



CILS
Annual
Report

2007-
2008

A report on the past academic year's activities of CILS, an inter-faculty research and development centre at The University of British Columbia dedicated to the promotion of language teaching and learning within and beyond the University community.

The Centre
for
Intercultural
Language
Studies

Introduction by the Director

The UBC Centre for Intercultural Language Studies (CILS) is an interfaculty research and development centre at the University of British Columbia, sponsored and supported by three major bodies: the UBC Faculty of Arts, the UBC Faculty of Education, and UBC Continuing Studies. Founded in 1994 by Joerg Roche and Ken Reeder, CILS is entering its fifteenth year of service to the language teaching and learning community at the University of British Columbia, as well in the broader professional field and amongst our sister postsecondary institutions.



CILS is in some senses nothing more than the people who work hard to put on our events, provide advice, concrete support and collaborate with us. On the following page, you will find the names of the dedicated set of volunteer members of the CILS Advisory Committee. I wish to thank each of them for their hard work, imagination and will to see CILS thrive and fulfill its mandate. We have also been guided and encouraged in our work by Associate Dean (Research and Graduate Studies) of Education Dr. Deb Butler, and Associate Dean (Strategic Initiatives) of Arts, Dr. Peter Dauvergne. Peter's valuable role will be taken on the incoming Associate Dean in Arts, Dr. Kathryn Harrison, and we welcome her warmly to her new liaison role with CILS. The Associate Deans have ensured that CILS remains funded and more, that our work is widely appreciated by the broader university community. Moreover, they are both busy people who nonetheless take the time to attend our events throughout the year, much to our appreciation. Our broader community consists of all those people who have asked to have their names added to our mailing list. Their varied affiliations are listed in Appendix C below: their active participation in our work is highly valued by all of us at CILS.

Over the past two years, CILS has enjoyed the tangible support of the Faculty of Education's Network of Centres and Institutes in Education, where we receive budget and administrative assistance from Judy Paley. To NCIE and to Judy, my sincere thanks for all that they have done to

promote and support our program of work this year, and on an ongoing basis.

I also wish to extend my thanks to Dr. Sandra Zappa-Holman, in her new role as Administrative Coordinator of CILS over the past several years, and for many of us, the public face of CILS. We also congratulate Sandra on the successful completion of her PhD degree, in which she conducted a ground-breaking, longitudinal study of the academic writing and linguistic socialization of international university students.

You'll also find more details of an important transition in the life of CILS, which sees our long-time friend and colleague Dr. Monique Bournot-Trites of the Department of Language & Literacy Education (LLED) take over the role from me as Director of CILS from July, 2008. I am extremely confident in Monique's abilities to help CILS flourish and fulfil its mandate, particularly in the direction of funded research and development projects, and the Advisory Committee joins me in thanking her sincerely for this large volunteer commitment of time and talent to CILS. Monique shares some her plans and vision for CILS in the pages that follow.

In another transition, we say good-bye to founding member Mackie Chase of Continuing Studies, who retired from UBC earlier this year, and to Judith Plessis, whose leadership role in the office of the Associate VP, Continuing Studies, prevented her from spending as much time with the CILS Advisory Committee as she had in previous years. To both Mackie and Judith we extend congratulations and warm wishes.

In this short report, you'll also find highlights of our main activities from April 2007 to May 2007, a brief Financial Report, and Appendices that offer a little more detail on major activities and our membership for the past year. I hope you enjoy the report, and that for a fuller picture (and we do mean photos!) of our work, you'll pay a visit to our website at:

www.lerc.educ.ubc.ca/fac/duff/cils

Cordially,

Ken Reeder, Director, 2005-2008

Professor, Language & Literacy Education.

CILS Advisory Committee, 2007-08

Mackie Chase (Continuing Studies, UBC)

Duanduan Li (Department of Asian Studies, UBC)

Enrique Manchon (Department of French, Hispanic and Italian Studies, UBC) On leave, 2007-08

Stefka Marinova-Todd (School of Audiology and Speech Sciences, UBC)

Judith Plessis (Continuing Studies, UBC)

Christine Rouget (Department of French, Hispanic and Italian Studies, UBC)

Andrew Scales (English Language Institute, UBC)

Steven Talmy (Department of Language and Literacy Education, UBC)

CILS Administrative Coordinator and ex officio member:

Sandra Zappa-Hollman (Department of Language and Literacy Education, UBC)

CILS Director and Committee Chair:

Ken Reeder (Department of Language and Literacy Education, UBC)

Activities for 2007-2008

Over the past year, CILS animated a program of guest presentations in collaboration with UBC partners, together with its annual one-day research symposia, reaching approximately 300 people over the course of the academic year. We report here on both the 3rd and the 4th annual research symposia held in May of 2007 and in May of 2008 respectively, in order to bring our reporting calendar into line with the academic session that we follow when planning our CILS program. We turn to each of these main activities and offer a few highlights of each.

Research Lectures

August, 2007

“Building student vocabulary knowledge in the context of a district-wide literacy reform”

Catherine Snow, outgoing Dean of the Harvard Graduate School of Education and Henry Lee Shattuck Professor of Education



Catherine Snow is one of the world’s leading authorities in first and second language acquisition, and her more recent research has applied those insights to understanding the literacy development of children in low-income, urban settings. The lecture was jointly sponsored by CILS and the UBC School of Audiology & Speech Sciences, attracting 150 participants from a wide range of units at UBC and beyond. It was followed by a social reception in the new Atrium at the Life Sciences Centre.

Abstract

Students' capacity to comprehend and learn from text is closely related to their knowledge of the vocabulary words in the text. Students in Boston Public School middle grades are reported by their teachers not to know

many of the words in their content area texts, and testing confirms that claim. Many of the students who read accurately and fluently fail at comprehension, and show poor vocabulary knowledge. Accordingly, a vocabulary intervention was launched, in which teachers across the content areas shared responsibility for building knowledge of all-purpose academic words. Results from a pilot implementation in three schools revealed both positive effects on student learning and the potential to leverage whole school reform with small instructional innovations.

April, 2008

“Cultural Studies and Foreign Language Education: Post-structuralist perspectives”

Claire Kramersch

Professor, University of California, Berkeley, Department of German

Abstract

Foreign language instruction has traditionally been seen as providing the form, Cultural Studies the content of language study (e.g., Byram 1989, Geisler 2005). Form and content, language and culture, have not had an easy relationship in FL education, but their relation has become more difficult as national societies are becoming increasingly multilingual and national cultures more hybrid than ever. Which culture, whose culture should we teach? Recent post structuralist perspectives in applied linguistics offer a theoretical framework for rethinking the relationship of language and culture in FL education. They provide support for the recommendations of the recent MLA Report (MLA 2007) that FL education at the collegiate level promote the development of “translingual and transcultural competence” and the ability to “operate between languages”.



Dr. Kramersch's visit was co-sponsored by CILS and UBC's Department of Central, Eastern & Northern European Studies, and made possible a special dinner and evening of conversation with Dr. Kramersch held at Green College. The lecture was attended by over 120. Claire Kramersch is an expert on intercultural approaches to second language teaching and learning, and is sought out internationally as an authority on modern language curriculum reform.

Third Annual CILS Research Symposium

THEME: Emerging Pedagogies for Language Teaching and Learning

Friday, May 19, 2006 -- 8:30 a.m.- 5:00 p.m. --
Ponderosa Centre, UBC



Keynote address:

“Iterative Curriculum Design”

by Numa Markee, University of Illinois, Urbana-Champaign

Abstract

In this presentation, I outline an approach to the design, implementation and evaluation of task-based (ESP) curricula called Iterative Curriculum Design (ICD). ICD is heavily influenced by the classroom-centric orientation of previous work on the Process Syllabus and the Procedural Syllabus. But it differs from these precursors in that it relies on a strict conceptualization of analyticity as a key aspect of task-based instruction. Furthermore, this approach involves exploring how task-based curricula are achieved (in the ethnomethodological sense of this word) in the moment and over time by participants. More specifically, ICD involves: 1) the use of a triangulated needs analysis methodology to document and analyze the various sources of information that are used to develop a course (structured and unstructured interviews with different stakeholders; discourse/genre analysis of discipline or profession-specific spoken and written texts, such as job descriptions, manuals, textbooks, Power Point presentations, video training manuals, etc.); 2) keeping copies of all the different versions of lesson plans and course units that are developed within a first iteration and across subsequent iterations of a course to document course development processes; 3) recording and transcribing class interactions (including small group work), and collecting class handouts and other instructional materials to see how tasks are translated into actual activities during the pedagogical implementation phase; and 4) using all of these formative and summative data as tools of evaluation/assessment. The paper is illustrated with empirical examples drawn from an ESP course for Italian undergraduate engineering students that was designed, taught, and evaluated in Fall 2006. A revised, second iteration of this course is due to be taught in Fall 2007.

This annual, one-day research symposium was attended by over 100 participants about equally divided between UBC units and other postsecondary institutions, school systems and federal and provincial government agencies.

We provide in this report an overview of the day's work. This year, individual presentations featured teaching demonstrations linked to the symposium's theme. Our Advisory Committee, led by Dr. Sandra Zappa Holman, reviewed all proposed abstracts prior to constructing the symposium's final program. Full abstracts of each individual presentation may be found at the CILS web site,

www.lerc.educ.ubc.ca/fac/duff/cils/index.htm

Program Overview:

8:30 am	On-site registration - COFFEE & MUFFINS
9:00 am	Conference opening, official welcome by Dr. Ken Reeder
9:15 am	Keynote Address: Dr. Numa Markee, University of Illinois, Urbana-Champaign: <i>"Iterative Curriculum Design."</i> Introduction by Dr. Patsy Duff
10:15 am	Introduction of Teaching Demonstration sessions, the plan, followed by break for coffee and travel to choice of demonstration classrooms.
10:30 am	Teaching Demonstrations, Sessions 1,2,3 In ELI rooms 113, 114, and Lab B
12:15 pm	LUNCH , in Ponderosa Centre, buffet style
1:00 pm	Teaching Demonstrations, Sessions 4,5,6 In ELI rooms 113, 114, and Lab B
2:50 pm	Synthesizing activity in small groups, in Ponderosa Centre main room. Groups identify and report back on Emerging Pedagogies, trends, challenges.
3:30 pm	Summary and Concluding remarks by Dr. Numa Markee.
3:45 pm– 5:00 pm	Social Hour (wine and cheese, in Ponderosa Centre main room)

Third Annual CILS Research Symposium, Teaching Demonstrations

MORNING SESSIONS			
	ELI room 113	ELI room 114	ELI Lab B
<p>Session 1</p> <p>10:30 – 11:00</p>	<p>Discovering prefixes and word roots: Moving beyond lists</p> <p>Jennifer Walsh Marr</p>	<p>The 30 Minute Miracle: Using L1 to prepare Korea Telecom managers to comprehend and participate in L2 business seminars</p> <p>Mackie Chase</p>	<p>The UBC CJK Chinese Character Multimedia Dictionary: A global approach to 'sinograms' for L3 learners of Chinese, Japanese and Korean</p> <p>Ross King, Duanduan Li & Rebecca Chau</p>
<p>Session 2</p> <p>11:05 - 11:35</p>	<p>A critical analysis of the K-12 multicultural programs in BC schools that are attempting to meet the needs of culturally diverse learners</p> <p>Karen Peplow</p>	<p>Body idiom and interculturality in EAP: A multiliteracies task</p> <p>Alfredo A. Ferreira</p>	<p>Teaching a second language with the Tablet PC</p> <p>Sylvia Bascou-Vallarino</p>
<p>Session 3</p> <p>11:40 – 12:10</p>	<p>Demystifying Russian script</p> <p>Alsu Gortcheva</p>	<p>Providing quick (and valuable?) feedback: Tips and tricks for electronic writing feedback</p> <p>Jeremie Seror</p>	<p>Use of a voice conferencing tool in the learning of a target language</p> <p>Sunah Cho</p>

Third Annual CILS Research Symposium, Teaching Demonstrations

AFTERNOON SESSIONS			
	ELI room 113	ELI room 114	ELI Lab B
Session 4 1:00 – 1:30	<i>"... and then I kissed you."</i> Celebrating the ordinary in the language class Enrique Manchon	Understanding literary language, teaching the language of literature Viktoriya Topalova	The UBC/Ritsumeikan Academic Exchange Program: Content based instruction and academic success for international undergraduates Bill McMichael & Ken Reeder
Session 5 1:35 – 2:05	Applying the communicative approach in teaching Business Mandarin Frieda He	Acculturation into to the language of academia: Strategies for supporting graduate students with their academic writing and speaking Valia Spiliotopolous	Using the Internet as a teaching resource for the foreign language classroom Uma Kumar
Session 6 2:10 – 2:40	Comparisons of Equality, Inequality and Superlatives: The use of unexpected props to demonstrate grammar points Josey Fischer	"Wo tou teng (My head aches)": How I deal with such grammar issues James Xi	Assessment techniques and approaches: Learning through reflective writing Gjoa Andrichuk

4th Annual CILS Research Symposium

**Changing Voices:
The Internationalization
of the Student Body**



May 9th, 2008

Irving K. Barber Learning Centre,
Victoria Lecture Theatre: Room 182 (ground floor)
1961 East Mall, UBC Campus

Keynote Address

Supporting the academic socialization of international students on our campuses: The power of social networks

by

Sandra Zappa-Hollman

Department of Language & Literacy Education, The University of British Columbia

Abstract

Increasingly, many higher education students worldwide choose to take part in study abroad programs with the primary goal of enhancing both their educational and life experiences as a result of their sojourn. Consequently, overseas programs that promote mobility between tertiary level institutions in different countries have continued to proliferate. Paralleling the spread of study abroad programs as a global phenomenon is the spread of English as an international language, with its consequent implications for the media, the workplace and education (Duff, 2005). In light of this scenario, we need to ask ourselves: What are some of the challenges faced by international students as they become immersed in their host academic contexts? How do these students become familiarized with the new academic demands they face? How well are academic communities addressing the needs of international students?

This presentation will address these questions by reporting on the findings of a multiple qualitative case study that examined the experiences of a group of Mexican exchange students during their sojourn in a Canadian university. The study highlights the crucial role played not only by the institutional support offered to these students, but also by other factors such as the different relationships the students were able to establish within their individual networks of practice (INoPs), a notion coined for this investigation. The findings thus aim to raise our awareness of the varied, complex nature of the challenges faced by international students in order to gain a better understanding of their academic socialization process. The talk includes a number of pedagogical suggestions (in relation to team work configurations and feedback provided to students, for instance), and it concludes with an invitation to reconsider different ways in which our academic communities could better serve the needs of an increasingly diverse student population.

Event Program

9:00 **Coffee & Registration**

9:15 **Welcome** by Ken Reeder, CILS Director.

Greetings from the Faculty of Arts, Dr. Peter Dauvergne, Associate Dean;
Faculty of Education, Dr. Geoff Williams, LLED Department Head; Dr. Judith
Plessis, Office of Associate Vice-President, Continuing Studies.

9:30 **Plenary talk:** "Supporting the academic socialization of international
students on our campuses: The power of social networks"

by Sandra Zappa-Hollman

10:15 **Coffee break**

10:35 **Panel Discussion:** "Policy Responses to the Challenges of
Internationalization"

- Winnie Cheung, Director of International Community Engagement, UBC
- Karen McKellin, Associate Director, International Student Initiative
- Katherine Beaumont, Director, Go Global-Student Mobility Programs
- Sylvia Helmer, Manager, District Reception and Placement Centre, VSB

Moderator: Ken Reeder

12:15 **Lunch (by donation*)**

1:30 **Panel:** "Showcasing International Initiatives in our Campus"

- Rebeca Lau, Program Manager, Tec de Monterrey-UBC Joint Academic
Program
- Sheri Wenman, Program Manager, UBC-Ritsumeikan Academic Exchange
Program
- Andrew Scales, Academic Director, English Language Institute
- Solveiga Armoskaite & Joanna Octavia, Members of Global Student
Speakers Bureau (GSSB)

Chair: Sandra Zappa-Hollman

2:45 **Wrap up** of day: Agenda for the future

3:00 - **Reception:** Victoria Lecture Theatre Foyer

4:30

*Your gifts will in turn be donated to support our wonderful student assistants today.
Thank you in advance for your generosity!

Meet the Symposium's Contributors

Solveiga Armoskaite is a doctoral candidate in the Department of Linguistics, UBC. She has been involved with the GSSB for two years and sees GSSB as a valuable venue to understand what it means to be a global citizen.

Katherine Beaumont is Director of UBC's Go Global-Student Mobility Programs, coordinating all aspects of international student exchanges to and from UBC with over 150 partner universities world wide.

Winnie Cheung is a senior member of UBC's Office of Associate Vice-President International. She is responsible for developing and managing partnerships with community organizations, businesses, government agencies, and the Foreign Diplomatic Corps within Canada on behalf of the University.

Sylvia Helmer, PhD, is Manager of the District Reception and Placement Centre, Vancouver School District, and a teacher of K-12, adults, and teachers in training, in BC and overseas. An ESL speaker herself, Sylvia works to build empathy and understanding for work with learners from many lands.

Rebeca Lau is the Program Manager for the Tec de Monterrey-UBC Joint Academic Program. She wears many hats from developing policies to administering the program, from recruiting and advising students to relationship building with Tec as one of UBC's closest partner institutions, all with the goal of ensuring the success of the program and the partnership.

Karen McKellin, as Associate Director of the International Student Initiative, helps promote international student enrollment at UBC.

Joanna Octavia is a second-generation Chinese descendant born in Jakarta, Indonesia. Growing up, she faced discrimination and enmity in the country she calls home and at the same time felt unaccepted by the country where her ancestors originated. Following the Anti-Chinese Riot of 1998 in Indonesia, Joanna embarked on a journey to self-discovery, embraced her identities and eventually found her own way home.

Ken Reeder is a Professor in UBC's Language & Literacy Education Department, and a founding member of CILS. He divides his days between serving as Academic Director of the UBC-Ritsumeikan Academic Exchange Program and research and teaching in language acquisition, immersion learning and technology in language learning. Ken completes his term

as CILS Director in June 2008.

Andrew Scales is the Academic Director of the English Language Institute (ELI) at UBC. He has a Masters in Applied Linguistics from the University of London and a diploma in English language teaching from the University of Cambridge. He is responsible for all ELI programs including UBC's new conditional admission program largely aimed at international students.

Sheri Wenman began with UBC in the Faculty of Commerce, and in 1991 moved into the newly created UBC/Ritsumeikan Academic Exchange Program, where she serves as Program Manager. Sheri is proud to be part of the UBC community working to support our international students and staff.

Sandra Zappa-Hollman recently finished her PhD in Language and Literacy Education at UBC. At present, she teaches in the UBC-Ritsumeikan Academic Program as well as in the Modern Language Education Program at UBC. Sandra has been linked to CILS since 2002.





Priorities for 2008-09 from our incoming Director, Monique Bournot-Trites



Theme of the year

The theme of the 2008-09 year will be "Second language assessment"

Research activities

In this regard, we plan to submit two research proposals in the fall. One will be with TLEF entitled "*Academic language needs of non-native -speaking undergraduate students at UBC*" and the other a HAMPTON grant entitled : "*The Decision Making Process for the English Requirements for UBC Graduate Students across Academic Units*".

We may also apply for a grant to the Canadian Association of Communicators in Education to evaluate the learning program exchange of the English Language Institute in February.

Events

At the end of February, we plan to invite a speaker on the Common European Framework that is getting adopted for use in Canadian schools.

We have also planned to have our symposium on May 8th 2008 on **second language assessment** and to invite a keynote speaker whose field of research is second language assessment.

If speakers on the theme of the year are invited by other academic units or associations, we will co-sponsor those speakers and invite our CILS members to these events.

Report of Annual Revenues and Expenses, PG from Faculty of Arts, Centre for Intercultural Language Studies (CILS)

FMS GL Summary - Extracted on 15-MAY-2008 01:46 PM

Report Parameters: Fund [G0000] Dept [120170] Program [] Project [12G70ADM]

Date Range: From APR-2007 to MAR-2008

Account Type	Account	Description	Funding Allocation	Actual Expenditures												Period Total	PG YTD	Commitments YTD	
				YTD	Apr-07	May-07	Jun-07	Jul-07	Aug-07	Sep-07	Oct-07	Nov-07	Dec-07	Jan-08	Feb-08				Mar-08
Expenses	500000	Budget pool-Expense Honoraria-Non residents	5,348.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Expenses	523000	residents	0	0	0	644.41	0	0	0	0	0	0	0	0	0	0	644.41	644.41	0
Expenses	531000	Salaries-Students	0	416.68	0	0	0	0	0	0	0	0	0	0	0	0	416.68	416.68	0
Expenses	625001	Oth trav-Pub carrier nonstaff	0	0	0	764.88	0	0	0	0	0	0	0	0	0	0	764.88	764.88	0
Expenses	625101	Oth trav-Other carrier nonstaf	0	0	0	85.49	0	0	0	0	0	0	0	0	0	0	85.49	85.49	0
Expenses	625401	Other travel-Accom nonstaff	0	296.13	0	0	0	0	0	0	0	0	0	0	0	0	296.13	296.13	0
Expenses	625551	Meals-Nonstaff	0	0	0	28.79	0	0	0	0	0	0	0	0	0	0	28.79	28.79	0
Expenses	640000	Operational supplies & expense	5,000.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Expenses	646100	Catering	0	104.94	2,805.68	0	0	835.64	0	0	0	0	0	0	0	0	3,746.26	3,746.26	0
		Sub Total	10,348.00	817.75	2,805.68	1,523.57	0	835.64	0	0	0	0	0	0	0	0	5,982.64	5,982.64	0
		Total Expenses:	10,348.00	817.75	2,805.68	1,523.57	0	835.64	0	0	0	0	0	0	0	0	5,982.64	5,982.64	0
Balance Available:																	4,365.36		

Report of Annual Revenues and Expenses, PG from Faculty of Education, Centre for Intercultural Language Studies (CILS)

FMS GL Summary - Extracted on 29-MAY-2008

12:33 PM

Report Parameters: Fund [E8378] Dept [150100] Program []

Project [15E83781]

Date Range: From APR-2007 to
MAR-2008

Account Type	Account	Description	Funding Allocation YTD	Actual Expenditures												Period Total	PG YTD	YTD	Commitments
				Apr-07	May-07	Jun-07	Jul-07	Aug-07	Sep-07	Oct-07	Nov-07	Dec-07	Jan-08	Feb-08	Mar-08				
Expenses	499999	Budget Balance Carry Forward	4,218.22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Expenses	522000	Honoraria/Services Rendered	0	0	0	0	0	0	0	0	0	0	2,500.00	0	0	2,500.00	2,500.00	0	0
Expenses	622000	Conferences-Othertransport	0	0	0	0	0	0	0	0	0	0	0	12	0	12	12	0	0
Expenses	624000	Conferences-Accommodation	0	0	0	0	0	841.11	0	0	0	0	0	0	0	841.11	841.11	0	0
Expenses	627000	Conferences-Registration	0	0	0	0	0	291.8	0	0	0	0	0	0	0	291.8	291.8	0	0
Expenses	640000	Operational supplies & expense	0	0	0	0	0	0	0	-5,000.00	0	0	0	0	0	-5,000.00	-5,000.00	0	0
Expenses	641300	Couriers	0	0	0	0	27.86	0	0	25.28	0	0	0	0	0	53.14	53.14	0	0
Expenses	641500	Printing & copying	0	0	24	37.55	36.76	0	0	178.13	64.4	0	0	166.32	71.75	578.91	578.91	0	0
Expenses	646100	Catering	0	0	0	667.02	0	0	0	71.55	0	0	0	0	0	738.57	738.57	0	0
Expenses	651100	Technical supplies	0	0	0	0	0	86.09	43.58	93.32	0	0	148.2	152.1	0	523.29	523.29	0	0
Expenses	656000	Dept Entertainment expenses	0	0	0	79.42	0	0	0	0	0	0	86.22	17.92	0	183.56	183.56	0	0
Expenses	765000	Telephone-Long distance	0	0	0	41.53	0	144.44	0	14.66	0	0	0	0	0	200.63	200.63	0	0
Expenses	830103	Computer hardware-Printers	0	0	0	0	0	86.09	0	0	0	0	0	0	0	86.09	86.09	0	0
		Sub Total	4,218.22	0	24	825.52	64.62	1,449.53	43.58	-4,617.06	64.4	0	2,734.42	348.34	71.75	1,009.10	1,009.10	0	0
		Total Expenses:	4,218.22	0	24	825.52	64.62	1,449.53	43.58	-4,617.06	64.4	0	2,734.42	348.34	71.75	1,009.10	1,009.10	0	0

Balance 3,209.12
Available:

1. Note: \$5000 item shown under Oct-07 is FoE funding allocation to CILS for 2007-08 fiscal

