2018
ANNUAL REPORT
NATIONAL SECURITY EDUCATION PROGRAM

Language | Culture | Service

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LETTER FROM VERONICA DAIGLE, PRINCIPAL DEPUTY ASSISTANT SECRETARY OF DEFENSE FOR READINESS

The National Security Education Program (NSEP) is a major federal initiative designed to foster a broader and more qualified pool of U.S. citizens with foreign language and international skills. The Defense Language and National Security Education Office (DLNSEO) provides strategic direction and programmatic oversight to the Military Departments, Defense Agencies, and the Combatant Commands on present and future requirements related to language, regional expertise, and culture. DLNSEO, of which NSEP is a part, is essential to the development of a workforce prepared to serve the nation's security needs of the 21st century.

NSEP's collaboration with the U.S. higher education community and numerous federal agencies supports the nation's readiness by continually producing professionals with superior-level language and cultural and regional expertise. NSEP supports language testing, assessments, technologies, and growing the regional preparedness of the federal workforce.

In 2018, NSEP awarded 301 Boren Scholarships and Fellowships for selected students to engage in language and cultural immersion overseas, comprising 36 countries and 32 languages. NSEP has strengthened student training materials in preparation for overseas study and the available resources they can draw upon while overseas. Through Reserve Officer Training Corps (ROTC) Project Global Officer (Project GO), an additional 643 cadets and midshipmen studied a variety of critical languages, both domestically and abroad. NSEP also granted 18 English for Heritage Language Speakers (EHLS) scholarships for native speakers of critical languages to engage in agency sponsored research and become professionally proficient in the English language. As of 2018, NSEP award recipients have completed work in 3,970 federally-funded positions, with approximately 78% of those placements in priority agencies such as the Department of Defense, Department of State, Department of Homeland Security, and the Intelligence Community.

NSEP continues to embrace its leadership role with vision, agility, determination, and dedication. As Principal Deputy Assistant Secretary of Defense for Readiness, I am pleased to introduce this Congressionally-mandated report that demonstrates NSEP's accomplishments and continuous improvement.

Veronica Daigle
Principal Deputy Assistant Secretary of
Defense for Readiness

PROGRAM OVERVIEW

BACKGROUND

The David L. Boren National Security Education Act (NSEA) of 1991 (P.L. 102-183), as amended, codified at 50 USC. §1901 et seq., mandated that the Secretary of Defense create and sustain a program to award scholarships to U.S. undergraduate students; fellowships to U.S. graduate students; and grants to U.S. institutions of higher education. Based on this legislation, the National Security Education Program (NSEP) was established. Today, NSEP manages the Boren Awards, The Language Flagship, Project Global Officer, the Language Training Centers, National Language Service Corps, and English for Heritage Language Speakers to provide needed proficiency among graduating students in many languages critical to U.S. competitiveness and security.

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

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

The Defense Language and National Security Education Office (DLNSEO) leads the Department of Defense's strategic direction on policy, planning, and programs, as well as evaluate changes in legislation, policies, regulations, directives, and funding to assess the impact on language, culture, and regional capabilities within the Department for Active Duty, National Guard, Reserve personnel, and DoD civilians to broaden the federal and national NSEP mission.

MAJOR GOALS AND OBJECTIVES

NSEP was created 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 NSEA outlines five major purposes for NSEP, namely:

- To provide the necessary resources, accountability, and flexibility to meet the national security education needs of the United States, especially as such needs change over time;
- To increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, 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 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 needs of the federal workforce.

PROGRAM EFFECTIVENESS

NSEP is an integral component of a national security strategy to address the language deficit in the federal government. NSEP provides clear measures of performance and accountability for its initiatives, including: detailed monitoring of the

performance of award recipients; language proficiency testing; and federal job placement assistance and tracking. To understand NSEP's unique contributions to the nation, it is important to compare NSEP award recipients with non-NSEP U.S. undergraduate and graduate students:

2018 Boren Awardees attend the Boren Awards Orientation to prepare for their overseas study

HOW ARE NSEP INITIATIVES DIFFERENT?

Other International Education Efforts	NSEP Initiatives
1. Of all American students studying abroad, roughly 60% are enrolled in programs in Australia, Canada, New Zealand, and Western Europe.[1]	1. NSEP exclusively supports language study in regions of the world that are less-common destinations for American students. NSEP award recipients have studied in more than 120 countries, enhancing their proficiencies in more than 100 different languages.
2. Of all the U.S. students who study abroad, only 2.3% enroll in full academic- or calendar-year programs.[2]	2. NSEP emphasizes long-term academic study by providing awards to students who opt to study for a minimum of six months. Of the 2018 NSEP award recipients, 73% opted to participate in study abroad for an academic year or longer.
3. Of all higher education foreign language enrollments in U.S. higher education, 75% are in Spanish, French, German, and American Sign Language.[3]	3. NSEP focuses on the study of languages critical to national security and global competitiveness, including Arabic, Mandarin, Persian, and other non-Western European languages. Students only engage in study of Romance languages in connection to overseas study in Africa and South America. 11.3% of 2018 Boren Scholars and Fellows studied Spanish, French, and Portuguese in South America, Senegal, Mozambique, and Brazil.
4. The average U.S. college language major reaches limited working proficiency (at best) in commonly taught languages.[4]	4. NSEP-sponsored language study is rigorous and effective. Award recipients are high-aptitude language learners who, over the course of their NSEP-funded study, often achieve limited working- to fully professional-level proficiency in their chosen, critical language.

[1] *Institute of International Education (IIE). (2018). "Host Regions and Destinations of U.S. Study Abroad Students, 2014/15-2016/17" Open Doors Report on International Educational Exchange. Retrieved from https://www.iie.org/opendoors. November 20, 2018.*
[2] *Institute of International Education (IIE). (2018). "Detailed Duration of U.S. Study Abroad, 2006/07-2016/17" Open Doors Report on International Educational Exchange. Retrieved from https://www.iie.org/opendoors. November 20, 2018.*
[3] *Dennis, Looney and Lusin, Natalia (2018). Enrollments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Preliminary Report. Modern Language Association. Retrieved November 20, 2018 from https://www.mla.org/content/download/83540/2197676/2016-Enrollments-Short-Report.pdf.*
[4] *Brown, Tony and Jennifer (2015). "To Advanced Proficiency and Beyond," Georgetown University Press.*

NSEP PROGRAMS

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

- **David L. Boren Scholarships:** Individual awards to U.S. undergraduate students to study critical languages in geographic areas strategic to U.S. national security and in which U.S. students are traditionally under-represented.
- **David L. Boren Fellowships:** Individual awards to U.S. graduate students to develop independent projects that combine study of language and culture in geographic areas strategic to U.S. national security with professional practical experiences.
- **The Language Flagship:** Grants to U.S. institutions of higher education to develop and implement a range of programs of advanced instruction in critical languages in order for students to attain professional-level proficiency including:
  - Domestic and Overseas Language Flagship programs;
  - K-12 Initiatives;
  - The Regional Flagship Languages Initiative;
  - The Proficiency Initiative;
  - The Flagship Technology Innovation Center;
  - State Language Roadmaps; and
  - The Flagship Culture Initiative.
- **English for Heritage Language Speakers**: Individual scholarships to provide intensive English language instruction at a U.S. institution of higher education to U.S. citizens who are native speakers of critical languages.
- **National Language Service Corps**: Initiative designed to provide and maintain a readily available corps of civilians with certified expertise in languages determined to be critical to national security, who are available for short-term federal assignments based on emergency or surge needs.
- **Project Global Officer:** Grants to U.S. institutions of higher education, with a particular focus given to Senior Military Colleges[5], to improve the language skills, regional expertise, and intercultural communication skills of ROTC students.
- **Language Training Centers:** Initiative based at U.S. institutions of higher education, in partnership with the Department of Defense (DoD), intended to deliver specific linguistic and cultural training for Active Duty, Reserve Component, National Guard, and DoD civilian personnel.

2017 Boren Fellow in Tanzania

[5] *A Senior Military College (SMC) is one of six colleges that offer military Reserve Officer's Training Corps (ROTC) programs under 10 USC 2111a (f), though many other schools offer military ROTC programs under other sections of the law.*

2018 NSEP HIGHLIGHTS

Boren Awards
The NSEP awarded a total of 301 students with Boren Scholarships and Fellowships from over 1,000 applications. 221 opted for year-long programs. The remaining 80 students opted for a semester length study or summer study (STEM students only) program. The 2018 Boren Award recipients studied a combined total of 32 foreign languages in 36 different countries.

English for Heritage Language Speakers (EHLS) Partners with NVTC
The EHLS program has partnered with the Federal Bureau of Investigation (FBI) and the National Virtual Translation Center (NVTC) over the past eight years. The partnership has evolved such that a majority of each year's EHLS Scholars are processed for employment with NVTC. In 2018, 66% (12) of this year's 18 EHLS Scholars began the process with NVTC to obtain security clearances and begin their federal government careers.

EHLS Scholar (left) at the 2018 graduation ceremony

2018 EHLS Scholars for Federal Jobs
The 2018 cohort proved to be strong linguistically. These 2018 EHLS Scholars from the 2018 cohort include the 12 listed above. All graduating Scholars earned a score of ILR Level 3 in at least one English modality (i.e., listening, speaking, reading, or writing) during exit testing and four earned scores of ILR Level 3 in English across all modalities.

EHLS Class of 2019 (Language Diversity)
The EHLS class of 2019, will be one of the most diverse in terms of native language backgrounds for the EHLS Scholars. Speakers from 10 languages have confirmed participation in the 2019 EHLS program starting in January. Their native languages are Arabic, Bambara, Hindi, Kazakh, Korean, Kurdish, Mandarin, Persian, Turkish, and Uzbek.

Flagship Adds Six More Centers
In 2018, NSEP held an open competition to identify new domestic Arabic, Korean, Portuguese, and Russian Flagship programs. Through this competition, six new Flagship Center awardees were selected from a very competitive field. The new awardees are: Brigham Young University and University of Mississippi for Arabic, University of Wisconsin for Korean, University of Texas for Portuguese, and Indiana University and University of Georgia for Russian. These new programs present Flagship with the opportunity to further expand and improve foreign language instruction as well as the proficiency outcomes for American learners of these critical languages. The Language Flagship program now supports 31 Domestic Flagship programs across 21 institutions of higher education, and eight Flagship Capstone Centers, seven of which are overseas and one is domestic.

Project Global Officer (Project GO)
An open competition was held in spring 2018 for the Project GO program. In total, 20 institutions of higher education were awarded new grants for academic year 2018-2019 from the 32 institutions that applied. All six of the Senior Military Colleges were selected as institutional grantees.

Language Training Center (LTC)
RAND National Defense Research Institute (NDRI) completed a review of the LTC Program in 2018 by examining the effectiveness of the program in providing language and culture training to DoD personnel. Plans are underway to implement recommendations from the report in the 2019 program competition in order to facilitate increased utilization of program training capacity to DoD components.

NLSC Grows Its Membership
The size of NLSC's overall membership registered a marked expansion in 2018. From 8,302 members in

October 2017, NLSC has reached an overall membership of 9,500+, with over 430 distinct languages and dialects represented. For members to serve NSEP's partners, they must go through a process of federalization so that, when activated, they are temporary government employees. A total of 116 NLSC members were federalized in 2018. Within this group, 239 languages are represented; 50 of which are on the DoD's Strategic Language List.

New Initiatives Launched by NLSC

NLSC members continued to take advantage of language sustainment and enhancement opportunities made available to them. These have included audio-visual modules with written activities on the NLSC website, along with access to a curated set of language learning resources and links. In 2018, NLSC launched initiatives to make language sustainment and enhancement available to non-members; developed learning modules for two new languages; and identified a greater number of ways for members to access testing sites that offer the Defense Language Proficiency Test. NLSC has begun developing a comprehensive, multi-phased training program from which multiple NSEP elements can benefit—to include NLSC members, Foreign Area Officers, and Boren Scholars and Fellows. During 2018, NLSC formed new chapters in Houston, Texas; San Diego, California; and Boston, Massachusetts. These learning initiatives enhanced NLSC members' ability to support partners and aided NLSC in its recruitment of new members.

John S. McCain National Defense Authorization Act for Fiscal Year 2019

The John S. McCain National Defense Authorization Act for Fiscal Year 2019 passed language regarding the prohibition of DoD funds for Chinese language instruction provided by a Confucius Institute and a limitation on DoD funding for Chinese language instruction at institutions that host a Confucius Institute. NSEP is working with institutions to ensure compliance with the law.

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DEFENSE LANGUAGE AND NATIONAL SECURITY EDUCATION OFFICE (DLNSEO)

NSEP is a key part of the broader Defense Language and National Security Education Office (DLNSEO). DLNSEO addresses, at a Department of Defense (DoD) and a national level, the spectrum of activity including language, regional expertise, and culture – from public school education to initial foreign language training for civilian and military populations; assessment, enhancement, and sustainment of that training; and the leveraging of international partners. Through DLNSEO, DoD has the unique ability to develop coherent departmental and national language strategies; to develop and coordinate programs, policies, and initiatives; and to lead the way forward in shaping our nation's capability to effectively teach critical languages.

The Director of DLNSEO serves as the Director of NSEP and supports the Deputy Assistant Secretary of Defense for Force Education and Training within the Office of the Assistant Secretary of Defense for Readiness. DLNSEO is a component of the Defense Human Resources Activity (DHRA), within the Office of the Under Secretary of Defense for Personnel and Readiness.

DLNSEO works with the National Security Education Board (NSEB) and the Defense Language Steering Committee (DLSC) to develop guidance for NSEP. NSEB and DLSC members alike serve in an advisory capacity. While the DLSC is a committee consisting of Senior Executive Service/General Flag Officers from across DoD, the NSEB is an interagency board with federal representatives from the Departments of Defense, Commerce, Education, Energy, Homeland Security, and State; the Office of the Director of National Intelligence (ODNI); and the Chairperson of the National Endowment for the Humanities, along with six Presidentially-appointed members.

DLNSEO fills both DoD's and the nation's foreign language needs in many ways. It participates actively in the DoD language community's strategic planning in order to respond to Personnel and Readiness requirements. It collaborates with other federal partners, including ODNI, the Department of State, and the Department of Education to tackle interagency language training issues.

In addition to oversight of NSEP's key initiatives, including Boren Awards and The Language Flagship, DLNSEO conducts oversight of many high-value training and education programs, including those of the Defense Language Institute (both the Foreign Language Center and the English Language Center), the Joint Foreign Area Officer program, and DoD's language testing and cross-cultural competence initiatives. DLNSEO also develops and enhances relationships within the national education structure to support the enhancement of kindergarten through 12th grade to post-secondary education programs, pre-accession training, and formal in-service military and civilian training. Likewise, it supports the development of career pathways for military personnel equipped with language skills.

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

The Board's Presidentially-appointed members include experts from non-profit organizations, industry, and academia. The Board provides 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 beneficiaries, many of whom are represented on the Board. The Board helps build consensus that meets broad national needs, rather than the needs of a single agency. Additionally, NSEP's Director relies on the Board for advice on hiring practices, internships, and security clearances, as well as providing feedback on proposed policy and guidelines.

Board members represent NSEP's key federal 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, 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 staff on how to best engage with various agencies' hiring officials, helping to facilitate the job placement process.

2018 NATIONAL SECURITY EDUCATION BOARD MEMBERS

	U.S. DEPARTMENT OF DEFENSE **Ms. Veronica Daigle** *Principal Deputy Assistant Secretary of Defense For Readiness*		U.S. DEPARTMENT OF DEFENSE **Dr. Michael A. Nugent** *Director, National Security Education Program* *DESIGNATED FEDERAL OFFICIAL*
	PRESIDENTIAL APPOINTEE **Ms. Martha Abbott** *Executive Director, American Council on the Teaching of Foreign Languages (ACTFL)*		PRESIDENTIAL APPOINTEE **Dr. Reuben Brigety** *U.S. Ambassador (Ret.)* *Dean of the Elliott School of International Affairs, George Washington University*
	PRESIDENTIAL APPOINTEE **Dr. Esther Brimmer** *Executive Director and CEO, NAFSA: Association of International Educators*		U.S. DEPARTMENT OF HOMELAND SECURITY **Mr. Matthew Emrich** *Associate Director, Fraud Detection and National Security Directorate*
No Picture	U.S. DEPARTMENT OF STATE **Ms. Marianne Craven** *Managing Director and Acting Deputy Assistant Secretary for Academic Programs, Bureau of Educational and Cultural Affairs*		PRESIDENTIAL APPOINTEE **Ms. Suzanne George** *Chief Operating Officer, ONE*
	PRESIDENTIAL APPOINTEE **Mr. Michael Guest** *U.S. Ambassador (Ret.)* *Consultant, Council for Global Equality*		NATIONAL ENDOWMENT FOR THE HUMANITIES **Dr. Claudia Kinkela** *Senior Program Officer*
	OFFICE OF THE DIRECTOR OF NATIONAL INTELLIGENCE **Ms. Deborah Kircher** *Associate Director of National Intelligence for Human Capital and Intelligence Community Chief Human Capital Officer*		PRESIDENTIAL APPOINTEE **Dr. Michael McFaul** *Director, Freeman Spogli Institute for International Studies* *Stanford University*
	U.S. DEPARTMENT OF EDUCATION **Ms. Maureen McLaughlin** *Senior Advisor to the Secretary of Education and Director of International Affairs*		U.S. DEPARTMENT OF COMMERCE **Mr. Ruben Pedroza** *Director, Human Capital* *International Trade Administration*
No Picture	U.S. DEPARTMENT OF ENERGY **Vacancy**		

NSEP SERVICE REQUIREMENT

In exchange for funding support, NSEP award recipients agree to work in qualifying national security positions.[6] 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

The NSEP Service Requirement was amended in 2008, to expand federal employment creditable under the Service Agreement.[7] Award recipients from 2008-present are required to first seek employment within the four "priority" areas of government, namely:

- Department of Defense;
- Department of Homeland Security;
- Department of State; or
- Any element of the Intelligence Community.[8]

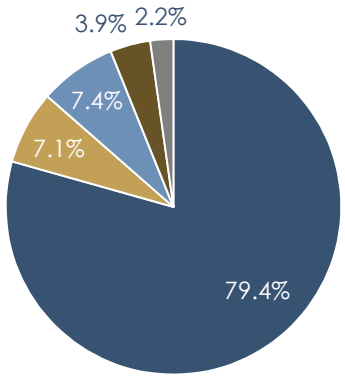
If an award recipient is unable to secure employment within one of the priority areas, he or she may expand the search for employment to include any federal position with national security responsibilities. NSEP defines national security broadly. Thus, when reviewing non-priority agency requests for service credit, NSEP considers the job's potential to impact the nation in sectors ranging from economic stability and international development to water security and public health.

As a final 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. Service credit for education is granted on a case-by-case basis.

SERVICE REQUIREMENT PLACEMENTS

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

1994-2018 SERVICE REQUIREMENT COMPLETION FOR NSEP AWARD RECIPIENTS WHO HAVE REACHED THEIR SERVICE DEADLINE (N=4,384)



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

Of the 4,384 NSEP award recipients who have reached their Service Requirement deadline of November 1, 2018 or sooner, 3,479 (79.4%) have completed, or begun to complete, their service obligation through federal service or a position in U.S. education. 78.4% of NSEP award recipients, wholly or in part, have completed their service requirement in the priority areas. The federal entities where award recipients have worked and/or are currently working include the Department of Defense, the Intelligence Community, and the Departments of Commerce, Energy, Homeland Security, Treasury, and State.

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[6] *For a full legislative history of the NSEP Service Requirement, please refer to 50 USC Ch. 37: National Security Scholarships, Fellowships, and Grants.*
[7] *National Defense Authorization Act for Fiscal Year 2008, P.L. 110-181, Section 953.*
[8] *NSEP considers requests for service approval of priority agency government contract work on a case-by-case basis.*

A portion of award recipients have not yet completed their education, and therefore have not begun the job search for federal employment.

Other recipients have pursued further education programs and will enter the job market thereafter; have very recently 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, he or she may opt to repay the award, or request a waiver. Waivers are granted on a case-by-case basis to individuals who demonstrate extreme hardship.

NSEP pursues and collects repayment from delinquent award recipients who have neither fulfilled their Service Requirement nor repaid their Scholarship or Fellowship. The U.S. Department of the Treasury administers the collection of award funds. Approximately two percent of all award recipients have been referred to the Department of Treasury.

NSEP SERVICE REQUIREMENT DEADLINES

Boren and EHLS Scholars have three years from their date of graduation to begin completing the Service Requirement, while Boren Fellows have two years after graduation. Deferrals of the Service Requirement are considered on a case-by-case basis for Boren Scholars and Fellows who pursue approved, qualifying further education, which include 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 percent of their classes
  - Versed in a wide range of academic disciplines
- Unique Skill Sets
  - Documented capabilities in less commonly studied languages
  - Sustained in-country experience studying in, and about, less commonly visited world regions
- Eligibility for Streamlined Hiring
  - Congressional special hiring authorities as authorized by statute (Section 802 (k) of the David L. Boren National Security Education Act of 1991 (50 USC 1902 (k)), including Schedule A, 5 CFR 213.3102 (r) and the National Defense Authorization Act for FY 2013 (NDAA13))
  - Résumés online for instant review by hiring officials
  - U.S. citizenship

SUPPORTING AWARD RECIPIENTS THROUGHOUT THE JOB-SEARCH PROCESS

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, exclusive internship programs, and individual career guidance support.

HIRING EVENTS

In 2010, NSEP began organizing and implementing on-site, exclusive federal and industry hiring events. These events have directly facilitated the hiring of NSEP award recipients at multiple federal departments and agencies, such as the Department of State, Office of Naval Intelligence, Defense Intelligence Agency, National Geospatial-Intelligence Agency, and the National Security Agency. In 2018, NSEP held two exclusive events in conjunction with the National Geospatial-Intelligence Agency in Washington, D.C. and St. Louis, MO.

In addition, NSEP hosts an annual interagency career fair, during which NSEP awardees are given the opportunity to liaise, provide résumés, and

interview with federal hiring officials. Thirty agencies from across the federal sphere participated in the 2018 NSEP career fair, including the Departments of Commerce, Defense, Homeland Security, State, and various components of the Intelligence Community.

INTERAGENCY COLLABORATION

In 2018, NSEP launched its third annual partnership with the Defense Intelligence Agency (DIA) and its second annual partnership with the Department of Homeland Security's Office of Intelligence and Analysis (I&A). DIA hired eight Borens and I&A hired three Borens through NSEP's exclusive internship programs in 2018. In recent years, NSEP has added organizations such as the National Aeronautics and Space Administration (NASA) and the Office of Personnel Management's (OPM) National Background Investigations Bureau to its list of federal national security organizations. In 2018, NSEP expanded this list to include the Department of Justice's Criminal Division.

CAREER GUIDANCE

NSEP staff provides guidance and support to award recipients throughout the job search process through job consultations, résumé and cover letter reviews, workshops, and webinars on the NSEP Service Requirement. In addition, staff disseminate information to award recipients about the logistics of fulfilling the Service Requirement.

NSEP 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 2018, NSEP posted 76 exclusive jobs on behalf of 20 federal organizations. Since 2003, NSEP has posted 675 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 implements recommendations for modifications and refinements as needed.

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, D.C.

2017 Boren Scholars and Fellows reconnect after their year abroad while attending the 2018 Boren Seminar

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, and the NASA 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/COUNTRIES[9]

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

NSEP AREA OF EMPHASIS: LANGUAGE OF STUDY

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

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

NSEP AREA OF EMPHASIS: FIELDS OF STUDY

NSEP accepts applications from individuals seeking degrees in multidisciplinary fields, including those listed on the next page.

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

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)

BOREN SCHOLARSHIPS AND FELLOWSHIPS

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

The Boren Scholarships and Fellowships program is a leader in the field of international education. Compared to other study abroad programs, Boren:

- Increases the number of U.S. students studying in world regions that are important to U.S. national security;
- Funds students for longer, more comprehensive periods of language and culture study;
- Provides the opportunity for students from non-traditional study abroad fields, such as applied sciences, engineering, and mathematics, to develop international skills; and
- Enables a more diverse array of American students to undertake serious study of languages and cultures critical to U.S. national security.

2018 Boren Scholars and Fellows receive a pre-program orientation in Washington, D.C.

BOREN CONVOCATION AND PRE-DEPARTURE ORIENTATION

Every June, NSEP hosts the class of newly-awarded Boren Scholars and Fellows in Washington, D.C. for a pre-departure orientation. NSEP, in collaboration with the Federal Bureau of Investigation, the National Security Agency, the Department of State, the Institute of International Education, and multiple academic partners, conducts briefings on topics including regional safety and security issues, as well as cross-cultural awareness. The two-day event provides an excellent venue for Boren Scholars and Fellows to meet one another, ask questions, and prepare themselves for their overseas study.

U.S. Senator Rob Portman meets with the 2018 Boren Scholars from Ohio

2018 PROGRAM HIGHLIGHTS

In 2018, NSEP awarded 199 Boren Scholarships and 102 Boren Fellowships with applicant acceptance rates of 25% for Scholars and 34% for Fellows.

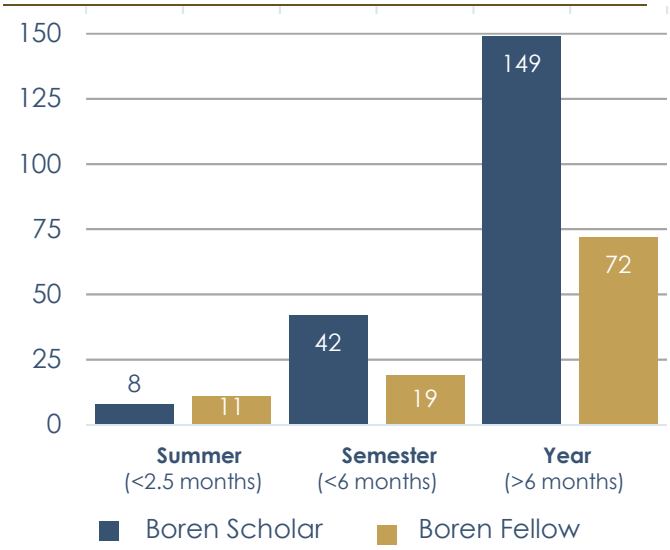
	Boren Applicants	Boren Recipients
Scholars	794	199
Fellows	300	102
TOTAL	1,094	301

Boren Awardee Population

Overall, 149 (75%) Boren Scholars studied abroad for six months or longer, while 72 (71%) Boren Fellows studied abroad for a full calendar year. This figure is in stark contrast to the general study abroad population, where only 2.3% of U.S. students choose to study abroad for a full year, and among these, a majority study in Western Europe.

In addition, among the class of 2018 Boren Scholars and Fellows, approximately 73% of students studied overseas for more than six months. This extended period of time reflects a major difference between the Boren Awards program and the general trend in U.S. study abroad, where 63% of students study overseas for eight weeks or less.[10]

DURATION OF STUDY OVERSEAS BY BOREN SCHOLARS AND FELLOWS IN 2018



The class of 2018 Boren Scholars and Fellows reside in over 40 states, Puerto Rico, and the District of Columbia, and study at 139 institutions of higher education across the country. They traveled to 36 countries to study over 30 languages. Full listings of all 2018 Boren awardees' countries and languages of study are included in Appendices G and H respectively.

World Regions	Boren Scholars	Boren Fellows	TOTAL
East/Southeast Asia	72	25	97
Europe/Eurasia	32	17	49
Latin America	4	8	12
Middle East/North Africa	46	26	72
South Asia	11	9	20
Sub-Saharan Africa	34	17	51
TOTAL	199	102	301

[10] *Institute of International Education (IIE). (2018). Open Doors 2018 Fast Facts. Retrieved from https://www.iie.org/Research-and-Insights/Open-Doors/Fact-Sheets-and-Infographics/Fast-Facts. October 16, 2018.*

East Asia and the Middle East/North Africa continue to be the most popular destinations among both Boren Scholars and Boren Fellows.

Boren Scholars and Fellows possess diverse academic skill sets. In addition to developing critical language expertise, they specialize in a wide variety of disciplines. Among 2018 Boren Scholars, there were 22 STEM majors, while five Boren Fellows pursued graduate work in STEM fields. [11]

Fields of Study	Boren Scholars	Boren Fellows	TOTAL
International Studies	73	47	120
Social Sciences	56	29	85
Applied Sciences (STEM)	17	5	22
Area/Language Studies	35	9	44
Law	1	1	2
Business	7	0	7
Other	10	11	21
TOTAL	199	102	301

Language Proficiency Gains

NSEP systematically assesses language proficiency gains. Boren Scholars and Fellows are assessed both pre- and post-program, and the data clearly illustrate the proficiency gains students achieve through an extended period of immersive, overseas study.[12]

In calendar year 2018, post-tests had been completed by 162 Scholars and 92 Fellows. Among this population, 118 (72.8%) Scholars and 71 (77.1%) Fellows achieved a post-test oral proficiency level of 2 or higher on the Interagency Language Roundtable (ILR) scale following their study overseas.

BOREN FEDERAL CAREER SEMINAR

Upon returning from their overseas study, NSEP gathers awardees in Washington, D.C. for a two-day federal career seminar. The seminar provides attendees the opportunity to network, participate in briefings on their mandated service requirement, and learn more about job opportunities within the federal government. The second day of the seminar culminates in a career fair with federal partner agencies meeting with awardees, conducting interviews, and in some cases, making on-the-spot job offers. In 2018, 30 agencies from across the federal space attended, recruited, and interviewed Boren job seekers.

2017 Boren Scholar in China

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

Exclusive hiring authorities granted to awardees by Congress (Schedule A, 5 CFR 213.3102 (r) and the National Defense Authorization Act for FY 2013 (NDAA'13)) assist federal organizations to non-competitively appoint Boren Scholars and Fellows without regard to the provisions of Title 5 governing appointments in the competitive service. Furthermore, under NDAA'13, Section 956, any federal agency with national security responsibilities may non-competitively appoint a Boren Scholar or Fellow to the excepted service and then convert the appointee to career or career conditional appointment without competition. In accordance with these Congressionally legislated authorities, NSEP has posted more than 600 jobs since 2010 open to Boren awardees on behalf of dozens of partner agencies across the national security community.

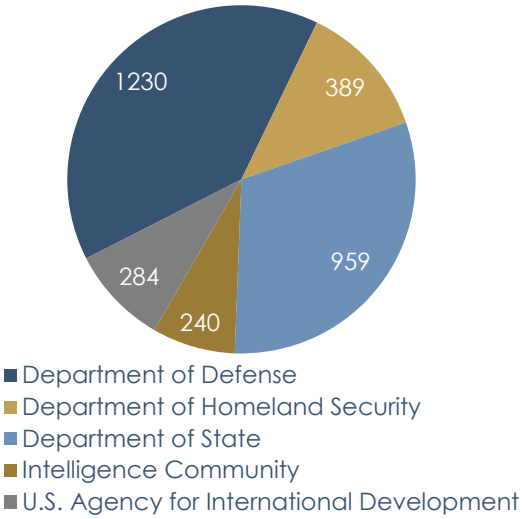
Federal agencies are increasingly engaging with NSEP to hold exclusive career events at their facilities. These events provide a direct avenue for awardees to learn more about the agencies'

[11] *For a full list of majors, see Appendix I.*
[12] *For longitudinal data on the Boren Program, see Appendix O.*

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.

2014 Boren Fellow who is now a special assistant for the USAID Office of Afghanistan and Pakistan

NSEP SERVICE IN PRIORITY AGENCIES[13]



As the next generation of federal leaders, Boren Scholars and Fellows are equipped with linguistic and cultural competencies, multi-disciplinary academic skill-sets, and a strong desire to contribute to the nation's security through public service.

2018 PROGRAM INITIATIVES

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

Boren Mentorship

In 2018, NSEP facilitated the third annual Boren Mentorship Program, matching more recently-returned Boren recipients seeking federal employment with mid- to high-level Boren alumni serving in the public sphere. In total, 49 alumni were selected as mentors and matched with 51 mentees for the six-month program. Mentors included alumni working at the Departments of Defense, Homeland Security, State, Energy, Treasury, and Agriculture as well as within the Intelligence Community, Centers for Disease Control and Prevention (CDCP), and United States Agency for International Development (USAID). Among the responses that NSEP received from the post-program questionnaire, mentees reported outcomes such as enhancing job hunting skills, developing a better understanding of the U.S. Foreign Service, and even obtaining a job that fulfills the NSEP Service Requirement.

Boren awardee takes advantage of resume review services at the 2018 Federal Career Seminar

Boren Outreach Efforts

In 2018, NSEP, in conjunction with the Institute of International Education (IIE), conducted Boren outreach efforts at more than 180 institutions of higher education across the U.S. to increase and diversify the Boren applicant pool. During campus visits, the outreach team presents in study abroad offices and classrooms, meets one-on-one with prospective applicants as well as works with Boren Campus Representatives and the institution's

[13] *See Appendix C for more details on where Boren Scholars and Fellows have fulfilled their service requirement.*

faculty and staff to highlight the opportunities and outcomes of the Boren Awards.

Webinar Series Roll-Out

In 2018, NSEP staff recorded and presented webinars on topics such as "Understanding your NSEP Service Requirement" and "Interviewing Tips" to better inform and empower Boren award recipients in their federal job search. For 2018-2019, NSEP plans on expanding the webinar series to cover additional topics including "STEM Careers" and "Insider Tips on Federal Hiring." Webinars are presented live and recorded, and include a feature for awardees to submit questions directly to the presenters. The recording and presentation slides remain accessible via the Boren web portal.

NSEP Alumni Profiles

NSEP strives to build stronger relationships with Boren alumni in the national security community. This year, NSEP profiled a diverse group of alumni on the Boren web portal from various agencies and departments, each with different regional and linguistic backgrounds .The purpose of this outreach is twofold: to recognize the achievements of notable alumni, as well as to provide active job-seekers career insights into identifying and securing federal employment in agencies throughout the government.

Expansion of Social Media Presence

As of December 2018, nearly 600 NSEP alumni have joined the official Boren Awards Alumni group on LinkedIn to share professional opportunities and network with other NSEP award recipients, strengthening the Boren alumni base. In addition to LinkedIn, Boren maintains a robust presence on other social media platforms, such as Facebook, YouTube, and Twitter.

ROTC Boren Initiative

In 2018, the Boren Awards, in coordination with ROTC Flagship and Project GO, supported 19 qualified cadets and midshipmen. Based in part on its successful partnerships with the Services, NSEP continues to expand the ROTC Boren initiative aimed at increasing the number of ROTC students participating in Boren Scholarships.

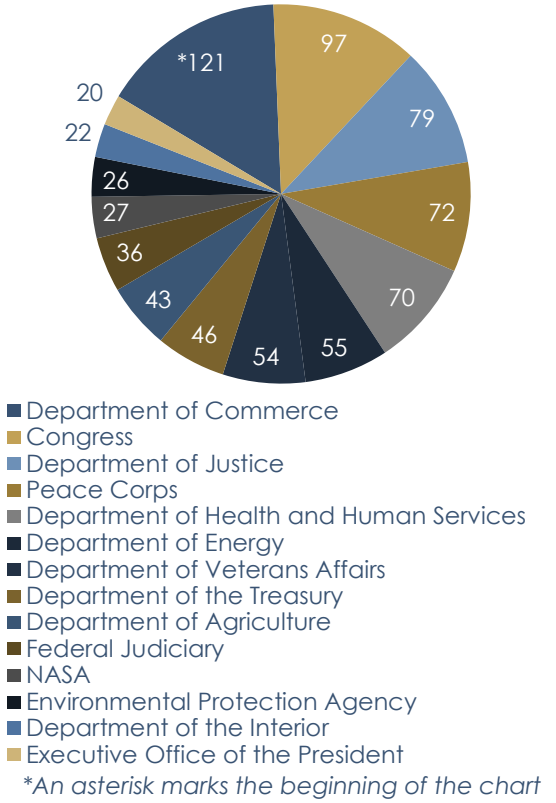
To apply, ROTC Boren applicants fulfill the same general eligibility requirements as all Boren applicants. In addition, they confirm they will remain in an inactive, non-drilling status during their Boren-funded overseas study. As with all Boren Scholars and Fellows, ROTC Boren awardees commit to working in the federal government for one year and may fulfill their ROTC commitment and their Boren commitment concurrently.

FUTURE OF BORENS AS LEADERS IN GOVERNMENT SERVICE

For more than 20 years, Boren Scholarships and Fellowships have provided a pathway for committed and globally-conscious recipients to apply their skills to the national security sector. As the program has continued to grow, so has its alumni base. These alumni are located all across the federal government, each drawing upon the skills they have cultivated during their study abroad experience.

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

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



**An asterisk marks the beginning of the chart*

ENGLISH FOR HERITAGE LANGUAGE SPEAKERS

The United States Congress created the English for Heritage Language Speakers (EHLS) Program to provide professional English language instruction to U.S. citizens who are native speakers of critical languages with passage of the Intelligence Authorization Act for Fiscal Year 2005 (Public Law 108-487, Sec. 603, found in 50 U.S.C. §1902).

David Shedd, Former Deputy Director at the Defense Intelligence Agency, speaking at the EHLS Graduation

The 2018 EHLS program saw continued improvements in English language gains overall among participants, especially in writing. These gains provide EHLS Scholars a competitive edge when seeking federal employment with organizations that have expressed their need for employees with strong abilities in both English and critical foreign languages.

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

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

- U.S. citizenship;
- At least a Bachelor's degree or the equivalent;
- Native language proficiency at ILR Level 3 or higher, verified through formal testing;[14]
- English language skills at ILR Level 2 or higher, verified through formal testing;[15] and
- Intent to work for the federal government.

Each year, this program admits a cohort of Scholars to participate in eight months of professional development. The first six months of the program provide full-time, intensive, in-class instruction at Georgetown University.[16] The final two months of the program are part-time and online; instruction focuses on further development of writing and career preparedness skills. Overall, the EHLS program curriculum mirrors the skills needed by government personnel, giving participants the opportunity to improve their English skills in a highly structured, professional environment.

The EHLS program curriculum is regularly updated through close cooperation with federal partner agencies that help to refine focus and results. The signature capstone component of the program is the Open Source Analysis Project (OSAP). The OSAP incorporates the highest levels of all English

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

[15] *English language skills are assessed using Oral Proficiency Interviews from Language Testing International, the English Language Proficiency Test (ELPT) by permission from the Defense Language Institute English Language Center (DLIELC), and a writing test developed by DLIELC and the CAL.*

[16] *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.*

communication modalities: speaking, listening, reading, and writing. Project topics are provided by various government agencies, and each EHLS Scholar works with an agency mentor throughout the research and analysis process. The project culminates in a formal symposium each June, at which time EHLS Scholars provide formal briefings on their projects before an audience of senior government officials, hiring managers, mentors, and others. A copy of each written report and video presentation is made available to the government agency that hosted an OSAP topic. These materials are also made available to the broader national security community.

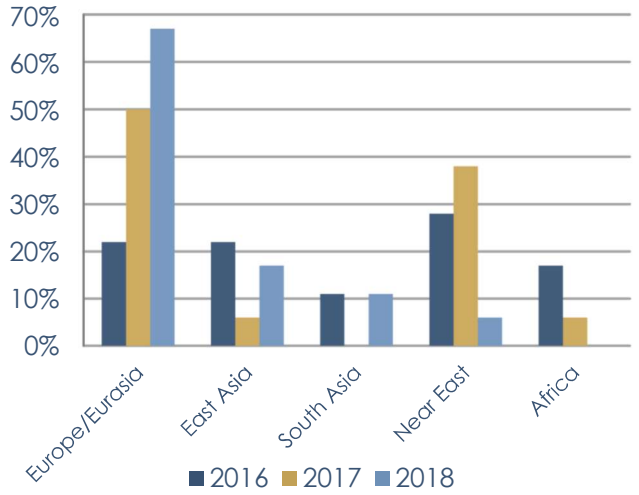
2018 UPDATES

The EHLS program annually reviews which critical language backgrounds to include in its recruiting campaign for new applicants based on priorities within the Department of Defense and the Intelligence Community. For the class of 2018, the program recruited native speakers of Arabic, Azerbaijani, Balochi, Bambara, Dari, Hausa, Hindi, Kazakh, Kurdish, Kyrgyz, Mandarin, Pashto, Persian, Punjabi, Russian, Somali, Tajik, Tamashek, Turkish, Urdu, and Uzbek.[17]

EHLS Program: Languages Recruited	Class of 2016	Class of 2017	Class of 2018
Amharic	2	N/A	N/A
Arabic	5	5	0
Azerbaijani	N/A	0	0
Balochi	0	0	0
Bambara	0	0	0
Dari	1	0	0
Hausa	0	1	0
Hindi	0	0	1
Kazakh	1	0	1
Kurdish	0	0	0
Kyrgyz	1	0	1
Mandarin	4	1	3
Pashto	0	0	1
Persian	0	1	1
Punjabi	0	0	0
Russian	N/A	6	10
Somali	1	0	0
Tajik	0	0	0
Tamashek	0	0	0
Turkish	1	1	0
Urdu	1	0	0
Uzbek	1	1	0
Yoruba	0	N/A	N/A
TOTAL PARTICIPANTS	18	16	18
TOTAL APPLICANTS	**208**	**330**	**228**

Speakers of seven of these languages were admitted to the class of 2018, with 228 complete applications submitted for 18 scholarships. The table above provides a comparison of participants by language background for the 2016, 2017, and 2018 program years. With respect to language background, the data demonstrate a successful reintroduction of Russian. The program was also successful in recruiting several speakers of Mandarin.

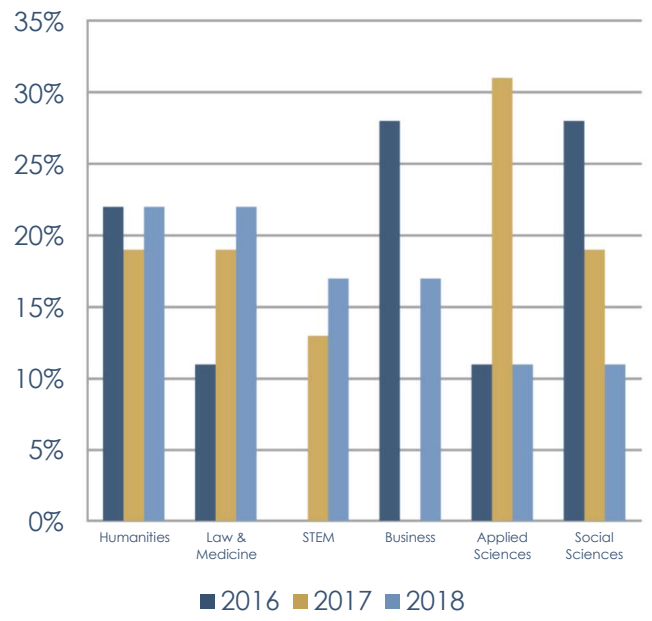
2016-2018 EHLS SCHOLARS REGION OF ORIGIN



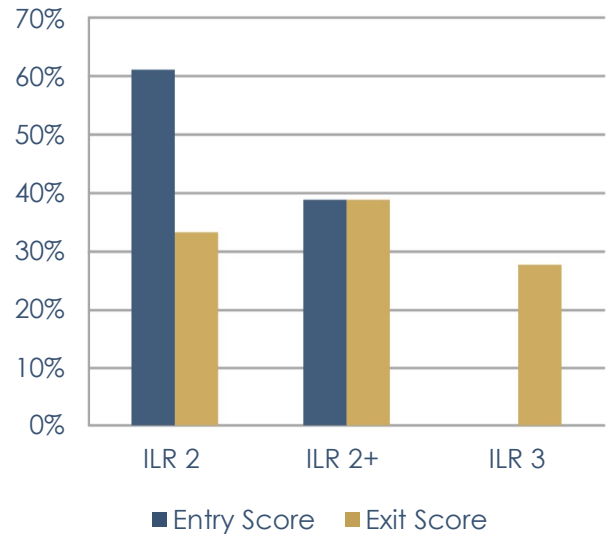
The Region of Origin table above reflects dramatic changes for the class of 2018. The foundation of the EHLS program has historically been native speakers of Arabic and Mandarin. This approach has changed over the years as recruiting has expanded and new native languages have been introduced. With the inclusion of Russian for the class of 2017, those who were born in Russia or Eurasia represented the largest percentage of Scholars, encompassing two-thirds of the class of 2018.

[17] *A list of 2018 EHLS Scholars can be found in Appendix M.*

2016-2018 EHLS SCHOLARS BY ACADEMIC FIELD



2018 EHLS SCHOLARS ENGLISH WRITING RESULTS



PROGRAM RESULTS

Over the past 13 years, the EHLS program has worked to assist its Scholars with the goal of reaching an ILR Level 3 in all modalities of English: reading, writing, listening, and speaking. For 2018, the program produced excellent results, with over 70% of all exit test scores at ILR Level 3 and 90% of scores at or above ILR Level 2+. These results reflect the influence of a number of factors including program improvements, formative curriculum design, and high quality intensive instruction. Furthermore, it is possible that some of the EHLS Scholars' abilities could be above ILR level 3 because the reading, listening, and writing tests do not reach above this level.

WRITING SKILLS

The development of writing skills has been emphasized as one of the highest priorities for the EHLS program for many years, based on input from the government agencies hiring EHLS program graduates. In 2018, the Scholars entered with writing scores at ILR level 2 or 2+. The curve significantly shifted with the post-program writing score results, with 28% reaching ILR level 3. These scores reflect the best results in four years.

SPEAKING SKILLS

Rather than emphasizing speaking proficiency, the EHLS program curriculum focuses on professional presentation skills, which were evident in the Open Source Analysis Project capstone briefings. A total of 94% of the Scholars reached ILR level 3 in speaking proficiency.

EHLS Scholar and EHLS instructor celebrate following the 2018 EHLS graduation ceremony

READING SKILLS

EHLS Scholars' reading scores are historically high with all entrance and exit scores at ILR 2+ or 3. For 2018, 94% of the Scholars completed the program with a reading score at ILR level 3.

LISTENING SKILLS

Scholars' listening skills are measured upon entry into and exit from the EHLS program. Two thirds of EHLS graduates reached ILR level 3 in 2018, suggesting current high level proficiency and a likelihood of future improvements.

PROFESSIONAL PERFORMANCE ASSESSMENT

These formal "high stakes" language assessments are valuable tools for monitoring students' language skill development. Nevertheless, these results do not provide a comprehensive view of the EHLS Scholars' abilities. Therefore, a performance-based assessment system is being developed to supplement these assessments and provide a more complete view of EHLS Scholars' abilities. A summary writing task was piloted with the exiting 2018 cohort. Based on results, NSEP determined that the task could be contextualized more definitively to provide direction to the Scholars. NSEP also determined that the Professional Performance Assessment (PPA) will include a soft skills measurement based on a number of tasks important to federal agencies including:

- Working with a team to complete projects;
- Sharing and receiving feedback from colleagues; and
- Communicating with a diverse audience.

OPEN SOURCE ANALYSIS PROJECT (OSAP)

With the assistance of federal agencies and respective mentors, EHLS Scholars produce a set of reports and presentation videos that address critical issues related to national security. The reports and videos are available to the national security community on Intelink-U (a repository of unclassified information hosted by the Office of the Director of National Intelligence).

The 2018 EHLS Scholars' OSAP research was based on topics provided by nine federal organizations: Central Intelligence Agency, Defense Intelligence Agency, Department of Homeland Security - Customs and Border Protection, Federal Bureau of Investigation, National Ground Intelligence Center (U.S. Army - INSCOM), U.S. Air Force, U.S. Army Space and Missile Defense Command, U.S. European Command (EUCOM), and U.S. Pacific Command (PACOM). The research results are presented before an audience of representatives from a large number of federal organizations and related contractors from around the country, some of whom are currently seeking to employ these 2018 EHLS Scholars. Videos of the EHLS Scholars' OSAP presentations and their corresponding written reports are posted on Intelink-U.

FUTURE OF EHLS

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

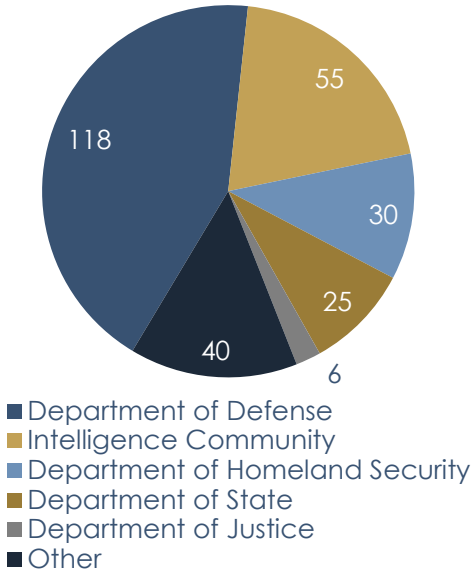
The EHLS Class of 2019 will begin instruction at Georgetown University in January. The class of 2019 will not only include a Korean speaker for the first time since 2006, but also a greater level of native language diversity than the program has seen in many years.

For 2019, the EHLS program staff are working on several initiatives to help enhance instruction. First, the instructional team is working on curricular revisions to help provide tasks that are sufficiently challenging for those coming into the program with higher-level English proficiency skills.

Furthermore, the EHLS program is implementing an enhanced pilot of the PPA to measure program outcomes in a manner that complements the language proficiency tests that have been administered since the beginning of the program. For the 2019 cohort, the EHLS team (comprised of staff from NSEP, CAL, and Georgetown University) will revise the professional tasks for professional writing and soft/interpersonal skills. Both pre- and post-assessments will be rated using a rubric to include general summary writing factors such as length, objectivity, paraphrasing, organization, and accuracy. The rubric will enable the observation of growth and improvement in performance of this work-related task, but will not be tied to any external rating scale. EHLS Scholars

will maintain professional portfolios, to include the items mentioned, along with OSAP products and other professional items identified as valuable by federal government managers who regularly hire EHLS graduates.

LOCATIONS WHERE EHLS SCHOLARS HAVE FULFILLED SERVICE (2006-2018)



The Federal Bureau of Investigation and the National Virtual Translation Center continue to hire EHLS graduates, processing them for employment as contracted linguists and translators. In addition, NSEP is cultivating closer ties with the National Ground Intelligence Center, the Defense Intelligence Agency, and other components of the national security community to increase the probability of EHLS Scholars finding employment directly with the federal government to fulfill their service requirement.

THE LANGUAGE FLAGSHIP: OVERVIEW

The Language Flagship is authorized under the David L. Boren National Security Education Act (NSEA), as amended, P.L. 102-183 as a national effort to change the way Americans learn languages. Flagship programs, created as innovative partnerships between the federal government and the academic community, aim to systematically produce a pool of language-proficient professionals with linguistic and cultural expertise critically needed for 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 towards advanced-level language proficiency. Overseas Flagship Centers provide directed language instruction, direct enrollment opportunities, and professional internship experiences that foster the attainment of professional-level language proficiency during an overseas Capstone year experience.

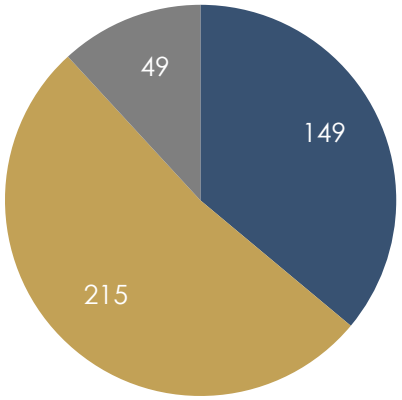
In addition to the core program, The Language Flagship sponsors the following initiatives through competitive grants to IHEs to promote and improve U.S. students' language learning and cultural expertise:

- Regional Flagship Languages Initiative (RFLI);
- K-12 / Higher Ed Partnership Initiatives;
- Proficiency Initiative;
- Flagship Culture Initiative;
- Flagship Video Project;
- Flagship Technology Innovation Center; and
- State Language Roadmaps.

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

For academic year 2017-2018, The Language Flagship sent 413 students overseas for immersive language and culture learning.

2017-2018 FLAGSHIP OVERSEAS ENROLLMENT



■ Flagship Capstone ■ Flagship Summer ■ RFLI

Flagship currently has 107 2018-2019 Flagship students participating in the Overseas Capstone. An additional 21 Chinese and Portuguese language students will begin their Capstone experience in spring 2019.

THE LANGUAGE FLAGSHIP: CORE PROGRAM

The Language Flagship currently sponsors 31 programs at 21 universities in Arabic, Chinese, Korean, Persian, Portuguese, Russian, and Turkish. Together, the Flagship programs strive to graduate students from an array of majors with an exit proficiency of Interagency Language Roundtable (ILR) Level 3 in one of The Language Flagship's target languages. [18]

Flagship universities have enhanced their language offerings and curriculum creating more intensive language programs that start at the beginner level and build to the ILR 3 level. All Flagship programs provide:

- Weekly group and individualized tutoring;
- Integrated content-based instruction and courses across disciplines;
- Outcomes-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 an array of majors and language backgrounds who self-select to take on the challenge of a Flagship experience. Students pledge their time to complete all domestic and overseas requirements. These requirements include taking both language classes and content courses taught in the target language, attending out-of-classroom group practice and 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.

Overseas Capstone Flagship Centers provide students continued, directed language instruction that articulates from their domestic Flagship learning. While overseas, Flagship students enroll in coursework that supports their academic major and participate in a professional internship experience.

2018 Chinese Flagship student during her overseas Capstone year in Nanjing, China

All overseas instruction is conducted in the target language. Flagship maximizes student opportunities to use their target language in academic, professional, and social environments. In addition, most students undertake home-stay experiences or native speaker living arrangements, which fosters an immersive environment, further develops their language proficiency, and provides opportunities for deeper understanding of the host country people and culture.

The Persian Language Flagship Program uses a year-long domestic Capstone immersion hosted at the University of Maryland. The domestic immersion program integrates intensive language instruction, a language pledge, a self-contained on-campus living space, and opportunities for internships using Persian language. The program results have proved that a domestic immersion is possible for languages and areas where overseas study is not feasible.

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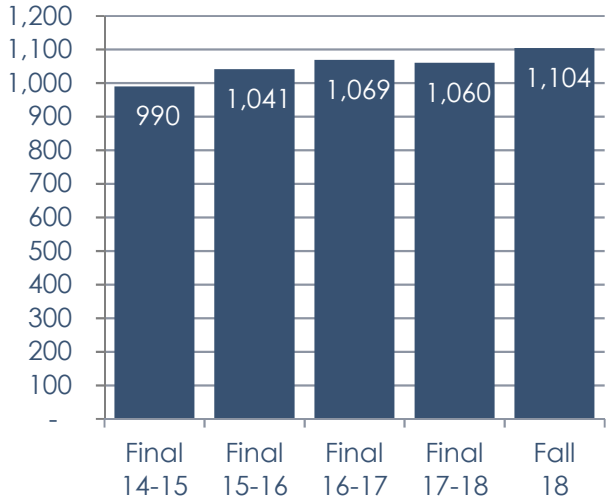
[18] *See Appendix J for Interagency Language Roundtable. Retrieved from http://www.govtilr.org/skills/ILRscale2.htm. December 4, 2018.*

2018 PROGRAM ENROLLMENTS

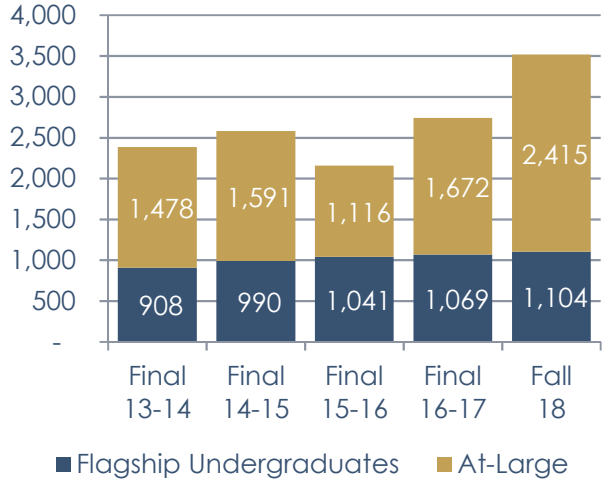
For fall 2018, there are 1,104 Flagship Undergraduates participating in The Language Flagship programs.

2014-2018 FLAGSHIP UNDERGRADUATE ENROLLMENTS



At the Domestic Flagship Centers, an additional 2,415 At-Large students participated in Flagship courses and activities. 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. Flagship mid-year enrollment for the 2018-2019 academic year is 3,519 students.

2014-2018 DOMESTIC FLAGSHIP PROGRAM ENROLLMENTS

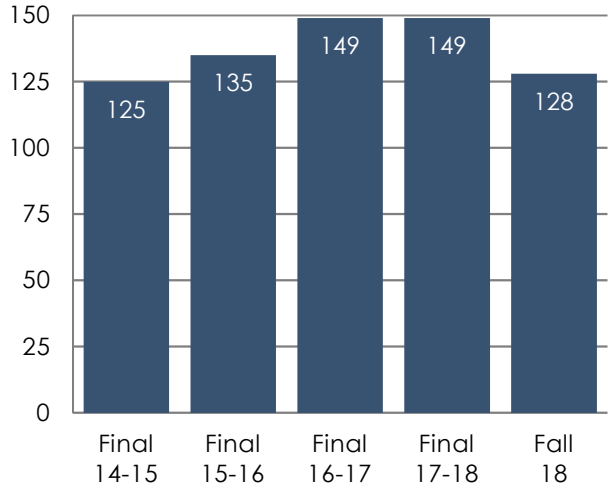


2018 OVERSEAS ENROLLMENTS

Flagship students who demonstrate advanced level skills (ILR Level 2 or above) in speaking and a minimum of ILR 2 in reading or listening (with no lower than ILR 1+ in any modality) are eligible to participate in a year abroad at an Overseas Flagship Center. For fall 2018, 107 students participated in one of the Flagship Overseas Capstone programs; an additional 21 Chinese and Portuguese language students will begin their Capstone experience in spring 2019.

In the domestic pipeline, the number of students preparing to study at one of the Overseas Flagship Centers for the 2019-2020 academic year is increasing. For the 2018-2019 academic year, The Language Flagship has 128 students undertaking study and work experiences through Overseas Flagship programs.

2014-2018 OVERSEAS FLAGSHIP CAPSTONE ENROLLMENTS



FLAGSHIP FEDERAL SERVICE INITIATIVES

The Language Flagship engages students interested in government service. Boren Flagship Scholarships and ROTC Flagship ensure that Flagship students use their acquired language skills in the service of the government or the military.

In addition, the Regional Flagship Languages Initiative (see RLFI section) provides expanded language and culture training for Boren Scholars and Fellows studying in Africa (Ghana, Mozambique, Senegal, South Africa, and Tanzania), India, and Indonesia.

In 2018, the Flagship programs sponsored 109 students with service commitments (Boren Flagship; contracted ROTC Flagship; Regional Flagship Languages Initiative awardees). In addition, NSEP collaborates with federal agencies to coordinate internship opportunities and other professional opportunities for Flagship students as pathways into federal service.

BOREN FLAGSHIP SCHOLARS

In April 2018, NSEP awarded 30 new Boren Flagship Scholarships for study at Flagship Overseas Capstone Centers for the 2018-2019 academic year.

Arabic Flagship student visits Chefchaouen, a city in Northwest Morocco, during her 2018 overseas Capstone

Boren Flagship Scholars meet Flagship's goals of professional-level language proficiency and preparing high-quality candidates for federal service. The Flagship program continues to improve recruitment of Flagship students who apply for and then receive Boren Scholarships.

Boren advising and outreach opportunities at Flagship programs further increases the pool of Flagship certified students prepared to address the current and future needs of the federal government for language and culture expertise. Since 2011, there have been 154 Boren Flagship Scholars who have successfully completed the domestic and overseas Flagship program.

ROTC FLAGSHIP

The Language Flagship, in coordination with the Project GO program launched the ROTC Flagship initiative in 2012. The goal of the ROTC Flagship initiative is to significantly increase the number of future military officers who commission with professional-level language proficiency. This effort reduces the burden on the Services for costly training and retraining of mid-career officers for key positions requiring foreign language and regional expertise.

The ROTC Flagship initiative includes domestic scholarship support provided by the Army Cadet Command and Air Force Education and Training Command. Both the Army and Air Force ROTC 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 a fifth year of study overseas funded by The Language Flagship. These scholarship arrangements provide full support for future officers to gain professional language proficiency and significant regional experience prior to commissioning. Upon commissioning in the Air Force, ROTC Flagship graduates may enroll in the Language Enabled Airman Program (LEAP), in order to maintain their language skills. 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 a fifth year.

Flagship also supports one Senior Military College, the University of North Georgia (UNG), which has a Chinese ROTC Flagship program. There are 42 ROTC cadets enrolled in UNG's Chinese Flagship program for academic year 2018-2019.

ROTC Flagship initiative efforts empower and encourage all Flagship programs to collaborate with their ROTC detachments. Cooperatively,

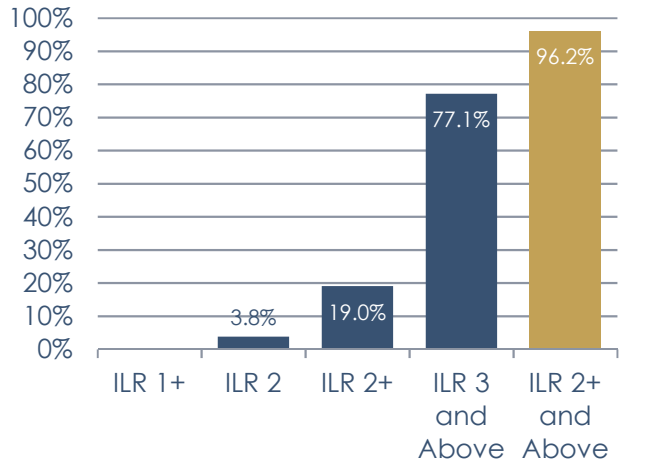
they develop pathways for cadet recruitment, Flagship participation, and success through completion of a Flagship Capstone program.

For academic year 2018-2019, there are 64 ROTC cadets and midshipmen enrolled in The Language Flagship in Arabic, Chinese, Korean, Persian, Russian, and Turkish programs. This number includes seven ROTC cadets who are currently participating in Capstone programs in Arabic, Chinese, Russian, and Turkish. The current ROTC Flagship breakdown by service is as follows: Army - 47; Air Force - 16; and Navy - 1.

2018 PROFICIENCY RESULTS

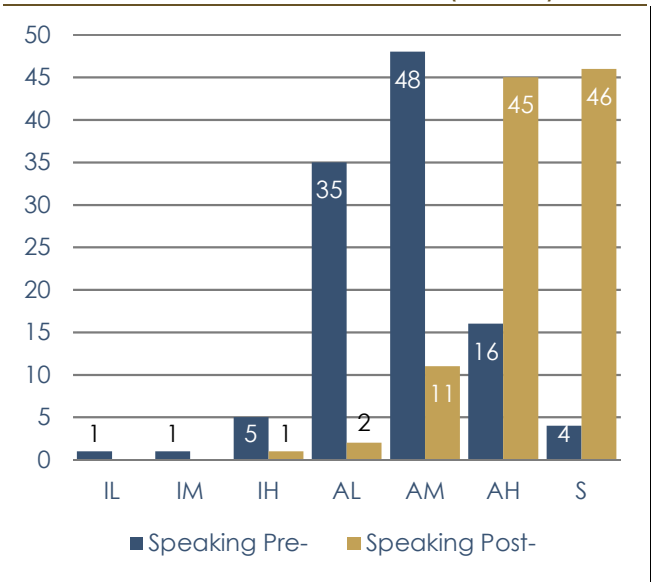
The 2018 Flagship proficiency outcomes include the Arabic, Chinese (Beijing and Nanjing), Hindi-Urdu, Korean, Persian, Russian, and Turkish results. The data for the Chinese Spring Nanjing and Portuguese proficiency outcomes were unavailable at the time this report was submitted. 105 Flagship undergraduates were tested using post-Capstone OPI, and of these, 77% demonstrated ILR Level 3 (professional-level) proficiency in speaking, and 96% achieved ILR 2+ or higher.

2018 POST-CAPSTONE ILR SPEAKING PROFICIENCY OUTCOMES (N-105)



In 2018, Capstone assessments were also rated using the ACTFL scale. Of the 105 scored assessments, 46 students demonstrated ACTFL Superior Proficiency and 45 demonstrated Advanced-High proficiency in speaking.

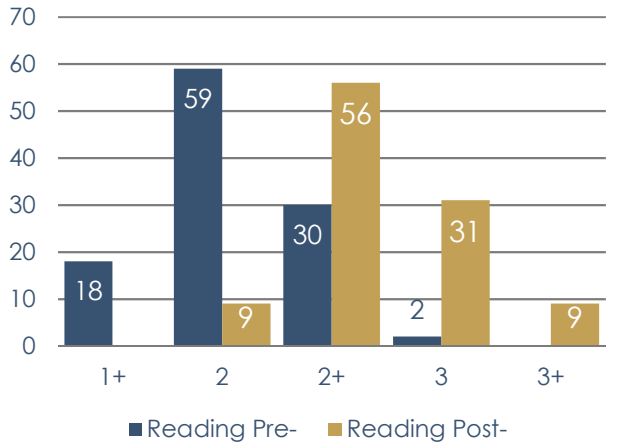
2018 PRE- AND POST-CAPSTONE ACTFL SPEAKING PROFICIENCY (N-105)[19]



Of the returned Capstone students, 105 students completed assessments through the Flagship Assessment battery in reading and listening administered through American Councils for International Education.

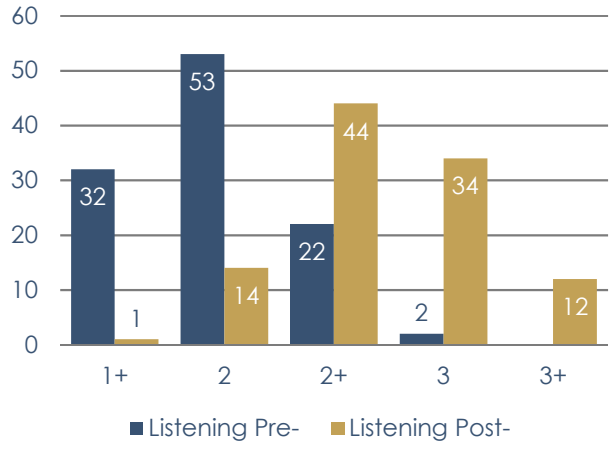
Ninety-two percent of Flagship students who completed the Flagship Reading Assessment scored in the ILR 2+ range or higher, and 38% scored in the ILR 3 range or higher. For the Flagship Listening Assessment 86% scored in the ILR 2+ range or higher, and 44% scored in the ILR 3 range or higher.

2018 PRE- AND POST-CAPSTONE ILR READING PROFICIENCY (N-105)



[19] *110 students pre-tested. 105 completed post-tests.*

2018 PRE- AND POST-CAPSTONE ILR LISTENING PROFICIENCY (N-105)[20]



The assessment outcomes show that 22% of the 2017-2018 Flagship Capstone group demonstrated 3/3/3 or ILR 3 proficiency in the modalities of speaking, listening, and reading upon completion of their overseas year. The results for 3/2+/2+, which is the requirement for Flagship Certification, revealed that 64% of the cohort demonstrated this exit proficiency.

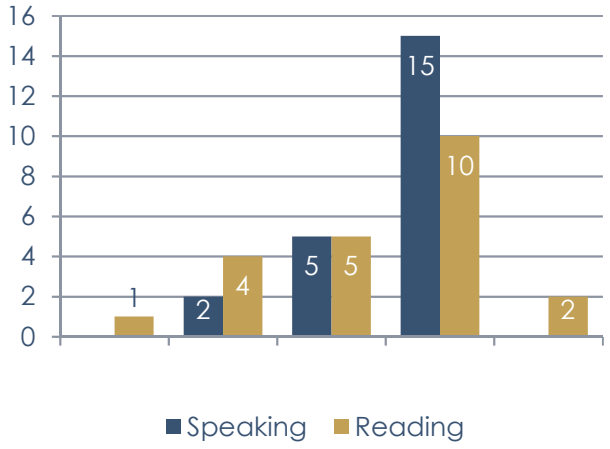
BOREN FLAGSHIP SCHOLAR ASSESSMENT

In 2018, NSEP continued working through the Foreign Service Institute (FSI) to test Boren Flagship Scholars upon completion of their Overseas Flagship Center program. The assessments conducted by FSI assessed the students' speaking and reading proficiency.

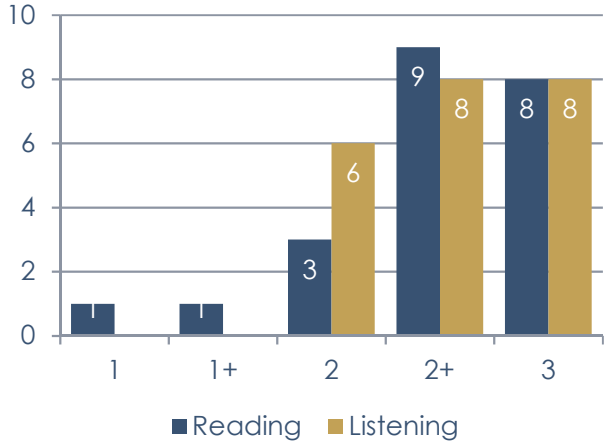
Of the 22 Boren Flagship students who completed a 2018 capstone program, all were assessed by FSI. Fifteen (68%) received an ILR Level 3 or higher on their FSI speaking assessment and 12 (55%) received an ILR Level 3 or higher on their FSI reading assessment.

Twenty (91%) Boren Flagship students demonstrated an ILR Level 2+ or higher on their FSI speaking assessment and 17 (77%) received an ILR level 2+ or higher on their FSI reading assessment.

2018 BOREN FLAGSHIP SCHOLAR FSI EXIT PROFICIENCY (N-22)



2017 BOREN FLAGSHIP SCHOLAR DLPT EXIT PROFICIENCY (N-22)



Twenty-two Boren Flagship Scholars also took the Defense Language Proficiency Test (DLPT) listening and reading assessments.[21] Of the students tested, 8 (36%) scored an ILR 3 in listening and 8 (36%) scored an ILR 3 in reading, while 17 (77%) scored an ILR 2+ or higher in listening, and 16 (73 %) scored an ILR 2+ or higher in reading.

[20] *109 students pre-tested. 105 completed post-tests.*
[21] *Boren Flagship Scholars only take the lower level DLPT. The lower level DLPT tests from 0-3 on the ILR scale.*

Indiana University Arabic Flagship students in the Moroccan desert during their 2018 overseas Capstone

2018 FLAGSHIP PROGRAM INITIATIVES

New Flagship Awardees — The Language Flagship held an open national competition for new Domestic Flagship Centers in four languages. The competition results were announced with the start of the new awards on August 1, 2018. The new Flagship programs selected were Brigham Young University and University of Mississippi for Arabic, University of Wisconsin-Madison for Korean, University of Texas-Austin for Portuguese, and Indiana University and University of Georgia for Russian. The Language Flagship now supports 31 Domestic Flagship Programs across 21 institutions of higher education and eight Flagship Capstone Centers, seven overseas and one domestic.

New Overseas Program — The Language Flagship announced a competition to add a new Flagship Overseas Capstone Center in Taiwan. The results of the competition will be determined in January 2019 with the first planned cohort of students to attend in fall 2019.

Flagship Certification — The Language Flagship certified their 500th undergraduate Flagship student in May 2018, and now stands at 527 Flagship Certified graduates. Flagship remains the only outcomes-based academic program with the goal of professional-level proficiency across several critical languages. Undergraduate Flagship students who get certified as Flagship Global Professionals complete domestic and overseas Flagship program components, direct enrollment coursework through a host-country institution, in-country internships, and demonstrate the proficiency standard of ILR 3 speaking proficiency, and 2+ in both reading and listening. In addition, 228 students completed Flagship demonstrating ILR 3 proficiency in speaking, reading and listening (ILR 3/3/3).

Flagship Culture Initiative — The Flagship Culture Initiative is an effort to develop open-source online culture curricula across Arabic, Chinese, and Russian programs and general cultural awareness materials for all Flagship language programs. The materials developed will be used for the cultural preparation of students preparing for and participating in the Flagship Overseas Summer and Capstone programs.

Flagship Video Project — The Language Flagship Video Project is an effort to assess the professional capabilities of post-Capstone Flagship students in their target language. The methodology and process being developed through the project will provide an additional way to demonstrate and document Flagship students' capabilities in their target language beyond the required proficiency testing.

During 2018, The Language Flagship Video Project was able to film videos of all Arabic, Chinese, and Russian Capstone participants at the end of their overseas Capstone programs presenting to an audience on various social, economic, scientific, and business topics as well as responding to questions from the audience in their target language. The Language Flagship Video Project also convened experts to develop a coding schema to analyze the professional capabilities the students demonstrated in the videos.

2020 Flagship Competition — In spring 2019, The Language Flagship will conduct a full and open competition for all domestic undergraduate Flagship programs. The anticipated submission deadline is September 2019 for new four-year awards to begin on June 1, 2020 for the 2020-2024 grant cycle.

2018 LANGUAGE FLAGSHIP INSTITUTIONS

ARABIC

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

CHINESE

Arizona State University
Brigham Young University
Hunter College
Indiana University
San Francisco State University
University of Hawaii
University of Minnesota
University of Mississippi
University of North Georgia**
University of Oregon
University of Rhode Island
Western Kentucky University
*Beijing Union University**
*China Nanjing University, China****

AFRICAN FLAGSHIP LANGUAGES INITIATIVE

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

SOUTH ASIAN FLAGSHIP LANGUAGES INITIATIVE

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

INDONESIAN FLAGSHIP LANGUAGES INITIATIVE

University of Wisconsin, Madison
*State University of Malang, Indonesia**

KOREAN

University of Hawaii
University of Wisconsin, Madison
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 Wisconsin, Madison
*Al-Farabi Kazakh National University, Kazakhstan**

TURKISH

Indiana University
*Azerbaijan University of Languages, Azerbaijan **

Overseas Flagship Centers are in Italics

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

THE LANGUAGE FLAGSHIP: 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. 111-254) directed establishment of a pilot program in order to build language capabilities in areas critical to U.S. national security interests, but where insufficient instructional infrastructure currently exists domestically. NSEP was designated to spearhead the effort. The RFLI program draws on the best practices developed by The Language Flagship.

All award recipients of RFLI are funded through 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 measureable proficiency gains in their chosen language, as well as gain deep cultural and regional knowledge. As with all Boren Scholars and Fellows, these award recipients commit to working one year for the federal government after graduation.

Currently there are three RFLIs: African Flagship Languages Initiative (AFLI), which includes language study in Akan/Twi, French (for Senegal), Portuguese (for Mozambique), Swahili, Wolof, and Zulu; South Asian Flagship Languages Initiative (SAFLI), which includes language study in Hindi and Urdu; and Indonesian Flagship Language Initiative (IFLI), which includes language study in Indonesian.

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

2018 IFLI participant at a farm in Batu, Malang learning how to tilt and soil a "sawi" plant

2018 RFLI HIGHLIGHTS

In 2018, there were 83 undergraduate applicants for RFLI Boren Scholarships programs: 51 applicants for the AFLI Boren Scholarship, 19 applicants for the SAFLI Boren Scholarship, and 13 applicants for the IFLI Boren Scholarship.

NSEP awarded 31 AFLI Boren Scholarships, 11 SAFLI Boren Scholarships, and seven IFLI Boren Scholarships for the 2018-2019 summer and academic year.

RFLI Scholars	AFLI Scholars	SAFLI Scholars	IFLI Scholars	Total
Applicants	51	19	13	83
Recipients	31	11	7	49

There were 52 total applicants for the RFLI Boren Fellows program. The applicants by language are as follows: 23 applicants for the AFLI Boren Fellowship, 16 applicants for the SAFLI Boren Fellowship, and 13 applicants for the IFLI Boren Fellowship.

NSEP awarded 12 AFLI Boren Fellows, six SAFLI Boren Fellows, and four IFLI Boren Fellows in official domestic and/or overseas RFLI programs.

RFLI Fellows	AFLI Fellows	SAFLI Fellows	IFLI Fellows	Total
Applicants	23	16	13	52
Recipients	12	6	4	22

DOMESTIC PROGRAM

The University of Florida designed and implemented an AFLI program for the study of Akan/Twi, French, Swahili, Wolof, and Zulu during summer 2018 and the University of Wisconsin, Madison designed and implemented the SAFLI and IFLI program for the study of Hindi, Urdu and Indonesian. Overall, all 71 Boren/RFLI Scholars and Fellows participated in this language training.

Language	Boren Scholars	Boren Fellows	Total
Akan/Twi	2	0	2
French	9	2	11
Portuguese	5	6	11
Swahili	15	3	18
Zulu	0	1	1
Hindi	8	3	11
Urdu	3	3	6
Indonesian	7	4	11
TOTAL	49	22	71

RFLI summer domestic programs run for eight weeks and focus on proficiency-based instruction. Teaching is conducted by expert, native-speaking instructors. Classes meet four hours a day, five days a week, and each week includes three - five hours of mandatory conversation practice and/or tutoring sessions. All instruction is task-based; thus, students are asked to do meaningful tasks using the target language.

RFLI/Boren Scholars and Fellows also engage in activities designed to improve their language acquisition such as interacting with native-speaking host families and/or living in a language dorm; attending language tables; and participating in cultural events and excursions.

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

OVERSEAS PROGRAMS

RFLI overseas immersion programs provide Boren Scholars and Fellows with in-country, directed instruction and additional resources to further improve language proficiency. Through collaboration with domestic RFLI programs, the American Councils for International Education, and overseas partners, RFLI currently sponsors six overseas programs:

- French through the West African Research Center in Dakar, Senegal;
- Portuguese through the Universidade Eduardo Mondlane in Maputo, Mozambique;
- Swahili through the MS Training Centre for Development Cooperation in Arusha, Tanzania;
- Hindi through American Institute for Indian Studies (AIIS) in Jaipur, India;
- Urdu through AIIS in Lucknow, India; and
- Indonesian through the State University of Malang in Malang, Indonesia.

Each overseas program collaborates with NSEP to make the most of each location's offerings. All programs continue use of the communicative approach and task-based language learning. Classroom instruction is supplemented by individual and group conversation practice, self-managed learner development, and homestay experiences.

In total, 47 Boren Scholars and 21 Boren Fellows studied at official RFLI overseas programs in 2018. In addition, two AFLI-funded Boren recipients studied Akan/Twi in Ghana and one studied Zulu in South Africa at self-identified programs.

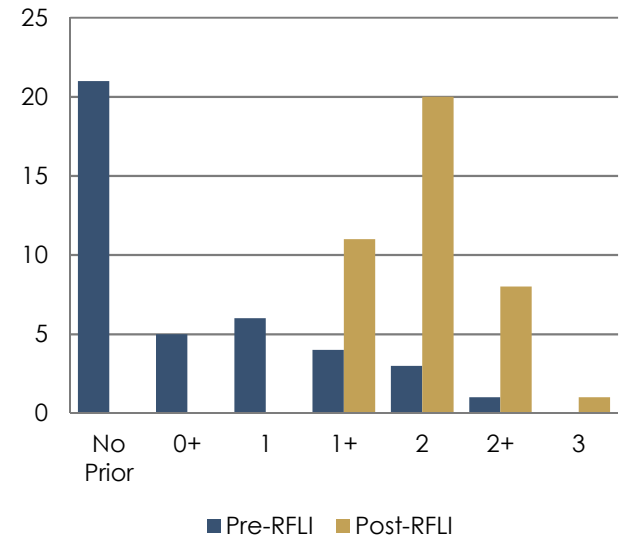
2018 RFLI BOREN AWARDEES

Country	Boren Scholars	Boren Fellows	Total
Mozambique	5	6	11
Ghana	2	0	2
Senegal	9	2	11
South Africa	0	1	1
Tanzania	15	3	18
India	11	6	17
Indonesia	7	4	11
TOTAL	49	22	71

RESULTS

RFLI demonstrated impressive proficiency gains for the 38 Boren Scholars and Boren Fellows who were tested before and after their RFLI-supported programs (summer and overseas) and the 40 Boren Scholars and Boren Fellows that were tested before and after their overseas program in 2017. Testing was conducted through Oral Proficiency Interviews, which rate speaking proficiency using a common rubric developed by the Interagency Language Roundtable (ILR).

2017 RFLI PRE- AND POST- SPEAKING PROFICIENCY GAINS (N-40)



Following post-RFLI assessments, 29 (73%) students demonstrated Advanced proficiency (ILR 2 or higher), with three (seven percent) achieving a Superior level (ILR 3 or higher) of proficiency. Another 11 (27%) students demonstrated Intermediate-level proficiency, with 100% of RFLI Boren Scholars and Fellows demonstrating Intermediate proficiency or above. All program participants deepened cultural and regional knowledge through their immersive overseas study.

2018 SAFLI Urdu students during their extracurricular tabla class

THE LANGUAGE FLAGSHIP: K-12 PROGRAMS

DLNSEO's kindergarten through grade 12 (K-12) initiatives seek to address the scarcity of U.S. citizens graduating high school with proficiency in critical languages and in-depth knowledge of other cultures and regions. There is a growing pool of such students poised for recruitment into Language Flagship programs. Once admitted, these students are positioned to make steady progress towards ILR Level 3 proficiency (general professional proficiency). Proven models of high quality, results-oriented programs serve to improve teaching and learning and expand K-12 learning opportunities to address national security and economic needs. Current investments include a K-16 articulated program and linkages projects focused on aligning secondary and postsecondary programs.

During 2017-2018, The Language Flagship's higher education partnerships with K-12 and community college educators impacted 3,500 students, 131 teachers or instructors, and 14 curriculum specialists or administrators in six states. In addition, website analytics attest to curriculum resources and online professional development improving and expanding programs through current and past K-12 Language Flagship projects. There were 90,413 unique visitors involved in Russian, Chinese, and Portuguese teaching who viewed a total 370,422 pages of content for Dual Language Immersion (DLI) and secondary-start programs.

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

The Portland Public Schools (PPS)-University of Oregon (UO) K-16 Chinese Language Flagship began in 2005 and continues as the national demonstration project for a fully articulated Mandarin Immersion Program (MIP).

The MIP started in Woodstock Elementary and continued into Hosford Middle and Cleveland High Schools, with a World Language Institute for heritage learners at Franklin High. To increase equity and access, a second elementary program opened in 2014 in a predominately African-American and Latino neighborhood at Martin Luther King (MLK) Elementary, and a third elementary program began at Harrison Park (HP) in fall 2017 in a Cantonese neighborhood with a goal of Mandarin and English literacy.

A Hunter Global Linkage student (left) and a Flagship student (right) paired up at a supermarket in Flushing, Queens to learn the Chinese names of produce

Based on a recent ethnographic study, a self-evaluation, and an external review (2017), recommendations emerged to guide energies and resources. For 2017-2018, the project focuses on secondary efforts that involve honing robust, proficiency-aligned, multiple pathways and entry points that articulate seamlessly with undergraduate Chinese Flagship programs and increase the number of high school graduates meeting the academic and language proficiency targets of university Chinese Flagships.

During the 2017-2018 academic year, there were 792 K-12 students in the MIP. Secondary Mandarin World Language and Native Speaker Literacy courses impacted 480 grade 6-12 students. PPS has a staff of 15 teachers and four curriculum specialists actively engaged in the MIP who are directly impacted by the K-16 Chinese Language Flagship project and an additional 19 Chinese teachers in the enrichment and secondary tracks who also benefit through district articulation efforts focused on curriculum, instruction, assessment, and professional development.

THE LANGUAGE FLAGSHIP LINKAGES PROJECTS

Current Linkages projects promote collaboration between higher education and K-12 institutions to develop articulated programs of foreign

language instruction in Chinese and Russian. Partnerships aim to increase the number of high school graduates and community college students with Intermediate to Advanced-Low proficiency, capable of continuing into higher-level language study once at university.

The Pacific Northwest Pathways Collective Linkages Project: Extending the Language Flagship Network — The Portland State University (PSU) Russian Flagship Program, University of Oregon (UO) Center for Applied Second Language Studies (CASLS) and Chinese Flagship Program, Portland Public Schools (PPS), Woodburn School District, Anchorage School District, Colorado Global Villages, and Portland Community College (PCC) are partnering with the Utah Russian Dual Language Immersion Program and Chemeketa Community College (CCC). The goals are to strengthen and expand the network of K-12, community college, and university educators focused on improving curriculum and articulation and increasing the number of students who matriculate into a Flagship program. To leverage and extend successes, Chinese and Russian language participants are undertaking a number of distinct, yet related objectives over this Linkages project.

The Secondary Mandarin Dual-Language Immersion Work Group convened in Portland, Oregon

In DLI, K-5 Russian educators seek to strengthen literacy outcomes through workshops and curriculum revision that connects language functions with grammatical forms. They will update the 2014 Russian Immersion Language Curriculum Framework and develop additional resources for the Russian Repository that already has 69 unique users who viewed some 4,950 pages in 227 resources. PSU and the PPS High School (HS) Russian DLI teachers are developing 11th-grade curriculum focused on literature, cultural knowledge, and advanced language functions. The course will yield dual credit and improve overall proficiency so that HS graduates qualify for the Oregon Seal of Biliteracy. In addition, CASLS is developing a 12th-grade DLI Russian Bridging Course based on the Chinese Bridging Course.

The Pacific Northwest Pathways Collective includes five elementary, two middle, and seven high schools, as well as two community colleges. Three high school teachers and two community college instructors, as well as eight administrators are directly engaged in early Linkages initiatives.

San Francisco State University Linkages Project — San Francisco State University (SFSU) Chinese Language Flagship is partnering with four middle and nine high schools in the San Francisco Unified School District (SFUSD) and the Community College of San Francisco to close proficiency gaps and smooth articulation for some 2,250 students within SFUSD and as they matriculate to dual-enrollment. The project focuses on professional development for immersion and secondary Mandarin as a World Language (MWL) teachers in SFUSD; assessment of immersion and a sample of MWL secondary students; and curriculum alignment through the setting of targets, integrating performance assessments aligned to targets, and building backward-design units informed by a scope and sequence document and assessment results.

Hunter College Chinese Language Flagship Linkages Project — Hunter College Chinese Flagship is partnering with Hunter College High School, Manhattan Hunter Science High School, the Borough of Manhattan Community College, and Queensborough Community College on this Linkages project. The overall objective is to increase the number of high school and community college students entering the Hunter Flagship with between Intermediate-Mid and Advanced-Low balanced proficiency. Project goals focus on blended learning instruction for students, professional development for teachers, and helping high school students earn the New York State Seal of Biliteracy.

Three community college students took four weeks of intensive, face-to-face instruction, followed by three weeks of online instruction during summer 2018. All three met proficiency targets and

continue through one-on-one online instruction to build both conversation and literacy skills. High school students are participating in online instruction and attend Saturday face-to-face meetings to practice communication and engage in projects with other students. As of September 2018, there were 13 community college and 13 high school students involved in blended instruction.

CONCLUSION

The K-12 Language Flagship develops replicable, systemic demonstration models of articulated Chinese and Russian critical language instruction. With a healthy pool of high school graduates with Intermediate to Advanced-Low (or higher) proficiency on the horizon, efforts are underway to afford matriculating students language and culture learning commensurate with their maturity and language proficiency once in a university Flagship program. On a programmatic level, these students are capable of progressing quickly into upper-level content courses in the language to achieve professional-level language proficiency tied to their academic major. As such, K-12 Language Flagship investments contribute to the goal of creating global professionals.

THE LANGUAGE FLAGSHIP: PROFICIENCY INITIATIVE

From 2014 -2018, The Language Flagship awarded Michigan State University, the University of Minnesota, and the University of Utah in partnership with Salt Lake Community College awards to conduct the Language Flagship Proficiency Initiative. The purpose of this initiative is to introduce the Flagship proficiency assessment process to established academic foreign language programs to measure teaching and learning as well as to demonstrate the impact of such testing practices on teaching and learning.

The languages assessed under this initiative include Spanish, German, French, Russian, Portuguese, Korean, Arabic, and Chinese. At the conclusion of the grant, the proficiency initiative institutions have:

- Administered more than 23,000 proficiency tests;
- Conducted assessments that included speaking, listening, and reading;
- Generated higher level of awareness of proficiency among faculty and students on campus;
- Organized professional development opportunities for faculty on campus on proficiency-driven teaching and learning;
- Realigned curricula based on the observations learned through the initiative; and
- Disseminated the results of the initiative through:
  - 53 presentations at meetings and conferences;
  - 12 articles in journals; and
  - 1 book (forthcoming).

The Proficiency Initiative has generated numerous important observations and findings, including the following:

- Assessment is a valuable and necessary tool for developing and understanding proficiency in university-based language instruction programs;
- High-school language learning matters in ensuring that college graduates obtain working-level proficiency in foreign languages. With high-school learning, entering college students progress in their foreign language learning at a higher rate. They become college graduates with higher language proficiency, ready to take on international and government linguistic jobs and positions;
- The modality in which most students are able to reach professional-level proficiency is reading, indicating a more literature-oriented curriculum at higher levels of language instruction;
- Listening develops more slowly than other skills;
- Out-of-classroom exposure to the language through study abroad, social media connections, or connections to communities in which language is spoken, leads to higher levels of growth; and
- Collaboration between institutions leads to richer discussions and assessment instruments, provides a broader perspective, and results in a more efficient use of resources.

THE LANGUAGE FLAGSHIP: TECHNOLOGY INNOVATION CENTER

During the last year, the Flagship Technology Innovation Center has continued to work across the Flagship community, government, and the private sector to redefine cutting edge blended learning. The Tech Center serves as a hub for innovation by incubating creative new ideas on how best to integrate technology into the high-level and high stakes Language Flagship Program. Through a combination of blended learning pilots using emerging technologies, expanding their simulation projects aimed at high level students, and hosting creative events such as the Student Hackathon, the Tech Center has worked to support technology integration projects across all the Flagship Programs.

Throughout the Culture project at the University of Wisconsin, Madison, the Tech Center helped the Russian language directors and instructors to connect with students at Nazarbayev University in Kazakhstan for cultural exchange and language practice. The instructors gave feedback to the software developers on ways they might improve their platform and the Tech Center ensured the software was ready for deployment.

Expanding their 'Green Ideas' Mandarin business simulation, the Tech Center has now run similar pilots in both the Russian and Korean programs. Still following the design-thinking approach on which the Tech Center was founded, when expanding the Green Ideas project to other languages, the Center staff started by determining what would be the most useful simulation for each program's students. For Russian, the students most needed practice preparing and delivering academic conference talks. The Tech Center led instructors through the design of a simulated conference talk using analysis of the famous piece of Russian literature, "The Master and the Margarita." A similar approach was used with the Korean program, where students most wanted to work on giving competitive public speeches similar to the 'Toastmasters' model. The Tech Center led the Korean instructional personnel through a successful simulation of giving a conference talk.

THE LANGUAGE FLAGSHIP: STATE LANGUAGE ROADMAPS

The Language Flagship provides support and guidance for State Language Roadmaps, an initiative to help Language Flagship programs work with language education stakeholders in their states to better articulate their language needs and address their language deficits in state and local workforces. Language Roadmaps have been undertaken in Hawaii, Ohio, Oregon, Rhode Island, Texas, and Utah. In summer of 2017, two new states received grants to establish Language Roadmaps: Indiana and Wisconsin. These efforts are done in collaboration with state government and local businesses.

Mr. Robert Behning, Indiana State Representative and Chair of the Education Committee, speaks on state needs

Indiana's plan includes establishing multilateral partnerships among the educational sector and business, government, and healthcare sectors to foster a model of communities of transformation.

The University of Wisconsin, Madison's plan involves an assessment of Wisconsin's needs for language proficiency in the workforce, capacities in foreign language education, government, and the formation of working groups that will develop recommendations. Wisconsin hosted a statewide summit in January 2018 in Madison, Wisconsin. This summit served as a catalyst for working groups that developed and created a State Language Roadmap that is comprised of three goals with numerous action items. The three overarching goals are: 1) Develop leadership and advocacy for language education; 2) Develop continuous and effective language programs for all students; and 3) Develop and sustain language teacher talent. Wisconsin is beginning implementation of the established goals and action items.

THE LANGUAGE FLAGSHIP: FUTURE OF FLAGSHIP

The Language Flagship is raising standards and increasing numbers of graduating students with professional level proficiency in strategic languages as well as cultural and regional expertise. Goals for Flagship in 2019 include:

- Working to improve Flagship recruitment, retention and enrollment numbers, as well as the number of students successfully completing the overseas Capstone programs.
- Raising the number of Capstone students meeting the Flagship Certification standards.
- Increasing the number of students qualifying for Boren Flagship scholarships and ROTC Flagship scholarships.
- Continuing close attention to student safety and security issues overseas.
- Improving the application of educational technology in foreign language teaching.
- Improving advanced culture training and cultural awareness.
- Increasing Flagship professional development to strengthen teaching and learning practices across Flagship institutions and for ROTC Project GO and the Defense Language Institute Foreign Language Center.
- Strengthening partnerships with K-12 to improve language learning and increase the pipeline of students ready to enter Flagship with intermediate to advanced language proficiency.
- Developing iso-immersion models to provide professional level language training opportunities domestically as well as overseas.
- Opening a new Flagship Overseas Chinese Capstone Program in Taiwan.

The Language Flagship strategic plan includes integrating and institutionalizing the program model across all Flagship institutions by incorporating the student-centered and outcomes-based curriculum and pedagogical practices into core host institution language programs. Also, directed efforts will continue in 2019 to increase the overall Flagship program enrollments to support program sustainability.

Arabic Flagship student practices calligraphy

Over time our goal is to see an increasing pool of highly qualified graduates ready to pursue careers devoted to national security and global competitiveness. Special initiatives under the Flagship program will continue to contribute to the overall groundwork needed to achieve these objectives.

In spring 2019, NSEP will hold a full and open competition for all domestic undergraduate Flagship programs for the 2020-2024 grant cycle. The Language Flagship anticipates eligibility for seven languages, which include: Arabic, Chinese, Korean, Persian, Portuguese, Russian, and Turkish.

NATIONAL LANGUAGE SERVICE CORPS

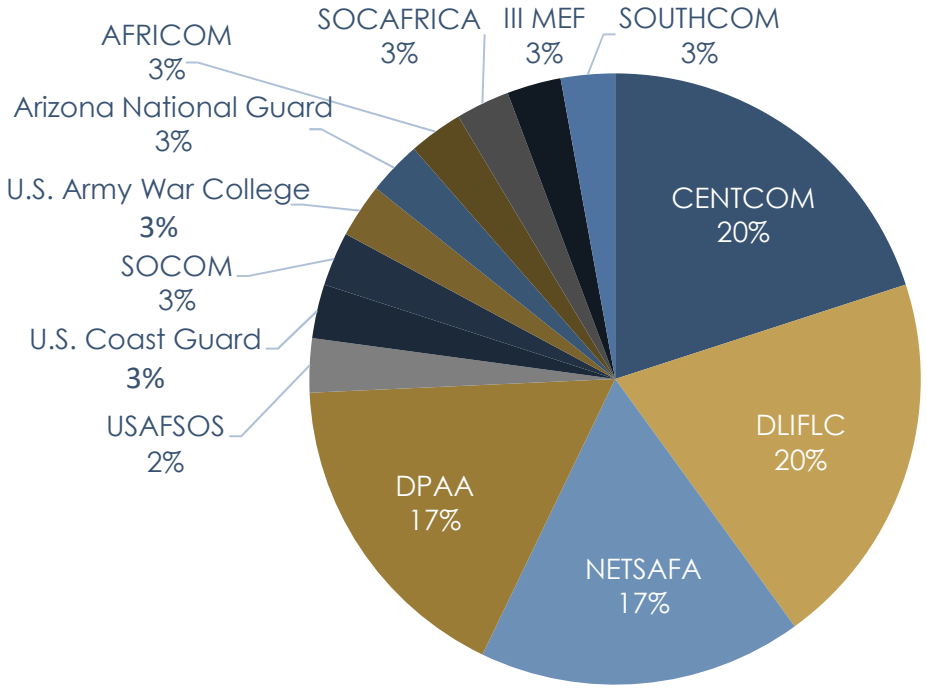
The National Language Service Corps (NLSC) emerged in 2007 as a Department of Defense (DoD) pilot program designed to empower federal response to surge, contingency, and non-emergency requirements for foreign language expertise. In 2013, Congress authorized the Secretary of Defense to establish the NLSC as a permanent program in the 2013 National Defense Authorization Act, Section 953.

NLSC has continued to perform its role as America's premier all-volunteer group of multilingual citizens supporting language and cultural needs across the federal government, both at home and abroad. NLSC's membership and activation-ready cadre has continued to grow. Throughout 2018, members proved enthusiastic about supporting a greater number of missions around the world, and the program as a whole supported more partners across the federal space.

EXPANDED PARTNER INITIATIVES ACROSS THE FEDERAL GOVERNMENT

NLSC continued to establish active partnerships with senior DoD entities such as U.S. Cyber Command and has diversified into the operating forces and their supporting agencies, including I Marine Expeditionary Force, III Marine Expeditionary Force, the Maneuver Center of Excellence (U.S. Army), the National Geospatial-Intelligence Agency, and multiple elements of the Defense Health Agency.

DISTRIBUTION OF MISSION SUPPORT BY PARTNER IN 2018

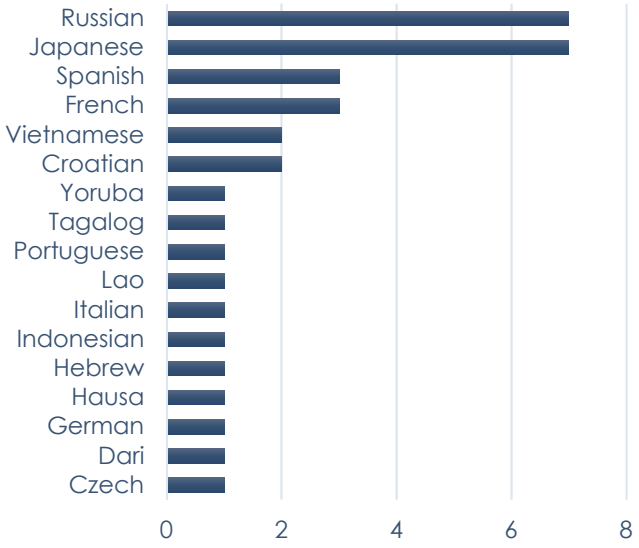


NLSC also made progress in forming partnerships beyond the DoD, beginning with the U.S. Coast Guard, the Federal Bureau of Investigation, and the National Virtual Translation Center, and branching out to the Departments of Homeland Security and Health and Human Services. The NLSC also began partnering with the Department of State to support their language needs and to bring retiring Department of State employees into its membership. As the NLSC pursued interagency agreements with these partners, it increased its engagement with and impact on federal government agencies through diverse forms of language support.

LANGUAGE CAPABILITY

The NLSC's language support included interpretation in consecutive and simultaneous face-to-face communication. The NLSC's support to the federal government also included translation of written materials of diverse lengths and content areas, including work at the classified level.

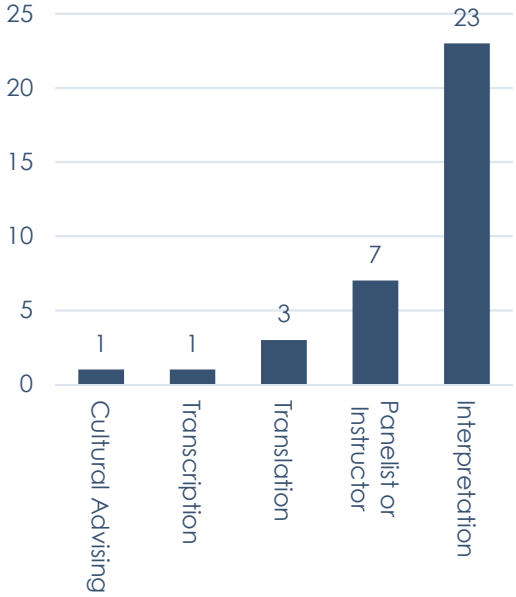
NUMBER OF MISSIONS SUPPORTED BY LANGUAGE FOR FISCAL YEAR 2018



Along with language instructional support, NLSC members contributed to the development and assessment of language curricula and of testing instruments in both high- and low-density languages. Likewise, the deep understanding of foreign languages and regions among the NLSC's membership enabled supplementary advising and instruction in the cultural dynamics of an area of upcoming U.S. deployment.

A Vietnamese-fluent NLSC member provided translation, interpretation, and negotiation support, as well as cultural advising for a MIA recovery mission

NUMBER OF MISSIONS SUPPORTED BY FUNCTION FOR FISCAL YEAR 2018

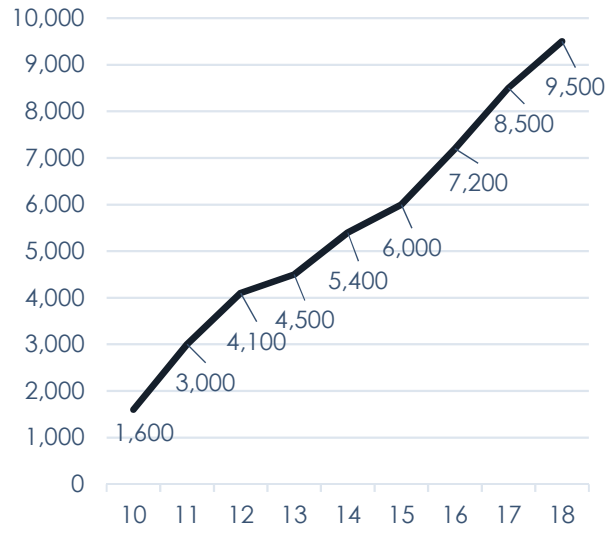


The high skill-levels of NLSC members, combined with the sensitivity of missions that the NLSC supports, frequently resulted in deployed members acting as cultural ambassadors, cultural advisers, and aids in bilateral negotiations. As the number of the NLSC's partnerships beyond the DoD has grown, so has the number and variety of service opportunities for its members, both abroad and in the U.S. In 2018, 13% of NLSC mission support occurred in the U.S. and 87% occurred abroad.

BUILDING THE CORPS' MEMBERSHIP AND FEDERALIZED COMPONENT

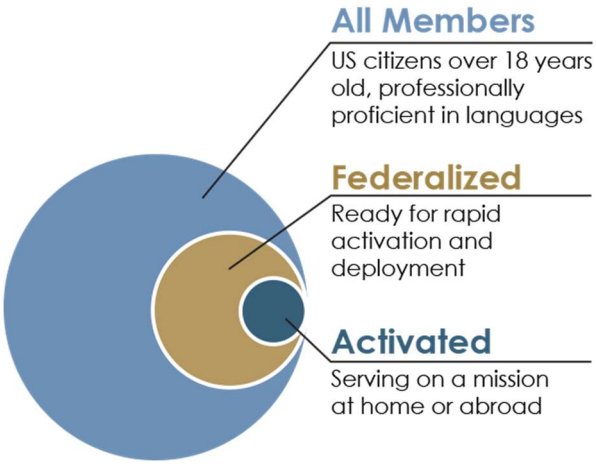
The foundation of the NLSC's ability to fulfill its language commitments to its partners is its membership. During 2018, the size of the NLSC's overall membership registered a marked expansion. From 8,302 members in October 2017, the NLSC reached an overall membership of over 9,400 one year later, representing 430 distinct languages and dialects. By late 2018, the NLSC's membership was organized into seven geographical chapters across the world. Currently, five of these chapters are headquartered in the continental United States and two abroad.

GROWTH IN NLSC MEMBERSHIP (2010-2018)



Each chapter has a headquarters city, with Houston being the newest. The current rate of recruitment and new-member accession will ensure that the NLSC features over 10,000 members by early 2019.

As a result of increased focus on retired government employees in and beyond the national security sector, the NLSC's membership boasted a healthy portion of clearance holders who possess a great familiarity with the partners that the NLSC served. Many of these members also have language certifications and proficiencies validated by the Interagency Language Roundtable. Undergraduate and graduate students, particularly Boren Scholars and Fellows, represent two other sources of NLSC membership.



For NLSC members to serve supported partners, they must first complete a process of federalization. Federalized members can then be activated for missions, during which they serve as temporary government employees in the excepted service, in accordance with 5 U.S.C. § 3109 and 5 U.S.C. § 2103. Activated members receive a small stipend for their service, but their motivations are grounded in volunteerism. In determining which members should be federalized, NLSC staff considers a member's interest level, language skills, functional skills, and clearances. Current and emerging federal partner mission requirements and federal partner geographic locations also play a large part in the process of identifying NLSC members for federalization. All this requires NLSC staff to routinely reassess the size and makeup of its federalized pool.

Chicago chapter Red Cross training in October 2018

In 2018, 109 NLSC members were federalized, bringing the NLSC's federalized pool to 1,256

members. Within this group, 240 languages are represented, nearly fifty of which are on the DoD's Strategic Language List.

FUTURE OF NLSC

In 2019, the NLSC will continue to increase mission support, expand close relationships with federal partners, and balance an appropriately sized, skilled, and geographically located federalized pool, with improved language capabilities and mission-relevant functional skills. In sum, the NLSC has positioned itself for expanded, improved, and more analytically-driven service and increased its capacity to meet the federal government's language mission needs.

Houston NLSC chapter launch meeting in February 2018

PROJECT GLOBAL OFFICER (PROJECT GO)

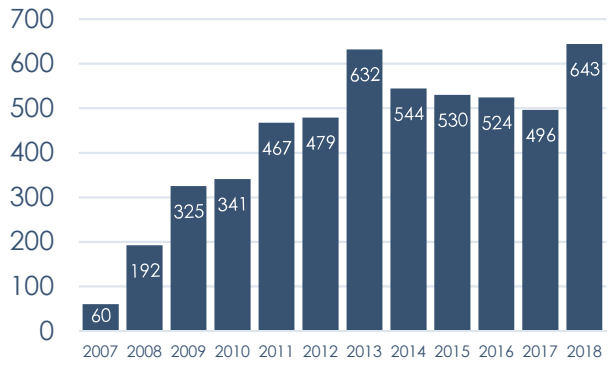
NDAA 2006, P.L. 109-163, Section 535 calls upon the DoD to support foreign language skills among members of the Reserve Officer Training Corps (ROTC), developing critical language skills needed in future military officers. Additionally, NDAA 2010, Section 529 authorized the Secretary of Defense to establish 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 ROTC programs.

ROTC Project GO 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 Navy ROTC Headquarters, and with U.S. institutions of higher education.

To date, institutions participating in the program have supported critical language study for over 5,100 ROTC students nationwide. In 2018, 24 institutions hosted Project GO programs serving ROTC students across 191 U.S. campuses. A total of 643 ROTC students benefited from language training opportunities through Project GO, including 22 students enrolled in Project GO-Advanced (which will be further detailed in this chapter). With over 2,800 applications submitted from nearly 1,200 applicants, Project GO's acceptance rate for summer opportunities was 56% for 2018.

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

2007-2018 PROJECT GO PARTICIPANTS



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.

Indiana University Army ROTC color guard presenting the colors at the annual Project GO leadership meeting

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

- Establishing a minimum proficiency goal of Interagency Language Roundtable (ILR) Level 1 for all Project GO participants, to be achieved over a series of multiple interventions;
- Enhancing year-long language study programs for Project GO students;

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

2018 HIGHLIGHTS

Project GO held an open competition in spring 2018 for its new grant cycle. In total, 20 institutions of higher education were awarded grants for academic year 2018-2019 from the 32 institutions that applied. Applicants included all six of the Senior Military Colleges, and for the first time in the program, all were selected as institutional grantees.

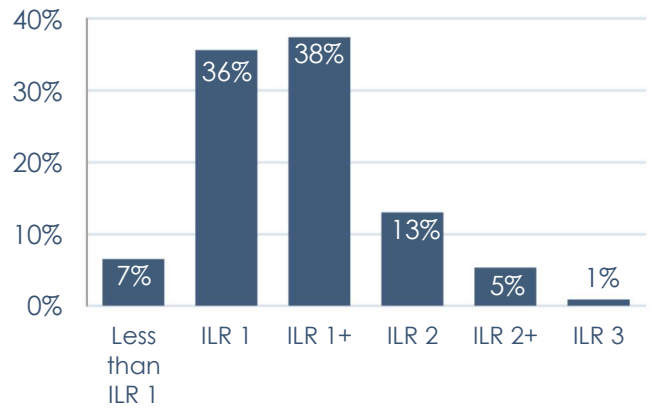
Project GO Chinese overseas language programming in China is postponed for this grant cycle. DLNSEO is conducting an open competition for alternate locations for Chinese overseas programs beginning summer 2020.

There were 2,816 applications for Project GO summer 2018 programs with 1,913 applications for study abroad and 903 applications for domestic programs. This represents a 102% increase in overall application numbers from the previous application cycle.

Moreover, the program has experienced high numbers of students participating in overseas programs. In 2018, 66% of Project GO students were enrolled in study abroad programs, with large overseas programs at Arizona State University, Virginia Polytechnic Institute and State University, University of Pittsburgh, The Citadel, Georgia Institute of Technology, and James Madison University. Funded institutions target minimum student achievement of ILR Level 1 by program completion.

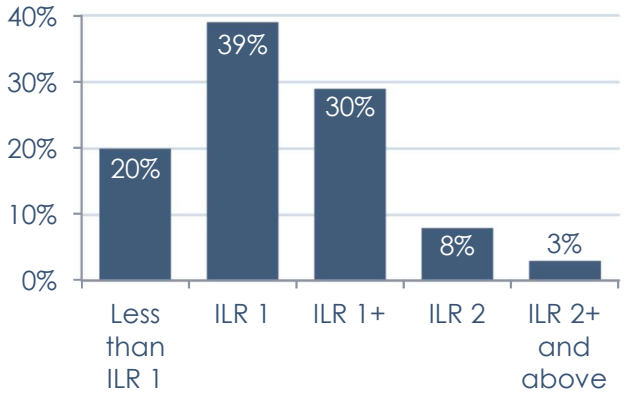
In order to achieve proficiency targets, Project GO actively promotes language training opportunities among ROTC students year-round. Today, Project GO participants are expected to complete, at a minimum, the equivalent of four semesters (12 credits) of the same critical language, including study abroad for eight weeks or longer. 93% of Project GO students who had completed four or more semesters of language study met the minimum program proficiency goal of ILR 1 or better; 57% reached ILR 1+ and higher. The graph on the following page shows the proficiency breakdown.

OPI ACHIEVEMENT WITH FOUR OR MORE SEMESTERS



In order to better measure student proficiency, the program changed its assessment policy in 2016 and administered a post-OPI test to all students after the completion of their program. In 2018, 80% of Project GO students achieved the Project GO proficiency goal of ILR 1 or better, despite the fact that 48% of the students had not yet completed four semesters of language study.

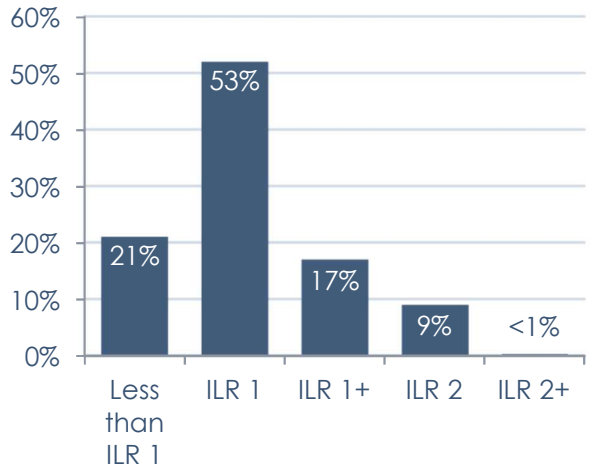
POST-OPI RESULTS FOR ALL PROJECT GO STUDENTS



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

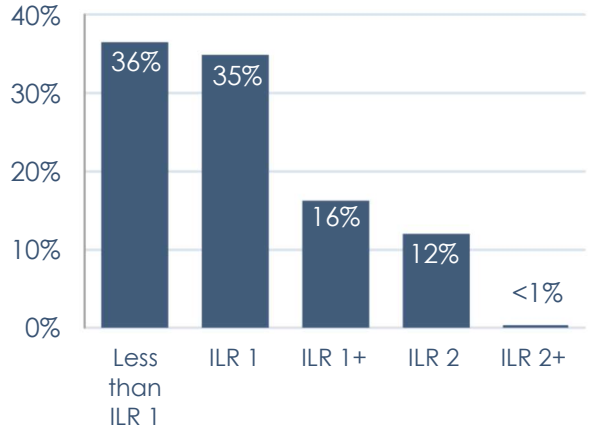
307 cadets and midshipmen were administered the exam. The scores for the reading proficiency test indicate 79% of the students that took the Flagship online test scored ILR 1 or higher. This is a 13% improvement from the previous year.

2018 PROJECT GO READING PROFICIENCY RESULTS



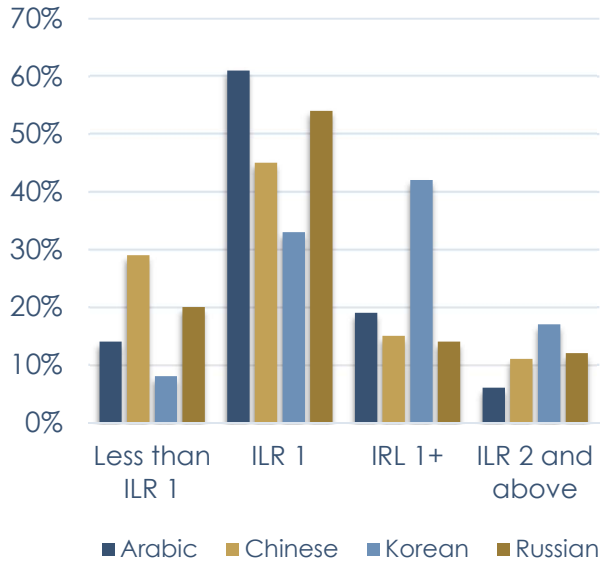
The scores for the listening proficiency test show that 64% of the students that took the Flagship online test scored ILR 1 or higher. This is a 6% improvement from the previous year.

2018 PROJECT GO LISTENING PROFICIENCY RESULTS

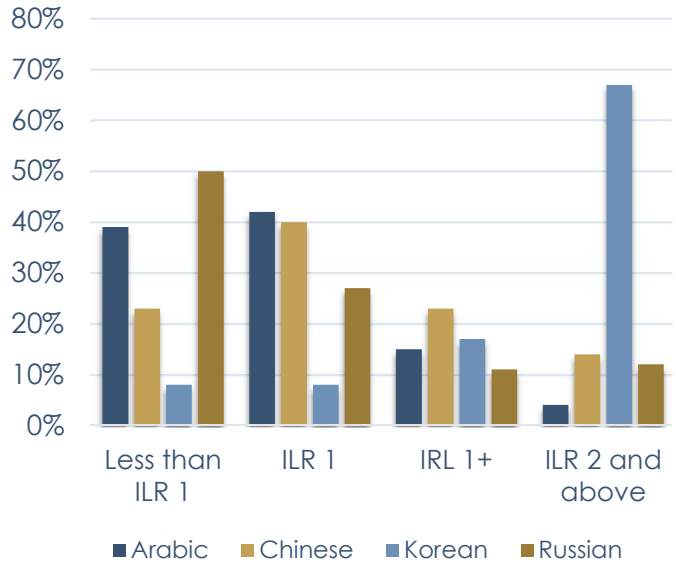


The assessment results indicate differences between the four languages – Arabic, Chinese, Korean, and Russian. Following successful implementation of the Arabic, Chinese, Korean, and Russian tests in previous years, these four languages were tested again this year. In particular, the Flagship reading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

2018 PROJECT GO READING PROFICIENCY ARABIC, CHINESE, KOREAN, AND RUSSIAN



2018 PROJECT GO LISTENING PROFICIENCY ARABIC, CHINESE, KOREAN, AND RUSSIAN

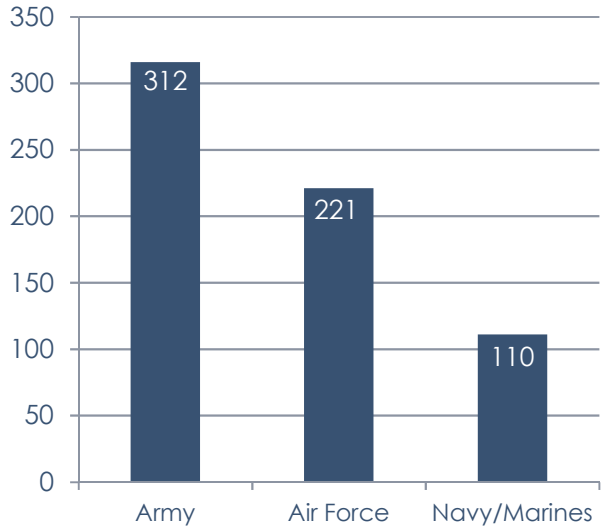


The goal of Project GO students is ILR 1, but as the charts above depict, over 25% of students achieved ILR 1+ proficiency in reading and 28% in listening; an increase of 2% in reading and a decrease of less than 1% in listening from the previous year.

NETWORK OF DOMESTIC AND OVERSEAS LANGUAGE PROGRAMS

During academic year 2017-2018, Project GO funded 24 institutions, including five SMCs, to serve as national resources for critical language instruction. Through these universities, Project GO trained 643 ROTC participants in critical languages. Of these, 49% were Army ROTC students, 34% were Air Force ROTC students, and 17% were Naval ROTC students.

2018 PROJECT GO PARTICIPANTS BY SERVICE



Since 2014, the distribution of Project GO participants by Service is as follows:

Service	2014	2015	2016	2017	2018	Total
Army	273	286	284	253	312	1,408
Air Force	208	170	158	171	221	928
Naval	63	74	82	72	110	401
TOTAL	544	530	524	496	643	2,737

During the 2017-2018 academic year, 424 Project GO ROTC students completed critical language training overseas, with 420 of these students participating in summer 2018 programming.

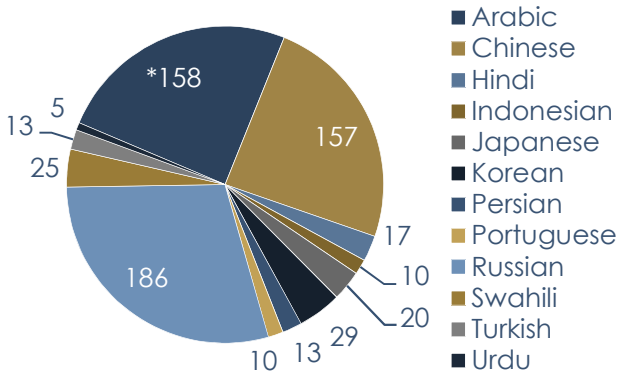
Since 2014, the distribution of Project GO participants undertaking critical language study domestically versus overseas is as follows:

Program	2014	2015	2016	2017	2018	Total
Domestic	229	189	170	152	219	959
Overseas	315	341	354	344	424	1,778
TOTAL	544	530	524	496	643	2,737

ROTC students from 191 different U.S. Institutions participated nationwide in Project GO's summer 2018 critical language offerings with 38% (246) of participants enrolled at a Project GO-funded institution and the other 62% (397) enrolled at a non-Project GO funded institution during the academic year.

Arabic, Chinese, and Russian continued to be the most popular languages in 2018. Korean, Swahili, and Japanese language courses also experienced large enrollments.

LANGUAGES STUDIED BY PROJECT GO STUDENTS (2017-2018)



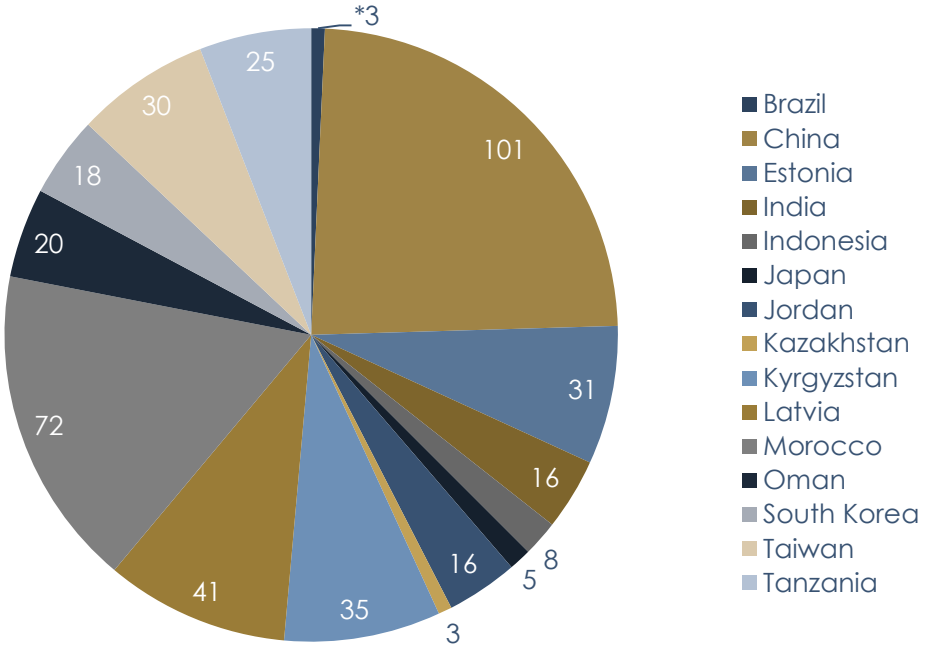
An asterisk marks the beginning of the chart

Since 2014, the distribution of Project GO participants by critical language studied is as follows:

Language	2014	2015	2016	2017	2018	Total
Arabic	164	153	136	121	158	732
Chinese	143	131	140	141	157	712
Hindi/Urdu	1	1	8	19	22	51
Indonesian	n/a	n/a	7	10	10	27
Japanese	n/a	n/a	6	9	20	35
Korean	38	30	22	21	29	140
Persian	11	10	8	7	13	49
Portuguese	n/a	n/a	5	7	10	22
Russian	152	162	155	130	186	785
Swahili	15	29	19	21	25	109
Turkish	16	12	18	10	13	69
Uzbek	4	2	n/a	n/a	n/a	6
Wolof	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	544	530	524	496	643	2,737

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

DESTINATIONS WHERE PROJECT GO STUDENTS STUDIED ABROAD (2017-2018)



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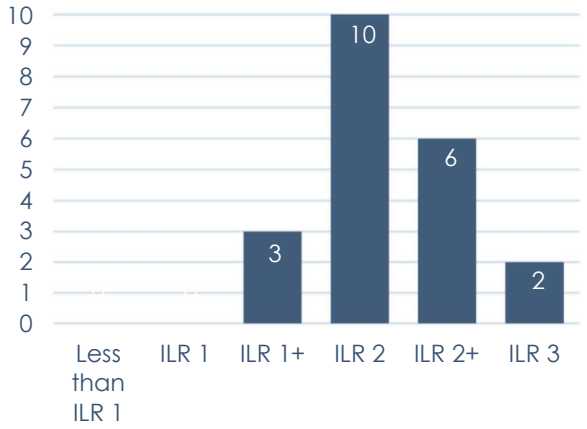
PROJECT GO-ADVANCED

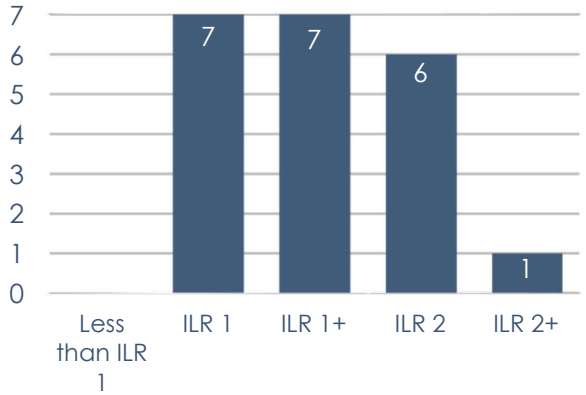
Three institutions were selected for the Project GO-Advanced initiative and completed the second year of programming in 2017-2018: Embry-Riddle Aeronautical University (Chinese), University of Arizona (Arabic), and University of Pittsburgh (Russian). The objective of this special initiative is to expand Project GO by increasing the number of ROTC students who achieve ILR 2 or higher (advanced or professional level proficiency) in speaking, listening, and reading in these critical languages. Students in the Arabic program participated in an overseas program in Amman, Jordan and Meknes, Morocco. Project GO-Advanced students from Embry-Riddle spent the summer in Beijing, China while students from University of Pittsburgh participated in a study abroad program in Narva, Estonia.

Out of the 22 ROTC students[22] participating in the third year of the Project GO-Advanced initiative, 86% reached ILR 2 or higher in speaking, which represents a 32% increase from the previous year. Additionally, 67% of the Project GO-Advanced students reached ILR 1+ or higher in reading, and 67% reached ILR 1+ or higher in listening. This is a 13% and 9% improvement in reading and listening scores from the previous year. While Project GO-Advanced proficiency gains are incorporated into the overall Project GO gains in the charts above, Project GO-Advanced specific proficiency gains in reading and listening are provided on the following page.

2018 PROJECT GO-ADVANCED SPEAKING IN ARABIC, CHINESE, AND RUSSIAN

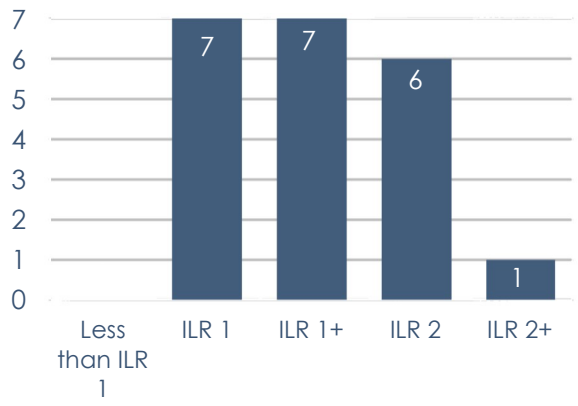


2018 PROJECT GO-ADVANCED READING IN ARABIC, CHINESE, AND RUSSIAN



[22] *One Project GO-Advanced student had to depart early due to military training and was unable to take the Flagship test.*

2018 PROJECT GO-ADVANCED LISTENING IN ARABIC, CHINESE, AND RUSSIAN



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 SMCs—Norwich University, Texas A&M University, The Citadel, University of North Georgia, Virginia Polytechnic Institute, and State University—hosted Project GO programs in 2017-2018 and enrolled over 150 in Arabic, Chinese, Korean, and Russian. In 2017-18, nearly 21% of Project GO participants were full-time students at an SMC. NSEP expects to see increased number of ROTC student participation from SMCs in academic year 2018-2019 in Project GO now that all six SMCs are part of the Project GO community.

FUTURE OF PROJECT GO

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

NSEP's expectation is that Project GO-funded institutions will provide students with the tools and resources required to achieve a minimum ILR Level 1 proficiency over a series of language-learning interventions, including eight weeks of overseas study. Enhancing year-long language study and supporting extended overseas study for participants are key components of this strategy. Strengthening curricula, providing group and individual tutoring, sponsoring cultural events, and further coordinating outreach will also bolster program goals in 2019.

In the new three-year grant cycle that starts in 2018-2019, continued emphasis will be placed on increasing the number of ROTC graduates commissioning with advanced (ILR 2) skills in strategic languages, increasing opportunities for semester and year abroad study at advanced levels, and strengthening overseas study opportunities.

Air Force General (Retired) Gene Renuart, spoke on the importance of global engagement at the Project GO annual meeting in Bloomington, Indiana

LANGUAGE TRAINING CENTERS

Section 529 of the National Defense Authorization Act for Fiscal Year 2010 authorized the establishment of the Language Training Centers (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 have the potential to augment and enhance not only the number of language training opportunities available to DoD personnel, but also the quality of textbooks and authentic materials, as well as the availability of certified instructors and testers.

Now in its seventh year, the LTC program has delivered approximately 1,500 different courses comprising over 199,000 contact hours to nearly 13,200 students. Approximately 7,000 Reserve and National Guard personnel have received training in basic language and culture skills that they would not have otherwise received. In 2018, approximately 375 DoD personnel completed intensive language training consisting of 120 or more hours of instruction resulting in increased language proficiency. The LTCs report that their 2018 students met or exceeded proficiency goals over 84% of the time.

The LTCs have expanded their partnerships with the Services, Defense agencies, Special Operation Forces community, Reserve, and National Guard. Each center has institutional capacity to provide customized training to meet the specific needs of various DoD entities. LTC training is delivered primarily through non-traditional delivery methods, such as intensive immersion instruction and online training.

Each of the LTCs provides:

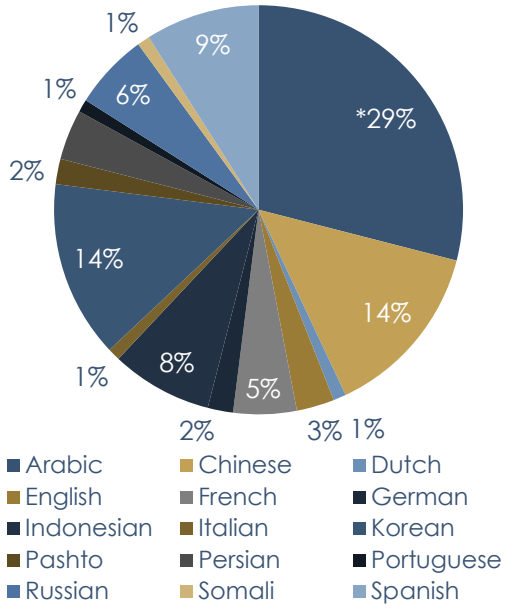
- Training to DoD personnel that yields measurable language skills in reading, listening, and speaking;
- Training to DoD personnel in critical and strategic languages that are tailored to meet operational readiness requirements; and
- Alternative training delivery systems and approaches to meet language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

2018 HIGHLIGHTS

In 2018, the LTC program trained approximately 900 DoD personnel in 15 languages. The number of partnerships within DoD organizations continued to expand, including collaboration with the Defense agencies, the National Guard, and the Special Forces community.

NSEP commissioned RAND National Defense Research Institute (NDRI), a federally-funded research and development center, to conduct a review of the LTC program by examining the effectiveness of the program in providing language and culture training to DoD personnel in 2017. RAND NDRI conducted an extensive document review and data analysis to collect and analyze data on student throughput and student performance as well as reviewed assessment results to evaluate the effectiveness of the program.

2018 LTC LANGUAGE COURSE DISTRIBUTION



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RAND researchers found that the LTC program is meeting the vast majority of the requirements of

the authorizing legislation, which include building skills in language and area studies, providing language training in critical and strategic languages for operational readiness, and using alternative language training delivery systems to provide training to a wide variety of DoD partners. A key recommendation is for NSEP to encourage each LTC to articulate objectives that go beyond provision of training and represent meaningful training outcomes for the DoD partners and students.

Below are the highlights for each of the Centers:

California State University, Long Beach (CSU-LB) — worked to further develop its longstanding partnership with its primary DoD partner, the California Army National Guard. CSU-LB provided five 15-day residential intensive language courses in Arabic, Chinese, French, Persian, and Russian. Intensive courses provided 150 instructional hours, consisting of 10 hours of instruction per day including weekends. A total of 35 military linguists successfully participated in the following languages: Arabic (6), Chinese (12), French (5), Persian (5), and Russian (7). CSU-LB integrated the American Councils on the Teaching of Foreign Languages (ACTFL) formative assessments and Defense Language Proficiency Tests (DLPT) summative assessments into their courses this year. CSU-LB also incorporated the use of the CL-150 Transparent Language learning matrix into its pedagogical approach. Approximately 96% of the participants met or exceeded their language proficiency goals through CSU-LB's class offerings.

Concordia College — continued its partnership with the 300th Military Intelligence (MI) Brigade to provide eight one- to two-week iso-immersion sessions to 64 military personnel in Arabic, Chinese, French, Korean, Portuguese, Russian, and Spanish. Concordia College also continued its partnership with the Defense Language Institute Foreign Language Center (DLIFLC) by providing two eleven-day training sessions in Spanish and with the U.S. Army Civil Affairs and Psychological Operations Command (USACAPOC) by providing one four-week training session in Portuguese. Additionally, Concordia College will be providing three more two-week training sessions to the 300th MI in French, Russian, and Spanish from September to December 2018. They will also provide an additional twelve-day training in French to DLIFLC students in December 2018. All training events take place at the Concordia Language Villages in Bemidji, Minnesota.

George Mason University (GMU) — offered online English writing courses for approximately 100 Department of Defense employees through its Center for Advanced Proficiency in English. These courses are created for non-native speakers of English to enrich professional writing and intercultural communication skills critical to DoD mission readiness. The majority of students who participated in the Advanced Proficiency Writing course met the proficiency goal by improving their proficiency level by a half-step on the ILR scale. GMU expanded its courses by offering a level two course for those who have completed level one.

The George Washington University (GW) — provided seven specifically-designed short seminar courses as part of the Foreign Area Officer (FAO) Regional Skill Sustainment Initiative. The six regional and area studies security courses and three trans-regional security courses delivered to the FAO community provide high-level, up-to-date knowledge relevant to U.S. national policy making. It includes 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, GW conducted the seminars for 137 FAOs.

North Carolina State University (NCSU) — worked with the U.S. Army John F. Kennedy Special Warfare Center and School (SWCS) at Fort Bragg, North Carolina in Modern Standard Arabic, Chinese, French, Korean, Russian, and Spanish. NCSU continued with the six-month Initial Acquisition Training (IAT) course for SWCS that participants completed in two cycles. All IAT courses were intensive – five days per week, six hours per day resulting in 720 contact hours of language instruction. A total of 143 SWCS students received training from NCSU and 89% of the students tested met the proficiency goal of ILR 1+ or higher. NCSU also worked with the United States Army Special Operations Command (USASOC) at Fort Bragg, North Carolina on an Extended Learning Program for sustainment purposes for advanced students capable of moving at a faster pace in Modern Standard Arabic, Chinese, French, Korean, and Spanish. A total of 55 USASOC students received training from NCSU and 100% of the students met the proficiency goal of ILR 1 or

higher. Additionally, NCSU worked with the Security Forces Assistance Brigade at Fort Bragg offering Dari for a total of 12 classes, with each class supporting 13 students.

San Diego State University (SDSU) — provided training for the 1st Marine Expeditionary Force at Camp Pendleton and the DLIFLC. SDSU offered courses in Arabic (including Iraqi, Levantine, and Syrian), Dutch, Somali, Pashto, Persian, Spanish, and Chinese, ranging from 12 days to eight weeks in duration in order to meet the needs of each unit. SDSU trainings included short-term iso-immersion courses, and sustainment courses for professional linguists. In sum, 99 service members completed language training through SDSU. Additionally, iso-immersion training was provided for over 80 DLIFLC students enrolled in the basic course in Iraqi, Pashto, Persian, and Levantine. The two-week iso-immersion program helps students to progress toward DLIFLC's graduation goal of ILR 2+/2+/2. The partnership with DLIFLC has been ongoing since 2014.

University of Kansas (KU) — offered language instruction in German, Italian, and Russian to approximately 76 military personnel through classroom instruction. KU provided foundational 12-week courses in German and Italian to personnel at Command and General Staff College at Fort Leavenworth, Kansas. KU also continued its relationship with the 10th Special Forces Group (SFG) at Fort Carson, Colorado. 100% of tested students that participated in the intensive courses met the proficiency goal of ILR 1 or above. KU will provide an additional 14-week training course to the 10th SFG at Fort Carson and four additional initial acquisition courses to Command and General Staff College at Fort Leavenworth between September and December 2018.

University of Montana (UM) — maintained ongoing partnerships with the U.S. Army Special Forces Command, the 1st and 5th Special Forces Groups, and DoD Intelligence Agencies. UM provided 46 language sustainment courses ranging from 120 to 330 contact hours to 158 students in the following languages: Arabic, Chinese, Indonesian, Korean, and Persian. 97% of students assessed met the DoD partner's oral proficiency goals. UM also provided two initial acquisition Dari training courses to 10 students, sustainment tutoring to 13 students, and 21 1-2 hour culture and regional studies seminars to 515 students through video teleconferencing.

University of Utah (UU) — continued to provide advanced level language training to the Utah Cryptologic Team, which consists of the 300th MI Brigade, the 19th 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 over a three-week session of language instruction to DoD personnel. UU provided instruction in Korean, Persian, Portuguese, Russian, and Spanish. UU successfully delivered language instruction to 28 DoD personnel, 100% of whom met or exceeded their language proficiency goals. UU will provide additional language instruction in Arabic and Japanese in fall 2018.

FUTURE OF LANGUAGE TRAINING CENTERS

The global security environment has grown more complex and is driving the continued demand for DoD to continue investing, building, and sustaining language skills in a smaller force. LTCs help ensure that language and culture skills match the Department's top priorities by working closely with the Services on their language training needs. The implementation of the recommendations, if approved, from the RAND NDRI study will facilitate increased utilization of program training capacity by DoD components and ensure it is fulfilling the mandate of the legislation.

FUTURE OF NSEP

NSEP is committed to providing the DoD, as well as the nation, a pipeline of skilled professionals, coordinating across the interagency consistently, strategically, and enthusiastically. Through NSEP's support, our talented award recipients – America's future public service leaders – are well-equipped to support the many facets of federal, national security work. They are students of business, the STEM fields, and social sciences; ROTC cadets and midshipmen; women and men; Bachelor's, Master's, and Ph.D. candidates; all from a wide variety of ethnic and geographic backgrounds. NSEP's multi-lingual, multi-talented alumni are highly recruited and hired by Departments ranging from Homeland Security to Commerce; thus, it is imperative that NSEP continue to build and support this extraordinary talent pool.

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

- To provide the necessary resources, accountability, and flexibility to meet the national security education needs of the U.S., especially as such needs change over time;
- To increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, counter proliferation studies, and other international fields that are critical to the Nation's interest;
- To produce an increased pool of applicants to work in the departments and agencies of the U.S. government with national security responsibilities;
- To expand, in conjunction with other federal programs, the international experience, knowledge base, and perspectives on which the U.S. citizenry, government employees, and leaders rely; and
- To permit the federal government to advocate on behalf of international education.

NSEP's mission of spurring advances, expanding engagement, and sharing best practices across the academic community, government agencies, and non-governmental organizations, is critical to our nation's success at home and abroad. In 2019, NSEP will enhance its mission through integration of the following efforts:

INCREASING DIVERSITY IN THE BOREN AWARDS APPLICANT POOL

Based on feedback from the Board, NSEP is purposefully reviewing its Boren application materials to ensure we increase diversity while recruiting the highest-caliber applicants from across the nation. NSEP is fine-tuning its application process to emphasize inclusivity, commitment to service, leadership and academic excellence, in part by updating its essay requirements. NSEP must also ensure potential Boren winners are supported throughout their application process. NSEP will also work to nurture and expand the Boren Ambassadors network, those students who have completed their Boren and have returned to campus to finish their studies.

EXPANDING THE LANGUAGE FLAGSHIP MODEL

The Language Flagship has changed the way Americans learn languages at universities and colleges by setting clear expectations for high-level language learning and creating opportunities for students of all majors to reach professional level proficiency in strategic languages. NSEP will build on capacity created with the 2018 opening of new programs in Arabic (Brigham Young University and the University of Mississippi), Korean, (University of Wisconsin), Portuguese (University of Texas, Austin), and Russian (Indiana University, Bloomington and the University of Georgia). The Language Flagship also plans to open a new overseas center for Chinese language immersion in Taiwan and explore additional models for effective Chinese language immersion. In order to further disseminate the Flagship model, NSEP will hold a full and open competition for the 2020-2024 grant cycle.

NSEP will likewise improve the dissemination of information on its initiatives to maximize outreach to

future employers of NSEP awardees. This effort will increase recognition of the NSEP brand and name among various federal agencies and offices to strengthen the pipeline of federal service employment.

LEVERAGING EDUCATIONAL TECHNOLOGY FOR FOREIGN LANGUAGE ACQUISITION AND SUSTAINMENT

NSEP will build upon cross-cutting initiatives to improve and leverage educational technology to enhance language teaching and learning. Building on the success of the Language Flagship Technology Innovation Center at University of Hawaii, Mānoa, NSEP will continue to develop and pilot new blended learning models and applications across language programs. The Tech Center will also support development of advanced culture training and Arabic dialect acquisition to coordinate language enhancement and sustainment efforts using technology in the Project GO and Language Training Center programs and the National Language Service Corps.

BUILDING FEDERAL PARTNERSHIPS

NSEP plans to expand the scope of federal partnerships with hiring managers across DoD Components and the Federal Government to create more placement opportunities for NSEP awardees to use their talents in the service of the national security mission.

IMPROVING SAFETY AND SECURITY OVERSEAS

NSEP is responding to Congressional interest in improving student security overseas by engaging federal partners to improve student preparation for overseas study experiences.

APPENDICES

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

Appendix B: Sol Linowitz Award Recipients and Profiles

Appendix C: Locations Where NSEP Award Recipients Fulfilled Service

Appendix D: Federal National Security Organizations

Appendix E: 2018 Boren Scholars

Appendix F: 2018 Boren Fellows

Appendix G: 2018 Boren Scholar and Fellow Countries of Study

Appendix H: 2018 Boren Scholar and Fellow Languages of Study

Appendix I: Boren Awards Majors

Appendix J: Foreign Language Proficiency Scale

Appendix K: 2018 AFLI , SAFLI , IFLI Boren Scholars and Fellows

Appendix L: 2018 Boren Flagship Scholars

Appendix M: 2018 English for Heritage Language Speakers Scholars

Appendix N: 2018 Number of NSEP-Funded Programs By Institution

Appendix O: Boren Scholar and Fellow Five-Year Data

Appendix P: The Language Flagship Five-Year Data

Appendix Q: EHLS Five-Year Data

APPENDIX A: HOWARD BAKER, JR. AWARDEES

Baker Award Recipient	Country	Language	Federal Service	Boren Year
Member of the Intelligence Community, 2018	Jordan	Arabic	U.S. Intelligence Community	2012
Wayne Drowns, 2017	China	Mandarin	U.S. Air Force	2008
Roger Polack, 2016	Thailand	Thai	U.S. Department of Treasury	2005
Aysa Miller, 2015	Egypt	Arabic	U.S. Department of State	2001
Sean Murawski, 2014	China	Mandarin	U.S. Air Force	2008
Matthew Wagner, 2013	Jordan	Arabic	U.S. Department of State	2009
Michael Chahinian, 2012	China	Mandarin	U.S. Department of Defense	2002
Meghan Iverson, 2011	Ukraine	Ukrainian	Office of Naval Intelligence	2005
Paul Meinshausen, 2010	Turkey	Turkish	National Ground Intelligence Center	2006
Shana Leenerts, 2009	China	Mandarin	U.S. Department of State	2001
Matthew Parin, 2008	Egypt	Arabic	U.S. Department of Defense	2005
Andrew DeBerry, 2007	Egypt	Arabic	U.S. Air Force	2003

APPENDIX B: SOL LINOWITZ AWARDEES

Linowitz Award Recipient	Country	Language	Federal Service	Boren Year
Meghan Luckett, 2018	India	Hindi	U.S. Department of State	2011
Kristin Kelling, 2017	Brazil	Portuguese	Center for Disease Control	2004
David Hoffman, 2016	Azerbaijan & Kazakhstan	Azeri/Turkish	U.S. Agency for International Development	1997
Ted Biggs, 2015	Indonesia	Indonesian	U.S. Pacific Command	2012
Arthur Bell, 2014	Morocco	Arabic	U.S. Department of State	2000
Joseph Truesdale, 2013	Bosnia-Herzegovina	Serbo-Croatian	U.S. Department of State	1999
Hilary Wehr, 2012	Syria	Arabic	Defense Intelligence Agency	2008
Ahren Schaefer, 2011	Syria	Arabic	U.S. Department of State	2005
Glenda Jakubowski, 2010	Egypt	Arabic	Defense Intelligence Agency	2006
Tamara Crouse, 2009	China	Uighur	U.S. Navy Reserve/ U.S. Department of State	2003
Benjamin Orbach, 2008	Jordan	Arabic	U.S. Department of State	2002
Heather Kalmbach, 2007	Egypt	Arabic	U.S. Department of State	2001

2018: MEGHAN LUCKETT

Dr. Meghan Luckett, a 2011 Boren Fellow, studied Hindi and conducted field research for her PhD dissertation in India. Dr. Luckett has been a Foreign Service Officer with the U.S. Department of State since 2015. She is currently working in the Public Diplomacy section at the U.S. Embassy in Vilnius, Lithuania and has previously served at the U.S. Consulate General in Lagos, Nigeria.

Prior to her Foreign Service career, Dr. Luckett received a Doctorate in Philosophy from Texas A&M University. While pursuing her studies, during her Boren Fellowship to India, Dr. Luckett utilized her language skills to create an agriculture and nutrition program, educating 24 local women on the importance of nutrition to combat the endemic Vitamin A and iron deficiencies in the region. It was the impact of her experiences engaging with the local community that propelled her to pursue a career in the Department of State.

Her posting in Lagos, Nigeria saw her increase engagement with the local schools of the region to assist in explaining the visa application process. While in Nigeria, Dr. Luckett worked on many successful projects, including establishing connections with activists and religious leaders to address intolerance; leading efforts to monitor Nigerian elections to better understand the impact of regional and tribal issues; and the development of a grassroots corruption-reporting application with the Nigerian NGOs. Dr. Luckett was awarded a Meritorious Service Award, the second-highest level of performance award for the State Department, after her first year of work.

Currently assigned to the U.S. Embassy in Vilnius, Lithuania, Dr. Luckett is leveraging her expertise in Russian. During her language training, Dr. Luckett reached near-professional proficiency in Lithuanian. Her language skills and her desire to make meaningful connections with communities allow her to deliver U.S. foreign policy goals.

APPENDIX C: LOCATIONS WHERE NSEP AWARD RECIPIENTS FULFILLED SERVICE

Organization	Office	Total by Organization	Total by Agency
Broadcasting Board of Governors			10
Central Intelligence Agency			110
Commission on International Religious Freedom			1
Commission on Security and Cooperation in Europe			3
Corporation for National and Community Service			3
Department of Agriculture			43
	Agricultural Marketing Service	4	
	Agriculture Research Service	1	
	Economic Research Service	1	
	Food Safety and Inspection Service	2	
	Foreign Agricultural Service	11	
	Forest Service	7	
	Natural Resources and Conservation Service	1	
	Other: Department of Agriculture	16	
Department of Commerce			121
	Bureau of Economic Analysis	6	
	Bureau of Industry and Security	4	
	International Trade Administration	70	
	National Oceanic and Atmospheric Administration	13	
	Other: Department of Commerce	28	
Department of Defense			1230
	Combatant Commands	26	
	Contractor	335	
	Defense Information Systems Agency	2	
	Defense Intelligence Agency	108	
	Defense Human Resources Activity	19	
	Defense Language Institute	12	
	Department of the Air Force	54	
	Department of the Army	131	
	Department of the Navy	124	
	Federal Voting Assistance Program	4	
	National Defense University	75	
	National Geospatial-Intelligence Agency	31	
	National Ground Intelligence Center	19	
	National Security Agency	63	

Organization	Office	Total by Organization	Total by Agency
	Office of the Secretary of Defense	56	
	U.S. Marine Corps	21	
	National Language Service Corps	83	
	Other: Department of Defense	67	
Department of Education			5
Department of Energy			55
	DOE National Laboratory	16	
	Energy Information Administration	2	
	Federal Energy Regulatory Commission	3	
	National Nuclear Security Administration	10	
	National Renewable Energy Laboratory	2	
	Office of Environmental Management	1	
	Office of Intelligence and Counterintelligence	2	
	Other: Department of Energy	19	
Department of Health and Human Services			70
	Centers for Disease Control and Prevention	29	
	Centers for Medicare and Medicaid Services	1	
	Contractor	7	
	Food and Drug Administration	1	
	Indian Health Service	2	
	National Institutes of Health	6	
	Office of Global Health Affairs	2	
	Other: Department of Human Services	22	
Department of Homeland Security			389
	U.S. Customs and Border Protection	27	
	Federal Emergency Management Agency	49	
	Office for Civil Rights and Civil Liberties	2	
	Office of Intelligence and Analysis	3	
	Office of Policy	23	
	National Protection and Programs Directorate	6	
	Secret Service	2	
	Transportation Security Administration	27	
	U.S. Coast Guard	5	
	U.S. Citizenship and Immigration Services	191	
	Other: Department of Homeland Security	54	
Department of Housing and Urban Development			5
Department of the Interior			22
Department of Justice			79
	Civil Rights Division	2	
	Contractor	4	
	Drug Enforcement Administration	5	

Organization	Office	Total by Organization	Total by Agency
	Federal Bureau of Investigation	30	
	Executive Office for Immigration Review	7	
	National Security Division	2	
	Office of International Affairs	2	
	U.S. District Courts	3	
	Other: Department of Justice	24	
Department of Labor			12
	International Labor Affairs Bureau	6	
	Occupational Safety and Health Administration	1	
	Other: Department of Labor	5	
Department of State			959
	Bureau of Administration	10	
	Bureau of Conflict and Stabilization Operations	5	
	Bureau of Consular Affairs	53	
	Bureau of Democracy, Human Rights, and Labor	17	
	Bureau of Diplomatic Security	18	
	Bureau of East Asian and Pacific Affairs	33	
	Bureau of Educational and Cultural Affairs	32	
	Bureau of European and Eurasian Affairs	31	
	Bureau of Information Resource Management	1	
	Bureau of Intelligence and Research	24	
	Bureau of International Information Programs	5	
	Bureau for International Narcotics and Law Enforcement Affairs	9	
	Bureau of International Security and Nonproliferation	9	
	Bureau of Near Eastern Affairs	46	
	Bureau of Oceans and International Environmental and Scientific Affairs	3	
	Bureau of Political-Military Affairs	15	
	Bureau of Population, Refugees, and Migration	12	
	Bureau of Public Affairs	10	
	Bureau of South and Central Asian Affairs	6	
	Bureau of Western Hemisphere Affairs	15	
	Contractor	167	
	Foreign Service	241	
	Bureau of Economic, Energy, and Business Affairs	7	
	Office of the Under Secretary for Public Diplomacy and Public Affairs	3	
	U.S. Mission to the United Nations	6	
	Other: State Department	181	
Department of Transportation			9
Department of the Treasury			46

Organization	Office	Total by Organization	Total by Agency
	Financial Management Service	1	
	Internal Revenue Service	6	
	Office of Financial Research	2	
	Office of Intelligence and Analysis	7	
	Office of International Affairs	7	
	Office of the Comptroller of the Currency	2	
	Office of Terrorism and Financial Intelligence	2	
	Other: Department of Treasury	19	
Department of Veterans Affairs			54
Environmental Protection Agency			26
Executive Office of the President			20
	Office of Management and Budget	7	
	National Security Council	3	
	Office of the U.S. Trade Representative	4	
	Office of the Special Envoy to the Americas	1	
	Other: Executive Office	5	
Export-Import Bank of the U.S.			1
Federal Communications Commission			2
Federal Judiciary			36
	U.S. Court of Appeals	5	
	U.S. District Courts	29	
	Other : Federal Judiciary	2	
Federal Reserve			11
General Services Administration			3
Intelligence Community (Contractor and Unspecified)			100
Inter-American Foundation			1
Millennium Challenge Corporation			9
National Aeronautics and Space Administration			27
National Science Foundation			10
Office of Personnel Management			3
Overseas Private Investment Corporation			6
Peace Corps			72
Securities and Exchange Commission			2
Small Business Administration			5
Smithsonian Institution			6
Social Security Administration			5
U.S. African Development Foundation			3
U.S. Agency for International Development			284
U.S. Congress			97
	Congressional Budget Office	4	
	U.S.-China Economic and Security Review Comm.	3	
	Government Accountability Office	10	

Organization	Office	Total by Organization	Total by Agency
	Library of Congress	8	
	U.S. House of Representatives	33	
	U.S. Senate	35	
	Other: Congress	4	
U.S. Consumer Product Safety Commission			1
U.S. Institute of Peace			7
U.S. International Trade Commission			3
U.S. Postal Service			1
U.S. Trade and Development Agency			3
		TOTAL	3,970

APPENDIX D: FEDERAL NATIONAL SECURITY ORGANIZATIONS

Department of Defense[23]

All departments, agencies, commands, and activities

Department of State

All agencies, bureaus, and offices including:

- Bureau of Intelligence and Research
- Foreign Embassies
- National Foreign Affairs Training
- Regional and functional bureaus
- U.S. Agency for International Development

Department of Homeland Security

All agencies and offices

Intelligence Community

All agencies and offices

Department of Commerce

- Bureau of Industry and Security
- International Trade Administration

Department of Energy

- National Nuclear and Security Administration
- Office of Nuclear Energy, Science and Technology
- Office of Policy and International Affairs
- National laboratories

Department of Health and Human Services

- Centers for Disease Control and Prevention

Department of Justice

- 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
- National Labor Relations Board

Department of Transportation

- Federal Motor Carrier Safety Administration

Department of the Treasury

- Office of Foreign Assets Control
- Office of International Affairs

Department of Veterans Affairs

Environmental Protection Agency

Executive Office of the President

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

Independent Agencies

- Environmental Protection Agency
- Export-Import Bank of the U.S.
- Overseas Private Investment Corporation
- Millennium Challenge Corporation
- National Aeronautics and Space Administration - Office of International and Interagency Relations
- Office of Personnel Management - National Background Investigations Bureau
- Peace Corps
- United States International Trade Commission

United States Congress

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

Senate

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

[23] *The key national security organizations recognized as priority hiring for the NSEP Service Requirement are in bold.*

- 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: 2018 BOREN SCHOLARS

Country	Language	Institution	Major	Home State
Azerbaijan	Azerbaijani	Macalester College	Anthropology	CA
Azerbaijan	Turkish	Indiana University, Bloomington	Area Studies	NV
Azerbaijan	Turkish	Indiana University, Bloomington	International Affairs	IN
Azerbaijan	Turkish	Indiana University, Bloomington	International Affairs	IN
Bosnia & Herzegovina	Bosnian	Georgetown University	International Affairs	GA
Brazil	Portuguese	University of Southern California	International Affairs	CA
Brazil	Portuguese	Georgia Institute of Technology	International Affairs	GA
Brazil	Portuguese	Western Michigan University	International Affairs	MI
Brazil	Portuguese	George Mason University	Public Health	NJ
China	Mandarin	Saint Olaf College	Area Studies	OR
China	Mandarin	Mississippi State University	Biology	AL
China	Mandarin	Holy Cross College	Biology	MA
China	Mandarin	University of Rhode Island	Business	RI
China	Mandarin	University of South Carolina, Columbia	Business	GA
China	Mandarin	Florida State University	Business	VA
China	Mandarin	University of Mississippi	Business	MS
China	Mandarin	West Virginia University	Chemistry	WV
China	Mandarin	College of Charleston	Economics	SC
China	Mandarin	Western Kentucky University	Economics	IL
China	Mandarin	Mercer University	Engineering	GA
China	Mandarin	University of Alabama, Tuscaloosa	Engineering	AL
China	Mandarin	University of Puerto Rico, Rio Piedras	Environmental Studies	PR
China	Mandarin	San Francisco State University	International Affairs	CA
China	Mandarin	West Virginia University	International Affairs	PA
China	Mandarin	Western Kentucky University	International Affairs	KY
China	Mandarin	Wellesley College	International Affairs	FL
China	Mandarin	University of Central Florida	International Affairs	FL
China	Mandarin	Ohio State University	International Affairs	OH
China	Mandarin	College of William and Mary	International Affairs	PA
China	Mandarin	Virginia Military Institute	International Affairs	NV
China	Mandarin	University of Texas at Austin	International Affairs	TX
China	Mandarin	University of Southern California	International Affairs	CA
China	Mandarin	Johns Hopkins University	International Affairs	IL
China	Mandarin	Austin College	International Affairs	TX
China	Mandarin	Saint Edward's University	International Affairs	TX
China	Mandarin	Johns Hopkins University	International Affairs	MA

Country	Language	Institution	Major	Home State
China	Mandarin	Western Kentucky University	International Affairs	KY
China	Mandarin	Brandeis University	International Affairs	NY
China	Mandarin	Hunter College, The City University of New York	Languages	OH
China	Mandarin	University of Mississippi	Languages	MS
China	Mandarin	University of Rhode Island	Languages	MD
China	Mandarin	Auburn University	Languages	NC
China	Mandarin	Indiana University, Bloomington	Languages	MD
China	Mandarin	Hunter College, The City University of New York	Languages	NY
China	Mandarin	University of Illinois at Urbana-Champaign	Languages	IL
China	Mandarin	Davidson College	Political Science	TX
China	Mandarin	University of Maryland, College Park	Political Science	MD
Croatia	Croatian	Ohio Wesleyan University	International Affairs	MI
Czech Republic	Czech	Western Illinois University	Environmental Studies	IL
Ghana	Twi	Saint John's University, New York	Anthropology	SD
Ghana	Twi	Florida State University	Business	FL
Ghana	Twi	Tufts University	Engineering	CA
India	Urdu	University of Minnesota, Morris	Anthropology	MN
India	Hindi	University of Washington	Biology	WA
India	Hindi	University of South Carolina, Columbia	Economics	SC
India	Urdu	Georgia College and State University	Economics	GA
India	Hindi	Yale University	History	NY
India	Hindi	University of Wisconsin-Madison	International Affairs	WI
India	Hindi	University of Nebraska	International Affairs	NE
India	Urdu	University of Wisconsin-Madison	International Development	MA
India	Hindi	University of Nevada-Reno	Mathematics	NV
India	Hindi	College of William and Mary	Sociology	NJ
India	Hindi	University of South Carolina, Columbia	Public Health	SC
Indonesia	Indonesian	University of Rhode Island	Environmental Studies	CT
Indonesia	Indonesian	Baylor University	International Affairs	TX
Indonesia	Indonesian	University of Maryland, College Park	Political Science	MA
Indonesia	Indonesian	University of Louisville	Political Science	KY
Indonesia	Indonesian	University of Wisconsin-Madison	Political Science	WI
Indonesia	Indonesian	Texas A&M University-College Station	Public Health	TX
Indonesia	Indonesian	University of Missouri-Columbia	Public Health	MO

Country	Language	Institution	Major	Home State
Israel	Arabic	University of Arkansas, Fayetteville	Criminal Justice	AR
Israel	Arabic	University of Nevada, Las Vegas	Economics	NV
Israel	Hebrew	Hampden-Sydney College	History	NC
Israel	Arabic	Boston University	International Affairs	FL
Israel	Hebrew	Georgetown University	Political Science	MD
Japan	Japanese	Tulane University	Area Studies	CA
Japan	Japanese	University of North Georgia	Computer and Info Sciences	GA
Japan	Japanese	Rollins College	English	FL
Japan	Japanese	University of South Carolina, Columbia	International Affairs	SC
Japan	Japanese	Marshall University	Languages	WV
Japan	Japanese	University of Chicago	Law	IL
Japan	Japanese	University of Pittsburgh	Political Science	PA
Jordan	Arabic	Brigham Young University	Area Studies	UT
Jordan	Arabic	University of Tennessee, Knoxville	Area Studies	TN
Jordan	Arabic	Saint Olaf College	Area Studies	VA
Jordan	Arabic	University of Miami	Biology	FL
Jordan	Arabic	University of North Georgia	Biology	GA
Jordan	Arabic	Pace University	Computer and Info Sciences	NY
Jordan	Arabic	American University	Criminal Justice	IL
Jordan	Arabic	George Washington University	International Affairs	WA
Jordan	Arabic	High Point University	International Affairs	NY
Jordan	Arabic	Stanford University	International Affairs	CT
Jordan	Arabic	American University	International Affairs	CA
Jordan	Arabic	University of Georgia	International Affairs	GA
Jordan	Arabic	University of Oklahoma	International Affairs	TN
Jordan	Arabic	University of North Georgia	International Affairs	GA
Jordan	Arabic	University of Southern California	International Affairs	CA
Jordan	Arabic	University of Florida	International Affairs	FL
Jordan	Arabic	Ohio State University	International Affairs	OH
Jordan	Arabic	Brandeis University	International Affairs	MD
Jordan	Arabic	San Diego State University	International Affairs	MA
Jordan	Arabic	University of North Georgia	Languages	GA
Jordan	Arabic	University of Arizona	Languages	KY
Jordan	Arabic	Georgetown University	Medical Sciences	NY
Jordan	Arabic	West Virginia University	Political Science	WV
Jordan	Arabic	University of Maryland, College Park	Political Science	MD
Jordan	Arabic	College of William and Mary	Political Science	VA
Kazakhstan	Russian	University of Tulsa	Anthropology	OK
Kazakhstan	Russian	University of Wisconsin-Madison	Engineering	WI

Country	Language	Institution	Major	Home State
Kazakhstan	Russian	University of Maryland, Baltimore County	Engineering	MD
Kazakhstan	Russian	University of California, Los Angeles	History	CA
Kazakhstan	Russian	Florida State University	International Affairs	FL
Kazakhstan	Russian	Michigan State University	International Affairs	CO
Kazakhstan	Russian	University of Missouri-Columbia	International Affairs	IL
Kazakhstan	Russian	University of California, Los Angeles	International Development	CA
Kazakhstan	Russian	University of Montana--Missoula	Languages	MT
Kazakhstan	Russian	Portland State University	Languages	OR
Kazakhstan	Russian	Bryn Mawr College	Languages	VA
Kazakhstan	Russian	Northwestern University	Languages	MO
Kazakhstan	Russian	University of Central Florida	Political Science	FL
Kazakhstan	Russian	University of California, Los Angeles	Political Science	CA
Korea, South	Korean	University of Washington	Area Studies	CA
Korea, South	Korean	George Mason University	Communications and Journalism	DE
Korea, South	Korean	Oglala Lakota College	Computer and Info Sciences	SD
Korea, South	Korean	Middlebury College	International Affairs	VT
Korea, South	Korean	Carleton College	International Affairs	IL
Korea, South	Korean	University of California, Los Angeles	International Affairs	NY
Korea, South	Korean	University of Massachusetts, Boston	International Affairs	MA
Korea, South	Korean	Pomona College	International Affairs	CA
Korea, South	Korean	University of Hawaii, Mānoa	Languages	HI
Korea, South	Korean	University of Hawaii, Mānoa	Languages	OH
Korea, South	Korean	University of Hawaii, Mānoa	Languages	HI
Korea, South	Korean	Carleton College	Linguistics	CT
Korea, South	Korean	Ohio State University	Political Science	OH
Kyrgyzstan	Russian	University of Pittsburgh	Languages	PA
Latvia	Russian	University of Georgia	International Affairs	GA
Latvia	Russian	University of Georgia	International Affairs	GA
Latvia	Russian	Georgia Institute of Technology	International Affairs	GA
Latvia	Russian	Arizona State University-Tempe	Languages	CA
Latvia	Russian	Florida State University	Languages	FL
Morocco	Arabic	Northeastern University	International Affairs	IL
Morocco	Arabic	University of South Florida	International Affairs	NY
Morocco	Arabic	Johns Hopkins University	International Affairs	VA
Morocco	Arabic	University of California, Santa Barbara	International Affairs	CA
Morocco	Arabic	University of Oklahoma	International Affairs	TX
Morocco	Arabic	Indiana University, Bloomington	International Affairs	IN
Morocco	Arabic	Bucknell University	International Affairs	CO

Country	Language	Institution	Major	Home State
Morocco	Arabic	University of Maryland, College Park	Languages	VA
Morocco	Arabic	University of Maryland, College Park	Languages	NY
Morocco	Arabic	University of Texas at Austin	Linguistics	TX
Morocco	Arabic	Bowdoin College	Mathematics	NC
Morocco	Arabic	North Carolina State University	Political Science	DE
Morocco	Arabic	University of Arizona	Political Science	WA
Morocco	Arabic	University of Maryland, College Park	Political Science	IL
Mozambique	Portuguese	Drexel University	Area Studies	NY
Mozambique	Portuguese	University of Nebraska	Economics	NE
Mozambique	Portuguese	University of Louisville	Political Science	KY
Mozambique	Portuguese	University of Maryland, College Park	Political Science	MD
Mozambique	Portuguese	University of Washington	Public Health	IA
Oman	Arabic	University of North Georgia	Languages	GA
Philippines	Tagalog	Arizona State University-Tempe	Political Science	AZ
Poland	Polish	University of Virginia	Undeclared	VA
Romania	Romanian	Purdue University	Engineering	IN
Senegal	French	University of Connecticut	Economics	CT
Senegal	French	Pomona College	International Affairs	MI
Senegal	French	Boston University	International Affairs	GA
Senegal	French	University of Maryland, College Park	International Affairs	MD
Senegal	French	University of Southern California	International Affairs	CA
Senegal	French	Gardner-Webb University	International Affairs	SC
Senegal	French	American University	International Development	OH
Senegal	French	Northern Illinois University	Political Science	IL
Senegal	French	University of Rhode Island	Political Science	CT
Senegal	Wolof	University of Wisconsin-Madison	Political Science	WI
Serbia	Serbian	Florida International University	International Affairs	FL
Taiwan	Mandarin	University of Illinois at Urbana-Champaign	Business	IL
Taiwan	Mandarin	University of Florida	Engineering	FL
Taiwan	Mandarin	Georgetown University	International Affairs	MA
Taiwan	Mandarin	University of Pittsburgh	Political Science	PA
Tajikistan	Persian	University of Virginia	Languages	VA
Tajikistan	Persian	University of Pittsburgh	Political Science	PA
Tanzania	Swahili	Boston University	Anthropology	MA
Tanzania	Swahili	University of Idaho	Communications and Journalism	OR
Tanzania	Swahili	University of Louisville	Economics	KY

Country	Language	Institution	Major	Home State
Tanzania	Swahili	University of Tennessee, Knoxville	Engineering	TN
Tanzania	Swahili	Dartmouth College	Geography	DC
Tanzania	Swahili	George Washington University	International Affairs	VA
Tanzania	Swahili	Brown University	International Affairs	RI
Tanzania	Swahili	George Washington University	International Affairs	CT
Tanzania	Swahili	West Virginia University	International Development	WV
Tanzania	Swahili	Clemson University	Political Science	NC
Tanzania	Swahili	University of Tennessee, Knoxville	Political Science	TN
Tanzania	Swahili	Augsburg College	Political Science	MN
Tanzania	Swahili	Indiana University, Bloomington	Public Health	MD
Tanzania	Swahili	Rowan University	Sociology	NJ
Tanzania	Swahili	University of Pittsburgh	Theology and Religious Studies	PA
Tanzania	Swahili	California State University, Los Angeles	English	CA
Thailand	Thai	Florida International University	International Affairs	FL
Thailand	Thai	Tulane University	Public Health	MA
United Arab Emirates	Arabic	Utah State University	Business	CT

APPENDIX F: 2018 BOREN FELLOWS

Country	Language	Institution	Major	Home State
Algeria	Arabic	Florida State University	Anthropology	FL
Argentina	Spanish	University of Colorado, Denver	Medical Sciences	CO
Belarus	Russian	Georgetown University	International Affairs	DC
Belarus	Russian	Hawaii Pacific University	International Affairs	NY
Bosnia & Herzegovina	Bosnian	American University	International Affairs	DC
Brazil	Portuguese	Tulane University	Area Studies	SC
Brazil	Portuguese	Johns Hopkins University	Engineering	CA
Brazil	Portuguese	George Mason University	Environmental Studies	VA
Brazil	Portuguese	University of Tennessee, Knoxville	Geography	TN
Brazil	Portuguese	University of Chicago	International Affairs	ME
Brazil	Portuguese	University of Washington	International Affairs	WI
Brazil	Portuguese	Emory University	Sociology	MI
China	Mandarin	Clemson University	Engineering	SC
China	Mandarin	Texas State University-San Marcos	Geography	TX
China	Mandarin	University of Central Florida	History	FL
China	Mandarin	George Washington University	International Affairs	CA
China	Mandarin	Georgetown University	International Affairs	MD
China	Mandarin	Johns Hopkins University School of Advanced International Studies	International Affairs	CA
China	Cantonese	The Graduate Center, The City University of New York	Political Science	FL
China	Mandarin	Fordham University	Social Sciences	OK
Georgia	Chechen	Indiana University, Bloomington	Area Studies	VA
Georgia	Russian	Texas A&M University-College Station	International Affairs	TX
Georgia	Georgian	University of Massachusetts, Boston	Library Science	NY
India	Urdu	Rowan University	Communications and Journalism	NJ
India	Hindi	University of Arizona	Education	CA
India	Bengali	The New School	International Affairs	NY
India	Hindi	Georgia Institute of Technology	International Affairs	IL
India	Urdu	American University	International Affairs	FL
India	Urdu	Georgetown University	International Affairs	CA
India	Hindi	University of California, Berkeley	Political Science	NV
India	Hindi	University of Chicago-Harris Graduate School of Public Policy Studies	Public Administration	IA
Indonesia	Indonesian	Tufts University	International Affairs	CT
Indonesia	Indonesian	University of Denver	International Affairs	CO

Country	Language	Institution	Major	Home State
Indonesia	Indonesian	University of Colorado, Boulder	Linguistics	CO
Indonesia	Indonesian	George Mason University	Philosphy	VA
Indonesia	Indonesian	San Diego State University	Political Science	VA
Israel	Arabic	Georgia State University	Biology	GA
Israel	Hebrew	California State University, Chico	Public Administration	CA
Japan	Japanese	Southern Methodist University	Anthropology	TX
Japan	Japanese	University of California, Berkeley	Biology	CA
Japan	Japanese	Monterey Inst of Intl Studies-Graduate School of International Policy and Management (GSIPM)	Environmental Studies	MS
Japan	Japanese	American University	International Affairs	NJ
Japan	Japanese	Tufts University	International Affairs	SC
Jordan	Arabic	University of Pittsburgh	Anthropology	PA
Jordan	Arabic	Columbia University	International Affairs	NY
Jordan	Arabic	George Washington University	International Affairs	MO
Jordan	Arabic	George Washington University	International Affairs	DC
Jordan	Arabic	Georgetown University	International Affairs	DC
Jordan	Arabic	Georgetown University	International Affairs	DC
Jordan	Arabic	Georgetown University	International Affairs	VA
Jordan	Arabic	Johns Hopkins University	International Affairs	NY
Jordan	Arabic	Texas A&M University-College Station	International Affairs	TX
Jordan	Arabic	Tufts University	International Affairs	CA
Jordan	Arabic	University of North Georgia	International Affairs	GA
Jordan	Arabic	California State University-San Bernardino	Political Science	CA
Jordan	Arabic	George Washington University	Political Science	CA
Jordan	Arabic	New York University	Public Administration	PA
Jordan	Arabic	State University of New York, Downstate Medical Center	Public Health	NY
Jordan	Arabic	University of North Carolina at Chapel Hill	Public Health	NC
Jordan	Arabic	University of Chicago	Social Work	IL
Jordan	Arabic	Duke University	Theology and Religious Studies	UT
Kazakhstan	Russian	Stanford University	Area Studies	PA
Kazakhstan	Russian	Indiana University, Bloomington	Computer and Info Sciences	IL
Kazakhstan	Russian	American University	International Affairs	CA
Korea, South	Korean	Georgetown University	Area Studies	NY
Korea, South	Korean	Tufts University	International Affairs	NJ
Korea, South	Korean	University of Denver	International Affairs	IL
Korea, South	Korean	George Washington University	Public Administration	CA
Kyrgyzstan	Russian	Texas A&M University-College Station	International Affairs	TX

Country	Language	Institution	Major	Home State
Latvia	Russian	Indiana University, Bloomington	Area Studies	MI
Morocco	Arabic	University of Washington	Area Studies	CT
Mozambique	Portuguese	Fordham University	Economics	CA
Mozambique	Portuguese	Monterey Inst of Intl Studies-Graduate School of International Policy and Management (GSIPM)	Environmental Studies	WI
Mozambique	Portuguese	American University	International Affairs	VA
Mozambique	Portuguese	Johns Hopkins University School of Advanced International Studies	International Affairs	CA
Mozambique	Portuguese	University of Chicago	International Affairs	DE
Mozambique	Portuguese	Carnegie Mellon University	Public Administration	PA
Nepal	Nepalese	University of Pittsburgh	Public Health	MI
Oman	Arabic	Columbia University	International Affairs	NY
Oman	Arabic	Princeton University	International Affairs	NY
Oman	Arabic	Salve Regina University	International Affairs	RI
Oman	Arabic	American University	International Development	FL
Poland	Polish	Georgetown University	International Affairs	NY
Senegal	French	Princeton University	Environmental Studies	NJ
Senegal	French	University of California, San Diego	International Affairs	CA
Senegal	Wolof	Pennsylvania State University	International Affairs	TX
Serbia	Serbian	University of Denver	International Affairs	CO
South Africa	Zulu	University of Florida	Social Sciences	FL
Taiwan	Mandarin	Georgetown University	Area Studies	VA
Taiwan	Mandarin	Georgetown University	Area Studies	MD
Taiwan	Mandarin	Drexel University	Law	PA
Tajikistan	Persian	Baruch College, The City University of New York	International Affairs	NY
Tajikistan	Persian	Yale University	International Affairs	VA
Tanzania	Swahili	University of Colorado Boulder	Engineering	CO
Tanzania	Swahili	University of Michigan-Ann Arbor	Environmental Studies	MI
Tanzania	Swahili	George Washington University	International Affairs	OH
Tanzania	Swahili	University of Pittsburgh	International Affairs	TX
Tanzania	Swahili	Brandeis University	International Development	NH
Tanzania	Swahili	George Washington University	Public Health	OH
Tanzania	Swahili	Yale University	Public Health	OK
Ukraine	Russian	Johns Hopkins University School of Advanced International Studies	International Affairs	OR
Ukraine	Russian	American University	International Development	WI

APPENDIX G: 2018 BOREN SCHOLARS AND FELLOWS COUNTRIES OF STUDY

Country	Boren Scholars	Boren Fellows	Total
Algeria	0	1	1
Argentina	0	1	1
Azerbaijan	4	0	4
Belarus	0	2	2
Bosnia and Herzegovina	1	1	2
Brazil	4	7	11
China	38	8	46
Croatia	1	0	1
Czech Republic	1	0	1
Georgia	0	3	3
Ghana	3	0	3
India	11	8	19
Indonesia	7	5	12
Israel	5	2	7
Japan	7	5	12
Jordan	25	18	43
Kazakhstan	14	3	17
Kyrgyzstan	1	1	2
Latvia	5	1	6
Morocco	14	1	15
Mozambique	5	6	11
Nepal	0	1	1
Oman	1	4	5
Philippines	1	0	1
Poland	1	1	2
Romania	1	0	1
Senegal	10	3	13
Serbia	1	1	2
South Africa	0	1	1
South Korea	13	4	17
Taiwan	4	3	7
Tajikistan	2	2	4
Tanzania	18	7	25
Ukraine	0	2	2
United Arab Emirates	1	0	1
Totals	199	102	301

APPENDIX H: 2018 BOREN SCHOLARS AND FELLOWS LANGUAGES OF STUDY

Languages	Boren Scholars	Boren Fellows	Total
Arabic	44	25	69
Azerbaijani	1	0	1
Bengali	0	1	1
Bosnian	1	1	2
Cantonese	0	1	1
Chechen	0	1	1
Croatian	1	0	1
Czech	1	0	1
French	9	2	11
Georgian	0	1	1
Hebrew	2	1	3
Hindi	8	4	12
Indonesian	7	5	12
Japanese	7	5	12
Korean	13	4	17
Mandarin	42	10	52
Nepalese	0	1	1
Persian	2	2	4
Polish	1	1	2
Portuguese	9	13	22
Romanian	1	0	1
Russian	20	10	30
Serbian	1	1	2
Spanish	0	1	1
Swahili	16	7	23
Tagalog	1	0	1
Thai	2	0	2
Turkish	3	0	3
Twi	3	0	3
Urdu	3	3	6
Wolof	1	1	2
Zulu	0	1	1
Totals	199	102	301

APPENDIX I: BOREN AWARDS MAJORS

Area of Study	Major
Area Language Studies	
	Area Studies
	English
	Language
	Linguistics
Business	
International Studies	
	International Affairs
	International Development
Law	
Social Sciences	
	International Affairs
	Anthropology
	Economics
	Environmental Studies
	Geography
	History
	Political Science
	Psychology
	Public Administration
	Public Health
	Social Sciences (general)
	Social Work
	Sociology
	Theology and Religious Studies
STEM Fields	
	Biology
	Chemistry
	Engineering
	Mathematics
	Medical Sciences
Other	
	Communications and Journalism
	Computer and Info Sciences
	Criminal Justice

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	*No Proficiency*: Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability.
0+	*Memorized Proficiency*: Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful.
1	*Elementary Proficiency*: Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from this individual. This speaker has a functional, but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The individual is unable to produce continuous discourse except with rehearsed material.
1+	*Elementary Proficiency Plus*: Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.
2	*Limited Working Proficiency*: Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances but unusual or imprecise elsewhere.
2+	*Limited Working Proficiency Plus*: Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively

	may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space and person references, or to be in some way inappropriate, if not strictly incorrect.
3	*General Professional Proficiency*: Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social, and professional topics. Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs and the implications of nuances and idiom may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate: but stress, intonation, and pitch control may be faulty.
3+	*General Professional Proficiency Plus*: Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.
4	*Advanced Professional Proficiency*: Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as in informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty.
4+	*Advanced Professional Proficiency Plus*: Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of any language-use task. However, the individual would not necessarily be perceived as culturally native.
5	*Functional Native Proficiency*: Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect.

The **American Council on the Teaching of Foreign Languages** (ACTFL) proficiency scale is another rubric to describe linguistic proficiency (http://www.actfl.org/i4a/pages/index.cfm?pageid=1). An abbreviated version of the ACTFL speaking scale follows.

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

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

APPENDIX K: 2018 AFLI, SAFLI, AND IFLI BOREN SCHOLARS AND FELLOWS

Country	Language	Domestic Institution	Overseas Institution	Home State
Ghana	Twi	Florida State University	University of Ghana	FL
Ghana	Twi	Saint John's University, New York	University of Ghana	SD
India	Urdu	Rowan University	American Institute of Indian Studies	NJ
India	Hindi	University of California, Berkeley	American Institute of Indian Studies	NV
India	Urdu	American University	American Institute of Indian Studies	VA
India	Hindi	University of Chicago-Harris Graduate School of Public Policy Studies	American Institute of Indian Studies	CA
India	Hindi	University of Arizona	American Institute of Indian Studies	CA
India	Urdu	Georgetown University	American Institute of Indian Studies	PA
India	Hindi	University of South Carolina, Columbia	American Institute of Indian Studies	NY
India	Hindi	University of Wisconsin-Madison	American Institute of Indian Studies	KY
India	Hindi	University of Nevada-Reno	American Institute of Indian Studies	MD
India	Hindi	Yale University	American Institute of Indian Studies	IA
India	Urdu	Georgia College and State University	American Institute of Indian Studies	GA
India	Hindi	University of Nebraska	American Institute of Indian Studies	NJ
India	Urdu	University of Minnesota, Morris	American Institute of Indian Studies	MN
India	Hindi	College of William and Mary	American Institute of Indian Studies	MI
India	Urdu	University of Wisconsin-Madison	American Institute of Indian Studies	IL
India	Hindi	University of South Carolina, Columbia	American Institute of Indian Studies	CT
India	Hindi	University of Washington	American Institute of Indian Studies	OH
Indonesia	Indonesian	Tufts University	Universitas Negeri Malang	GA
Indonesia	Indonesian	University of Denver	Universitas Negeri Malang	CT
Indonesia	Indonesian	George Mason University	Universitas Negeri Malang	MD
Indonesia	Indonesian	San Diego State University	Universitas Negeri Malang	CA
Indonesia	Indonesian	Baylor University	Universitas Negeri Malang	SC
Indonesia	Indonesian	University of Maryland, College Park	Universitas Negeri Malang	FL
Indonesia	Indonesian	University of Rhode Island	Universitas Negeri Malang	OH
Indonesia	Indonesian	University of Louisville	Universitas Negeri Malang	TX
Indonesia	Indonesian	Texas A&M University-College Station	Universitas Negeri Malang	NH

Indonesia	Indonesian	University of Wisconsin-Madison	Universitas Negeri Malang	VA
Indonesia	Indonesian	University of Missouri-Columbia	Universitas Negeri Malang	NC
Mozambique	Portuguese	University of Chicago	Universidade Eduardo Mondlane	OR
Mozambique	Portuguese	Middlebury Inst of Intl Studies	Universidade Eduardo Mondlane	MD
Mozambique	Portuguese	American University	Universidade Eduardo Mondlane	DC
Mozambique	Portuguese	Fordham University	Universidade Eduardo Mondlane	TN
Mozambique	Portuguese	Johns Hopkins University School of Advanced International Studies	Universidade Eduardo Mondlane	MA
Mozambique	Portuguese	Carnegie Mellon University	Universidade Eduardo Mondlane	KY
Mozambique	Portuguese	Drexel University	Universidade Eduardo Mondlane	WV
Mozambique	Portuguese	University of Louisville	Universidade Eduardo Mondlane	PA
Mozambique	Portuguese	University of Maryland, College Park	Universidade Eduardo Mondlane	TN
Mozambique	Portuguese	University of Washington	Universidade Eduardo Mondlane	MN
Mozambique	Portuguese	University of Nebraska	Universidade Eduardo Mondlane	NE
Senegal	French	Princeton University	West African Research Center	NJ
Senegal	French	University of California, San Diego	West African Research Center	NJ
Senegal	French	Pomona College	West African Research Center	MI
Senegal	French	Northern Illinois University	West African Research Center	FL
Senegal	French	University of Connecticut	West African Research Center	CT
Senegal	French	American University	West African Research Center	OH
Senegal	French	Boston University	West African Research Center	CA
Senegal	French	University of Rhode Island	West African Research Center	CT
Senegal	French	University of Maryland, College Park	West African Research Center	WI
Senegal	French	University of Southern California	West African Research Center	NV
Senegal	French	Gardner-Webb University	West African Research Center	NY
South Africa	Zulu	University of Florida	University of KwaZulu-Natal	GA
Tanzania	Swahili	George Washington University	MS – Training Center for Development Cooperation	NE
Tanzania	Swahili	University of Pittsburgh	MS – Training Center for Development Cooperation	MN
Tanzania	Swahili	Brandeis University	MS – Training Center for Development Cooperation	NJ
Tanzania	Swahili	George Washington University	MS – Training Center for Development Cooperation	MA
Tanzania	Swahili	Clemson University	MS – Training Center for Development Cooperation	NC
Tanzania	Swahili	George Washington University	MS – Training Center for Development Cooperation	WA
Tanzania	Swahili	University of Idaho	MS – Training Center for Development Cooperation	CA
Tanzania	Swahili	Indiana University, Bloomington	MS – Training Center for Development Cooperation	CT

Tanzania	Swahili	Dartmouth College	MS – Training Center for Development Cooperation	CO
Tanzania	Swahili	University of Tennessee, Knoxville	MS – Training Center for Development Cooperation	TN
Tanzania	Swahili	Boston University	MS – Training Center for Development Cooperation	VA
Tanzania	Swahili	University of Louisville	MS – Training Center for Development Cooperation	TX
Tanzania	Swahili	West Virginia University	MS – Training Center for Development Cooperation	MA
Tanzania	Swahili	University of Pittsburgh	MS – Training Center for Development Cooperation	CT
Tanzania	Swahili	University of Tennessee, Knoxville	MS – Training Center for Development Cooperation	KY
Tanzania	Swahili	Augsburg College	MS – Training Center for Development Cooperation	TX
Tanzania	Swahili	California State University, Los Angeles	MS – Training Center for Development Cooperation	WI
Tanzania	Swahili	Rowan University	MS – Training Center for Development Cooperation	MO

APPENDIX L: 2018 BOREN FLAGSHIP SCHOLARS

Country	Language	Domestic Flagship Institution	Overseas Flagship Center	Home State
Azerbaijan	Turkish	Indiana University, Bloomington	Azerbaijan University of Languages	IN
Azerbaijan	Turkish	Indiana University, Bloomington	Azerbaijan University of Languages	IN
Azerbaijan	Turkish	Indiana University, Bloomington	Azerbaijan University of Languages	IN
China	Mandarin	San Francisco State University	Nanjing University	CA
China	Mandarin	University of Rhode Island	Nanjing University	RI
China	Mandarin	Hunter College, The City University of New York	Nanjing University	NY
China	Mandarin	University of Mississippi	Beijing Union University	MS
China	Mandarin	University of Rhode Island	Beijing Union University	RI
China	Mandarin	Western Kentucky University	Beijing Union University	KY
China	Mandarin	Indiana University, Bloomington	Nanjing University	IN
China	Mandarin	University of Mississippi	Nanjing University	MS
China	Mandarin	Hunter College, The City University of New York	Nanjing University	NY
China	Mandarin	Western Kentucky University	Nanjing University	KY
China	Mandarin	Western Kentucky University	Nanjing University	KY
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	Portland State University	Kazakh National University	OR
Kazakhstan	Russian	Bryn Mawr College	Kazakh National University	PA
Kazakhstan	Russian	University of Wisconsin-Madison	Kazakh National University	WI
South Korea	Korean	University of Hawaii, Mānoa	Korea University	HI
South Korea	Korean	University of Hawaii, Mānoa	Korea University	HI
South Korea	Korean	University of Hawaii, Mānoa	Korea University	HI
Morocco	Arabic	University of Texas at Austin	AALIM, Morocco	TX
Morocco	Arabic	University of Maryland, College Park	AALIM, Morocco	MD
Morocco	Arabic	University of Oklahoma	AALIM, Morocco	OK
Morocco	Arabic	University of Arizona	AALIM, Morocco	AZ

APPENDIX M: 2018 EHLS SCHOLARS

Heritage Language	Country of Origin	EHLS Institution	Professional Field	Home State
Hindi	India	Georgetown University School of Continuing Studies	Language Education	VA
Pashto	Pakistan	Georgetown University School of Continuing Studies	Journalism & Language Education	VA
Russian	Ukraine	Georgetown University School of Continuing Studies	Operations Management	MD
Russian	Belarus	Georgetown University School of Continuing Studies	Translation and Interpretation	DC
Russian	Russia	Georgetown University School of Continuing Studies	Finance	VA
Mandarin	China (Hong Kong)	Georgetown University School of Continuing Studies	Archaeology & Anthropology	MD
Russian	Russia	Georgetown University School of Continuing Studies	Intercultural Communication	MD
Russian	Russia	Georgetown University School of Continuing Studies	Law	MD
Mandarin	China	Georgetown University School of Continuing Studies	Translation and Interpretation	MD
Kazakh	Kazakhstan	Georgetown University School of Continuing Studies	Geography	MD
Kyrgyz	Kyrgyzstan	Georgetown University School of Continuing Studies	Translation and Interpretation	IL
Russian	Uzbekistan	Georgetown University School of Continuing Studies	Operations Management, U.S. Air Force Reservist	FL
Persian	Tehran, Iran	Georgetown University School of Continuing Studies	Media Analysis, U.S. Army Reservist	FL
Russian	Russia	Georgetown University School of Continuing Studies	International Affairs	VA
Mandarin	China	Georgetown University School of Continuing Studies	Urban Planning	VA

Russian	Kazakhstan	Georgetown University School of Continuing Studies	Financial Administration	MD
Russian	Russia	Georgetown University School of Continuing Studies	Higher Education Administration	DC
Russian	Russia	Georgetown University School of Continuing Studies	Language Education	VA

APPENDIX N: 2018 NUMBER OF NSEP-FUNDED PROGRAMS BY INSTITUTION

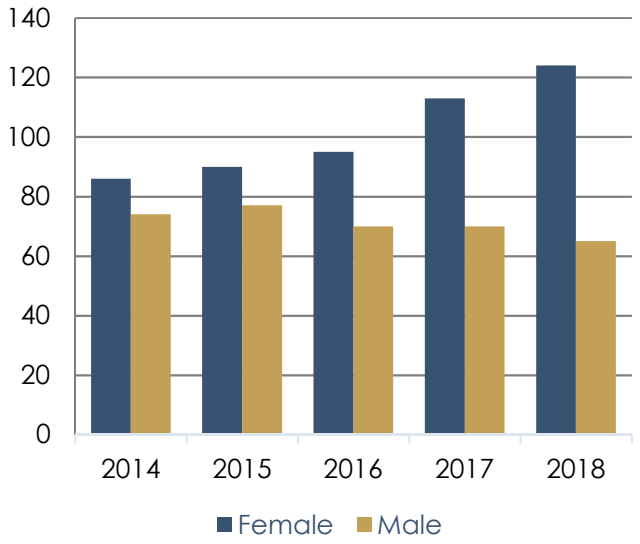
University	RFLI	EHLS	Language Flagship	Flagship Initiatives	LTC	Project GO	TOTAL
Arizona State University*			1			1	2
Brigham Young University*			2	1			3
Bryn Mawr College			1				1
California State University, Long Beach					1		1
Concordia College					1		1
Georgia Institute of Technology						1	1
Georgetown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

University	RFLI	EHLS	Language Flagship	Flagship Initiatives	LTC	Project GO	TOTAL
University of Oklahoma			1				1
University of Oregon*			1	2			3
University of Pittsburgh						1	1
University of Rhode Island			1				1
University of Texas at Austin			2				2
University of Utah**				1	1		2
University of Wisconsin – Madison	1		2			1	4
Virginia Military Institute						1	1
Virginia Polytechnic Institute						1	1
Western Kentucky University			1				1
TOTAL	**2**	**1**	**31**	**8**	**9**	**20**	**71**

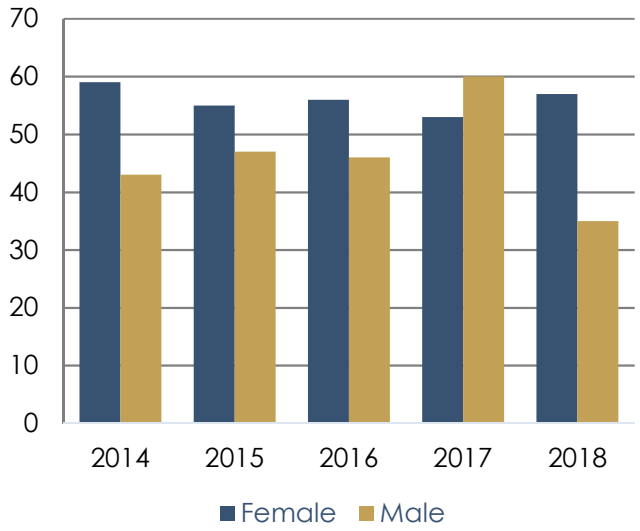
* K-12 PARTNERSHIP PROGRAM
**Flagship Language Proficiency Initiative
***Flagship Technology Innovation Center

APPENDIX O: BOREN SCHOLAR AND FELLOW FIVE-YEAR DATA

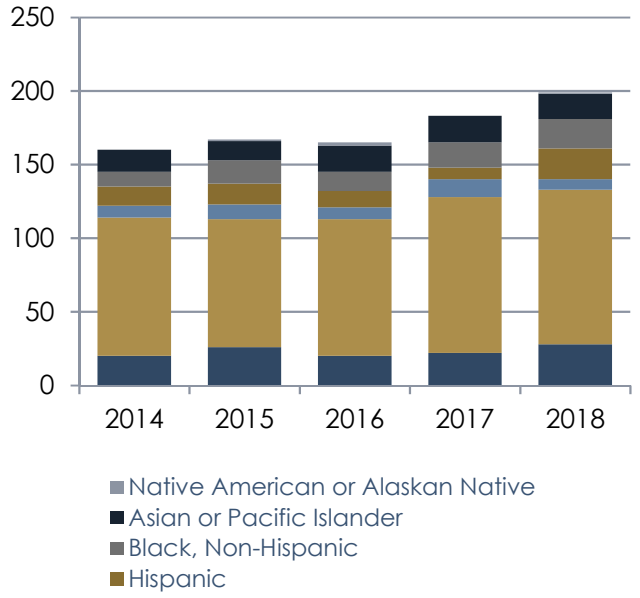
2014-2018 BOREN SCHOLAR
GENDER DISTRIBUTION BY YEAR



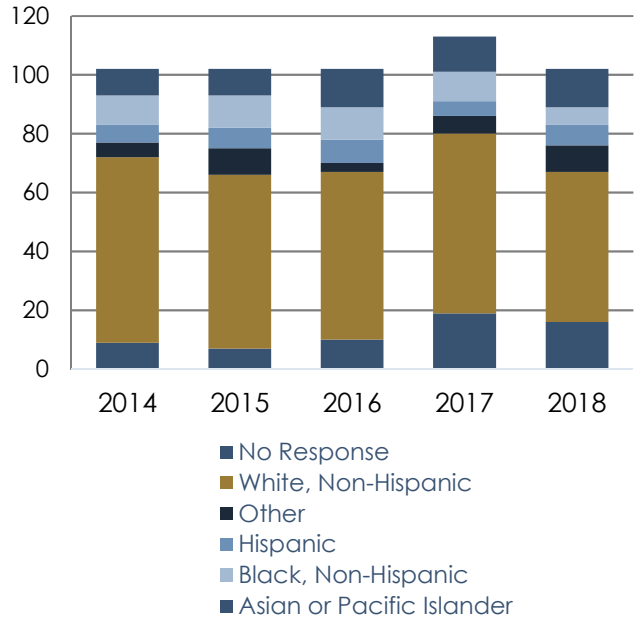
2014-2018 BOREN FELLOW
GENDER DISTRIBUTION BY YEAR



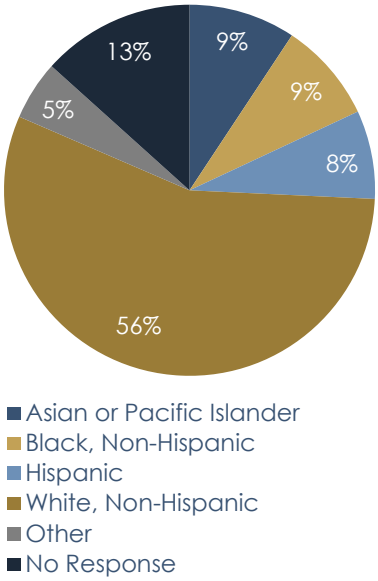
2014-2018 BOREN SCHOLAR
RACIAL/ETHNIC DISTRIBUTION BY YEAR



2014-2018 BOREN FELLOW
RACIAL/ETHNIC DISTRIBUTION BY YEAR



2014-2018 BOREN SCHOLAR
RACIAL/ETHNIC DISTRIBUTION



2014-2018 BOREN FELLOW
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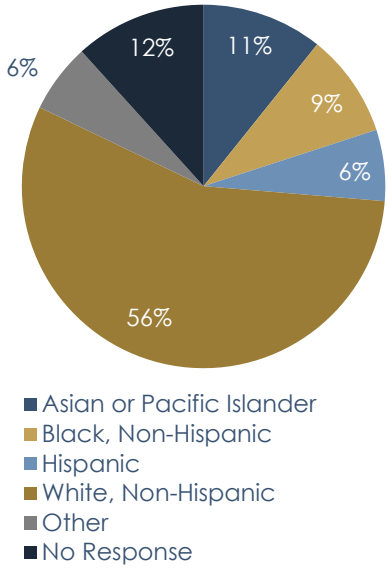
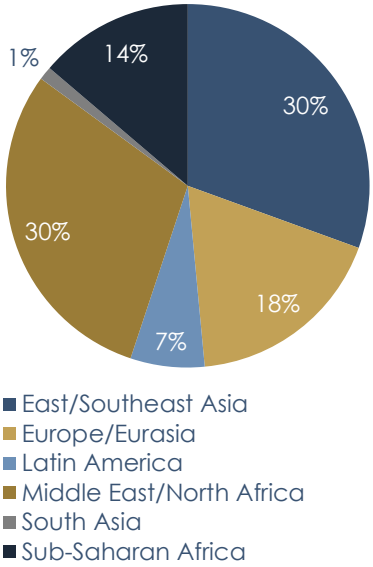
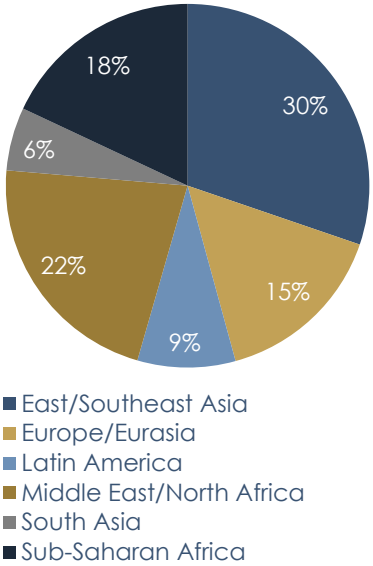


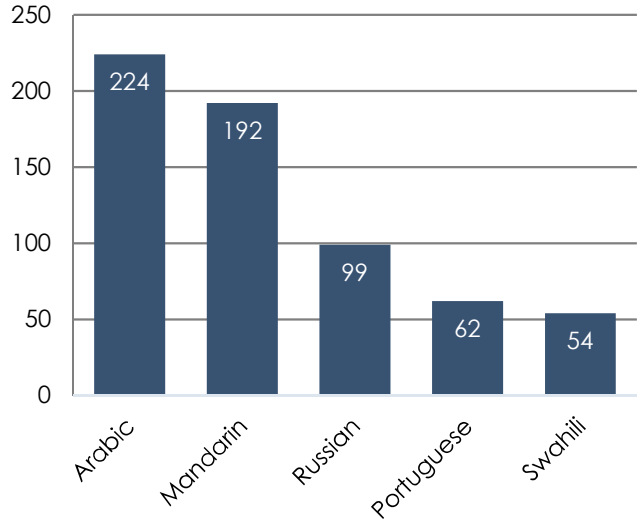
2014-2018 BOREN SCHOLAR
REGIONS OF STUDY



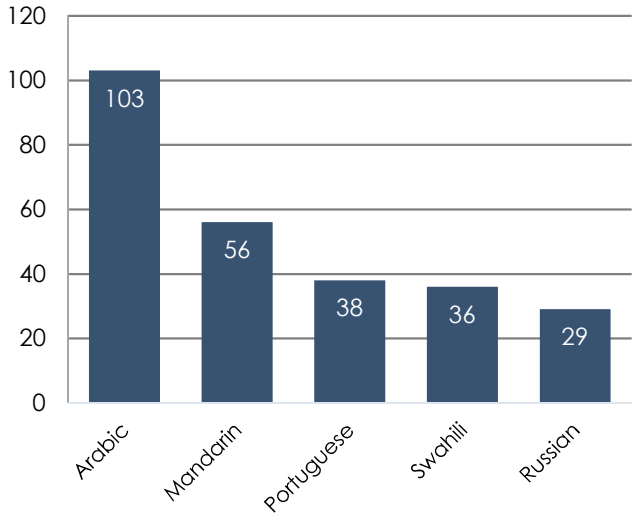
2014-2018 BOREN FELLOW
REGIONS OF STUDY



2014-2018 BOREN SCHOLAR TOP FIVE LANGUAGES



2014-2018 BOREN FELLOW TOP FIVE LANGUAGES



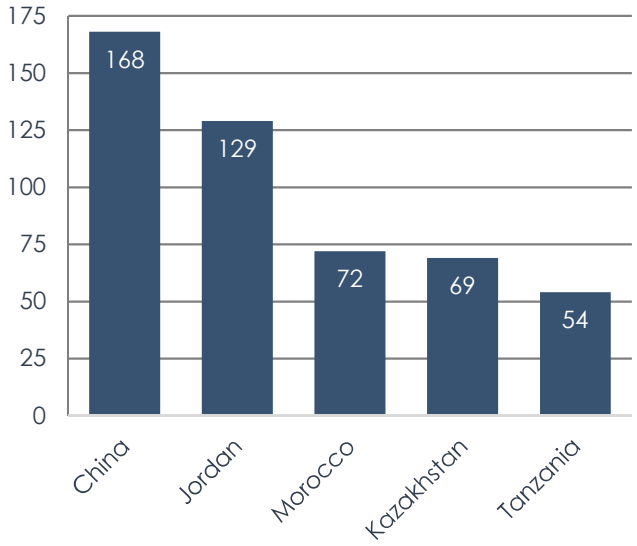
2014-2018 BOREN SCHOLAR OVERALL LANGUAGE DISTRIBUTION

Akan/Twi	5	Persian	9
Albanian	1	Polish	4
Amharic	1	Portuguese	62
Arabic	224	Punjabi	1
Azerbaijani	3	Romanian	3
Bahasa Indonesian	6	Russian	99
Bosnian	2	Rwanda	1
Croatian	2	Serbian	3
Czech	1	Slovenian	1
French	23	Spanish	3
Georgian	2	Swahili	54
Hebrew	3	Tagalog	1
Hindi	24	Thai	3
Hungarian	1	Turkish	19
Indonesian	7	Uighur	1
Japanese	43	Urdu	13
Kazakh	1	Uzbek	1
Korean	37	Vietnamese	4
Kurdish	1	Wolof	11
Mandarin	192	Zulu	1
Pashto	1		

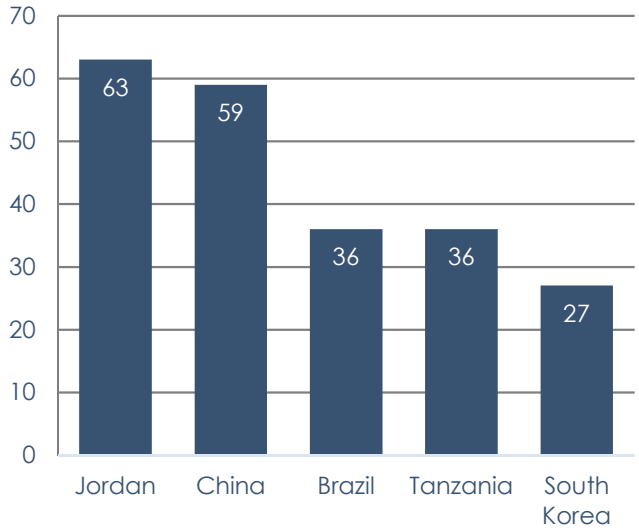
2014-2018 BOREN FELLOW OVERALL LANGUAGE DISTRIBUTION

Akan/Twi	4	Persian	8
Albanian	2	Polish	3
Amharic	1	Portuguese	38
Arabic	103	Punjabi	9
Armenian	1	Quechua	1
Azerbaijani	2	Romanian	1
Bahasa Indonesian	7	Russian	29
Bengali	6	Rwanda	3
Bosnian	3	Serbian	3
Burmese	2	Setswana	1
Cantonese	1	Slovak	7
Chechen	2	Slovenian	2
Czech	1	Somali	2
French	13	Spanish	6
Fula	1	Swahili	36
Georgian	4	Tagalog	2
Haitian	6	Tajik	1
Hausa	1	Tamil	3
Hebrew	4	Telugu	1
Hindi	13	Tetun	1
Indonesian	11	Thai	6
Japanese	17	Tsonga	1
Karen	1	Turkish	8
Khmer	2	Uighur	1
Korean	27	Ukrainian	2
Kurdish	2	Urdu	9
Kyrgyz	2	Uzbek	1
Malay	19	Vietnamese	1
Mandarin	56	Wolof	6
Nepali	2	Xhosa	1
Northern Sotho	3	Yoruba	1

2014-2018 BOREN SCHOLAR TOP FIVE COUNTRIES



2014-2018 BOREN FELLOW TOP FIVE COUNTRIES



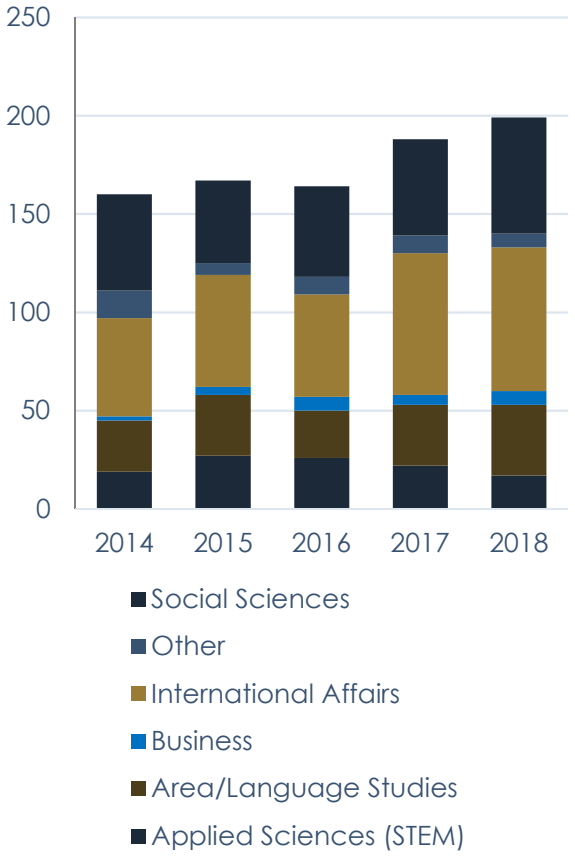
2014-2018 BOREN SCHOLAR OVERALL COUNTRY DISTRIBUTION

Albania	1	Mozambique	22
Azerbaijan	13	Oman	10
Belarus	2	Peru	1
Bosnia and Herzegovina	2	Philippines	1
Brazil	39	Poland	3
Chile	1	Qatar	1
China	168	Romania	3
Croatia	2	Rwanda	1
Czech Republic	1	Senegal	34
Ethiopia	1	Serbia	3
Georgia	2	Slovenia	1
Ghana	5	South Africa	1
Guatemala	1	South Korea	38
Hungary	1	Taiwan	21
India	38	Tajikistan	10
Indonesia	13	Tanzania	54
Israel	10	Thailand	3
Japan	43	Turkey	10
Jordan	129	United Arab Emirates	7
Kazakhstan	69	Uzbekistan	1
Kyrgyzstan	17	Vietnam	4
Latvia	10		
Morocco	72		

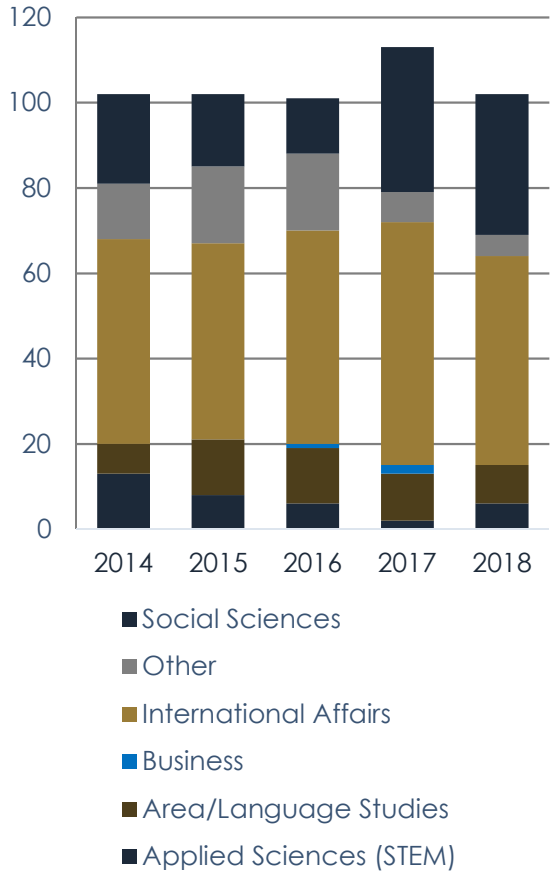
2014-2018 BOREN FELLOW OVERALL COUNTRY DISTRIBUTION

Albania	1	Kyrgyzstan	7
Algeria	1	Latvia	4
Angola	1	Malaysia	1
Argentina	2	Morocco	17
Armenia	1	Mozambique	13
Azerbaijan	4	Nepal	1
Bangladesh	3	Oman	11
Belarus	4	Peru	1
Benin	1	Philippines	3
Bosnia and Herzegovina	3	Poland	3
Brazil	36	Qatar	1
Burma	2	Russia	4
Cambodia	2	Rwanda	2
China	59	Senegal	18
Czech Republic	1	Serbia	4
Estonia	3	Slovenia	1
Ethiopia	2	South Africa	7
Georgia	11	South Korea	27
Ghana	5	Sri Lanka	1
Guinea	1	Taiwan	13
Haiti	6	Tajikistan	13
India	26	Tanzania	36
Indonesia	12	Thailand	7
Israel	7	Turkey	9
Japan	23	Uganda	3
Jordan	63	Ukraine	5
Kazakhstan	10	United Arab Emirates	3
Kenya	4	Vietnam	1
Kosovo	1	West Bank	1
Kuwait	1		

2014-2018 BOREN SCHOLAR FIELDS OF STUDY

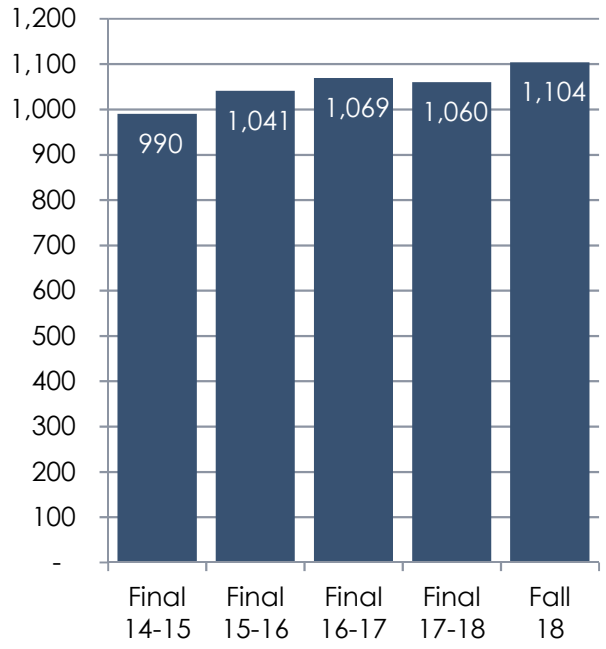


2014-2018 BOREN FELLOW FIELDS OF STUDY

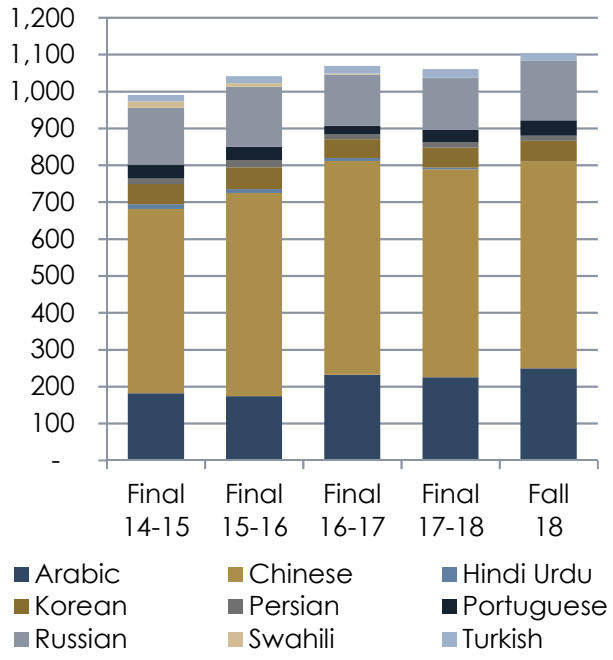


APPENDIX P: THE LANGUAGE FLAGSHIP FIVE-YEAR DATA

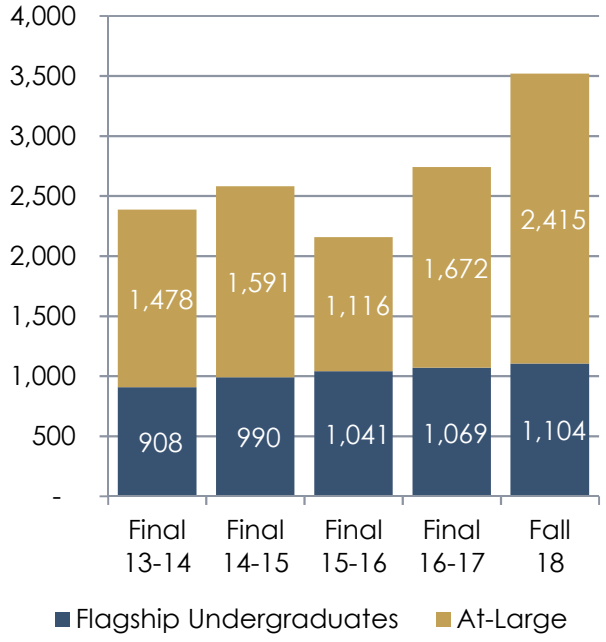
2014-2018 FLAGSHIP UNDERGRADUATE ENROLLMENTS



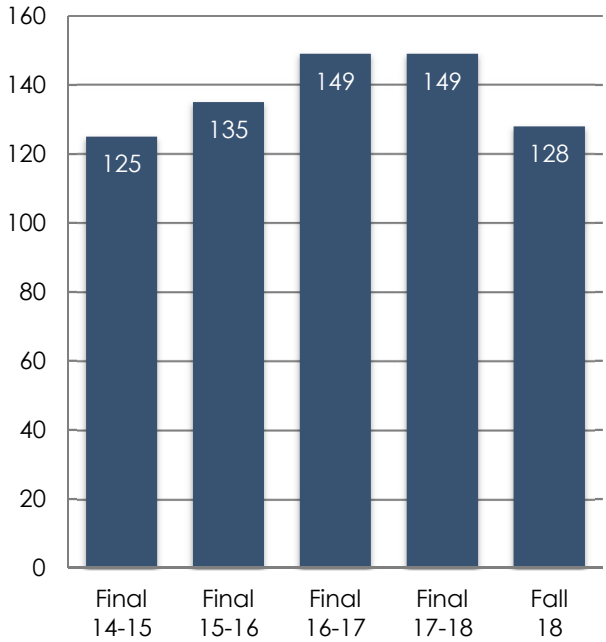
2014-2018 UNDERGRADUATE FLAGSHIP ENROLLMENTS BY LANGUAGE



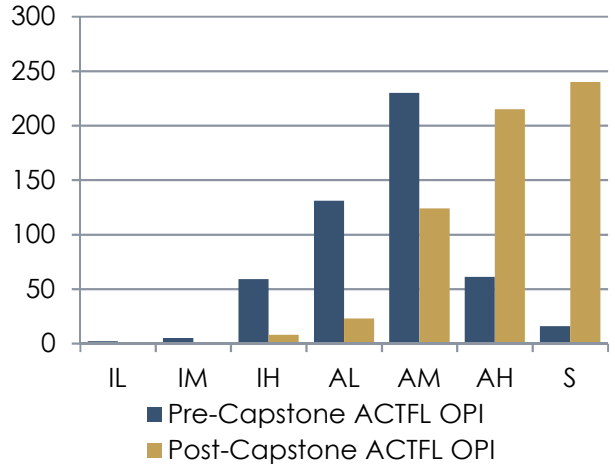
2014-2018 DOMESTIC FLAGSHIP PROGRAM ENROLLMENTS



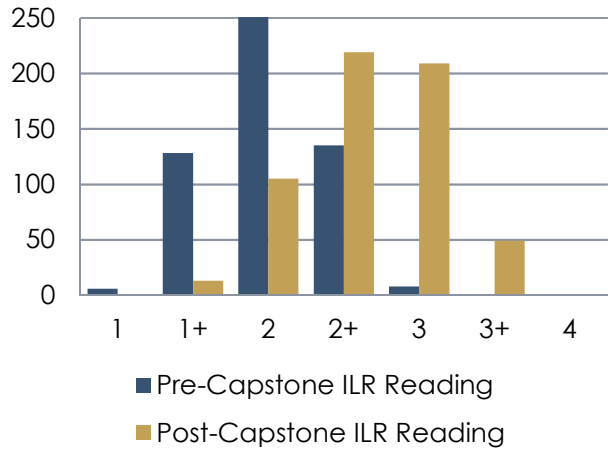
2014-2018 OVERSEAS FLAGSHIP CAPSTONE ENROLLMENTS



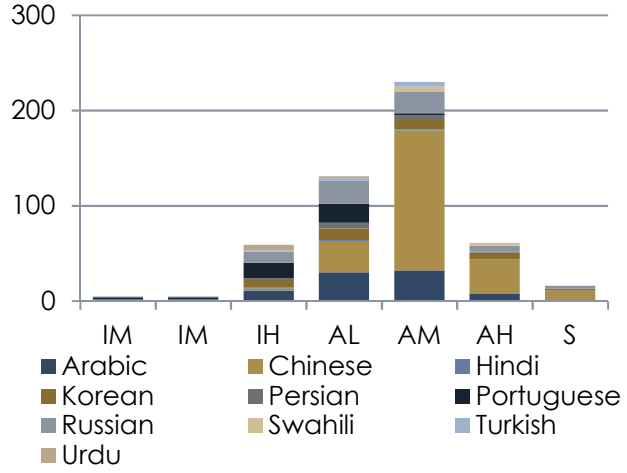
2014-2018 FLAGSHIP PRE- AND POST-CAPSTONE ACTFL SPEAKING (N-611)



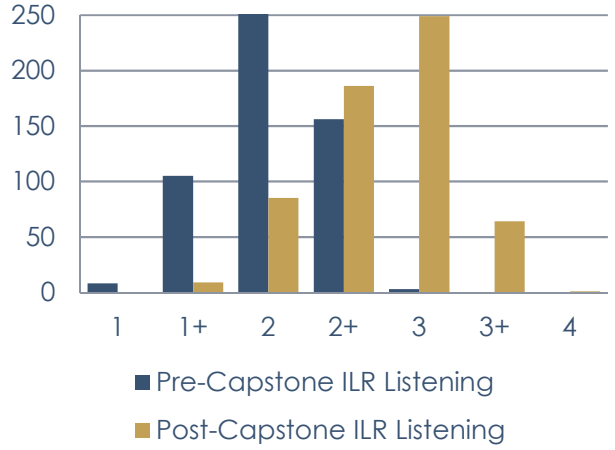
2014-2018 FLAGSHIP PRE- AND POST-CAPSTONE ILR READING (N-596)



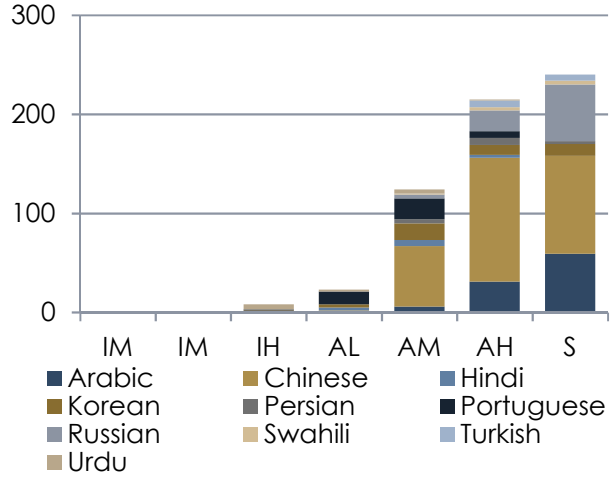
2014-2018 PRE-CAPSTONE ILR SPEAKING BY LANGUAGE (N-611)



2014-2018 FLAGSHIP PRE- AND POST-CAPSTONE ILR LISTENING (N-596)



2014-2018 POST-CAPSTONE ACTFL SPEAKING BY LANGUAGE (N-611)



2014-2018 POST-CAPSTONE SPEAKING (ACTFL)											
PRE-CAPSTONE SPEAKING	NL	NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
NL	0	0	0	0	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	1	1	0	2
IM	0	0	0	0	0	0	2	1	1	1	5
IH	0	0	0	0	0	3	6	19	13	16	57
AL	0	0	0	0	0	2	8	43	45	31	129
AM	0	0	0	0	0	0	2	46	84	95	227
AH	0	0	0	0	0	0	0	1	20	40	61
S	0	0	0	0	0	0	0	0	4	12	16
TOTAL	0	0	0	0	0	5	18	111	168	195	497
	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	3.6%	22.3%	33.8%	39.2%	100%

ARABIC 2014-2018 POSTPOST-CAPSTONE SPEAKING (ACTFL)											
PRE-CAPSTONE SPEAKING	NL	NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
NL	0	0	0	0	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	0	0	0	0
IM	0	0	0	0	0	0	0	0	0	0	0
IH	0	0	0	0	0	0	0	2	4	5	11
AL	0	0	0	0	0	0	0	3	9	16	28
AM	0	0	0	0	0	0	0	0	7	24	31
AH	0	0	0	0	0	0	0	0	1	7	8
S	0	0	0	0	0	0	0	0	0	1	1
TOTAL	0	0	0	0	0	0	0	5	21	53	79
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.3%	26.6%	67.1%	100%

CHINESE 2014-2018 POSTPOST-CAPSTONE SPEAKING (ACTFL)											
PRE-CAPSTONE SPEAKING	NL	NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
NL	0	0	0	0	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	0	0	0	0
IM	0	0	0	0	0	0	0	0	0	0	0
IH	0	0	0	0	0	0	0	2	0	0	2
AL	0	0	0	0	0	0	1	16	13	3	33
AM	0	0	0	0	0	0	1	37	66	42	146
AH	0	0	0	0	0	0	0	1	15	20	36
S	0	0	0	0	0	0	0	0	4	6	10
TOTAL	0	0	0	0	0	0	2	56	98	71	227
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	24.7%	43.2%	31.3%	100%

RUSSIAN 2014-2018 POSTPOST-CAPSTONE SPEAKING (ACTFL)

PRE-CAPSTONE SPEAKING	NL	NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
NL	0	0	0	0	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	0	0	0	0
IM	0	0	0	0	0	0	0	1	4	7	12
IH	0	0	0	0	0	0	0	3	11	10	24
AL	0	0	0	0	0	0	0	0	2	21	23
AM	0	0	0	0	0	0	0	0	0	6	6
AH	0	0	0	0	0	0	0	0	0	3	3
S	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	4	17	47	68
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.9%	25.0%	69.1%	100%

2014-2018 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	0	0	0	0	1
1+	0	0	0	0	4	2	2	0	0	8
2	0	0	0	0	25	76	103	3	0	207
2+	0	0	0	0	3	55	169	8	0	235
3	0	0	0	0	0	3	68	3	0	74
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	33	136	343	14	0	526
	0.0%	0.0%	0.0%	0.0%	6.3%	25.9%	65.2%	2.7%	0.0%	100%

ARABIC 2014-2018 POST-CAPSTONE SPEAKING (ILR)

PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	7	34	2	0	43
2+	0	0	0	0	0	0	25	2	0	27
3	0	0	0	0	0	0	7	1	0	8
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	7	66	5	0	78
	0.0%	0.0%	0.0%	0.0%	0.0%	9.0%	84.6%	6.4%	0.0%	100%

CHINESE 2014-2018 POST-CAPSTONE SPEAKING (ILR)										
PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	1	19	22	0	0	42
2+	0	0	0	0	1	45	106	0	0	152
3	0	0	0	0	0	2	46	0	0	48
3+	0	0	0	0	0	0	1	0	0	1
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 0.8%	66 27.2%	175 72.0%	0 0.0%	0 0.0%	243 100%

RUSSIAN 2014-2018 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	7	26	1	0	34
2+	0	0	0	0	0	0	20	5	0	25
3	0	0	0	0	0	0	5	2	0	7
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	7 10.4%	52 77.6%	8 11.9%	0 0.0%	67 100%

2014-2018 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	2	1	3	0	0	0	6
1+	0	0	0	6	35	60	18	3	0	122
2	0	0	0	5	65	123	113	16	0	322
2+	0	0	0	0	3	32	73	24	0	132
3	0	0	0	0	0	0	1	6	1	8
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0 0.0%	0 0.0%	0 0.0%	13 2.2%	104 17.6%	218 36.9%	205 34.7%	49 8.3%	1 0.2%	590 100%

ARABIC 2014-2018 POST-CAPSTONE READING (ILR)											
		0	0+	1	1+	2	2+	3	3+	4	TOTAL
PRE-CAPSTONE READING (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	5	11	6	0	0	22
	2	0	0	0	0	7	24	25	2	0	58
	2+	0	0	0	0	1	3	11	0	0	15
	3	0	0	0	0	0	0	0	0	0	0
	3+	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	13	38	42	2	0	95
		0.0%	0.0%	0.0%	0.0%	13.7%	40.0%	44.2%	2.1%	0.0%	100%

CHINESE 2014-2018 POST-CAPSTONE READING (ILR)											
		0	0+	1	1+	2	2+	3	3+	4	TOTAL
PRE-CAPSTONE READING (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	5	20	28	7	0	0	60
	2	0	0	0	5	46	63	39	7	0	160
	2+	0	0	0	0	2	17	30	15	0	64
	3	0	0	0	0	0	0	0	0	0	0
	3+	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	10	68	108	76	22	0	284
		0.0%	0.0%	0.0%	3.5%	23.9%	38.0%	26.8%	7.7%	0.0%	100%

RUSSIAN 2014-2018 POST-CAPSTONE READING (ILR)											
		0	0+	1	1+	2	2+	3	3+	4	TOTAL
PRE-CAPSTONE READING (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	1	2	1	2	0	6
	2	0	0	0	0	5	10	31	3	0	49
	2+	0	0	0	0	0	0	14	4	0	18
	3	0	0	0	0	0	0	1	6	1	8
	3+	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	6	12	47	15	1	81
		0.0%	0.0%	0.0%	0.0%	7.4%	14.8%	58.0%	18.5%	1.2%	100%

2014-2018 POST-CAPSTONE LISTENING (ILR)										
PRE-CAPSTONE LISTENING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	1	2	2	1	0	0	6
1+	0	0	0	5	27	45	19	5	0	101
2	0	0	0	3	53	112	141	19	0	328
2+	0	0	0	0	3	26	85	38	0	152
3	0	0	0	0	0	0	1	1	1	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	9	85	185	247	63	1	590
	0.0%	0.0%	0.0%	1.5%	14.4%	31.4%	41.9%	10.7%	0.2%	100%

ARABIC 2014-2018 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	2	8	2	0	0	13
2	0	0	0	0	4	21	33	4	0	62
2+	0	0	0	0	1	2	13	5	0	21
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	1	7	31	48	9	0	96
	0.0%	0.0%	0.0%	1.0%	7.3%	32.3%	50.0%	9.4%	0.0%	100%

CHINESE 2014-2018 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	1	0	0	0	0	1
1+	0	0	0	4	19	25	6	0	0	54
2	0	0	0	3	41	53	61	4	0	162
2+	0	0	0	0	2	9	39	16	0	66
3	0	0	0	0	0	0	0	0	0	0
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	7	63	87	106	20	0	283
	0.0%	0.0%	0.0%	2.5%	22.3%	30.7%	37.5%	7.1%	0.0%	100%

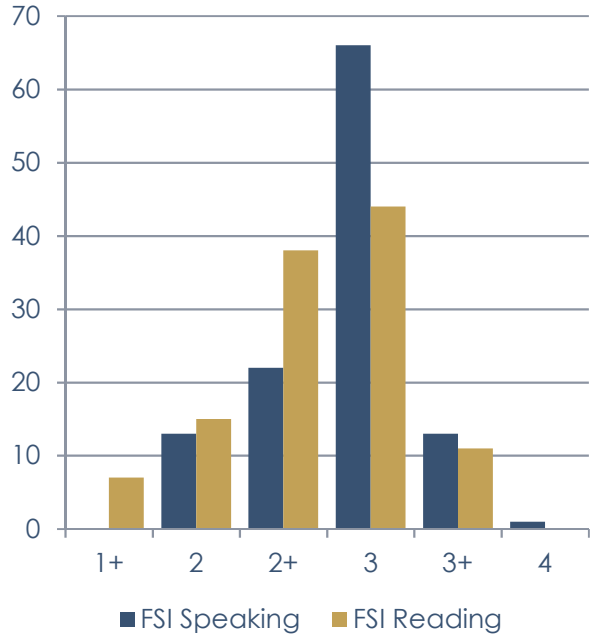
RUSSIAN 2014-2018 POST-CAPSTONE LISTENING (ILR)										
PRE-CAPSTONE LISTENING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	2	6	3	1	0	12
2	0	0	0	0	3	5	31	9	0	48
2+	0	0	0	0	0	1	7	10	0	18
3	0	0	0	0	0	0	1	1	1	3
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0 0.0%	0 0.0%	0 0.0%	0 0.0%	5 6.2%	12 14.8%	42 51.9%	21 25.9%	1 1.2%	81 100%

2014-2018 POST-CAPSTONE WRITING (ILR)										
PRE-CAPSTONE WRITING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	9	1	0	0	0	10
1+	0	0	0	1	22	26	7	0	0	56
2	0	0	0	1	7	41	31	4	0	84
2+	0	0	0	0	0	4	6	0	1	11
3	0	0	0	0	0	0	0	0	0	0
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0 0.0%	0 0.0%	0 0.0%	2 1.2%	38 23.6%	72 44.7%	44 27.3%	4 2.5%	1 0.6%	161 100.0%

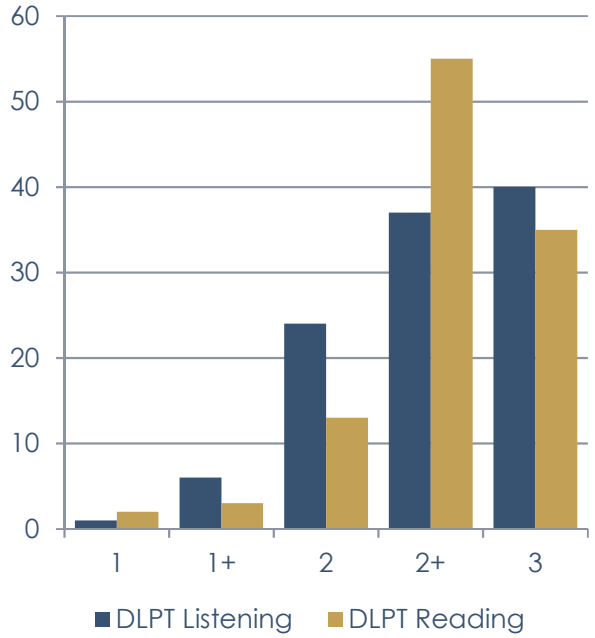
ARABIC 2014-2018 POST-CAPSTONE WRITING (ILR)										
PRE-CAPSTONE WRITING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	8	1	0	0	0	9
1+	0	0	0	1	20	18	3	0	0	42
2	0	0	0	1	7	20	12	4	0	44
2+	0	0	0	0	0	1	0	0	0	1
3	0	0	0	0	0	0	0	0	0	0
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0 0.0%	0 0.0%	0 0.0%	2 2.1%	35 36.5%	40 41.7%	15 15.6%	4 4.2%	0 0.0%	96 100.0%

PRE-CAPSTONE WRITING (ILR)	RUSSIAN 2014-2018 POST-CAPSTONE WRITING (ILR)									
	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	2	5	4	0	0	11
2	0	0	0	0	0	13	15	0	0	28
2+	0	0	0	0	0	2	4	0	1	7
3	0	0	0	0	0	0	0	0	0	0
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	2	20	23	0	1	46
	0.0%	0.0%	0.0%	0.0%	4.3%	43.5%	50.0%	0.0%	2.2%	100.0%

2014-2018 BOREN FLAGSHIP SCHOLAR FSI EXIT PROFICIENCY (N-115)



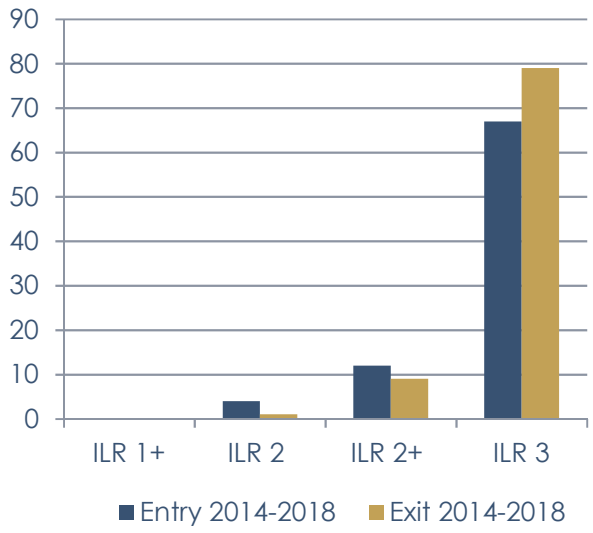
2014-2018 BOREN FLAGSHIP SCHOLAR DLPT EXIT PROFICIENCY (N-108)[24]



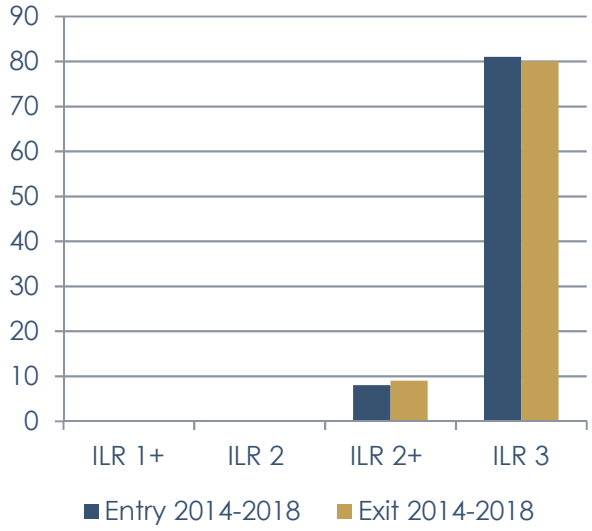
[24] *Boren Flagship Students were tested using the DLPT, which only registers proficiency up to ILR 3.*

APPENDIX Q: EHLS FIVE-YEAR DATA

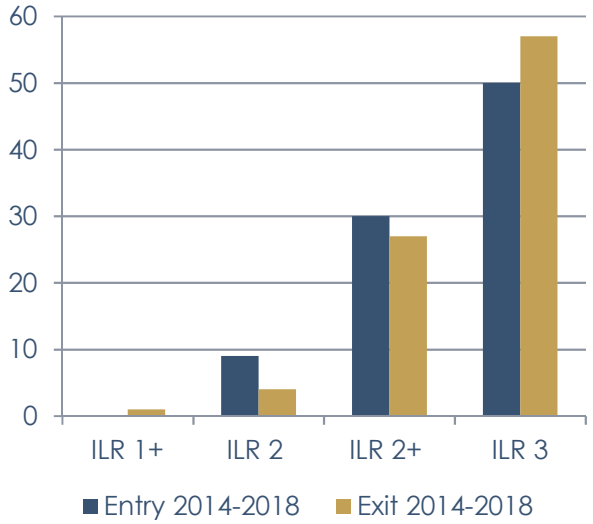
2014-2018 EHLS PRE- AND POST-SPEAKING PROFICIENCY



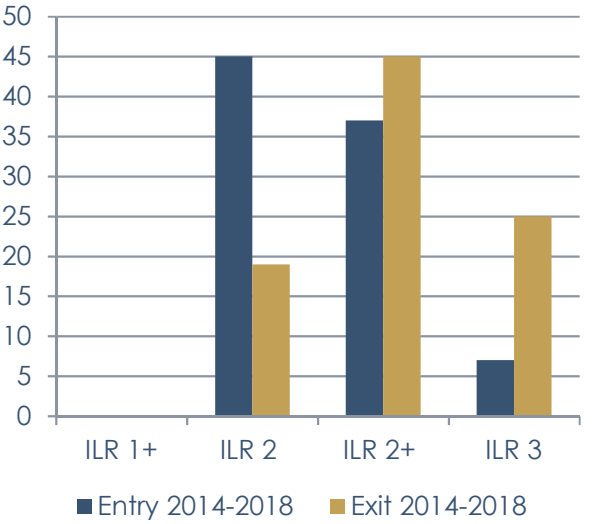
2014-2018 EHLS PRE- AND POST-READING PROFICIENCY



2014-2018 EHLS PRE- AND POST-LISTENING PROFICIENCY



2014-2018 EHLS PRE- AND POST-WRITING PROFICIENCY



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