

LINCS Resource Collections



Basic Skills



Program Management



Workforce Competitiveness

Welcome to LINCS Resource Collection News!

Each month Collections News features one of the three LINCS Resource Collections—Basic Skills, Program Management, and Workforce Competitiveness—and introduces research-based resources that you can use in your adult and family literacy programs and classrooms. In this edition, we feature the [Program Management Collection](#), which covers the topics of assessment, learning disabilities, program improvement, and transitions to post-secondary education.

What's New in the Program Management Collection?

September 12–15, 2011, the Assessment discussion list hosted *A Conversation About the GED 21st Century Initiative™: Moving from GED® Test to a Career and College Ready Assessment System* with panelists from the GED Testing Service®: Martin D. Kehe, Vice President, Products; CT Turner, Public Affairs Director; Tracy Gardner, Senior Director of Assessment Services; and Debi Faucette, Senior Director of Field Outreach. Please note that the full transcript is now available. Download or read the transcript at http://lincs.ed.gov/lincs/discussions/assessment/11gedinitiative_transcript.

Assessment

[It's Not About the Cut Score: Redesigning Placement Assessment Policy to Improve Student Success](#)

This publication highlights the effect that assessment policies have on student placement rates in community colleges and details state placement assessment policy patterns for developmental education at enrollment, the usage of an approved placement exam (namely, COMPASS, ACCUPLACER, and ASSET), and the usage a standardized cut score or range for placement purposes.

Learning Disabilities

[Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools](#)

This report identifies 11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning. These elements may be equally effective for helping adults with learning disabilities improve their writing.

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Program Improvement

[Making It Worth the Stay: Findings from the New England Adult Learner Persistence Project](#)

This resource describes how adult student persistence research was used first in study circles and subsequently for action research in 18 New England adult education programs in 5 states. The study examines strategies and both quantitative and qualitative outcomes in four program components: intake and orientation, instruction, counseling and peer support, and re-engagement.

Transitions to Post-secondary Education

[How Non-Academic Supports Work: Four Mechanisms for Improving Student Outcomes](#)

This research brief provides a review of literature and research focused on non-academic supports and success factors for post-secondary students. A synthesis of the literature describes several key themes that emerged in providing support mechanisms to improve student persistence and outcome

How can I learn more about the Program Management Resource Collection?

The resources in the Program Management Collection include research articles, materials and curriculum based on research, and discussion lists that can be used to ask questions and share ideas. To subscribe to the Adult Literacy Professional Development, Assessment, Learning Disabilities, or Transitions to Post-secondary Education Lists, go to <http://lincs.ed.gov/lincs/discussions/discussions.html>

Visit the [Program Management Resource Collection](#) for additional resources.

What is LINCS?

LINCS is a project funded by the U. S. Department of Education, Office of Vocational and Adult Education, providing online information and communication networks for adult and family literacy practitioners. LINCS' offerings include Discussion Lists, Regional Resource Centers, the Collections, and training opportunities. Learn more about [LINCS](#) on the Web site: <http://lincs.ed.gov>.

For questions or comments, please send an email to info@lincs.ed.gov.