



PERSONNEL AND
READINESS

UNDER SECRETARY OF WAR
4000 DEFENSE PENTAGON
WASHINGTON, D.C. 20301-4000

MAY - 4 2026

President Donald J. Trump
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500

Dear Mr. President:

Enclosed is the Department of War's National Security Education Program (NSEP) 2025 Annual Report, as required by 50 U.S.C. § 1906(a).

The NSEP contributes to the United States' future national security and economic competitiveness by increasing our Nation's capacity to deal effectively with cultures and languages in those areas of the world most critical to national security. The NSEP provides a pipeline of individuals with language proficiency to work in positions critical to national security by funding individual scholarships, fellowships, and grants to institutions of higher education.

Thank you for your continued strong support for our Service members and civilian workforce. I am sending similar letters to the President of the Senate, the Speaker of the House, and the appropriate congressional committees.

Respectfully yours,

A handwritten signature in black ink, appearing to read "Anthony J. Tata". The signature is stylized and cursive.

Anthony J. Tata

Enclosure:
As stated



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MAY - 4 2026

The Honorable J.D. Vance
President of the Senate
United States Senate
Washington, DC 20510

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The Honorable Mike Johnson
Speaker of the House
U.S. House of Representatives
H-209, The Capitol
Washington, DC 20515

MAY - 4 2026

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The Honorable Rick Crawford
Chairman
Permanent Select Committee on Intelligence
U.S. House of Representatives
Washington, DC 20515

MAY - 4 2026

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cc:
The Honorable Jim Himes
Ranking Member



UNDER SECRETARY OF WAR
4000 DEFENSE PENTAGON
WASHINGTON, D.C. 20301-4000

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The Honorable Mike D. Rogers
Chairman
Committee on Armed Services
U.S. House of Representatives
Washington, DC 20515

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cc:
The Honorable Adam Smith
Ranking Member



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4000 DEFENSE PENTAGON
WASHINGTON, D.C. 20301-4000

PERSONNEL AND
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The Honorable Tom Cotton
Chairman
Select Committee on Intelligence
United States Senate
Washington, DC 20510

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cc:
The Honorable Mark Warner
Vice Chairman



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The Honorable Roger F. Wicker
Chairman
Committee on Armed Services
United States Senate
Washington, DC 20510

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The Honorable Jack Reed
Ranking Member



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WASHINGTON, D.C. 20301-4000

PERSONNEL AND
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The Honorable Susan Collins
Chair
Committee on Appropriations
United States Senate
Washington, DC 20510

MAY - 4 2026

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cc:
The Honorable Patty Murray
Vice Chair



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The Honorable Tom Cole
Chairman
Committee on Appropriations
U.S. House of Representatives
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cc:
The Honorable Rosa L. DeLauro
Ranking Member

2025

ANNUAL REPORT

NATIONAL SECURITY EDUCATION PROGRAM

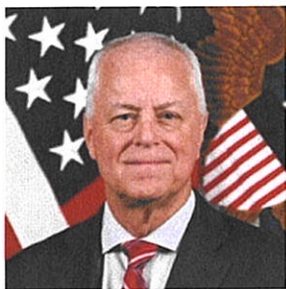


The estimated cost of this report or study for the Department of War is approximately \$18,000 in Fiscal Years 2025 - 2026. This includes \$2,150 in expenses and \$16,000 in DoD labor.

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LETTER FROM ANTHONY J. TATA UNDER SECRETARY OF WAR FOR PERSONNEL AND READINESS

For more than 30 years, the National Security Education Program (NSEP) has served the critical needs of the national security workforce. Its programs and award recipients create a steady pipeline of highly skilled, motivated professionals proficient in languages critical to the National Defense Strategy to work national security missions within the Department of War (DoW) (Military and Civilian), the Intelligence Community (IC), and across key partner organizations.

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

In 2025, NSEP programs, to include the Boren Awards, The Language Flagship, and Project Global Officer (GO) prepared the future national security workforce pipeline with intensive language immersion in numerous study abroad destinations. Since 1994, NSEP has provided critical language and culture scholarships through these programs to students from 740+ U.S. institutions. In turn, NSEP award recipients have completed work in 5,300+ federally funded national security positions across the government. Among those alumni, over 78 percent have served in the Departments of War, Homeland Security, and State, as well as the IC.

In 2025, NSEP remains constant in producing clear results for the Department and Whole of Government:

- **Strengthening Workforce Readiness:** Boren Scholars and Fellows are hired where they are needed most. Top reports of Boren Scholar and Fellow service in 2025 included the DoW (#1), Department of State (#2), and Department of Homeland Security (#3).
- **Reestablishing Deterrence:** The Language Flagship targeted its efforts in strategically important languages, especially Chinese Mandarin, building capabilities for national security across the country.
- **Rebuilding Our Military:** Project GO made 217 awards to for ROTC cadets and midshipmen from 110 universities for 5 overseas language study programs, solidifying the talent pool of language-enabled military personnel.

NSEP is directly addressing our nation's current and emergent needs for high-level language talent. Our award recipients across the Total Force and IC are increasing U.S. lethality by providing insight into adversary capability, intention, and activity. I am pleased to introduce this report, which demonstrates NSEP's enduring importance and focus on key priorities.

Anthony J. Tata
Under Secretary of War for Personnel and Readiness

DEFENSE LANGUAGE AND NATIONAL SECURITY EDUCATION OFFICE

The Defense Language and National Security Education Office (DLNSEO) manages the Defense Language, Regional Expertise, and Culture (LREC) Program, a coordinated set of Defense-wide programs essential to National Defense Strategy implementation. DLNSEO's mission improves the effectiveness of the Total Force by:

- Providing insight into adversary capability, intention and activity and
- Meeting strategic challenges in:
 - Signals Intelligence
 - Human Intelligence
 - Irregular Warfare
 - Cyber
 - Security Cooperation
 - Defense Attache System, and
 - International Affairs

Through its multifaceted LREC portfolio, DLNSEO supports key DoW priorities, including rebuilding U.S. military readiness and reestablishing deterrence.

DLNSEO is a component of the Defense Support Services Center within the Defense Human Resources Activity under the Office of the Under Secretary of War for Personnel and Readiness USW (P&R). NSEP is a constituent element of DLNSEO. DLNSEO implements its programs with policy guidance from the Assistant Secretary of War for Readiness.

In addition to administering NSEP, DLNSEO also carries out the following program priorities:

- Implementation of the Defense LREC Talent Management Roadmap
- Quarterly tracking and reporting of cryptologic language analyst (CLA) utilization
- Support of Special Operations Forces (SOF) language training requirements
- Quarterly tracking and reporting of Foreign Area Officer (FAO) program metrics
- Monitoring and assessment of foreign language capability readiness at the unit level
- Leveraging tools to track military (Active and Reserve Component) and civilian personnel with foreign language proficiency (330K+ capabilities) in near real-time

NSEP PROGRAM OVERVIEW

The David L. Boren National Security Education Act of 1991 (NSEA) codified in Title 50, United States Code (USC) §1901 et seq., mandates that the Secretary of War create and sustain 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, creating a pipeline of graduates committed to using their skills in federal positions.

Today, NSEP manages multiple language training and education programs critical to U.S. competitiveness and security. These programs support U.S. defense by strengthening workforce

readiness and building a highly qualified pool of personnel with proficiency in critical languages and cultures.

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. It provides clear measures of performance and accountability for its programs, including detailed monitoring of the performance of its awardees, language proficiency testing, and national security job placement assistance.

NSEP's full list of initiatives in 2025 includes:

Program	Program Description
David L. Boren Awards	Awards to U.S. undergraduate and graduate students committed to long-term, overseas immersive language study and federal, national security service
The Language Flagship	Grants to U.S. institutions of higher education for producing language-proficient professionals with regional and cultural expertise critically needed for national security
Regional Flagship Language Initiative	Joint initiative between the Boren Scholarships and Fellowships & The Language Flagship to improve language proficiency outcomes in targeted regions and languages
English for Heritage Language Speakers	Professional English language instruction to U.S. citizens who are native speakers of critical languages preparing for careers in the Federal Government
National Language Service Corps	A community of volunteer language professionals, serving language needs across the Federal Government at home and abroad
Project Global Officer	Initiative to develop effective leaders for the 21 st century operational environment through critical language learning, study abroad, and intercultural exposure
Language Training Centers	Initiative that leverages the expertise and infrastructure of higher education institutions to train DoW personnel in language, culture, and regional area studies

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 of 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 War;
- Department of Homeland Security;
- Department of State; or
- Any element of the Intelligence Community.³

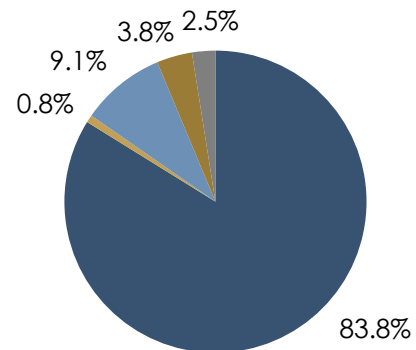
If award recipients are unable to secure employment within one of the priority areas, they may expand their search for employment to include any position (Federal or contractor) supporting the national security responsibilities of the United States.

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 considers service fulfillment requests 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).

1994-2025 SERVICE REQUIREMENT COMPLETION FOR NSEP AWARD RECIPIENTS WHO HAVE REACHED THEIR SERVICE DEADLINE (N=5,892)



- Complete or Begun to Complete Service
- Service Pending
- Repayment
- Waiver
- Remittal

Of the 6,130 NSEP award recipients who have reached their service requirement deadline of September 30, 2025, or sooner, 5,139 (83.8 percent) have completed, or begun to complete, their service obligation through federal service, qualifying federal contracting, or a position in U.S. education. Out of all positions, 78.5 percent were reported in the priority areas.

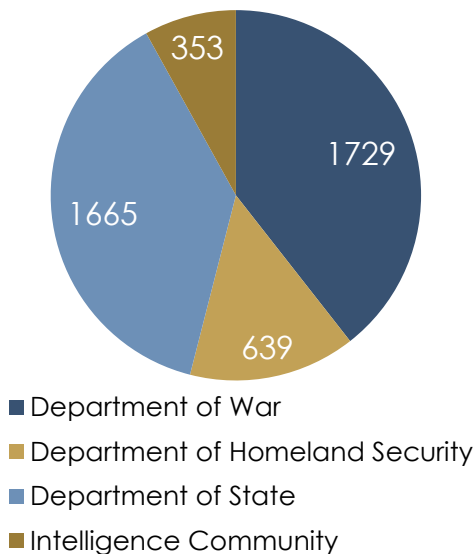
¹ For a full legislative history of the NSEP Service Requirement, please refer to 50 USC Ch. 37: National Security Scholarships, Fellowships, and Grants.

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 rare, case-by-case basis to individuals who demonstrate extreme hardship as outlined in policy⁴.

1994-2025 NSEP SERVICE IN PRIORITY AGENCIES⁵



NSEP pursues repayment from delinquent award recipients who have neither fulfilled their service requirement nor repaid their scholarship or fellowship voluntarily. DLNSEO has referred approximately three 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 2025, NSEP advertised 15 hiring events and career fairs on NSEPnet on behalf of organizations across the U.S. Federal Government, including the Departments of War, 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.



Boren recipients listen to presentations at the Boren Convocation on May 29th, 2025

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 2025, NSEP posted 41 exclusive, national security jobs directly on behalf of 17 federal offices and shared an additional 62 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 1,364 exclusive job announcements.

The following preferred languages, regions, and fields of study have been approved in consultation with the NSEB and are reviewed annually.

^{4 4} See DoDI 1025.02 "National Security Education Program (NSEP) and NSEP Service Agreement," Paragraph d.(3) "Waivers."

⁵ See Appendix B for more details on where NSEP Award Recipients have fulfilled their service requirement.

NSEP AREA OF EMPHASIS: WORLD REGIONS/STUDY LOCATIONS^{6, 7}

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 (Middle East and Northern Africa)		
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	

NSEP AREA OF EMPHASIS: LANGUAGE OF STUDY

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

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

⁶ World regions and destinations included are based on the U.S. Department of State classification system.

⁷ List of eligible study locations subject to change based on U.S. State Department Travel Advisories at the time of award.

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 Taiwan

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 War, State, Homeland Security, and the Intelligence Community.

2025 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. At the 2025 event, NSEP, in collaboration with the Federal Bureau of Investigation, the National Security Agency, 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 important regional safety and security issues.

Boren Awardee Population

A total of 853 students applied for a Boren Award in 2025, with 622 applicants for a scholarship and 231 applications for a fellowship. Ultimately, NSEP awarded 144 Boren Scholarships and 69 Boren Fellowships, with applicant acceptance rates of approximately 23 percent for Scholars and 30 percent for Fellows.

Award	Applicants	Awards Accepted
Boren Scholars	622	144
Boren Fellows	231	69
Total	853	213

NSEP Service Highlight:
Anthony Convertino

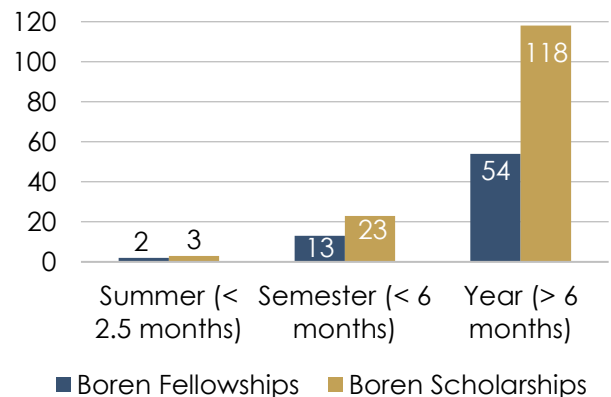


Anthony (AJ) Convertino was a 2016 Boren Scholar in Beijing, China. Mr. Convertino currently serves as a Space Policy Advisor in the Office of the Secretary of War (OSW) and Adjunct Professor at Georgetown University's Walsh School of Foreign Service. Mr. Convertino first joined OSW as a John S. McCain Strategic Defense Fellow, where he led policy oversight of large-scale U.S. military operations in the Indo-Pacific. In his current role, Mr. Convertino develops policy recommendations for senior DoW leadership on U.S. Government-wide national security space efforts, and he is the lead advisor for DoW engagements with the People's Republic of China on space security issues.

Mr. Convertino earned a B.A. in East Asian Studies from Kalamazoo College and a Master of Public Policy from the University of Michigan. He is a recipient of the ASD Space Policy Exceptional Service Award, the OSD Group Achievement Award, and the OSD Medal for Exceptional Civilian Service.

Among the winning recipients, 82 percent of Boren Scholars and 78 percent 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.⁸ 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.

**PROPOSED DURATION OF STUDY
OVERSEAS BY ORIGINALLY SELECTED 2025
BOREN SCHOLARS AND FELLOWS**



The Class of 2025 Boren Scholars and Fellows reside in 37 states and the District of Columbia and are enrolled at 99 institutions of higher education across the country. They traveled to 31 locations to study 22 languages in 6 different regions.

2025 World Regions	Boren Scholars	Boren Fellows
East Asia/Pacific	69	30
Europe/Eurasia	8	18
Latin America and the Caribbean	13	6
Middle East and North Africa	13	6
South/Central Asia	26	1
Sub-Saharan Africa	12	8
U.S. (DLIFLC)	3	0
Total	144	69

⁸ Institute of International Education. (2025). "Detailed Duration of U.S. Study Abroad, 2005/06-2023/24" Open Doors Report on International Educational Exchange. Retrieved from <https://opendoorsdata.org>. November 19, 2025.

The most popular regions among both Boren Scholars and Fellows were East Asia/Pacific and South and Central Asia. Full listings of all 2025 Boren awardees' destinations and languages of study are included in Appendices F and G, respectively.

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 2025 Boren Scholars, there were 22 STEM majors, while 6 Boren Fellows pursued graduate work in STEM fields.

Fields of Study	Boren Scholars	Boren Fellows	Total
Applied Sciences (STEM)	22	6	28
Area/Language Studies	29	5	34
Business	8	1	9
International Studies	41	41	82
Humanities and Social Sciences	39	13	52
Other	5	3	8
Total	144	69	213

FACILITATING FEDERAL HIRING

Over the past 30 years, NSEP has helped transform the federal hiring landscape to meet evolving national security needs. "Hiring authorities 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 National Defense Authorization Act (NDAA) for Fiscal Year (FY) 2013 (P.L.112-239), any federal agency with national security responsibilities may 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.

Boren Scholars and Fellows continue to fulfill their service obligations in positions where they're needed most. For 2025, Boren service fulfillment in 2025 was highest in the Department of War (#1), Department of State (#2), and the Department of Homeland Security (#3).

ENGLISH FOR HERITAGE LANGUAGE SPEAKERS

With the enactment of the Intelligence Authorization Act for Fiscal Year 2005 (P.L. 108-487, Sec. 603; 50 U.S.C. §1902), the United States Congress created the English for Heritage Language Speakers (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 an asset for reestablishing deterrence and increasing lethality by providing insight into adversary motivations, goals, and actions. The 2025 EHLS Program saw continued improvements in English language gains among participants. These gains provide EHLS Scholars with a competitive edge when seeking federal employment with organizations that have expressed need for employees with strong abilities in both English and critical foreign languages.

INTRODUCTION

The program, administered for NSEP by the Center for Applied Linguistics (CAL) with instruction provided through Georgetown University's School of Continuing Studies, 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) 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 equivalent

- Native language at ILR 3 or higher, verified through formal testing⁹
- English language skills at ILR 2 or higher, verified through formal testing¹⁰
- Commitment to work for the Federal Government



2025 EHLS Program Graduate

Each year, this highly competitive program admits a cohort of EHLS Scholars to participate in eight months of professional development. The first six months of the program provide full-time, intensive instruction at Georgetown University.¹¹ The final two months of the program are part time and online, and 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.

⁹ Native language skills are assessed using Oral Proficiency Interviews (OPI) from Language Testing International.

¹⁰ 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).

¹¹ 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.

The signature capstone component of the EHLS Program is the Open-Source Analysis Project (OSAP). Project topics are provided by government agencies, and each EHLS Scholar works with an agency mentor throughout the research and analysis process. The project culminates in a formal symposium at which EHLS Scholars provide 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.

EHLS SCHOLARS FEDERAL SERVICE

Over the past five years, 85 percent of EHLS Scholars have completed their NSEP service requirement within Departments of War, Homeland Security, State, or the Intelligence Community.

2025 EHLS SCHOLARS

The EHLS Program annually reviews which critical language backgrounds to include in its recruiting campaign based on priorities within the DoW and the IC. For the Class of 2025, the program recruited participants whose first language is Arabic, Chinese Mandarin, Hausa, Kazakh, Korean, Persian Farsi, Russian, Turkish, and Ukrainian. The 2025 language list was reduced to focus on languages that are most needed and will augment the efforts of other NSEP initiatives.

Among 160 applicants, eighteen speakers of seven critical languages were admitted. The following tables show the 2025 EHLS Scholars' languages and places of origin.

LANGUAGE OF ORIGIN: 2025 EHLS SCHOLARS:

Languages	EHLS Scholars
Arabic	1
Chinese Mandarin	5
Kazakh	1
Korean	1
Russian	8
Turkish	1
Ukrainian	1
Total	18

PLACE OF ORIGIN: 2025 EHLS SCHOLARS

Place of Origin	EHLS Scholars
China *	4
Kazakhstan	2
Kyrgyzstan	1
Morocco	1
Russia +	1
South Korea	2
Taiwan	1
Turkey	1
Turkmenistan	1
Ukraine	3
Uzbekistan	1
Total	18

* Including Hong Kong
+ Or Former USSR

2025 EHLS SCHOLARS EXPERIENCE

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

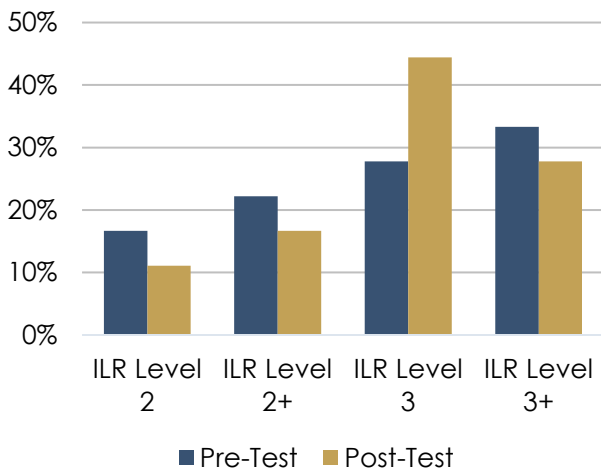
The professional background of the EHLS Scholars includes experience in Education, Science and Medicine, Finance, and Human Resources.¹²

¹² A list of 2025 EHLS Scholars can be found in Appendix K.

PROGRAM 2025 RESULTS

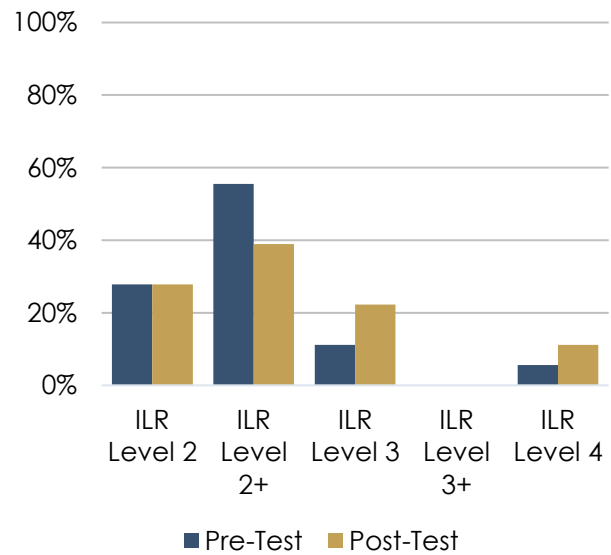
Over the past 20 years, the EHLS Program has worked to assist its Scholars with the goal of reaching an ILR 3 in all modalities of English: reading, writing, listening, and speaking. The 2025 cohort possessed high-level language and professional skills at entry. For the Class of 2025, 47 percent of all entrance test scores were at or above ILR 3, and 76 percent were at or above ILR 2+. The EHLS Program uses the Language Testing Institute (LTI) English Reading and Listening Computer Adaptive Test, LTI Oral Proficiency Interview (OPI), and a writing test developed by the Defense Language Institute English Language Center and the CAL. All testing is conducted before the program begins and again at the conclusion to provide pre- and post-program comparative results.

2025 EHLS SCHOLARS ENGLISH SPEAKING RESULTS



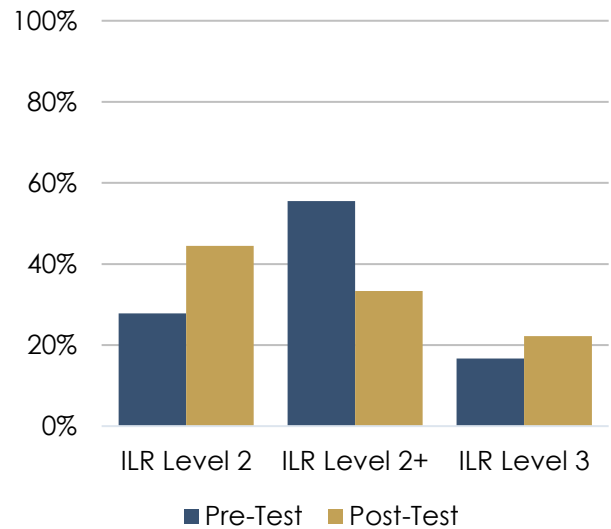
Speaking Skills: The OSAP capstone project enables Scholars to work diligently on their speaking skills and focus on professional presentation skills. For 2025, 89 percent of EHLS Scholars completed the program with English speaking proficiency at or above ILR 2+, with 72 percent completing at ILR 3 or above.

2025 EHLS SCHOLARS ENGLISH READING RESULTS



Reading Skills: For 2025, 72 percent of the Scholars finished the program with a reading score at ILR 2+ or above, and 33 percent finished at ILR 3 or above with notable increases at levels 3 and 4.

2025 EHLS SCHOLARS ENGLISH LISTENING RESULTS



Listening Skills: In 2025, 56 percent of the Scholars finished the program with English listening skills at ILR 2+ or above, and 22 percent completed the program at ILR 3 or above.

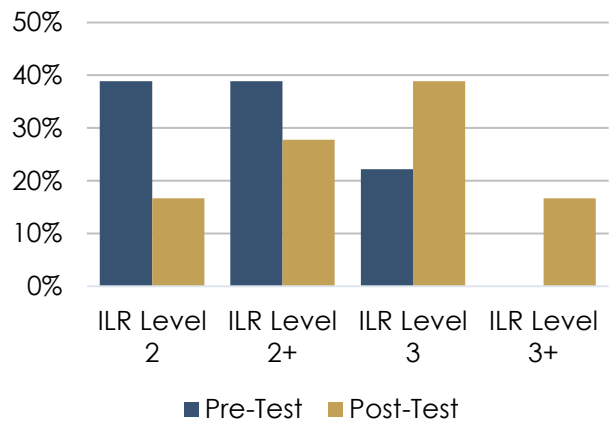
NSEP Service Highlight:
Hala Salman



Hala Salman is a senior language and analysis professional with more than 15 years of experience advancing U.S. national security, foreign policy, and strategic communication objectives. Her career began as a combat interpreter embedded with a U.S. Army Civil Affairs unit in Baghdad, Iraq, where she supported reconstruction efforts and facilitated engagement with local leaders in complex operational environments. She has since served as an analyst and senior linguist supporting U.S. Government missions, delivering open-source intelligence, foreign media analysis, and strategic assessments to inform decision-making. She also served as an Arabic conference interpreter for the U.S. Department of State, supporting senior-level engagements and multilateral forums. She currently works at the Department of War, contributing to artificial intelligence and machine learning integration efforts.

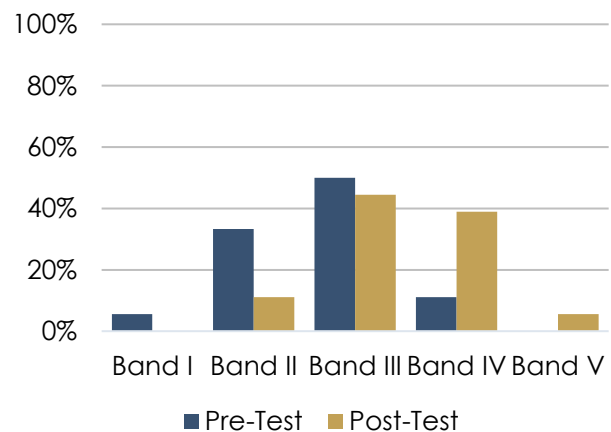
Hala holds a B.S. in Computer Engineering, a Master's in Security Studies from George Washington University, and a cybersecurity certificate from Virginia Tech. She has received recognition for her contributions in support of Department of State and Department of War missions.

2025 EHLS SCHOLARS
 ENGLISH WRITING RESULTS



Writing Skills: The development of professional 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 2025, 83 percent of the Scholars finished the program with English writing skills at ILR 2+ or above, and 56 percent completed the program at ILR 3 or above. The 2025 EHLS Scholars also made observable improvements in their writing skills, which were particularly noticeable in OSAP reports provided to EHLS Program federal agency partners.

2025 EHLS SCHOLARS
 PROFESSIONAL PERFORMANCE RESULTS¹³



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

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 in areas of interest to federal agencies, especially those throughout the Defense and Intelligence Communities. The results show improvement in specific written work skills not measured by language proficiency testing.

OPEN-SOURCE ANALYSIS PROJECT

With the assistance of agencies throughout the Federal Government, EHLS Scholars produce formal reports and presentations that address critical issues related to national security based on topics provided by federal agencies. 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 2025 EHLS Scholars' OSAP research was made possible thanks to topics and research mentors provided by 10 federal organizations:

- Central Intelligence Agency
- Department of Homeland Security
 - Customs and Border Protection
 - United States Custom and Immigration Services Protection
- Department of War
 - Defense Counterintelligence and Security Agency
 - Defense Intelligence Agency
 - Defense Security Cooperation Agency
 - National Geospatial-Intelligence Agency
 - National Ground Intelligence Center,
 - U.S. Special Operations Command (USSOCOM)
 - U.S Air Force

The research results were presented at the 2025 OSAP Symposium before an in-person audience of representatives from federal organizations, including many interested in employing the 2025 EHLS graduates.

THE LANGUAGE FLAGSHIP

The Language Flagship produces a pool of U.S. graduates with professional proficiency in critical languages needed to fill gaps in LREC readiness in the Departments of War, State, Homeland Security, and the Intelligence Community. Language Flagship graduates serving in national security focused roles in the DoW help to reestablish deterrence and increase lethality by leveraging their professional language proficiency and knowledge of the regions. These programs attract students committed to excellence in their respective languages and to federal service, 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

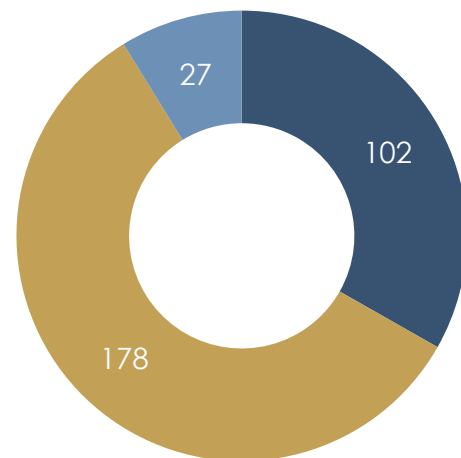
In 2025, 54 Flagship participants committed to federal service agreements through the Boren awards. The Flagship Program partners with all three services of the Reserve Officers' Training Corps (ROTC), and trained an additional 82 ROTC cadets and midshipmen in 2025. Outcomes drive language proficiency training and advance readiness for the DoW and federal partners by equipping future military and federal professionals with critical LREC skills.

2025 DOMESTIC AND OVERSEAS FLAGSHIP PROGRAMS

The Fall 2025-2026 Flagship Capstone programs had a total cohort of 96 students. In spring 2026, three students are expected to begin the Chinese Capstone program in Taiwan, with another three students starting the Portuguese Capstone program in Brazil.

In 2025, 307 students participated in intensive overseas programming through all Flagship programs. Flagship overseas enrollment included 102 Flagship Capstone students, 54 of whom were Boren Flagship Scholars; 178 students were supported for 2025 overseas summer programs. The 2025 RFLI cohort consisted of 20 Boren Scholars and seven Boren Fellows, for a total of 27 students. The chart below shows the distribution of student enrollment in Flagship programs.

2025-2026 FLAGSHIP OVERSEAS PROGRAM ENROLLMENTS (N=307)



■ Flagship Capstone ■ Flagship Summer ■ RFLI

FLAGSHIP: CORE PROGRAMS

All Language Flagship higher education grantees produce high-proficiency graduates able to meet DoW 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 Department of War, the Intelligence Community, Department of Homeland Security, Department of State, and other organizations with national security missions.

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 the Defense Language Institute Foreign Language Center (DLIFLC) in partnership with the Middlebury Institute of International Studies at Monterey. The DLIFLC Capstone graduated a cohort of four Boren Flagship Scholars in May 2025 and launched the next cohort of three

Boren Flagship students in August 2025. This pathway provides an alternate venue for students interested in future careers in the Intelligence Community to complete an intensive Flagship Capstone experience domestically.

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



Arabic Flagship students on an educational visit in Morocco

2025 PROGRAM ENROLLMENTS

As of fall 2025, 19 domestic Language Flagship institutions reported a total of 837 Flagship students registered in the Student Certification System. In addition, there were 2,085 students enrolled in rigorous Flagship language classes in an at-large status.

At-large students remain the key to Flagship program recruitment. Flagship programs provide equal rigor and high-level language instruction to all students who choose to participate in Flagship coursework. This approach has led to widespread improvement of university language instruction in Flagship languages.

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. This initiative reduces 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 (AROTC) students study abroad in their fifth year. Naval ROTC (NROTC) students may participate in The Flagship Program and receive Flagship support for the fifth-year Capstone overseas program with permission from their campus ROTC leadership.

Flagship 2025-2026 interim enrollment reports show 82 ROTC cadets and midshipmen currently enrolled in Flagship coursework across the Flagship programs.

Language	AROTC	NROTC	AFROTC
Arabic	8	0	4
Chinese Mandarin	29	4	14
Portuguese	0	0	3
Russian	9	1	10
Total	46	5	31

Boren Flagship Scholars

There are currently 54 Boren Flagship Scholars studying at Flagship Capstone Centers for the 2025-2026 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.

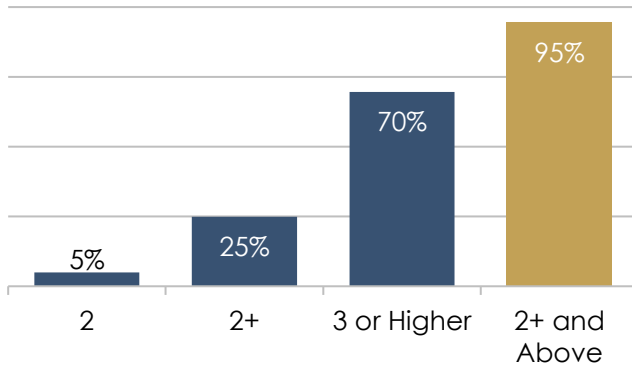
The Persian Flagship program at the University of Maryland has restructured its Domestic Persian Capstone. Formerly a fifth-year undergraduate track, it will be offered as a Master of Professional Studies in Persian in 2026. This curricular change will allow Capstone students to apply Boren Fellowships to the costs of domestic immersion and is designed to strengthen the pipeline of proficient Persian Farsi speakers entering federal service.

2025 PROFICIENCY OUTCOMES

The 2024-2025 post-Capstone proficiency outcomes include results in Arabic, Chinese Mandarin, Korean, Persian Farsi, Portuguese, and Russian. The data presented also include the 2024 Chinese spring program, and the spring start Portuguese proficiency outcomes for assessments completed in January 2025.

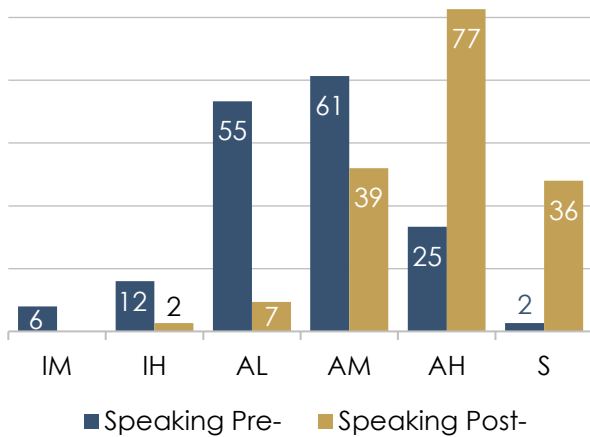
To uniformly demonstrate the gains demonstrated by students, the scores for the Pre-Capstone assessment reflect the results of their first test result. All students attending Capstone were required to demonstrate an ILR 2 in speaking, an ILR 2 in reading or listening, and no lower than ILR Level 1+ in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

2025 POST-CAPSTONE ILR SPEAKING PROFICIENCY OUTCOMES (N=161)



Flagship completed pre- and post-testing for 161 Capstone students using the ILR-rated post-Capstone OPIs, and of these students, 70 percent demonstrated ILR 3 (professional level) proficiency in speaking, and 95 percent demonstrated ILR 2+ or higher.

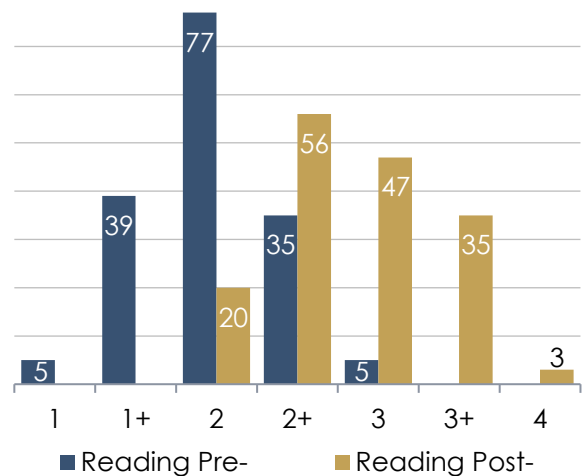
2025 PRE- AND POST-CAPSTONE ACTFL SPEAKING PROFICIENCY (N=161)¹⁴



Post-Capstone speaking assessments were additionally rated using the American Council on the Teaching of Foreign Languages (ACTFL) scale. Of the 161 rated assessments, 36 (22 percent) students demonstrated ACTFL Superior Proficiency and 77 (48 percent) demonstrated Advanced-High proficiency in speaking.

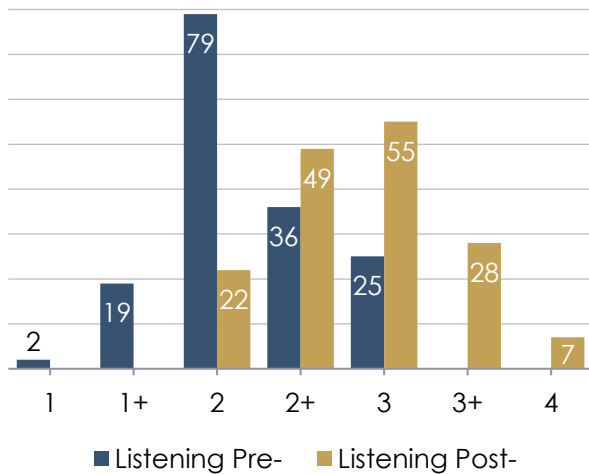
All Capstone students completed both pre- and post-testing using the Flagship Assessment Battery in reading and listening. The proficiency target for these modalities for certification is demonstration of ILR 2+ in reading and listening. For the 2024-2025 cohort, 88 percent of Flagship students who completed the Flagship Reading Assessment scored in the ILR 2+ range or higher, and 53 percent scored in the ILR 3 range or higher. On the Flagship Listening Assessment, 86 percent scored in the ILR 2+ range or higher and 56 percent scored in the ILR 3 range or higher.

2025 PRE- AND POST-CAPSTONE ILR READING PROFICIENCY (N=161)



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

2025 PRE- AND POST-CAPSTONE ILR LISTENING PROFICIENCY (N=161)

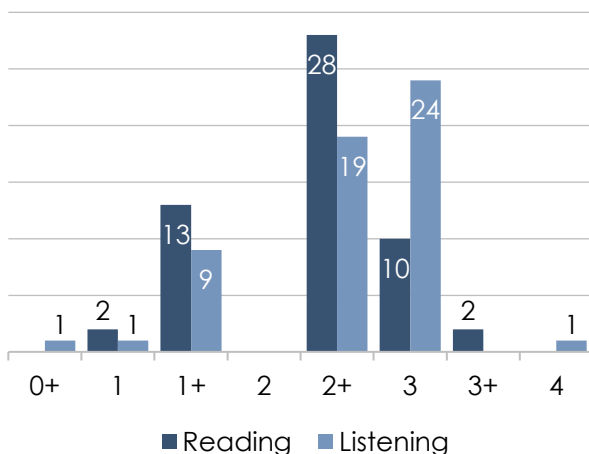


In sum, 63.4 percent of the 2024-2025 Flagship Capstone cohort were Flagship certification eligible.

BOREN FLAGSHIP SCHOLAR ASSESSMENT

In 2025, NSEP provided official federal testing on the Defense Language Proficiency Test (DLPT) in reading and listening for Boren Flagship Scholars. In total, 55 Boren Flagship Scholars completed the DLPT. 52 Boren Flagship Scholars undertook the lower range DLPT assessment whose results are capped at ILR 3, while the three Boren Flagship Scholars attending the DLIFLC Chinese Domestic Capstone program had access to the upper-range DLPT 2024-2028 Language Flagship Institutions.

2025 BOREN FLAGSHIP DLPT READING AND LISTENING (N=55)



2024-2028 LANGUAGE FLAGSHIP INSTITUTIONS

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 Regional Flagship Languages Initiative (RFLI) is a joint initiative between the Boren Scholarships and Fellowships program and The Language Flagship, designed to improve language proficiency outcomes in 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 existing domestic instructional infrastructure is insufficient.” The RFLI program draws on best practices developed by The Language Flagship.

RFLI award recipients 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.



SEAFLI students practice Vietnamese at the University of Wisconsin, Madison

PROGRAM UPDATE

In 2025, NSEP sponsored two RFLIs:

- African Flagship Language Initiative (AFLI), which includes language study in Akan/Twi, Advanced French and Survival Wolof (for Senegal), Swahili, and Zulu; and
- Southeast Asian Language Initiative (SEAFLI) which includes language study in Indonesian, Thai, and Vietnamese.

The selection of languages under RFLI is based on three primary criteria: critical need for U.S. national security; critical need to improve U.S. language infrastructure; and the safety and security profile of host regions for overseas immersion. Once languages are selected, expert partners develop materials and overseas teaching teams under DLNSEO guidance. The goal is safe and effective instruction in critical languages to benefit U.S. national security, strengthening workforce readiness by building a highly qualified pool of personnel trained in less commonly taught languages.

2025 RFLI HIGHLIGHTS

In 2025, there were 99 applicants for the RFLI.

Scholars	AFLI	SEAFLI	Total
Applicants	36	32	68
Recipients	11	9	20
Fellows	AFLI	SEAFLI	Total
Applicants	20	11	31
Recipients	4	3	7

DOMESTIC PROGRAMS

The University of Florida implemented the AFLI program for the study of Akan/Twi, French with Wolof, and Swahili, during the summer of 2025. The University of Wisconsin, Madison implemented the SEAFLI programs for the study of Indonesian, Vietnamese, and Thai, although the Thai program was paused for the 2025-2026 cycle due to a lower-than-expected number of confirmed awardees. Overall, 27 Boren/RFLI Scholars and Fellows participated in RFLI programs.

Language	Boren Scholars	Boren Fellows	Total
French	7	3	10
Swahili	4	1	5
Indonesian	7	2	9
Vietnamese	2	1	3
TOTAL	22	7	27

*2 Thai SEAFI Scholars were given the choice to join another SEAFI program or become independent Borens.

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 2025, students traveled to the following overseas programs to continue their language studies.

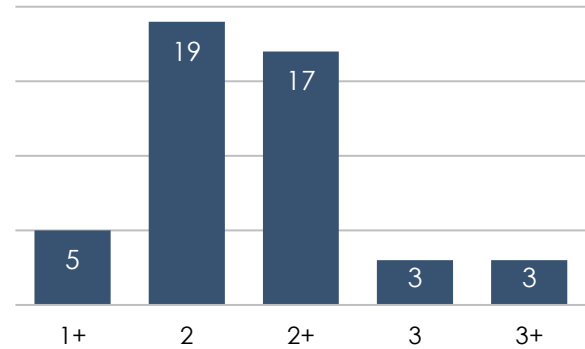
- Advanced French with survival Wolof at the West Africa Research Center in Dakar, Senegal;
- Swahili at the MS-Training Center for Development Cooperative in Usa River, Tanzania;
- Indonesian through a partnership with ACIE and the University of Malang in Malang, Indonesia; and
- Vietnamese through a partnership with ACIE and the University of Languages and International Studies in Hanoi, Vietnam.

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

RESULTS

The 47 Boren Scholars and Fellows who completed programs funded in FY 2024 demonstrated significant proficiency gains over the course of the program. Testing was conducted through OPIs.

2024 POST- PROGRAM SPEAKING PROFICIENCY (N=47)



The post-RFLI speaking assessment results show 42 (89 percent) students demonstrated limited working proficiency (ILR 2 or higher), with six (13 percent) achieving a professional level (ILR 3 or higher) of proficiency. Another five (11 percent) students demonstrated intermediate high level proficiency (ILR 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.

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 a national Flagship hub for advancing technology in support of the Flagship mission. By continuously surveying emerging trends in educational technology, the Tech Center identifies and pilots solutions that address challenges in The Language Flagship programs and promotes their effective integration across institutions.

The Tech Center acts as a nexus for collaboration with government agencies and partner institutions by disseminating best practices, lessons learned, and research findings that strengthen language education. In doing so, it maximizes federal investment, accelerates innovation, and supports the building of advanced language and intercultural skills essential to American national security, global competitiveness, and workforce readiness.

In 2025, the Tech Center supported faculty professional development at DLIFLC and across 19 Flagship programs, coordinated the meaningful integration of tech tools for language learning and maintenance, and led program-wide efforts to harness AI to enhance language learning and language proficiency outcomes.

The Tech Center is driving innovation in language education through the discovery, exploration, and early testing of digital and AI-powered tools. Over the past year, it hosted in-person and online events that engaged Flagship leaders, tutors, teachers, and students in principled experimentation with generative AI to improve program quality, outcomes, and the overall Flagship experience.

The 2025 activities included targeted professional development for Flagship tutors on generative AI, an AI-focused hackathon that challenged Flagship students to discover meaningful uses of AI to support their learning, and professional development for program leadership and teachers embedded in an international conference on computer-assisted language learning. The Center also organized LaunchPad, a competition showcasing AI-powered platforms and adaptive tutoring systems to a national and international audience. Collectively, these initiatives demonstrate the Tech Center's critical role in identifying, testing, and disseminating effective technology practices for improving learning and instruction across the Flagship community.

NATIONAL LANGUAGE SERVICE CORPS

The National Language Service Corps (NLSC) delivers critical LREC capabilities to U.S. government missions at home and abroad. With a membership of more than 12,500 vetted LREC professionals proficient in 550 languages and dialects, the NLSC supports warfighters and national defense across a wide range of operational needs.

Members are U.S. citizens located around the world and deployable for global missions. By working with operating forces and law enforcement, the NLSC acts as a vital force multiplier by providing precise, cost-effective, and flexible LREC capabilities on demand. This allows Service members to plan and conduct military operations while ensuring communication is clear and culturally informed.

NLSC support enhances the readiness of forces to conduct shaping operations and deepens and broadens operational capabilities. The program also increases warfighter readiness and preparedness through surge LREC training and educational mission profiles.

Accordingly, the NLSC is directly aligned with DoW and national defense priorities by contributing to military operations that support lethality and deterrence efforts, maintain a forward and agile posture, and enable cooperation with international allies.

NOTABLE MISSIONS

Repatriation of Service Member Remains in Laos

The NLSC provided interpretation support for the Defense POW/MIA Accounting Agency (DPAA) during a mission to repatriate Service members lost during the Vietnam War in Laos. From April 21 to June 3, 2025, a Lao-speaking member facilitated communication between the DPAA team leads and Laotian officials and workers.

Expanded Security Cooperation Presence

In 2025, the NLSC supported three missions for the III Marine Expeditionary Force, providing interpretation and translation support in Japanese, Chinese Mandarin, and Korean. One of the missions required on-site support in Okinawa, Japan, which the NLSC was able to

support with a local asset, highlighting the importance of a global membership.

The NLSC served the 3rd Security Force Assistance Brigade during a Joint Readiness Training Center rotation at Fort Polk, Louisiana. Eleven NLSC members provided interpretation support, facilitating clear communication among participants from the U.S. Army and the United Arab Emirates 42nd Mountain Battalion.

In addition, the NLSC aided the Montana Army National Guard twice in 2025, providing both Russian interpretation and translation support. The NLSC members supported several different subject matter expertise exchanges between U.S. Army officials and delegations from Turkmenistan and Kyrgyzstan.

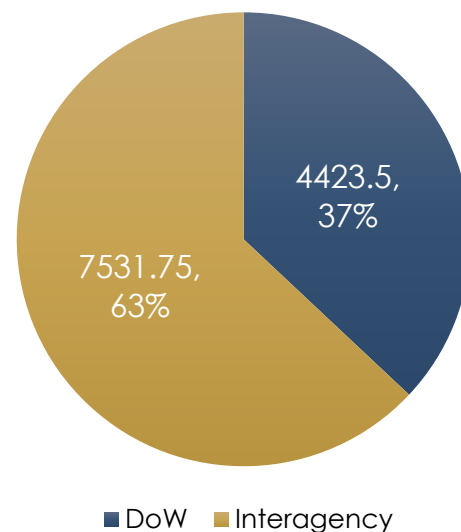
MISSION SUPPORT

The NLSC serves federal agency partners through 77 Interagency Agreements (IAAs). In 2025, the NLSC added four new partners and renewed agreements with three existing federal agency partners.

Partner Support Efforts

The program fulfilled mission requests for 16 partners. The following chart shows the number of NLSC missions by partner type in 2025.

2025 LABOR HOURS BY PARTNER TYPE



Missions, Languages, and Partners Supported, 2021–2025

In 2025, the NLSC supported 16 partners on 144 missions involving 34 languages. DLIFLC requested 33 missions, representing 23 percent of the NLSC's 2025 missions supported. In 2025, the NLSC activated 263 members, who served approximately 12,000 labor hours.

NLSC INNOVATIONS

Adding Validated Language Proficiency (VLP) Member Status

To provide partners with vetted language support, the NLSC launched the Validated Language Proficiency (VLP) initiative. For admission, members must provide proof of DLPT or OPI score at IRL 3 or above within the past 5 years.

In 2025, 85 NLSC members received OPI scores of ILR 3 and above in 34 languages and dialects; 74 NLSC members received DLPT scores of ILR 3 and above in 24 languages and dialects.

GOVERNMENT PARTNERS

With 77 active partnerships across the U.S. Government, the NLSC focuses outreach on agencies with LREC-specific requirements and capability gaps.

In 2025, the NLSC implemented a strategic campaign to enhance partner relationships with Geographic Combatant Commands, Functional Combatant Commands, Service Component Commands, and Service force-providing operational units.

The NLSC established new IAAs with the U.S. Space Command, U.S. Army Corps of Engineers, Air Force Security Assistance Training Squadron, and U.S. Marine Corps Marine and Family Programs. The program also facilitated renewal IAAs with the U.S. Indo-Pacific Command (USINDOPACOM), U.S. Pacific Fleet, and U.S. Air Force Mobility Support Advisory Squadron.

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 also conducts post-IAA mission discussions with new partners, facilitating a smooth transition from IAA signing to mission requests.

NLSC MEMBERSHIP

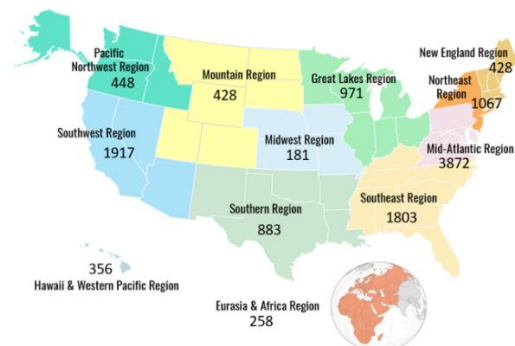
To recruit new members, the program develops deep relationships with government, academic, and community organizations. The NLSC cultivates high-quality recruits with unique qualifications and experience, promoting readiness for a wide array of partner missions. In particular, the NLSC seeks members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



NLSC Member Abdul Reshtin provides information to a National Guardswoman at the NGAUS Conference in Milwaukee, Wisconsin.

NLSC Membership Growth, 2021–2025

Since 2021, the NLSC has recruited more than 1,625 LREC professionals, bringing the total number of members to more than 12,500, including nearly 1,500 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 250 languages and dialects to the NLSC, raising the total number of NLSC member languages and dialects to over 550. NLSC membership grew by 447 members in 2025.



PROJECT GLOBAL OFFICER

The National Defense Authorization Act for Fiscal Year (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 War 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 through study abroad for ROTC students, contributing to their development as effective leaders for the 21st century operational environment. Project GO provides grants to U.S. institutions of higher education (U.S. institutions) with large ROTC student enrollments, including SMCs. In turn, these U.S. institutions provide language training to ROTC students from across the nation, funding ROTC language programs and scholarships for overseas and hybrid studies (i.e., programs with domestic and overseas components). To accomplish this mission, DLNSEO works closely with Army, Air Force, and Naval ROTC Headquarters, and with U.S. institutions.

To date, Project GO has supported critical language study for more than 8,500 ROTC students nationwide. During the 2024-2025 academic year, nine U.S. institutions hosted Project GO programs serving ROTC students from 110 U.S. campuses. In 2025, 217 ROTC students were selected from a pool of over 850 applicants to undergo language training offered in five languages. Over 2,000 Project GO applications were submitted, with each applicant applying to a maximum of three overseas programs. The acceptance rate of applicants for Project GO's summer 2025 opportunities was 25 percent.



Project GO students practice their Chinese Mandarin calligraphy

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 has refined and improved its model, DLNSEO remains focused on the following objectives:

- Establish a minimum proficiency goal of ILR 1 for all Project GO participants, with a minimum of four semesters' equivalent language study;
- Increase the number of Project GO participants achieving ILR 2 or above proficiency in critical languages;
- Support overseas language immersion for Project GO students; and
- Assist SMCs in internationalizing the experience of their ROTC students.

2025 HIGHLIGHTS

Interest in Project GO Scholarships remained strong in 2025. Annually, Project GO alumni choose to reapply to Project GO to leverage the unique opportunity of continuing their language study and advancing their critical language proficiency with multiple scholarships. For the 2024-25 program year (including summer 2025), 28 percent of Project GO students were returning participants who had completed at least one Project GO program in a previous year.

Iris Burton Bulls Fellowship

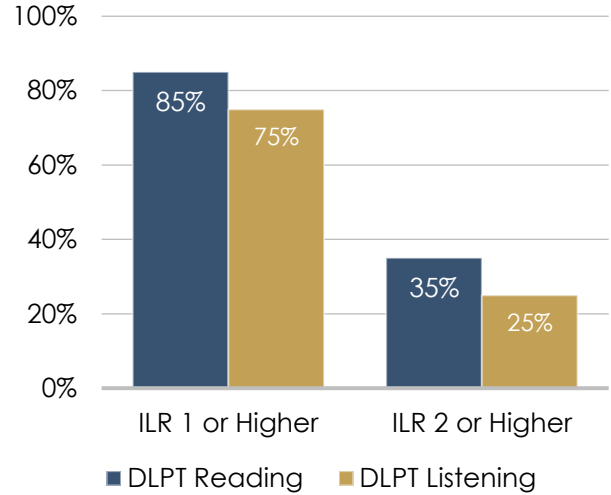
The Iris Burton Bulls ROTC Fellowship Program supports six to seven talented ROTC cadets and midshipmen annually participating in NSEP initiatives to incorporate language training as a critical element of their leadership roles. Named after the late Army Lieutenant Colonel (Retired) Iris Burton Bulls, 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 third iteration of the IBB ROTC Fellowship on June 12-13, 2025. Six ROTC Fellows participated in a one-day seminar on national security topics at the GWU campus, followed by a full day of meetings and engagement with senior DoW officials at the Pentagon. The 2025 Fellows represented all ROTC service branches: Army, Air Force, Air Force/Space Force, Naval, and Naval/Marine Corps option ROTC. Prior to the Fellowship, they participated in one or more of three qualifying NSEP undergraduate programs: Boren Awards, The Language Flagship, or Project GO.

Defense Language Proficiency Test (DLPT) Pilot

In April 2025, DLNSEO launched a Project GO DLPT Pilot Initiative, with the goal of having 20 Project GO Scholars take the DLPT and obtain language scores that are recorded in their personnel records within the Defense Enrollment Eligibility Reporting System (DEERS). The pilot targeted Project GO Scholars with at least Year 3 or higher program status in Russian or Chinese Mandarin. DLNSEO implemented the pilot in coordination with a Project GO institution, University of Maryland (UMD), and IIE.

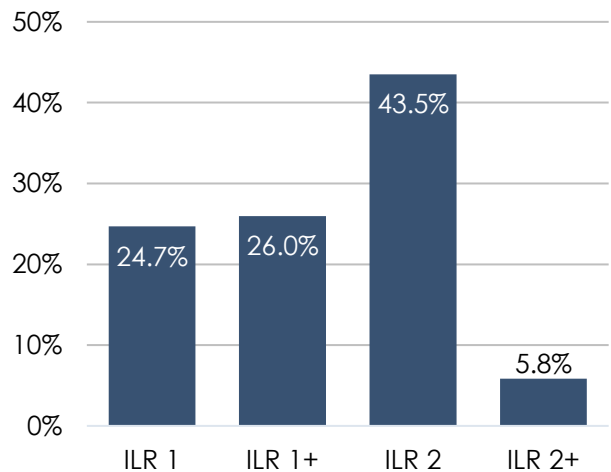
2025 DLPT TEST PILOT RESULTS (N=20)



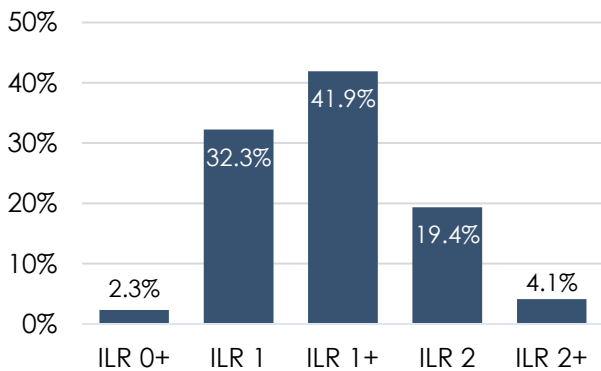
Project GO Oral Proficiency Results

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 study abroad for eight weeks or longer. Of the 154 Project GO students who completed four or more semesters of language study, 100 percent of students tested for speaking met the minimum program proficiency goal of ILR 1 or better. In 2025, 75 percent of these students earned a post-program oral proficiency score of ILR 1+ or higher. The charts below show the proficiency breakdown.

2025 OPI ACHIEVEMENT WITH FOUR OR MORE SEMESTERS (N=154)



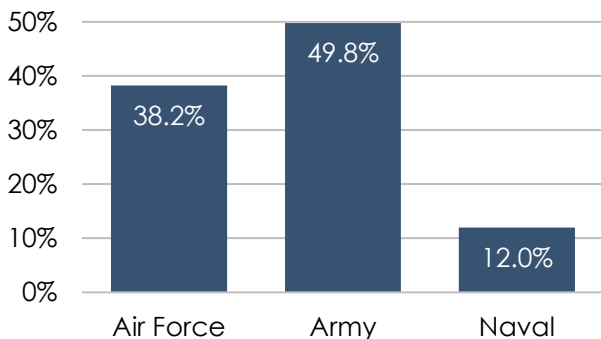
2025 POST-OPI RESULTS FOR ALL PROJECT GO STUDENTS (N=217)



NETWORK OF HYBRID AND OVERSEAS LANGUAGE PROGRAMS

During academic year 2024-25, Project GO funded nine institutions, including one SMC, to serve as national resources for critical language instruction. Through these universities, Project GO trained 217 ROTC participants in five critical languages. Of these, 49.8 percent were Army ROTC cadets, 38.2 percent were Air Force ROTC (AFROTC) cadets, and 12 percent were NROTC midshipmen.

2025 PROJECT GO PARTICIPANTS BY SERVICE (N=217)



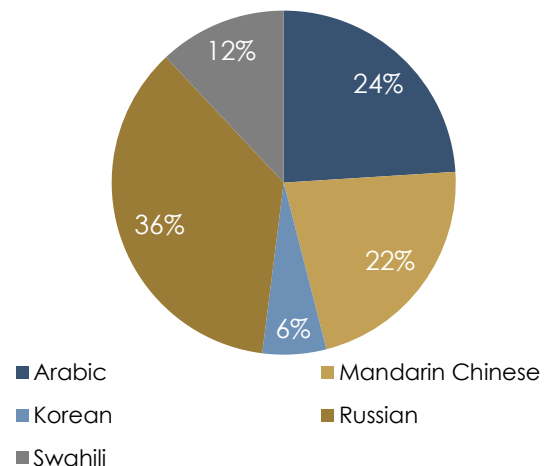
In 2025, DLNSEO established an exclusive focus on overseas and hybrid programming. As a result, ROTC students could access cultural immersion and language learning in intensive overseas environments. The list of eligible languages was also narrowed to align with reduced resources and national security priorities. Student, instructor, and staff feedback on the hybrid programs in

summer 2025 was very positive, with all groups reporting that the domestic portion of programming prepared students academically to better learn languages overseas as well as equipped them personally to succeed in immersive overseas environments.

In 2025, 100 percent of Project GO ROTC students completed critical language training overseas. Within that group, 23 percent participated in hybrid programs. ROTC students from 110 different U.S. institutions participated nationwide in Project GO's summer critical language offerings.

Russian, Arabic, and Chinese Mandarin continued to be the most popular languages in 2025. The next chart illustrates the languages studied by Project GO students in academic year 2024-2025.

2025 PROJECT GO PARTICIPANTS BY LANGUAGE (N=217)



ADVANCED-LEVEL PROJECT GO STUDENTS

In 2025, six institutions enrolled advanced-level students (Year 4 and higher) in their Project GO programs; these students accounted for approximately eight percent of the total Project GO student population.

Out of the 18 advanced-level ROTC students participating in Project GO, 100 percent reached ILR 1+ or higher in speaking, and 72 percent received ILR 2 or higher.

2025 PROJECT GO INSTITUTIONS

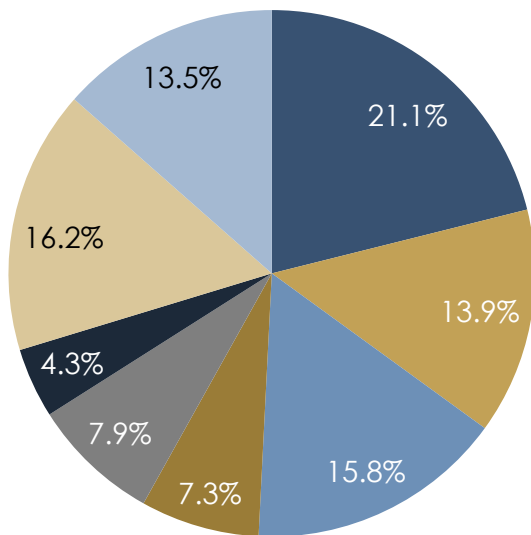
INSTITUTION	ARABIC	CHINESE MANDARIN	KOREAN	RUSSIAN	SWAHILI
Embry-Riddle Aeronautical University		X			
Georgia Institute of Technology			X	X	
Indiana University		X		X	
James Madison University					X
University of Arizona	X				
University of Georgia				X	
University of Maryland	X				
University of North Georgia		X			
University of Pittsburgh				X	

LANGUAGE TRAINING CENTERS

Section 529 of the NDAA for FY 2010 authorized the establishment of the Language Training Center (LTC) Program in 2011. Section 575 of the NDAA for FY 2024 updated the legislation. The program's purpose is to leverage the expertise and infrastructure of higher education institutions to train DoW personnel in language, culture, and regional area studies.

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

2024-2025 LTC LANGUAGE COURSE DISTRIBUTION



- Arabic
- Chinese Mandarin
- French
- Korean
- Other Languages
- Persian Farsi
- Russian
- Spanish

Over the past five years, the LTC Program has provided funding to ten higher education institutions, delivering 2,200+ language, regional studies, and culture courses to 13,400+ DoW employees, including Active-Duty military, National Guard, Reserve, and civilian personnel. More than 4,700 DoW personnel completed

intensive language training consisting of 120 hours or more of instruction, resulting in increased language proficiency.

Through May 31, 2025, 600+ DoW personnel completed intensive language training consisting of 120 or more hours of instruction, resulting in increased language proficiency. The LTCs reported that 90 percent of program students tested met or exceeded proficiency goals in 2025. Programming beyond June 2025 was not funded under the Continuing Resolution.

The LTCs provide customized training to the Services, Defense Agencies, SOF community, the Reserves, and Army and Air National Guard. Each LTC has the institutional capacity to provide focused and flexible training to meet the specific needs of DoW entities. LTC programs deliver training primarily through non-traditional delivery methods, such as intensive immersion instruction and online training. Each of the LTCs provides:

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

2025 HIGHLIGHTS

In 2025, the LTC Program trained more than 1,600 DoW personnel in 13 languages; the languages most requested by DoW partners this cycle included Chinese Mandarin, Arabic, French, Russian, and Spanish. Additionally, more than 7,400 DoW personnel participated in one-hour Regional Expertise and Culture (REC) professional development sessions. Two LTCs provided tutoring sessions to nearly 500 students at DLIFLC. The number of partnerships within DoW organizations continued to expand, including collaboration with the Defense Agencies, the National Guard, and the SOF community.

Supporting Cryptographic Language Analysts:

CLAs participated in long-term maintenance courses, intense iso-immersions, virtual, and hybrid classes and supervised research projects to gain and/or maintain proficiency in their assigned languages. CLAs, along with SOF, are significant beneficiaries of the LTC Program and most LTCs design their programming to be responsive to the needs of the CLA community.

Focused Regional Training for Foreign Area Officers:

FAOs participated in five specially designed four-day seminar courses as part of the FAO Regional Skill Sustainment Initiative. The five regional and area studies security courses (one each for U.S. European Command, U.S. Central Command, U.S. Africa Command, USINDOPACOM, and U.S. Southern Command) delivered to the FAO community provided high-level, up-to-date information and context relevant to U.S. national policymaking. - Seminar curricula included consideration of the interagency process and its impact on issues, the policies of key regional players, the roles and perspectives of third-party influencers, and the culture, communication, and negotiation styles appropriate to the regions being covered. Partnering with the U.S. Navy and the Service FAO Proponent Offices, 150 FAOs received LTC training in 2025.

Partnering with the Defense Language Institute Foreign Language Center:

As part of a special initiative managed by DLNSEO, the LTC community introduced professional training and support for DLIFLC. They also provided additional academic instruction and tutoring capacity to meet increased language proficiency standards in support of the DoW LREC Talent Management Roadmap for CLAs. In 2024-2025, support included ten professional development courses provided to over 200 instructors, more than 1,500 hours of tutoring provided in Chinese Mandarin and Russian, 26 area studies courses provided to nearly 550 students, and faculty instructional support provided in Russian to DLIFLC students. Grants were awarded to Concordia College and San Diego State University for this initiative following an open competition held in September 2023.

Innovative Programming: In addition to language acquisition and maintenance courses, the LTC community provided unique and innovative programming to the DoW LREC community. Examples include professional development and curricular support to faculty and staff in USSOCOM formations for example, designing language role-player exercises, validating instructors' teaching techniques, designing Russian-to-Ukrainian conversion courses, and providing 40-hour Foreign Language Instructor Certifications and 120-hour Teaching English as a Foreign Language (TEFL) and Teaching English to Speakers of Other Languages (TESOL) Certifications to qualified DoW students.

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
CLA	Cryptologic Language Analyst
DEERS	Defense Enrollment Eligibility Reporting System
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
DoW	Department of War
DPAAs	Defense POW/MIA Accounting Agency
EHLS	English for Heritage Language Speakers
FAO	Foreign Area Officer
FY	Fiscal Year
GWU	The George Washington University
IAAs	Interagency Agreements
IC	Intelligence Community
IIE	Institute of International Education
ILR	Interagency Language Roundtable
LREC	Language, Regional Expertise and Culture
LTC	Language Training Centers
LTI	Language Teaching Institute
NDAA	National Defense Authorization Act
NGAUS	National Guard Association of the United States
NLSC	National Language Service Corps
NROTC	Naval Reserve Officers' Training Corps
NSEA	National Security Education Act
NSEB	National Security Education Board
NSEP	National Security Education Program
OPI	Oral Proficiency Interview
OSAP	Open-Source Analysis Project
Project GO	Project Global Officer
RFLI	Regional Flagship Languages Initiative
ROTC	Reserve Officers' Training Corps
SEAFLI	Southeast Asian Language Initiative
SMC	Senior Military Colleges

Abbreviation	Meaning
SOF	Special Operations Forces
STEM	Science, Technology, Engineering, and Mathematics
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of Other Languages
UMD	University of Maryland
USACC	U.S. Army Cadet Command
USC	United States Code
USW (P&R)	Under Secretary of War for Personnel and Readiness
USINDOPACOM	U.S. Indo-Pacific Command
USSOCOM	U.S. Special Operations Command
VLP	Validated Language Proficiency

APPENDIX B: FEDERAL AGENCIES WHERE NSEP AWARD RECIPIENTS FULFILLED SERVICE

Department	Bureau	Total by Bureau	Total by Department
Department of War			1,729
	American Forces Information Service	1	
	Combatant Command	70	
	Counterintelligence Field Activity	2	
	Defense Acquisition University	1	
	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	16	
	Defense Finance and Accounting Service	3	
	Defense Health Agency	4	
	Defense Human Resources Activity	156	
	Defense Information Systems Agency	6	
	Defense Intelligence Agency	199	
	Defense Language Institute	22	
	Defense Logistics Agency	9	
	Defense Security Cooperation Agency	26	
	Defense Security Service	1	
	Defense Special Weapons Agency	1	
	Defense Technical Information Center	2	
	Defense Threat Reduction Agency	13	
	Department of Defense Education Activity	5	
	Department of the Army	2	
	Joint Chiefs of Staff	4	
	Missile Defense Agency	2	
	National Defense University	106	
	National Geospatial-Intelligence Agency	34	
	National Security Agency	61	
	Office of Economic Adjustment	1	
	Office of Inspector General	1	
	Office of the Secretary of War	81	
	U.S. Air Force	100	
	U.S. Army	269	
	U.S. Court of Appeals for the Armed Forces	1	
	U.S. Joint Forces Command	2	

Department	Bureau	Total by Bureau	Total by Department
	U.S. National Guard	5	
	U.S. Navy and U.S. Marine Corps	232	
	Undisclosed	280	
	Washington Headquarters Services	4	
Department of Homeland Security			639
	Critical Infrastructure Partnership Advisory Council	1	
	Cybersecurity and Infrastructure Security Agency	5	
	Domestic Nuclear Detection Office	1	
	Federal Emergency Management Agency	100	
	Federal Law Enforcement Training Center	1	
	Management Directorate	5	
	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	56	
	Office of the Inspector General	1	
	Office of the Secretary	21	
	Science and Technology Directorate	2	
	Transportation Security Administration	29	
	U.S. Citizenship and Immigration Services	273	
	U.S. Coast Guard	3	
	U.S. Customs and Border Protection	69	
	U.S. Immigration and Customs Enforcement	15	
	U.S. Secret Service	3	
	Other	23	
Department of State			1,665
	Bureau of Administration	19	
	Bureau of African Affairs	8	
	Bureau of Arms Control, Verification, and Compliance	2	
	Bureau of Budget and Planning	1	
	Bureau of Conflict and Stabilization Operations	20	
	Bureau of Consular Affairs	103	

Department	Bureau	Total by Bureau	Total by Department
	Bureau of Counterterrorism and Countering Violent Extremism	7	
	Bureau of Cyberspace and Digital Policy	1	
	Bureau of Democracy, Human Rights, and Labor	35	
	Bureau of Diplomatic Security	22	
	Bureau of East Asian and Pacific Affairs	42	
	Bureau of Economic and Business Affairs	10	
	Bureau of Educational and Cultural Affairs	79	
	Bureau of Energy Resources	3	
	Bureau of European and Eurasian Affairs	27	
	Bureau of Global Public Affairs	4	
	Bureau of Human Resources	5	
	Bureau of Information Resource Management	9	
	Bureau of Intelligence and Research	43	
	Bureau of International Information Programs	16	
	Bureau of International Narcotics and Law Enforcement Affairs	16	
	Bureau of International Organization Affairs	11	
	Bureau of International Security and Nonproliferation	16	
	Bureau of Legislative Affairs	1	
	Bureau of Near Eastern Affairs	48	
	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	24	
	Bureau of Public Affairs	7	
	Bureau of Resource Management	2	
	Bureau of South and Central Asian Affairs	19	
	Bureau of Western Hemisphere Affairs	24	
	Center for Strategic Counterterrorism Communications	1	
	Deputy Secretary of State	1	
	Executive Secretariat	4	
	Foreign Service	354	
	Foreign Service Institute	63	
	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 Management Policy, Rightsizing, and Innovation	1	
	Office of Policy, Planning, and Resources	2	
	Office of the Chief Economist	1	
	Office of the Chief of Protocol	1	
	Office of the Coordinator for Reconstruction and Stabilization	1	
	Office of the Director General	3	
	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	4	
	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	3	
	Student Internship Program	13	
	U.S. Agency for International Development	401	
	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	118	
Intelligence Community			353
Other Federal Agencies			1,202
		Total Positions	5,588

APPENDIX C: FEDERAL NATIONAL SECURITY ORGANIZATIONS

Department of War¹⁵

- 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

¹⁵ The four key national security organizations recognized as Tier One priority hiring for the NSEP service requirement are at the top of the list. All Tier Two federal national security organizations have been approved through petition to the NSEB.

APPENDIX D: 2025 BOREN SCHOLARS

Destination	Language	Home University	Major	State
Brazil	Portuguese	University of Arizona	Business	AZ
Brazil	Portuguese	University of Arizona	Law	AZ
Brazil	Portuguese	University of Arizona	Languages	AZ
Brazil	Portuguese	Northern Arizona University	Biology	CA
Brazil	Portuguese	Claremont McKenna College	International Affairs	CT
Brazil	Portuguese	University of Central Florida	Computer Science: Information Technology	FL
Brazil	Portuguese	University of Georgia	Business	GA
Brazil	Portuguese	University of Illinois	Political Science	IL
Brazil	Portuguese	University of Arizona	Political Science	MA
Brazil	Portuguese	University of Maryland	Political Science	NJ
Brazil	Portuguese	University of Cincinnati	History	OH
Brazil	Portuguese	Liberty University	International Affairs	VA
Estonia	Russian	University of California, Davis	Political Science	CA
Estonia	Russian	Arizona State University	Languages	CO
Estonia	Russian	Salisbury University	Computer Science: Information Technology	MD
Estonia	Russian	University of Pittsburgh	Biology	MD
Estonia	Russian	Syracuse University	International Affairs	NY
Estonia	Russian	Virginia Polytechnic Institute and State University	International Affairs	VA
Georgia	Russian	University of Louisville	Philosophy	KY
India	Hindi	University of California, Davis	International Affairs	CA
India	Urdu	University of Oklahoma	International Affairs	MI
India	Punjabi	Loyola University Chicago	International Affairs	TX
Indonesia	Indonesian	University of Colorado	Economics	CO
Indonesia	Indonesian	Embry-Riddle Aeronautical University, Arizona	Political Science	HI
Indonesia	Indonesian	Carthage College	Political Science	IL
Indonesia	Indonesian	University of Illinois	Political Science	IL
Indonesia	Indonesian	George Washington University	International Affairs	NY
Indonesia	Indonesian	Portland State University	International Affairs	OR
Indonesia	Indonesian	Pennsylvania State University	International Affairs	PA
Japan	Japanese	University of Arizona	Languages	AZ
Japan	Japanese	University of California, San Diego	Business	CA
Japan	Japanese	University of Rhode Island	Engineering	MA
Japan	Japanese	University of Denver	Computer Science	MT
Japan	Japanese	Guilford Technical Community College	Engineering	NC
Japan	Japanese	Temple University	Business	NJ
Japan	Japanese	American University	Political Science	PA
Japan	Japanese	University of Houston	Economics	TX
Japan	Japanese	Utah State University	Political Science	UT
Jordan	Arabic	North Carolina State University	International Affairs	NC
Jordan	Arabic	University of Tennessee	International Affairs	TN
Jordan	Arabic	University of Texas, Austin	Sociology	TX
Jordan	Arabic	University of Utah	Area Studies	TX

Destination	Language	Home University	Major	State
Kazakhstan	Russian	California State University Maritime Academy	Military Sciences: Military Policy	CA
Kazakhstan	Russian	University of California, Los Angeles	Astronomy	CA
Kazakhstan	Russian	University of California, Los Angeles	History	CA
Kazakhstan	Russian	University of Georgia	Languages	GA
Kazakhstan	Russian	Indiana University, Bloomington	Computer Science: Cybersecurity	GA
Kazakhstan	Russian	University of Georgia	International Affairs	GA
Kazakhstan	Russian	University of Georgia	International Affairs	GA
Kazakhstan	Russian	Indiana University, Bloomington	Fine Arts: Fine & Performing Arts	IN
Kazakhstan	Russian	Indiana University, Bloomington	International Affairs	IN
Kazakhstan	Russian	Indiana University, Bloomington	International Affairs	IN
Kazakhstan	Russian	Michigan State University	International Affairs	MD
Kazakhstan	Russian	Bryn Mawr College	Languages	MO
Kazakhstan	Russian	University of North Carolina	International Affairs	NC
Kazakhstan	Russian	Portland State University	Languages	OR
Kazakhstan	Russian	Portland State University	Languages	OR
Kazakhstan	Russian	Portland State University	International Affairs	OR
Kazakhstan	Russian	University of Notre Dame	History	PA
Kazakhstan	Russian	University of Georgia	International Affairs	SD
Kazakhstan	Russian	University of North Carolina	International Affairs	TX
Kazakhstan	Russian	Portland State University	Languages	VA
Kazakhstan	Russian	Portland State University	Languages	WI
Kazakhstan	Russian	Portland State University	International Affairs	WI
Korea	Korean	University of Notre Dame	History	FL
Korea	Korean	University of Georgia	International Affairs	GA
Korea	Korean	University of North Carolina	International Affairs	HI
Korea	Korean	Virginia Polytechnic Institute and State University	Languages	HI
Korea	Korean	University of Wisconsin-Madison	International Affairs	HI
Korea	Korean	University of Wisconsin-Madison	Biology	HI
Korea	Korean	University of Central Florida	Computer Science: Information Technology	MA
Korea	Korean	Georgia State University	International Affairs	MS
Korea	Korean	University of Hawaii, Manoa	Political Science	OH
Korea	Korean	University of Hawaii, Manoa	Languages	TN
Korea	Korean	University of Hawaii, Manoa	Social Work	VA
Korea	Korean	Boston University	International Affairs	VA
Latvia	Russian	University of Mississippi	International Affairs	NY
Morocco	Arabic	Stark State College	Medical Sciences	AZ
Morocco	Arabic	University of Tennessee	Economics	AZ
Morocco	Arabic	College of William and Mary	Business	FL
Morocco	Arabic	University of Hawaii, Manoa	Languages	FL
Morocco	Arabic	University of New Haven	International Affairs	KY
Morocco	Arabic	University of Arizona	Area Studies	TX
Oman	Arabic	University of Arizona	Area Studies	CA
Oman	Arabic	Florida International University	Psychology	MO
Peru	Quechua	Florida State University	International Affairs	MN
Senegal	French	University of Mississippi	Languages	DC
Senegal	French	University of Texas, Austin	Area Studies	FL

Destination	Language	Home University	Major	State
Senegal	French	University of Notre Dame	Political Science	GA
Senegal	French	Cornell University	History	MD
Senegal	French	University of Wyoming	Engineering	SC
Senegal	French	Gustavus Adolphus College	History	TX
Senegal	French	Rutgers University	Political Science	TX
South Africa	Zulu	University of South Florida	Political Science	SC
Taiwan	Chinese Mandarin	University of Georgia	International Affairs	AZ
Taiwan	Chinese Mandarin	Bryn Mawr College	Languages	AZ
Taiwan	Chinese Mandarin	Clemson University	Political Science	AZ
Taiwan	Chinese Mandarin	University of Texas, Austin	International Affairs	AZ
Taiwan	Chinese Mandarin	The University of Texas, San Antonio	Psychology	AZ
Taiwan	Chinese Mandarin	Coastal Carolina University	Political Science	CA
Taiwan	Chinese Mandarin	Arizona State University	Languages	CA
Taiwan	Chinese Mandarin	Arizona State University	Economics	CA
Taiwan	Chinese Mandarin	Arizona State University	Business	CO
Taiwan	Chinese Mandarin	Arizona State University	Languages	CT
Taiwan	Chinese Mandarin	Arizona State University	Languages	CT
Taiwan	Chinese Mandarin	University of San Diego	Business	FL
Taiwan	Chinese Mandarin	Stanford University	Computer Science	FL
Taiwan	Chinese Mandarin	University of Rhode Island	Political Science	GA
Taiwan	Chinese Mandarin	Colorado State University	Political Science	GA
Taiwan	Chinese Mandarin	University of New Haven	International Affairs	IL
Taiwan	Chinese Mandarin	Cornell University	Engineering	IL
Taiwan	Chinese Mandarin	Indiana University, Bloomington	International Affairs	IL
Taiwan	Chinese Mandarin	University of Central Florida	International Affairs	KY
Taiwan	Chinese Mandarin	University of North Georgia	Languages	KY
Taiwan	Chinese Mandarin	Florida State University	Languages	KY
Taiwan	Chinese Mandarin	Indiana University, Bloomington	Languages	KY
Taiwan	Chinese	University of Chicago	Political Science	KY

Destination	Language	Home University	Major	State
	Mandarin			
Taiwan	Chinese Mandarin	University of Illinois	Mathematics	MN
Taiwan	Chinese Mandarin	Western Kentucky University	International Affairs	MO
Taiwan	Chinese Mandarin	Western Kentucky University	Psychology	MS
Taiwan	Chinese Mandarin	Western Kentucky University	Languages	NY
Taiwan	Chinese Mandarin	Western Kentucky University	International Affairs	NY
Taiwan	Chinese Mandarin	Western Kentucky University	Computer Science	NY
Taiwan	Chinese Mandarin	University of Minnesota, Twin Cities	International Affairs	PA
Taiwan	Chinese Mandarin	University of Missouri-Columbia	Engineering	PA
Taiwan	Chinese Mandarin	University of Mississippi	Languages	RI
Taiwan	Chinese Mandarin	Hunter College	Economics	RI
Taiwan	Chinese Mandarin	University of Mississippi	International Affairs	TX
Taiwan	Chinese Mandarin	Haverford College	Area Studies	UT
Taiwan	Chinese Mandarin	University of Rhode Island	Biology	UT
Taiwan	Chinese Mandarin	University of Rhode Island	Computer Science	VA
Tajikistan	Persian Farsi	University of California, Berkeley	International Affairs	CA
Tanzania	Swahili	Georgetown University	International Affairs	CA
Tanzania	Swahili	University of Iowa	Political Science	IA
Tanzania	Swahili	Salisbury University	Economics	MD
Tanzania	Swahili	University of Notre Dame	Physics	PA
Thailand	Thai	Western Governors University	Computer Science	GA
United Arab Emirates	Arabic	University of North Dakota	Political Science	ND
USA	Chinese Mandarin	Arizona State University	Languages	AZ
USA	Chinese Mandarin	University of North Georgia	Languages	GA
USA	Chinese Mandarin	Western Kentucky University	Environmental Sciences	KY
Vietnam	Vietnamese	American University	International Affairs	CA
Vietnam	Vietnamese	George Washington University	History	NY
Vietnam	Vietnamese	University of Texas, El Paso	Political Science	TN

APPENDIX E: 2025 BOREN FELLOWS

Destination	Language	Institution	Major	State
Armenia	Russian	American University	International Affairs	MI
Armenia	Russian	Syracuse University	Public Administration	SC
Azerbaijan	Turkish	Harvard University	International Affairs	NY
Brazil	Portuguese	Stephen F. Austin State University	Biology	FL
Brazil	Portuguese	University of Michigan	Environmental Sciences	IL
Brazil	Portuguese	University of Chicago	Public Administration	IN
Brazil	Portuguese	University of Southern California	International Affairs	NY
Brazil	Portuguese	George Washington University	International Affairs	TX
Croatia	Croatian	Utah State University	Environmental Sciences	AK
Croatia	Croatian	Baruch College, The City University of New York	International Affairs	CT
Estonia	Russian	Georgetown University	International Affairs	AL
Estonia	Russian	University of Maryland	International Affairs	MD
Indonesia	Indonesian	University of California, San Diego	International Affairs	CA
Indonesia	Indonesian	American University	International Affairs	MD
Japan	Japanese	American University	International Affairs	CA
Japan	Japanese	Georgetown University	International Affairs	DC
Japan	Japanese	University of North Florida	International Affairs	FL
Japan	Japanese	Southern Methodist University	Mathematics	TX
Japan	Japanese	University of Texas at San Antonio	Computer Science: Information Technology	TX
Jordan	Arabic	Institute of World Politics	Political Science	IL
Jordan	Arabic	Johns Hopkins University	International Affairs	IN
Jordan	Arabic	University of Oklahoma	International Affairs	NY
Kazakhstan	Russian	New York University	Computer Science: Cybersecurity	MA
Kenya	Swahili	University of Kentucky	Medical Sciences	KY
Korea	Korean	University of California, Los Angeles	Political Science	CA
Korea	Korean	Colgate University	Area Studies	CA
Korea	Korean	Tufts University	International Affairs	MA
Korea	Korean	American University	International Affairs	OH
Korea	Korean	Columbia University	International Affairs	TX
Korea	Korean	University of Chicago	International Affairs	VA
Latvia	Russian	American University	International Affairs	AZ
Latvia	Russian	George Washington University	International Affairs	DC
Latvia	Russian	Florida State University	International Affairs	FL
Latvia	Russian	American University	International Affairs	FL
Latvia	Russian	Georgetown University	International Affairs	IL
Mexico	Spanish	University of Nevada--Reno	History	NV
Morocco	Arabic	American University	International Affairs	TX
Oman	Arabic	American University	International Affairs	CA
Oman	Arabic	Texas A&M University, College Station	International Affairs	MN
Poland	Polish	University of Denver	International Affairs	CO
Poland	Ukrainian	University of Chicago	International Affairs	MN
Rwanda	Swahili	Purdue University	Undeclared	NY
Senegal	French	Baylor University	History	MA
Senegal	French	University of Maryland	International Affairs	MD

Destination	Language	Institution	Major	State
Senegal	French	Columbia University	International Affairs	NY
Serbia	Serbian	Georgetown University	International Affairs	IL
Singapore	Chinese Mandarin	University of Texas, Austin	International Affairs	TX
Taiwan	Chinese Mandarin	Utah State University	International Affairs	AK
Taiwan	Chinese Mandarin	George Washington University	Area Studies	AR
Taiwan	Chinese Mandarin	Arizona State University	Agriculture: Food Science	CA
Taiwan	Chinese Mandarin	Harvard University	Public Administration	CA
Taiwan	Chinese Mandarin	University of Denver	International Affairs	CO
Taiwan	Chinese Mandarin	Georgetown University	Area Studies	HI
Taiwan	Chinese Mandarin	Johns Hopkins University	International Affairs	MI
Taiwan	Chinese Mandarin	North Carolina State University	International Affairs	NC
Taiwan	Chinese Mandarin	Texas A&M University, College Station	International Affairs	NY
Taiwan	Chinese Mandarin	University of Chicago	Public Administration	NY
Taiwan	Chinese Mandarin	Texas A&M University, College Station	International Affairs	TX
Taiwan	Chinese Mandarin	Brigham Young University	Languages	UT
Taiwan	Chinese Mandarin	Brigham Young University	Languages	UT
Taiwan	Chinese Mandarin	University of Wisconsin, Madison	History	WI
Tanzania	Swahili	University of Colorado Denver	Business	CO
Tanzania	Swahili	George Mason University	International Affairs	GA
Tanzania	Swahili	University of South Florida	Geography	MD
Turkey	Turkish	University of Pittsburgh	International Affairs	PA
Turkey	Turkish	Stanford University	Communications	SC
Turkey	Turkish	University of Texas, Austin	International Affairs	TX
Vietnam	Vietnamese	University of Tennessee	Political Science	SC
Vietnam	Vietnamese	Columbia University	Law	WI

APPENDIX F: 2025 BOREN STUDY DESTINATIONS

Location	Boren Scholars	Boren Fellows	Total
Armenia	0	2	2
Azerbaijan	0	1	1
Brazil	12	5	17
Croatia	0	2	2
Estonia	6	2	8
Georgia	1	0	1
India	3	0	3
Indonesia	7	2	9
Japan	9	5	14
Jordan	4	3	7
Kazakhstan	22	1	23
Kenya	0	1	1
Korea	12	6	18
Latvia	1	5	6
Mexico	0	1	1
Morocco	6	1	7
Oman	2	2	4
Peru	1	0	1
Poland	0	2	2
Rwanda	0	1	1
Senegal	7	3	10
Serbia	0	1	1
Singapore	0	1	1
South Africa	1	0	1
Taiwan	37	14	51
Tajikistan	1	0	1
Tanzania	4	3	7
Thailand	1	0	1
Turkey	0	3	3
United Arab Emirates	1	0	1
United States (DLI FLC)	3	0	3
Vietnam	3	2	5
Total	144	69	213

APPENDIX G: 2025 BOREN LANGUAGES

Language	Boren Scholars	Boren Fellows	Total
Arabic	13	6	19
Chinese Mandarin	40	15	55
Croatian	0	2	2
French	7	3	10
Hindi	1	0	1
Indonesian	7	2	9
Japanese	9	5	14
Korean	12	6	18
Persian Farsi	1	0	1
Polish	0	1	1
Portuguese	12	5	17
Punjabi	1	0	1
Quechua	1	0	1
Russian	30	10	40
Serbian	0	1	1
Spanish	0	1	1
Swahili	4	5	9
Thai	1	0	1
Turkish	0	4	4
Ukrainian	0	1	1
Urdu	1	0	1
Vietnamese	3	2	5
Zulu	1	0	1
Total	144	69	213

APPENDIX H: BOREN AWARDS MAJORS

Applied Science (STEM)

- Agriculture and Food Science
- Astronomy
- Biology
- Computer and Information Sciences
- Cybersecurity
- Engineering
- Mathematics
- Medical Sciences
- Physics

Area/Language Studies

- Area Studies
- English

Business

- Business (General)

Humanities and Social Sciences

- Economics
- Environmental Studies
- Geography
- Fine Arts
- History
- Philosophy
- Political Science
- Psychology
- Public Administration
- Social Work
- Sociology

International Studies

- International Affairs

Other

- Communications and Journalism
- Law

APPENDIX I: 2025 REGIONAL FLAGSHIP LANGUAGE INITIATIVES BOREN AWARDEES

Destination	Language	Domestic Institution	Overseas Program	State
Indonesia	Indonesian	Portland State University	Universitas Negeri Malang	OR
Indonesia	Indonesian	University of Illinois	Universitas Negeri Malang	IL
Indonesia	Indonesian	Pennsylvania State University	Universitas Negeri Malang	PA
Indonesia	Indonesian	George Washington University	Universitas Negeri Malang	NY
Indonesia	Indonesian	University of California, San Diego	Universitas Negeri Malang	CA
Indonesia	Indonesian	American University	Universitas Negeri Malang	MD
Indonesia	Indonesian	Embry-Riddle Aeronautical University, Arizona	Universitas Negeri Malang	HI
Indonesia	Indonesian	Carthage College	Universitas Negeri Malang	IL
Indonesia	Indonesian	University of Colorado	Universitas Negeri Malang	CO
Senegal	French	The University of Texas, San Antonio	West African Research Center	TX
Senegal	French	University of Georgia	West African Research Center	GA
Senegal	French	University of South Florida	West African Research Center	FL
Senegal	French	Clemson University	West African Research Center	SC
Senegal	French	Rutgers University	West African Research Center	DC
Senegal	French	Columbia University	West African Research Center	NY
Senegal	French	Bryn Mawr College	West African Research Center	MD
Senegal	French	University of Texas, Austin	West African Research Center	TX
Senegal	French	Baylor University	West African Research Center	MA
Senegal	French	University of Maryland	West African Research Center	MD
Tanzania	Swahili	University of Notre Dame	MS-Training Center for Development Cooperative	PA
Tanzania	Swahili	University of Iowa	MS-Training Center for Development Cooperative	IA
Tanzania	Swahili	University of Colorado, Denver	MS-Training Center for Development Cooperative	CO
Tanzania	Swahili	Salisbury University	MS-Training Center for Development Cooperative	MD
Tanzania	Swahili	Georgetown University	MS-Training Center for Development Cooperative	CA
Vietnam	Vietnamese	University of Tennessee	University of Languages and International Studies	SC
Vietnam	Vietnamese	American University	University of Languages and International Studies	CA
Vietnam	Vietnamese	George Washington University	University of Languages and International Studies	NY

APPENDIX J: 2025 BOREN FLAGSHIP SCHOLARS

Destination	Language	Domestic Flagship	Overseas Center	State
Brazil	Portuguese	University of Arizona	Universidade Federal de São João del-Rei	AZ
Brazil	Portuguese	University of Arizona	Universidade Federal de São João del-Rei	AZ
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Kazakhstan	Russian	Bryn Mawr College	Kazakh National University	MO
Kazakhstan	Russian	Indiana University	Kazakh National University	IN
Kazakhstan	Russian	Indiana University, Bloomington	Kazakh National University	IN
Kazakhstan	Russian	Indiana University, Bloomington	Kazakh National University	GA
Kazakhstan	Russian	Indiana University, Bloomington	Kazakh National University	IN
Kazakhstan	Russian	Portland State University	Kazakh National University	OR
Kazakhstan	Russian	Portland State University	Kazakh National University	OR
Kazakhstan	Russian	Portland State University	Kazakh National University	OR
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	University of Georgia	Kazakh National University	GA
Kazakhstan	Russian	University of Georgia	Kazakh National University	GA
Kazakhstan	Russian	University of Georgia	Kazakh National University	GA
Kazakhstan	Russian	University of Georgia	Kazakh National University	SD
Kazakhstan	Russian	University of North Carolina	Kazakh National University	TX
Kazakhstan	Russian	University of North Carolina	Kazakh National University	NC
Kazakhstan	Russian	University of Wisconsin, Madison	Kazakh National University	WI
Kazakhstan	Russian	University of Wisconsin, Madison	Kazakh National University	WI
Kazakhstan	Russian	Virginia Polytechnic Institute and State University	Kazakh National University	VA
Korea	Korean	University of Hawaii, Manoa	Korea University	HI
Korea	Korean	University of Hawaii, Manoa	Korea University	HI
Korea	Korean	University of Hawaii, Manoa	Korea University	VA
Korea	Korean	University of Hawaii, Manoa	Korea University	HI
Korea	Korean	University of Hawaii, Manoa	Korea University	HI
Morocco	Arabic	University of Arizona	Arab American Language Institute in Morocco	AZ
Morocco	Arabic	University of Arizona	Arab American Language Institute in Morocco	AZ
Morocco	Arabic	University of Mississippi	Arab American Language Institute in Morocco	KY
Morocco	Arabic	University of Texas, Austin	Arab American Language Institute in Morocco	TX
Taiwan	Chinese	Arizona State University	National Chengchi University	AZ

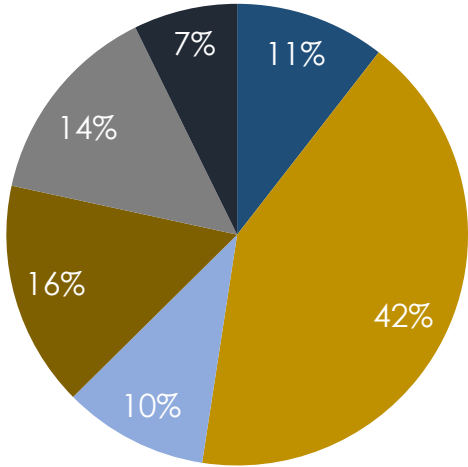
Destination	Language	Domestic Flagship	Overseas Center	State
	Mandarin			
Taiwan	Chinese Mandarin	Arizona State University	National Chengchi University	AZ
Taiwan	Chinese Mandarin	Arizona State University	National Chengchi University	AZ
Taiwan	Chinese Mandarin	Arizona State University	National Chengchi University	AZ
Taiwan	Chinese Mandarin	Hunter College	National Chengchi University	NY
Taiwan	Chinese Mandarin	Hunter College	National Chengchi University	NY
Taiwan	Chinese Mandarin	Indiana University	National Chengchi University	IL
Taiwan	Chinese Mandarin	Indiana University	National Chengchi University	FL
Taiwan	Chinese Mandarin	University of Minnesota, Twin Cities	National Chengchi University	MN
Taiwan	Chinese Mandarin	University of Mississippi	National Chengchi University	MS
Taiwan	Chinese Mandarin	University of North Georgia	National Chengchi University	GA
Taiwan	Chinese Mandarin	University of Rhode Island	National Chengchi University	CA
Taiwan	Chinese Mandarin	University of Rhode Island	National Chengchi University	RI
Taiwan	Chinese Mandarin	University of Rhode Island	National Chengchi University	RI
Taiwan	Chinese Mandarin	University of Rhode Island	National Chengchi University	VA
Taiwan	Chinese Mandarin	Western Kentucky University	National Chengchi University	KY
Taiwan	Chinese Mandarin	Western Kentucky University	National Chengchi University	KY
Taiwan	Chinese Mandarin	Western Kentucky University	National Chengchi University	KY
Taiwan	Chinese Mandarin	Western Kentucky University	National Chengchi University	KY
Taiwan	Chinese Mandarin	Western Kentucky University	National Chengchi University	KY
USA	Mandarin	Arizona State University	Defense Language Institute Foreign Language Center	AZ
USA	Mandarin	University of North Georgia	Defense Language Institute Foreign Language Center	GA
USA	Chinese Mandarin	Western Kentucky University	Defense Language Institute Foreign Language Center	KY

APPENDIX K: 2025 EHLS SCHOLARS

Primary Language	Place of Origin	Professional Field	State
Arabic	Morocco	Military Affairs/Human Resources	SC
Chinese Mandarin	China	Language Teaching	CA
Chinese Mandarin	Taiwan	Information Technology	CO
Chinese Mandarin	China	International Affairs	VA
Chinese Mandarin	Hong Kong	Journalism	MD
Chinese Mandarin	China	Science/Information Technology	WA
Kazakh	Kazakhstan	Science/Business and Trade	MD
Korean	South Korea	Translation/Interpretation	IL
Korean	South Korea	Language Teaching	VA
Russian	Kazakhstan	International Affairs	VA
Russian	Kyrgyzstan	Management/Human Resources	MD
Russian	Ukraine	Education/Health Care	MD
Russian	Turkmenistan	Language Teaching	VA
Russian	Russia	Engineering	MD
Russian	Ukraine	Management/Human Resources	MD
Russian	Uzbekistan	Law/Information Technology	DC
Turkish	Turkey	Medicine	WA
Ukrainian	Ukraine	Language Teaching	VA

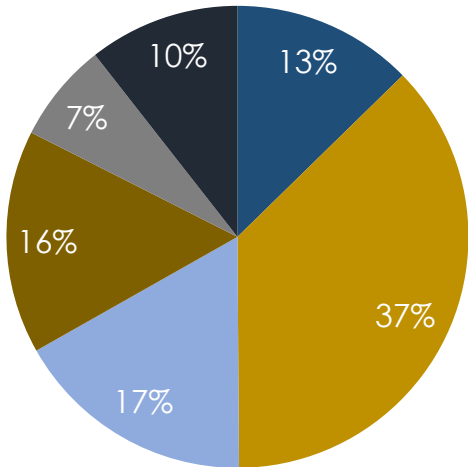
APPENDIX L: BOREN SCHOLAR AND FELLOW FIVE-YEAR DATA

2021-2025 BOREN SCHOLAR REGIONS OF STUDY



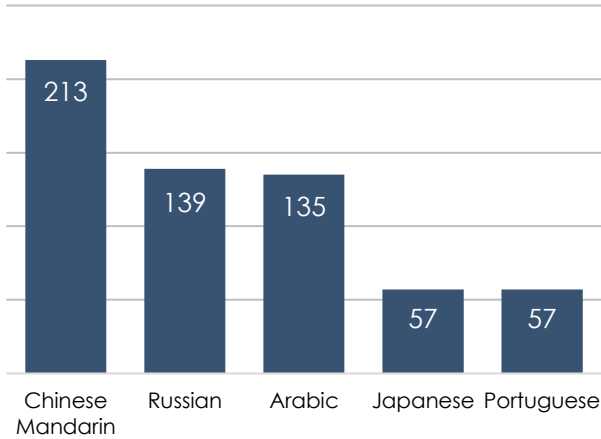
- Africa (Sub-Saharan)
- East Asia and the Pacific
- Europe and Eurasia
- Middle East and North Africa
- South and Central Asia
- Western Hemisphere

2021-2025 BOREN FELLOW REGIONS OF STUDY

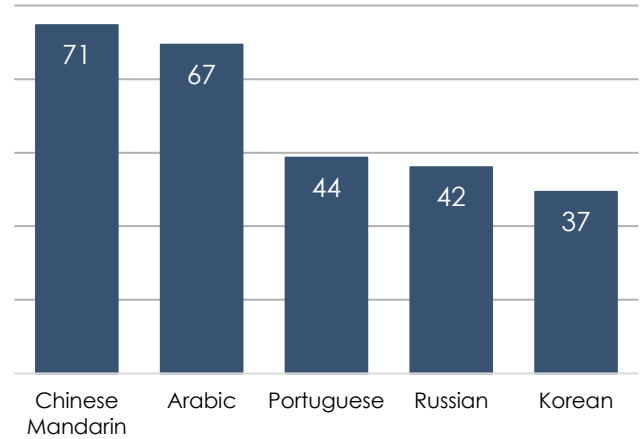


- Africa (Sub-Saharan)
- East Asia and the Pacific
- Europe and Eurasia
- Middle East and North Africa
- South and Central Asia
- Western Hemisphere

2021-2025 BOREN SCHOLAR
TOP FIVE LANGUAGES



2021-2025 BOREN FELLOW
TOP FIVE LANGUAGES



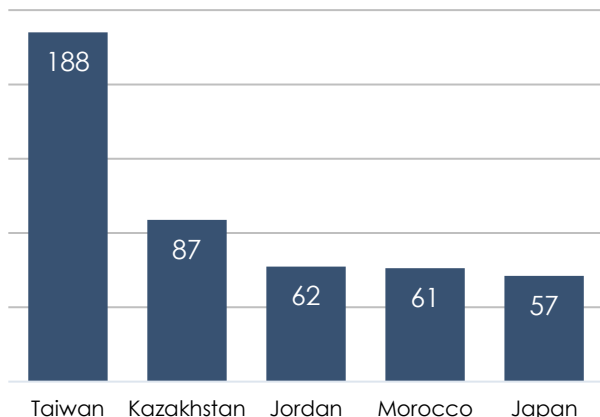
2021-2025 BOREN SCHOLAR
OVERALL LANGUAGE DISTRIBUTION

Afrikaans	1	Persian Farsi	8
Akan/Twi	3	Polish	5
Albanian	1	Portuguese	57
Arabic	135	Punjabi	1
Armenian	1	Quechua	2
Bosnian	1	Russian	139
Chinese Mandarin	213	Serbian	2
Croatian	2	Slovene	1
Czech	2	Spanish	1
French	36	Swahili	39
Georgian	1	Tagalog	1
Hebrew	1	Thai	10
Hindi	16	Turkish	25
Indonesian	31	Ukrainian	1
Japanese	57	Urdu	6
Korean	50	Vietnamese	8
Kurdish	1	Wolof	8
		Zulu	3

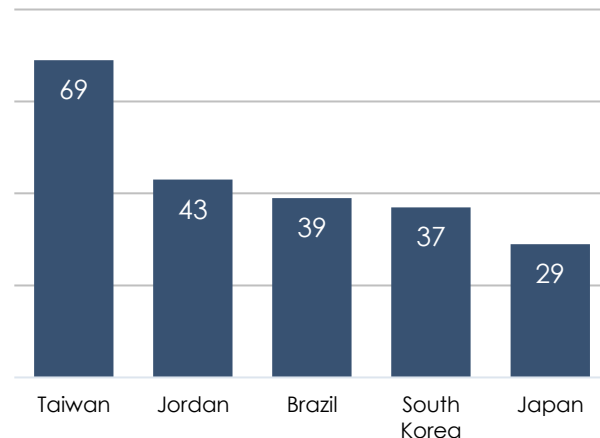
2021-2025 BOREN FELLOW
OVERALL LANGUAGE DISTRIBUTION

Akan/Twi	8	Mende	1
Arabic	67	Mooré	1
Armenian	1	Oromo	1
Azerbaijani	1	Persian Farsi	7
Berber	2	Polish	5
Bosnian	1	Portuguese	44
Cape Verdean Creole	1	Puular	1
Chinese Mandarin	71	Quechua	2
Croatian	5	Romanian	2
Czech	2	Russian	42
French	8	Serbian	3
Georgian	3	Slovak	1
Guarani	2	Spanish	5
Hebrew	1	Swahili	27
Hindi	6	Tagalog	1
Hungarian	2	Thai	6
Indonesian	17	Turkish	21
Japanese	29	Tzotzil	1
Kannada	2	Ukrainian	6
Kazakh	2	Urdu	4
Khmer	5	Uzbek	1
Korean	37	Vietnamese	9
Malay	1	Wolof	5
Mayan	1	Xhosa	1
		Zulu	1

2021-2025 BOREN SCHOLAR TOP DESTINATIONS



2021-2025 BOREN FELLOW TOP DESTINATIONS



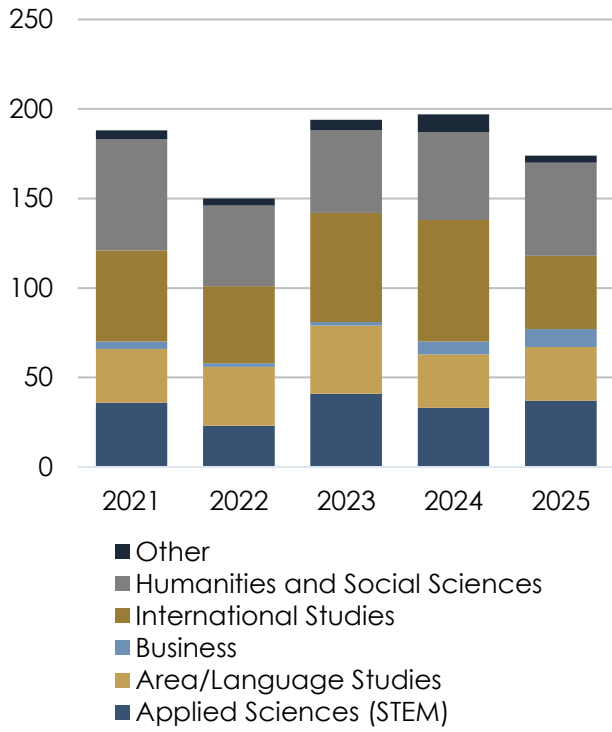
2021-2025 BOREN SCHOLAR OVERSEAS DISTRIBUTION

Albania	1	Morocco	61
Armenia	7	Oman	9
Azerbaijan	25	Panama	1
Bosnia and Herzegovina	1	Peru	2
Brazil	56	Philippines	1
Cape Verde	1	Poland	6
Croatia	2	Senegal	44
Czech Republic	3	Serbia	2
Estonia	8	Singapore	3
Georgia	6	Slovenia	1
Ghana	3	South Africa	4
India	23	South Korea	50
Indonesia	31	Taiwan	188
Israel	1	Tajikistan	8
Japan	57	Tanzania	39
Jordan	62	Thailand	10
Kazakhstan	87	Ukraine	6
Kyrgyzstan	11	United Arab Emirates	3
Latvia	16	Vietnam	8
		USA*	22

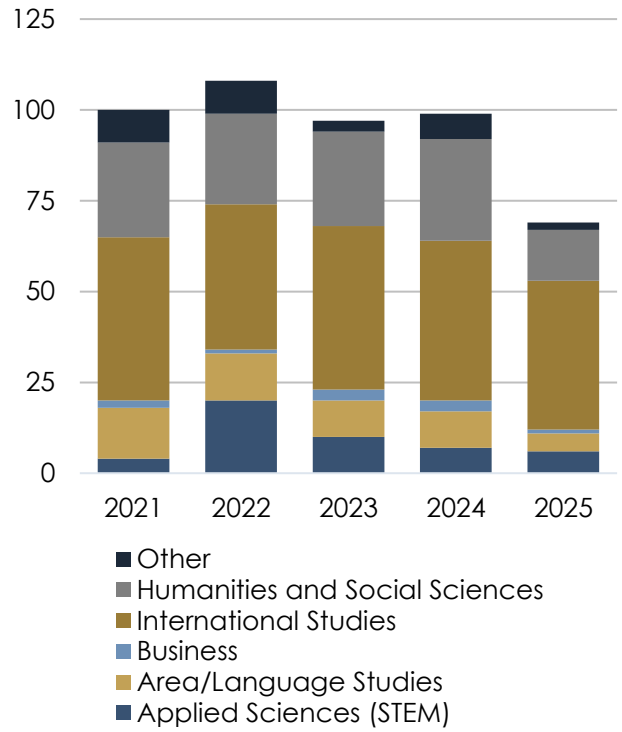
2021-2025 BOREN FELLOW OVERSEAS DISTRIBUTION

Argentina	1	Mexico	3
Armenia	3	Montenegro	1
Azerbaijan	19	Morocco	16
Belarus	1	Mozambique	4
Bosnia and Herzegovina	1	Oman	6
Brazil	39	Paraguay	2
Burkina Faso	1	Peru	3
Cambodia	5	Philippines	1
Cape Verde	2	Poland	8
Chile	1	Qatar	2
Croatia	5	Romania	2
Czech Republic	3	Rwanda	1
Ecuador	1	Senegal	14
Estonia	4	Serbia	2
Ethiopia	1	Sierra Leone	1
Georgia	6	Singapore	2
Ghana	8	Slovakia	1
Hungary	2	South Africa	2
India	12	South Korea	37
Indonesia	17	Taiwan	69
Israel	2	Tajikistan	7
Japan	29	Tanzania	24
Jordan	43	Thailand	6
Kazakhstan	14	Turkey	3
Kenya	2	Ukraine	5
Kyrgyzstan	2	United Arab Emirates	1
Latvia	14	Uzbekistan	2
Malaysia	1	Vietnam	9

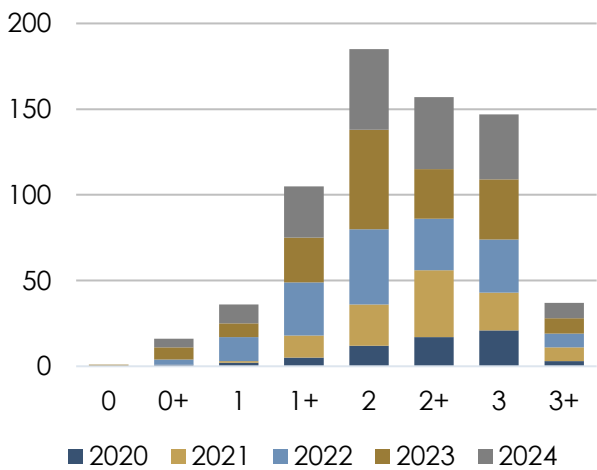
2021-2025 BOREN SCHOLAR
FIELDS OF STUDY



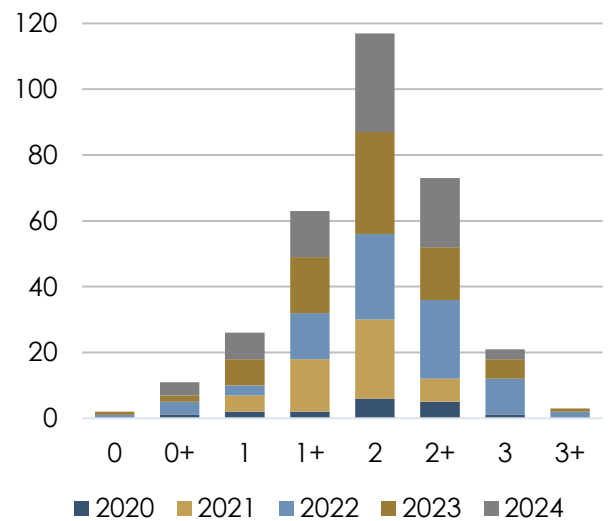
2021-2025 BOREN FELLOW
FIELDS OF STUDY



2020-2024 BOREN SCHOLAR
PROFICIENCY OUTCOMES

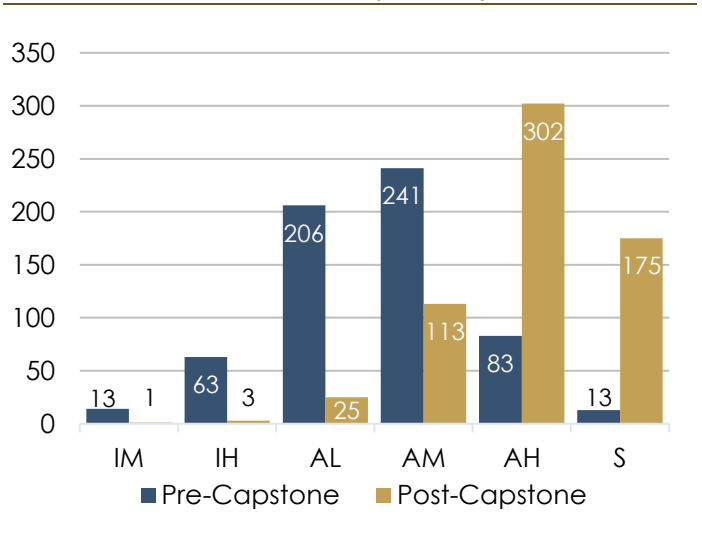


2020-2024 BOREN FELLOW
PROFICIENCY OUTCOMES

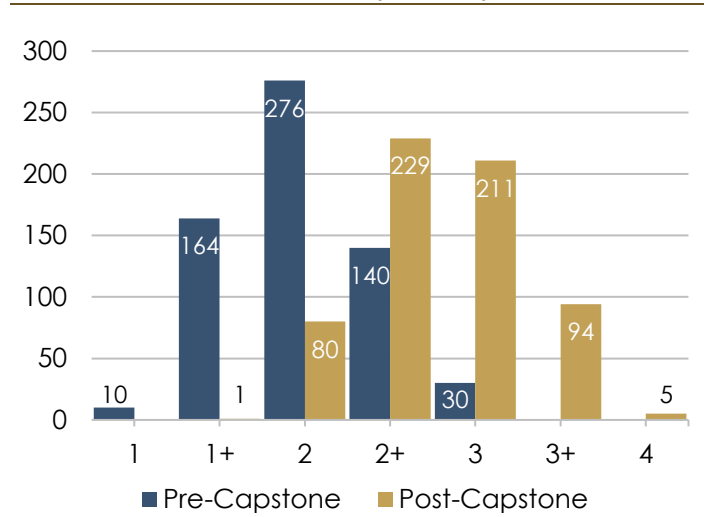


APPENDIX M: THE LANGUAGE FLAGSHIP FIVE-YEAR DATA

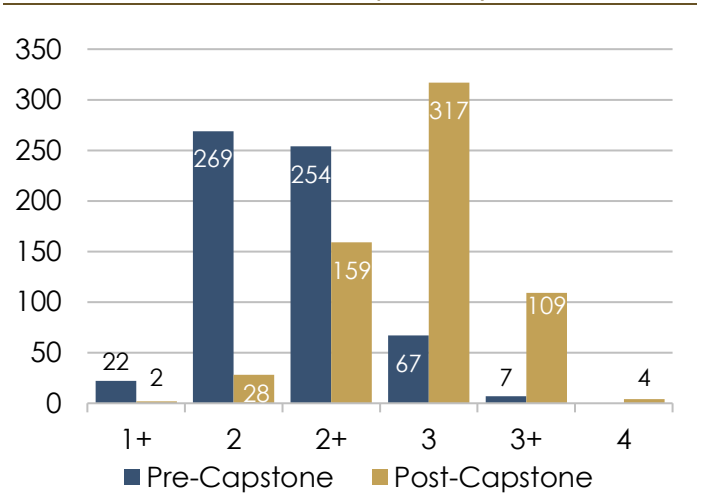
2021-2025 PRE AND POST ACTFL SPEAKING (N=619)



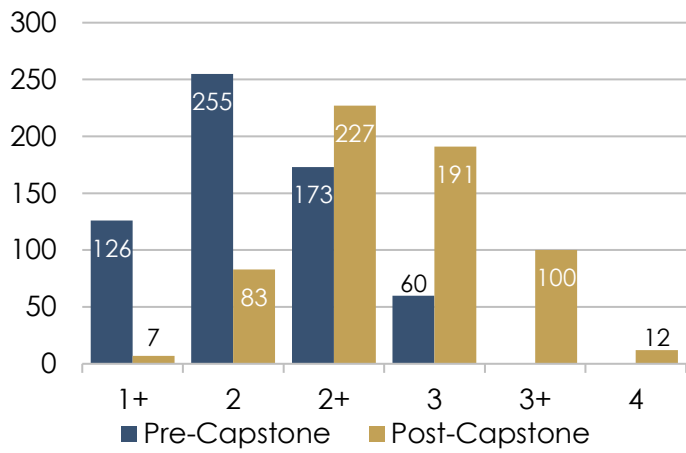
2021-2025 PRE AND POST ILR READING (N=620)



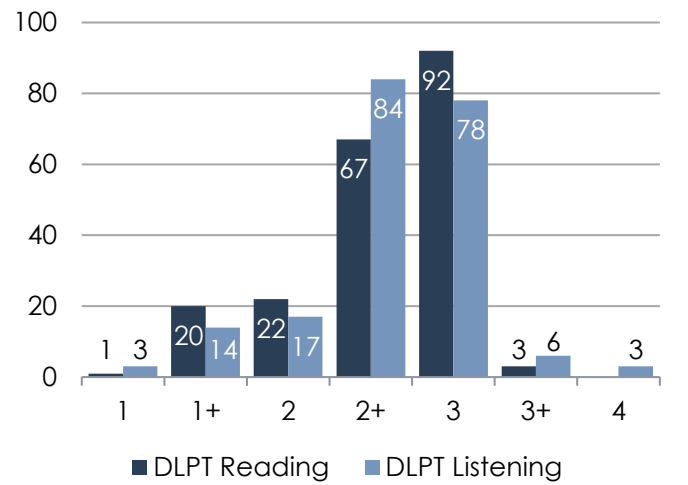
2021-2025 PRE AND POST ILR SPEAKING (N=619)



2021-2025 PRE AND POST ILR LISTENING (N=620)



2021-2025 DLPT LISTENING / READING (N=205)*



* Between 2021-2025, 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.

2021-2025 POST-CAPSTONE SPEAKING (ACTFL)

		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	1	5	4	3	1	14
	IH	0	0	0	0	1	10	23	23	6	63
	AL	0	0	0	1	0	9	47	114	34	205
	AM	0	0	0	0	1	1	37	114	88	241
	AH	0	0	0	0	0	0	2	46	35	83
	S	0	0	0	0	0	0	0	2	11	13
	TOTAL	0	0	0	1	3	25	113	302	175	619
		0.0%	0.0%	0.0%	0.2%	0.5%	4.0%	18.3%	48.8%	28.3%	100%

ARABIC 2021-2025 POST-CAPSTONE SPEAKING (ACTFL)

		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	0	2	3	3	1	9
	IH	0	0	0	0	1	1	7	6	1	16
	AL	0	0	0	0	0	1	5	23	9	38
	AM	0	0	0	0	1	0	4	9	13	27
	AH	0	0	0	0	0	0	0	1	1	2
	S	0	0	0	0	0	0	0	0	1	1
	TOTAL	0	0	0	0	2	4	19	42	26	93
		0.0%	0.0%	0.0%	0.0%	2.2%	4.3%	20.4%	45.2%	28.0%	100%

CHINESE MANDARIN 2021-2025 POST-CAPSTONE SPEAKING (ACTFL)

		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	0	1	0	0	0	1
	IH	0	0	0	0	0	1	7	9	2	19
	AL	0	0	0	0	0	5	26	46	12	89
	AM	0	0	0	0	0	0	23	75	44	142
	AH	0	0	0	0	0	0	2	36	29	67
	S	0	0	0	0	0	0	0	2	7	9
	TOTAL	0	0	0	0	0	7	58	168	94	327
		0.0%	0.0%	0.0%	0.0%	0.0%	2.1%	17.7%	51.4%	28.7%	100%

RUSSIAN 2021-2025 POST-CAPSTONE SPEAKING (ACTFL)

		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	0	0	2	5	3	10
	IH	0	0	0	0	0	0	8	32	6	46
	AL	0	0	0	0	0	0	5	22	27	54
	AM	0	0	0	0	0	0	0	5	5	10
	AH	0	0	0	0	0	0	0	0	3	3
	S	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	15	64	44	123
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	12.2%	52.0%	35.8%	100%

2021-2025 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	1	7	8	6	1	0	23
2	0	0	0	1	18	100	121	26	2	268
2+	0	0	0	0	3	43	151	56	1	254
3	0	0	0	0	0	8	35	23	1	67
3+	0	0	0	0	0	0	4	3	0	7
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	2	28	159	317	109	4	619
	0.0%	0.0%	0.0%	0.3%	4.5%	25.7%	51.2%	17.6%	0.6%	100%

ARABIC 2021-2025 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	2	5	4	1	0	12
2	0	0	0	0	3	13	28	8	0	52
2+	0	0	0	0	1	6	8	12	0	27
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	6	24	40	23	0	93
	0.0%	0.0%	0.0%	0.0%	6.5%	25.8%	43.0%	24.7%	0.0%	100%

CHINESE MANDARIN 2021-2025 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	1	2	0	0	4
2	0	0	0	0	6	43	48	16	0	113
2+	0	0	0	0	0	25	91	33	0	149
3	0	0	0	0	0	8	29	18	0	55
3+	0	0	0	0	0	0	3	3	0	6
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	7	77	173	70	0	327
	0.0%	0.0%	0.0%	0.0%	2.1%	23.5%	52.9%	21.4%	0.0%	100%

RUSSIAN 2021-2025 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	22	30	2	2	56
2+	0	0	0	0	0	7	43	8	1	59
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	29	77	13	4	123
	0.0%	0.0%	0.0%	0.0%	0.0%	23.6%	62.6%	10.6%	3.3%	100%

2021-2025 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	4	6	0	0	0	10
1+	0	0	0	1	48	86	24	5	0	164
2	0	0	0	0	25	117	112	22	0	276
2+	0	0	0	0	2	20	67	49	2	140
3	0	0	0	0	1	0	8	18	3	30
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	80	229	211	94	5	620
	0.0%	0.0%	0.0%	0.2%	12.9%	36.9%	34.0%	15.2%	0.8%	100%

ARABIC 2021-2025 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	19	14	3	1	0	38
2	0	0	0	0	6	15	13	2	0	36
2+	0	0	0	0	1	3	5	6	0	15
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	27	33	21	11	0	93
	0.0%	0.0%	0.0%	1.1%	29.0%	35.5%	22.6%	11.8%	0.0%	100%

CHINESE MANDARIN 2021-2025 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	4	3	0	0	0	7
1+	0	0	0	0	24	59	11	4	0	98
2	0	0	0	0	14	72	56	14	0	156
2+	0	0	0	0	1	8	26	16	0	51
3	0	0	0	0	0	0	4	11	0	15
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	43	142	97	45	0	327
	0.0%	0.0%	0.0%	0.0%	13.1%	43.4%	29.7%	13.8%	0.0%	100%

RUSSIAN 2021-2025 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	4	9	0	0	16
2	0	0	0	0	1	15	27	5	0	48
2+	0	0	0	0	0	2	22	23	2	49
3	0	0	0	0	0	0	3	5	3	11
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	21	61	33	5	124
	0.0%	0.0%	0.0%	0.0%	3.2%	16.9%	49.2%	26.6%	4.0%	100%

2021-2025 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	2	1	1	1	0	6
1+	0	0	0	4	42	60	19	1	0	126
2	0	0	0	2	32	118	83	20	0	255
2+	0	0	0	0	7	46	72	47	1	173
3	0	0	0	0	0	2	16	31	11	60
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	7	83	227	191	100	12	620
	0.0%	0.0%	0.0%	1.1%	13.4%	36.6%	30.8%	16.1%	1.9%	100%

ARABIC 2021-2025 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	18	6	0	0	29
2	0	0	0	0	6	17	15	2	0	40
2+	0	0	0	0	1	4	8	4	0	17
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	12	39	30	12	0	93
	0.0%	0.0%	0.0%	0.0%	12.9%	41.9%	32.3%	12.9%	0.0%	100%

CHINESE MANDARIN 2021-2025 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	0	1	0	0	3
1+	0	0	0	3	31	24	7	1	0	66
2	0	0	0	2	21	74	42	8	0	147
2+	0	0	0	0	6	32	25	19	0	82
3	0	0	0	0	0	2	9	18	0	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	6	59	132	84	46	0	327
	0.0%	0.0%	0.0%	1.8%	18.0%	40.4%	25.7%	14.1%	0.0%	100%

RUSSIAN 2021-2025 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	0	9	4	0	0	13
2	0	0	0	0	2	17	19	5	0	43
2+	0	0	0	0	0	6	25	13	1	45
3	0	0	0	0	0	0	5	7	11	23
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	32	53	25	12	124
	0.0%	0.0%	0.0%	0.0%	1.6%	25.8%	42.7%	20.2%	9.7%	100%

2021-2025 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	2	3	0	0	0	0	5
1+	0	0	0	1	17	14	2	0	0	34
2	0	0	0	1	22	45	34	0	0	102
2+	0	0	0	0	0	9	26	0	0	35
3	0	0	0	0	0	0	3	0	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	4	42	68	65	0	0	179
	0.0%	0.0%	0.0%	2.2%	23.5%	38.0%	36.3%	0.0%	0.0%	100.0%

ARABIC 2021-2025 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	2	3	0	0	0	0	5
1+	0	0	0	1	14	12	1	0	0	28
2	0	0	0	1	12	6	12	0	0	31
2+	0	0	0	0	0	6	13	0	0	19
3	0	0	0	0	0	0	0	0	0	0
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	4	29	24	26	0	0	83
	0.0%	0.0%	0.0%	4.8%	34.9%	28.9%	31.3%	0.0%	0.0%	100.0%

RUSSIAN 2021-2025 POST-CAPSTONE WRITING (ILR)										
PRE-CAPSTONE WRITING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	2	2	1	0	0	5
2	0	0	0	0	9	39	22	0	0	70
2+	0	0	0	0	0	3	12	0	0	15
3	0	0	0	0	0	0	3	0	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	0	11	44	38	0	0	93
	0.0%	0.0%	0.0%	0.0%	11.8%	47.3%	40.9%	0.0%	0.0%	100.0%

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