

2020 Annual Report – National Security Education Program



Language | Culture | Service

The estimated cost of this report or study for the Department of Defense is approximately \$18,000 in Fiscal Years 2020 - 2021. This includes \$7,000 in expenses and \$11,000 in DoD labor.

Generated on 2021Jan13 RefID: 2-5CCC532

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LETTER FROM VIRGINIA S. PENROD, ACTING UNDER SECRETARY OF DEFENSE FOR PERSONNEL AND READINESS

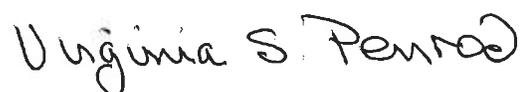
The National Security Education Program (NSEP) is a key component of the Defense Language and National Security Education Office (DLNSEO) in the Office of the Under Secretary for Personnel and Readiness, U.S. Department of Defense (DoD). DLNSEO provides strategic direction and programmatic oversight to the Military Departments, Defense field activities, and the Combatant Commands on present and future requirements related to language, regional expertise, and culture. As part of DLNSEO, NSEP's mission is to support U.S. citizens as they acquire valuable foreign language and international skills in preparation for successful federal careers. Since 1994, NSEP continues to play an ever-increasing role in creating a workforce ready to serve 21st century national security needs.

NSEP shapes the nation's federal workforce and U.S. higher education community by producing a pool of well-qualified U.S. citizens with global competencies, including language and culture skills. NSEP supports the nation's readiness goals by producing awardees who are consistently hired by Federal agencies such as the Departments of Defense, State, and Homeland Security, and the Intelligence Community. NSEP also works directly with the U.S. educational system to create educational initiatives that improve language and culture learning at all stages of the educational and training process.

2020 has been an unprecedented year in the wake of the COVID-19 pandemic. In spring 2020, NSEP safely evacuated 383 overseas scholars and fellows from 34 countries, demonstrating the dedication, resilience, and teamwork that has defined the P&R community. NSEP was also able to swiftly pivot and begin offering online learning opportunities for nearly 5,000 awardees and DoD personnel through summer 2020 and continuing into the fall 2020-spring 2021 academic year. Boren Scholars and Fellows, Flagship students, Project Global Officer recipients, English for Heritage Language Speakers recipients, and active duty personnel through the Language Training Centers program have all benefited from NSEP's virtual classrooms. We outline these trends in further detail in the opening chapters of this report.

Importantly, NSEP has also continued to establish and strengthen federal partnerships with hiring managers across the DoD and throughout the Federal Government. These partnerships have led to the creation of more placement opportunities for NSEP awardees to use their talents in benefit of U.S. national security. Despite the pandemic, NSEP awardees continue to fulfill their statutory federal service requirement in careers throughout the federal, national security community. As of 2020, NSEP award recipients have completed work in 4,238 federally-funded positions, with approximately 79% of those placements in priority agencies such as the Department of Defense, Department of State, Department of Homeland Security, and the Intelligence Community.

NSEP continues to embrace its leadership role with vision, agility, determination, and dedication. As Under Secretary of Defense for Personnel and Readiness, I am pleased to introduce this Congressionally-mandated report that demonstrates NSEP's accomplishments and continuous improvement.



Virginia S. Penrod
Acting

DEFENSE LANGUAGE AND NATIONAL SECURITY EDUCATION OFFICE (DLNSEO)

NSEP is a key part of the broader Defense Language and National Security Education Office (DLNSEO). DLNSEO addresses, at a DoD and a national level, the spectrum of activity including language, regional expertise, and culture – from initial foreign language training for civilian and military populations; assessment, enhancement, and sustainment of that training; to the leveraging of international partners. Through DLNSEO, DoD has the unique ability to develop coherent departmental and national language strategies; coordinate programs, policies, and initiatives; and lead the way forward in shaping our nation's capability to effectively teach critical languages.

The Director of DLNSEO serves as the Director of NSEP and supports the Deputy Assistant Secretary of Defense for Force Education and Training within the Office of the Assistant Secretary of Defense for Readiness. DLNSEO is a component of the Defense Human Resources Activity (DHRA), within the Office of the Under Secretary of Defense for Personnel and Readiness (USD (P&R)).

The USD P&R oversees this program. USD P&R has delegated the responsibility to chair the statutory National Security Education Board (NSEB) to the Assistant Secretary of Defense for Readiness. The NSEB is comprised of eight members of Cabinet-level government organizations and six Presidentially-appointed representatives.

DLNSEO works with the NSEB and the Defense Language Steering Committee (DLSC) to develop guidance on language policy and programming. NSEB and DLSC members both serve in an advisory capacity. The DLSC is a committee consisting of Senior Executive Service, General Officer, and Flag Officer members from across DoD. The NSEB, on the other hand, is an interagency board with federal representatives from the Departments of Defense, Commerce, Education, Energy, Homeland Security, and State; the Office of the Director of National Intelligence (ODNI); and the Chairperson of the National Endowment for the

Humanities. Serving with them are six Presidentially-appointed members.

DLNSEO participates actively in the DoD language community's strategic planning to respond to Under Secretary of Defense for Personnel and Readiness requirements. It collaborates with other federal partners, including ODNI, the Department of State, and the Department of Education to address interagency language training issues.

In addition to oversight of NSEP key initiatives, that include Boren Awards and The Language Flagship, DLNSEO conducts oversight of many high-value training and education programs, including those at the Defense Language Institute Foreign Language Center and the English Language Center, the DoD Foreign Area Officer program, and DoD language testing program, language proficiency bonus policies, and cross-cultural competence initiatives. DLNSEO's holistic approach to language training, from pre-accession to end of career opportunities, provides career pathways for military personnel equipped with language skills.

NSEP PROGRAM OVERVIEW

The David L. Boren National Security Education Act (NSEA) of 1991 (P.L. 102-183), as amended, codified at 50 USC. §1901 et seq., mandated that the Secretary of Defense create and sustain a program to award scholarships to U.S. undergraduate students; fellowships to U.S. graduate students; and grants to U.S. institutions of higher education. Based on this legislation, the NSEP was established. Today, NSEP manages multiple programs to provide needed proficiency among graduating students in many languages critical to U.S. competitiveness and security.

All NSEP programs and DLNSEO's broader strategic policy-making are designed to complement one another, ensuring the lessons learned in one program inform the approaches of the others. NSEP provides clear measures of performance and accountability for its programs, including: detailed monitoring of the performance of award recipients; language proficiency testing; and federal job placement assistance and tracking. NSEP's full listing of initiatives includes:

Program	Program Description
DAVID L. BOREN SCHOLARSHIPS	Individual awards to U.S. undergraduate students to study critical languages in geographic areas strategic to U.S. national security and in which U.S. students are traditionally under-represented.
DAVID L. BOREN FELLOWSHIPS	Individual awards to U.S. graduate students for independent projects that combine study of language and culture in geographic areas strategic to U.S. national security and professional practical experiences.
THE LANGUAGE FLAGSHIP	Grants to U.S. institutions of higher education to develop and implement a range of programs of advanced instruction in critical languages in order for students to attain professional-level proficiency including: Domestic and Overseas Language Flagship programs, The Regional Flagship Languages Initiative, The Flagship Technology Innovation Center, and The Flagship Culture Initiative.
ENGLISH FOR HERITAGE LANGUAGE SPEAKERS	Individual scholarships to provide intensive English language instruction at a U.S. institution of higher education to U.S. citizens who are native speakers of critical languages.
NATIONAL LANGUAGE SERVICE CORPS	Initiative designed to provide and maintain a readily available corps of civilians with certified expertise in languages determined to be critical to national security, who are available for short-term federal assignments based on emergency or surge needs.
PROJECT GLOBAL OFFICER	Grants to U.S. institutions of higher education, with a focus given to Senior Military Colleges ¹ , to improve the language skills, regional expertise, and intercultural communication skills of Reserve Officers' Training Corps (ROTC) students.
LANGUAGE TRAINING CENTERS	Initiative based at U.S. institutions of higher education, in partnership with the DoD, intended to deliver specific training in critical languages, cultures, and strategic regions for Active Duty, Reserve Component, National Guard, and DoD civilian personnel.

¹ A Senior Military College (SMC) is one of six colleges that offer military Reserve Officers' Training Corps (ROTC) programs under 10 USC 2111a (f), though many other schools offer military ROTC programs under other sections of the law.

MAJOR GOALS AND OBJECTIVES

NSEP was created to develop a strategic relationship between the national security community and higher education, addressing the national need for experts in critical languages and regions. NSEP is one of the most significant efforts in international education since the 1958 passage of the National Defense Education Act (NDEA).

The David L. Boren National Security Education Act of 1991, as amended, outlines five major purposes for NSEP, namely:

- To provide the necessary resources, accountability, and flexibility to meet the national security education needs of the United States, especially as such needs change over time;
- To increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, counter proliferation studies, and other international fields that are critical to the nation's interest;
- To produce an increased pool of applicants to work in the departments and agencies of the United States government with national security responsibilities;
- To expand, in conjunction with other federal programs, the international experience, knowledge base, and perspectives on which the United States citizenry, government employees, and leaders rely; and
- To permit the federal government to advocate on behalf of international education.

As a result, NSEP is the only federally-funded effort focused on the combined issues of language proficiency, national security, and the needs of the federal workforce.

“Over the past few years, the DHS Office of Intelligence and Analysis has employed a handful of NSEP Fellows and each one has significantly contributed to the execution of the mission. When briefing NSEP to our internal leadership, we highlight the well-traveled, academically rigorous backgrounds of the Fellows. Once onboard, the Fellows impress Office managers and appear particularly mature and ready to contribute from Day 1.”

- Office of Intelligence and Analysis, Department of Homeland Security

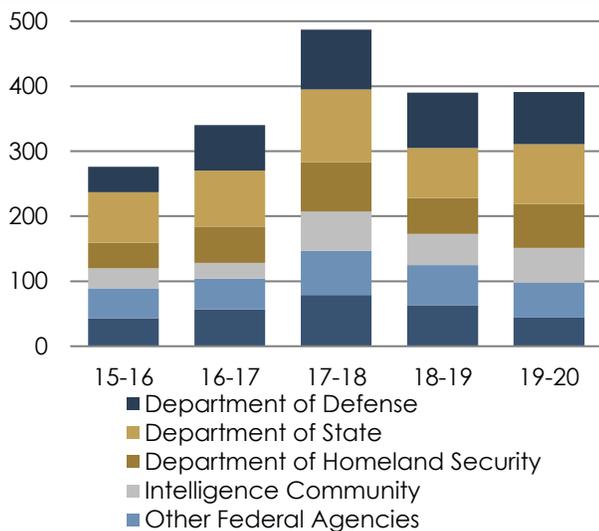
NSEP PROGRAM TRENDS

The NSEP's primary mission is to develop a pipeline of foreign language and culture expertise for the U.S. federal government workforce to serve the nation's security needs and the warfighter of the 21st century. NSEP award recipients and participants enter the workforce with advanced to superior-level proficiency in languages critical to national security. This section highlights the outputs, results, and impacts of the programs over the past five years.

SERVICE IN THE FEDERAL GOVERNMENT

Overall, NSEP service reporting remained steady in 2020 despite disruptions caused by COVID-19. Each NSEP award recipient must demonstrate a commitment to bring his or her skills to the Federal Government through employment within one of its many agencies and departments with national security responsibilities.

2015-2019 AWARDEE SERVICE BY AGENCY



This year NSEP Scholars and Fellows logged 391 service placements, with 80 in the Department of Defense and 53 in the Intelligence Community. Starting in 2017, NSEP implemented a project to increase engagement with award recipients to help them to fulfill their service requirement in full.

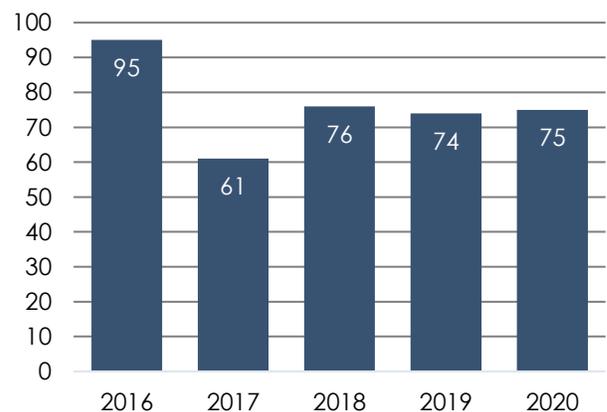
NSEP has automated many of its communication and compliance processes to ensure it can sustain timely and resourceful communication to all NSEP award recipients. As a result, in the past few years, NSEP service placements have increased overall, with a surge in placements in 2018 due to process improvements.

"When considering whether to recruit and hire NSEP award recipients, the answer should always be 'yes.' In NSEP award recipients, you will see candidates with impressive academic achievements and equally impressive world experience. You will feel a passion and commitment to their work and a desire to serve."

- U.S. Customs and Border Protection,
Department of Homeland Security

NSEP collaborates with interagency partners to build hiring partnerships, often leading to job announcements sent directly by NSEP to the NSEP award recipient community on behalf of the agency. Positions have previously been posted on behalf of offices in the Departments of Defense, Homeland Security, and State as well as the Intelligence Community and other federal agencies.

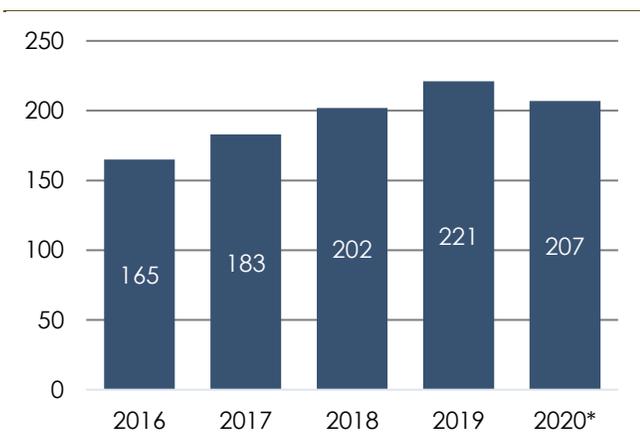
2016-2020 NSEP PARTNER AGENCY JOB POSTINGS



PROGRAM PARTICIPATION

The key to the success of the NSEP programs is ensuring that the federal support reaches the students who are interested in both federal service and advanced proficiency in critical languages. Over the past five years, program participation has remained healthy. Due to the COVID-19 pandemic, there was a decrease in the number of undergraduate Boren award participants, but there was an increase in the number of graduate Boren award participants.

2016-2020 BOREN SCHOLARSHIP RECIPIENT TREND



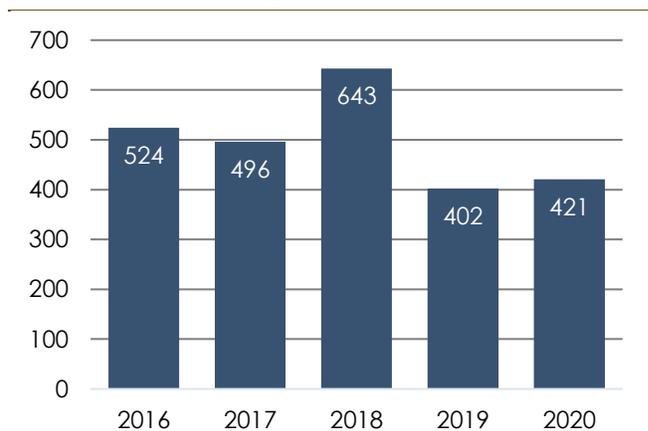
2016-2020 BOREN FELLOWSHIP RECIPIENT TREND



Through the ROTC Project GO program, NSEP provides future officers with language acquisition and global cultural experience prior to their commissioning as officers. In 2020 and despite the COVID-19 pandemic, Project GO had a slight increase in enrollment numbers. 421 ROTC

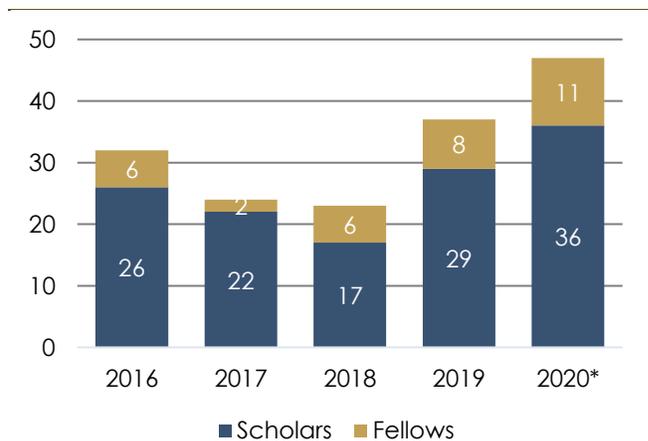
students benefited from online language training opportunities through Project GO during a period of restricted travel due to COVID-19. All overseas programs were put on hold and all programs transitioned to online instruction.

2016-2020 PROJECT GO PARTICIPANT TREND



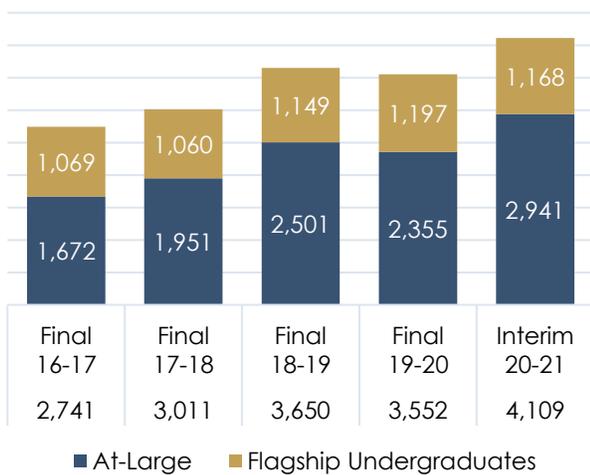
The Boren Awards are open to applicants in a wide variety of fields. While NSEP gives preference to applicants who choose to study abroad for a semester or longer, applications from students majoring in the STEM (science, technology, engineering, and mathematics) fields are also preferred, for study abroad periods as short as eight weeks. Over the last five years, NSEP has strongly encouraged STEM students to apply for Boren Scholarships and Fellowships. An increasing number of STEM applicants have been selected for the program since 2018.

2016-2020 BOREN SCHOLARSHIP AND FELLOWSHIP STEM MAJORS



The Language Flagship program delivers intensive language and culture instruction to produce undergraduate students with high proficiency in languages critical to national security. Over the past five years, The Language Flagship program has experienced a steady increase in enrollments. There are currently 4,109 students engaged in Flagship language instruction, 71 of whom are ROTC Flagship students. In 2020, there were 48 new Boren Flagship awardees who are using these awards for the completion of the 2020-2021 virtual overseas capstone programs.

2016-2020 DOMESTIC FLAGSHIP PROGRAM ENROLLMENTS



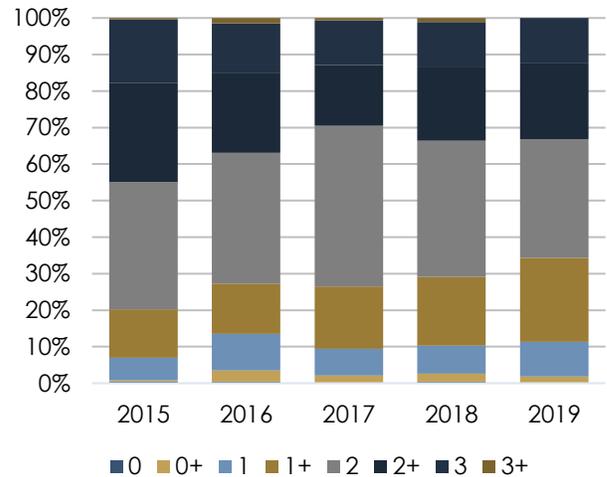
LANGUAGE PROFICIENCY

NSEP is the only federally-funded effort to focus on the combined issues of advanced to superior-level proficiency in strategic languages and federal service. While many NSEP program participants have some demonstrated proficiency level in a language prior to participating in a NSEP program, NSEP also seeks to identify highly motivated individuals who wish to begin studying such languages for the first time; even more Americans have the opportunity to learn the NSEP-sponsored strategic languages as a result of these programs.

Although some Boren Awards recipients start with no prior language experience, the majority of Boren award recipients consistently demonstrate Interagency Language Roundtable (ILR) 2 or higher proficiency at the completion of their award. Award recipients' language experience

run the full spectrum of proficiency outcomes, but all are committed to federal service and fulfilling the federal service requirement.

2015-2019 BOREN RECIPIENTS PROFICIENCY OUTCOMES



The Language Flagship program has the goal of graduating students with professional proficiency as demonstrated by ILR 3 in Speaking, and ILR 2+ in Reading and Listening. The Flagship program has determined that the Flagship Certification target of ILR 3/2+/2+ enables graduates to not only engage in social and academic situations in complex and meaningful ways, but also to perform successfully in any professional working environment where foreign language ability is required.

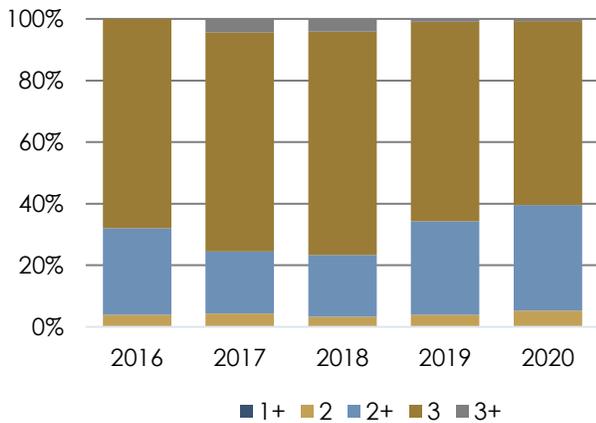
"The NSEP Boren Fellows' dynamic international backgrounds have enabled the International Trade Administration to successfully place them across the organization. As a group, their diversity and passion for public service is a natural fit for the U.S. Department of Commerce."

-Department of Commerce

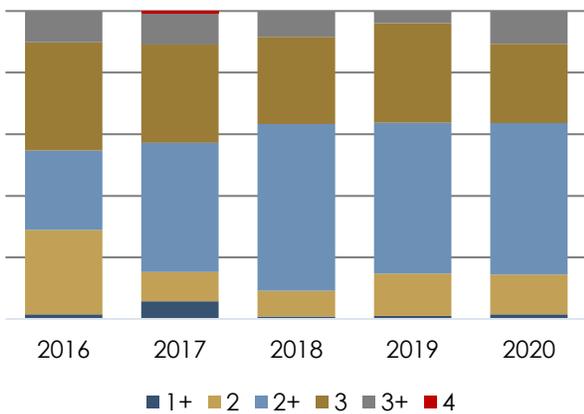
The trend in post-capstone performance shows the Flagship program has additional work toward improving the speaking outcomes to meet the proficiency targets, however both reading and listening skills are showing increases in those meeting Flagship proficiency targets. The

following charts show the post-Capstone performance for the past five years by modality.

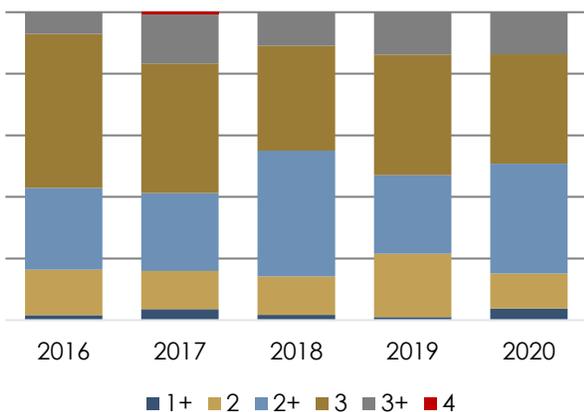
2016-2020 FLAGSHIP CAPSTONE SPEAKING PROFICIENCY OUTCOMES



2016-2020 FLAGSHIP CAPSTONE READING PROFICIENCY OUTCOMES

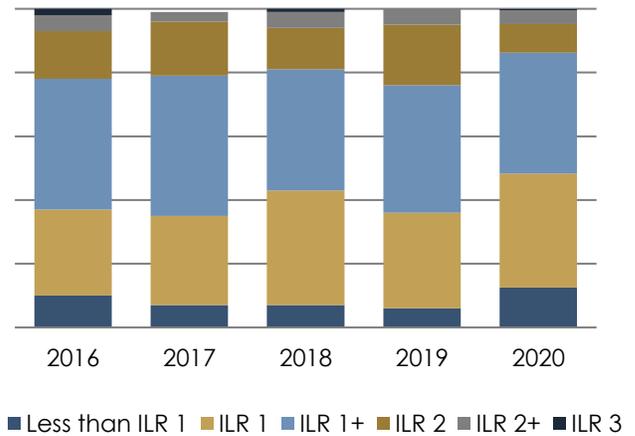


2016-2020 FLAGSHIP CAPSTONE LISTENING PROFICIENCY OUTCOMES



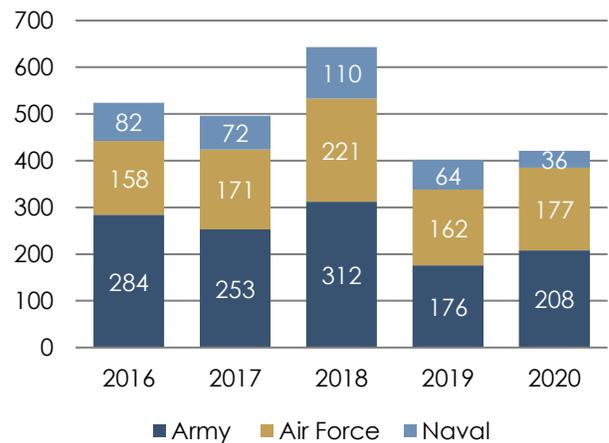
The Project GO program established a minimum proficiency goal of ILR 1 for all Project GO participants completing the equivalent of four semesters of critical language study. In order to achieve proficiency targets, Project GO actively promotes language training opportunities for ROTC students year-round. In 2020, the overall percent of Project GO students meeting the proficiency goal in the online environment was 88%, as compared with 94% the previous year with in-person domestic and overseas instruction.

2016-2020 PROJECT GO PROFICIENCY OUTCOMES



In 2020, cadet participation from the Army and Air Force ROTC increased by 18% and 9% respectively from the previous year and a significant decrease of Naval ROTC participants by 44% due to the uncertainty of planned summer training during the pandemic.

2016-2020 PROJECT GO PARTICIPANTS BY SERVICE



NATIONAL SECURITY EDUCATION BOARD

The 14-member National Security Education Board (the Board), was established as part of NSEP to provide strategic input and advice, as outlined in the David L. Boren National Security Education Act of 1991. The NSEB is comprised of six Presidential appointees as well as representatives from eight Cabinet-level departments. They collectively advise on NSEP's administration.

The Board's Cabinet-level members include representatives from the following:

- Department of Defense;
- Department of State;
- Department of Commerce;
- Department of Energy;
- Department of Education;
- Department of Homeland Security;
- The Office of the Director of National Intelligence; and
- The National Endowment for the Humanities.

The Board's Presidentially-appointed members include experts from non-profit organizations and academia. The Board provides value to NSEP by ensuring that its programs remain focused on efforts that serve the broad national security interests of the United States.

While NSEP falls within the Department of Defense, it has additional federal beneficiaries, many of whom are represented on the Board. The Board helps build consensus that meets broad national needs, rather than the needs of a single agency. Additionally, the Department relies on the Board for advice on hiring practices, internships, and security clearances, as well as providing feedback on proposed policy and guidelines.

Board members represent NSEP's key federal partners, along with the Presidential appointees representing a larger constituency of members. Since NSEP award recipients must fulfill service in federal positions across government agencies related to national security, broadly defined,

Board members represent the agencies that hire awardees. Board members help clarify how NSEP can best meet their needs and what skills they require to accomplish their departments' missions. Members also advise the Department on how to best engage with various agencies' hiring officials, helping to facilitate the job placement process.

2020 NSEB MEETINGS

NSEB January 2020 – The NSEB's January meeting focused on several key areas of interest: a discussion on multiple NSEP program updates; a conversation about Boren Awards amount levels; engaging the National Language Service Corps (NLSC); and reflections from several Project Global Officer (GO) alumni.

The first Board session focused on important updates to NSEP programs. NSEP presented updates on the Chinese Domestic Immersion Capstone program in partnerships with the Defense Language Institute Foreign Language Center (DLIFLC) in Monterey, discussed the progress of the first cohort of students in the Chinese Language Flagship Overseas Capstone program in Taipei administered by Hunter College, and covered the impact of updated safety and security briefings for NSEP awardees.

During the Board meeting, NSEP staff presented a proposed increase in the maximum amounts of Boren Scholarships and Fellowships. The maximum for Boren Scholarships was previously \$20,000, and for the overseas portion of Boren Fellowships, it was \$24,000. NSEP recommended increasing the award amount for both Scholars and Fellows to \$25,000 but recommended that the total combined award amount for overseas and domestic studies for Boren Fellowships remain constant at \$30,000. The NSEB recommended this increase in maximum award values to the Under Secretary of Defense (Personnel and Readiness) and the recommendation was approved.

The NLSC discussed with the Board ways to better meet the needs of federal agencies and to increase partnerships with state and local

governments. A panel of NLSC members spoke to the Board about their experiences providing translation and interpretation services through the program.

The final session of the Board meeting was about the impact of the Reserve Officer Training Corps (ROTC) Project GO program on the training and careers of military officers. Several Project GO alumni, who were all active duty military members, shared their experiences on how the program enabled them to learn critical languages, to study abroad, and to gain intercultural awareness.

NSEB June 2020 – The NSEB's June meeting focused on several key areas of interest: a discussion of NSEP program updates; the presentation of the 2020 Class of Boren Scholars and Fellows; and an update from the NLSC.

NSEP staff provided updates to the Board on evacuations of 2019 NSEP program participants from their overseas study locations due to the COVID-19 global pandemic in March 2020. The Board supported the actions taken by NSEP staff and partners to evacuate students overseas and to provide virtual program alternatives wherever possible.

The Board reviewed the NSEP Preferred Language and Country lists at the June meeting, and recommended no changes be made to the current lists.

Based on the Board's previous recommendation, NSEP implemented a full and open competition of Language Flagship grants. NSEP presented the results of the competition to the Board, detailing how grants were awarded to 31 applicants representing 23 institutions across 19 states for the 2020-2024 grant cycle.

The Board discussed a proposed survey of Boren alumni, which was one of three federally funded research and development center (FFRDC) studies approved by the Office of the Under Secretary of Defense for Personnel and Readiness (OUSD(P&R)) in early 2020. NSEP worked with RAND to begin surveying Boren alumni on how the program impacted their career trajectories and where they worked after completing their Boren service requirement.

NSEP staff presented the 2020 Class of Boren Scholars and Fellows to the Board. Overall, there were 784 applications for Boren Scholarships and 268 applications for Fellowships. NSEP awarded 207 Scholarships and 111 Fellowships.

The NLSC provided an update to the Board on their program initiatives, including NLSC translation support for the White House Task Force for COVID-19. The Board recommended that the NLSC explore employment and leave protections for their members when they are activated for NLSC missions.

NSEB October 2020 – The NSEB's October meeting focused on several key areas of interest: a discussion of key NSEP program updates and decisions; a presentation from the Diversity Management Operations Center (DMOC) on Diversifying the Department of Defense Workforce and NSEP's Role; and an update on the partnership between NSEP and DLIFLC to launch the Chinese Domestic Immersion Capstone program.

The first session of the October NSEB meeting was a discussion of NSEP program updates, with NSEP requesting input from the Board on policy decision-making for the class of 2020 and class of 2021 Borens during the COVID-19 pandemic.

The Board supported NSEP's proposal to make decisions on overseas study for the class of 2020 Borens on a case-by-case basis, taking into account: Department of Defense travel policy; Department of State travel advisories; home university travel rules and restrictions; local conditions in host country (including visa policies); and decisions by other federal overseas language programs regarding programming in specific countries, such as the U.S. Fulbright Program and Critical Language Scholarships.

The Board also concurred that Boren Flagship Scholars who participate in the virtual overseas capstone immersion programs online may use their awards to continue with their virtual language learning through the spring 2021 semester.

The Board discussed forming an informal working group focused on improving the security clearance process for NSEP award recipients.

Several Board members expressed interest in participating in the group, working to streamline this process for the NSEP community.

Representatives from RAND spoke with the Board about the progress of the FFRDC Boren Alumni survey and welcomed suggestions and participation from Board members.

Staff from the Diversity Management Operations Center, a component of the Defense Human Resources Activity, presented to the Board on the ways in which DMOC and NSEP plan to work together to engage students from diverse backgrounds and to provide these students with pathways into federal service.

As a result of a previous Board recommendation on creating better pathways into more specific national security positions, NSEP worked with DLIFLC and partners in the Intelligence Community to create a new domestic immersion program with the Flagship Program. In the last session of the Board meeting, staff from DLIFLC provided the Board with an update on the progress of the Chinese Domestic Immersion Capstone program. The program officially began in fall 2020 with a cohort of six Boren students studying Chinese at DLIFLC in Monterey, California. The Board expressed interest in tracking the progress of this new program and exploring the possibility of similar domestic programs for other critical languages.

2020 NATIONAL SECURITY EDUCATION BOARD MEMBERS

	<p>U.S. DEPARTMENT OF DEFENSE Mr. Thomas A. Constable <i>Acting Assistant Secretary of Defense for Readiness (Board Chair)</i></p>		<p>U.S. DEPARTMENT OF DEFENSE Dr. Michael A. Nugent <i>Director, National Security Education Program</i></p> <p><i>DESIGNATED FEDERAL OFFICIAL</i></p>
	<p>PRESIDENTIAL APPOINTEE Mr. Sean M. Bigley <i>National Security Attorney and Managing Partner, Bigley Ranish, LLP</i></p>		<p>U.S. DEPARTMENT OF COMMERCE Mr. Ruben Pedroza <i>Director, Human Capital International Trade Administration</i></p>
	<p>PRESIDENTIAL APPOINTEE Ms. Suzanne George <i>Chief Operating Officer, ONE</i></p>		<p>U.S. DEPARTMENT OF EDUCATION Ms. Maureen McLaughlin <i>Senior Advisor to the Secretary of Education and Director of International Affairs</i></p>
	<p>PRESIDENTIAL APPOINTEE Dr. Sebastian Gorka <i>Deputy Advisor for the President for Strategy (Former)</i></p>	<p>No Picture</p>	<p>U.S. DEPARTMENT OF ENERGY Vacant</p>
	<p>PRESIDENTIAL APPOINTEE Mr. Henry B. Howard <i>President & CEO U.S. Education Finance Group</i></p>		<p>U.S. DEPARTMENT OF HOMELAND SECURITY Mr. Matthew Emrich <i>Associate Director, Fraud Detection and National Security Directorate</i></p>
<p>No Picture</p>	<p>PRESIDENTIAL APPOINTEE Vacant</p>		<p>U.S. DEPARTMENT OF STATE Ms. Caroline Casagrande <i>Deputy Assistant Secretary for Academic Programs, Bureau of Educational and Cultural Affairs</i></p>
<p>No Picture</p>	<p>PRESIDENTIAL APPOINTEE Vacant</p>		<p>NATIONAL ENDOWMENT FOR THE HUMANITIES Dr. Claudia Kinkela <i>Senior Program Officer</i></p>
			<p>OFFICE OF THE DIRECTOR OF NATIONAL INTELLIGENCE Ms. Sherry Van Sloun <i>Assistant Director of National Intelligence for Human Capital</i></p>

NSEP SERVICE REQUIREMENT

In exchange for funding support, NSEP award recipients agree to work in qualifying national security positions.² This unique service requirement generates a pool of U.S. undergraduate and graduate students with competencies in critical languages and area studies who are highly committed to serve at the federal level in the national security community.

QUALIFYING JOBS AND SERVICE CREDIT

The NSEP Service Requirement was amended in 2008 to expand federal employment creditable under the Service Agreement.³ Award recipients from 2008-present are required to first seek employment within the four “priority” areas of government, namely:

- Department of Defense;
- Department of Homeland Security;
- Department of State; or
- Any element of the Intelligence Community.⁴

If an award recipient is unable to secure employment within one of the priority areas, he or she may expand the search for employment to include any federal position with national security responsibilities. NSEP defines national security broadly and requires the award recipient to make a strong case for how their position supports national security in sectors ranging from economic stability, international finance, and water security.

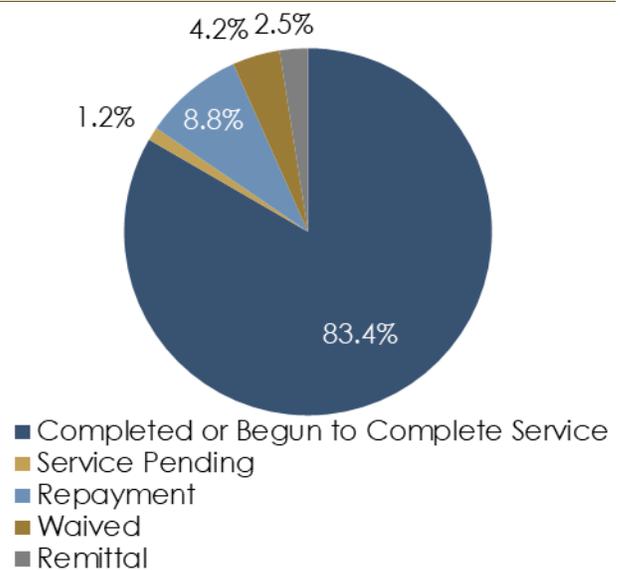
As a final alternative, award recipients who have clearly demonstrated a good faith effort and an inability to secure employment in the above employment areas may fulfill their service through an educational position related to their NSEP-funded study. NSEP reviews service fulfillment in education related fields on a case-by-case basis.

² For a full legislative history of the NSEP Service Requirement, please refer to 50 USC Ch. 37: National Security Scholarships, Fellowships, and Grants.

SERVICE REQUIREMENT PLACEMENTS

NSEP tracks service requirement fulfillment by collecting information from award recipients through an annually submitted Service Agreement Report (a digital form that documents progress toward service completion).

1994-2020 SERVICE REQUIREMENT COMPLETION FOR NSEP AWARD RECIPIENTS WHO HAVE REACHED THEIR SERVICE DEADLINE (N=4,563)



Of the 4,563 NSEP award recipients who have reached their service requirement deadline of November 1, 2020 or sooner, 3,804 (83.4 %) have completed, or begun to complete, their service obligation through federal service or a position in U.S. education. Of NSEP award recipients who, wholly or in part, have completed their service requirement in the federal government, 78.9 % have done so in the priority areas. Several of the federal entities where award recipients have worked and/or are currently working include the

³ National Defense Authorization Act for Fiscal Year 2008, P.L. 110-181, Section 953.

⁴ NSEP considers requests for service approval of priority agency government contract work on a case-by-case basis.

Departments of Defense, Commerce, Energy, Homeland Security, Treasury, State and the Intelligence Community.

Boren award recipients begin their federal job search after completing their overseas Boren study and graduating from their undergraduate or graduate degree program. A portion of award recipients have not yet graduated, and therefore, have not begun their job search for federal employment.

Other award recipients have chosen to pursue additional higher education programs and will enter the job market thereafter; have very recently graduated and entered the job market; or have remained in the market for a year or more but have yet to secure employment in fulfillment of the NSEP Service Requirement.

If an awardee is unable to fulfill the service requirement, he or she may opt to repay the award or request a waiver. Waivers are granted on a case-by-case basis to individuals who demonstrate extreme hardship.

NSEP pursues and collects repayment from delinquent award recipients who have neither fulfilled their service requirement nor repaid their Scholarship or Fellowship. The U.S. Department of the Treasury administers the collection of award funds. Approximately two percent of all award recipients have been referred to the Department of Treasury.

NSEP SERVICE REQUIREMENT DEADLINES

Boren and English for Heritage Language Speakers (EHLS) Scholars have three years from their date of graduation to begin completing the service requirement, while Boren Fellows have two years after graduation. Deferrals of the service requirement are considered on a case-by-case basis for NSEP award recipients who pursue approved, qualifying further education, which includes at least half-time enrollment in any degree-granting, accredited institution of higher education.

In order to remain in good standing with the NSEP office, award recipients must, upon graduation: annually submit a Service Agreement Report; update their online NSEP database résumé; and

update their online NSEP database job search log on a regular basis.

PIPELINE TO FEDERAL SERVICE

NSEP provides an innovative pathway to federal service for a diverse pool of talented award recipients. These award recipients have:

- Superior Academic Performance
 - Academically in the top 15 percent of their classes
 - Versed in a wide range of academic disciplines
- Unique Skill Sets
 - Documented capabilities in less commonly studied languages
 - Sustained in-country experience studying in, and about, less commonly visited world regions
- Eligibility for Streamlined Hiring
 - Congressional special hiring authorities as authorized by statute (Section 802 (k) of the David L. Boren National Security Education Act of 1991 (50 USC 1902 (k)), including Schedule A, 5 CFR 213.3102 (r) and the National Defense Authorization Act for FY 2013 (NDAA13))
 - Résumés online for instant review by hiring officials
 - U.S. citizenship

SUPPORTING AWARD RECIPIENTS

While it is each award recipient's responsibility to secure federal employment in support of national security, NSEP provides a variety of resources to assist awardees. These resources include hiring events, internship programs, and individual career guidance support.

HIRING EVENTS

In 2020, NSEP advertised 10 hiring events and career fairs on NSEPnet on behalf of organizations such as the U.S. Air Force, Defense Contract Audit Agency, and components of the U.S. Intelligence Community.

INTERAGENCY COLLABORATION

In 2020, DIA extended 20 offers to Boren Scholars and Fellows through their exclusive NSEP/DIA internship program. In recent years, NSEP has added organizations such as the National Aeronautics and Space Administration (NASA) and the Department of Justice's Criminal Division to its list of federal national security organizations.

In August 2020, NSEP also collaborated with the Defense Language Institute Foreign Language Center (DLIFLC) to launch a Chinese Domestic Immersion Program that admits Language Flagship students who receive Boren Scholarships to participate in an intensive nine-month domestic immersion, followed by a three-to-six-month internship with the Department of Defense or the Intelligence Community. This partnership was initiated to provide a viable option for awardees who desire to work at these agencies yet have security clearance concerns about a year-long overseas immersion.

"The Boren Fellows offer OSD an excellent source of highly skilled talent, including relevant regional and foreign language experience that enables them to contribute significantly to the DoD mission."

- Office of the Secretary of Defense for Policy

CAREER GUIDANCE

NSEP staff provide guidance and support to award recipients throughout the job search process through job consultations, résumé and cover letter reviews, workshops and webinars on the NSEP Service Requirement. In addition, staff disseminate information to award recipients about the logistics of fulfilling the service requirement.

NSEP staff members also collaborate with interagency partners to establish hiring pipelines that lead to the creation of job announcements for NSEP award recipients. These job announcements are made possible in part through the competitive appointment eligibility granted to NSEP award recipients by statute. In 2020, NSEP posted 75 jobs directly on behalf of

over 20 federal organizations and have posted many more opportunities to the NSEP community that would fulfill the service requirement. Since 2003, NSEP has posted 900 job announcements.

DEMONSTRATED COMMITMENT TO FEDERAL SERVICE

NSEP focuses on identifying scholarship and fellowship applicants motivated to work for the federal government and serves as a platform to facilitate their entry into the federal workforce. NSEP uses a hands-on approach to ensure that every award recipient is equipped with the knowledge and tools necessary to secure a federal position consistent with his or her skills and career objectives. NSEP routinely reviews the federal placement process and implements recommendations for modifications and refinements as needed.

To ensure that award recipients are committed to working in the federal government, the applications for both Boren Scholarships and Boren Fellowships require applicants to indicate their career goals and to discuss the federal agencies in which they are most interested in working. Clear indication of motivation to work in the federal government is a critical factor in the selection of award recipients by the review panels for each program.

The terms and conditions of the NSEP Service Requirement are emphasized to students from the moment of application, up until the service requirement has been fulfilled. Students are given materials that clearly outline these terms during a pre-departure orientation and upon return during a Boren Awards seminar, each held in Washington, D.C.

PROVEN FEDERAL HIRING SUCCESS

Because of their outstanding performance in federal positions, NSEP award recipients have motivated multiple federal hiring officials to seek additional NSEP Scholars and Fellows to fill federal positions. The U.S. Departments of Defense, State, Homeland Security, and Commerce (e.g. International Trade Administration), the Library of Congress, NASA, Central Intelligence Agency, and the Federal Bureau of Investigation are a few

examples of agencies that have hired numerous NSEP awardees.

NEEDS ANALYSIS FOR AREAS OF EMPHASIS

DLNSEO routinely consults with the Department of Defense Senior Language Authority, senior language officers throughout the government, and other national security agencies to revalidate the DoD Strategic Language List (SLL). The SLL informs the selection of priority languages for NSEP awards along with other practical considerations for study abroad. The National Security Education Board, in consultation with NSEP, reviews this list annually and recommends updates to the USD P&R as appropriate.

NSEP AREA OF EMPHASIS: WORLD REGIONS/COUNTRIES⁵

Africa, Sub-Saharan		
Angola	Ethiopia	Senegal
Benin	Ghana	Sierra Leone
Cape Verde	Liberia	South Africa
Congo, DRC	Mali	Tanzania
Congo, Rep.	Mozambique	Uganda
Cote d'Ivoire	Nigeria	
Eritrea	Rwanda	
East Asia and the Pacific		
Cambodia	Malaysia	Thailand
China	Philippines	Timor-Leste
Indonesia	South Korea	Vietnam
Japan	Taiwan	
Europe and Eurasia		
Albania	Estonia	Poland
Armenia	Georgia	Romania
Azerbaijan	Hungary	Russia
Belarus	Latvia	Serbia
Bosnia and Herzegovina	Kosovo	Slovakia
Bulgaria	Macedonia	Slovenia
Croatia	Moldova	Turkey
Czech Republic	Montenegro	Ukraine
Near East		
Algeria	Kuwait	Saudi Arabia
Bahrain	Lebanon	Tunisia
Egypt	Morocco	U.A.E.
Israel	Oman	

⁵ World regions and countries included are based on the U.S. Department of State classification system.

Jordan	Qatar	
South and Central Asia		
Bangladesh	Kyrgyzstan	Sri Lanka
India	Nepal	Tajikistan
Kazakhstan	Pakistan	Uzbekistan
Western Hemisphere		
Argentina	El Salvador	Nicaragua
Brazil	Guatemala	Panama
Chile	Haiti	Peru
Colombia	Honduras	Venezuela
Cuba	Mexico	

NSEP AREA OF EMPHASIS: LANGUAGE OF STUDY

NSEP's emphasized list of languages reflects a need for more than 60 languages. The languages listed are in alphabetic order and mirror the principal languages of each emphasized country of study. Other languages and dialects spoken by a significant population on the "Areas of Emphasis: World Regions/Countries" list are also preferred as part of the Boren Scholarships and Fellowships review process.

Languages		
African Lang.	Akan/Twi	Albanian
Amharic	Arabic	Armenian
Azerbaijani	Bahasa	Bambara
Belarusian	Bengali	Bosnian
Bulgarian	Cambodian	Cantonese
Croatian	Czech	Gan
Georgian	Haitian	Hausa
Hebrew	Hindi	Hungarian
Japanese	Javanese	Kanarese
Kazakh	Khmer	Korean
Kurdish	Kyrgyz	Lingala
Macedonian	Malay	Malayalam
Mandarin	Moldovan	Pashto
Persian	Polish	Portuguese
Punjabi	Romanian	Russian
Serbian	Sinhala	Slovak
Slovenian	Swahili	Tagalog
Tajik	Tamil	Telegu
Thai	Turkish	Turkmen
Uighur	Ukrainian	Urdu
Uzbek	Vietnamese	Wolof
Yoruba	Zulu	

⁶ List of eligible countries subject to change, based on U.S. State Department Travel Advisories at the time of award.

NSEP AREA OF EMPHASIS: FIELDS OF STUDY

NSEP accepts applications from individuals seeking degrees in multidisciplinary fields, including those listed below.

Fields of Study
Agricultural and Food Sciences
Area Studies
Business and Economics
Computer and Information Sciences
Engineering, Mathematics and Sciences
Foreign Languages
Health and Biomedical Science
History
International Affairs
Law, Political Science and Public Policy Studies
Social Sciences (including anthropology, psychology, sociology)

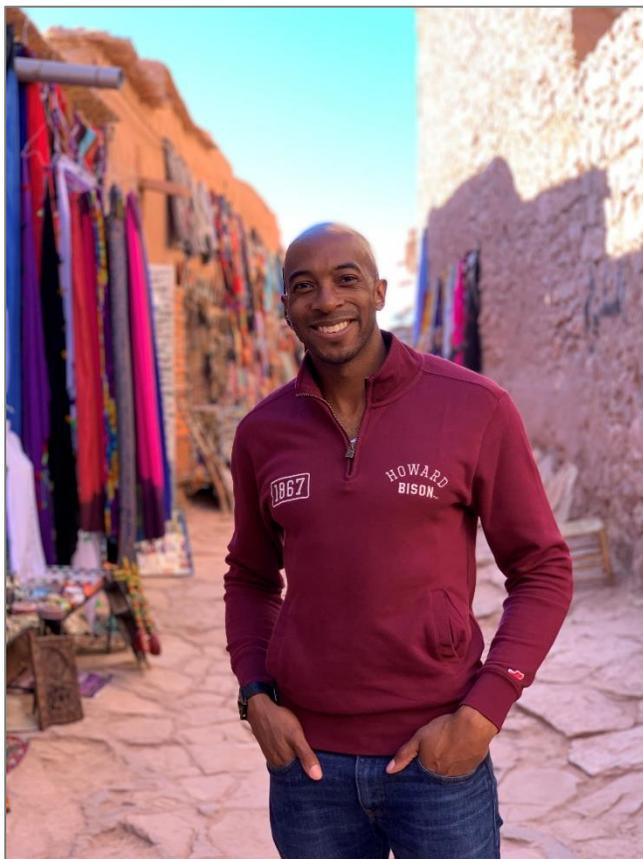
NSEP Service Highlight: **Mr. Alexander Borowski**



Mr. Borowski accepted a Boren Fellowship in 2016 to study Korean at Sogang University in Seoul, South Korea. During his studies, he volunteered at the North Korea Strategy Center, a Seoul-based NGO supporting North Korean defectors and countering regime propaganda. The work environment provided a fully immersive experience and Alex's Korean language skills were essential. After graduating from Sogang University's language program, Alex returned to Washington to begin a Presidential Management Fellowship as a foreign affairs officer with the U.S. Department of State, Bureau of Intelligence and Research. His enhanced language skills gained during the Boren Fellowship are useful in his work at the State Department today. He is currently on detail to the Office of the Secretary of Defense for Policy managing defense policy for the U.S.-ROK Alliance. Alex was previously an analyst with Treasury FinCEN. He holds an M.A. in international relations from American University's School of International Service and earned a bachelor's of business administration from Loyola University Chicago.

BOREN SCHOLARSHIPS AND FELLOWSHIPS

NSEP awards Boren Scholarships and Fellowships to America's future leaders – undergraduate and graduate students committed to both long-term, overseas immersive language study and public service. Boren Scholars and Fellows, authorized under the David L. Boren National Security Education Act (NSEA), as amended, P.L. 102-183, receive funding to study the languages and cultures most critical to our nation's security. In exchange, they agree to utilize those skills within the government by seeking and securing federal employment for at least one year. Boren Scholars and Fellows come from diverse backgrounds and perspectives and are equipped with the intellectual curiosity and academic training to solve our nation's complex, global problems. They are the public sector's next generation of influencers and innovators.



2019 Boren Fellow in Morocco

The Boren Scholarships and Fellowships program is a leader in the field of international education.

Compared to other study abroad programs, Boren:

- Increases the number of U.S. students studying in world regions that are important to U.S. national security;
- Funds students for longer, more comprehensive periods of language and culture study;
- Provides the opportunity for students from non-traditional study abroad fields, such as applied sciences, engineering, and mathematics (STEM), to develop international skills; and
- Enables a more diverse array of American students to undertake serious study of languages and cultures critical to U.S. national security.

COVID-19 RESPONSE

The COVID-19 pandemic has impacted the Boren Scholarships and Fellowships program because of worldwide travel restrictions and closures of borders. Despite the challenging situation, NSEP has worked to redesign and implement innovative shifts in programming for current and future Boren award recipients while also continuing the mission: developing a much-needed strategic partnership between the national security community and higher education, addressing the national need for experts in critical languages and regions.

Class of 2019 Borens: As the situation evolved across the globe in spring 2020, NSEP worked swiftly to ensure the health and safety of all students, evacuating a total of 254 Boren Scholars and Fellows from 34 countries.

NSEP gave evacuated students several program options upon their safe return to the U.S., including finishing their program early in good standing, or deferring their award until a later date. NSEP also gave students a choice as to whether they wished to retain their commitment to federal service.

Among the class of 2019, 292 of 321 chose to retain their NSEP Service Requirement, demonstrating their strong commitment to public service, the

hallmark of the Boren program. Only 3 students who evacuated early did not choose to maintain the federal service requirement. The remainder opted to defer their award to a later date or are still waiting for guidance from their home institutions about deferral options.

Class of 2020 Borens: As the COVID-19 pandemic continued after the initial evacuation, NSEP suspended overseas travel across all programs, including the Boren Awards. Thus, while NSEP selected 338 Scholars and Fellows for new awards, NSEP informed students in summer 2020 that they would have to delay departure for all overseas programs. NSEP told awardees that they would be provided additional information by November 2020 about whether they would be permitted to travel, at the earliest after January 2021. NSEP also informed students that any decision on travel would be made in accordance with health and international travel guidance issued by the U.S. federal government.

In October 2020, following meetings with DoD senior leadership and the National Security Education Board, NSEP informed the class of 2020 Borens that any travel to overseas locations would be made based on a complete review of the following:

- Department of Defense travel policy;
- Department of State travel advisories;
- Home university travel rules and restrictions;
- Local conditions in host country (including visa policies);
- Input by other federal overseas language, such as the State Department Fulbright and Critical Language Scholarship programs.

Based on guidance from the Board and on the conditions listed above, NSEP informed awardees that it would make decisions on a case-by-case basis for overseas programming. NSEP also informed awardees that for the winter/spring 2021 term, there would be no overseas studies for prospective Borens who proposed to go to locations that were listed at a Department of State Level 3 (Reconsider Travel) or higher. At the time of announcement in October 2020, the Department of State had listed all Boren-proposed overseas

locations as Level 3 (Reconsider Travel) except for Taiwan, listed as Level 1 (Exercise Normal Precautions) and Cambodia and Thailand, listed as Level 2 (Exercise Increased Caution).

For the small group of 2020 Borens proposing study in Taiwan, Cambodia, and Thailand, NSEP informed them that they would be able to pursue overseas study after January 2021 only if: 1) they provided written approval from their college or university study abroad office, and 2) they agreed in writing to follow all of the local quarantine and health safety procedures.

Boren Scholars and Fellows who could not study overseas were offered the following options:

- Decline the 2020 Boren Award,
- Submit an alternate plan for summer/fall 2021 or just fall 2021, or
- Re-apply if they want a full year overseas with the 2021 cohort.

2020 PROGRAM HIGHLIGHTS

BOREN CONVOCATION AND VIRTUAL PRE-DEPARTURE ORIENTATION

NSEP will host a virtual pre-departure convocation and orientation for the 2020 Boren awardees who will study in Taiwan, Cambodia, and Thailand, as well as for the Boren Flagship Scholars studying virtually, in January 2021. NSEP, in collaboration with the Federal Bureau of Investigation, the National Security Agency, the Department of State, the Institute of International Education (IIE), and multiple academic partners, will conduct briefings on topics including international health and travel guidelines, regional safety and security issues, as well as cross-cultural awareness. The two-day virtual event will provide a venue for Boren Scholars and Fellows to interface with one another, ask questions, and prepare themselves for their overseas study.

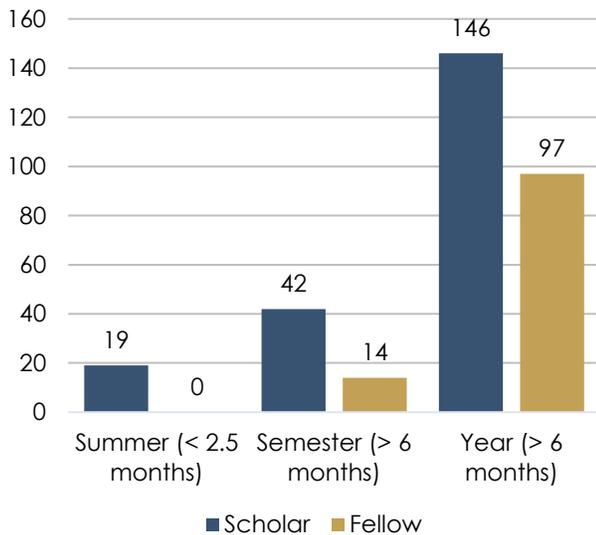
BOREN AWARDEE POPULATION

As mentioned above, the Boren Awards ran a full application and selection process in 2020, initially making awards to 207 Boren Scholarships and 111 Boren Fellowships, with applicant acceptance rates of 26% for Scholars and 41% for Fellows.

	Applicants	Recipients
Boren Scholars	784	207
Boren Fellows	268	111
TOTAL	1,052	318

Overall, 146 Boren Scholars and 97 Boren Fellows proposed to study abroad for an academic year. This figure is in stark contrast to the general study abroad population, where 2% of U.S. students choose to study abroad for an academic year, and among these, a majority study in Western Europe. In addition, among the class of 2020 Boren Scholars and Fellows, approximately 76% of students proposed to study overseas for more than six months. This extended period of time reflects a major difference between the Boren Awards program and the general trend in U.S. study abroad, where 65% of students study overseas for eight weeks or less.⁷

PROPOSED DURATION OF STUDY OVERSEAS BY ORIGINALLY SELECTED 2020 BOREN SCHOLARS AND FELLOWS



The original class of 2020 Boren Scholars and Fellows reside in over 47 states, Puerto Rico, and the District of Columbia, and study at 136 institutions of higher education across the country.

⁷ Institute of International Education (IIE). (2020). *Open Doors 2020 Fast Facts*. Retrieved from <https://opendoorsdata.org/wp->

They proposed to travel to 45 countries to study over 44 languages. Full listings of all 2020 Boren awardees' countries and languages of study are included in Appendices F and G respectively.

World Regions	Boren Scholars	Boren Fellows	TOTAL
Africa	31	22	53
East Asia/Pacific	63	26	89
Europe/Eurasia	28	18	46
Middle East/North Africa	33	26	59
North America	6	0	6
South/Central Asia	31	9	40
Western Hemisphere	15	10	25
TOTAL	207	111	318

East Asia and the Middle East/North Africa were the most popular destinations proposed among both Boren Scholars and Boren Fellows.

The original class of Boren Scholars and Fellows possess diverse academic skill sets. In addition to developing critical language expertise, they specialize in a wide variety of disciplines. Among the 2020 Boren Scholars, there were 36 STEM majors, while 11 Boren Fellows pursued graduate work in STEM fields.⁸

Fields of Study	Boren Scholars	Boren Fellows	TOTAL
International Studies	70	47	117
Social Sciences	62	34	96
Applied Sciences (STEM)	36	11	47
Area/Language Studies	30	10	40
Business	4	2	6
Other	5	7	12
TOTAL	207	111	318

BOREN FEDERAL CAREER SEMINAR

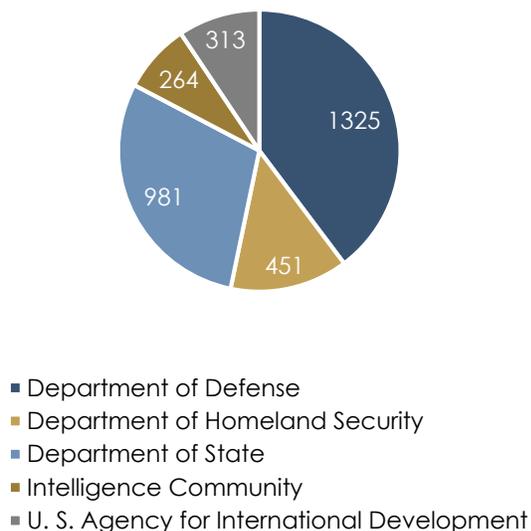
For students who completed programming abroad in 2019, NSEP will host a virtual federal career seminar to help Boren award recipients

<content/uploads/2020/05/Open-Doors-2020-Fast-Facts.pdf>, November 16, 2020.

⁸ For a full list of majors, see Appendix H.

jumpstart their job search. Over the course of a week, NSEP will offer programming to include virtual briefings from federal agencies, presentations on the mandated federal service requirement, and live sessions and Q&As with Boren alumni. The seminar will provide attendees the opportunity to network, learn more about job opportunities within the federal government, and hear directly from alumni who have successfully leveraged their language and cultural expertise into rewarding public service careers. The seminar will culminate in a virtual career fair with federal partners speaking with awardees about job opportunities in their respective agencies. Previous career seminars have included participation from dozens of federal agencies from across the federal space who have recruited, interviewed, and in some cases, made on-the-spot job offers to Boren awardees.

NSEP SERVICE IN PRIORITY AGENCIES⁹



FACILITATING FEDERAL HIRING

NSEP is one of the leading programs to which federal partners can reach out to find the talent they need. Exclusive hiring authorities granted to awardees by Congress (Schedule A, 5 CFR 213.3102 (r) the National Defense Authorization Act for FY 2013 (NDAA'13)) assist federal organizations to non-competitively appoint Boren Scholars and Fellows without regard to the provisions of Title 5 governing appointments in the competitive service. Furthermore, under NDAA'13, Section 956, any federal agency with national security responsibilities may non-competitively appoint a Boren Scholar or Fellow to the excepted service and then convert the appointee to career or career-conditional appointment without further competition.

Since 2010, in accordance with these congressionally legislated authorities, NSEP has posted more than 900 jobs on behalf of dozens of partner agencies across the national security community. These positions, spanning diverse fields including international affairs, STEM, law, and public policy, are available exclusively to NSEP award recipients, including Boren Scholars and Fellows.

NSEP also partners with federal agencies to host exclusive career events. These events provide a direct avenue for awardees to learn more about the agencies' mission, speak with hiring managers, and apply for open job opportunities. The Department of State, Central Intelligence Agency, Defense Intelligence Agency, Office of Naval Intelligence, National Geospatial-Intelligence Agency, and the National Security Agency have all hosted career events for Boren awardees over the past several years. For 2020 and beyond, NSEP plans to incorporate increased virtual events and information sessions into its career services offerings.

⁹ See Appendix A for more details on where Boren Scholars and Fellows have fulfilled their service requirement.

NSEP Service Highlight: Ms. Kalea Benson



Ms. Kalea Benson is a 2016 Boren scholar who studied Mandarin at the University of Nottingham Ningbo China. After completing a year abroad in China, Kalea received her Bachelor's in International Studies from the University of South Florida in December 2017. Ms. Benson began her government career in 2019 when she joined the Department of Defense as an Administrative Coordinator for the Defense Security Cooperation Agency (DSCA). DSCA's mission is to advance U.S. national security and foreign policy interests by building the capacity of foreign security forces to respond to shared challenges. In her current position, Ms. Benson supports the administrative processes for the Indo-Pacific Regional Team, which provides holistic management and execution of security assistance and cooperation activities to partners within the Indo-Pacific region. Ms. Benson's time abroad has encouraged her to continue her Mandarin language and culture studies, as well as studying China's expansive influence in the Indo-Pacific region.

2020 PROGRAM INITIATIVES

This year, NSEP focused strategically on strengthening and improving the awardee pipeline, delivering enhanced career development services and resources, and leveraging virtual platforms and technologies to better engage with potential applicants and current awardees.

BOREN OUTREACH EFFORTS

In 2020, NSEP, in conjunction with IIE, conducted Boren outreach efforts at over 135 institutions of higher education across the U.S. to increase and diversify the Boren applicant pool. In particular, NSEP prioritized its outreach to historically black colleges and universities (HBCUs) and minority-serving institutions (MSIs) to increase the representation of minority and underserved communities within the Boren cohort. Due to the COVID-19 pandemic, NSEP adapted their outreach to include virtual information sessions and one-on-one meetings with prospective applicants, Boren Campus Representatives, and institutions' staff and faculty. Virtual sessions were supplemented by dynamic digital content such as webinars, live Q&A's, video profiles of Boren alumni, and targeted social media campaigns, highlighting the international study and career opportunities offered by the Boren Awards.

BOREN INCREASE AWARD AMOUNT

In January 2020, the National Security Education Board approved an increase in award amounts. The increased award amounts were implemented for the 2020 Boren Awards cycle, the first time since 2005 that program award amounts increased. The Boren Scholarship for undergraduate students increased to \$25,000, while the overseas portion of the Boren Fellowship for graduate students also increased to a maximum of \$25,000. This represented a \$5,000 increase in the maximum award amount for Scholars, and a \$1,000 increase in the overseas award amount for Fellows. The combined maximum total award for overseas and domestic study for Boren Fellows remained constant at \$30,000. By increasing the award amounts, NSEP seeks to ameliorate the potential financial barriers that prevent students from pursuing long-term study abroad. Additionally,

increasing the award amount will keep the Boren Awards competitive with other federally funded international exchange programs.

BOREN APPLICATION ESSAY CHANGE

To better reach a wide and diverse audience of students nationwide, in 2019, the National Security Education Board reviewed and recommended that NSEP revise the Boren application essay questions. The 2020 Boren application featured the revised essay questions. NSEP updated the first essay question to focus on the national security argument, while the second essay focuses on leadership qualities, cultural adaptability, and interest in public service. This style of prompt replaced the former prompts that focused on the significance of their choice of country and region to U.S. national security and the proposed choice of program for studying overseas. The revised essay questions were designed to better capture potential applicants' diverse life experiences, skills, and interests.

EXPANSION OF NSEPNET WEB PORTAL

NSEP maintains the NSEPnet web portal that serves as a platform to track Service Agreement Reports, provide information on awardee service requirements, and connect awardees to NSEP staff for immediate consultations and customer service support. In 2020, NSEP focused on implementing changes to the portal that would increase efficiency for awardees and administrators. Major changes include an automated system to issue Letters of Certification to hiring officials, updates to the NSEPnet Federal Hierarchy to ensure efficient and clean position reporting, the establishment of a newsletter builder to keep awardees and alumni informed and engaged with NSEP, and the implementation of general fixes and updates to ensure smooth business processes. By updating the functionality and aesthetics of NSEPnet for awardees, administrators, and hiring officials, the NSEPnet redesign will increase efficiency and the user experience. The redesign is slated to be completed in full within 2021.

UPDATED NSEPNET JOB BOARD

In January 2020, NSEP launched its redesigned NSEPnet job board, to better facilitate the pipeline

of talent into the federal workforce. The job board features several new and improved functionalities to enhance the user experience for both Boren job applicants and hiring officials. Hiring officials now can post vacancies directly from their NSEPnet portal and collect applications in real-time, streamlining the recruitment and hiring of NSEP awardees. Since the job board's launch, 140 positions have been posted on behalf of the Departments of Defense, State, Homeland Security, and the Intelligence Community, among others.

2021 DIA-NSEP INTERNSHIP PROGRAM

The Defense Intelligence Agency (DIA) has committed to hiring as many as 22 NSEP awardees for the 2021 DIA-NSEP internship program, now in its sixth year. The DIA-NSEP internship is a 1-year, full-time program designed to provide a select number of recent college graduates the opportunity to gain practical work experience and develop critical analytical, research, and briefing skills. The internship is available exclusively to NSEP awardees through a competitive application process and provides a pathway into federal service for students interested in careers in the Intelligence Community.

"We are always impressed with the high caliber talent our NSEP interns have provided our DIA family. They bring a valued level of skills, professionalism, and enthusiasm to the workforce. We look forward to continuing our long and mutually beneficial relationship with NSEP."

-Defense Intelligence Agency

NSEP DIGITAL ENGAGEMENT

For the cohort of recently returned 2019 Boren Scholars and Fellows, NSEP has prioritized creating and developing tailored career resources. NSEP conducted a live webinar and Q&A for the 2019 cohort of Boren Scholar and Fellows upon their return. This webinar came at the beginning of a special, targeted email campaign that provided additional support and guidance for this particular group of awardees whose career and academic plans have been affected due to COVID-19. The

presentation discussed the features and resources available on NSEPnet, the federal service website awardees use to report fulfillment of their service requirement. This presentation was followed by a special email campaign for the 2019 Boren Scholars and Fellows, which included resources on networking and preparing for a job fair, the writing of successful resumes and cover letters, as well as resources on security clearances, non-traditional career paths to completing the service requirement, and statistics on locations where Boren awardees have completed their service. Lastly, the email campaign's final iteration shared highlights and opportunities to participate with NSEP's partner programs in DLNSEO, such as Culture Ready and the National Language Service Corps (NLSC), strengthening the connections between each constituent program.

NSEP "BOREN AROUND THE WORLD" PODCAST

As part of its efforts to create easily-accessible digital content, NSEP will launch the "Boren Around the World" podcast in January 2021. Through a series of minisodes, the podcast provides valuable information on various topics, including the mandated service requirement, security clearances, language learning and sustainment, and advice on the federal job search. The podcast, which includes interviews with NSEP staff, Boren alumni, and hiring officials working throughout the federal space, is now available on Spotify.

NSEP COLLABORATION WITH CULTURE READY

In 2020, the NSEP Service Team collaborated with DLNSEO's Culture Ready Team on a number of initiatives. The Service Team participated in the pre-launch testing of the Virtual Cultural Awareness Trainer (VCAT) Ukraine training module. The VCAT training module will be used to train members of the armed forces and civilians on cultural, political, historical, and demographic data on Eastern Europe and Ukraine specifically. In a continuation of this collaborative process, the NSEP and Culture Ready teams have worked on strategies to integrate pre- and post-cultural competency testing into awardees' preparation stages, to complement their pre- and post-language testing.



2019 Boren Awardees attend the Boren Convocation in preparation for their overseas study

BOREN MENTORSHIP

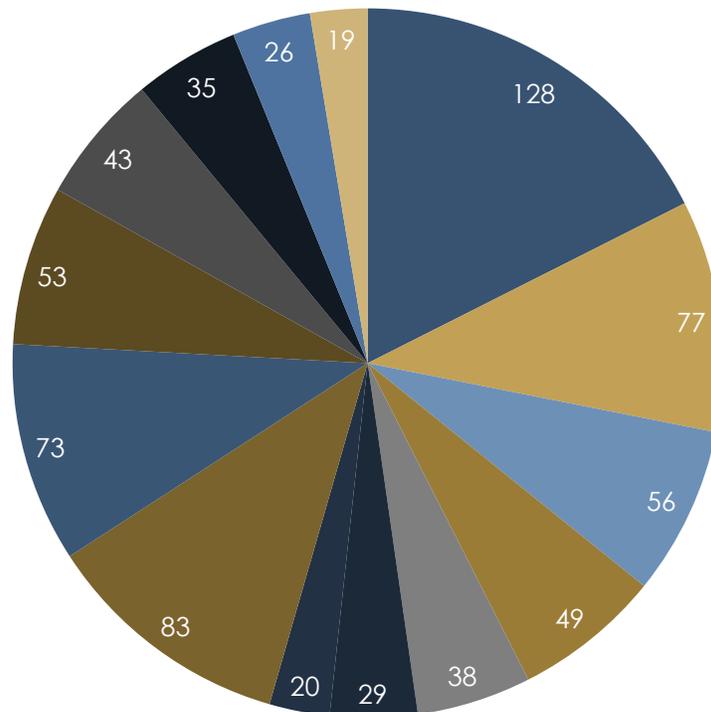
In 2020, NSEP facilitated the fifth annual Boren Mentorship Program, matching recently-returned Boren recipients seeking federal employment with mid- to senior-level Boren alumni serving in the public sphere. In total, 32 alumni were selected as mentors and matched with 46 mentees for the six-month program. Mentors included alumni working at the Departments of Defense, Homeland Security, State, Interior, and Justice as well as within the Intelligence Community and U.S. Agency for International Development. Among the responses that NSEP received from the post-program questionnaire, mentees reported outcomes such as enhancing job hunting skills, developing a better understanding of the U.S. Foreign Service, and even obtaining a job that fulfills the NSEP Service Requirement. NSEP is now working to bring the Boren Mentorship program onto NSEPnet, through the creation of an online mentorship portal. Centralizing the location of information will streamline the processing of applications and matching of mentee/mentor pairs. Traditionally, such a sorting and records preservation process takes place offline; bringing these functions onto NSEPnet will streamline the data input into standardized templates and allow for swifter analysis of trends found in the participating cohorts from year to year.

A mentor impressed with the program requested from coordinators an outline of the structure and coordination strategies to maximize the success of mentor-mentee relationships. A testament to the

Boren Mentorship Program's effectiveness, the mentor would go on to introduce a mentorship initiative in its image within an organization focused on Taiwanese-American heritage and cultural preservation.

The coordinators of the Boren Mentorship Program are examining the data produced by participants over the past five years since the program's inception. Taking this information, a Five Year Overview will examine the trends of the program's participant composition as well as the career progress of participants five years on.

NSEP SERVICE IN OTHER FEDERAL AGENCIES IN POSITIONS WITH NATIONAL SECURITY RESPONSIBILITIES



- Department of Commerce
- Department of Energy
- Department of Agriculture
- Executive Office of the President of the United States
- Peace Corps
- Department of Treasury
- National Aeronautics and Space Administration
- Department of Health and Human Services
- Department of Justice
- Environmental Protection Agency
- U.S. Congress
- Department of Veterans Affairs
- Judiciary
- Department of the Interior

THE LANGUAGE FLAGSHIP

The Language Flagship, authorized under the David L. Boren National Security Education Act (NSEA), as amended, P.L. 102-183 is a national effort to change the way Americans learn languages. Flagship programs, created as innovative partnerships between the federal government and the academic community, aim to systematically produce a pool of language-proficient professionals with linguistic and cultural expertise critically needed for U.S. national and economic security.

The Language Flagship core program is comprised of grants to U.S. Institutions of Higher Education (IHEs) to support domestic Flagship programs and overseas Flagship centers. Domestic Flagship programs develop articulated language learning pathways to guide students from all majors and language backgrounds through formal instruction and guided interventions towards advanced-level language proficiency. Overseas Flagship Centers provide directed language instruction, direct enrollment opportunities, and professional internship experiences that foster the attainment of professional-level language proficiency during an overseas Capstone year experience.

In addition to the core Flagship domestic and overseas program, The Language Flagship sponsors the following initiatives through competitive grants to IHEs to promote and improve U.S. students' language learning and cultural expertise:

- Regional Flagship Languages Initiative (RFLI);
- Flagship Culture Initiative;
- Flagship Video Project;
- Flagship Technology Innovation Center; and
- Flagship Teacher Training Initiative.

These initiatives allow Flagship to develop needed language resources and make key investments that foster cultural learning, effective

technology use, advanced level teaching and teacher preparation, and pathways for students to use their skills in federal government service.

IMPACT OF COVID-19 ON FLAGSHIP PROGRAMS

In response to COVID-19, the Flagship program conducted prompt evacuations of overseas students and switched quickly to online instruction to continue providing intensive language instruction to ensure that Flagship graduates meet the high standards for the next generation of global professionals.

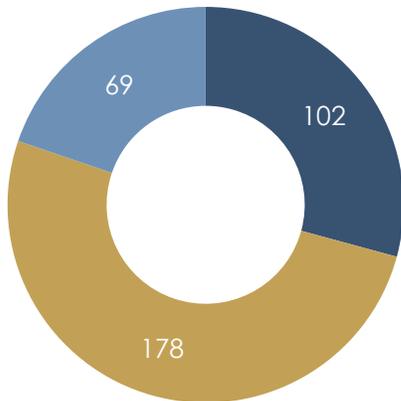
In early 2020, the Flagship program conducted student evacuations starting quickly in East Asia and then globally to ensure the health and safety of all students. The NSEP Flagship team worked closely with the Institute of International Education (IIE), university partners, and overseas providers to evacuate 129 students from Azerbaijan, Brazil, China, Kazakhstan, Morocco, South Korea, and Taiwan. Despite the disruptions, the overseas Flagship students were able to complete their overseas Capstone studies by combining new online course offerings with virtual tutoring in cooperation with the overseas partners.

The Language Flagship transitioned summer domestic and overseas intensive language programming to online instruction. This included 178 students who completed virtual overseas summer immersion and 205 students supported for domestic virtual summer intensive across all Flagship languages. The Language Flagship Overseas Capstone program instruction was conducted with intensive virtual learning in cooperation with overseas partners through fall semester 2020.

Overall due to COVID-19, Flagship enrollment in the virtual overseas programming is at about 71% of the total enrollment for in-person overseas immersion the previous year. The registered

enrollment for the Flagship program overall is down about 4%, in line with the overall national fall 2020 enrollment trend. However, the number of students enrolled in Flagship sponsored classes is up significantly, indicating the possibility for an upsurge in registered enrollment when in-person instruction resumes on campus and overseas.

2020-2021 FLAGSHIP OVERSEAS PROGRAM ENROLLMENT¹⁰



■ Flagship Capstone ■ Flagship Summer ■ RFLI

Currently, there are 102 Flagship Capstone students for 2020-2021, with an additional 15 students selected for the spring 2021 in Chinese¹¹. For summer 2020 there were 178 Flagship students supported for virtual intensive overseas experiences. Also, the 2020 cohort of RFLI students is 69, consisting of 48 Scholars and 21 Fellows.

¹⁰ The virtual 2020 Overseas Flagship Programs have been conducted online via the traditional overseas partners, who provide instruction for domestic students studying in the U.S.

¹¹ The 2021 spring start Portuguese Overseas Capstone Program has delayed start until summer 2021, therefore, no projected enrollments at time of report submission.

FLAGSHIP: CORE PROGRAM

In fall 2019, The Language Flagship announced a 2020-2024 Language Flagship Grant Cycle competition for all Domestic Flagship programs. The results of this competition were announced in spring 2020 with new grants starting June 1, 2020. Flagship now sponsors 31 programs at 23 universities across 19 states for new awardees to teach Arabic, Chinese, Korean, Persian, Portuguese and Russian. Together, the Flagship programs continue to graduate students who demonstrate exit proficiencies of ILR Level 3 in Speaking and ILR 2+ in both Reading and Listening resulting in their Flagship Certification in one of Flagship's target languages.¹²

The newly selected institutions demonstrated a commitment to producing high proficiency students ready to become the next generation of global professionals. Grantees represent a diverse set of institutions, both small and large, rural and urban, Senior Military Colleges and Minority Serving Institutions. The Language Flagship builds on the success of strong language programs by supporting classroom and extra-curricular efforts that encourage communication, collaboration, and a shared approach to excellence. The new 2020-2024 Language Flagship grantees will build on the Flagship principles to prepare students for their overseas capstone experience and careers in national security and other international fields.

All Flagship universities have enhanced their language offerings and curriculum to create more intensive language programs that start at the beginner level and build to the ILR 3 level. All Flagship programs provide:

- Weekly group and individualized tutoring;
- Integrated content-based instruction and courses across disciplines;

- Outcomes-based, student centered language instruction;
- Immersive learning environments, such as living-learning environments;
- Guided cultural functions and co-curricular activities; and
- The expectation of student success, including the goal of professional-level proficiency and Flagship Certification.

Flagship students are undergraduates with varied majors and language backgrounds. Students commit their time to complete all domestic and overseas requirements. These requirements include taking both language classes and content courses taught in the target language, attending out-of-classroom group practice and individualized tutoring sessions, and participating in frequent diagnostic and proficiency assessments. These interventions are necessary to reach the goal of becoming professionally proficient in one of Flagship's target languages.

With COVID-19 travel restrictions for 2020, the Overseas Capstone Flagship Centers have been operating virtually. These providers continue to deliver directed language instruction that builds upon their domestic Flagship learning. While in the Capstone program, Flagship students enroll in coursework that supports their academic major and continue to participate in a professional internship experience. All overseas instruction is conducted in the target language. Flagship maximizes student opportunities to use their target language in virtual academic, professional, and social environments. While students are unable to have the traditional home-stay experiences, they do have contact with host families to help foster a more immersive and connected environment. This ensure students will develop informal language

¹² See Appendix I for Interagency Language Roundtable. Retrieved 11/12/2020 from <https://www.govtilr.org/Skills/ILRscale1.htm>

proficiency and have the opportunity to gain deeper insights on the host country and the people and culture.

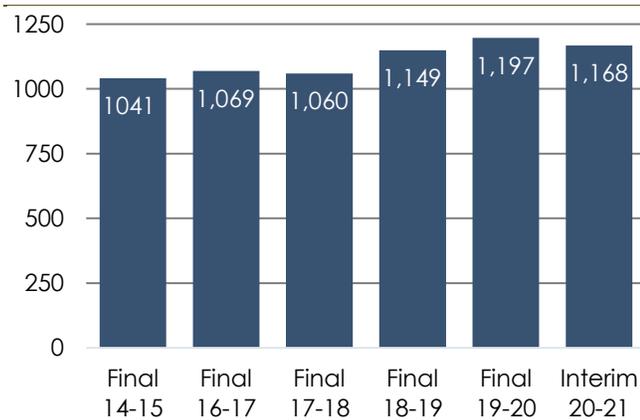
The Persian Language Flagship Program continues a domestic year-long Capstone immersion hosted at the University of Maryland. The domestic immersion program integrates intensive language instruction, a language pledge, a self-contained on-campus living space, and opportunities for internships using Persian language. The program results have proved that a domestic immersion is possible for languages and areas where overseas study is not feasible. With the University of Maryland campus being closed they have continued their successful program virtually for 2020,

In fall 2020, Flagship initiated a new domestic year-long Capstone immersion program for Chinese hosted at the Defense Language Institute Foreign Language Center (DLIFLC) in partnership with the Middlebury Institute of International Studies at Monterey. The DLIFLC Capstone experience for the first cohort of six Boren Flagship scholars provides a new pathway into a national security internship upon completion of the intensive language training.

2020 PROGRAM ENROLLMENTS

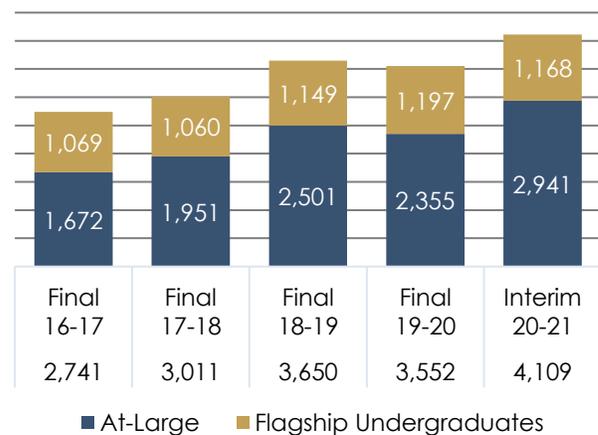
For fall 2020 there are 1,168 registered Flagship undergraduates participating in The Language Flagship programs.

2016-2020 DOMESTIC FLAGSHIP UNDERGRADUATE ENROLLMENT



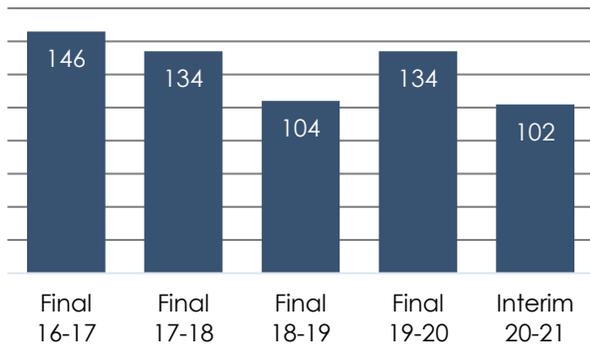
The Domestic Flagship Centers reported an additional 2,941 At-Large students undertaking Flagship coursework and activities. This is a significant increase over prior years and can be attributed to the addition of new Flagship programs that provide a robust opportunity for future Flagship enrollment growth. At-Large students are the key to Flagship program recruitment. Flagship programs provide the same level of rigor and access to high-level language instruction to all students who choose to participate in Flagship coursework. This approach improves the whole of the university language instruction in Flagship languages.

2019-2020 FLAGSHIP AND AT-LARGE TOTAL ENROLLMENT



For fall 2020 Capstone, there are 82 students engaging in online virtual immersion through the Flagship Overseas Capstone program. An additional 15 students were selected for the spring Chinese Capstone program in Taiwan, and an additional 5 Portuguese students will be undertaking spring virtual internships with organizations in Brazil. The Language Flagship will have a total of 102 students undertaking virtual study and work experiences through Flagship Overseas Capstone programs for the 2020-2021 academic year.

2016-2020 FLAGSHIP CAPSTONE ENROLLMENT¹³



FLAGSHIP FEDERAL SERVICE COMMITMENT

The Language Flagship engages students interested in government service. Through Boren Flagship scholarships and ROTC Flagship support, Flagship ensures students can use their acquired language skills in the service of the government or the military.

BOREN FLAGSHIP SCHOLARS

In April 2020, NSEP awarded 48 new Boren Flagship Scholarships for study at Flagship Overseas Capstone Centers for the 2020-2021 academic year. Boren Flagship Scholars meet Flagship's goals of professional-level language proficiency and preparing high-quality candidates for federal service. The Flagship program continues to improve recruitment of Flagship students who apply for and then receive Boren Scholarships.

Boren advising and outreach opportunities at Flagship programs further increases the pool of Flagship certified students prepared to address the current and future needs of the federal government for language and culture expertise. From 2011 to 2019, there have been 225 Boren Flagship Scholars who have successfully completed the domestic and overseas Flagship program, and 181 of those who completed prior to 2020 also were assessed post-program via the

Foreign Service Institute and the Defense Language Proficiency Test.

NSEP SERVICE HIGHLIGHT MS. JOANNE KOSTA



A 2014 Morocco Boren Flagship Scholar currently serves as an Intelligence Research Specialist with U.S. Citizenship and Immigration Services in the Fraud Detection and National Security Directorate (FDNS), where she specializes in Arabic translation and link analysis. Her experience as a Boren Scholar qualified her for an intensive Lebanese Arabic dialect program in the fall of 2019, and she has since used those new skills in her capacity as an analyst.

¹³ Total includes fall 2020, as well as spring 2021 Capstone students

ROTC FLAGSHIP

The Language Flagship, in coordination with the Project GO program, launched the ROTC Flagship initiative in 2012. The goal of the ROTC Flagship initiative is to increase the number of future military officers commissioning with professional-level language proficiency. This initiative's goal is to reduce the burden on the Services for costly language training and retraining of mid-career officers for key positions requiring foreign language and regional expertise. The ROTC Flagship initiative includes domestic scholarship support provided by the Army Cadet Command and Air Force Education and Training Command. Both the Army and Air Force ROTC have created opportunities to provide ROTC scholarship support to qualified Flagship students at any of the existing Flagship institutions.

"In our experience, Boren Fellows on day one bring valuable, first-hand experience with countries of great national security interest. The independence and intellectual curiosity they develop while Boren Fellows are vital skills that they can immediately leverage upon joining the U.S. Government."

- Bureau of Intelligence and Research

The Air Force Language Flagship scholarships permit students the opportunity for a fifth year of study overseas funded by The Language Flagship. These scholarship arrangements provide full support for future officers to gain professional language proficiency and significant regional experience prior to commissioning. Upon commissioning in the Air Force, ROTC Flagship graduates may apply for the Language Enabled Airman Program (LEAP) to maintain their language skills. The Army also provides scholarships to students enrolled in one of The Language Flagship institutions and has agreed to let Army ROTC students study abroad for a fifth year. Naval ROTC students may participate in the Flagship program and receive Flagship support for a fifth year Capstone overseas program with permission of their campus ROTC leadership.

ROTC Flagship efforts empower and encourage all Flagship programs to collaborate with their ROTC detachments. Flagship academic year 2020-2021 interim reporting shows that 71 ROTC cadets and midshipmen are enrolled as Flagship undergraduates undertaking Flagship coursework in Arabic, Chinese, Portuguese, and Russian. Flagship programs have increased the recruitment and enrollment targets for new ROTC Flagship students for 2021, especially for those studying Chinese.



2019-2020 Chinese Flagship student studying abroad

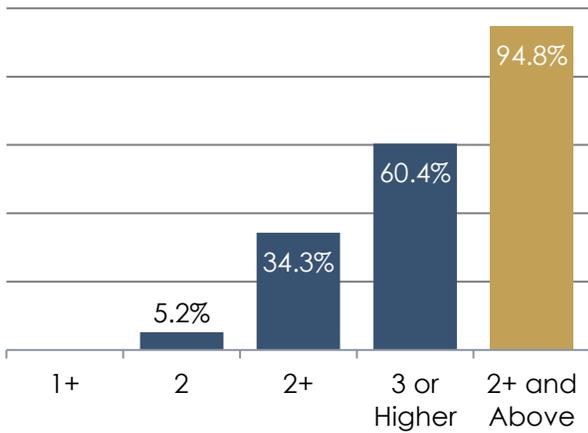
2020 PROFICIENCY OUTCOMES

The 2020 Flagship proficiency outcomes include the Arabic, Chinese, Korean, Persian, Russian, and Turkish results. The data presented also include the 2019 Chinese spring program in Nanjing and 2019 Portuguese spring proficiency outcomes for assessments completed December 2019/January 2020.

Due to the exceptional circumstances for 2020 and the forced return of Capstone students from overseas programs, the Flagship team worked to ensure the final testing for all students who had gone over in fall 2019. Most students stayed with the program via virtual instruction through the completion of the regular spring calendar. A small

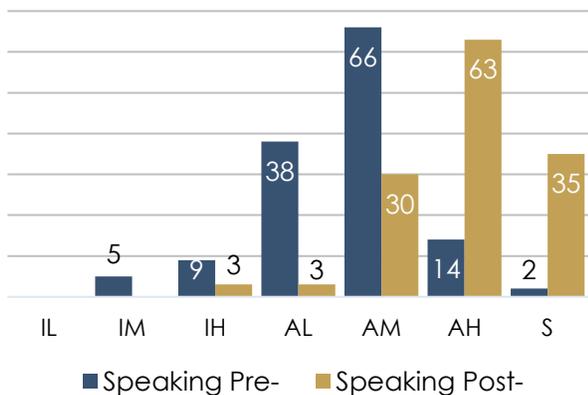
segment of students opted to not complete the remainder of their programs and their mid-program assessments were used as their post-capstone scores with the addition of a double-rating for their speaking samples.

2019-2020 POST-CAPSTONE ILR SPEAKING PROFICIENCY OUTCOMES (N- 134)



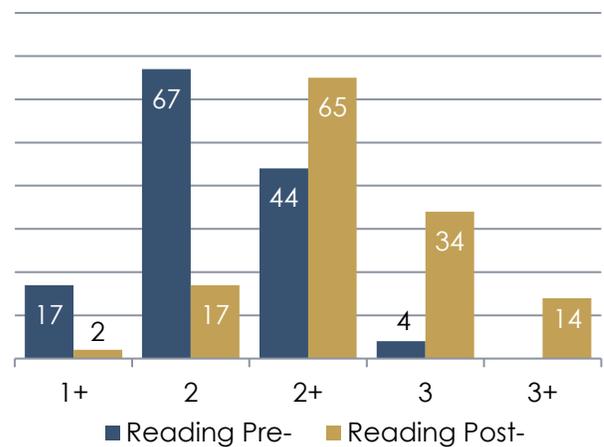
Flagship pre- and post- tested the 134 Capstone using the ILR rated post-Capstone OPIs, and of these students 60% demonstrated ILR Level 3 (professional level) proficiency in speaking, and 95% demonstrated ILR 2+ or higher. In 2020, post-capstone assessments were also rated using the ACTFL scale. Of the 134 rated assessments, 35 students demonstrated ACTFL Superior Proficiency and 63 demonstrated Advanced-High proficiency in speaking.

2019-2020 POST-CAPSTONE ACTFL SPEAKING PROFICIENCY (N- 134)

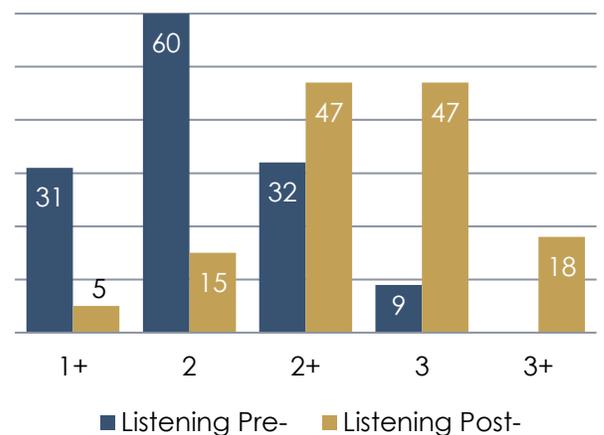


Of the returned Capstone students, 132 students completed assessments through the Flagship Assessment Battery in reading and listening administered by the American Councils for International Education. 85.6% percent of Flagship students who completed the Flagship Reading Assessment scored in the ILR 2+ range or higher, and 36.4% scored in the ILR 3 range or higher. For the Flagship Listening Assessment, 84.8% scored in the ILR 2+ range or higher and 49.2% % scored in the ILR 3 range or higher.

2019-2020 PRE- AND POST-CAPSTONE ILR READING PROFICIENCY (N-132)



2019-2020 PRE- AND POST-CAPSTONE ILR LISTENING PROFICIENCY (N-132)



The assessment outcomes show that despite the challenges posed by the cancellation of overseas study 53% of the 2019-2020 Flagship Capstone

cohort demonstrated 3/2+/2+, meaning ILR 3 in Speaking and 2+ or higher in both Reading and Listening, which is the requirement for Flagship Certification after completion of the overseas year. The results also revealed that 21.6% of the cohort demonstrated 3/3/3 or ILR 3 proficiency in speaking, reading, and listening. This means that 1 in 5 Flagship Capstone students are eligible for Flagship Certification with Distinction.



Chinese Flagship student studying abroad

BOREN FLAGSHIP SCHOLAR ASSESSMENT

In 2020 due to COVID-19 travel and testing interruptions, NSEP was unable to provide the Foreign Service Institute (FSI) or Defense Language Proficiency Test (DLPT) to test Boren Flagship Scholars upon completion of their Flagship Capstone programs.

2020 FLAGSHIP PROGRAM HIGHLIGHTS

2020-2024 Flagship Domestic Program Grant Competition — The Language Flagship completed a full and open competition for all domestic undergraduate Flagship programs. This competition made 31 new four-year awards that

began on June 1, 2020 for the 2020-2024 grant cycle. The program expanded the number of Chinese and Russian Language Flagship grants in accordance with the National Defense Strategy.

2021-2025 Flagship Overseas Center Grant Competition — The Language Flagship completed a full and open competition for the Arabic and Russian Flagship programs. This competition resulted in new four-year awards for Kazakhstan that begin on January 1, 2021 for the 2021-2025 grant cycle. Previously competed awards for overseas programming in Chinese (Taiwan), Korean and Portuguese (Brazil) are ongoing.

DLIFLC Domestic Chinese Capstone — DLNSEO launched a partnership with the Defense Language Institute Foreign Language Center to provide a domestic Flagship capstone experience for Boren Flagship students learning Chinese. The program includes intensive Chinese language instruction at DLIFLC and advanced content courses conducted in Chinese at the Middlebury Institute of International Studies in Monterey, CA. The new Chinese Capstone program launched in fall 2020 with online instruction for six Boren Flagship students.

2020 Teacher Training Competition — The Language Flagship conducted a competition for domestic Flagship programs to host professional development workshops in 2021. This competition is for one-year awards to provide professional development for instructors in the Language Flagship program and other NSEP and DoD sponsored training programs. This year, a special emphasis has been placed on use of educational technology in foreign language instruction.

Safety and Security Expansion — In 2018, Congress mandated creation of the NSEP Recruitment and Situational Awareness Program in the National Defense Authorization Act for Fiscal Year 2018, section 1277: Department of Defense Program to Protect United States Students Against Foreign Agents. In 2020, the NSEP Recruitment and Situational Awareness Program focused on briefing students about potential foreign intelligence and cybersecurity threats that may pertain to remote instruction.

2020 LANGUAGE FLAGSHIP INSTITUTIONS

ARABIC

Brigham Young University
Indiana University
University of Arizona
University of Maryland
University of Mississippi
University of Texas-Austin
*Arab-American Language Institute in Morocco
in partnership with Moulay Ismail University,
Morocco**

CHINESE

Arizona State University
Brigham Young University
Hunter College
Indiana University
San Francisco State University
University of Hawaii
University of Minnesota
University of Mississippi
University of North Georgia
University of Oregon
University of Rhode Island
University of Washington
Western Kentucky University
*Nanjing University, China**
National Yang-Ming University, Taiwan ***
Defense Language Institute Foreign Language
Center*****

Overseas Flagship Centers are in Italics

* Overseas Flagship Center managed by American Councils for International Education

** Overseas Flagship Center managed jointly by Brigham Young University and American Councils for International Education

*** Overseas Flagship Center managed by Hunter College

**** Overseas Flagship Center managed by University of Hawaii

***** Overseas Flagship Center managed by University of Georgia

KOREAN

University of Hawaii
*Korea University, South Korea*****

PERSIAN

University of Maryland

PORTUGUESE

University of Georgia
University of Texas
*Federal University of São João del-Rei,
Brazil******

RUSSIAN

Bryn Mawr College
Indiana University
Portland State University
University of California, Los Angeles
University of Georgia
University of North Carolina
University of Wisconsin, Madison
Virginia Polytechnic Institute and State University
*Al-Farabi Kazakh National University,
Kazakhstan**

FLAGSHIP: REGIONAL FLAGSHIP LANGUAGES INITIATIVE

The Regional Flagship Languages Initiative (RFLI) is a joint initiative between the Boren Scholarships and Fellowships program and The Language Flagship designed to improve language proficiency outcomes in targeted languages. The Intelligence Authorization Act for Fiscal Year 2010, Section 314 (P.L. 111-254) directed establishment of a pilot program in African Languages in order to build language capabilities in areas critical to U.S. national security interests, but where insufficient instructional infrastructure exists domestically. NSEP implemented the pilot program and integrated the new model into ongoing programming. The RFLI program draws on the best practices developed by The Language Flagship.

All award recipients of RFLI are funded through a Boren Scholarship or Boren Fellowship. Participants complete eight weeks of domestic, summer language study, followed by an intensive, semester-long overseas study program. Many awardees continue overseas study during their spring semester, conducting independent research or participating in internships. Through the RFLI model, NSEP equips and empowers American students to achieve measurable proficiency gains in their chosen language, as well as gain deep cultural and regional knowledge. As with all Boren Scholars and Fellows, these award recipients commit to working one year for the federal government after graduation.

COVID-19 RESPONSE

In 2020 due to COVID-19, the RFLI summer domestic programs transitioned from an in-person program to a virtual program conducted online. The program ran for eight weeks and focused on proficiency-based instruction. Teaching was conducted by expert, native-speaking instructors. Classes met four hours a day, five days a week, and each week included three to five hours of

mandatory conversation practice and/or tutoring sessions. All instruction was task-based; thus, students were asked to do meaningful tasks using the target language. RFLI/Boren Scholars and Fellows also engaged in activities to improve their knowledge of the culture of the countries in which their language of study is spoken. The 2020 RFLI Overseas Programs were postponed until the fall of 2021.

PROGRAM UPDATE

In 2020, NSEP sponsored four RFLIS: African Flagship Languages Initiative (AFLI), which includes language study in Akan/Twi, French (for Senegal); Portuguese (for Mozambique), Swahili, Wolof, and Zulu; South Asian Flagship Languages Initiative (SAFLI), which includes language study in Hindi and Urdu; Indonesian Flagship Language Initiative (IFLI), which includes language study in Indonesian; and Turkish Flagship Languages Initiative (TURFLI), which includes language study in Turkish and Azeri. In 2020, NSEP conducted an open competition for administration of the AFLI program.



Virtual AFL Summer Program

The selection of languages under RFLI are based on four primary criteria: critical need to U.S. national security; critical need to improve U.S. language infrastructure; availability of

intermediate and advanced instructional materials; and basic infrastructure in existing or potential overseas programs. In addition, NSEP considers the feasibility of designing and implementing domestic and overseas programs in these languages.

2019 RFLI HIGHLIGHTS

In 2020, there were 164 applicants for the RFLI, an increase of 14% from the previous year.

Scholars	AFLI	SAFLI	IFLI	TURFLI	Total
Applicants	68	16	19	22	125
Recipients	28	6	6	8	48

Fellows	AFLI	SAFLI	IFLI	TURFLI	Total
Applicants	20	6	19	7	39
Recipients	11	3	6	4	21

DOMESTIC PROGRAM

The University of Florida designed and implemented the AFLI program for the study of Akan/Twi, French, Swahili, Wolof, and Zulu during summer 2020 and the University of Wisconsin, Madison designed and implemented the SAFLI, IFLI, and TURFLI programs for the study of Hindi, Urdu, Indonesian, and Turkish. Overall, all 69 Boren/RFLI Scholars and Fellows participated in this language training.

Language	Boren Scholars	Boren Fellows	Total
Akan/Twi	1	2	3
French	12	2	14
Portuguese	4	4	8
Swahili	9	1	10
Wolof	0	0	0
Zulu	2	2	4
Hindi	2	1	3
Urdu	4	2	6
Indonesian	6	3	9
Turkish	8	4	12
TOTAL	48	21	69

Over the course of the summer, students earned academic credit equivalent to one year of instruction. The program is open to students from

all majors and is designed to allow participants to achieve functional language proficiency in multiple skills (reading, writing, speaking, and listening) to ensure adequate preparation for RFLI overseas programs.

NSEP SERVICE HIGHLIGHT

Ms. Emily Parsons



Ms. Emily Parsons - After studying Swahili in Kenya with her 2009 AFLI Boren Scholarship, CPT Parsons went on to complete an MD and PhD. Her research focus in malaria stemmed directly from her time and experience spent in Kenya. CPT Parsons is currently an active duty U.S. Army physician and completing her pediatrics residency, with plans to continue research in infectious disease.

OVERSEAS PROGRAMS

The 2020 RFLI Overseas Programs were postponed until the fall of 2021. During the fall of 2020, NSEP provided RFLI students with remote/virtual language maintenance classes so students could maintain the levels of language that they acquired in the summer. In the fall of 2021, students will have the opportunity to go to the

following overseas programs to continue their language study:

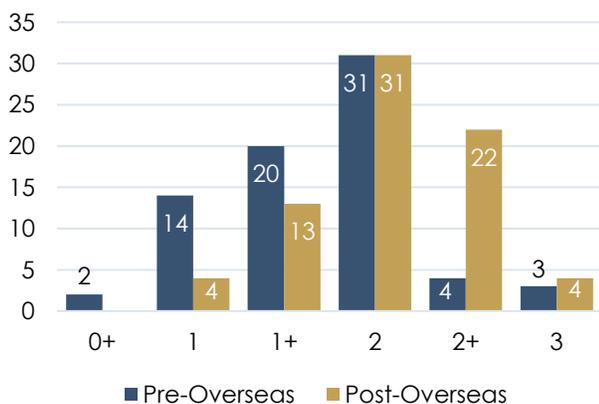
- Advanced French with survival Wolof through a partnership between the West Africa Research Center (WARC) and American Councils for International Education (ACIE) in Dakar, Senegal;
- Swahili through a partnership with MS-Training Center for Development Cooperative (MS-TCDC) and ACIE in Usa River, Tanzania;
- Hindi through a partnership with ACIE and the American Institute for Indian Studies (AIIS) in Jaipur, India;
- Urdu through a partnership with ACIE and AIIS in Lucknow, India;
- Indonesian through a partnership with ACIE and the State University of Malang in Malang, Indonesia; and
- Turkish through a partnership between ACIE and the Azerbaijan University of Languages (AUL) in Baku, Azerbaijan.

Each overseas program collaborates with NSEP to make the most of each location's offerings. All programs continue use of the communicative approach and task-based language learning. Classroom instruction is supplemented by individual and group conversation practice, self-managed learner development, and homestay experiences.

prior to their summer program, at the end of their summer program, and at the conclusion of the overseas program. Testing is conducted through Oral Proficiency Interviews, which rate speaking proficiency using a common rubric developed by the ILR.

Following post-RFLI assessments, 61 (88%) students demonstrated Advanced proficiency (ILR 2 or higher), with eight (12%) achieving a Superior level (ILR 3 or higher) of proficiency. Another 16 (22%) students demonstrated Intermediate-level proficiency, with 100% of RFLI Boren Scholars and Fellows demonstrating Intermediate proficiency or above. All program participants deepened cultural and regional knowledge through their immersive overseas study.

2019 RFLI PRE- AND POST- SPEAKING PROFICIENCY GAINS



RFLI students demonstrate impressive proficiency gains. RFLI Boren Scholars and Fellows are tested

FLAGSHIP: SPECIAL INITIATIVES

The Language Flagship supports initiatives to improve foreign language education in the United States. Flagship national efforts to improve the use of educational technology in foreign language instruction, strengthen proficiency assessment and accountability, and provide video documentation of student performance for qualitative analysis and teacher training. By sharing Flagship techniques, our goal is to improve student proficiency outcomes nationally.

TECHNOLOGY INNOVATION CENTER

The Language Flagship Technology Innovation Center (Tech Center) serves as a hub of innovative means for integrating existing technologies as well as piloting creative new technology development efforts. The Tech Center constantly surveys the latest trends in educational technologies for language learning, identifying solutions that are the best fit for solving challenges within the Flagship. The Tech Center acts as a nexus of partnerships with other government programs and agencies, sharing best practices, lessons learned, and research findings. Through the Tech Center, The Language Flagship is forging a way ahead with partners in academia, the private sector, and other government agencies seeking to improve the use of educational technology to improve language learning.

In February 2020, the Tech Center launched a Blended Learning Essentials series, a collection of lessons meant as a primer for world language instructors. This series was designed by Tech Center faculty in collaboration with world language professionals who have national recognition for their expertise in blended learning. In May 2020, the Tech Center convened Language Flagship directors, coordinators, and instructors to participate in moderated panel discussions followed by an open conversation to share how various institutions and programs were addressing

issues related to COVID-19. The event was well-attended and the discussions produced a rich collection of notes with strategies and innovative ways to provide the best possible learning experiences for Flagship students.

During the spring semester, the Tech Center piloted pre-Capstone, interactive video materials created for Moroccan Arabic (Darija) in collaboration with the Arabic Flagship at the University of Arizona. A smaller, online version of the course (Darija Familiarization Course) was made available to the Capstone students in summer 2020. The familiarization course was piloted in Arizona, Maryland, and BYU and received positive student feedback.

In August 2020, the Tech Center launched AMPLIFY, a system to index and search for professional development opportunities across and beyond the Flagship. The system was proposed by one of the five groups that participated in the 2019 Pathways to Collaborations, a design-thinking event held in conjunction with the International Association for Language Learning Technology (IALLT) Conference at the University of Oregon. Original partners included Colby College, the Defense Language Institute Foreign Language Center, Michigan State University, Rhodes College, San Diego State University, University of Michigan, University of Minnesota, and the University of Wisconsin-Madison.

The Tech Center has continued the refinement of a mobile app to help Flagship students enrich their knowledge of the target culture through nuanced and complex situations. The app prompts learners to consider situations that are likely to be caused by a cultural misunderstanding. Learners can choose between potential solutions or explanations of the incident and see how their judgement compares with a frame of reference. Further achievements in this area include the refinement and further implementation of realistic

simulations for Korean, Chinese, and Russian which expose language learners to high stakes situations. The simulation for Korean language is now part of the curriculum and this year includes overseas partners who will virtually attend the final event, a series of Ignite Talks given by students in the target language.

The Tech Center's work with students intensified this year in an effort to help them strengthen the Flagship student community. In September 2020, the Tech Center held its second Hack the Flagship hack-a-thon, a 4-day event designed for Flagship students which culminated in the proposal of three student-driven designs for apps to support language learning and include in the Flagship Dashboard, a web application that resulted from work in the 2018 hack-a-thon. A very active student group focusing on the Dashboard meets weekly and continues to refine the platform.

This year, the Tech Center also conducted important groundwork to better understand the needs in tutoring programs. A series of focus groups and interviews were conducted and a plan to help tutoring programs across the Flagships was formalized. The Tech Center also facilitated the evaluation of Project GO program sessions in an effort to better understand technology use in Project GO and identify needs and challenges of Project GO students and instructors in the online environment.

FLAGSHIP CULTURE INITIATIVE

In 2020, through the Flagship Culture Initiative (FCI), NSEP released new Arabic and Russian culture training modules online. These modules are cultural scenarios meant to prepare beginning through advanced language students for the overseas cultural environment. The scenarios are hosted on an online platform specifically designed for the project by the Flagship Technology Innovation Center which also provides continuous maintenance of the platform.

The FCI piloted the Arabic and Russian online scenarios with Flagship institutions in spring 2020 and conducted three one-day online Teacher Training Workshops in June 2020. The FCI Cultural Roundtables: Supporting Intercultural Growth in the Overseas Environment on June 10, and the

follow on Teacher Training workshops on June 17 and 24th, provided much needed experiential training on the use of the Flagship Culture Initiative materials as a part of a domestic curriculum to ensure the necessary preparation for students undertaking overseas study in summer as well as the Flagship Capstone. In August 2020, the Russian Flagship Culture Initiative Team held a pre-capstone culture workshop for all the Russian capstone students.

FLAGSHIP VIDEO PROJECT

The Flagship Video Project is an initiative to document and assess the professional capabilities of Flagship students in their target language beyond the required proficiency testing. Launched in 2018, the video project is now an integrated component in the Arabic, Chinese, Portuguese, and Russian Overseas Capstone Programs. Over the course of the second semester of the overseas Capstone year, students research and prepare a 20-minute oral presentation on a topic of professional or academic interest for delivery in a conference setting (usually the focus is the internship). The Overseas program captures these presentations on video. The students engage with editing and translating the videos so that all videos include translated subtitles. The videos provide a rich documentation of the range of each student's linguistic, cultural, intercultural, professional and regional/area competencies, captured in a public setting in real time, and in a form which can be shared with the students, prospective employers, reviewed for curricular and faculty development purposes, analyzed by second language researchers, and made available to the field.

In March 2020, American Councils for International Education and the Institute of International Education convened a panel of retired government leaders from the Department of Defense and Department of State to participate in a roundtable to discuss government needs for professional level speakers of critical languages. During this roundtable, retired government leaders had the opportunity to view videos captured by the Flagship Video Project. The feedback received from the retired government leaders on the students' professional

capabilities as captured in the videos confirmed that the program is producing individuals with the key linguistic and cultural skills needed in both the Department of Defense and the Department of State.

In 2020, The Flagship Video Project also developed the public facing online platform that will feature selected Flagship student presentations and an online repository of videos that will be available to The Language Flagship community as a resource for demonstrating students' results, teacher training, and improvements in curriculum development. The Flagship Video Project also automated the process by which videos are translated and captioned so that the Video Project can be implemented as part of the curriculum of all Flagship Overseas Programs.

FLAGSHIP PROFICIENCY INITIATIVE

In 2020, the Flagship Proficiency Initiative comprised of Michigan State University, University of Minnesota, and the University of Utah, published its data on foreign language proficiency tests assessments of non-Flagship programs to be used by the field to improve teaching and learning within language programs.

The dataset includes the results of 22,961 administered and scored ACTFL- and ILR-scaled listening, reading, and speaking proficiency tests from U.S. college students (not affiliated with the Language Flagship Program) learning a variety of different languages (Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish) at the three universities. Anonymized background data on the students is also supplied. The data can help language programs across the U.S. understand the benefits of introducing proficiency testing into their curriculum and can also be used to identify areas of need for strengthening foreign language teaching and learning. The data were collected over a period of three years with a cross-sectional design; the data are free and open to the public. The citation with the DOI [URL] to the data deposit is:

Winke, P. M., Gass, S. M., Soneson, D., Rubio, F., and Hacking, J. F. (2020). Foreign language proficiency test data from three American

universities, 2014-2017. Inter-university Consortium for Political and Social Research, 2020-03-10. <https://doi.org/10.3886/ICPSR37499.v1>

ENGLISH FOR HERITAGE LANGUAGE SPEAKERS

With passage of the Intelligence Authorization Act for Fiscal Year 2005 (P.L. 108-487, Sec. 603; 50 USC. §1902), the United States Congress created the EHLS program to provide professional English language instruction to U.S. citizens who are native speakers of languages critical to national security. The 2020 EHLS program saw continued improvements in English language gains overall among participants. These gains provide EHLS Scholars with a competitive edge when seeking federal employment with organizations that have expressed a need for employees with strong abilities in both English and critical foreign languages.

INTRODUCTION

The program, administered for NSEP by the Center for Applied Linguistics (CAL) with instruction provided through Georgetown University's School of Continuing Studies (SCS), aims to enable participants to achieve professional-level proficiency in English listening, speaking, reading, and writing skills.

EHLS is the only English for Professional Purposes initiative that leads to ILR Level 3 proficiency for individuals preparing to embark on careers in the federal government. The program offers scholarships to participants who meet the following eligibility criteria:

- U.S. citizenship;
- At least a Bachelor's degree or the equivalent;
- Native language proficiency at ILR Level 3 or higher, verified through formal testing;¹⁴

- English language skills at ILR Level 2 or higher, verified through formal testing;¹⁵ and
- Intent to work for the federal government.

Each year, this highly competitive program admits a cohort of Scholars to participate in eight months of professional development. The first six months of the program provide full-time, intensive instruction at Georgetown University.¹⁶ The final two months of the program are part-time and online; instruction focuses on further development of writing and career preparedness skills. The EHLS curriculum mirrors the skills needed by government personnel, giving program participants the opportunity to improve their English skills in a highly structured, professional environment.

The signature capstone component of the EHLS program is the Open Source Analysis Project (OSAP). Project topics are provided by various government agencies, and each EHLS Scholar works with an agency mentor throughout the research and analysis process. The project culminates in a formal symposium at which EHLS Scholars provide formal briefings on their projects before an audience of senior government officials, hiring managers, mentors, and other invited individuals. A copy of each written report and video presentation is made available to the government agency that sponsored an OSAP topic. These materials are also made available to the broader national security community.

"The OSAP provides an opportunity to fill key areas of target language research that are either under-staffed or lack resources due to other priorities"- 2020 OSAP Mentor

¹⁴ Native language skills are assessed using Oral Proficiency Interviews from Language Testing International or the Defense Language Institute Foreign Language Center.

¹⁵ English language skills are assessed using the Oral Proficiency Interviews from Language Testing International, the English Language Proficiency Test (ELPT) by permission

from the Defense Language Institute English Language Center (DLIELC), and a writing test developed by DLIELC and the Center for Applied Linguistics (CAL).

¹⁶ The intensive period of the EHLS program includes 30 hours of classroom instruction and up to 60 hours of homework and co-curricular activities per week, especially toward the conclusion of the capstone project.

EHLS COVID-19 RESPONSE

The EHLS program adapted swiftly to the COVID-19 pandemic and the closing of Georgetown's SCS campus in March 2020. Within one day, the program seamlessly transitioned all 18 EHLS Scholars from an intensive, on-campus experience to an online learning environment, with no disruption to the Scholars' studies. Because the final two months of the EHLS program are typically part-time and online, the program was able to quickly leverage its existing online infrastructure to deliver high-quality virtual instruction and mentoring. The 2020 EHLS program culminated in a virtual OSAP Symposium held in August 2020.

EHLS SCHOLARS FEDERAL SERVICE

The EHLS program has established partnerships with a number of federal agencies particularly interested in EHLS graduates. The Federal Bureau of Investigation (FBI) and the National Virtual Translation Center (NVTC) continue to hire EHLS graduates, processing them for employment as contracted linguists and translators.

"For many years CIA has valued the opportunity to recruit NSEP scholars, particularly from the Boren and EHLS programs. The quality of these candidates has been among the best we engage nationwide. CIA has a particular need for critical foreign language skills, which NSEP scholars bring by virtue of their training and experiences in the program. Because of this, CIA plans to continue its close recruitment outreach engagement with NSEP."

-Central Intelligence Agency

2006-2020 EHLS SCHOLARS SERVICE FULFILLMENT

In addition, NSEP is cultivating closer ties with the National Ground Intelligence Center, the Defense Intelligence Agency, and other components of the national security community to increase the

probability of EHLS Scholars finding employment directly with the federal government to fulfill their NSEP Service Requirement. Over 64% of EHLS Scholars have completed their service requirement in the Department of Defense or the Intelligence Community.

2020 EHLS SCHOLARS

The EHLS program annually reviews which critical language backgrounds to include in its recruiting campaign based on priorities within the Department of Defense and the Intelligence Community. For the class of 2020, the program recruited native speakers of Arabic, Azerbaijani, Balochi, Bambara, Dari, Hausa, Hindi, Kazakh, Korean, Kurdish, Kyrgyz, Mandarin Chinese, Pashto, Persian Farsi, Punjabi, Russian, Somali, Tajik, Tamashek, Thai, Turkish, Urdu, Uzbek and Vietnamese.¹⁷

Languages Recruited	Class of 2018	Class of 2019	Class of 2020
Arabic	0	5	3
Azerbaijani	0	0	0
Balochi	0	0	0
Bambara	0	2	0
Dari	0	0	0
Hausa	0	0	0
Hindi	1	0	1
Kazakh	1	1	1
Korean	N/A	1	1
Kurdish	0	2	0
Kyrgyz	1	0	2
Mandarin Chinese	3	2	1
Pashto	1	0	0
Persian Farsi	1	1	1
Punjabi	0	0	0
Russian	10	N/A	4
Somali	0	0	0
Tajik	0	0	0
Tamashek	0	0	0
Thai	N/A	N/A	2
Turkish	0	1	1
Urdu	0	0	1
Uzbek	0	2	0
Vietnamese	N/A	N/A	0

¹⁷ A list of 2020 EHLS Scholars can be found in Appendix L.

Total Participants	18	17	18
Total Applicants	228	177	170

Speakers of eleven languages were admitted to the class of 2020, with 170 complete applications submitted for 18 scholarships. The table above provides a comparison of participants by language background for the 2018, 2019, and 2020 program years.

REGION OF ORIGIN: 2018-2020 EHLS SCHOLARS

Country of Origin	Class 2018	Class 2019	Class 2020	Total
Azerbaijan	0	0	0	1
Belarus	1	0	0	1
Burkina Faso	0	1	0	1
China	3	2	3 ¹⁸	8
Egypt	0	0	1	1
Germany	0	0	1	1
India	1	0	1	2
Iran	1	1	1	3
Iraq	0	3	1	4
Kazakhstan	2	1	1	4
Kyrgyzstan	1	0	2	3
Lebanon	0	1	0	1
Mali	0	1	0	1
Pakistan	1	0	1	2
Russia (or USSR)	6	0	2	7
South Korea	0	1	1	2
Sudan	0	1	1	2
Thailand	0	0	2	2
Turkey	0	2	0	2
Ukraine	1	0	0	1
United States	0	1	0	1
Uzbekistan	1	2	0	3

2020 EHLS SCHOLARS BY ACADEMIC FIELD

The academic background of EHLS Scholars includes specialists in Humanities, Law & Medicine, STEM (Science Technology Engineering Math), Business, and Social Sciences. EHLS Scholars

¹⁸ Of the three 2020 EHLS Scholars born in China, only one was awarded as a native speaker of Mandarin Chinese. The other two were awarded as native speakers of Kazakh and Turkish.

continue to bring a variety of needed skills and backgrounds to government service.

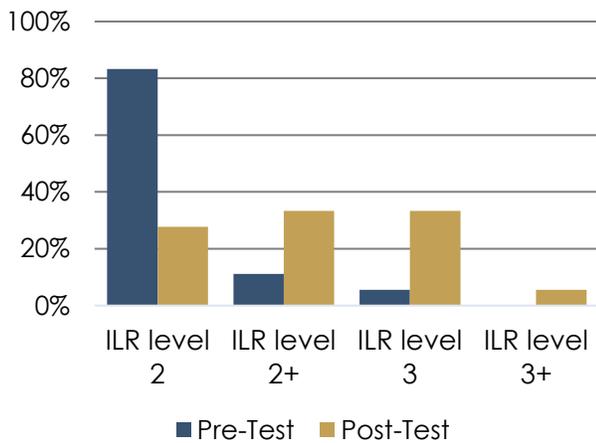
EHLS PROGRAM 2020 RESULTS

Over the past fifteen years, the EHLS program has worked to assist its Scholars with the goal of reaching an ILR Level 3 in all modalities of English: reading, writing, listening, and speaking. The 2020 cohort was more varied in its entry scores than in 2019, with many Scholars entering with scores of 2 in one or more modalities. For 2020, the program produced excellent results, with 60% of all exit test scores at or above ILR Level 3, and 88% of scores at or above ILR Level 2+. These results reflect the influence of a number of factors including program improvements, formative curriculum design, and high-quality intensive instruction. Furthermore, it is possible that some of the EHLS Scholars' abilities could be above ILR Level 3 because the reading, listening, and writing tests do not reach above this level. NSEP continues to explore the identification of testing instruments for English that reach above ILR Level 3 and may be of interest to additional components of the Department of Defense.



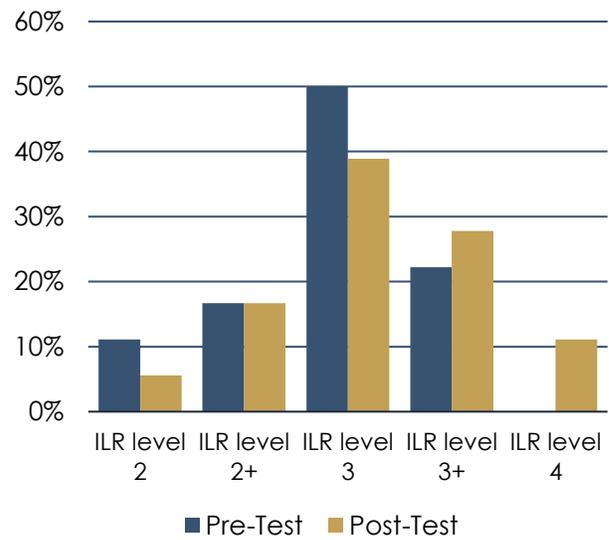
EHLS 2020 Scholar at the 2020 EHLS Virtual Graduation Ceremony

2020 EHLS SCHOLARS ENGLISH WRITING RESULTS



Writing Skills: The development of high-quality writing skills has been a priority of the EHLS program for many years, based on input from government agencies that hire EHLS graduates. In 2020, the Scholars made unprecedented progress in writing with over 70% completing the program with a writing proficiency of ILR level 2+ or above. In addition, 40% of the Scholars increased their proficiency by one step from ILR level 2 to 2+ or from ILR level 2+ to 3. Over 20% of the Scholars increased their proficiency by two steps from ILR level 2 to 3, and one Scholar increased from ILR 2+ to 3+. *This is the first time in the EHLS program that a Scholar has graduated with an ILR 3+ proficiency score in English writing.* The improvements in English language writing results likely occurred due to improvements in the EHLS curriculum, language pedagogy, and scholar selection.¹⁹

2020 EHLS SCHOLARS ENGLISH SPEAKING RESULTS

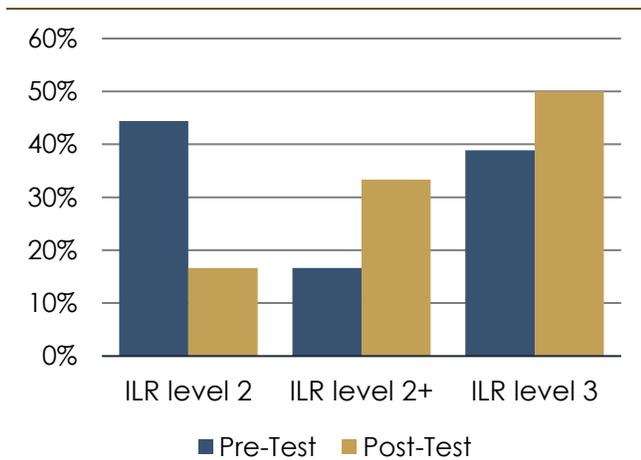


Speaking Skills: The EHLS curriculum focuses on professional presentation skills, which were evident in the OSAP capstone briefings. As a result, 78% of the Scholars completed the program with speaking proficiency at or above ILR Level 3, and 39% completed with speaking proficiency at or above ILR Level 3+. *This is the first time the EHLS program has had English proficiency exit scores at ILR level 4.* This could be due for a number of reasons, including scholar selection as mentioned above, and improvements in oral proficiency testing that measures up to ILR level 4.

¹⁹ EHLS Scholars' writing proficiency is assessed using a rubric developed by the Defense Language Institute English

Language Center (DLIELC) and prompts developed by the Center for Applied Linguistics (CAL).

2020 EHLS SCHOLARS ENGLISH LISTENING RESULTS



Listening Skills: The abilities of Scholars' receptive skills are measured upon entry and exit of the EHLS program. 50% of 2020 EHLS graduates reached ILR Level 3 in listening, suggesting current high-level proficiency, and a strong probability of continuing English language improvements in all modalities based on research conducted by Georgetown University. It is interesting to observe the absence of a bell-curve distribution in the post-test listening scores, which suggests that some 2020 graduates may have proficiency in this modality above ILR Level 3.

2020 EHLS SCHOLARS ENGLISH READING RESULTS

Reading Skills: EHLS Scholars' reading scores are high with all exit scores at ILR Level 2+ or 3. For 2020, 73% of the Scholars completed the program with a reading score at ILR Level 3. The absence of a bell-curve distribution is even more noticeable for this modality, which again suggests a likelihood of higher proficiency abilities than measured.

2020 EHLS SCHOLARS PROFESSIONAL PERFORMANCE ASSESSMENT TOOL

Professional Performance Assessment Tool: Formal "high stakes" language proficiency assessment instruments are valuable tools for monitoring students' language skill development and the effectiveness of a program. However, these instruments do not provide a comprehensive view

of the EHLS Scholars' abilities. NSEP, CAL, and Georgetown University have developed a performance-based assessment tool to supplement the English language assessments results and provide a more granular view of EHLS Scholars' abilities to complete professional tasks in writing. This instrument is called the Professional Performance Assessment Tool (PPAT).

Two versions of the PPAT were administered to the 2020 cohort at the start and end of the program. The assessment incorporates three workplace communication tasks and measures Scholars' ability to complete them in a professionally and pragmatically appropriate manner. The third task also includes summary writing, which correlates with both the EHLS program curriculum as well as federal workplace expectations. Corresponding scoring rubrics and score reports for all tasks were finalized in 2020. Results of the PPAT demonstrated that the 2020 EHLS Scholars demonstrated improvements not only in English language proficiency, but also in the subtleties and sophistication needed to perform professional tasks in the federal government context.

OPEN SOURCE ANALYSIS PROJECT

With the assistance of federal agencies and respective mentors, EHLS Scholars produce a set of reports and presentation videos that address critical issues related to national security. This represents the professional development focus of the EHLS program that prepares participants for the critical thinking, writing, and briefing elements necessary for federal employment.

The 2020 EHLS Scholars' OSAP research was based on topics provided by 9 federal organizations: Department of Defense components, including the Defense Language and National Security Education Office, Federal Bureau of Investigation, Library of Congress, U.S. Army, U.S. Air Force, U.S. Coast Guard, U.S. Customs and Border Protection, U.S. Indo-Pacific Command, and U.S. Transportation Command. The research results were presented at the 2020 Virtual OSAP Symposium before an audience of representatives from a large number of federal organizations and related federal contractors from around the country, some of whom are currently seeking to employ these 2020 EHLS

Scholars. Videos of the EHLS Scholars' OSAP presentations and their corresponding written reports are posted on Intelink-U (a repository of unclassified information hosted by the Office of the Director of National Intelligence).



EHLS 2020 Virtual Open Source Analysis Project Symposium

EHLS 2021 SCHOLARSHIP SELECTION

Applications for 2021 EHLS scholarships are made available to the public each February, and are due in early July. These applications are then reviewed by a panel of academic experts and federal government officials. Based on selection results, the EHLS class of 2021 will most likely include native speakers of Arabic, Bambara, Dari, Korean, Kurdish, Mandarin, Punjabi, Russian, Turkish, and Urdu. The EHLS class of 2021 will begin instruction at Georgetown University in January.

NATIONAL LANGUAGE SERVICE CORPS

The National Language Service Corps (NLSC) emerged in 2007 as a DoD pilot program designed to empower federal responses to surge, contingency, and non-emergency requirements for foreign language expertise. In 2013, Congress authorized the Secretary of Defense to establish the NLSC as a permanent program in the 2013 National Defense Authorization Act, Section 953.

As America's premier, all-volunteer group of multilingual citizens serving the Federal Government, the NLSC continued to expand the breadth and depth of its support in Fiscal Year 2020 (FY20). Notably, the NLSC adapted its operations in response to COVID-19, allowing the NLSC to provide critical support to the Federal Government during this unprecedented time.

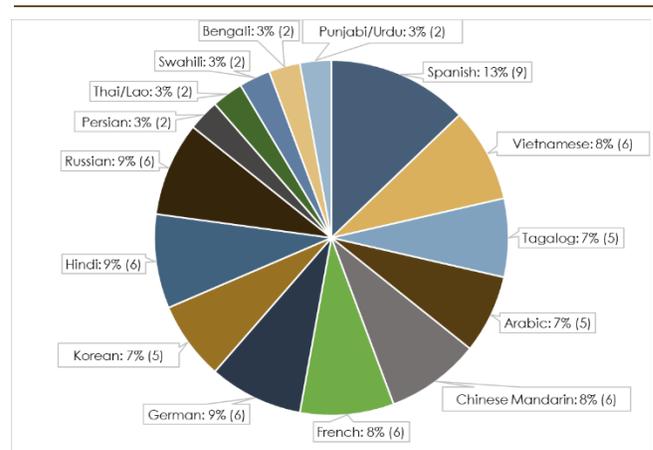
Despite transitioning to all virtual platforms in March 2020 to comply with Government COVID-19 regulations, the NLSC doubled the number of missions it fulfilled and increased the number of DoD and interagency partnerships it established compared to Fiscal Year 2019 (FY19), demonstrating the program's increased presence across the Federal Government. The NLSC also invested in its volunteer members in FY20, which yielded positive results: the NLSC gained over 700 highly-qualified recruits, a new Regional Member Engagement Framework prompted members to assume integral roles in regional operations, and members participated in more testing and training opportunities to sustain and enhance their mission-relevant language skills.

NLSC'S RESPONSE TO COVID-19

In March 2020, the White House Task Force for COVID-19 collaborated with the NLSC to arrange language support for Federal Emergency Management Agency (FEMA) community-based testing sites. Rapidly completing an Interagency Agreement (IAA) with FEMA, the NLSC provided telephonic interpretation services to nearly 50 FEMA COVID-19 testing locations between March and July 2020. More than 70 NLSC members volunteered to remain on call for 15 hours each day to support test-site staff and patients in 17

languages. Below are the members activated to support FEMA by language.

MEMBERS ACTIVATED TO SUPPORT FEMA BY LANGUAGE.



The NLSC also responded to COVID-19-related requirements by providing language training and instruction to the Navy Center for Information Warfare Training (CIWT). As the partner transitioned its language courses to telephone and video instruction settings, the NLSC adapted quickly to recruit and federalize members to execute these courses. In total, 49 NLSC members volunteered their time to develop and execute language courses in 13 languages for the CIWT.

2020 MISSION SUPPORT HIGHLIGHTS

In FY20, NLSC members, in the spirit of volunteerism, provided exceptional support to partners throughout the Federal Government, improving overall readiness, enhancing language learning, and enabling collaboration with foreign governments. NLSC partner representatives repeatedly shared their appreciation for NLSC members' professionalism and competence; at the same time, NLSC members valued the opportunity to volunteer and give back to the Federal Government.

For example, there was a Japanese linguist who supported the Air Force Installation and Mission Support Center at Andersen Air Force base in Guam. The member provided interpretation and

translation services to support a trilateral security forces exercise between Japan, Australia, and the United States. The NLSC member expressed that she “loved every moment embedded with the troops.” The partner representative had a similarly positive experience and stated, “NLSC support to our event was perfect. Feedback received from instructors and personnel participating in the event was positive and everyone was very grateful to have the support available.” As a token of gratitude, the partner presented the NLSC volunteer with a certificate of appreciation for her assistance during the training exercise.



NLSC member receiving certificate of appreciation

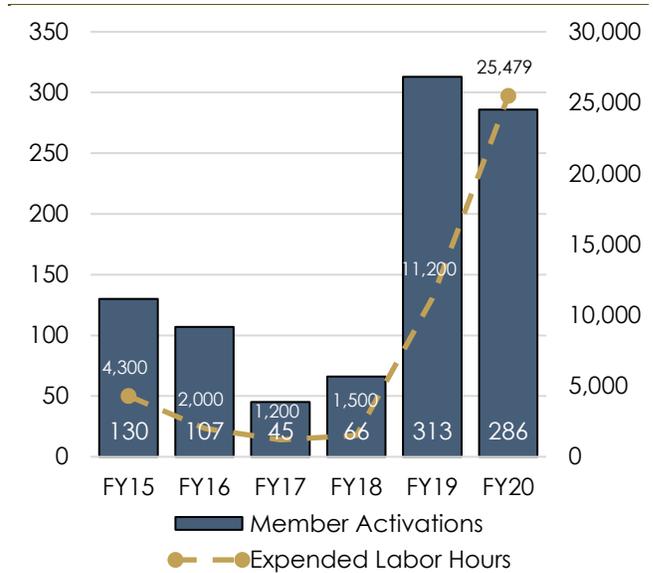
In another FY20 highlight, 16 NLSC members collaborated with Department of Justice (DOJ) officials to provide bilingual voting assistance and monitoring in seven languages at election sites held in Arizona, California, and Texas. One member expressed that she “felt proud to be a part of this mission,” and she appreciated the opportunity to participate in the “honorable task” of including bilingual support in the voting process. The partner similarly noted that the DOJ team was “very pleased with the experience with the NLSC,” noting that several interpreters were “outstanding.

MISSIONS FULFILLED

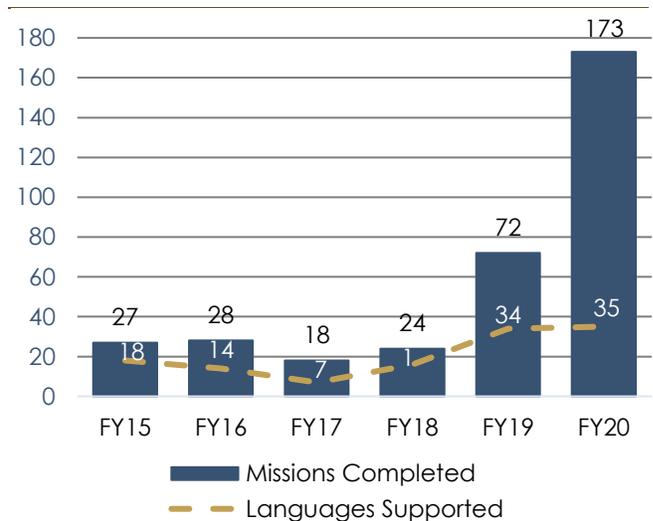
In FY20, the NLSC fulfilled a greater number of mission requests and provided significantly more support to the Federal Government than in previous years. In total, NLSC members completed 173 missions representing 35 languages, leading to a 140 percent increase in missions supported compared to FY19. NLSC’s support to FEMA and

CIWT during the COVID-19 pandemic contributed significantly to this drastic increase. See Figure 2 for the NLSC’s mission support data from FY15 to FY20.

MISSIONS AND LANGUAGES SUPPORTED FROM FY15 – FY20



MISSIONS AND LANGUAGES SUPPORTED FROM FY15 – FY20



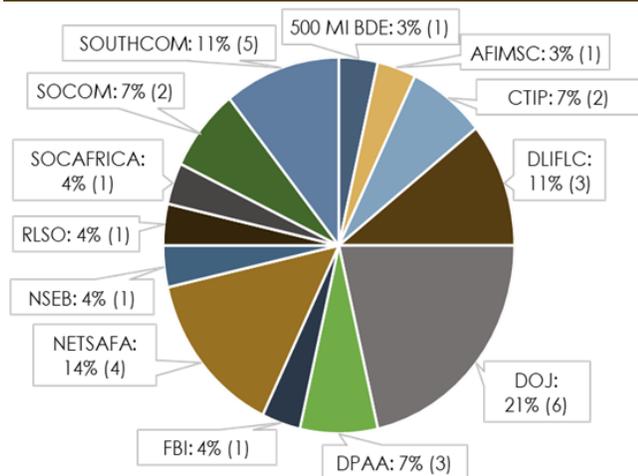
PARTNERS SUPPORTED

The volunteer and patriotic nature of support offered by the NLSC continued to attract partners throughout the Government. NLSC partners—including Combatant Commands, Component Commands, Defense Schools, and Interagency Offices—recognized the NLSC as a cost-effective and flexible language support option. The

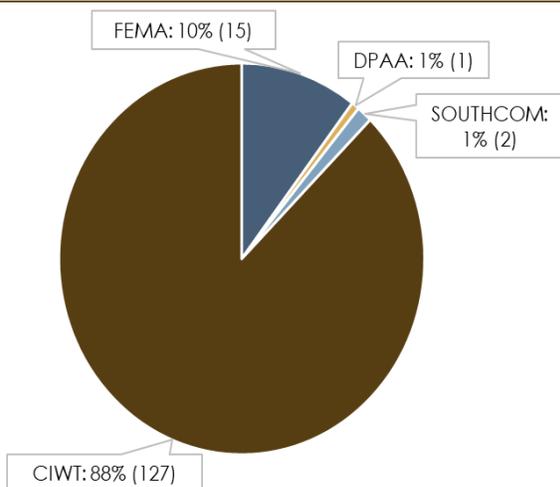
program and its members had the privilege of serving both traditional partners, such as U.S. Southern Command and the Defense POW/MIA Accounting Agency, and newer partners like the DOJ.

In FY20, the NLSC fulfilled mission requests for 15 partners in total, and despite COVID-19 related mission cancellations, the NLSC supported five partners for the first time, including the DOJ, the Federal Bureau of Investigation, and FEMA.

NLSC MISSIONS BEFORE COVID-19



NLSC MISSIONS AFTER COVID-19

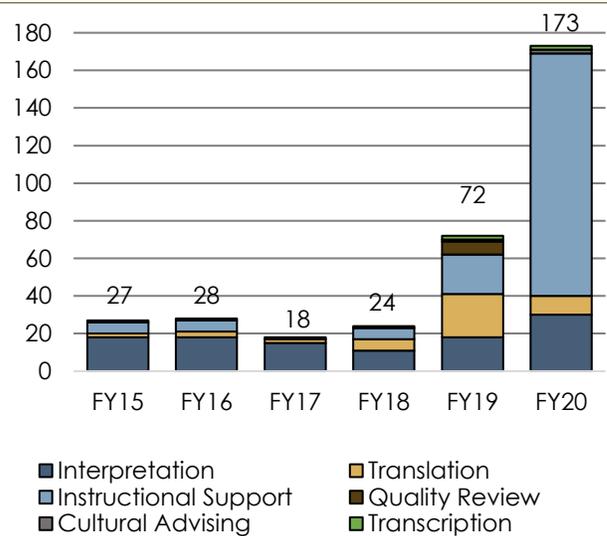


The immediate and drastic shift in planned mission support resulting from the COVID-19 pandemic demonstrates the NLSC's agility and adaptability as a language service, and the NLSC continues to prove its ability to provide surge support during times of emergency. Above is the mission support by partner before and after the COVID-19 pandemic began.

NLSC MISSIONS BY PRIMARY FUNCTION

In addition, there was a significant shift in the type of support that partner representatives requested in FY20, which was primarily driven by the COVID-19 pandemic. Beginning in March 2020, the NLSC delivered all language services via virtual platforms. In effect, there was a significant increase in instructional support, which was largely based on substantial virtual support to CIWT. The next most prominent area of support that increased in FY20 was interpretation support, primarily driven by NLSC support to FEMA during the COVID-19 pandemic and the DOJ's bilingual election monitoring effort. The primary function of NLSC missions from FY15 to FY20 are as follows.

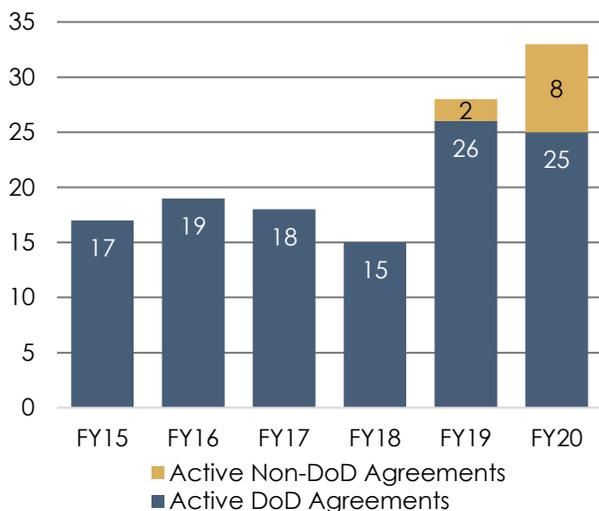
NLSC MISSIONS BY PRIMARY FUNCTION FROM FY 2015 – FY20



NLSC MEMBER SUPPORT FROM FY15 – FY20

To fulfill partner organizations' mission requests, 286 NLSC members volunteered 25,479 labor hours to the Federal Government. While fewer members supported missions in FY20 compared to FY19, the total number of hours members contributed to the Government increased by 127 percent. This trend is explained by the fact that some members were specifically requested to support multiple missions, and many members supported substantially longer missions and thus volunteered more labor hours per assignment.

NLSC PARTNER AGREEMENTS FY15 – FY20



NLSC PARTNERS

In FY20, the NLSC actively pursued various non-DoD partnerships. Since FY19, the number of non-DoD partnerships increased from 2 to 8, increasing in the total number of partners from 28 to 33. A greater number of partner agreements indicates that Government entities continue to identify the NLSC as a cost-effective, agile, and comprehensive language service that can support diverse language needs. See Figure 6 for DoD and non-DoD partner agreements from FY15 to FY20.

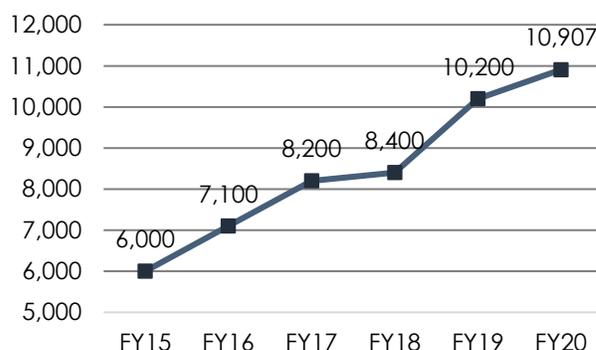
For the first time in the program's history, the NLSC started to engage with partners outside of the Federal Government in FY20. The NLSC primarily supports state and local entities by leveraging Federal partnerships and engaging with Federal Executive Boards (FEBs) that represent Federal organizations at the state level, a collaboration which connects the NLSC to its partnerships with their Federal management. The NLSC has garnered notably positive feedback from FEB partners, and as a result, multiple FEBs now recognize the NLSC as a reputable and available language resource.

NLSC MEMBERSHIP

The NLSC's highly qualified and dedicated volunteers enabled the NLSC to fulfill diverse and unique language needs. As such, the NLSC focused on adding immigrants, heritage speakers,

academically trained linguists, Military Veterans, former Government employees, and cleared individuals to its membership pool. In FY20, NLSC membership increased by over 700 members and is nearing 11,000 members. In addition, the membership boasts over 500 languages and dialects, and approximately 1,500 claimed security clearances. Below is the NLSC membership from FY15 to FY20.

NLSC MEMBERSHIP FROM FY15 – FY20

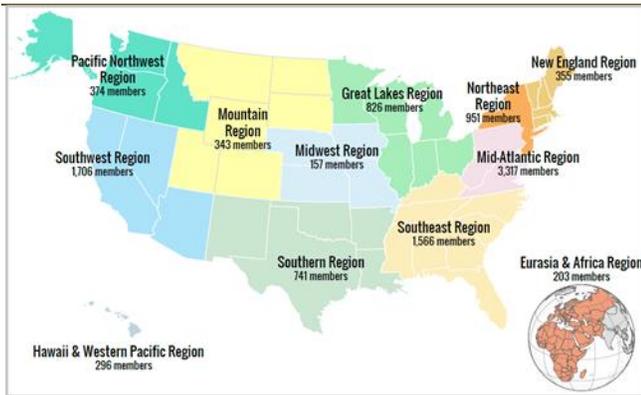


NLSC MEMBER REGIONS

In addition to growing its overall membership, the NLSC cultivated strong regional ties in FY20. The NLSC conducted inaugural events for two new regions—the Pacific Northwest Region and the Mountain Region—which enabled the NLSC to fully integrate members into NLSC regional stewardship. The population of NLSC members within each of the 12 regions increased, and the Mid-Atlantic, Southeast, and Southwest Regions demonstrated the largest growth in FY20.

Member regional engagement also increased in FY20. Starting in March, all regional events were executed on virtual platforms due to the COVID-19 pandemic. Holding virtual events benefitted NLSC engagement, as members throughout an entire region could now participate in an event. The NLSC also implemented the initial phases of the Regional Member Engagement Framework to provide members the opportunity to become more connected to their region and fellow regional members. By establishing regional liaison positions, regional liaison committees, and a member recognition program, the NLSC further encouraged member participation to influence regional operations.

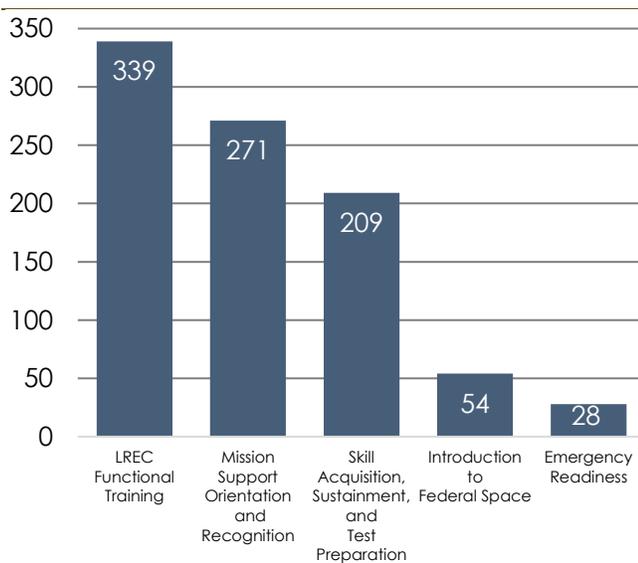
TWELVE REGION GEOGRAPHY AND MEMBERSHIP OF EACH REGION



NLSC MEMBERS TRAINED IN FY20

Dedicated to sustaining and enhancing members' language skills, the NLSC leveraged regional events to deliver training sessions to members in FY20. The NLSC executed 36 regional events, and each event incorporated a skill-development session to broaden and bolster the capabilities of its members. In total, the NLSC provided skill-development sessions to over 900 members in FY20, representing an increase of approximately 200 members compared to FY19.

NUMBER OF NLSC MEMBERS TRAINED BY TRAINING TYPE IN FY20



The NLSC staff arranged sessions to familiarize NLSC students with language, regional expertise, and culture (LREC) skills, as well as training specific

to the NLSC mission support process, and techniques to develop and certify language skills. These sessions increased member readiness and enthusiasm while also refining essential skills to better support the Federal Government. See Figure 9 for NLSC members who attended skill-development sessions and received training in FY20.

NLSC INNOVATIONS IN FY20

In FY20, the NLSC implemented two major innovations to transform the program's operations and enhance its support to the Federal Government.

ACTIVATED MEMBER SUPPORT PROGRAM

The NLSC team developed the Activated Member Support Program (AMSP) to address employment issues NLSC members face in private-sector settings when they volunteer for NLSC missions. Given the shared demand placed on NLSC members by the NLSC and their civilian employers, members frequently use accrued paid-time-off to volunteer for NLSC service or decline to participate in NLSC missions. The AMSP is designed to develop and promote employers' appreciation of NLSC service and ultimately eliminate obstacles that prevent members from volunteering on mission.

The AMSP is comprised of five initiatives, each adopted from similar governmental programs but modified to fit the NLSC's specific needs. Three initiatives directly support NLSC members, which include: (1) garnering a letter to employers to gain and maintain employer support, (2) providing pre-deployment counseling during the mission preparation phase, and (3) operating a member recognition program to express NLSC's appreciation for members' volunteerism. The other two initiatives are employer-focused, including: (1) operating an employer recognition program to express appreciation for supportive employers, (2) and maintaining an employer page on the NLSC website to host a repository of relevant and helpful resources in a centralized location. Moving into FY21, NLSC will begin activating these five initiatives together, which will be integral to supporting and facilitating NLSC members' ability to provide important national service throughout the Government.

FIVE INITIATIVES OF THE AMSP



Letter to Employer

Gain and maintain employer support for NLSC service



Pre-Deployment Counseling

Educate members on employment issues and share best practices to ensure smooth transition



Member Recognition Program

Recognize members for NLSC service



Employer Recognition Program

Recognize employers and supervisors who support NLSC service

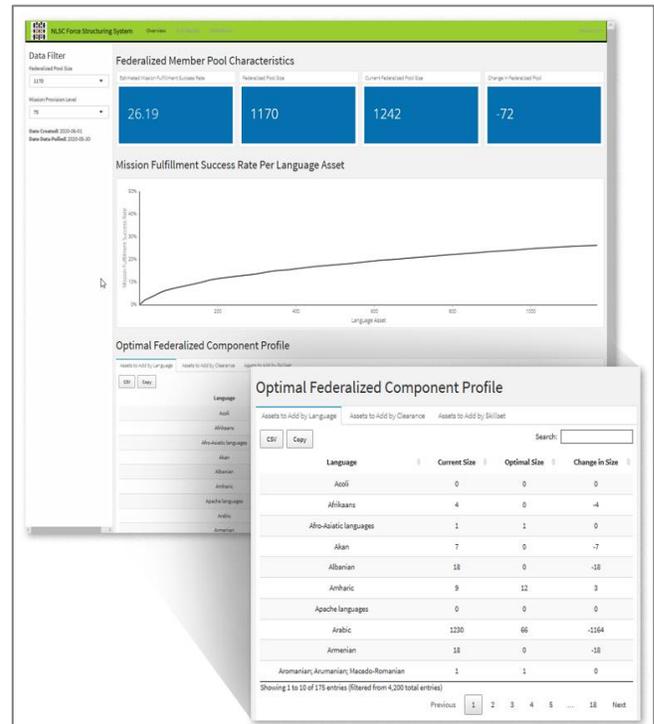


Employer Website

Compile centralized, easily-accessible database of resources for employers

NLSC FORCE STRUCTURING SYSTEM

Another major innovation designed to optimize NLSC support to the Federal Government is the NLSC Force Structuring System (NFSS). The NLSC team designed, built, and executed the NFSS, which is a data analytics-driven capability that leverages qualitative and quantitative data regarding the NLSC membership, historical NLSC mission requests, and ongoing as well as projected partner missions. The NFSS assists the NLSC to (1) cultivate a balanced, robust, and adequately sized mission component equipped to meet the Government's current and emerging language needs and (2) enable NLSC leadership to make scientifically-based, analytically-sound policy and operational decisions.



Screenshot of NFSS output

Throughout FY20, the NLSC continuously enhanced the NFSS to optimize precision and output. In May 2020, the NLSC team updated the NFSS with new developments, which included redefining the skillsets within the current federalized component to include a member's mission history, language-readiness index definitions, and language test scores. The team also incorporated a filter for mission provision level options of intervals of 25 percent, refined the mission fulfillment success to account for the new mission provision level feature, and added member skillsets. With these enhancements, the current NFSS model runs through every combination of characteristics and produces a dynamic output showcasing its results with the ability to filter for federalized component size and mission provision level. This enhanced model produces an output that enables the NLSC to recruit and federalized individuals with the desired skillsets and characteristics to meet partners' future language requirements. Above is an example of the NFSS's output.

PROJECT GLOBAL OFFICER (PROJECT GO)

NDA 2006, P.L. 109-163, Section 535, provides for foreign language skills among members of the ROTC, creating the critical language skills needed in future military officers. Additionally, NDA 2010, Section 529 authorized the Secretary of Defense to establish language training centers at accredited universities, Senior Military Colleges (SMCs), or other similar institutions of higher education to accelerate the development of foundational expertise in critical languages and regional area studies for members of the Armed Forces to include candidates in the ROTC programs.

The ROTC Project GO program promotes critical language learning, study abroad, and intercultural exposure among ROTC students in order to develop effective leaders for the 21st century operational environment. Project GO provides grants to U.S. institutions of higher education with large ROTC student enrollments, including the SMCs. In turn, these institutions provide language and culture training to ROTC students from across the nation, funding domestic and overseas ROTC language programs and scholarships. To accomplish this mission, NSEP works closely with Army, Air Force, and Naval ROTC Headquarters, and with U.S. institutions of higher education.

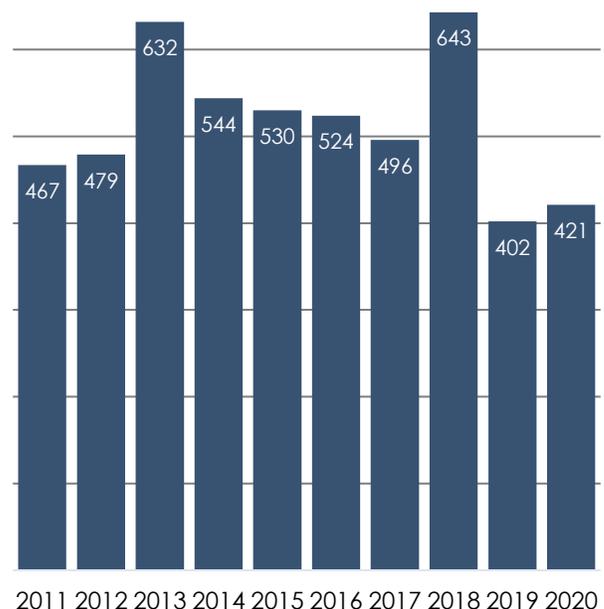
To date, institutions participating in the program have supported critical language study for over 6,000 ROTC students nationwide. During the 2019-2020 academic year, 21 institutions hosted Project GO programs serving ROTC students from 186 U.S. campuses. In 2020, 421 ROTC students benefited from language training opportunities through Project GO in 12 languages. With more than 2,500 applications submitted from 1,150 applicants, Project GO's acceptance rate for summer opportunities was 37% for 2020.

Through the use of a centralized application system, any interested ROTC student nationwide is eligible and able to apply for a Project GO scholarship across Project GO institutions and choose from multiple language learning opportunities offered domestically and abroad. Each student selects the Project GO-funded

institution(s) and language(s) that best fits with his or her academic needs and interests, and then applies to those programs online with the submission of one application.

In 2020, Project GO experienced a decrease in planned enrollment numbers connected to the impacts of COVID-19, including the cancellation of in-person programming domestically and abroad. Most notably, the in-person opening of four new programs in Taiwan for Mandarin Chinese was switched to online Mandarin Chinese instruction. However, the resilience and highly adaptive capabilities of Project GO institutions nationwide allowed for the successful transition of programming to the online environment. This transition provided all ROTC students awarded a Project GO scholarship for summer 2020 the opportunity to engage in a fully interactive online version of the program in their target language of choice to which they originally applied. As a result of Project GO's adaptability, a majority of students selected for summer 2020 programming opted to participate in online programming.

2011- 2020 PROJECT GO PARTICIPANTS 10 YEARS OF ANNUAL PARTICIPATION



In addition to providing scholarship funding to applicants, Project GO also supports tutoring, conversational practice, and dialect acquisition for ROTC students. Program coordinators recruit ROTC students into the classroom, inform students of language learning opportunities, and assist them in identifying appropriate domestic and overseas programs.

As Project GO continues to refine and improve its model, NSEP remains focused on six objectives:

- Establishing a minimum proficiency goal of ILR Level 1 for all Project GO participants, to be achieved over a series of multiple interventions;
- Enhancing year-long language study programs for Project GO students;
- Supporting extended overseas study for Project GO students;
- Maintaining and synchronizing a network of domestic and overseas language programs open to all ROTC students nationwide;
- Assisting SMCs in internationalizing the experience of their ROTC students; and
- Creating opportunities for ROTC students to receive cross-cultural exposure through curricular enhancements.

2020 HIGHLIGHTS

Due to the COVID-19 global pandemic, NSEP initiated a series of risk analysis/risk mitigation procedures in spring 2020 that ultimately resulted in the cancellation of all overseas and domestic travel and the shift of all programming to an online environment. Nearly all planned overseas and domestic Project GO programs successfully shifted to online instruction, with the exception of two individual language programs due to administrative decisions made at the institutional level.

Institutions employed a number of strategies to make the shift to online programming successful. Several institutions maintained their overseas partnerships to support language and culture instruction, while others shifted the responsibilities of instruction to their domestic university staff. Innovative cultural programming this summer included virtual home visits, virtual cultural

workshops, and virtual language/culture partners in the would-be host country.



Project GO ROTC students enrolled in the online Chinese language program at Indiana University

DLSNEO in collaboration with the Institute of International Education and the Language Flagship Technology and Innovation Center, conducted 22 online classroom observations, six cultural activity observations, three student focus groups, and two instructor focus groups as part of the Project GO summer observation project. The project was designed and implemented to assess the shift to online programming across the Project GO network, identify best practices and challenges in the use of technology to enhance future online programming. Program Directors/Coordinators were debriefed on the results of the monitoring project during a virtual fall kick-off meeting in November 2020.

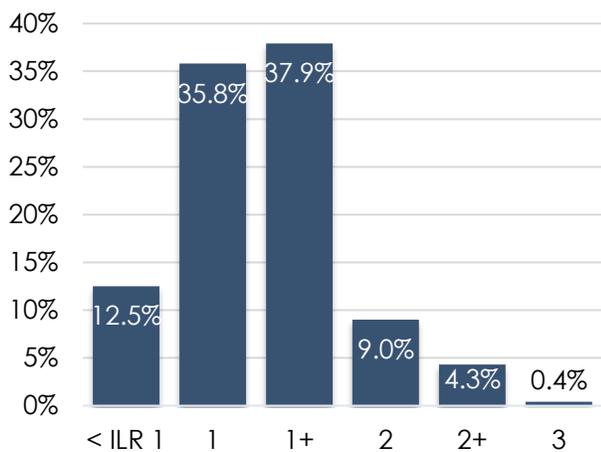
Interest in Project GO scholarship opportunities continued to grow in 2020 with 2,569 applications received for Project GO summer 2020 programs. A total of 1,865 applications were received for study abroad programs and 704 applications for domestic programs.

As in previous years, the program experienced a high number of students applying to participate in overseas programs. However, in 2020, all Project GO overseas and domestic programs shifted to an online learning model in response to the COVID-19 pandemic.

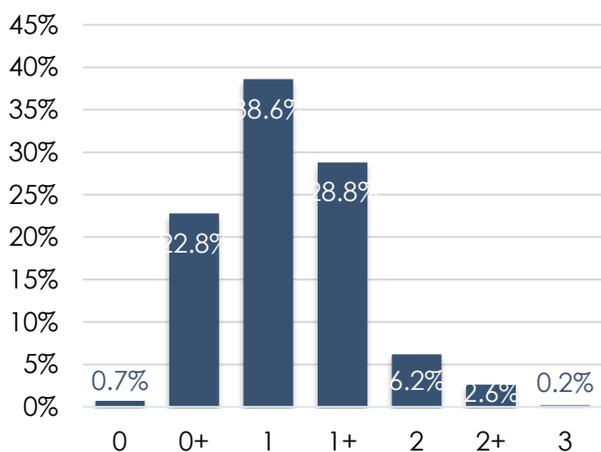
A number of Project GO alumni choose to apply to Project GO programs to continue their language study. During the academic year 2019-2020, 12.5% of Project GO students were returning participants, who had completed at least one Project GO program in a previous year.

In order to achieve proficiency targets, Project GO actively promotes language training opportunities among ROTC students year-round. Today, Project GO participants are expected to complete, at a minimum, the equivalent of four semesters (12 credits) of the same critical language, including study abroad for eight weeks or longer. Eighty-eight percent of 232 Project GO students who completed four or more semesters of language study met the minimum program proficiency goal of ILR 1 or better in speaking. In 2020, 52% of these students earned a post-program oral proficiency score of ILR 1+ or higher, a slight decrease from the previous year. The chart below shows the proficiency breakdown.

OPI ACHIEVEMENT WITH FOUR OR MORE SEMESTERS



POST-OPI RESULTS FOR ALL PROJECT GO STUDENTS

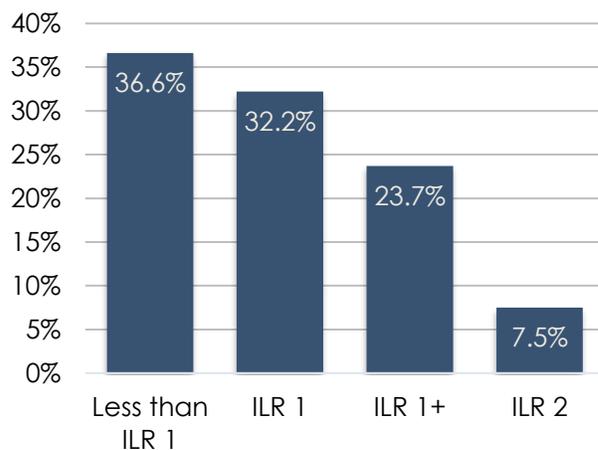


The Flagship Online Listening and Reading proficiency test was administered as a post-test

metric for Project GO students who had completed four semesters or more of language study in Arabic, Chinese, Korean, and Russian.

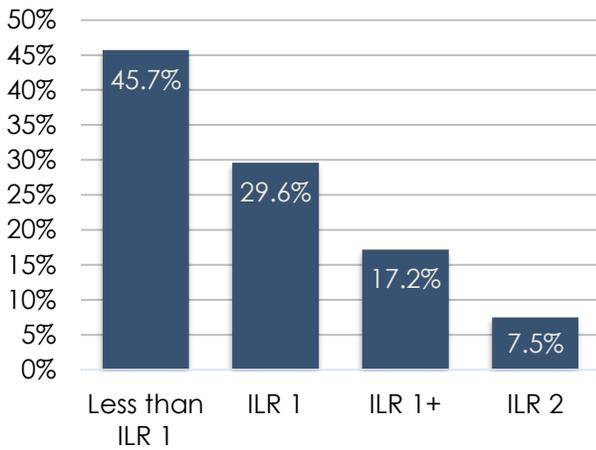
One hundred and eighty-seven cadets and midshipmen were administered the exam. The scores for the reading proficiency test indicate that 63% of the students that took the Flagship online test scored ILR 1 or higher.

PROJECT GO READING PROFICIENCY RESULTS



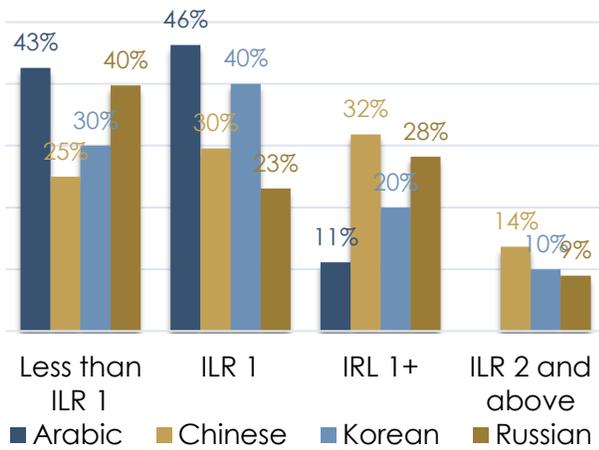
The scores for the listening proficiency test show that more than half (54%) of the students that took the Flagship online test scored ILR 1 or higher. There has been a decrease of students reaching ILR 1 or higher in listening and reading in 2020 compared to the previous year. This will be a focus area in the upcoming months to find different strategies to help students improve their listening, reading and speaking skills in an online learning environment.

PROJECT GO LISTENING PROFICIENCY RESULTS

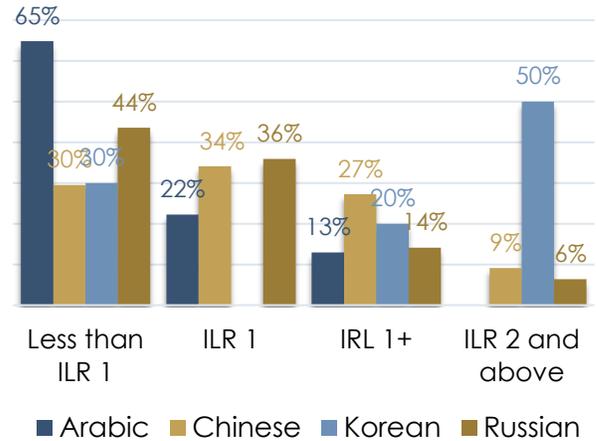


The assessment results indicate differences between the four languages – Arabic, Chinese, Korean, and Russian. Following successful implementation of the Arabic, Chinese, Korean and Russian tests in previous years, these four languages were tested again this year.

PROJECT GO READING PROFICIENCY IN ARABIC, CHINESE, KOREAN, AND RUSSIAN



PROJECT GO LISTENING PROFICIENCY IN ARABIC, CHINESE, KOREAN, AND RUSSIAN

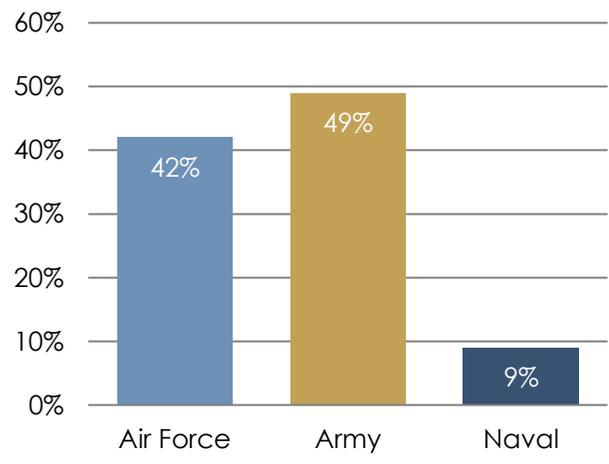


The goal of Project GO is for students to reach ILR 1, but as the charts above depict, more than 31% of students achieved ILR 1+ proficiency in reading and 25% in listening.

NETWORK OF DOMESTIC AND OVERSEAS LANGUAGE PROGRAMS

During academic year 2019-20, Project GO funded 22 institutions, including the six SMCs, to serve as national resources for critical language instruction. Through these universities, Project GO trained 421 ROTC participants in 12 critical languages. Of these, 49% were Army ROTC cadets, 42% were Air Force ROTC cadets, and 9% were Naval ROTC midshipmen.

2020 PROJECT GO PARTICIPANTS BY SERVICE



Since 2016, the distribution of Project GO participants by Service is as follows:

Service	2016	2017	2018	2019	2020
Army	284	253	312	176	208
Air Force	158	171	221	162	177
Naval	82	72	110	64	36
TOTAL	524	496	643	402	421

During the 2019-2020 academic year, all Project GO ROTC students completed critical language training online, having participated in virtual learning programming due to the COVID-19 pandemic.

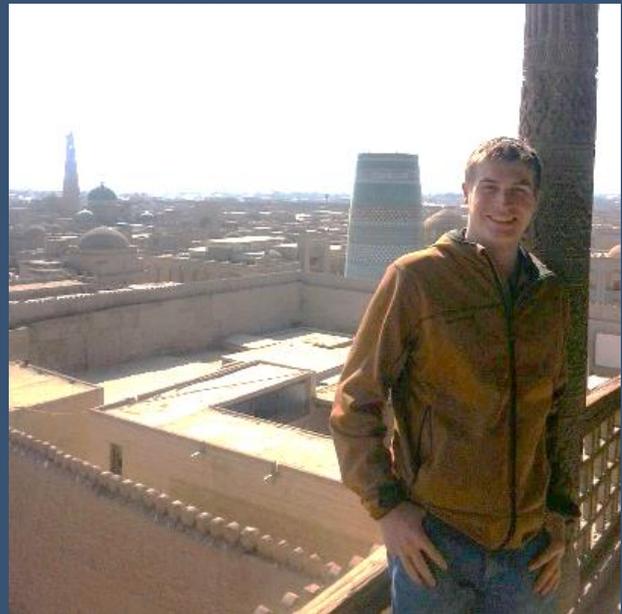
PROJECT GO PARTICIPANTS DOMESTIC VS. OVERSEAS

Since 2016, the distribution of Project GO participants undertaking critical language study domestically versus overseas is as follows:

Program	2016	2017	2018	2019	2020
Domestic	170	152	219	129	0
Overseas	354	344	424	273	0
Online	0	0	0	0	421
TOTAL	524	496	643	402	421

ROTC students from 186 different U.S. institutions participated nationwide in Project GO's summer critical language offerings with 36% (152) of participants enrolled at a Project GO-funded institution and the other 64% (269) enrolled at a non-Project GO funded institution during the academic year.

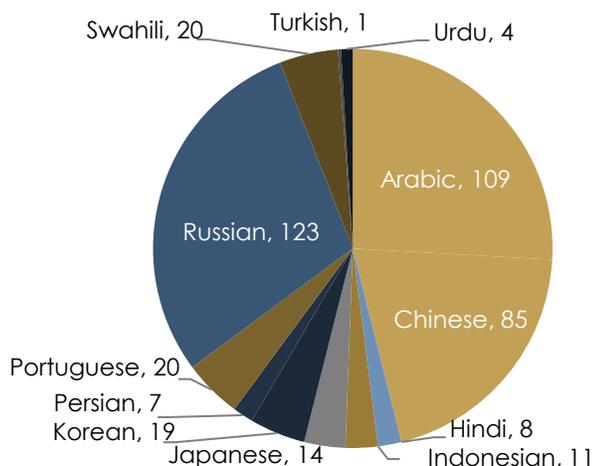
NSEP SERVICE HIGHLIGHT LT. JOEL BLANKENSHIP



1LT Blankenship is an Infantry Officer in the US Army assigned to Fort Benning, GA. He plans on continuing to serve in the Army in the Military Intelligence branch. As a 2015 Boren Scholar, he studied Russian in Kyrgyzstan which he considers to be the capstone of his undergraduate experience as a political science student at Kansas State University. In his free time, Mr. Blankenship writes broadly on issues of U.S. national security, comparative politics, and international relations.

Arabic, Russian, and Chinese continued to be the most popular languages in 2020. Swahili, Korean and Portuguese language courses also experienced large enrollments. Current planning includes doubling the number of students in Mandarin Chinese in coming years. The next chart illustrates the languages studied by Project GO students in academic year 2019-2020.

2020 PROJECT GO PARTICIPANTS BY LANGUAGE



Since 2016, the distribution of Project GO participants by critical language studied is as follows:

Language	2016	2017	2018	2019	2020
Arabic	136	121	158	125	109
Chinese	140	141	157	58	85
Hindi	7	13	17	9	8
Indonesian	7	10	10	7	11
Japanese	6	9	20	14	14
Korean	22	21	29	20	19
Persian	8	7	13	7	7
Portuguese	5	7	10	14	20
Russian	155	130	186	116	123
Swahili	19	21	25	24	20
Turkish	18	10	13	3	1
Urdu	1	6	5	5	4
Total	524	496	643	402	421

ADVANCED-LEVEL PROJECT GO STUDENTS

In 2020, eight institutions enrolled advanced-level students in their Project GO programs; these students accounted for approximately 4% of the total Project GO student population.

Out of the 16 advanced-level ROTC students participating in Project GO, 53% reached ILR 2 or higher in speaking. Additionally, 67% of the advanced level students tested reached ILR 1+ or higher in reading and 83% in listening.

INTERNATIONALIZING SENIOR MILITARY COLLEGES

Project GO funding for SMCs primarily supports student scholarships for study abroad or domestic summer language study. Project GO funding is also used to support language instructors and tutors, curricular materials, and outreach activities for Arabic, Chinese, Russian, and Korean programs at SMCs.

Project GO's objectives for internationalizing the SMCs include increasing the number of SMC students who study a critical language, particularly overseas. All six of the SMCs—Norwich University, Texas A&M University, The Citadel, University of North Georgia, Virginia Military Institute and Virginia Polytechnic Institute and State University (VA Tech) – hosted Project GO programs in 2019-2020, and enrolled over 100 students in Arabic, Chinese, Japanese, Korean, and Russian. In 2019-20, 19% of Project GO participants were full-time students at a SMC. NSEP expects to see increased numbers of ROTC student participation from SMCs every year, especially with all six SMCs participating in the Project GO community.

Although COVID-19 forced all SMC programs to shift to an online environment for summer 2020, the institutional resources provided by Project GO enabled all the SMCs to successfully pivot to online instruction. Program directors and instructors built high-quality, innovative programming that drew on a mix of on-campus and overseas-partner capacity.

OPEN COMPETITION

NSEP is launching an open competition for ROTC Project GO in late 2020. In the new three-year grant cycle (2021-2024), emphasis will be placed on promoting the study of Mandarin Chinese and Russian, increasing the number of ROTC graduates commissioning with advanced (ILR 2) skills in strategic languages, incorporating new modules and training for cross-cultural awareness, and strengthening overseas study opportunities.

2020 PROJECT GO INSTITUTIONS

	ARABIC	CHINESE	HINDI	INDONESEAN	JAPANESE	KOREAN	PERSIAN	PORTUGUESE	RUSSIAN	SWAHILI	TURKISH	URDU
Arizona State University				X					X			
Embry-Riddle Aeronautical University*		X										
Georgia Institute of Technology						X			X			
Indiana University	X	X							X		X	
James Madison University										X		
Marquette University	X											
North Carolina State University	X											
Norwich University		X										
San Diego State University	X						X	X	X			
Texas A&M University	X				X				X			
The Citadel		X										
University of Arizona	X											
University of Kansas	X				X			X	X			
University of Kentucky	X											
University of Maryland							X					
University of Mississippi		X										
University of Montana						X						
University of North Georgia	X	X			X	X			X			
University of Pittsburgh									X			
University of Wisconsin, Madison			X	X					X			X
Virginia Military Institute	X	X										
Virginia Tech									X			
TOTAL	10	7	1	2	3	3	2	2	10	1	1	1

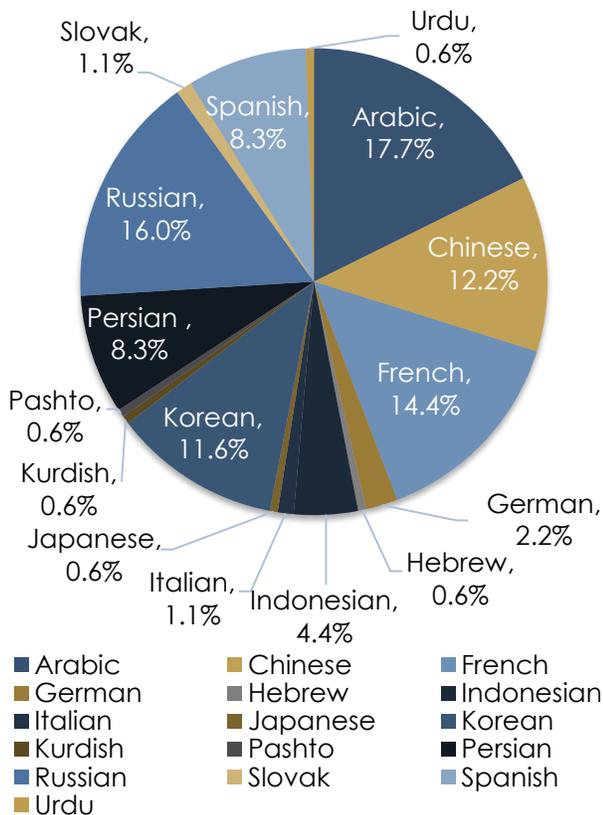
*Embry-Riddle Aeronautical University did not run a summer 2020 program due to university restrictions, but received Project GO funding and conducted related activities until May 2020.

LANGUAGE TRAINING CENTERS

Section 529 of the National Defense Authorization Act for Fiscal Year 2010 authorized the establishment of the Language Training Center (LTC) program in 2011. The program's purpose is to leverage the expertise and infrastructure of higher education institutions to train DoD personnel in language, culture, and regional area studies.

Relationships built with higher education institutions through the LTC program enhance not only the number of language training opportunities available to DoD personnel, but also the quality of textbooks and authentic materials, as well as the availability of certified instructors and testers.

2019-2020 LTC LANGUAGE COURSE DISTRIBUTION



Now in its ninth year, the LTC program has delivered approximately 1,800 different courses comprising over 240,000 contact hours to nearly 15,500 students. Over 7,000 Reserve and National Guard personnel have received training in basic language and culture skills that they would not

have otherwise received. In 2020, approximately 375 DoD personnel completed intensive language training consisting of 120 or more hours of instruction resulting in increased language proficiency. The LTCs reported that their 2019-2020 students met or exceeded proficiency goals 84% of the time.

The LTCs have expanded their partnerships with the Services, Defense Agencies, Special Forces community, the Reserves, and Army and Air National Guard. Each center has institutional capacity to provide customized training to meet the specific needs of various DoD entities. LTC training is delivered primarily through non-traditional delivery methods, such as intensive immersion instruction and online training. Each of the LTCs provides:

- Training to DoD personnel that yields measurable language skills in reading, listening, and speaking;
- Training to DoD personnel in critical and strategic languages that are tailored to meet operational readiness requirements; and
- Alternative training delivery systems and approaches to meet language and regional area studies requirements of DoD personnel, whether pre-, during, or post-deployment.

2020 HIGHLIGHTS

In 2020, the LTC program trained approximately 1,000 DoD personnel in 16 languages. Additionally, more than 3,800 DoD personnel participated in one-hour Regional Expertise and Culture (REC) professional development sessions during 2019-2020 grant year. The number of partnerships within DoD organizations continued to expand, including collaboration with the Defense Agencies, the National Guard, and the Special Forces community.

Prior to the COVID-19 global pandemic impacting program implementation, San Diego State University hosted a first-of-its-kind LTC Instructor Workshop on January 8-9, 2020, in San Diego, CA. Approximately 40 Instructors from seven LTCs, plus 15 Program Directors and Coordinators, participated in the workshop. Agenda sessions

and topics included: a balanced approach to building language proficiency from intermediate to advanced levels; enhancing learning and collaboration through simulations; a proficiency development hands-on project for instructors; Directors/Coordinators meetings, including discussion of recommendations from the RAND report evaluation of the LTC program and how to maximize collaboration and enrollments; a project-based learning breakout for instructors; task-based Instruction in the language classroom; and preparing authentic texts.



Dr. Fernando Rubio presenting at the LTC Teacher Training Workshop in January 2020 at San Diego State University

In February and March 2020, when it became clear there would be serious potential impacts to LTC program implementation due to COVID-19, NSEP implemented a deliberate risk analysis/risk mitigation regimen and communicated regularly with all LTCs, providing updated guidance and policies responsive to the rapidly changing environment globally. Based on NSEP guidance, DoD partner requests, and the March 12, 2020 DoD travel ban, all LTCs engaged with their DoD partners to formulate plans for transitioning program delivery from in-person activity to eventually all online instruction for the remainder of 2020.

On October 28, 2020, DLNSEO hosted a virtual fall kick-off meeting with the LTC community to provide administrative updates as well as to receive feedback on the programmatic impacts, challenges, and successes in adapting programs due to COVID-19 from the Program Directors and Coordinators. An initiative to conduct observation sessions across the LTC program network and hold focus groups with key stakeholders was presented to the LTC community to compile best practices in

the use of technology for online learning and potential gaps where technology and professional development assistance may be needed. This project will be conducted in late fall 2020 through early spring 2021 with a debrief to the community in April/May 2021.

CALIFORNIA STATE UNIVERSITY, LONG BEACH (CSULB) provided 15-day residential intensive language courses in Arabic, French, and Russian for the California Army National Guard. Each intensive course provided 150 instructional hours, consisting of 10 hours of instruction per day including weekends. A total of 18 military linguists successfully participated in the residential intensive courses with six in Arabic, seven in French, and five in Russian. CSULB also conducted an online language mentoring program with the goals of sustaining language skills for military linguists, as well as prepare linguists to participate in their residential language courses. The language mentoring programs were offered in Arabic, Chinese, French, Russian, and Spanish. A total of 29 military linguists participated in the language mentoring programs with nine in Arabic, five in Chinese, five in French, five in Spanish, and five in Russian. Additionally, CSULB expanded their relationship with CL-150 curriculum development staff to provide lessons that support the online language mentor programs.

CONCORDIA COLLEGE continued its partnership with the 300th Military Intelligence (MI) Brigade to provide seven 12 to 16-day iso-immersion sessions to 53 military personnel in Arabic, Chinese, French, Korean, Persian, Russian, and Spanish. Concordia also expanded their partnerships to include the 25th Air Force, with seven eight to 20-day trainings in Arabic, Chinese, Hebrew, Persian, Russian, and Spanish for 47 military personnel. In end-of-program student surveys, 82% of participants in Concordia's trainings reported an increase in confidence navigating unscripted conversations by the end of the program and 45% percent of participants reported a more nuanced understanding of diversity within the target culture. Concordia worked with CSULB to strengthen their outreach efforts with DoD units/organizations. They also collaborated with San Diego State University when a requirement came up from their DoD partner for a virtual Pashto immersion course for mid-September 2020.

THE GEORGE WASHINGTON UNIVERSITY (GWU)

provided seven specially designed 4-day seminar courses as part of the Foreign Area Officer (FAO) Regional Skill Sustainment Initiative. The five regional and area studies security courses (one for each Geographic Combatant Command, excluding NORTHCOM) and two trans-regional security courses (topics: "Russia in the World" and "Dealing with Difficult Allies") delivered to the FAO community provided high-level, up-to-date knowledge relevant to U.S. national policymaking. Seminar curricula included consideration of the interagency process and its impact on issues, the policies of key regional players, the roles and perspectives of third-party influencers, and the culture, communication and negotiation styles appropriate to the regions being covered. Partnering with the U.S. Navy and the Service FAO Proponent Offices, GWU offered the seven seminar courses to 163 FAOs in 2019-2020 grant year.

INDIANA UNIVERSITY BLOOMINGTON (IU) joined the LTC program in 2019-20 and provided language and culture training for selected units under the Army Special Forces Command (Airborne) and the Indiana National Guard. Arabic and French sustainment instruction were provided to 20th Special Forces Group (SFG), French sustainment and instruction to the 7th SFG, and Chinese, Korean and Russian instruction to the 95th Civil Affairs Brigade at ILR 1-3 levels. Fifty students in the Indiana National Guard received instruction in a single training of Survival Slovak, 15 National Guard personnel received training in Elementary French, and 20 in Elementary Slovak. In their first year as an LTC grantee, IU expanded their programming and added German per the request of 1st SFG and created several SOCOM online regional expertise and culture modules exploring a variety of topics for platform instruction.

SAN DIEGO STATE UNIVERSITY (SDSU) provided training for the 1st Marine Expeditionary Force and 1st Radio Battalion at Camp Pendleton, the Defense Language Institute Foreign Language Center, and the 55th and 77th Air Force Intelligence Squadrons at Offutt Air Force Base. SDSU also expanded their partnerships with the 706th Military Intelligence Group at Fort Gordon and the Army National Guard's Military Intelligence Readiness Command. SDSU offered courses in Arabic (including MSA, Egyptian, Iraqi

and Levantine), Pashto, Persian-Farsi, Korean, Russian, and Spanish ranging from one to eight weeks in duration in order to meet the needs of each partner unit. SDSU trainings included short-term iso-immersion courses, introductory pre-deployment courses, and sustainment courses for professional linguists. In sum, 182 service members completed language training through SDSU.

UNIVERSITY OF KANSAS (KU) offered language instruction in Chinese, French, German, Italian, Japanese, Russian, and Spanish to over 170 military personnel through 31 training courses for 10th SFG, Mobility Support Advisor Squadrons, and Command and General Staff College. KU demonstrated its ability to meet partner training demands by tripling the number of students trained in 2019-2020 compared to 2018-2019. Out of the students who took the post-program assessment, 76% met or exceeded the course proficiency goals.

UNIVERSITY OF MONTANA (UM) maintained ongoing partnerships with the U.S. Army 1st SFC, the 1st, 3rd, and 5th SFGs, the 4th Psychological Operations Group, and DoD Intelligence Agencies. UM also established a new partnership with the 2nd Special Warfare Training Group at Fort Bragg, NC. UM provided 75 language courses ranging from 20 to 288 contact hours to 227 students in the following languages: Arabic, Chinese, French, Indonesian, Korean, Persian, Russian, and Spanish. Eighty-eight percent of students assessed met the DoD partner's oral proficiency goals. UM also provided 60 one to two-hour culture and regional studies seminars to 3,862 students through video teleconferencing.

UNIVERSITY OF UTAH (UU) continued to provide advanced level language training to the Utah Cryptologic Team, which consists of the 300th Military Intelligence Brigade, the 19th SFG, the Utah National Guard Counter Drug Task Forces, the 169th Intelligence Squadron, and the Utah Regional Operations Center. UU courses are comprised of 120 contact hours over a 15-day session of language instruction to DoD personnel. UU provided instruction in Arabic, French, Korean, Spanish, and Russian and successfully delivered language instruction to 55 DoD personnel, 98% of whom met or exceeded their language proficiency goals. UU also expanded their programming with the addition of a new partner, 169th Intelligence Squadron (Utah Air National Guard) to provide pedagogical training,

instruction and support for members of the 169th's advisory team as they design a language training program that will help language analysts reach and/or exceed the ILR 3/3 proficiency level.

FUTURE OF NSEP

NSEP is committed to providing the DoD, the federal government, and the nation, a pipeline of skilled professionals with language, regional expertise and culture skills needed for national security. NSEP's multi-lingual, multi-talented alumni are highly recruited and hired by DoD, the Intelligence Community, Department of State, Department of Homeland Security, and agencies with national security related positions throughout the federal government.

For the immediate future, NSEP is committed to maintaining program momentum in producing skilled professionals with language, regional expertise, and culture (LREC) skills needed across the federal government and U.S. military. While travel restrictions remain in place, Boren awardees will have the opportunity to pursue deferred overseas programming in 2021 as conditions allow. NSEP remains committed to the mission of providing students with the overseas experiences invaluable to language and culture learning to the maximum extent possible. There continues to be notable interest from students to participate in NSEP's initiatives, creating a pipeline into federal government career opportunities.

In 2021, NSEP will enhance its mission through integration of the following efforts:

CONTINUED SUPPORT OF THE NATIONAL DEFENSE STRATEGY

NSEP continues to prioritize languages and cultures related to the National Defense Strategy (NDS) in order to cultivate a future workforce to support the focus of the NDS on peer competitors great power competition. NSEP will continue to increase its funding and awards in all programs that focus on languages and regions that are critical to this strategy.

LEVERAGING TECHNOLOGY INNOVATION FOR LANGUAGE ACQUISITION AND SUSTAINMENT

NSEP will continue to review its virtual language and culture training best practices put in place due to COVID-19 for learners in the Language Flagship, Language Training Centers, and Project GO programs. NSEP will incorporate lessons learned in the virtual environment to harness educational technology to improve in-person learning and to extend the reach of NSEP language training and language sustainment. Looking forward, NSEP will build upon cross-cutting initiatives to improve and leverage educational technology to enhance language teaching and learning. The Language Flagship Technology Innovation Center at University of Hawaii, Mānoa will provide NSEP grantees with access to new advanced modules in Arabic, Chinese, and Russian Culture, Moroccan dialect, and Russian reading. The Tech Center will sponsor events and workshops to convene language faculty, students, tech developers, and government stakeholders to guide the development of effective new language acquisition applications. Professional development opportunities for instructors in NSEP programs will feature training on effective use of educational technology in foreign language acquisition.

INCREASING LEADERSHIP TALENT, COMMITMENT TO FEDERAL SERVICE, AND DIVERSITY

NSEP will track the effectiveness of the revised Boren application in strengthening the applicant pool to increase leadership talent, commitment to federal service, and diversity as well as make adjustments as necessary based on outcomes. In addition, NSEP is prioritizing partnerships with the Diversity Management Operations Center and others to improve the diversity of the applicant pool. Although COVID-19 has impacted students' ability to study overseas, students still express strong interest to contribute their critical language

skills and academic backgrounds to national security positions in the federal government.

To improve DoD readiness in language and regional expertise, NSEP is adding members of the Language Corps to the DoD Language Readiness Index (LRI), a classified database enabling DoD enterprise users to identify language-capable talent across the globe. The addition of NLSC members, who speak more than 500 languages and dialects and frequently have DLPT- or OPI-validated expertise, will greatly enrich the LRI's inventory, helping the DoD fill requirements, mitigate gaps, and make informed decisions—increasing opportunities for Language Corps members to serve and positively impact national security readiness.

ENHANCING EFFICIENCY AND SUPPORT FOR SERVICE PLACEMENT

NSEP will complete enhancements within the NSEPnet online system and continue to improve resources in an effort to increase the efficiency of the interface for federal hiring managers to post job opportunities and search for job candidates among the Boren awardees, as well as to support the Boren awardees more effectively in their job search process. NSEP also received funding to conduct a federally funded research and development center Boren Alumni study. This study will identify where alumni of the Boren Awards program are currently working, the influence of the program on their career paths, and how their careers have developed since completing their congressionally mandated service requirement. Information gained from this study will also inform enhancements to effectively support service placement.

IMPROVING SAFETY AND SECURITY BRIEFINGS FOR PROGRAM PARTICIPANTS

NSEP will evaluate the outcomes of improved overseas safety and security briefings and

protocols implemented in response to Congressional interest as well as COVID-19 evacuations. NSEP will update briefings with an expansion of cybersecurity awareness and protocols for safety and security in virtual overseas programming. NSEP plans to convene federal partners to review and strengthen student preparation for overseas study experiences.

EXPANDING PARTNERSHIPS

NSEP will continue to expand partnerships across its programs, including the Chinese Language Flagship Domestic Immersion initiative undertaken with the Defense Language Institute Foreign Language Center and leading to internships in the national security arena. NSEP will explore opportunities to expand this model for domestic immersion to other critical languages. NSEP will continue to expand opportunities for DoD components to partner with U.S. Institutions of Higher Education to provide high quality instruction for specific language and culture training needs.

NSEP will launch "Partner-Specific Mission-Ready Lists" for the Language Corps, providing a cadre of members to train for dedicated partner support. The partner will assess resumes, vet members with appropriate LREC skills, provide training opportunities, and finalize a "Mission-Ready" list. When selecting members for missions, partners will prioritize list members.

NSEP will also work to explore additional partnerships with state and local entities through its partnerships with Federal entities, such as partnerships with the Geographic Combatant Commands, and State National Guard units as well as with the Department of Justice and state and local law enforcement.

APPENDIX A: LOCATIONS WHERE NSEP AWARD RECIPIENTS FULFILLED SERVICE

Organization	Office	Total by Organization	Total by Agency
African Development Foundation			3
Broadcasting Board of Governors			12
Central Intelligence Agency			117
Commission on Security and Cooperation in Europe			5
Consumer Financial Protection Bureau			1
Corporation for National and Community Service			5
	AmeriCorps NCCC	2	
	Other	3	
Department of Agriculture			38
	Agricultural Marketing Service	3	
	Agricultural Research Service	4	
	Animal and Plant Health Inspection Service	3	
	Economic Research Service	1	
	Food Safety and Inspection Service	2	
	Foreign Agricultural Service	9	
	Forest Service	11	
	National Institute of Food and Agriculture	1	
	Natural Resources Conservation Service	1	
	Office of the Chief Economist	1	
	Other	2	
Department of Commerce			128
	Bureau of Economic Analysis	6	
	Bureau of Industry and Security	5	
	Economics and Statistics Administration	1	
	International Trade Administration	78	
	Minority Business Development Agency	1	
	National Institute of Standards and Technology	2	
	National Oceanic and Atmospheric Administration	14	
	National Telecommunications and Information Administration	1	
	Office of the Secretary	5	
	Other	2	
	U.S. Census Bureau	8	
	U.S. Patent and Trademark Office	5	
Department of Defense			1325
	American Forces Information Service	1	

Organization	Office	Total by Organization	Total by Agency
	Combatant Commands	55	
	Counterintelligence Field Activity	2	
	Defense Advanced Research Projects Agency	1	
	Defense Commissary Agency	1	
	Defense Contract Audit Agency	1	
	Defense Contract Management Agency	2	
	Defense Counterintelligence and Security Agency	10	
	Defense Finance and Accounting Service	4	
	Defense Health Agency	1	
	Defense Human Resources Activity	128	
	Defense Information Systems Agency	3	
	Defense Intelligence Agency	146	
	Defense Language Institute	20	
	Defense Logistics Agency	7	
	Defense Security Cooperation Agency	10	
	Defense Security Service	1	
	Defense Special Weapons Agency	1	
	Defense Technical Information Center	2	
	Defense Threat Reduction Agency	11	
	Department of Defense Education Activity	3	
	Joint Chiefs of Staff	2	
	Missile Defense Agency	2	
	National Defense University	84	
	National Geospatial-Intelligence Agency	30	
	National Security Agency	54	
	Office of Economic Adjustment	1	
	Office of Naval Intelligence	44	
	Office of the Secretary of Defense	49	
	Other	226	
	U.S. Air Force	64	
	U.S. Army	201	
	U.S. Court of Appeals for the Armed Forces	1	
	U.S. Joint Forces Command	1	
	U.S. Navy and U.S. Marine Corps	136	
	Undisclosed	17	
	Washington Headquarters Services	3	
Department of Education			7
Department of Energy			56
	Argonne National Laboratory	1	
	Energy Information Administration	2	

Organization	Office	Total by Organization	Total by Agency
	Federal Energy Regulatory Commission	2	
	National Laboratories	26	
	National Nuclear Security Administration	9	
	Office of Environmental Management	1	
	Office of Intelligence and Counterintelligence	2	
	Office of River Protection	1	
	Office of the General Counsel	2	
	Office of the Under Secretary for Science and Energy	2	
	Western Area Power	1	
	Other	7	
Department of Health and Human Services			77
	Administration for Children and Families	6	
	Centers for Disease Control and Prevention	37	
	Centers for Medicare and Medicaid Services	7	
	Food and Drug Administration	3	
	Indian Health Service	2	
	National Institutes of Health	10	
	Office of Global Affairs	1	
	Office of Inspector General	1	
	Office of the Assistant Secretary for Health	2	
	Other	8	
Department of Homeland Security			451
	Domestic Nuclear Detection Office	1	
	Federal Emergency Management Agency	65	
	Management Directorate	3	
	National Protection and Programs Directorate	10	
	Office of Emergency Communications	1	
	Office of Intelligence and Analysis	7	
	Office of Operations Coordination	1	
	Office of Partnership and Engagement	4	
	Office of Strategy, Policy, and Plans	23	
	Office of the Inspector General	1	
	Office of the Secretary	18	
	Other	23	
	Transportation Security Administration	28	
	U.S. Citizenship and Immigration Services	220	
	U.S. Coast Guard	3	
	U.S. Customs and Border Protection	35	
	U.S. Immigration and Customs Enforcement	7	
	U.S. Secret Service	1	

Organization	Office	Total by Organization	Total by Agency
Department of Housing and Urban Development			5
Department of Justice			49
	Antitrust Division	2	
	Civil Division	1	
	Civil Rights Division	2	
	Criminal Division	16	
	Drug Enforcement Agency	7	
	Environment and Natural Resources Division	3	
	Executive Office for Immigration Review	4	
	National Security Division	2	
	Other	5	
	Professional Responsibility Advisory Office	1	
	U.S. Attorneys	3	
	U.S. Immigration and Naturalization Service	3	
Department of Labor			15
	Bureau of International Labor Affairs	8	
	Bureau of Labor Statistics	2	
	Occupational Safety and Health Administration	2	
	Other	1	
	Wage and Hour Division	2	
Department of State			981
	Bureau of Administration	18	
	Bureau of African Affairs	8	
	Bureau of Arms Control, Verification, and Compliance	1	
	Bureau of Budget and Planning	1	
	Bureau of Conflict and Stabilization Operations	14	
	Bureau of Consular Affairs	58	
	Bureau of Counterterrorism and Countering Violent Extremism	4	
	Bureau of Democracy, Human Rights, and Labor	24	
	Bureau of Diplomatic Security	18	
	Bureau of East Asian and Pacific Affairs	30	
	Bureau of Economic and Business Affairs	5	
	Bureau of Educational and Cultural Affairs	63	
	Bureau of Energy Resources	1	
	Bureau of European and Eurasian Affairs	20	
	Bureau of Human Resources	2	
	Bureau of Information Resource Management	7	
	Bureau of Intelligence and Research	26	
	Bureau of International Information Programs	16	
	Bureau of International Narcotics and Law Enforcement	11	

Organization	Office	Total by Organization	Total by Agency
	Bureau of International Organization Affairs	11	
	Bureau of International Security and Nonproliferation	14	
	Bureau of Near Eastern Affairs	44	
	Bureau of Oceans and International Environmental and Scientific Affairs	9	
	Bureau of Overseas Building Operations	2	
	Bureau of Political-Military Affairs	14	
	Bureau of Population, Refugees, and Migration	17	
	Bureau of Public Affairs	7	
	Bureau of Resource Management	2	
	Bureau of South and Central Asian Affairs	13	
	Bureau of Western Hemisphere Affairs	18	
	Center for Strategic Counterterrorism Communications	1	
	Deputy Secretary of State	1	
	Executive Secretariat	3	
	Foreign Service	310	
	Foreign Service Institute	45	
	Global Engagement Center	1	
	Office of Foreign Missions	2	
	Office of Global Women's Issues	2	
	Office of Policy, Planning, and Resources	1	
	Office of the Chief Economist	1	
	Office of the Coordinator for Reconstruction and Stabilization	1	
	Office of the Legal Advisor	5	
	Office of the Science and Technology Advisor	1	
	Office of the Secretary	2	
	Office of the Special Advisor to the President and Secretary of State for Democracy in the Balkans	1	
	Office of the U.S. Global AIDS Coordinator and Health Diplomacy	4	
	Office of the Under Secretary for Management	1	
	Office of the Under Secretary for Public Diplomacy and Public Affairs	2	
	Office of U.S. Foreign Assistance Resources	2	
	Office to Monitor and Combat Trafficking in Persons	2	
	Other	104	
	Special Envoys and Special Representatives	1	
	Student Internship Program	4	
	U.S. Information Agency	2	
	U.S. Mission to the North Atlantic Treaty Organization	1	
	Under Secretary for Public Diplomacy and Public Affairs	3	

Organization	Office	Total by Organization	Total by Agency
Department of the Interior			19
	National Park Service	6	
	Office of Congressional and Legislative Affairs	1	
	Office of Surface Mining Reclamation and Enforcement	1	
	Other	2	
	U.S. Fish and Wildlife Service	3	
	U.S. Geological Survey	6	
Department of Transportation			10
	Bureau of Transportation Statistics	1	
	Federal Highway Administration	2	
	Federal Railroad Administration	1	
	Office of the General Counsel	1	
	Office of the Inspector General	1	
	Office of the Secretary	1	
	Other	2	
	Pipeline and Hazardous Materials Safety Administration	1	
Department of Treasury			43
	Domestic Finance	2	
	Economic Policy	1	
	Financial Crimes Enforcement Network	1	
	General Counsel	1	
	Internal Revenue Service	7	
	International Affairs	9	
	Office of Financial Research	2	
	Office of Financial Stability	1	
	Office of the Comptroller of the Currency	1	
	Other	3	
	Terrorism and Financial Intelligence	14	
	U.S. Mint	1	
Department of Veterans Affairs			53
	Board of Veterans' Appeals	4	
	Office of Operations, Security and Preparedness	1	
	Other	4	
	Veterans Health Administration	44	
Environmental Protection Agency			29
	Environmental Response Team	1	
	Office of Air and Radiation	4	
	Office of Enforcement and Compliance Assurance	2	
	Office of Environmental Information	1	
	Office of Land and Emergency Management	2	
	Office of Research and Development	3	

Organization	Office	Total by Organization	Total by Agency
	Office of Water	3	
	Other	11	
	Region 4 Atlanta	1	
	Region 9 San Francisco	1	
	Equal Employment Opportunity Commission		1
	Executive Office of the President of the United States		20
	National Security Council	2	
	Office of Counsel to the President	1	
	Office of Management and Budget	6	
	Office of National Drug Control Policy	1	
	Office of Science and Technology Policy	1	
	Office of the First Lady	1	
	Office of the U.S. Trade Representative	7	
	Other	1	
	Export-Import Bank of the U.S.		1
	Federal Bureau of Investigation		53
	Federal Communications Commission		2
	Federal Executive Boards		1
	Federal Reserve		13
	Board of Governors	1	
	Division of International Finance	2	
	Division of Monetary Affairs	1	
	Division of Research and Statistics	2	
	Division of Supervision and Regulation	1	
	Federal Reserve Banks	5	
	Other	1	
	General Services Administration		4
	Intelligence Community		75
	Inter-American Foundation		1
	Judiciary		35
	U.S. Court of Appeals	5	
	U.S. District Courts	30	
	Legal Services Corporation		1
	Library of Congress		10
	Congressional Research Service	3	
	Federal Research Division	1	
	Library Services	2	
	Main Library	1	
	Other	1	
	U.S. Copyright Office	1	
	World Digital Library	1	
	Millennium Challenge Corporation		10

Organization	Office	Total by Organization	Total by Agency
National Aeronautics and Space Administration			26
	Centers and Facilities	10	
	Mission Support Directorate	1	
	Office of International and Interagency Relations	9	
	Office of the Chief Counsel	1	
	Other	5	
National Archives and Records Administration			2
National Science Foundation			7
Office of Personnel Management			7
Office of the Director of National Intelligence			19
Overseas Private Investment Corporation			7
Peace Corps			73
Securities and Exchange Commission			2
Small Business Administration			4
Smithsonian Institution			10
Social Security Administration			8
U.S. Agency for Global Media			2
U.S. Agency for International Development			313
	Bureau for Africa	13	
	Bureau for Asia	5	
	Bureau for Asia and the Near East	3	
	Bureau for Democracy, Conflict, and Humanitarian Assistance	25	
	Bureau for Economic Growth, Education, and Environment	12	
	Bureau for Europe and Eurasia	7	
	Bureau for Food Security	7	
	Bureau for Foreign Assistance	2	
	Bureau for Global Health	13	
	Bureau for Legislative and Public Affairs	3	
	Bureau for Management	6	
	Bureau for Policy, Planning, and Learning	5	
	Bureau for the Middle East	6	
	Independent Offices	5	
	Other	197	
	U.S. Global Development Lab	4	
U.S. Capitol Police			1
U.S. Commission on International Religious Freedom			1
U.S. Congress			83
	Congressional-Executive Commission on China	1	
	U.S. House of Representatives	36	
	U.S. Senate	43	
	U.S.-China Economic and Security Review Commission	3	
U.S. Holocaust Memorial Museum			1
U.S. Institute of Peace			6

Organization	Office	Total by Organization	Total by Agency
U.S. International Trade Commission			3
U.S. Postal Service			2
U.S. Trade and Development Agency			5
		TOTAL	4,238

APPENDIX B: HOWARD BAKER, JR. AND SOL LINOWITZ AWARDEES

Baker Award Recipient	Country	Language	Federal Service	Boren Year
Rachel Sauer, 2019	Senegal	Wolof	U.S. Department of State	2006
<i>Member of the Intelligence Community, 2018</i>	Jordan	Arabic	U.S. Intelligence Community	2012
Wayne Drowns, 2017	China	Mandarin	U.S. Air Force	2008
Roger Polack, 2016	Thailand	Thai	U.S. Department of the Treasury	2005
Aysa Miller, 2015	Egypt	Arabic	U.S. Department of State	2001
Sean Murawski, 2014	China	Mandarin	U.S. Air Force	2008
Matthew Wagner, 2013	Jordan	Arabic	U.S. Department of State	2009
Michael Chahinian, 2012	China	Mandarin	U.S. Department of Defense	2002
Meghan Iverson, 2011	Ukraine	Ukrainian	Office of Naval Intelligence	2005
Paul Meinshausen, 2010	Turkey	Turkish	National Ground Intelligence Center	2006
Shana Leenerts, 2009	China	Mandarin	U.S. Department of State	2001
Matthew Parin, 2008	Egypt	Arabic	U.S. Department of Defense	2005
Andrew DeBerry, 2007	Egypt	Arabic	U.S. Air Force	2003

Linowitz Award Recipient	Country	Language	Federal Service	Boren Year
Michelle Romo, 2019	South Africa	Xhosa	U.S. Department of State	2009
Meghan Lockett, 2018	India	Hindi	U.S. Department of State	2011
Kristin Kelling, 2017	Brazil	Portuguese	Center for Disease Control	2004
David Hoffman, 2016	Azerbaijan & Kazakhstan	Azeri/Turkish	U.S. Agency for International Development	1997
Ted Biggs, 2015	Indonesia	Indonesian	U.S. Pacific Command	2012
Arthur Bell, 2014	Morocco	Arabic	U.S. Department of State	2000
Joseph Truesdale, 2013	Bosnia-Herzegovina	Serbo-Croatian	U.S. Department of State	1999
Hilary Wehr, 2012	Syria	Arabic	Defense Intelligence Agency	2008
Ahren Schaefer, 2011	Syria	Arabic	U.S. Department of State	2005
Glenda Jakubowski, 2010	Egypt	Arabic	Defense Intelligence Agency	2006
Tamara Crouse, 2009	China	Uighur	U.S. Navy Reserve/ U.S. Department of State	2003
Benjamin Orbach, 2008	Jordan	Arabic	U.S. Department of State	2002
Heather Kalmbach, 2007	Egypt	Arabic	U.S. Department of State	2001

APPENDIX C: FEDERAL NATIONAL SECURITY ORGANIZATIONS

Department of Defense²⁰

- All departments, agencies, commands, and activities

Department of State

- All bureaus, agencies and offices including:
 - Bureau of Intelligence and Research
 - U.S. Embassies
 - National Foreign Affairs Training Center
 - Regional and functional bureaus
 - U.S. Agency for International Development

Department of Homeland Security

- All agencies and offices

Intelligence Community

- All agencies and offices

Department of Commerce

- Bureau of Industry and Security
- International Trade Administration

Department of Energy

- National Nuclear and Security Administration
- Office of Nuclear Energy, Science and Technology
- Office of Policy and International Affairs
- National laboratories

Department of Health and Human Services

- Centers for Disease Control and Prevention

Department of Justice

- Criminal Division

- Drug Enforcement Administration
- Federal Bureau of Investigation
- National Drug Intelligence Center
- National Virtual Translation Center

Department of Labor

- Bureau of International Labor Affairs

Department of Transportation

- Federal Motor Carrier Safety Administration

Department of the Treasury

- Office of Foreign Assets Control
- Office of International Affairs

Department of Veterans Affairs

Environmental Protection Agency

Executive Office of the President

- National Security Council Staff
- Office of Management and Budget-National Security and International Affairs Division
- Office of National Drug Control Policy
- Office of Science and Technology Policy
- Office of the U.S. Trade Representative

Independent Agencies

- Environmental Protection Agency
- Export-Import Bank of the U.S.
- Overseas Private Investment Corporation
- Millennium Challenge Corporation
- National Aeronautics and Space Administration - Office of International and Interagency Relations
- National Labor Relations Board
- Office of Personnel Management - National Background Investigations Bureau
- Peace Corps

²⁰ The key national security organizations recognized as priority hiring for the NSEP Service Requirement are in bold

- United States International Trade Commission

United States Congress

- Congressional Budget Office: Defense and International Affairs
- Congressional Research Service
- United States Congressional Committees

Senate

- Appropriations
- Armed Services
- Commerce, Science, and Transportation
- Energy and Natural Resources
- Finance
- Foreign Relations
- Homeland Security and Governmental Affairs
- Judiciary
- Select Committee on Intelligence

House of Representatives

- Appropriations
- Banking and Financial Services
- Budget
- Commerce
- Foreign Affairs
- National Security
- Resources
- Science
- Transportation and Infrastructure
- Ways and Means
- Permanent Select Committee on Intelligence
- Select Committee on Homeland Security

APPENDIX D: 2020 BOREN SCHOLARS

Country	Language	Institution	Major	Home State
Azerbaijan	Azerbaijani	American University	International Affairs	DC
Armenia	Armenian	University of Chicago	Area Studies	IL
Armenia	Kurdish	Portland State University	Political Science	OR
Azerbaijan	Azerbaijani	Salisbury University	International Affairs	MD
Azerbaijan	Turkish	University of Florida	Linguistics	FL
Azerbaijan	Turkish	New College of Florida	International Affairs	FL
Azerbaijan	Turkish	Boston University	International Affairs	FL
Azerbaijan	Turkish	University of Iowa	International Affairs	IA
Azerbaijan	Turkish	Salisbury University	Biology	MD
Azerbaijan	Turkish	University of the Pacific, Stockton	International Affairs	CA
Azerbaijan	Turkish	University of Nebraska-Lincoln	Geography	NE
Azerbaijan	Turkish	University of Illinois at Urbana-Champaign	Political Science	IL
Azerbaijan	Turkish	Indiana University, Bloomington	International Affairs	IN
Azerbaijan	Turkish	Indiana University, Bloomington	International Affairs	MN
Bosnia & Herzegovina	Bosnian	University of Pittsburgh	Anthropology	NY
Brazil	Portuguese	University of Georgia	International Affairs	TX
Brazil	Portuguese	University of Georgia	Economics	GA
Brazil	Portuguese	University of Southern California	Economics	NV
Brazil	Portuguese	Florida State University	International Affairs	FL
Brazil	Portuguese	University of Texas at Austin	Engineering	TX
Brazil	Portuguese	University of South Florida	International Affairs	FL
Brazil	Portuguese	University of Georgia	Economics	GA
Brazil	Portuguese	University of Georgia	Languages	GA
Brazil	Portuguese	University of Iowa	Public Health	IA
Brazil	Portuguese	University of Pittsburgh	Economics	VA
Brazil	Portuguese	University of Texas at Austin	International Affairs	TX
Brazil	Portuguese	Ohio University	Economics	OH
Brazil	Portuguese	University of Texas at Austin	International Affairs	TX
Brazil	Portuguese	University of Michigan-Ann Arbor	Environmental Studies	MI
China	Mandarin	Columbia University	International Affairs	VA
China	Mandarin	University of New Haven	International Affairs	PR
China	Mandarin	Brigham Young University	Biology	UT
China	Mandarin	Gonzaga University	Business	CO
China	Mandarin	Middlebury College	Chemistry	MT
China	Mandarin	Stanford University	International Affairs	NC
China	Mandarin	Connecticut College	Mathematics	CT
China	Mandarin	Brigham Young University	Biology	UT
China	Mandarin	University of North Carolina at Chapel Hill	Computer and Info Sciences	NC
China	Mandarin	Indiana University, Bloomington	Political Science	IN
China	Mandarin	University of Chicago	Environmental Studies	MN

Country	Language	Institution	Major	Home State
China	Mandarin	University of Minnesota, Twin Cities	Anthropology	MN
China	Mandarin	Tulane University	International Affairs	MA
China	Mandarin	Wellesley College	International Affairs	CA
China	Mandarin	Brigham Young University	Biology	CA
China	Mandarin	Colorado State University	Engineering	CO
China	Mandarin	Columbia University	Area Studies	GA
China	Mandarin	University of Rhode Island	Criminal Justice	RI
Croatia	Croatian	University of Louisville	Philosophy	KY
Croatia	Croatian	Pennsylvania State University- University Park Campus	History	PA
Croatia	Croatian	Virginia Commonwealth University	Engineering	VA
Estonia	Russian	Florida International University	International Affairs	FL
Ethiopia	Amharic	Emmanuel College	International Affairs	MA
Georgia	Russian	James Madison University	International Affairs	VA
Ghana	Twi	University of Pittsburgh	Psychology	MO
Hong Kong	Mandarin	Purdue University	Mathematics	IN
Hong Kong	Cantonese	Florida State University	Anthropology	DE
India	Hindi	University of Notre Dame	Biology	IL
India	Urdu	University of Chicago	Political Science	NY
India	Hindi	University of Puget Sound	Social Sciences	CA
India	Urdu	University of Chicago	Political Science	NY
India	Urdu	University of Alaska Anchorage	International Affairs	AK
India	Hindi	University of Nebraska-Lincoln	Economics	NE
India	Urdu	Virginia Commonwealth University	Criminal Justice	VA
Indonesia	Indonesian	University of Maryland, College Park	International Affairs	MD
Indonesia	Indonesian	University of Pittsburgh	Computer and Info Sciences	PA
Indonesia	Indonesian	University of Washington	Political Science	WA
Indonesia	Indonesian	University of Maryland, Baltimore County	Environmental Studies	MD
Indonesia	Indonesian	Salisbury University	International Affairs	MD
Indonesia	Indonesian	Baylor University	International Affairs	CA
Israel	Arabic	Stanford University	Physics	IA
Israel	Arabic	San Diego State University	International Affairs	CA
Japan	Japanese	University of Oregon	International Affairs	OR
Japan	Japanese	University of Denver	International Affairs	CO
Japan	Japanese	Colorado State University	Anthropology	CO
Japan	Japanese	University of Missouri-Columbia	Computer and Info Sciences	MO
Japan	Japanese	Portland State University	International Affairs	OR
Japan	Japanese	Yale University	Engineering	CA
Japan	Japanese	University at Buffalo, The State University of New York	Linguistics	NY
Japan	Japanese	Florida Gulf Coast University	Engineering	GA
Japan	Japanese	New College of Florida	Biology	PA
Japan	Japanese	University of Northern Colorado	Area Studies	CO

Country	Language	Institution	Major	Home State
Jordan	Arabic	University of Southern Mississippi	Biology	MS
Jordan	Arabic	Embry-Riddle Aeronautical University, Florida	Engineering	VA
Jordan	Arabic	Washington University in St. Louis	International Affairs	CA
Jordan	Arabic	University of Saint Thomas, Minnesota	Engineering	WI
Jordan	Arabic	University of Michigan-Ann Arbor	Public Administration	TX
Jordan	Arabic	North Carolina State University	Political Science	NC
Jordan	Arabic	West Virginia University	Political Science	WV
Jordan	Arabic	University of Chicago	Political Science	MO
Jordan	Arabic	Washington University in St. Louis	Area Studies	TX
Jordan	Arabic	University of Colorado Boulder	International Affairs	PA
Jordan	Arabic	Arizona State University - Tempe	Political Science	TX
Jordan	Arabic	University of Illinois at Urbana-Champaign	Political Science	IL
Jordan	Arabic	Marquette University	International Affairs	WI
Jordan	Arabic	University of Chicago	Public Administration	SC
Jordan	Arabic	Bowdoin College	Political Science	CA
Jordan	Arabic	DePaul University	International Affairs	IL
Jordan	Arabic	University of Wyoming	International Affairs	NY
Kazakhstan	Russian	University of California, Los Angeles	History	CA
Kazakhstan	Russian	Indiana University, Bloomington	International Affairs	RI
Kazakhstan	Russian	Portland State University	Languages	OR
Kazakhstan	Russian	University of Wisconsin-Madison	International Affairs	WI
Kazakhstan	Russian	Indiana University, Bloomington	International Affairs	IN
Kazakhstan	Russian	University of Kansas	Languages	OK
Kazakhstan	Russian	University of California, Los Angeles	Engineering	CA
Kazakhstan	Russian	Florida State University	International Affairs	FL
Kazakhstan	Russian	University of Notre Dame	Mathematics	NE
Kazakhstan	Russian	Brandeis University	Languages	NC
Kazakhstan	Russian	Portland State University	Languages	OR
Kazakhstan	Russian	Portland State University	Mathematics	OR
Kazakhstan	Russian	The University of Texas at Dallas	International Affairs	TX
Kazakhstan	Russian	Portland State University	Computer and Info Sciences	NM
Kyrgyzstan	Russian	University of Notre Dame	Engineering	PA
Kyrgyzstan	Russian	University of Tennessee, Knoxville	Mathematics	TN
Kyrgyzstan	Russian	University of Virginia	International Affairs	VA
Montenegro	Serbian	Northeastern University	International Affairs	VT
Morocco	Arabic	University of Maryland, College Park	Communications and Journalism	WA
Morocco	Arabic	University of Texas at Austin	Area Studies	VA
Morocco	Arabic	University of Texas at Austin	International Affairs	TX
Morocco	Arabic	Brigham Young University	Linguistics	UT
Morocco	Arabic	University of Chicago	Anthropology	KS

Country	Language	Institution	Major	Home State
Morocco	Arabic	Brigham Young University	Military Science	UT
Morocco	Arabic	Colgate University	International Affairs	NY
Morocco	Arabic	Southern Methodist University	International Affairs	TX
Morocco	Arabic	University of Mississippi	Languages	MS
Morocco	Arabic	University of Arizona	International Affairs	AZ
Morocco	Arabic	University of Oklahoma	International Affairs	OK
Morocco	Arabic	University of Colorado, Denver	International Affairs	DC
Mozambique	Portuguese	Johns Hopkins University	Medical Sciences	SC
Mozambique	Portuguese	University of Florida	History	FL
Mozambique	Portuguese	Virginia Commonwealth University	Political Science	VA
Mozambique	Portuguese	Germanna Community College	Linguistics	VA
Oman	Arabic	West Virginia University	International Affairs	WV
Oman	Arabic	University of Miami	History	FL
Peru	Quechua	Lafayette College	International Affairs	MD
Poland	Polish	University of Florida	Political Science	FL
Senegal	French	George Washington University	International Affairs	NY
Senegal	French	American University	International Affairs	DC
Senegal	French	American University	International Affairs	IA
Senegal	French	University of Chicago	History	CT
Senegal	French	Carthage College	Economics	WI
Senegal	French	American University	International Affairs	MD
Senegal	French	University of Houston	Political Science	TX
Senegal	French	Georgetown University	International Affairs	NJ
Senegal	French	University of Maryland, College Park	International Affairs	MD
Senegal	French	University of La Verne	Languages	CA
Senegal	French	University of Illinois at Urbana-Champaign	Political Science	IL
Senegal	French	University of South Carolina, Columbia	Political Science	SC
Serbia	Serbian	Claremont McKenna College	Political Science	NY
South Africa	Zulu	University of Nevada, Las Vegas	Social Work	NV
South Africa	Zulu	University of Florida	Sociology	FL
South Korea	Korean	Ohio State University	International Affairs	TN
South Korea	Korean	University of Georgia	Mathematics	GA
South Korea	Korean	University at Buffalo, The State University of New York	Engineering	NY
South Korea	Korean	Georgia Institute of Technology	International Affairs	GA
South Korea	Korean	Georgetown University	Political Science	NV
South Korea	Korean	Brigham Young University	Biology	CA
South Korea	Korean	University of Washington	Mathematics	WA
South Korea	Korean	Boston University	Economics	NJ
South Korea	Korean	Florida International University	International Affairs	FL
South Korea	Korean	University of Oregon	International Affairs	MT
South Korea	Korean	Indiana University of Pennsylvania	International Affairs	PA
South Korea	Korean	Ohio State University	Languages	OH
Taiwan	Mandarin	Brigham Young University	Biology	UT

Country	Language	Institution	Major	Home State
Taiwan	Mandarin	New York University	Political Science	WA
Taiwan	Mandarin	Indiana University, Bloomington	International Affairs	MO
Taiwan	Mandarin	Western Kentucky University	Economics	KY
Taiwan	Mandarin	University of Chicago	Area Studies	WI
Taiwan	Mandarin	University of South Carolina, Columbia	International Affairs	SC
Taiwan	Mandarin	Indiana University, Bloomington	Languages	IN
Taiwan	Mandarin	University of North Georgia	Area Studies	GA
Taiwan	Mandarin	Western Kentucky University	Political Science	KY
Taiwan	Mandarin	Brigham Young University	Languages	IN
Taiwan	Mandarin	University of Louisville	Chemistry	KY
Taiwan	Mandarin	Stanford University	Area Studies	OR
Taiwan	Mandarin	University of Hawaii, Manoa	Public Health	HI
Taiwan	Mandarin	Arizona State University - Tempe	Languages	AZ
Taiwan	Mandarin	Western Kentucky University	Political Science	KY
Taiwan	Mandarin	University of Chicago	International Affairs	IL
Taiwan	Mandarin	University of Oregon	Business	OR
Taiwan	Mandarin	Lindenwood University	International Affairs	MO
Tajikistan	Persian	University of Maryland, College Park	Languages	MD
Tajikistan	Persian	University of Nebraska-Lincoln	International Affairs	NE
Tajikistan	Uzbek	University of Pittsburgh	Sociology	PA
Tajikistan	Persian	Ohio State University	Geography	OH
Tajikistan	Tajik	University of Florida	Computer and Info Sciences	FL
Tanzania	Swahili	University of Pittsburgh	Psychology	PA
Tanzania	Swahili	University of Minnesota, Morris	History	MN
Tanzania	Swahili	Michigan State University	International Development	MI
Tanzania	Swahili	University of Kansas	International Affairs	MO
Tanzania	Swahili	University of Virginia	Anthropology	VA
Tanzania	Swahili	University of Louisville	Economics	KY
Tanzania	Swahili	University of Florida	Economics	FL
Tanzania	Swahili	University of Illinois at Urbana-Champaign	International Affairs	IL
Tanzania	Swahili	University of Denver	International Affairs	NJ
Tanzania	Swahili	University of Notre Dame	Anthropology	NJ
Tanzania	Swahili	James Madison University	Anthropology	TX
Thailand	Thai	Arizona State University - Tempe	Area Studies	AZ
Ukraine	Russian	Smith College	Biology	CO
Ukraine	Russian	Central Washington University	Languages	WA
Ukraine	Russian	George Washington University	International Affairs	OH
Ukraine	Russian	Florida State University	Languages	FL
USA	Mandarin	Western Kentucky University	Business	AL
USA	Mandarin	Arizona State University - Tempe	Languages	MO
USA	Mandarin	Western Kentucky University	Languages	TN

Country	Language	Institution	Major	Home State
USA	Mandarin	University of Mississippi	International Development	AL
USA	Mandarin	University of Minnesota, Twin Cities	Languages	MN
USA	Mandarin	University of North Georgia	Business	GA

APPENDIX E: 2020 BOREN FELLOWS

Country	Language	Institution	Major	Home State
Albania	Albanian	University of Notre Dame	Political Science	CA
Azerbaijan	Turkish	Tufts University	International Affairs	CA
Azerbaijan	Turkish	University of Richmond	Public Administration	IL
Azerbaijan	Turkish	Salve Regina University	Cybersecurity	RI
Azerbaijan	Turkish	University of California, San Diego	International Affairs	CA
Brazil	Portuguese	University of Florida	Agricultural and Food Sciences	FL
Brazil	Portuguese	Brandeis University	International Development	MD
Brazil	Portuguese	Tufts University	International Affairs	MI
Brazil	Portuguese	New York University	Communications and Journalism	OR
Brazil	Portuguese	University of Arkansas, Fayetteville	Public Administration	AR
Brazil	Portuguese	University of Maryland, University College	Business	VA
Burma (Myanmar)	Burmese	University of Denver	International Affairs	KY
Cambodia	Khmer	University of Chicago	Anthropology	DC
China	Mandarin	Johns Hopkins University	International Affairs	CA
China	Mandarin	University of Arizona	Languages	AZ
China	Mandarin	Franklin and Marshall College	Political Science	SC
China	Mandarin	Georgetown University	International Affairs	TN
China	Mandarin	Stanford University	Engineering	CA
Colombia	Spanish	Texas A&M University - College Station	Agricultural and Food Sciences	TN
Colombia	Spanish	New York University	International Affairs	NY
Czech Republic	Russian	Johns Hopkins University	International Affairs	MN
Estonia	Russian	Iowa State University of Science and Technology	Engineering	NE
Ethiopia	Amharic	University of North Carolina at Chapel Hill	Engineering	NJ
Ethiopia	Amharic	University of Florida	Agricultural and Food Sciences	FL
Ethiopia	Oromo	California Polytechnic State University, San Luis Obispo	Agricultural and Food Sciences	ID
Georgia	Russian	Georgia Institute of Technology	Chemistry	CA
Ghana	Twi	University of Denver	International Affairs	NC
Ghana	Twi	East Carolina University	Public Health	GA
Ghana	Twi	Arizona State University - West	Social Sciences	AZ
Hungary	Hungarian	Middlebury College	Languages	OR
India	Urdu	University of Arizona	Business	AZ
India	Hindi	Johns Hopkins University	International Affairs	CA

Country	Language	Institution	Major	Home State
India	Urdu	Tufts University	International Affairs	NC
India	Kannada	University of Chicago	Theology and Religious Studies	NY
India	Hindi	University of New Hampshire	Environmental Studies	IA
Indonesia	Indonesian	Tufts University	International Affairs	PA
Indonesia	Indonesian	Columbia University	Environmental Studies	NY
Indonesia	Indonesian	University of Rhode Island	Environmental Studies	ME
Indonesia	Indonesian	Brandeis University	International Development	CA
Israel	Hebrew	University of Pittsburgh	International Affairs	MO
Israel	Hebrew	University of California, San Diego	History	CA
Japan	Japanese	Georgetown University	Area Studies	WA
Japan	Japanese	George Washington University	International Affairs	NM
Japan	Japanese	American University	International Affairs	VA
Japan	Japanese	American University	International Affairs	MI
Jordan	Arabic	Columbia U - Teachers College	Education	NY
Jordan	Arabic	Florida International University	International Affairs	FL
Jordan	Arabic	University of Georgia	Public Administration	GA
Jordan	Arabic	University of Nevada, Las Vegas	Economics	NV
Jordan	Arabic	University of Maine	Political Science	ME
Jordan	Arabic	American University	International Affairs	OH
Jordan	Arabic	California University of Pennsylvania	Languages	NY
Jordan	Arabic	University of Arizona	Area Studies	CO
Jordan	Arabic	Johns Hopkins University	Public Health	IA
Jordan	Arabic	George Washington University	International Affairs	TX
Jordan	Arabic	American University	International Affairs	CA
Jordan	Arabic	Syracuse University	Public Administration	MA
Jordan	Arabic	Texas A&M University - College Station	International Affairs	TX
Jordan	Arabic	University of Wyoming	International Development	WY
Jordan	Arabic	Columbia U - Teachers College	Education	TX
Jordan	Arabic	University of Chicago	International Development	NJ
Jordan	Arabic	Middlebury Institute of International Studies at Monterey	International Development	CA
Jordan	Arabic	Colgate University	Law	CT
Jordan	Arabic	Covenant College	International Affairs	GA
Jordan	Arabic	Georgia State University	Psychology	GA
Kazakhstan	Kazakh	Stanford University	International Affairs	PA
Kyrgyzstan	Russian	Georgetown University	International Affairs	KS
Latvia	Russian	American University	International Affairs	FL
Latvia	Russian	Georgetown University	International Affairs	PA
Mexico	Mayan	University of Chicago	Social Sciences	IL
Morocco	Arabic	American University	International Affairs	CA

Country	Language	Institution	Major	Home State
Morocco	Arabic	Brooklyn College, The City University of New York	Political Science	NY
Morocco	Arabic	New York University	Cybersecurity	NY
Mozambique	Portuguese	American University	International Affairs	FL
Mozambique	Portuguese	University of Pittsburgh	International Development	PA
Mozambique	Portuguese	Grambling State University	Public Administration	MI
Mozambique	Portuguese	Northeastern University	International Affairs	PA
Mozambique	Portuguese	Georgetown University	International Affairs	LA
Nepal	Nepali	University of Notre Dame	Political Science	IN
Oman	Arabic	Tufts University	International Affairs	MA
Peru	Spanish	University of California, Davis	History	CA
Philippines	Tagalog	George Mason University	Environmental Studies	VA
Poland	Polish	Johns Hopkins University	Military Science	MD
Poland	Polish	University of Central Florida	International Affairs	FL
Senegal	Wolof	Johns Hopkins University	Public Health	DC
Senegal	French	Fordham University	International Development	CA
Senegal	French	University of North Carolina at Chapel Hill	Anthropology	NC
Senegal	Wolof	University of Washington	Public Health	WA
Serbia	Serbian	Tufts University	International Affairs	MN
South Africa	Zulu	New York University	International Development	NY
South Africa	Xhosa	Johns Hopkins University	Public Health	IL
South Africa	Zulu	University of California, Santa Barbara	History	CA
South Korea	Korean	University of California, Santa Barbara	Linguistics	AL
South Korea	Korean	Harvard University	International Affairs	KY
South Korea	Korean	University of Michigan-Ann Arbor	Area Studies	MI
Taiwan	Mandarin	Arizona State University - Tempe	Linguistics	MI
Taiwan	Mandarin	Georgetown University	International Affairs	MA
Taiwan	Mandarin	University of Vermont	Social Sciences	VT
Taiwan	Mandarin	Pennsylvania State University-University Park Campus	History	MN
Taiwan	Mandarin	Harvard University	International Affairs	AL
Taiwan	Mandarin	Syracuse University	Public Administration	MA
Taiwan	Mandarin	Texas A&M University – College Station	International Affairs	TX
Tajikistan	Persian	Tulane University	Political Science	CA
Tanzania	Swahili	University of Washington	English	WA
Tanzania	Swahili	University of Denver	International Affairs	CA
Uganda	Acholi	University of Wisconsin-Madison	Education	WI
Uganda	Swahili	Johns Hopkins University	Public Health	MD
Ukraine	Ukrainian	University of Michigan-Ann Arbor	Computer and Info Sciences	MI

Country	Language	Institution	Major	Home State
Ukraine	Russian	Boise State University	Political Science	ID
Ukraine	Russian	Middlebury Institute at Monterey	International Affairs	MS
Ukraine	Russian	Indiana University, Bloomington	Area Studies	WI

APPENDIX F: 2020 BOREN SCHOLARS AND FELLOWS COUNTRIES OF STUDY

Country	Boren Scholars	Boren Fellows	Total
Albania	0	1	1
Armenia	2	0	2
Azerbaijan	11	4	15
Bosnia & Herzegovina	1	0	1
Brazil	14	6	20
Burma (Myanmar)	0	1	1
Cambodia	0	1	1
China	18	5	23
Colombia	0	2	2
Croatia	3	0	3
Czech Republic	0	1	1
Estonia	1	1	2
Ethiopia	1	3	4
Georgia	1	1	2
Ghana	1	3	4
Hong Kong	2	0	2
Hungary	0	1	1
India	7	5	12
Indonesia	6	4	10
Israel	2	2	4
Japan	10	4	14
Jordan	17	20	37
Kazakhstan	14	1	15
Kyrgyzstan	3	1	4
Latvia	0	2	2
Mexico	0	1	1
Montenegro	1	0	1
Morocco	12	3	15
Mozambique	4	5	9
Nepal	0	1	1
Oman	2	1	3
Peru	1	1	2
Philippines	0	1	1
Poland	1	2	3
Senegal	12	4	16
Serbia	1	1	2
South Africa	2	3	5
South Korea	12	3	15
Taiwan	18	7	25

Country	Boren Scholars	Boren Fellows	Total
Tajikistan	5	1	6
Tanzania	11	2	13
Thailand	1	0	1
Uganda	0	2	2
Ukraine	4	4	8
USA*	6	0	6
Total	207	111	318

APPENDIX G: 2020 BOREN SCHOLARS AND FELLOWS LANGUAGES OF STUDY

Languages	Boren Scholars	Boren Fellows	Total
Acholi	0	1	1
Albanian	0	1	1
Amharic	1	2	3
Arabic	33	24	57
Armenian	1	0	1
Azerbaijani	1	0	1
Bosnian	1	0	1
Burmese	0	1	1
Cantonese	1	0	1
Croatian	3	0	3
French	12	2	14
Hebrew	0	2	2
Hindi	3	2	5
Hungarian	0	1	1
Indonesian	6	4	10
Japanese	10	4	14
Kannada	0	1	1
Kazakh	0	1	1
Khmer	0	1	1
Korean	12	3	15
Kurdish	1	0	1
Mandarin	43	12	55
Mayan	0	1	1
Nepalese	0	1	1
Oromo	0	1	1
Persian	3	1	4
Polish	1	2	3
Portuguese	18	11	29
Quechua	1	0	1
Russian	23	9	32
Serbian	2	1	3
Spanish	0	3	3
Swahili	11	3	14
Tagalog	0	1	1
Tajik	1	0	1
Thai	1	0	1

Turkish	10	4	14
Twi	1	3	4
Ukrainian	0	1	1
Urdu	4	2	6
Uzbek	1	0	1
Wolof	0	2	2
Xhosa	0	1	1
Zulu	2	2	4
TOTAL	207	111	318

APPENDIX H: BOREN AWARDS MAJORS

Area and Language Studies

- Area Studies
- English
- Language
- Linguistics

Business

International Studies

- International Affairs
- International Development

Social Sciences

- Anthropology
- Economics
- Environmental Studies
- Geography
- History
- Political Science
- Psychology
- Public Administration
- Public Health
- Social Sciences (general)
- Social Work
- Sociology

STEM Fields

- Agriculture and Food Science
- Biology
- Chemistry
- Computer and Info Sciences
- Cybersecurity
- Engineering
- Mathematics
- Medical Sciences
- Physics

Other

- Communications and Journalism
- Criminal Justice
- Education
- Law
- Military Science
- Philosophy
- Theology and Religious Studies

APPENDIX I: LANGUAGE PROFICIENCY SCALES

The U.S. government relies on the Interagency Language Roundtable (ILR) language proficiency scale to determine linguistic expertise. The following table outlines the proficiency descriptions for each ILR proficiency level. Below are the ILR descriptors for speaking. There are also ILR skill level descriptions for Reading, Listening, Writing, Translation Performance, and Interpretation Performance located at (<http://www.govtilr.org/>).

ILR RATING	ILR PROFICIENCY DESCRIPTION
0	<i>No Proficiency:</i> Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability.
0+	<i>Memorized Proficiency:</i> Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful.
1	<i>Elementary Proficiency:</i> Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from this individual. This speaker has a functional, but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The individual is unable to produce continuous discourse except with rehearsed material.
1+	<i>Elementary Proficiency Plus:</i> Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.
2	<i>Limited Working Proficiency:</i> Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances but unusual or imprecise elsewhere.
2+	<i>Limited Working Proficiency Plus:</i> Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete.

	The individual may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space and person references, or to be in some way inappropriate, if not strictly incorrect.
3	<i>General Professional Proficiency:</i> Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social, and professional topics. Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs and the implications of nuances and idiom may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate: but stress, intonation, and pitch control may be faulty.
3+	<i>General Professional Proficiency Plus:</i> Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.
4	<i>Advanced Professional Proficiency:</i> Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as in informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty.
4+	<i>Advanced Professional Proficiency Plus:</i> Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of any language-use task. However, the individual would not necessarily be perceived as culturally native.
5	<i>Functional Native Proficiency:</i> Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect.

The **American Council on the Teaching of Foreign Languages** (ACTFL) proficiency scale is another rubric to describe linguistic proficiency (<http://www.actfl.org/i4a/pages/index.cfm?pageid=1>). An abbreviated version of the ACTFL speaking scale follows.

ACTFL RATING	ACTFL PROFICIENCY DESCRIPTION
Novice Low	Speakers at the Novice Low sublevel have no real functional ability, and, because of their pronunciations, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, given their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.
Novice Mid	Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.
Novice High	Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask formulaic questions.
Intermediate Low	Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate Level, although just barely.
Intermediate Mid	Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests, and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.
Intermediate High	Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all these tasks all of the time. Intermediate High speakers

	can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time.
Advanced Low	Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest. Advanced Low speakers can demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven.
Advanced Mid	Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance. Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.
Advanced High	Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are most comfortable discussing a variety of topics concretely.
Superior	Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinion on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.
Distinguished	Speakers at the Distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic. Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse.

APPENDIX J: 2020 RFLI BOREN SCHOLARS AND FELLOWS

Country	Language	Domestic Institution	Overseas Flagship Center	Home State
Azerbaijan	Turkish	University of Florida	Azerbaijan University of Languages	FL
Azerbaijan	Turkish	New College of Florida	Azerbaijan University of Languages	FL
Azerbaijan	Turkish	Tufts University	Azerbaijan University of Languages	CA
Azerbaijan	Turkish	Boston University	Azerbaijan University of Languages	FL
Azerbaijan	Turkish	University of Iowa	Azerbaijan University of Languages	IA
Azerbaijan	Turkish	Salisbury University	Azerbaijan University of Languages	MD
Azerbaijan	Turkish	University of the Pacific, Stockton	Azerbaijan University of Languages	CA
Azerbaijan	Turkish	University of Nebraska- Lincoln	Azerbaijan University of Languages	NE
Azerbaijan	Turkish	University of Illinois at Urbana-Champaign	Azerbaijan University of Languages	IL
Azerbaijan	Turkish	University of Richmond	Azerbaijan University of Languages	IL
Azerbaijan	Turkish	Salve Regina University	Azerbaijan University of Languages	RI
Azerbaijan	Turkish	University of California, San Diego	Azerbaijan University of Languages	CA
Ghana	Twi	University of Denver	Non-affiliated Program	NC
Ghana	Twi	University of Pittsburgh	Non-affiliated Program	MO
Ghana	Twi	Arizona State University - West	Non-affiliated Program	AZ
India	Urdu	University of Arizona	American Institute of Indian Studies	AZ
India	Hindi	Johns Hopkins University	American Institute of Indian Studies	CA
India	Urdu	Tufts University	American Institute of Indian Studies	NC
India	Urdu	University of Chicago	American Institute of Indian Studies	NY
India	Hindi	University of Puget Sound	American Institute of Indian Studies	CA
India	Urdu	University of Chicago	American Institute of Indian Studies	NY
India	Urdu	University of Alaska Anchorage	American Institute of Indian Studies	AK
India	Hindi	University of Nebraska- Lincoln	American Institute of Indian Studies	NE
India	Urdu	Virginia Commonwealth University	American Institute of Indian Studies	VA
Indonesia	Indonesian	University of Maryland, College Park	Universitas Negeri Malang	MD
Indonesia	Indonesian	Tufts University	Universitas Negeri Malang	PA
Indonesia	Indonesian	University of Pittsburgh	Universitas Negeri Malang	PA
Indonesia	Indonesian	University of Washington	Universitas Negeri Malang	WA
Indonesia	Indonesian	Columbia University	Universitas Negeri Malang	NY
Indonesia	Indonesian	University of Maryland, Baltimore County	Universitas Negeri Malang	MD

Indonesia	Indonesian	Salisbury University	Universitas Negeri Malang	MD
Indonesia	Indonesian	Brandeis University	Universitas Negeri Malang	CA
Indonesia	Indonesian	Baylor University	Universitas Negeri Malang	CA
Mozambique	Portuguese	American University	Universidade Eduardo Mondlane	FL
Mozambique	Portuguese	Johns Hopkins University	Universidade Eduardo Mondlane	SC
Mozambique	Portuguese	University of Pittsburgh	Universidade Eduardo Mondlane	PA
Mozambique	Portuguese	University of Florida	Universidade Eduardo Mondlane	FL
Mozambique	Portuguese	Virginia Commonwealth University	Universidade Eduardo Mondlane	VA
Mozambique	Portuguese	Grambling State University	Universidade Eduardo Mondlane	MI
Mozambique	Portuguese	Germanna Community College	Universidade Eduardo Mondlane	VA
Mozambique	Portuguese	Georgetown University	Universidade Eduardo Mondlane	LA
Senegal	French	George Washington University	The West African Research Center	NY
Senegal	French	American University	The West African Research Center	DC
Senegal	French	American University	The West African Research Center	IA
Senegal	French	University of Chicago	The West African Research Center	CT
Senegal	French	Carthage College	The West African Research Center	WI
Senegal	French	American University	The West African Research Center	MD
Senegal	French	University of Houston	The West African Research Center	TX
Senegal	French	Georgetown University	The West African Research Center	NJ
Senegal	French	Fordham University	The West African Research Center	CA
Senegal	French	University of Maryland, College Park	The West African Research Center	MD
Senegal	French	University of La Verne	The West African Research Center	CA
Senegal	French	University of North Carolina at Chapel Hill	The West African Research Center	NC
Senegal	French	University of Illinois at Urbana-Champaign	The West African Research Center	IL
Senegal	French	University of South Carolina, Columbia	The West African Research Center	SC
South Africa	Zulu	New York University	Non-affiliated Program	NY
South Africa	Zulu	University of Nevada, Las Vegas	Non-affiliated Program	NV
South Africa	Zulu	University of Florida	Non-affiliated Program	FL
South Africa	Zulu	University of California, Santa Barbara	Non-affiliated Program	CA
Tanzania	Swahili	University of Pittsburgh	MS-Training Center For Development Cooperative	PA
Tanzania	Swahili	University of Minnesota, Morris	MS-Training Center For Development Cooperative	MN
Tanzania	Swahili	Michigan State University	MS-Training Center For Development Cooperative	MI
Tanzania	Swahili	University of Louisville	MS-Training Center For Development Cooperative	KY
Tanzania	Swahili	University of Florida	MS-Training Center For Development Cooperative	FL

Tanzania	Swahili	University of Denver	MS-Training Center For Development Cooperative	CA
Tanzania	Swahili	University of Illinois at Urbana-Champaign	MS-Training Center For Development Cooperative	IL
Tanzania	Swahili	University of Denver	MS-Training Center For Development Cooperative	NJ
Tanzania	Swahili	University of Notre Dame	MS-Training Center For Development Cooperative	NJ
Tanzania	Swahili	James Madison University	MS-Training Center For Development Cooperative	TX

APPENDIX K: 2020 BOREN FLAGSHIP SCHOLARS

Country	Language	Domestic Flagship	Overseas Center	Home State
Azerbaijan	Turkish	Indiana University	Azerbaijan University of Languages	IN
Azerbaijan	Turkish	Indiana University	Azerbaijan University of Languages	MN
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	TX
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Brazil	Portuguese	University of Texas at Austin	Universidade Federal de São João del-Rei	TX
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Brazil	Portuguese	University of Texas at Austin	Universidade Federal de São João del-Rei	TX
Brazil	Portuguese	University of Texas at Austin	Universidade Federal de São João del-Rei	TX
China	Mandarin	Brigham Young University	Nanjing University	UT
China	Mandarin	Brigham Young University	Nanjing University	UT
China	Mandarin	Indiana University	Nanjing University	IN
China	Mandarin	University of Minnesota	Nanjing University	MN
China	Mandarin	Brigham Young University	Nanjing University	CA
China	Mandarin	University of Rhode Island	Nanjing University	RI
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	Indiana University	Kazakh National University	RI
Kazakhstan	Russian	Portland State University	Kazakh National University	OR
Kazakhstan	Russian	University of Wisconsin-Madison	Kazakh National University	WI
Kazakhstan	Russian	Indiana University	Kazakh National University	IN
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	Portland State University	Kazakh National University	OR
Kazakhstan	Russian	Portland State University	Kazakh National University	OR
Kazakhstan	Russian	Portland State University	Kazakh National University	NM
Morocco	Arabic	University of Maryland	AALIM and Moulay Ismail University	WA
Morocco	Arabic	University of Texas at Austin	AALIM and Moulay Ismail University	VA
Morocco	Arabic	University of Texas at Austin	AALIM and Moulay Ismail University	TX
Morocco	Arabic	Brigham Young University	AALIM and Moulay Ismail University	UT

Morocco	Arabic	Brigham Young University	AALIM and Moulay Ismail University	UT	
Morocco	Arabic	University of Mississippi	AALIM and Moulay Ismail University	MS	
Morocco	Arabic	University of Arizona	AALIM and Moulay Ismail University	AZ	
Morocco	Arabic	University of Oklahoma	AALIM and Moulay Ismail University	OK	
Taiwan	Mandarin	Brigham Young University	National University	Yang-Ming	UT
Taiwan	Mandarin	Indiana University	National University	Yang-Ming	MO
Taiwan	Mandarin	Western Kentucky University	National University	Yang-Ming	KY
Taiwan	Mandarin	Indiana University	National University	Yang-Ming	IN
Taiwan	Mandarin	University of North Georgia	National University	Yang-Ming	GA
Taiwan	Mandarin	Western Kentucky University	National University	Yang-Ming	KY
Taiwan	Mandarin	University of Hawaii, Manoa	National University	Yang-Ming	HI
Taiwan	Mandarin	Arizona State University - Tempe	National University	Yang-Ming	AZ
Taiwan	Mandarin	Western Kentucky University	National University	Yang-Ming	KY
Taiwan	Mandarin	University of Oregon	National University	Yang-Ming	OR
USA	Mandarin	Western Kentucky University	Defense Language Institute Foreign Language Center	AL	
USA	Mandarin	Arizona State University - Tempe	Defense Language Institute Foreign Language Center	MO	
USA	Mandarin	Western Kentucky University	Defense Language Institute Foreign Language Center	TN	
USA	Mandarin	University of Mississippi	Defense Language Institute Foreign Language Center	AL	
USA	Mandarin	University of Minnesota	Defense Language Institute Foreign Language Center	MN	
USA	Mandarin	University of North Georgia	Defense Language Institute Foreign Language Center	GA	

APPENDIX L: 2020 EHLS SCHOLARS

Country	Language	EHLS Institution	Professional Field	Home State
Arabic	Iraq	Georgetown University School of Continuing Studies	Engineering, Translation	NE
Arabic	Sudan	Georgetown University School of Continuing Studies	Medicine/Health, Translation	MD
Arabic	Egypt	Georgetown University School of Continuing Studies	Administration, International Affairs	VA
Hindi	India	Georgetown University School of Continuing Studies	Medicine/Health, Sciences	NJ
Kazakh	China	Georgetown University School of Continuing Studies	Translation	VA
Korean	South Korea	Georgetown University School of Continuing Studies	Teaching, Translation	VA
Kyrgyz	Kyrgyzstan	Georgetown University School of Continuing Studies	Administration, International Affairs, Teaching, Translation	PA
Kyrgyz	Kazakhstan	Georgetown University School of Continuing Studies	Administration, International Affairs, Translation	VA
Mandarin Chinese	China	Georgetown University School of Continuing Studies	Accounting, Teaching, Translation	VA
Persian Farsi	Iran	Georgetown University School of Continuing Studies	Administration, International Affairs, Teaching, Translation	VA
Russian	Kazakhstan	Georgetown University School of Continuing Studies	Administration, Business	VA
Russian	Germany	Georgetown University School of Continuing Studies	Administration, International Affairs, Social Sciences	DC
Russian	Moldova	Georgetown University School of Continuing Studies	Accounting, Teaching, Translation	MD
Russian	Russia	Georgetown University School of Continuing Studies	Teaching, Translation, Real Estate	DC
Thai	Thailand	Georgetown University School of Continuing Studies	Humanities, Teaching, Translation	NM
Thai	Thailand	Georgetown University School of Continuing Studies	Teaching, Translation	IL
Turkish	China	Georgetown University School of Continuing Studies	Teaching, Translation	NC
Urdu	Pakistan	Georgetown University School of Continuing Studies	Administration, Business, Teaching, Translation	MD

APPENDIX M: 2020 NUMBER OF NSEP-FUNDED PROGRAMS BY INSTITUTION

University	EHLS	Language Flagship	Flagship Initiatives	LTC	Project GO	RFLI	TOTAL
Arizona State University		1			1		2
Brigham Young University		2	1				3
Bryn Mawr College*		1	1				2
California State University, Long Beach				1			1
Concordia College				1			1
Embry-Riddle University					1		1
Georgia Institute of Technology					1		1
Georgetown University	1						1
George Washington University				1			1
Hunter College, CUNY*		1	1				2
Indiana University		3		1	2		6
James Madison University					1		1
Marquette University					1		1
North Carolina State University					1		1
Norwich University					1		1
Portland State University		1					1
San Diego State University				1	1		2
San Francisco State University		1					1
Texas A&M University					1		1
The Citadel					1		1
University of Arizona*		1	1		1		3
University of California, Los Angeles		1					1
University of Florida						1	1
University of Georgia		2					2
University of Hawaii**		2	1				3
University of Kansas				1	1		2
University of Kentucky					1		1
University of Maryland***		2	1		1		4
University of Minnesota		1					1
University of Mississippi		2			1		3
University of Montana				1	1		2
University of North Carolina		1					1

University	EHLS	Language Flagship	Flagship Initiatives	LTC	Project GO	RFLI	TOTAL
University of North Georgia		1			1		2
University of Oregon		1					1
University of Pittsburgh					1		1
University of Rhode Island		1					1
University of Texas at Austin		2					2
University of Utah				1			1
University of Washington		1					1
University of Wisconsin - Madison		1			1	2	4
Virginia Military Institute					2		2
Virginia Polytechnic Institute		1			1		2
Western Kentucky University		1					1
TOTAL	1	31	6	8	24	3	73

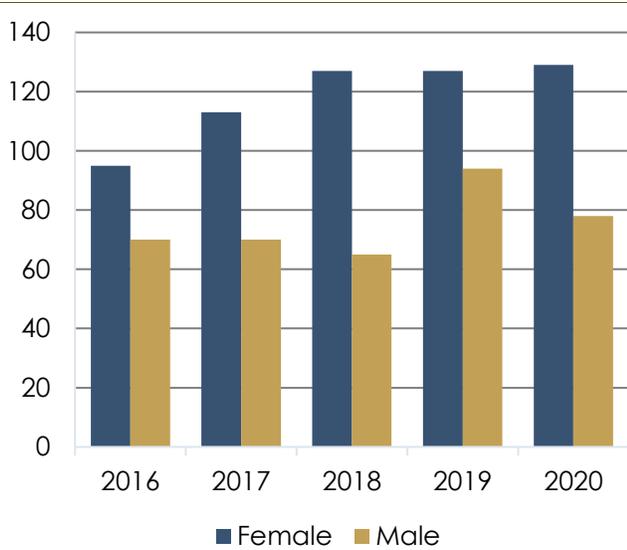
* Overseas Flagship Center

** Language Flagship Technology Innovation Center

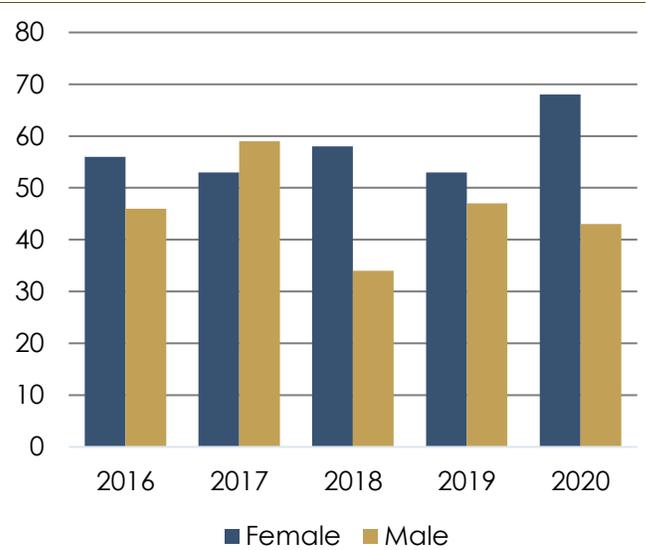
*** Language Flagship Culture Initiative

APPENDIX N: BOREN SCHOLAR AND FELLOW FIVE-YEAR DATA

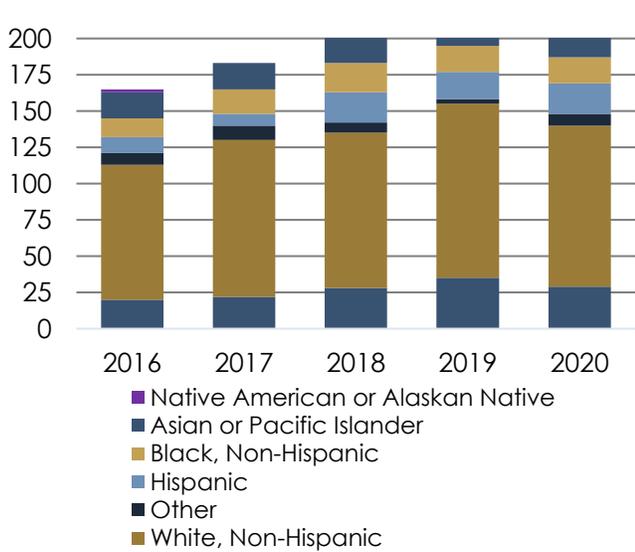
2016-2020 BOREN SCHOLAR
GENDER DISTRIBUTION BY YEAR



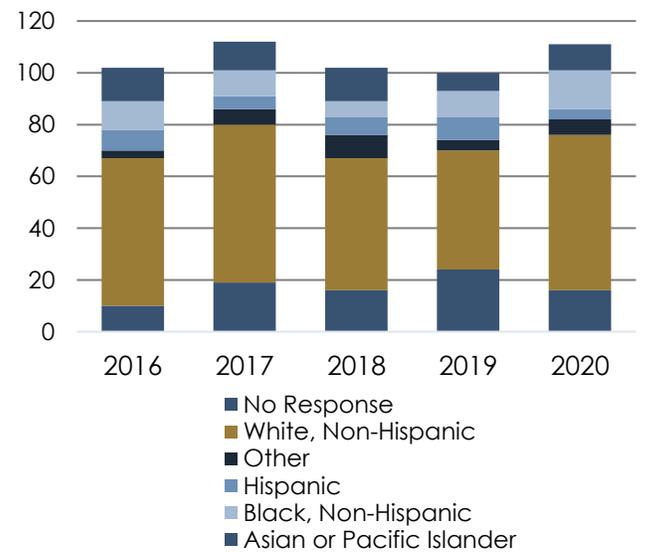
2016-2020 BOREN FELLOW
GENDER DISTRIBUTION BY YEAR



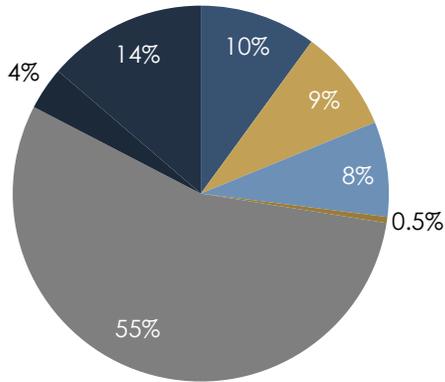
2016-2020 BOREN SCHOLAR
RACIAL/ETHNIC DISTRIBUTION BY YEAR



2016-2020 BOREN FELLOW
RACIAL/ETHNIC DISTRIBUTION BY YEAR

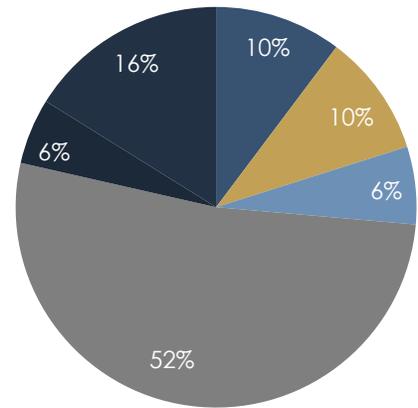


2016-2020 BOREN SCHOLAR
RACIAL/ETHNIC DISTRIBUTION



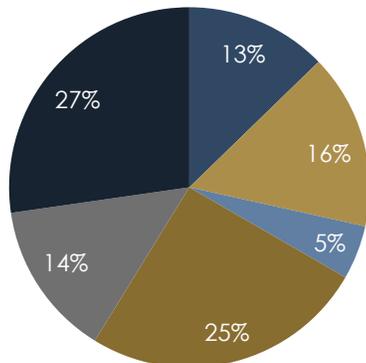
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Native American or Alaskan Native
- White, Non-Hispanic
- Other
- No Response

2016-2020 BOREN FELLOW
RACIAL/ETHNIC DISTRIBUTION



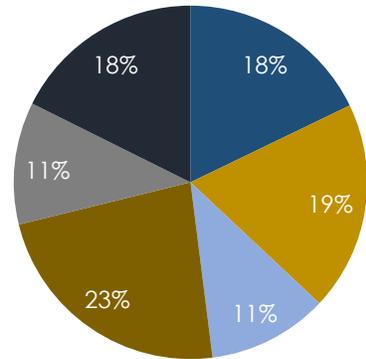
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Native American or Alaskan Native
- White, Non-Hispanic
- Other
- No Response

2016-2020 BOREN SCHOLAR
REGIONS OF STUDY



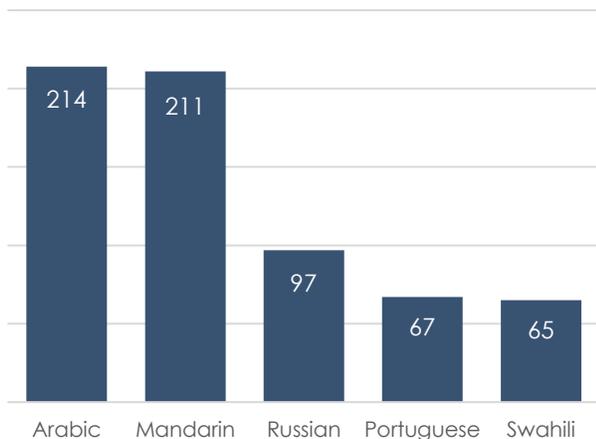
- Africa (Sub-Saharan)
- East Asia and the Pacific
- Europe and Eurasia
- Near East
- South and Central Asia
- Western Hemisphere

2016-2020 BOREN FELLOW
REGIONS OF STUDY

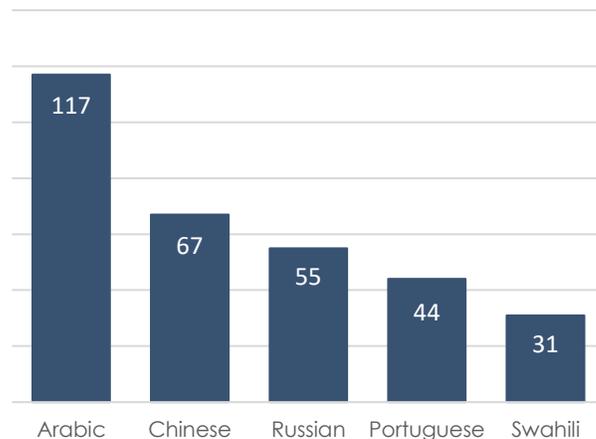


- Africa (Sub-Saharan)
- East Asia and the Pacific
- Europe and Eurasia
- Near East
- South and Central Asia
- Western Hemisphere

2016-2020 BOREN SCHOLAR TOP FIVE LANGUAGES



2016-2020 BOREN FELLOW TOP FIVE LANGUAGES



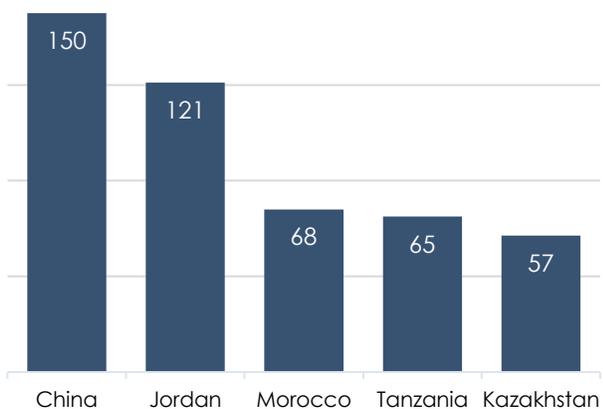
2016-2020 BOREN SCHOLAR OVERALL LANGUAGE DISTRIBUTION

Akan/Twi	6	Pashto	1
Albanian	1	Persian	6
Amharic	2	Polish	6
Arabic	214	Portuguese	67
Armenian	1	Quechua	1
Azerbaijani	5	Quiche	1
Bahasa Indonesian	5	Romanian	2
Bosnian	3	Russian	97
Cantonese	1	Serbian	5
Croatian	2	Slovenian	1
Czech	2	Spanish	3
French	42	Swahili	65
Georgian	1	Tagalog	1
Hebrew	2	Tajik	1
Hindi	32	Thai	6
Indonesian	20	Turkish	24
Japanese	47	Urdu	21
Korean	50	Uzbek	1
Kurdish	1	Vietnamese	3
Mandarin	211	Wolof	12
Nepali	4	Zulu	2

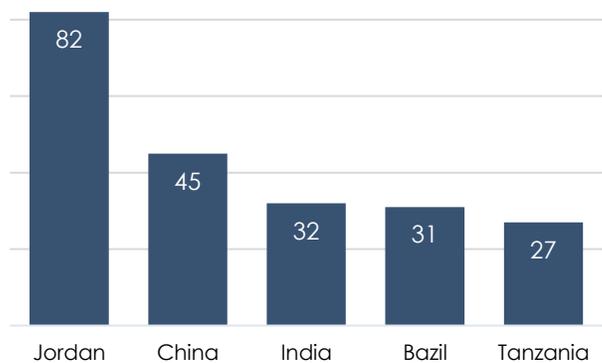
2016-2020 BOREN FELLOW OVERALL LANGUAGE DISTRIBUTION

Acholi	1	Kyrgyz	1
Akan/Twi	4	Macedonian	1
Albanian	2	Malayalam	1
Amharic	2	Mandarin	67
Arabic	117	Mayan	1
Armenian	1	Minangkabau	1
Azerbaijani	1	Nepali	2
Bahasa Indonesian	3	Oromo	1
Bambara	0	Pashto	1
Bariba	1	Persian	9
Bengali	2	Polish	6
Bosnian	4	Portuguese	55
Burmese	2	Russian	44
Cantonese	1	Rwanda	2
Chechen	1	Serbian	4
Czech	1	Sinhala	1
French	14	Spanish	4
Fula	1	Swahili	33
Georgian	1	Tagalog	3
Haitian Creole	3	Tamil	1
Hebrew	5	Thai	5
Hindi	17	Turkish	6
Hungarian	1	Uyghur	1
Indonesian	13	Ukrainian	2
Japanese	23	Urdu	9
Kannada	1	Wolof	8
Kazakh	1	Xhosa	1
Khmer	4	Yoruba	1
Korean	25	Zulu	5

2016-2020 BOREN SCHOLAR TOP FIVE COUNTRIES



2016-2020 BOREN FELLOW TOP FIVE COUNTRIES



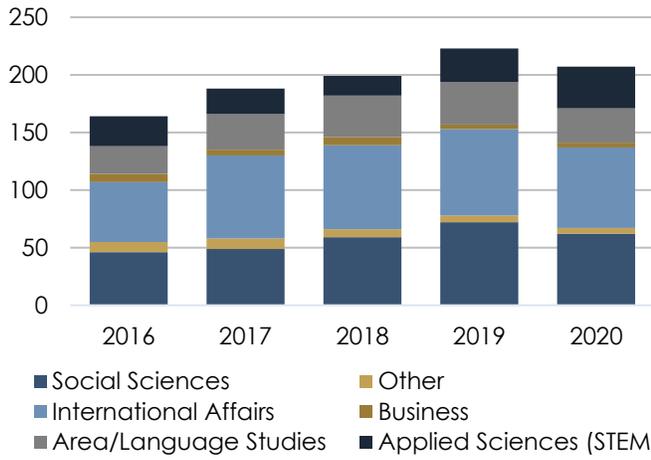
2016-2020 BOREN SCHOLAR OVERALL COUNTRY DISTRIBUTION

Albania	1	Montenegro	72
Armenia	1	Morocco	24
Azerbaijan	28	Mozambique	2
Belarus	3	Nepal	9
Bosnia and Herzegovina	3	Oman	1
Brazil	38	Peru	1
Chile	1	Philippines	4
China	150	Poland	2
Costa Rica	1	Qatar	2
Croatia	4	Romania	1
Czech Republic	3	Senegal	47
Ethiopia	2	Serbia	3
Georgia	3	Slovenia	1
Ghana	6	South Africa	45
Hong Kong	2	South Korea	29
India	53	Taiwan	7
Indonesia	24	Tajikistan	64
Israel	11	Tanzania	5
Japan	49	Thailand	3
Jordan	121	Ukraine	5
Kazakhstan	57	United Arab Emirates	3
Kyrgyzstan	13	Vietnam	1
Latvia	14	USA*	6
Mexico	1		

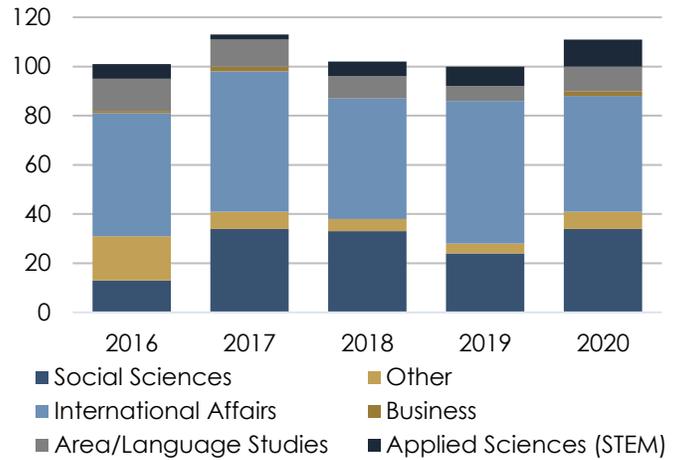
2016-2020 BOREN FELLOW OVERALL COUNTRY DISTRIBUTION

Albania	1	Kenya	1
Algeria	1	Kosovo	1
Angola	1	Kyrgyzstan	4
Armenia	1	Latvia	8
Azerbaijan	7	Macedonia	1
Belarus	2	Mexico	1
Benin	2	Morocco	12
Bosnia and Herzegovina	4	Mozambique	19
Brazil	31	Nepal	2
Burma (Myanmar)	1	Oman	11
Cambodia	2	Philippines	3
China	45	Poland	6
Czech Republic	2	Rwanda	2
Estonia	6	Senegal	21
Georgia	7	Serbia	4
Ghana	4	South Africa	7
Guinea	1	South Korea	24
Haiti	3	Sri Lanka	1
Hungary	1	Taiwan	17
India	32	Tajikistan	10
Indonesia	15	Tanzania	27
Israel	10	Thailand	5
Japan	22	Uganda	4
Jordan	82	Ukraine	12
Kazakhstan	11	United Arab Emirates	3

2016-2020 BOREN SCHOLAR
FIELDS OF STUDY

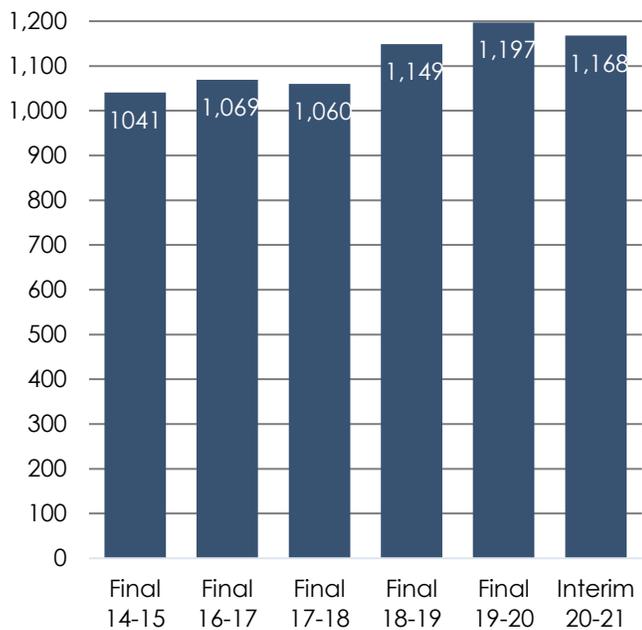


2016-2020 BOREN FELLOW
FIELDS OF STUDY

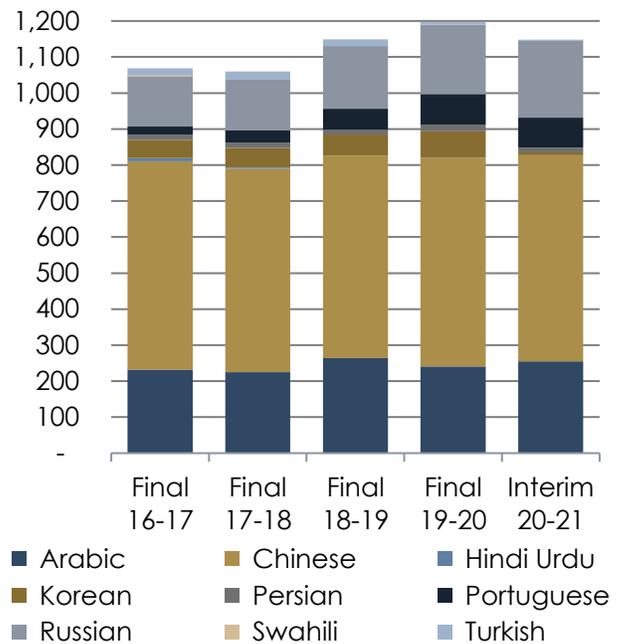


APPENDIX O: THE LANGUAGE FLAGSHIP FIVE-YEAR DATA

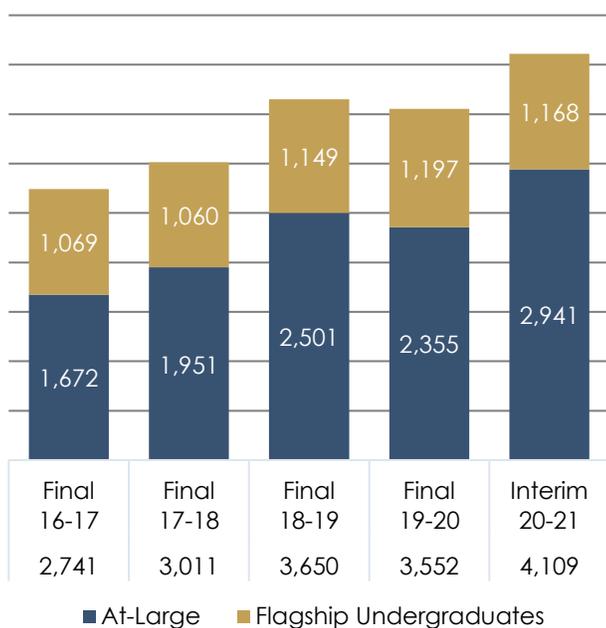
2016-2020 FLAGSHIP UNDERGRADUATE ENROLLMENTS



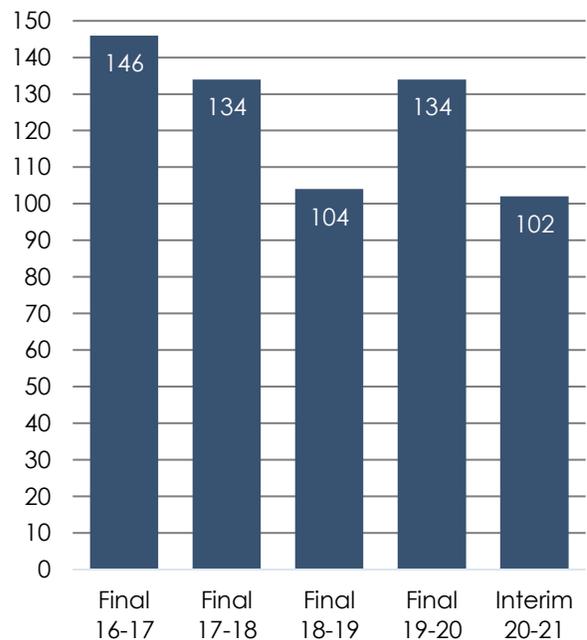
2016-2020 UNDERGRADUATE FLAGSHIP ENROLLMENTS BY LANGUAGE



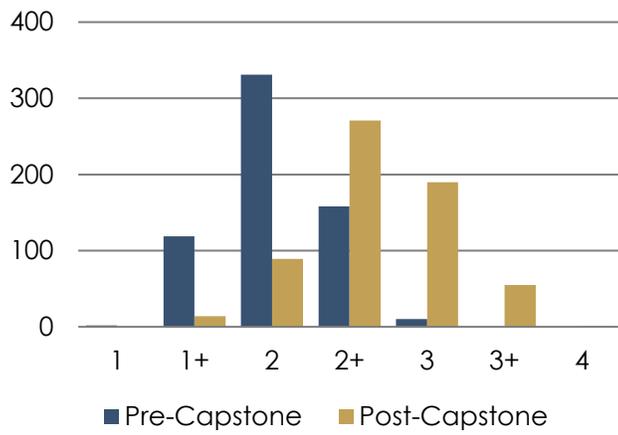
2016-2020 DOMESTIC FLAGSHIP PROGRAM ENROLLMENTS



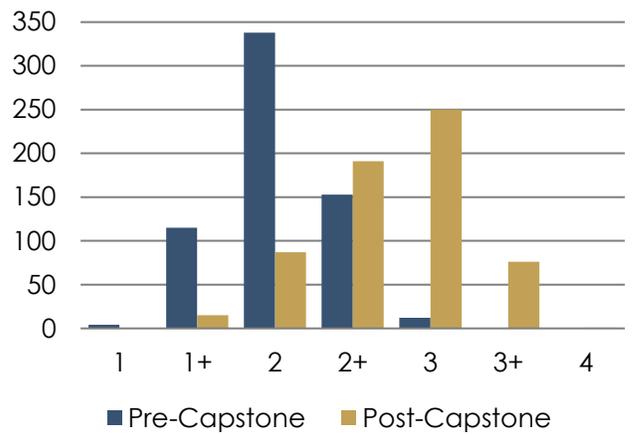
2016-2020 OVERSEAS FLAGSHIP CAPSTONE ENROLLMENTS



2016-2020 FLAGSHIP PRE- AND POST-CAPSTONE ILR READING (N-620)



2016-2020 FLAGSHIP PRE- AND POST-CAPSTONE ILR LISTENING (N-620)



2016-2020 POST-CAPSTONE SPEAKING (ACTFL)											
PRE-CAPSTONE SPEAKING		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	1	0	0	1
	IM	0	0	0	0	3	2	4	1	1	11
	IH	0	0	0	0	3	6	16	14	3	42
	AL	0	0	0	0	1	5	50	91	34	181
	AM	0	0	0	0	0	2	38	125	127	292
	AH	0	0	0	0	0	0	0	19	56	75
	S	0	0	0	0	0	0	0	2	19	21
TOTAL	0	0	0	0	7	15	109	252	240	623	
		0.0%	0.0%	0.0%	0.0%	1.1%	2.4%	17.5%	40.4%	38.5%	100%

ARABIC 2016-2020 POST-CAPSTONE SPEAKING (ACTFL)											
PRE-CAPSTONE SPEAKING		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	2	0	3	0	0	5
	IH	0	0	0	0	0	1	5	4	2	12
	AL	0	0	0	0	0	2	8	16	14	40
	AM	0	0	0	0	0	0	3	15	17	35
	AH	0	0	0	0	0	0	0	2	6	8
	S	0	0	0	0	0	0	0	0	1	1
TOTAL	0	0	0	0	2	3	19	37	40	101	
		0.0%	0.0%	0.0%	0.0%	2.0%	3.0%	18.8%	36.6%	39.6%	100%

CHINESE 2016-2020 POST-CAPSTONE SPEAKING (ACTFL)											
PRE-CAPSTONE SPEAKING		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	0	0	0	0	0	0
	IH	0	0	0	0	0	0	1	2	0	3
	AL	0	0	0	0	0	1	17	43	15	76
	AM	0	0	0	0	0	1	27	94	72	194
	AH	0	0	0	0	0	0	0	11	41	52
	S	0	0	0	0	0	0	0	2	14	16
TOTAL	0	0	0	0	0	2	45	152	142	341	
		0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	13.2%	44.6%	41.6%	100%

RUSSIAN 2016-2020 POST-CAPSTONE SPEAKING (ACTFL)												
PRE-CAPSTONE SPEAKING		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL	
	NM	0	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0	
	IL	0	0	0	0	0	0	0	0	0	0	
	IM	0	0	0	0	0	0	0	3	1	4	
	IH	0	0	0	0	0	0	3	17	4	24	
	AL	0	0	0	0	0	0	0	6	30	36	
	AM	0	0	0	0	0	0	0	1	4	5	
	AH	0	0	0	0	0	0	0	0	2	2	
	S	0	0	0	0	0	0	0	0	0	0	
TOTAL	0	0	0	0	0	0	3	27	41	71		
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.2%	38.0%	57.7%	100%	

2016-2020 POST-CAPSTONE SPEAKING (ILR)											
PRE-CAPSTONE SPEAKING (ILR)		0	0+	1	1+	2	2+	3	3+	4	TOTAL
	0	0	0	0	0	0	0	0	0	0	0
	0+	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	1	1	0	0	0	2
	1+	0	0	0	0	6	5	2	0	0	13
	2	0	0	0	0	17	102	130	2	0	251
	2+	0	0	0	0	2	54	211	7	0	274
	3	0	0	0	0	0	3	75	4	0	82
	3+	0	0	0	0	0	0	1	0	0	1
	4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	26	165	419	13	0	623	
		0.0%	0.0%	0.0%	0.0%	4.2%	26.5%	67.3%	2.1%	0.0%	100%

ARABIC 2016-2020 POST-CAPSTONE SPEAKING (ILR)											
PRE-CAPSTONE SPEAKING (ILR)		0	0+	1	1+	2	2+	3	3+	4	TOTAL
	0	0	0	0	0	0	0	0	0	0	0
	0+	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	1	0	0	0	1
	1+	0	0	0	0	3	3	0	0	0	6
	2	0	0	0	0	2	25	27	2	0	56
	2+	0	0	0	0	0	7	22	3	0	32
	3	0	0	0	0	0	0	5	1	0	6
	3+	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	5	36	54	6	0	101	
		0.0%	0.0%	0.0%	0.0%	5.0%	35.6%	53.5%	5.9%	0.0%	100%

CHINESE 2016-2020 POST-CAPSTONE SPEAKING (ILR)										
PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	3	33	63	0	0	99
2+	0	0	0	0	0	37	145	0	0	182
3	0	0	0	0	0	3	54	2	0	59
3+	0	0	0	0	0	0	1	0	0	1
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	3	73	263	2	0	341
	0.0%	0.0%	0.0%	0.0%	0.9%	21.4%	77.1%	0.6%	0.0%	100%

RUSSIAN 2016-2020 POST-CAPSTONE SPEAKING (ILR)										
PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	0	0	1	0	0	1
2	0	0	0	0	0	7	25	0	0	32
2+	0	0	0	0	0	0	28	3	0	31
3	0	0	0	0	0	0	6	1	0	7
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	7	60	4	0	71
	0.0%	0.0%	0.0%	0.0%	0.0%	9.9%	84.5%	5.6%	0.0%	100%

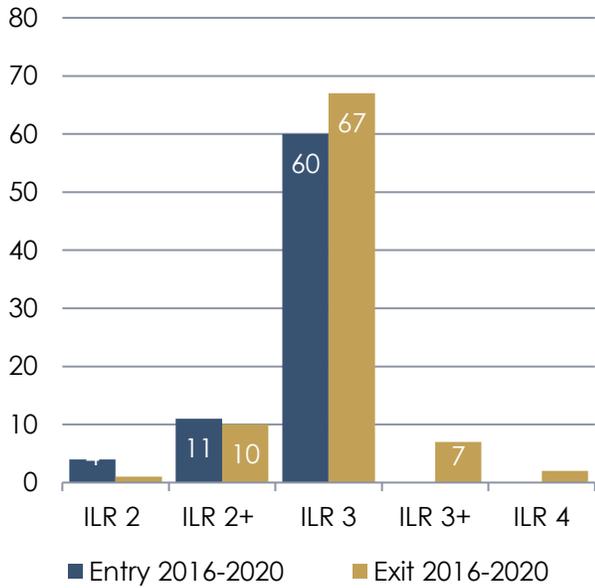
2016-2020 POST-CAPSTONE READING (ILR)										
PRE-CAPSTONE READING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	2	0	0	0	2
1+	0	0	0	8	26	59	21	4	0	118
2	0	0	0	6	56	155	97	16	0	330
2+	0	0	0	0	5	51	72	29	0	157
3	0	0	0	0	1	2	0	6	1	10
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	14	88	269	190	55	1	617
	0.0%	0.0%	0.0%	2.3%	14.3%	43.6%	30.8%	8.9%	0.2%	100%

0	0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	2	6	4	0	0	0	12
2	0	0	0	1	5	24	17	0	0	0	47
2+	0	0	0	0	0	4	6	0	0	1	11
3	0	0	0	0	0	0	0	0	0	0	0
3+	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	1	7	34	27	0	1	70	
	0.0%	0.0%	0.0%	1.4%	10.0%	48.6%	38.6%	0.0%	1.4%	100%	

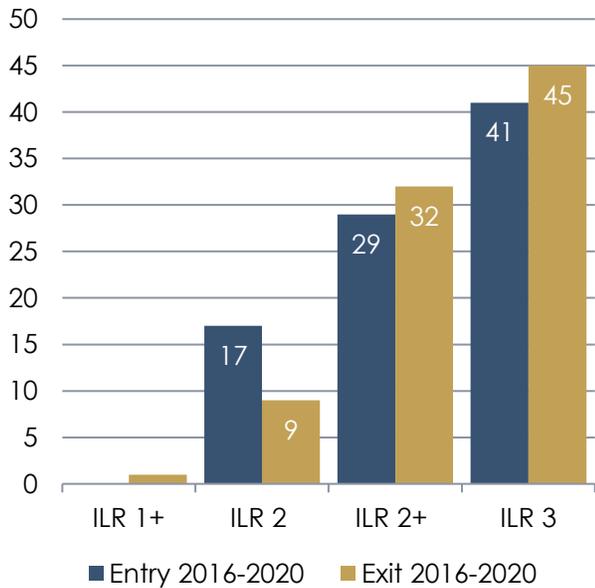
Please note that we are unable to update the trends for the 2016-2020 Boren Flagship Scholar FSI Exit Proficiency and 2016-2020 Boren Flagship Scholar DLPT Exit Proficiency. Due to Covid-19, no Foreign Service Institute or Defense Language Proficiency Tests were administered to Boren Flagship Scholars in 2020.

APPENDIX P: EHLS FIVE-YEAR DATA

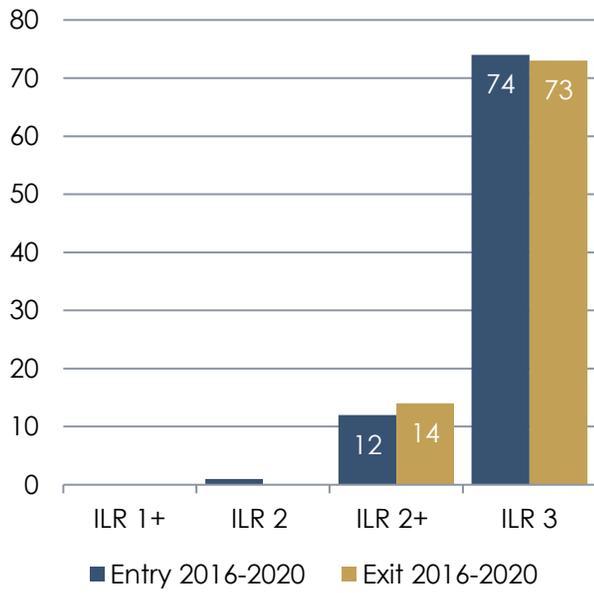
2016-2020 EHLS PRE- AND POST- SPEAKING PROFICIENCY



2016-2020 EHLS PRE- AND POST- LISTENING PROFICIENCY



2016-2020 EHLS PRE- AND POST- READING PROFICIENCY



2016-2020 EHLS PRE- AND POST- WRITING PROFICIENCY

