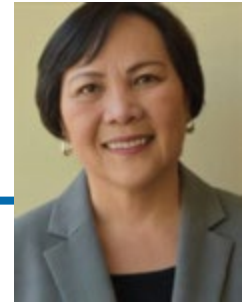




A LETTER FROM the President



Fiscal Year 2025 (FY25) has been an extraordinary year for those of us who work in applied linguistics and multilingual education.

On one hand, not a month passed by without a change in federal policies that negatively impacted the well-being and access to quality education for multilingual students and adult language learners. Most notably, the dismantling of the US Department of Education and the dissolution of the Office of English Language Acquisition (OELA).

On the other hand, the rapid proliferation of artificial intelligence (AI) in education and other major industries created a sense of urgency where every learning and research institution needed to effectively integrate AI technologies to remain relevant and impactful. In this doubly challenging context, FY25 has been a year of sustained advocacy and steady persistence for the Center for Applied Linguistics (CAL).

This annual report summarizes our efforts to support educators and students during a challenging year of diminishing resources. Moreover, it describes the persistent, positive impact that CAL has in the field of language education. CAL's long-term programs such as the WIDA assessment development partnership, Sheltered Instruction Observation Protocol (SIOP) professional development program, Dual Language Guiding Principles, and the English for Heritage Language Speakers (EHLS) scholarship program are among the building blocks of CAL's legacy as a trusted resource in multilingual education. CAL is a national organization that "promotes access, equity and mutual understanding for linguistically and culturally diverse people around the world." Our voice has become more critical as CAL collaborated throughout the year with organizational partners in the National English Learners Roundtable to amplify calls to defend the rights of multilingual students to a fair and adequate public education.

We also spent time assessing our current state and charting a collective vision for our future work. Our strategic path forward spans research, policy, assessment, professional development and technical/evaluation services, and the implementation of prioritized strategies to innovate our services and products and further expand our impact.

Looking ahead, CAL leadership and staff are committed more than ever to our mission of advancing language learning and cultural understanding.

I am deeply grateful for their dedication and ingenuity. We will continue to monitor the shrinking federal funding sources and actively seek new opportunities and partnerships to conduct research, innovate assessment and instructional resources. We will also prioritize an AI strategy that optimizes CAL operation and productivity in service of our mission.

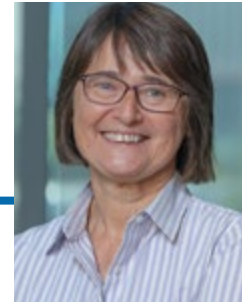
With gratitude and optimism,

Diep Nguyen, Ph.D.

PRESIDENT & CEO

Center for Applied Linguistics

A LETTER FROM the Board Chair



The last few years have been characterized by volatility, uncertainty, complexity, and ambiguity. These conditions stem from geopolitical developments on a global scale, the aftermath of the COVID-19 pandemic, the increased role of AI, and shifts in the United States political landscape.

CAL's mission, "to advance language learning and cultural understanding by serving as a trusted source for language research, policy analysis, and culturally and linguistically sustaining pedagogical resource," is directly connected to and informed by these global and national trends.

Under the leadership of CAL's President Dr. Diep Nguyen and through the hard work, commitment, and diligence of the entire CAL staff, the organization has successfully navigated these dynamic contexts. The Board of Trustees recognizes that this has been a challenging task and applauds the team for its dedication and willingness to respond proactively to emerging needs. Thanks to its efforts, CAL finds itself in a fiscally sound position in FY25, despite the loss of federally funded projects and opportunities.

This annual report documents the range and variety of activities and projects in which the CAL staff has engaged and its impact on students, teachers, administrators, and policymakers. This year was marked by numerous successes. A few representative examples include the following. The Professional Development and Evaluations department reached more than 1,700 educators across fourteen states and successfully launched the "Redefining Literacy for Multilingual Learners" series. The Dual Language and Multilingual Education team conducted a listening tour with practitioners and researchers in preparation for an update to the Guiding Principles for Dual Language Education, a flagship CAL publication. The WIDA assessment staff were charged with responding to accessibility requirements for the WIDA test and continue to make significant contributions to the WIDA assessment item and tool development. To put their work in perspective: more than 2.5 million students used the ACCESS assessment during the 2024-2025 school year; CAL supported ACCESS by developing hundreds of new test items. These efforts are supported by the Human Resources, Finance, and Information Technology teams.

In addition to these activities, Dr. Nguyen and her team are proactively positioning CAL as a convener of people and expertise. Together with other language education associations, CAL has educated and advocated for multilingual learners and the services they are entitled to through the *Research to Policy* webinar series, *CAL Research Briefs*, and by signing on to letters to Congress.

Looking ahead, CAL is ready to take on the challenge of enhancing its IT infrastructure to support the work more effectively and efficiently. It is poised to convene and engage stakeholders in crucial conversations that focus on the intersection of research, policy, and practice as it affects children and adults across languages, cultures, and identities.

With sincere appreciation,

Dr. Ester J. de Jong

CHAIRPERSON OF THE BOARD OF TRUSTEES

Center for Applied Linguistics

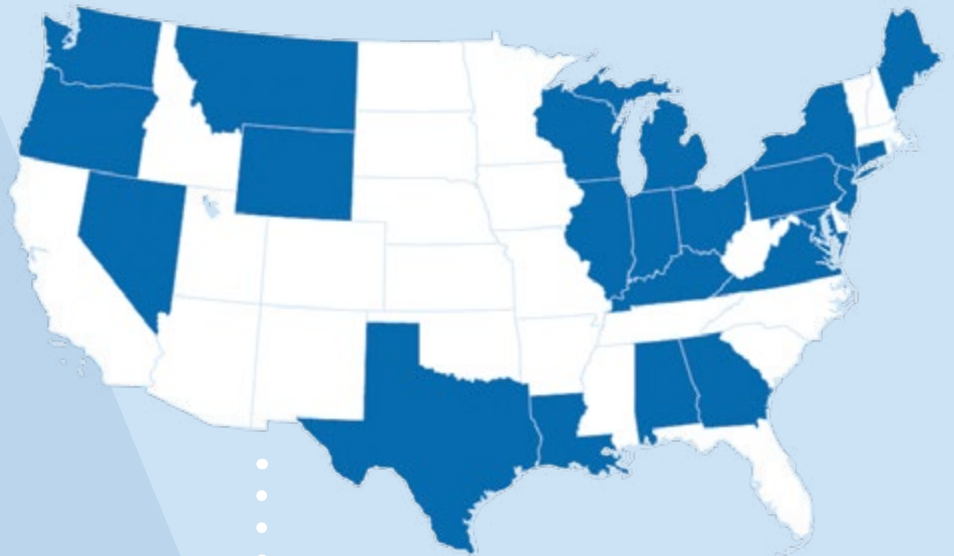
Impact by the Numbers

CAL'S **FY25** BY THE NUMBERS

More than

**2.5
MILLION**

students took the
CAL-developed
WIDA ACCESS for
ELLs assessment



WHERE WE WORKED

The CAL website
had more than
450,000
visitors



More than
70,000
people subscribed
to our emails



150

**MORE THAN
150 PEOPLE**

accessed CAL's online
learning platform daily

We had
423,000
impressions across
our social media
platforms



CAL awarded
1,241
digital professional
development
achievement
badges



39

39 presentations were given
by CAL staff at national
conferences

CAL's Portfolio and its Impacts

PK-12

PreK-12 LANGUAGE AND LITERACY

Despite significant shifts in the professional development landscape driven by broader funding uncertainties, CAL sustained its national impact and preserved the depth and quality of its services. Through its work with educators and families, CAL maintained a holistic approach to supporting multilingual learners and the communities in which they live.

CAL also expanded its national reach and deepened partnerships with school districts across the country, delivering research-based professional development at scale. This work included targeted training and resources, coaching, and comprehensive program reviews—extending CAL's impact to a growing number of educators and multilingual learners.

“

“You are having a tremendous impact on the educators you are working with. I can't thank you enough.”

“Every teacher should have the opportunity to take this course. It has been eye-opening and transformative.”

— Participants from an in-person SIOP training



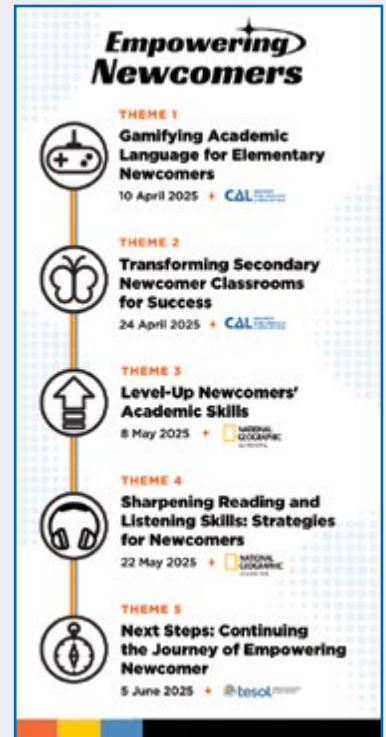
EMPOWERING NEWCOMERS AND THEIR EDUCATORS

Educators and district leaders often need to rapidly respond to changes in the population of their school districts, and this is particularly true for districts with a rise in the number of newcomer students. Successfully ensuring educational opportunities for these students requires resources and time for educators, both of which are often in short supply.

In service of educators, CAL worked with National Geographic Learning and TESOL International Association to co-sponsor and deliver Empowering Newcomers: Engaging Strategies to Build Academic Language and Skills, a five-part webinar series designed to equip educators with evidence-based strategies for working with newcomer multilingual learners. The series featured sessions on game-based learning, oral language development, and targeted literacy instruction, and led participants through how to integrate academic language instruction through meaningful, culturally responsive activities.

For one district English Language Development (ELD) leader, this training directly inspired the redesign of their elementary summer school curriculum. Facing a quick turnaround and new core program alignment, they built a curriculum anchored in the phonics sequence and three games from the session. The result? Engaged students, strong oral language practice, and enthusiastic teacher feedback.

The gamified curriculum was a hit with all the students. Every group was engaged and had numerous opportunities to practice and strengthen their language skills.



My kids have loved the games, too! It's been a really fun, week and so amazing and efficient to have all the curriculum planned and ready to go."

– Educator participant



CAL Solutions, our hub for professional learning, engaged almost 500 participants across 12 offerings strategically aligned with district priorities. These programs, which take place in person and virtually, advance scalability, equity, and

innovation, and CAL looks forward to the expansion of course offerings and the development of new content in the coming year.

OUR FEDERALLY FUNDED WORLD LANGUAGE PROJECTS

Part of CAL's work in FY25 included federally funded projects focused on world language learners, their families, and the educators and administrators who guide them in the classroom. Although these projects have come to an end, CAL's contributions will continue to influence practice, policy, and impact across the field.

Strengthening K-16 Language Program Articulation to Expand National Foreign Language Capacity

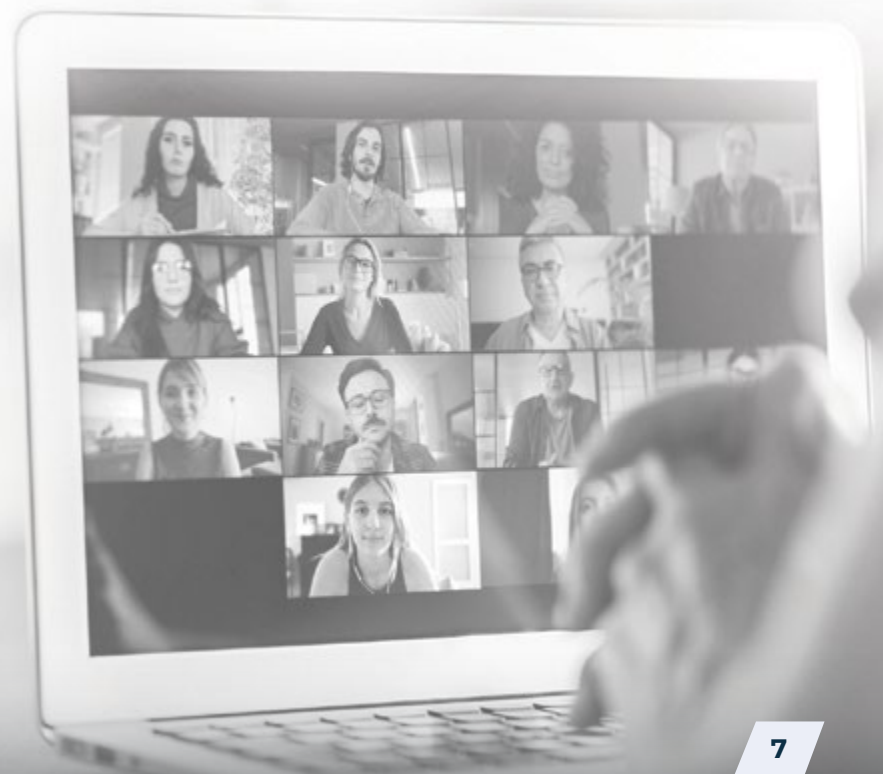
This project, sponsored by the International Research and Studies (IRS) program, identified world language program models and practices that promoted smooth transitions between different program levels, particularly between K-12 and higher education. The project involved a literature review, a compilation of state policies, stakeholder interviews, and several case studies of higher education programs. Through this research, CAL promoted student achievement of advanced linguistic and cultural proficiency, including students in community colleges.

Building an Effective Heritage Language Program: Training for K-12 Teachers, Administrators, and Families

Also sponsored by IRS, this project was dedicated to developing and disseminating a self-access training program to assist teachers, administrators, and families in building and sustaining K-12 public school programs that respond to the unique needs of heritage language learners—students with a cultural or familial connection to a language.

Assessment and Evaluation Language Resource Center (AELRC)

As part of CAL's long-standing partnership with the AELRC at Georgetown University, the two organizations hosted the East Coast Organization of Language Testers (ECOLT) conference at Georgetown University in Washington, D.C. for several years. The conference brought together professionals, scholars, and students involved in testing projects and research to share ideas and learnings.



During the reporting period, DLME provided quality program evaluations, professional development, coaching, and technical assistance in 12 states, impacting educators and bilingual students across the country.

Program Evaluation: Program evaluations are critical to effective dual language programs as they allow an external evaluator to provide objective, actionable, and data-informed approaches to school and district leaders. Through program evaluation, schools and districts can identify key practical steps to strengthen all aspects of their dual language programs and fully realize the breadth of benefits that these programs provide to students. CAL's careful and tailored mixed-methods approach to program evaluations ensures that schools and districts receive highly relevant and contextualized data that meets the needs of diverse stakeholders, including administrators, educators, and families. In FY25, the team supported nearly 150 educators and 650 emerging bilingual students through its program evaluations.

Professional Development: CAL's professional development offerings for educators in the dual language and bilingual space work hand-in-hand with our program evaluations to strengthen the ability of educators, schools, and districts to deliver effective and sustaining education to emergent bilingual children across the nation. We offer two formats to give educators, districts, and schools more flexibility when it comes to increasing their professional knowledge. Direct services to schools and districts help provide cohesion by gathering a group of educators for focused workshops that build on their context-specific experiences and expand on their practice through shared examples.

Individual educators can also access virtual dual language and bilingual trainings through CAL Institutes. This type of training is critical in providing equitable access and outreach to educator groups that work with low-incident educator populations. These courses provide the benefit of interacting with a diverse group of educators with varying experiences and perspectives, giving rise to richer and broader conversations among workshop participants.

Coaching and Technical Assistance: CAL's tailored services extend to coaching and technical guidance. For schools or districts that cannot or do not wish to have a comprehensive program evaluation or a single workshop for all educators, site visits and coaching sessions provide an opportunity that meets their specific needs. When school or district leaders commit to site visits and coaching sessions, they are leading the learning process and leaning on CAL experts to provide practical solutions.

As educators navigate multiple language standards and diverse curricula, CAL's ability to translate research into practical application reinforces the core goals of dual language education: fostering bilingualism and biliteracy, promoting high academic achievement in both languages, and cultivating sociocultural competence.

CAL is the center, the core, the heart, the hub—a place where teachers, students, educators, families can go get education and resources ...

— Voice from the field

DEVELOPING SUCCESSFUL PARTNERSHIPS WITH EDUCATORS

When districts lack local dual language expertise, the multitude of programming approaches can paralyze progress. Our paired literacy framework writing services addressed this critical gap, transforming uncertainty into confidence in the biliteracy trajectory for grades PK-5.

Working with the Content Specialist for English Language Development and Bilingual Education at a mid-sized suburban school district in the Mid-Atlantic, CAL provided the expert guidance and trajectory planning that lifted operational burdens. Our team of experienced biliterate educators with deep expertise in dual language instruction and curriculum planning stepped in to pair best practices with the district's curriculum.

“This has given me confidence that the program will be on track for success. No one in my district is experienced with [dual language] programs, and there are so many variations in [dual language] programming that it is very hard to know if we are on the right track. Having experts and experienced educators planning for us has lifted a lot of weight off my shoulders as far as workload and trajectory building.”

CAL's systematic approach and a collaborative process with the educators ensured goals and vision for the work were accomplished and helped the educators adapt the framework to their specific needs. Our school district partner benefited significantly from conversations, joint brainstorming, and focused planning underlying the paired literacy framework development. This knowledge empowers local teams to make informed future adjustments, understanding how program elements interconnect for long-term sustainability.



ALLE

ADULT LITERACY AND LANGUAGE EDUCATION

CAL's English for Heritage Language Speakers (EHLS) program helps strengthen national security by giving scholars the English and career skills they need to succeed in a professional position in the federal government with national security responsibilities.



The program, sponsored by the National Security Education Program within the Defense Language and National Security Office and carried out in partnership with Georgetown University's English Language Center, saw all 18 scholars in the 2025 cohort complete all program requirements and graduate on August 25, 2025. The requirements included completing a capstone open-source analysis project based on a topic of national security and presenting their findings at a symposium at Georgetown University. Federal agencies represented at the event stated they were impressed by the caliber of these reports.



The popularity of the program is undeniable. EHLS saw application numbers for the 2025 cohort surpass the previous four years.



“

I learned how to pursue a career in the federal government, how to apply to government jobs, how to create a resume. I improved my interview skills and public speaking skills. EHLS really opens doors, it was a plus when I applied for jobs.”

HELPING MULTILINGUAL SPEAKERS USE THEIR SKILLS IN FEDERAL EMPLOYMENT

The impact of EHLS program extends far beyond language learning. The program is often a life-changing experience for scholars, providing a pathway to federal service and careers that often felt out of reach. For one Mandarin-speaking scholar, the program “altered the way in which I learn, the way in which I approach and process information.” In their experience, “EHLS is not about the usual classroom instruction. Instead, it creates an organic ecosystem with multiple possibilities for growth and a wide range of choices and opportunities.”

As a Ukrainian scholar explained: “I learned how to pursue a career in the federal government, how to apply to government jobs, how to create a resume. I improved my interview skills and public speaking skills. EHLS really opens doors, it was a plus when I applied for jobs.”

Many, if not most, scholars come to the EHLS program with a strong interest in public service. The program helps these scholars build their language skills and professional knowledge so they can realize their dreams. As one scholar reflected, “My desire to make a difference inspired my interest in public service. The Georgetown EHLS Program has nourished that and provided an invaluable and unforgettable personal and professional experience.”

These scholar testimonials demonstrate the power of the EHLS program to help speakers of critical languages bring their diverse skills and educational experiences to national security positions within the federal government.



LAUNCHING THE NEXT GENERATION OF BEST ASSESSMENTS

The number of adult English language learners in the United States continues to grow substantially, and programs serving them face many challenges in providing instruction to meet their needs. Having tests that are appropriate, valid, and reliable is critical to the evaluation of oral and written English proficiency for this growing population. CAL understands these challenges and can help programs determine the best combination of assessments to meet the needs of both the programs and the students.

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 four skill areas.

During FY25, CAL launched the next generation of BEST assessments: BEST Plus 3.0 and BEST Literacy 2.0. These new, enhanced versions of the tests are aligned with the new National Reporting System for Adult Education (NRS) Educational Functioning Level descriptors and are refreshed with up-to-date content and new item types that assess college and career skills.

ASSESSMENTS

CAL-WIDA Partnership

Through the CAL-WIDA Partnership, CAL provides comprehensive test development, production, and psychometric analysis and research services to WIDA in support of its complete assessment portfolio. This work encompasses online and paper administrations of ACCESS for ELLs and WIDA Screener, as well as Kindergarten ACCESS for ELLs, WIDA Screener for Kindergarten, and WIDA Alternate ACCESS.

In FY25, a significant focus of our work in this area was enhancing the accessibility of our materials, including formal and required reports. We updated the formatting of hundreds of data tables and figures and developed alternative text (alt text) for hundreds of visuals, improving usability and access for all audiences.

We also advanced a multi-year standards initiative to align WIDA ACCESS and WIDA Screener with the WIDA ELD Standards Framework, 2020 Edition. Alignment for ACCESS is now complete, with work on the Screener continuing through 2028. This effort included a comprehensive evaluation of existing test content to assess alignment with the updated standards, the development of new item specifications, and the creation of more than 1,000 new items and tasks over a two-year period. The work engaged CAL-WIDA partnership staff across all functional areas: test developers and managers designed assessment items and rater training and scoring materials; test production, technology, and assembly teams developed graphics and digital test packages and assembled test forms; and psychometricians and analysts conducted rigorous analyses.



In addition to the standards alignment work, we also collaborated with WIDA on the development of a low-vision accommodation script to enhance the ability of test takers and administrators to engage with test materials. This script was rolled out with other test materials for the 2025-2026 test administration cycle. We also assembled an updated version of ACCESS Braille with new speaking tasks and a new alternative screener assessment.

As the partnership with WIDA continues and innovation and accessibility take on increasing importance in K-12 language assessment, CAL's sustained focus on accessibility remains a defining hallmark of its leadership in the field.

THE IMPORTANCE OF WIDA ACCESS ASSESSMENTS

CAL has been engaged in a multi-year refreshment of the WIDA ACCESS assessment to ensure that all test content is refreshed to support measurements against WIDA's updated English Language Development Standards Framework.

Because the ACCESS suite of assessments are standards-referenced tests, there needs to be tight alignment between the assessment and the standards. This ensures that teachers don't "teach to the test," rather, ACCESS serves to measure the standards that are the backbone of instruction.

In addition to being able to measure students' current level of English Language Development (ELD), the ACCESS test

also allows states and districts to understand students' year-to-year ELD progress. This is done through a vertical scale, a common underlying measure of ELD that can be compared across years to better understand student growth.

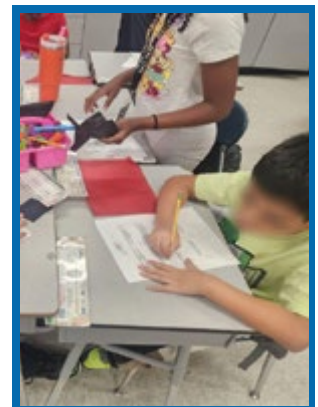
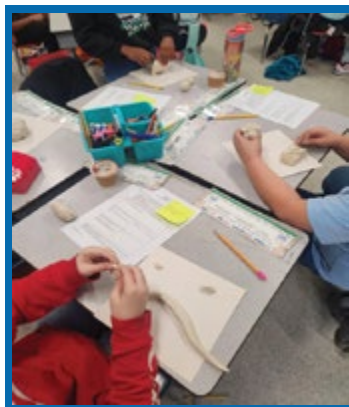
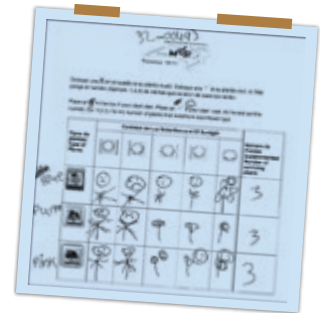
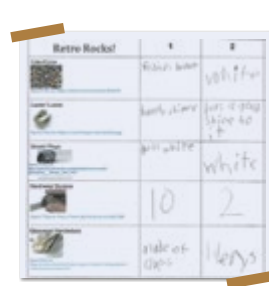
The CAL team has been engaged in a multi-year refresh of the WIDA ACCESS assessment to ensure that all test content is updated to support measurement against these new standards, while ensuring that the technical qualities of the test support year-to-year understanding of students' growth amid these changes. The fully refreshed ACCESS test was released in School Year 2025-26 and is the culmination of five years of careful planning and development work.

Multilingual Multimodal Science Inventory (M2-Si)

What's the difference between knowing something and knowing something in English? In partnership with the North Carolina Department of Public Instruction, CAL is developing tools to help recognize students' scientific practices across their full linguistic repertoire. The Multilingual Multimodal Science Inventory (M2-Si) is an assessment of grades 3-5 science that helps educators understand what students know and can do in science, not just what they know and can do in science in English.

Our research found that when educators receive professional development and assistance in how to think about students' linguistic assets, we observed an uptick in "welcoming work." This included asking students to contribute words in their home language in the classroom, requesting Spanish-speakers to display their expertise in reading multilingual directions, and using multilingual word walls and environmental prints.

In these classrooms, where students' language practices are welcomed, educators report that their multilingual students are more engaged and willing to talk. Our research also gives us clear examples of scientific sense-making where students are translinguaging and engaging in multi-modal communication strategies to work their way toward understanding scientific concepts. The efforts of these teachers ensure that students' full linguistic repertoire is recognized, and teachers can create a more accurate picture of their students' knowledge.



HELPING EDUCATORS AND FAMILIES IN EARLY LITERACY SCREENING

In FY25, CAL led a one-year project, sponsored by the Massachusetts Department of Elementary and Secondary Education, to identify appropriate early literacy universal screening assessments in six languages other than English. The project also included developing appropriate materials and resources to aid educators in Massachusetts and families in their understanding of the early literacy screening process. Administering screening in the student's home language can help educators understand students'

literacy development in the context of second language acquisition.

Moreover, screening in the student's native language supports an asset-based view of multilingualism and shared responsibility for English learners which are central principles of school culture. The outcome of this project will have a positive impact on nearly 228,000 multilingual students in the state and their families.



Outreach & Engagement

CAL continues to build on its history and reputation as a leader in the language learning space with our experts presenting to thousands of educators, administrators and researchers at some of the most prestigious national events in the United States, including TESOL, the National Association for Bilingual Education (NABE), National Association of English Learner Program Administrators (NAELPA), Association of American Applied Linguists (AAAL), and the American Educational Research Association (AERA).

Demonstrating the organization's commitment to the intersection of research, policy, and practice, CAL experts spoke on a variety of topics, including AI, adult literacy assessments, developing assessment systems, and shared tools and resources for use in classrooms.

CAL's digital outreach was wide-ranging and featured experts from across the multilingual field. This year, we introduced the *CAL Research Briefs* series, accessible research-based publications aimed policymakers and practitioners. To kick off the series, CAL's Sarah Howard conducted a cross-state comparison of reading legislation to bolster understanding of where and how multilingual students are included in legislation that codifies policy around literacy instruction.

We also continued the fifth season of the *Research to Policy: Critical Conversations in Language Education* webinar series. The series consists of 30-minute episodes that

feature conversations with researchers, practitioners, and policymakers working for educational access for all language learners in the United States. It centers multilingual learners and culturally diverse populations through the lens of access, and connects research, policy, and practice. For 2025, topics literacy development for multilingual learners, and episodes ranged from student assessment to teacher education to students with disabilities, early childhood education, and more. This season garnered between 200 and 300 live participants for each session.

When it came to our digital audiences, we achieved over 450,000 page views, a 17% increase over the previous year. We also averaged more than 150 people daily on our learning platform. We sent newsletters and news to more than 70,000 email subscribers, and kept our more than 24,300 followers on LinkedIn, Facebook, Instagram, and Twitter/X updated and engaged.

450,000
PAGE VIEWS

70,000
SUBSCRIBERS

24,300
FOLLOWERS

DISSEMINATING RESEARCH WITH THE CENTER FOR THE SUCCESS OF ENGLISH LEARNERS (CSEL)

CAL continued serving as the communications and outreach lead for CSEL, a national research program consisting of top U.S. universities funded by a grant from the Department of Education's Institute of Educational Sciences. CSEL's researchers focus on improving access and outcomes for the more than five million English Learners across the United States.

CAL maintains the CSEL website and leverages its social media and a mailing list of more than 70,000 subscribers to amplify CSEL's research and news.

CAL also produces CSEL's flagship event, the annual Institute of Education Sciences (IES) Research and Development Centers Conference on Improving Instruction, Assessment, and Policies for Secondary English Learners Across the Content Areas. The conference brings together hundreds of educators, administrators, policymakers, researchers, and others involved in enhancing education practices and policies to share new research and ideas around multilingual learning.



Operations

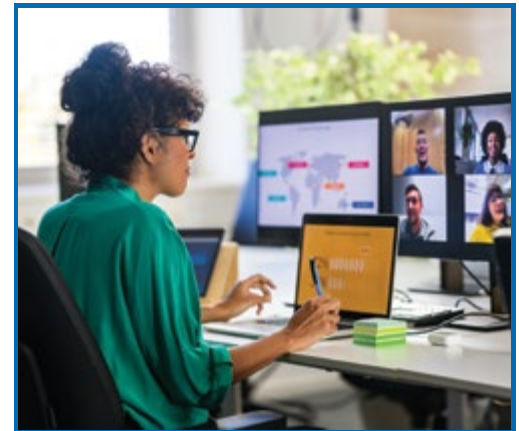
Our operations teams are committed to ensuring CAL is a high performing organization that attracts and keeps top talent through rigorous financial oversight and promoting a healthy organizational culture.

PEOPLE AND CULTURE

CAL fosters a high-performing workplace where staff are encouraged to pursue professional development opportunities that enhance job-specific skills while advancing CAL's mission.

During the reporting period, staff members participated in CAL's professional development program, which included completing online courses from accredited colleges and universities, attending professional conferences, and accessing books, software, and other job-related resources.

CAL's Human Resources team supported more than 70 employees across over 20 states, ensuring regulatory compliance while providing flexible remote work options and a full suite of benefits during FY25. Together, these efforts reflect Human Resources' dual role as both a compliance partner and a driver of a strong organizational culture, advancing CAL's mission and long-term goals.



2025 CHARLES A. FERGUSON AWARD FOR OUTSTANDING SCHOLARSHIP

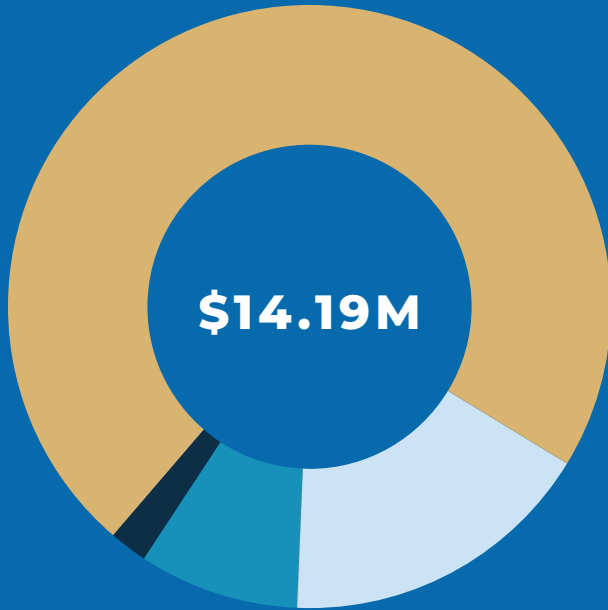


2025 RECIPIENT: Dr. Kate Menken

CAL and Stanford University created the Charles A. Ferguson Award for Outstanding Scholarship to honor the life and legacy of the scholar who, among other accomplishments, founded CAL and established the Department of Linguistics at Stanford. The awardees are chosen for their outstanding scholarship, superior leadership, and the ability to foster collaboration with a wide range of people to enrich the world around them.

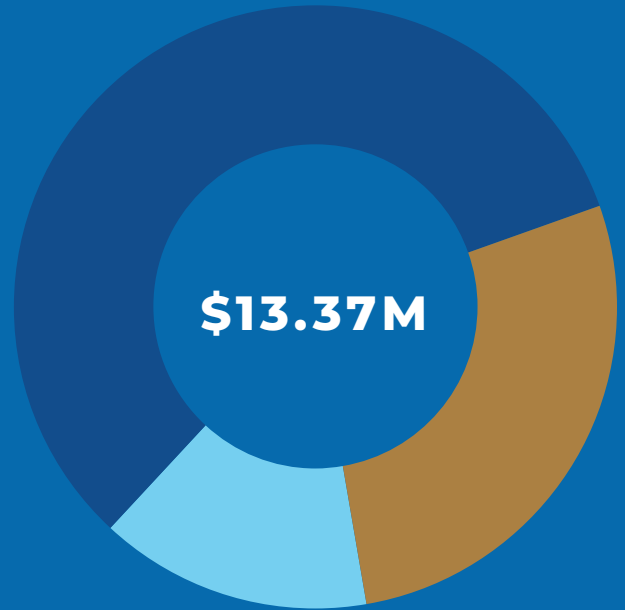
Kate Menken is Distinguished Professor of Linguistics at Queens College of the City University of New York (CUNY) and a Research Fellow at the Research Institute for the Study of Language in an Urban Society of the CUNY Graduate Center. She is Co-Chair of the Advocacy Committee and Delegate of the New York State Association for Bilingual Education. Her research interests include language education policies, bilingual education, and the experiences of multilingual learners and their families in U.S. public schools (especially New York City).

FINANCE



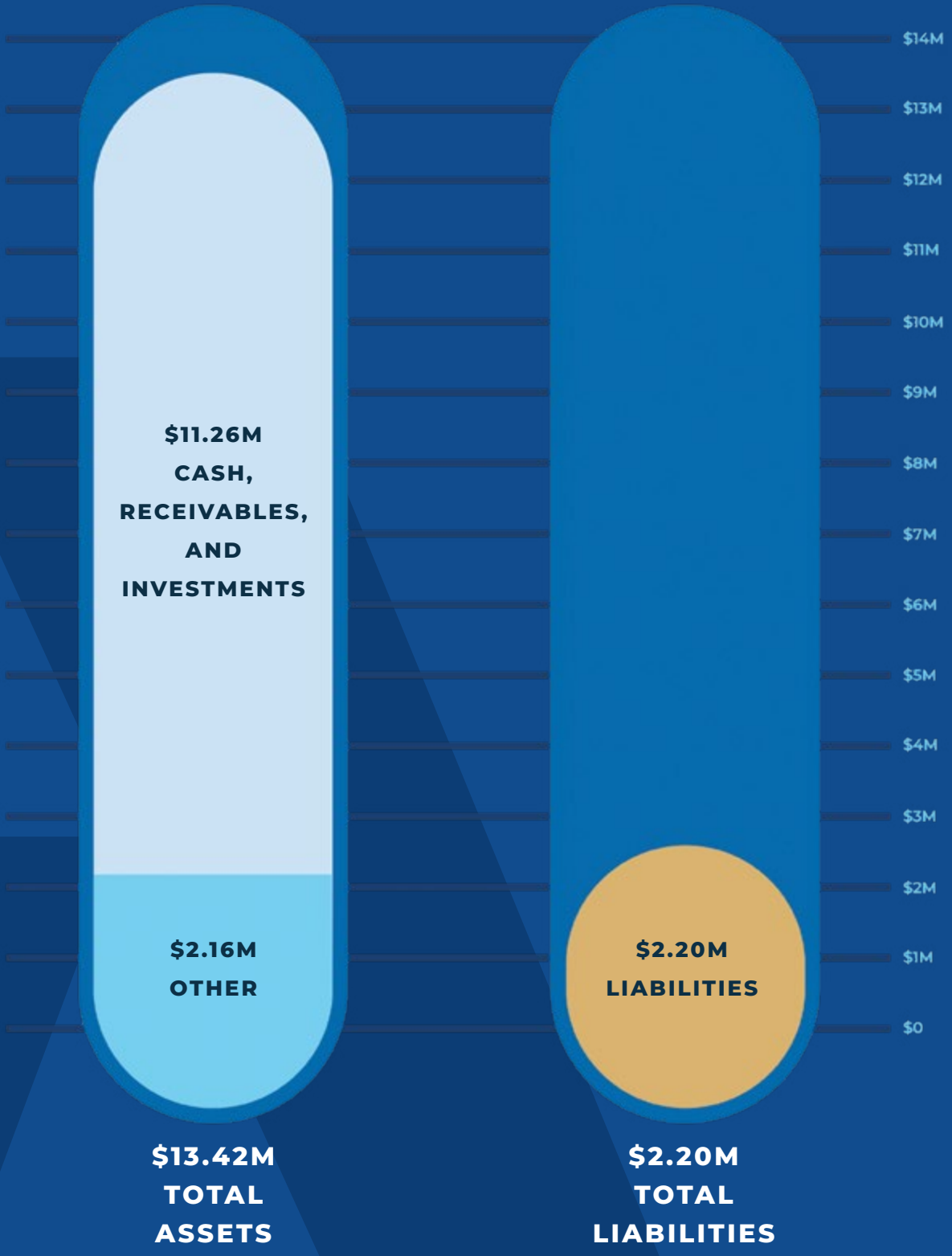
**SOURCE OF FUNDS
FISCAL YEAR 2025**

- 72% **CONTRACTS & GRANTS**
- 17% **CONSULTING FEES & WORKSHOPS**
- 9% **TESTING**
- 2% **PRODUCTS & PUBLICATIONS**



**USE OF FUNDS
FISCAL YEAR 2025**

- 59% **SALARIES, WAGES AND BENEFITS**
- 27% **CONSULTANTS & PURCHASED SERVICES, PASS-THRU AND SUBCONTRACT COSTS**
- 14% **OTHER PROGRAM EXPENSES & SUPPORT SERVICES**



\$11.26M NET ASSETS
FISCAL YEAR 2025



CAL CENTER
FOR APPLIED
LINGUISTICS

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