Materials needed for training:

CELL Videos:
  - CELL Overview
  - Books, Nooks, and Literacy Hooks
  - Light Table or Animal Book
  - Get in Step with Responsive Teaching

CELL Practice Guides:
  - Practitioner/Preschool: A Place for Writing
  - Parent/Toddler: Act Natural

CELL Reflection Lists/Tools:
  - Literacy-Rich Environment Checklist
  - Child Interests Checklist
  - Caregiver Response Teaching Checklist
  - Early Childhood Classroom Interest Tool
  - Daily Schedule
  - Pre and Post-tests
This CELL powerpoint was created specifically for early childhood professionals who work within the classroom.

The following information may be adapted to build on individual knowledge bases. For example, if the participants are well-versed in early literacy, the trainer may omit the relevant portion of the training. Additionally, the training may be broken into several components depending on the amount of time available for training.

*It is important that participants understand that literacy involves more than reading and providing books because the premise of CELL is to provide interest-based early literacy opportunities.*

There are CELL early literacy materials created as tools to support the practitioner’s learning such as practice guides and reflection checklists.
Introduction to the Center for Early Literacy Learning or CELL. This section includes the purpose and objectives of the training.
The purpose of this training is to provide a brief overview of the PALS approach to adult learning (Participatory Adult Learning Strategy).

To describe and practice using CELL materials.

To describe the CELL Model and practice identifying its elements and implementing it in the context of early literacy activities.
Upon completion of the training, participants will be able to:

- Describe and identify early literacy domains.
- Describe and identify everyday early literacy experiences.
- Describe, identify in practice, and implement the key elements of the CELL Model.
- Use CELL tools to support their role in providing purposeful everyday early literacy experiences for children.

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- Describe and identify everyday early literacy experiences.
- Describe, identify in practice, and implement the key elements of the CELL model.
- Use CELL tools to support their role in providing purposeful everyday early literacy experiences for children.
What follows is a brief overview of the Participatory Adult Learning Strategy or PALS which is used when conducting and implementing CELL.
CELL uses an evidence-based approach to training and technical assistance called the Participatory Adult Learning Strategy or PALS because no intervention practice is likely to be learned and adopted if the methods and strategies used to train are not effective. The PALS approach has several underlying aspects. First, it is not necessary for learners to fully understand all aspects of a practice to begin to use the practices. Through the use of the PALS process learners will develop a better understanding. Second, in order to develop a deep understanding of the practice, the learner needs multiple learning opportunities during any one learning session and multiple learning opportunities across sessions. Third, trainers do not direct learning or encourage only self-directed learning. Rather trainers guide learning based on observations of learners’ experiences and evaluation of the use of the practice and learner self-assessment of understanding against established criteria.
The PALS approach to teaching adult learners is comprised of five steps:

- **Introduce**: Engage the learner in a preview of the material, knowledge, or practice
- **Illustrate**: Demonstrate or illustrate the use or applicability of the practice
- **Practice**: Engage the learner in the use of the practice
- **Evaluate**: Engage the learner in a process of evaluating the consequence or outcome of the application of the material
- **Reflection**: Engage the learner in self-assessment of his or her acquisition of knowledge and skills as a basis for identifying ‘next steps’ in the learning process.
- **Mastery**: Engage the learner in a process of assessing his or her experience in the context of a practical model.
As trainers of practitioners, as well as a tool for self-reflection, it is important to use the PALS approach. The matrix on this slide can be utilized to help all involved ensure that each PALS component is completed.

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This is the CELL early literacy learning model. As you can see, the model includes five inter-related components including literacy-rich environments, child interests, everyday literacy activities, responsive teaching, and early literacy outcome indicators. These important components are the foundation for all of the early literacy practices found in the CELL practice guides that are located on our website at www.earlyliteracylearning.org.

The components of the early literacy learning model are displayed in an overlapping fashion because of the difficulty of separating them from each other in theory or in practice. We want you to understand that each component is important, but that early literacy learning results from an interrelated mix of these components in the context of your interactions with children. None of the components works independently of the others.
Show **CELL Overview** Video

The *Introduction to CELL* video provides participants with an audio/visual summary of the four CELL components.

Ask participants to complete Pre-Test after viewing the CELL Overview Video.
Slides 12 through 17 provide an overview of the CELL tools and materials all of which were created based on current and relevant research.

Products include:

**CELL papers:** Articles that provide background information about conceptual frameworks used to guide CELL activities and results of CELL evaluation and research studies

**CELL reviews:** Practice-based research syntheses of early communication, language, and literacy development

**CELL notes:** One- to two-page summaries of findings from practice-based research syntheses

**CELL practice guides:** How-to guides for promoting adoption and use of evidence-based literacy learning practices by parents and practitioners. The components of the Early Literacy Learning Model are the foundation for all of the early literacy practices found in the CELL practice guides. They are located on our website at www.earlyliteracylearning.org.
CELL has a variety of tools and materials available. 
For example, there are two different powerpoints with facilitator’s guides. The one we are using today which focuses on the needs of practitioners as well as a powerpoint and guide for those who work with families such as home visitors.

CELL has a wide variety of tools available such as reflection checklists and practice guides. We will be using several during our training today.

Practice guides are available for use. One set focuses on what parents can do with their children. The other set is for practitioners and those who work in a classroom environment.

We will be using two practice guides today.
State the web address and point out that this is where participants should go for additional information and CELL products such as practice guides.
There is a set of practice guides for classroom-based professionals, as well as a set for parents.

Each set of practice guides is divided into sections: literacy-rich experiences, alphabet exposure, print awareness and reading, pre-emergent writing, sound awareness, vocalizing and listening, and nonverbal communication.

These are available at the CELL website.
Inside the CELL Practice Guides

- What is the practice?
- What does the practice look like?
- How do you do the practice?
- How do you know the practice worked?
- Vignettes that illustrate the early literacy practice described
- Adaptations

Each set of practice guides is comprised of six sections:
What is the practice? For example, the use of alphabet blocks
What does the practice look like? How to make alphabet blocks interesting to your child.
How do you know the practice worked? Questions for reflection.
Vignettes: Stories that illustrate the practice.
The practice guides also include vignettes illustrating the use of CELL components with children of varying degrees of ability.
Here is a visual representation of the organization of the practice guides. Each set, both parent and practitioner, is broken down into: infants, toddlers, and preschoolers. Each age group is then broken down into linguistic processing and print-related.
This slide is the beginning of the training on the definitions of early literacy. What follows is a discussion on: linguistic processing which includes listening comprehension, oral language, and phonological awareness.

This is followed by a discussion on print-related learning domains which includes print awareness, written language, alphabet knowledge, and text comprehension.

It is important that participants understand that literacy involves more than reading and providing books because the premise of CELL is to provide interest-based early literacy opportunities.

It is in this section that you begin to use the participatory adult learning strategy (PALS) by introducing and illustrating each domain. At the end of the section of this training, you will then ask the participants to evaluate and reflection upon any new knowledge gained.
Basic Definition of Early Literacy

*The knowledge and skills young children need in order to learn to communicate, read, and write*

This is a very basic and straightforward definition of early literacy.
You may want to brainstorm with participants for specific skills.
What follows is a discussion on the domains of early literacy which includes an introduction and illustration of each domain.
Early Literacy Learning Domains

- Linguistic Processing
  - Listening Comprehension
  - Oral Language
  - Phonological Awareness

- Print-Related
  - Print Awareness
  - Written Language
  - Alphabet Knowledge
  - Text Comprehension
Introducing Linguistic Processing: Listening Comprehension

Also known as receptive and expressive language, it is the ability to understand the meanings of words and sentences and their use in context.
Illustration: Listening Comprehension Experiences

- **Experiences for infants**
  Being spoken to in a nurturing, responsive, and caring manner; singing songs; making babbling noises

- **Experiences for toddlers**
  Engaging in “conversations” about themselves and their world; sing songs and nursery rhymes

- **Experiences for preschoolers**
  Engaging in conversations about things in the past and future; playing listening games
Introducing Linguistic Processing: Oral Language

The ability to use expressive language to communicate with others
Illustration:
Oral Language Experiences

- **Experiences for infants**
  Babbling and cooing in “conversations” with adults who respond to and build on these verbalizations

- **Experiences for toddlers**
  Telling “stories” about their activities

- **Experiences for preschoolers**
  Inventing new stories and retelling familiar stories
Introducing Linguistic Processing: Phonological Awareness

The ability to distinguish between and manipulate sounds in spoken language; hearing similarities, differences, and patterns in sounds.
Illustration:
Phonological Awareness Experiences

- *Experiences for infants*
  Playing with sound through babbling and “talking”

- *Experiences for toddlers*
  Playing sound, rhyming, and word games

- *Experiences for preschoolers*
  Spelling or writing “like it sounds”
Introducing Print-Related:
Print Awareness

Understanding the purposes and conventions of print
Illustration: Print Awareness Experiences

- **Experiences for infants**
  Interact with books on their own

- **Experiences for toddlers**
  Call attention to environmental print

- **Experiences for preschoolers**
  Purposefully use print in the environment
Introducing Print-Related: Written Language

The ability to communicate through printed language
Illustration: Written Language Experiences

- **Experiences for infants**
  Experimenting with a variety of writing and drawing materials

- **Experiences for toddlers**
  Exploring a variety of art and writing materials and interpreting their work for others

- **Experiences for preschoolers**
  Working on art and other projects that involve writing
Introducing Print-Related: Alphabet Knowledge

Understanding of letter-sound correspondence; recognizing and naming letters of the alphabet
Illustration: Alphabet Knowledge Experiences

- *Experiences for infants*
  Playing with alphabet toys and books

- *Experiences for toddlers*
  Pointing out letters in the environment

- *Experiences for preschoolers*
  Playing letter-sound games
Introducing Print-Related: Text Comprehension

The ability to decode and comprehend written language
Illustration:
Text Comprehension Experiences

- *Experiences for infants*
  Handling books while adults point out words and pictures

- *Experiences for toddlers*
  Pointing to pictures in books while an adult reads

- *Experiences for preschoolers*
  "Reading" print in the environment
• Ask participants to gather into groups.
• Distribute copies of the practice guide “You’ve Got Mail”
• Ask the participants to find examples of each of the literacy domains in the vignettes located on the back of the practice guide.

Asking participants to practice the use of their new knowledge keeps them focused and engaged in learning.
Evaluate: Early Literacy Domains

- What early literacy experiences in the vignettes did you find challenging to assign to one specific domain?

- What early literacy experiences could be assigned to more than one domain?

Ask participants, still in groups, to discuss the questions.
Ask each group to share.

_Evaluating assists in the assessment of participants strengths and weaknesses related to the practice conducted._
Encourage participants to describe what literacy in the early childhood classroom means to them. Have their thoughts changed after engaging in this training?

Reflection assists participants in determining the outcome of their practice. Do they need to engage in additional practice or have the participants acquired the appropriate amount of knowledge to continue?
Early literacy domains overlap and are interrelated. They do not develop or occur one right after the other, nor are they independent.

Remember that change in one domain, for example alphabet knowledge, can lead to change in another domain—text comprehension for example.
This section focuses on the main components of CELL beginning with Literacy-Rich Environments.

*Participatory adult learning strategies (PALS) are used in this section.*
The first component of the CELL model to be introduced is that of Literacy-Rich Environments.
PALS—Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.
The teacher/adult focuses on including and providing a variety of literacy-related materials within the classroom.

Functional use means writing with a crayon, marker, pencil, or piece of chalk; using various types of paper and pads of paper to write on; reading books, magazines, menus, signs, labels, etc.

**Introduction: Incorporating Materials in Functional Ways**

- Focus on incorporating materials throughout the environment in functional and natural ways.
- Functional use of materials means that children use the materials for a specific purpose.
- For example:
  - Use paper and pencils to write notes to one another.
  - Place a menu in the dramatic play area.
  - Provide children with catalogs and magazines in the reading area.
Illustration: Classroom Environments

Classroom settings often have a variety of learning centers or areas that can provide opportunities for literacy learning:

- Indoors: greeting area, reading center, writing center, dramatic play center, computer center, art center, block center, music center, science center, snack/eating area, bathroom area
- Outdoors: climbing structure, swings, sandbox, water table, field trips/walks, library visits

Pals-Illustrating/providing examples is the second component of PALS.
Books, Nooks, and Literacy Hooks is a four minute video that illustrates a literacy-rich classroom environment.
Ask participants (in groups) to:

- Create a learning center or area for a classroom (other than a book nook or library)
- Design the learning center or area so that it is a part of a literacy-rich environment.
- When designing your learning center or area be sure to note the following:
  - Materials included
  - Functional uses of materials
  - Whether materials were high, medium, or low cost

Asking participants to practice new knowledge keeps them engaged and focused on learning.
Ask participants to answer the questions while in groups.

Ask each group to share one or two answers.

*Evaluation assists in the assessment of participants strengths and weaknesses related to the practice conducted.*
Provide each participant with a checklist. Ask them to complete it on their own. Ask for volunteers to share results.

PALS—Using this checklist enables participants to reflect on their knowledge about literacy-rich environments. Indicating yes tells the practitioner that sufficient knowledge has been acquired. A no response tells the participant that more practice needs to be done in order to more fully understand the literacy-rich environment component of CELL.
Child Interests is the second component of the CELL model and is also the basis for child learning.
*Tell participants that it may be difficult to identify the interest of a young child or children with more severe challenges, but they do have them.

PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.
In other words, a child may have a personal interest which is brought into the classroom by the child. A situational interest is introduced by the teacher or an adult visitor to the classroom.

*Pals-Illustrating/providing examples is the second component of PALS.*
Ask the participants to answer the above questions. May be done in groups or individually.
After an appropriate amount of time, ask for volunteers to share answers. Practicing the use of new knowledge keeps the learner engaged and focused.
When working in a classroom, we sometimes don’t take or have the time to focus on the interests of individual children. This exercise encourages us to be more child-centered when working with the children in the classroom.

Ask participants to share answers within their groups.
Ask for volunteers to share with the entire class.

*PALS-Evaluation assists in the assessment of strengths and weaknesses related to the practice completed.*
Think about what happens when we ask a child to engage in an activity that he or she is not interested in. Is it always a positive experience for both the child and adult?

PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.
This is a visual representation of the cycle of mastery. It begins with a child's interest, moves to engagement, competence, and then mastery.

A full description with examples follows on the next several slides.

*Pals-Illustrating/providing examples is the second component of PALS.*
If a child is interested in listening to books/cd with headphones, the child must learn to manipulate the buttons on the cd/tape player.

**Illustration:**

**The Interest-Based Cycle of Mastery**

- **Interests:** Children need to master new behaviors if they are interested in the experiences that promote those behaviors.

- **Engagement:** Participating in an activity that is interesting helps engage the child in the process. Engagement comes from being an active participant in the activity both verbally and physically.
Illustration:
The Interest-Based Cycle of Mastery

- **Competence**: Competence develops through repeated experiences of engagement. The more frequently a child participates, the more competent she becomes.

- **Mastery**: Once a child has achieved sufficient competence to have mastered a task, his success will encourage him to continue experimenting with similar activities, generating and expanding further interests.
This slide gives a visual of what we are discussing.
Provide participants with the “A Place for Writing” practice guide. Ask them to read the “Our Own Errands List” vignette located on the back of the practice guide. In groups, ask them to answer the questions.

Ask for volunteers to share information/answers with the entire class.

*PALS-Practicing the use of new knowledge keeps the learner engaged and focused.*
Evaluate:
The Interest-Based Cycle of Mastery

- How did the adult in your vignette build on the child’s interests?
- What did the adult in your vignette do to encourage the child’s engagement in the activity?
- What did the adult in your vignette do to support the child to build competence and mastery?
- How would you know when the child has moved from competence to mastery of the ability you focused on?

Ask participants to brainstorm for answers in their groups. Ask for volunteers to share answers with the entire class.

*PALS-Evaluation assists in the assessment of strengths and weaknesses related to the practice conducted.*
Ask the participants to complete the Child Interests checklist based on a child in their classroom.

Ask the participants if they are able to answer yes more often than no.

Ask the participants what it would mean if they were unable to answer yes.

PALS-Reflecting assists participants in determining the outcome of the practice. Does the participant need to engage in additional practice? Is the participant comfortable with his or her current level of knowledge?
Everyday Literacy Activities is the third component of the CELL model.
PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.
Illustration: Everyday Literacy Activities

- Interest-based:
  A child who loves birds will enjoy drawing, writing, talking, and reading about birds

- Opportunities for language learning:
  Conversation with peers and adults during everyday activities, such as talking about the birds seen during a walk outside

- Opportunities to practice literacy skills:
  Such as with reading and writing materials: reading a book about birds, finding bird-related items in a catalog

Pals-Illustrating/providing examples is the second component of PALS.
A typical early childhood classroom will be a mixture of informal and formal literacy activities. A teacher may read a story to all of the children at group time or may read a story to only one in the book nook during free play or while on the playground.

*PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.*
Unstructured activities typically happen during free play indoors and outdoors.

*Pals-Illustrating/providing examples is the second component of PALS.*
For example, small or large group time. 

*Pals-Illustrating/providing examples is the second component of PALS.*
Ask participants to take a few minutes and complete the tool.
Participants may sit in groups for this practice.

The *Early Childhood Classroom Interests Tool* is a list of typical interests within the Early Childhood classroom. The teacher/aide completes the tool by writing a child’s name or initials in each box relevant to their interests. The tool shown is the infant/toddler version. There is also a version for teachers of preschoolers. Both tools can be used for children with disabilities.

*PALS-Practicing the use of new knowledge keeps the learner engaged and focused.*
Ask participants to share the answers to these questions with their group members focusing more on the last three questions.

Ask for volunteers to share answers with the class focusing on the last three questions.

**PALS-**This activity creates an awareness of what literacy-based is as well as encourages the participant to evaluate newly acquired knowledge.
This activity encourages a participant to think about his or her classroom in regards to literacy-related activities and materials.

Ask participants to share thoughts and ideas

*Completing the checklist assists the participant in reflecting on the outcome of the current practice. If the participant answers no, he or she may need to engage in more practice to increase the level of knowledge.*
PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.
The development of breadth and depth is similar to mapping a particular topic with an emphasis on literacy-related activities.

*PALS*—Describing/Introducing key elements of a new topic is the first component of the *PALS* approach to adult learning.
Illustration: Tools for Increasing Breadth and Depth of Learning Opportunities

- CELL has two more tools to assist practitioners to remember literacy learning opportunities and activities they want to do with their child/ren.
  - Daily Schedule
  - Reminder Tool
- These tools are designed to help practitioners increase opportunities for literacy learning across (breadth) and within (depth) literacy activities.

An example follows on the next slide.
These forms may help a classroom teacher visualize everyday learning opportunities or organize activities in a way that is more intentional. A teacher may choose to use these forms, or they may already have a way of being intentional with literacy opportunities.
Choose one of the video clips as an illustration of breadth and depth. If participants appear to be unsure after viewing one clip, show the second.

Participants need to listen and watch how the adults delve more deeply into and expand on children’s interests.

“Light Table” illustrates a teacher expanding on a child’s interest by asking questions.

“Animal Book” illustrates a teacher expanding on the interests of children as she reads a book.
Provide participants with the CELL “Act Natural” practice guide. Ask them to read the vignettes on the back of the practice guide.

Ask the participants to then list two or three specific literacy-related activities of their own that would create breadth and depth which will expand the child's learning experience.

*PALS- Practicing the use of new knowledge keeps the learner engaged and focused.*
Ask participants to answer the above questions, in their groups, based on the answers to the previous practice.

Ask for volunteers to share answers with the entire class.

*Evaluation assists in the assessment of strengths and weaknesses related to the practice conducted.*
This activity encourages a participant to think about his or her classroom in regards to everyday learning opportunities.

Ask participants to share thoughts and ideas

PALs-Completing the checklist allows participants to reflect on their newly gained knowledge. They can ask themselves “do I need more practice to gain a better understanding of this material or do I fully understand it?”
Responsive Teaching is the fourth component of the CELL model. This component emphasizes more of the adult's role in interest-based learning.
Introduction: What is Responsive Teaching?

- In responsive teaching, the adult is tuned in to the child’s interests and participation in everyday activities.
- Responsive teaching supports children’s engagement and competence within activities, increasing the opportunity for early literacy learning (mastery).

Revisit cycle of mastery located on the next slide.

*PALS*—Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.
This slide gives a visual of the interest-based cycle of mastery.

If Joey is interested in music, the teacher can provide opportunities for Joey to play music, thus Joey becomes engaged.

While Joey is engaged in a musical activity, the adult encourages mastery of a new skill such as using drumsticks.

As Joey gains competence in using the drumsticks, the teacher can provide opportunities and encourage discussion about what happens when Joey drums on various surfaces.

*PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.*
PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.
Illustration: Pay Attention

Adults who are paying attention to the child’s interests:

- Are aware of the child’s activities and focus
- Notice and interpret the child’s cues and signals

Pals-Illustrating/providing examples is the second component of PALS.
Illustration: Respond

- Respond **promptly**
- Respond **appropriately**
  - The adult matches his or her reaction to the child’s expressiveness and affect
- Encourage the child’s attempts at interaction and participation in the activity with **specific comments** and **praise**

*Pals-Illustrating/providing examples is the second component of PALS.*
Illustration: Introduce New Information

Responsive adults introduce new information by:

- Labeling or naming pictures and objects
- Expanding on children’s contributions
- Adding new materials or challenges and encouraging the child to do something different

Pals-Illustrating/providing examples is the second component of PALS.
Illustration: Support & Encourage New Child Behavior

- Ask questions.
- Comment on the child’s behavior and accomplishments.
- Provide opportunities throughout the day to use new skills.

*Pals-Illustrating/providing examples is the second component of PALS.*
The *Get in Step with Responsive Teaching* video illustrates an adult using responsive teaching techniques.

As participants view the video, ask them to write down examples of the above.

*PALS*—Practicing the use of new knowledge keeps the learner engaged and focused.
Evaluate: Responsive Teaching

- Did you see anything change in the child's behavior when the adults supported or elaborated on what the child was doing?
- What aspects of responsive teaching are you good at? What aspects of responsive teaching do you struggle with?

Ask participants to answer the questions in groups.
Ask for volunteers to share their thoughts and ideas.

PALS-Evaluation assists in the assessment of your strengths and weaknesses related to the practice you conducted.
Ask participants to complete the Caregiver Responsive Teaching Checklist. Ask participants to share their thoughts and ideas with the entire class.

Reflecting on answers assists the participant in determining the outcome of the practice. Does the participant need additional practice in order to fully understand the concept of Responsive Teaching?
The final piece of the powerpoint allows for the facilitator to conduct a question and answer period and/or discuss perceived challenges that the practitioners may have. The final two slides provide the participants with contact information.
The Center for Early Literacy Learning

- Partners:
  - Orelena Hawks Puckett Institute [www.puckett.org](http://www.puckett.org)
  - American Institutes for Research [www.air.org](http://www.air.org)
  - PACER Center [www.pacer.org](http://www.pacer.org)
  - AJ Pappanikou Center for Excellence in Developmental Disabilities [www.uconnucedd.org](http://www.uconnucedd.org)

- Funded by the U.S. Department of Education’s Office of Special Education Programs
Ask participants to complete the post-test.

**CELL Liaison Contact Information**

- Allison Jones – ajones@puckett.org

- Additional information on CELL can be found at: [www.earlyliteracylearning.org](http://www.earlyliteracylearning.org)