



CAL

ANNUAL
REPORT

1994

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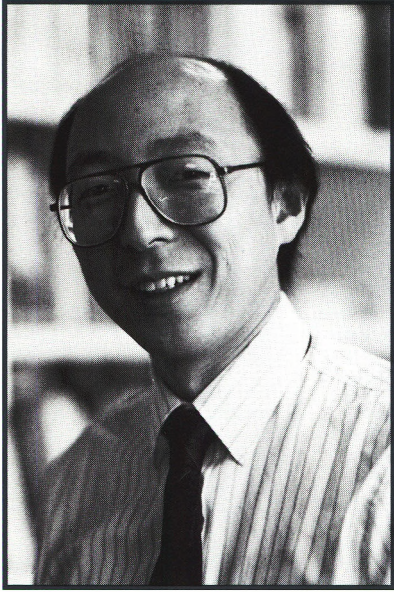
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Message from the Chair



Kenji Hakuta, Chair

Last year, as CAL celebrated its 35th year of operation, there was internal celebration over the appointment of Donna Christian as its sixth president. Over her 20-year career at CAL, Donna has taken on increasing responsibility within the organization, from directing projects to managing divisions, and in recent years, overseeing its entirety as vice president. Donna Christian is vintage CAL. She embodies a deep but unassuming knowledge of linguistics, an eagerness to build bridges with a broad audience, and a bedrock base of social conscience and responsibility on issues that affect language minority populations. To hand her the reins of CAL is an act that is as sure-footed as the moral correctness of the organization's mission itself.

For most people, language sits outside the realm of ordinary consciousness.

But we all come to appreciate it fully when problems arise. As applied linguists, the staff at CAL keep constant tabs on our understanding of the complexities of language, ready to engage in problem solving and information dissemination whenever the demand arises. This has been the nature of CAL's involvement in the community of language professionals and in society at large. Under Donna Christian's leadership, we look forward to serving our unique niche in the years ahead.

A handwritten signature in black ink, which appears to read "Kenji Hakuta". The signature is fluid and cursive.



Message from the President

Issues of language and culture figure more prominently than ever in public discourse in the United States and around the world. The movement of populations across national borders and the tensions among groups within nations bring these issues into sharp focus. Streams of refugees and immigrants continue to flow into the United States from diverse sources. There are disturbing signs, however, of increasing intolerance for diversity in American society. At the same time, talk of a global economy and global community spurs us to consider how to communicate more effectively worldwide. The role of language, while not always recognized, is a common thread running through these concerns.



Donna Christian, President

As we at CAL completed our 35th year of service, our mission never seemed more relevant nor more challenging to fulfill. The year was extremely productive; activities included a major initiative in immigrant education, research and publications on language and literacy topics, language materials preparation and test development, and a symposium on adult ESL and literacy to celebrate our anniversary. The following pages provide some of the highlights.

The anniversary year also marked a transition for CAL when, in August, I had the honor of becoming the organization's sixth president. The honor was particularly meaningful for me because I have had the good fortune to work at CAL since 1974 and became the first staff member to assume the presidency. As a staff member, I also had the good fortune to work closely with my predecessor, Sara Meléndez, who provided a stimulating model of leadership for the organization and helped make the transition a smooth one.

It is a great pleasure and exciting challenge to work with CAL colleagues to ensure that an understanding of language and culture is brought to bear on the pressing social, educational, cultural, and economic issues facing the world as we move into the next century.



Donna Christian

The Year in Review

In 1994, CAL continued to serve educators nationwide by providing up-to-date information through its clearinghouses; convening a symposium of adult ESL educators, information providers, and policymakers; collaborating with other education agencies; and providing professional development for teacher educators.

CAL's expertise in language and culture issues continues to be in demand as the population of the United States becomes increasingly diverse. The needs of and demands on education systems, community service providers, and workplace training programs are changing rapidly. In pursuing the new trends, CAL continues its original mission to apply linguistic research to address social, occupational, and educational concerns.

Highlights

CAL Convenes Working Group of ESL Educators

The Adult Education Act (AEA) will be reviewed by Congress in 1995 and amended as Congressional members deem necessary. The Act has provided federal support for many of the nation's programs and services to adult learners, including those learning English as a second language, by funding instruction, research, technical assistance, and demonstration projects.

Representatives from adult and language education organizations in the Washington, DC area formed an AEA Working Group with CAL to develop a set of principles related to meeting the needs of the nation's ESL population through new federal reform efforts. These principles have been distributed to educators, policymakers, congressional staffers, and others. CAL staff provided written comments to the U.S. Department



Augusta Souza Kappner

Augusta Souza Kappner and Shirley Brice Heath were the keynote speakers at CAL's Symposium on Adult ESL Literacy.



Shirley Brice Heath

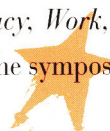
of Education and oral testimony on the need to include ESL learners in any considerations of the AEA at Department of Education hearings.

The AEA Working Group will continue to meet as necessary. More importantly, the group has opened lines of communication for building strong coalitions and continues to focus on the needs of adult ESL learners.

35th Anniversary Celebration and Symposium

In celebration of our 35th anniversary, CAL hosted a symposium on adult ESL and literacy. This focus grew out of CAL's concern for issues surrounding the education of adult English language learners coupled with the increased national interest in adult education. Keynote speakers were Augusta Souza Kappner of the U.S. Department of Education, Office of Vocational and Adult Education, and Shirley Brice Heath of Stanford University. Panel members were JoAnn Crandall of the University of Maryland Baltimore County, Alister Cumming of the Ontario Institute for Studies in Education, and Allene Guss Grognet of the Center for Applied Linguistics.

Each of the speakers provided a different perspective on issues pertaining to the adult learner population. The audience, which included policymakers, educators, and researchers, had an opportunity to ask questions and later meet with speakers during the reception that followed. The National Clearinghouse for ESL Literacy Education (NCLE) has published *Literacy, Work, and Education Reform*, a summary of the symposium.



New Projects

Evaluation of Foreign Language Immersion Programs

Supporter: Detroit (MI) Public Schools

CAL staff are evaluating two immersion programs in the Detroit Public Schools.

Identifying Content Standards for English Language Arts in Maryland

Supporter: U.S. Department of Education,

Office of Educational Research and Improvement

CAL is assisting the State of Maryland to identify and develop English language arts content standards and apply the standards to curriculum and instruction by building on the State's current English language arts curricular framework.

LifePrints Assessment Package

Supporter: New Readers Press

CAL is developing an assessment kit for each level of *LifePrints: ESL for Adults*, to be used by ESL teachers or tutors at the end of each level of the instructional materials.

National K-12 Foreign Language Resource Center

Supporter: U.S. Department of Education,

Center for International Education

In collaboration with Iowa State University, CAL is conducting a search of foreign language assessment instruments, coordinating a workshop to find out how teachers currently use assessment and to brainstorm with researchers about innovative assessment strategies, and developing foreign language assessment guidelines to accompany the national foreign language standards.

New York Association for New Americans Curriculum Project

Supporter: New York Association for New Americans

NYANA engaged CAL to redesign their ESL program for refugees from the former Soviet Union, develop curricula for five levels of a six-week intensive ESL course, and provide training for administrative staff in implementation of the new curricula.

Teacher Training Manual

Supporter: Department of Education—School Board of Sarasota County (FL)

CAL is developing two teacher training manuals to help school districts implement the Florida consent decree.

Continuing Projects

English Language and Multicultural Education

Evaluation of NEH Fellowship Program for Foreign Language Teachers K-12

Supporter: Connecticut College

CAL conducted an evaluation of the NEH Fellowship Program for foreign language teachers to assess the impact of the program on the participants and to ascertain the impressions of the program in the foreign language profession.

Evaluation of Project Adelante at Kean College of New Jersey

Supporter: Andrew W. Mellon Foundation

CAL evaluated Kean College's dropout prevention program for Hispanic youth in middle school and high school.

Integrating Language and Content: A Training Program for Middle School Educators

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

CAL is conducting professional development activities for teachers in Prince George's (MD) and Fairfax (VA) counties that focus on integrating language and content area studies, such as math or science. Training each year includes a summer institute with follow-up meetings, observations, coaching, and reunions of participating teachers and administrators during the academic year.

Key School Evaluation

Supporter: Arlington (VA) Public Schools

Key Elementary School's two-way immersion program, kindergarten through Grade 5, is evaluated on an ongoing basis by CAL staff.

Mother-Tongue and ESL Literacy

Supporter: U.S. Department of Education, Office of Educational Research and Evaluation

In collaboration with the National Center for Adult Literacy at the University of Pennsylvania, CAL conducted a survey of programs offering native language (or mother-tongue) literacy instruction to adults and compiled an annotated bibliography of available literature on native language literacy.

National Center for Research on Cultural Diversity and Second Language Learning

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

In collaboration with the University of California at Santa Cruz, CAL disseminates materials and conducts a series of research projects related to two-way bilingual education, the integration of

language and social studies, and development of tests to assess academic language proficiency.

National Clearinghouse for ESL Literacy Education

Supporter: U.S. Department of Education, Office of Vocational and Adult Education and the National Institute for Literacy

An adjunct ERIC clearinghouse, NCLE collects, analyzes, publishes, and disseminates information on literacy education specifically for limited-English-proficient adults and out-of-school youth and provides technical assistance to adult ESL literacy providers. NCLE publishes a newsletter, books, issue papers, *ERIC Digests*, and annotated bibliographies and moderates an electronic discussion list on ESL literacy issues.

Program in Immigrant Education

Supporter: Andrew W. Mellon Foundation

Working with an advisory committee, CAL coordinates the activities of the Mellon Foundation's pre-collegiate immigrant education program. CAL provides ongoing assistance to local demonstration projects; oversees the writing and production of research papers on immigrant education issues; conducts and coordinates research and evaluation activities across local projects; analyzes, synthesizes, and disseminates information and policy recommendations; and provides outreach to the educational community.

Refugee Service Center

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

The RSC provides support to programs serving refugees in Southeast Asia, Africa, Eastern Europe, and the Middle East. This involves helping

overseas staff develop curricula, providing information about refugees' resettlement experiences in the United States, and sending instructional texts and other teaching materials to the training sites.

RSC has also prepared publications for refugee service providers and newly arriving immigrants. Materials include bilingual phrasebooks and orientation manuals in several refugee languages and fact sheets on refugees' cultures and linguistic backgrounds.

Survey of Content ESL Practices

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

In 1994, CAL completed a three-year quantitative and qualitative survey of practices used around the country to integrate ESL and content-area instruction.

Foreign Language Education and Testing

Competency-Based Intermediate Course in Czech

Supporter: U.S. Department of Education, Center for International Education

CAL is developing a second-year textbook that will be a sequel to the first-year text, also developed at CAL.

Computer-Assisted Course in Listening Comprehension in Polish

Supporter: U.S. Department of Education, Center for International Education

CAL is developing software to help beginning-level students of Polish develop listening comprehension skills. Units are based on communicative functions in Polish.

Development of Simulated Oral Proficiency Interviews (SOPI) in Spanish, French, and German

*Supporter: U.S. Department of Education,
Center for International Education*

CAL is developing proficiency-based semi-direct speaking tests in German, Spanish, and French, and accompanying rater training kits to train test users to score tests they administer.

ERIC Clearinghouse on Languages and Linguistics

*Supporter: U.S. Department of Education,
Office of Educational Research and Improvement*
ERIC/CLL acquires, selects, abstracts, and indexes documents in the fields of foreign language education, English as a second language, bilingual/bicultural education, and linguistics. ERIC/CLL also publishes state-of-the-art papers, *ERIC Digests*, selective bibliographies on current issues in language and linguistics, and the *ERIC/CLL News Bulletin*. ERIC/CLL also conducts professional workshops and answers queries via Internet and a toll-free telephone number.

National Foreign Language Resource Center

*Supporter: U.S. Department of Education,
Center for International Education*

In collaboration with Georgetown University, CAL develops tests, provides information on materials for teaching the less commonly taught languages, and trains teachers in testing and in the use of technology in foreign language teaching.

Retrieval and Updating of Teaching Materials for the Less Commonly Taught Languages

Supporter: Defense Intelligence Agency and University of California at Los Angeles

In collaboration with UCLA, CAL is devising and developing new retrieval software that will greatly simplify access to the existing CAL database of materials for the teaching and testing of the less commonly taught languages.

Sunbelt Office

Program in Immigrant Education—Adult Component

Supporter: Andrew W. Mellon Foundation

CAL is assisting programs that serve adult immigrants to improve their capacity to provide quality English language and literacy instruction and employment skills training to their clientele.

Staff Development in Small Urban and Rural Florida

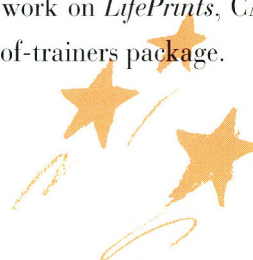
Supporter: BellSouth Foundation

Working with content and ESL teachers of limited English proficient students in rural areas of Florida, CAL is developing a model to be used in other areas where bilingual resources are scarce.

Training for LifePrints—An Adult ESL Series

Supporter: New Readers Press

To follow up its work on *LifePrints*, CAL is preparing a trainer-of-trainers package.



Publications

National Center for Research on Cultural Diversity and Second Language Learning

Teachers' Beliefs About Reading Assessment with Latino Language Minority Students ♦ *Tracking Untracking: The Consequences of Placing Low Track Students in High Track Classes* ♦ *Students' Views of the Amigos Program* ♦ *Links Between Home and School Among Low-Income Mexican-American and European-American Families* ♦ *Effective Instructional Conversation in Native American Classrooms* ♦ *Integrating Language and Content: Lessons from Immersion* ♦ *Two-Way Bilingual Education: Students Learning Through Two Languages* ♦ *Making Change Happen in a Language Minority School: A Search for Coherence* ♦ *Supplement of Two-Way Bilingual Programs in the United States* ♦ *Protest and the American Revolution* ♦ *Meeting the Challenge of Teaching Linguistically Diverse Students* (video)

ERIC Clearinghouse on Languages and Linguistics

Content ESL Across the USA ♦ *Language Differences or Learning Disabilities: Identifying and Meeting the Needs of Students from Non-English-Language Backgrounds*

National Clearinghouse for ESL Literacy Education

Immigrant Learners and Their Families: Literacy to Connect the Generations ♦ *Assessing Success in Family Literacy Projects: Alternative Approaches to*

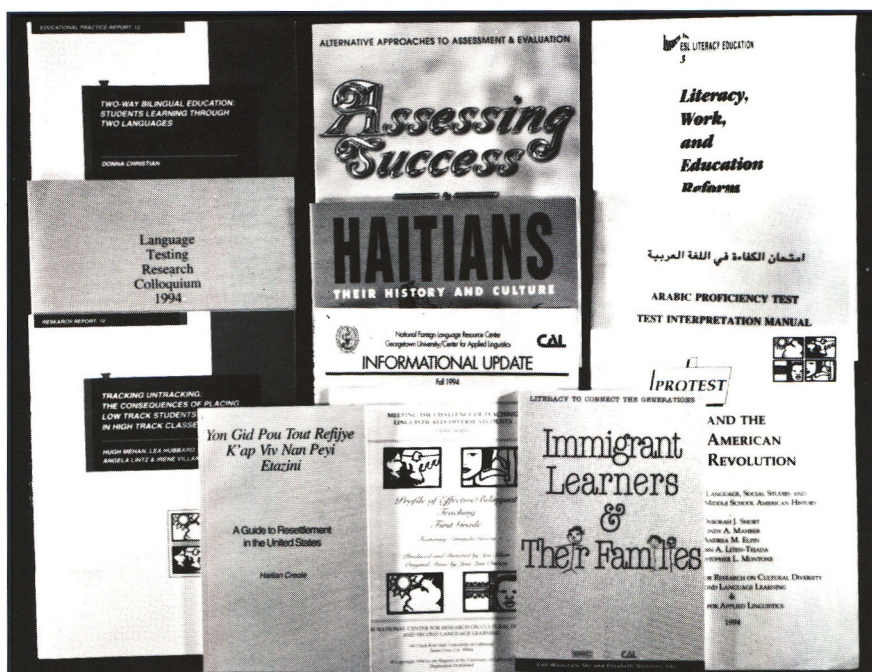
Assessment & Evaluation ♦ *Issues in ESL Literacy Education Series: 1—Native Language Literacy Instruction for Adults; 2—A National Language Policy for ESL; 3—Literacy, Work, and Education Reform: Summary of a Symposium Marking the 35th Anniversary of the Center for Applied Linguistics*

Foreign Language Education and Testing

Arabic Proficiency Test—Test Interpretation Manual ♦ *Language Testing Research Colloquium—Program and Book of Abstracts* ♦ *National Foreign Language Resource Center—Information Update*

Refugee Service Center

A Guide to Resettlement in the United States (Arabic) ♦ *A Guide to Resettlement in the United States (Haitian Creole)* ♦ *English-Haitian Creole Phrasebook with Useful Wordlist* ♦ *Haitians: Their History and Culture*



Financial Report: 1993 & 1994

Balance Sheet

ASSETS	1994	1993
Current Assets		
Cash		
Operating & Investments	\$ 1,974,580	\$ 1,294,814
Refugee Service Center	28,598	78,462
Accounts Receivable		
Billed contracts and grants	215,647	205,255
Unbilled contracts and grants	223,548	165,178
Other	41,030	43,733
Prepaid expenses and other deposits	41,553	52,270
Total Current Assets	2,524,956	1,839,712
Noncurrent Assets		
Furniture and equipment, net of \$349,308 and \$310,464 accumulated depreciation	93,242	74,978
Total Assets	\$ 2,618,198	\$ 1,914,690
LIABILITIES AND FUND BALANCE		
Current Liabilities		
Receipts in excess of revenues	\$ 187,549	\$ 169,084
Accounts payable and other expenses	112,781	117,203
Accrued annual leave	91,330	89,838
Accrued lease discount	4,615	10,767
Payroll taxes withheld and other	76,033	80,921
Deferred revenue	534,701	118,645
Total Current Liabilities	1,007,009	586,458
Long-Term Liabilities		
Deferred revenue	196,272	0
Total Liabilities	1,203,281	586,458
Fund Balances		
Restricted	100,000	100,000
Unrestricted	1,314,917	1,228,232
Total Fund Balance	1,414,917	1,328,232
Total Liabilities and Fund Balance	\$ 2,618,198	\$ 1,914,690

Statement of Revenues and Expenses

SUPPORT AND REVENUES	1994	1993
Contracts and grants—restricted	\$ 3,256,174	\$ 3,100,211
Rental revenue from subleases	251,992	242,257
Investment income	83,446	71,223
Testing products	98,379	61,915
Consulting fees and workshops	29,560	27,471
Sale of publications	24,476	30,524
Other	70,603	83,166
Total Support and Revenues	\$ 3,814,630	\$ 3,616,767
EXPENSES		
Programs Service		
Contracts and grants	3,163,685	3,097,723
Pass-thru and project participant costs	67,115	25,261
Venture activities	169,083	192,864
Total program costs	3,399,883	3,315,848
Less: Support costs	982,029	1,027,948
Program direct costs	2,417,854	2,287,900
Support costs		
General administration	1,310,091	1,297,181
Total Expenses	\$ 3,727,945	\$ 3,585,081
Excess (deficiency) of support and revenues over expenses	86,685	31,686
Fund balance beginning of year	1,328,232	1,296,546
Fund Balance End of Year	\$ 1,414,917	\$ 1,328,232

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- ◆ Andrew W. Mellon Foundation

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- ◆ Arlington County (VA) Public Schools
- ◆ Detroit (MI) Public Schools
- ◆ National Institute for Literacy
- ◆ School Board of Sarasota County (FL)
- ◆ U.S. Defense Intelligence Agency
- ◆ U.S. Department of Education
 - ◆ Center for International Education
 - ◆ Office of Bilingual Education and Minority Languages Affairs
 - ◆ Office of Educational Research and Improvement
 - ◆ Office of Vocational and Adult Education
- ◆ U.S. Department of State
 - ◆ Bureau of Population, Refugees, and Migration

Postsecondary Institutions

- ◆ Connecticut College
- ◆ Georgetown University
- ◆ Iowa State University
- ◆ Kean College
- ◆ University of California, Los Angeles
- ◆ University of California, Santa Cruz
- ◆ University of Pennsylvania

Others

- ◆ New Readers Press
- ◆ New York Association for New Americans
- ◆ Spring Institute for International Studies

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