

# 2023

# ANNUAL REPORT

## NATIONAL SECURITY EDUCATION PROGRAM



The estimated cost of this report or study for the Department of Defense is approximately \$19,000 in Fiscal Years 2023 - 2024. This includes \$5,250 in expenses and \$14,000 in DoD labor.  
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# LETTER FROM ASHISH S. VAZIRANI, ACTING UNDER SECRETARY OF DEFENSE FOR PERSONNEL AND READINESS

The National Security Education Program (NSEP) is a significant component of the Department of Defense's readiness. NSEP's mission is to support U.S. citizens as they acquire valuable foreign language and culture skills and develop regional expertise in preparation for successful military and civilian careers.

NSEP was established by the National Security Act of 1991, with the objective of enhancing the pool of potential applicants to work across the national security agencies of the United States. This initiative has enabled the Department to recruit and train a workforce of future leaders with the abilities and expertise needed to solve national security challenges, as well as to foster critical thinking, analytical skills, and fluency in critical languages.

NSEP plays a strategic role in federal talent management by developing a workforce that is well-equipped to serve national security needs and constructing pathways for recruiting these accomplished individuals into public service. The program is dedicated to diversifying the federal workforce by attracting a broad pool of applicants and providing opportunities for individuals from a variety of backgrounds. In addition, NSEP works closely with its partners in higher education to develop programs that improve the quality of language and culture instruction at universities across the U.S.

In 2023, NSEP continued to provide exceptional study abroad and language education opportunities to its award recipients. This year, 190 Boren Scholars and 97 Boren Fellows began their overseas programs in 41 locations. In addition, 694 Project Global Officer cadets and midshipmen participated in language and culture programs, of which 512 students studied overseas and 182 domestically. Likewise, Flagship supported 186 students who completed intensive domestic summer language study, while 314 completed summer programs overseas. A total of 134 Flagship students began their year-long Capstone programs.

This year, NSEP continued to build and fortify partnerships with hiring managers across the DoD and throughout the federal government. A total of 36 federal organizations participated in the 2023 Boren Seminar and Job Fair. NSEP also held 13 highly successful online informational sessions and virtual hiring events. NSEP award recipients continue to fulfill their federal service obligation and pursue national security careers. As of 2023, NSEP awardees have completed work in 5,096 federally funded positions, with approximately 78.7 percent of those placements in priority agencies. I am pleased to introduce this report that demonstrates NSEP's 2023 accomplishments and continuous improvement.

A handwritten signature in black ink, appearing to read 'Ashish S. Vazirani'.

Ashish S. Vazirani  
Acting Under Secretary of Defense for  
Personnel and Readiness

# DEFENSE LANGUAGE AND NATIONAL SECURITY EDUCATION OFFICE (DLNSEO)

The Defense Language and National Security Education Office (DLNSEO) develops and implements policies and programs to ensure the success of the Defense Language, Regional Expertise, and Culture (LREC) Program. A component of the Defense Support Services Center (DSSC) within the Defense Human Resources Activity (DHRA), and under the Office of the Under Secretary of Defense for Personnel and Readiness (USD (P&R)), DLNSEO carries out program guidance and direction from the Assistant Secretary of Defense for Readiness via the National Security Education Board (NSEB) and the Defense Language Steering Committee (DLSC).

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

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

In addition to administering the National Security Education Programs that will be described in greater detail throughout this report, DLNSEO also carries out the following program priorities:

- Oversight of high-value training and education programs, including those at the Defense Language Institute Foreign Language Center and English Language Center, the DoD Foreign

Area Officer Program, the DoD Language Testing Program, language proficiency bonus policies, and cross-cultural competence initiatives. DLNSEO collaborates with other federal partners, including ODNI, the Department of State, and the Department of Education to integrate language training on an interagency level.

- Implementation of the Defense LREC Talent Management Roadmap, which directs a holistic approach to resolve longstanding issues with the recruitment, training, utilization, and retention of language professionals.
- Compliance with a FY 2020 National Defense Authorization Act requirement to include language proficiency measures in unit readiness assessments in the Defense Readiness Reporting System.
- Implementation of the National Defense Strategy through the continuous monitoring of fully qualified fill rates for the Department's most critical languages and occupational specialties.
- Operational planning support through the identification of LREC capabilities needed to successfully execute Combatant Command operation and concept plans.
- Oversight of intelligence foreign language functions, to include persistent engagement and strategic alignment between the Offices of the Under Secretaries of Defense for Personnel and Readiness and Intelligence and Security, and ODNI.
- Command Language Program Manager (CLPM) support through the provision of resources and tools for language unit commands and CLPMs.
- Oversight of the Defense Language Testing Program by ensuring the viability, delivery, and security of testing and assessment across the total force.
- Language technology innovation through the development of a collaborative strategy to leverage technology tools to support operational missions and improve training.

# NSEP PROGRAM OVERVIEW

The David L. Boren National Security Education Act (NSEA) of 1991 (P.L. 102-183), as amended, codified in 50 USC. §1901 et seq., mandates that the Secretary of Defense create and sustain the National Security Education Program (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 excellent foreign language instruction in languages critical to national security. Today, NSEP manages multiple programs to provide proficiency among graduating students in many

languages critical to U.S. competitiveness and security.

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

Program	Program Description
David L. Boren Scholarships	Individual awards to U.S. undergraduate students to study critical languages in geographic areas strategic to U.S. national security, and in which U.S. students are traditionally under-represented.
David L. Boren Fellowships	Individual awards to U.S. graduate students for independent projects which combine study of language and culture in geographic areas strategic to U.S. national security and professional practical experiences.
The Language Flagship	Grants to U.S. institutions of higher education to develop and implement a range of programs of advanced instruction in critical languages which enable students to attain professional-level proficiency.
English for Heritage Language Speakers	Individual scholarships to provide intensive English language instruction at a U.S. institution of higher education to U.S. citizens who are native speakers of critical languages.
National Language Service Corps	Initiative designed to provide and maintain a readily available corps of civilians with certified expertise in languages critical to national security for short-term federal assignments to meet emergency or surge needs.
Project Global Officer	Grants to U.S. institutions of higher education, with a focus given to Senior Military Colleges <sup>1</sup> , to improve the language skills, regional expertise, and intercultural communication skills of Reserve Officers' Training Corps (ROTC) students.
Language Training Centers	Initiative based at U.S. institutions of higher education, in partnership with DoD components, designed to deliver specific training in critical languages, cultures, and strategic regions for Active Duty, Reserve Component, National Guard, and DoD civilian personnel.

<sup>1</sup> A Senior Military College (SMC) is one of six colleges that offer military ROTC programs under 10 USC 2111a (f), though many other schools offer military ROTC programs under other sections of the law.

## MAJOR GOALS AND OBJECTIVES

Congress created NSEP to develop a strategic relationship between the national security community and higher education in the United States, addressing the national need for experts in critical languages and regions. NSEP is one of the most significant efforts in international education since the 1958 passage of the National Defense Education Act (NDEA). The David L. Boren National Security Education Act of 1991, as amended, outlines five major purposes for NSEP, namely:

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

the United States citizenry, government employees, and leaders rely; and

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

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

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*"The Intelligence Community highly values the National Security Education Program and will continue its efforts to support it. The IC's close collaboration with NSEP management over the past year has greatly increased the number of NSEP students interested in IC career opportunities using their foreign language skills."*

—Donald J. Gentile

*IC Senior Language Authority  
Office of the Director of National Intelligence*

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# NATIONAL SECURITY EDUCATION BOARD

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

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

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

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

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

NSEB members represent NSEP's key federal partners, along with the Presidential appointees representing a larger constituency of members. The NSEB members help to clarify how NSEP can best meet their agencies' hiring needs and what skill sets are required to accomplish their missions. Members also advise the Department on how best

to engage with various federal agencies not represented on the NSEB, which helps to facilitate the job placement process.

## 2023 BOARD MEETINGS

**March 2023** – The March 2023 NSEB meeting focused on several topics, including a conversation about NSEP's role in language education across American higher education; a discussion with several federal partner agencies regarding their perspectives on current hiring needs; and a briefing by two Board Working Groups established at the December 2022 meeting.

Six leading academic experts from across the country, including the President Emeritus and Co-Founder of the American Councils for International Education, the Dean of the College of Arts and Letters at the University of North Georgia, the Director of the Defense Critical Language and Culture Program at University of Montana, and selected Language Flagship project directors, joined the opening conversation. Each came with an important viewpoint on where the field of foreign language is headed. The NSEB spoke at length with these key collaborators.

For the second session, the NSEB welcomed hiring partners and alumni to discuss their perspectives on current federal hiring trends. Managers and alumni from the Defense Intelligence Agency; the Department of Homeland Security; and the Department of State's Bureau of Intelligence and Research spoke with Board members about their organizations' specific hiring needs.

Based on NSEB recommendations in December 2022, NSEP moved forward in hosting two working group meetings in February 2023: one to discuss the federal workforce pipeline and a second to discuss security clearances. During the March 2023 meeting, representatives from the two working groups briefed the full Board on their discussion and findings. The workforce pipeline group focused on developing strategies to support Boren awardees' seeking and securing of positions in national security. The security clearance group focused on a variety of topics, including the

development of strategies to better educate adjudicators on NSEP programs, and an exploration of different models to train NSEP alums seeking work in the Intelligence Community.

**September 2023** – This meeting included five key areas: programmatic updates about the Class of 2023 Project GO and Boren Awards recipients (a statutory responsibility); a conversation with the Director of the Language Flagship Technology Innovation Center at the University of Hawaii, Manoa; a discussion with several NLSC members; a briefing by the two Board working groups; and an overview of the EHLS program, ending with open-source presentations by two members of the EHLS Class of 2023.

The meeting started with programmatic updates from Project GO and Boren Awards. As outlined elsewhere in this Annual Report, the summer of 2023 was the largest cohort of Project GO participants since the program's inception in 2007. Over 500 cadets and midshipmen completed domestic and/or overseas studies from June to August 2023, increasing the total number of students who have completed Project GO programs to more than 7,000 students across 19 languages and 33 destinations. Among the Class of 2023 Boren Awards, 210 scholarships were awarded to undergraduates from 92 institutions, and 108 fellowships were awarded to graduate students from 49 institutions. The 2023 cohort of Boren Scholars are studying 28 languages in 34 locations, and the 2023 cohort of Boren Fellows are studying 27 languages in 34 locations.

For the meeting's second session, Dr. Julio Rodriguez, Director of the Language Flagship Technology Innovation Center at the University of Hawaii, Manoa, presented to Board members on how the Language Flagship is using educational

technology to improve language learning across a variety of languages and language levels.

In the third session, members of the NLSC shared their experiences as volunteers being assigned to various projects. To add a whole of Government perspective, a federal partner from the U.S. Department of Justice, Civil Rights Division discussed how his organization utilizes NLSC volunteers to execute the department's mission. Since its inception in 2007, the NLSC has assembled a community of about 12,000 language volunteers willing to serve across the federal government in a surge capacity.

The meeting's final session highlighted NSEP's EHLS Program. Two EHLS Scholars from the Class of 2023 presented to the NSEB their capstone research projects from the Annual EHLS Open-Source Analysis Project Symposium. These projects represented a culmination of the awardees' coursework, with guidance and support provided by federal agency mentors.

Following the March 2023 meeting, the two board working groups met in June and August. Each group briefed the NSEB in September on their continued progress, findings, and next steps to 1) develop strategies to support federal scholarship recipients' seeking and securing national security positions and 2) scope and mitigate, where possible, the challenges NSEP awardees face when processing for security clearances.

In summary, the NSEB 2023 meetings were productive and solid steps were decided upon to move forward with implementation. The NSEB was engaged in the opportunity to meet members of NSEP's programs and to hear their valuable experiences.

## NATIONAL SECURITY EDUCATION BOARD MEMBERS



**Ms. Shawn Skelly**

U.S. Department of Defense  
Assistant Secretary of Defense (Readiness)  
NSEB Chair



**Dr. Clare Bugary**

U.S. Department of Defense  
Director, Defense Language and National Security Education Office  
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**Mr. Sean M. Bigley**

Chapman University Dale E. Fowler School of Law  
Assistant Professor



**Ms. Marianne Craven**

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Acting Deputy Assistant Secretary for Academic Programs



**Mr. Matt Erich**

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Associate Director of the Fraud Detection and National Security Directorate



**Dr. Sebastian Gorka**

Deputy Advisor for the President of the United States (Former)



**Mr. Henry B. Howard**

U.S. Education Finance Group  
President & CEO



**Dr. Claudia Kinkela**

National Endowment for the Humanities  
Senior Program Officer



**Ms. Maureen McLaughlin**

U.S. Department of Education  
Senior Advisor to the Secretary of Education and Director of International Affairs



**Mr. Ruben Pedroza**

U.S. Department of Commerce  
Director, Human Capital, International Trade Administration



**Ms. Cynthia Snyder**

Office of the Director of National Intelligence  
Chief Human Capital Officer

# NSEP SERVICE REQUIREMENT

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

## QUALIFYING JOBS AND SERVICE CREDIT

Congress amended the NSEP Service Requirement in 2008 to expand federal employment creditable under the Service Agreement.<sup>3</sup> Award recipients from 2008-present are required to first seek employment within the following four “priority” areas of government:

- Department of Defense;
- Department of Homeland Security;
- Department of State (including USAID); or
- Any element of the Intelligence Community.<sup>4</sup>

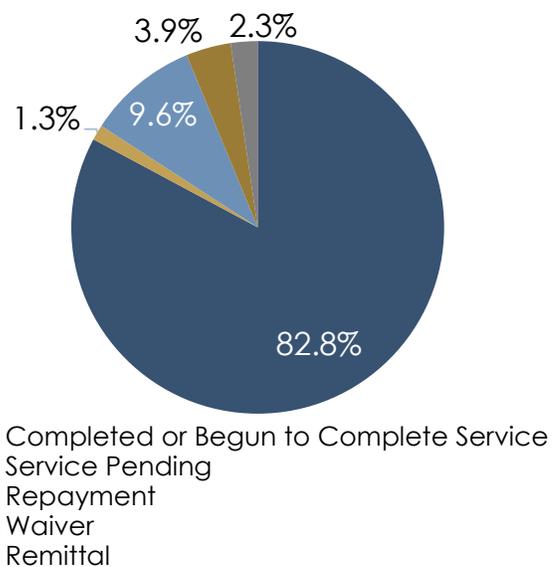
If award recipients are unable to secure employment within one of the priority areas, they may expand their search for employment to include any federal position with national security responsibilities. NSEP defines national security broadly and requires award recipients to make a strong case for how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

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

## 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).

### 1994-2023 SERVICE REQUIREMENT COMPLETION FOR NSEP AWARD RECIPIENTS WHO HAVE REACHED THEIR SERVICE DEADLINE (N=5,592)



Of the 5,592 NSEP award recipients who have reached their service requirement deadline of October 31, 2023, or sooner, 4,632 (82.8%) have completed, or begun to complete, their service obligation through federal service, qualifying federal contracting, or a position in U.S. education.

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

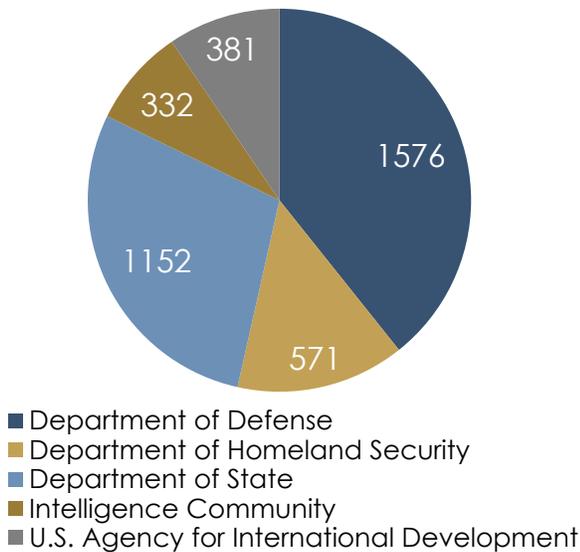
<sup>3</sup> National Defense Authorization Act for Fiscal Year 2008, P.L. 110-181, Section 953.

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

NSEP award recipients may complete the entirety of their service requirement in one role or may report partial fulfillment of their service requirement in multiple roles which must sum to the total duration of their service requirement. Of the federal and contracting service reports NSEP has received from NSEP award recipients who, wholly or in part, have completed their service requirement, 78.7% have done so in the priority areas.

Several of the federal entities where award recipients have worked and/or are currently working include the Departments of Defense, Commerce, Energy, Homeland Security, Treasury, State, and the Intelligence Community. A listing of NSEP service reports in the top ten federal agencies in positions with national security responsibilities is included at the end of this section.

### 1994-2023 NSEP SERVICE IN PRIORITY AGENCIES<sup>5</sup>



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

programs and will enter the job market thereafter, have very recently graduated and entered the job market, or have remained in the market for a year or more, but have yet to secure employment in fulfillment of the NSEP Service Requirement.

If an awardee is unable to fulfill the service requirement, they may opt to repay the award or request a waiver. DLNSEO grants waivers on a case-by-case basis to individuals who demonstrate extreme hardship.

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

### NSEP SERVICE REQUIREMENT DEADLINES

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

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

### PIPELINE TO FEDERAL SERVICE

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

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

- Superior Academic Performance
  - In the top 15% of their class academically
  - Versed in a wide range of academic disciplines
- Unique Skill Sets
  - Documented capabilities in less commonly studied languages
  - Sustained in-country experience studying in, and about, less commonly visited world regions
- Eligibility for Streamlined Hiring
  - Congressional special hiring authorities as authorized by statute (Section 802 (k) of the David L. Boren National Security Education Act of 1991 (50 USC 1902 (k)), including Schedule A, 5 CFR 213.3102 (r) and Section 956 of the National Defense Authorization Act for FY 2013 (NDAA for FY13)
  - Resumes online for instant review by hiring officials
  - U.S. citizenship

## SUPPORTING AWARD RECIPIENTS

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

## HIRING EVENTS

In 2023, NSEP advertised 15 hiring events and career fairs on NSEPnet on behalf of organizations across the U.S. Federal Government, including the Department of Defense and components of the U.S. Intelligence Community. NSEPnet is the online platform which the NSEP Service Team uses to record award recipients' federal service, and where various job postings and job search resources are posted.



*Boren recipients networked with federal hiring representatives at the Boren Seminar Job Fair on September 8th, 2023*

## INTERAGENCY COLLABORATION

In 2023, the Defense Intelligence Agency (DIA) extended ten offers to Boren Scholars and Fellows through their exclusive NSEP-DIA internship program. DLNSEO has discussed new hiring partnerships with the Department of Homeland Security, the Department of State, the United States Army, and the United States Marine Corps.

In May 2023, five Boren Flagship Scholars completed their Boren program at the Defense Language Institute Foreign Language Center (DLIFLC), the first domestic program of its kind. The 2022-2023 cohort studied intensive Chinese Mandarin at DLIFLC and conducted content coursework in the target language at the Middlebury Institute of International Studies (MIIIS).

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*"I consider NSEP related events ideal for attracting qualified candidates who are primed to enter the U.S. Government workforce. NSEP events provide the perfect environment for advertising and potential recruitment of highly qualified and available young adults. NSEP students have traits that are desirable and necessary for service in the U.S. Government (Mil and CIV)."*

*—Military Intelligence  
Civilian Excepted Career Program*

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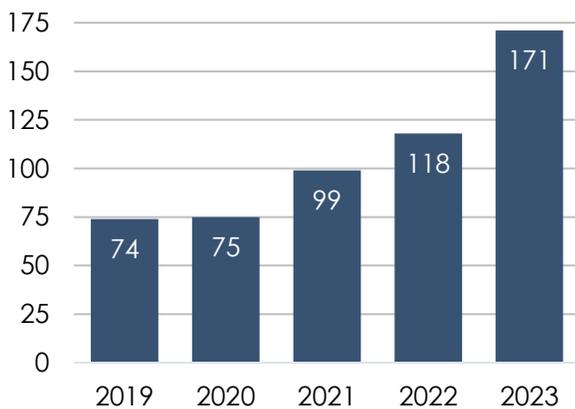
## CAREER GUIDANCE

DLNSEO staff provides guidance and support to award recipients throughout the job search process via job consultations, resume and cover letter reviews, as well as 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.

DLNSEO staff members also collaborate with interagency partners to establish hiring pipelines that lead to the creation of job announcements for NSEP award recipients. These job announcements are made possible in part through the competitive appointment eligibility granted to NSEP award recipients by statute.

In 2023, NSEP posted 171 exclusive jobs directly on behalf of 35 federal organizations and shared an additional 48 featured jobs to the NSEP community that would fulfill the service requirement. Since 2010, NSEP has posted a total of 1,212 exclusive job announcements.

### 2019-2023 NSEP EXCLUSIVE JOB POSTINGS



*Boren recipients were given the opportunity to speak with NSEP staff about the service requirement at the 2023 Boren Seminar*

## COMMITMENT TO FEDERAL SERVICE

NSEP focuses on identifying scholarship and fellowship applicants motivated to work for the Federal Government and serves as a platform to facilitate their entry into the federal workforce. NSEP uses a hands-on approach to ensure that each award recipient is equipped with the knowledge and tools necessary to secure a federal position consistent with their skills and career objectives. NSEP routinely reviews the federal placement process and makes recommendations for modifications and refinements as needed to the USD (P&R).

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

The terms and conditions of the NSEP Service Requirement are emphasized to students from the time of application until the service requirement has been fulfilled. Students sign and acknowledge materials that clearly outline these terms both during a pre-departure orientation and upon return during a seminar/job fair, each held in Washington, DC.

## NEEDS ANALYSIS FOR AREAS OF EMPHASIS

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

### NSEP AREA OF EMPHASIS: WORLD REGIONS/STUDY LOCATIONS<sup>6,7</sup>

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

Western Hemisphere		
Argentina	El Salvador	Nicaragua
Brazil	Guatemala	Panama
Chile	Haiti	Peru
Colombia	Honduras	Venezuela
Cuba	Mexico	

### NSEP AREA OF EMPHASIS: LANGUAGE OF STUDY

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

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

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

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

## NSEP AREA OF EMPHASIS: FIELDS OF STUDY

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

### Fields of Study

Agricultural and Food Sciences

Area Studies

Business and Economics

Computer and Information Sciences

Engineering, Mathematics and Sciences

Foreign Languages

Health and Biomedical Science

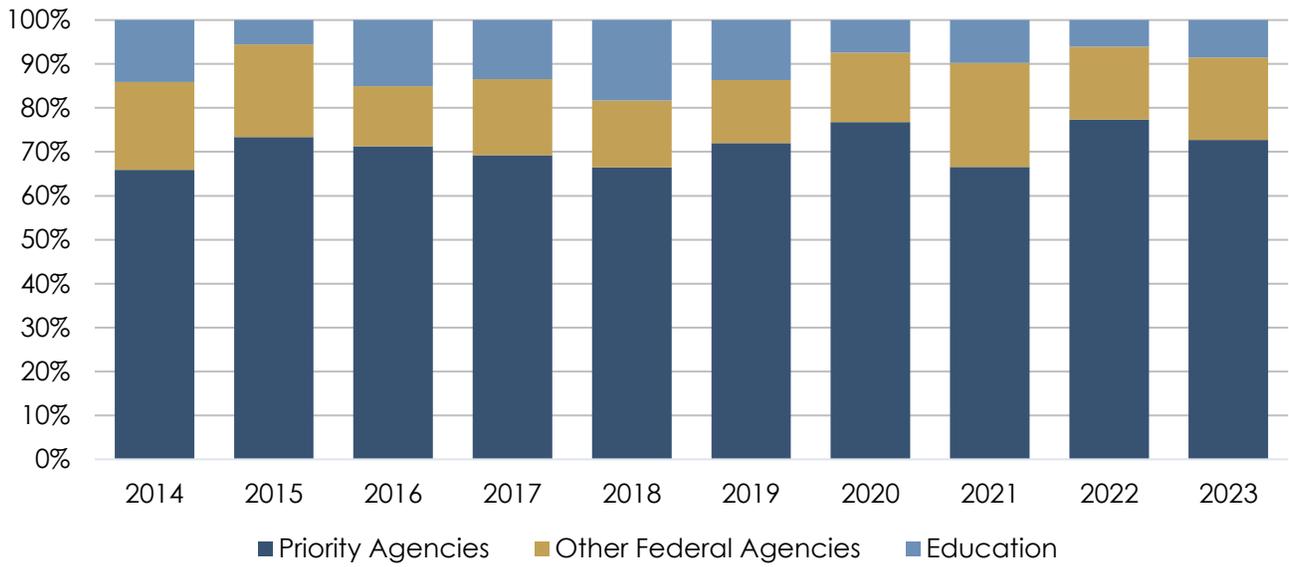
History

International Affairs

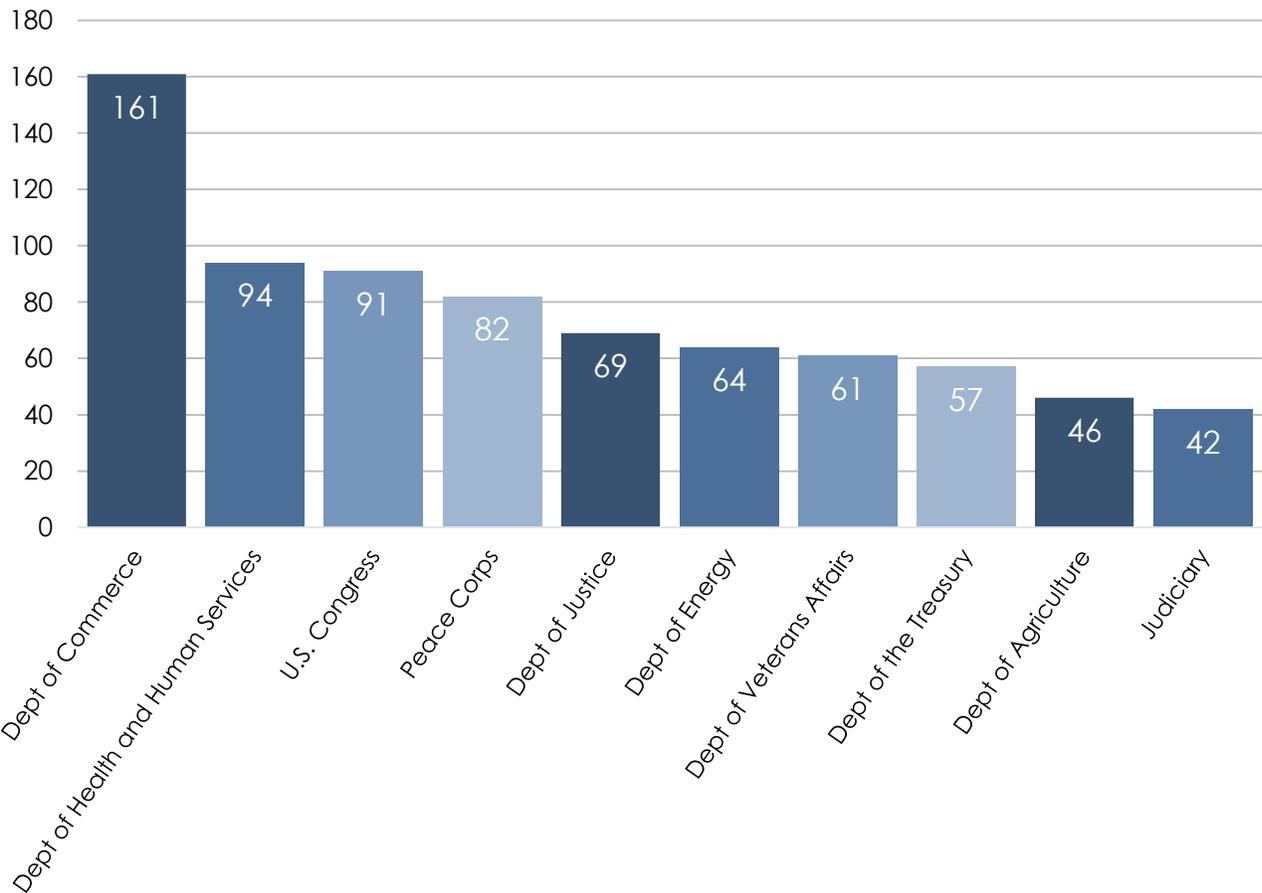
Law, Political Science and Public Policy Studies

Social Sciences (including Anthropology,  
Psychology, Sociology)

2014-2023 SERVICE PLACEMENTS REPORTED EACH DATA YEAR:  
(PERCENT OF TOTAL)



1994-2023 NSEP SERVICE REPORTED IN OTHER FEDERAL AGENCIES IN POSITIONS WITH NATIONAL SECURITY RESPONSIBILITIES (TOP TEN)



# BOREN SCHOLARSHIPS AND FELLOWSHIPS

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



*Boren Scholar in Brazil*

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 and culture study;
- Provides the opportunity for students from non-traditional study abroad fields, such as applied sciences, engineering, and mathematics (STEM), to develop international skills; and
- Enables a more diverse array of American students to undertake serious study of languages and cultures critical to U.S. national security.

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 steady growth in the Departments of Defense, State, Homeland Security, and the Intelligence Community.

## 2023 PROGRAM HIGHLIGHTS

### **Boren Convocation and Pre-Departure Orientation**

Every June, NSEP hosts the class of newly awarded Boren Scholars and Fellows in Washington, DC for a pre-departure orientation. In total, 281 students attended the 2023 event. NSEP, in collaboration with the Federal Bureau of Investigation, the National Security Agency (NSA), the Department of State, the Institute of International Education (IIE), and multiple academic partners, conducted briefings on various topics to prepare students for their overseas study abroad. These topics included international health and travel guidelines, regional safety and security issues, and cross-cultural awareness. The event provided a venue for Boren Scholars and Fellows to interface with one another, ask questions, and speak with program officers.

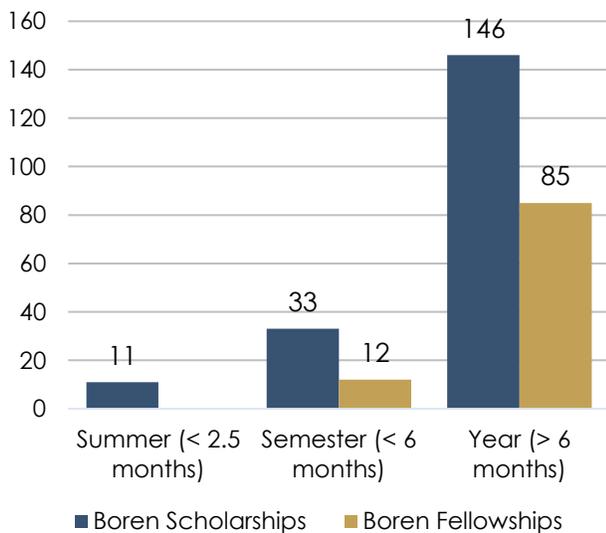
### **Boren Awardee Population**

NSEP awarded 210 Boren Scholarships and 108 Boren Fellowships in 2023, with applicant acceptance rates of 39% for Scholars and 53% for Fellows. Ultimately, of the 210 winning Boren Scholars, 190 chose to accept the award, while 97 of the winning 108 Boren Fellows accepted.

Award	Applicants	Awards Given	Awards Accepted
Boren Scholars	538	210	190
Boren Fellows	202	108	97
<b>Total</b>	<b>740</b>	<b>318</b>	<b>287</b>

Among the winning recipients, 76% of Boren Scholars and 88% 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.<sup>8</sup> 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 2023 BOREN SCHOLARS AND FELLOWS



The Class of 2023 Boren Scholars and Fellows reside in 47 states and the District of Columbia and are enrolled at 119 institutions of higher education across the country. They traveled to 42 locations to study 32 languages in six different regions.

The most popular regions among both Boren Scholars and Fellows were East Asia/Pacific and the Middle East/North Africa. Full listings of all 2023

Boren awardees' destinations and languages of study are included in Appendices G and H respectively.

2023 World Regions	Boren Scholars	Boren Fellows
Africa	22	11
East Asia/Pacific	80	42
Europe/Eurasia	18	10
MENA	32	12
South/Central Asia	28	12
Western Hemisphere	10	10
<b>Total</b>	<b>190</b>	<b>97</b>

NSEP's Boren Scholars and Fellows possess diverse academic skill sets. In addition to developing critical language expertise, they specialize in a wide variety of disciplines. Among the 2023 Boren Scholars, there were 36 STEM majors, while 15 Boren Fellows pursued graduate work in STEM fields.

Fields of Study	Boren Scholars	Boren Fellows	Total
Applied Sciences (STEM)	36	15	51
Area/Language Studies	30	10	40
Business	7	3	10
International Studies	61	45	106
Social Sciences	45	21	66
Other	11	3	14
<b>Total</b>	<b>190</b>	<b>97</b>	<b>287</b>

### BOREN FEDERAL CAREER SEMINAR

Upon returning from their overseas study, NSEP gathers awardees in Washington, DC for the two-day Boren Federal Career Seminar (Boren Seminar). The event provides attendees the opportunity to network, participate in briefings on their mandated service requirement, learn more about job opportunities within the federal government, and hear directly from alumni who have successfully leveraged their language and cultural expertise into rewarding public service

<sup>8</sup> Institute of International Education. (2023). "Detailed Duration of U.S. Study Abroad, 2005/06-2021/22" Open Doors Report on

International Educational Exchange. Retrieved from <https://opendoorsdata.org>. November 17, 2023.

careers. The second day of the Boren Seminar culminates in a career fair with federal partner agencies who meet with awardees and conduct interviews.

Over the course of two days in September 2023, the Boren Seminar included briefings from federal agencies, presentations on the mandated federal service requirement, and live question and answer sessions with Boren alumni. It featured a keynote address from Mr. Peter Kiemel, Director of the Intelligence Language Institute (ILI) and the Central Intelligence Agency's (CIA) Chief Foreign Language Officer. The career fair component of the 2023 event included 36 federal agency booths. As with previous Boren Seminars, dozens of federal agencies recruited and interviewed Boren awardees.

## FACILITATING FEDERAL HIRING

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

Between November 1, 2022, and October 31, 2023, in accordance with these two authorities, NSEP posted 171 exclusive job opportunities on behalf of dozens of partner agencies across the national security community. This figure represents a 44% increase from the previous year, when partner agencies posted 118 exclusive job opportunities. These positions, which spanned diverse fields including international affairs, STEM, law, and public policy, are available exclusively to NSEP award recipients. In addition, NSEP also posted 28 “featured” job opportunities in 2023—positions on USAJobs and other recruitment portals

open to the public that may also be of interest to NSEP award recipients. Since 2010, NSEP has advertised more than 1,200 exclusive job opportunities.

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*“Boren Scholars and Fellows have a deep commitment to developing the international linguistic and cultural expertise that the United States so greatly needs, as well as enormous passion and enthusiasm. The Boren Scholar and Fellows programs are helping to ensure the United States has the talent to maintain its global leadership.”*

— Central Intelligence Agency

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In addition to the annual Boren Seminar, NSEP also partners with federal organizations to host agency-specific career events. These exclusive events provide a direct avenue for awardees to learn more about the agencies' mission, speak with hiring managers, and apply for open job opportunities. The Department of State, CIA, Defense Intelligence Agency (DIA), National Defense University, Office of Naval Intelligence, National Geospatial-Intelligence Agency, International Trade Administration, and the National Security Agency have all hosted career events for Boren awardees. In addition, many federal agencies also advertise non-exclusive hiring events and career fairs to our awardees through the NSEPnet Job Board. In 2023, the Military Surface Deployment and Distribution Command (DoD), the Federal Emergency Management Agency (DHS), the Cyber Security & Infrastructure Security Agency (DoD), and the Bureau of Global Talent Management (Department of State), among others, all held virtual recruitment events for NSEP award recipients.



*Boren recipient during their study abroad program*

## 2023 PROGRAM INITIATIVES

This year, NSEP focused strategically to strengthen and improve the awardee pipeline into service positions, to deliver enhanced career development services and resources, and to leverage virtual platforms and technologies with the aim of engaging better with potential applicants and current awardees.

### **Boren Outreach on U.S. Campuses**

In 2023, NSEP, in conjunction with IIE, conducted Boren outreach efforts at 103 institutions of higher education across the U.S. to increase and diversify the Boren applicant pool. Of these 103 institutions, 20 were Historically Black Colleges and Universities (HBCUs) and 14 were Hispanic Serving Institutions (HSIs). NSEP also offered individual advising sessions on a first-come, first-served basis to all Boren applicants, and held weekly live and recorded webinars.

### **Boren Partnership with the Diversity Management Operations Center**

NSEP briefed at two DoD Diversity Management Operations Center (DMOC) HBCU Presidential Roundtable events in 2023: the first in Alabama and the second in Arizona. HBCU Presidents, Presidents and Provosts from other Minority-Serving institutions (MSIs), as well as the Under Secretary of Defense for Personnel and Readiness, participated in these events. DMOC is the Defense Department's office of primary responsibility to execute diversity management programs through training, EEO complaint investigations, consultation, research, and outreach in order to create a culture of inclusion where all individuals are drawn to serve, are valued, and actively contribute to Total Force readiness.

### **2023 NSEP-DIA Internship Program**

2023 marked the ninth anniversary of the NSEP-DIA Internship Program. Applications for the program opened in October 2023, and DIA will make final selections no later than February 2024. The NSEP-DIA Internship is a one-year, full-time program designed to provide a select number of recent college graduates the opportunity to gain practical work experience and to develop critical analytical, research, and briefing skills. The internship is available exclusively to NSEP

awardees through a competitive application process and provides a pathway into federal service for students interested in careers in the Intelligence Community.

### NSEP Service Highlight: **Lieutenant Eric Sanderson**



Lieutenant Eric Sanderson is a 2017 Boren Scholar to Latvia for the study of Russian and currently serves in the United States Air Force as a Tactical Air Control Party Officer (TACP-O). TACP-Os specialize in precision strike operations, joint fires integration, and joint all-domain command and control systems to synchronize surface-to-surface and air-to-surface weapon employment. In 2023 he deployed with the 4th Expeditionary Air Support Operations Squadron as part of NATO's Enhanced Forward Presence in the region. Thanks to his Russian language skills developed during his Boren Scholarship in Latvia, he conducted training with Ukrainians without a translator, greatly expediting the instruction of advanced radio communications. Eric intends to continue applying his knowledge of the Russian language through the Air Force's Language Enabled Airman Program (LEAP). Eric holds a B.A. in Global Affairs from Yale University and graduated as the top Air Force ROTC cadet in the nation, earning the Secretary of the Air Force Leadership Award.

### **Nation Security Strategy Webinar Series**

This year, NSEP and the Department of State collaborated to launch a virtual webinar series highlighting program alumni working in national security. The first session in the four-part "National Security Strategy Webinar Series" focused on

Diplomacy and Defense, while the second session focused on the Indo-Pacific. The first webinar received significant attention, with roughly 400 registrants, no less than 50 of which were students interested in applying for Boren or State's Critical Language Scholarship; the second webinar was equally well-attended. The final two sessions of the inaugural series will be held in winter and spring 2024, respectively.

### **NSEP Digital Engagement**

The Service Team implemented new standard operating procedures to streamline nuanced awardee requests through its website, including updated guidance for requesting academic deferrals and obtaining letters which certify eligibility for the hiring authorities granted through NSEP.

### **Boren Alumni Survey**

NSEP, via the RAND Corporation, disseminated an Office of Management and Budget-approved survey to Boren alumni in May 2023. More than 1,200 individuals responded. This survey captured information about where alumni are currently working, how the program influenced their career paths, and how their careers have developed since completing their congressionally mandated service requirement. The survey also captured the impact of several Boren special initiative programs and award recipients' career trajectories.

### **Boren Mentorship**

In 2023, NSEP facilitated the 7<sup>th</sup> annual Boren Mentorship Program, which matches recently returned Boren recipients seeking federal employment with mid to senior-level Boren alumni serving in the public sphere. In total, 35 alumni were selected as mentors and matched with 41 mentees for the six-month program. Mentors included alumni working at the Departments of Defense, Homeland Security, State, and Justice, as well as within the Intelligence Community and U.S. Agency for International Development.

Participants in the Mentorship Program have reported that the program helps mentees to enhance job hunting skills, develop a better understanding of the U.S. Foreign Service, and improve awardees' resume and cover letter writing skills. One of this year's mentors reported that their mentee attained a full-time position with the NSA utilizing language skills acquired during their Boren program. Former mentees and mentors often cited the Mentorship Program as being an excellent initiative, with mentors continuing to participate in the program in following years.

The Boren Mentorship Program exemplifies how NSEP alumni are not only committed to federal service, but also giving back to the Boren community and ensuring the success of their fellow Boren awardees.

# ENGLISH FOR HERITAGE LANGUAGE SPEAKERS

With passage of the Intelligence Authorization Act for Fiscal Year 2005 (P.L. 108-487, Sec. 603; 50 USC. §1902), the United States Congress created the 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 2023 EHLS Program saw continued improvements in English language gains overall among participants. These gains provide EHLS Scholars with a competitive edge when seeking federal employment with organizations that have expressed a need for employees with strong abilities in both English and critical foreign languages.

## INTRODUCTION

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

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

- U.S. citizenship;
- At least a bachelor's degree or the equivalent;
- Native language oral proficiency at ILR Level 3 or higher, verified through formal testing;<sup>9</sup>

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<sup>9</sup> Native language skills are assessed using Oral Proficiency Interviews (OPI) from Language Testing International or the Defense Language Institute Foreign Language Center.

<sup>10</sup> 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 the Center for Applied Linguistics (CAL) with a scoring rubric

- English language skills at ILR Level 2 or higher, verified through formal testing<sup>10</sup>; and
- Intent to work for the federal government.

Each year, this highly competitive program admits a cohort of Scholars to participate in eight months of professional development. The first six months of the program provide full-time, intensive instruction at Georgetown University.<sup>11</sup> The final two months of the program are part-time and online; instruction focuses on further development of writing and career preparedness skills. The EHLS curriculum mirrors the skills needed by government personnel, giving program participants the opportunity to improve their English skills in a highly structured, professional environment.



*2023 EHLS Graduation Speaker, Mr. Matthew Emrick, Department of Homeland Security and National Security Education Board Member*

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

from the Defense Language Institute English Language Center (DLIELC).

<sup>11</sup> The intensive period of the EHLS Program includes 30 hours of classroom instruction and up to 60 hours of homework and co-curricular activities per week, especially toward the conclusion of the capstone project.

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.

*“The EHLS Program provided access, insight, and perspective from individuals with language skills and cultural backgrounds that enhanced our organization’s ability to develop more accurate assessments. Their contribution enriched NGIC research and analysis in support of national and partner nation planning and decision making.”*

*—National Ground Intelligence Center*

## EHLS SCHOLARS FEDERAL SERVICE

The EHLS Program has established partnerships with a number of federal agencies interested in EHLS graduates. NSEP is cultivating closer ties with the national security community to bring EHLS Scholars into the federal government to fulfill their NSEP Service Requirement. To date, 85% of EHLS Scholar service has been reported with the four priority agencies: Departments of Defense, Homeland Security, or State, or the Intelligence Community. Of these EHLS Scholars, 63% reported service in the Department of Defense or the Intelligence Community (IC), and 32% completed their service in the IC.

## 2023 EHLS SCHOLARS

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

## FIRST LANGUAGE OF EHLS SCHOLARS: 2021-2023

Languages	Class of 2021	Class of 2022	Class of 2023
Arabic	4	0	2
Bambara	1	0	0
Chinese Mandarin	1	5	3
Dari	1	0	0
Hindi	0	1	0
Korean	2	3	2
Kurdish	1	0	2
Kyrgyz	0	1	0
Persian Farsi	1	1	5
Punjabi	1	0	0
Russian	4	5	3
Tajik	0	1	0
Turkish	1	0	0
Ukrainian*	-	-	1
Urdu	1	0	0
<b>Total Participants</b>	<b>18</b>	<b>17</b>	<b>18</b>
<b>Total Applicants</b>	<b>269</b>	<b>141</b>	<b>124</b>



*2023 EHLS Scholar and OSAP Federal Mentor Presenting to the National Security Education Board*

### \* NEW FOR 2023

For the Class of 2023, the program recruited those whose first language is Amharic, Arabic, Azerbaijani, Balochi, Bambara, Chinese Mandarin, Dari, Hausa, Hindi, Kazakh, Korean, Kurdish, Kyrgyz, Pashto, Persian Farsi, Punjabi, Russian, Somali, Tajik, Tamashek, Thai, Turkish, Ukrainian, Urdu, Uzbek, and Vietnamese.<sup>12</sup>

<sup>12</sup> Amharic and Ukrainian were added to recruit the EHLS 2023 cohort. A list of 2023 EHLS Scholars can be found in Appendix L.

Eighteen speakers of seven critical languages were admitted to the Class of 2023 from among 124 applicants. The tables above and below provide a comparison of the first languages of the EHLS Scholars for 2021, 2022, and 2023, and their place of origin.

**PLACE OF ORIGIN:  
2021-2023 EHLS SCHOLARS**

Place of Origin	Class 2021	Class 2022	Class 2023	Total
Afghanistan	1	0	0	1
China	1	1	2	4
France	1	0	0	1
India	1	1	0	2
Iran	1	1	5	7
Iraq	1	0	0	1
Jordan	0	0	1	1
Kazakhstan	1	0	0	1
Kyrgyzstan	0	1	1	2
Kuwait	1	0	0	1
Lebanon	1	0	0	1
Pakistan	1	0	0	1
Russia (or USSR)	3	1	1	5
South Korea	1	3	2	6
Sudan	1	0	1	2
Taiwan	0	3	1	4
Tajikistan	0	1	0	1
Turkey	2	0	2	4
Ukraine	0	4	2	6
United States <sup>13</sup>	1	1	0	2
<b>Total</b>	<b>18</b>	<b>17</b>	<b>18</b>	<b>53</b>

**2023 EHLS SCHOLARS ACADEMIC FIELDS**

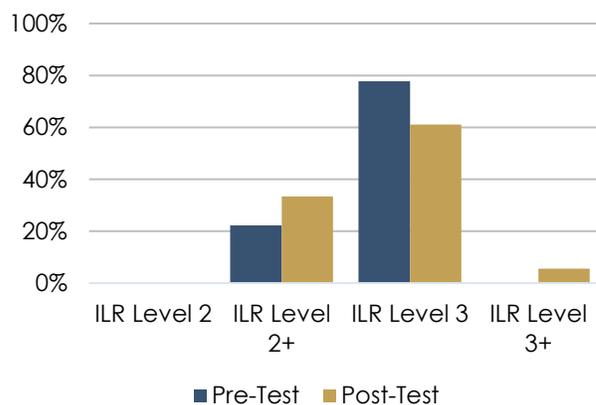
The academic background of EHLS Scholars includes specializations in Engineering, Law, and Social Sciences. Admission to the EHLS Program requires at least a bachelor's degree. Thirteen of this year's scholars had master's degrees, two of whom were doctoral candidates, and one had a Ph.D.

<sup>13</sup> Occasionally, individuals admitted to the EHLS Program were born in the U.S., and raised overseas.

**EHLS PROGRAM 2023 RESULTS**

Over the past 18 years, the EHLS Program has worked to assist its Scholars with the goal of reaching an ILR Level 3 in all modalities of English: reading, writing, listening, and speaking. The 2023 cohort was derived from a pool that possessed exceptionally high-level language and professional skills upon entry. For the Class of 2023, 47% of all entrance test scores were at or above ILR Level 3, and 76% were at or above ILR Level 2+. In 2022, the EHLS Program transitioned to using the Language Testing Institute (LTI) English Reading and Listening Computer Adaptive Test (L&R CAT) for pre- and post-testing.

**2023 EHLS SCHOLARS  
ENGLISH SPEAKING RESULTS**

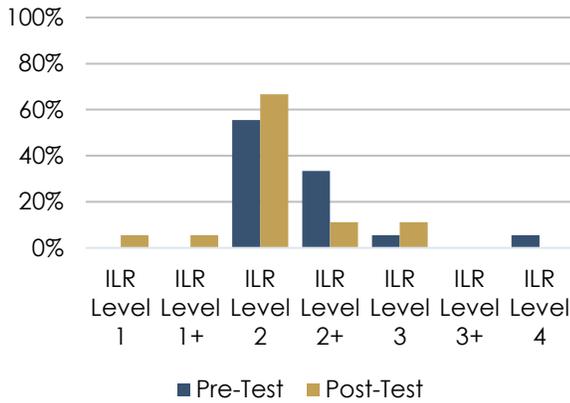


**Speaking Skills:** The EHLS capstone project, the OSAP, enables Scholars to work diligently on their speaking skills and focus on professional presentation skills. For 2023, two thirds of EHLS Scholars completed the program with English speaking proficiency at or above ILR Level 3, and 6% completing at ILR Level 3+.



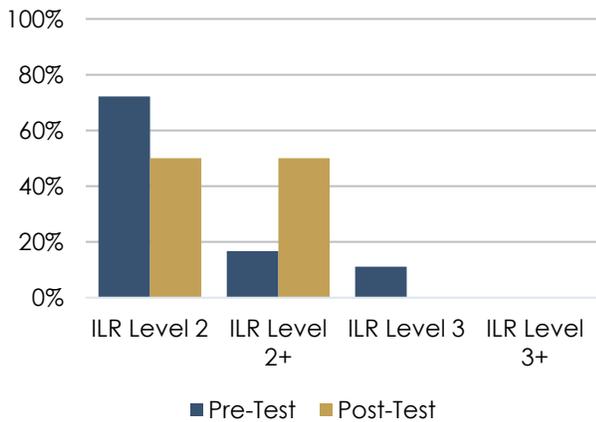
2023 EHLS Program Graduates at Georgetown University

## 2023 EHLS SCHOLARS ENGLISH READING RESULTS



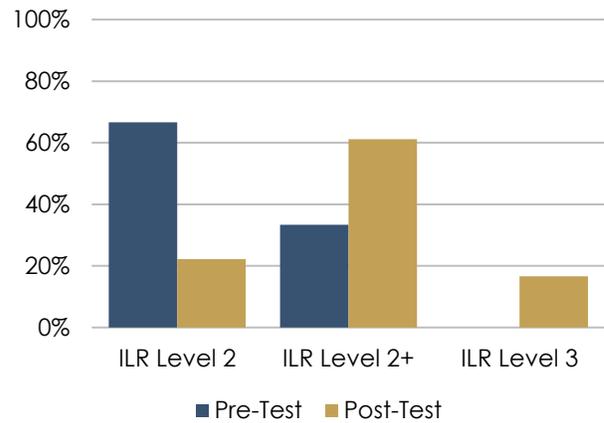
**Reading Skills:** For 2023, 45% of the Scholars entered the program with a reading score at ILR Level 2+ or above, and 22% finished at this level. Due to the discrepancy between the English reading results and the gains in other English language modalities, the EHLS Program teams will examine performance of the new computerized adaptive testing as well as the EHLS reading curriculum.

## 2023 EHLS SCHOLARS ENGLISH LISTENING RESULTS



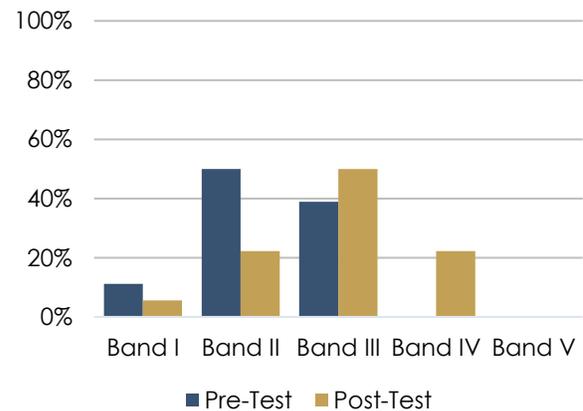
**Listening Skills:** In 2023, 28% of the Scholars entered the program with English listening skills at ILR 2+ or above, and 50% completed the program at this level.

## 2023 EHLS SCHOLARS ENGLISH WRITING RESULTS



**Writing Skills:** The development of high-quality writing skills has been a priority of the EHLS Program for over a decade based on input from government agencies that hire EHLS graduates. In 2023, while 33% of the Scholars entered the program with English writing skills at ILR level 2+ or above, 78% completed the program at this level, more than doubling the number of scholars at this proficiency level in writing.<sup>14</sup> The 2023 EHLS Scholars also made observable improvements in their writing skills, which were particularly noticeable in writing samples provided to EHLS Program federal agency partners.

## 2023 EHLS SCHOLARS PROFESSIONAL PERFORMANCE RESULTS



<sup>14</sup> EHLS Scholars' writing proficiency is assessed using a rubric developed by the Defense Language Institute English

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

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

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*“As a senior level defense official, I found the NSEP/EHLS program to be a brilliant collection point of talent, intellect, and patriotism. The intelligent and passionate program members are a fountain of energy and, more importantly, diverse thoughts and backgrounds who all have firsthand knowledge of cultural nuance, on ground connections, and native languages skills that are essential to the nation. I look forward to future engagements to help my agency better prepare for the future.”*

*—Defense Counterintelligence and Security Agency*

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## OPEN SOURCE ANALYSIS PROJECT

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

The 2023 EHLS Scholars' OSAP research was based on topics provided by 10 federal organizations: components within the Department of Defense including the Defense Security Cooperation Agency, the U.S. Air Force, the U.S. Army, and the U.S. Indo-Pacific Command; components within the Department of Homeland Security including Customs and Border Protection and the U.S. Citizenship and Immigration Services; and within the Department of Commerce's International Trade Commission. The research results were presented at the 2023 OSAP Symposium before an in-person audience of representatives from many federal organizations, some of whom now employ 2023 EHLS graduates. In addition, two 2023 EHLS Scholars provided their OSAP presentations before the National Security Education Board in September 2023.

## EHLS 2024 PROGRAM

Each year, the EHLS Program reaches out to communities throughout the United States based on a language list developed with the assistance of national security partners. New to the language list for the 2024 program was Tigrinya. Applications for 2024 EHLS scholarships were made available to the public in February 2023 with a due date in early July 2023. The scholarship applications were reviewed by a panel of academic experts and federal government officials. The EHLS Class of 2024 will include native speakers of Amharic, Arabic, Balochi, Chinese Mandarin, Hindi, Korean, Kyrgyz, Persian Farsi, Russian, and Ukrainian, and will begin at the Georgetown University School of Continuing Studies in January 2024.

# THE LANGUAGE FLAGSHIP

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

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

In addition to the core Flagship program, the Language Flagship sponsored the following initiatives:

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

These initiatives allow Flagship to expand its reach and develop needed language and culture education, effective technology use, advanced level teaching, teacher preparation, and ways for students to demonstrate their skills to potential federal employers.

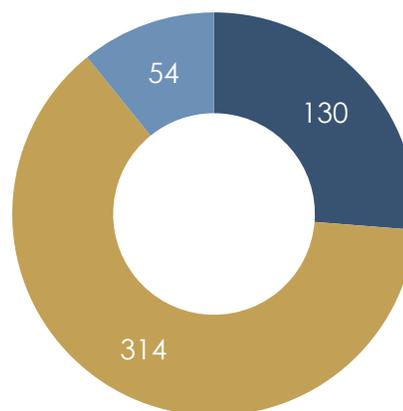
## 2023 DOMESTIC AND OVERSEAS FLAGSHIP PROGRAMS

In 2023, all Flagship Capstone programs provided in-person programming. The Fall 2023-2024 Flagship Capstone programs had a total cohort of 112 students with an additional 11 students qualified to begin in the spring 2024 Chinese Mandarin Capstone in Taiwan, and 6 qualified for the spring 2024 start Portuguese Capstone program in Brazil. This brings the projected Capstone total for the 2023-2024 academic year to 130.

The Flagship program reported fall 2023 enrollment for the Domestic and Overseas programs was 1,232 Flagship Undergraduate students, a small increase from the spring 2023 enrollment of 1,224 students.

Nearly 500 students participated in intensive overseas programming through the Flagship programs. Flagship overseas enrollment includes 130 Flagship Capstone students and 314 students completing summer programs. The RFLI cohort consists of 35 Boren Scholars and 19 Boren Fellows, for a total of 54 students.

### 2023-2024 FLAGSHIP OVERSEAS PROGRAM ENROLLMENT (N=498)



■ Flagship Capstone ■ Flagship Summer ■ RFLI

# FLAGSHIP: CORE PROGRAMS

In 2023, The Language Flagship sponsored 31 domestic Flagship programs at 23 universities across 19 states to teach Arabic, Chinese Mandarin, Korean, Persian Farsi, Portuguese, and Russian. The Flagship benchmark for certification remains Interagency Language Roundtable (ILR) skill level 3 in Speaking and ILR skill level 2+ in both reading and listening, resulting in program graduates being able to demonstrate proficient language and culture skills in professional settings that reinforce their primary field(s) of study.<sup>15</sup> Flagship students who reach ILR skill level 3 in speaking, reading, and listening receive Flagship certification with distinction.



*Indiana University Arabic Flagship students play a board game in Arabic*

The Flagship grantees demonstrate a commitment to producing high-proficiency students able to meet the challenges addressed by global professionals. Flagship institutions show diversity in several categories, including size of the student body, geographic location, and inclusion of both Senior Military Colleges and Minority Serving Institutions. The Language Flagship builds on the success of strong language programs by supporting classroom and co-curricular interventions, which encourage communication, collaboration, and a shared approach to excellence. The Language Flagship community builds on the Flagship practices and principles to prepare students for Overseas Capstone

experiences, as well as for careers in national security and other international fields.

All Flagship universities provide enhanced language offerings and curricula which create more intensive language programs starting at the first year of instruction and continuing through the advanced level coursework. All Flagship programs provide:

- Weekly group and individualized tutoring;
- Integrated content-based instruction and courses across disciplines;
- Outcome-based, student-centered language instruction;
- Immersive learning experiences, such as living learning environments;
- Guided cultural functions and co-curricular activities; and
- The expectation of student success, including the goal of professional-level proficiency and Flagship Certification.

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

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, Flagship students engage in intensive language instruction, enroll in a local university course that supports their

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<sup>15</sup> See Appendix J for Interagency Language Roundtable. (<https://www.govtilr.org/Skills/ILRscale1.htm>) 9/22/2023

primary academic major/field of study, and undertake professional internship experiences.

The Flagship program also offers a domestic yearlong Capstone immersion program for Chinese Mandarin which is hosted at the DLIFLC in partnership with the Middlebury Institute of International Studies at Monterey. The DLIFLC Capstone graduated a cohort of five Boren Flagship scholars in May and launched the next cohort of four Boren Flagship students in August. This successful pathway provides an alternate venue for students interested in national security careers upon completion of their intensive Flagship programs.

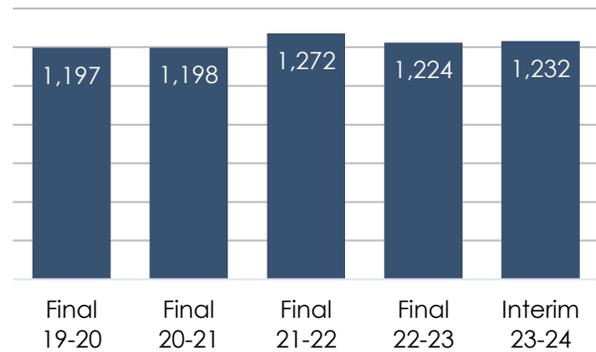


University of North Georgia Chinese Mandarin Flagship students at National Chengchi University in Taiwan

### 2023 PROGRAM ENROLLMENTS

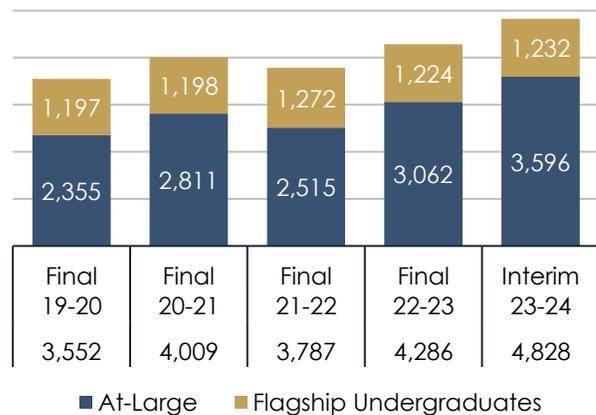
In fall 2023, Flagship institutions reported 1,232 registered Flagship undergraduate students participating in the 31 Language Flagship programs. Flagship enrollments remain steady in a climate of decreasing foreign language enrollments nationally.

### 2019-2023 FLAGSHIP UNDERGRADUATE ENROLLMENT



Domestic Flagship Centers reported an additional 3,596 students undertaking Flagship coursework and activities. The total individual student enrollment served by Flagships for 2023 was 4,828.

### 2019-2023 FLAGSHIP TOTAL ENROLLMENT



At-large students are the key to Flagship program recruitment. Flagship programs provide the same level of rigor and access to high-level language instruction to all students who choose to participate in Flagship coursework. This approach improves the whole of the university language instruction in Flagship languages.

For fall 2023, 127 students undertook capstone programs. Of these, 14 students are completing Spring start programs, and 112 students are engaged in academic year 2023-2024 domestic and overseas Capstone experiences. In January 2024, there will be an additional 11 Chinese Mandarin Flagship students starting the spring in-person Capstone program in Taiwan and 6 Portuguese students will begin the in-person Capstone program in Brazil.

## FLAGSHIP AND FEDERAL SERVICE

The Language Flagship engages students interested in government service through Boren Flagship scholarships and ROTC Flagship support. Flagship helps to foster pathways for students to apply their acquired language and cultural skills through government or military service. Language Flagship students were invited to a webinar series titled “Leveraging your Flagship Experience: Next Steps for Being a Global Professional,” sharing Federal Government job search, interview tips, as well as federal career opportunities.

### BOREN FLAGSHIP SCHOLARS

There are currently 50 Boren Flagship students studying at Flagship Capstone Centers for the 2023-2024 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.

Boren advising and outreach opportunities at Flagship programs further increase the pool of Flagship certified students prepared to address the current and future needs of the Federal Government for language and culture expertise. From 2011 to 2023, 342 Boren Flagship Scholars completed the domestic and overseas Flagship programs.

### ROTC FLAGSHIP

The goal of the Reserve Officers’ Training Corps (ROTC) Flagship initiative is to increase the number of future military officers commissioning with professional-level language proficiency in critical languages. The goal of this initiative is to reduce the Services’ burden of costly language training and retraining of mid-career officers for key positions requiring foreign language and regional expertise. The ROTC Flagship initiative includes domestic scholarship support provided by the U.S. Army Cadet Command (USACC) and Air Education and Training Command (AETC). Both the Army and Air Force ROTC have created opportunities to provide ROTC scholarship support to qualified Flagship students at any of the existing Flagship institutions.

The Air Force Language Flagship scholarships 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. Upon commissioning, ROTC Flagship graduates may apply for the Language Enabled Airman Program (LEAP) to maintain their language skills.



*University of Hawaii Korean Flagship Capstone students at a sporting event in South Korea*

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

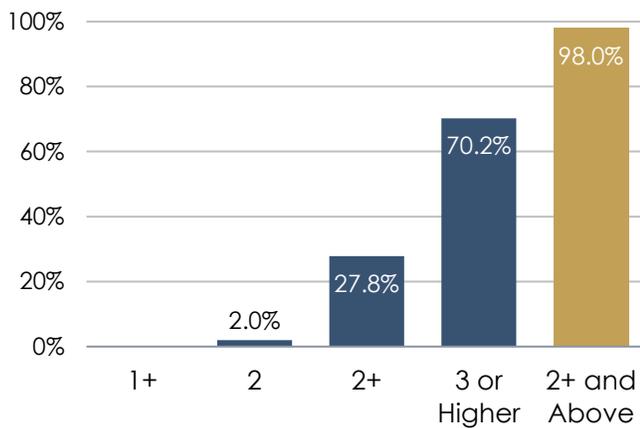
ROTC Flagship encourages all Flagship programs to collaborate with their ROTC detachments. Flagship 2023-2024 interim enrollment reports show 92 ROTC cadets and midshipmen currently enrolled in Flagship coursework across the 31 Flagship programs.

Language	AFROTC	AROTC	NROTC
Arabic	3	11	1
Chinese Mandarin	4	28	2
Korean	1	0	1
Portuguese	0	1	0
Russian	23	15	2
Total	31	55	6

## 2023 PROFICIENCY OUTCOMES

The 2022-2023 post-Capstone Flagship proficiency outcomes include the Arabic, Chinese Mandarin, Korean, Persian Farsi, Portuguese, and Russian results. The data presented also include the 2022 Chinese Mandarin spring program, and the 2022 spring start Portuguese proficiency outcomes for assessments completed in 2023.

### 2023 POST-CAPSTONE ILR SPEAKING PROFICIENCY OUTCOMES

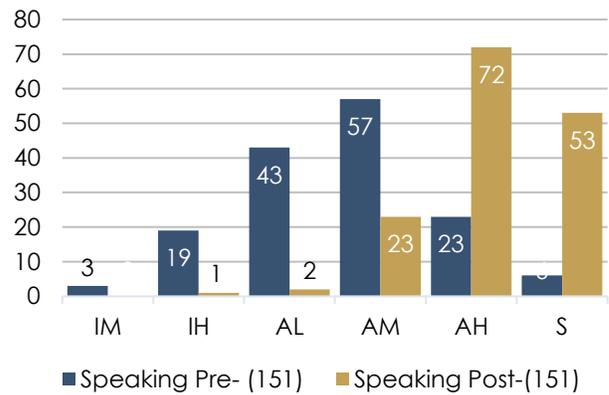


Flagship completed pre- and post-testing for 151 Capstone students using the ILR-rated post-Capstone Oral Proficiency Interviews (OPIs), and of these students, 70% demonstrated ILR Level 3 (professional level) proficiency in speaking, and 98% demonstrated ILR 2+ or higher. These post-Capstone assessments were also rated using the American Council on the Teaching of Foreign Languages (ACTFL) scale. Of the 151 rated assessments 53 (35%) students demonstrated ACTFL Superior Proficiency and 72 (48%) demonstrated Advanced-High proficiency in speaking.



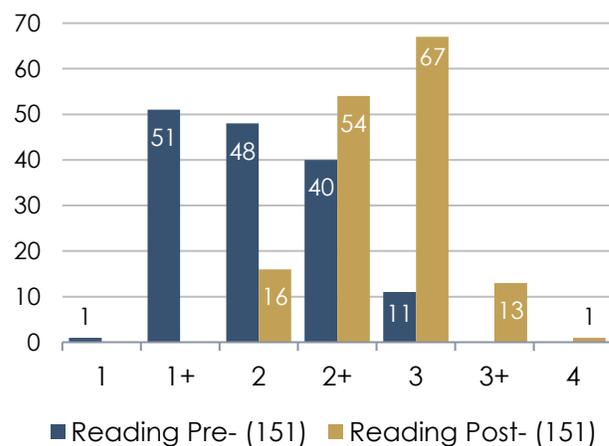
Arabic Flagship Capstone students in Morocco

## 2023 PRE- AND POST-CAPSTONE ACTFL SPEAKING PROFICIENCY (N=151)

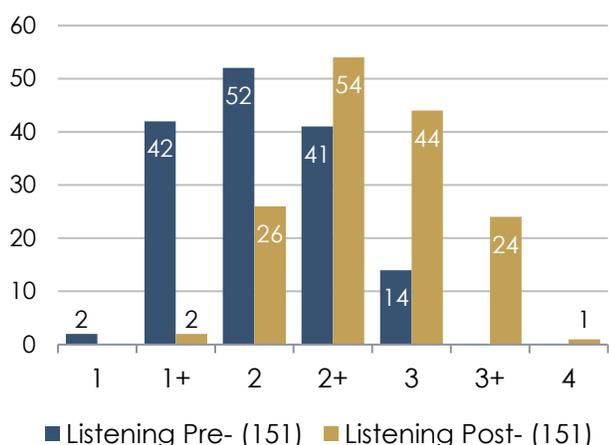


All Capstone students completed both pre- and post-testing using the Flagship Assessment Battery in reading and listening 90% of Flagship students who completed the Flagship Reading Assessment scored in the ILR skill level 2+ range or higher, and 54% scored in the ILR skill level 3 range or higher. For the Flagship Listening Assessment 82% scored in the ILR skill level 2+ range or higher and 46% scored in the ILR skill level 3 range or higher.

### 2023 PRE- AND POST-CAPSTONE ILR READING PROFICIENCY (N=151)



### 2023 PRE- AND POST-CAPSTONE ILR LISTENING PROFICIENCY (N=151)



60% of the 2022-2023 Flagship Capstone cohort demonstrated ILR skill level 3 in speaking and 2+ or higher in both readings and listening, which is the requirement for Flagship Certification after completion of the overseas year. The results also revealed that 30% of the cohort demonstrated ILR skill level 3 proficiency in speaking, reading, and listening on the Flagship assessment battery. This means that more than one in three Flagship Capstone students are eligible for Flagship Certification with Distinction.

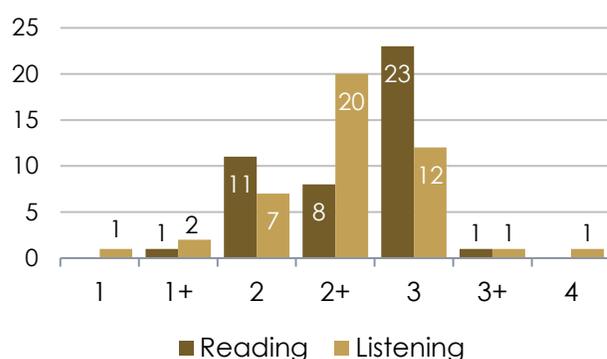


Student collaboration across Chinese Flagship programs

### BOREN FLAGSHIP SCHOLAR ASSESSMENT

In 2023, NSEP provided official federal testing on the Defense Language Proficiency Test (DLPT) in reading and listening for Boren Flagship Scholars. Of the 45 students, 44 completed the DLPT. Only the five Chinese Mandarin Boren Flagship scholars at the DLIFLC capstone had the opportunity to take the upper-range DLPT which registers scores above ILR 3. All other student results were capped at ILR 3.

### 2023 BOREN FLAGSHIP DLPT READING AND LISTENING (N=44)<sup>i</sup>



### 2023 FLAGSHIP PROGRAM HIGHLIGHTS

**2023 Teacher Training Workshops** – The Language Flagship awarded three grants for professional development in 2023. These grants provide professional development opportunities for instructors in the Language Flagship program, DLIFLC, and other NSEP and DoD-sponsored training programs. The workshops offered are as follows:

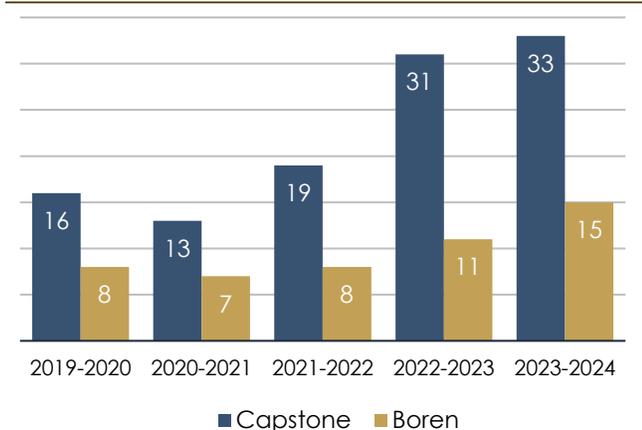
- University of Hawaii – Pedagogical Workshop on Designing Engaging Pedagogy-Driven Learning Experiences: Leverage Technology for Engaging Language Learning Experiences (language-neutral)
- The University of Mississippi – Pedagogical Workshop on integrating best practices in language teaching for Arabic instructors
- Western Kentucky University – Research-Supported Approaches to Reading and Writing Literacy Development Workshop (language-neutral)

### Tech Center's Digital Dashboard 'Flagship Connect'

– Last year, the Technology Innovation Center (Tech Center) launched the first of-its-kind digital dashboard for Flagship students, called Flagship Connect. Flagship Connect aggregates curated digital tools for students to track and document their language learning progress. In 2023, Flagship students have started to add their own content to Flagship Connect while engaging with other Flagship students across the 31 Flagship programs at 23 institutions of higher education.

**Increase of Russian Capstone Participation** – The Russian Flagship community has worked successfully to increase the student capstone participation rates across all Flagship programs. Since the 2020 Flagship competition, the domestic centers have worked collectively to improve recruitment, increase advising and employ robust retention efforts. The result of these efforts has been greater Russian Capstone completion, with 31 in 2022-2023, and 33 on the 2023-2024 overseas capstone program in Almaty, Kazakhstan.

2019-2024 RUSSIAN CAPSTONE ENROLLMENT AND BOREN AWARDS



In addition, the increase in Russian Capstone students has also increased the number of Boren Flagship students in Russian, with an average of 44% of Russian Capstone students receiving Boren scholarships.

**New Language Flagship Website Launched** – The Language Flagship launched a newly designed website in 2023. The new design focuses on improved user experience for student and parents, higher education faculty and staffs, and hiring officials visiting the site. The website is now mobile friendly.



University of Hawaii Korean Flagship students participate in a cultural activity

**New Chinese Mandarin Flagship Overseas Capstone Partnership with National Chengchi University** – As of July 2023, the Chinese Mandarin Flagship Overseas Capstone Program was moved to National Chengchi University (NCCU), a large public research university in Taipei, Taiwan. NCCU offers students a broad selection of content courses in social sciences, business, and humanities, allowing students a choice of classes related to their major fields of study. Through The Flagship Program's involvement with a consortium of Taiwanese universities, the program will maintain ties to its former host, National Yang Ming Chiao Tung University, which will continue to offer interested Flagship students' coursework and research opportunities in the sciences.

## 2023-2024 LANGUAGE FLAGSHIP INSTITUTIONS

### ARABIC

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

### CHINESE MANDARIN

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

Overseas Flagship Centers are in Italics

- \* Overseas Flagship Center managed by the University of Arizona
- \*\* Overseas Flagship Center managed by Hunter College

### KOREAN

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

### PERSIAN FARSI

University of Maryland

### PORTUGUESE

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

### RUSSIAN

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

\*\*\* 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

# 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 insufficient instructional infrastructure exists domestically. NSEP implemented the pilot program and integrated the new model into ongoing programming. The RFLI program draws on the best practices developed by The Language Flagship.

To participate, all award recipients of RFLI must compete for and ultimately receive a Boren Scholarship or Boren Fellowship. Participants complete eight weeks of domestic summer language study, followed by an intensive semester-long overseas study program. Many awardees continue overseas study during their spring semester, conducting independent research or participating in internships.

Through the RFLI model, NSEP equips and empowers American students to achieve measurable proficiency gains in their chosen language, as well as gain deep cultural and regional knowledge. As with all Boren Scholars and Fellows, these award recipients commit to working one year for the Federal Government after graduation.

## PROGRAM UPDATE

In 2023, NSEP sponsored four RFLIs: African Flagship Languages Initiative (AFLI), which includes language study in Akan/Twi, French (for Senegal), Swahili, Wolof, and Zulu; South Asian Flagship Languages Initiative (SAFLI), which includes language study in Hindi and Urdu; Indonesian Flagship Language Initiative (IFLI), which includes language study in Indonesian; and Turkish Flagship Languages Initiative (TURFLI), which includes language study in Turkish and Azeri.

The selection of languages under RFLI is based on four primary criteria: critical need to U.S. national security; critical need to improve U.S. language infrastructure; availability of intermediate and advanced instructional materials; and basic infrastructure in existing or potential overseas programs. NSEP also considers the feasibility of designing and implementing domestic and overseas programs in these languages.



*SAFLI students on an excursion in India*

## 2023 RFLI HIGHLIGHTS

In 2023, there were 101 applicants for the RFLI.

Scholars	AFLI	SAFLI	IFLI	TURFLI	Total
Applicants	31	16	11	8	66
Recipients	19	6	5	5	35
Fellows	AFLI	SAFLI	IFLI	TURFLI	Total
Applicants	17	5	8	5	35
Recipients	9	4	3	3	19

## DOMESTIC PROGRAMS

The University of Florida implemented the AFLI program for the study of Akan/Twi, French, Swahili, Wolof, and Zulu during the summer of 2023. The University of Wisconsin, Madison implemented the SAFLI, IFLI, and TURFLI programs for the study of Hindi, Urdu, Indonesian, and Turkish. Overall, 54 Boren/RFLI Scholars and Fellows participated in these language training programs.

Language	Boren Scholars	Boren Fellows	Total
Akan/Twi	1	2	3
French	6	0	6
Swahili	10	6	16
Wolof	1	0	1
Zulu	1	1	2
Hindi	4	2	6
Urdu	2	2	4
Indonesian	5	3	8
Turkish	5	3	8
<b>TOTAL</b>	<b>35</b>	<b>19</b>	<b>54</b>

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 2023, students traveled to the following overseas programs to continue their language studies.

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

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

pedagogies. Programs supplement classroom instruction with individual and group conversation practice, self-managed learner development, and homestay experiences.

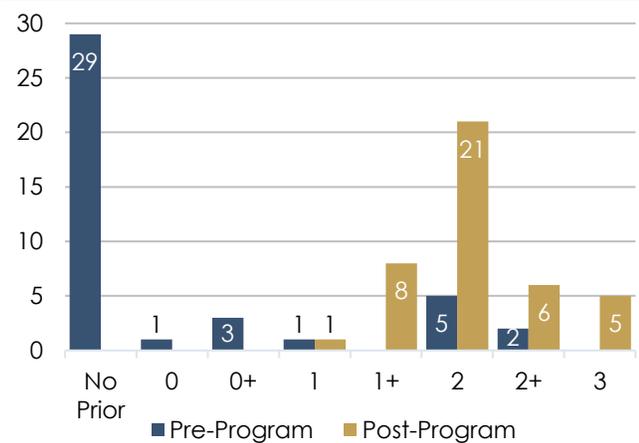
### RFLI CULTURAL INITIATIVES

Beginning in 2021, NSEP funded the development and use of online cultural modules through the RFLI program to help learners gain a greater understanding of the regional cultures they are studying in. These regions included India (with a focus on areas where Hindi and Urdu are spoken), Indonesia (with a focus on Java), Turkey/Azerbaijan, East Africa (with a focus on Senegal), and West Africa (with a focus on Tanzania/Kenya). The RFLI programs integrate these modules into the instruction to prepare students for their overseas experience and enrich their cultural experience in the region.

### RESULTS

The 41 Boren Scholars and Boren Fellows funded in FY 2022 demonstrated significant proficiency gains over the course of the program. Testing was conducted through Oral Proficiency Interviews, which rate speaking proficiency using a common rubric developed by the Interagency Language Roundtable (ILR). Boren awardees from 2020 and 2021, whose programs were disrupted and had summer instruction taught online due to the COVID pandemic were given the opportunity to participate in the Fall 2022 RFLI study abroad. The assessment results below include only the 2022 cohort.

2022 RFLI PRE- AND POST- SPEAKING  
PROFICIENCY GAINS (N=41)



Following post-RFLI assessments, 32 (78%) students demonstrated advanced proficiency (ILR 2 or higher), with five (12%) achieving a professional level (ILR 3 or higher) of proficiency. Another nine (22%) students demonstrated Intermediate-level proficiency, with 100% of RFLI Boren Scholars and Fellows demonstrating Intermediate proficiency or above. All program participants deepened cultural and regional knowledge through their immersive overseas study.

# 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, strengthen proficiency assessment and accountability, and capture student performance via video for qualitative analysis and teacher training. By sharing Flagship techniques, our goal is to improve student proficiency outcomes nationally.

## TECHNOLOGY INNOVATION CENTER

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

In the spring of 2023, the Tech Center hosted the 2023 LaunchPad event on the campus of University of Minnesota – Twin Cities with demonstrations of technology-related products intended to impact world language education. In addition to language and technology practitioners, members of the Flagship community attended this event either in-person or viewed the live stream. A panel of LaunchPad judges, including a DLIFLC representative and Flagship alumni, provided valuable feedback on the technology products to the participants.

In 2023, the Tech Center held three presentations as part of the Flagship Exchange. Flagship instructors from across Flagship programs presented on multi-institutional collaborations and professional language development with the

theme of pragmatics and technology. Attendees included both Flagship and Project GO institutions.

Professional development opportunities organized by the Tech Center addressed the need for training and monitoring to assist the Flagship tutors. In collaboration with Flagship directors, coordinators, and tutors, the Tech Center facilitated presentations on “Tutoring for Speaking Skills” and “Tutoring for Speaking: Planning, Design, Technology, Challenges & Tips.” These focused professional development trainings help Flagship tutors to better prepare Flagship students, who must qualify for Capstone at the ILR 2 (speaking) level.

The Tech Center engages current Flagship students across Flagship institutions and languages to strengthen the Flagship Connect dashboard, culture, and tutoring. The students collect feedback from other Flagship students about initiatives and events that enrich their Flagship experience.

In the spring of 2023, the Tech Center hosted an in-person Hackathon event for current Flagship students and alumni at Harvard University. The Hackathon theme centered on pragmatics. Approximately 30 language learners across five of the Flagship languages competed to identify solutions which fulfill Flagship technology needs. Many of the projects focused on culture and specific language use to meet cultural expectations. The solutions proposed by students through Hackathons have materialized through the development of a digital dashboard called Flagship Connect. Flagship Connect aggregates curated digital tools generating meaningful data that helps students track and document their language learning progress, explore cultural resources, and connect with other Flagship students across institutions and languages.

## FLAGSHIP VIDEO PROJECT

The Flagship Video Project is an initiative to document and assess the professional capabilities of Flagship students in their target language. Launched in 2018, the video project is now an integrated component of all the Flagship Capstone programs. Over the course of the

second semester of the Capstone year, Flagship students research and prepare a 20-minute oral presentation in their Flagship language on a topic of professional or academic interest in a conference setting. The Capstone program captures these presentations with Q&A on video.



*University of Hawaii Korean Flagship student giving a presentation.*

Through an automated system, the students edit transcriptions and translations to ensure that all video projects include translated subtitles.

The videos provide rich documentation of the range of each student's linguistic, cultural, intercultural, professional, and regional/area competencies captured live in a public setting. Flagship graduates can then share these videos with prospective employers. Programs can also use the videos as a professional development tool to help instructors improve pedagogy and curricular design. The Flagship Video Project Showcase Committee selects the top videos made public by the Flagship student to be shared during presentations, briefings, and outreach opportunities. The showcase videos can be found on the Tech Center's website.<sup>16</sup>

## Flagship CAPSTONE Culture TRAINING

Arabic, Chinese Mandarin, and Russian Flagship students use the Flagship culture initiative training modules as part of their pre-departure domestic preparation for the Overseas Capstone program. The modules consist of cultural scenarios which prepare Flagship students for cultural experience overseas. These scenarios include interactions with host families, internship providers, and peer interactions.

The Flagship Technology Innovation Center hosts the scenarios online to ensure their availability to the full Flagship community. This arrangement also provides continued support to the students and the maintenance of cultural materials.

The domestic Flagship programs use the Arabic online scenarios as enhancements to their pre-Capstone domestic instruction. Flagship students complete the scenarios during the spring semester prior to the Arabic Capstone summer start of the yearlong Capstone experience.

All Russian programs use the Russian Culture modules and scenarios collaboratively via a summer pre-Capstone culture workshop for Russian Capstone students. The University of Wisconsin Russian Flagship hosts this workshop in August before the start of the Capstone program.

DLNSEO awarded Indiana University with a Chinese Mandarin Flagship Culture Initiative grant in order to prepare Chinese Mandarin Flagship students for the intercultural communication situations they may encounter while studying and interning overseas. In collaboration with the Chinese Mandarin Flagship programs across the country and the overseas Capstone provider, over 30 cultural scenarios were developed in English and Chinese Mandarin ranging from food, hosts, and relationships to behavior in public spaces and workplace expectations. All domestic Chinese Mandarin Flagship program have started to integrate the new Chinese Culture App into their curriculum.

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<sup>16</sup> Tech Center's Video Showcase. 9/25/2023 (<https://video.thelanguageflagship.tech/>)

# NATIONAL LANGUAGE SERVICE CORPS

The National Language Service Corps (NLSC) is a Department of Defense (DoD) program that provides critical language skills, regional expertise, and cultural (LREC) capabilities to U.S. Government agencies. With a membership of more than 12,000 globally situated U.S. citizens professionally proficient in more than 540 languages and dialects, the NLSC is ready to serve government partners when a critical LREC need arises.

NLSC members volunteer out of patriotism, a desire to enhance their LREC skills, and enthusiasm for the NLSC mission. Government partners view NLSC as a comprehensive, agile, and cost-effective service for supporting diverse LREC requirements.

The NLSC continuously innovates and optimizes its practices to meet Government partner needs. In Fiscal Year 2023 the NLSC supported missions for agencies across the U.S. Government, adding partners, recruiting members with high-priority qualifications, and launching new initiatives to better meet and anticipate partner requirements.

## MISSION SUPPORT IN 2023

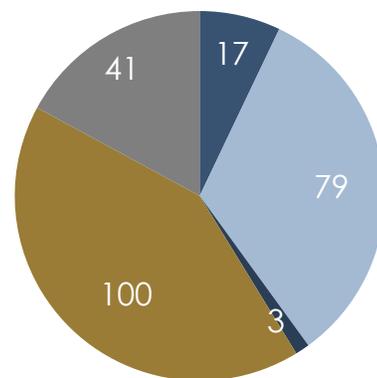
Exemplifying the NLSC's motto of "language for the good of all," members provided outstanding support to Government partners in 2023. The NLSC serves various federal agencies through 66 partnership agreements. DoD organizations comprise 53 percent of these, with interagency organizations now encompassing 47 percent of all NLSC partnerships. In 2023, the NLSC added 3 DoD and 5 interagency partners for a total of 8 new partners.

### 2022-2023 NLSC PARTNERSHIPS

Partner Type	2022	2023	Increase
DoD Partners	32	35	+3
Interagency and Independent Agency Partners	26	31	+5

In 2023, the program fulfilled mission requests for 24 partners. This includes 10 offices which were first-time partners of NLSC, including the Department of Labor (DOL) Employee Benefits Security Administration (EBSA); the Equal Employment Opportunity Commission (EEOC) Office of Communications and Legislative Affairs (OCLA); and the U.S. Department of Agriculture (USDA) Agricultural Marketing Services (AMS) Fair Trade Practices Program (FTPP). The chart below shows the number of NLSC missions by partner type in 2023.

### 2023 NLSC MISSIONS BY PARTNER TYPE



- Operational Commands and Units
- Defense Schools and Training Activities
- Defense Agencies
- Interagency Offices
- Independent Agencies

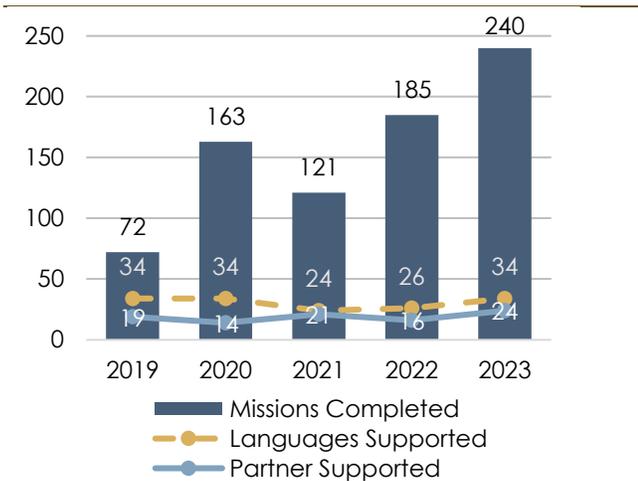
## MISSIONS, LANGUAGES, AND PARTNERS, 2019-2023

In 2023, the NLSC supported 24 partners on 240 missions involving 34 languages. This marks the largest annual total number of partners serviced within the past five years and demonstrates the reach and strength of NLSC relationships with its federal partners.

The Center for Information Warfare Training (CIWT) requested a fifth of the NLSC's 2023 missions. Other partners requesting increased support included the Department of Health and Human Services

(HHS) Administration for Children and Families (ACF), the Defense Language Institute Foreign Language Center (DLIFLC), and DOJ CRT. The following chart indicates the number of missions, partners, and languages supported over the past six years.

### 2019-2023 MISSIONS COMPLETED AND PARTNERS/LANGUAGES SUPPORTED



### EXPANDING MEMBER SUPPORT

The NLSC's language professionals continue to expand the program's impact on Government LREC operations. In 2023, the NLSC activated 404 NLSC members who served over 23,000 labor hours. See the chart below for member activations and labor hours from 2019–2023.

### 2019-2023 MEMBER ACTIVATIONS AND LABOR HOURS



### GOVERNMENT PARTNERS

The NLSC leverages interagency agreements (IAAs) to establish formal partnerships with

Government agencies; to date, 66 IAAs have been established. The NLSC focuses its outreach on agencies which have gaps in language support for their LREC-specific requirements. As an additional outreach strategy, NLSC engages leaders who are enthusiastic about the cost-effective, flexible mission support the NLSC provides.



*National Guard member connects with NLSC staff at the NGAUS Conference*

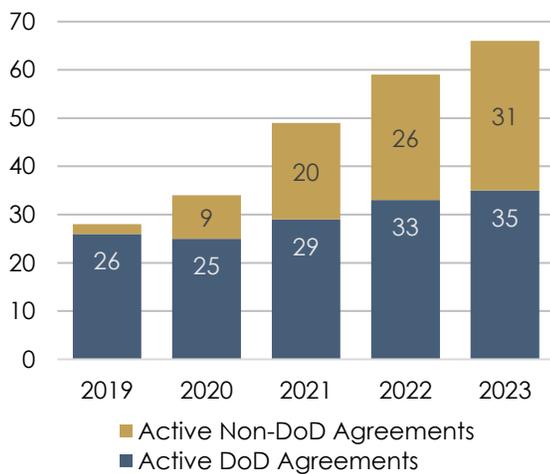
In 2023, the NLSC solidified its reputation as a recognized resource for providing critical LREC support. The NLSC partnering strategy employs multiple avenues to engage partner stakeholders. In 2023, the NLSC attended multiple events, to include the 25<sup>th</sup> Annual Expeditionary Warfare Conference, Homeland Security Week, the Pacific Operational Science and Technology (POST) Conference, the Association of the U.S. Army (AUSA) Land Forces Pacific (LANPAC) Symposium and Exposition, and the 2023 FedHealth Conference. The program participated in the National Guard Association of the United States (NGAUS) 145<sup>th</sup> General Conference and Exhibition for the second time, targeting outreach to State Partnership Programs (SPPs) and other Government attendees, including the Smithsonian Institution.

Although most partner engagements are held virtually, NLSC Partner Support Liaisons also conduct in-person meetings with partners who have already completed IAAs with the NLSC. These engagements enhance relationships, provide updates on NLSC capabilities, and deliver recommendations on best-use cases tailored to each organization. In 2023, the NLSC conducted in-person engagements with U.S. Central Command (USCENTCOM), the Fourth Security Force Assistance Brigade (4SFAB), and the U.S.

Geological Survey (USGS) Geologic Hazards Science Center (GHSC). These meetings enabled program representatives to socialize capabilities with organizational leaders, resulting in increased mission support requests.

In response to the Attorney General 2023 memo, "Strengthening the Federal Government's Commitment to Language Access," the NLSC launched a campaign to assist federal agencies in complying with the directive to update or establish language access plans. The NLSC reached out to 127 current and emerging partners, ensuring that these agencies leverage the program as a language access solution.

### 2019-2023 NLSC PARTNER AGREEMENTS



The NLSC also expanded its presence in the security cooperation space in 2023. In December 2022, the NLSC completed an IAA with the Fifth Security Force Assistance Brigade (5SFAB), which resulted in 10 NLSC linguists supporting 5SFAB's field exercises through interpretation and translation support at Camp Grayling, Michigan, in July 2023. In 2023, the NLSC also completed an IAA with United States Army Pacific (USARPAC), who had expressed a need for on-site Chinese Mandarin interpretation support in Taipei, Taiwan, in the fall of 2023.

Increased IAAs ensure NLSC progress towards effectively augmenting LREC capabilities and resources throughout the U.S. Government. See the chart below for NLSC partner agreements from 2019-2023.

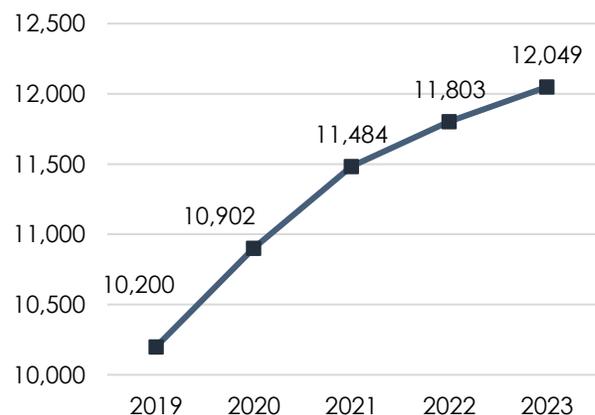
### NLSC MEMBERSHIP

In order to recruit new members, the program develops relationships with federal government, academic, cultural, and community organizations. To ensure readiness for a wide array of partner missions, the NLSC targets high-quality recruits with unique qualifications and experiences. In particular, the NLSC seeks members with security clearances, military service, and professional certifications and affiliations.

### NLSC Membership Growth, 2019–2023

Since 2019, the NLSC has recruited more than 1,800 highly skilled language professionals, bringing the total number of members to more than 12,000, which includes over 1,500 members with federal hiring appointments who are immediately available for mission service. New members have added more than 130 languages and dialects to the NLSC, raising the total number of NLSC member languages and dialects to over 540—an increase of more than 30 percent. See the chart below for NLSC membership growth from 2019–2023.

### 2019-2023 NLSC MEMBERSHIP



## NSEP-NLSC Connection

As an integral supporting component of NSEP, the NLSC actively recruits alumni of NSEP programs. This recruitment strategy helps the U.S. Government to recoup its investment in these programs and provides partner agencies with support personnel already familiar with government language work.

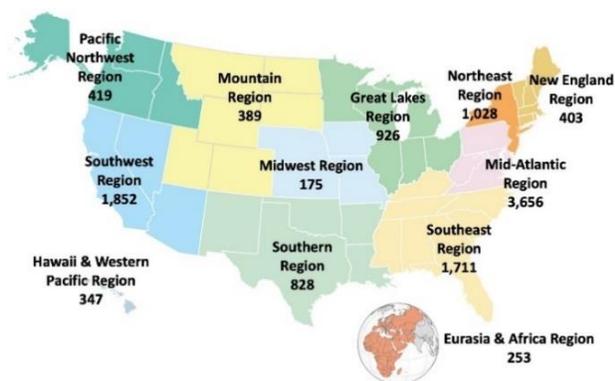
There are a total of 327 NSEP awardees currently serving in the NLSC, including Boren Scholars (37%), English for Heritage Language Speakers (EHLS) alumni (29%), Boren Fellows (23%), and Flagship alumni (11%).

## Member Regions

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

## 2023 NLSC REGIONS AND MEMBERSHIP

During 2023, the NLSC expanded the NLSC Member Recognition Program to honor member contributions and to motivate them to continue their successful LREC support. Member recognition ceremonies were held across the 12 regions, in which 193 members were recognized for mission support, language testing, and tenure in the program. NLSC member Grace Valera, who was honored for her contribution to NLSC mission support, stated, "Whenever I get an assignment from the NLSC, I make it a priority."



## NSEP Alum and NLSC Member: Ella Baldwin



Boren Scholar and NLSC member Ella Baldwin works as a professional translator in Arabic, Dutch, and Spanish. During her Boren Scholarship, Ella travelled to the Middle East to study the diversity of Arabic dialects. After returning from her NSEP-funded study abroad, Ella then brought her Arabic language skills to the NLSC, where she has served on missions translating technical documents from English to Arabic for the Defense Logistics Agency (DLA).

Ella feels rewarded by her experience with the NLSC, stating, "Working with the NLSC is a great way for me to exercise my language skills and take on exciting challenges. I am proud to serve my country and community, and I look forward to contributing to future NLSC missions."

The NLSC also continued to grow the Regional Member Engagement Framework (RMEF), which leverages NLSC regional liaisons, such as Bintari Forrester, to mentor fellow members and serve as ambassadors for the program.

## Member Training and Events

In 2023, the NLSC continued its hybrid approach to regional events, increasing the number of in-person networking opportunities while providing valuable training through virtual webinars. Regional events enable DLNSEO leadership to engage with NLSC members, share program updates, and enhance members' skills through practical training geared toward improving NLSC mission readiness.

\*

## Regional Member Liaison: **Bintari Forrester**



Since joining the NLSC in 2009, Bintari Forrester has contributed to the NLSC in multiple ways, from serving as an Indonesian translator and interpreter, to providing recommendations to enhance the program as a Regional Liaison.

Bintari has supported Indonesian translation missions for USARPAC and DLIFLC. Her recommended way to prepare for a mission is to “think about who you're there for and where they're coming from,” keeping in mind the cultural aspects that go along with the language.

During 2023, 603 members participated in 33 NLSC regional events. While six events focused on member networking, socialization, and program updates, 27 events concentrated on sharpening skills directly relevant to NLSC partners. In total, 545 members participated in training, gaining information about language skill certifications and the NLSC mission support process.

In 2023, the NLSC continued to conduct the semi-annual Federalized Member Orientation. This workshop provides specialized training to NLSC volunteers who have completed the onboarding process with the NLSC, rendering them immediately available for partner missions.

The NLSC also offers Government-validated language proficiency testing to all of its members. In 2023, the NLSC increased member test participation by hosting three informational

sessions on the benefits of having a language proficiency score on file. NLSC testing experts trained 95 members on testing processes and formats, and created a digital platform which educates members about the Oral Proficiency Test (OPI) and the Defense Language Proficiency Test (DLPT).

## NLSC INNOVATIONS IN 2023

To optimize operations and enhance the integration of members and partners, the NLSC introduced several new innovations in 2023.

### Increased Agility and Speed

To ensure that current and emerging partner requirements directly influence NLSC human capital initiatives, the NLSC dramatically increased the speed of implementing those requirements into targets for federalization of adequate numbers of appropriately skilled members. The NLSC notably decreased the duration of the federalization process by aiding qualified candidates through the process, and collaborating with government human resources components to ensure all requirements are met.

To improve connectivity between mission needs and general recruitment, NLSC recruiters achieved greater speed and accuracy in identifying new recruits for early federalization and mission support. Working closely with partners and members, NLC mission planners also accelerated mission preparation steps, enabling a higher operational tempo across the program in support of evolving government needs.



*Northeast Region members attend a regional event at the United Nations on August 24, 2023*

### **Members and Partners as Program Advocates and Stewards**

To cultivate a sense of stewardship among federal partners, the NLSC increased the intensity and collaborative quality of mission planning; established regular partner check-ins during missions; persistently elicited post-mission assessments to drive program refinement; and facilitated multi-partner workshops and needs elicitation. In addition, during 2023, the program cultivated “NLSC advocates” within partner organizations to pinpoint emergent needs across government and to streamline mission demand signals. The NLSC integrated members as program stewards by holding regular member focus groups

during extended missions, and engaging mission veterans to elicit lessons learned. The NLSC also empowered members as program ambassadors to speak at regional events, facilitate training for fellow members, provide video and written testimonials, and to participate in government program review meetings to include the September 2023 NSEB meeting.

To acknowledge the profound support members have provided to the NLSC through successive mission activations and program stewardship, in 2023 the Assistant Secretary of Defense for Readiness and Force Management (ASD(R&FM)) issued letters of gratitude to mission veterans.

# PROJECT GLOBAL OFFICER (PROJECT GO)

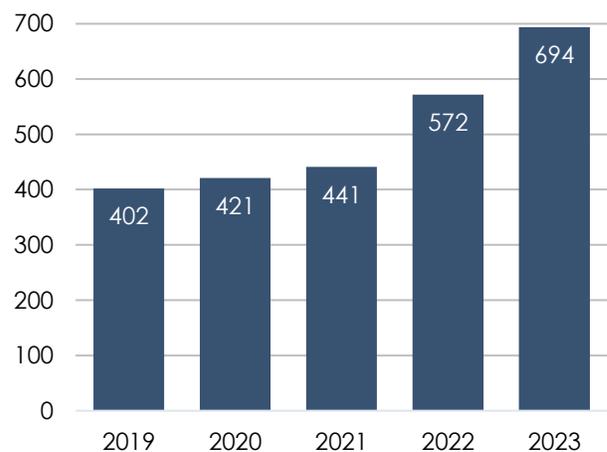
The National Defense Authorization Act for Fiscal Year (NDAA for FY) 2006, P.L. 109-163, Section 535, supports acquisition of foreign language skills among members of the Reserve Officers' Training Corps (ROTC). The Department places special emphasis on strategic language skills needed by future military officers. Additionally, NDAA for FY 2010, Section 529, authorized the Secretary of Defense to establish language training centers at accredited universities, Senior Military Colleges (SMCs), or other similar institutions of higher education to accelerate the development of foundational expertise in critical languages and regional area studies for members of the Armed Forces to include candidates in the ROTC programs.

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

To date, institutions participating in the program have supported critical language study for more than 7,500 ROTC students nationwide. During the 2022-2023 academic year, 27 institutions hosted Project GO programs serving ROTC students from 257 U.S. campuses. In 2023, 694 ROTC students benefited from language training opportunities through Project GO in 11 languages. This year, approximately 1,000 applicants submitted more than 2,500 Project GO applications, with each applicant applying up to six programs each: three domestic and three abroad. The acceptance rate of applicants for Project GO's summer opportunities was 69% in 2023.

The centralized application system utilized by the program allows any interested and eligible ROTC student nationwide to apply for a Project GO scholarship across the program offerings at Project GO institutions and to choose from multiple language learning opportunities offered domestically and abroad. Each student selects the Project GO-funded institution(s) and language(s) that best fit their academic needs and interests, and then applies to those programs online with the submission of one application.

## 2019-2023 PROJECT GO PARTICIPANTS: FIVE YEARS OF ANNUAL PARTICIPATION



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

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

- Establishing a minimum proficiency goal of ILR skill level 1 for all Project GO participants, to be achieved over a series of multiple iterations and increasing the number of Project GO participants reaching ILR level 2;

- Maintaining and synchronizing a network of domestic and overseas language programs open to all ROTC students nationwide;
- Assisting SMCs in internationalizing the experience of their ROTC students; and
- Creating opportunities for ROTC students to receive cross-cultural exposure through curricular enhancements.

## 2023 HIGHLIGHTS

Interest in Project GO scholarship opportunities remained strong in 2023 with more than 2,500 applications received for Project GO summer 2023 programs. A total of 1,952 applications were received for study abroad programs and 586 applications for domestic programs. As in previous years, the program experienced a high number of students applying to participate in overseas programs.

A number of Project GO alumni choose to apply to Project GO programs to continue their language study. For the summer 2023, 17% of Project GO students were returning participants, who had completed at least one Project GO program in a previous year.

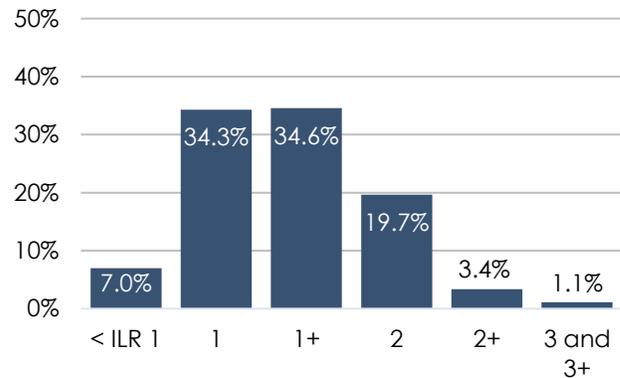
The University of Wyoming hosted the national Project GO leadership meeting in Laramie, Wyoming, in November 2023. Representatives from the 27 Project GO institutions attended the annual meeting. General Peter Schoomaker, 35th Chief of Staff of the United States Army from 2003-2007 and alumnus of the University of Wyoming, was the keynote speaker. Additionally, Project GO alumni shared the impact of the program on their military careers at the annual meeting.

NSEP hosted a webinar in October 2023 to provide career mentoring and advising to ROTC students with language and culture skills. A panel of speakers from the Army, Air Force, and Navy spoke about career opportunities for officers with language and culture skills.

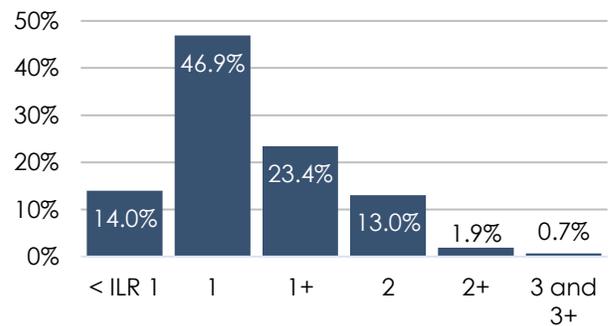
In order to achieve proficiency targets, Project GO actively promotes language training opportunities among ROTC students year-round. Today, Project GO participants are expected to complete, at a minimum, the equivalent of four semesters (12 credits) of the same critical language, including study abroad for eight weeks or longer. Ninety-

three percent of 359 Project GO students who completed four or more semesters of language study met the minimum program proficiency goal of ILR skill level 1 or better in speaking. In 2023, 59% of these students earned a post-program oral proficiency score of ILR skill level 1+ or higher. The chart below shows the proficiency breakdown.

OPI ACHIEVEMENT WITH FOUR OR MORE SEMESTERS: 2007-2023

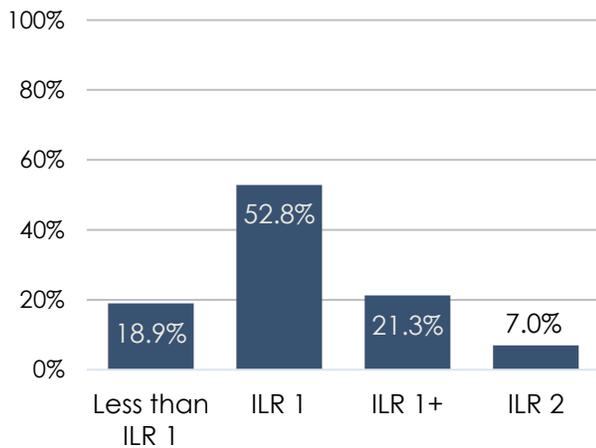


POST-OPI RESULTS FOR ALL PROJECT GO STUDENTS: 2007-2023



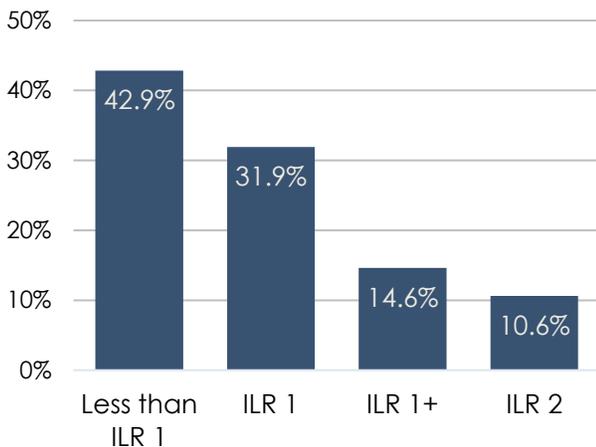
DLNSEO administered the Flagship Online Listening and Reading proficiency tests as a post-test metric for Project GO students who had completed four semesters or more of language study in Arabic, Chinese Mandarin, Korean, and Russian. Three hundred and one cadets and midshipmen took the exam. The scores for the reading proficiency test indicated that 81% of the students who took the Flagship online test scored ILR 1 or higher, an increase of 4% over the previous year.

### PROJECT GO READING PROFICIENCY RESULTS: 2007-2023



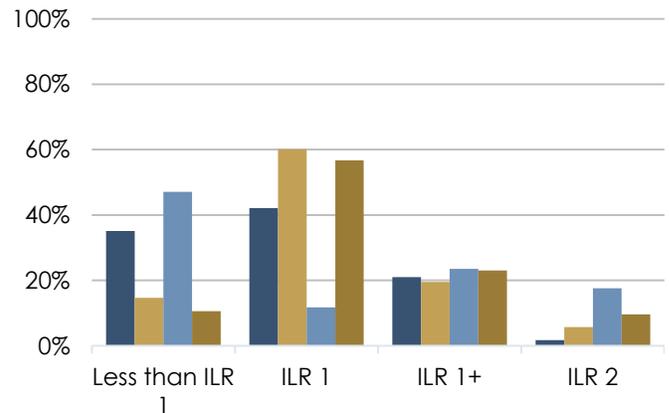
57% of the students who took the Flagship online test scored ILR skill level 1 or higher in listening.

### PROJECT GO LISTENING PROFICIENCY RESULTS: 2007-2023



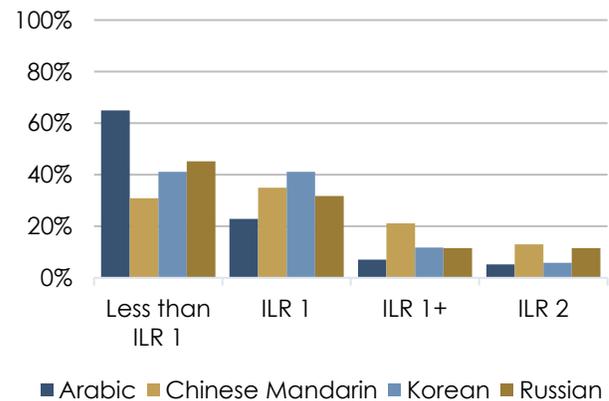
The assessment results indicated differences between the four languages—Arabic, Chinese Mandarin, Korean, and Russian. Following successful implementation of the Arabic, Chinese Mandarin, Korean, and Russian tests in previous years, these four languages were tested again this year.

### PROJECT GO READING PROFICIENCY IN ARABIC, CHINESE MANDARIN, KOREAN, AND RUSSIAN: 2007-2023



■ Arabic ■ Chinese Mandarin ■ Korean ■ Russian

### PROJECT GO LISTENING PROFICIENCY IN ARABIC, CHINESE MANDARIN, KOREAN, AND RUSSIAN: 2007-2023

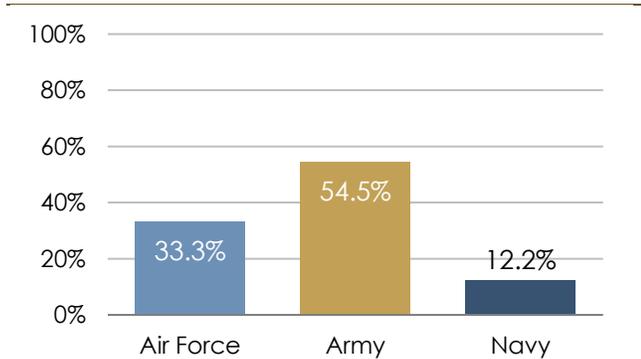


■ Arabic ■ Chinese Mandarin ■ Korean ■ Russian

### NETWORK OF DOMESTIC AND OVERSEAS LANGUAGE PROGRAMS

During academic year 2022-23, Project GO funded 27 institutions, including five of the six SMCs, to serve as national resources for critical language instruction. Through these universities, Project GO trained 694 ROTC participants in 11 critical languages. Of these, 54.5% were Army ROTC cadets, 33.3% were Air Force ROTC cadets, and 12.2% were Naval ROTC midshipmen.

## 2023 PROJECT GO PARTICIPANTS BY SERVICE



Since 2019, the distribution of Project GO participants by Service is as follows:

Service	2019	2020	2021	2022	2023
Army	176	208	224	277	378
Air Force	162	177	170	219	231
Navy	64	36	47	76	85
<b>Total</b>	<b>402</b>	<b>421</b>	<b>441</b>	<b>572</b>	<b>694</b>

During the 2022-2023 academic year, nearly two-thirds (74%) of all Project GO ROTC students completed critical language training overseas. 26% participated in domestic programs.

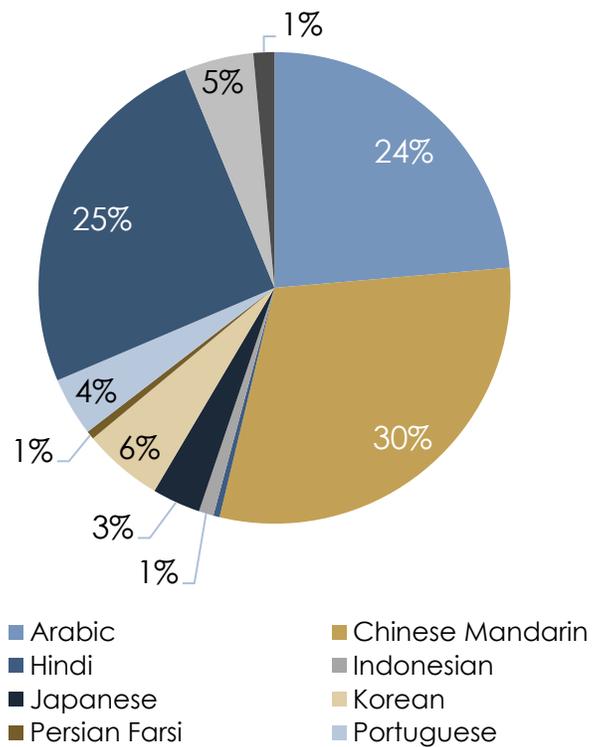
## PROJECT GO PARTICIPANTS DOMESTIC VS. OVERSEAS

Since 2019, the distribution of Project GO participants undertaking critical language study domestically versus overseas is as follows:

Program	2019	2020	2021	2022	2023
Domestic	129	0	172	195	182
Overseas	273	0	23	339	512
Online	0	421	246	38	0
<b>Total</b>	<b>402</b>	<b>421</b>	<b>441</b>	<b>572</b>	<b>694</b>

ROTC students from 257 different U.S. institutions participated nationwide in Project GO's summer critical language offerings with 27% (188) of participants enrolled at a Project GO-funded institution and the other 73% (506) enrolled at a non-Project GO funded institution during the academic year.

## 2023 PROJECT GO PARTICIPANTS BY LANGUAGE



Chinese Mandarin, Russian, and Arabic continued to be the most popular languages in 2023. Korean, Swahili, and Portuguese language courses also experienced large enrollments. Strategic planning in 2023 include prioritizing efforts to double the number of students in Chinese Mandarin and Russian for current and future years to support National Defense Strategy implementation.



*Project GO students in Washington, DC*

To that end, DLNSEO held a special open competition for Russian language programs, resulting in the new institutional grant awards to host Project GO programs with the Commonwealth University of Pennsylvania, Lewis University, and the University of Georgia. These institutions offered their first Project GO Russian language programs during summer 2023. The next chart illustrates the languages studied by Project GO students in academic year 2022-2023.

Since 2019, the distribution of Project GO participants by critical language studied is as follows:

Language	2019	2020	2021	2022	2023
Arabic	125	109	106	143	164
Chinese Mandarin	58	85	123	169	209
Hindi	9	8	3	1	3
Indonesian	7	11	9	7	7
Japanese	14	14	24	18	23
Korean	20	19	21	29	38
Persian Farsi	7	7	6	1	4
Portuguese	14	20	18	24	28
Russian	116	123	110	148	175
Swahili	24	20	16	27	33
Turkish	3	1	2	5	10
Urdu	5	4	3	0	0
<b>Total</b>	<b>402</b>	<b>421</b>	<b>441</b>	<b>572</b>	<b>694</b>

## ADVANCED-LEVEL PROJECT GO STUDENTS

In 2023, 13 institutions enrolled advanced-level students in their Project GO programs; these students accounted for approximately 5% of the total Project GO student population.

Of the 34 advanced-level ROTC students participating in Project GO, 75% reached ILR skill level 2 or higher in speaking. Additionally, 73% of the advanced level students tested reached ILR skill level 1+ or higher in reading and 70% in listening.

## INTERNATIONALIZING SENIOR MILITARY COLLEGES

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

Project GO's objectives for internationalizing the SMCs include increasing the number of SMC students who study a critical language, particularly overseas. Five of the six SMCs—Texas A&M University, The Citadel, University of North Georgia, Virginia Military Institute, and Virginia Polytechnic Institute and State University (VA Tech)—hosted Project GO programs in 2022-2023, and enrolled 168 students in Arabic, Chinese Mandarin, Japanese, Korean, and Russian. In 2022-23, 10% of Project GO participants were full-time students at a SMC.

## 2023 PROJECT GO INSTITUTIONS

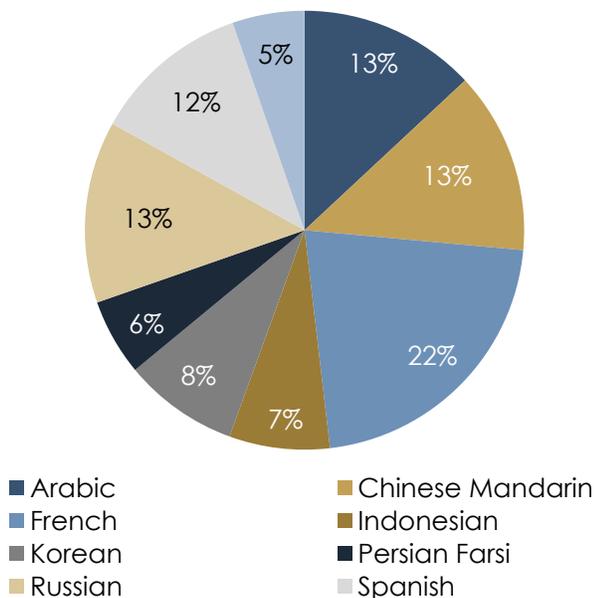
	ARABIC	CHINESE MANDARIN	HINDI	INDONESIAN	JAPANESE	KOREAN	PERSIAN FARSI	PORTUGUESE	RUSSIAN	SWAHILI	TURKISH
Arizona State University				X					X		
Commonwealth University of Pennsylvania									X		
Embry-Riddle Aeronautical University	X	X									
George Mason University		X				X					
Georgia Tech					X	X			X		
Indiana University	X	X							X		
James Madison University										X	
Lewis University									X		
Marquette University	X										
North Carolina State University	X	X									
San Diego State University	X	X						X			
Texas A&M University					X				X		
The Citadel		X									
University of Arizona	X										
University of Florida										X	X
University of Georgia									X		
University of Kansas					X			X	X		
University of Maryland	X						X				
University of Mississippi		X									
University of Montana	X	X				X					
University of North Georgia	X	X			X	X			X		
University of Pittsburgh									X		
University of Wisconsin			X	X					X		X
University of Wyoming	X										
Virginia Military Institute	X	X									
Virginia Tech	X								X		
William & Mary		X							X		
<b>TOTAL</b>	<b>12</b>	<b>11</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>13</b>	<b>2</b>	<b>2</b>

# LANGUAGE TRAINING CENTERS

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

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

2022-2023 LTC LANGUAGE COURSE DISTRIBUTION



Over the past five years, the LTC Program has provided funding to a total of 10 higher education institutions that delivered more than 1,900 language, regional studies, and culture courses to more than 11,500 Department of Defense employees, including Active-Duty military, National Guard, Reserve, and civilian personnel. More than 3,000 DoD personnel completed intensive language training, consisting of 120 hours or more of instruction resulting in increased language proficiency.

In 2023, more than 1,200 DoD personnel completed intensive language training consisting of 120 or more hours of instruction resulting in increased language proficiency. The LTCs reported that 92% of students tested met or exceeded proficiency goals in 2023.

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

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

## 2023 HIGHLIGHTS

In 2023, the LTC Program trained more than 3,000 DoD personnel in 18 languages. Additionally, more than 7,000 DoD personnel participated in one-hour Regional Expertise and Culture professional development. The number of partnerships within DoD organizations continued to expand, including collaboration with the Defense Agencies, the National Guard, and the Special Operations Forces community.

In July 2023, DLNSEO launched an initiative to support the Defense Language Institute Foreign Language Center (DLIFLC) to provide professional development to DLIFLC instructors, tutoring, area studies programming, and instructional support in Russian and Chinese Mandarin to DLIFLC students. Grants were awarded through an open competition to Concordia College and San Diego State University (SDSU) for this initiative in September

2023. A kick-off meeting was held with key stakeholders (DLIFLC, Concordia College, SDSU, DLNSEO and the Institute of International Education) in October to discuss the scope and schedule of work for this special initiative.

**CALIFORNIA STATE UNIVERSITY, LONG BEACH (CSULB)** provided 13-day training for virtual intensive courses and 16-day training for hybrid language mentor courses. A total of eight military linguists completed the French virtual intensive course, nine in the Spanish, four in Chinese Mandarin, eight in Russian, and three in Arabic. The virtual intensive courses consisted of 80 contact hours per student. CSULB also conducted a language mentoring program with the goal of sustaining language skills for military linguists. The language mentoring programs were offered in Arabic, Chinese Mandarin, French, Russian, and Spanish. A total of 90 military linguists participated in the language mentoring programs with 10 in Arabic, 12 in Chinese Mandarin, 13 in French, 10 in Spanish, and 13 in Russian. As a result of a new partnership with the US Army Foreign Area Officer (FAO) Proponent Office, CSULB enrolled their largest cohort of Army linguists in recent history with nine active-duty Army soldiers participating in the spring courses.

**CONCORDIA COLLEGE** offered a total of 18 courses this academic year in Arabic, Chinese Mandarin, French, Korean, Russian, and Spanish, serving a total of 170 students. Of those, 14 courses were advanced, intensive language training courses consisting of 120 or more contact hours per student. In 2023-24, Concordia expanded their partnerships with the 300<sup>th</sup> Military Intelligence (MI) Brigade of the Utah National Guard and the 16<sup>th</sup> Air Force to sustain and advance the language and cultural proficiency levels of military linguists and cryptologic language analysts by developing interpersonal, interpretive, and presentational skills, and advancing cultural competencies and regional area knowledge.

**THE GEORGE WASHINGTON UNIVERSITY (GWU)** provided seven specially designed 4-day seminar courses as part of the FAO Regional Skill Sustainment Initiative. The five regional and area studies security courses (one each for European Command, Central Command, Africa Command, Indo-Pacific Command, and Southern Command, and two trans-regional security courses) provided high-level, up-to-date knowledge relevant to U.S. national policymaking. Seminar curricula included consideration of the interagency process and its

impact on issues, the policies of key regional players, the roles and perspectives of third-party influencers, and the culture, communication, and negotiation styles appropriate to the regions being covered. Partnering with the U.S. Navy and the Service FAO Proponent Offices, GWU offered the seven seminar courses to 162 FAOs in the 2023-2024 grant year.

GWU also hosted the inaugural Iris Burton Bulls ROTC Fellowship on June 26-27, 2023. In collaboration with DLNSEO, GWU carried out the first iteration of the Iris Burton Bulls ROTC Fellowship in Washington, DC. Seven 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 Department of Defense officials at the Pentagon and the National Security Council.

**INDIANA UNIVERSITY BLOOMINGTON (IU)** provided Chinese Mandarin, Dari, French, Korean, Russian, Pashto, and Urdu language training to 95<sup>th</sup> Civil Affairs; French, German, and Russian language and regional expertise & culture training to 10<sup>th</sup> Special Forces Group (SFG); Spanish language and cultural training to 7<sup>th</sup> SFG; French language training to 3<sup>rd</sup> SFG; Slovak and Albanian pre-deployment language and cultural training courses to servicemembers of the Indiana National Guard participating in the State Partnership Program; and online synchronous Polish and Romanian initial acquisition language training to 4<sup>th</sup> SFAB. Over the program year, IU conducted 115 courses for 966 students. In addition to these language training activities with their DoD partners, IU LTC also offered their instructors an online professional development American Council on the Teaching of Foreign Languages workshop entitled "Guiding Learners to Higher Levels of Proficiency" to guide instructors in the development and evaluation of can-do-based curricular activities.

**SAN DIEGO STATE UNIVERSITY (SDSU)** provided training for the 1<sup>st</sup> Marine Expeditionary Force (1<sup>st</sup> Radio Battalion, 2nd Radio Battalion, Marine Cryptologic Support Battalion) at Camp Pendleton; the 16<sup>th</sup> Air Force Headquarters Command Language Program at Lackland Air Force Base, Texas; and 1<sup>st</sup> Special Forces Command at Fort Liberty, North Carolina. SDSU offered tactical and professional courses in Arabic (including Modern Standard Arabic [MSA], Iraqi and Levantine), Pashto, Persian Farsi, Korean, Russian, Spanish, Indonesian, Tagalog, Chinese Mandarin, and

Ukrainian to meet the needs of each partner unit. SDSU trainings included short-term iso-immersion courses, introductory pre-deployment courses, and sustainment courses for professional linguists. In sum, 183 service members completed language training through 30 courses conducted by SDSU.

**UNIVERSITY OF ARIZONA (UAZ)** developed a partnership with 16<sup>th</sup> Air Force to provide 4-6 week-long intensive refresher, intermediate, and advanced significant language training events (SLTEs) in multiple strategic languages. Languages taught were identified by the DoD partner. A total of 29 students participated in the first year of SLTE courses in Arabic (17), Spanish (4), and Russian (6). 94% of participants reached level 2+ or higher on the Interagency Language Roundtable (ILR) scale in the fourth quarter of classes, with 56% reaching a level 3 score. UAZ also provided 40-hour and 120-hour training in teaching foreign languages. A total of 61 participants enrolled in the self-paced online foreign language instructor course.

**UNIVERSITY OF KANSAS (KU)** offered instruction in Arabic, Chinese Mandarin, French, German, Italian, Japanese, Korean, Persian Farsi, Ukrainian, Russian, and Spanish to more than 125 military personnel through 29 language training courses. Maintaining their partnership with Command and General Staff College, KU provided a series of 12-week language courses providing foundational instruction in foreign language and culture to Active-Duty military. By the end of the first semester, 100% of students reached the target proficiency goals, exceeding the initial goal set for beginning level courses by 10%. KU also continued partnerships with the 571st Mobility Support Advisory Squadron, Air Force Culture and Language Center, U.S. Army Civil Affairs and Psychological Operations Command, and U.S. Special Operations Command to provide language sustainment training.

**UNIVERSITY OF MARYLAND (UMD)** established partnerships with the 94<sup>th</sup> Intelligence Squadron (IS) and the National Cryptologic University (NCU) to offer a total of 8 courses, enrolling 46 students. UMD provided language maintenance courses in Korean and Russian for the 94<sup>th</sup> IS, designed to advance students' language skills from ILR Level 2

to ILR Level 2+. UMD also provided Ukrainian language training to NCU; these online Ukrainian courses were designed to advance students' language skills from ILR Level 2 to ILR Level 2

**UNIVERSITY OF MONTANA (UM)** maintained ongoing partnerships with the U.S. Army 1<sup>st</sup> Special Forces Command, the 1<sup>st</sup> and 5<sup>th</sup> SFGs, the 4<sup>th</sup> and 8<sup>th</sup> Psychological Operations Groups, 95<sup>th</sup> Civil Affairs Brigade, DoD Intelligence Agencies, the 2<sup>nd</sup> Special Warfare Training Group at Fort Liberty, North Carolina, and Air Education and Training Command at Randolph Air Force Base, Texas. UM provided 309 language courses to 1,210 students in the following languages: Arabic, Chinese Mandarin, French, Indonesian, Korean, Persian Farsi, Russian, Spanish, Thai, and Tagalog. Over 90% of students assessed met the DoD partner's oral proficiency goals. UM also provided 83 one- to two-hour culture and regional studies seminars to 8,612 students through video teleconferencing—seminars that are widely attended by members of the Intelligence Community.

**UNIVERSITY OF UTAH (UU)** provided advanced-level language training to the Utah Cryptologic Team, which consists of the 300<sup>th</sup> Military Intelligence Brigade, the 19<sup>th</sup> SFG, the Utah National Guard Counter Drug Task Force, the 169<sup>th</sup> IS, and the Utah Regional Operations Center. UU courses are comprised of 120 contact hours (90 hours hybrid classroom and 30 hours of online independent work) with an optional 30-hour research project for a possible total of 150 hours. UU provided instruction in Arabic (Levantine and MSA), French, Japanese, Korean, Persian Farsi, Russian, and Spanish. UU successfully delivered language instruction to 113 DoD personnel across 28 courses. UU continued their partnership with the 169<sup>th</sup> IS (Utah Air National Guard) to extend the pedagogical training, instruction and support provided to members of the 169<sup>th</sup> IS to all language analysts and language mentors. Training included 10 weekly sessions in language pedagogy, 13 weekly small group sessions in the target languages, and 6 12-week online tutoring sessions for sub-proficient linguists.

# CELEBRATING 30 YEARS OF NSEP

In 2023, DLNSEO celebrated 30 years of the National Security Education Program. To highlight three decades of programming, NSEP produced the video on the DLNSEO website: <https://dlnseo.org/>, as well as a commemorative booklet featuring an “NSEP at 30” overview and impact statistics.



*The 30-year commemorative video included several DOD speakers, including Hon. Ronald Moultrie, Under Secretary of Defense for Intelligence and Security*

To mark the occasion, DLNSEO also hosted a special reception on September 7th. The event featured a variety of keynote speakers and honored guests, including the Under Secretary of Defense for Personnel and Readiness, the Under Secretary of Defense for Intelligence & Security (who attended via a video address), the Assistant Secretary of Defense for Readiness (ASD(R)), the Director of the Defense Human Resources Activity, the CEO of the Institute of International Education, two former NSEP Directors, members of the National Security Education Board, members of the Defense Language Steering Committee, federal hiring partners, academic leaders, and program alumni.

The event began with the debut of the “30 Years” commemorative video. Speakers then highlighted that over its 30-year history, NSEP has provided 19,000 critical language and culture scholarships to students from more than 740 U.S. institutions on the Boren, Flagship, and Project GO programs. It has built a stronger federal workforce, prepared military leadership with language and culture capabilities, created surge capacity, and transformed language education. Ultimately, it

helps the United States meet today's and tomorrow's needs for high-level language capabilities and international skills for a 21<sup>st</sup>-century workforce.

The event concluded with an awards ceremony honoring two meritorious Boren alumni for their outstanding contributions to U.S. national security. The awards, given by the NSEP Alumni Association (a non-profit organization) were made in partnership with DLNSEO and recognized two outstanding Boren alums currently working at the U.S. Department of State: Ms. Thao Anh Tran and Dr. Ronya Foy. The biographies for each of the award recipients are below.



*NSEP award recipients featured in the 30-year commemorative video*

**Thao Anh Tran** joined the U.S. Foreign Service in 2012 as a political-coned diplomat. She currently serves as Economic Chief at the U.S. Mission to ASEAN in Jakarta. In her most recent assignment as special assistant, Thao Anh advised former Deputy Secretary of State Sherman on all policies and strategies related to the Asia-Pacific region and trade and economics, as well global health, energy, and environment issues.

Thao Anh previously served on the Executive Secretariat Staff, where she planned and advanced the Secretary of State's domestic and international travel, as well as reviewed written materials for the Secretary and other senior-level principals on foreign policy and national security issues. In previous assignments, Thao Anh served as political officer in Chengdu, China, where she covered Tibet, as well as human rights and

religious freedom issues. She also served as human rights officer/American citizen services officer in Panama and consular officer in Guangzhou, China.

Thao Anh is a 2007 Boren Scholar to China where she studied Chinese Mandarin and worked on a degree in International Relations and East Asia, Pacific, and Australia Area Studies. Prior to the Foreign Service, she interned on the China Desk as well as at the U.S. Embassy in Beijing and the U.S. Embassy in Phnom Penh, Cambodia, as a Pickering Fellow and conducted research on the ethnic Korean community in the Yanbian Korean Autonomous Prefecture as a Fulbright Fellow. Thao Anh received her B.A. in International Affairs and Asian Studies from George Washington University and her MPP in International and Global Affairs from Harvard University. She speaks Vietnamese, Chinese Mandarin, and Spanish and has studied Cantonese and Korean.

**Ronya D. Foy, PhD** is a Foreign Affairs Officer working with the State Department's Bureau of European and Eurasian Affairs, Office of Press and Public Diplomacy. She has served as a Public Diplomacy Desk Officer for Eastern Europe and the Caucasus, Press Officer for Southern Europe, and as a member of the Rapid Response Unit team, focusing on messaging into Russia during the war against Ukraine. Her previous tours at State include assisting the Bureau of Consular Affairs, Intercountry Adoptions division, the East Asia and Pacific branch working on U.S. Citizens Victims Assistance and the Bureau of Democracy, Human Rights and Labor, working on the annual Human Rights Country Reports.

Prior to re-joining the State Department, Dr. Foy was the Director of Gender Affairs in the British Overseas Territory of Anguilla. She is credited with spearheading the extension of the United Nations Convention to End all forms of Discrimination Against Women (CEDAW) Treaty to the island, helping to pass the nation's first Domestic Violence

Act and launching the mental health emergency hotline.

In March 2022, she was featured as a pioneer by United Nations Women (UN Women) and selected to join their Consultancy Roster for global assignments related to Ending Violence Against Women. Dr. Foy also served as the Acting Labor Commissioner and National Protocol Director in Anguilla, coordinating employee and employer arbitrations, and assisting with the planning of international dignitary visits and final respects for the nation's notable leaders.

She is a 2011 Boren Fellow to Zanzibar, Tanzania, where she studied Swahili and conducted research on local women's social enterprises and their impact on community sustainability and security. Dr. Foy is also a Ryoichi Sasakawa Fellow for International Affairs and an Edward A. Bouchet Doctoral Scholar. She has published research articles in the areas of poverty alleviation, social entrepreneurship and women's political participation and is co-author of two book chapters related to refugee mental health and social value creation.

Dr. Foy earned her Bachelor of Science in Industrial and Labor Relations and Master of Public Administration from Cornell University. She also holds a Master of Social Work in Macro Practice and a Doctor of Philosophy in International Social Work from Howard University. In her spare time, she loves planning excursions, indulging in interior decorating, and enjoying art and film.

# NSEP 30 YEAR HIGHLIGHTS



NSEP AWARD RECIPIENTS HAVE WORKED IN OVER **5,000** NATIONAL SECURITY POSITIONS



NSEP HAS ADVERTISED MORE THAN **1,200** EXCLUSIVE JOB OPPORTUNITIES FOR ITS AWARDEE COMMUNITY SINCE 2010



**78%** OF NSEP AWARD RECIPIENTS WHO HAVE REPORTED FEDERAL SERVICE WORKED FOR THE DOD, DHS DOS, AND THE INTELLIGENCE COMMUNITY



**17,000** DOD PERSONNEL HAVE RECEIVED LANGUAGE, CULTURE, AND REGIONAL AREA STUDIES TRAINING THROUGH THE LTC PROGRAM



PROJECT GO HAS PROVIDED CRITICAL LANGUAGE TRAINING TO ROTC STUDENTS FROM MORE THAN **440** INSTITUTIONS



THE NATIONAL LANGUAGE SERVICE CORPS HAS OVER **12,000** MEMBERS



OVER **1,300** FLAGSHIP STUDENTS HAVE COMPLETED INTENSIVE, YEAR-LONG CAPSTONE OVERSEAS IMMERSION EXPERIENCES



THERE ARE **31** FLAGSHIP PROGRAMS AT **23** INSTITUTIONS OF HIGHER EDUCATION, AND **5** OVERSEAS FLAGSHIP CENTERS

# 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
AIS	American Institute for Indian Studies
AmeriCorps NCCC	AmeriCorps National Civilian Community Corps
AROTC	Army Reserve Officers' Training Corps
ASPR	Office of the Assistant Secretary for Preparedness and Response
AUL	Azerbaijan University of Languages
CAL	Center for Applied Linguistics
CDC	Centers for Disease Control and Prevention
CIA	Central Intelligence Agency
CIWT	Center for Information Warfare Training
DHRA	Defense Human Resources Activity
DHS CRCL	Department of Homeland Security, Office for Civil Rights and Civil Liberties
DIA	Defense Intelligence Agency
DLA	Defense Logistics 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 Tests
DLSC	Defense Language Steering Committee
DMOC	Diversity Management Operations Center
DoD	Department of Defense
DOI USGS	Department of the Interior United States Geological Survey
DOJ CRT	Department of Justice, Civil Rights Division
DSSC	Defense Support Services Center
EHLS	English for Heritage Language Speakers
FAO	Foreign Area Officer
FBI	Federal Bureau of Investigation
FSI	Foreign Service Institute
FVAP	Federal Voting Assistance Program
FY22	Fiscal Year 2022
GSA TTS	General Services Administration, Technology Transformation Services
GWU	The George Washington University
HBCU	Historically Black Colleges and Universities
HHS ACF	Department of Health and Human Services, Administration for Children and Families
HQs	Headquarters
HSI	Hispanic Service Institutions
IAs	Interagency Agreements

Abbreviation	Meaning
IC	Intelligence Community
IFLI	Indonesian Flagship Language Initiative
IHE	United States Institutions of Higher Education
IIE	Institute of International Education
IL	Intermediate Low
ILR	Interagency Language Roundtable
INR	Bureau of Intelligence and Research
ITA	International Trade Administration
IU	Indiana University Bloomington
KU	University of Kansas
L&Rcat	Reading and Listening Computer Adaptive Test
LEAP	Language Enabled Airman Program
LREC	Language Skills, Regional Expertise and Cultural Capabilities
LTC	Language Training Centers
LTI	Language Testing Institute
MI	Military Intelligence
MIIS	Middlebury Institute of International Studies
MSA	Master of Science in Administration
MSA	Modern Standard Arabic
MSI	Minority-Serving Institutions
MS-TCDC	MS-Training Center for Development Cooperative
NASA	National Aeronautics and Space Administration
NATO	The North Atlantic Treaty Organization
NDAA13	National Defense Authorization Act for the FY 2013
NDS	National Defense Strategy
NGAUS	National Guard Association of the United States
NH	Novice High
NIH	National Institutes of Health
NLSC	National Language Service Corps
NM	Novice Mid
NORAD	North American Aerospace Defense Command
NROTC	Naval Reserve Officers' Training Corps
NSEA	National Security Education Act
NSEB	National Security Education Board
NSEP	National Security Education Program
NVTC	National Virtual Translation Center
OAR	Operation Allies Refuge
OCR	Office of Civil Rights
ODNI	Office of the Director of National Intelligence
OPI	Oral Proficiency Interview
OSAP	Open-Source Analysis Project
OUSD-Policy	Office of the Under Secretary of Defense for Policy
PBLL	Project-Based Language Learning
Project GO	Project Global Officer
Q&As	Question and Answers

Abbreviation	Meaning
REC	Regional Expertise and Culture
RFLI	Regional Flagship Languages Initiative
RMEF	Regional Member Engagement Framework
ROTC	Reserve Officers' Training Corps
SAC	Student Advisory Council
SAFLI	South Asian Flagship Language initiative
SCS	School of Continued Studies
SDSU	San Diego State University
SFC	Special Forces Command
SFG	Special Forces Group
SGE	Special Government Employee
SIG	Special Interest Groups
SLL	Department of Defense Strategic Language List
SMC	Senior Military Colleges
SPP	Army National Guard State Partnership Program
STEM	Science, Technology, Engineering, and Mathematics
SWCS	Special Warfare Center and School
SWTG	Special Warfare Training Group
TAGs	The Adjutant Generals
TURFLI	Turkish Flagship Languages Initiative
UM	University of Montana
USAFE-AFAFRICA	United States Air Forces in Europe – Air Forces Africa
USAGM	United States Agency of Global Media
USAID	United States Agency for International Development
USC	United States Code
USCCR	U.S. Commission on Civil Rights
USD (P&R)	Under Secretary for Personnel and Readiness
USGS NHMA	United States Geological Survey, National Hazards Mission Area
USGS WMA	United States Geological Survey, Water Resources Mission Area
USNORTHCOM	United States Northern Command
WARC	West Africa Research Center
ZBR	Zero-Based Review

# APPENDIX B: FEDERAL AGENCIES WHERE NSEP AWARD RECIPIENTS FULFILLED SERVICE

Department	Bureau	Total by Bureau	Total by Department
	African Development Foundation		4
	Broadcasting Board of Governors		12
	International Broadcasting Bureau	4	
	Radio Free Asia	1	
	Radio Free Europe/Radio Liberty	1	
	Voice of America	6	
	Central Intelligence Agency		123
	Commission on Security and Cooperation in Europe		5
	Consumer Financial Protection Bureau		2
	Corporation for National and Community Service		5
	Department of Agriculture		46
	Agricultural Marketing Service	3	
	Agricultural Research Service	4	
	Animal and Plant Health Inspection Service	4	
	Economic Research Service	1	
	Food and Nutrition Service	1	
	Food Safety and Inspection Service	2	
	Foreign Agricultural Service	11	
	Forest Service	14	
	National Institute of Food and Agriculture	1	
	Natural Resources Conservation Service	1	
	Office of the Chief Economist	1	
	Other	2	
	Rural Development	1	
	Department of Commerce		161
	Bureau of Economic Analysis	6	
	Bureau of Industry and Security	5	
	Economics and Statistics Administration	1	
	International Trade Administration	105	
	Minority Business Development Agency	1	
	National Institute of Standards and Technology	2	
	National Oceanic and Atmospheric Administration	15	
	National Telecommunications and Information Administration	2	
	Office of the Secretary	5	
	Other	3	
	U.S. Census Bureau	11	
	U.S. Patent and Trademark Office	5	
	Department of Defense		1576
	American Forces Information Service	1	
	Combatant Command	63	
	Counterintelligence Field Activity	2	

Department	Bureau	Total by Bureau	Total by Department
	Defense Advanced Research Projects Agency	1	
	Defense Commissary Agency	2	
	Defense Contract Audit Agency	2	
	Defense Contract Management Agency	2	
	Defense Counterintelligence and Security Agency	15	
	Defense Finance and Accounting Service	3	
	Defense Health Agency	2	
	Defense Human Resources Activity	145	
	Defense Information Systems Agency	6	
	Defense Intelligence Agency	179	
	Defense Language Institute	21	
	Defense Logistics Agency	9	
	Defense Security Cooperation Agency	21	
	Defense Security Service	1	
	Defense Special Weapons Agency	1	
	Defense Technical Information Center	2	
	Defense Threat Reduction Agency	13	
	Department of Defense Education Activity	4	
	Joint Chiefs of Staff	3	
	Missile Defense Agency	2	
	National Defense University	96	
	National Geospatial-Intelligence Agency	32	
	National Security Agency	58	
	Office of Economic Adjustment	1	
	Office of Inspector General	1	
	Office of the Secretary of Defense	66	
	U.S. Air Force	90	
	U.S. Army	249	
	U.S. Court of Appeals for the Armed Forces	1	
	U.S. Joint Forces Command	2	
	U.S. National Guard	3	
	U.S. Navy and U.S. Marine Corps	211	
	Undisclosed	262	
	Washington Headquarters Services	4	
Department of Education			9
	Office of Elementary and Secondary Education	2	
	Office of the Deputy Secretary	1	
	Office of the Secretary	1	
	Office of the Under Secretary	2	
	Other	3	
Department of Energy			68
	Argonne National Laboratory	1	
	Brookhaven National Laboratory	1	
	Energy Information Administration	2	
	National Laboratories	29	
	National Nuclear Security Administration	13	
	Office of Environmental Management	2	
	Office of Intelligence and Counterintelligence	4	
	Office of River Protection	1	
	Office of Technology Transitions	1	

Department	Bureau	Total by Bureau	Total by Department
	Office of the General Counsel	2	
	Office of the Under Secretary for Infrastructure	1	
	Office of the Under Secretary for Science and Energy	3	
	Other	7	
	Western Area Power Administration	1	
<b>Department of Health and Human Services</b>			<b>94</b>
	Administration for Children and Families	7	
	Centers for Disease Control and Prevention	47	
	Centers for Medicare and Medicaid Services	10	
	Food and Drug Administration	3	
	Indian Health Service	2	
	National Institutes of Health	12	
	Office of Global Affairs	1	
	Office of Inspector General	1	
	Office of the Assistant Secretary for Health	2	
	Office of the General Counsel	1	
	Other	8	
<b>Department of Homeland Security</b>			<b>571</b>
	Critical Infrastructure Partnership Advisory Council	1	
	Cybersecurity and Infrastructure Security Agency	5	
	Domestic Nuclear Detection Office	1	
	Federal Emergency Management Agency	88	
	Management Directorate	4	
	Federal Law Enforcement Training Center	1	
	National Protection and Programs Directorate	11	
	National Protection and Programs Directorate	11	
	Office of Emergency Communications	1	
	Office of Intelligence and Analysis	13	
	Office of Operations Coordination	1	
	Office of Partnership and Engagement	4	
	Office of Strategy, Policy, and Plans	45	
	Office of the Inspector General	1	
	Office of the Secretary	21	
	Other	23	
	Science and Technology Directorate	1	
	Transportation Security Administration	27	
	U.S. Citizenship and Immigration Services	252	
	U.S. Coast Guard	2	
	U.S. Customs and Border Protection	57	
	U.S. Immigration and Customs Enforcement	10	
	U.S. Secret Service	2	
<b>Department of Housing and Urban Development</b>			<b>7</b>
	Government National Mortgage Association	1	
	Office of Community Planning and Development	1	
	Office of Field Policy and Management	1	
	Office of Housing	2	
	Other	2	
<b>Department of Justice</b>			<b>73</b>
	Antitrust Division	2	

Department	Bureau	Total by Bureau	Total by Department
	Bureau of Alcohol, Tobacco, Firearms, and Explosives	1	
	Civil Division	1	
	Civil Rights Division	4	
	Criminal Division	31	
	Drug Enforcement Agency	8	
	Environment and Natural Resources Division	2	
	Executive Office for Immigration Review	6	
	National Security Division	2	
	Office of International Affairs	2	
	Other	5	
	Professional Responsibility Advisory Office	1	
	U.S. Attorneys	4	
	U.S. Immigration and Naturalization Service	3	
	U.S. Marshals Service	1	
<b>Department of Labor</b>			<b>17</b>
	Bureau of International Labor Affairs	7	
	Bureau of Labor Statistics	4	
	Occupational Safety and Health Administration	2	
	Other	1	
	Wage and Hour Division	3	
<b>Department of State</b>			<b>1152</b>
	Bureau of Administration	19	
	Bureau of African Affairs	7	
	Bureau of Arms Control, Verification, and Compliance	2	
	Bureau of Budget and Planning	1	
	Bureau of Conflict and Stabilization Operations	17	
	Bureau of Consular Affairs	93	
	Bureau of Counterterrorism and Countering Violent Extremism	5	
	Bureau of Democracy, Human Rights, and Labor	31	
	Bureau of Diplomatic Security	20	
	Bureau of East Asian and Pacific Affairs	35	
	Bureau of Economic and Business Affairs	8	
	Bureau of Educational and Cultural Affairs	73	
	Bureau of Energy Resources	1	
	Bureau of European and Eurasian Affairs	24	
	Bureau of Global Public Affairs	2	
	Bureau of Human Resources	4	
	Bureau of Information Resource Management	8	
	Bureau of Intelligence and Research	38	
	Bureau of International Information Programs	16	
	Bureau of International Narcotics and Law Enforcement Affairs	14	
	Bureau of International Organization Affairs	11	
	Bureau of International Security and Nonproliferation	15	
	Bureau of Near Eastern Affairs	46	
	Bureau of Oceans and International Environmental and Scientific Affairs	11	

Department	Bureau	Total by Bureau	Total by Department
	Bureau of Overseas Building Operations	3	
	Bureau of Political-Military Affairs	14	
	Bureau of Population, Refugees, and Migration	19	
	Bureau of Public Affairs	7	
	Bureau of Resource Management	2	
	Bureau of South and Central Asian Affairs	15	
	Bureau of Western Hemisphere Affairs	21	
	Center for Strategic Counterterrorism Communications	1	
	Executive Secretariat	3	
	Deputy Secretary of State	1	
	Foreign Service	337	
	Foreign Service Institute	55	
	Global Engagement Center	5	
	Office of Foreign Missions	3	
	Office of Global Women's Issues	3	
	Office of Policy, Planning, and Resources	2	
	Office of the Chief Economist	1	
	Office of the Coordinator for Reconstruction and Stabilization	1	
	Office of the Director General	2	
	Office of the Legal Advisor	5	
	Office of the Science and Technology Advisor	1	
	Office of the Secretary	3	
	Office of the Special Advisor to the President and Secretary of State for Democracy in the Balkans	1	
	Office of the U.S. Global AIDS Coordinator and Health Diplomacy	5	
	Office of the Under Secretary for Management	1	
	Office of the Under Secretary for Public Diplomacy and Public Affairs	5	
	Office of U.S. Foreign Assistance Resources	2	
	Office to Monitor and Combat Trafficking in Persons	4	
	Special Envoys and Special Representatives	2	
	Student Internship Program	11	
	U.S. Information Agency	2	
	U.S. Mission to the North Atlantic Treaty Organization	1	
	Undisclosed	113	
<b>Department of the Interior</b>			<b>22</b>
	Bureau of Reclamation	1	
	National Park Service	5	
	Office of Congressional and Legislative Affairs	1	
	Office of Surface Mining Reclamation and Enforcement	1	
	Other	2	
	U.S. Fish and Wildlife Service	3	
	U.S. Geological Survey	9	
<b>Department of the Treasury</b>			<b>64</b>
	Domestic Finance	2	
	Economic Policy	1	

Department	Bureau	Total by Bureau	Total by Department
	Financial Crimes Enforcement Network	2	
	Internal Revenue Service	8	
	General Counsel	1	
	International Affairs	10	
	Office of Financial Research	2	
	Office of Financial Stability	1	
	Office of the Comptroller of the Currency	1	
	Other	3	
	Terrorism and Financial Intelligence	32	
	U.S. Mint	1	
Department of Transportation			12
	Bureau of Transportation Statistics	1	
	Federal Aviation Administration	1	
	Federal Highway Administration	1	
	Federal Motor Carrier Safety Administration	1	
	Federal Railroad Administration	2	
	Office of the General Counsel	1	
	Office of the Inspector General	1	
	Office of the Secretary	1	
	Pipeline and Hazardous Materials Safety Administration	1	
	Other	2	
Department of Veterans Affairs			61
	Board of Veterans' Appeals	3	
	Office of Operations, Security and Preparedness	1	
	Veterans Benefits Administration	1	
	Veterans Health Administration	51	
	Other	5	
Environmental Protection Agency			32
	Environmental Response Team	1	
	Office of Air and Radiation	4	
	Office of Enforcement and Compliance Assurance	2	
	Office of Environmental Information	1	
	Office of Land and Emergency Management	2	
	Office of Research and Development	3	
	Office of Water	4	
	Other	11	
	Region 1 Boston	1	
	Region 4 Atlanta	1	
	Region 5 Chicago	1	
	Region 9 San Francisco	1	
Equal Employment Opportunity Commission			1
Executive Office of the President of the United States			24
	National Security Council	2	
	Office of Counsel to the President	1	
	Office of Management and Budget	7	
	Office of National Drug Control Policy	1	
	Office of Science and Technology Policy	2	
	Office of the First Lady	1	
	Office of the U.S. Trade Representative	8	

Department	Bureau	Total by Bureau	Total by Department
	Office of the White House	1	
	Other	1	
	Export-Import Bank of the U.S.		1
	Federal Bureau of Investigation		69
	Criminal, Cyber, Response, and Services Branch	3	
	Directorate of Intelligence	1	
	Field Office	13	
	Human Resources Branch	1	
	Intelligence Branch	18	
	National Security Branch	7	
	National Virtual Translation Center	8	
	Other	18	
	Federal Communications Commission		2
	Federal Energy Regulatory Commission		3
	Federal Executive Boards		1
	Federal Reserve		15
	Board of Governors	1	
	Division of International Finance	2	
	Division of Monetary Affairs	1	
	Division of Research and Statistics	2	
	Division of Supervision and Regulation	1	
	Federal Reserve Banks	7	
	Other	1	
	General Services Administration		4
	Office of Citizen Services and Innovative Technologies	1	
	Office of Inspector General	1	
	Other	1	
	Public Buildings Service	1	
	Intelligence Community		99
	Inter-American Foundation		1
	Judiciary		42
	Legal Services Corporation		1
	Library of Congress		13
	Federal Research Division	2	
	Library Services	3	
	Congressional Research Service	4	
	Main Library	1	
	Other	1	
	U.S. Copyright Office	1	
	World Digital Library	1	
	Millennium Challenge Corporation		11
	National Aeronautics and Space Administration		28
	Centers and Facilities	10	
	Mission Support Directorate	1	
	Office of International and Interagency Relations	11	
	Office of the Chief Counsel	1	
	Other	5	
	National Archives and Records Administration		2
	National Science Foundation		7

Department	Bureau	Total by Bureau	Total by Department
Office of Personnel Management			8
Office of the Director of National Intelligence			26
	National Counterintelligence and Security Center	4	
	National Counterterrorism Center	8	
	National Intelligence Council	1	
	Office of the Chief Human Capital Officer	1	
	Undisclosed	12	
Overseas Private Investment Corporation			7
Peace Corps			82
	Other	3	
	Overseas Post	70	
	Peace Corps Headquarters	6	
	Regional Recruitment Office	3	
Securities and Exchange Commission			2
Small Business Administration			7
Smithsonian Institution			12
Social Security Administration			8
U.S. Agency for Global Media			3
U.S. Agency for International Development			381
	Bureau for Africa	20	
	Bureau for Asia	8	
	Bureau for Asia and the Near East	3	
	Bureau for Democracy, Conflict, and Humanitarian Assistance	28	
	Bureau for Economic Growth, Education, and Environment	16	
	Bureau for Europe and Eurasia	7	
	Bureau for Foreign Assistance	2	
	Bureau for Global Health	22	
	Bureau for Food Security	13	
	Bureau for Humanitarian Assistance	6	
	Bureau for Latin America and the Caribbean	3	
	Bureau for Legislative and Public Affairs	5	
	Bureau for Management	8	
	Bureau for Policy, Planning, and Learning	5	
	Bureau for the Middle East	11	
	Independent Offices	9	
	Other	212	
	U.S. Global Development Lab	3	
U.S. Capital Police			1
U.S. Commission on International Religious Freedom			2
U.S. Congress			91
	Congressional-Executive Commission on China	1	
	U.S. House of Representatives	40	
	U.S. Senate	46	
	U.S.-China Economic and Security Review Commission	4	
U.S. Government Accountability Office			5
	Defense Capabilities and Management	1	
	Infrastructure Operations	1	

Department	Bureau	Total by Bureau	Total by Department
	International Affairs and Trade	2	
	Professional Development Program (PDP)	1	
	U.S. Holocaust Memorial Museum		1
	U.S. Institute of Peace		6
	U.S. International Trade Commission		4
	U.S. Merit Systems Protection Board		1
	U.S. Postal Service		3
	U.S. Trade and Development Agency		6
		Total Positions	5,096

# APPENDIX C: FEDERAL SERVICE PLACEMENTS

## TOP DEPARTMENT OF DEFENSE SERVICE PLACEMENTS

Total	Bureau
247	U.S. Army
211	U.S. Navy and U.S. Marine Corps
179	Defense Intelligence Agency
145	Defense Human Resources Activity
96	National Defense University
90	U.S. Air Force
66	Office of the Secretary of Defense
63	Combatant Commands
58	National Security Agency
32	National Geospatial-Intelligence Agency

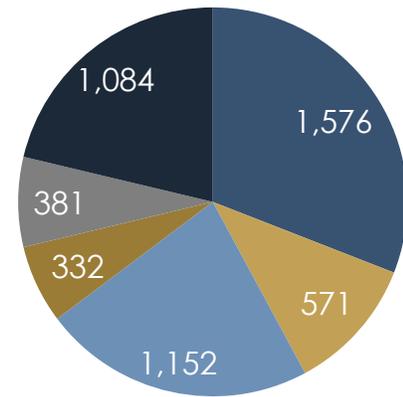
## TOP DEPARTMENT OF HOMELAND SECURITY SERVICE PLACEMENTS

Total	Bureau
252	U.S. Citizenship and Immigration Services
88	Federal Emergency Management Agency
57	U.S. Customs and Border Protection
45	Office of Strategy, Policy, and Plans
27	Transportation Security Administration

## TOP DEPARTMENT OF STATE SERVICE PLACEMENTS

Total	Bureau
337	Foreign Service
93	Bureau of Consular Affairs
73	Bureau of Educational and Cultural Affairs
55	Foreign Service Institute
46	Bureau of Near Eastern Affairs

## 1994-2023 ALL FEDERAL SERVICE PLACEMENTS



- Department of Defense
- Department of Homeland Security
- Department of State
- Intelligence Community
- U.S. Agency for International Development
- Other Federal Agencies

## TOP OTHER FEDERAL AGENCIES SERVICE PLACEMENTS

Total	Department	Bureau
105	Department of Commerce	International Trade Administration
70	Peace Corps	Overseas Post
51	Department of Veterans Affairs	Veterans Health Administration
47	Department of Health and Human Services	Centers for Disease Control and Prevention
46	U.S. Congress	U.S. Senate
40	U.S. Congress	U.S. House of Representatives
35	Judiciary	U.S. District Courts
31	Department of Justice	Criminal Division
29	Department of Energy	National Laboratories

# APPENDIX D: FEDERAL NATIONAL SECURITY ORGANIZATIONS

## **Department of Defense**<sup>17</sup>

- All departments, agencies, commands, and activities

## **Department of State**

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

## **Department of Homeland Security**

- All agencies and offices

## **Intelligence Community**

- All agencies and offices

## Department of Commerce

- Bureau of Industry and Security
- International Trade Administration
- 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

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<sup>17</sup> The key national security organizations recognized as priority hiring for the NSEP service requirement are in bold

#### 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 Congress

- Congressional Budget Office: Defense and International Affairs
- Congressional Research Service

#### United States Congressional Committees

##### Senate

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

##### House of Representatives

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

# APPENDIX E: 2023 BOREN SCHOLARS

Destination	Language	Home University	Major	State
Albania	Albanian	Southern Methodist University	Political Science	TX
Armenia	Russian	University of Tennessee	Comp/Info Sciences	TN
Armenia	Russian	Washington and Lee University	Sociology	VA
Armenia	Russian	Washington and Lee University	Languages	FL
Azerbaijan	Turkish	University of Louisville	Philosophy	KY
Azerbaijan	Turkish	University of South Carolina	International Affairs	SC
Azerbaijan	Turkish	Baylor University	International Affairs	CO
Bosnia & Herzegovina	Bosnian	University of Chicago	Anthropology	IA
Brazil	Portuguese	Lafayette College	Engineering	DE
Brazil	Portuguese	University of Texas	Political Science	TX
Brazil	Portuguese	University of Notre Dame	Engineering	IA
Brazil	Portuguese	University of Chicago	International Affairs	IL
Brazil	Portuguese	Arizona State University	Economics	CO
Brazil	Portuguese	University of Texas	Psychology	TX
Brazil	Portuguese	College of Charleston	Political Science	SC
Brazil	Portuguese	James Madison University	International Affairs	VA
Brazil	Portuguese	University of South Carolina	Languages	SC
Croatia	Croatian	University of Pittsburgh	Area Studies	PA
Czech Republic	Russian	University of Illinois	Engineering	CA
Czech Republic	Czech	University of Florida	Engineering	FL
Georgia	Georgian	University of Michigan	International Affairs	OH
Georgia	Russian	University of New Haven	International Affairs	MA
Ghana	Twi	New York University	International Affairs	TX
Ghana	Twi	University of Southern California	International Affairs	PA
India	Hindi	Boston University	Archaeology	NH
India	Urdu	Harvard University	Political Science	CA
India	Urdu	University of Louisville	Political Science	KY
India	Hindi	Liberty University	Education	PA
India	Hindi	Washington and Lee University	Political Science	CO
India	Hindi	Salisbury University	Political Science	MD
India	Hindi	University of Chicago	History	IL
Indonesia	Indonesian	Florida International University	International Affairs	FL
Indonesia	Indonesian	University of North Carolina	Geography	NC
Indonesia	Indonesian	University of Redlands	Area Studies	IL
Indonesia	Indonesian	University of Florida	International Affairs	FL

Destination	Language	Home University	Major	State
Indonesia	Indonesian	University of Maryland	Criminal Justice	MD
Israel	Hebrew	University of California, Berkeley	Business	CA
Japan	Japanese	Suffolk University	International Affairs	MA
Japan	Japanese	Columbus State University	History	GA
Japan	Japanese	Temple University	International Affairs	TX
Japan	Japanese	Baylor University	International Affairs	HI
Japan	Japanese	Ohio State University	International Affairs	OH
Japan	Japanese	Central Michigan University	Comp/Info Sciences	MI
Japan	Japanese	University of Michigan	Comp/Info Sciences	MI
Japan	Japanese	Tulane University	International Affairs	OR
Japan	Japanese	University of Central Florida	Comp/Info Sciences	FL
Japan	Japanese	University of North Georgia	Cybersecurity	GA
Japan	Japanese	James Madison University	International Affairs	VA
Japan	Japanese	Elizabeth City State University	Education	NC
Japan	Japanese	Saint Mary's College of California	Education	CA
Japan	Japanese	New Mexico State University	Comp/Info Sciences	NM
Japan	Japanese	University of Illinois	Political Science	IL
Japan	Japanese	Purdue University	Political Science	IN
Jordan	Arabic	Virginia Military Institute	International Affairs	TN
Jordan	Arabic	University of Southern California	International Affairs	OH
Jordan	Arabic	Brandeis University	Anthropology	NY
Jordan	Arabic	Wayne State University	International Affairs	MI
Jordan	Arabic	Barnard College	Area Studies	NY
Jordan	Arabic	New York University	Area Studies	NY
Jordan	Arabic	Indiana University	Environmental Studies	CO
Jordan	Arabic	Embry-Riddle Aeronautical University, Arizona	International Affairs	KS
Jordan	Arabic	Columbia University	History	CA
Jordan	Arabic	University of Chicago	Environmental Studies	NC
Jordan	Arabic	University of Georgia	Comp/Info Sciences	IA
Jordan	Arabic	Brigham Young University	Area Studies	SC
Jordan	Arabic	University of Michigan	International Affairs	CT
Jordan	Arabic	Brigham Young University	Area Studies	TX
Jordan	Arabic	John Jay College of Criminal Justice, CUNY	Political Science	NY
Jordan	Arabic	New Mexico State University	History	NM
Kazakhstan	Russian	University of North Carolina	Physics	NC
Kazakhstan	Russian	University of Georgia	International Affairs	GA
Kazakhstan	Russian	University of North Carolina	Sociology	NC

Destination	Language	Home University	Major	State
Kazakhstan	Russian	University of Wisconsin-Madison	Languages	VA
Kazakhstan	Russian	Portland State University	Political Science	CO
Kazakhstan	Russian	Portland State University	Political Science	MS
Kazakhstan	Russian	University of Georgia	International Affairs	GA
Kazakhstan	Russian	University of North Carolina	Political Science	NC
Kazakhstan	Russian	Georgetown University	Area Studies	WA
Kazakhstan	Russian	West Virginia University	Engineering	WV
Kazakhstan	Russian	Indiana University	Cybersecurity	IN
Kazakhstan	Russian	University of Wisconsin-Madison	Languages	WI
Kazakhstan	Russian	Bryn Mawr College	Languages	KY
Kazakhstan	Russian	University of Wisconsin-Madison	Physics	MA
Kazakhstan	Russian	Indiana University	Comp/Info Sciences	IN
Kazakhstan	Russian	Indiana University	International Affairs	IL
Kazakhstan	Russian	University of Georgia	Economics	GA
Kazakhstan	Russian	University of California, Los Angeles	Political Science	MN
Kyrgyzstan	Russian	Gustavus Adolphus College	International Affairs	MT
Latvia	Russian	University of Central Florida	Political Science	FL
Latvia	Russian	George Washington University	International Affairs	VA
Latvia	Russian	Montana State University	Anthropology	MT
Morocco	Arabic	University of Maryland	Area Studies	MD
Morocco	Arabic	University of Florida	Political Science	FL
Morocco	Arabic	University of Texas	International Affairs	TX
Morocco	Arabic	University of Maryland	Languages	MD
Morocco	Arabic	University of Maryland	Languages	MD
Morocco	Arabic	Brigham Young University	Area Studies	CO
Morocco	Arabic	University of Maryland	Languages	MD
Morocco	Arabic	Indiana University	International Affairs	IN
Morocco	Arabic	North Carolina State University	International Affairs	NC
Morocco	Arabic	Indiana University	International Affairs	IN
Morocco	Arabic	Bryn Mawr College	Languages	MD
Oman	Arabic	University of California, Los Angeles	Political Science	CA
Oman	Arabic	Denison University	International Affairs	OH
Oman	Arabic	University of Wyoming	Economics	WY
Panama	Spanish	Coastal Carolina University	Business	SC
Poland	Polish	University of Louisville	Anthropology	KY
Senegal	French	University of Chicago	History	CO
Senegal	Wolof	University of Notre Dame	Economics	MI
Senegal	French	Boston University	International Affairs	MA
Senegal	French	Western Michigan University	Languages	MI

Destination	Language	Home University	Major	State
Senegal	French	George Washington University	International Affairs	NY
Senegal	French	University at Buffalo	English	NY
Senegal	French	University of Illinois	Engineering	IL
Serbia	Serbian	University of Chicago	Mathematics	MA
Singapore	Chinese Mandarin	University of Southern California	Engineering	CA
South Africa	Zulu	Lehigh University	International Affairs	NJ
South Korea	Korean	Mississippi State University	Biology	MS
South Korea	Korean	University of North Georgia	International Affairs	GA
South Korea	Korean	University of Hawaii	Languages	SD
South Korea	Korean	Western Carolina University	International Affairs	NC
South Korea	Korean	University of Michigan	Comp/Info Sciences	VA
South Korea	Korean	University of Hawaii	Languages	OR
South Korea	Korean	Central Michigan University	International Affairs	MI
South Korea	Korean	University of Hawaii	Languages	AK
Taiwan	Chinese Mandarin	George Washington University	International Affairs	CA
Taiwan	Chinese Mandarin	University of Rhode Island	Biology	TX
Taiwan	Chinese Mandarin	Elon University	International Affairs	NC
Taiwan	Chinese Mandarin	Arizona State University	Mathematics	AZ
Taiwan	Chinese Mandarin	University of Rhode Island	Languages	MA
Taiwan	Chinese Mandarin	University of Mississippi	Business	NE
Taiwan	Chinese Mandarin	University of Chicago	History	NY
Taiwan	Chinese Mandarin	University of Missouri-Columbia	History	MO
Taiwan	Chinese Mandarin	Hunter College, The City University of New York	Environmental Studies	NY
Taiwan	Chinese Mandarin	University of North Carolina	Economics	NC
Taiwan	Chinese Mandarin	University of Richmond	Business	CT
Taiwan	Chinese Mandarin	Arizona State University	Business	AZ
Taiwan	Chinese Mandarin	Indiana University	International Affairs	MN
Taiwan	Chinese Mandarin	Ohio State University	Criminal Justice	OH
Taiwan	Chinese Mandarin	George Washington University	International Development	IL
Taiwan	Chinese Mandarin	Rochester Institute of Technology	Comp/Info Sciences	NY
Taiwan	Chinese Mandarin	University of Chicago	Political Science	NY
Taiwan	Chinese Mandarin	University of Rhode Island	Geology	NY
Taiwan	Chinese Mandarin	Western Kentucky University	Political Science	KY
Taiwan	Chinese Mandarin	Indiana University	International Affairs	TX
Taiwan	Chinese Mandarin	Winona State University	Communications and Journalism	MN
Taiwan	Chinese Mandarin	Brigham Young University	Business	VA
Taiwan	Chinese Mandarin	University of Oklahoma	International Affairs	OK
Taiwan	Chinese Mandarin	Utah Valley University	International Affairs	VA
Taiwan	Chinese Mandarin	University of Rhode Island	International Affairs	MD

Destination	Language	Home University	Major	State
Taiwan	Chinese Mandarin	University of North Georgia	Biology	GA
Taiwan	Chinese Mandarin	University of Wyoming	Economics	WY
Taiwan	Chinese Mandarin	Elon University	Political Science	AZ
Taiwan	Chinese Mandarin	American University	International Affairs	TX
Taiwan	Chinese Mandarin	University of Chicago	Political Science	CA
Taiwan	Chinese Mandarin	University of Mississippi	International Affairs	TX
Taiwan	Chinese Mandarin	Drexel University	Criminal Justice	NJ
Taiwan	Chinese Mandarin	Indiana University	International Affairs	KY
Taiwan	Chinese Mandarin	Juniata College	International Affairs	TN
Taiwan	Chinese Mandarin	Western Kentucky University	Chemistry	KY
Taiwan	Chinese Mandarin	University of Rhode Island	Engineering	MD
Taiwan	Chinese Mandarin	Northern Arizona University	Business	AZ
Tajikistan	Persian Farsi	University of South Carolina	International Development	OH
Tajikistan	Persian Farsi	University of North Carolina	International Affairs	NJ
Tanzania	Swahili	Purdue University	Biology	IN
Tanzania	Swahili	Washington and Lee University	International Affairs	VA
Tanzania	Swahili	University of Georgia	International Affairs	GA
Tanzania	Swahili	North Carolina State University	Linguistics	NC
Tanzania	Swahili	Embry-Riddle Aeronautical University, Arizona	Criminal Justice	AZ
Tanzania	Swahili	George Mason University	International Affairs	VA
Tanzania	Swahili	Seton Hall University	International Affairs	NJ
Tanzania	Swahili	University of Illinois	International Affairs	IL
Tanzania	Swahili	West Virginia University	Communications and Journalism	VA
Tanzania	Swahili	Texas A&M University	Political Science	MN
Tanzania	Swahili	Brigham Young University	Geography	UT
Tanzania	Swahili	Eckerd College	International Affairs	FL
Thailand	Thai	Brigham Young University	Biology	UT
United Arab Emirates	Arabic	Brigham Young University	Engineering	CA
USA	Chinese Mandarin	University of Oregon	Languages	OR
USA	Chinese Mandarin	University of Minnesota	Mathematics	MN
USA	Chinese Mandarin	University of North Georgia	Languages	GA
USA	Chinese Mandarin	Arizona State University	Languages	AZ
Vietnam	Vietnamese	University of Central Florida	Criminal Justice	GA

# APPENDIX F: 2023 BOREN FELLOWS

Destination	Language	Institution	Major	State
Azerbaijan	Azerbaijani	University of Pennsylvania	International Development	NC
Azerbaijan	Turkish	Texas State University-San Marcos	Public Administration	TX
Azerbaijan	Turkish	University of Denver	International Affairs	IL
Azerbaijan	Turkish	Harvard University	International Affairs	KS
Azerbaijan	Turkish	Georgetown University	International Affairs	VA
Brazil	Portuguese	University of Washington	Public Administration	WA
Brazil	Portuguese	University of Washington	Engineering	WA
Brazil	Portuguese	American University	International Affairs	ID
Brazil	Portuguese	University of Tennessee	Psychology	KY
Brazil	Portuguese	Harvard University	International Affairs	GA
Brazil	Portuguese	American University	Environmental Studies	NJ
Brazil	Portuguese	University of Chicago	Social Work	IL
Brazil	Portuguese	Brandeis University	International Affairs	WI
Burkina Faso	Mooré	University of Michigan	Anthropology	TX
Cambodia	Khmer	University of Nevada	Biology	NV
Cambodia	Khmer	Ohio University	History	NC
Chile	Spanish	University of Notre Dame	International Affairs	CO
Georgia	Georgian	University of North Carolina	International Affairs	TN
Ghana	Twi	Columbia U - Teachers College	International Development	NJ
Ghana	Twi	Middlebury Institute of International Studies at Monterey	Environmental Studies	CA
India	Hindi	University of Arkansas, Fayetteville	Engineering	WI
India	Hindi	University of North Carolina	International Affairs	NC
India	Hindi	University of Illinois	Theology and Religious Studies	IL
India	Hindi	Middlebury Institute of International Studies at Monterey	Environmental Studies	NY
India	Urdu	University of Maryland	Public Administration	MD
India	Urdu	George Washington University	International Affairs	DC
Indonesia	Indonesian	American University	International Affairs	FL
Indonesia	Indonesian	University of Michigan	Area Studies	MI
Israel	Hebrew	Johns Hopkins University	International Affairs	NJ
Japan	Japanese	American University	International Affairs	NH
Japan	Japanese	George Washington University	International Affairs	CT
Japan	Japanese	Georgetown University	Area Studies	TX
Japan	Japanese	Georgia Institute of Technology	Comp/Info Sciences	NE
Japan	Japanese	American University	International Affairs	NJ
Japan	Japanese	Southern Oregon University	Communications and Journalism	OR
Japan	Japanese	George Washington University	Area Studies	KY
Japan	Japanese	Johns Hopkins University	International Affairs	NY
Japan	Japanese	University of Akron	Political Science	OH
Jordan	Arabic	Indiana University	Area Studies	KY
Jordan	Arabic	North Carolina State University	International Affairs	NC

Destination	Language	Institution	Major	State
Jordan	Arabic	George Washington University	International Affairs	MI
Jordan	Arabic	Harvard University	Public Administration	WA
Jordan	Arabic	Colgate University	International Affairs	CA
Jordan	Arabic	Syracuse University	International Affairs	NJ
Kazakhstan	Russian	George Washington University	International Affairs	DC
Kazakhstan	Russian	Syracuse University	International Affairs	VA
Kazakhstan	Russian	Middlebury College	Languages	VT
Kazakhstan	Russian	University of Maryland	Political Science	NC
Kenya	Swahili	University of Maryland	Political Science	VA
Kyrgyzstan	Russian	Arizona State University	Political Science	AZ
Latvia	Russian	University of Maine	International Affairs	ME
Latvia	Russian	Columbia University	International Affairs	NJ
Mexico	Tzotzil	University of Wisconsin-Madison	Anthropology	WI
Montenegro	Serbian	University of Pittsburgh	Linguistics	PA
Morocco	Arabic	Georgetown University	Area Studies	DC
Mozambique	Portuguese	Middlebury Institute of International Studies at Monterey	International Development	NC
Oman	Arabic	University of Mississippi	Agricultural and Food Sciences	MS
Poland	Polish	Georgetown University	Area Studies	VA
Poland	Polish	Georgetown University	Area Studies	NJ
Qatar	Arabic	University of Chicago	Cybersecurity	IL
Senegal	Wolof	Syracuse University	International Affairs	MD
South Korea	Korean	University of Texas	International Affairs	TX
South Korea	Korean	University of California, San Diego	International Affairs	FL
South Korea	Korean	George Mason University	Business	VA
South Korea	Korean	University of South Carolina	Mathematics	MD
South Korea	Korean	American University	International Affairs	VA
South Korea	Korean	University of Rhode Island	Political Science	RI
South Korea	Korean	Stanford University	Comp/Info Sciences	AL
South Korea	Korean	Tufts University	International Affairs	CA
South Korea	Korean	American University	International Affairs	WA
South Korea	Korean	New York University	Mathematics	FL
South Korea	Korean	American University	International Affairs	DC
South Korea	Korean	Texas State University-San Marcos	Criminal Justice	CA
Taiwan	Chinese Mandarin	American University	International Affairs	MD
Taiwan	Chinese Mandarin	American University	International Affairs	MA
Taiwan	Chinese Mandarin	University of Virginia	Business	VA
Tajikistan	Persian Farsi	University of Pittsburgh	Urban Planning	FL
Tanzania	Swahili	American University	International Affairs	GA
Tanzania	Swahili	California State University-Fullerton	Anthropology	GA
Tanzania	Swahili	Boston University	Public Health	MA
Tanzania	Swahili	University of Maine	International Affairs	ME
Tanzania	Swahili	American University	Political Science	MA
Thailand	Thai	University of Minnesota	Social Work	MN
Uzbekistan	Russian	Oklahoma State University	International Affairs	OK
Vietnam	Vietnamese	University of Michigan	Public Health	MI
Vietnam	Vietnamese	University of Michigan	History	WI

# APPENDIX G: 2023 BOREN STUDY LOCATIONS

Location	Boren Scholars	Boren Fellows	Total
Albania	1	0	1
Armenia	3	0	3
Azerbaijan	3	5	8
Bosnia & Herzegovina	1	0	1
Brazil	9	8	17
Burkina Faso	0	1	1
Cambodia	0	2	2
Chile	0	1	1
Croatia	1	0	1
Czech Republic	2	0	2
Georgia	2	1	3
Ghana	2	2	4
India	7	6	13
Indonesia	5	2	7
Israel	1	1	2
Japan	16	9	25
Jordan	16	6	22
Kazakhstan	18	4	22
Kenya	0	1	1
Kyrgyzstan	1	1	2
Latvia	3	2	5
Mexico	0	1	1
Montenegro	0	1	1
Morocco	11	1	12
Mozambique	0	1	1
Oman	3	1	4
Panama	1	0	1
Poland	1	2	3
Qatar	0	1	1
Senegal	7	1	8
Serbia	1	0	1
Singapore	1	0	1
South Africa	1	0	1
South Korea	8	12	20
Taiwan	44	14	58
Tajikistan	2	1	3
Tanzania	12	5	17
Thailand	1	1	2
United Arab Emirates	1	0	1
USA	4	0	4
Uzbekistan	0	1	1
Vietnam	1	2	3

Location	Boren Scholars	Boren Fellows	Total
<b>Total</b>	<b>190</b>	<b>97</b>	<b>287</b>

# APPENDIX H: 2023 BOREN LANGUAGES

Language	Boren Scholars	Boren Fellows	Total
Albanian	1	0	1
Arabic	31	9	40
Azerbaijani	0	1	1
Bosnian	1	0	1
Chinese Mandarin	49	14	63
Croatian	1	0	1
Czech	1	0	1
French	6	0	6
Georgian	1	1	2
Hebrew	1	1	2
Hindi	5	4	9
Indonesian	5	2	7
Japanese	16	9	25
Khmer	0	2	2
Korean	8	12	20
Mooré	0	1	1
Persian Farsi	2	1	3
Polish	1	2	3
Portuguese	9	9	18
Russian	27	8	35
Serbian	1	1	2
Spanish	1	1	2
Swahili	12	6	18
Thai	1	1	2
Turkish	3	4	7
Twi	2	2	4
Tzotzil	0	1	1
Urdu	2	2	4
Vietnamese	1	2	3
Wolof	1	1	2
Zulu	1	0	1
<b>TOTAL</b>	<b>190</b>	<b>97</b>	<b>287</b>

# APPENDIX I: BOREN AWARDS MAJORS

## Area and Language Studies

- Area Studies
- English
- Languages
- Linguistics

## Business

- Business (general)

## International Studies

- International Affairs
- International Development

## Social Sciences

- Anthropology
- Archeology
- Economics
- Environmental Studies
- Geography
- History
- Philosophy
- Political Science
- Psychology
- Public Administration

- Public Health
- Social Sciences (general)
- Social Work
- Sociology
- Theology and Religious Studies

## STEM Fields

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

## Other

- Communications and Journalism
- Criminal Justice
- Education
- Urban Planning

# APPENDIX J: LANGUAGE PROFICIENCY SCALES

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

ILR RATING	ILR PROFICIENCY DESCRIPTION
0	<i>No Proficiency: <b>Unable to function in the spoken language.</b></i> Oral production is limited to occasional isolated words. Has essentially no communicative ability.
0+	<i>Memorized Proficiency: <b>Able to satisfy immediate needs using rehearsed utterances.</b></i> Shows little real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful. The individual's vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is, functors (linking words, markers and the like) are omitted, confused or distorted. An individual can usually differentiate most significant sounds when produced in isolation but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with people used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty.
1	<i>Elementary Proficiency: <b>Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics.</b></i> A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from this individual. This speaker has a functional, but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The individual is unable to produce continuous discourse except with rehearsed material. Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners but there is little precision in the information conveyed. Needs, experience or training may vary greatly from individual to individual; for example, speakers at this level may have encountered quite different vocabulary areas. However, the individual can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide, for example, predictable and skeletal biographical information. He/she might give information about business hours, explain routine procedures in a limited way, and state in a simple manner what actions will be taken. He/she is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise.
1+	<i>Elementary Proficiency Plus: <b>Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands.</b></i> He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech

ILR RATING	ILR PROFICIENCY DESCRIPTION
	<p>largely consists of a series of short, discrete utterances. The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns. The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has to repeat utterances to be understood by the general public.</p>
2	<p><i>Limited Working Proficiency: <b>Able to satisfy routine social demands and limited work requirements.</b></i> Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances. but unusual or imprecise elsewhere. While these interactions will vary widely from individual to individual, the individual can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the individual can participate in personal and accommodation-type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled; however, there are areas of weakness. In the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology, passive constructions, word order, and embedding.</p>
2+	<p><i>Limited Working Proficiency Plus: <b>Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective.</b></i> The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space and person references, or to be in some way inappropriate, if not strictly incorrect. Typically the individual can participate in most social, formal, and informal interactions, but limitations either in range of contexts, types of tasks or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. He/she is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce general vocabulary. Discourse is often incohesive.</p>

ILR RATING	ILR PROFICIENCY DESCRIPTION
3	<p><i>General Professional Proficiency: <b>Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and professional topics.</b></i> Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs and the implications of nuances and idiom may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate: but stress, intonation and pitch control may be faulty. Examples: Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures.</p>
3+	<p><i>General Professional Proficiency Plus: <b>Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.</b></i> Despite obvious strengths, may exhibit some hesitancy, uncertainty, effort or errors which limit the range of language-use tasks that can be reliably performed. Typically there is particular strength in fluency and one or more, but not all, of the following: breadth of lexicon, including low- and medium-frequency items, especially socio-linguistic/cultural references and nuances of close synonyms; structural precision, with sophisticated features that are readily, accurately and appropriately controlled (such as complex modification and embedding in Indo-European languages); discourse competence in a wide range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations. Occasional patterned errors occur in low frequency and highly-complex structures.</p>
4	<p><i>Advanced Professional Proficiency: <b>Able to use the language fluently and accurately on all levels normally pertinent to professional needs.</b></i> The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as an informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty. Can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Similarly, the individual can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Can set the tone of interpersonal official, semi-official and non-</p>

ILR RATING	ILR PROFICIENCY DESCRIPTION
	<p>professional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks and settings). Can play an effective role among native speakers in such contexts as conferences, lectures and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Understands and reliably produces shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction.</p>
4+	<p><i>Advanced Professional Proficiency Plus: <b>Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well educated, highly articulate native speaker.</b></i> Language ability does not impede the performance of any language-use task. However, the individual would not necessarily be perceived as culturally native. The individual organizes discourse well, employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge; however, cannot sustain that performance under all circumstances. While the individual has a wide range and control of structure, an occasional nonnative slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, cultural reference or there may be an occasional failure to interact in a totally native manner.</p>
5	<p><i>Functional Native Proficiency: <b>Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken.</b></i> The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect.</p>

The **American Council on the Teaching of Foreign Languages** (ACTFL) proficiency scale is another rubric to describe linguistic proficiency (<https://www.actfl.org/resources/actfl-proficiency-guidelines-2012>). An abbreviated version of the ACTFL speaking scale follows.

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

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

# APPENDIX L: 2023 BOREN FLAGSHIP SCHOLARS

Destination	Language	Domestic Flagship	Overseas Center	State
Brazil	Portuguese	University of Texas	Universidade Federal de São João del-Rei	TX
Kazakhstan	Russian	University of North Carolina	Kazakh National University	NC
Kazakhstan	Russian	University of Georgia	Kazakh National University	GA
Kazakhstan	Russian	University of North Carolina	Kazakh National University	NC
Kazakhstan	Russian	University of Wisconsin-Madison	Kazakh National University	VA
Kazakhstan	Russian	Portland State University	Kazakh National University	CO
Kazakhstan	Russian	Portland State University	Kazakh National University	MS
Kazakhstan	Russian	University of Georgia	Kazakh National University	GA
Kazakhstan	Russian	University of North Carolina	Kazakh National University	NC
Kazakhstan	Russian	Indiana University	Kazakh National University	IN
Kazakhstan	Russian	University of Wisconsin-Madison	Kazakh National University	WI
Kazakhstan	Russian	Bryn Mawr College	Kazakh National University	KY
Kazakhstan	Russian	University of Wisconsin-Madison	Kazakh National University	MA
Kazakhstan	Russian	Indiana University	Kazakh National University	IN
Kazakhstan	Russian	Indiana University	Kazakh National University	IL
Kazakhstan	Russian	University of Georgia	Kazakh National University	GA
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	MN
Morocco	Arabic	University of Maryland	Arab American Language Institute in Morocco	MD
Morocco	Arabic	University of Texas	Arab American Language Institute in Morocco	TX
Morocco	Arabic	University of Maryland	Arab American Language Institute in Morocco	MD
Morocco	Arabic	University of Maryland	Arab American Language Institute in Morocco	MD
Morocco	Arabic	Brigham Young University	Arab American Language Institute in Morocco	CO
Morocco	Arabic	University of Maryland	Arab American Language Institute in Morocco	MD
Morocco	Arabic	Indiana University	Arab American Language Institute in Morocco	IN
Morocco	Arabic	Indiana University	Arab American Language Institute in Morocco	IN
South Korea	Korean	University of Hawaii	Korea University	SD

Destination	Language	Domestic Flagship	Overseas Center	State
South Korea	Korean	University of Hawaii	Korea University	OR
South Korea	Korean	University of Hawaii	Korea University	AK
Taiwan	Chinese Mandarin	San Francisco State University	National Chengchi University	CA
Taiwan	Chinese Mandarin	Brigham Young University	National Chengchi University	UT
Taiwan	Chinese Mandarin	Western Kentucky University	National Chengchi University	TN
Taiwan	Chinese Mandarin	Brigham Young University	National Chengchi University	UT
Taiwan	Chinese Mandarin	University of Rhode Island	National Chengchi University	TX
Taiwan	Chinese Mandarin	Arizona State University	National Chengchi University	AZ
Taiwan	Chinese Mandarin	University of Rhode Island	National Chengchi University	MA
Taiwan	Chinese Mandarin	Hunter College	National Chengchi University	NY
Taiwan	Chinese Mandarin	Arizona State University-Tempe	National Chengchi University	AZ
Taiwan	Chinese Mandarin	Indiana University	National Chengchi University	MN
Taiwan	Chinese Mandarin	University of Rhode Island	National Chengchi University	NY
Taiwan	Chinese Mandarin	Western Kentucky University	National Chengchi University	KY
Taiwan	Chinese Mandarin	Indiana University	National Chengchi University	TX
Taiwan	Chinese Mandarin	University of Rhode Island	National Chengchi University	MD
Taiwan	Chinese Mandarin	University of North Georgia	National Chengchi University	GA
Taiwan	Chinese Mandarin	University of Mississippi	National Chengchi University	TX
Taiwan	Chinese Mandarin	Indiana University	National Chengchi University	KY
Taiwan	Chinese Mandarin	Western Kentucky University	National Chengchi University	KY
USA	Chinese Mandarin	University of Oregon	Defense Language Institute Foreign Language Center	OR
USA	Chinese Mandarin	University of Minnesota	Defense Language Institute Foreign Language Center	MN
USA	Chinese Mandarin	University of North Georgia	Defense Language Institute Foreign Language Center	GA
USA	Chinese Mandarin	Arizona State University-Tempe	Defense Language Institute Foreign Language Center	AZ

# APPENDIX M: 2023 EHLS SCHOLARS

Primary Language	Place of Origin	Professional Field	State
Arabic	Jordan	International Affairs	DC
Arabic	Sudan	Education/Political Science	AZ
Chinese Mandarin	Taiwan	Law/Legal Research	MD
Chinese Mandarin	China	Business/Economics/Trade	OH
Chinese Mandarin	China	Law/Legal Research	VA
Korean	South Korea	Accounting/Finance	CA
Korean	South Korea	Computer Science/Engineering	DC
Kurdish	Turkey	Education/Political Science	MD
Kurdish	Turkey	Language Teaching	IL
Persian Farsi	Iran	Translation/Interpretation	FL
Persian Farsi	Iran	Law/Legal Research	VA
Persian Farsi	Iran	Translation/Interpretation	VA
Persian Farsi	Iran	Education/Political Science	DC
Persian Farsi	Iran	Teaching	IL
Russian	Kyrgyzstan	Management/Human Resources	NJ
Russian	Ukraine	Translation/Interpretation	DC
Russian	Russia	Education/Political Science	IL
Ukrainian	Ukraine	Medicine/Medical Research	VA

# APPENDIX N: 2023 NUMBER OF NSEP-FUNDED PROGRAMS BY INSTITUTION

University	EHLS	Language Flagship	Flagship Initiatives	LTC	Project GO	TOTAL
Arizona State University		1			1	2
Brigham Young University		2				2
Bryn Mawr College		1*				1
California State University, Long Beach				1		1
Commonwealth University of Pennsylvania					1	1
Concordia College				1		1
Embry-Riddle Aeronautical University					1	1
George Mason University					1	1
George Washington University				1		1
Georgetown University	1					1
Georgia Institute of Technology					1	1
Hunter College, CUNY		1*				1
Indiana University		3		1	1	5
James Madison University					1	1
Lewis University					1	1
Marquette University					1	1
North Carolina State University					1	1
Portland State University		1				1
San Diego State University				1	1	2
San Francisco State University		1				1
Texas A&M University					1	1
The Citadel					1	1
University of Arizona		1*		1	1	3
University of California, Los Angeles		1				1
University of Florida			1		1	2
University of Georgia		2*			1	3
University of Hawaii		2*	1			3
University of Kansas				1	1	2
University of Maryland		2*		1	1	4
University of Minnesota		1				1
University of Mississippi		2			1	3
University of Montana				1	1	2
University of North Carolina		1				1
University of North Georgia		1			1	2
University of Oregon		1				1
University of Pittsburgh					1	1
University of Rhode Island		1				1
University of Texas		2				2
University of Utah				1		1
University of Washington		1				1
University of Wisconsin, Madison		1	1		1	3

University	EHLS	Language Flagship	Flagship Initiatives	LTC	Project GO	TOTAL
University of Wyoming					1	1
Virginia Military Institute					1	1
Virginia Polytechnic Institute		1			1	2
Western Kentucky University		1				1
William and Mary College					1	1
<b>TOTAL</b>	<b>1</b>	<b>31</b>	<b>3</b>	<b>10</b>	<b>27</b>	<b>72</b>

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

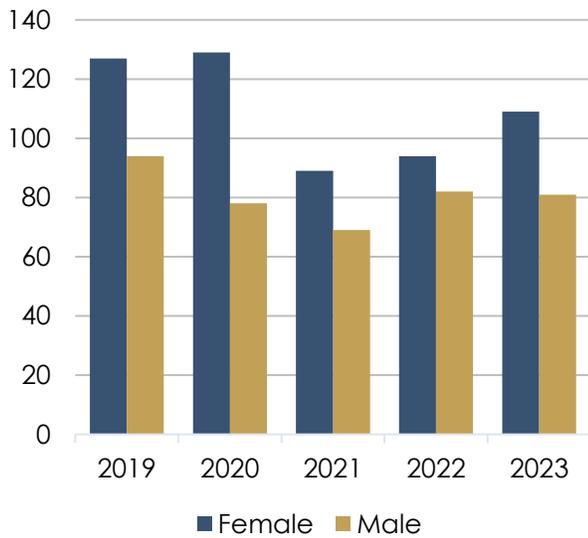
# APPENDIX K: 2023 REGIONAL FLAGSHIP LANGUAGE INITIATIVES BOREN AWARDEES

Destination	Language	Domestic Institution	Overseas Program	State
Azerbaijan	Turkish	University of Louisville	Azerbaijan University of Languages	KY
Azerbaijan	Turkish	Texas State University-San Marcos	Azerbaijan University of Languages	TX
Azerbaijan	Turkish	Harvard University	Azerbaijan University of Languages	KS
Azerbaijan	Turkish	Baylor University	Azerbaijan University of Languages	CO
Ghana	Twi	Columbia U - Teachers College	Non-Affiliated Program	NJ
Ghana	Twi	Middlebury Institute of International Studies at Monterey	Non-Affiliated Program	CA
Ghana	Twi	University of Southern California	Non-Affiliated Program	PA
India	Hindi	Boston University	American Institute of Indian Studies	NH
India	Hindi	University of Arkansas, Fayetteville	American Institute of Indian Studies	WI
India	Hindi	University of North Carolina	American Institute of Indian Studies	NC
India	Hindi	University of Illinois	American Institute of Indian Studies	IL
India	Hindi	Liberty University	American Institute of Indian Studies	PA
India	Hindi	Washington and Lee University	American Institute of Indian Studies	CO
India	Hindi	Salisbury University	American Institute of Indian Studies	MD
India	Hindi	University of Chicago	American Institute of Indian Studies	IL
India	Urdu	University of Maryland	American Institute of Indian Studies	MD
India	Urdu	Harvard University	American Institute of Indian Studies	CA
India	Urdu	George Washington University	American Institute of Indian Studies	DC
India	Urdu	University of Louisville	American Institute of Indian Studies	KY
Indonesia	Indonesian	Florida International University	Universitas Negeri Malang	FL
Indonesia	Indonesian	American University	Universitas Negeri Malang	FL
Indonesia	Indonesian	University of North Carolina	Universitas Negeri Malang	NC
Indonesia	Indonesian	University of Redlands	Universitas Negeri Malang	IL
Indonesia	Indonesian	University of Florida	Universitas Negeri Malang	FL
Indonesia	Indonesian	University of Michigan	Universitas Negeri Malang	MI

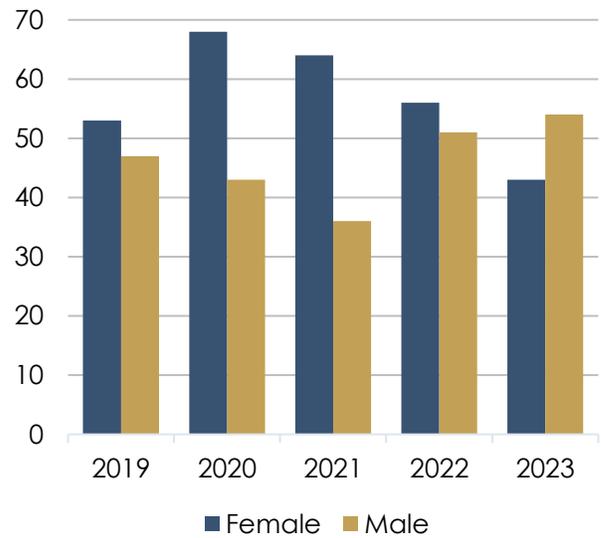
Indonesia	Indonesian	University of Maryland	Universitas Negeri Malang	MD
Senegal	French	University of Chicago	The West African Research Center	CO
Senegal	French	Boston University	The West African Research Center	MA
Senegal	French	Western Michigan University	The West African Research Center	MI
Senegal	French	George Washington University	The West African Research Center	NY
Senegal	French	University at Buffalo	The West African Research Center	NY
Senegal	French	University of Illinois	The West African Research Center	IL
Senegal	Wolof	University of Notre Dame	Non-Affiliated Program	MI
South Africa	Zulu	Lehigh University	Non-Affiliated Program	NJ
Tanzania	Swahili	American University	MS-Training Center for Development Cooperative	GA
Tanzania	Swahili	California State University-Fullerton	MS-Training Center for Development Cooperative	GA
Tanzania	Swahili	Washington and Lee University	MS-Training Center for Development Cooperative	VA
Tanzania	Swahili	University of Georgia	MS-Training Center for Development Cooperative	GA
Tanzania	Swahili	North Carolina State University	MS-Training Center for Development Cooperative	NC
Tanzania	Swahili	Embry-Riddle Aeronautical University, Arizona	MS-Training Center for Development Cooperative	AZ
Tanzania	Swahili	George Mason University	MS-Training Center for Development Cooperative	VA
Tanzania	Swahili	Seton Hall University	MS-Training Center for Development Cooperative	NJ
Tanzania	Swahili	Boston University	MS-Training Center for Development Cooperative	MA
Tanzania	Swahili	University of Maine	MS-Training Center for Development Cooperative	ME
Tanzania	Swahili	University of Illinois	MS-Training Center for Development Cooperative	IL
Tanzania	Swahili	American University	MS-Training Center for Development Cooperative	MA
Tanzania	Swahili	West Virginia University	MS-Training Center for Development Cooperative	VA

# APPENDIX O: BOREN SCHOLAR AND FELLOW FIVE-YEAR DATA

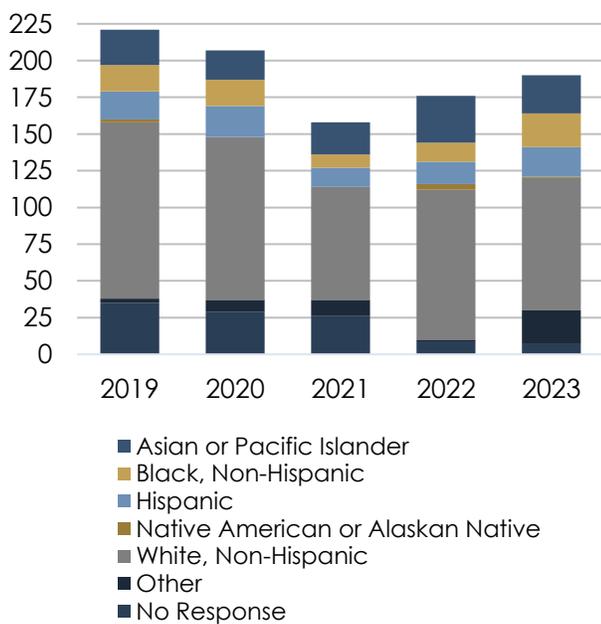
2019-2023 BOREN SCHOLAR GENDER DISTRIBUTION BY YEAR



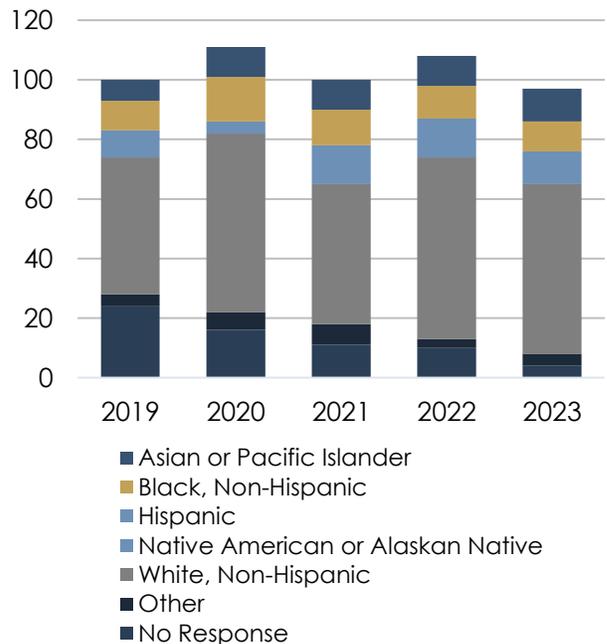
2019-2023 BOREN FELLOW GENDER DISTRIBUTION BY YEAR



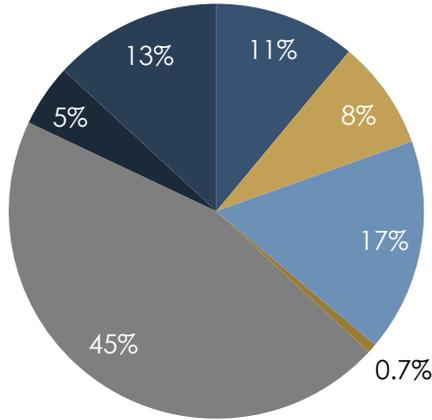
2019-2023 BOREN SCHOLAR RACIAL/ETHNIC DISTRIBUTION BY YEAR



2019-2023 BOREN FELLOW RACIAL/ETHNIC DISTRIBUTION BY YEAR

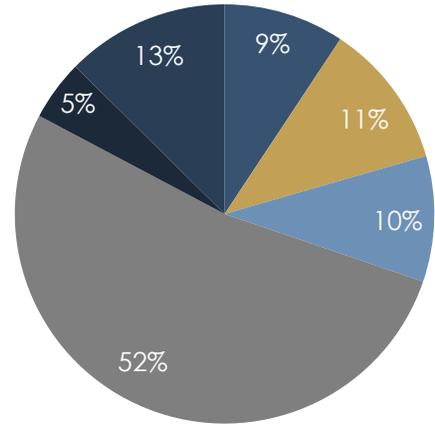


2019-2023 BOREN SCHOLAR  
FIVE-YEAR RACIAL/ETHNIC DISTRIBUTION



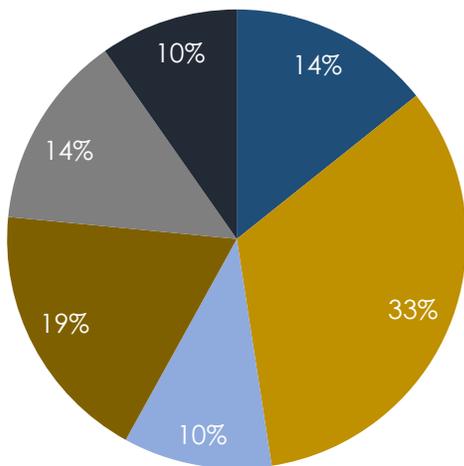
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Native American or Alaskan Native
- White, Non-Hispanic
- Other
- No Response

2019-2023 BOREN FELLOW  
FIVE-YEAR RACIAL/ETHNIC DISTRIBUTION



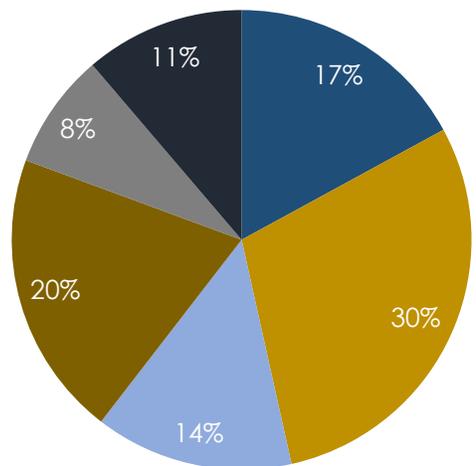
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Native American or Alaskan Native
- White, Non-Hispanic
- Other
- No Response

2019-2023 BOREN SCHOLAR  
REGIONS OF STUDY



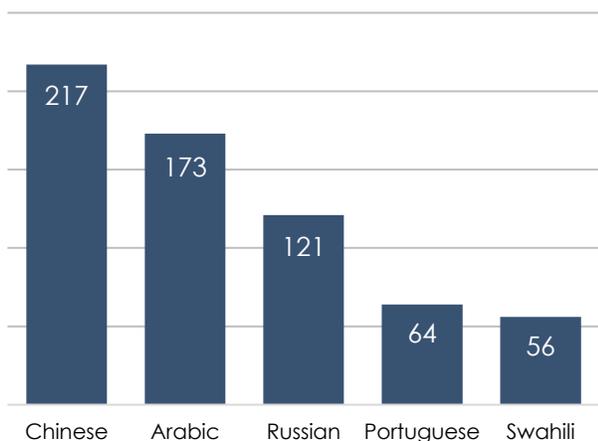
- Africa (Sub-Saharan)
- East Asia and the Pacific
- Europe and Eurasia
- Middle East and North Africa
- South and Central Asia
- Western Hemisphere

2019-2023 BOREN FELLOW  
REGIONS OF STUDY

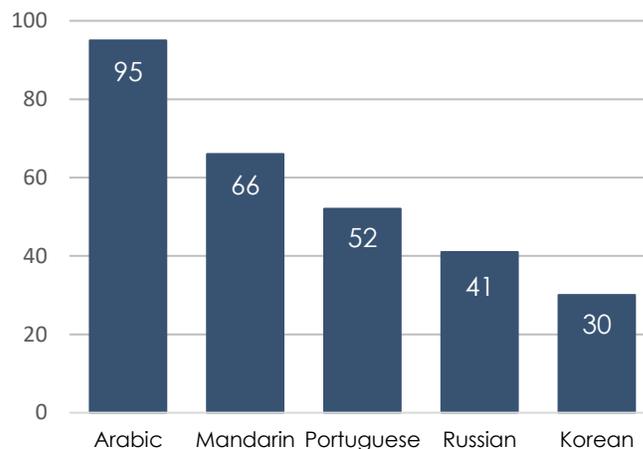


- Africa (Sub-Saharan)
- East Asia and the Pacific
- Europe and Eurasia
- Middle East and North Africa
- South and Central Asia
- Western Hemisphere

### 2019-2023 BOREN SCHOLAR TOP FIVE LANGUAGES



### 2019-2023 BOREN FELLOW TOP FIVE LANGUAGES



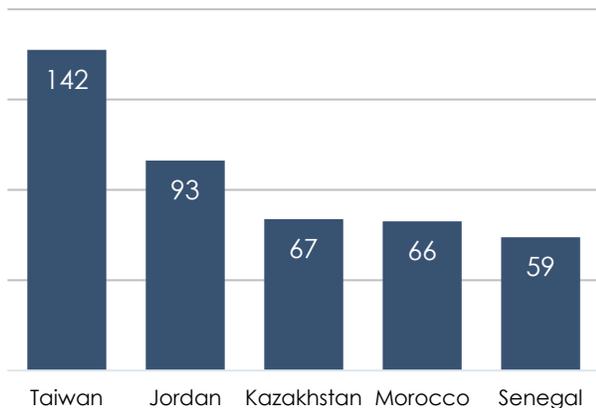
### 2019-2023 BOREN SCHOLAR OVERALL LANGUAGE DISTRIBUTION

Afrikaans	1	Nepali	4
Akan/Twi	3	Persian Farsi	7
Albanian	1	Polish	5
Amharic	1	Portuguese	64
Arabic	173	Quechua	1
Armenian	2	Quiche	1
Azerbaijani	2	Russian	121
Bosnian	3	Serbian	3
Chinese Mandarin	217	Spanish	2
Croatian	3	Swahili	56
Czech	2	Tajik	1
French	49	Thai	5
Georgian	1	Turkish	31
Hindi	23	Urdu	15
Indonesian	29	Uzbek	1
Japanese	52	Vietnamese	1
Korean	52	Wolof	10
Kurdish	2	Zulu	4

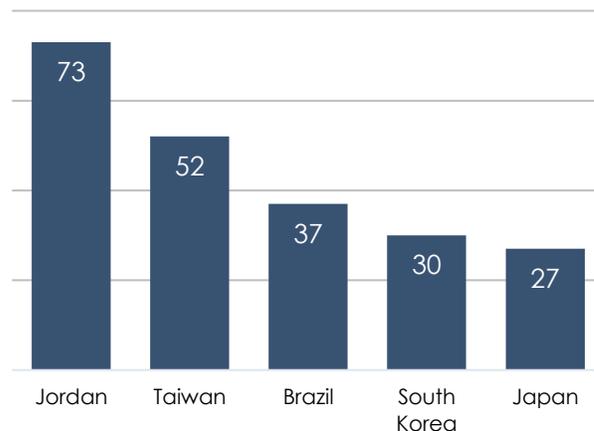
### 2019-2023 BOREN FELLOW OVERALL LANGUAGE DISTRIBUTION

Acholi	1	Malayalam	1
Akan/Twi	11	Mayan	2
Albanian	1	Mende	1
Amharic	2	Minangkabau	1
Arabic	95	Mooré	1
Armenian	1	Nepali	1
Azerbaijani	1	Oromo	2
Berber	2	Persian Farsi	5
Bosnian	2	Polish	6
Burmese	1	Portuguese	52
Cape Verdean	1	Romanian	1
Creole			
Chinese Mandarin	66	Russian	41
Croatian	2	Serbian	2
Czech	1	Slovak	1
French	10	Spanish	7
Georgian	2	Swahili	30
Guarani	2	Tagalog	2
Hebrew	3	Thai	4
Hindi	14	Turkish	19
Hungarian	2	Tzotzil	1
Indonesian	19	Ukrainian	4
Japanese	27	Urdu	6
Kannada	1	Uzbek	1
Kazakh	3	Vietnamese	4
Khmer	6	Wolof	9
Korean	30	Xhosa	2
Macedonian	1	Zulu	3

### 2019-2023 BOREN SCHOLAR TOP DESTINATIONS



### 2019-2023 BOREN FELLOW TOP DESTINATIONS



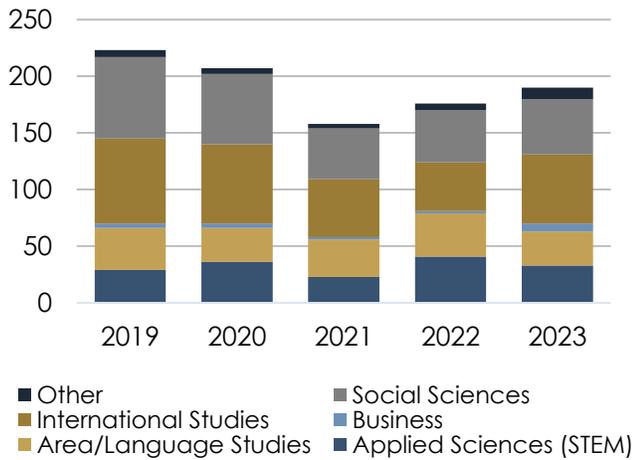
### 2019-2023 BOREN SCHOLAR OVERSEAS DISTRIBUTION

Albania	1	Mexico	1
Armenia	7	Montenegro	1
Azerbaijan	33	Morocco	66
Belarus	2	Mozambique	9
Bosnia and Herzegovina	3	Nepal	2
Brazil	55	Oman	8
China	49	Panama	1
Croatia	5	Peru	1
Czech Republic	4	Poland	5
Estonia	3	Qatar	1
Ethiopia	1	Senegal	59
Georgia	5	Serbia	2
Ghana	5	Singapore	3
Guatemala	1	South Africa	5
Hong Kong	3	South Korea	52
India	38	Taiwan	142
Indonesia	29	Tajikistan	9
Israel	4	Tanzania	56
Japan	52	Thailand	5
Jordan	93	Ukraine	10
Kazakhstan	67	United Arab Emirates	2
Kyrgyzstan	15	USA*	21
Latvia	15	Vietnam	1

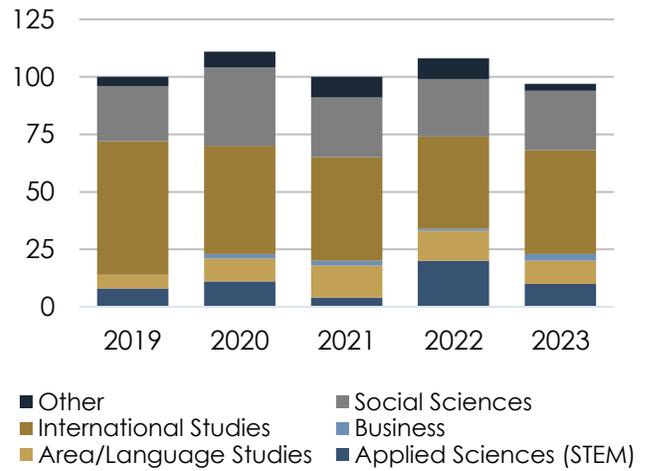
### 2019-2023 BOREN FELLOW OVERSEAS DISTRIBUTION

Albania	1	Macedonia	1
Argentina	1	Mexico	3
Armenia	1	Montenegro	1
Azerbaijan	20	Morocco	14
Belarus	1	Mozambique	14
Bosnia and Herzegovina	2	Nepal	1
Brazil	37	Oman	3
Burkina Faso	1	Paraguay	2
Burma (Myanmar)	1	Peru	3
Cambodia	6	Philippines	2
Cape Verde	2	Poland	7
Chile	1	Qatar	1
China	13	Romania	1
Colombia	2	Senegal	19
Croatia	2	Serbia	1
Czech Republic	2	Sierra Leone	1
Estonia	4	Singapore	1
Ethiopia	4	Slovakia	1
Georgia	5	South Africa	5
Ghana	11	South Korea	30
Hungary	2	Taiwan	52
India	22	Tajikistan	5
Indonesia	20	Tanzania	27
Israel	8	Thailand	4
Japan	27	Uganda	2
Jordan	73	Ukraine	11
Kazakhstan	12	United Arab Emirates	1
Kenya	2	Uzbekistan	2
Kyrgyzstan	3	Vietnam	4
Latvia	11		

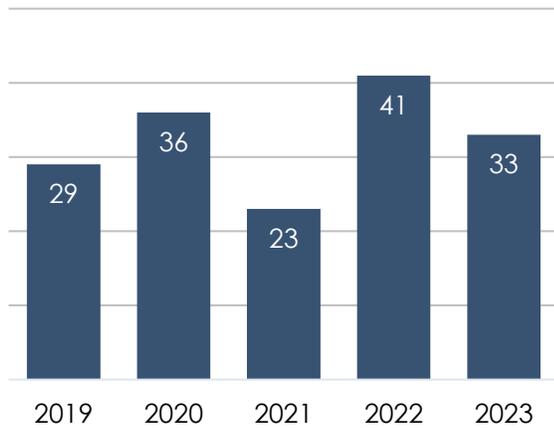
2019-2023 BOREN SCHOLAR  
FIELDS OF STUDY



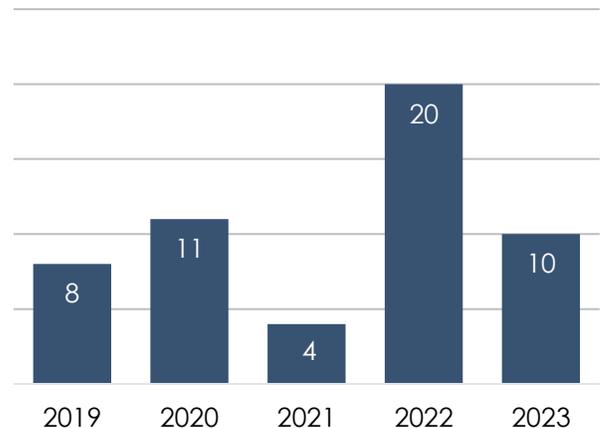
2019-2023 BOREN FELLOW  
FIELDS OF STUDY



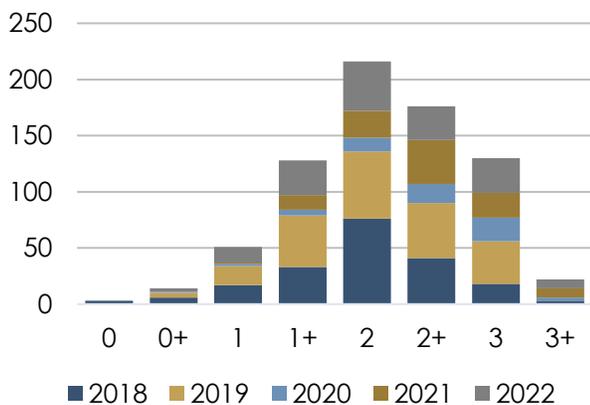
2019-2023 BOREN SCHOLAR  
STEM MAJORS



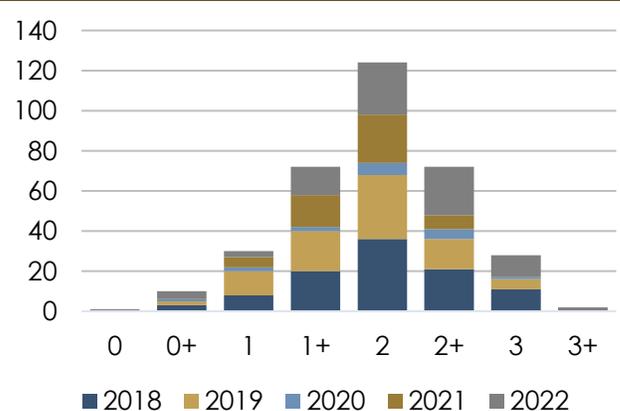
2019-2023 BOREN FELLOW  
STEM MAJORS



2018-2022 BOREN SCHOLAR  
PROFICIENCY OUTCOMES

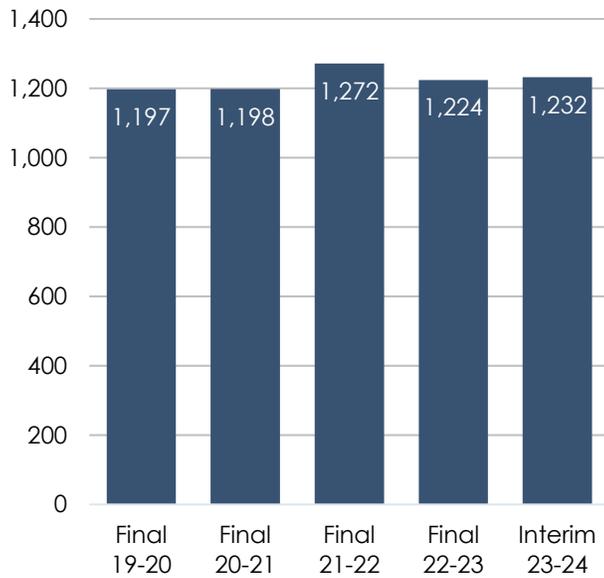


2018-2022 BOREN FELLOW  
PROFICIENCY OUTCOMES

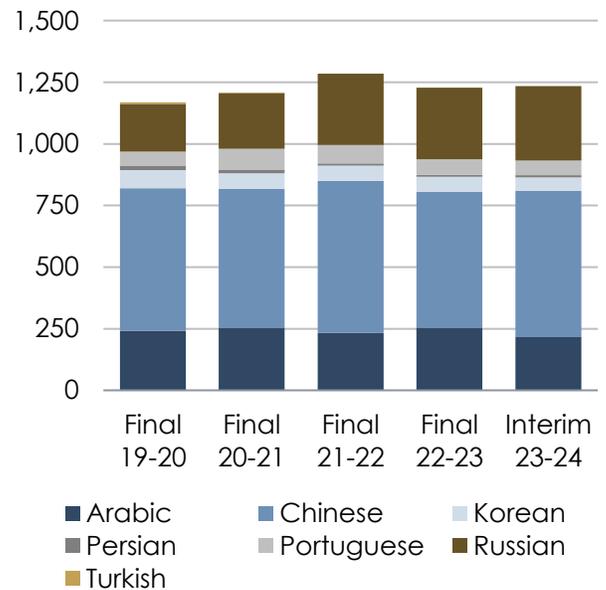


# APPENDIX P: THE LANGUAGE FLAGSHIP FIVE-YEAR DATA

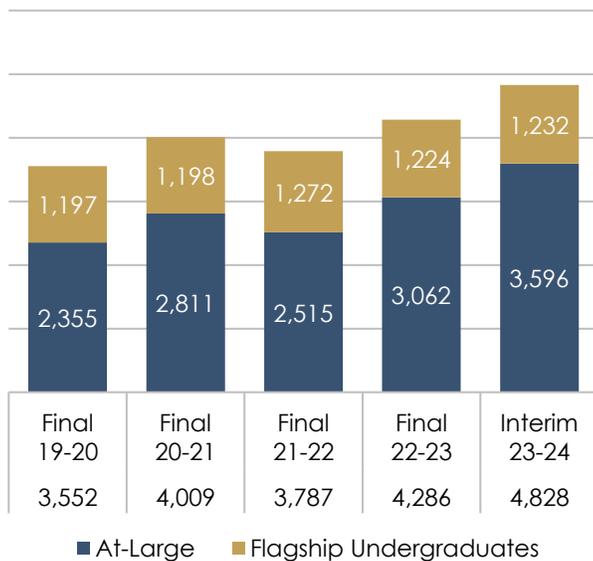
2019-2023 FLAGSHIP  
UNDERGRADUATE ENROLLMENTS



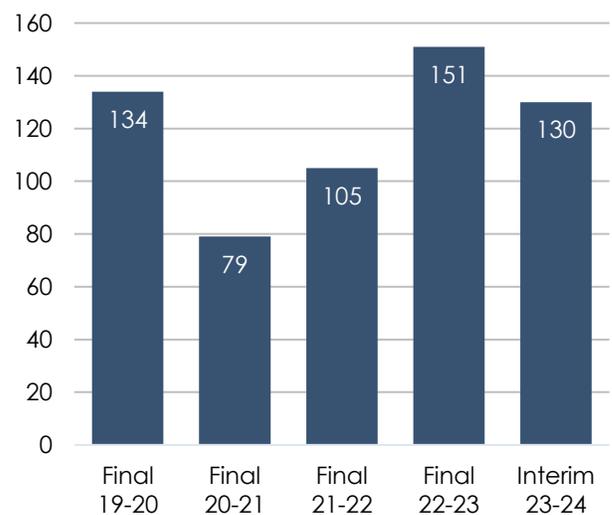
2019-2023 UNDERGRADUATE  
FLAGSHIP ENROLLMENTS BY LANGUAGE



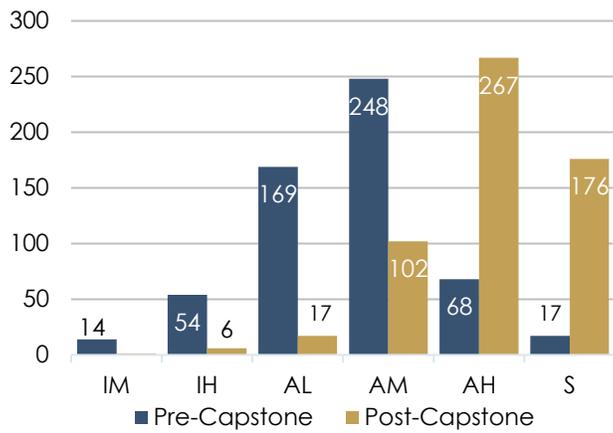
2019-2023 FLAGSHIP  
TOTAL PROGRAM ENROLLMENTS



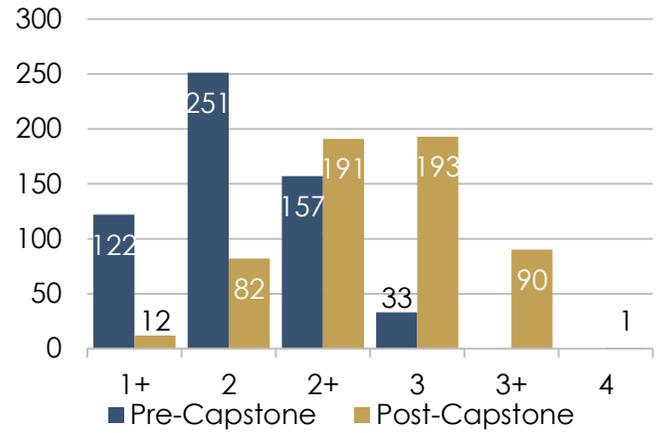
2019-2023 OVERSEAS  
FLAGSHIP CAPSTONE ENROLLMENTS



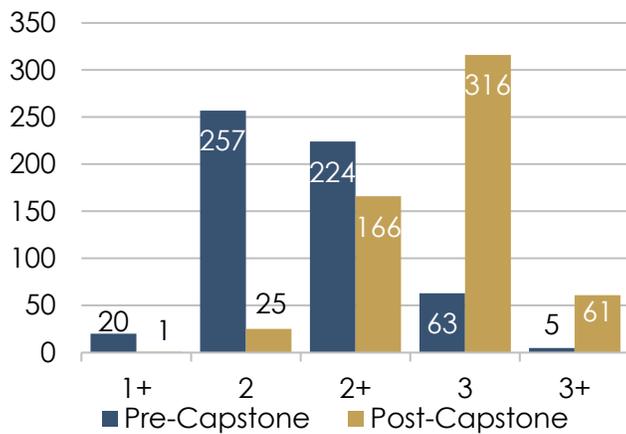
2019-2023 PRE AND POST ACTFL SPEAKING (N=569)



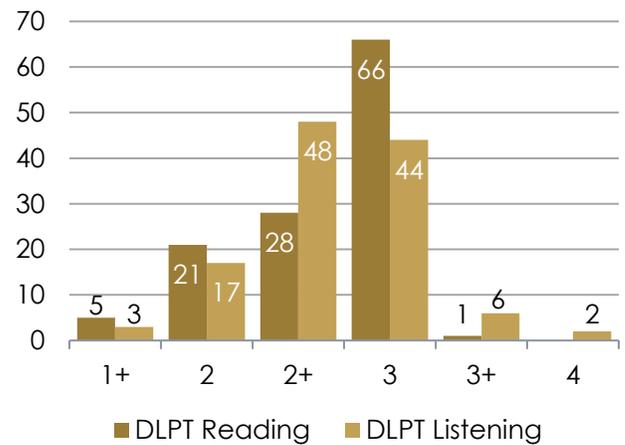
2019-2023 PRE AND POST ILR LISTENING (N=569)



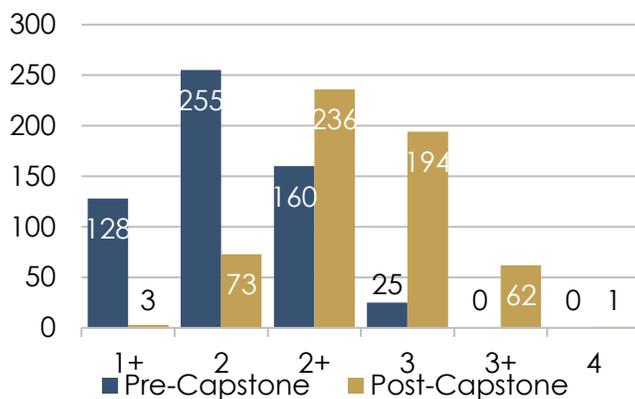
2019-2023 PRE AND POST ILR SPEAKING (N=569)



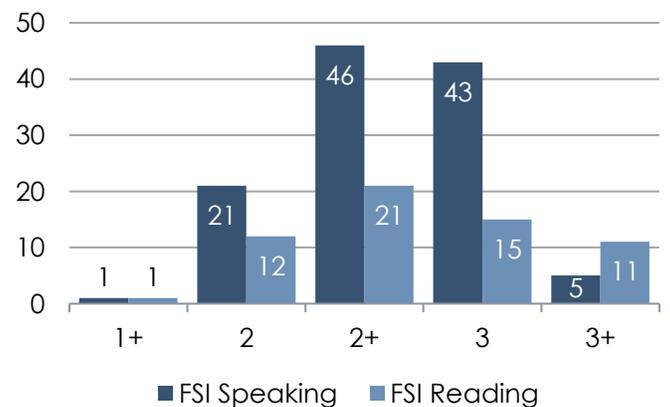
2019-2023 DLPT LISTENING / READING (N=121 SPEAKING / 121 READING)



2019-2023 PRE AND POST ILR READING (N=569)



2019-2023 FSI SPEAKING / READING (N=116 SPEAKING / 60 READING)



2018-2022 POST-CAPSTONE SPEAKING (ACTFL)											
PRE-CAPSTONE SPEAKING		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
		NM	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	0	0	0	0
IM	0	0	0	0	3	3	6	2	0	0	14
IH	0	0	0	0	3	5	23	20	3	0	54
AL	0	0	0	1	0	7	41	96	23	0	168
AM	0	0	0	0	0	2	30	115	101	0	248
AH	0	0	0	0	0	0	2	33	33	0	68
S	0	0	0	0	0	0	0	1	16	0	17
TOTAL	0	0	0	1	6	17	102	267	176	0	569
		0.0%	0.0%	0.0%	0.2%	1.1%	3.0%	17.9%	46.9%	30.9%	100%

ARABIC 2018-2022 POST-CAPSTONE SPEAKING (ACTFL)											
PRE-CAPSTONE SPEAKING		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
		NM	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	0	0	0	0
IM	0	0	0	0	2	0	5	2	0	0	9
IH	0	0	0	0	1	1	9	6	1	0	18
AL	0	0	0	0	0	2	6	19	4	0	31
AM	0	0	0	0	0	0	4	18	10	0	32
AH	0	0	0	0	0	0	0	2	2	0	4
S	0	0	0	0	0	0	0	0	1	0	1
TOTAL	0	0	0	0	3	3	24	47	18	0	95
		0.0%	0.0%	0.0%	0.0%	3.2%	3.2%	25.3%	49.5%	18.9%	100%

CHINESE MANDARIN 2018-2022 POST-CAPSTONE SPEAKING (ACTFL)											
PRE-CAPSTONE SPEAKING		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
		NM	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	0	0	0	0
IM	0	0	0	0	0	1	0	0	0	0	1
IH	0	0	0	0	0	1	4	7	1	0	13
AL	0	0	0	0	0	3	22	44	10	0	79
AM	0	0	0	0	0	1	21	75	57	0	154
AH	0	0	0	0	0	0	2	23	26	0	51
S	0	0	0	0	0	0	0	1	13	0	14
TOTAL	0	0	0	0	0	6	49	150	107	0	312
		0.0%	0.0%	0.0%	0.0%	0.0%	1.9%	15.7%	48.1%	34.3%	100%

RUSSIAN 2018-2022 POST-CAPSTONE SPEAKING (ACTFL)											
PRE-CAPSTONE SPEAKING		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
		NM	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	0	0	0	0
IM	0	0	0	0	0	0	2	3	1	0	6
IH	0	0	0	0	0	0	2	19	5	0	26
AL	0	0	0	0	0	0	0	15	30	0	45
AM	0	0	0	0	0	0	0	3	4	0	7
AH	0	0	0	0	0	0	0	0	2	0	2
S	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	4	40	42	0	86
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.7%	46.5%	48.8%	100%

2019-2023 POST-CAPSTONE SPEAKING (ILR)										
PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	1	0	0	0	1
1+	0	0	0	0	7	9	4	0	0	20
2	0	0	0	1	16	107	121	11	0	256
2+	0	0	0	0	2	39	153	30	0	224
3	0	0	0	0	0	10	36	17	0	63
3+	0	0	0	0	0	0	2	3	0	5
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	1	25	166	316	61	0	569
	0.0%	0.0%	0.0%	0.2%	4.4%	29.2%	55.5%	10.7%	0.0%	100%

ARABIC 2019-2023 POST-CAPSTONE SPEAKING (ILR)										
PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	1	0	0	0	1
1+	0	0	0	0	3	7	2	0	0	12
2	0	0	0	0	3	27	18	4	0	52
2+	0	0	0	0	0	9	11	8	0	28
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	44	31	14	0	95
	0.0%	0.0%	0.0%	0.0%	6.3%	46.3%	32.6%	14.7%	0.0%	100%

CHINESE MANDARIN 2019-2023 POST-CAPSTONE SPEAKING (ILR)										
PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	1	0	1	0	0	2
2	0	0	0	0	6	42	65	7	0	120
2+	0	0	0	0	0	24	95	17	0	136
3	0	0	0	0	0	10	28	12	0	50
3+	0	0	0	0	0	0	1	3	0	4
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	7	76	190	39	0	312
	0.0%	0.0%	0.0%	0.0%	2.2%	24.4%	60.9%	12.5%	0.0%	100%

RUSSIAN 2019-2023 POST-CAPSTONE SPEAKING (ILR)										
PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	0	0	1	0	0	1
2	0	0	0	0	0	11	25	0	0	36
2+	0	0	0	0	0	1	38	3	0	42
3	0	0	0	0	0	0	3	3	0	6
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	12	68	6	0	86
	0.0%	0.0%	0.0%	0.0%	0.0%	14.0%	79.1%	7.0%	0.0%	100%

2019-2023 POST-CAPSTONE READING (ILR)											
PRE-CAPSTONE READING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL	
0	0	0	0	0	0	0	0	0	0	0	
0+	0	0	0	0	0	0	0	0	0	0	
1	0	0	0	0	0	2	0	0	0	2	
1+	0	0	0	2	37	64	23	2	0	128	
2	0	0	0	1	32	130	80	11	0	254	
2+	0	0	0	0	2	38	84	36	0	160	
3	0	0	0	0	2	2	7	13	1	25	
3+	0	0	0	0	0	0	0	0	0	0	
4	0	0	0	0	0	0	0	0	0	0	
TOTAL	0	0	0	3	73	236	194	62	1	569	
	0.0%	0.0%	0.0%	0.5%	12.8%	41.5%	34.1%	10.9%	0.2%	100%	

ARABIC 2019-2023 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	0	11	10	3	0	0	24	
2	0	0	0	0	7	22	17	2	0	48	
2+	0	0	0	0	0	5	9	5	0	19	
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	0	19	38	29	9	0	95	
	0.0%	0.0%	0.0%	0.0%	20.0%	40.0%	30.5%	9.5%	0.0%	100%	

CHINESE MANDARIN 2019-2023 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	2	23	43	7	1	0	76	
2	0	0	0	1	21	83	38	4	0	147	
2+	0	0	0	0	2	26	30	14	0	72	
3	0	0	0	0	1	2	4	9	0	16	
3+	0	0	0	0	0	0	0	0	0	0	
4	0	0	0	0	0	0	0	0	0	0	
TOTAL	0	0	0	3	47	154	79	28	0	311	
	0.0%	0.0%	0.0%	1.0%	15.1%	49.5%	25.4%	9.0%	0.0%	100%	

RUSSIAN 2019-2023 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	2	3	13	1	0	19	
2	0	0	0	0	1	6	16	2	0	25	
2+	0	0	0	0	0	0	23	15	0	38	
3	0	0	0	0	0	0	2	2	1	5	
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	3	9	54	20	1	87	
	0.0%	0.0%	0.0%	0.0%	3.4%	10.3%	62.1%	23.0%	1.1%	100%	

2019-2023 POST-CAPSTONE LISTENING (ILR)										
PRE-CAPSTONE LISTENING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	1	1	2	1	2	0	7
1+	0	0	0	6	36	53	23	4	0	122
2	0	0	0	5	42	100	87	16	0	250
2+	0	0	0	0	3	33	71	50	0	157
3	0	0	0	0	0	3	11	18	1	33
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	12	82	191	193	90	1	569
	0.0%	0.0%	0.0%	2.1%	14.4%	33.6%	33.9%	15.8%	0.2%	100%

ARABIC 2019-2023 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	6	17	6	0	0	29
2	0	0	0	0	5	17	14	2	0	38
2+	0	0	0	0	0	5	12	4	0	21
3	0	0	0	0	0	0	1	6	0	7
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	11	39	33	12	0	95
	0.0%	0.0%	0.0%	0.0%	11.6%	41.1%	34.7%	12.6%	0.0%	100%

CHINESE MANDARIN 2019-2023 POST-CAPSTONE LISTENING (ILR)										
PRE-CAPSTONE LISTENING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	1	0	0	0	0	0	1
1+	0	0	0	5	26	22	9	1	0	63
2	0	0	0	5	31	66	47	7	0	156
2+	0	0	0	0	3	19	24	24	0	70
3	0	0	0	0	0	3	7	11	0	21
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	11	60	110	87	43	0	311
	0.0%	0.0%	0.0%	3.5%	19.3%	35.4%	28.0%	13.8%	0.0%	100%

RUSSIAN 2019-2023 POST-CAPSTONE LISTENING (ILR)										
PRE-CAPSTONE LISTENING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	1	1	0	2
1+	0	0	0	0	0	9	4	0	0	13
2	0	0	0	0	2	9	16	4	0	31
2+	0	0	0	0	0	4	20	13	0	37
3	0	0	0	0	0	0	2	1	1	4
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	22	43	19	1	87
	0.0%	0.0%	0.0%	0.0%	2.3%	25.3%	49.4%	21.8%	1.1%	100%

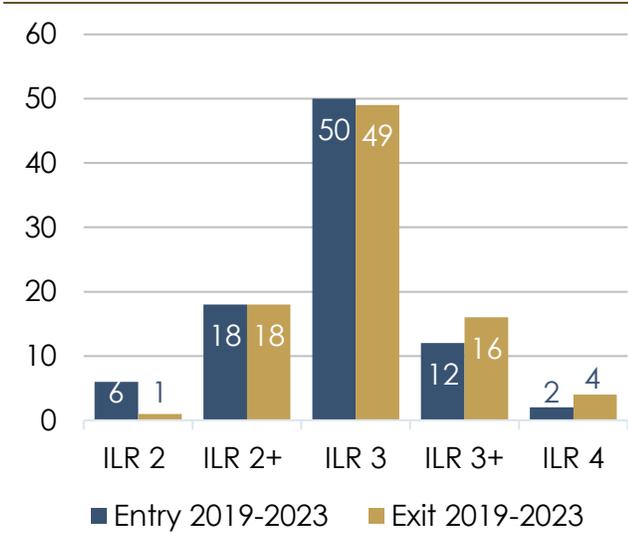
2019-2023 POST-CAPSTONE WRITING (ILR)										
PRE-CAPSTONE WRITING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	2	0	0	0	0	2
1+	0	0	0	6	16	23	2	0	0	47
2	0	0	0	1	20	38	18	0	0	77
2+	0	0	0	0	0	7	15	0	0	22
3	0	0	0	0	0	0	1	0	0	1
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	7	38	68	36	0	0	149
	0.0%	0.0%	0.0%	4.7%	25.5%	45.6%	24.2%	0.0%	0.0%	100.0%

ARABIC 2019-2023 POST-CAPSTONE WRITING (ILR)										
PRE-CAPSTONE WRITING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	2	0	0	0	0	2
1+	0	0	0	6	14	21	1	0	0	42
2	0	0	0	0	11	8	10	0	0	29
2+	0	0	0	0	0	4	8	0	0	12
3	0	0	0	0	0	0	0	0	0	0
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	6	27	33	19	0	0	85
	0.0%	0.0%	0.0%	7.1%	31.8%	38.8%	22.4%	0.0%	0.0%	100.0%

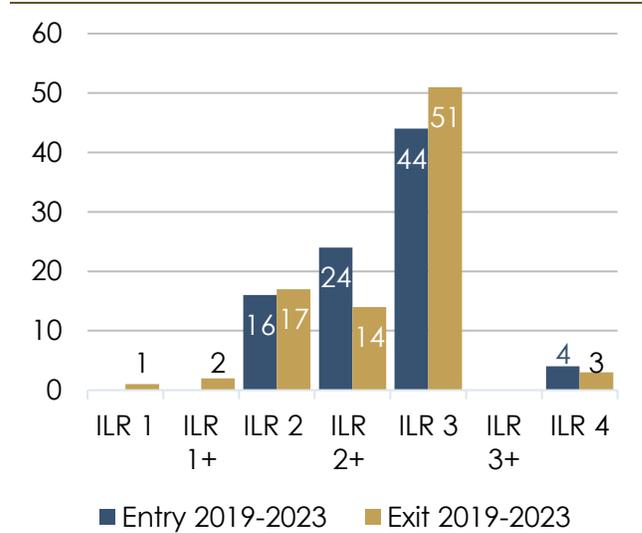
RUSSIAN 2019-2023 POST-CAPSTONE WRITING (ILR)										
PRE-CAPSTONE WRITING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	0	2	1	0	0	3
2	0	0	0	1	8	28	7	0	0	44
2+	0	0	0	0	0	3	5	0	0	8
3	0	0	0	0	0	0	1	0	0	1
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	1	8	33	14	0	0	56
	0.0%	0.0%	0.0%	1.8%	14.3%	58.9%	25.0%	0.0%	0.0%	100.0%

# APPENDIX Q: EHLS FIVE-YEAR DATA<sup>18</sup>

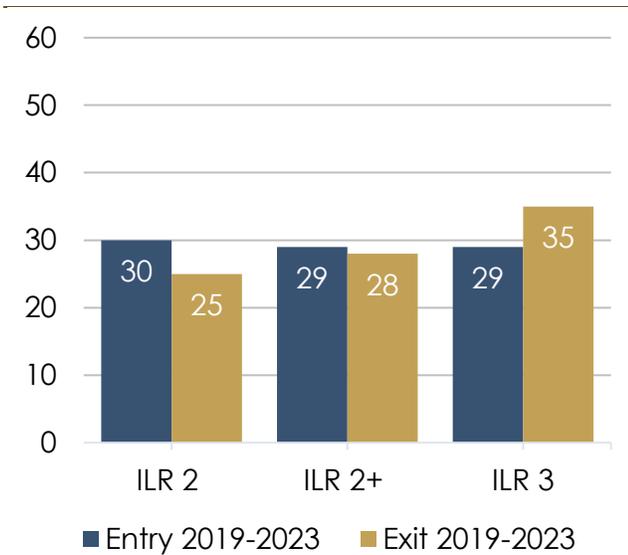
2019-2023 EHLS PRE- AND POST-SPEAKING PROFICIENCY (N=88)



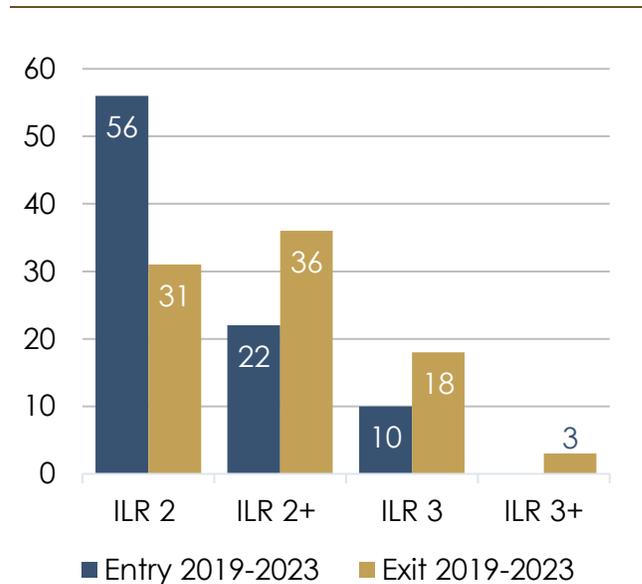
2019-2023 EHLS PRE- AND POST-READING PROFICIENCY (N=88)



2019-2023 EHLS PRE- AND POST-LISTENING PROFICIENCY (N=88)



2019-2023 EHLS PRE- AND POST-WRITING PROFICIENCY (N=88)



<sup>18</sup> The Listening and Reading tests used in the EHLS program through 2021 were not able to measure proficiency levels above ILR 3. As of 2022, the EHLS Program is using the Language Training Institute (LT) Listening and Reading Computer Adaptive Test (L&Rcat) which measure up to ILR 4. The impact of this is observable in the Reading proficiency results above with three pre- and post-tests at ILR 4. Similar results are anticipated for listening proficiency as the EHLS Program adapts to more detailed data.

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