The Center for Applied Linguistics (CAL) seeks 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.
1999 has been a milestone year for CAL. We marked the 40th anniversary of CAL's founding with a February symposium that reviewed the contributions CAL has made over the years and previewed the challenges and opportunities that lie ahead. We also completed our first full year in our Washington, DC headquarters facility on 40th Street Northwest, in the process discovering ways we can take advantage of our new and improved space.

CAL has become a significant resource for educators, researchers, and policy makers concerned with the language-related questions that underlie important education initiatives and public policy decisions. CAL meets the needs of teachers, researchers, and policy makers by collecting and disseminating information through its databases and clearinghouses and by developing print publications. 1999 publications took many forms, from a text and teacher's guide for *A Day in the Life of the González Family*, an instructional video for high-beginning through intermediate adult ESL students, to a report of research findings in *Foreign Language Instruction in the United States: A National Survey of Elementary and Secondary Schools*. Our latest titles are listed in this report.

Technology and contacts with the media enhanced CAL's outreach to educators, policy makers, and the general public in 1999. The web site at www.cal.org now describes current projects, connects users with CAL-based clearinghouses and databases, provides resource guides, and disseminates research findings and information through online publications such as *Language Link*, a newsletter distributed electronically by our ERIC Clearinghouse on Languages and Linguistics. I have been delighted by public response to the site; visitors have commented favorably on its thoroughness, usefulness, and accessibility.

Over the past year, through research projects and development of curriculum, professional development, and assessment materials, CAL continued to address the educational issues raised by changing demographics in the United States and throughout the world. CAL is now playing a significant role in a variety of important research and development initiatives, including the work of the Center for Research on Education, Diversity & Excellence, the National Capital Language Resource Center, and the National K-12 Foreign Language Resource Center. We are also reaching out to work with governmental and non-governmental agencies to support their efforts to bridge language and cultural differences. These partnerships and other activities are described in more detail in the text of this report.

In 1999 CAL devoted significant resources to its work with the National Assessment of Educational Progress (NAEP), "the nation's report card." The NAEP is intended to provide com-
Prehensive assessment of the knowledge and abilities of elementary and secondary students across the nation. CAL's team, which also includes the American Council on the Teaching of Foreign Languages and the American Institutes for Research, is bringing together educators, curriculum and assessment experts, policy makers, business people, and others to develop consensus on the NAEP's foreign language component. In October the team released preliminary recommendations for the assessment's framework, specifications, and achievement benchmarks, as well as on strategies for sampling students and reporting results. The team will present its recommendations to the National Assessment Governing Board in 2000.

Finally, I am proud to report on CAL's participation in a project with the National Foreign Language Center. The Heritage Language Initiative seeks to overcome the neglect of heritage languages (non-English languages spoken in the United States) by helping the U.S. educational system to recognize and develop the heritage language resources of this country as part of a larger effort to educate citizens who can function professionally in English and other languages. The Heritage Languages in America Conference, held October 14-16, 1999, in Long Beach, CA, was the Initiative's first major project. Participants included school representatives, researchers, federal, and state policy makers, and nearly 300 leaders from heritage language communities. Over two dozen languages were represented, from heritage languages with a long history in the United States to the languages of more recent immigrant populations.

The projects and activities described in our 1999 report build on CAL's 40-year history of achievement in language-related research and development. To all those whose work has contributed to CAL's success, and to all whose efforts will ensure its continuation, thank you.

Donna Christian
President
Trustees

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

Gilberto J. Cuevas
University of Miami

Benjamin O. Canada
Portland Public Schools

Lilith M. Haynes
Harvard University

Iva E. Carruthers
Nexus Unlimited, Inc.

Geoffrey Nunberg
XEROX Corporation

Harry F. Cavanaugh
DITEK

June K. Phillips
Weber State University

Donna Christian
Center for Applied Linguistics

Deborah Tannen
Georgetown University

Officers

Donna Christian
President

Ann Wentworth Sayles
Secretary

Allene G. Grognèt
Vice President

Earl Staubs
Treasurer

Joy K. Peyton
Vice President

Benjamin W. Boley
Shea & Gardner

LEGAL COUNSEL
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
U.S. Department of Education/OERI (subcontract from University of California at Santa Cruz)
CREDE-funded research activities at CAL include the following:

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

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.

Expanding Educational Opportunity in Linguistically Diverse Societies
Ford Foundation
Study of promising approaches for improving access to education for students from diverse language backgrounds in multilingual societies around the world.

Northeast and Islands Regional Educational Laboratory
Implementing Standards for English Language Learners
U.S. Department of Education/OERI (subcontract from Brown University)
Applied research on professional development for implementing standards in culturally diverse schools.

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.

Using Distanced Learning to Support Preschool Teachers’ Professional Development
National Science Foundation (subcontract from Educational Development Center, Inc.)
Comprehensive discourse analysis of the interaction among early childhood teachers engaged in a distance learning course on language and literacy.

RESOURCE CENTERS AND CLEARINGHOUSES

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

ERIC Clearinghouse on Languages and Linguistics
www.cal.org/ericcll
U.S. Department of Education/OERI, National Library of Education
Maintenance of a national clearinghouse for print and web-based information about foreign language education, English as a second language, bilingual education, and linguistics.

National Capital Language Resource Center
www.cal.org/nclrc
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 multimedia.

**National Clearinghouse for ESL Literacy Education**
www.cal.org/nclc

U.S. Department of Education/Office of Vocational and Adult Education
Maintenance of an adjunct ERIC Clearinghouse that publishes print and web-based 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**
www.cal.org/public/topics/forlang.htm

U.S. Department of Education/International Research and Studies Program (subcontract from Iowa State University)
Development of oral assessment for young children, training of teachers in language assessment, updating K-12 bibliography, and research on distance learning.

**National Network for Early Language Learning**
Membership organization
www.cal.org/earlylang

1000-member organization (housed at CAL) of teachers, administrators, researchers, and parents. Activities include publishing the journal *Learning Languages*, networking, and advocacy sessions.

**Refugee Service Center**
www.cal.org/rsc

U.S. Department of State/Bureau of Population, Refugees and Migration
Information exchange among overseas refugee processing centers and domestic resettlement programs through translation and publication of refugee-specific materials, Web site development, and support to programs.

**TECHNICAL ASSISTANCE**

**Carlos Rosario Center**
Carlos Rosario International Charter School
Technical assistance with a team of teachers on how to conduct and analyze needs assessment to determine the curriculum goals. Development of curriculum for different adult ESL instructional levels.

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

**Northeast and Islands Regional Educational Laboratory**
Improving Foreign Language Instruction in Schools
U.S. Department of Education/DERI (subcontract from Brown University)
 provision of foreign language resources to educators in the Northeast, Puerto Rico, and the Virgin Islands. Web site development and maintenance.

**Linguistic Review of Voluntary National Test Items**
American Institutes for Research
Development of criteria for the linguistic analysis of test items and assistance in designing training procedures for review teams. Participation in reading test review.

**Local Innovation-Challenge Grants for Technology in Education: IN-VISION.**
U.S. Department of Education/National Challenge Grants (subcontract from Iowa State University)
Assessment of cultural attitudes and language development of students and teachers participating in a video-based language program.

**Virginia Adult Education and Literacy Center**
Commonwealth of Virginia

**ASSESSMENT AND TESTING**

**BEST Training for Texas**
Texas Education Agency/Adult and Community Education
Test administration training for adult ESL practitioners using the Basic English Skills Test.

**Harvard University English Language Placement Test**
Harvard University
Assistance in producing new test forms based on analysis of items in test item bank.

**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.

**Language Assessment of Two-Way Immersion Program**
Springfield (MA) Public Schools
Adaptation of and teacher training on the Student Oral Proficiency Assessment for Spanish and Russian two-way immersion programs.
National Assessment of Educational Progress: Foreign Language Framework Development
U.S. Department of Education/National Assessment Governing Board
Collaboration to conduct a national consensus-building project involving over 50 specialists. Comprehensive national review process to develop recommendations for the framework and specifications for the first foreign language NAEP.

Oral Assessment Instrument for Adult ESL
U.S. Department of Education/Office of Vocational and Adult Education
Development of a prototype computer-assisted oral assessment instrument for adult ESL programs across the nation.

SCHOOL REFORM

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

PreK-12 ESL Standards and Assessment Project
Teachers of English to Speakers of Other Languages, Inc.
Direction of TESOL’s national effort to develop ESL Standards for preK-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 pre-collegiate Immigrant Education Program, including research and evaluation, publications, and dissemination.

Professional Development on the ESL Standards for Massachusetts Teachers
Massachusetts State Department of Education (subcontract from Massachusetts Association of Teachers to Speakers of Other Languages)
Ongoing professional development for ESL and content teachers and administrators to implement ESL and state language arts standards 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 preK-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 University of Central Florida)
In-service training for bilingual paraprofessionals to help schools, districts, and teachers improve their instructional support services. Coordination of tuition reimbursement program for bilingual paraprofessionals working toward teaching certificates.

Building the Knowledge and Expertise of Teachers of Spanish to Heritage Spanish Speakers
National Endowment for the Humanities
Six-week summer institute at UCLA to prepare secondary school teachers to work with native Spanish speakers in Spanish language classes.

Enhancing English Language Learning in Elementary Classrooms: A Professional Development Program
Delta Systems Co., Inc.
Development of teacher training modules for elementary teachers working with English language learners.

Improving Education with Bilingual Teacher Training
U.S. Department of Education/OBEMLA (subcontract from Sealaska Heritage Foundation)
Professional development for preK-12 educators working toward heritage language and culture revitalization for Tlingit and other Southeast Alaskan native peoples.

Language Diversity and Learning
Prince George’s County Public Schools
Professional development for content teachers of English language learners in three highly-impacted secondary schools.

Professional Development for Secondary School Teachers
Arthur Vining Davis Foundations
Multi-site project to help ESL and content area teachers and administrators integrate language and content instruction for English language learners.

Project ENLACE (ENriching Language And Culture Education)
U.S. Department of Education/OBEMLA (subcontract from Illinois Resource Center)
Evaluation of Project ENLACE, an on-going professional development project for bilingual teachers.

Summer Institute for Two-Way Immersion Teachers
Springfield (MA) Public Schools
Strengthening the understanding of the critical features of two-way immersion, second language acquisition, biliteracy development, and strategies to increase teachers’ effectiveness in two-way immersion programs.
Teacher Preparation Program
U.S. Department of Education/OBEMLA (subcontract from University of South Florida)
Development of a CD-ROM for faculty to learn principles of ESL, bilingual education, and cultural diversity. Implementation of two web-based courses on the Principles of Language Acquisition and Methods and Techniques for ESL Learners.

Two-Way Immersion Teacher Research Collaborative
Spencer Foundation
Two-year teacher research seminar with seven two-way immersion teachers from Key Elementary School in Arlington County (VA) Public Schools.

MATERIALS DEVELOPMENT AND EDITING
Elementary Spanish Series, Salsa
National Advisory Board of Georgia Public Broadcasting
Review of and advice on the language and cultural content of the innovative video series.

Inglés sin Barreras Evaluation
Lexicon School of Languages
Review of the materials, instructional design, goals and objectives of a video-based course for Spanish speakers learning English. Revision of videotape scripts, learners' workbooks, and manuals for the course.

Learners' Lives as Curriculum
Delta Systems Co., Inc.
Editing and production of a teacher's manual to accompany the Learners' Lives as Curriculum video.

What All Teachers Need to Know about Language
U.S. Department of Education/OERI
Development of video and print materials on what teachers need to know about language in order to teach reading to linguistically diverse students.

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

SCHOOL SERVICES
The School Services Program conducts special-purpose, short-term projects for schools and local and state education agencies. During 1999, these projects served:

Chester-Upland School District (PA)
Professional development in bilingual and ESL methodology for staff in the district's bilingual program.

Fairfax County Public Schools (VA)
Observation and assessment of second language and literacy learning in early childhood programs. Results presented in a FCPS summer institute to train the district's Head Start staff in ESL teaching methods.

Fairfax County Public Schools (VA)
Professional development for teachers in the district's Foreign Language Experience (FLEX) program.

Mid-Atlantic Network of Youth and Family Services—AmeriCorps and Latin American Youth Center
Professional development in the teaching of English language and literacy for AmeriCorps members working with English language learners and special needs students in grades K-8.

Newport News Public Schools (VA)
Professional development for preK-12 ESL staff.

Prince George's County Public Schools (MD)
Professional development and curriculum support for a preK and Head Start program at the Challenger Instructional Center serving both native English speaking students and English language learners.

Prince William County Public Schools (VA)
Professional development for ESL staff.

Prince William County Public Schools (VA)
Planning of needs assessment and program evaluation as part of the first phase of the county's ESL program evaluation and internal compliance review.

INTERNET AND WORLD WIDE WEB
Elementary Education Interest Section
Teachers of English to Speakers of Other Languages, Inc.
Web site development for the Elementary Education Interest Section.

National Institute for Literacy ESL Listserv
National Institute for Literacy
Moderating NIFL-ESL Listserv.

The Imagination Station
1station.com
Consultation and review on issues related to English language learners and ESL for an Internet-based integrated learning system, The Imagination Station, focused initially on reading and language arts.
FOREIGN LANGUAGE EDUCATION

Foreign Language Instruction in the United States: A National Survey of Elementary and Secondary Schools
N. Rhodes and L. Branaman [Delta]

REFUGEES

Welcome to the USA: A Guidebook for Refugees
(Albanian; also available in English and eight other languages) [RSC]

Welcome to the USA: Orientation Video
(French; available in English and eight other languages) [RSC]

ESL FOR ADULTS

Assessing Success in Family Literacy and Adult ESL (2nd rev. ed.)
D. D. Holt and C. H. Van Duzer, Eds. [Delta]

Basic English Skills Test Training Video
Two-part video on how to use the short form of the BEST Oral Interview. [FLET]

A Day in the Life of the González Family
M. Burt and C. Van Duzer
Student text and teacher’s guide to accompany the video A Day in the Life of the González Family. [Delta]

Learners’ Lives as Curriculum
CAL Staff
Teacher’s guide for the video Learners’ Lives as Curriculum and for working with adult learners on projects based on their personal stories. [Delta]

DIALECTS IN THE SCHOOLS

Making the Connection: Language and Academic Achievement among African American Students
C. T. Adger, D. Christian, and O. Taylor, Eds. [Delta]

K-12 ENGLISH LANGUAGE LEARNERS

Assessment Portfolios and English Language Learners: Frequently Asked Questions and a Case Study from the Brooklyn International High School
E. L. Gómez [LAB]

Collaborative Practices in Bilingual Cooperative Learning Classrooms
J. J. Gumperz, J. Cook-Gumperz, and M. H. Szymanski [CREDE]

Creating Large-Scale Assessment Portfolios that Include English Language Learners
E. L. Gómez [LAB]

The Effects of Instructional Conversations and Literature Logs on the Story Comprehension and Thematic Understanding of English Proficient and Limited English Proficient Students
W. Saunders and C. Goldenberg [CREDE]

Integrating Language and Content in Secondary School: Instructional Strategies and Thematic Units
B. A. Smallwood and C. McCargo, Eds. [CREDE]

Pedagogy, Practice, & Research
Video documents the changes in teacher practice resulting from sustained professional development and support. [CREDE]

Personalizing Culture through Anthropological and Educational Perspectives
R. C. Henze and M. E. Hauser [CREDE]

Program Alternatives for Linguistically Diverse Students
F. Genesee, Ed. [CREDE]

Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development
D. J. Short and J. Echevarria [CREDE]

Successful Transition into Mainstream English: Effective Strategies for Studying Literature
W. Saunders, G. O’Brien, D. Lennon, and J. McLean [CREDE]

ORDERING INFORMATION

The keyword following the title indicates where orders may be addressed.

Delta Delta Systems Co., Inc (1-800-323-8270)

LAB Northeast and Islands Regional Educational Laboratory at Brown University (1-401-274-9548)


FLET Foreign Language Education and Testing

RSC Refugee Service Center
WEB RESOURCES

ERIC/CLL Language Link
www.cal.org/ericcll
Quarterly newsletter with articles related to foreign language education, English as a second language, bilingual education, or linguistics. Subscribe by e-mail through [langlink-on@mail-list.cal.org]. Leave the subject line and message field blank.

ERIC/CLL Resource Guides Online
www.cal.org/ericcll
Resource Guides Online include information on free relevant ERIC/CLL publications, publications from other sources, Web sites, organizations of interest, and conferences.

ESL Standards Implementation Database
www.cal.org/public/ESLStds
Searchable database containing information on states, districts, and schools using the PreK-12 ESL Standards for curriculum, assessment, or professional development.

National Directory of Early Foreign Language Programs
www.cal.org/earlyfl
Searchable database listing nearly 1500 elementary school early foreign language programs.

Refugee Fact Booklets
www.cal.org/rsc
Short publications on the people, history, and culture of refugee groups. Now available online are booklets about the Bosnians, Cubans, Haitians, Iraqis, Iraqi Kurds, and Somalis.

WEB SITES

CAL’s Web sites feature information and publications in several content areas. In addition to project descriptions, look for digests, fact sheets, resource guides, databases, and product announcements.

www.cal.org
www.cal.org/crede
Center for Applied Linguistics
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/nclc
National Clearinghouse for ESL Literacy Education

www.cal.org/rsc
Refugee Service Center
Statements of Financial Position
September 30, 1999 and 1998

<table>
<thead>
<tr>
<th>Assets</th>
<th>1999</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$682,965</td>
<td>$647,066</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Billed contracts and grants</td>
<td>264,542</td>
<td>374,083</td>
</tr>
<tr>
<td>Unbilled contracts and grants</td>
<td>453,492</td>
<td>313,848</td>
</tr>
<tr>
<td>Advances and other receivables</td>
<td>41,530</td>
<td>56,895</td>
</tr>
<tr>
<td>Deposits and prepaid expenses</td>
<td>67,317</td>
<td>58,836</td>
</tr>
<tr>
<td>Total current assets</td>
<td>1,509,846</td>
<td>1,450,728</td>
</tr>
<tr>
<td><strong>Noncurrent assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture and equipment, net of $247,163 and $345,344 accumulated depreciation</td>
<td>108,738</td>
<td>100,448</td>
</tr>
<tr>
<td>Long term investments</td>
<td>1,464,816</td>
<td>1,606,147</td>
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<tr>
<td><strong>Total assets</strong></td>
<td>$3,083,400</td>
<td>$3,157,323</td>
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</table>

<table>
<thead>
<tr>
<th>Liabilities and Net Assets</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts in excess of revenues</td>
<td>$94,108</td>
<td>$103,130</td>
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<tr>
<td>Accounts payable and other expenses</td>
<td>330,530</td>
<td>378,477</td>
</tr>
<tr>
<td>Accrued annual leave</td>
<td>87,067</td>
<td>95,613</td>
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<tr>
<td>Payroll taxes withheld and other</td>
<td>56,714</td>
<td>50,154</td>
</tr>
<tr>
<td>Total current liabilities</td>
<td>568,419</td>
<td>627,374</td>
</tr>
<tr>
<td>Deferred credit</td>
<td>$38,369</td>
<td>$152,418</td>
</tr>
<tr>
<td><strong>Net assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>2,275,014</td>
<td>1,810,856</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>101,598</td>
<td>466,675</td>
</tr>
<tr>
<td>Permanently restricted</td>
<td>100,000</td>
<td>100,000</td>
</tr>
<tr>
<td>Total net assets</td>
<td>2,476,612</td>
<td>2,377,531</td>
</tr>
<tr>
<td><strong>Total liabilities &amp; net assets</strong></td>
<td>$3,083,400</td>
<td>$3,157,323</td>
</tr>
</tbody>
</table>
Center for Applied Linguistics

Statements of Activities
for the years ended September 30, 1999 and 1998

Unaudited

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unrestricted net assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support and revenues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracts and grants</td>
<td>$3,540,635</td>
<td>$3,266,948</td>
</tr>
<tr>
<td>Gain/Loss on investments</td>
<td>55,555</td>
<td>(137,128)</td>
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<tr>
<td>Interest income</td>
<td>124,764</td>
<td>136,976</td>
</tr>
<tr>
<td>Testing revenue</td>
<td>602,142</td>
<td>172,601</td>
</tr>
<tr>
<td>Consultant fees and workshops</td>
<td>66,819</td>
<td>51,203</td>
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<tr>
<td>Sale of publications</td>
<td>49,214</td>
<td>35,562</td>
</tr>
<tr>
<td>Other</td>
<td>59,161</td>
<td>141,908</td>
</tr>
<tr>
<td><strong>Total unrestricted support</strong></td>
<td>4,498,290</td>
<td>3,668,070</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction of program restrictions</td>
<td>399,337</td>
<td>375,225</td>
</tr>
<tr>
<td><strong>Total unrestricted support &amp; reclassifications</strong></td>
<td>4,897,627</td>
<td>4,043,295</td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government contracts and grants</td>
<td>2,942,766</td>
<td>2,772,191</td>
</tr>
<tr>
<td>Private contracts and grants</td>
<td>678,301</td>
<td>658,964</td>
</tr>
<tr>
<td>Test activities</td>
<td>253,869</td>
<td>116,961</td>
</tr>
<tr>
<td>Venture activities</td>
<td>72,200</td>
<td>101,819</td>
</tr>
<tr>
<td>Pass-thru and project participant costs</td>
<td>364,799</td>
<td>308,400</td>
</tr>
<tr>
<td><strong>Total program costs</strong></td>
<td>4,311,935</td>
<td>3,958,335</td>
</tr>
<tr>
<td>Less: indirect costs</td>
<td>(815,335)</td>
<td>(1,084,833)</td>
</tr>
<tr>
<td><strong>Program direct costs</strong></td>
<td>3,496,600</td>
<td>2,873,502</td>
</tr>
<tr>
<td>Support costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General administration</td>
<td>936,869</td>
<td>1,164,326</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>4,433,469</td>
<td>4,037,828</td>
</tr>
<tr>
<td><strong>Increase (decrease) in unrestricted net assets</strong></td>
<td>464,158</td>
<td>5,467</td>
</tr>
<tr>
<td><strong>Temporarily restricted net assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant income</td>
<td>28,150</td>
<td>127,914</td>
</tr>
<tr>
<td>Interest earned on restricted balances</td>
<td>6,110</td>
<td>32,104</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>(399,337)</td>
<td>(375,225)</td>
</tr>
<tr>
<td>Satisfaction of program restrictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Increase (decrease) in temporarily restricted net assets</strong></td>
<td>(365,077)</td>
<td>(215,207)</td>
</tr>
<tr>
<td><strong>Increase (decrease) in net assets</strong></td>
<td>99,081</td>
<td>(209,740)</td>
</tr>
<tr>
<td><strong>Net assets at beginning of year</strong></td>
<td>2,377,531</td>
<td>2,587,271</td>
</tr>
<tr>
<td><strong>Net assets at end of year</strong></td>
<td>$2,476,612</td>
<td>$2,377,531</td>
</tr>
</tbody>
</table>
PRESIDENT'S OFFICE
Donna Christian
Guadalupe Hernandez-Silva

ENGLISH LANGUAGE AND MULTICULTURAL EDUCATION
Carolyn Temple Adger
Beverly Boyson
Grace Burkart
Miriam Burt
Margaret Crandall
Cynthia Daniels
Phouvimalake Ditthavong
Claristine Fields
MaryAnn Cunningham Florez
Emily Gomez
Elizabeth Howard
Dorothy Kauffman
Frances Keenan
Julia Kushner
Michael Loeb
Toya Lynch
Cathleen McCargo
Joy Kreeft Peyton
Margaret Seufert
Deborah Short
Betty Ansin Smallwood
Carol Van Duzer
Adriana Vaznaugh

FOREIGN LANGUAGE EDUCATION AND TESTING
Regla Armengol
Lisa Biggs
Helen Carpenter
Annette Holmes
Catherine Newman Jerris
Dora Johnson
Dorry Kenyon
Sonia Kundert
Vickie Lewelling
David MacGregor
Valerie Malabonga
Kathleen Marcos
Craig Packard
Phyllis Pointer-Tate
Jeanne Rennie
Nancy Rhodes
Stephanie Stauffer
Stephanie Swartz-Zern
Lynn Thompson
Jill Woodell
Laurel Winston
Weiping Wu

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Macel Bailey
Tamara Brayboy
Peter Butrite
Vernon Davis
Lynn Fischer
Lolita Hewett-King
Curtis Lynch
Kimberly McLeod
Taneisha Oliver
Sabrina Parker
Hong-Quang Pho
Thomas Raybold
Ann Wentworth Sayles
Prabhdoyal Singh
Earl Staubs

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

G.R. TUCKER FELLOW
Samina Hadi-Tabassum

INTERNS (FLET)
Susan Dirstine
Amanda Donahue
Deanne Marein-Efron
Lauren Raivel
Roxanne Seydel
THE CENTER FOR APPLIED LINGUISTICS

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.

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