As 1998 drew to a close, CAL prepared to mark its 40th anniversary. We use the opportunity of this annual report to reflect on our four-decade history, celebrate our accomplishments, and look to the challenges that lie ahead.

Even without a significant anniversary approaching, the events of 1998 would have been cause for reflection, both happy and sad. Summer saw the deaths of CAL's trustees emeriti, Melvin J. Fox and Charles A. Ferguson. These individuals were more than trustees, they were CAL's founding fathers. They were responsible for conceiving and launching CAL—when Fox was a program officer at the Ford Foundation, the source of our initial funding, and Ferguson was a Harvard University lecturer who became the first director of CAL (1959-1966) and built our organization. They both remained involved and interested in our work until their deaths. We will miss their counsel and their friendship greatly, as we treasure the legacy they have left to us.

In 1998, we also relocated our headquarters to 40th Street in the Tenleytown neighborhood of Washington, DC. After 13 years at our previous site, the move brought its share of upheaval, but along with it came the renewal of a fresh start. We now enjoy modern facilities conveniently located near the subway with adjacent park and high school, in a setting that is quite pleasant. We hope we can welcome many of our colleagues to our new offices in the very near future!

Despite the move, our work went on. We completed a number of important studies and publications, extending our outreach and increasing the knowledge base on language issues in significant ways. We are proud to issue the second edition of *The American Bilingual Tradition* by Heinz Kloss. This classic offers a valuable scholarly contribution to the current debate about bilingualism and language diversity in the United States. To help educators work more successfully with students from diverse language backgrounds, we compiled *Enriching Content Classes for Secondary ESOL Students*—a set of professional development materials for secondary school subject matter teachers—to show them how to teach both content and academic language to all students.

In 1998, CAL also completed a survey of foreign language instruction in grades K-12 in the United States. By replicating our prior national survey, we were able to document important trends over the past 10 years, including significant increases in the teaching of Spanish and more teaching of such languages as Japanese and Russian. In this national portrait, we found that the percentage of secondary schools teaching languages has remained constant at 86%, while the proportion of elementary schools has risen from 22% to 31%. In another national initiative, CAL developed *A Research Agenda for Adult ESL,*
focusing attention on priority areas for investigation. These publications provide information that is essential for policymakers, program developers, and researchers to plan more effectively.

New, and renewed, activities added to the excitement of 1998. Among our new projects, we launched a two-year study of the transfer of reading skills from Spanish to English in young learners and collaborated to start ASPIRE!, a program by which bilingual paraprofessionals in Florida can earn teaching certificates. Good news from the U.S. Department of Education included the five-year renewal of our ERIC Clearinghouse on Languages and Linguistics. These and many other projects and publications are listed in this report.

As we look back over our 40 years of service, we also look ahead to the future. Staff have engaged in a sustained planning effort in 1998, identifying priorities and strategies for our work. We know that technology applications will form an important component of CAL's future, and we have worked to enhance our internal capacity as well as our external communications. Our website—www.cal.org—has evolved to become an international resource on language and culture.

On behalf of the staff, I would like to thank the vast network of colleagues and supporters who have made our work over the past 40 years both possible and enjoyable. In particular, we are grateful to our trustees, who advise us, support us, and help us broaden our horizons.

I am proud of what CAL has achieved in 1998. As we look forward to the coming year and the new millennium, we pause to remember the foundation on which we are building. In that spirit, we dedicate this annual report to Charles A. Ferguson and Melvin J. Fox, with great affection and appreciation. They will continue to inspire us as we pursue our mission “to improve communication through better understanding of language and culture.”

Donna Christian
President
THE CHARLES A. FERGUSON FELLOWSHIP

The Charles A. Ferguson Fellowship was established at CAL to sponsor colleagues in applied linguistics as visiting scholars. A fund-raising drive for the fellowship fund is now underway. For more information, or to make a donation, contact Donna Christian, President.

1998 CONTRIBUTORS

Elizabeth A. Bailey
Joan W. Bresnan
Courtney B. Cazden
Marianne Celce-Murcia
Donna Christian
Eve V. Clark
Robert M. DeKeyser
Wallace and Bernarda Erwin
Ann K. Fathman
Jean Berko Gleason
Roseann D. González
Allene G. Grognet
Kenji Hakuta
Shirley Brice Heath
Katherine S. Kahrs
Francis X. and Laila R. Karam
Jill Knuth
D. Terence Langendoen
Kathleen P. Lewis
John C. Lovas
Andrea C. Lunsford
Marjorie Martus
Mary McGroarty
Sara E. Meléndez
Paula Menyuk
Stanley Peters
Judith and Lee Shulman
Dan I. Slobin
The Spencer Foundation
Stanford University Department of Linguistics
Elizabeth Traugott
Grace H. Yeni-Komshian

1998 BOARD OF TRUSTEES

Protase E. Woodford, Chair
Educational Testing Service (retired)

Catherine E. Snow, Vice Chair
Harvard University

Ben Canada
Portland Public Schools

Iva Carruthers
Nexus Unlimited, Inc.

Harry Cavanaugh
DITEK

Donna Christian
Center for Applied Linguistics

Gilberto J. Cuevas
University of Miami

Charles J. Fillmore
University of California, Berkeley

Lilith Margaret Haynes
Harvard University

Deborah Tannen
Georgetown University

Charles A. Ferguson (Trustee Emeritus) †
Stanford University (retired)

Melvin J. Fox (Trustee Emeritus) †
Ford Foundation (retired)

† deceased
The Center for Applied Linguistics:
Celebrating 40 Years of Service

At the close of the 1950s, issues of language diversity, language policy, and the growing importance of English worldwide created a demand for access to information about world languages and for expertise in linguistics and language training. In addition, the beginning of the space race, with the launch of Sputnik, raised public concern about the ability of American schools to train students in mathematics, the sciences, and foreign languages.

It was in this environment of increased interest in language issues that CAL was established with funding from the Ford Foundation in 1959. Its mandate, according to Mel Fox, then a program officer with the Ford Foundation, was to be a “resource base for English as a second language [and to become] a national resource for the application of linguistics and of new methods generally to the teaching and learning of second languages.”

CAL was the first organization of its kind to focus on the identification and training of qualified personnel and the development of linguistically sound materials for English as a second language (ESL) and foreign language instruction.

In the decades since its founding, CAL has directed major research projects; published extensively; convened educators, researchers, and policymakers to discuss language issues and set new directions; developed curricula, texts, assessments, and standards; built databases of language resources; disseminated information via print and recently, via the Internet; provided professional development for thousands of educators; and conducted needs assessments, instructional design projects, and program evaluations.

Whether working with national governments abroad or small groups of teachers in this country, CAL’s focus has been on strengthening the ability of all individuals to use language effectively and to realize their educational, vocational, social, and professional goals.

CAL has reacted to emerging language issues rapidly as world events called for rapid responses, and at the same time it has pursued sustained agendas for research and development that cannot be hurried. In the process, CAL has earned an international reputation for its contributions to the following areas:

- English as a second language (ESL)
- Immigrant education
- Foreign language education
- Language proficiency assessment
- Bilingual and vernacular language education
- Refugee education and services
- Language policy and planning
- Cross-cultural communication

Over the years, CAL has adopted new approaches and new technologies to further its mission and enhance its work. Here, on the threshold of a new century, when issues of language diversity and language policy continue to assume a central role in public life, CAL will continue to incorporate the most promising advances in theory, practice, and technology into its work.
1960s
- Contrastive Structure series
- Language, the Social Arbiter films
- Linguistic Reporter
- The Social Stratification of English in New York City
- The Study of the Role of Second Languages in Asia, Africa, and Latin America

Urban Language series

1970s
- Bilingual Education: Current Perspectives series
- The Eastern European Contrastive Project publications (Hungary, Yugoslavia, Poland, Romania)
- English-Language Policy Survey of Jordan
- Language Surveys in Developing Nations
- El Lenguaje de los Chicanos
- Papers in Applied Linguistics: Reading, Literacy, Testing
- Reactions to Ann Arbor: Vernacular Black English and Education
- Second Language Acquisition and Foreign Language Teaching
- Survey of Materials for the Study of the Less Commonly Taught Languages
- Testing Language Proficiency

1980s
- Basic English Skills Test (BEST)
- Chinese Speaking Test
- English Skills for Algebra
- ESL Through Content-Area Instruction: Mathematics, Science, Social Studies
- From the Classroom to the Workplace: Teaching ESL to Adults
- Language and Ethnography series
- Teaching the Spanish-Speaking Child
- Using Computers in Teaching Foreign Languages
- Your New Life in the United States (published in major Southeast Asian languages, Haitian Creole, and Spanish)

1990s
- The American Bilingual Tradition (republished by CAL)
- Enriching Content Classes for Secondary ESOL Students
- Literacy and Language Diversity in the United States
- Making Meaning, Making Change
- Multilingual Health Education Resource Guide
- The National Education Goals: Goal 3—The Issue of Language and Culture
- Profiles in Two-Way Immersion Education
- Russian Simulated Oral Proficiency Interview and Self-Instructional Rater Training Kit
- Topics in Immigrant Education series
- A Trip to Poland/Listening to Poles (CD-ROM courses)
- Welcome to the United States: A Guidebook for Refugees (available in 8 languages)
- Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English
RESEARCH STUDIES

Benchmark Study
U.S. Department of Education/OBEMLA (subcontract from Institute for Policy Analysis and Research)
Evaluation study to investigate the dynamics of school change over time in schools serving limited English proficient students through Title VII Comprehensive School grants.

Center for Research on Education, Diversity & Excellence (CREDE)
U.S. Department of Education/OERI (subcontract from University of California at Santa Cruz)
Dissemination activities including research and educational practice report series, articles, conference planning, networking with other research organizations, and outreach.

CREDE-funded research activities at CAL include the following:

Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students
Development and implementation of an explicit model for the teaching of core curricular material to English language learners in middle schools.

National Survey of School/CBO Partnerships Serving At-Risk Students
Examination of partnerships between schools and community-based organizations (CBOs) supporting the academic achievement of language minority students to identify successful practices. Work completed in 1998.

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

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

National K–12 Foreign Language Survey
U.S. Department of Education/International Research and Studies Program

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

Transfer of Reading Skills from Spanish to English: A Study of Young Learners
U.S. Department of Education/OBEMLA
Research study to address how reading skills acquired in Spanish transfer when English language learners begin reading in English and how this transfer benefits the development of English literacy.

RESOURCE CENTERS AND CLEARINGHOUSES

ERIC Clearinghouse on Languages and Linguistics
U.S. Department of Education/OERI, National Library of Education
Maintenance of a national clearinghouse for 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)
Development of test materials, provision of information about materials for teaching the less commonly taught languages, and the training of language teachers in testing and in the use of technology.

National Clearinghouse for ESL Literacy Education (NCLE)
U.S. Department of Education/OERI, National Library of Education
Maintenance of an adjunct ERIC Clearinghouse that publishes information about literacy education for adults learning English as a second language, provides technical assistance, and operates NIFL-ESL, an e-mail listerv.

National K–12 Foreign Language Resource Center
U.S. Department of Education/International Research and Studies Program (subcontract from Iowa State University)
Identification of foreign language assessment instruments, coordination of summer institutes on assessment, and revision and validation of the Student Oral Proficiency Assessment.

National Network for Early Language Learning
Membership organization
900-member organization (housed at CAL) of teachers, administrators, researchers, and parents. Activities include the journal Learning Languages, networking, and advocacy sessions.
Refugee Service Center
U.S. Department of State
Publication, translation, and dissemination of refugee-specific resources for overseas processing centers and domestic resettlement programs. Website development and maintenance.

TECHNICAL ASSISTANCE

Comprehensive Regional Technical Assistance Center Region XIV
U.S. Department of Education/Office of Elementary and Secondary Education (subcontract from Educational Testing Service [ETS])
Collaboration with ETS to operate a regional assistance center focusing on needs of children from high poverty backgrounds in Florida, Puerto Rico, and the Virgin Islands.

Federal Bureau of Prisons ESL Curriculum Development
Federal Bureau of Prisons

Northeast and Islands Regional Educational Laboratory
U.S. Department of Education/OERI (subcontract from Brown University)

Portfolio Assessment for English Language Learners

Implementing Standards for English Language Learners
Applied research on professional development for implementing standards in culturally diverse schools.

Improving Foreign Language Instruction in Schools
Provision of foreign language resources to educators in the Northeast, Puerto Rico, and the Virgin Islands. Website development and maintenance.

Project in Adult Immigrant Education
Andrew W. Mellon Foundation
Assistance to programs serving adult immigrants, to improve their capacity to provide quality English language and literacy instruction and employment skills training. Work completed in 1998.

ASSESSMENT AND TESTING

Development of Russian SOPI and Rater Training Kit
U.S. Department of Education/International Research and Studies Program

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

SCHOOL REFORM

Identifying Content Standards for English Language Arts in Maryland
U.S. Department of Education (subcontract from Maryland State Department of Education)

Improving Teacher Education Practice: Faculty and Teacher Development to Serve LEP Students
U.S. Department of Education, Fund for the Improvement of Postsecondary Education
Professional development for teacher educators. Partners in this work are the North Carolina Department of Public Instruction and several teacher education universities and school districts in North Carolina.

Pre-K–12 ESL Standards and Assessment Project
Teachers of English to Speakers of Other Languages, Inc. (TESOL)
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.

Program in Immigrant Education
Andrew W. Mellon Foundation
Coordination of the foundation's precollegiate immigrant education program, including participation in research and evaluation, coordination of project publications, and dissemination.

Professional Development on the ESL Standards for Massachusetts Teachers
Massachusetts State Department of Education (subcontract from Massachusetts Association of Teachers of Speakers of Other Languages)
Ongoing professional development for ESL and content teachers and administrators in five Massachusetts school districts with low incidence of English language learners.

PROGRAM EVALUATION AND PROFESSIONAL DEVELOPMENT

Academy of the Americas Evaluation
Detroit Public Schools
Evaluation of the pre-K–5, two-way Spanish immersion program of the Detroit Public Schools.

ASPIRE! Career Opportunities for Bilingual Paraprofessionals
U.S. Department of Education/OBEMLA (subcontract from The University of Central Florida)
In-service training for bilingual paraprofessionals and services to help schools, districts, and teachers use their services effectively. Coordination of tuition reimbursement program for bilingual paraprofessionals working toward teaching certificates.
Chester County (PA) Bilingual/ESL Methodology Training  
Chester County Public Schools  
Training for the county school system's Alternative Language Program staff.

Falls Church City (VA) ESL Evaluation  
Falls Church City Public Schools (FCCPS)  
Evaluation of how FCCPS programs and services meet the needs of ESL students. Work completed in 1998.

Georgia Elementary School Foreign Languages Model Program Evaluation  
Georgia State Department of Education  

Latin American Youth Center Americorps Training  
Mid-Atlantic Network of Youth and Family Services  
ESL training for the Americorps volunteers working in the Adams Morgan area of Washington, DC.

Montgomery County (MD) Adult ESL Evaluation  
Maryland State Department of Education  
Review of the adult ESL program in the county, followed by recommendations for curricula and materials, assessment, professional development of teachers, and program evaluation. Work completed in 1998.

Montgomery County (MD) Two-Way Immersion Evaluation  
Montgomery County Public Schools  

Professional Development for Secondary School Teachers  
Arthur Vining Davis Foundations  
Multi-site extension of CAL's professional development model to help ESL and content area teachers and administrators integrate language and content instruction for English language learners.

MATERIALS DEVELOPMENT, EDITING, AND TRANSLATION

Cancer Information Translation  
American Cancer Society  
Coordination of the translation and field-testing of 13 cancer information modules into Spanish. Work completed in 1998.

A Day in the Life of the González Family  
Delta Systems Co., Inc.  
Development of student text and teacher's guide to accompany video produced by Napa Valley Adult School.

English Digest and La Familia de la Ciudad  
City Family Magazine  
ESL and Spanish editing of two magazines, published six times per year, and writing and production of accompanying teachers' guides. Work completed in 1998.

Enriching Content Classes for Secondary ESOL Students  
Florida Department of Education  
Development of a trainer's manual and study guide that accompanies CAL's video, Communicative Math and Science Teaching. The set provides 60 hours of training in ESL and cultural issues to Florida's secondary school teachers. Work completed in 1998.

A Health Guide for Refugees Translation  
Illinois Department of Public Health  

Inglés sin Barreras Evaluation  
LEXICON  
Review of the materials, instructional design, and goals and objectives of a video-based course for Spanish speakers learning English. Revision of video tape scripts, learner's workbooks, and manuals for the course.

Learners' Lives as Curriculum  
Delta Systems Co., Inc.  
Development of teacher’s manual to accompany video.

Training Modules for Foreign Language Teaching Assistants  
U.S. Department of Education/International Research and Studies Program  

What Works Literacy Partnership Evaluation Guide  
Literacy Partners, Inc.  
Editing of guide about program evaluation for adult literacy and adult ESL educators.

INTERNET AND WORLD WIDE WEB

TESOL Elementary Education Interest Section (EEIS)  
Website development. This project is funded by a special project grant from TESOL that was awarded to the EEIS.

Moderation of Electronic Discussions  
Delta Systems Co., Inc.  
Facilitate electronic discussions via chat rooms and bulletin boards on CAL's website with experts in the fields of ESL and bilingual education. Work completed in 1998.

NIFL-ESL Special Collection  
Western/Pacific Literacy Network, National Institute for Literacy  
Development of guidelines for online documents in adult ESL materials collection. Compilation of web links for related categories.
BILINGUAL EDUCATION

The American Bilingual Tradition (ERIC CLL)

Becoming Bilingual in the Amigos Two-Way Immersion Program (CREDE)

Two-Way Bilingual Immersion Programs in the United States: 1998 supplement (CREDE) available at www.cal.org/db/2way

EDUCATION FOR ADULTS

English Digest, La Familia de la Ciudad, and Teacher's Tips (NCLE)

A Health Guide for Refugees · Bosnian, Russian and Vietnamese editions (RSC)

A Research Agenda for Adult ESL (NCLE) · also available at www.cal.org/ncle

Welcome to the USA: Refugee Orientation Video (RSC) available in eight languages

ENGLISH AS A SECOND LANGUAGE (ESL) EDUCATION

Enriching Content Classes for Secondary ESOL Students: Study Guide and Trainer's Manual (Sunbelt)

New Concepts for New Challenges: Professional Development for Teachers of Immigrant Youth (PRIME)

Through the Golden Door: Educational Approaches for Adolescents With Limited Schooling (ERIC CLL and PRIME)

FOREIGN LANGUAGE EDUCATION

Critical Issues in Second Language Learning: Building for Our Children's Future (NNELL)

K-12 Foreign Language Education: ERIC Review, Fall 1998 (ERIC CLL) · also available at www.cal.org/ericcll

SCHOOL REFORM

Educational Reform Implementation: A Co-Constructed Process (CREDE)

Implementing Standards with English Language Learners: Initial Findings from Four Middle Schools (LAB)

Pedagogy Matters: Standards for Effective Teaching Practice (CREDE)

Scaling Up School Restructuring in Multicultural, Multilingual Contexts (CREDE)

Secondary Newcomer Programs in the United States: 1998 supplement (CREDE)

TESTING AND ASSESSMENT

Portfolio Assessment and English Language Learners: An Annotated Bibliography (LAB)

Russian Speaking Test (and self-instructional Rater Training Kit)

WEBSITES

Visit these websites that CAL staff have developed. Each of them features a range of publications and information.

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

SCHOLARLY CONTRIBUTIONS

Beyond their CAL projects, CAL staff completed work on the following major publications in 1998: (Publishers are listed in parentheses.)

Dialects in Schools and Communities (1999) by Walt Wolfram, Carolyn Temple Adger, and Donna Christian (Lawrence Erlbaum)


CREDE Center for Research on Education, Diversity & Excellence
ERIC CLL ERIC Clearinghouse on Languages and Linguistics
LAB Northeast and Islands Regional Educational Laboratory at Brown University
RSC Refugee Service Center
NCLE National Clearinghouse for ESL Literacy Education
NNELL National Network for Early Language Learning
PRIME Program in Immigrant Education
Sunbelt CAL Sunbelt Office
# Center for Applied Linguistics

## Statements of Financial Position

### September 30, 1998 and 1997

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Current assets</strong></td>
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</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$647,066</td>
<td>$183,907</td>
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<tr>
<td>Accounts receivable</td>
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<tr>
<td>Billed contracts and grants</td>
<td>374,083</td>
<td>223,375</td>
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<tr>
<td>Unbilled contracts and grants</td>
<td>313,848</td>
<td>368,032</td>
</tr>
<tr>
<td>Advances and other receivables</td>
<td>56,895</td>
<td>32,323</td>
</tr>
<tr>
<td>Deposits and prepaid expenses</td>
<td>58,836</td>
<td>18,022</td>
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<tr>
<td><strong>Total current assets</strong></td>
<td><strong>1,450,728</strong></td>
<td><strong>825,659</strong></td>
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<tr>
<td><strong>Noncurrent assets</strong></td>
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<td></td>
</tr>
<tr>
<td>Furniture and equipment, net of $345,343 and $312,184 accumulated depreciation</td>
<td>100,448</td>
<td>110,529</td>
</tr>
<tr>
<td>Long term investments</td>
<td>1,606,147</td>
<td>2,029,391</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td><strong>$ 3,157,323</strong></td>
<td><strong>$ 2,965,579</strong></td>
</tr>
<tr>
<td><strong>Liabilities and Net Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts in excess of revenues</td>
<td>$103,130</td>
<td>$ 93,959</td>
</tr>
<tr>
<td>Accounts payable and other expenses</td>
<td>378,477</td>
<td>117,859</td>
</tr>
<tr>
<td>Accrued annual leave</td>
<td>95,613</td>
<td>103,238</td>
</tr>
<tr>
<td>Payroll taxes withheld and other</td>
<td>50,154</td>
<td>63,252</td>
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<tr>
<td><strong>Total current liabilities</strong></td>
<td><strong>627,374</strong></td>
<td><strong>378,308</strong></td>
</tr>
<tr>
<td><strong>Deferred rent credit</strong></td>
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<tr>
<td>Proceeds from lease termination</td>
<td>$152,418</td>
<td>$ 0</td>
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<tr>
<td><strong>Net assets</strong></td>
<td></td>
<td></td>
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<tr>
<td>Unrestricted</td>
<td>1,810,856</td>
<td>1,805,389</td>
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<tr>
<td>Temporarily restricted</td>
<td>466,675</td>
<td>681,882</td>
</tr>
<tr>
<td>Permanently restricted</td>
<td>100,000</td>
<td>100,000</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td><strong>2,377,531</strong></td>
<td><strong>2,587,271</strong></td>
</tr>
<tr>
<td><strong>Total liabilities &amp; net assets</strong></td>
<td><strong>$ 3,157,323</strong></td>
<td><strong>$ 2,965,579</strong></td>
</tr>
</tbody>
</table>
Center for Applied Linguistics

Statements of Activities

for the years ended September 30, 1998 and 1997

1998  1997

Unrestricted net assets

Support and revenues
Contracts and grants $ 3,266,948  $ 3,342,212
Gain/Loss on investments (137,128)  133,802
Interest income 136,976  116,602
Testing revenue 172,601  147,540
Consultant fees and workshops 51,203  11,125
Sale of publications 35,562  60,666
Other 141,908  45,006
Total unrestricted support 3,668,070  3,856,953

Net assets released from restrictions
Satisfaction of program restrictions 375,225  738,973

Total unrestricted support & reclassifications 4,043,295  4,595,926

Expenses

Program services
Government contracts and grants 2,772,191  2,943,743
Private contracts and grants 658,964  693,148
Test activities 116,961  104,419
Venture activities 101,819  99,561
Pass-thru and project participant costs 308,400  457,956
Total program costs 3,958,335  4,298,827
Less: support costs (1,084,833)  (1,061,590)
Program direct costs 2,873,502  3,237,237

Support costs
Overhead and general administration 1,164,326  1,078,673

Total expenses 4,037,828  4,315,910

Increase (decrease) in unrestricted net assets 5,467  280,016

Temporarily restricted net assets

Grants received 127,914  745,292
Interest on restricted funds 32,104  39,196
Net assets released from restrictions
Satisfaction of program restrictions (375,225)  (738,973)

Increase (decrease) in temporarily restricted net assets (215,207)  45,515

Increase (decrease) in net assets (209,740)  325,531

Net assets at beginning of year 2,587,271  2,261,740

Net assets at end of year $ 2,377,531  $ 2,587,271
CAL OFFICERS

Donna Christian
President

Allene G. Grognet
Vice President

Joy K. Peyton
Vice President

Barbara Robson
Secretary

Ann Wentworth Sayles
Secretary

Earl Staubs
Treasurer

LEGAL COUNSEL

Benjamin W. Boley
Shea & Gardner

PRESIDENT’S OFFICE

Donna Christian
Guadalupe Hernandez-Silva

ENGLISH LANGUAGE & MULTICULTURAL EDUCATION

Carolyn Temple Adger
Beverly Boyson
Grace Burkart
Miriam Burt
Margaret Crandall
Cynthia Daniels
Pamela DiMeo
Phouvimalake Ditthavong
MaryAnn Cunningham Florez
Emily Gomez
Elizabeth Howard

FOREIGN LANGUAGE EDUCATION AND TESTING

Frances Keenan
Julia Kushner
Binh Van Le
Michael Loeb
Toya Lynch
Cathleen McCargo
Christopher Montone
Joy Kreeft Peyton
Margo Pfleger
Margaret Seufert
Deborah Short
Betty Ansin Smallwood
Carol Van Duzer
Adriana Vaznaugh

Phyllis Pointer-Tate
Jeanne Rennie
Nancy Rhodes
Barbara Robson
Jane Herlihy Roy
Lynn Thompson
Laurel Winston
Weiping Wu

SUNBELT OFFICE

Maria Derrick-Mescua
Lynda Franco
Allene G. Grognet
Judith Jameson
Charlotte Kelso

FINANCE & ADMINISTRATION

Macel Bailey
Lisa Biggs
Peter Butrite
Vernon Davis
Lynn Fischer
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Thomas Raybold
Ann Wentworth Sayles
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Earl Staubs

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THE CENTER FOR APPLIED LINGUISTICS (CAL) aims to promote and improve the teaching and learning of languages, identify and solve problems related to language and culture, and serve as a resource for information about language and culture.

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

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

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

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YEARS

Improving communication through better understanding of language and culture
In Memoriam

This 40th Anniversary annual report of the Center for Applied Linguistics is dedicated to Charles A. Ferguson and Melvin J. Fox.

Charles A. Ferguson 1921-1998
Founding Director and Trustee Emeritus of CAL

Melvin J. Fox 1913-1998
Ford Foundation and Trustee Emeritus of CAL