

CAL CENTER
FOR APPLIED
LINGUISTICS

Improving communication through
better understanding of language and culture

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

2004



**Celebrate . . . Educate . . . Communicate . . .
The power of language learning!**

CAL is a proud supporter of *2005: The Year of Languages* in the United States, a nationwide observance designed to focus attention on the critical importance of language learning. Under the guidance and stewardship of the American Council on the Teaching of Foreign Languages (ACTFL), celebrations are taking place across the country to call attention to the academic, social, and economic benefits of studying other languages and cultures.

CAL's *Year of Languages* activities are described on our Web site, which also provides a link to the ACTFL *Year of Languages* Web site as well as links to other Web sites with useful information on learning languages.

www.cal.org/yol

Message from the President



As our 2004 Annual Report goes to press, CAL is focusing on the celebration of 2005 as the *Year of Languages* in the United States. For CAL, of course, every year is a year of languages, and 2004 was no exception. Some long-standing projects at CAL came to a close in 2004, while several exciting new programs began, and many others continued without interruption. Although every year brings changes and opportunities, CAL's mandate remains constant. We pursue our mission—to improve communication through better understanding of language and culture—by working toward four goals:

- Promoting and improving the teaching and learning of languages
- Identifying and solving problems related to language and culture
- Serving as a resource for information about language and culture
- Conducting research on issues related to language and culture

I am pleased to share with you our report for 2004, which begins with a brief overview highlighting selected accomplishments from the year. In subsequent pages we provide detailed information about CAL's 2004 projects, services, and publications.

In 2005, we look forward to continuing our commitment to addressing the language and cultural issues that arise in our rapidly changing world. We also look forward to joining our colleagues around the country in celebrating 2005 as the Year of Languages in the United States as we seek to raise awareness of the importance of language and communication to our well-being and to our relationships in the global community.

CAL's accomplishments would not be possible without the individual commitment of each member of our dedicated staff and our Board of Trustees. As we celebrate 45 years of service, we salute our founders and funders, our staff and supporters, our clients and friends, all of whom share our vision of language and culture as valued resources to be nurtured and cultivated.

Warm regards,

Donna Christian

Donna Christian
CAL President

CAL staff members are grateful for the many opportunities we had in 2004 to work with colleagues and clients on important and exciting issues related to language and culture. Here are some of the highlights of our year.

Selection as MATO vendor

We were pleased to be selected by the U.S. Department of Education (ED) as a MATO (Multiple Award Task Order) vendor, making CAL an approved supplier of services to ED and ED-affiliated agencies in the areas of research, policy analysis, and assessment; research and evaluation design; data collection and analysis; and program assessment.

Establishment of the Center for Adult English Language Acquisition (CAELA)

In October 2004, CAL was awarded a contract to establish CAELA, a center whose goal is to help states develop the skills of educators working in adult English as a second language programs.

Development of New Large-Scale Assessments

CAL worked with the 10-state WIDA Consortium to create large-scale language development assessments for English language learners in Grades K-12. The assessment, called *Assessing Comprehension and Communication in English State to State for ELLs (ACCESS for ELLs)*, meets the legislated demands of the No Child Left Behind Act of 2001.

Expansion of SIOP® Work

With funding from the Carnegie Corporation of New York and the Rockefeller Foundation, CAL has expanded its research on the SIOP (Sheltered Instruction Observation Protocol) Model to the high school level and is testing a professional development program that includes site-based SIOP coaches.

Completion of TWI Research Project

Research is a key component of CAL's mission. In 2004, CAL completed a 7-year research project on two-way immersion (TWI), an educational approach that integrates native-English-speaking students and native speakers of another language (usually Spanish) and provides instruction to all of the students through both languages. Conducted under the auspices of the Center for Research on Education, Diversity & Excellence, this longitudinal study examined the language development and

academic achievement of students in Spanish-English TWI programs. One outgrowth of this study was the creation of an online searchable nationwide directory of TWI programs, which, at the close of 2004, listed programs at more than 300 schools in 29 states.

New Uses of Technology

In 2004, CAL adopted the Desire2Learn software, which allows us to create and manage online courses and add technology-based offerings to our portfolio of assessments and professional development workshops. We launched our online training in 2004 with three Assessment Training Online courses, which provided training in oral proficiency assessment using CAL's Simulated Oral Proficiency Interview.

CAL also began work on the development and delivery of a Web-based training course to familiarize foreign language educators working in Grades K-8 with CAL's *Student Oral Proficiency Assessment*.

International Outreach

Working with the Ghana Education Service under a subcontract from the Education Development Center, CAL began work on the development of literacy standards and the addition of an English component to a mother tongue literacy program in Ghana.

Expanded Services to the Field

In response to the needs of educators, we continued to expand our service offerings in 2004. With a focus on providing research-based tools to educators working with language learners, CAL's 2004 services included professional development on the use of the SIOP Model and on the use of several curricula developed by CAL; training for *BEST Plus* test administrators and trainers; workshops on using the *SOPA* and *ELLOPA*; and cultural orientation workshops for refugee service providers.

New Publications

CAL produced many new publications and other products in 2004, including two new books in our *Professional Practice Series*, three new research and educational practice reports, and two new culture profiles on newly arrived refugee groups. A complete list of publications that were developed in 2004 is provided later in this 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 use by CAL staff and the public.

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.

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 was established at CAL in October 2004 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. ►

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, 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.

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 (LTD) 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.

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 worked with Language Analysis Systems to develop Internet-based oral proficiency tests of Chinese and Korean for business professionals. All test tasks were aligned with the ACTFL Advanced proficiency 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 two operational Web-based tests of listening and reading proficiency for Arabic and Russian and created a replicable test framework for Web-delivered listening and reading tests in the less commonly taught languages.

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

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 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.

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 Two-Way Immersion Program Evaluation

Funder: Arlington Public Schools, VA
March – September 2004

CAL staff collected and analyzed data on the Spanish and English proficiency of students in 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.

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 online and face-to-face professional development to teachers working with

English language learners in the Chester-Upland school district and helped analyze data on 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.

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 – 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.

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 – 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?*

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 summary 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. ■

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Publications and Electronic Resources

CAL publishes a variety of resources to meet the needs of educators, administrators, policymakers, refugee service providers, businesses, and others interested in issues related to language and culture.



K-12 ESL AND BILINGUAL EDUCATION

Videos

Engaging Students In Reading Comprehension Using Instructional Conversations

Produced by Peggy Estrada. VHS. In Spanish with English subtitles.

Helping English Learners Succeed: An Overview of the SIOP Model

Produced by Justine Hudec & Deborah Short. DVD.

The SIOP Model: Sheltered Instruction for Academic Achievement

Produced by Justine Hudec & Deborah Short. DVD.

Guides and Professional Reference Books

Creating Access: Language and Academic Programs for Secondary School Newcomers

Deborah J. Short & Beverly A. Boyson

Designing Effective Activity Centers for Diverse Learners: A Guide for Teachers at All Grade Levels

R. Soleste Hilberg, Ji-Mei Chang, & Georgia Epaloose

The Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs

Elizabeth R. Howard, Natalie Olague, & David Rogers

Research Reports

The Development of Bilingualism and Biliteracy from Grade 3 to 5: A Summary of Findings from the CAL/CREDE Study of Two-Way Immersion Education

Elizabeth R. Howard, Donna Christian, & Fred Genesee

Secondary School Newcomer Programs in the United States

Beverly A. Boyson & Deborah J. Short ▶

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Publications and Electronic Resources

Professional Development Materials

What's Different About Teaching Reading to Students Learning English?

Dorothy Kauffman & Lynda Franco

Digests

CAL Digests, Series 1: Complete Collection

CAL Digests, Series 2: English Language Learners

CAL Digests, Series 3: Professional Development for Language Teachers

The SIOP Model Digest Series

Cultural Diversity and Language Socialization in the Early Years

Eunjin Park & Kendall King

Establishing an Effective Newcomer Program

Deborah J. Short & Beverly A. Boyson

Think Aloud Protocols: Teaching Reading Processes to Young Bilingual Students

Magaly Lavadenz

Resource Compilation

Resources for Educators of English Language Learners

Council of Chief State School Offices & Center for Applied Linguistics

FOREIGN LANGUAGE EDUCATION

Guides and Professional Reference Books

The Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs

Elizabeth R. Howard, Natalie Olague, & David Rogers

Language by Video: An Overview of Foreign Language Instructional Videos for Children

Nancy C. Rhodes & Ingrid Pufahl

Research Reports

The Development of Bilingualism and Biliteracy from Grade 3 to 5: A Summary of Findings from the CAL/CREDE Study of Two-Way Immersion Education

Elizabeth R. Howard, Donna Christian, & Fred Genesee

Digests

CAL Digests, Series 1: Complete Collection

CAL Digests, Series 3: Professional Development for Language Teachers

CAL Digest, Series, 4: Foreign Language Education

Action Research

Richard Donato

Curricular Models for University African Language Programs

David Dwyer

Second Language Acquisition and Technology: A Review of the Research

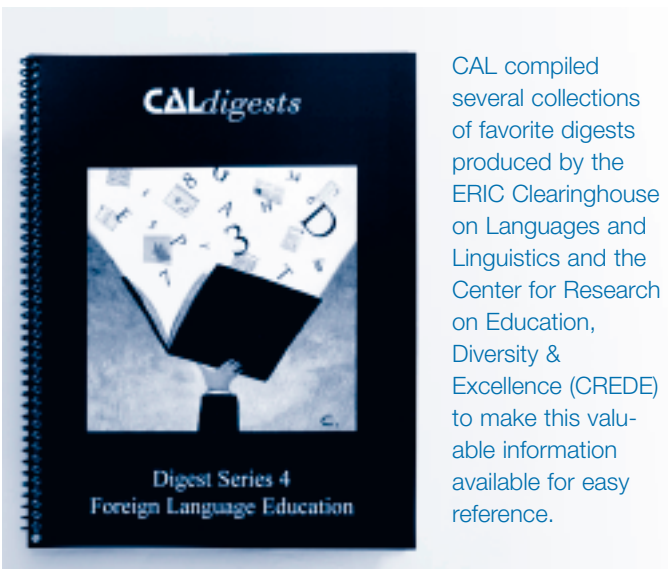
Jean W. LeLoup & Robert Ponterio

Teaching Foreign Languages to Children Through Video

Nancy Rhodes & Ingrid Pufahl

Brochure

Why, How, and When Should My Child Learn a Second Language?



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Publications and Electronic Resources

ESL for Adults

Professional Development Materials

Practitioner Toolkit: Working with Adult English Language Learners

Center for Adult English Language Acquisition with the National Center for Family Literacy

Digests

Generation 1.5 Students and College Writing

Linda Harklau

Issues in Improving Immigrant Workers' English Language Skills

Miriam Burt

Research Insights on Second Language Writing Instruction

Ilona Leki

Second Language Acquisition in Adults: From Research to Practice

Donna Moss & Lauren Ross-Feldman

Valid, Reliable, and Appropriate Assessments for Adult English Language Learners

Dorry Kenyon & Carol Van Duzer

REFUGEES

Video

Welcome to the United States: A Guidebook for Refugees (English, rev. ed.)

Cultural Orientation Resource Center. VHS and DVD.

(See accompanying *Welcome to the United States* guidebook below.)

Guides

Welcome to the United States: A Guidebook for Refugees (English, rev. ed.)

Cultural Orientation Resource Center.

(See accompanying video above.)

Welcome to the United States: A Guidebook for Refugees (Somali translation)

Cultural Orientation Resource Center

Culture Profile

The Hmong: An Introduction to Their History and Culture

Cultural Orientation Resource Center

ONLINE RESOURCES

In 2004, CAL developed and launched a new Resources section of its Web site to provide information on free publications, Web sites, organizations of interest, databases, and other online resources.

Visit www.cal.org/resources.

Centers

<http://www.cal.org/resources/centers.html>

Databases and Directories

<http://www.cal.org/resources/databases.html>

Projects

<http://www.cal.org/resources/projects.html>

Online Resources

Ask the Language Expert; Resource Guides Online

<http://www.cal.org/resources/onlineresources.html>

Links

<http://www.cal.org/links/index.html>

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



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

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

The clients we served in 2004 are listed below.

BEST Plus Training

In 2004, *BEST Plus* training was conducted in 21 states: Alabama, Colorado, Georgia, Idaho, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Montana, New Mexico, New York, Ohio, Oregon, Pennsylvania, South Dakota, Texas, Utah, Virginia, Wisconsin, and Wyoming. Nationally, there are now over 5,000 trained *BEST Plus* test administrators.

Training of Trainers

Clackamas Community College, OR
 Education Development Center, MA
 Goose Creek Consolidated Independent School District, TX
 Little Rock School District, AR
 Office of Superintendent of Public Instruction, WA

SIOP® Model Workshops

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

ELLOPA and SOPA Workshops

Charlotte-Mecklenburg Public Schools, NC
 City Schools of Decatur, GA
 East Brunswick School District, NJ
 Fairfax County Public Schools, VA
 Forest Hills Public Schools, Ada, MI
 Hackettstown Public Schools, NJ
 Houston Independent School District, TX
 JCPS Gheens Academy, Louisville, KY
 West Virginia Department of Education, Morgantown
 Poquoson City Schools, VA
 Ramapo School District, NY
 Virginia Beach Public Schools, VA
 Wake Forest University, Winston-Salem, NC
 Walnut Valley Unified School District, CA
 Wellesley Public Schools, MA
 Wyoming Department of Education, Casper

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CAL Services



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

Arlington Public Schools, VA
Berry College, GA
DeKalb Public Schools, GA
District of Columbia Public Schools
Emporia State University, KS
Grand Rapids Public Schools, MI
Intermediate Unit, Chester County, PA
Jefferson County Schools, WV
Lancaster-Lebanon Intermediate Unit, PA
Magdalena Schools, NM
Montana Office of Public Instruction
Mukilteo School District, WA
North Dakota Department of Public Instruction
Shawnee Mission School District, KS
St. Louis Public Schools, MO
Stocking School, MI
White Plains Public Schools, NY

CAL provides a variety of professional development, technical assistance, and other services to clients, many using research-based materials and curricula developed by CAL staff, including *BEST Plus* and SIOP materials, shown here.

BEST Plus is an oral English proficiency test for adults that starts with the training of test administrators.

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

**Statements of
Financial Position**

(Unaudited)

AS OF SEPTEMBER 30, 2004 AND 2003

	2004	2003
Assets		
Current Assets		
Cash	\$ 589,133	\$ 843,925
Accounts Receivable		
Billed Contracts and Grants	360,304	803,992
Unbilled Receivables	961,886	683,946
Advances and Other Receivables	498,077	224,458
Prepaid Expenses	43,839	35,332
Total Current Assets	<u>2,453,239</u>	<u>2,591,653</u>
Investments	<u>2,155,342</u>	<u>1,867,853</u>
Property and Equipment		
Furniture and Equipment	326,465	408,023
Leasehold Improvements	28,883	23,883
	<u>355,348</u>	<u>431,906</u>
Less: Accumulated Depreciation	(204,160)	(275,832)
Net Property and Equipment	<u>151,188</u>	<u>156,074</u>
Other Assets		
Deposits	28,244	28,244
Video Production Cost		
(Net of amortization of \$15,875 and \$-0-)	<u>47,625</u>	<u>63,500</u>
Total Other Assets	<u>75,869</u>	<u>91,744</u>
Total Assets	<u><u>4,835,638</u></u>	<u><u>4,707,324</u></u>
Liabilities and Net Assets		
Current Liabilities		
Accounts Payable	522,945	539,102
Accrued Wages	327,857	302,415
Billings in Excess of Costs and Revenues	20,539	27,019
Deferred Revenue	147,031	326,696
Deferred Rent	16,773	4,534
Total Current Liabilities	<u>1,035,145</u>	<u>1,199,766</u>
Deferred Rent	<u>127,480</u>	<u>144,259</u>
Total Liabilities	<u>1,162,625</u>	<u>1,344,025</u>
Net Assets		
Unrestricted	3,573,013	3,263,299
Permanently Restricted	<u>100,000</u>	<u>100,000</u>
Total Net Assets	<u>3,673,013</u>	<u>3,363,299</u>
Total Liabilities and Net Assets	<u><u>4,835,638</u></u>	<u><u>4,707,324</u></u>

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

(Unaudited)

FOR THE YEARS ENDED SEPTEMBER 30, 2004 AND 2003

	2004	2003
Unrestricted Net Assets		
Support and Revenues		
Federal Contracts and Grants	\$ 3,820,931	\$ 4,566,261
Private Contracts and Grants	1,866,254	970,303
Testing Revenue	1,177,509	684,164
Consulting Fees and Workshops	630,985	404,140
Sale of Publications	623,677	551,618
Other Revenue	<u>1,150</u>	<u>31,610</u>
Total Support and Revenues	<u>8,120,506</u>	<u>7,208,096</u>
Expenses		
Program Services		
Federal Contracts and Grants Activities	3,559,254	4,429,551
Private Contracts and Grants Activities	1,828,557	826,179
Test Activities	908,964	643,890
Consulting Fees and Workshops	412,464	332,400
Publication Costs	609,724	358,494
Pass-Through and Project Participant Costs	<u>378,144</u>	<u>362,284</u>
Total Program Services	7,697,107	6,952,798
Supporting Services		
Unallocated General and Administrative	<u>243,019</u>	<u>164,254</u>
Total Expenses	<u>7,940,126</u>	<u>7,117,052</u>
Increase in Unrestricted Net Assets		
Before Investment Activity	180,380	91,044
Net Investment Gain	<u>129,334</u>	<u>152,984</u>
Increase in Unrestricted Net Assets	<u>309,714</u>	<u>244,028</u>
Net Assets at Beginning of Year	<u>3,363,299</u>	<u>3,119,271</u>
Net Assets at End of Year	<u>\$ 3,673,013</u>	<u>\$ 3,363,299</u>

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Huy Nguyen

Sabrina Parker

Titi Phommachanh

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Ndong

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Ana Luz Portillo

Christopher Saaybye

Larry Thomas

2004

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The Center for Applied Linguistics is a private nonprofit organization working to improve communication through better understanding of language and culture. Established in 1959, CAL has earned a national and international reputation for its contributions to the fields of bilingual education, English as a second language, foreign language education, dialect studies, literacy education, language policy, refugee orientation, and the education of linguistically and culturally diverse adults and children. CAL's staff of researchers and educators conduct research, design and develop instructional materials and language tests, provide technical assistance and professional development, conduct needs assessments and program evaluations, and disseminate information and resources related to language and culture.

CAL is headquartered in Washington, DC, and 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 with CAL to carry out projects that further language-oriented missions in combination with other social goals.

Visit CAL's Web site at www.cal.org to learn more about CAL's people, activities, and services.

CAL's Mission

Improving communication through better understanding of language and culture

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