2019
ANNUAL REPORT
NATIONAL SECURITY EDUCATION PROGRAM

Language | Culture | Service

The estimated cost of this report or study for the Department of Defense is approximately $19,000 in Fiscal Years 2019-2020. This includes $7,000 in expenses and $12,000 in DoD labor.

Generated on 2019Dec10 RefID: 7-15B2CC1

TABLE OF CONTENTS

Letter from Matthew P. Donovan, Performing the Duties of the Under Secretary of Defense for Personnel and Readiness....1
Defense Language and National Security Education Office....2
NSEP Program Overview....3
NSEP Program Trends....5
National Security Education Board....10
NSEP Service Requirement....13
Boren Scholarships and Fellowships....18
The Language Flagship: Overview....23
The Language Flagship: Core Program....24
The Language Flagship: Regional Flagship Languages Initiative....31
The Language Flagship: Flagship Initiatives....34
English for Heritage Language Speakers....39
National Language Service Corps....44
Project Global Officer (Project GO)....51
Language Training Centers....58
Future of NSEP....61

Appendix A: Locations Where NSEP Award Recipients Fulfilled Service....63
Appendix B: Howard Baker, Jr. and Sol Linowitz Awardees And Profiles....71
Appendix C: Federal National Security Organizations....73
Appendix D: 2019 Boren Scholars....75
Appendix E: 2019 Boren Fellows....81
Appendix F: 2019 Boren Scholars and Fellows Countries Of Study....84
Appendix G: 2019 Boren Scholars and Fellows Languages Of Study....85
Appendix H: Boren Awards Majors....86
Appendix I: Language Proficiency Scales....87
Appendix J: 2019 RFLI Boren Scholars and Fellows....91
Appendix K: 2019 Boren Flagship Scholars....95
Appendix L: 2019 EHLS Scholars....97
Appendix M: 2019 Number of NSEP-Funded Programs by Institution....98
Appendix N: Boren Scholar and Fellow Five-Year Data....100
Appendix O: The Language Flagship Five-Year Data....105
Appendix P: EHLS Five-Year Data....115

LETTER FROM MATTHEW P. DONOVAN, PERFORMING THE DUTIES OF THE 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's mission is to provide 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 plays an ever-increasing role in creating a workforce ready to serve 21st century national security needs.

NSEP plays an important role in supporting the nation's readiness in advanced, professional-level language and culture skills. It is involved with the U.S. higher education community and multiple Federal agencies that extend beyond the DoD, including the Departments of State and Homeland Security, and the Intelligence Community. NSEP works directly with the U.S. educational system, creating educational initiatives that improve language and culture learning at all stages of the educational and training process.

NSEP awardees continue to fulfill their statutory federal service requirement in careers throughout the federal, national security community, with steady growth to the Departments of Defense, State, and Homeland Security, and the Intelligence Community in particular. The Boren Scholarship and Fellowship program, Project Global Officer (Project GO), and the Language Flagship program have experienced healthy program participation through enrollment over the past five years. NSEP's programs have also experienced an increasing trend in language proficiency. We outline these trends in further detail in the opening chapters of this report.

In 2019, NSEP focused on expanding the scope of 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. NSEP held exclusive events in conjunction with the Central Intelligence Agency and the Department of State's U.S. Mission to the U.N. In addition, NSEP partnered with the Defense Civilian Personnel Advisory Service in May 2019 to host the first-of-its-kind DoD hiring event at the Pentagon for NSEP awardees. Over 20 Department of Defense agencies participated in the inaugural event. NSEP also concentrated on scaling up exclusive internships, such as the NSEP/Defense Intelligence Agency (DIA) partnership program. Through that effort, DIA hired nine Borens in 2019 to contribute to their mission.

NSEP continues to embrace its leadership role with vision, agility, determination, and dedication. I am pleased to introduce this Congressionally-mandated report that demonstrates NSEP's accomplishments and continuous improvement.

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; to develop and coordinate programs, policies, and initiatives; and to 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. 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 for NSEP. NSEB and DLSC members alike serve in an advisory capacity. The DLSC is a committee consisting of Senior Executive Service/General Flag Officers from across DoD. The NSEB 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, along with six Presidentially-appointed members.

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

In addition to oversight of NSEP's key initiatives, including Boren Awards and The Language Flagship, DLNSEO conducts oversight of many high-value training and education programs, including those of the Defense Language Institute (both the Foreign Language Center and the English Language Center), the Joint Foreign Area Officer program, and DoD's language testing and cross-cultural competence initiatives. DLNSEO also develops and enhances relationships within the national education structure, such as pre-accession training, and formal in-service military and civilian training. Likewise, it supports the development of 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 Proficiency 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 linguistic and cultural training for Active Duty, Reserve Component, National Guard, and DoD civilian personnel.

2019 Boren awardees attend the Boren Awards Orientation to prepare for their overseas study

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.

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

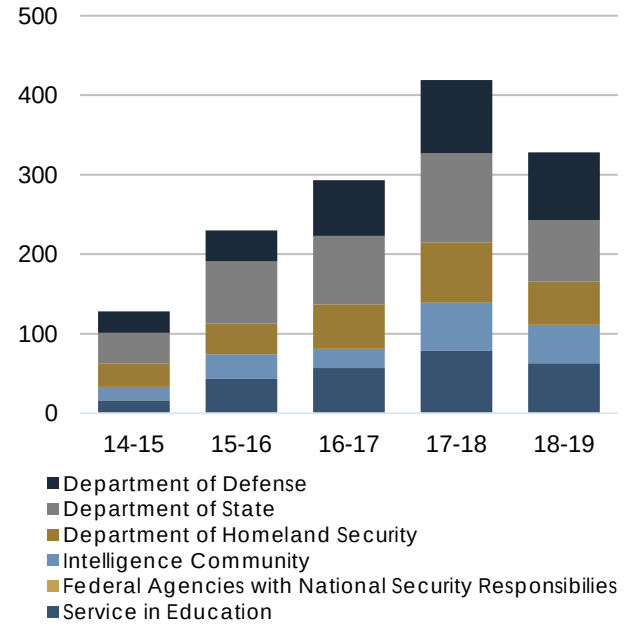
NSEP PROGRAM TRENDS

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 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 impact of the programs over the past five years.

SERVICE IN THE FEDERAL GOVERNMENT

NSEP is unique in the commitment of its award recipients to proceed into public service upon completion of their academic studies. 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.

2014-2018 AWARDEE SERVICE BY AGENCY

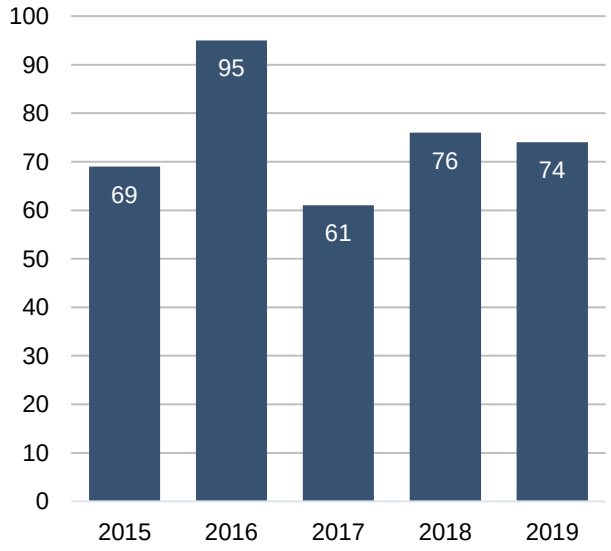


This year NSEP Scholars and Fellows logged 328 service placements, with 85 in the Department of Defense and 48 in the Intelligence Community.

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 three years, NSEP service placements have increased overall, with a surge in placements in 2018 due to process improvements.

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, State, as well as the Intelligence Community and other federal agencies. For 2020, NSEP is working to update and enhance the NSEPnet Job Board portal, with the long-term goal of increasing the overall number of job postings and expanding the scope of agencies using the portal to seek out and employ NSEP award recipients.

2015-2019 NSEP PARTNER AGENCY JOB POSTINGS

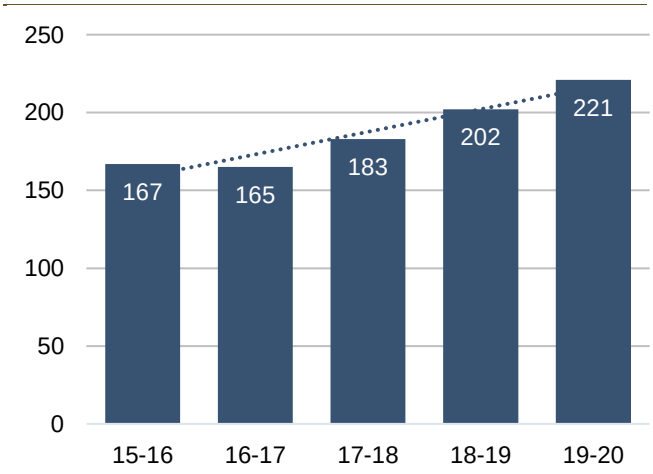


2019 Boren award recipients at pre-program orientation in Washington, DC

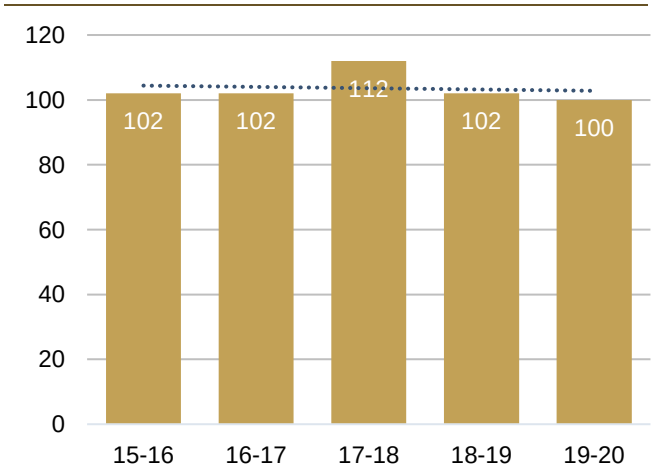
PROGRAM PARTICIPATION

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. In 2019, there were increases in the number of undergraduate Boren award and Language Flagship participants. There has also been an increase in the number of Boren-ROTC award recipients and ROTC Flagship participants. Boren-ROTC award recipients may fulfill their service requirement through commissioning into any military service.

2015-2019 BOREN SCHOLARSHIP RECIPIENT TREND

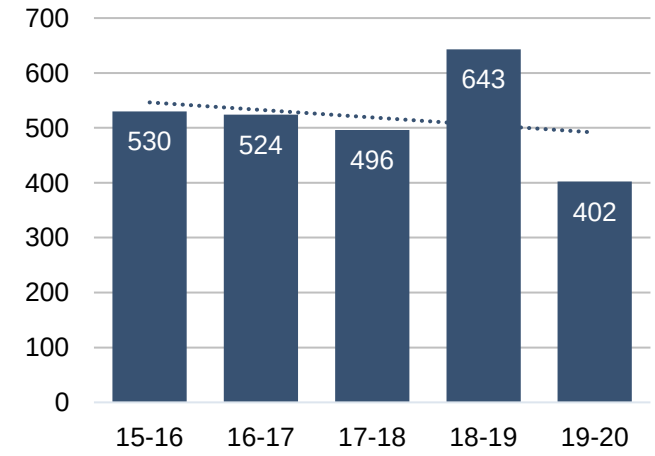


2015-2019 BOREN FELLOWHIP RECIPIENT TREND



Through the ROTC Project GO program, NSEP provides future officers with language acquisition and global cultural experience prior to their commissioning as officers. In 2019, Project GO experienced a dip in enrollment numbers as a result of transitioning the program's overseas Chinese language programs. In 2020, Project GO will have an additional four Chinese language programs offered in Taiwan. NSEP anticipates the enrollment numbers to increase with the availability of additional programs.

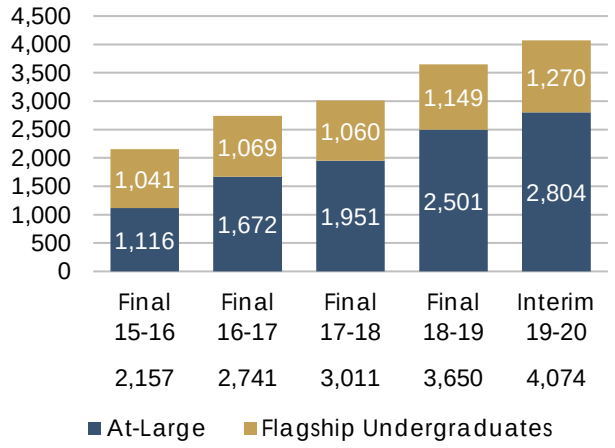
2015-2019 PROJECT GO PARTICIPANT TREND



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 4,074 students engaged in Flagship language instruction, 85 of whom are ROTC Flagship students. In 2019, there were 46 Boren Flagship awards for completion of the overseas capstone program.

2015-2019 DOMESTIC FLAGSHIP PROGRAM ENROLLMENTS



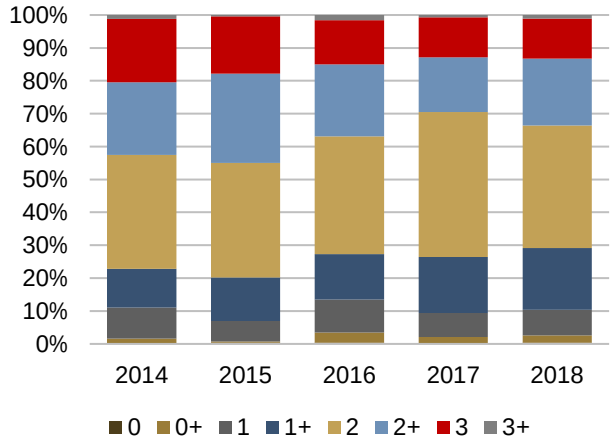
LANGUAGE PROFICIENCY

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; even more Americans have the opportunity to learn the NSEP-sponsored strategic languages as a result of these programs. NSEP also seeks to identify highly motivated individuals who wish to begin studying such languages for the first time.

"For over a decade, the International Trade Administration (ITA) has benefited greatly from the NSEP. Just this past year, ITA selected and hired 11 Boren Fellows into mission critical positions where their contributions directly impact the U.S. Department of Commerce, ITA, and the American people."

-Department of Commerce

2014-2018 BOREN RECIPIENTS PROFICIENCY OUTCOMES

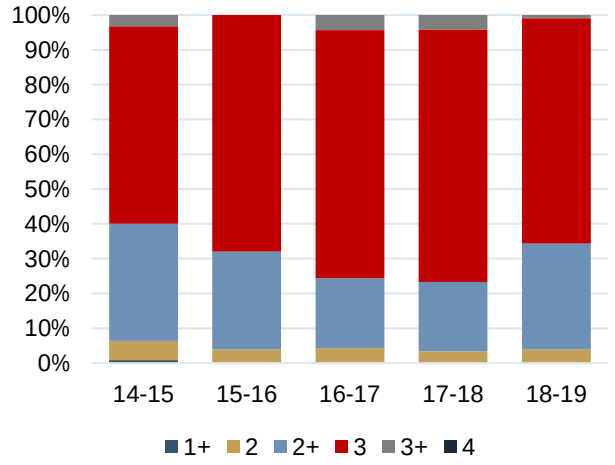


Although some Boren Awards recipients start with no prior language experience, the majority of Boren award recipients consistently demonstrate Interagency Language Roundtable (ILR) 2 or higher proficiency at the completion of their award. Award recipients language experience run the full spectrum of proficiency outcomes, but all are committed to federal service and fulfilling the federal service requirement.

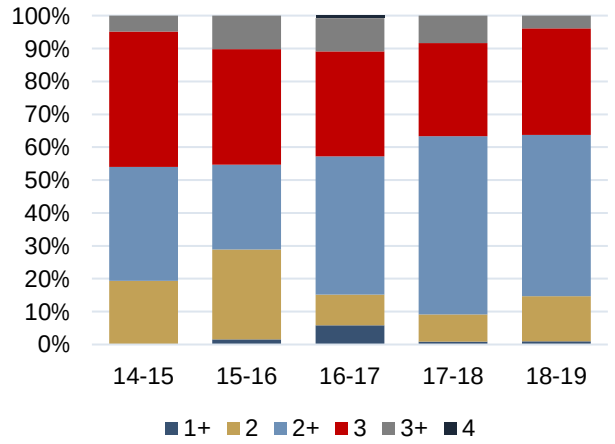
The Language Flagship program has the goal of graduating students with professional proficiency as demonstrated by ILR 3 in Speaking, and ILR 2+ in Reading and Listening. The Flagship program has determined that the Flagship Certification target of ILR 3/2+/2+ enables graduates to not only engage in 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 trend in post-Capstone performance shows that the program is improving the outcomes across the tested modalities to better ensure that the Flagship program graduates have the skills necessary to help address the national need for language enabled professionals. The following charts show the post-Capstone performance for the past five years by modality.

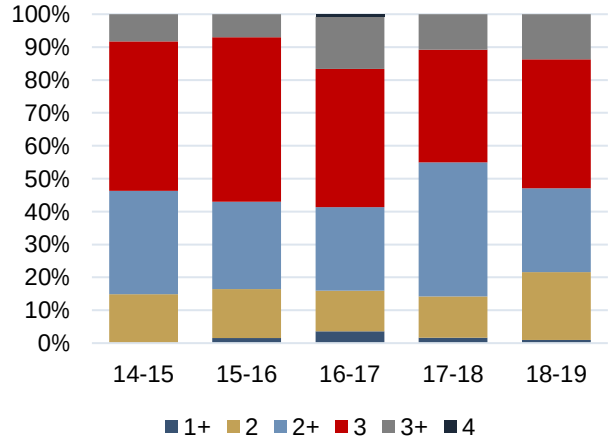
2014-2018 FLAGSHIP CAPSTONE SPEAKING PROFICIENCY OUTCOMES



2014-2018 FLAGSHIP CAPSTONE READING PROFICIENCY OUTCOMES

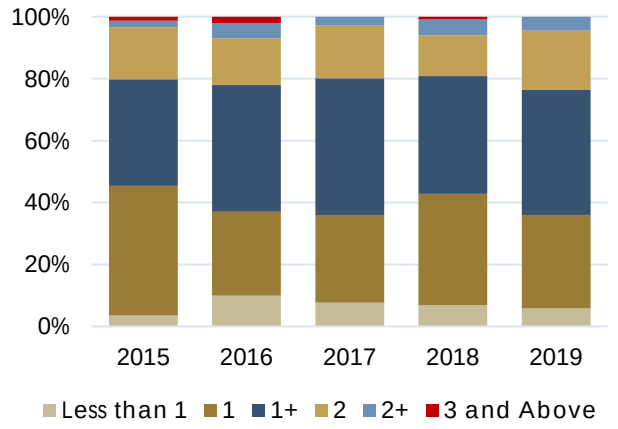


2014-2018 FLAGSHIP CAPSTONE LISTENING PROFICIENCY OUTCOMES



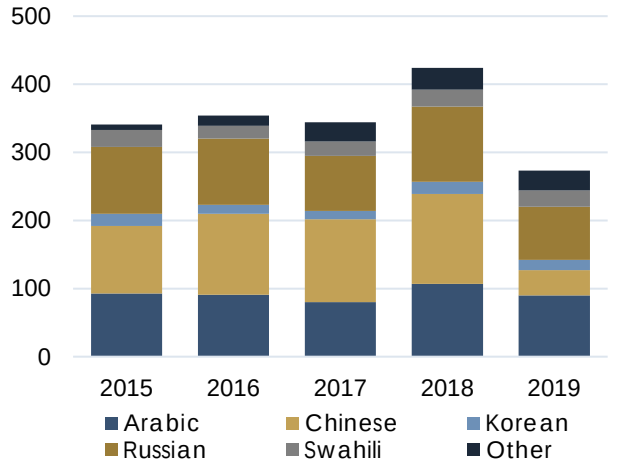
The Project GO program established a minimum proficiency goal of ILR 1 for all Project GO participants completing the equivalent of four semesters of critical language study. In order to achieve proficiency targets, Project GO actively promotes language training opportunities for ROTC students year-round. As a result, more than 90% of all Project GO students who complete four semesters of language study meet and exceed the program proficiency goals. In 2019, the overall percent of Project GO students meeting the proficiency goal increased from 93% to 94%.

2014-2019 PROJECT GO PROFICIENCY OUTCOMES



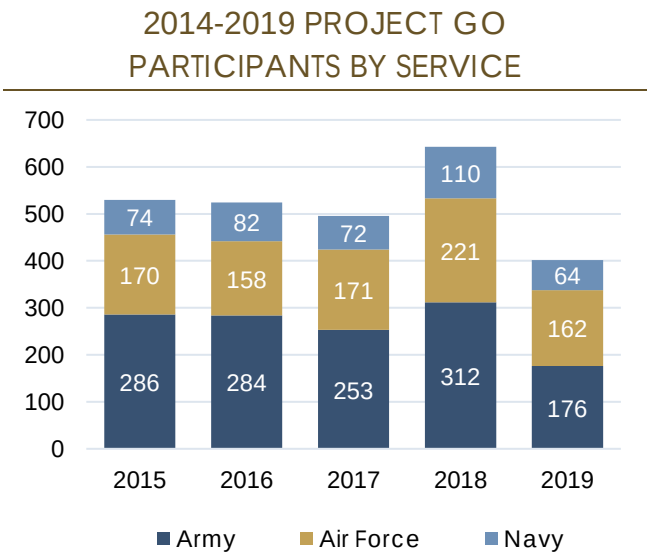
In 2019, 68% of Project GO participants studied overseas.

2014-2019 PROJECT GO OVERSEAS STUDY BY LANGUAGE



In 2019, Air Force ROTC cadets increased to 40% of Project GO overall participants as 44% are Army

ROTC cadets and 16% are Naval ROTC midshipmen.



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.

2019 NSEB MEETINGS

NSEB June 2019 — The NSEB's June meeting focused on several key areas of interest: a discussion on several key NSEP program updates; engaging the Intelligence Community; the class of 2019 Boren Scholars and Fellows; and a review of new directions across our foreign language initiatives. The Board also reviewed and recommended approval of NSEP's strategic lists/areas of emphasis for languages and regions critical to national security. They likewise reviewed NSEP's list of federal national security organizations, recommending no changes to the current list.

In an effort to capture applicants' leadership qualities, cultural adaptability, and interest in public service, the Board recommended in 2018 updating the Boren Awards application essay questions. The opening session of the June 2019 meeting focused on review of the newly drafted questions. NSEP reframed the first essay question to focus on making a national security argument, while it reframed the second essay to focus on leadership qualities, cultural adaptability, and interest in public service. NSEP also created a new application section to capture applicants' proposed choice of overseas study program, but not in an essay format.

The group also discussed NSEP's first-ever Boren Campus Representatives working group in spring 2019, as well as its expanded interagency partnerships, hiring events, and job postings.

At the June 2018 NSEB meeting, the Board discussed NSEP's role in meeting the needs and requirements of hiring managers across the interagency, with the Director of Human Capital, Policy Management and Operations, Office of the Under Secretary of Defense for Policy (OUSD (Policy)) providing remarks. To continue that conversation, the Board invited the Central Intelligence Agency's (CIA) Chief Foreign Language Strategist in June 2019 to offer her

reflections from an Intelligence Community (IC) perspective.

More than 100 NSEP awardees have reported service at the CIA, serving in a multitude of roles. Several recent program alumni serving in the IC joined the Chief Foreign Language Strategist to share their thoughts about translating their Boren experiences into a federal career within the IC.

Following a presentation on the class of 2019 Boren Scholars and Fellows, the meeting concluded with programmatic update recommendations: the Language Flagship's 2020 open competition; Congressional areas of interest; and the National Language Service Corps.

2019 NATIONAL SECURITY EDUCATION BOARD MEMBERS

	U.S. DEPARTMENT OF DEFENSE **Ms. Veronica Daigle** *Assistant Secretary of Defense for Readiness*		U.S. DEPARTMENT OF DEFENSE **Dr. Michael A. Nugent** *Director, National Security Education Program* *DESIGNATED FEDERAL OFFICIAL*
	PRESIDENTIAL APPOINTEE **Ms. Martha Abbott** *Former Executive Director, American Council on the Teaching of Foreign Languages (ACTFL)*		PRESIDENTIAL APPOINTEE **Dr. Reuben Brigety** *U.S. Ambassador (Ret.)* *Dean of the Elliott School of International Affairs, George Washington University*
	PRESIDENTIAL APPOINTEE **Dr. Esther Brimmer** *Executive Director and CEO, NAFSA: Association of International Educators*		U.S. DEPARTMENT OF HOMELAND SECURITY **Mr. Matthew Emrich** *Associate Director, Fraud Detection and National Security Directorate*
No Picture	U.S. DEPARTMENT OF STATE **Ms. Marianne Craven** *Managing Director and Acting Deputy Assistant Secretary for Academic Programs, Bureau of Educational and Cultural Affairs*		PRESIDENTIAL APPOINTEE **Ms. Suzanne George** *Chief Operating Officer, ONE*
	PRESIDENTIAL APPOINTEE **Mr. Michael Guest** *U.S. Ambassador (Ret.)* *Consultant, Council for Global Equality*		NATIONAL ENDOWMENT FOR THE HUMANITIES **Dr. Claudia Kinkela** *Senior Program Officer*
	OFFICE OF THE DIRECTOR OF NATIONAL INTELLIGENCE **Ms. Deborah Kircher** *Associate Director of National Intelligence for Human Capital and Intelligence Community Chief Human Capital Officer*	No Picture	PRESIDENTIAL APPOINTEE **Vacancy**
	U.S. DEPARTMENT OF EDUCATION **Ms. Maureen McLaughlin** *Senior Advisor to the Secretary of Education and Director of International Affairs*		U.S. DEPARTMENT OF COMMERCE **Mr. Ruben Pedroza** *Director, Human Capital International Trade Administration*
No Picture	U.S. DEPARTMENT OF ENERGY **Vacancy**		

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]

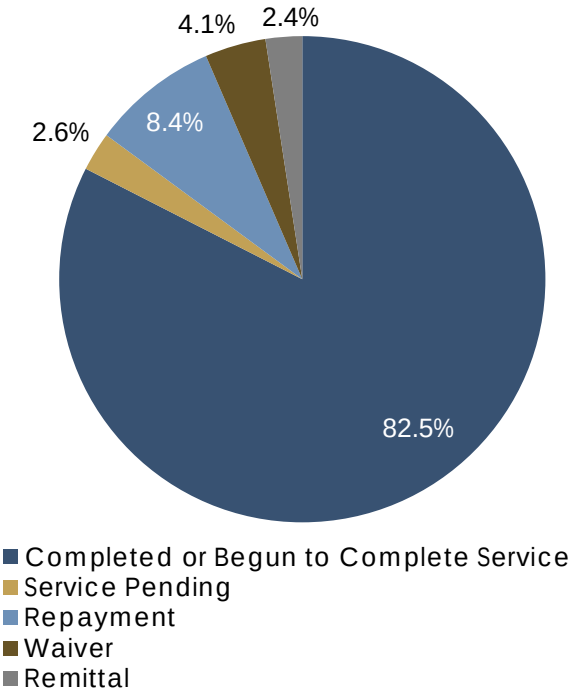
If an award recipient is unable to secure employment within one of the priority areas, he or she may expand the search for employment to include any federal position with national security responsibilities. NSEP defines national security broadly. Thus, when reviewing non-priority agency requests for service credit, NSEP considers the job's potential to impact the nation in sectors ranging from economic stability and international development to water security and public health.

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. Service credit for education is granted on a case-by-case basis.

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).

1994-2019 SERVICE REQUIREMENT COMPLETION FOR NSEP AWARD RECIPIENTS WHO HAVE REACHED THEIR SERVICE DEADLINE (N=4,488)



Of the 4,488 NSEP award recipients who have reached their Service Requirement deadline of November 1, 2019 or sooner, 3,703 (82.5%) 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% have done so in the priority areas. Several of the federal entities where award recipients have worked

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

[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.*

and/or are currently working include the Departments of Defense, Commerce, Energy, Homeland Security, Treasury, State and the Intelligence Community.

A portion of award recipients have not yet completed their education, and therefore, have not begun their job search for federal employment.

Other recipients have pursued further education programs and will enter the job market thereafter; have very recently 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 Boren Scholars and Fellows 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 2019, NSEP held exclusive events in conjunction with the Central Intelligence Agency and the Department of State's U.S. Mission to the U.N. In addition, NSEP partnered with the Defense Civilian Personnel Advisory Service in May 2019 to host the first-of-its-kind Department of Defense hiring event at the Pentagon for NSEP awardees. Over 20 Department of Defense agencies

participated in the inaugural event and conducted day-of interviews.

In addition, NSEP hosts an annual interagency career fair, during which NSEP awardees are given the opportunity to liaise, provide résumés, and interview with federal hiring officials. Over twenty agencies from across the federal sphere participated in the 2019 NSEP career fair, including the Departments of Commerce, Defense, Homeland Security, State, and various components of the Intelligence Community.

NSEP award recipient speaks with hiring official at the DoD hiring event located at the Pentagon

INTERAGENCY COLLABORATION

In 2019, DIA hired nine Borens through NSEP's exclusive NSEP-DIA internship programs. 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 June 2019, NSEP also collaborated with the Defense Language Institute (DLI) to develop a Chinese Domestic Immersion Program that admits Language Flagship students who receive Boren Scholarships to participate in an intensive nine to 12 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.

"NSEP award recipients are a great addition to the Defense Intelligence Agency's employee base. They are extremely bright, intelligent, motivated and bring a multitude of skill-sets to the workforce which are vital to addressing the national security challenges facing the nation."

– Defense Intelligence Agency

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 2019, NSEP posted 65 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 760 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/COUNTRIES[5]

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

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

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. (all)	Akan/Twi	Albanian
Amharic	Arabic (all dialects)	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	

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: **Ms. Leann Luong**

Since 2017, Ms. Luong has served at the U.S. Department of Defense's Defense Security Cooperation Agency (DSCA) as a Regional Portfolio Director for the Indo-Pacific Command. DSCA's mission is to advance U.S. National Security and Foreign Policy interest by building the capacity of foreign security forces to respond to shared challenges. As Regional Portfolio Director, Ms. Luong supports programs that deliver equipment, training, and services to the partner nations in the Indo-Pacific region. Prior to joining DSCA, Ms. Luong spent more than a decade at the U.S. Department of State, serving as both a Foreign Affairs Officer and at the Navy International Programs Office as a Senior Disclosure Policy Analyst. As a 2002 Boren Scholar, Ms. Luong studied Mandarin Chinese in Beijing.

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.

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, 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.

2019 Boren Scholars and Fellows receive a pre-program orientation in Washington, DC.

BOREN CONVOCATION AND PRE-DEPARTURE ORIENTATION

Every June, NSEP hosts the class of newly-awarded Boren Scholars and Fellows in Washington, DC for a pre-departure orientation. 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, conducts briefings on topics including regional safety and security issues as well as cross-cultural awareness. The two-day event provides an excellent venue for Boren Scholars and Fellows to meet one another, ask questions, and prepare themselves for their overseas study.

2019 PROGRAM HIGHLIGHTS

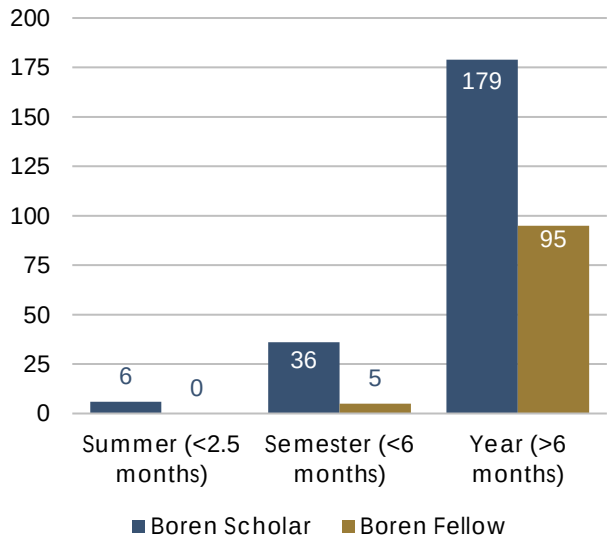
In 2019, NSEP awarded 221 Boren Scholarships and 100 Boren Fellowships with applicant acceptance rates of 25.9% for Scholars and 36.6% for Fellows.

	Applicants	Recipients
Boren Scholars	851	221
Boren Fellows	273	100
TOTAL	1,124	321

BOREN AWARDEE POPULATION

Overall, 160 (72%) Boren Scholars and 84 (84%) Boren Fellows studied abroad for an academic year. This figure is in stark contrast to the general study abroad population, where 2.3% 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 2019 Boren Scholars and Fellows, approximately 85% of students studied 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 64.6% of students study overseas for eight weeks or less.[6]

DURATION OF STUDY OVERSEAS BY BOREN SCHOLARS AND FELLOWS IN 2019



The class of 2019 Boren Scholars and Fellows reside in over 46 states, Puerto Rico, and the District of Columbia, and study at 149 institutions of higher education across the country. They traveled to 36 countries to study over 27 languages. Full listings of all 2019 Boren awardees' countries and languages of study are included in Appendices F and G respectively.

World Regions	Boren Scholars	Boren Fellows	TOTAL
East Asia/Pacific	72	26	98
Europe/Eurasia	30	13	43
Middle East/North Africa	47	26	73
South/Central Asia	16	7	23
Sub-Saharan Africa	43	22	65
Western Hemisphere	13	6	19
TOTAL	221	100	321

East Asia and the Middle East/North Africa continue to be the most popular destinations among both Boren Scholars and Boren Fellows.

Boren Scholars and Fellows possess diverse academic skill sets. In addition to developing

[6] *Institute of International Education (IIE). (2019). Open Doors 2019 Fast Facts. Retrieved from https://www.iie.org/en/Research-and-Insights/Open-Doors/Fact-Sheets-and-Infographics/Fast-Facts. November 29, 2019.*

critical language expertise, they specialize in a wide variety of disciplines. Among the 2019 Boren Scholars, there were 29 STEM majors, while 8 Boren Fellows pursued graduate work in STEM fields. [7]

Fields of Study	Boren Scholars	Boren Fellows	TOTAL
International Studies	75	58	133
Social Sciences	72	24	96
Applied Sciences (STEM)	29	8	37
Area/Language Studies	31	6	37
Business	4	0	4
Other	10	4	14
TOTAL	221	100	321

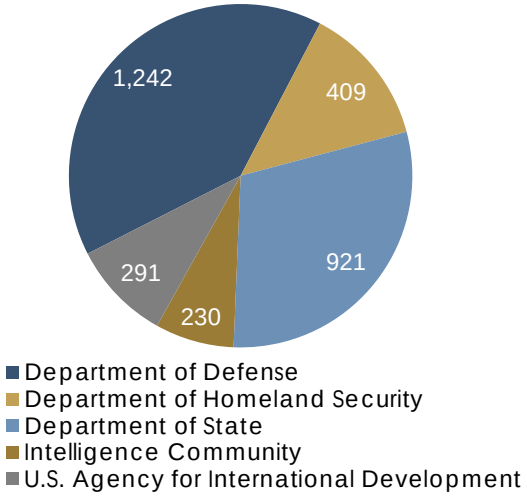
LANGUAGE PROFICIENCY GAINS

NSEP systematically assesses language proficiency gains. Boren Scholars and Fellows are assessed both pre- and post-program, and the data clearly illustrates the proficiency gains students achieve through an extended period of immersive, overseas study.[8] In calendar year 2019, post-tests had been completed by 129 Scholars and 89 Fellows. Among this population, 83 (64.3%) Scholars and 69 (76.4%) Fellows achieved a post-test oral proficiency level of 2 or higher on the ILR scale following their study overseas.

BOREN FEDERAL CAREER SEMINAR

Upon returning from their overseas study, NSEP gathers awardees in Washington, DC for a two-day federal career seminar. The seminar provides attendees the opportunity to network, participate in briefings on their mandated service requirement, and learn more about job opportunities within the federal government. The second day of the seminar culminates in a career fair with federal partner agencies meeting with awardees, conducting interviews, and in some cases, making on-the-spot job offers. In 2019, over 20 agencies from across the federal space attended, recruited, and interviewed Boren job seekers.

NSEP SERVICE IN PRIORITY AGENCIES[9]



FACILITATING FEDERAL HIRING

Exclusive hiring authorities granted to awardees by Congress (Schedule A, 5 CFR 213.3102 (r) and 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 760 jobs open to Boren awardees on behalf of dozens of partner agencies across the national security community.

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

[7] *For a full list of majors, see Appendix H.*
[8] *For longitudinal data on the Boren Program, see Appendix N.*
[9] *See Appendix A for more details on where Boren Scholars and Fellows have fulfilled their service requirement.*

Security Agency have all hosted career events for Boren awardees over the past several years.

As the next generation of federal leaders, Boren Scholars and Fellows are equipped with linguistic and cultural competencies, multi-disciplinary academic skillsets, and a strong desire to contribute to the nation's security through public service.

2019 PROGRAM INITIATIVES

This year, NSEP focused strategically on strengthening and improving the awardee pipeline as well as on career development resources and services.

BOREN APPLICATION ESSAY CHANGE

In 2019, the National Security Education Board reviewed and recommended that NSEP revise the Boren application essay questions. The 2019 Boren application features the revised essay questions. NSEP has updated the first essay to focus on the national security argument, while the second essay focuses on leadership qualities, cultural adaptability, and interest in public service.

SAFETY AND SECURITY EXPANSION

Congress mandated the 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 2019, NSEP created the NSEP Recruitment and Situational Awareness Program to strengthen NSEP's existing efforts to prepare students for their overseas experience and educate students about foreign intelligence threats. Boren Award recipients receive a pre-program briefing on foreign intelligence and situational awareness, regional safety and security information, and post-program resources.

BOREN MENTORSHIP

In 2019, NSEP facilitated the fourth 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, 42 alumni were selected as mentors and matched with 60 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.

2018 Boren Fellow in Kazakhstan

BOREN OUTREACH EFFORTS

In 2019, NSEP, in conjunction with IIE, conducted Boren outreach efforts at more than 200 institutions of higher education across the U.S. to increase and diversify the Boren applicant pool. During campus visits, the outreach team presents in study abroad offices and classrooms, meets one-on-one with prospective applicants, as well as works with Boren Campus Representatives and the institution's faculty and staff to highlight the opportunities and outcomes of the Boren Awards.

NSEP SERVICE NEWSLETTER

In 2019, NSEP produced its inaugural eNewsletter, the NSEP Alum Dispatch. This resource was designed to update NSEP alumni who have fulfilled their service requirement as well as those who remain engaged in search of federal employment. The NSEP Alum Dispatch features NSEP's latest news, data on where NSEP alumni have completed service, recent NSEP advertised job openings, and upcoming events, such as career fairs and networking opportunities. The newsletter

also recognizes the professional and academic achievements of NSEP alumni through an in-depth Alumni Spotlight as well as recognition of recently awarded accolades.

EXPANSION OF NSEPNET WEB PORTAL

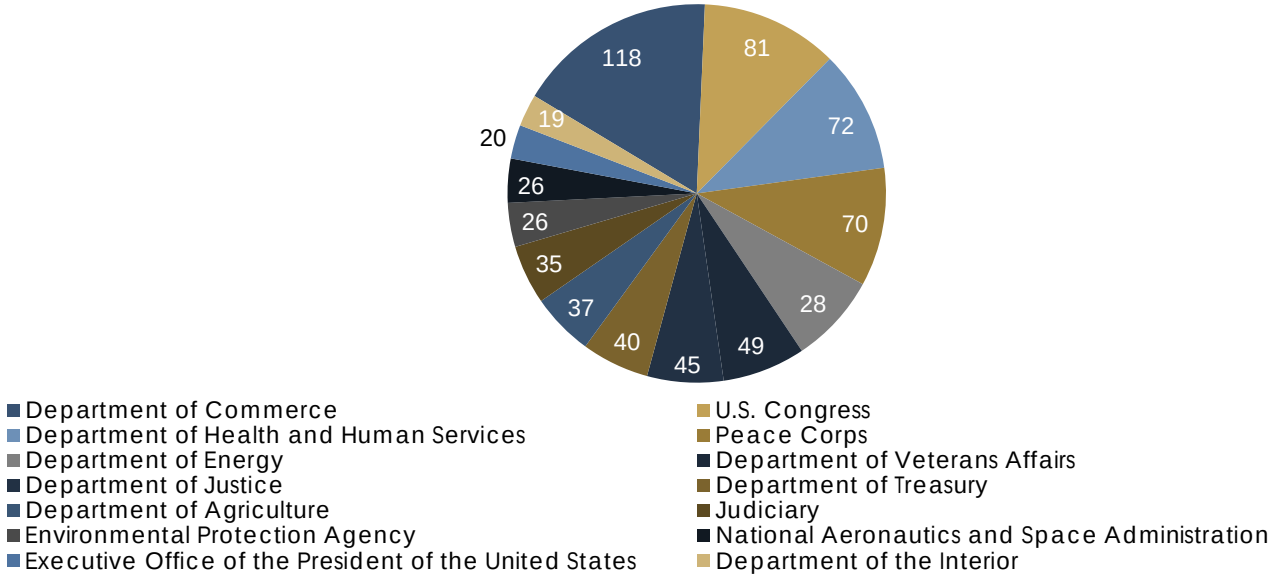
NSEP maintains the NSEPnet web portal that serves as a platform to track Service Agreement Reports, provide information on awardee service requirements, and connect awardees to NSEP staff for immediate consultations and customer service support. In 2019, NSEP focused on implementing changes to the portal that would increase efficiency for awardees and administrators. A number of important upgrades were completed, including the transfer of all Service Agreement Report processing to the portal as well as the standardization of workplace data to ensure more accurate reporting.

ROTC BOREN INITIATIVE

In 2019, the Boren Awards, in coordination with ROTC Flagship and Project GO, supported 15 qualified cadets and midshipmen. Based in part on its successful partnerships with the Services, NSEP continues to recruit ROTC students for the ROTC Boren initiative aimed at increasing the number of ROTC students participating in Boren Scholarships.

To apply, ROTC Boren applicants fulfill the same general eligibility requirements as all Boren applicants. In addition, they confirm they will remain in an inactive, non-drilling status during their overseas NSEP-funded study. As with all Boren Scholars and Fellows, ROTC Boren awardees commit to working in the federal government for one year and may fulfill their ROTC commitment and their Boren commitment concurrently.

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



The Language Flagship: Overview

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.

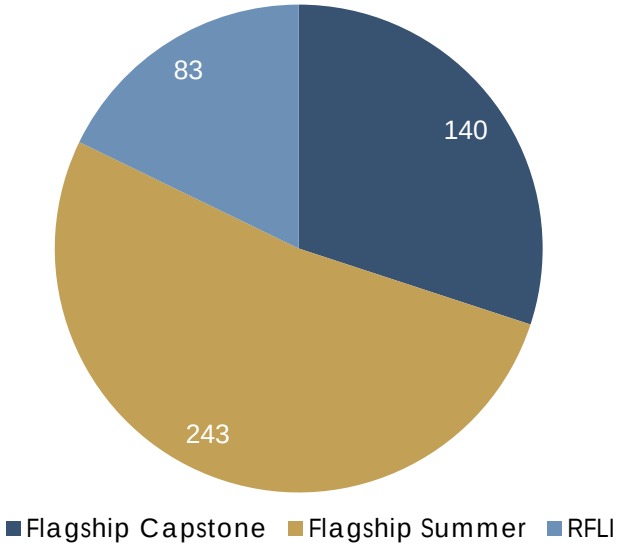
In addition to the core Flagship domestic and overseas program, The Language Flagship sponsors the following initiatives through competitive grants to IHEs to promote and improve U.S. students' language learning and cultural expertise:

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

These initiatives allow Flagship to develop needed language resources and make key investments that foster, cultural learning, meaningful technology use, advanced level teaching and teacher preparation, and enhance opportunities for students to fulfill federal government service.

For academic year 2018-2019, The Language Flagship had 102 Capstone students complete, and 215 summer 2018 students, and 68 FLI students overseas for immersive language and culture learning.

2019-2020 FLAGSHIP OVERSEAS ENROLLMENT



For 2019-2020 academic year Flagship has 140 Flagship students participating in the Overseas Capstone. An additional 16 Chinese and Portuguese language students will begin their Capstone experience in spring 2020. This is a total 2019-2020 Flagship Capstone cohort of 156. There were 243 2019 summer overseas Flagship students. Also, the 2019-2020 cohort of RLFI students is 83, consisting of 61 Scholars and 22 Fellows.

The Language Flagship: Core Program

The Language Flagship currently sponsors 31 programs at 21 universities in Arabic, Chinese, Korean, Persian, Portuguese, Russian, and Turkish. Together, the Flagship programs strive to graduate students from an array of majors with an exit proficiency of ILR Level 3 in one of The Language Flagship's target languages. [10]

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 from an array of majors and language backgrounds who self-select to take on the challenge of a Flagship experience. Students pledge 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.

Overseas Capstone Flagship Centers provide students continued, directed language instruction that articulates from their domestic Flagship learning. While overseas, Flagship students enroll in coursework that supports their academic major and 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 academic, professional, and social environments. In addition, most students undertake home-stay experiences or native speaker living arrangements, which fosters an immersive environment, further develops their language proficiency, and provides opportunities for deeper understanding of the host country people and culture.

The Persian Language Flagship Program uses a year-long domestic 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.

2019 Turkish Flagship students in Baku, Azerbaijan

2019 PROGRAM ENROLLMENTS

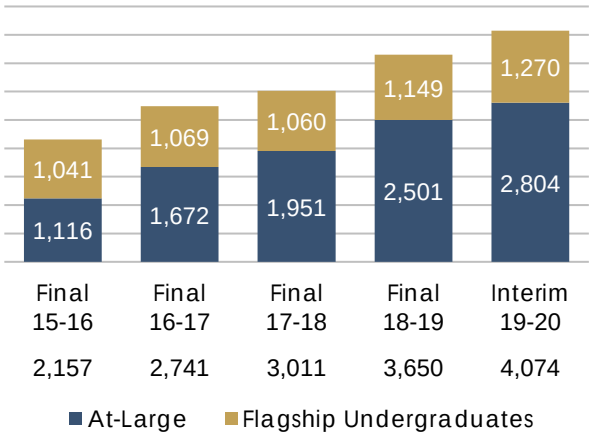
For fall 2019, there are 1,270 Flagship Undergraduates participating in The Language Flagship programs.

---

[10] *See Appendix I for Interagency Language Roundtable. Retrieved from https://www.govtilr.org/Skills/ILRscale1.htm November 29, 2019.*

At the Domestic Flagship Centers, an additional 2,804 At-Large students participated in Flagship courses and activities. 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. Flagship mid-year enrollment for the 2019-2020 academic year is 4,074 students.

2015-2019 DOMESTIC FLAGSHIP PROGRAM ENROLLMENTS

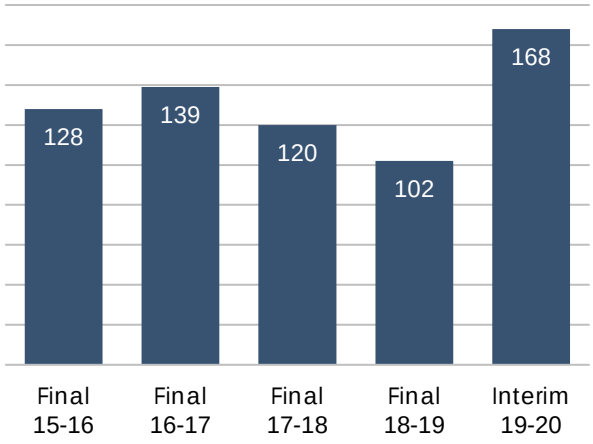


2018 OVERSEAS ENROLLMENTS

Flagship students who demonstrate advanced level skills (ILR Level 2 or above) in speaking and a minimum of ILR 2 in reading or listening (with no lower than ILR 1+ in any modality) are eligible to participate in a year abroad at an Overseas Flagship Center. In fall 2019, there were 140 students studying at one of the Flagship Overseas Capstone programs; an additional 15 Chinese and 13 Portuguese language students are anticipated to begin their Capstone experience in spring 2020.

The Language Flagship anticipates having a total of 168 students undertaking study and work experiences through Flagship Overseas Capstone programs.

2015-2019 OVERSEAS FLAGSHIP CAPSTONE ENROLLMENTS



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 2019, NSEP awarded 46 new Boren Flagship Scholarships for study at Flagship Overseas Capstone Centers for the 2018-2019 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. Since 2011, there have been 175 Boren Flagship Scholars who have successfully completed the domestic and overseas Flagship program.

"The Boren program has been an invaluable resource for the Bureau of Intelligence and Research's Office of Opinion Research. The Boren Program brings in candidates from academic

programs specifically focused on the combination of knowledge and skills that we need. Giving us options and more flexibility to find the talent we need."

- Bureau of Intelligence and Research Department of State

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.

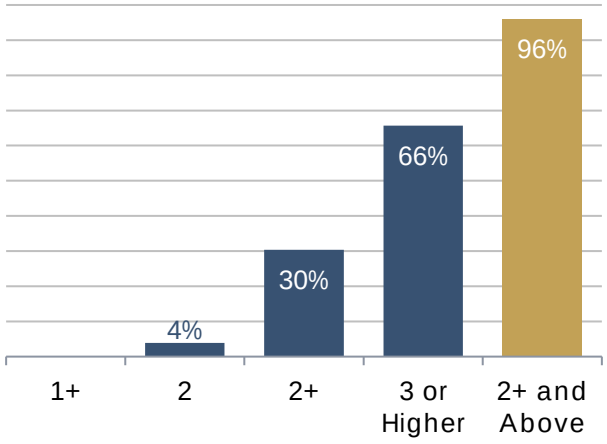
The Air Force Language Flagship scholarships permit students the opportunity for a fifth year of study overseas funded by The Language Flagship. These scholarship arrangements provide full support for future officers to gain professional language proficiency and significant regional experience prior to commissioning. Upon commissioning in the Air Force, ROTC Flagship graduates may enroll in the Language Enabled Airman Program (LEAP), in order 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.

ROTC Flagship efforts empower and encourage all Flagship programs to collaborate with their ROTC detachments. Cooperatively, they develop pathways for cadet recruitment, Flagship participation, and success through completion of a Flagship Capstone program. For academic year 2019-2020, there are 105 ROTC cadets and midshipmen enrolled in The Language Flagship in Arabic, Chinese, Korean, Russian, and Turkish programs.

2019 PROFICIENCY OUTCOMES

The 2019 Flagship proficiency outcomes include the Arabic, Chinese (Beijing and Nanjing), Korean, Persian, Russian, and Turkish results. The data presented also include the 2018 Chinese Spring program in Nanjing and 2018 Portuguese Spring proficiency outcomes for assessments completed December 2018/January 2019, as the 2019 are not available at the time of report submission. Flagship tested 102[11] post-capstone undergraduates using post-Capstone OPI, and of these, 65% demonstrated ILR Level 3 (professional-level) proficiency in speaking, and 96% demonstrated ILR 2+ or higher.

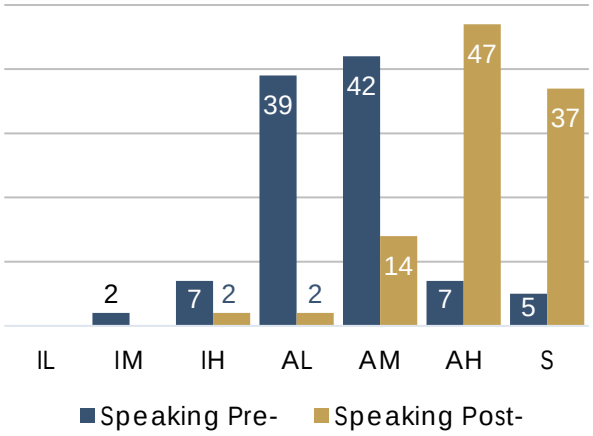
2019 POST-CAPSTONE ILR SPEAKING PROFICIENCY OUTCOMES (N-102)



In 2019, Capstone assessments were also rated using the ACTFL scale. Of the 102 scored assessments, 37 students demonstrated ACTFL Superior Proficiency and 47 demonstrated Advanced-High proficiency in speaking.

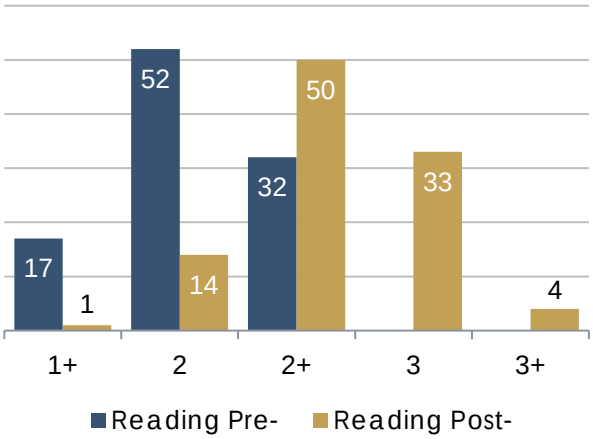
[11] *108 students pre-tested and began Capstone programs, and 102 completed Capstone and took post-tests.*

2019 PRE- AND POST-CAPSTONE ACTFL SPEAKING PROFICIENCY (N-102)

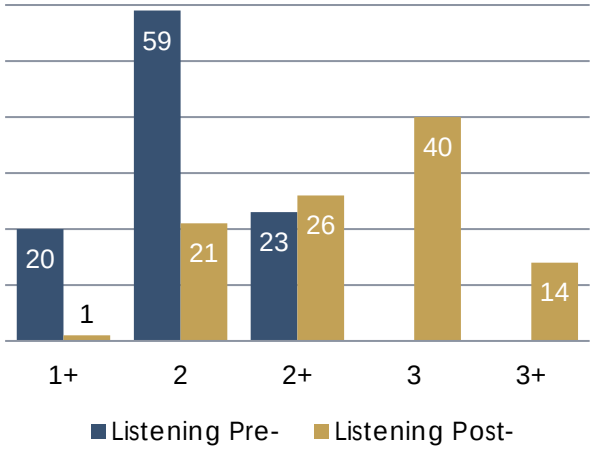


Of the returned Capstone students, 102 students completed assessments through the Flagship Assessment battery in reading and listening administered through American Councils for International Education. 85% percent of Flagship students who completed the Flagship Reading Assessment scored in the ILR 2+ range or higher, and 36% scored in the ILR 3 range or higher. For the Flagship Listening Assessment, 78% scored in the ILR 2+ range or higher and 53% scored in the ILR 3 range or higher.

2019 PRE- AND POST-CAPSTONE ILR READING PROFICIENCY (N-102)



2019 PRE- AND POST-CAPSTONE ILR LISTENING PROFICIENCY (N-102)



The assessment outcomes show that 52% of the 2018-2019 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 26% of the cohort demonstrated 3/3/3 or ILR 3 proficiency in speaking, reading and listening.

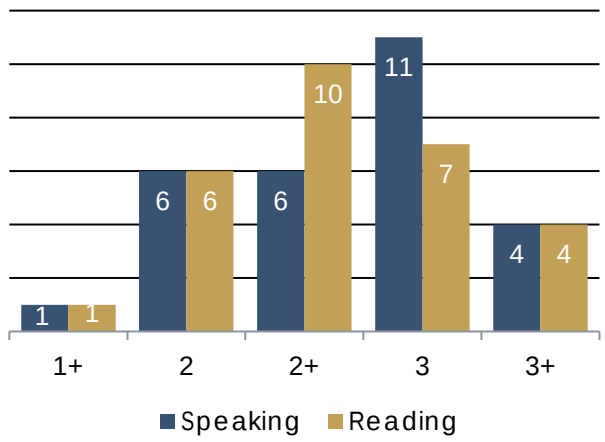
2019 Chinese Flagship students at internship in Shanghai, China

BOREN FLAGSHIP SCHOLAR ASSESSMENT

In 2019, NSEP continued working through the Foreign Service Institute (FSI) to test Boren Flagship Scholars upon completion of their Overseas Flagship Center program. The assessments conducted by FSI assessed the students' speaking and reading proficiency. Of the 28 Boren Flagship students who completed a 2018-2019 capstone

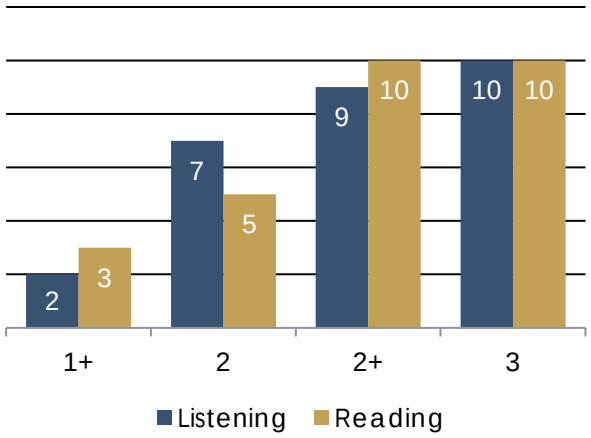
program, all were assessed by FSI. 15 (54%) received an ILR Level 3 or higher on their FSI speaking assessment and 11 (39%) received an ILR Level 3 or higher on their FSI reading assessment. 21 (75%) of the Boren Flagship students demonstrated an ILR Level 2+ or higher on their FSI speaking assessment and 21 (75%) received an ILR level 2+ or higher on their FSI reading assessment.

2019 BOREN FLAGSHIP SCHOLAR FSI EXIT PROFICIENCY (N-28)



The 28 Boren Flagship Scholars also took the Defense Language Proficiency Test (DLPT) listening and reading assessments.[12] Of the students tested, 10 (36%) scored an ILR 3 in listening and 10 (36%) scored an ILR 3 in reading, while 19 (68%) scored an ILR 2+ or higher in listening, and 20 (71%) scored an ILR 2+ or higher in reading.

2019 BOREN FLAGSHIP SCHOLAR DLPT EXIT PROFICIENCY (N-28)



2019 FLAGSHIP PROGRAM HIGHLIGHTS

Chinese Overseas Capstone in Taiwan — The Language Flagship opened a new Flagship Overseas Chinese Capstone Program in Taiwan. The Hunter College program in Taipei was selected from an open national competition to host a new center. The new Capstone Program accepted their first 22 students in September 2019.

Domestic Chinese Capstone — In 2019, The Language Flagship and the DLNSEO office announced a partnership with the Defense Language Institute Foreign Language Center to develop a domestic Flagship capstone experience for Boren Flagship students learning Chinese. The new program will launch in fall 2020, with student applications for this program being accepted in January 2020.

Safety and Security Expansion — In 2018, the 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 2019, NSEP created the NSEP Recruitment and Situational Awareness Program to strengthen NSEP's existing efforts to prepare students for their overseas experience and

[12] *Boren Flagship Scholars only take the lower level DLPT. The lower level DLPT tests from 0-3 on the ILR scale.*

educate students about foreign intelligence threats. Boren Award recipients receive a pre-program briefing on foreign intelligence and situational awareness, regional safety and security information, and post-program resources.

2020 Flagship Competition — In spring 2019, The Language Flagship announced a full and open competition for all domestic undergraduate Flagship programs. The application submission deadline for this competition was October 2019 for new four-year awards to begin on June 1, 2020 for the 2020-2024 grant cycle. Flagship plans to announce these new awards in April 2020.

2019 LANGUAGE FLAGSHIP INSTITUTIONS

ARABIC

Brigham Young University
Indiana University
University of Arizona
University of Maryland
University of Mississippi
University of Oklahoma
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
Western Kentucky University
*China Nanjing University, China***
*Taiwan National University, Taiwan****

KOREAN

University of Hawaii
University of Wisconsin, Madison
*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 Wisconsin, Madison
*Al-Farabi Kazakh National University, Kazakhstan**

TURKISH

Indiana University
*Azerbaijan University of Languages, Azerbaijan**

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*

THE LANGUAGE 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 measureable 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.

In 2019, NSEP sponsored three 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; and Indonesian Flagship Language Initiative (IFLI), which includes language study in Indonesian. In 2019, NSEP also expanded the RFLI model to include a Turkish Flagship Language Initiative (TURFLI) hosted by the University of Wisconsin, Madison in partnership with the Azerbaijan University of Languages in Baku, Azerbaijan. The new TURFLI program will welcome its first cohort in the summer of 2020. TURFLI participants will study Turkish and elementary level Azerbaijani.

2019 Indonesian Flagship Language Initiative students in Malang, Indonesia

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 2019, there were 144 applicants for the RFLI, an increase of 7% from the previous year.

Scholars	AFLI	SAFLI	IFLI	Total
Applicants	58	27	12	97
Recipients	40	14	7	61

Fellows	AFLI	SAFLI	IFLI	Total
Applicants	26	15	6	47
Recipients	15	5	2	22

RFLI students are also able to prolong their program and spend an additional semester abroad to participate in a professional internship at a non-profit or business and to continue their study of the target language. In 2019, notable internships include Elizabeth Glaser Pediatric Aids Foundation in Arusha, Tanzania (a public health organization focused on the eradication of pediatric AIDS through prevention and treatment) and the Tanzania Natural Resource Forum in Arusha, Tanzania (an organization that works with communities to improve natural resource management).

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 2019 and the University of Wisconsin, Madison designed and implemented the SAFLI and IFLI program for the study of Hindi, Urdu and Indonesian. Overall, all 83 Boren/RFLI Scholars and Fellows participated in this language training.

Language	Boren Scholars	Boren Fellows	Total
Akan/Twi	1	0	1
French	13	4	17
Portuguese	5	2	7
Swahili	18	8	26
Wolof	3	0	3
Zulu	0	1	1
Hindi	9	5	14
Urdu	5	0	5
Indonesian	7	2	9
TOTAL	61	22	83

RFLI summer domestic programs run for eight weeks and focus on proficiency-based instruction. Teaching is conducted by expert, native-speaking instructors. Classes meet four hours a day, five days a week, and each week includes three - five hours of mandatory conversation practice and/or tutoring sessions. All instruction is task-based; thus, students are asked to do meaningful tasks using the target language.

RFLI/Boren Scholars and Fellows also engage in activities designed to improve their language acquisition such as interacting with native-speaking host families and/or living in a language dorm; attending language tables; and participating in cultural events and excursions.

Over the course of the summer, students earn 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.

OVERSEAS PROGRAMS

RFLI overseas immersion programs provide Boren Scholars and Fellows with in-country, directed instruction and additional resources to further improve language proficiency. In 2019, RFLI sponsored six overseas programs through a collaboration with domestic RFLI programs, the American Councils for International Education, and overseas partners. Overseas RFLI programs are located at the following institutions:

- Advanced French with survival Wolof through the West African Research Center in Dakar, Senegal;
- Portuguese through the Universidade Eduardo Mondlane in Maputo, Mozambique;
- Swahili through the MS Training Centre for Development Cooperation in Arusha, Tanzania;
- Hindi through American Institute for Indian Studies (AIIS) in Jaipur, India;
- Urdu through AIIS in Lucknow, India; and
- Indonesian through the State University of Malang in Malang, Indonesia.

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.

In total, 60 Boren Scholars and 21 Boren Fellows studied at official RFLI overseas programs in 2019. In addition, one AFLI-funded Boren recipients

studied Akan/Twi in Ghana and one studied Zulu in South Africa at self-identified programs.

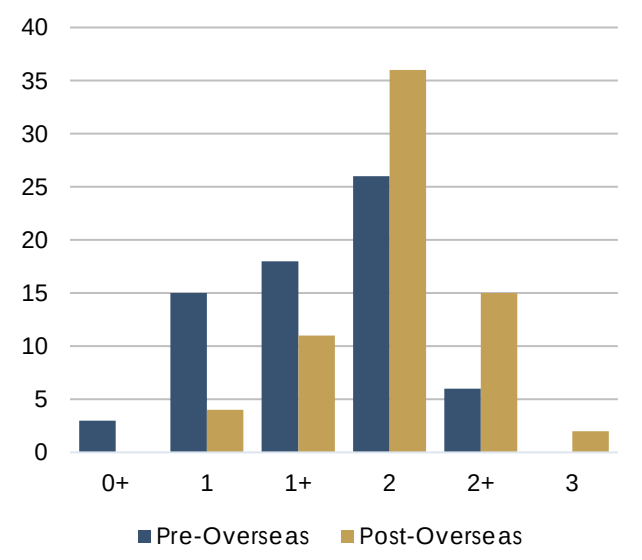
2019 RFLI BOREN AWARDEES

Country	Boren Scholars	Boren Fellows	Total
Mozambique	5	2	7
Ghana	1	0	1
Senegal	16	4	20
South Africa	0	1	1
Tanzania	18	8	26
India	14	5	19
Indonesia	7	2	9
TOTAL	61	22	83

RESULTS

RFLI demonstrated impressive proficiency gains. RFLI Boren Scholars and Fellows are tested prior to their summer program, at the end of their summer program, and at the conclusion of the overseas program. Testing was conducted through Oral Proficiency Interviews, which rate speaking proficiency using a common rubric developed by the ILR.

2018 RFLI PRE- AND POST- SPEAKING PROFICIENCY GAINS (N-53)



Following post-RFLI assessments, 53 (78%) students demonstrated Advanced proficiency (ILR 2 or higher), with two (3%) achieving a Superior level (ILR 3 or higher) of proficiency. Another 15 (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.

NSEP Service Highlight:
Ms. Nicole Compton

Ms. Compton is currently a Policy Analyst at the U.S. Department of Homeland Security in the Office of International Affairs and pursuing a Master's of Science in Foreign Service from Georgetown University. She plans on applying to the U.S. Foreign Service upon completing her graduate degree. As a 2016 AFLI Boren Scholar, Ms. Compton studied Swahili in Arusha, Tanzania. She had previously spent a semester studying in northern Uganda, a profound experience that drove her desire to return to the region. Her AFLI Boren Scholarship provided her with further immersion into East African culture and language skills she desired before completing her bachelor's in international affairs at the George Washington University. It was her time in Uganda and Tanzania that solidified her interest in U.S. foreign policy, international law, and conflict resolution

THE LANGUAGE FLAGSHIP: FLAGSHIP INITIATIVES

The Language Flagship supports initiatives to improve foreign language education in the United States. The next several pages outline these Flagship national efforts to improve the use of educational technology in foreign language instruction, strengthen proficiency assessment and accountability, and to strengthen programming to better prepare high school and community college students for advanced language study in The Language Flagship or other national programs. By sharing Flagship techniques, our goal is to improve student proficiency outcomes nationally. Flagship results have proven that it is possible for large numbers of students to achieve high-level foreign language proficiency. Current Flagship Initiatives include:

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 unified 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 2019, the Tech Center created a reference document for technology efforts in world language education, forged new partnerships in academia, and continued engagement with language education organizations and the private sector. The reference document, The Language Flagship Technology Innovation Blueprint for Success[13], includes goals and guiding principles for the success of technology integration into language education contexts that were distilled from consultation from Language Flagship directors, instructors and students, as well as colleagues from across academia, the government and the private sector. The primary purpose of the Blueprint for Success is to help The Language Flagship, as well as other federal initiatives and academic programs interested in enhancing high quality language programs, to improve language learning through the strategic integration of technology.

Tech Center event focusing on the integration of technology in language programs and Flagship institutions

In 2019, the Tech Center organized a working meeting with support from the International Association for Language Learning Technology (IALLT) which resulted in the consolidation of inter-institutional collaboration based on mutual needs and benefits. Some of the most promising collaborations include the creation of an open H5P technology repository which builds on an existing collection of hundreds of learning objects, the creation of supporting technology and documentation to enable the use of podcasts in

13 The full Blueprint for Success Report, to include goals and guiding principles for technology integration, is available at https://scholarspace.manoa.hawaii.edu/bitstream/10125/63438/5/blueprint-for-success-2019.pdf.

blended learning curricula, and a common multi-institutional system to share professional development opportunities among Flagship and other participating institutions.

Continuing its engagement with language education organizations and the private sector, the Tech Center hosted the LaunchPad at the American Council on the Teaching of Foreign Languages (ACTFL) annual convention in Washington, DC. The LaunchPad competition, co-sponsored with ACTFL, provides a platform for entrepreneurs who have created a technology product intended to fill a need in world language education to received critique and feedback from an expert academic panel and ACTFL Convention attendees who then informally recognize a competition winner based on the pedagogical merits of the product.

New blended learning opportunities have been created through collaborations with Flagship institutions, such as the development 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 or 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.

FLAGSHIP CULTURE INITIATIVE

In 2019, the Flagship Culture Initiative designed and piloted Arabic and Russian culture modules online. These modules have the format of cultural scenarios meant to generate thought-provoking conversations about one's integration into a non-native cultural environment. The scenarios are hosted on an online platform specifically designed for the project by the Flagship Technology Innovation Center who also provide continuous maintenance of the platform.

During the spring 2019 and summer 2019 semesters, the online materials were piloted at several Flagship institutions. Detailed feedback was collected from students and teachers, with the goal of further improving the scenarios for a wide-scale piloting scheduled for the spring 2020 semester. Additionally, a number of experts in the field, including those from within the Flagship community, are conducting individual reviews of the created scenarios in fall 2019. New cultural scenarios were written in summer 2019 and expanded in fall 2019 for the Arabic and Russian projects. A Brazilian Portuguese culture module was conceptualized and added to the projects during the current grant year. The Russian cultural materials have been piloted for Russian Flagship Capstone students in Kazakhstan in a series of culture roundtables. Similar frameworks were designed for Arabic with the goal of implementing the roundtables in the Flagship Center in Meknes, Morocco during 2020.

The next steps for the Flagship Culture Initiative include piloting the online scenarios in Flagship institutions in spring 2020 and a two-day Teacher Training Workshop that will be held at the University of Maryland in May 2020.

FLAGSHIP VIDEO PROJECT

The Flagship Video Project is an initiative to document and assess the professional capabilities of post-Capstone Flagship students in their target language. The methodology being developed through the project will provide an additional way to demonstrate Flagship students' capabilities in their target language beyond the required proficiency testing. During 2019, The Language Flagship Video Project filmed 15 Arabic, 40 Chinese, 4 Portuguese, and 9 Russian Capstone participants at the completion of their overseas Capstone programs. Students presented on various social, economic, scientific, and business topics and responded to questions from the audience in their target language.

The Language Flagship Video Project developed a coding schema for sociolinguistic skills to be applied to a handful of videos that demonstrate

the elements underlying students' professional proficiency in their target language. The coded videos will be made available for the academic community to aid in teacher training directed towards the development of professional language skills. Videos and the coding schema will be published at the conclusion of this project in 2020.

PROFICIENCY INITIATIVE

In 2019, Michigan State University compiled the data from The Language Flagship Proficiency Initiative into a database accessible to educators and researchers to inform efforts in proficiency based language instruction. From 2014-2018, The Language Flagship awarded Michigan State University, the University of Minnesota, and the University of Utah in partnership with Salt Lake Community College awards to conduct The Language Flagship Proficiency Initiative.

The purpose of this initiative is to introduce the Flagship proficiency assessment process to established academic foreign language programs to measure teaching and learning as well as to demonstrate the impact of such testing practices on teaching and learning. This initiative is the only effort to collect systematic proficiency testing data across institutions and languages and use the results to inform and improve language pedagogy and instruction.

The languages assessed under this initiative include Spanish, German, French, Russian, Portuguese, Korean, Arabic, and Chinese. At the conclusion of the grant, the proficiency initiative institutions have:

- Administered more than 23,000 proficiency tests;
- Conducted assessments that included speaking, listening, and reading;
- Generated higher level of awareness of proficiency among faculty and students on campus;
- Organized professional development opportunities for faculty on campus on proficiency-driven teaching and learning;
- Realigned curricula based on the observations learned through the initiative; and
- Disseminated the results of the initiative through:
  - 53 presentations at meetings and conferences;
  - 12 articles in journals; and
  - 1 book.

The Proficiency Initiative has generated numerous important observations and findings, including the following:

- Assessment is a valuable and necessary tool for developing and understanding proficiency in university-based language instruction programs;
- High-school language learning matters in ensuring that college graduates obtain working-level proficiency in foreign languages. With high-school learning, entering college students progress in their foreign language learning at a higher rate. They become college graduates with higher language proficiency, ready to take on international and government linguistic jobs and positions;
- The modality in which most students are able to reach professional-level proficiency is reading, indicating a more literature-oriented curriculum at higher levels of language instruction;
- Listening develops more slowly than other skills with current instructional methods;
- Out-of-classroom exposure to the language through study abroad, social media connections, or connections to communities in which language is spoken, leads to higher levels of growth; and
- Collaboration between institutions leads to richer discussions and assessment instruments, provides a broader perspective, and results in a more efficient use of resources.

In 2019, Michigan State University compiled and anonymized all the data collected in the Proficiency Initiative and made this data available to researchers and the public. The data and results of this initiative have significantly influenced the field of proficiency based teaching and learning.

HIGHER EDUCATION AND K-12 LINKAGE PROGRAMS

Language Flagship linkage programs promote collaboration between K-12 and higher education institutions to develop articulated programs of foreign language instruction in Chinese and Russian. Partnerships seek to increase the number of high school graduates and community college students with Intermediate to Advanced-Low proficiency, capable of continuing into higher-level language study in the Language Flagship or other university programs. The programs are concluding their two year grant projects and phase out in FY 2020.

During 2018-2019, The Language Flagship's linkages with K-12 schools and community colleges impacted 8,044 K-12 and 107 community college students, 103 teachers, and 33 curriculum specialists and administrators of Chinese and Russian in 12 states. In addition, website analytics confirm the ongoing use of curriculum resources and online professional development to improve and expand programs. There were 7,420 unique visitors who viewed a total of 42,139 pages related to K-12 Dual Language Immersion (DLI), traditional secondary (grades 6-12), and community college programs supported by The Language Flagship.

High school students meet with their University of Oregon language mentors

The Pacific Northwest Pathways Collective Linkages Project: Extending the Language Flagship Network — The Portland State University (PSU) Russian Flagship Program, University of Oregon (UO) Center for Applied Second Language Studies (CASLS), Portland Public Schools (PPS), Woodburn School District, Anchorage School District, Colorado Global Villages, and Portland Community College (PCC) are partnering with the Utah Russian DLI Program and Chemeketa Community College (CCC). Key activities included development of 11th grade curriculum focused on advanced language functions and a 12th grade bridging course into university level instruction. 41 Russian K-12 DLI teachers from four states convened for a workshop on balanced literacy, motivating, and moving secondary learners from Intermediate to Advanced

San Francisco State University Linkages Project — San Francisco State University (SFSU) Chinese Language Flagship partnered with four middle and nine high schools in the San Francisco Unified School District (SFUSD) and with the Community College of San Francisco (CCSF) to close proficiency gaps for 2,758 students within SFUSD and for 55 CCSF students. Opportunities to learn both in the SFUSD schools and through dual enrollment at CCSF resulted in 436 high school students earning the California Seal of Biliteracy in Chinese for the 2018-2019 academic year. Seventeen administrators from across K-16 provided support for the project.

Hunter College Chinese Language Flagship Linkages Project — Hunter College Chinese Flagship is partnering with Hunter College High School, Manhattan Hunter Science High School, the Borough of Manhattan Community College, and Queensborough Community College on this Linkages project. The project focuses on blended learning instruction for students, professional development for instructors, and helping high school students earn the New York State Seal of Biliteracy (NYSSB).

There were 12 community college and seven high school students involved in blended instruction from the 2018 cohort. A second cohort of students was added in fall 2019. An additional 266 secondary students indirectly benefitted from their teacher's involvement in the project.

PORTLAND PUBLIC SCHOOLS AND UNIVERSITY OF OREGON CHINESE LANGUAGE FLAGSHIP

The Portland Public Schools (PPS)-University of Oregon (UO) K-16 Chinese Language Flagship is

the national demonstration project for a fully articulated Mandarin Immersion Program (MIP).

During the 2018-2019 academic year, there were 789 K-12 students in the MIP. Secondary Mandarin World Language and Native Speaker Literacy courses impacted 653 grades 6-12 students and 1,563 elementary enrichment students. PPS has a staff of 16 teachers and four curriculum specialists actively engaged in the MIP who are directly impacted by the K-16 Chinese Language Flagship project and an additional 19 Chinese teachers in the enrichment and secondary tracks who also benefit through district articulation efforts focused on curriculum, instruction, assessment, and professional development.

ENGLISH FOR HERITAGE LANGUAGE SPEAKERS

The United States Congress created the EHLS program to provide professional English language instruction to U.S. citizens who are native speakers of critical languages with passage of the Intelligence Authorization Act for Fiscal Year 2005 (P.L. 108-487, Sec. 603; 50 USC. §1902). The 2019 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 the Georgetown University School of Continuing Studies, 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, in-class 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 each June, at which time 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.

---

[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.

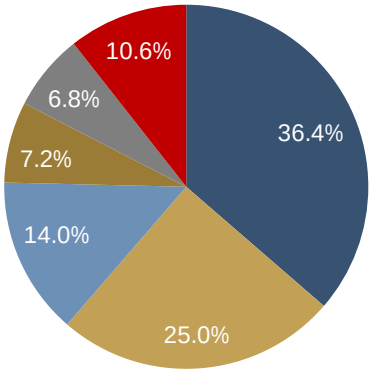
"When you hire an NSEP Scholar or Fellow, you are not only adding someone to your team who can open doors to foreign countries and cultures. You are also bringing onboard a professional with proven perseverance, grit, and resourcefulness, who is fully qualified in their chosen field."

-United States Citizenship and Immigration Services Department of Homeland Security

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 continue to hire EHLS graduates, processing them for employment as contracted linguists and translators.

2006-2019 EHLS SCHOLARS SERVICE FULFILLMENT



- Department of Defense
- Intelligence Community
- Department of Homeland Security
- Department of State
- Federal Agencies with National Security Responsibilities
- Service in Education

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 60% of EHLS Scholars have completed their service requirement in the Department of Defense or the Intelligence Community.

2019 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 2019, the program recruited native speakers of Arabic, Azerbaijani, Balochi, Bambara, Dari, Hausa, Hindi, Kazakh, Korean, Kurdish, Kyrgyz, Mandarin Chinese, Pashto, Persian Farsi, Punjabi, Somali, Tajik, Tamashek, Turkish, Urdu, and Uzbek.[17]

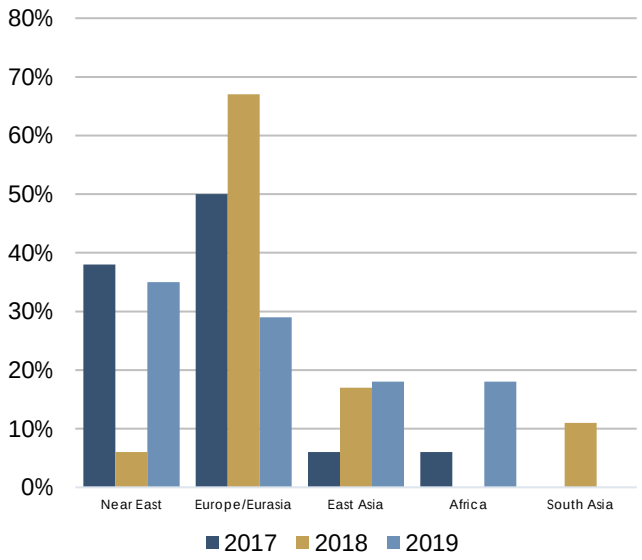
Languages Recruited	Class of 2017	Class of 2018	Class of 2019
Arabic	5	0	5
Azerbaijani	0	0	0
Balochi	0	0	0
Bambara	0	0	2
Dari	0	0	0
Hausa	1	0	0
Hindi	0	1	0
Kazakh	0	1	1
Korean	0	0	1
Kurdish	0	0	2
Kyrgyz	0	1	0
Mandarin Chinese	1	3	2
Pashto	0	1	0
Persian Farsi	1	1	1
Punjabi	0	0	0
Russian	6	10	N/A
Somali	0	0	0
Tajik	0	0	0
Tamashek	0	0	0
Turkish	1	0	1
Urdu	0	0	0
Uzbek	1	0	2
Total Participants	**16**	**18**	**17**
Total Applicants	***330***	***228***	***177***

Speakers of eight languages were admitted to the class of 2019, with 177 complete applications submitted for 17 scholarships. The table above

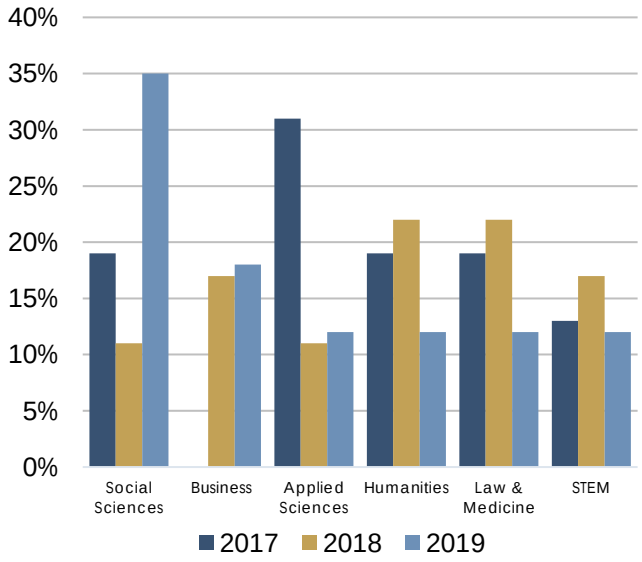
[17] *A list of 2019 EHLS Scholars can be found in Appendix L.*

provides a comparison of participants by language background for the 2017, 2018, and 2019 program years.

REGION OF ORIGIN:
2017-2019 EHLS SCHOLARS



2017-2019 EHLS SCHOLARS
BY ACADEMIC FIELD



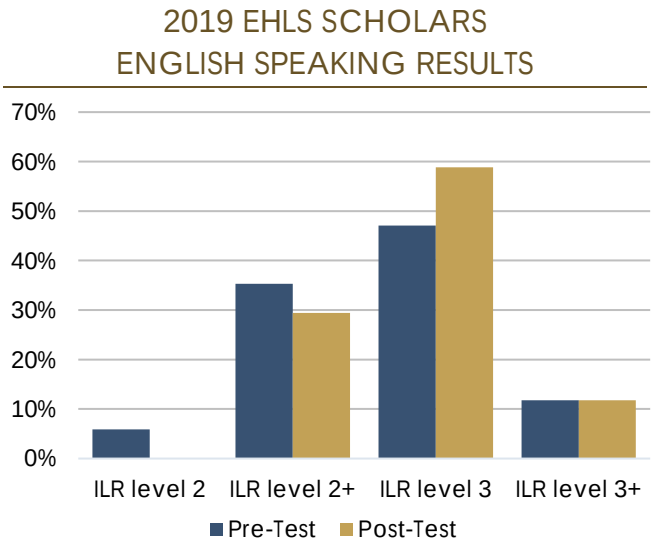
The academic background of EHLS Scholars includes specialists in Humanities, Law & Medicine, STEM (Science Technology Engineering Math) Business and Social Sciences. EHLS Scholars continue to bring a variety of needed skills and backgrounds they bring to government service.

EHLS PROGRAM 2019 RESULTS

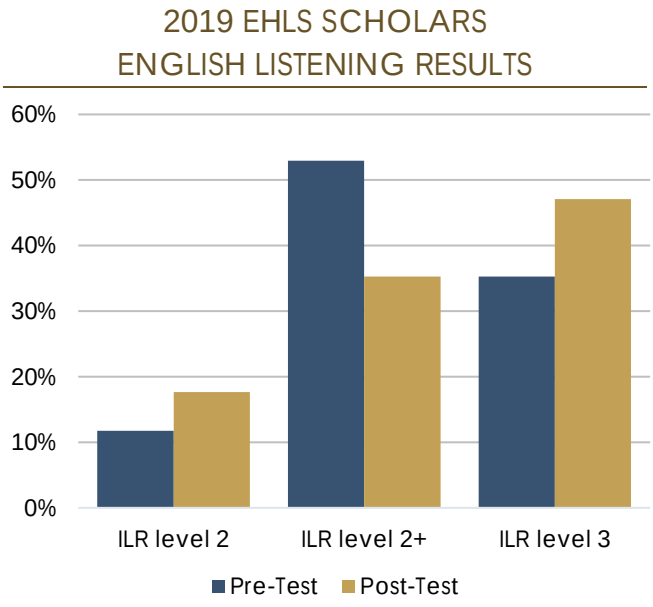
Over the past 15 years, the EHLS program has worked to assist its Scholars with the goal of reaching an ILR Level 3 in all modalities of English: reading, writing, listening, and speaking. The 2019 cohort was more varied in its entry scores than in 2018, with many Scholars entering with scores of 2 in one or more modalities. Nevertheless, for 2019, the program produced excellent results, with over 50% of all exit test scores at ILR Level 3 and 76% 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 additional components of the Department of Defense.

2019 EHLS Scholar presenting at OSAP event

Speaking Skills: The EHLS curriculum focuses on professional presentation skills, which were evident in the OSAP capstone briefings. As a result, 58% of the Scholars completed the program with speaking proficiency at ILR Level 3, and 12% completed with speaking proficiency of ILR Level 3+. This is the first time the EHLS Program has had English proficiency exit scores above ILR level 3. This could be due for a number of reasons, especially incoming scores of Scholars, and improvements in testing that measures up to 3+.

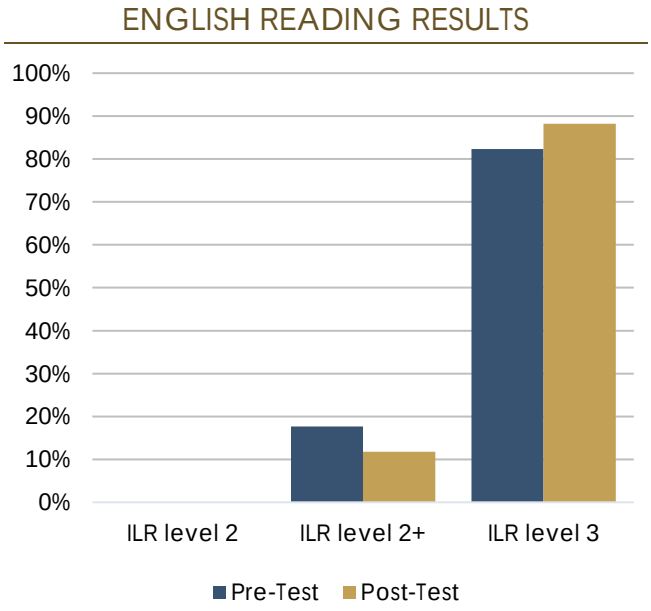


Listening Skills: The abilities of Scholars' receptive skills are measured upon entry and exit of the EHLS Program. 47% of 2019 EHLS graduates reached ILR Level 3 in listening, suggesting current high level proficiency, and a strong probability of continuing English language improvements in all modalities 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 2019 graduates may have proficiency in this modality above ILR Level 3.



Reading Skills: EHLS Scholars' reading scores are high with all entrance and exit scores at ILR 2+ or 3. For 2019, 88% 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.

2019 EHLS Scholar speaking at *graduation* ceremony



Writing Skills: The development of writing skills has been emphasized as one of the highest priorities for the EHLS Program for many years, based on input from the government agencies hiring EHLS Program graduates. While 2019 EHLS Scholars did not demonstrate gains in writing proficiency, they did develop greater professional effectiveness as demonstrated by their OSAP presentations and formal reports, and did experience the proficiency gains mentioned above. These gains occur through the focus on writing skills and other abilities, which have overlapping effects on

professional and linguistic development not measured directly by language assessment instruments.

Professional Performance Assessment Tool: The formal "high stakes" language proficiency assessment instruments are valuable tools for monitoring students' language skill development and the effectiveness of a program. Nevertheless, these results do not provide a comprehensive view of the EHLS Scholars' abilities as just mentioned. Therefore, a performance-based assessment system is being developed in partnership between NSEP, CAL, and Georgetown University to supplement the English language assessments results, and provide a more complete view of EHLS Scholars' abilities. This instrument is called the Professional Performance Assessment Tool (PPAT).

Two pilot versions of the PPAT were administered to the 2019 cohort at the start and end of the program. The assessment incorporates two workplace communication tasks and measures Scholars' ability to complete them in a professionally/culturally appropriate manner. The PPAT also includes a summary writing task, which correlates to the EHLS Program curriculum, and to what is expected once they enter federal service. Corresponding scoring rubrics and reports for all tasks are in development for 2020.

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 writing and thinking elements necessary for federal employment.

The 2019 EHLS Scholars' OSAP research was based on topics provided by five federal organizations: Defense Intelligence Agency, Defense Language and National Security Education Office, Federal Bureau of Investigation, Library of Congress, and National Ground Intelligence Center (U.S. Army - INSCOM). The research results were presented before an audience of representatives from a large number of federal organizations and related contractors from around the country, some of whom are currently seeking to employ these 2019 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).

Based on selection results, the EHLS class of 2020 will include native speakers of Arabic, Hindi, Mandarin Chinese, Kazakh, Korean (South), Kyrgyz, Persian Farsi, Russian, Thai, Turkish, and Urdu. The EHLS Class of 2020 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 response 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.

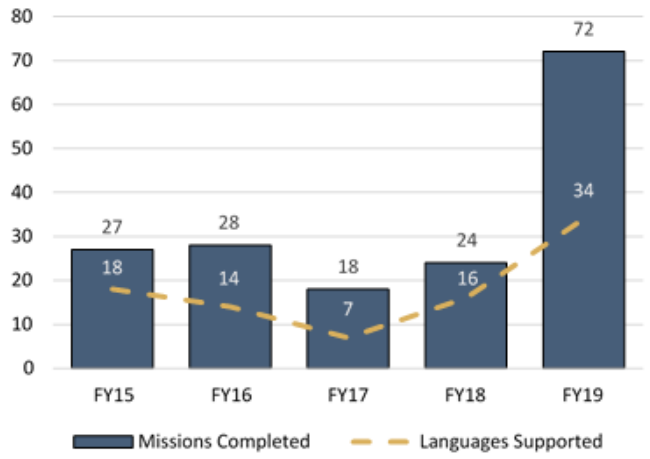
An all-volunteer group of multilingual citizens serving the Federal Government, the NLSC saw a marked increase in the breadth and depth of the support requested in fiscal year (FY) 2019. Most notably, the NLSC doubled the number of missions it fulfilled, resulting in a seven-fold increase in labor hours that NLSC members expended supporting federal partners. Additionally, NLSC membership grew past 10,000 volunteers, with recruitment focused on highly qualified members equipped with the skills to fulfill emerging partner demand. The NLSC also made significant strides in enhancing language learning opportunities for members, ultimately increasing mission readiness, member enthusiasm, and program prestige in the federal domain. While strengthening partner relationships within the DoD, the NLSC simultaneously established new partnerships throughout the Federal Government, including the FBI and the Department of State Bureau of East Asia and Pacific Affairs.

MISSION SUPPORT IN 2019

In 2019, the NLSC provided significantly more support to the Federal Government than in previous years, fulfilling a greater number and variety of mission requests. In total, NLSC members completed 72 missions representing 34 languages. This represents a 300% increase in missions supported and a 213% increase in languages supported from FY 2018.

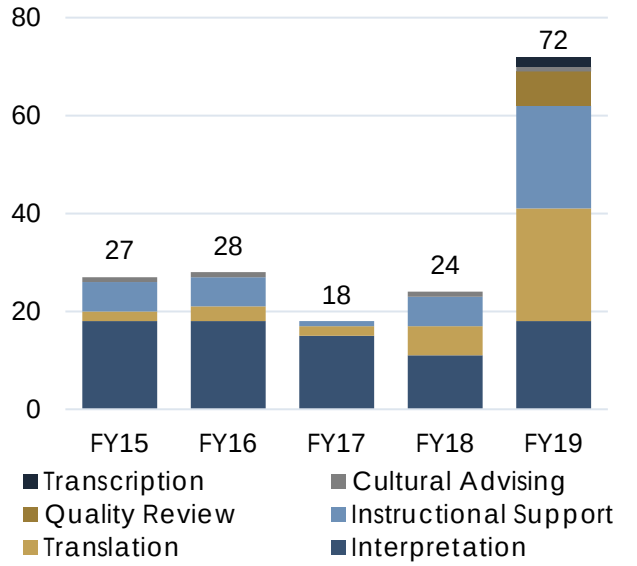
NLSC partners – ranging from Combatant Commands, Component Commands, Defense Schools, and Interagency Offices – continued to recognize the NLSC as a cost-effective option for language support. In FY 2019, 16 partners requested NLSC support; four of these partners requested support for the first time, indicating that the NLSC continued to expand its presence within the DoD. Additionally, the NLSC expanded the scope of its support within the DHRA, supporting timely translation and quality review services to the Combatting Trafficking in Persons (CTIP) Program Office and the Federal Voting Assistance Program.

NLSC MISSION SUPPORT FROM FY 2015 - FY 2019



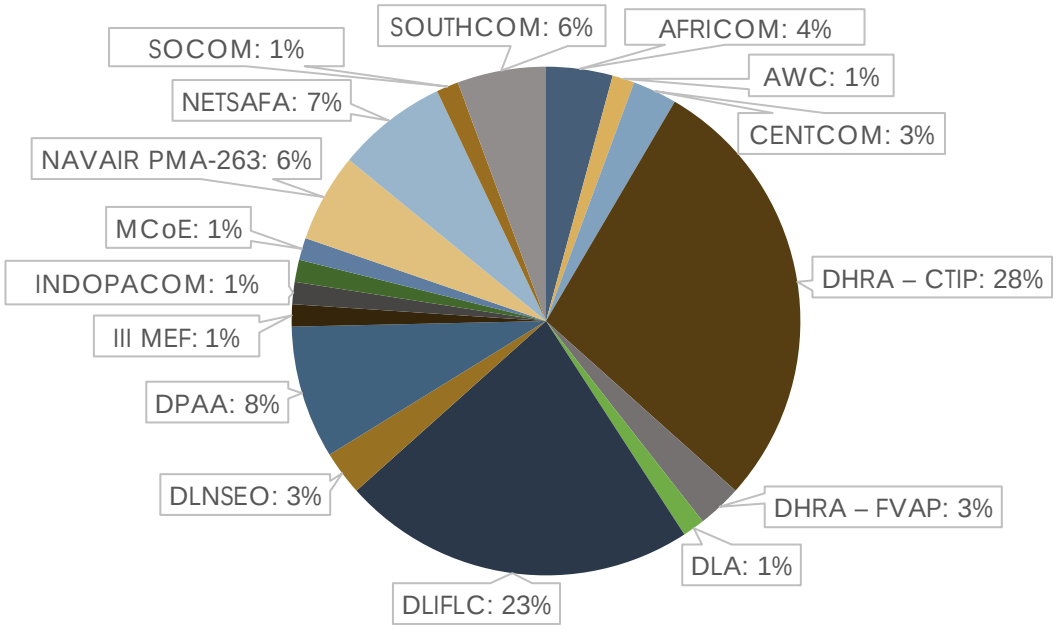
In FY 2019, there was a significant shift in the type of support that partner agency representatives requested. The most frequently requested service was translation, both to and from target languages, making up over a third of FY 2019 activity. Instructional support edged out interpretation as the second largest area of NLSC activity, which was based largely on substantial support to DLIFLC. Quality review rounded out the top four mission areas in FY 2019, based on NLSC's support to DHRA's CTIP program.

2015 -2019 NLSC MISSIONS BY PRIMARY FUNCTION

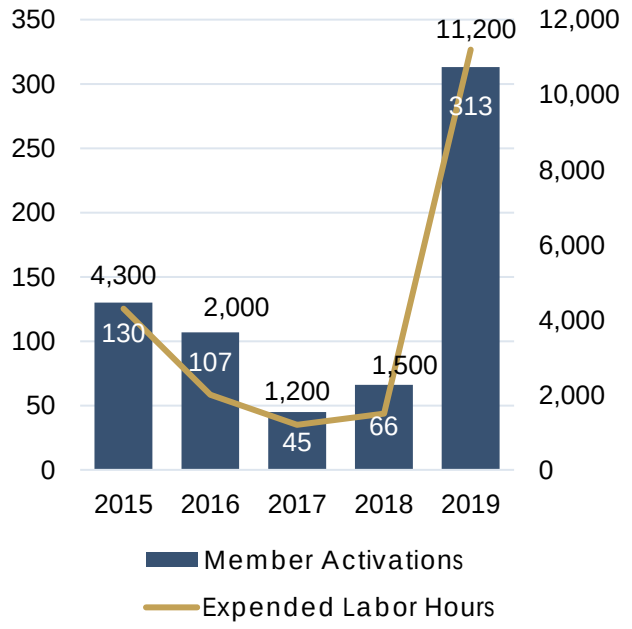


To fulfill partner organizations' mission requests, NLSC members were substantially more active in FY 2019. Compared to FY 2018, there was a 474% increase in member activations. Moreover, not only did NLSC activate a greater number of members, but NLSC members as a whole provided a greater number of labor hours supporting federal partners. More specifically, there was a 747% increase in expended labor hours from FY 2018 to FY 2019.

NLSC MISSION SUPPORT BY PARTNER IN FY 2019



NLSC MEMBER SUPPORT FROM FY 2015 - FY 2019

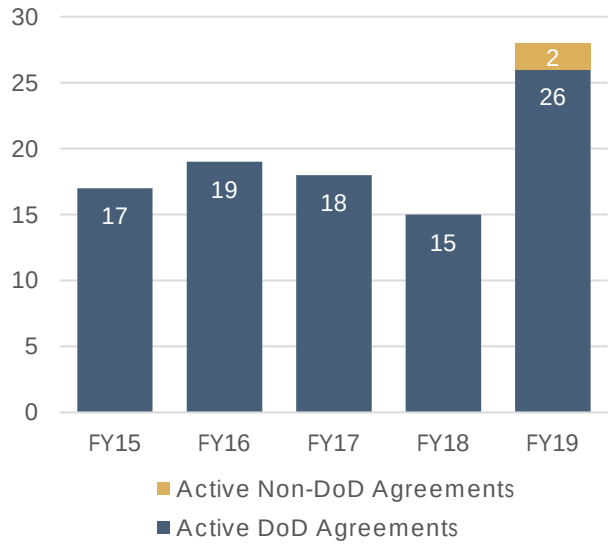


PARTNERING INNOVATIONS

In FY 2019, the NLSC partnering team actively pursued non-DoD partnerships, signing Interagency Agreements with the FBI and the Department of State Bureau of East Asia and Pacific Affairs. These new agreements produced greater mission demand and will enable NLSC augmentation support to the Federal Government over the next several years. The NLSC partnering team continues to collaborate with representatives from non-DoD federal agencies to identify how to leverage NLSC's cost-effective services to support their diverse language needs.

In addition to establishing formal partnerships, NLSC leadership collaborated with the DoD Language Regional Expertise and Culture (LREC) community with the goal of increasing the availability of highly skilled linguists to support the Federal Government. Particularly, NLSC leadership collaborated with various programs under the NSEP to establish and strengthen mutually beneficial relationships. For example, the NLSC employed social media and regional chapter events to make members more aware of NSEP-sponsored programs, such as the EHLS, Boren Scholarship and Fellowship, and Flagship programs. In return, the NLSC worked with NSEP program staff to recruit, federalize, and facilitate clearances for alumni of these programs. In this way, the NLSC will expedite the availability of NSEP alumni for careers in federal service, helping them to become cleared candidates already familiar with the federal domain.

NLSC PARTNER AGREEMENTS FROM FY 2015 – FY 2019



Also in FY 2019, NLSC staff collaborated with DHRA staff to streamline the member federalization process, which serves as the gateway for members to serve NLSC federal partners, per 5 USC. § 3109 and 5 USC. § 2103. This collaboration paid immediate dividends, allowing NLSC to render more uniquely qualified members as Special Government Employees available to support federal partners. Compared to FY 2018, more members with clearances, multi-lingual capabilities, and functional skills relevant to emerging partners were federalized in FY 2019. The NLSC staff continuously evaluates projected mission demand to recommend members with highly desired skills for federalization.

Given NLSC's enhanced ability to federalize members, the program staff developed a force-structure planning tool to optimize the composition of the federalized membership. Using mission history data, emerging partner inputs, and subject-matter expert inputs, this tool aids the program by projecting the size and language

distribution of the federalized component needed to fulfill current and future mission requests. This tool will enable the NLSC team to make more strategic federalization and recruiting decisions to provide robust and sustained support to partners.

NLSC member (left) with the U.S. Ambassador to Senegal

NLSC MEMBERSHIP

In FY 2019 the NLSC added U.S. immigrants, heritage speakers, academically trained linguists, military veterans, former government employees, and cleared individuals to its membership pool. In FY 2019, the NLSC's membership exceeded 10,200, having added approximately 2,000 members since FY 2018 with over 400 languages and dialects.

Along with the breadth and depth of language capabilities, the global distribution of NLSC's membership remained equally important to mission support. Members often volunteered and deployed for missions within close proximity to where they lived, ultimately reducing travel expenses and government funds required to execute a mission. To further bolster this capability, the NLSC in FY 2019 formally aligned members to twelve geographic regions around the world, with further plans to open a Midwest Region Chapter in FY 2020.

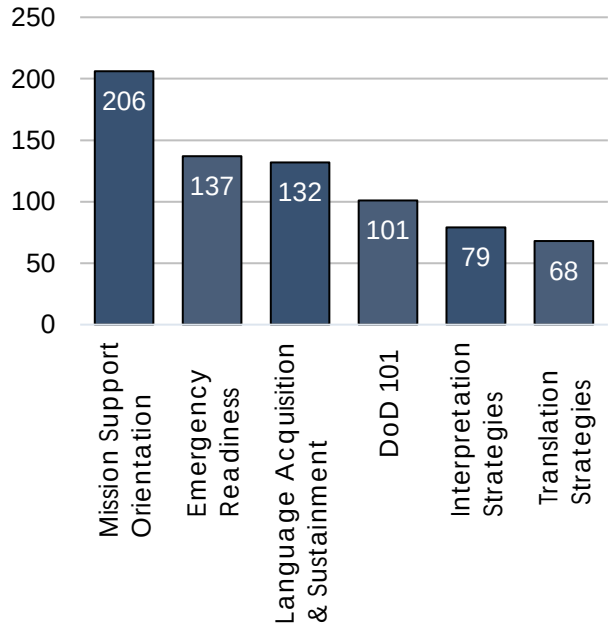
The NLSC hosted quarterly training and cultural events throughout the twelve regions, which increased member enthusiasm and engagement by enabling skill-improvement, facilitating member networking, and fostering camaraderie within the NLSC. Dedicated to sustaining and enhancing members' language skills, the NLSC broadened member testing and training opportunities in FY 2019. For example, NLSC program staff provided greater logistical support to members taking the DLPT at Military Entrance Processing Stations (MEPS) across the country. The NLSC program staff also secured agreements for NLSC members to take DLPTs at Base Education Centers, which were frequently much closer to member locations than MEPS. Additionally, through an agreement developed in FY 2019 with DLIFLC, up to 400 NLSC members can now take Oral Proficiency Interviews per year at no charge.

NLSC REGIONS ESTABLISHED IN FY 2019

To broaden the range and bolster the capabilities of its members, NLSC leadership placed greater emphasis on conducting skill-improvement sessions during regional chapter events, with over 700 NLSC members around the world having received in-person training in FY 2019. The NLSC program staff arranged interpretation and translation training sessions to familiarize members with techniques suitable to specific partner organizations. Members were also trained on DoD culture and the NLSC mission support process, the latter of which includes federalization, mission preparation, deployment, and partner relationships. These sessions increased member readiness and enthusiasm while refining essential skills to support the Federal Government.

Further, a two-year campaign to prepare members to support emerging partners – such as the Federal Emergency Management Agency (FEMA) and the U.S. Army Corps of Engineers – ensured that NLSC members were regularly exposed to emergency preparedness training, as provided by FEMA and American Red Cross instructors.

NLSC MEMBERS TRAINED IN FY 2019



2019 MEMBER HIGHLIGHTS

In 2019, NLSC members provided support to partners throughout the Federal Government, improving overall readiness, enhancing language learning, and enabling collaboration with foreign governments.

Member highlights include a mission in Dakar, Senegal, where an NLSC member interpreted for the U.S. Ambassador to Senegal and the U.S. Army Africa Commanding General on the local news. The partner representative who coordinated the mission noted that the NLSC member's qualifications were "extremely valuable" to mission success, and that his Top-Secret security clearance was an "added bonus" that allowed him to perform a greater number of tasks while on-site.

For six months, 13 NLSC members instructed military students learning French and Russian at the Defense Language Institute—Foreign Language Center (DLIFLC). The students instructed by NLSC members achieved outstanding DLPT results. The Dean and the Department Head of the European and Latin American School recognized the NLSC members for their accomplishments and hard work. Following mission completion, DLIFLC hired two NLSC members as full-time employees—in and of itself an important NLSC contribution to the Federal Government.

Two NLSC members were deployed to support a U.S. Army Africa effort in Gabiro, Rwanda, where they were responsible for providing French interpretation services for troops involved in a United Nations and African Union peacekeeping operation. Following the assignment, one member relayed that the mission was "fantastic," since it gave him "an opportunity to pay back in a small way to the nation that has given [him] so much."

ON THE HORIZON

The NLSC program staff continue to innovate mission execution processes to enhance its operational readiness. Specifically, the program staff have begun to provide data about NLSC member capability levels, functional skills, and geographical locations for use within the Language Readiness Index, which will enable DoD end-users to easily identify and access NLSC services, just as they do for other DoD language-enabled personnel in the database. This, in turn, will increase NLSC member availability and selection for missions as a DoD augmentation and surge capacity.

Additionally, the NLSC mission execution team developed the concept of a "partner-dedicated, mission-ready member list." Collaborating with the Defense Prisoner of War/Missing in Action Accounting Agency (DPAA)—a frequent mission requester with unique language, functional, and physical readiness requirements—the NLSC has conceptualized a path for partners to identify members with appropriate skills, screen and train them to mission parameters, and then access these members on an on-call basis. Partners will thus have more assured mission support from the NLSC, and NLSC members will be better prepared to serve partners as integrated mission components. Once this project is beyond its pilot phase, NLSC staff will adapt this concept to organizations such as the DLIFLC, Center for Global Health, FEMA, and special operations community partners.

Finally, NLSC plans to increase training opportunities available to the membership. The NLSC program staff collaborated with the Joint

Foreign Area Officer (FAO) Program at DLIFLC to make a wealth of FAO-related language sustainment and enhancement materials available to NLSC's federalized members, exposing them to and empowering them with relevant cultural and DoD-specific material. In return, all NLSC-developed learning materials have been made available to the FAO community. NLSC leadership plans to unveil these training opportunities to members in FY 2020.

Through such cross-cutting initiatives and collaborative work, NLSC leadership and staff stand ready to integrate efforts across the Federal Government toward greater levels of LREC support, citizen volunteerism, and mission success.

PROJECT GLOBAL OFFICER (PROJECT GO)

NDAA 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, NDAA 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 foundation expertise in critical languages and regional area studies for members of the Armed Forces to include candidates in the ROTC programs.

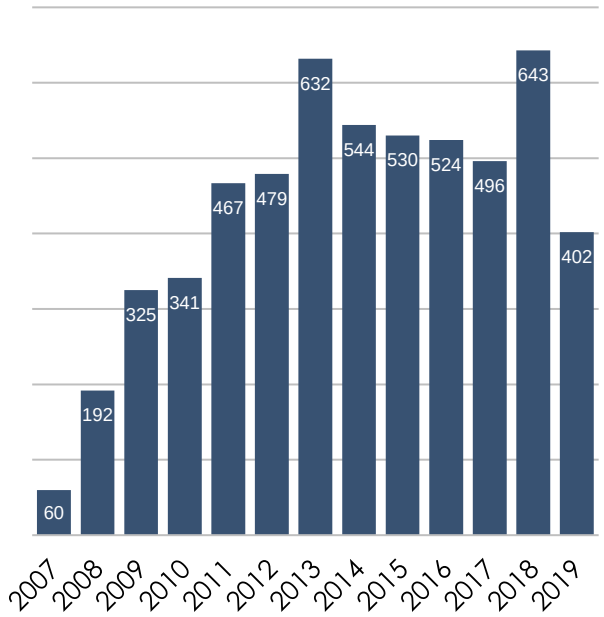
The ROTC Project GO program promotes critical language learning, study abroad, and intercultural exposure among ROTC students in order to develop effective leaders for the 21st century operational environment. Project GO provides grants to U.S. institutions of higher education with large ROTC student 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 5,500 ROTC students nationwide. During the 2018-2019 academic year, 20 institutions hosted Project GO programs serving ROTC students from 153 U.S. campuses. In 2019, 402 ROTC students benefited from language training opportunities through Project GO. With more than 2,800 applications submitted from nearly 1,200 applicants, Project GO's acceptance rate for summer opportunities was 34% for 2019.

Through the use of user-friendly 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 2019, Project GO experienced a dip in enrollment numbers as a result of transitioning the program's overseas Chinese language programs. In 2020, Project GO will have an additional four Chinese language programs offered in Taiwan. NSEP anticipates the enrollment numbers to increase with the availability of additional programs.

2007-2019 PROJECT GO PARTICIPANTS



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.

2019 HIGHLIGHTS

An open competition was held in spring 2019 for the Project GO Chinese overseas program in Taiwan. Four institutions of higher education were awarded new grants for overseas programs in Taiwan summer 2020: Embry-Riddle Aeronautical University, Indiana University, University of Mississippi and Virginia Military Institute. This brings the total number of Project GO institutions for academic year 2019-2020 to 22.

Collaboration across the Project GO community was extended in 2019 through three working groups comprised of Project GO institutional Program Directors. Each working group was tasked with exploring a key topic identified as a potential contributor to supporting growth in best practices, program outcomes and impact. These topics included language sustainment and enhancement activities supporting higher levels of proficiency, improving cultural and regional awareness of Project GO students, and leveraging the unique contributions of SMCs to better serve the ROTC community. The working groups met throughout the academic year and then presented the outcomes from their groups at the fall 2019 Project GO annual leadership meeting in Mesa, Arizona.

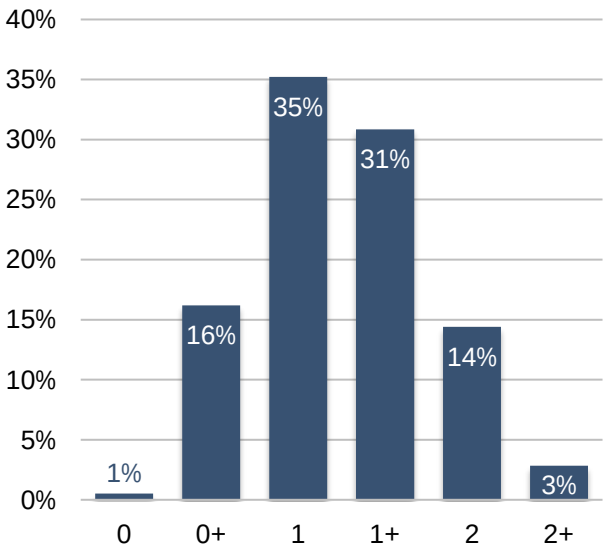
Interest in Project GO scholarship opportunities continued to grow in 2019 with 2,893 applications received for Project GO summer 2019 programs. A total of 2,053 applications were received for study abroad programs and 840 applications for domestic programs. This represents a 2.7% increase in overall application numbers from the previous application cycle.

Moreover, the program has experienced a high number of students participating in overseas programs in the last few years. In 2019, 68% of Project GO students were enrolled in study abroad programs, with large overseas programs at The Citadel, James Madison University, Arizona State University, Georgia Institute of Technology, and the University of Pittsburgh.

The percentage of returning Project GO participants has also been on the rise, with 21% of previous Project GO students participating in a 2019 program. This represents a 6% increase over the number of returning Project GO participants from the previous year, and a 4% increase from the average percentage of returning participants from the past three years of the program.

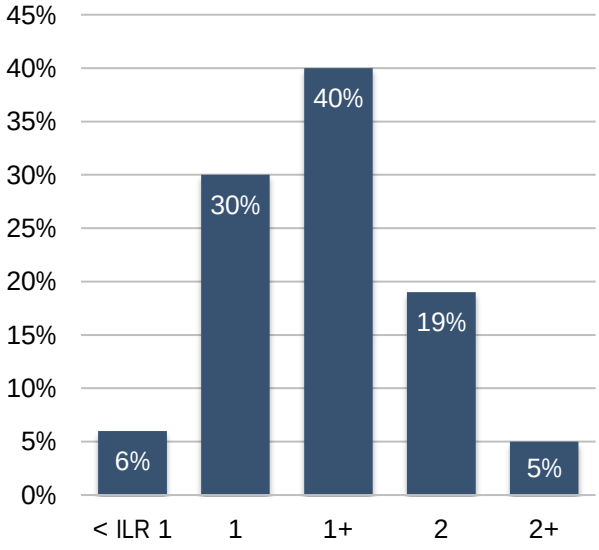
In order to achieve proficiency targets, Project GO actively promotes language training opportunities among ROTC students year-round. Today, Project GO participants are expected to complete, at a minimum, the equivalent of four semesters (12 credits) of the same critical language, including study abroad for eight weeks or longer. 94% of 2018-19 Project GO students who completed four or more semesters of language study met the minimum program proficiency goal of ILR 1 or better; 64% reached ILR 1+ and higher. The next chart shows the proficiency breakdown.

OPI ACHIEVEMENT WITH FOUR OR MORE SEMESTERS



The program experienced an increase in the percentage of students earning scores of 1+ and higher. In 2019, 48% of students earned a post-program oral proficiency score of 1+ or higher, which represents an increase of 6% over the previous year.

POST-OPI RESULTS FOR ALL PROJECT GO STUDENTS

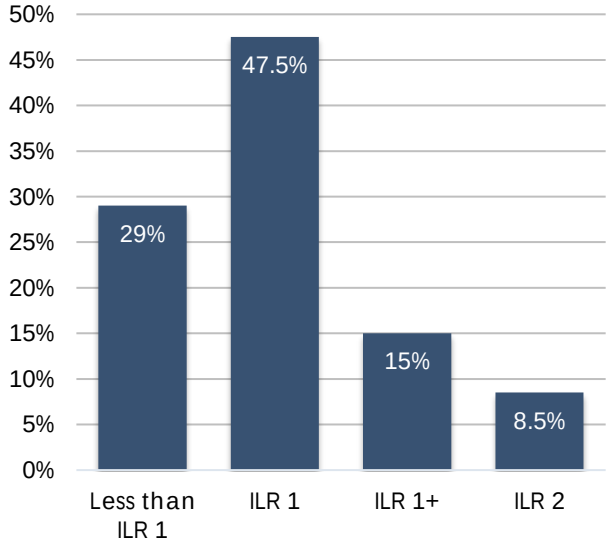


The Flagship Online Listening and Reading proficiency test was administered as a post-test metric for Project GO students who had completed four semesters or more of language study in Arabic, Chinese, Korean, and Russian.

ROTC Project GO students studying Chinese

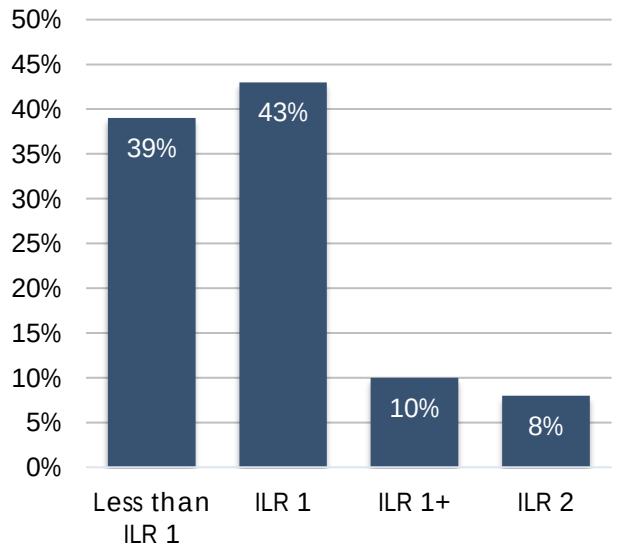
200 cadets and midshipmen were administered the exam. The scores for the reading proficiency test indicate 71% of the students that took the Flagship online test scored ILR 1 or higher.

PROJECT GO READING PROFICIENCY RESULTS



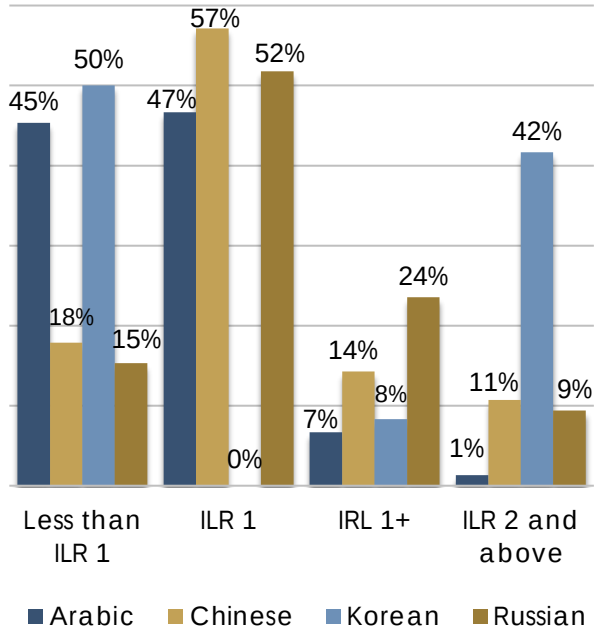
The scores for the listening proficiency test show that 61% of the students that took the Flagship online test scored ILR 1 or higher.

PROJECT GO LISTENING PROFICIENCY RESULTS

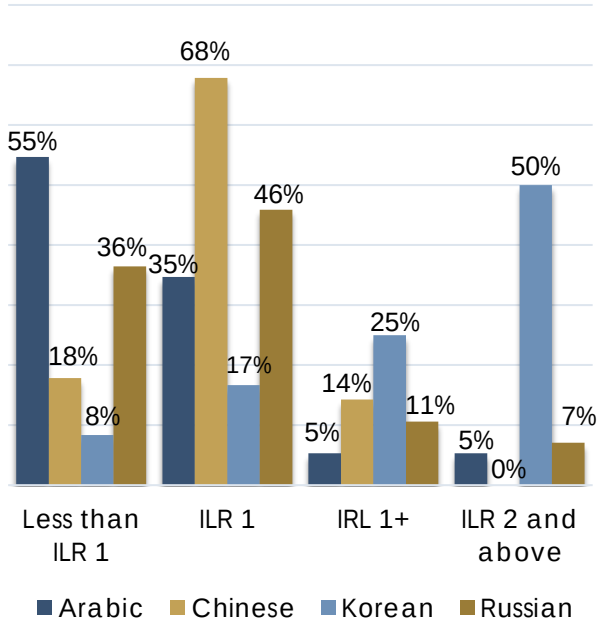


The assessment results indicate differences between the four languages – Arabic, Chinese, Korean, and Russian. Following successful implementation of the Arabic, Chinese, Korean and Russian tests in previous years, these four languages were tested again this year.

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



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

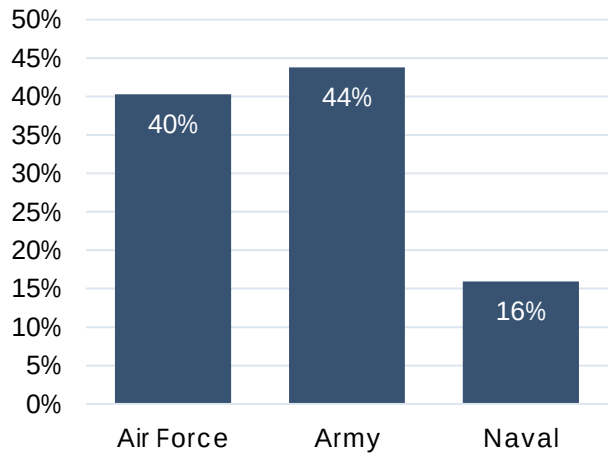


The goal of Project GO is for students to reach ILR 1, but as the charts above depict, more than 23% of students achieved ILR 1+ proficiency in reading and 18% in listening.

NETWORK OF DOMESTIC AND OVERSEAS LANGUAGE PROGRAMS

During academic year 2018-2019, Project GO funded 20 institutions, including the six SMCs, to serve as national resources for critical language instruction. Through these universities, Project GO trained 402 ROTC participants in critical languages. Of these, 44% were Army ROTC cadets, 40% were Air Force ROTC cadets, and 16% were Naval ROTC midshipmen.

2019 PROJECT GO PARTICIPANTS BY SERVICE

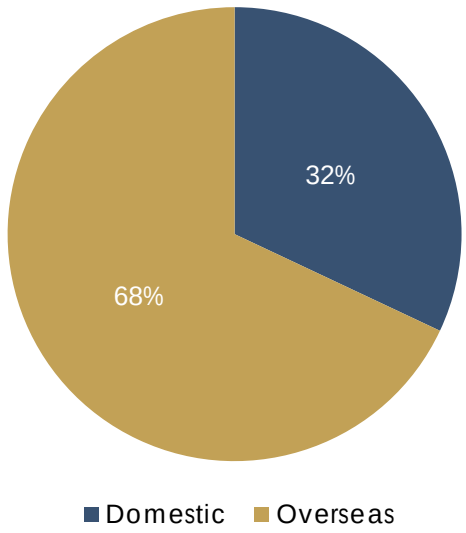


Since 2015, the distribution of Project GO participants by Service is as follows:

Service	2015	2016	2017	2018	2019
Army	286	284	253	312	176
Air Force	170	158	171	221	162
Naval	74	82	72	110	64
TOTAL	530	524	496	643	402

During the 2018-2019 academic year, 273 Project GO ROTC students completed critical language training overseas, with 271 of these students participating in summer 2019 programming.

2019 PROJECT GO PARTICIPANTS DOMESTIC VS. OVERSEAS



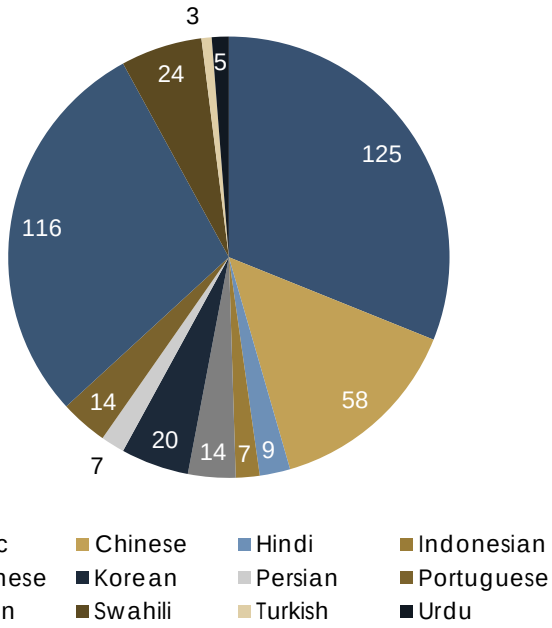
Since 2015, the distribution of Project GO participants undertaking critical language study domestically versus overseas is as follows:

Program	2015	2016	2017	2018	2019
Domestic	189	170	152	219	129
Overseas	341	354	344	424	273
TOTAL	530	524	496	643	402

ROTC students from 153 different U.S. institutions participated nationwide in Project GO's summer 2019 critical language offerings with 42% (168) of participants enrolled at a Project GO-funded institution and the other 58% (234) enrolled at a non-Project GO funded institution during the academic year.

Arabic, Russian, and Chinese continued to be the most popular languages in 2019. Swahili, Korean and Portuguese language courses also experienced large enrollments. The next chart illustrates the languages studied by Project GO students in academic year 2018-2019.

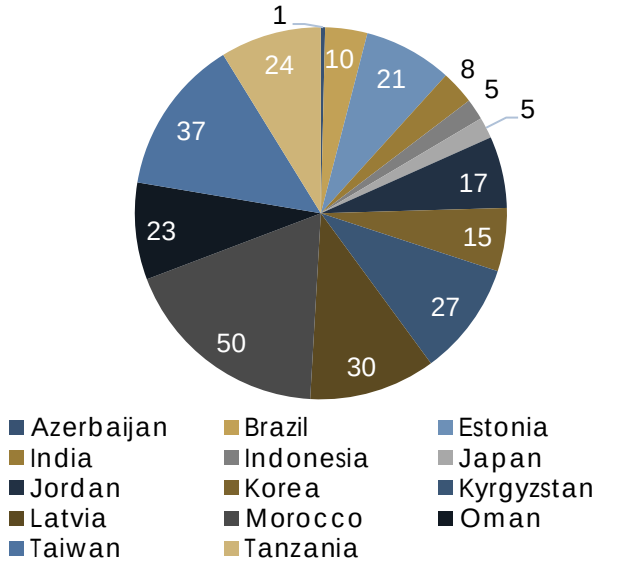
2019 PROJECT GO PARTICIPANTS BY LANGUAGE



Since 2015, the distribution of Project GO participants by critical language studied is as follows:

Language	2015	2016	2017	2018	2019
Arabic	153	136	121	158	125
Chinese	131	140	141	157	58
Dari	0	n/a	n/a	n/a	n/a
Hausa	n/a	n/a	n/a	n/a	n/a
Hindi/Urdu	1	8	19	22	14
Indonesian	n/a	7	10	10	7
Japanese	n/a	6	9	20	14
Korean	30	22	21	29	20
Pashto	n/a	n/a	n/a	n/a	n/a
Persian	10	8	7	13	7
Portuguese	n/a	5	7	10	14
Russian	162	155	130	186	116
Swahili	29	19	21	25	24
Tatar	n/a	n/a	n/a	n/a	n/a
Turkish	12	18	10	13	3
Uyghur	n/a	n/a	n/a	n/a	n/a
Uzbek	2	n/a	n/a	n/a	n/a
Wolof	n/a	n/a	n/a	n/a	n/a
Total	530	524	496	643	402

2019 PROJECT GO PARTICIPANTS BY COUNTRY OF STUDY



Of those students who studied overseas, Morocco was the most popular destination, followed by Taiwan, Latvia, Kyrgyzstan, and Tanzania.

ADVANCED-LEVEL PROJECT GO STUDENTS

In 2019, nine institutions enrolled advanced-level students in their Project GO programs; these students accounted for just over 5% of the total Project GO student population.

Out of the 21 advanced-level ROTC students participating in Project GO, 71% reached ILR 2 or higher in speaking. Additionally, 89% of the Project GO-Advanced students tested for reading and listening reached ILR 1+ or higher. This is a 12% improvement in reading and listening scores for advanced student from the previous year.

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 2018-2019, and enrolled over 127 students in Arabic, Chinese, Japanese, Korean, and Russian. In 2018-19, more than 25% 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 now that all six SMCs are part of the Project GO community.

Project GO has contributed to the growth of several critical language programs at the SMCs. It has added a Russian major as well as Arabic and Chinese minors at VA Tech. It has contributed to the University of North Georgia's institutional capacity as the university created majors in Arabic, Chinese, and Russian and minors in Arabic, Chinese, Japanese, Korean, Portuguese, and Russian as well as enhanced the institutional commitment to internationalization, study abroad, and language learning.

2019 PROJECT GO INSTITUTIONS

	ARABIC	CHINESE	HINDI	INDONSEIAN	JAPANESE	KOREAN	PERSIAN	PORTUGUESE	RUSSIAN	SWAHILI	TURKISH	URDU
Arizona State University	X			X					X			
Embry Riddle Aeronautical University*		X										
Georgia Institute of Technology					X	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						X					
University of Mississippi*												
University of Montana		X				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	12	7	1	2	4	3	2	2	10	1	1	1

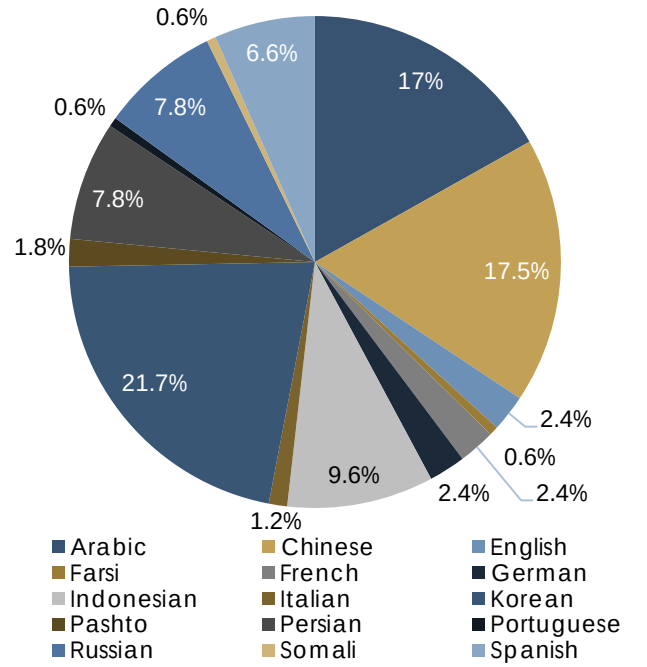
**New grantee institution beginning in June 2019*

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 augment and 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 LTC LANGUAGE COURSE DISTRIBUTION



Now in its eighth year, the LTC program has delivered approximately 1,700 different courses comprising over 224,000 contact hours to nearly 14,400 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 2019, approximately 260 DoD personnel completed intensive language training consisting of 120 or more hours of instruction resulting in increased language proficiency. The LTCs report that their 2019 students met or exceeded proficiency goals over 91% of the time.

The LTCs have expanded its partnerships with the Services, Defense agencies, Special Forces community, Reserve, and 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.

2019 HIGHLIGHTS

In 2019, the LTC program trained approximately 700 DoD personnel in 15 languages. The number of partnerships within DoD organizations continued to expand, including collaboration with the Defense Agencies, the National Guard, and the Special Forces community.

An open competition was held in spring 2019 for the LTC Program. In total, eight institutions of higher education were awarded grants for the new cycle. Seven of the eight were previously LTC grant recipients. Indiana University joined the program as a new LTC institutional grantee.

RAND National Defense Research Institute (NDRI), a federally funded research and development center, completed a review of the LTC program by examining the effectiveness of the program in providing language and culture training to DoD personnel. RAND NDRI conducted extensive document review and data mining to collect and analyze data on student throughput and student performance as well as reviewed assessment

results to evaluate the effectiveness of the program. RAND researchers found that the LTC program is meeting the vast majority of the requirements of the authorizing legislation–building skills in language and area studies, providing language training in critical and strategic languages for operational readiness, and using alternative language training delivery systems to provide training to a wide variety of DoD partners. A key recommendation is for DLNSEO to encourage each LTC to articulate objectives that go beyond provision of training and represent meaningful training outcomes for the DoD partners and students.

Recommendations from the RAND study were incorporated in the open competition guidelines and being implemented in the 2019-2020 grant year. The next page has highlights for each of the Centers.

CALIFORNIA STATE UNIVERSITY, LONG BEACH (CSULB) worked to further develop its longstanding partnership with its primary DoD partner, the California Army National Guard. CSULB provided one, 16-day residential intensive language course in Arabic. The intensive course provided 150 instructional hours, consisting of 10 hours of instruction per day including weekends. A total of 5 military linguists successfully participated in the Arabic residential intensive language course. CSULB also piloted 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 and French. A total of 16 military linguists participated in the language mentoring programs with 6 in Chinese, 5 in French and 5 in Arabic. CSULB also 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 three 11-day iso-immersion sessions to 19 military personnel in Arabic, Chinese, and Korean. About two thirds of all students achieved an increase of at least one sub-level by the end of the immersion; 100% of students entering at the intermediate-low level and 75% of students entering at intermediate-mid level improved by one sub-level. Due to the 300th MI's interest in Cultural Intelligence (CQ), Concordia College has increased its emphasis on cultural learning and ways to assess cultural intelligence; Concordia personnel plan to attend CQ certification training in October 2019. Concordia College developed a more comprehensive handbook for lead instructors and enhanced their student self-assessment tool, which increased response rates. All training events take place at the Concordia Language Villages in Bemidji, Minnesota.

Language Training Center participants at Concordia College

GEORGE MASON UNIVERSITY (GMU) offered online level one and level two English writing courses for approximately 74 DoD employees through its Center for Advanced Proficiency in English. These courses are created for non-native speakers of English to enrich professional writing and intercultural communication skills critical to DoD mission readiness. The majority of students who participated in the Advanced Proficiency Writing course met the proficiency goal by improving their proficiency level by a half-step on the ILR scale.

THE GEORGE WASHINGTON UNIVERSITY (GWU) provided eight specially designed short seminar courses as part of the Foreign Area Officer (FAO) Regional Skill Sustainment Initiative. The five regional and area studies security courses and two trans-regional security courses 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, GWU conducted seven regularly scheduled seminar courses and

one additional regional and area studies course for a total of 152 FAOs.

NORTH CAROLINA STATE UNIVERSITY (NCSU) worked with the U.S. Army John F. Kennedy Special Warfare Center and School (SWCS) at Fort Bragg, North Carolina in Russian, Chinese, Korean, and Spanish. NCSU conducted six-month Enhanced Language Program (ELP) courses for SWCS that participants completed in two cycles. All ELP courses resulted in 720 contact hours of language instruction over the six-month period. NCSU also worked with the United States Army Special Operations Command (USASOC) at Fort Bragg, North Carolina on four-week sustainment courses for Arabic and Korean. A total of 45 SWCS and USASOC students received training from NCSU, and 100% of students met the course proficiency goals.

SAN DIEGO STATE UNIVERSITY (SDSU) provided training for the 1st Marine Expeditionary Force and 1st Radio Battalion at Camp Pendleton, as well as for the DLIFLC. SDSU also expanded their partnerships to include work with the 97th and 55th Air Force Intelligence Squadrons at Offut Air Force Base. SDSU offered courses in Arabic (including Iraqi and Levantine), Pashto, Persian-Farsi, and Korean, ranging from two to eight weeks in duration in order to meet the needs of each unit. SDSU trainings included short-term iso-immersion courses, introductory pre-deployment courses, and sustainment courses for professional linguists. In sum, 145 service members completed language training through SDSU.

UNIVERSITY OF KANSAS (KU) offered language instruction in German, Italian, and Russian to approximately 60 military personnel through classroom instruction. KU provided foundational 24 hours per semester courses in German and Italian to personnel at Command and General Staff College at Fort Leavenworth, Kansas. KU also continued its relationship with the 10th Special Forces Group (SFG) at Fort Carson, Colorado. KU demonstrated flexibility by catering to the 10th SFG's request to change from 14-week foundational Russian courses for beginners to 5-week sustainment courses for experienced learners. KU Russian instructors developed a syllabus and curriculum for this new course mode that proved to be very effective. Out of the 60 students who participated in the courses, 87% met the course proficiency goals.

UNIVERSITY OF MONTANA (UM) maintained ongoing partnerships with the U.S. Army 1st Special Forces Command, the 1st, 3rd, and 5th Special Forces Groups, and DoD Intelligence Agencies. UM provided 105 language courses ranging from 120 to 235 contact hours to 279 students in the following languages: Arabic, Chinese, French, Indonesian, Korean, and Persian. 100% of students assessed met the DoD partner's oral proficiency goals. UM also provided 21 one to two-hour culture and regional studies seminars to 635 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 MI 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 3-week session of language instruction to DoD personnel. UU provided instruction in Arabic, French, Persian, Portuguese, Russian, and Spanish. UU successfully delivered language instruction to 51 DoD personnel, 100% of whom met or exceeded their language proficiency goals.

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 related national security positions throughout the federal government. In 2020, NSEP will enhance its mission through integration of the following efforts:

INCREASING LEADERSHIP TALENT AND DIVERSITY IN THE BOREN AWARDS APPLICANT POOL

Based on input from the Board, NSEP revised its Boren application materials to better emphasize inclusivity, commitment to service, leadership, and academic excellence. NSEP will track the effectiveness of the revised application in strengthening the applicant pool and make adjustments as necessary based on outcomes.

IMPROVING SUPPORT FOR SERVICE PLACEMENT

NSEP will complete improvements within the NSEPnet online system 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.

BUILDING FEDERAL PARTNERSHIPS

NSEP plans to expand the scope of federal partnerships with hiring managers across DoD Components and the Federal Government to create more placement opportunities for NSEP awardees to use their talents in the service of the national security mission. The DHRA included planning for increased hiring of Boren awardees throughout its components for FY 2020.

EXPANDING CRITICAL LANGUAGE PROFICIENCY FOR SERVICE THROUGH THE LANGUAGE FLAGSHIP

The Language Flagship will strengthen partnerships with Army, Air Force and Naval ROTC commands to continue the increase in the numbers of ROTC students gaining professional level proficiency in critical languages through the Language Flagship prior to commissioning. Through a partnership with DLIFLC in Monterey, CA, the Language Flagship will launch a new Chinese language domestic capstone program at DLIFLC for Boren Flagship Scholars interested in pursuing national security careers. The new domestic capstone program will provide opportunities for the scholars to apply for paid national security internships to begin after their program of intensive Chinese language immersion. The Regional Flagship Language Initiative is also launching a Turkish Flagship Language Initiative open nationally to undergraduate and graduate students to receive training to advanced levels in Turkish. NSEP will complete a full and open competition for the 2020-2024 grant cycle to begin June 2020.

LEVERAGING EDUCATIONAL TECHNOLOGY FOR FOREIGN LANGUAGE ACQUISITION AND SUSTAINMENT

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 facilitate Flagship grantees with pilot testing of new advanced modules in Arabic and Russian Culture, Moroccan dialect, and Russian reading, in addition to supporting advanced online business simulation activities in Chinese and Korean. 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.

IMPROVING SAFETY AND SECURITY OVERSEAS

NSEP will evaluate the outcomes of improved overseas safety and security briefings and protocols implemented this year in response to Congressional interest. NSEP will convene federal partners to review and strengthen student preparation for overseas study experiences.

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			1
Central Intelligence Agency			114
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			37
	Agricultural Marketing Service	3	
	Agricultural Research Service	3	
	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			118
	Bureau of Economic Analysis	6	
	Bureau of Industry and Security	4	
	Economics and Statistics Administration	1	
	International Trade Administration	75	
	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	3	
	Other	1	
	U.S. Census Bureau	5	
	U.S. Patent and Trademark Office	5	
Department of Defense			1242

Organization	Office	Total by Organization	Total by Agency
	American Forces Information Service	1	
	Combatant Command	55	
	Counterintelligence Field Activity	2	
	Defense Advanced Research Projects Agency	1	
	Defense Commissary Agency	1	
	Defense Contract Management Agency	2	
	Defense Finance and Accounting Service	4	
	Defense Human Resources Activity	120	
	Defense Information Systems Agency	2	
	Defense Intelligence Agency	132	
	Defense Language Institute	19	
	Defense Logistics Agency	7	
	Defense Security Cooperation Agency	7	
	Defense Special Weapons Agency	1	
	Defense Technical Information Center	2	
	Defense Threat Reduction Agency	10	
	Department of Defense Education Activity	3	
	Joint Chiefs of Staff	2	
	Missile Defense Agency	1	
	National Defense University	80	
	National Geospatial-Intelligence Agency	29	
	National Security Agency	53	
	Office of Economic Adjustment	1	
	Office of Naval Intelligence	43	
	Office of the Secretary of Defense	48	
	Other	222	
	U.S. Air Force	59	
	U.S. Army	191	
	U.S. Court of Appeals for the Armed Forces	1	
	U.S. Joint Forces Command	1	
	U.S. Navy and U.S. Marine Corps	129	
	Undisclosed	11	
	Washington Headquarters Services	2	
Department of Education			6
Department of Energy			53
	Energy Information Administration	2	
	Federal Energy Regulatory Commission	2	
	National Laboratories	26	
	National Nuclear Security Administration	9	
	Office of Environmental Management	1	

Organization	Office	Total by Organization	Total by Agency
	Office of Intelligence and Counterintelligence	2	
	Office of River Protection	1	
	Office of the General Counsel	1	
	Office of the Under Secretary for Science and Energy	2	
	Other	7	
Department of Health and Human Services			72
	Administration for Children and Families	6	
	Centers for Disease Control and Prevention	35	
	Centers for Medicare and Medicaid Services	7	
	Food and Drug Administration	3	
	Indian Health Service	2	
	National Institutes of Health	8	
	Office of Global Affairs	1	
	Office of Inspector General	1	
	Office of the Assistant Secretary for Health	2	
	Other	7	
Department of Homeland Security			409
	Domestic Nuclear Detection Office	1	
	Federal Emergency Management Agency	50	
	Management Directorate	3	
	National Protection and Programs Directorate	10	
	Office of Emergency Communications	1	
	Office of Intelligence and Analysis	4	
	Office of Operations Coordination	1	
	Office of Partnership and Engagement	4	
	Office of Strategy, Policy, and Plans	14	
	Office of the Secretary	18	
	Other	23	
	Transportation Security Administration	28	
	U.S. Citizenship and Immigration Services	210	
	U.S. Coast Guard	3	
	U.S. Customs and Border Protection	31	
	U.S. Immigration and Customs Enforcement	7	
	U.S. Secret Service	1	
Department of Housing and Urban Development			4
Department of Justice			45
	Antitrust Division	2	
	Civil Rights Division	2	
	Criminal Division	13	
	Drug Enforcement Agency	7	

Organization	Office	Total by Organization	Total by Agency
	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			12
	Bureau of International Labor Affairs	6	
	Bureau of Labor Statistics	1	
	Occupational Safety and Health Administration	2	
	Other	1	
	Wage and Hour Division	2	
Department of State			921
	Bureau of Administration	18	
	Bureau of African Affairs	8	
	Bureau of Arms Control, Verification, and Compliance	1	
	Bureau of Conflict and Stabilization Operations	14	
	Bureau of Consular Affairs	48	
	Bureau of Counterterrorism and Countering Violent Extremism	4	
	Bureau of Democracy, Human Rights, and Labor	22	
	Bureau of Diplomatic Security	18	
	Bureau of East Asian and Pacific Affairs	28	
	Bureau of Economic and Business Affairs	4	
	Bureau of Educational and Cultural Affairs	62	
	Bureau of Energy Resources	1	
	Bureau of European and Eurasian Affairs	19	
	Bureau of Human Resources	2	
	Bureau of Information Resource Management	7	
	Bureau of Intelligence and Research	25	
	Bureau of International Information Programs	16	
	Bureau of International Narcotics and Law Enforcement	10	
	Bureau of International Organization Affairs	11	
	Bureau of International Security and Nonproliferation	13	
	Bureau of Near Eastern Affairs	42	
	Bureau of Oceans and International Environmental and Scientific Affairs	9	
	Bureau of Overseas Building Operations	2	
	Bureau of Political-Military Affairs	13	

Organization	Office	Total by Organization	Total by Agency
	Bureau of Population, Refugees, and Migration	16	
	Bureau of Public Affairs	6	
	Bureau of Resource Management	2	
	Bureau of South and Central Asian Affairs	13	
	Bureau of Western Hemisphere Affairs	16	
	Center for Strategic Counterterrorism Communications	1	
	Deputy Secretary of State	1	
	Executive Secretariat	2	
	Foreign Service	294	
	Foreign Service Institute	36	
	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	1	
	Other	103	
	Special Envoys and Special Representatives	1	
	Student Internship Program	1	
	U.S. Information Agency	2	
	U.S. Mission to the North Atlantic Treaty Organization	1	
	Under Secretary for Public Diplomacy and Public Affairs	3	
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	

Organization	Office	Total by Organization	Total by Agency
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			40
	Domestic Finance	2	
	Economic Policy	1	
	Financial Crimes Enforcement Network	1	
	General Counsel	1	
	Internal Revenue Service	6	
	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	12	
	U.S. Mint	1	
Department of Veterans Affairs			49
	Board of Veterans' Appeals	4	
	Office of Operations, Security and Preparedness	1	
	Other	3	
	Veterans Health Administration	41	
Environmental Protection Agency			26
	Environmental Response Team	1	
	Office of Air and Radiation	4	
	Office of Enforcement and Compliance Assurance	2	
	Office of Land and Emergency Management	2	
	Office of Research and Development	3	
	Office of Water	2	
	Other	10	
	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	

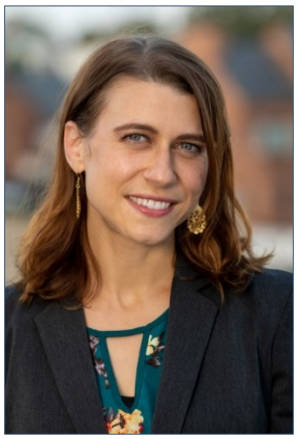
Organization	Office	Total by Organization	Total by Agency
	Office of Counsel to the President	1	
	Office of Management and Budget	6	
	Office of National Drug Control Policy	1	
	Office of Science and Technology Policy	1	
	Office of the First Lady	1	
	Office of the U.S. Trade Representative	7	
	Other	1	
Export-Import Bank of the U.S.			1
Federal Bureau of Investigation			50
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			3
Intelligence Community			66
Inter-American Foundation			1
Judiciary			35
	U.S. Court of Appeals	5	
	U.S. District Courts	30	
Legal Services Corporation			1
Library of Congress			9
	Congressional Research Service	3	
	Federal Research Division	1	
	Library Services	2	
	Main Library	1	
	U.S. Copyright Office	1	
	World Digital Library	1	
Millennium Challenge Corporation			10
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

Organization	Office	Total by Organization	Total by Agency
Office of Personnel Management			11
Office of the Director of National Intelligence			19
Overseas Private Investment Corporation			6
Peace Corps			70
Securities and Exchange Commission			2
Small Business Administration			4
Smithsonian Institution			7
Social Security Administration			8
U.S. Agency for Global Media			12
U.S. Agency for International Development			291
	Bureau for Africa	13	
	Bureau for Asia	3	
	Bureau for Asia and the Near East	3	
	Bureau for Democracy, Conflict, and Humanitarian Assistance	19	
	Bureau for Economic Growth, Education, and Environment	9	
	Bureau for Europe and Eurasia	6	
	Bureau for Food Security	7	
	Bureau for Foreign Assistance	1	
	Bureau for Global Health	9	
	Bureau for Legislative and Public Affairs	3	
	Bureau for Management	5	
	Bureau for Policy, Planning, and Learning	5	
	Bureau for the Middle East	3	
	Independent Offices	5	
	Other	196	
	U.S. Global Development Lab	4	
U.S. Commission on International Religious Freedom			1
U.S. Congress			81
	Congressional-Executive Commission on China	1	
	U.S. House of Representatives	34	
	U.S. Senate	43	
	U.S.-China Economic and Security Review Commission	3	
U.S. Holocaust Memorial Museum			1
U.S. Institute of Peace			5
U.S. International Trade Commission			3
U.S. Postal Service			2
U.S. Trade and Development Agency			4
		TOTAL	3,967

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

Baker Award Recipient	Country	Language	Federal Service	Boren Year
Rachel Sauer, 2019	Senegal	Wolof	U.S. Department of State	2006
Member of the Intelligence Community, 2018	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

2019: RACHEL SAUER



Ms. Rachel Sauer, a 2006 Boren Scholar, studied Wolof and conducted field research with a human rights NGO in Senegal. She has been a civil servant with the U.S. Department of State since 2011 and is currently working on religious freedom and engagement, as well as civilian security and atrocity prevention in the Bureau of Intelligence and Research. Before her current assignment, Rachel spent two years at the National Intelligence Council as a futurist and the Director for Ideas and Identities where she worked with a wide range of people in government, think tanks, NGOs, and academia. She focused on alternative power structures and influences such as populism, ethnicity, religion, and gender. Rachel also worked as a multilateral analyst during which time she concentrated on the UN Human Rights Council and peacekeeping, spending a month in Geneva in 2014 as part of the U.S. delegation. Prior to becoming an analyst, Rachel served as a policy officer in the Office of International Religious Freedom working on Central Asia. During that time, she drafted a regional action plan and organized a major international conference on improving religious freedom without limiting freedom of expression or assembly.

Prior to her career in the civil service, Rachel received a J.D. and graduate certificate in human rights from the University of Connecticut. While pursuing her law degree, Rachel used language skills she developed during her Boren Scholarship to translate for human rights and asylum clinics at the University of Connecticut and Yale. Rachel remains active with the Boren community, regularly attends career fairs in Washington, D.C., and continues to utilize Boren networks.

Linowitz Award Recipient	Country	Language	Federal Service	Boren Year
Michelle Romo, 2019	South Africa	Xhosa	U.S. Department of State	2009
Meghan Luckett, 2018	India	Hindi	U.S. Department of State	2011
Kristin Kelling, 2017	Brazil	Portuguese	Center for Disease Control	2004
David Hoffman, 2016	Azerbaijan and 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

2019: MICHELLE ROMO

Ms. Michelle Romo is a 2009 Boren Fellow and currently serves as an intelligence analyst at the U.S. Department of State, with specialized expertise in opinion polling and regional experience in Europe, Eurasia, and Africa. Building off of the survey research experience she acquired while on her Boren Fellowship, she manages nationwide surveys and qualitative studies in order to advise policy makers on international public sentiment and messaging opportunities. In this capacity she writes intelligence assessments, including the President's Daily Brief, that analyze the role of public opinion in politics and society. Ms. Romo is also a seasoned briefer and has most recently provided intelligence briefings on Russia, Iran, China, and North Korea. Ms. Romo is currently on a temporary assignment to the State Department's Office of Economic Sanctions Policy and Implementation where she is a policy advisor on North Korea sanctions.

In 2017, Ms. Romo completed a Brookings Fellowship in the U.S. Senate where she advised on foreign policy, drafted legislation, and worked with stakeholders to develop policy and build support for legislative strategies. While there, she wrote an amendment to the National Defense Authorization Act that passed which shortened the amount of time Boren Award recipients needed to accrue civil service tenure from 5 years to 3 years. She was born and raised in New York City and has a Bachelor's Degree in International Relations from the University of Southern California, a Master's Degree in Public Policy from the University of California, Los Angeles, and a Master's Degree in Political Science from the University of Cape Town.

APPENDIX C: FEDERAL NATIONAL SECURITY ORGANIZATIONS

Department of Defense[18]
- All departments, agencies, commands, and activities

Department of State
- All departments and offices including:
  - Bureau of Intelligence and Research
  - Foreign embassies
  - National Foreign Affairs Training
  - 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
- National Labor Relations Board

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
- Office of Personnel Management - National Background Investigations Bureau
- Peace Corps
- United States International Trade Commission

United States Congress
- Congressional Budget Office: Defense and International Affairs

---

[18] *The key national security organizations recognized as priority hiring for the NSEP service requirement are in bold*

- 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: 2019 BOREN SCHOLARS

Country	Language	Institution	Major	Home State
Azerbaijan	Azerbaijani	American University	International Affairs	DC
Azerbaijan	Turkish	Brigham Young University	Linguistics	UT
Azerbaijan	Turkish	Indiana University, Bloomington	International Affairs	IN
Azerbaijan	Turkish	University of Pittsburgh	Philosophy	PA
Azerbaijan	Turkish	University of Pittsburgh	International Affairs	VA
Belarus	Russian	University of Chicago	International Affairs	OH
Belarus	Russian	University of Tennessee, Knoxville	Languages	TN
Bosnia & Herzegovina	Bosnian	DePaul University	International Affairs	TN
Brazil	Portuguese	Brigham Young University	Political Science	VA
Brazil	Portuguese	Davidson College	History	MO
Brazil	Portuguese	Georgetown University	International Affairs	MA
Brazil	Portuguese	Tulane University	Sociology	AL
Brazil	Portuguese	Tulane University	Economics	CO
Brazil	Portuguese	University of Georgia	Criminal Justice	GA
Brazil	Portuguese	University of Georgia	History	GA
Brazil	Portuguese	University of Georgia	Business	TN
Brazil	Portuguese	University of Georgia	International Affairs	GA
Brazil	Portuguese	University of Southern California	Social Sciences	CA
Brazil	Portuguese	University of Texas at Austin	Communications and Journalism	TX
China	Mandarin	Allegheny College	Medical Sciences	NY
China	Mandarin	Arizona State University - Tempe	Biology	AZ
China	Mandarin	Birmingham Southern College	Business	AL
China	Mandarin	Boston University	International Affairs	MA
China	Mandarin	Brigham Young University	History	UT
China	Mandarin	Carnegie Mellon University	Engineering	MA
China	Mandarin	College of William and Mary	International Affairs	VA
China	Mandarin	Emory University	Computer and Info Sciences	TX
China	Mandarin	George Mason University	International Affairs	VA
China	Mandarin	Georgetown University	International Affairs	PA
China	Mandarin	Indiana University, Bloomington	International Affairs	IL
China	Mandarin	Indiana University, Bloomington	International Affairs	IN
China	Mandarin	Miami University	International Affairs	DC
China	Mandarin	Northeastern University	Business	NY
China	Mandarin	Portland State University	International Development	OR
China	Mandarin	Princeton University	Undeclared	VT
China	Mandarin	Rowan University	Languages	NJ
China	Mandarin	Saint Olaf College	Political Science	MN

Country	Language	Institution	Major	Home State
China	Mandarin	U of Arizona - College of Education	Social Sciences	AZ
China	Mandarin	University of Chicago	Area Studies	DC
China	Mandarin	University of Hawaii, Manoa	Languages	HI
China	Mandarin	University of Minnesota, Twin Cities	Political Science	MN
China	Mandarin	University of Mississippi	International Affairs	MO
China	Mandarin	University of Mississippi	International Affairs	AL
China	Mandarin	University of North Carolina at Chapel Hill	Languages	NC
China	Mandarin	University of Oregon	International Affairs	OR
China	Mandarin	University of Rhode Island	Political Science	ME
China	Mandarin	University of Rhode Island	Languages	PA
China	Mandarin	University of Rhode Island	Languages	PA
China	Mandarin	University of South Florida	International Affairs	FL
China	Mandarin	University of Southern California	International Affairs	CA
China	Mandarin	Western Kentucky University	International Affairs	KY
Czech Republic	Czech	University of Alabama, Tuscaloosa	International Affairs	LA
Czech Republic	Russian	University of Vermont	Languages	VT
Georgia	Russian	Yale University	International Affairs	AZ
Ghana	Twi	Saint Edward's University	International Development	CA
Guatemala	Quiche	University of Virginia	Engineering	CO
India	Hindi	Carroll College	International Affairs	WA
India	Hindi	College of William and Mary	Political Science	VA
India	Hindi	George Washington University	International Affairs	CA
India	Hindi	University of Chicago	Environmental Studies	NJ
India	Hindi	University of Houston	Political Science	NY
India	Hindi	University of Minnesota, Twin Cities	Political Science	MN
India	Hindi	University of Vermont	Anthropology	VT
India	Hindi	Whitman College	History	ID
India	Urdu	Brigham Young University	Area Studies	IN
India	Urdu	Carleton College	International Affairs	CA
India	Urdu	Dartmouth College	Political Science	OH
India	Urdu	Mount Holyoke College	International Affairs	WV
India	Urdu	Saint Edward's University	International Affairs	TX
India	Urdu	Salisbury University	English	MD
Indonesia	Indonesian	Appalachian State University	Psychology	NC
Indonesia	Indonesian	Georgetown University	Economics	CA
Indonesia	Indonesian	Loyola University Chicago	International Affairs	WI
Indonesia	Indonesian	Stanford University	International Affairs	NC
Indonesia	Indonesian	University of Cincinnati	History	KY
Indonesia	Indonesian	University of Wisconsin-Madison	Theology and Religious Studies	WI
Indonesia	Indonesian	Yale University	Political Science	FL

Country	Language	Institution	Major	Home State
Israel	Arabic	University of Nevada--Reno	International Affairs	NV
Japan	Japanese	Boston College	Mathematics	NY
Japan	Japanese	City University of New York-Lehman College	Anthropology	NY
Japan	Japanese	Marshall University	Mathematics	WV
Japan	Japanese	Ohio State University	International Affairs	IL
Japan	Japanese	Oklahoma State University	Agricultural and Food Sciences	OK
Japan	Japanese	Virginia Polytechnic Institute and State University	Environmental Studies	VA
Japan	Japanese	Washington State University	Languages	WA
Jordan	Arabic	Arizona State University - Tempe	Chemistry	AZ
Jordan	Arabic	California State University-Fullerton	Economics	CA
Jordan	Arabic	College of William and Mary	International Affairs	VA
Jordan	Arabic	Columbia University	Political Science	NY
Jordan	Arabic	Dartmouth College	Political Science	AR
Jordan	Arabic	Denison University	Mathematics	MI
Jordan	Arabic	DePaul University	International Affairs	TX
Jordan	Arabic	Duke University	Political Science	NC
Jordan	Arabic	George Washington University	International Affairs	MD
Jordan	Arabic	Georgetown University	Computer and Info Sciences	AZ
Jordan	Arabic	Johns Hopkins University	Economics	TN
Jordan	Arabic	Lafayette College	Environmental Studies	MD
Jordan	Arabic	Middlebury College	International Affairs	DE
Jordan	Arabic	Rowan University	International Affairs	PA
Jordan	Arabic	Seattle University	International Affairs	CA
Jordan	Arabic	University of California, Berkeley	Anthropology	CA
Jordan	Arabic	University of Chicago	Political Science	VA
Jordan	Arabic	University of Georgia	International Affairs	GA
Jordan	Arabic	University of Illinois at Urbana-Champaign	Political Science	IL
Jordan	Arabic	University of Illinois at Urbana-Champaign	Political Science	IL
Jordan	Arabic	University of Iowa	Political Science	IA
Jordan	Arabic	University of Notre Dame	Political Science	VA
Jordan	Arabic	University of Richmond	Biology	CT
Jordan	Arabic	University of South Carolina	Geography	SC
Jordan	Arabic	University of Texas at Dallas	History	MI
Jordan	Arabic	Vanderbilt University	Political Science	TN
Jordan	Arabic	Western Michigan University	Social Work	IN
Kazakhstan	Russian	Bryn Mawr College	Languages	VA
Kazakhstan	Russian	Haverford College	Languages	MI
Kazakhstan	Russian	Portland State University	Languages	OR
Kazakhstan	Russian	University of California, Los Angeles	International Affairs	CA
Kazakhstan	Russian	University of California, Los Angeles	Linguistics	CA

Country	Language	Institution	Major	Home State
Kazakhstan	Russian	University of Georgia	History	GA
Kazakhstan	Russian	University of Notre Dame	Biology	IL
Kazakhstan	Russian	University of Wisconsin-Madison	Biology	IL
Kazakhstan	Russian	University of Wisconsin-Madison	History	MN
Korea, South	Korean	American University	International Affairs	PA
Korea, South	Korean	American University	International Affairs	HI
Korea, South	Korean	American University	International Affairs	PA
Korea, South	Korean	Hope College	Computer and Info Sciences	MI
Korea, South	Korean	New Jersey Institute of Technology	Environmental Studies	NJ
Korea, South	Korean	Seattle University	International Affairs	WA
Korea, South	Korean	Southern Illinois University Edwardsville	International Affairs	IL
Korea, South	Korean	University of Chicago	Physics	CO
Korea, South	Korean	University of Chicago	Area Studies	IL
Korea, South	Korean	University of Hawaii, Manoa	Languages	MN
Korea, South	Korean	University of Massachusetts, Boston	Computer and Info Sciences	MA
Korea, South	Korean	University of Minnesota, Twin Cities	Economics	MN
Korea, South	Korean	University of Oregon	Linguistics	OR
Kyrgyzstan	Russian	Lindenwood University	Economics	KS
Kyrgyzstan	Russian	Rutgers University	Business	NJ
Kyrgyzstan	Russian	University of California, Berkeley	Chemistry	IL
Kyrgyzstan	Russian	University of Nebraska-Lincoln	Languages	NE
Kyrgyzstan	Russian	University of South Dakota	International Affairs	SD
Latvia	Russian	Nebraska Wesleyan University	Political Science	NE
Latvia	Russian	University of Chicago	Political Science	IL
Latvia	Russian	University of Houston	Engineering	TX
Latvia	Russian	University of Washington	International Affairs	WA
Mexico	Spanish	University of Arkansas, Fayetteville	Languages	AR
Morocco	Arabic	Brigham Young University	Area Studies	CO
Morocco	Arabic	Indiana University, Bloomington	International Affairs	IN
Morocco	Arabic	Princeton University	Area Studies	NV
Morocco	Arabic	Salisbury University	History	MD
Morocco	Arabic	University of Arizona	History	AZ
Morocco	Arabic	University of Chicago	Area Studies	CT
Morocco	Arabic	University of Maryland, College Park	Political Science	MD
Morocco	Arabic	University of Maryland, College Park	Languages	MD
Morocco	Arabic	University of Maryland, College Park	International Affairs	MD
Morocco	Arabic	University of Maryland, College Park	International Affairs	MD
Morocco	Arabic	University of Maryland, College Park	Languages	MD
Morocco	Arabic	University of Mississippi	International Affairs	MS

Country	Language	Institution	Major	Home State
Morocco	Arabic	University of Mississippi	International Affairs	MS
Morocco	Arabic	University of New Haven	International Affairs	CA
Morocco	Arabic	University of New Orleans	Undeclared	LA
Morocco	Arabic	University of Oklahoma	Languages	IL
Morocco	Arabic	University of Texas at Austin	International Affairs	TX
Mozambique	Portuguese	American University	International Affairs	IL
Mozambique	Portuguese	University of Houston	Biology	TX
Mozambique	Portuguese	University of Louisville	Engineering	KY
Mozambique	Portuguese	University of Minnesota, Morris	Biology	IL
Mozambique	Portuguese	University of Wyoming	Political Science	WY
Nepal	Nepalese	Cornell University	Public Administration	MO
Nepal	Nepalese	Georgetown University	International Affairs	NJ
Oman	Arabic	University of North Georgia	International Affairs	GA
Poland	Polish	Salisbury University	Political Science	MD
Qatar	Arabic	Portland State University	Languages	OR
Senegal	French	American University	International Affairs	CA
Senegal	French	American University	International Development	IL
Senegal	French	Claremont McKenna College	Political Science	CA
Senegal	French	George Washington University	International Affairs	TX
Senegal	French	George Washington University	International Affairs	MA
Senegal	French	Howard University	Political Science	MD
Senegal	French	Occidental College	International Affairs	WA
Senegal	French	Southern Methodist University	Biology	TX
Senegal	French	University of Maryland, College Park	Political Science	NJ
Senegal	French	University of Minnesota, Twin Cities	Agricultural and Food Sciences	WI
Senegal	French	University of South Dakota	International Affairs	SD
Senegal	French	University of Southern California	Political Science	GA
Senegal	French	University of Southern California	Communications and Journalism	IL
Senegal	French	Virginia Commonwealth University	Languages	VA
Senegal	Wolof	Palo Alto College	Mathematics	TX
Senegal	Wolof	Tulane University	International Development	IL
Senegal	Wolof	University of Denver	International Affairs	AE
Senegal	Wolof	University of Missouri-St. Louis	Sociology	MO
Taiwan	Mandarin	Arizona State University - Tempe	International Affairs	AZ
Taiwan	Mandarin	North Carolina State University	International Affairs	NC
Taiwan	Mandarin	Temple University	International Affairs	CO
Taiwan	Mandarin	University of Mississippi	Languages	MO
Taiwan	Mandarin	University of Oregon	Political Science	OR
Taiwan	Mandarin	University of Rhode Island	Engineering	RI
Taiwan	Mandarin	University of South Florida	Languages	FL
Taiwan	Mandarin	University of Tennessee, Knoxville	Languages	TN

Country	Language	Institution	Major	Home State
Taiwan	Mandarin	Western Kentucky University	Physics	KY
Taiwan	Mandarin	Western Kentucky University	Languages	KY
Taiwan	Mandarin	Western Kentucky University	Economics	KY
Taiwan	Mandarin	Western Kentucky University	International Affairs	CO
Tanzania	Swahili	Arizona State University - Downtown Phoenix	Public Administration	AZ
Tanzania	Swahili	Augsburg University	Political Science	MN
Tanzania	Swahili	College of the Holy Cross	Biology	PA
Tanzania	Swahili	Embry-Riddle Aeronautical University-Prescott	Social Sciences	AZ
Tanzania	Swahili	Florida International University	International Affairs	FL
Tanzania	Swahili	Georgetown University	International Affairs	NC
Tanzania	Swahili	Georgia College and State University	Economics	GA
Tanzania	Swahili	Mississippi State University	Languages	MS
Tanzania	Swahili	Ohio University	International Affairs	OH
Tanzania	Swahili	Princeton University	Area Studies	NY
Tanzania	Swahili	Salisbury University	History	MD
Tanzania	Swahili	State University of New York, College of Environmental Science and Forestry	Environmental Studies	NY
Tanzania	Swahili	University of Alabama, Tuscaloosa	Mathematics	TN
Tanzania	Swahili	University of Iowa	Public Health	IA
Tanzania	Swahili	University of Maryland, College Park	Political Science	MD
Tanzania	Swahili	University of Mississippi	International Affairs	FL
Tanzania	Swahili	University of Missouri-Columbia	Linguistics	MO
Tanzania	Swahili	West Virginia University	History	OH
Tanzania	Swahili	Whitworth University	Political Science	CA
Thailand	Thai	University of Pennsylvania	International Affairs	CA

APPENDIX E: 2019 BOREN FELLOWS

Country	Language	Institution	Major	Home State
Bosnia & Herzegovina	Bosnian	University of Chicago	Political Science	NY
Brazil	Portuguese	Georgetown University	International Affairs	NY
Brazil	Portuguese	Georgetown University	Environmental Studies	CO
Brazil	Portuguese	John Jay College of Criminal Justice, CUNY	International Affairs	NY
Brazil	Portuguese	University of Arkansas, Fayetteville	Public Administration	IA
Brazil	Portuguese	University of Chicago	Area Studies	UT
Brazil	Portuguese	University of Maryland, College Park	Geography	MD
Cambodia	Khmer	Kennesaw State University	International Development	CA
Cambodia	Khmer	University of Iowa	Public Health	WI
China	Mandarin	George Washington University	International Affairs	MO
China	Mandarin	Johns Hopkins U - Hopkins-Nanjing Center	International Affairs	WA
China	Mandarin	Johns Hopkins University	International Affairs	CA
China	Mandarin	Johns Hopkins University	History	CA
China	Mandarin	Middlebury Institute of International Studies at Monterey	International Affairs	MA
China	Mandarin	Tufts University	International Affairs	NC
China	Mandarin	University of Rhode Island	International Affairs	RI
China	Mandarin	University of Virginia	Education	RI
Estonia	Russian	Georgetown University	International Affairs	MI
Estonia	Russian	Georgia Institute of Technology	Cybersecurity	GA
Ghana	Twi	Johns Hopkins University	Education	MD
India	Hindi	Carnegie Mellon University	Engineering	TX
India	Hindi	Central Michigan University	International Affairs	MI
India	Hindi	Syracuse University	Public Administration	NY
India	Hindi	University of Chicago	Social Sciences	IA
India	Hindi	University of Denver	International Affairs	MI
India	Hindi	University of Oregon	International Development	MA
India	Malayalam	University of Louisville	Medical Sciences	KY
Indonesia	Indonesian	Boise State University	Public Administration	ID
Indonesia	Indonesian	Stanford University	Agricultural and Food Sciences	OR
Indonesia	Indonesian	Tufts University	International Affairs	NV
Indonesia	Indonesian	Tufts University	International Development	MA
Indonesia	Minangkabau	University of Michigan-Ann Arbor	Anthropology	PA
Israel	Arabic	Salve Regina University	International Affairs	RI

Country	Language	Institution	Major	Home State
Israel	Arabic	University of Massachusetts, Amherst	Geology	MA
Israel	Arabic	University of Notre Dame	International Affairs	VA
Israel	Arabic	University of South Florida	Computer and Info Sciences	FL
Japan	Japanese	American University	International Affairs	VA
Japan	Japanese	American University	International Affairs	VA
Japan	Japanese	Georgetown University	International Affairs	FL
Japan	Japanese	Georgetown University	Area Studies	VA
Japan	Japanese	Tufts University	International Affairs	MA
Japan	Japanese	University of Chicago	International Affairs	CA
Jordan	Arabic	American University	International Affairs	DC
Jordan	Arabic	American University	International Affairs	CO
Jordan	Arabic	American University	International Affairs	DC
Jordan	Arabic	George Washington University	International Affairs	MA
Jordan	Arabic	George Washington University	International Affairs	IA
Jordan	Arabic	Georgetown University	International Affairs	AZ
Jordan	Arabic	Johns Hopkins University	International Affairs	VA
Jordan	Arabic	Johns Hopkins University	Public Health	MA
Jordan	Arabic	Marymount University	Psychology	VA
Jordan	Arabic	Middlebury Institute of International Studies at Monterey	International Development	CA
Jordan	Arabic	Northwestern University	Public Health	PA
Jordan	Arabic	Salve Regina University	Cybersecurity	SC
Jordan	Arabic	Tufts University	International Affairs	MD
Jordan	Arabic	Tufts University	International Affairs	NY
Jordan	Arabic	Tufts University	International Affairs	PA
Jordan	Arabic	University of Chicago	International Affairs	PA
Jordan	Arabic	University of North Carolina at Chapel Hill	Public Health	NC
Jordan	Arabic	University of Pittsburgh	International Development	FL
Jordan	Arabic	University of Rhode Island	International Affairs	NJ
Kazakhstan	Russian	Georgetown University	History	PA
Kazakhstan	Russian	Indiana University, Bloomington	Area Studies	IN
Kenya	Swahili	Purdue University	Engineering	IN
Korea, South	Korean	Georgetown University	History	TX
Korea, South	Korean	Johns Hopkins University	International Affairs	CA
Korea, South	Korean	University of Denver	International Affairs	TX
Korea, South	Korean	University of Hawaii at Hilo	International Affairs	VA
Latvia	Russian	Florida State University	Languages	FL
Latvia	Russian	George Washington University	International Affairs	TN
Macedonia	Macedonian	Johns Hopkins University	International Affairs	DC
Morocco	Arabic	Howard University	Area Studies	VA

Country	Language	Institution	Major	Home State
Mozambique	Portuguese	Columbia University	International Affairs	PA
Mozambique	Portuguese	Georgetown University	Public Administration	WA
Mozambique	Portuguese	Idaho State University	Public Health	ID
Mozambique	Portuguese	University of Kentucky	International Development	KY
Mozambique	Portuguese	University of North Carolina at Chapel Hill	Political Science	NC
Oman	Arabic	University of Oklahoma	International Affairs	OK
Poland	Polish	Oakland University	Psychology	MI
Poland	Polish	University of North Carolina at Chapel Hill	Area Studies	SC
Senegal	French	American University	International Development	MD
Senegal	French	University of Chicago	International Affairs	TX
Senegal	French	University of Michigan-Ann Arbor	Environmental Studies	CO
Senegal	French	University of Texas at Austin	International Affairs	TX
Senegal	Wolof	Cornell University	Political Science	CO
Senegal	Wolof	Johns Hopkins University	International Affairs	MA
Senegal	Wolof	University of Pennsylvania	International Development	KS
Taiwan	Mandarin	Texas A&M--College Station - Agrilife Research and Extension Center - Dallas	International Affairs	TX
Tajikistan	Persian	University of Chicago	International Affairs	IL
Tanzania	Swahili	Georgetown University	International Development	VA
Tanzania	Swahili	Johns Hopkins University	Public Health	MD
Tanzania	Swahili	New York University	Communications and Journalism	TN
Tanzania	Swahili	University of Denver	International Development	CO
Tanzania	Swahili	University of Maryland, College Park	International Affairs	MD
Tanzania	Swahili	University of Pittsburgh	International Development	PA
Tanzania	Swahili	University of Southern Maine	Education	ME
Tanzania	Swahili	Virginia Polytechnic Institute State University	International Affairs	UT
Ukraine	Russian	University of Connecticut	History	IA
Ukraine	Russian	University of Denver	International Affairs	CO
United Arab Emirates	Arabic	Tufts University	International Affairs	MA

Appendix F: 2019 Boren Scholars And Fellows Countries Of Study

Country	Boren Scholars	Boren Fellows	Total
Azerbaijan	5	0	5
Belarus	2	0	2
Bosnia & Herzegovina	1	1	2
Brazil	11	6	17
Cambodia	0	2	2
China	32	8	40
Czech Republic	2	0	2
Estonia	0	2	2
Georgia	1	0	1
Ghana	1	1	2
Guatemala	1	0	1
India	14	7	21
Indonesia	7	5	12
Israel	1	4	5
Japan	7	6	13
Jordan	27	19	46
Kazakhstan	9	2	11
Kenya	0	1	1
Korea, South	13	4	17
Kyrgyzstan	5	0	5
Latvia	4	2	6
Macedonia	0	1	1
Mexico	1	0	1
Morocco	17	1	18
Mozambique	5	5	10
Nepal	2	0	2
Oman	1	1	2
Poland	1	2	3
Qatar	1	0	1
Senegal	18	7	25
Taiwan	12	1	13
Tajikistan	0	1	1
Tanzania	19	8	27
Thailand	1	0	1
Ukraine	0	2	2
United Arab Emirates	0	1	1
Total	**221**	**100**	**321**

APPENDIX G: 2019 BOREN SCHOLARS AND FELLOWS LANGUAGES OF STUDY

Languages	Boren Scholars	Boren Fellows	Total
Arabic	47	26	73
Azerbaijani	1	0	1
Bosnian	1	1	2
Czech	1	0	1
French	14	4	18
Hindi	8	6	14
Indonesian	7	4	11
Japanese	7	6	13
Khmer	0	2	2
Korean	13	4	17
Macedonian	0	1	1
Malayalam	0	1	1
Mandarin	44	9	53
Minangkabau	0	1	1
Nepalese	2	0	2
Persian	0	1	1
Polish	1	2	3
Portuguese	16	11	27
Quiche	1	0	1
Russian	22	8	30
Spanish	1	0	1
Swahili	19	9	28
Thai	1	0	1
Turkish	4	0	4
Twi	1	1	2
Urdu	6	0	6
Wolof	4	3	7
TOTAL	**221**	**100**	**321**

APPENDIX H: BOREN AWARDS MAJORS

Area 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
- Geology
- Mathematics
- Medical Sciences
- Physics

Other
- Communications and Journalism
- Criminal Justice
- Education
- Music
- 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	*No Proficiency*: Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability.
0+	*Memorized Proficiency*: 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	*Elementary Proficiency*: 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+	*Elementary Proficiency Plus*: 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	*Limited Working Proficiency*: 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+	*Limited Working Proficiency Plus*: 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	*General Professional Proficiency*: 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+	*General Professional Proficiency Plus*: Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.
4	*Advanced Professional Proficiency*: 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+	*Advanced Professional Proficiency Plus*: 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	*Functional Native Proficiency*: 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: 2019 RFLI BOREN SCHOLARS AND FELLOWS

Country	Language	Domestic Institution	Overseas Center	Home State
Ghana	Twi	Johns Hopkins University	Non-affiliated Program	MD
Ghana	Twi	Saint Edward's University	Non-affiliated Program	CA
India	Urdu	Brigham Young University	American Institute of Indian Studies	IN
India	Urdu	Carleton College	American Institute of Indian Studies	CA
India	Hindi	Carroll College	American Institute of Indian Studies	WA
India	Hindi	Central Michigan University	American Institute of Indian Studies	MI
India	Hindi	College of William and Mary	American Institute of Indian Studies	VA
India	Urdu	Dartmouth College	American Institute of Indian Studies	OH
India	Hindi	George Washington University	American Institute of Indian Studies	CA
India	Urdu	Mount Holyoke College	American Institute of Indian Studies	WV
India	Urdu	Saint Edward's University	American Institute of Indian Studies	TX
India	Urdu	Salisbury University	American Institute of Indian Studies	MD
India	Hindi	University of Chicago	American Institute of Indian Studies	IA
India	Hindi	University of Chicago	American Institute of Indian Studies	NJ
India	Hindi	University of Denver	American Institute of Indian Studies	MI
India	Hindi	University of Houston	American Institute of Indian Studies	NY
India	Hindi	University of Minnesota, Twin Cities	American Institute of Indian Studies	MN
India	Hindi	University of Oregon	American Institute of Indian Studies	MA
India	Hindi	University of Vermont	American Institute of Indian Studies	VT
India	Hindi	Whitman College	American Institute of Indian Studies	ID
Indonesia	Indonesian	Appalachian State University	Universitas Negeri Malang	NC
Indonesia	Indonesian	Georgetown University	Universitas Negeri Malang	CA
Indonesia	Indonesian	Loyola University Chicago	Universitas Negeri Malang	WI

Country	Language	Domestic Institution	Overseas Center	Home State
Indonesia	Indonesian	Tufts University	Universitas Negeri Malang	MA
Indonesia	Indonesian	Tufts University	Universitas Negeri Malang	NV
Indonesia	Indonesian	University of Cincinnati	Universitas Negeri Malang	KY
Indonesia	Indonesian	University of Wisconsin-Madison	Universitas Negeri Malang	WI
Indonesia	Indonesian	Yale University	Universitas Negeri Malang	FL
Mozambique	Portuguese	American University	Universidade Eduardo Mondlane	IL
Mozambique	Portuguese	Georgetown University	Universidade Eduardo Mondlane	WA
Mozambique	Portuguese	Idaho State University	Universidade Eduardo Mondlane	ID
Mozambique	Portuguese	University of Houston	Universidade Eduardo Mondlane	TX
Mozambique	Portuguese	University of Kentucky	Universidade Eduardo Mondlane	KY
Mozambique	Portuguese	University of Louisville	Universidade Eduardo Mondlane	KY
Mozambique	Portuguese	University of Minnesota, Morris	Universidade Eduardo Mondlane	IL
Mozambique	Portuguese	University of North Carolina at Chapel Hill	Universidade Eduardo Mondlane	NC
Mozambique	Portuguese	University of Wyoming	Universidade Eduardo Mondlane	WY
Senegal	French	American University	The West African Research Center	CA
Senegal	French	American University	The West African Research Center	IL
Senegal	French	American University	The West African Research Center	MD
Senegal	French	Claremont McKenna College	The West African Research Center	CA
Senegal	French	George Washington University	The West African Research Center	MA
Senegal	French	George Washington University	The West African Research Center	TX
Senegal	French	Howard University	The West African Research Center	MD
Senegal	French	Occidental College	The West African Research Center	WA
Senegal	Wolof	Palo Alto College	The West African Research Center	TX
Senegal	Wolof	Tulane University	The West African Research Center	IL
Senegal	French	University of Chicago	The West African Research Center	TX
Senegal	Wolof	University of Denver	The West African Research Center	AE

Country	Language	Domestic Institution	Overseas Center	Home State
Senegal	French	University of Maryland, College Park	The West African Research Center	NJ
Senegal	French	University of Michigan-Ann Arbor	The West African Research Center	CO
Senegal	French	University of South Dakota	The West African Research Center	SD
Senegal	French	University of Southern California	The West African Research Center	GA
Senegal	French	University of Southern California	The West African Research Center	IL
Senegal	French	University of Texas at Austin	The West African Research Center	TX
Senegal	French	Virginia Commonwealth University	The West African Research Center	VA
Tanzania	Swahili	Arizona State University - Downtown Phoenix	MS-Training Centre for Development Cooperative	AZ
Tanzania	Swahili	Augsburg University	MS-Training Centre for Development Cooperative	MN
Tanzania	Swahili	Embry-Riddle Aeronautical University-Prescott	MS-Training Centre for Development Cooperative	AZ
Tanzania	Swahili	Florida International University	MS-Training Centre for Development Cooperative	FL
Tanzania	Swahili	Georgetown University	MS-Training Centre for Development Cooperative	VA
Tanzania	Swahili	Georgia College and State University	MS-Training Centre for Development Cooperative	GA
Tanzania	Swahili	Johns Hopkins University	MS-Training Centre for Development Cooperative	MD
Tanzania	Swahili	Mississippi State University	MS-Training Centre for Development Cooperative	MS
Tanzania	Swahili	Ohio University	MS-Training Centre for Development Cooperative	OH
Tanzania	Swahili	Princeton University	MS-Training Centre for Development Cooperative	NY
Tanzania	Swahili	State University of New York, College of Environmental Science and Forestry	MS-Training Centre for Development Cooperative	NY

Country	Language	Domestic Institution	Overseas Center	Home State
Tanzania	Swahili	University of Alabama, Tuscaloosa	MS-Training Centre for Development Cooperative	TN
Tanzania	Swahili	University of Denver	MS-Training Centre for Development Cooperative	CO
Tanzania	Swahili	University of Iowa	MS-Training Centre for Development Cooperative	IA
Tanzania	Swahili	University of Maryland, College Park	MS-Training Centre for Development Cooperative	MD
Tanzania	Swahili	University of Maryland, College Park	MS-Training Centre for Development Cooperative	MD
Tanzania	Swahili	University of Mississippi	MS-Training Centre for Development Cooperative	FL
Tanzania	Swahili	University of Missouri-Columbia	MS-Training Centre for Development Cooperative	MO
Tanzania	Swahili	University of Pittsburgh	MS-Training Centre for Development Cooperative	PA
Tanzania	Swahili	University of Southern Maine	MS-Training Centre for Development Cooperative	ME
Tanzania	Swahili	Virginia Polytechnic Institute and State University	MS-Training Centre for Development Cooperative	UT
Tanzania	Swahili	West Virginia University	MS-Training Centre for Development Cooperative	OH
Tanzania	Swahili	Whitworth University	MS-Training Centre for Development Cooperative	CA

APPENDIX K: 2019 BOREN FLAGSHIP SCHOLARS

Country	Language	Domestic Flagship	Overseas Center	Home State
Azerbaijan	Turkish	Indiana University, Bloomington	Azerbaijan University of Languages	IN
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 Georgia	Universidade Federal de São João del-Rei	GA
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	TN
Brazil	Portuguese	University of Texas at Austin	Universidade Federal de São João del-Rei	TX
China	Mandarin	Arizona State University - Tempe	Nanjing University	AZ
China	Mandarin	Brigham Young University	Nanjing University	UT
China	Mandarin	Indiana University, Bloomington	Nanjing University	IL
China	Mandarin	Indiana University, Bloomington	Nanjing University	IN
China	Mandarin	University of Hawaii, Manoa	Nanjing University	HI
China	Mandarin	University of Mississippi	Nanjing University	AL
China	Mandarin	University of Mississippi	Nanjing University	MO
China	Mandarin	University of Oregon	Nanjing University	OR
China	Mandarin	University of Rhode Island	Nanjing University	ME
China	Mandarin	University of Rhode Island	Nanjing University	PA
China	Mandarin	University of Rhode Island	Nanjing University	PA
China	Mandarin	Western Kentucky University	Nanjing University	KY
Kazakhstan	Russian	Bryn Mawr College	Kazakh National University	VA
Kazakhstan	Russian	Haverford College	Kazakh National University	MI
Kazakhstan	Russian	Portland State University	Kazakh National University	OR
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	University of Georgia	Kazakh National University	GA
Kazakhstan	Russian	University of Wisconsin-Madison	Kazakh National University	IL
Kazakhstan	Russian	University of Wisconsin-Madison	Kazakh National University	MN
Morocco	Arabic	Brigham Young University	Arab American Language Institute in Meknes	CO
Morocco	Arabic	Indiana University, Bloomington	Arab American Language Institute in Meknes	IN
Morocco	Arabic	University of Arizona	Arab American Language Institute in Meknes	AZ
Morocco	Arabic	University of Maryland, College Park	Arab American Language Institute in Meknes	MD

Morocco	Arabic	University of Maryland, College Park	Arab American Language Institute in Meknes	MD
Morocco	Arabic	University of Maryland, College Park	Arab American Language Institute in Meknes	MD
Morocco	Arabic	University of Maryland, College Park	Arab American Language Institute in Meknes	MD
Morocco	Arabic	University of Maryland, College Park	Arab American Language Institute in Meknes	MD
Morocco	Arabic	University of Mississippi	Arab American Language Institute in Meknes	MS
Morocco	Arabic	University of Mississippi	Arab American Language Institute in Meknes	MS
Morocco	Arabic	University of Oklahoma	Arab American Language Institute in Meknes	IL
Morocco	Arabic	University of Texas at Austin	Arab American Language Institute in Meknes	TX
South Korea	Korean	University of Hawaii, Manoa	Korea University	MN
Taiwan	Mandarin	Arizona State University - Tempe	National Taiwan University	AZ
Taiwan	Mandarin	University of Mississippi	National Taiwan University	MO
Taiwan	Mandarin	University of Rhode Island	National Taiwan University	RI
Taiwan	Mandarin	Western Kentucky University	National Taiwan University	CO
Taiwan	Mandarin	Western Kentucky University	National Taiwan University	KY
Taiwan	Mandarin	Western Kentucky University	National Taiwan University	KY
Taiwan	Mandarin	Western Kentucky University	National Taiwan University	KY

APPENDIX L: 2019 EHLS SCHOLARS

Country	Language	EHLS Institution	Professional Field	Home State
Burkina Faso	Bambara	Georgetown University School of Continuing Studies	Administration and Education	GA
China	Mandarin	Georgetown University School of Continuing Studies	Accounting, Finance, Language Teaching	VA
China	Mandarin	Georgetown University School of Continuing Studies	Translation, Interpretation	DC
Iran	Persian	Georgetown University School of Continuing Studies	Administration, Translation, Interpretation	VA
Iraq	Arabic	Georgetown University School of Continuing Studies	Language Education, Cultural Advising, Engineering	VA
Iraq	Arabic	Georgetown University School of Continuing Studies	Business, Economics, Trade	OH
Iraq	Kurdish	Georgetown University School of Continuing Studies	International Affairs, Teaching, Translation	VA
Jordan	Arabic	Georgetown University School of Continuing Studies	Language Education	DC
Kazakhstan	Kazakh	Georgetown University School of Continuing Studies	Broadcasting Media, Journalism	DC
Lebanon	Arabic	Georgetown University School of Continuing Studies	Law	VA
Mali	Bambara	Georgetown University School of Continuing Studies	Business, Economics, Trade	MD
South Korea	Korean	Georgetown University School of Continuing Studies	Education	CA
Sudan	Arabic	Georgetown University School of Continuing Studies	Transportation, International Affairs	GA
Turkey	Kurdish	Georgetown University School of Continuing Studies	Criminal Justice, Interfaith and Intercultural Dialogue	VA
Turkey	Turkish	Georgetown University School of Continuing Studies	Information Technology and Engineering	NC
Uzbekistan	Uzbek	Georgetown University School of Continuing Studies	Engineering and Accounting	VA
Uzbekistan	Uzbek	Georgetown University School of Continuing Studies	Administration and Translation/Interpretation	MD

Appendix M: 2019 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					2
Bryn Mawr College		1					1
California State University, Long Beach				1			1
Concordia College				1			1
Georgia Institute of Technology					1		1
Georgetown University	1						1
George Mason University				1			
George Washington University				1			1
Hunter College, CUNY*		1	1				2
Indiana University		4			1		5
James Madison University					1		1
Marquette University					1		1
North Carolina State University				1	1		2
Norwich University					1		1
Portland State University		1					1
San Diego State University				1	1		2
San Francisco State University*		1	1				2
Texas A&M University					1		1
The Citadel					1		1
University of Arizona		1			1		2
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
University of Maryland		2			1		3
University of Minnesota**		1	1				2
University of Mississippi		2			1		3
University of Montana				1	1		2
University of North Georgia		1			1		2
University of Oklahoma		1					1
University of Oregon*		1	2				3
University of Pittsburgh					1		1
University of Rhode Island		1					1
University of Texas at Austin		2					2
University of Utah**			1	1			2

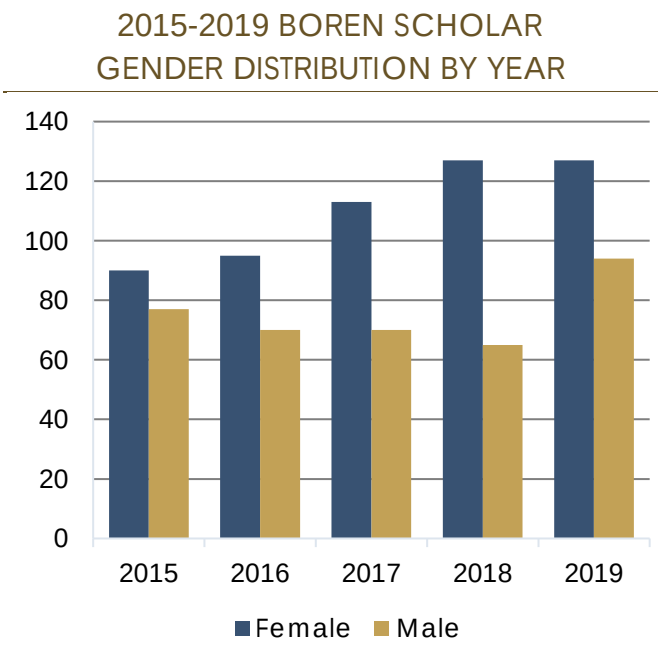
University	EHLS	Language Flagship	Flagship Initiatives	LTC	Project GO	RFLI	TOTAL
University of Wisconsin – Madison		2			1	2	5
Virginia Military Institute					1		1
Virginia Polytechnic Institute					1		1
Western Kentucky University		1					1
TOTAL	1	31	7	8	20	3	69

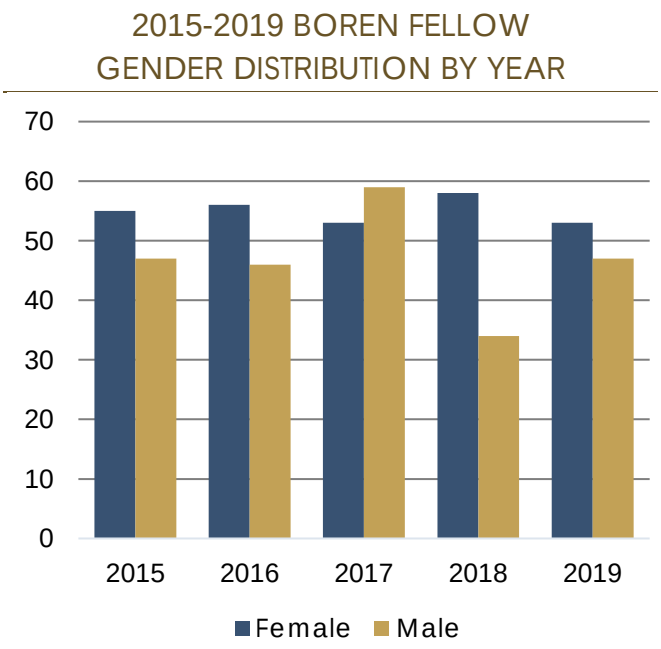
* K-12 PARTNERSHIP PROGRAM

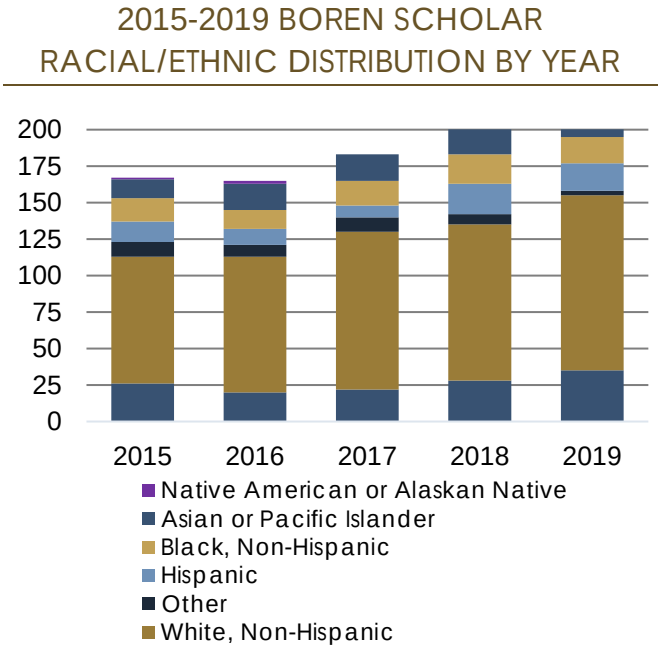
**Flagship Language Proficiency Initiative

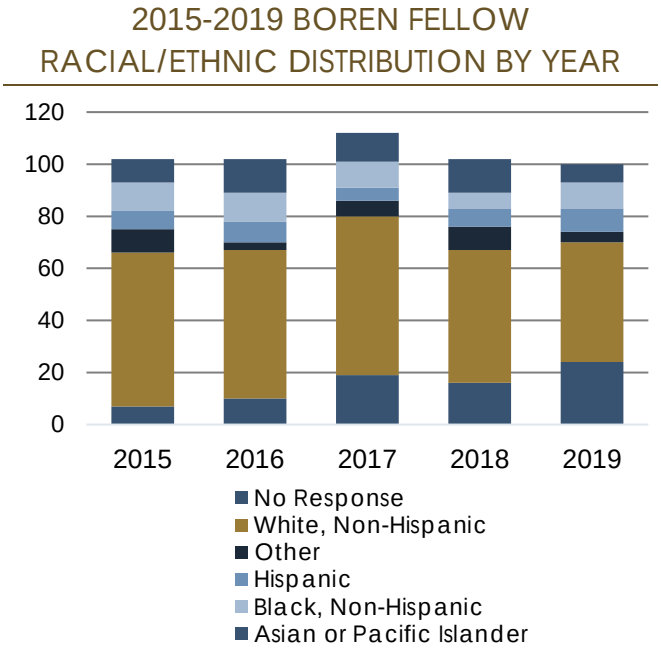
***Flagship Technology Innovation Center

APPENDIX N: BOREN SCHOLAR AND FELLOW FIVE-YEAR DATA

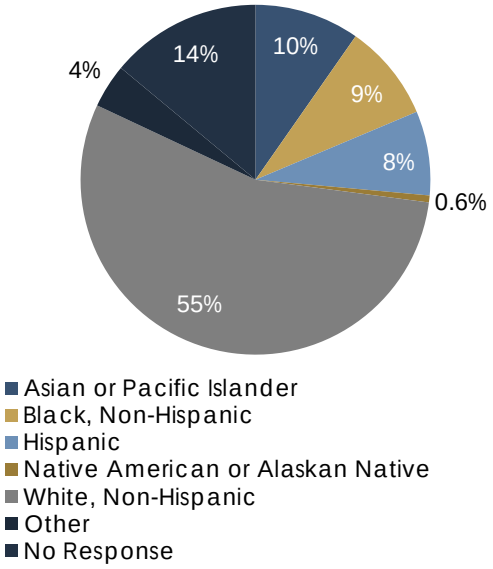




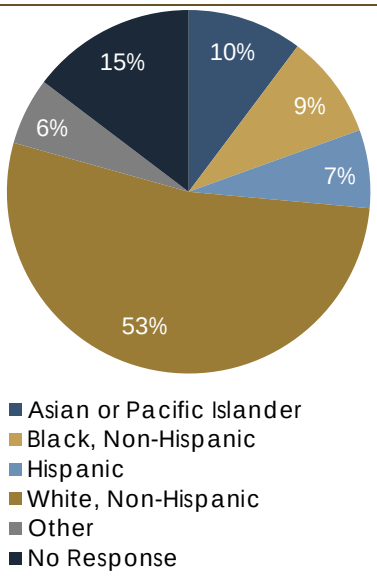




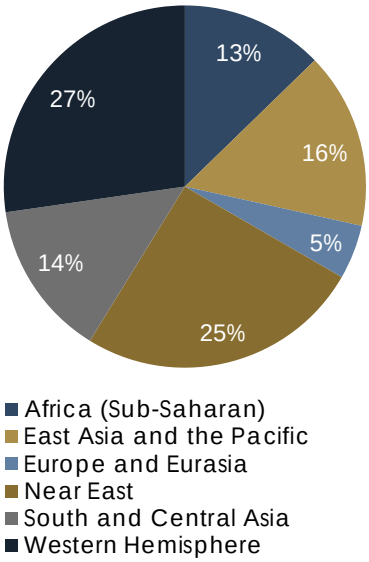
2015-2019 BOREN SCHOLAR RACIAL/ETHNIC DISTRIBUTION



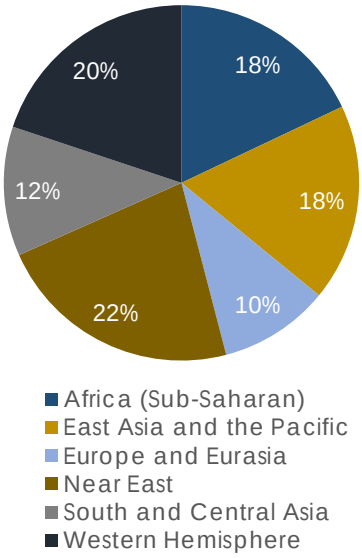
2015-2019 BOREN FELLOW RACIAL/ETHNIC DISTRIBUTION



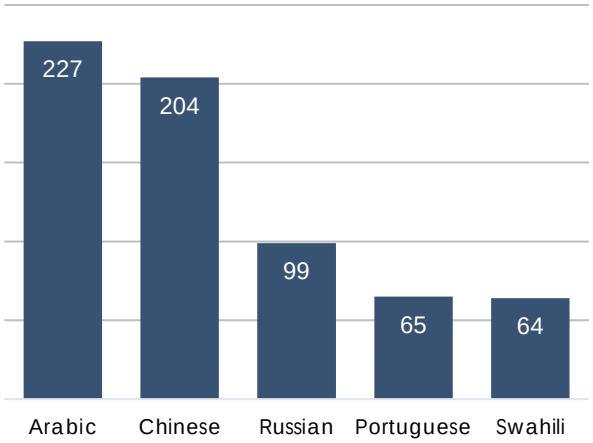
2015-2019 BOREN SCHOLAR REGIONS OF STUDY



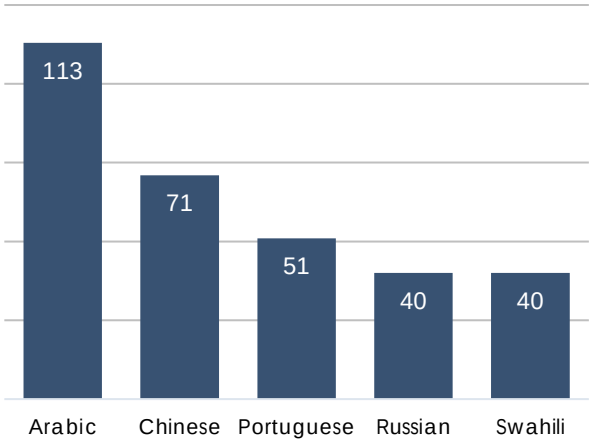
2015-2019 BOREN FELLOW REGIONS OF STUDY



2015-2019 BOREN SCHOLAR TOP FIVE LANGUAGES



2015-2019 BOREN FELLOW TOP FIVE LANGUAGES



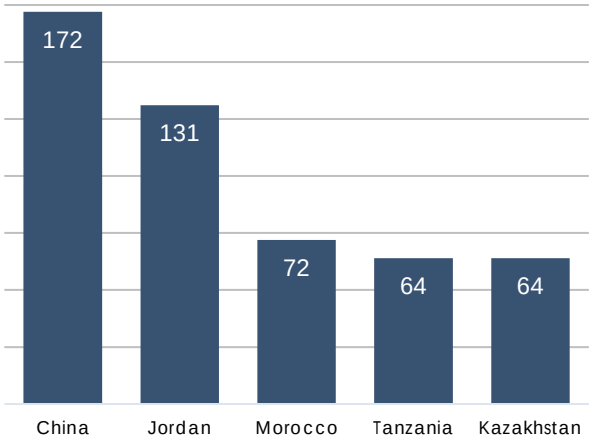
2015-2019 BOREN SCHOLAR OVERALL LANGUAGE DISTRIBUTION

Akan	1	Pashtu	1
Albanian	1	Persian	6
Amharic	1	Polish	4
Arabic	227	Portuguese	65
Azerbaijani	4	Quiche	1
Bosnian	3	Romanian	2
Chinese	204	Russian	99
Croatian	1	Serbian	3
Czech	2	Slovene	1
French	34	Spanish	4
Georgian	1	Swahili	64
Hebrew	3	Tagalog	1
Hindi	29	Thai	5
Hungarian	1	Turkish	16
Indonesian	19	Twi	5
Japanese	46	Uighur	1
Kinyarwanda	1	Urdu	19
Korean	44	Vietnamese	3
Kurdish	1	Wolof	13
Nepalese	2		

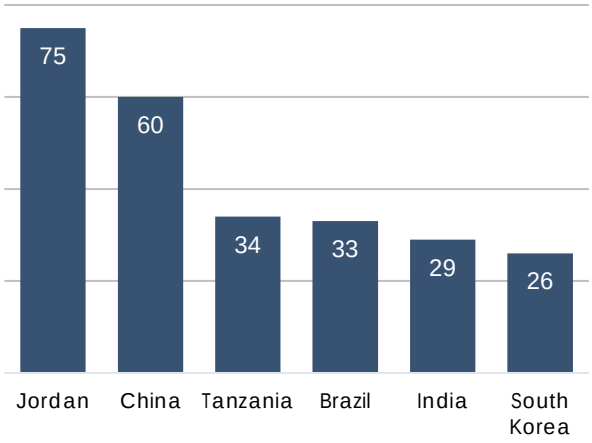
2015-2019 BOREN FELLOW OVERALL LANGUAGE DISTRIBUTION

Akan	1	Malay	2
Albanian	2	Malayalam	1
Arabic	113	Minangkabau	1
Armenian	1	Nepalese	1
Azerbaijani	1	Pashtu	1
Bariba	1	Persian	10
Bengali	4	Polish	5
Bosnian	4	Portuguese	51
Burmese	2	Quechua	1
Cantonese	1	Russian	40
Chechen	2	Serbian	4
Chinese	71	Sinhala	1
Creole	4	Spanish	1
Czech	1	Swahili	40
French	14	Tagalog	2
Fulani	1	Tamil	1
Georgian	2	Thai	6
Hebrew	3	Turkish	5
Hindi	17	Twi	2
Indonesian	13	Uighur	1
Japanese	24	Ukrainian	1
Khmer	4	Urdu	8
Kinyarwanda	2	Uzbek	1
Korean	26	Wolof	8
Kurdish	2	Xhosa	1
Kyrgyz	1	Yoruba	1
Macedonian	1	Zulu	4

2015-2019 BOREN SCHOLAR TOP FIVE COUNTRIES



2015-2019 BOREN FELLOW TOP FIVE COUNTRIES



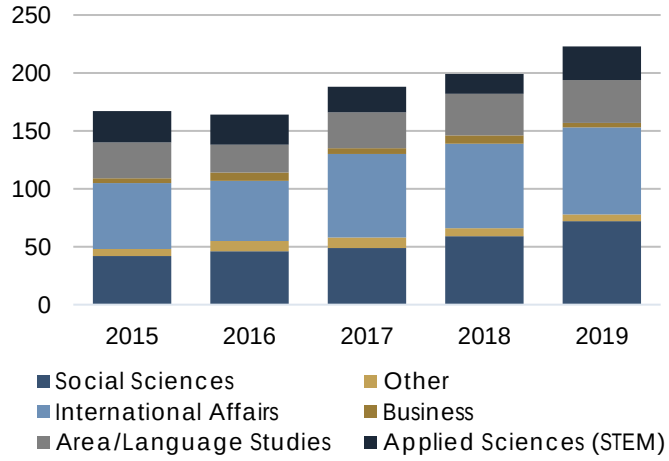
2015-2019 BOREN SCHOLAR OVERALL COUNTRY DISTRIBUTION

Albania	1	Mexico	1
Azerbaijan	18	Morocco	72
Belarus	4	Mozambique	24
Bosnia & Herzegovina	3	Nepal	2
Brazil	41	Oman	9
Chile	1	Peru	1
China	172	Philippines	1
Croatia	1	Poland	4
Czech Republic	3	Qatar	2
Ethiopia	1	Romania	2
Georgia	2	Rwanda	1
Ghana	6	Senegal	47
Guatemala	2	Serbia	3
Hong Kong	3	Slovenia	1
Hungary	1	South Korea	45
India	48	Taiwan	29
Indonesia	19	Tajikistan	7
Israel	10	Tanzania	64
Japan	46	Thailand	5
Jordan	131	Turkey	3
Kazakhstan	64	United Arab Emirates	5
Kyrgyzstan	15	Vietnam	3
Latvia	14	West Bank	1

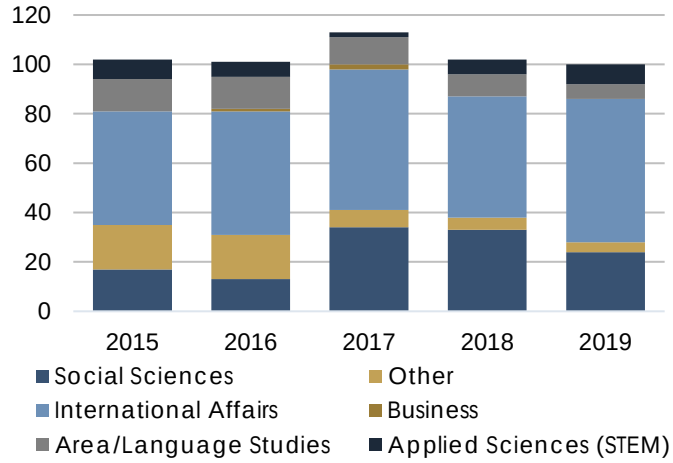
2015-2019 BOREN FELLOW OVERALL COUNTRY DISTRIBUTION

Albania	1	Kyrgyzstan	6
Algeria	1	Latvia	6
Angola	1	Macedonia	1
Argentina	1	Malaysia	2
Armenia	1	Morocco	13
Azerbaijan	3	Mozambique	17
Bangladesh	2	Nepal	1
Belarus	3	Oman	12
Benin	2	Peru	1
Bosnia & Herzegovina	4	Philippines	2
Brazil	33	Poland	5
Burma (Myanmar)	2	Qatar	1
Cambodia	4	Rwanda	2
China	60	Senegal	22
Czech Republic	1	Serbia	4
Estonia	5	South Africa	5
Georgia	9	South Korea	26
Ghana	3	Sri Lanka	1
Guinea	1	Taiwan	13
Haiti	4	Tajikistan	11
India	29	Tanzania	34
Indonesia	14	Thailand	6
Israel	10	Turkey	5
Japan	24	Uganda	2
Jordan	75	Ukraine	7
Kazakhstan	11	U.A.E.	3
Kenya	4	West Bank	1
Kosovo	1		

2015-2019 BOREN SCHOLAR FIELDS OF STUDY

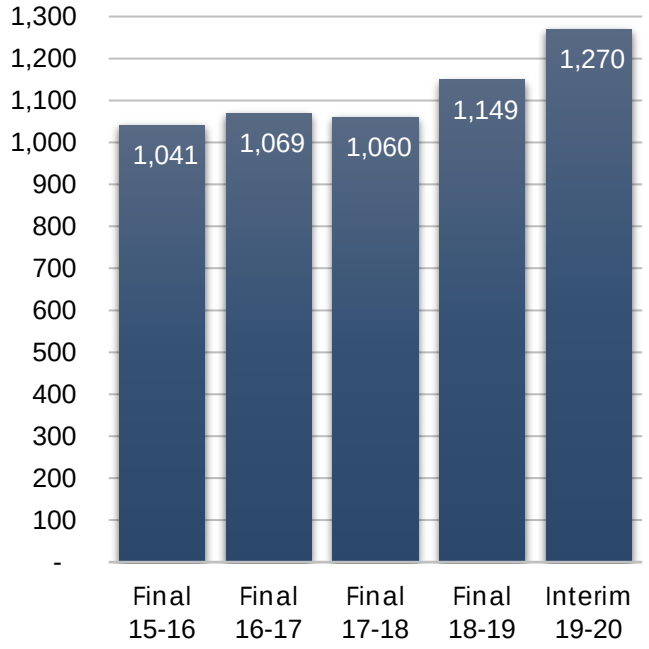


2015-2019 BOREN FELLOW FIELDS OF STUDY

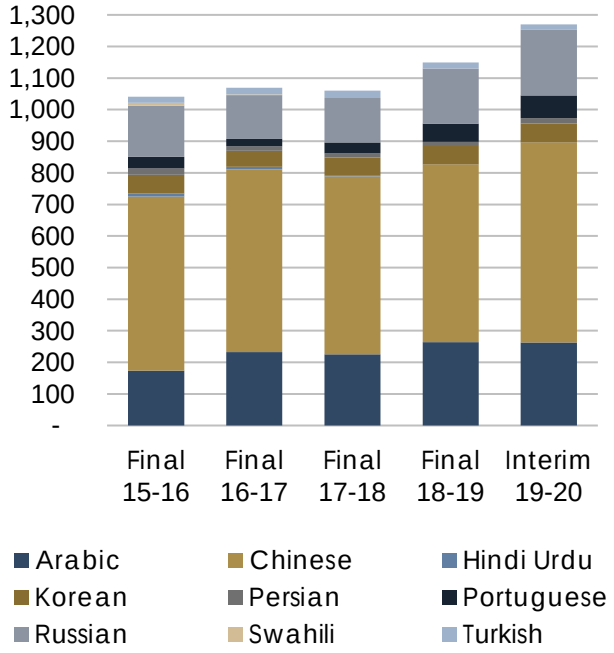


APPENDIX O: THE LANGUAGE FLAGSHIP FIVE-YEAR DATA

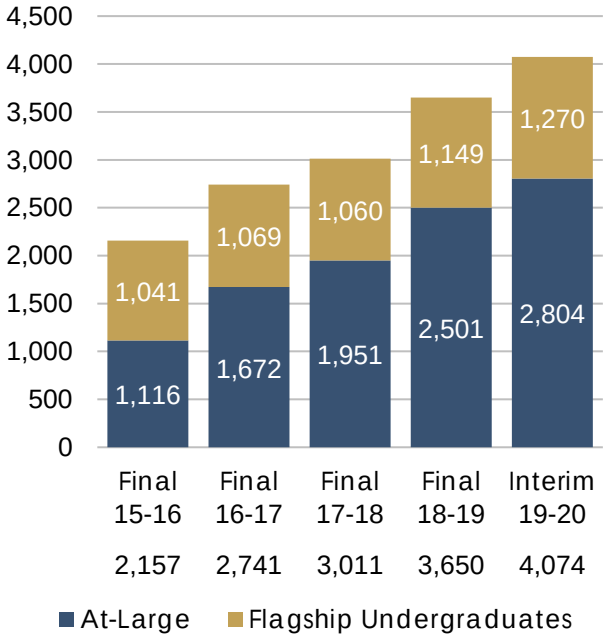
2015-2019 FLAGSHIP UNDERGRADUATE ENROLLMENTS



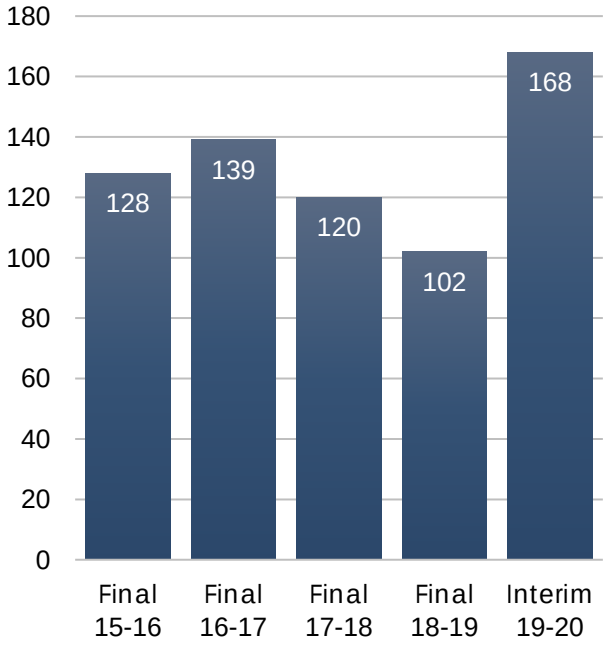
2015-2019 UNDERGRADUATE FLAGSHIP ENROLLMENTS BY LANGUAGE



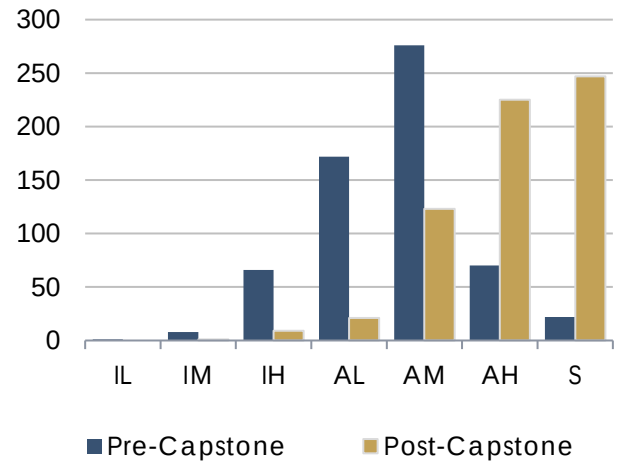
2015-2019 DOMESTIC FLAGSHIP PROGRAM ENROLLMENTS



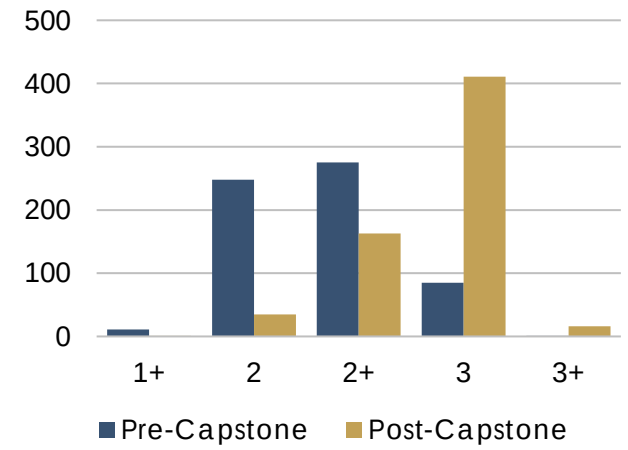
2015-2019 OVERSEAS FLAGSHIP CAPSTONE ENROLLMENTS



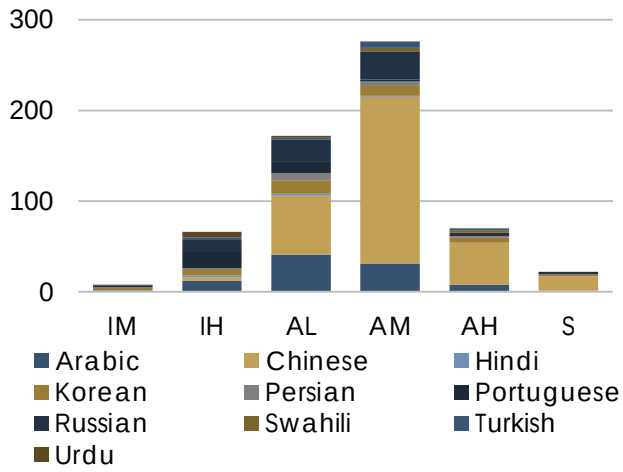
2015-2019 FLAGSHIP PRE- AND POST-CAPSTONE ACTFL SPEAKING (N-615)



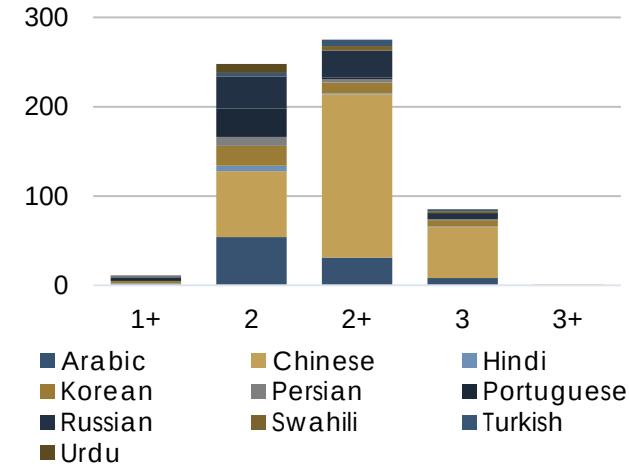
2015-2019 FLAGSHIP PRE- AND POST-CAPSTONE ILR SPEAKING (N-621)



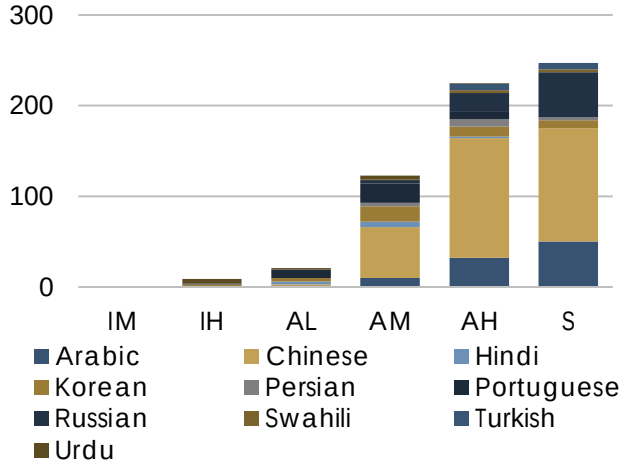
2015-2019 PRE-CAPSTONE ACTFL SPEAKING BY LANGUAGE (N-615)



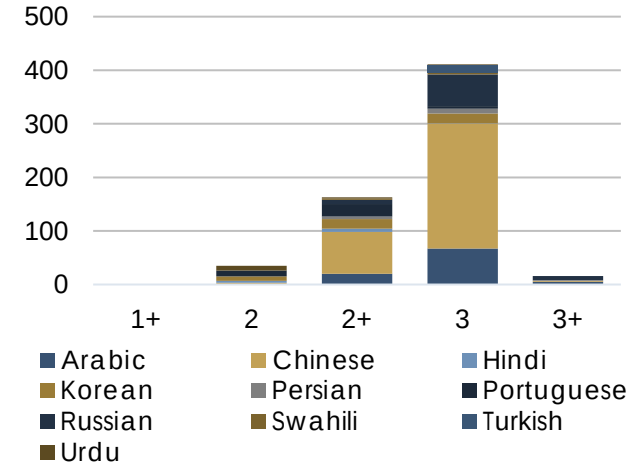
2015-2019 PRE-CAPSTONE ILR SPEAKING BY LANGUAGE (N-621)

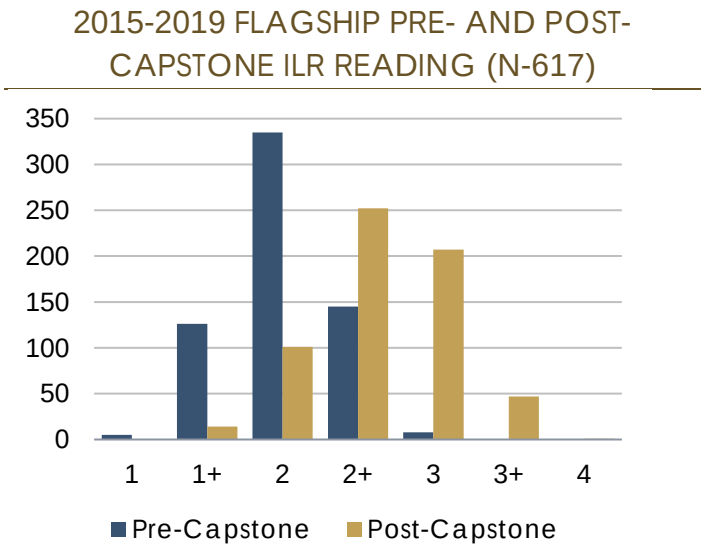


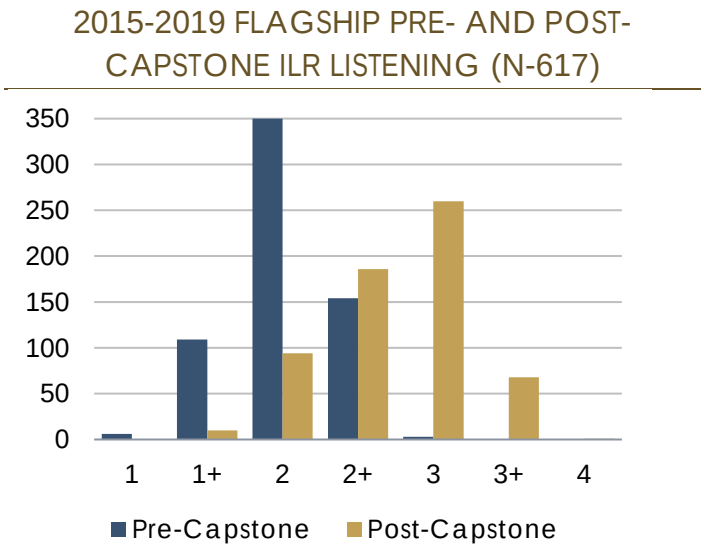
2015-2019 POST-CAPSTONE ACTFL SPEAKING BY LANGUAGE (N-615)



2015-2019 POST-CAPSTONE ILR SPEAKING BY LANGUAGE (N-621)




2015-2019 FLAGSHIP PRE- AND POST-CAPSTONE ILR READING (N-617)
350
300
250
200
150
100
50
0
1
1+
2
2+
3
3+
4
Pre-Capstone
Post-Capstone


2015-2019 FLAGSHIP PRE- AND POST-CAPSTONE ILR LISTENING (N-617)
350
300
250
200
150
100
50
0
1
1+
2
2+
3
3+
4
Pre-Capstone
Post-Capstone

2015-2019 POST-CAPSTONE SPEAKING (ACTFL)											
		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	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	1	4	1	1	1	8
	IH	0	0	0	0	5	7	21	20	13	66
	AL	0	0	0	0	1	5	47	78	41	172
	AM	0	0	0	0	0	2	49	103	122	276
	AH	0	0	0	0	0	0	1	18	51	70
	S	0	0	0	0	0	0	0	3	19	22
	TOTAL	0	0	0	0	7	18	120	223	247	615
		0.0%	0.0%	0.0%	0.0%	1.1%	2.9%	19.5%	36.3%	40.2%	100%

ARABIC 2015-2019 POST-CAPSTONE SPEAKING (ACTFL)											
		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	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	3	5	4	12
	AL	0	0	0	0	0	1	7	15	18	41
	AM	0	0	0	0	0	0	0	11	20	31
	AH	0	0	0	0	0	0	0	1	7	8
	S	0	0	0	0	0	0	0	0	1	1
	TOTAL	0	0	0	0	0	1	10	32	50	93
		0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	10.8%	34.4%	53.8%	100%

CHINESE 2015-2019 POST-CAPSTONE SPEAKING (ACTFL)											
		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	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	2	2	0	4
	AL	0	0	0	0	0	1	14	37	13	65
	AM	0	0	0	0	0	1	39	78	66	184
	AH	0	0	0	0	0	0	1	12	33	46
	S	0	0	0	0	0	0	0	3	13	16
	TOTAL	0	0	0	0	0	2	56	132	125	315
		0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	17.8%	41.9%	39.7%	100%

RUSSIAN 2015-2019 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	1	5	7	13
	IH	0	0	0	0	0	0	3	13	8	24
	AL	0	0	0	0	0	0	0	3	28	31
	AM	0	0	0	0	0	0	0	0	4	4
	AH	0	0	0	0	0	0	0	0	3	3
	S	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	4	21	50	75
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%	28.0%	66.7%	100%

2015-2019 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	0	0	0	0	1
	1+	0	0	0	0	6	2	3	0	0	11
	2	0	0	0	0	22	94	129	3	0	248
	2+	0	0	0	0	3	62	202	8	0	275
	3	0	0	0	0	0	5	75	5	0	85
	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	32	163	410	16	0	621
		0.0%	0.0%	0.0%	0.0%	5.2%	26.2%	66.0%	2.6%	0.0%	100%

ARABIC 2015-2019 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	1	16	35	2	0	54
	2+	0	0	0	0	0	4	25	2	0	31
	3	0	0	0	0	0	0	7	1	0	8
	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	1	20	67	5	0	93
		0.0%	0.0%	0.0%	0.0%	1.1%	21.5%	72.0%	5.4%	0.0%	100%

CHINESE 2015-2019 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	1	27	46	0	0	74
2+	0	0	0	0	1	47	135	0	0	183
3	0	0	0	0	0	4	51	2	0	57
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	2	78	233	2	0	315
	0.0%	0.0%	0.0%	0.0%	0.6%	24.8%	74.0%	0.6%	0.0%	100%

RUSSIAN 2015-2019 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	2	0	0	2
2	0	0	0	0	0	8	27	1	0	36
2+	0	0	0	0	0	0	25	5	0	30
3	0	0	0	0	0	0	5	2	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	8	59	8	0	75
	0.0%	0.0%	0.0%	0.0%	0.0%	10.7%	78.7%	10.7%	0.0%	100%

2015-2019 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	1	1	3	0	0	0	5
1+	0	0	0	8	32	62	20	3	0	125
2	0	0	0	5	64	140	111	14	0	334
2+	0	0	0	0	3	44	74	24	0	145
3	0	0	0	0	0	0	1	6	1	8
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	100	249	206	47	1	617
	0.0%	0.0%	0.0%	2.3%	16.2%	40.4%	33.4%	7.6%	0.2%	100%

ARABIC 2015-2019 POST-CAPSTONE READING (ILR)											
		0	0+	1	1+	2	2+	3	3+	4	TOTAL
PRE-CAPSTONE READING (ILR)	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	5	10	7	0	0	22
	2	0	0	0	0	8	26	19	2	0	55
	2+	0	0	0	0	1	6	8	0	0	15
	3	0	0	0	0	0	0	0	0	0	0
	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	14	42	34	2	0	92
		0.0%	0.0%	0.0%	0.0%	15.2%	45.7%	37.0%	2.2%	0.0%	100%

CHINESE 2015-2019 POST-CAPSTONE READING (ILR)											
		0	0+	1	1+	2	2+	3	3+	4	TOTAL
PRE-CAPSTONE READING (ILR)	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	7	18	30	7	0	0	62
	2	0	0	0	5	45	75	45	7	0	177
	2+	0	0	0	0	2	20	35	16	0	73
	3	0	0	0	0	0	0	0	0	0	0
	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	12	65	125	87	23	0	312
		0.0%	0.0%	0.0%	3.8%	20.8%	40.1%	27.9%	7.4%	0.0%	100%

RUSSIAN 2015-2019 POST-CAPSTONE READING (ILR)											
		0	0+	1	1+	2	2+	3	3+	4	TOTAL
PRE-CAPSTONE READING (ILR)	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	1	4	2	2	0	9
	2	0	0	0	0	5	11	29	1	0	46
	2+	0	0	0	0	0	0	9	3	0	12
	3	0	0	0	0	0	0	1	6	1	8
	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	6	15	41	12	1	75
		0.0%	0.0%	0.0%	0.0%	8.0%	20.0%	54.7%	16.0%	1.3%	100%

PRE-CAPSTONE LISTENING (ILR)	2015-2019 POST-CAPSTONE LISTENING (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	2	2	1	0	0	5
1+	0	0	0	5	31	41	25	6	0	108
2	0	0	0	5	58	116	148	20	0	347
2+	0	0	0	0	3	25	85	41	0	154
3	0	0	0	0	0	0	1	1	1	3
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	10	94	184	260	68	1	617
	0.0%	0.0%	0.0%	1.6%	15.2%	29.8%	42.1%	11.0%	0.2%	100%

PRE-CAPSTONE LISTENING (ILR)	ARABIC 2015-2019 POST-CAPSTONE LISTENING (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	1	4	8	2	0	0	15
2	0	0	0	0	6	23	27	3	0	59
2+	0	0	0	0	1	2	12	4	0	19
3	0	0	0	0	0	0	0	0	0	0
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	1	11	33	41	7	0	93
	0.0%	0.0%	0.0%	1.1%	11.8%	35.5%	44.1%	7.5%	0.0%	100%

PRE-CAPSTONE LISTENING (ILR)	CHINESE 2015-2019 POST-CAPSTONE LISTENING (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	0	0	0	0	1
1+	0	0	0	4	21	21	9	0	0	55
2	0	0	0	5	43	54	77	8	0	187
2+	0	0	0	0	2	5	41	20	0	68
3	0	0	0	0	0	0	0	0	0	0
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	9	67	80	127	28	0	311
	0.0%	0.0%	0.0%	2.9%	21.5%	25.7%	40.8%	9.0%	0.0%	100%

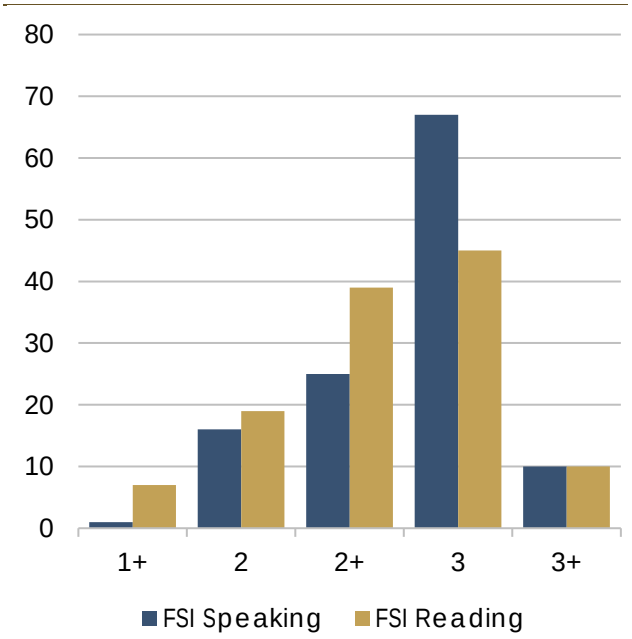
RUSSIAN 2015-2019 POST-CAPSTONE LISTENING (ILR)										
PRE-CAPSTONE LISTENING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	2	9	3	1	0	15
2	0	0	0	0	3	5	27	6	0	41
2+	0	0	0	0	0	1	5	10	0	16
3	0	0	0	0	0	0	1	1	1	3
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	5	15	36	18	1	75
	0.0%	0.0%	0.0%	0.0%	6.7%	20.0%	48.0%	24.0%	1.3%	100%

2015-2019 POST-CAPSTONE WRITING (ILR)										
PRE-CAPSTONE WRITING (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	9	1	0	0	0	10
1+	0	0	0	5	20	30	7	0	0	62
2	0	0	0	2	9	38	29	4	0	82
2+	0	0	0	0	0	5	8	0	1	14
3	0	0	0	0	0	0	0	0	0	0
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	7	38	74	44	4	1	168
	0.0%	0.0%	0.0%	4.2%	22.6%	44.0%	26.2%	2.4%	0.6%	100%

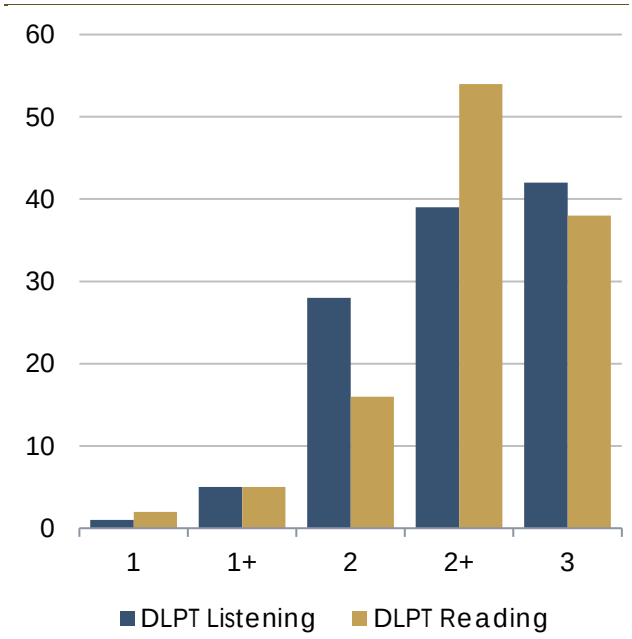
ARABIC 2015-2019 POST-CAPSTONE WRITING (ILR)										
PRE-CAPSTONE WRITING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	8	1	0	0	0	9
1+	0	0	0	5	18	22	3	0	0	48
2	0	0	0	1	7	15	9	4	0	36
2+	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	6	33	38	12	4	0	93
	0.0%	0.0%	0.0%	6.5%	35.5%	40.9%	12.9%	4.3%	0.0%	100%

RUSSIAN 2015-2019 POST-CAPSTONE WRITING (ILR)											
PRE-CAPSTONE WRITING (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	2	5	4	0	0	11
	2	0	0	0	1	2	15	15	0	0	33
	2+	0	0	0	0	0	4	5	0	1	10
	3	0	0	0	0	0	0	0	0	0	0
	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	1	4	24	24	0	1	54
		0.0%	0.0%	0.0%	1.9%	7.4%	44.4%	44.4%	0.0%	1.9%	100%

2015-2019 BOREN FLAGSHIP SCHOLAR FSI EXIT PROFICIENCY (N-128)

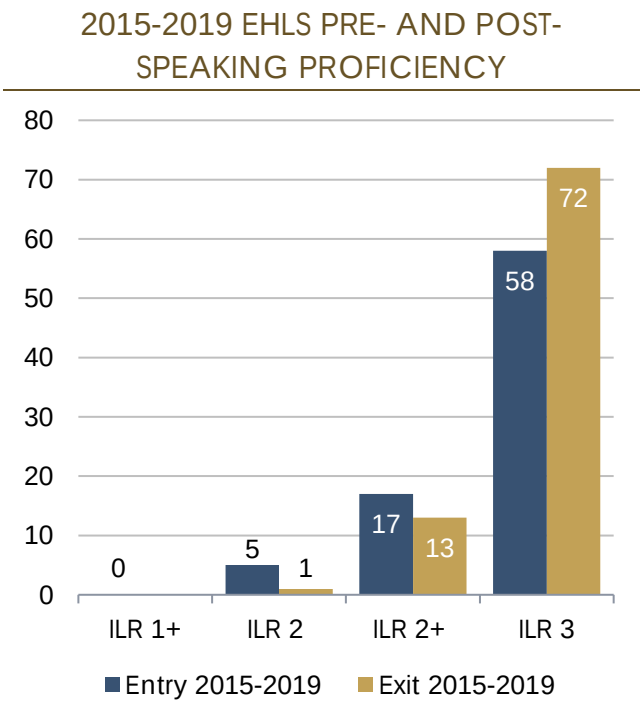


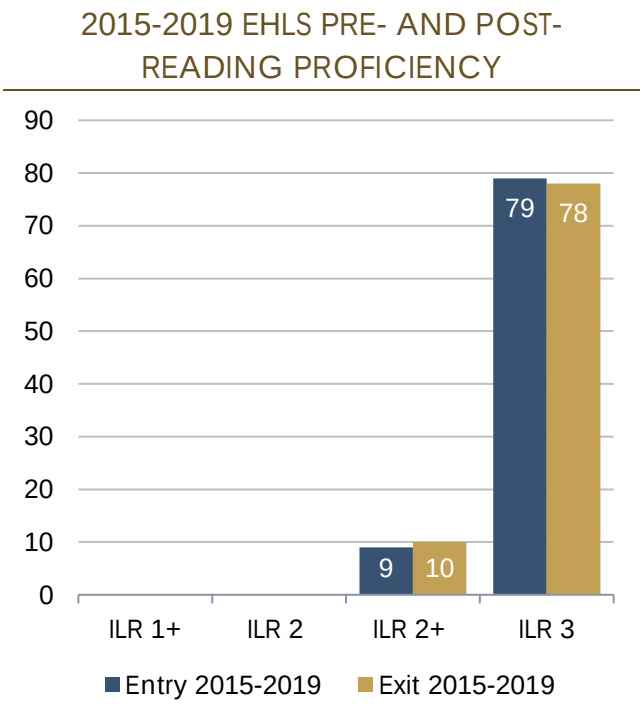
2015-2019 BOREN FLAGSHIP SCHOLAR DLPT EXIT PROFICIENCY (N-115)[19]

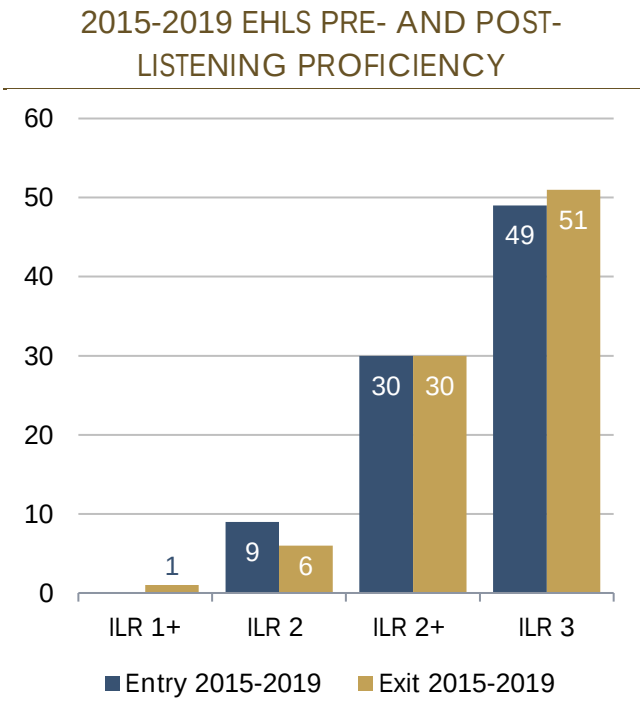


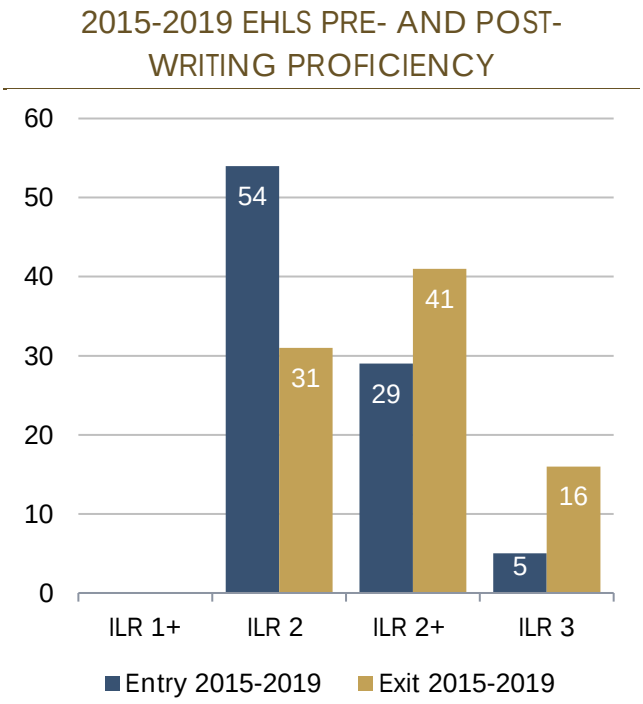
[19] *Boren Flagship students were tested using the DLPT, which only registers proficiency up to ILR 3.*

APPENDIX P: EHLS FIVE-YEAR DATA









DEFENSE LANGUAGE AND NATIONAL SECURITY EDUCATION OFFICE

U.S. DEPARTMENT OF DEFENSE
4800 Mark Center Drive
Suite 08F09-02
Alexandria, VA 22350

571.256.0702 (Office)
703.692.2615 (Fax)
nsep@nsep.gov
www.nsep.gov

BOREN SCHOLARSHIPS
BOREN FELLOWSHIPS
ENGLISH FOR HERITAGE LANGUAGE SPEAKERS
LANGUAGE TRAINING CENTERS
NATIONAL LANGUAGE SERVICE CORPS
PROJECT GLOBAL OFFICER
THE LANGUAGE FLAGSHIP