

# Adult and Family Literacy Today

Volume 6: August 31, 2022

Updates on adult and family literacy research, policy, and practice.

## Institute Updates

### The Institutes Have Been Awarded Five New Grant Projects!

The Institute for the Study of Adult Literacy and the Goodling Institute for Research in Family Literacy recently received grants to provide direct adult education and family literacy services and conduct evaluations in library family literacy programs and Pennsylvania Department of Corrections.



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Three projects have been funded by the Pennsylvania Department of Education, Division of Adult of Adult Education for a total of \$767,600. The **Career Pathways** program will provide adult education and English as a second language classes and services to individuals 16 or older (and not in school) who want to

earn a high school equivalency diploma; build their basic reading, writing, or math skills; or learn English. Free classes and services are available in Centre and Lycoming Counties. Another project will provide family literacy services in Centre and Lycoming Counties to caregivers and their children through the **Family Pathways** program. The third grant will fund the **Tutoring Program for Adults** to provide tutoring services to adult learners in the Career and Family Pathways programs in both counties. This grant will also provide peer tutoring services to female inmates at Muncy State Correctional Institution.

We are also very excited about another grant (\$249,499) funded by The Institute for Museum and Library Services entitled “**Enriching Library Family Programming Using the Smithsonian Institution’s Talk with Me Toolkits**” which includes a partnership with Family Place Libraries and the Smithsonian Institution’s Office of Educational Technology (OET), and the Public Library Association to adapt, evaluate, and disseminate the Smithsonian OET’s free, online Talk with Me Toolkits (TMTs) for use in libraries’ family literacy and engagement efforts. This project will ensure libraries are successfully using the TMTs to help diverse families access and use digital resources and help librarians learn how to build their own TMT collections for use in family programming. As a subrecipient, the Goodling Institute will lead the evaluation, develop the data collection instruments, analyze the data, participate in advisory committee meetings, and help carry out project dissemination activities.



In addition, we are working Penn State’s Edna Bennett Prevention Research Center to conduct a process evaluation



# OJJDP

Office of Juvenile Justice and Delinquency Prevention

entitled “Addressing the Needs of Incarcerated Parents and Their Minor Children: Evaluation benefits and process of supplemental virtual reality programming.” This evaluation examines the implementation and integration of virtual reality (VR) to the InsideOut Dad® program for incarcerated fathers and the Parenting Inside Out® program for

incarcerated mothers in four Pennsylvania State Correctional Institutions (SCIs) and the use of a VR “adventure experience” during in-person or video/Zoom-based visits with their children. Using a mixed-methods design, the evaluation will explore: 1) Participants’ perceptions of the effects of the curriculum, use of VR role plays, and the VR adventure experiences on their interactions and visits with their children and perceptions of their parenting skills; 2) What worked well for participants; and 3) Suggestions for potential changes or improvements to the programs’ implementation. This \$138,379 project was funded by the Pennsylvania Department of Corrections through an Office of Juvenile Justice Delinquency Prevention grant for Children of Incarcerated Parents.

## Loretta Lininger Joins Our Team as Workforce Development Specialist for the Workforce Development Liaison Project



Loretta Lininger recently joined our team as Workforce Development Specialist for the Workforce Development Liaison Project. She is from Sinnemahoning, PA, where she resides with my boyfriend, Delbert “Poke” Baney, and her thirteen-year-old daughter, Caroline. She is no stranger to Adult Education and Workforce Development throughout Pennsylvania. Her background consists of 16 years of teaching adult education classes for Seneca Highlands IU9. Prior to that, she was a Workforce Development Counselor in the North Central Workforce Investment Area. She is excited about the opportunity to put her experience to work in continuing to improve workforce and agency collaboration statewide.

## Announcements



### Prins and Cherewka Publish a New Article on Adult Basic Education Under WIOA Title II

Dr. Esther Prins (Co-Director of ISAL and Goodling) and Alexis Cherewka (former Graduate Assistant for ISAL and Goodling) recently published an article in Adult Education Quarterly entitled “[Adult Basic Education Under WIOA Title II Implementation: An Integrative Literature Review](#).” Based on a thematic analysis of 35 publications, this integrative literature review synthesizes WIOA-Title II implementation and elaborates on the themes of funding, partnerships, accountability requirements, and the framing of adult education for economic purposes. The article ends with suggested

### Journal of Postcolonial Linguistics 7(2022)

Special Issue:  
“Language and Domestic Work in Globally South Contexts”  
Edited by Anna Kaiper-Marquez & Sinfree Makoni

### Kaiper-Marquez Publishes Special Issue on Language and Literacy Practices for Global Domestic Workers

Dr. Anna Kaiper-Marquez (Associate Director of ISAL and Goodling) recently co-published a special issue (SI) with Dr. Sinfree Makoni (Penn State) in the *Journal of Postcolonial Linguistics* entitled “[Language and Domestic Work in Globally South Contexts](#).” The SI includes six articles on the language and literacy practices of domestic workers in diverse contexts to explore the intersections of race, gender, education, language, and domestic work. Within the SI, Kaiper-Marquez published an article entitled “[Interstitial Glimpses: The Linguistic Agency/Oppression of South African Domestic Workers](#)” that explores the roles of adult basic education and English

implications for future research.

language learning in the lives of South African Domestic Workers.



## Goodling Institute is Offering Family Literacy and Adult Basic Education Certificates!

Goodling Institute, through Penn State's World Campus, offers the [Family Literacy](#) and [Adult Basic Education](#) certificates. Each post-baccalaureate certificate requires 12 credits (four 3-credit courses) that cover topics relevant to working with adults and families. If you have questions, contact Beth McLean at [elg6@psu.edu](mailto:elg6@psu.edu).

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