2017 ANNUAL REPORT

NATIONAL SECURITY EDUCATION PROGRAM

LANGUAGE. CULTURE. SERVICE.

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AGENCY QUOTES

National Geospatial-Intelligence Agency

"An effective Intelligence Analyst needs a well-developed communication skillset, because success is frequently a combination of precise analytic writing and the ability to develop productive professional relationships across a diverse workforce. NSEP alumni tend to excel in these fundamental areas due to their focus on communication and their practice overcoming linguistic and cultural barriers."

Central Intelligence Agency

"NSEP scholars bring the critical thinking and communication skills, along with area familiarization, that are of particular value to the CIA's analytic mission."

National Defense University

"NSEP scholars come to the National Defense University with an interest in national security, fluency in a strategic language, and an aptitude for project management that makes them invaluable colleagues with great potential for future leadership."

Office of Naval Intelligence

"NSEP continuously provides our organization with exceptional students that have a unique skill set valuable not only to ONI, but to the greater Intelligence Community....the students have impeccable cultural knowledge and are able to effectively apply analytical thinking and linguistic skills to intelligence issues."

Department of Defense
Office of the Secretary of Defense

"Boren Fellows have been placed in some of the most demanding offices supporting the Secretary's highest priorities - from building coalitions to helping fight terrorism, to Middle East issues, to cyber policy. Their depth of knowledge in these and other key areas fills critical needs in Policy."

National Ground Intelligence Center

"As intelligence analysts, NSEP scholars have brought a depth of cultural and linguistic skills along with life experiences to the mission rarely attainable through other hiring sources."

STUDENT SERVICE HIGHLIGHTS

Master Sergeant Wayne "Chet" Drowns

After separating from the active-duty Army in 2007, MSgt Drowns decided to pursue an undergraduate degree in International Relations at Webster University. During his initial study abroad program in Hua Hin, Thailand, MSgt Drowns witnessed the growing influence of the People's Republic of China in Southeast Asia. In 2008, MSgt Drowns was awarded a Boren Scholarship to study Mandarin in Beijing, China. His education overseas provided great insight into his service as an Intelligence Specialist for the Joint Interagency Task Force West Operations and Intelligence Directorate. There, he conducted all-source, predictive analysis and dissemination of counter-drug, narcoterrorism, and transnational criminal organization intelligence in support of operational forces and law enforcement agencies in the Asia-Pacific region. While assigned at the Drug Enforcement Agency (DEA) Tokyo Country Office, U.S. Embassy, Japan, MSgt Drowns liaised with Japan's Coast Guard and DEA personnel to develop maritime targeting criteria leading to the largest methamphetamine seizure in Japan. His commitment to protecting U.S. national security earned him the Defense Meritorious Service Medal in 2017 as well as the Howard Baker Jr. award, honoring exceptional examples of Boren alumni.

Mr. Joshua Rand-Castillo

As a 2010 Boren Scholar to Chengdu, China, Mr. Rand-Castillo turned the decision to study Mandarin at Arizona State University into a promising career path. After graduating with dual degrees in History and Religion, Mr. Rand-Castillo joined the U.S. Army where he served as an Infantryman. It was during his time in the military where he first learned about the United States Agency for International Development (USAID). Mr. Rand-Castillo is currently serving as an Administrative Management Officer with USAID's Bureau of Democracy, Conflict, and Humanitarian Assistance. His role on the Crisis Surge Support Staff saw him drastically reduce the security clearance processing times for new staff and improve coordination efforts with the Foreign Service Institute to provide better training opportunities for his staff members.

Dr. Melody Maxwell

While pursuing a master's at veterinary school, Dr. Maxwell discovered her passions did not lie in clinical practice, but instead in public health. After enrolling in a Master's in Public Health program, Dr. Maxwell was awarded a Boren Fellowship to study Portuguese in Brazil. While there, she interned with PANAFTOSA, a veterinary public health center of the Pan-American Health Organization/World Health Organization (PAHO/WHO). It was her time in Brazil that solidified her commitment to public service. Currently, Dr. Maxwell serves as a Foreign Service Officer with the U.S. Department of Agriculture (USDA), Animal and Plant Health Inspection Service (APHIS). Her division plays an important role in preventing foreign animal and plant diseases from entering the country, advancing U.S. trade interests internationally, and improving international relations through capacity building.

Lieutenant Ryan Sylvester

LT Sylvester's long-time interest in the Middle East and Northern Africa prompted him to pursue a Boren Fellowship studying Arabic in Cairo, Egypt. Already a law student at Fordham School of Law, he had the chance through a Boren Fellowship to incorporate international, comparative law into his law school curriculum. Upon returning to the U.S., LT Sylvester was accepted into the U.S. Navy Judge Advocate General's Corps. He was also selected to be a part of the National Defense University's Center for the Study of Weapons of Mass Destruction (WMD) Program for Emerging Leaders. Some of his previously held positions were with U.S. Fleet Command and the Office of the Judge Advocate General's policy division for Cyber, Intelligence, and Information Operations Law. LT Sylvester continuously credits his Boren experience in Egypt as a pivotal point of his federal service career trajectory.

Ms. Danica Harvey

Always passionate about languages, Ms. Harvey enrolled in Arizona State University (ASU) to study Spanish, but decided to also participate in the Chinese Language Flagship Program at ASU. After being awarded a Boren Scholarship, Ms. Harvey studied at Nanjing University for one semester and then interned in Suzhou at a social enterprise

focused on improving the livelihoods of workers in Chinese factories. After graduating from ASU with a dual degree in Chinese and Economics, Ms. Harvey served in the Department of Homeland Security. While there, she worked on a diverse portfolio of international trade issues as a special assistant to the Executive Assistant Commissioner, Office of Trade.

Ms. Julie Hundersmarck

During her master's studies in International Conflict Resolution at Georgetown University, Ms. Hundersmarck was awarded a Boren Fellowship to study at the Qasid Language Institute in Amman, Jordan. While abroad, she also pursued an independent research project focusing on the refugee situation in Jordan and its implications for peacebuilding in the region and the world. Currently, Ms. Hundersmarck serves as an Asia-Pacific Program Specialist with the U.S. Forest Service Office of International Programs, under the U.S. Department of Agriculture (USDA). She manages the National Resource Management portfolio in India as well as Disaster Management portfolios in India and Bhutan. Her goal is to continue to build institutional relationships between USDA and in-country partners in order to collaborate on forest monitoring and restoration projects.

Mr. Devin Mauney

As a 2007 Boren Scholar, Mr. Mauney was selected to study Portuguese in both Salvador and São Paulo, Brazil. It was during that time when he decided to pursue a law degree. Upon graduation from the University of Arizona, Mr. Mauney was accepted into law school at Harvard University. After several legal clerkships with the United States District Court for the District of Columbia, Mr. Mauney began service with the Consumer Financial Protection Bureau. He now currently serves as a law clerk with the United States Court of Appeals for the Third Circuit.

BOREN ALUMNI QUOTES

"As a Boren Fellow to Brazil, I was able to learn more about intergovernmental relations, practice a secondary language, and gain valuable contacts. I am enjoying bringing these skills to my new position to benefit national agricultural security and trade."[1]

"I use critical-thinking to provide legal solutions in support of operations aimed at advancing national security. I'm hoping to serve in billets in the future that will allow me to draw upon my language and cultural experience as a Boren Fellow to support military operations."

"I use my linguistic, cultural, and regional knowledge to help people who are unfamiliar with India better understand the country and its people. This better understanding helps contribute to a more peaceful world."

"Connecting with people all over the world is one of my favorite things to do, despite cultural and linguistic barriers, so getting to do it as part of my job is meaningful and fulfilling."

"The most interesting and rewarding days are when I am able to use both my language, analytical, cultural, and liaison skills on behalf of the USG. I have been extremely fortunate thus far in my career and have almost always been afforded the opportunity to leverage my unique skills on the job for exciting and meaningful missions."

"The experience of learning a new language and adapting to unfamiliar cultural settings is invaluable. More than merely imparting lessons about a particular language and country, the Boren Scholarship provides the opportunity for students to stretch their limits and become comfortable in unanticipated situations."

"The experience I gained from a Boren Scholarship also uniquely prepared me and was the bedrock to my success when I later attended a more in-depth Chinese Language Studies [program] at the Defense Language Institute, Monterey, California."

"My Boren experience enhanced my linguistic, cultural and cross-cultural skills in important ways. This strengthened my resolve to work for the U.S. government in an international relations capacity. I believe my Boren experience will serve me well wherever my career takes me."

"My Boren experience has helped me achieve professional success because of my unique time in Chengdu. Because I have studied and lived in China for over one year, I have been called upon several times to ask for my input on things related to China. Also, because of my experiences in China, I have been selected for other positions that revolve around Asia and China."

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[1] *The content in this section reflects the voluntary response of NSEP recipients who are able to comment based on the nature of their position.*

LETTER FROM VERONICA DAIGLE, PERFORMING THE DUTIES OF THE ASSISTANT SECRETARY OF DEFENSE (READINESS)

The National Security Education Program (NSEP) is a key component of the Defense Language and National Security Education Office (DLNSEO). DLNSEO's mission provides strategic direction and programmatic oversight to the Military Departments, Defense Field Activities, and the Combatant Commands on present and future requirements related to language, regional expertise, and culture. As part of DLNSEO, NSEP plays an ever-increasing role in creating a workforce ready to serve the needs of the 21st century national security interests.

NSEP plays a unique role in supporting the nation's readiness in advanced, professional-level language and culture skills through its extensive involvement with the U.S. higher education community and multiple federal agencies extending beyond the Department of Defense (DoD). NSEP works directly with the U.S. educational system to create educational initiatives that improve language and culture learning at all stages of the educational and training process. In 2017, over 50 institutions of higher education in the United States were supporting the national security community through strategic partnerships with NSEP. NSEP is and has been a leader in improving language testing and assessment, increasing the regional preparedness of the federal workforce, and leveraging state-of-the-art technologies to improve language and culture learning.

The David L. Boren Awards, Scholars, and Fellows are competitively selected from a diverse pool of highly motivated U.S. undergraduate and graduate students of various academic backgrounds. Boren awardees study abroad in regions critical to our national security, achieving high level language skills and gaining regional and cultural competence. Most Boren Scholars and Fellows study overseas for an academic year. Choosing to study critical languages affords Boren awardees opportunities to apply their academic interests, from social sciences to science, technology, engineering, and mathematics (STEM), to a global context. Language ability, cultural knowledge, and a wide international perspective are valuable skills with which Boren awardees apply to fulfill their one-year federal service opportunity.

The following initiatives also play an essential role in completing NSEP's mission. The Language Flagship works with over 25 U.S. academic programs to change the way Americans learn languages by creating opportunities for students of all majors to graduate with professional proficiency in a critical language. Project Global Officer (Project GO) creates partnerships between universities' academic language departments and the Military Services' Reserve Officer Training Corps (ROTC) programs to assist future military officers in gaining language, regional expertise, and intercultural communication skills. The African and South Asian Flagship Languages Initiative serves as a domestic and overseas African and South Asian language and training program for Americans. Participants of this program will apply their skills in the Federal Government through a one-year service obligation. The English for Heritage Language Speakers (EHLS) Program provides intensive English language instruction to U.S. citizens who are native speakers of critical languages. EHLS Scholars complete an Open Source Analysis Project with research topics provided by Federal Government agencies, and at the conclusion of the program take on a one-year service obligation. The National Language Service Corps (NLSC) is a community of highly skilled American citizens who are ready to serve the nation with their language skills in times of crisis or urgent national need.

For almost three decades, NSEP has embraced its leadership role with vision, agility, determination, and dedication. As Chair of the NSEP, I am pleased to introduce this Congressionally-mandated report that demonstrates NSEP's accomplishments and continuous improvement.

Veronica Daigle
Performing the Duties of the Assistant
Secretary of Defense (Readiness)

2017 HEADLINES AND NEWS

2017 Howard Baker, Jr. and Sol Linowitz Alumni Awards Presented

NSEP announced the Howard Baker, Jr. and Sol Linowitz award recipients at the 2017 Boren Federal Employment Seminar recognizing the outstanding contributions NSEP alumni have made to the nation's security community. In June 2017 Dr. Elizabeth Van Winkle, Principal Director, Force Resiliency, Performing the Duties of the Assistant Secretary of Defense (Readiness), presented at the alumni awards ceremony. The 2017 Howard Baker, Jr. Award was awarded to Boren Scholar MSgt Wayne "Chet" Drowns, who is currently working at the Joint Interagency Task Force West through the Hawaii Air National Guard. The 2017 Sol Linowitz Award was awarded to Boren Fellow Kristin Kelling, who is a Senior Public Health Analyst at the Centers for Disease Control and Prevention.

Howard Baker, Jr. Awardee MSgt Wayne "Chet" Drowns

NSEP Service Webinar Series

In March 2017, NSEP undertook an effort to inform and empower NSEP award recipients in fulfilling their federal service requirement through an online webinar series. The webinars are given live and recorded, and allow NSEP award recipients to submit questions directly to the presenters. The recording and presentation slides are then made accessible via NSEPnet.org. The webinar series has covered the following topics: Understanding your NSEP Service Requirement, How to Jumpstart your Federal Job Search, Crafting your Resume and Cover Letter, Non-Traditional Paths to Fulfilling your Service Requirement, Navigating NSEPnet, Interviewing Tips, and Security Clearances.

NSEP Recipients Attend Exclusive Career Event at CIA

Boren partnered with the Central Intelligence Agency (CIA) to host an exclusive career event for NSEP award recipients in February 2017. In total, 60 NSEP award recipients visited CIA Headquarters to be briefed on the portfolios of the five CIA directorates: Operations; Analysis; Science and Technology; Support; and Digital Innovation. CIA staff, including three NSEP alumni, provided an overview of the application and security clearance process, as well as shared work experiences.

NSEP Mentorship Program Enters Second Year

Based on the successful launch of the 2016 NSEP Mentorship Program, NSEP continued a six-month program in 2017, matching recently-returned NSEP recipients seeking federal employment with mid-level NSEP alumni serving in the public sphere. In total, 70 NSEP alumni were selected as mentors and matched with 104 mentees. Mentors included alumni currently working at the Departments of Defense, Homeland Security, State, Commerce, Energy, Health and Human Services, Interior, and Agriculture as well as the Intelligence Community, the Military, USAID, Centers for Disease Control and Prevention, the Bureau of Indian Affairs, and Congress. Among the testimonials NSEP received post-program, one mentee included a note stating:

"When I started the mentorship program I was an 'alternate' for a Department of State summer internship at a U.S. Consulate. Once my clearance came through, my mentor advised me to follow up to see if there was an opportunity to become a primary candidate. I followed up and got the internship. I now am finishing my internship at the U.S. Consulate General in Dubai and it has been a wonderful 10-week experience. I am very grateful to my mentor for encouraging me to follow up on this opportunity."

New NSEP LinkedIn Presence

In June 2017, NSEP expanded its social media presence to include an official Boren Awards Alumni group on LinkedIn. As of September 2017, 600 NSEP alumni have joined the group to share professional opportunities and network with other

NSEP award recipients. This has also strengthened the Boren alumni base. In addition to the Boren Awards Alumni group on LinkedIn, NSEP has a presence on Facebook, YouTube, and Twitter.

EHLS Received Record Number of Applications in 2017

The EHLS Program trains naturalized U.S. citizens who are native speakers of critical languages and are also advanced English speakers to be effective communicators and strong federal employees in positions that serve the U.S. national security community. In its 12th year, the EHLS Program received a record number of applications with a total of 330 applications for 18 scholarships. Awardees included speakers of Arabic, Hausa, Mandarin Chinese, Persian Farsi, Russian, Turkish, and Uzbek.

2017 EHLS Scholar and native Russian speaker

Project GO celebrates 10-year milestone

Project GO celebrated its 10-year milestone in 2017 at the Project Director's meeting hosted by The Citadel in Charleston, South Carolina in the spring and a leadership meeting held in the fall in Washington, DC. Serving as a talent pipeline through the expansion of critical language education, overseas study, and intercultural opportunities for future military officers nationwide, Project GO has funded more than 4,500 students in 19 critical languages in 27 countries including the United States.

New Project GO in India and Brazil

For the first time since program inception in 2007, Project GO sent ROTC cadets and midshipmen to study overseas in India and Brazil. University of Wisconsin funded nine ROTC students - five of whom studied Hindi and four for Urdu - for eight weeks of language studies. San Diego State University funded two ROTC students to learn Portuguese in Florianopolis, Brazil for nine weeks, which included intensive language and culture classes, homestay, and field trips.

Flagship and the Defense Language Institute Foreign Language Center

The Language Flagship worked to strengthen its partnership with the Defense Language Institute Foreign Language Center (DLIFLC) in 2017. Representatives from DLIFLC participated in discussions of curriculum and pedagogy at the May 2017 Flagship Director's meeting hosted by Indiana University. DLIFLC in turn hosted a joint Flagship/DLI workshop in Monterey, CA on August 30-31, 2017. The workshop included participation from the NSEP office, IIE leadership, and 24 Flagship Directors. During the workshop, the Flagship community was given an overview of the latest and best practices in use at DLIFLC, with a number of work sessions to address language immersion and faculty development. The meeting was an exceptional opportunity for Flagship directors and DLIFLC leadership and faculty to share experiences and best practices.

Teacher Training Workshops

The Language Flagship is a partnership between universities and the federal government to improve teaching and ensure students reach advanced-level proficiency through their undergraduate language training. As an on-going effort to strengthen this partnership and better disseminate Flagship pedagogy and methods, The Language Flagship supports collaborative Teacher Training Workshops. The 2017 teacher workshops provided professional development for the community of Language Flagship, Project GO, and Defense Language Institute faculty and language instructors. The Teacher Training Workshops provide Flagship-style teacher training to instructional personnel from multiple Flagship programs, as well as other teachers from Project GO and Defense Language Institute. The Teacher Training Workshops held in summer 2017 included a workshop on advanced-level Chinese instruction provided by Brigham Young University and a workshop on high-level Russian instruction across modalities at University of California, Los Angeles.

Flagship Technology Innovation Center

The mission of the Flagship Technology Innovation Center (Tech Center) is to enhance The Language Flagship experience through the effective use of technology. Using a design thinking approach, the Tech Center engages partners in academia, the government, and private sector in the discovery of new technologies or technology-enabled processes that have the potential to improve language education in programs across the nation. To fulfill its mission, the Tech Center coordinates activities to foster a community of innovators with these stakeholders and to enhance the language acquisition experience through blended and mobile learning approaches. Examples of these activities include collaboration with the American Council on the Teaching of Foreign Languages to facilitate dialogue between private sector educational technology specialists and language education professionals at the LaunchPad event held in November 2017. The Tech Center also cooperated with the Advanced Distributed Learning Initiative (ADLI) and SRI International (SRI) to test a micro-learning application called PERvasive Learning System (PERLS) in the context of language acquisition for Flagship students. PERLS allows for short, intensive spurs of engagement with a language at moments when learners might otherwise be doing something else on social media.

Flagship Culture Initiative

NSEP awarded a grant to the University of Maryland to lead a collaborative effort to develop an open-source online culture curriculum across Arabic, Chinese, and Russian programs as well as general cultural awareness materials for all Flagship language programs. The initiative seeks to identify gaps in cultural preparation for students with advanced foreign language proficiency in domestic and overseas Flagship programs engaging in academic study, professional internships, and host family experiences overseas.

Language Training Center (LTC) Program Review

NSEP is reviewing LTC's effectiveness in providing language and culture training to DoD personnel. RAND has been engaged to conduct extensive document review and data mining to collect and analyze data on student throughput, student performance over time, and proficiency results to assess the effectiveness of the program. Additionally, RAND National Defense Research Institute (NDRI) is analyzing available data on the cost effectiveness and savings from program instruction, ongoing curriculum development, equipment, facilities, and travel from the LTCs to determine the overall efficacy and costs of the program.

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EXECUTIVE SUMMARY

BACKGROUND

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 National Security Education Program (NSEP) was established. Today, NSEP manages the Boren Awards, The Language Flagship, Project Global Officer, the Language Training Centers, National Language Service Corps, English for Heritage Language Speakers, and the African, Indonesian and South Asian Flagship Languages Initiative to provide needed proficiency among graduating students in many languages critical to U.S. competitiveness and security.

Since 1994, NSEP has provided support to over 6,000 U.S. students who agree, in return, to work in qualifying national security positions. This agreement is known as the Service Requirement.

2017 Boren Awardees visiting Washington, DC to prepare for their overseas study

In 2006, the Secretary of Defense designated the Under Secretary of Defense for Personnel and Readiness (USD(P&R)) to oversee the program. The Under Secretary also chairs the statutory National Security Education Board, which is comprised of eight members of Cabinet-level government organizations and six Presidentially-appointed representatives. The Assistant Secretary of Defense for Readiness performs the functions of the Board Chair when the USD/P&R is not available to chair a session of the Board or is otherwise designated by USD(P&R).

In 2012, the NSEP office merged with the Defense Language Office (DLO) to create the Defense Language and National Security Education Office (DLNSEO). DLNSEO's broader charge is to lead the Department of Defense's strategic direction on policy, planning, and programs, as well as evaluate changes in legislation, policies, regulations, directives, and funding to assess the impact on language, culture, and regional capabilities within the Department of Defense for active duty, National Guard and Reserve Component personnel, and DoD civilians to broaden the federal and national NSEP mission.

MAJOR GOALS AND OBJECTIVES

NSEP was created to develop a much-needed 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.

The NSEA 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, counterproliferation 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.

- 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.

PROGRAM EFFECTIVENESS

NSEP is an integral component of a national security strategy to eliminate the serious language deficit in the federal government. NSEP provides clear measures of performance and accountability for its initiatives, including: detailed monitoring of the performance of award recipients; language proficiency testing; and federal job placement assistance and tracking. To understand NSEP's unique contributions to the nation, it is important to compare NSEP award recipients with non-NSEP U.S. undergraduate or graduate students:

HOW ARE NSEP INITIATIVES DIFFERENT?

Other International Education Efforts	NSEP Initiatives
1. Of all American students studying abroad, roughly 60% are enrolled in programs in Australia, Canada, New Zealand, and Western Europe.[2]	1. NSEP exclusively supports language study in regions of the world that are less-common destinations for American students. NSEP award recipients have studied in more than 120 countries, enhancing their proficiencies in more than 100 different languages.
2. Of all the U.S. students who study abroad, 2.3% enroll in full academic- or calendar-year programs.[3]	2. NSEP emphasizes long-term academic study. Of all NSEP's 2017 award recipients, 85% opted to participate in study abroad for an academic year or longer.
3. Of all higher education foreign language enrollments in U.S. higher education, 76% are in Spanish, French, German, and American Sign Language.[4]	3. NSEP focuses on the study of non-Western European languages, including Arabic, Mandarin, Persian, and other languages critical to national security and global competitiveness.
4. The average U.S. college language major reaches limited working proficiency (at best) in commonly taught languages.[5]	4. NSEP-sponsored language study is rigorous and effective. Award recipients are high-aptitude language learners who, over the course of their NSEP-funded study, often achieve limited working- to fully professional-level proficiency in their chosen, critical language.

[2] *Institute of International Education (IIE). (2017). Open Doors Report 2017. Retrieved from http://www.iie.org/research-and-publications/open-doors/data. December 7, 2017.*
[3] *Institute of International Education (IIE). (2017). Open Doors Report 2017. Retrieved from http://www.iie.org/research-and-publications/open-doors/data. December 7, 2017.*
[4] *Goldberg, Looney & Lusin (2015). Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2013. Modern Language Association. Retrieved December 7, 2017 from https://www.mla.org/content/download/31180/1452509/EMB_enrllmnts_nonEngl_2013.pdf*
[5] *Brown, Tony and Jennifer Brown. (2015). "To Advanced Proficiency and Beyond," Georgetown University Press.*

NSEP PROGRAMS

Today, NSEP, as part of DLNSEO, manages critical initiatives designed to attract, recruit, and train a future national security workforce. All of NSEP's programs, as well as DLNSEO's broader strategic policy-making, are designed to complement one another, ensuring that the lessons learned in one program inform the approaches of the others. NSEP's full listing of initiatives includes:

- **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 to develop independent projects that combine study of language and culture in geographic areas strategic to U.S. national security with 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
  - K-12 Initiatives
  - Regional Flagship Languages Initiative
  - Proficiency Initiative
  - Flagship Technology Innovation Center and
  - State Language Roadmaps.
- **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 particular focus given to Senior Military Colleges[6], to improve the language skills, regional expertise, and intercultural communication skills of ROTC students.
- **Language Training Centers**: Initiative based at U.S. institutions of higher education, in partnership with the Department of Defense (DoD), intended to deliver specific linguistic and cultural training for active duty, Reserve Component, National Guard, and DoD civilian personnel.

[6] *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.*

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 entire linguistic, regional, and cultural spectrum of activity – from public school education to initial foreign language training for civilian and military populations; assessment, enhancement, and sustainment of that training; and 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.

DLNSEO works with the National Security Education Board (NSEB) and the Defense Language Steering Committee (DLSC) to develop guidance for NSEP. NSEB and DLSC members alike serve in an advisory capacity. While 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 fills both DoD's and the nation's foreign language needs in many ways. It 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 the ODNI, the Department of State, and the Department of Education to tackle inter-agency language training issues. It has produced the types of real results required to impact the nation's linguistic, regional, and cultural capabilities for the present and into the future.

DLNSEO Director Michael Nugent speaking at the Boren Awards Seminar

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 to support the enhancement of kindergarten through 12th grade to post-secondary education programs, 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 SERVICE REQUIREMENT

In exchange for funding support, NSEP award recipients agree to work in qualifying national security positions.[7] This unique service requirement generates a pool of outstanding U.S. university 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.[8] Award recipients from 2008-present are required to first search for positions in four "priority" areas of government, namely:

- Department of Defense
- Department of Homeland Security
- Department of State or
- Any element of the Intelligence Community.[9]

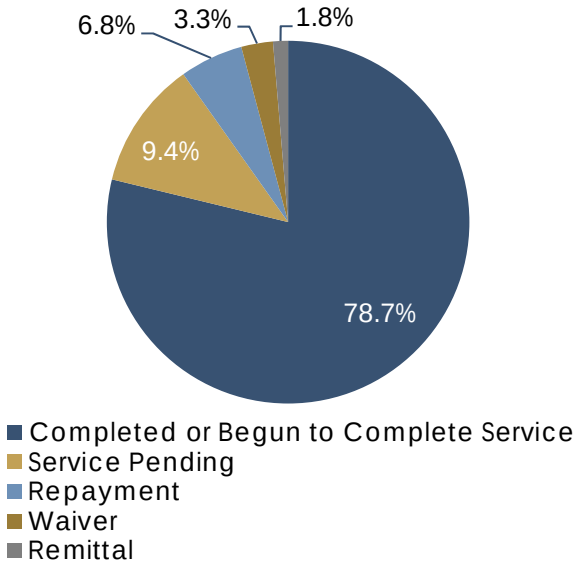
If they are unable to secure work in one of the priority areas, they can search anywhere in the federal government for positions with national security responsibilities. NSEP defines national security broadly. Thus, when reviewing non-priority agency requests for service credit, NSEP considers the job's potential to impact the nation in sectors ranging from economic stability and international development to water security and public health.

As a final option, award recipients may fulfill their service in education. Work in education is only approved after an award recipient has made a demonstrated good-faith effort to first find positions within the four priority areas of government, and then in any national security-related federal position.

SERVICE REQUIREMENT PLACEMENTS

NSEP tracks Service Requirement fulfillment by collecting information from its award recipients through an annually submitted Service Agreement Report (a digital document that monitors progress towards service completion).

1994-2017 SERVICE REQUIREMENT COMPLETION FOR NSEP AWARD RECIPIENTS WHO HAVE REACHED THEIR SERVICE DEADLINE (N=4,434)



Of the 4,434 NSEP award recipients who have reached their Service Requirement deadline of December 31, 2017 or sooner, 3,490 (78.7%) have completed, or begun to complete, their service obligation through federal service or a position in U.S. education. The federal entities where award recipients have worked and/or are currently working include the Department of Defense, the Intelligence Community, and the Departments of Commerce, Energy, Homeland Security, Treasury, and State. Nearly 1,000 awardees have contributed their skill-sets to the academic sector, working in the field of education.

[7] *For a full legislative history of the NSEP Service Requirement, please refer to Appendix C*

[8] *National Defense Authorization Act for Fiscal Year 2008, P.L. 110-181, Section 953*

[9] *NSEP considers requests for service approval of priority agency government contract work on a case-by-case basis.*

Many award recipients are still students and therefore have not yet begun seeking employment to fulfill their Service Requirement.

Other recipients have entered further education programs and have not yet entered the job market. There are also individuals who have just entered the job market in the past year and those who have been in the job market for more than a year but have not yet found work in fulfillment of the Service Requirement.

The Service Requirement is also considered fulfilled if the award recipient opts to repay his or her award, or receives a waiver of the Service Requirement. To date, 447 award recipients have been relieved of their service obligation through these measures.

NSEP pursues and collects repayment from delinquent award recipients who neither fulfilled their Service Requirement nor repaid their Fellowship or Scholarship. The U.S. Department of the Treasury administers the collection of award money via its Treasury Offset Program. Less than two percent of all award recipients have been delinquent in fulfilling their Service Requirement.

NSEP DEADLINES AND REQUIREMENTS

Boren and 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, but is not limited to, enrollment in any degree-granting, accredited institutions of higher education.

In order to remain in good standing with the NSEP office, award recipients must: annually submit a Service Agreement Report; upon graduation, update their online NSEP database resume; and update their online NSEP database job search log on a regular basis.

PIPELINE TO FEDERAL SERVICE

NSEP provides an innovative pathway to public 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. citizens.

SUPPORTING AWARD RECIPIENTS THROUGHOUT THE JOB-SEARCH PROCESS

While it is each award recipient's responsibility to find federal, national security employment, there are many resources available to facilitate the process. These resources include hiring events, exclusive internship programs, and individual career guidance support.

HIRING EVENTS

In 2010, NSEP began organizing and implementing on-site, exclusive federal and private industry hiring events. These events have directly facilitated the hiring of NSEP award recipients at multiple federal departments and agencies, such as the Department of State, Office of Naval Intelligence, Defense Intelligence Agency, National Geospatial Intelligence Agency, and the National Security Agency. In 2017, NSEP held exclusive events at the Central Intelligence Agency and the Office of Personnel Management.

In addition, NSEP hosts an interagency career fair each September, during which NSEP awardees are given the opportunity to liaise, provide

résumés, and interview with federal hiring officials; roughly 20 agencies from across the federal sphere have participated in the NSEP career fair since 2010. Annual attendees include the Departments of Commerce, Defense, Homeland Security, and State; various Intelligence Community components; the U.S. Agency for International Development; and the National Oceanic and Atmospheric Administration.

INTERAGENCY COLLABORATION

In 2013, NSEP, in partnership with the Defense Intelligence Agency (DIA), launched an internship program exclusively open to NSEP award recipients. Using the NSEP/DIA internship program as a model, in 2015, NSEP partnered with the Department of Homeland Security's Federal Emergency Management Agency (FEMA) to create another internship program exclusively for NSEP awardees. In 2016, DHS's Office of Intelligence and Analysis and the Department of Commerce's International Trade Administration partnered with NSEP to establish an internship and fellowship program, respectively. In total, more than 30 NSEP awardees have been offered positions through these exclusive opportunities.

CAREER GUIDANCE

NSEP staff members provide guidance and support to award recipients throughout their job searches. They offer consultations, résumé/cover letter reviews and workshops, lead webinars on the NSEP Service Requirement, and disseminate information to award recipients about the logistics of fulfilling the Service Requirement.

NSEP staff members also collaborate with interagency partners to build hiring partnerships, which lead to the creation of exclusive job announcements for NSEP award recipients. These exclusive job announcements are made possible due to non-competitive appointment eligibility granted to NSEP award recipients by statute. From January 1, 2017 to December 31, 2017, NSEP posted 61 exclusive jobs on behalf of 21 federal agencies. Since 2003, NSEP has posted 599 exclusive job announcements.

When an NSEP Scholar or Fellow identifies a position in which he or she is interested, he or she may request that NSEP produce a letter of certification. These letters include a brief explanation of NSEP, certify the individual's status as an NSEP award recipient, and outline information about the special hiring advantages that NSEP alumni are eligible to use, streamlining the federal hiring process.

DEMONSTRATED COMMITMENT TO FEDERAL SERVICE

NSEP focuses on identifying scholarship and fellowship applicants motivated to work for the federal government and then builds bridges to assist 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 job consistent with his/her skills and career objectives. NSEP regularly reviews the federal placement process and routinely implements recommendations for modifications and refinements to this process.

NSEP ensures that award recipients are committed to working in the federal government. In the applications for both Boren Scholarships and Boren Fellowships, applicants are asked 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 both programs.

From the time of initial application through award-granting, the NSEP Service Requirement is highlighted to students, all of whom are given materials clearly outlining the terms of the Service Requirement.

PROVEN FEDERAL HIRING SUCCESS

Because of their outstanding performance in federal positions, NSEP award recipients have motivated many 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, and the National Aeronautics and Space Administration are just a few examples of agencies that have hired multiple NSEP awardees.

NEEDS ANALYSIS FOR AREAS OF EMPHASIS

NSEP 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), upon which it advises award recipients when they apply for overseas funding. Assessments for the list are routinely undertaken by these organizations. The National Security Education Board, in consultation with NSEP, reviews this list annually and recommends updates to USD(P&R) as appropriate.

NSEP AREA OF EMPHASIS: WORLD REGIONS/COUNTRIES[10]

East Asia/South Asia/Pacific Islands		
Bangladesh	Cambodia	China
India	Indonesia	Japan
Korea, South	Malaysia	Nepal
Pakistan	Philippines	Sri Lanka
Taiwan	Thailand	Timor-Leste
Vietnam		
Eastern Europe		
Albania	Armenia	Azerbaijan
Belarus	Bosnia Herzegovina	Bulgaria
Croatia	Czech Republic	Georgia
Hungary	Kazakhstan	Kosovo
Kyrgyzstan	Macedonia	Moldova
Montenegro	Poland	Romania
Russia	Serbia	Slovakia
Slovenia	Tajikistan	Turkey
Ukraine	Uzbekistan	
Latin America		
Argentina	Brazil	Chile
Colombia	Cuba	El Salvador
Guatemala	Haiti	Honduras
Mexico	Nicaragua	Panama
Peru	Venezuela	
Middle East/North Africa		
Algeria	Bahrain	Egypt
Israel	Jordan	Kuwait
Lebanon	Morocco	Oman
Qatar	Saudi Arabia	Tunisia
UAE	Yemen	
Sub-Saharan Africa		
Angola	Benin	Cape Verde
Congo, DRC	Congo, Rep.	Eritrea
Ethiopia	Ghana	Kenya
Liberia	Mali	Mozambique
Nigeria	Rwanda	Senegal
Sierra Leone	South Africa	Tanzania
Uganda		

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

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

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)

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 Board is comprised of six Presidential appointees as well as representatives from eight Cabinet-level departments. They collectively advise on NSEP's administration. The Assistant Secretary of Defense for Readiness serves as the Board Chair when the Under Secretary of Defense for Personnel and Readiness is unavailable to chair an individual meeting.

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

- 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, industry, and academia. The Board provides important 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 many 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, NSEP's Director 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 constituents, with Presidential appointees representing a larger constituency of members. Since award recipients must fulfill service in federal positions across government agencies related to national security, broadly defined, Board members represent the agencies that hire NSEP awardees. Board members help clarify how NSEP can best meet their needs and what skills they require to accomplish the missions of their departments. Members also advise staff on how to best engage with various agencies' hiring officials, helping to facilitate the job placement process.

2017 NSEB MEETINGS

NSEB June 2017 — The NSEB's June meeting focused on several key areas of interest: NSEP's role in executing the Defense Language Transformation Roadmap; the 10-year anniversary of the Project GO program; new program efforts, including the South Asian Flagship Languages Initiative and the newly-awarded state language roadmaps grants; and the incoming class of 2017 Boren Scholars and Fellows. The Board also reviewed and approved 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, unanimously recommending that NSEP add the National Aeronautics and Space Administration's Office of International and Interagency Relations to the current register.

NSEB members Martha Abbott (Left) and Maureen McLaughlin (Right) at the 2017 Boren Awards Seminar

The Defense Language Transformation Roadmap (DLTR) was published in February 2005 as the seminal document on DoD language policy. In the decade since its publication, NSEP has played an important role in the DLTR's way forward. Mrs. Gail McGinn (former Deputy Under Secretary of

Defense, Plans, and the Department's first DoD Senior Language Authority) began the June NSEB meeting by providing a retrospective look to Board members about the DLTR: why it was created, what it has done, and how it will continue to have an impact on the Department and the nation with respect to NSEP's initiatives. The Institute for Defense Analyses (IDA) is currently conducting a comprehensive assessment of the DLTR's required actions, examining the programs, policies, and initiatives that have since emerged. NSEP will bring their study to the Board upon completion.

The Board then turned to Project GO, NSEP's marquee program to provide ROTC cadets and midshipmen language training opportunities, both during the summer and during the academic school year. As the program reached its ten-year mark in 2017, NSEB members discussed what the program has accomplished and what the next ten years could hold.

Following a presentation by the Institute of International Education on the class of 2017 Boren Scholars and Fellows, the meeting concluded with programmatic updates, particularly expansion of the African Flagship Languages Initiative program to South Asia and Indonesia, as well as the newly awarded NSEP state language roadmaps grants.

NSEB September 2017 — Based on feedback from the June 2017 Board meeting, the NSEB focused in September on the National Language Service Corps (NLSC); outreach and recruitment strategies for the Boren and Flagship programs; reflections on hiring needs within the Intelligence Community from several interagency Chief Human Capital Officers; and a review of The Language Flagship's competition cycle.

As in June, the meeting began with a review of NSEP's list of federal national security organizations, with the Board unanimously recommending that NSEP add the Office of Personnel Management's National Background Investigations Bureau. Following this discussion, the Board moved into conversation regarding the NSEB's legislatively-expanded role with respect to the NLSC.

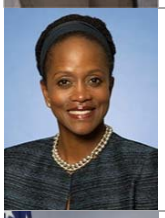
Dr. Esther Brimmer (Left), NSEB member, speaks with a Boren Award recipient at the 2017 Boren Awards Seminar

Members devoted significant time at the meeting to discussing opportunities to create a broader Boren awardee pool, nurturing an overall expansion of applicants. Increasing ethnic, geographic, and socio-economic diversity is a key goal for NSEP moving forward. Similarly, the Board concentrated on framing strategies to strengthen recruitment practices for the Flagship program.

As many Boren Scholars and Fellows aspire to careers within the Intelligence Community, a significant portion of the meeting was devoted to presentations from six Chief Human Capital Officers and Senior Language Authorities from the Central Intelligence Agency, the National Security Agency, and the Defense Intelligence Agency regarding their current hiring needs, how NSEP can select the best applicants to meet these needs, and how NSEP can best support our awardees in seeking and securing positions within their agencies.

The meeting concluded with general discussion and a review of The Language Flagship's competition cycle.

2017 NATIONAL SECURITY EDUCATION BOARD MEMBERS

	U.S. DEPARTMENT OF DEFENSE **Ms. Veronica Daigle** *Performing the Duties of the Assistant Secretary of Defense (Readiness)* *NSEB CHAIR*		U.S. DEPARTMENT OF DEFENSE **Dr. Michael A. Nugent** *Director, National Security Education Program* DESIGNATED FEDERAL OFFICIAL
	PRESIDENTIAL APPOINTEE **Ms. Martha Abbott** *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*
	U.S. DEPARTMENT OF STATE **Ms. Jennifer Galt** *Principal Deputy Assistant Secretary for Academic Programs, Bureau of Educational and Cultural Affairs*		PRESIDENTIAL APPOINTEE **Ms. Suzanne George**
	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*		PRESIDENTIAL APPOINTEE **Dr. Michael McFaul** *Director, Freeman Spogli Institute for International Studies* *Stanford University*
	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**		

BOREN SCHOLARSHIPS AND FELLOWSHIPS

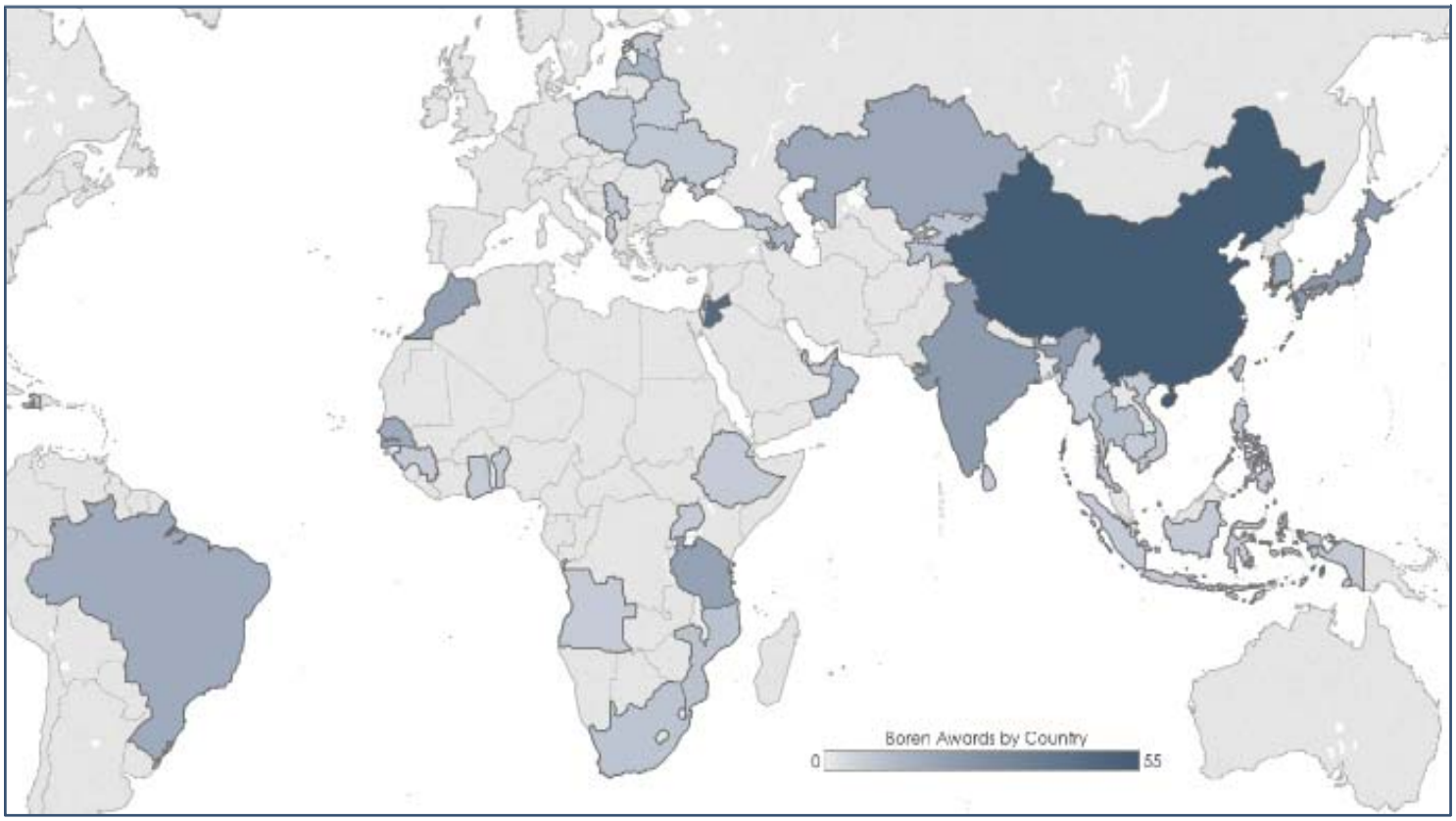
NSEP awards Boren Scholarships and Fellowships to America's future leaders – undergraduate and graduate students committed both to long-term, overseas immersive language study and to public service. Boren Scholars and Fellows, authorized under the David L. Boren National Security Education Act (NSEA), 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.

THE BOREN APPLICATION PROCESS

Every year, thousands of students apply for Boren Scholarships and Fellowships, which are awarded through a highly competitive, national, merit-based review process. In addition to letters of



Map of critical regions where 2017 Boren Awards recipients studied

recommendation, transcripts, and resumes; student applicants compose two essays that describe their study abroad program and their future academic and national security career aspirations. NSEP's definition of national security is broad, recognizing not only the traditional concerns of protecting and promoting American well-being, but also the challenges of a global society, including sustainable development, environmental degradation, global disease and hunger, population growth and migration, and economic competitiveness.

NSEP uses five primary considerations, among other criteria, to select meritorious awardees:

- Language of study
- Country of study
- Field of study/major
- Length of study and
- Commitment to public service.

The Boren program gives students the freedom and flexibility to work with their university in designing their ideal study abroad program. In order to apply for a Boren Scholarship, applicants select a study abroad program in consultation with their university study abroad office and Boren Campus Representative. Boren Fellowship applicants self-design a study plan based on academic and language study interests, as well as research and internship goals. Both Boren Scholar and Fellow candidates work with their Campus Representative to build strong application materials. In total, there are nearly 1,300 Boren Campus Representatives on approximately 1,200 college and university campuses across the country.

BOREN CONVOCATION AND PRE-DEPARTURE ORIENTATION

In June, NSEP hosts the class of newly-awarded Boren Scholars and Fellows in Washington, D.C. 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, the Peace Corps, 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 overseas study.

U.S. Senator Shelley Moore (Third from Left) of West Virginia meets with 2017 Boren Scholar constituents

BOREN AWARDEES OVERSEAS

While overseas, Boren Scholars and Fellows pursue a wide range of academic and professional activities. All Scholars and Fellows focus on language acquisition during their Boren experience, and in addition, may choose to participate in internship opportunities or conduct research.

Boren Scholars and Fellows have consistently achieved high levels of proficiency in their target language while participating in their overseas study. On average, Boren awardees reach at least a level 2 on the Interagency Language Roundtable (ILR). In general, students with ILR level 2 capabilities can hold a predictable conversation on general topics, participate in personal and accommodation-type interactions, as well as give and understand detailed instructions.[11]

The Institute of International Education (IIE) noted in its 2015 study, "The Boren Awards: A Report of Oral Language Proficiency Gains during Academic Study Abroad: A Cumulative Report over 15 Years and 53 Languages," that Boren awardees' language achievements correlate directly to the length of time they spend overseas. As the authors of the report note, there is a statistically significant relationship between the duration of time a student spends learning overseas and their corresponding language gains.

[11] *See Appendix K for explanation of Interagency Language Roundtable scale*

2016 Boren Fellow in India

Among the class of 2017 Boren Scholars and Fellows, nearly 85 percent 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 nearly 63 percent of students studied overseas for eight weeks or less.[12]

2017 PROGRAM HIGHLIGHTS

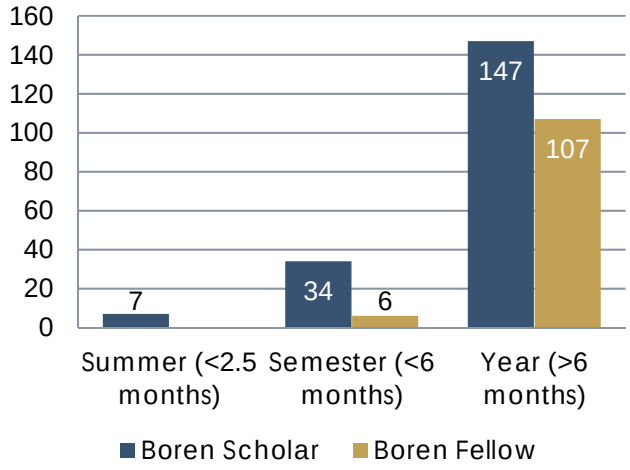
In 2017, NSEP awarded 188 Boren Scholarships and 113 Boren Fellowships, with an applicant acceptance rate of 23 percent for Scholars and 33 percent for Fellows.

	Boren Applicants	Boren Recipients
Scholars	791	188
Fellows	340	113
TOTAL	1,131	301

Boren Awardee Population

Overall, 147 (78 percent) Boren Scholars studied abroad for a full academic year, while 107 (94 percent) Boren Fellows studied abroad for a full calendar year. This figure is in stark contrast to the general study abroad population, where less than 2.4 percent of U.S. students choose to study abroad for a full year.

DURATION OF STUDY OVERSEAS BY BOREN SCHOLARS AND FELLOWS IN 2017



The class of 2017 Boren Scholars and Fellows reside in over 45 states, including Puerto Rico and the District of Columbia, and study at 132 institutions of higher education across the country. They traveled to 42 countries to study over 30 languages. Full listings of all 2017 Boren awardees' countries and languages of study are included in Appendices H and I respectively.

World Regions	Boren Scholars	Boren Fellows	TOTAL
East/Southeast Asia	69	38	107
Europe/Eurasia	16	12	28
Latin America	4	10	14
Middle East/North Africa	50	21	71
South Asia	27	13	40
Sub-Saharan Africa	22	19	41
TOTAL	188	113	301

East Asia and the Middle East/North Africa Regions 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 critical language expertise, they specialize in a wide variety of disciplines. In recent years, the number of students awarded Boren Scholarships and Fellowships specializing in the science, technology, engineering, and mathematics

[12] *Institute of International Education (IIE). (2015). Open Doors Report 2016. Retrieved from http://www.iie.org/research-and-publications/open-doors/data. December 7, 2016.*

disciplines (STEM) has grown significantly. Among 2017 Boren Scholars, there were 29 STEM majors, while nine Boren Fellows pursued graduate work in STEM fields.

Fields of Study	Boren Scholars	Boren Fellows	TOTAL
International Affairs	69	49	118
Social Sciences	50	26	76
Applied Sciences (STEM)	29	9	38
Area/Language Studies	30	11	41
Business	5	2	7
Other	5	16	21
TOTAL	188	113	301

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.[13]

2016 Boren Fellow volunteering in China

In calendar year 2017, post-tests had been completed by 137 Scholars and 90 Fellows. Among this population, 89 (64.9 percent) Scholars and 53 (70 percent) Fellows achieved a post-test oral proficiency level of 2 or higher on the Interagency Language Roundtable (ILR) scale following their study overseas.

Over the history of the program, the majority of Boren Scholars move from an ILR 0 or 1 on the oral proficiency assessment to an ILR 1+ to 2-level proficiency over the course of their Boren experience. A majority of Fellows move from ILR 1+ to 2 proficiency into 2+ to 3 level proficiency under the auspices of Boren funding.

BOREN FEDERAL CAREER SEMINAR

Upon returning from overseas study, NSEP invites awardees to Washington, D.C. for a two-day federal career seminar. The seminar provides attendees with the opportunity to network, participate in briefings on their Congressionally 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 20 federal partner agencies meeting with awardees, conducting interviews, and in some cases, making on-the-spot job offers.

2016 Boren Scholars and Fellows reconnect after their year abroad at the 2017 Boren Seminar

NSEP presented the Howard Baker, Jr. and the Sol Linowitz alumni awards at the 2017 Seminar.[14] These awards are given to Boren alumni who have made outstanding contributions to the nation's security community. The Baker Award was named in honor of Ambassador Howard Baker, Jr. and is awarded annually to a Boren Scholar alum, while the Linowitz Award is in honor of Ambassador Sol Linowitz and is awarded annually to a Boren Fellow alum.

NSEP awarded the 2017 Howard Baker, Jr. Award to Boren Scholar Master Sergeant Wayne "Chet" Drowns, who is currently a Counter Drug Intelligence Specialist for the Joint Interagency

[13] *For longitudinal data on the Boren Program, see Appendix P*

[14] *The awards have been conferred annually since 2007. See Appendix A and B for all Baker and Linowitz award winners*

Task Force West (JIATF West) Operations and Intelligence Directorate. NSEP awarded the 2017 Sol Linowitz Award to Boren Fellow Kristin Kelling. Ms. Kelling has been on detail from the Centers for Disease Control to the U.S. Department of State since September 2015. She serves as Deputy Director for Program Results and Impact Monitoring for the Epidemic Control unit in the Office of the U.S. Global AIDS Coordinator and Health Diplomacy.

MSgt. Drowns (Left) accepts the Howard Baker, Jr. Award for his exemplary service in the federal government with former NSEB Chair Dr. Van Winkle (Center) and DLNSEO Director Dr. Nugent (Right)

THE GOVERNMENT'S ONE-STOP-SHOP FOR FEDERAL HIRING

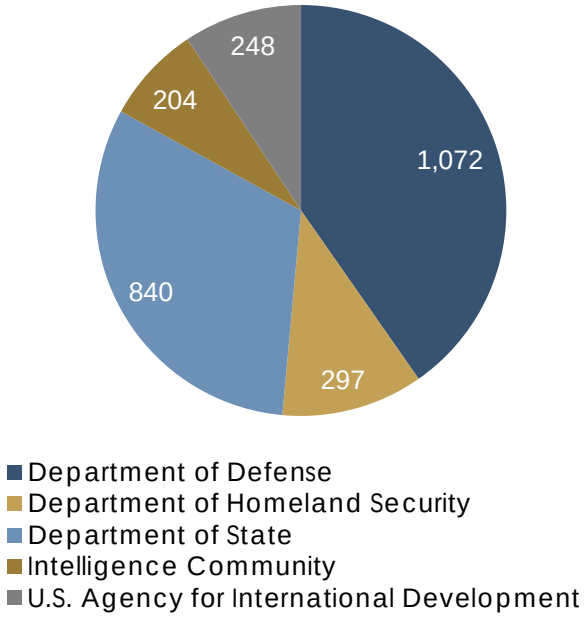
The NSEP Service Requirement is a cornerstone of the Boren program. Boren provides the nation's brightest minds an opportunity to go overseas, learn a critical language and gain cross-cultural competence, and then capitalize on their skills in positions that directly benefit the nation and national security interests. Boren is an excellent pathway into the Department of Defense, Department of Homeland Security, Department of State and the Intelligence Community, as well as a myriad of additional federal agencies, making it the leading program to which federal partners can reach out to find the talent they need.

Exclusive hiring authorities granted to awardees by Congress (Schedule A, 5 CFR 213.3102 (r) 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 status in the competitive service.

In accordance with these Congressionally legislated authorities, NSEP has posted more than 500 jobs since 2010 open exclusively to Boren awardees on behalf of dozens of partner agencies throughout the national security community. NSEP has become a primary source for many agencies seeking the highly talented and language and culture proficient pool of NSEP awardees.

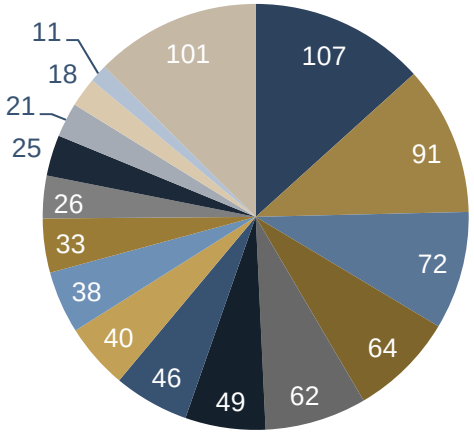
Federal agencies are increasingly engaging with NSEP to hold exclusive career events at their facilities. These events provide a direct avenue for awardees to learn more about the agencies' mission, speak with hiring managers, and apply for open job opportunities. The Department of State, Central Intelligence Agency, Defense Intelligence Agency, Office of Naval Intelligence, National Geospatial-Intelligence Agency, and the National Security Agency have all hosted career events for Boren awardees.

NSEP SERVICE ACROSS PRIORITY AGENCIES[15]



[15] *See Appendix D for more details on where Boren Scholars and Fellows have fulfilled their service requirement*

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



- Department of Commerce
- Congress
- Department of Justice
- Peace Corps
- Department of Health and Human Services
- Department of Energy
- Veterans Affairs
- Department of the Treasury
- Department of Agriculture
- Federal Judiciary
- NASA
- EPA
- Department of the Interior
- Executive Office of the President
- Department of Labor
- Other

As the next generation of federal leaders, Boren Scholars and Fellows are equipped with linguistic and cultural competencies, multi-disciplinary academic skill-sets, and a strong desire to contribute to the nation's security through public service. Due to the strength of the program, Boren Scholars and Fellows have become the federal government's one-stop shop for its hiring needs.

2017 PROGRAM INITIATIVES

This year, Boren Scholarships and Fellowships focused strategically on strengthening and improving the awardee pipeline, as well as on career development resources and services:

Boren Mentorship

In 2017, NSEP facilitated the second annual Boren Mentorship Program with huge gains in participation, matching more recently-returned Boren recipients seeking federal employment with mid- to high-level Boren alumni serving in the public sphere. In total, 70 alumni were selected as mentors and matched with 104 mentees for the six-month program. Mentors included alumni working at the Department of Defense, Homeland Security, State, Commerce, Energy, Health and Human Services, Interior, and Agriculture as well as within the Intelligence Community, Military, Centers for Disease Control and Prevention, USAID, the Bureau of Indian Affairs, and Congress. Among the testimonials NSEP received post-program, one mentee stated: "This mentorship program allowed me to identify my goals and the next steps in my career. My mentor did an incredible job of keeping me accountable to my goals and I was able to accomplish more in the last six months than the last couple of years since I graduated. I feel very grateful to the Boren staff and my mentor for all the progress I made."

Boren Outreach Efforts

In 2017, NSEP conducted Boren outreach efforts across the U.S. to increase and diversify the applicant pool for the Boren Scholarship and Fellowship. On campus visits, the outreach team present in study abroad offices and classrooms, meet with prospective applicants one-on-one, as well as work with Boren Campus Representatives and the institution's faculty and staff to promote the opportunities and outcomes of the Boren Awards.

2010 Boren Fellow Lt. Ryan Sylvester who now serves in the U.S. Navy

NSEP Alumni Profiles

NSEP continues to strive to build stronger relationships with Boren alumni in the national security community. This year, NSEP profiled a diverse group of alumni on the Boren web portal from various agencies and departments, each with different regional and linguistic backgrounds.

The purpose of this outreach is twofold: to recognize the achievements of notable alumni, as well as to provide active job-seekers career

insights into identifying and securing federal employment in agencies throughout the federal government.

Webinar Series Roll-Out

In March 2017, NSEP spearheaded an effort to better inform and empower Boren award recipients through an online webinar series. Webinars were presented live and recorded, and include a feature for awardees to submit questions directly to the presenters. The recording and presentation slides remain accessible via the Boren web portal. The webinar series covered topics such as "Understanding your NSEP Service Requirement," "How to Jumpstart your Federal Job Search," "Crafting your Resume and Cover Letter," "Non-Traditional Paths to Fulfilling your Service Requirement," "Navigating NSEPnet," "Interviewing Tips," and "Security Clearances."

Expansion of Social Media Presence

In June 2017, NSEP expanded its social media presence to include an official Boren Awards Alumni group on LinkedIn. As of December 2017, more than 600 NSEP alumni have joined the group to share professional opportunities and network with other NSEP award recipients, strengthening the Boren alumni base. In addition to the Boren Awards Alumni group on LinkedIn, NSEP has a strong presence on Facebook, YouTube, and Twitter.

ROTC Boren Initiative

In 2017, the Boren Awards, in coordination with ROTC Flagship and Project Global Officer (Project GO) initiative, expanded support to 22 qualified cadets and midshipmen. Based in part on its successful partnerships with the Services, NSEP continues to expand 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 Boren-funded overseas 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.

FOCUS ON THE FUTURE: BORENS AS LEADERS IN GOVERNMENT SERVICE

For more than 20 years, Boren Scholarships and Fellowships have provided a pathway for committed and globally-conscious recipients to apply their skills to the national security sector.

As the program has continued to grow, so has the alumni base. These alumni are located all across the federal government, each drawing upon the skills they have cultivated during their study abroad experience in their current position. Be it adaptability, language skills, or even the ability to think quickly on one's feet, the personal benefits of the Boren Awards lead to professional advantages.

Boren recipients continue to assume key leadership positions throughout the federal sector. These gifted alumni define, shape, and grow the Boren program. Their contributions to the government ensure that the Boren program will remain a key component of the larger national security strategy for years to come.

THE LANGUAGE FLAGSHIP: OVERVIEW

The Language Flagship is authorized under the David L. Boren National Security Education Act (NSEA), as amended, P.L. 102-183 as 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 our national and economic security.

Arabic Flagship student presenting at the University of Maryland Flagship Research Colloquium

The Language Flagship core program is comprised of Domestic Flagship Programs, built through grants to U.S. Institutions of Higher Education (IHEs), and Overseas Flagship Centers, built through relationships with foreign universities and 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.

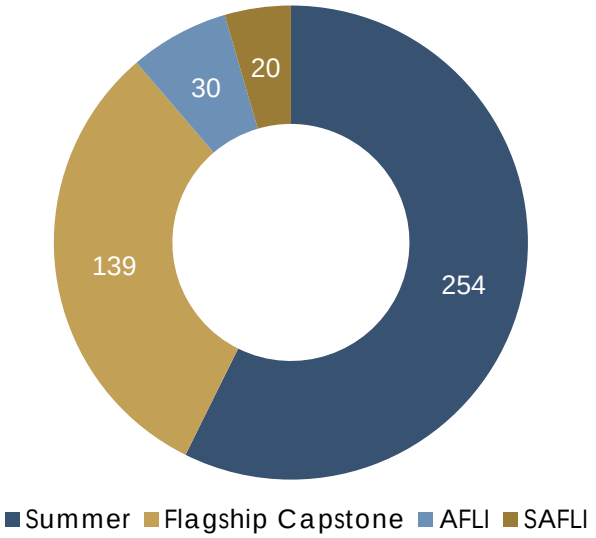
In addition to the core program, The Language Flagship sponsors the following initiatives to promote and improve U.S. students' language learning and cultural expertise:

- K-12 / Higher Ed Partnership Initiatives
- African Flagship Languages Initiative
- South Asian Flagship Languages Initiative
- Proficiency Initiative
- Flagship Technology Innovation Center
- State Language Roadmaps.

These additional initiatives and programs allow Flagship to develop language resources, strengthen the K-12 language pipeline and make key investments that foster the adoption of proficiency testing, meaningful technology use, advanced level teaching and teacher preparation, and enhance opportunities for students to fulfill federal government service.

For academic year 2016-2017, The Language Flagship sent 443 students overseas for immersive language and culture learning. Flagship currently has 131 2017-2018 Flagship students participating in the Overseas Capstone; an additional 15 Chinese and Portuguese students will begin their Capstone experience in spring 2018.

2017 FLAGSHIP OVERSEAS ENROLLMENT



THE LANGUAGE FLAGSHIP: CORE PROGRAM

The Language Flagship currently sponsors 25 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 3[16] in one of The Language Flagship's target languages.

With ILR 3 or professional-level language proficiency as the program goal, Flagship universities have enhanced their language offerings and curriculum creating more intensive language programs that start at the beginner level and build through to the ILR 3 level. All Flagship programs provide:

- Weekly group and individual tutoring
- Integrated content-based instruction and courses across disciplines
- Immersive learning environments, such as language houses
- Cultural functions and events
- The expectation of student success, including the goal of professional-level proficiency and "Flagship Certification."

Domestic Flagship Programs augment the student classroom instruction by structuring meaningful learning interventions, setting goals for individual progress, and the thoughtful use of assessments to track student proficiency development toward meeting the Flagship goals.

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 individual 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 Flagship Centers provide students continued directed language instruction that articulates from their domestic Flagship learning. Overseas, the Flagship students must enroll in coursework for their major and participate in a professional internship experience. All instruction is in the target language, giving students the opportunity to use language in both academic and professional environments. In addition, most students take advantage of home-stay experiences, which completes the immersive environment, develops their language proficiency, and provides deeper understanding of the local culture.

Persian Flagship students animated traditional stories with noted animation artist

The Language Flagship Persian Program uses a yearlong domestic Capstone immersion conducted by 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.

[16] *See Appendix K for Interagency Language Roundtable. Retrieved from http://www.govtilr.org/skills/ILRscale2.htm November 1, 2016.*

FLAGSHIP FEDERAL SERVICE INITIATIVES

A continuing goal of The Language Flagship program is not only to provide students the training and opportunities to develop professional level language skills, but also to engage students interested in government service. Boren Flagship Scholarships and ROTC Flagship ensure that Flagship students use acquired language skills in the service of the government or the military. In addition the Regional Flagship Language Initiatives provide expanded language and culture training for Boren Scholars and Fellows studying in Africa and India. In 2017, the Flagship programs sponsored 119 students with service commitments (26 Boren Flagship; 43 contracted ROTC Flagship; 50 Regional Flagship Initiatives awardees). In addition, NSEP collaborates with federal agencies to coordinate internship opportunities and other professional opportunities for Flagship students as pathways into federal service.

Indiana University Turkish Flagship Students at U.S. Ambassador's home in Azerbaijan

BOREN FLAGSHIP SCHOLARS

The Boren Scholars program received 65 Flagship student applications for Boren Scholarships. In early 2017, NSEP awarded 26 Boren Flagship Scholarships for study at Overseas Capstone Centers in Azerbaijan (2), China (9), India (2), Kazakhstan (6), Morocco (6) and South Korea (1).

Boren Flagship Scholars meet NSEP's dual goals of cultivating professional-level language proficiency and developing high-quality candidates for federal service. The Flagship program continues to improve recruitment of Flagship students who apply and then receive Boren Scholarships. Boren outreach and funding opportunities at Flagships increase the pool of Flagship certified students who can address the current and future needs of the federal government for language and culture expertise.

ROTC FLAGSHIP

The Language Flagship, in coordination with the Project Global Officer (Project GO) program launched the ROTC Flagship initiative in 2012. The goal of the ROTC Flagship initiative is to significantly increase the number of future military officers who commission with professional-level language proficiency. This effort reduces the burden on the services for costly 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 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. Like the Air Force, the Army is also providing 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.

Also, Flagship directly invests in one Senior Military College, the University of North Georgia (UNG), who has a Chinese ROTC Flagship program. There

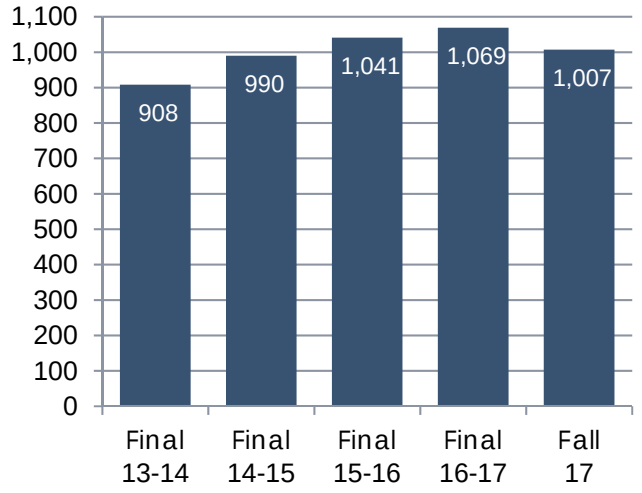
are 17 ROTC cadets enrolled in UNG's Chinese Flagship program for academic year 2017-2018.

ROTC Flagship initiative 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. In academic year 2017-2018, there are 69 ROTC cadets and midshipmen enrolled in The Language Flagship in Arabic, Chinese, Korean, Persian, Russian and Turkish programs (43 currently contracted). This number includes 7 ROTC cadets who are currently participating in Capstone programs in Arabic, Chinese, Russian, and Turkish, in addition to 7 ROTC cadets who completed capstone in 2017 and are commissioning. The current Service Flagship ROTC breakdown is as follows: Army - 43; Air Force - 24; and Navy - 2.

2017 PROGRAM ENROLLMENTS

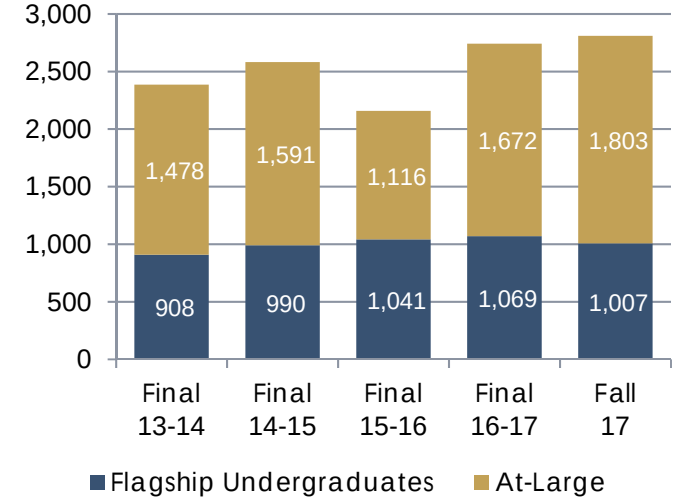
For fall 2017, there are 1,007 Flagship Undergraduates participating in The Language Flagship programs.

2013-2017 FLAGSHIP UNDERGRADUATE ENROLLMENTS



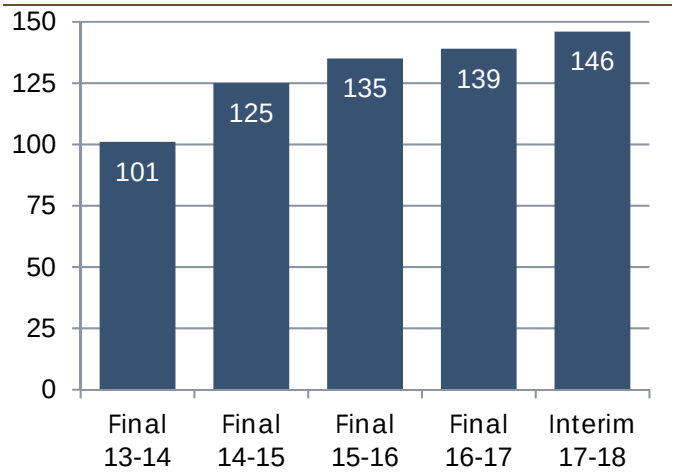
At the Domestic Flagship Centers, an additional 1,803 students participated in Flagship courses and activities. These at-large students are the key to Flagship program recruitment. Flagship programs provide the same level of rigor and access to high-level language instruction to all students who choose to participate in Flagship coursework. This approach improves the whole of the university language instruction in Flagship languages. The Flagship mid-year enrollment for 2017-2018 academic year is 2,810 students.

2013-2017 DOMESTIC FLAGSHIP PROGRAM ENROLLMENTS



Flagship students who demonstrate advanced level skills (ILR Level 2 or above) in speaking and a minimum of ILR 2 in reading and listening (with no lower than ILR 1+ in any modality) are eligible to participate in a year abroad at an Overseas Flagship Center. For fall 2017, 131 students participated in one of the Flagship Overseas Capstone programs; an additional 15 Chinese and Portuguese students will begin their Capstone experience in spring 2018.

2013-2017 OVERSEAS FLAGSHIP CAPSTONE ENROLLMENTS

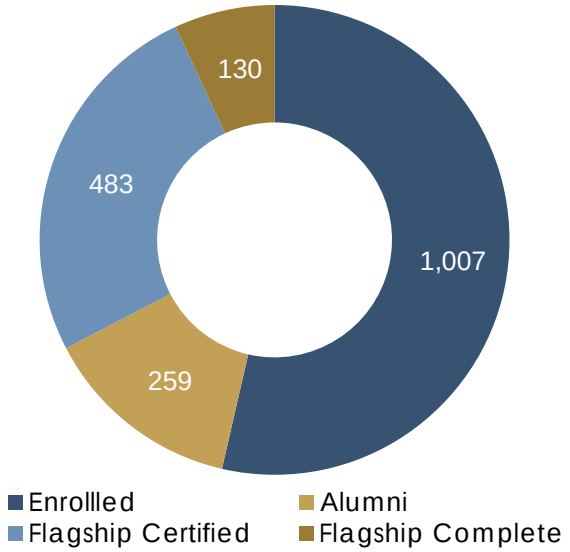


The Student Certification System (SCS) is a web-based database that captures student program progress and longitudinal proficiency data to better ensure the effectiveness of the Flagship programs. Upon a student's completion of their

undergraduate degree and Flagship program, they can earn one of three Flagship designations: Alumni, Flagship Completion and Flagship Certified.

- Alumni are students who participate in a Flagship domestic program but are unable to participate in an Overseas Capstone.
- Flagship Completion is earned by those students who complete a Flagship Domestic Program and the Flagship Overseas Capstone, but demonstrate less than professional proficiency on their post-program assessments.
- Flagship Certification is conferred on those students who completed a Flagship Domestic Program and Flagship Overseas Capstone, and demonstrated professional proficiency on their post-program assessment. Those who achieve ILR 3 proficiency in three skills (Speaking, Reading and Listening) receive Certification with Distinction.

2017 FLAGSHIP SCS STUDENT STATUS



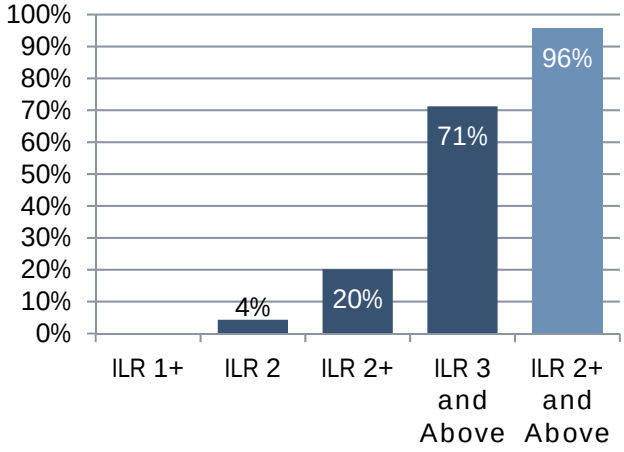
Since 2012, 483 Flagship students have been certified and recorded as certified in SCS. In 2016, the Flagship program added an additional level of distinction, Flagship Completion, which has 130 to recognize the efforts of students who successfully completed an Overseas Capstone but did not demonstrate ILR 3 proficiency in speaking.

University of Georgia Portuguese Flagship students in Brazil

2017 PROFICIENCY RESULTS

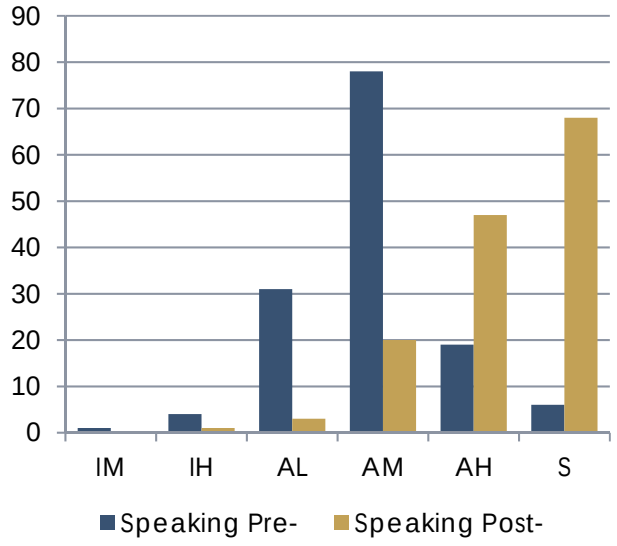
The 2017 Flagship student outcomes show that 139 Flagship undergraduates were tested using post-Capstone OPI, and of these 71 percent demonstrated Interagency Language Roundtable (ILR) Level 3 (professional-level) proficiency in speaking, and 96 percent achieved a ILR 2+ or higher.

2017 POST-CAPSTONE ILR SPEAKING PROFICIENCY OUTCOMES (N-139)



In 2017, capstone assessments were also rated using the ACTFL scale. Of the 139 scored assessments, 68 students demonstrated ACTFL Superior Proficiency and 47 demonstrated Advanced-High proficiency in speaking.

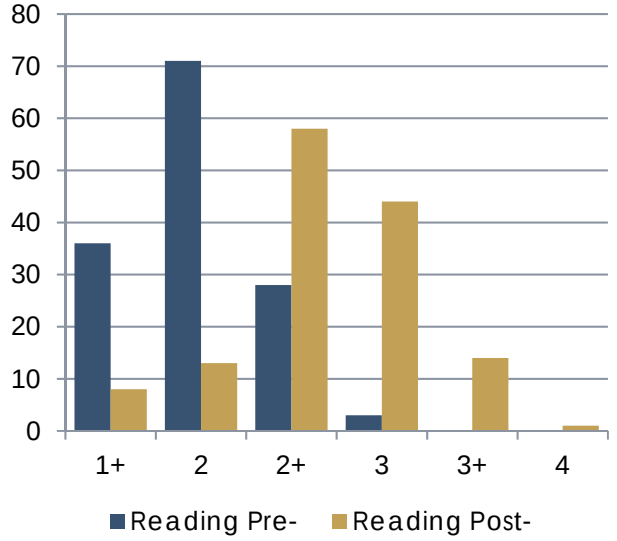
2017 PRE- AND POST-CAPSTONE ACTFL SPEAKING PROFICIENCY (N-139)



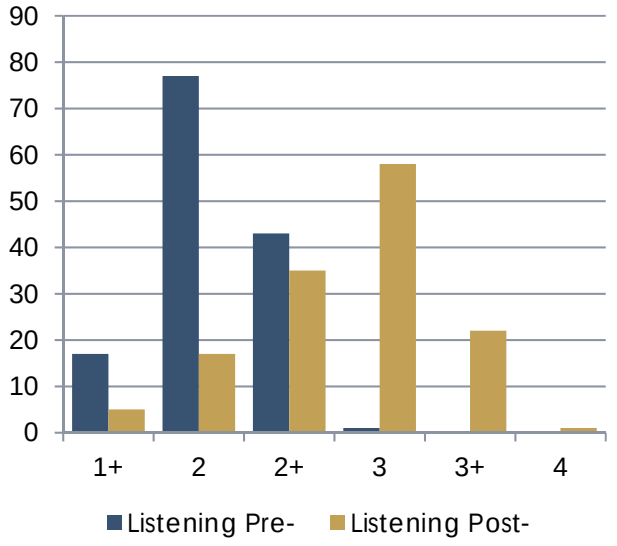
Of the group of returning capstone students, 138 students completed assessments through the Flagship Assessment battery in reading, and listening administered through American Councils for International Education.

Eighty-four percent of Flagship students who completed the Flagship Reading Assessment scored in the ILR 2+ range or higher, and 42 percent scored in the ILR 3 range or higher. For the Flagship Listening Assessment 83 percent scored in the ILR 2+ range or higher, and 58 percent scored in the ILR 3 range or higher.

2017 POST-CAPSTONE ILR READING PROFICIENCY (N-138)



2017 POST-CAPSTONE ILR LISTENING PROFICIENCY (N-138)



The assessment outcomes show that 32 percent of the 2016-2017 Flagship Capstone group demonstrated 3/3/3 or ILR 3 proficiency in the modalities of speaking, listening, and reading upon completion of their overseas year. The results for 3/2+/2+ were 58 percent of the cohort demonstrated this exit proficiency.

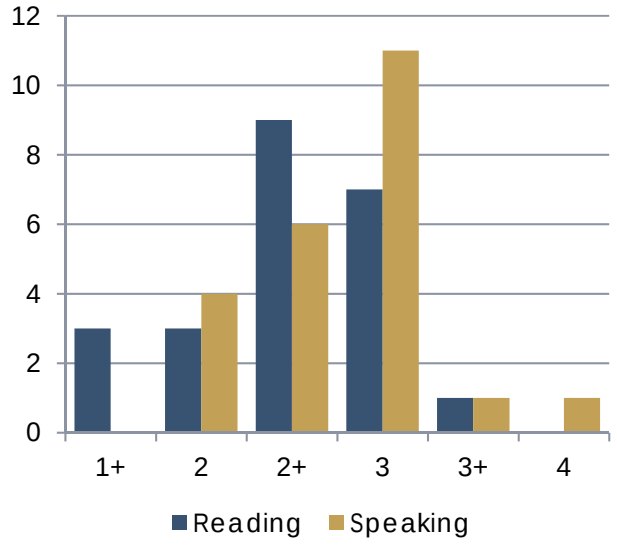
In the domestic pipeline, the number of students preparing for study at one of the Overseas Flagship Centers for the 2018-2019 academic year abroad is increasing. For the current 2017-2018 academic year, The Language Flagship has 146 students undertaking study and work experiences through Overseas Flagship programs.

BOREN FLAGSHIP SCHOLAR ASSESSMENT

In 2017, NSEP worked with the Foreign Service Institute (FSI) to test Boren Flagship Scholars upon completion of their Overseas Flagship Center program. Assessment conducted by FSI assessed the students' Speaking and Reading proficiency.

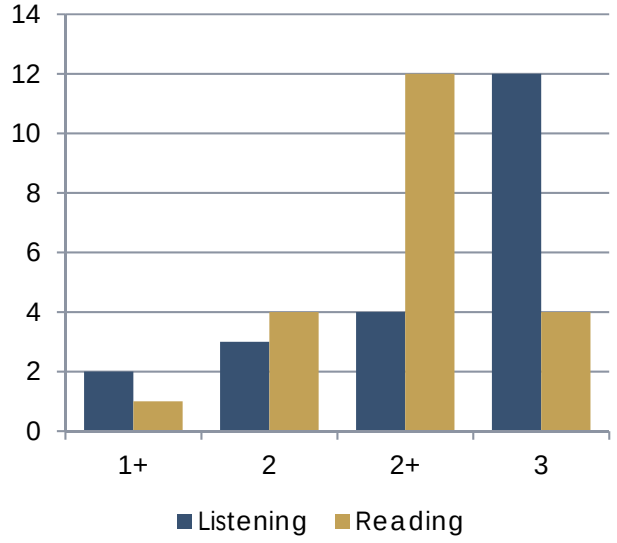
Of the 25 Boren Flagship students who completed a capstone program, 23 were assessed by FSI 13 (57 percent) received an ILR Level 3 or higher on their FSI speaking assessment and 8 (35 percent) received an ILR Level 3 or higher on their FSI reading assessment; 19 (83 percent) received an ILR Level 2+ or higher on their FSI speaking assessment and 17 (74 percent) received an ILR level 2+ or higher on their FSI reading assessment.

2017 BOREN FLAGSHIP SCHOLAR FSI EXIT PROFICIENCY (N-23)[17]

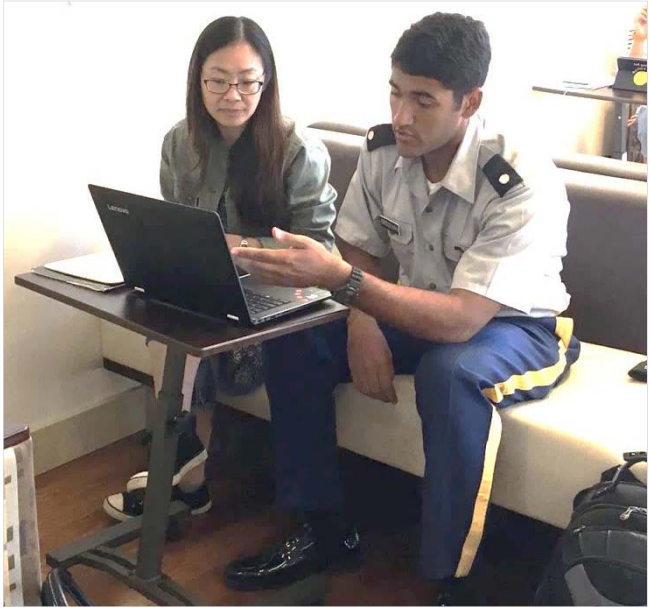


From the group of 8 Arabic Flagship Boren Scholars, 7 took the FSI Egyptian and 8 took the Moroccan dialect speaking assessments. For the FSI Egyptian dialect speaking test, 4 (57 percent) received an ILR 3 or higher and 7 (100 percent) received an ILR 2+ or higher. For the FSI Moroccan dialect speaking test, 3 (38 percent) received an ILR 3 or higher and 6 (86 percent) received an ILR 2+ or higher.

2017 BOREN FLAGSHIP SCHOLAR DLPT EXIT PROFICIENCY (N-21)



Twenty-one Boren Flagship Scholars also took the Defense Language Proficiency Test (DLPT) listening and reading assessments.[18] Of the students tested, 12 (57 percent) scored an ILR 3 in listening and 4 (19 percent) scored an ILR 3 in reading, while 16 (76 percent) scored an ILR 2+ or higher in listening and 16 (76 percent) scored an ILR 2+ or higher in reading.



University of North Georgia ROTC Chinese Flagship student

In total, 13 (57 percent) of the 23 students demonstrated ILR 3 professional proficiency or higher in at least one modality on either the FSI or DLPT tests, while 19 (83 percent) demonstrated ILR 2+ or higher proficiency on either a FSI or DLPT assessment.

2017 PROGRAM INITIATIVES

TEACHER TRAINING WORKSHOPS: The Language Flagship supported professional development across the Flagship programs and collaborated with the Defense Language Institute on teacher training and on sharing best practices of instructor professional development. Through the annual Teacher Training Workshop competitions, Flagships have the opportunity to disseminate their Flagship-proven pedagogy, methods, curricula, and interventions across all programs. The 2017 teacher workshop grants were awarded to the Brigham Young University Chinese Flagship

[17] One Boren Flagship Scholar commissioned prior to testing, while the second was unavailable for Post-Capstone testing.

[18] Boren Flagship scholars only take the lower level DLPT. The lower level DLPT tests from 0-3 on the ILR scale. Boren Flagship scholars do not take the upper level DLPT which tests from 3+-4 on the ILR scale.

Program and University of California, Los Angeles (UCLA) Russian Flagship Program.

The Brigham Young workshop focused on Chinese professional development for both the Language Flagship and Project GO faculty and language instructor community. This workshop also included participation from the Defense Language Institute. The summer workshop had two objectives: 1) provide teachers with instructional approaches for moving students from Intermediate to Advanced proficiency, and 2) guide instructors in designing and using a curriculum that effectively address all modalities, including special reinforcement of reading skills.

Russian Flagship students at the University of Wisconsin Madison

The Russian Flagship at UCLA hosted a workshop titled "Teaching Russian from the Intermediate/1 to Advanced/2 Levels of Proficiency", which also included Flagship, Project GO and Defense Language Institute participants. The UCLA workshop provided participants with insights into the natural and logical connections between teaching writing and reading, writing and listening, writing and speaking, and provided the attendees with strategies on how to capitalize on these connections in an instructional setting.

OVERSEAS PROGRAM CHANGES: In August 2016, one of the Chinese Overseas Flagship Centers relocated to Beijing Union University. The first Capstone cohort completed the program in Beijing in May 2017. Flagship continues to provide additional oversight and assistance to the Overseas Flagship Center to ensure their teaching program can successfully prepare Capstone students who will complete their program demonstrating professional level proficiency.

In September of 2016, the Turkish Overseas Flagship Center was relocated to Azerbaijan University of Languages (AUL) for the 2016-2017 academic year. The Turkish Capstone program in Baku demonstrated effectively that they were able to produce students who met the Flagship expectations for the 2016-2017 immersion.

FLAGSHIP CULTURE INITIATIVE: In 2017, the Flagship program awarded a grant to a consortium of Flagship programs lead by the University of Maryland to undertake a Culture Initiative to develop open-source online culture curriculum across the Arabic, Chinese, and Russian programs and general cultural awareness materials for all Flagship language programs. The materials developed will be used for the cultural preparation of students preparing for and participating in the Flagship Overseas Summer and Capstone programs. The culture initiative will also identify gaps in current preparation for those students with advanced language proficiency in domestic Flagship programs who will undertake academic study, internships, and host family experiences overseas.

INTERNSHIPS: The Language Flagship expanded its internship options to accommodate the growth of participants in Flagship overseas programs. The Capstone internship is an integral component of the overseas program and provides students an opportunity to develop professional language proficiency in an area related to their career interests. The Capstone internship also provides students an invaluable opportunity to gain cultural insight through observing and participating in a professional environment while overseas. Whether the internship is within a multinational corporation, an academic laboratory, or a small local business, the value of learning field or region-specific language and operating in a foreign professional context is immeasurable.

2017 LANGUAGE FLAGSHIP INSTITUTIONS

ARABIC

Indiana University
University of Arizona
University of Maryland
University of Oklahoma
University of Texas
Arab-American Language Institute in Morocco*
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
Nanjing University, China***
Beijing Union University, China*

KOREAN

University of Hawaii
Korea University, South Korea

PERSIAN

University of Maryland

PORTUGUESE

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

RUSSIAN

Bryn Mawr College
Portland State University
University of California, Los Angeles
University of Wisconsin, Madison
Al-Farabi Kazakh National University, Kazakhstan*

TURKISH

Indiana University
Azerbaijan University of Languages, Azerbaijan *

AFRICAN FLAGSHIP LANGUAGES INITIATIVE

University of Florida
The West African Research Center, Senegal*
Universidade Eduardo Mondlane, Mozambique*
MS-Training Center for Development Cooperation, Tanzania*

SOUTH ASIAN FLAGSHIP LANGUAGES INITIATIVE

University of Wisconsin, Madison
American Institute of Indian Studies, India*

Overseas Flagship Centers are in Italics

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

THE LANGUAGE FLAGSHIP: K-12 PROGRAMS

The NSEP Kindergarten through grade 12 (K-12) initiatives help address the shortfall of U.S. citizens graduating high school with foreign language proficiency and in-depth knowledge of other cultures and regions. Improving and expanding K-12 foreign language education with proven models for states and localities to replicate is necessary to address national security and economic needs.

In 2017, The Language Flagship's higher education partnerships with K-12 educators impacted 32,868 students, 709 teachers, and 167 administrators in 22 states. The Language Flagship remains invested in high-quality, results-oriented K-12 critical foreign language programs that graduate high school students with useable language abilities in Chinese, Portuguese, and Russian. There is a growing pool of such students poised for recruitment into Language Flagship programs. Once admitted into a Flagship institution, these students are positioned to make steady progress towards Interagency Language Roundtable (ILR) Level 3 proficiency (general professional proficiency).

The Language Flagship's strategic K-12 investments include a K-16 articulated program, a national consortium, and a K-12 blended learning pilot, as well as Flagship Linkages projects focused on language articulation between secondary and postsecondary programs. Results-oriented proficiency targets, curriculum frameworks, units, lesson plans, literacy materials, and professional development resources improve teaching and learning in Language Flagship K-12 partner schools and serve as models for replication and use more broadly.

K-16 ARTICULATED PROGRAM: PORTLAND PUBLIC SCHOOLS AND UNIVERSITY OF OREGON CHINESE LANGUAGE FLAGSHIP

The Portland Public Schools (PPS)-University of Oregon (UO) K-16 Chinese Language Flagship began in 2005 and continues to serve as the national demonstration project for a fully articulated Mandarin Immersion Program (MIP). The August 2017 directory of such programs compiled by the Mandarin Immersion Parents Council attests to the groundbreaking nature of this endeavor. There are only two other fully articulated, public school K-12 programs in the nation, and neither includes a postsecondary partner.

Goals for the intensive K-12 MIP include:

- At least 90 percent of students meeting language proficiency targets at benchmark years (4th grade, Intermediate-Low; 8th grade, Intermediate-Mid; and 10th grade, Intermediate-High based on ACTFL Proficiency Guidelines) and
- Graduate 75 percent of immersion students with minimum speaking and writing proficiency scores of Advanced-Low.

6th grader presenting Chinese project in Provo School District, Utah

To reach these targets, the MIP team has focused on K-12 literacy, making the secondary immersion continuation work, professional development, and replicating and expanding the model to more PPS schools.

The MIP was initiated in Woodstock Elementary and continued into Hosford Middle School and Cleveland High Schools, with a World Language Institute for heritage learners at Franklin High. In keeping with the district's equity and access policy, a second elementary program opened in 2014 in a predominately African-American/Latino neighborhood at King Elementary (100 percent free and reduced lunch) and a third elementary

program was started at Harrison Park in fall 2017 in a Cantonese neighborhood with Cantonese, Mandarin, and English literacy as the goal. Replication and expansion are enabling the MIP team to make adjustments to the model based not only on veteran and novice immersion educators' experiences, but also on studies and evaluations of the program to date.

The Language Flagship commissioned the Center for Applied Second Language Studies at the UO to undertake a detailed ethnography of the PPS-UO MIP. Findings released in early 2017 elucidated 12 essential elements involved in designing, implementing, and sustaining the successful MIP. The ethnography corroborates the conclusion that achievement gaps are often opportunity gaps, and that the expansion of the MIP to two, underserved communities facilitates access and equity to high-quality, proven programs designed to close such gaps.

During the 2016-2017 school year, there were 668 students in the K-12 MIP (454 in K-5 and 214 in grades 6-12) directly impacted by the Language Flagship's involvement in PPS. Six schools in the district also have secondary (grades 6-12) Chinese for 628 students, including IB courses and heritage learner options. In addition, the district offered Chinese instruction to 2,672 elementary K-5 students. Thirty-seven teachers have benefitted from professional development supported in part by the grant and have incorporated learnings into teaching serving all of the aforementioned students. Some 15 district administrators and curriculum supervisors in central office and in each school also have increased understandings and advocacy efforts around the program. As of fall 2017, 69 students from Portland's Mandarin immersion and Mandarin as a Foreign Language programs have matriculated into the UO Chinese Language Flagship, attesting to the pool of recruits created through this initiative.

To build on successes over the past 10 years of support and to determine future directions to refine the model PPS-UO K-16 Chinese Flagship program, NSEP assembled a review team to conduct an external evaluation in spring 2017. Veteran immersion and Language Flagship educators combed over detailed self-study reports from both PPS and UO and spent three days observing K-12 classes, interviewing K-16 teachers and students, and discussing the program with PPS and UO project leadership. Several overarching recommendations emerged to guide where energies and resources should follow. Key topics include more frequent collaborations between PPS and UO regarding articulation, continuing K-12 literacy efforts, professional development for secondary immersion teachers, setting and maintaining high student expectations, continuing the use of proficiency assessments to inform teaching practice, and providing opportunities across grade levels for teachers to collaborate.

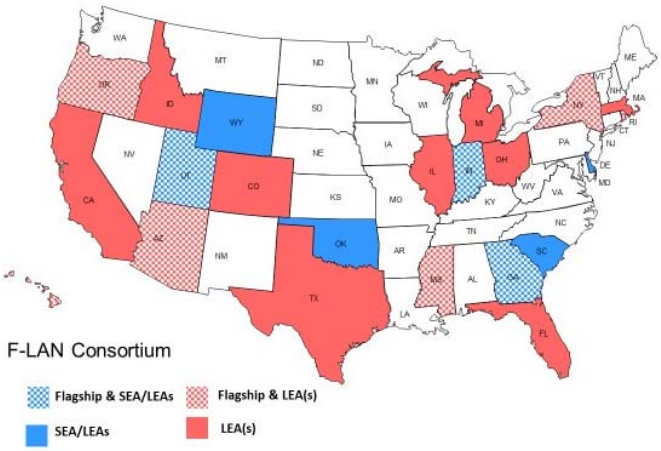
The PPS-UO team has already begun to put action steps in place to address the recommendations. They have reset proficiency targets, working backward from Flagship entrance requirements, and instituted online tutoring for high school students by Flagship scholars to address areas of weakness or the need to accelerate learning. Similarly, the team is planning for Flagship scholars to mentor high school juniors on a two-year capstone project culminating in a presentation at UO in late 2018 when they are seniors. Finally, PPS has begun planning a summer 2018 national summit for Chinese immersion teachers to address professional development needs with a focus on secondary immersion continuations.

Arizona high school students practicing Chinese skills during a quiz game

NATIONAL CONSORTIUM: FLAGSHIP-LANGUAGE ACQUISITION NETWORK (F-LAN)

The Brigham Young University (BYU) Chinese Language Flagship and the Utah State Board of Education (USBE) completed the F-LAN project launched in June 2012. The goals of F-LAN were to graduate a critical mass of dual language immersion (DLI) students in both Mandarin and

Portuguese with Intermediate to Advanced-Low proficiency. Results informed adjustments in curriculum, instruction, assessment, resources, and professional development.

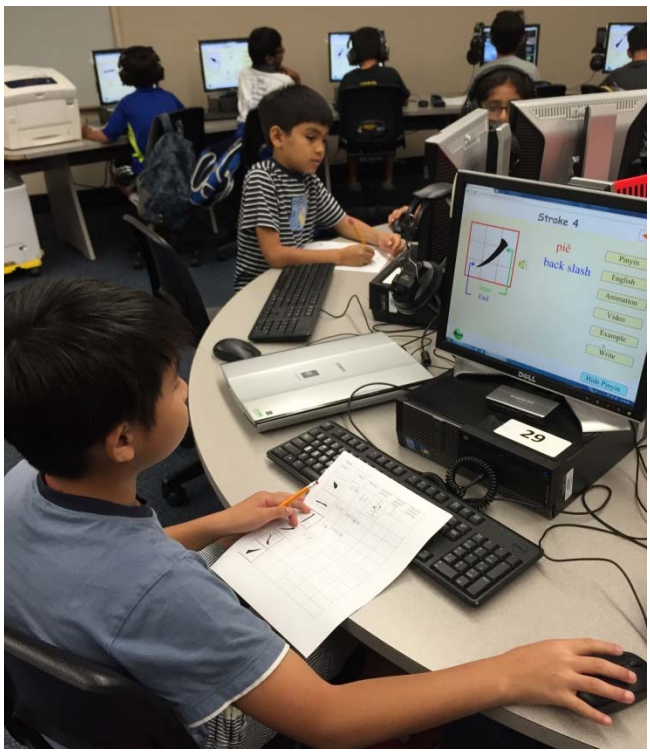


The Flagship-Language Acquisition Network (F-LAN) Map

By the fourth year, the consortium had grown to include eight Language Flagship programs (Brigham Young University, Arizona State University, Hunter College, and the Universities of Georgia, Hawaii, Mississippi, Oregon, and Rhode Island); seven state departments of education (DE, GA, IN, OK, SC, UT, and WY); and districts in 21 states (AZ, CA, DE, FL, GA, HI, ID, IL, IN, MA, MI, MS, NY, OK, OH, OR, RI, SC, TX, UT, and WY). During the 2016-2017 school year, there were 13,759 Chinese DLI K-12 students in consortium schools (including Portland Public Schools). As such, F-LAN impacted half of the nation's Mandarin immersion programs. In addition, 11,578 secondary learners in grades 6-12 were studying Chinese across network schools. F-LAN also supported 1,343 K-5 Portuguese immersion students in Utah and consortium states. Additionally, the network offered guidance to 107 district administrators and professional development for 494 Chinese and Portuguese DLI and secondary-start Chinese teachers tasked with implementing and sustaining high-quality programs.

With many programs reaching into middle school in both Chinese and Portuguese, the Utah secondary immersion continuation initiative is being closely monitored across the network and beyond. Even though funding for F-LAN ended in early 2017, Utah is fully committed to sharing DLI resources as they are developed and vetted. In fact, teachers and administrators of both Chinese and Portuguese DLI programs outside of Utah participated in summer 2017 professional development with Utah colleagues.

In the early- and late-start secondary Chinese pathway, a multi-state team created secondary curriculum for middle and high school learners. This collaboration, spearheaded by Brigham Young University and Arizona State University, resulted in levels one through four curriculum frameworks, proficiency targets, units, lesson plans, and Integrated Performance Assessments. The entire curriculum underwent an external review by secondary teachers and Language Flagship directors. Based on synthesized feedback, revisions were completed in early 2017 to ensure adequate rigor and alignment with beginning and intermediate postsecondary courses. Project leads and consortium partners also created professional development tools over the four-year grant period, including webinars, videos of teachers demonstrating instructional activities, and student speaking and writing samples at various proficiency levels.



Elementary school students learn to write Chinese characters in Jericho, New York

Website analytics demonstrate the power of collaboration. Nearly 2,500 unique visitors to the F-LAN website find the Chinese and Portuguese DLI resources, as well as the early- and late-start secondary Chinese curriculum and professional development, extremely beneficial. Visitors

accessing the DLI and secondary-start pathway materials were fairly equally split, demonstrating the thirst educators have for data-driven teaching and learning tools to implement nationwide high-quality, performance-based programs.

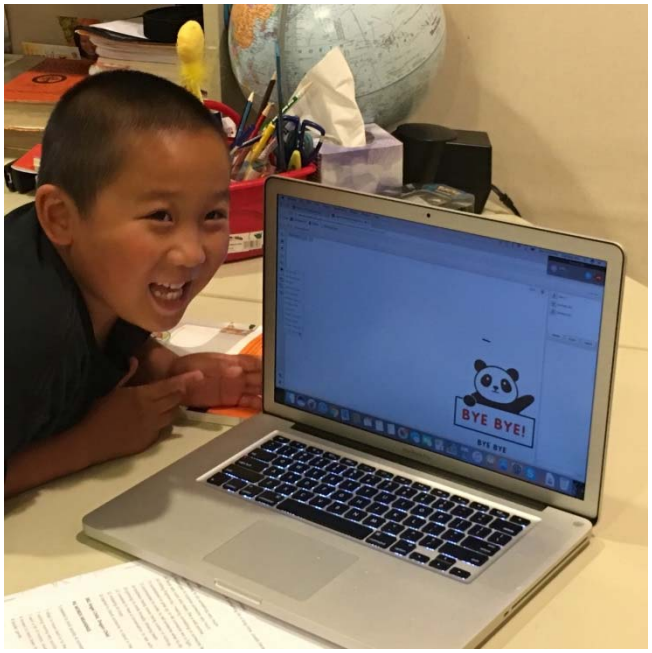
K-12 BLENDED LEARNING PILOT: HUNTER COLLEGE CHINESE LANGUAGE FLAGSHIP, JERICHO SCHOOLS, AND HUNTER COLLEGE CAMPUS SCHOOL

Hunter College Chinese Language Flagship and Jericho Schools piloted blended learning for K-12 students from summer 2015 through spring 2017. The model combines face-to-face classroom instruction with individualized, online synchronous and asynchronous instruction through intensive summer and school-year continuations so that learners receive sufficient input and have opportunities for output and interaction focused on achieving both accuracy and fluency.

Project partners designed, implemented, and refined theme- and standards-based K-12 blended-learning curriculum for grades K-2, 3-5, 6-8, and 9-12 students, including proficiency targets, National Council of State Supervisors for Languages (NCSSFL) – American Council on the Teaching of Foreign Languages (ACTFL) (NCSSFL-ACTFL) global can-do benchmarks, face-to-face and online synchronous learning activities, web-based learning resources, and formative and summative assessment methods. Assessment results were used to inform curriculum revisions and instructional strategies.

Throughout this effort, Hunter College revised and updated the curriculum and blended learning model, to include adding the Hunter College Campus School in spring 2017. Nine grades 3-5 students participated in face-to-face instruction once a week for 90-minute classes over a 10-week period. In addition, students received 30 minutes of one-on-one online instruction per week.

In early 2017, the Hunter team also developed an online learning app for grades 3-5 students to build entry-level vocabulary, progressing to word formation by matching two-character cards, and finally to writing phrases and sentences by clicking and dragging Chinese words into their proper order based on English sentences. Students "unlock" the next level by successfully completing each level. The app could be modified for other ages and grades in the future.



Jericho Elementary school student in Jericho, New York

Students took proficiency assessments at key junctures over the first year of the pilot. STAMP proficiency test results for grades 3-12 during the first year of the pilot demonstrated that nearly 100 percent of students reached cohort proficiency targets and that half of the students exceeded the targets in almost all modalities. Speaking was generally the strongest skill with reading the least robust. In grades K-2, 65 percent of students met the proficiency targets and 35 percent exceeded them. Current proficiency targets and the number of contact hours per grade cluster each year are as follows:

SPEAKING

Grade	End of Year 1 (Hours of Study)	End of Year 2 (Hours of Study)
K-2	Novice-Mid (40)	Novice-High (40.5)
3-5	Novice-Mid (73)	Novice-High (55.5)
6-8	Novice-Mid (119)	Novice-High (142)
9-12	Novice-High (190)	Intermediate-Low (158/174*)

LISTENING

Grade	End of Year 1 (Hours of Study)	End of Year 2 (Hours of Study)
K-2	Novice-Low (40)	Novice-Mid (40.5)
3-5	Novice-Low (73)	Novice-Mid (55.5)
6-8	Novice-Mid (119)	Novice-Mid (142)
9-12	Novice-Mid (190)	Novice-High/ Intermediate-Low (158/174*)

READING

Grade	End of Year 1 (Hours of Study)	End of Year 2 (Hours of Study)
K-2	Novice-Low (40)	Novice-Mid (40.5)
3-5	Novice-Low (73)	Novice-Mid (55.5)
6-8	Novice-Low (119)	Novice-Mid (142)
9-12	Novice-Mid (190)	Novice-High (158/174*)

WRITING

Grade	End of Year 1 (Hours of Study)	End of Year 2 (Hours of Study)
K-2	Novice-Low (40)	Novice-Low (40.5)
3-5	Novice-Low (73)	Novice-Mid (55.5)
6-8	Novice-Low (119)	Novice-Mid (142)
9-12	Novice-Mid (190)	Novice-High (158/174*)

**Several high school students took advantage of college credit option, which required more hours via online instruction.*

Retention data over the two-year pilot is equally impressive and speaks to the agility of project personnel to make timely modifications based on ongoing observations, open communication with stakeholders, and periodic student surveys and interviews. Of the 87 students from the first cohort, 96 percent of grades K-2 (22) and 3-5 (27) students, 100 percent of grades 6-8 (21) students, and 94 percent of grades 9-12 (17) students continued into the 2016-2017 academic year. In addition, nine Hunter College Campus School grades 3-5 students and eight students from neighboring Syosset High School signed on. Of the 160 students involved in the second year of the pilot, 100 percent of grades K-2 (26) and 3-5 (66) students, 90 percent of grades 6-8 (40) students, and 93 percent of grades 9-12 (28) students continued learning Chinese through the conclusion of the 2016-2017 school year.

In order to increase the incentive for high school students to persist in the blended learning pilot and, ultimately, to join the Hunter College Chinese Flagship Program, students had the possibility to earn three college credits if they successfully completed one year of Flagship high school study and met the first and second year proficiency targets. During the second year of the project, four high school students from the first cohort enrolled in a Chinese 101 course at Hunter College, completing course requirements by taking two hours of one-on-one online sessions each week for 30 weeks during the 2016-2017 academic year.

Beginning in January 2016, the Flagship program also offered the opportunity for high school students to receive community service hours by working as Flagship K-2 classroom assistants. This was a way to encourage students to be more involved with the Flagship program. As a result of all of the above efforts, several Jericho High School students who took part in the pilot have expressed interest in the Hunter College Chinese Language Flagship program and one student from neighboring Syosset High School has already applied.

FLAGSHIP LINKAGES PROJECTS

The Language Flagship's first round of Linkages projects (summer 2015 through spring 2017) promoted collaboration between institutions of higher education, State Education Agencies, Local Education Agencies, and individual schools to develop articulated programs of foreign language instruction in Chinese, Portuguese, and Russian. Awardees included Arizona State University, San Francisco State University, the University of Georgia, and the University of Oregon.

Partnerships resulted in a variety of new resources and networks and increase the pool of high school graduates and/or community college transfer students with Intermediate to Advanced proficiency capable of continuing into higher-level language study once at university. At the end of 2017, The Language Flagship launched a

second RFP for Linkages Grants and anticipates starting these efforts in the summer/fall of 2018.

AP Chinese class at Hamilton High School, Arizona

Arizona State University Linkages Project

The Chinese Language Flagship and Confucius Institute at Arizona State University (ASU) collaborated with three districts and a heritage school on this linkages effort. Partners include Sonoran Trails Middle School and Cactus Shadows High School in Cave Creek Unified School District; Bogle Junior High and Hamilton High School in Chandler Unified School District; Gavilan Peak School and Boulder Creek High School in Deer Valley Unified School District; and the heritage Contemporary Chinese School of Arizona. The goals of the project were to increase overall proficiency in Chinese and to better prepare students to excel on the Advanced Placement (AP) Chinese test.

The strength of the project lay in the unprecedented collaboration between partners. ASU drafted resources for teachers and students, including AP curriculum units and AP culture projects. Professional development through monthly virtual meetings targeting best practices, AP and Oral Proficiency Interview (OPI) workshops, and classroom observations and debriefings with external AP experts capacitated project teachers. Teachers piloted the units, made modifications, and reported out to others during monthly meetings. Together, educators developed six units with two topics each, curriculum maps, lesson plans, slideshows, and assessments to supplement existing AP teaching resources. ASU also created the AP Minute Video Series featuring Flagship students or alumni to reference students' listening and viewing skills. Materials are housed on the ASU AP Curriculum Website, which can be found at http://www.asuapchinese.org.

ASU also developed student resources for the AP Cultural Project Website, with content different from that of the teacher site, which can be found at http://www.asuapchineseculture.org/. There are six units with two topics each, introductory videos, slideshows, crash courses, and vocabulary sheets. In addition, ASU produced Mini Culture Presentation slideshows with accompanying audio based on cultural knowledge, customs, and symbols. Students worked through these resources independently and completed tasks rated by ASU in preparation for the AP exam. ASU also ensured that students beyond those in Chinese classes benefitted from special cultural offerings, such as guest lectures and demonstrations by heritage experts in art and music classes.

Ongoing assessment gave ASU Linkages students feedback. Forty of the 44 students who took the AP exam were heritage students and 30 received a score of 5 (mean score overall was 4.5). Seventy-six students took the AP in spring 2017, and 32 of the 76 were non-heritage students. Still, the mean score was 3.4 with four students from the heritage school not counted in the mean. These results demonstrate that even students with little background in Chinese prior to secondary benefitted from the project.

The ASU Linkages partnership directly impacted 548 secondary students and 18 teachers and administrators over the duration of the project. Through presentations at national conferences and sharing through listservs, countless other students and teachers across the nation are benefitting from the resources as well.

To encourage students to persist into Flagship, ASU conducted targeted recruitment via school presentations and community events, such as Buddy Days, speech competitions, and creativity competitions. Whenever possible, current ASU Chinese Flagship students facilitated group interactions and acted as role models for secondary students.

San Francisco State University Linkages Project

The San Francisco State University (SFSU) Chinese Language Flagship, City College of San Francisco (CCSF), San Francisco Unified School District (SFUSD), and the Mandarin Institute (MI) identified

the need for high school immersion continuation courses for the 400 Bay Area students completing 8th grade immersion programs each year, as there are only 60 high school immersion slots available. Proficient high school students following AP or with demonstrated advanced proficiency, be they heritage or non-heritage learners, also lacked opportunities to continue learning Chinese in most high schools. Based on The Language Flagship's recognition of community colleges as fruitful arenas for recruitment, current and incoming community college students also were invited into intensive pre-Flagship designated courses. The goals of the project were to articulate Chinese language instruction and to strengthen pre-Flagship cooperation between partners in the immersion continuation and the novice tracks.

In the high school immersion continuation track, the hope was to attract students with at least Intermediate-Mid (IM) proficiency, but variations in incoming learners' capabilities required the team to adopt project-based learning and to supply students with supplemental learning resources and tutoring. spring 2016 assessment results showed that 56 percent of students were still below the IM target on the STAMP 4S, with reading identified as the least-developed skill. Consequently, the project decided to offer a separate section for incoming immersion students below IM proficiency in fall 2016. To address the needs of students who had completed AP or demonstrated more advanced proficiency, CCSF offered a number of courses and placed students into appropriate classes based on assessment results. Positive information filtered back to secondary schools and over 73 students had participated in these dual-enrollment options by the end of the grant period.

Flagship Linkages funding provided aides to interested novice-track students and tutors to any student in Chinese courses at CCSF. By the end of the grant period, 67 students had taken advantage of intensive pre-Flagship novice course opportunities.

Throughout the grant, project leads met with nine secondary and university teachers to discuss modifications in curriculum, instruction, and assessment to ensure sufficient alignment between partner institution programs. They have committed to ongoing communication to address student proficiency gaps and to consider joint professional development to further enhance teaching and learning. The 11 administrators involved also pledge to facilitate student participation and to ensure that courses are offered commensurate with student interest.

University of Georgia Portuguese Acquisition Linkages (PAL) Project

The University of Georgia's (UGA) Portuguese Flagship Program (PFP); the Georgia State Department of Education; the Brazilian Consulate in Atlanta; and Savannah, Cobb, and Hall County Schools collaborated on the PAL Project with the goal of building the necessary infrastructure to support articulated secondary to university Portuguese programs. PAL embarked on several initiatives to develop research-based proficiency targets, curriculum, instruction, and assessment to support secondary Portuguese teaching and learning in Georgia and beyond.

PAL conducted a programmatic survey with 117 possible participants and a 75 percent response rate to create a database, including contact information, Portuguese levels taught, enrollment numbers, teaching materials and assessments, and pedagogical needs in schools nationwide. This effort represents the first comprehensive national picture of K-12 Portuguese ever completed.

PAL also administered baseline assessments and a survey to Georgia secondary Portuguese students. The information gathered on learners' demographics, language backgrounds, and motivational factors was highly useful when paired with student assessment data in setting proficiency targets and crafting performance-based frameworks, whether a program begins in middle or high school.

Armed with the aforementioned data, PAL designed standards-based levels one through five curriculum frameworks, including proficiency targets (IM-AL) and can-do statements in each of the three modes of communication—Interpersonal, Interpretive, and Presentational. Eight respected national and state advisors, as well as 11 teachers from Georgia and around the country attended a meeting to discuss survey and assessment results and to provide feedback on the draft proficiency targets, performance-based curriculum frameworks, and learning outcomes following workshops to ensure understanding and application. Attendees finalized Portuguese Level

One themes and a curriculum framework with can-do statements during the retreat.

Following the funding period, PAL project leads reached out to National Resource Center (NRC) representatives from the University of Georgia, Florida International University, and University of Utah to gain support for sustaining the project. All three agreed to commit resources for expert review, piloting, and revision of the PAL project Level One curriculum and assessments. These partners will also consider funding and collaboration on the development of similar resources for Portuguese Two and above in the next award cycle to continue this valuable work.

Seven Georgia teachers and administrators and 266 secondary Portuguese students in Georgia, as well as 20 PAL educators in other states are directly benefitting from this project. Once finalized, project resource will serve to unite secondary Portuguese programs nationwide around common proficiency targets and expectations. It also will create a robust pool of potential Portuguese Flagship recruits. The PFP's outreach includes an appealing recruitment video; conversations with various stakeholders, including Georgia AP Spanish students and current high school juniors and seniors; and the promise of in-state tuition for students outside of Georgia who are accepted into The Flagship Program.

University of Oregon (UO) Pacific Northwest Pathways (PNW) Collective Linkages Project

The UO Center for Applied Second Language Studies (CASLS) and Chinese Flagship Program and the Portland State University (PSU) Russian Flagship Program coordinate the Pacific Northwest Pathways (PNW) Collective with partners from Portland Public Schools (PPS), Woodburn School District (WSD), Anchorage Public Schools (APS), and Portland Community College (PCC). The goals are to improve articulation between secondary, community college, and university Chinese and Russian programs and to increase the number of proficient secondary and community college students continuing their language and culture studies through Flagship programs. The collective focused on four main projects to reach goals: 1) a strategic planning and advisory board; 2) K-16 Flagship articulation documents for Chinese and Russian; 3) a Community College Network; and 4) professional development opportunities.

The PNW Collective convened a K-16 advisory board to extend the successes of K-8 immersion into secondary and community college efforts. By collecting assessment data and proficiency expectations from across the Collective, then setting targets and benchmarks based on various starting points, the project developed K-16 Flagship Articulation Documents for Chinese and Russian so that stakeholders understand the many pathways into Flagship. Additionally, the documents articulate the various progressions of coursework students should expect in Flagship programs based on their proficiency level upon program entrance. Embedded QR codes enable end users to access program videos and information, including student testimonials.

Russia Summit for K-12 dual-immersion teachers in Portland, Oregon

Capacitating K-12 Russian educators included an extended workshop on assessment, curriculum development, and articulation for Collective participants; classroom observations of local teachers with feedback from project leads, and Modified Oral Proficiency Interview (MOPI) training for both teachers and community college instructors in the Portland area. Professional development enabled K-12 project participants to create high-quality teaching resources for an online Russian immersion materials repository. Russian language educators throughout the U.S. who create an online account have open access to this valuable resource.

To date, 57 Chinese and 33 Russian teachers and instructors, as well as 13 administrators across the PNW, have benefitted from the Collective's endeavors. In as much as programs became better aligned and expectations made clearer, some 1,100 K-12 Russian immersion learners, 200 PCC Russian students, and 800 Chinese students in four community colleges also were impacted. UO

and PSU have committed to continuing the work of the Collective through synchronous computer-mediated videoconferencing every six months. Partners will discuss curricular needs, alignment needs, and needs related to outreach in Chinese and Russian to ensure replicable, result-oriented pathways to increase the pool of high school and community college students poised to continue their language study in Language Flagship programs.

CONCLUSION

The goal of K-12 Language Flagship investments continues to be the development of replicable, systemic, demonstration models of articulated Chinese, Portuguese, and Russian critical language instruction. With a healthy pool of high school graduates with Intermediate to Advanced-Low proficiency on the horizon, concerted efforts are already underway to provide opportunities to matriculating students to continue language and culture learning commensurate with their maturational stage and academic knowledge once in a university Flagship program. On a programmatic level, these students are capable of progressing quickly into upper-level content courses in the target language to achieve professional-level language proficiency tied to their academic major. As such, The K-12 Language Flagship investments contribute to the goal of The Language Flagship to create global professionals.

THE LANGUAGE FLAGSHIP: REGIONAL FLAGSHIP LANGUAGES INITIATIVE (AFRICAN, SOUTH ASIAN, AND INDONESIAN)

The Regional Flagship Languages Initiative (FLI) is a joint initiative between the Boren Scholarships and Fellowships program and The Language Flagship designed to improve proficiency outcomes in a number of targeted languages. The program draws on the best practices developed by The Language Flagship.

The Intelligence Authorization Act for Fiscal Year 2010, Section 314 (P.L. 111-254) directed the establishment of the program, in order to build language capabilities in areas critical to U.S. national security interests, but where insufficient instructional infrastructure currently exists domestically. Based on the successes of its many critical language initiatives, NSEP was designated to spearhead the effort. NSEP created a five-year pilot program model for these critical less commonly taught languages, which has now been successfully integrated under The Language Flagship.

SAFLI students in Lucknow, India

All award recipients of the Regional Flagship Languages Initiative are funded through either 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 Regional FLI 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.

AFRICAN FLAGSHIP LANGUAGES INITIATIVE (AFLI)

The African Flagship Languages Initiative (AFLI), the first of the Regional FLI programs, was established in 2010. Languages currently selected for AFLI include Akan/Twi, French (for Senegal), Portuguese (for Mozambique), Swahili, Wolof, and Zulu, and 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.

Seven years since program inception, AFLI continues to demonstrate clear and measurable results. Overall, the number of Boren awards provided for the study of AFLI-targeted languages has increased significantly. Since 2010, more than 275 Boren Scholars and Fellows have studied AFLI-targeted languages in multiple African nations.

2017 AFLI HIGHLIGHTS

In 2017, 38 undergraduates applied for AFLI/Boren Scholarships to study in the AFLI program, while 22 graduate candidates applied for AFLI/Boren Fellowships. In total, NSEP awarded 19 AFLI/Boren Scholars, and 10 AFLI/Boren Fellows in official domestic and/or overseas AFLI programs.

AFLI Awards	Boren Scholars	Boren Fellows	Total
Applicants	38	22	60
Recipients	19	10	29

DOMESTIC PROGRAM

In concert with NSEP, the University of Florida designed and implemented an AFLI program for the study of Akan/Twi, French, Swahili, Wolof, and Zulu during summer 2017. Overall, all 29 Boren/AFLI Scholars and Fellows participated in this language training.

Language	Boren Scholars	Boren Fellows	Total
Akan/Twi	1	0	1
French	4	4	8
Portuguese	2	2	4
Swahili	10	3	13
Wolof	2	0	2
Zulu	0	1	1
TOTAL	19	10	29

The University of Florida's program runs for eight weeks and focuses on performance-based and communicative-oriented instruction. Teaching is conducted by expert, native-speaking instructors. Classes meet four hours a day, five days a week, and each day includes one hour of mandatory conversation practice. AFLI/Boren Scholars and Fellows also spend one day every two weeks with a native-speaking host family to improve communicative competence in the target languages. All instruction is task-based; thus, students are asked to do meaningful tasks using the target language.

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 AFLI overseas programs.

OVERSEAS PROGRAMS

AFLI overseas immersion programs provide Boren Scholars and Fellows with in-country, directed instruction and additional resources to further improve language proficiency. Through collaboration with the American Councils for International Education, AFLI currently runs three official overseas programs:

- French through the West African Research Center in Dakar, Senegal
- Portuguese through the Universidade Eduardo Mondlane in Maputo, Mozambique and
- Swahili through the MS Training Centre for Development Cooperation in Tanzania.

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.

AFLI students in Senegal

In total, 16 Boren Scholars and nine Boren Fellows studied at official AFLI overseas programs in 2017. In addition, four AFLI-funded Boren recipients studied Akan/Twi in Ghana, Wolof in Senegal, and Zulu in South Africa at self-identified programs.

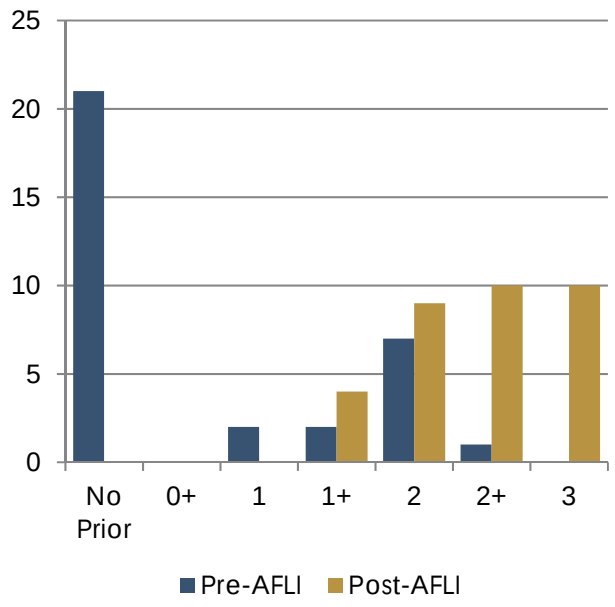
2017 OFFICIAL AFLI BOREN AWARDEES

Country	Boren Scholars	Boren Fellows	Total
Mozambique	2	2	4
Senegal	4	4	8
Tanzania	10	3	13
TOTAL	16	9	25

LANGUAGE PROFICIENCY

AFLI demonstrated impressive proficiency gains for the 28 Boren Scholars and Boren Fellows who were tested before and after their AFLI-supported programs in the 2016-2017 academic year. Testing was conducted through Oral Proficiency Interviews, which rate speaking proficiency using a common rubric developed by the Interagency Language Roundtable (ILR).

2016 AFLI PRE- AND POST- SPEAKING PROFICIENCY GAINS (N-28)



Following post-AFLI assessments, 25 (89 percent) students demonstrated Advanced proficiency (ILR 2), with one (4 percent) achieving a Superior level (ILR 3 or higher) of proficiency. Another three (11 percent) students demonstrated Intermediate-level proficiency, with 100 percent of AFLI Boren Scholars and Fellows demonstrating Intermediate proficiency or above. All program participants deepened cultural and regional knowledge through their immersive overseas study.

2016 AFLI SCHOLARS AND FELLOWS

Proficiency	Pre-AFLI	Post-AFLI
No Prior	20	0
0+	1	0
1	0	2
1+	1	1
2	5	16
2+	1	8
3	0	1
TOTAL	28	28

SOUTH ASIAN FLAGSHIP LANGUAGES INITIATIVE (SAFLI)

In 2015, The Language Flagship expanded the African Flagship Languages Initiative (AFLI) model to South Asian languages. The South Asian Flagship Language Initiative (SAFLI) provides opportunities for intensive language study and overseas language and cultural immersion in Hindi and Urdu for students selected through the NSEP-sponsored Boren Scholarships and Fellowships competition.

2017 SAFLI HIGHLIGHTS

In 2017, 26 undergraduates applied for SAFLI/Boren Scholarships to study in the SAFLI program, while 10 graduate candidates applied for SAFLI/Boren Fellowships. In total, NSEP awarded 10 SAFLI/Boren Scholars, and 5 SAFLI/Boren Fellows in official domestic and/or overseas SAFLI programs.

SAFLI Awards	Boren Scholars	Boren Fellows	Total
Applicants	26	10	36
Recipients	10	5	15

DOMESTIC PROGRAM

In concert with NSEP, the University of Wisconsin, Madison designed and implemented a SAFLI program for the study of Hindi and Urdu during summer 2017. Overall, all 15 Boren/SAFLI Scholars and Fellows participated in this language training.

Language	Boren Scholars	Boren Fellows	Total
Hindi	7	2	9
Urdu	3	3	6

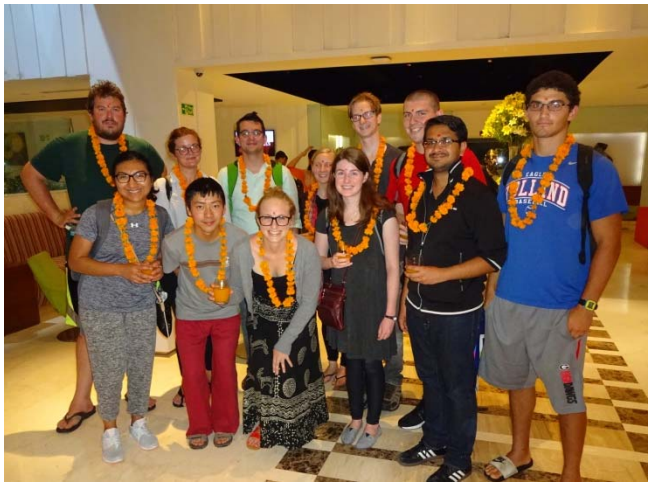
The University of Wisconsin, Madison's domestic immersion program runs for eight weeks and focuses on performance-based and communicative-oriented instruction. During the summer students have four hours of intensive language classes and one hour of individualized instruction with a tutor each weekday. Students also participate in cultural activities to enhance their knowledge of South Asia, live on a dedicated language floor in the dorm, and participate in weekend homestays with South Asian families.

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 the SAFLI overseas programs.

OVERSEAS PROGRAMS

Following the summer program, SAFLI participants attend a 14-week overseas immersion program in India administered by the American Institute of Indian Studies (AIIS) and coordinated by the American Councils for International Education.



SAFLI students in Jaipur, India

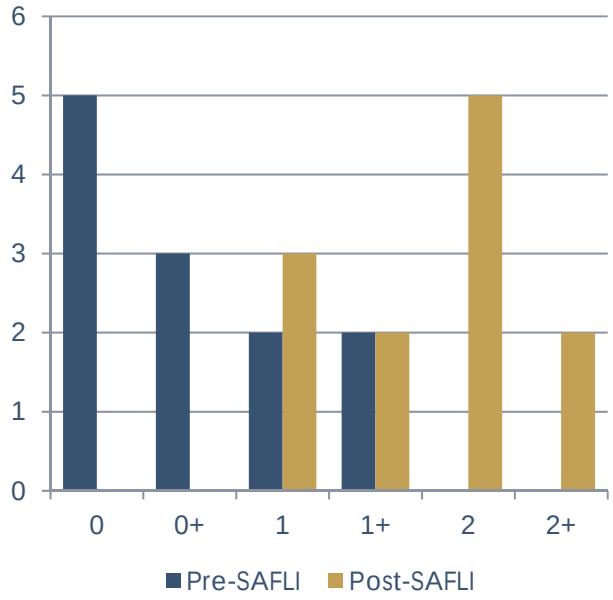
Students studying Hindi attend the AIIS-Jaipur site and students studying Urdu go to the AIIS-Lucknow site. During the overseas program, students have 20 hours per week of structured in-class language instruction, five hours per week with language partners, and live with homestay families. Students also participate in cultural activities and excursions to gain a greater knowledge of South Asia.

LANGUAGE PROFICIENCY

SAFLI demonstrated impressive proficiency gains for the 12 Boren Scholars and Boren Fellows who were tested before and after their SAFLI-supported programs in the 2016-2017 academic year. Testing was conducted through Oral Proficiency Interviews for speaking and The Language Flagship Proficiency test for listening and reading.

Eleven (92 percent) of the students gained at least one level of proficiency on the program and 100 percent of the students made strong proficiency gains in the program. All program participants deepened cultural and regional knowledge through their immersive overseas study.

2016 SAFLI PRE- AND POST- SPEAKING PROFICIENCY GAINS (N-12)



2016 SAFLI SCHOLARS AND FELLOWS

Proficiency Level	Pre- SAFLI	Post- SAFLI
No Prior	5	0
0+	3	0
1	2	3
1+	2	2
2	0	5
2+	0	2
3	0	0
TOTAL	12	12

INDONESIAN FLAGSHIP LANGUAGE INITIATIVE (IFLI)

In 2017, the Language Flagship expanded the Flagship Languages Initiative to Indonesian. Starting in the summer of 2018, Boren Scholars and Fellows will have the opportunity to pursue the IFLI program over the summer at the University of Wisconsin, Madison and in the fall at The State University of Malang in Malang, Indonesia.

THE LANGUAGE FLAGSHIP: PROFICIENCY INITIATIVE

In 2014, The Language Flagship awarded Michigan State University (MSU), the University of Minnesota (UMN), and the University of Utah in partnership with Salt Lake Community College (UU) 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 evaluate the impact of such testing practices on teaching and learning. The languages covered under this initiative include Spanish, German, French, Russian, Portuguese, Korean, Arabic, and Chinese.

NSEP expects project results to lead to:

- Establishment of language proficiency baselines and scores over a period of four years for undergraduate students from any major taking language courses in the target language or languages
- Institutionalization of language proficiency assessments
- Alignment of placement testing and language courses to proficiency goals and certification of student proficiency
- Analysis of outcomes of instituting language proficiency assessment based on scores, goal setting, and interviews with students and faculty and
- Development of effective language education policy and practice that could serve as a model for peer institutions.

In 2017, the Language Flagship Proficiency Initiative institutions conducted over 2,400 proficiency test events for speaking, reading, and listening in Arabic, Chinese, French, German, Korean, Portuguese, Spanish, and Russian. The assessment instruments used include:

- OPI and OPIc
- ACTFL Listening and Reading Proficiency Tests and
- Test of Proficiency in Korean (TOPIK).

In addition to testing, in 2017, the Language Flagship Proficiency Initiative institutions provided their faculty and staff with training on proficiency-based teaching, learning, and testing and continued to implement a proficiency driven curriculum in the target languages. Some changes and enhancements to curriculum include:

- Revision of the Chinese language program online and computer adaptive placement test (MSU)
- Revision of the German curriculum to include listening strategies and activities that help students reach higher levels of proficiency (UMN) and
- Greater emphasis on the use of self-assessment tools to further develop learner agency and awareness of proficiency goals (UMN and UU).

In 2017, The Language Flagship Proficiency Initiative institutions also engaged in efforts to institutionalize best practices learned through the Proficiency Initiative on campus. The University of Minnesota has developed a student self-assessment instrument, BOSSA, which is currently being used by their Japanese, Chinese, Hmong, Italian, Arabic, French, German, Korean, Portuguese, Russian, and Spanish language programs. Michigan State University will continue to pursue testing in German, Italian, Japanese, Korean, and Portuguese in the spring of each year after the proficiency initiative grant ends. The University of Utah and Salt Lake Community College have organized faculty trainings as a result of the proficiency initiative that are open to all languages and institutions in the State of Utah and have conducted proficiency testing in several non-proficiency initiative languages on campus.

In 2017, the Language Flagship Proficiency Initiative also disseminated the results of the initiative on a national scale through presentations at the Association of Language Testers of Europe, Association of Departments of Foreign Languages, Computer Assisted Language Consortium, International Association for Language Learning

with Technology, and at the American Council on the Teaching of Foreign Languages. In addition The Language Flagship Proficiency Initiative published articles about the initiative in the Foreign Language Annals and The Language Educator.

The Proficiency Initiative continues to pave the way in undergraduate foreign language education by demonstrating how introducing proficiency tests into undergraduate language programs transforms curriculum, approaches to teaching and learning, and student outcomes.

THE LANGUAGE FLAGSHIP: TECHNOLOGY INNOVATION CENTER

The Flagship Technology Innovation Center serves as a hub to connect innovators from government, the private sector, and academia with the well-honed and highly effective instructional methods and curriculum of The Language Flagship program. The center is incubating new approaches to blended and adaptive learning that will ultimately extend beyond the Language Flagship Program to the community of language education writ large. The center provides support to identify, design, develop, implement, and evaluate tools and pedagogical methods that can be seamlessly blended into ongoing language training and education programs. The center also leverages innovations in technology and language learning within Flagship; serves as a bridge between Flagship and the broader academic community, the private sector and government agencies; and develops strategies that will guide the future of the intersection of language learning and technology.

The National Security Education Program awarded a grant to the University of Hawaii at Manoa in fall 2015 to serve as the Flagship Technology Innovation Center and to capture best practices in blended and adaptive learning in the field of foreign language education and explore how adaptive, mobile, and immersive technologies could be used to enhance language training across The Language Flagship Program.

In 2017, the Flagship Technology Innovation Center collaborated with the Defense Language Institute, conducted a number of innovative collaborative pilot initiatives, and expanded on an existing project across the Chinese Flagship programs.

The Flagship Technology Innovation Center, in partnership with the American Council on the Teaching of Foreign Languages (ACTFL), organized an event in November 2017 called 'Launchpad' to help guide language technology start-ups in the private sector. Five start-up language technology companies proposed new approaches to language learning and presented their software to a panel of expert judges and to an audience of world language educators. Both the audience and the judges had the opportunity to vote on their favorite technologies and the winner received recognition and exposure for their company, as well as the potential for more detailed guidance from experts and Launchpad participants in the future.

TECH CENTER COLLABORATION

The Defense Language and National Security Education Office (DLNSEO) is working in partnership with the Center for Advanced Distributed Learning (ADL) in the Office of the Undersecretary of Defense for Personnel and Readiness (OUSD P&R) in piloting a blended learning project that will develop an adaptive training system that can be used in language learning as well as in other fields of training. The Flagship Technology Innovation Center will coordinate among multiple Flagship institutions to design curriculum and curate language materials for incorporation into the system. The ultimate project goal will be to provide language students with a mobile learning system that recognizes an individual learner's preferences, current states of cognitive readiness for learning particular types of materials, and will automatically curate language learning content engineered to adapt to the learner's continually evolving needs.

The Flagship Technology Innovation Center has forged a strong partnership with ADL and SRI International. In 2017, The Flagship Technology Innovation Center, ADL, and SRI International piloted the adaptive micro-learning Pervasive Learning System (PERLS) app to investigate the potential for presenting students with micro-content that can fit into their busy schedules and daily routines. Relying on high-level Chinese Mandarin students to pilot the app, researchers at the Flagship Technology Innovation Center were able to explore students' perceptions of strengths and weaknesses of micro-content and technological features.

The pilot study took place during a 2-week period and students participated in two rounds of 30-min semi-structured interviews conducted at the end

of week one and at the end of week two. Overall, participants showed unanimous support for the use of micro-content in PERLS, stating that this quick presentation of material made their learning less intimidating and stressful; they found the shorter texts to be more manageable and the content to be easier to digest and remember. In the coming year, the Flagship Technology Innovation Center will conduct a second study with PERLS, focusing on interoperability with other existing software and re-purposing content from other apps.

TECH CENTER BUSINESS SIMULATION PILOT

The Flagship Technology Innovation Center is undertaking a pilot project which simulates a virtual experience where students can practice applying and interviewing for jobs in foreign countries. The intent is to train students for the real-life experience where they will need to get hired by a foreign company as part of their Capstone year in the Flagship Language Program.

The simulation is built around a fictitious business called Green Ideas, Inc. It is a web-based environment that immerses learners in situated and highly contextualized language learning scenarios, helping them to build a repertoire of strategies to overcome complex and high-stakes situations that require sophisticated language and a deep understanding of the culture. Through principled pedagogical manipulation of the task design, a simulation can accommodate a wide range of language proficiency levels using a common set of resources.

The simulation leverages existing resources in the Flagship community, such as tutors who play different roles in the experience, and can be adapted to any Flagship language. This simulation has been piloted with students at the University of Hawaii at Manoa. The students were required to accomplish the following tasks during the simulation:

- Research a company and apply for a position of interest
- Interview and gain a regular position or internship
- Undergo worker orientation (HR / company policies, assessment)
- Perform team-based research task related to the position
- Make a formal presentation as a team and
- Receive "supervisor" feedback; revise, resubmit.

The Flagship Technology Innovation Center has plans to expand this pilot to other Flagship programs, as a means of giving targeted practice to high-level students preparing for the overseas capstone year.

FUTURE OF THE TECH CENTER

The center will continue to act as an incubator for innovative new ideas, serving as a hub to connect instructors, students, and program directors across the Flagship programs with one another as they develop new ways of using existing technology in their courses and pilot cutting-edge new technology. The center will also continue to promote innovations within language learning and technology created by the Language Flagship and serve as a bridge between the Language Flagship and the greater academic community, private sector, and government agencies on collaborating on technological advancements within the field of language learning.

THE LANGUAGE FLAGSHIP: STATE LANGUAGE ROADMAPS

The Language Flagship has provided support and guidance for State Language Roadmaps, an initiative to help Language Flagship programs work with language education stakeholders in their states to better articulate their language needs and address their language deficits in state and local workforces. Language Roadmaps have been undertaken in Hawaii, Ohio, Oregon, Rhode Island, Texas, and Utah in collaboration with state government and local businesses.

In September 2016, the National Security Education Board discussed an open competition in early 2017 for Language Flagship institutions to initiate a Language Roadmap in their state. The competition resulted in awards being made to Indiana University and the University of Wisconsin at Madison on June 1, 2017.

Indiana University's plan includes establishing multilateral partnerships among the educational sector and business, government, and healthcare sectors to foster a model of communities of transformation. Indiana will host a summit in Indianapolis, Indiana on February 10, 2018 that will bring together stakeholders to define gaps, strengths, resources, action items, and goals. Working groups will follow on with their respective communities to integrate feedback and ideas in further developing the Roadmap. A second summit will be held after the Roadmap is completed and will focus on execution and implementation.

The University of Wisconsin at Madison's plan involves an assessment of Wisconsin's needs for language proficiency in the workforce, capacities in language education, a statewide summit of business, education, and government, and the formation of working groups that will develop recommendations for its Language Roadmap. Wisconsin will then begin implementation of the recommended initiatives. Wisconsin will host its statewide summit on January 26, 2018 in Madison, Wisconsin.

THE LANGUAGE FLAGSHIP: FUTURE OF FLAGSHIP

The Language Flagship is raising standards and increasing numbers of graduating students with professional level proficiency in strategic languages as well as cultural and regional expertise. Goals for Flagship in 2018 include:

- Working with campuses to increase Flagship enrollment numbers and the number of students successfully completing the overseas Capstone programs
- Strengthening partnerships with K-12 to improve language learning and increase the pipeline of students ready to enter Flagship with intermediate to advanced language proficiency
- Developing partnerships to increase opportunities for a diverse student pool to develop advanced language and professional skills, including partnering with Historically Black Colleges and Universities and Minority Serving Institutions
- Raising Flagship Certification standards to include requiring a minimum of ILR 2+ proficiency for reading and listening as well as ILR 3 in speaking
- Expanding the number of domestic institutions participating in the Arabic, Korean, Portuguese and Russian Flagship programs
- Expanding of the Regional Flagship Language Initiatives to include Indonesian
- Increasing professional development opportunities to strengthen Flagship teaching and learning practices across Flagship institutions as well as for instructors for ROTC Project GO and the Defense Language Institute Foreign Language Center
- Increasing number of qualifying for Boren Flagship scholarships and ROTC Flagship scholarships
- Improving the application of educational technology in foreign language teaching
- Improving advanced culture training and cultural awareness and
- Continuing close attention to student safety and security issues overseas.

Russian Flagship alumnae translating for former U.S. Energy Secretary Moniz at Expo 2017 in Kazakhstan

Overall the strategic plan is to integrate the program model into participating institutions by incorporating Flagship curriculum and pedagogical practice into core language programs, increasing enrollment numbers to support program sustainability, and creating constituencies on campus and beyond that value this model of preparing global professionals. Over time our goal is to see an increasing pool of highly qualified graduates ready to pursue careers devoted to national security and global competitiveness. Special initiatives under the Flagship program contribute to the overall groundwork needed to achieve these objectives.

ENGLISH FOR HERITAGE LANGUAGE SPEAKERS

In 2005, Congress created the English for Heritage Language Speakers (EHLS) Program to provide professional English language instruction to U.S. citizens who are native speakers of critical languages.[19] The program, administered for NSEP by the Center for Applied Linguistics (CAL) with instruction provided through Georgetown University, aims to enable participants to achieve professional-level proficiency in English listening, speaking, reading, and writing skills.

2017 EHLS Scholar receiving graduation certificate

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 Interagency Language Roundtable (ILR) Level 3 or higher, verified through formal testing[20] and
- English language skills at ILR Level 2 or higher, verified through formal testing;[21] 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.[22] The final two months of the program are part-time and online; instruction focuses on further development of writing and career preparedness. Overall, the EHLS curriculum mirrors the skills needed by government personnel, giving program participants the opportunity to improve their English in a highly structured, professional environment.

EHLS curriculum is regularly updated through close cooperation with federal partner agencies that help to refine the program's focus and results. The signature capstone component of the program is the Open Source Analysis Project (OSAP). The OSAP incorporates the highest levels of all English communication modalities: speaking, listening, reading, and writing. Topics for the project 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 briefings on their projects before an audience of senior government officials, mentors, and other interested parties. Written reports and video presentations of each project are made available to those government agencies that submit topics, as well as to the broader national security community.

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[19] EHLS was initiated with passage of the Intelligence Authorization Act for Fiscal Year 2005 (Public Law 108-487, Sec. 603).

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

[21] 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).

[22] The intensive period of the EHLS Program includes 30 hours of classroom instruction and up to 70 hours of homework and co-curricular activities per week.

The EHLS curriculum also includes support for scholars as they begin the process of seeking employment with the federal government in order to fulfill their one-year NSEP Service Requirement. During the intensive part of the program, a significant segment of each week's work is dedicated to language development activities connected with the job search, including development of résumés and cover letters, exploration of job websites such as USAJOBS (the federal government's official job website), and development and submission of job applications.

As a supplement to the Career Skills course, the program includes a weekly schedule of presentations by hiring officials and other federal agency representatives who inform scholars about opportunities with their agencies. These activities are complemented by additional language development opportunities, such as honing interviewing skills and participating in professional networking activities.

In the final two months of the EHLS Program, participants continue to develop their analytical writing skills and pursue employment opportunities in the federal sector. This online component of instruction gives scholars time to transition into the workforce and provides participants with ongoing support.

2017 EHLS Scholar receiving graduation certificate

2017 UPDATES

EHLS 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 2017, the program recruited native speakers of Arabic, Azerbaijani, Balochi, Bambara, Dari, Hausa, Hindi, Kazakh, Kurdish, Kyrgyz, Mandarin Chinese, Pashto, Persian Farsi, Punjabi, Russian, Somali, Tajik, Tamashek, Turkish, Urdu, and Uzbek.[23]

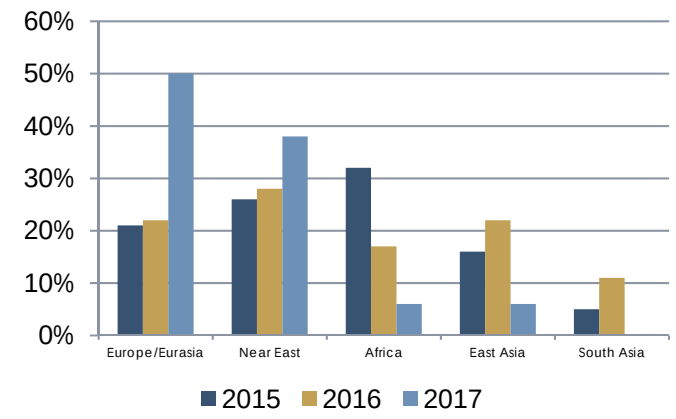
EHLS Program: Languages Recruited	Class of 2015	Class of 2016	Class of 2017
Amharic	3	2	N/A
Arabic	3	5	5
Azerbaijani	N/A	N/A	0
Balochi	0	0	0
Bambara	1	0	0
Dari	0	1	0
Hausa	0	0	1
Hindi	0	0	0
Kazakh	0	1	0
Kurdish	N/A	0	0
Kyrgyz	0	1	0
Mandarin Chinese	3	4	1
Pashto	1	0	0
Persian Farsi	2	0	1
Punjabi	0	0	0
Russian	N/A	N/A	6
Somali	0	1	0
Tajik	1	0	0
Tamashek	1	0	0
Turkish	3	1	1
Urdu	0	1	0
Uzbek	0	1	1
Yoruba	1	0	N/A
Total Participants	**19**	**18**	**16**
Total Applicants	***264***	***208***	***330***

Speakers of seven of the languages were admitted to the class of 2017, with 330 complete applications submitted for 16 scholarships. The table above provides a comparison of participants by language background for the 2015, 2016, and 2017 program years. With respect to language background, the data show continuing success in recruiting qualified speakers of Arabic, and the successful reintroduction of Russian, for the first time since 2007. The program also was successful in recruiting speakers of a number of other languages, and included a Hausa

[23] *A list of 2017 EHLS Scholars is in Appendix N.*

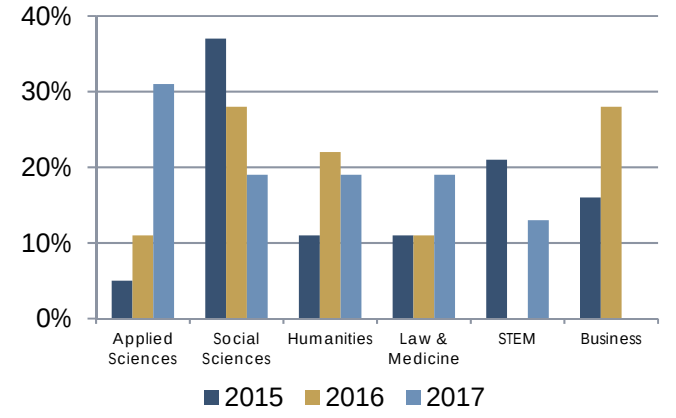
speaker for the first time since the class of 2012. Also worth noting is the decrease in Mandarin Chinese speakers for 2017, which led to adjustments in recruiting for future cohorts.

2015-2017 EHLS SCHOLARS REGION OF ORIGIN



EHLS Regions of Origin saw dramatic changes for 2017. In prior years, the largest percentage of scholars originated from the Near East region as speakers of Arabic. With the 2017 introduction of Russian, those from Europe/Eurasia represented the largest percentage of scholars, and more than doubled their presence in the program. The program ensured diversity, with representation for other regions, but in fewer numbers.

2015-17 EHLS SCHOLARS BY ACADEMIC FIELD



Over the past several years, the number of scholars with an academic background in Social Sciences, Humanities, Law, and Medicine has been more consistent than other fields. FY 2017 saw strong representation from Applied Sciences and STEM fields.

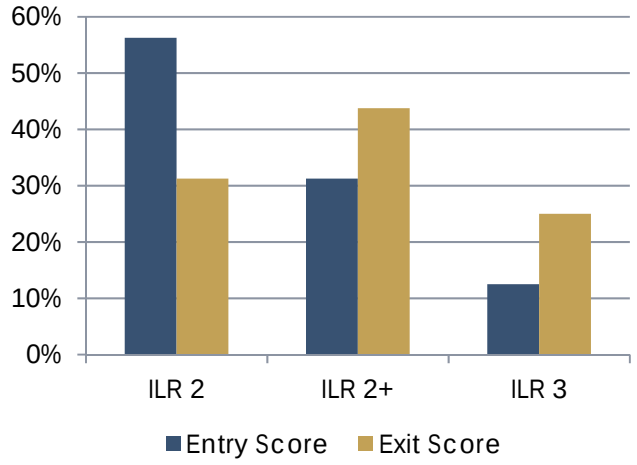
PROGRAM RESULTS

Over the past 12 years, the EHLS Program has worked to assist its scholars in reaching an ILR Level 3 in all modalities of English: reading, writing, listening, and speaking. For 2017, the program produced excellent results, with 66 percent of all exit test scores at ILR Level 3 and 89 percent 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.

2017 EHLS Scholar during the Open Source Analysis Project presentation

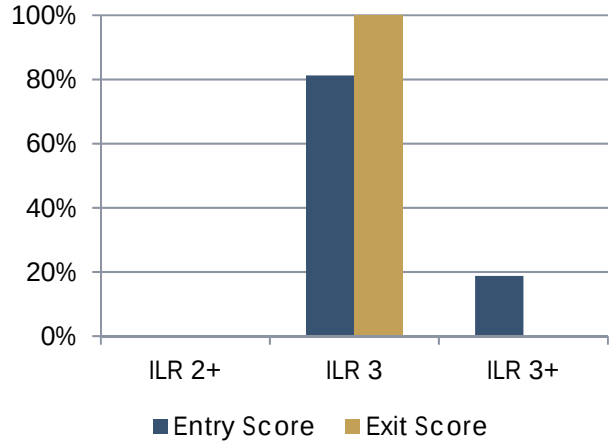
The development of writing skills has been emphasized as one of the highest priorities for the EHLS Program for many years, based on input from the government agencies hiring EHLS graduates. In 2017, 12.5 percent of the scholars entered with a score of ILR level 3, and 25 percent earned this score at exit. The percentage of scholars who scored at an ILR Level of 2+ or higher increased from 44 percent at entry to 69 percent at exit reflecting that many graduates of the program increased one or even two levels in English writing.

2017 EHLS SCHOLARS ENGLISH WRITING RESULTS



For the first time since the program's inception, the 2017 EHLS cohort demonstrated an ILR level 3 or higher in English speaking entering the program. The curricular focus is shifting to professional presentation speaking skills, which was evident in the Open Source Analysis Project capstone briefings as mentioned later in this chapter.[24]

2017 EHLS SCHOLARS ENGLISH SPEAKING RESULTS



These types of language assessments are valuable tools for monitoring students' language skill development and the effectiveness of a program, yet these results do not provide a comprehensive view of the EHLS Scholars' abilities. Therefore, a performance-based assessment system is being developed to supplement these assessments and provide a more complete view of EHLS Scholars' abilities. This tool is expected to be introduced with the EHLS class of 2018.

2017 EHLS Scholar during the Open Source Analysis Project presentation

OPEN SOURCE ANALYSIS PROJECT (OSAP)

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 reports and videos are available to the national security community on Intelink-U (a repository of unclassified information hosted by the Office of the Director of National Intelligence), and the U.S. Army Foreign Military Services Office (FMSO) website. The 2017 EHLS Scholars' OSAP research was based on topics provided by seven federal organizations: Defense Intelligence Agency, Department of Homeland Security - Customs and Border Protection, Foreign Military Studies Office (Army G2), Federal Bureau of Investigation, Library of Congress - Federal Research Division, National Geospatial-Intelligence Agency, National Ground Intelligence Center (U.S. Army - INSCOM). The research results are presented before an audience of representatives from a large number of federal

[24] The pre- and post-program language assessment results for English reading and listening were also measured and were impressive. The program focuses on the effectiveness of critical reading skills and active listening techniques that did not lead to proficiency gains, but did lead to greater professional effectiveness.

organizations and related contractors from around the country, some of whom are currently seeking to employ these 2017 EHLS Scholars. Videos of the EHLS Scholars' OSAP presentations and their corresponding written reports are posted on Intelink-U.

FUTURE ACTIVITIES

When NSEP initiated the EHLS Program in 2005, team members identified three opportunity areas, which remain the program's primary focus: recruitment, language skill development, and job placement. Future EHLS activities will focus on achieving even greater success in these key venues.

Furthermore, the EHLS Program has become a model for English language instruction, especially regarding preparation for federal government purposes. EHLS staff are requested to present the results of the program each year at national conferences including those of the American Council of Teachers of a Foreign Language (ACTFL), TESOL International Association, Department of State – Foreign Service Institute, Defense Language Institute English Language Center, and with many other organizations. For 2018, the EHLS Program staff is working on several initiatives to help enhance instruction. First, the instructional team is working on curricular revisions to create higher level professional tasks that are sufficiently challenging for those coming into the program with higher-level English proficiency skills. Furthermore, the staff at the Center for Applied Linguistics is working on developing a Professional Performance Assessment Tool (PPAT) to measure program outcomes in a manner that complements the language proficiency tests that have been administered since the beginning of the program. This will help to provide a more thorough picture of the linguistic and professional capabilities of the EHLS Scholars upon completion of the program.

The Federal Bureau of Investigation (FBI) and the National Virtual Translation Center (NVTC) continue to develop a hiring strategy that allows EHLS graduates to be processed for employment as contracted linguists and translators. In addition, closer ties are being cultivated with the National Ground Intelligence Center (NGIC), the Defense Intelligence Agency (DIA), 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 service requirement.

NATIONAL LANGUAGE SERVICE CORPS

The Department of Defense's (DoD) National Language Service Corps (NLSC) is a civilian corps of volunteers with certified proficiency in foreign languages. Its purpose is to support the DoD or other United States departments or agencies in need of foreign language services, including surge or emergency requirements. NLSC capabilities include language support for interpretation, surge translations, testing & assessment, analysis, training, logistics activities, and humanitarian and disaster relief. Members generally possess professional-level proficiency in a foreign language and in English, and may have clearances or may be clearable.

Members participating in Community Emergency Response training in Hawaii

In 2017, the organization commemorated its 10th Anniversary with the theme of *Volunteering in the Community in Times of Disaster and National Need.* In light of the 10th anniversary theme the NLSC continues the initiative of enrolling Chapter memberships in emergency preparedness training sponsored by federal agencies such as the Office of Emergency Management (OEM) and Federal Emergency Management Agency (FEMA). Recently the NLSC has added an additional emergency preparedness partner to its repertoire, the American Red Cross. These agencies train NLSC Members to respond to disasters and emergency preparedness for hazards that may affect their language communities. Throughout the anniversary year each NLSC Regional Chapter will host Chapter events highlighting the NLSC 10th Anniversary.

Continued NLSC success is attributed to strong interest in the program among a wide range of federal departments and agencies. The continued growth in membership, resulting in a base that is nearly 8,500 with 414 languages and dialects represented; the ability to participate in nearly 20 operations with federal partners, including the deployment of members to overseas locations; the availability of personnel needed to provide over 1,000 man-hours of support with DoD mission partners; and the capability to provide a full range of language support services, while being responsive to the "just in time" agency surge requirements.

Civilian volunteers comprise NLSC's membership. Members may serve as temporary federal employees, using their diverse certified language skills to support requirements across all federal agencies, and may be activated throughout the world. NLSC opportunities for service include strategic language support of DoD operations and training, including analysis, interpretation, training, and instruction. If required, the NLSC is able to obtain clearances for its members on behalf of government organizations. Several NLSC members have active Secret or Top Secret clearances.

Most federalized NLSC members are certified at ILR 3 or higher in all modalities of a foreign language and in English – i.e., reading, writing, speaking, and listening, as defined on the Interagency Language Roundtable scale. In addition, the NLSC maintains a database of individuals who have some measurable skills in less common languages, but who do not meet the ILR Level 3 language proficiency. These individuals may be contacted when a requirement for services at those skill levels develops.

2017 HIGHLIGHTS

The NLSC continues to grow. Targeted recruiting and outreach methods have yielded a membership increase of 18 percent since Fiscal Year 2016. The organization capitalizes on inexpensive means of advertising by spreading the word about the NLSC through social networking, posting to free job-boards, and various community efforts. The NLSC is rich in its support network and the loyalty of its members; current members

continuously refer their own contacts to the organization. Major NLSC accomplishments in 2017 include:

- Responding to 88 inquiries from 22 government agencies. Responses comprised of 27 Mission Support Queries (MSQs), or government agencies inquiring about the capacity of the NLSC to meet potential future language requirements, and 61 Mission Support Requests (MSRs), or full engagement of NLSC support processes, including the activation of members and performance of over 1,000 hours of service in Fiscal Year 2017

- The number of federally appointed language consultants reached 1,256 by the end of FY17, through collaborative efforts with the DoD Human Resources Activity and the Defense Logistics Agency

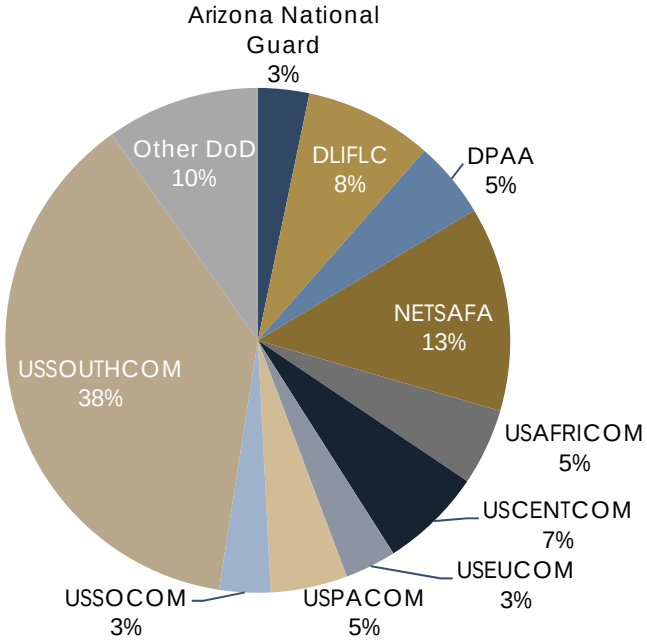
- Recruiting more than 1,000 members to reach a new membership high of 8,311

- Continuing use of the remote testing capability of the Military Entrance Processing Stations for NLSC operational testing using the web-delivered Defense Language Proficiency Test and

- Providing continued support to the development of ASTM Main Committee F43, Language Services and Products, the first national standards committee for the language enterprise, representing the federal sector, state, and local government users of language services, the academic sector, and the nation's $15 billion private sector language industry.

NLSC members are appointed as temporary federal employees on intermittent work schedules and their support is available on a cost-reimbursable basis to the requesting agency. In 2017, NLSC received increased mission support queries and requests. These queries and requests represent the escalating interest in NLSC's capability to provide surge requirements to federal organizations and DoD combatant commands for professionals with critical language and culture proficiency. The table below shows the 2017 requests for NLSC support.

2017 NLSC PERCENTAGE OF REQUESTS BY AGENCY



SAMPLE OF NLSC ACTIVATIONS AND SERVICES

Organization	Language(s)	Operation	Status
Defense POW/MIA Accounting Agency (DPAA)	German	Telework translation of a 56 page aviation and archeological document from English into German for a meeting with local German officials permitting examination of a dig site.	Two activations completed in September 2017. Debriefs completed.
Naval Education and Training Security Assistance Field Activity (NETSAFA)	Japanese	Cleared consecutive interpretation to support a Japanese Naval Submarine Training course in Pearl Harbor, HI.	Activation completed in August and September 2017. Debrief completed.
US Central Command (CENTCOM) / Arizona National Guard	Russian	Consecutive interpretation and translation in support of an international military information exchange in Phoenix, AZ.	Activation completed in July 2017. Debrief completed.
US Air Force Special Operations School (USAFSOS)	Spanish	Simultaneous and consecutive interpretation support for two-week "Building Partnership Capacity" seminar at Hurlburt AFB in Florida.	Activation completed in July 2017. Debrief completed.
US Central Command (CENTCOM J2)	Russian/Dari	Simultaneous/consecutive interpretation and translation in support of a multinational conference in Doral, Florida.	Four activations completed in February 2017. Debriefs completed.
US Army Corps of Engineers	Nepalese	Telework translation of an approximately 1,300 word technical document from English into Nepalese for mapping software for the Nepal Ministry of Home Affairs.	Two activations completed in January 2017. Debriefs completed.
US Southern Command (SOUTHCOM)	Spanish	Consecutive interpretation support for a visit by the wife of Argentina's Chief of Defense to SOUTHCOM Headquarters.	Activation completed in November 2016. Debrief completed.

Support was also provided for the following new NLSC clients: U.S. Army Corps of Engineers (USACE) and the U.S. Coast Guard (assignment funded by PACOM). Other satisfied organizations, such as the Naval Education and Training Security Assistance Field Activity (NETSAFA), Defense Language Institute Foreign Language Center (DLIFLC), U.S. Central Command (CENTCOM), Defense POW/MIA Accounting Agency (DPAA), Arizona National Guard (AZNG), and the U.S. Army War College (AWC) have established long lasting relationships, and continue to come back to the NLSC to meet their language needs. They are among the growing list of NLSC repeat clients who incorporate NLSC language support services into their long range planning.

Following are several specific examples of how the NLSC supported its clients in different capacities this year.

A Member of the NLSC completed three assignments for the NETSAFA. The NLSC Member acted as an interpreter for the crew of a Japanese submarine, and the training was conducted in August and September in Oahu, HI. The last assignment took place from September 6 to 8, 2017. This was the 13th technical training event NLSC has supported with classroom interpreters for Japanese submarine crews. The training program manager at the Naval Submarine Training Center, Pacific (NSTCP) was especially pleased with the NLSC Member's performance commenting "*she has been an outstanding resource for our international training program. Having continuity in the interpreter we use has been especially helpful*." This Member has completed many of the 13 training missions and therefore has significant technical knowledge of terms and procedures used in the training. NETSAFA is currently discussing Fiscal Year (FY) 2018 and 2019 requirements with NLSC staff to expand beyond NSTCP programs at Pearl Harbor, HI.

The NLSC supported four assignments with the AZNG from February to September 2017. The NLSC provided Russian support for a visit by the Kazakhstani Ministry of Defense as part of the AZNG State Partnership Program (SPP) to exchange procedures and doctrine of Military Aircraft Maintenance for non-commissioned officers. The NLSC Members acted as interpreters during the scheduled briefings and training tours. The Members' professionalism and flexibility to assist with last-minute on-site translations was key to the AZNG's ability to execute these assignments successfully. NLSC Members have a long history with the AZNG of providing excellent language skills. The AZNG SPP Coordinator commented *"[NLSC Member] was professional and attentive to the needs of our SPP event. She was very fluid and quick during interpretation. She appeared very prepared for the topics of discussion and had a strong mastery of the language. She was responsive to our directions and maintained a positive attitude through the entire event."*

The NLSC completed an assignment with the U.S. Central Command (CENTCOM) from February 12 to 15, 2017. Two Russian-speaking and two Dari-speaking NLSC Members provided interpreting services for the CENTCOM Central and South Asian Directors' of Military Intelligence (CASA DMI) conference in Tampa, FL. In the NLSC Service Evaluation Form, CENTCOM rated NLSC staff and Member performance and ability as 5 on a scale of 1 to 5, and had the following to say: *"The CCJ2 CASA DMI Conference received great reviews from the Director of Intelligence, MG Mark R. Quantock in regards to communication as the key element to a successful trilingual (RUS/ENG/DARI) event/ conference. Those providing interpretation/ translation services carried themselves with the utmost professionalism from demeanor and attire to flexibility and attitude and distinguished themselves by their ability to facilitate discussions even at the highest academic level."* Once again, the NLSC Members' language skills and willingness to meet emergent needs and the NLSC staff support have been recognized as a success multiplier by the CENTCOM.

NLSC Member (3rd from left) on assignment in Kazakhstan

MEMBER ENGAGEMENT

The NLSC has six active Regional Chapters in Washington, District of Columbia; Los Angeles, California; Honolulu, Hawaii; New York, New York; Chicago, Illinois; and Stuttgart, Germany. Together, they represent nearly 45 percent of the total NLSC membership. The NLSC Regional Chapters continue to grow as the program intends to launch two additional chapters in the coming year. Regional Chapters serve as a means of engaging members through special events related to culture and langauge opportunities.

FUTURE OF NLSC

During 2018, NLSC expects sustained interest and interaction with the combatant commands and several additional federal agencies as a result of the NLSC becoming part of the Code of Federal Regulations (Title 32, Part 251) that was published on December 10, 2015 and became effective on January 11, 2016.

NLSC is experiencing a growing role in providing support with members who not only have language expertise but also domain, regional, and cultural expertise.

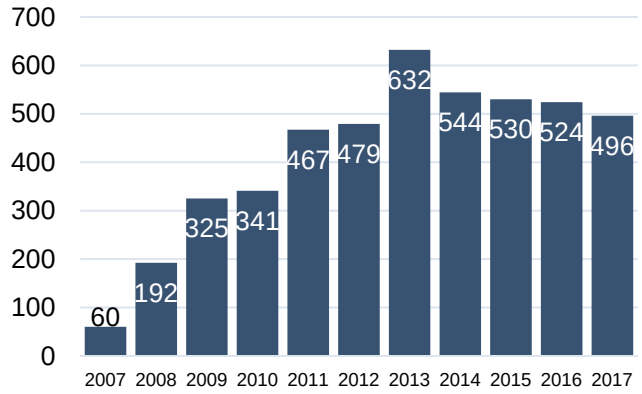
These members provide periodic augmentation as federal language consultants and "gap fillers" that fit temporary or part-time needs of these agencies.

PROJECT GLOBAL OFFICER (PROJECT GO)

NDAA 2006, P.L. 109-163, Section 535, provides for the promotion of foreign language skills among members of the Reserve Officer Training Corps (ROTC), creating critical language skills needed in future military officers. 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 Senior Military Colleges (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 the 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 4,500 ROTC students nationwide. During the 2016-2017 academic year, 24 institutions hosted Project GO programs serving ROTC students from 163 U.S. campuses. In 2016-2017, 496 ROTC students benefited from language training opportunities through Project GO, including 24 students enrolled in Project GO-Advanced. All cumulative data in this report incorporates Project GO-Advanced students in 2016-2017. The program continues to be selective, with nearly 1,400 applicants and an acceptance rate of 35 percent for summer opportunities in 2017.

2007-2017 PROJECT GO PARTICIPANTS



Project GO has been highly innovative in its approach to reaching the ROTC community. Any interested ROTC student nationwide is eligible to apply for a Project GO scholarship. Each student selects the Project GO-funded institution and language that best fits with his or her academic needs and interests, and then applies online.

The Project GO model focuses on student support. 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.

Project GO students in India

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

- Establishing a minimum proficiency goal of Interagency Language Roundtable (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 Senior Military Colleges (SMC) in internationalizing the experience of their ROTC students and
- Creating opportunities for ROTC students to receive cross-cultural exposure through curricular enhancements.

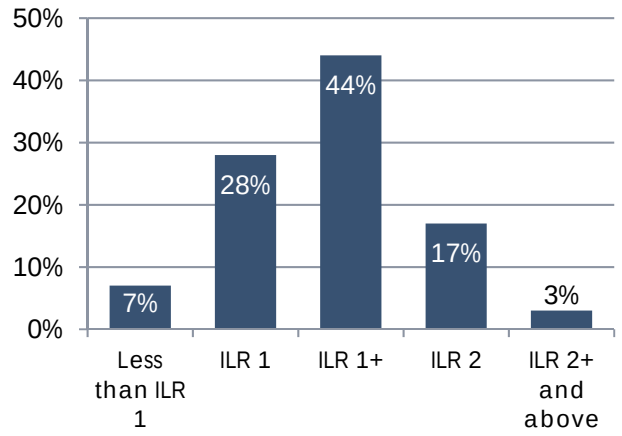
2017 HIGHLIGHTS

Project GO celebrated its 10-year milestone in 2017 with the theme *"Language-Culture-Readiness: Celebrating 10 Years of Project GO."* Retrospective activities were planned throughout the year starting with the annual leadership meeting hosted by The Citadel in April in Charleston, South Carolina and a fall meeting in October in Washington, DC. Program directors, coordinators, and ROTC detachment commanders from the 24 Project GO institutions participated at the leadership meetings. Project GO alumni were also invited to share their experience during their participation in the program. Additionally, representatives from the four Service components were invited at the meetings to provide any policy changes and updates affecting ROTC cadets and midshipmen.

For the first time since program inception in 2007, Project GO sent ROTC cadets and midshipmen to study overseas in India and Brazil. University of Wisconsin funded nine ROTC students - five of whom studied Hindi and four for Urdu - for eight weeks of language studies. San Diego State University funded two ROTC students to learn Portuguese in Florianopolis, Brazil for nine weeks which included intensive language and culture classes, homestay and field trips. All the students completed their respective programs and met the minimum goal of ILR 1 in speaking.

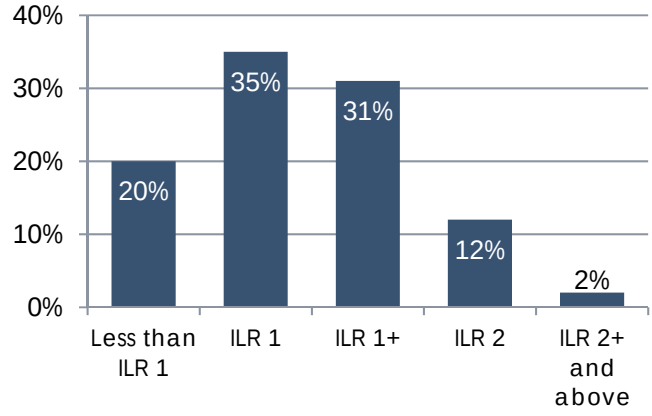
In order to achieve proficiency targets, Project GO actively promotes language training opportunities among ROTC students year-round. Today, Project GO participants are expected to complete, at a minimum, the equivalent of four semesters (12 credits) of the same critical language, including study abroad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

OPI ACHIEVEMENT WITH FOUR OR MORE SEMESTERS



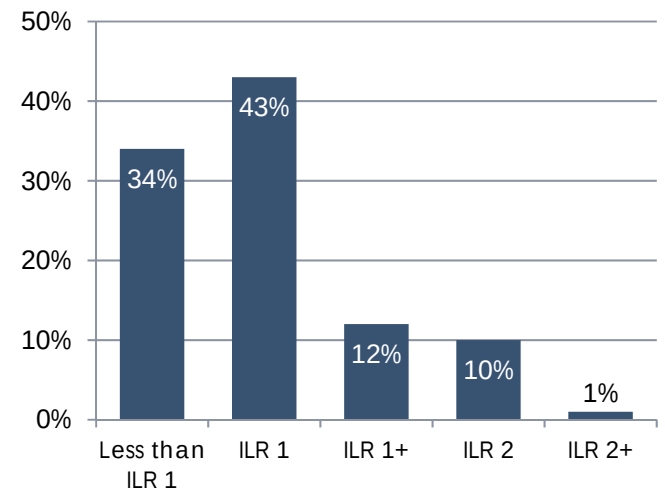
In order to better measure student proficiency, the program changed its assessment policy in 2016 and administered a post-OPI test to all students after the completion of their program. In 2017, 80 percent of Project GO students achieved the Project GO proficiency goal of ILR 1 or better, despite the fact that 41 percent of the students had not yet completed four semesters of language study.

POST-OPI RESULTS FOR ALL PROJECT GO STUDENTS



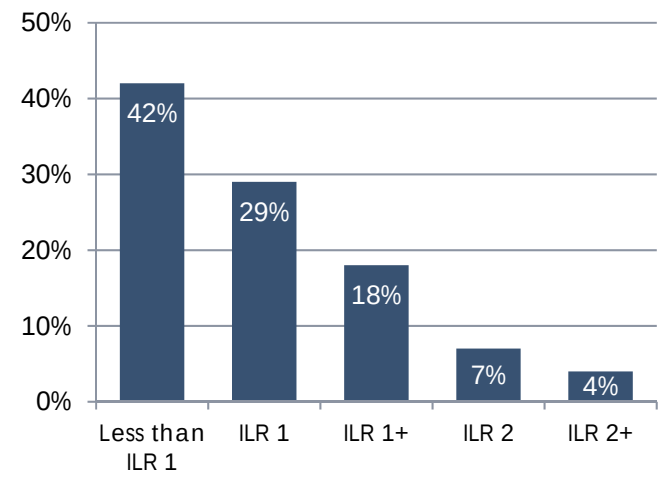
The Flagship Online Listening and Reading proficiency test was administered as a post-test metric for Project GO students who had completed four semesters or more of language study in Arabic, Chinese, Korean, and Russian. Two hundred and sixty-two cadets and midshipmen were administered the exam. The scores for the reading proficiency test indicate that 66 percent of the students that took the Flagship online test scored ILR 1 or higher.

2017 PROJECT GO READING PROFICIENCY RESULTS



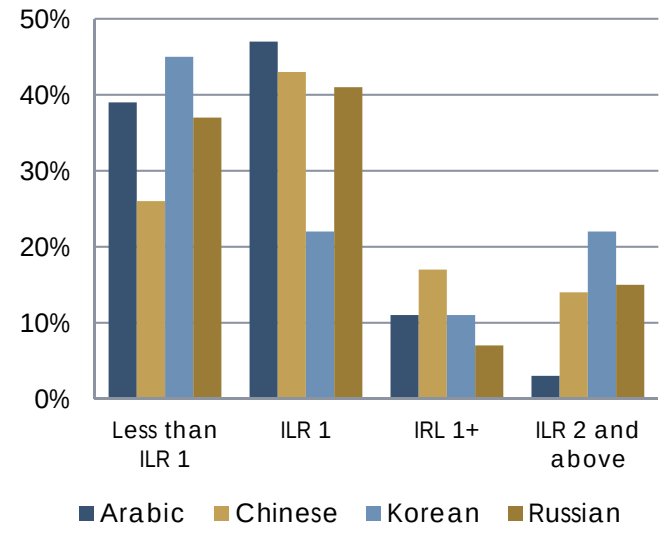
The scores for the listening proficiency test show that 58 percent of the students that took the Flagship online test scored ILR 1 or higher.

2017 PROJECT GO LISTENING PROFICIENCY RESULTS

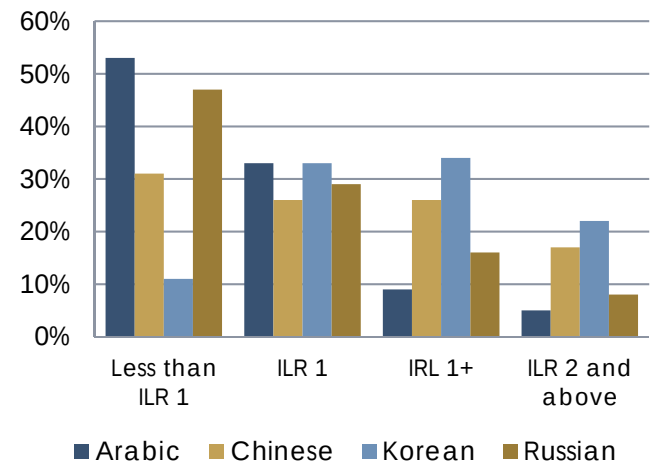


The assessment results indicate differences between the four languages – Arabic, Chinese, Korean, and Russian. Following successful implementation of the Arabic, Chinese, Korean and Russian tests in previous years, these four languages were tested again this year. In particular, the Flagship reading and listening test results show a continued improvement in Chinese, Korean, and Russian.

2017 PROJECT GO READING PROFICIENCY ARABIC, CHINESE, KOREAN, AND RUSSIAN



2017 PROJECT GO LISTENING PROFICIENCY ARABIC, CHINESE, KOREAN, AND RUSSIAN



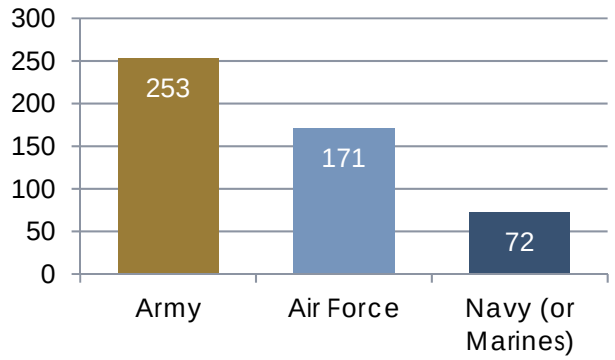
The goal of Project GO students is ILR 1, but nearly 23 percent of students achieved ILR 1+ proficiency in reading and 29 percent in listening;

an increase of 6 percent and 12 percent respectively from the previous year.

NETWORK OF DOMESTIC AND OVERSEAS LANGUAGE PROGRAMS

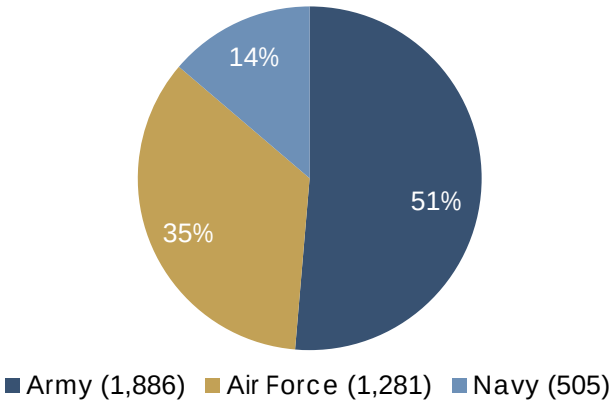
During academic year 2016-2017, Project GO funded 24 institutions, including five Senior Military Colleges (SMCs), to serve as national resources for critical language instruction. Through these universities, Project GO trained 496 ROTC participants in critical languages. Of these, 51 percent were Army ROTC students, 34 percent were Air Force ROTC students, and 15 percent were Naval ROTC students.

2017 PROJECT GO PARTICIPANTS BY SERVICE



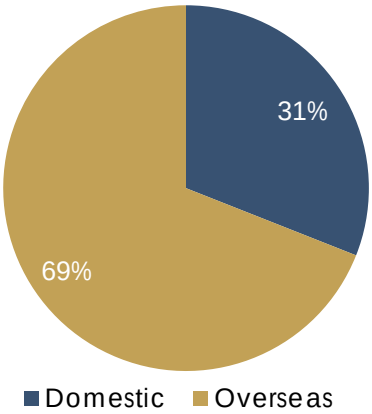
Since 2011, the distribution of Project GO participants by Service is as follows.

2011-2017 PROJECT GO PARTICIPANTS BY SERVICE



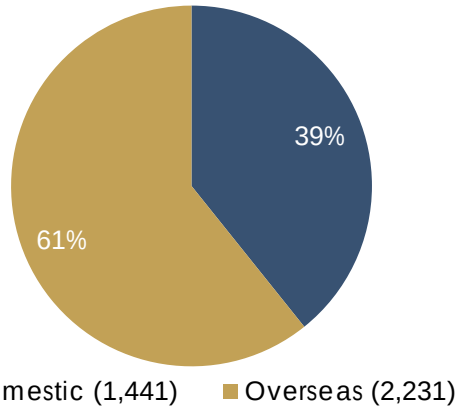
During the 2016-2017 academic year, 344 Project GO ROTC students completed critical language training overseas, with 337 of these students participating in summer 2017 programming.

2017 PROJECT GO PARTICIPANTS DOMESTIC VS. OVERSEAS



Since 2011, the distribution of Project GO participants undertaking critical language study domestically versus overseas is as follows:

2011-2017 PROJECT GO PARTICIPANTS DOMESTIC VS. OVERSEAS

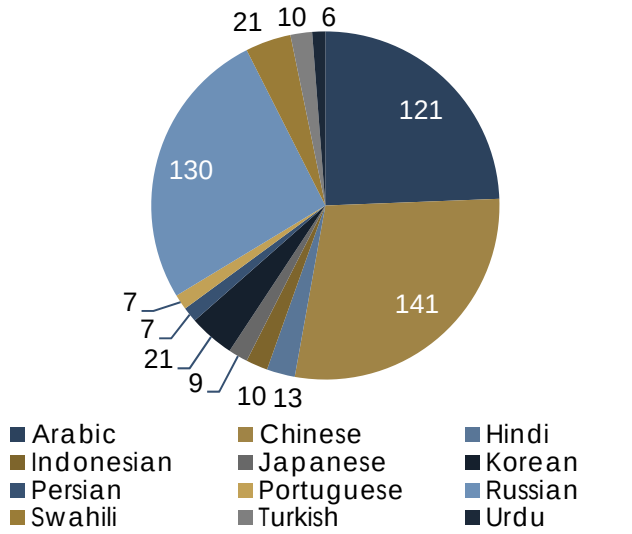


ROTC students from 163 different U.S. institutions participated nationwide in Project GO's summer 2017 critical language offerings with 44 percent (216) of participants enrolled at a Project GO-funded institution and the other 56 percent (280) enrolled at other institutions during the academic year.

Arabic, Chinese, and Russian were the most popular languages among Project GO ROTC participants in 2017. Korean, Swahili, and Hindi language courses also experienced large enrollments. Below is a chart illustrating the

languages studied by Project GO students during the 2016-2017academic year.

2017 PROJECT GO PARTICIPANTS BY LANGUAGE

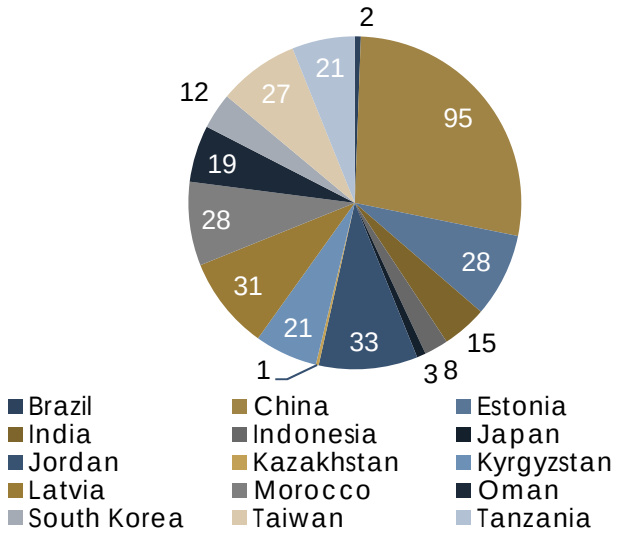


Since 2011, the distribution of Project GO participants by critical language studied is as follows:

Language	2011	2012	2013	2014	2015	2016	2017
Arabic	153	175	208	164	153	136	121
Chinese	105	138	161	143	131	140	141
Dari	0	3	2	0	0	n/a	n/a
Hausa	3	3	0	0	0	n/a	n/a
Hindi/Urdu	3	4	3	1	1	8	19
Indonesian	n/a	n/a	n/a	n/a	n/a	7	10
Japanese	n/a	n/a	n/a	n/a	n/a	6	9
Korean	11	9	25	38	30	22	21
Pashto	7	0	0	0	0	n/a	n/a
Persian	31	17	25	11	10	8	7
Portuguese	n/a	n/a	n/a	n/a	n/a	5	7
Russian	105	94	170	152	162	155	130
Swahili	28	24	27	15	29	19	21
Tatar	1	0	0	0	0	n/a	n/a
Turkish	2	5	8	16	12	18	10
Uyghur	0	2	0	0	0	n/a	n/a
Uzbek	9	5	3	4	2	n/a	n/a
Wolof	9	0	0	0	0	n/a	n/a
TOTAL	467	479	632	544	530	524	496

Of those students who studied overseas, China was the most popular destination, followed by Jordan, Latvia, Morocco, Estonia, and Taiwan.

2017 PROJECT GO PARTICIPANTS BY COUNTRY



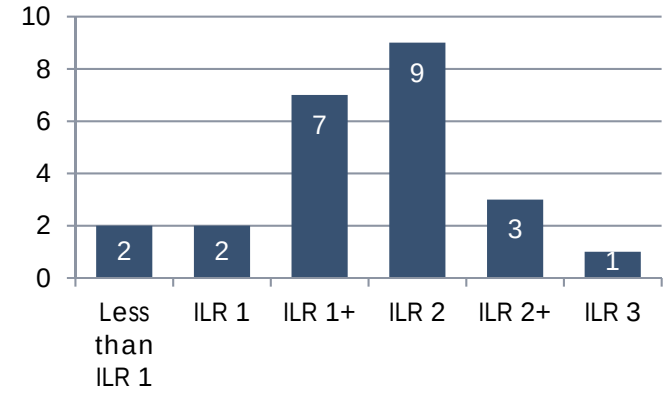
PROJECT GO-ADVANCED

Three institutions were selected for the Project GO-Advanced initiative and completed the second year of programming in 2016-2017: Embry-Riddle Aeronautical University (Chinese), University of Arizona (Arabic), and University of Pittsburgh (Russian). The objective of this special initiative is to expand Project GO by increasing the number of ROTC students who achieve ILR 2 or higher (advanced or professional level proficiency) in listening, reading, and speaking, in these critical languages. Students in the Arabic program participated in an overseas program in Amman, Jordan and Meknes, Morocco. Project GO-Advanced students from Embry-Riddle spent the summer in Beijing, China while students from University of Pittsburgh participated in a study abroad program in Narva, Estonia.

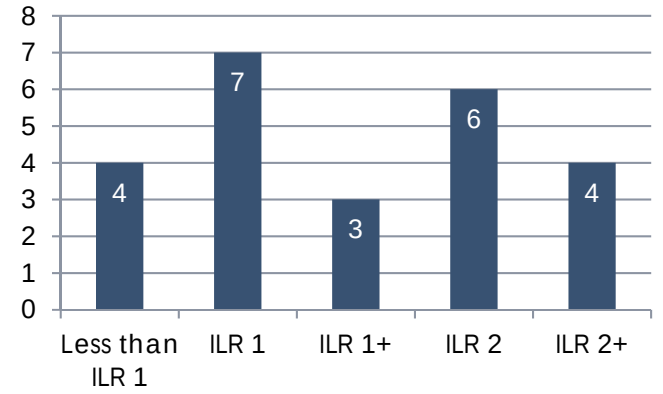
Out of the 24 ROTC students participating in the second year of the Project GO-Advanced initiative, 54 percent reached ILR 2 or higher in speaking. Additionally, 54 percent of the Project GO-Advanced students reached ILR 1+ or higher in reading, and 58 percent reached ILR 1+ or higher in listening. While Project GO-Advanced proficiency gains are incorporated into the

overall Project GO gains in the charts above, Project GO-Advanced specific proficiency gains are provided below.

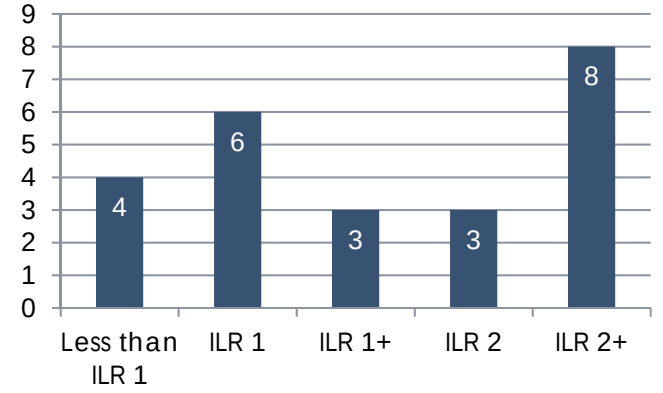
2017 PROJECT GO-ADVANCED SPEAKING IN ARABIC, CHINESE, AND RUSSIAN



2017 PROJECT GO-ADVANCED READING IN ARABIC, CHINESE, AND RUSSIAN



2017 PROJECT GO-ADVANCED LISTENING IN ARABIC, CHINESE, AND RUSSIAN



INTERNATIONALIZING SENIOR MILITARY COLLEGES

Project GO funding for Senior Military Colleges (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 Senior Military College students who study a critical language, particularly overseas. Five SMCs—Norwich University, Texas A&M University, The Citadel, University of North Georgia, and Virginia Polytechnic Institute and State University—hosted Project GO programs in 2016-2017, and enrolled over 130 students in Arabic, Chinese, Korean, and Russian language classes. This means that 26 percent of Project GO participants in 2016-2017 were full-time students at an SMC.

THE FUTURE OF PROJECT GO

Project GO has demonstrated that ROTC student training in language skills domestically can be improved greatly. It has also demonstrated that ROTC students are able to achieve success in critical language learning as indicated by the proficiency results in listening, reading and speaking. As NSEP continuously improves the Project GO model, NSEP anticipates strong language proficiency gains among program participants, especially in increasing the number of students reaching ILR 2 and higher.

NSEP's expectation is that Project GO-funded institutions will provide students with the tools and resources required to achieve a minimum ILR Level 1 proficiency over a series of language-learning interventions, including eight weeks of overseas study. Enhancing year-long language study and supporting extended overseas study for participants are key components of this strategy. Strengthening curricula, providing group and individual tutoring, sponsoring cultural events, and further coordinating outreach will also bolster program goals in 2018.

NSEP plans to conduct an open competition for ROTC Project GO in 2018. In the new three-year grant cycle, continued emphasis will be placed on increasing the number of ROTC graduates commissioning with advanced (ILR 2) skills in strategic languages, increasing opportunities for semester and year abroad study at advanced levels, and strengthening overseas study opportunities.

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. In 2010, NSEP funded the study "Leveraging Language and Cultural Education and U.S. Higher Education" to fulfill a Congressional request. Findings from the study revealed that federal investments in language and culture at higher education institutions produced a group of universities with well-established programs and faculty expertise that are capable of supporting the military's needs for proficiency-based training in critical and less commonly taught languages at various levels of acquisition. Therefore, facilitating the establishment and continued growth of relationships among these institutions, military installations, and DoD entities is an integral part of the LTC program.

Relationships built with higher education institutions through the LTC program have the potential to 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.

Now in its sixth year, the LTC program has delivered approximately 1,350 different courses comprising over 166,000 contact hours to nearly 11,700 students. Approximately 6,000 Reserve and National Guard personnel have received training in basic language and culture skills that they would not have otherwise received. In 2017, approximately 700 DoD personnel completed intensive language training, consisting of 120 or more hours of instruction resulting in increased language proficiency. The Language Training Centers reported that their 2017 students met or exceeded proficiency goals over 90 percent of the time.

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

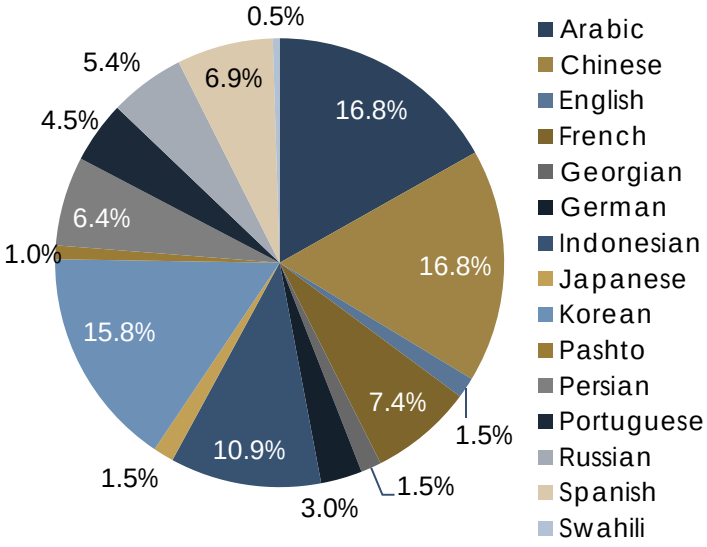
Each of the LTCs provides:

- 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.
- Alternative training delivery systems and approaches to meet language and regional area studies requirements of DoD personnel, whether pre-, during, or post-deployment.

2017 HIGHLIGHTS

In 2017, the LTC program trained approximately 1,300 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.

2017 LTC LANGUAGE COURSE DISTRIBUTION



NSEP commissioned RAND National Defense Research Institute (NDRI), a federally funded

research and development center, to conduct a review of the LTC Program by examining its effectiveness of providing language and culture training to DoD personnel. RAND NDRI is conducting extensive document review and data mining to collect and analyze data on student throughput, student performance over time and review assessment results to assess the effectiveness of the program. The findings from the study will assist the Department with any improvements in program implementation to ensure it is fulfilling its legislative mandate.

Below are the highlights for each of the Centers:

CALIFORNIA STATE UNIVERSITY, LONG BEACH (CSU-LB) worked to further develop its longstanding partnership with its primary DoD partner, the California Army National Guard, and offered opportunities for individuals from the Washington Army National Guard and the Air Force Regional Affairs Office. CSU-LB provided five 15-day residential intensive language courses in Arabic, Chinese, French, Persian, and Russian. Intensive courses provided 150 instructional hours, consisting of 10 hours of instruction per day, including weekends. A total of 26 military linguists successfully participated in the following languages: Arabic (4), Chinese (10), French (5), Persian (4), and Russian (3). CSU-LB integrated ACTFL formative and summative assessments into their courses this year. CSU-LB also incorporated the use of the CL-150 language learning matrix into its pedagogical approach. Approximately 96 percent of the participants met or exceeded their language proficiency goals through CSU-LB's class offerings.

CONCORDIA COLLEGE partnered with the 300th Military Intelligence (MI) Brigade to provide six 1- to 2-week iso-immersion sessions to 43 individuals in Arabic, Chinese, French, Korean, Portuguese and Russian languages. 89 percent of students from 300th MI Brigade who participated in the iso-immersion program met the proficiency goal by sustaining or improving their proficiency level by a half-step or more on the ACTFL scale. In late 2017, Concordia College partnered with the Defense Language Institute Foreign Language Center (DLIFLC) to provide three 11-day training sessions in Arabic, Russian, and Spanish. Additionally, they will be providing 4-week training sessions to the U.S. Army Civil Affairs and Psychological Operations Command in Arabic, French, Korean, and Persian. All training events take place at the Concordia Language Villages in Bemidji, Minnesota.

LTC Arabic at Concordia

GEORGE MASON UNIVERSITY (GMU) offered online English writing courses for approximately 60 Department of Defense 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. A majority of the 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. GMU is expanding its partnership with the DLIFLC by offering the writing courses to its instructors.

THE GEORGE WASHINGTON UNIVERSITY (GWU) provided seven specifically 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 provide high-level up-to-date knowledge relevant to U.S. national policy making, and 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 specifically designed seminar courses for 160 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 Modern Standard Arabic, Mandarin Chinese, French, Korean, Portuguese, Russian, and Spanish languages. NCSU continued with the six-month Initial Acquisition Training course for SWCS, that participants completed in two cycles. All courses were intensive – five days per week, six hours per day, resulting in 720 contact hours of language instruction. In addition, NCSU offered an Extended Learning Program to advanced students capable of moving at a faster pace. A total of 143 students received training from NCSU and 97 percent of the students met the proficiency goal of ILR 1+ or higher.

SAN DIEGO STATE UNIVERSITY (SDSU) provided training for the 1st Marine Expeditionary Force at Camp Pendleton, the Marine Corps 2nd Radio Battalion, Marine Special Operations Support Group, the 706th MI Group, the 223rd Military Intelligence Battalion, and the Defense Language Institute Foreign Language Center. SDSU offered courses in Arabic (including Iraqi and Levantine), French, Georgian, Korean, Pashto, Persian, Portuguese, Russian, and Swahili, ranging from ten days to eight weeks in duration in order to meet the needs of each unit.

SDSU trainings included pre-deployment survival courses, short-term iso-immersion courses, and sustainment courses for professional linguists. In sum, 467 service members completed language training through SDSU.

UNIVERSITY OF KANSAS (KU) offered language instruction in Arabic, French, German, Japanese, Persian, Russian, and Spanish, to approximately 125 military personnel through classroom instruction. KU provided foundational 12-week courses in German, Spanish, and Japanese to personnel at Command and General Staff College at Fort Leavenworth, Kansas.

KU established a relationship with the 10th Special Forces Group at Fort Carson, Colorado and provided 2 and 3-week intensive courses to 36 military personnel at the intermediate levels in Arabic, French, and Persian and an 8-week beginning level course in Russian at Fort Carson. Ninety-six percent of students participating in the intensive courses met the proficiency goal of ILR 1 while 92 percent of beginning level students met the proficiency goal of ILR 1.

In response to Army National Guard needs, KU also provided intensive language instruction in Arabic, French, Persian, Russian, and Spanish languages through 14-day courses that provide 150 contact hours each. Approximately 90 Army National Guard personnel received language training at KU.

UNIVERSITY OF MONTANA (UM) maintained ongoing partnerships with the U.S. Army Special Forces Command, the 1st and 5th Special Forces Groups, and DoD Intelligence Agencies. UM provided 76 language courses ranging from 112 to 330 contact hours to 326 students in the following languages: Arabic, Chinese, Indonesian, Korean, and Persian. Ninety-three percent of students assessed met the DoD partner's oral proficiency goals.

UM also delivered 27, 1-2 hour culture and regional studies courses on the Middle East, Central Asia, South Asia, China, and Korea 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 Special Forces Group, 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. In 2017, UU provided instruction in Arabic, Chinese, French, Japanese, Korean, Persian, Portuguese, Russian, and Spanish. UU successfully delivered language instruction to 100 DoD personnel, 95 percent of whom met or exceeded their language proficiency goals in 2016-2017.

FUTURE OF THE LANGUAGE TRAINING CENTERS

The global security environment has grown more complex and is driving the continued demand for DoD to continue investing, building, and sustaining language skills in a smaller force. LTCs help ensure that language and culture skills match the Department's top priorities by working closely with the Services on their language training needs. The

recommendations and observations from the RAND NDRI report will assist with any improvements in program implementation to ensure it is fulfilling the mandate of the legislation.

FUTURE OF NSEP

NSEP is committed to providing the Department of Defense, as well as the nation, a coordinated approach in building a pipeline of skilled professionals. Through NSEP's support, these talented award recipients – America's future public service leaders – are well-equipped to support the many facets of federal, national security work. They are students of business, STEM fields, humanities, and social sciences; ROTC cadets and midshipmen; veterans, both women and men; Bachelor's, Master's, and Ph.D. candidates; all from a wide variety of ethnic and geographic backgrounds. NSEP's multi-lingual, multi-talented alumni are highly recruited and hired by Departments across the federal government; thus, it is imperative NSEP continue to build and support this extraordinary talent pool.

NSEP works with the National Security Education Board to effectively collaborate with institutions of higher education and federal agencies to ensure its programs are strategic, innovative, and relevant to the national security needs of the U.S. NSEP will improve and disseminate best practices across its initiatives to serve its mission, outlined in the David L. Boren National Security Education Act:

- To provide the necessary resources, accountability, and flexibility to meet the national security education needs of the U.S., 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 U.S. government with national security responsibilities;
- To expand, in conjunction with other federal programs, the international experience, knowledge base, and perspectives on which the U.S. citizenry, government employees, and leaders rely; and
- To permit the federal government to advocate on behalf of international education.

Working with the NSEP Board and academic partnerships, NSEP strives to spur innovation, expand engagement, and share best practices across the academic community, government agencies, and non-governmental organizations. In 2018, NSEP will enhance its mission through integration of the following efforts:

1. IMPROVE PROGRAM EFFECTIVENESS THROUGH IMPROVED PARTNERSHIPS AND DATA ANALYTICS

NSEP will use a data-driven approach to analyze challenges and growth opportunities in spreading the message about Boren Awards, the Flagship program, and ROTC Project Global Officer to U.S. undergraduate and graduate students across the country. NSEP seeks to award its cohort of scholarship recipients to a diverse pool of awardees that represent a broad cross-section of the nation. NSEP will additionally strengthen relationships with collaborating agencies particularly the Department of State Critical Language Scholarships, National Security Languages Initiative for Youth (NSLI-Y) and Gilman programs, and the Intelligence Community's, STARTALK program to continue improving outreach through those partner efforts.

2. LEVERAGE THE NSEP ALUMNI NETWORK

NSEP is creating a network of outstanding alumni to further its national outreach efforts. This "community of interest" will serve as a key outreach tool while maintaining engagement of alumni as they live and work in the U.S. and overseas. NSEP will also expand its mentorship program and social media presence to build community among NSEP awardees and alumni as they navigate studying abroad and fulfilling the service requirement.

NSEP will likewise improve the dissemination of information on its initiatives to maximize outreach to future employers of NSEP awardees. This effort will increase recognition of the NSEP brand and name among various federal agencies and offices to strengthen the pipeline of federal service employment.

3. IMPROVE COLLABORATION WITH U.S. SCHOOLS

The Language Flagship has changed language learning at universities and colleges by setting clear outcomes for high-level language learning and creating opportunities for students to reach those high expectations. As documented in the Flagship section of this report, in 2017 NSEP focused on expanding efforts to promote collaboration among higher education and state, local, and district K-12 education agencies. To keep increasing the pipeline of high school graduates at or near limited working proficiency in critical languages, NSEP will amplify recruitment into Flagship and other NSEP programs, expand proficiency-based language instruction, and improve language education across the U.S.

4. EXPAND SUCCESSFUL PARTNERSHIPS ACROSS THE DEPARTMENT AND THE FEDERAL GOVERNMENT

NSEP will continue to increase its outreach to establish and strengthen partnerships within the Department of Defense, as well as across government agencies in order to increase its program effectiveness. Examples of these partnerships include established agreements with the Army Cadet Command and Air Force ROTC, to support cadet participation in NSEP Flagship programs and potential agreements with the Navy. Similarly, NSEP will continue to improve upon the Project Global Officer Program, to ensure that our nation's future officer corps has the appropriate language and culture skills.

NSEP works closely in partnership with the Defense Language Institute Foreign Languages Center (DLIFLC) to improve advanced language teaching skills at both DLIFLC and Flagship institutions, as well as explore better means to integrate technology into the curriculum. Likewise, NSEP continues to work with the Defense Language Institute English Language Center (DLIELC) to improve advanced English language teaching skills at both DLIELC and at the NSEP supported English for Heritage Language Speakers program at Georgetown University.

NSEP continues to innovate language and cultural training through the Language Training Centers partnerships between DoD Agencies and academic institutions. NSEP is currently exploring additional means to provide support for language training in partnership with its DoD partners.

Lastly, the NLSC is working closely with the services and the Combatant Commands to help support their unanticipated surge needs for language and culture. As NLSC matures, NSEP will continue to work with federal agencies to explore ways to provide them with language capabilities to meet surge needs as well.

5. LEVERAGE TECHNOLOGY INNOVATION THROUGH PARTNERSHIPS ACROSS THE DEPARTMENT OF DEFENSE AND GOVERNMENT AGENCIES

NSEP will continue to work with partners within the Department of Defense, such as Advanced Distributed Learning (ADL) and the Office of Acquisition, Technology and Logistics (AT&L) in order to explore and promote innovative new ideas to improve the integration of technology into NSEP promoted language learning programs. Through the support of the Flagship Technology Innovation Center, NSEP will continue to support innovation to connect instructors, students, and program directors across the Flagship programs as they develop new ways of using existing technology in their courses and pilot new technology.

6. EXPAND MULTILATERAL PARTNERSHIPS WITH INDIVIDUAL STATES

NSEP will expand multilateral partnerships within individual states, among the educational sector and business, state and local government, and other sectors. This will be done to assess needs for language proficiency in the workforce, capacities in language education, and work collaboratively to develop strategies for language education in the state that meet national, state and local security and economic development goals. The Language Flagship programs at Indiana University and University of Wisconsin, Madison, will convene state roadmap strategy sessions for Indiana and Wisconsin, respectively.

APPENDICES

Appendix A: Howard Baker, Jr. Award Recipients and Profiles

Appendix B: Sol Linowitz Award Recipients and Profiles

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Appendix K: Foreign Language Proficiency Scale

Appendix L: 2017 AFLI and SAFLI Boren Scholars and Fellows

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Appendix O: 2017 Number of NSEP-Funded Programs By Institution

Appendix P: Boren Scholar and Fellow Five-Year Data

Appendix Q: The Language Flagship Five-Year Data

Appendix R: EHLS Five-Year Data

APPENDIX A: HOWARD BAKER, JR. AWARDEES

Baker Award Recipient	Country	Language	Federal Service	Boren Year
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

2017: WAYNE "CHET" DROWNS

MSgt Wayne "Chet" Drowns, a 2008 Boren Scholar and a 2009 International Relations graduate from Hawaii Pacific University, is currently an analyst/linguist in the Hawaii Air National Guard. Prior to studying Chinese Mandarin at the Beijing Language and Culture University on the Boren Scholarship, MSgt Drowns studied three semesters at Webster University, Thailand, where he focused on Southeast Asian history, politics, and national security related topics. Prior to that, MSgt Drowns served as an analyst in the active duty Army with initial assignments at the National Training Center, Fort Irwin, California and Defense Language Institute, Monterey, California.

From August 2003 to February 2007, MSgt Drowns was re-assigned to the POW/MIA effort and initially served as an assistant team leader of a joint service investigative element tasked with conducting sensitive POW/MIA investigations, negotiations, archival research, and site surveys across Southeast Asia. During his tenure working the POW/MIA mission, MSgt Drowns was granted Joint Service Achievement and Commendation Medals.

From December 2012 to May 2013, MSgt Drowns was activated as a multi-source analyst supporting Intelligence Surveillance and Reconnaissance missions in three areas of responsibility. For these efforts, he received the Air Force Commendation Medal. From May 2013 to May 2015, MSgt Drowns completed a vigorous two-year long training pipeline as a Chinese language analyst and was awarded the Provost's Academic Excellence and Navy Leadership Awards as head class leader in charge of 19 service members. Afterwards, MSgt Drowns worked briefly as a civilian Vietnamese and Lao language consultant for the National Language Service Corps where he remains an active member.

From June 2009 to present, MSgt Drowns has worked at the Joint Interagency Task Force West (JIATF West), at various times as both a uniformed military member and civilian counterdrug analyst focused on transnational crime efforts/issues in the Asia-Pacific. While at JIATF West, MSgt Drowns has supported partner nation capacity training missions and several six-month deployments supporting drug investigations and task force initiatives alongside federal law enforcement and host nation partners in Tokyo, Hanoi, and Bangkok. For his exemplary performance during a recent deployment, MSgt Drowns received the Defense Meritorious Service Award.

APPENDIX B: SOL LINOWITZ AWARDEES

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

2017: KRISTIN KELLING

Kristin Kelling is a Senior Public Health Analyst with ten years of management and leadership experience with the Centers for Disease Control and Prevention (CDC). In 2015, the Department of State's Office of the U.S. Global AIDS Coordinator and Health Diplomacy (S/GAC) requested Ms. Kelling to work at the coordination level of the President's Emergency Plan for AIDS Relief (PEPFAR) and provide leadership. Ms. Kelling has been on detail for two years and currently serves as S/GAC's Deputy Director for Program Results and Impact Monitoring for Epidemic Control. In 2016, the Federal Executive Board named Ms. Kelling Employee of the Year and she received the Outstanding Manager Award across all federal agencies in the Atlanta region in recognition of her exemplary effort and dedication in providing excellence in federal service.

Prior to going on detail, Ms. Kelling was the Deputy Branch Chief for CDC's Division of Global HIV and TB (DGHT) Program Budget and Extramural Management Branch. Previous to this, Ms. Kelling worked in DGHT's Country Strategy and Management Branch and spent two years serving as a Desk Officer for Botswana, Central Asia, Mozambique, Namibia, Rwanda, Swaziland, Vietnam and Zimbabwe. Her first position at CDC was in the DGHT Science Office where she worked for two years on Prevention of Mother to Child Transmission of HIV and Pediatrics Public Health Evaluations. Ms. Kelling has worked at CDC since she was named a Presidential Management Fellow in August 2007.

Ms. Kelling graduated from Johns Hopkins Bloomberg School of Public Health with a Master of Health Science in International Health. During her graduate studies she was named both a Boren Fellow and a U.S. Fulbright Fellow. Through the Boren fellowship, she spent a year in Brazil studying environmental sanitation and infectious disease. Ms. Kelling later returned to northeastern Brazil to carry out her Fulbright research.

Before graduate school, Ms. Kelling spent five years in Arizona as the Program Manager for the Morris K. Udall Scholarship and Excellence in National Environmental Policy Foundation. Ms. Kelling received her B.A. from Ohio Wesleyan University where she majored in Environmental Studies, Sociology and Anthropology.

APPENDIX C: LEGISLATIVE HISTORY OF THE NSEP SERVICE REQUIREMENT

When initially developed, the NSEP Service Requirement was broadly defined and, for all practical purposes, excluded Boren Scholars. Boren Fellows were permitted to fulfill the requirement either by working in the federal government or the education field related to their NSEP-funded study. The law was modified in 1996 to require all award recipients to seek employment with an agency or office of the federal government, involved with national security affairs. Award recipients who were not successful in securing Federal employment were permitted to fulfill the requirement by working in higher education in an area related to their NSEP-funded study. Boren Scholars had eight years from the end of their NSEP-funded program to fulfill the Service Requirement and Boren Fellows had five years from the time they finished their degree program to begin fulfilling the NSEP Service Requirement.

In 2004, Congress modified the NSEP Service Requirement, stating award recipients must seek to obtain "work in a position in the Department of Defense or other element of the Intelligence Community that is certified by the Secretary (of Defense) as appropriate to utilize the unique language and region expertise acquired by the recipient...."[25] The time frame to begin service was shortened to three years from graduation for Boren Scholars and two years from graduation for Boren Fellows. It is worth noting that since this amendment, beginning with the 2005 cohort of Scholars and Fellows, NSEP has noticed a marked increase in the urgency and importance award recipients place on finding federal, national security-related positions.

In 2007, the NSEP Service Requirement was again modified to make the Department of Defense, Homeland Security, State, and any element of the Intelligence Community priority organizations in which to fulfill service. At the same time, the law stated that, "if no suitable position is available in the Department of Defense, any element of the Intelligence Community, the Department of Homeland Security, or Department of State, award recipients may satisfy the NSEP Service Requirement by serving in any federal agency or office in a position with national security responsibilities."[26]

The NSEP Service Requirement was again amended in 2008 to expand creditable employment.[27] Award recipients from 2008-present are required to first search for positions in four "priority" areas of government, namely, the Departments of Defense, Homeland Security, and State, or any element of the Intelligence Community. If they are unable to secure work in one of the priority areas, they can search anywhere in the federal government for positions with national security responsibilities. As a final option, award recipients may fulfill their service in education. Work in education is only approved after an award recipient has made a demonstrated good faith effort to first find positions within the four priority areas of government, and then in any security related federal position.

NSEP engaged the Office of Personnel Management (OPM) to develop regulations and processes to facilitate placement of award recipients in the federal government. Under a regulation established by OPM in 1997, NSEP award recipients may be hired non-competitively for up to four years. (See 5 C.F.R. 213.3102 (r).) Congress also supported NSEP by enacting P.L. 111-84, the National Defense Authorization Act for Fiscal Year 2010, which was passed into law on October 28, 2009. Subsection 1101 of this law states that NSEP award recipients who have completed their NSEP-funded study and have an outstanding service obligation, may be appointed to the excepted service with non-competitive conversion eligibility to a career or career-conditional appointment upon completion of two years of substantially continuous service.

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25 National Defense Authorization Act for Fiscal Year 2004, P.L. 108-136, Section 925.

26 John Warner National Defense Authorization Act for Fiscal Year 2007, P.L. 109-364, Section 945.

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

APPENDIX D: LOCATIONS WHERE NSEP AWARD RECIPIENTS FULFILLED SERVICE

Organization	Office	Total by Organization	Total by Agency
Broadcasting Board of Governors			9
Central Intelligence Agency			102
Commission on Security and Cooperation in Europe			3
Corporation for National and Community Service			3
Department of Agriculture			38
	Agricultural Marketing Service	4	
	Agriculture Research Service	1	
	Economic Research Service	1	
	Food Safety and Inspection Service	2	
	Foreign Agricultural Service	9	
	Forest Service	6	
	Natural Resources and Conservation Service	1	
	Other: Department of Agriculture	14	
Department of Commerce			107
	Bureau of Economic Analysis	6	
	Bureau of Industry and Security	4	
	International Trade Administration	60	
	National Oceanic and Atmospheric Administration	13	
	Other: Department of Commerce	24	
Department of Defense			1,072
	Combatant Commands	22	
	Contractor	298	
	Defense Information Systems Agency	2	
	Defense Intelligence Agency	81	
	Defense Human Resources Activity	10	
	Defense Language Institute	10	
	Department of the Air Force	45	
	Department of the Army	112	
	Department of the Navy	111	
	Federal Voting Assistance Program	4	
	National Defense University	69	
	National Geospatial-Intelligence Agency	24	
	National Ground Intelligence Center	19	
	National Security Agency	60	
	Office of the Secretary of Defense	51	

Organization	Office	Total by Organization	Total by Agency
	U.S. Marine Corps	21	
	National Language Service Corps	83	
	Other: Department of Defense	50	
Department of Education			5
Department of Energy			49
	DOE National Laboratory	16	
	Energy Information Administration	2	
	Federal Energy Regulatory Commission	3	
	National Nuclear Security Administration	7	
	National Renewable Energy Laboratory	2	
	Office of Environmental Management	1	
	Office of Intelligence and Counterintelligence	2	
	Other: Department of Energy	16	
Department of Health and Human Services			62
	Centers for Disease Control and Prevention	25	
	Centers for Medicare and Medicaid Services	1	
	Contractor	5	
	Food and Drug Administration	1	
	Indian Health Service	1	
	National Institutes of Health	6	
	Office of Global Health Affairs	2	
	Other: Department of Human Services	21	
Department of Homeland Security			297
	U.S. Customs and Border Protection	22	
	Federal Emergency Management Agency	34	
	Office for Civil Rights and Civil Liberties	2	
	Office of Intelligence and Analysis	3	
	Office of Policy	19	
	National Protection and Programs Directorate	3	
	Secret Service	2	
	Transportation Security Administration	23	
	U.S. Coast Guard	4	
	U.S. Citizenship and Immigration Services	138	
	Other: Department of Homeland Security	47	
Department of Housing and Urban Development			3
Department of the Interior			19
Department of Justice			72
	Civil Rights Division	2	
	Contractor	2	
	Drug Enforcement Administration	5	
	Federal Bureau of Investigation	30	

Organization	Office	Total by Organization	Total by Agency
	Executive Office for Immigration Review	7	
	National Security Division	2	
	Office of International Affairs	2	
	U.S. District Courts	3	
	Other: Department of Justice	19	
Department of Labor			11
	International Labor Affairs Bureau	6	
	Occupational Safety and Health Administration	1	
	Other: Department of Labor	4	
Department of State			840
	Bureau of Administration	8	
	Bureau of Conflict and Stabilization Operations	3	
	Bureau of Consular Affairs	38	
	Bureau of Democracy, Human Rights, and Labor	16	
	Bureau of Diplomatic Security	17	
	Bureau of East Asian and Pacific Affairs	30	
	Bureau of Educational and Cultural Affairs	27	
	Bureau of European and Eurasian Affairs	26	
	Bureau of Information Resource Management	0	
	Bureau of Intelligence and Research	22	
	Bureau of International Information Programs	2	
	Bureau for International Narcotics and Law Enforcement Affairs	8	
	Bureau of International Security and Nonproliferation	9	
	Bureau of Near Eastern Affairs	42	
	Bureau of Oceans and International Environmental and Scientific Affairs	1	
	Bureau of Political-Military Affairs	14	
	Bureau of Population, Refugees, and Migration	9	
	Bureau of Public Affairs	10	
	Bureau of South and Central Asian Affairs	6	
	Bureau of Western Hemisphere Affairs	13	
	Contractor	144	
	Foreign Service	210	
	Bureau of Economic, Energy, and Business Affairs	7	
	Office of the Under Secretary for Public Diplomacy and Public Affairs	3	
	U.S. Mission to the United Nations	6	
	Other: State Department	169	
Department of Transportation			9
Department of the Treasury			40
	Financial Management Service	1	

Organization	Office	Total by Organization	Total by Agency
	Internal Revenue Service	6	
	Office of Financial Research	1	
	Office of Intelligence and Analysis	7	
	Office of International Affairs	6	
	Office of the Comptroller of the Currency	2	
	Office of Terrorism and Financial Intelligence	1	
	Other: Department of Treasury	16	
Department of Veterans Affairs			46
Environmental Protection Agency			25
Executive Office of the President			18
	Office of Management and Budget	6	
	National Security Council	3	
	Office of the U.S. Trade Representative	3	
	Office of the Special Envoy to the Americas	1	
	Other: Executive Office	5	
Export-Import Bank of the U.S.			1
Federal Communications Commission			2
Federal Judiciary			33
	U.S. Court of Appeals	3	
	U.S. District Courts	28	
	Other : Federal Judiciary	2	
Federal Reserve			10
General Services Administration			1
Intelligence Community (Contractor and Unspecified)			72
Inter-American Foundation			1
Millennium Challenge Corporation			8
National Aeronautics and Space Administration			26
National Science Foundation			10
Overseas Private Investment Corporation			5
Peace Corps			64
Securities and Exchange Commission			2
Small Business Administration			3
Smithsonian Institution			5
Social Security Administration			5
U.S. African Development Foundation			3
U.S. Agency for International Development			248
U.S. Congress			91
	Congressional Budget Office	4	
	U.S.-China Economic and Security Review Comm.	3	
	Government Accountability Office	7	
	Library of Congress	8	
	U.S. House of Representatives	32	

Organization	Office	Total by Organization	Total by Agency
	U.S. Senate	34	
	Other – Congress	3	
U.S. Consumer Product Safety Commission			1
U.S. Institute of Peace			5
U.S. International Trade Commission			3
U.S. Postal Service			1
U.S. Trade and Development Agency			3
TOTAL		2,730	3,433

APPENDIX E: FEDERAL NATIONAL SECURITY ORGANIZATIONS

Department of Defense[28]
- 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
- 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
- Export-Import Bank of the U.S.
- Overseas Private Investment Corporation
- United States International Trade Commission
- Peace Corps
- Millennium Challenge Corporation

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

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

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

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

APPENDIX F: 2017 BOREN SCHOLARS

Country of Study	Language	Institution	Major	Home State
Albania	Albanian	Florida State University	International Affairs	FL
Azerbaijan	Azerbaijani	University of South Dakota	International Affairs	IA
Azerbaijan	Turkish	Duke University	Economics	VA
Azerbaijan	Turkish	Indiana University	International Affairs	IL
Azerbaijan	Turkish	Indiana University	Communications and Journalism	IN
Belarus	Russian	Stanford University	Mathematics	CA
Brazil	Portuguese	Fordham University	International Development	NY
Brazil	Portuguese	Iowa State University of Science and Technology	Agricultural and Food Sciences	IA
Brazil	Portuguese	Tulane University	International Affairs	MA
Brazil	Portuguese	University of Pittsburgh	Political Science	PA
China	Mandarin	American University	International Affairs	PA
China	Mandarin	Boston College	Economics	MA
China	Mandarin	Brandeis University	Linguistics	MA
China	Mandarin	Brigham Young University	Political Science	ID
China	Mandarin	Brigham Young University	Languages	UT
China	Mandarin	College of the Holy Cross	Computer and Info Sciences	NY
China	Mandarin	College of William and Mary	Business	TN
China	Mandarin	George Washington University	International Affairs	NY
China	Mandarin	Georgetown University	International Affairs	NJ
China	Mandarin	Georgetown University	History	NY
China	Mandarin	Hunter College, CUNY	Environmental Studies	NY
China	Mandarin	Hunter College, CUNY	Languages	NY
China	Mandarin	Hunter College, CUNY	Political Science	NY
China	Mandarin	Johns Hopkins University	International Affairs	MI
China	Mandarin	Kalamazoo College	Political Science	MI
China	Mandarin	North Carolina State University	Languages	NC
China	Mandarin	Rollins College	International Affairs	FL
China	Mandarin	Swarthmore College	Political Science	MI
China	Mandarin	Texas A&M University, College Station	International Affairs	TX
China	Mandarin	Tulane University	Business	FL
China	Mandarin	Union College, New York	Computer/Info. Sci.	RI
China	Mandarin	University of Alabama, Tuscaloosa	International Affairs	AL
China	Mandarin	University of Central Florida	International Affairs	FL
China	Mandarin	University of Iowa	Languages	IA
China	Mandarin	University of Massachusetts, Amherst	Political Science	MA

Country of Study	Language	Institution	Major	Home State
China	Mandarin	University of Massachusetts, Amherst	Languages	NC
China	Mandarin	University of Mississippi	International Affairs	IN
China	Mandarin	University of Mississippi	International Affairs	NJ
China	Mandarin	University of Nebraska	Mathematics	MI
China	Mandarin	University of Pittsburgh	Biology	NJ
China	Mandarin	University of Rhode Island	Engineering	RI
China	Mandarin	University of South Carolina	Business	OH
China	Mandarin	University of Southern California	International Affairs	CA
China	Mandarin	University of Southern California	Area Studies	CA
China	Mandarin	Villanova University	Business	CA
China	Mandarin	Wesleyan University	International Affairs	NY
China	Mandarin	Western Kentucky University	International Affairs	KY
China	Mandarin	Western Kentucky University	International Affairs	KY
Ethiopia	Amharic	University of Massachusetts, Amherst	Communications and Journalism	MA
Georgia	Georgian	Mercer University	Political Science	GA
Ghana	Akan	University of Alabama	International Development	GA
India	Hindi	Bowdoin College	Political Science	MD
India	Hindi	Howard University	Political Science	RI
India	Hindi	Marymount Manhattan College	Political Science	OH
India	Hindi	Ohio State University	Communications and Journalism	OH
India	Hindi	Princeton University	Theology and Religious Studies	VT
India	Hindi	University at Buffalo, SUNY	Environmental Studies	NY
India	Hindi	University of North Carolina	History	NC
India	Hindi	University of Texas at Austin	Languages	TX
India	Urdu	University of Maryland	Public Health	MD
India	Urdu	University of New Haven	Economics	CT
India	Urdu	University of Southern California	International Affairs	CO
India	Urdu	University of Texas at Austin	Languages	TX
India	Urdu	University of Texas at Austin	International Affairs	TX
Indonesia	Indonesian	University of Southern California	International Affairs	CA
Israel	Arabic	University of Notre Dame	Political Science	IN
Japan	Japanese	Kalamazoo College	Area Studies	MI
Japan	Japanese	Kalamazoo College	Area Studies	VA
Japan	Japanese	Northern Arizona University	Biology	NV
Japan	Japanese	Ohio State University	International Affairs	OH
Japan	Japanese	Saginaw Valley State University	Criminal Justice	MI
Japan	Japanese	SUNY New Paltz	International Affairs	NY
Japan	Japanese	University of Alabama	International Affairs	AL
Japan	Japanese	University of Chicago	Political Science	IL
Japan	Japanese	University of Delaware	Engineering	VA

Country of Study	Language	Institution	Major	Home State
Japan	Japanese	University of Oklahoma	Engineering	CO
Japan	Japanese	University of Oregon	Political Science	OR
Japan	Japanese	University of Southern California	Area Studies	CA
Japan	Japanese	University of Southern California	Political Science	MI
Japan	Japanese	West Virginia University	International Affairs	TN
Jordan	Arabic	American University	Languages	AK
Jordan	Arabic	American University	International Affairs	MN
Jordan	Arabic	American University	International Affairs	WA
Jordan	Arabic	Bard College	International Affairs	NY
Jordan	Arabic	Claremont McKenna College	International Affairs	TX
Jordan	Arabic	College of New Jersey	International Affairs	NJ
Jordan	Arabic	DePaul University	Political Science	IL
Jordan	Arabic	Embry-Riddle Aeronautical University	International Affairs	AZ
Jordan	Arabic	Florida State University	International Affairs	FL
Jordan	Arabic	George Mason University	International Affairs	VA
Jordan	Arabic	George Washington University	International Affairs	MN
Jordan	Arabic	George Washington University	International Affairs	VA
Jordan	Arabic	Grand Valley State University	International Affairs	MI
Jordan	Arabic	Lehigh University	International Affairs	VA
Jordan	Arabic	Northwestern University	Area Studies	OR
Jordan	Arabic	University of Arizona	Languages	MO
Jordan	Arabic	University of California, Davis	Agricultural Sciences	MD
Jordan	Arabic	University of Illinois	Political Science	WI
Jordan	Arabic	University of Minnesota, Twin Cities	Languages	MN
Jordan	Arabic	University of Oklahoma	Area Studies	MO
Jordan	Arabic	University of Rhode Island	Political Science	RI
Jordan	Arabic	University of Tennessee	Political Science	TN
Jordan	Arabic	Vassar College	International Affairs	MD
Jordan	Arabic	Virginia Tech University	International Affairs	VA
Jordan	Arabic	Washington University in St. Louis	Mathematics	CO
Jordan	Arabic	West Virginia University	International Affairs	WV
Jordan	Arabic	West Virginia University	International Affairs	WV
Jordan	Arabic	West Virginia University	Political Science	WV
Jordan	Arabic	Western Kentucky University	Biology	KY
Kazakhstan	Russian	Bryn Mawr College	Physics	IL
Kazakhstan	Russian	Bryn Mawr College	Political Science	NJ
Kazakhstan	Russian	Bryn Mawr College	Languages	PA
Kazakhstan	Russian	Georgia Institute of Technology	International Affairs	NC
Kazakhstan	Russian	Indiana University	International Affairs	IN
Kazakhstan	Russian	University of California, Los Angeles	Psychology	CA
Kazakhstan	Russian	University of California, Los Angeles	Political Science	CA
Kazakhstan	Russian	University of California, Los Angeles	English	CA
Kazakhstan	Russian	University of Maryland	Languages	MD

Country of Study	Language	Institution	Major	Home State
Kazakhstan	Russian	University of Wisconsin, Madison	Languages	WI
Kazakhstan	Russian	West Virginia University	International Affairs	WV
Kyrgyzstan	Russian	Embry-Riddle Aeronautical University	Engineering	FL
Kyrgyzstan	Russian	University of Delaware	Geography	CO
Kyrgyzstan	Russian	University of Montana	Biology	MT
Latvia	Russian	Johns Hopkins University	International Affairs	IN
Latvia	Russian	Loyola University Chicago	Cybersecurity	IL
Latvia	Russian	University of Alabama	International Affairs	AL
Latvia	Russian	University of Puerto Rico	Sociology	PR
Latvia	Russian	University of South Carolina	Languages	SC
Latvia	Russian	Yale University	International Affairs	SD
Morocco	Arabic	Florida State University	International Affairs	FL
Morocco	Arabic	George Washington University	International Affairs	NY
Morocco	Arabic	Oakland University	Business	TX
Morocco	Arabic	Pomona College	International Affairs	NC
Morocco	Arabic	Queens College, CUNY	Political Science	NY
Morocco	Arabic	University of Maryland	Political Science	CT
Morocco	Arabic	University of Maryland	Communications and Journalism	MD
Morocco	Arabic	University of Maryland	Languages	MD
Morocco	Arabic	University of Maryland	Languages	MD
Morocco	Arabic	University of Maryland	Linguistics	MD
Morocco	Arabic	University of Rhode Island	Political Science	RI
Morocco	Arabic	University of Tennessee	Languages	TN
Morocco	Arabic	University of Texas at Austin	Area Studies	TX
Morocco	Arabic	Villanova University	Area Studies	MD
Mozambique	Portuguese	University of Rhode Island	Medical Sciences	RI
Mozambique	Portuguese	York County Community College	Medical Sciences	ME
Oman	Arabic	DePaul University	International Affairs	IL
Oman	Arabic	Ohio State University	International Affairs	OR
Oman	Arabic	University of Chicago	Political Science	CT
Oman	Arabic	University of Georgia	International Affairs	GA
Poland	Polish	University of North Carolina at Asheville	Biology	NC
Poland	Polish	West Virginia University	International Affairs	WV
Qatar	Arabic	Arizona State University	Languages	CA
Senegal	French	American University	International Affairs	NY
Senegal	French	American University	International Affairs	PA
Senegal	French	Bryn Mawr College	International Affairs	VA
Senegal	French	Pomona College	Political Science	OR
Senegal	Wolof	Oregon State University, Corvallis	Languages	OR
Senegal	Wolof	Pomona College	International Affairs	NY
Senegal	Wolof	Swarthmore College	Political Science	MN
Serbia	Serbian	American University	International Affairs	PA

Country of Study	Language	Institution	Major	Home State
South Korea	Korean	Georgetown University	International Affairs	UT
South Korea	Korean	University of Alabama	Computer/Info. Sci.	AL
South Korea	Korean	University of Chicago	Political Science	MO
South Korea	Korean	University of Hawaii at Manoa	Languages	CO
South Korea	Korean	University of Oregon	Psychology	OR
South Korea	Korean	University of Pittsburgh	Political Science	MD
South Korea	Mandarin	University of Maryland	Engineering	MD
Taiwan	Mandarin	George Mason University	Biology	VA
Taiwan	Mandarin	Norwich University	International Affairs	CO
Taiwan	Mandarin	Ohio State University	Political Science	OH
Taiwan	Mandarin	San Francisco State University	Mathematics	CA
Taiwan	Mandarin	University of Chicago	Political Science	TX
Taiwan	Mandarin	Virginia Military Institute	Political Science	VA
Tanzania	Swahili	Allegheny College	Biology	OH
Tanzania	Swahili	American University	International Development	MD
Tanzania	Swahili	American University	International Affairs	MN
Tanzania	Swahili	Florida State University	Social Sciences	FL
Tanzania	Swahili	Gonzaga University	International Affairs	WA
Tanzania	Swahili	Oakland University	International Affairs	MI
Tanzania	Swahili	Ohio State University	Engineering	OH
Tanzania	Swahili	University of Chicago	International Affairs	NH
Tanzania	Swahili	University of Maryland	International Affairs	MD
Tanzania	Swahili	University of Maryland	International Affairs	MD
Tanzania	Swahili	University of Pittsburgh	Economics	PA
Thailand	Thai	Virginia Commonwealth University	Political Science	VA
United Arab Emirates	Arabic	University of Kansas	International Affairs	NE
Vietnam	Vietnamese	University of Chicago	Philosophy	NY
Vietnam	Vietnamese	Virginia Commonwealth University	International Affairs	VA

APPENDIX G: 2017 BOREN FELLOWS

Country of Study	Language	Institution	Major	Home State
Angola	Portuguese	Temple University	Anthropology	NY
Azerbaijan	Azerbaijani	American University	International Affairs	MN
Azerbaijan	Turkish	University of Minnesota, Twin Cities	Geography	MN
Azerbaijan	Turkish	University of Texas at Austin	Area Studies	KY
Benin	Bariba	University of Pennsylvania	International Development	NY
Brazil	Portuguese	Brown University	Area Studies	RI
Brazil	Portuguese	Johns Hopkins University - SAIS	International Affairs	DC
Brazil	Portuguese	Texas A&M University	Environmental Studies	TX
Brazil	Portuguese	Texas State University, San Marcos	International Affairs	TX
Brazil	Portuguese	University of Georgia	Public Health	GA
Brazil	Portuguese	University of Illinois at Chicago	Public Health	IL
Brazil	Portuguese	University of Michigan	Public Health	PA
Brazil	Portuguese	University of New Mexico	Area Studies	NM
Burma (Myanmar)	Burmese	Columbia University	International Affairs	RI
Cambodia	Khmer	University of Wisconsin, Madison	History	PA
China	Mandarin	Bowie State University	Public Administration	MD
China	Mandarin	Georgetown University	Area Studies	DC
China	Mandarin	Johns Hopkins University - SAIS	International Affairs	CO
China	Mandarin	Johns Hopkins University - SAIS	International Affairs	MA
China	Mandarin	Johns Hopkins University - SAIS	International Affairs	NY
China	Mandarin	Johns Hopkins University - SAIS	International Affairs	NC
China	Mandarin	Johns Hopkins University - SAIS	International Affairs	VA
China	Mandarin	Middlebury Inst of Intl. Studies	International Affairs	CA
China	Mandarin	Pennsylvania State University	Public Administration	VT
China	Mandarin	Texas A&M University	International Affairs	CT
China	Mandarin	Texas A&M University	International Affairs	NJ
China	Mandarin	Texas A&M University	International Affairs	TX
China	Mandarin	Tufts University	International Affairs	MA
China	Mandarin	University of California, San Diego	International Affairs	FL
China	Mandarin	University of Washington	Area Studies	WA
China	Mandarin	University of Wisconsin, Madison	History	GA
China	Uighur	University of Maryland, University College	Cybersecurity	MD
Estonia	Russian	American University	International Affairs	MA
Estonia	Russian	Carnegie Mellon University	Public Administration	NC
Georgia	Russian	Indiana University	Area Studies	MD
Georgia	Russian	University of Denver	International Affairs	CO
Guinea	Pular	Georgetown University	History	DC
Haiti	Creole	University of Georgia	Psychology	FL
Haiti	Creole	University of Georgia	Anthropology	GA

Country of Study	Language	Institution	Major	Home State
India	Hindi	Syracuse University	Education	OH
India	Hindi	University of California, Berkeley	History	OR
India	Urdu	Georgetown University	International Affairs	VA
India	Urdu	Minnesota State University, Mankato	Education	MN
India	Urdu	University of Oregon	International Development	CA
India	Urdu	University of Washington	International Affairs	MA
Japan	Japanese	Boston College	Law	MD
Japan	Japanese	New York University	Public Administration	NY
Japan	Japanese	Tufts University	Business	NY
Japan	Japanese	University of California, San Diego	International Affairs	CA
Japan	Japanese	University of California, San Diego	International Affairs	CA
Japan	Japanese	University of Oregon	Law	ID
Jordan	Arabic	American University	Education	TX
Jordan	Arabic	Chadron State College	Business	CO
Jordan	Arabic	Duke University	Public Health	NC
Jordan	Arabic	George Washington University	International Affairs	DC
Jordan	Arabic	George Washington University	Education	IL
Jordan	Arabic	George Washington University	Political Science	KS
Jordan	Arabic	Georgetown University	International Affairs	VA
Jordan	Arabic	Johns Hopkins University - SAIS	International Affairs	DC
Jordan	Arabic	Johns Hopkins University - SAIS	International Affairs	ME
Jordan	Arabic	Middlebury Inst of Intl. Studies	International Affairs	CA
Jordan	Arabic	Texas State University, San Marcos	International Affairs	TX
Jordan	Arabic	Tufts University	International Affairs	AK
Jordan	Arabic	University of Chicago	Area Studies	CA
Jordan	Arabic	University of Illinois	Area Studies	IL
Jordan	Arabic	University of Texas at Dallas	Public Administration	TX
Jordan	Arabic	Wayne State University	Medical Sciences	MI
Kazakhstan	Russian	American University	International Affairs	NC
Kazakhstan	Russian	University of Chicago	International Affairs	TX
Latvia	Russian	Georgetown University	International Affairs	MD
Latvia	Russian	Georgetown University	Area Studies	OH
Morocco	Arabic	George Washington University	International Affairs	MD
Morocco	Arabic	University of California, Santa Barbara	International Affairs	CA
Morocco	Arabic	University of Maryland	International Affairs	MD
Mozambique	Portuguese	American University	International Development	WA
Mozambique	Portuguese	Syracuse University	Public Administration	IL
Oman	Arabic	Harvard University	Public Administration	NJ
Oman	Arabic	Princeton University	Public Administration	NY
Philippines	Tagalog	University of Wisconsin, Madison	History	MN
Senegal	French	American University	International Affairs	DC
Senegal	French	Middlebury Inst of Intl. Studies	International Development	MA
Senegal	French	University of Maryland	International Development	MD

Country of Study	Language	Institution	Major	Home State
Senegal	French	University of Maryland	International Development	MD
Senegal	Wolof	University of Wyoming	International Development	KY
Serbia	Serbian	Saint Johns University, New York - Graduate School	Political Science	PA
South Africa	Xhosa	North Carolina State University	Psychology	NC
South Africa	Zulu	Howard University	Social Sciences	VA
South Africa	Zulu	Tufts University	International Affairs	MA
South Korea	Korean	American University	International Affairs	HI
South Korea	Korean	American University	Economics	KY
South Korea	Korean	American University	International Affairs	MO
South Korea	Korean	South Dakota School of Mines and Technology	Physics	SD
South Korea	Korean	University of California, San Diego	International Affairs	CA
South Korea	Korean	University of North Carolina	History	RI
Sri Lanka	Sinhala	University of Michigan	Public Administration	MN
Taiwan	Mandarin	American University	International Affairs	UT
Taiwan	Mandarin	University of California, San Diego	International Affairs	UT
Tajikistan	Pashtu	University of Massachusetts, Boston	Social Sciences	MA
Tajikistan	Persian	George Washington University	International Affairs	IL
Tajikistan	Persian	Indiana University	Area Studies	TN

APPENDIX H: 2017 BOREN SCHOLARS AND FELLOWS COUNTRIES OF STUDY

Country	Boren Scholars	Boren Fellows	TOTAL
Albania	1	0	1
Angola	0	1	1
Azerbaijan	4	3	7
Belarus	1	0	1
Benin	0	1	1
Brazil	4	8	12
Burma (Myanmar)	0	1	1
Cambodia	0	1	1
China	38	17	55
Estonia	0	2	2
Ethiopia	1	0	1
Georgia	1	2	3
Ghana	1	0	1
Guinea	0	1	1
Haiti	0	2	2
India	13	6	19
Indonesia	1	0	1
Israel	1	0	1
Japan	14	6	20
Jordan	29	16	45
Kazakhstan	11	2	13
Kyrgyzstan	3	0	3
Latvia	6	2	8
Morocco	14	3	17
Mozambique	2	2	4
Oman	4	2	6
Philippines	0	1	1
Poland	2	0	2
Qatar	1	0	1
Senegal	7	5	12
Serbia	1	1	2
South Africa	0	3	3
South Korea	7	6	13
Sri Lanka	0	1	1
Taiwan	6	2	8
Tajikistan	0	4	4

Country	Boren Scholars	Boren Fellows	TOTAL
Tanzania	11	5	16
Thailand	1	4	5
Uganda	0	1	1
Ukraine	0	2	2
United Arab Emirates	1	0	1
Vietnam	2	0	2
TOTAL	**188**	**113**	**301**

APPENDIX I: 2017 BOREN SCHOLARS AND FELLOWS LANGUAGES OF STUDY

Languages	Boren Scholars	Boren Fellows	TOTAL
Akan	1	0	1
Albanian	1	0	1
Amharic	1	0	1
Arabic	50	21	71
Azerbaijani	1	1	2
Bariba	0	1	1
Burmese	0	1	1
Creole	0	2	2
French	4	4	8
Georgian	1	0	1
Hindi	8	2	10
Indonesian	1	0	1
Japanese	14	6	20
Khmer	0	1	1
Korean	6	6	12
Mandarin	45	18	63
Pashtu	0	1	1
Persian	0	3	3
Polish	2	0	2
Portuguese	6	11	17
Pular	0	1	1
Russian	21	9	30
Serbian	1	1	2
Sinhala	0	1	1
Swahili	11	6	17
Tagalog	0	1	1
Thai	1	4	5
Turkish	3	2	5
Uighur	0	1	1
Ukrainian	0	1	1
Urdu	5	4	9
Vietnamese	2	0	2
Wolof	3	1	4
Xhosa	0	1	1
Zulu	0	2	2
TOTAL	**188**	**113**	**301**

APPENDIX J: BOREN AWARDS MAJORS

Applied Sciences

Agriculture
Agricultural and Food Sciences
Biochemistry
Biological Sciences
Chemistry
Engineering, Civil
Medical Sciences

Area/Language Studies

Area Studies, Africa
Area Studies, East Asia/Pacific
Area Studies, Europe/Eurasia
Area Studies, Latin America/Caribbean
Area Studies, Middle East
Area Studies, Near East
Area Studies, South/Central Asia
Area Studies, Western Hemisphere
Comparative Literature
English
Languages
Languages & Literature, Arabic
Languages & Literature, East Asian
Languages & Literature, French
Languages & Literature, Near Eastern
Languages & Literature, Slavic
Languages & Literature, Spanish
Linguistics
World Religions

Business

Accounting
Business
Marketing

Education

Engineering

Electrical
Environmental Sciences
Mathematics
Mechanical
Microbiology
Molecular Biology
Natural Resources
Nuclear
Physics
Systems
Veterinary Science

International Affairs

International Affairs
International Development
International Economics
International Health
International Politics
International Relations
International Studies

Journalism

Law

Social Sciences

Anthropology
Economics
Environmental Studies
Geography
History
Philosophy
Political Science
Psychology
Public Administration
Public Health
Social Sciences, General
Sociology
Theology and Religious Studies
Urban & Regional Planning
Women's Studies

Other

Communications
Computer and Info Sciences
Criminal Justice
Cybersecurity
Law Enforcement
Legal Studies
Library & Information Science
Parks & Recreation Management

APPENDIX K: 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 L: 2017 AFLI AND SAFLI BOREN SCHOLARS AND FELLOWS

Country	Language	Domestic Institution	Overseas Location	Home State
Ghana	Akan	University of Alabama, Tuscaloosa	Non-Affiliated Program	GA
India	Hindi	University of California, Berkeley	American Institute of Indian Studies	OR
India	Hindi	Syracuse University	American Institute of Indian Studies	OH
India	Urdu	Georgetown University	American Institute of Indian Studies	VA
India	Urdu	Minnesota State University, Mankato	American Institute of Indian Studies	MN
India	Urdu	University of Oregon	American Institute of Indian Studies	CA
India	Hindi	University at Buffalo, SUNY	American Institute of Indian Studies	NY
India	Hindi	Ohio State University	American Institute of Indian Studies	OH
India	Hindi	Princeton University	American Institute of Indian Studies	VT
India	Hindi	Howard University	American Institute of Indian Studies	RI
India	Hindi	University of North Carolina	American Institute of Indian Studies	NC
India	Hindi	Bowdoin College	American Institute of Indian Studies	MD
India	Hindi	Marymount Manhattan College	American Institute of Indian Studies	OH
India	Urdu	University of Maryland	American Institute of Indian Studies	MD
India	Urdu	University of Texas at Austin	American Institute of Indian Studies	TX
India	Urdu	University of Southern California	American Institute of Indian Studies	CO
India	Urdu	University of New Haven	American Institute of Indian Studies	CT
Mozambique	Portuguese	American University	Eduardo Mondlane Univ.	WA
Mozambique	Portuguese	Syracuse University	Eduardo Mondlane Univ.	IL
Mozambique	Portuguese	York County Community College	Eduardo Mondlane Univ.	ME
Mozambique	Portuguese	University of Rhode Island	Eduardo Mondlane Univ.	RI
Senegal	French	American University	West African Research Center	DC
Senegal	French	Middlebury Inst of Intl Studies - Graduate School	West African Research Center	MA
Senegal	French	University of Maryland	West African Research Center	MD

Country	Language	Domestic Institution	Overseas Location	Home State
Senegal	French	University of Maryland	West African Research Center	MD
Senegal	French	American University	West African Research Center	NY
Senegal	French	Bryn Mawr College	West African Research Center	VA
Senegal	French	American University	West African Research Center	PA
Senegal	French	Pomona College	West African Research Center	OR
Senegal	Wolof	Oregon State University - Corvallis	West African Research Center	OR
Senegal	Wolof	Pomona College	West African Research Center	NY
South Africa	Zulu	Tufts University	Non-Affiliated Program	MA
Tanzania	Swahili	Georgia State University	MS-Training Centre for Development Cooperation	GA
Tanzania	Swahili	Embry-Riddle Aeronautical University, Arizona	MS-Training Centre for Development Cooperation	GA
Tanzania	Swahili	American University	MS-Training Centre for Development Cooperation	MD
Tanzania	Swahili	Ohio State University	MS-Training Centre for Development Cooperation	OH
Tanzania	Swahili	American University	MS-Training Centre for Development Cooperation	MD
Tanzania	Swahili	University of Maryland	MS-Training Centre for Development Cooperation	MD
Tanzania	Swahili	Oakland University	MS-Training Centre for Development Cooperation	MI
Tanzania	Swahili	Gonzaga University	MS-Training Centre for Development Cooperation	WA
Tanzania	Swahili	Allegheny College	MS-Training Centre for Development Cooperation	OH
Tanzania	Swahili	Florida State University	MS-Training Centre for Development Cooperation	FL
Tanzania	Swahili	American University	MS-Training Centre for Development Cooperation	MN
Tanzania	Swahili	University of Chicago	MS-Training Centre for Development Cooperation	NH
Tanzania	Swahili	University of Pittsburgh	MS-Training Centre for Development Cooperation	PA

APPENDIX M: 2017 BOREN FLAGSHIP SCHOLARS

Country	Language	Domestic Flagship Institution	Overseas Flagship Center	Home State
Azerbaijan	Turkish	Indiana University	Azerbaijan University of Languages	IL
Azerbaijan	Turkish	Indiana University	Azerbaijan University of Languages	IN
China	Mandarin	Brigham Young University	Nanjing University	ID
China	Mandarin	Hunter College, CUNY	Beijing Union University	NY
China	Mandarin	Hunter College, CUNY	Nanjing University	NY
China	Mandarin	Hunter College, CUNY	Nanjing University	NY
China	Mandarin	University of Mississippi	Nanjing University	IN
China	Mandarin	University of Mississippi	Nanjing University	NJ
China	Mandarin	University of Rhode Island	Nanjing University	RI
China	Mandarin	Western Kentucky University	Nanjing University	KY
China	Mandarin	Western Kentucky University	Beijing Union University	KY
India	Hindi Urdu	University of Texas, Austin	American Institute of Indian Studies	TX
India	Hindi Urdu	University of Texas, Austin	American Institute of Indian Studies	TX
Kazakhstan	Russian	Bryn Mawr College	Kazakh National University	IL
Kazakhstan	Russian	Bryn Mawr College	Kazakh National University	PA
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 California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	University of Wisconsin, Madison	Kazakh National University	WI
Morocco	Arabic	University of Maryland	AALIM, Morocco	MD
Morocco	Arabic	University of Maryland	AALIM, Morocco	MD
Morocco	Arabic	University of Maryland	AALIM, Morocco	TX
Morocco	Arabic	University of Maryland	AALIM, Morocco	MD
Morocco	Arabic	University of Maryland	AALIM, Morocco	CT
Morocco	Arabic	University of Texas, Austin	AALIM, Morocco	TX
South Korea	Korean	University of Hawaii, Manoa	Korea University	CO

APPENDIX N: 2017 ENGLISH FOR HERITAGE LANGUAGE SPEAKERS SCHOLARS

Country of Origin	Heritage Language	EHLS Institution	Professional Field	Home State
Azerbaijan	Russian	Georgetown University	International Affairs	VA
Egypt	Arabic	Georgetown University	Communications	MD
Egypt	Arabic	Georgetown University	Education	TX
Estonia	Russian	Georgetown University	Law	FL
Georgia	Russian	Georgetown University	International Affairs	MD
Iran	Persian Farsi	Georgetown University	Management	VA
Iraq	Arabic	Georgetown University	Translation and Interpretation	AZ
Iraq	Arabic	Georgetown University	Translation and Interpretation	VA
Moldova	Russian	Georgetown University	Logistics Management,	MA
Moldova	Russian	Georgetown University	Translation and Interpretation	NY
Morocco	Arabic	Georgetown University	Education	MD
Nigeria	Hausa	Georgetown University	Finance	MD
Russia	Russian	Georgetown University	Law	VA
Taiwan	Chinese	Georgetown University	Management	TX
Turkey	Turkish	Georgetown University	Chemistry	VA
Uzbekistan	Uzbek	Georgetown University	Education	VA
Azerbaijan	Russian	Georgetown University	International Affairs	VA
Egypt	Arabic	Georgetown University	Communications	MD

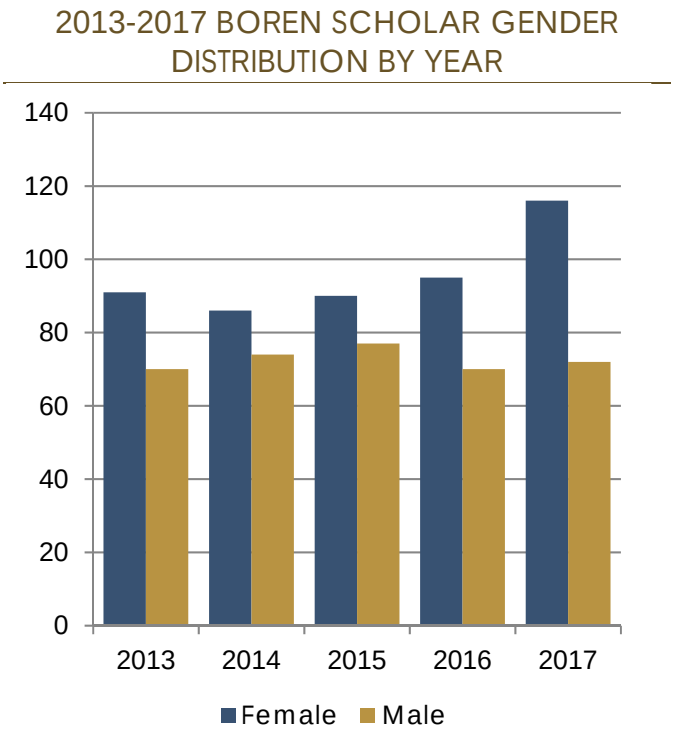
APPENDIX O: 2017 NUMBER OF NSEP-FUNDED PROGRAMS BY INSTITUTION

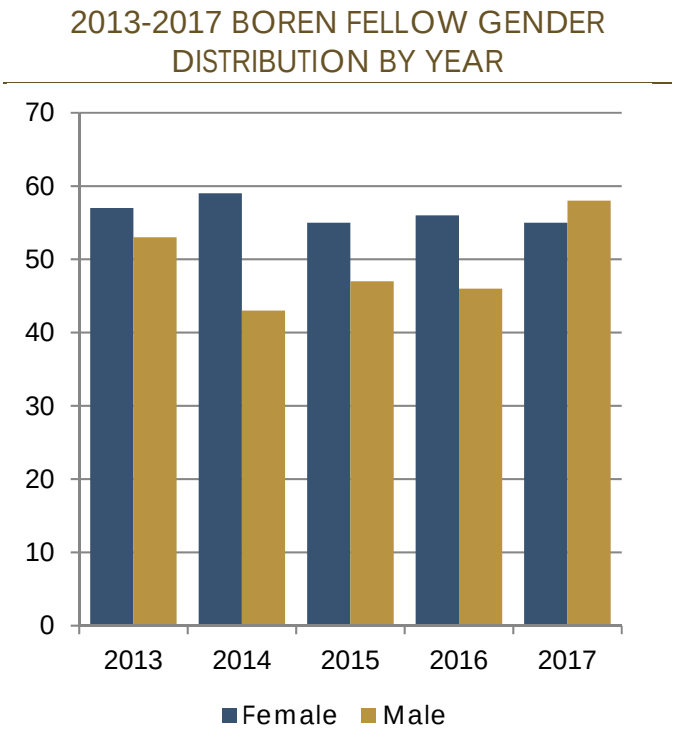
University	AFLI/ SAFLI	EHLS	Language Flagship	Flagship Initiatives	LTC	Project GO	TOTAL
Arizona State University*			1	1		1	3
Boston University						1	1
Brigham Young University*			1	1			2
Bryn Mawr College			1				1
California State University, Long Beach					1		1
Concordia College					1		1
Duke University						1	1
Embry-Riddle Aeronautical University						1	1
Georgia Institute of Technology						1	1
Georgetown University		1					1
George Mason University					1		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
Michigan State University**				1			1
North Carolina State University					1		1
Northeastern University						1	1
Norwich University						1	1
Portland State University			1				1
San Diego State University					1	1	2
San Francisco State University*			1	1			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	2
University of Georgia*			1	1			2
University of Hawaii***			2	1			3
University of Kansas					1	1	2
University of Maryland			2			1	3
University of Minnesota**			1	1			2

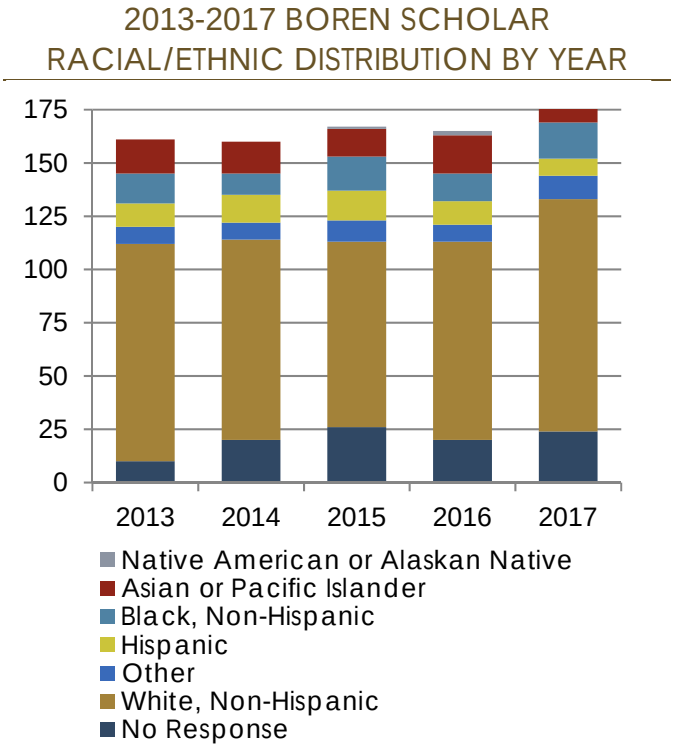
University	AFLI/ SAFLI	EHLS	Language Flagship	Flagship Initiatives	LTC	Project GO	TOTAL
University of Mississippi			1			1	2
University of Montana					1	1	2
University of North Georgia			1			1	2
University of Oklahoma			1				1
University of Oregon*			1	2			3
University of Pittsburgh						1	1
University of Rhode Island			1				1
University of Texas at Austin			2				2
University of Utah**				1	1		2
University of Wisconsin	1		1			1	3
Virginia Polytechnic Institute						1	1
Western Kentucky University			1				1
Worcester Polytechnic Institute						1	1
TOTAL	**2**	**1**	**27**	**11**	**9**	**24**	**74**

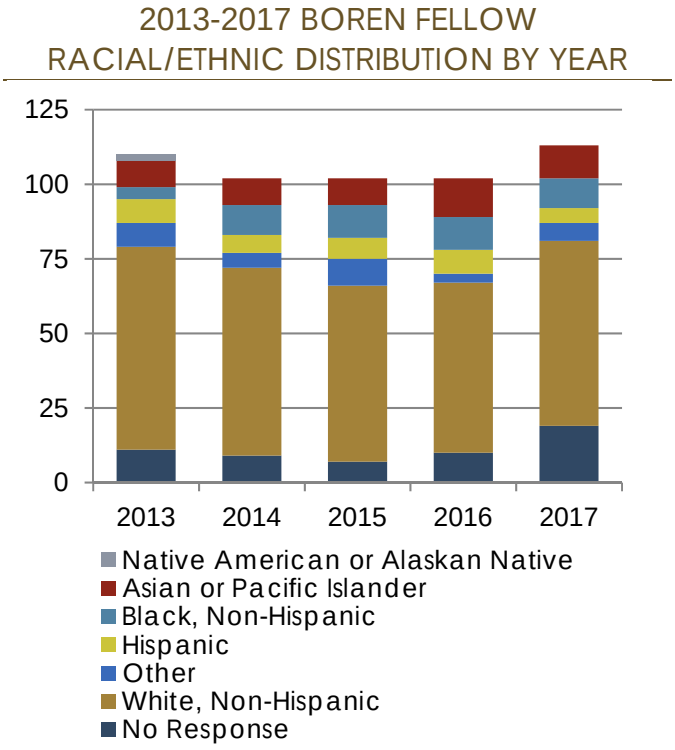
* K-12 PARTNERSHIP PROGRAM
**Flagship Language Proficiency Initiative
***Flagship Technology Innovation Center

APPENDIX P: BOREN SCHOLAR AND FELLOW FIVE-YEAR DATA

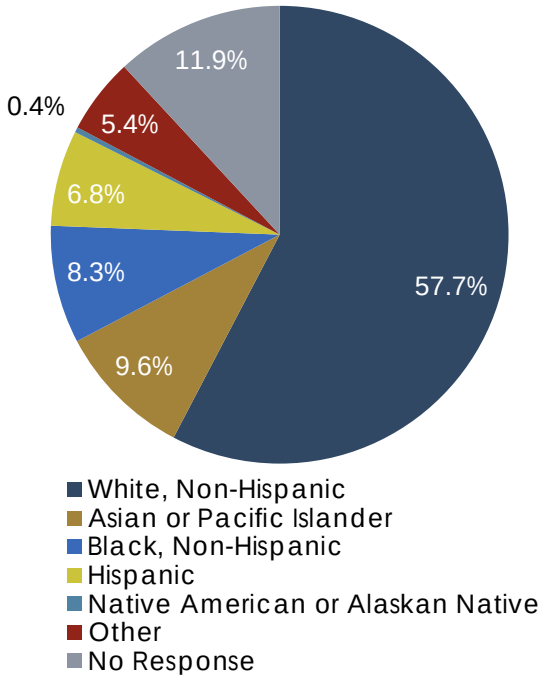




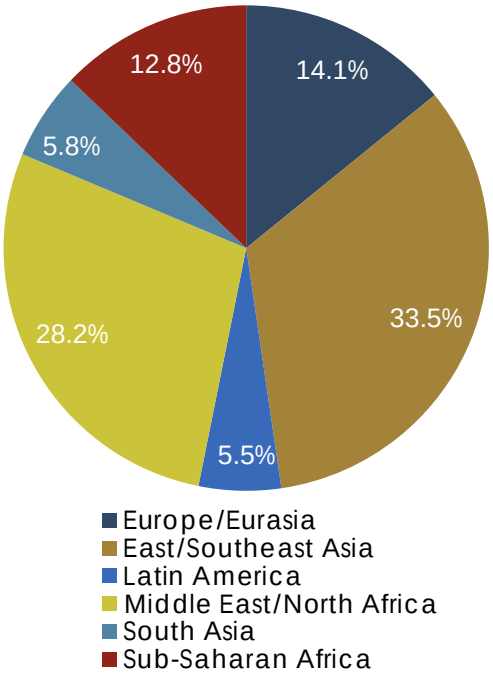




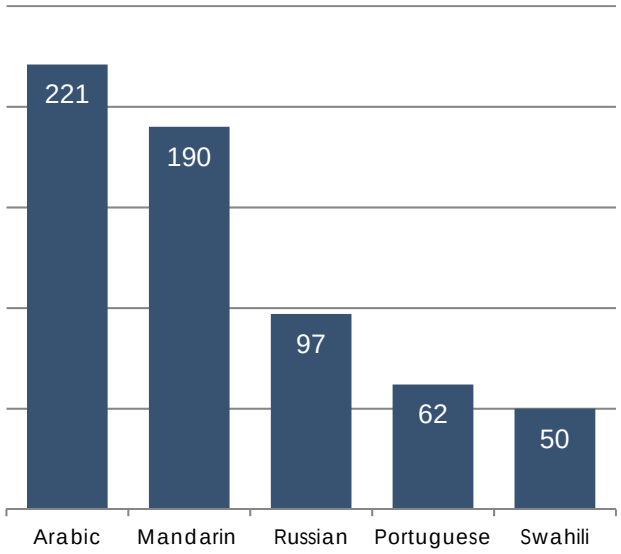
2013-2017 BOREN SCHOLAR RACIAL/ETHNIC DISTRIBUTION



2013-2017 BOREN SCHOLAR REGIONS OF STUDY



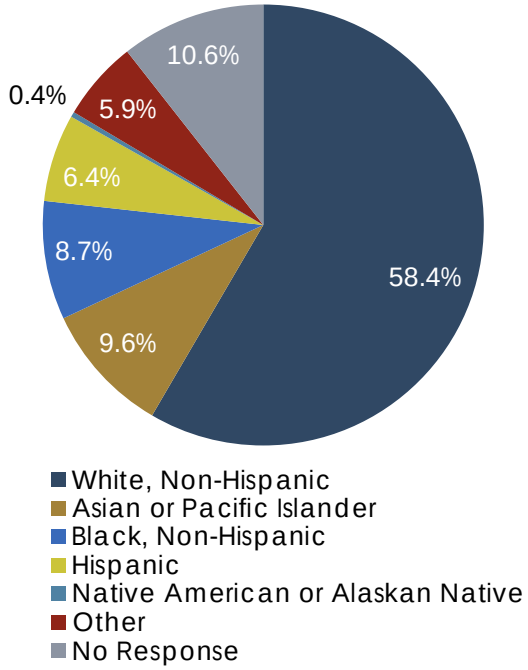
2013-2017 BOREN SCHOLAR TOP FIVE LANGUAGES



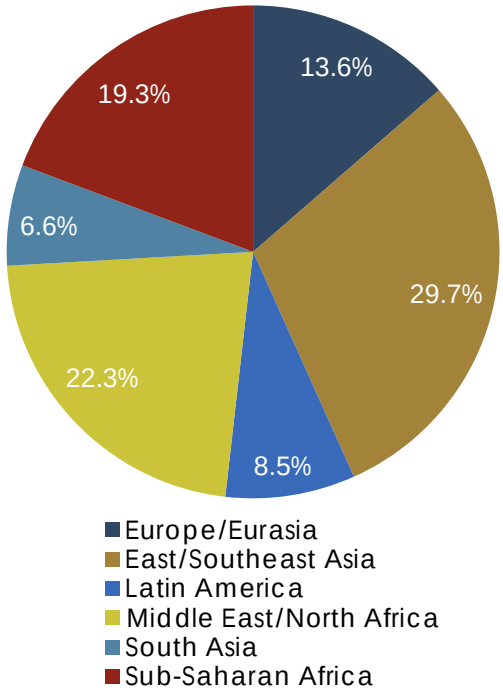
2013-2017 BOREN SCHOLAR OVERALL LANGUAGE DISTRBUTION

Akan/Twi	3	Persian	11
Albanian	1	Polish	3
Amharic	1	Portuguese	62
Arabic	221	Punjabi	1
Azerbaijani	2	Romanian	2
Bahasa Indonesian	6	Russian	97
Bosnian	1	Rwanda	2
Croatian	1	Serbian	2
French	14	Slovenian	1
Georgian	2	Spanish	5
Hebrew	1	Swahili	50
Hindi	19	Tamil	1
Hungarian	1	Thai	3
Japanese	44	Turkish	19
Kazakh	1	Uighur	1
Korean	34	Urdu	13
Kurdish	1	Uzbek	1
Macedonian	1	Vietnamese	4
Mandarin	190	Wolof	14
Nepali	1	Yoruba	2
Pashto	1	Zulu	1

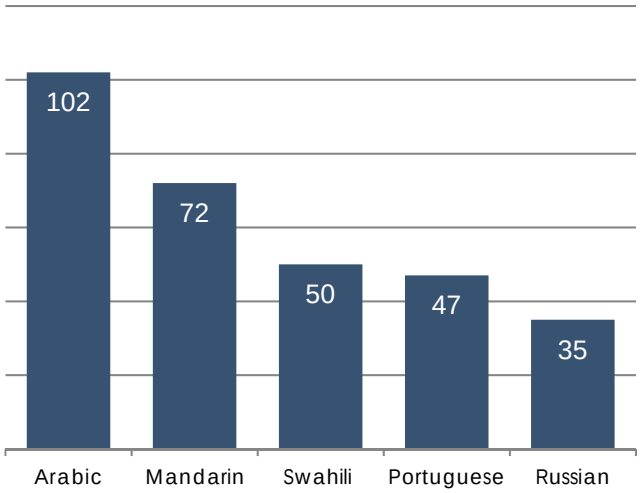
2013-2017 BOREN FELLOW RACIAL/ETHNIC DISTRIBUTION



2013-2017 BOREN FELLOW REGIONS OF STUDY



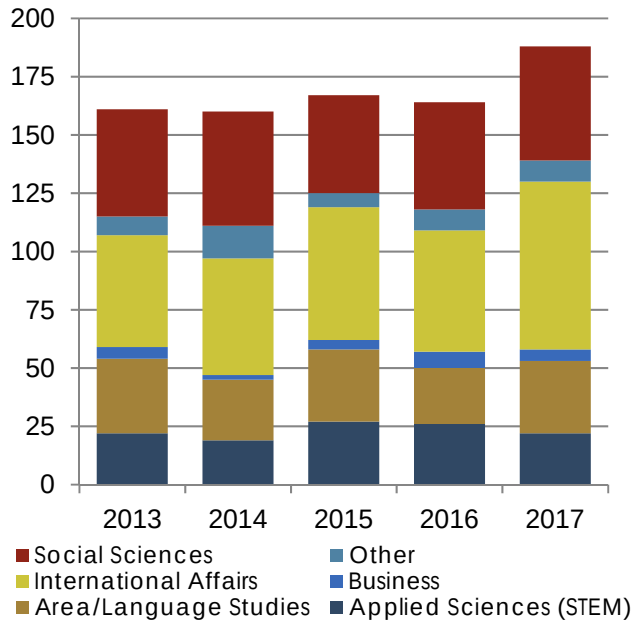
2013-2017 BOREN FELLOW TOP FIVE LANGUAGES



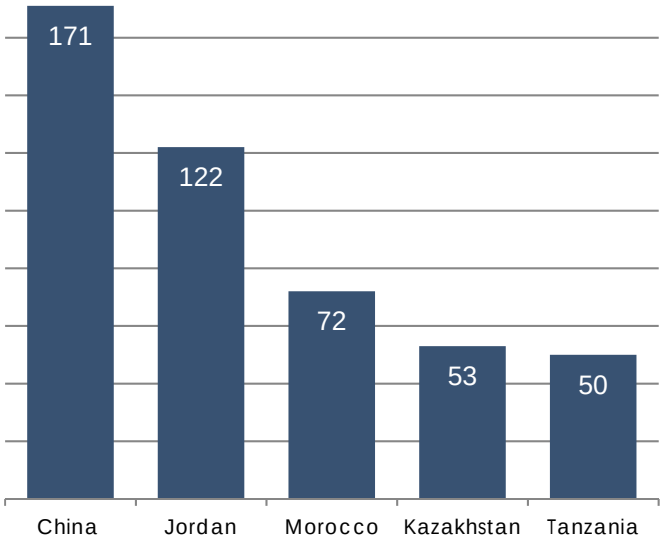
2013-2017 BOREN FELLOW OVERALL LANGUAGE DISTRBUTION

Afrikaans	1	Mongolian	1
Akan/Twi	6	Pashto	1
Albanian	2	Persian	12
Amharic	2	Polish	3
Arabic	102	Portuguese	47
Armenian	1	Quechua	1
Azerbaijani	2	Russian	35
Bahasa Indonesian	9	Rwanda	3
Bariba	1	Serbian	4
Bengali	7	Setswana	1
Bosnian	3	Sinhala	1
Burmese	2	Slovenian	1
Cantonese	1	Somali	2
Chechen	1	Spanish	1
Czech	1	Swahili	50
French	11	Tagalog	4
Georgian	4	Tajik	1
Haitian	6	Tamil	1
Hausa	2	Thai	7
Hebrew	3	Turkish	14
Hindi	11	Uighur	2
Japanese	22	Ukrainian	2
Karen	1	Urdu	8
Khmer	3	Uzbek	1
Korean	28	Vietnamese	3
Kurdish	2	Wolof	6
Kyrgyz	2	Xhosa	1
Malay	2	Yoruba	2
Mandarin	72	Zulu	4

2013-2017 BOREN SCHOLAR FIELDS OF STUDY



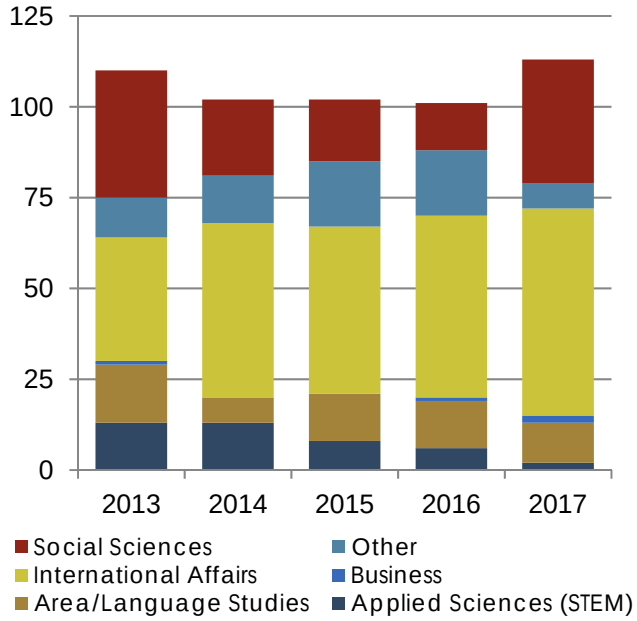
2013-2017 BOREN SCHOLAR TOP FIVE COUNTRIES OF STUDY



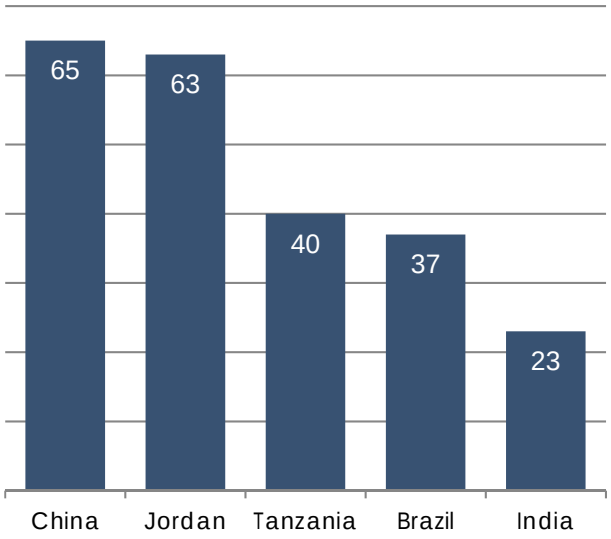
2013-2017 BOREN SCHOLAR OVERALL COUNTRIES OF STUDY

Albania	1	Morocco	72
Azerbaijan	9	Mozambique	20
Belarus	11	Nepal	2
Bosnia Herzegovina	1	Nigeria	2
Brazil	33	Oman	12
Chile	2	Peru	1
China	171	Poland	3
Croatia	1	Qatar	1
Czech Republic	1	Romania	2
Ecuador	1	Russia	27
Egypt	2	Rwanda	2
Ethiopia	1	Senegal	28
Georgia	1	Serbia	2
Ghana	4	Slovenia	1
Guatemala	1	South Africa	1
Hungary	1	South Korea	35
India	33	Taiwan	18
Indonesia	6	Tajikistan	11
Israel	5	Tanzania	50
Japan	43	Thailand	3
Jordan	122	Tunisia	1
Kazakhstan	53	Turkey	13
Kenya	1	Ukraine	1
Kyrgyzstan	14	U.A.E.	9
Latvia	6	Vietnam	4
Macedonia	1		

2013-2017 BOREN FELLOW FIELDS OF STUDY



2013-2017 BOREN FELLOW TOP FIVE COUNTRIES OF STUDY

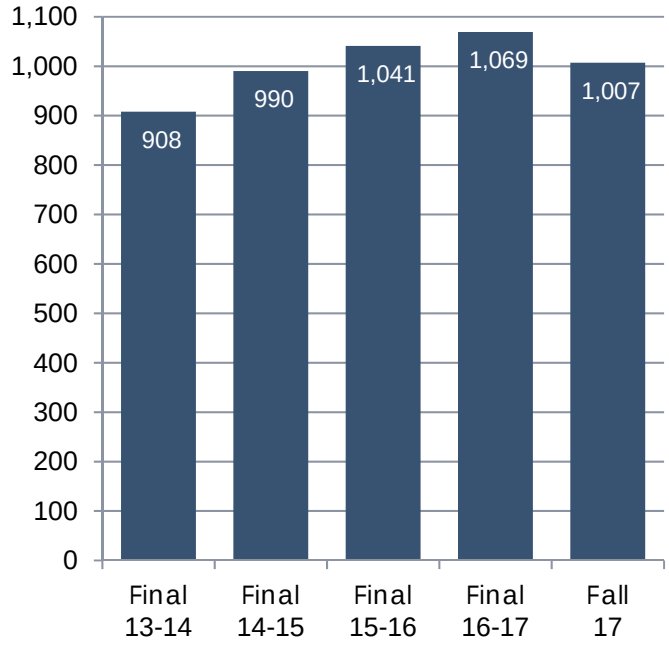


2013-2017 BOREN FELLOW OVERALL COUNTRIES OF STUDY

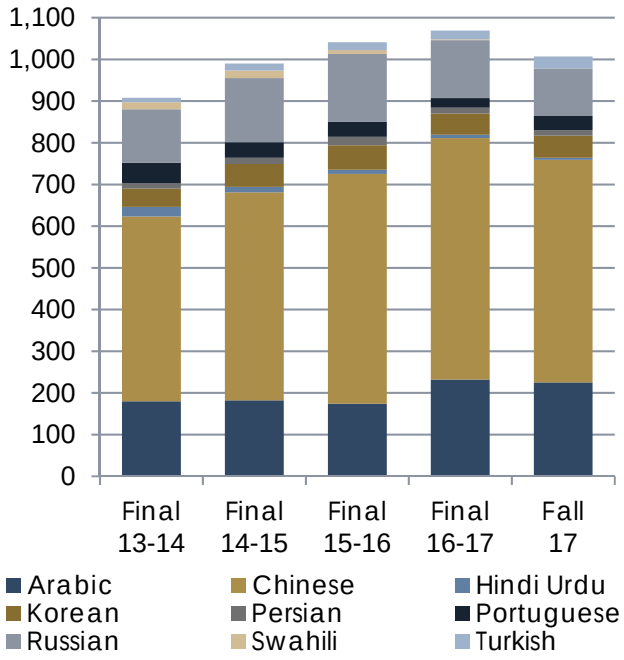
Albania	1	Kyrgyzstan	7
Angola	1	Latvia	3
Argentina	1	Malaysia	3
Armenia	1	Mongolia	1
Azerbaijan	4	Morocco	19
Bangladesh	4	Mozambique	9
Belarus	2	Nigeria	2
Benin	2	Oman	8
Bosnia Herzegovina	3	Peru	1
Brazil	37	Philippines	4
Burma (Myanmar)	2	Poland	3
Cambodia	3	Qatar	1
China	65	Russia	10
Czech Republic	1	Rwanda	3
Estonia	3	Senegal	16
Ethiopia	4	Serbia	4
Georgia	9	Slovenia	1
Ghana	7	South Africa	7
Guinea	1	South Korea	22
Haiti	6	Sri Lanka	1
India	23	Taiwan	10
Indonesia	8	Tajikistan	14
Israel	9	Tanzania	40
Japan	22	Thailand	8
Jordan	63	Turkey	14
Kazakhstan	7	Uganda	5
Kenya	5	Ukraine	4
Kosovo	1	U.A.E.	3
Kuwait	2	Vietnam	3

APPENDIX Q: THE LANGUAGE FLAGSHIP FIVE-YEAR DATA

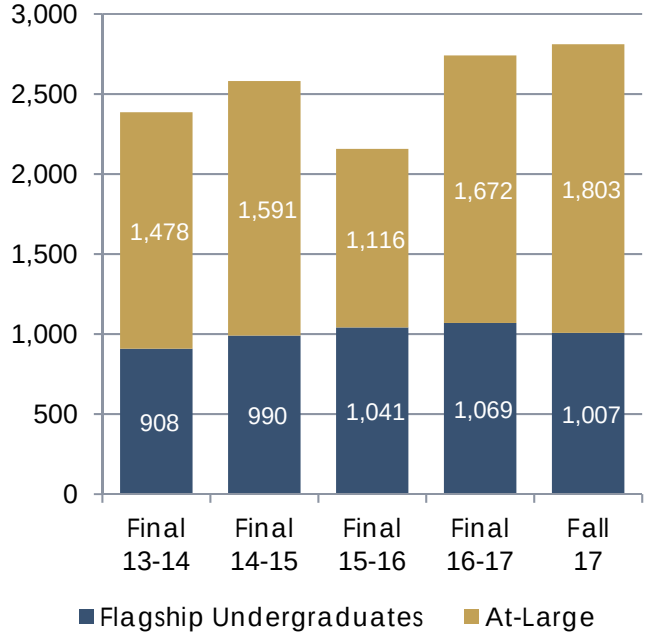
2013-2017 FLAGSHIP UNDERGRADUATE ENROLLMENTS



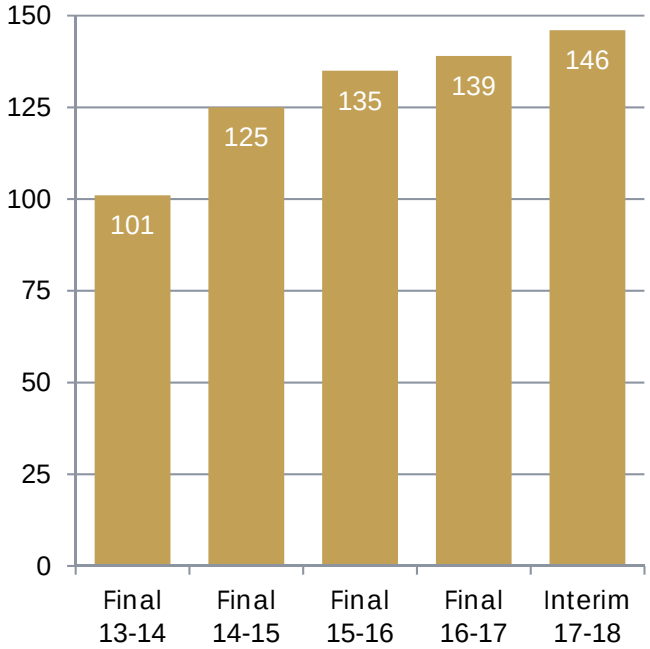
2013-2017 UNDERGRADUATE FLAGSHIP ENROLLMENTS BY LANGUAGE



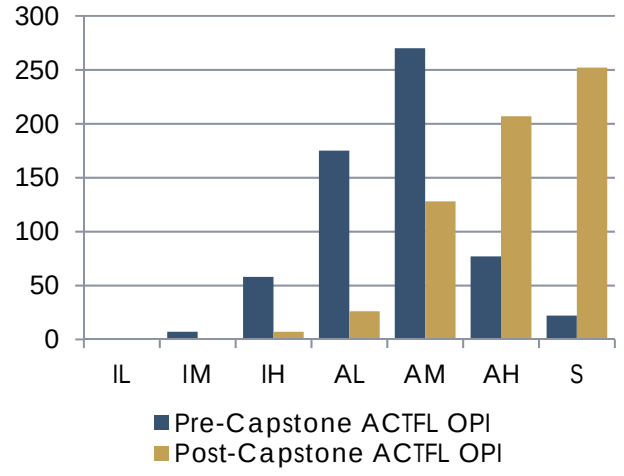
2013-2017 DOMESTIC FLAGSHIP PROGRAM ENROLLMENTS



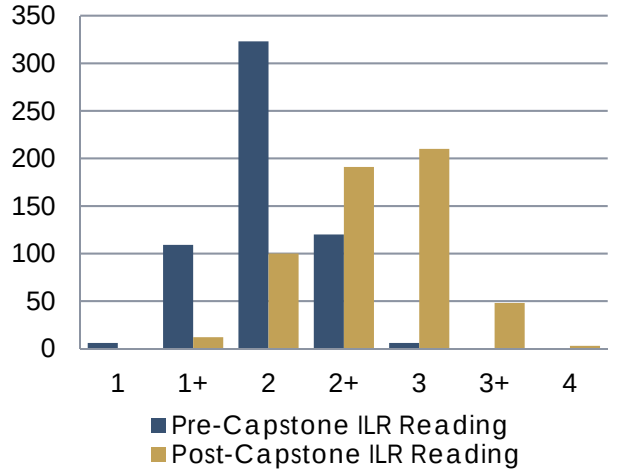
2013-2017 OVERSEAS FLAGSHIP CAPSTONE ENROLLMENTS



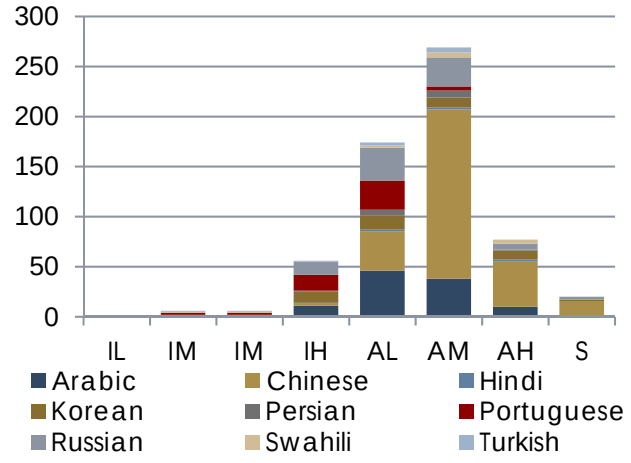
2013-2017 FLAGSHIP PRE- AND POST-CAPSTONE ACTFL SPEAKING (N-610)



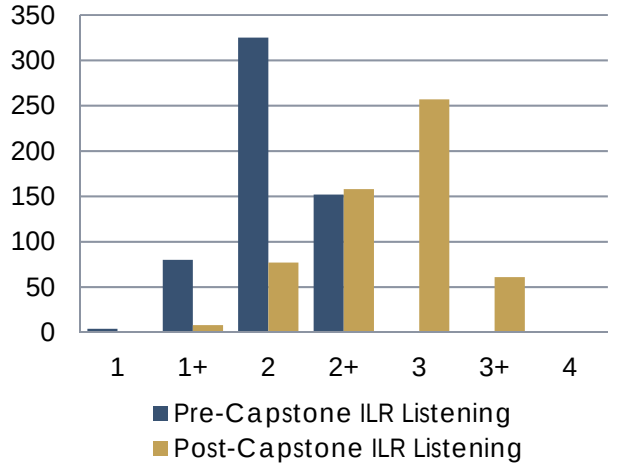
2013-2017 FLAGSHIP PRE- AND POST-CAPSTONE ILR READING (N-564)



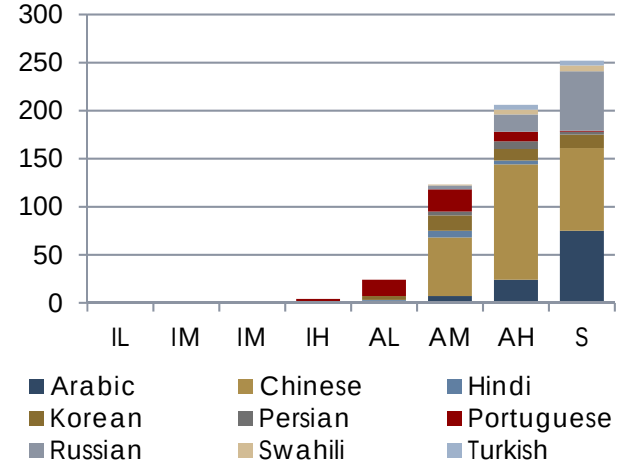
2013-2017 PRE-CAPSTONE ACTFL SPEAKING BY LANGUAGE (N-621)



2013-2017 FLAGSHIP PRE- AND POST-CAPSTONE ILR LISTENING (N-562)



2013-2017 POST-CAPSTONE ACTFL SPEAKING BY LANGUAGE (N-621)



ALL FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE ORAL PROFICIENCY (ACTFL)

PRE-CAPSTONE SPEAKING	NL	NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
NL	0	0	0	0	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	0	1	0	1
IM	0	0	0	0	0	0	2	2	2	1	7
IH	0	0	0	0	0	2	6	18	14	18	58
AL	0	0	0	0	0	2	11	52	52	58	175
AM	0	0	0	0	0	1	4	49	104	112	270
AH	0	0	0	0	0	0	0	2	28	47	77
S	0	0	0	0	0	0	0	2	4	16	22
TOTAL	0	0	0	0	0	5	23	125	205	252	610
	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	3.8%	20.5%	33.6%	41.3%	100%

ARABIC FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE ORAL PROFICIENCY (ACTFL)

P PRE-CAPSTONE SPEAKING	NL	NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
NL	0	0	0	0	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	0	0	0	0
IM	0	0	0	0	0	0	0	0	0	0	0
IH	0	0	0	0	0	0	0	2	4	5	11
AL	0	0	0	0	0	0	0	5	10	31	46
AM	0	0	0	0	0	0	0	0	9	29	38
AH	0	0	0	0	0	0	0	0	1	9	10
S	0	0	0	0	0	0	0	0	0	1	1
TOTAL	0	0	0	0	0	0	0	7	24	75	106
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.6%	22.6%	70.8%	100%

CHINESE FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE ORAL PROFICIENCY (ACTFL)

PRE-CAPSTONE SPEAKING	NL	NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
NL	0	0	0	0	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	0	0	0	0
IM	0	0	0	0	0	0	0	0	0	0	0
IH	0	0	0	0	0	0	0	2	0	0	2
AL	0	0	0	0	0	0	1	19	15	4	39
AM	0	0	0	0	0	0	1	39	80	49	169
AH	0	0	0	0	0	0	0	1	21	23	45
S	0	0	0	0	0	0	0	0	4	10	14
TOTAL	0	0	0	0	0	0	2	61	120	86	269
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	22.7%	44.6%	32.0%	100%

RUSSIAN FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE ORAL PROFICIENCY (ACTFL)

PRE-CAPSTONE ORAL PROFICIENCY	NL	NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
NL	0	0	0	0	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	0	0	0	0
IM	0	0	0	0	0	0	0	1	4	8	13
IH	0	0	0	0	0	0	0	3	11	19	33
AL	0	0	0	0	0	0	0	0	3	26	29
AM	0	0	0	0	0	0	0	0	0	6	6
AH	0	0	0	0	0	0	0	0	0	3	3
S	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	4	18	62	84
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.8%	21.4%	73.8%	100%

ALL FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE SPEAKING PROFICIENCY (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	3	2	2	0	0	7
2	0	0	0	0	18	65	78	3	0	164
2+	0	0	0	0	3	46	135	4	0	188
3	0	0	0	0	0	3	50	3	0	56
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	24	116	266	10	0	416
	0.0%	0.0%	0.0%	0.0%	5.8%	27.9%	63.9%	2.4%	0.0%	100%

ARABIC FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE SPEAKING PROFICIENCY (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	0	6	22	2	0	30
2+	0	0	0	0	0	0	23	2	0	25
3	0	0	0	0	0	0	5	1	0	6
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	6	50	5	0	61
	0.0%	0.0%	0.0%	0.0%	0.0%	9.8%	82.0%	8.2%	0.0%	100%

CHINESE FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE SPEAKING PROFICIENCY (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	14	13	0	0	28
2+	0	0	0	0	1	36	84	0	0	121
3	0	0	0	0	0	2	31	0	0	33
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 0.0%	0 0.0%	0 0.0%	2 1.1%	52 28.4%	129 70.5%	0 0.0%	0 0.0%	183 100%

RUSSIAN FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE SPEAKING PROFICIENCY (ILR)

PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	0	0	1	0	0	1
2	0	0	0	0	0	7	22	1	0	30
2+	0	0	0	0	0	0	14	2	0	16
3	0	0	0	0	0	0	4	2	0	6
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	7 13.2%	41 77.4%	5 9.4%	0 0.0%	53 100%

ALL FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE READING PROFICIENCY (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	2	1	3	0	0	0	6
1+	0	0	0	5	33	53	17	1	0	109
2	0	0	0	5	64	106	123	24	1	323
2+	0	0	0	0	2	29	69	19	1	120
3	0	0	0	0	0	0	1	4	1	6
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0 0.0%	0 0.0%	0 0.0%	12 2.1%	100 17.7%	191 33.9%	210 37.2%	48 8.5%	3 0.5%	564 100%

ARABIC FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE READING PROFICIENCY (ILR)

PRE-CAPSTONE READING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	1	0	0	0	0	1
1+	0	0	0	0	6	12	6	0	0	24
2	0	0	0	0	8	20	32	2	0	62
2+	0	0	0	0	1	4	14	0	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	0	16	36	52	2	0	106
	0.0%	0.0%	0.0%	0.0%	15.1%	34.0%	49.1%	1.9%	0.0%	100%

CHINESE FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE READING PROFICIENCY (ILR)

PRE-CAPSTONE READING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	5	19	25	6	0	0	55
2	0	0	0	5	44	55	38	7	0	149
2+	0	0	0	0	1	13	25	14	0	53
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	10	64	93	69	21	0	257
	0.0%	0.0%	0.0%	3.9%	24.9%	36.2%	26.8%	8.2%	0.0%	100%

RUSSIAN FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE READING PROFICIENCY (ILR)

PRE-CAPSTONE READING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	1	1	0	0	0	2
2	0	0	0	0	5	9	35	10	1	60
2+	0	0	0	0	0	0	13	1	1	15
3	0	0	0	0	0	0	1	4	1	6
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	6	10	49	15	3	83
	0.0%	0.0%	0.0%	0.0%	7.2%	12.0%	59.0%	18.1%	3.6%	100%

ALL FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE LISTENING PROFICIENCY (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	1	1	1	1	0	0	4
1+	0	0	0	4	23	30	18	5	0	80
2	0	0	0	3	50	104	148	20	0	325
2+	0	0	0	0	3	23	90	36	0	152
3	0	0	0	0	0	0	0	0	1	1
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	8	77	158	257	61	1	562
	0.0%	0.0%	0.0%	1.4%	13.7%	28.1%	45.7%	10.9%	0.2%	100%

ARABIC FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE LISTENING PROFICIENCY (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	1	5	4	0	0	10
2	0	0	0	0	4	19	40	4	0	67
2+	0	0	0	0	1	1	22	5	0	29
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	6	25	66	9	0	106
	0.0%	0.0%	0.0%	0.0%	5.7%	23.6%	62.3%	8.5%	0.0%	100%

CHINESE FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE LISTENING PROFICIENCY (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	1	0	0	0	0	1
1+	0	0	0	4	17	15	5	0	0	41
2	0	0	0	3	38	52	59	4	0	156
2+	0	0	0	0	2	9	34	12	0	57
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	58	76	98	16	0	255
	0.0%	0.0%	0.0%	2.7%	22.7%	29.8%	38.4%	6.3%	0.0%	100%

RUSSIAN FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE LISTENING PROFICIENCY (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	5	2	1	0	10
2	0	0	0	0	3	6	31	10	0	50
2+	0	0	0	0	0	0	8	14	0	22
3	0	0	0	0	0	0	0	0	1	1
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	11	41	25	1	83
	0.0%	0.0%	0.0%	0.0%	6.0%	13.3%	49.4%	30.1%	1.2%	100%

ALL FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE WRITING PROFICIENCY (ILR)

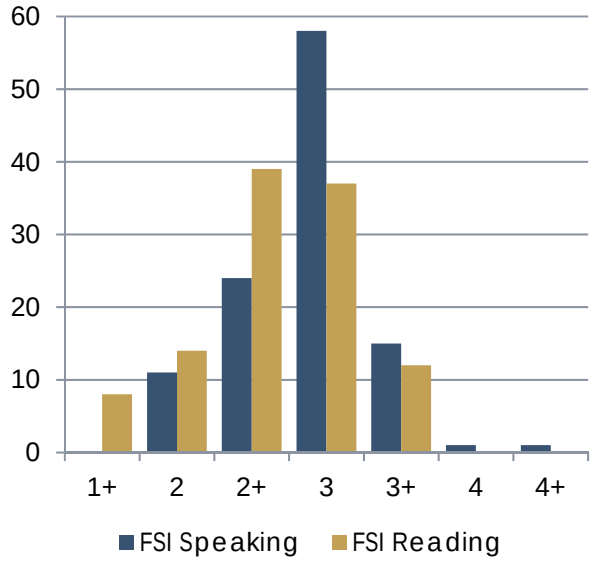
PRE-CAPSTONE WRITING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	2	1	1	0	0	4
1+	0	0	0	1	25	22	4	0	0	52
2	0	0	0	1	11	44	27	5	0	88
2+	0	0	0	0	0	5	8	3	1	17
3	0	0	0	0	0	0	0	0	0	0
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	2	38	72	40	8	1	161
	0.0%	0.0%	0.0%	1.2%	23.6%	44.7%	24.8%	5.0%	0.6%	100%

ARABIC FLAGSHIP UNDERGRADUATE
2013-2017 POST-CAPSTONE WRITING PROFICIENCY (ILR)

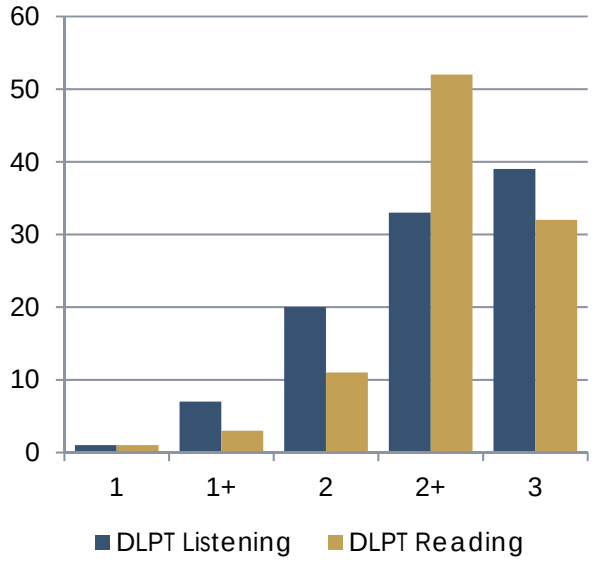
PRE-CAPSTONE WRITING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	2	1	1	0	0	4
1+	0	0	0	1	23	17	2	0	0	43
2	0	0	0	1	8	26	14	5	0	54
2+	0	0	0	0	0	2	2	1	0	5
3	0	0	0	0	0	0	0	0	0	0
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	2	33	46	19	6	0	106
	0.0%	0.0%	0.0%	1.9%	31.1%	43.4%	17.9%	5.7%	0.0%	100%

RUSSIAN FLAGSHIP UNDERGRADUATE 2013-2017 POST-CAPSTONE WRITING PROFICIENCY (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	3	2	0	0	7
	2	0	0	0	0	0	11	7	0	0	18
	2+	0	0	0	0	0	2	4	0	1	7
	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 0.0%	0 0.0%	0 0.0%	2 6.3%	16 50.0%	13 40.6%	0 0.0%	1 3.1%	32 100%

2013-2017 BOREN FLAGSHIP SCHOLAR FSI EXIT PROFICIENCY (N-110)

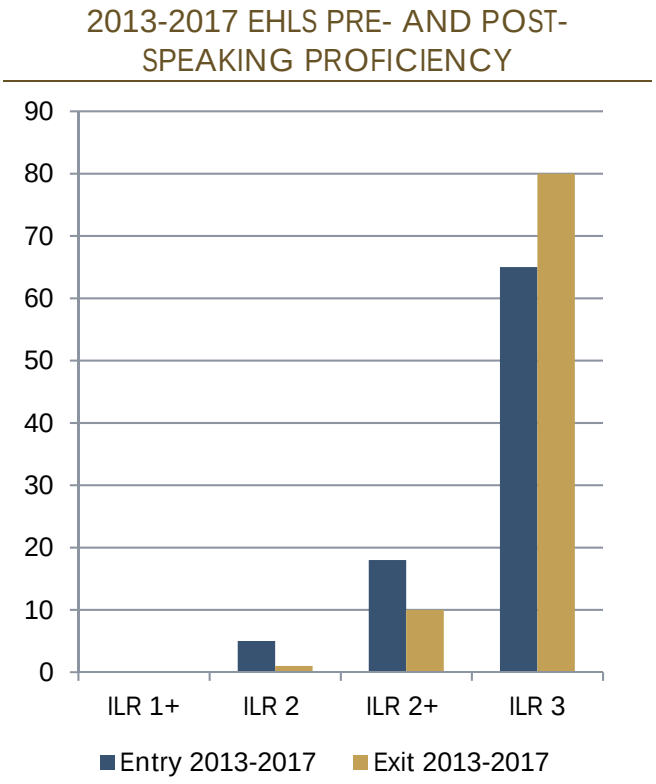


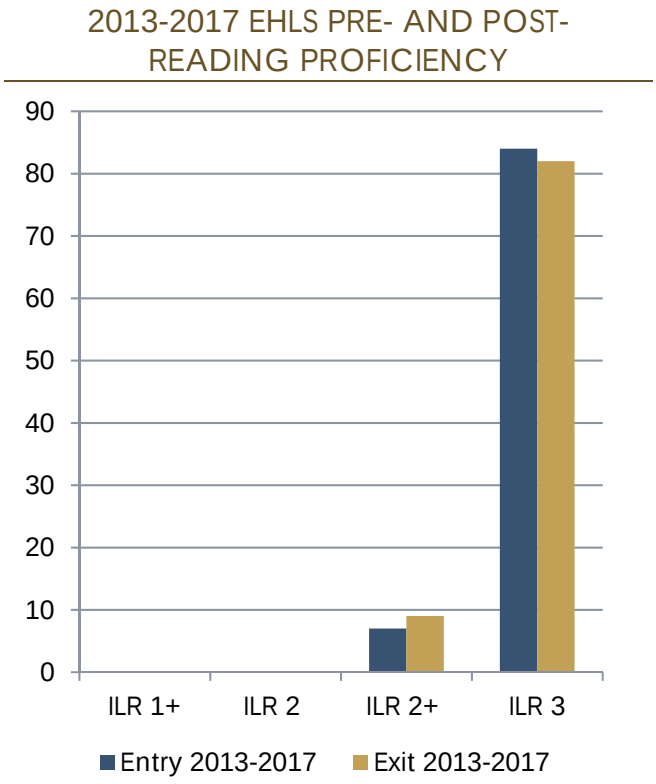
2013-2017 BOREN FLAGSHIP SCHOLAR DLPT EXIT PROFICIENCY (N-99)[29]

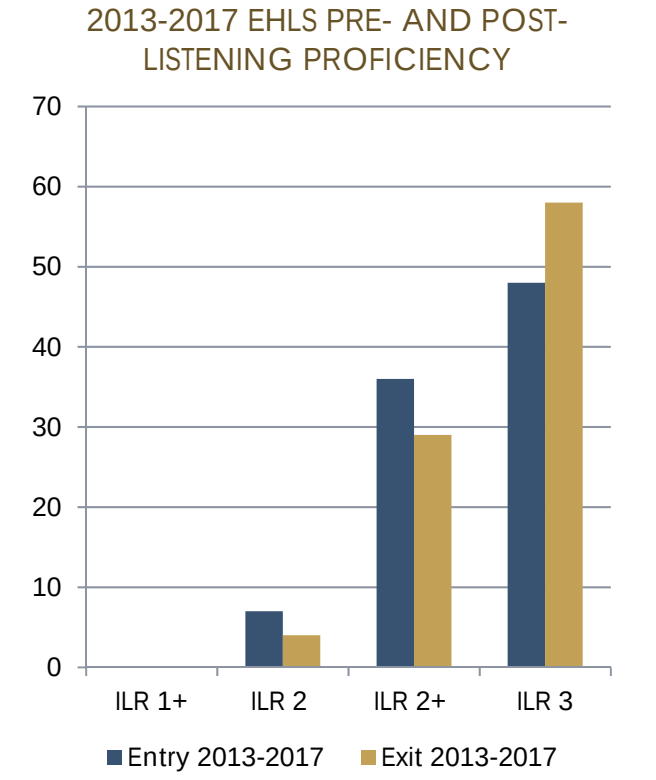


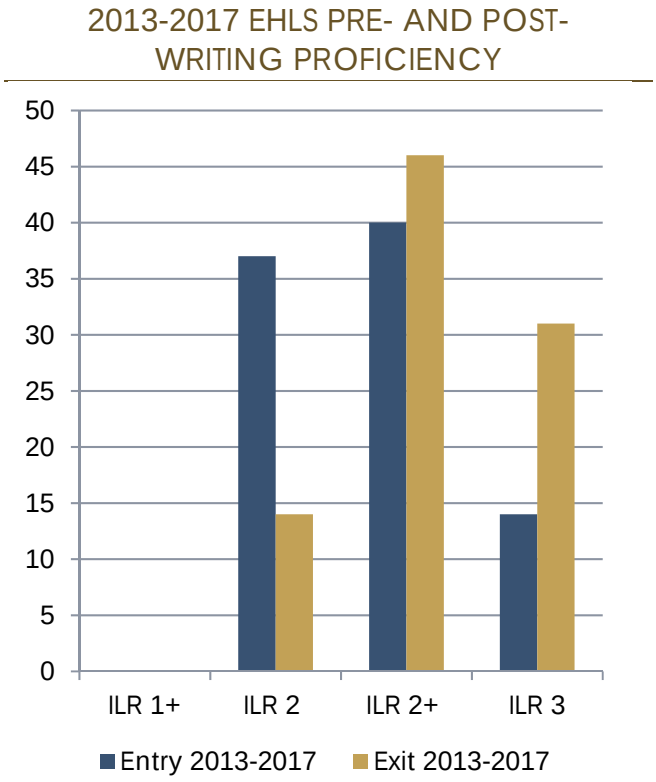
[29] *Boren Flagship Students were tested using the DLPT, which only registers proficiency up to ILR 3*

APPENDIX R: EHLS FIVE-YEAR DATA

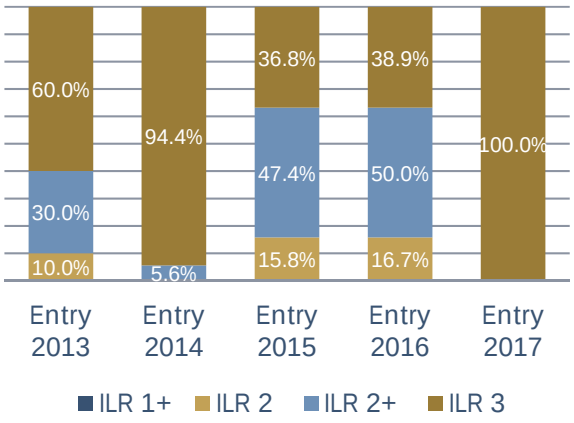




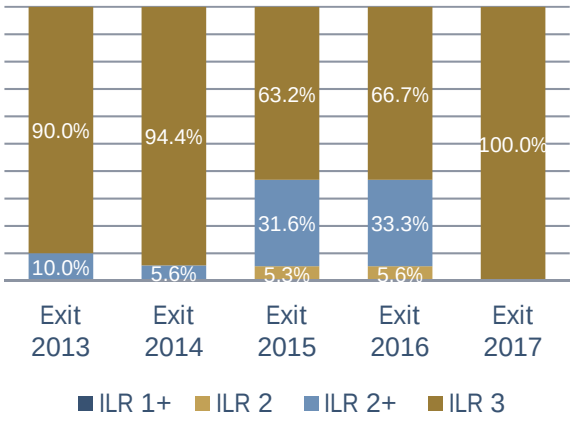




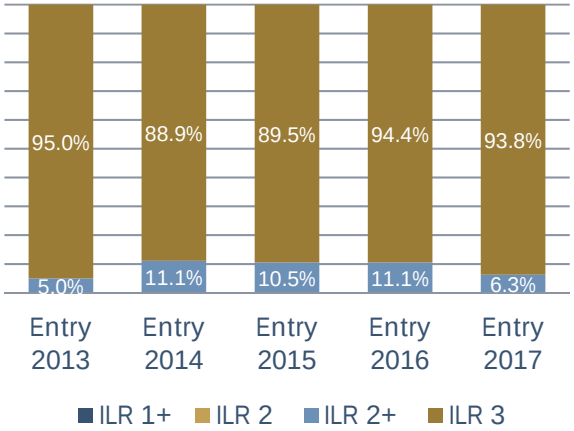
2013-2017 EHLS PRE-PROGRAM SPEAKING PROFICIENCY



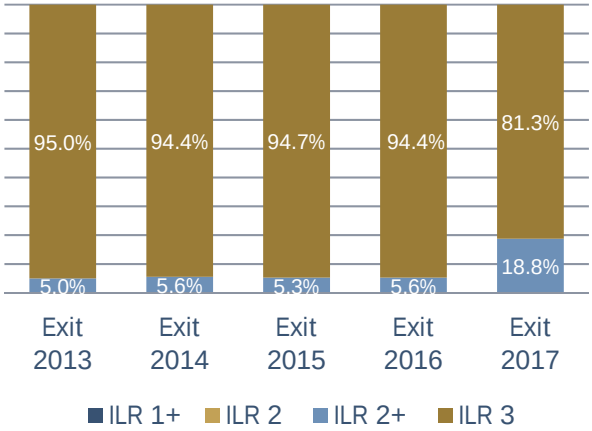
2013-2017 EHLS POST-PROGRAM SPEAKING PROFICIENCY



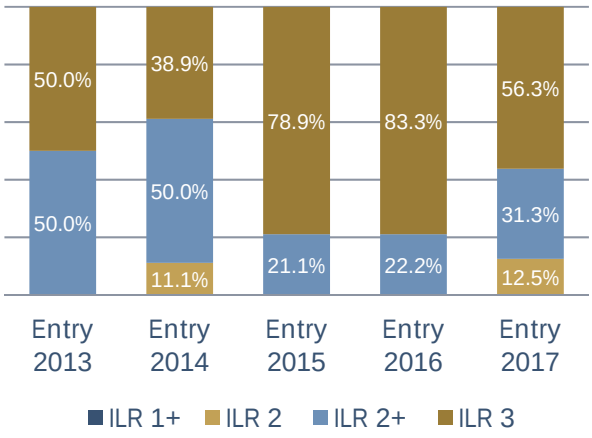
2013-2017 EHLS PRE-PROGRAM READING PROFICIENCY



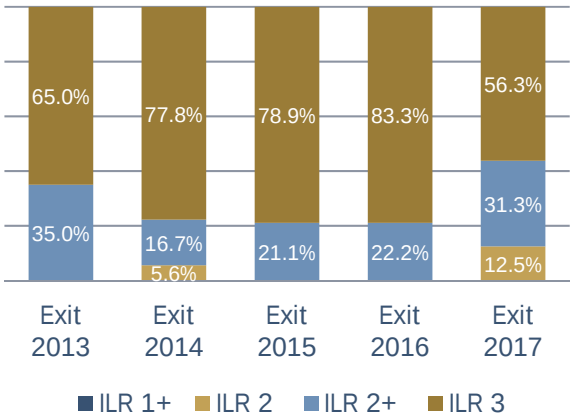
2013-2017 EHLS POST-PROGRAM READING PROFICIENCY



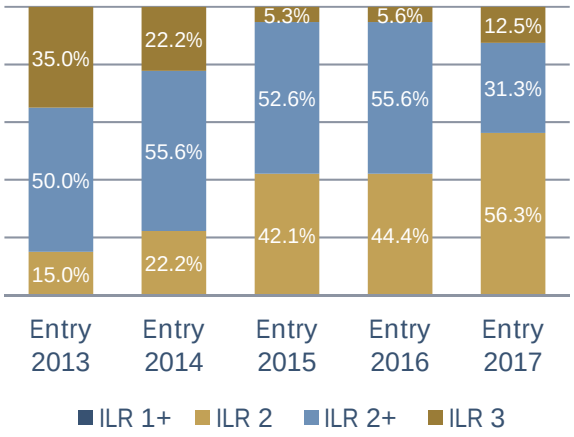
2013-2017 EHLS PRE-PROGRAM LISTENING PROFICIENCY



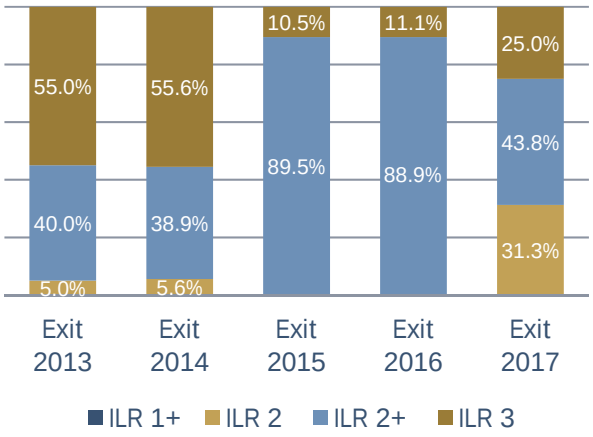
2013-2017 EHLS POST-PROGRAM LISTENING PROFICIENCY



2013-2017 EHLS PRE-PROGRAM WRITING PROFICIENCY



2013-2017 EHLS POST-PROGRAM WRITING PROFICIENCY



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