Dear ACTFL Colleagues:

ACTFL continued to thrive in 2023 with major accomplishments in all five pillars of ACTFL’s Strategic Plan.

**Diversity, Equity, and Inclusion**
ACTFL made significant progress this year in integrating DEI efforts into all aspects of ACTFL’s work. Of major note in 2023 was the addition of Affinity Groups so that ACTFL members would have a safe and confidential space to interact with those who share a specific element of their identity. In addition, resources for teaching an anti-bias, anti-racist curriculum have been vetted and are available on the ACTFL website.

**Professional Development**
ACTFL continues to provide high quality professional development opportunities for ACTFL members and the profession-at-large. Efforts this year to increase the offerings included training a cohort of facilitators in order to increase access to ACTFL professional development, adding e-learning options through the ACTFL Discover initiative and a specific focus on Native American and Indigenous languages working with over 25 tribal groups.

**Teacher Recruitment and Retention**
One of the most critical challenges facing the profession has been the recruitment and retention of a highly qualified teaching force. ACTFL’s efforts in this area not only include conducting research regarding ways to attract new teachers to the field but also how to provide support in order to retain new teachers. ACTFL’s Mentoring Program along with the Language Connects Foundations scholarship awards to students training for the field has resulted in 6 program graduates who are now language teachers and many others in the pipeline.

**Research**
ACTFL’s commitment to support research efforts in the language field continues as a mainstay of our work. Thirteen research priority grants were awarded to researchers and additional support to them was provided through our Middlebury Research Forum. Our high quality research journal, Foreign Language Annals, strives to bridge the gap between research studies and classroom practice by hosting webinars connecting researchers with classroom practitioners.

**Outreach and Advocacy**
An important role that ACTFL continues to play in the profession is that of advocate for language programs. Support letters have been written to save programs at both the PK-12 levels as well as postsecondary. Working closely with the Joint National Committee for Languages (JNCL), ACTFL has lobbied legislators at the national and state levels regarding increased funding for language programs as well as enhanced data collection by the Department of Education, and opposition to state level legislation that we deem harmful to our members and their students. In addition, our outreach has included the Language Connects Foundation engagement of postsecondary students through their Student Ambassador Program, and micro-grants for classroom teachers to support their work.

In 2023 we bid farewell to our steadfast and incredible Executive Director Howie Berman and I was asked by the Board of Directors to take over the reins as Interim Executive Director. We look forward to welcoming a new Executive Director in 2024 and continuing to support our members in their mission to bring high quality language instruction to their classrooms and seek ways to provide opportunities for all students in the U.S. to learn more than one language.
ACTFL GOVERNANCE

2023 Board of Directors
Akash Patel
L.J. Randolph Jr.
Victoria Russell
Pam Benton, Treasurer

At-Large Board Members
Michele Back
Adrienne Brandenburg
Catherine Ousselin
Kate Paesani
Kathy Shelton
Krishauna Hines-Gaither

Regional Representatives
Amanda Ramirez, Central States
Brandon Locke, PNCFL
Cynthia Chalupa, NECTFL
Pam Benton, SCOLT
Jeenna Canche, SWCOLT

ACTFL STAFF

Marty Abbott, Interim Executive Director
MacKenzie Arbogust, Director of Finance & Operations
Emily Austin, Awards Coordinator
Casey Bloyer, Senior Exhibits Manager
Jennifer Clements, Senior Finance Manager
Ainsely Delissaint, Professional Learning Coordinator
Monique Ennis, Director of Human Resources
Carly Favero, Assessment & Research Project Coordinator
Abbie Finnegans, Quality Assurance Coordinator
Sharon Flores, Website & Content Manager
Katherine (Kate) Francis, Senior Manager Professional Learning
Meghan Grenda, Membership Manager
Kristen Gugel, Recruitment & Certification Coordinator
Katherine Hage, Communications Coordinator
Kit Hall, Director of Language Connects Foundation
Sherri Halloran, Marketing & Communications Manager
Angela Harris, Certification Specialist
Addisu Hodes, Senior Program Manager Contracts & Compliance
DeAnna Hughes, Certifications Programs Manager
Kristina Jackson, Executive Assistant

Joohye (Amanda) Kwak, eLearning Coordinator
Mia Lee, Membership Assistant
Meg Malone, Director of Assessment & Research
Camelot Marshall, Senior Assessment Manager
Ray McDonald, Application Specialist
Deise Nassinhack, Senior Program Manager Strategic Content & Development
Yesenia Olives, Associate Director of Contracts & Compliance
Aliza Price, Professional Learning & Certification Rater Coordinator
Julia Richardson, Director of Convention & Events
Jillian Riggs, Human Resource Generalist
Farid Saydee, Quality Assurance Manager, ILR OPI
Christine Schreiber, Professional Learning Program Administrator
Joe Vallina, Director of Marketing & Membership
Reuben Vyn, Assessment Manager
Tom Wagener, Director of Contracts & Compliance
Simone Wemple, Recruitment & Certification Manager
Erin Whelchel, Deputy Director, Language Connects Foundation
Courtney Wu, Meetings & Events Manager
MEMBERSHIP AT A GLANCE

11,027
ACTFL MEMBERS

ROLES

6,818 Teacher
1,085 Administrator
377 Student
680 Methods Instructor
199 Retired

LEVELS

Elementary
Middle
High School
Comm College
Undergrad
Graduate
Govt./Business

*Not all members report this info

*Some members teach more than one level

20 SPECIAL INTEREST GROUPS (SIGS)
Languages for Specific Purposes SIG was approved by the board in May 2023.

6 AFFINITY GROUPS FORMED
ACTFL Affinity Groups are designed to provide a safe and confidential space to individuals (both ACTFL members and non-members) who share a specific element of their identity.

BIPOC
LGBTQIA+
Disabled Educators
Neurodivergent Educators
New Teachers
Immigrant Educators
### GRANT RECIPIENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Researchers</th>
</tr>
</thead>
</table>
| **Assessing Learning Outcomes in K-16 Settings**                     | Miriam Akoto, Sam Houston State University, with Mimi Li, Texas A&M University-Commerce: Exploring collaborative assessment of digital multimodal composition in the foreign language learning context  
Marie Mangold, University of Minnesota: The impact of pronunciation instruction on global constructs: The case of L2 Spanish |
| **Equity and Access in Language Learning**                           | Zhongfeng Tian, Rutgers University-Newark, with Wenyu Guo, University of South Florida: Fostering Multiracial Solidarity through Antiracist Translanguaging pedagogy: Integrating Asian American children’s literature in a Chinese immersion program  
Erin Fell, Georgetown University: Reading (difficulties) in the elementary school classroom: L1 dyslexia interventions and L2 reading development  
Miao Li, University of Houston, with De He, Utah State Board of Education: Specific reading difficulties in dual language Learners |
| **Equity and Access in Language Teaching**                           | Yeji Kim, University of Missouri: Asian American and migrant teachers’ translanguaging pedagogies and praxis for multilingual children in urban bilingual schools  
Charlize Wang, with Francis Troyan, The Ohio State University: Culturally sustaining pedagogy in world language education: Challenges and opportunities |
| **Immersion/Dual Language and Heritage Language Programs**            | Tracy Quan, University of Colorado Boulder: Creating a Spanish as a Heritage Language curriculum: A critical needs analysis at a predominantly white institution  
Lini Ge Polin, University of North Carolina at Chapel Hill, with Li Yang, Kansas State University: Incorporation of guided self-assessment and OPI into a Chinese Heritage Language curriculum |
| **Intercultural Teaching and Learning**                              | Liling Huang, Boston University; University at Buffalo: Empowering Novice Chinese learners’ transformative learning through Critical Virtual Exchange: A multimodal translanguaging approach  
Hitoshi Nishizawa, University of Hawaii: Perceptual adaptation to foreign accents by second language learners |
| **K-16 Language Educator Development**                               | Julia Goetze, University of Wisconsin - Madison: Exploring teacher emotions and instructional behaviors in social justice-oriented foreign language (FL) classrooms  
Mimi Li, Texas A&M University-Commerce: World language educators’ experience on using ChatGPT for teaching: A narrative inquiry |

13 grants awarded to support empirical research aligned with ACTFL priorities  
14 ACTFL/Middlbury Research Forum Researchers
9% increase in assessments administered through LTI over 2023

<table>
<thead>
<tr>
<th>TEST</th>
<th>Number of Tests Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages)</td>
<td>832,448</td>
</tr>
<tr>
<td>ALIRA (ACTFL Latin Interpretive Reading Assessment)</td>
<td>5,085</td>
</tr>
<tr>
<td>ACTFL WPT (Writing Proficiency Test)</td>
<td>9,192</td>
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<tr>
<td>ACTFL RPT (Reading Proficiency Test)</td>
<td>3,908</td>
</tr>
<tr>
<td>ACTFL LPT (Listening Proficiency Test)</td>
<td>2,932</td>
</tr>
<tr>
<td>ACTFL OPC (Oral Proficiency Interview Computer)</td>
<td>35,257</td>
</tr>
<tr>
<td>ACTFL OPI (Oral Proficiency Interview)</td>
<td>37,422</td>
</tr>
<tr>
<td>Total Assessments</td>
<td>926,244</td>
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After years of dedicated research and development, ACTFL and Language Testing International (LTI) launched the pioneering automated scoring system (machine scoring) for the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) Spanish Presentational Writing (PW) component.
KEYNOTE SPEAKERS

Choose to be aware, choose to be intentional, choose to act.
— Kal Penn

Walk as if you’re walking a living prayer.
— Sarah Eagle Heart

REGISTRATION STATS

5,984 Attendees

210 Exhibitors

977 Educational presentations, meetings, & events

75 Exhibitor Workshops

7% International Attendees

44% First-time Attendees

2024 ACTFL Teacher of the Year Recipient, Alicia Dallman Shoemaker with 2023 Teacher of the Year, William Lee

2023 ACTFL & Language Connects Foundation Award Recipients
CERTIFICATIONS

New raters certified in 2024: 27
New raters still completing certification process: 13
Raters recertified: 76
Still working through recertification: 137
Languages represented: 25

LCTL Language Applications: Mandinka, Akan Twi, Igbo, Kiswahili, Isixhosa, Isizulu, Squamish

CONTRACTS & COMPLIANCE

Number of ILR OPI’s: 17,818
Training Cohorts: 4
Additional testers certified: 62
Languages represented: 41
PROFESSIONAL LEARNING

FACILIATORS IN TRAINING
8 new FITs for 2023

INSTITUTIONAL WORKSHOPS
125 institutional workshops 2.5K+ participants
25 states 10 countries 19 ACTFL-hosted workshops

LCTL & INDIGENOUS LANGUAGES INITIATIVES
25 + institutional workshops serving specifically LCTL and/or Indigenous language communities

E-LEARNING
14 digital courses 821 learners enrolled

PUBLICATIONS

FOREIGN LANGUAGE ANNALS
11.3% increase in submissions
2.7% impact factor

THE LANGUAGE EDUCATOR
23 focus topic articles
41 submissions
8 bonus content articles

NEW PUBLICATION
The Integrated Performance Assessment: Twenty Years and Counting
By Francis J. Troyan, Bonnie Adair-Hauck, By Eileen W Glisan
The third edition of the IPA Manual, The Integrated Performance Assessment: Twenty Years and Counting, builds upon the original framework presented to guide instructors in designing and implementing this cutting-edge assessment into their world language classrooms. Informed by the findings of research conducted on the IPA since 2013, this edition describes the potential of the IPA as a vehicle for enacting instruction and assessment for diversity, equity, and inclusion in the world language classroom at all levels of instruction.
25+ advocacy letters to help preserve language programs at the K-12 and higher ed levels

ASSEMBLY OF DELEGATES

180 attendees

First live event since 2019

Key discussion topics:
- AI
- DEI
- Advocating and Fortifying Higher Ed Programs
- Keynote by Mohamed Abdel Kader (USAID’s Chief Innovation Officer and Executive Director of the Innovation, Technology, and Research Hub)

ACTFL is a proud member of JNCL-NCLIS and works closely with them to advocate for language programs at the national, state, and local levels.
100% increase in scholarship recipients over 2022

47 current Teacher Scholars plus 6 program graduates

24 postsecondary Student Ambassadors enrolled

$8.4k classroom microgrants distributed

Read the LCF 2023 Impact Report
**FINANCIAL INFORMATION**

### REVENUE

<table>
<thead>
<tr>
<th>Revenues and Support</th>
<th>Amount Spent</th>
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<tbody>
<tr>
<td>Contracts</td>
<td>7,220,434</td>
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<tr>
<td>Convention</td>
<td>2,255,680</td>
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<tr>
<td>Royalties</td>
<td>2,088,919</td>
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<tr>
<td>Professional Development services</td>
<td>667,990</td>
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<tr>
<td>Contributions</td>
<td>71,585</td>
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<tr>
<td>Employee Retention Credits</td>
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<td>Membership Dues</td>
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<td>Publications and Communications</td>
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<td>Federal Grants</td>
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<td>Certifications</td>
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<td>Convention Sponsorships</td>
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<td>Advertising</td>
<td>66,220</td>
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<td>Other Income</td>
<td>123,688</td>
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<tr>
<td>Net Assets Released from Restrictions</td>
<td>278,886</td>
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### EXPENSES

<table>
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<th>Expense</th>
<th>Amount Spent</th>
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<td>Employee Compensation and Benefits</td>
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<tr>
<td>Office and Staff Expenses</td>
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<td>Bank Fees</td>
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<td>Professional Services</td>
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<tr>
<td>Marketing and Event Expenses</td>
<td>2,364,022</td>
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<tr>
<td>Meeting, Consultant and Testing Expenses</td>
<td>5,367,881</td>
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</tbody>
</table>

**TOTAL REVENUE $13,926,394**

**TOTAL EXPENSES $15,168,164**

**THANK YOU**

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