



Improving communication through  
better understanding of language and culture

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A N N U A L R E P O R T

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## Message from the President

Although conditions have changed dramatically since CAL was founded in 1959, our mission has remained constant—to improve communication through better understanding of language and culture. Essential to this goal is an ongoing appraisal of key language and culture issues that face our world. During 2005, questions about the level of language competence in American society were hotly debated in many quarters, and CAL worked to address these issues and inform the debate.

In the United States today, two significant problems converge that call for improved policies and practices in language education.

- The United States lacks the resources in languages other than English to meet its diplomatic, security, economic, and social goals, and many members of our society do not experience the benefits that proficiency in multiple languages and cultures can bring.
- Students who speak a language other than English at home—their heritage language—often suffer academically because their schools do not provide the supports they need to learn academic content through English, their second language. Research shows that these students could benefit, both academically and cognitively, from continued development of their native language. This would help them develop high levels of proficiency in their native language while also mastering English.

These concerns can be addressed together in ways that would strengthen our language resources across the board:

- *Teach additional languages in the early years* to develop an appreciation for languages, to lay a foundation for achieving high levels of proficiency in a second language, and to build a strong basis for learning a third language or more.
- *Offer more immersion and other intensive approaches to language instruction* at all levels, from elementary school through college and beyond.
- *Build on heritage language skills* by providing opportunities throughout their schooling for speakers of heritage languages to maintain and develop their native language to a high level of proficiency.
- *Use technology* to provide access to authentic language experiences and to expand the reach of language learning opportunities, especially in the less commonly taught languages.
- *Construct appropriate and effective language assessments* that will inform instruction and help learners understand their strengths and identify areas needing improvement.

Many of CAL's efforts in 2005 were directed at implementing these important principles. To promote and improve the teaching and learning of languages among young students, we worked on a Web-based training course for foreign language educators working in Grades K-8 to familiarize them with the *Student Oral Proficiency Assessment (SOPA)*. We continued multi-year research on literacy development in children who are becoming bilingual in Spanish and English. CAL staff provided technical assistance and resources for immersion schools around the country, which

included the preparation of a Web-based toolkit on dual language instruction for the Northeast and Islands Regional Educational Laboratory. We also began development on several new language assessment instruments, including an innovative computerized test of oral proficiency in Arabic and Spanish, which will be available on CD-ROM along with a CD-ROM-based rater training course.

As a founding member of the Alliance for the Advancement of Heritage Languages, CAL created an online collection of profiles of heritage language programs and related resources within and beyond the formal education system; these profiles are available on our Web site. We also worked with a network of K-12 Arabic teachers across the country to develop standards for learning Arabic in the United States.

These activities represent just a small portion of the work undertaken by CAL in the past year. The pages that follow provide a more complete description of the activities carried out in support of our mission. We invite you to review them and to visit our Web site often for updates about new projects and resources. Although we recognize that the questions about language and culture that we faced in 2005 will not be easily resolved, CAL looks forward to working with its partners, clients, and collaborators on positive solutions in the years to come.

With very best wishes,



Donna Christian  
President

## LANGUAGE AND CULTURE RESOURCES DIVISION

The projects in this division focus on information collection, analysis, synthesis, and dissemination; development of print and online publications and resources; and professional development for teachers and administrators. This division hosts a library for CAL staff and public use.

### Center for Adult English Language Acquisition (CAELA)

Funder: U.S. Department of Education, Office of Vocational and Adult Education  
October 2004–September 2007

CAELA helps states build their capacity to improve the skills of teachers and administrators in adult English as a second language (ESL) programs and makes research findings and research-based resources available to practitioners working with adult English language learners. CAELA is the successor to the National Center for ESL Literacy Education (NCLE), operated by CAL from 1989 to 2004.

### Cultural Orientation Resource (COR) Center

Funder: U.S. Department of State; Bureau of Population, Refugees, and Migration

October 2004–September 2005

The COR Center develops and disseminates materials that help refugee newcomers understand fundamental aspects of life in the United States, such as housing, community services, transportation, health, and employment. The COR Center also produces culture profiles on the people, history, and culture of various refugee groups to help U.S. service providers understand new refugee populations.

### Curriculum Development Work Group

Funder: Massachusetts Department of Education

July 2005–June 2006

CAL is partnering with the Massachusetts Department of Education to facilitate their English as a Second Language/English Language Development (ESL/ELD) Curriculum Development Work Group. With CAL's guidance, the Work Group will develop a document template, exemplar, or other appropriate framework to guide school systems in the development of an ESL/ELD curriculum at the district level.

### Enhancing English Language Learning in Elementary Classrooms

Funder: Massachusetts Department of Education

January 2005–June 2005 and July 2005–June 2006

Each of these projects entails conducting four 30-hour courses for mainstream elementary teachers to teach them the skills and knowledge required to shelter content instruction and work successfully with English language learners.

### Enhancing English Language Learning in Elementary Classrooms: Training of Trainers

Funder: Massachusetts Department of Education

July 2005–June 2006

CAL professional development staff and consultants are conducting a 30-hour course to prepare the participants to deliver *Enhancing English Language Learning in Elementary Classrooms* training in their school districts or across the state.

### Enriching Content Classes for Secondary ESOL Students

Funder: Massachusetts Department of Education

July 2005–June 2006

This project entails conducting three 30-hour courses for mainstream secondary teachers to teach them the skills and knowledge required to shelter content instruction and work successfully with English language learners.

### Guidebook on Seniors Learning English as a Second Language

Funder: Senior Service America, Inc.

May 2003–April 2005

Adult ESL staff at CAL developed *A Guidebook for Providers: Engaging Immigrant Seniors in Community Service and Employment Programs*, which outlines the characteristics of seniors who are learning English as a second language and offers guidelines on how to provide older, low-income immigrants opportunities for civic engagement through paid community service.

### Parent Time Curriculum for Adults Learning English

Funder: National Center for Family Literacy (NCFL)

January 2004–March 2005

In collaboration with NCFL, CAL staff developed *Parenting for Academic Success*, a collection of curriculum units to be used in programs for adults learning English and in family literacy programs.

### Project Reach: Technical Assistance on Scientifically Based Reading Approaches

Funder: National Center for Family Literacy (NCFL)

September 2005–August 2006

CAL is collaborating with NCFL to provide information and technical assistance to schools working with students who are learning to read in English.

### Reading Instruction for Adult English Language Learners

Funder: Fairfax County Public Schools

October 2004–June 2005

CAL developed a *Trainer's Guide to Teaching Reading to Adult ESOL Learners*, with accompanying workshops, for use with adult ESL teachers.

**Teaching Reading and Writing in the Content Areas**

Funder: U.S. Department of Education, via subcontract from Emporia State University, Kansas  
September 2005–December 2005

CAL conducted a series of four workshops for paraprofessionals that focused on the teaching of reading and writing in the content areas. These workshops were part of a multi-year initiative to train paraprofessionals working in Grades K–12 in Kansas.

**Technical Assistance for Program Planning**

Funder: National Institute for Literacy (the Institute), via subcontract from MPR Associates  
October 2004–September 2006

CAL is working with the Institute, MPR Associates, and World Education to convene groups of adult ESL experts, conduct a literature review on adult ESL education, participate in a review of services provided for adults learning English, and write background papers on topics in adult ESL education.

**What's Different About Teaching Reading to ELLs?**

Funder: Massachusetts Department of Education  
July 2005–June 2006

This project entails conducting three 20-hour courses for reading teachers and reading specialists to teach them the skills and knowledge required to teach reading to English language learners.

**LANGUAGE AND LITERACY DIVISION**

CAL's Language and Literacy Division specializes in projects that center on literacy acquisition in the elementary and secondary grades, particularly among learners for whom English is a second language.

**Acquiring Literacy in English**

Funders: National Institute of Child Health and Human Development; and U.S. Department of Education, Institute of Education Sciences  
September 2000–May 2006

CAL is conducting a research program focused on the acquisition of English literacy by Spanish-speaking children. The program includes three research subprojects:

**Early Childhood Language and Literacy Development**

This study looks at (1) the links between the growth of skills in Spanish and English of 4- to 6-year-old bilingual children and (2) differences in the literacy development process for monolingual and bilingual children.

**Transfer of Reading Skills in Bilingual Children**

In order to understand the role of the mother tongue in the development of English reading competence, this study focuses on awareness of speech sounds and the structure of words among Spanish-English bilingual fourth- and fifth-grade children.

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

This study aims to explain high levels of transfer from Spanish to English spelling among bilingual children in Grades 3 to 5 and to determine the relationship between English spelling skills and English reading skills in bilingual children.

**Comprehensive Regional Technical Assistance Center - Region XIV**

Funder: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from the Educational Testing Service (ETS)  
October 2003–June 2005

CAL collaborated with ETS to operate a technical assistance center for Florida, Puerto Rico, and the Virgin Islands to help state and local education agencies better meet the needs of children from high poverty backgrounds, including those who are learning English as a second language.

**English for Heritage Language Speakers**

Funder: U.S. Department of Defense, National Security Education Program  
September 2005–August 2010

CAL is managing and helping two partner universities to develop an intensive program to enable heritage speakers of critical languages to develop their English proficiency to high levels, with particular focus on language skills specific to the federal workplace.

**National Literacy Panel**

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from SRI International  
October 2001–June 2005

CAL conducted a comprehensive, evidence-based review of the research literature on the development of literacy among children and youth who are learning English as a second language.

**LANGUAGE TESTING DIVISION (LTD)**

Staff in CAL's Language Testing Division conduct a broad range of research and development projects related to the assessment of language skills in learners of all ages.

**Acquiring Literacy in English**

Funders: National Institute of Child Health and Human Development; and U.S. Department of Education, Institute of Education Sciences  
September 2000–May 2006

LTD collaborates on this project with staff from the Language and Literacy Division by managing the development and validation of assessments, sharing the assessments with other researchers, and assisting in the analysis of data. ►

**Adult English as a Second Language Assessment**

Funder: U.S. Department of Education, Office of Vocational and Adult Education, via subcontract from MPR Associates  
October 2004–March 2006

CAL is creating a plan for the design of assessment instruments to be used to measure the English language acquisition of adult second language learners.

**Assessment of Study Abroad**

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Georgetown University  
August 2002–August 2006

CAL staff serve as language and testing experts on a study of students from four institutions (Dickinson College, Georgetown University, Rice University, and University of Minnesota) that focuses on the effects of study abroad on language learning, intercultural awareness, and interdisciplinary development.

**Computerized Oral Proficiency Instrument (COPI) Test Administration Project**

Funder: U. S. Department of Education, International Research and Studies Program  
December 2003–December 2006

CAL is operationalizing the Arabic and Spanish versions of the *COPI*, which involves making the tests available on CD-ROM, developing a CD-ROM-based *COPI* rater training course for each language, and developing a *COPI* module to enhance an existing online distance learning course for rater training.

**Diagnostic Assessment of Reading Comprehension**

Funder: U. S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston  
July 2005–May 2009

CAL is developing a reading comprehension test battery for English language learners and native English speakers in Grades 3–5. The test battery will measure decoding and word fluency, central comprehension processes, and children's sensitivity to linguistic variation in the text.

**Enhanced Assessment Instruments for English Language Learners (WIDA Consortium Project)**

Funder: Wisconsin Department of Public Instruction/Wisconsin Center for Educational Research, University of Wisconsin  
May 2003–December 2006

CAL has developed and will maintain assessments to measure annually the English language proficiency of English language learners in Grades K–12 as mandated by the No Child Left Behind legislation. Ongoing activities include item and test development, test administrator training, research on item characteristics and functioning, and a variety of special projects to support the multi-state WIDA consortium's *ACCESS for ELLs™* test.

**National Capital Language Resource Center (NCLRC)**

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Georgetown University  
August 2002–August 2006

CAL is working with Georgetown University and The George Washington University to operate the NCLRC, a foreign language resource center. CAL develops tests, provides information on materials for teaching the less commonly taught languages, trains teachers, and uses multimedia to provide learning materials about testing.

**Work Readiness Oral Language Test**

Funder: National Work Readiness Credential Partnership, via subcontract from SRI International  
February 2005–May 2006

CAL is developing a test of listening and speaking skills in English based on the Equipped for the Future (EFF) adult learning standards, which identify the abilities needed to hold entry-level positions. The oral English test, which will be one of four tests required for an EFF Work Readiness Credential, will measure the test taker's ability to listen actively and to speak so that others can understand. Test takers will include both English language learners and native English speakers.

**LANGUAGE EDUCATION AND ACADEMIC DEVELOPMENT (LEAD) DIVISION**

LEAD staff conduct research and offer professional development on issues related to English as a second language, bilingual education, sheltered instruction, two-way immersion, and program design for English language learners and their teachers in K–12 settings.

**Academic Literacy Through Sheltered Instruction for English Language Learners in Secondary Schools**

Funders: The Carnegie Corporation of New York and the Rockefeller Foundation  
June 2003–December 2006

CAL is conducting research and providing long-term professional development on the SIOP (Sheltered Instruction Observation Protocol) Model in two New Jersey school districts.

**Adolescent ELL Literacy Policy**

Funder: The Carnegie Corporation of New York  
April 2005–April 2006

CAL convened a panel of researchers on adolescent English language learner (ELL) literacy issues and is preparing a policy document on promising practices.

**Assimilating Hispanic Students into the Mainstream**

Funder: The Georgia Project  
June 2001–June 2006

CAL works with The Georgia Project to provide technical assistance and professional development to improve the academic achievement of English language learners in school systems and communities in Georgia.

**Buhrer Elementary Two-Way Immersion Project**

Funder: Cleveland Public Schools, OH  
September 2002–September 2006

CAL provides technical assistance to an elementary two-way immersion school in three areas: program design and implementation, professional development, and program evaluation.

**International Charter School Technical Assistance**

Funder: Rhode Island Foundation  
March 2005–November 2005

CAL conducted a needs assessment and made recommendations for an action plan to develop benchmarks and systematize formative assessment at the International Charter School.

**National Center for Research on English Language Learners**

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston  
August 2005–July 2009

CAL is conducting research on the SIOP Model and working with collaborators to develop a systematic intervention model for English language learners in Grades 4–8 regarding language, literacy, and academic content.

**Optimizing Educational Outcomes for English Language Learners**

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston  
October 2003–September 2008

CAL is conducting research on interventions for two major approaches to the education of English language learners—structured English immersion and transitional bilingual education—to determine the impact of the different interventions in each program model on the performance of Spanish-speaking English language learners in Grades K–3.

**Training for All Teachers**

Funder: U.S. Department of Education, Office of English Language Acquisition, via subcontract from Teachers of English to Speakers of Other Languages  
October 2001–September 2005

CAL provided staff development to middle school teachers in Montgomery County, Maryland, on ESL standards-based instruction for English language learners using the SIOP Model.

**Two-Way Immersion Outreach and Information Dissemination**

Funder: Illinois Resource Center  
July 2004 - June 2005

The Illinois Resource Center provided support for CAL's nationwide two-way immersion (TWI) outreach and public relations efforts, including TWI Web pages and directories, an email bulletin, and responses to questions from the public.

**Two-Way SIOP Integration Project**

Funder: Goldman Sachs Foundation  
June 2005–May 2006

CAL is developing a two-way SIOP handbook that will summarize key modifications to the SIOP Model for TWI settings, provide model lessons, and list research-based resources for teachers in TWI programs.

**FOREIGN LANGUAGE EDUCATION DIVISION**

The work of CAL's Foreign Language Education Division, which includes research, professional development, program evaluation, test design, and materials development, focuses on foreign language teaching and assessment at the elementary and secondary school levels.

**Chinese American International School: Immersion Program Evaluation**

Funder: Chinese American International School, San Francisco  
February 2005–June 2005

CAL conducted a review of the Mandarin immersion program at the Chinese American International School, serving students from pre-kindergarten through Grade 8. The review included observations in English and Chinese classrooms, a review of the English and Chinese curricula, and interviews with staff members, parents, and students.

**K–12 National Foreign Language Resource Center (NFLRC)**

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Iowa State University  
August 2002–August 2006

CAL addresses various aspects of language assessment that are critical to enhancing high quality, standards-based foreign language instruction at the elementary school level. Specific projects include the development of a framework and test items for an elementary school Spanish listening and reading assessment, the updating of an online directory of K–12 foreign language assessments, and the development of a training manual for administering CAL K-8 language assessments. ►

### **Northeast and Islands Regional Educational Laboratory at Brown University - Foreign Language Project**

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from Brown University  
January 2001–December 2005

CAL provided foreign language resources and training to educators through an email discussion group, a Web site, and annual workshops as part of its participation in this Regional Educational Laboratory.

### **South Carolina Student Oral Proficiency Assessment**

Funder: South Carolina Department of Education  
April 2004–June 2008

CAL is administering the *Student Oral Proficiency Assessment (SOPA)* annually in French, German, and Spanish in Rock Hill School District, South Carolina, to assess the listening and speaking skills of elementary school children.

### **Student Oral Proficiency Assessment (SOPA): A Web-Based Course**

Funder: U.S. Department of Education, International Research and Studies Program  
October 2004–September 2006

This project entails the development and delivery of a Web-based *SOPA* familiarization training course for foreign language educators wanting to assess their students' speaking and listening skills in French, German, Japanese, and Spanish.

## **LANGUAGE IN SOCIETY DIVISION**

Language in Society staff conduct research on language use and apply the findings of sociolinguistic research to the resolution of social and communication problems.

### **Curriculum Materials for Do You Speak American?**

Funder: Ford Foundation, via subcontract from MacNeil Lehrer Productions  
March 2004–May 2005

CAL staff developed curriculum materials for the PBS video *Do You Speak American?* and are now making conference presentations that focus on the materials.

### **Teacher Development Materials for Do You Speak American?**

Funder: Carnegie Corporation of New York, via subcontract from MacNeil Lehrer Productions  
July 2004–May 2005

CAL developed materials on dialects and registers for use in teacher professional development activities involving the PBS video, *Do You Speak American?*

### **Enhancing Secondary Education in the Central Valley: Success and Access for English Language Learners**

Funder: The James Irvine Foundation  
October 2005–April 2006

CAL received a planning grant for a project to promote the high school graduation and postsecondary school enrollment of English language learners.

### **Ghana - Improved Quality and Access to Basic Education**

Funder: U.S. Agency for International Development, via subcontract from the Education Development Center  
May 2004–May 2009

CAL is providing technical assistance to the Ghana Education Service in four areas: development of an introductory English course for students being educated outside the formal education system, development and implementation of literacy standards for public schools, development of a reading assessment instrument in five languages, and development of a culture of reading in the public schools.

### **The Last Speakers: High School Curriculum Materials**

Funder: Ironbound Films  
August 2005–February 2006

CAL developed background materials and other resources for teachers to support the use of *The Last Speakers*, a PBS program on language endangerment.

### **Northeast and Islands Regional Educational Laboratory at Brown University - Dual Language Toolkit**

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from Brown University  
January 2001 - December 2005

As a partner in this Regional Educational Laboratory, CAL prepared an online toolkit on two-way instruction. ■



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## Publications and Electronic Resources

### K-12 ESL and Bilingual Education

#### Books

*Literacy and Language Diversity in the United States*, 2nd Edition  
Terrence G. Wiley

#### Online Resources

*Guiding Principles for Dual Language Education*  
Elizabeth Howard, Kathryn Lindholm-Leary, Julie Sugarman,  
Donna Christian, and David Rogers

### Foreign Language Education

#### Digests

*Attaining High Levels of Proficiency: Challenges for Foreign Language Education in the United States*  
Margaret E. Malone, Benjamin Rifkin, Donna Christian,  
and Dora E. Johnson

#### Electronic Resources

Profiles of Heritage Language Programs

### ESL for Adults

#### Digests

*How Should Adult ESL Reading Instruction Differ From ABE Reading Instruction?*

Miriam Burt, Joy Kreeft Peyton, and Carol Van Duzer

*Online Professional Development for Adult ESL Educators*  
Julie Mathews-Aydinli and Karen Taylor

*Using the ESL Program Standards to Evaluate and Improve Adult ESL Programs*  
Joy Kreeft Peyton

*Applying Research Findings to Instruction for Adult English Language Students*  
Cristine Smith, Kathryn Harris, and Stephen Reder

*Adolescents in the Adult ESL Classroom*  
Sarah Young

#### Bibliographies

*Online Professional Development Resources for Adult ESL Educators*  
Regina Van Horne



CAL develops and disseminates a variety of publications and electronic resources related to language and culture.

### Refugees

#### Videos

*Welcome to the United States: Refugee Guide to Resettlement*  
(Orientation Video, Somali and Russian versions)  
Cultural Orientation Resource Center  
VHS and DVD

#### Guides

*Welcome to the United States: A Guidebook for Refugees*  
(Russian version)  
Cultural Orientation Resource Center

#### Culture Profiles

*Liberians: An Introduction to Their History and Culture*  
Cultural Orientation Resource Center

### Online Resources

[www.cal.org/resources](http://www.cal.org/resources)

Many of CAL's products are available in both print and electronic formats. To find an electronic version of a publication on the CAL Web site, visit [www.cal.org](http://www.cal.org). Products for sale can be purchased from the CAL Store at [calstore.cal.org](http://calstore.cal.org).

***CAL staff members and consultants provide a wide range of professional services for schools, school districts, state education departments, refugee service providers, and other clients. CAL services include***

- Training for *BEST Plus* test administrators and trainers
- Training of trainers for educators working with language learners, using professional development materials produced by CAL
- Professional development on using the Sheltered Instruction Observation Protocol (SIOP™) Model
- Workshops on administering the *Early Language Learning Oral Proficiency Assessment (ELLOPA)* and the *Student Oral Proficiency Assessment (SOPA)*
- Professional development for teachers in K-12 ESL and bilingual education programs

The clients we served in 2005 are listed below.

### **BEST Plus**

In 2005, *BEST Plus* training was conducted in 15 states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Montana, Nebraska, New Jersey, New Mexico, Oklahoma, and Vermont, as well as the District of Columbia and Puerto Rico. Regional trainings were also held in Florida and Georgia. Nationally, there are now over 7500 trained *BEST Plus* test administrators.

### **Training of Trainers**

Baytown, TX  
Clackamas Community College, OR  
Education Development Center, MA  
Little Rock School District, AR  
Olympia School District, WA  
Spokane Public Schools, WA

### **SIOP Model Workshops**

Beaufort County School District, SC  
Boca Raton Public Schools and Lynn University, FL  
Chelsea School System, MA  
Delaware Union Education Department, OH  
District of Columbia Public Schools  
Hartford Public Schools, CT  
Highland Elementary School, Silver Spring, MD  
Houston Independent School District, TX  
Hunterdon County Board of Education, NJ  
Lancaster City Schools, PA  
Lee High School, Houston, TX  
Minneapolis Public Schools, MN  
New Jersey Department of Education  
New York City Department of Education, NY  
Rowan University, NJ  
Waterloo Public Schools, IA  
White Plains Public Schools, NY

### **ELLOPA and SOPA Workshops**

Bureau of Jewish Educators, DC  
Crete Public Schools, ME  
Elsie Whitlow Stokes Charter School, DC  
Fairfax County Public Schools, VA  
ISCOPAC, Minneapolis, MN  
Jefferson County Schools, Louisville, KY  
Jewish Day Schools, Los Angeles, CA  
Park School, Baltimore, MD  
Richland/Lexington School District, SC  
Tianjin International School, China  
Virginia Beach Public Schools, VA  
Walnut Valley Unified School District, CA  
West Virginia Public Schools  
Westport Public Schools, CT

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## CAL Services

### Professional Development for Teachers in K–12 ESL and Bilingual Education Programs

Anoka-Hennepin Schools, MN

Berry College, GA

Boston Public Schools, MA

Catholic Archdiocesan Schools, DC

Delaware County Intermediate Unit, PA

Emporia State University, KS

Grand Rapids Public Schools, MI

High School for Health Careers & Sciences, NY

Magdalena Schools, NM

Maryland Ready at Five, Baltimore, MD

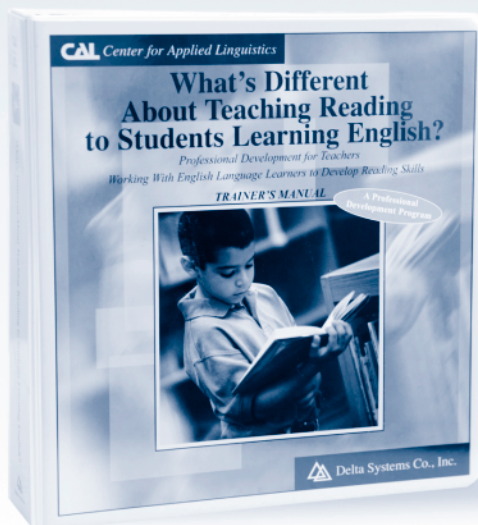
Metropolitan Nashville Public Schools, TN

Project Triad, Sam Houston University, TX

St. Louis Public Schools, MO

Virginia Beach Public Schools, VA

Yakima Public Schools, WA



CAL provides professional development, technical assistance, and other services to clients, many using research-based materials and curricula developed by CAL staff, including the SIOP and *What's Different About Teaching Reading* materials, shown here.

Professional development workshops on the SIOP Model provide strategies and best practices for K-12 classroom, subject-area, ESL, and bilingual teachers.

*What's Different About Teaching Reading to Students Learning English?* is one of a group of professional development packages created to help teachers work more effectively with English language learners in their classrooms.

**Statements of  
Financial Position**

(Unaudited)

SEPTEMBER 30, 2005 AND 2004

	<b>2005</b>	<b>2004</b>
<b>Assets</b>		
<b>Current Assets</b>		
Cash .....	\$ 287,866	\$ 589,133
Accounts Receivable		
Billed Contracts and Grants .....	617,399	360,304
Unbilled Receivables .....	1,057,101	961,886
Advances and Other Receivables .....	528,912	498,078
Prepaid Expenses .....	57,895	43,838
Total Current Assets .....	<u>2,549,173</u>	<u>2,453,239</u>
<b>Investments</b> .....	<u>2,303,545</u>	<u>2,155,342</u>
<b>Property and Equipment</b>		
Furniture and Equipment .....	433,212	326,466
Leasehold Improvements .....	28,883	28,883
	462,095	355,349
Less Accumulated Depreciation .....	( 288,834 )	( 204,161 )
Net Property and Equipment .....	173,261	151,188
<b>Other Assets</b>		
Deposits .....	28,244	28,244
Video Production Cost		
(Net of amortization of \$37,042 and \$15,875) .....	26,458	47,625
Product Inventory .....	109,940	0
Total Other Assets .....	<u>164,642</u>	<u>75,869</u>
<b>Total Assets</b> .....	<u>5,190,621</u>	<u>4,835,638</u>
<b>Liabilities and Net Assets</b>		
<b>Current Liabilities</b>		
Accounts Payable .....	537,649	522,945
Accrued Wages .....	384,289	327,857
Billings in Excess of Costs and Revenues .....	720	20,539
Deferred Revenue .....	300,928	147,031
Deferred Rent .....	29,380	16,773
Total Current Liabilities .....	1,252,966	1,035,145
<b>Deferred Rent</b> .....	<u>98,388</u>	<u>127,480</u>
Total Liabilities .....	1,351,354	1,162,625
<b>Net Assets</b>		
Unrestricted .....	3,739,267	3,573,013
Permanently Restricted .....	100,000	100,000
Total Net Assets .....	<u>3,839,267</u>	<u>3,673,013</u>
<b>Total Liabilities and Net Assets</b> .....	<u>5,190,621</u>	<u>4,835,638</u>

Center for Applied Linguistics  
**Statements of Activities  
and Changes in Net Assets**

(Unaudited)

FOR THE YEARS ENDED SEPTEMBER 30, 2005 AND 2004

	<b>2005</b>	<b>2004</b>
<b>Unrestricted Net Assets</b>		
Support and Revenues		
Federal Contracts and Grants . . . . .	\$ 3,810,848	\$ 3,820,931
Private Contracts and Grants . . . . .	1,851,498	1,866,254
Testing Revenue . . . . .	1,299,252	1,180,309
Consulting Fees and Workshops . . . . .	663,651	628,185
Sale of Publications . . . . .	651,309	623,677
Other Revenue . . . . .	<u>3,500</u>	<u>1,150</u>
Total Support and Revenues . . . . .	<u>8,280,058</u>	<u>8,120,506</u>
Expenses		
Program Services		
Federal Contracts and Grants Activities . . . . .	3,470,776	3,559,254
Private Contracts and Grants Activities . . . . .	1,858,048	1,828,095
Test Activities . . . . .	1,088,271	908,964
Consulting Fees and Workshops . . . . .	603,483	412,926
Publications Costs . . . . .	638,509	609,724
Pass-Through and Project Participant Costs . . . . .	<u>315,053</u>	<u>378,144</u>
Total Program Services . . . . .	7,974,140	7,697,107
Supporting Services		
Unallocated General and Administrative . . . . .	<u>331,272</u>	<u>243,019</u>
Total Expenses . . . . .	<u>8,305,412</u>	<u>7,940,126</u>
Increase in Unrestricted Net Assets		
Before Investment Activity . . . . .	(25,354)	180,380
Net Investment Gain . . . . .	<u>191,608</u>	<u>129,334</u>
Increase in Unrestricted Net Assets . . . . .	166,254	309,714
Net Assets at Beginning of Year . . . . .	<u>3,673,013</u>	<u>3,363,299</u>
<b>Net Assets at End of Year . . . . .</b>	<b><u>\$ 3,839,267</u></b>	<b><u>\$ 3,673,013</u></b>

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The Center for Applied Linguistics is a private nonprofit organization working to improve communication through better understanding of language and culture. Established in 1959, CAL has earned a national and international reputation for its contributions to the fields of bilingual education, English as a second language, literacy, foreign language education, dialect studies, language policy, refugee orientation, and the education of linguistically and culturally diverse adults and children. Visit CAL's Web site at [www.cal.org](http://www.cal.org) to learn more about CAL's staff, projects, and services.

#### **CAL's Mission**

**Improving communication through better understanding of language and culture**

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