

LINCS Resource Collections



Basic Skills



Program Management



Workforce Competitiveness

Welcome to LINCS Resource Collection News!

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. 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.

What's New in the Program Management Collection?

A new resource collection, Transitions to Post-secondary Education, has been added to the Program Management Collection. This new collection contains resources to help practitioners develop and implement effective programs and strategies in helping adult learners transition from adult basic education to post-secondary education.

[Graphic Organizers with UDL](#)

This resource includes an introduction to graphic organizers and includes a discussion of the research evidence for their effectiveness. It also addresses important questions about graphic organizers that are relevant to classroom practice, including whether graphic organizers are beneficial to students with disabilities and what instructional context makes them most effective.

[The Relationship of CASAS Scores to GED Results](#)

This resource provides specific evidence of the relationship of CASAS scores to GED results that clearly expands on prior research efforts. It uses the evidence to suggest specific and practical applications of those results. It additionally suggests practical uses of both CASAS and traditional tests to improve student GED results.

[Research on Professional Development and Teacher Change: Implications for Adult Basic Education](#)

This resource provides an overview of research on professional development for adult basic education (ABE) teachers and K–12 teachers. Two models of professional development—a traditional model and a job-embedded model—are discussed. Standards-based teaching and learning are examined as well as the key factors that influence how teachers change through professional development.

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Online discussion on LINCS Professional Development list: **Facebook, Twitter, and Blogs—Oh my!—A Follow Up Discussion of Using Social Media in Teaching and Professional Development - March 21–25, 2011** (Tentative date - for more information - http://lincs.ed.gov/lincs/discussions/list_events.html).

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

Visit the [Program Management Collection](#) for additional resources. Contact the Program Management Collection content experts for additional information and to learn more about the resources, technical assistance, and professional development opportunities that are available at no cost. Assessment – Marie Cora, marie.cora@hotspurpartners.com; Learning Disabilities – Aaron Kohring, akohring@utk.edu; Program Improvement – Gail Cope, gcope@utk.edu.

What is LINCS?

LINCS is a project funded by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), 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>.

What will I find in the New LINCS Resource Collections?

The [LINCS Resource Collections](#), expanded in 2010, include items that have completed a rigorous internal and external review as well as those vetted through OVAE. Use these resources directly in the classroom or to guide development of customized professional development, programs, and classes. You can find more information about the Resource Collections on the [LINCS Web site](#).