

Resiliency. Community. Results.

CAL CENTER
FOR APPLIED
LINGUISTICS
Where Learning Happens

ANNUAL REPORT



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CAL

BY THE NUMBERS: 2020



50+

Nation-wide Trainings



50K+

Zoom Participants



150K+

Online Visitors



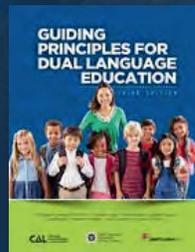
2.1M+

**Language Assessments
(in collaboration with WIDA)**



150+

**Dedicated Staff, Board Members,
and Consultants**



30K+

**Downloads of the Guiding Principles
for Dual Language Education, 3rd Ed.**

A LETTER FROM THE BOARD CHAIR



This last year has been an unparalleled time for many of us, meeting challenge after challenge. It was no different for the Center for Applied Linguistics as an organization. CAL addressed our mission under the cloud of a pandemic, and addressed within our mission important aspects of social injustice and inequities tied to race, language, culture, and immigration and refugee status.

The landscape in which the Center for Applied Linguistics addresses its mission and values shifted radically. Staff were confined to working at home. Assessments developed under the auspices of WIDA for U.S. EL's were rescheduled or postponed for thousands of students. Schools also had to postpone or cancel the invaluable in-person professional development that CAL offers for teachers of ELs, as schools shut their doors to millions of students. Language assessments developed for U.S. and international partners were placed on hold.

However, the Center of Applied Linguistics' dedicated trustees, staff, interns, and associates met these challenges with consummate professionalism, providing needed leadership in the field as well as keeping the organization functioning at a very high level. This year's annual report delves more deeply into those adjustments, results, and most significantly resilience in the face of unprecedented challenges.

It has been my privilege to serve as the Chair of the Board of Trustees during these challenging times and to witness the remarkable stability and the mission related focus. On behalf of the Board of Trustees, we offer our thanks to all those who serve CAL so well, from our dedicated staff and board members to our funders, mission collaborators, and intellectual partners.

We look forward to entering 2022 with a renewed optimism for the future, new leadership on the Board—with Dr. Liying Chen serving as chair—and the continued committed service of our President and CEO, Dr. Joel Gómez, and our staff to CAL's important mission of “promoting access, equity and mutual understanding for linguistically and culturally diverse people around the world.”

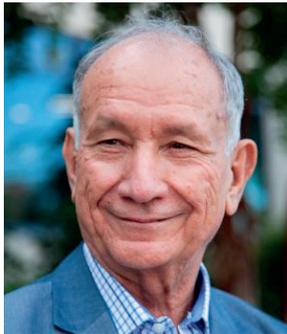
Sincerely,

Dr. Eugene García

Chair, Board of Trustees

Center for Applied Linguistics

A LETTER FROM THE PRESIDENT & CEO



The theme for CAL's fulfillment of its mission during 2020 revolves around resiliency, community, and results. This theme reflects the extraordinary challenges that students, families, and educators faced as a result of the unprecedented crisis brought about by the COVID-19 pandemic and of the widespread social and educational inequities that were made more apparent during this past year.

This theme also reflects the resolve that all CAL staff, interns, and consultants demonstrated in adapting their daily work routines and services to support educators in meeting these challenges. CAL staff especially appreciates the unwavering support of the Board Chair, Executive Board, and all of the Trustees for our mission-driven initiatives during this period. Just as students were thrust into remote learning settings and educators into remote teaching environments, our staff was suddenly thrust into working remotely to fulfill CAL's mission by creating new and novel strategies and approaches for service delivery. CAL's infrastructure team arrived at creative solutions to support virtual services, and CAL essential personnel made a commitment to working onsite to assure that non-virtual services were met.

The resolution and commitment demonstrated by CAL staff by adapting to the "new normal" of working remotely resulted in timely and relevant virtual services for educators. An online webinar with over 800 views was produced and offered at no cost, covering how culturally & linguistically diverse students & families could cope with the social and emotional challenges emerging from dealing with the COVID-19 virus: **"Engaging Culturally & Linguistically Diverse Students & Families: Social-Emotional Wellness in the Home."** We created additional online webinars aimed at assisting educators and families in addressing the needs of students learning at home. These online presentations covered a variety of topics such as how to integrate art, music, and physical exercise in the learning process; how to use activities for teaching chemistry at home; how to make online presentations; how to teach Spanish reading; and other online services. All total, the online presentations created by CAL staff resulted in over 30,000 **views**.

While some progress has been made in combatting the effects of the COVID-19 virus, access to equitable learning opportunities by culturally and linguistically diverse students and disenfranchised student populations has become more problematic. Solutions are still far from being realized. The challenges that these students face in schools to engage in equitable, high performing and asset based academic activities still remain overwhelming.

In this 2020 Annual Report, we share our stories of our continued determination and commitment in addressing these challenges through our mission: *"to promote language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis, and to continue seeking solutions to access and equity in education and society."*

Dr. Joel Gómez

President and Chief Executive Officer



CHARLES FERGUSON AWARD FOR OUTSTANDING SCHOLARSHIP

2020 Recipient of the Charles A. Ferguson Award Award for Outstanding Scholarship: Dr. Martha Bigelow

Dr. Bigelow is internationally known for her work in education, applied linguistics, and cultural studies. Although she has focused mainly on the language learning and schooling of adolescent refugees from East Africa, she is deeply invested in the schooling of all language learners as they learn in home, community and school settings.

Dr. Bigelow also investigates teacher education experiences and classroom pedagogies that support equity and access in education. Her interests in this area include the multilingualism and multiliteracy of immigrant and refugee youth, the role of native and second language literacy in the acquisition of second language oral skills, the educational needs of adolescent English language learners with limited formal schooling and the role of education policies in access to education.

Dr. Bigelow earned her Ph.D. at Georgetown University through a Title VII Doctoral Fellowship from the Office of Bilingual Education and Minority Learning Language Affairs (OBEMLA) with a major in Applied Linguistics in 2001 and joined the faculty at the University of Minnesota in the same year.

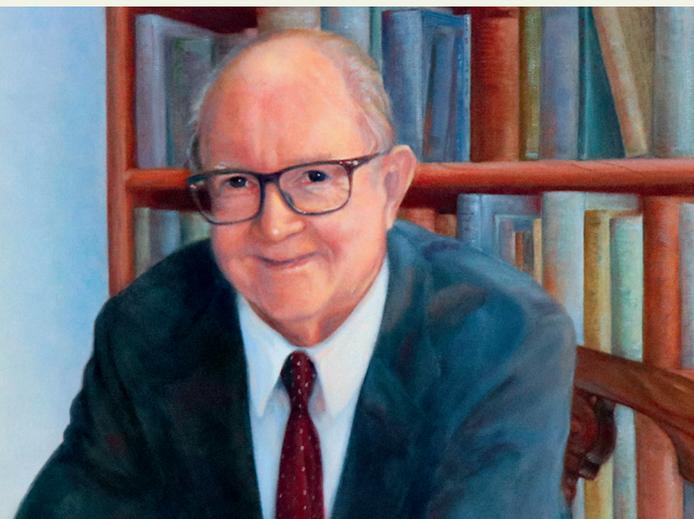
As a prolific author and recipient of numerous awards, Dr. Bigelow embodies Ferguson's commitment to academic rigor and his global vision of the importance of language learning, access, and equity.



There are people who, by their very nature, are destined to make an impact on the world, during their lifetime and far beyond. These visionaries embody that rare combination of outstanding scholarship, superior leadership skills, and the ability to foster collaborations among a wide range of people to enrich the world around them. Charles A. Ferguson was just such a visionary and leader.

The Charles A. Ferguson Award for Outstanding Scholarship was created to honor the life and legacy of the man who, among his many accomplishments, founded the Center for Applied Linguistics and established the Department of Linguistics at Stanford University.

The 2020 Ferguson Award was presented at an online reception sponsored by CAL, Stanford, and TESOL. Visit <https://www.cal.org/who-we-are/our-founder/ferguson-award/2020-ferguson-award-bigelow> to watch the presentation.



BOARD OF TRUSTEES

Dr. Eugene García
Board Chair
Professor Emeritus
Arizona State
University

Dr. Liying Cheng
Professor & Director of
Assessment and
Evaluation Group
Queen's University

Dr. Alfredo Artiles
Professor, Graduate
School of Education
Stanford University

Dr. Kathy Escamilla
Professor of Education
and Bob and Judy
Charles Endowed
Chair of Education
University of Colorado
Boulder

Dr. Nancy Hornberger
Professor, Educational
Linguistics Division of
the Graduate School
of Education
University of
Pennsylvania

Dr. Brian Morgan
Associate Professor
and ESL Director,
English Department
Glendon College/York
University

Dr. Lourdes Ortega
Professor, Department
of Linguistics
Georgetown University

Anthony Tassi
Chief Executive Officer
Literacy Partners

Dr. Shondel Nero
Professor of Language
Education,
Department of
Teaching and
Learning
New York University

Dr. Ester de Jong
Professor, ESOL/
Bilingual Education
University of Florida

Dr. Okhee Lee
Professor of Childhood
Education
NYU Steinhardt

Susana Cordova
Deputy Superintendent
Dallas Independent
School District

STAFF, CONSULTANTS, AND INTERNS

Highlights

Promotions:

Jamie Morgan
Senior Research
Assistant

Francesca Di Silvio
Director, World
Languages

Althea Rowe
Communications
and Administrative
Coordinator

Roberta Miceli
Vice President

New Hires:

Trey Calvin
Communications
Director

Rachel Myers
Research Assistant

Dr. Yoonah Song
Psychometrician

Alice Tsai
Research Assistant

Interns:

Jung-Jung Lee
PhD student
Measurement, Statistics
& Evaluation Program
College of Education
University of Maryland

**Weimeng "Bonnie"
Wang**
PhD student
Measurement, Statistics
& Evaluation Program
College of Education
University of Maryland

Nicholas Luzio

MS student
Measurement, Statistics
& Evaluation Program
College of Education
University of Maryland

Staff and Interns

Basra Abdillahi-Chire
*Test Assembly
Specialist*

Dr. Igone Arteagoitia
Research Scientist

Dr. Keira Ballantyne
*Director, Quantitative
Research Operations*

Katie Beckman-Götrich
*Associate Manager,
Client Relations*

Tanya Bitterman
*Manager, Test
Development*

Ian Bradley
Research Assistant

Trey Calvin
*Communications
Director*

Melissa Cheston
*Language Testing
Specialist*

Maria Cieslak
*Professional
Development
Specialist*

Elizabeth Devito
*Language Testing
Specialist*

Francesca Di Silvio
*Director, World
Languages*

Annie Duguay
*Director, Language
and Literacy*

Leslie Fink
Research Assistant

Elsa Fraser
*Director of Operations,
Language
Assessment*

Dr. Joel Gómez
President & CEO

Yage Leah Guo
Psychometrician

Lupe Hernandez-Silva
*Executive
Administrative
Specialist*

Lolita Hewett-King
Senior Director, Finance

Dale Ingram
*Manager, Test
Production*

Michele Kawood
*Manager, Test
Development*

Justin Kelly
*Senior Director, Test
Development*

Chelsea Lafferty
*Project Manager, Adult
Language & Literacy
Education*

Jung-Jung Lee
*Intern, University
of Maryland*

Nicholas Luzio
*Intern, University
of Maryland*

**Marybelle Marerro-
Colon**
*Manager, Professional
Development Content*

Roberta Miceli
Vice President

Rafael Michelena
Production Artist

Dr. Meg Montee
*Director, Performance
Based Language
Assessment*

Dr. Katherine Moran
*Senior Research
Associate*

Jamie Morgan
Research Assistant

Irina Mukhutdinova
Production Artist

Samantha Musser
*Associate Manager,
Speaking Test
Development*

Rachel Myers
*Quantitative Reseach
Assistant*

Adam Neubauer
Production Artist

Mina Niu
*Associate Manager,
Test Assembly*

Kristine Nugent
Project Manager

Don Oben
*Manager, Human
Resources*

**Aderemi "Remi"
Oyelabi**
*Customer Support
Specialist*

Sabrina Parker
Operations Specialist

Elizabeth Pavlova
*Test Assembly
Specialist*

Rebecca Pred-Sosa
*Language Testing
Specialist*

Marilyn Raphael
*Administrative
Specialist*

Mathilda Reckford
Research Assistant

Althea Rowe
*Communications
and Administrative
Coordinator*

Todd Rudolph
Technology Lead

Christine Seldon
*Finance and Contracts
Specialist*

Erin Shaw-Meadow
*Quantitative Research
Assistant*

Yoonah Song
Psychometrician

Elyssa Sun
Research Assistant

Lisa Tabaku
*Director, Global
Languages
and Culture*

Alice Tsai Tsai
*Quantitative Reseach
Assistant*

**Weimeng "Bonnie"
Wang**
*Intern, University
of Maryland*

Laurel Winston
*Administrative
Specialist*

Dr. Shu-Jing Yen
*Senior Director,
Psychometrics and
Quantitative Research*

Brittany York
*Language Testing
Specialist*

Xin Yu
Research Assistant

Valentina Michelotti
*Intern, University
of Maryland*

Melissa Poole
Intern



Fellows

Dr. Carolyn Adger
Senior Fellow

Dr. Dorry Kenyon
Senior Fellow

Dr. Joy Kreeft Peyton
Senior Fellow

Nancy Rhodes
Senior Fellow

Dr. Betty Smallwood
Senior Fellow

Consultants

Abbe Spokane
Adriana Caicedo-Hart
Amy Fitch
Angela Predhomme
Ann Hengerer
Anna Beliski
Ashley Lipps
Anne Donovan
Beatriz Cisneros-Arias
Blanca Anchond-Polite
Candance West
Carolyn Adger
Carolyn Manley
Cheryl Serrano
Christopher Frederick
Danielsa Bazoberry
DeAnna Coon

Deirdre Derrick
Don Oben
Dorry Kenyon
Elizabeth Miller
Emily Crnkovich
Erin Kunkle
Gena Bennett
Goldie NcQuaid
Heidi Platt
Heidi Schuler
Huy Nguyen
Intercultural
Productions
Jaymee Martin
Javier Neyra-Bravo
Jennifer Renn
Jill Lowe
Kathleen Cannon

Kathleen Keenoy
Kristin Graw
Language Testing
International
Laura Siebecker
Laura McPherson
Linda Fink
Linda Huang
Lindsey Massoud
Lisa McCarty
Lois Huffman
Lynn Thompson
Mark Babiarz
Mary Spanarkel
Nicholas Luzio
Nicholas Nier
Nicole Zdeb
Nita Yajnik

Odetta King
Patricia Doran
Raymond Lorion
Sanja Todoric-Bebic
Sara Arranz
Sarah Van Bonn
Sarah Milne
Seth Beatty
Shardae Brantley
Soria Colomer
Susan Atkins
The Ad Store
Theresa Koehler
The Whiteley Company
Theresa Schlafly
Valerie Trina
Virginia Doherty

Thank You, Administrative Staff and Essential Workers!

At its core, the Center for Applied Linguistics consists of caring and hard-working individuals. With the many publications, projects, and services that CAL renders, we must never forget about these wonderful people who make our mission possible.

In our 2020 Annual Report, we especially would like to recognize the outstanding support of **CAL's Administrative Staff and Essential Workers**.

These individuals deserve distinct recognition for their **perseverance** in the face of new challenges, **superior adaptation** to new realities presented as a result of the coronavirus pandemic, as well as a **sustained dedication** to the success of their individual colleagues and the organization as a whole.

Throughout the pandemic, these essential staff members maintained normal operations and core infrastructure, both digitally and in-person. They continued to answer phones, respond to email inquiries, manage complex projects, and much more. They even came to CAL's office to pack and ship materials not only to support teachers across the country, but also to support CAL's own staff members working from home.

The mission of our organization would not be possible were it not for our administrative staff and essential workers. CAL extends its sincerest and deepest gratitude to this wonderful team!

CAL's Administrative Staff

Hisham Alqasrawi

Trey Calvin

Katie Beckman-Götrich

Lolita Hewett-King

Don Oben

Remi Oyelabi

Sabrina Parker

Marilyn Raphael

Althea Rowe

Christina Selden

Lupe Hernández-Silva

Laurel Winston





GROWING COMMUNITIES OF PRACTICE ACROSS THE UNITED STATES

PROFESSIONAL DEVELOPMENT BEST PRACTICES

Making Virtual Reality Work for All: CAL Drives Transition to 100% Online Learning

CAL has always been a place where learning happens. So in early 2020, as the world's physical locations closed, CAL's professional development team pulled out all the stops to pivot to 100% online learning to continue to provide the same extraordinary service that CAL's community of educators have come to expect.

The team sprang into action, offering free webinars and resources focusing on helping teachers of emergent multilingual learners across the world connect and grow in a new virtually reality.

In spring 2020, CAL was able to provide online webinars and PD services as a place for educators to gather to collect resources, share successes, and learn how to best serve language learners and their families amid a pandemic.

The first CAL webinar was held in March 2020 and entitled *Keeping the Social in Social Distancing*, based on promoting oral language in the home through games and activities. CAL's webinars focused on the funds of knowledge found in multilingual homes and communities, and on ways to leverage these assets for instruction. Our focus

was also on how to recognize the social-emotional challenges of our students, families, and educators.

CAL staff also worked to convert each of our PD content offerings into online PD, beginning with our largest summer Institutes—CAL SIOP Training of Trainers and Spanish Literacy—creating a hybrid format with asynchronous content on CAL's Moodle platform and synchronous sessions on Zoom. To ensure success and equitable access, our team made certain the content was presented in the most engaging, interactive format with breakout rooms and collaborative slide decks, sorts, and activities that modeled best practices in online instruction. Transitioning to an online format also involved the support of many teams across CAL, from Communications and Finance to IT and Online Learning.

TEAM SPOTLIGHT:

Annie Duguay

Lisa Tabaku

Marilyn Raphael

Maria Cieslak

Marybelle Marrero-Colón

Dr. Kate Moran

Dr. Igone Arteagoitia

Sabrina Parker

Trey Calvin

Marissa Poole

“Response to Intervention” Institute Sees Huge Online Success

This workshop on English learners and effective multi-tiered systems of support (MTSS), sometimes referred to as Response to Intervention, is one of CAL’s newest offerings. The workshop focuses on distinguishing between the features of second language acquisition, possible limited formal education, and academic learning difficulties. Participants discuss how to support instruction at each tier of intervention as well as how to develop linguistic objectives for students who may require other academic supports.

The content from the MTSS Institute and workshops was also featured in a workshop presented at the

2020 NABE Conference by Marybelle Marrero-Colón and at a Pre-conference workshop at TESOL (postponed until spring 2021). In fall 2020, 30 participants joined the CAL Institute presented virtually by Marybelle and Maria Cieslak. After the Institute in December, inquiries have come in from various states and projects are being developed throughout the 2021 year.

TEAM SPOTLIGHT:

Marybelle Marrero-Colón
Maria Cieslak



PLAIN LANGUAGE INITIATIVES

New Initiative Aims to Fulfill Mission Through Clear Communications

At CAL, we understand that promoting equitable outcomes starts with establishing equitable access. Access means communicating clearly, but also developing the message collaboratively with the receiver in mind, alongside a critical analysis of the larger socio-cultural context in which the communication is situated. One way to do this is via “plain language”, and it benefits not only adults for whom English is an additional language, but all people.

Starting in 2020, the Center for Applied Linguistics launched the Plain Language Initiative to help empower linguistically and culturally diverse peoples living in the US by designing clear, accessible, and equitable communication, directly aligned with CAL’s mission and values. Through this initiative, CAL will offer contract-based services and provide workshops, training, and coaching for government organizations and NGOs aimed at teaching participants how to build accessible and equitable communication into their online courses, webinars, policy papers, and more!

TEAM SPOTLIGHT:

Dr. Katherine Moran
Chelsea Lafferty



INTERNATIONAL SPOTLIGHT

Serving the People of the Republic of Ghana: English Curriculum Development

In early 2020, CAL researchers traveled to the country of Ghana as a part of a project funded by USAID in partnership with FHI360. CAL's portion of the project was to create resources for teachers to guide implementation of the requested English curriculum. This technical assistance included developing guidelines for selecting key vocabulary; drafting interactive dialogue activities; formulating a bank of oral language activities; and creating a compilation of songs, chants, and poetry aligned to the scope and sequence of the curriculum for primary grades B1-B3.

For two full weeks in February 2020, Maria Cieslak and Dr. Katherine Moran attended the curriculum writers' workshop in Koforidua, Ghana with two

dozen educational leaders from across the republic. While in Ghana, they shared sample activities with the curriculum writers, provided guidelines on how to develop further activities according to local cultural and linguistic norms, and also collaborated with the writing team to provide feedback on drafts and reviewed final products.

TEAM SPOTLIGHT:

Dr. Katherine Moran

Maria Cieslak

Dr. Carolyn Adger

Annie Duguay

DUAL LANGUAGE PROGRAM EVALUATION

Major U.S. School Districts Choose CAL to Evaluate Dual Language Programs

CAL's team understands the complexities of establishing and sustaining Dual Language programs in diverse contexts. In 2020, CAL performed program evaluations for major school districts, including Alexandria City Public Schools, VA.; Boston Public Schools, MA.; and Grand Rapids Public Schools, MI. All in all, these evaluations will impact nearly 100,000 students across the country.

All of the reports evaluated policies and practices related to improving programs and instruction for students in dual language programs. Two of the

evaluations, Chapel Hill and Grand Rapids, also included evaluations of services for English learners in English as a second language programs and in transitional bilingual programs or dual language programs. The Alexandria City Public Schools evaluation included a review of the biliteracy curriculum authored by the district.

TEAM SPOTLIGHT:

Lisa Tabaku

Dr. Igone Arteagoitia



PROGRAM DEVELOPMENT DUAL LANGUAGE

Making the Transition to Dual Language in Washington State

Pasco School District, WA, contacted CAL to facilitate the transition of all its 13 elementary schools from transitional bilingual to dual language programs. School year 2019-2020 was the second year of comprehensive services provided by CAL to PSD to assist with transforming transitional bilingual programs to dual language programs in all of the

district's schools. As a result of the pandemic, on-site technical assistance and professional development services were provided virtually.

TEAM SPOTLIGHT:

Lisa Tabaku
Dr. Igone Arteagoitia

ENGLISH FOR HERITAGE LANGUAGE SPEAKERS

Next-Gen English Training Program Turns 15!

2020 marked the 15th anniversary for CAL's English for Heritage Language Speakers (EHLS) program, a sponsored initiative of the Defense Language and National Security Education Office's National Security Education Program. The EHLS program trains speakers of critical languages in advanced English and career skills. All EHLS participants receive a full scholarship that includes tuition and living stipend, so they are prepared for careers as federal employees after graduation. Upon graduation, these professionals are effective communicators and strong candidates for federal jobs.

To prepare for its next cohort of EHLS (EHLS2021), CAL made a rapid and unexpected switch to virtual recruitment. CAL leveraged social media, targeted advertisements, and search engine optimization. CAL reached out to key stakeholders using Facebook, Twitter, LinkedIn, Google, Idealist and Indeed to build awareness and promote the program to a national

audience. Through this quick pivot, EHLS increased application numbers from 2020 to 2021 by almost 100 applicants.

In addition to recruitment, CAL also transitioned all language proficiency testing from an in-person administration to a fully virtual administration using the CAL Moodle Platform for synchronous, proctored administration of listening, reading, writing, and technical competency tests. CAL's subcontractors, Georgetown University and the Institute of International Education, also deftly and successfully transitioned their deliverables to ensure the health and safety of all involved.

TEAM SPOTLIGHT:

Roberta Miceli
Dr. Katherine Moran
Chelsea Lafferty

CAL Bolsters Family Engagement for English Learners in Over 60 Public School Districts with “ELPACs”

English learners (ELs) enrolled in Massachusetts public schools represent one of the fastest growing populations in the state, numbering over 90,000. As the number of ELs continues to grow, educators are seeking more targeted avenues to involve English learners’ family members in the education of their children and close achievement gaps.

To address this, lawmakers passed a law called Language Opportunity for Our Kids (LOOK) Act, mandating the creation of English Learner Parent Advisory Councils, or ELPACs, for school districts with either 100 or more ELs or where ELs make up 5% or more of the total student population. In Massachusetts, that’s added up to over 60 districts.

Shortly thereafter, CAL’s expertise in family engagement and language learning was called upon to develop best practices and guidance for creating and sustaining ELPACs throughout the state.

In 2020, researchers developed online courses for parents and educators to aid in creating and sustaining effective ELPACs. An ELPAC is a group comprised of parents and guardians that come together to provide advice and perspectives on

the unique needs of their children to school district employees. ELPACs are an essential component of making informed, impactful decisions regarding topics specifically affecting English learners in school.

CAL researchers interviewed parents, educators, and school officials to develop a suite of resources within online courses called “ELPACs in Districts and Schools: Training for Educators” and “ELPACs for Parents.” The courses feature videos shot on-location in Massachusetts emphasizing the importance of family engagement and specifically how ELPACs can be started and sustained. These tutorials will continue to help administrators, educators, and parents come together to create a vibrant, collaborative community in support of EL students for many years to come. Learn more about the project at: <https://www.cal.org/what-we-do/projects/ma-elpac-project-2020>

TEAM SPOTLIGHT:

Francesca Di Silvio
Kristine Nugent
Jamie Morgan
Mathilda Reckford

CAL IN ACTION

Exemplary Practice: Hybrid PD Helps Teachers “Soar” in North Carolina

The Global Scholars Academy is a small, K-8 Charter School in Durham, North Carolina where learners are “determined to soar.” GSA was founded in order to “connect at-risk Durham area youth to a wide array of intellectual and social capital resources, both ‘high touch’ and virtual,” and 100% of GSA’s student population are students of color.

In 2020, GSA reached out to CAL and began their virtual SIOP training in August. CAL successfully designed a customized format that matched their teacher’s needs throughout the 2020 school year.

Global Scholars began their Virtual Professional Development with two synchronous sessions that introduced second language acquisition, an overview of the SIOP Model, and co-planning format.

As a staff they then completed the *Fundamentals of Sheltered Instruction: Featuring the SIOP Model* asynchronous online course. This was followed by two additional days of synchronous online sessions before starting the next online moderated course, *Building Background and Comprehensible Input: CAL SIOP Essentials*. A final synchronous session was held to finish off the school year.

School leaders concluded the hybrid online approach provided the learning and resources needed to serve their multilingual learners and the school is returning next year to continue their SIOP development.

TEAM SPOTLIGHT:

Marybelle Marrero-Colón
Maria Cieslak

SLOP

SLOP Training in Kansas City Public Schools Spurs New Program Model

With a rocky start early in the Spring 2020 school year, Kansas City Public Schools has worked diligently with CAL to develop a series of seven workshops introducing and overviewing the SLOP Model. The synchronous workshops centered on the eight components and 30 features of the SLOP model, on staff collaboration and co-teaching, and on lesson planning for classes that co-taught by content area educators, ESOL teachers and para-educators.

Due to the success of the program, the administration has requested additional coaching and online course opportunities for the remainder of

the 2020-2021 school to support the SLOP instruction given in 2020, as well as to provide support for new incoming faculty in the 2021-2022 school year. The plan is to create a model program in partnership with CAL, which would be later showcased at future presentations and conferences.

TEAM SPOTLIGHT:

Marybelle Marrero-Colón

Dr. Kate Moran

Maria Cieslak

PROFESSIONAL DEVELOPMENT

Building Capacity in Baltimore to Equitably Serve All Multilingual Learners

Baltimore City Public Schools has a total enrollment of nearly 78,000 students. Just like many parts of the US, English learners make up nearly 10% of the total student population at BCPS.

In 2020, BCPS contracted CAL to work with content and ESL teachers from 12 secondary schools to lead the development of a comprehensive professional development series, including a monthly series of SLOP introductory synchronous online sessions. CAL also provided coaching services for individual participants, developed lesson artifacts on various online platforms, such as Jamboards, Google slides and Wordwall, and led two trainings for campus administrators.

The project with BCPS continues through 2021, and CAL staff are committed to build capacity for the school district to meet the needs of all multilingual learners in content area classrooms at the secondary level.

TEAM SPOTLIGHT:

Annie Duguay

Ann Hengerer

Marybelle Marrero-Colón

Dr. Kate Moran

Maria Cieslak



ENSURING QUALITY IN LANGUAGE ASSESSMENTS

WIDA ENGLISH LEARNERS

Leading the Way for the 5 Million K-12 English Learners in US Public Schools

ACCESS for ELLs is the leading suite of secure, large-scale, summative K-12 English language (ELs) proficiency assessments on the market. Each year, more than 2 million students take ACCESS for ELLs, directed by the WIDA consortium at the University of Wisconsin-Madison. The Center for Applied Linguistics supports WIDA in the development of test items and the analysis of test data to ensure the test continues to be a high quality, reliable, and valid assessment for K-12 English learners (ELs).

Over the year, the CAL-WIDA partnership has become one of the most successful partnerships in the world of standards-based assessment for K-12 ELs. “CAL has been much more than our principal item developer,” said WIDA Founder and Director, Dr. Tim Boals. “They have been a thought partner for us from the very beginning. I can honestly say that without CAL there would be no WIDA.”

CAL IN ACTION

A Look Inside the Language Assessment Workshop

CAL’s Test Development team rigorously develops and reviews all the content for both the ACCESS for ELLs Paper and Online tests. This involves producing dozens of print test materials for ACCESS for ELLs Paper, each including over 80 pages of test content and test administrator scripting. For ACCESS for ELLs Online, the computer-based version, CAL produced over 350 new items and tasks for test-takers, more than 1,000 original graphics, and wrote hundreds of thousands of lines of code.

Members of CAL’s Test Development team have also contributed to two research projects related to the ACCESS for ELLs Online Speaking assessment. One project aims to evaluate ACCESS for ELLs Online Speaking test responses across grade levels, proficiency levels, and task types. The study will contribute to research on the features of students’ academic oral language use and how that differs by grade and by task type. This in turn will provide support for the ACCESS for ELLs Online validity argument and will support a better understanding of task design for test development purposes. The second project is to collect educator feedback through a large-scale survey and focus groups



regarding the ACCESS for ELLs Online Speaking assessment. The goal of this research is to update the domain analysis and task model for the Speaking subtest, which will also contribute to the ACCESS for ELLs Online validity argument.

TEAM SPOTLIGHT:

Dr. Meg Montee
Sam Musser
Ian Bradley



RESEARCH & DEVELOPMENT

Assessment Experts Contribute Major Updates to WIDA Assessments

In 2020, CAL completed a multi-year research and development project to improve the quality of the field test data of the ACCESS for ELLs Online Writing assessment and to relieve the recruiting burden of WIDA states and districts in conducting a stand-alone field test. This research study has enabled WIDA to transition to a more efficient test design for the ACCESS for ELLs Online Writing assessment. Because the new test design allows the field test administration to be conducted simultaneously with the operational administration, our efforts also help to relieve the testing burden of many English Learners.

In 2020, CAL also completed a multi-year test development project to expand the pool of Listening and Reading items for the ACCESS for ELLs Paper

Listening and Reading assessments. The project involved the adaptation of items from ACCESS for ELLs Online to a print context, field-testing and analysis of the data, and final test assembly into new test forms. The items on these forms have allowed WIDA to create additional operational forms of the ACCESS for ELLs Paper Listening and Reading tests for Grades 6-8 and 9-12.

TEAM SPOTLIGHT:

Dr. Yoonah Song

Xin Yu

Michele Kawood

Dr. Keira Ballantyne

Dr. Shu-Jing Yen

NEW PRODUCT

WIDA Screener for Kindergarten

In 2020, CAL's Test Development team and Psychometrics and Quantitative Research team completed a multi-year project to develop the WIDA Screener for Kindergarten, an individually administered paper-and-pencil test that helps educators identify students as English learners (ELs). The WIDA Screener for Kindergarten was developed in 2018-19 and field tested in 2019 and 2020.

CAL and WIDA worked collaboratively on the K-Screener assessment's item development and psychometric analysis. On the CAL Test Development side, the project was led by Michele Kawood, with support from Tanya Bitterman and Mina Niu. Irina Mukhutdinova, production artist, and Dale Ingram, Test Production Manager, played crucial roles in the development of the graphics and conceptualizing the layout as well. On the CAL PQR side, the project was led by Dr. Shu-Jing Yen and Dr. Yoonah Song, with support from Dr. Keira Ballantyne and Xin Yu. The PQR team's work spans the psychometric

portions of the assessment including item analysis, item scaling, DIF analysis and reliability scores. We also acknowledge the valuable contribution of CAL's Senior Fellow, Dr. Dorry Kenyon.

In October 2020, CAL successfully delivered the quantitative analyses results including scoring tables to WIDA. Final test materials were delivered to WIDA in December 2020, with an initial launch of the assessment in late March 2021.

More information is found at <https://www.cal.org/news-and-events/in-the-news/wida-screener-march-2021>

TEAM SPOTLIGHT:

Michele Kawood

Tanya Bitterman

Mina Niu

Irina Mukhutdinova

Dale Ingram

Dr. Shu-Jing Yen

Dr. Yoonah Song

Dr. Dorry Kenyon

Dr. Keira Ballantyne

Xin Yu

ADULT ENGLISH LEARNERS

The BEST Solution for Programs Serving Adult English Learners

CAL understands the needs of educators who support and direct adult English learner programs. Whether online or in-person, CAL's professional team of Adult ESL Assessments (AEA) experts provide high-quality customer service and reliable support for adult ESL programs across the country. Aligned to the National Reporting System and the Student Performance Level ESL descriptors, the BEST Plus 2.0 Speaking assessment and BEST Literacy assessment products address the needs of adult English language learners by providing assessment options that reliably demonstrate student progress in all four areas of communication: speaking, listening, reading, and writing skills.

In 2020 as the pandemic shut down in-person learning, AEA experts and customer service representatives snapped into action. Producing new online guidance videos and tutorials, our team made sure that the thousands of **BEST Plus 2.0**

and **BEST Literacy** customers across the nation were able to successfully navigate their testing and reporting requirements.

Nation-wide, **BEST products** also acted as a secure and trusted source of reliable and accurate results of student progress despite the uncertainty brought on by the COVID-19 pandemic. In fact, in 2020 the U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE) opted to extend approval of **BEST products** through February 2023 for use by federally funded programs that report data through the National Reporting System (NRS).

TEAM SPOTLIGHT:

Katie Beckman-Götrich

Dr. Meg Montee

Remi Oyelabi

Laurel Winston

Supporting the BEST Adult English Assessments

CAL's Psychometrics and Quantitative Research and Test Development teams conducted research to support two new adult English assessment, BEST Plus 3.0 and BEST Literacy 2.0. These tests are designed for the use in adult ESL programs in the U.S. and are the next generation of adult English language proficiency tests from CAL. Our teams conducted surveys, special studies, and psychometric evaluations, including item analysis, content validity, standard setting, test reliability, and construct validity.

The results of this research and development work laid a solid foundation to support the future use of these tests in adult ESL programs, and CAL looks forward to offering these tests once they are approved for use by the U.S. Department of Education.

TEAM SPOTLIGHT:

Dr. Yage Leah Guo
Erin Shaw-Meadow
Kristine Nugent
Elyssa Sun
Francesca Di Silvio

Leslie Fink
Dr. Meg Montee
Dr. Keira Ballantyne
Dr. Shu-Jing Yen

Language Assessment Resources Help Heritage Language and World Language Teachers

Heritage language learners bring unique linguistic and cultural backgrounds to the language classroom which should be valued and cultivated. However, many times educators have a tough time finding the appropriate assessment to help best measure these students' progress.

To meet these needs, researchers at CAL launched a new resource for heritage language educators in 2020 to assist with selecting language assessments used in elementary, middle, secondary, and post-secondary school programs around the United States.

Research findings were used to develop the new Heritage Language Assessment Module designed to help educators working in K-12 heritage language classes, community-based heritage language schools, and university-level heritage language courses. This work was completed with the Assessment and Evaluation Language Resource Center (AELRC) at Georgetown University.

To create the new module for heritage language educators, CAL conducted a literature review examining current trends in and research related to heritage language assessment, followed by one-on-one interviews with heritage language educators investigating testing uses, needs, and challenges in

heritage language programs. An online survey was also distributed to heritage language educators to better understand assessment practices and needs within this community. This resource is available on CAL's website: <https://www.cal.org/flad/heritage-language-assessment-module>

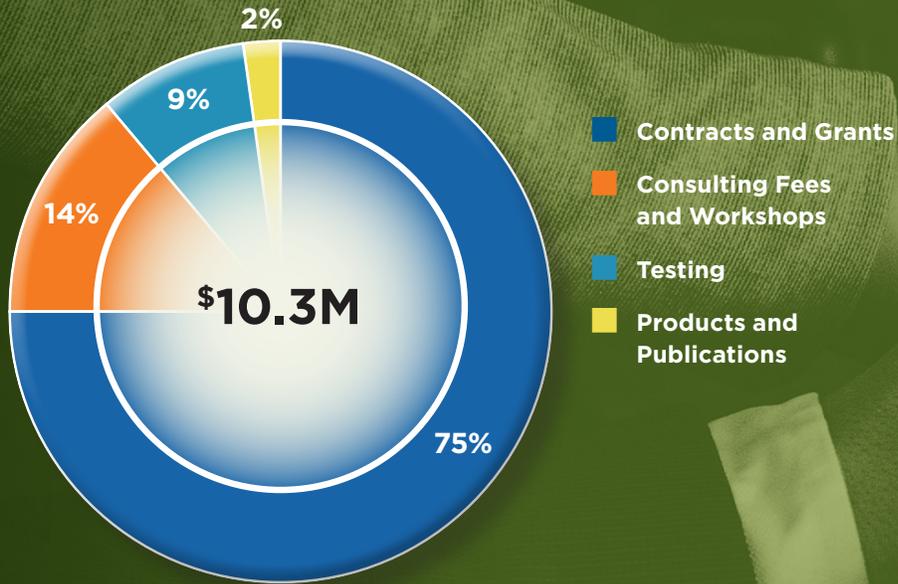
Additionally, the Foreign Language Assessment Directory (FLAD) tutorial module, *Understanding Assessment: A Guide for World Language Educators*, was also modernized to be more interactive and to better reflect current trends in language assessment literacy and test selection for educators working in a variety of different contexts. This resource is available on CAL's website: <https://www.cal.org/flad>

TEAM SPOTLIGHT:

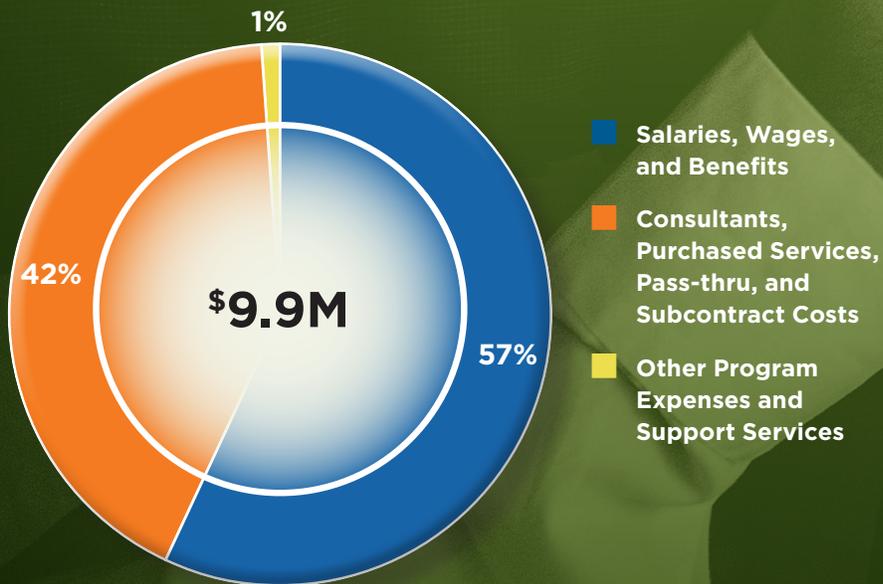
Jamie Morgan
Dr. Meg Montee
Valentina Michelotti

FINANCIAL INFORMATION

FY20 Source of Funds



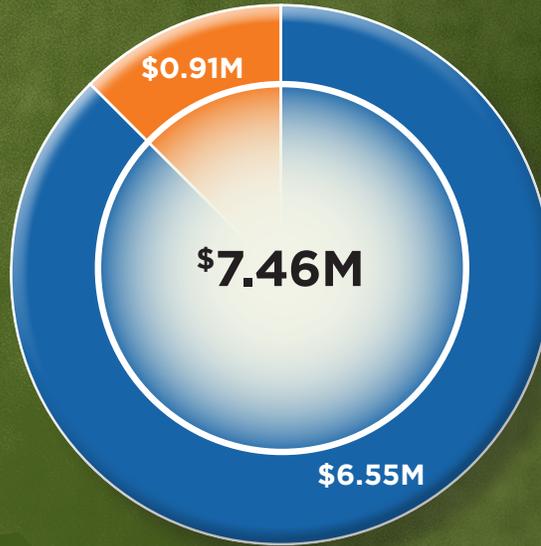
FY20 Use of Funds



FY20 Statement of Financial Position

Assets

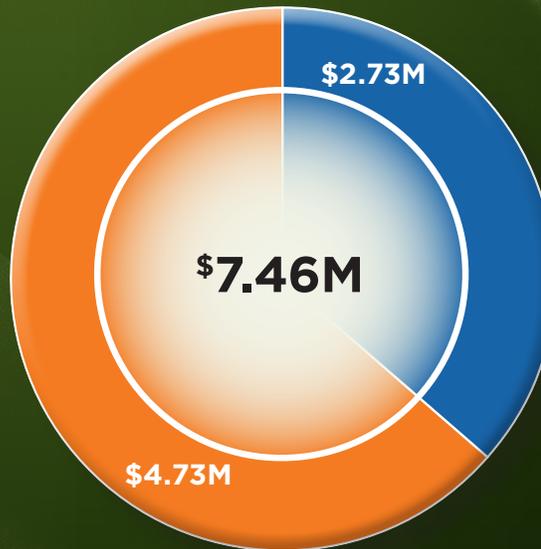
- Cash, Receivables, and Investments
- Other Assets



FY20 Statement of Financial Position

Liabilities & Net Assets

- Liabilities
- Net Assets



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