



VALUING ALL VOICES

2021 ANNUAL REPORT

CAL CENTER FOR APPLIED LINGUISTICS

Where Learning Happens





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CAL

BY THE NUMBERS: 2021



LETTER FROM THE BOARD CHAIR, DR. LIYING CHENG



The impact of the COVID-19 pandemic on education has been impossible to imagine, predict, and measure. As a result, traditional modes of teaching, learning, and assessment (including testing) are being challenged, and the quality of our education systems questioned – on a global scale. Such challenges are magnified for the Center for Applied Linguistics (CAL) as a non-profit organization with its mission to advocate for and support solutions for underrepresented, multilingual, and language learning student populations through **“language and culture as they relate to access and equity in education and society around the globe.”**

Confined to working at home, the center’s programmatic and administrative staff has worked tirelessly towards helping to create a world that takes an assets-based approach in working with multilingual learners, and which ensures that more equitable perspectives guide local, state, and national policy across different educational settings. These perspectives are evident in CAL programs showcased in this annual report: STARTALK’s efforts to build capacity in assessment for critical language teachers; efforts to bring WIDA’s suite of assessments into alignment with the WIDA English Language Development Standards Framework; services to the world language community, adult ESL programs, the Center for the Success of English Learners, preK-12 educators working with English learners, the English heritage language speakers program, and dual language and multilingual education; and many more.

Together, these programs contribute to CAL’s mission through test development, technical assistance, professional development, policy, and research in PreK-12/adult multilingual learner education, world languages, heritage language, and newcomer education programs. During 2021, CAL’s publications and white papers were downloaded over 40,000 times. Its free webinar series drew over 100,000 participants from the U.S. and over 50 additional countries. In addition, CAL’s test development partnership with WIDA resulted in over 2 million multilingual learners participating in the WIDA Access assessment.

In embracing the constantly changing, global geopolitical landscape, the CAL Board of Trustees has engaged with the CAL staff through the board’s *Serve, Assist, and Support Initiative*. A major contribution of this initiative is the creation of a webinar series titled **“Research to Policy: Critical Conversations in Language Education,”** which addresses topics related to multilingual learners and culturally diverse populations through the lens of equity.

It has been my privilege to serve as the Chair of the Board of Trustees during the global pandemic while witnessing CAL’s resilience, stability, and teamwork. On behalf of the Board of Trustees, we offer our sincere thanks to all those who serve CAL so well, from our dedicated staff, President and CEO Joel Gómez, and board members to our funders, mission collaborators, and intellectual partners. We look forward to entering a new fiscal year with a renewed optimism regarding the future, and with our continued commitment to CAL’s mission and values of **“promoting access, equity and mutual understanding for linguistically and culturally diverse people around the world.”**

Dr. Liying Cheng
Chair, Board of Trustees, Center for Applied Linguistics

LETTER FROM THE CEO, DR. JOEL GÓMEZ



Despite the challenges brought about by the COVID-19 pandemic, fiscal year 2021 represents a year of programmatic, administrative, and fiscal accomplishments for CAL in carrying out its mission of promoting access, equity, and mutual understanding for linguistically and culturally diverse populations around the world by serving as a trusted source for research, resources, and policy analysis.

This Annual Report provides data on CAL's fiscal viability during 2021 and acknowledges the commitment and contribution of CAL staff, CAL board members, consultants, and interns in supporting CAL mission-related activities. The different sections of this report showcase CAL's programs and the services provided during FY 2021. In my case, it has been a privilege serving in a leadership position in support of CAL's staff and board members' activities.

As to be expected, FY21 presented an exceptional challenge for CAL staff in conducting its various mission-related activities. During this period, CAL staff continued to work remotely and also started to provide online and face-to-face services. The COVID pandemic also increased challenges for schools in addressing the needs of traditionally underserved students, such as multilingual learners.

Moreover, a soon-to-be-released report from the National Assessment of Educational Progress (NAEP) report states that in a 10-year period before the COVID pandemic, schools were already greatly challenged in meeting the needs of underserved students. The report further shows that not only were traditionally underserved students failing to receive an equitable and high-quality education but that an additional number of students were also being failed by schools. It shows that the racial/ethnic composition of 4th and 8th grade students who performed below the 25th percentile in math and reading scores consisted of Hispanics (36%), White (33%), Black (24%), Asian/Pacific Islander (3%), American Indian (1%), and, two or more races (3%).¹ The report further shows that among the lowest performing students, 81% spoke English as a primary language, 69% were classified as not having a disability, 59% had parents who graduated from college, and 31% were not eligible for the National School Lunch Program.

As the NAEP report shows, clearly schools are struggling to meet the educational needs of all students, especially historically underserved student populations. Given this evidence, CAL looks forward to collaborating with practitioners, researchers, and policy makers to explore asset-based solutions grounded in language and culture that will enhance the ability of schools to meet the needs of multilingual and all students, not through isolated solutions, but through core systemic innovations. CAL looks forward to continuing its collaboration with its primary stakeholders and language and advocacy entities such as Americas Language Working Group, the National English Learners Roundtable, the Hispanic Education Coalition, and additional organizations to continue exploring innovative, equitable, and systemic solutions that meet the holistic schooling needs of multilingual students, heritage language speakers, second language learners, newcomer students, and all students.

Dr. Joel Gómez

President and Chief Executive Officer

¹ NAEP. (2022). Understanding pre-pandemic NAEP trends: Setting the stage for NAEP 2022. <https://www.nagb.gov/naep/understanding-pre-pandemic-naep-trends.html>



CHARLES FERGUSON AWARD FOR OUTSTANDING SCHOLARSHIP

2021 Recipient:

Dr. Patricia Baquedano-López

Dr. Baquedano-López teaches in the Graduate School of Education at UC Berkeley, and her research examines the intersection of language, race, and education particularly as it relates to Indigenous Latinx students, critical research methods, discourse analysis, and parent engagement in schools.

Her current project is funded by a grant from UC MEXUS-CONACYT (with Adriana Cruz-Manjarrez, University of Colima) and centers on transnational displacements, processes of return migration, and education in the Maya diaspora Yucatan-California. The project brings together collaborators from the Mexican Migration Project and Instituto Nacional de Antropología e Historia (INAH) in Mexico. This project builds on Professor Baquedano-López's 3-year ethnographic study funded by the Spencer Foundation examining the educational experiences of Indigenous Maya students and families in California schools. Prof. Baquedano-López is a co-founding editor of the new journal *Language, Culture, and Society*.



Dr. Baquedano-López holds a B.A. summa cum laude from Inter American University of Puerto Rico, a MTESL from Arizona State University, and a Ph.D., in Applied Linguistics from UCLA.

Our Founder: Dr. Charles A. Ferguson

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.



PROJECT SPOTLIGHT

RESEARCH TO POLICY WEBINAR SERIES



Year-Long Webinar Series on Digital Equity in Language Education

Research to Policy: Critical Conversations in Language Education is a series aimed at stakeholders and decision makers in language education and language policy. Throughout 2020 and 2021, language educators around the world struggled with the implications of COVID-19 for multilingual learners. For this reason, CAL chose *digital equity* as the theme for the 2021 webinar series. The mission of the series is to inform and shape policy through dialogue with key experts across the language education landscape.

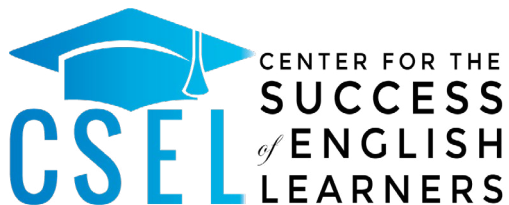
The series was envisioned as a series of engaging, 30-minute online events aimed at policy makers, think tanks, and not-for-profit organizations. Previous discussions can be viewed on www.cal.org. In 2021, our topics included College & Career Success; Family Engagement and Digital Equity; Digital Equity for Students with Disabilities; Early Childhood Education and Digital Equity; Plain Language in Practice; and Digital Equity in Education: Directions for 2022.

TEAM SPOTLIGHT:

- Dr. Keira Ballantyne
- Trey Calvin
- Maria Cieslak
- Dr. Joel Gómez
- Dr. Ester J. de Jong
- Dr. Lourdes Ortega

PROJECT SPOTLIGHT

CENTER FOR SUCCESS OF ENGLISH LEARNERS (CSEL)



Launch of the Center for the Success of English Learners

The Center for the Success of English Learners (CSEL) is a grant-funded research center identifying and testing transdisciplinary approaches to improve opportunities and outcomes for English learners. Through analysis of administrative and newly collected data using a mixed methods approach, our investigators are currently (i) identifying barriers related to school tracking for English learners and (ii) designing and testing interventions that leverage four transdisciplinary approaches to improve instruction for English learners in Grade 6 and Grade 9 Science and Social Studies.

CSEL was made possible by funding from the Institute of Education Sciences, U.S. Department of Education, through Grant R305C200016 to the University of Houston. Through our publications and media channels, CSEL is communicating the relevance of our center and work for researchers and practitioners by acting as an informational hub that provides in-house expert commentary.

CAL serves as a subcontractor directing the outreach and dissemination activities of the national research and development center. In early February 2021, CAL launched the center's new website and policy brief. The website can be viewed at www.cselcenter.org and the policy brief can be downloaded at www.cselcenter.org/post/remote-learning-assessment-els-report.

TEAM SPOTLIGHT:

- Dr. Diane August
- Dr. Keira Ballantyne
- Trey Calvin
- Dr. Joel Gómez
- Roberta Miceli

PROJECT SPOTLIGHT

PREK-12 ELL PROFESSIONAL DEVELOPMENT

In 2021, the PreK-12 ELL department worked on more than 70 contracts with schools and districts across the nation. Three examples of the programs we worked with are Arlington Public Schools in Arlington, VA; Savannah-Chatham County Public Schools in Savannah, GA; and Passaic Public Schools in Passaic, NJ.

Learning Sessions for Arlington Public Schools

CAL worked with Arlington Public Schools in providing professional learning sessions for secondary core content teachers of English learners on effective strategies for sheltering content and promoting their English language development in the four language domains (listening, speaking, reading, and writing). These workshops have been providing teachers practical instructional strategies appropriate for planning, delivering, and adapting content for English learners within the context of standards-based lesson planning, instruction, and assessment, while providing opportunities for modeling, practicing, and receiving feedback. These professional development opportunities have provided teachers with the information they need to implement sheltered content instruction in their classes and provide support for coaches, specialists, and administrators. The workshop topics include:

- More than Words: Academic Language and Literacy
- Building Rigor for English Learners: Higher-Order Thinking
- Developing Literacy in the Content Areas
- Teaching Language and Literacy for Long-Term English Learners in the Content Areas
- Best Practices of Assessing Language Learners: Research to Practice
- Scaffolding Instruction for English Learners Based on Proficiency Levels

A total of 14 CAL staff and consultants have facilitated these workshops during summer 2021 and during the 2021-2022 school year. Twelve CAL staff members and consultants will be providing additional workshops during summer 2022.

SLOP Coaching Project with Savannah-Chatham County Public Schools

As part of a 3-year project, CAL has been working with the Savannah-Chatham County Public Schools on a combined SLOP professional development/coaching project. The focus of each workshop session was to give teachers the opportunity to incorporate instructional techniques into content area units of study. CAL facilitators guided discussions, provided feedback on assignments, and used participant questions to customize workshops. By the end of the series, participants were able to:

- Identify the most significant factors affecting second language acquisition.
- Develop lesson plans with effective objectives to meet the language demands of the grade-level content lessons.
- Create activities and routines that taught vocabulary and language structures for English learners.
- Determine how to leverage online learning and student backgrounds as a bridge to content concepts and literacy acquisition.

The coaching sessions provided one-on-one coaching, lesson observations, and debriefing sessions. CAL also provided small group professional learning community sessions that included a focal component, activity demonstration, and opportunities for planning. Sessions were provided virtually and in person. One benefit of this program was that the teachers in the district worked with a team of three facilitators from CAL throughout the year, creating a rapport that allowed them to benefit from this professional development experience.

In-Person + Virtual Workshops for Passaic Public Schools

CAL worked with Passaic Public Schools in planning for a series of professional development services to train more than 500 educators across 34 cohorts in Passaic, NJ. Over the 4-year period of the contract, CAL will provide in-person and virtual workshops to these educators. Topics will include:

- The Sheltered Instruction Observational Protocol (SLOP) components: Lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review and assessment

- Second language acquisition
- Lesson preparation and planning
- Collaborative lesson planning

In-person and virtual workshops were initiated in the spring of 2022. Two cohorts with a total of 60 teachers began their training. Two CAL staff members and five consultants provided the first set of workshops. In-person coaching sessions have been added to the contract for the upcoming 2022-2023 school year. In addition, Passaic Public Schools and CAL applied for and were awarded a Taub Foundation Grant, which focused on general education teachers receiving into their Tier 1 classrooms those who have successfully exited English language services and will

be monitored for the next 4 years. A team of CAL staff and consultants have provided both virtual and in-person workshops, coaching, classroom visits, and debriefings. The grant runs through December 2022.

TEAM SPOTLIGHT:

- Ali Alahmadi
- Maria Cieslak
- Annie Duguay
- Marybelle Marrero-Colón (*promoted to Associate Director of Professional Development*)
- Roberta Miceli
- Dr. Katherine Moran
- Marilyn Raphael

PROJECT SPOTLIGHT

DUAL LANGUAGE AND MULTILINGUAL EDUCATION TRAININGS

Pasco School District #1, Washington (October 2017 – present)

CAL conducted two comprehensive evaluations, one of dual immersion and one of transitional bilingual programs, in the district in 2017 and 2018 and entered its fourth year (2021-2022) of providing extensive technical assistance and professional development to the district to assist in the transformation of all transitional bilingual programs to dual language programs in all district schools, K-12.

Grand Rapids Public Schools, Michigan (January 2021 - December 2021)

CAL conducted a needs assessment of dual language immersion and transitional bilingual programs in 2020. The needs assessment led to CAL's facilitation, in 2021, of the development of a strategic plan for dual language transitional bilingual program improvement as well as professional development for dual language and transitional bilingual teachers.

Archbishop Borders School, Baltimore, MD (August 2021)

CAL provided 2 days of remote professional development to school staff on CAL SIOP for dual language programs. One additional day of in-person training followed in 2022.

Dallas Public Schools, TX (July 2021)

CAL provided two full days of remote training on fostering Spanish language and literacy development. The session was conducted entirely in Spanish.

Erie Charter School, Chicago, IL (January 2021)

Six remote workshops were provided to Erie Charter School staff over a period of 3 days on effectively developing language and content in a dual language school.

TEAM SPOTLIGHT:

- Ali Alahmadi
- Dr. Igone Arteagoitia
- Roberta Miceli
- Marilyn Raphael
- Lisa Tabaku

PROJECT SPOTLIGHT

LANGUAGE ASSESSMENT DIVISION

WIDA English Language Development Standards Framework, 2020 Edition

In 2021, CAL began a multiyear project in partnership with WIDA to bring WIDA's suite of assessments into alignment with the WIDA English Language Development Standards Framework, 2020 Edition. This project involves close collaboration with WIDA to align existing test items with that the updated Standards Framework; ensure that future test and item development is aligned with the updated Standards Framework and meets the rigor of Department of Education State Assessment Peer Review; and update ancillary test materials, including scoring rubrics in line with the updated Standards Framework. This work will culminate with the 2025 release of ACCESS for ELLs Online, ACCESS for ELLs Paper, and Kindergarten ACCESS for ELLs, all aligned with the updated Standards Framework.

Psychometrics Special Study

Due to the COVID-19 pandemic, WIDA's Technical Advisory Committee expressed concerns about the disruption to schooling and testing and its effect on students' ACCESS for ELLs test scores for the 2020-2021 school year. WIDA asked CAL's Psychometrics and Quantitative Research team to conduct a special annual equating study for the ACCESS Speaking and Writing assessments. This special study involves using the field test data collected during the 2019-2020 school year, that is, pre-pandemic, to conduct the annual equating analysis for the 2020-2021 Speaking and Writing assessments. The results of the equating study were used to derive students' scores on the 2020-2021 Speaking and Writing assessments. Because the field test data were collected before the school closures and the subsequent moves to remote learning, they are considered to be more representative of how students would perform in a typical school year, as opposed to the operational data collected during the 2020-2021 school year, which were affected by COVID-related disruptions. The results of this special equating study were presented to the WIDA Technical Advisory Committee in April 2021 and were very well received.

ACCESS for ELLs Speaking Test Research: Educator Perceptions

As part of test validation and research for ACCESS for ELLs, CAL worked collaboratively with WIDA to conduct a study of educator perceptions of the Speaking Test. The purpose of the study was to understand connections between classroom-based speaking practices for English learners and the types of skills assessed by the Speaking Test, and to gather information about how educators perceive technology-mediated test tasks. The mixed methods research design included focus groups with English language and content-area teachers and a large-scale survey of 2,975 WIDA educators. The study resulted in evidence of the rich connections between classroom practices and the test design as well as areas for future improvements or updates to the test.

TEAM SPOTLIGHT:

- Basra Abdillahi-Chire
- Tanya Bitterman
- Ian Bradley
- Melissa Cheston
- Isabella De Leon
- Beth DeVito
- Elsa Fraser
- Dr. Leah Yage Guo
- Alex Herbert
(new hire)
- Dale Ingram
- Michele Kawood
- Dr. Justin Kelly
- Jung-Jung Lee
- Dr. Meg Montee
- Jamie Morgan
- Irina Mukhutdinova
- Sam Musser
- Rachel Myers Adam Neubauer
- Mina Niu
- Elizabeth Pavlova
- Rebecca Pred-Sosa
- Todd Rudolph
- Erin Shaw-Meadow
- Dr. Yoon Ah Song
- Elyssa Wen Sun
- Alice Tsai
- Dr. Shu Jing Yen
- Brittany York
- Xin Yu
- Frank Wucinski
(new hire)

PROJECT SPOTLIGHT

BEST ADULT ENGLISH ASSESSMENTS

Supporting Adult ESL Programs

Adult ESL programs in the U.S. need valid and reliable English language proficiency tests to understand and report students' language growth. CAL's assessment products, the BEST Plus 2.0 Speaking assessment and BEST Literacy, 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. BEST assessments are aligned with the National Reporting System and the Student Performance Level ESL descriptors and are used by adult ESL programs for reporting and monitoring purposes through the National Reporting System. To support the BEST assessment products, CAL's team of adult ESL assessment experts provide high-quality customer service for adult ESL programs across the country.

In 2021, CAL continued to provide flexible training and support options as programs served students virtually and in person. The year brought continued challenges because of the COVID-19 pandemic. Through webinars, conference presentations, and virtual test administrator trainings, CAL worked with programs to ensure that BEST remains a trusted and reliable source of student assessment.

In addition to supporting BEST users, CAL continued work to create new versions of the BEST assessments: BEST Plus 3.0 and BEST Plus 2.0. With this new generation of assessments, which will be released once they are approved by the U.S. Department of Education

Office of Career, Technical, and Adult Education, CAL will update assessments and technology-based training options as they serve the needs of English learners. To support these new tests, in 2021, CAL's Test Development and Psychometrics and Quantitative Research teams conducted a rigorous program of test development and validation research, including field testing, content alignment studies, standard setting studies, form comparability studies, and interrater reliability research.

TEAM SPOTLIGHT:

BEST Client Services

- Katie Beckman-Götrich
- Elsa Fraser
- Remi Oyelabi
- Laurel Winston

Test Development

- Francesca Di Silvio
- Leslie Fink
- Dr. Meg Montee
- Kristine Nugent
- Elyssa Wen Sun

Psychometrics and Quantitative Research

- Dr. Yoon Ah Song
- Dr. Keira Ballantyne
- Dr. Yage Leah Guo
- Rachel Myers
- Erin Shaw-Meadow
- Dr. Shu-Jing Yen



PROJECT SPOTLIGHT

WORLD LANGUAGE EDUCATION

Research-Based Resources for World Language Educators in Massachusetts

The Massachusetts Department of Elementary and Secondary Education recently updated its Curriculum Framework for World Languages for the first time since 1999, and CAL provided research and recommendations in support of this effort.

After the 2021 World Languages Curriculum Framework was adopted, CAL's expertise in world languages and focus group research was called upon to develop quick reference guides that would assist teachers in less common programs to implement the framework. CAL researchers held focus groups with teachers of American Sign Language, classical languages, elementary programs, heritage students, students with disabilities, and languages with diverse written representations to understand their needs. Researchers also conducted literature reviews to

understand best practices for these populations as well as assessment and social and emotional learning.

The quick reference guides feature explanatory graphics, research-informed guidance, and practical tips to assist teachers from these focal areas in implementing the framework. There are also guides for assessment and social and emotional learning that can be used by educators across all types of world language programs. These guides will continue to help educators create inclusive education for all world language students for many years to come. Learn more about the project at <https://www.doe.mass.edu/worldlanguages/support/>.

TEAM SPOTLIGHT:

- Francesca Di Silvio
- Leslie Fink
- Dr. Meg Montee
- Jamie Morgan
- Mathilda Reckford

PROJECT SPOTLIGHT

CRITICAL LANGUAGES

STARTALK Builds Capacity in Assessment for Critical Language Teachers

Since 2008, CAL has been one of the organizations selected to provide summer professional development workshops for language educators as part of STARTALK, a national project funded by the National Security Agency. STARTALK's mission is to increase the number of U.S. citizens learning, speaking, and teaching critical-need languages, with programs nationwide for students (K-16) and teachers. CAL's annual workshop for STARTALK educators has focused on language assessment, particularly assessment for less commonly taught languages. This professional development program emphasizes the importance of increasing foreign language instructors' assessment literacy and helps participants plan for conducting assessment in their programs while considering the stakeholders involved, their goals, and their resources.

In 2021, CAL transitioned the summer assessment institute to a fully online format that included both

synchronous workshops and an asynchronous online course for 32 language educators. This summer institute also marked the debut of one-on-one coaching for program participants. CAL staff provided feedback and guidance to help educators set and achieve goals that would increase the effectiveness of their assessments. This coaching continued after the conclusion of the summer program to provide participants with additional support as they implemented their assessments in the classroom.

CAL looks forward to the latest version of the summer institute focused on language program evaluation, which will begin in summer 2023. CAL's continued work contributes to STARTALK's mission of increasing the number of U.S. citizens learning, speaking, and teaching critical-need languages.

TEAM SPOTLIGHT:

- Leslie Fink
- Valentina Michelotti
- Dr. Meg Montee
- Jamie Morgan
- Kristine Nugent
- Mathilda Reckford
- Elyssa Sun

PROJECT SPOTLIGHT

ENGLISH FOR HERITAGE LANGUAGE SPEAKERS PROGRAM

EHLS Enters 16th Year of Expanding the Federal Government's Critical Languages Capacity

For the 16th year, CAL continued as the primary contractor for the English for Heritage Language Speakers Program (EHLS), a sponsored initiative of the Defense Language and National Security Education Office's (DLNSEO) National Security Education Program. The EHLS program, which trains advanced English speakers to be effective communicators and strong candidates for federal jobs, welcomed its 16th cohort in January 2021 to a fully virtual administration of the program, due to the continuing COVID-19 pandemic. The program administrators and instructors did a phenomenal job adapting the curriculum to a virtual delivery while continuing the high level of rigor and interaction the program is known for. All 18 scholars graduated in August 2021.

To promote the program nationwide and recruit scholars for the 2022 program year, CAL leveraged social media, including Facebook, Twitter, LinkedIn, Google, Idealist, and Indeed. CAL also hosted 20 informational webinars for potential applicants.

In September 2021, Dr. Suzanne Matula (EHLS-Georgetown) and Dr. Kate Moran (CAL) led a discussion at the Interagency Language Roundtable Training Committee meeting titled, "Digital Literacy for Language Teaching and Learning in a Post-Pandemic Environment." The session drew a lot of interest and interesting discussion.

The EHLS Professional Performance Assessment is an assessment of federal workplace communication skills in reading and writing. While scholars are tested according to the Interagency Language Roundtable scale before and after the program, this general assessment does not always capture the specific professional communication skills that are the focus of the EHLS program. CAL staff, led by Dr. Meg Montee, developed the Professional Performance Assessment to demonstrate EHLS scholars' growth for the purposes of program evaluation and the demonstration of individual learning.

In 2021, CAL's EHLS assessment team (Meg Montee, Leslie Fink, and Mathilda Reckford) implemented an innovative task-specific checklist style rubric. The Professional Performance Assessment was administered to the EHLS 2021 cohort in January and again in August, marking the first complete data set.

In the fall of 2021, the assessment team enhanced the Professional Performance Assessment by creating score bands that identify five levels of increasing professional communication competency. Each professional communication band corresponds to a range of scores on the assessment. The team also developed descriptors for each band that capture the key skills that scholars demonstrate at each level.

The results indicated that 78% of scholars in the 2021 cohort gained at least one band thanks to the instruction received through EHLS. Dr. Montee and her team presented these results to the DLNSEO as well as the Defense Language Institute English Language Center. They also facilitated a workshop with Georgetown instructors. The score reports and results received high praise from DLNSEO and the Georgetown instructional staff.

CAL looks forward to using the band descriptors for planning and program evaluation as well as empowering EHLS scholars with additional information about their growth.

Plain Language Initiative

Kate Moran and Chelsea Lafferty continued development work for CAL's plain language initiative. In March 2021, they facilitated a 3-hour pre-conference workshop at the Commission on Adult Basic Education conference and delivered a conference session on applying federal plain language guidelines. In August, Dr. Moran's article, "Access and Equity Through Clear Communication," was published in Language Magazine. In October, Dr. Moran presented "What Is Plain Language?" at the Families Learning Conference, and in November, Dr. Moran and CAL board member Mr. Anthony Tassi were panelists in the CAL webinar titled, "Plain Language in Practice: A Pathway for Language Justice."

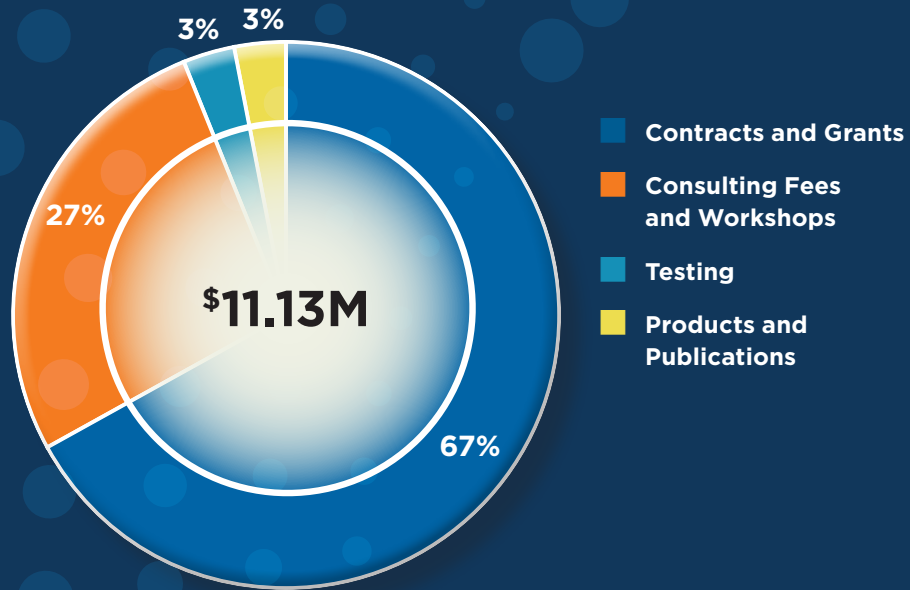
The Adult Language and Communication Division saw some personnel changes in 2021, with Roberta Miceli and Chelsea Lafferty both leaving CAL. In May 2021, Dr. Moran became the director of the Adult Language and Communication Division, and LaNikka Bass came on board as a project manager in December of 2021.

TEAM SPOTLIGHT:

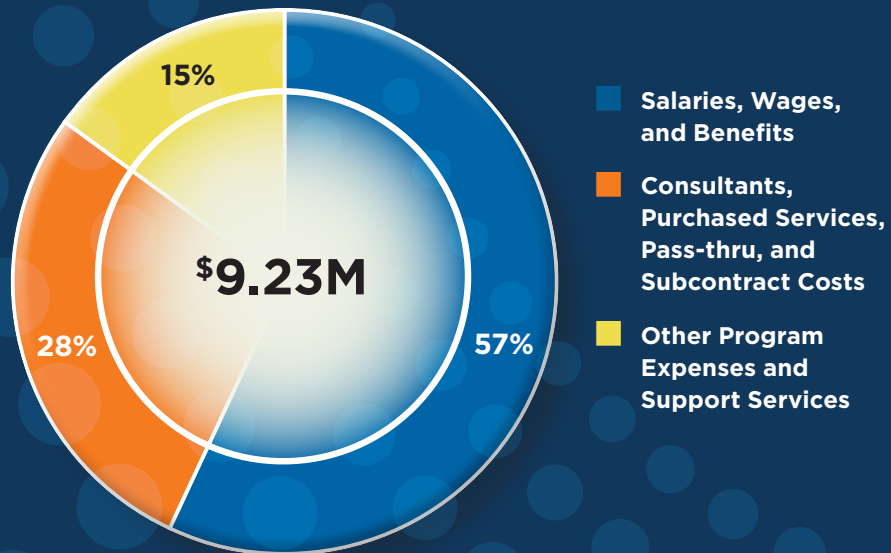
- LaNikka Bass (new hire)
- Leslie Fink
- Chelsea Lafferty
- Roberta Miceli
- Dr. Meg Montee
- Dr. Katherine Moran
- Mathilda Reckford

FINANCIAL INFORMATION

FY21 Source of Funds

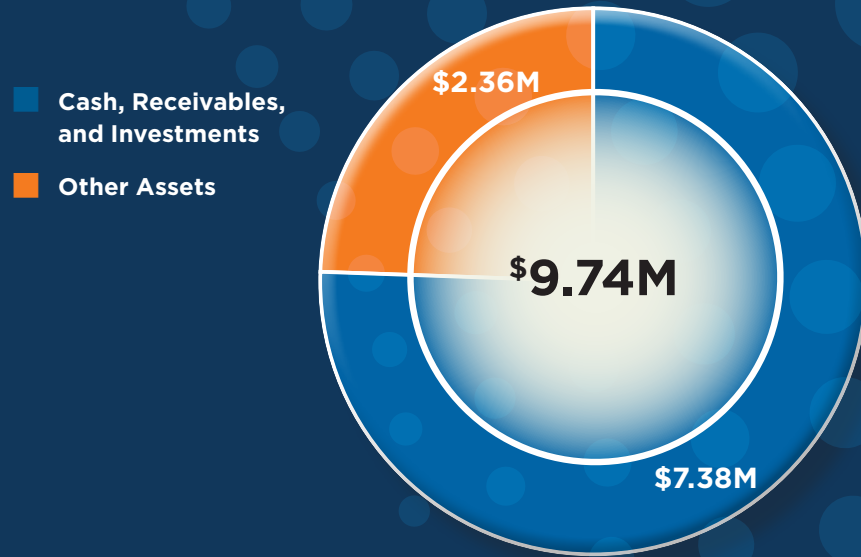


FY21 Use of Funds



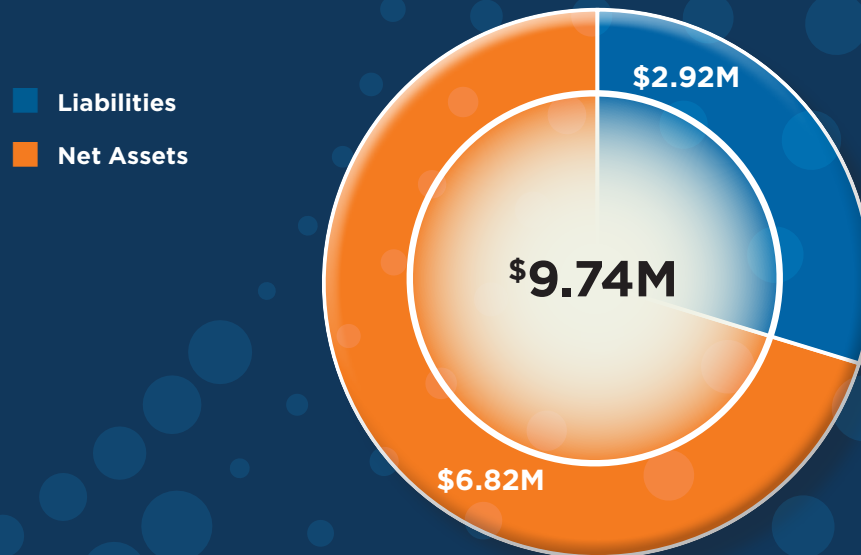
FY21 Statement of Financial Position

Assets



FY21 Statement of Financial Position

Liabilities & Net Assets



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
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