2024
ANNUAL REPORT
NATIONAL SECURITY EDUCATION PROGRAM

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LETTER FROM JULES W. HURST III, PERFORMING THE DUTIES OF THE UNDER SECRETARY OF DEFENSE FOR PERSONNEL AND READINESS

The National Security Education Program (NSEP) strengthens the Department of Defense's readiness by emphasizing the value of international education and language training as critical elements of preparing future leaders for the federal workforce. NSEP programs support the efforts to Rebuild our Military and Reestablish Deterrence by training a highly qualified pool of personnel for DoD, the Intelligence Community (IC), and National Security sector with professional proficiency in Chinese and other critical languages. Language skills across the force and IC increase lethality by providing insight into adversary capability, intention, and activity.

NSEP was established by the David L. Boren National Security Education Act (NSEA) of 1991. The purpose of the NSEA is to address the need for U.S. citizens and federal employees to possess advanced language and regional skills to protect national security interests. Advances in information technology are accelerating new levels of international competition. Our programs equip NSEP awardees with critical thinking capabilities to confront today's national security challenges and defend our homeland.

In 2024, Boren Scholars and Fellows studied 31 languages in 38 geographic areas strategic to U.S. national security. The English for Heritage Language Speakers program paired native language speakers with federal mentors from nine NSEP partners (including the Central Intelligence Agency, the Defense Intelligence Agency, and the U.S. Army National Ground Intelligence Center) to conduct research for presentation. Project Global Officer (GO) made 700 awards for cadets and midshipmen to study 11 languages in 14 destinations. This year, NSEP also added Thai and Vietnamese overseas study opportunities through the Southeast Asian Flagship Languages Initiative.

NSEP provides its awardees with numerous resources to secure federal employment, including career consultations, mock interviews, and hiring events. NSEP continues to fortify partnerships with hiring managers across the Federal Government to raise awareness of the national security skill sets of its awardees. A total of 46 federal organizations participated in the 2024 Boren Seminar and Job Fair, and federal hiring partners posted 251 positions to the NSEPnet Job Board. As of 2024, NSEP awardees have completed work in 5,328 federally funded positions, with approximately 78.5% percent of those placements in priority agencies (DoD, Department of Homeland Security, Department of State, and the IC).

I am pleased to introduce this report that demonstrates NSEP's enduring importance and continuous improvement.

Jules W. Hurst III
Performing the Duties of the Under Secretary of
Defense for Personnel and Readiness

DEFENSE LANGUAGE AND NATIONAL SECURITY EDUCATION OFFICE

The Defense Language and National Security Education Office (DLNSEO) develops and implements policies and programs to ensure the success of the Defense Language, Regional Expertise, and Culture (LREC) Program. DLNSEO's mission forwards the Department of Defense priorities by rebuilding U.S. military readiness and reestablishing deterrence through foreign language learning programs. DLNSEO is a component of the Defense Support Services Center within the Defense Human Resources Activity, and under the Office of the Under Secretary of Defense for Personnel and Readiness (USD-(P&R)). NSEP is a constituent element of DLNSEO. DLNSEO carries out program guidance and direction from the Assistant Secretary of Defense for Readiness who chairs the National Security Education Board (NSEB) and the Defense Language Steering Committee (DLSC).

The NSEB is an interagency board with six Presidential appointees and Federal representatives from the Departments of Defense, Commerce, Education, Energy, Homeland Security, State, the Office of the Director of National Intelligence (ODNI), and the Chairperson of the National Endowment for the Humanities.

The DLSC is a committee consisting of Senior Executive Service, General Officer, and Flag Officer members from components across the Department of Defense (DOD). The committee serves as an advisory board to the USD(P&R); it recommends and coordinates policy and programs, such as Department-wide strategic planning, language requirement identification, language training, and proficiency testing. The DLSC identifies present and emerging foreign language and regional expertise needs and explores innovative means by which to improve the career paths for professional linguists within the DoD and improve the availability of language capabilities across the force.

In addition to administering the National Security Education Programs, DLNSEO also carries out the following program priorities:

- Oversight of high-value training and education programs, including those at the Defense Language Institute Foreign Language Center and English Language Center, the DoD Foreign Area Officer (FAO) Program, the DoD Language Testing Program, language proficiency bonus policies.

- Implementation of the Defense LREC Talent Management Roadmap, which directs a holistic approach to resolve longstanding issues with the recruitment, training, utilization, and retention of language professionals.

- Compliance with a FY 2020 National Defense Authorization Act requirement to include language proficiency measures in unit readiness assessments in the Defense Readiness Reporting System.

- Implementation of the National Defense Strategy through the continuous monitoring of fully qualified fill rates for the Department's most critical languages and occupational specialties.

- Operational planning support through the identification of LREC capabilities needed to successfully execute Combatant Command operation and concept plans.

- Oversight of intelligence foreign language functions, including persistent engagement and strategic alignment between the Offices of the Under Secretaries of Defense for Personnel and Readiness and Intelligence and Security, and ODNI.

- Command Language Program Manager (CLPM) support through the provision of resources and tools for language unit commands and CLPMs.

- Oversight of the Defense Language Testing Program by ensuring the viability, delivery, and security of testing and assessment across the total force.

- Language technology innovation through the development of a collaborative strategy to leverage technology tools to support operational missions and improve training.

NSEP PROGRAM OVERVIEW

The David L. Boren National Security Education Act (NSEA of 1991 (P.L. 102-183), as amended, codified in 50 USC. §1901 et seq., mandates that the Secretary of Defense create and sustain the NSEP to award scholarships to U.S. undergraduate students, fellowships to U.S. graduate students, and grants to U.S. institutions of higher education to provide instruction in languages critical to national security to create a pool of graduates committed to using their skills in national security positions. This workforce pipeline supports the effort to rebuild the military and reestablish deterrence by increasing the capabilities of language professionals to provide intelligence and expertise critical to mission success. Today, NSEP manages multiple programs to provide proficiency among graduating students in many languages critical to U.S. competitiveness and security. These programs strengthen U.S. defense through language learning.

All NSEP programs complement DLNSEO's broader strategic initiatives, ensuring that the lessons learned in one program inform the approaches of the others. NSEP provides clear measures of performance and accountability for its programs, including detailed monitoring of the performance of award recipients, language proficiency testing, and federal job placement assistance. NSEP's full list of initiatives includes:

Program	Program Description
David L. Boren Scholarships	Individual awards to U.S. undergraduate students to study critical languages in geographic areas strategic to U.S. national security.
David L. Boren Fellowships	Individual awards to U.S. graduate students for independent projects which combine study of language in geographic areas strategic to U.S. national security and professional practical experiences.
The Language Flagship	Grants to U.S. institutions of higher education to develop and implement a range of programs of advanced instruction in critical languages which enable students to attain professional-level proficiency.
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 critical to national security for short-term federal assignments to meet emergency or surge needs.
Project Global Officer	Grants to U.S. institutions of higher education to improve the language skills and regional expertise of Reserve Officers' Training Corps (ROTC) students.
Language Training Centers	Initiative based at U.S. institutions of higher education, in partnership with DoD components, designed to deliver specific training in critical languages and strategic regions for Active-Duty, Reserve Component, National Guard, and DoD civilian personnel.

MAJOR GOALS AND OBJECTIVES

Congress created NSEP to develop a strategic relationship between the national security community and higher education in the United States, addressing the national need for experts in critical languages and regions. NSEP is one of the most significant efforts in international education since the 1958 passage of the National Defense Education Act (NDEA). The NSEA includes five major purposes for NSEP, namely:

- To provide the necessary resources, accountability, and flexibility to meet the national security education needs of the United States, especially as such needs change over time;

- To increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, counter-proliferation studies, and other international fields which are critical to the Nation's interest;

- To produce an increased pool of applicants who will work in the departments and agencies of the United States Federal Government with national security responsibilities;

- To expand, in conjunction with other federal programs, the international experience, knowledge base, and perspectives on which the United States citizenry, government employees, and leaders rely; and

- To permit the Federal Government to advocate on behalf of international education.

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

NATIONAL SECURITY EDUCATION BOARD

The 14-member NSEB was established to provide strategic input and advice, as required by the David L. Boren National Security Education Act of 1991. The NSEB is comprised of six Presidential appointees, as well as representatives from eight Cabinet-level departments. They collectively advise on NSEP's administration. The NSEB is committed to a unified approach to forward efficiencies and excellence through NSEP programs.

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

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

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

While NSEP falls within the DoD, it has additional federal stakeholders, many of whom are represented on the NSEB. The NSEB provides advice to meet multiple national needs, rather than the needs of a single agency. Additionally, the Department relies on the NSEB for advice on hiring practices, internships, and security clearances, as well as providing feedback to inform policy changes.

The NSEB members represent NSEP's key federal partners, along with the Presidential appointees representing a larger constituency of members. The NSEB members help to clarify how NSEP can best meet their agencies' hiring needs and what

skill sets are required to accomplish their missions. Members also advise the Department on how best to engage with various federal agencies, helping to facilitate the job placement process. As pictured on pages 7 and 8, the White House appointed six new members to the NSEB in March 2024.

2024 BOARD MEETINGS

June 2024 – The June 2024 NSEB meeting focused on several topics, including programmatic updates from across NSEP, including a briefing on the Class of 2024 Boren awardees (a statutory responsibility); a discussion on the DoD Language, LREC Talent Management Roadmap (LREC Roadmap); a conversation with alumni and collaborators from the Project Global Officer (GO) program; and a briefing by two Board working groups on the "Workforce Pipeline" and "Security Clearances."

The DoD LREC Roadmap, which was signed by the then Deputy Secretary of Defense in August 2023, contains the Department's holistic approach to improving management of LREC talent. NSEP programs such as the LTCs, Project GO, and the Boren Awards are integral to the efforts to improve the training and pipeline for professional linguists. The NSEB discussed Phases One (focused on Cryptologic Language Analysts) and Two (focused on Foreign Area Officers) of the LREC Roadmap, as well as the overarching mission of the Defense Language Steering Committee.

The NSEB welcomed several Project GO alumni to discuss their experiences participating in the program, as well as the impact it has had on their military careers. The four alumni, representing the Army, Army National Guard, and Air Force, spoke about their language acquisition overseas, as well as their ability to translate those skills into their current military assignments.

September 2024 – This meeting included several key areas: programmatic updates and a review of the NSEP National Security Organizations list (a statutory responsibility); a session with federal hiring managers on their hiring needs and requirements; and a conversation with recently

returned Boren awardees actively seeking federal employment.

Several hiring partners from across the interagency outlined how NSEP plays a role in their overall recruitment and talent management strategies. Speakers included representatives from the Defense Intelligence Agency and the Departments of Homeland Security and Commerce.

The September meeting was held concurrently with another major NSEP event, the annual Boren Seminar and Career Fair (Seminar). The NSEB welcomed several recently returned Boren Scholars and Fellows attending the 2024 Seminar to the meeting for a panel conversation. These alumni shared insights they gained while abroad, as well as their initial experiences with the federal national security job search process.

NSEP SERVICE REQUIREMENT

As a condition of their scholarship or fellowship, NSEP award recipients agree to work in qualifying national security positions.[1] This unique service requirement generates a pool of U.S. undergraduate and graduate students with competencies in critical languages and area studies who are highly committed to serve at the federal level in the national security community. The talent and regional expertise of these award recipients is a key component to the NSEP program's contribution to defense readiness across the federal workforce.

QUALIFYING JOBS AND SERVICE CREDIT

Congress amended the NSEP Service Requirement in 2008 to expand federal employment creditable under the Service Agreement.[2] Award recipients from 2008-present are required to first seek employment within the following four "priority" areas of government:

- Department of Defense;
- Department of Homeland Security;
- Department of State; or
- Any element of the Intelligence Community.[3]

If award recipients are unable to secure employment within one of the priority areas, they may expand their search for employment to include any federal position with national security responsibilities. NSEP requires award recipients to make a strong case for how their position supports national security.

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

SERVICE REQUIREMENT PLACEMENTS

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

1994-2024 SERVICE REQUIREMENT COMPLETION FOR NSEP AWARD RECIPIENTS WHO HAVE REACHED THEIR SERVICE DEADLINE (N=5,892)

- Completed or Begun to Complete Service
- Service Pending
- Repayment
- Waiver
- Remittal
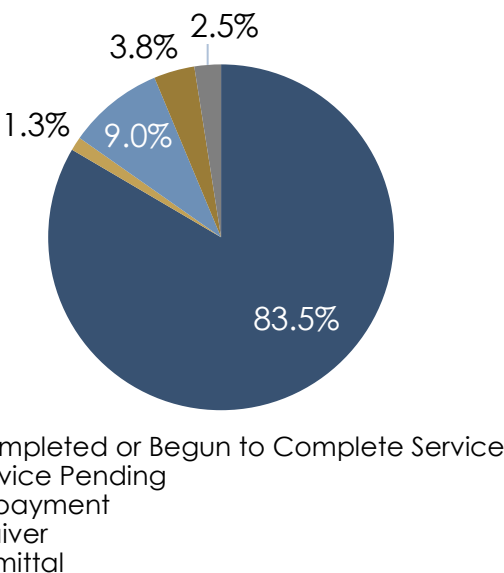
Of the 5,892 NSEP award recipients who have reached their service requirement deadline of October 31, 2024, or sooner, 4,917 (83.5%) have completed, or begun to complete, their service obligation through federal service, qualifying federal contracting, or a position in U.S. education. Of those who have completed or begun to complete their service, 78.5% have done so in the priority areas.

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

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

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

If awardees are unable to fulfill the service requirement, they may opt to repay the award or request a waiver. DLNSEO grants waivers on a case-by-case basis to individuals who demonstrate extreme hardship as outlined in policy.

1994-2024 NSEP SERVICE IN PRIORITY AGENCIES[4]

- Department of Defense — 1642
- Department of Homeland Security — 600
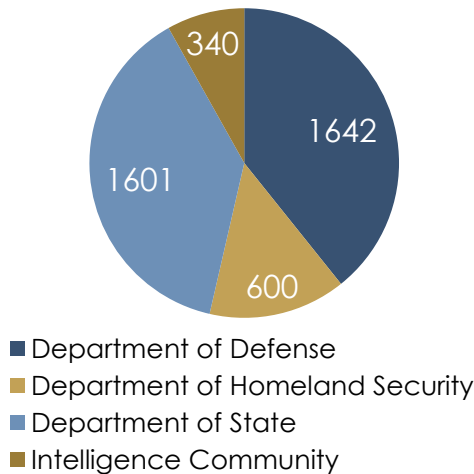- Department of State — 1601
- Intelligence Community — 340

NSEP pursues repayment from delinquent award recipients who have neither fulfilled their service requirement nor repaid their Scholarship or Fellowship. DLNSEO has referred approximately two percent of all award recipients to involuntary collection proceedings for collection.

In order to remain in good standing with NSEP, award recipients must, upon graduation, annually submit a Service Agreement Report and regularly update their online NSEP database job search log.

HIRING EVENTS

In 2024, NSEP advertised 28 hiring events and career fairs on NSEPnet on behalf of organizations across the U.S. Federal Government, including the Departments of Defense, State, and Homeland Security, and components of the U.S. Intelligence Community. NSEPnet is the online platform that the NSEP Service Team uses to record award recipients' federal service, and where various job postings and job search resources are posted.

"The talent the NSEP program equips our government agencies with is unmatched! The program brings unique candidates aboard who add value and perspective into our daily operations. Our agency is privileged for having a group of this talent and will continue supporting this initiative in every possible way."

—Department of the Treasury, Office of Foreign Assets Control

INTERAGENCY COLLABORATION

In 2024, the Defense Intelligence Agency (DIA) extended ten offers to Boren Scholars and Fellows through its exclusive NSEP-DIA internship program. DLNSEO continues to expand new hiring partnerships with a variety of Departments, including the Departments of Defense and Homeland Security.

Boren recipients listen to presentations from federal hiring representatives at the Boren Federal Employment Seminar on September 12th, 2024

CAREER GUIDANCE

DLNSEO staff provide guidance to award recipients throughout their job search process, including workshops and webinars on the NSEP Service Requirement. In addition, staff members disseminate logistical and administrative information to award recipients about fulfilling the service requirement.

In 2024, NSEP posted 117 exclusive jobs directly on behalf of 47 federal offices and shared an

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[4] *See Appendix B for more details on where NSEP Award Recipients have fulfilled their service requirement.*

additional 134 featured jobs to the NSEP community that could fulfill the service requirement. NSEP's exclusive job announcements are made possible in part through the appointment eligibility granted to NSEP award recipients by statute. Since 2010, NSEP has posted a total of 1,323 exclusive job announcements.

2020-2024 NSEP JOB BOARD POSTINGS
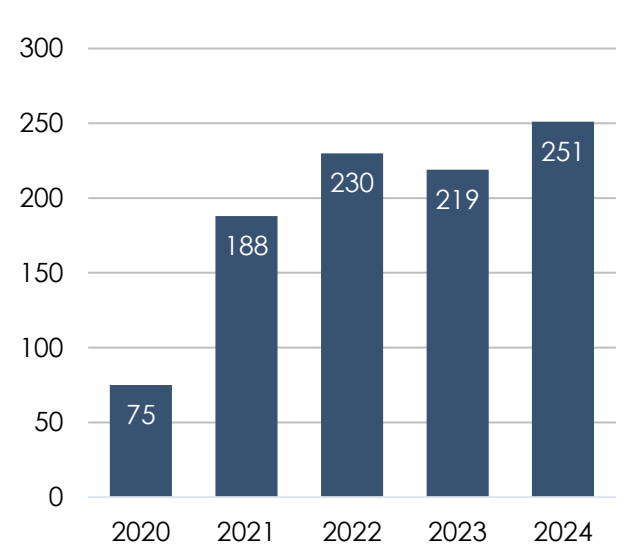
NEEDS ANALYSIS FOR AREAS OF EMPHASIS

The National Security Education Board reviews NSEP's areas of emphasis annually and recommends updates to the USD P&R as appropriate.

NSEP AREA OF EMPHASIS: WORLD REGIONS/STUDY LOCATIONS[5,6]

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

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

[6] *List of eligible study locations subject to change based on U.S. State Department Travel Advisories at the time of award.*

NSEP AREA OF EMPHASIS: LANGUAGE OF STUDY

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

Languages		
African Lang.	Akan/Twi	Albanian
Amharic	Arabic	Armenian
Azerbaijani	Bambara	Belarusian
Bengali	Bosnian	Bulgarian
Croatian	Cantonese	Chinese Mandarin
Georgian	Czech	Gan Chinese
Hebrew	Haitian	Hausa
Indonesian	Hindi	Hungarian
Kanarese	Japanese	Javanese
Korean	Kazakh	Khmer
Lingala	Kurdish	Kyrgyz
Malayalam	Macedonian	Malay
Pashto	Moldovan	Nepali
Portuguese	Persian Farsi	Polish
Russian	Punjabi	Romanian

Languages		
Slovak	Serbian	Sinhala
Tagalog	Slovenian	Swahili
Telugu	Tajik	Tamil
Turkmen	Thai	Turkish
Urdu	Uyghur	Ukrainian
Wolof	Uzbek	Vietnamese
Yoruba	Zulu	

NSEP AREA OF EMPHASIS: FIELDS OF STUDY

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

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

2015-2024 SERVICE PLACEMENTS REPORTED EACH DATA YEAR: (PERCENT OF TOTAL)

Priority Agencies ■ Other Federal Agencies ■ Education

10
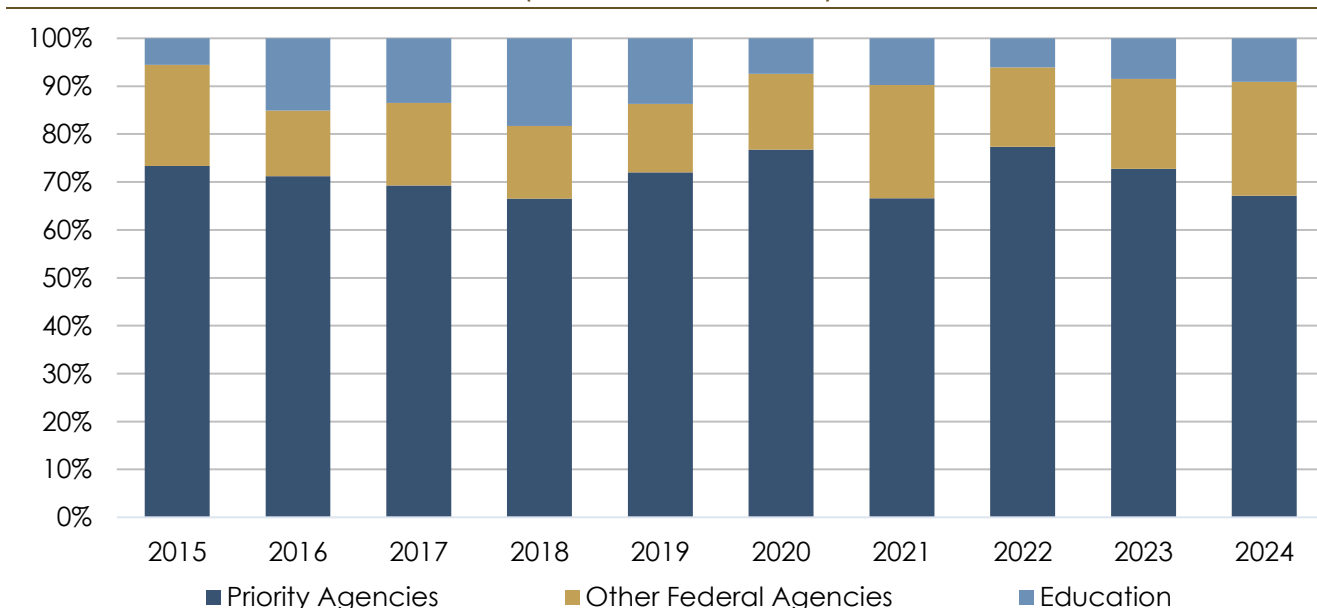
BOREN SCHOLARSHIPS AND FELLOWSHIPS

NSEP awards Boren Scholarships and Fellowships to undergraduate and graduate students committed to long-term, overseas immersive language study and to public service. Boren Scholars and Fellows, authorized under the NSEA, receive funding to study the languages most critical to our nation's security. As a condition of their award, they agree to utilize those skills within the government by seeking and securing federal national security employment for at least one year, strengthening readiness across the federal workforce.

Boren Scholar in Tanzania

The Boren Awards 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 important to U.S. national security;

- Funds students for longer, more comprehensive periods of language study;

- Provides the opportunity for students from non-traditional study abroad fields, such as applied sciences, engineering, and mathematics (STEM), to develop international skills; and

- Enables American students to undertake serious study of languages critical to U.S. national security.

Following their study overseas, NSEP's Boren Scholars and Fellows are consistently hired across many different federal agencies. Their careers span the breadth of the national security community, with a majority serving in the Departments of Defense, State, Homeland Security, and the Intelligence Community (IC).

2024 PROGRAM HIGHLIGHTS

Boren Convocation and Pre-Departure Orientation

Every June, NSEP hosts the class of newly awarded Boren Scholars and Fellows in Washington, DC for a pre-departure orientation. In total, 287 students attended the 2024 event. NSEP, in collaboration with the Federal Bureau of Investigation (FBI), the National Security Agency (NSA), the Department of State, and the Institute of International Education (IIE) conducted briefings on various topics to prepare students for their overseas study abroad. These topics included programmatic travel guidelines and regional safety and security issues. The event provided an opportunity for Boren Scholars and Fellows to interface with one another, ask questions, and speak with program officers.

Boren Awardee Population

NSEP awarded 215 Boren Scholarships and 102 Boren Fellowships in 2024, with applicant acceptance rates of 34% for Scholars and 42% for Fellows. Ultimately, of the 215 winning Boren Scholars, 201 chose to accept the award, while 99 of the winning 102 Boren Fellows accepted.

Award	Applicants	Awards Given	Awards Accepted
Boren Scholars	625	215	201
Boren Fellows	245	102	99
Total	870	317	300

Among the winning recipients, 74% of Boren Scholars and 91% of Boren Fellows studied abroad for an academic year. This figure contrasts significantly with the general study abroad population, the majority of whom study overseas for eight weeks or less.[7] The extended period of time Boren Scholars and Fellows choose to study overseas reflects a major difference between the Boren program and U.S. study abroad trends overall.

2024 World Regions	Boren Scholars	Boren Fellows
East Asia/Pacific	82	38
Europe/Eurasia	24	17
Latin America & the Caribbean	15	11
MENA	29	16
South/Central Asia	29	9
Sub-Saharan Africa	18	8
U.S. (DLIFLC)	4	0
Total	201	99

PROPOSED DURATION OF STUDY OVERSEAS BY ORIGINALLY SELECTED 2024 BOREN SCHOLARS AND FELLOWS

Bar chart:
- Summer (< 2.5 months): Boren Scholarships 9
- Semester (< 6 months): Boren Scholarships 43, Boren Fellowships 9
- Year (> 6 months): Boren Scholarships 149, Boren Fellowships 90

■ Boren Scholarships ■ Boren Fellowships
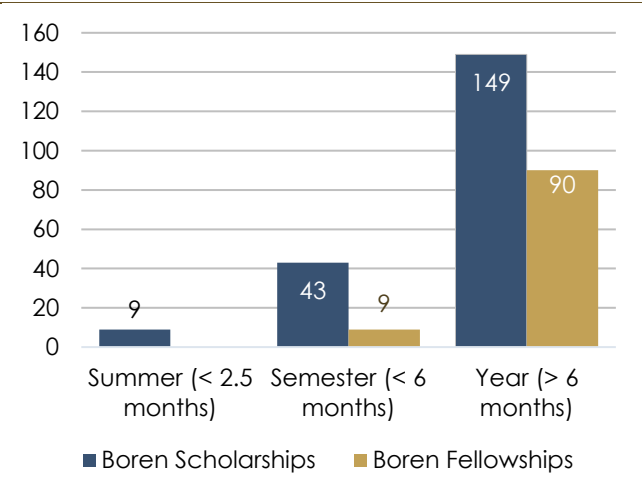
The Class of 2024 Boren Scholars and Fellows reside in 42 states and the District of Columbia and are enrolled at 127 institutions of higher education across the country. They traveled to 38 locations to study 31 languages in eight different regions.

The most popular regions among both Boren Scholars and Fellows were East Asia/Pacific and the Middle East/North Africa (MENA). Full listings of all 2024 Boren awardees' destinations and languages of study are included in Appendices G and H respectively.

Boren Fellow in Thailand

NSEP's Boren Scholars and Fellows possess a variety of academic skill sets. In addition to developing critical language expertise, they specialize in a wide variety of disciplines. Among the 2024 Boren Scholars, there were 38 STEM majors, while 7 Boren Fellows pursued graduate work in STEM fields.

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[7] *Institute of International Education. (2024). "Detailed Duration of U.S. Study Abroad, 2005/06-2022/23" Open Doors Report on* *International Educational Exchange. Retrieved from https://opendoorsdata.org. November 19, 2024.*

Fields of Study	Boren Scholars	Boren Fellows	Total
Applied Sciences (STEM)	38	7	45
Area/Language Studies	14	9	23
Business	10	3	13
International Studies	68	44	112
Humanities and Social Sciences	50	27	77
Other	21	9	30
Total	201	99	300

Boren Scholar in Taiwan

BOREN FEDERAL CAREER SEMINAR

Upon returning from their overseas study, NSEP gathers awardees in Washington, DC, for the two-day Boren Federal Career Seminar (Boren Seminar). The event provides attendees the opportunity to participate in briefings on their mandated service requirement, learn more about job opportunities within the Federal Government, and hear directly from alumni who have successfully leveraged their language and regional expertise into national security positions. The second day of the Boren Seminar culminates in a career fair with federal partner agencies who meet with awardees and conduct interviews.

The career fair component of the 2024 event included 46 federal agency booths, a historic high and 28% increase from 2023. As with previous Boren Seminars, dozens of federal agencies recruited and interviewed Boren awardees. Additionally, federal hiring officials made 17 on-the-spot conditional job offers at this year's fair.

FACILITATING FEDERAL HIRING

Over the past 30 years, NSEP has helped transform the federal hiring landscape to meet evolving national security needs. Hiring authorities, one legislated by Congress in Section 956 of the National Defense Authorization Act (NDAA) for FY 2013, and another, Schedule A, contained in section 213.3102(r), of title 5, Code of Federal Regulations 213.3102(r), assist federal organizations in non-competitively appointing Boren Scholars and Fellows without regard to the provisions of Title 5 governing appointments in the competitive service. Pursuant to section 956 of the NDAA for FY13, any federal agency with national security responsibilities may also non-competitively appoint an NSEP award recipient to the excepted service and then convert the appointee to career or career-conditional appointment without further competition, provided the appointee successfully completes two years of continuous service.

Between November 1, 2023, and October 31, 2024, in accordance with these two authorities, NSEP posted 117 exclusive job opportunities on behalf of dozens of partner agencies across the national security community. These positions, which spanned a variety of career fields, were available to NSEP award recipients. In addition, NSEP also posted 134 "featured" job opportunities in 2024—positions on USAJobs and other recruitment portals open to the public that may also be of interest to NSEP award recipients. Since 2010, NSEP has advertised more than 1,300 exclusive job opportunities.

"The NSEP Boren Scholars and Fellows' world experience gained from the program has instilled a passion, eagerness, and willingness to make a difference that naturally fits with the International Trade Administration's mission to help U.S. businesses and workers compete and win around the globe."

— Department of Commerce, International Trade Administration

Kim Guiler brings more than 15 years of work and research experience on politics, public opinion, and security in the Middle East to her current position as Analyst for Maghreb Affairs in the Department of State's Office of Analysis for Near East Affairs. At State, Kim has authored multiple articles for the Presidential Daily Briefing and routinely briefs Assistant Secretaries and Ambassadors on North Africa. She has won Meritorious Honor awards, among others.

Prior to joining State, Kim was a Pre-Doctoral Fellow with the Middle East Initiative at the Harvard Kennedy School. She holds a Ph.D. in government from the University of Texas at Austin, a M.A. in social sciences from the University of Chicago, and a B.A. in political science, B.S. in journalism and communications, and certificate in Israel studies from the University of Florida. Kim speaks Turkish and Arabic, and she has also studied Hebrew and Spanish.

In addition to the annual Boren Seminar, NSEP also partners with federal organizations to host agency-specific career events. These events provide a direct avenue for awardees to learn more about the agencies' mission, speak with hiring managers, and apply for open job opportunities. The Department of State, Central Intelligence Agency (CIA), DIA, National Defense University, Office of Naval Intelligence, National Geospatial-Intelligence Agency, International Trade Administration, and the NSA have all hosted career events for Boren awardees.

Many federal agencies also advertise hiring events and career fairs to our awardees through the NSEPnet Job Board. In 2024, NSEP advertised 28 hiring events and career fairs on NSEPnet on behalf of organizations across the U.S. Federal Government, including the Departments of Defense, State, Homeland Security, and components of the IC.

2024 NSEP-DIA Internship Program

2024 marked the tenth anniversary of the NSEP-DIA Internship Program. The NSEP-DIA Internship is a one-year, full-time program designed to provide a select number of recent college graduates the opportunity to gain practical work experience and to develop critical analytical, research, and briefing skills. The internship is available exclusively to NSEP awardees through a competitive application process and provides a pathway into federal service for students interested in careers in the IC.

VIRE Webinars

NSEP is continuously exploring opportunities that expose awardees to agencies within the Federal Government and create viable paths to employment. As such, NSEP hosted a first-of-its-kind IC Virtual Information & Recruitment Event (VIRE) series, which started on March 14, 2024. These interactive webinars showcased IC organizations and their missions to NSEP award recipients. They also increased awareness among Scholars and Fellows about what it's like to work in the IC and highlight employment opportunities in various career fields.

NSEP partnered with six organizations from the IC: ODNI, DIA, FBI, National Virtual Translation Center, NSA, and CIA. NSEP also hosted exclusive VIREs with the Department of Homeland Security and the Department of State.

ENGLISH FOR HERITAGE LANGUAGE SPEAKERS

With passage of the Intelligence Authorization Act for Fiscal Year 2005 (P.L. 108-487, Sec. 603; 50 USC §1902), the United States Congress created the EHLS Program to provide professional English language instruction to U.S. citizens whose first languages are critical to national security. The language and regional expertise of EHLS scholars is a valuable asset for reestablishing deterrence and increasing lethality by providing insight into adversary motivations, goals, and actions. The 2024 EHLS Program saw continued improvements in English language gains overall among participants. These gains provide EHLS Scholars with a competitive edge when seeking federal employment with organizations that have expressed a need for employees with strong abilities in both English and critical foreign languages.

2024 EHLS Scholars

INTRODUCTION

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

EHLS is the only English for Professional Purposes initiative that leads to Interagency Language Roundtable (ILR) Level 3 proficiency and above 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 oral proficiency at ILR Level 3 or higher, verified through formal testing;[8]
- English language skills at ILR Level 2 or higher, verified through formal testing[9]; and
- Commitment to work for the Federal Government.

Each year, this highly competitive program admits a cohort of Scholars to participate in eight months of professional development. The first six months of the program provide full-time, intensive instruction at Georgetown University.[10] The final two months of the program are part-time and online; instruction focuses on further development of writing and career preparedness skills. The EHLS curriculum mirrors the skills needed by government personnel, giving program participants the opportunity to improve their English skills in a highly structured, professional environment.

The signature capstone component of the EHLS Program is the Open-Source Analysis Project (OSAP). Project topics are provided by various government agencies, and each EHLS Scholar works with an agency mentor throughout the

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[8] *Native language skills are assessed using Oral Proficiency Interviews (OPI) from Language Testing International.*

[9] *English language skills are assessed using the OPI and the Reading and Listening Computer Adapted Test from Language Testing International, and a writing test developed by CAL with a scoring rubric from the Defense Language Institute English Language Center (DLIELC).*

[10] *The intensive period of the EHLS Program includes 30 hours of classroom instruction and up to 30 hours of homework and co-curricular activities per week, especially toward the conclusion of the capstone project.*

research and analysis process. The project culminates in a formal symposium at which EHLS Scholars provide briefings on their projects before an audience of senior government officials, hiring managers, mentors, and other invited individuals. A copy of each written report and video presentation is made available to the government agency that sponsored an OSAP topic. These materials are also made available to the broader national security community.

"From a recruiting perspective, I found the NSEP/EHLS Program candidates to be highly qualified to serve in the Intelligence Community and DIA's Analysis Career Field. These candidates possess the attributes our Agency and Career Field is looking for in addition to critical language skills and deep research and writing experience."

—Defense Intelligence Agency

EHLS SCHOLARS FEDERAL SERVICE

The EHLS Program has established partnerships with many federal agencies. Over the past five years, 89% of EHLS Scholars have completed their NSEP service requirement within the four priority agencies: Departments of Defense, Homeland Security, or State, or the IC. Of these EHLS Scholars, 41% completed service in the DoD or the IC.

2024 EHLS Scholar Graduation Ceremony Speaker

2024 EHLS SCHOLARS

The EHLS Program annually reviews which critical language backgrounds to include in its recruiting campaign based on priorities within the DoD and the IC.

FIRST LANGUAGE OF EHLS SCHOLARS: 2022-2024

Languages	Class 2022	Class 2023	Class 2024	Total
Amharic	0	0	2	2
Arabic	0	2	1	3
Chinese Mandarin	5	3	1	9
Hindi	1	0	1	2
Korean	3	2	2	7
Kurdish	0	2	0	2
Kyrgyz	1	0	2	3
Persian Farsi	1	5	1	7
Russian	5	3	5	13
Tajik	1	0	0	1
Ukrainian	-	1	3	4
Total	17	18	18	53
Total Applicants	141	124	149	414

EHLS 2024 PROGRAM

For the Class of 2024, the program recruited those whose first language is Amharic, Arabic, Azerbaijani, Balochi, Bambara, Chinese Mandarin, Dari, Hausa, Hindi, Kazakh, Korean, Kurdish, Kyrgyz, Pashto, Persian Farsi, Punjabi, Russian, Somali, Tajik, Tamashek, Thai, Tigrinya, Turkish, Ukrainian, Urdu, Uzbek, and Vietnamese.[11]

Eighteen speakers of nine critical languages were admitted from among 149 applicants. The tables above and below provide a comparison of the first languages of the EHLS Scholars for 2022, 2023, and 2024, and their places of origin.

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[11] *A list of 2024 EHLS Scholars can be found in Appendix L.*

PLACE OF ORIGIN:
2022-2024 EHLS SCHOLARS

Place of Origin	Class 2022	Class 2023	Class 2024	Total
Belarus	0	0	2	2
China	1	2	1	4
Ethiopia	0	0	2	2
India	1	0	1	2
Iran	1	5	1	7
Iraq	0	0	1	1
Jordan	0	1	0	1
Kyrgyzstan	1	1	3	5
Moldova	0	0	1	1
Russia (or USSR)	1	1	3	5
South Korea	3	2	2	7
Sudan	0	1	0	1
Taiwan	3	1	0	4
Tajikistan	1	0	0	1
Turkey	0	2	0	2
Ukraine	4	2	1	7
United States	1	0	0	1
Total	17	18	18	53

2024 EHLS SCHOLARS ACADEMIC FIELDS

The academic background of EHLS Scholars includes specializations in Science and Medicine, Journalism, and Education. Admission to the EHLS Program requires at least a bachelor's degree. Fourteen of this year's scholars had master's degrees, and two had Doctoral degrees.

2024 EHLS Program Graduate

PROGRAM 2024 RESULTS

Over the past 19 years, the EHLS Program has worked to assist its Scholars with the goal of reaching an ILR Level 3 in all modalities of English: reading, writing, listening, and speaking. The 2024 cohort was derived from a pool that possessed high-level language and professional skills. For the Class of 2024, 47% of all entrance test scores were at or above ILR Level 3, and 76% were at or above ILR Level 2+. In 2022, the EHLS Program transitioned to using the Language Testing Institute English Reading and Listening Computer Adaptive Test for pre- and post-testing.

2024 EHLS SCHOLARS ENGLISH SPEAKING RESULTS

■ Pre-Test   ■ Post-Test
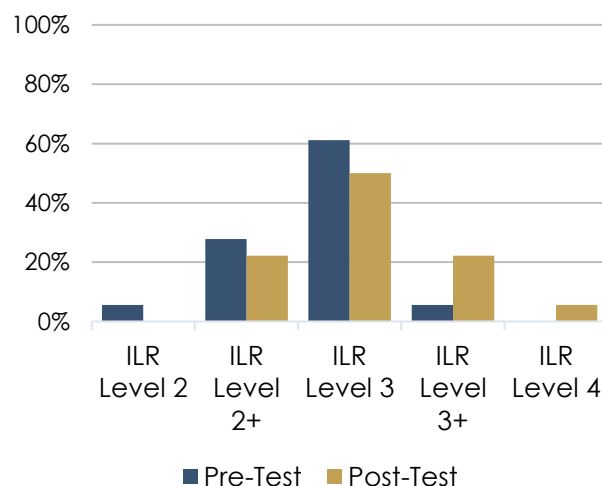
Speaking Skills: The EHLS capstone project, the OSAP, enables Scholars to work diligently on their speaking skills and focus on professional presentation skills. For 2024, 100% of EHLS Scholars completed the program with English speaking proficiency at or above ILR Level 2+, with 78% completing at ILR Level 3 or above.

2024 EHLS SCHOLARS ENGLISH READING RESULTS

■ Pre-Test   ■ Post-Test
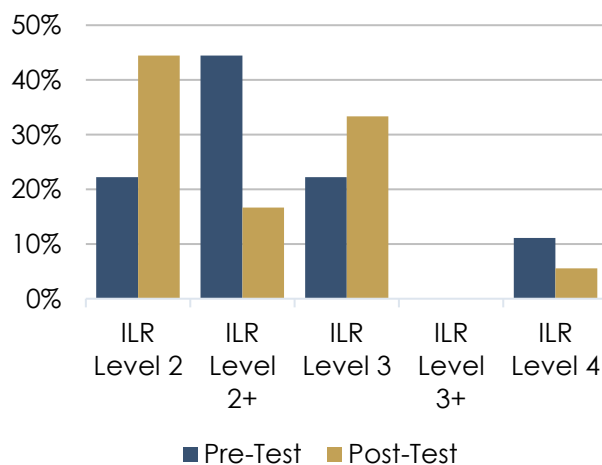
Reading Skills: For 2024, 56% of the Scholars finished the program with a reading score at ILR Level 2+ or above, and 39% finished at ILR 3 level or above.

2024 EHLS SCHOLARS ENGLISH LISTENING RESULTS
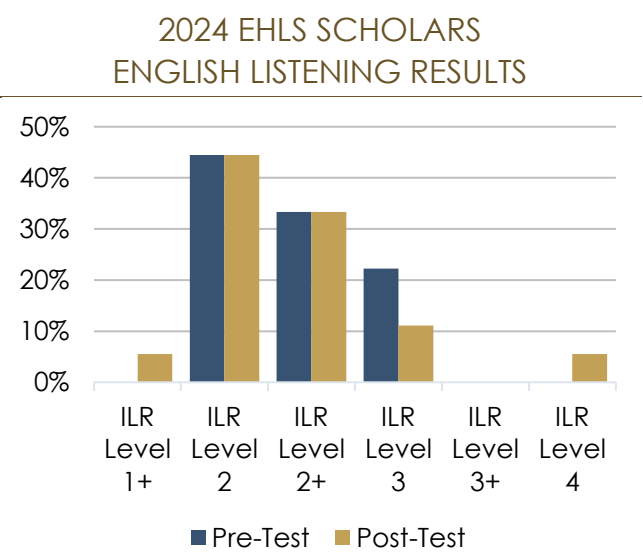
Listening Skills: In 2024, 50% of the Scholars finished the program with English listening skills at ILR 2+ or above, and 17% completed the program at ILR 3 or above.

2024 EHLS SCHOLARS ENGLISH WRITING RESULTS
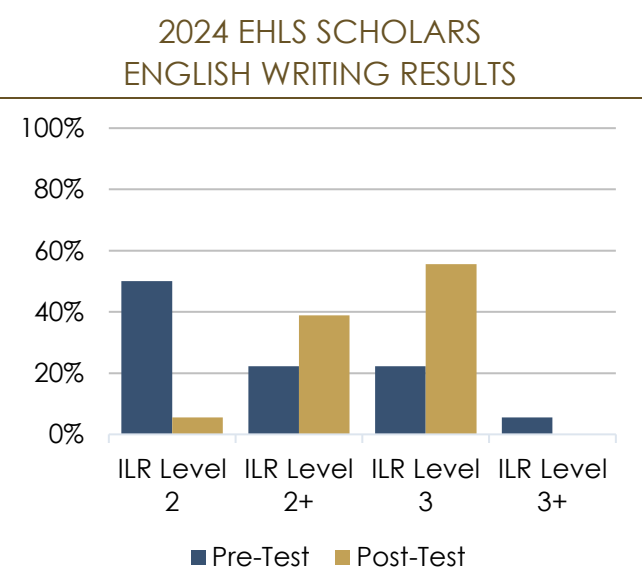
Writing Skills: The development of high-quality writing skills has been a priority of the EHLS Program

for over a decade based on input from government agencies that hire EHLS graduates. In 2024, 94% of the Scholars finished the program with English writing skills at ILR level 2+ or above, and 56% completed the program at ILR 3 or above.[12] The 2024 EHLS Scholars also made observable improvements in their writing skills, which were particularly noticeable in writing samples provided to EHLS Program federal agency partners.

2024 EHLS SCHOLARS PROFESSIONAL PERFORMANCE RESULTS[13]
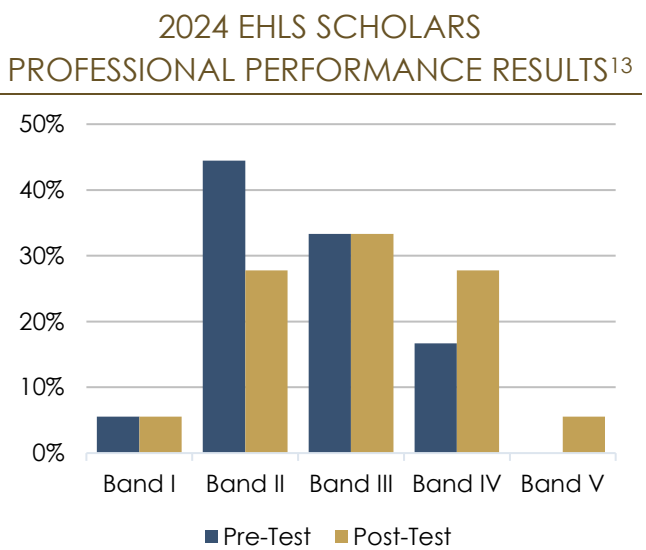
Professional Performance Assessment Tool: In addition to the proficiency results presented above, the EHLS Program uses an assessment tool that measures the pragmatic competence of EHLS Scholars as it relates to specific professional skills of greatest interest to federal organizations that hire EHLS Program graduates. The results show improvement in specific written work skills not measured by language proficiency testing.

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[12] *EHLS Scholars' writing proficiency is assessed using a rubric developed by the Defense Language Institute English Language Center and prompts developed by CAL.*

[13] *Band I: Emerging Professional; Band II: Developing Professional; Band III: Approaching Professional; Band IV: Expanding Professional; Band V: Advanced Professional*

OPEN-SOURCE ANALYSIS PROJECT

With the assistance of agencies throughout the Federal Government, EHLS Scholars produce a set of reports and presentations that address critical issues related to national security. The OSAP represents the professional development concentration of the EHLS Program that prepares participants for the critical thinking, writing, and briefing elements necessary for federal employment.

The 2024 EHLS Scholars' OSAP research was based on topics provided by nine federal organizations: components within the DoD including the DIA, the Defense Security Cooperation Agency, the National Geospatial-Intelligence Agency, the National Ground Intelligence Center, the 207th U.S. Army Military Intelligence Brigade, U.S. Indo-Pacific Command, and U.S. Special Operations Command; the CIA; and the Department of Homeland Security Customs and Border Protection. The research results were presented at the 2024 OSAP Symposium before an in-person audience of representatives from many federal organizations, including many interested in employing the 2024 EHLS graduates.

NSEP Service Highlight:
Eman Hasan
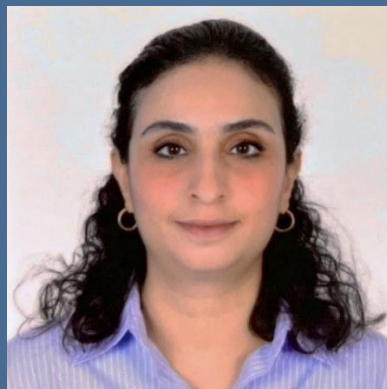
Eman Hasan is a Refugee Officer with the Department of Homeland Security. She fulfilled her service requirement through her current role with USCIS's Refugee, Asylum and International Operations Directorate, conducting Arabic-language interviews with refugees to determine their eligibility for resettlement in the United States.

Eman received a Bachelor of Arts in Psychology from the University of Jordan, and a Master of Education in Curriculum and Instruction from Texas A&M University. In 2021, she was the recipient of a one-year grant to participate in a Cyber Security certificate program at Northern Virginia Community College. Eman speaks both English and Arabic.

THE LANGUAGE FLAGSHIP

By statute, the Language Flagship produces a pool of U.S. graduates with professional proficiency in critical languages across a variety of fields needed to fill gaps in Language, Regional Expertise and Culture (LREC) readiness in the Department of Defense and across the U.S. national security sector including the IC, Department of Homeland Security, and Department of State. Language Flagship graduates serving in the Defense Intelligence Agency and elsewhere in DoD help to reestablish deterrence and increase lethality by leveraging their professional language proficiency and recent experience in the regions. These programs attract students committed to excellence in their respective languages and regions, strengthening the skills and capabilities of the federal workforce.

The Language Flagship is comprised of the core Flagship program and the following initiatives:

- Regional Flagship Languages Initiative (RFLI);
- Flagship Language Technology Innovation Center
- Flagship Teacher Training Initiatives.

In 2024, 119 Flagship participants committed to federal service agreements through the Boren awards with an additional 80 ROTC cadets and midshipmen enrolled. These initiatives allow Flagship to expand its reach and develop needed foreign language education, effective technology use, advanced level teaching for results, and teacher preparation; likewise, they benefit instructors and faculty from the Defense Language Institute Foreign Language Center (DLIFLC), Project Global Officer, and the Language Training Centers. Outcomes drive language proficiency training and advance readiness for the DoD and federal partners by equipping future military and federal professionals with critical LREC skills.

2024 DOMESTIC AND OVERSEAS FLAGSHIP PROGRAMS

The Fall 2024-2025 Flagship Capstone programs had a total cohort of 144 students. In spring 2025, 19 students are expected to begin the Chinese Capstone in Taiwan, with another 11 starting the Portuguese Capstone program in Brazil. This brings the projected Capstone total for the 2024-2025 academic year to 174.

In 2024, 452 students participated in intensive overseas programming through the Flagship programs. Flagship overseas enrollment includes 174 2024-2025 Flagship Capstone students, 62 of whom were Boren Flagship scholars; 251 students were supported for 2024 overseas summer programs. The 2024 RFLI cohort consisted of 44 Boren Scholars and 13 Boren Fellows, for a total of 57 students.

2024-2025 FLAGSHIP OVERSEAS PROGRAM ENROLLMENTS (N=482)

■ Flagship Capstone ■ Flagship Summer ■ RFLI
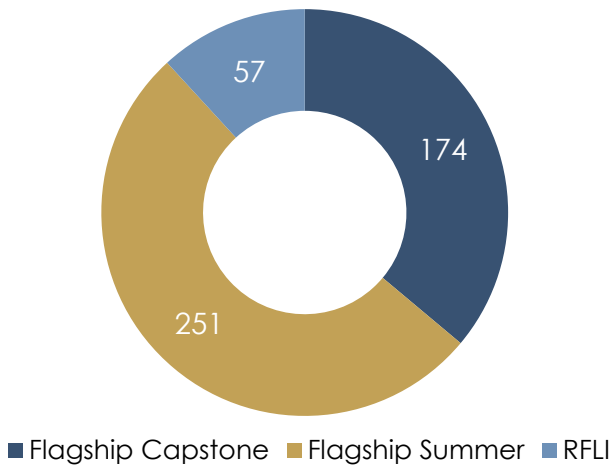
FLAGSHIP: CORE PROGRAMS

All Flagship higher education grantees produce high-proficiency graduates able to meet DoD and future workforce challenges across a variety of languages, including Arabic, Chinese Mandarin, Korean, Persian Farsi, Portuguese, and Russian.

The Language Flagship builds on the success of strong language programs by supporting classroom and co-curricular interventions which encourage teaching for proficiency, as well as tracking and assessing success based on outcomes. The Language Flagship community builds on the Flagship practices and principles to prepare students for Overseas Capstone experiences, as well as for careers within the DoD, the IC, Department of Homeland Security, Department of State, and other national security positions.

Flagship students commit to completing all domestic and overseas requirements and come from all majors, including STEM fields. These requirements include taking both language classes and content courses, attending out-of-classroom group practice and individualized tutoring sessions, and participating in frequent proficiency assessments. These interventions are necessary for participants to become professionally proficient in one of Flagship's target languages.

All Flagship instruction is conducted in the target language. Flagship ensures that students have opportunities to use and practice their target language in academic, professional, and social settings. During the Capstone year overseas, Flagship students engage in intensive language instruction, enroll in a local university course that supports their primary academic major/field of study and undertake professional internship experiences.

The Flagship program also offers a domestic year-long Capstone immersion program for Chinese Mandarin, which is hosted at DLIFLC in partnership with the Middlebury Institute of International Studies at Monterey. The DLIFLC Capstone graduated a cohort of five Boren Flagship Scholars in May 2024 and launched the next cohort of four Boren Flagship students in

August 2024. This successful pathway provides an alternate venue for students interested in national security careers to complete an intensive Flagship Capstone experience domestically.

The Flagship benchmark for certification, following Capstone, remains (ILR) skill level 3 in Speaking and ILR skill level 2+ in both reading and listening, resulting in program graduates being able to demonstrate proficient language skills in professional settings that reinforce their primary field(s) of study. Flagship students who reach ILR skill level 3 in speaking, reading, and listening receive Flagship certification with distinction.

Russian Capstone students on an excursion in Kazakhstan

2024 PROGRAM ENROLLMENTS

As of fall 2024, the 19 Language Flagship institutions have 870 registered Flagship undergraduate students participating in language programming. Flagship enrollments declined as a result of the reduction in total number of domestic Flagship programs.

2020-2024 FLAGSHIP UNDERGRADUATE ENROLLMENT
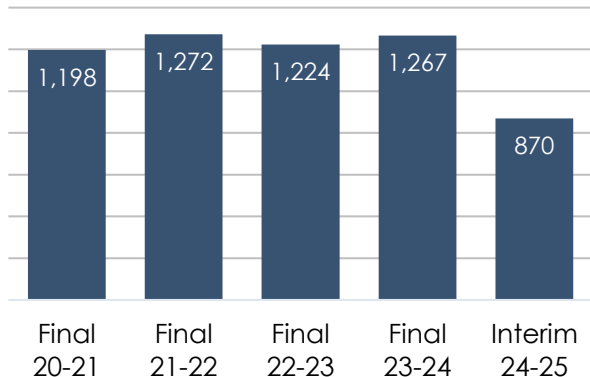
Domestic Flagship Centers reported an additional 2,170 students undertaking Flagship coursework and activities. The total individual student enrollment served by Flagships for 2024 was 3,040.

2020-2024 FLAGSHIP TOTAL ENROLLMENT
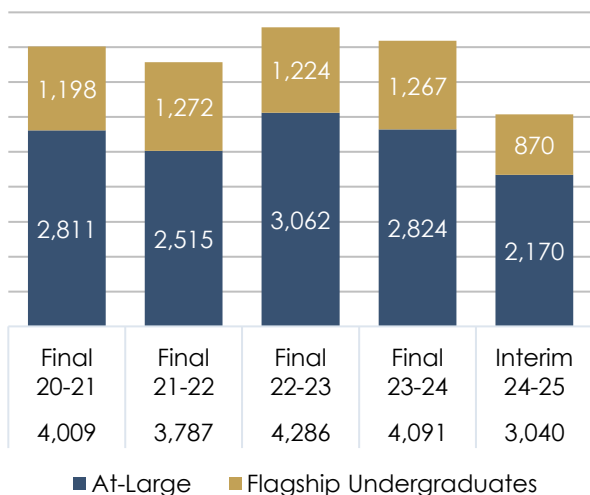
At-large students remain the key to Flagship program recruitment. Flagship programs provide equal rigor and access to high-level language instruction to all students who choose to participate in Flagship coursework. This approach improves the whole of the university language instruction in Flagship languages.

For fall 2024, 144 students began overseas Flagship Capstone programs. In January 2024, there will be an additional 19 Chinese Mandarin Flagship students starting the spring 2025 Capstone program in Taiwan and 11 Portuguese students will begin the Capstone program in Brazil.

FLAGSHIP AND FEDERAL SERVICE

The Language Flagship prepares students for government service through ROTC and Boren Flagship scholarships. Both programs are direct pathways into federal service with service requirements.

ROTC Flagship

The goal of the ROTC Flagship initiative is to increase the number of future military officers commissioning with professional-level language proficiency in critical languages. The goal of this initiative is to reduce the Services' burden of costly language training and retraining of mid-career officers for key positions requiring foreign language and regional expertise. The ROTC Flagship initiative includes domestic scholarship support provided by the U.S. Army Cadet Command (USACC) and Air Education and Training Command (AETC).

The Air Force Language Flagship scholarships provide students the opportunity for a fifth year of study overseas funded by The Language Flagship. These scholarships provide full support for future officers to gain professional language proficiency and cultural experience before commissioning.

The Army also provides scholarships to students enrolled in one of The Language Flagship institutions and has agreed to let Army ROTC students study abroad in their fifth year. Naval ROTC students may participate in The Flagship Program and receive Flagship support for the fifth-year Capstone overseas program with permission of their campus ROTC leadership.

Flagship 2024-2025 interim enrollment reports show 80 ROTC cadets and midshipmen currently enrolled in Flagship coursework across the 19 Flagship programs.

Language	AFROTC	AROTC	NROTC
Arabic	0	9	0
Chinese Mandarin	12	33	1
Korean	0	0	0
Portuguese	1	2	0
Russian	15	7	0
Total	28	51	1

Boren Flagship Scholars

There are currently 62 Boren Flagship Scholars studying at Flagship Capstone Centers for the 2024-2025 academic year. Boren Flagship Scholars are required to meet Flagship's goals of professional-level language proficiency and commit to a one-year Federal service requirement in a national security position.

2024 PROFICIENCY OUTCOMES

The 2024 post-Capstone proficiency outcomes include results in Arabic, Chinese Mandarin, Korean, Persian Farsi, Portuguese, and Russian. The data presented also include the Chinese Mandarin spring program, and the spring start Portuguese proficiency outcomes for assessments completed in December 2023.

To uniformly demonstrate the gains demonstrated by students, the scores for the Pre-Capstone assessment reflect the results of their first test result. All students attending Capstone were required to demonstrate an ILR 2 in speaking, an ILR 2 in reading or listening, and no lower than ILR 1+ in reading, listening, and writing (where applicable) before being accepted for capstone participation. The final Post-Capstone scores reflect the final result for each student.

2024 POST-CAPSTONE ILR SPEAKING PROFICIENCY OUTCOMES
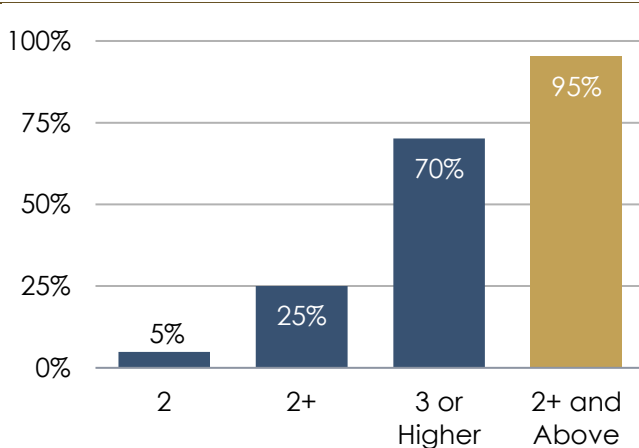
Flagship completed pre- and post-testing for 124 Capstone students using the ILR-rated post-Capstone OPIs, and of these students, 70% demonstrated ILR Level 3 (professional level) proficiency in speaking, and 95% demonstrated ILR 2+ or higher.

Post-Capstone speaking assessments were also rated using the American Council on the Teaching of Foreign Languages (ACTFL) scale. Of the 124 rated assessments 53 (35%) students demonstrated ACTFL Superior Proficiency and 72 (48%) demonstrated Advanced-High proficiency in speaking.

2024 PRE- AND POST-CAPSTONE ACTFL SPEAKING PROFICIENCY (N=124)[14]
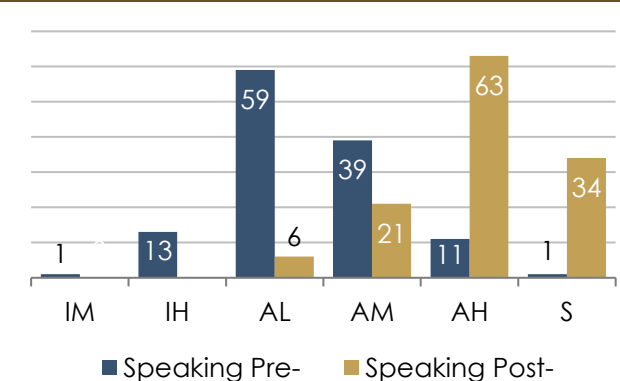
All Capstone students completed both pre- and post-testing using the Flagship Assessment Battery in reading and listening. The proficiency target for these modalities for certification is demonstration of ILR 2+ in reading and listening. For the 2023-2024 cohort, 85% of Flagship students who completed the Flagship Reading Assessment scored in the ILR skill level 2+ range or higher, and 43% scored in the ILR skill level 3 range or higher. On the Flagship Listening Assessment, 88% scored in the ILR skill level 2+ range or higher and 39% scored in the ILR skill level 3 range or higher.

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[14] *Descriptions of ACTFL proficiency levels can be found in Appendix J.*

2024 PRE- AND POST-CAPSTONE ILR READING PROFICIENCY (N=124)

Reading Pre- (124): 1: 3, 1+: 32, 2: 64, 2+: 21, 3: 4
Reading Post- (124): 1+: 1, 2: 18, 2+: 52, 3: 37, 3+: 15, 4: 1

■ Reading Pre- (124) ■ Reading Post- (124)

2024 PRE- AND POST-CAPSTONE ILR LISTENING PROFICIENCY (N=124)

Listening Pre- (124): 1+: 33, 2: 45, 2+: 35, 3: 11
Listening Post- (124): 1+: 1, 2: 15, 2+: 60, 3: 30, 3+: 14, 4: 4

■ Listening Pre- (124) ■ Listening Post- (124)

The results for the 2023-2024 Flagship Capstone cohort were that 61% were Flagship certification eligible.

BOREN FLAGSHIP SCHOLAR ASSESSMENT

In 2024, NSEP provided official federal testing on the Defense Language Proficiency Test (DLPT) in reading and listening for Boren Flagship Scholars. In total, 48 Boren Flagship completed the DLPT. All Boren Flagship Scholars undertook the lower range DLPT assessment whose results are capped at ILR 3.

2024 BOREN FLAGSHIP DLPT READING AND LISTENING (N=48)

Reading: 1+: 4, 2: 5, 2+: 18, 3: 21
Listening: 1: 1, 1+: 3, 2: 4, 2+: 24, 3: 16

■ Reading ■ Listening

2024 TEACHER TRAINING ACROSS THE COMMUNITY

2024 Teacher Training Workshops – The Language Flagship awarded three grants for professional development in 2024. These grants provide professional development opportunities for instructors in the Flagship and Project GO programs, DLIFLC, and other NSEP and DoD-sponsored training programs. The workshops offered are as follows:

▪ University of Hawaii – Pedagogy Workshop on Designing Engaging Pedagogy-Driven Learning Experiences: Leverage Technology for Engaging Language Learning Experiences (language-neutral). Participants gained expertise in the use of artificial intelligence-powered tools to design pedagogy driven, proficiency focused language learning experiences that sustain high levels of student engagement.

▪ The University of Mississippi led a pedagogy Workshop on integrating best practices in language teaching for Arabic instructors The "Arabic Teacher Training Workshop" was designed to focus on enhancing language teaching skills. Educators were introduced to cutting-edge language learning models and acquisition techniques.

- Western Kentucky University led a Research-Supported Approaches to Reading and Writing Literacy Development Workshop (language- neutral). Instructors of all critical languages (Arabic, Chinese Mandarin, Russian, etc.) were equipped with the skills to teach pre-advanced to superior-level students (ILR 1+ to ILR 3) how to read and write effectively.

ARABIC

Indiana University

University of Arizona

University of Mississippi

Arab-American Language Institute in Morocco in partnership with Moulay Ismail University, Morocco*

CHINESE MANDARIN

Arizona State University

Hunter College

Indiana University

University of Minnesota

University of Mississippi

University of North Georgia

University of Rhode Island

Western Kentucky University

National Chengchi University, Taiwan**

Defense Language Institute Foreign Language Center

KOREAN

University of Hawaii

Korea University, South Korea***

PERSIAN FARSI

University of Maryland

PORTUGUESE

University of Arizona

University of Georgia

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

RUSSIAN

Indiana University

Portland State University

University of Georgia

University of Wisconsin, Madison

Al-Farabi Kazakh National University, Kazakhstan*****

Overseas Flagship Centers are in Italics.

*   *Overseas Flagship Center managed by the University of Arizona*

**   *Overseas Flagship Center managed by Hunter College*

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

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

***** *Overseas Flagship Center managed jointly by Bryn Mawr College and American Councils for International Education (ACIE)*

FLAGSHIP: REGIONAL FLAGSHIP LANGUAGES INITIATIVE

The RFLI is a joint initiative between the Boren Scholarships and Fellowships program and The Language Flagship, designed to improve language proficiency outcomes in less commonly studied languages. The Intelligence Authorization Act for Fiscal Year 2010, Section 314 (P.L. 111-259) directed the establishment of a pilot program in African languages to build language capabilities in areas critical to U.S. national security interests, but where insufficient instructional infrastructure exists domestically. The RFLI program draws on best practices developed by The Language Flagship.

The award recipients of RFLI must compete for and ultimately receive 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.

As with all Boren Scholars and Fellows, these award recipients commit to working one year for the Federal Government in national security after graduation.

PROGRAM UPDATE

In 2024, NSEP sponsored four RFLIs:

- African Flagship Languages Initiative (AFLI), which includes language study in Akan/Twi, French (for Senegal), Swahili, Wolof, and Zulu;

- South Asian Flagship Languages Initiative (SAFLI), which includes language study in Hindi and Urdu;

- Southeast Asian Language Initiative (SEAFLI) which includes language study in Indonesian, Thai, and Vietnamese; and

- Turkish Flagship Languages Initiative (TURFLI), which includes language study in Turkish and exposure to conversational Azeri.

The selection of languages under RFLI is 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. NSEP also considers the feasibility of designing and implementing domestic and overseas programs in these languages.

SAFLI students try out cricket skills at the University of Wisconsin-Madison

2024 RFLI HIGHLIGHTS

In 2024, there were 122 applicants for the RFLI.

Scholars	AFLI	SAFLI	SEAFLI	TURFLI	Total
Applicants	34	11	27	20	92
Recipients	15	5	16	8	44
Fellows	AFLI	SAFLI	SEAFLI	TURFLI	Total
Applicants	15	0	13	2	30
Recipients	4	0	7	2	13

DOMESTIC PROGRAMS

The University of Florida implemented the AFLI program for the study of Akan/Twi, French, Swahili, and Wolof during the summer of 2024. The University of Wisconsin, Madison implemented the SAFLI, SEAFLI, and TURFLI programs for the study of Hindi, Urdu, Indonesian, Thai, Vietnamese, and Turkish. Overall, 57 Boren/RFLI Scholars and Fellows participated in these language training programs.

Language	Boren Scholars	Boren Fellows	Total
French	7	1	8
Swahili	6	2	8
Wolof	2	1	3
Hindi	5	0	5
Indonesian	8	3	11
Thai	4	2	6
Vietnamese	4	2	6
Turkish	8	2	10
TOTAL	44	13	57

Over the course of the summer, students earned academic credit equivalent to one year of language instruction. The program is open to students from all majors and is designed to allow participants to achieve intermediate language proficiency in multiple skills (reading, writing, speaking, and listening) to ensure adequate preparation for RFLI overseas programs.

OVERSEAS PROGRAMS

In the fall of 2024, students traveled to the following overseas programs to continue their language studies.

- Advanced French with survival Wolof at the West Africa Research Center in Dakar, Senegal;

- Swahili at the MS-Training Center for Development Cooperative in Usa River, Tanzania;

- Hindi through ACIE and the American Institute for Indian Studies in Jaipur, India;

- Indonesian through a partnership with ACIE and the University of Malang in Malang, Indonesia;

- Thai through a partnership with the Language Institute of Chiang Mai University in Chiang Mai, Thailand;

- Vietnamese through a partnership with ACIE and the University of Languages and International Studies in Hanoi, Vietnam; and

- Turkish through a partnership with ACIE and the Azerbaijan University of Languages in Baku, Azerbaijan.

Each overseas program collaborates with NSEP to make the most of each location's offerings. All programs continue to use the communicative approach and task-based language learning pedagogies.

RESULTS

The 44 Boren Scholars and Boren Fellows funded in FY 2023 demonstrated significant proficiency gains over the course of the program. Testing was conducted through Oral Proficiency Interviews, which rate speaking proficiency using a common rubric developed by the Interagency ILR.

2023 POST- PROGRAM SPEAKING PROFICIENCY (N=43)
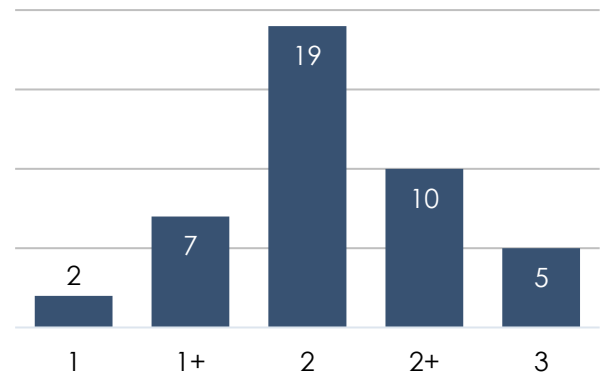
The post-RFLI speaking assessment results show 34 (79%) students demonstrated limited working proficiency (ILR 2 or higher), with five (12%) achieving a professional level (ILR 3 or higher) of proficiency. Another nine (21%) students demonstrated elementary-level proficiency (ILR 1/1+). All RFLI Boren Scholars and Fellows demonstrated Intermediate proficiency or above in speaking. All program participants deepened cultural and regional knowledge through their immersive overseas study. (One student withdrew mid-program and is not included in this chart.)

FLAGSHIP: SPECIAL INITIATIVES

The Language Flagship supports initiatives to improve foreign language education in the United States. Flagship makes national efforts to improve the use of educational technology in foreign language instruction and strengthen proficiency assessment and program accountability. By sharing Flagship techniques, NSEP's goal is to improve student proficiency outcomes nationally.

TECHNOLOGY INNOVATION CENTER

The Language Flagship Technology Innovation Center (Tech Center) serves as the Flagship hub for integrating existing technologies and piloting new technology development efforts. The Tech Center constantly surveys the latest trends in educational technologies for language learning and identifies solutions which are the best fit for solving challenges within the Flagship. The Tech Center acts as a nexus of partnerships with other government programs and agencies, sharing best practices, lessons learned, and research findings. Through the Tech Center, The Language Flagship improves the use of educational technology for language learning.

In the spring of 2024, the Tech Center hosted the 2024 LaunchPad event on the campus of Carnegie Mellon University in coordination with the Computer Assisted Language Instruction Consortium (CALICO) conference. The event consisted of demonstrations of technology-related products intended to impact world language education. In addition to language and technology practitioners, members of the Flagship community attended this event either in-person or viewed the live stream.

In 2024, the Tech Center held five presentations as part of the Flagship Exchange. Flagship instructors from across Flagship programs presented on multi-institutional collaborations and professional language development with the theme of pragmatics and technology.

These conversations will provide an opportunity to learn from each other and identify practices that may be extended across programs and institutions. The structure for the 2024-2025 Flagship Exchange program were interactive mini workshops to discuss AI use cases. The demonstration video of the tool and drafts of AI use cases created by the audience are shared instead of notes.

Arabic Overseas Capstone student presentations in Morocco

NATIONAL LANGUAGE SERVICE CORPS

The NDAA for FY 13, Section 953 established the NLSC to provide critical surge capabilities to U.S. government agencies in need of LREC skills. With a membership of more than 12,000 U.S. citizens, the NLSC's membership provides Federal partners with readily accessible, highly qualified, vetted LREC professionals who are rapidly deployable for global missions. Its members are located around the world and are proficient in 540+ languages and dialects.

The NLSC strengthens national security by directly supporting Geographic Combatant Commands, defense agencies, schools, and training facilities; service component commands and various operational commands and units; as well as the Department of Homeland Security and other federal departments and agencies. By building and maintaining a ready pool of highly qualified, language proficient, surge personnel, the NLSC acts as a unique and cost-effective force multiplier, strengthening deterrence and enhancing national defense efforts.

The NLSC continuously innovates to meet partner needs. In 2024, the NLSC refined mission support procedures, fostered new partnerships, recruited skilled members with high-priority qualifications, and launched new initiatives to anticipate partner requirements.

NOTABLE MISSIONS

Responding to International Requests with Local Assets

When III Marine Expeditionary Force (III MEF) required Japanese language support in Okinawa, Japan, the NLSC activated members already in theater, reducing government travel costs. Two NLSC members collaborated with III MEF personnel to identify emergency preparedness materials in local media and to engage with Okinawans on the importance of emergency preparedness.

Members provide interpretation for Japanese university students and U.S. Marines from III MEF during a tour in Okinawa, Japan (Source: DVIDS)

Expanded Security Cooperation Presence

The NLSC activated three Japanese speakers to support the 5th Security Force Assistance Brigade (SFAB) during Operation Rising Thunder 23, an exercise with the Japanese Ground Self-Defense Force at the Yakima Training Center in Yakima, Washington. NLSC members interpreted exercise events and translated on-site materials distributed to participants.

The NLSC also served the 3rd SFAB during a Joint Readiness Training Center rotation at Fort Johnson, Louisiana. NLSC member interpretation support facilitated clear communication among participants from the U.S. Army and the United Arab Emirates 11th Mountain Battalion.

NLSC INNOVATIONS

Partner-Focused Capability Development

As the program increases support to more federal partners, the NLSC has implemented measures to generate required capabilities at adequate capacity to ensure mission success. In 2024, the NLSC improved recruiting of LREC professionals with specific functional domain characteristics required by missions, including security clearances, judicial or medical interpretation skills, military or diplomatic experience, and instructional backgrounds.

Raised and educated in Tunisia, Faouzi Touay immigrated to the United States at age 22. He promptly enlisted in the U.S. Army, deploying to Iraq between 2007 and 2008.

Following active-duty service, Touay supported U.S. Government intelligence activities in the U.S. Central Command area of operations, working as a cryptologic language analyst and Arabic linguist. Touay's Arabic and French skills have been an asset to the NLSC, where he has supported the U.S. Marine Forces Europe and Africa (MARFOREURAF) with translation services.

Touay finds fulfillment through national service, stating, "I am dedicated to using my language and analytical skills to support global security initiatives. I hope to inspire others with language proficiency to contribute their skills to vital missions."

MISSION SUPPORT

The NLSC serves federal agency partners through 73 partnership agreements. In 2024, the NLSC added seven new partners and renewed agreements with two existing federal agency partners.

2023–2024 NLSC PARTNERSHIPS

Partner Type	2023	2024	Increase
DoD Partners	35	37	+2
Interagency and Independent Agency Partners	31	36	+5

Partner Support Efforts

The program fulfilled mission requests for 28 partners, supporting 7 offices for the first time. The following chart shows the number of NLSC missions by partner type in 2024.

2024 MISSIONS BY PARTNER TYPE

- ■ Defense Schools and Training Activities
- ■ Interagency Offices
- ■ Independent Agencies
- ■ Operational Commands and Units
- ■ Defense Agencies
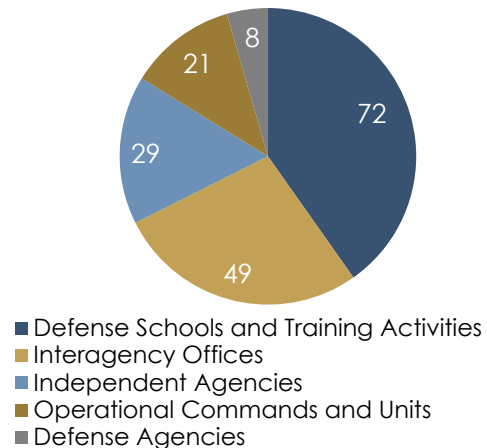
Missions, Languages, and Partners Supported, 2020–2024

In 2024, the NLSC supported 28 partners on 179 missions involving 36 languages. This marks the largest annual total number of partners and languages serviced within the past five years. The DLIFLC requested 40 missions, representing 22% of the NLSC's 2024 missions supported. The chart below indicates the number of missions, partners, and languages supported over the past five years.

2020–2024 MISSIONS COMPLETED AND PARTNERS/LANGUAGES SUPPORTED
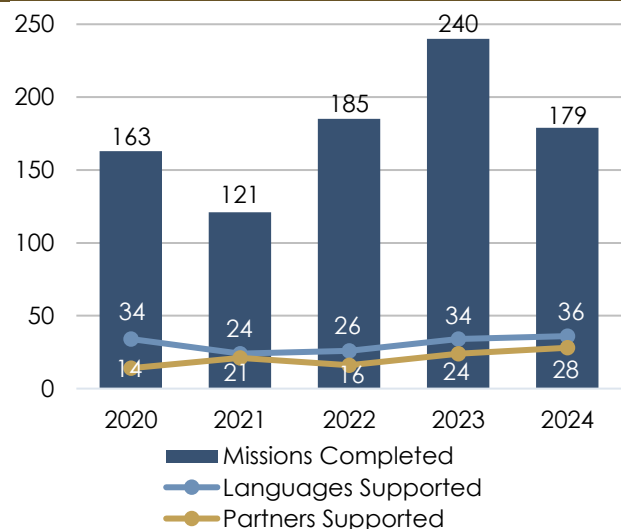
Expanding Member Support

The NLSC's language professionals continue to increase the program's impact on government LREC operations. In 2024, the NLSC activated 430 NLSC members, who served over 16,000 labor hours. The chart below depicts member activations and labor hours from 2020 to 2024. Increased activations of shorter duration resulted in fewer total labor hours between 2022 and 2024.

2020–2024 MEMBER ACTIVATIONS AND LABOR HOURS

Chart data:
- Member Activations: 2020: 284, 2021: 249, 2022: 387, 2023: 404, 2024: 430
- Expended Labor Hours: 2020: 25,479, 2021: 27,650, 2022: 28,933, 2023: 23,394, 2024: 16,809

Legend: Member Activations | Expended Labor Hours
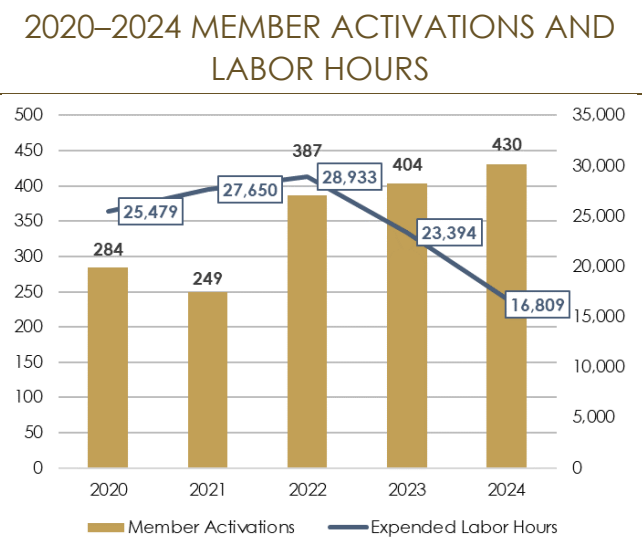
GOVERNMENT PARTNERS

The NLSC leverages interagency agreements (IAAs) to establish formal partnerships with government agencies. Currently, the NLSC maintains 73 active partnerships across the DoD and interagency departments. The NLSC focuses outreach on agencies with LREC-specific requirements and capability gaps, engaging leaders who are enthusiastic about the cost-effective, flexible mission support the NLSC provides.

The NLSC conducted 43 engagements with current and prospective government partners. Persistent engagement to maintain partnerships and secure new IAAs occurs both virtually and in person, ensuring the NLSC effectively augments LREC capabilities and resources across the U.S. Government.

The NLSC continued to conduct post-IAA mission discussions with new partners, ensuring a smooth transition from IAA signing to mission requests. In total, 6 of the 7 agencies who signed IAAs in 2024 received NLSC mission support.

NLSC Director CDR Giuliana Vellucci speaks with acting Army National Guard Director LTG Jonathan Stubbs at the NGAUS Conference

NLSC MEMBERSHIP

To recruit new members, the program develops deep relationships with government, academic, and community organizations. The NLSC cultivates high-quality recruits with unique qualifications and experience, promoting readiness for a wide array of partner missions. In particular, the NLSC seeks members with security clearances, military service, and professional certifications and affiliations, including cross-collaboration with other NSEP programs.

NLSC Membership Growth, 2020–2024

Since 2020, the NLSC has recruited more than 2,140 highly skilled LREC professionals, bringing the total number of members to more than 12,000, including nearly 1,600 federalized members who are immediately available for activation. These federalized members are special government employees who are available in a surge capacity, able to deploy on an ad hoc, intermittent basis, to fill Federal partner mission needs. New members have added more than 150 languages and dialects to the NLSC, raising the total number of NLSC member languages and dialects to over 540—an increase of more than 40 percent. See the charts below for total NLSC membership and

Federalized Component growth from 2020 to 2024.

2020–2024 NLSC MEMBERSHIP TOTAL

Year	Value
2020	10,902
2021	11,484
2022	11,803
2023	12,049
2024	12,171
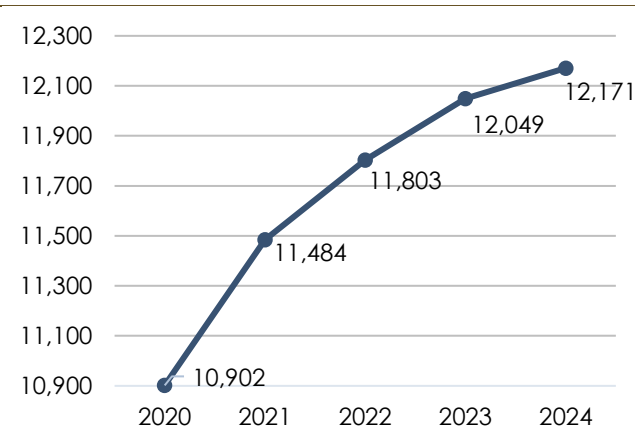
2020–2024 NLSC FEDERALIZED MEMBERSHIP TOTAL

Year	Value
2020	924
2021	1,068
2022	1,207
2023	1,404
2024	1,590
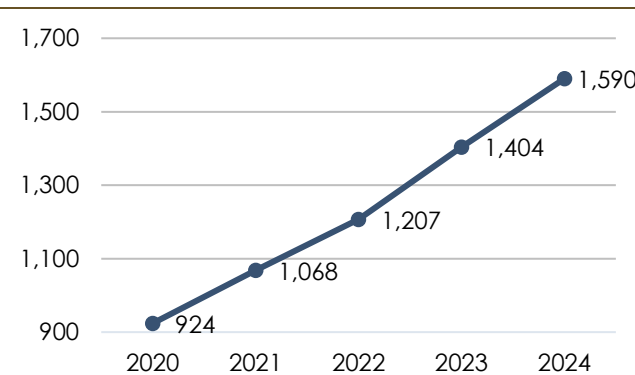
NSEP-NLSC Connection

As an integral component of NSEP, the NLSC actively recruits NSEP alumni, providing partner agencies with support personnel already familiar with government LREC work.

There are 358 NSEP awardees in the NLSC, including 170 Boren Scholars, 129 English for Heritage Language Speakers alumni, 101 Boren Fellows, and 60 Language Flagship alumni. A sizable number of these language experts are alumni of two or more NSEP initiatives.

Member Regions

Government partners benefit from the NLSC's globally positioned members who are eager to serve. The program features 12 geographic regions, focusing recruitment efforts in these areas to meet current and emergent partner needs.

NLSC member Poowanat "Joe" Tasma is recognized at a Great Lakes regional event for providing Thai language support to multiple NLSC partners

Member Training and Events

The NLSC expanded its hybrid approach to regional events, increasing the number of in-person networking events while providing valuable training through virtual webinars. Regional events enable Defense Language and National Security Education Office leadership to engage with NLSC members, share program updates, and enhance member skills through training sessions improving mission readiness.

2024 NLSC REGIONS AND MEMBERSHIP

Pacific Northwest Region 424
Mountain Region 398
Great Lakes Region 949
New England Region 411
Northeast Region 1041
Southwest Region 1869
Midwest Region 176
Mid-Atlantic Region 3695
Southern Region 852
Southeast Region 1745
Hawaii & Western Pacific Region 350
Eurasia & Africa Region 254

33
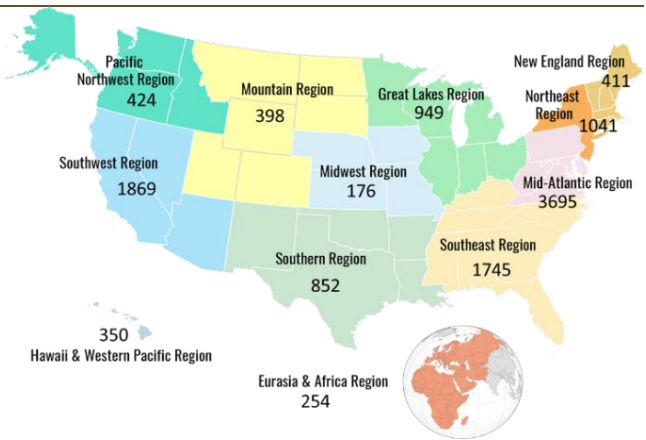
NLSC New England members attend a regional event in Boston, Massachusetts

During 2024, 633 members participated in 27 NLSC regional events. Out of the 27 events, 13 focused on member networking and program updates, and 14 focused on sharpening LREC skills, learning about language proficiency testing, and the NLSC mission support process.

In 2024, 130 members attended the Federalized Member Orientation. This semi-annual workshop provides specialized training to NLSC volunteers who have completed the onboarding process with the NLSC, rendering them immediately available for partner missions.

The NLSC also offers government-validated language proficiency testing to all members and hosts events to provide further guidance and information. In April, 148 members attended a virtual information session that provided a deep dive into the OPI and the DLPT examination processes.

In 2024, 120 NLSC members received OPI scores of ILR Level 3 and above in 40 languages and dialects; 75 NLSC members received DLPT scores of ILR Level 3 and above in 25 languages and dialects. Through resolute engagement with the Special Purpose Testing Program at the United States Military Entrance Processing Command, the NLSC secured member access to the upper-range DLPT. This accomplishment enables the program to support more challenging mission requests by demonstrating to partners that our members are masters of their target languages.

PROJECT GLOBAL OFFICER

The NDAA for FY 2006, P.L. 109-163, Section 535, supports acquisition of foreign language skills among members of the ROTC. The Department places special emphasis on strategic language skills needed in future military officers. Additionally, NDAA for FY 2010, Section 529, authorized the Secretary of Defense to establish language training centers at accredited universities, Senior Military Colleges (SMCs), or other similar institutions of higher education to accelerate the development of foundational expertise in critical languages and regional area studies for members of the Armed Forces including candidates in the ROTC programs. The program strengthens the warfighters' capabilities as valuable contributors to U.S. lethality and deterrence.

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

To date, institutions participating in the program have supported critical language study for more than 8,500 ROTC students nationwide. During the 2023-2024 academic year, 27 institutions hosted Project GO programs serving ROTC students from 252 U.S. campuses. In 2024, 712 ROTC students benefited from language training opportunities offered in 11 languages across Project GO programs. This year, approximately 1,250 applicants submitted more than 4,500 Project GO applications, with each applicant applying to a maximum of six programs: three domestic and three overseas. The acceptance rate of applicants for Project GO's summer 2024 opportunities was 57 percent.

2020-2024 PROJECT GO PARTICIPANTS: FIVE YEARS OF ANNUAL PARTICIPATION
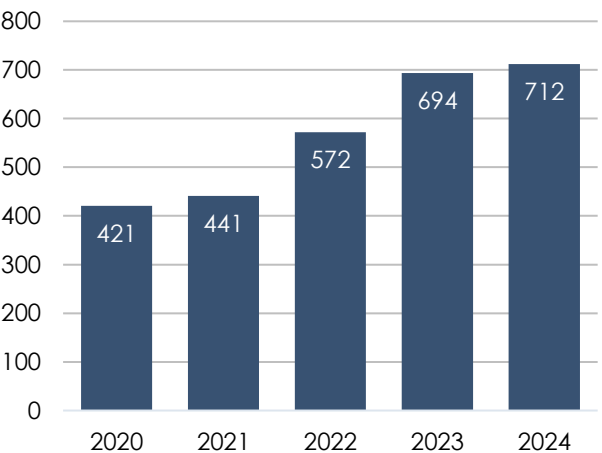
In addition to providing scholarship funding to applicants, Project GO also supports tutoring, conversational practice, and dialect acquisition for ROTC students. Program coordinators recruit ROTC students into the classroom, inform students of language learning opportunities, and assist them in identifying appropriate domestic and overseas programs.

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

- Establishing a minimum proficiency goal of ILR skill 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; and

- Assisting SMCs in internationalizing the experience of their ROTC students.

2024 HIGHLIGHTS

Interest in Project GO scholarship opportunities reached its highest point in 2024, with more than 4,500 applications received for Project GO summer 2024 programs. More than 2,700 applications were received for study abroad programs and over 1,900 applications for domestic programs. As in previous years, the program experienced a high number of students applying to participate in overseas programs.

Iris Burton Bulls Fellowship

The Iris Burton Bulls (IBB) ROTC Fellowship Program supports six to seven talented ROTC cadets and midshipmen participating in NSEP initiatives to incorporate language training as a critical element of their leadership roles. Named after the late Army Lieutenant Colonel (Retired) Iris Burton Bulls, the fellowship program honors her lifelong commitment to language learning by developing ROTC alumni who possess a demonstrated interest in intensive language study.

The George Washington University (GWU) hosted the second iteration of the IBB ROTC Fellowship on June 3-4, 2024. Seven ROTC Fellows participated in a full day of meetings and engagement with senior DoD officials at the Pentagon, followed by a one-day seminar on national security topics at the GWU campus. Inspired by LTC (Ret.) Bulls' dedication to leadership development, each cohort of Fellows will serve as mentors to the subsequent cohorts.

Proficiency Results

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 a study abroad program of eight weeks or longer. Of the 391 Project GO students who completed four or more semesters of language study, 95% who were tested for speaking met the minimum program proficiency goal of ILR skill level 1 or above. In 2024, 64 percent of these students earned a post-program oral proficiency score of

ILR skill level 1+ or higher. The chart below shows the proficiency breakdown.

2024 PROJECT GO OPI RESULTS AFTER FOUR OR MORE SEMESTERS
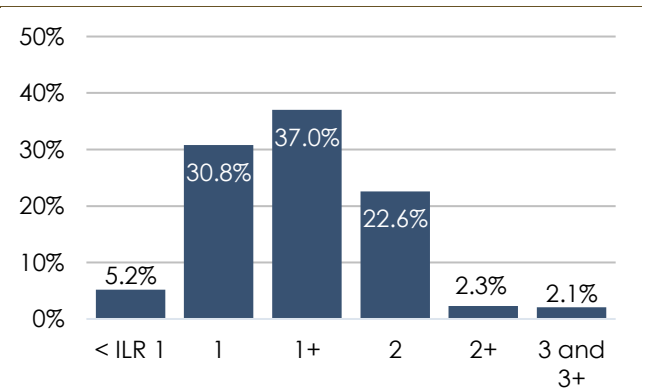
2024 PROJECT GO TOTAL OPI RESULTS
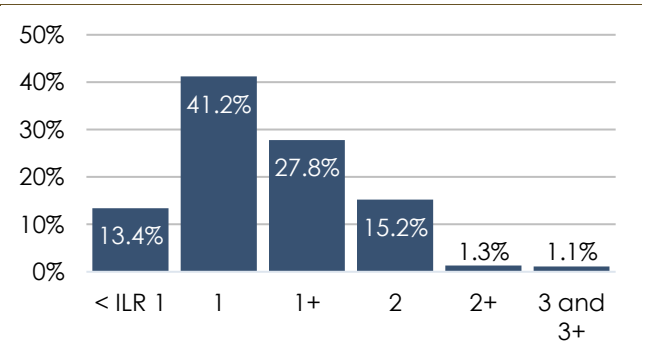
DLNSEO administered the Flagship Online Listening and Reading proficiency tests as a post-test metric for Project GO students who had completed four semesters or more of language study in Arabic, Chinese Mandarin, Korean, and Russian.

A total of 361 cadets and midshipmen took the exam. The scores for the reading proficiency test indicated that 74% of the students who took the Flagship online test scored ILR 1 or higher.

2024 PROJECT GO READING PROFICIENCY RESULTS

2024 PROJECT GO READING PROFICIENCY IN ARABIC, CHINESE MANDARIN, KOREAN, AND RUSSIAN:
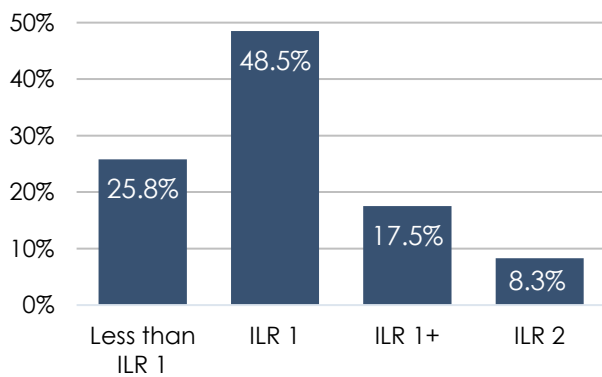
The scores for the listening proficiency test show that more than half (61%) of the students who took the Flagship online test scored ILR skill level 1 or higher, an increase of 4% over the past year.

2024 PROJECT GO LISTENING PROFICIENCY RESULTS
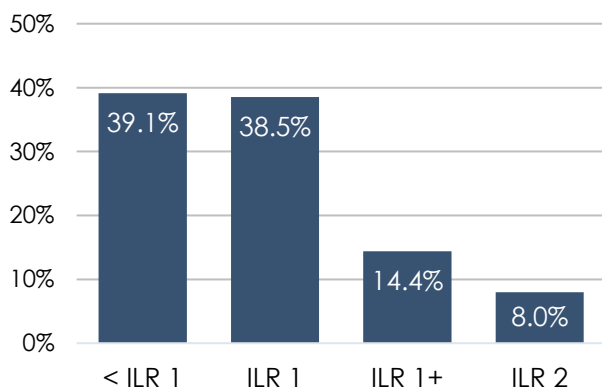
The assessment results indicated differences between the four languages—Arabic, Chinese Mandarin, Korean, and Russian. Following successful implementation of the Arabic, Chinese Mandarin, Korean, and Russian tests in previous years, these four languages were tested again this year.
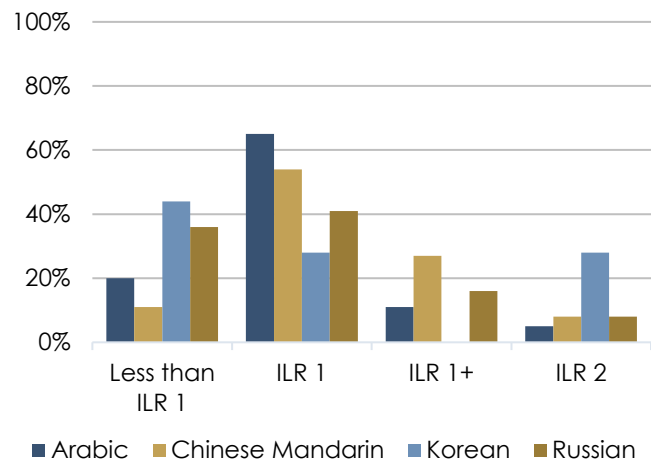
2024 PROJECT GO LISTENING PROFICIENCY IN ARABIC, CHINESE MANDARIN, KOREAN, AND RUSSIAN
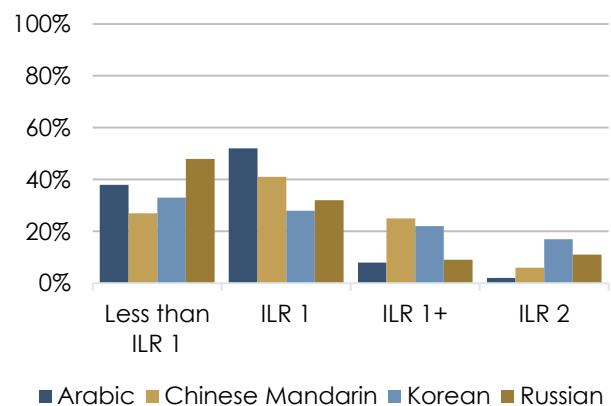
NETWORK OF DOMESTIC AND OVERSEAS LANGUAGE PROGRAMS

During academic year 2023-24, Project GO funded 27 institutions, including five of the six SMCs, to serve as national resources for critical language instruction. Through these universities, Project GO trained 712 ROTC participants in 11 critical languages. Of these, 58% percent were Army ROTC cadets, 32% percent were Air Force ROTC cadets, and 9% percent were Naval ROTC midshipmen.

2024 PROJECT GO SERVICE PARTICIPATION
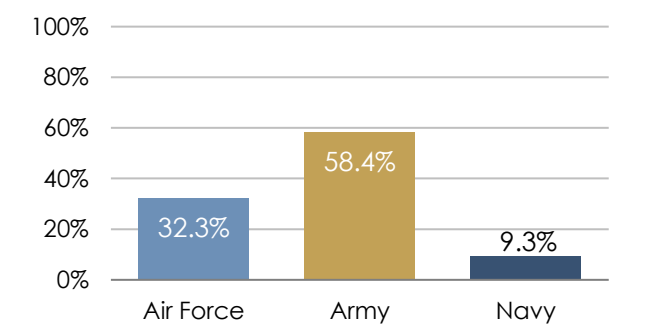
Since 2020, the distribution of Project GO participants by Service is as follows:

Service	2020	2021	2022	2023	2024
Army	208	224	277	378	416
Air Force	177	170	219	231	230
Navy	36	47	76	85	66
Total	421	441	572	694	712

During the 2023-2024 academic year, nearly two-thirds (66%) of all Project GO ROTC students completed critical language training overseas. Thirty-four percent participated in domestic programs.

PROJECT GO PARTICIPANTS DOMESTIC VS. OVERSEAS

Since 2020, the distribution of Project GO participants undertaking critical language study domestically versus overseas is as follows:

Program	2020	2021	2022	2023	2024
Domestic	0	172	195	182	242
Overseas	0	23	339	512	470
Online	421	246	38	0	0
Total	421	441	572	694	712

ROTC students from 252 different U.S. institutions participated nationwide in Project GO's summer critical language offerings with 24% (173) of participants enrolled at a Project GO-funded institution and the other 76% (539) enrolled at a non-Project GO funded institution during the academic year. Chinese Mandarin, Russian, and Arabic continued to be the most popular languages in 2024. Korean, Swahili, and Japanese

language courses also experienced large enrollments.

2024 PROJECT GO PARTICIPANTS BY LANGUAGE
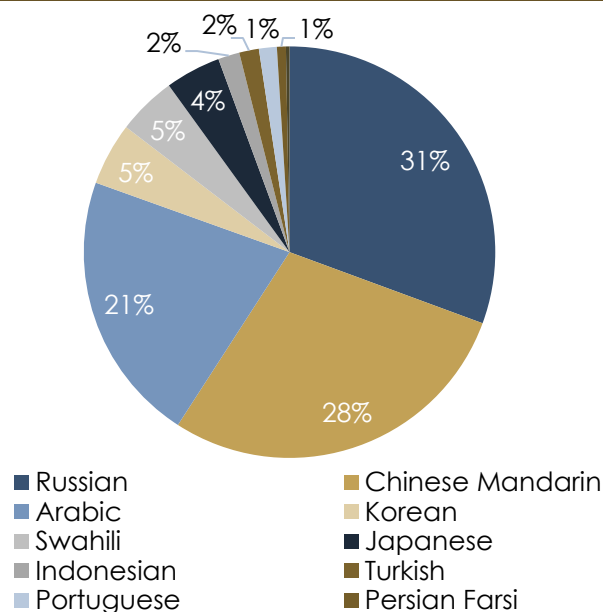
Since 2020, the distribution of Project GO participants by critical language studied is as follows:

Language	2020	2021	2022	2023	2024
Arabic	109	106	143	164	152
Chinese Mandarin	85	123	169	209	203
Hindi	8	3	1	3	2
Indonesian	11	9	7	7	12
Japanese	14	24	18	23	31
Korean	19	21	29	38	35
Persian Farsi	7	6	1	4	5
Portuguese	20	18	24	28	10
Russian	123	110	148	175	218
Swahili	20	16	27	33	33
Turkish	1	2	5	10	11
Urdu	4	3	0	0	0
Total	421	441	572	694	712

ADVANCED-LEVEL PROJECT GO STUDENTS

In 2024, nine institutions enrolled advanced-level students in their Project GO programs; these students accounted for approximately 4% of the total Project GO student population.

Out of the 28 advanced-level ROTC students participating in Project GO, 82% reached ILR skill level 2 or higher in speaking. Additionally, 75% of the advanced level students tested reached ILR skill level 1+ or higher in reading and 67% in listening.

2024-2027 PROJECT GO INSTITUTIONS

INSTITUTION	ARABIC	CHINESE MANDARIN	KOREAN	RUSSIAN	SWAHILI	TOTAL
Embry-Riddle Aeronautical University		X				1
Georgia Institute of Technology			X	X		2
Indiana University		X		X		2
James Madison University					X	1
University of Arizona	X					1
University of Georgia				X		1
University of Maryland	X					1
University of North Georgia		X				1
University of Pittsburgh				X		1
Total	2	3	1	4	1	11

LANGUAGE TRAINING CENTERS

Section 529 of the NDAA for FY 2010 authorized the establishment of the LTC Program in 2011. Section 575 of the NDAA for FY 2024 changed the LTC statute to read that the Department "shall carry out a program," replacing "may carry out a program." 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. Excellent training programs strengthen the warfighter, increasing capabilities in U.S. deterrence and lethality.

2023-2024 LTC LANGUAGE COURSE DISTRIBUTION

- French
- Russian
- Spanish
- Arabic
- Chinese Mandarin
- Korean
- Indonesian
- Persian Farsi
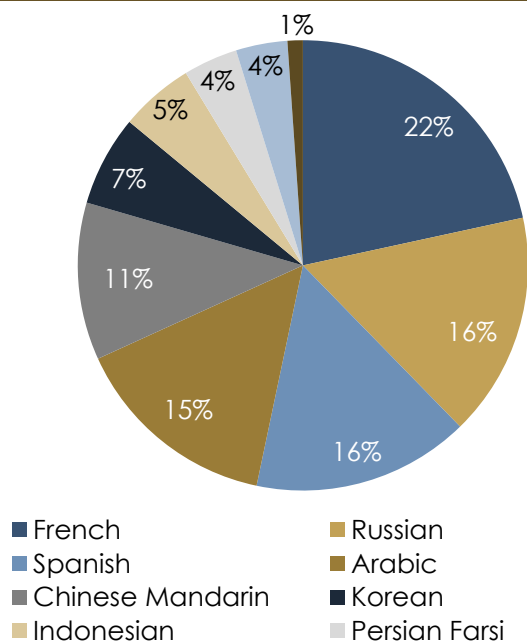
Relationships built with higher education institutions through the LTC Program enhance the number of language training opportunities available to DoD personnel and the quality of textbooks and authentic materials, as well as the availability of certified instructors and testers.

Over the past five years, the LTC Program has provided funding to a total of 10 higher education institutions, delivering more than 2,100 language and regional studies courses to 12,500+ DoD employees, including Active-Duty military, National Guard, Reserve, and civilian personnel.

In 2024, more than 1,400 DoD personnel completed intensive language training consisting of 120 or more hours of instruction, resulting in increased language proficiency. The LTCs reported that 92% of students tested met or exceeded proficiency goals in 2024.

The LTCs have expanded their partnerships with and provide customized training to the Services, Defense Agencies, Special Operations Forces (SOF) community, the Reserves, and Army and Air National Guard. 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 is tailored to meet operational readiness requirements; and

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

2024 HIGHLIGHTS

In 2024, the LTC Program trained more than 2,700 DoD personnel in 16 languages; the languages most requested by DoD partners were Chinese Mandarin, Arabic, French, Russian, and Spanish. Additionally, more than 8,800 DoD personnel participated in one-hour regional expertise professional development sessions during the 2023-2024 grant year. Additionally, three LTCs provided 50 tutoring sessions to nearly 6,000 students. The number of partnerships within DoD organizations continued to expand, including collaboration with the Defense Agencies, the National Guard, and the SOF community.

In 2024, for the first time in program history, the LTC Annual Meeting was hosted by a DoD partner, the Army's 1st Special Forces Command at Fort Bragg, North Carolina.

1st Special Forces Command (Airborne) hosted the Language Training Centers community in Fayetteville, NC for the 2024 Annual Meeting.

The meeting provided administrative and programmatic guidance to LTC institutional grantees, with sessions focused on institutional innovations, best practices in partner engagement and second language acquisition, and emerging language training needs of DoD partners. Group discussion sessions encouraged collaboration among institutions and explored synergies among the LTC institutions. Breakout sessions offered engagement opportunities between LTC institutions and DoD partners.

CALIFORNIA STATE UNIVERSITY, LONG BEACH (CSULB) provided 13-day trainings for virtual intensive courses and 16-day trainings for hybrid language mentor courses. A total of 39 military linguists completed the virtual intensive courses: Arabic (7), Chinese Mandarin (10), French (6), Russian (4), and Spanish (12). The virtual intensive courses consisted of 80 to 130 contact hours per student. CSULB's hybrid language mentoring courses are language maintenance and sustainment over 16 weeks, with one hour per week taught synchronously. Hybrid language mentorship courses were offered in Arabic (7), Chinese Mandarin (13), French (12), Persian Farsi (1), Russian (11), and Spanish (13). A total of 57 military linguists participated in the hybrid language mentoring courses, with 100% reaching the proficiency targets of improvement or sustainment in at least one modality on the ACTFL scale. With their partnership with the U.S. Army FAO Proponent Office, CSULB enrolled 14 active-duty Army soldiers during the grant year.

CONCORDIA COLLEGE offered a total of 15 courses this academic year serving a total of 127 students in Arabic (12), Chinese Mandarin (34), French (17), Korean (13), Russian (27), Spanish (11), and Ukrainian (1). Twelve courses were advanced, intensive language training courses consisting of 95-150 contact hours per student. Three courses were taught at the intermediate level with varying contact hours of 60-110 based on students' needs. Fifty-seven percent of students met or exceeded course proficiency targets. In 2023-24, Concordia expanded their partnerships with the 300th Military Intelligence (MI) Brigade of the Utah National Guard and the 16th Air Force to sustain and advance the language proficiency levels of military linguists and cryptologic language analysts by developing interpersonal, interpretive, and presentational skills, as well as regional area knowledge. These iso-immersion courses provided linguists with the opportunity to immerse themselves fully in the target language without the distraction of their day-to-day duties and assignments; additionally, the immersive aspects of Concordia's programming provided linguists who cannot otherwise participate in overseas training with realistic on-the-ground settings and scenarios.

GWU provided seven specially designed 4-day seminar courses as part of the FAO Regional Skill Sustainment Initiative. The five regional and area studies security courses (one each for Africa Command, Central Command, European Command, Indo-Pacific Command, and Southern Command, and two trans-regional security courses) delivered to the FAO community provided high-level, up-to-date knowledge relevant to U.S. national policymaking. Seminar curricula included consideration of the interagency process and its impact on issues, the policies of key regional players, the roles and perspectives of third-party influencers, and the communication and negotiation styles appropriate to the regions being covered. Partnering with the U.S. Navy and the Service FAO Proponent Offices, GWU offered the seven seminar courses to 161 FAOs in the 2023-2024 grant year. GWU also hosted the second seminar for the Iris Burton Bulls ROTC Fellowship on June 3-4, 2024.

INDIANA UNIVERSITY BLOOMINGTON (IU) provided Arabic, Chinese Mandarin, Dari, French, Korean, Pashto, Russian, and Urdu language training to the 95th Civil Affairs Brigade; French and Russian language and regional expertise to 10th Special Forces Group (SFG); Spanish language and regional expertise to 7th SFG; French

language training to 3rd SFG; and Slovak and French pre-deployment language courses to service members of the Indiana National Guard participating in the State Partnership Program. Over the program year, IU conducted 130 courses for 666 students. In a demonstration of the LTC Program's flexibility, IU had to cancel some French training for the Indiana National Guard (due to Niger expelling U.S. military personnel) and expand Spanish training when the Indiana National Guard was deployed to the U.S. Southern border.

Through Indiana University's Language Training Center, members of Indiana's National Guard attend a language training course.

SAN DIEGO STATE UNIVERSITY (SDSU) provided training for the 1st Marine Expeditionary Force (1st Radio Battalion, 2nd Radio Battalion, Marine Cryptologic Support Battalion) at Camp Pendleton, CA; the 16th Air Force Headquarters Command Language Program at Lackland Air Force Base, Texas; Military Intelligence Readiness Command; and U.S. Naval Information Force Reserve. SDSU offered tactical and professional courses in Arabic (including Modern Standard Arabic (MSA) and Levantine), Chinese Mandarin, Indonesian, Korean, Pashto, Persian Farsi, Russian, and Spanish to meet the needs of each partner unit. SDSU trainings included short-term iso-immersion courses, introductory pre-deployment courses, and sustainment courses for professional linguists. In sum, 183 service members completed language training through 20 courses conducted by SDSU, with 96 percent of personnel meeting or exceeding their proficiency goals.

UNIVERSITY OF ARIZONA (UAZ) In 2023-24, UAZ continued a partnership with 16th Air Force at Lackland Air Force Base to provide 4-6 week-long intensive refresher, intermediate, and advanced

training in multiple strategic languages identified by the DoD partner. UAZ offered 10 courses in Arabic, Chinese Mandarin, Korean, Persian Farsi, Russian, and Spanish. UAZ reported that 89 percent of participants reached level 2+ or higher on the ILR scale in the fourth quarter of classes, with 19 students reaching a level 3 score. UAZ also provided 40-hour Foreign Language Instructor Certification and 120-hour Teaching English as a Foreign Language/Teaching English to Speakers of Other Languages Certification. A total of 53 participants enrolled in 2023-2024.

UNIVERSITY OF KANSAS (KU) offered instruction to more than 300 military personnel in Arabic (8), Chinese Mandarin (29), French (42), German (21), Italian (18), Japanese (28), Korean (26), Russian (29), Spanish (90), and Ukrainian (9) in 37 language training courses with their partner, the U.S. Army Command and General Staff College at Fort Leavenworth, Kansas. KU provided a series of twelve-week language courses providing foundational instruction in foreign language and culture to Active-Duty military. Of the 143 beginner students tested, 100 percent met the target proficiency goals which ranged from Novice Low to Novice High on the ACTFL scale. KU also continued partnerships with the 571st Mobility Support Advisory Squadron, Air Force Culture and Language Center, U.S. Army Civil Affairs and Psychological Operations Command, and U.S. Special Operations Command to provide language sustainment training.

UNIVERSITY OF MARYLAND (UMD) In 2023-24, UMD maintained partnerships with the 16th Air Force, which includes its original partner, 94th Intelligence Squadron, and the National Cryptologic University, to offer a total of 8 courses, enrolling 51 students. UMD provided language maintenance courses in Korean and Russian for the 16th Air Force designed to advance students' language skills from ILR Level 2 to ILR Level 2+. UMD also provided Ukrainian language training to the NCU to augment internal language training personnel received. The aim of this course was to produce gains in proficiency without a proposed target, focusing on the initial acquisition of the language.

UNIVERSITY OF MONTANA (UMT) maintained ongoing partnerships with the U.S. Army 1st Special Forces Command, the 1st and 5th SFGs, the 4th and 8th Psychological Operations Groups, 95th Civil Affairs Brigade, the National Geospatial-

Intelligence Agency, the 2nd Special Warfare Training Group at Fort Liberty, North Carolina, and AETC at Randolph Air Force Base, Texas. UMT provided 381 language courses to 7,247 students (including tutoring sessions) in the following languages: Arabic, Chinese Mandarin, French, Indonesian, Korean, Persian Farsi, Russian, Spanish, Thai, and Ukrainian. Over 90% of students assessed met the DoD partner's oral proficiency goals. UMT also provided 72 one- to two-hour regional studies seminars to 8,748 students through video teleconferencing—seminars that are widely attended by members of the IC.

UNIVERSITY OF UTAH (UTAH) provided advanced-level language training to the Utah Cryptologic Team, which consists of the 300th MI Brigade, the 19th SFG, the Utah National Guard Counter Drug Task Forces, and the Utah Regional Operations Center. UTAH courses are comprised of 120 contact hours (90 hours hybrid classroom and 30 hours of online independent work) with an optional 30-hour research project, for a possible total of 150 hours. UTAH provided instruction in Arabic (Levantine and MSA), Chinese Mandarin, French, Korean, Persian Farsi, Russian, and Spanish. UTAH continued their partnership with the 169th Intelligence Squadron (Utah Air National Guard) to extend the pedagogical training, instruction, and support provided to all language analysts and language mentors, training 26 squadron personnel. Training included 11 weekly sessions in language pedagogy, six 12-week online tutoring sessions for sub-proficient linguists, and one 4-hour workshop for all language mentors. UTAH successfully delivered language instruction to 96 DoD personnel across 25 courses, with 94 percent of students meeting or exceeding the courses' targeted proficiency outcomes of maintaining or increasing oral proficiency at the ILR 2-3 levels.

APPENDIX A: GLOSSARY OF ACRONYMS

Abbreviation	Meaning
ACIE	American Councils for International Education
ACTFL	American Council on the Teaching of Foreign Languages
AFLI	African Flagship Languages Initiative
AFROTC	Air Force Reserve Officers' Training Corps
AETC	Air Education and Training Command
AROTC	Army Reserve Officers' Training Corps
CAL	Center for Applied Linguistics
CALICO	Computer Assisted Language Instruction Consortium
CIA	Central Intelligence Agency
DIA	Defense Intelligence Agency
DLIELC	Defense Language Institute English Language Center
DLIFLC	Defense Language Institute Foreign Language Center
DLNSEO	Defense Language and National Security Education Office
DLPT	Defense Language Proficiency Test
DLSC	Defense Language Steering Committee
DoD	Department of Defense
EHLS	English for Heritage Language Speakers
FAO	Foreign Area Officer
FBI	Federal Bureau of Investigation
FY	Fiscal Year
GWU	The George Washington University
IAAs	Interagency Agreements
IBB	Iris Burton Bulls Fellowship Program
IC	Intelligence Community
IIE	Institute of International Education
IL	Intermediate Low
ILR	Interagency Language Roundtable
ITA	International Trade Administration
IU	Indiana University Bloomington
KU	University of Kansas
LREC	Language Skills, Regional Expertise and Cultural Capabilities
LTC	Language Training Centers
MEF	Marine Expeditionary Force
MENA	Middle East and North Africa
MI	Military Intelligence
MIIS	Middlebury Institute of International Studies
MSA	Modern Standard Arabic
NATO	The North Atlantic Treaty Organization
NDEA	National Defense Education Act
NGAUS	National Guard Association of the United States
NH	Novice High

Abbreviation	Meaning
NLSC	National Language Service Corps
NM	Novice Mid
NROTC	Naval Reserve Officers' Training Corps
NSEA	National Security Education Act
NSEB	National Security Education Board
NSEP	National Security Education Program
ODNI	Office of the Director of National Intelligence
OPI	Oral Proficiency Interview
OSAP	Open-Source Analysis Project
Project GO	Project Global Officer
RFLI	Regional Flagship Languages Initiative
ROTC	Reserve Officers' Training Corps
SAFLI	South Asian Flagship Language initiative
SDSU	San Diego State University
SFAB	Security Force Assistance Brigade
SFG	Special Forces Group
SMC	Senior Military Colleges
SOF	Special Operations Forces
STEM	Science, Technology, Engineering, and Mathematics
TURFLI	Turkish Flagship Language Initiative
UMD	University of Maryland
UMT	University of Montana
USACC	United States Army Cadet Command
USC	United States Code
USD(P&R)	Under Secretary for Personnel and Readiness
UTAH	University of Utah
VIRE	Virtual Information and Recruitment Event

APPENDIX B: FEDERAL AGENCIES WHERE NSEP AWARD RECIPIENTS FULFILLED SERVICE

Department	Bureau	Total by Bureau	Total by Department
Department of Defense			1642
	American Forces Information Service	1	
	Combatant Command	67	
	Counterintelligence Field Activity	2	
	Defense Advanced Research Projects Agency	1	
	Defense Commissary Agency	2	
	Defense Contract Audit Agency	2	
	Defense Contract Management Agency	2	
	Defense Counterintelligence and Security Agency	15	
	Defense Finance and Accounting Service	3	
	Defense Health Agency	3	
	Defense Human Resources Activity	148	
	Defense Information Systems Agency	6	
	Defense Intelligence Agency	183	
	Defense Language Institute	22	
	Defense Logistics Agency	9	
	Defense Security Cooperation Agency	25	
	Defense Security Service	1	
	Defense Special Weapons Agency	1	
	Defense Technical Information Center	2	
	Defense Threat Reduction Agency	13	
	Department of Defense Education Activity	4	
	Department of the Army	2	
	Joint Chiefs of Staff	4	
	Missile Defense Agency	2	
	National Defense University	102	
	National Geospatial-Intelligence Agency	33	
	National Security Agency	60	
	Office of Economic Adjustment	1	
	Office of Inspector General	1	
	Office of the Secretary of Defense	73	

Department	Bureau	Total by Bureau	Total by Department
	U.S. Air Force	94	
	U.S. Army	256	
	U.S. Court of Appeals for the Armed Forces	1	
	U.S. Joint Forces Command	2	
	U.S. National Guard	3	
	U.S. Navy and U.S. Marine Corps	221	
	Undisclosed	271	
	Washington Headquarters Services	4	
Department of Homeland Security			600
	Critical Infrastructure Partnership Advisory Council	1	
	Cybersecurity and Infrastructure Security Agency	5	
	Domestic Nuclear Detection Office	1	
	Federal Emergency Management Agency	95	
	Federal Law Enforcement Training Center	1	
	Management Directorate	4	
	National Protection and Programs Directorate	11	
	Office of Emergency Communications	1	
	Office of Intelligence and Analysis	14	
	Office of Operations Coordination	1	
	Office of Partnership and Engagement	4	
	Office of Strategy, Policy, and Plans	49	
	Office of the Inspector General	1	
	Office of the Secretary	21	
	Science and Technology Directorate	1	
	Transportation Security Administration	28	
	U.S. Citizenship and Immigration Services	261	
	U.S. Coast Guard	3	
	U.S. Customs and Border Protection	60	
	U.S. Immigration and Customs Enforcement	12	
	U.S. Secret Service	3	
	Other	23	
Department of State			1601
	Bureau of Administration	19	
	Bureau of African Affairs	8	
	Bureau of Arms Control, Verification, and Compliance	2	
	Bureau of Budget and Planning	1	

Department	Bureau	Total by Bureau	Total by Department
	Bureau of Conflict and Stabilization Operations	19	
	Bureau of Consular Affairs	99	
	Bureau of Counterterrorism and Countering Violent Extremism	7	
	Bureau of Democracy, Human Rights, and Labor	34	
	Bureau of Diplomatic Security	21	
	Bureau of East Asian and Pacific Affairs	40	
	Bureau of Economic and Business Affairs	9	
	Bureau of Educational and Cultural Affairs	76	
	Bureau of Energy Resources	2	
	Bureau of European and Eurasian Affairs	25	
	Bureau of Global Public Affairs	2	
	Bureau of Human Resources	4	
	Bureau of Information Resource Management	9	
	Bureau of Intelligence and Research	40	
	Bureau of International Information Programs	16	
	Bureau of International Narcotics and Law Enforcement Affairs	15	
	Bureau of International Organization Affairs	11	
	Bureau of International Security and Nonproliferation	15	
	Bureau of Legislative Affairs	1	
	Bureau of Near Eastern Affairs	46	
	Bureau of Oceans and International Environmental and Scientific Affairs	11	
	Bureau of Overseas Building Operations	3	
	Bureau of Political-Military Affairs	14	
	Bureau of Population, Refugees, and Migration	22	
	Bureau of Public Affairs	7	
	Bureau of Resource Management	2	
	Bureau of South and Central Asian Affairs	17	
	Bureau of Western Hemisphere Affairs	21	
	Center for Strategic Counterterrorism Communications	1	
	Deputy Secretary of State	1	
	Executive Secretariat	3	
	Foreign Service	345	
	Foreign Service Institute	57	
	Global Engagement Center	6	

Department	Bureau	Total by Bureau	Total by Department
	Office of Foreign Missions	3	
	Office of Global Women's Issues	3	
	Office of Policy, Planning, and Resources	2	
	Office of the Chief Economist	1	
	Office of the Coordinator for Reconstruction and Stabilization	1	
	Office of the Director General	2	
	Office of the Legal Advisor	5	
	Office of the Science and Technology Advisor	1	
	Office of the Secretary of State	3	
	Office of the Special Advisor to the President and Secretary of State for Democracy in the Balkans	1	
	Office of the U.S. Global AIDS Coordinator and Health Diplomacy	5	
	Office of the Under Secretary for Management	1	
	Office of the Under Secretary for Public Diplomacy and Public Affairs	2	
	Office of U.S. Foreign Assistance Resources	2	
	Office to Monitor and Combat Trafficking in Persons	5	
	Special Envoys and Special Representatives	2	
	Student Internship Program	12	
	U.S. Agency for International Development	397	
	U.S. Information Agency	2	
	U.S. Mission to the North Atlantic Treaty Organization	1	
	Under Secretary for Public Diplomacy and Public Affairs	3	
	Undisclosed	116	
Intelligence Community			340
Other Federal Agencies			1145
		Total Positions	**5,328**

APPENDIX C: FEDERAL SERVICE PLACEMENTS

TOP DEPARTMENT OF DEFENSE SERVICE PLACEMENTS

Total	Bureau
256	U.S. Army
221	U.S. Navy and U.S. Marine Corps
183	Defense Intelligence Agency
124	Defense Human Resources Activity
102	National Defense University
94	U.S. Air Force
73	Office of the Secretary of Defense
67	Combatant Commands
60	National Security Agency
33	National Geospatial-Intelligence Agency

TOP DEPARTMENT OF HOMELAND SECURITY SERVICE PLACEMENTS

Total	Bureau
261	U.S. Citizenship and Immigration Services
95	Federal Emergency Management Agency
60	U.S. Customs and Border Protection
49	Office of Strategy, Policy, and Plans
28	Transportation Security Administration

TOP DEPARTMENT OF STATE SERVICE PLACEMENTS

Total	Bureau
345	Foreign Service
99	Bureau of Consular Affairs
76	Bureau of Educational and Cultural Affairs
57	Foreign Service Institute
46	Bureau of Near Eastern Affairs

APPENDIX D: FEDERAL NATIONAL SECURITY ORGANIZATIONS

Department of Defense[15]
- All departments, agencies, commands, and activities

Department of State
- All bureaus, agencies and offices including:
  - 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
- Commercial Law Development Program
- 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
- Assistant Secretary of Public Affairs

Department of Housing and Urban Development
- Office of Field Policy and Management

Department of Justice
- Criminal Division
- Drug Enforcement Administration
- Federal Bureau of Investigation
- National Drug Intelligence Center
- National Virtual Translation Center

Department of Labor
- Bureau of International Labor Affairs

Department of Transportation
- Federal Motor Carrier Safety Administration

Department of the Treasury
- Office of Foreign Assets Control
- Office of International Affairs

Department of Veterans Affairs

Environmental Protection Agency

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

National Aeronautics and Space Administration
- Office of International and Interagency Relations

Independent Agencies
- Export-Import Bank of the U.S.
- Overseas Private Investment Corporation
- Millennium Challenge Corporation
- National Labor Relations Board
- Peace Corps
- United States International Trade Commission
- United States African Development Foundation

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

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

All Tier Two federal national security organizations have been approved through petition to the NSEB.

APPENDIX E: 2024 BOREN SCHOLARS

Destination	Language	Home University	Major	State
Armenia	Russian	University of Florida	Linguistics	FL
Armenia	Russian	University of North Georgia	Education	GA
Azerbaijan	Turkish	Florida State University	Business	TX
Azerbaijan	Turkish	Brandeis University	Political Science	MD
Azerbaijan	Turkish	University of Michigan, Ann Arbor	Political Science	MI
Azerbaijan	Turkish	University of Florida	Political Science	FL
Azerbaijan	Turkish	High Point University	History	NC
Azerbaijan	Turkish	North Carolina State University	International Organizations	NC
Azerbaijan	Turkish	Brigham Young University	Area Studies	MO
Azerbaijan	Turkish	Ball State University	Mathematics	IN
Brazil	Portuguese	University of Georgia	Business	GA
Brazil	Portuguese	University of Georgia	International Affairs	GA
Brazil	Portuguese	University of Louisville	Criminal Justice	KY
Brazil	Portuguese	Lehigh University	International Affairs	VA
Brazil	Portuguese	University of Delaware	Economics	PA
Brazil	Portuguese	University of Georgia	Communications & Journalism	GA
Brazil	Portuguese	University of Georgia	International Affairs	GA
Brazil	Portuguese	University of Georgia	Engineering	GA
Brazil	Portuguese	Miami University	Political Science	OH
Brazil	Portuguese	University of Puerto Rico, Mayagüez	Political Science	PR
Brazil	Portuguese	University of California, Los Angeles	Mathematics	CA
Brazil	Portuguese	University of Georgia	International Affairs	GA
Brazil	Portuguese	Arizona State University, Tempe	Political Science	NE
Brazil	Portuguese	Columbia University	Computer and Info Sciences	MD
Cape Verde	Portuguese	Dartmouth College	International Affairs	FL
Czech Republic	Czech	University of Louisville	Public Health	KY
Georgia	Russian	Stetson University	Area Studies	FL
Georgia	Russian	Tufts University	International Affairs	NY
India	Hindi	University of Mississippi	Medical Sciences	MS
India	Hindi	Northeastern University	Economics	PA
India	Hindi	Arizona State University, Tempe	Political Science	OR
Indonesia	Indonesian	Florida State University	International Affairs	FL
Indonesia	Indonesian	Illinois Institute of Technology	Engineering	CA
Indonesia	Indonesian	University of Alabama, Tuscaloosa	Computer and Info Sciences	AL
Indonesia	Indonesian	Lehigh University	International Organizations	NJ

Destination	Language	Home University	Major	State
Indonesia	Indonesian	Fordham University	International Affairs	CO
Indonesia	Indonesian	University of Richmond	International Affairs	CO
Indonesia	Indonesian	The University of Texas at Dallas	Chemistry	TX
Indonesia	Indonesian	University of Mississippi	International Affairs	GA
Japan	Japanese	University of Central Florida	Engineering	FL
Japan	Japanese	University of West Florida	Medical Sciences	FL
Japan	Japanese	University of Tennessee, Knoxville	Business	TN
Japan	Japanese	University of Iowa	Physics	IA
Japan	Japanese	Colorado School of Mines	Engineering	CO
Japan	Japanese	University of Chicago	Literature	CT
Japan	Japanese	Georgia State University	Education	NY
Japan	Japanese	Wesleyan University	Environmental Sciences	MN
Japan	Japanese	University of Missouri, Columbia	Computer and Info Sciences	MO
Japan	Japanese	University of Idaho	Political Science	ID
Japan	Japanese	University of North Georgia	Computer and Info Sciences	GA
Japan	Japanese	University of Wisconsin, Milwaukee	Environmental Studies	WI
Japan	Japanese	Morehead State University	Cybersecurity	KY
Jordan	Arabic	University of Notre Dame	Sociology	LA
Jordan	Arabic	University of Georgia	International Affairs	GA
Jordan	Arabic	Washington and Lee University	Political Science	NC
Jordan	Arabic	Bucknell University	International Affairs	NY
Jordan	Arabic	Boston College	Public Health	NJ
Jordan	Arabic	Vanderbilt University	Political Science	AR
Jordan	Arabic	Northwestern University	Area Studies	CA
Jordan	Arabic	University of South Carolina, Columbia	Public Health	WA
Jordan	Arabic	Virginia Polytechnic Institute and State University	International Affairs	TX
Kazakhstan	Russian	Bryn Mawr College	Biology	ME
Kazakhstan	Russian	Indiana University, Bloomington	International Affairs	OK
Kazakhstan	Russian	Dartmouth College	Education	CA
Kazakhstan	Russian	University of California, Los Angeles	Sociology	CA
Kazakhstan	Russian	Bryn Mawr College	Education	DE
Kazakhstan	Russian	University of California, Los Angeles	Linguistics	MD
Kazakhstan	Russian	University of Georgia	Education	GA
Kazakhstan	Russian	Brigham Young University	Social Work	UT
Kazakhstan	Russian	University of North Carolina at Chapel Hill	Computer and Info Sciences	MD
Kazakhstan	Russian	Washington and Lee University	Political Science	AR

Destination	Language	Home University	Major	State
Kazakhstan	Russian	Bryn Mawr College	Computer and Info Sciences	PA
Kazakhstan	Russian	Portland State University	Linguistics	WA
Kazakhstan	Russian	University of Georgia	International Affairs	GA
Kazakhstan	Russian	University of North Carolina at Chapel Hill	Political Science	NC
Kazakhstan	Russian	Bryn Mawr College	International Affairs	NJ
Kazakhstan	Russian	Haverford College	History	MA
Kazakhstan	Russian	University of North Carolina at Chapel Hill	International Affairs	CA
Kazakhstan	Russian	Indiana University, Bloomington	International Affairs	IN
Kazakhstan	Russian	University of Wisconsin, Madison	Education	OH
Kazakhstan	Russian	Indiana University, Bloomington	Fine and Performing Arts	NC
Kazakhstan	Russian	Indiana University, Bloomington	Education	IN
Kyrgyzstan	Russian	Washington and Lee University	Area Studies	KY
Kyrgyzstan	Russian	University of Texas at Austin	Area Studies	TX
Kyrgyzstan	Russian	Syracuse University	International Affairs	VA
Kyrgyzstan	Russian	Rhodes College	International Affairs	TN
Latvia	Russian	University of Florida	International Affairs	FL
Latvia	Russian	Florida State University	Political Science	FL
Latvia	Russian	University of Notre Dame	Political Science	IL
Latvia	Russian	University of Maryland, College Park	International Affairs	MD
Morocco	Arabic	University of Vermont	Political Science	NH
Morocco	Arabic	University of Maryland, College Park	Education	MD
Morocco	Arabic	Indiana University, Bloomington	International Affairs	IN
Morocco	Arabic	University of Maryland, College Park	Education	MD
Morocco	Arabic	University of Maryland, College Park	Education	MD
Morocco	Arabic	University of Maryland, College Park	Education	MD
Morocco	Arabic	University of Arizona	Political Science	AZ
Morocco	Arabic	University of Mississippi	International Affairs	TN
Morocco	Arabic	Indiana University, Bloomington	International Affairs	MO
Morocco	Arabic	University of Cincinnati	Mathematics	VA
Morocco	Arabic	Indiana University, Bloomington	International Affairs	IN
Morocco	Arabic	Bowdoin College	Environmental Studies	ME
Morocco	Arabic	Georgetown University	International Affairs	PA
Morocco	Arabic	University of Mississippi	International Affairs	TX
Morocco	Arabic	University of Mississippi	Languages	TN

Destination	Language	Home University	Major	State
Morocco	Arabic	Indiana University, Bloomington	Area Studies	TX
Morocco	Arabic	Brigham Young University	Area Studies	NE
Morocco	Arabic	University of Texas at Austin	Sociology	VA
Oman	Arabic	University of North Carolina at Wilmington	Physics	NC
Oman	Arabic	Mississippi State University	Political Science	AL
Peru	Quechua	University of Southern California	International Affairs	CA
Philippines	Tagalog	University of Maryland, College Park	International Affairs	MD
Poland	Polish	Ball State University	Biology	IN
Poland	Polish	Western Carolina University	International Affairs	NC
Poland	Ukrainian	Yale University	Engineering	TX
Senegal	French	University of Notre Dame	Political Science	WI
Senegal	French	University of Washington	International Affairs	WA
Senegal	French	Rollins College	International Affairs	VA
Senegal	French	University of Alabama, Tuscaloosa	International Affairs	OH
Senegal	French	George Washington University	International Affairs	NJ
Senegal	French	Georgetown University	International Affairs	FL
Senegal	Wolof	University of Mississippi	International Affairs	CO
Senegal	Wolof	University of South Carolina, Columbia	International Affairs	SC
Serbia	Serbian	Lehigh University	History	PA
Slovenia	Slovene	James Madison University	International Affairs	DC
South Korea	Korean	George Mason University	Education	VA
South Korea	Korean	University of Georgia	International Affairs	GA
South Korea	Korean	Colgate University	Area Studies	CA
South Korea	Korean	Drexel University	International Affairs	PA
South Korea	Korean	University of Missouri, Kansas City	Computer and Info Sciences	KS
South Korea	Korean	University of North Carolina at Chapel Hill	Anthropology	NC
South Korea	Korean	Lafayette College	Chemistry	PA
South Korea	Korean	University of Hawaii, Manoa	Education	HI
South Korea	Korean	Florida International University	International Affairs	FL
South Korea	Korean	George Washington University	International Affairs	PA
South Korea	Korean	University of Hawaii, Manoa	Biology	HI
Taiwan	Chinese Mandarin	University of North Georgia	Education	GA
Taiwan	Chinese Mandarin	University of Alabama, Tuscaloosa	Computer and Info Sciences	AL
Taiwan	Chinese Mandarin	Stanford University	International Affairs	CA

Destination	Language	Home University	Major	State
Taiwan	Chinese Mandarin	Indiana University, Bloomington	International Affairs	IN
Taiwan	Chinese Mandarin	University of North Carolina at Chapel Hill	International Affairs	NC
Taiwan	Chinese Mandarin	University of Rhode Island	Biology	NH
Taiwan	Chinese Mandarin	American University	International Affairs	OH
Taiwan	Chinese Mandarin	Indiana University, Bloomington	Business	TX
Taiwan	Chinese Mandarin	Emory University	Environmental Studies	GA
Taiwan	Chinese Mandarin	University of Rhode Island	International Affairs	MA
Taiwan	Chinese Mandarin	George Mason University	International Affairs	VA
Taiwan	Chinese Mandarin	Montana State University, Bozeman	Business	CO
Taiwan	Chinese Mandarin	Western Kentucky University	Environmental Studies	KY
Taiwan	Chinese Mandarin	Western Kentucky University	Business	IL
Taiwan	Chinese Mandarin	High Point University	International Affairs	PA
Taiwan	Chinese Mandarin	Brigham Young University	Computer and Info Sciences	WA
Taiwan	Chinese Mandarin	Brigham Young University	Social Sciences	WI
Taiwan	Chinese Mandarin	University of Illinois at Urbana-Champaign	International Affairs	IL
Taiwan	Chinese Mandarin	Western Kentucky University	Sociology	KY
Taiwan	Chinese Mandarin	Florida International University	International Affairs	OH
Taiwan	Chinese Mandarin	University of Chicago	International Affairs	OR
Taiwan	Chinese Mandarin	Indiana University, Bloomington	Chemistry	IN
Taiwan	Chinese Mandarin	Brigham Young University	Linguistics	UT
Taiwan	Chinese Mandarin	Western Kentucky University	Education	MO
Taiwan	Chinese Mandarin	Indiana University, Bloomington	International Affairs	IL
Taiwan	Chinese Mandarin	University of Georgia	International Affairs	GA
Taiwan	Chinese Mandarin	University of Oregon	Communications & Journalism	OR
Taiwan	Chinese Mandarin	Colgate University	International Affairs	TX
Taiwan	Chinese Mandarin	University of Denver	International Affairs	CO
Taiwan	Chinese Mandarin	University of Rhode Island	Political Science	RI
Taiwan	Chinese Mandarin	University of North Georgia	International Affairs	GA
Taiwan	Chinese Mandarin	University of Tennessee, Chattanooga	Education: Education	TN
Taiwan	Chinese Mandarin	Southern Methodist University	Computer and Info Sciences	TX
Taiwan	Chinese Mandarin	Duke University	Political Science	NC
Taiwan	Chinese Mandarin	University of Louisville	Political Science	KY
Taiwan	Chinese Mandarin	Brigham Young University	Chemistry	UT
Taiwan	Chinese Mandarin	Western Kentucky University	International Affairs	KY

Destination	Language	Home University	Major	State
Taiwan	Chinese Mandarin	Ball State University	Business	IN
Taiwan	Chinese Mandarin	University of Denver	International Affairs	DE
Tajikistan	Persian Farsi	Yale University	Education	NY
Tajikistan	Persian Farsi	Southern Methodist University	Mathematics	TX
Tajikistan	Persian Farsi	University of Arizona	Political Science	GA
Tanzania	Swahili	College of William and Mary	International Affairs	VA
Tanzania	Swahili	Baylor University	Political Science	CA
Tanzania	Swahili	University of Florida	Business	FL
Tanzania	Swahili	University of Texas at Austin	Economics	TX
Tanzania	Swahili	University of Mississippi	Chemistry	MS
Tanzania	Swahili	University of Nevada, Reno	Geography	CA
Tanzania	Swahili	Salisbury University	Public Health	MD
Tanzania	Swahili	Whitworth University	International Affairs	WA
Tanzania	Swahili	Colorado State University	Political Science	CO
Thailand	Thai	University of Mississippi	International Affairs	MS
Thailand	Thai	James Madison University	International Affairs	VA
Thailand	Thai	Brigham Young University	Economics	AZ
Thailand	Thai	City Colleges of Chicago, Olive-Harvey College	Business	IL
Thailand	Thai	Brown University	Computer and Info Sciences	AZ
Thailand	Thai	University of Wisconsin, Madison	International Affairs	WI
USA	Chinese Mandarin	University of Mississippi	Engineering	FL
USA	Chinese Mandarin	University of Minnesota, Twin Cities	Business	MN
USA	Chinese Mandarin	University of Washington	Engineering	WA
USA	Chinese Mandarin	University of Mississippi	International Affairs	TN
Vietnam	Vietnamese	University of Richmond	Political Science	VA
Vietnam	Vietnamese	University of Rhode Island	Computer and Info Sciences	RI
Vietnam	Vietnamese	Florida Agricultural & Mechanical University	Architecture	FL
Vietnam	Vietnamese	University of California, Santa Cruz	Political Science	CA

APPENDIX F: 2024 BOREN FELLOWS

Destination	Language	Institution	Major	State
Azerbaijan	Turkish	University of Chicago	Public Administration	FL
Azerbaijan	Turkish	Pennsylvania State University, World Campus	Agriculture and Food Sciences	PA
Brazil	Portuguese	University of Maryland, College Park	Computer and Info Sciences	MD
Brazil	Portuguese	The University of Texas at San Antonio	International Affairs	AZ
Brazil	Portuguese	University of Florida	Anthropology	FL
Brazil	Portuguese	Johns Hopkins University	International Affairs	TX
Brazil	Portuguese	University of California, San Diego	International Affairs	CA
Brazil	Portuguese	Drexel University	Environmental Studies	WA
Brazil	Portuguese	American University	Education	NY
Brazil	Portuguese	George Mason University	Education	VA
Brazil	Portuguese	American University	International Affairs	MI
Cambodia	Khmer	University of Massachusetts, Amherst	Geology	MA
Cambodia	Khmer	University of California, Los Angeles	Anthropology	FL
Croatia	Croatian	University of Pittsburgh	International Affairs	PA
Czech Republic	Russian	Colgate University	International Affairs	NY
Czech Republic	Czech	Boston University	Theology and Religious Studies	SC
Ecuador	Quechua	Vanderbilt University	Anthropology	TN
Estonia	Russian	New York University	Languages	CA
Georgia	Georgian	University of Iowa	Political Science	PA
Georgia	Ukrainian	University of Michigan, Ann Arbor	International Affairs	CT
Ghana	Akan	Indiana University, Bloomington	Education	IN
Hungary	Hungarian	University of Southern California	Fine & Performing Arts	CA
India	Kannada	University of Massachusetts, Amherst	Public Health	MA
India	Kannada	University of Texas at Austin	Urban Planning	TX
Indonesia	Indonesian	Tufts University	International Affairs	PA
Indonesia	Indonesian	Tufts University	International Affairs	SC
Indonesia	Indonesian	Johns Hopkins University	International Affairs	OH
Indonesia	Indonesian	State University of New York, Stony Brook	Business	NY
Japan	Japanese	Temple University	Law	PA
Japan	Japanese	North Carolina State University	International Affairs	NC
Japan	Japanese	Inter American University of Puerto Rico, Metro Campus	Business	PR
Japan	Japanese	George Mason University	International Affairs	IA
Japan	Japanese	Johns Hopkins University	International Affairs	MD

Destination	Language	Institution	Major	State
Japan	Japanese	Florida Institute of Technology	Psychology	FL
Japan	Japanese	University of North Florida	International Affairs	FL
Jordan	Arabic	Johns Hopkins University	International Affairs	VA
Jordan	Arabic	American University	International Affairs	IN
Jordan	Arabic	University of Tennessee, Knoxville	Political Science	TN
Jordan	Arabic	Johns Hopkins University	International Affairs	NY
Jordan	Arabic	Tufts University	International Affairs	MI
Jordan	Arabic	Georgetown University	Area Studies	WA
Kazakhstan	Russian	University of Denver	International Affairs	NC
Kazakhstan	Russian	Middlebury Institute of International Studies at Monterey	International Affairs	CA
Kazakhstan	Russian	University of Maryland, College Park	Environmental Studies	MD
Kazakhstan	Russian	Northwestern University	Literature	FL
Latvia	Russian	University of Illinois at Chicago	Literature	IL
Latvia	Russian	Tulane University	Literature	LA
Malaysia	Malay	University of Chicago	Public Administration	IL
Morocco	Arabic	American University	International Affairs	PA
Morocco	Arabic	Texas A&M University, College Station	International Affairs	ID
Morocco	Arabic	Colgate University	Anthropology	OH
Morocco	Arabic	Hunter College, The City University of New York	Geography	NY
Morocco	Arabic	University of North Carolina at Chapel Hill	Sociology	NY
Oman	Arabic	University of Dallas	Political Science	WA
Oman	Arabic	Brandeis University	Business	CT
Oman	Arabic	University of Dayton	Biology	OH
Peru	Quechua	Carnegie Mellon University	History	PA
Poland	Ukrainian	George Mason University	International Affairs	GA
Poland	Polish	Georgetown University	International Affairs	IL
Poland	Polish	Georgetown University	Area Studies	VA
Qatar	Arabic	University of Washington	Engineering	UT
Romania	Romanian	Arizona State University, Tempe	Environmental Studies	AZ
Senegal	Wolof	University of Pittsburgh	International Affairs	MA
Senegal	French	American University	International Affairs	MA
Senegal	Other	University of Michigan, Ann Arbor	Anthropology	TX
Serbia	Serbian	Boston University	International Affairs	MO
South Korea	Korean	George Washington University	Education	NY
South Korea	Korean	Oklahoma State University	International Affairs	OK
South Korea	Korean	University of Colorado, Anschutz Medical Campus	Public Administration	CO
South Korea	Korean	University of Texas at Austin	Computer and Info Sciences	TX
South Korea	Korean	American University	International Affairs	WA

Destination	Language	Institution	Major	State
South Korea	Korean	University of Missouri, Columbia	International Affairs	IL
South Korea	Korean	University of Denver	International Affairs	CO
South Korea	Korean	Stanford University	Area Studies	GA
Taiwan	Chinese Mandarin	George Washington University	International Affairs	DC
Taiwan	Chinese Mandarin	Middlebury Institute of International Studies at Monterey	International Affairs	CO
Taiwan	Chinese Mandarin	Arizona State University, Tempe	International Affairs	AZ
Taiwan	Chinese Mandarin	George Washington University	International Affairs	NY
Taiwan	Chinese Mandarin	University of California, Santa Barbara	Language Teaching: Language Arts	CA
Taiwan	Chinese Mandarin	University of California, San Diego	International Affairs	FL
Taiwan	Chinese Mandarin	Georgetown University	International Affairs	DC
Taiwan	Chinese Mandarin	Georgetown University	Linguistics	KY
Taiwan	Chinese Mandarin	University of Central Florida	International Affairs	TX
Taiwan	Chinese Mandarin	Portland State University	Political Science	OR
Taiwan	Chinese Mandarin	Georgetown University	International Affairs	CA
Tajikistan	Persian Farsi	University of Pittsburgh	International Affairs	SC
Tajikistan	Persian Farsi	Johns Hopkins University	International Affairs	MD
Tajikistan	Persian Farsi	University of Chicago	Public Administration	IL
Tajikistan	Persian Farsi	Stanford University	Area Studies	NJ
Tanzania	Swahili	Georgetown University	International Development	MI
Tanzania	Swahili	University of Michigan, Ann Arbor	Public Health	MI
Tanzania	Swahili	University of Massachusetts, Amherst	Education	MA
Tanzania	Swahili	Georgetown University	International Affairs	AZ
Thailand	Thai	George Mason University	International Affairs	VA
Thailand	Thai	University of Michigan, Ann Arbor	Engineering	NC
United Arab Emirates	Arabic	City University of New York Graduate Center	Political Science	NY
Vietnam	Vietnamese	University of Pittsburgh	Public Health	PA
Vietnam	Vietnamese	University of Maryland, College Park	Public Administration	MD
Vietnam	Vietnamese	University of Michigan, Ann Arbor	Public Health	CA

APPENDIX G: 2024 BOREN STUDY DESTINATIONS

Location	Boren Scholars	Boren Fellows	Total
Armenia	2	0	2
Azerbaijan	8	2	10
Brazil	14	9	23
Cambodia	0	2	2
Cape Verde	1	0	1
Croatia	0	1	1
Czech Republic	1	2	3
Ecuador	0	1	1
Estonia	0	1	1
Georgia	2	2	4
Ghana	0	1	1
Hungary	0	1	1
India	3	2	5
Indonesia	8	4	12
Japan	13	7	20
Jordan	9	6	15
Kazakhstan	21	4	25
Kyrgyzstan	4	0	4
Latvia	4	2	6
Malaysia	0	1	1
Morocco	18	5	23
Oman	2	3	5
Peru	1	1	2
Philippines	1	0	1
Poland	3	3	6
Qatar	0	1	1
Romania	0	1	1
Senegal	8	3	11
Serbia	1	1	2
Slovenia	1	0	1
South Korea	11	8	19
Taiwan	39	11	50
Tajikistan	3	4	7
Tanzania	9	4	13
Thailand	6	2	8
United Arab Emirates	0	1	1
United States	4	0	4
Vietnam	4	3	7
Total	**201**	**99**	**300**

APPENDIX H: 2024 BOREN LANGUAGES

Language	Boren Scholars	Boren Fellows	Total
Akan	0	1	1
Arabic	29	16	45
Chinese Mandarin	43	11	54
Croatian	0	1	1
Czech	1	1	2
French	6	1	7
Georgian	0	1	1
Hindi	3	0	3
Hungarian	0	1	1
Indonesian	8	4	12
Japanese	13	7	20
Kannada	0	2	2
Khmer	0	2	2
Korean	11	8	19
Malay	0	1	1
Persian Farsi	3	4	7
Polish	2	2	4
Portuguese	15	9	24
Puular	0	1	1
Quechua	1	2	3
Romanian	0	1	1
Russian	33	8	41
Serbian	1	1	2
Slovene	1	0	1
Swahili	9	4	13
Tagalog	1	0	1
Thai	6	2	8
Turkish	8	2	10
Ukrainian	1	2	3
Vietnamese	4	3	7
Wolof	2	1	3
Total	**201**	**99**	**300**

APPENDIX I: BOREN AWARDS MAJORS

Area and Language Studies
- Area Studies
- Languages
- Linguistics
- Literature

Business
- Business (general)

International Studies
- International Affairs
- International Development
- International Organizations

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

STEM Fields
- Agricultural and Food Sciences
- Biology
- Chemistry
- Computer and Info Sciences
- Cybersecurity
- Engineering
- Geology
- Mathematics
- Physics

Other
- Communications and Journalism
- Criminal Justice
- Education
- Fine and Performing Arts
- Law
- Urban Planning

*Priority Fields of study are approved or modified by the NSEB by statue annually

APPENDIX J: LANGUAGE PROFICIENCY SCALES

The U.S. Government relies on the Interagency Language Roundtable (ILR) language proficiency scale to describe linguistic expertise. The following table outlines the proficiency descriptions for each ILR proficiency level. Below are the ILR descriptors for speaking.

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. The individual's vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is, functors (linking words, markers and the like) are omitted, confused or distorted. An individual can usually differentiate most significant sounds when produced in isolation but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with people used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty.
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. Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners but there is little precision in the information conveyed. Needs, experience or training may vary greatly from individual to individual; for example, speakers at this level may have encountered quite different vocabulary areas. However, the individual can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide, for example, predictable and skeletal biographical information. He/she might give information about business hours, explain routine procedures in a limited way. and state in a simple manner what actions will be taken. He/she is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise.
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

ILR RATING	ILR PROFICIENCY DESCRIPTION
	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. The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns. The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has to repeat utterances to be understood by the general public.
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. While these interactions will vary widely from individual to individual, the individual can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the individual can participate in personal and accommodation-type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled; however, there are areas of weakness. In the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology. passive constructions, word order, and embedding.
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. Typically the individual can participate in most social, formal, and informal interactions, but limitations either in range of contexts, types of tasks or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social

ILR RATING	ILR PROFICIENCY DESCRIPTION
	interaction or in speaking at length in professional contexts. He/she is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls but cannot always easily produce general vocabulary. Discourse is often incohesive.
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.

Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures. |
| 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.** Despite obvious strengths, may exhibit some hesitancy, uncertainty, effort or errors which limit the range of language-use tasks that can be reliably performed. Typically there is particular strength in fluency and one or more, but not all, of the following: breadth of lexicon, including low- and medium-frequency items, especially socio-linguistic/cultural references and nuances of close synonyms; structural precision, with sophisticated features that are readily, accurately and appropriately controlled (such as complex modification and embedding in Indo-European languages); discourse competence in a wide range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations. Occasional patterned errors occur in low frequency and highly-complex structures. |
| 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 an informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, |

ILR RATING	ILR PROFICIENCY DESCRIPTION
	encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty. Can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Similarly, the individual can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Can set the tone of interpersonal official, semi-official and non-professional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks and settings). Can play an effective role among native speakers in such contexts as conferences, lectures and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Understands and reliably produces shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction.
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. The individual organizes discourse well. employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge; however, cannot sustain that performance under all circumstances. While the individual has a wide range and control of structure, an occasional nonnative slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, cultural reference or there may be an occasional failure to interact in a totally native manner.
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 (https://www.actfl.org/uploads/files/general/Resources-Publications/ACTFL_Proficiency_Guidelines_2024.pdf). An abbreviated version of the ACTFL speaking scale follows.

ACTFL RATING	ACTFL PROFICIENCY DESCRIPTION
Novice Low	Speakers at the Novice Low sublevel are beginning to learn the basics of the language and are able to communicate using common words and phrases that they have rehearsed. Given adequate time and familiar cues, they are able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. Their speech may reflect the vocabulary, syntax, and articulation and intonation patterns of other languages in ways that interfere with communication.
Novice Mid	Speakers at the Novice Mid sublevel complete basic social communication tasks using isolated words, rehearsed phrases, and short sentences drawn from the contexts where the individual has learned or been exposed to the language. When responding to direct questions, these speakers may employ stock answers to meet their communicative needs. They pause often as they search for vocabulary or appropriate structure, and they may recycle their own and their communication partner's words as a strategy for maintaining communication. Their speech may incorporate distinct vocabulary, syntax, and articulation and intonation patterns from other languages.
Novice High	Speakers at the Novice High sublevel are able to successfully manage a number of uncomplicated communication tasks in straightforward social situations. Their language consists primarily of short and sometimes incomplete sentences in the present. They can converse on many familiar topics that are necessary for survival, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Speakers at the Novice High sublevel can respond to simple, direct questions or requests for information, and they are also able to ask a few formulaic questions. They express personal meaning by using and recombining rehearsed phrases and on occasion by recycling what they hear from their communication partner(s). Much of their language consists of expansions of rehearsed material and stock phrases that can resemble the ability to create with language that characterizes the Intermediate level. Although miscommunication may arise due to the incorporation of features of other languages, speakers at the Novice High sublevel can often use repetition or rephrasing to repair it.
Intermediate Low	Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communication tasks by using the language creatively in straightforward social situations. Their conversation is restricted to concrete exchanges and predictable topics necessary for survival. Topics relate to basic personal information such as 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, individuals are able to ask a few appropriate questions, but they are primarily reactive and may have difficulty answering direct questions or requests for information.
Intermediate Mid	Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communication tasks in straightforward social and transactional situations. They can engage effectively in predictable and concrete exchanges that involve 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. They are capable of asking a variety of questions to obtain information to meet basic needs, such as instructions, prices, and services.
Intermediate High	Speakers at the Intermediate High sublevel are able to converse with ease and confidence when dealing with routine tasks and social situations that require an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. The breadth of their vocabulary and language control reduces the need for pauses and reformulations when they speak on such topics. The influence of other

ACTFL RATING	ACTFL PROFICIENCY DESCRIPTION
	languages that they know may be evident in their articulation, stress, and intonation patterns, but rarely interferes with successful communication.
Advanced Low	Speakers at the Advanced Low sublevel are able to handle a variety of communication 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 Mid	Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communication 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. Speakers at this sublevel contribute to conversations on a variety of familiar topics, using concrete language with much accuracy, clarity, and precision. Their discourse may reflect the oral paragraph structure of another language, but they are able to employ communication strategies such as circumlocution or rephrasing to convey their intended message without misrepresentation or confusion.
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. These speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some language structures or for limitations in vocabulary by the confident use of communication strategies such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech.
Superior	At the Superior level, speakers communicate with accuracy and fluency as they participate fully and effectively in conversations on a variety of concrete and abstract topics in formal and informal settings. They can discuss their interests and fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They can state and defend their opinions on issues of interest to them, develop hypotheses, resolve unexpected situations, and discuss the implications of societal issues.
Distinguished	Speakers at the Distinguished level are able to use language skillfully and with accuracy, efficiency, and effectiveness. They are articulate users of the language who can discuss a wide range of global issues and highly abstract concepts in culturally appropriate ways. At the Distinguished level, individuals can advise, persuade, and negotiate, and they can use persuasive and hypothetical discourse 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, and they can participate in or give a formal speech at a conference or debate.

APPENDIX K: 2024 REGIONAL FLAGSHIP LANGUAGE INITIATIVES BOREN AWARDEES

Destination	Language	Domestic Institution	Overseas Program	State
Azerbaijan	Turkish	University of Chicago	Azerbaijan University of Languages	FL
Azerbaijan	Turkish	Florida State University	Azerbaijan University of Languages	TX
Azerbaijan	Turkish	Brandeis University	Azerbaijan University of Languages	MD
Azerbaijan	Turkish	University of Michigan, Ann Arbor	Azerbaijan University of Languages	MI
Azerbaijan	Turkish	University of Florida	Azerbaijan University of Languages	FL
Azerbaijan	Turkish	Pennsylvania State University, World Campus	Azerbaijan University of Languages	PA
Azerbaijan	Turkish	High Point University	Azerbaijan University of Languages	NC
Azerbaijan	Turkish	North Carolina State University	Azerbaijan University of Languages	NC
Azerbaijan	Turkish	Brigham Young University	Azerbaijan University of Languages	MO
India	Hindi	University of Mississippi	American Institute of Indian Studies	MS
India	Hindi	Northeastern University	American Institute of Indian Studies	PA
India	Hindi	Arizona State University, Tempe	American Institute of Indian Studies	OR
Indonesia	Indonesian	Florida State University	Universitas Negeri Malang	FL
Indonesia	Indonesian	Johns Hopkins University	Universitas Negeri Malang	OH
Indonesia	Indonesian	University of Alabama, Tuscaloosa	Universitas Negeri Malang	AL
Indonesia	Indonesian	Lehigh University	Universitas Negeri Malang	NJ
Indonesia	Indonesian	State University of New York, Stony Brook	Universitas Negeri Malang	NY
Indonesia	Indonesian	Fordham University	Universitas Negeri Malang	CO
Indonesia	Indonesian	University of Richmond	Universitas Negeri Malang	CO
Indonesia	Indonesian	The University of Texas at Dallas	Universitas Negeri Malang	TX
Indonesia	Indonesian	University of Mississippi	Universitas Negeri Malang	GA
Senegal	French	American University	The West African Research Center	MA
Senegal	French	George Washington University	The West African Research Center	NJ
Senegal	French	Georgetown University	The West African Research Center	FL
Senegal	French	Rollins College	The West African Research Center	VA
Senegal	French	University of Alabama, Tuscaloosa	The West African Research Center	OH
Senegal	French	University of Notre Dame	The West African Research Center	WI

Senegal	French	University of Washington	The West African Research Center	WA
Senegal	Wolof	University of Mississippi	Non-Affiliated Program	CO
Senegal	Wolof	University of Pittsburgh	Non-Affiliated Program	MA
Senegal	Wolof	University of South Carolina, Columbia	Non-Affiliated Program	SC
Tanzania	Swahili	College of William and Mary	MS-Training Center for Development Cooperative	VA
Tanzania	Swahili	Baylor University	MS-Training Center for Development Cooperative	CA
Tanzania	Swahili	University of Florida	MS-Training Center for Development Cooperative	FL
Tanzania	Swahili	University of Mississippi	MS-Training Center for Development Cooperative	MS
Tanzania	Swahili	University of Massachusetts, Amherst	MS-Training Center for Development Cooperative	MA
Tanzania	Swahili	University of Nevada, Reno	MS-Training Center for Development Cooperative	CA
Tanzania	Swahili	Georgetown University	MS-Training Center for Development Cooperative	AZ
Tanzania	Swahili	Whitworth University	MS-Training Center for Development Cooperative	WA
Thailand	Thai	University of Mississippi	Language Institute of Chiang Mai University	MS
Thailand	Thai	James Madison University	Language Institute of Chiang Mai University	VA
Thailand	Thai	Brigham Young University	Language Institute of Chiang Mai University	AZ
Thailand	Thai	George Mason University	Language Institute of Chiang Mai University	VA
Thailand	Thai	Brown University	Language Institute of Chiang Mai University	AZ
Thailand	Thai	University of Wisconsin, Madison	Language Institute of Chiang Mai University	WI
Vietnam	Vietnamese	University of Richmond	The University of Languages and International Studies	VA
Vietnam	Vietnamese	University of Rhode Island	The University of Languages and International Studies	RI
Vietnam	Vietnamese	University of Maryland, College Park	The University of Languages and International Studies	MD
Vietnam	Vietnamese	Florida Agricultural & Mechanical University	The University of Languages and International Studies	FL
Vietnam	Vietnamese	University of California, Santa Cruz	The University of Languages and International Studies	CA

APPENDIX L: 2024 BOREN FLAGSHIP SCHOLARS

Destination	Language	Domestic Flagship	Overseas Center	State
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Kazakhstan	Russian	Bryn Mawr College	Kazakh National University	ME
Kazakhstan	Russian	Bryn Mawr College	Kazakh National University	DE
Kazakhstan	Russian	Bryn Mawr College	Kazakh National University	PA
Kazakhstan	Russian	Bryn Mawr College	Kazakh National University	NJ
Kazakhstan	Russian	Haverford College	Kazakh National University	MA
Kazakhstan	Russian	Indiana University, Bloomington	Kazakh National University	OK
Kazakhstan	Russian	Indiana University, Bloomington	Kazakh National University	IN
Kazakhstan	Russian	Indiana University, Bloomington	Kazakh National University	NC
Kazakhstan	Russian	Indiana University, Bloomington	Kazakh National University	IN
Kazakhstan	Russian	Portland State University	Kazakh National University	WA
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	MD
Kazakhstan	Russian	University of Georgia	Kazakh National University	GA
Kazakhstan	Russian	University of Georgia	Kazakh National University	GA
Kazakhstan	Russian	University of North Carolina at Chapel Hill	Kazakh National University	MD
Kazakhstan	Russian	University of North Carolina at Chapel Hill	Kazakh National University	NC
Kazakhstan	Russian	University of North Carolina at Chapel Hill	Kazakh National University	CA
Kazakhstan	Russian	University of Wisconsin, Madison	Kazakh National University	OH
Korea	Korean	University of Hawaii, Manoa	Korea University	HI

Destination	Language	Domestic Flagship	Overseas Center	State
Korea	Korean	University of Hawaii, Manoa	Korea University	HI
Morocco	Arabic	Brigham Young University	Arab American Language Institute in Morocco	NE
Morocco	Arabic	Indiana University, Bloomington	Arab American Language Institute in Morocco	IN
Morocco	Arabic	Indiana University, Bloomington	Arab American Language Institute in Morocco	MO
Morocco	Arabic	Indiana University, Bloomington	Arab American Language Institute in Morocco	IN
Morocco	Arabic	Indiana University, Bloomington	Arab American Language Institute in Morocco	TX
Morocco	Arabic	University of Arizona	Arab American Language Institute in Morocco	AZ
Morocco	Arabic	University of Maryland, College Park	Arab American Language Institute in Morocco	MD
Morocco	Arabic	University of Maryland, College Park	Arab American Language Institute in Morocco	MD
Morocco	Arabic	University of Maryland, College Park	Arab American Language Institute in Morocco	MD
Morocco	Arabic	University of Maryland, College Park	Arab American Language Institute in Morocco	MD
Morocco	Arabic	University of Mississippi	Arab American Language Institute in Morocco	TN
Morocco	Arabic	University of Mississippi	Arab American Language Institute in Morocco	TX
Morocco	Arabic	University of Mississippi	Arab American Language Institute in Morocco	TN
Morocco	Arabic	University of Texas at Austin	Arab American Language Institute in Morocco	VA
Taiwan	Chinese Mandarin	Brigham Young University	National Chengchi University	WA
Taiwan	Chinese Mandarin	Brigham Young University	National Chengchi University	UT
Taiwan	Chinese Mandarin	Brigham Young University	National Chengchi University	UT
Taiwan	Chinese Mandarin	Indiana University, Bloomington	National Chengchi University	IN
Taiwan	Chinese Mandarin	Indiana University, Bloomington	National Chengchi University	TX
Taiwan	Chinese Mandarin	Indiana University, Bloomington	National Chengchi University	IN
Taiwan	Chinese Mandarin	Indiana University, Bloomington	National Chengchi University	IL
Taiwan	Chinese Mandarin	University of North Georgia	National Chengchi University	GA

Destination	Language	Domestic Flagship	Overseas Center	State
Taiwan	Chinese Mandarin	University of North Georgia	National Chengchi University	GA
Taiwan	Chinese Mandarin	University of Oregon	National Chengchi University	OR
Taiwan	Chinese Mandarin	University of Rhode Island	National Chengchi University	NH
Taiwan	Chinese Mandarin	University of Rhode Island	National Chengchi University	MA
Taiwan	Chinese Mandarin	University of Rhode Island	National Chengchi University	RI
Taiwan	Chinese Mandarin	Western Kentucky University	National Chengchi University	KY
Taiwan	Chinese Mandarin	Western Kentucky University	National Chengchi University	IL
Taiwan	Chinese Mandarin	Western Kentucky University	National Chengchi University	KY
Taiwan	Chinese Mandarin	Western Kentucky University	National Chengchi University	MO
Taiwan	Chinese Mandarin	Western Kentucky University	National Chengchi University	KY
USA	Chinese Mandarin	University of Minnesota, Twin Cities	Defense Language Institute Foreign Language Center	MN
USA	Chinese Mandarin	University of Mississippi	Defense Language Institute Foreign Language Center	FL
USA	Chinese Mandarin	University of Mississippi	Defense Language Institute Foreign Language Center	TN
USA	Chinese Mandarin	University of Washington	Defense Language Institute Foreign Language Center	WA

APPENDIX M: 2024 EHLS SCHOLARS

Primary Language	Place of Origin	Professional Field	State
Amharic	Ethiopia	International Affairs	MD
Amharic	Ethiopia	Medicine/Medical Research	MD
Arabic	Iraq	Translation/Interpretation	KY
Chinese Mandarin	China	Education/Political Science	DC
Hindi	India	Law/Legal Research	CA
Korean	South Korea	Accounting/Finance	VA
Korean	South Korea	Translation/Interpretation	NY
Kyrgyz	Kyrgyzstan	Computer Science/Engineering	VA
Kyrgyz	Kyrgyzstan	Education/Political Science	GA
Persian Farsi	Iran	Translation/Interpretation	MI
Russian	Belarus	Accounting/Finance	DC
Russian	Moldova	Accounting/Finance	VA
Russian	Russia	Law/Legal Research	VT
Russian	Russia	Accounting/Finance	CA
Russian	Kyrgyzstan	Accounting/Finance	NJ
Ukrainian	Russia	Education/Political Science	DC
Ukrainian	Ukraine	Translation/Interpretation	PA
Ukrainian	Belarus	Education/Political Science	MD

APPENDIX N: 2024 NUMBER OF NSEP-FUNDED PROGRAMS BY INSTITUTION

University	EHLS	Language Flagship	Flagship Initiatives	LTC	Project GO	TOTAL
Arizona State University		1				**1**
Bryn Mawr College		**				
California State University, Long Beach				1		**1**
Concordia College				1		**1**
Embry-Riddle Aeronautical University					1	**1**
George Washington University				1		**1**
Georgetown University	1					**1**
Georgia Institute of Technology					2	**2**
Hunter College, CUNY		1*				**1**
Indiana University		3		1	2	**6**
James Madison University					1	**1**
Portland State University		1				**1**
San Diego State University				1		**1**
University of Arizona		2*		1	1	**4**
University of Florida			1			**1**
University of Georgia		2*			1	**3**
University of Hawaii		1*	1			**2**
University of Kansas				1		**1**
University of Maryland		1*		1	1	**3**
University of Minnesota		1				**1**
University of Mississippi		2				**2**
University of Montana				1		**1**
University of North Georgia		1			1	**2**
University of Pittsburgh					1	**1**
University of Rhode Island		1				**1**
University of Utah				1		**1**
University of Wisconsin, Madison		1	1			**2**
Western Kentucky University		1				**1**
TOTAL	**1**	**19**	**3**	**10**	**11**	**44**

Indicates administration of both a domestic and capstone Flagship program for one of their Flagship languages

**Overseas Flagship Center managed jointly by Bryn Mawr College and American Councils for International Education*

APPENDIX O: BOREN SCHOLAR AND FELLOW FIVE-YEAR DATA

2020-2024 BOREN SCHOLAR REGIONS OF STUDY
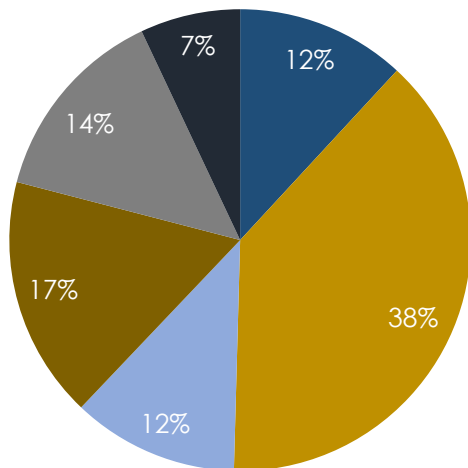
- Africa (Sub-Saharan)
- East Asia and the Pacific
- Europe and Eurasia
- Middle East and North Africa
- South and Central Asia
- Western Hemisphere

2020-2024 BOREN FELLOW REGIONS OF STUDY
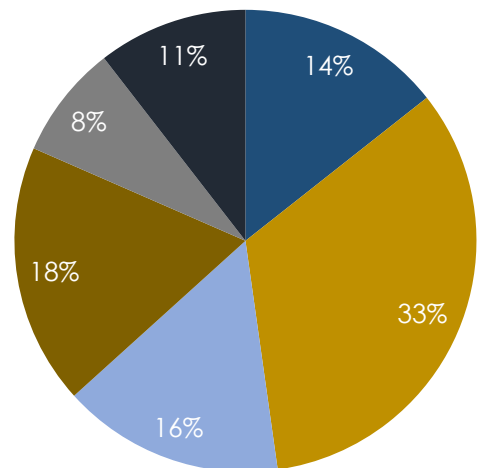
- Africa (Sub-Saharan)
- East Asia and the Pacific
- Europe and Eurasia
- Middle East and North Africa
- South and Central Asia
- Western Hemisphere

2020-2024 BOREN SCHOLAR TOP FIVE LANGUAGES

Chinese Mandarin	Arabic	Russian	Portuguese	Japanese
216	155	132	63	58
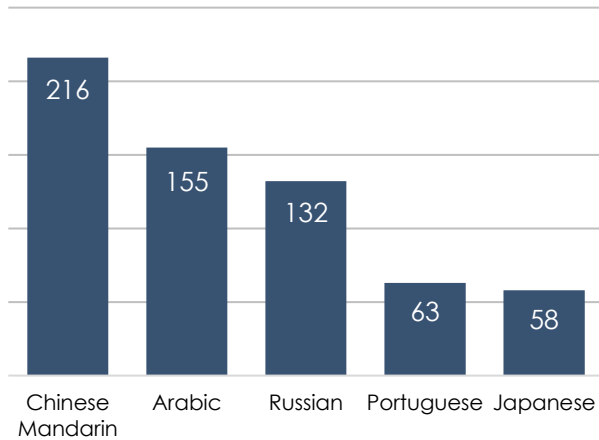
2020-2024 BOREN FELLOW TOP FIVE LANGUAGES

Arabic	Chinese Mandarin	Portuguese	Russian	Korean
85	68	50	41	34
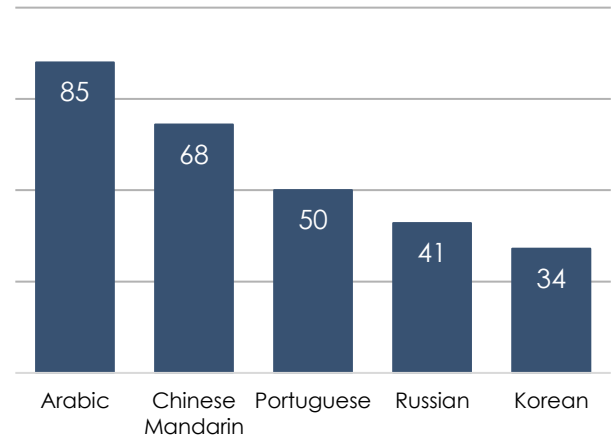
2020-2024 BOREN SCHOLAR OVERALL LANGUAGE DISTRIBUTION

Language	Count	Language	Count
Afrikaans	1	Persian Farsi	10
Akan/Twi	2	Polish	6
Albanian	1	Portuguese	63
Amharic	1	Quechua	2
Arabic	155	Russian	132
Armenian	2	Serbian	4
Azerbaijani	2	Slovene	1
Bosnian	3	Spanish	1
Chinese Mandarin	216	Swahili	46
Croatian	3	Tagalog	1
Czech	2	Tajik	1
French	41	Thai	10
Georgian	1	Turkish	35
Hebrew	1	Ukrainian	1
Hindi	18	Urdu	9
Indonesian	30	Uzbek	1
Japanese	58	Vietnamese	5
Korean	50	Wolof	8
Kurdish	2	Zulu	4
Nepali	2		

2020-2024 BOREN FELLOW OVERALL LANGUAGE DISTRIBUTION

Language	Count	Language	Count
Acholi	1	Mayan	2
Akan/Twi	8	Mende	1
Albanian	1	Mooré	1
Amharic	2	Nepali	1
Arabic	85	Oromo	2
Armenian	1	Persian Farsi	8
Azerbaijani	1	Polish	6
Berber	2	Portuguese	48
Bosnian	1	Puular	1
Burmese	1	Quechua	1
Cape Verdean Creole	1	Romanian	2
Chinese Mandarin	68	Russian	41
Croatian	3	Serbian	3
Czech	2	Slovak	1
French	7	Spanish	7
Georgian	3	Swahili	24
Guarani	2	Tagalog	2
Hebrew	3	Thai	6
Hindi	8	Turkish	21
Hungarian	3	Tzotzil	1
Indonesian	19	Ukrainian	6
Japanese	28	Urdu	6
Kannada	3	Uzbek	1
Kazakh	3	Vietnamese	7
Khmer	6	Wolof	7
Korean	33	Xhosa	2
Malay	1	Zulu	3

2020-2024 BOREN SCHOLAR TOP DESTINATIONS

Taiwan	Kazakhstan	Jordan	Morocco	Brazil
169	79	75	67	58
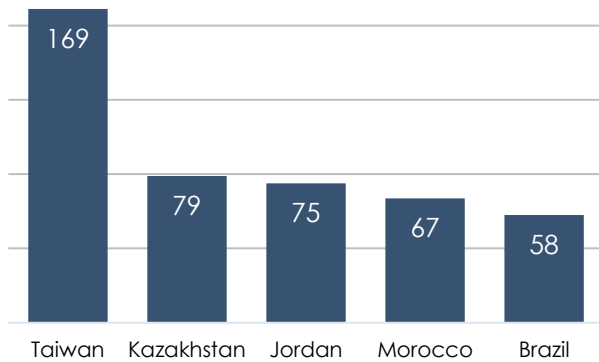
2020-2024 BOREN FELLOW TOP DESTINATIONS

Taiwan	Jordan	Brazil	South Korea	Japan
62	60	40	34	28
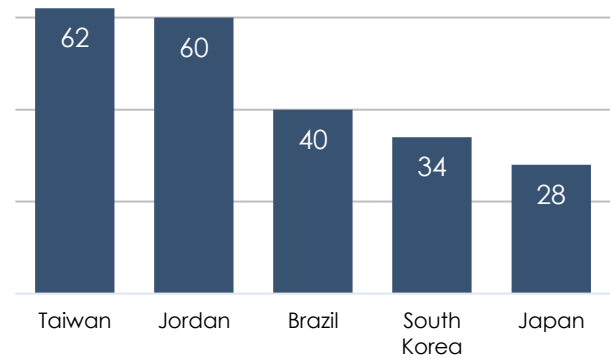
2020-2024 BOREN SCHOLAR OVERSEAS DISTRIBUTION

Albania	1	Mexico	1
Armenia	9	Montenegro	1
Azerbaijan	36	Morocco	67
Bosnia and Herzegovina	2	Mozambique	4
Brazil	58	Oman	9
Cape Verde	1	Panama	1
China	18	Peru	2
Croatia	5	Poland	7
Czech Republic	3	Senegal	49
Estonia	3	Serbia	3
Ethiopia	1	Singapore	3
Georgia	6	Slovenia	1
Ghana	4	South Africa	5
Hong Kong	2	South Korea	50
India	27	Taiwan	169
Indonesia	30	Tajikistan	12
Israel	3	Tanzania	46
Japan	58	Thailand	10
Jordan	75	Ukraine	10
Kazakhstan	79	United Arab Emirates	2
Kyrgyzstan	14	Vietnam	5
Latvia	15	USA*	21

2020-2024 BOREN FELLOW OVERSEAS DISTRIBUTION

Albania	1	Latvia	11
Argentina	1	Mexico	3
Armenia	1	Montenegro	1
Azerbaijan	22	Morocco	18
Belarus	1	Mozambique	9
Bosnia and Herzegovina	1	Nepal	1
Brazil	40	Oman	5
Burkina Faso	1	Paraguay	2
Burma (Myanmar)	1	Peru	4
Cambodia	6	Philippines	2
Cape Verde	2	Poland	8
Chile	1	Qatar	2
China	5	Romania	2
Colombia	2	Senegal	15
Croatia	3	Serbia	2
Czech Republic	4	Sierra Leone	1
Estonia	3	Singapore	1
Ethiopia	4	Slovakia	1
Georgia	7	South Africa	5
Ghana	11	South Korea	34
Hungary	3	Taiwan	62
India	17	Tajikistan	8
Indonesia	19	Tanzania	23
Israel	4	Thailand	6
Japan	28	Uganda	2
Jordan	60	Ukraine	9
Kazakhstan	14	United Arab Emirates	1
Kenya	1	Uzbekistan	2
Kyrgyzstan	3	Vietnam	7

2020-2024 BOREN SCHOLAR FIELDS OF STUDY

Legend:
- Other
- Humanities and Social Sciences
- International Studies
- Business
- Area/Language Studies
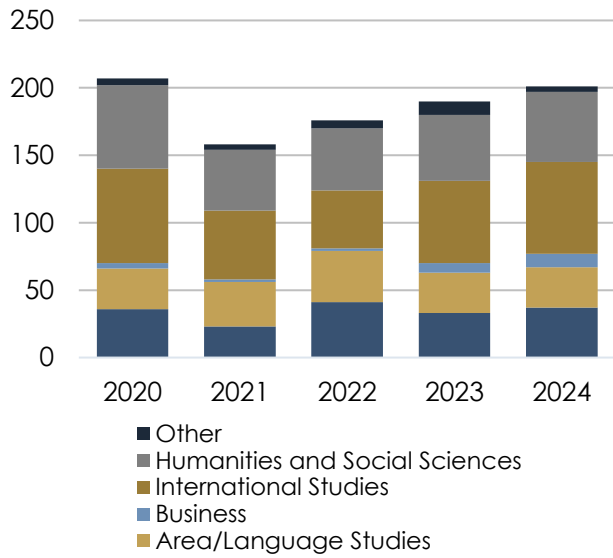
2020-2024 BOREN FELLOW FIELDS OF STUDY

Legend:
- Other
- Humanities and Social Sciences
- International Studies
- Business
- Area/Language Studies
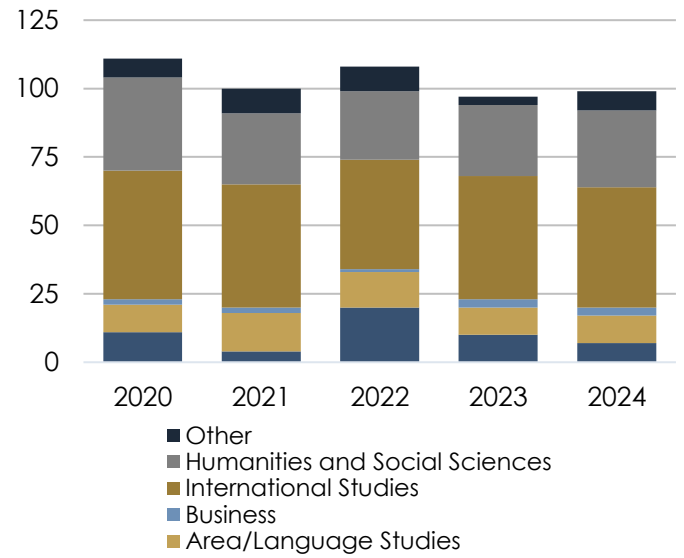
2020-2024 BOREN SCHOLAR STEM MAJORS

2020	2021	2022	2023	2024
36	23	41	33	37
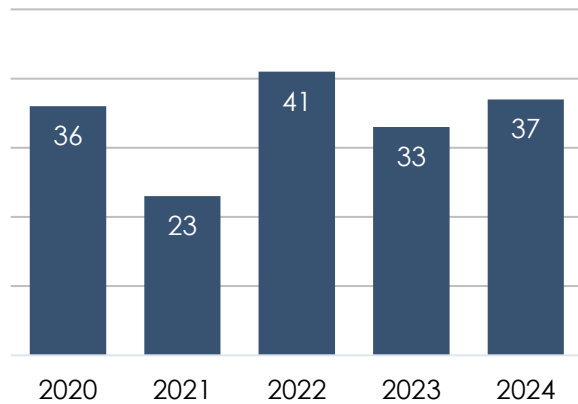
2020-2024 BOREN FELLOW STEM MAJORS

2020	2021	2022	2023	2024
11	4	20	10	7
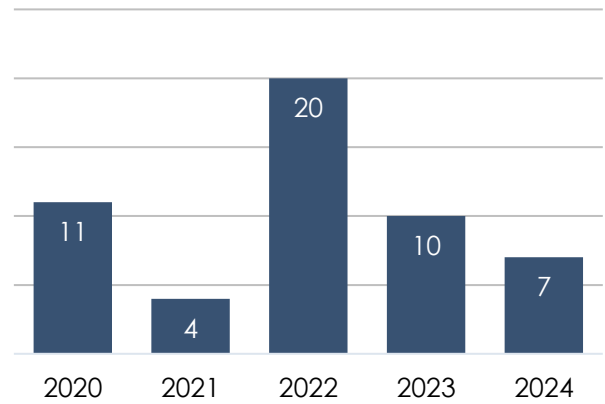
2019-2023 BOREN SCHOLAR PROFICIENCY OUTCOMES

Legend: 2019, 2020, 2021, 2022, 2023
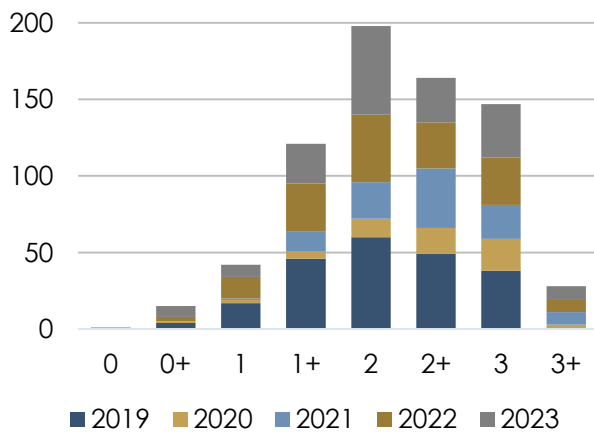
2019-2023 BOREN FELLOW PROFICIENCY OUTCOMES

Legend: 2019, 2020, 2021, 2022, 2023
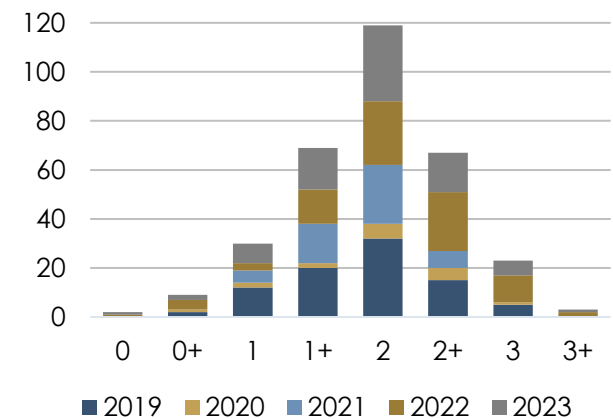
APPENDIX P: THE LANGUAGE FLAGSHIP FIVE-YEAR DATA

2020-2024 FLAGSHIP UNDERGRADUATE ENROLLMENTS

A bar chart showing Flagship undergraduate enrollments:
- Final 20-21: 1,198
- Final 21-22: 1,272
- Final 22-23: 1,224
- Final 23-24: 1,267
- Interim 24-25: 870
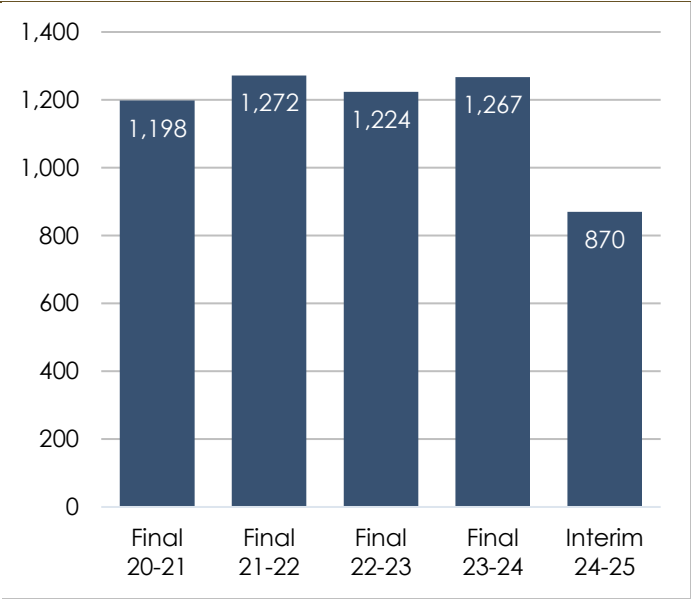
2020-2024 UNDERGRADUATE FLAGSHIP ENROLLMENTS BY LANGUAGE

A stacked bar chart of undergraduate Flagship enrollments by language (Final 20-21, Final 21-22, Final 22-23, Final 23-24, Interim 24-25).

Legend: Arabic, Chinese Mandarin, Korean, Persian Farsi, Portuguese, Russian
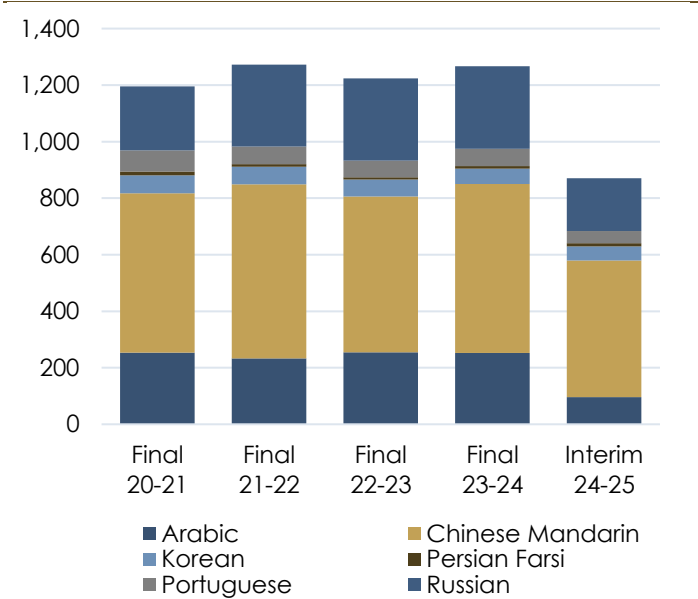
2020-2024 FLAGSHIP TOTAL PROGRAM ENROLLMENTS

A stacked bar chart of total program enrollments:

	Final 20-21	Final 21-22	Final 22-23	Final 23-24	Interim 24-25
Flagship Undergraduates	1,198	1,272	1,224	1,267	870
At-Large	2,811	2,515	3,062	2,824	2,170
Total	4,009	3,787	4,286	4,091	3,040

Legend: At-Large, Flagship Undergraduates
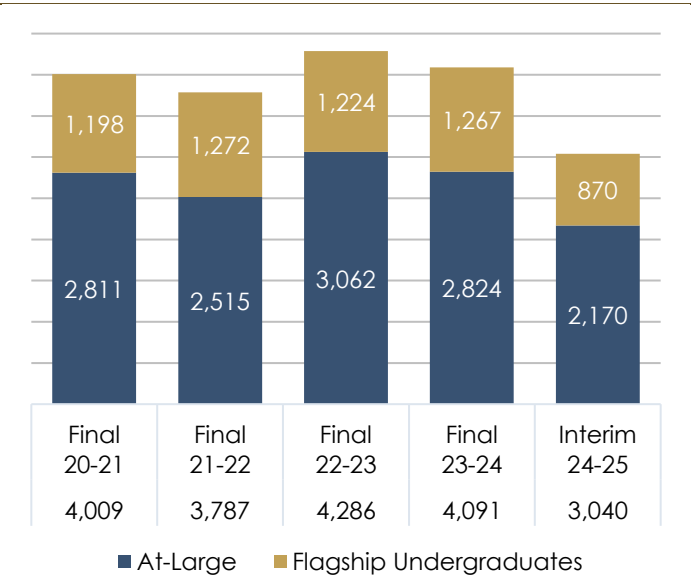
2020-2024 OVERSEAS FLAGSHIP CAPSTONE ENROLLMENTS[16]

A bar chart of overseas Flagship Capstone enrollments:
- Final 20-21: 79
- Final 21-22: 105
- Final 22-23: 151
- Final 23-24: 124
- Accepted 24-25: 144
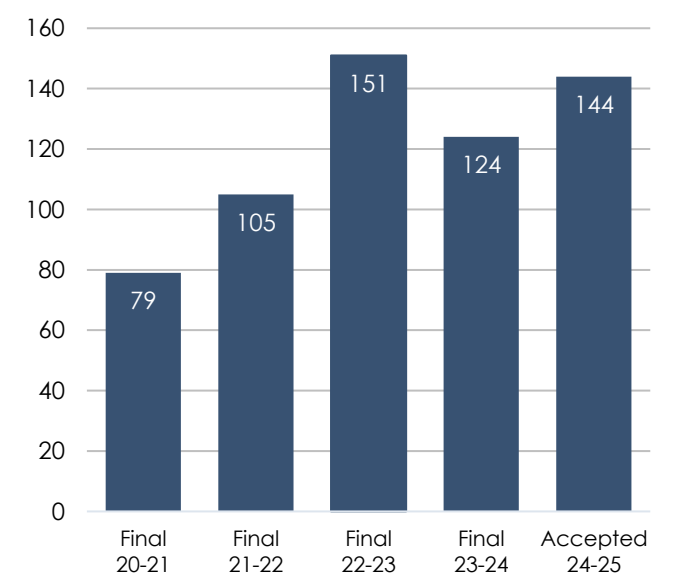
[16]Flagship anticipates additional Capstone students will be selected to participate in the Spring 2025 Chinese and Portuguese programs.

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2020-2024 PRE AND POST ACTFL SPEAKING (N=591)

	IM	IH	AL	AM	AH	S
Pre-Capstone	13	60	189	245	72	13
Post-Capstone	1	4	21	110	282	173
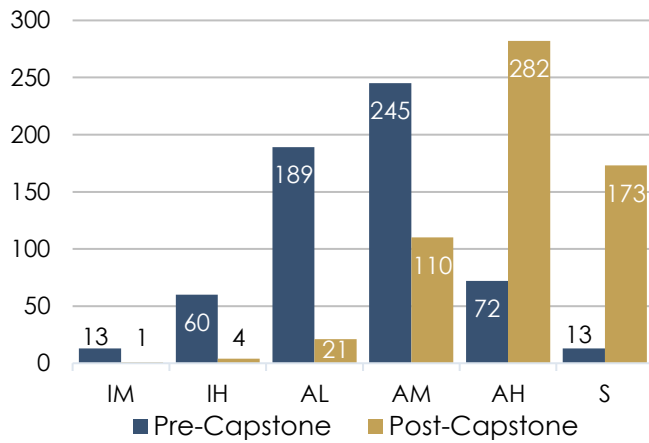
2020-2024 PRE AND POST ILR LISTENING (N=569)

	1+	2	2+	3	3+	4
Pre-Capstone	135	237	169	44		
Post-Capstone	12	76	225	183	90	5
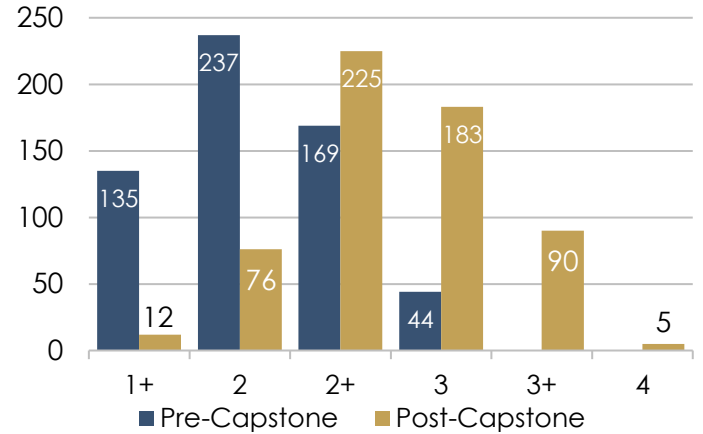
2020-2024 PRE AND POST ILR SPEAKING (N=591)

	1+	2	2+	3	3+
Pre-Capstone	20	278	225	63	5
Post-Capstone	1	27	166	311	81
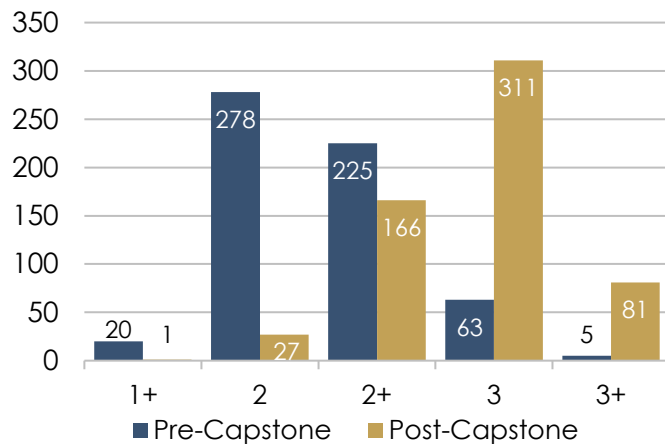
2020-2024 DLPT LISTENING / READING (N=151)*

	1+	2	2+	3	3+	4
DLPT Reading	7	22	39	82	1	
DLPT Listening	5	17	65	54	6	2

Between 2020-2023, a limited number of Boren Flagship Students were permitted to be assessed using the Upper-Level DLPT. All other Boren Flagship students were assessed using the standard DLPT, which has a maximum score of ILR 3.

2020-2024 PRE AND POST ILR READING (N=591)

	1+	2	2+	3	3+	4
Pre-Capstone	142	267	149	29		
Post-Capstone	3	77	238	198	73	2

2020-2024 POST-CAPSTONE SPEAKING (ACTFL)

PRE-CAPSTONE SPEAKING		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	2	3	6	2	0	13
	IH	0	0	0	0	2	7	25	21	5	60
	AL	0	0	0	1	0	9	45	105	28	188
	AM	0	0	0	0	0	2	32	117	94	245
	AH	0	0	0	0	0	0	2	36	34	72
	S	0	0	0	0	0	0	0	1	12	13
	TOTAL	0	0	0	1	4	21	110	282	173	591
		0.0%	0.0%	0.0%	0.2%	0.7%	3.6%	18.6%	47.7%	29.3%	100%

ARABIC 2020-2024 POST-CAPSTONE SPEAKING (ACTFL)

PRE-CAPSTONE SPEAKING		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	2	1	5	2	0	10
	IH	0	0	0	0	1	1	9	6	1	18
	AL	0	0	0	0	0	2	4	18	6	30
	AM	0	0	0	0	0	0	7	14	11	32
	AH	0	0	0	0	0	0	0	2	2	4
	S	0	0	0	0	0	0	0	0	1	1
	TOTAL	0	0	0	0	3	4	25	42	21	95
		0.0%	0.0%	0.0%	0.0%	3.2%	4.2%	26.3%	44.2%	22.1%	100%

CHINESE MANDARIN 2020-2024 POST-CAPSTONE SPEAKING (ACTFL)

PRE-CAPSTONE SPEAKING		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	0	1	0	0	0	1
	IH	0	0	0	0	0	1	5	7	1	14
	AL	0	0	0	0	0	5	27	43	9	84
	AM	0	0	0	0	0	1	21	77	48	147
	AH	0	0	0	0	0	0	2	25	27	54
	S	0	0	0	0	0	0	0	1	9	10
	TOTAL	0	0	0	0	0	8	55	153	94	310
		0.0%	0.0%	0.0%	0.0%	0.0%	2.6%	17.7%	49.4%	30.3%	100%

RUSSIAN 2020-2024 POST-CAPSTONE SPEAKING (ACTFL)

PRE-CAPSTONE SPEAKING		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	0	0	2	5	3	10
	IH	0	0	0	0	0	0	4	30	6	40
	AL	0	0	0	0	0	0	0	18	31	49
	AM	0	0	0	0	0	0	0	4	5	9
	AH	0	0	0	0	0	0	0	0	2	2
	S	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	6	57	47	110
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.5%	51.8%	42.7%	100%

2020-2024 POST-CAPSTONE SPEAKING (ILR)

PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	1	0	0	0	1
1+	0	0	0	0	7	10	3	0	0	20
2	0	0	0	1	18	108	130	17	2	276
2+	0	0	0	0	2	39	142	41	1	225
3	0	0	0	0	0	8	34	20	1	63
3+	0	0	0	0	0	0	2	3	0	5
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	1	27	166	311	81	4	590
	0.0%	0.0%	0.0%	0.2%	4.6%	28.1%	52.7%	13.7%	0.7%	100%

ARABIC 2020-2024 POST-CAPSTONE SPEAKING (ILR)

PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	1	0	0	0	1
1+	0	0	0	0	4	8	2	0	0	14
2	0	0	0	0	3	19	22	5	0	49
2+	0	0	0	0	0	9	12	8	0	29
3	0	0	0	0	0	0	0	2	0	2
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	7	37	36	15	0	95
	0.0%	0.0%	0.0%	0.0%	7.4%	38.9%	37.9%	15.8%	0.0%	100%

CHINESE MANDARIN 2020-2024 POST-CAPSTONE SPEAKING (ILR)

PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	1	0	1	0	0	2
2	0	0	0	0	8	45	59	10	0	122
2+	0	0	0	0	0	24	83	24	0	131
3	0	0	0	0	0	8	27	15	0	50
3+	0	0	0	0	0	0	1	3	0	4
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	9	77	171	52	0	309
	0.0%	0.0%	0.0%	0.0%	2.9%	24.9%	55.3%	16.8%	0.0%	100%

RUSSIAN 2020-2024 POST-CAPSTONE SPEAKING (ILR)

PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	16	35	2	2	55
2+	0	0	0	0	0	2	37	7	1	47
3	0	0	0	0	0	0	3	3	1	7
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	18	76	12	4	110
	0.0%	0.0%	0.0%	0.0%	0.0%	16.4%	69.1%	10.9%	3.6%	100%

2020-2024 POST-CAPSTONE READING (ILR)

PRE-CAPSTONE READING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	2	3	0	0	0	5
1+	0	0	0	2	42	72	23	3	0	142
2	0	0	0	1	28	133	90	14	0	266
2+	0	0	0	0	3	28	77	40	1	149
3	0	0	0	0	2	2	8	16	1	29
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	3	77	238	198	73	2	591
	0.0%	0.0%	0.0%	0.5%	13.0%	40.3%	33.5%	12.4%	0.3%	100%

ARABIC 2020-2024 POST-CAPSTONE READING (ILR)

PRE-CAPSTONE READING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	1	0	0	0	1
1+	0	0	0	1	13	11	2	0	0	27
2	0	0	0	0	4	24	16	3	0	47
2+	0	0	0	0	1	3	8	5	0	17
3	0	0	0	0	1	0	0	2	0	3
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	1	19	39	26	10	0	95
	0.0%	0.0%	0.0%	1.1%	20.0%	41.1%	27.4%	10.5%	0.0%	100%

CHINESE MANDARIN 2020-2024 POST-CAPSTONE READING (ILR)

PRE-CAPSTONE READING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	2	1	0	0	0	3
1+	0	0	0	1	26	48	9	2	0	86
2	0	0	0	1	18	77	42	6	0	144
2+	0	0	0	0	2	20	26	11	0	59
3	0	0	0	0	1	2	4	10	0	17
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	49	148	81	29	0	309
	0.0%	0.0%	0.0%	0.6%	15.9%	47.9%	26.2%	9.4%	0.0%	100%

RUSSIAN 2020-2024 POST-CAPSTONE READING (ILR)

PRE-CAPSTONE READING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	3	3	12	1	0	19
2	0	0	0	0	1	14	21	2	0	38
2+	0	0	0	0	0	1	25	19	1	46
3	0	0	0	0	0	0	3	4	1	8
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	4	18	61	26	2	111
	0.0%	0.0%	0.0%	0.0%	3.6%	16.2%	55.0%	23.4%	1.8%	100%

2020-2024 POST-CAPSTONE LISTENING (ILR)

PRE-CAPSTONE LISTENING (ILR)

	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	1	1	2	1	2	0	7
1+	0	0	0	7	40	63	22	3	0	135
2	0	0	0	4	31	112	75	14	0	236
2+	0	0	0	0	4	45	72	47	1	169
3	0	0	0	0	0	3	13	24	4	44
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	12	76	225	183	90	5	591
	0.0%	0.0%	0.0%	2.0%	12.9%	38.1%	31.0%	15.2%	0.8%	100%

ARABIC 2020-2024 POST-CAPSTONE LISTENING (ILR)

PRE-CAPSTONE LISTENING (ILR)

	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	5	19	7	0	0	31
2	0	0	0	0	2	16	16	2	0	36
2+	0	0	0	0	0	5	12	4	0	21
3	0	0	0	0	0	0	1	6	0	7
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	7	40	36	12	0	95
	0.0%	0.0%	0.0%	0.0%	7.4%	42.1%	37.9%	12.6%	0.0%	100%

CHINESE MANDARIN 2020-2024 POST-CAPSTONE LISTENING (ILR)

PRE-CAPSTONE LISTENING (ILR)

	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	1	0	0	0	0	0	1
1+	0	0	0	6	30	28	6	1	0	71
2	0	0	0	4	24	71	33	4	0	136
2+	0	0	0	0	4	30	20	23	0	77
3	0	0	0	0	0	3	8	13	0	24
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	11	58	132	67	41	0	309
	0.0%	0.0%	0.0%	3.6%	18.8%	42.7%	21.7%	13.3%	0.0%	100%

RUSSIAN 2020-2024 POST-CAPSTONE LISTENING (ILR)

PRE-CAPSTONE LISTENING (ILR)

	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	1	1	0	2
1+	0	0	0	0	0	9	7	0	0	16
2	0	0	0	0	2	15	18	5	0	40
2+	0	0	0	0	0	6	24	10	1	41
3	0	0	0	0	0	0	3	5	4	12
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	2	30	53	21	5	111
	0.0%	0.0%	0.0%	0.0%	1.8%	27.0%	47.7%	18.9%	4.5%	100%

2020-2024 POST-CAPSTONE WRITING (ILR)

PRE-CAPSTONE WRITING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	2	0	0	0	0	2
1+	0	0	0	2	15	21	3	0	0	41
2	0	0	0	1	20	48	29	0	0	98
2+	0	0	0	0	0	8	20	0	0	28
3	0	0	0	0	0	0	1	0	0	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	3	37	77	53	0	0	170
	0.0%	0.0%	0.0%	1.8%	21.8%	45.3%	31.2%	0.0%	0.0%	100%

ARABIC 2020-2024 POST-CAPSTONE WRITING (ILR)

PRE-CAPSTONE WRITING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	2	0	0	0	0	2
1+	0	0	0	2	12	18	2	0	0	34
2	0	0	0	1	11	11	10	0	0	33
2+	0	0	0	0	0	6	10	0	0	16
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	3	25	35	22	0	0	85
	0.0%	0.0%	0.0%	3.5%	29.4%	41.2%	25.9%	0.0%	0.0%	100%

RUSSIAN 2020-2024 POST-CAPSTONE WRITING (ILR)

PRE-CAPSTONE WRITING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	1	3	1	0	0	5
2	0	0	0	0	8	36	19	0	0	63
2+	0	0	0	0	0	2	9	0	0	11
3	0	0	0	0	0	0	1	0	0	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	9	41	30	0	0	80
	0.0%	0.0%	0.0%	0.0%	11.3%	51.3%	37.5%	0.0%	0.0%	100%

APPENDIX Q: EHLS FIVE-YEAR DATA[17]

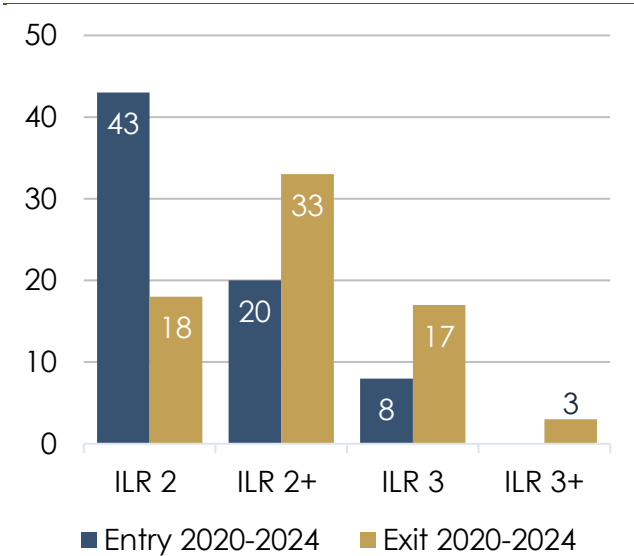## 2020-2024 EHLS PRE- AND POST-SPEAKING PROFICIENCY (N=72)

	ILR 2	ILR 2+	ILR 3	ILR 3+	ILR 4
Entry 2020-2024	6	17	53	11	2
Exit 2020-2024	1	17	48	18	5

■ Entry 2020-2024   ■ Exit 2020-2024
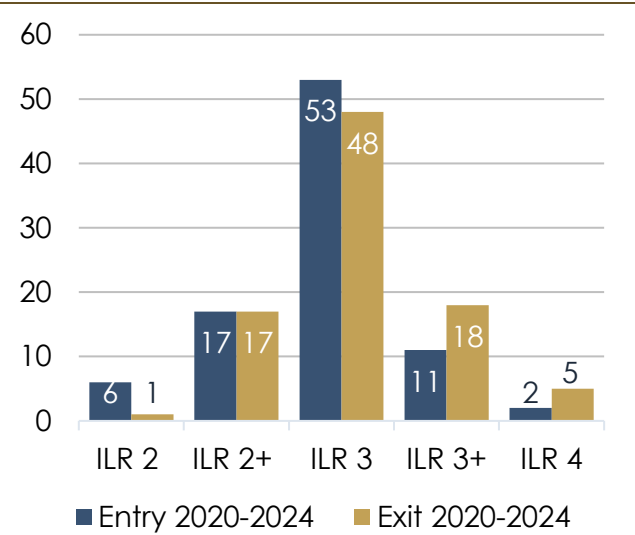
2020-2024 EHLS PRE- AND POST-READING PROFICIENCY (N=72)

	ILR 1	ILR 1+	ILR 2	ILR 2+	ILR 3	ILR 3+	ILR 4
Entry 2020-2024			20	29	34		6
Exit 2020-2024	1	2	25	15	42		4

■ Entry 2020-2024   ■ Exit 2020-2024
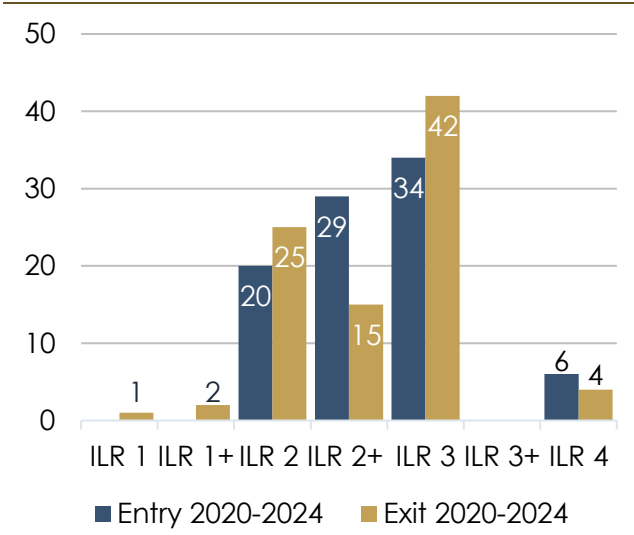
2020-2024 EHLS PRE- AND POST-LISTENING PROFICIENCY (N=72)

	ILR 1+	ILR 2	ILR 2+	ILR 3	ILR 3+	ILR 4
Entry 2020-2024		36	26	27	0	
Exit 2020-2024	1	30	28	29		1

■ Entry 2020-2024   ■ Exit 2020-2024
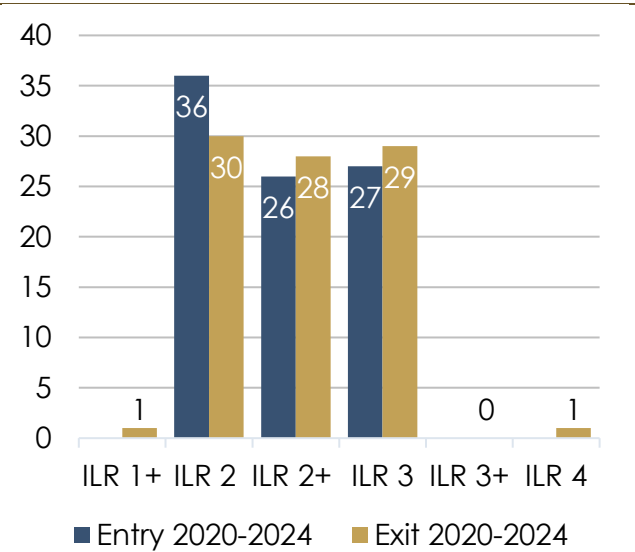
2020-2024 EHLS PRE- AND POST-WRITING PROFICIENCY (N=72)

	ILR 2	ILR 2+	ILR 3	ILR 3+
Entry 2020-2024	43	20	8	
Exit 2020-2024	18	33	17	3

■ Entry 2020-2024   ■ Exit 2020-2024

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[17] *The Listening and Reading tests used in the EHLS program through 2021 were not able to measure proficiency levels above ILR 3. As of 2022, the EHLS Program is using the Language Training Institute Listening and Reading Computer Adaptive Test which measure up to ILR 4. The impact of this is observable in the Reading proficiency results above with four post-tests at ILR 4, and in the Listening proficiency results above with one post-test at ILR 4.*

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