

CAL

ANNUAL
REPORT
1995



Message from the Chair

It has been a pleasurable and rewarding experience serving on the Board of CAL, the last six years as its Chair. As my term comes to an end, I would like to offer a rousing affirmation of CAL. The consistently high quality of CAL's work in research, development, and dissemination has earned the Center wide renown. In addition, the staff can be proud of the organization's traditional "good works" and service to the field, including sponsorship of seminars and meetings that enable linguists and educators to interact with policymakers on issues such as English Only, bilingual education, and foreign language education. Over the years, CAL has developed the reputation of being able to "turn on a dime" in responding to many urgent issues related to language and culture. I am proud to have been associated with this organization.



CAL's financial and administrative status as a nonprofit organization is excellent. The balance sheets look good, the flow of activity is vigorous, fixed costs such as rent are under control, and the administration, under President Donna Christian's able leadership, keeps CAL competitive. But it should be noted that things are never secure at nonprofits like CAL. Funding sources are shrinking and threatened, especially in agencies of the Federal government. At the foundations, unlike the old days when grants for operating costs might have been given, today many funders are reluctant to pay for much more than the direct expenses associated with specific projects. The fiscal environment is a harsh one indeed. Fortunately, though, CAL has been endowed with dedicated and talented staff as well as with loyal friends and allies.

There are constantly changing demands for action in language and public policy that require immediate attention. CAL is ready and able to respond. As I "graduate" from the CAL board, I am happy to pass the gavel to Woody Woodford, and I look forward to witnessing CAL's continued success and evolution.

Message from the President

Although conditions have changed dramatically since CAL was founded in 1959, our vision and our mission remain surprisingly constant: to develop new knowledge through research and to apply the most current information about language and culture to educational, social, and occupational concerns. During 1995, this mission took shape in diverse forms: from professional development for teachers of minority students in Florida, to preparing materials for learning Polish and Czech, to assisting refugee orientation programs in Kenya, Croatia, and Saudi Arabia.

As we remained ready to respond to new challenges, however, our base of longterm projects formed a strong foundation. CAL has operated the ERIC Clearinghouse on Languages and Linguistics for over 25 years, providing a major information resource for educators, policymakers, and researchers concerned with language learning and teaching. Seven years ago, we added an adjunct, the National Clearinghouse on ESL Literacy Education, to focus specifically on the literacy needs of adult ESL speakers. For over 20 years, CAL has assisted refugee populations and their service providers, through operations abroad and in the United States. Many other programs at CAL have operated for ten or more years (our language testing section, for example), adding further to stability and accumulation of expertise.

The contexts and accomplishments of these and other activities, both ongoing and new this year, are described in the overview that follows. The theme of the overview, Language Learning in the United States, underscores CAL's commitment to fostering a "language competent society," where newcomers become bilingual by adding English to their native language, and native English speakers have opportunities to learn other languages.

One of our challenges in recent years has been to keep up with advances in technology. During 1995, CAL extended its ability to reach broad constituencies by opening a site on the World Wide Web. Our web site, accessible at <http://www.cal.org>, offers a powerful venue for sharing the latest news about our work, making products and databases available on line, and linking with colleagues and clients around the world.

As 1995 began, we were in the midst of a number of administrative transitions. We closed the year with yet another transition—our longtime trustee and friend, Kenji Hakuta, retired from CAL's Board at the end of 1995. We are delighted to welcome Kenji's successor as Chair, Protase "Woody" Woodford, and feel fortunate indeed to have a language educator with Woody's experience and prominence in that position.

I'd like to close this message with a few words about Kenji Hakuta and his extraordinary service to CAL. Kenji joined the Board in 1988. He soon distinguished himself as a trustee and was "rewarded" by being elected Chair of the Board in 1990, a position he held until his retirement this year. Kenji provided leadership in both structure and substance; he was always available not only to advise but to assist staff as they struggled with a project plan or searched for the appropriate research reference. He initiated the "Speak for CAL" fund, inviting colleagues in the field to contribute an honorarium to allow CAL some flexibility to undertake needed but unfunded services. Perhaps the most challenging times he faced were helping CAL through two changes in the presidency of the organization; certainly they were the most time consuming. Kenji has worked extremely hard on CAL's behalf, even allowing us to extend his term on the Board for two years beyond the normal tenure. For his dedication, spirit, and leadership in working with us toward our mission, we are grateful to Kenji Hakuta, and we thank him for his many contributions as a trustee, colleague, and friend. We wish him well in his "post-CAL" years.



Donna Christian

Language Learning in the United States

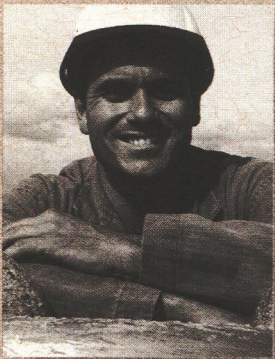
Since its founding in 1959, the Center for Applied Linguistics has pursued the goal of encouraging and improving the teaching and learning of languages, both in the United States and in many other areas of the world. In support of this mission, CAL conducts basic research; collects, analyzes, and disseminates information; and implements projects that offer services ranging from needs assessment, through curriculum and materials design and professional development, to assessment and evaluation. This overview of activities for 1995 shows how CAL seeks to understand the prevailing social climate and to adapt its services to meet the language education needs of its clients.

Learning English

The foreign-born population in the United States now numbers at least 22.6 million, about 8.7 percent of the total population.¹ Although this proportion is lower than the all-time high of 14.7 percent reached in 1910,² nevertheless, in the 1990s the social, economic, and educational implications of immigration to the United States have become issues of major concern. These issues arouse conflicting emotions. As regularly reported in the media, some communities have adopted restrictive measures toward immigrants. At the same time, other communities around the country have looked for ways to help the newcomers make the transition into productive lives in their new homes. In keeping with its mission, CAL undertakes projects that address the cultural and linguistic concerns of immigrants, their families, and their communities.

Orientation and Resettlement Since the mid-1970s, CAL has worked to help both immigrants and their new neighbors to adapt to the unforeseen and often bewildering experiences of resettlement. Numerous CAL projects have provided services for refugees and immigrants, especially in the areas of cultural orientation and language education. In the 1990s, as the predeparture and resettlement programs for Southeast Asian refugees were being phased out, CAL's Refugee Service Center (RSC) assisted newer programs for Bosnians, Cubans, Somalis, Sudanese, and Iraqis. RSC advises and supports overseas administrators in teacher training and in the development of curriculum and instructional materials for predeparture orientation of refugees. They establish links between program staff overseas and service providers in the United States. To assist sponsors and service providers here, RSC produces useful materials such as information guides about the Haitian, Iraqi, and Cuban refugees. Also published in 1995 were *From the Classroom to the Community*, documenting the 15 years of the predeparture program in Southeast Asia; a compilation of resources on war trauma and post-traumatic stress disorder; and reference materials on bilingual resources for health education.

Workplace and Vocational ESL For recently arrived adult refugees and immigrants, getting a job is an important part of resettlement, leading to self-sufficiency and greater productivity. The three-year Project in Adult Immigrant Education (PAIE) has a particular focus

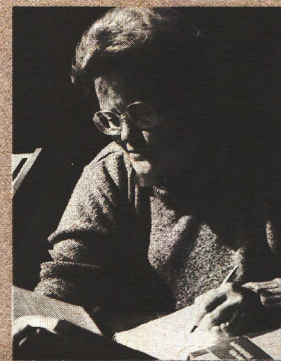


on language education for the workplace. Workplace and vocational ESL programs face many challenges, and they often operate in isolation from one another, with only limited exchange of information and resources. Therefore, one of PAIE's major objectives is to disseminate information about "what works and why" to the practitioners who provide instruction in language and employment skills for adult immigrants in the United States. This year the project began publication of a newsletter, *The Connector*, and established a database of documents, programs, and personnel. PAIE also awarded technical assistance grants to four organizations that have demonstrated their capacity to provide training in English language and workplace or vocational skills. These service providers will develop, implement, and document approaches to the solution of common problems, and PAIE reports will disseminate the results.

Adult ESL Literacy Literacy is a key to success for all adults, but particularly for adults who are learning English as a second language (ESL). For seven years, CAL has operated the National Clearinghouse for ESL Literacy Education (NCLE), an adjunct clearinghouse in the ERIC system. NCLE serves as a national center for information on literacy and ESL for adults and as a networking forum for service providers and other organizations. In addition to providing specialized information and referral services, conducting workshops, and building the ERIC database within its scope, NCLE makes research accessible to practitioners through products designed to respond to their specific needs. This year saw the publication of *Immigrant Learners and Their Families: Literacy to Connect the Generations*, focusing on the new field of family literacy. Another publication was *Literacy, Work, and Education Reform*, a summary of the proceedings of a symposium on adult ESL and literacy held in celebration of CAL's 35th anniversary.

Instructional Support Immigration adds more than 600,000 adults with limited English proficiency to the U.S. population per year.³ The overburdened adult educational system cannot provide enough ESL classes to meet the demand. The shortage of programs and services is compounded by the need for curricula, materials, and assessment instruments that are geared to the needs of this population.

During 1995, CAL's Sunbelt Office completed its development of the *LifePrints* adult ESL series with the publication of assessment and teacher training materials to be used with the textbooks. This series is designed to enable adult learners with limited competence in English to handle most everyday survival, social, family, and job-related situations. For the New York Association for New Americans, CAL staff designed language curricula at four proficiency levels for newly arrived immigrants from the former Soviet Union. Under a contract with Fannie Mae, the federal national mortgage association, an instructional unit was developed with the dual purpose of helping adult learners strengthen their English communication and



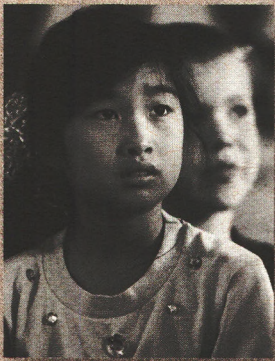
literacy skills while enabling them to participate effectively in the process of buying and maintaining a home. CAL staff also evaluated programs for adults. In 1995, the Sunbelt Office completed an evaluation of Project STEP (Skills Training for Employee Progress), a workplace literacy program in Florida for longterm healthcare workers.

Citizenship Exam Adult immigrants often face the test of citizenship at some point after their arrival. Since 1952, the naturalization procedure for becoming a U.S. citizen has required candidates to demonstrate their ability to read, write, speak, and understand English. During 1995, the Immigration and Naturalization Service turned to CAL for help in defining a standard for "passing" proficiency in oral performance. Building on its extensive experience with the assessment of English language in adults, CAL's staff researched existing instruments and developed a description of the minimum passing performance level, as well as performances just above and just below passing. CAL also developed a prototype format for a short oral test that could be administered by INS officers or outside testing agencies.

Immigrant Schoolchildren The number of schoolchildren in the United States with limited English proficiency, no matter how it is calculated, is growing at a significantly faster rate than the overall student population. For example, from 1985 to 1993, the number of students learning English as a second language grew at an average annual rate of 9.2 percent, while the total school population increased by an average of less than one percent. The growth rate is not likely to diminish in the near future.⁴ Many of CAL's recent projects have been dedicated to ensuring that the educational needs of these children are not overlooked as teachers and administrators try to respond to competing claims for their attention.

Teaching Diverse Learners CAL is a partner in the National Center for Research on Cultural Diversity and Second Language Learning (NCRCDSSL), a project headed by the University of California at Santa Cruz. Over a five-year period ending in 1995, CAL has conducted research, developed instructional materials, trained teachers, and published and disseminated information resulting from its own projects and the work of its partners. A recent publication from this project is *Conceptualizing Academic Language*, which examines the development of the academic language of ESL students in elementary school. The revised *Directory of Two-Way Bilingual Programs in the United States* updates earlier publications and lists 182 programs. (Two-way bilingual programs, also called developmental bilingual programs, integrate English language learners and native English speakers in classrooms where two languages are used as media of instruction, allowing all students to develop dual language proficiency.) A video series, *Meeting the Challenge of Teaching Linguistically Diverse Students*, documents some of the most effective instructional practices currently being used in ESL programs for schoolchildren.

Assessing Academic Language The assessment of academic language is a necessary aspect of the education of ESL students. One of the NCRCDSSL projects studied the meth-



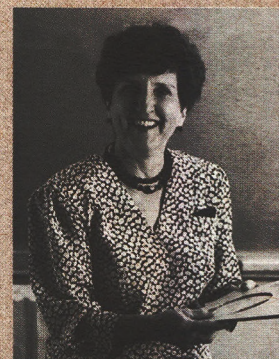
ods that teachers in upper elementary classes use to assess the academic language proficiency of their students. In a new project with the Arlington County (VA) Public Schools, CAL staff are working with teachers in two-way immersion programs to investigate alternative means of assessing language proficiency. One aim of the project is to obtain information about oral and written language ability that is not provided by standard measures.

Secondary Schools The five-year Program in Immigrant Education focuses on a weak and often neglected aspect of public education—secondary school programs for immigrant students. The program seeks to improve the English language and literacy of these students, their mastery of academic content and skills, and their access to postsecondary opportunities. CAL provides overall program support for four demonstration projects, as well as commissioning research papers, conducting evaluation activities, and disseminating information and policy recommendations.

Teacher Training In 1995, CAL completed its sixth year of professional development for educators from schools in the Washington, DC area in strategies for integrating language and content instruction. For the Florida Department of Education, CAL developed two comprehensive packages of in-service teacher training materials to be used with teachers who work with language minority students. In another project, CAL's Sunbelt Office developed a model for training teachers in small urban areas with relatively few language minority students. The program was piloted with a cadre of middle school and high school teachers of content courses.

ESL/Bilingual Program Evaluation As state and local education agencies work to provide services for the steadily increasing numbers of ESL students, they frequently turn to outside evaluators to help them take stock of their programs and to provide a basis for funding and policy decisions. In 1995, CAL staff worked with the Department of Public Instruction in Delaware to evaluate the bilingual and ESL programs and practices in grades K-12 throughout the state. For the ninth year, CAL staff evaluated a two-way immersion program for grades K-5 in Arlington, VA. The program has consistently provided a quality education for both language minority and language majority students.

Educational Standards Since 1989, educators and policymakers have been engaged in the vital enterprise of setting national and state standards for student achievement across the K-12 curriculum. Yet, while knowledge of English is prerequisite to the attainment of standards in other disciplines, their standard-setting documents offer no guidance in how to help English language learners achieve the standards being set for them. Under the auspices of TESOL, the international professional organization of teachers of English to speakers of other languages, CAL is directing the ESL standards project, coordinating the work of writing teams developing content standards and assessment guidelines for ESL students in the United



States. The ESL standards will complement the standards documents in other content areas, highlighting the special pedagogical needs of ESL students.

CAL is also participating in standard-setting projects at the state level. In a three-year project for the state of Maryland, CAL will provide formative evaluation for a multiphase process to set standards for English language arts in grades K-12.

School Reform CAL is a major partner in the Benchmark Study of Title VII Programs, a project headed by the Institute for Policy Analysis and Research of Berkeley, CA. The five-year study will document the process and content of school change and analyze its effects on the education of language minority students.

Comprehensive Center Work is getting underway on two new initiatives from the U.S. Department of Education. CAL's Sunbelt Office is a partner in the Comprehensive Regional Assistance Center for Region XIV (Florida, Puerto Rico, and the Virgin Islands), a project headed by Educational Testing Service of Princeton, NJ. This is one of 15 new regional centers that will provide training and technical assistance to state and local education agencies and other organizations for a wide range of programs, including Title I, Title VII, migrant education, and drug education.

Education Laboratory In the second project, headed by Brown University, CAL is a partner in the Northeast Regional Education Laboratory, which serves the northeastern states together with Puerto Rico and the Virgin Islands. In addition to applied research and assistance to states and schools in the region, the Lab at Brown will focus on a specialty area with national significance, language and cultural diversity.

Learning Other Languages

In 1980, in his aptly titled book, *The Tongue-Tied American*, Paul Simon challenged Americans to confront what he called a foreign language crisis.⁵ He painted a doleful picture of the state of foreign languages in this country. The number of American students in high school who studied a foreign language had declined steadily from the beginning of World War I. Fewer than one percent of the students in the United States who were seeking undergraduate and graduate degrees were studying even the most commonly spoken foreign languages. In addition, while the United States had admitted millions of immigrants whose first language was not English, almost nothing was being done to preserve this rich resource. Simon's conclusion: "We are linguistically malnourished."⁶

The picture has brightened a little since the publication of Simon's book. A 1994 report from the U.S. Department of Education summarizes some recent trends.⁷ Between 1982 and 1990, the proportion of public secondary school students studying a foreign language increased



from 23 percent to 38 percent. The proportion of U.S. colleges and universities with a foreign language entrance requirement has increased from 14 percent to 26 percent. A decade ago, foreign languages were a graduation requirement in 47 percent of colleges and universities; the figure is now 58 percent.

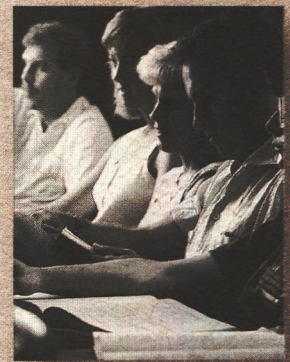
At the same time, there is little room for complacency. When the national K-12 foreign language standards were released in November 1995, the task force acknowledged that they still had a tough job ahead. They have to convince the American public that the study of foreign languages is not just a luxury reserved for an elite group of students and, perhaps more difficult, that the conventional two years of high school study are inadequate for gaining a useful proficiency in the language.⁸

The Current Picture Two CAL projects, one completed and another to continue through 1997, will help to fill out the picture of foreign language study in grades K-12. CAL conducted the U.S. portion of the first phase of an international comparative study of language education, carried out by over 30 nations under the auspices of the International Association for the Evaluation of Educational Achievement. Among the findings of the survey: in the United States, most foreign language study occurs in grades 9-12. Moreover, while 40 states require that secondary schools offer at least two years of a foreign language to all students, relatively few students (usually the college bound) are actually required to study a foreign language to graduate.

The National K-12 Foreign Language Survey is a three-year study that will update a survey done by CAL in 1985-87. The earlier survey still provides the most recent figures available on numbers of schools offering foreign language study. The new study will document the significant changes in programs and practices during the past decade and lay a foundation for future planning.

Language for Communication Developments in the teaching of foreign languages during the last decade may encourage more people to study them. As a result of what is often called the proficiency movement, more emphasis is now put on teaching learners to use the language to communicate. The foreign language standards task force expresses the goal of language study in a succinct slogan: "Knowing how, when, and why to say what to whom."⁹

The Early Grades CAL's support of foreign language learning in the early grades is an affirmation of the profession's statement of philosophy¹⁰ that "all students will develop and maintain proficiency in English and at least one other language, modern or classical." The statement continues, "Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language." CAL helps to further this latter cause through its activities in connection with two-way immersion programs, for example, its assessment and evaluation projects in Arlington, VA and its national survey of two-way programs.



CAL houses the secretariat for the National Network for Early Language Learning, an organization of teachers, administrators, and researchers that promotes opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. Activities of the organization include publication of the journal *Learning Languages*.

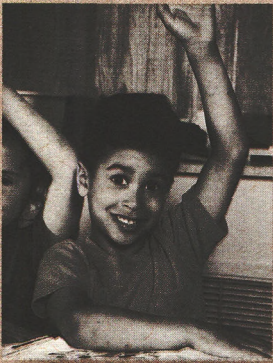
Assessment for Young Learners As a partner with Iowa State University in the National K-12 Foreign Language Resource Center, CAL directs the performance assessment initiative—to assist foreign language teachers to develop guidelines for classroom assessment of their students that are consistent with the national K-12 foreign language standards. The resource center has made possible the compilation of *K-8 Foreign Language Assessment: A Bibliography*, which describes over 100 instruments currently being used to assess foreign language proficiency in younger learners.

CAL has developed testing instruments that are appropriate for younger language learners, measuring their ability to use the language to perform various communicative tasks. Using these instruments, CAL staff undertake proficiency testing for elementary schools with foreign language programs. The CAL-developed Student Oral Proficiency Assessment (SOPA) was administered to second graders studying Spanish at two schools in Arlington County, VA, and was adapted into Japanese to assess the proficiency of first graders in a content-based Japanese program in Calvert County, MD.

Elementary School Program Evaluation In 1995, CAL also conducted foreign language program evaluations at the elementary school level. For the Georgia Department of Education, CAL evaluated the elementary school foreign language model program. For the Detroit Public Schools, CAL evaluated the Foreign Language Immersion and Cultural Studies School, which has French, Japanese, and Spanish immersion in grades K-8. Also reviewed was the Academy of the Americas, which has two-way English and Spanish immersion in pre-kindergarten through grade 2. All these programs illustrate the trend toward content-based, communication-oriented learning in foreign languages.

High School and Beyond A number of CAL's activities and services address foreign language learning in high school and beyond. CAL's mission is to encourage and enhance the study of all foreign languages, in particular the less commonly taught languages. Materials development, test development, teacher training, and data collection and dissemination are all directed at serving this goal.

Performance-Based Testing CAL is a partner with Georgetown University in a National Foreign Language Resource Center (NFLRC) which supports several of CAL's testing projects. CAL's performance-based approach to testing is compatible with proficiency-



oriented language teaching. The Simulated Oral Proficiency Interview (SOPI) was developed by CAL several years ago as an audiotape-administered performance-based test patterned after the well known Oral Proficiency Interview from the American Council on the Teaching of Foreign Languages.

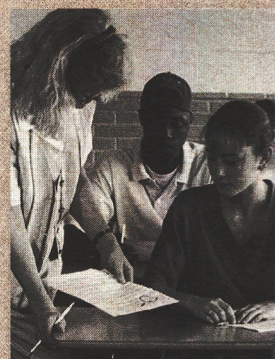
In 1995, through this NFLRC, CAL offered two-day rater training workshops for SOPIs in several languages, as well as shorter workshops and presentations in all aspects of proficiency testing. CAL developed self-instructional rater training kits for its SOPIs in Chinese and Japanese and a kit for the Arabic SOPI is also under development.

In another project, CAL developed SOPIs in Spanish, French, and German. A rater training kit was produced for each language, as well as a "how-to" manual that will permit the adaptation or development of the SOPI type of test to suit individual language programs.

Impact on Foreign Language Education The long-range benefit of these activities is that more foreign language teachers become familiar with testing (and teaching) within a proficiency-oriented framework. In addition, as the SOPI model becomes more widely known, it is helping to smooth the transition between language study in high school and in college. The SOPI model will be used in Minnesota in a statewide program to assist articulation of foreign language study between high schools and the University of Minnesota. In Pennsylvania, school districts are considering the SOPI model as a practical way of implementing state-mandated oral proficiency standards.

Databases on Foreign Languages Among the other CAL activities supported by the NFLRC are test revision and adaptation, with tests for Cantonese and Hindi being produced in 1995. It has made possible the compilation of a database of foreign language tests, featuring nearly 200 tests in over 60 languages. It also supports the efforts of CAL staff to respond to user inquiries directed to CAL's database for the less commonly taught languages and to update its contents.

Less Commonly Taught Languages Three projects in Polish, Czech, and Pashto are part of CAL's ongoing effort to develop much needed instructional materials for less commonly taught languages. *Listening to Poles* is a listening comprehension course for beginners on CD-ROM. It joins an earlier intermediate level course. The *Competency-Based Intermediate Course in Czech* follows a first year textbook previously developed at CAL. Both textbooks employ authentic reading selections. The *Pashto Reference Grammar*, still under development, will complete a set of Pashto materials that includes beginning and intermediate textbooks and a reader. Pashto has been on the U.S. government's list of critical languages for many years.



Materials for Teacher Training Also under development is a collection of lesson modules to be used for pre-service or in-service training of teaching assistants (TAs) who teach undergraduate courses in foreign languages. The modular format will allow TA trainers and coordinators to select just those topics that are needed in their own institutions.

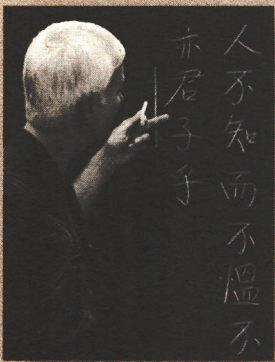
Information Collection and Dissemination The senior project at CAL, and the one for which it is perhaps most widely known, is the ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL). With a scope covering second language learning and instruction in all languages, as well as theoretical and applied linguistics, it encompasses the fields of interest covered by all the projects at CAL. ERIC/CLL carries out a number of information-gathering, dissemination, and publishing activities. It processes documents and journal articles for inclusion in the ERIC database. It publishes short digests and bibliographies, longer monographs, and a semi-annual newsletter, covering topics of current interest in language education. Finally, it responds to requests for information (over 4,000 in the past year) from researchers, educators, students, parents, and other interested parties.

One 1995 development at CAL enlisted the efforts of the entire staff. Keeping up with the revolution in electronic communications, CAL inaugurated a site on the World Wide Web, making the Center's research and resources more readily available to a global audience.

The following descriptions of projects which were active in 1995 acknowledge the funders who so generously support CAL's work and briefly summarize the scope of each project.

Notes

- 1 "Census Reports on the Foreign-Born Population in 1994." *Numbers and Needs*, 5(6), 1995.
- 2 *ibid.*
- 3 J.K. Rice and M. Stavrianos. *Adult English as a Second Language Programs: An Overview of Policies, Participants, and Practices*. Washington, DC: Mathematica Policy Research, 1995.
- 4 "The Changing Face of America's Schools." *Forum* 18(4), Fall 1995.
- 5 Paul Simon. *The Tongue-Tied American*. New York: Continuum, 1980.
- 6 Simon, p. 5.
- 7 Office of Research. "What Employers Expect of College Graduates: International Knowledge and Second Language Skills." Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, 1994.
- 8 Karen Diegmueller. "With Nod to History, Foreign-Language Standards Unveiled." *Education Week*, Nov. 29, 1995.
- 9 Executive Summary of *Standards for Foreign Language Learning: Preparing for the 21st Century*. Yonkers, NY: American Council on the Teaching of Foreign Languages, Inc., 1995.
- 10 *ibid.*



Projects in 1995

English Language and Multicultural Education

New Projects

Multilingual Health Education Resource Materials, *Illinois Department of Public Health*
Dissemination of over 200 titles in eight languages.

Investigating Alternative Assessment in Two-Way Bilingual Immersion Programs, *U.S. Department of Education, through a subcontract from Arlington County, VA Public Schools*
Identification of proficiency data not provided by standard measures and development of alternative measures of oral and written language ability.

Pre-K-12 Standards for English as a Second Language, *Teachers of English to Speakers of Other Languages, Inc.*

Coordination of the work of the writing teams that are developing content standards and assessment guidelines for limited English proficient students in the United States; informing ESL educators of the development process and soliciting their commentary.

Benchmark Study of Title VII Programs, *U.S. Department of Education, through a subcontract from the Institute for Policy Analysis and Research*
Documentation of the process and content of school reform in Title VII-funded schools, with an analysis of its effects on language minority students.

Northeast Regional Education Laboratory, *U.S. Department of Education, through a subcontract from Brown University*
National resource on matters of language and diversity, applied research, and assistance to states and schools in the region.

Continuing Projects

The Refugee Service Center, *U.S. Department of State*
Support to refugee programs overseas and in the United States. Assistance with curriculum development, materials for training sites, information for service providers regarding resettlement of refugees, and orientation materials for refugees.

National Clearinghouse for ESL Literacy Education, *U.S. Department of Education and The National Institute for Literacy*
An adjunct ERIC clearinghouse with a focus on literacy education for limited English proficient adults and out of school youth. Collection, analysis, and dissemination of information. Technical assistance to adult ESL literacy providers. Publication of short digests and bibliographies and longer monographs.

Program in Immigrant Education, *Andrew W. Mellon Foundation*
Coordination of the Mellon Foundation's precollegiate immigrant education program. Program support, research, and evaluation in four local demonstration projects; editing and production of research papers; and dissemination of program findings and policy recommendations.

Identifying Content Standards for English Language Arts in Maryland, *U.S. Department of Education, through a subcontract from Maryland Department of Education*
Formative evaluation to inform and facilitate Maryland's project to develop standards for English language arts and apply them to curriculum and instruction.



Completed Projects

Adult ESL Curriculum Development, *New York Association for New Americans*

Development of new curricula at four proficiency levels and training of staff in their implementation.

Homeownership Education Materials for Adult ESL Learners, *Fannie Mae*

Development of a lesson unit to improve English language and literacy skills while making homeownership information more accessible.

National Center for Research on Cultural Diversity and Second Language Learning, *U.S.*

Department of Education, through a subcontract from the University of California, Santa Cruz

Dissemination of research and educational practice reports on the education of limited English proficient students; research related to two-way bilingual education, the integration of the teaching of language and social studies, and the assessment of academic language proficiency.

The Integration of Language and Content Instruction: A Training Program for Middle School Educators, *U.S. Department of Education*

Professional development focused on integrating language and content area studies, featuring a summer institute with follow-up activities during the academic year.

Evaluation of ESL and Bilingual Programs and Practices, *Delaware Department of Public Instruction*

Statewide evaluation of language support services for limited English proficient students in grades K-12, as a basis for policy and funding decisions by the board of education.

Review of the Partial Immersion Program at Key Elementary School, *Arlington County, VA Public Schools*

Annual evaluation, over a nine-year span, of the two-way English and Spanish immersion program in grades K-5.

A Descriptive Study of Content-ESL Practices, *U.S. Department of Education*

A three-year quantitative and qualitative survey of practices used around the country to integrate ESL and content area instruction.

Foreign Language Education and Testing

New Projects

National K-12 Foreign Language Survey, *U.S. Department of Education*

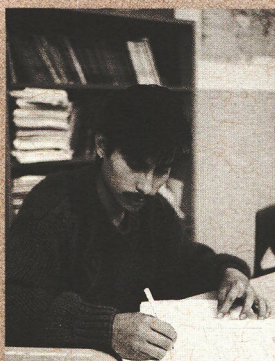
Comprehensive national survey of foreign language programs in elementary and secondary schools.

Training Modules for Foreign Language Teaching Assistants, *U.S. Department of Education*

Development and dissemination of materials for pre-service and in-service training of teaching assistants in undergraduate foreign language courses.

Pashto Reference Grammar, *U.S. Department of Education*

Final volume in a set of materials, all developed at CAL, that include beginning and intermediate textbooks and a reader.



Continuing Projects

National Network for Early Language Learning, Membership support

CAL is the secretariat for this organization of teachers, administrators, researchers, and others interested in teaching foreign languages to children.

National K-12 Foreign Language Resource Center, U.S. Department of Education, through a subcontract from Iowa State University

Development of guidelines for techniques of language assessment that are consistent with the national K-12 foreign language standards.

National Foreign Language Resource Center, U.S. Department of Education, through a subcontract from Georgetown University

Development, adaptation, and revision of language proficiency tests. Rater training workshops for Simulated Oral Proficiency Interviews and other proficiency testing. Development of self-instructional rater training kits. Database of foreign language tests. Database of instructional materials for less commonly taught languages.

ERIC Clearinghouse on Languages and Linguistics, U.S. Department of Education

An ERIC clearinghouse with a focus on the study and teaching of languages. Processing of documents and journal articles for inclusion in the ERIC database. Answering inquiries on topics related to research and practice in linguistics and language education. Publication of short digests and bibliographies and longer monographs.

Completed Projects

International Language Education Study, Spencer Foundation and other sources

U.S. component of the first phase of an international study of language education in precollegiate settings.

Oral Proficiency Assessment of Spanish Immersion Students, Arlington County, VA Public Schools

Assessment of oral proficiency of second graders in two Spanish immersion programs.

Oral Proficiency Assessment of Japanese Partial Immersion Students,

Calvert County, MD Board of Education

Assessment of oral proficiency of first graders in a content-based Japanese program.

Evaluation of Georgia FLES Program, Georgia Department of Education

Evaluation of the model elementary school foreign language program.

Evaluation of Foreign Language Immersion Programs, Detroit, MI Public Schools

Evaluation of immersion programs in two schools with multigrade sequences of foreign language study.

Development of Simulated Oral Proficiency Interviews, U.S. Department of Education

Development of tape-administered tests in French, German, and Spanish; self-instructional rater training kits; and a manual for adapting the SOPI type of test to local conditions.

Listening to Poles, U.S. Department of Education

Beginning level computer-assisted course in listening comprehension.

Competency-Based Intermediate Course in Czech, U.S. Department of Education

Second-year course in the use of reading strategies with authentic materials.



Sunbelt Office

New Project

Comprehensive Regional Assistance Center for Region XIV, U.S. Department of Education, through a subcontract from Educational Testing Service

Training and technical assistance for a wide range of needs, including Title I, Title VII, migrant education, and drug education.

Continuing Project

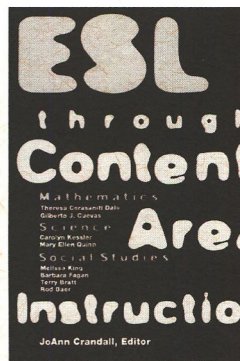
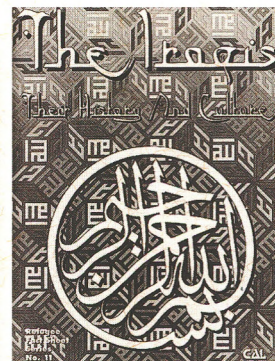
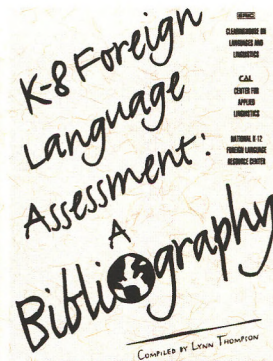
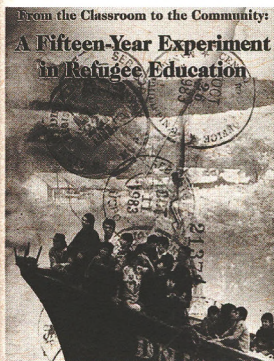
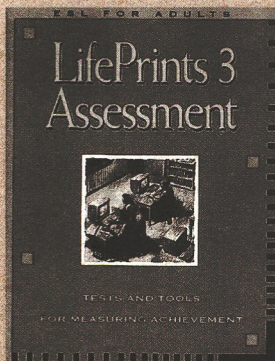
Project in Adult Immigrant Education, Andrew W. Mellon Foundation

Technical assistance to programs serving adults, improving their capacity to provide quality training in English language and literacy and in workplace skills.

Completed Projects

LifePrints, New Readers Press

Assessment package, training video, and trainer's manual for use with the three-level adult ESL textbook series, also developed by CAL.



Evaluation of Project STEP (Skills Training for Employee Progress), U.S. Department of Education

Evaluation of the final phase of a workplace literacy project for direct care workers in the longterm healthcare industry.

Benchmarks for English Proficiency on the U.S. Citizenship Examination, U.S. Immigration and Naturalization Service

Establishing performance criteria for the oral English test administered to candidates for U.S. citizenship.

In-Service Training Manuals for Teachers of Language Minority Students in Florida Schools, Department of Education, School Board of Sarasota County, FL

Development of two comprehensive packages of materials for teachers who work with language minority students.

Staff Development in Rural and Small Urban Areas in Florida, BellSouth Foundation

Development of a training model to be used with ESL and content teachers in areas with relatively few language minority students.

Publications

ERIC Clearinghouse on Languages and Linguistics

ESL through Content–Area Instruction (2nd edition)

From the Classroom to the Community: A Fifteen Year Experiment in Refugee Education

K-8 Foreign Language Assessment: A Bibliography

Refugee Service Center

The Iraqis: An Introduction to Their History and Culture

Cubans: Their History and Culture

National Center for Research on Cultural Diversity and Second Language Learning

Enacting Instructional Conversation with Spanish-Speaking Students in Middle School Mathematics

Verbal Comprehension and Reasoning Skills of Latino High School Students

This Question is Just Too, Too Easy!

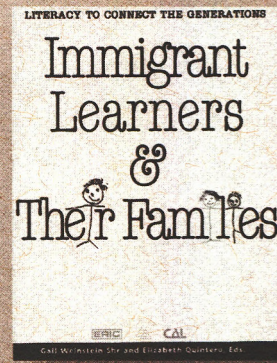
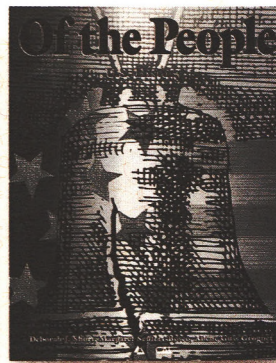
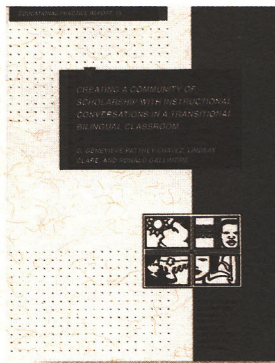
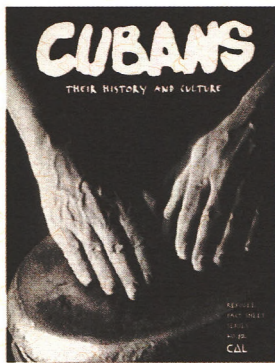
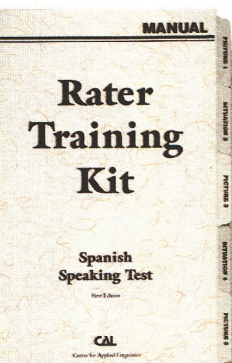
Fostering Second Language Development in Young Children: Principles and Practices

Creating a Community of Scholarship with Instructional Conversations in a Transitional Bilingual Classroom

Directory of Two-Way Bilingual Programs in the United States (revised edition)

Teaching Linguistically and Culturally Diverse Learners: Effective Programs and Practices

Understanding through Discussion: The Instructional Conversation (video)



National Clearinghouse for ESL Literacy Education

Immigrant Learners and Their Families

Literacy, Work, and Education Reform

Foreign Language Education and Testing

Competency-Based Intermediate Course in Czech

Pashto Conversation

Listening to Poles (CD-ROM)

Rater Training Kit: French

Rater Training Kit: Spanish

Chinese Proficiency Test (Cantonese)

Overview of Foreign Language Education in the United States

Sunbelt Office

LifePrints Assessment (Levels 1, 2, and 3)

Using LifePrints (Training program: video and trainer's manual)

English Language and Multicultural Education

Content ESL Across the USA: A Training Packet

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Financial Report

Balance Sheet

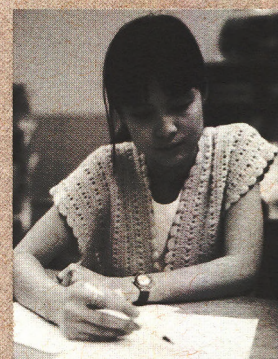
Assets	1995	1994
Current assets		
Cash and cash equivalents		
Operating	\$ 2,261,593	\$ 1,974,580
Refugee Service Center	73,330	28,598
Accounts receivable		
Billed contracts & grants	245,466	215,647
Unbilled contracts & grants	67,902	223,548
Other	165,318	41,030
Prepaid expenses & other deposits	1,874	41,553
Total current assets	2,815,483	2,524,956
Noncurrent assets		
Furniture & equipment, net of \$385,841 and \$349,308 accumulated depreciation	82,852	93,242
Total assets	<u>\$ 2,898,335</u>	<u>\$ 2,618,198</u>
Liabilities and Net Assets		
Current liabilities		
Receipts in excess of revenues	\$ 167,394	\$ 174,820
Accounts payable and other expenses	102,916	112,781
Accrued annual leave	84,441	91,330
Accrued lease discounts		4,615
Payroll taxes withheld and other	62,043	76,033
Deferred revenue	23,071	57,780
Total current liabilities	439,865	517,359
Net assets, as restated		
Unrestricted	1,464,663	1,288,726
Temporarily restricted	893,807	712,113
Permanently restricted	100,000	100,000
Total net assets	2,458,470	2,100,839
Total liabilities & net assets	<u>\$ 2,898,335</u>	<u>\$ 2,618,198</u>



1994 and 1995

Statement of Revenues and Expenses

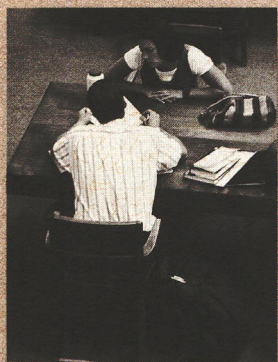
Unrestricted Net Assets	1995	1994
Support & revenues		
Contracts & grants	\$ 2,889,972	\$ 2,960,668
Rental revenue from subleases	181,921	251,992
Investment income	56,405	57,255
Testing products	68,813	98,379
Consulting fees and workshops	10,367	29,560
Sale of publications	56,983	24,476
Other	43,993	70,603
Total unrestricted support	<u>3,308,454</u>	<u>3,492,933</u>
Net assets released from restrictions		
Satisfaction of program restrictions	<u>518,944</u>	<u>274,078</u>
Total unrestricted support & reclassifications	<u>3,827,398</u>	<u>3,767,011</u>
Expenses		
Program services		
Government contracts & grants	2,396,813	2,601,440
Private contracts & grants	799,829	476,561
Test activities	70,125	85,684
Venture activities	90,033	169,083
Pass-thru & project participant costs	<u>73,787</u>	<u>67,115</u>
Total program costs	<u>3,430,587</u>	<u>3,399,883</u>
Less: support costs	<u>(960,804)</u>	<u>(982,029)</u>
Program direct costs	<u>2,469,783</u>	<u>2,417,854</u>
Support costs		
General administration	<u>1,181,678</u>	<u>1,310,091</u>
Total expenses	<u>3,651,461</u>	<u>3,727,945</u>
Increase (decrease) in unrestricted net assets	<u>175,937</u>	<u>39,066</u>
Temporarily Restricted Net Assets		
Grants	640,000	960,000
Interest	60,638	26,191
Net assets released from restrictions		
Satisfaction of program restrictions	<u>(518,944)</u>	<u>(274,078)</u>
Increase (decrease) in temporarily restricted net assets	<u>181,694</u>	<u>712,113</u>
Increase in Net Assets	357,631	751,179
Net Assets at Beginning of the Year, as Restated	<u>2,100,839</u>	<u>1,349,660</u>
Net Assets at End of Year	<u>\$ 2,458,470</u>	<u>\$ 2,100,839</u>



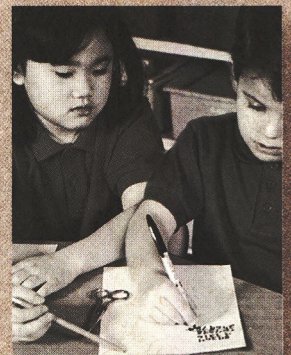
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