

2021

ANNUAL REPORT

NATIONAL SECURITY EDUCATION PROGRAM



Language | Culture | Service

The estimated cost of this report or study for the Department of Defense is approximately \$18,000 for the 2022 Fiscal Year. This includes \$7,000 in expenses and \$11,000 in DoD labor.

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

The National Security Education Program (NSEP) is a key component of readiness managed by the Defense Language and National Security Education Office (DLNSEO), which is part of the Defense Human Resources Activity within the Department of Defense, Office of the Under Secretary for Personnel and Readiness. NSEP's mission is to support U.S. citizens as they acquire valuable foreign language and international skills in preparation for successful military and federal careers. Since 1994, NSEP has played an ever-increasing role in federal talent management, creating a workforce ready to serve 21st century national security needs and creating pipelines for recruiting these talented individuals into public service. Importantly, the program is committed to increasing diversity among the federal workforce by recruiting from a broad pool of applicants, focusing outreach and recruitment efforts on educational institutions across the country, and providing opportunities for individuals from a broad cross-section of society. Likewise, NSEP works directly with the U.S. educational system, creating initiatives that improve language and culture learning at all stages of the instruction and training process at universities across the country.

Despite the COVID-19 pandemic, NSEP provided intensive language immersion opportunities for more than **664** students in 2021, primarily via online classrooms but also through carefully-monitored in-person learning. A total of **142** Boren, Flagship, and Project GO students were able to safely study overseas in Morocco, Taiwan, Thailand, South Korea, Ukraine, Ghana, and Bosnia and Herzegovina. More than **418** Project GO students studied online and in domestic in-person classrooms throughout the summer of 2021. **Thirty-eight** Flagship undergraduates participated in online and domestic-based Flagship capstone programs this year in Mandarin (at DLIFLC), Persian, Portuguese, and Russian language. **Sixty-six** Regional Flagship Languages Initiative Scholars and Fellows completed the summer language immersion component online. In addition, overall Language Flagship registration across all 31 domestic programs increased this year to **1,233**. We outline these trends in further detail in the opening chapters of the 2021 NSEP Annual Report.

NSEP continued to establish and strengthen partnerships with hiring managers across the DoD and throughout the federal government. NSEP held two highly successful online Boren Seminar/Job Fair events in 2021, engaging the program's highest-ever number of federal hiring officials. NSEP awardees continue to fulfill their statutory federal service requirement in careers throughout the national security community. As of 2021, NSEP award recipients have completed work in **4,482** federally-funded positions, with approximately **77.6%** 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 Under Secretary of Defense for Personnel and Readiness, I am pleased to introduce this Congressionally-mandated report that demonstrates NSEP's 2021 accomplishments and continuous improvement.

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

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

DEFENSE LANGUAGE AND NATIONAL SECURITY EDUCATION OFFICE (DLNSEO)

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

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

DLNSEO works with the National Security Education Board (NSEB) and the Defense Language Steering Committee (DLSC) to develop guidance on language policy and programming. NSEB and DLSC members both serve in an advisory capacity. The DLSC is a committee consisting of Senior Executive Service, General Officer, and Flag Officer members from across DoD. The NSEB is an interagency board with Federal representatives from the Departments of Defense, Commerce, Education, Energy, Homeland Security, and State; the Office of the Director of National Intelligence (ODNI); and the Chairperson of the National Endowment for the Humanities. Serving with them are six Presidentially-appointed members.

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

of State, and the Department of Education to address interagency language training issues.

In addition to oversight of NSEP key initiatives that include Boren Awards and The Language Flagship, DLNSEO conducts oversight of many high-value training and education programs, including those at the Defense Language Institute Foreign Language Center and the English Language Center; the DoD Foreign Area Officer program; and DoD language testing program, language proficiency bonus policies, and cross-cultural competence initiatives. DLNSEO's holistic approach to language training, from pre-accession to end-of-career opportunities, provides career pathways for military personnel equipped with language skills.

NSEP PROGRAM OVERVIEW

The David L. Boren National Security Education Act (NSEA) of 1991 (P.L. 102-183), as amended, codified 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 NSEP was established. Today, NSEP manages multiple programs to provide needed proficiency among graduating students in many languages critical to U.S. competitiveness and security.

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

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

¹ A Senior Military College (SMC) is one of six colleges that offer military Reserve Officers' Training Corps (ROTC) programs under 10 USC 2111a (f), though many other schools offer military ROTC programs under other sections of the law.

MAJOR GOALS AND OBJECTIVES

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 David L. Boren National Security Education Act of 1991, as amended, outlines five major purposes for NSEP, namely:

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

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

"ONI has greatly benefited from its increased partnership with the NSEP Office's Boren Program. Every Boren awardee we have hired brings superior language and cultural competency with them, but, more importantly, an intellectual curiosity and eagerness to learn that makes them outstanding members of the ONI enterprise. We have seen Boren awardees start as entry-level employees and rise through the ranks to become leaders and senior intelligence analysts in the command."

- Office of Naval Intelligence, United States Navy

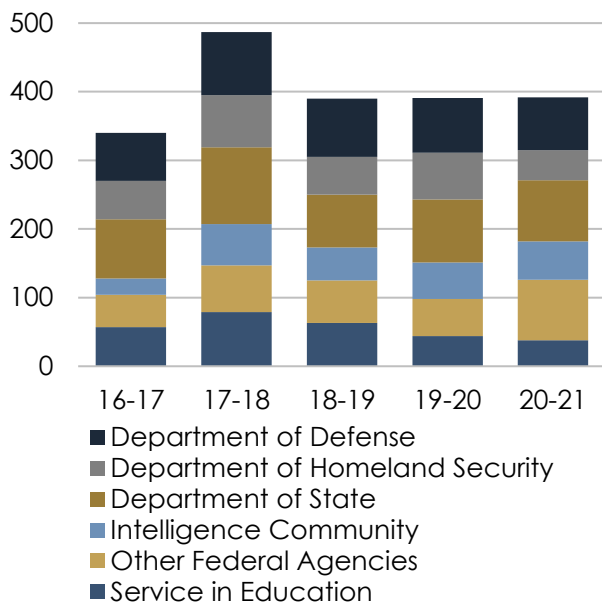
NSEP PROGRAM TRENDS

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

SERVICE IN THE FEDERAL GOVERNMENT

Overall, NSEP service reporting remained steady in 2021 despite disruptions caused by COVID-19. Each NSEP award recipient must demonstrate a commitment to bring his or her skills to the Federal Government through employment within one of its many agencies and departments with national security responsibilities.

2016-2021 AWARDEE SERVICE BY AGENCY



Between November 1, 2020 and October 31, 2021, NSEP Scholars and Fellows logged 392 service placements, with 77 in the Department of Defense and 56 in the Intelligence Community.

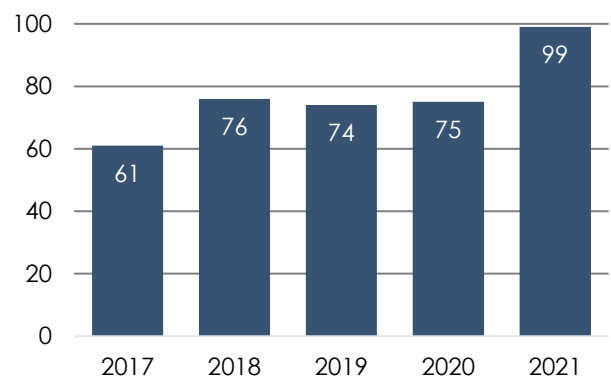
Between 2018 and 2021, service reporting has been consistent. Despite the COVID-19 pandemic, NSEP partner agencies shared many exclusive job opportunities and reports of new service placements remain steady. The NSEP Service Team continues to work with individual award recipients on fulfilling the service requirement, and fields hundreds of inquiries annually about service reporting and finding federal employment.

"We have been thrilled to hire NSEP award recipients into our State Department office. Their regional experience, deep cultural knowledge, and ability to contribute from day one has been integral to accomplishing our mission."

- Bureau of East Asian and Pacific Affairs,
Department of State

NSEP collaborates with interagency partners to build hiring partnerships, often leading to job announcements advertised to the NSEP award recipient community via the NSEPnet Job Board. Between November 1, 2020 and October 31, 2021, NSEP's partner agencies shared 99 exclusive job announcements.

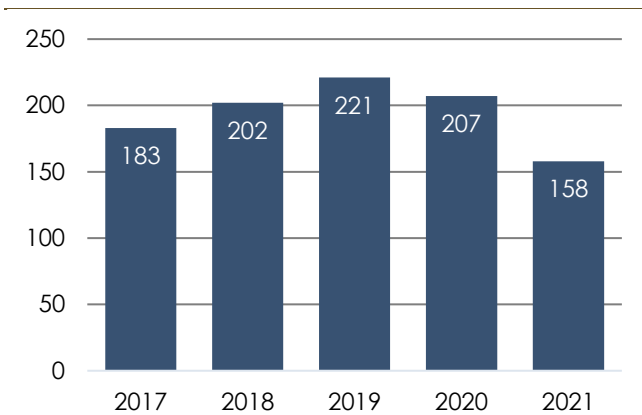
2017-2021 NSEP PARTNER AGENCY JOB POSTINGS



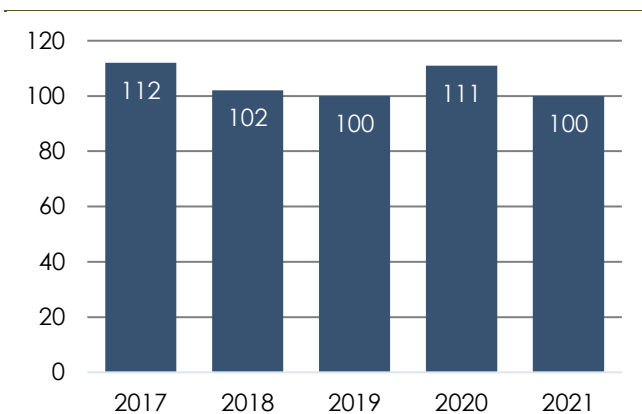
PROGRAM PARTICIPATION

NSEP's initiatives target students who are interested in both federal service and advanced proficiency in critical languages. While the COVID-19 pandemic had a profound impact on international study and travel in 2020 and 2021, the programs remained flexible and agile in adapting to conditions. Although a majority of students were unable to travel overseas in 2020 and 2021, the program nonetheless made awards to a full class of 2020 and 2021 Boren Scholars and Fellows. While some were able to travel, the rest have been offered the opportunity to defer their overseas programming. Some Boren Scholars and Fellows were able to complete some or all of their program online through the Language Flagship program and initiatives. Overall, Boren program participation has remained relatively constant over the past five years.

2017-2021 BOREN SCHOLARSHIP RECIPIENT TREND

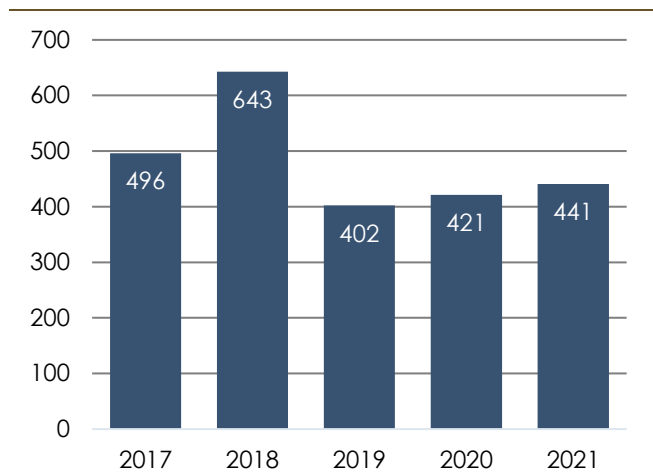


2017-2021 BOREN FELLOWSHIP RECIPIENT TREND



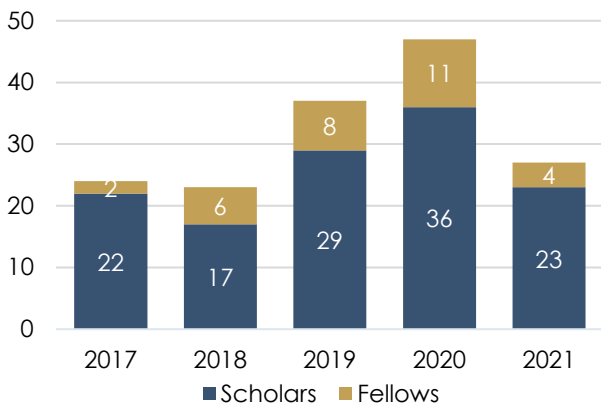
Through the ROTC Project GO program, NSEP provides future officers with language acquisition and global cultural experience prior to their commissioning as officers. In 2021, despite the COVID-19 pandemic, Project GO had a slight increase in enrollment numbers. During the year, 441 ROTC students benefited from online instruction and, in some cases, domestic in-person programs. The Project GO program hosted by Embry Riddle Aeronautical University was able to provide an intensive and immersive program experience for 23 ROTC students in Taiwan despite restrictions from increased safety regulations. Subsequent travel restrictions prevented the Project GO programs with later start dates from entering Taiwan.

2017-2021 PROJECT GO PARTICIPANT TREND



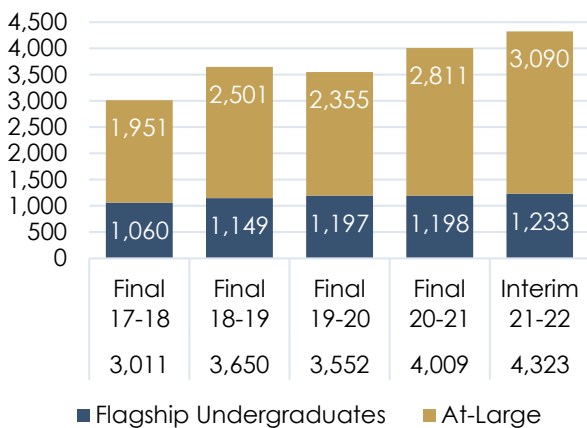
The Boren Awards are open to applicants in a wide variety of fields. While NSEP gives preference to applicants who choose to study abroad for a semester or longer, applications from students majoring in the STEM (science, technology, engineering, and mathematics) fields are preferred for study abroad periods as short as eight weeks. Over the last five years, NSEP has strongly encouraged STEM students to apply for Boren Scholarships and Fellowships. In 2021 there was a slight dip in the number of STEM students selected for a Boren award. However, this decrease correlated with a decrease in the total number of Boren Scholarships and Fellowships awarded in 2021.

2017-2021 BOREN SCHOLARSHIP AND FELLOWSHIP STEM MAJORS



The Language Flagship program delivers intensive language and culture instruction to produce undergraduate students with high proficiency in languages critical to national security. Over the past five years, The Language Flagship program has experienced a steady increase in enrollments. There are currently 4,323 students engaged in Flagship language instruction and over 1,200 registered Flagship students, 74 of whom are ROTC Flagship students. In 2021, Boren offered 43 Scholarship awards to Flagship students. There are currently 37 active Boren Flagship students who are using these awards to undertake their 2021-2022 overseas and virtual Overseas Capstone programs.

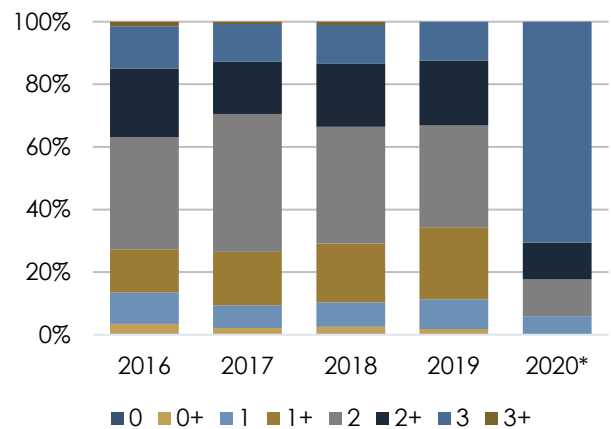
2017-2022 DOMESTIC FLAGSHIP PROGRAM ENROLLMENTS



LANGUAGE PROFICIENCY

NSEP is the only federally-funded effort to focus on the combined issues of advanced to superior-level proficiency in strategic languages and federal service. While many NSEP program participants have some demonstrated proficiency level in a language prior to participating in a NSEP program, NSEP also seeks to identify highly motivated individuals who wish to begin studying such languages for the first time; even more Americans have the opportunity to learn the NSEP-sponsored strategic languages as a result of these programs. Although some Boren Awards recipients start with no prior language experience, the majority of them consistently demonstrate Interagency Language Roundtable (ILR) 2 or higher proficiency at the completion of their award. Award recipients' language experience run the full spectrum of proficiency outcomes, but all are committed to federal service and fulfilling the federal service requirement.

2016-2020 BOREN RECIPIENTS PROFICIENCY OUTCOMES²



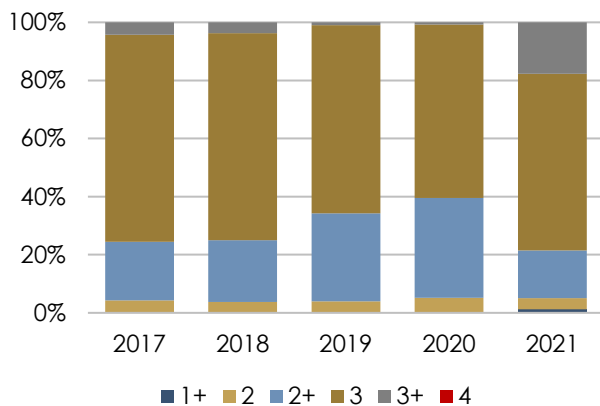
² *Note on 2020 Boren proficiency outcomes: Due to the COVID-19 pandemic and subsequent travel restrictions, the number of 2020 Borens who completed overseas studies and post-program language testing was smaller than past years,

with the highest percentage consisting of Boren Flagship scholars completing the Language Flagship Capstone programs online.

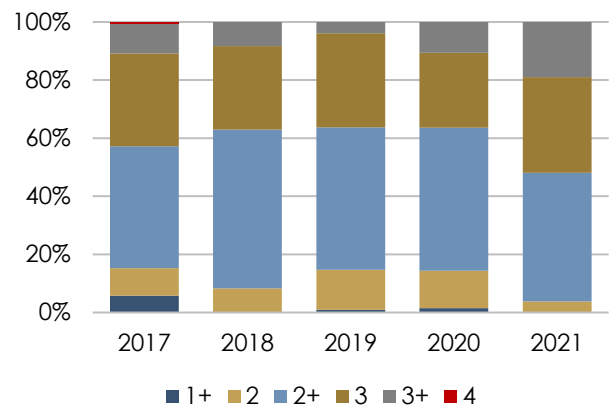
The Language Flagship program goal is to graduate students with professional proficiency, as demonstrated by rigorous post-program assessments based on the Inter-Agency Language Roundtable proficiency scale. The national Flagship program and the program grantees have determined that professional proficiency is attained by demonstrating ILR 3 in Speaking, and ILR 2+ in Reading and Listening. The Flagship program has used these benchmarks as the Flagship Certification target of ILR S3/R2+/L2+. This demonstrated proficiency enables graduates to not only engage in social and academic situations in complex and meaningful ways, but also to perform successfully in any professional working environment where foreign language ability is required.

Despite a second year of virtual Capstone programming, student post-program proficiency results show the Flagship programs undertook extensive work to improve speaking outcomes to meet and exceed the Flagship proficiency targets, while both reading and listening skills are showing increases in those meeting Flagship proficiency targets. The following charts show the post-Capstone performance for the past five years by modality.

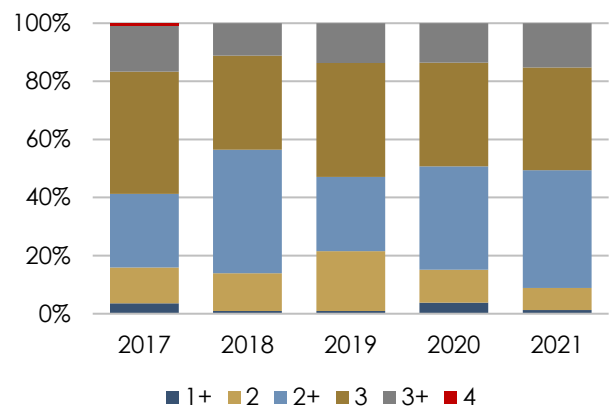
2017-2021 FLAGSHIP CAPSTONE SPEAKING PROFICIENCY OUTCOMES



2017-2021 FLAGSHIP CAPSTONE READING PROFICIENCY OUTCOMES



2017-2021 FLAGSHIP CAPSTONE LISTENING PROFICIENCY OUTCOMES

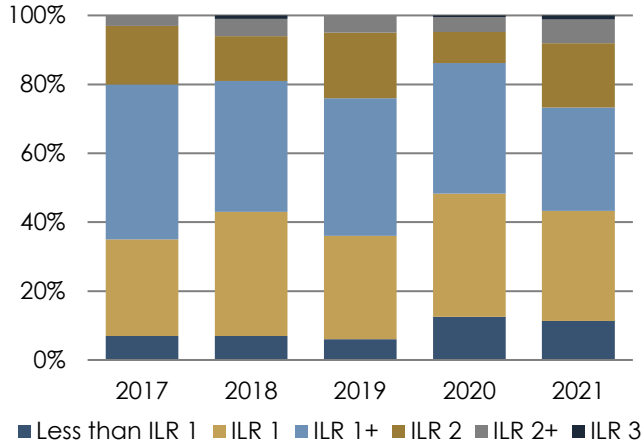


"The Boren Scholars accepted as USINDOPACOM interns performed admirably and would make excellent permanent analysts. The National Language Service Corps interpreters provided valuable support to the Indo-Pacific Chief's Conference."

- U.S. Indo-Pacific Command Joint Intelligence Operations Center, Department of Defense

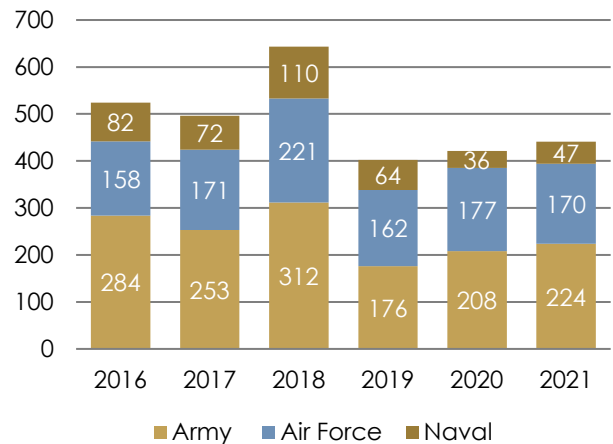
The Project GO program established a minimum proficiency goal of ILR 1 for all Project GO participants completing the equivalent of four semesters of critical language study. In order to achieve proficiency targets, Project GO actively promotes language training opportunities for ROTC students year-round. In 2021, the overall percent of Project GO students meeting the proficiency goal of ILR 1 or higher in speaking was 89%, an increase of 1% from the previous year.

2017-2021 PROJECT GO SPEAKING PROFICIENCY OUTCOMES



Cadet participation from the Army and Naval ROTC slightly increased from the previous year from 49% to 51% and 9% to 11%, respectively. A slight decrease of Air Force ROTC participants was due to the uncertainty of planned summer training during the pandemic.

2017-2021 PROJECT GO PARTICIPANTS BY SERVICE



NATIONAL SECURITY EDUCATION BOARD

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

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

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

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

While NSEP falls within the Department of Defense, it has additional federal 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, the Department 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 the Department on how to best engage with various agencies' hiring officials, helping to facilitate the job placement process.

2021 BOARD MEETINGS

The Board did not meet in 2021 due to an ongoing Department of Defense Zero Based Review of all DoD advisory boards.

NSEP SERVICE REQUIREMENT

In exchange for funding support, NSEP award recipients agree to work in qualifying national security positions.³ This unique service requirement generates a pool of U.S. undergraduate and graduate students with competencies in critical languages and area studies who are highly committed to serve at the federal level in the national security community.

QUALIFYING JOBS AND SERVICE CREDIT

The NSEP Service Requirement was amended in 2008 to expand federal employment creditable under the Service Agreement.⁴ 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.⁵

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 and requires the award recipient to make a strong case for how their position supports national security in sectors ranging from economic stability, international finance, and water security.

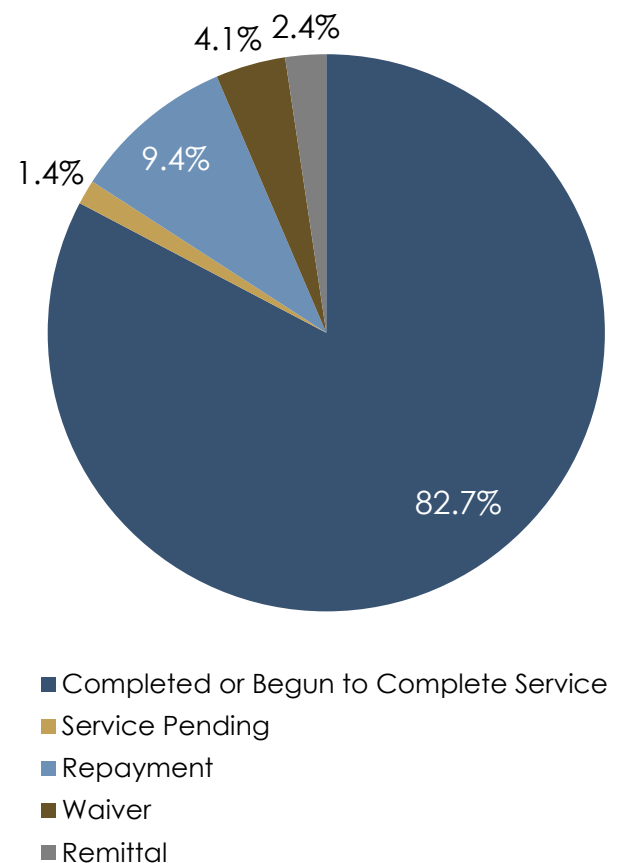
As a final alternative, award recipients who have clearly demonstrated a good faith effort and an inability to secure employment in the above employment areas may fulfill their service through an educational position related to their NSEP-funded study. NSEP reviews service fulfillment in education-related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

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

SERVICE REQUIREMENT PLACEMENTS

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

1994-2021 SERVICE REQUIREMENT COMPLETION FOR NSEP AWARD RECIPIENTS WHO HAVE REACHED THEIR SERVICE DEADLINE (N=4,903)



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

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

Of the 4,903 NSEP award recipients who have reached their service requirement deadline of November 1, 2021 or sooner, 4,055 (82.7%) have completed, or begun to complete, their service obligation through federal service or a position in U.S. education. Of NSEP award recipients who, wholly or in part, have completed their service requirement in the federal government, 77.6% have done so in the priority areas. Several of the federal entities where award recipients have worked and/or are currently working include the Departments of Defense, Commerce, Energy, Homeland Security, Treasury, State and the Intelligence Community.

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

Other award recipients have chosen to pursue additional higher education programs and will enter the job market thereafter; have very recently graduated and entered the job market; or have remained in the market for a year or more but have yet to secure employment in fulfillment of the NSEP Service Requirement.

If an awardee is unable to fulfill the service requirement, 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. Approximately two percent of all award recipients have been referred to the Department of Treasury.

NSEP SERVICE REQUIREMENT DEADLINES

Boren and English for Heritage Language Speakers (EHLS) Scholars have three years from their date of graduation to begin completing the service requirement, while Boren Fellows have two years after graduation. Deferrals of the service requirement are considered on a case-

by-case basis for NSEP award recipients who pursue approved, qualifying further education, which includes at least half-time enrollment in any degree-granting, accredited institution of higher education.

In order to remain in good standing with the NSEP office, award recipients must, upon graduation: annually submit a Service Agreement Report; update their online NSEP database résumé; 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

While it is each award recipient's responsibility to secure federal employment in support of national security, NSEP provides a variety of resources to assist awardees. These resources

include hiring events, internship programs, and individual career guidance support.

HIRING EVENTS

In 2021, NSEP advertised 9 hiring events and career fairs on NSEPnet on behalf of organizations across the U.S. federal government, including the Department of Defense and components of the U.S. Intelligence Community.

INTERAGENCY COLLABORATION

In 2021, DIA extended 18 offers to Boren Scholars and Fellows through their exclusive NSEP/DIA internship program. In recent years, NSEP has added organizations such as the National Aeronautics and Space Administration (NASA) and the Department of Justice's Criminal Division to its list of federal national security organizations.

In May 2021, six Boren Flagship Scholars completed their Boren program at the Defense Language Institute Foreign Language Center (DLIFLC), the first domestic program of its kind. The 2020-2021 cohort studied intensive Chinese Mandarin at DLIFLC and conducted content coursework in the target language at the Middlebury Institute of International Studies (MIIS). After completing their studies, students conducted post-program testing via the Defense Language Proficiency Test (DLPT) and began internships with U.S. Air Force and U.S. Trade Representative using their Chinese Mandarin skills.

"Boren Fellows offer USTR a needed source of highly skilled talent, with the requisite foreign language and regional experience that can prepare them for effective careers as trade negotiation and enforcement officers."

- Office of the United States Trade Representative, Executive Office of the President

CAREER GUIDANCE

NSEP staff provide 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 2021, NSEP posted 99 exclusive jobs directly on behalf of over 30 federal organizations, and also shared an additional 89 featured jobs to the NSEP community that would fulfill the service requirement. Since 2010, NSEP has posted a total of 923 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.

PROVEN FEDERAL HIRING SUCCESS

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

NEEDS ANALYSIS FOR AREAS OF EMPHASIS

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

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

Africa, Sub-Saharan		
Angola	Ethiopia	Senegal
Benin	Ghana	Sierra Leone
Cape Verde	Liberia	South Africa
Congo, DRC	Mali	Tanzania
Congo, Rep.	Mozambique	Uganda

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

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

NSEP AREA OF EMPHASIS: LANGUAGE OF STUDY

NSEP's emphasized list of languages reflects a 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.

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

Languages

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

Fields of Study

Agricultural and Food Sciences
Area Studies
Business and Economics
Computer and Information Sciences
Engineering, Mathematics and Sciences
Foreign Languages
Health and Biomedical Science
History
International Affairs
Law, Political Science and Public Policy Studies
Social Sciences (including anthropology, psychology, sociology)

NSEP Service Highlight: Mr. Dan Buchman



Dan Buchman is a 2016 Boren Scholar. During his Boren, Mr. Buchman studied Arabic at the University of Jordan, working towards his goal of learning the six official languages of the United Nations. After his Boren, he continued pursuing study abroad opportunities, completing a Critical Language Scholarship in Mandarin at Suzhou University in China. After his time overseas, Mr. Buchman graduated from Middlebury College with a B.A. in Economics and joined the Department of State as a Foreign Service Officer — his dream job. After a year of language training, he traveled to Dhaka, Bangladesh, for his first tour as a U.S. diplomat. Mr. Buchman currently leads the American Citizen Services and Consular Information Units in the Embassy's Consular Section while contributing to the mission's human rights reporting. Mr. Buchman's Boren gave him the skills to build relationships, navigate foreign cultures, and communicate effectively in different languages. Mr. Buchman uses these skills daily in his work furthering U.S. foreign policy overseas.

BOREN SCHOLARSHIPS AND FELLOWSHIPS

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



2019 Boren Fellow in Taiwan

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 (STEM), to develop international skills; and
- Enables a more diverse array of American students to undertake serious study of languages and cultures critical to U.S. national security.

COVID-19 RESPONSE

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

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

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

- Department of Defense Travel Policies
- Department of State Travel Advisories
- Centers for Disease Control and Prevention (CDC) International Travel Recommendations
- Local Conditions in Host Country (including visa policies)
- Decisions by other federal overseas language programs regarding programming in specific countries, such as the U.S. Fulbright Program and Critical Language Scholarships

Using these criteria, NSEP approved a small subset of awardees (classes of 2020 and 2021) to travel overseas in 2021 as planned to destinations such as Taiwan and South Korea.

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

Thus, while many 2020 and 2021 Borens were ultimately unable to complete overseas study in calendar year 2021, through online learning they were able to gain exposure to their target language. NSEP is hopeful that many deferred awardees will be able to travel in 2022.

2021 PROGRAM HIGHLIGHTS

Boren Convocation and Virtual Pre-Departure Orientation

NSEP hosted a virtual, two-part pre-departure Convocation and orientation for the 2021 Boren awardees; session one was held in June 2021, while session two was held in August. NSEP, in collaboration with the Federal Bureau of Investigation, the National Security Agency, the Department of State, the Institute of International Education (IIE), and multiple academic partners, conducted briefings on topics including international health and travel guidelines, regional safety and security issues, as well as cross-cultural awareness. The virtual event provided a venue for Boren Scholars and Fellows to interface with one another, ask questions, prepare themselves for their overseas study, and talk with program officers about decision-making regarding travel during COVID.

Boren Awardee Population

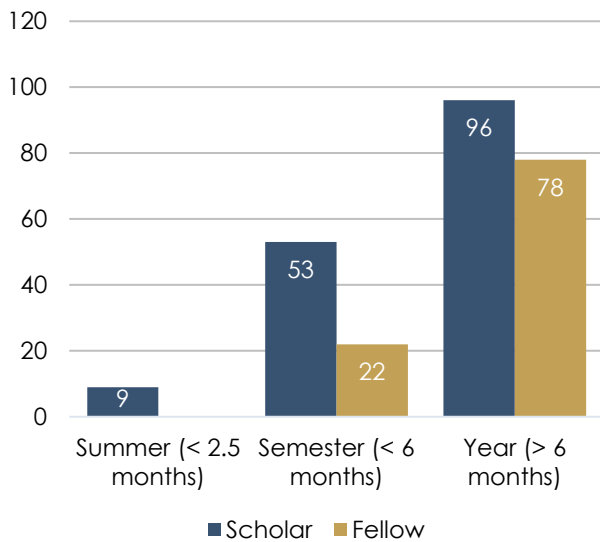
As mentioned in the preceding section, Boren Awards ran a full application and selection process in 2021. Indeed, applications among Boren Fellows increased in 2021 by 33%, to a five-year high of 334 students. NSEP made 158 Boren Scholarship and 100 Boren Fellowship awards, with applicant acceptance rates of 25% for Scholars and 30% for Fellows.

	Applicants	Recipients
Boren Scholars	626	158
Boren Fellows	334	100
TOTAL	960	258

Among the winning recipients, 96 Boren Scholars and 78 Boren Fellows proposed to study abroad for an academic year. This figure is in stark contrast to the general study abroad population, where less than 3% of U.S. students choose to study abroad for an academic year (and among these, a majority study in Western Europe). The extended period of time Borens choose to study aboard reflects a major difference between the program and the general trend in U.S. study abroad, where

a majority of students study overseas for eight weeks or less.⁸

PROPOSED DURATION OF STUDY OVERSEAS BY ORIGINALLY SELECTED 2021 BOREN SCHOLARS AND FELLOWS



The class of 2021 Boren Scholars and Fellows reside in **47** states, Puerto Rico, and the District of Columbia, and study at 136 institutions of higher education across the country. They proposed to travel to **34** countries to study over **38** languages. Full listings of all 2021 Boren awardees' countries and languages of study are included in Appendices F and G respectively.

2021 World Regions	Boren Scholars	Boren Fellows
Africa	25	14
East Asia/Pacific	55	36
Europe/Eurasia	17	16
MENA	33	21
South/Central Asia	16	5
Western Hemisphere	12	8
Total	158	100

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

⁸ Institute of International Education. (2021). "Detailed Duration of U.S. Study Abroad, 2005/06-2019/20" Open Doors Report on

NSEP's Boren Scholars and Fellows possess diverse academic skill sets. In addition to developing critical language expertise, they specialize in a wide variety of disciplines. Among the 2021 Boren Scholars, there were 23 STEM majors, while 4 Boren Fellows pursued graduate work in STEM fields.⁹

Fields of Study	Boren Scholars	Boren Fellows	TOTAL
International Studies	51	45	96
Social Sciences	45	26	71
Applied Sciences (STEM)	23	4	27
Area/Language Studies	33	14	47
Business	2	2	4
Other	4	9	13
TOTAL	158	100	258

BOREN FEDERAL CAREER SEMINAR

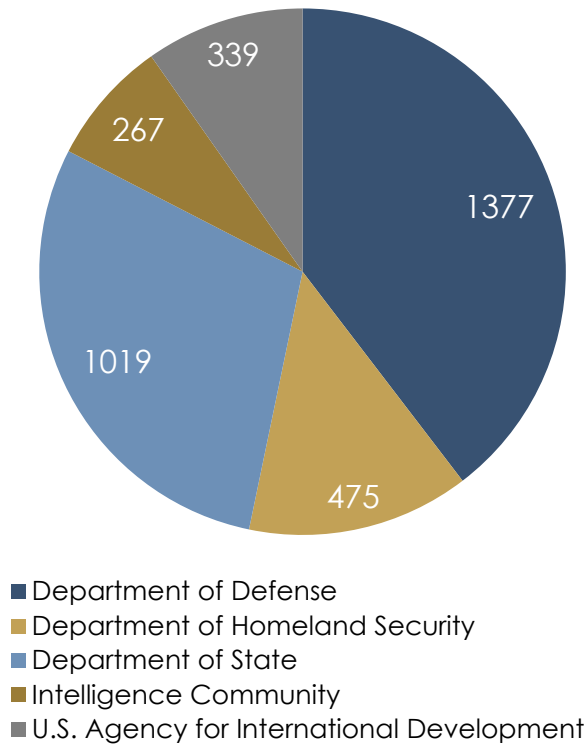
For award recipients actively seeking federal employment following their overseas study, NSEP hosted two separate virtual Boren Career Seminars. Over the course of a week in March 2021 and again in October, NSEP offered programming to include briefings from federal agencies, presentations on the mandated federal service requirement, and live sessions and Q&As with Boren alumni. These Seminars provided attendees the opportunity to network, learn more about job opportunities within the federal government, and hear directly from alumni who have successfully leveraged their language and cultural expertise into rewarding public service careers.

Both Seminars culminated in virtual career fairs wherein federal partners spoke with awardees about job opportunities in their respective agencies. NSEP hosted more than 35 separate agency booths in March and another 27 in October, making these two events the largest job-seeking fairs in the history of the program. As with previous Boren Seminars, dozens of federal agencies from across the federal space recruited, interviewed, and in some cases, made on-the-spot job offers to Boren awardees.

International Educational Exchange. Retrieved from <https://opendoorsdata.org>. November 15, 2021.

⁹ For a full list of majors, see Appendix H.

NSEP SERVICE IN PRIORITY AGENCIES¹⁰



FACILITATING FEDERAL HIRING

NSEP is one of the leading programs to which federal partners can reach out to find the talent they need. Exclusive hiring authorities, one legislated by Congress in Section 956 of the National Defense Authorization Act for FY 2013, and another (Schedule A) outlined in 5 Code of Federal Regulations 213.3102(r), assist federal organizations to non-competitively appoint Boren Scholars and Fellows without regard to the provisions of Title 5 governing appointments in the competitive service. Pursuant to section 956 of the NDAA'13, any federal agency with national security responsibilities may also non-competitively appoint a Boren Scholar or Fellow to the excepted service and then convert the appointee to career or career-conditional appointment without further competition, provided the appointee successfully completes two years of continuous service.

Between November 1, 2020 and October 31, 2021, in accordance with these two authorities, NSEP shared 99 exclusive job opportunities on behalf of dozens of partner agencies across the national security community. This represents an increase from the 75 exclusive job opportunities posted during the same time period in 2019-2020. These positions, spanning diverse fields including international affairs, STEM, law, and public policy, are available exclusively to NSEP award recipients, including Boren Scholars and Fellows. In addition, NSEP also posted 89 featured job opportunities in 2021 (positions on USAJobs and other recruitment portals open to the public that may also be of interest to NSEP award recipients). Since 2010, NSEP has shared a total of 923 exclusive job opportunities.

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

¹⁰ See Appendix A for more details on where Boren Scholars and Fellows have fulfilled their service requirement.

Security Agency have all hosted career events for Boren awardees over the past several years. In 2021, the Defense Intelligence Agency (DIA) held such an event to recruit for the NSEP-DIA internship program (detailed further below).

**NSEP Service Highlight:
Ms. Olimar Maisonet-Guzman**



Ms. Maisonet-Guzman is a 2012 Boren Fellow and currently serves as Foreign Service Officer at the U.S. Embassy in Paris. Before joining the Foreign Service, Ms. Maisonet-Guzman worked as a Program Manager and Staff Assistant at the U.S. Department of State's Bureau of Oceans and International Environmental and Scientific Affairs. She advanced policy priorities on trade, environmental cooperation, and public participation, building on her skills and research as a Boren Fellow in Brazil. In Brazil, she completed her graduate research at the University of São Paulo. She supported the United Nations Conference on Sustainable Development coordination, which set the stage for the Sustainable Development Goals. In addition, she used her Portuguese language skills to advance engagement priorities for young people and indigenous communities. Ms. Maisonet-Guzman holds an M.A. in Global Environmental Policy from American University, a B.A. in Political Science and Communications, and a minor in Economics from the University of Puerto Rico. She is also the recipient of the 2009 Truman Scholarship.

2021 PROGRAM INITIATIVES

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

30 Years of Boren

December 2021 marks 30 years of the Boren program, which was signed into law on the 4th of December 1991. To commemorate the passage of 30 years, NSEP is preparing a report outlining major programmatic milestones. In parallel, NSEP will host a roundtable with partners from across the federal government and the U.S. academic community. This event, originally scheduled for fall 2021, will take place in 2022 due to the ongoing pandemic.

Boren Outreach Efforts

In 2021, NSEP, in conjunction with IIE, conducted Boren outreach efforts at 146 institutions of higher education across the U.S. to increase and diversify the Boren applicant pool, including 19 Historically Black Colleges and Universities (HBCU) and six Hispanic Serving Institutions (HSI). In response to COVID, NSEP adapted its outreach to include virtual information sessions and one-on-one meetings with prospective applicants, Boren Campus Representatives, and institutions' staff and faculty. NSEP supplemented virtual sessions with dynamic digital content such as webinars, live Q&A's, video profiles of Boren alumni, and targeted social media campaigns, highlighting the international study and career opportunities offered by the Boren Awards.

Boren Partnership with the Diversity Management Operations Center

NSEP briefed on Boren Awards at three DoD Diversity Management Operations Center's (DMOC) HBCU Presidential Roundtable events in March, April, and September 2021. More than 30 University Presidents, including HBCU Presidents and a variety of Presidents and Provosts from other minority-serving institutions (MSI), as well as the Under Secretary of Defense for Personnel and

Readiness, participated in these roundtable discussions, which focused on diversifying the federal workforce.

2022 DIA-NSEP Internship Program

The Defense Intelligence Agency (DIA) committed to hiring as many as 30 NSEP awardees for the 2022 DIA-NSEP internship program, now in its seventh year. Applications for the program opened in October 2021, and final selections will be made in winter 2022.

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

"FEMA is a big organization with a big job to do; being able to easily communicate and assist those communities that have been affected by disasters is paramount. We are privileged to live in a nation that has such a diverse and cultural society and the NSEP Scholars' and Fellows' expertise in language and culture is essential in our ability to complete our mission."

-Federal Emergency Management Agency of
Department of Homeland Security

NSEP Digital Engagement

NSEP has prioritized creating and developing tailored career resources, and in particular, engaging the Boren community through digital outreach. For example, in September 2021, NSEP conducted its first-ever "Conversation with a Federal Hiring Official," a live webinar and Q&A with the Chief Human Capital Officer for the International Trade Administration, Department of Commerce, Mr. Ruben Pedroza. The event was well-attended and based on popular demand, NSEP is planning more of these "Conversations" to be held as streaming events.

NSEP "Boren Around the World" Podcast

As part of its efforts to create easily-accessible digital content, NSEP launched the "Boren Around the World" podcast in January 2021. Through a series of mini-sodes, the podcast provides valuable information on various topics, including the mandated service requirement, security clearances, language learning and sustainment, and advice on the federal job search. The podcast, which includes interviews with NSEP staff, Boren alumni, and hiring officials working throughout the federal space, is now available on Spotify. Every previously released episode has since been transcribed for accessibility, and production of new episodes is expected to begin by the end of the year.



2019 Boren Awardees attend a Boren Convocation in preparation for their overseas study

Boren Alumni Survey

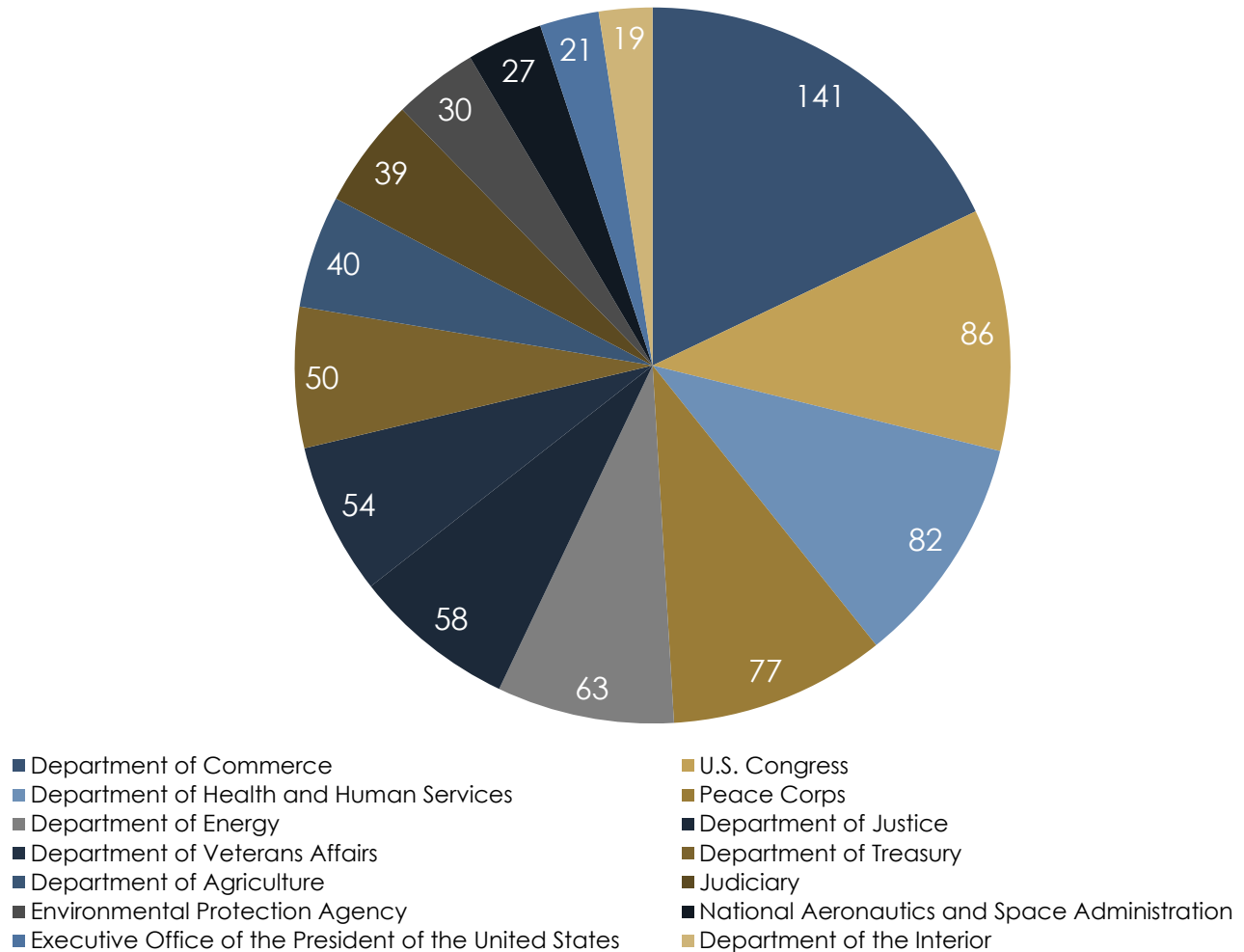
NSEP is working with the RAND Corporation to identify where alumni of the Boren Awards program are currently working, the influence of the program on their career paths, and how their careers have developed since completing their Congressionally-mandated service requirement. The study will also capture the impact of several Boren special initiative programs and the career trajectories of award recipients who participated therein.

Boren Mentorship

In 2021, NSEP facilitated the sixth annual Boren Mentorship Program, matching recently-returned Boren recipients seeking federal employment with mid- to senior-level Boren alumni serving in the public sphere. In total, **24** alumni were selected as mentors and matched with **35** mentees for the six-month program. Mentors included alumni working at the Departments of Defense, Homeland Security, State, and Justice as well as within the Intelligence Community and U.S. Agency for International Development.

Participants in the Mentorship Program report that the program helps mentees enhance job hunting skills, develop a better understanding of the U.S. Foreign Service, and even obtain jobs that fulfill the NSEP Service Requirement. The Mentorship Program was often cited as a lauded initiative from former mentees and mentors alike, individuals that would go on to participate in this year's convocations and seminars.

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



THE LANGUAGE FLAGSHIP

The Language Flagship, authorized under the David L. Boren National Security Education Act (NSEA), as amended, P.L. 102-183 is a national effort to change the way Americans learn languages. Flagship programs, created as innovative partnerships between the federal government and the academic community, aim to 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 Flagship domestic and overseas program, in 2021 The Language Flagship sponsored the following initiatives through competitive grants to IHEs to promote and improve U.S. students' language learning and cultural expertise:

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

These initiatives allow Flagship to develop needed language resources and make key investments that foster cultural learning, effective

technology use, advanced level teaching and teacher preparation, and pathways for students to use their skills in federal government service.

COVID-19 IMPACT ON 2021 FLAGSHIP PROGRAMS

In response to COVID-19, the Flagship program switched to online instruction on most campuses to continue providing intensive language instruction to ensure that Flagship graduates meet the high language proficiency goals. In addition to domestic programming, Flagship was able to provide meaningful summer intensive and Flagship Capstone experiences using virtual platforms that included the key elements of these programs.

The Language Flagship successfully transitioned all 2021 summer domestic and overseas-provider intensive language programs to online instruction. This included 160 students who completed virtual overseas summer immersion and 388 students supported for domestic virtual summer intensive across all Flagship languages.

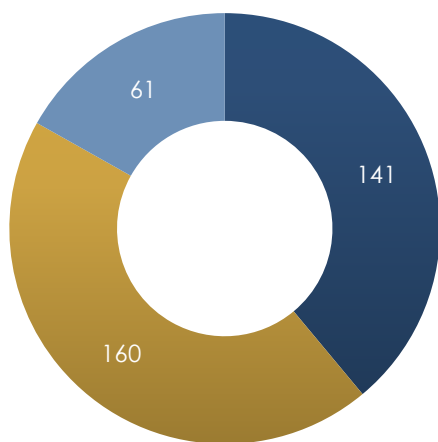
Despite continued disruptions caused by COVID globally, 79 Flagship students were able to undertake 2020-2021 virtual Overseas Capstone experiences by combining new online course offerings with virtual tutoring in cooperation with the overseas partners. The Capstone providers ensured those students had access to virtual homestay families as well as being able to complete virtual internships.

For the 2021-2022 Flagship Capstone cohort there are 110 students who have begun their Capstone program, with an additional 31 anticipated to begin Capstone in the spring via the Chinese and Portuguese (Brazil) programs. This brings the projected Capstone total for academic year 2021-2022 to 141. Flagship believes that as COVID restrictions continue to ease and more students are able to undertake their programs overseas that student retention to completion will improve.

Despite some travel restrictions and delays, Capstone students in Morocco, South Korea and Taiwan began in-person overseas instruction. The Portuguese (Brazil) and Russian (Kazakhstan) Capstone programs are being conducted online pending further improvement in overseas conditions.

The registered fall 2021 enrollment for the Domestic Flagship program overall was 1,233 Flagship Undergraduate students, a modest 2.8% increase over the Final 2020-2021 enrollment.

2021-2022 FLAGSHIP OVERSEAS PROGRAM ENROLLMENT¹¹



■ Flagship Capstone ■ Flagship Summer ■ RFLI

Flagship overseas enrollment totals include the 110 current Flagship Capstone students for 2021-2022, with an additional 31 students selected for the spring 2022 in Chinese and Portuguese¹². In summer 2021 there were 160 Flagship students supported for virtual intensive overseas programs. Also, the 2021 cohort of RFLI students is 61, consisting of 40 Scholars and 21 Fellows.

¹¹ The virtual 2021 Overseas Flagship Programs have been conducted online via the existing grantee overseas partners, who provide instruction to the U.S.-based Capstone students.

FLAGSHIP: CORE PROGRAM

In 2021, The Language Flagship sponsored 31 domestic Flagship programs at 23 universities across 19 states to teach Arabic, Chinese, Korean, Persian, Portuguese and Russian. These Flagship programs graduate students who demonstrate professional proficiencies across all modalities. The Flagship benchmark for certification remains ILR Level 3 in Speaking and ILR 2+ in both Reading and Listening resulting in program graduates able to demonstrate proficient language and culture skills in professional settings that reinforce their primary field(s) of study.¹³

The Flagship grantees demonstrate a commitment to producing high proficiency students able to meet the challenges addressed by global professionals. Flagship institutions represent a diverse set of institutions, both small and large, rural and urban, Senior Military Colleges and Minority Serving Institutions. The Language Flagship builds on the success of strong language programs by supporting classroom and co-curricular interventions that encourage communication, collaboration, and a shared approach to excellence. The Language Flagship community builds on the Flagship practices and principles to prepare students for Overseas Capstone experiences, as well as for careers in national security and other international fields.

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

- Weekly group and individualized tutoring;
- Integrated content-based instruction and courses across disciplines;

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

With the 2020 COVID travel restrictions continued for 2021, the Overseas Capstone Flagship Centers have continued to operate virtually. The Flagship overseas partners continue to deliver intensive directed language instruction that builds upon domestic Flagship learning.

While in the Capstone program, Flagship students continued to have access to courses, via either the overseas host institution or overseas institutional partner, that support their primary academic major/field of study. Also, students continued to undertake professional internship experiences virtually. Flagship Capstone students participated in virtual internships from providers in a variety of fields.

¹³ See Appendix I for Interagency Language Roundtable. (<https://www.govtilr.org/Skills/ILRscale1.htm>) retrieved 11/12/2020

All Flagship instruction is conducted in the target language. Flagship ensures student opportunities to use and practice their target language in virtual academic, professional, and social environments. Students were unable to have traditional home-stay experiences, but overseas providers did ensure students had contact with host families to help foster a more immersive and connected environment. This empowered students to foster informal and familial language proficiency and provided opportunities to gain deeper insights on the people and culture of the host country.

In fall 2020, Flagship initiated a new domestic year-long Capstone immersion program for Chinese hosted at the Defense Language Institute Foreign Language Center (DLIFLC) in partnership with the Middlebury Institute of International Studies at Monterey. The DLIFLC Capstone experience graduated their cohort of six Boren Flagship scholars in May 2021, and completed virtual internships in the summer. All the DLIFLC students met or exceeded the Flagship Certification standard. This successful new pathway provides an alternate venue for students interested in national security careers upon completion of their intensive Flagship programs.



University of Mississippi Arabic Flagship student participates in a cultural activity

2021 PROGRAM ENROLLMENTS

For fall 2021 there are 1,233 registered Flagship undergraduates participating in The Language Flagship programs. The Domestic Flagship Centers reported an additional 3,090 At-Large students undertaking Flagship coursework and activities. This is a significant increase over prior years and can be attributed to the addition of new Flagship

programs that provide a robust opportunity for future Flagship enrollment growth. At-Large students are the key to Flagship program recruitment. Flagship programs provide the same level of rigor and access to high-level language instruction to all students who choose to participate in Flagship coursework. This approach improves the whole of the university language instruction in Flagship languages.

For fall 2021 Capstone, there are 110 students engaged in either in-country or online virtual Capstone experiences provided by the Flagship Overseas Capstone program. An additional 16 students were selected for the spring in-person Chinese Capstone program in Taiwan, and an additional 15 Portuguese students will begin the Capstone program in Brazil, either virtually or in-person. The Language Flagship will have a total of 141 students participating in in-person and virtual Flagship Overseas Capstone programs in the 2021-2022 academic year.

FLAGSHIP AND FEDERAL SERVICE

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

BOREN FLAGSHIP SCHOLARS

In April 2021, Boren offered 43 scholarship awards to Flagship students. There are currently 37 Boren Flagship students enrolled in the 2021 cohort. These Boren Flagship students will study at Overseas Capstone Centers for the 2021-2022 academic year. Boren Flagship Scholars meet Flagship's goals of professional-level language proficiency and preparing high-quality candidates for federal service.

Boren advising and outreach opportunities at Flagship programs further increases the pool of Flagship certified students prepared to address the current and future needs of the federal government for language and culture expertise. From 2011 to 2021, there have been 249 Boren Flagship Scholars who have successfully

completed the domestic and overseas Flagship program.

ROTC FLAGSHIP

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

The Air Force Language Flagship scholarships permit students the opportunity for a fifth year of study overseas funded by The Language Flagship. These scholarships provide full support for future officers to gain professional language proficiency and cultural experience prior to commissioning. Upon commissioning, ROTC Flagship graduates may apply for the Language Enabled Airman Program (LEAP) to maintain their language skills.

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

ROTC Flagship efforts empower and encourage all Flagship programs to collaborate with their ROTC detachments. Flagship academic year 2021-2022 interim reports show 74 ROTC cadets and midshipmen are enrolled as Flagship undergraduates undertaking Flagship coursework across the Flagship program. Flagship programs have increased the recruitment and enrollment targets for new ROTC Flagship students for 2021, especially for those studying Chinese and Russian.

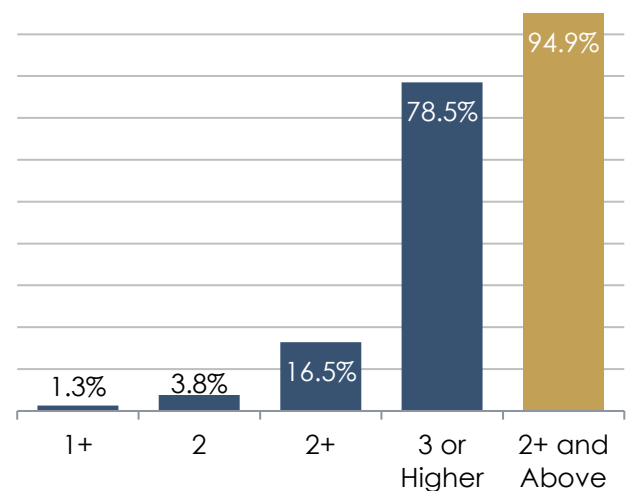


Chinese Flagship students studying overseas in Taiwan during their Capstone Year

2021 PROFICIENCY OUTCOMES

The 2021 Flagship proficiency outcomes include the Arabic, Chinese, Korean, Persian, Russian, and Turkish results. The data presented also include the 2020 Chinese spring program and 2020 Portuguese spring proficiency outcomes for assessments completed December 2020/January 2021.

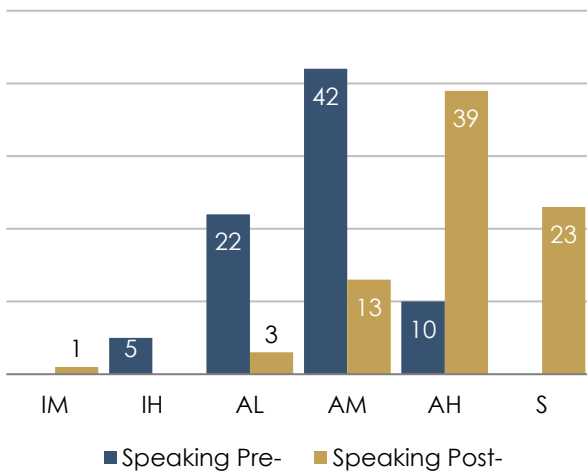
2020-2021 POST-CAPSTONE ILR SPEAKING PROFICIENCY OUTCOMES (N=79)



Flagship pre- and post- tested the 79 Capstone students using the ILR rated post-Capstone OPIs, and of these students, 78.5% demonstrated ILR Level 3 (professional level) proficiency in speaking, and 94.9% demonstrated ILR 2+ or higher. In 2021,

post-Capstone assessments were also rated using the ACTFL scale. Of the 79 rated assessments, 23 students demonstrated ACTFL Superior Proficiency and 39 demonstrated Advanced-High proficiency in speaking.

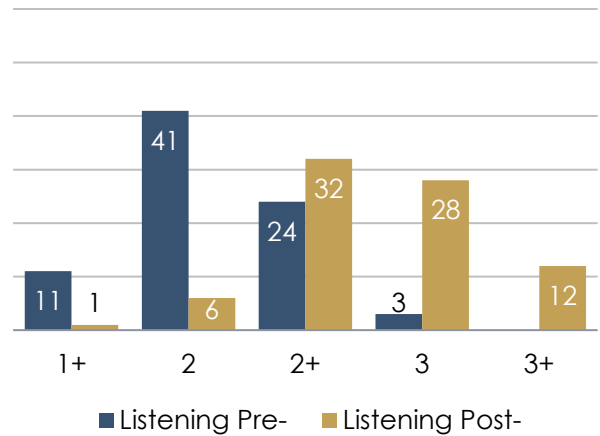
2020-2021 POST-CAPSTONE ACTFL SPEAKING PROFICIENCY (N=79)



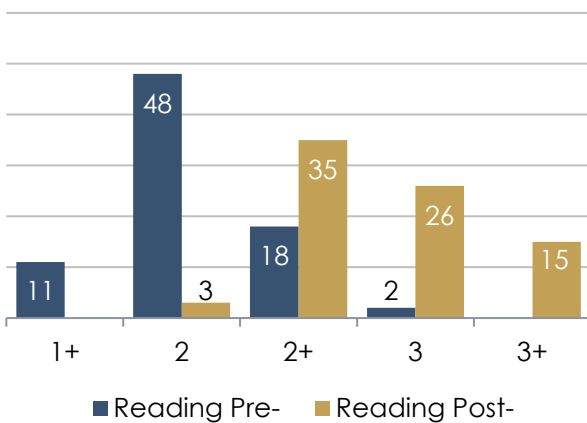
All Capstone students completed both pre- and post-testing using the Flagship Assessment Battery in reading and listening. 96% percent of Flagship students who completed the Flagship Reading Assessment scored in the ILR 2+ range or higher, and 52% scored in the ILR 3 range or higher. For the Flagship Listening Assessment, 91% scored in the ILR 2+ range or higher and 50% scored in the ILR 3 range or higher.

2020-2021 PRE- AND POST-CAPSTONE ILR LISTENING PROFICIENCY (N=79)

2020-2021 PRE- AND POST-CAPSTONE ILR LISTENING PROFICIENCY (N=79)



The assessment outcomes show that despite the multiple challenges posed by conducting virtual Overseas Capstone programs, 76% of the 2020-2021 Flagship Capstone cohort demonstrated 3/2+/2+, meaning ILR 3 in Speaking and 2+ or higher in both Reading and Listening, which is the requirement for Flagship Certification after completion of the overseas year. The results also revealed that 39% of the cohort demonstrated 3/3/3 or ILR 3 proficiency in speaking, reading, and listening. This means that more than 1 in 3 Flagship Capstone students are eligible for Flagship Certification with Distinction.

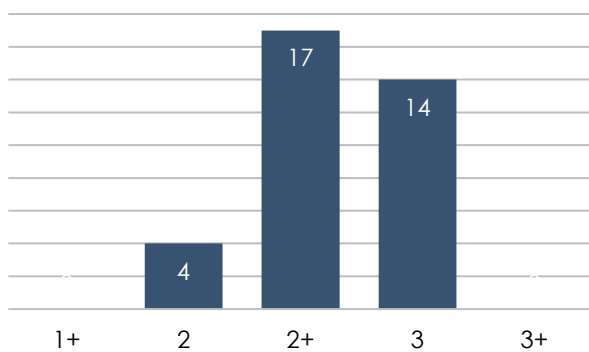


Korean Flagship students studying overseas in South Korea during their Capstone Year

BOREN FLAGSHIP SCHOLAR ASSESSMENT

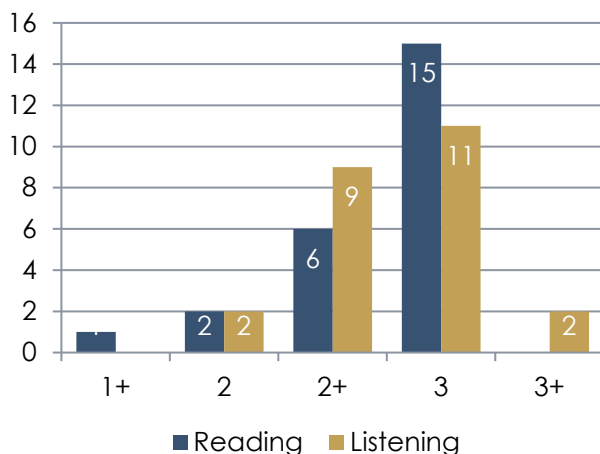
In 2021, despite COVID-19 travel and testing challenges, NSEP was able to ensure federal testing for most Boren Flagship Scholars. 35 of the 36 students were able to take the Foreign Service Institute (FSI) Speaking Test. Due to logistical challenges, there were no FSI reading assessments administered.

2020-2021 BOREN FLAGSHIP
FSI SPEAKING (N=35)



Similarly, 24 of the 36 Boren Flagship scholars were able to complete the Defense Language Proficiency Tests (DLPT), with two of the scholars taking the upper-range DLPT upon completion of their Flagship Capstone programs.

2020-2021 BOREN FLAGSHIP
DLPT READING AND LISTENING (N=24)¹⁴



¹⁴ The standard DLPT assessment of Reading and Listening measures up to ILR 3. For proficiency above ILR 3, students must take an Upper Range DLPT. In 2021, only two Flagship students

2021 FLAGSHIP PROGRAM HIGHLIGHTS

New 2021-2025 Flagship Overseas Center Grants Awarded – The Language Flagship completed an open competition for the Arabic and Russian Flagship programs. This competition resulted in new four-year awards for Kazakhstan that began January 1, 2021 for a four-year grant cycle. For the Arabic Capstone program, the awardee was the University of Arizona Arabic Flagship in partnership with the Arab American Language Institute in Morocco (AALIM). For the Russian Capstone program, the selectee was Bryn Mawr College Russian Flagship in partnership with the American Councils for International Education hosted by Al-Farabi Kazakh National University. The previously competed awards for Overseas Capstone programs in Chinese (Taiwan), Korean, and Portuguese (Brazil) continue.

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

2021 Teacher Training Workshops – The Language Flagship awarded four professional development workshop grants in 2021. These opportunities provide professional development for instructors in the Language Flagship program and other NSEP and DoD sponsored training programs. The workshops offered are as follows:

- Indiana University - Proven Practices and New Methods for Instruction in Advanced Russian
- University of Rhode Island - Pedagogical Workshop on Chinese Language Instruction

took the Upper Range test, and each demonstrated ILR3+ proficiency in Listening.

and Technology Integration for Virtual or US-based Classroom

- University of Hawaii - Designing Project-Based Language Learning Experiences (language neutral)
- San Francisco State University - Pragmatics in Chinese as a Second Language: Speech Acts and Beyond

The teacher training workshops were held both virtually and in-person, and included participants from across the NSEP programs, and also DLIFLC.

Safety and Security Program – NSEP has a formal Recruitment and Situational Awareness Program in alignment with the National Defense Authorization Act for Fiscal Year 2018, section 1277: Department of Defense Program to Protect United States Students against Foreign Agents. In 2021 the NSEP Recruitment and Situational Awareness Program provided briefings for all students about potential foreign intelligence and cybersecurity threats they might encounter in person or via remote instruction and online.

2021 LANGUAGE FLAGSHIP INSTITUTIONS

ARABIC

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

CHINESE

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

KOREAN

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

PERSIAN

University of Maryland

PORTUGUESE

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

RUSSIAN

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

Overseas Flagship Centers are in Italics

* *Overseas Flagship Center managed by University of Arizona*

** *Overseas Flagship Center managed by Hunter College*

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

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

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

FLAGSHIP: REGIONAL FLAGSHIP LANGUAGES INITIATIVE

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

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

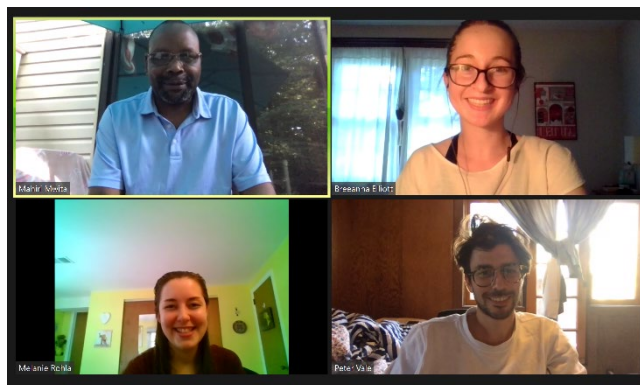
COVID-19 RESPONSE

In 2021 due to COVID-19, the RFLI summer domestic programs were conducted online. The program ran for eight weeks and focused on proficiency-based instruction. Teaching was conducted by expert, native-speaking instructors. Classes met four hours a day, five days a week, and each week included three to five hours of conversation practice and/or tutoring sessions. All

instruction was task-based; thus, students were asked to do meaningful tasks using the target language. RFLI/Boren Scholars and Fellows also engaged in activities to improve their knowledge of the culture of the countries in which their language of study is spoken. The 2021 RFLI Overseas Programs were postponed until the fall of 2022.

PROGRAM UPDATE

In 2021, NSEP sponsored four RFLIS: African Flagship Languages Initiative (AFLI), which includes language study in Akan/Twi, French (for Senegal), Swahili, Wolof, and Zulu; South Asian Flagship Languages Initiative (SAFLI), which includes language study in Hindi and Urdu; Indonesian Flagship Language Initiative (IFLI), which includes language study in Indonesian; and Turkish Flagship Languages Initiative (TURFLI), which includes language study in Turkish and Azeri.



Virtual AFLI Summer Program

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.

2021 RFLI HIGHLIGHTS

In 2021, there were 162 applicants for the RFLI.

Scholars	AFLI	SAFLI	IFLI	TURFLI	Total
Applicants	48	11	18	22	99
Recipients	23	3	7	7	40

Fellows	AFLI	SAFLI	IFLI	TURFLI	Total
Applicants	31	9	6	17	63
Recipients	10	1	5	5	21

DOMESTIC PROGRAM

The University of Florida designed and implemented the AFLI program for the study of Akan/Twi, French, Swahili, Wolof, and Zulu during summer 2021, and the University of Wisconsin, Madison designed and implemented the SAFLI, IFLI, and TURFLI programs for the study of Hindi, Urdu, Indonesian, and Turkish. Overall, all 61 Boren/RFLI Scholars and Fellows participated in this language training.

Language	Boren Scholars	Boren Fellows	Total
Akan/Twi	0	1	1
French	11	3	14
Swahili	10	5	15
Wolof	2	1	3
Hindi	1	0	1
Urdu	2	1	3
Indonesian	7	5	12
Turkish	7	5	12
TOTAL	40	21	61

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

OVERSEAS PROGRAMS

The 2021 RFLI Overseas Programs were postponed until the fall of 2022. In the fall of 2022, students will have the opportunity to go to the following overseas programs to continue their language study:

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

Each overseas program collaborates with NSEP to make the most of each location's offerings. All programs continue 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.

RFLI CULTURAL INITIATIVES

In 2021, NSEP funded the development and piloting of cultural modules through the RFLI program to help learners gain a greater understanding of the culture of India (with a focus on areas where Hindi and Urdu are spoken), Indonesia (with a focus on Java), and Turkey/Azerbaijan. In 2021, NSEP also launched a grant to develop and pilot cultural modules that cover the cultures of East Africa and West Africa

through the AFLI program. Once the modules are completed they will be integrated into the program to prepare students for their overseas experience and be made available for Boren recipients, Project GO students, the greater DoD community, and the public.

FLAGSHIP: SPECIAL INITIATIVES

The Language Flagship supports initiatives to improve foreign language education in the United States. Flagship national efforts to improve the use of educational technology in foreign language instruction, strengthen proficiency assessment and accountability, and provide video documentation of student performance for qualitative analysis and teacher training. By sharing Flagship techniques, our goal is to improve student proficiency outcomes nationally.

TECHNOLOGY INNOVATION CENTER

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

On March 25, 2021, the Tech Center facilitated a live, online Language Technology Summit in partnership with DLNSEO and the Defense Language Institute Foreign Language Center (DLIFLC). The summit focused on the pivot and transformation of language learning in response to the pandemic. Through an open dialogue, the summit focused on sharing best practices of innovative technology by instructors and learners, curriculum, and next steps to advance and integrate language learning technology post-pandemic. The Summit has fostered a positive atmosphere for initiatives across programs,

exemplified by active participation of DLIFLC, Flagship, Project GO, and LTC communities in the Tech Center's Designing Project-Based Language Learning (PBLL) professional learning sequence, a program that attracted over 250 instructors from all programs.

In spring 2021, the Tech Center launched a collaboration with the Language Training Center (LTC) programs that included the identification of best technology integration practices through live class observations and focus groups with various LTC stakeholders (instructors, students, and administrators). Through this joint effort, the Tech Center gained a clearer understanding of technology use in LTCs and was able to identify several best practices. After debriefing the LTC community, the Tech Center started dissemination efforts, which include a series of webcasts by LTC instructors that demonstrate how to implement the practices that were identified.

The Tech Center also provided professional development designed for Flagship instructors. In spring 2021, the Tech Center published six new professional learning resources on blended learning. To guide instructors in implementing these resources, the Tech Center recruited 12 experienced mentors from across Flagship institutions and languages, and created a mechanism for instructors to browse mentors' profiles and request to receive guidance from them in the implementation of blended learning.

PBLL Experience was another significant professional learning opportunity offered by the Tech Center in spring 2021. Over 250 participants from the Language Flagship, Project Global Officer, LTCs, and DLIFLC joined a Spring Online Workshop to learn about core concepts associated with quality PBLL. A select group of participants then participated in a Summer Institute, which provided opportunities for them to design and refine a project design created during the online experience, together with a group of knowledgeable faculty from Flagship and the LTC

program. Projects designed as part of this experience are currently in the implementation phase, during which qualifying participants receive continued pedagogical and logistical support.

Professional development opportunities organized by the Tech Center have also addressed the need for training and monitoring for the Flagship tutors. In collaboration with Flagship directors, coordinators and tutors, the Tech Center facilitated the identification of tutoring resources in use at various Flagship institutions and organized them in a shared resource for all Flagship programs. Through this process, the Tech Center also gained a clearer picture of tutoring contexts and implementation in different institutions, while identifying additional common resources that are desired but not yet available.

An active Student Advisory Council (SAC) coordinated across Flagship institutions and collected feedback from other students about initiatives and events that enrich their Flagship experience. SAC members participated in Special Interest Groups (SIG) which met regularly and worked with Tech Center faculty to organize events, publish podcasts, and co-design technology tools that meet the specific needs of Flagship.

Student and alumni involvement was once again energized by a carefully planned, in-person Hackathon at the University of Washington, Seattle in early September 2021. This key event brings language learners across Flagship institutions to compete on the proposal of solutions for identified Flagship technology needs. The solutions that students have proposed through Hackathons have crystallized through the development of a digital dashboard, which aggregates curated digital tools which generate meaningful data that helps students track and document their language learning. The Dashboard project evolves with direct and frequent involvement of the Dashboard SIG, whose membership includes both alumni and current Flagship students. This year, the Dashboard SIG collaborated on a Flagship-wide beta test of the Dashboard application and co-presented with project staff at the 2021 Computer-Assisted Language Instruction Consortium (CALICO) conference in June.

FLAGSHIP CULTURE INITIATIVE

In 2021, the Flagship Culture Initiative (FCI) integrated the Arabic and Russian culture training modules into the pre-departure domestic preparation for accepted Overseas Capstone students. These modules consist of cultural scenarios to prepare Flagship students for the cultural experience overseas. The scenarios are hosted online by the Flagship Technology Innovation Center to ensure their availability to the full Flagship community. This arrangement also provides continued support and maintenance of the culture materials.

The Arabic online scenarios are used by the domestic Flagship programs as enhancements to their pre-Capstone domestic instruction. Flagship students must complete the scenarios during the spring before their summer start of the year-long Overseas Capstone. Training in the Russian Culture Initiative scenarios is done via a summer pre-Capstone culture workshop for all the Russian Capstone students hosted by the University of Wisconsin Russian Flagship prior to start of the Capstone program.

Indiana University, Bloomington was awarded a grant to develop Chinese online scenarios for use by the domestic Flagship Chinese program for student training prior to their overseas experience.

FLAGSHIP VIDEO PROJECT

The Flagship Video Project is an initiative to document and assess the professional capabilities of Flagship students in their target language. Launched in 2018, the video project is now an integrated component of all the Overseas Flagship Capstone programs. Over the course of the second semester of the Overseas Capstone year, students research and prepare a 20-minute oral presentation on a topic of professional or academic interest for delivery in a conference setting. The Overseas program captures these presentations with Q&A on video. The students edit transcriptions and translations of their videos so that all videos include translated subtitles. The videos provide a rich documentation of the range of each student's linguistic, cultural, intercultural, professional and regional/area competencies, captured in a public setting in real time. The videos

can be shared with prospective employers. The videos may also be used in professional development for instructors to improve pedagogy and curricular design.

In 2021, the Flagship Video Project piloted the automated system that allows programs to work directly with students on translating and transcribing their videos. All Flagship Overseas Capstone programs participated in the pilot.

VIDEO PROJECT TEACHER TRAINING

In 2021, NSEP provided funding to Bryn Mawr College in partnership with American Councils for International Education to develop teacher training workshops and modules that utilize the videos produced in the Flagship Video Project. Workshops are open to Flagship, Project Global Officer, Defense Language Institute, and other instructors working on federally funded programs. Modules will be made available to the greater field of language teaching and learning. In November of 2021, University of Wisconsin, Madison hosted a workshop titled Path to Advanced to Superior Russian Proficiency in Presentational Speaking: A Backward Design Approach. Four additional workshops covering Arabic, Chinese, Korean, Persian, and Portuguese will be held in 2022.

ENGLISH FOR HERITAGE LANGUAGE SPEAKERS

With passage of the Intelligence Authorization Act for Fiscal Year 2005 (P.L. 108-487, Sec. 603; 50 USC. §1902), the United States Congress created the EHLS program to provide professional English language instruction to U.S. citizens who are native speakers of languages critical to national security. The 2021 EHLS program saw continued improvements in English language gains overall among participants. These gains provide EHLS Scholars with a competitive edge when seeking federal employment with organizations that have expressed a need for employees with strong abilities in both English and critical foreign languages.

INTRODUCTION

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

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

- U.S. citizenship;
- At least a Bachelor's degree or the equivalent;
- Native language oral proficiency at ILR Level 3 or higher, verified through formal testing;¹⁵

- English language skills at ILR Level 2 or higher, verified through formal testing;¹⁶ and
- Intent to work for the federal government.

Each year, this highly competitive program admits a cohort of Scholars to participate in eight months of professional development. The first six months of the program provide full-time, intensive instruction at Georgetown University.¹⁷ The final two months of the program are part-time and online; instruction focuses on further development of writing and career preparedness skills. The EHLS curriculum mirrors the skills needed by government personnel, giving program participants the opportunity to improve their English skills in a highly structured, professional environment.

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

¹⁵ Native language skills are assessed using Oral Proficiency Interviews from Language Testing International or the Defense Language Institute Foreign Language Center.

¹⁶ English language skills are assessed using the 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 Center for Applied Linguistics (CAL).

¹⁷ 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.

"The scholar's [OSAP] research provided a good foundation in a topic that's of interest to my organization. We plan to build on that research and incorporate it into future products."

- 2021 OSAP Mentor

EHLS COVID-19 RESPONSE

The EHLS program adapted swiftly to the COVID-19 pandemic and the closing of Georgetown's SCS campus in March 2020. The 2021 EHLS Program was held entirely in a virtual format including recruiting, admissions, instruction, through to graduation. The program was able to build on the lessons learned and transform from the 2020 emergency remote model to a fully-articulated 2021 distance-based model.

EHLS SCHOLARS FEDERAL SERVICE

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

"The NSEP linguists have provided invaluable support to NVTC's mission, supporting high-level translations for the Intelligence Community (IC) and other federal government agencies. During FY 2021, NVTC received praise on countless occasions for their quality and timeliness of translations. Additionally, the NSEP linguists' translations have directly supported research and investigations across multiple agencies."

- National Virtual Translation Center

2006-2021 EHLS SCHOLARS SERVICE FULFILLMENT

NSEP is cultivating closer ties with the National Ground Intelligence Center, the Defense Intelligence Agency, and other components of the national security community to bring EHLS

Scholars into the federal government to fulfill their NSEP Service Requirement. Over 62% of EHLS Scholars who have completed their service requirement did so in the Department of Defense or the Intelligence Community, and 89% did so in the four priority agencies: Departments of Defense, Homeland Security, or State, or the Intelligence Community.



2021 EHLS Scholars at Georgetown University

2021 EHLS SCHOLARS

The EHLS program annually reviews which critical language backgrounds to include in its recruiting campaign based on priorities within the Department of Defense and the Intelligence Community. For the class of 2021, the program recruited native speakers of Arabic, Azerbaijani, Balochi, Bambara, Dari, Hausa, Hindi, Kazakh, Korean, Kurdish, Kyrgyz, Mandarin Chinese, Pashto, Persian Farsi, Punjabi, Russian, Somali, Tajik, Tamashek, Thai, Turkish, Urdu, Uzbek and Vietnamese.¹⁸

Languages Recruited	Class of 2019	Class of 2020	Class of 2021
Arabic	5	3	4
Azerbaijani	0	0	0
Balochi	0	0	0
Bambara	2	0	1
Dari	0	0	1
Hausa	0	0	0
Hindi	0	1	0
Kazakh	1	1	0
Korean	1	1	2
Kurdish	2	0	1
Kyrgyz	0	2	0
Mandarin Chinese	2	1	1
Pashto	0	0	0
Persian Farsi	1	1	1
Punjabi	0	0	1
Russian	N/A	4	4
Somali	0	0	0
Tajik	0	0	0
Tamashek	0	0	0
Thai	N/A	2	0
Turkish	1	1	1
Urdu	0	1	1
Uzbek	2	0	0
Vietnamese	N/A	0	0
Total Participants	17	18	18
Total Applicants	177	170	269

Speakers of eleven languages were admitted to the class of 2021, with 269 complete applications submitted for 18 scholarships. The table above provides a comparison of participants by

¹⁸ A list of 2021 EHLS Scholars can be found in Appendix L.

language background for the 2019, 2020, and 2021 program years.

COUNTRY OF ORIGIN: 2019-2021 EHLS SCHOLARS

Country of Origin	Class 2019	Class 2020	Class 2021	Total
Afghanistan	0	0	1	1
Burkina Faso	1	0	0	1
China	2	3 ¹⁹	1	6
Egypt	0	1	0	1
France	0	0	1	1
Germany	0	1	0	1
India	0	1	1	2
Iran	1	1	1	3
Iraq	3	1	1	5
Kazakhstan	1	1	1	3
Kyrgyzstan	0	2	0	2
Kuwait	0	0	1	1
Lebanon	1	0	1	2
Mali	1	0	0	1
Pakistan	0	1	1	2
Russia (or USSR)	0	2	3	5
South Korea	1	1	1	3
Sudan	1	1	1	3
Thailand	0	2	0	2
Turkey	2	0	2	4
United States	1	0	1	2
Uzbekistan	2	0	0	2
Total Participants	17	18	18	53

2021 EHLS SCHOLARS BY ACADEMIC FIELD

The academic background of EHLS Scholars includes specialists in Administration and Management, Translation and Interpretation, and Law & Medicine. EHLS Scholars continue to bring a variety of needed skills and backgrounds to government service.

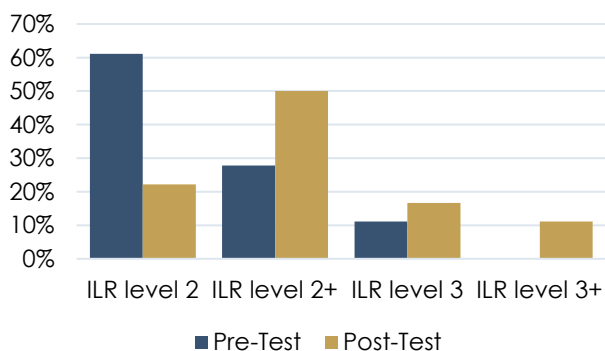
EHLS PROGRAM 2021 RESULTS

Over the past sixteen years, the EHLS program has worked to assist its Scholars with the goal of reaching an ILR Level 3 in all modalities of English: reading, writing, listening, and speaking. The 2021 cohort was derived from a larger application pool than the previous year, and possessed high-level

¹⁹ Of the three 2020 EHLS Scholars born in China, only one was awarded as a native speaker of Mandarin Chinese. The other two were awarded as native speakers of Kazakh and Turkish.

language and professional skills upon entry. A higher starting point led to higher program outcomes, with 68% of all exit test scores at or above ILR Level 3, and 92% of scores at or above ILR Level 2+. There are a number of additional factors that impact the high level results of 2021 including program improvements for a virtual environment, 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 current reading and listening tests do not reach above this level.

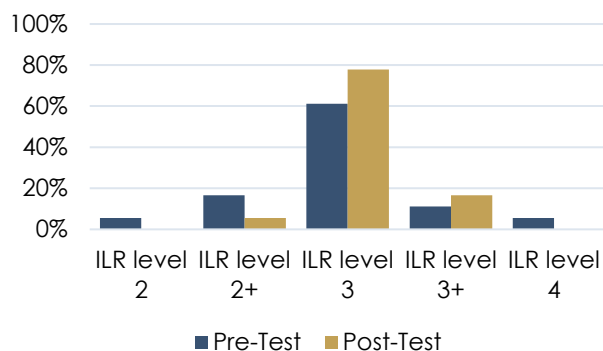
2021 EHLS SCHOLARS ENGLISH WRITING RESULTS



Writing Skills: The development of high-quality writing skills has been a priority of the EHLS program for many years, based on input from government agencies that hire EHLS graduates. In 2021, the Scholars made unprecedented progress in writing with 78% completing the program with a writing proficiency of ILR level 2+ or above. In addition, 50% of the Scholars increased their writing proficiency by one step from ILR level 2 to 2+, 2+ to 3, or 3 to 3+. Over 11% of the Scholars increased their proficiency by two steps from ILR level 2 to 3. *This is the first time in the EHLS program that two Scholars have graduated with an ILR 3+ proficiency score in English writing.* The improvements in English language writing results likely occurred due to improvements in the EHLS curriculum, language pedagogy, and scholar selection.²⁰

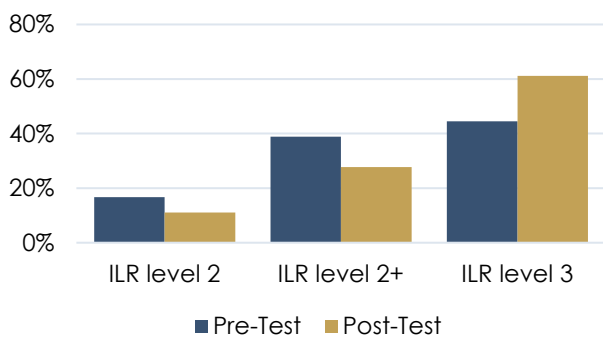
²⁰ EHLS Scholars' writing proficiency is assessed using a rubric developed by the Defense Language Institute English Language Center (DLIELC) and prompts developed by the Center for Applied Linguistics (CAL).

2021 EHLS SCHOLARS ENGLISH SPEAKING RESULTS



Speaking Skills: The EHLS curriculum focuses on professional presentation skills, which were evident in the OSAP capstone briefings. As a result, 95% of the Scholars completed the program with English speaking proficiency at or above ILR Level 3, and **17%** completed with speaking proficiency at ILR Level 3+.

2021 EHLS SCHOLARS ENGLISH LISTENING RESULTS



Listening Skills: The abilities of Scholars' receptive skills are measured upon entry and exit of the EHLS program. Over 60% of 2021 EHLS graduates reached ILR Level 3 in listening, which is the highest level measured by the current assessment instrument.²¹

²¹ EHLS Scholars' listening and reading proficiency is assessed using the English Language Proficiency Test (ELPT) with permission from the Defense Language Institute English Language Center.

2021 EHLS SCHOLARS ENGLISH READING RESULTS

Reading Skills: EHLS Scholars' reading scores are all at ILR Level 2+ or 3. For 2021, 88% of the Scholars completed the program with a reading score at ILR Level 3, which is the highest level measured by the current assessment instrument.

2021 EHLS SCHOLARS PROFESSIONAL PERFORMANCE ASSESSMENT

Professional Performance Assessment: Formal "high stakes" language proficiency assessment instruments are valuable tools for monitoring students' language skill development and the effectiveness of a program. However, these instruments do not provide a comprehensive view of the EHLS Scholars' abilities. NSEP, CAL, and Georgetown University have developed a performance-based assessment tool to supplement the English language assessment results and provide a more granular view of EHLS Scholars' abilities to complete professional tasks in writing. This instrument is called the Professional Performance Assessment (PPA).

The PPA was administered to the 2021 cohort at the start and end of the program. The assessment incorporates three workplace communication tasks and measures Scholars' ability to complete them in a professionally and pragmatically appropriate manner. The third task also includes summary writing, which correlates with both the EHLS program curriculum and federal workplace expectations.

The PPS prompts, scoring rubrics and score reports were modified and finalized during the 2020 EHLS program. Therefore, the administration of the PPA for the EHLS 2021 cohort represents the first comparable pre- and post-test scores. The results are expressed in a manner that is distinct from language proficiency results in five bands:

Band I – Emerging Professional Competency

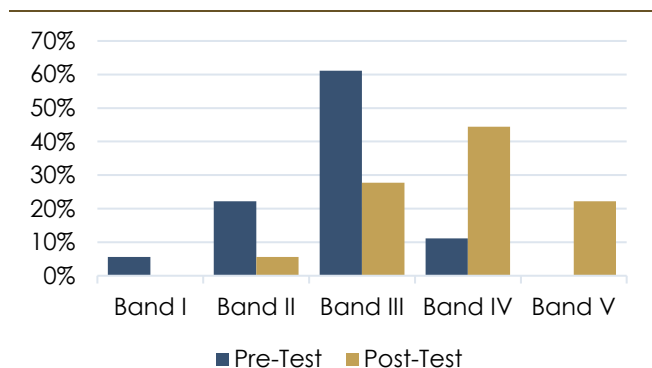
Band II – Developing Professional Competency

Band III – Approaching Professional Competency

Band IV – Expanding Professional Competency

Band V – Advanced Professional Competency

2021 EHLS SCHOLARS PROFESSIONAL PERFORMANCE ASSESSMENT RESULTS



Results from the 2021 administration of the PPA demonstrate two clear bell curves that suggest professional improvement from the pre- to the post-test.

OPEN SOURCE ANALYSIS PROJECT

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

The 2021 EHLS Scholars' OSAP research was based on topics provided by 7 federal organizations: one within the Department of Defense, the Department of Homeland Security/U.S. Citizenship and Immigration Services, the Federal Bureau of Investigation, the Library of Congress/Federal Research Division, the U.S. Army, the U.S. Air Force, and the U.S. Indo-Pacific Command. The research results were presented at the 2021 Virtual OSAP Symposium before an audience of representatives from a large number of federal organizations and related federal contractors from around the country, some of whom are currently seeking to employ these 2021 EHLS Scholars. Videos of the EHLS Scholars' OSAP presentations and their corresponding written reports are posted on Intelink-U (a repository of unclassified information hosted by the Office of the Director of National Intelligence).

EHLS 2022 PROGRAM

Applications for 2022 EHLS scholarships were made available to the public in February 2021, and were due in early July 2021. These applications were then reviewed by a panel of academic experts and federal government officials. Based on selection results, the EHLS class of 2022 will include native speakers of Hindi, Korean, Kurdish, Mandarin Chinese, Persian Farsi, Russian, Tajik, and Vietnamese. The EHLS class of 2022 will begin at Georgetown University School of Continuing Studies in January 2022, and will return to in-person instruction for the first time since March 2020.

A notable change to the admission testing for the EHLS class of 2022 is introduction of the English Listening and Reading Computer-Adapted Test from Language Testing International (LTI L&R CAT) to replace the English Language Proficiency Test (ELPT), which was developed in the early 1990s. The LTI L&R CAT is a rigorously and recently developed instrument that can provide results up to ILR Level 4.

NATIONAL LANGUAGE SERVICE CORPS

The National Language Service Corps (NLSC) is a congressionally authorized Department of Defense program that provides Government agencies with vital language, regional expertise, and cultural (LREC) capabilities. When a critical LREC need arises for the U.S. Government, NLSC volunteers provide support, including translation, interpretation, instruction, and cultural advising. Advised by the National Security Education Board and administered by the Defense Language and National Security Education Office, the NLSC's membership is composed of more than 11,000 highly skilled language professionals with expertise spanning more than 500 languages and dialects. As globally situated U.S. citizens, members are motivated by patriotism to volunteer their skills. Serving across the Federal Government, with touch points at the local and state levels, the NLSC is a flexible, cost-efficient Government-to-Government resource.

Since the program's inception in 2007, the NLSC has exemplified an ethos of continual evolution to serve Government partners' needs. Despite the impact of COVID-19, the NLSC continued to expand and develop throughout Fiscal Year 2021 (FY21), recruiting new members, introducing new innovations, adding more new partners than during any previous year in NLSC history, and aggressively supporting partners virtually and in the field. The NLSC's partners continue to trust in and rely on the program as a comprehensive, agile, and cost-effective service for supporting diverse LREC needs.

Embodying the vision of the Under Secretary of Defense for Personnel and Readiness to support both routine and crisis contingency LREC requirements, the NLSC stepped forward during several prominent national and world events of FY21. Members supported Government partners navigating the U.S. border crisis, Afghan refugee resettlement, and COVID-19, as well as in security cooperation, foreign engagement, and law enforcement activities.

SUSTAINED COVID-19 RESPONSE

Continuing to support partners and ensure the highest level of member readiness for missions during this unprecedented time, the NLSC extended its pandemic-adapted operations throughout FY21. NLSC's successful support to partners, members, and the broader Government LREC community amidst the COVID-19 pandemic demonstrates its agility and adaptability at providing surge support during times of emergency.

The NLSC ensured proper precautions for in-person engagements while delivering numerous virtual services and events. The program:

- Expanded opportunities for virtual Government engagements, meeting multiple partners while maintaining COVID-19 travel restrictions.
- Refined virtual event opportunities, offering 27 regional webinars, including remote simultaneous interpretation training that was completed by over 200 NLSC members.
- Conducted strategic outreach and engagement with prospective members and participated in virtual events with essential organizations, such as the American Translators Association (ATA), the American Council on the Teaching of Foreign Languages (ACTFL), 300th Military Intelligence Brigade (MIB), the Boren Awards, the National Association of Judiciary Interpreters and Translators (NAJIT), and the Foreign Service Institute (FSI).
- Ensured safe language examinations for members by coordinating telephonic Oral Proficiency Interview (OPI) assessments and providing regular updates about Defense Language Proficiency Test (DLPT) closures.
- Maintained updated DoD and CDC-aligned guidance statement about COVID-19 on the NLSC's digital platforms and shared social media content about the pandemic's impact on language and culture.

- Ensured the safety of candidates in the Federal hiring process by working with Government counterparts to place a “COVID-19 hold” on any members who request it.
- Updated mission planning and assessment software to track crisis-related mission metrics and created new key performance indicators to track the number of surge activations and provide maximal NLSC support for crisis contingencies.

MISSION READINESS AND SUPPORT IN 2021

NLSC members provided exceptional support to Government partners in FY21, improving overall readiness, enhancing language learning, and facilitating collaboration with other governments.

ASSISTING THE DEPARTMENT OF HEALTH AND HUMAN SERVICES

In March 2021, the Department of Health and Human Services (HHS) Administration for Children and Families (ACF) called on the NLSC with an urgent, high-profile request. As it took center stage in the Biden administration’s initiatives to accommodate unaccompanied immigrant minors on the border of the United States and Mexico, the ACF needed Spanish interpreters and cultural advisors who could help their staff clearly and correctly communicate the services they would provide.

The NLSC leapt into action, activating 35 members, who provided both onsite and remote interpretation, as well as materials translation and other language services. The ACF praised the support they received, commenting: “At the NLSC, we found a partner that really worked to understand our business requirement. They made our mission their mission. The NLSC members not only provided linguistic support, but they are heroes in the field. They had the heart and the grit that was critical to helping the UCs [unaccompanied children] in our care.”

SUPPORTING OPERATION ALLIES REFUGE

In August 2021, American troops withdrew from Afghanistan, prompting many Afghan allies to seek refuge in the United States. Recognizing a massive impending need for support in Afghan languages, NLSC personnel quickly assessed the bench strength of its membership; alerted members who speak Afghan languages of the need; and began preparing members for future rapid activation by processing their Federal hiring paperwork in advance. As of September 30, 2021, the NLSC has completed one Operation Allies Refuge (OAR) mission, providing Dari and Pashto translation support for HHS ACF; the program has also planned 10 additional OAR missions for the first quarter of FY22.



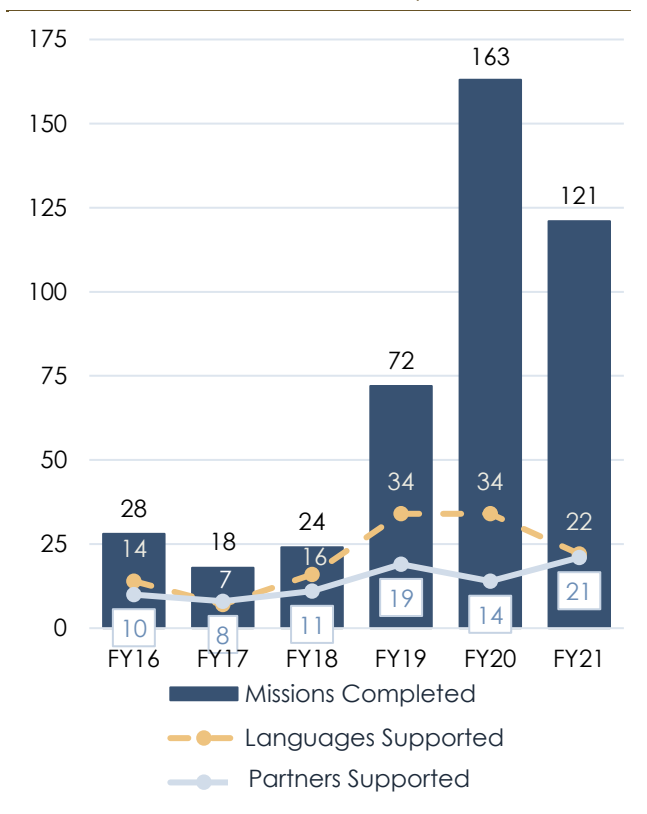
NLSC Members Boo-Yeon Kim and Ann Heath-Huynh at USARPAC, where they interpreted at the Indo-Pacific Armies Chiefs Conference (IPACC), Indo-Pacific Armies Management Seminar (IPAMS), and Senior Enlisted Leader Forum (SELF).

FULFILLING DIVERSE GOVERNMENT LREC NEEDS

Along with the U.S. border and Afghan language missions, the NLSC fulfilled an array of important missions in FY21. These ranged from providing remote language instruction for the Navy’s Center for Information Warfare Training (CIWT) to in-person interpretation for U.S. Army Pacific.

In all, NLSC members completed 121 missions representing 22 languages in FY21. Due to the COVID-19 pandemic, the majority of these missions were virtual, a circumstance enabling increased mission support in FY20 and FY21 compared to previous years. During FY21, NLSC members provided virtual conference interpretation, on-call hotline support, and language instruction for the Bonneville Power Administration (BPA); and Naval Forces Europe (NAVEUR), Naval Forces Africa (NAVAF), and U.S. Air Forces in Europe-Air Forces Africa (USAFE-AFRAFICA). As NLSC members and staff collaborated to extend virtual capabilities in new technological and skill directions while maintaining readiness for face-to-face support, the number of partners supported also grew—due in part to the NLSC securing more Interagency Agreements (IAAs) in FY21 than in previous years. See the chart below for the NLSC's mission support data from FY16 to FY21.

NLSC MISSION SUPPORT, FY16-FY21



PARTNERS SUPPORTED

NLSC partners span 72 Federal agencies; 6 combatant commands; 15 component headquarters, commands, and offices; 9 defense agencies, schools, and training activities; and 18 interagency offices and independent agencies. The program fulfilled mission requests for 32 different partners in FY21, supporting 10 partners for the first time, including HHS ACF, the Consumer Product Safety Commission (CPSC) Office of International Programs (OIP), and United States Indo-Pacific Command (USINDOPACOM). Partners continued to view the NLSC as a flexible, affordable LREC provider with highly capable volunteers, providing repeated feedback commending the expertise and professionalism of NLSC members. See the table below for the types of partnerships created in FY21.

TYPES OF PARTNERSHIPS, FY20–FY21

Types	FY20	FY21	Delta
Interagency Offices and Independent Agencies	9	18	+100%
Combatant Commands	6	6	+/- 0%
Component HQ, Commands, and Offices	9	15	+66%
Defense Agencies, Schools, and Training Activities	10	9	-10%
Total Partner Types	34	48	+37%
Total Federal Agency Partners	61	72	+18%

NLSC MISSIONS BY PRIMARY FUNCTION

The NLSC offers Federal Government partners a suite of broad, deep, and user-defined services across four main pillars:

Interpretation

- Simultaneous
- Consecutive
- Interpretation Skill Set Training

Translation

- Technical Translation
- QA/QC Editing Process
- Classified Document Translation

Instruction

- All Levels of Language Instruction
- Tutoring and Group Sessions
- Phone Instruction

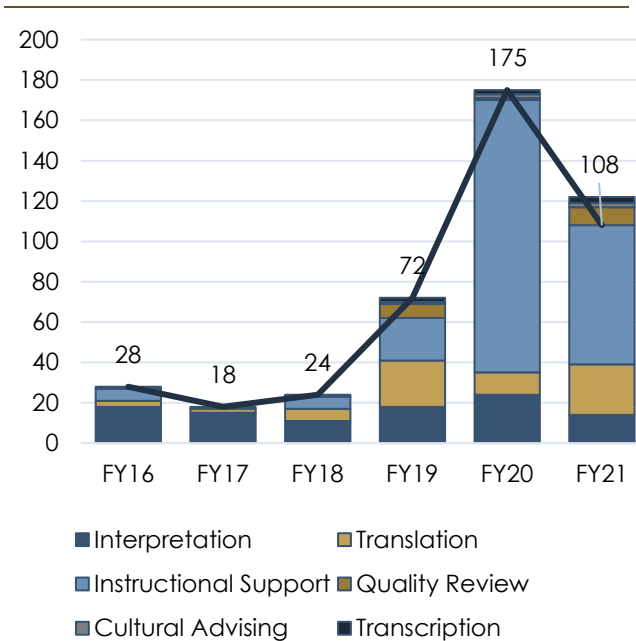
Cultural Support

- Cultural Sensitivity Education
- Cultural Advising
- Document Screening

The Four Main Pillars of NLSC Support

In FY21, the most prominent NLSC mission function involved instructional support due to high demand from the CIWT mission. The next most prominent area of support was translation, a demand driven by missions for the Defense Logistics Agency (DLA), the Department of Justice (DOJ) National Security Division (NSD), and the United States Southern Command (SOUTHCOM). See the chart below for the mission function distribution of NLSC support from FY16 to FY21.

NLSC MISSIONS BY PRIMARY FUNCTION, FY16–FY21



NLSC MEMBER SUPPORT GROWTH

In FY21, the NLSC activated 249 NLSC members, who served over 27,650 labor hours. This represents an 8.5 percent increase from FY20 in the total number of hours members served Government LREC needs. This increase in hours was due to several missions with heavier labor hours required for support as compared to previous years. This circumstance held particularly true for the HHS ACF Spanish interpretation for unaccompanied children at the southern border, the NSD Spanish and Chinese Mandarin translation work, and CIWT language instruction. In many cases, FY21 mission series required our members to work 40 or more hours within a workweek for multiple weeks or

months. This resulted in more hours worked in FY21 even though we had a smaller quantity of individual member activations.

Supporting more partners than in the past with more hours of labor, the NLSC's members ensured the program demonstrated a positive, ever-broadening and -deepening LREC impact on U.S. Government operations. NLSC member Sherry Brooks, for example, has provided Japanese language support to the Naval Education and Training Security Assistance Field Activity (NETSAFA) on 23 missions over the past 6 years, while member Phillip Manithep has served on 8 missions over the past 6 years, supporting the Defense Prisoner of War and Missing in Action Accounting Agency (DPAA) in Thai and Lao. They and other members are consistently requested by name, as partners deeply value their contribution. See the chart below for member activations and expended labor hours in FY16–FY21.

NLSC MEMBER SUPPORT, FY16–FY21

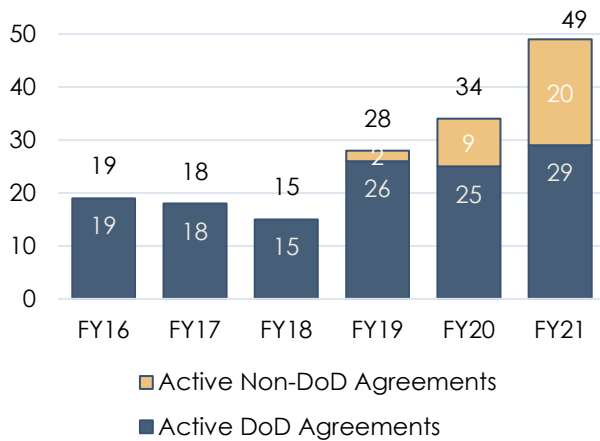


GOVERNMENT PARTNERS

To serve Government agencies, the NLSC establishes formal partnerships through Interagency Agreements (IAAs). After signing 13 new IAAs in FY20, the NLSC welcomed 19 new partners in FY21—the greatest number of new partners the NLSC has ever added in a single year. Just as notable, during FY21, the NLSC was able to ensure that approximately half its new IAAs were with interagency organizations beyond the DoD, propelling the NLSC towards

the strategic goal of supporting LREC requirements throughout the U.S. Government. This expansion in our range of partners provides visibility across the U.S. Government, enabling further NLSC outreach and a greater breadth of services to the Nation. See the chart below for NLSC partner agreements from FY16–FY21.

NLSC PARTNER AGREEMENTS, FY16–FY21



NLSC INNOVATIONS

In FY21, the NLSC introduced several new innovations to enhance operational efficiencies and optimize support of partners and members.

NLSC PRIORITY AND OPERATIONAL LANGUAGE LIST

Since its inception in 2007, the NLSC’s partners have continued to request support in particular languages, while crisis contingencies at home and abroad have highlighted the emerging prominence of others. Because it supports DoD, Interagency, and domestically focused agencies, the critical languages for the NLSC diverge somewhat from those of any single organ of Government. Acknowledging this uniqueness, in late FY21 the NLSC generated a Priority and Operational Language List (POLL). Based on historical, current, and projected partner language requests as well as emerging global trends, the POLL features three tiers. Tier 1 languages account for 10 or more mission requests in FY20 and FY21 with a persistent FY18–19 demand signal. Tier 2 languages correspond to missions in planning, accounting for

contingency needs in particular. Tier 3 languages consider projected partner language needs; conflict, humanitarian, and security assistance trends; and/or identified gaps in the component of NLSC members with Federal hiring appointments. The POLL informs NLSC human capital processes and is updated monthly, informing recruiting and Federal hiring actions in real time, enabling an agile NLSC that is both responsive to the evolving operational picture of our partners, and in dialogue with the DoD and Intelligence Community (IC)’s Strategic Language Lists.

THE THREE TIERS OF THE NLSC PRIORITY AND OPERATIONAL LANGUAGE LIST

NLSC POLL—September 2021	
Tier	Language
Tier 1: Persistent Operational Demand	Arabic
	Chinese-Mandarin
	French
	Japanese
	Korean
	Persian
	Spanish
Tier 2: Current Operational Requirements	Dari
	Pashto
	Indigenous languages: Apache, Choctaw, Inupiaq, Keres, Navajo, Paiute, Yup’ik
	Somali
Tier 3: Projected Operational Requirements	Indigenous languages
	Sign languages
	Haitian-Creole
	Tagalog
	Vietnamese

NLSC FORCE STRUCTURING SYSTEM

Designed to enable more gradual, long-term sculpting of the NLSC’s membership, the NLSC Force Structuring System (NFSS) provides the program with a data analytics-driven capability leveraging qualitative and quantitative information regarding the NLSC membership, historical mission requests, and future partner needs. Seeking to inform the iterative shaping of the Corps in terms of language, domain skills,

and certifications within a resource-constrained environment, the NFSS' outputs in FY21 are helping cultivate a balanced, robust, and adequately sized membership component with Federal hiring appointments that is equipped to meet the Government's long-term language needs through analytically sound personnel decisions.

NLSC ASSETS IN THE LANGUAGE READINESS INDEX

The Language Readiness Index (LRI) is a classified, near real-time tool tracking the global inventory of DoD personnel with language proficiency. The LRI assists DoD users in fulfilling LREC requirements by assessing globally available capabilities. Working closely with LRI administrators in DLNSEO during FY21, the NLSC ensured that its members are now included in the LRI and can be accessed by global DoD users, who can now identify NLSC assets with specific capabilities and availability based on search parameters reflecting mission needs. The LRI also provides users the means to reach out directly to the NLSC to obtain mission support. By employing the LRI to meet LREC requirements, planners now have access to the NLSC's qualified and mission-ready personnel alongside all other DoD assets.

PROJECT GLOBAL OFFICER (PROJECT GO)

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

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

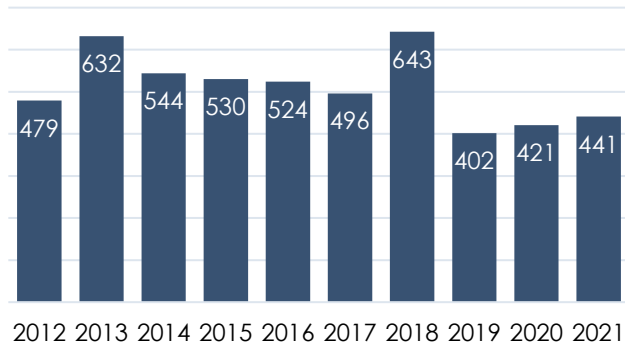
To date, institutions participating in the program have supported critical language study for approximately 6,500 ROTC students nationwide. During the 2020-2021 academic year, 22 institutions hosted Project GO programs serving ROTC students from 187 U.S. campuses. In 2021, 441 ROTC students benefited from language training opportunities through Project GO in 12 languages. With more than 2,250 applications submitted from nearly 1,000 applicants, Project GO's acceptance rate for summer opportunities was 44% for 2021.

The centralized application system utilized by the program allows any interested and eligible ROTC

student nationwide to apply for a Project GO scholarship across the program offerings at Project GO institutions and to choose from multiple language learning opportunities offered domestically and abroad. Each student selects the Project GO-funded institution(s) and language(s) that best fits with his or her academic needs and interests, and then applies to those programs online with the submission of one application.

In 2021, Project GO experienced a decrease in planned enrollment numbers connected to the impacts of COVID-19, including the cancellation of in-person programming at planned overseas locations, with the exception of limited programming in Taiwan. The program also experienced a reduction in domestic in-person programming in favor of online instruction to comply with institutions' COVID mitigation policies. However, the resilience and highly adaptive capabilities of Project GO institutions nationwide allowed for the successful transition of programming to the online environment and, in some cases, conversion of overseas programs into domestic, in-person programs. This transition provided all ROTC students awarded a Project GO scholarship for summer 2021 the opportunity to engage in a fully interactive online version of the program in their target language of choice to which they originally applied. As a result of Project GO's adaptability, a majority of students selected for summer 2021 programming opted to participate in online or domestic programming.

2012 - 2021 PROJECT GO PARTICIPANTS: 10 YEARS OF ANNUAL PARTICIPATION



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

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

- Establishing a minimum proficiency goal of 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.

2021 HIGHLIGHTS

NSEP held an open competition for a new three-year grant cycle (2021-2024) in spring 2021. Emphasis was placed on growing its Chinese and Russian language and culture programming in response to the National Defense Strategy.

Twenty-five institutions of higher learning were selected to receive grant awards for the initial year of the grant cycle, the 2021-2022 program year. These grantees included four new institutions: The University of Florida, which has received a Project GO grant in the past, and three first-time Project GO institutions, George Mason University, the University of Wyoming, and the College of William & Mary.

Due to the COVID-19 global pandemic, NSEP initiated a series of risk analysis/risk mitigation procedures in spring 2021 that ultimately resulted in the cancellation of all overseas travel to destinations other than Taiwan (which was evaluated as safe due to low COVID cases). The Project GO program hosted by Embry Riddle Aeronautical University was able to work creatively with their Taiwan partners to provide an intensive and immersive program experience for 23 ROTC students despite restrictions from increased safety regulations. Subsequent travel restrictions prevented the Project GO programs with later start dates from entering Taiwan.

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

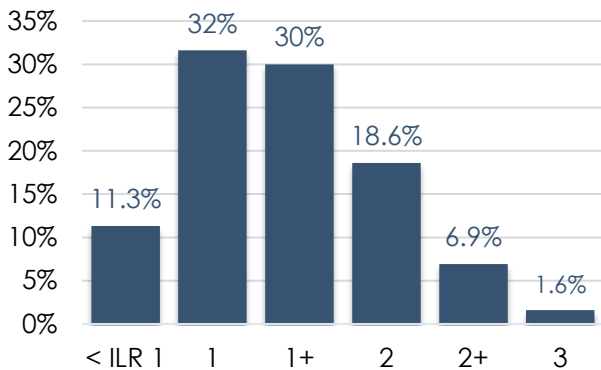
Interest in Project GO scholarship opportunities remained strong in 2021 with 2,257 applications received for Project GO summer 2021 programs. A total of 1,541 applications were received for study abroad programs and 716 applications for domestic programs. As in previous years, the program experienced a high number of students applying to participate in overseas programs. However, as noted, nearly all Project GO overseas programs shifted to either a virtual or domestic model in 2021, in addition to many domestic programs implementing an online learning model.

A number of Project GO alumni choose to apply to Project GO programs to continue their

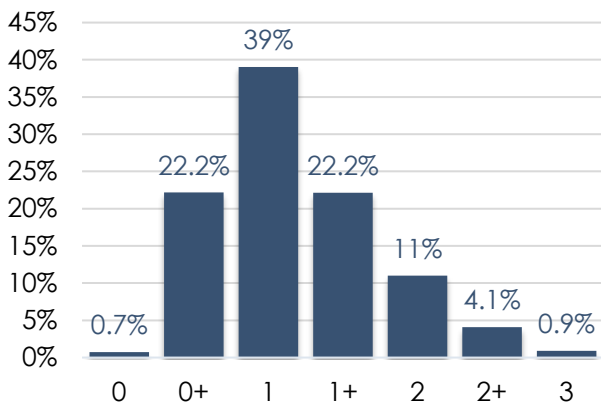
language study. For the 2020-21 program year (including summer 2021), 17.2% of Project GO students were returning participants, who had completed at least one Project GO program in a previous year.

In order to achieve proficiency targets, Project GO actively promotes language training opportunities among ROTC students year-round. Today, Project GO participants are expected to complete, at a minimum, the equivalent of four semesters (12 credits) of the same critical language, including study abroad for eight weeks or longer. Eighty-nine percent of 247 Project GO students who completed four or more semesters of language study met the minimum program proficiency goal of ILR 1 or better in speaking. In 2021, 57% of these students earned a post-program oral proficiency score of ILR 1+ or higher, an increase of six percent from the previous year. The chart below shows the proficiency breakdown.

OPI ACHIEVEMENT WITH FOUR OR MORE SEMESTERS



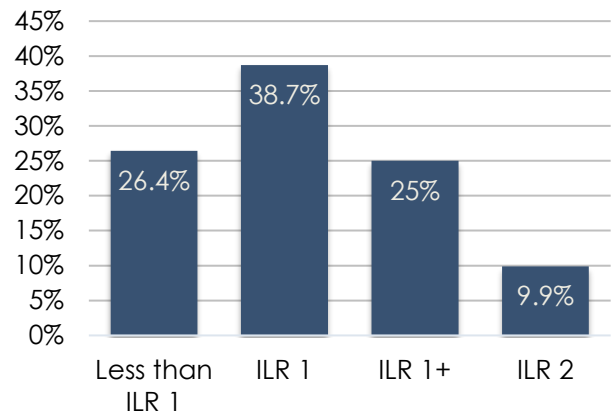
POST-OPI RESULTS FOR ALL PROJECT GO STUDENTS



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, and Russian.

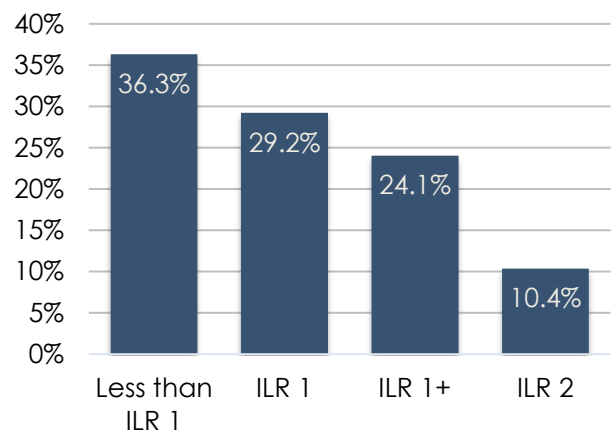
Two hundred and twelve cadets and midshipmen took the exam. The scores for the reading proficiency test indicate that 74% of the students that took the Flagship online test scored ILR 1 or higher, an increase of 11% over the previous year.

PROJECT GO READING PROFICIENCY RESULTS



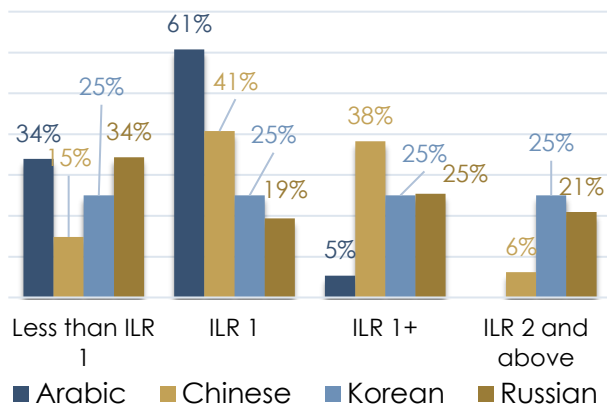
The scores for the listening proficiency test show that more than half (64%) of the students that took the Flagship online test scored ILR 1 or higher. This represents a 10% increase over the previous year.

PROJECT GO LISTENING PROFICIENCY RESULTS

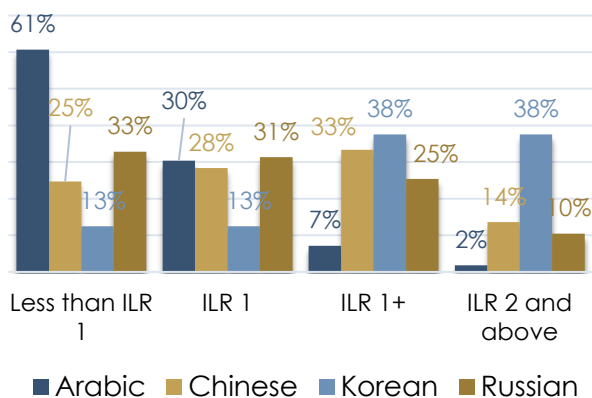


The assessment results indicate differences between the four languages – Arabic, Chinese, Korean, and Russian. Following successful implementation of the Arabic, Chinese, Korean, and Russian tests in previous years, these four languages were tested again this year.

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



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

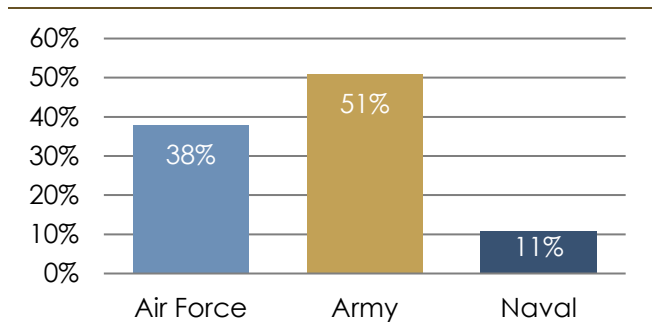


NETWORK OF DOMESTIC AND OVERSEAS LANGUAGE PROGRAMS

During academic year 2020-21, Project GO funded 22 institutions, including the six SMCs, to serve as national resources for critical language instruction. Through these universities, Project GO trained 441 ROTC participants in 12 critical languages. Of these, 51% were Army ROTC

cadets, 38% were Air Force ROTC cadets, and 11% were Naval ROTC midshipmen.

2020 PROJECT GO PARTICIPANTS BY SERVICE



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

Service	2017	2018	2019	2020	2021
Army	253	312	176	208	224
Air Force	171	221	162	177	170
Naval	72	110	64	36	47
TOTAL	496	643	402	421	441

During the 2020-2021 academic year, more than half (56%) of all Project GO ROTC students completed critical language training online, having participated in virtual learning programming due to the COVID-19 pandemic.

PROJECT GO PARTICIPANTS DOMESTIC VS. OVERSEAS

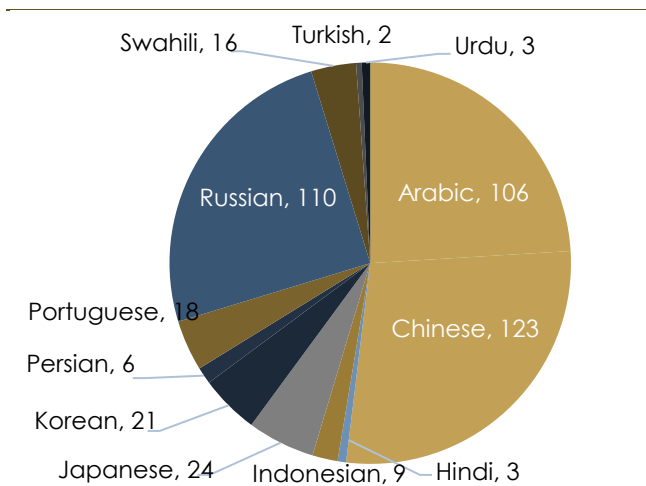
Since 2017, the distribution of Project GO participants undertaking critical language study domestically versus overseas is as follows:

Program	2017	2018	2019	2020	2021
Domestic	152	219	129	0	172
Overseas	344	424	273	0	23
Online	0	0	0	421	246
TOTAL	496	643	402	421	441

ROTC students from 187 different U.S. institutions participated nationwide in Project GO's summer critical language offerings with 28% (124) of participants enrolled at a Project GO-funded institution and the other 72% (317) enrolled at a non-Project GO funded institution during the academic year.

Chinese, Russian, and Arabic continued to be the most popular languages in 2021. Japanese, Korean, and Portuguese language courses also experienced large enrollments. Current planning includes doubling the number of students in Chinese and Russian in the coming years in response to the National Defense Strategy. The next chart illustrates the languages studied by Project GO students in academic year 2020-2021.

2021 PROJECT GO PARTICIPANTS BY LANGUAGE



Since 2017, the distribution of Project GO participants by critical language studied is as follows:

Language	2017	2018	2019	2020	2021
Arabic	121	158	125	109	106
Chinese	141	157	58	85	123
Hindi	13	17	9	8	3
Indonesian	10	10	7	11	9
Japanese	9	20	14	14	24
Korean	21	29	20	19	21
Persian	7	13	7	7	6
Portuguese	7	10	14	20	18
Russian	130	186	116	123	110
Swahili	21	25	24	20	16
Turkish	10	13	3	1	2
Urdu	6	5	5	4	3
Total	496	643	402	421	441

ADVANCED-LEVEL PROJECT GO STUDENTS

In 2021, ten institutions enrolled advanced-level students in their Project GO programs; these students accounted for approximately 8% of the total Project GO student population.

Out of the 35 advanced-level ROTC students participating in Project GO, 74% reached ILR 2 or higher in speaking. Additionally, 90% of the advanced level students tested reached ILR 1+ or higher in reading and 97% in listening.

INTERNATIONALIZING SENIOR MILITARY COLLEGES

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

Project GO's objectives for internationalizing the SMCs include increasing the number of SMC students who study a critical language, particularly overseas. All six of the SMCs—Norwich University, Texas A&M University, The Citadel, University of North Georgia, Virginia Military Institute, and Virginia Polytechnic Institute and State University (VA Tech)—hosted Project GO programs in 2020-2021, and enrolled over 130 students in Arabic, Chinese, Japanese, Korean, and Russian. In 2020-21, 15% of Project GO participants were full-time students at a SMC.

2021 PROJECT GO INSTITUTIONS

	ARABIC	CHINESE	HINDI	INDONESIAN	JAPANESE	KOREAN	PERSIAN	PORTUGUESE	RUSSIAN	SWAHILI	TURKISH	URDU
Arizona State University				X					X			
Embry-Riddle Aeronautical University		X										
George Mason University*		X				X						
Georgia Tech					X	X			X			
Indiana University	X	X							X		X	
James Madison University										X		
Marquette University	X											
North Carolina State University	X											
Norwich University		X										
San Diego State University	X						X	X				
Texas A&M University	X				X				X			
The Citadel		X										
University of Arizona	X											
University of Florida*										X	X	
University of Kansas	X	X			X			X	X			
University of Kentucky	X											
University of Maryland	X						X					
University of Mississippi		X										
University of Montana						X						
University of North Georgia	X	X			X	X			X			
University of Pittsburgh									X			
University of Wisconsin			X	X					X			X
University of Wyoming*	X											
Virginia Military Institute	X	X										
Virginia Tech									X			
William & Mary*		X							X			
TOTAL	12	10	1	2	4	4	2	2	10	2	2	1

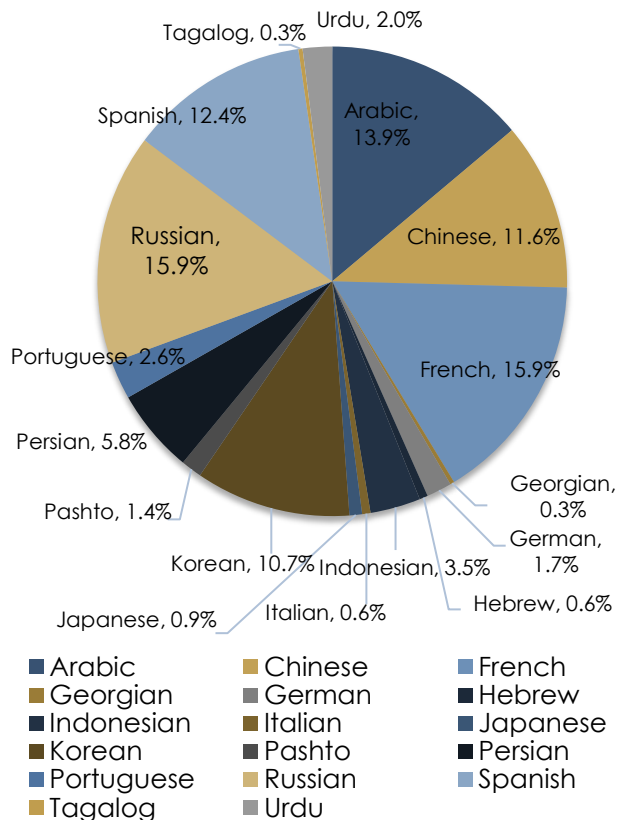
*This institution was selected to be a Project GO institution as part of the 2021 open competition. Program implementation will begin for this institution in Summer 2022.

LANGUAGE TRAINING CENTERS

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

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

2020-2021 LTC LANGUAGE COURSE DISTRIBUTION



Over the past five years, the LTC program has provided funding to a total of 10 higher education institutions that delivered over 1,200 language, regional studies, and culture courses to nearly 7,000 Department of Defense employees,

including Active Duty military, National Guard, Reserve, and civilian personnel. Over 2,600 DoD personnel completed intensive language training, consisting of 120 or more hours of instruction resulting in increased language proficiency.

In 2021, nearly 800 DoD personnel completed intensive language training consisting of 120 or more hours of instruction resulting in increased language proficiency. The LTCs reported that their 2020-2021 students met or exceeded proficiency goals 87% of the time.

The LTCs have expanded their partnerships with the Services, Defense Agencies, Special Operations Forces community, the Reserves, and Army and Air National Guard. Each center has institutional capacity to provide customized training to meet the specific needs of various DoD entities. LTC 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.

2021 HIGHLIGHTS

In 2021, the LTC program trained nearly 1,800 DoD personnel in 17 languages. Additionally, more than 5,200 DoD personnel participated in one-hour Regional Expertise and Culture (REC) professional development sessions during 2020-2021 grant year. The number of partnerships within DoD organizations continued to expand, including collaboration with the Defense Agencies, the National Guard, and the Special Operations Forces community.

Due to the impacts of the ongoing COVID-19 pandemic, NSEP carried its deliberate risk

analysis/risk mitigation regimen from 2020 into 2021 and communicated regularly with all LTCs, providing updated guidance and policies responsive to the rapidly changing environment globally. Based on NSEP guidance, DoD partner requests, and evolving DoD travel and remote work policy guidance, all LTCs continued to engage with their DoD partners to sustain existing online programming or formulate plans for transitioning program delivery back to in-person activity over the course of the year.

In collaboration with the Flagship Language Technology Innovation Center (Tech Center), a class observation project was launched by DLNSEO to observe 12 online class sessions across seven different languages and institutions within the LTC program network. The goal of the observation sessions was to capture strategies and best practices in the use of technology for online language and culture instruction. As part of the project, three instructor focus groups, three student focus groups, and two DoD partner focus groups were engaged in March and April of 2021 to gather feedback on best practices as well as challenges and potential gaps where technology and professional development assistance may be needed. All data was entered into a data analysis software and coded for key themes developed by the Flagship Tech Center, including positive outcomes and challenges. The results of the observation project were shared with the LTC community in June 2021, which included challenges and best practices of online instruction as well as recommendations on professional development.

CALIFORNIA STATE UNIVERSITY, LONG BEACH (CSULB) provided 13-day training for virtual intensive courses and 16-day training for hybrid language mentor courses. A total of eight military linguists completed the French virtual intensive course, 11 in the Spanish, nine in Chinese, eight in Russian, and seven in Arabic. The virtual intensive courses consisted of 80 contact hours per student. CSULB also conducted a language mentoring program with the goal of sustaining language skills for military linguists. The language mentoring programs were offered in Arabic, Chinese, French, Russian, and Spanish. A total of 67 military linguists participated in the language mentoring programs with 11 in Arabic, 11 in Chinese, 17 in French, 14 in Spanish, and 14 in Russian.

CONCORDIA COLLEGE offered a total of 19 virtual courses this academic year in Arabic, Chinese, Farsi, French, Hebrew, Korean, Pashto, Russian and Spanish, serving a total of 156 students. Concordia continued their partnerships with the 300th Military Intelligence (MI) Brigade and the 16th Air Force (previously the 25th Air Force) and were able to demonstrate flexibility to meet last-minute requests for additional trainings. The Concordia LTC team also worked with the Department of World Languages and Cultures at Concordia College to approve a course titled "WLC 370: Global Political, Social, Economic and Environmental Issues in the [language]-Speaking World" to allow LTC participants to earn Concordia College credit.

THE GEORGE WASHINGTON UNIVERSITY (GWU) provided eight specially designed multi-day seminar courses as part of the Foreign Area Officer (FAO) Regional Skill Sustainment Initiative. The six regional and area studies security courses (one each for EUCOM, CENTCOM, AFRICOM, INDOPACOM, and SOUTHCOM, plus an additional seminar for USAF personnel in EUCOM) and two trans-regional security courses (topics: "Strategic Messaging" and "Strategic Futures") delivered to the FAO community provided high-level, up-to-date knowledge relevant to U.S. national policymaking. Seminar curricula included consideration of the interagency process and its impact on issues, the policies of key regional players, the roles and perspectives of third-party influencers, and the culture, communication, and negotiation styles appropriate to the regions being covered. Partnering with the U.S. Navy and the Service FAO Proponent Offices, GWU offered the eight seminar courses to 216 FAOs in 2020-2021 grant year.

INDIANA UNIVERSITY BLOOMINGTON (IU) provided German and Russian sustainment and maintenance as well as Russian initial acquisition for 10th Special Forces Group (SFG); Arabic sustainment and maintenance as well as French initial acquisition for 20th SFG; French sustainment and maintenance as well as French initial acquisition for 3rd SFG; Spanish sustainment and maintenance, Spanish initial acquisition training (IAT), Spanish tutoring, Portuguese sustainment and maintenance, and Portuguese tutoring for 7th SFG; and Chinese, Dari, French, Korean, Pashto, and Urdu sustainment and maintenance as well as Dari IAT for 95th CA. For the Indiana National

Guard, IU provided West Africa Regional Expertise and Regional Training to 13 students and the Slovak Rapport and Culture Course to 29 students. For the V Corps, IU provided three training days for Polish Regional Expertise and Culture to approximately 25 students in the series. Over the program year, IU conducted 113 courses for 496 students. IU delivered five asynchronous modules on Regional Expertise and Culture topics that are hosted on the Special Operations Forces Teletraining System (SOFTS) and piloted a Virtual Reality (VR) Training program with 1st Special Forces Command (A) (SFC) with customized VR language assessment tools.

SAN DIEGO STATE UNIVERSITY (SDSU) provided training for the 1st Marine Expeditionary Force (1st Radio Battalion, 1st Intelligence Battalion, and Advisory Training Branch) at Camp Pendleton, the 55th and 77th Air Force Intelligence Squadrons' Joint Command Language Program at Offutt Air Force Base, and the 2nd Special Warfare Training Group (SWTG) at the US Army JFK Special Warfare Center and School (SWCS) at Fort Bragg. The 2nd SWTG/SWCS partnership was new for 2021. SDSU offered courses in Arabic (including MSA, Iraqi and Levantine), Pashto, Persian-Farsi, French, Korean, Kurdish, Russian, Spanish, Urdu, Indonesian, and Chinese in order to meet the needs of each partner unit. SDSU trainings included short-term iso-immersion courses, introductory pre-deployment courses, and sustainment courses for professional linguists. In sum, 176 service members completed language training through 39 courses conducted by SDSU.

UNIVERSITY OF KANSAS (KU) offered language instruction in Chinese, French, German, Italian, Japanese, Russian, and Spanish to over 170 military personnel through 31 training courses for 10th SFG, Mobility Support Advisor Squadrons, Command and General Staff College, and for new partners: Air Force Culture and Language Centers and U.S. Army Civil Affairs and Psychological Operations Command. KU demonstrated its flexibility and ability to support DoD units by providing an 18-hour Spanish pre-deployment orientation for 478th Civil Affairs Battalion as an extension of the partnership with the U.S. Army Civil Affairs and Psychological Operations Command.

UNIVERSITY OF MONTANA (UM) maintained ongoing partnerships with the U.S. Army 1st SFC, the

1st and 5th SFGs, the 4th Psychological Operations Group, DoD Intelligence Agencies, and the 2nd Special Warfare Training Group at Fort Bragg, NC. UM provided 153 language courses to 374 students in the following languages: Arabic, Chinese, French, Indonesian, Korean, Persian, Russian, and Spanish. Over 90 percent of students assessed met the DoD partner's oral proficiency goals. UM also provided 57 one- to two-hour culture and regional studies seminars to 5,256 students through video teleconferencing.

UNIVERSITY OF UTAH (UU) provided advanced-level language training to the Utah Cryptologic Team, which consists of the 300th Military Intelligence Brigade, the 19th SFG, the Utah National Guard Counter Drug Task Forces, the 169th Intelligence Squadron, and the Utah Regional Operations Center. UU courses are comprised of 120 contact hours over a 15-day session of language instruction to DoD personnel. UU provided instruction in Arabic, French, Persian, Spanish, and Russian and successfully delivered language instruction to 92 DoD personnel across 12 courses. UU continued their partnership with the 169th Intelligence Squadron (Utah Air National Guard) to provide pedagogical training, instruction, and support for members of the 169th's advisory team as they design a language training program that will help language analysts reach and/or exceed the ILR 3/3 proficiency level.

FUTURE OF NSEP

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

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

In 2022, NSEP will enhance its mission through integration of the following efforts:

NSEP IS NOW PART OF DEFENSE SUPPORT SERVICES CENTER

In 2021, DHRA underwent a strategic reorganization process, during which DLNSEO was moved into the new Defense Support Services Center (DSSC) within DHRA. DLNSEO has been actively working with DSSC leadership to ensure excellent customer service and support and to find synergies with other DSSC directorates to strengthen efforts in personnel policy, IT systems, and overall support for DoD enterprise as a whole.

SUPPORT OF THE NATIONAL DEFENSE STRATEGY

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

30 YEARS OF NSEP

2021 marked the 30th anniversary of the National Security Education Program and the Boren Awards Program, both of which were created with the passage of the National Security Education Act of 1991.

LEVERAGING TECHNOLOGY INNOVATION FOR LANGUAGE ACQUISITION AND SUSTAINMENT

NSEP will continue to review and share best practices for online language and culture training for learners and instructors in use in the Language Flagship, Language Training Centers, and Project GO programs. NSEP will incorporate lessons learned in the virtual environment to harness educational technology to improve in-person learning and to extend the reach of NSEP language training and language sustainment. Professional development opportunities for instructors of NSEP programs will feature training on effective use of educational technology in foreign language acquisition.

Looking forward, NSEP will build upon cross-cutting initiatives to improve and leverage educational technology to enhance language teaching and learning with DLIFLC and the Language Flagship Technology Innovation Center at University of Hawaii, Mānoa. The Tech Center will sponsor events and workshops to convene language faculty and instructors, students, tech developers,

and government stakeholders to guide the development of effective language acquisition applications.

INCREASING DIVERSITY AND EXPLORING LONG-TERM PROGRAM IMPACT

NSEP is partnering with the Diversity Management Operations Center (DMOC) within DHRA and meeting with high-ranking university officials at minority-serving institutions to improve diversity within the applicant pool for NSEP programs. NSEP is committed to enhancing outreach efforts to reach program applicants from many different backgrounds, and demonstrating how they can bring their unique talents and perspectives into federal service. Program managers will expand these partnerships in 2022.

In 2021, NSEP launched a federally-funded survey of Boren Program alumni to be conducted by the RAND Corporation which will track Boren alumni careers after completing their Congressionally-mandated service requirement. Through this effort, which will continue throughout 2022, NSEP will be able to capture data on the long-term impacts of programs on participation in federal service, and how the program has developed leaders with LREC expertise. The study will also identify which skills Boren Awards program alumni gained through their overseas studies that have been instrumental to their work in the federal government, and where any programmatic improvements may be implemented.

ENHANCING EFFICIENCY AND SUPPORT FOR SERVICE PLACEMENT

NSEP is working to complete enhancements within the NSEPnet online system, and continues to improve resources to increase the efficiency of the interface for federal hiring managers to post job opportunities and search for job candidates among the Boren awardees, as well as to support the Boren awardees more effectively in their job search process.

NSEP is also partnering more closely with hiring officials from federal organizations which frequently recruit awardees, and plans to schedule several virtual information and engagement sessions to promote career

opportunities within these offices amongst NSEP award recipients. Information gained from the Boren Alumni survey will also inform enhancements to effectively support service placement.

IMPROVING SAFETY AND SECURITY BRIEFINGS FOR PROGRAM PARTICIPANTS

NSEP continually evaluates the outcomes of improved overseas safety and security briefings and protocols implemented as required under Section 1914 of the NSEA. NSEP plans to update briefings with an expansion of cybersecurity awareness and protocols for safety and security in virtual overseas programming. In 2022 NSEP will convene federal partners to review the updated and revised student preparation for overseas study experiences.

EXPANDING PARTNERSHIPS

NSEP will continue to expand opportunities for DoD components to partner with U.S. Institutions of Higher Education to provide high quality instruction for specific language and culture training needs. NSEP plans to launch a targeted program to support training for the National Guard State Partnership program through the Language Training Centers program. NSEP is also working with Service ROTC commands to strengthen recruiting to meet goals for increasing the number of ROTC cadets and midshipmen receiving training in Mandarin Chinese, Russian and other critical languages. NSEP piloted the Chinese Language Flagship Domestic Immersion initiative undertaken with the DLIFLC and is exploring additional avenues for cooperation with DLIFLC in professional training, educational technology use in language training, as well as possible expansion of domestic immersion training models.

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

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

APPENDIX A: LOCATIONS WHERE NSEP AWARD RECIPIENTS FULFILLED SERVICE

Organization	Office	Total by Organization	Total by Agency
African Development Foundation			4
Broadcasting Board of Governors			12
Central Intelligence Agency			118
Commission on Security and Cooperation in Europe			5
Consumer Financial Protection Bureau			2
Corporation for National and Community Service			5
	AmeriCorps NCCC	2	
	Other	3	
Department of Agriculture			40
	Agricultural Marketing Service	3	
	Agricultural Research Service	4	
	Animal and Plant Health Inspection Service	3	
	Economic Research Service	1	
	Food and Nutrition Service	1	
	Food Safety and Inspection Service	2	
	Foreign Agricultural Service	9	
	Forest Service	12	
	National Institute of Food and Agriculture	1	
	Natural Resources Conservation Service	1	
	Office of the Chief Economist	1	
	Other	2	
Department of Commerce			141
	Bureau of Economic Analysis	6	
	Bureau of Industry and Security	5	
	Economics and Statistics Administration	1	
	International Trade Administration	88	
	Minority Business Development Agency	1	
	National Institute of Standards and Technology	2	
	National Oceanic and Atmospheric Administration	14	
	National Telecommunications and Information Administration	1	
	Office of the Secretary	5	
	Other	3	
	U.S. Census Bureau	10	
	U.S. Patent and Trademark Office	5	

Organization	Office	Total by Organization	Total by Agency
Department of Defense			1377
	American Forces Information Service	1	
	Combatant Command	55	
	Counterintelligence Field Activity	2	
	Defense Advanced Research Projects Agency	1	
	Defense Commissary Agency	2	
	Defense Contract Audit Agency	1	
	Defense Contract Management Agency	2	
	Defense Counterintelligence and Security Agency	13	
	Defense Finance and Accounting Service	3	
	Defense Health Agency	1	
	Defense Human Resources Activity	132	
	Defense Information Systems Agency	4	
	Defense Intelligence Agency	146	
	Defense Language Institute	21	
	Defense Logistics Agency	7	
	Defense Security Cooperation Agency	12	
	Defense Security Service	1	
	Defense Special Weapons Agency	1	
	Defense Technical Information Center	2	
	Defense Threat Reduction Agency	12	
	Department of Defense Education Activity	3	
	Joint Chiefs of Staff	2	
	Missile Defense Agency	2	
	National Defense University	87	
	National Geospatial-Intelligence Agency	32	
	National Security Agency	54	
	Office of Economic Adjustment	1	
	Office of Inspector General	1	
	Office of Naval Intelligence	43	
	Office of the Secretary of Defense	55	
	Other	228	
	U.S. Air Force	72	
	U.S. Army	211	
	U.S. Court of Appeals for the Armed Forces	1	
	U.S. Joint Forces Command	1	
	U.S. National Guard	1	
	U.S. Navy and U.S. Marine Corps	141	
	Undisclosed	20	
	Washington Headquarters Services	3	

Organization	Office	Total by Organization	Total by Agency
Department of Education			8
	Office of Elementary and Secondary Education	1	
	Office of the Deputy Secretary	1	
	Office of the Secretary	1	
	Office of the Under Secretary	2	
	Other	3	
Department of Energy			63
	Argonne National Laboratory	1	
	Brookhaven National Laboratory	1	
	Energy Information Administration	2	
	Federal Energy Regulatory Commission	2	
	National Laboratories	28	
	National Nuclear Security Administration	10	
	Office of Environmental Management	1	
	Office of Intelligence and Counterintelligence	4	
	Office of River Protection	1	
	Office of Technology Transitions	1	
	Office of the General Counsel	2	
	Office of the Under Secretary for Science and Energy	2	
	Western Area Power Administration	1	
	Other	7	
Department of Health and Human Services			82
	Administration for Children and Families	7	
	Centers for Disease Control and Prevention	38	
	Centers for Medicare and Medicaid Services	9	
	Food and Drug Administration	3	
	Indian Health Service	2	
	National Institutes of Health	10	
	Office of Global Affairs	1	
	Office of Inspector General	1	
	Office of the Assistant Secretary for Health	2	
	Office of the General Counsel	1	
	Other	8	
Department of Homeland Security			475
	Cybersecurity and Infrastructure Security Agency	1	
	Domestic Nuclear Detection Office	1	
	Federal Emergency Management Agency	71	
	Federal Law Enforcement Training Center	1	
	Management Directorate	3	
	National Protection and Programs Directorate	11	
	Office of Emergency Communications	1	
	Office of Intelligence and Analysis	9	

Organization	Office	Total by Organization	Total by Agency
	Office of Operations Coordination	1	
	Office of Partnership and Engagement	4	
	Office of Strategy, Policy, and Plans	28	
	Office of the Inspector General	1	
	Office of the Secretary	18	
	Other	21	
	The Federal Protective Service	1	
	Transportation Security Administration	25	
	U.S. Citizenship and Immigration Services	220	
	U.S. Coast Guard	2	
	U.S. Customs and Border Protection	47	
	U.S. Immigration and Customs Enforcement	8	
	U.S. Secret Service	1	
Department of Housing and Urban Development			6
	Government National Mortgage Association	1	
	Office of Field Policy and Management	1	
	Office of Housing	2	
	Other	2	
Department of Justice			58
	Antitrust Division	2	
	Bureau of Alcohol, Tobacco, Firearms, and Explosives	1	
	Civil Division	1	
	Civil Rights Division	4	
	Criminal Division	19	
	Drug Enforcement Agency	7	
	Environment and Natural Resources Division	2	
	Executive Office for Immigration Review	5	
	National Security Division	2	
	Office of International Affairs	1	
	Other	5	
	Professional Responsibility Advisory Office	1	
	U.S. Attorneys	4	
	U.S. Immigration and Naturalization Service	3	
	U.S. Marshals Service	1	
Department of Labor			17
	Bureau of International Labor Affairs	7	
	Bureau of Labor Statistics	4	
	Occupational Safety and Health Administration	2	
	Other	1	
	Wage and Hour Division	3	

Organization	Office	Total by Organization	Total by Agency
Department of State			1019
	Bureau of Administration	18	
	Bureau of African Affairs	6	
	Bureau of Arms Control, Verification, and Compliance	1	
	Bureau of Budget and Planning	1	
	Bureau of Conflict and Stabilization Operations	17	
	Bureau of Consular Affairs	65	
	Bureau of Counterterrorism and Countering Violent Extremism	5	
	Bureau of Democracy, Human Rights, and Labor	27	
	Bureau of Diplomatic Security	17	
	Bureau of East Asian and Pacific Affairs	30	
	Bureau of Economic and Business Affairs	5	
	Bureau of Educational and Cultural Affairs	63	
	Bureau of Energy Resources	1	
	Bureau of European and Eurasian Affairs	21	
	Bureau of Human Resources	4	
	Bureau of Information Resource Management	8	
	Bureau of Intelligence and Research	29	
	Bureau of International Information Programs	16	
	Bureau of International Narcotics and Law Enforcement	12	
	Bureau of International Organization Affairs	11	
	Bureau of International Security and Nonproliferation	13	
	Bureau of Near Eastern Affairs	44	
	Bureau of Oceans and International Environmental and Scientific Affairs	9	
	Bureau of Overseas Building Operations	3	
	Bureau of Political-Military Affairs	14	
	Bureau of Population, Refugees, and Migration	17	
	Bureau of Public Affairs	7	
	Bureau of Resource Management	2	
	Bureau of South and Central Asian Affairs	14	
	Bureau of Western Hemisphere Affairs	19	
	Center for Strategic Counterterrorism Communications	1	
	Deputy Secretary of State	1	
	Executive Secretariat	3	
	Foreign Service	315	
	Foreign Service Institute	46	
	Global Engagement Center	3	
	Office of Foreign Missions	2	
	Office of Global Women's Issues	2	
	Office of Policy, Planning, and Resources	1	

Organization	Office	Total by Organization	Total by Agency
	Office of the Chief Economist	1	
	Office of the Coordinator for Reconstruction and Stabilization	1	
	Office of the Director General	2	
	Office of the Legal Advisor	5	
	Office of the Science and Technology Advisor	1	
	Office of the Secretary	2	
	Office of the Special Advisor to the President and Secretary of State for Democracy in the Balkans	1	
	Office of the U.S. Global AIDS Coordinator and Health Diplomacy	4	
	Office of the Under Secretary for Management	1	
	Office of the Under Secretary for Public Diplomacy and Public Affairs	2	
	Office of U.S. Foreign Assistance Resources	2	
	Office to Monitor and Combat Trafficking in Persons	3	
	Other	105	
	Special Envoys and Special Representatives	2	
	Student Internship Program	7	
	U.S. Information Agency	2	
	U.S. Mission to the North Atlantic Treaty Organization	1	
	Under Secretary for Public Diplomacy and Public Affairs	3	
	Undisclosed	1	
Department of the Interior			19
	National Park Service	5	
	Office of Congressional and Legislative Affairs	1	
	Office of Surface Mining Reclamation and Enforcement	1	
	Other	2	
	U.S. Fish and Wildlife Service	3	
	U.S. Geological Survey	7	
Department of Transportation			9
	Bureau of Transportation Statistics	1	
	Federal Highway Administration	1	
	Federal Railroad Administration	1	
	Office of the General Counsel	1	
	Office of the Inspector General	1	
	Office of the Secretary	1	
	Other	2	
	Pipeline and Hazardous Materials Safety Administration	1	
Department of Treasury			50
	Domestic Finance	2	
	Economic Policy	1	

Organization	Office	Total by Organization	Total by Agency
	Financial Crimes Enforcement Network	1	
	General Counsel	1	
	Internal Revenue Service	7	
	International Affairs	9	
	Office of Financial Research	2	
	Office of Financial Stability	1	
	Office of the Comptroller of the Currency	1	
	Other	3	
	Terrorism and Financial Intelligence	21	
	U.S. Mint	1	
Department of Veterans Affairs			54
	Board of Veterans' Appeals	3	
	Office of Operations, Security and Preparedness	1	
	Other	4	
	Veterans Health Administration	46	
Environmental Protection Agency			31
	Environmental Response Team	1	
	Office of Air and Radiation	4	
	Office of Enforcement and Compliance Assurance	2	
	Office of Environmental Information	1	
	Office of Land and Emergency Management	2	
	Office of Research and Development	3	
	Office of Water	4	
	Other	11	
	Region 1 Boston	1	
	Region 4 Atlanta	1	
	Region 9 San Francisco	1	
Equal Employment Opportunity Commission			1
Executive Office of the President of the United States			21
	National Security Council	2	
	Office of Counsel to the President	1	
	Office of Management and Budget	7	
	Office of National Drug Control Policy	1	
	Office of Science and Technology Policy	1	
	Office of the First Lady	1	
	Office of the U.S. Trade Representative	7	
	Other	1	
Export-Import Bank of the U.S.			1
Federal Bureau of Investigation			64
	Criminal, Cyber, Response, and Services Branch	2	
	Directorate of Intelligence	1	

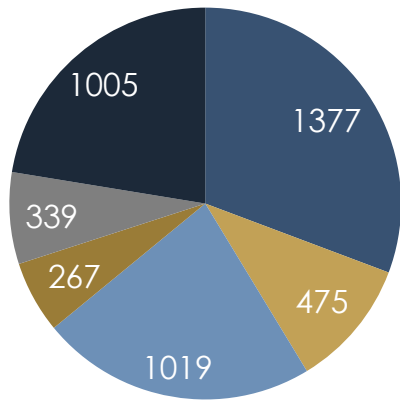
Organization	Office	Total by Organization	Total by Agency
	Field Office	11	
	Human Resources Branch	1	
	Intelligence Branch	18	
	National Security Branch	7	
	National Virtual Translation Center	7	
	Other	17	
Federal Communications Commission			2
Federal Energy Regulatory Commission			1
Federal Executive Boards			1
Federal Reserve			14
	Board of Governors	1	
	Division of International Finance	2	
	Division of Monetary Affairs	1	
	Division of Research and Statistics	2	
	Division of Supervision and Regulation	1	
	Federal Reserve Banks	6	
	Other	1	
General Services Administration			4
Intelligence Community			85
Inter-American Foundation			1
Judiciary			39
	U.S. Court of Appeals	5	
	U.S. Court of International Trade	1	
	U.S. District Courts	33	
Legal Services Corporation			1
Library of Congress			10
	Congressional Research Service	3	
	Federal Research Division	1	
	Library Services	2	
	Main Library	1	
	Other	1	
	U.S. Copyright Office	1	
	World Digital Library	1	
Millennium Challenge Corporation			10
National Aeronautics and Space Administration			27
	Centers and Facilities	10	
	Mission Support Directorate	1	
	Office of International and Interagency Relations	10	
	Office of the Chief Counsel	1	
	Other	5	
National Archives and Records Administration			2
National Science Foundation			7
Office of Personnel Management			8
Office of the Director of National Intelligence			24

Organization	Office	Total by Organization	Total by Agency
	National Counterintelligence and Security Center	4	
	National Counterterrorism Center	6	
	National Intelligence Council	1	
	Office of the Chief Human Capital Officer	1	
	Undisclosed	12	
	Overseas Private Investment Corporation		7
	Peace Corps		77
	Securities and Exchange Commission		2
	Small Business Administration		6
	Smithsonian Institution		11
	Social Security Administration		8
	U.S. Agency for Global Media		3
	U.S. Agency for International Development		339
	Bureau for Africa	16	
	Bureau for Asia	7	
	Bureau for Asia and the Near East	3	
	Bureau for Democracy, Conflict, and Humanitarian Assistance	26	
	Bureau for Economic Growth, Education, and Environment	13	
	Bureau for Europe and Eurasia	7	
	Bureau for Food Security	9	
	Bureau for Foreign Assistance	2	
	Bureau for Global Health	15	
	Bureau for Humanitarian Assistance	1	
	Bureau for Latin America and the Caribbean	1	
	Bureau for Legislative and Public Affairs	4	
	Bureau for Management	6	
	Bureau for Policy, Planning, and Learning	5	
	Bureau for the Middle East	9	
	Independent Offices	7	
	Other	205	
	U.S. Global Development Lab	3	
	U.S. Capitol Police		1
	U.S. Commission on International Religious Freedom		2
	U.S. Congress		86
	Congressional-Executive Commission on China	1	
	U.S. House of Representatives	38	
	U.S. Senate	44	
	U.S.-China Economic and Security Review Commission	3	
	U.S. Government Accountability Office		3
	U.S. Holocaust Memorial Museum		1
	U.S. Institute of Peace		6
	U.S. International Trade Commission		3
	U.S. Merit Systems Protection Board		1

Organization	Office	Total by Organization	Total by Agency
U.S. Postal Service			2
U.S. Trade and Development Agency			6
		TOTAL	4,482

APPENDIX B: FEDERAL SERVICE HIGHLIGHTS

1995-2021 ALL FEDERAL SERVICE PLACEMENTS



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

TOP DEPARTMENT OF DEFENSE AND INTELLIGENCE COMMUNITY ORGANIZATIONS

Department	Bureau/Org	Number
Department of Defense	U.S. Army	211
Department of Defense	Defense Intelligence Agency	146
Department of Defense	U.S. Navy and U.S. Marine Corps	141
Department of Defense	Defense Human Resources Activity	132
Department of Defense	National Defense University	87
Intelligence Community	Undisclosed	85
Department of Defense	U.S. Air Force	72
Department of Defense	Combatant Commands	55
Department of Defense	Office of the Secretary	55
Department of Defense	National Security Agency	54
Department of Defense	Office of Naval Intelligence	43

TOP DEPARTMENT OF STATE BUREAUS

Bureau	Number
Foreign Service	315
Bureau of Consular Affairs	65
Bureau of Educational and Cultural Affairs	63
Foreign Service Institute	46
Bureau of East Asian and Pacific Affairs	30

TOP DEPARTMENT OF HOMELAND SECURITY COMPONENTS

Component	Number
U.S. Citizenship and Immigration Services	220
Federal Emergency Management Agency	71
U.S. Customs and Border Protection	47
Office of Strategy, Policy, and Plans	28
Transportation Security Administration	25

OTHER TOP DEPARTMENTS AND BUREAUS

Department	Bureau	Number
Department of Commerce	International Trade Administration	88
Peace Corps	Overseas Post	66
Department of Veterans Affairs	Veterans Health Administration	46
U.S. Congress	U.S. Senate	44
Department of Health and Human Services	Centers for Disease Control and Prevention	38
U.S. Congress	U.S. House of Representatives	38
Judiciary	U.S. District Courts	33
Department of Energy	National Laboratories	28
Department of Justice	Criminal Division	19

APPENDIX C: FEDERAL NATIONAL SECURITY ORGANIZATIONS

Department of Defense²²

- All departments, agencies, commands, and activities

Department of State

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

Department of Homeland Security

- All agencies and offices

Intelligence Community

- All agencies and offices

Department of Commerce

- Bureau of Industry and Security
- International Trade Administration

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

Department of Transportation

- Federal Motor Carrier Safety Administration

Department of the Treasury

- Office of Foreign Assets Control
- Office of International Affairs

Department of Veterans Affairs

Environmental Protection Agency

Executive Office of the President

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

National Aeronautics and Space Administration

- Office of International and Interagency Relations

Independent Agencies

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

United States Congress

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

Senate

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

²² The key national security organizations recognized as priority hiring for the NSEP service requirement are in bold

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 D: 2021 BOREN SCHOLARS

Destination	Language	Institution	Major	Home State
Armenia	Armenian	University of Chicago	Area Studies	IL
Azerbaijan	Turkish	Wheaton College, Massachusetts	International Affairs	KS
Azerbaijan	Turkish	Rhodes College	Political Science	MO
Azerbaijan	Turkish	University of Iowa	International Affairs	IA
Azerbaijan	Turkish	Swarthmore College	International Affairs	PA
Azerbaijan	Turkish	Arizona State University - Tempe	Political Science	AZ
Azerbaijan	Turkish	American University	International Affairs	FL
Azerbaijan	Turkish	Seton Hall University	International Affairs	CA
Azerbaijan	Turkish	Florida State University	International Affairs	FL
Brazil	Portuguese	University of Georgia	International Affairs	GA
Brazil	Portuguese	Mississippi State University	Economics	MS
Brazil	Portuguese	Marymount Manhattan College	Economics	CA
Brazil	Portuguese	University of Georgia	International Affairs	GA
Brazil	Portuguese	Claremont McKenna College	History	TX
Brazil	Portuguese	Virginia Commonwealth University	Communications and Journalism	VA
Brazil	Portuguese	University of Georgia	Linguistics	GA
Brazil	Portuguese	Florida International University	International Affairs	IL
Brazil	Portuguese	University of Georgia	International Affairs	GA
Brazil	Portuguese	Allegheny College	International Affairs	OR
Brazil	Portuguese	University of Georgia	Anthropology	GA
Brazil	Portuguese	Colorado State University	International Affairs	CO
Estonia	Russian	University of Louisville	Political Science	KY
Ghana	Twi	University of Maryland, Baltimore County	Public Health	MD
India	Urdu	Wellesley College	Political Science	CA
India	Urdu	Wellesley College	Psychology	N/A
India	Hindi	Saint Lawrence University	International Affairs	NY
Indonesia	Indonesian	University of Cincinnati	International Affairs	MA
Indonesia	Indonesian	Temple University	Communications and Journalism	PA
Indonesia	Indonesian	Arizona State University - Tempe	Engineering	AZ
Indonesia	Indonesian	University of Maryland, Baltimore County	Environmental Studies	MD
Indonesia	Indonesian	George Mason University	International Development	VA
Indonesia	Indonesian	Baylor University	Economics	CA
Indonesia	Indonesian	Princeton University	Linguistics	GA
Japan	Japanese	University of South Florida	International Affairs	FL
Japan	Japanese	Boston College	International Affairs	PA

Destination	Language	Institution	Major	Home State
Japan	Japanese	University of North Georgia	Political Science	GA
Japan	Japanese	University of Nebraska-Lincoln	Area Studies	NE
Japan	Japanese	University of North Georgia	Area Studies	GA
Japan	Japanese	University of Vermont	Agricultural and Food Sciences	VT
Japan	Japanese	Western Kentucky University	International Affairs	KY
Japan	Japanese	University of Chicago	Biology	GA
Jordan	Arabic	Stanford University	Environmental Studies	MI
Jordan	Arabic	Harvard University	Public Health	PA
Jordan	Arabic	University of Cincinnati	Medical Sciences	OH
Jordan	Arabic	Washington and Lee University	Political Science	AR
Jordan	Arabic	University of Chicago	Biology	NY
Jordan	Arabic	Florida State University	Area Studies	FL
Jordan	Arabic	Colgate University	International Affairs	FL
Jordan	Arabic	Duke University	Area Studies	NC
Jordan	Arabic	Rhodes College	History	AL
Jordan	Arabic	Lehman College, CUNY	Social Work	NY
Jordan	Arabic	Arizona State University - Tempe	Political Science	TX
Jordan	Arabic	University of Southern California	Area Studies	PA
Jordan	Arabic	Claremont McKenna College	Area Studies	CA
Jordan	Arabic	George Washington University	Public Health	WI
Jordan	Arabic	The City College of New York, CUNY	Engineering	NY
Jordan	Arabic	Indiana University, Bloomington	International Affairs	IN
Jordan	Arabic	University of Colorado Boulder	Languages	NE
Jordan	Arabic	DePaul University	International Affairs	IL
Jordan	Arabic	George Washington University	International Affairs	DC
Kazakhstan	Russian	Carleton College	Philosophy	OH
Kazakhstan	Russian	Portland State University	Languages	AK
Kazakhstan	Russian	Bryn Mawr College	Languages	NJ
Kazakhstan	Russian	Indiana University, Bloomington	Political Science	IN
Kazakhstan	Russian	University of California, Los Angeles	Political Science	CA
Kazakhstan	Russian	University of North Carolina at Chapel Hill	International Affairs	NC
Kazakhstan	Russian	University of North Carolina at Chapel Hill	Economics	NC
Kazakhstan	Russian	University of Georgia	International Affairs	GA
Kazakhstan	Russian	Bryn Mawr College	Biology	PA
Kazakhstan	Russian	Bucknell University	Literature	PA
Kyrgyzstan	Russian	University of Delaware	Languages	CT
Kyrgyzstan	Russian	University of Tennessee, Knoxville	Mathematics	TN
Latvia	Russian	Bucknell University	Languages	PA
Morocco	Arabic	Brigham Young University	Area Studies	CO

Destination	Language	Institution	Major	Home State
Morocco	Arabic	University of Texas at Austin	International Affairs	TX
Morocco	Arabic	Brigham Young University	Area Studies	UT
Morocco	Arabic	University of Mississippi	Languages	MS
Morocco	Arabic	University of Mississippi	International Affairs	MS
Morocco	Arabic	Brigham Young University	International Affairs	UT
Morocco	Arabic	University of Washington	Political Science	WA
Morocco	Arabic	University of Texas at Austin	Biology	TX
Morocco	Arabic	James Madison University	International Affairs	NJ
Morocco	Arabic	Indiana University, Bloomington	Anthropology	OH
Morocco	Arabic	University of Mississippi	International Affairs	NM
Morocco	Arabic	University of Oklahoma	International Affairs	WI
Oman	Arabic	University of Notre Dame	Chemistry	PA
Senegal	French	University of Chicago	History	CT
Senegal	French	Whitworth University	International Affairs	WA
Senegal	French	Carthage College	Economics	WI
Senegal	French	Bryn Mawr College	Political Science	TX
Senegal	French	George Washington University	International Affairs	PA
Senegal	Wolof	Bryn Mawr College	Public Health	TX
Senegal	French	University at Buffalo, The State University of New York	International Affairs	NY
Senegal	French	University of Cincinnati	Mathematics	OH
Senegal	French	George Mason University	International Affairs	VA
Senegal	French	University of Nebraska-Lincoln	International Affairs	IL
Senegal	French	Temple University	International Affairs	PA
Senegal	French	University of Illinois at Urbana-Champaign	International Affairs	OR
Senegal	Wolof	Bryn Mawr College	Languages	CA
South Africa	Zulu	Virginia Commonwealth University	Psychology	VA
South Korea	Korean	Georgia State University	Economics	GA
South Korea	Korean	Florida International University	Engineering	FL
South Korea	Korean	Southern New Hampshire University	Business	NH
South Korea	Korean	Salisbury University	Computer and Info Sciences	MD
South Korea	Korean	University of Cincinnati	Cybersecurity	OH
South Korea	Korean	Stanford University	Area Studies	FL
Taiwan	Mandarin	University of Chicago	Public Administration	IL
Taiwan	Mandarin	University of Maryland, College Park	Business	MD
Taiwan	Mandarin	University of Nevada--Reno	International Affairs	NV
Taiwan	Mandarin	Hunter College, The City University of New York	Languages	NY
Taiwan	Mandarin	University of Rhode Island	International Affairs	RI
Taiwan	Mandarin	James Madison University	Area Studies	NJ

Destination	Language	Institution	Major	Home State
Taiwan	Mandarin	University of North Dakota	Political Science	IL
Taiwan	Mandarin	Indiana University, Bloomington	Biology	MO
Taiwan	Mandarin	Brigham Young University	Mathematics	UT
Taiwan	Mandarin	Hunter College, The City University of New York	English	NY
Taiwan	Mandarin	University of Rhode Island	International Affairs	RI
Taiwan	Mandarin	University of Chicago	Social Sciences	IL
Taiwan	Mandarin	Florida State University	International Affairs	FL
Taiwan	Mandarin	University of Richmond	Political Science	VA
Taiwan	Mandarin	Florida Southern College	Political Science	FL
Taiwan	Mandarin	University of Hawaii, Mānoa	Languages	VA
Taiwan	Mandarin	University of Pennsylvania	Nursing	DC
Taiwan	Mandarin	Arizona State University - Tempe	Languages	IA
Taiwan	Mandarin	Virginia Commonwealth University	Economics	VA
Taiwan	Mandarin	Rochester Institute of Technology	Languages	VA
Taiwan	Mandarin	George Washington University	International Affairs	FL
Taiwan	Mandarin	Seattle University	International Affairs	VA
Taiwan	Mandarin	University of Chicago	Biology	IL
Taiwan	Mandarin	University of Southern California	Engineering	CA
Taiwan	Mandarin	University of Texas at Austin	International Affairs	TX
Taiwan	Mandarin	University of Alabama, Tuscaloosa	International Affairs	AL
Taiwan	Mandarin	Rutgers, The State University of New Jersey	Linguistics	NJ
Tajikistan	Persian	University of Maryland, College Park	Computer and Info Sciences	MD
Tanzania	Swahili	University of Mississippi	International Affairs	MS
Tanzania	Swahili	University of Chicago	International Affairs	CO
Tanzania	Swahili	University of Chicago	Political Science	IN
Tanzania	Swahili	Mercer University	International Affairs	GA
Tanzania	Swahili	University of Pittsburgh	Computer and Info Sciences	PA
Tanzania	Swahili	Embry-Riddle Aeronautical University	International Affairs	WI
Tanzania	Swahili	University of Massachusetts, Amherst	Public Health	MA
Tanzania	Swahili	Central Michigan University	Political Science	MI
Tanzania	Swahili	University of Central Florida	Political Science	FL
Tanzania	Swahili	University of Florida	Political Science	FL
Thailand	Thai	University of California, Berkeley	Environmental Studies	CA
Ukraine	Russian	Ohio State University	International Affairs	NC
Ukraine	Russian	Central Washington University	Languages	WA
Ukraine	Russian	University of Kansas	Languages	OK
Ukraine	Russian	George Washington University	International Affairs	OH
Ukraine	Russian	University of Kansas	Engineering	KS

Destination	Language	Institution	Major	Home State
Ukraine	Russian	Baylor University	Chemistry	LA
United Arab Emirates	Arabic	Rhodes College	Political Science	TN
USA	Mandarin	University of North Georgia	Languages	GA
USA	Mandarin	University of Minnesota, Twin Cities	Linguistics	TN
USA	Mandarin	University of Minnesota, Twin Cities	Linguistics	MN
USA	Mandarin	Indiana University, Bloomington	Languages	MD
USA	Mandarin	University of North Georgia	Languages	NC
USA	Mandarin	University of Oregon	Economics	OR

APPENDIX E: 2021 BOREN FELLOWS

Destination	Language	Institution	Major	Home State
Azerbaijan	Turkish	University of Kentucky	International Affairs	KY
Azerbaijan	Turkish	North Carolina State University	International Affairs	NC
Azerbaijan	Turkish	New York University	Area Studies	MD
Azerbaijan	Turkish	Pennsylvania State University	International Affairs	MN
Azerbaijan	Turkish	University of Rhode Island	International Affairs	RI
Belarus	Russian	University of Maine	International Affairs	ME
Bosnia& Herzegovina	Bosnian	University of Chicago	International Affairs	IL
Brazil	Portuguese	University of Texas at Austin	Political Science	CO
Brazil	Portuguese	Texas State University-San Marcos	International Affairs	TX
Brazil	Portuguese	University of Denver	International Development	NY
Brazil	Portuguese	University of Chicago	Political Science	IL
Brazil	Portuguese	University of Denver	International Affairs	SC
Brazil	Portuguese	New York University	Public Administration	TX
Brazil	Portuguese	Tulane University	Political Science	OK
Cambodia	Khmer	University of Chicago	Anthropology	FL
Croatia	Croatian	American University	Business	DC
Czech Republic	Czech	George Washington University	Area Studies	TX
Georgia	Georgian	University of Chicago	Anthropology	MI
Ghana	Twi	East Carolina University	Public Health	GA
Ghana	Twi	American University	International Development	NY
Hungary	Hungarian	Iowa State University of Science and Technology	Political Science	IA
India	Urdu	Johns Hopkins University	International Affairs	OK
Indonesia	Indonesian	American University	Economics	DC
Indonesia	Indonesian	Johns Hopkins University	International Affairs	AL
Indonesia	Indonesian	Oklahoma State University	Agricultural and Food Sciences	OK
Indonesia	Indonesian	University of Wisconsin-Madison	Area Studies	NC
Indonesia	Indonesian	Colorado State University	Environmental Studies	MI
Indonesia	Indonesian	Tufts University	International Affairs	MA
Israel	Arabic	San Diego State University	International Affairs	CA
Japan	Japanese	George Mason University	Public Health	VA
Japan	Japanese	University of Michigan-Ann Arbor	International Affairs	CA
Japan	Japanese	Johns Hopkins University	International Affairs	DC
Japan	Japanese	Purdue University	Engineering	TN
Japan	Japanese	University of Maryland, Eastern Shore	Environmental Studies	MD
Japan	Japanese	George Washington University	International Affairs	SC
Jordan	Arabic	John Jay College of Criminal Justice, CUNY	Criminal Justice	NY

Destination	Language	Institution	Major	Home State
Jordan	Arabic	George Washington University	International Affairs	IL
Jordan	Arabic	University of Iowa	Law	IA
Jordan	Arabic	Florida International University	International Affairs	FL
Jordan	Arabic	Iowa State University of Science and Technology	Linguistics	CA
Jordan	Arabic	Brandeis University	Anthropology	MA
Jordan	Arabic	American University	Languages	OH
Jordan	Arabic	George Washington University	International Affairs	VA
Jordan	Arabic	California University of Pennsylvania	Languages	NY
Jordan	Arabic	Boston University	Anthropology	MA
Jordan	Arabic	Syracuse University	International Affairs	TX
Jordan	Arabic	Kennesaw State University	International Affairs	CO
Jordan	Arabic	Georgetown University	Area Studies	IL
Jordan	Arabic	University of Chicago	International Affairs	IL
Jordan	Arabic	Johns Hopkins University	Psychology	IA
Jordan	Arabic	American University	International Affairs	GA
Jordan	Arabic	Covenant College	International Affairs	GA
Kazakhstan	Kazakh	University of Chicago	History	IL
Kazakhstan	Russian	University of North Georgia	Languages	GA
Kazakhstan	Kazakh	American University	International Affairs	SC
Morocco	Berber	Syracuse University	International Affairs	KS
Morocco	Arabic	State University of New York, Potsdam	International Affairs	NY
Morocco	Arabic	Rice University	International Affairs	CO
Mozambique	Portuguese	American University	Political Science	FL
Peru	Spanish	University of California, Davis	History	CA
Senegal	Wolof	University of Missouri-Columbia	Agricultural and Food Sciences	VA
Senegal	French	Virginia Commonwealth University	International Affairs	VA
Senegal	French	American University	International Affairs	DC
Senegal	French	University of Utah	Education	MO
South Africa	Xhosa	University of Michigan-Ann Arbor	Law	IA
South Africa	Zulu	University of California, Santa Barbara	History	CA
South Korea	Korean	University of Utah	Biology	FL
South Korea	Korean	Vanderbilt University	Education	KY
South Korea	Korean	Columbia University	Political Science	NC
South Korea	Korean	University of Michigan-Ann Arbor	English	MI
Taiwan	Mandarin	Johns Hopkins University	English	FL
Taiwan	Mandarin	Georgetown University	International Affairs	AR
Taiwan	Mandarin	University of Maryland, College Park	Education	MD
Taiwan	Mandarin	George Washington University	Area Studies	NH
Taiwan	Mandarin	Johns Hopkins University	Languages	FL
Taiwan	Mandarin	University of Chicago	International Affairs	NJ
Taiwan	Mandarin	American University	International Affairs	FL
Taiwan	Mandarin	University of California, San Diego	Philosophy	NC
Taiwan	Mandarin	Johns Hopkins University	Languages	UT

Destination	Language	Institution	Major	Home State
Taiwan	Mandarin	New York University	International Affairs	KY
Taiwan	Mandarin	Georgetown University	International Affairs	TN
Taiwan	Mandarin	University of Denver	International Affairs	RI
Taiwan	Mandarin	Syracuse University	Business	HI
Taiwan	Mandarin	American University	International Affairs	IL
Taiwan	Mandarin	University of Denver	Cybersecurity	CO
Taiwan	Mandarin	Georgetown University	Political Science	MA
Taiwan	Mandarin	Georgetown University	International Affairs	DC
Tajikistan	Persian	Syracuse University	Political Science	NY
Tanzania	Swahili	University of Denver	International Affairs	CO
Tanzania	Swahili	University of Massachusetts, Amherst	Education	MA
Tanzania	Swahili	University of California, San Diego	Public Administration	CA
Tanzania	Swahili	University of Washington	International Affairs	PA
Tanzania	Swahili	University of Montana--Missoula	Communications and Journalism	MT
Thailand	Thai	University of Denver	International Affairs	CO
Ukraine	Ukrainian	Ohio State University	History	NJ
Ukraine	Ukrainian	Tufts University	International Affairs	PA
Ukraine	Russian	Arizona State University - Downtown Phoenix	Public Administration	AZ
Ukraine	Russian	Georgetown University	International Affairs	MD
Ukraine	Russian	Indiana University, Bloomington	Area Studies	WI
Vietnam	Vietnamese	University of Michigan--Ann Arbor	Public Health	MI

APPENDIX F: 2021 BOREN SCHOLARS AND FELLOWS STUDY DESTINATIONS

Destination	Boren Scholars	Boren Fellows	Total
Armenia	1	0	1
Azerbaijan	8	5	13
Belarus	0	1	1
Bosnia & Herzegovina	0	1	1
Brazil	12	7	19
Cambodia	0	1	1
Croatia	0	1	1
Czech Republic	0	1	1
Estonia	1	0	1
Georgia	0	1	1
Ghana	1	2	3
Hungary	0	1	1
India	3	1	4
Indonesia	7	6	13
Israel	0	1	1
Japan	8	6	14
Jordan	19	17	36
Kazakhstan	10	3	13
Kyrgyzstan	2	0	2
Latvia	1	0	1
Morocco	12	3	15
Mozambique	0	1	1
Oman	1	0	1
Peru	0	1	1
Senegal	13	4	17
South Africa	1	2	3
South Korea	6	4	10
Taiwan	27	17	44
Tajikistan	1	1	2
Tanzania	10	5	15
Thailand	1	1	2
Ukraine	6	5	11
United Arab Emirates	1	0	1
USA	6	0	6
Vietnam	0	1	1
Total	158	100	258

APPENDIX G: 2021 BOREN SCHOLARS AND FELLOWS LANGUAGES OF STUDY

Languages	Boren Scholars	Boren Fellows	Total
Arabic	33	20	53
Armenian	1	0	1
Berber	0	1	1
Bosnian	0	1	1
Croatian	0	1	1
Czech	0	1	1
French	11	3	14
Georgian	0	1	1
Hindi	1	0	1
Hungarian	0	1	1
Indonesian	7	6	13
Japanese	8	6	14
Kazakh	0	2	2
Khmer	0	1	1
Korean	6	4	10
Mandarin	33	17	50
Persian	1	1	2
Portuguese	12	8	20
Russian	20	5	25
Spanish	0	1	1
Swahili	10	5	15
Thai	1	1	2
Turkish	8	5	13
Twi	1	2	3
Ukrainian	0	2	2
Urdu	2	1	3
Vietnamese	0	1	1
Wolof	2	1	3
Xhosa	0	1	1
Zulu	1	1	2
TOTAL	158	100	258

APPENDIX H: BOREN AWARDS MAJORS

Area and Language Studies

- Area Studies
- English
- Languages
- Linguistics

Business

International Studies

- International Affairs
- International Development

Social Sciences

- Anthropology
- Economics
- Environmental Studies
- History
- Political Science
- Psychology
- Public Administration
- Public Health
- Social Sciences (general)
- Social Work

STEM Fields

- Agricultural and Food Sciences
- Biology
- Chemistry
- Computer and Info Sciences
- Cybersecurity
- Engineering
- Mathematics
- Medical Sciences
- Nursing

Other

- Communications and Journalism
- Criminal Justice
- Education
- Law
- Literature
- Philosophy

APPENDIX I: LANGUAGE PROFICIENCY SCALES

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

ILR RATING	ILR PROFICIENCY DESCRIPTION
0	<i>No Proficiency:</i> Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability.
0+	<i>Memorized Proficiency:</i> 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	<i>Elementary Proficiency:</i> 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+	<i>Elementary Proficiency Plus:</i> 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	<i>Limited Working Proficiency:</i> 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+	<i>Limited Working Proficiency Plus:</i> 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

ILR RATING	ILR PROFICIENCY DESCRIPTION
	<p>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.</p>
3	<p><i>General Professional Proficiency:</i> 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.</p>
3+	<p><i>General Professional Proficiency Plus:</i> Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.</p>
4	<p><i>Advanced Professional Proficiency:</i> Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as an informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty.</p>
4+	<p><i>Advanced Professional Proficiency Plus:</i> 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.</p>
5	<p><i>Functional Native Proficiency:</i> 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.</p>

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

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

ACTFL RATING	ACTFL PROFICIENCY DESCRIPTION
	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 J: 2021 RFLI BOREN SCHOLARS AND FELLOWS

Destination	Language	Domestic Institution	Overseas Center	Home State
Azerbaijan	Turkish	Wheaton College	Azerbaijan University of Languages	KS
Azerbaijan	Turkish	Rhodes College	Azerbaijan University of Languages	MO
Azerbaijan	Turkish	Swarthmore College	Azerbaijan University of Languages	PA
Azerbaijan	Turkish	Arizona State University- Tempe	Azerbaijan University of Languages	AZ
Azerbaijan	Turkish	University of Kentucky	Azerbaijan University of Languages	KY
Azerbaijan	Turkish	North Carolina State University	Azerbaijan University of Languages	NC
Azerbaijan	Turkish	American University	Azerbaijan University of Languages	FL
Azerbaijan	Turkish	New York University	Azerbaijan University of Languages	MD
Azerbaijan	Turkish	Pennsylvania State University	Azerbaijan University of Languages	MN
Azerbaijan	Turkish	Seton Hall University	Azerbaijan University of Languages	CA
Azerbaijan	Turkish	Florida State University	Azerbaijan University of Languages	FL
Azerbaijan	Turkish	University of Rhode Island	Azerbaijan University of Languages	RI
Ghana	Twi	American University	Non-affiliated Program	NY
India	Urdu	Wellesley College	American Institute of Indian Studies	CA
India	Urdu	Wellesley College	American Institute of Indian Studies	N/A
India	Urdu	Johns Hopkins University	American Institute of Indian Studies	OK
India	Hindi	Saint Lawrence University	American Institute of Indian Studies	NY
Indonesia	Indonesian	University of Cincinnati	Universitas Negeri Malang	MA
Indonesia	Indonesian	American University	Universitas Negeri Malang	DC
Indonesia	Indonesian	Oklahoma State University	Universitas Negeri Malang	OK
Indonesia	Indonesian	Temple University	Universitas Negeri Malang	PA
Indonesia	Indonesian	Arizona State University - Tempe	Universitas Negeri Malang	AZ
Indonesia	Indonesian	University of Wisconsin- Madison	Universitas Negeri Malang	NC
Indonesia	Indonesian	University of Maryland, Baltimore County	Universitas Negeri Malang	MD
Indonesia	Indonesian	Colorado State University	Universitas Negeri Malang	MI
Indonesia	Indonesian	George Mason University	Universitas Negeri Malang	VA
Indonesia	Indonesian	Tufts University	Universitas Negeri Malang	MA
Indonesia	Indonesian	Baylor University	Universitas Negeri Malang	CA
Indonesia	Indonesian	Princeton University	Universitas Negeri Malang	GA
Senegal	French	University of Chicago	The West African Research Center	CT
Senegal	French	Whitworth University	The West African Research Center	WA
Senegal	Wolof	University of Missouri- Columbia	The West African Research Center	VA
Senegal	French	Carthage College	The West African Research Center	WI
Senegal	French	Bryn Mawr College	The West African Research Center	TX

Senegal	French	George Washington University	The West African Research Center	PA
Senegal	French	Virginia Commonwealth University	The West African Research Center	VA
Senegal	Wolof	Bryn Mawr College	The West African Research Center	TX
Senegal	French	American University	The West African Research Center	DC
Senegal	French	University at Buffalo, The State University of New York	The West African Research Center	NY
Senegal	French	University of Utah	The West African Research Center	MO
Senegal	French	University of Cincinnati	The West African Research Center	OH
Senegal	French	George Mason University	The West African Research Center	VA
Senegal	French	University of Nebraska-Lincoln	The West African Research Center	IL
Senegal	French	Temple University	The West African Research Center	PA
Senegal	French	University of Illinois at Urbana-Champaign	The West African Research Center	OR
Senegal	Wolof	Bryn Mawr College	The West African Research Center	CA
Tanzania	Swahili	University of Denver	MS-Training Center for Development Cooperative	CO
Tanzania	Swahili	University of Mississippi	MS-Training Center for Development Cooperative	MS
Tanzania	Swahili	University of Chicago	MS-Training Center for Development Cooperative	CO
Tanzania	Swahili	University of Massachusetts, Amherst	MS-Training Center for Development Cooperative	MA
Tanzania	Swahili	University of California, San Diego	MS-Training Center For Development Cooperative	CA
Tanzania	Swahili	University of Chicago	MS-Training Center For Development Cooperative	IN
Tanzania	Swahili	Mercer University	MS-Training Center For Development Cooperative	GA
Tanzania	Swahili	University of Washington	MS-Training Center For Development Cooperative	PA
Tanzania	Swahili	University of Pittsburgh	MS-Training Center For Development Cooperative	PA
Tanzania	Swahili	Embry-Riddle Aeronautical University	MS-Training Center For Development Cooperative	WI
Tanzania	Swahili	University of Massachusetts, Amherst	MS-Training Center For Development Cooperative	MA
Tanzania	Swahili	Central Michigan University	MS-Training Center For Development Cooperative	MI
Tanzania	Swahili	University of Central Florida	MS-Training Center For Development Cooperative	FL
Tanzania	Swahili	University of Montana-Missoula	MS-Training Center For Development Cooperative	MT
Tanzania	Swahili	University of Florida	MS-Training Center for Development Cooperative	FL

APPENDIX K: 2021 BOREN FLAGSHIP SCHOLARS

Destination	Language	Domestic Flagship	Overseas Center	Home State
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Brazil	Portuguese	University of Georgia	Universidade Federal de São João del-Rei	GA
Kazakhstan	Russian	Bryn Mawr College	Kazakh National University	NJ
Kazakhstan	Russian	Bryn Mawr College	Kazakh National University	PA
Kazakhstan	Russian	Indiana University, Bloomington	Kazakh National University	IN
Kazakhstan	Russian	Portland State University	Kazakh National University	AK
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	University of Georgia	Kazakh National University	GA
Kazakhstan	Russian	University of North Carolina at Chapel Hill	Kazakh National University	NC
Kazakhstan	Russian	University of North Carolina at Chapel Hill	Kazakh National University	NC
Morocco	Arabic	Brigham Young University	Arab American Language Institute in Morocco	CO
Morocco	Arabic	Brigham Young University	Arab American Language Institute in Morocco	UT
Morocco	Arabic	Brigham Young University	Arab American Language Institute in Morocco	UT
Morocco	Arabic	Indiana University, Bloomington	Arab American Language Institute in Morocco	OH
Morocco	Arabic	University of Mississippi	Arab American Language Institute in Morocco	MS
Morocco	Arabic	University of Mississippi	Arab American Language Institute in Morocco	MS
Morocco	Arabic	University of Mississippi	Arab American Language Institute in Morocco	NM
Morocco	Arabic	University of Oklahoma	Arab American Language Institute in Morocco	WI
Morocco	Arabic	University of Texas at Austin	Arab American Language Institute in Morocco	TX
Morocco	Arabic	University of Texas at Austin	Arab American Language Institute in Morocco	TX

Destination	Language	Domestic Flagship	Overseas Center	Home State
Taiwan	Mandarin	Arizona State University-Tempe	National Yang-Ming University	IA
Taiwan	Mandarin	Brigham Young University	National Yang-Ming University	UT
Taiwan	Mandarin	Hunter College, The City University of New York	National Yang-Ming University	NY
Taiwan	Mandarin	Hunter College, The City University of New York	National Yang-Ming University	NY
Taiwan	Mandarin	Indiana University, Bloomington	National Yang-Ming University	MO
Taiwan	Mandarin	University of Hawaii, Mānoa	National Yang-Ming University	VA
Taiwan	Mandarin	University of Rhode Island	National Yang-Ming University	RI
Taiwan	Mandarin	University of Rhode Island	National Yang-Ming University	RI
USA	Mandarin	Indiana University, Bloomington	Defense Language Institute Foreign Language Center	MD
USA	Mandarin	University of Minnesota, Twin Cities	Defense Language Institute Foreign Language Center	MN
USA	Mandarin	University of Minnesota, Twin Cities	Defense Language Institute Foreign Language Center	TN
USA	Mandarin	University of North Georgia	Defense Language Institute Foreign Language Center	GA
USA	Mandarin	University of North Georgia	Defense Language Institute Foreign Language Center	NC
USA	Mandarin	University of Oregon	Defense Language Institute Foreign Language Center	OR

APPENDIX L: 2021 EHLS SCHOLARS

Heritage Language	Country of Origin	EHLS Institution	Professional Field	Home State
Arabic	Iraq	Georgetown University School of Continuing Studies	Translation/Interpretation, Language Teaching	CA
Arabic	Sudan	Georgetown University School of Continuing Studies	Medicine, Administration, Translation	WA
Arabic	Lebanon	Georgetown University School of Continuing Studies	Translation, Administration	VA
Arabic	Kuwait	Georgetown University School of Continuing Studies	Administration, Business, International Affairs	VA
Bambara	France	Georgetown University School of Continuing Studies	Language Teaching	GA
Dari	Afghanistan	Georgetown University School of Continuing Studies	International Affairs, Language Teacher	VA
Korean	South Korea ²³	Georgetown University School of Continuing Studies	Social Science, Administration, International Affairs	NJ
Korean	South Korea	Georgetown University School of Continuing Studies	Translation, Language Teaching	VA
Kurdish	Turkey	Georgetown University School of Continuing Studies	Law, International Affairs	VA
Mandarin	China	Georgetown University School of Continuing Studies	Administration	MD
Persian Farsi	Iran	Georgetown University School of Continuing Studies	Translation, International Affairs, Humanities	DC
Punjabi	India	Georgetown University School of Continuing Studies	Translation, Social Science	VA
Russian	USSR	Georgetown University School of Continuing Studies	Computer Science, Translation	MD
Russian	Kazakhstan	Georgetown University School of Continuing Studies	Administration, Business, International Affairs	VA
Russian	Russia	Georgetown University School of Continuing Studies	Translation, Language Teaching, International Affairs	VA
Russian	USSR	Georgetown University School of Continuing Studies	Language Teaching, Social Science	MD
Turkish	Turkey	Georgetown University School of Continuing Studies	Translation	MD
Urdu	Pakistan	Georgetown University School of Continuing Studies	Social Science, Administration	CT

²³ This individual was born in the United States.

APPENDIX M: 2021 NUMBER OF NSEP-FUNDED PROGRAMS BY INSTITUTION

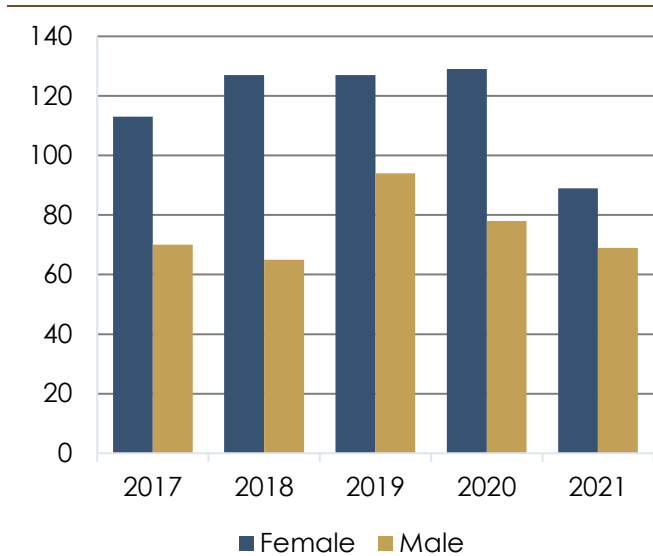
University	EHLS	Language Flagship	Flagship Initiatives	LTC	Project GO	TOTAL
Arizona State University		1			1	2
Brigham Young University		2				2
Bryn Mawr College		1*				1
California State University, Long Beach				1		1
Concordia College				1		1
Embry-Riddle Aeronautical University					1	1
George Mason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

University	EHLS	Language Flagship	Flagship Initiatives	LTC	Project GO	TOTAL
Western Kentucky University		1				1
William and Mary College					1	1
TOTAL	1	31	3	8	26	69

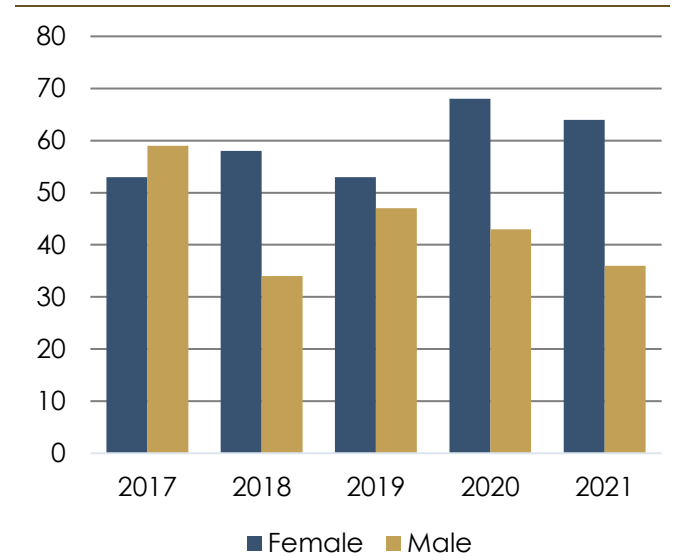
* Indicates administration of both a domestic and overseas Flagship program for one of their Flagship languages.

APPENDIX N: BOREN SCHOLAR AND FELLOW FIVE-YEAR DATA

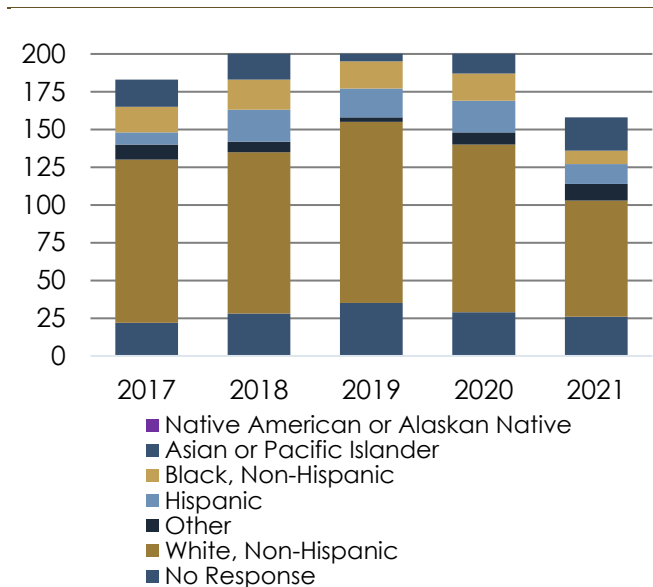
2017-2021 BOREN SCHOLAR GENDER DISTRIBUTION BY YEAR



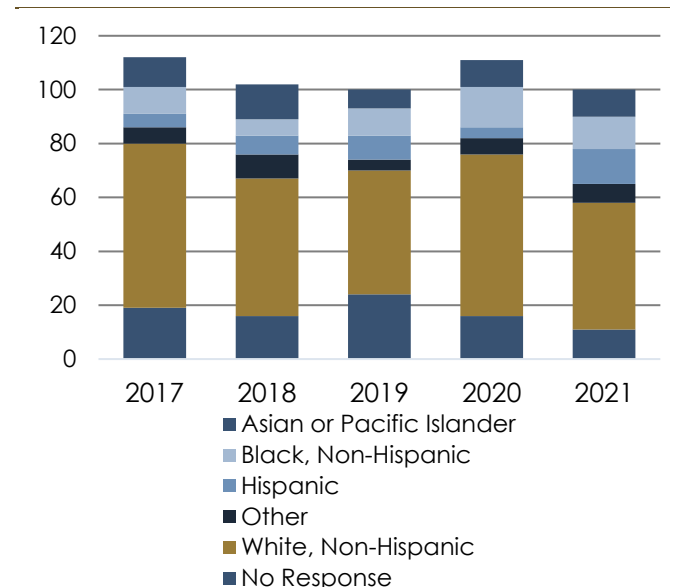
2017-2021 BOREN FELLOW GENDER DISTRIBUTION BY YEAR



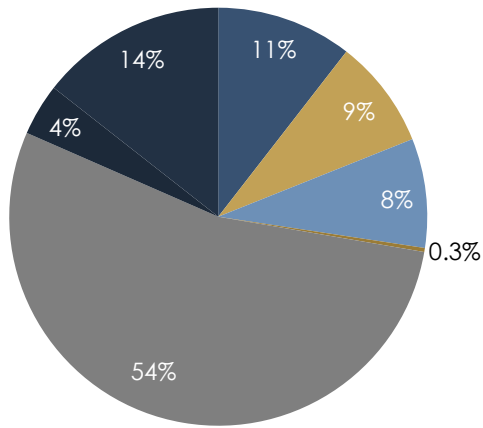
2017-2021 BOREN SCHOLAR RACIAL/ETHNIC DISTRIBUTION BY YEAR



2017-2021 BOREN FELLOW RACIAL/ETHNIC DISTRIBUTION BY YEAR

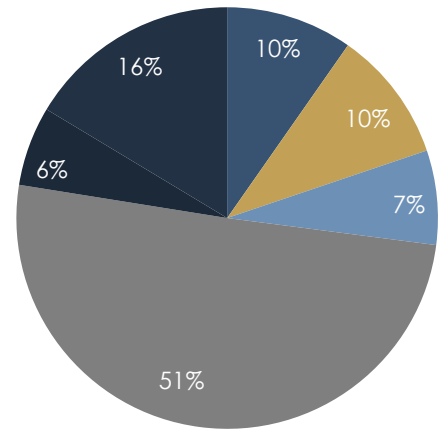


2017-2021 BOREN SCHOLAR
RACIAL/ETHNIC DISTRIBUTION



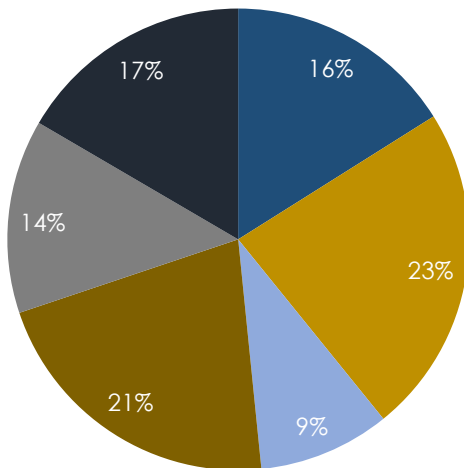
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Native American or Alaskan Native
- White, Non-Hispanic
- Other
- No Response

2017-2021 BOREN FELLOW
RACIAL/ETHNIC DISTRIBUTION



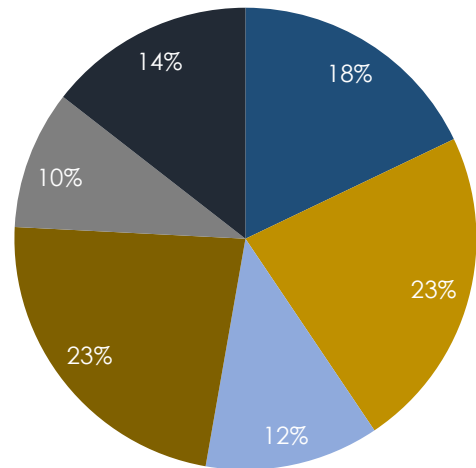
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Native American or Alaskan Native
- White, Non-Hispanic
- Other
- No Response

2017-2021 BOREN SCHOLAR
REGIONS OF STUDY



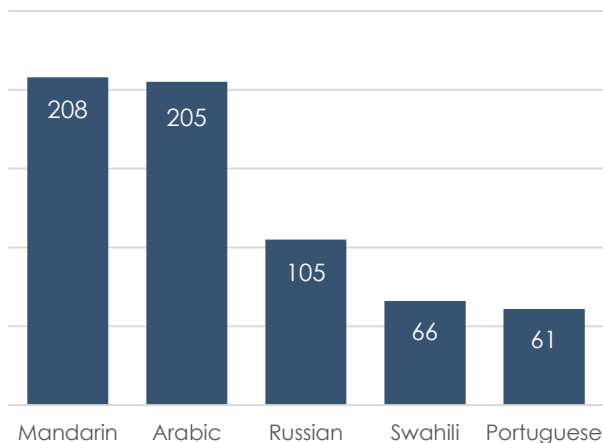
- Africa (Sub-Saharan)
- East Asia and the Pacific
- Europe and Eurasia
- Near East
- South and Central Asia
- Western Hemisphere

2017-2021 BOREN FELLOW
REGIONS OF STUDY

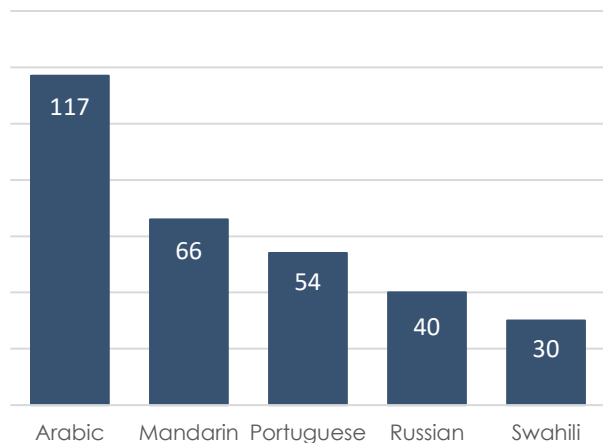


- Africa (Sub-Saharan)
- East Asia and the Pacific
- Europe and Eurasia
- Near East
- South and Central Asia
- Western Hemisphere

2017-2021 BOREN SCHOLAR TOP FIVE LANGUAGES



2017-2021 BOREN FELLOW TOP FIVE LANGUAGES



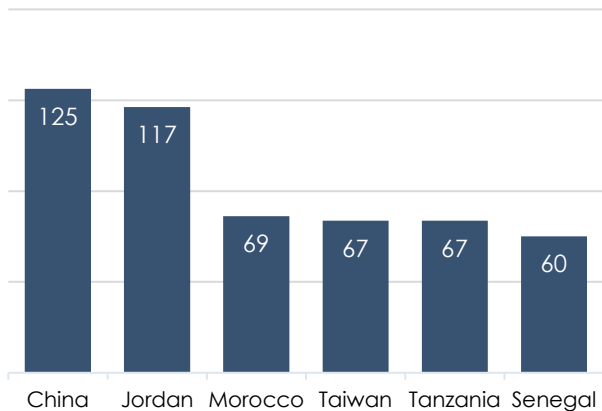
2017-2021 BOREN SCHOLAR OVERALL LANGUAGE DISTRIBUTION

Akan/Twi	7	Nepali	4
Albanian	1	Persian	6
Amharic	2	Polish	5
Arabic	205	Portuguese	61
Armenian	2	Quechua	1
Azerbaijani	4	Quiche	1
Bahasa Indonesian	1	Romanian	1
Bosnian	3	Russian	105
Cantonese	1	Serbian	4
Croatian	2	Spanish	2
Czech	2	Swahili	66
French	51	Tagalog	1
Georgian	1	Tajik	1
Hebrew	2	Thai	7
Hindi	28	Turkish	28
Indonesian	27	Urdu	19
Japanese	46	Uzbek	1
Korean	49	Vietnamese	2
Kurdish	1	Wolof	10
Mandarin	208	Zulu	3

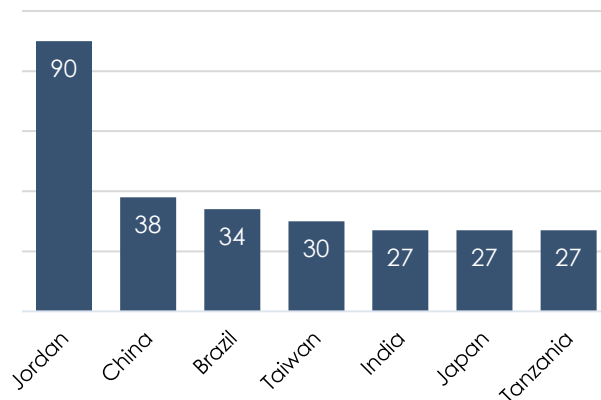
2017-2021 BOREN FELLOW OVERALL LANGUAGE DISTRIBUTION

Acholi	1	Korean	21
Akan/Twi	6	Macedonian	1
Albanian	1	Malayalam	1
Amharic	2	Mandarin	66
Arabic	117	Mayan	1
Armenian	1	Minangkabau	1
Bariba	1	Nepali	2
Bengali	1	Oromo	1
Berber	1	Pashto	1
Bosnian	3	Persian	8
Burmese	2	Polish	5
Cantonese	1	Portuguese	54
Chechen	1	Russian	40
Croatian	1	Serbian	3
Czech	1	Sinhala	1
French	15	Spanish	5
Fula	1	Swahili	30
Georgian	2	Tagalog	2
Haitian Creole	2	Thai	5
Hebrew	3	Turkish	11
Hindi	14	Uyghur	1
Hungarian	2	Ukrainian	4
Indonesian	19	Urdu	9
Japanese	27	Vietnamese	1
Kannada	1	Wolof	8
Kazakh	3	Xhosa	3
Khmer	5	Zulu	6

2017-2021 BOREN SCHOLAR TOP DESTINATIONS



2017-2021 BOREN FELLOW TOP DESTINATIONS



2017-2021 BOREN SCHOLAR OVERSEAS DISTRIBUTION

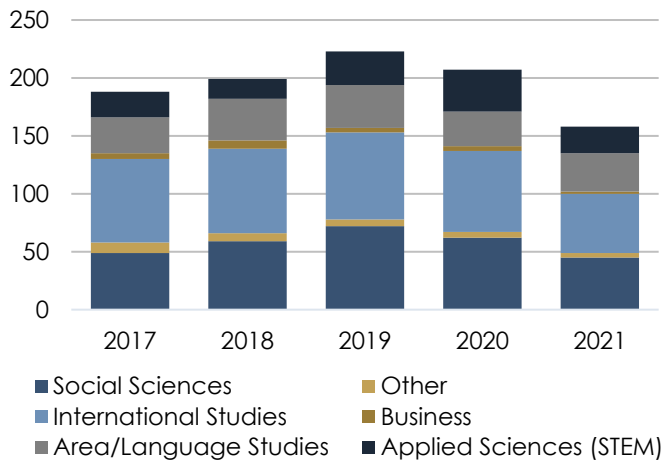
Albania	1	Montenegro	1
Armenia	3	Morocco	69
Azerbaijan	32	Mozambique	16
Belarus	3	Nepal	2
Bosnia and Herzegovina	3	Oman	9
Brazil	45	Peru	1
China	125	Philippines	1
Croatia	4	Poland	5
Czech Republic	3	Qatar	2
Estonia	2	Romania	1
Ethiopia	2	Senegal	60
Georgia	3	Serbia	3
Ghana	7	Slovenia	1
Guatemala	1	South Africa	3
Hong Kong	3	South Korea	51
India	48	Taiwan	67
Indonesia	28	Tajikistan	8
Israel	9	Tanzania	67
Japan	46	Thailand	6
Jordan	117	Ukraine	10
Kazakhstan	58	United Arab Emirates	4
Kyrgyzstan	14	Vietnam	1
Latvia	16	USA ²⁴	12
Mexico	1		

2017-2021 BOREN FELLOW OVERSEAS DISTRIBUTION

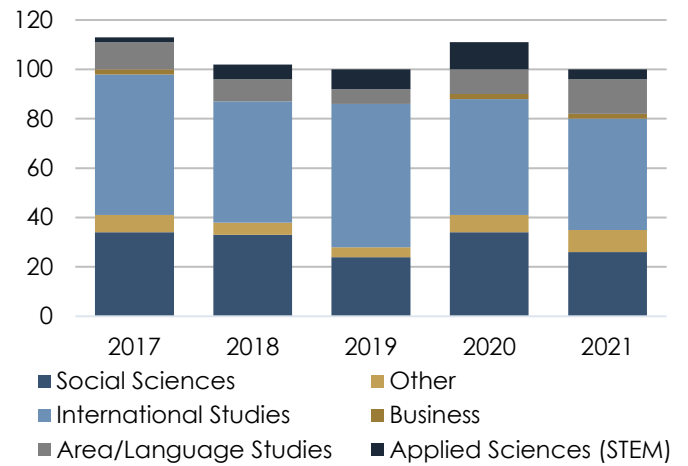
Albania	1	Kazakhstan	11
Algeria	1	Kenya	1
Angola	1	Kyrgyzstan	2
Argentina	1	Latvia	7
Azerbaijan	12	Macedonia	1
Belarus	3	Mexico	1
Benin	1	Morocco	11
Bosnia and Herzegovina	3	Mozambique	19
Brazil	34	Nepal	2
Burma (Myanmar)	2	Oman	8
Cambodia	5	Peru	2
China	38	Philippines	2
Colombia	2	Poland	5
Croatia	1	Senegal	23
Czech Republic	2	Serbia	3
Estonia	5	South Africa	9
Ethiopia	3	South Korea	21
Georgia	7	Sri Lanka	1
Ghana	6	Taiwan	30
Guinea	1	Tajikistan	9
Haiti	2	Tanzania	27
Hungary	2	Thailand	5
India	27	Uganda	3
Indonesia	20	Ukraine	15
Israel	9	United Arab Emirates	1
Japan	27	Vietnam	1
Jordan	90		

²⁴Chinese Mandarin Domestic Flagship Capstone students at DLIFLC.

2017-2021 BOREN SCHOLAR
FIELDS OF STUDY

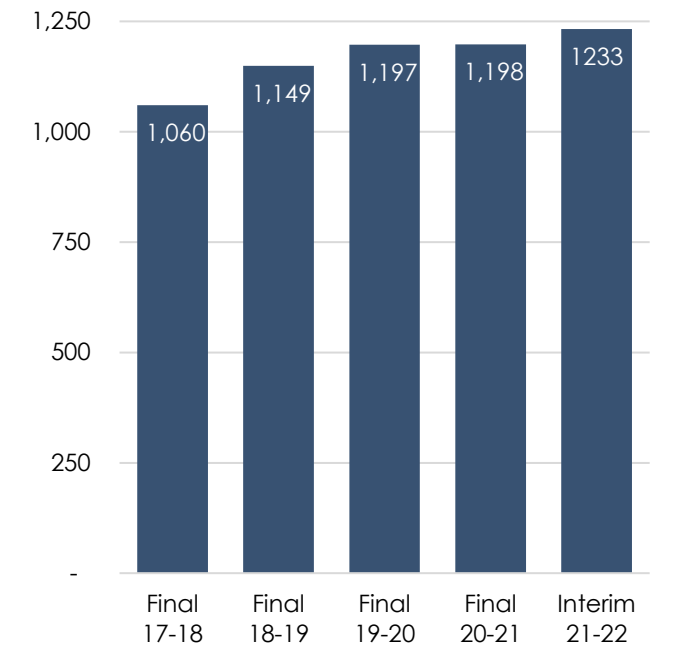


2017-2021 BOREN FELLOW
FIELDS OF STUDY

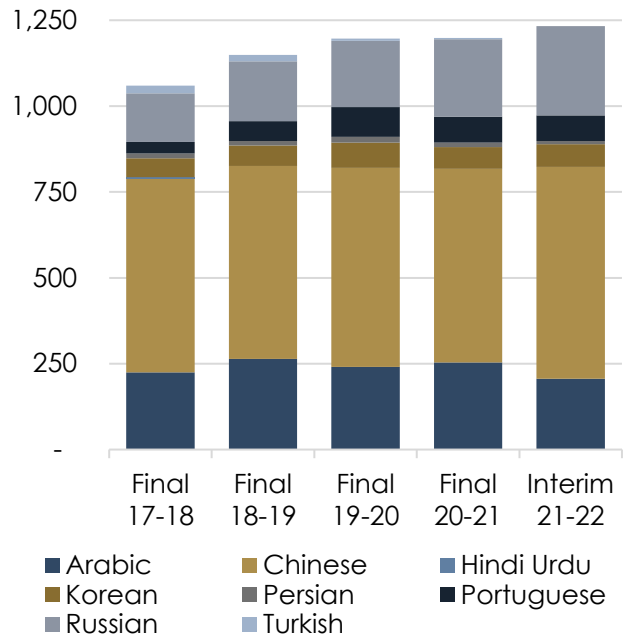


APPENDIX O: THE LANGUAGE FLAGSHIP FIVE-YEAR DATA

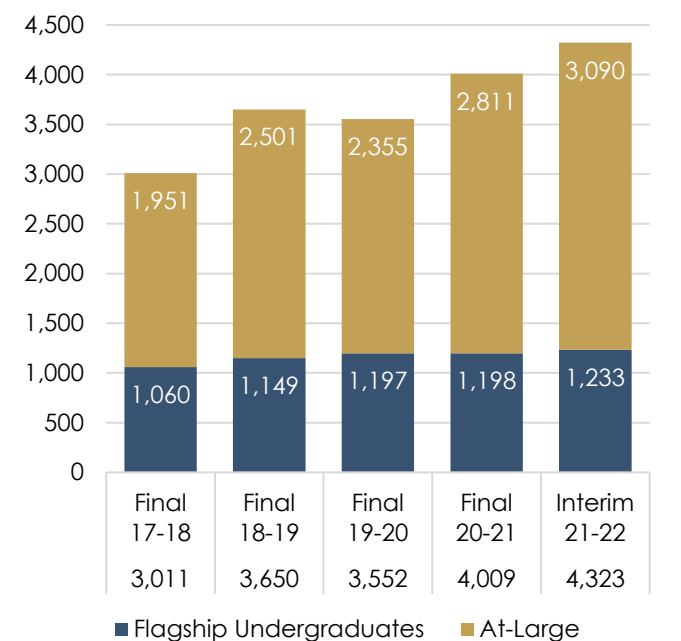
2017-2021 FLAGSHIP UNDERGRADUATE ENROLLMENTS



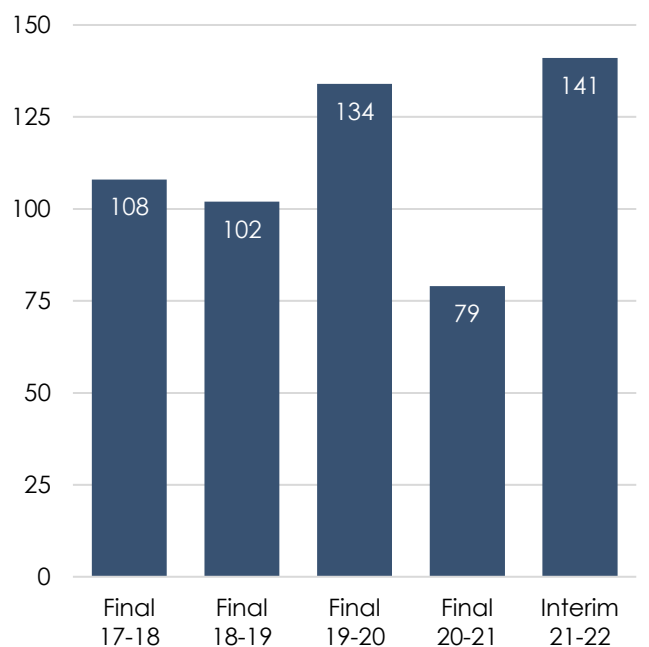
2017-2021 UNDERGRADUATE FLAGSHIP ENROLLMENTS BY LANGUAGE



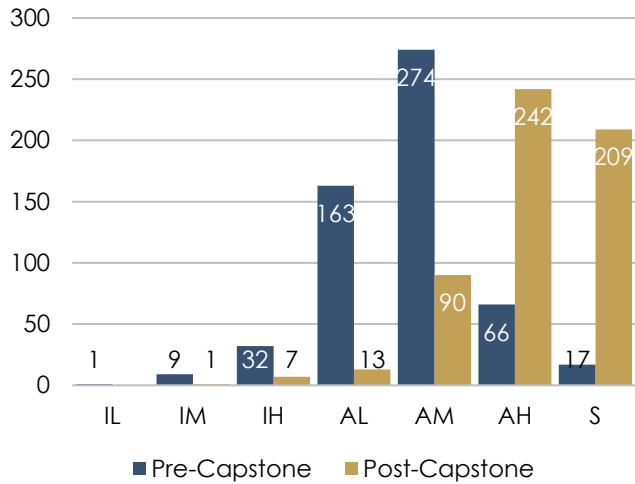
2017-2021 FLAGSHIP TOTAL PROGRAM ENROLLMENTS



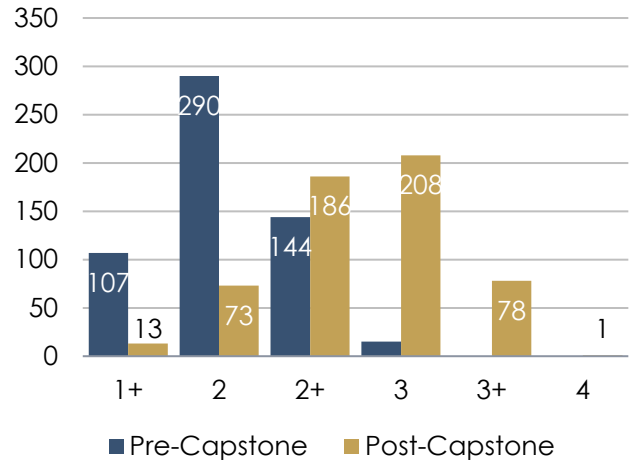
2017-2021 OVERSEAS FLAGSHIP CAPSTONE ENROLLMENTS



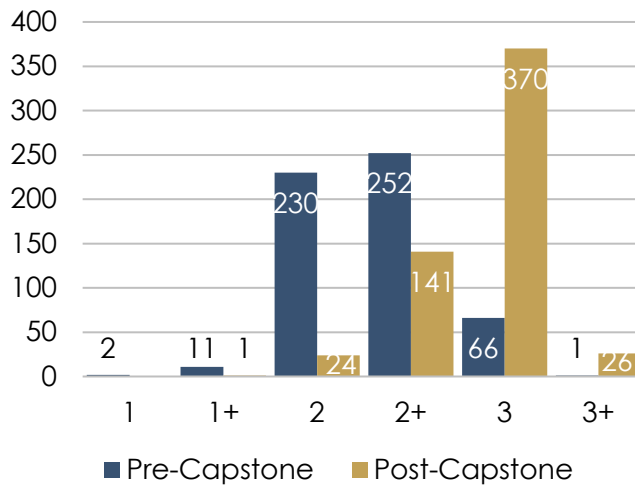
2017-2021 PRE AND POST ACTFL SPEAKING (N=562)



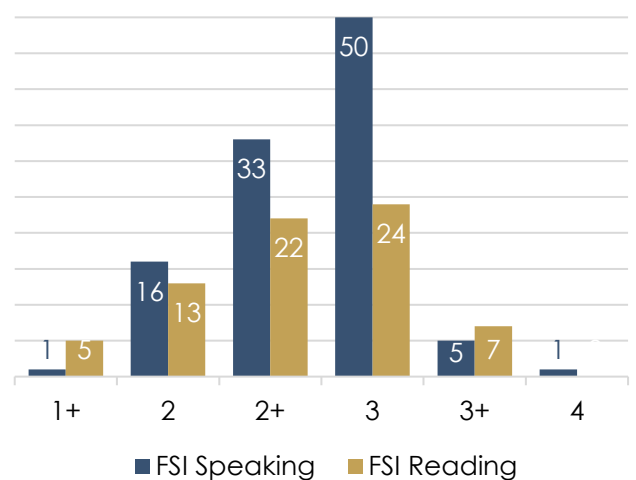
2017-2021 PRE AND POST ILR LISTENING (N=559)



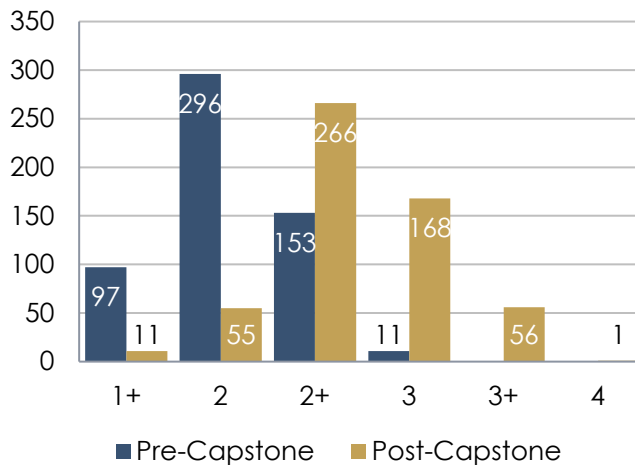
2017-2021 PRE AND POST ILR SPEAKING (N=562)



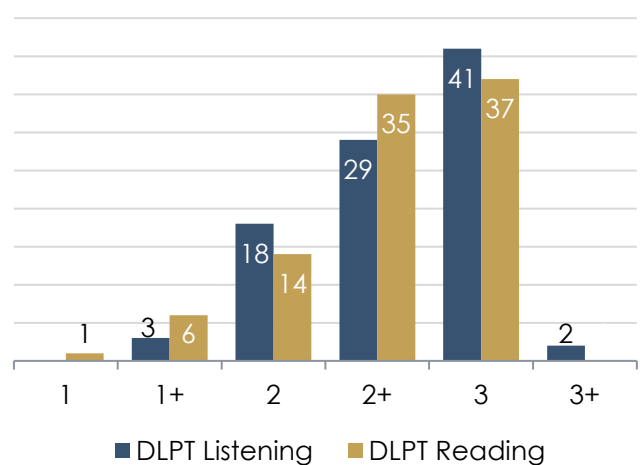
2017-2021 FSI SPEAKING AND READING (N=106 SPEAKING / 71 READING)²⁵



2017-2021 PRE AND POST ILR READING (N=557)



2017-2021 DLPT LISTENING / READING (N=93)



²⁵ No FSI Reading tests were administered in 2021 due to pandemic

2017-2021 POST-CAPSTONE SPEAKING (ACTFL)

		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	1	0	0	1
	IM	0	0	0	0	3	2	3	1	0	9
	IH	0	0	0	0	3	3	11	12	3	32
	AL	0	0	0	1	1	6	47	83	25	163
	AM	0	0	0	0	0	2	28	125	119	274
	AH	0	0	0	0	0	0	0	19	47	66
	S	0	0	0	0	0	0	0	2	15	17
	TOTAL	0	0	0	1	7	13	90	242	209	562
		0.0%	0.0%	0.0%	0.2%	1.2%	2.3%	16.0%	43.1%	37.2%	100%

ARABIC 2017-2021 POST-CAPSTONE SPEAKING (ACTFL)

		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	2	0	3	0	0	5
	IH	0	0	0	0	0	1	4	5	2	12
	AL	0	0	0	0	0	2	10	19	8	39
	AM	0	0	0	0	0	0	3	16	13	32
	AH	0	0	0	0	0	0	0	2	4	6
	S	0	0	0	0	0	0	0	0	1	1
	TOTAL	0	0	0	0	2	3	20	42	28	95
		0.0%	0.0%	0.0%	0.0%	2.1%	3.2%	21.1%	44.2%	29.5%	100%

CHINESE 2017-2021 POST-CAPSTONE SPEAKING (ACTFL)

		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	0	0	0	0	0	0
	IH	0	0	0	0	0	0	0	2	0	2
	AL	0	0	0	0	0	0	16	40	14	70
	AM	0	0	0	0	0	1	18	88	70	177
	AH	0	0	0	0	0	0	0	11	39	50
	S	0	0	0	0	0	0	0	2	11	13
	TOTAL	0	0	0	0	0	1	34	143	134	312
		0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	10.9%	45.8%	42.9%	100%

RUSSIAN 2017-2021 POST-CAPSTONE SPEAKING (ACTFL)

		NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING	NM	0	0	0	0	0	0	0	0	0	0
	NH	0	0	0	0	0	0	0	0	0	0
	IL	0	0	0	0	0	0	0	0	0	0
	IM	0	0	0	0	0	0	0	2	1	3
	IH	0	0	0	0	0	0	1	11	2	14
	AL	0	0	0	0	0	0	0	9	27	36
	AM	0	0	0	0	0	0	0	2	3	5
	AH	0	0	0	0	0	0	0	0	2	2
	S	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	1	24	35	60
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.7%	40.0%	58.3%	100%

2017-2021 POST-CAPSTONE SPEAKING (ILR)										
PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	1	1	0	0	0	2
1+	0	0	0	0	6	4	1	0	0	11
2	0	0	0	1	15	93	117	4	0	230
2+	0	0	0	0	2	40	196	14	0	252
3	0	0	0	0	0	3	55	8	0	66
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	1	24	141	370	26	0	562
	0.0%	0.0%	0.0%	0.2%	4.3%	25.1%	65.8%	4.6%	0.0%	100%

ARABIC 2017-2021 POST-CAPSTONE SPEAKING (ILR)										
PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	1	0	0	0	1
1+	0	0	0	0	3	3	0	0	0	6
2	0	0	0	0	2	26	25	2	0	55
2+	0	0	0	0	0	7	17	5	0	29
3	0	0	0	0	0	0	3	1	0	4
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	5	37	45	8	0	95
	0.0%	0.0%	0.0%	0.0%	5.3%	38.9%	47.4%	8.4%	0.0%	100%

CHINESE 2017-2021 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	2	33	62	2	0	99
2+	0	0	0	0	0	25	134	2	0	161
3	0	0	0	0	0	3	43	5	0	51
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	2	61	240	9	0	312
	0.0%	0.0%	0.0%	0.0%	0.6%	19.6%	76.9%	2.9%	0.0%	100%

RUSSIAN 2017-2021 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	2	19	0	0	21
2+	0	0	0	0	0	0	26	5	0	31
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	2	51	7	0	60
	0.0%	0.0%	0.0%	0.0%	0.0%	3.3%	85.0%	11.7%	0.0%	100%

2017-2021 POST-CAPSTONE READING (ILR)										
PRE-CAPSTONE READING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	5	16	57	16	3	0	97
2	0	0	0	6	35	156	83	16	0	296
2+	0	0	0	0	3	51	68	31	0	153
3	0	0	0	0	1	2	1	6	1	11
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	11	55	266	168	56	1	557
	0.0%	0.0%	0.0%	2.0%	9.9%	47.8%	30.2%	10.1%	0.2%	100%

ARABIC 2017-2021 POST-CAPSTONE READING (ILR)										
PRE-CAPSTONE READING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	3	7	6	0	0	16
2	0	0	0	0	5	33	22	4	0	64
2+	0	0	0	0	0	4	7	3	0	14
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	8	44	35	7	0	94
	0.0%	0.0%	0.0%	0.0%	8.5%	46.8%	37.2%	7.4%	0.0%	100%

CHINESE 2017-2021 POST-CAPSTONE READING (ILR)										
PRE-CAPSTONE READING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	5	11	35	3	0	0	54
2	0	0	0	6	23	95	37	6	0	167
2+	0	0	0	0	3	34	31	13	0	81
3	0	0	0	0	1	2	1	2	0	6
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	11	38	166	72	21	0	308
	0.0%	0.0%	0.0%	3.6%	12.3%	53.9%	23.4%	6.8%	0.0%	100%

RUSSIAN 2017-2021 POST-CAPSTONE READING (ILR)										
PRE-CAPSTONE READING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	0	3	6	3	0	12
2	0	0	0	0	0	6	14	1	0	21
2+	0	0	0	0	0	0	11	11	0	22
3	0	0	0	0	0	0	0	4	1	5
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	9	31	19	1	60
	0.0%	0.0%	0.0%	0.0%	0.0%	15.0%	51.7%	31.7%	1.7%	100%

2017-2021 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	1	1	1	0	3
1+	0	0	0	7	21	47	26	6	0	107
2	0	0	0	6	51	110	102	21	0	290
2+	0	0	0	0	1	26	74	43	0	144
3	0	0	0	0	0	2	5	7	1	15
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	13	73	186	208	78	1	559
	0.0%	0.0%	0.0%	2.3%	13.1%	33.3%	37.2%	14.0%	0.2%	100%

ARABIC 2017-2021 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	4	12	2	0	0	19
2	0	0	0	0	8	24	13	3	0	48
2+	0	0	0	0	0	4	15	7	0	26
3	0	0	0	0	0	0	0	2	0	2
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	1	12	40	30	12	0	95
	0.0%	0.0%	0.0%	1.1%	12.6%	42.1%	31.6%	12.6%	0.0%	100%

CHINESE 2017-2021 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	6	13	21	9	0	0	49
2	0	0	0	6	40	63	62	9	0	180
2+	0	0	0	0	1	11	38	21	0	71
3	0	0	0	0	0	2	3	4	0	9
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	12	54	97	112	34	0	309
	0.0%	0.0%	0.0%	3.9%	17.5%	31.4%	36.2%	11.0%	0.0%	100%

RUSSIAN 2017-2021 POST-CAPSTONE LISTENING (ILR)										
PRE-CAPSTONE LISTENING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	1	1	0	2
1+	0	0	0	0	0	7	6	1	0	14
2	0	0	0	0	0	3	16	7	0	26
2+	0	0	0	0	0	2	5	7	0	14
3	0	0	0	0	0	0	2	1	1	4
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	12	30	17	1	60
	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	50.0%	28.3%	1.7%	100%

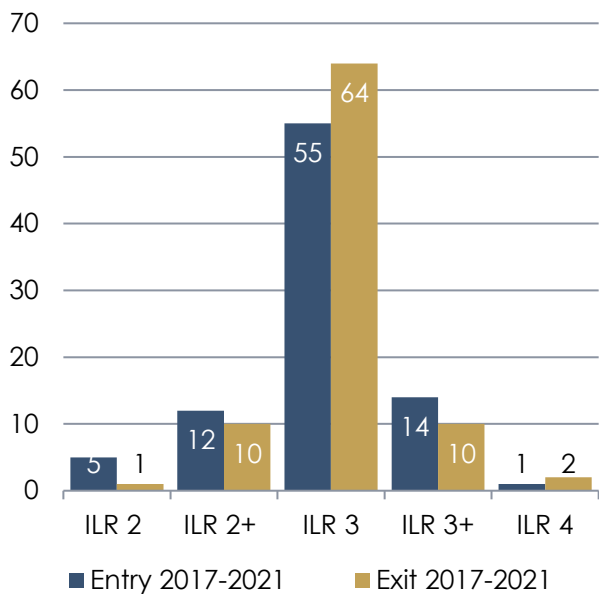
		2017-2021 POST-CAPSTONE WRITING (ILR)									
		0	0+	1	1+	2	2+	3	3+	4	TOTAL
PRE-CAPSTONE WRITING (ILR)	0	0	0	0	0	0	0	0	0	0	0
	0+	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	8	0	0	0	0	8
	1+	0	0	0	6	22	31	5	0	0	64
	2	0	0	0	2	14	47	20	1	0	84
	2+	0	0	0	0	0	6	8	0	1	15
	3	0	0	0	0	0	0	1	0	0	1
	3+	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	8	44	84	34	1	1	172
	0.0%	0.0%	0.0%	4.7%	25.6%	48.8%	19.8%	0.6%	0.6%	100.0%	

		ARABIC 2017-2021 POST-CAPSTONE WRITING (ILR)									
		0	0+	1	1+	2	2+	3	3+	4	TOTAL
PRE-CAPSTONE WRITING (ILR)	0	0	0	0	0	0	0	0	0	0	0
	0+	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	7	0	0	0	0	7
	1+	0	0	0	6	19	25	2	0	0	52
	2	0	0	0	1	8	15	4	1	0	29
	2+	0	0	0	0	0	4	3	0	0	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	7	34	44	9	1	0	95
	0.0%	0.0%	0.0%	7.4%	35.8%	46.3%	9.5%	1.1%	0.0%	100.0%	

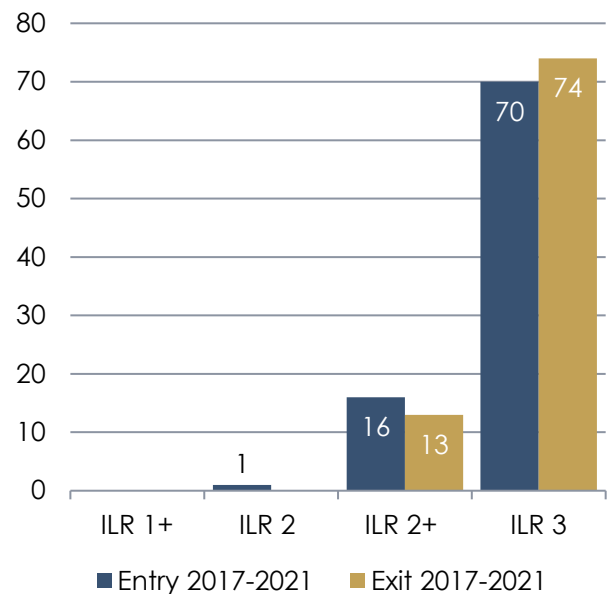
		RUSSIAN 2017-2021 POST-CAPSTONE WRITING (ILR)									
		0	0+	1	1+	2	2+	3	3+	4	TOTAL
PRE-CAPSTONE WRITING (ILR)	0	0	0	0	0	0	0	0	0	0	0
	0+	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0
	1+	0	0	0	0	1	4	3	0	0	8
	2	0	0	0	1	5	26	13	0	0	45
	2+	0	0	0	0	0	2	3	0	1	6
	3	0	0	0	0	0	0	1	0	0	1
	3+	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	1	6	32	20	0	1	60
	0.0%	0.0%	0.0%	1.7%	10.0%	53.3%	33.3%	0.0%	1.7%	100.0%	

APPENDIX P: EHLS FIVE-YEAR DATA²⁶

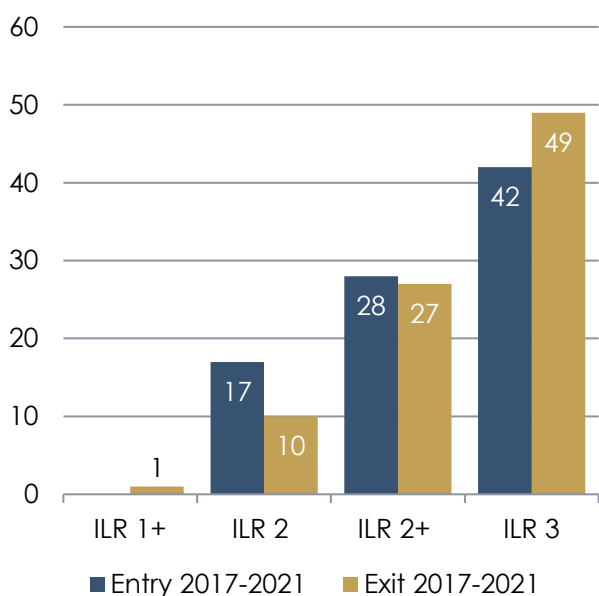
2017-2021 EHLS PRE- AND POST-SPEAKING PROFICIENCY (N=87)



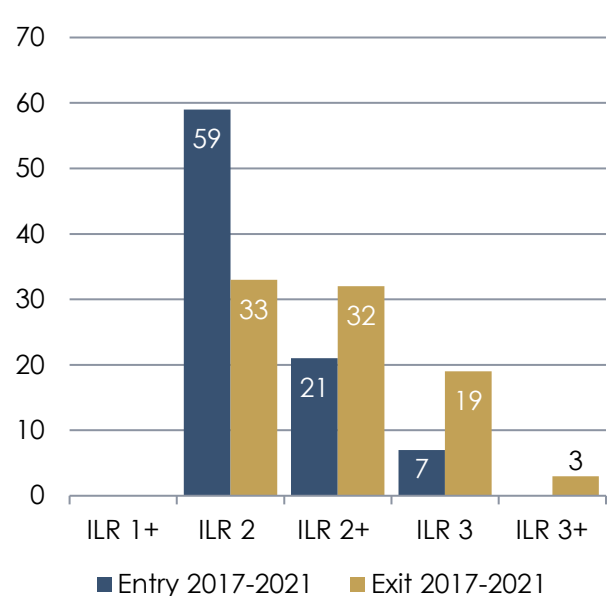
2017-2021 EHLS PRE- AND POST-READING PROFICIENCY (N=87)



2017-2021 EHLS PRE- AND POST-LISTENING PROFICIENCY (N=87)



2017-2021 EHLS PRE- AND POST-WRITING PROFICIENCY (N=87)



²⁶ The Listening and Reading tests used in the EHLS program are not able to measure proficiency levels above ILR 3. The shape of the graph distribution suggests that some EHLS Scholars are entering and exiting the program with Listening and Reading skills above ILR level 3.

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