

# ESTHER S. PRINS

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Adult Education Program  
Pennsylvania State University  
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## EDUCATION

- 2003      **Ph.D., Adult Education**, Cornell University  
2003      **Specialized Training:** Seminar in College Teaching, Teaching Resources Center, UC-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
- 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, Winter 2003, Fall 2003, Winter 2004  
Undergraduate course: Field Studies with Children and Adolescents
- 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

**PUBLICATIONS** (\* denotes graduate student)

Peer-reviewed Articles

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. San Francisco, CA: Jossey-Bass.

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. San Francisco, CA: Jossey-Bass.

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), 430-477.

\*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. Washington,

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<sup>1</sup> This article was selected through a competitive process by the U.S. Office of Career, Technical, and Adult Education (OCTAE), the National Institute of Child Health and Human Development (NICHD), and the Office of Behavioral and Social Sciences Research (OBSSR) for a *PLOS ONE* special collection on using PIAAC data to examine the role of education, health, and skills in improving the lives of adults and their families. The paper was then submitted to *PLOS ONE* and accepted through the journal's peer review system.

DC: 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](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.

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.

#### 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, A., & Toso, B. W. (forthcoming, 2020). Family literacy. In T. Rocco, M. C. Smith, R. Mizzi, L. Merriweather, & J. Hawley (Eds.), *Handbook of adult and continuing education*. Los Angeles, CA: Sage.

Park, H., Kim, J., & Prins, E. (in press). Becoming an active learner: Identity reconstruction of North Korean millennial defectors in South Korea. In J. A. Gammel, S. Motulsky, & A. Rutstein-Riley (Eds.), *I am what I become: Constructing an identity as a lifelong learner*. Charlotte, NC: Information Age Publishing.

Prins, E., & Monnat, S. (in press). Health literacy and health disparities among low-literate adults. In D. Perin (Ed.), *Wiley handbook of adult literacy*. Hoboken, NJ: 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). Bingley, UK: 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). Thousand Oaks, CA: 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). Thousand Oaks, CA: 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* (2<sup>nd</sup> edition, pp. 166-180). New York: 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). San Francisco: 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* (5<sup>th</sup> ed., pp. 202-208). Broken Arrow, OK: 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). Chicago: 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. *Proceedings of the 56th Annual Adult Education Research Conference* (pp. 204-209). Manhattan: Kansas State University.

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. In J. Zacharakis, R. A. Collins, & D. Bartel (Eds.), *Proceedings of the 56th Annual Adult Education Research Conference* (pp. 302-307). Manhattan: Kansas State University.

\*Shaughnessy, C., Prins, E., & Hopkins, M. (2014, June). Adults learning about shale gas development: Information sharing, community engagement, and critical science literacy. In R. R. & Wright A. Greenawalt (Eds.), *Proceedings of the 55th Annual Adult Education Research Conference* (pp. 473-478). Harrisburg: Pennsylvania State University-Harrisburg.

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. In R. R. & Wright A. Greenawalt (Eds.), *Proceedings of the 55<sup>th</sup> Annual Adult Education Research Conference* (pp. 551-556). Harrisburg: Pennsylvania State University-Harrisburg.

Kassab, C., & Prins, E. (2013). How involvement in adult education and family literacy programs shapes women's social networks, social support, and mental health. In E. P. Isaac-Savage, J. Jordan, K. Foushee, C. Hickman, & B. Shannon-Simms (Eds.), *Proceedings of the 54<sup>th</sup> Annual Adult Education Research Conference* (pp. 239-245). St. Louis: University of Missouri-St. Louis.

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). University Park, PA: 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. In J. Buban & D. Ramdeholl (Eds.), *Proceedings of the 53<sup>rd</sup> Annual Adult Education Research Conference* (pp. 77-83). Saratoga Springs, NY: Empire College.

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. In S. Carpenter, S. Dossa, & B. J. Osborne (Eds.), *Proceedings of the 52nd National Conference of the Adult Education Research Conference (AERC) and the 30th National Conference of the Canadian Association for the Study of Adult Education (CASAE)* (pp. 543-549). Toronto, Ontario: Ontario Institute for Studies in Education, University of Toronto.

\*Gungor, R., & Prins, E. (2010). Reproducing gender inequality: A Critical Discourse Analysis of a Turkish adult literacy textbook. In P. Gandy, S. Tieszen, C. Taylor-Hunt, D. Flowers, & V. Sheared (Eds.), *Joint proceedings of the 51<sup>st</sup> Annual Adult Education Research Conference (AERC) and the 3<sup>rd</sup> Western Region Conference on the Education of Adults (WRRCEA)* (pp. 170-176). Sacramento: California State University.

\*Toso, B. W., & Prins, E. (2010). Educational and mothering discourses and learner goals: Mexican immigrant women enacting agency in a family literacy program. In P. Gandy, S. Tieszen, C. Taylor-Hunt, D. Flowers, & V. Sheared (Eds.), *Joint proceedings of the 51<sup>st</sup> Annual Adult Education Research Conference (AERC) and the 3<sup>rd</sup> Western Region Conference on the Education of Adults (WRRCEA)* (pp. 521-527). Sacramento: California State University.

\*Drayton, B., & Prins, E. (2009). The enactment of hegemony through identity construction: Insights from *The presentation of self in everyday life*. In R. L. Lawrence (Ed.), *Proceedings of the 50<sup>th</sup> Annual Adult Education Research Conference* (pp. 113-118). Chicago: National Louis University.

\*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 27<sup>th</sup> Annual Midwest Research-to-Practice Conference in Adult, Continuing, Community, and Extension Education* (pp. 50-55). Bowling Green: Western Kentucky University.



Prins, E. (2008). The uses and consequences of literacy among Salvadoran campesinos: A longitudinal study. In S. L. Lundry & E. P. Isaac (Eds.), *Proceedings of the 49<sup>th</sup> Annual Adult Education Research Conference* (pp. 306-311). St. Louis: University of Missouri.

\*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 26<sup>th</sup> Annual Midwest Research-to-Practice Conference in Adult, Continuing, Community, and Extension Education* (pp. 134-139). Muncie, IN: Ball State University.

Prins, E. (2007). Examining interpersonal dynamics among adult learners through the lens of place. In L. Servage & T. Fenwick (Eds.), *Learning in community: Proceedings of the joint international conference of the Adult Education Research Conference (AERC) (48<sup>th</sup> National Conference) and the Canadian Association for the Study of Adult Education (CASAE)(26<sup>th</sup> National Conference)* (pp. 493-498). Halifax, Nova Scotia: Mount Saint Vincent University.

Prins, E., & Chupina, A. G. (2006). Developing communicative competence: Methodological considerations for conducting qualitative research with Spanish-speaking adult learners. In M. Hagen & E. Goff (Eds.), *Proceedings of the 47<sup>th</sup> Annual Adult Education Research Conference* (pp. 306-311). Minneapolis: University of Minnesota.

Prins, E. (2005). The contradiction of the Freirean lecturer: Bridging the gap between educational philosophy and practice. In R. J. Hill & R. Kiely (Eds.), *Proceedings of the 46<sup>th</sup> Annual Adult Education Research Conference* (pp. 351-356). Athens: University of Georgia.

Prins, E. (2004). The other hidden curriculum: Losing *pena* and becoming *educado* in a Salvadoran adult literacy program. In D. E. Clover (Ed.), *Proceedings of the Joint International Conferences of the Adult Education Research Conference (AERC) and the Canadian Association for the Study of Adult Education (CASAE)* (pp. 381-386). Victoria, BC: University of Victoria.

#### Technical Reports and Other Publications

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. University Park, PA: 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. University Park, PA: 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. University Park, PA: 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). Harrisburg, PA: Center for Rural Pennsylvania. [http://www.rural.palegislature.us/documents/reports/fafsa\\_exec\\_summary\\_2014.pdf](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). Harrisburg, PA: Center for Rural Pennsylvania. [http://www.rural.palegislature.us/documents/reports/fafsa\\_report\\_print.pdf](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. University Park, PA: 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. University Park, PA: 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. University Park, PA: 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. University Park, PA: 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. University Park, PA: 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](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]. University Park, PA: 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]. University Park, PA: 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]. University Park, PA: Institute for the Study of Adult Literacy. <http://ed.psu.edu/goodling-institute/research/program-brochure-5>

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\*Toso, B. W., Prins, E., \*Drayton, B., \*Gungor, R., & \*Gnanadass, E. (2008, October). Moving towards participatory adult education: Involving family literacy students in meaningful leadership experiences. Research Brief #4. University Park, PA: Goodling Institute for Research in Family Literacy. <https://ed.psu.edu/goodling-institute/research/research-brief-4>

Prins, E., & \*Toso, B. W. (2008, May). Parenting for literacy development and educational success: An examination of the Parent Education Profile. Research Brief #3. University Park, PA: Goodling Institute for Research in Family Literacy. <https://ed.psu.edu/goodling-institute/research/research-brief-3-final>

Prins, E., \*Toso, B. W., & Schafft, K. (2008, May). The importance of social interaction and support for women learners: Evidence from family literacy programs. Research Brief #2. University Park, PA: Goodling Institute for Research in Family Literacy <https://ed.psu.edu/goodling-institute/research/research-brief-2-final>

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Schafft, K., & Prins, E. (2008, Fall/Winter). Message from the Director: Rural poverty, educational reform, and the Ruby Payne phenomenon. *CREC Works*, 3(1), 1-2. [Newsletter of the Center on Rural Education and Communities at Penn State]

Prins, E. (2006, August). Similar, yet different: Case studies of three Even Start programs in Pennsylvania. University Park, PA: Goodling Institute for Research in Family Literacy. <https://ed.psu.edu/goodling-institute/research/even-start-case-studies-final-report-revised-10-20>

Prins, E. (2005, June). WSU Extension diversity mini-grant survey results. Pullman, WA: Washington State University Extension.

Glenna, L., & Hooks, G., Prins, E., & Reed, T.V. (2005). A Wal-Mart Supercenter in Pullman? The costs of a bargain: A position paper prepared by the PAWS Campaign of the Pullman Alliance for Responsible Development. Pullman, WA: Pullman Alliance for Responsible Development.

Prins, E. (2004, July). Social networks and participation in the Family Resource Center of Knights Landing, California. Davis, CA: California Communities Program, University of California-Davis. Available from: [http://ucanr.edu/sites/UC\\_CCP/files/125955.pdf](http://ucanr.edu/sites/UC_CCP/files/125955.pdf)

Prins, E. (2004, January). A case study of community participation in the Knights Landing Family Resource Center. Report prepared for the Knights Landing Family Resource Center, Knights Landing, California.

Prins, E. (2002, June). Connecting the classroom to the community: Profiles of community college professors who use service-learning. Ithaca, NY: Institute for Community College Development.

Prins, E. (2002, April). Women's empowerment, literacy, and spirituality: A participatory study of a faith-based adult literacy program in El Salvador. Report prepared for Alfalit of El Salvador (San Salvador, El Salvador) and the Christian Reformed World Relief Committee (Grand Rapids, Michigan).

Prins, E. (2001, December). Connecting the classroom to the community: Community college professors' experiences in service-learning. *Catalyst: Inquiry for Change*, 1(4). Ithaca, NY: Institute for Community College Development.

Prins, E., & Franz, N. (2001, March). Decision-making for partnership engagement by SUNY community college presidents. *Catalyst: Inquiry for Change*, 1(3). Ithaca, NY: Institute for Community College Development.

Prins, E. (2001, March). The relationship between institutional mission, service, and service-learning at community colleges in New York State. *Catalyst: Inquiry for Change*, 1(2). Ithaca, NY: Institute for Community College Development.

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Prins, E. (1999). *One body, many members: Balancing unity and diversity in faith-based community development and organizing*. Unpublished master's thesis, Cornell University, Ithaca, New York.

Clay, E., Prins, E., & Wright, E. (Ed.), with Mata, M., Shank, A., Wayman, E., Weinheimer, W., & Winstead, W. (1999, January). *An annotated bibliography for faith-based community economic development*. Washington, DC: National Congress for Community Economic Development.

Prins, E. (1999). Less teacher, more friend. *Literacy Practitioner*, 5(1), 1-2, 4. Syracuse, NY: Literacy Volunteers of America.

Carmichael, M., & Benjamin, N., Hartz, G., Prins, E., Ritchie, W., & Sheinbaum, R. (1999, August). *Annual Report of the Graduate School*. Ithaca, NY: Cornell University.

Prins, E. (1999, December). Gender policy implementation: The experience of the Christian Reformed World Relief Committee [CRWRC] in Latin America and the Caribbean. Report prepared for CRWRC, Grand Rapids, Michigan.

Carmichael, M., Hartz, G., Ritchie, W., Sawyer, M., Sheinbaum, R., & Prins, E. (1998, August). *Annual Report of the Graduate School*. Ithaca, NY: Cornell University.

Prins, E., Kiely, R., Phillips, A., & Wang, S. W. (December 1998). CLASP: An attempted participatory evaluation. Report submitted to the Community Learning and Service Partnership, Cornell University, Ithaca, New York.

Prins, E. (1997). Women, learning, and voice. Paper included in the Education 220 (Community Learning and Service Partnership) syllabus. Cornell University, Ithaca, New York.

**PRESENTATIONS** (\* denotes graduate student)

Peer-reviewed

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

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

**Prins, E.,** & Clymer, C. (2018, April). Career pathways in six urban adult education organizations. Presented at the Commission of Adult Basic Education (COABE) Conference, Phoenix, AZ.

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

**Prins, E.,** Foreman, S. S. (2017, October). Career pathways for adult learners in Chicago, Houston, and Miami. Presented at the National Council for Workforce Education Conference, Salt Lake City, UT.

**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. Presented at the Commission of Adult Basic Education (COABE) Conference, Orlando, FL.

**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. Presented at the Pennsylvania Association for Adult and Continuing Education Conference, State College, PA.

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

**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. Presented at the Commission of Adult Basic Education (COABE) Conference, Dallas, TX.

**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). Presented at the Commission of Adult Basic Education (COABE) Conference, Dallas, TX.

\*Odele, A., & **Prins, E.** (2016, March). Literacy practices, literate identities: Longitudinal findings from the Functional Adult Literacy Program in Uganda. Paper presented at the 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 presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

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? Presented at the Commission of Adult Basic Education (COABE) Conference, Denver, CO.

Prins, E. (2015, March). "The world needs your stories": Creating digital stories in an Irish family literacy program. National Families Learning Summit, Houston, TX. <http://tinyurl.com/n2hfgmf>

Prins, E. (2014, November). Digital storytelling in family literacy: A case study from Ireland. Paper presented at the Conference and Annual Meeting of the Commission of Professors of Adult Education, Charleston, SC.

**Prins, E.**, & Kassab, C. (2014, September). Demographic, educational, and financial characteristics of Pennsylvania FAFSA applicants, 2010-11: A rural-urban analysis by degree type. Pennsylvania State Data Center Data Users Conference, Harrisburg, PA. <https://prezi.com/xyivdms0fnlu/pasdc-conference-presentation/>

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. Presented at the Hendricks Best Practices for Adult Learners Conference, State College, PA. [https://prezi.com/y\\_v9drjcqsj4/hendricks-adult-learners-conference-presentation/](https://prezi.com/y_v9drjcqsj4/hendricks-adult-learners-conference-presentation/)

Witherspoon, D., Woodhouse, S., Davis, D., \*Campbell, K., Huang-Pollock, C., **Prins, E.**, Schaefer, B., & Toso, B. W. (2014, April). Considering culture in ADHD treatment for African American, lower-SES families: Using community-engaged research to develop practice. Paper presented at the Annual Meeting of the Society for Research in Child Development, Alexandria, VA.

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. Presented at the National Conference on Family Literacy, Louisville, KY.

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

\*Campbell, K., & **Prins, E.** (2012, April). Taking initiative and constructing identity: International graduate student spouses' adjustment and social integration in a university town. Paper presented at the 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. Paper presented at the National Conference on Family Literacy, San Diego, CA.

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 presented at the Annual Meeting of the Association of American Geographers, Seattle, WA.

\*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 presented at the Annual Meeting of the Association of American Geographers, Seattle, WA.

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

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

**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. Presented at the Pennsylvania Association for Adult and Continuing Education Conference, State College, PA.

**Prins, E.**, \*Drayton, B., & \*Gungor, R. (2011, March). Use and outcomes of distance learning for GED students in rural Pennsylvania. Presented at the Pennsylvania Association for Adult and Continuing Education Conference, State College, PA.

**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 presented at the Resilience, Innovation, and Sustainability Conference, Tempe, AZ.

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 presented at the Resilience, Innovation, and Sustainability Conference, Tempe, AZ.

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 presented at the Resilience, Innovation, and Sustainability Conference, Tempe, AZ.

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 presented at the Resilience, Innovation, and Sustainability Conference, Tempe, AZ.

**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 presented at the Annual Meeting of the American Educational Research Association, Denver, Colorado.

\*Toso, B. W., & **Prins, E.** (2010, April). Receptivity toward immigrants in rural Pennsylvania: Perceptions of adult English as Second Language providers. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, Colorado.

\*Odele, A., & **Prins, E.** (2010, March). A critical review of the literature on REFLECT and literacy: Orthodoxy and practice. Paper presented at the Comparative and International Education Society Conference, Chicago, Illinois.

\*Bagdonis, J., Glenna, L., Higdon, F., & **Prins, E.** (2009, May). Local agriculture in Belize: Challenges and opportunities in the Placencia Peninsula. Paper presented at the Annual Meetings of the Agriculture, Food, and Human Values Society (AFHVS) and the Association for the Study of Food and Society (ASFS).

\*Drayton, B., & **Prins, E.** (2008, October). Participant leadership in adult basic education: Negotiating academic progress, aspirations, and relationships. Paper presented at the Midwest Research-to-Practice Conference in Adult, Continuing, Community, and Extension Education, Bowling Green, Kentucky.

**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 presented at the Annual Meeting of the American Educational Research Association, New York, New York.

\*Gungor, R., & **Prins, E.** (2008, March). The accessibility and relevance of adult literacy education for marginalized populations in Turkey. Paper presented at the Annual Meeting of the Comparative and International Education Society, New York, New York.

**Prins, E., & Schafft, K.** (2007, November). Counteracting the culture of poverty discourse in adult education. Paper presented at the Conference and Annual Meeting of the Commission of Professors of Adult Education, Norfolk, Virginia.

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 presented at the 7<sup>th</sup> Annual International Research Conference on Service-Learning and Community Engagement, Tampa, Florida.

\*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 presented at the Midwest Research-to-Practice Conference in Adult, Continuing, Community, and Extension Education, Muncie, Indiana.

**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 presented at the 22<sup>nd</sup> 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 presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.



**Prins, E., & Schafft, K.** (2007, April). Individual and structural attributions for poverty and persistence in family literacy programs. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.

**Prins, E., \*Toso, B. W., & Schafft, K.** (2007, March). Not the same old routine: The importance of social interaction for women adult learners. Paper presented at the Commission of Adult Basic Education (COABE) Conference, Philadelphia, Pennsylvania.

**Prins, E., & McCorkle, K.** (2007, March). Fostering community and negotiating differences among adult learners: Insights from three case studies. Workshop presented at the National Conference on Family Literacy, Orlando, Florida.

**Prins, E., Van Horn, B., & Weirauch, D.** (2007, March). Research to practice: Research symposium of the Goodling Institute for Research in Family Literacy. Workshop presented at the National Conference on Family Literacy, Orlando, Florida.

Prins, E. (2006, April). Participatory photography as a research method: A tool for empowerment or surveillance? Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.

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. Paper presented at the National Conference on Family Literacy, Louisville, Kentucky.

**Prins, E., & \*Toso, B. W.** (2006, March). The Parent Education Profile and cultural variation: What does good parenting mean? Workshop presented at the National Conference on Family Literacy, Louisville, Kentucky.

Prins, E. (2006, February). Principles and methods of participatory evaluation. Workshop presented at the Midwinter Conference, Pennsylvania Association for Adult and Continuing Education, Hershey, Pennsylvania.

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 presented at the Globalization, Diversity, and Education Conference, Pullman, Washington.

Prins, E. (2003, November). Escaping loneliness, avoiding vices: The gendered meanings of participation in a Salvadoran adult literacy program. Paper presented at the American Association of Adult and Continuing Education Conference, Detroit, Michigan.

Prins, E. (2003, October). We make the road by walking: Trying out roles in a rural school-university partnership. Paper presented at the Outreach Scholarship Conference, Madison, Wisconsin.

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 presented at the Annual Meeting of the Community Development Society, Ithaca, New York.

Prins, E. (2003, July). Rashomon revisited: Multiple perspectives of a rural school-university partnership. Paper presented at the Annual Meeting of the Community Development Society, Ithaca, New York.

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

**Prins, E.,** & Nielsen, D. (2001, February). Becoming leaders in service: Community colleges and service-learning, paper and interactive session presented at the Chair Academy's Conference for Chairs, Deans and Other Organizational Leaders, Tampa, Florida.

**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 presented at the Annual Meeting of the American Association of Family and Consumer Sciences, Chicago, Illinois.

**Prins, E.,** & Ewert, D. M. (2000, November). One body, many members: Building relationships across differences in faith-based community development and organizing. Paper presented at the 29<sup>th</sup> Annual Meeting of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA), New Orleans, Louisiana.

#### Invited

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

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

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

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

**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, Pennsylvania.

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, Pennsylvania.

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, Maryland.

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, Pennsylvania.

**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.

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, Pennsylvania.

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.

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, Kentucky.

**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, Pennsylvania.

**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, Pennsylvania.

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, Pennsylvania.

**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, Pennsylvania.

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

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, Pennsylvania.

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.

\*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, Pennsylvania.

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

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, Florida.

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

**Prins, E.,** & Webster, N. April 26, 2008. Global service-learning research: Faculty experiences. The Institute on Global Service-Learning, Cornell University, Ithaca, New York.

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

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, Pennsylvania.

Prins, E. March 2, 2005. Principles and methods of participatory evaluation. Workshop presented at the All Extension Conference, Washington State University, Pullman, Washington.

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, Washington.

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

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

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.

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

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, New York.

## GRANTS AND CONTRACTS

### Received

- 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

- Chair, Lifelong Learning and Adult Education faculty search committees (2011-12, 2015-2017)
- Chair, Co-Chair, or Member, Goodling Institute and Institute for the Study of Adult Literacy search committees (2012-13, 2015-2016, 2018)
- Member, faculty search committees for other Penn State programs (2007-08, 2009-10)
- 2018 – present Co-Chair, Promotion and Tenure Committee, College of Education
- 2017 – 2018 Member, Promotion and Tenure Committee, Department of Learning and Performance Systems
- 2012 – present Professor-in-Charge, Lifelong Learning and Adult Education Program
- 2011 – 2012 Mentor for Humphrey Fellow
- 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 to non-peer-reviewed format)
- 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*

- 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 Invited participant, Technical Working Group for Assessing Evidence of Effectiveness in Adult Education (Mathematica Policy Research; funder, Institute of Education Sciences)
- 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) – Division G (Social Context of Education); Adult Literacy and Adult Education SIG; Family, School, Community Partnerships SIG  
 Comparative and International Education Society (CIES)  
 International Literacy Association (ILA)

#### **LANGUAGE**

Oral and written Spanish (non-native fluency)