

CAL

60

Valuing
All Voices™

CENTER FOR APPLIED LINGUISTICS
2019 ANNUAL REPORT

CELEBRATING 60 YEARS

TABLE OF CONTENTS

CAL By the Numbers: 2019	1
Message from the President & CEO	2
Charles Ferguson Award for Outstanding Scholarship	3
60th Anniversary Timeline	4
1959–1979: The Application of Linguistics Science to Practical Language Problems.....	4
1980–1999: Communicating Across Languages and Cultures.....	5
2000–2009: Improving Communication Through Better Understanding of Language and Culture	6
2010–2019: Promoting Access, Equity, and Mutual Understanding.....	7
Testing, Assessments, and Evaluation	8
Professional Development and Student Outcomes	10
Dual Language Education	11
English Language Learners	12
World Language Education	14
Language Policy and Advocacy	15
International Development and Partnerships	16
Financial Update	17
CAL Staff and Associates	18
CAL Board of Trustees	20



MISSION & VISION STATEMENT

VALUING ALL VOICES

The mission of the Center for Applied Linguistics (CAL) is to promote language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis. Through our work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe.

AT CAL, WE BELIEVE THAT:

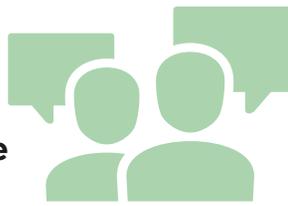
- All languages, dialects, and culture deserve to be respected and cultivated.
- Multilingualism is beneficial for individuals and society.
- Language skills and cultural knowledge should be valued in the education and work environment.

CAL BY THE NUMBERS: 2019

+30 Research & Practices Presentations at National and International Conferences



Workshops in **+22** States and the District of Columbia



18 CAL Institutes Delivered



+2.1 MILLION Language Assessments in Collaboration with WIDA



332 Teachers-Attendees at CAL Institutes in Washington, DC



+700 Certificates Earned from CAL's Virtual E-Courses



10 Countries Visited: Canada, India, China, Ethiopia, Hong Kong, Vietnam, Peru, United Arab Emirates, South Africa, and Mexico

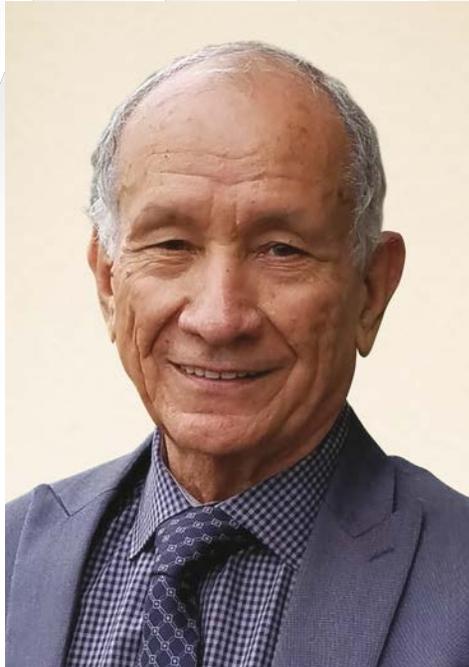


+150 Dedicated Staff, Board Members, and Consultants



MESSAGE FROM CAL'S PRESIDENT & CEO

BUILDING COMMUNITIES AND ENRICHING CONNECTIONS THROUGH LANGUAGE



On behalf of the Chair of the Board of Trustees, Dr. Eugene García, and all the Board of Trustees at the Center for Applied Linguistics, I am pleased to share our annual report for 2019.

As I reflect on 2019, I am reminded of Dr. Charles A. Ferguson's vision for CAL when he established the organization exactly 60 years ago: *to serve as a liaison between the academic world of linguistics and the practical world of language education and language-related concerns.* Dr. Ferguson planted this seed at the core of CAL that

it is not only the language that we use that matters, but also the people who use it to resolve complex challenges in their daily lives that carries consequences. Looking around today, it is clear that at no other time in CAL's long history has this bold and progressive idea been more relevant for today's current events across the world which demand that multilingual and multicultural citizens think globally and act locally to resolve our differences, and more importantly, discover our similarities.

Ferguson also envisioned CAL as an institution that "contributes new knowledge by conducting language research to resolve social and educational problems," a value exhibited by our outstanding staff members and consultants. Customer relations and collaboration with

project officers and clients have always been one of CAL's major strengths. Not only does this contribute to maintaining continuous relationships with partners, sponsors, and clients, but it also contributes to maintaining CAL's legacy, prestige, and reputation in the field of language and education leadership.

This year, we celebrated CAL's 60th anniversary as a major milestone which has instilled renewed focus on the significant role of language and culture in today's global community. Our theme of "*Valuing All Voices*" acknowledges our respect and acceptance for individual distinctions among members of society and represents CAL's long-standing history of supporting language and cultural diversity around the globe. Through the research and activities of our staff, Board of Trustees, and consultants, CAL brought this theme of equity in language and literacy education, assessments, and research to life.

I am proud to present this report, which provides a closer look at the activities and highlights undertaken at CAL throughout the year on a wide range of work all dedicated to supporting the success of multilingual learners in the US and abroad.

As always, I look forward to continuing to work closely with CAL's Board of Trustees and staff, as well as our funders, partners, and collaborators, to continue to bring CAL's mission to life.

Dr. Joel Gómez

President and Chief Executive Officer



CHARLES FERGUSON AWARD FOR OUTSTANDING SCHOLARSHIP

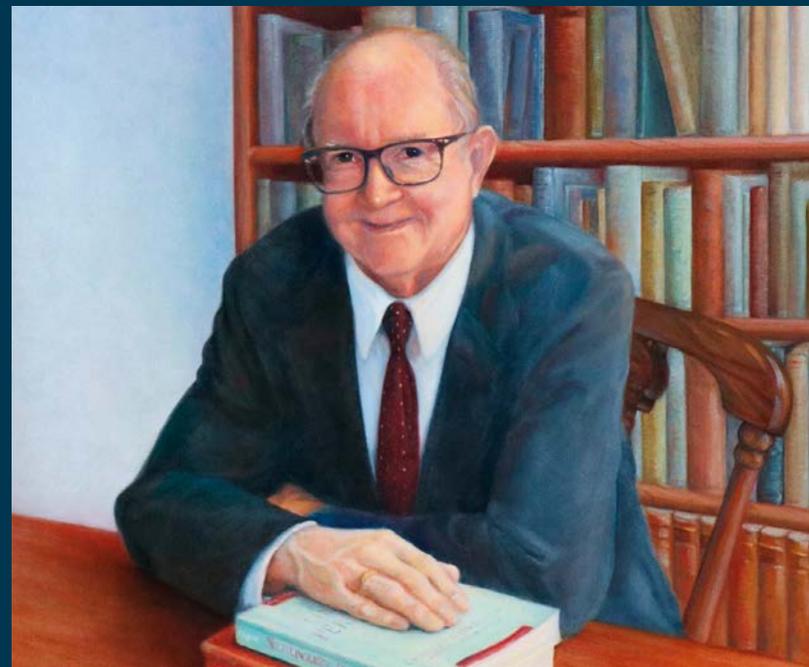
2019 RECIPIENT OF THE CHARLES A. FERGUSON AWARD FOR OUTSTANDING SCHOLARSHIP



Dr. Nancy H. Hornberger
Professor Emerita
University of Pennsylvania
Areas of expertise:
bilingualism and biliteracy,
ethnography, indigenous
language revitalization,
Latin America

Dr. Nancy Hornberger is internationally known for her work in bilingualism and biliteracy, ethnography and language policy, and Indigenous language revitalization. She researches, lectures, teaches, and consults regularly on multilingual education policy and practice in the United States and the Andes (Peru, Bolivia, and Ecuador) and

has also worked in Brazil, China, Mexico, Singapore, South Africa, Sweden and other parts of the world.



The Charles A. Ferguson Award for Outstanding Scholarship was created to honor the life and legacy of the person who founded the Center for Applied Linguistics. The 2019 Ferguson Award was presented at a reception sponsored by CAL, Stanford, and TESOL, at the TESOL 2019 Convention held in Atlanta, GA.

Visit www.cal.org/who-we-are/our-founder to learn more.

60TH ANNIVERSARY COMMEMORATION

THE APPLICATION OF LINGUISTIC SCIENCE TO PRACTICAL LANGUAGE PROBLEMS

1950

CAL is founded with a grant from the Ford Foundation.



Charles A. Ferguson is named CAL's first director.

CAL launches the *Linguistic Reporter*, a newsletter for the emerging field of applied linguistics.



1959

1960



The ERIC Clearinghouse on Languages and Linguistics is established at CAL.



CAL publishes *The Social Stratification of English in New York City* by William Labov.

1966

1964

CAL hosts the program that developed and field tested the Test of English as a Foreign Language (TOEFL).



Work begins on writing language textbooks for the Peace Corps.

1967

CAL's Urban Language Program conducts and publishes seminal research on vernacular English varieties.

1969

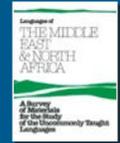
1970



CAL assists the Board of Education of the San Francisco Unified School District in responding to the Supreme Court's *Lau v. Nichols* decision.

1974

1976



A Survey of Materials for the Study of the Uncommonly Taught Languages is published.

1973

CAL initiates Middle East Linguistic Institutes for scholars in the region.



1975

CAL establishes the National Indochinese Clearinghouse and Technical Assistance Center to assist U.S. service providers preparing for Southeast Asian refugee families.



1978

CAL launches the book series, *Language in Education: Theory and Practice*.



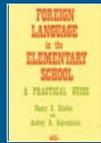
COMMUNICATING ACROSS LANGUAGES AND CULTURES

1980

CAL joins the Southeast Asia Regional Service Center to open an office in Bangkok, Thailand to serve refugees.



1980



1983

CAL publishes *Foreign Language in the Elementary School: A Practical Guide*.

1982



1981

CAL develops the Basic English Skills Test (BEST; later BEST Plus) to measure English language proficiency of adult learners.



1984

CAL begins development of diagnostic tests of proficiency in less commonly taught languages (Arabic, Chinese, and Japanese).

CAL convenes a meeting of educators to organize the National Network for Early Language Learning.



1987

CAL joins The George Washington University to operate the National Clearinghouse for Bilingual Education.



1989

1986

LIBRARY
LIBRARY OF CONGRESS

CAL compiles and donates a collection of American English dialect recordings and transcripts to the Library of Congress.



1988

CAL establishes the first National Clearinghouse for ESL Literacy Education to address the literacy needs of adults learning English.

1990



1990

CAL begins partnering with universities to lead federally funded Language Resource Centers (LRCs) to advance world language learning in the U.S.

1992

CAL operationalizes the Simulated Oral Proficiency Interview (SOPI) as an alternative to face-to-face interviews for measuring how well someone speaks a language.



CAL launches its first website. www.cal.org

1995

1993

1994

1996

1998

The Ferguson Fellowship is established in honor of CAL's founder and first director, Charles A. Ferguson.



CAL partners with the University of California, Santa Cruz, on the National Center for Research on Cultural Diversity and Second Language Learning. Collaboration continued with the Center for Research on Education, Diversity & Excellence.

1991

CAL develops the Student Oral Proficiency Assessment (SOPA) for assessing children's second language proficiency.



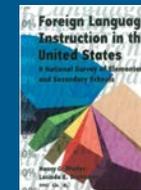
1997



CAL collaborates with TESOL to develop preK-12 English as a Second Language standards.



CAL publishes the first report on the SIOP Model, an instructional model using sheltered instruction to address the academic and language needs of English learners.



CAL conducts the second national survey of foreign language teaching in the United States.

1999

60TH ANNIVERSARY COMMEMORATION (CONTINUED)

IMPROVING COMMUNICATION THROUGH BETTER UNDERSTANDING OF LANGUAGE AND CULTURE

2000

2000



CAL begins an extended research program on English literacy learning among children whose first language is Spanish.

2001



The Cultural Orientation Resource Center is established to provide information and resources for professionals working with refugees.

2003



The WIDA Consortium is established, with CAL leading efforts in test development and psychometrics.

2005



The English for Heritage Language Speakers program is established.

2006



Collaborations on the STARTALK program begin with the National Foreign Language Center.

CAL celebrates its 50th anniversary.



2009



The second National Conference on Heritage Languages in America is held and The Alliance for the Advancement of Heritage Languages is established.

2004



The Center for Adult English Language Acquisition is established.



2008



CAL conducts a national research study on programs for adolescent newcomer students.

2002

CAL publishes *What Teachers Need to Know About Language and Why Reading is Hard*.



CAL publishes *Guiding Principles for Dual Language Education*.

2007



PROMOTING ACCESS, EQUITY, AND MUTUAL UNDERSTANDING

2010

2011



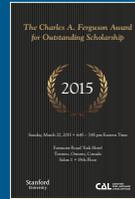
CAL expands its professional development offerings, providing Institutes for practitioners working with students learning English.

Through ELL-U, CAL provides professional development resources for teachers of adult English learners.

CAL establishes the Charles A. Ferguson Award for Outstanding Scholarship in applied linguistics.



2015



CAL develops a suite of English proficiency assessments for students and teachers in Latin America.

CAL celebrates its 60th anniversary.



2019

The new conference center at CAL is named for the founder and first director, Charles A. Ferguson.

2012

2013

2016



CAL conducts a study of schools offering the International Baccalaureate (IB) around the world.



CAL develops virtual resources for educators of English learners in content classrooms through Education Connections.

2014



CAL begins conducting research on successful Spanish-English dual language programs.

2017



Profiles of Dual Language Education in the 21st Century is published in the CAL Series on Language Education with Multilingual Matters.

2018



For more information, visit www.cal.org

TESTING, ASSESSMENTS, AND EVALUATION

ENSURING QUALITY IN PRACTICE

What People Are Saying About Working With Us:

“When I first contemplated starting WIDA, I reached out to the Center for Applied Linguistics to partner with us in what has become one of the most successful partnerships in the world of standards and assessment. CAL has been much more than our principal item developer; they have been a thought partner for us at WIDA from the very beginning and I can honestly say that without CAL there would be no WIDA. Their knowledge of multilingual learners, language assessment, and their mission driven orientation make them the perfect complement to our own work. Together I believe we are able to offer educators the assessments and resources they need and deserve to meet the needs of their multilingual learners.”



Tim Boals, Ph.D.
WIDA FOUNDER and DIRECTOR
WIDA at the Wisconsin Center
or Education Research

The CAL-WIDA Partnership

CAL provides exemplar support to its clients who rely on CAL's experience and expertise in the areas of assessments for English Learners (ELs).

These include: 1) the Wisconsin Center for Education Research (WCER) for the WIDA assessments; 2) New York State Department of Education for the New York State English as a Second Language Achievement Test (NYSESLAT) speaking test; and 3) programs and organizations using the BEST Plus and BEST Literacy assessments.

As the test development partner for the WIDA suite of assessments, CAL provides support for the EL assessment used by over 35 states, two territories, the District of Columbia, the Department of Defense Schools and the Bureau of Indian Education.

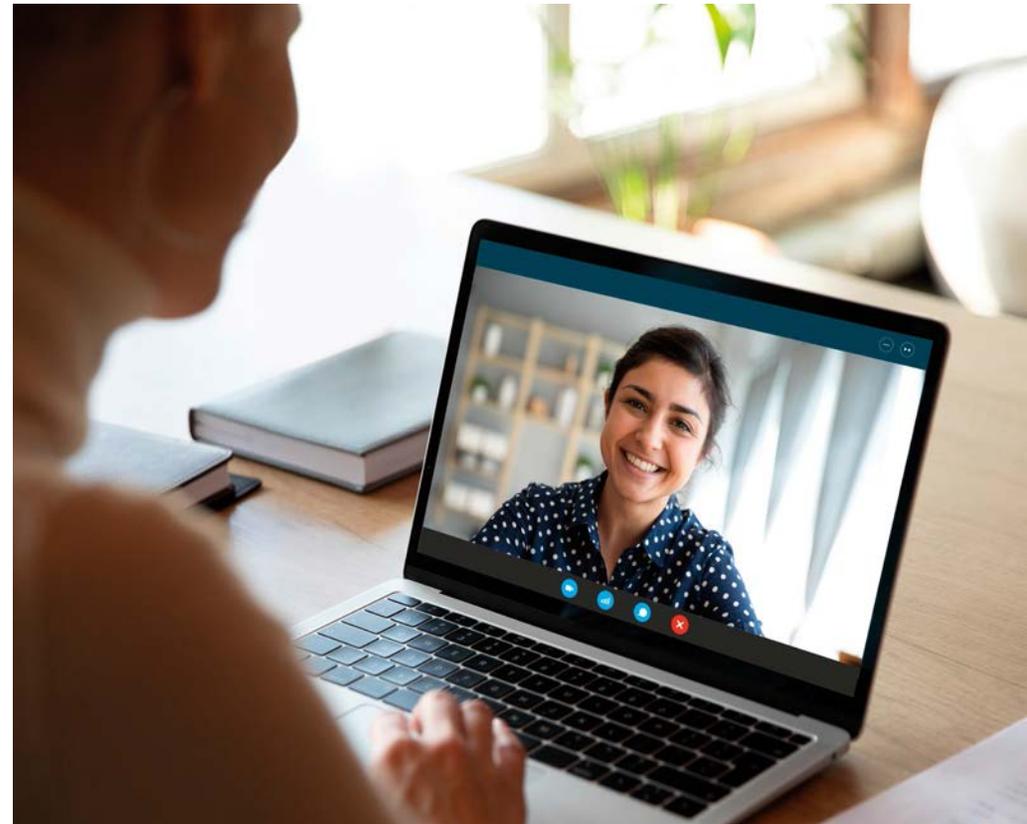
2019 Highlights

- **ACCESS for 2.1 million ELLs:** CAL continues its ongoing relationship with the WIDA consortium, serving as the test developer for ACCESS for ELLs, a high stakes English proficiency assessment administered annually to +2.1 million students across 40 states.
- **Ensuring Quality in Practice:** Annual external reviews by WIDA and four State Education Agencies ensure that ACCESS maintains the highest quality. In 2019, CAL passed the review with flying colors averaging nearly 100% pass rate of the criteria reviewed.
- **Our Test Developers Deliver Results:** Creation of print and digital content for the 2019-2020 ACCESS included hundreds of thousands of printed tests, 350 new items & tasks, +1,000 original graphics, +500,000 lines of code.
- **Tool Development on Target For Early Learners:** Our team conducted field tests for the new WIDA Screener for Kindergarten. The test will be ready for use by schools in early 2021.
- **Field Testing Completed for MODEL Online:** CAL completed the initial development of new speaking tasks for the MODEL Online assessment. The tasks underwent field-testing, and the final operational forms are currently being constructed. Seven of ten tasks developed by CAL were ultimately chosen for the operational assessment.

Our Experts in Action!

Conferences, Presentations, and Panels

- **Expert Panel Proposes Alternate ACCESS Updates for ELLs with Cognitive Disabilities:** In July, **Justin Kelly** participated in an expert panel recommending updates to the WIDA alternate performance definitions for students with the most profound cognitive disabilities as Alternate ACCESS for ELLs is refreshed.
- **Aligning WIDA Performance Definitions to State Standards:** In August, **Dr. Shu Jing Yen** participated in an expert panel which, made recommendations on the design criteria to be considered in revising the WIDA performance definitions to ensure the alignment of the WIDA standards to state content standards.
- **Understanding young learners' spoken academic language development through analyzing oral proficiency test responses** - *Dr. Meg Montee, 2019 Language Testing Research Colloquium*
- **Preparing educators for effective classroom practices for speaking assessment** - *Dr. Meg Montee, the International Language Teacher Education Conference*
- **Selecting a language test that meets your needs** - *Dr. Meg Montee, 2019 ACTFL Annual Conference*
- **Online tutorial for selecting assessments for heritage language programs** - *Jamie Morgan & Dr. Meg Montee, 2019 ACTFL Annual Conference*
- **Using multistage testing to enhance measurement of English language proficiency** - *Dr. Shu Jing Yen and Xin Yu, 2019 East Coast Organization of Language Testers Annual Conference*
- **Adapting to user needs in rater training design** - *Katie Beckman-Götrich and Kristine Nugent, 2019 East Coast Organization of Language Testers Annual Conference*
- **Task and rubric design for assessing professional communication in writing** - *DeAnna Coon and Dr. Meg Montee, 2019 East Coast Organization of Language Testers Annual Conference*
- **Evidence-based model for classroom assessment development** - *Justin Kelly and Mina Niu, 2019 OSSE Multilingual Learner Conference*



- **Complexity, proficiency, and difficulty through the lens of the WIDA performance definitions** - *Justin Kelly, Caitlin Gdowski, and Erika Latham, 2019 WIDA Annual Conference*
- **How the ACCESS for ELLs Online Speaking test is scored** - *Dr. Meg Montee, 2019 WIDA Annual Conference*
- **Assessing professional communication skills** - *DeAnna Coon & Dr. Meg Montee, 2019 ACTFL Annual Conference*

PROFESSIONAL DEVELOPMENT

GROWING COMMUNITIES OF PRACTICE TO PROMOTE BILITERACY AND THE HOME LANGUAGE

What People Are Saying About CAL's Learning Opportunities:

"This is EXACTLY the content knowledge that I need as an educator."

"After attending the CAL Institute, I am reflecting on my teaching practice and I'm planning to make positive changes first thing on Monday!"

"CAL's PD team is so dynamic! I've attended other PD days, but CAL did a great job of getting everyone engaged and collaborating on lesson/action planning with my colleagues."

"I felt that my experiences, and those of my colleagues, were valued and included."

CAL Solutions offers a suite of customizable professional development options:

- Virtual & Remote Workshops
- In-Person Institutes in Washington, DC
- E-Courses for Credit
- Live & Recorded Webinars
- Technical Assistance
- Program Reviews & Needs Assessments; and
- Job Embedded Services for PreK-12 programs in US, Canada, and Mexico.

CAL Institutes provide research-based strategies and practical, hands-on tools, and help teachers develop classroom activities that target the academic language demands of college and career readiness standards, including the Common Core State Standards. Some CAL Institutes are provided in English AND Spanish!

In 2019, CAL delivered 18 multi-day institutes in Washington, DC to over 300 educators from around the world. US, Canada, India, China, Ethiopia, Hong Kong, Vietnam, Peru, United Arab Emirates, and



South Africa. In addition, we traveled to +22 states plus the District of Columbia and delivered international learning opportunities in 10 other countries: Canada, India, China, Ethiopia, Hong Kong, Vietnam, Peru, United Arab Emirates, South Africa, and Mexico.

CAL Online Learning

700+ educators received certificates from multiple online, self-paced courses:

- Building Background and Comprehensible Input: CAL SIOP Essentials
- Academic Literacy Development for English Learners
- Foundations of Literacy for English Learners: Nature of Reading
- Fundamentals of Sheltered Instruction: Featuring the SIOP Model

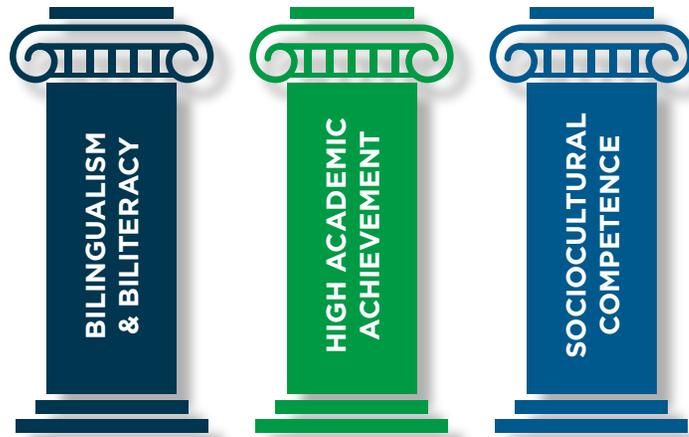
What Effective, Engaging, and Sustained Professional Development Looks Like

During the 2019 year, CAL professional development (PD) staff sought to identify the principles of effective, engaging and sustained PD for teachers linguistically and culturally diverse students. After a literature review on PD practices as well as from the fields of second language acquisition and instruction, staff developed a list of six standards to strive for in PD sessions delivered:

1. Research-based, content driven, and relevant;
2. Meaningful and intellectually stimulating;
3. Engaging, interactive, and collaborative;
4. Well-organized and facilitated;
5. Positively-framed, respectful, and inclusive; and
6. Supportive of future learning and growth.

DUAL LANGUAGE EDUCATION

The three pillars of Dual Language Education as cited in the *Guiding Principles for Dual Language Education, 3rd Edition*, are bilingualism & biliteracy, high academic achievement, and sociocultural competence for all students.



In Dual Language programs, learners don't just learn a new language in small doses; they master the target language all while exploring specific content areas, like science, math, history, and language arts. They also use the language to develop relationships with peers and teachers.

Countless studies show that all students in Dual Language programs receive long-term benefits, including:

- Supporting Self-Awareness & Identity;
- Improved Academic, Linguistic, Sociocultural, and Economic Outcomes
- Increased Problem-Solving Skills;
- Better Understanding of Cultural Awareness & Diversity;
- Enhanced Communication Skills

English learners in the U.S. context are able to use their first language as a resource in learning content and the second language and are afforded the opportunity to maintain their mother tongue. English monolingual students enjoy the privilege of learning a second language.

Our Experts in Action!

Conferences, Presentations, and Panels

- Igone Arteagoitia and Shu Jing Yen presented on **examining the biliteracy development of Spanish/English emerging bilingual students in the upper elementary grades** at the 2019 annual AERA conference.
- Francesca Di Silvio, Mina Niu, and Jamie Morgan presented on **effective classroom practices for speaking assessment for young dual-language learners** at the 2019 OSSE Multilingual Learner Conference in Washington, DC.
- Erika Latham, Caitlin Gdowski, and Justin Kelly presented on **examining and assessing the language of social studies** at the 2019 WIDA Annual Conference in Providence, RI.
- Mina Niu presented on **needs and opportunities in language assessment in dual-language programs** at the 2019 ACTFL annual conference in Washington, DC.
- Francesca Di Silvio, Lisa Tabaku, and Meg Montee presented on **CAL's resources for building effective dual-language programs** at the 2019 ACTFL annual conference in Washington, DC.

Success Story



Guiding Principles: The Foundation of Dreamers Academy

“**Dreamers Academy** dual language school would have remained a dream had it not been for the Center for Applied Linguistics and the **Guiding Principles for Dual Language Education - 3rd Edition**.” Geri Chaffee, founder of Dreamers Academy,

former ELL, and a longtime educator and activist, established the K-5th Grade Public Charter School in Sarasota, Florida based on the *Guiding Principles*.

ENGLISH LANGUAGE LEARNERS

ENSURING ACCESS AND MUTUAL UNDERSTANDING FOR LEARNERS OF ENGLISH

Highlights from 2019:

PreK-Post Secondary: ESL Assessment, Research and Technical Assistance

- Successfully delivered new speaking test items for the New York State English as a Second Language Achievement Test (NYSESLAT) as part of CAL's subcontract to MetriTech, inc. to create materials for New York state's annual English proficiency test. CAL also created scoring materials and deliver training for test raters in New York state.
- Awarded funding for and began work on a project to create online training courses to support English Learner Parent Advisory Councils (ELPACs) in the state of Massachusetts. The training materials include self-access courses designed for district staff and for parents.
- Directed by Lisa Tabaku, CAL provides comprehensive technical assistance to the Pasco School District in Washington state. Beginning with two evaluations of the district's two-way DL programs, CAL assists the District to convert its transitional bilingual programs to dual language programs with the goal of offering successive dual language education programs to all elementary schools students, and creating a pipeline to the secondary level.

English for Heritage Language Speakers (EHLS) Program

CAL's primary adult education contract, the English for Heritage Language Speakers (EHLS) program successfully coordinated an intensive instructional session culminating with the Open Source Analysis Project Symposium in late June. The symposium is hosted by CAL's subcontractor, Georgetown University, and attended by many representatives from federal agencies. Seventeen (17) of the 18 entering EHLS scholars completed the project and graduated in August.

The English for Heritage Language Speakers (EHLS) program is an intensive program of study for adults who possess a high level



of proficiency in a critical language and want to achieve high level professional proficiency in English. EHLS is funded by the National Security Education Program and is conducted in partnership with Georgetown University.



SPOTLIGHT: Mr. Viachaslau Bortnik was an EHLS Scholar in 2018, since graduating in August 2018, Bortnik has been hired at USCIS as an Asylum Officer. In April 2020, he received the 2019 President's Volunteer Service Award. Born in Belarus, he has over 20 years of experience as a human rights advocate including founding and leading Amnesty International Belarus. Bortnik holds MPA from American University, MA in Political Science from European Humanities University, and MA in Russian language and literature from Gomel State University.

**Adult English Learners: BEST Plus and BEST Literacy
(Adult ESL Assessments)**



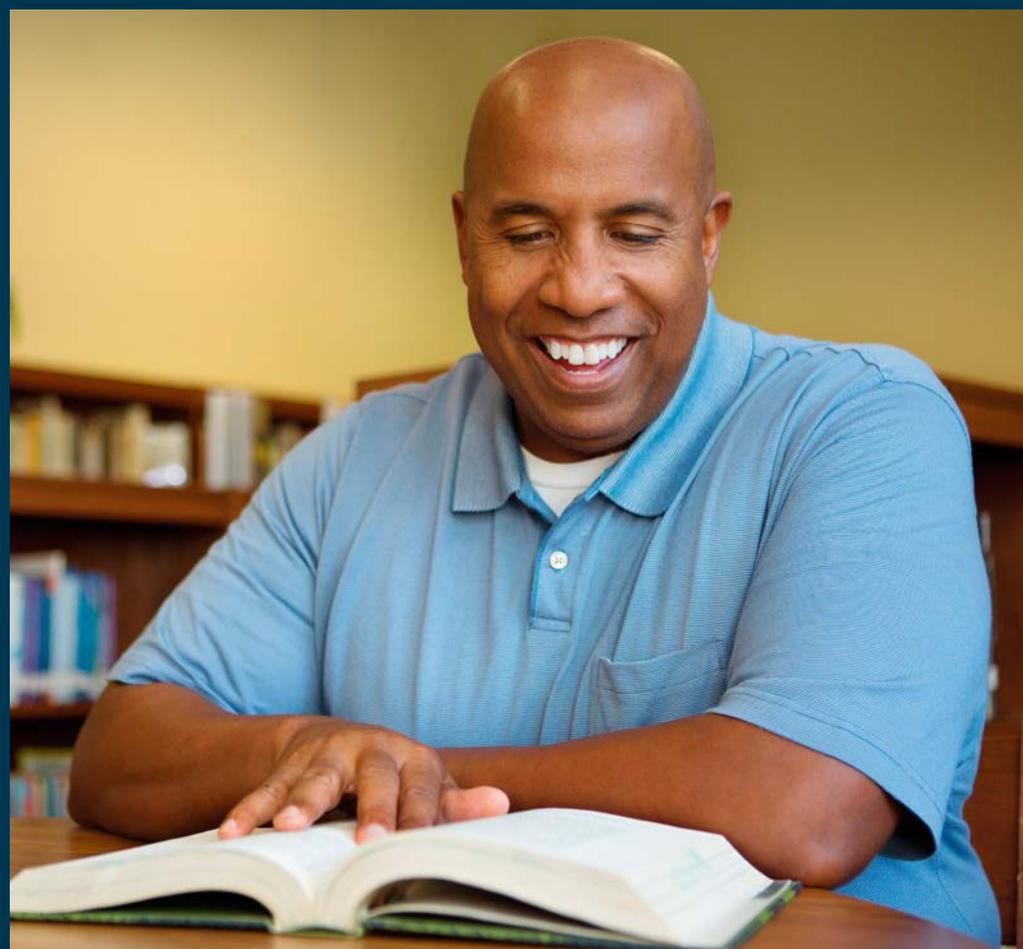
- Continued to provide flexible and responsive client support for programs and users of CAL's *BEST Plus 2.0* and *BEST Literacy* assessments. These tests are used to assess the English language proficiency of thousands of adult ESL students each year.
- Completed a redesign of CAL's *BEST Plus* speaking test with new tasks designed to elicit higher-level responses that are aligned to new standards for adult ESL. The redesigned test, *BEST Plus 3.0*, will be available after it is approved by the U.S. Department of Education for use in adult ESL programs.
- Conducted research with to support the use of the new *BEST Literacy* test, *BEST Literacy 2.0*, in adult ESL programs. We conducted a study of operational test forms with over 400 students from 10 programs across the United States. Results of the study will be used to support CAL's submission to U.S. Department of Education for approval of *BEST Literacy 2.0*.

Our Experts in Action!

Conferences, Presentations, and Panels

- Marybelle Marrero-Colón delivered the keynote address, entitled, RTI/MTSS for Secondary ELs: Supporting Culturally and Linguistically Diverse Adolescents When They Struggle at 2019 RITELL Conference in Rhode Island.
- Maria Cieslak presented at WIDA 2019 on Tactical Teacher Moves to Address Language Opportunity Gaps in Content.
- Keira Ballantyne presented on **the socio-political contexts of K-12 English language proficiency assessment in the US** as part of a symposium on language proficiency assessment and social justice at the 2019 Language Testing Research Colloquium in Atlanta, GA.
- Meg Montee and Daniel Lee presented on **assessing speaking in BEST Plus 3.0 using a multi-stage adaptive test design** at the 2019 Language Testing Research Colloquium in Atlanta, GA.

- Meg Montee, Ashley Lipps, and Jorge Rivera presented on CAL's updates to the BEST family of assessments at the 2019 TESOL Convention in Atlanta, GA.
- Erika Latham, Language Testing Specialist, presented work from her Master's Thesis titled **Optimization through Standardization: Investigating the Efficacy of Standardized Training on Peer Assessment of ESL Writing** at the 2019 East Coast Organization of Language Testers annual conference in Washington, DC and at the 2019 Second Language Research Forum in East Lansing, MI.



WORLD LANGUAGE

OPENING DOORS, OPENING MINDS SINCE 1959

Accomplishments in 2019: World Language Assessment & Research

- Conducted an analysis and report for the state of Massachusetts Department of Education to inform their plans to update the state's world language standards. The Standards Update research report includes a literature review about world language standards, a comparative analysis of U.S. state-level practices, and results from a survey of world language educators in Massachusetts.
- Completed CAL's twelfth year of providing a STARTALK summer institute for educators of critical languages. STARTALK is a federal grant program funded by the National Security Agency that funds summer language and professional development programs. CAL's workshop focuses on language assessment. This program reached



language instructors across the country through its combination of online modules and a face-to-face workshop in Washington, DC.

- Meg Montee, Director of Performance-based Language Assessment, presented an invited workshop to educators at the Language Teacher Educators Conference in Minneapolis, MN. The workshop focused on effective practices for classroom-based assessment.



Our Experts in Action!

Conferences, Presentations, and Panels

- Mina Niu, Jamie Morgan, and Francesca Di Silvio presented on **state world language standards** at the 2019 East Coast Organization of Language Testers annual conference in Washington, DC.
- Caitlin Gdowski, Meg Montee, and Jamie Morgan presented on focusing content and increasing interaction to enhance the learning experience at the 2019 STARTALK annual conference in Phoenix, AZ.

LANGUAGE POLICY AND ADVOCACY

LITERACY AND LANGUAGE ARE HUMAN RIGHTS. THROUGH EMPOWERMENT AND AWARENESS, CAL ADVOCATES FOR ALL VOICES.

HIGHLIGHT: Panel Discussion on Education Policy and Multilingual Learners: Federal, State and Local Recommendations for the Future

As part of its year-long 60th anniversary celebration, CAL brought together federal, state and local decision makers for an engaging discussion on educational policy implications for multilingual learners. As an established leader in the field of best practices for culturally and linguistically diverse learners, CAL will lead the way in convening thought leaders to move the conversation forward.



There are +4.8 million K-12 English Language Learners in US public schools, almost 10% of the student population.



U.S.-born Hispanic and Asian children represent the largest percentage of that growth.

Panelists Included:

- **Susana Cordova, M.A.**, CAL Board of Trustees member and Superintendent of Denver Public Schools, Denver, CO
- **Cintia Johnson, M.A.**, Acting Superintendent, Arlington County Public Schools
- **Nancy Lewin, Ph.D.**, Executive Director, Association of the Latino Administrators and Superintendents
- **Megan Moore, M.A.**, Director of Federal Programs, Manassas City Public Schools, Manassas, VA
- **José A. Viana**, Assistant Deputy Secretary and Director, Office of English Language Acquisition (OELA), United States Department of Education
- **Roberta Miceli, M.A.**, Senior Director of Language and Education, Center for Applied Linguistics

Enrollment in world language classes in the U.S. is not growing at a rate representative that reflects the changing population (i.e. Flat growth).



Our Experts in Action!

Conferences, Presentations, and Panels

- Keira Ballantyne and Francesca Di Silvio presented on **multilingualism in US education systems** at the Symposium on the United Nations at 75: Listening, Talking and Taking Action in a Multilingual World in New York, NY.

INTERNATIONAL DEVELOPMENT

“A PERSON WHO CAN READ WILL BE A PERSON WHO THINKS.”

The Center for Applied Linguistics and Peace Corp

The Center for Applied Linguistics (CAL) is acting as an external consultant to the Peace Corps to review and validate the Peace Corps Teaching English as a Foreign Language (TEFL) Certificate program. The program includes 120 hours of training and two years of supervised teaching experience for Peace Corp volunteers who wish to gain professional training and certification in teaching English as a foreign language. CAL serves as the external validator for the certificate program, working with Peace Corp to review trainer credentials and provide technical assistance as needed.



This project is led by CAL staff members Dr. Keira Ballantyne and DeAnna Coon. These experienced professionals have more than twenty years combined experience in TESOL teaching, pre- and in-service teacher professional development, teacher training, program evaluation, and assessment fields.

Ghana Learning Propelled by CAL

In 2019, CAL was awarded a sponsored project for technical assistance with the Ghana Learning Project. The majority of this work, including travel to Ghana to collaborate with local community members, will take place in early 2020. In preparation, CAL is



organizing lesson plan activities for three terms of B1-B3 in the areas of reading comprehension and literacy games, vocabulary, oral language development; developing professional development materials to support activities, and finally,

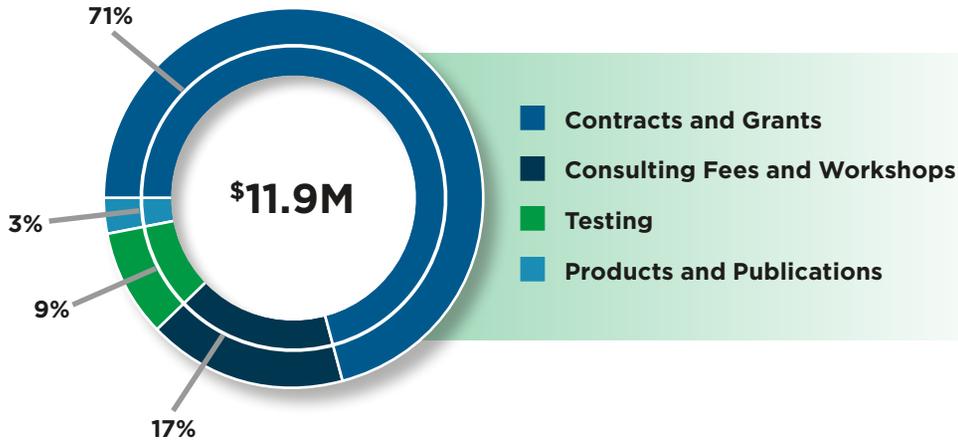
CAL Equips Early Readers in Djibouti with Literacy Skills

In partnership with Family Health International (FHI360), CAL is supporting the second language learning and instructional strategy for a multi-year early grades reading project in Djibouti. The project, Djibouti Early Grade Reading Activity (DEGRA) supports the Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFOP) to achieve this goal by improving classroom materials and teacher training; building Civil Society Organization, Parent Teacher Association, School Management Committee, and family capacity to support reading; and strengthening the policy environment for reading instruction.

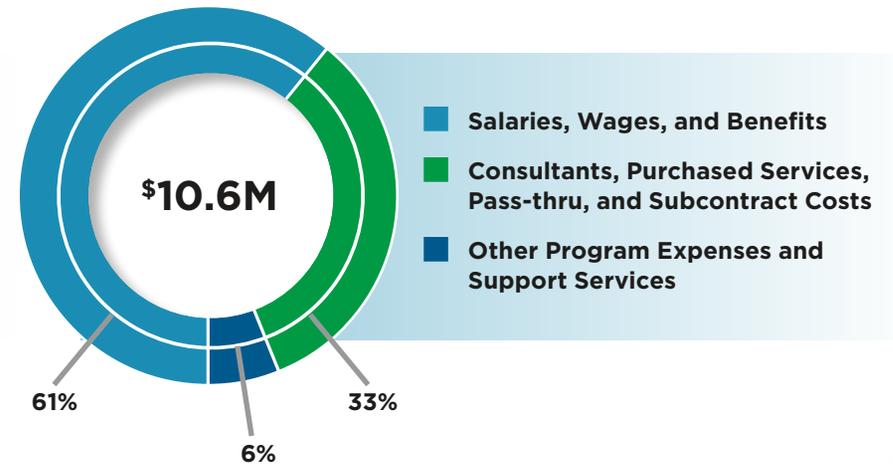
CAL helps to improve classroom materials and teacher training related to language acquisition. Children in Djibouti learn to read in French, which is a language most students rarely encounter outside of school. In support of the project, CAL incorporates second language learning strategies in materials development, assessment, and teacher training. CAL project team members have trained MENFOP staff on best practices in second language learning and literacy; developed teacher training modules on second language learning; and advised curriculum planning and materials development for best practices in second language instruction.

FINANCIAL INFORMATION

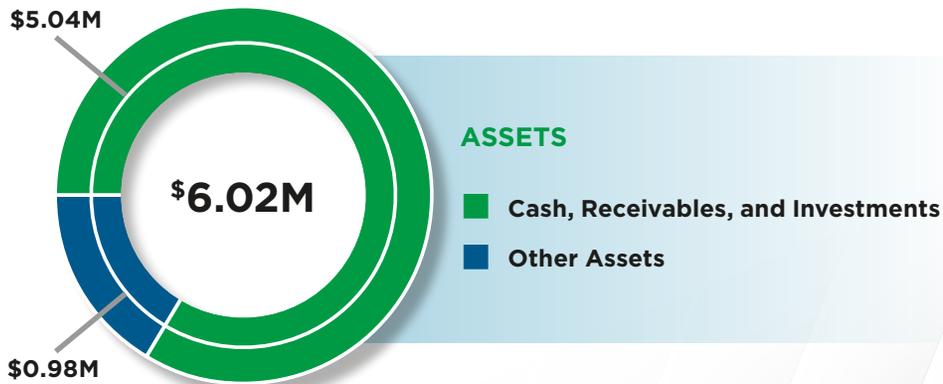
FY19 SOURCE OF FUNDS



FY19 USE OF FUNDS



FY19 STATEMENT OF FINANCIAL POSITION



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The Center for Applied Linguistics is governed by a board of trustees elected to serve 3- year terms. The full board meets twice annually at CAL's headquarters in Washington, DC. CAL is honored to have the following individuals serving on our board of trustees, a talented group of professionals dedicated to helping CAL serve its mission.

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ABOUT CAL

The Center for Applied Linguistics (CAL) is a non-profit organization founded in 1959. Headquartered in Washington DC, CAL has earned an international reputation for its contributions to the fields of bilingual and dual language education, English as a second language, world languages education, language policy, assessment, immigrant and refugee integration, literacy, dialect studies, and the education of linguistically and culturally diverse adults and children.

To learn more about how to get involved, contact us or visit our website at www.cal.org.