

# CAL2000

**Center for Applied Linguistics**

Improving communication through better understanding  
of language and culture





# Message from the President

2000 was marked by growth and change at CAL. Projects and initiatives begun in 2000 are taking us in new directions and bringing new staff to the Center. Ever-expanding use of the World Wide Web has resulted in record numbers of visits to our site at [www.cal.org](http://www.cal.org). Always a major resource for language education information, CAL now reaches many more people thanks to the Internet.

In Fall 2000, we were awarded a grant from the National Institute of Child Health and Human Development in conjunction with the U.S. Department of Education to study the acquisition of English literacy by Spanish speaking children. This project, Acquiring Literacy in English, has brought new specialists and researchers to CAL and promises to yield important findings that will have far-reaching implications for the teaching of reading in our schools.

Throughout 2000, our School Services initiative continued to expand. CAL staff performed needs assessments, trained teachers, and offered curriculum design assistance to over a dozen school districts. We also published the first issue of our School Services Newsletter and sent it to state education agencies and school districts across the country.

2000 also brought new and strengthened collaborations with organizations such as the American Council on the Teaching of Foreign Languages (ACTFL), the American Institutes for Research (AIR), the National Clearinghouse for Bilingual Education (NCBE), Teachers of English to Speakers of Other Languages (TESOL), the Educational Testing Service (ETS), Georgetown University, George Washington University, Iowa State University, the University of California Santa Cruz, Brown University, Harvard University, Johns Hopkins University, and others. These collaborations serve the interests of our constituents by allowing those of us in the field of language education to build upon our knowledge and work together to achieve common goals.

Growth in our testing program continues to offer new opportunities. More and more state adult education programs have adopted CAL's Basic English Skills Test (BEST); other tests developed at CAL are also receiving welcome attention. In addition, CAL has been exploring new technologies for administering tests. A Computerized Oral Proficiency Instrument (COPI), a computerized version of the BEST, and Arabic and Russian Web-based tests were all under investigation throughout the year. We anticipate continued expansion of our testing program, both in terms of sales and technology.

**CAL's longest-serving employees:**

Donna Christian, President (26 years)

Allene Grognet, Vice President (37 years)

Curtis Lynch (31 years)

Dora Johnson (36 years)



As new technologies in information dissemination have become available, CAL has responded well and quickly. Examples of CAL's creative use of technology include listservs such as the Nandu K-8 foreign language listserv; electronic newsletters such as ERIC/CLL Language Link; Web-based resource compilations such as Resource Collections from the National Center for ESL Literacy Education (NCLE); and databases such as the ESL Standards Implementation Database at <http://www.cal.org/eslstandards/eslstdsdb>. A number of CAL's projects offer question-answering services via email, including Ask the Language Experts at [eric@cal.org](mailto:eric@cal.org) from the ERIC Clearinghouse on Languages and Linguistics. We also continue to expand and improve our Web site with new features and research results.

I am very pleased with CAL's growth and ability to manage change. The project descriptions and publications presented in this report give but a snapshot of the hard work and dedication of our excellent professional and support staff. It is through their efforts that CAL has become the dynamic organization that it is today.

*Donna Christian*

Donna Christian  
President

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# 2000<sup>CAL</sup> Officers

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# 2000 Contracts and Grants

## RESEARCH STUDIES

### Acquiring Literacy in English

*National Institute of Child Health and Human Development and U.S. Department of Education, Office of Educational Research and Improvement*  
Research project on the acquisition of English literacy by Spanish speaking children. In addition to a Research Core focused on assessment and an Administrative Core, the program includes three subprojects:

#### Early Childhood Language and Literacy Development

A study of four-year-olds that looks at the relationship between the home and school environments, the links between growth in language skills in English and Spanish, and the differences in the literacy process for monolingual and bilingual children.

#### Transfer of Reading Skills in Bilingual Children

A study that looks at children's Spanish reading, English reading, and awareness of sounds and the structure of words in order to understand the role of the mother tongue (Spanish) in the development of the English reading competency of fourth- and fifth-grade Spanish speaking students. This project will also study teachers' implementation of reading instruction and develop materials for classroom use.

#### Spelling as an Indicator of English Literacy Development

A study of spelling in Spanish-English bilingual children in grades three to five to identify factors that explain high levels of transfer from Spanish to English spelling, as well as to determine the relationships between English spelling skills and English reading ability in bilingual children.

### Benchmark Study

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (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, Office of Educational Research and Improvement (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 of an explicit model for the teaching of content area curricula to English language learners, and professional development to help teachers implement the model.

### Newcomers: Language and Academic Programs for Recent Immigrants

Study of newcomer programs for recently arrived secondary students whose English proficiency is limited. Examination of the programs' strategies for promoting successful transition to U.S. schools.

### Two-Way Immersion Education

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

### 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.

### Foreign Language Teaching: What the United States Can Learn from Other Countries

*U.S. Department of Education, Office of Educational Research and Improvement*

Publication on the Web of a survey of educators from 19 countries regarding methodologies, strategies, and policies in their countries that could help to improve language teaching in the United States.

### 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 to learn how foreign language competency of K-12 teachers is being assessed.

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

*U.S. Department of Education, Office of Educational Research and Improvement (subcontract from Brown University)*

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

### 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.

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

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs*

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 Distance Learning to Support Preschool Teachers' Professional Development**

*National Science Foundation; National Institute of Child Health and Human Development; and U.S. Department of Education, Office of Educational Research and Improvement (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**

*U.S. Department of Education, Office of Educational Research and Improvement (subcontract from University of California at Santa Cruz)*  
<http://www.cal.org/crede>

Dissemination of research information, which includes developing and publishing research and educational practice reports and articles, planning conferences and exhibitions, networking with other research organizations, and conducting other outreach activities.

### **ERIC Clearinghouse on Languages and Linguistics**

*U.S. Department of Education, Office of Educational Research and Improvement, National Library of Education*  
<http://www.cal.org/ericcll>

Operation of a national clearinghouse that provides information about foreign language education, English as a second language, bilingual education, and linguistics.

### **National Capital Language Resource Center**

*U.S. Department of Education, International Research and Studies Program (subcontract from Georgetown University)*  
<http://www.cal.org/nclrc>

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

### **National Center for ESL Literacy Education**

*U.S. Department of Education, Office of Vocational and Adult Education*  
<http://www.cal.org/nclce>

Operation of an adjunct ERIC clearinghouse that provides information about literacy education for adults learning English as a second language and provides technical assistance to adult ESL literacy programs.

### **National K–12 Foreign Language Resource Center**

*U.S. Department of Education, International Research and Studies Program (subcontract from Iowa State University)*  
<http://www.cal.org/k12nflrc>

Development of oral assessment instruments for young children, training of teachers in language assessment, expansion and maintenance of a database of K-12 assessment instruments, and research on distance learning.

### **National Network for Early Language Learning**

*Membership organization*  
<http://www.cal.org/projects/nnell.html>

Secretariat for 1000-member organization of teachers, administrators, researchers, and parents. Activities include publication of the journal *Learning Languages*, networking, and advocacy.

### **Refugee Service Center**

*U.S. Department of State, Bureau of Population, Refugees and Migration*  
<http://www.cal.org/rsc>

Facilitation of information exchange among overseas refugee processing centers and domestic resettlement programs through translation and publication of refugee-specific materials, Web site development, and support for cultural orientation programs.

## **TECHNICAL ASSISTANCE**

### **Carlos Rosario Center**

*Carlos Rosario International Charter School, Washington, DC*

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 the Educational Testing Service to operate a regional assistance center focusing on needs of children from high poverty backgrounds in Florida, Puerto Rico, and the Virgin Islands.

### **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.

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

*U.S. Department of Education, Office of Educational Research and Improvement (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, moderation of listserv, and teacher training activities.

### **Standards-Based, Sheltered Curriculum Development**

*Prince George's County, MD*

Coordination of sheltered biology, government, and algebra curriculum development integrating ESL standards with Maryland high school subject standards.

## **ASSESSMENT AND TESTING**

### **Development of Computerized Basic English Skills Test (C-BEST)**

*U.S. Department of Education, Office of Vocational and Adult Education*

Development of a computer-assisted oral assessment instrument for adult ESL programs across the nation.

### **Foreign Language National Assessment of Educational Progress Item Development**

*U.S. Department of Education, National Center for Education Statistics (subcontract from the Educational Testing Service)*

Development of communication tasks to demonstrate student achievement in interpersonal listening and speaking for the foreign language NAEP. In addition to the Educational Testing Service, partners include the American Institutes for Research and the American Council on the Teaching of Foreign Languages. This project builds upon successful development of the foreign language NAEP framework.

### **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 to measure 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 with the American Council on the Teaching of Foreign Languages and the American Institutes for Research 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 National Assessment of Educational Progress (NAEP).

### **Operational Testing Program**

*Center for Applied Linguistics, Foreign Language Education and Testing Division*

Dissemination and sales of the Basic English Skills Test (BEST); oral proficiency testing materials in Spanish, French, German, Russian, Chinese, Japanese, and Arabic; and listening and reading proficiency tests in Chinese, Polish, and Arabic.

### **Using New Technology to Develop and Deliver Web-Based Proficiency Tests in Arabic and Russian**

*U.S. Department of Education, International Research and Studies Program*

Development of a general framework for testing listening and reading proficiency for all less commonly taught languages; development of operational tests in Arabic and Russian.

## **PROGRAM EVALUATION AND PROFESSIONAL DEVELOPMENT**

### **ASPIRE! Career Opportunities for Bilingual Paraprofessionals**

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (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 the University of California Los Angeles to prepare secondary school teachers to work with native Spanish speakers in Spanish language classes.

### **Improving Education with Bilingual Teacher Training**

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (subcontract from Sealaska Heritage Foundation)*

Professional development for pre-K–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, MD Public Schools*

Professional development for content teachers of English language learners in three highly-impacted secondary schools.

### **Pre-K–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 pre-K–12 students, including development of content standards, assessment guidelines, and implementation activities.

**Project ENLACE (ENriching Language And Culture Education)**

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (subcontract from Illinois Resource Center)*

Evaluation of Project ENLACE, an ongoing professional development project for bilingual teachers.

**Project FOCUS**

*Memphis, TN City Schools*

Evaluation of Memphis City Schools' Elementary School Foreign Language Project.

**Serving the Needs of LEP Students**

*The Georgia Project*

Needs assessment and program documentation for the Dalton City and Whitfield County (GA) Public Schools.

**Summer Institute for Two-Way Immersion Teachers**

*Springfield, MA Public Schools*

Summer institute to strengthen 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.

**Tapestry: A Teacher Preparation Program**

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (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: (1) Principles of Language Acquisition and (2) Methods and Techniques for ESL Learners.

**Training for Teachers—Southeast Missouri State University**

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs*

Professional development for teacher trainers and university faculty on ESL standards-based education.

**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****Directory of Resources for Foreign Language Programs**

*Office of Bilingual Education and Minority Languages Affairs, National Clearinghouse for Bilingual Education*

Development of a Web-based directory that identifies clearinghouses and other organizations and associations, especially those at the national level, that can serve as resources for the improvement of foreign language programs.

**New Standards: English Writing Standards for Spanish Speakers in K-3**

*University of Pittsburgh*

Evaluation of the writing of native Spanish speakers for the English Language Arts Standards of the New Standards Project, an organization that has established sets of content performance standards for grades K-12.

**Professional Development for Teachers of Second-Language Readers**

*Carnegie Foundation of New York*

Development of materials for teacher training on the difficulties of learning to read in a second language.

**What Teachers Need to Know about Language**

*U.S. Department of Education, Office of Educational Research and Improvement*

Development of Web-based materials on what teachers need to know about language in order to teach reading to linguistically diverse students.

**SCHOOL SERVICES**

CAL operates a School Services program that conducts special-purpose, short-term projects for schools and local and state education agencies. During 2000, these projects served schools and school districts throughout the nation, including the following.

- Beauvoir School, Washington, DC
- Chester Upland School District, PA
- District of Columbia Public Schools
- Gainesville City Schools, GA
- Irving Independent School District, TX
- John Stanford International School, Seattle, WA
- Morris Public Schools, NJ
- Nebraska Department of Public Instruction
- North Dakota Department of Education
- Prince William County Public Schools, VA
- South Sioux City Public Schools, NE
- Tertulia Charter School, Phoenix, AZ
- Township High School District 214, Arlington Heights, IL
- University of Washington, Seattle, WA

# 2000 Publications and Electronic Resources

Ordering information appears below for print publications. URLs appear directly under Web publications.

## K-12 ENGLISH LANGUAGE LEARNERS

*Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary School* by Aída Walqui

**Delta**

*Apprenticeship for Teaching: Professional Development Issues Surrounding the Collaborative Relationship Between Teachers and Paraeducators* by Robert S. Rueda and Lilia D. Monzó

**CREDE**

*Broadening the Base: School/Community Partnerships Serving Language Minority Students at Risk* by Carolyn Temple Adger and Jennifer Locke

**CREDE**

*Directory of Secondary Newcomer Programs in the United States: Revised 2000* by Deborah J. Short and Beverly A. Boyson

**CREDE**

*Enhancing English Language Learning in Elementary Classrooms* by Allene Grognet, Judith Jameson, Lynda Franco, and Maria Derrick-Mescua

**Delta**

*Dialects in Education: ERIC/CLL Resource Guide Online* by Douglas A. Demo

<http://www.cal.org/ericcll/faqs/rgos/dialects.html>

*Implementing the ESL Standards for Pre-K—12 Students through Teacher Education* edited by Marguerite Ann Snow (chapters by Emily Lynch Gómez, Margaret Malone, and Deborah Short)

**TESOL**

*Implementing Two-Way Immersion Programs in Secondary Schools* by Christopher Montone and Michael Loeb

**CREDE**

*Integrating Language and Content in Secondary School: Instructional Strategies and Thematic Units* by Betty Ansin Smallwood and Cathy McCargo

**CAL**

*Integrating the ESL Standards into Classroom Practice: Grades Pre-K–2* edited by Betty Ansin Smallwood

**TESOL**

*Making Content Comprehensible for English Language Learners: The SIOP Model* by Jana Echevarria, MaryEllen Vogt, and Deborah Short  
**Allyn and Bacon/Pearson**

*Online Directory of Two-Way Bilingual Immersion Programs in the U.S.* by Elizabeth Howard and Julie Sugarman

<http://www.cal.org/twi/directory>

*Parent Guide to the ESL Standards for Pre-K-12 Students* by Emily Lynch Gómez

<http://www.cal.org/eslstandards/parentguide.htm>

*The Role of Classroom Assessment in Teaching and Learning* by Lorie A. Shepard

**CREDE**

*Training Others to Use the ESL Standards: A Professional Development Manual* by Deborah Short, Emily Gómez, Nancy Cloud, Anne Katz, Margo Gottlieb, and Margaret Malone

**TESOL**

*What Teachers Need to Know about Language* by Lily Wong Fillmore and Catherine E. Snow

<http://www.cal.org/ericcll/teachers/index.html>

## FOREIGN LANGUAGE EDUCATION

*Directory of K-12 Foreign Language Assessment Instruments and Resources* by Lynn Thompson (in collaboration with the National K-12 Foreign Language Resource Center at Iowa State University)

<http://www.cal.org/ericcll/k12assessment>

*Directory of Resources for Foreign Language Programs* by Kathleen Marcos (in collaboration with the National Clearinghouse for Bilingual Education)

<http://www.cal.org/ericcll/ncbe/fldirectory>

*Foreign Language Standards: ERIC/CLL Resource Guide Online* by Kathleen Marcos

<http://www.cal.org/ericcll/faqs/rgos/flstandards.html>

*Second Language Proficiency Assessment: ERIC/CLL Resource Guide Online* by David MacGregor

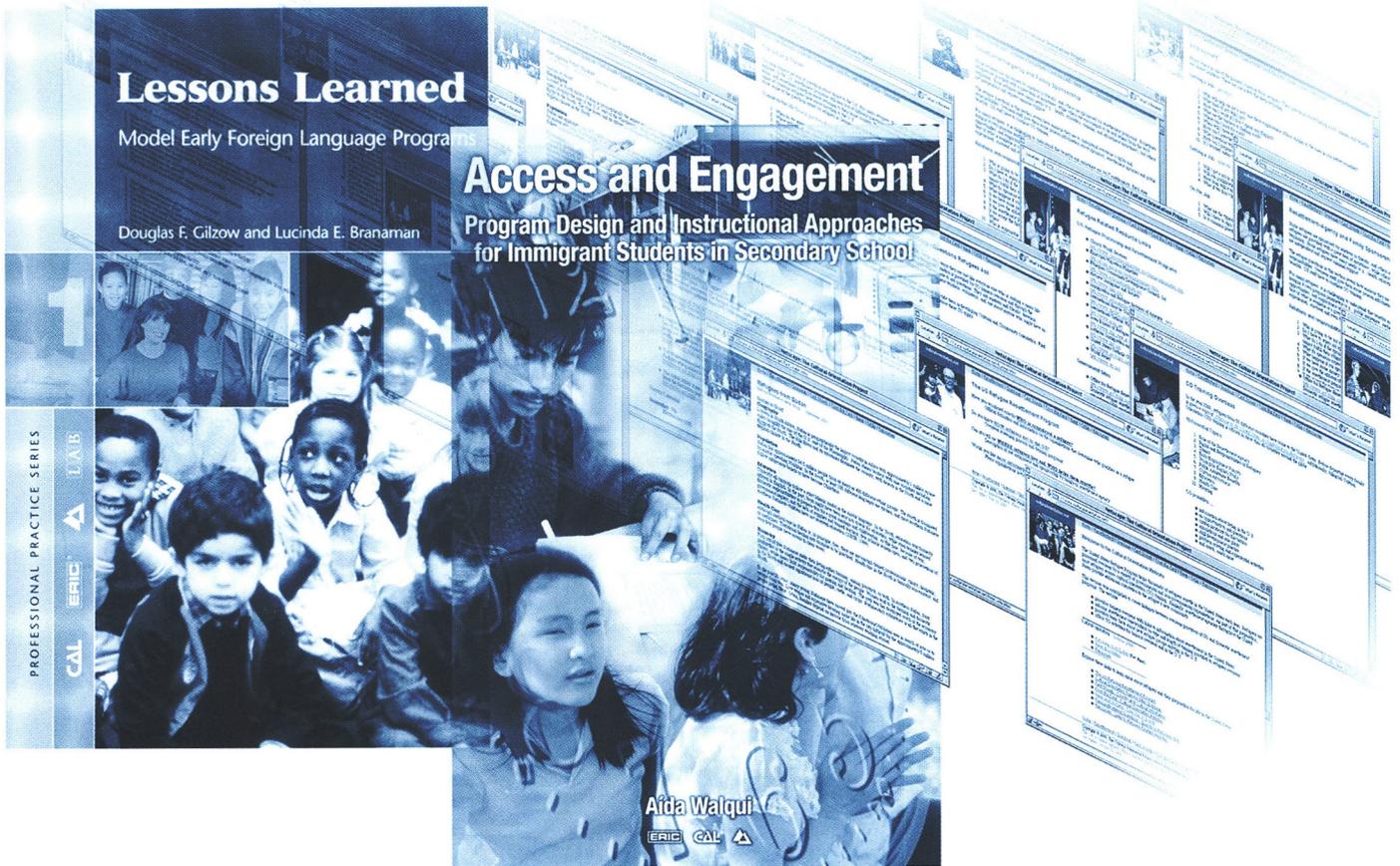
<http://www.cal.org/ericcll/faqs/rgos/assessment.html>

*Foreign Language Teaching: What the United States Can Learn from Other Countries* by Ingrid Pufahl, Nancy C. Rhodes, and Donna Christian

<http://www.cal.org/ericcll/countries.html>

*Lessons Learned: Model Early Foreign Language Programs* by Douglas F. Gilzow and Lucinda E. Branaman

**Delta**



## LINGUISTICS

*Linguistics: ERIC/CLL Resource Guide Online* by Dora Johnson  
<http://www.cal.org/ericcll/faqs/rgos/linguistics.html>

## REFUGEES

*English-Somali Phrase Book*  
 RSC

*Cultural Orientation Website*  
<http://www.culturalorientation.net>

## ESL FOR ADULTS

*NCLE Resource Collection: Assessment and Evaluation in Adult ESL*  
<http://www.cal.org/ncle/ResAEv.htm>

*NCLE Resource Collection: Learning Disabilities and Adult ESL*  
<http://www.cal.org/ncle/ResLD.htm>

## ORDERING INFORMATION

- |                            |                                                                                                                                                                  |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Delta                      | Delta Systems Co., Inc.<br>1-800-323-8270 or<br><a href="http://www.delta-systems.com">http://www.delta-systems.com</a>                                          |
| CAL                        | Center for Applied Linguistics<br>202-362-0700 or<br><a href="http://www.cal.org">http://www.cal.org</a>                                                         |
| CREDE                      | Center for Research on Education,<br>Diversity & Excellence<br>202-362-0700, extension 247 or<br><a href="http://www.cal.org/crede">http://www.cal.org/crede</a> |
| RSC                        | Refugee Service Center<br>202-362-0700, extension 221 or<br><a href="http://www.cal.org/rsc">http://www.cal.org/rsc</a>                                          |
| Allyn and<br>Bacon/Pearson | 1-800-278-3525 or<br><a href="http://www.abacon.com">http://www.abacon.com</a>                                                                                   |
| TESOL                      | 703-836-0774 or<br><a href="http://www.tesol.org">http://www.tesol.org</a>                                                                                       |

**Center for Applied Linguistics**  
**Statements**  
**of Financial Position**  
**September 30, 2000 and 1999**

<b>Assets</b>	<b>2000</b>	<b>1999</b>
<b>Current assets</b>		
Cash and cash equivalents	\$269,630	\$682,965
Accounts receivable		
Billed contracts and grants	616,451	264,542
Unbilled contracts and grants	356,250	453,492
Advances and other receivables	47,444	41,530
Deposits and prepaid expenses	<u>79,234</u>	<u>67,317</u>
Total current assets	1,369,009	1,509,846
<b>Noncurrent assets</b>		
Furniture and equipment, net of \$249,345 and \$247,344 accumulated depreciation	111,398	108,738
Long term investments	<u>1,684,778</u>	<u>1,464,816</u>
<b>Total assets</b>	<b><u>\$ 3,165,185</u></b>	<b><u>\$ 3,083,400</u></b>

**Liabilities and Net Assets**

<b>Current liabilities</b>		
Receipts in excess of revenues	\$ 32,127	\$ 94,108
Accounts payable and other expenses	271,640	330,530
Accrued annual leave	98,456	87,067
Payroll taxes withheld and other	<u>47,371</u>	<u>56,714</u>
Total current liabilities	449,594	568,419
Deferred credit	\$ 0	\$ 38,369
<b>Net assets</b>		
Unrestricted	2,583,715	2,275,014
Temporarily restricted	31,876	101,598
Permanently restricted	<u>100,000</u>	<u>100,000</u>
Total net assets	<u>2,715,591</u>	<u>2,476,612</u>
<b>Total liabilities &amp; net assets</b>	<b><u>\$ 3,165,185</u></b>	<b><u>\$ 3,083,400</u></b>

**Center for Applied Linguistics**  
**Statements**  
**of Activities**  
**for the years ended September 30, 2000 and 1999**

	<b>2000</b>	<b>1999</b>
<b>Unrestricted net assets</b>		
Support and revenues		
Contracts and grants	\$ 4,302,382	\$ 3,540,635
Gain/Loss on investments	35,341	55,555
Interest income	117,090	124,764
Testing revenue	433,749	602,142
Consultant fees and workshops	92,212	66,819
Sale of publications	75,961	49,214
Other	21,920	59,161
Total unrestricted support	<u>5,078,655</u>	<u>4,498,290</u>
Net assets released from restrictions		
Satisfaction of program restrictions	<u>136,242</u>	<u>399,337</u>
Total unrestricted support & reclassifications	<u>5,214,897</u>	<u>4,897,627</u>
Expenses		
Program services		
Government contracts and grants	3,156,477	2,942,766
Private contracts and grants	714,110	678,301
Test activities	285,991	253,869
Venture activities	91,191	72,200
Pass-thru and project participant costs	484,018	364,799
Total program costs	<u>4,741,787</u>	<u>4,311,935</u>
Less: indirect costs	<u>(904,554)</u>	<u>( 815,335)</u>
Program direct costs	3,837,233	3,496,600
Support costs		
General administration	<u>1,068,963</u>	<u>936,869</u>
Total expenses	<u>4,906,196</u>	<u>4,433,469</u>
<b>Increase (decrease) in unrestricted net assets</b>	<b><u>308,701</u></b>	<b><u>464,158</u></b>
<b>Temporarily restricted net assets</b>		
Grant income	64,900	28,150
Interest earned on restricted balances	1,620	6,110
Net assets released from restrictions		
Satisfaction of program restrictions	<u>(136,242)</u>	<u>( 399,337)</u>
<b>Increase (decrease) in temporarily restricted net assets</b>	<b><u>(69,722)</u></b>	<b><u>(365,077)</u></b>
<b>Increase (decrease) in net assets</b>	<b><u>238,979</u></b>	<b><u>( 99,081)</u></b>
<b>Net assets at beginning of year</b>	<b><u>2,476,612</u></b>	<b><u>2,377,531</u></b>
<b>Net assets at end of year</b>	<b><u>\$ 2,715,591</u></b>	<b><u>\$ 2,476,612</u></b>

# 2000 Service List

## **35 YEARS OR MORE**

Allene Grognet  
Dora Johnson

## **30 YEARS OR MORE**

Curtis Lynch

## **25 YEARS OR MORE**

Donna Christian

## **20 YEARS OR MORE**

Cynthia Daniels  
Sonia Kundert  
Nancy Rhodes

## **15 YEARS OR MORE**

Joy Peyton  
Jeanne Rennie

## **10 YEARS OR MORE**

Lisa Biggs  
Grace Burkart  
Vernon Davis  
Phouvimalake Ditthavong  
Guadalupe Hernandez-Silva  
Dorry Kenyon  
Kathleen Marcosa  
Craig Packard  
Ann Sayles  
Deborah Short  
Prabhdyal Singh  
Lynn Thompson  
Laurel Winston

## **5 YEARS OR MORE**

Carolyn Temple Adger  
Miriam Burt  
Margaret Crandall  
Emily Gómez  
Judy Jameson  
Dorothy Kauffman  
Thom Raybold

## **1-5 YEARS**

Regla Armengol  
Beverly Boyson  
Maria Derrick-Mescua  
Claristine Fields  
Lynn Fischer  
MaryAnn Cunningham Florez  
Lynda Franco  
Lolita Hewett-King  
Elizabeth Howard  
Charlotte Kelso  
Michael Loeb  
Valerie Malabonga  
Margaret Malone  
Tamara Brayboy Marshall  
Cathleen McCargo  
Sabrina Parker  
Phyllis Pointer-Tate  
Lauren Raivel  
Margaret Seufert  
Betty Ansin Smallwood  
Earl Staubs  
Lynda Terrill  
Carol Van Duzer  
Jill Woodell

## **NEW STAFF (2000)**

Igone Arteagoitia  
Hillary Browne  
Helen Carpenter  
Martha S. Davis  
Douglas Demo  
Bridgette Devaney  
Andrea Dubenezic  
Dawn Flanagan  
Justine Hudec  
Kumud Krishna  
David MacGregor  
Heavenly McDuffie  
Myrene O'Connor  
Saundra Palmer  
Stephanie Stauffer  
Julie Sugarman  
Leonida Vizcarra  
Paula Winke

## **G.R. TUCKER FELLOW**

Astrid Alkistis Fleischer

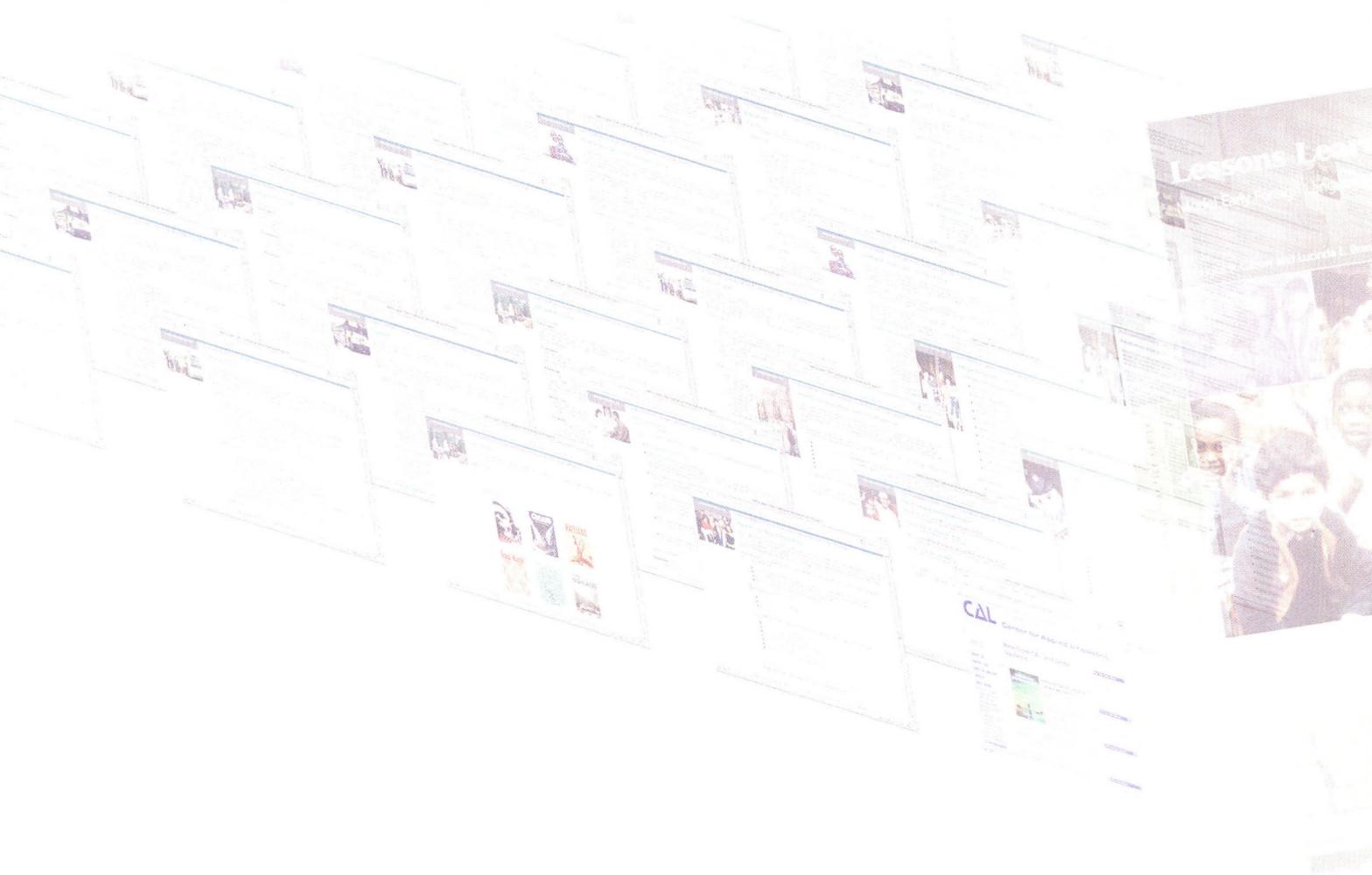


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