kassab, C., Drayton, B., & *Gungor, R. Use and impact of GED distance learning options on student outcomes. Center for Rural Pennsylvania (\$50,000).
- 2007 – 2008 Van Horn, B., Baycich, D., Weirauch, D., & **Prins, E.** Literacy information and communication (LINCS) resource collections. National Institute for Literacy (\$91,000).
- 2006 – 2007 Van Horn, B., Baycich, D., Weirauch, D., & **Prins, E.** Literacy information and communication (LINCS) resource collections. National Institute for Literacy (\$86,400).
- 2006 Willits, F., Sherow, S., & **Prins, E.** Pennsylvania's forgotten rural immigrants: Strengthening Pennsylvania's diverse communities. College of Agricultural Sciences Seed Grant Program, Pennsylvania State University (\$14,770).

- 2006 Hammer, C., Van Horn, B., **Prins, E.**, & B. Rodriguez. Parental beliefs about parental involvement. Penn State Children Youth and Families Consortium (\$5,000).
- 2005 **Prins, E.** Assessing international service-learning: The Belize research project. Global Funds Grant, College of Education, Pennsylvania State University (\$1,000).
- 2005 **Prins, E.**, & Schafft, K. Examining residential mobility and family literacy educational outcomes among poor families in Pennsylvania: A rural-urban comparison. Research Initiation Grant, College of Education, Pennsylvania State University (\$8,900).
- 2003 Postdoctoral Scholars Association Travel Grant, University of California-Davis (\$250).
- 2002 Summer Assistantship, Department of Education, Cornell University (\$1,900).
- 2001 Mario Einaudi Center International Research Travel Grant, Cornell University (\$2,700).
- 2001 Participatory Development Forum Trust Fund (\$1,584).
- 2001 Summer Assistantship, Department of Education, Cornell University (\$1,922).
- 2000 Pre-dissertation research, Christian Reformed World Relief Committee (\$1,650).
- 2000 – 2002 Academic Conference Travel Grant, Cornell University (3 awards of \$300 to \$500).

INSTITUTIONAL SERVICE

Department and College

- 2020 – 2021 Promotion and Tenure Committee, Department of Learning and Performance Systems
- 2020 Department Representative, College of Education Faculty Council (August – December)
- 2019 – 2020 Member, Lifelong Learning and Adult Education faculty search committee
- 2018 – 2020 Promotion and Tenure Committee, College of Education (Co-Chair, 2018-19)
- 2017 – 2018 Promotion and Tenure Committee, Department of Learning and Performance Systems
- 2012 – 2019 Professor-in-Charge, Lifelong Learning and Adult Education Program
- 2012 – 2019 Chair, Co-Chair, or Member, Goodling Institute and Institute for the Study of Adult Literacy search committees (2012-13, 2015-2016, 2018-19)
- 2011 – 2017 Chair, Lifelong Learning and Adult Education faculty search committees (2011-12, 2015-2017)
- 2011 – 2012 Mentor for Humphrey Fellow
- 2007 – 2010 Member, faculty search committees for Learning, Design, and Technology (2007-08) and Educational Leadership (2009-10)
- 2007 – 2008 Department Representative, College of Education Faculty Council
- 2007 Participant, College of Education Rapid Strategic Planning Retreat
- 1999 – 2000 Co-president, Cornell Education Society

University

- 2005 – present Co-Director, Goodling Institute for Research in Family Literacy and Institute for the Study of Adult Literacy
- 2015 – 2016 Organized Penn State events on the 1961 Cuban Literacy Campaign, including screening of *Maestra* (with documentary filmmaker Catherine Murphy) and lectures by Cuban literacy scholars Felipe Pérez and Luisa Campos
- 2015 – 2016 Vice Chair, Faculty Affairs Committee, Penn State Faculty Senate
- 2012 – 2016 Member, Penn State Faculty Senate
- 2011 – 2012 Member, Selection Jury, Lynd Ward Graphic Novel Prize (Pennsylvania Center for the Book and Pennsylvania State University Libraries)
- 2011 Interviewer, Penn State graduate student applicants to U.S. Student Fulbright Program

- 2005 Recorder and observer, Campus Climate Summit, Pennsylvania State University
- 2004 – 2005 Member, Diversity Catalyst Team, Washington State University Extension
- 2004 – 2005 Latino Outreach Task Force Chair, Washington State University Extension
- 2004 – 2005 Member, planning committee for International Globalization, Diversity, and Education Conference, Washington State University
- 2003 – 2004 Organized 5 roundtable discussions on work-life balance issues, attended by more than 141 graduate students, faculty, staff, and postdoctoral scholars at UC-Davis
- 2002 Organized a seminar and related events on religion, environmental stewardship, and action research at Cornell University

PROFESSIONAL SERVICE

Conference Proposal Reviews and Conference Session Chair

- 2009 – 2013 Reviewer, Adult Literacy and Adult Education SIG Expert Panel (AERA)
- 2006 – 2008 Session chair, Annual Meeting of the American Educational Research Association (Adult Literacy and Adult Education SIG)
- 2005 – present Proposal reviewer for research strand and committee member for inviting featured research speakers, National Center for Families Learning Conference
- 2005 – 2009 Proposal reviewer, Annual Meeting of the American Educational Research Association (Adult Literacy and Adult Education SIG, Action Research SIG; Family, School, Community Partnerships SIG)

Consulting Editor and Advisory Boards

- 2019 – present *Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy*
- 2018 – present Advisory Board member, *New Directions for Adult and Continuing Education*
- 2015 – 2018 *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education* (journal changed name and switched to non-peer-reviewed format in 2018)
- 2011 – present *International Review of Education*
- 2007 – present *Journal of Research in Rural Education*
- 2006 – present *Adult Education Quarterly*
- 2005 – 2008 Peer Reviewer, *Journal of Extension*

Ad Hoc Article and Book Manuscript Reviews

- Comparative Education Review, International Journal of Educational Development, International Journal of Lifelong Education, Rural Sociology, SAGE Open*
- 2010 Reviewer, *Opening minds, improving lives: Women's empowerment and education in Honduras* (Vanderbilt University Press)
- 2007 External reviewer, chapter in *Rural education for the twenty-first century: Identity, place, and community in a globalizing world* (A. Jackson & K. A. Schafft, Eds.).
- 2005 Reviewer, ASHE Monograph Series (*ASHE-ERIC Higher Education Report*)

Leadership Positions

- 2012 – 2014 Co-Chair, Adult Literacy and Adult Education SIG, American Educational Research Association (AERA)
- 2010 – 2012 Chair, Adult Literacy and Adult Education SIG, AERA
- 2007 – 2009 Member, Adult Education Research Conference Steering Committee
- 2006 – 2010 Assistant Secretary and Treasurer, Adult Literacy and Adult Education SIG, AERA

Other Service

- 2019 – present Member, Technical Working Group for Assessing Evidence of Effectiveness in Adult Education (Mathematica Policy Research; funder, Institute of Education Sciences)
- 2019 Expert reviewer, Barbara Bush Foundation for Family Literacy report on Engaging Low-Literate Adults in Literacy Learning
- 2018 Invited participant, Advancing Adult Education Research: Post-WIOA Technical Working Group Meeting. National Center for Education Research (NCER) at the Institute of Education Sciences (IES) (Oct. 26, 2018)
- 2017 – present External reviewer for promotion and/or tenure
- 2014, 2018 Grant proposal reviewer, Center for Rural Pennsylvania
- 2005 External reviewer, Washington State University Extension Climate Assessment
- 2005 Invited participant, National Literacy Summit, sponsored by Verizon, Georgetown University, and National Coalition for Literacy
- 1996 – 1997 Member, Steering Committee, On the Road to Literacy Conference, Chicago
- 1994 – 1997 Member, Northside Literacy Coalition, Chicago
- 1994 Member, Steering Committee, Walk for Literacy, Chicago

PROFESSIONAL AFFILIATIONS

- American Association for Adult and Continuing Education (AAACE)
- American Educational Research Association (AERA)
- Comparative and International Education Society (CIES)
- International Literacy Association (ILA)

LANGUAGE

- Spanish (non-native fluency)