



2022 ANNUAL REPORT

Pathways to Empowered Voices

CAL CENTER
FOR APPLIED
LINGUISTICS

MISSION

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

CORE VALUES

Our core values guide our endeavors and help us focus our efforts more effectively.

- Languages and cultures are important individual and societal resources.
- All languages, dialects, and cultures deserve to be respected and cultivated.
- Multilingualism is beneficial for individuals and society.
- Effective language education should be widely available.
- Accurate information should be the basis for policies and practices that involve language and culture.
- Language skills and cultural knowledge should be valued in work situations.
- Language and cultural differences should not be obstacles to personal or group success or well-being.

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A LETTER FROM THE BOARD CHAIR

As Chair of the Board of Trustees for the Center for Applied Linguistics, I am proud to report that our nonprofit organization weathered the COVID-19 pandemic and emerged with financial stability. CAL continued its mission to advocate for and support solutions for student populations through “language and culture as they relate to access and equity in education and society around the globe.”

With leadership from CAL operations and collaboration from all staff, CAL transitioned to a hybrid work setting. The organization updated its facility with more open spaces, access to windows, and multimedia IT solutions. Meanwhile, the CAL finance and HR departments expanded the staff’s remote-working capability to other US states. From this work environment, CAL’s programmatic and administrative staff worked towards an assets-based approach and equitable perspective that guided policy across many educational settings.

CAL maintained program prominence in language test development, language testing, and educational psychometrics. CAL also offered professional development and technical assistance to educators nationally in world languages, dual language education, adult ESL programs, and content-embedded English Language Acquisition. Most recently, CAL received an award from the North Carolina Department of Instruction (NCDI) for a U.S. Department of Education for State Assessments program grant. This program aims to enhance the quality of assessment instruments and systems used by States to measure the academic achievement of elementary and secondary school students.

CAL staff presented at numerous conferences, bolstering our efforts to strengthen our impact. We engaged with hundreds of thousands of supporters and advocates through our active social media presence, and we migrated our website to a more robust content management system, expanding its ability to support our efforts.

In embracing the constantly changing global geopolitical landscape, the CAL Board of Trustees continued to engage with the CAL staff through the board’s Serve, Assist, and Support Initiative. A significant contribution of this initiative was the webinar series Research to Policy: Critical Conversations in Language Education, which addressed topics related to multilingual learners and culturally diverse populations through the lens of equity. The theme in 2022 was Equity in Practice: Centering Multilingual Learners.

As Chair of the Board of Trustees during the pandemic, I witnessed CAL showcase resilience, strength, and teamwork. On behalf of the Board of Trustees, I thank all who served the organization, from our staff, President and CEO Joel Gómez, and board members to our funders, mission collaborators, and intellectual partners. We are entering the new fiscal year with renewed optimism regarding the future and an enduring commitment to CAL’s mission 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



A LETTER FROM THE PRESIDENT

The tagline for this annual report, “Pathways to Empowered Voices,” captures our efforts to improve access to language education, foster cultural understanding, and create opportunities for linguistically diverse individuals. CAL’s achievements in these areas result from seamless collaboration across the organization’s programmatic and administrative components. Our dedicated staff and Board of Trustees selflessly contribute time, expertise, and passion to support our mission-driven work, and they deserve recognition and congratulations for the impact of their contributions in fiscal year 2022.

The success of an organization can often be discussed around topics such as “revenue streams,” “strategic plans,” “revenue targets,” and “sustainability.” These are generally discussion topics within CAL, and for good reason, but CAL must address these topics effectively through mission-related initiatives while tackling education challenges such as the following.

- Educational policies and practices are not adequately addressing the academic, social, and emotional needs of the majority-minority school population. As classrooms become more diverse, the traditional one-size-fits-all approach to education fails to address their needs.
- Disproportionately high rates of absenteeism, disciplinary actions, suspension, and expulsion among Black and Latino/a students underscore systemic issues of concern in the education system. Inclusive, welcoming classrooms are vital for student learning.
- Despite progress in recognizing the importance of inclusivity and diversity, instances of bullying, discrimination, and exclusion persist within educational institutions.
- School policies have fallen short of adequately addressing the multifaceted educational and social-emotional needs of special needs and vulnerable students.
- More schools must provide and improve instruction in a language that students are familiar with to acknowledge and leverage the linguistic assets they bring from their homes, fostering bilingualism and academic achievement.
- Reading instruction for multilingual students must draw from their entire linguistic repertoire and engage them in multilingual and multimodal reading activities.
- Bureaucratic school language and complex terminology can alienate and confuse parents, and lengthy school forms in multiple languages do not make it easier.
- World language and heritage language programs enhance students’ opportunities academically and socially, promoting cultural sensitivity and appreciation for economic growth, yet both are under-enrolled.
- Student testing and assessment activities, especially for majority-minority students, require re-assessment to make them useful, meaningful, and equitable.

I am optimistic that CAL will address these challenges and remain sustainable, relevant, successful, and true to its mission in years to come. I thank CAL Board Chair Dr. Liying Chang and the Board of Trustees for their support.

Dr. Joel Gómez
President and CEO
Center for Applied Linguistics

INTRODUCTION TO PROGRAMS

ADULT EDUCATION & COMMUNICATION



CAL program areas saw strengths across the board as schools, districts, and other interest holders engaged deeply with the work of repairing the damage wrought by the COVID-19 pandemic.

In professional development, CAL partnered with school districts in the United States and internationally. We were active in 26 states nationwide, as well as in Germany and South Africa. Notable engagements included extensive district-wide Sheltered Instruction Observation Protocol (SIOP) training in Passaic, New Jersey, and continuing work with dual language programs in Pasco, Washington. CAL also worked alongside the Danielson Group in implementing a central family engagement aspect of their National Professional Development grant.

CAL partnered with Montgomery County Public Schools in Maryland to evaluate services for Emergent Multilingual (EML) and Latina/o students. MCPS is the 14th largest school district in the nation. One-third of the district's students are Latino/a, and 18% are classified as EML. Our mixed-methods approach included 18 focus groups, two surveys with more than 1,000 participants, over 350 classroom observations, interviews, document review, and quantitative data review.

In adult education, we continue to proudly support the English for Heritage Language Speakers (EHLS) program. CAL recruits and places speakers of critical national security languages into a 9-month intensive professional English program at Georgetown University that prepares scholars for professional government service positions.

CAL's adult language education unit also provides language access services on demand. This unit reviewed the language of the nation's largest state health survey, the California Health Interview Survey, to ensure that the language was accessible to a wide range of users as well as to translators.

The WIDA ACCESS for ELLs assessment reaches more than 2 million K-12 students annually, and CAL continues to serve as WIDA's assessment development partner. CAL provided annual operational support for ACCESS and worked to update ACCESS to align to the WIDA 2020 standards. We also supported WIDA in refreshing the Alternate ACCESS and the Kindergarten ACCESS assessments.

CAL's suite of BEST assessments includes BEST Plus, an oral language assessment for adults, and BEST Literacy, which assesses reading and writing for the same population. CAL's BEST assessments are undergoing revision and renewal and, in 2022, were submitted to the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) for review and approval.

Our Language Assessment Solutions group collaborated with the Massachusetts Department of Elementary and Secondary Education to implement the state's World Languages Curriculum Framework. Furthermore, their research on Students with Limited or Interrupted Formal Education (SLIFE) received national recognition and led to highly acclaimed professional development sessions.

In September 2022, the U.S. Department of Education awarded almost \$30 million across 11 states in the Competitive Grants for State Assessment program. In collaboration with North Carolina, CAL will be working in 2023 to develop the Multilingual Multimodal Science Inventory (M2-Si). This innovative classroom assessment draws upon theory and practices from formative assessment to construct activities that support learning for multilingual students in upper elementary science classes.



English for Heritage Language Speakers Program:

In FY22, CAL served its seventeenth year as the primary contractor for the English for Heritage Language Speakers Program (EHLS), a Defense Language and National Security Education Office's National Security Education Program (DLNSEO) sponsored initiative. In September 2021, Dr. Kate Moran and Dr. Suzanne Matula (EHLS-Georgetown) led a discussion at the ILR Training Committee meeting, Digital Literacy for Language Teaching and Learning in a Post-Pandemic Environment. The session drew great interest and thoughtful conversations. In January 2022, the EHLS program welcomed its 2022 cohort and, due to the COVID-19 pandemic, administered the program virtually until in-person classes and activities resumed on January 31. Seventeen scholars graduated in August 2022. CAL then leveraged social media—Facebook, Google, Idealist, Indeed, LinkedIn, and Twitter—to recruit scholars for the 2023 program and promote EHLS nationwide. We hosted 20 informational webinars for potential applicants and conducted two in-person recruitment trips to Houston and Los Angeles.

Professional Performance Assessment:

The EHLS program develops both professional competencies and language proficiency. Under the direction of DLNSEO, CAL worked to understand the outcomes of this dimension by developing an assessment to measure growth in pragmatic competence in the federal workplace.

CAL's assessment specialists, headed by Dr. Meg Montee, developed a three-item constructed-response written assessment. Tasks simulated federal workplace situations and included a task-specific checklist-style rubric. After piloting tasks and rubric designs, CAL completed the assessment in 2020 and collected data from the EHLS 2021 cohort. The data illuminated growth not captured by traditional language proficiency testing.

Pragmatic competency tests are on the cutting edge of assessment development and are of interest to specialized language training programs. We look forward to collecting more data and will present PPA data to key federal stakeholders and national conferences.

Plain Language and Language Accessibility:

In October 2021, *Language Magazine* published Dr. Moran's Access and Equity through Clear Communication article online. Dr. Moran also presented What is Plain Language? at the National Conference for Families Learning. In November 2021, Dr. Moran and CAL board member Anthony Tassi were panelists in CAL's Plain Language in Practice: A Pathway for Language Justice webinar.

In September 2022, CAL worked with the California Public Health Institute to complete a linguistic review of the California Health Interview Survey (CHIS) focused on plain language. CHIS is the largest state health survey in the nation. It's conducted continuously and generates timely, one-year estimates. Dr. Kate Moran and Dr. Justin Kelly reviewed 110 items, making suggested edits to increase clarity, accessibility, and ease of translation.

DUAL LANGUAGE & MULTILINGUAL EDUCATION

In 2022, CAL changed the name of Global Languages and Cultures Education to Dual Language and Multilingual Education (DLME), which better reflects the unit's expertise and work. The unit completed 26 projects for states, districts, and international schools and sponsored six online institutes. The unit completed 26 projects for states, districts, and international schools and sponsored six online institutes.

In 2022, DLME strengthened its capacity to offer high-quality professional development (PD) and technical assistance (TA) for dual language programs. It added Language and Literacy Instruction for Spanish/English Emergent Bilingual Learners to its training offerings. The training was offered in English using abundant Spanish-language examples to provide support for bilingual and monolingual teachers.

Additionally, DLME oversaw professional development for schools and districts in California, the District of Columbia, Florida, Georgia, Illinois, Iowa, Maryland, Michigan, New York, Oregon, South Dakota, Washington, Germany, and South Africa. From March through July 2022, DLME hosted six professional development institutes attended by approximately 290 educators from the US and abroad.

Throughout the year, DLME remained a trusted source for dual language and multilingual learner program evaluations and needs assessments. It conducted dual language program reviews for Mission CISD in Texas and Princeton Public Schools in New Jersey, and it evaluated services for multilingual learners in River Terrace, D90, Illinois, and a newcomer high school program in Grand Rapids, Michigan.

DLME supported bilingual program strategic planning in Grand Rapids Public Schools, Michigan, leading to the development of a multi-year strategic plan for program enhancement.

Furthermore, DLME supported staff in Alexandria City Public Schools with curriculum mapping. The work began in 2022, and guidance continues on standards alignment, scope and sequence, and critical-consciousness-related resources for grades 3–5 Spanish language arts adoption.

The unit found its success in providing services to support long-term initiatives for multilingual learners in dual-language programs. For the fourth year, DLME offered PD and TA to teachers and leaders in Pasco School District, Washington, which led to the successful transition from a transitional bilingual model to a fully dual language model in 15 elementary schools, four middle schools, and three high schools.

For the second year, DLME provided PD and TA to expand Grand Rapids Public Schools' two-way program to grade 12 and improve its three transitional bilingual programs. Instead of transitioning to all English in second grade, the programs now sustain partner-language instruction through fifth grade to help students maintain it in middle and high school, earning them the Seal of Biliteracy.

DLME successfully transitioned 15 elementary schools, four middle schools, and three high schools in Pasco School District to a fully dual language model. Furthermore, Grand Rapids Public Schools sustained partner-language instruction through fifth grade, earning students the Seal of Biliteracy. Feedback from participants was overwhelmingly positive.

Institute Participant Feedback Was Exceptional:

"I enjoyed having meaningful conversations at a global level; I enhanced my practice by taking in ideas related to the objectives of this topic."

"The PD was wonderful and packed with lots of information and made me think of new ways to teach and things to implement in my classroom."

"The workshops are very helpful and very well-organized. The resources provided are rich and useful. It is a very pleasurable learning journey. Thank you very much for giving us the opportunity to learn, to share, and to connect with colleagues from different parts of the world."

"The master handout with all of the links to resources is extremely valuable! Thank you for your organization, preparation, and clear presentation of knowledge."

"I appreciate the expertise and skill set of the presenters. This PD was one of the most informative and reflective PD I have attended. Thank you so very much for this opportunity and collaborative learning time!"



DLME staff actively participated in conferences, shared expertise, engaged in discussions, connected with other professionals, and highlighted CAL's services.

Multistate Association for Bilingual Education (MABE), March 2022

DLME Director Lisa Tabaku co-presented a remote session on translanguaging with PK-12 PD Assistant Director Marybelle Marrero-Colon.

National Association for Bilingual Education (NABE), February 2022

Both DLME staff presented at NABE in New York City. Director Tabaku offered workshops on understanding structures of English and Spanish using a bilingual children's book and on effective dual language program design. Research Scientist Igone Arteagoitia presented a workshop on qualitative data from the CAL dual language study funded by IRS.

CABE, April 2022

Dr. Arteagoitia conducted remote workshops targeting Spanish language and literacy development and presented qualitative data from the CAL dual language study funded by IRS.

La Cosecha, November 2022

Director Tabaku and Dr. Arteagoitia presented at La Cosecha in Santa Fe, New Mexico. Tabaku presented the pre-conference institute CAL SIOP for Dual Language: Integrating Language and Content in Two Languages and the session Making the Most of Translanguaging in Dual Language Programs. At La Cosecha, Arteagoitia and University of Washington Research Scientist Patricia Venegas-Weber co-presented the virtual session Pedagogical Language Knowledge in Dual Language Bilingual Education.

National Dual Language Forum (NDLF)

Director Tabaku continued to serve as de facto secretary for the NDLF. She and a sub-committee of NDLF members appointed by Dr. Joel Gomez worked to restructure the organization and increase its impact on dual language programming in the US.



PREK-12 LANGUAGE & LITERACY

The PreK-12 Language and Literacy department had a remarkably successful FY22. In September, Kia Johnson took on the role of Director of Professional Development (PD). Before joining CAL, Johnson served as the English Language Proficiency Assessment and Title III Specialist for the Virginia Department of Education, overseeing language proficiency assessments and Title III programs for 133 school districts in the Commonwealth. At CAL, she played a crucial role in contract execution and renewal while establishing solid relationships with clients and partners.

Throughout FY22, the PreK-12 Language and Literacy department supported 53 contracts. The CAL Sheltered Instruction Observational Protocol (SIOP) workshops reported an increase in facilitating the “Newcomers in Your School” workshop benefiting school districts such as Las Cruces Public Schools in New Mexico, Valley View Public Schools in Illinois, and Waukegan Unified School District in Illinois. Additionally, the department secured additional program and school evaluation projects in partnership with Butler County Educational Service Center and Montgomery County Schools in Maryland.

CAL began providing professional development services to train more than 500 educators in the Passaic Public Schools in New Jersey over three years. The training included in-person workshops across 33 cohorts, focusing on the SIOP components and second language acquisition. Educators also benefited from collaborative lesson-planning experiences and school-based coaching to support the implementation of the SIOP Model in their classrooms.

For Savannah-Chatham County Public Schools in Georgia, CAL staff facilitated professional development sessions, providing online mini-workshops and face-to-face coaching services to 90 educators. These workshops focused on incorporating SIOP instructional techniques, with CAL facilitators offering guidance, feedback, and customization based on participant inquiries.

CAL staff and consultants conducted professional development sessions for grade-level and content-area teachers from E.L. Haynes Public Charter School in Washington, DC. These sessions included SIOP workshops, Guided Lesson Design, and a quarterly Virtual Drop-in Coaching session to provide additional assistance with planning and implementing SIOP strategies.

The PD team presented at and attended various conferences in FY22. Marybelle Marrero-Colón presented at the WIDA eConference, while Maria Cieslak spoke at the 2022 National Association of Bilingual Education and the 2022 TESOL International Convention. CAL staff also participated in the 2022 WIDA Conference, an important event for the PreK-12 Language and Literacy department.

The PD team was invited as featured speakers to several organizations and conferences, including a continued partnership with Vista Higher Learning. Their 2022 spring webinar series included sessions on Multilingual Family Engagement, Academic Language Development through Writing, and Empowering Multilingual Learners with Digital Resources.

During FY22, online courses and institutes saw increased participation, with attendance reaching 1,266 participants, including international attendees from Canada and Chile. The success of CAL institutes resulted in the addition of a participant from FY22 to the CAL PK-12 PD consultant team in June 2023, expanding support for virtual and in-person CAL SIOP projects.

To meet the growing demand for professional learning services, the department expanded its team of consultants, welcoming Mary Ellen Gallegos, Sara Harrington, Lindsey Hillyard, Sara Levitt, Ruth McMullen, and Ashley Millet.

These achievements were made possible with the support of CAL’s Board and external stakeholders. The department expresses immense gratitude for their contributions, attendance during presentations, contributions to research, and advocacy for investments in professional learning.

BEST ADULT ENGLISH ASSESSMENTS



Adult ESL programs in the United States need valid and reliable English language proficiency tests to understand and report students’ language growth. CAL’s BEST assessments address the needs of adult English language learners by providing assessment options that reliably demonstrate student progress. With BEST Plus to measure speaking and listening skills and BEST Literacy to measure reading and writing skills, programs can test all of four skill areas. BEST Plus 2.0 and BEST Literacy are aligned to 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 (NRS). To support the BEST assessment products, CAL’s team of Adult ESL Assessments experts comprises a Test Development team, a Psychometric and Quantitative Research team, and a Client Relations team. Together, they provide cutting-edge research in the field of Adult ESL Assessment and high-quality customer service for adult ESL programs across the country.

In 2022, CAL conducted ten BEST Plus 2.0 Test Administrator training workshops and shepherded over 800 adult ESL educators through the process of becoming BEST Plus Test 2.0 Test administrators for over 300 adult ESL programs across 22 States. These programs administered over 300,000 BEST Plus 2.0 and over 45,000 BEST Literacy assessments. In addition to supporting BEST users, CAL continued to work to create new versions of the BEST assessments: BEST Plus 3.0 and BEST Literacy 2.0. In the Spring of 2022, CAL conducted three additional studies across six different programs to gather data in support of the submission to the Office of Career, Technical, and Adult Education (OCTAE) at the U.S. Department of Education. CAL included this data—along with other special studies completed previously—in the final submission to OCTAE in the Fall of 2022. CAL received positive feedback from programs participating in these field studies.

BEST Plus 3.0 and BEST Literacy 2.0 will be aligned with the new NRS Educational Functioning Level descriptors and will be refreshed with up-to-date content and new item types that assess college and career skills. In addition, the BEST Plus 3.0 computer adaptive test will be delivered via a computer-based application with cloud storage, providing CAL customers the ability to track student assessment data in a more centralized way.

TEAM SPOTLIGHT

BEST Client Relations Team:

Elsa Fraser
Toni Lewis
Remi Oyelabi

Test Development Team:

Francesca Di Silvio
Leslie Fink
Dr. Meg Montee
Rachel Myers
Elyssa Sun

Psychometrics and Quantitative Research Team:

Dr. Yage Leah Guo
Reshmi Kumpakha
Dr. Shu Jing Yen

LANGUAGE ASSESSMENT SOLUTIONS & WORLD LANGUAGES

ACHIEVEMENTS

Curriculum Implementation Resources for World Language Educators in Massachusetts

CAL's strong partnership with the Massachusetts Department of Elementary and Secondary Education continued with a project to create implementation resources for the state's 2021 World Languages Curriculum Framework. CAL previously supported the updating of the framework through research and recommendations about best practices in world language education and the development of Quick Reference Guides for educators.

Following these projects, CAL's expertise in materials development was called upon to create three new resources: a Curriculum Alignment Guide to support world language educators engaged in curriculum selection, development, and alignment to the new framework; 14 self-access online learning modules on the organization of the framework and the world language content standards, with a focus on proficiency and equity; and five synchronous webinars for educators to advance their understanding of the framework and come together to apply that understanding to their courses.

These resources will continue to help educators provide effective instruction for all world language students for many years to come. Learn more about the project and view these resources on the Massachusetts Department of Elementary and Secondary Education's [website](#).

TEAM SPOTLIGHT

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

Customized Professional Development for World Language Educators

CAL developed and delivered multiple online workshops to provide professional development targeted to the needs of world language educators. These sessions included training on CAL's Student Oral Proficiency Assessment (SOPA) for the Riverdale Country School (NY) and Winston-Salem/Forsyth County Schools (NC), two workshops on world language proficiency standards and assessment for Rye Country Day School (NY), and four workshops on world language curriculum development for Middletown Public Schools (CT).

TEAM SPOTLIGHT

Francesca Di Silvio
Jamie Morgan
Elyssa Sun

Research on Students with Limited or Interrupted Formal Education

CAL is conducting a multi-year research project on the needs and education of Students with Limited or Interrupted Formal Education (SLIFE) funded by the Massachusetts Department of Elementary and Secondary Education. In 2022, CAL completed a comprehensive literature review of topics related to SLIFE education, from federal and state policies and national trends to classroom-based best practices and community supports. The literature review report discusses SLIFE demographics and strategies to support their academic success and socio-emotional needs. To contribute to a deeper understanding of SLIFE education in Massachusetts, CAL also conducted a survey of 61 English Language coordinators in MA on their experiences and challenges related to SLIFE identification in their school districts. Learn more about this project and access the literature review report and executive summary on the Massachusetts Department of Elementary and Secondary Education's [website](#).

TEAM SPOTLIGHT

Francesca Di Silvio
Leslie Fink
Jamie Morgan
Meg Montee
Rachel Myers

Feedback and Success Stories

CAL's research on Students with Limited or Interrupted Formal Education has received nationwide attention, including citations in a colloquium at the American Association for Applied Linguistics annual conference; a report on newcomer education in California by the nonpartisan research center Policy Analysis for California Education; and a national newcomer convening group that unites thought leaders and policymakers from across the country.

Attendees praised CAL's professional development sessions, with comments such as the following related to a workshop assignment: "Meaningful, purposeful, goal-driven; even when I was pulling my hair out, I appreciated it. I appreciate your team, every one of you, I know you put in a lot of work behind the scenes."

Educators had high praise for the Massachusetts Standards Implementation materials that CAL developed. "I wish that this had been available when my district first began moving towards proficiency-based instruction! These are great materials," one reviewer wrote, while others praised the materials' organization, clarity, emphasis on authentic sources, and incorporation of culture and social-emotional learning. Representative comments included:

"I love how it is well organized and builds upon the concepts fully. The interactive quiz at the end was a great conclusion and allowed for checking in at the end of the content."

"There's a lot of very good information here, and it's very well presented. It does a good job of explaining why equity, social justice, and SEL are important, and why they fit in the WL classroom."

Staff in Action

Team staff presented at many professional conferences and events.

October 2021

- Sun, W. & Morgan, J. (2021, October). *PK-8 oral proficiency assessment: Developing a training resource for educators*. Poster presented at the virtual ECOLT Conference.
- Reckford, M., Morgan, J., Fink, L. & Di Silvio F. (2021, October). *Assessment in the world language classroom: Translating research into practice for K-12 educators*. Poster presented at the virtual ECOLT Conference.
- Fink, L. & Myers, R. (2021, October). *Tools for virtual standard setting*. Poster presented at the virtual East Coast Organization of Language Testers conference.
- Malone, M. & Montee, M. (2021, October). *Developing C-tests: Process and procedures for development and alignment to existing tests*. Research in Progress session at the MwALT Conference, Online.

November 2021

- Sun, W., & Morgan, J. (2021, November). *Needs for early language assessments: Results from SOPA focus groups*. Poster presented at the virtual annual conference of the American Council on the Teaching of Foreign Languages.
- Morgan, J., Reckford, M. & Fink, L. (2021, November). *World language standards: Addressing the needs of less common programs*. Paper presented at the virtual annual conference of the American Council on the Teaching of Foreign Languages.
- Morgan, J. & Sun, W. (2021, November). *PreK-8 oral proficiency assessment: Tools & training for world language educators*. Virtual workshop at the GWATFL Conference.

March 2022

- Sun, E. & Fink, L. (2022, March). *Scoring rubric design and interrater reliability in oral proficiency assessment*. Poster presented at the AAAL Conference, Pittsburgh, PA.
- Morgan, J., Reckford, M., Fink, L. & Di Silvio, F. (2022, March). *Best practices for working with heritage language learners in the K-12 language classroom*. Poster presented at the AAAL Conference, Pittsburgh, PA.
- Reckford, M., Morgan, J., & Montee, M. (2022, March). *Availability and diversity of bilingual/dual language pre-service teacher preparation programs: A state-level analysis*. Poster presented at the AAAL Conference, Pittsburgh, PA.
- Sun, W. & Fink, L. (2022, March). *Scoring rubric design and interrater reliability in oral proficiency assessment*. Presentation at the TESOL Conference, Pittsburgh, PA.

Articles in Peer-Reviewed Journals

During the reporting period, team staff developed articles for peer-reviewed journals.

- Fink, L., Di Silvio, F., & Morgan, J. (2022). [Less common languages, common needs for K-12 instructors](#). *Journal of the National Council of Less Commonly Taught Languages*, 32, 104-141.
- Morgan, J., Reckford, M., Fink, L., & Di Silvio, F. (2023). [Best practices for working with heritage language learners in the K-12 language classroom](#). *Language Teaching*, 56(1), 153-156.

CAL-WIDA PARTNERSHIP



Since WIDA's inception in 2002, CAL has partnered with WIDA to develop high-quality, standards-based assessments for English language learners in more than 41 states, territories, and federal agencies. Our specialized team of test developers, psychometricians, researchers, production artists, and technology experts serve as key developers and leaders in many WIDA projects, including ACCESS for ELLs, a high-stakes English proficiency assessment administered to over 2.5 million students each year.

ACCESS for ELLs Online and ACCESS for ELLs Paper Assessments

In 2022, CAL test developers, production artists and programmers, and psychometricians contributed to producing the final operational forms for ACCESS for ELLs for the 2022-23 school year. This effort entails a number of highly detailed and high-stakes projects, including:

- Assembly of Online and Paper test forms and conducting quality control reviews
- Conducting psychometric analysis of assessment data and providing item parameters and scoring tables for operational administration
- Preparing the annual technical reports for both ACCESS for ELLs Online and ACCESS for ELLs Paper
- Development of rater training and scoring materials to facilitate the centralized scoring of operational Speaking and Writing tasks

Additionally, in 2022, CAL developed new field-test items and tasks to be embedded in the ACCESS for ELLs operational test administered in 2022-23. This effort also entailed a number of activities across functional teams at CAL, including:

- Developing the Field Test Refreshment Plan and Test Assembly and Administration Rules
- Developing the test content, including several rounds of internal and external review

- Developing all associated graphics, with generally more than 2,000 unique graphics developed in a given year
- Developing all QTI packages, which are the collections of code and assets used to administer the test items in the test engine, with generally thousands of HTML and XML files developed in a given year
- Development of rater training and scoring materials to facilitate the centralized scoring of field test Speaking and Writing tasks

In addition to normal operational work, CAL staff also participated in a number of special projects, including:

QTI Remediation

In order to accommodate updates to the DRC INSIGHT test platform in which WIDA's suite of online assessments is housed, CAL's Test Production and Test Technology teams were required to update the QTI packages for the entirety of the ACCESS for ELLs Online and WIDA Screener Online assessments. CAL's Test Development team was then required to conduct quality control reviews of each change to ensure that the packages would render correctly in INSIGHT. Dale Ingram, Todd Rudolf, and Mina Niu led this work at CAL.

Psychometric Audit

In 2022, WIDA contracted with HumRRO to conduct a thorough audit of all of WIDA's psychometric processes, including CAL's psychometric processes and the interface points between CAL and WIDA. CAL's psychometrics team was required to deliver a variety of documents to WIDA to support the audit. In addition, CAL's psychometric team assisted HumRRO in their replication work, where HumRRO independently reproduced field test and annual calibration results CAL produced. Shu Jing Yen, Frank Wucinski, Xin Yu, Yoonah Song, and Leah Guo led this work at CAL.

Test and Item Design Plan

In 2022, CAL re-designed the Test and Item Design Plan for ACCESS for ELLs Online and WIDA Screener Online. This document provides comprehensive information about the overall design and development philosophies for WIDA's print-based assessments. The finalized Test and Item Design Plan was published in the WIDA Secure Portal, and it parallels the re-design of the Test and Item Design Plan for ACCESS for ELLs Online and WIDA Screener Online that CAL finalized in 2021. Michele Kawood led this work at CAL.

WIDA English Language Development Standards, 2020 Edition

In late 2020, WIDA released the WIDA English Language Development Standards, 2020 Edition (henceforth, 2020 Standards). Throughout 2022, CAL and WIDA worked collaboratively to align WIDA's suite of assessments to the 2020 Standards. This involved intense planning related to overall test design, how to align existing items to the 2020 Standards, how to develop new item specifications aligned to the 2020 Standards, how to update the scoring scales to align with the updated proficiency level descriptors, and how to effectively conduct field tests and psychometric analyses to ultimately arrive at the release of ACCESS for ELLs Online and ACCESS for ELLs Paper that are fully aligned to the 2020 Standards in 2025-26. Justin Kelly, Michele Kawood, Tanya Bitterman, Sam Musser, and Becca Pred-Sosa led this work at CAL.

Writing Scoring Scale

Given that the proficiency level descriptors changed with the release of the 2020 Standards, it was determined that a new scoring scale would need to be developed for the ACCESS for ELLs and WIDA Screener Writing assessments. To that end, CAL and WIDA are collaborating on the development of the new scale, using a research-based methodology. This work began in the summer of 2022 and must be complete by the end of 2024 in order for it to be used to score the first field test of Writing items aligned to the 2020 Standards, to be administered in the 2023-24 school year. This work is being led at CAL by Tanya Bitterman.

Vertical Psychometric Scale

In 2022, CAL and WIDA began to collaborate on a plan to develop a vertical psychometric scale for WIDA's entire suite of assessments. This multi-year project will be complete in 2025-26, the first operational year when ACCESS for ELLs is fully aligned to the 2020 Standards. Shu Jing Yen, Tanya Bitterman, Leah Guo, and Justin Kelly led this work at CAL.

Alternate ACCESS for ELLs

As part of the rollout of the 2020 Standards, WIDA is also developing a new version of Alternate ACCESS for ELLs, an academic English language proficiency assessment for students with the most significant cognitive disabilities. In 2022, CAL collaborated with WIDA to develop the overall field test design and analysis plans. In addition, CAL's Test Production and Test

Assembly teams worked together to assemble the field test forms. Mina Niu, Dale Ingram, Shu Jing Yen, Frank Wucinski, and Justin Kelly led this work at CAL. In addition, Justin Kelly and Tanya Bitterman from CAL's TD team participated in a week-long item writing workshop to generate the new items.

Kindergarten ACCESS for ELLs

As part of the rollout of the 2020 Standards, WIDA is also developing a new version of Kindergarten ACCESS for ELLs. CAL is the test design, development, and analysis partner with WIDA on this project. In 2022, CAL staff were involved in the early phases of this project, focusing initially on test design considerations. CAL's psychometric team analyzed data from the current Kindergarten test and made recommendations to WIDA on how the current test design can be modified to improve the psychometric quality of the test. CAL also conducted a one-day workshop to generate initial item ideas with 12 educators specially chosen from across the WIDA Consortium. The full item development process began in September 2022, with Christy Shepherd and Michele Kawood leading this work at CAL.

TEAM SPOTLIGHT

During this reporting period, the CAL-WIDA Partnership team members were Basra Abdillahi-Chire, Tanya Bitterman, Ian Bradley, Sofia Buitrago (new hire), Victoria Burges (new hire), Leah Cave (new hire), Melissa Cheston, Beth DeVito, Elsa Fraser, Jessica Greving (new hire), Leah Yage Guo, Alex Herbert, Dale Ingram, Michele Kawood, Justin Kelly, Reshmi Kumpakha (new hire), Rachel Miles, Meg Montee, Irina Mukhutdinova, Sam Musser, Adam Neubauer, Mina Niu, Elizabeth Pavlova, Becca Pred-Sosa, Todd Rudolph, Christy Shepherd (new hire), Yoonah Song, Alice Tsai, Frank Wucinski, Shu Jing Yen, Brittany York, and Xin Yu. Furthermore, in 2022, Alex Herbert was promoted to Senior Research Assistant, and Becca Pred-Sosa was promoted to Manager, Test Development.



PROJECTS SPOTLIGHT

COMMUNICATIONS



CSEL is a grant-funded research center that improves opportunities and outcomes for English learners. CSEL investigators analyze data to identify barriers to school tracking for English learners. Based on the findings, they design and test interventions leveraging transdisciplinary approaches to improve instruction for English learners in Grades 6 and 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.

As a CSEL subcontractor, CAL leads outreach and dissemination efforts. In 2021, CAL launched the CSEL website, www.cselcenter.org. CAL has since maintained the website, including the blog where CAL contributed posts on language education topics.

CSEL explores intersecting research strands examining policy, science, and social studies. CAL led the science research strand, with Dr. Diane August as Co-Principal Investigator. The team created lessons, evaluated lessons through interviews with teachers and students, and analyzed data from development and implementation cycles.

Conference Planning

In FY22, the University of Houston, CSEL, WestEd, and CAL collaborated to establish the inaugural Conference on Improving Instruction, Assessment, and Policies for Secondary English Learners. Scheduled for May 2023 at George Washington University in Washington, DC, the event was made to raise awareness of current English learner support research and share best practices and resources to support student success.

CAL-CSEL Education Webinar Series

CAL also moderated a CSEL webinar series covering topics like the integration of language development throughout content learning and the impact of policy on English learners' access to learning. These were "Academic Language: Making Space for Student Voices," "How Policy Affects Access to Learning for English Learners," "Science Intervention Research: Teaching for Success Webinar," and "WATCH! Integrating Language Development Throughout Content."

TEAM SPOTLIGHT

- Dr. Joel Gómez, CSEL Co-Principal Investigator and CAL President and CEO
- Dr. Keira Ballantyne, CAL Vice-President of Programs and Development
- Lupe Hernández-Silva, CAL Executive Admin and Virtual Services Specialist
- Althea Rowe, CAL Communications Coordinator

Board Webinars

"Assessing Multilingual Learners for Success" with Micheline Chalhoub-DeVill

"Asset Based Approaches for Educating Multilingual Learners" with Gene García, Ester de Jong, Gabriela Uro, and Bill Rivers

Research to Policy Webinars



In 2021, CAL's free Research to Policy: Critical Conversations in Language Education webinar series addressed digital inequities amplified by the pandemic. In 2022, we shifted to discussions that helped policymakers understand the importance of placing multilingual learners at the center of policymaking efforts. These sessions provided a platform for insightful conversations with researchers who focus on the learning needs of multilingual students. Our eight webinars, covering topics such as early literacy, students with disabilities, and language justice, reached approximately 1,300 individuals in 43 U.S. states and 48 countries. Afterward, we saw excellent engagement with post-webinar recordings, accumulating over 3,000 views.

CAL Social Media

- Facebook:** CALLinguistics
- Instagram:** languageapplied
- LinkedIn:** [linkedin.com/company/center-for-applied-linguistics](https://www.linkedin.com/company/center-for-applied-linguistics)
- Twitter:** CAL_Linguistics
- Youtube:** CenterforAppliedLinguistics

CAL Solutions Social Media

- Twitter:** CAL_LangLit

Impressions and Reach

CAL's social media garnered 183,000 impressions on Facebook, Instagram, LinkedIn, and Twitter. LinkedIn had the most impressions at 113,000, followed by Twitter at 76,000, Facebook at 57,000, and Instagram at 7,600. We reached around 52,000 LinkedIn members, 55,000 Facebook members, and 6,900 on Instagram. We're excited to bring engaging content again in the coming year.

Global Engagement

Through social media, we effectively engaged global audiences, including the United States, Brazil, Egypt, Mexico, Pakistan, the Philippines, and more.

Website Update

CAL upgraded its website to a robust content management system, enhancing the organization's online impact and supporting the communications department's efforts to make informed, mission-driven decisions about website content.

Blog Posts

[How Professional Learning Has Transformed Since the Pandemic](#)

Lisa Tabaku highlighted CAL's professional development services and addressed the need for professional growth during the pandemic.

[Is It Counterintuitive to Assess in Multiple Languages When Accountability Rests in English?](#)

Margo Gottlieb discussed multilingual and multimodal assessments for multilingual learners.

[What Do We Mean When We Say Opportunity to Learn and Equity for Multilingual Learners?](#)

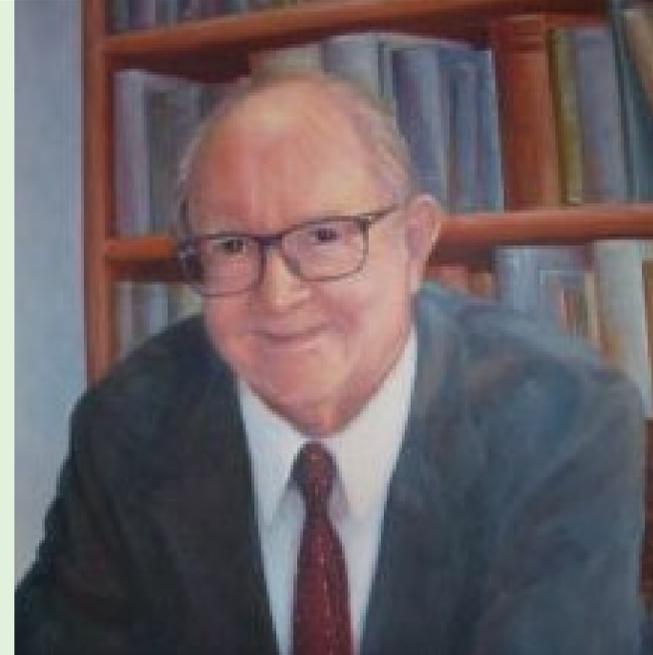
WIDA Executive Director Tim Boals commented on 12 research-based practices that were deemed essential to providing opportunities and equity for multilingual learners.

[Voting Rights for Language Minorities](#)

Keira Ballantyne, CAL's Vice-President of Programs and Development, and consultant Jessica Debski provided an informational post on the updated list of jurisdictions supported by Section 203 of the Voting Rights Act, which required language access for specified language communities.

PUBLICATIONS

CHARLES A. FERGUSON AWARD FOR OUTSTANDING SCHOLARSHIP



2022 Ferguson Award Recipient: Dr. Micheline Chalhoub-Deville

Our 2022 Charles A. Ferguson Award for Outstanding Scholarship recipient, Dr. Micheline Chalhoub-Deville (Ph.D., The Ohio State University, USA), is a Professor of Educational Research Methodology at the University of North Carolina at Greensboro (UNCG). She previously worked at the University of Minnesota and the University of Iowa and taught at the Lebanese American University. She has also worked at UNCG in various roles, including Interim Associate Provost for Undergraduate Education, Director of Ashby Residential College, and Director of the Coalition for Diversity in Language and Culture. Furthermore, she is the Past President of the International Language Testing Association (ILTA).

Professor Chalhoub-Deville has presented worldwide on designing and developing second/foreign language proficiency tests, computer adaptive tests, K-12 academic English language assessment, admissions language exams, and validation. She has published extensively, particularly in language testing and validation. For example, she co-edited a special issue entitled “The Construct of Multilingualism in Language Testing” with J. Schissel and C. Lueng for the journal *Language Assessment Quarterly*, and she collaborated with B. O’Sullivan at the British Council on the book *Validity: Theoretical Development and Integrated Arguments*.

Professor Chalhoub-Deville has received recognition for her scholarship through various awards, including the ILTA Best Article Award, the Educational Testing Service—TOEFL Program Outstanding Young Scholar Award, and the UNCG School of Education Outstanding Senior Scholar Award. She is Founder and first President of the Mid-West Association of Language Testers (MwALT), and she is a founding member of the British Council Assessment Advisory Board, the Duolingo English Test (DET) Technical Advisory Board, and the English3 Assessment Board. At UNCG, she co-founded the Coalition for Diversity in Language and Culture and the SOE Faculty Access & Equity Committee. She is a former Chair of the TOEFL Committee of Examiners and a member of the TOEFL Policy Board. She has also served on committees, such as the MetaMetrics Technical Advisory Committee and the Language Testing and Assessment Quarterly Editorial Boards, and she is an American University in Cairo (AUC) Distinguished Visiting Professor.

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.

Publications



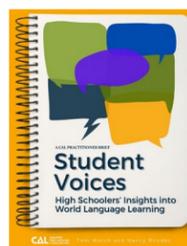
Welcoming Bilingual Learners with Disabilities into Dual Language Programs:
The National Dual Language Forum collaborated on this publication, which examined the advantages of dual language education for young learners with disabilities. The publication advocated for dual language programs to support the language development, learning, and well-being of bilingual learners with disabilities. It also outlined the critical features of dual language programs and effective interventions for bilingual learners with disabilities.



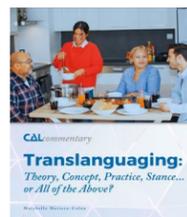
Access and Equity through Clear Communication:
This publication emphasized the importance of using plain language to promote access and equity in different settings. It argued that the use of unclear, complex, or specialized language created communication and comprehension barriers.



Facilitated Interdependent Language Learning (FILL) in Action: Increasing Student Autonomy:
Nancy Rhodes explored how a “Facilitated Interdependent Language Learning” (FILL) approach could be a promising alternative to traditional classroom language teaching. It presented examples from California and Wisconsin, addressing the urgent need for changes in language instruction and students’ desire for more autonomy in language learning.



How Can Multilingual Learners and Their Teachers Make a Difference in Classroom Assessment?:
Margo Gottlieb analyzed how assessment could be a powerful linguistic and culturally sustaining process for multilingual learners and teachers.



Student Voices: High Schoolers’ Insights into World Language Learning:
CAL Fellow Nancy Rhodes and Tom Welsh reported on their ACTFL presentation, in which high school students shared insights into what learning a world language meant to them.

Translanguaging: Theory, Concept, Practice, Stance or All of the Above:
Marybelle Marrero Colón explored translanguaging in the classroom, emphasizing its educational advantages in various contexts, such as dual language immersion, English as a second language, and more.

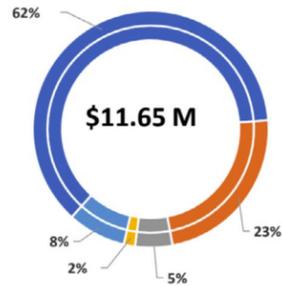
CAL Staff Publications Beyond CAL

Names are in alphabetical order by surname, with CAL staff in boldface.

Francesca Di Silvio, Leslie Fink, Jamie Morgan, and Mathilda Reckford collaborated on *Best Practices for Working with Heritage Language Learners in the K-12 Language Classroom in Language Teaching*.

Ester de Jong, **Joel Gómez**, Raúl Escarpio, Linnea Ehri, and Kari Kurto collaborate on *Unifying Language Acquisition with Literacy Instruction for Language-Minority Students in Language Magazine*.

FY22 SOURCE OF FUNDS



- Contracts & Grants
- Consulting Fees & Workshops
- Testing
- Products & Publications
- Other

FY22 USE OF FUNDS



- Salaries, Wages & Benefits
- Consultants, Purchased Services, Pass-thru & Subscription Costs
- Other Program Expenses & Support Services

FY22 STATEMENT OF FINANCIAL POSITION ASSETS



- Cash, Receivables & Investments
- Other Assets

FY22 STATEMENT OF FINANCIAL POSITION LIABILITIES & NET ASSETS



- Liabilities
- Net Assets

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