

## **CAL Projects** **Fiscal Year 2004**

*CAL projects, by division, as listed in the 2004 Annual Report.*

### **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 2001 – September 2005

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

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

Funder: Senior Service America, Inc.  
May 2003 – April 2005

Adult ESL staff at CAL are developing a publication, *Seniors Learning English: A Guide for Service Providers*, which outlines the characteristics and educational and workplace placement needs of seniors who are learning English as a second language.

### **Inglés Sin Barreras**

Funder: Lexicon Corporation  
January – July 2004

CAL developed a facilitator's guide to use *Inglés Sin Barreras*, a self-study, video-based English instructional program for Spanish speakers.

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## **Language and Culture Resources Division (continued)**

### **National Center for ESL Literacy Education (NCLE)**

Funder: U.S. Department of Education, Office of Vocational and Adult Education  
September 1989 – August 2004

NCLE collected and disseminated information about literacy education for adults learning English as a second language and provided technical assistance to adult ESL literacy programs. The Center for Adult English Language Acquisition (see above) was established in October 2003 to continue much of the work formerly carried out by NCLE.

### **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 curriculum units to be used in programs for adults learning English and in family literacy programs.

### **Reading Instruction for Adult English Language Learners**

Funder: Fairfax County Public Schools  
October 2004 – June 2005

CAL is developing a *Trainer's Guide to Teaching Reading to Adult ESOL Learners* with accompanying workshops.

### **Resources for Teachers and Administrators: English Language Learners in Grades 9-12**

Funder: Council of Chief State School Officers  
October – December 2003

CAL developed a print and Web-based annotated collection of publications and Web sites for educators on ways to promote the literacy development and academic success of immigrant students in high school.

### **Review of Adult ESL Education in the United States**

Funder: U. S. Department of Education, Office of Vocational and Adult Education  
May 2003 – June 2004

CAL prepared a report summarizing the state of adult ESL instruction in the United States for presentation to the Organization for Economic Cooperation and Development.

### **Somali Bantu Cultural Orientation Project**

Funder: Immigrant and Refugee Community Organization  
October 2003 – March 2004

CAL collected information about the ways in which the Somali Bantu are being served by refugee service providers in the United States, then developed cultural orientation materials to assist refugee service providers.

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## **Language and Culture Resources Division (continued)**

### **Technical Assistance for Program Planning**

Funder: National Institute for Literacy

October 2004 – September 2005

CAL is working with 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 three background papers on topics in adult ESL education.

### **Toolkit of Resources for Working with Adult English Language Learners**

Funder: U.S. Department of Education, Office of Vocational and Adult Education

October 2003 – September 2004

In collaboration with the National Center for Family Literacy (NCFL), CAL developed a set of resources to help educators in adult education and family literacy programs serve the English language learners in their programs.

## **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 competency, 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 relationships between English spelling skills and English reading skills in bilingual children.

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## **Language and Literacy Division (continued)**

### **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 collaborates 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.

### **National Literacy Panel**

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

CAL is conducting 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.

### **Reading First Technical Support**

Funder: U. S. Department of Education, via subcontract from DataEast, LLC  
December 2003 – December 2006

CAL is working with DataEast, LLC, to provide and disseminate information to state grantees about the Reading First initiative of the No Child Left Behind Act . CAL's role is to research relevant sources of information for delivery over the Reading First Support Web site.

## **Language Testing Division**

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  
October 2004 – March 2006

CAL is working with MPR Associates to create a plan for the design of assessment instruments to be used to measure the English language acquisition of adult learners.

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## **Language Testing Division (continued)**

### **Arabic Language Network K-12**

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from The George Washington University  
October 2003 – September 2004

Building on an ongoing K-12 Arabic teaching project of the National Capital Language Resource Center, CAL staff developed a Web site and a network that will connect K-12 Arabic teachers across the United States to share resources and information and to develop standards.

### **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.

### **Development of Internet-Based Batteries of Chinese and Korean Oral Proficiency Tests: Advanced Level**

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Language Analysis Systems  
March 2003 – March 2004

CAL developed Internet-based batteries of Chinese and Korean oral proficiency tests at the advanced level.

### **Development of National Web-Based Tests for the LCTLs (Less Commonly Taught Languages)**

Funder: U.S. Department of Education, International Research and Studies Program  
January 2000 – December 2004

CAL developed listening and reading proficiency tests in Arabic and Russian.

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## **Language Testing Division (continued)**

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

Funder: Wisconsin Department of Public Instruction  
May 2003 – June 2005

CAL developed, piloted, and field-tested assessments to measure the English language acquisition of English language learners for an annual statewide K-12 testing system that is compliant with the demands of the No Child Left Behind legislation.

### **Foreign Language NAEP (National Assessment of Educational Progress) Item Development**

Funder: Educational Testing Service (ETS)  
September 2000 – May 2004

CAL collaborated with ETS and the American Institutes for Research to develop items for the 2003 foreign language NAEP according to the NAEP framework and specifications developed through a previous project conducted by CAL.

### **Harvard University English Language Placement Test (HUELPT)**

Funder: Harvard University  
November 2002 – August 2004

The HUELPT is administered three times a year to all students enrolled in the Harvard University English Language Institute. CAL assisted Harvard in analyzing, tracking, and storing HUELPT data.

### **Investigating and Developing a Framework for Optimal Assessment of Oral Proficiency Assessment**

Funder: U.S. Department of Education, International Research and Studies Program  
October 2002 – September 2004

In cooperation with the American Council for the Teaching of Foreign Languages, Brigham Young University, the Defense Language Institute, and San Diego State University, CAL developed a framework that describes the delivery of level-specific oral proficiency assessments via the World Wide Web.

### **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.

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## **Language Testing Division (continued)**

### **Online Professional Development in Assessing Oral Language Proficiency**

Funder: U.S. Department of Education, International Research and Studies Program  
October 2001 - December 2004

In cooperation with the American Council on the Teaching of Foreign Languages (ACTFL), LTD staff developed a distance learning course that introduces participants to oral proficiency testing skills and the ACTFL Guidelines.

### **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: Carnegie Corporation of New York and the Rockefeller Foundation  
June 2003 – December 2006

CAL conducts research on the SIOP™ (Sheltered Instruction Observation Protocol) Model and provides professional development to secondary teachers in two New Jersey school districts.

### **Arlington Public Schools Immersion Program Evaluation**

Funder: Arlington Public Schools, VA  
March 2004 – September 2004

CAL evaluated the Arlington school district's two-way immersion program.

### **Assimilating Hispanic Students into the Mainstream**

Funder: U.S. Department of Education, via subcontract from The Georgia Project  
June 2001 – June 2006

CAL works with The Georgia Project to provide technical assistance and professional development on improving 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.

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**Language Education And Academic Development (LEAD) Division**  
**(continued)**

**Center for Research on Education, Diversity & Excellence**

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of California Santa Cruz

July 1996 – March 2004

As a partner in this center, CAL had major responsibility for dissemination and outreach activities, including the development of publications (research and educational practice reports, journal articles, and summary briefs); conference planning; and networking with other research centers, regional labs, and comprehensive centers.

**ELLCID Project**

Funder: U.S. Department of Education, Office of English Language Acquisition, via subcontract from Cheyney University

October 2001 – June 2004

CAL assisted Cheyney University in providing professional development and analyzing data regarding teacher change.

**Maximizing Language and Literacy Outcomes for Spanish-Speaking Children**

Funder: U.S. Department of Education, via subcontract from the University of Houston

October 2003 – September 2008

CAL supports the development, implementation, and evaluation of research-based models 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 program models 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 provides staff development to middle school teachers in Montgomery County, Maryland, on standards-based sheltered instruction for English language learners.

**Two-Way Immersion Education**

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of California Santa Cruz

July 1996 – June 2004

This research project, conducted under the auspices of the Center for Research on Education, Diversity & Excellence, expanded on previous research and probed instructional outcomes, student populations, long-term effects, and articulation issues in two-way immersion education.

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**Language Education And Academic Development (LEAD) Division**  
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**Two-Way Immersion Outreach and Information Dissemination**

Funder: Illinois Resource Center  
July 2004 - June 2005

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

**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.

**Foreign Language Assistance Program (FLAP): Assessment and Evaluation**

Funder: U.S. Department of Education, Office of English Language Acquisition  
April 2004 – September 2004

CAL developed a guide to evaluation and reporting for FLAP grantees to help them establish realistic proficiency goals for the students in their programs, conduct effective student assessment and program evaluation activities, and prepare detailed performance reports for the funding agency.

**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  
October 2002 – August 2006

CAL conducts four activities for the Iowa State University NFLRC, addressing various aspects of language assessment that are critical to enhancing high quality, standards-based foreign language instruction at the elementary school level.

**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 provides foreign language resources and training to educators as part of its participation in this Regional Educational Laboratory.

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## **Foreign Language Education Division (continued)**

### **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 working in Grades K-8.

## **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.

### **BEEDE Professional Development Program Evaluation**

Funder: Brigham Young University

May 2004 – September 2004

CAL conducted a formative evaluation of a distance learning program for teachers' bilingual/English as a second language endorsement.

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

Funder: Ford Foundation, via subcontract from MacNeil Lehrer Productions

March 2004 – May 2005

CAL developed and is disseminating a viewers guide and curriculum materials for using the PBS video *Do You Speak American?* with high school and college students.

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

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?*

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## **Language in Society Division (continued)**

### ***Expanding Educational Opportunities in Linguistically Diverse Societies***

Funder: Ford Foundation  
August 2003 – November 2004

CAL revised and reprinted the report, *Expanding Educational Opportunities in Linguistically Diverse Societies*, and prepared a much shorter document based on the report in English, French, and Spanish for international distribution.

### **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 assisting the Ghana Education Service in the development and implementation of literacy standards and is advising them on the addition of an English component to a mother tongue literacy program.

### **Improving the Academic Performance of English Language Learners**

Funder: Massachusetts Department of Education, via subcontract from the School for International Training  
July 2003 – June 2004

CAL supported teams from Massachusetts' Language Education Agencies in planning their use of state English language proficiency benchmarks to modify their curriculum and instruction.

### **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 Lab, CAL is preparing a toolkit on dual language instruction and parent partnerships.