Although conditions have changed dramatically since CAL was founded in 1959, our mission has remained constant—to improve communication through better understanding of language and culture. Essential to this goal is an ongoing appraisal of key language and culture issues that face our world. During 2005, questions about the level of language competence in American society were hotly debated in many quarters, and CAL worked to address these issues and inform the debate.

In the United States today, two significant problems converge that call for improved policies and practices in language education.

- The United States lacks the resources in languages other than English to meet its diplomatic, security, economic, and social goals, and many members of our society do not experience the benefits that proficiency in multiple languages and cultures can bring.
- Students who speak a language other than English at home—their heritage language—often suffer academically because their schools do not provide the supports they need to learn academic content through English, their second language. Research shows that these students could benefit, both academically and cognitively, from continued development of their native language. This would help them develop high levels of proficiency in their native language while also mastering English.
These concerns can be addressed together in ways that would strengthen our language resources across the board:

- **Teach additional languages in the early years** to develop an appreciation for languages, to lay a foundation for achieving high levels of proficiency in a second language, and to build a strong basis for learning a third language or more.

- **Offer more immersion and other intensive approaches to language instruction** at all levels, from elementary school through college and beyond.

- **Build on heritage language skills** by providing opportunities throughout their schooling for speakers of heritage languages to maintain and develop their native language to a high level of proficiency.

- **Use technology** to provide access to authentic language experiences and to expand the reach of language learning opportunities, especially in the less commonly taught languages.

- **Construct appropriate and effective language assessments** that will inform instruction and help learners understand their strengths and identify areas needing improvement.

Many of CAL’s efforts in 2005 were directed at implementing these important principles. To promote and improve the teaching and learning of languages among young students, we worked on a Web-based training course for foreign language educators working in Grades K-8 to familiarize them with the *Student Oral Proficiency Assessment (SOPA)*. We continued multi-year research on literacy development in children who are becoming bilingual in Spanish and English. CAL staff provided technical assistance and resources for immersion schools around the country, which included the preparation of a Web-based toolkit on dual language instruction for the Northeast and Islands Regional Educational Laboratory. We also began development on several new language assessment instruments, including an innovative computerized test of oral proficiency in Arabic and Spanish, which will be available on CD-ROM along with a CD-ROM-based rater training course.

As a founding member of the Alliance for the Advancement of Heritage Languages, CAL created an online collection of profiles of heritage language programs and related resources within and beyond the formal education system; these profiles are available on our Web site. We also worked with a network of K-12 Arabic teachers across the country to develop standards for learning Arabic in the United States.

These activities represent just a small portion of the work undertaken by CAL in the past year. The pages that follow provide a more complete description of the activities carried out in support of our mission. We invite you to review them and to visit our Web site often for updates about new projects and resources. Although we recognize that the questions about language and culture that we faced in 2005 will not be easily resolved, CAL looks forward to working with its partners, clients, and collaborators on positive solutions in the years to come.

With very best wishes,

Donna Christian
President
The projects in this division focus on information collection, analysis, synthesis, and dissemination; development of print and online publications and resources; and professional development for teachers and administrators. This division hosts a library for CAL staff and public use.

**Center for Adult English Language Acquisition (CAELA)**

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

October 2004–September 2007

CAELA helps states build their capacity to improve the skills of teachers and administrators in adult English as a second language (ESL) programs and makes research findings and research-based resources available to practitioners working with adult English language learners. CAELA is the successor to the National Center for ESL Literacy Education (NCLE), operated by CAL from 1989 to 2004.

**Cultural Orientation Resource (COR) Center**

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

October 2004–September 2005

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

**Curriculum Development Work Group**

Funder: Massachusetts Department of Education


CAL is partnering with the Massachusetts Department of Education to facilitate their English as a Second Language/English Language Development (ESL/ELD) Curriculum Development Work Group. With CAL’s guidance, the Work Group will develop a document template, exemplar, or other appropriate framework to guide school systems in the development of an ESL/ELD curriculum at the district level.

**Enhancing English Language Learning in Elementary Classrooms**

Funder: Massachusetts Department of Education

January 2005–June 2005

Each of these projects entails conducting four 30-hour courses for mainstream elementary teachers to teach them the skills and knowledge required to shelter content instruction and work successfully with English language learners.

**Enhancing English Language Learning in Elementary Classrooms: Training of Trainers**

Funder: Massachusetts Department of Education


CAL professional development staff and consultants are conducting a 30-hour course to prepare the participants to deliver Enhancing English Language Learning in Elementary Classrooms training in their school districts or across the state.

**Enriching Content Classes for Secondary ESOL Students**

Funder: Massachusetts Department of Education


This project entails conducting three 30-hour courses for mainstream secondary teachers to teach them the skills and knowledge required to shelter content instruction and work successfully with English language learners.

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

Funder: Senior Service America, Inc.

May 2003–April 2005

Adult ESL staff at CAL developed *A Guidebook for Providers: Engaging Immigrant Seniors in Community Service and Employment Programs*, which outlines the characteristics of seniors who are learning English as a second language and offers guidelines on how to provide older, low-income immigrants opportunities for civic engagement through paid community service.

**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 *Parenting for Academic Success*, a collection of curriculum units to be used in programs for adults learning English and in family literacy programs.

**Project Reach: Technical Assistance on Scientifically Based Reading Approaches**

Funder: National Center for Family Literacy (NCFL)

September 2005–August 2006

CAL is collaborating with NCFL to provide information and technical assistance to schools working with students who are learning to read in English.

**Reading Instruction for Adult English Language Learners**

Funder: Fairfax County Public Schools

October 2004–June 2005

CAL developed a *Trainer’s Guide to Teaching Reading to Adult ESOL Learners*, with accompanying workshops, for use with adult ESL teachers.
Teaching Reading and Writing in the Content Areas
Funder: U.S. Department of Education, via subcontract from Emporia State University, Kansas
September 2005–December 2005
CAL conducted a series of four workshops for paraprofessionals that focused on the teaching of reading and writing in the content areas. These workshops were part of a multi-year initiative to train paraprofessionals working in Grades K–12 in Kansas.

Technical Assistance for Program Planning
Funder: National Institute for Literacy (the Institute), via subcontract from MPR Associates
October 2004–September 2006
CAL is working with the Institute, 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 background papers on topics in adult ESL education.

What's Different About Teaching Reading to ELLs?
Funder: Massachusetts Department of Education
This project entails conducting three 20-hour courses for reading teachers and reading specialists to teach them the skills and knowledge required to teach reading to English language learners.

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 competence, 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 relationship between English spelling skills and English reading skills in bilingual children.

Comprehensive Regional Technical Assistance Center - Region XIV
October 2003–June 2005
CAL collaborated 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.

English for Heritage Language Speakers
Funder: U.S. Department of Defense, National Security Education Program
September 2005–August 2010
CAL is managing and helping two partner universities to develop an intensive program to enable heritage speakers of critical languages to develop their English proficiency to high levels, with particular focus on language skills specific to the federal workplace.

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

LANGUAGE TESTING DIVISION (LTD)
Staff in CAL’s Language Testing Division conduct a broad range of research and development projects related to the assessment of language skills in learners of all ages.

Acquiring Literacy in English
Funders: National Institute of Child Health and Human Development; and U.S. Department of Education, Institute of Education Sciences
September 2000–May 2006
LTD collaborates on this project with staff from the Language and Literacy Division by managing the development and validation of assessments, sharing the assessments with other researchers, and assisting in the analysis of data. 

2005
Grants and Contracts
Adult English as a Second Language Assessment
Funder: U.S. Department of Education, Office of Vocational and Adult Education, via subcontract from MPR Associates
October 2004–March 2006
CAL is creating a plan for the design of assessment instruments to be used to measure the English language acquisition of adult second language learners.

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.

Diagnostic Assessment of Reading Comprehension
Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston
July 2005–May 2009
CAL is developing a reading comprehension test battery for English language learners and native English speakers in Grades 3–5. The test battery will measure decoding and word fluency, central comprehension processes, and children’s sensitivity to linguistic variation in the text.

Enhanced Assessment Instruments for English Language Learners (WIDA Consortium Project)
Funder: Wisconsin Department of Public Instruction/Wisconsin Center for Educational Research, University of Wisconsin
May 2003–December 2006
CAL has developed and will maintain assessments to measure annually the English language proficiency of English language learners in Grades K–12 as mandated by the No Child Left Behind legislation. Ongoing activities include item and test development, test administrator training, research on item characteristics and functioning, and a variety of special projects to support the multi-state WIDA consortium’s ACCESS for ELLSTM test.

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.

Work Readiness Oral Language Test
Funder: National Work Readiness Credential Partnership, via subcontract from SRI International
February 2005–May 2006
CAL is developing a test of listening and speaking skills in English based on the Equipped for the Future (EFF) adult learning standards, which identify the abilities needed to hold entry-level positions. The oral English test, which will be one of four tests required for an EFF Work Readiness Credential, will measure the test taker’s ability to listen actively and to speak so that others can understand. Test takers will include both English language learners and native English speakers.

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: The Carnegie Corporation of New York and the Rockefeller Foundation
June 2003–December 2006
CAL is conducting research and providing long-term professional development on the SIOP (Sheltered Instruction Observation Protocol) Model in two New Jersey school districts.

Adolescent ELL Literacy Policy
Funder: The Carnegie Corporation of New York
April 2005–April 2006
CAL convened a panel of researchers on adolescent English language learner (ELL) literacy issues and is preparing a policy document on promising practices.
**Assimilating Hispanic Students into the Mainstream**  
*Funder: The Georgia Project*  
*June 2001–June 2006*  
CAL works with The Georgia Project to provide technical assistance and professional development to improve 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.

**International Charter School Technical Assistance**  
*Funder: Rhode Island Foundation*  
*March 2005–November 2005*  
CAL conducted a needs assessment and made recommendations for an action plan to develop benchmarks and systematize formative assessment at the International Charter School.

**National Center for Research on English Language Learners**  
*Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston*  
*August 2005–July 2009*  
CAL is conducting research on the SIOP Model and working with collaborators to develop a systematic intervention model for English language learners in Grades 4–8 regarding language, literacy, and academic content.

**Optimizing Educational Outcomes for English Language Learners**  
*Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston*  
*October 2003–September 2008*  
CAL is conducting research on interventions 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 interventions in each program model 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 provided staff development to middle school teachers in Montgomery County, Maryland, on ESL standards-based instruction for English language learners using the SIOP Model.

**Two-Way Immersion Outreach and Information Dissemination**  
*Funder: Illinois Resource Center*  
*July 2004 - June 2005*  
The Illinois Resource Center provided support for CAL's nationwide two-way immersion (TWI) outreach and public relations efforts, including TWI Web pages and directories, an email bulletin, and responses to questions from the public.

**Two-Way SIOP Integration Project**  
*Funder: Goldman Sachs Foundation*  
*June 2005–May 2006*  
CAL is developing a two-way SIOP handbook that will summarize key modifications to the SIOP Model for TWI settings, provide model lessons, and list research-based resources for teachers in TWI programs.

**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.

**Chinese American International School: Immersion Program Evaluation**  
*Funder: Chinese American International School, San Francisco*  
*February 2005–June 2005*  
CAL conducted a review of the Mandarin immersion program at the Chinese American International School, serving students from pre-kindergarten through Grade 8. The review included observations in English and Chinese classrooms, a review of the English and Chinese curricula, and interviews with staff members, parents, and students.

**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*  
*August 2002–August 2006*  
CAL addresses various aspects of language assessment that are critical to enhancing high quality, standards-based foreign language instruction at the elementary school level. Specific projects include the development of a framework and test items for an elementary school Spanish listening and reading assessment, the updating of an online directory of K–12 foreign language assessments, and the development of a training manual for administering CAL K-8 language assessments.
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 provided foreign language resources and training to educators through an email discussion group, a Web site, and annual workshops 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 wanting to assess their students’ speaking and listening skills in French, German, Japanese, and Spanish.

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.

Curriculum Materials for Do You Speak American?  
Funder: Ford Foundation, via subcontract from MacNeil Lehrer Productions  
March 2004–May 2005  
CAL staff developed curriculum materials for the PBS video Do You Speak American? and are now making conference presentations that focus on the materials.

Teacher Development Materials for Do You Speak American?  
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?

Enhancing Secondary Education in the Central Valley: Success and Access for English Language Learners  
Funder: The James Irvine Foundation  
October 2005–April 2006  
CAL received a planning grant for a project to promote the high school graduation and postsecondary school enrollment of English language learners.

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 providing technical assistance to the Ghana Education Service in four areas: development of an introductory English course for students being educated outside the formal education system, development and implementation of literacy standards for public schools, development of a reading assessment instrument in five languages, and development of a culture of reading in the public schools.

The Last Speakers: High School Curriculum Materials  
Funder: Ironbound Films  
August 2005–February 2006  
CAL developed background materials and other resources for teachers to support the use of The Last Speakers, a PBS program on language endangerment.

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 Laboratory, CAL prepared an online toolkit on two-way instruction.
2005

Publications and Electronic Resources

K-12 ESL and Bilingual Education

Books
Literacy and Language Diversity in the United States, 2nd Edition
Terrence G. Wiley

Online Resources
Guiding Principles for Dual Language Education
Elizabeth Howard, Kathryn Lindholm-Leary, Julie Sugarman, Donna Christian, and David Rogers

Foreign Language Education

Digests
Attaining High Levels of Proficiency: Challenges for Foreign Language Education in the United States
Margaret E. Malone, Benjamin Rifkin, Donna Christian, and Dora E. Johnson

Electronic Resources
Profiles of Heritage Language Programs

ESL for Adults

Digests
How Should Adult ESL Reading Instruction Differ From ABE Reading Instruction?
Miriam Burt, Joy Kreeft Peyton, and Carol Van Duzer

Online Professional Development for Adult ESL Educators
Julie Mathews-Aydinli and Karen Taylor

Using the ESL Program Standards to Evaluate and Improve Adult ESL Programs
Joy Kreeft Peyton

Applying Research Findings to Instruction for Adult English Language Students
Cristine Smith, Kathryn Harris, and Stephen Reder

Adolescents in the Adult ESL Classroom
Sarah Young

Bibliographies
Online Professional Development Resources for Adult ESL Educators
Regina Van Horne

CAL develops and disseminates a variety of publications and electronic resources related to language and culture.

Refugees

Videos
Welcome to the United States: Refugee Guide to Resettlement
(Orientation Video, Somali and Russian versions)
Cultural Orientation Resource Center
VHS and DVD

Guides
Welcome to the United States: A Guidebook for Refugees
(Russian version)
Cultural Orientation Resource Center

Culture Profiles
Liberians: An Introduction to Their History and Culture
Cultural Orientation Resource Center

Online Resources
www.cal.org/resources
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, school districts, state education departments, refugee service providers, and other clients. CAL services include

- Training for BEST Plus test administrators and trainers
- Training of trainers for educators working with language learners, using professional development materials produced by CAL
- 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 2005 are listed below.

**BEST Plus**
In 2005, BEST Plus training was conducted in 15 states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Montana, Nebraska, New Jersey, New Mexico, Oklahoma, and Vermont, as well as the District of Columbia and Puerto Rico. Regional trainings were also held in Florida and Georgia. Nationally, there are now over 7500 trained BEST Plus test administrators.

**Training of Trainers**
Baytown, TX  
Clackamas Community College, OR  
Education Development Center, MA  
Little Rock School District, AR  
Olympia School District, WA  
Spokane Public Schools, 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  
Hunterdon County Board of Education, NJ  
Lancaster City Schools, PA  
Lee High School, Houston, TX  
Minneapolis Public Schools, MN  
New Jersey Department of Education  
New York City Department of Education, NY  
Rowan University, NJ  
Waterloo Public Schools, IA  
White Plains Public Schools, NY

**ELLOPA and SOPA Workshops**
Bureau of Jewish Educators, DC  
Crete Public Schools, ME  
Elsie Whitlow Stokes Charter School, DC  
Fairfax County Public Schools, VA  
ISCOPAC, Minneapolis, MN  
Jefferson County Schools, Louisville, KY  
Jewish Day Schools, Los Angeles, CA  
Park School, Baltimore, MD  
Richland/Lexington School District, SC  
Tianjin International School, China  
Virginia Beach Public Schools, VA  
Walnut Valley Unified School District, CA  
West Virginia Public Schools  
Westport Public Schools, CT
2005
CAL Services

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

Anoka-Hennepin Schools, MN
Berry College, GA
Boston Public Schools, MA
Catholic Archdiocesan Schools, DC
Delaware County Intermediate Unit, PA
Emporia State University, KS
Grand Rapids Public Schools, MI
High School for Health Careers & Sciences, NY
Magdelena Schools, NM
Maryland Ready at Five, Baltimore, MD
Metropolitan Nashville Public Schools, TN
Project Triad, Sam Houston University, TX
St. Louis Public Schools, MO
Virginia Beach Public Schools, VA
Yakima Public Schools, WA

CAL provides professional development, technical assistance, and other services to clients, many using research-based materials and curricula developed by CAL staff, including the SIOP and What’s Different About Teaching Reading materials, shown here.

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

What’s Different About Teaching Reading to Students Learning English? is one of a group of professional development packages created to help teachers work more effectively with English language learners in their classrooms.
## Statement of Financial Position

### SEPTEMBER 30, 2005 AND 2004

### (Unaudited)

### Assets

#### Current Assets

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<tr>
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<th>2005</th>
<th>2004</th>
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<tr>
<td>Cash</td>
<td>$287,866</td>
<td>$589,133</td>
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<tr>
<td>Accounts Receivable</td>
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<td></td>
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<tr>
<td>Billed Contracts and Grants</td>
<td>617,399</td>
<td>360,304</td>
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<tr>
<td>Unbilled Receivables</td>
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<td>961,886</td>
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<tr>
<td>Advances and Other Receivables</td>
<td>528,912</td>
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<td>Prepaid Expenses</td>
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<td>43,838</td>
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<td><strong>Total Current Assets</strong></td>
<td><strong>2,549,173</strong></td>
<td><strong>2,453,239</strong></td>
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#### Investments

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<td>2,303,545</td>
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#### Property and Equipment

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<tr>
<td>Furniture and Equipment</td>
<td>433,212</td>
<td>326,466</td>
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<tr>
<td>Leasehold Improvements</td>
<td>28,883</td>
<td>28,883</td>
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<td><strong>Total Property and Equipment</strong></td>
<td><strong>462,095</strong></td>
<td><strong>355,349</strong></td>
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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Less Accumulated Depreciation</td>
<td>(288,834)</td>
<td>(204,161)</td>
</tr>
<tr>
<td><strong>Net Property and Equipment</strong></td>
<td><strong>173,261</strong></td>
<td><strong>151,188</strong></td>
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#### Other Assets

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<td>Deposits</td>
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<tr>
<td>Video Production Cost</td>
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<tr>
<td>(Net of amortization of $37,042 and $15,875)</td>
<td>26,458</td>
<td>47,625</td>
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<td>Product Inventory</td>
<td>109,940</td>
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<td><strong>Total Other Assets</strong></td>
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### Liabilities and Net Assets

#### Total Assets

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#### Current Liabilities

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<td>Accounts Payable</td>
<td>537,649</td>
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<tr>
<td>Accrued Wages</td>
<td>384,289</td>
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<td>Billings in Excess of Costs and Revenues</td>
<td>720</td>
<td>20,539</td>
</tr>
<tr>
<td>Deferred Revenue</td>
<td>300,928</td>
<td>147,031</td>
</tr>
<tr>
<td>Deferred Rent</td>
<td>29,380</td>
<td>16,773</td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td><strong>1,252,966</strong></td>
<td><strong>1,035,145</strong></td>
</tr>
</tbody>
</table>

#### Deferred Rent

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>98,388</td>
<td>127,480</td>
</tr>
</tbody>
</table>

### Net Assets

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>3,739,267</td>
<td>3,573,013</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>3,839,267</strong></td>
<td><strong>3,673,013</strong></td>
</tr>
</tbody>
</table>

### Total Liabilities and Net Assets

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5,190,621</td>
<td>4,835,638</td>
</tr>
</tbody>
</table>
### Unrestricted Net Assets

#### Support and Revenues

<table>
<thead>
<tr>
<th>Description</th>
<th>2005</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Contracts and Grants</td>
<td>$ 3,810,848</td>
<td>$ 3,820,931</td>
</tr>
<tr>
<td>Private Contracts and Grants</td>
<td>1,851,498</td>
<td>1,866,254</td>
</tr>
<tr>
<td>Testing Revenue</td>
<td>1,299,252</td>
<td>1,180,309</td>
</tr>
<tr>
<td>Consulting Fees and Workshops</td>
<td>663,651</td>
<td>628,185</td>
</tr>
<tr>
<td>Sale of Publications</td>
<td>651,309</td>
<td>623,677</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>3,500</td>
<td>1,150</td>
</tr>
<tr>
<td><strong>Total Support and Revenues</strong></td>
<td><strong>8,280,058</strong></td>
<td><strong>8,120,506</strong></td>
</tr>
</tbody>
</table>

#### Expenses

#### Program Services

<table>
<thead>
<tr>
<th>Description</th>
<th>2005</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Contracts and Grants Activities</td>
<td>3,470,776</td>
<td>3,559,254</td>
</tr>
<tr>
<td>Private Contracts and Grants Activities</td>
<td>1,858,048</td>
<td>1,828,095</td>
</tr>
<tr>
<td>Test Activities</td>
<td>1,088,271</td>
<td>908,964</td>
</tr>
<tr>
<td>Consulting Fees and Workshops</td>
<td>603,483</td>
<td>412,926</td>
</tr>
<tr>
<td>Publications Costs</td>
<td>638,509</td>
<td>609,724</td>
</tr>
<tr>
<td>Pass-Through and Project Participant Costs</td>
<td>315,053</td>
<td>378,144</td>
</tr>
<tr>
<td><strong>Total Program Services</strong></td>
<td><strong>7,974,140</strong></td>
<td><strong>7,697,107</strong></td>
</tr>
</tbody>
</table>

#### Supporting Services

<table>
<thead>
<tr>
<th>Description</th>
<th>2005</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unallocated General and Administrative</td>
<td>331,272</td>
<td>243,019</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>8,305,412</strong></td>
<td><strong>7,940,126</strong></td>
</tr>
</tbody>
</table>

#### Increase in Unrestricted Net Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>2005</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Investment Activity</td>
<td>(25,354)</td>
<td>180,380</td>
</tr>
<tr>
<td>Net Investment Gain</td>
<td>191,608</td>
<td>129,334</td>
</tr>
<tr>
<td>Increase in Unrestricted Net Assets</td>
<td>166,254</td>
<td>309,714</td>
</tr>
<tr>
<td>Net Assets at Beginning of Year</td>
<td>3,673,013</td>
<td>3,363,299</td>
</tr>
</tbody>
</table>

**Net Assets at End of Year**  

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$ 3,839,267</strong></td>
<td><strong>$ 3,673,013</strong></td>
<td></td>
</tr>
</tbody>
</table>
President's Office
Donna Christian
President
Susan Zapata

Computer Services
Sabrina Parker
Manager
Huy Nguyen
Titi Phommachanh
Imhotep Yakub

Consultants
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Hong-Quang Pho
Nam Pho
Vincent Sagart

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Director of Financial Services
Vernon Davis
Lolita Hewett-King
Curtis Lynch
Jennifer Meininger
Dan Singh

Personnel
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Director of Personnel Services
Saundra Palmer
Phyllis Pointer-Tate

Marketing
Susan Gilson
Manager
Sophia Birdas

Foreign Language Education
Nancy Rhodes
Director
Guadalupe Hernández-Silva
Eileen Lorenz
Lynn Thompson

Consultants
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Ingrid Pufahl

Intern
Emily Evans

Language and Culture Resources
Joy Kreeft Peyton
Director
Ryan Atkins
Breana Abbott Bayraktar
Sanja Bebic
Lisa Biggs
Miriam Burt
Mary Jane Canale
Vernon Davis, Jr.
Frank Finamore
Lynn Fischer
Dawn Flanagan
Regina Hertz
Robin Kernodle
Julie Mathews
Sally Morrison
Craig Packard
Jeanne Rennie
Kirsten Schaetzel
Betty Ans in Smallwood
Sharyl Tanck
Lynda Terrill
Carol Van Duzer
Laurel Winston
Bryan Woerner

Consultants
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William Terrill

Interns
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Lance Kramer
Adriana Val

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Director
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Catherine Coburn
Shannon Fitzsimmons
Lindsey Hillyard
Natalia Jacobsen
Arieh Sherris
Julie Sugarman
Ana Taboada
Leonida Vizcarra

Consultants
Diane August
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Elizabeth Howard
Dorothy Kauffman

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Director

Consultants
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Susan Hoyle
Jeffrey Reaser

Language Testing
Dorry Kenyon
Director
Basra Abdillahi-Chire
Jim Bauman
Eileen Boswell
Helen Carpenter
Christina Cavella
Jennifer Christenson
Keith Ervin
Colleen Gallagher
Dora Johnson
Mohammed Louguit
David MacGregor
Valerie Malabonga
Margaret Malone
Fortune McLemore
Megan Montee
Jessica Motz
Ellen Parkhurst
América Pinal
Jeong Ran Ryu
Lauren Janzen Smith
Larry Thomas
Regina Van Horne
Larry Thomas

Consultant
Jane Roy

Interns
Rachel Flamenbaum
Kimberly Leiden
Katharine Sanders

G. R. Tucker Fellow
Silvia Pessoa
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**CAL's Mission**

*Improving communication through better understanding of language and culture*