

2022

ANNUAL REPORT

NATIONAL SECURITY EDUCATION PROGRAM



Language | Culture | Service

The estimated cost of this report or study for the Department of Defense is approximately \$20,000 for the 2023 Fiscal Year. This includes \$7,000 in expenses and \$13,000 in DoD labor.

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LETTER FROM GILBERT R. CISNEROS, JR., UNDER SECRETARY OF DEFENSE FOR PERSONNEL AND READINESS

The National Security Education Program (NSEP) is a key component of readiness managed by the Defense Language and National Security Education Office (DLNSEO), which is part of the Defense Human Resources Activity/ Defense Support Services Center within the Department of Defense, Office of the Under Secretary for Personnel and Readiness. NSEP's mission is to support U.S. citizens as they acquire valuable foreign languages and international skills in preparation for successful military and federal careers.

NSEP's founding legislation, the National Security Education Act of 1991, states that the program, among other priorities, is intended to enhance the pool of possible applicants to work in the national security agencies of the United States Government. This includes enabling the Department to attract, train, and promote a workforce with the skills and abilities needed to solve national security challenges, as well as to foster critical thinking, analytical skills, and fluency in critical languages.

Since 1994, NSEP has played an ever-increasing role in federal talent management, creating a workforce ready to serve national security needs, and creating pipelines for recruiting these talented individuals into public service. The program is committed to increasing diversity among the federal workforce by recruiting from a broad pool of applicants and providing opportunities for individuals from a broad cross-section of society. Likewise, NSEP works directly with the U.S. educational system, creating initiatives that improve language and culture learning at all stages of the instruction and training process at universities across the country.

This year, DLNSEO has continued to provide exceptional study abroad and language opportunities to award recipients. In the summer of 2022, NSEP approved more than 30 countries of U.S. national interest for safe overseas study across all our programs. From June to August of 2022, 572 Project Global Officer cadets and midshipmen participated in language and culture programs. This cohort consists of 339 completing the program overseas, 195 domestically, and 38 online. Likewise, 273 Flagship students completed the domestic summer 2022 study, while 288 completed their programs overseas. A total of 47 Regional Flagship Languages Initiative Scholars and Fellows have completed both the summer language immersion and the overseas components of the program.

NSEP awardees continue to fulfill their service requirement in careers throughout the national security community. As of 2022, NSEP award recipients have completed work in 4,789 federally funded positions, with approximately 78.7 percent of those placements in priority agencies such as the Department of Defense, Department of State, Department of Homeland Security, and the Intelligence Community. I am pleased to introduce this report that demonstrates NSEP's 2022 accomplishments and continuous improvement.

A handwritten signature in black ink, appearing to read "Gilbert R. Cisneros, Jr.".

Gilbert R. Cisneros, Jr.
Under Secretary of Defense
for Personnel and Readiness

DEFENSE LANGUAGE AND NATIONAL SECURITY EDUCATION OFFICE (DLNSEO)

NSEP is a key part of the broader DLNSEO. DLNSEO addresses, at a DoD and a national level, the spectrum of activity including language, regional expertise, and culture—from initial foreign language training for civilian and military populations, assessment, enhancement, and sustainment of that training, to the leveraging of international partners. Through DLNSEO, DoD has the unique ability to develop coherent departmental and national language strategies, coordinate programs, policies, and initiatives, and lead the way forward in shaping our Nation's capability to effectively teach critical languages.

DLNSEO is a component of the Defense Support Services Center (DSSC) within the Defense Human Resources Activity (DHRA), and coordinates with the Office of the Under Secretary of Defense for Personnel and Readiness (USD (P&R)).

DLNSEO works with the National Security Education Board (NSEB) and the Defense Language Steering Committee (DLSC) to develop guidance on language policy and programming. Members of both NSEB and DLSC serve in an advisory capacity. The DLSC is a committee consisting of Senior Executive Service, General Officer, and Flag Officer members from across DoD. The NSEB is an interagency board with Federal representatives from the Departments of

Defense, Commerce, Education, Energy, Homeland Security, and State, the Office of the Director of National Intelligence (ODNI), and the Chairperson of the National Endowment for the Humanities. Serving with them are six Presidentially appointed members.

DLNSEO participates actively in the DoD language community's strategic planning to respond to USD (P&R) requirements. It collaborates with other Federal partners, including ODNI, the Department of State, and the Department of Education to address interagency language training issues.

In addition to oversight of NSEP key initiatives that include Boren Awards and The Language Flagship, DLNSEO conducts oversight of many 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's holistic approach to language training, from pre-accession to end-of-career opportunities, provides career pathways for military personnel equipped with language skills.

NSEP PROGRAM OVERVIEW

The David L. Boren National Security Education Act (NSEA) of 1991 (P.L. 102-183), as amended, codified in 50 USC. §1901 et seq., mandates that the Secretary of Defense create and sustain the National Security Education Program 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 needed proficiency among graduating students in many languages critical to U.S. competitiveness and security.

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

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

¹ A Senior Military College (SMC) is one of six colleges that offer military Reserve Officers' Training Corps (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, addressing the national need for experts in critical languages and regions. NSEP is one of the most significant efforts in international education since the 1958 passage of the National Defense Education Act (NDEA). The David L. Boren National Security Education Act of 1991, as amended, outlines five major purposes for NSEP, namely:

- To provide the necessary resources, accountability, and flexibility to meet the national security education needs of the United States, especially as such needs change over time;
- To increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, counter-proliferation studies, and other international fields that are critical to the Nation's interest;
- To produce an increased pool of applicants to work in the departments and agencies of the United States 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.

"NSEP awardees' inherent interest in global affairs and language fluency dovetails with the International Trade Administration's (ITA) mission to improve the global business environment. The NSEP Program both delivers on bringing us diverse, dynamic, and talented staff as well as engaging ITA staff in programs such as the EHLS Open-Source Analysis Project."

- International Trade Administration, United States Department of Commerce

NSEP PROGRAM TRENDS

The NSEP's primary mission is to develop a pipeline of foreign language and culture expertise for the U.S. Federal Government. Participants in NSEP's many programs enter national security careers with advanced to superior-level proficiency in critical languages. This section highlights the outputs, results, and impacts of the programs over the past five years.

SERVICE IN THE FEDERAL GOVERNMENT

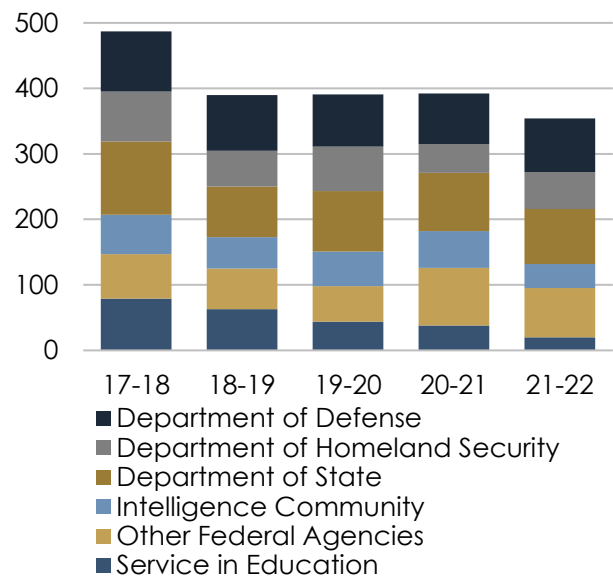
Each NSEP award recipient must demonstrate a commitment to bring his or her skills to the Federal Government by obtaining employment supporting agencies and departments with national security responsibilities. Between November 1, 2021, and October 31, 2022, NSEP Service Reporting remained steady despite continued disruptions caused by COVID19.

"We are always impressed and truly enjoy engaging with NSEP award recipients—from the time they are candidates to when they become employees. Not only do they bring relevant knowledge, but also a desire to learn and embrace new experiences. They are a great asset to USCIS."

- United States Citizenship and Immigration Services, U.S. Department of Homeland Security

The following chart displays data on the number of reports of service in unique positions that NSEP approved over the last five years. The annual cut-off for these numbers is October 31, with the reporting period for each year beginning on November 1 of the previous year and ending on October 31 of the following year.

2017-2022 SERVICE REPORTS BY AGENCY

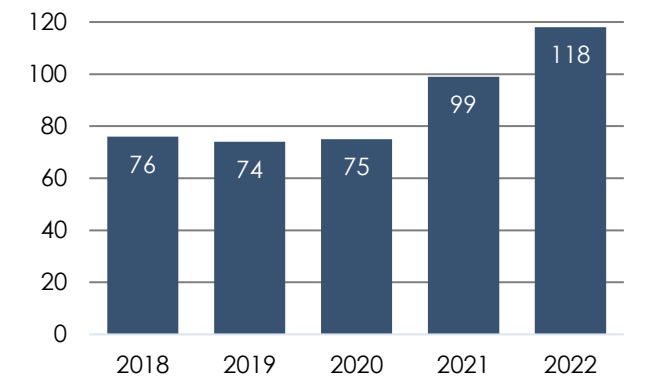


Between November 1, 2021, and October 31, 2022, NSEP Scholars and Fellows logged 334 total unique service reports, with 82 in the Department of Defense and 37 in the Intelligence Community.

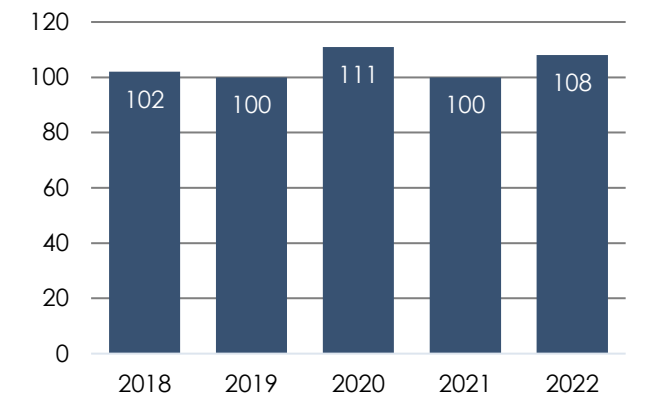
Despite some reductions in hiring early in the COVID-19 pandemic, NSEP partner agencies shared many exclusive job opportunities over the last year. The NSEP Service Team continues to work with individual award recipients on fulfilling the service requirement, and fields hundreds of inquiries annually about service reporting and finding federal employment. Between January 1, 2022, and October 31, 2022, the NSEP service team fielded a total of 1,527 inquiries from award recipients, hiring managers, and members of the public about NSEP programs. The Service Team responded to most inquiries the same business day they received them.

NSEP frequently collaborates with interagency partners to build hiring partnerships, often leading to job announcements advertised to the NSEP award recipient community via the NSEPnet Job Board. Between November 1, 2021, and October 31, 2022, NSEP's partner agencies shared 118 exclusive job announcements open only to NSEP award recipients, a new record for the program.

2018-2022 NSEP PARTNER AGENCY
JOB POSTINGS



2018-2022 BOREN FELLOWSHIP
RECIPIENT TREND

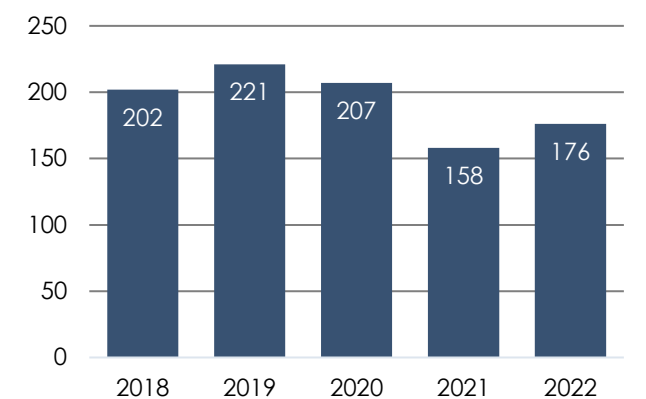


PROGRAM PARTICIPATION

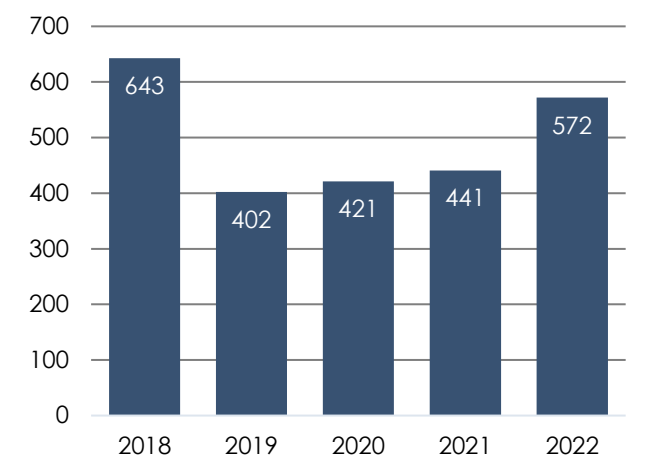
NSEP's initiatives target students who are interested in both federal service and advanced proficiency in critical languages. While the COVID-19 pandemic had a profound impact on international study and travel in 2020 and 2021, the programs remained flexible and agile in adapting to conditions. Although the situation abroad has evolved rapidly over the course of 2022, the program nonetheless made awards to a full class of 2022 Boren Scholars and Fellows. While some were able to travel, DLNSEO offered other awardees the opportunity to defer their overseas programming. Overall, Boren program participation has remained relatively constant over the past five years.

Through the ROTC Project GO program, NSEP provides future officers with language acquisition and global cultural experience prior to their commissioning as officers. In 2022, despite the ongoing COVID-19 pandemic, Project GO had a significant increase in enrollment numbers and was able to send ROTC students overseas in eight countries for language and culture instruction. During the 2022 award year, 572 ROTC students, 59% of whom participated in overseas programs, benefited from overseas, domestic in-person and online instruction.

2018-2022 BOREN SCHOLARSHIP
RECIPIENT TREND



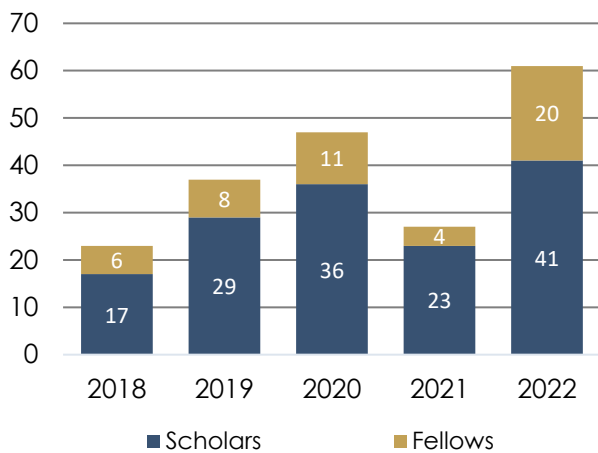
2018-2022 PROJECT GO
PARTICIPANT TREND



The Boren Awards are open to applicants in a wide variety of fields. While NSEP gives preference to applicants who choose to study abroad for a semester or longer, applications from students majoring in the Science, Technology, Engineering, and Mathematics (STEM) fields are eligible for

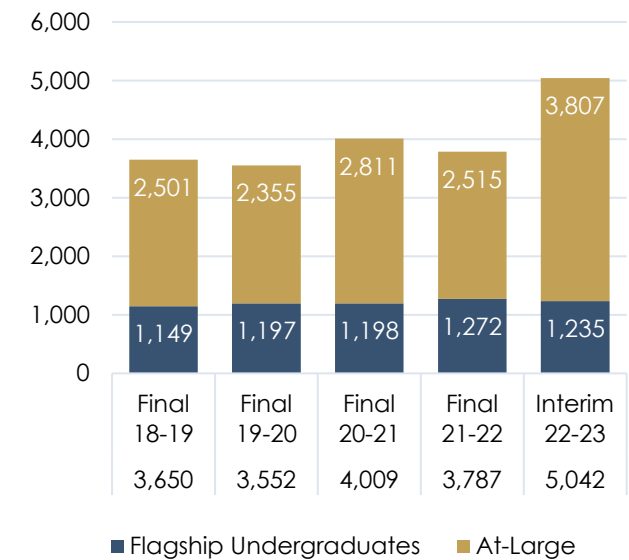
study abroad for periods as short as eight weeks. Over the last five years, NSEP has strongly encouraged STEM students to apply for Boren Scholarships and Fellowships. More NSEP awards have been made to STEM students in 2022 than in each of the previous five years, to include those studying Environmental Studies and Public Health. This indicates a strong interest in the program from STEM students, and that STEM students are competitive candidates for Boren Awards.

2018-2022 BOREN SCHOLARSHIP AND FELLOWSHIP STEM MAJORS



The Language Flagship program delivers intensive language and culture instruction to produce undergraduate students with high proficiency in languages critical to national security. Over the past five years, The Language Flagship program has experienced a steady increase in enrollments. There are currently 4,323 students engaged in Flagship language instruction and over 1,200 registered Flagship students, 74 of whom are ROTC Flagship students. In 2021, 37 Boren Flagship students used their awards to complete their 2021-2022 overseas and virtual overseas Capstone programs.

2018-2022 DOMESTIC FLAGSHIP PROGRAM ENROLLMENTS

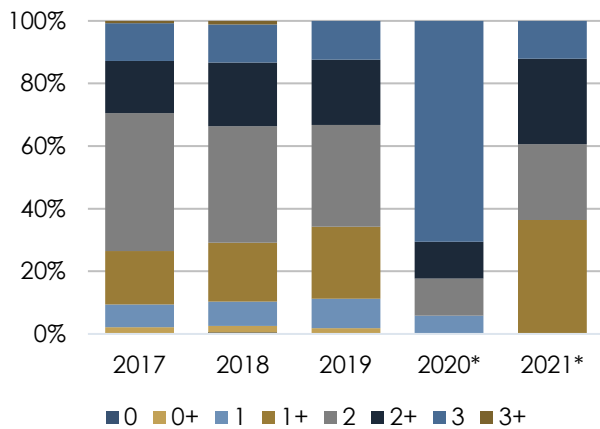


LANGUAGE PROFICIENCY

NSEP is the only federally funded effort to focus on the combined issues of advanced to superior-level proficiency in strategic languages and federal service. While many NSEP program participants have demonstrated some level of proficiency in a language prior to participating in an NSEP program, NSEP also seeks to identify highly motivated individuals who wish to begin studying such languages for the first time, resulting in a larger pool of Americans who can learn the NSEP-sponsored strategic languages through these programs.

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

2017-2021 BOREN RECIPIENT PROFICIENCY OUTCOMES²

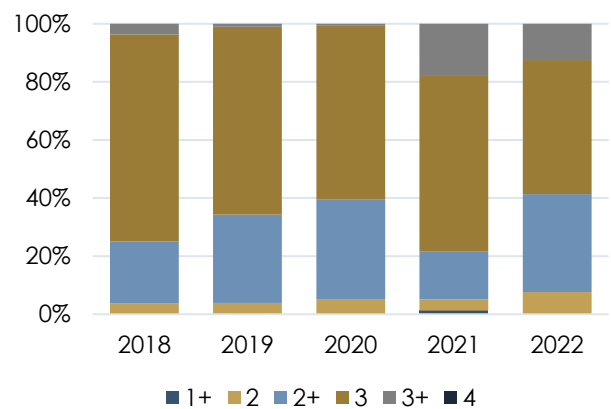


The Language Flagship Program's goal is to graduate students with professional proficiency, as demonstrated by rigorous post-program assessments. The national Flagship Program, and the leadership of the 31 domestic and six capstone providers, have determined that professional proficiency is attained by demonstrating ILR skill level 3 in speaking, and ILR skill level 2+ in reading and listening.

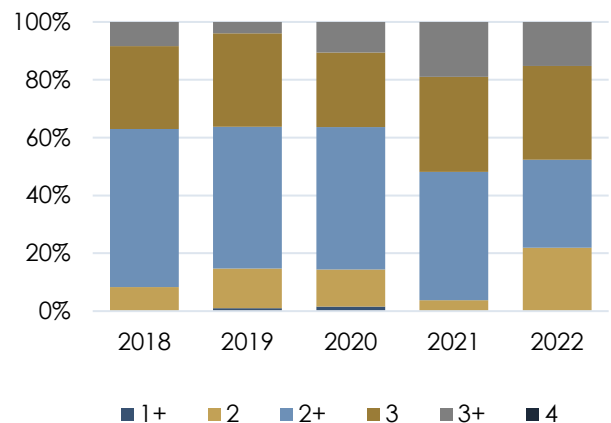
The Flagship Program has used these benchmarks as the Flagship certification target of ILR skill level 3 in speaking, and ILR skill level 2+ in both reading and listening. Graduates who demonstrate these proficiencies can engage in social and academic situations in complex and meaningful ways, but also perform successfully in any professional working environment where foreign language ability is required.

Despite more than a year without study abroad opportunities and increased use of virtual foreign language programming, Flagship students persevered. The Flagship student post-program proficiency results show the Flagship programs worked to improve speaking outcomes to meet and exceed the Flagship proficiency targets, while both reading and listening skills are showing increases in those meeting Flagship proficiency targets. The following charts show the post-Capstone performance for the past five years by modality.

2018-2022 FLAGSHIP CAPSTONE SPEAKING PROFICIENCY OUTCOMES



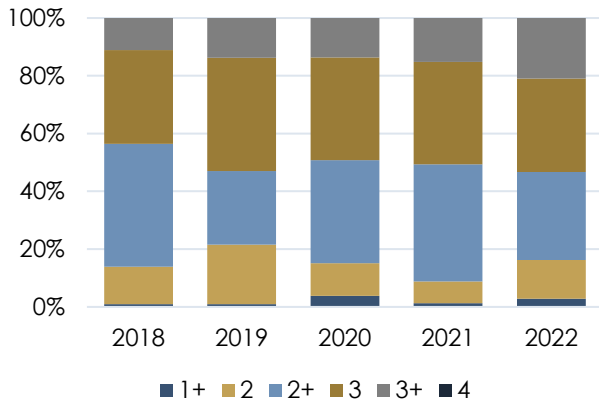
2018-2022 FLAGSHIP CAPSTONE READING PROFICIENCY OUTCOMES



² *Note on 2020 and 2021 Boren proficiency outcomes: Due to the COVID-19 pandemic and subsequent travel restrictions, the

number of Borens who travelled abroad from award years 2020 and 2021 was smaller than past years.

2018-2022 FLAGSHIP CAPSTONE LISTENING PROFICIENCY OUTCOMES

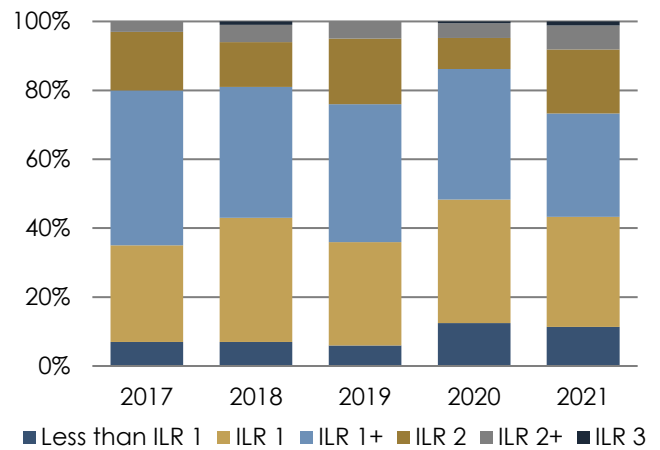


"The Boren program consistently delivers high quality candidates for INR's Office of Analysis for Near Eastern Affairs. Boren Fellows and Scholars often have the advanced language skills, experience living in the Middle East and North Africa region, and academic backgrounds that we have found produce successful analysts."

- Bureau of Intelligence and Research,
Department of State

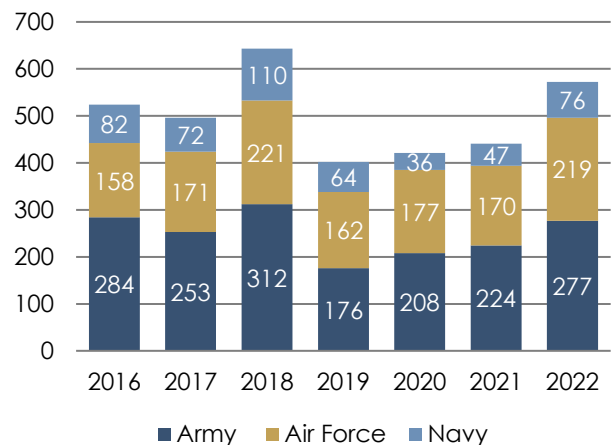
The Project GO program established a minimum proficiency goal of ILR skill level 1 for all Project GO participants completing the equivalent of four semesters of critical language study. In order to achieve proficiency targets, Project GO actively promotes language training opportunities for ROTC students year-round. In 2022, the overall percent of Project GO students meeting the proficiency goal of ILR 1 or higher in speaking was 85%, a decrease of four percent from the previous year.

2017-2021 PROJECT GO SPEAKING PROFICIENCY OUTCOMES



Cadet participation from all three Services increased relative to the previous year.

2018-2022 PROJECT GO PARTICIPANTS BY SERVICE



NATIONAL SECURITY EDUCATION BOARD

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

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

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

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

While NSEP falls within the Department of Defense, it has additional federal stakeholders, many of whom are represented on the Board. The Board helps build consensus that meets broad national needs, rather than the needs of a single agency. Additionally, the Department relies on the Board for advice on hiring practices,

internships, and security clearances, as well as providing feedback to inform policy changes.

Board members represent NSEP's key Federal partners, along with the Presidential appointees representing a larger constituency of members. Since NSEP award recipients must fulfill service in Federal positions across Government agencies related to national security as it is broadly defined, Board members represent the agencies that hire awardees. Board members help clarify how NSEP can best meet their needs and what skills they require to accomplish their departments' missions. Members also advise the Department on how best to engage with various agencies' hiring officials, helping to facilitate the job placement process.

2022 BOARD MEETINGS

After the Department completed its Zero-Based Review of Advisory Committees as directed by the Secretary of Defense on January 30, 2021, the Board held its first meeting since October 2020, on December 15, 2022. The meeting addressed the Board's statutory responsibilities as well as how NSEP supports the following: talent management and the creation of future military leadership with language, regional, and cultural expertise through its scholarship programs; the creation of surge capacity through the National Language Service Corps; and the transformation of language learning in higher education through its grants. The Board also discussed how NSEP best supports the Department's Deputy's Workforce Council on Talent Management as well as the Fiscal Year 2022 National Defense Strategy (NDS) that has prioritized workforce cultivation. The NSEP programs were designed to support these efforts working with colleges and universities to help build a strong and capable future workforce.

NSEP SERVICE REQUIREMENT

In exchange for funding support, NSEP award recipients agree to work in qualifying national security positions.³ 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.⁴ Award recipients from 2008-present are required first to 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.⁵

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.

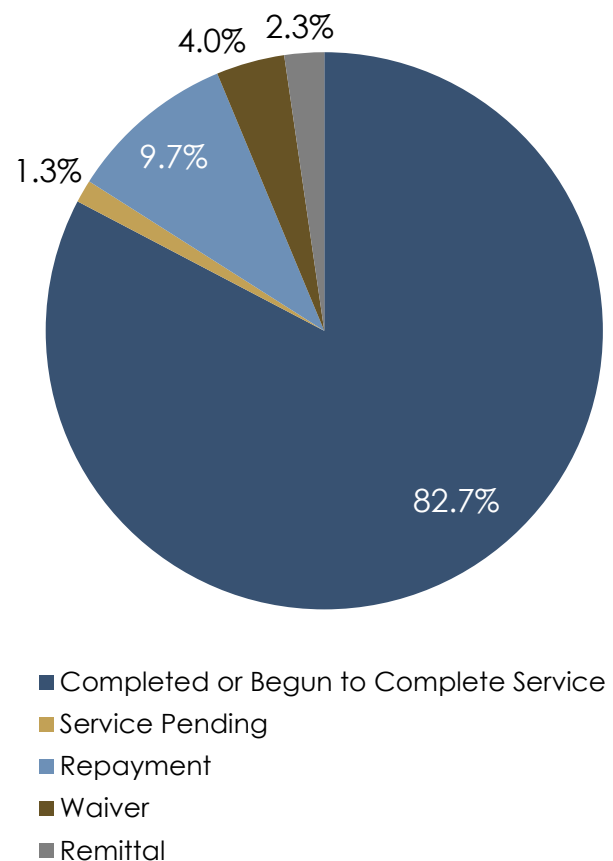
As a final alternative, award recipients who have clearly demonstrated a good faith effort and an inability to secure employment in the above employment areas, may fulfill their service through an educational position related to their NSEP-funded study. NSEP reviews service fulfillment in education-related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

³ For a full legislative history of the NSEP Service Requirement, please refer to 50 USC Ch. 37: National Security Scholarships, Fellowships, and Grants.

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).

1994-2022 SERVICE REQUIREMENT COMPLETION FOR NSEP AWARD RECIPIENTS WHO HAVE REACHED THEIR SERVICE DEADLINE (N=5,210)

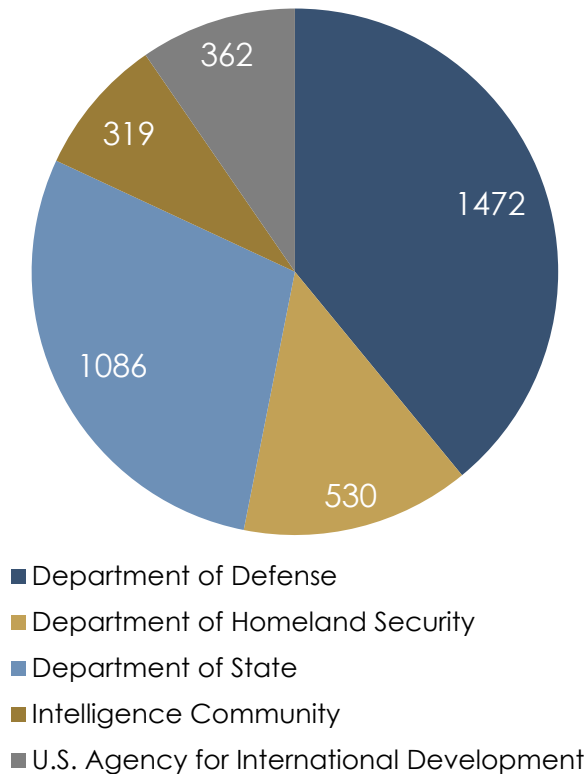


⁴ National Defense Authorization Act for Fiscal Year 2008, P.L. 110-181, Section 953.

⁵ NSEP also considers requests for service approval of priority agency government contract work on a case-by-case basis.

Of the 5,210 NSEP award recipients who have reached their service requirement deadline of October 31, 2022, or sooner, 4,308 (82.7%) have completed, or begun to complete, their service obligation through Federal service, qualifying Federal contracting, or a position in U.S. education.

NSEP SERVICE IN PRIORITY AGENCIES⁶



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 other Federal agencies in positions with national security responsibilities is included at the end of this section.

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. The Department 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. The Department has referred approximately two percent of all award recipients to the Department of Treasury 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,

⁶ See Appendix A for more details on where Boren Scholars and Fellows have fulfilled their service requirement.

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:

- Superior Academic Performance
 - Academically in the top 15% of their class
 - 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 2022, NSEP advertised 17 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.

INTERAGENCY COLLABORATION

In 2022, the Defense Intelligence Agency (DIA) extended ten offers to Boren Scholars and Fellows through their exclusive NSEP/DIA internship program. In recent years, NSEP has added organizations such as the National Aeronautics and Space Administration (NASA) Office of International and Interagency Relations and the Department of Justice's Criminal Division to its list of federal national security organizations. DLNSEO has also discussed new hiring partnerships with organizations in the Departments of Housing and Urban Development, Commerce, Health and Human Services, and AmeriCorps.

In May 2022, six Boren Flagship Scholars completed their Boren program at the Defense Language Institute Foreign Language Center (DLIFLC), the first domestic program of its kind. The 2021-2022 cohort studied intensive Chinese Mandarin at DLIFLC and conducted content coursework in the target language at the Middlebury Institute of International Studies (MIIS).

"The Boren Fellowship remains a flagship program for OSD Policy to recruit foreign affairs specialists with relevant training, education, and experience for our mission sets. The Fellows join regional and functional Policy offices and contribute directly to the Secretary and Under Secretary's highest priorities. OSD Policy looks to this program as we recruit to fill critical gaps within our organization, as well as the policy leaders of tomorrow."

- Office of the Under Secretary of Defense for Policy, U.S. Department of Defense

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 information to award recipients about the logistics of 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 2022, NSEP posted 118 exclusive jobs directly on behalf of more than 30 Federal organizations and shared an additional 112 featured jobs to the NSEP community that would fulfill the service requirement. Since 2010, NSEP has posted a total of 1,041 exclusive job announcements.

DEMONSTRATED COMMITMENT TO FEDERAL SERVICE

NSEP focuses on identifying scholarship and fellowship applicants motivated to work for the Federal Government and serves as a platform to facilitate their entry into the Federal workforce. NSEP uses a hands-on approach to ensure that every award recipient is equipped with the knowledge and tools necessary to secure a Federal position consistent with his or her skills and career objectives. NSEP routinely reviews the Federal placement process and makes recommendations for modifications and refinements as needed to 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 moment of application, up until the service requirement has been fulfilled. Students are given materials that clearly outline these terms during a pre-departure orientation and upon return during a Boren Awards seminar, each held in Washington, DC.

PROVEN FEDERAL HIRING SUCCESS

Because of their outstanding performance in Federal positions, NSEP award recipients have motivated multiple Federal hiring officials to seek additional NSEP Scholars and Fellows to fill Federal positions. The U.S. Departments of Defense, State, Homeland Security, and Commerce (e.g., International Trade Administration), the Library of Congress, NASA, the Central Intelligence Agency, and the Federal Bureau of Investigation are a few examples of agencies that have hired numerous NSEP awardees.

NEEDS ANALYSIS FOR AREAS OF EMPHASIS

DLNSEO routinely consults with the Department of Defense Senior Language Authority, senior language officers throughout the Government, and other national security agencies to revalidate the DoD Strategic Language List (SLL). The SLL informs the selection of priority languages for NSEP awards along with other practical considerations for study abroad. The National Security Education Board, in consultation with NSEP, reviews this list annually and recommends updates to the USD P&R as appropriate.

NSEP AREA OF EMPHASIS: WORLD REGIONS/STUDY DESTINATIONS^{7,8}

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

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

⁷ World regions and countries included are based on the U.S. Department of State classification system.

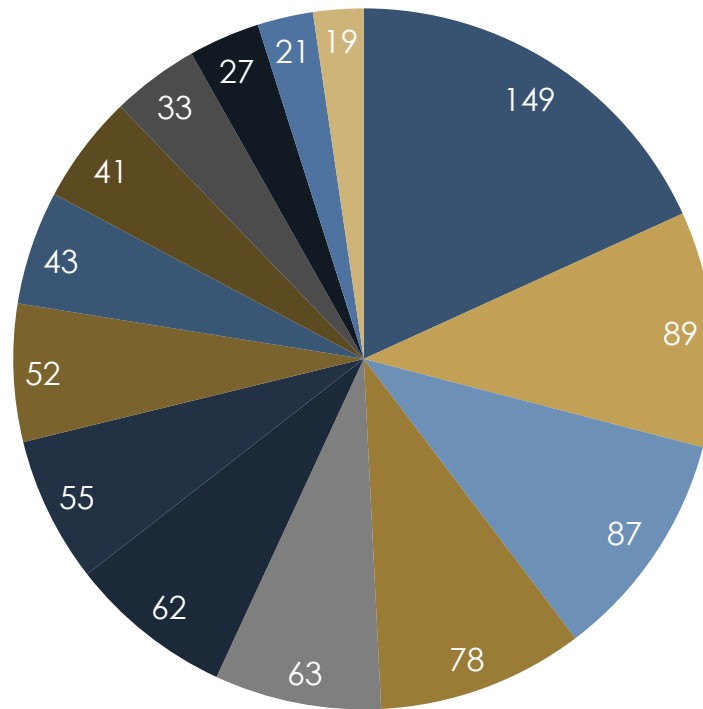
⁸ List of eligible study destinations subject to change, based on U.S. State Department Travel Advisories at the time of award.

NSEP AREA OF EMPHASIS: FIELDS OF STUDY

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

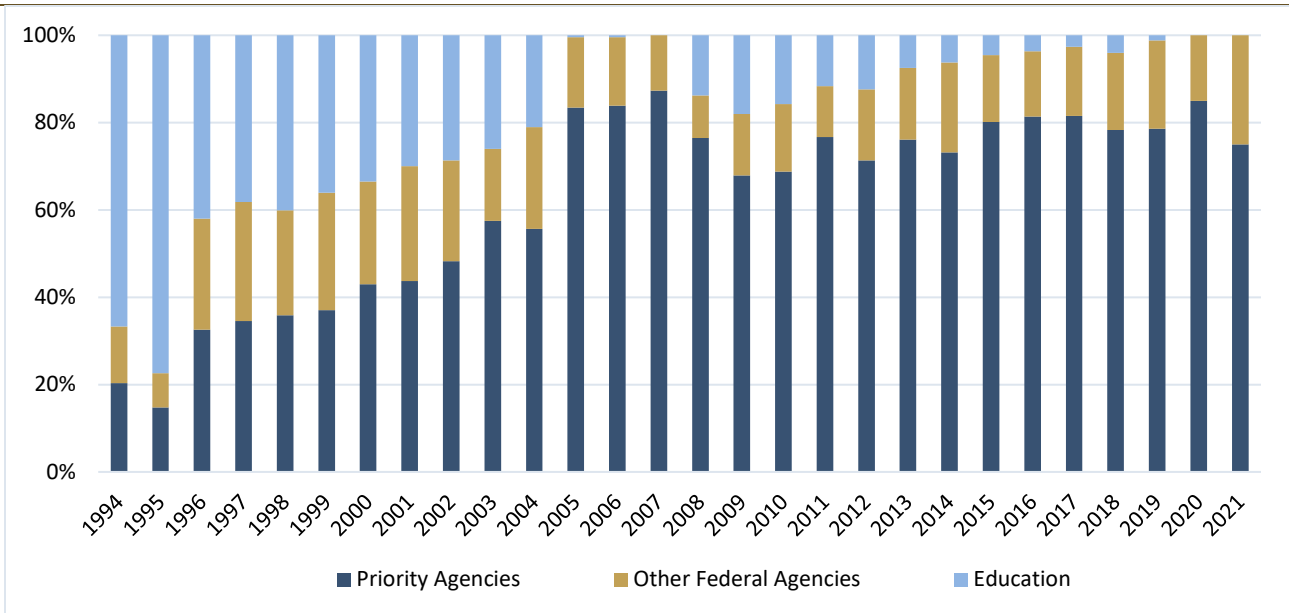
Fields of Study
Agricultural and Food Sciences
Area Studies
Business and Economics
Computer and Information Sciences
Engineering, Mathematics and Sciences
Foreign Languages
Health and Biomedical Science
History
International Affairs
Law, Political Science and Public Policy Studies
Social Sciences (including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

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



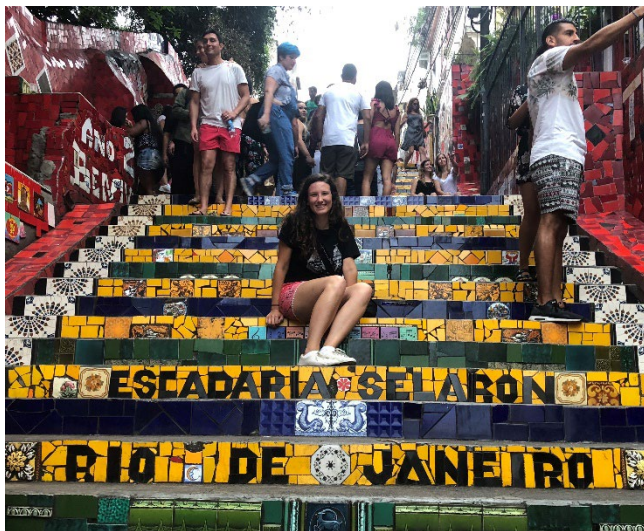
- Department of Commerce
- Department of Health and Human Services
- U.S. Congress
- Peace Corps
- Department of Justice
- Department of Energy
- Department of Veterans Affairs
- Department of the Treasury
- Department of Agriculture
- Judiciary
- Environmental Protection Agency
- National Aeronautics and Space Administration
- Executive Office of the President of the United States
- Department of the Interior

1994-2021 NSEP SERVICE PLACEMENTS BY AWARD YEAR (PERCENT OF TOTAL)



BOREN SCHOLARSHIPS AND FELLOWSHIPS

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



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 that are important to U.S. national security;
- Funds students for longer, more comprehensive periods of language and culture study;

- Provides the opportunity for students from non-traditional study abroad fields, such as applied sciences, engineering, and mathematics (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.

RETURNING TO OVERSEAS STUDY

The COVID-19 pandemic had a profound impact on the Boren Scholarships and Fellowships program, starting in spring 2020 and continuing into 2021 and 2022. Worldwide travel restrictions and closures of borders curtailed Boren Scholars and Fellows' ability to study overseas. Yet despite the challenging environment, NSEP worked to redesign and implement innovative shifts in programming for current and future Boren award recipients while also continuing its mission: developing a much-needed strategic partnership between the national security community and higher education.

NSEP awarded a full class of 2022 Boren Scholars and Fellows on schedule in April 2022. At the time of award, NSEP stipulated that the program would frame decision-making on overseas travel for both the class of 2022 and for the deferred classes of 2020 and 2021 Boren awardees using public health and international travel guidance.

As reviewed and approved by DoD leadership and the National Security Education Board in June 2020, NSEP made country by country travel decisions based, in part, on a review of the following:

- Department of Defense Travel Policies
- Department of State Travel Advisories
- Centers for Disease Control and Prevention (CDC) International Travel Recommendations

- Local Conditions in Host Country (including visa policies)
- Decisions by other federal overseas language programs regarding programming in specific countries, such as the U.S. Fulbright Program and Critical Language Scholarships

Using these criteria, NSEP approved a small subset of awardees (classes of 2020 and 2021) to travel overseas in 2021 as planned to destinations such as Taiwan and South Korea, thereafter, approving 30 countries in summer 2022, and 38 countries in fall 2022 for safe overseas study.

NSEP's Boren Scholars and Fellows participating in the Language Flagship Initiative and the Flagship Capstone programs were also able to participate in online language programming in a variety of languages, including Akan/Twi, Arabic, French, Hindi, Indonesian, Mandarin, Portuguese, Russian, Swahili, Turkish, Urdu, and Wolof (these programs are detailed further in the Language Flagship section of this report).

Thus, while many 2020 and 2021 Boren awardees were initially unable to complete overseas study in calendar year 2021, many were able to depart for their overseas experience by summer or fall 2022, while others completed online learning to gain exposure to their target language.

2022 PROGRAM HIGHLIGHTS

Boren Convocation and Virtual Pre-Departure Orientation

NSEP hosted a virtual pre-departure Convocation and Orientation for our Boren Scholars and Fellows. In total, roughly 250 students attended, including deferred award recipients from 2020 and 2021 and newly awarded students from 2022. NSEP, in collaboration with the Federal Bureau of Investigation, the National Security Agency, the Department of State, the Institute of International Education (IIE), and multiple academic partners, conducted briefings on topics including international health and travel guidelines, regional safety and security issues, as well as cross-cultural

awareness. The virtual event provided a venue for Boren Scholars and Fellows to interface with one another, ask questions, prepare themselves for their overseas study, and talk with program officers.

Boren Awardee Population

As mentioned in the preceding section, Boren Awards ran a full application and selection process in 2022. NSEP made 208 Boren Scholarship and 121 Boren Fellowship awards, with applicant acceptance rates of 45% for Scholars and 49% for Fellows. Ultimately, of the 208 winning Boren Scholars, 176 chose to study abroad, while 108 of the winning 121 Boren Fellows chose to study abroad.

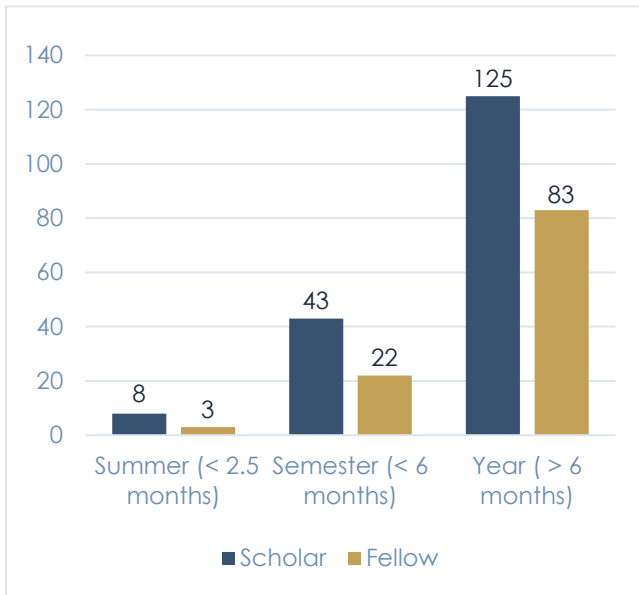
	Applicants	Award Given	Award Accepted
Boren Scholars	458	208	176
Boren Fellows	246	121	108
TOTAL	704	329	284

Among the winning recipients, 75% of Boren Scholars and 84% of Boren Fellows proposed to study abroad for an academic year. This figure is in stark contrast to the general study abroad population, where very few U.S. students chose to study abroad for an academic year a majority of whom studied in Western Europe. The extended period of time Boren Scholars and Fellows chose to study abroad reflects a major difference between the Boren program and the general trend prevalent in other U.S. study abroad programs, where a majority of students study overseas for eight weeks or less.⁹

⁹ Institute of International Education. (2022). "Duration of U.S. Study Abroad, 2019/20-2020/21" Open Doors Report on

International Educational Exchange. Retrieved from <https://opendoorsdata.org>. December 2, 2022.

PROPOSED DURATION OF STUDY OVERSEAS BY ORIGINALLY SELECTED 2022 BOREN SCHOLARS AND FELLOWS



The class of 2022 Boren Scholars and Fellows reside in 43 states and the District of Columbia, and study at 128 institutions of higher education across the country. They proposed to travel to 39 countries to study more than 34 languages in six different regions. Full listings of all 2022 Boren awardees' countries and languages of study are included in Appendices F and G respectively.

2022 World Regions	Boren Scholars	Boren Fellows
Africa	14	19
East Asia/Pacific	77	30
Europe/Eurasia	21	19
MENA	30	19
South/Central Asia	25	6
Western Hemisphere	9	15
Total	176	108

East Asia/Pacific and the Middle East/North Africa were the most popular destinations proposed among both Boren Scholars and Boren Fellows.

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 2022 Boren Scholars, there were 41 STEM majors, while 20 Boren Fellows pursued graduate work in STEM fields.¹⁰

Fields of Study	Boren Scholars	Boren Fellows	TOTAL
Applied Sciences (STEM)	41	20	61
Area/Language Studies	38	13	51
Business	2	1	3
International Studies	43	40	83
Social Sciences	46	25	71
Other	6	9	15
TOTAL	176	108	284

BOREN FEDERAL CAREER SEMINAR

NSEP hosted its first in-person Federal Seminar and Career Fair for job-seeking Boren Scholars and Fellows in more than three years. Over the course of two days in September 2022, NSEP offered programming to include briefings from Federal agencies, presentations on the mandated Federal service requirement, and live sessions and Questions and Answers (Q&As) with Boren alumni. This Seminar provided attendees the opportunity to network, 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 careers.

This year's Seminar included one full day of informational sessions that helped to prepare award recipients for the Boren Federal Career Fair as well as in their job search. The Seminar opened with remarks from guest speaker Mr. George Tenet. As the former Director of Central Intelligence for the CIA, Mr. Tenet spoke to the award recipients about the realities and opportunities of a life in public service. The job fair allowed Federal partners to speak with awardees about job opportunities in their respective agencies. NSEP hosted 24 Federal agency booths. As with previous Boren Seminars, dozens of Federal

¹⁰ For a full list of majors, see Appendix I.

agencies from across the federal space recruited, interviewed, and in some cases, made on-the-spot job offers to Boren awardees.

FACILITATING FEDERAL HIRING

NSEP is one of the leading programs to which Federal partners can reach out to find the talent they need. Exclusive 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 to non-competitively appoint 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, 2021, and October 31, 2022, in accordance with these two authorities, NSEP posted 118 exclusive job opportunities on behalf of dozens of partner agencies across the national security community. This figure represents a 20% increase over the same period in 2020-2021, when partner agencies posted 99 exclusive job opportunities. These positions, spanning diverse fields including international affairs, STEM, law, and public policy, are available exclusively to NSEP award recipients. In addition, NSEP also posted 112 featured job opportunities in 2022, which are 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 a total of 1,041 exclusive job opportunities.

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, Central Intelligence Agency, Defense Intelligence Agency, Office of Naval Intelligence, National

Geospatial-Intelligence Agency, and the National Security Agency have all hosted career events for Boren awardees over the past several years. In 2022, the Department of Defense, the Central Intelligence Agency, the National Virtual Translation Center (NVTC) managed by the Federal Bureau of Investigation, the National Language Service Corps, and the National Defense University's International Student Management Office all held virtual recruitment events for NSEP award recipients. Additionally, in the lead-up to the Boren Seminar event in September, NSEP hosted an event with a representative from the Office of Personnel Management who demonstrated how to navigate USAJobs and apply to Federal job announcements.

“(U) NSEP graduates have proven to be valuable assets to a number of Agency components including NORAD, USNORTHCOM J2 and the Defense Attaché Service. Their critical thinking skills, advanced writing ability and superb communication capabilities have been critical to the production of a number of important intelligence assessment products.”

- Defense Intelligence Agency of Department of Defense

NSEP Service Highlight: Mr. Hainer Sibrian



Mr. Sibrian, right, with a Togolese naval representative.

Mr. Hainer Sibrian is a 2012 Boren Scholar and currently serves as Foreign Service Officer at the U.S. Embassy in Lomé, Togo. Before joining the Foreign Service, Mr. Sibrian worked in the Near Eastern Affairs Bureau and Assistance Coordination Office and the Department of State. During his award year, he studied Arabic at the American University in Cairo, Egypt. Mr. Sibrian credits his Boren experience as having granted him the credibility needed to demonstrate expertise in areas related to his career field. As a Political Officer at the U.S. Embassy in Lomé, Togo, he contributes to a daily effort to encourage political and economic reforms with the backing of the U.S. Government that would ensure a more inclusive development and security regime in Togo and the broader coastal West African region. Mr. Sibrian holds a Masters in Public Policy from Harvard Kennedy School, where he was a 2018 Pickering Fellow recipient.

2022 PROGRAM INITIATIVES

This year, NSEP focused strategically on strengthening and improving the awardee pipeline, delivering enhanced career development services and resources, and leveraging virtual platforms and technologies to engage better with potential applicants and current awardees.

Boren Outreach Efforts

In 2022, NSEP, in conjunction with IIE, conducted Boren outreach efforts at 158 institutions of higher education across the U.S. to increase and diversify the Boren applicant pool, including 18 Historically Black Colleges and Universities (HBCU) and 13 Hispanic Serving Institutions (HSI). In response to COVID, NSEP adapted its outreach to include virtual information sessions and one-on-one meetings with prospective applicants, Boren Campus Representatives, and institutions' staff and faculty.

Boren Partnership with the Diversity Management Operations Center

NSEP briefed on Boren Awards at several DoD Diversity Management Operations Center HBCU Presidential Roundtable Virtual events in 2022, as well as an in-person event held in California in October 2022. More than 30 University Presidents, including HBCU Presidents and a variety of Presidents and Provosts from other Minority-Serving institutions (MSI), as well as the Under Secretary of Defense for Personnel and Readiness, participated in these events.

2022 DIA-NSEP Internship Program

The Defense Intelligence Agency (DIA) DIA-NSEP internship program is now in its eighth year. Applications for the program opened in fall 2022, and NSEP will make final selections in winter of 2023.

The DIA-NSEP 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 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 Digital Engagement

NSEP has prioritized creating and developing tailored career resources, as well as engaging the Boren community through digital outreach. NSEP held five separate outreach and information sessions for current NSEP award recipients during the course of 2022. The Service Team has also been working on expanding the amount of pre-recorded content available for award recipients, and has created several new resources, which are available on NSEPnet.org including an updated Student Guidebook and a sample federal resume.

NSEP Connect! Podcast

As part of its efforts to create easily accessible digital content, NSEP launched the “NSEP Connect!” podcast in January 2021. Through a series of episodes, the podcast provides valuable information on various topics such as—the mandated service requirement, security clearances, language learning and sustainment, advice on the Federal job search, Federal interview tips, as well as the differences between contracting and Federal positions. The podcast includes interviews with NSEP staff, Boren alumni, and hiring officials working throughout the Federal space. In 2022, NSEP released a total of five new episodes.

Boren Alumni Survey

NSEP continued working with the RAND Corporation in 2022 to prepare to launch a survey of Boren Awards alumni, which will capture information on 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 study will also capture the impact of several Boren special initiative programs and the career trajectories of award recipients who participated therein.



2021 Boren Awardees attend the 2022 Boren Seminar after returning from their studies abroad.

Boren Mentorship

In 2022, NSEP facilitated the seventh annual Boren Mentorship Program, matching recently returned Boren recipients seeking Federal employment with mid- to senior-level Boren alumni serving in the public sphere. In total, 43 alumni were selected as mentors and matched with 45 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 report that the program helps mentees enhance job hunting skills, develop a better understanding of the U.S. Foreign Service, helped to improve resumé and cover letter writing skills, all of which contributed to obtaining jobs that fulfill the NSEP Service Requirement. 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 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 and economic security.

The Language Flagship core program is comprised of grants to U.S. Institutions of Higher Education (IHEs) to support domestic Flagship programs and overseas Flagship centers. Domestic Flagship programs develop articulated language learning pathways to guide students from all majors and language backgrounds through formal instruction and guided interventions 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 domestic and overseas program, in 2022, the Language Flagship sponsored the following initiatives through competitive grants to IHEs to promote and improve U.S. students' language learning and cultural expertise:

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

These initiatives allow Flagship to develop needed language resources and make key investments that foster cultural learning, effective technology use, advanced level teaching, teacher

preparation, and pathways for students to use their skills in Federal Government service.

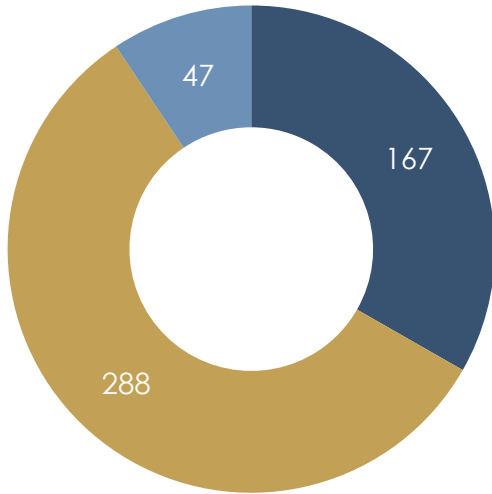
COVID-19 IMPACT ON 2022 FLAGSHIP PROGRAMS

In 2022, all the Flagship Capstone programs returned to in-person overseas programming. The 2021-2022 Arabic and Chinese Capstone programs each had a delayed in-person start for the fall 2021 semester, but were fully in residence in Meknes, Morocco and Taipei, Taiwan for spring semester 2022. After an initial semester online, the Russian Flagship Capstone program held the spring semester 2022 program at an alternate location at the American University Central Asia in Bishkek, Kyrgyzstan. As conditions allowed in Almaty, Kazakhstan, the program offered Russian Flagship students the opportunity to extend their participation through summer 2022 to take part in the internship portion of their overseas program as originally planned. The Korean Flagship Capstone program completed the full year in Seoul, Korea, but students encountered some restrictions on classroom gatherings and movement during the course of the year. The Portuguese Flagship Capstone program in Brazil resumed overseas in-person programming in summer 2022. Capstone sites with their host universities implemented quarantine plans as necessary in compliance with local requirements.

All of the 2022-2023 Flagship Capstone programs began on time with a total cohort of 153 students with an additional 14 anticipated to begin Capstone in spring semester 2023 via the Chinese (Taiwan) and Portuguese (Brazil) programs. This brings the projected Capstone total for the academic year 2022-2023 to 167.

The registered fall 2022 enrollment for the Domestic Flagship program overall was 1,238 Flagship Undergraduate students, a minor 2.7% decrease from the spring 2022 enrollment of 1,272. This decrease corresponds to the overall reduction in incoming enrollments facing higher education.

2022-2023 FLAGSHIP OVERSEAS
PROGRAM ENROLLMENT



■ Flagship Capstone ■ Flagship Summer ■ RFLI

Flagship overseas enrollment totals include the 167 Flagship Capstone students for 2022-2023. In the summer of 2022, 288 Flagship students participated in intensive overseas programs. The 2022 cohort of 47 RFLI students consisted of 29 Scholars and 19 Fellows.

FLAGSHIP: CORE PROGRAMS

In 2022, The Language Flagship sponsored 31 domestic Flagship programs at 23 universities across 19 states to teach Arabic, Chinese, Korean, Persian, Portuguese, and Russian. These Flagship programs graduate students who demonstrate professional proficiencies across all modalities. The Flagship benchmark for certification remains ILR skill level 3 in Speaking and ILR skill level 2+ in both reading and listening resulting in program graduates being able to demonstrate proficient language and culture skills in professional settings that reinforce their primary field(s) of study.¹¹

The Flagship grantees demonstrate a commitment to producing high-proficiency students able to meet the challenges addressed by global professionals. Flagship institutions represent a diverse set of institutions, both small and large, rural and urban, 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 that 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 that 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 environments, such as living learning environments;
- Guided cultural functions and co-curricular activities; and
- The expectation of student success, including the goal of professional-level proficiency and Flagship Certification.

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

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

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

¹¹ See Appendix J for Interagency Language Roundtable. (<https://www.govtilr.org/Skills/ILRscale1.htm>) 10/26/2022



University of Mississippi Chinese Flagship students participate in a cultural activity

2022 PROGRAM ENROLLMENTS

For fall 2022, there are 1,238 registered Flagship undergraduates participating in The Language Flagship programs. The Domestic Flagship Centers reported an additional 3,087 students undertaking Flagship coursework and activities. This significant increase in comparison to prior years can be attributed to the addition of new Flagship programs that provided a robust opportunity for future Flagship enrollment growth. 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 the fall 2022, there are 153 students engaged in Capstone experiences provided by the Flagship Overseas Capstone and Flagship Domestic Capstone programs. The program selected seven additional students for the spring in-person Chinese Capstone program in Taiwan. Additionally, seven Portuguese students will begin the in-person Capstone program in Brazil.

The Language Flagship will have 167 students participating in 2022-2023 Flagship Capstone experiences. These students will attend one of the five overseas programs, the DLIFLC Chinese

domestic program, or the Persian domestic capstone programs.

FLAGSHIP AND FEDERAL SERVICE

The Language Flagship engages students interested in Government service through Boren Flagship scholarships and ROTC Flagship support. Flagship helps foster pathways for students to use their acquired language and cultural skills in the service of the Government or the military.

BOREN FLAGSHIP SCHOLARS

In April 2022, Boren offered 56 scholarship awards to Flagship students. There are currently 45 Boren Flagship students enrolled in the 2022-2023 cohort. These Boren Flagship students are studying at Flagship Capstone Centers for the 2022-2023 academic year. Boren Flagship Scholars are required to meet Flagship's goals of professional-level language proficiency and preparing high-quality candidates for Federal service.

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 2022, 292 Boren Flagship Scholars have completed the domestic and overseas Flagship programs. 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.

ROTC FLAGSHIP

The goal of the ROTC Flagship initiative is to increase the number of future military officers commissioning with professional-level language proficiency. This initiative's goal is to reduce the burden on the Services for costly language training and retraining of mid-career officers for key positions requiring foreign language and regional expertise. The ROTC Flagship initiative includes domestic scholarship support provided by the Army Cadet Command and Air Force Education and Training Command. Both the Army and Air

Force ROTC have created opportunities to provide ROTC scholarship support to qualified Flagship students at any of the existing Flagship institutions.

The Air Force Language Flagship scholarships permit students the opportunity for the 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.

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 2022-2023 interim enrollment reports show 62 ROTC cadets and midshipmen currently enrolled in Flagship coursework across the 31 Flagship programs.

Language	AFROTC	AROTC	NROTC
Arabic	1	8	1
Chinese	3	23	4
Portuguese	0	1	0
Russian	8	8	8
	12	40	10

Flagship programs have been given a target to double the enrollment of ROTC Flagship students in Chinese and Russian by 2025.

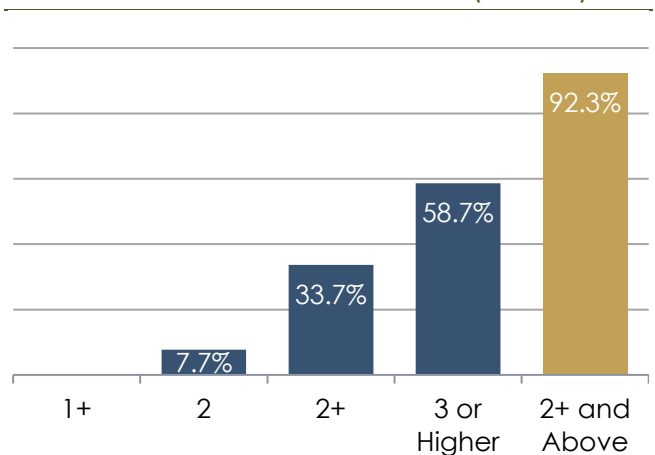


Portuguese Flagship students studying overseas in Brazil during their Capstone Year

2022 PROFICIENCY OUTCOMES

The 2021-2022 post-Capstone Flagship proficiency outcomes include the Arabic, Chinese, Korean, Persian, Portuguese, and Russian results. The data presented also include the 2021 Chinese spring program, and the 2021 spring start Portuguese proficiency outcomes for assessments completed in 2022.

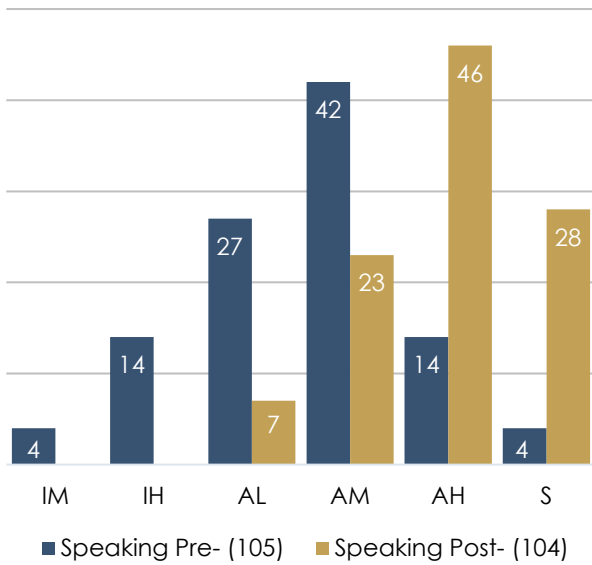
2022 POST-CAPSTONE ILR SPEAKING PROFICIENCY OUTCOMES (N=104)



Flagship completed pre- and post-testing for 104 of the 105 Capstone students using the ILR-rated post-Capstone Oral Proficiency Interviews (OPIs), and of these students, 58.7% demonstrated ILR Level 3 (professional level) proficiency in speaking, and

92.3% demonstrated ILR 2+ or higher. These post-Capstone assessments were also rated using the ACTFL scale. Of the 104 rated assessments, 28 students demonstrated ACTFL Superior Proficiency and 45 demonstrated Advanced-High proficiency in speaking.

2022 PRE- AND POST-CAPSTONE ACTFL SPEAKING PROFICIENCY

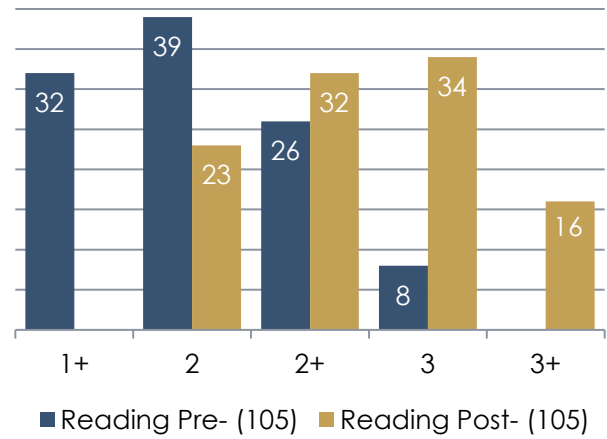


All Capstone students completed both pre- and post-testing using the Flagship Assessment Battery in reading and listening. 78.1% of Flagship students who completed the Flagship Reading Assessment scored in the ILR skill level 2+ range or higher, and 47.6% scored in the ILR skill level 3 range or higher. For the Flagship Listening Assessment, 83.8% scored in the ILR skill level 2+ range or higher and 53.3% scored in the ILR skill level 3 range or higher.

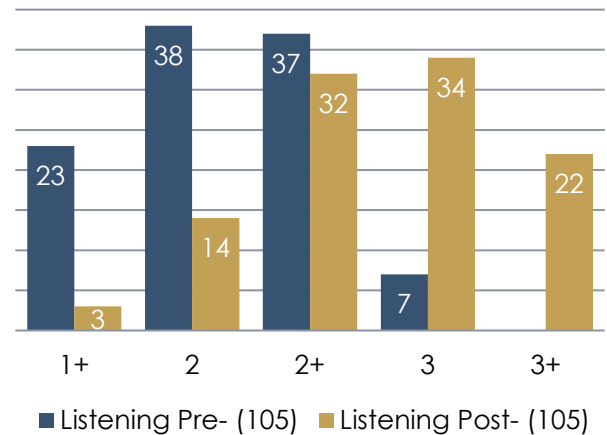


Chinese Flagship student at an internship during the Overseas Capstone year in Taiwan

2022 PRE- AND POST-CAPSTONE ILR READING PROFICIENCY



2022 PRE- AND POST-CAPSTONE ILR LISTENING PROFICIENCY

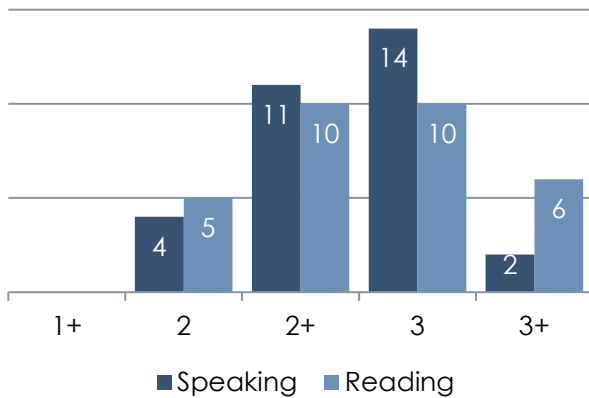


The assessment outcomes show that despite the multiple challenges posed by conducting virtual Overseas Capstone programs, and transitioning them to overseas locations mid-program, 57% of the 2021-2022 Flagship Capstone cohort demonstrated ILR skill level 3 in speaking and 2+ or higher in both readings and listening), which is the requirement for Flagship Certification after completion of the overseas year. The results also revealed that 37% of the cohort demonstrated ILR skill level 3 proficiency in speaking, reading, and listening. This means that more than one in three Flagship Capstone students are eligible for Flagship Certification with Distinction.

BOREN FLAGSHIP SCHOLAR ASSESSMENT

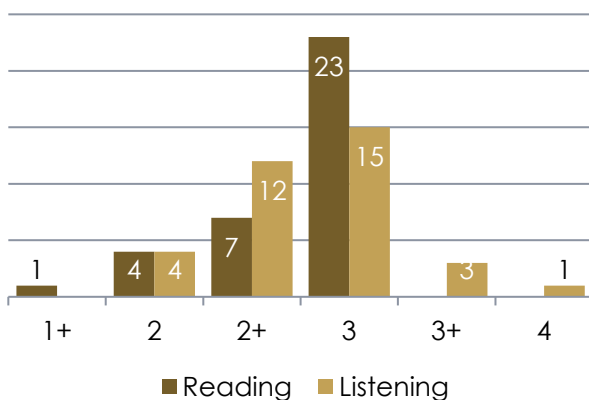
In 2022, despite ongoing COVID-19 travel and testing challenges, NSEP was able to ensure federal testing for most Boren Flagship Scholars. Of the 38 students, 31 were able to take the Foreign Service Institute (FSI) Speaking and Reading assessments.

2022 BOREN FLAGSHIP
FSI SPEAKING (N=31)



Similarly, 35 of the 38 Boren Flagship scholars were able to complete the Defense Language Proficiency Tests (DLPT), with six of the scholars taking the upper-range DLPT upon completion of their Flagship Capstone programs.

2022 BOREN FLAGSHIP
DLPT READING AND LISTENING (N=35)¹²



¹² DLPT assessment measures up to ILR skill level 3. For 2022, the DLIFLC Chinese Boren Flagship students had access to the Upper Range DLPT test for proficiency above ILR skill level 3.



Portland State University Russian Flagship student presenting research poster in Russian

2022 FLAGSHIP PROGRAM HIGHLIGHTS

DLIFLC Domestic Chinese Capstone – DLNSEO completed the second year of the partnership with the Defense Language Institute Foreign Language Center to provide a domestic Flagship Capstone option for Boren Flagship Chinese students. The program includes intensive Chinese language instruction at DLIFLC and advanced content courses conducted in Chinese at the Middlebury College Institute of International Studies in Montpelier, VT. The six Boren Flagship students completed the program, meeting or exceeding the proficiency goals, and the majority of the cohort began Federal internships in the summer.

2022 Teacher Training Workshops – The Language Flagship awarded three workshop grants for professional development in 2022. These opportunities provide professional development for instructors in the Language Flagship program 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 Rich Interactions (language-neutral)

- The University of Rhode Island – Pedagogical Workshop on Chinese Language Classroom Instruction and Technology Integration
- Western Kentucky University – Research-Supported Approaches to Chinese Reading Literacy Development Workshop

These participating institutions held the teacher training workshops in person with virtual pre-workshop orientations and included participants from across the NSEP programs and DLIFLC.

Safety and Security Program – NSEP has a formal Recruitment and Situational Awareness Program in alignment with the National Defense Authorization Act for Fiscal Year 2018, section 1277: Department of Defense Program to Protect United States Students against Foreign Agents. In 2022, the NSEP

Recruitment and Situational Awareness Program provided briefings for all students about potential foreign intelligence and cybersecurity threats they might encounter while on overseas study programs.

Technology Innovation Center Launches Flagship Connect – The Technology Innovation Center (Tech Center) has launched the first of-its-kind digital dashboard for Flagship students, called Flagship Connect. Flagship Connect will aggregate curated digital tools for students to track and document their language learning progress. Flagship Connect will also allow current Flagship students from across the 31 Flagship programs at 23 institutions of higher education to connect.

2022-2023 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

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 Yang-Ming Chiao Tung 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*

*** *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*

KOREAN

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

PERSIAN

University of Maryland

PORTUGUESE

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

RUSSIAN

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

FLAGSHIP: REGIONAL FLAGSHIP LANGUAGES INITIATIVE

The Regional Flagship Languages Initiative (RFLI) is a joint initiative between the Boren Scholarships and Fellowships program and The Language Flagship, designed to improve language proficiency outcomes in targeted languages. The Intelligence Authorization Act for Fiscal Year 2010, Section 314 (P.L. 111-259) 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.

COVID-19 RESPONSE

Due to COVID-19, DLNSEO postponed the 2021 RFLI Overseas Programs until the fall of 2022. Participants who completed the 2021 online summer program and accepted participation in a fall 2022 program were invited back to the University of Wisconsin and University of Florida campuses to participate in pre-departure

orientation with the 2022 cohort. Both campuses also organized special week-long “boot camps,” allowing these participants to attend refresher language classes and build group cohesion between the two cohorts. Twenty-four 2021 and five 2020 participants were able to defer their participation and take part in the 2022 programs.

PROGRAM UPDATE

In 2022, 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. In addition, NSEP considers the feasibility of designing and implementing domestic and overseas programs in these languages.

2022 RFLI HIGHLIGHTS

In 2022, there were 109 applicants for the RFLI.

Scholars	AFLI	SAFLI	IFLI	TURFLI	Total
Applicants	37	11	8	15	71
Recipients	11	7	4	6	28

Fellows	AFLI	SAFLI	IFLI	TURFLI	Total
Applicants	18	4	5	11	38
Recipients	9	3	3	4	19

DOMESTIC PROGRAMS

The University of Florida designed and implemented the AFLI program for the study of Akan/Twi, French, Swahili, Wolof, and Zulu during the summer of 2022, and the University of Wisconsin, Madison designed and implemented the SAFLI, IFLI, and TURFLI programs for the study of Hindi, Urdu, Indonesian, and Turkish. Overall, 47 Boren/RFLI Scholars and Fellows participated in this language training.

Language	Boren Scholars	Boren Fellows	Total
Akan/Twi	0	1	1
French	6	1	7
Swahili	4	5	9
Wolof	1	2	3
Hindi	6	2	8
Urdu	1	1	2
Indonesian	4	3	7
Turkish	6	4	10
TOTAL	28	19	47

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

OVERSEAS PROGRAMS

In the fall of 2022, 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 the 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 cultural modules through the RFLI program to help learners gain a greater understanding of the cultures of the regions 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 country. RFLI cultural initiatives materials have been posted on open access sites and will be made available for Boren recipients, Project GO students, the greater DoD community, and the public. In an example of collaboration across programs, the American Institute of Pakistan Studies at the University of Wisconsin has used cultural Initiatives materials as part of its curriculum for a course for community college faculty funded through a Title VI Grant from the U.S. Department of Education.

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, identifying solutions that are the best fit for solving challenges within the Flagship. The Tech Center acts as a nexus of partnerships with other government programs and agencies, sharing best practices, lessons learned, and research findings. Through the Tech Center, The Language Flagship is forging a way ahead with partners in academia, the private sector, and other government agencies seeking to progress the use of educational technology to improve language learning.

On January 19, 2022, the Tech Center facilitated a live, online Language Technology Summit in partnership with DLNSEO and the Defense Language Institute Foreign Language Center (DLIFLC). The summit focused on the pivot and transformation of Chinese language learning in response to the pandemic. The summit highlighted opportunities and key needs of the Chinese language community as well as facilitated a dialogue about salient interactions including, instructors with learners, learners with learners, and instructors with the community.

The Summit has fostered a positive atmosphere for Chinese initiatives across programs, exemplified by the active participation of DLIFLC, Flagship, Project GO, LTC, and Tech Center communities.

In spring of 2022, the Tech Center hosted the 2022 LaunchPad event with demonstrations of technology-related products intended to impact world language education. Members of the Flagship Community attended this virtual event. LaunchPad experts, including a Flagship student, provided valuable feedback about the technology products to the participants.

In the summer of 2022, the Tech Center held multiple presentations as part of the Flagship Exchange. Flagship instructors from across Flagship programs presented on multi-institutional collaborations and professional language development.

In the summer, the Tech Center offered the Project-Based Language Learning (PBL) Design Studio where 21 participants joined the in-person event to learn about core concepts associated with quality PBL.

Professional development opportunities organized by the Tech Center addressed the need for training and monitoring for the Flagship tutors. In collaboration with Flagship directors, coordinators, and tutors, the Tech Center facilitated Strategies of Successful Learners panels for both Arabic and Russian. Through this process, the Tech Center yielded lists of technologies that students and alumni have found helpful in language learning and maintenance to potentially add to the Tech Center resource page.

An active Student Advisory Council (SAC) coordinated across Flagship institutions and collected feedback from other students about initiatives and events that enrich their Flagship experience. SAC members participated in Special Interest Groups (SIG) which met regularly and worked with Tech Center faculty to organize

events and co-design technology tools that meet the specific needs of Flagship.

Student and alumni involvement was once again energized by an in-person Hackathon at the University of Maryland in the spring of 2022. This key event brought language learners across Flagship institutions to compete in the proposal of solutions for identified Flagship technology needs. The solutions that students have proposed through Hackathons have crystallized through the development of a digital dashboard, called Flagship Connect, which aggregates curated digital tools generating meaningful data that helps students not only track and document their language learning progress but also connect with other Flagship students across institutions and languages. Flagship Connect evolves with direct and frequent involvement of the Flagship Connect SIG, whose membership includes both alumni and current Flagship students. The Program launched Flagship Connect in the spring of 2022 with verified Flagship students able to currently join and connect with their fellow Flagship students.

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.

Through an automated system, the students edited transcriptions and translations of their videos so that all videos include translated subtitles. All Flagship Capstone programs participated in the video project.

The videos provide rich documentation of the range of each student's linguistic, cultural, intercultural, professional, and regional/area competencies captured in a public setting in real-time. Flagship graduates can share the videos with prospective employers. Programs can also use the

videos for professional development for instructors to 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.



University of Hawaii Chinese Flagship student providing a project-based language learning presentation

FLAGSHIP CAPSTONE CULTURE TRAINING

The program uses the Flagship culture Initiative training modules for pre-departure domestic preparation for Arabic and Russian Overseas Capstone students. The completed modules consist of cultural scenarios that prepare Flagship students for the cultural experience overseas. The Flagship Technology Innovation Center hosts the scenarios online to ensure their availability to the full Flagship community and students. This arrangement also provides continued support and 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 for the yearlong Capstone experience.

All Russian programs use the Russian Culture modules and scenarios collaboratively via a summer pre-Capstone culture workshop for all 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 a Chinese Flagship Culture Initiative grant to prepare Chinese Flagship students for the intercultural

communication situations they may encounter while studying and interning overseas. In collaboration with the Chinese Flagship programs across the country and the overseas Capstone provider, in 2022, Indiana University developed over 30 cultural scenarios in English and Chinese

ranging from food, hosts, and relationships to behavior in public spaces and workplace expectations. In partnership with the Flagship Tech Center, Indiana University also created a Chinese Culture App, which will be integrated into the curriculum in 2023.

ENGLISH FOR HERITAGE LANGUAGE SPEAKERS

With passage of the Intelligence Authorization Act for Fiscal Year 2005 (P.L. 108-487, Sec. 603; 50 USC. §1902), the United States Congress created the EHLS program to provide professional English language instruction to U.S. citizens who are native speakers of languages critical to national security. The 2022 EHLS program saw continued improvements in English language gains overall among participants. These gains provide EHLS Scholars with a competitive edge when seeking F

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 ILR skill 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;¹³
- English language skills at ILR Level 2 or higher, verified through formal testing;¹⁴ 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.¹⁵ The final two months of the program are part-time and online; instruction focuses on further development of writing and career preparedness skills. The EHLS curriculum mirrors the skills needed by government personnel, giving program participants the opportunity to improve their English skills in a highly structured, professional environment.

The signature Capstone component of the EHLS program is the Open-Source Analysis Project (OSAP). Participating government agencies provide project topics, and each EHLS Scholar works with an agency mentor throughout the research and analysis process. The project culminates in a formal symposium at which EHLS Scholars provide formal briefings on their projects before an audience of senior government officials, hiring managers, mentors, and other invited individuals. NSEP provides a copy of each written report and video presentation to the government agency that sponsored an OSAP topic. NSEP also makes these materials available to the broader national security community.

¹³ Native language skills are assessed using Oral Proficiency Interviews from Language Testing International or the Defense Language Institute Foreign Language Center.

¹⁴ English language skills are assessed using the Oral Proficiency Interviews (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 from the Defense Language Institute English Language Center (DLIELC).

¹⁵ 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.

EHLS COVID-19 RESPONSE

The 2022 EHLS program saw a return to in-person instruction for the intensive instructional portion of the program, the capstone symposium, and the graduation ceremony at the Georgetown SCS campus. The program continued a virtual process for recruiting and admissions. The EHLS Program continues to adapt based on the lessons learned from the impact of COVID-19, and to prepare EHLS graduates for both the in-person and virtual work environments.

EHLS SCHOLARS FEDERAL SERVICE

The EHLS program has established partnerships with a number of several Federal agencies particularly interested in EHLS graduates. The Federal Bureau of Investigation (FBI) and the National Virtual Translation Center (NVTC) continue to hire EHLS graduates, processing them for employment as contracted linguists and translators.

2006-2022 EHLS SCHOLARS SERVICE FULFILLMENT

NSEP is cultivating closer ties with the National Ground Intelligence Center, the Defense Intelligence Agency, and other components of the national security community to bring EHLS Scholars into the Federal Government to fulfill their NSEP Service Requirement. Over 58% of EHLS Scholars who have completed their service requirement did so in the Department of Defense or the Intelligence Community, and 85% did so in the four priority agencies: Departments of Defense, Homeland Security, or State, or the Intelligence Community.

“The EHLS Program takes a very capable group of individuals with extraordinary language skills and cultural backgrounds and provides them with enhanced English language skills to more effectively support U.S. Government operations and functions.”

– Federal Government Partner

¹⁶ A list of 2021 EHLS Scholars can be found in Appendix M.



2022 EHLS Scholars at Georgetown University

2022 EHLS SCHOLARS

The EHLS program annually reviews which critical language backgrounds to include in its recruiting campaign based on priorities within the Department of Defense and the Intelligence Community. For the class of 2022, the program recruited native speakers of Amharic, Arabic, Azerbaijani, Balochi, Bambara, Dari, Hausa, Hindi, Kazakh, Korean, Kurdish, Kyrgyz, Mandarin Chinese, Pashto, Persian Farsi, Punjabi, Russian, Somali, Tajik, Tamashek, Thai, Turkish, Ukrainian, Urdu, Uzbek and Vietnamese.¹⁶

NATIVE LANGUAGE OF SCHOLARS:
2020-2022

Languages	Class of 2020	Class of 2021	Class of 2022
Arabic	3	4	0
Bambara	0	1	0
Dari	0	1	0
Hindi	1	0	1
Kazakh	1	0	0
Korean	1	2	3
Kurdish	0	1	0
Kyrgyz	2	0	1
Mandarin Chinese	1	1	5
Persian Farsi	1	1	1
Punjabi	0	1	0
Russian	4	4	5
Tajik	0	0	1
Thai	2	0	0
Turkish	1	1	0
Total Participants	18	18	17
Total Applicants	170	269	141

COUNTRY OF ORIGIN:
2020-2022 EHLS SCHOLARS

Country of Origin	Class 2020	Class 2021	Class 2022	Total
Afghanistan	0	1	0	1
China	3 ¹⁷	1	1	5
Egypt	1	0	0	1
France	0	1	0	1
Germany	1	0	0	1
India	1	1	1	3
Iran	1	1	1	3
Iraq	1	1	0	2
Kazakhstan	1	1	0	2
Kyrgyzstan	2	0	1	3
Kuwait	0	1	0	1
Lebanon	0	1	0	1
Pakistan	1	1	0	2
Russia (or USSR)	2	3	1	6
South Korea	1	1	3	5
Sudan	1	1	0	2
Taiwan	0	0	3	3
Tajikistan	0	0	1	1
Thailand	2	0	0	2
Turkey	0	2	0	2
Ukraine	0	0	4	4
United States ¹⁸	0	1	1	2
Total Participants	18	18	17	53

After reviewing 141 complete applications, the EHLS Panel admitted native speakers of six critical languages to the class of 2022. The table above provides a comparison of the native language background for the EHLS Scholars for 2020, 2021, and 2022.

¹⁷ The three 2020 EHLS Scholars from China applied as native speakers of Mandarin Chinese, Kazakh and Turkish respectively.

¹⁸ 2022 Scholar born in U.S., and raised in Taiwan

2022 EHLS SCHOLARS ACADEMIC FIELDS

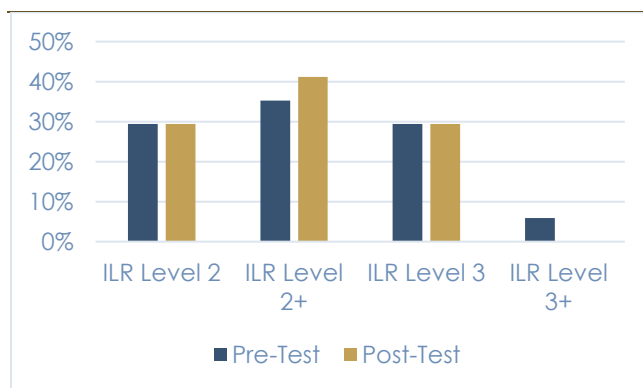
The academic background of EHLS Scholars includes specializations in Language Studies, Political Science, History, Business and Administration. Admission to the EHLS Program requires at least a bachelor's degree. Eleven of this year's scholars had master's degrees and two had doctoral degrees.

EHLS PROGRAM 2022 RESULTS

Over the past seventeen years, the EHLS program has worked to assist its Scholars with the goal of reaching an ILR skill level 3 in all modalities of English: reading, writing, listening, and speaking. The 2022 cohort was derived from a pool that possessed an exceptionally high-level language proficiency and professional skills upon entry and are the highest entry level scores for the program. For the class of 2022, 47% of all entrance English test scores were at or above ILR skill level 3, and 76% were at or above ILR skill level 2+. For 2022, the EHLS Program began using the Language Testing Institute (LTI) English Reading and Listening Computer Adaptive Test (L&Rcat) for pre- and post-testing. The L&Rcat results suggest opportunities for future curricular modifications.

Writing Skills: The development of high-quality English 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 2022, the Scholars entered the program with exceptionally high incoming scores with 70% of scholars entering at ILR skill level 2+ or above, compared to 60% entering at ILR skill level 2 last year and for the last five years on average. The 2022 EHLS Scholars made anecdotally observable improvements in their writing skills, which were less noticeable when comparing the pre- and post-test writing assessment results.¹⁹

2022 EHLS SCHOLARS ENGLISH WRITING RESULTS



Speaking Skills: The EHLS Capstone project, the Open-Source Analysis Project (OSAP), enables Scholars to work diligently on their English-speaking skills and focus on professional presentation skills. For 2022, 83% of EHLS Scholars completed the program with English speaking proficiency at or above ILR skill level 3 with 29% completing at ILR skill level 3+ and 12% at ILR skill level 4.

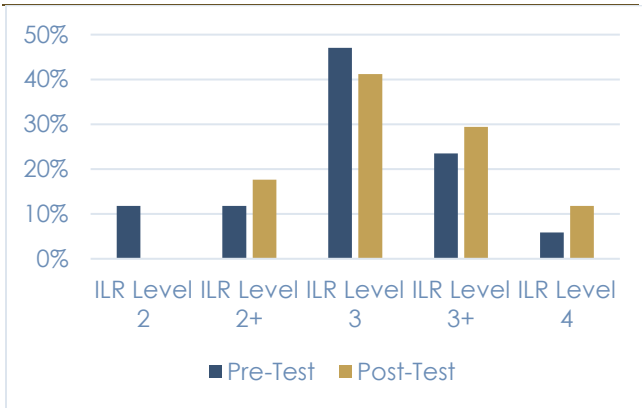


2022 EHLS Scholar at Georgetown University

¹⁹ EHLS Scholars' writing proficiency is assessed using a rubric developed by the Defense Language Institute English

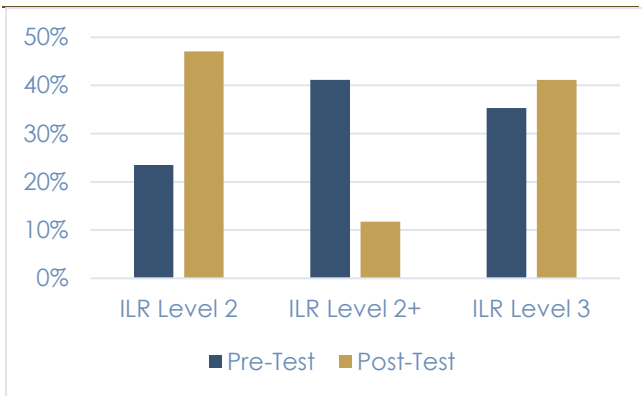
Language Center (DLIELC) and prompts developed by the Center for Applied Linguistics (CAL).

2021 EHLS SCHOLARS ENGLISH SPEAKING RESULTS



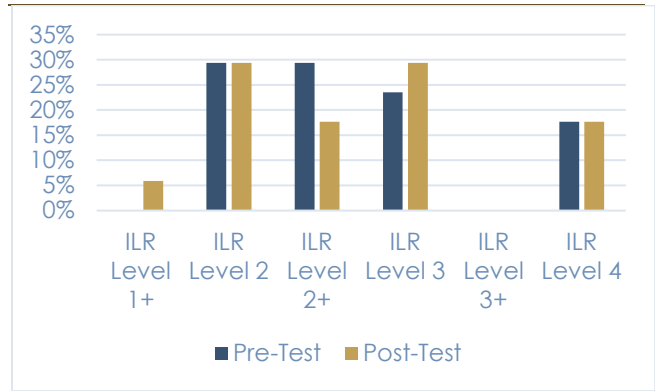
Listening Skills: As anticipated, the listening skill results appear considerably different than in previous years as a result of using the L&Rcat for the first time. Over 50% of 2022 EHLS graduates received post-test listening skill results at or above ILR skill level 2+.

2022 EHLS SCHOLARS ENGLISH LISTENING RESULTS



Reading Skills: As with the listening skills, it was anticipated that the reading results would be substantively different than in past years as a result of first year use of the L&Rcat. EHLS Scholars' reading scores are all at ILR skill level 2+ or 3. For 2022, 65% of the Scholars completed the program with a reading score at ILR skill level 2+ or above. As a program that is under ongoing process improvement, the compilation of future results will be used to determine if there are ways to improve both incoming and outgoing results.

2022 EHLS SCHOLARS ENGLISH READING RESULTS



OPEN-SOURCE ANALYSIS PROJECT

With the assistance of Federal agencies and mentors, EHLS Scholars produce a set of reports and presentation videos that address critical issues related to national security. This represents the professional development focus of the EHLS Program that prepares participants for the critical thinking, writing, and briefing elements necessary for Federal employment.

The 2022 EHLS Scholars' OSAP research was based on topics provided by 11 Federal organizations: components within the Department of Defense were the Defense Security Cooperation Agency, the U.S. Army including the U.S. Army Europe & Africa, and the U.S. Indo-Pacific Command; within the Department of Homeland Security were Customs and Boarder Protection and the Office for Civil Rights and Civil Liberties; within the Department of Commerce was the International Trade Commission; within the Department of State were the Bureau of East Asian and Pacific Affairs and the Bureau of South and Central Asian Affairs; and within the Department of Justice was the Federal Bureau of Investigation. The Scholars presented their research results at the 2022 OSAP Symposium before an in-person and virtual audience of representatives from many Federal organizations and related federal contractors in the U.S. and abroad, some of whom now employ 2022 EHLS graduates.

EHLS 2023 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 additions to the language list for the 2023 program were Ukrainian and Amharic. NSEP opened applications for 2023 EHLS scholarships to the public in February 2022 with a due date in early July 2022. A panel of academic experts and Federal Government officials reviewed the scholarship applications and made their selections. The EHLS class of 2023 will include native speakers of Arabic, Korean, Kurdish, Mandarin Chinese, Persian Farsi, Russian, and Ukrainian; and will begin at the Georgetown University School of Continuing Studies in January 2023.

EHLS 2024 PROGRAM

In preparation for release of the 2024 EHLS Scholarship application in February 2023, the program conducted a periodic review of the application with input from focus groups of federal and academic reviewers, program instructors and administrators, and EHLS Program graduates. The focus of this periodic review was to ensure that issues of diversity, equity, inclusion, and access were considered in the application content, the review procedures, and the related outreach and recruiting processes.

"The NSEP linguists have provided invaluable support to NVTC's mission, supporting high-level translations for the Intelligence Community (IC) and other federal government agencies. The NVTC received praise on countless occasions for their quality and timeliness of translations. Additionally, the NSEP linguists' translations have directly supported research and investigations across multiple agencies."

– National Virtual Translation Center

NATIONAL LANGUAGE SERVICE CORPS

Congress authorized the Secretary of Defense to establish the NLSC in Section 953 of the National Defense Authorization Act for Fiscal Year 2013, which is codified as Section 1913 of Title 50 of the U.S. Code (USC). As a Department of Defense (DoD) program, the NLSC provides vital language skills, regional expertise, and cultural capabilities (LREC) to U.S. Government agencies. Offering support in more than 540 languages and dialects, the NLSC membership encompasses over 11,800 highly skilled, globally positioned U.S. citizens. When a critical LREC need arises, NLSC members volunteer their skills based on patriotic dedication and linguistic excellence.

Since its inception in 2007, the NLSC has exemplified an ethos of continual evolution to serve government partner needs. The NLSC's partners trust the program as a comprehensive, agile, and cost-effective service for supporting diverse LREC requirements.

The NLSC continued to expand and develop throughout Fiscal Year 2022 (FY22) by diligently supporting Government partners, both virtually and in the field; adding new partners; recruiting new members; and introducing new innovations. In the years to come, the NLSC will continue to work to improve the security and welfare of our nation by helping government agencies respond quickly and accurately to national security events, domestic and foreign disasters, and surge activities that require language and cultural expertise.

MISSION SUPPORT IN 2022

Exemplifying the NLSC's motto of "Language for the good of all," members provided exceptional service to government partners in FY22, improving overall readiness, enhancing language learning, and facilitating collaboration with other governments.

Responding to U.S. and Global Events

Embodying the vision of the Under Secretary of Defense for Personnel and Readiness (USD (P&R)) to support both routine and contingency LREC requirements, the NLSC stepped forward during several prominent national and world events of FY22. Members supported government partners navigating Afghan refugee resettlement, Ukraine humanitarian efforts, Haitian earthquake response, and U.S. election preparation.

Afghan Refugee Resettlement

Since August 2021, the NLSC has completed 10 Operation Allies Refuge (OAR) missions in interpretation and translation for the Department of Health and Human Services, Administration for Children and Families (HHS ACF), providing both in-person and virtual Dari and Pashto language support for Afghan refugees arriving in the United States. The NLSC will continue to provide OAR virtual translation support for HHS ACF into the first quarter of FY23.

Ukraine Humanitarian Efforts

In support of the U.S. policy stance on Ukraine and Russia, the NLSC provided Ukrainian and Russian translation support to HHS ACF. Members translated two fact sheets for distribution to Ukrainian refugees looking to safely evacuate from dangerous areas. The fact sheets described the different resources available to Ukrainian humanitarian parolees and how to apply for them.

Haitian Earthquake Response

In addition, HHS ACF utilized the NLSC's virtual language support to improve their response to a 7.2 magnitude earthquake in Haiti. NLSC members translated two fact sheets from English into Haitian, Portuguese, and Spanish to benefit affected locals. These fact sheets provided information on the programs and benefits for Cubans and Haitians entering the United States to escape the natural disaster.

Preparing for Election Season

To ensure non-English speakers had the necessary information and resources available for the U.S. midterm elections, the NLSC provided language assistance to the Department of Justice, Civil Rights Division (DOJ CRT); the General Services Administration, Technology Transformation Services (GSA TTS); and the Federal Voting Assistance Program (FVAP) throughout FY22.

Monitoring U.S. Elections

Through its partnership with the DOJ CRT, the NLSC supported local elections across the country, providing bilingual election monitoring assistance in New Jersey, New York, Pennsylvania, and Virginia for speakers of Spanish, Mandarin Chinese, Hindi, and Bengali. The NLSC will continue providing bilingual election monitoring for DOJ CRT into the first quarter of FY23, preparing up to 60 linguists in seven different languages for deployment to polling stations within the United States.

Improving Accessibility

In addition to bilingual election monitoring services, the NLSC assisted GSA TTS in improving the user experience of the Vote.gov website for visitors accessing content in eight different languages, including Khmer, Tagalog, and Vietnamese. The NLSC assisted in translating website content, ensuring instructions on how to register to vote in all states and U.S. territories were appropriately available for non-English users. The program will continue to support and manage content for GSA TTS after the general midterm elections in November 2022.

Translating Absentee Voting Fact Sheets

The NLSC continued to assist Federal agencies in providing resources and information to non-English speakers through its partnership with FVAP. To improve absentee voting accessibility for individuals with limited English proficiency, the NLSC translated information about the process in eight different languages, including Spanish, Mandarin Chinese, Korean, Portuguese, Vietnamese, Arabic, French, and Japanese.

Partner Support Efforts

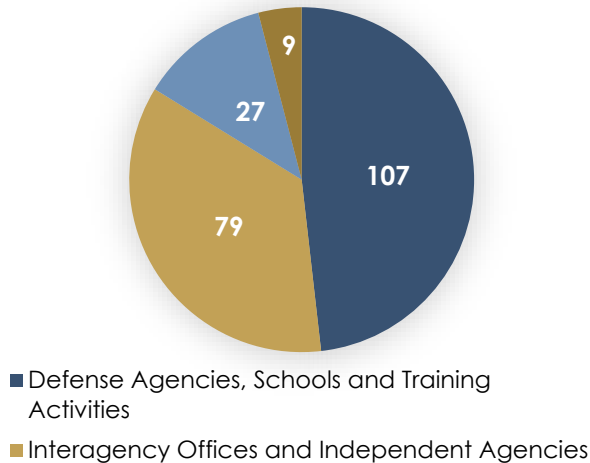
The NLSC has served 78 Federal agencies through 59 formal partnerships, including six combatant commands; 17 component headquarter (HQ), commands, and offices; 10 defense agencies, schools, and training activities; 19 interagency offices; and seven independent agencies.

2021-2022 NLSC TYPES OF PARTNERSHIPS

Types	FY21	FY22	Delta
Interagency Offices and Independent Agencies	18	26	+8
Combatant Commands	6	6	0
Component HQ, Commands, and Offices	15	17	+2
Defense Agencies, Schools, and Training Activities	9	10	+1
Total Partner Types	48	59	+11
Total Federal Agency Partners	72	78	+6

In FY22, the program fulfilled mission requests for 24 different partners, supporting 10 offices for the first time, including HHS' Office of Civil Rights (OCR); GSA TTS; U.S. Agency of Global Media (USAGM); and U.S. Geological Survey, Water Resources Mission Area (USGS WMA). The chart below shows the types of partners who received NLSC mission support in FY22 and the proportion of support they received.

FY22 MISSIONS BY PARTNER TYPE

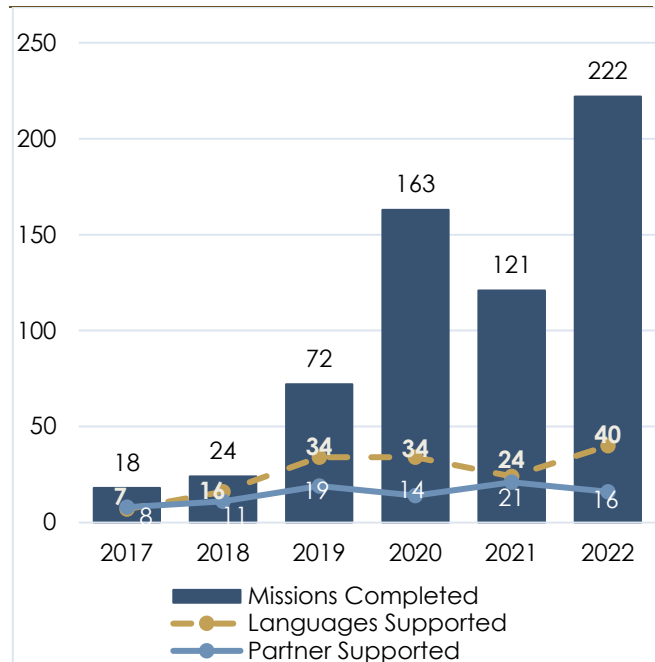


Missions, Languages, and Partners Supported, FY17–FY22

The NLSC completed 222 missions in FY22, an 83% increase over the 121 missions completed in FY21. This surge was due to satisfied partners requesting more missions, demonstrating the strength of the NLSC’s relationships with its partners and the quality of member support provided.

The number of languages used for mission service also increased, with 40 languages supported in FY22, compared to 24 languages supported in FY21. See the chart below for the number of missions, partners, and languages supported from FY17 to FY22.

2017-2022 MISSIONS COMPLETED AND LANGUAGES/PARTNERS SUPPORTED

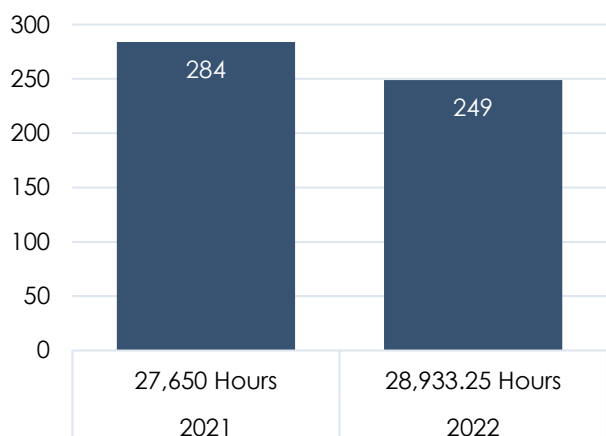


Expanding Member Support

In FY22, the NLSC activated more than four hundred NLSC members, who served over 30,000 labor hours. This represents a 55% increase in member activations and a more than eight percent increase in member labor hours compared to FY21, both due to an overall surge in Federal agency requests for support. The HHS registered the most significant increase in support requests, with entities such as the ACF, OCR, National Institutes of Health (NIH), and Office of the Assistant Secretary for Preparedness and Response (ASPR) accounting for a third of FY22 requests. Other partners who increased support requests in FY22 included FVAP, Center for Information Warfare Training (CIWT), United States Geological Survey, National Hazards Mission Area (USGS NHMA), and Defense Language Institute Foreign Language Center (DLIFLC).

By increasing the number of partners supported and hours of labor provided, NLSC members ensured the program demonstrated a positive, ever-broadening and deepening LREC impact on U.S. Government operations. See the chart below for member activations and expended labor hours from FY21–FY22.

2021-2022 MEMBER ACTIVATIONS AND EXPENDED LABOR HOURS



GOVERNMENT PARTNERS

The NLSC leverages Interagency Agreements (IAAs) to establish formal partnerships with Government agencies. In FY22, the NLSC added to its preexisting base of 49 partners, 13 new partner agreements—four with DoD organizations and nine with non-DoD agencies. The NLSC focused its strategy-driven outreach on agencies with LREC-specific requirements and gaps in language support whose leadership are enthusiastic about the cost-effective and flexible mission support the NLSC provides.

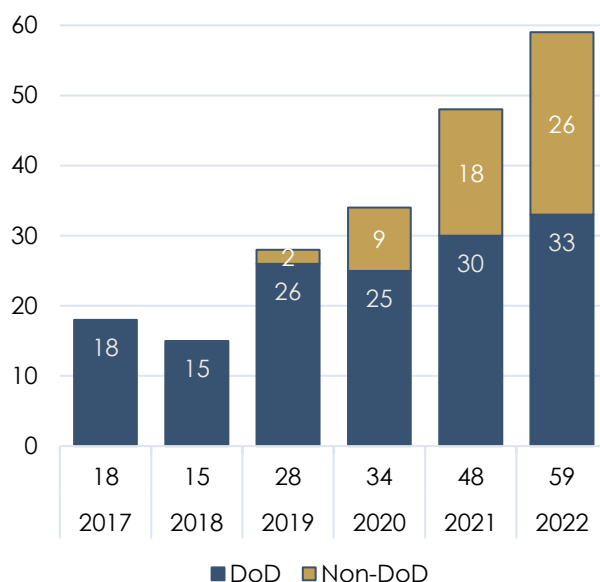
After signing an IAA with the Montana Army National Guard State Partnership Program (SPP) in August 2022, the NLSC intensified its National Guard-focused campaign. Attending the 144th National Guard Association of the United States (NGAUS) General Conference and Exhibition, the NLSC actively socialized the program's efforts with participants and SPP leaders, including the Adjutant Generals (TAGs) and assistant TAGs from various states.

Accolades for NLSC mission performance have led to multiple IAAs within a single organization or in organizations with similar missions. In FY22, the NLSC signed three additional agreements with offices within the Department of the Interior United States Geological Survey (DOI USGS), as well as three additional agreements with agencies focused on civil rights, including the HHS OCR; U.S.

Commission on Civil Rights (USCCR); and Department of Homeland Security, Office for Civil Rights and Civil Liberties (DHS CRCL).

Increased IAAs with interagency organizations beyond the DoD ensure NLSC progress towards effectively expanding LREC capabilities and resources throughout the U.S. Government. This expansion in the range of partners provides visibility across the U.S. Government, facilitating further NLSC outreach and a greater breadth of services to the Nation. See the chart below for NLSC partner agreements from FY17–FY22.

2017-2022 NLSC PARTNER AGREEMENTS



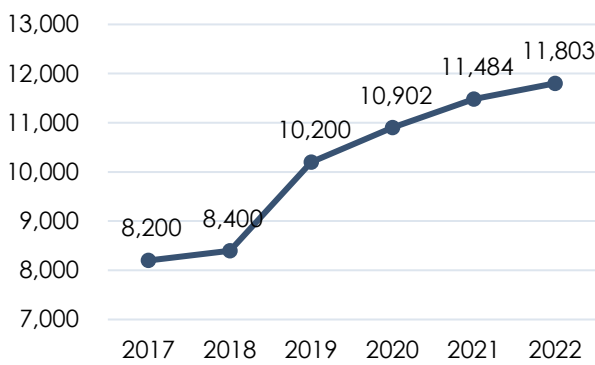
NLSC MEMBERSHIP

Procuring members' support through the NLSC enables the Government to secure high-quality LREC services at significant cost savings. When activated to serve, NLSC members become temporary Federal employees; when not serving, they work across the private sector and in academia, frequently as professional interpreters, translators, or language instructors. Through relationships with academic, cultural, and community organizations and sharing information about the program, the NLSC persistently identifies and recruits qualified individuals for membership.

NLSC Membership Growth, FY17–FY22

Since FY17, the NLSC has recruited more than 3,600 highly skilled language professionals, bringing the total number of members to more than 11,800, including over 1,400 members who are immediately available for mission service. These new recruits 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%.

2017-2022 NLSC MEMBERSHIP



To ensure readiness for the gamut of partner missions, the NLSC team targets high-quality linguists with unique qualifications, experiences, and skill sets. In particular, the NLSC actively recruits members with government security clearances, military service, and professional certifications and affiliations.

In addition, the NLSC sought out new members with military experience, particularly veterans, retirees, and Active-Duty Service members. To scout prospective National Guard and reservist members, the NLSC attended the 300th Military Intelligence Brigade's 33rd Annual Language Conference in March 2022 and the NGAUS conference in August 2022.

The NSEP-NLSC Connection

As an integral supporting component of NSEP, the NLSC actively recruits alumni of NSEP programs, helping the government recoup its investment in these programs, and providing partner agencies with support personnel already familiar with Government language work.

There are 295 NSEP awardees in the NLSC. Most identify as Boren Scholars (41%), followed by EHLS alumni (40%), Boren Fellows (30%), and Language Flagship alumni (11%).

NLSC members emerging from NSEP educational initiatives have supported a total of 32 mission opportunities; provided language assistance in 15 different languages; and assisted 14 different Federal agencies with on-site and virtual interpretation, translation, language instruction, and cultural advising. See the impact that NSEP-NLSC members have on critical missions detailed in their member profiles below.

NSEP Alumna and NLSC Member: **Ms. Florin Sada**



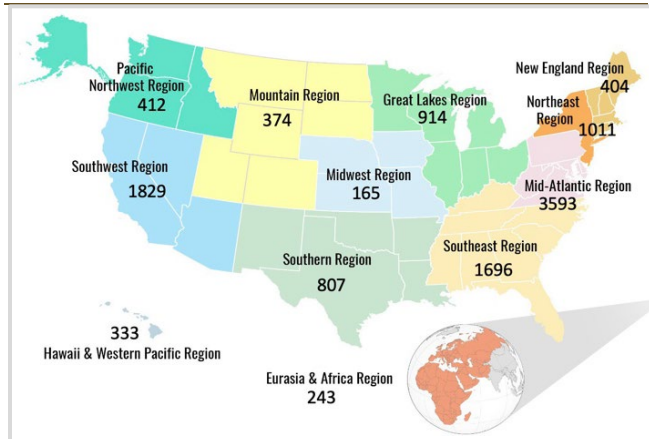
A native of Iraq, Florin Sada was accepted to the NSEP's EHLS program in 2008, where she learned from experts in areas such as public policy, negotiation, critical thinking, and language skills. "The courses on critical thinking and public policy were great and helped me every day while translating and interpreting," Sada said.

Sada's diverse NSEP experience led her to seek out fulfilling opportunities to serve others with her language skills. Inspired by the NLSC mission to provide "language for the good of all," Sada joined the program in 2012 and is an active member of the Southwest region. Sada is proud to be an NSEP alumna and NLSC member, stating it is an honor and privilege to help those serving our country and Government.

Member Regions

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

2022 NLSC REGIONS AND MEMBERSHIP



During FY22, the NLSC continued to grow the Regional Member Engagement Framework (RMEF), leveraging NLSC regional member liaisons to cultivate training content and deliver a virtual webinar across the 12 regions. The event featured a panel of NLSC members with professional expertise in translation, interpretation, and language instruction, who shared resources and best practices for maintaining and enhancing LREC skills.

Just as the NLSC's RMEF fully integrates members into regional stewardship, the Member Recognition Program honors member contributions, showing that the NLSC values their service and further motivating them to continue their great work. NLSC member Nancy Frias, who was honored for her contribution to NLSC mission support, stated, "It is rewarding to know that I have achieved my goal in making a difference in the lives of Spanish-speaking individuals. If I am ever asked to serve again, I will reiterate my commitment, willingness, and desire"

Regional Liaison Spotlight: Ms. Fawzia Ahmad



NLSC Mountain Region Liaison Fawzia Ahmad works as a professional translator in English, French, and Urdu. As an NLSC member, she has served on missions supporting DLIFLC, HHS OCR, and United States Air Forces in Europe – Air Forces Africa (USAFE-AFAFRICA.)

Fawzia says the linguistic exchanges she participated in during her DLIFLC mission were highly important, "not only translationally, but interpersonally." The mission "felt really meaningful. There was a focus on my language guidance, and it was an excellent experience."

Member Training and Testing

In FY22, the NLSC implemented a hybrid approach to regional events, hosting the first in-person events since 2020 while still conducting virtual events. Regional events enable DLNSEO leadership to engage with NLSC members and share program updates, while also enhancing members' skills through mission-oriented training geared toward developing skills needed for NLSC missions. See below for an image of Hawaii and Western Pacific Region members attending a regional event.

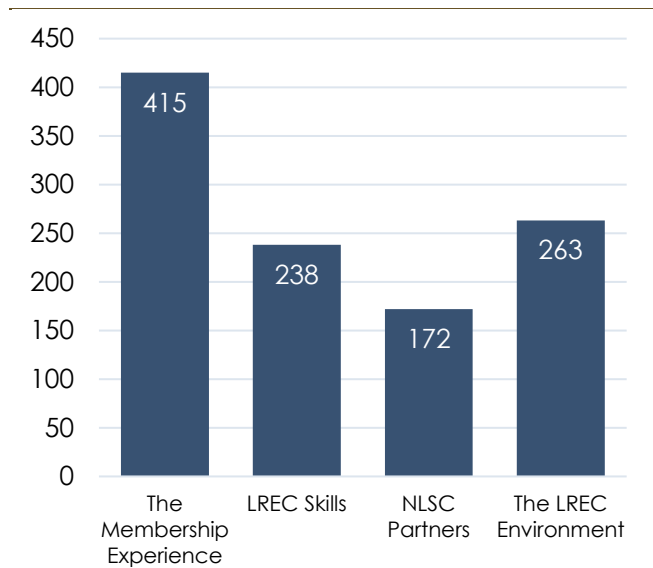


Hawaii and Western Pacific Region members attend a regional event

In FY22, 1,088 members participated in program-provided training, which the NLSC designed to develop member LREC skills, familiarize them with the NLSC mission support process, and provide information about certifying language skills. Each of the 34 regional events in FY22 incorporated a skill-focused session aligned with one of the NLSC's four learning plans as part of the overall Member Learning Continuum. These opportunities to develop and sustain skills proved important to catalyzing member engagement with each other and the program.

The chart below depicts the NLSC members who attended skill-development sessions and received training in FY22.

2022 NLSC MEMBERS TRAINED BY TRAINING TYPE



Aligned with the Member Learning Continuum, the NLSC implemented the Federalized Member²⁰ Orientation, a new workshop developed to increase mission readiness by providing specialized training to NLSC members. DLNSEO offers this workshop biannually to all members.

To ensure partners receive qualified, mission-ready support, the NLSC offers Government-validated language proficiency testing to all members. In FY22, the NLSC sought to increase member test participation by hosting three information sessions on the benefits of obtaining a language proficiency score. NLSC testing experts described the testing process and formats, and created an educational platform for members to learn more about the OPI and the DLPT. In total, 248 members attended the testing information sessions.

²⁰ Federalized members are NLSC volunteers who have completed the onboarding process with the NLSC in order to be able to support partner missions.

NLSC INNOVATIONS IN FY22

In FY22, the NLSC introduced several new innovations to enhance operational efficiencies and optimize support of partners and members.

Increased Human Capital Agility and Mission Readiness

NLSC recruiters employ an extensive network among interpreters and translators across the country to source prospective members for missions. After vetting, the NLSC identifies NLSC candidates who have indicated a willingness to be hired as Special Government Employee (SGE) on a temporary purpose to fulfill a language need.

Through increased collaboration, communication, and outreach, a comprehensive human capital continuum enables the NLSC to successfully serve the range of its current and emerging partners throughout the government.

Speedy, Strategic Recruiting

The NLSC's planning and continuous evaluation greatly diversified its membership in FY22. To improve the quality of prospective members for future mission support, the NLSC strategically researched speaker- and language-specific organizations, communities, and job boards. They also identified the desired skill sets and experience partners wanted and created a compelling volunteer description for online job boards. By connecting the boards to all NLSC social media outlets, they provided a means for qualified prospective members to learn more about the program.

In August 2022, the NLSC attended the NGAUS conference for the first time, providing the opportunity to bring awareness of the program to the military population. The NLSC is continuing to utilize innovative strategies across work-streams to increase high-caliber talent for the Corps.

Improved Timeline for Missions

To serve on missions, NLSC members undergo a Federal Government appointment process. Members are asked to complete documents and

tasks to enable the government to verify their U.S. citizenship and background suitability prior to being appointed.

Through streamlining the selection and appointment process at the NLSC and DLA, and by overhauling the Information Technology systems used during the member onboarding process, the NLSC has reduced the average time for appointing personnel.

The impact of this change is evident in the onboarding process of member Jessica Ainsworth, whom the NLSC recruited on June 17, 2022. By working closely with DoD stakeholders to prepare and onboard, Ms. Ainsworth, was hired in 56 days, supporting a critical American Sign Language mission for the U.S. Commission on Civil Rights (USCCR) on September 14, 2022. In fact, the average hiring processing time for NLSC members in FY22 was 60 days for members without a government clearance and 18 days for members with a government clearance.

Stakeholder Support through Data Analytics

The NLSC developed two feedback mechanisms in FY22 to sustain data analytics-driven capabilities that drive effective decision making and leverage partner and member inputs to enhance NLSC operations and customer service.

Partner and Member Post-Mission Assessment

To enhance partner satisfaction and member fulfillment, the NLSC improved its post-mission assessment forms, consolidating queries into several key categories critical to measuring overall program effectiveness, such as delivery satisfaction, satisfaction with program staff support, partner/member recommendation, and partner/member effort. Respondents provide scores within these key categories measured on a 1–5 scale, with “5” indicating the highest level of satisfaction. Based upon the inputs received within these assessments, the NLSC will be able to better understand areas where it succeeds—and where it can improve—for future delivery among two of its key stakeholders.

PROJECT GLOBAL OFFICER (PROJECT GO)

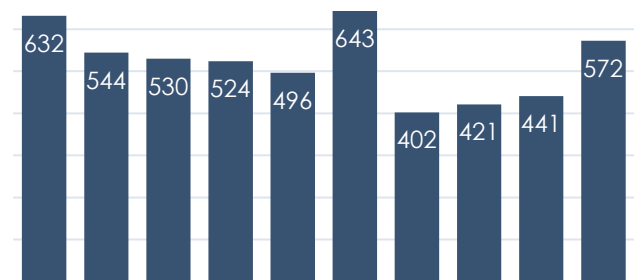
The National Defense Authorization Act for Fiscal Year (NDAA for FY) 2006, P.L. 109-163, Section 535, supports acquisition of foreign language skills among members of the Reserve Officer Training Corps (ROTC). The Department places special emphasis on strategic language skills needed in future military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

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

To date, institutions participating in the program have supported critical language study for more than 7,000 ROTC students nationwide. During the 2021-2022 academic year, 25 institutions hosted Project GO programs serving ROTC students from 221 U.S. campuses. In 2022, 572 ROTC students benefited from language training opportunities through Project GO in 11 languages. This year, nearly 900 applicants submitted 2,200 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 65% in 2022.

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 fits with their academic needs and interests, and then applies to those programs online with the submission of one application.

2013 - 2022 PROJECT GO PARTICIPANTS: 10 YEARS OF ANNUAL PARTICIPATION



2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

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 six objectives:

- Establishing a minimum proficiency goal of ILR skill level 1 for all Project GO participants, to be achieved over a series of multiple interventions;
- Enhancing year-long language study programs for Project GO students;
- Supporting extended overseas study for Project GO students;

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

2022 HIGHLIGHTS

In spring 2022, DLNSEO held an open competition for institutions of higher education to conduct Russian language Project GO programming. A competitive Board selected three institutions to receive grant awards for the 2022-2023 program year. All three grantees are new to Project GO: The University of Georgia, which is a Language Flagship institutional awardee; the Commonwealth University of Pennsylvania; and Lewis University.

Due to the COVID-19 global pandemic and regional security concerns, DLNSEO initiated a series of risk analysis/risk mitigation procedures in spring 2022 that ultimately resulted in the cancellation of planned overseas programming in Oman, Estonia, Latvia, Lithuania, and Tanzania for summer 2022. Project GO programs slated to travel to these destinations adapted in different ways, with some moving their programs to other overseas destinations, and some choosing to shift their programming to either domestic or virtual instruction.

Institutions that shifted to virtual overseas programming employed a variety of strategies to ensure success. Some institutions maintained their overseas partnerships to support language and culture instruction, while others shifted the responsibilities of instruction to their domestic university staff. Innovative cultural programming this summer included virtual home visits, virtual cultural workshops, and virtual language/culture partners in the would-be host country.

Interest in Project GO scholarship opportunities remained strong in 2022 with 2,240 applications received for Project GO summer 2022 programs. A total of 1,579 applications were received for study abroad programs and 661 applications for domestic programs. As in previous years, the program experienced a high number of students applying to participate in overseas programs.

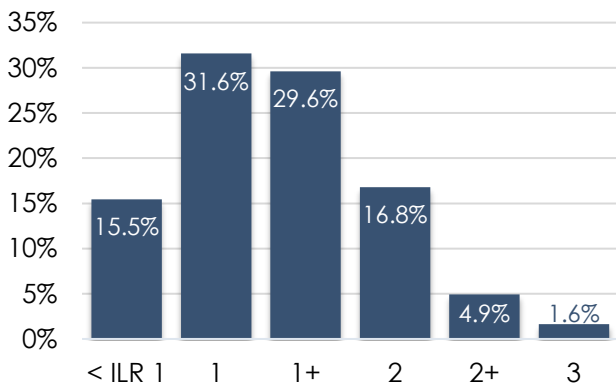
A number of Project GO alumni choose to apply to Project GO programs to continue their language study. For the 2021-22 program year (including summer 2022), 17% of Project GO students were returning participants, who had completed at least one Project GO program in a previous year.

Student engagement has been a focus this year. NSEP hosted a webinar in September 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.

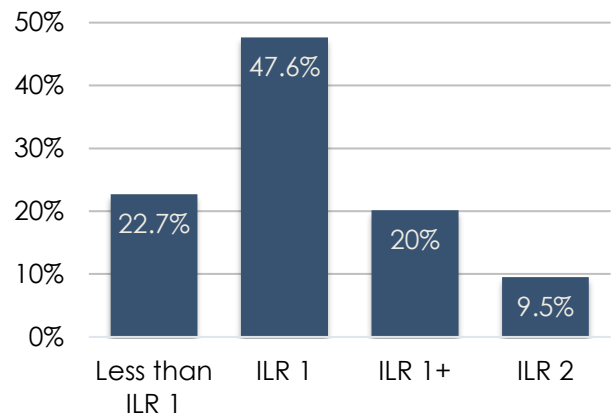
Additionally, Project GO alumni shared the impact of the program on their military careers at the Project GO annual meeting in San Diego and at the National Security Education Board meeting in Washington, D.C. The Assistant Secretary of Defense for Readiness met with three Project GO alumni preparing to become Foreign Area Officers who were in language training at the Defense Language Institute Foreign Language Center in Monterey, California.

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. Eighty-five percent of 304 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 2022, 53% of these students earned a post-program oral proficiency score of ILR skill level 1+ or higher. The chart below shows the proficiency breakdown.

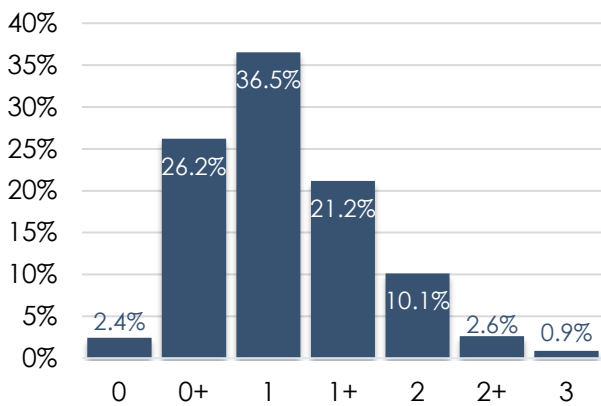
OPI ACHIEVEMENT WITH FOUR OR MORE SEMESTERS



PROJECT GO READING PROFICIENCY RESULTS

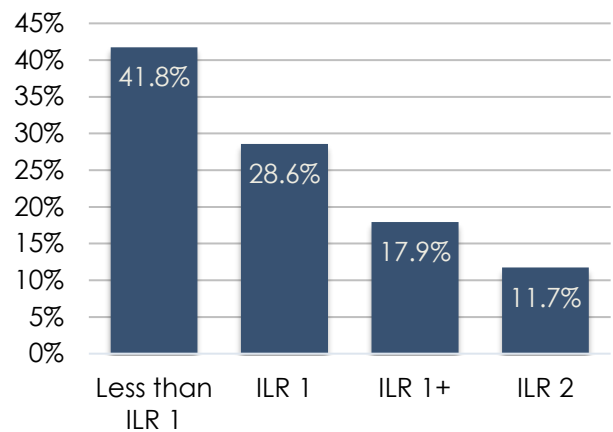


POST-OPI RESULTS FOR ALL PROJECT GO STUDENTS



The scores for the listening proficiency test show that more than half (58%) of the students who took the Flagship online test scored ILR skill level 1 or higher.

PROJECT GO LISTENING PROFICIENCY RESULTS

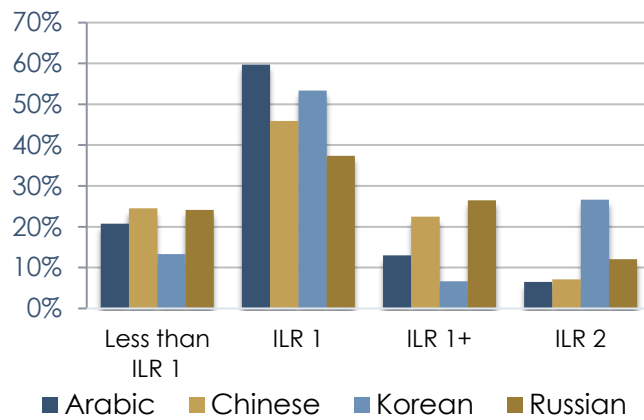


DLNSEO administered the Flagship Online Listening and Reading proficiency test as a post-test metric for Project GO students who had completed four semesters or more of language study in Arabic, Chinese, Korean, and Russian.

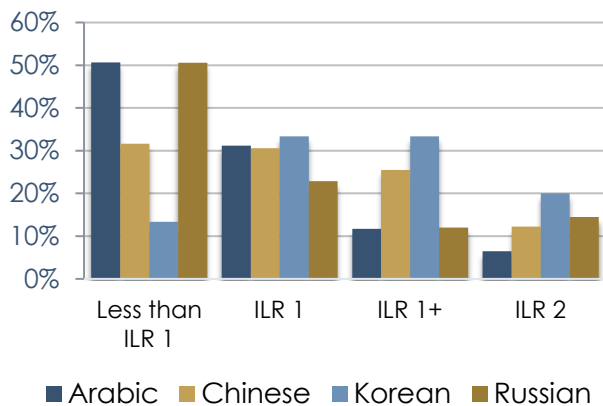
Two hundred and twelve cadets and midshipmen took the exam. The scores for the reading proficiency test indicated that 77% of the students who took the Flagship online test scored ILR 1 or higher, an increase of three percent over the previous year.

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

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



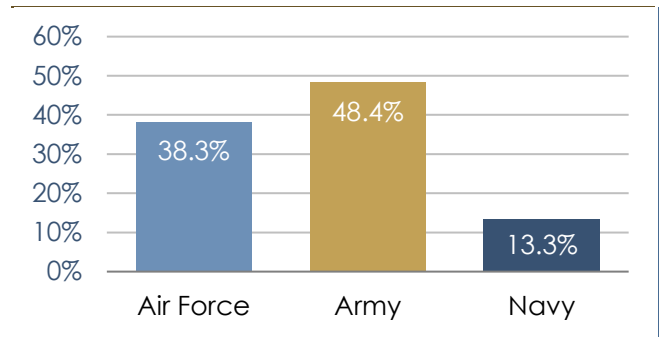
PROJECT GO LISTENING PROFICIENCY IN ARABIC, CHINESE, KOREAN, AND RUSSIAN



NETWORK OF DOMESTIC AND OVERSEAS LANGUAGE PROGRAMS

During academic year 2021-22, Project GO funded 25 institutions, including five of the six SMCs, to serve as national resources for critical language instruction. Through these universities, Project GO trained 572 ROTC participants in 11 critical languages. Of these, 48.4% were Army ROTC cadets, 38.3% were Air Force ROTC cadets, and 13.3% were Naval ROTC midshipmen.

2022 PROJECT GO PARTICIPANTS BY SERVICE



Since 2017, the distribution of Project GO participants by Service is as follows:

Service	2018	2019	2020	2021	2022
Army	312	176	208	224	277
Air Force	221	162	177	170	219
Navy	110	64	36	47	76
TOTAL	643	402	421	441	572

During the 2021-2022 academic year, more than half (59%) of all Project GO ROTC students completed critical language training overseas. Thirty-four percent participated in domestic programs, and only seven percent participated in virtual learning programming due to the COVID-19 pandemic or regional security concerns.

PROJECT GO PARTICIPANTS DOMESTIC VS. OVERSEAS

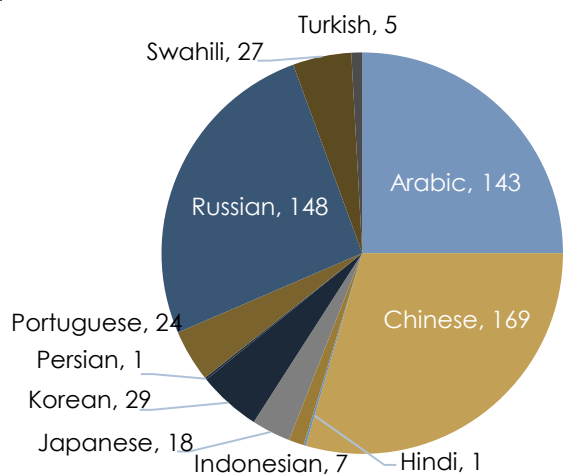
Since 2018, the distribution of Project GO participants undertaking critical language study domestically versus overseas is as follows:

Program	2018	2019	2020	2021	2022
Domestic	219	129	0	172	195
Overseas	424	273	0	23	339
Online	0	0	421	246	38
TOTAL	643	402	421	441	572

ROTC students from 221 different U.S. institutions participated nationwide in Project GO's summer critical language offerings with 25% (144) of participants enrolled at a Project GO-funded institution and the other 75% (428) enrolled at a non-Project GO funded institution during the academic year.

Chinese, Russian, and Arabic continued to be the most popular languages in 2022. Korean, Swahili, and Portuguese language courses also experienced large enrollments. Current planning includes doubling the number of students in Chinese and Russian in the coming years in response to the National Defense Strategy. The next chart illustrates the languages studied by Project GO students in academic year 2021-2022.

2022 PROJECT GO PARTICIPANTS BY LANGUAGE



Since 2018, the distribution of Project GO participants by critical language studied is as follows:

Language	2018	2019	2020	2021	2022
Arabic	158	125	109	106	143
Chinese	157	58	85	123	169
Hindi	17	9	8	3	1
Indonesian	10	7	11	9	7
Japanese	20	14	14	24	18
Korean	29	20	19	21	29
Persian	13	7	7	6	1
Portuguese	10	14	20	18	24
Russian	186	116	123	110	148
Swahili	25	24	20	16	27
Turkish	13	3	1	2	5
Urdu	5	5	4	3	0
Total	643	402	421	441	572

ADVANCED-LEVEL PROJECT GO STUDENTS

In 2022, thirteen institutions enrolled advanced-level students in their Project GO programs; these students accounted for approximately six percent of the total Project GO student population.

Out of the 32 advanced-level ROTC students participating in Project GO, 69% reached ILR skill level 2 or higher in speaking. Additionally, 80% 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, 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 2021-2022, and enrolled 144 students in Arabic, Chinese, Japanese, Korean, and Russian. In 2021-22, 11% of Project GO participants were full-time students at a SMC.

2022 PROJECT GO INSTITUTIONS

	ARABIC	CHINESE	HINDI	INDONESIAN	JAPANESE	KOREAN	PERSIAN	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			X	X		
University of Kentucky**	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		
TOTAL	14	12	1	2	4	4	1	2	13	2	2

*DLNSEO selected this institution was to be a Project GO institution as part of the 2022 open competition. Program implementation will begin for this institution in the summer of 2023.

** This institution was a Project GO institution for the 2021-22 program year but will not continue with Project GO in 2023.

LANGUAGE TRAINING CENTER

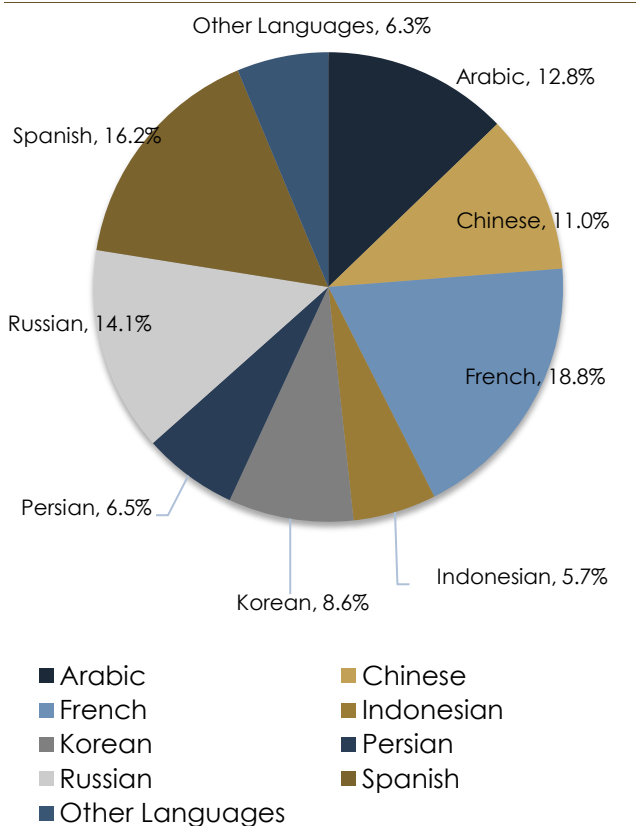
Section 529 of the National Defense Authorization Act for Fiscal Year 2010 authorized the establishment of the Language Training Center (LTC) program in 2011. The program's purpose is to leverage the expertise and infrastructure of higher education institutions to train DoD personnel in language, culture,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

Over the past five years, the LTC program has provided funding to a total of 10 higher education institutions that delivered more than 1,400 language, regional studies, and culture courses to more than 10,000 Department of Defense employees, including Active-Duty military, National Guard, Reserve, and civilian personnel. More than 2,500 DoD personnel completed intensive language training, consisting of 120 hours or more of instruction resulting in increased language proficiency.

In 2022, nearly 750 DoD personnel completed intensive language training consisting of 120 or more hours of instruction resulting in increased language proficiency. The LTCs reported that their 2021-2022 students met or exceeded proficiency goals 85% of the time.

2021-2022 LTC LANGUAGE COURSE DISTRIBUTION



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

2022 HIGHLIGHTS

In 2022, the LTC program trained more than 4,200 DoD personnel in 18 languages. Additionally, more than 8,500 DoD personnel participated in one-hour Regional Expertise and Culture (REC) professional development sessions during 2021-2022 grant year. 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.

Due to the impacts of the ongoing COVID-19 pandemic, NSEP carried its deliberate risk analysis/risk mitigation regimen from 2021 into 2022 and communicated regularly with all LTCs, providing updated guidance and policies responsive to the rapidly changing global environment. Based on NSEP guidance, DoD partner requests, and evolving DoD travel and remote work policy guidance, all LTCs continued to engage with their DoD partners to sustain existing online programming or formulate plans for transitioning program delivery back to in-person activity over the course of the year. Because the LTC Program is designed to be flexible and responsive to DoD partners' requirements, some DoD partners returned to in-person attendance, while others preferred to remain engaged in online or hybrid instruction.

In December 2021, NSEP released a Request for Proposals to initiate an open grant competition for the LTC Program (open competitions are held every three years). As a result, the Department awarded 10 LTC grants and welcomed two new institutions into the LTC community: University of Arizona and University of Maryland, College Park.

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 11 military linguists completed the French virtual intensive course, eight in the Spanish, six in Chinese, nine in Russian, and six 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, French, Russian, and Spanish. A total of 63 military linguists participated in the language mentoring

programs with 14 in Arabic, 14 in Chinese, 10 in French, 10 in Spanish, and 15 in Russian.

CONCORDIA COLLEGE offered a total of 19 courses this academic year in Arabic, Chinese, Farsi, French, Korean, Russian, and Spanish, serving a total of 133 students. Of those, 13 courses were advanced, intensive language training courses consisting of 120 or more contact hours per student. In 2021-22, Concordia expanded their partnerships with the 300th Military Intelligence (MI) Brigade and the 16th Air Force (previously the 25th Air Force) to sustain and advance the language and cultural proficiency levels of military linguists and cryptologic language analysts by providing a combination of virtual, blended, and iso-immersion language courses.

THE GEORGE WASHINGTON UNIVERSITY (GWU) provided seven specially designed multi-day seminar courses as part of the Foreign Area Officer (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 (topics: "The Post-COVID Global Political Economy" and "China's Global Activities") delivered to the FAO community provided high-level, up-to-date knowledge relevant to U.S. national policymaking. Seminar curricula included consideration of the interagency process and its impact on issues, the policies of key regional players, the roles and perspectives of third-party influencers, and the culture, communication, and negotiation styles appropriate to the regions being covered. Partnering with the U.S. Navy and the Service FAO Proponent Offices, George Washington University (GWU) offered the seven seminar courses to 167 FAOs in 2021-2022 grant year.

INDIANA UNIVERSITY BLOOMINGTON (IU) provided Russian online language sustainment for Air Force Foreign Area Officers; Arabic, French, and Regional Expertise and Culture instruction to 1st Special Forces Command (SFC) Airborne; Chinese, French, Korean, and Urdu/Pashto/Dari to 95th Civil Affairs; French, German, and Russian to 10th Special Forces Group (SFG); Spanish to 7th SFG; French to 3rd SFG; regional expertise and culture (REC) modules to Special Operations Command; online French Language and West

African Culture, online Hebrew Language and Culture, online Slovak Language and Culture, as well as a pre-deployment course for Slovak and Hebrew to the Indiana National Guard; Estonian REC courses, Latvian REC courses, and Polish synchronous and asynchronous REC courses. Over the program year, IU conducted 151 courses for 870 students.

SAN DIEGO STATE UNIVERSITY (SDSU) provided training for the 1st Marine Expeditionary Force (1st Radio Battalion, 1st Intelligence Battalion, and Advisory Training Branch) at Camp Pendleton, the 16th Air Force Headquarters Command Language Program at Lackland Air Force Base, 3rd SFG and the 2nd Special Warfare Training Group (SWTG) at the US Army JFK Special Warfare Center and School (SWCS) at Fort Bragg. SDSU offered tactical and professional courses in Arabic (including MSA, Iraqi and Levantine), Pashto, Persian-Farsi, French, Korean, Hebrew, Somali, Russian, Spanish, Indonesian, Tagalog, and Chinese 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, 186 service members completed language training through 38 courses conducted by SDSU.

UNIVERSITY OF KANSAS (KU) offered instruction in Arabic, Chinese, French, German, Italian, Japanese, Korean, Persian, Farsi, Polish, Russian, and Spanish to more than 180 military personnel through 30 language training courses. Maintaining their partnership with Command and General Staff College, KU provided a series of twelve-week language courses providing foundational instruction in foreign language and culture to Active-Duty military. KU also continued partnerships with the 571st Mobility Support Advisory Squadron, Air Force Culture and Language Centers, and U.S. Army Civil Affairs and Psychological Operations Command, and began

work with a new partner, U.S. Special Operations Command to provide language sustainment training.

UNIVERSITY OF MONTANA (UM) maintained ongoing partnerships with the U.S. Army 1st SFC, the 1st and 5th SFGs, the 4th Psychological Operations Group, DoD Intelligence Agencies, and the 2nd Special Warfare Training Group at Fort Bragg, NC. UM provided 235 language courses to 2,449 students in the following languages: Arabic, Chinese, French, Indonesian, Korean, Persian, Russian, Spanish, and Thai. 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 300th Military Intelligence Brigade, the 19th SFG, the Utah National Guard Counter Drug Task Forces, the 169th Intelligence Squadron, and the Utah Regional Operations Center. UU courses are comprised of 120 contact hours (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 116 DoD personnel across 26 courses. UU continued their partnership with the 169th Intelligence Squadron (Utah Air National Guard) to extend the pedagogical training, instruction and support provided to members of the 169th advisory team from the previous year to all language analysts. Training included two sessions of a Pedagogy Course and one targeted workshop.

FUTURE OF NSEP

NSEP, as established by the David L. Boren National Security Education Act (NSEA) of 1991, is committed to providing the DoD, the Federal Government, and the Nation with a pipeline of skilled professionals with language, regional expertise and cultural skills needed for national security. NSEP's multi-lingual, multi-talented alumni are highly recruited and hired by DoD, the Intelligence Community, Department of State, Department of Homeland Security, and agencies with national security related positions throughout the Federal Government.

As in past years, NSEP is steadfastly working to sustain program emphasis on producing excellent professionals with the language, regional expertise, and culture (LREC) skills needed across the Federal Government and U.S. military. Although the COVID-19 pandemic led to travel restrictions in 2020 and 2021, Boren awardees will have the opportunity to pursue deferred overseas programming in 2022 as conditions allow. Throughout this challenge, NSEP remained committed to the mission of providing students with overseas experiences invaluable to language and culture learning to the maximum extent possible. There continues to be sustained and notable interest from students to participate in NSEP's initiatives, creating a pipeline of tremendous talent into Federal Government careers.

In 2023, NSEP will enhance its mission through integration of the following efforts:

SUPPORT OF THE NATIONAL SECURITY STRATEGY

NSEP prioritizes training in languages and cultures most critical to national security, as outlined in the National Security Strategy. Specifically, NSEP is increasing its training efforts in Mandarin Chinese, Russian, and other languages and cultures with the objective of cultivating a workforce with the expertise to meet the Federal Government's future needs related to great power competition.

30 YEARS OF BOREN AWARDS

In 2024, we will mark 30 years of making scholarship and fellowship awards under the auspices of the National Security Education Act of 1991.

LEVERAGING TECHNOLOGY INNOVATION FOR LANGUAGE ACQUISITION AND SUSTAINMENT

The Pandemic taught us that it is possible to use technology in innovative and effective ways to teach foreign languages. We successfully demonstrated this through use in the Language Flagship, Language Training Centers, and Project GO programs. NSEP will incorporate lessons learned in the virtual environment to harness educational technology to improve in-person learning and to extend the reach of NSEP language training and language sustainment. Professional development opportunities for instructors of NSEP programs will feature training on effective use of educational technology in foreign language acquisition.

Looking forward, NSEP continues to build upon cross-cutting initiatives to improve and leverage educational technology to enhance language teaching and learning with DLIFLC and the Language Flagship Technology Innovation Center at University of Hawaii, Mānoa. The Tech Center is sponsoring events and workshops convening language faculty and instructors, students, tech developers, and government stakeholders to guide the development of effective language acquisition applications.

INCREASING DIVERSITY AND EXPLORING LONG-TERM PROGRAM IMPACT

NSEP has continued to partner with the Diversity Management Operations Center (DMOC) within DHRA, meeting with high-ranking university officials at minority-serving institutions to improve diversity within the applicant pool for NSEP

programs. NSEP is committed to enhancing outreach efforts to reach program applicants from many different backgrounds and demonstrating how they can bring their unique talents and perspectives into Federal service. Program managers will expand these partnerships in 2023 and beyond.

In 2021, NSEP launched a federally funded survey of Boren Program alumni to be conducted by the RAND Corporation which will track Boren alumni careers after completing their congressionally mandated service requirement. Through this effort NSEP will be able to capture data on the long-term impacts of programs on participation in Federal service, and how the program has developed leaders with LREC expertise. The study will also identify which skills Boren Awards program alumni gained through their overseas studies that have been instrumental to their work in the Federal Government, and possible program improvements NSEP can implement to support the mission.

IMPROVING SAFETY AND SECURITY BRIEFINGS FOR PROGRAM PARTICIPANTS

NSEP continually evaluates the outcomes of improved overseas safety and security briefings and protocols implemented as required under Section 1914 of the NSEA. NSEP plans to update briefings with an expansion of cybersecurity awareness and protocols for safety and security in virtual overseas programming. In 2023, NSEP will re-convene Federal partners to review the updated and revised student preparation for overseas study experiences.

EXPANDING PARTNERSHIPS

NSEP will continue to expand opportunities for DoD components to partner with U.S. Institutions of Higher Education to provide high quality instruction for specific language and culture training needs. NSEP plans to launch a targeted program to support training for the National

Guard State Partnership program through the Language Training Centers program. NSEP is also working with Service ROTC commands to strengthen recruiting efforts to meet goals for increasing the number of ROTC cadets and midshipmen receiving training in Mandarin Chinese, Russian and other critical languages. NSEP piloted the Chinese Language Flagship Domestic Immersion initiative undertaken with the DLIFLC and is exploring additional avenues for cooperation with DLIFLC in professional training, educational technology use in language training, as well as possible expansion of domestic immersion training models.

NSEP is identifying a potential partner to launch the "Partner-Specific Mission-Ready Lists" for the National Language Service Corps (NLSC), providing a cadre of members to train for dedicated partner support. The partner will assess resumes, vet members with appropriate LREC skills, provide training opportunities, and finalize a "Mission-Ready" list. When selecting members for missions, partners will prioritize list members.

NSEP will also work to explore additional partnerships with state and local entities through its partnerships with federal entities, such as partnerships with the Geographic Combatant Commands, State National Guard units, as well as with the Department of Justice, and state and local law enforcement. The NLSC will intensify its engagement with the DoD's Reserve and National Guard components to bring greater numbers of affiliated personnel into the Language Corps. Working directly with Reserve/National Guard units, the NLSC will ensure that these valued populations continue to have opportunities to serve out of uniform through mission support and mentorship. Enabling the Government to realize further returns on DoD LREC training and educational investments, the active involvement of Reservists, National Guard personnel, and veterans in the Corps will promote maximal national benefit from the NLSC.

APPENDIX A: LOCATIONS WHERE NSEP AWARD RECIPIENTS FULFILLED SERVICE

Organization	Office	Total by Organization	Total by Agency
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			119
Commission on Security and Cooperation in Europe			5
Consumer Financial Protection Bureau			2
Corporation for National and Community Service			5
	AmeriCorps NCCC	2	
	Other	3	
Department of Agriculture			43
	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	10	
	Forest Service	13	
	National Institute of Food and Agriculture	1	
	Natural Resources Conservation Service	1	
	Office of the Chief Economist	1	
	Other	2	
Department of Commerce			149
	Bureau of Economic Analysis	6	
	Bureau of Industry and Security	5	
	Economics and Statistics Administration	1	
	International Trade Administration	96	
	Minority Business Development Agency	1	
	National Institute of Standards and Technology	2	
	National Oceanic and Atmospheric Administration	14	

Organization	Office	Total by Organization	Total by Agency
	National Telecommunications and Information Administration	1	
	Office of the Secretary	5	
	Other	3	
	U.S. Census Bureau	10	
	U.S. Patent and Trademark Office	5	
Department of Defense			1,472
	American Forces Information Service	1	
	Combatant Command	58	
	Counterintelligence Field Activity	2	
	Defense Advanced Research Projects Agency	1	
	Defense Commissary Agency	2	
	Defense Contract Audit Agency	2	
	Defense Contract Management Agency	2	
	Defense Counterintelligence and Security Agency	15	
	Defense Finance and Accounting Service	3	
	Defense Health Agency	2	
	Defense Human Resources Activity	139	
	Defense Information Systems Agency	6	
	Defense Intelligence Agency	156	
	Defense Language Institute	21	
	Defense Logistics Agency	8	
	Defense Security Cooperation Agency	18	
	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	91	
	National Geospatial-Intelligence Agency	32	
	National Security Agency	57	
	Office of Economic Adjustment	1	
	Office of Inspector General	1	
	Office of Naval Intelligence	44	
	Office of the Secretary of Defense	62	
	U.S. Air Force	82	

Organization	Office	Total by Organization	Total by Agency
	U.S. Army	227	
	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	149	
	Undisclosed	255	
	Washington Headquarters Services	3	
Department of Education			8
	Office of Elementary and Secondary Education	1	
	Office of the Deputy Secretary	1	
	Office of the Secretary	1	
	Office of the Under Secretary	2	
	Other	3	
Department of Energy			66
	Argonne National Laboratory	1	
	Brookhaven National Laboratory	1	
	Energy Information Administration	2	
	Federal Energy Regulatory Commission	2	
	National Laboratories	29	
	National Nuclear Security Administration	10	
	Office of Environmental Management	2	
	Office of Intelligence and Counterintelligence	4	
	Office of River Protection	1	
	Office of Technology Transitions	1	
	Office of the General Counsel	2	
	Office of the Under Secretary for Science and Energy	3	
	Western Area Power Administration	1	
	Other	7	
Department of Health and Human Services			89
	Administration for Children and Families	7	
	Centers for Disease Control and Prevention	44	
	Centers for Medicare and Medicaid Services	9	
	Food and Drug Administration	3	
	Indian Health Service	2	
	National Institutes of Health	11	
	Office of Global Affairs	1	
	Office of Inspector General	1	
	Office of the Assistant Secretary for Health	2	

Organization	Office	Total by Organization	Total by Agency
	Office of the General Counsel	1	
	Other	8	
Department of Homeland Security			530
	Cybersecurity and Infrastructure Security Agency	3	
	Domestic Nuclear Detection Office	1	
	Federal Emergency Management Agency	83	
	Federal Law Enforcement Training Center	1	
	Management Directorate	4	
	National Protection and Programs Directorate	11	
	Office of Emergency Communications	1	
	Office of Intelligence and Analysis	9	
	Office of Operations Coordination	1	
	Office of Partnership and Engagement	4	
	Office of Strategy, Policy, and Plans	39	
	Office of the Inspector General	1	
	Office of the Secretary	19	
	Other	22	
	Science and Technology Directorate	1	
	Transportation Security Administration	26	
	U.S. Citizenship and Immigration Services	238	
	U.S. Coast Guard	2	
	U.S. Customs and Border Protection	52	
	U.S. Immigration and Customs Enforcement	10	
	U.S. Secret Service	2	
Department of Housing and Urban Development			7
	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	
Department of Justice			67
	Antitrust Division	2	
	Bureau of Alcohol, Tobacco, Firearms, and Explosives	1	
	Civil Division	1	
	Civil Rights Division	4	
	Criminal Division	26	
	Drug Enforcement Agency	8	
	Environment and Natural Resources Division	2	

Organization	Office	Total by Organization	Total by Agency
	Executive Office for Immigration Review	6	
	National Security Division	2	
	Office of International Affairs	1	
	Other	5	
	Professional Responsibility Advisory Office	1	
	U.S. Attorneys	4	
	U.S. Immigration and Naturalization Service	3	
	U.S. Marshals Service	1	
Department of Labor			17
	Bureau of International Labor Affairs	7	
	Bureau of Labor Statistics	4	
	Occupational Safety and Health Administration	2	
	Other	1	
	Wage and Hour Division	3	
Department of State			1,086
	Bureau of Administration	18	
	Bureau of African Affairs	7	
	Bureau of Arms Control, Verification, and Compliance	1	
	Bureau of Budget and Planning	1	
	Bureau of Conflict and Stabilization Operations	17	
	Bureau of Consular Affairs	79	
	Bureau of Counterterrorism and Countering Violent Extremism	5	
	Bureau of Democracy, Human Rights, and Labor	30	
	Bureau of Diplomatic Security	19	
	Bureau of East Asian and Pacific Affairs	31	
	Bureau of Economic and Business Affairs	7	
	Bureau of Educational and Cultural Affairs	67	
	Bureau of Energy Resources	1	
	Bureau of European and Eurasian Affairs	22	
	Bureau of Global Public Affairs	2	
	Bureau of Human Resources	4	
	Bureau of Information Resource Management	8	
	Bureau of Intelligence and Research	35	
	Bureau of International Information Programs	16	
	Bureau of International Narcotics and Law Enforcement	12	
	Bureau of International Organization Affairs	11	
	Bureau of International Security and Nonproliferation	13	

Organization	Office	Total by Organization	Total by Agency
	Bureau of Near Eastern Affairs	45	
	Bureau of Oceans and International Environmental and Scientific Affairs	10	
	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	20	
	Center for Strategic Counterterrorism Communications	1	
	Deputy Secretary of State	1	
	Executive Secretariat	3	
	Foreign Service	328	
	Foreign Service Institute	49	
	Global Engagement Center	5	
	Office of Foreign Missions	3	
	Office of Global Women's Issues	2	
	Office of Policy, Planning, and Resources	1	
	Office of the Chief Economist	1	
	Office of the Coordinator for Reconstruction and Stabilization	1	
	Office of the Director General	2	
	Office of the Legal Advisor	5	
	Office of the Science and Technology Advisor	1	
	Office of the Secretary	2	
	Office of the Special Advisor to the President and Secretary of State for Democracy in the Balkans	1	
	Office of the U.S. Global AIDS Coordinator and Health Diplomacy	5	
	Office of the Under Secretary for Management	1	
	Office of the Under Secretary for Public Diplomacy and Public Affairs	2	
	Office of U.S. Foreign Assistance Resources	2	
	Office to Monitor and Combat Trafficking in Persons	4	
	Special Envoys and Special Representatives	2	
	Student Internship Program	9	
	U.S. Information Agency	2	
	U.S. Mission to the North Atlantic Treaty Organization	1	

Organization	Office	Total by Organization	Total by Agency
	Under Secretary for Public Diplomacy and Public Affairs	3	
	Undisclosed	108	
Department of the Interior			19
	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	7	
Department of the Treasury			58
	Domestic Finance	2	
	Economic Policy	1	
	Financial Crimes Enforcement Network	1	
	General Counsel	1	
	Internal Revenue Service	7	
	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	28	
	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	
	Other	2	
	Pipeline and Hazardous Materials Safety Administration	1	
Department of Veterans Affairs			55
	Board of Veterans' Appeals	3	
	Office of Operations, Security and Preparedness	1	
	Other	5	
	Veterans' Health Administration	46	
Environmental Protection Agency			32

Organization	Office	Total by Organization	Total by Agency
	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		21
	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	1	
	Office of the First Lady	1	
	Office of the U.S. Trade Representative	7	
	Other	1	
	Export-Import Bank of the U.S.		1
	Federal Bureau of Investigation		67
	Criminal, Cyber, Response, and Services Branch	2	
	Directorate of Intelligence	1	
	Field Office	12	
	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		1
	Federal Executive Boards		1
	Federal Reserve		14
	Board of Governors	1	
	Division of International Finance	2	
	Division of Monetary Affairs	1	

Organization	Office	Total by Organization	Total by Agency
	Division of Research and Statistics	2	
	Division of Supervision and Regulation	1	
	Federal Reserve Banks	6	
	Other	1	
General Services Administration			4
Intelligence Community			94
Inter-American Foundation			1
Judiciary			41
	U.S. Court of Appeals	6	
	U.S. Court of International Trade	1	
	U.S. District Courts	34	
Legal Services Corporation			1
Library of Congress			12
	Congressional Research Service	4	
	Federal Research Division	2	
	Library Services	2	
	Main Library	1	
	Other	1	
	U.S. Copyright Office	1	
	World Digital Library	1	
Millennium Challenge Corporation			10
National Aeronautics and Space Administration			27
	Centers and Facilities	10	
	Mission Support Directorate	1	
	Office of International and Interagency Relations	10	
	Office of the Chief Counsel	1	
	Other	5	
National Archives and Records Administration			2
National Science Foundation			7
Office of Personnel Management			8
Office of the Director of National Intelligence			25
	National Counterintelligence and Security Center	4	
	National Counterterrorism Center	7	
	National Intelligence Council	1	
	Office of the Chief Human Capital Officer	1	
	Undisclosed	12	
Overseas Private Investment Corporation			7
Peace Corps			78
Securities and Exchange Commission			2
Small Business Administration			6
Smithsonian Institution			11

Organization	Office	Total by Organization	Total by Agency
Social Security Administration			8
U.S. Agency for Global Media			3
U.S. Agency for International Development			362
	Bureau for Africa	17	
	Bureau for Asia	8	
	Bureau for Asia and the Near East	3	
	Bureau for Democracy, Conflict, and Humanitarian Assistance	27	
	Bureau for Economic Growth, Education, and Environment	14	
	Bureau for Europe and Eurasia	7	
	Bureau for Food Security	11	
	Bureau for Foreign Assistance	2	
	Bureau for Global Health	20	
	Bureau for Humanitarian Assistance	6	
	Bureau for Latin America and the Caribbean	2	
	Bureau for Legislative and Public Affairs	4	
	Bureau for Management	8	
	Bureau for Policy, Planning, and Learning	5	
	Bureau for the Middle East	10	
	Independent Offices	8	
	Other	207	
	U.S. Global Development Lab	3	
U.S. Capitol Police			1
U.S. Commission on International Religious Freedom			2
U.S. Congress			87
	Congressional-Executive Commission on China	1	
	U.S. House of Representatives	38	
	U.S. Senate	44	
	U.S.-China Economic and Security Review Commission	4	
U.S. Government Accountability Office			5
U.S. Holocaust Memorial Museum			1
U.S. Institute of Peace			6
U.S. International Trade Commission			3
U.S. Merit Systems Protection Board			1
U.S. Postal Service			3
U.S. Trade and Development Agency			6
		TOTAL	4,789

APPENDIX B: Glossary of Acronyms

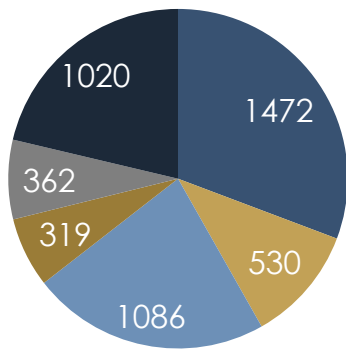
Abbreviation	Meaning
ACIE	American Councils for International Education
ACTFL	American Council on the Teaching of Foreign Languages
AFLI	African Flagship Languages Initiative
AFROTC	Air Force Reserve Officers' Training Corps
AIS	American Institute for Indian Studies
AmeriCorps NCCC	AmeriCorps National 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

Abbreviation	Meaning
HQs	Headquarters
HSI	Hispanic Service Institutions
IAAs	Interagency Agreements
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
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
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

Abbreviation	Meaning
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
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)	Office of the 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
UU	University of Utah
WARC	West Africa Research Center
ZBR	Zero-Based Review

APPENDIX C: FEDERAL SERVICE HIGHLIGHTS

1995-2022 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 DEPARTMENT OF DEFENSE AND INTELLIGENCE COMMUNITY ORGANIZATIONS

Department	Bureau/Org	Number
Intelligence Community	Undisclosed	255
Department of Defense	U.S. Army	227
Department of Defense	Defense Intelligence Agency	156
Department of Defense	U.S. Navy and U.S. Marine Corps	149
Department of Defense	Defense Human Resources Activity	139
Department of Defense	National Defense University	91
Department of Defense	U.S. Air Force	82
Department of Defense	Office of the Secretary	62
Department of Defense	Combatant Commands	58
Department of Defense	National Security Agency	57

Department of Defense	Office of Naval Intelligence	44
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TOP DEPARTMENT OF STATE BUREAUS

Bureau	Number
Foreign Service	328
Bureau of Consular Affairs	79
Bureau of Educational and Cultural Affairs	67
Foreign Service Institute	49
Bureau of Near Eastern Affairs	45

TOP DEPARTMENT OF HOMELAND SECURITY COMPONENTS

Component	Number
U.S. Citizenship and Immigration Services	238
Federal Emergency Management Agency	83
U.S. Customs and Border Protection	52
Office of Strategy, Policy, and Plans	39
Transportation Security Administration	26

OTHER TOP DEPARTMENTS AND BUREAUS

Department	Bureau	Number
Department of Commerce	International Trade Administration	96
Peace Corps	Overseas Post	66
Department of Veterans Affairs	Veterans Health Administration	46
U.S. Congress	U.S. Senate	44
Department of Health and Human Services	Centers for Disease Control and Prevention	44
U.S. Congress	U.S. House of Representatives	38
Judiciary	U.S. District Courts	34
Department of Energy	National Laboratories	29
Department of Justice	Criminal Division	26

APPENDIX D: FEDERAL NATIONAL SECURITY ORGANIZATIONS

Department of Defense²¹

- 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

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

²¹ The key national security organizations recognized as priority hiring for the NSEP service requirement are in bold

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: 2022 BOREN SCHOLARS

Destination	Language	Institution	Major	Home State
Armenia	Kurdish	University of Central Florida	Political Science	FL
Azerbaijan	Turkish	University of Maryland, College Park	Psychology	MD
Azerbaijan	Turkish	University of Louisville	Geography	KY
Azerbaijan	Turkish	Utah State University	Communications and Journalism	UT
Azerbaijan	Turkish	George Washington University	International Affairs	MA
Azerbaijan	Turkish	Seattle University	Philosophy	AK
Azerbaijan	Turkish	Ohio State University	International Affairs	OH
Brazil	Portuguese	University of Texas at Austin	International Affairs	TX
Brazil	Portuguese	Coastal Carolina University	Political Science	MD
Brazil	Portuguese	University of Georgia	International Affairs	GA
Brazil	Portuguese	Middlebury College	International Affairs	CO
Brazil	Portuguese	University of Louisville	Biology	KY
Brazil	Portuguese	New York University	Languages	VT
Brazil	Portuguese	Arizona State University - Tempe	Languages	AZ
Brazil	Portuguese	University of South Carolina, Columbia	International Affairs	SC
Brazil	Portuguese	University of Colorado Boulder	Medical Sciences	CO
Croatia	Croatian	University of Texas at Austin	International Affairs	TX
Estonia	Russian	Mississippi State University	Languages	OH
Georgia	Russian	University of Texas at Austin	International Affairs	TX
India	Hindi	Oberlin College	Literature	VA
India	Urdu	Saint Cloud State University	Economics	MN
India	Hindi	University of Maryland, College Park	Environmental Studies	MD
India	Hindi	Seattle University	International Affairs	MO
India	Hindi	University of Richmond	Geography	KY
India	Hindi	Rice University	Mathematics	WA

Destination	Language	Institution	Major	Home State
India	Hindi	University of Maryland, College Park	Public Health	MD
Indonesia	Indonesian	University of Chicago	Political Science	PA
Indonesia	Indonesian	University of Richmond	Anthropology	VA
Indonesia	Indonesian	Lehigh University	International Affairs	NY
Indonesia	Indonesian	Liberty University	International Affairs	FL
Japan	Japanese	Columbus State	Communications and Journalism	GA
Japan	Japanese	American University	International Affairs	NY
Japan	Japanese	The University of Texas at San Antonio	Cybersecurity	TX
Japan	Japanese	Baylor University	Linguistics	TX
Japan	Japanese	Ohio State University	Languages	OH
Japan	Japanese	James Madison University	History	VA
Japan	Japanese	Colgate University	Geography	HI
Japan	Japanese	University of North Georgia	Cybersecurity	GA
Japan	Japanese	University of Vermont	Agricultural and Food Sciences	VT
Japan	Japanese	University of Rhode Island	Engineering	RI
Japan	Japanese	University of Notre Dame	Political Science	IN
Jordan	Arabic	University of Massachusetts, Amherst	Law	MA
Jordan	Arabic	Denison University	Political Science	CO
Jordan	Arabic	Wellesley College	Area Studies	OH
Jordan	Arabic	University of Illinois at Urbana-Champaign	Political Science	IL
Jordan	Arabic	University of Michigan-Ann Arbor	Economics	NJ
Jordan	Arabic	University of Central Florida	International Affairs	FL
Jordan	Arabic	Rowan University	Languages	NJ
Jordan	Arabic	Western Carolina University	International Affairs	NC
Jordan	Arabic	New Jersey Institute of Technology	History	CT
Jordan	Arabic	Columbus State University	History	GA
Jordan	Arabic	University of Texas at Austin	Area Studies	TX

Destination	Language	Institution	Major	Home State
Jordan	Arabic	North Carolina State University	Area Studies	NC
Jordan	Arabic	Boston University	History	IL
Jordan	Arabic	University of Georgia	Biology	GA
Kazakhstan	Russian	Indiana University, Bloomington	International Affairs	NY
Kazakhstan	Russian	University of California, Los Angeles	Economics	CA
Kazakhstan	Russian	Southern Methodist University	History	TX
Kazakhstan	Russian	University of Georgia	Languages	GA
Kazakhstan	Russian	University of Wisconsin-Madison	History	WI
Kazakhstan	Russian	University of North Carolina at Chapel Hill	International Affairs	CA
Kazakhstan	Russian	University of Chicago	Public Administration	VA
Kazakhstan	Russian	Western Carolina University	Political Science	NC
Kazakhstan	Russian	Indiana University, Bloomington	International Affairs	IL
Kazakhstan	Russian	University of California, Los Angeles	Linguistics	OH
Kazakhstan	Russian	University of Texas at Austin	Languages	TX
Kazakhstan	Russian	University of Georgia	International Affairs	FL
Kazakhstan	Russian	University of California, Los Angeles	Languages	CA
Kazakhstan	Russian	University of California, Los Angeles	Biology	CA
Kazakhstan	Russian	Indiana University, Bloomington	International Affairs	IN
Kazakhstan	Russian	College of William and Mary	International Affairs	VA
Korea, South	Korean	University of California, San Diego	Linguistics	CA
Korea, South	Korean	Davidson College	Biology	NC
Korea, South	Korean	Augsburg University	Biology	MN
Korea, South	Korean	University of Chicago	Political Science	IA
Korea, South	Korean	University of Utah	Engineering	UT
Korea, South	Korean	Brown University	International Affairs	RI
Korea, South	Korean	Ohio State University	Political Science	MI
Korea, South	Korean	University of Kansas	Engineering	KS

Destination	Language	Institution	Major	Home State
Korea, South	Korean	College of William and Mary	Computer and Info Sciences	VA
Korea, South	Korean	University of Chicago	Linguistics	OH
Korea, South	Korean	University of North Georgia	Area Studies	GA
Korea, South	Korean	University of Maryland, College Park	Engineering	MD
Korea, South	Korean	University of Louisville	Psychology	KY
Kyrgyzstan	Russian	Georgia Institute of Technology	Medical Sciences	GA
Kyrgyzstan	Russian	Colorado State University	English	CO
Kyrgyzstan	Russian	Stanford University	Computer and Info Sciences	CA
Kyrgyzstan	Russian	Stetson University	Area Studies	NC
Latvia	Russian	George Washington University	International Affairs	TX
Latvia	Russian	Cornell University	Mathematics	NY
Latvia	Russian	University of Chicago	Political Science	GA
Latvia	Russian	New Jersey Institute of Technology	Engineering	NY
Latvia	Russian	Embry-Riddle Aeronautical University	International Affairs	FL
Latvia	Russian	Brigham Young University	History	NC
Latvia	Russian	Colorado State University	Chemistry	IL
Morocco	Arabic	University of Pittsburgh	Biology	NJ
Morocco	Arabic	University of Texas at Austin	International Affairs	TX
Morocco	Arabic	University of Notre Dame	Anthropology	IL
Morocco	Arabic	Brigham Young University	Languages	UT
Morocco	Arabic	Brigham Young University	Biology	UT
Morocco	Arabic	Brigham Young University	Area Studies	UT
Morocco	Arabic	Brigham Young University	International Affairs	UT
Morocco	Arabic	Brigham Young University	International Affairs	UT
Morocco	Arabic	Duke University	International Development	SC
Morocco	Arabic	Lehigh University	International Affairs	NJ
Morocco	Arabic	University of California, Los Angeles	Political Science	CA

Destination	Language	Institution	Major	Home State
Morocco	Arabic	University of Maryland, College Park	Languages	MD
Morocco	Arabic	University of Maryland, College Park	Languages	MD
Morocco	Arabic	University of Maryland, College Park	International Affairs	MD
Oman	Arabic	University of Dayton	Biology	OH
Poland	Polish	University of Florida	Political Science	FL
Poland	Polish	Georgetown University	International Affairs	NJ
Senegal	French	New College of Florida	Environmental Studies	NY
Senegal	French	University of North Carolina at Chapel Hill	Public Health	NC
Senegal	French	University of Southern California	International Affairs	WV
Senegal	Wolof	University of Illinois at Urbana-Champaign	International Affairs	IL
Senegal	Wolof	University of Richmond	Economics	MD
Senegal	French	George Washington University	International Affairs	CA
Senegal	Wolof	City College of New York, The City University of New York	Engineering	NY
Senegal	French	University of Louisville	Political Science	KY
Senegal	French	University of Southern California	International Affairs	MN
Singapore	Mandarin	Georgia Institute of Technology	Architecture	NY
Singapore	Mandarin	Southern Methodist University	Biology	TX
South Africa	Afrikaans	University of South Dakota	Political Science	WA
Taiwan	Mandarin	College of William and Mary	Languages	VA
Taiwan	Mandarin	Gettysburg College	Political Science	NY
Taiwan	Mandarin	Florida International University	History	FL
Taiwan	Mandarin	University of Texas at Austin	Engineering	TX
Taiwan	Mandarin	Baylor University	International Affairs	TX
Taiwan	Mandarin	University of North Georgia	Area Studies	GA
Taiwan	Mandarin	Southern Illinois University-Carbondale	Anthropology	IN
Taiwan	Mandarin	Claremont McKenna College	International Affairs	MA

Destination	Language	Institution	Major	Home State
Taiwan	Mandarin	Hunter College, The City University of New York	Computer and Info Sciences	NY
Taiwan	Mandarin	University of Rhode Island	Agricultural and Food Sciences	CT
Taiwan	Mandarin	Western Kentucky University	Linguistics	KY
Taiwan	Mandarin	University of Rhode Island	International Affairs	RI
Taiwan	Mandarin	University of Chicago	History	CA
Taiwan	Mandarin	Indiana University, Bloomington	Area Studies	IN
Taiwan	Mandarin	University of Rhode Island	Languages	CT
Taiwan	Mandarin	University of Utah	Economics	UT
Taiwan	Mandarin	University of Rhode Island	International Affairs	RI
Taiwan	Mandarin	Winona State	International Affairs	MN
Taiwan	Mandarin	Rutgers, The State University of New Jersey	Mathematics	NJ
Taiwan	Mandarin	University of Maryland, College Park	Public Health	MD
Taiwan	Mandarin	University of Washington	Political Science	WA
Taiwan	Mandarin	New York University	Public Administration	CA
Taiwan	Mandarin	Brigham Young University	Computer and Info Sciences	NY
Taiwan	Mandarin	Bryn Mawr College	Area Studies	VA
Taiwan	Mandarin	Hunter College, The City University of New York	Political Science	NY
Taiwan	Mandarin	Brigham Young University	Biology	AZ
Taiwan	Mandarin	Arizona State University - Tempe	Business	AZ
Taiwan	Mandarin	Davidson College	Languages	TX
Taiwan	Mandarin	University of Illinois at Urbana-Champaign	Biology	IL
Taiwan	Mandarin	Indiana University, Bloomington	Area Studies	IN
Taiwan	Mandarin	Brigham Young University	International Affairs	UT
Taiwan	Mandarin	Howard University	Political Science	DC
Taiwan	Mandarin	Arizona State University - Tempe	Languages	AZ
Taiwan	Mandarin	Seattle University	International Affairs	VA

Destination	Language	Institution	Major	Home State
Taiwan	Mandarin	University of Rhode Island	Languages	NJ
Taiwan	Mandarin	University of Southern California	Engineering	CA
Taiwan	Mandarin	San Francisco State University	Languages	CA
Taiwan	Mandarin	George Washington University	International Affairs	FL
Taiwan	Mandarin	Florida International University	Area Studies	FL
Taiwan	Mandarin	Harvard University	Political Science	LA
Taiwan	Mandarin	Arizona State University - Tempe	Chemistry	AZ
Tajikistan	Persian	The University of Texas at San Antonio	Computer and Info Sciences	TX
Tanzania	Swahili	Middle Tennessee State University	Criminal Justice	TN
Tanzania	Swahili	Central State University	History	OH
Tanzania	Swahili	University of Southern California	International Affairs	CT
Tanzania	Swahili	Washington and Lee University	Sociology	VA
Thailand	Thai	University of Alaska-Fairbanks	Business	AK
USA	Mandarin	Arizona State University - Tempe	Languages	AZ
USA	Mandarin	Western Kentucky University	Anthropology	TX
USA	Mandarin	Hunter College, The City University of New York	Languages	NY
USA	Mandarin	University of Oregon	Linguistics	OR
USA	Mandarin	University of North Georgia	Languages	GA

APPENDIX F: 2022 BOREN FELLOWS

Destination	Language	Institution	Major	Home State
Argentina	Spanish	Pennsylvania State University	International Affairs	WY
Armenia	Armenian	Brandeis University	International Development	IL
Azerbaijan	Turkish	Princeton University	Political Science	NJ
Azerbaijan	Turkish	Johns Hopkins University	International Affairs	WI
Azerbaijan	Turkish	State University of New York at Albany	International Affairs	NY
Azerbaijan	Turkish	University of Mississippi	Law	TX
Azerbaijan	Turkish	University of Chicago	Area Studies	OH
Azerbaijan	Turkish	American University	International Affairs	DC
Brazil	Portuguese	University of Arkansas, Fayetteville	Business	AR
Brazil	Portuguese	Duke University	Environmental Studies	NC
Brazil	Portuguese	University of Michigan-Ann Arbor	Public Administration	MI
Brazil	Portuguese	Indiana University, Bloomington	Public Administration	IN
Brazil	Portuguese	University of Missouri-Columbia	Medical Sciences	MO
Brazil	Portuguese	George Mason University	Social Sciences	VA
Brazil	Portuguese	Georgetown University	International Development	MD
Brazil	Portuguese	University of Chicago	Political Science	IL
Brazil	Portuguese	Johns Hopkins University	International Affairs	NY
Brazil	Portuguese	University of Maine	International Affairs	ME
Cape Verde	Portuguese	Brandeis University	Social Sciences	MA
Cape Verde	Cape Verdean Creole	University of Michigan-Ann Arbor	Anthropology	CO
Croatia	Croatian	University of Pittsburgh	International Affairs	PA
Estonia	Russian	University of Kentucky	International Affairs	KY
Ethiopia	Oromo	University of Florida	Public Health	FL
Georgia	Russian	Harvard University	Area Studies	PA
Georgia	Russian	Texas A&M University - College Station	International Affairs	NC
Ghana	Twi	University of South Florida	Engineering	GA
Ghana	Twi	University of California, Los Angeles	Chemistry	CA
Ghana	Twi	University of Illinois at Chicago	Fine and Performing Arts	IL
India	Hindi	Texas State University-San Marcos	Public Administration	TX
India	Urdu	American University	International Affairs	DC
India	Hindi	Texas Woman's University	Sociology	TX
Indonesia	Indonesian	Ramapo College of New Jersey	International Affairs	NJ
Indonesia	Indonesian	University of Chicago	Political Science	IL
Indonesia	Indonesian	State University of New York at Albany	International Affairs	NY
Japan	Japanese	American University	International Affairs	IN
Japan	Japanese	Vanderbilt University	Education	TX

Destination	Language	Institution	Major	Home State
Jordan	Arabic	Brandeis University	International Affairs	NJ
Jordan	Arabic	Tufts University	International Affairs	MA
Jordan	Arabic	Georgetown University	International Affairs	MA
Jordan	Arabic	University of Washington	Computer and Info Sciences	FL
Jordan	Arabic	Georgetown University	Area Studies	RI
Jordan	Arabic	Tufts University	International Affairs	MA
Jordan	Arabic	University of Iowa	Public Health	IA
Jordan	Arabic	University of Tennessee, Knoxville	Political Science	MS
Jordan	Arabic	University of Denver	International Affairs	CO
Jordan	Arabic	University of Denver	International Development	IL
Jordan	Arabic	University of Cincinnati	Computer and Info Sciences	IN
Kazakhstan	Russian	Rutgers, The State University of New Jersey	Law	NJ
Kazakhstan	Russian	American University	International Affairs	SC
Korea, South	Korean	Duke University	Public Health	NC
Korea, South	Korean	American University	International Affairs	CA
Korea, South	Korean	American University	Communications and Journalism	DC
Korea, South	Korean	Southern Methodist University	Engineering	IL
Korea, South	Korean	Columbia University	International Affairs	NC
Korea, South	Korean	George Mason University	Environmental Studies	VA
Korea, South	Korean	Northeastern University	International Affairs	CA
Kyrgyzstan	Russian	Middlebury Institute of International Studies at Monterey	Environmental Studies	NM
Latvia	Russian	Indiana University, Bloomington	Political Science	MD
Latvia	Russian	University of North Texas	History	TX
Latvia	Russian	Johns Hopkins University	International Affairs	MD
Latvia	Russian	Texas A&M University - College Station	International Affairs	MO
Latvia	Russian	Georgetown University	Area Studies	NC
Mexico	Mayan	University of Florida	Anthropology	FL
Morocco	Berber	University of Michigan-Ann Arbor	Anthropology	MI
Morocco	Arabic	George Washington University	International Development	KY
Morocco	Arabic	Brandeis University	International Development	MI
Morocco	Arabic	University of North Carolina at Chapel Hill	Political Science	NC
Morocco	Arabic	Middlebury College	Languages	CA
Morocco	Arabic	Cornell University	Agricultural and Food Sciences	NY
Mozambique	Portuguese	University of Washington	Public Health	WA

Destination	Language	Institution	Major	Home State
Mozambique	Portuguese	Colgate University	Political Science	WA
Paraguay	Guarani	Johns Hopkins University	International Affairs	IL
Paraguay	Guarani	Pennsylvania State University	Engineering	PA
Peru	Spanish	University of California, Davis	History	CA
Philippines	Tagalog	University of Arkansas at Little Rock	Public Administration	AR
Poland	Ukrainian	University of Texas at Austin	International Affairs	TX
Romania	Romanian	University of Florida	International Development	MI
Senegal	Wolof	Columbia U - Teachers College	Sociology	NY
Senegal	Wolof	University of Florida	Linguistics	FL
Senegal	French	University of Maryland, College Park	International Development	MD
Sierra Leone	Mende	University of Minnesota, Twin Cities	Engineering	PA
Singapore	Mandarin	Brigham Young University	Law	CA
Slovak Republic	Slovak	Mercyhurst University	Education	PA
Taiwan	Mandarin	Georgetown University	International Affairs	DC
Taiwan	Mandarin	University of Oklahoma	Biology	OK
Taiwan	Mandarin	Johns Hopkins University	Area Studies	TN
Taiwan	Mandarin	Middlebury Institute of International Studies at Monterey	Public Administration	NY
Taiwan	Mandarin	University of Puget Sound	Political Science	IL
Taiwan	Mandarin	Wayne State University	Political Science	MI
Taiwan	Mandarin	George Washington University	International Affairs	CT
Taiwan	Mandarin	University of Massachusetts, Boston	International Affairs	TX
Taiwan	Mandarin	Johns Hopkins University	International Affairs	CA
Taiwan	Mandarin	Johns Hopkins University	Languages	ID
Taiwan	Mandarin	Georgetown University	Area Studies	MD
Taiwan	Mandarin	George Washington University	Public Health	MD
Taiwan	Mandarin	Stanford University	Area Studies	NC
Tajikistan	Persian	American University	Area Studies	OH
Tanzania	Swahili	Syracuse University	International Affairs	DE
Tanzania	Swahili	University of Maryland, College Park	International Development	MD
Tanzania	Swahili	American University	Education	DC
Tanzania	Swahili	University of Washington	Education	WA
Tanzania	Swahili	North Carolina A & T State University	Computer and Info Sciences	IL
Tanzania	Swahili	Tufts University	International Development	MA
Tanzania	Swahili	George Washington University	Public Health	AZ
Thailand	Thai	Harvard University	Public Administration	GA
Thailand	Thai	University of Michigan-Ann Arbor	Area Studies	MI
Uzbekistan	Uzbek	The University of Texas at San Antonio	Linguistics	KY
Vietnam	Vietnamese	University of Chicago	Social Sciences	CA

APPENDIX G: 2022 BOREN SCHOLARS AND FELLOWS STUDY DESTINATIONS

Destination	Boren Scholars	Boren Fellows	Total
Argentina	0	1	1
Armenia	1	1	2
Azerbaijan	6	6	12
Brazil	9	10	19
Cape Verde	0	2	2
Croatia	1	1	2
Estonia	1	1	2
Ethiopia	0	1	1
Georgia	1	2	3
Ghana	0	3	3
India	7	3	10
Indonesia	4	3	7
Japan	11	2	13
Jordan	14	11	25
Kazakhstan	16	2	18
Kyrgyzstan	4	1	5
Latvia	7	5	12
Mexico	0	1	1
Morocco	14	6	20
Mozambique	0	2	2
Oman	1	0	1
Paraguay	0	2	2
Peru	0	1	1
Philippines	0	1	1
Poland	2	1	3
Romania	0	1	1
Senegal	9	3	12
Sierra Leone	0	1	1
Singapore	2	1	3
Slovak Republic	0	1	1
South Africa	1	0	1
South Korea	13	7	20
Taiwan	41	13	54
Tajikistan	1	1	2
Tanzania	4	7	11
Thailand	1	2	3
USA	5	0	5
Uzbekistan	0	1	1
Vietnam	0	1	1
Total	176	108	284

APPENDIX H: 2022 BOREN SCHOLARS AND FELLOWS LANGUAGES OF STUDY

Languages	Boren Scholars	Boren Fellows	Total
Afrikaans	1	0	1
Arabic	29	16	45
Armenian	0	1	1
Berber	0	1	1
Croatian	1	1	2
Cape Verdean Creole	0	1	1
French	6	1	7
Guarani	0	2	2
Hindi	6	2	8
Indonesian	4	3	7
Japanese	11	2	13
Korean	13	7	20
Kurdish	1	0	1
Mandarin	48	14	63
Mayan	0	1	1
Mende	0	1	1
Oromo	0	1	1
Persian	1	1	2
Polish	2	0	2
Portuguese	9	13	22
Romanian	0	1	1
Russian	29	11	40
Slovak	0	1	1
Spanish	0	2	2
Swahili	4	7	11
Tagalog	0	1	1
Thai	1	2	3
Turkish	6	6	12
Twi	0	3	3
Ukrainian	0	1	1
Urdu	1	1	2
Uzbek	0	1	1
Vietnamese	0	1	1
Wolof	3	2	5
TOTAL	176	108	284

APPENDIX I: BOREN AWARDS MAJORS

Area and Language Studies

- Area Studies
- English
- Languages
- Linguistics

Business

International Studies

- International Affairs
- International Development

Social Sciences

- Anthropology
- Economics
- Geography
- History
- Political Science
- Psychology
- Public Administration
- Social Sciences (general)

STEM Fields

- Agricultural and Food Sciences
- Architecture
- Biology
- Chemistry
- Computer and Info Sciences
- Cybersecurity
- Engineering
- Environmental Studies
- Mathematics
- Medical Sciences
- Public Health

Other

- Communications and Journalism
- Criminal Justice
- Education
- Fine and Performing Arts
- Law
- Literature
- Philosophy

APPENDIX J: LANGUAGE PROFICIENCY SCALES

The U.S. government relies on the Interagency Language Roundtable (ILR) language proficiency scale to determine linguistic expertise. The following table outlines the proficiency descriptions for each ILR proficiency level. Below are the ILR descriptors for speaking. There are also ILR skill level descriptions for Reading, Listening, Writing, Translation Performance, and Interpretation Performance located at (<http://www.govtilr.org/>).

ILR RATING	ILR PROFICIENCY DESCRIPTION
0	<i>No Proficiency: Unable to speak the language in almost any context.</i> Has essentially no functional communicative ability. Oral production is limited to occasional isolated words.
0+	<i>Memorized Proficiency: Able to produce some memorized, isolated words and phrases with random accuracy and little regard to context.</i> Able to list some simple words and produce minimal exchanges, such as asking formulaic questions and making memorized statements. Most utterances are telegraphic. Has almost no ability to employ organizational or rhetorical devices. Vocabulary is extremely limited and random. Some use of structures may be evident in memorized phrases but has no control of structures otherwise. Pronunciation, stress, intonation, and tone (in tonal languages) are usually quite faulty. Range of topics is extremely limited. Lacks linguistic resources to stay on topic. Utterances are minimal and often insufficient. Has almost no ability to demonstrate cultural appropriateness or to articulate mood, feeling, or emotion. May be able to produce rehearsed expressions of courtesy, greetings, introductions, or isolated instances of politeness. Has almost no ability to manage turn-taking. May exhibit some fluency in prepared material, but long pauses between words and phrases are frequent.
1	<i>Elementary Proficiency: Able to maintain simple exchanges on topics related to self, despite pervasive errors and limited contextual appropriateness.</i> Can conduct daily activities or state in a simple manner action to be taken. Able to formulate some brief questions. Can elicit and provide minimal biographical information. Speaks in disconnected or loosely connected phrases and short sentences with unrehearsed material. With rehearsed material, may be able to produce more coherent discourse. Has little to no ability to employ organizational devices. Vocabulary is frequently inaccurate and generally restricted to the highest frequency items. Little ability to make cultural references. Displays some use of basic structural relations, although errors mark almost every statement; accuracy is limited. Pronunciation, stress, intonation, and tone (in tonal languages) are generally poor and often interfere with communication. Topics are usually limited to self, family, or immediate environment, including basic needs and activities, such as meals, time, simple transactions or directions, or personal information. Often lacks linguistic resources to stay on topic. Conveys basic ideas with little to no details. Demonstrates an extremely limited command of cultural norms and expectations and an extremely limited ability to express register other than in basic courtesy requirements. Little ability to manage turn-taking. Operates mostly in a reactive mode. Cannot easily articulate mood, feeling, or emotion. Often speaks with great difficulty and false starts.
1+	<i>Elementary Proficiency Plus: Able to initiate and maintain simple conversations in areas beyond most basic needs, though inaccurately and not always appropriately.</i> May exhibit some frequently used organizational devices. Usually, cannot sustain cohesiveness in longer utterances. Shows good control of most high frequency vocabulary, but vocabulary is typically inaccurate elsewhere. May make some cultural references. Accuracy in basic grammatical relations is inconsistent. Use of person, place, and time

ILR RATING	ILR PROFICIENCY DESCRIPTION
	<p>references is often incorrect. Can speak about personal life, such as family and activities, and a limited ability to discuss work or major current events. Sometimes able to speak on topic in routine content, but with limited ability to give details. Shows little ability to apply social norms and etiquette, though may have little command of cultural norms and expectations. Demonstrates some turn-taking management; however, transitions between turns are often abrupt or unnatural. May convey some isolated instances of mood, feeling, or emotion. Pauses may be infrequent on some topics, but speech is typically labored elsewhere.</p>
2	<p><i>Limited Working Proficiency: Able to communicate intended meaning in straightforward, everyday conversations and routine, work-related interactions.</i> Can typically report facts, make simple recommendations, and provide straightforward descriptions, directions, instructions, and narrations across timeframes. Additionally, can participate in everyday interactions and can handle complications in otherwise routine transactions. Speech consists of connected statements that are minimally cohesive yet demonstrates sequencing and linking of phrases. Has some ability to employ frequently used rhetorical devices, such as repetition and exaggeration. Can readily produce high frequency vocabulary that is appropriate for routine interactions, but vocabulary may be unusual, imprecise, or lead to paraphrasing elsewhere. Can sometimes make references to historical or cultural events, such as movies, famous people, books, or major holidays. Generally, has command of simple structures and basic grammatical relations. Errors in complex structures are frequent and may be patterned or cause misunderstanding. Pronunciation occasionally interferes with communication. Can sustain, with some repair, most normal, frequently occurring social conversations, including casual conversations about personal life, such as family, activities, and work, or major current events. Often able to speak on topic in routine content. Can provide some supporting details, but does not always make the message clear or cover the topic thoroughly. Generally, language is culturally awkward. May demonstrate some command of common cultural and social norms, albeit inconsistently. Does not control register shifts. Is often able to manage turn-taking and use some collaborative features in interactions such as topic initiation or development of topics initiated by interlocutor; however, transitions between turns may sometimes be abrupt or unnatural. May be able to verbally convey some mood, feeling, emotion, or position, though not always appropriate to the context. Speaks easily, but at times speech production may be labored.</p>
2+	<p><i>Limited Working Proficiency Plus: Able to communicate fully in many informal and everyday contexts; in some formal and professional contexts, speaks with language that is often, but not always, acceptable and effective.</i> Often communicates a coherent message; however, the message conveyed is not consistently clear or there may be occasional instances of miscommunication. May employ some common rhetorical devices. Uses high frequency and some mid frequency vocabulary but cannot always make appropriate lexical choices. May use some widely used idiomatic expressions and cultural references, though not always accurately. Controls most basic structures. Control of complex structures is limited. Speech may contain awkward or inaccurate phrasing of ideas and mistaken time, space, or person references. Shows considerable ability to communicate effectively on topics relating to interests and special fields of competence. Information conveyed is typically on topic. Generally, provides supporting details, but not consistently. Often shows a high degree of fluency and ease of speech. Is often able to adhere to social norms and etiquette, but not consistently. May be able to fulfill common cultural norms and expectations in routine and some professional interactions. Is almost always able to manage turn-taking and use some collaborative features in interactions such as topic initiation or development of topics initiated by interlocutor. Demonstrates</p>

ILR RATING	ILR PROFICIENCY DESCRIPTION
	high ability to start turns. Can verbally convey some mood, feeling, emotion, or position, though not consistently.
3	<p><i>General Professional Proficiency: Able to speak with sufficient accuracy to participate effectively in formal and informal contexts on general social and professional topics and tasks.</i> Can perform a range of tasks, such as discuss and compare societal issues and their implications, state and defend a position or policy, support opinions, hypothesize, elicit information and informed opinion, resolve unexpected situations, or present on a topic. Able to produce cohesive discourse with clear relationships of ideas. May employ some common rhetorical devices, such as simile and metaphor. Uses mid frequency vocabulary that is sufficiently broad to clearly discuss a range of professional matters and abstract or societal issues. May make cultural references or use widely known proverbs and idiomatic expressions. Uses a variety of structures, including basic and some complex structures. In general, basic structures are controlled, though there are occasional structural errors that minimally interfere with communication. Pronunciation, stress, intonation, and tone (in tonal languages) rarely impede communication. Can discuss own interests and fields of competence. Otherwise, linguistic limitations in depth and precision generally restrict language use to matters of general interest. Information conveyed is on topic and supports ideas in a clear manner without much unnecessary information. Able to fulfill common cultural norms and expectations in routine and professional interactions. Speech may be culturally awkward at times. Can usually control formal and informal registers in various settings and has command of most social conventions of conversations. Able to manage turn-taking smoothly and naturally. Can frequently use turn-taking devices such as rapid speaker changes and invitations to participate in turn closings. Assumes joint responsibility in maintaining the interaction. Can convey some mood, feeling, emotion, or position appropriate to the context. Speaks readily, at a rate of speech that does not impede comprehension.</p>
3+	<p><i>General Professional Proficiency Plus: Able to speak with accuracy using some culturally appropriate language tailored to some audiences on a range of topics.</i> Employs some complex discourse strategies to organize thoughts and present a clear, coherent message. Can use some rhetorical devices for targeted effect or emphasis. Lexicon is broad and includes a range of nuanced words and phrases, with some inaccuracies. Uses some appropriate idiomatic expressions and cultural references. Uses some complex structures although not all are accurate or controlled. Weakness or unevenness in language use may result in loss of precision. Can speak on many professional topics, and to some degree on concepts relating to social, cultural, and theoretical topics. Supports ideas thoroughly without unnecessary information. Able to fulfill some cultural norms and expectations in a variety of interactions, although there may be instances of awkwardness. Controls formal and informal registers and can sometimes use register to tailor the message or make it more effective. Is sometimes able to engage with interlocutor's contributions and develop a joint discourse. Mood, feeling, emotion, or stance sometimes enhances the message conveyed. Often speaks effortlessly and smoothly.</p>
4	<p><i>Advanced Professional Proficiency: Able to speak with considerable precision using culturally appropriate language tailored to a variety of audiences on a wide range of topics.</i> Can advise, persuade, negotiate, or counsel effectively. Can participate in or give a formal speech at a conference, lecture, or debate. Can advocate a position at length and represent a point of view other than one's own, both in prepared and unprepared remarks. Employs discourse strategies to organize thoughts and present them in a convincing manner, such as appropriate rhetorical speech devices or intentional shifts of topic and tone. Can use many rhetorical devices for targeted effect or emphasis.</p>

ILR RATING	ILR PROFICIENCY DESCRIPTION
	<p>Vocabulary is consistently extensive and includes low frequency items. Uses cultural references appropriately to further an argument or add emphasis. Controls many complex structures, including complex embedding. Errors are sporadic and may be part of acceptable language use in certain contexts. Pronunciation, stress, intonation, and tone (in tonal languages) do not hinder communication. Can speak on many social, cultural, and theoretical topics, including those which do not bear directly on a professional specialty. May incorporate another relevant topic or make additional informative points to present a broader view. Presents information to support ideas clearly and extensively. Able to fulfill many cultural norms and expectations in a variety of interactions, although there may be instances of awkwardness. Demonstrates an ability to shift register or tailor speech to meet many situational norms and expectations, though may not sustain shifts under all circumstances. Adheres to most social conventions of conversations and presentations. Able to engage with interlocutor's contributions and develop a joint discourse. Is generally able to verbally convey mood, feeling, emotion, or stance to add effect, such as emphasis, certainty, uncertainty, or authority. Speaks effortlessly and smoothly.</p>
4+	<p><i>Advanced Professional Proficiency Plus: Able to speak with precision, using diverse linguistic resources to produce articulate, tailored, and nuanced language in most contexts with only rare mistakes.</i> Uses discourse strategies flexibly to enhance the effectiveness of the message conveyed. Employs a wide range of rhetorical devices. Incorporates nuanced phrasing and low frequency vocabulary that are rarely imprecise, but sometimes with weaknesses, for example in idioms, colloquialisms, or cultural references. Has a wide range and control of complex structures, including complex embedding. Makes few mistakes. Can address most topics to some extent. Can elaborate on the implications of most societal issues. Able to fulfill most cultural norms and expectations in a variety of interactions, although there may be rare instances of awkwardness. Shifts register and tailors speech to provide convincing arguments on most occasions. No further expectations for turn taking. Mood, feeling, emotion, or stance usually enhances the message conveyed. Uses the language with flexibility.</p>
5	<p><i>Functional Native Proficiency: Able to speak with clarity of expression and precision, using diverse linguistic resources to produce articulate, nuanced, and engaging language in almost any context.</i> Can set the tone of interpersonal official, semi-official and non-professional verbal exchanges for varied audiences, purposes, tasks, and settings. Can effectively weave together different concepts to create novel ideas and perspectives. Demonstrates a mastery of the language. Employs a wide range of rhetorical devices exceptionally well to achieve a desired goal or effect. Able to speak in an articulate and precise manner, although the rare error may occur. Demonstrates a precise and extensive control of nuanced, low frequency vocabulary, as well as idioms, colloquialisms, and cultural references. Controls almost all structures of the language at all levels. Can elaborate extensively on the implications of many topics and address almost any topic to some extent. Information presented is relevant and often incorporates other topics to present a broader view or new perspective. Presents information to support ideas clearly, thoroughly, and concisely. Able to fulfill cultural norms and expectations in a wide variety of interactions. Can tailor speech skillfully to an audience, shifting between registers for effect and impact. Able to articulate mood, feeling, emotion, or stance effectively to set a mood, persuade the listener, or produce an emotional response. Can use intonation, tone, stress patterns, humor, and other features to add emphasis, certainty, uncertainty, authority, or other stances. Uses the language with complete flexibility.</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

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

APPENDIX K: 2022 RFLI BOREN SCHOLARS AND FELLOWS

Destination	Language	Domestic Institution	Overseas Program	Home State
Azerbaijan	Turkish	University of Maryland, College Park	Azerbaijan University of Languages	MD
Azerbaijan	Turkish	University of Louisville	Azerbaijan University of Languages	KY
Azerbaijan	Turkish	Johns Hopkins University	Azerbaijan University of Languages	WI
Azerbaijan	Turkish	State University of New York at Albany	Azerbaijan University of Languages	NY
Azerbaijan	Turkish	University of Mississippi	Azerbaijan University of Languages	TX
Azerbaijan	Turkish	Utah State University	Azerbaijan University of Languages	UT
Azerbaijan	Turkish	George Washington University	Azerbaijan University of Languages	MA
Azerbaijan	Turkish	American University	Azerbaijan University of Languages	DC
Azerbaijan	Turkish	Seattle University	Azerbaijan University of Languages	AK
Azerbaijan	Turkish	Ohio State University	Azerbaijan University of Languages	OH
Ghana	Twi	University of California, Los Angeles	Non-affiliated Program	CA
India	Hindi	Texas State University-San Marcos	American Institute of Indian Studies	TX
India	Hindi	Oberlin College	American Institute of Indian Studies	VA
India	Hindi	University of Maryland, College Park	American Institute of Indian Studies	MD
India	Hindi	Seattle University	American Institute of Indian Studies	MO
India	Hindi	University of Richmond	American Institute of Indian Studies	KY
India	Hindi	Rice University	American Institute of Indian Studies	WA
India	Hindi	University of Maryland, College Park	American Institute of Indian Studies	MD
India	Hindi	Texas Woman's University	American Institute of Indian Studies	TX

India	Urdu	Saint Cloud State University	American Institute of Indian Studies	MN
India	Urdu	American University	American Institute of Indian Studies	DC
Indonesia	Indonesian	University of Chicago	Universitas Negeri Malang	PA
Indonesia	Indonesian	Ramapo College of New Jersey	Universitas Negeri Malang	NJ
Indonesia	Indonesian	University of Richmond	Universitas Negeri Malang	VA
Indonesia	Indonesian	University of Chicago	Universitas Negeri Malang	IL
Indonesia	Indonesian	Lehigh University	Universitas Negeri Malang	NY
Indonesia	Indonesian	Liberty University	Universitas Negeri Malang	FL
Indonesia	Indonesian	State University of New York at Albany	Universitas Negeri Malang	NY
Senegal	French	New College of Florida	The West African Research Center	NY
Senegal	French	University of North Carolina at Chapel Hill	The West African Research Center	NC
Senegal	French	University of Southern California	The West African Research Center	WV
Senegal	French	George Washington University	The West African Research Center	CA
Senegal	French	University of Maryland, College Park	The West African Research Center	MD
Senegal	French	University of Louisville	The West African Research Center	KY
Senegal	French	University of Southern California	The West African Research Center	MN
Senegal	Wolof	Columbia U - Teachers College	Non-affiliated Program	NY
Senegal	Wolof	University of Richmond	Non-affiliated Program	MD
Senegal	Wolof	University of Florida	Non-affiliated Program	FL
Tanzania	Swahili	Syracuse University	MS-Training Center for Development Cooperative	DE
Tanzania	Swahili	University of Maryland, College Park	MS-Training Center for Development Cooperative	MD

Tanzania	Swahili	Middle Tennessee State University	MS-Training Center for Development Cooperative	TN
Tanzania	Swahili	American University	MS-Training Center for Development Cooperative	DC
Tanzania	Swahili	Central State University	MS-Training Center for Development Cooperative	OH
Tanzania	Swahili	University of Washington	MS-Training Center for Development Cooperative	WA
Tanzania	Swahili	Tufts University	MS-Training Center for Development Cooperative	MA
Tanzania	Swahili	University of Southern California	MS-Training Center for Development Cooperative	CT
Tanzania	Swahili	Washington and Lee University	MS-Training Center for Development Cooperative	VA

APPENDIX L: 2022 BOREN FLAGSHIP SCHOLARS

Destination	Language	Domestic Flagship	Overseas Center	Home State
Brazil	Portuguese	University of Texas at Austin	Universidade Federal de São João del-Rei	TX
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Kazakhstan	Russian	Indiana University, Bloomington	Kazakh National University	NY
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	University of Georgia	Kazakh National University	GA
Kazakhstan	Russian	University of Wisconsin-Madison	Kazakh National University	WI
Kazakhstan	Russian	University of North Carolina at Chapel Hill	Kazakh National University	CA
Kazakhstan	Russian	Indiana University, Bloomington	Kazakh National University	IL
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	OH
Kazakhstan	Russian	University of Georgia	Kazakh National University	FL
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	Indiana University, Bloomington	Kazakh National University	IN
Morocco	Arabic	University of Texas at Austin	Arab American Language Institute in Morocco	TX
Morocco	Arabic	Brigham Young University	Arab American Language Institute in Morocco	UT
Morocco	Arabic	Brigham Young University	Arab American Language Institute in Morocco	UT
Morocco	Arabic	Brigham Young University	Arab American Language Institute in Morocco	UT
Morocco	Arabic	Brigham Young University	Arab American Language Institute in Morocco	UT
Morocco	Arabic	Brigham Young University	Arab American Language Institute in Morocco	UT
Morocco	Arabic	University of Maryland, College Park	Arab American Language Institute in Morocco	MD

Destination	Language	Domestic Flagship	Overseas Center	Home State
Morocco	Arabic	University of Maryland, College Park	Arab American Language Institute in Morocco	MD
Morocco	Arabic	University of Maryland, College Park	Arab American Language Institute in Morocco	MD
Taiwan	Mandarin	University of North Georgia	National Yang-Ming University	GA
Taiwan	Mandarin	Hunter College, The City University of New York	National Yang-Ming University	NY
Taiwan	Mandarin	University of Rhode Island	National Yang-Ming University	CT
Taiwan	Mandarin	Western Kentucky University	National Yang-Ming University	KY
Taiwan	Mandarin	University of Rhode Island	National Yang-Ming University	RI
Taiwan	Mandarin	Indiana University, Bloomington	National Yang-Ming University	IN
Taiwan	Mandarin	University of Rhode Island	National Yang-Ming University	CT
Taiwan	Mandarin	University of Rhode Island	National Yang-Ming University	RI
Taiwan	Mandarin	University of Washington	National Yang-Ming University	WA
Taiwan	Mandarin	Hunter College, The City University of New York	National Yang-Ming University	NY
Taiwan	Mandarin	Brigham Young University	National Yang-Ming University	AZ
Taiwan	Mandarin	Arizona State University - Tempe	National Yang-Ming University	AZ
Taiwan	Mandarin	Indiana University, Bloomington	National Yang-Ming University	IN
Taiwan	Mandarin	Brigham Young University	National Yang-Ming University	UT
Taiwan	Mandarin	Arizona State University - Tempe	National Yang-Ming University	AZ
Taiwan	Mandarin	University of Rhode Island	National Yang-Ming University	NJ
Taiwan	Mandarin	San Francisco State University	National Yang-Ming University	CA
Taiwan	Mandarin	Arizona State University - Tempe	National Yang-Ming University	AZ
USA	Mandarin	Arizona State University - Tempe	Defense Language Institute Foreign Language Center	AZ
USA	Mandarin	Western Kentucky University	Defense Language Institute Foreign Language Center	TX
USA	Mandarin	Hunter College, The City University of New York	Defense Language Institute Foreign Language Center	NY
USA	Mandarin	University of Oregon	Defense Language Institute Foreign Language Center	OR
USA	Mandarin	University of North Georgia	Defense Language Institute Foreign Language Center	GA

APPENDIX M: 2022 EHLS SCHOLARS

Heritage Language	Country of Origin	EHLS Institution	Professional Field	Home State
Hindi	India	Georgetown University School of Continuing Studies	Business/Economics/Trade	VA
Korean	South Korea	Georgetown University School of Continuing Studies	Management/Human Resources	MD
Korean	South Korea	Georgetown University School of Continuing Studies	International Affairs	MD
Korean	South Korean	Georgetown University School of Continuing Studies	International Affairs	MA
Kyrgyz	Kyrgyzstan	Georgetown University School of Continuing Studies	International Affairs	NY
Mandarin Chinese	Taiwan	Georgetown University School of Continuing Studies	International Affairs	VA
Mandarin Chinese	China	Georgetown University School of Continuing Studies	Business/Economics/Trade	VA
Mandarin Chinese	Taiwan	Georgetown University School of Continuing Studies	Management/Human Resources	CO
Mandarin Chinese	Taiwan	Georgetown University School of Continuing Studies	Language Teaching/Fine Arts	MI
Mandarin Chinese	Taiwan	Georgetown University School of Continuing Studies	Language Teaching	MA
Persian Farsi	Iran	Georgetown University School of Continuing Studies	Education/Political Science	MD
Russian	Ukraine	Georgetown University School of Continuing Studies	Education/Political Science	DC
Russian	Ukraine	Georgetown University School of Continuing Studies	History/Literature/Arts	DC
Russian	Ukraine	Georgetown University School of Continuing Studies	Computer Science/Engineering	MD
Russian	Ukraine	Georgetown University School of Continuing Studies	Management/Human Resources	VA
Russian	Russia	Georgetown University School of Continuing Studies	History/Literature/Arts	VA
Tajik	Tajikistan	Georgetown University School of Continuing Studies	Language Teaching	VA

APPENDIX N: 2022 NUMBER OF NSEP-FUNDED PROGRAMS BY INSTITUTION

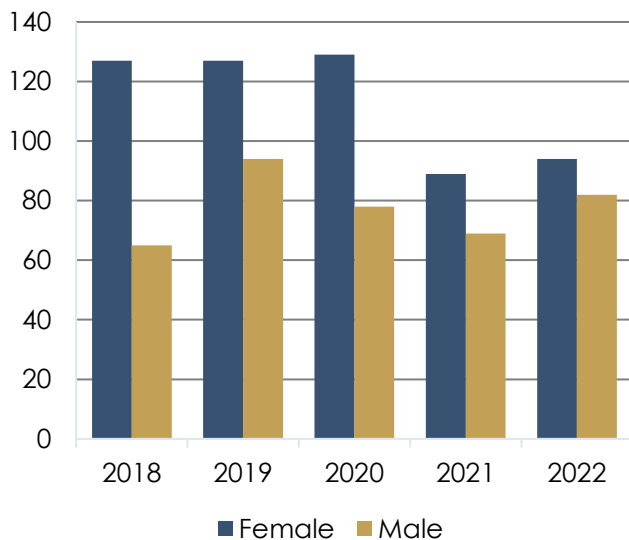
University	EHLS	Language Flagship	Flagship Initiatives	LTC	Project GO	TOTAL
Arizona State University		1			1	2
Brigham Young University		2				2
Bryn Mawr College		1*				1
California State University, Long Beach				1		1
Concordia College				1		1
Embry-Riddle Aeronautical University					1	1
George Mason 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
Lock Haven 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*				2
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
TOTAL	1	31	3	10	26	71

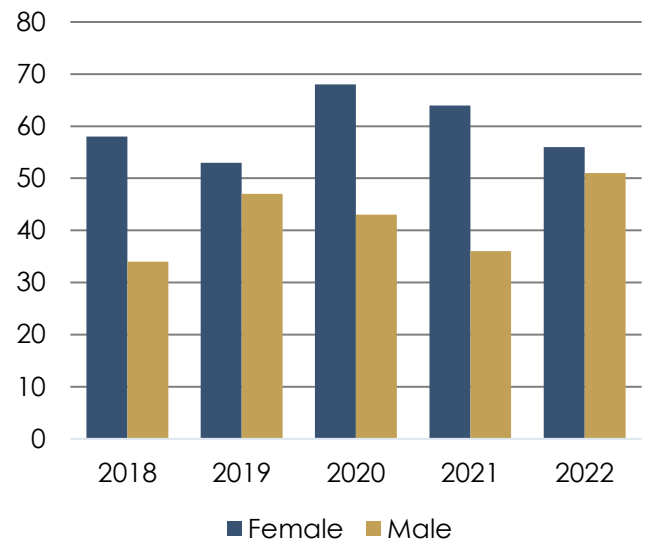
* Indicates administration of both a domestic and overseas Flagship program for one of their Flagship languages.

APPENDIX O: BOREN SCHOLAR AND FELLOW FIVE-YEAR DATA

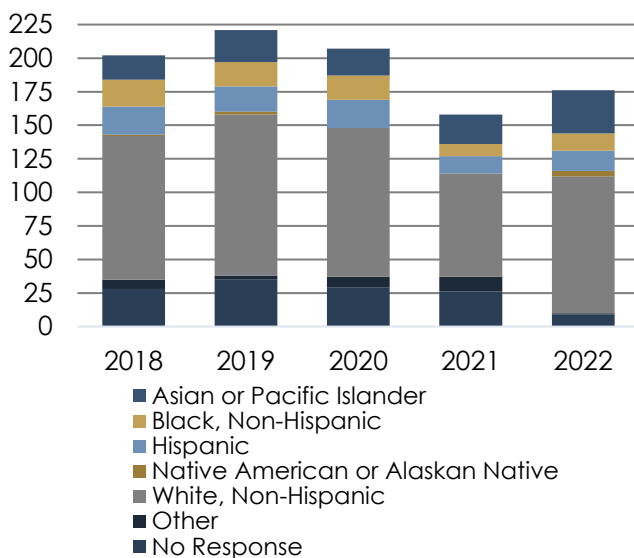
2018-2022 BOREN SCHOLAR GENDER DISTRIBUTION BY YEAR



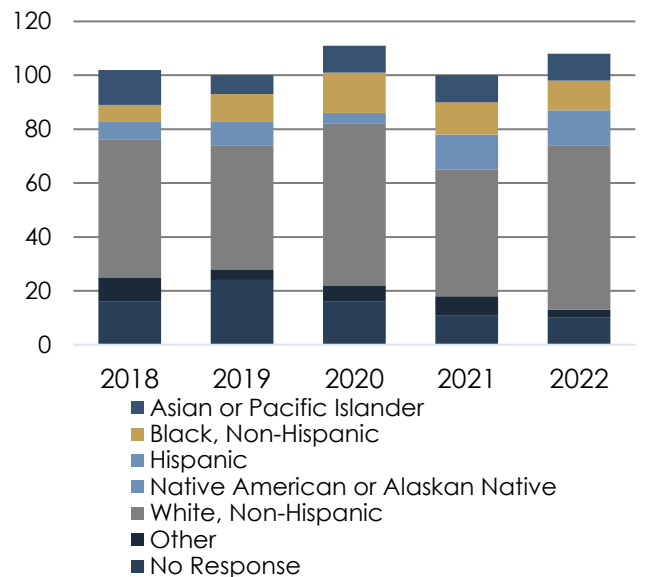
2018-2022 BOREN FELLOW GENDER DISTRIBUTION BY YEAR



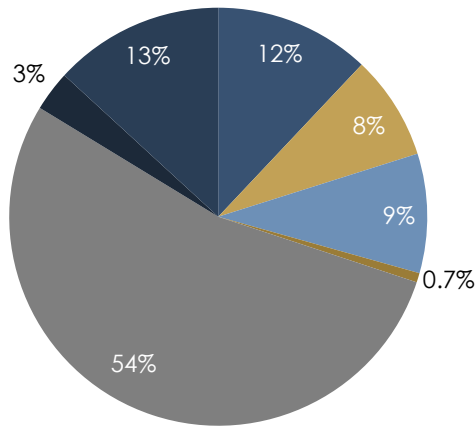
2018-2022 BOREN SCHOLAR RACIAL/ETHNIC DISTRIBUTION BY YEAR



2018-2022 BOREN FELLOW RACIAL/ETHNIC DISTRIBUTION BY YEAR

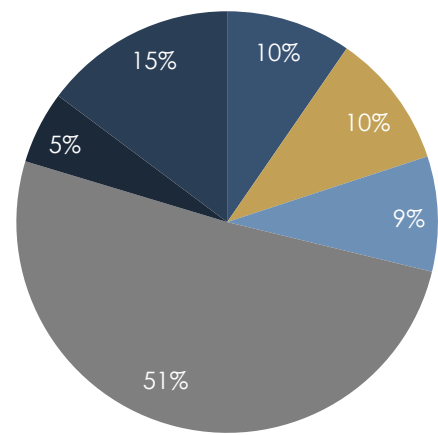


2018-2022 BOREN SCHOLAR
RACIAL/ETHNIC DISTRIBUTION



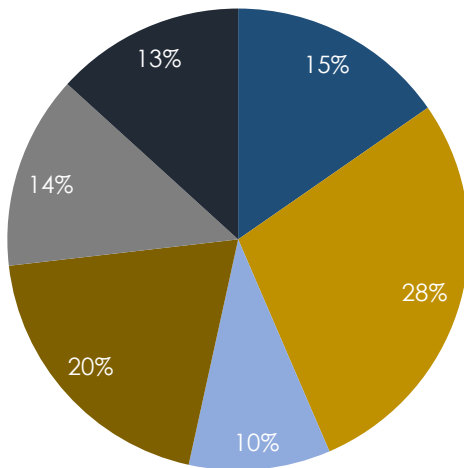
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Native American or Alaskan Native
- White, Non-Hispanic
- Other
- No Response

2018-2022 BOREN FELLOW
RACIAL/ETHNIC DISTRIBUTION



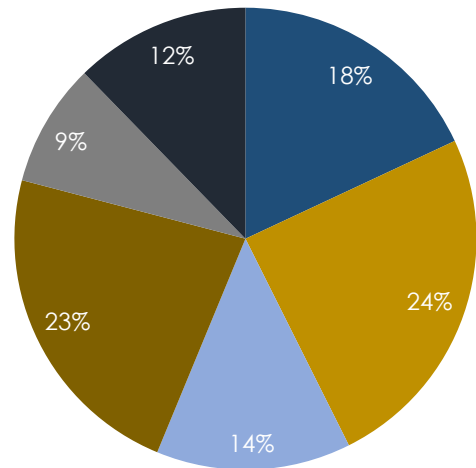
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- White, Non-Hispanic
- Other
- No Response

2018-2022 BOREN SCHOLAR
REGIONS OF STUDY



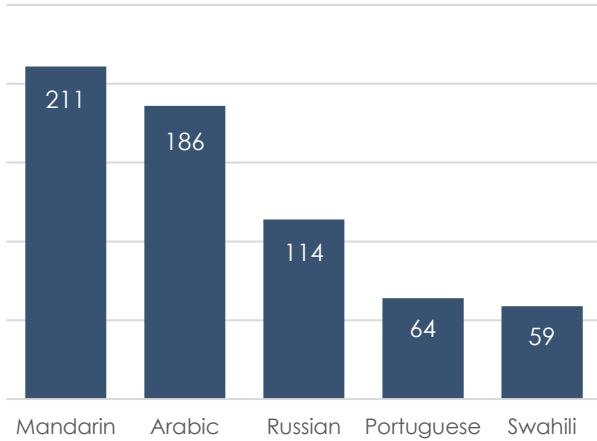
- Africa (Sub-Saharan)
- East Asia and the Pacific
- Europe and Eurasia
- Middle East and North Africa
- South and Central Asia
- Western Hemisphere

2018-2022 BOREN FELLOW
REGIONS OF STUDY

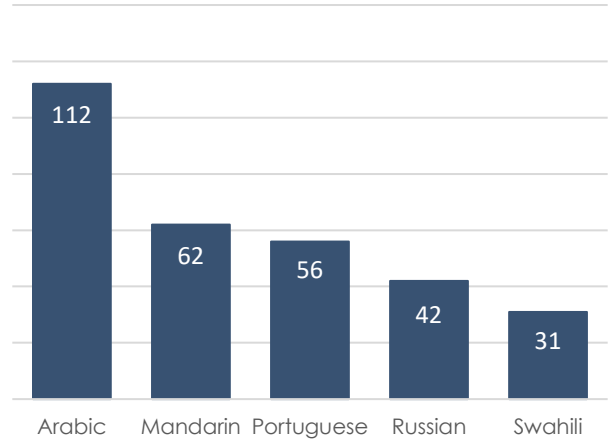


- Africa (Sub-Saharan)
- East Asia and the Pacific
- Europe and Eurasia
- Middle East and North Africa
- South and Central Asia
- Western Hemisphere

2018-2022 BOREN SCHOLAR
TOP FIVE LANGUAGES



2018-2022 BOREN FELLOW
TOP FIVE LANGUAGES



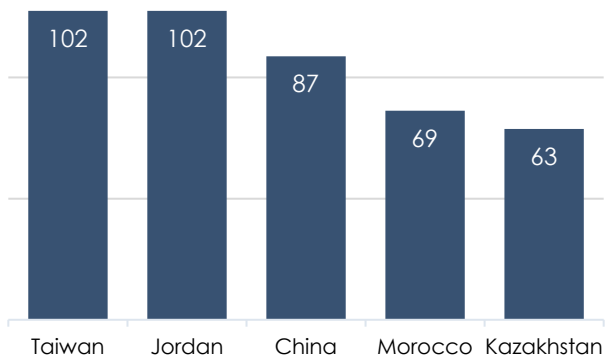
2018-2022 BOREN SCHOLAR
OVERALL LANGUAGE DISTRIBUTION

Afrikaans	1	Persian	7
Akan/Twi	6	Polish	5
Amharic	1	Portuguese	64
Arabic	186	Quechua	1
Armenian	2	Quiche	1
Azerbaijani	3	Romanian	1
Bosnian	3	Russian	114
Cantonese	1	Serbian	3
Croatian	3	Spanish	2
Czech	2	Swahili	59
French	53	Tagalog	1
Hebrew	2	Tajik	1
Hindi	26	Thai	7
Indonesian	31	Turkish	31
Japanese	43	Urdu	16
Korean	57	Uzbek	1
Kurdish	2	Wolof	10
Mandarin	211	Zulu	3
Nepali	4		

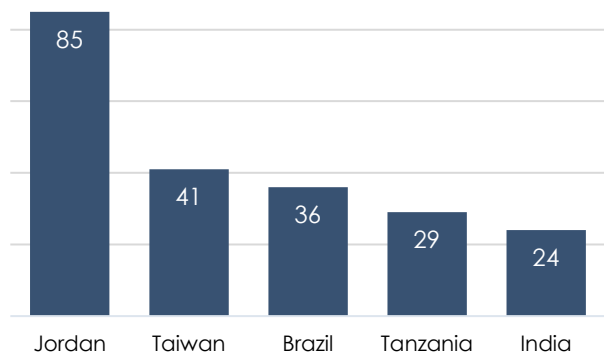
2018-2022 BOREN FELLOW
OVERALL LANGUAGE DISTRIBUTION

Acholi	1	Macedonian	1
Akan/Twi	9	Malayalam	1
Albanian	1	Mandarin	62
Amharic	2	Mayan	2
Arabic	112	Mende	1
Armenian	1	Minangkabau	1
Bengali	1	Nepali	2
Berber	1	Oromo	2
Bosnian	3	Persian	6
Burmese	1	Polish	5
Cantonese	1	Portuguese	56
Cape Verdean	1	Romanian	1
Creole			
Chechen	1	Russian	42
Croatian	2	Serbian	2
Czech	1	Slovak	1
French	12	Spanish	7
Georgian	2	Swahili	31
Guarani	2	Tagalog	2
Hebrew	3	Thai	3
Hindi	14	Turkish	15
Hungarian	2	Ukrainian	4
Indonesian	22	Urdu	7
Japanese	23	Uzbek	1
Kannada	1	Vietnamese	2
Kazakh	3	Wolof	9
Khmer	4	Xhosa	2
Korean	22	Zulu	4

2018-2022 BOREN SCHOLAR TOP DESTINATIONS



2018-2022 BOREN FELLOW TOP DESTINATIONS



2018-2022 BOREN SCHOLAR OVERSEAS DISTRIBUTION

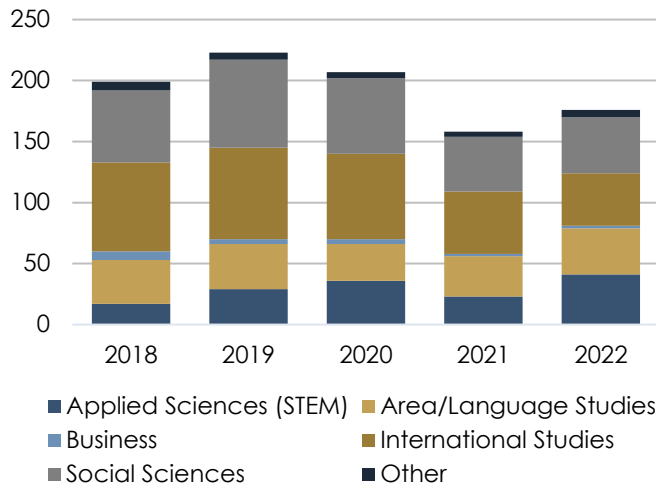
Armenia	4	Montenegro	1
Azerbaijan	34	Morocco	69
Belarus	2	Mozambique	14
Bosnia and Herzegovina	3	Nepal	2
Brazil	50	Oman	6
China	87	Peru	1
Croatia	5	Philippines	1
Czech Republic	3	Poland	5
Estonia	3	Qatar	1
Ethiopia	1	Romania	1
Georgia	3	Senegal	62
Ghana	6	Serbia	2
Guatemala	1	Singapore	2
Hong Kong	3	South Africa	4
India	42	South Korea	57
Indonesia	31	Taiwan	102
Israel	8	Tajikistan	9
Japan	43	Tanzania	60
Jordan	102	Thailand	6
Kazakhstan	63	Ukraine	10
Kyrgyzstan	15	United Arab Emirates	2
Latvia	17	USA ²²	17
Mexico	1		

2018-2022 BOREN FELLOW OVERSEAS DISTRIBUTION

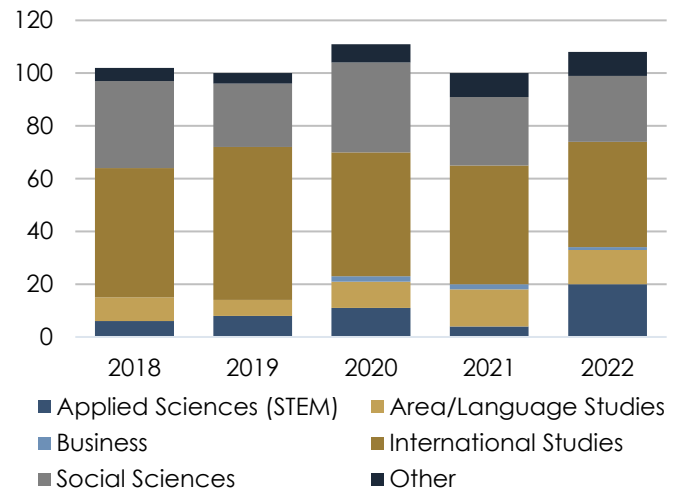
Albania	1	Kyrgyzstan	3
Algeria	1	Latvia	10
Argentina	2	Macedonia	1
Armenia	1	Mexico	2
Azerbaijan	15	Morocco	14
Belarus	3	Mozambique	19
Bosnia and Herz.	3	Nepal	2
Brazil	36	Oman	6
Burma (Myanmar)	1	Peru	3
Cambodia	4	Philippines	2
Cape Verde	2	Poland	6
China	21	Romania	1
Colombia	2	Senegal	21
Croatia	2	Serbia	2
Czech Republic	2	Sierra Leone	1
Estonia	4	Singapore	1
Ethiopia	4	South Africa	6
Georgia	7	South Korea	22
Ghana	9	Taiwan	41
Hungary	2	Tajikistan	6
India	24	Tanzania	29
Indonesia	23	Thailand	3
Israel	9	Uganda	2
Japan	23	Ukraine	13
Jordan	85	United Arab Emirates	1
Kazakhstan	11	Uzbekistan	1
Kenya	1	Vietnam	2

²²Chinese Mandarin Domestic Flagship Capstone students at DLIFLC.

2018-2022 BOREN SCHOLAR FIELDS OF STUDY

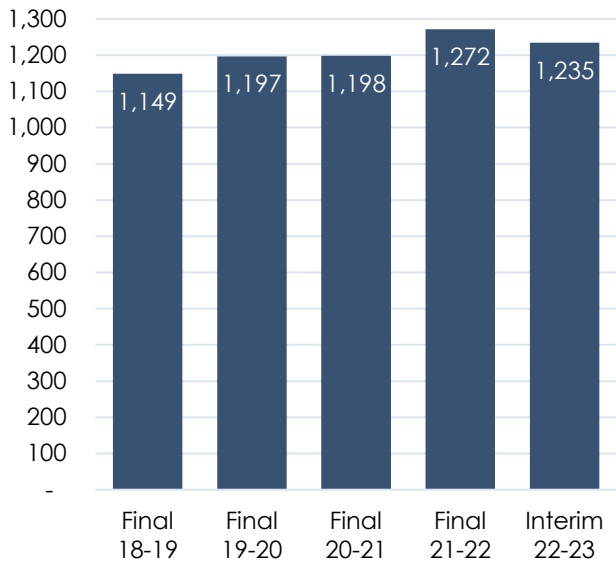


2018-2022 BOREN FELLOW FIELDS OF STUDY

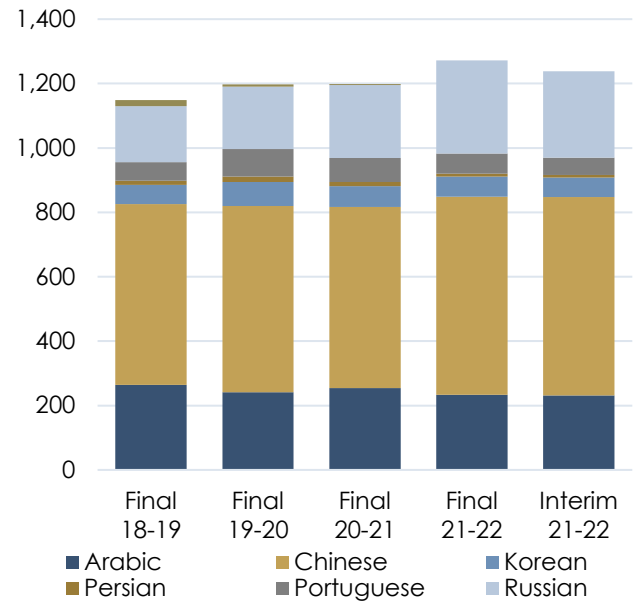


APPENDIX P: THE LANGUAGE FLAGSHIP FIVE-YEAR DATA

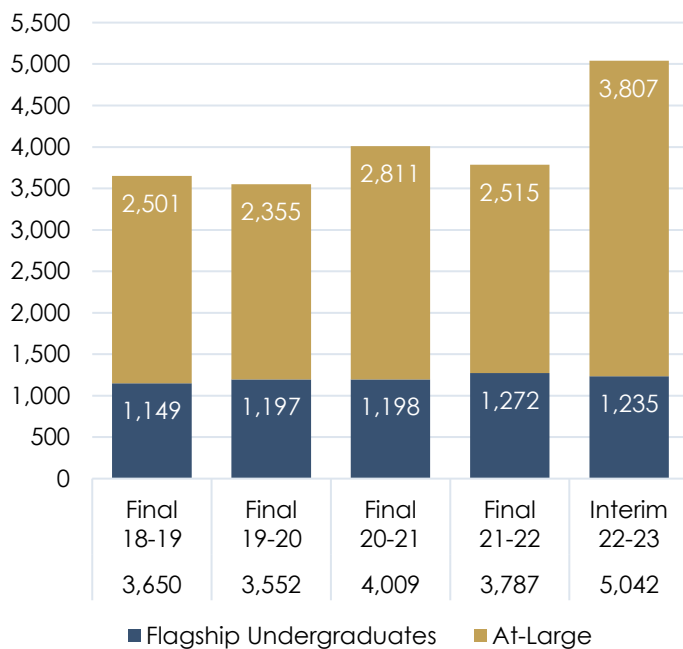
2018-2022 FLAGSHIP UNDERGRADUATE ENROLLMENTS



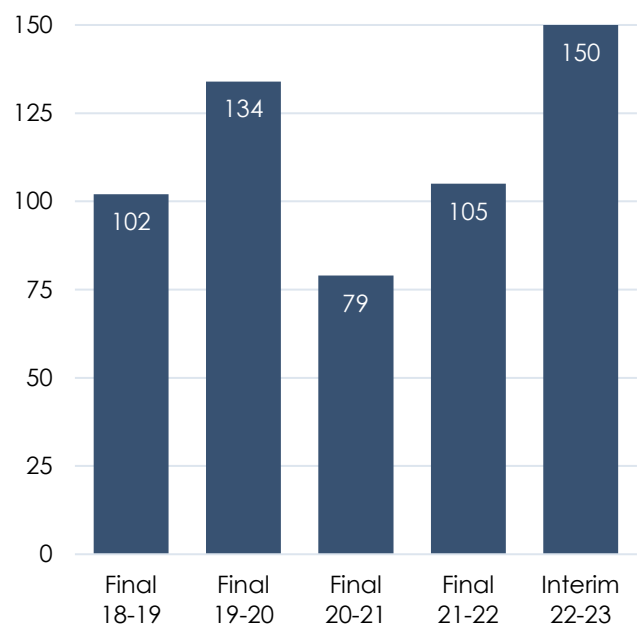
2018-2022 UNDERGRADUATE FLAGSHIP ENROLLMENTS BY LANGUAGE



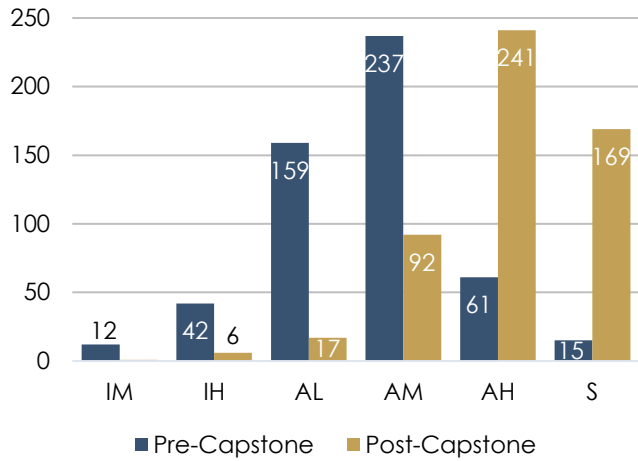
2018-2022 FLAGSHIP TOTAL PROGRAM ENROLLMENTS



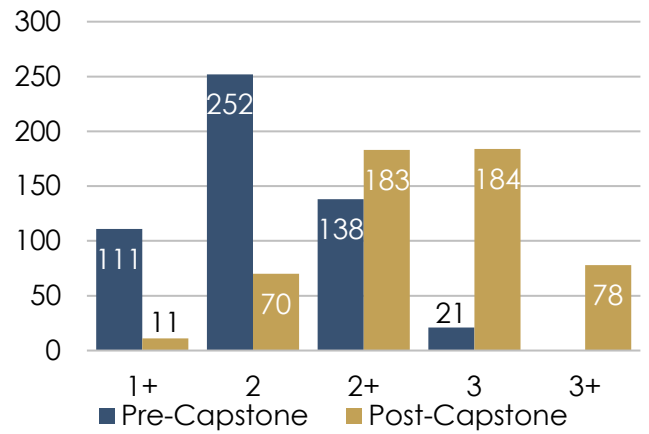
2018-2022 OVERSEAS FLAGSHIP CAPSTONE ENROLLMENTS



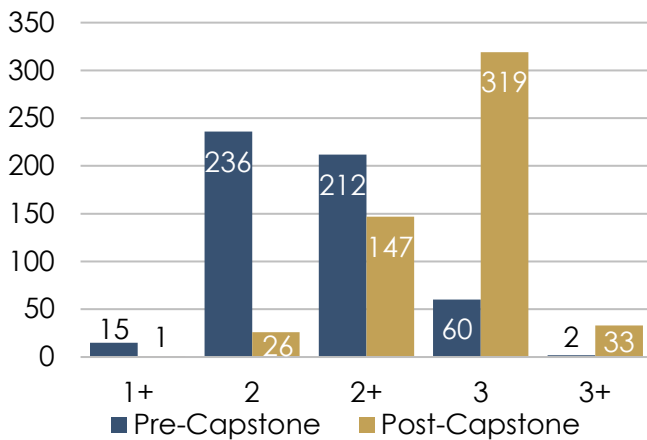
2018-2022 PRE AND POST ACTFL SPEAKING (N=526)



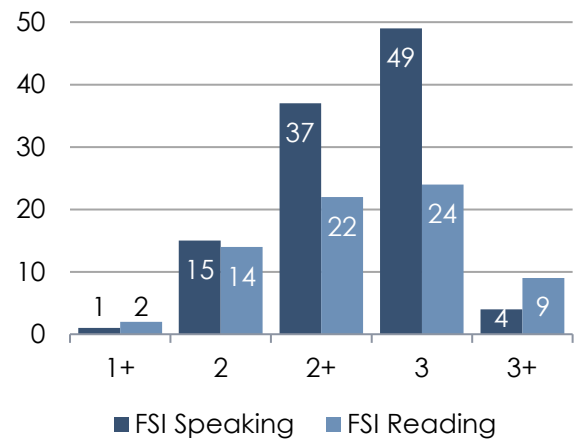
2018-2022 PRE AND POST ILR LISTENING (N=526)



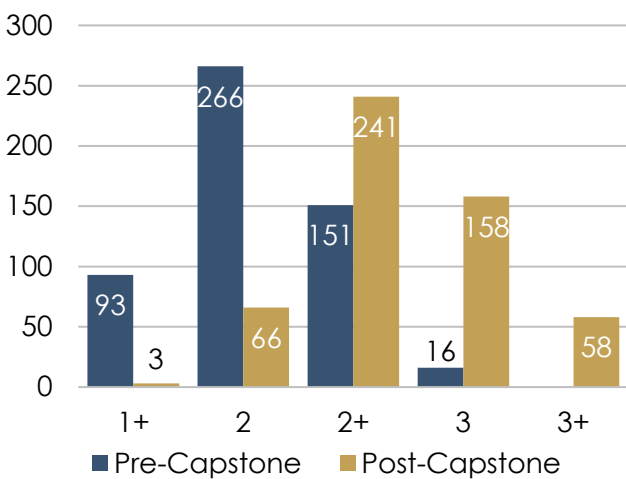
2018-2022 PRE AND POST ILR SPEAKING (N=526)



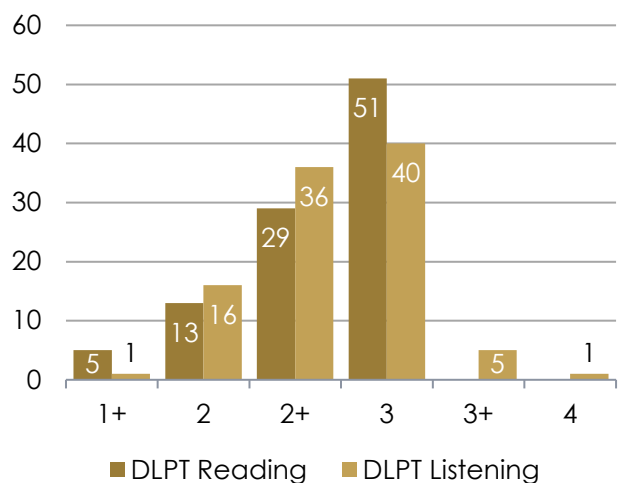
2018-2022 FSI SPEAKING AND READING (N=106 SPEAKING / 71 READING)²³



2018-2022 PRE AND POST ILR READING (N=526)



2018-2022 DLPT LISTENING / READING (N=99)



²³ No FSI Reading tests were administered in 2021 due to pandemic

2018-2022 POST-CAPSTONE SPEAKING (ACTFL)

		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	1	0	0	1
	IM	0	0	0	0	3	4	4	1	0	12
	IH	0	0	0	0	3	4	16	16	3	42
	AL	0	0	0	1	0	7	41	85	24	158
	AM	0	0	0	0	0	2	29	116	90	237
	AH	0	0	0	0	0	0	1	21	39	61
	S	0	0	0	0	0	0	0	2	13	15
	TOTAL	0	0	0	1	6	17	92	241	169	526
		0.0%	0.0%	0.0%	0.2%	1.1%	3.2%	17.5%	45.8%	32.1%	100%

ARABIC 2018-2022 POST-CAPSTONE SPEAKING (ACTFL)

		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	2	0	4	1	0	7
	IH	0	0	0	0	0	1	6	6	1	14
	AL	0	0	0	0	0	2	7	24	5	38
	AM	0	0	0	0	0	0	4	17	6	27
	AH	0	0	0	0	0	0	0	2	3	5
	S	0	0	0	0	0	0	0	0	1	1
	TOTAL	0	0	0	0	2	3	21	50	16	92
		0.0%	0.0%	0.0%	0.0%	2.2%	3.3%	22.8%	54.3%	17.4%	100%

CHINESE 2018-2022 POST-CAPSTONE SPEAKING (ACTFL)

		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	0	1	0	0	0	1
	IH	0	0	0	0	0	0	1	3	1	5
	AL	0	0	0	0	0	3	18	39	13	73
	AM	0	0	0	0	0	1	20	75	49	145
	AH	0	0	0	0	0	0	1	15	32	48
	S	0	0	0	0	0	0	0	2	11	13
	TOTAL	0	0	0	0	0	5	40	134	106	285
		0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	14.0%	47.0%	37.2%	100%

RUSSIAN 2018-2022 POST-CAPSTONE SPEAKING (ACTFL)

		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	0	0	1	2	1	4
	IH	0	0	0	0	0	0	1	12	3	16
	AL	0	0	0	0	0	0	0	14	29	43
	AM	0	0	0	0	0	0	0	2	3	5
	AH	0	0	0	0	0	0	0	0	1	1
	S	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	2	30	37	69
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%	43.5%	53.6%	100%

2018-2022 POST-CAPSTONE SPEAKING (ILR)										
PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	1	1	0	0	0	2
1+	0	0	0	0	8	5	2	0	0	15
2	0	0	0	1	15	96	116	7	0	235
2+	0	0	0	0	2	40	154	16	0	212
3	0	0	0	0	0	5	46	9	0	60
3+	0	0	0	0	0	0	1	1	0	2
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	1	26	147	319	33	0	526
	0.0%	0.0%	0.0%	0.2%	4.9%	27.9%	60.6%	6.3%	0.0%	100%

ARABIC 2018-2022 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	5	1	0	0	9
2	0	0	0	0	2	26	26	2	0	56
2+	0	0	0	0	0	9	11	3	0	23
3	0	0	0	0	0	0	2	1	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	5	41	40	6	0	92
	0.0%	0.0%	0.0%	0.0%	5.4%	44.6%	43.5%	6.5%	0.0%	100%

CHINESE 2018-2022 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	0	0	0	1
2	0	0	0	0	5	36	59	5	0	105
2+	0	0	0	0	0	26	99	4	0	129
3	0	0	0	0	0	5	37	7	0	49
3+	0	0	0	0	0	0	0	1	0	1
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	6	67	195	17	0	285
	0.0%	0.0%	0.0%	0.0%	2.1%	23.5%	68.4%	6.0%	0.0%	100%

RUSSIAN 2018-2022 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	3	21	0	0	24
2+	0	0	0	0	0	0	32	6	0	38
3	0	0	0	0	0	0	4	1	0	5
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	3	59	7	0	69
	0.0%	0.0%	0.0%	0.0%	0.0%	4.3%	85.5%	10.1%	0.0%	100%

2018-2022 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	2	27	46	14	4	0	93
2	0	0	0	1	34	145	74	11	0	265
2+	0	0	0	0	3	47	68	33	0	151
3	0	0	0	0	2	2	2	10	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	66	241	158	58	0	526
	0.0%	0.0%	0.0%	0.6%	12.5%	45.8%	30.0%	11.0%	0.0%	100%

ARABIC 2018-2022 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	9	3	4	0	0	16
2	0	0	0	0	8	28	18	2	0	56
2+	0	0	0	0	0	5	8	4	0	17
3	0	0	0	0	1	0	0	2	0	3
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	18	36	30	8	0	92
	0.0%	0.0%	0.0%	0.0%	19.6%	39.1%	32.6%	8.7%	0.0%	100%

CHINESE 2018-2022 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	14	31	2	1	0	50
2	0	0	0	1	22	90	32	4	0	149
2+	0	0	0	0	3	33	29	11	0	76
3	0	0	0	0	1	2	1	5	0	9
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	40	156	64	21	0	284
	0.0%	0.0%	0.0%	1.1%	14.1%	54.9%	22.5%	7.4%	0.0%	100%

RUSSIAN 2018-2022 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	8	3	0	16
2	0	0	0	0	1	4	13	2	0	20
2+	0	0	0	0	0	0	14	16	0	30
3	0	0	0	0	0	0	1	3	0	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	3	7	36	24	0	70
	0.0%	0.0%	0.0%	0.0%	4.3%	10.0%	51.4%	34.3%	0.0%	100%

2018-2022 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	2	1	2	0	5
1+	0	0	0	6	24	51	25	5	0	111
2	0	0	0	5	45	100	86	15	0	251
2+	0	0	0	0	1	28	65	44	0	138
3	0	0	0	0	0	2	7	12	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	70	183	184	78	0	526
	0.0%	0.0%	0.0%	2.1%	13.3%	34.8%	35.0%	14.8%	0.0%	100%

ARABIC 2018-2022 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	1	6	14	5	0	0	26
2	0	0	0	0	5	20	13	1	0	39
2+	0	0	0	0	0	4	13	4	0	21
3	0	0	0	0	0	0	1	5	0	6
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	1	11	38	32	10	0	92
	0.0%	0.0%	0.0%	1.1%	12.0%	41.3%	34.8%	10.9%	0.0%	100%

CHINESE 2018-2022 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	4	14	23	7	1	0	49
2	0	0	0	5	36	61	50	7	0	159
2+	0	0	0	0	1	15	29	19	0	64
3	0	0	0	0	0	2	4	6	0	12
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	9	51	101	90	33	0	284
	0.0%	0.0%	0.0%	3.2%	18.0%	35.6%	31.7%	11.6%	0.0%	100%

RUSSIAN 2018-2022 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	7	6	1	0	14
2	0	0	0	0	1	5	13	6	0	25
2+	0	0	0	0	0	3	12	11	0	26
3	0	0	0	0	0	0	2	1	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	1	15	34	20	0	70
	0.0%	0.0%	0.0%	0.0%	1.4%	21.4%	48.6%	28.6%	0.0%	100%

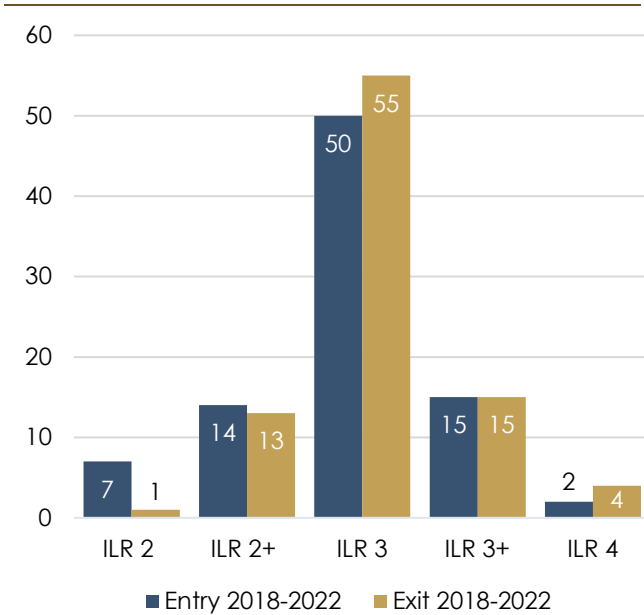
		2018-2022 POST-CAPSTONE WRITING (ILR)									
		0	0+	1	1+	2	2+	3	3+	4	TOTAL
PRE-CAPSTONE WRITING (ILR)	0	0	0	0	0	0	0	0	0	0	0
	0+	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	9	0	0	0	0	9
	1+	0	0	0	6	17	31	5	0	0	59
	2	0	0	0	1	18	42	25	0	0	86
	2+	0	0	0	0	0	7	11	0	0	18
	3	0	0	0	0	0	0	1	0	0	1
	3+	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	7	44	80	42	0	0	173
		0.0%	0.0%	0.0%	4.0%	25.4%	46.2%	24.3%	0.0%	0.0%	100.0%

		ARABIC 2018-2022 POST-CAPSTONE WRITING (ILR)									
		0	0+	1	1+	2	2+	3	3+	4	TOTAL
PRE-CAPSTONE WRITING (ILR)	0	0	0	0	0	0	0	0	0	0	0
	0+	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	8	0	0	0	0	8
	1+	0	0	0	6	15	26	2	0	0	49
	2	0	0	0	0	9	9	9	0	0	27
	2+	0	0	0	0	0	4	4	0	0	8
	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	32	39	15	0	0	92
		0.0%	0.0%	0.0%	6.5%	34.8%	42.4%	16.3%	0.0%	0.0%	100.0%

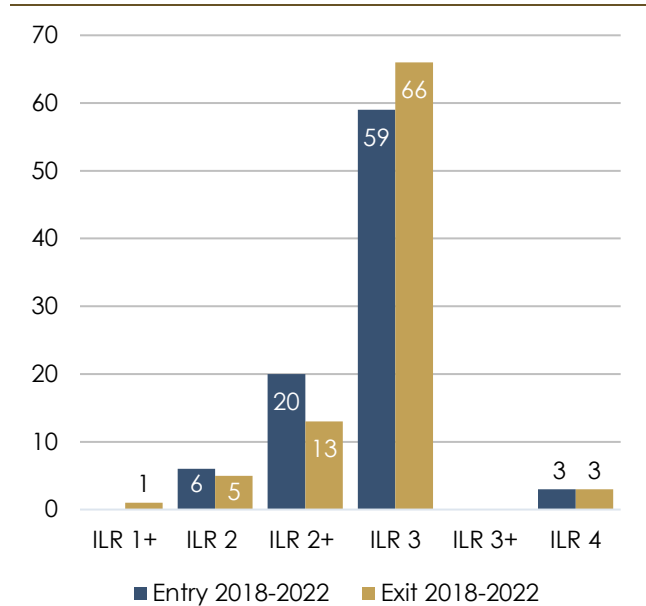
		RUSSIAN 2018-2022 POST-CAPSTONE WRITING (ILR)									
		0	0+	1	1+	2	2+	3	3+	4	TOTAL
PRE-CAPSTONE WRITING (ILR)	0	0	0	0	0	0	0	0	0	0	0
	0+	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0
	1+	0	0	0	0	0	4	3	0	0	7
	2	0	0	0	1	8	30	15	0	0	54
	2+	0	0	0	0	0	3	5	0	0	8
	3	0	0	0	0	0	0	1	0	0	1
	3+	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	1	8	37	24	0	0	70
		0.0%	0.0%	0.0%	1.4%	11.4%	52.9%	34.3%	0.0%	0.0%	100.0%

APPENDIX Q: EHLS FIVE-YEAR DATA²⁴

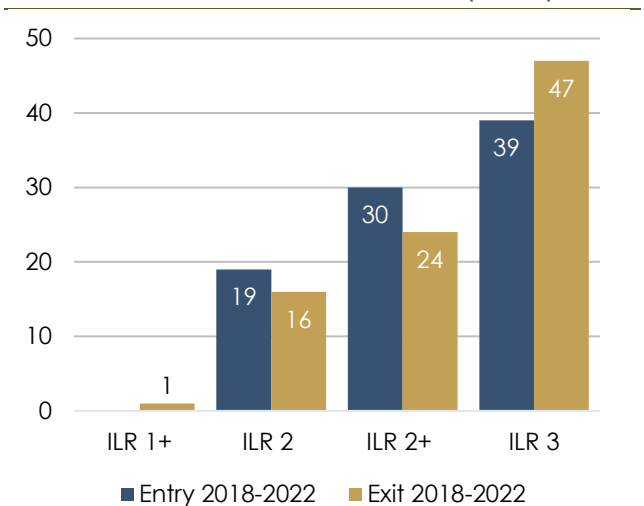
2018-2022 EHLS PRE- AND POST-SPEAKING PROFICIENCY (N=88)



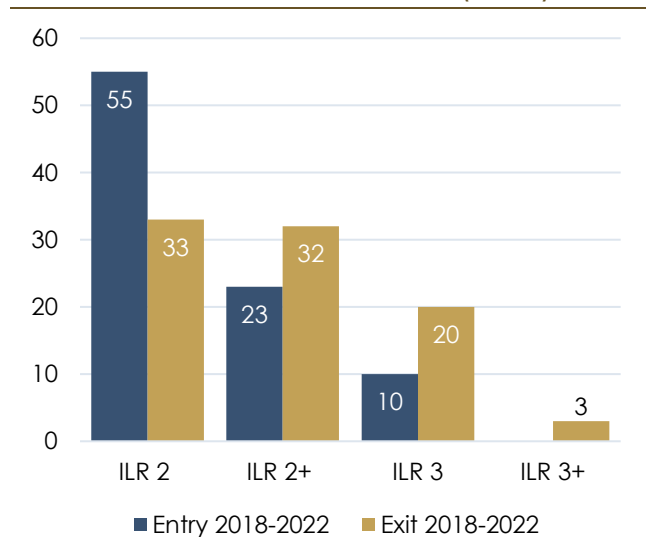
2018-2022 EHLS PRE- AND POST-READING PROFICIENCY (N=88)



2018-2022 EHLS PRE- AND POST-LISTENING PROFICIENCY (N=88)



2018-2022 EHLS PRE- AND POST-WRITING PROFICIENCY (N=88)



²⁴ 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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