



California Adult Literacy  
Professional Development Project



# Catalog of CALPRO Professional Development Resources

A Project of the California Department of Education

September 2008

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## RESOURCES FOR ADMINISTRATORS

### *How do I support professional growth at my site?*

#### Learning Communities for Site-Based Professional Development

CALPRO offers the *Learning Communities for Site-Based Professional Development* initiative to support agencies in establishing site-based professional development (PD). The initiative is an intensive, multi-session training for program administrators and PD specialists/lead teachers to learn to establish professional learning communities among staff, assess staff PD needs, and draft an agency PD plan. Each year, agencies complete an application to participate in the initiative. Up to 12 agencies are accepted into the program.

Visit <http://www.calpro-online.org/adminPages/administrators.asp>.

#### CALPRO Workshops



The California Department of Education and CALPRO encourage local adult education agencies to use these workshops for site-based professional development opportunities for their staff members.

Since 2001, CALPRO has trained more than 190 California adult educators to deliver workshops on various topics. These facilitators are available to help ensure that an agency's teaching staff continues to grow professionally. A list of workshops, including *Creating a Site-Based Professional Development Plan*, is available in Appendix I of this catalog and on the CALPRO Web site.

<http://www.calpro-online.org/News.asp#fact>

### Study Circle Facilitator Training

Study circles are small learning groups of practitioners, usually 8 to 12 teachers, who meet to discuss topics of relevance to their classroom practice. Study circles provide practitioners the opportunity to meet on a regular basis to read research, reflect on new ideas, and consider how to apply what they have learned to their classroom practice.



CALPRO periodically invites practitioners to attend the full-day study circle facilitator trainings. Facilitators then return to their schools to conduct site-based study circles. They continue to receive support from CALPRO and participate in an electronic discussion list.

Visit <http://www.calpro-online.org/adminPages/studyCircles.asp>.

***I'm a new administrator. How do I find resources related to my job?***

### Adult Education Leadership Institute



The Adult Education Leadership Institute is a two-year leadership development program offered to California's new (three years or fewer) adult education administrators. More than 580 leading adult educators have participated in this program since its inception in 1985.

The goal of the Leadership Institute is to enable adult education administrators to gain effective management and quality leadership skills that will enhance their capacity to operate an adult education program. Ultimately, the Leadership Institute helps to ensure that California has strong adult education leadership for the future.

The Institute focuses on developing participants' skills along two primary dimensions: Effective Management and Quality Leadership. Participants attend sessions, five days a year for each of two years. Those who successfully complete all requirements of the Leadership Institute receive certificates of completion and are recognized at the annual ACSA Adult Education Conference in September.

Visit <http://www.calpro-online.org/adminPages/administrators.asp>.

### ***Adult Education Administrator's Guide***

This resource guide, written by adult education administrators, covers must-know information such as budgeting, marketing the adult education program, the principal as instructional leader, accountability, enrollment policy options, community collaboration, and getting ready for the Categorical Program Monitoring (CPM) and Western Association of Schools and Colleges (WASC).

Visit [http://www.calpro-online.org/o\\_guides/default.asp](http://www.calpro-online.org/o_guides/default.asp).

### ***Just-in-Time Leadership: (1) Guide to Smart Fiscal Management, and (2) Key to Personnel and Legal Issues***

CALPRO offers two workshops for new adult education administrators titled, *Just-in-Time Leadership*. Session 1, *Guide to Smart Fiscal Management* helps participants learn vocabulary related to adult education fiscal management and practice using forms and formulas for developing a local agency budget. Session 2, *Key to Personnel and Legal Issues* covers issues related to staffing, recruiting, hiring, supervising, and evaluating personnel as well as issues related to safety and security and to equity and access.

Agencies can invite a facilitator to conduct *Just-in-Time Leadership*, sessions 1 and 2, at their agencies or for their region. Contact CALPRO at 1-800-427-1422 (toll-free) or at 916-286-8817. *Guide to Smart Fiscal Management* also is available as an online course.

Visit <http://www.calpro-online.org/training.asp>.

### ***Are there courses I can take online?***

#### **Online Courses**



In addition to face-to-face workshops, CALPRO offers several online courses. These discussion-based courses are facilitated (i.e., they have an instructor who poses questions and responds to participants), and they also are asynchronous (i.e., participants do not need to log on at a specified time during the week; instead, they can complete the weekly tasks at their convenience). Online courses of special interest to administrators are

- *Enhancing Learner Persistence*
- *Designing Programs for Adults with Learning Disabilities, Session 1: Awareness for Adult Educators*

- *Just-in-Time Leadership: Smart Fiscal Management for Adult School Administrators*
- *Understanding the Adult Learner, Session 1: Adult Learning and Development*

Visit <http://www.calpro-online.org/onlineCourses.asp>.

### **What's available for administrators of small schools?**

#### **Success for Small Adult Schools: A "How to" Guide for Administrators**

Many administrators of small adult schools work in isolation because their schools are located in remote, rural areas. They often have several other programs for which they are responsible, making adult education but one of their program areas. Shortage of either funding or time makes it difficult for them to attend adult education professional development events that can provide helpful information and ideas. This resource guide identifies some of the major challenges of operating a small adult school and outlines some suggested solutions.



Visit [http://www.calpro-online.org/o\\_guides/default.asp](http://www.calpro-online.org/o_guides/default.asp).

### **What opportunities are there to network with other administrators?**

CALPRO online courses foster a community and enable participants to learn from their peers and to network with others who face similar professional challenges. Visit the CALPRO Web site for information on online courses at <http://www.calpro-online.org/onlineCourses.asp>.

Administrators can join professional development organizations to network with other administrators. The Association of California School Administrators (ACSA) and the California Adult Education Administrators' Association (CAEAA) are two organizations for adult education administrators. Visit <http://www.acsa.org> and <http://www.caeaa.org> for additional information.

To find existing network groups, administrators can contact their regional consultant at the California Department of Education, Adult Education Office, at 916-322-2175.

***How do I find additional funding for my program?***

***Shaking the Funding Tree: A Grant Writing Guide for Literacy Programs***

This guide, developed by CALPRO in collaboration with California Literacy, helps literacy programs identify sources of funding and prepare a competitive proposal for funding. The guide includes templates and charts that the reader can use in preparing proposals.



Visit [http://www.calpro-online.org/o\\_guides/default.asp](http://www.calpro-online.org/o_guides/default.asp).

***How do I find and use CALPRO-certified workshop facilitators?***

Administrators should determine the workshop(s) they want to host at their agency, then call CALPRO at 1-800-427-1422 (toll-free) or at 916-286-8817 to specify the workshop title(s). CALPRO will provide names and contact information of the facilitators trained to conduct the workshop. Administrators can then contact the facilitator(s) and negotiate workshop dates and honoraria. See Appendix I of this catalog for additional information.

***How can my staff and I become CALPRO-certified workshop facilitators?***

**Training-of-Trainers' Institute**

Each year, CALPRO hosts Training-of-Trainers' (ToT) Institutes to build capacity for a cadre of adult educators to facilitate newly created and revised CALPRO professional development workshops. Agencies that send a staff member to the ToT will have trained facilitator(s) on staff who can conduct training and serve as in-house specialist(s) for other staff members on the content of the workshop(s) attended. Contact CALPRO at 1-800-427-1422 (toll-free) or at 916-286-8817 for further information.

***What are the quality indicators for continuous program improvement?***

**Programs of Excellence: Process for Continuous Program Improvement**



Each year, the California Department of Education identifies and recognizes exemplary adult education programs through its Programs of Excellence awards. Quality indicators in five component areas are available online and can be used as an assessment and review tool to identify the program strengths as well as the areas needing attention.

Visit <http://www.calpro-online.org/adminPages/poe.asp>.

***How do I know if the content of a textbook is based on research?***

**Questions to Consider When Evaluating the Research Basis of Commercially Available Textbooks**



CALPRO often fields questions from adult educators about how to determine whether the content of a commercially available textbook is based on research. In response, CALPRO has developed questions to guide teachers and administrators when reviewing and considering textbooks for adoption. Download the document from the CALPRO Web site.

<http://www.calpro-online.org/documents/Questions.pdf>

***Where can I find summaries of research studies and instructional strategies related to adult education?***

**Fact Sheets**

CALPRO has produced several two-page fact sheets on various topics, such as authentic materials and universal design for learning. Visit the CALPRO Website for additional topics and to download fact sheets.

<http://www.calpro-online.org/pubs.asp>

### **Research-Based Publications**

As part of its research-to-practice initiative to make research accessible to adult educators, CALPRO produces research digests, research summaries, and annotated bibliographies on topics that are both timely and important to the practice of adult education. Administrators can download these for distribution and invite staff to read a specific publication prior to a staff meeting. See Appendix II of this catalog or visit the Web site for a list of publications.

<http://www.calpro-online.org/pubs.asp>

### ***How do I facilitate discussion groups using CALPRO research publications?***

***Guidelines for Facilitating Discussion Groups Using CALPRO Research Digests, Research Summaries, and Research Bibliographies***



CALPRO offers suggested guidelines for initiating and conducting discussion groups using the research digests, summaries, and bibliographies. When these publications are used as the focus of practitioner discussion groups, they can contribute to the professional growth of staff of adult education agencies and programs. Download these guidelines from the Web site.

<http://www.calpro-online.org/pubs/DiscGuideResPubs.pdf>

### ***Which universities offer courses related to adult education?***

#### ***Directory of Postsecondary Options for California Adult Educators***

The intended audience of the directory may include teachers and administrators of adult schools, English as a second language programs, correctional institutions, and community colleges. The directory is a “snapshot” of postsecondary programs listed online during 2006-2007 on Web sites of public universities in the California State University and University of California systems as well as several national online professional development organizations.

[http://www.calpro-online.org/o\\_guides/default.asp](http://www.calpro-online.org/o_guides/default.asp)

## RESOURCES FOR TEACHERS

### *I'm a new teacher. Where can I learn about adult education?*

#### ***ABE New Teacher Resource Guide***



To the new adult basic education (ABE) teacher, the task of teaching basic literacy skills can seem overwhelming. This *ABE New Teacher Resource Guide* is designed to introduce the new teacher to the most immediate and important aspects of teaching ABE learners in California.

Visit [http://www.calpro-online.org/o\\_guides/default.asp](http://www.calpro-online.org/o_guides/default.asp).

#### ***ESL New Teacher Resource Guide***

To a new English as a second language (ESL) teacher in an adult education program, the task of teaching English can seem daunting. This *ESL New Teacher Resource Guide* is designed to introduce the new teacher to the most significant aspects of teaching adult ESL in California.



Visit [http://www.calpro-online.org/o\\_guides/default.asp](http://www.calpro-online.org/o_guides/default.asp).

#### **Online Self-Directed Courses**

CALPRO provides independent, self-directed courses that are not facilitated. These courses are available for self-study on CALPRO's Blackboard Web site year-round. Self-directed courses available for teachers include

- *Orientation for New ESL Teachers*
- *Orientation for New ABE Teachers*

For more information and updates on additional courses, visit <http://www.calpro-online.org/onlineCourses.asp>

## **Are CALPRO workshops available as online courses?**

### **Online Facilitated Courses**



Many of CALPRO face-to-face workshops are available online. CALPRO offers asynchronous (i.e., participants do not need to log on at a specified time during the week; instead, they can complete the weekly tasks at their convenience), discussion-based courses online. Participants can complete the readings and activities and post comments to fellow participants and their course facilitator within a given week. The objectives of online courses mirror those of the same face-to-face workshops. Online courses available for teachers include the following:

- *Designing Programs for Adults with Learning Disabilities, Session 1: Understanding Learning Disabilities: Awareness for Adult Educators*
- *Designing Programs For Adults With Learning Disabilities, Session 2: Effective Instructional Strategies*
- *Effective Lesson Planning*
- *Enhancing Learner Persistence*
- *Managing the ESL Multilevel Class*
- *Organizing and Monitoring Instruction to Improve Learning Gains*
- *Understanding the Adult Learner, Session 1: Adult Learning and Development*
- *Using Questioning Strategies to Improve Instruction, Session 1: Questioning Strategies that Improve Cognition*

Visit <http://www.calpro-online.org/onlineCourses.asp>.

## **Can I get credit for completing CALPRO online courses?**

### **Continuing Education Units**

Each online course has a set of learning objectives or competencies, as well as assignments associated with the learning objectives. Upon successful completion of an online course, participants have the option to request a Certificate of Course Completion from CALPRO. Participants also may earn Continuing Education Units (CEUs) through California State University, Sacramento (CSUS). For most CALPRO online courses, participants may register to earn 1.5 CEUs per course.



Visit <http://www.calpro-online.org/onlineLearning.asp>.

***Where can I find health literacy materials for my lessons?***

***Health Literacy Reference Guide***



Instruction in Adult Basic Education (ABE) and English as a Second Language (ESL) frequently addresses health literacy because of its importance to low-literate adult learners. CALPRO developed this guide to help teachers locate and use a wide array of currently available health literacy materials and to guide them in incorporating health literacy information into instruction.

Visit [http://www.calpro-online.org/o\\_guides/default.asp](http://www.calpro-online.org/o_guides/default.asp).

***I'm concerned with class retention. How do I help learners to persist in attending class?***

***Enhancing Learner Persistence***

CALPRO offers both a face-to-face workshop and an online course on the topic of learner persistence. For the course description, visit the CALPRO Web site at <http://www.calpro-online.org/training.asp>.

***Learner Persistence in Adult Basic Education***

This research brief identifies specific ways to support persistence and highlights research findings for structuring local practice in ways that may help more learners reach their goals. See Appendix II of this catalog for a description of the research brief.

***Study Circle Facilitator Training***

Since 2004, CALPRO has trained more than 70 facilitators to lead study circle discussions at their sites, reviewing research findings and implications on learner persistence. Visit <http://www.calpro-online.org/adminPages/studyCircles.asp>.

***The California Adult Education Learner Persistence Project***

This publication presents the outcomes of a multi-year initiative on enhancing adult learner persistence. See Appendix II of this catalog.

***I think some of my learners may have learning disabilities. How can I teach differently to meet their needs?***

***Designing Programs for Adults with Learning Disabilities***

CALPRO offers both face-to-face workshops and online courses on the topic of learning disabilities. For the course description, visit the CALPRO Web site at <http://www.calpro-online.org/training.asp>.

***Learning Disabilities in the Workplace: A Professional Development Packet***

This training manual, developed by the PRO-NET 2000 project of the American Institutes for Research, addresses the need for awareness of adults with learning disabilities and the consequences of those disabilities on performance in the workplace. The document is available at <http://www.calpro-online.org/pubs.asp>.

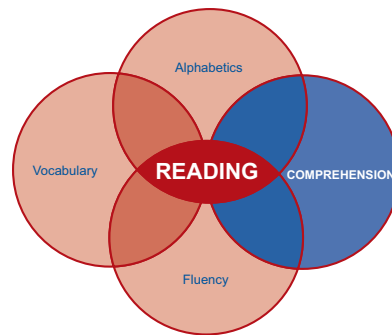
***I hear a lot about new strategies on reading instruction. Where can I find information about them?***

***Research-Based Adult Reading Instruction***

CALPRO offers a face-to-face workshop on the four major components of reading: alphabetics, fluency, vocabulary, and comprehension. For a full description, visit the CALPRO Web site at <http://www.calpro-online.org/training.asp>.

***Research Digest Series on Evidence-Based Reading Instruction***

This series of research digests provides an overview of the research on each component area as well as suggested teaching strategies. See Appendix II of this catalog for a description of these research digests.



***Study Circle Facilitator Training***

Since 2006, CALPRO has trained more than 50 facilitators to lead discussions at their sites, reviewing research findings and implications on the topic of adult reading instruction. For additional information, visit <http://www.calpro-online.org/adminPages/studyCircles.asp>.

***Where can I get brief descriptions of different teaching techniques for adult learners?***

**Fact Sheets**

CALPRO has produced several two-page fact sheets on various topics, such as authentic materials and universal design for learning. Visit the Web site for additional topics and to download fact sheets.

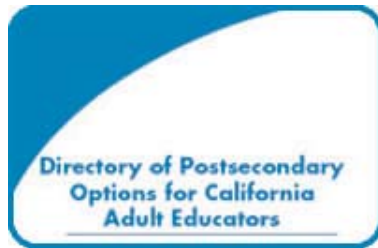
<http://www.calpro-online.org/pubs.asp>

### **ERIC Clearinghouse on Adult, Career, and Vocational Education**

The complete, archived database of the former Education Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education, which closed its doors in December 2003, is available on the CALPRO Web site.

<http://www.calpro-online.org/pubs.asp>

### ***Which universities offer courses for adult educators?***



#### ***Directory of Postsecondary Options for California Adult Educators***

The intended audience of the directory may include teachers and administrators of adult schools, English as a Second Language programs, correctional institutions, and community colleges. The directory is a “snapshot” of postsecondary programs listed online during 2006-2007 on Web sites of public universities in the California State University and University of California systems as well as several national online professional development organizations.

Visit [http://www.calpro-online.org/o\\_guides/default.asp](http://www.calpro-online.org/o_guides/default.asp).

## APPENDIX I

### WORKSHOPS AVAILABLE THROUGH CALPRO

#### *How can my school sponsor CALPRO workshops?*

Administrators and teachers know best the kinds of professional development needed at their site. The administrator's role is to determine the workshops to be offered during the upcoming year. CALPRO recommends that the administrator identify a staff person responsible to handle the logistics of organizing professional development workshops. Scheduling workshops, duplicating materials for the workshops, and setting up audiovisual and other equipment can be managed by support staff. Workshop facilitators' travel and honoraria are the responsibilities of the local agency. CALPRO staff will identify workshop facilitators, who will have access to reproducible workshop materials.

The following CALPRO-developed workshops are available for agencies that host site-based professional development opportunities for their staff members:

- *Advising the Adult Learner: The Teacher's Role*
- *Becoming a Program of Excellence*
- *Creating a Site-Based Professional Development Plan:*
  - (1) *Planning for Results, and*
  - (2) *Evaluating Results*
- *Designing Programs for Adults with Learning Disabilities:*
  - (1) *Understanding Learning Disabilities,*
  - (2) *Effective Instruction Strategies, and*
  - (3) *Planning for Instruction*
- *Differentiating Instruction:*
  - (1) *Introduction to Differentiating Instruction, and*
  - (2) *Strategies for Success*
- *Effective Lesson Planning*
- *English for All*
- *Enhancing Learner Persistence*
- *Just-in-Time Leadership:*
  - (1) *Guide to Smart Fiscal Management, and*
  - (2) *Key to Personnel and Legal Issues*
- *Learner Goal Setting*
- *Madison Heights and Lifelines*
- *Managed Enrollment*
- *Managing the ESL Multilevel Class:*
  - (1) *Planning a Multilevel Lesson, and*
  - (2) *Effective Classroom Strategies*

- *Math Instructional Strategies:*
  - (1) *Algebra Readiness, and*
  - (2) *Algebra*
- *Mentoring:*
  - (1) *What You Need to Know, and*
  - (2) *What You Need to Do*
- *Organizing and Monitoring Instruction to Improve Learning Gains*
- *Presentation and Facilitation Skills*
- *Project-Based Learning:*
  - (1) *Project Planning*
  - (2) *Assessing Progress*
- *Research-Based Adult Reading Instruction:*
  - (1) *Alphabetics and Fluency, and*
  - (2) *Vocabulary and Comprehension*
- *SCANS: How to Manage a SCANS Classroom*
- *Student-Centered Learning*
- *Teaching Critical Thinking:*
  - (1) *Critical Thinking and Metacognition, and*
  - (2) *Problem Solving and Decision-Making*
- *The Administrator as Instructional Leader*
- *Understanding the Adult Learner:*
  - (1) *Adult Learning and Development, and*
  - (2) *Facilitating Adult Learning*
- *Using Questioning Strategies to Improve Instruction:*
  - (1) *Questioning Strategies that Improve Cognition, and*
  - (2) *Designing Questioning Strategies*

CALPRO also maintains files of, and can make available, those workshops developed through the ESL Teacher Institute, as follows:

- *Teacher Training through Video: Cooperative Learning: (1) Creating a Cooperative Climate; (2) Key Components of Cooperative Learning; (3) Jigsaw; and (4) Lesson Planning*
- *Teacher Training through Video: ESL Techniques: (1) Beginning Literacy; (2) Dialogue/Drill; (3) Early Production; (4) Focused Listening; (5) Information Gap; (6) Language Experience; (7) Lesson Planning; (8) Life Skills Reading; (9) Narrative Reading; (10) Problem Solving; (11) Role Play; and (12) Total Physical Response*
- *Teaching Grammar Communicatively*
- *Teaching Pronunciation in Context*
- *Writing*

Please contact CALPRO if you have questions about hosting workshops on-site at 1-800-427-1422 (toll-free in CA) or 916-286-8817.

## APPENDIX II

### RESEARCH-BASED PUBLICATIONS

#### ***Applying Adult Learning Theory: Self-Directed Learning and Transformational Learning in the Classroom***

Among the foundational learning theories used to guide practice in adult education are self-directed learning and transformative learning. Although both have been widely discussed and researched, only a small number of studies focus specifically on applying these theories to the experiences of learners in Adult Basic Education (ABE), General Educational Development (GED), or English as a Second Language (ESL). This brief describes implications of this research for practice with ABE, GED, and ESL learners. Download the publication from <http://www.calpro-online.org/pubs.asp>.

#### ***Culturally Relevant Practice***

This digest explores issues of culture and culturally relevant practice in adult education programs and suggests strategies for educators. It highlights studies that identify issues of cultural difference, and provides recommendations for making the practice of adult education more culturally relevant. Download the publication from <http://www.calpro-online.org/pubs.asp>.

#### ***Distance Education and E-Learning: New Options for Adult Basic and English Language Education***



Electronic learning, also known as e-learning, uses electronic technology to support learning and deliver instruction. This brief reviews ways that e-learning can be used and provides recommendations for programs interested in this approach. Download the publication from <http://www.calpro-online.org/pubs.asp>.

#### ***How Teachers Change: A Study of Professional Development in Adult Education***

This summary synthesizes the research study on how adult education teachers changed after participating in one of three different models of professional development (multisession workshop, mentor teacher group, or practitioner research group). Download the research summary from <http://www.calpro-online.org/pubs.asp>.

### ***Learner Persistence in Adult Basic Education***

Retaining learners is an ongoing challenge for adult basic education (ABE) programs. Recently, researchers have called on the field to rethink the meaning of persistence from the learner's point of view, and studies have identified specific ways to support persistence. Their findings provide insights for structuring local practice in ways that may help more learners persist in classes and reach their educational goals. Download the publication from <http://www.calpro-online.org/pubs.asp>.

### ***Research Digest Series on Evidence-Based Reading Instruction***

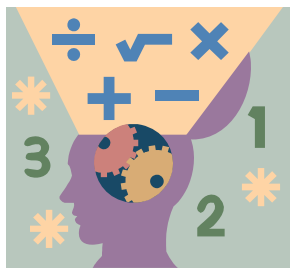
This series of research digests presents emerging principles from a research base, which encompasses applicable research in adult literacy as well as the kindergarten through 12th grade (K-12) arena. The digests provide an overview of the research on each of four component areas as well as suggested teaching strategies.

- Research Digest No. 5—*Alphabets: Research and Teaching Strategies*
- Research Digest No. 6—*Fluency: Research and Teaching Strategies*
- Research Digest No. 7—*Vocabulary: Research and Teaching Strategies*
- Research Digest No. 8—*Reading Comprehension: Research and Teaching Strategies*

Download these publications from <http://www.calpro-online.org/pubs.asp>.

### ***Research on Adult Numeracy Practice***

Research on adult numeracy typically is concerned with how adults use mathematics in specific contexts (e.g., work, school, the home), and how these contexts affect adults' mathematical behavior. By looking at the use of mathematics inside and outside of school, researchers can help teachers and adult education programs build on what adult learners already know and value. This annotated bibliography highlights studies that focus on adult numeracy practice and pedagogy, including studies of specific classroom strategies. Download the publication from <http://www.calpro-online.org/pubs.asp>.



### ***Research on Participatory Approaches to Adult Basic and Literacy Education***

Although interest in using a participatory approach to adult basic education (including ESL and literacy) has been growing, many practitioners are unsure exactly what “participatory” means. This annotated bibliography highlights readings that speak to defining participatory education (“what is it?”) and the methods for putting this theory into practice (“how do you do it?”). Download the publication from <http://www.calpro-online.org/pubs.asp>.

### ***The California Adult Education Learner Persistence Project***



This publication presents the outcomes of a multi-year initiative on enhancing adult learner persistence. It addresses three distinct but related efforts on learner persistence: (1) the adult learner persistence Web site developed by the California Department of Education, (2) a field-based research initiative (FBRI) on learner persistence, and (3) site-based study circles on learner persistence. The purpose of each of these efforts was the same: to make available to California adult educators information about current research findings on learner persistence and to invite them to use the findings to design and implement interventions to enhance the persistence of their adult learners. Together, the three efforts make up the Adult Learner Persistence Project, which is part of a larger effort—the California Research-to-Practice Initiative. Download the publication from <http://www.calpro-online.org/pubs.asp>.

### ***The Northwest Practitioner Knowledge Institute: Reports and Resources***

CALPRO collaborated with the National Center for the Study of Adult Learning and Literacy and the Portland State University Lab School as part of the Northwest Practitioner Knowledge Institute. After an introduction to the Lab School's research, practitioners developed and implemented research-based instructional strategies in their classrooms. This brief provides an overview of the project, participating teachers' first-hand accounts of their research projects, and related resources. Download the publication from <http://www.calpro-online.org/pubs.asp>.



California Adult Literacy Professional Development Project  
[www.calpro-online.org](http://www.calpro-online.org)