

ANNUAL
REPORT
1999

CAL

CENTER
FOR APPLIED
LINGUISTICS

Message from the President

Improving Communication

1999 has been a milestone year for CAL. We marked the 40th anniversary of CAL's founding with a February symposium that reviewed the contributions CAL has made over the years and previewed the challenges and opportunities that lie ahead. We also completed our first full year in our Washington, DC headquarters facility on 40th Street Northwest, in the process discovering ways we can take advantage of our new and improved space.

CAL has become a significant resource for educators, researchers, and policy makers concerned with the language-related questions that underlie important education initiatives and public policy decisions. CAL meets the needs of teachers, researchers, and policy makers by collecting and disseminating information through its databases and clearinghouses and by developing print publications. 1999 publications took many forms, from a text and teacher's guide for *A Day in the Life of the González Family*, an instructional video for high-beginning through intermediate adult ESL students, to a report of research findings in *Foreign Language Instruction in the United States: A National Survey of Elementary and Secondary Schools*. Our latest titles are listed in this report.

Technology and contacts with the media enhanced CAL's outreach to educators, policy makers, and the general public in 1999. The web site at www.cal.org now describes current projects, connects users with CAL-based clearinghouses and databases, provides resource guides, and disseminates research findings and information through online publications such as *Language Link*, a newsletter distributed electronically by our ERIC Clearinghouse on Languages and Linguistics. I have been delighted by public response to the site; visitors have commented favorably on its thoroughness, usefulness, and accessibility.

Through Better Understanding

Over the past year, through research projects and development of curriculum, professional development, and assessment materials, CAL continued to address the educational issues raised by changing demographics in the United States and throughout the world. CAL is now playing a significant role in a variety of important research and development initiatives, including the work of the Center for Research on Education, Diversity & Excellence, the National Capital Language Resource Center, and the National K-12 Foreign Language Resource Center. We are also reaching out to work with governmental and non-governmental agencies to support their efforts to bridge language and cultural differences. These partnerships and other activities are described in more detail in the text of this report.

Of Language and Culture

In 1999 CAL devoted significant resources to its work with the National Assessment of Educational Progress (NAEP), "the nation's report card." The NAEP is intended to provide com-



prehensive assessment of the knowledge and abilities of elementary and secondary students across the nation. CAL's team, which also includes the American Council on the Teaching of Foreign Languages and the American Institutes for Research, is bringing together educators, curriculum and assessment experts, policy makers, business people, and others to develop consensus on the NAEP's foreign language component. In October the team released preliminary recommendations for the assessment's framework, specifications, and achievement benchmarks, as well as on strategies for sampling students and reporting results. The team will present its recommendations to the National Assessment Governing Board in 2000.

Finally, I am proud to report on CAL's participation in a project with the National Foreign Language Center. The Heritage Language Initiative seeks to overcome the neglect of heritage languages (non-English languages spoken in the United States) by helping the U.S. educational system to recognize and develop the heritage language resources of this country as part of a larger effort to educate citizens who can function professionally in English and other languages. The Heritage Languages in America Conference, held October 14-16, 1999, in Long Beach, CA, was the Initiative's first major project. Participants included school representatives, researchers, federal, and state policy makers, and nearly 300 leaders from heritage language communities. Over two dozen languages were represented, from heritage languages with a long history in the United States to the languages of more recent immigrant populations.

The projects and activities described in our 1999 report build on CAL's 40-year history of achievement in language-related research and development. To all those whose work has contributed to CAL's success, and to all whose efforts will ensure its continuation, thank you.

Donna Christian

Donna Christian
President

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1999 Contracts and Grants

KEY OBEMLA Office of Bilingual Education and Minority Languages Affairs
OERI Office of Educational Research and Improvement

RESEARCH STUDIES

Benchmark Study

U.S. Department of Education/OBEMLA (subcontract from Institute for Policy Analysis and Research)

Evaluation study to investigate the dynamics of school change over time in schools serving limited English proficient students through Title VII Comprehensive School grants.

Center for Research on Education, Diversity & Excellence

U.S. Department of Education/OERI (subcontract from University of California at Santa Cruz)

CREDE-funded research activities at CAL include the following:

Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students

Development and implementation of an explicit model for the teaching of core curricular material to English language learners in middle schools.

Newcomers: Language and Academic Programs for Recent Immigrants

Study of short-term newcomer programs for recently arrived secondary students with limited English proficiency and the programs' effectiveness in promoting successful transition to U.S. schools.

Two-Way Language Immersion Education

Investigation and documentation of two-way immersion programs: instructional outcomes, effects on student populations, articulation issues, and implementation.

Expanding Educational Opportunity in Linguistically Diverse Societies

Ford Foundation

Study of promising approaches for improving access to education for students from diverse language backgrounds in multilingual societies around the world.

Northeast and Islands Regional Educational Laboratory Implementing Standards for English Language Learners

U.S. Department of Education/OERI (subcontract from Brown University)

Applied research on professional development for implementing standards in culturally diverse schools.

National Survey of Assessment of Foreign Language Teachers

U.S. Department of Education/International Research and Studies Program
Survey of state certification boards, local school districts, and teacher preparation programs on how foreign language competency is being assessed for K-12 teachers.

Transfer of Reading Skills from Spanish to English: A Study of Young Learners

U.S. Department of Education/OBEMLA

Research study to address how reading skills acquired in Spanish transfer when English language learners begin reading in English and how this transfer benefits the development of English literacy.

Using Distanced Learning to Support Preschool Teachers' Professional Development

National Science Foundation (subcontract from Educational Development Center, Inc.)

Comprehensive discourse analysis of the interaction among early childhood teachers engaged in a distance learning course on language and literacy.

RESOURCE CENTERS AND CLEARINGHOUSES

Center for Research on Education, Diversity & Excellence www.cal.org/crede

U.S. Department of Education/OERI (subcontract from University of California at Santa Cruz)

Dissemination activities include research and educational practice report series, articles, conference planning and exhibitions, networking with other research organizations, and outreach.

ERIC Clearinghouse on Languages and Linguistics www.cal.org/ericcll

U.S. Department of Education/OERI, National Library of Education

Maintenance of a national clearinghouse for print and web-based information about foreign language education, English as a second language, bilingual education, and linguistics.

National Capital Language Resource Center www.cal.org/nclrc

U.S. Department of Education/International Research and Studies Program (subcontract from Georgetown University)

Development of test materials, provision of information about materials for teaching the less commonly taught languages, and the training of language teachers in testing and in the use of multimedia.

National Clearinghouse for ESL Literacy Education
www.cal.org/ncle

U.S. Department of Education/ Office of Vocational and Adult Education
Maintenance of an adjunct ERIC Clearinghouse that publishes print and web-based information about literacy education for adults learning English as a second language, provides technical assistance, and operates NIFL-ESL, an e-mail listerv.

National K-12 Foreign Language Resource Center
www.cal.org/public/topics/forlang.htm

U.S. Department of Education/International Research and Studies Program (subcontract from Iowa State University)
Development of oral assessment for young children, training of teachers in language assessment, updating K-12 bibliography, and research on distance learning.

National Network for Early Language Learning Membership organization
www.cal.org/earlylang

1000-member organization (housed at CAL) of teachers, administrators, researchers, and parents. Activities include publishing the journal *Learning Languages*, networking, and advocacy sessions.

Refugee Service Center
www.cal.org/rsc

U.S. Department of State/Bureau of Population, Refugees and Migration
Information exchange among overseas refugee processing centers and domestic resettlement programs through translation and publication of refugee-specific materials, Web site development, and support to programs.

TECHNICAL ASSISTANCE

Carlos Rosario Center

Carlos Rosario International Charter School
Technical assistance with a team of teachers on how to conduct and analyze needs assessment to determine the curriculum goals. Development of curriculum for different adult ESL instructional levels.

Comprehensive Regional Technical Assistance Center Region XIV

U.S. Department of Education/Office of Elementary and Secondary Education (subcontract from Educational Testing Service)
Collaboration with ETS to operate a regional assistance center

focusing on needs of children from high poverty backgrounds in Florida, Puerto Rico, and the Virgin Islands.

Northeast and Islands Regional Educational Laboratory Improving Foreign Language Instruction in Schools

U.S. Department of Education/OERI (subcontract from Brown University)
Provision of foreign language resources to educators in the Northeast, Puerto Rico, and the Virgin Islands. Web site development and maintenance.

Linguistic Review of Voluntary National Test Items

American Institutes for Research
Development of criteria for the linguistic analysis of test items and assistance in designing training procedures for review teams. Participation in reading test review.

Local Innovation-Challenge Grants for Technology in Education: IN-VISION.

U.S. Department of Education/National Challenge Grants (subcontract from Iowa State University)
Assessment of cultural attitudes and language development of students and teachers participating in a video-based language program.

Virginia Adult Education and Literacy Center

Commonwealth of Virginia
Technical assistance to Virginia in developing performance indicators for adult ESL as required by the Workforce Investment Act of 1998.

ASSESSMENT AND TESTING

BEST Training for Texas

Texas Education Agency/Adult and Community Education
Test administration training for adult ESL practitioners using the Basic English Skills Test.

Harvard University English Language Placement Test

Harvard University
Assistance in producing new test forms based on analysis of items in test item bank.

Investigation into Computer-Administered Speaking Tests

U.S. Department of Education/International Research and Studies Program
Examination of the potential for computer-administered speaking tests for measuring oral language proficiency.

Language Assessment of Two-Way Immersion Program

Springfield (MA) Public Schools
Adaptation of and teacher training on the Student Oral Proficiency Assessment for Spanish and Russian two-way immersion programs.

National Assessment of Educational Progress: Foreign Language Framework Development

U.S. Department of Education/National Assessment Governing Board
Collaboration to conduct a national consensus-building project involving over 50 specialists. Comprehensive national review process to develop recommendations for the framework and specifications for the first foreign language NAEP.

Oral Assessment Instrument for Adult ESL

U.S. Department of Education/Office of Vocational and Adult Education
Development of a prototype computer-assisted oral assessment instrument for adult ESL programs across the nation.

SCHOOL REFORM

Improving Teacher Education Practice: Faculty and Teacher Development to Serve LEP Students

U.S. Department of Education/Fund for the Improvement of Post-Secondary Education

Professional development for teacher educators. Partners in this work are the North Carolina Department of Public Instruction and several university teacher education programs and school districts in North Carolina.

PreK-12 ESL Standards and Assessment Project

Teachers of English to Speakers of Other Languages, Inc.
Direction of TESOL's national effort to develop ESL Standards for preK-12 students, including development of content standards, assessment guidelines, and implementation activities.

Program in Immigrant Education

Andrew W. Mellon Foundation
Coordination of the foundation's pre-collegiate Immigrant Education Program, including research and evaluation, publications, and dissemination.

Professional Development on the ESL Standards for Massachusetts Teachers

Massachusetts State Department of Education (subcontract from Massachusetts Association of Teachers to Speakers of Other Languages)
Ongoing professional development for ESL and content teachers and administrators to implement ESL and state language arts standards in five Massachusetts school districts with low incidence of English language learners.

PROGRAM EVALUATION AND PROFESSIONAL DEVELOPMENT

Academy of the Americas Evaluation

Detroit Public Schools
Evaluation of the preK-5, two-way Spanish immersion program of the Detroit Public Schools.

ASPIRE! Career Opportunities for Bilingual Paraprofessionals

U.S. Department of Education/OBEMLA (subcontract from University of Central Florida)

In-service training for bilingual paraprofessionals to help schools, districts, and teachers improve their instructional support services. Coordination of tuition reimbursement program for bilingual paraprofessionals working toward teaching certificates.

Building the Knowledge and Expertise of Teachers of Spanish to Heritage Spanish Speakers

National Endowment for the Humanities
Six-week summer institute at UCLA to prepare secondary school teachers to work with native Spanish speakers in Spanish language classes.

Enhancing English Language Learning in Elementary Classrooms: A Professional Development Program

Delta Systems Co., Inc.
Development of teacher training modules for elementary teachers working with English language learners.

Improving Education with Bilingual Teacher Training

U.S. Department of Education/OBEMLA (subcontract from Sealaska Heritage Foundation)
Professional development for preK-12 educators working toward heritage language and culture revitalization for Tlingit and other Southeast Alaskan native peoples.

Language Diversity and Learning

Prince George's County Public Schools
Professional development for content teachers of English language learners in three highly-impacted secondary schools.

Professional Development for Secondary School Teachers

Arthur Vining Davis Foundations
Multi-site project to help ESL and content area teachers and administrators integrate language and content instruction for English language learners.

Project ENLACE (ENriching Language And Culture Education)

U.S. Department of Education/OBEMLA (subcontract from Illinois Resource Center)
Evaluation of Project ENLACE, an on-going professional development project for bilingual teachers.

Summer Institute for Two-Way Immersion Teachers

Springfield (MA) Public Schools
Strengthening the understanding of the critical features of two-way immersion, second language acquisition, biliteracy development, and strategies to increase teachers' effectiveness in two-way immersion programs.

Teacher Preparation Program

U.S. Department of Education/OBEMLA (subcontract from University of South Florida)

Development of a CD-ROM for faculty to learn principles of ESL, bilingual education, and cultural diversity. Implementation of two web-based courses on the Principles of Language Acquisition and Methods and Techniques for ESL Learners.

Two-Way Immersion Teacher Research Collaborative

Spencer Foundation

Two-year teacher research seminar with seven two-way immersion teachers from Key Elementary School in Arlington County (VA) Public Schools.

MATERIALS DEVELOPMENT AND EDITING

Elementary Spanish Series, Salsa

National Advisory Board of Georgia Public Broadcasting

Review of and advice on the language and cultural content of the innovative video series.

Inglés sin Barreras Evaluation

Lexicon School of Languages

Review of the materials, instructional design, goals and objectives of a video-based course for Spanish speakers learning English. Revision of videotape scripts, learners' workbooks, and manuals for the course.

Learners' Lives as Curriculum

Delta Systems Co., Inc.

Editing and production of a teacher's manual to accompany the *Learners' Lives as Curriculum* video.

What All Teachers Need to Know about Language

U.S. Department of Education/OERI

Development of video and print materials on what teachers need to know about language in order to teach reading to linguistically diverse students.

What Works Literacy Partnership Evaluation Guide

Literacy Partners, Inc.

Editing of guide about program evaluation for adult literacy and adult ESL educators.

SCHOOL SERVICES

The School Services Program conducts special-purpose, short-term projects for schools and local and state education agencies. During 1999, these projects served:

Chester-Upland School District (PA)

Professional development in bilingual and ESL methodology for staff in the district's bilingual program.

Fairfax County Public Schools (VA)

Observation and assessment of second language and literacy learning in early childhood programs. Results presented in a FCPS summer institute to train the district's Head Start staff in ESL teaching methods.

Fairfax County Public Schools (VA)

Professional development for teachers in the district's Foreign Language Experience (FLEX) program.

Mid-Atlantic Network of Youth and Family Services— AmeriCorps and Latin American Youth Center

Professional development in the teaching of English language and literacy for AmeriCorps members working with English language learners and special needs students in grades K-8.

Newport News Public Schools (VA)

Professional development for preK-12 ESL staff.

Prince George's County Public Schools (MD)

Professional development and curriculum support for a preK and Head Start program at the Challenger Instructional Center serving both native English speaking students and English language learners.

Prince William County Public Schools (VA)

Professional development for ESL staff.

Prince William County Public Schools (VA)

Planning of needs assessment and program evaluation as part of the first phase of the county's ESL program evaluation and internal compliance review.

INTERNET AND WORLD WIDE WEB

Elementary Education Interest Section

Teachers of English to Speakers of Other Languages, Inc.

Web site development for the Elementary Education Interest Section.

National Institute for Literacy ESL Listserv

National Institute for Literacy

Moderating NIFL-ESL Listserv.

The Imagination Station

Istation.com

Consultation and review on issues related to English language learners and ESL for an Internet-based integrated learning system, The Imagination Station, focused initially on reading and language arts.

1999 Publications and Electronic Resources

FOREIGN LANGUAGE EDUCATION

Foreign Language Instruction in the United States: A National Survey of Elementary and Secondary Schools
N. Rhodes and L. Branaman [Delta]

REFUGEES

Welcome to the USA: A Guidebook for Refugees
(Albanian; also available in English and eight other languages)
[RSC]

Welcome to the USA: Orientation Video
(French; available in English and eight other languages) [RSC]

ESL FOR ADULTS

Assessing Success in Family Literacy and Adult ESL (2nd rev. ed.)
D. D. Holt and C. H. Van Duzer, Eds. [Delta]

Basic English Skills Test Training Video
Two-part video on how to use the short form of the BEST Oral Interview. [FLET]

A Day in the Life of the González Family
M. Burt and C. Van Duzer
Student text and teacher's guide to accompany the video *A Day in the Life of the González Family*. [Delta]

Learners' Lives as Curriculum
CAL Staff
Teacher's guide for the video *Learners' Lives as Curriculum* and for working with adult learners on projects based on their personal stories. [Delta]

DIALECTS IN THE SCHOOLS

Making the Connection: Language and Academic Achievement among African American Students
C. T. Adger, D. Christian, and O. Taylor, Eds. [Delta]

K-12 ENGLISH LANGUAGE LEARNERS

Assessment Portfolios and English Language Learners: Frequently Asked Questions and a Case Study from the Brooklyn International High School
E. L. Gómez [LAB]

Collaborative Practices in Bilingual Cooperative Learning Classrooms
J. J. Gumperz, J. Cook-Gumperz, and M. H. Szymanski [CREDE]

Creating Large-Scale Assessment Portfolios that Include English Language Learners
E. L. Gómez [LAB]

The Effects of Instructional Conversations and Literature Logs on the Story Comprehension and Thematic Understanding of English Proficient and Limited English Proficient Students
W. Saunders and C. Goldenberg
[CREDE]

Integrating Language and Content in Secondary School: Instructional Strategies and Thematic Units
B. A. Smallwood and C. McCargo, Eds. [CREDE]

Pedagogy, Practice, & Research
Video documents the changes in teacher practice resulting from sustained professional development and support. [CREDE]

Personalizing Culture through Anthropological and Educational Perspectives
R. C. Henze and M. E. Hauser [CREDE]

Program Alternatives for Linguistically Diverse Students
F. Genesee, Ed. [CREDE]

Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development
D. J. Short and J. Echevarria [CREDE]

Successful Transition into Mainstream English: Effective Strategies for Studying Literature
W. Saunders, G. O'Brien, D. Lennon, and J. McLean [CREDE]

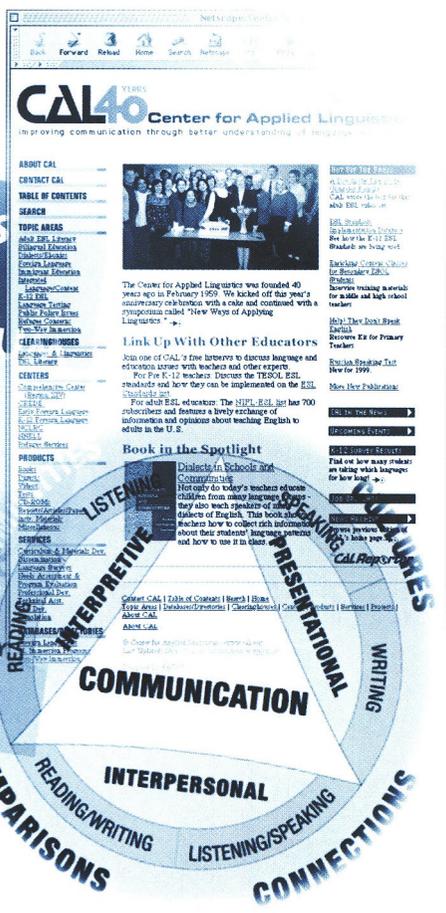
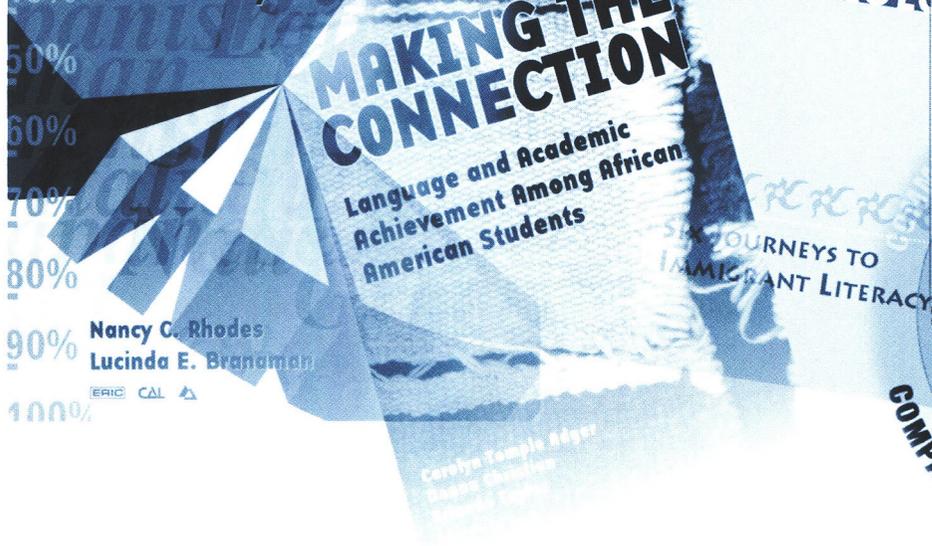
ORDERING INFORMATION

The keyword following the title indicates where orders may be addressed.

Delta	Delta Systems Co., Inc (1-800-323-8270)
LAB	Northeast and Islands Regional Educational Laboratory at Brown University (1-401-274-9548)
CAL	Center for Applied Linguistics (1-202-362-0700):
CREDE	Center for Research on Education, Diversity & Excellence
FLET	Foreign Language Education and Testing
RSC	Refugee Service Center

Foreign Language Instruction in the United States

A National Survey of Elementary and Secondary Schools



WEB RESOURCES

ERIC/CLL Language Link

www.cal.org/ericcll

Quarterly newsletter with articles related to foreign language education, English as a second language, bilingual education, or linguistics. Subscribe by e-mail through [langlink-on@mail-list.cal.org]. Leave the subject line and message field blank.

ERIC/CLL Resource Guides Online

www.cal.org/ericcll

Resource Guides Online include information on free relevant ERIC/CLL publications, publications from other sources, Web sites, organizations of interest, and conferences.

ESL Standards Implementation Database

www.cal.org/public/ESLstds

Searchable database containing information on states, districts, and schools using the PreK-12 ESL Standards for curriculum, assessment, or professional development.

National Directory of Early Foreign Language Programs

www.cal.org/earlyfl

Searchable database listing nearly 1500 elementary school early foreign language programs.

Refugee Fact Booklets

www.cal.org/rsc

Short publications on the people, history, and culture of refugee groups. Now available online are booklets about the Bosnians, Cubans, Haitians, Iraqis, Iraqi Kurds, and Somalis.

WEB SITES

CAL's Web sites feature information and publications in several content areas. In addition to project descriptions, look for digests, fact sheets, resource guides, databases, and product announcements.

- www.cal.org Center for Applied Linguistics
- www.cal.org/crede Center for Research on Education, Diversity & Excellence
- www.cal.org/ericcll ERIC Clearinghouse on Languages and Linguistics
- www.cal.org/earlylang Nanduti: Early Foreign Language Learning
- www.cal.org/nclrc National Capital Language Resource Center
- www.cal.org/nclce National Clearinghouse for ESL Literacy Education
- www.cal.org/rsc Refugee Service Center

Center for Applied Linguistics
Statements
of Financial Position
September 30, 1999 and 1998

Unaudited

Assets	1999	1998
Current assets		
Cash and cash equivalents	\$682,965	\$647,066
Accounts receivable		
Billed contracts and grants	264,542	374,083
Unbilled contracts and grants	453,492	313,848
Advances and other receivables	41,530	56,895
Deposits and prepaid expenses	67,317	58,836
Total current assets	1,509,846	1,450,728
Noncurrent assets		
Furniture and equipment, net of \$247,163 and		
\$345,344 accumulated depreciation	108,738	100,448
Long term investments	1,464,816	1,606,147
Total assets	\$ 3,083,400	\$ 3,157,323

Liabilities and Net Assets

Current liabilities		
Receipts in excess of revenues	\$ 94,108	\$ 103,130
Accounts payable and other expenses	330,530	378,477
Accrued annual leave	87,067	95,613
Payroll taxes withheld and other	56,714	50,154
Total current liabilities	568,419	627,374
Deferred credit	\$ 38,369	\$ 152,418
Net assets		
Unrestricted	2,275,014	1,810,856
Temporarily restricted	101,598	466,675
Permanently restricted	100,000	100,000
Total net assets	2,476,612	2,377,531
Total liabilities & net assets	\$ 3,083,400	\$ 3,157,323

Center for Applied Linguistics

Statements of Activities

for the years ended September 30, 1999 and 1998

Unaudited

	1999	1998
Unrestricted net assets		
Support and revenues		
Contracts and grants	\$ 3,540,635	\$ 3,266,948
Gain/Loss on investments	55,555	(137,128)
Interest income	124,764	136,976
Testing revenue	602,142	172,601
Consultant fees and workshops	66,819	51,203
Sale of publications	49,214	35,562
Other	59,161	141,908
Total unrestricted support	<u>4,498,290</u>	<u>3,668,070</u>
Net assets released from restrictions		
Satisfaction of program restrictions	<u>399,337</u>	<u>375,225</u>
Total unrestricted support & reclassifications	<u>4,897,627</u>	<u>4,043,295</u>
Expenses		
Program services		
Government contracts and grants	2,942,766	2,772,191
Private contracts and grants	678,301	658,964
Test activities	253,869	116,961
Venture activities	72,200	101,819
Pass-thru and project participant costs	364,799	308,400
Total program costs	<u>4,311,935</u>	<u>3,958,335</u>
Less: indirect costs	<u>(815,335)</u>	<u>(1,084,833)</u>
Program direct costs	<u>3,496,600</u>	<u>2,873,502</u>
Support costs		
General administration	<u>936,869</u>	<u>1,164,326</u>
Total expenses	<u>4,433,469</u>	<u>4,037,828</u>
Increase (decrease) in unrestricted net assets	<u>464,158</u>	<u>5,467</u>
Temporarily restricted net assets		
Grant income	28,150	127,914
Interest earned on restricted balances	6,110	32,104
Net assets released from restrictions		
Satisfaction of program restrictions	<u>(399,337)</u>	<u>(375,225)</u>
Increase (decrease) in temporarily restricted net assets	<u>(365,077)</u>	<u>(215,207)</u>
Increase (decrease) in net assets	99,081	(209,740)
Net assets at beginning of year	<u>2,377,531</u>	<u>2,587,271</u>
Net assets at end of year	<u>\$ 2,476,612</u>	<u>\$ 2,377,531</u>

1999 Staff List

PRESIDENT'S OFFICE

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Guadalupe Hernandez-Silva

ENGLISH LANGUAGE AND MULTICULTURAL EDUCATION

Carolyn Temple Adger

Beverly Boyson

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Phouvimalake Ditthavong

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Lolita Hewett-King

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Prabhdyal Singh

Earl Staubs

G.R. TUCKER FELLOW

Samina Hadi-Tabassum

THE CENTER FOR APPLIED LINGUISTICS

CAL is a private, non-profit organization: a group of scholars and educators who use the findings of linguistics and related sciences in identifying and addressing language-related problems. CAL carries out a wide range of activities including research, teacher education, analysis and dissemination of information, design and development of instructional materials, technical assistance, conference planning, program evaluation, and policy analysis.

CAL was established in 1959 and is headquartered in Washington, D.C. with a regional office, the CAL Sunbelt Office, in Sarasota, Florida. CAL is exempt from corporate federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Contributions to CAL are tax deductible.

CAL frequently contributes expertise about language and culture to collaborative efforts. Inquiries are welcomed from organizations interested in partnering to carry out projects that further language-oriented missions in combination with other social goals. Visit CAL's website at www.cal.org to learn more about CAL's people, activities and services.

CENTER FOR APPLIED LINGUISTICS

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