NATIONAL SECURITY EDUCATION PROGRAM

2010 ANNUAL REPORT

David L. Boren Scholarships
David L. Boren Fellowships
The Language Flagship
English for Heritage Language Speakers
National Language Service Corps
Project Global Officers
State Language Roadmaps
Pilot African Languages Initiative

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PRAISE FOR NSEP AWARD RECIPIENTS

NSEP candidates bring strong language skills, cultural knowledge, and area expertise to the table. All of which are critical to the field of open source analysis.
– Central Intelligence Agency

Our office has benefited in many ways by recruiting and hiring from NSEP programs. We have found NSEP award recipients not only intelligent and knowledgeable concerning current international situations, but savvy in their interactions with our senior international officers.
– National Defense University

NSEP award recipients bring unique and highly needed skills: academic excellence coupled with international exposure, varied experience and strong language capability. Their background enables them to integrate easily and contribute immediately to ONI and the Navy. Our managers associate this program with fostering greater maturity, adaptability and consistent quality of output; such hallmarks are valuable for ONI and the greater IC.
– Office of National Intelligence

Our organization has greatly benefited from the NSEP awardees who have served as part of our team over the years. Their cultural knowledge, area expertise and ability to work collaboratively have been instrumental to helping us produce high quality products that have informed and influenced senior military decision makers.
– Army Directed Studies Office

NSEP AWARD RECIPIENTS SERVING OUR NATION

Defense Intelligence Agency (DIA) *Threat Analyst*
This 2007 Boren award recipient monitors media campaigns in Afghanistan and Africa to determine their effect on different target populations. She studied Arabic in Egypt during her Boren Fellowship and received a Master's degree in Near East Asia Studies from Cornell University.

Department of Homeland Security (DHS) *Refugee Officer*
This 2006 Boren awardee investigates residency and deportation cases including interviewing refugee applicants and adjudicates their requests for resettlement to the United States. As a Boren recipient, she studied Nepali in Nepal and received a Master's degree in International Affairs from Clark University.

Department of State (DOS) *Foreign Service Officer*
This 2003 Boren award recipient is entering his fifth year as a Foreign Service Officer with the Department of State. Currently, he is undertaking intensive Mandarin study as part of a 10-month training program in Taipei. Upon completion of the program, he will work in the consulate in Hong Kong as an Economics Officer. He studied Russian on his Boren Fellowship and received a Master's degree in International Affairs from Princeton University.

TABLE OF CONTENTS

Legislated Report Contents **1**
Letter from the Under Secretary of Defense for Personnel and Readiness **2**
Executive Summary **3**
Background 3
Major Goals and Objectives 3
NSEP Programs 4
I. National Security Education Program: **6**
Program Effectiveness 6
2010 Program Highlights 7
Service to the Federal Government 11
Program Flexibility 11
National Security Education Board 12
National Security Education Program Funding 12
Needs Analysis For Areas of Emphasis 13
NSEP Area of Emphasis: World Regions/Countries 13
NSEP Area of Emphasis: Languages 14
NSEP Area of Emphasis: Fields of Study 15
II. David L. Boren Scholarships: **16**
Boren Scholars Abroad 16
Spotlight: Boren Scholars Abroad 19
Spotlight: Outstanding Alumnus 20
III. David L. Boren Fellowships: **21**
Spotlight: Boren Fellows Abroad 25
Spotlight: Outstanding Alumna 25
IV. The Language Flagship: **27**
Flagship Undergraduate Program 27
The Flagship Difference 28
Flagship Graduate Program 28
Flagship Pilot K-12 Programs 29
Highlights of The Language Flagship 2010 30
Flagship: What's Ahead 37
Flagship Programs In 2010 38
V. English for Heritage Language Speakers: **39**
EHLS Applicants and Scholarship Recipients 40
EHLS Instructional Program 41
Program Evaluation 43
Program Expansion 43
Future Activities 43
Spotlight: EHLS Scholars 44
VI. National Language Service Corps **45**
Concept of Operations 45
Program Status 46
Future of the NLSC 47
VII. Project Global Officers: **49**
Project GO Background 49

Project GO Objectives 50
Project GO Innovations 50
2010 Project GO Objectives 51
The Future of Project GO 54
Project GO programs by regional focus 55
VIII. NSEP State Language Roadmaps: 56
Language Roadmaps in 2010 57
IX. Pilot African Languages Initiative 59
Languages 59
Structure of Programs 60
Student Support 61
The Future of the Pilot 61
X. Language Proficiency and Study Abroad 62
Language Proficiency 62
Boren Undergraduate Scholars 64
Boren Graduate Fellows 64
Study Abroad Comparison 65
Destinations 65
Duration 66
Language 67
Diversity 68
XI. The NSEP Service Requirement: 71
NSEP Award Recipients Serving our Nation 71
Legislative History of the Service Requirement 72
Federal Placement Activities 73
Service Requirement Placement Results 76
2010 Highlights 76
Job Fairs and Career Events 76
New Appointing Authorities 77
Service Fulfillment Challenges 77
XII. Report Conclusion and Future of NSEP: 78
III. Appendicles 80
Appendix A: Howard Baker, Jr. Awardees 81
Appendix B: Howard Baker, Jr. Awardee Profiles 82
Appendix C: Sol Linowitz Awardees 83
Appendix D: Sol Linowitz Awardees Profiles 84
Appendix E: 2010 David L. Boren Scholars 85
Appendix F: Select 2010 David L. Boren Scholar Profiles 89
Appendix G: List of Majors by Academic Fields 90
Appendix H: 2010 David L. Boren Fellows 91
Appendix I: Select 2010 David L. Boren Fellow Profiles 94
Appendix J: 2010 The Language Flagship Fellows 95
Appendix K: 2010 English for Heritage Language Speakers Participants 96
Appendix L: Locations Where NSEP Award Recipients Have Fulfilled Service 97
Appendix M: 2010 National Security Education Board Members 101
Appendix N: U. S. Government Organizations with National Security Responsibilities 102

LEGISLATED REPORT CONTENTS

50 U.S. Code, §1906

(b) Contents of report

Each such report shall contain—

(1) an analysis of the trends within language, international, area, and counterproliferation studies, along with a survey of such areas as the Secretary determines are receiving inadequate attention;

(2) the effect on those trends of activities under the program required by this chapter;

(3) an analysis of the assistance provided under the program for the previous fiscal year, to include the subject areas being addressed and the nature of the assistance provided;

(4) an analysis of the performance of the individuals who received assistance under the program during the previous fiscal year, to include the degree to which assistance was terminated under the program and the extent to which individual recipients failed to meet their obligations under the program;

(5) an analysis of the results of the program for the previous fiscal year, and cumulatively, to include, at a minimum—

(A) the percentage of individuals who have received assistance under the program who subsequently became employees of the United States Government;

(B) in the case of individuals who did not subsequently become employees of the United States Government, an analysis of the reasons why they did not become employees and an explanation as to what use, if any, was made of the assistance by those recipients; and

(C) the uses made of grants to educational institutions;

(6) the current list of agencies and offices of the Federal Government required to be developed by section 1902 (g) of this title; and

(7) any legislative changes recommended by the Secretary to facilitate the administration of the program or otherwise to enhance its objectives.

LETTER FROM THE UNDER SECRETARY OF DEFENSE FOR PERSONNEL AND READINESS

On January 25 and 26, 2011, I hosted a Summit highlighting the strategic imperative of language and culture for the Department of Defense. The Summit's purpose was to outline a strategic commitment to language and culture training, in order to address America's national and economic security needs. We discussed a coordinated effort to recast our approach to language and cultural training, from within our national educational structure, pre-kindergarten to postsecondary education, within our formal military training and through the promotion process. We require a strategic approach to create a generation of professionals prepared for future global challenges. I recognize that these changes will take both time and effort. The National Security Education Program (NSEP) contributes significantly to these efforts. Nearly nineteen years from the passage of the David L. Boren National Security Education Act, which created NSEP, the organization is firmly established as an institution within the Department of Defense strengthening our nation's security.

This report highlights the many ways that NSEP stands at the forefront of the national effort, heightened by the events of September 11, 2001 (9/11) to create a cadre of U.S. citizens with advanced, professional-level skills in language and cultures that are critical to our nation's future. In support of this effort, NSEP provides nationally competitive Boren Scholarships and Fellowships, Flagship Fellowships, and English for Heritage Language Speakers Scholarships to hundreds of undergraduate and graduate students annually. NSEP focuses on the critical languages and cultures of Africa, Asia, Central and Eastern Europe, Latin America, and the Middle East. Its students participate in innovative, intensive, long-term programs designed to provide meaningful opportunities to gain significant competency in their chosen language and cultures. More than 4,500 U.S. students have benefited from NSEP Scholarships and Fellowships.

In 2010, NSEP accomplished many significant achievements. Through the Boren awards programs, more than 230 American undergraduate and graduate students studied 41 critical languages in 47 countries overseas, including India, Kenya, Syria, Tajikistan, Thailand and Uganda. Nearly 350 Reserve Officer Training Corps (ROTC) students received language and culture training through Project Global Officers, an ambitious NSEP-led initiative. The Language Flagship now supports 23 undergraduate critical language programs, all poised to change the paradigm of language learning in U.S. higher education.

Changing the national approach to language learning requires an unparalleled commitment. NSEP has embraced this challenge with vision, agility, determination and dedication. This Congressionally-mandated report discusses its initiatives, accomplishments, and challenges.

Clifford L. Stanley

EXECUTIVE SUMMARY

BACKGROUND

The David L. Boren National Security Education Act of 1991 (P.L. 102-183), as amended, codified at 50 U.S.C. §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. These awards are for study or program development in languages and regions critical to national security. Since 1994, NSEP has provided support to more than 4,500 U.S. students who agree, in return, to work in qualifying national security positions. This agreement is known as the Service Requirement. In 2006, the Secretary of Defense designated the Under Secretary of Defense for Personnel and Readiness (USD/P&R) to oversee the program. The Under Secretary also chairs the statutory National Security Education Board, comprised of seven senior federal government members and six Presidential appointees.

MAJOR GOALS AND OBJECTIVES

NSEP was created to develop a much needed strategic partnership between the national security community and higher education to address national needs for expertise 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, and it continues to play a critical role within the Department of Defense.

The David L. Boren National Security Education Act (NSEA) outlines four major purposes for NSEP, namely:

- To provide for new approaches to the teaching and learning of foreign languages in U.S. higher education;
- To identify outstanding U.S. university students funded to study languages and cultures critical to U.S. national security;
- To create a pipeline of these students into positions in the federal national security community; 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. NSEP is an integral component of a comprehensive national security strategy to eliminate the serious language deficit in the federal government.

NSEP PROGRAMS

NSEP has undergone dramatic changes since 2000, when Congress authorized NSEP to initiate and expand several programs, including: The Language Flagship; the English for Heritage Language Speakers program; and the National Language Service Corps. In 2007, NSEP undertook an additional pilot initiative titled Project Global Officers, in response to the recognized need for targeted language programs for Reserve Officer Training Corps (ROTC) students. In 2010, at the request of Congress, NSEP added an additional pilot initiative, intended to expand the quality and quality of American students learning African languages. The program is designed to provide additional domestic and overseas language training for Boren Scholars and Fellows in five African languages.

NSEP is currently responsible for the following eight (8) language and culture initiatives:

- **David L. Boren Scholarships**: Individual awards to U.S. undergraduate students to study critical languages in geographic areas strategic to U.S. national security and in which U.S. students are traditionally under-represented;

- **David L. Boren Fellowships**: Individual awards to U.S. graduate students to develop independent projects that combine study of language and culture in geographic areas strategic to U.S. national security with professional practical experiences;

- **The Language Flagship**: Grants to U.S. institutions of higher education to develop and implement programs of advanced instruction in critical languages to attain professional-level proficiency and individual fellowships to graduate students to support advanced study of these languages[1];

- **English for Heritage Languages Speakers (EHLS)**: Individual scholarships to provide intensive English language instruction at U.S. institutions of higher education to U.S. citizens who are native speakers of critical languages;

- **National Language Service Corps (NLSC) Pilot**: Development of a Pilot to study the feasibility and advisability of establishing a National Language Service Corps to provide and maintain a readily available civilian corps of certified expertise in languages determined to be critical to national security, who are available for short-term federal assignments based on national emergency or surge needs;

[1] The U.S. government relies on the Inter-Language Roundtable (ILR) language proficiency scale to determine language proficiency (http://www.govtilr.org/). According to the ILR scale, 0 is No Proficiency; 0+ is Memorized Proficiency; 1 is Elementary Proficiency; 1+ is Elementary Proficiency, Plus; 2 is Limited Working Proficiency; 2+ is Limited Working Proficiency, Plus; 3 is General Professional Proficiency; 3+ is General Professional Proficiency, Plus; 4 is Advanced Professional Proficiency; 4+ is Advanced Professional Proficiency, Plus; 5 is Functional Native Proficiency.

- **Project Global Officers (Project GO)**: Grants to U.S institutions of higher education, with a particular focus given to Senior Military Colleges, to improve the language skills, regional expertise and intercultural communication skills of future military officers;

- **State Roadmaps Project**: Federal-state partnerships to explore how language education issues might be systematically addressed at the state and local level; and

- **Pilot African Languages Initiative:** Pilot initiative to expand the quality and quantity of American students learning African languages by providing additional domestic and overseas language training for Boren Scholars and Fellows.

I. NATIONAL SECURITY EDUCATION PROGRAM: THE FUTURE OF LANGUAGE AND CULTURE LEARNING

Since NSEP began making awards in 1994, it has focused on providing opportunities for American students to pursue meaningful and rigorous in-depth study of languages and areas of critical need to the United States. By all measures, NSEP continues to achieve this goal. Its programs are comprehensive in scope; they create a pipeline of U.S. students skilled in critical languages and cross-cultural expertise and highly-qualified to assume positions in the federal national security community; support undergraduate critical language programs at U.S. institutions of higher education; satisfy the immediate need for government surge requirements in language skills through a pilot civilian corps of certified language experts available for short-term assignments; and develop future military officers who possess the cross-cultural communication skills required for effective leadership in the 21st Century operational environment.

PROGRAM EFFECTIVENESS

In conjunction with technology and research-oriented investments, NSEP represents an integral component of a national security strategy to eliminate the serious language deficit in the federal government. NSEP provides clear measures of performance and accountability for its initiatives, including: detailed monitoring of the performance of award recipients, language proficiency testing, and federal job placement assistance and tracking.

To understand NSEP's unique contributions to the nation, it is important to compare NSEP award recipients with general trends in U.S. education:

- According to the most recent national data from 2010, 61 percent of all American students studying abroad are enrolled in programs in Europe, North America (Bermuda and Canada), and Oceania (Australia, New Zealand, and the South Pacific Islands).[2] In contrast, NSEP exclusively supports travel to less-commonly studied regions of the world, excluding those mentioned above. During 2010, NSEP award recipients studied in 47 countries and territories – enhancing their understanding of 41 different languages and cultures. Nearly 40 percent of NSEP awards were given to individuals studying in the Near East, North Africa and South Asia.

- Fewer than four (4) percent of all U.S. students studying abroad enroll in full academic or calendar-year programs based on most recent national findings. [3] NSEP emphasizes long-term academic study. 73 percent of NSEP award recipients studied abroad for an academic year or longer.

[2] Institute of International Education (IIE). (2010). Open Doors Report 2010. Retrieved from http://www.iie.org/en/Research-and-Publications/Open-Doors December 10, 2010.
[3] Institute of International Education (IIE). (2010). Open Doors Report 2010. Retrieved from http://www.iie.org/en/Research-and-Publications/Open-Doors December 10, 2010.

- Only 20 percent of U.S. students studying abroad in 2010 were students of color (Hispanic-American; Asian-American; Native-American; and those that identified themselves as Multiracial), while 80 percent were Caucasian. [4] NSEP award recipients are given the option of completing a form identifying their ethnicity at the time of application. Among the 2010 NSEP Boren recipient pool, Caucasian students made up 57 percent, 24 percent of students identified themselves as either students of color or other, and 19 percent of students did not respond to this question.

- The field of study abroad has struggled for years to achieve higher participation levels among male students. Women in 2010 constituted approximately 64 percent of U.S. students studying abroad.[5] In 2010, 47 percent of NSEP's Boren Scholarships and Fellowships were awarded to men, while 53 percent were awarded to women.

- Approximately 75 percent of higher education foreign language enrollments in the U.S. are in Spanish, French, German and American Sign Language. [6] NSEP award recipients become proficient in less commonly studied languages such as Arabic, Mandarin, Persian and Swahili.

- NSEP focuses on rigorous language study. Its award recipients are high-aptitude language learners who reach higher proficiency levels during the course of their NSEP-funded study.

Since 1994, NSEP has awarded 2,688 Boren Scholarships to undergraduates for study in 82 countries and 72 less commonly studied languages; and 1,547 Boren Fellowships to those in graduate school for study in more than 125 countries and 107 critical languages. Through The Language Flagship, NSEP has funded 196 graduate Flagship Fellowships beginning in 2003, and currently provides support to 22 undergraduate Flagship Centers and programs. Together with its graduate Flagship Centers, NSEP has collectively enrolled over 2,000 students in the Flagship program since in 2002. Through the English for Heritage Language Speakers (EHLS) program, NSEP has awarded 150 EHLS Scholarships and provided grants to two (2) institutions of higher education since making its first EHLS Scholarships in 2006. Through the Project Global Officers (Project GO) program, NSEP has provided grants to 24 institutions of higher education since 2007, funding more than 850 slots for language and culture at newly developed sites in the United States and overseas.

2010 Program Highlights

NSEP had many significant accomplishments in 2010, including the following:

[4] Institute of International Education (IIE). (2010). Open Doors Report 2010. Retrieved from http://www.iie.org/en/Research-and-Publications/Open-Doors December 10, 2010.
[5] Institute of International Education (IIE). (2010). Open Doors Report 2010. Retrieved from http://www.iie.org/en/Research-and-Publications/Open-Doors December 10, 2010.
[6] Furman, Goldberg & Lusin (2010). Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009. *Modern Language Association*. Retrieved December 10, 2010 from http://www.mla.org/pdf/2009_enrollment_survey.pdf

- In order to improve the opportunities for NSEP awardees to secure federal employment to satisfy their service requirements, Section 1101 of the National Defense Authorization Act for Fiscal Year 2010 (NDAA FY10) amended Section 802 of the David L. Boren National Security Education Act of 1991, codified at 50 U.S.C. § 1902, to provide the Secretaries of Defense, Homeland Security, and State, as well as the heads of other federal agencies identified by the Secretary of Defense as having national security responsibilities, the ability to appoint NSEP award recipients to excepted service positions. Upon satisfactory completion of two years of substantially continuous service, NDAA FY10 also authorizes NSEP award recipients to be non-competitively converted to career or career-conditional status.

- The U.S. Army announced 15 centrally-funded positions for the exclusive hiring of NSEP award recipients. Additionally, the National Ground Intelligence Center (NGIC) has hired 14 award recipients over the past two years by exclusively recruiting NSEP awardees.

- On September 27-28, 2010, NSEP held its 12th Annual Symposium of Fellows for returned Boren Fellowship recipients. Boren Fellows discussed their NSEP-funded overseas experiences and presented research findings from their studies at the event. The symposium also included job roundtables with federal hiring officials, who conducted interviews with former Boren Scholars, Boren Fellows, Flagship Fellows and English for Heritage Language Speakers Scholars. The Symposium of Fellows attracted 74 students, while more than 140 students attended the job information roundtables. At the Symposium, NSEP held its fourth annual alumni awards ceremony, officiated by Dr. Samuel Kleinman, the Deputy Assistant Secretary of Defense (Readiness). Mr. Paul Meinshausen was presented the 2010 Howard Baker, Jr. Award, and Ms. Glenda Jakubowski was honored as the 2010 Sol Linowitz[7] award winner.

- NSEP completed the multi-year, development phase of its redesigned, web-based NSEPnet system. The system will streamline its award recipient and service data collection processes and will allow awardees to submit all information related to the completion of their federal service electronically. Data from awardees transfers directly to the NSEPnet Service database. This enhancement will save significant data-entry time and increases program efficiency and accuracy. NSEPnet will also enhance analytical and evaluative features, including query, analysis and report generation abilities. NSEP anticipates that it will complete the full transition of all service data by the end of the 2011 calendar year.

- More than 230 American undergraduate and graduate students studied 41 critical languages in 47 countries overseas. Many conducted independent research, completed internships, and lived with host families as part of their Boren Scholarship or Fellowship experience.

[7] See Appendix C for a list of Sol Linowitz. awardees, and Appendix D for Linowitz awardee profiles.

- On June 9-10, 2010, NSEP welcomed the 2010 cohort of Boren Scholarship recipients to Washington, DC for its annual Convocation. Over a two-day period, 107 undergraduate students from across the country were briefed on various aspects of Boren programming and studying internationally. Among the featured presenters included U.S. Congressman Dan Boren of Oklahoma. To conclude the event, each Boren Scholar met with his or her Member of Congress on Capitol Hill. More than fifty percent of the students met with both of their Senators, as well as their Congressperson. In total, more than 120 Congressional visits were scheduled and attended.

- On October 12, 2010, the NSEP office sponsored a meeting entitled "Moving the Dial on Language Learning in the United States: A Structured Dialogue on Issues and Policy." In addition to a Flagship Directors Council roundtable, the day included several breakout sessions focused on language learning in the United States. Session topics included "Language Myth Busters: Critical Issues and Myths that Define Language Learning in the US" and "Pragmatics to Moving the Dial: Policies, Strategies and Approaches." The evening's keynote event was a well-received speech delivered by Senator David L. Boren, which addressed global education in the 21st Century.

- NSEP's Language Flagship program successfully achieved its 2010 target of reaching over 2,000 undergraduate and graduate students. The ambitious program target was added to the strategic plan in 2006 when The Language Flagship had enrolled less than 150 students. In addition, The Language Flagship has reduced average per student costs, including undergraduate and graduate costs. The average cost per student was reduced by 25.1 percent from the 2009-2010 to 2010-2011 school year. The Flagship program cost savings result from increased program efficiencies and savings from increased student participation. These cost savings enable The Language Flagship to experience continued enrollment growth while ensuring the long-term financial viability of the program.

- The Language Flagship was featured at a Foreign Language Summit on 8 December 2010 held at the University of Maryland. The Summit was convened by Leon Panetta, Director of the Central Intelligence Agency, to discuss how to promote high-level language skills as a national imperative for national and economic security. Director Leon Panetta, Under Secretary of Defense for Personnel and Readiness Dr. Clifford Stanley, Congressman Rush Holt, Secretary of Education Arne Duncan, and Ambassador Patrick Kennedy all emphasized the importance of fostering a national approach to language learning that targets the Interagency Language Roundtable Level 3 and beyond. The NSEP Director presented on a plenary panel discussion titled "Reaching the Summit: Flagship-Style Language Learning," discussing the needs and approaches of different federal agencies towards superior level language proficiency.

- The 2010 English for Heritage Language Speakers Program (EHLS) graduated 37 scholars, all of whom provided open source analysis research reports to six components of the federal government, including the Defense Intelligence Agency, the Marine Corps Intelligence Activity, and the National Ground Intelligence Center. These reports are currently utilized by organizations throughout the government and are available on Intelink-U, a web-based resource of open source material. EHLS Scholars are securing positions throughout the defense and intelligence communities, serving the Central

Intelligence Agency's Open Source Works; U.S. Central Command; the Department of State's Foreign Service Institute; and the National Security Agency, among others.

- The number of EHLS Scholars grew by 32 percent from 2009 to 2010 due to extensive outreach and recruiting by NSEP's EHLS partners, Georgetown University and the Center for Applied Linguistics, and made possible due to additional support provided by the Office of the Director of National Intelligence (ODNI).

- United States citizens are interested and motivated to become members of the National Language Service Corps (NLSC) Pilot. Membership increased by 43 percent in 2010. Furthermore, the rate of incoming applications for membership is accelerating; suggesting that a steady rate of growth is likely to continue in 2011.

- Components of the U.S. government are turning to the NLSC to meet surge needs associated with critical foreign language and culture requirements. NLSC leadership provided briefings of its capabilities to the Department of Defense Combatant Commands (COCOMS) including U.S. Central Command, Pacific Command, European Command, Africa Command. NLSC has sparked interest among those briefed by emphasizing its mission to rapidly respond to requirements in a cost efficient manner. In turn, the COCOMS have focused on how NLSC can support them. Possible future mobilizations include missions with both U.S. Africa Command (AFRICOM) and U.S. Marine Corps Forces Africa (MARFORAF), as well as the International Criminal Police Organization (INTERPOL); the Washington State National Guard; the Utah National Guard; the Centers for Disease Control (CDC); and the Secretary of the Navy (SECNAV).

- The NLSC worked together with the American Society for Testing and Materials (ASTM) to develop standards for language testing that allow certification of test development methods, test administration, scoring, reporting, or other areas of testing which impact the quality of proficiency testing, as well as performance-based certification of test quality against a referenced criterion.

- Project Global Officers funded 20 domestic institutions of higher education, including five of the six Senior Military Colleges, to serve as national resources for critical language instruction in 2010. A total of 340 ROTC students participated in summer 2010 language programs, studying Arabic, Chinese, Hausa, Hindi Urdu, Korean, Pashto, Persian, Russian, Swahili, Tatar, Turkish, Uzbek, and Wolof. Project GO ROTC students also studied abroad in 12 countries, including Kenya, Senegal, Tajikistan, China, Jordan and Tanzania. In December 2010, the House Committee on Armed Services Subcommittee on Oversight and Investigations highlighted the importance of the new Project Global Officers in its report on Language and Culture.[8]

[8] Building Language Skills and Cultural Competencies in the Military: Bridging the Gap. December 2010. U.S. House of Representatives Committee on Armed Services: Subcommittee on Oversight and Investigations.

SERVICE TO THE FEDERAL GOVERNMENT

NSEP is firmly established as a significant contributor to the federal government's effort to address serious shortfalls in foreign language and area expertise. NSEP is unique as a federal program in its requirement that award recipients must seek a position in qualifying national security positions in return for support. If they are unable to find a position in government service, they must fulfill service in education. However, an NSEP award does not guarantee a specific government job or position. Therefore, NSEP has developed a hands-on approach to ensure that every award recipient is equipped with knowledge on how to identify appropriate federal jobs, and that federal agencies know how to identify and recruit NSEP Scholars and Fellows.

As of December 2010, 2,224 NSEP award recipients had completed or were fulfilling their service requirements. Of those recipients who have yet to complete service, approximately 89 have more than three (3) months to begin fulfilling their service; many award recipients are still students and therefore have not yet begun seeking employment to fulfill their service requirements. The federal agencies where award recipients are serving include the Department of Defense, all elements of the Intelligence Community, and the Departments of Commerce, Energy, Homeland Security, Justice, and State.

	Boren Scholars	Boren Fellows	Flagship Fellows	EHLS Participants	TOTAL
Government	**872**	**519**	**85**	**51**	**1,527**
Education	**173**	**452**	**1**	**0**	**626**
Gov. & Ed.	**23**	**46**	**2**	**0**	**71**

PROGRAM FLEXIBILITY

NSEP has demonstrated a remarkable flexibility and capacity to respond to new challenges and federal needs. A number of important changes have occurred since NSEP began making awards in 1994 that further sharpened the focus, accountability, and responsiveness to national security needs.

- In 1996, the Department of Defense worked with Congress to substantially revise the service requirement to expand payback to the federal sector. Revisions included service requirements for all Boren Scholarship recipients (not just those receiving 12 or more months of assistance) and emphasized the priority to work for federal agencies and organizations involved in national security. These changes have successfully narrowed the applicant base for NSEP to those undergraduates and graduates motivated to seek federal employment. Further elaboration is provided in Section XI: The NSEP Service Requirement.

- NSEP initiated language proficiency testing for all Boren Scholars and Fellows in 1996. Along with the Flagship and EHLS programs, the Boren Awards is the only federally-funded program in higher education that requires such testing. Language testing provides

important nationally recognized certification for NSEP award recipients when they seek employment based on their language competencies. Section VIII of this report outlines results of language proficiency testing.

- Responding to the needs increasingly articulated by federal agencies, NSEP proposed the creation of The Language Flagship in 2000, with the intent of forging a strategic partnership with institutions of higher education. The goal – to produce professionals with a superior level ability in the languages most critical to U.S. national security – has received national attention and has stimulated a national effort to embrace language learning in the U.S. education system.

- A host of additional opportunities have broadened the scope and influence of NSEP, giving the program a chance to demonstrate its continued ability to respond to and meet the needs of the national security community. These events and results are listed in detail in Section X: The Future and NSEP.

NATIONAL SECURITY EDUCATION BOARD

A13-member National Security Education Board (NSEB), comprised of representatives from seven Cabinet-level departments and six (6) members appointed by the President, review the administration of NSEP[9].

Boren Fellow (left) in China

The Secretary of Defense oversees NSEP in consultation with the NSEB, of which the Secretary is the statutory Chairman. The Secretary delegated these authorities and responsibilities to the Under Secretary of Defense for Personnel and Readiness. The NSEB oversees the work of the NSEP staff with regards to: developing criteria for awards; providing for wide dissemination of information regarding the program; establishing qualifications for scholarship, fellowship, and grant applicants; and recommending critical areas for study by program participants.

NATIONAL SECURITY EDUCATION PROGRAM FUNDING

[9] For the current membership of the NSEB, see Appendix M: National Security Education Board Members.

The National Security Education Act included language that created the National Security Education Trust Fund and required an annual report on its status. The trust fund supported NSEP funding and administrative costs from FY1992 through FY2005. In FY2006 NSEP began receiving an annual appropriation instead of funding through the Trust Fund. Based on its Statute, NSEP receives its annual appropriation through two sources: the Department of Defense annual appropriations process and a transfer from the Office of the Director for National Intelligence (ODNI).

Needs Analysis For Areas Of Emphasis

In 1995, NSEP began surveying federal agencies and organizations involved in national security affairs to assess their needs for individuals with "global skills" based on their knowledge of world regions, languages and cultures, and field of study. The results of these surveys demonstrate that agencies are eager to locate and hire individuals with global skills that extend across a wide breadth of non-Western countries, who are proficient in less-commonly taught languages, and who have expertise in a broad range of disciplines. This survey process resulted in an annual list of *NSEP Areas of Emphasis,* which is illustrated on the following page. NSEP focuses on languages and areas identified as most critical while maintaining a vital investment in those languages and areas that may be important in the future. This list has remained essentially unchanged since 2000. NSEP routinely consults with the Department of Defense senior language authority, senior language officers throughout the government, as well as other national security agencies to revalidate and update the list based on assessments routinely undertaken by these organizations.

NSEP Area of Emphasis: World Regions/Countries

Africa		
Angola	Congo, Democratic Republic	Congo, Republic of
Cote d'Ivoire	Eritrea	Ethiopia
Kenya	Liberia	Nigeria
Rwanda	Sierra Leone	Sudan
Tanzania	Uganda	South Africa
Zimbabwe		
East Asia and Pacific		
Burma	Cambodia	China
Indonesia	Japan	Korea, North
Korea, South	Malaysia	Philippines
Taiwan	Thailand	Vietnam
East Europe and Eurasia		
Albania	Armenia	Azerbaijan
Belarus	Bosnia and Herzegovina	Bulgaria
Croatia	Czech Republic	Georgia
Hungary	Kazakhstan	Kyrgyzstan
Macedonia	Moldova	Poland
Romania	Russia	Serbia and Montenegro
Slovakia	Slovenia	Tajikistan

Turkey	Ukraine	Uzbekistan
Latin America and Caribbean		
Argentina	Brazil	Chile
Colombia	Cuba	El Salvador
Guatemala	Haiti	Honduras
Mexico	Nicaragua	Panama
Peru	Venezuela	
Near East		
Algeria	Bahrain	Egypt
Iran	Iraq	Israel
Jordan	Kuwait	Lebanon
Libya	Morocco	Oman
Qatar	Saudi Arabia	Syria
Tunisia	United Arab Emirates	Yemen
South Asia		
Afghanistan	India	Pakistan

*World Regions and respective countries included are based on the U.S. Department of State classification system. NSEP has replaced the category "Europe" with "East Europe and Eurasia."

2009 Boren Scholar (left) in Morocco

NSEP Area of Emphasis: Languages

The list of languages emphasized by NSEP reflects a need for more than 50 languages. Among the languages emphasized by NSEP, the greatest need was expressed for Arabic (and dialects), Chinese (Mandarin), Hindi, Japanese, Korean, Pashto, Persian, Russian, Turkish, and Urdu.

Languages		
Albanian	Amharic	Arabic (and dialects)
Armenian	Azerbaijani	Belarusian
Bosnian	Bulgarian	Burmese
Cantonese	Czech	Georgian
Hebrew	Hindi	Hungarian
Indonesian	Japanese	Javanese
Kazakh	Khmer	Korean
Kurdish	Kyrgyz	Lingala
Macedonian	Malay	Mandarin
Mongolian	Pashto	Persian (Farsi/Dari)
Polish	Portuguese	Punjabi

Romanian	Russian	Serbian
Sinhala	Slovak	Slovenian
Swahili	Tagalog	Tajik
Tamil	Telegu	Thai
Turkish	Turkmen	Uighur
Ukrainian	Urdu	Uzbek
Vietnamese		

The languages above are listed in alphabetic order, and reflect the principal languages of each emphasized country of study. Other languages and dialects spoken by a significant population in the countries listed above are also emphasized.

NSEP Area of Emphasis: Fields of Study

In addition to applications from students who specialize in any of these world regions or languages, NSEP welcomes requests for funding from individuals seeking degrees in multidisciplinary fields that include one of those listed below.

Fields of Study	
Agricultural and Food Sciences	Area/Regional Studies
Business and Economics	Computer and Information Sciences
Engineering and Applied Sciences	Foreign Languages
Health and Biomedical Sciences	History
International Affairs	Law
Linguistics	Other Social Sciences
Political Science and Policy Studies	

Boren AWARDS

II. DAVID L. BOREN SCHOLARSHIPS: PROVIDING AMERICAN STUDENTS EXPERIENCES IN CRITICAL AREAS

NSEP awards David L. Boren Scholarships to outstanding undergraduate students who are U.S. citizens studying languages, cultures, and regions of the world critical to national security. The Institute of International Education (IIE) administers the Boren Scholarships program for NSEP. IIE is a nationally recognized non-profit organization that has been a leader in promoting international education since 1919.

2008 Boren Scholar (left) in South Korea

The competition cycle for Boren Scholarships begins each academic year in September with applications due in February. NSEP employs an independent, merit-based review process conducted by a cross-section of university faculty and professionals at three (3) levels (on-campus, regional, and national). Panelists consider the merits of each applicant, and the process ensures that award recipients are of the highest quality, as well as diverse. Applicants are judged on their academic merit and their ability to articulate the role that the proposed study abroad program will play in their education and career plans, including a clear description of commitment to federal service.

In 2009, 130 Boren Scholarships were awarded, with an applicant acceptance rate of 15 percent; in 2010, 137 Boren Scholarships were awarded, with a continued applicant acceptance rate of 15 percent.[10]

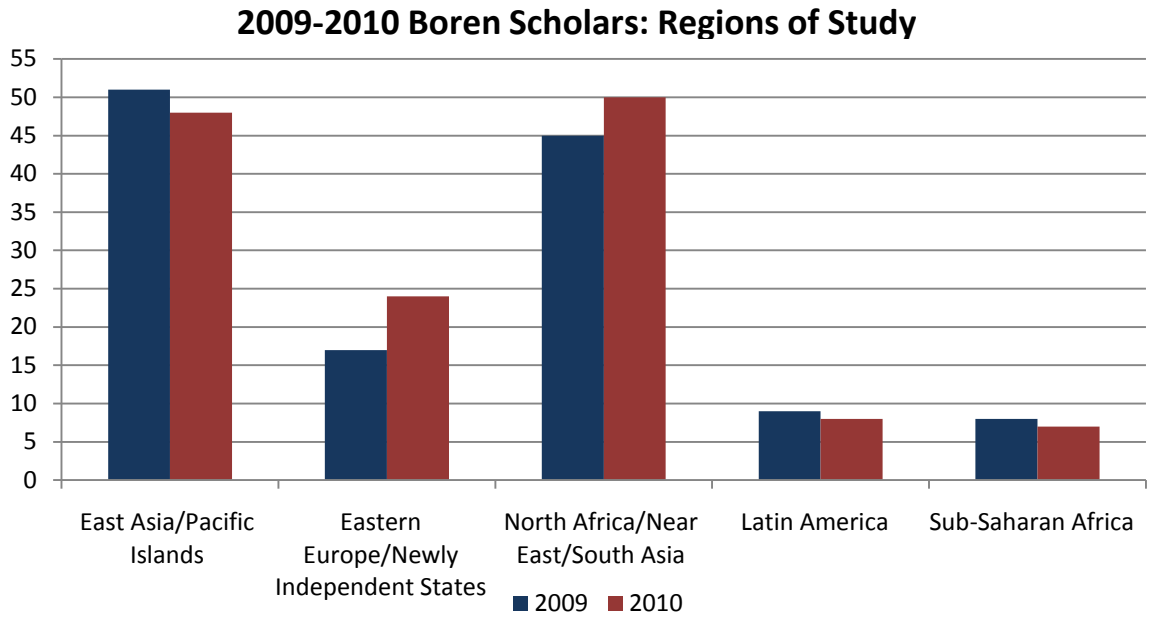
Scholarship Year	Total Applicants	Number of Schools	Total Award Recipients	Countries of Study	Languages Studied	States Represented
2009	896	355	130	31	23	40
2010	925	360	137	28	23	38

BOREN SCHOLARS ABROAD

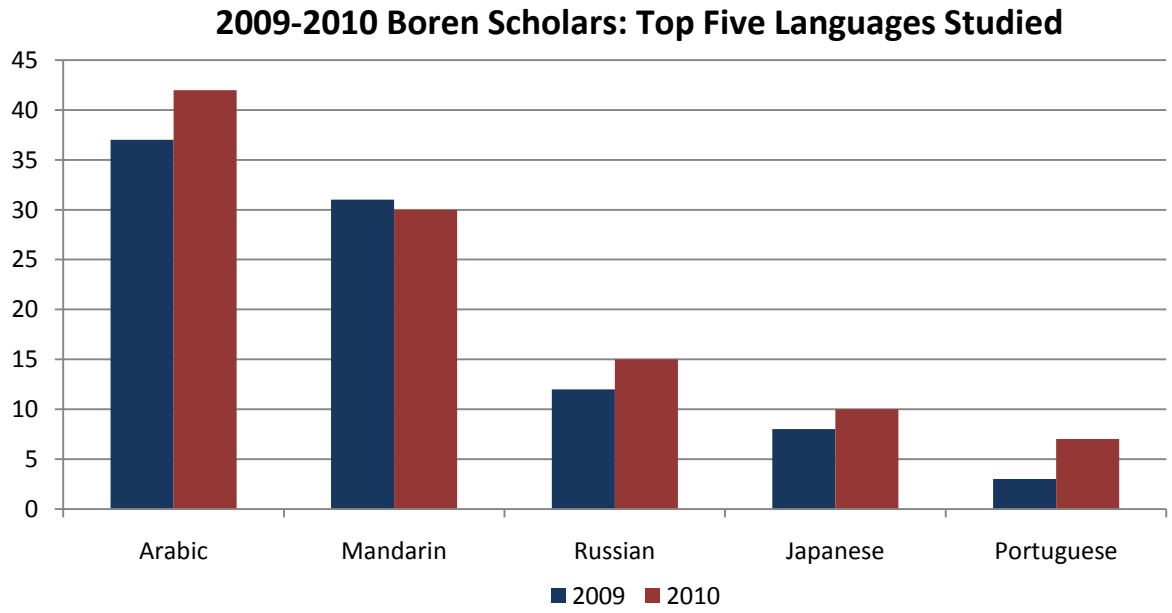
While overseeing the Boren Scholarship program, NSEP has learned that applicants are sensitive to changes in international affairs and orient their studies to languages and areas they perceive as having future importance. These scholar preferences complement the areas emphasized by NSEP. As demonstrated in the graph below, a large proportion of 2009 and 2010 applicants proposed study in the Near East (*Middle East* and *North Africa*) and East Asia/Pacific regions.

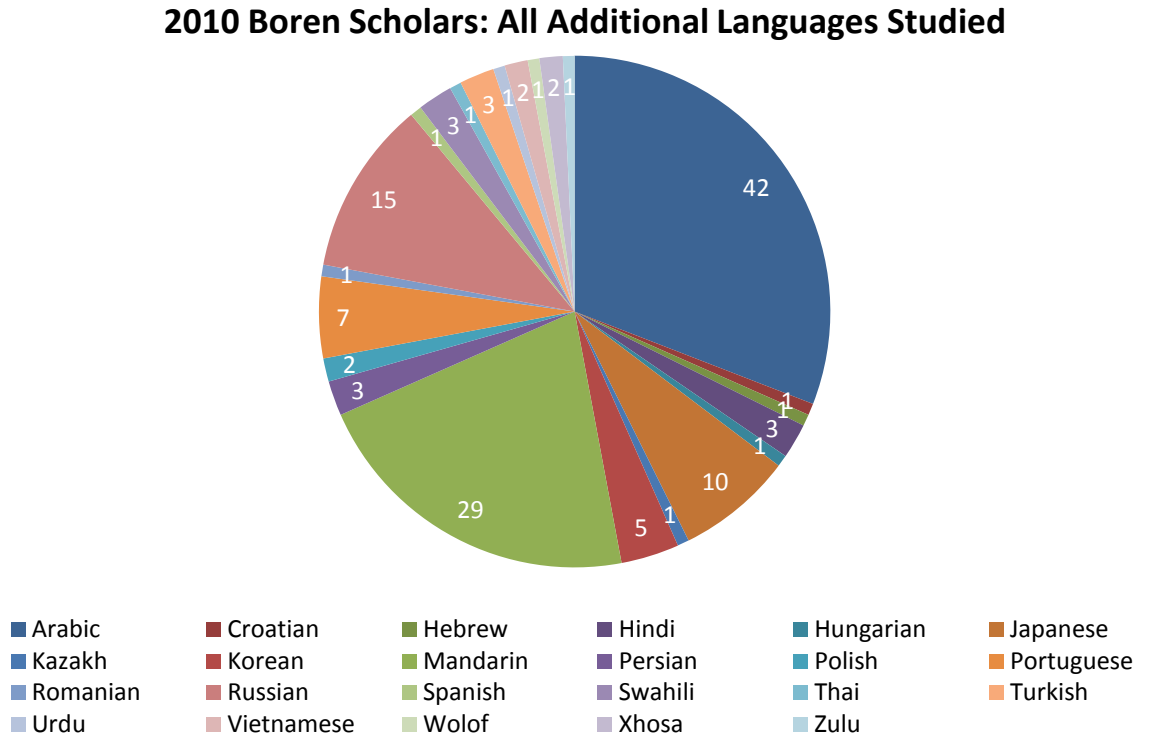
[10] A list of all 2010 Boren Scholarship recipients can be found in Appendix E: 2010 David L. Boren Scholars; several profiles of these individuals are included in Appendix F: Select 2010 David L. Boren Scholar Profiles.

Boren Scholars awarded funding to these regions proposed study in languages such as Arabic, Persian dialects, and Mandarin.

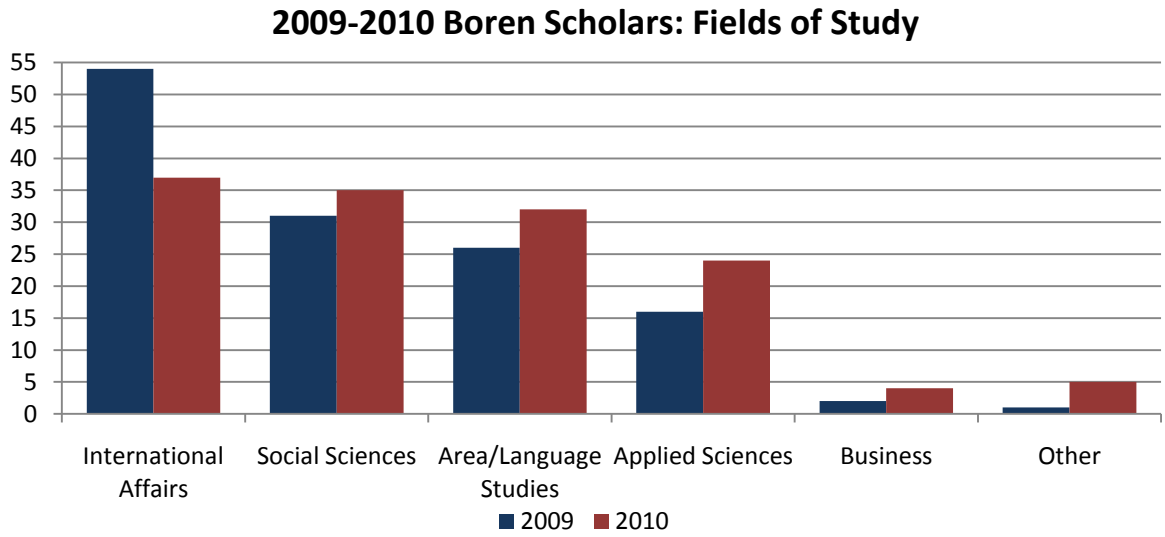


As illustrated in the following graph, Arabic was the predominant language studied by Boren Scholars in 2009 and 2010, with Mandarin Chinese the second most commonly studied language. Russian, Japanese and Portuguese rounded out the top five languages studied, with remaining languages, such as Swahili and Farsi, studied in smaller numbers.



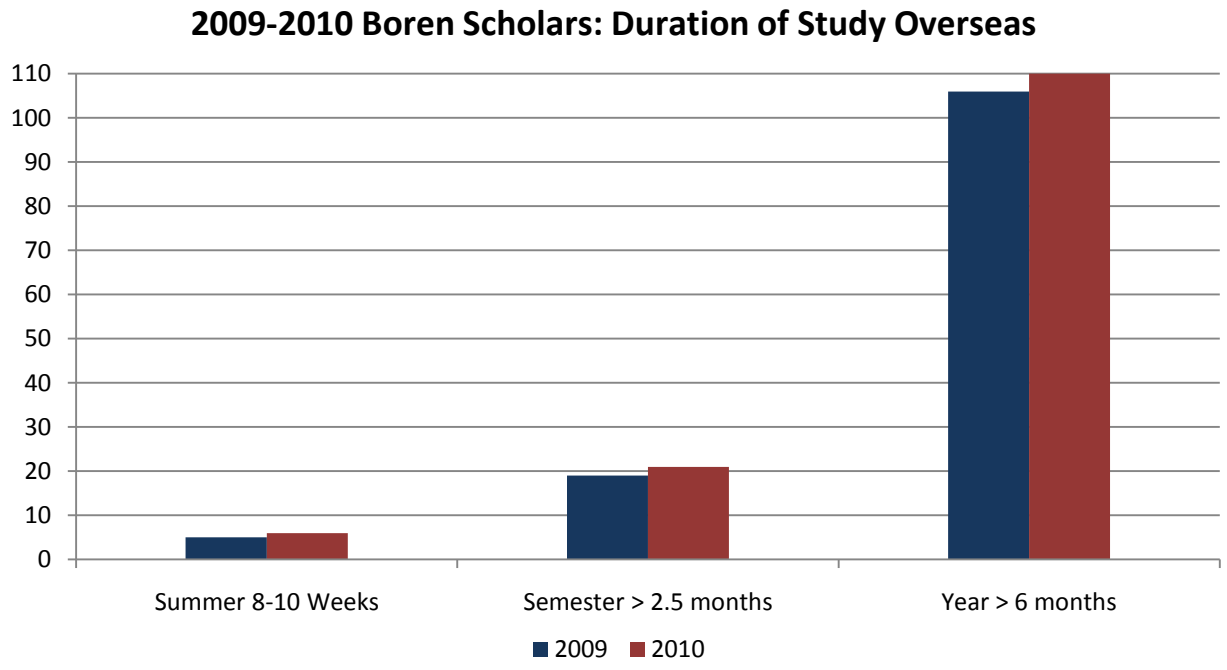


From 2009 to 2010, the number of Boren Scholars focusing on the social sciences, area/language studies, applied sciences and business increased significantly.[11]



[11] A description of the specific disciplines within each of these categories can be found in *Appendix G: List of Majors by Academic Fields*.

As previously stated, NSEP emphasizes longer-term academic study for all of its Boren Scholars. This focus is in stark contrast to trends toward shorter duration programs popular among many U.S. higher education students. More than 80 percent of 2010 Boren Scholars opted to enroll in programs of an academic-year or longer in duration, while about 15 percent were enrolled in programs between a semester in length but less than an academic year. Approximately four (4) percent of Scholars were enrolled in summer-long programs, which are reserved exclusively for students in the science, technology, engineering and mathematics (STEM) fields. These students may return for longer periods of study later in their undergraduate careers.



SPOTLIGHT: BOREN SCHOLARS ABROAD

The number of undergraduates who study abroad in countries important to U.S. national security through the David L. Boren Scholarship program continues to increase. Boren Scholars are also studying abroad for longer periods of time than in years past. The languages studied by Boren Scholars continue to consist of those that are critical to U.S. interests in combination with fields of study that strongly support areas of importance to the federal government. Below is a selection of Boren Scholars from the 2010 cohort.

- University of California-San Diego International Relations Major, Communications Minor: This 2010 Boren Scholar enrolled for an academic year in the Croaticum, a program offered by the University of Zagreb's University Center for Croatian Studies in Zagreb, Croatia.
- Seattle University Engineering Major: This 2010 Boren Scholar spent the academic year in Tanzania studying Swahili, East African culture, science, and engineering at the University of Dar Es Salaam.

- Arizona State University Economics and Environmental Studies Double Major: This 2010 Boren Scholar spent the academic year at the Escola de Administracão de Empresas de São Paulo da Fundacão Getúlio Vargas in Brazil, one of Brazil's top business schools, living with a host family and conducting research for his honor's thesis on the socio-economic implications of trade policy between the U.S. and Latin America, with a focus on biofuels and sustainability.

SPOTLIGHT: OUTSTANDING ALUMNUS

Each year, NSEP honors one Boren Scholar with the Howard Baker, Jr. award for outstanding federal service and academic achievement. The award is named in honor of Ambassador Howard Baker, Jr. who had an exemplary career in public service and is regarded as one of the most successful senators in terms of achieving compromises, enacting legislation, and maintaining civility.

The 2010 Howard Baker, Jr. award recipient, Paul Meinshausen, was awarded a Boren Scholarship in 2006 to study Turkish in Ankara, Turkey while an undergraduate student at the University of Louisville. In 2007 he received a Fulbright Critical Language Scholarship, as well as a Fulbright Research Scholarship, to complete a Master's degree in Eurasian Studies from Middle East Technical University. He has shown an outstanding commitment to serving our nation through his work as a General Military Intelligence Analyst at the National Ground Intelligence Center (NGIC). At NGIC, Mr. Meinshausen is responsible for conducting research and analysis to help the U.S. military better understand and engage local populations in irregular warfare and counterinsurgency environments. His work has drawn commendations from top military officials, including General Petraeus:

2010 Howard Baker, Jr. Award recipient Paul Meinhausen (left) and **Dr. Samuel Kleinman, Deputy Assistant Secretary of Defense (Personnel and Readiness)**

Boren Scholar (second from left) in Jordan

"Paul is the perfect commercial for the value of NSEP to our nation's security," wrote John S. White, Chief, Complex Environments for NGIC, in his nomination of Mr. Meinshausen for the award. *"The immediate application of years of preparation and training leading to the direct influence of policy and operational planning in a theater of conflict is a rare event and should be recognized by an award of this nature."*

III. DAVID L. BOREN FELLOWSHIPS: PROVIDING AMERICAN STUDENTS EXPERIENCES IN CRITICAL AREAS

David L. Boren Fellowships provide funding to U.S. graduate students to add an important international and language component to their graduate education through specialization in area and language study. As with Boren Scholarships, Boren Fellowships support study and research in areas of the world that are critical to U.S. interests, including Africa, East Asia and the Pacific, East Europe and Eurasia, Latin America and the Caribbean, the Near East, and South Asia. As with the Boren Scholars Program, the Boren Fellowships program is currently administered by the Institute for International Education (IIE).

The competition for each award cycle is announced in September with applications due in January. NSEP utilizes a nationally competitive, merit-based review process. A first stage review is completed by academic discipline merit review panelists. These panelists then forward the highest quality applications to a national panel. National panels are composed of college and university faculty, as well as experts from the public and private sectors. Applicants are judged on their academic records, their potential for success in their proposed studies, the quality and appropriateness of their proposed programs and their relevance to the goals of NSEP, their language interests and aptitudes, their commitment to international education to fulfill academic and career goals, and their strong commitment to service in the federal government.

Boren Fellow (center) in Brazil

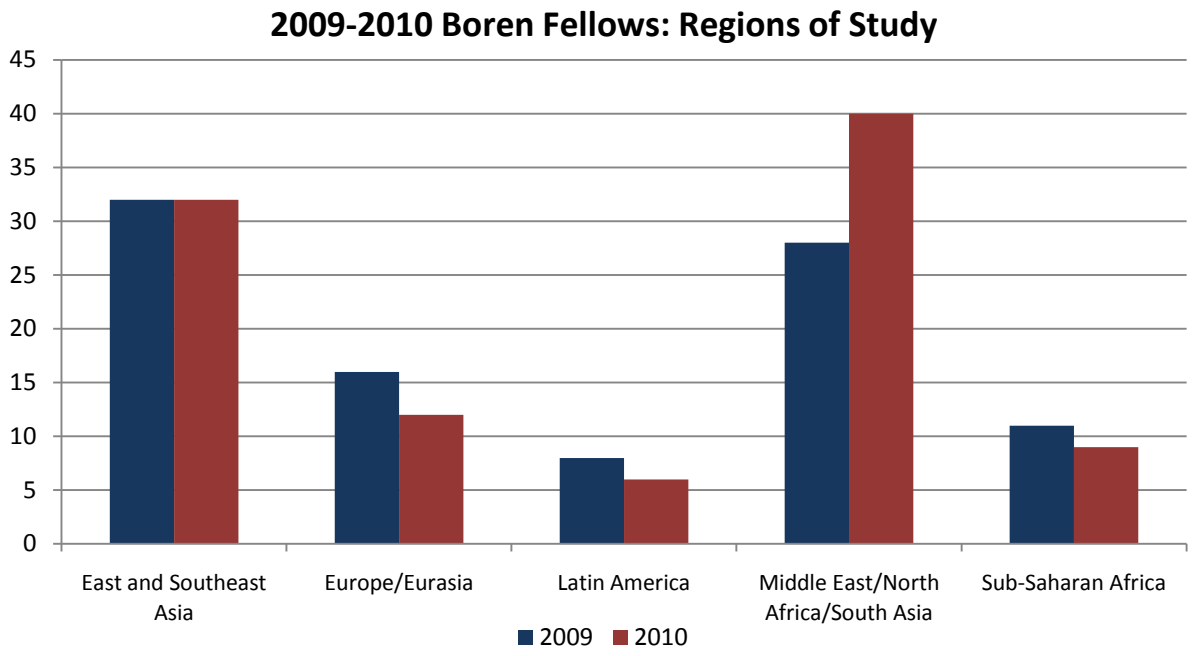
In 2009, 98 Boren Fellowships were awarded, with an applicant acceptance rate of about 20 percent. A total of 99 Boren Fellowships were awarded in 2010, with an applicant acceptance rate of about 19 percent.[12]

Fellowship Year	Total Applicants	Number of Schools	Total Award Recipients	Countries of Study	Languages Studied	States Represented
2009	499	130	97	42	36	26
2010	519	143	99	34	26	34

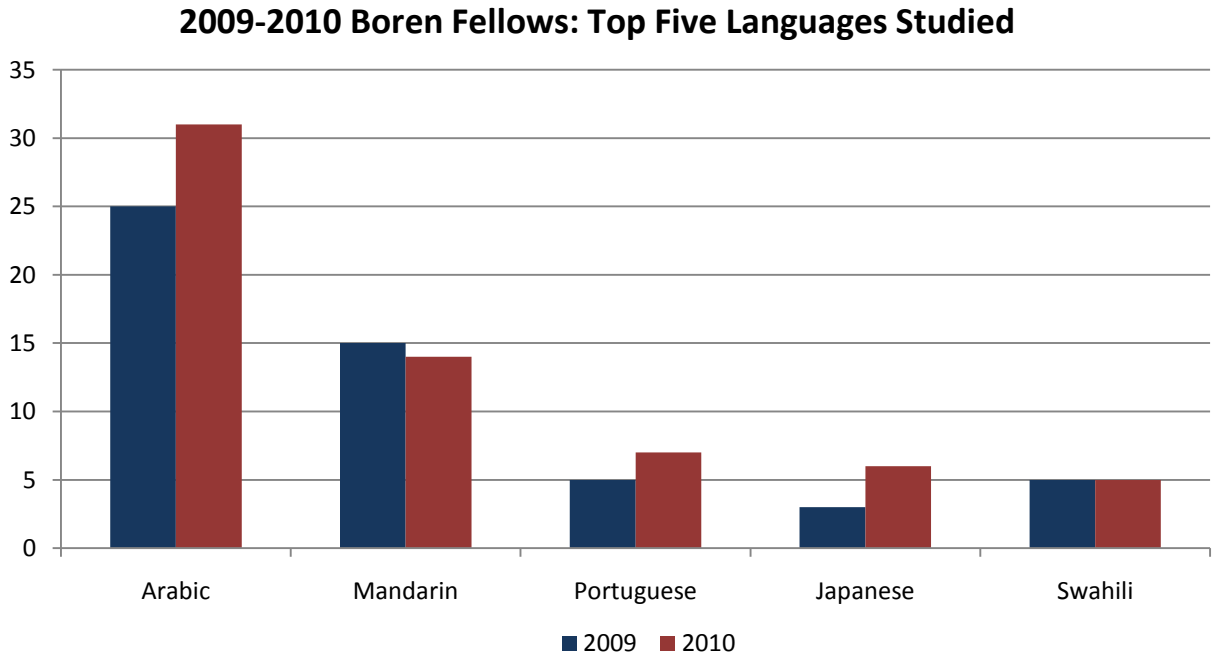
In 2009 and 2010, the countries in which most Boren Fellows studied included China, Egypt, Indonesia, Russia, Syria and Turkey. Increased study in the Middle East/North Africa/South Asia region was due to an increase in the number of Fellows studying languages such as Arabic,

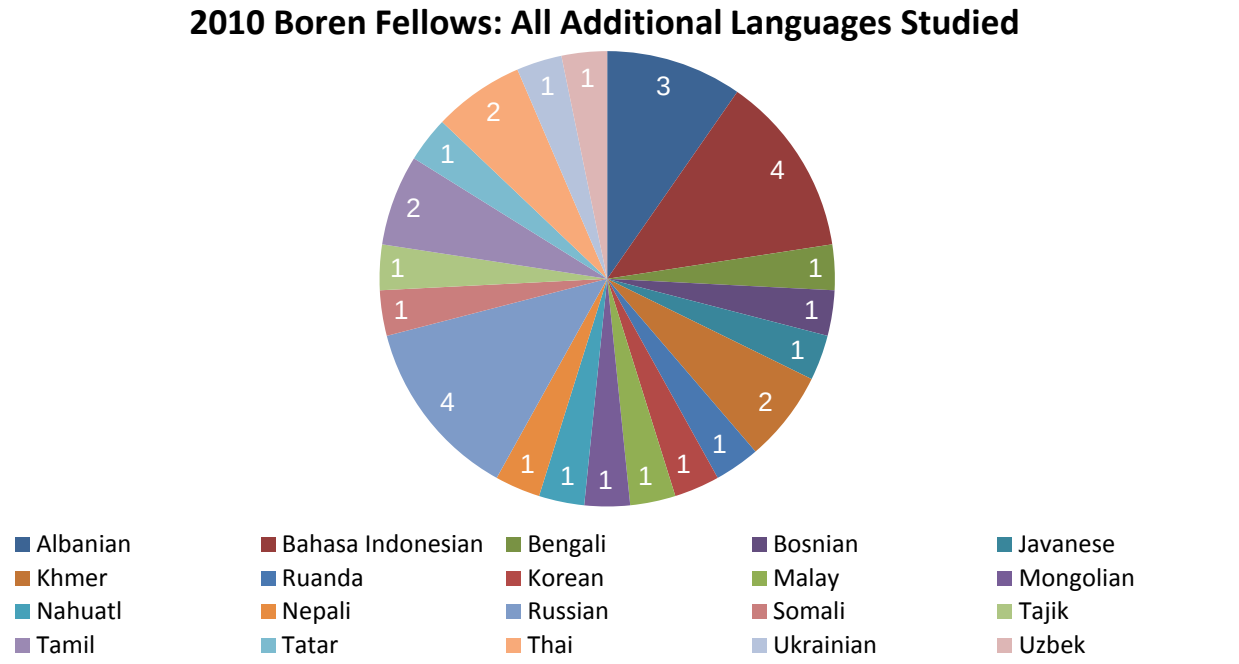
[12] A list of all 2010 Boren Fellowship recipients can be reviewed in Appendix H: 2010 David L. Boren Fellows; several profiles of these individuals are included in Appendix I: Select 2010 David L. Boren Fellow Profiles.

Bengali and Nepali. This trend demonstrates that a growing number of specialists in these languages and cultures are developing competitive applications for Boren Fellowships.



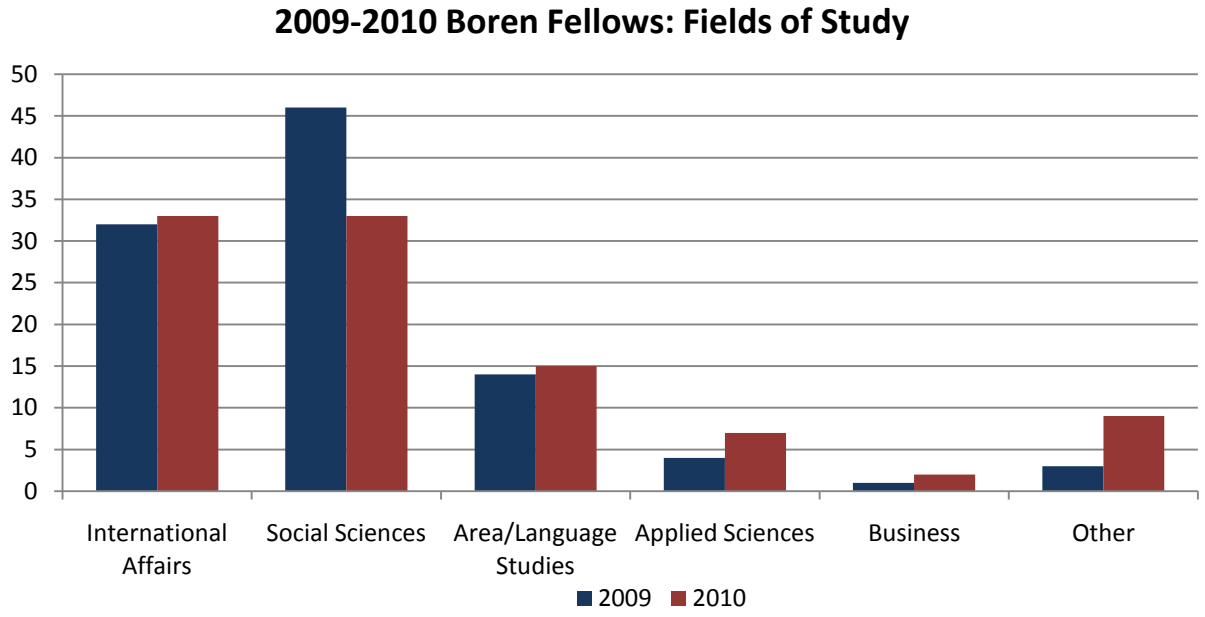
In 2010, Boren Fellows studied 26 languages; Arabic and Mandarin remained most popular. A full listing of languages studied in both years is illustrated on the following page.



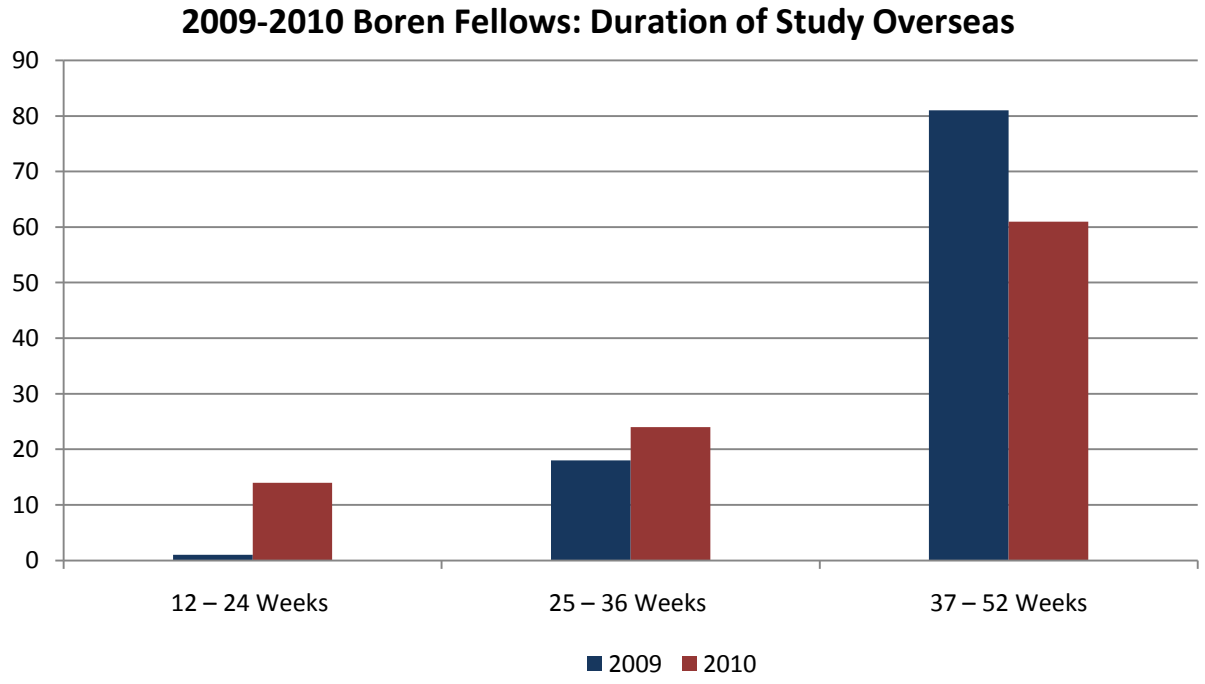


The number of Boren Fellows who were enrolled in international affairs, area/language studies, applied sciences, business and other fields of study such as communications and journalism increased from 2009 to 2010, while other areas of study decreased slightly. The graph below outlines all fields of study pursued by 2009 and 2010 Boren Fellows.[13]

[13] As noted in Section II, a description of the specific disciplines within each of these categories can be found in *Appendix G: List of Majors by Academic Fields*.



Nearly all NSEP Boren Fellows devote significant periods of time to study overseas, in order to immerse themselves in critical languages. Over 60 percent of Fellows in 2010 studied overseas for an academic year or longer, while about 24 percent studied for a semester or less during the same time period. Due to their commitment to study less commonly taught languages and cultures for longer periods of time, Boren Fellows have made tremendous gains in critical language and cultural proficiency.



SPOTLIGHT: BOREN FELLOWS ABROAD

During the course of their graduate studies, Boren Fellows purposefully choose to study abroad in countries important to U.S. national security. As with Boren Scholars, Boren Fellows continue to acquire language and area studies skills that strongly support critical capacity needs of the federal government. Below is a selection of Boren Fellows from the 2010 cohort.

- University of California, Berkeley Urban and Regional Planning graduate candidate: This 2010 Boren Fellow pursued Mandarin language coursework at Beijing Language and Culture University while conducting dissertation research on China's expanding car culture and urban planning.

- Stanford University Education PhD candidate: This 2010 Boren Fellow, who possesses an advanced knowledge of French and basic Kinyarwanda, continued her study of Kinyarwanda while conducting doctoral dissertation research on the politics of curricular reform and the role of policy in promoting reconciliation, social reconstruction, and civic identity in Rwanda.

Boren Fellow (right) in Cambodia

- University of Utah Juris Doctorate candidate: This 2010 Boren Fellow studied Korean, took courses in international law at Sungkyunkwan University in Seoul, South Korea, and participated in a judicial internship.

SPOTLIGHT: OUTSTANDING ALUMNA

Each year, NSEP honors one Boren Fellow with the Sol Linowitz Award for outstanding federal service and academic achievement. The Sol Linowitz Award is named in honor of Ambassador Sol Linowitz, a former diplomat and major supporter of international education.

The 2010 Sol Linowitz Award recipient, Glenda Jakubowski, was awarded a Boren Fellowship in 2006 to study Arabic in Cairo, Egypt. She earned a Master's degree in International and Security Studies from East Carolina University in 2009. She has shown an outstanding commitment to serving our country through her work as a Senior Analyst on the Sunni Resistance Team at the Joint Intelligence Operations Center, within the Defense Intelligence Agency (DIA). Ms. Jakubowski is currently in the midst of her second deployment to Iraq with DIA, where she conducts analyses related to tribal, gender and cultural concerns.

Glenda Jakubowski,
2010 Linowitz Award recipient

"In the first months of her current deployment, Ms. Jakubowski's analysis resulted in a senior policymaker decision to field additional equipment to troops throughout Iraq, which ISF-I J2 Major General Theodore Nicholas noted was directly responsible for saving soldiers' lives," said Kevin Schmidt, Senior Intelligence Office, JIOC Analysis and Production in his nomination of Ms. Jakubowski.

THE LANGUAGE FLAGSHIP

Creating Global Professionals

IV. THE LANGUAGE FLAGSHIP: CHANGING THE WAY AMERICANS LEARN LANGUAGES

The Department of Defense is the largest employer, both civilian and military, of Americans with skills in communicating in other languages. NSEP recognizes that in order for the Department of Defense and the broader U.S. national security and foreign affairs community to meet current and future needs for a globally trained workforce, it must rely on our national education system to graduate high school and college students with facilities in languages critical to our future.

The Language Flagship is a partnership between the federal government and the education community with the goal of building language programs that produce professionally proficient language speakers in African languages, Arabic, Chinese, Hindi Urdu, Korean, Persian, and Russian. The Language Flagship is a national initiative that focuses on providing opportunities for American students of all majors to acquire professional language proficiency (ILR 3 or ACTFL Superior) [14] and cultural competency. Today, The Language Flagship is comprised of 22 Domestic Flagship programs, 11 Overseas Flagship programs, and three (3) K-12 programs.

The Language Flagship, an initiative of the National Security Education Program, aims to produce U.S. citizens for the broader U.S. national security and foreign affairs workforce that are linguistically and culturally competent in world regions, languages, and skills who are critical to the success of the United States. The Language Flagship strives to graduate students that will become future contributors to and employees of the Department of Defense and the broader national security community.

FLAGSHIP UNDERGRADUATE PROGRAM

The Language Flagship started in 2002 as an experimental national pilot initiative for students who had completed their Baccalaureate degrees. In 2007 The Language Flagship shifted focus and expanded its innovative efforts to undergraduate programs. The Language Flagship now offers pathways and opportunities that resonate with today's undergraduate students: the opportunity to study their majors while gaining advanced proficiency in a critical language.

Students enroll in Flagship undergraduate programs because they provide an opportunity for students to gain high-level proficiency in the general usage of their language of choice, but also within the context of their academic discipline or profession. Flagship students combine and

[14] The Interagency Language Roundtable (ILR) is an unfunded federal interagency organization established for the coordination and sharing of information on language-related activities at the federal level. The ILR scale classifies five primary levels, which are the official Government Language Skill Level Descriptions are known as the "ILR Scale" or the "ILR Definitions." All U.S. government agencies adhere to the ILR Definitions as the standard rubric to determine language proficiency. ACTFL (American Council on the Teaching of Foreign Languages) developed and published for academic use proficiency guidelines based on the ILR Definitions. The ILR Level 3 and the ACTFL Superior ratings are equivalent; each requires the ability to use the language with sufficient structural accuracy and vocabulary to participate effectively in formal and informal interactions on practical, social and professional topics.

integrate their language studies into their majors by taking content courses offered in their target language. Moreover, Flagship students are recruited from a wide variety of fields from international studies to mathematics to biology. Thus, the Flagship program provides opportunities for students from a variety of disciplines to become professionally proficient in one of Flagship's target languages.

Flagship programs' curricula focus on proficiency level advancement in all four (4) modalities of language learning: reading, writing, listening, and speaking. Students know before they apply to the program what goals they must meet. Flagship programs offer opportunities for students to take summer intensive courses at Overseas Flagship Programs, engage in one-on-one tutoring on their campuses, and live in language dedicated dormitories. All students have ready access to instructors and staff who take student progress and achievements seriously.

The design of The Language Flagship undergraduate programs is based on years of experience, research, and evidence demonstrating that advancing students to professional level language proficiency takes a systematic approach, one that emphasizes content-based language learning tied with overseas immersion to bring students face-to-face with rich language and culture environments. This carefully articulated experience is attractive to students, who are increasingly choosing to study at Flagship institutions because of the opportunities they offer.

The Flagship Difference

- **Results Based:** Teaches languages at a level of intensity that ensures achieving professional proficiency (ILR Level 3) by the end of the program
- **Internationally Experienced**: Requires student participation in immersion programs at overseas Flagship Centers; students enroll directly in the foreign institution and engage in a required internship
- **Culture Based:** Cultivates cultural awareness and literacy along with language study
- **Content Based**: Provides language learning opportunities for students of all majors to master the language of their specific disciplines or fields
- **Standards Based**: Holds teachers and students accountable for progress and requires proficiency testing for all graduates
- **Pragmatic and Relevant:** Emphasizes practical and professional use of the target language (idiomatic expressions, process writing, and specialized vocabulary) in work and professional situations.

Flagship Graduate Program

While the primary focus has moved to undergraduate programming, The Language Flagship continues to support several effective graduate programs in Arabic, Chinese, Korean and Persian. These programs continue to support superior level domestic and overseas instruction necessary to support the Flagship Fellows.

In 2009, The Language Flagship enhanced the requirements for existing Post-Baccalaureate programs to ensure that all programs became degree-granting graduate programs. This change

ensured that there was a two (2) year sequence for instruction, with one (1) year domestic and a second year of overseas direct enrollment and internship. All programs currently have developed, or in the case of Russian are still developing, programs that result in a graduate degree.

The result of this change has been that all incoming students and applicants for Fellowships must be in a Master's degree-granting program. One reason for this change in policy was to improve the competitiveness of Flagship Fellowships nationally. This improvement in competitiveness enhances the opportunities for government employment of these Flagship Fellows. The changes will also eventually make Flagship Fellows eligible for the State Department's Diplomacy Fellows Program (DFP).[15] Flagship graduate programs and all Flagship Fellows devote full-time effort to The Language Flagship.

FLAGSHIP PILOT K-12 PROGRAMS

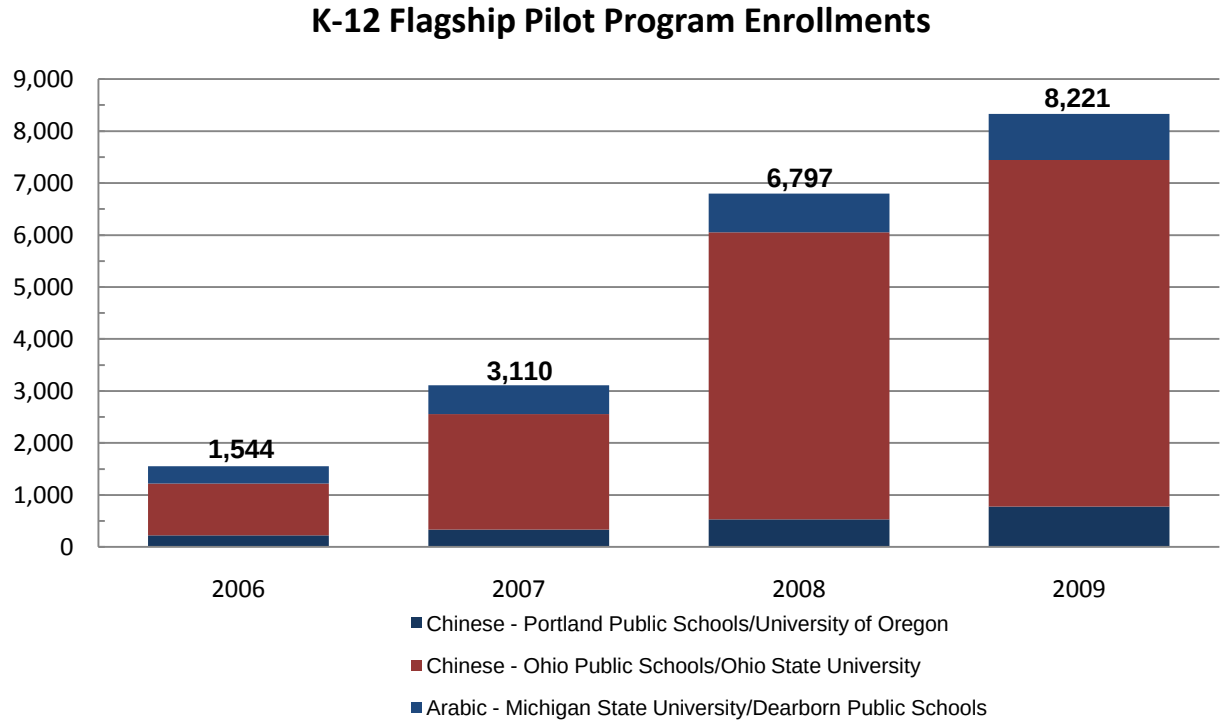
Since other countries require students to begin learning another language in childhood, the U.S. is at a distinct disadvantage, as most American students have no language requirement to fulfill until high school or beyond. The average U.S. student enters university with only basic skills in a second language.

The Language Flagship has demonstrated that it is possible to create programs that help students of all majors reach ILR Level 3 proficiency during the course of their undergraduate study. However, we know that creating a critical mass of American citizens with high-level language proficiency would be much more efficient if students began learning languages in elementary, middle, and high school.

In 2005, The Language Flagship initiated three (3) pilot initiatives to examine different approaches to "push" an articulated approach to language learning down to elementary, middle, and high schools to examine best methods to create opportunities for students to enter college with an established and measurable skill in a critical second language, such as Chinese or Arabic.

The three (3) pilot efforts were designed to model a K-12 language curriculum development and implementation process in three (3) different environments. Programs were located in the Dearborn Public Schools in Michigan; the Portland Public Schools in Oregon; and in public schools across the state of Ohio. The goal was to develop test K-12 language instruction programs that graduated high school students and provide a pipeline of students to Flagship Programs that would train these students to professional proficiency.

15 The State Department Diplomacy Fellows Program is designed to advance certain candidates, such as Boren Fellows, Pickering Fellows, and Presidential Management Fellows, directly to the Foreign Service Oral Assessment, by-passing the Foreign Service Written Examination. Eligibility for Flagship Fellows for the DFP was still under review by the State Department at the completion of this report.



HIGHLIGHTS OF THE LANGUAGE FLAGSHIP 2010

In 2010, The Language Flagship made progress in the following strategic areas:

1) Robust Enrollment Growth
2) National Outreach to High Schools
3) Boren/Flagship Scholars
4) Flagship Fellows
5) Strategic Interagency Partnerships
6) Public Private Partnerships
7) Tracking Results and Accountability

1) ROBUST ENROLLMENT GROWTH

In 2010, The Language Flagship successfully reached its goal of teaching over 2,000 students since the beginning of the program in 2002. Since the transition to undergraduate programs in 2007, Flagship enrollments have remained consistent from one year to the next. From 2009 to 2010, overall enrollment growth across languages was 51 percent. The 2009 cohorts consisted of a total 633 undergraduate students, and in 2010 enrollment grew to 954 undergraduate students. Total undergraduate classroom enrollments were 1,134, as there were 180 at-large students engaged in Flagship coursework. We expect this growth trend to continue with additional enrollments in spring 2011. The growth rate indicates increasing levels of interest in new opportunities by undergraduates for engaging in high-level language learning in conjunction with their majors.

Flagship Language	2009 UG Enrollment	2010 UG Enrollment	% Change 2009-2010
Arabic	165	256	55%
Chinese	307	403	31%
Hindi Urdu	29	45	55%
Korean	21	32	52%
Persian	16	24	50%
Russian	70	150	114%
Swahili	11	22	100%
Yoruba	14	20	43%
	633	**954**	**51%**

NSEP has developed a strategic approach to increasing national enrollments for students of all majors at participating institutions in 2010. Typically, undergraduates do not choose to attend a university based upon the language courses it offers. Rather, most undergraduates choose to attend a university based on factors other than language courses and the possibility to achieve a high proficiency in a foreign language. Flagship has started to change that model. Most students who enroll in a Flagship program join the program with a clear purpose in mind: to attain high level language proficiency while undertaking their chosen majors. The creation of Flagship programs at participating institutions has allowed institutions to use their programs to recruit top students of all majors on a national basis. Students are drawn to the opportunity Flagship presents to pursue their academic majors and interests while developing their advanced language skills. The Language Flagship programs attract top high school students and recruit some of the most talented undergraduate students on their campuses. Though the undergraduate program is still new, reports from institutional programs indicate that retention in Flagship programs has been high and that the majority of students continue with the program from year to year and gain greater language proficiency.

2) National Outreach

NSEP recognizes the importance of language education as a core component of the undergraduate experience and has worked closely with its partner institutions to help support national recruitment in a number of ways. In 2010, NSEP made building a national outreach program to high school students and collaborating with other nationally and federally funded language programs for high school students a top priority. The purpose of this outreach is to recruit talented high school students into the Flagship program.

National High School Recruitment: The Flagship program is working closely with each of its centers and programs to improve their ability to recruit high school graduates with existing critical language skills. In 2009, Flagship funded a complete census of critical foreign language programs in U.S. K-12 schools. This data was provided to all grantees as part of a concentrated effort to recruit from a targeted pool of students with some formal critical language training. The Flagship also developed a mechanism on the Flagship website that would help students research, on a national level, the Flagship programs that would best suit their needs. This mechanism allows students to easily contact and compare the Flagship

programs in the language that they are most interested in studying. The Flagship also commissioned two Flagship videos that have been used for information and recruitment. These videos have been posted to the Flagship website and been shown to K-12 teachers and students.

Collaboration with other national and federally funded language programs: Over the past year, Flagship has strengthened relationships with federal partners in the STARTALK and NSLI-Y programs and is developing a collaborative outreach program in concert with these partners.

3) Boren/Flagship Scholars

With the continued expansion of The Language Flagship and an extensive history with David L. Boren Scholarships, NSEP directed its efforts in 2010 to build an important bridge between these two (2) programs. The ultimate goal of this collaboration is to create greater pathways for outstanding undergraduate Flagship students to enter federal government service.

Undergraduate Flagship students engage in studies across a wide range of academic disciplines and combine these pursuits with advanced language study with the goal of attaining professional level proficiency (ILR 3 or ACTFL Superior) by the time they graduate. As a requirement of their Flagship studies, these undergraduate students also commit to a yearlong immersion at an overseas partner university where they directly enroll in courses in their fields of study and engage in professional internships or other experiential activities.

As outlined in the Boren Scholarship section of this report, Boren Scholarships provide undergraduate students with resources to acquire skills and experiences in areas of the world critical to the future security of our nation, in exchange for their commitment to seek employment in the federal government. As a cornerstone of NSEP's mission to enhance U.S. national security by increasing the national capacity to deal effectively with foreign cultures and languages, Boren Scholarships promote long-term linguistic and cultural immersion overseas that allows American students to develop vital global competencies.

In this inaugural year, a total of 15 undergraduate Flagship students in African languages, Arabic, Chinese, Korean, Persian, and Russian from 12 Flagship institutions were awarded Boren Scholarships for their yearlong overseas studies. The partnership between The Language Flagship and the Boren Scholarships has initiated opportunities for undergraduate Flagship students to gain invaluable experience that advances their development as global professionals with superior language skills who can communicate within the context of their academic disciplines. Equally, this partnership expands the qualified pool of linguistically and culturally competent professionals dedicated to serving the United States.

4) Flagship Fellows

Despite The Language Flagship's focus on undergraduate programs, The Language Flagship continues to support the same number of fellowships for Flagship Fellows. The major objective of the Flagship Fellowship awards is to provide funding to select graduate students who are highly motivated to work for the federal government in an area related to U.S. national security. As for all NSEP-funded awardees, a service requirement exists for all Flagship

Fellows. Upon completion of a Fellowship, graduates must work in qualifying national security positions.

In 2009, The Language Flagship revised its requirements for the Post-Baccalaureate programs and converted the Post-Baccalaureate programs into Master's degree-granting programs. This change resulted in an enhancement of student requirements, specifically that Flagship Fellowship applicants must be enrolled in a Flagship Master's degree-granting program. This change in program policy improves the competitiveness of Flagship Fellowships with other Fellowship programs and for opportunities for federal employment.

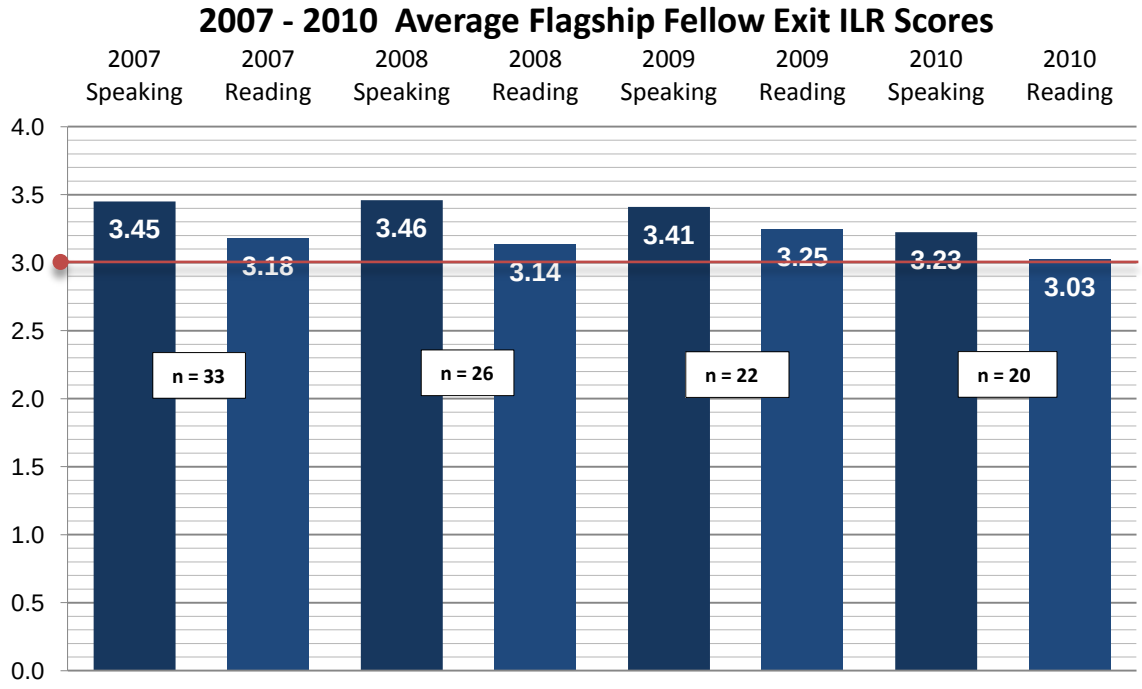
Flagship Fellows are expected to devote full-time effort to The Language Flagship. Flagship Fellows may not pursue requirements of other degree programs while receiving Fellowship support, nor may the Fellowships be combined with other sources of funding that would require students to devote less than full-time effort to the program. Applicants for Flagship Fellowships must first be admitted to the Flagship graduate program before they are considered for a Fellowship. Further, candidates for Flagship Fellowships must apply for a Fellowship in addition to applying for the graduate program.

Between 2003 and 2010, NSEP, through IIE, awarded 193 Flagship Fellowships. In 2010 there were 17 new Flagship Fellows.[16]

Number of Flagship Fellows by Language and Year								
Language	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
Arabic	3	4	12	9	8	6	5	5
Central Eurasian	0	0	0	0	0	0	1	0
Chinese	4	2	8	9	4	6	4	6
Korean	4	7	11	14	5	3	3	4
Persian	0	0	0	0	3	5	5	2
Russian	0	7	7	7	3	4	3	0
Total	**11**	**20**	**38**	**39**	**23**	**24**	**21**	**17**

Since 2007, each Flagship Fellow has been tested through the Foreign Service Institute (FSI), following completion of his or her overseas program. The FSI-administered assessments of "Speaking" and "Reading" provide the Fellows with a government-administered and verified ILR score. The data provided by FSI shows that Flagship has consistently met the goal of graduating students at or above the ILR 3/ACTFL Superior level. Monitoring and tracking student outcomes is a foundation of The Language Flagship program. Flagship continues to work with FSI and other government partners to ensure the successful assessment of the Flagship Fellows.

[16] For a full list of currently active Flagship Fellows, see Appendix J: 2010 The Language Flagship Fellows.



5) Strategic Interagency Partnerships

The Language Flagship has been a strategic partner representing the Department of Defense in cross-agency collaboration to create linkages and pathways amongst language programs for students that already exist within the Department of Education, the Department of State, Director of National Intelligence (ODNI), and the Department of Defense. This collaboration originally was envisioned and established in 2006 out of the National Security Language Initiative (NSLI).

In 2010, NSEP continued to collaborate with these agencies by participating in a standing working group. Established in October 2009, the mission of this working group is to ensure increased collaboration among strategic language programs spread across the four (4) organizations. The eleven federal programs included in these interagency efforts are:

<u>Department of Defense</u>
The Language Flagship
National Language Service Corps

<u>Department of Education</u>
Foreign Language Assistance Program

<u>Department of State</u>
Fulbright Critical Language Enhancement Awards
Fulbright Foreign Language Teaching Assistants
Gilman Summer Language Institutes

Intensive Summer Language Institutes (Critical Language Scholarships)
Intensive Summer Language Institutes for Teachers
NSLI for Youth (NSLI-Y)
Teachers of Critical Languages Program

Office of the Director of National Intelligence
STARTALK

The mission of the current interagency effort is to promote cross-program collaboration and resource sharing to expand U.S. critical foreign language education from kindergarten through post-secondary education, and into the workforce. Flagship and NSEP have reinforced their commitment to these goals by continued cooperation with the interagency working group on strategic languages.

The working group meets bi-monthly to ensure inter-program communication and enhance cross-program articulation. In 2010, the working group agreed to and has collaborated on five interagency initiatives:

1. Coordinate reporting of program outcomes in a single annual report to demonstrate to agencies and supporters the coordination between the programs.

2. Develop mechanisms for capturing student participation across federal programs, and work to capture student movement among programs.

3. Share outreach responsibilities across federal programs through collaborative campaigns for student recruitment in association with these programs.

4. Construct a collaborative website, which will provide pass-through to partner agencies, and be a shared portal for federal program information and data.

5. Develop a research agenda to document best practices for language programs.

In 2010, Flagship provided all partners with tools and resources to enhance recruitment from the STARTALK and NSLI-Y programs. The State Department's Gilman and Critical Language Scholarships programs have experienced a substantial increase in applications from Flagship programs. The working group's annual report will be submitted February 2011, and the new website will be available March 2011.

6) Public Private Partnerships

The Language Flagship was conceived as a partnership between government, education, and the private and non-profit sectors. Through such a partnership, NSEP is able to set the foundation for long-term financial sustainability as well as affect the way a variety of sectors value language in the workplace.

Since 2007, The Language Flagship has brokered collaborative efforts across the public and private sectors that underscore the need for language skills for future U.S. public and private workforce. Based on past efforts that include State Language Summits (2007) as well as the

Metro Language Series (2008 and 2009), The Language Flagship held a summit in March 2010 which focused on the nexus among private sector needs, public policy and language educators to expand the dialogue on the necessity of language skills in the workplace.

In October 2010, Flagship hosted a National Dialogue and Keynote reception that brought together representatives from business, government, and the education and non-profit sectors to discuss strategies for the next five (5) years.

7) Certifying Results and Tracking Accountability

The Language Flagship was designed from the beginning to be results based. In order to ensure that all students who join the program meet the high expectations of the program, NSEP is developing a state of the art Flagship certification system to ensure the consistent collection of student data, and to aid in the tracking of in-program and post-program Flagship students. This system will ensure that all undergraduate Flagship students will be tracked from the time of their application for admission to a Flagship program through their domestic and overseas experiences, and onto their professional careers, in order to provide critical data related to the program.

Since the transition to the undergraduate program was first undertaken in 2007, few if any students entered into the program as freshmen, completed program requirements, and graduated. Nevertheless, as the nearly 1,000 recently recruited undergraduate students progress through their Flagship programs, additional assessment, course completion and internship experience data are collected. Upon completion of their Flagship programs, students will become alumni members and will have the opportunity to remain involved as Flagship alumni as they begin their professional careers or continue with their academic studies. As The Language Flagship grows, the number of students impacted by this program increases.

In 2010, the Flagship program graduated 104 undergraduate students from new Flagship programs, all of whom completed three (3) major Flagship components: undergraduate study at the Flagship institution; overseas study; and overseas internship. These students included many who had enrolled when the programs were first funded and who had not had the opportunity to benefit from a longer term instructional program.

Of these 104 undergraduate alumni, 59 achieved ILR 3 proficiency (56.7 percent). Another 35 undergraduate alumni attained ILR 2+. In total, 90.3 percent of all students who engaged in a complete Flagship program achieved Advanced High proficiency or better. The remaining nine (9) percent received an ILR Level 2

In an ongoing effort to improve, the Flagship program has used these preliminary results to make program adjustments to ensure that a higher proportion of students reach Level 3 proficiency. Based on an analysis carried out by the American Councils on International Education, the probability that an undergraduate Flagship student reaches Level 3 proficiency by the time he or she graduates increases significantly if the student first reaches Level 2 before departing for the academic year-long overseas Flagship study component. Accordingly, and in keeping with Flagship's research-based tradition, all Flagship Directors agreed in 2010 that any undergraduate Flagship student must reach a Level 2 before being

allowed to participate in the capstone overseas program. Furthermore, Flagship and its Directors agreed that as of 2011, all students must reach an ILR Level 3 in two (2) modalities, speaking and reading, to receive Flagship Certification.

The goal of the Flagship Student Certification system is to dramatically improve data integrity, minimize inconsistency of student data across programs, and to help ensure program accountability. All Flagship students are required to reach minimum proficiency levels before attending the overseas capstone to ensure student preparation but also to ensure program quality. The system will also have the ability to capture successful program completion and award Flagship Certification. The system makes it easier to conduct research on language pre- and post-testing and to generate reports on The Language Flagship regarding program enrollments, language attainment, and the instructional steps and interventions necessary for getting students to professional language proficiency

FLAGSHIP: WHAT'S AHEAD

In 2011, The Language Flagship will start graduating the undergraduates who started the program in 2007. When NSEP transitioned The Language Flagship in 2007 from the small-scale pilot Post-Baccalaureate to the larger undergraduate program, it recognized that graduating students from across majors with certified proficiency levels as well as rigorous overseas study and internship experience would take time. Flagship currently has 1,134 students enrolled in programs nationwide and expects continued growth and expansion. Many of these students desire to pursue a career in government service and to utilize their linguistic and cultural skills to serve the country.

UCLA Russian Flagship Scholars

Today, The Language Flagship is poised to provide a well trained workforce that, upon graduation from the program, already possesses a high level of language proficiency and cultural knowledge of an area that is critical to U.S. national security. As such, graduates of The Language Flagship are ideal candidates for many positions within the Department of Defense and the broader national security and foreign affairs community, and can provide linguistic and cultural skills and insights that are highly valued and necessary for positions related to national security.

Flagship Programs In 2010

Arabic

Michigan State University
Dearborn Public Schools K-12 Arabic Pilot
University of Texas, Austin
University of Maryland
University of Michigan
University of Oklahoma
*Alexandria University, Egypt**
*Damascus University, Syria**

Chinese

Arizona State University
Brigham Young University
Hunter College
Indiana University
The Ohio State University
Ohio Public Schools K-12 Flagship Pilot
Portland Public Schools K-12 Flagship Pilot
San Francisco State University
University of Mississippi
University of Oregon
University of Rhode Island
Western Kentucky University Pilot Program
*Nanjing University, China**
*Qingdao University, China**

Hindi/Urdu

University of Texas, Austin
*Jaipur Hindi Flagship Center, India**
*Lucknow Urdu Flagship Center, India**

Korean

University of Hawai'i
*Korea University, South Korea**

Persian

University of Maryland
*Tajik State National University, Tajikistan**

Russian

Bryn Mawr College
Portland State University
University of California, Los Angeles
University of Wisconsin
*Saint Petersburg State University, Russia**

Swahili

Indiana University
*Zanzibar State University, Tanzania**

Yoruba

*University of Ibadan**

**Overseas Flagship Center*

V. ENGLISH FOR HERITAGE LANGUAGE SPEAKERS: ENGLISH TRAINING TO MEET THE GOVERNMENT'S CRITICAL NEEDS

Congress created the English for Heritage Language Speakers (EHLS) program in 2005 as an NSEP initiative, the purpose of which is to provide intensive English language instruction for U.S. citizens who are native speakers of critical languages.[17] The EHLS program is administered for NSEP by the Center for Applied Linguistics (CAL), and provides scholarships for program participants who meet program entry requirements and who agree to work for the Federal Government for at least one (1) year after completing the program. The EHLS program design was developed by NSEP in collaboration with CAL and two (2) original partner universities, Georgetown University (GU) and the University of Washington (UW). The curriculum combines six (6) months of intensive in-class instruction; co-curricular opportunities and a capstone Open Source Analytical Research Project (OSAP); and two (2) months of part time follow-on instruction in writing and career skills. The program's goal is to enable participants to achieve professional (ILR Level 3) proficiency in English reading, writing, speaking, and listening.

EHLS Participants at Georgetown University

To be eligible for an EHLS scholarship, an applicant must demonstrate the following:

- U.S. citizenship
- Native language skills at ILR Level 3 or higher, demonstrated through formal testing[18]
- English language skills at ILR Level 2 or 2+, demonstrated through formal testing[19]
- Commitment to ongoing English language development in pursuit of professional goals
- Willingness to work for the federal government.

[17] EHLS was initiated with passage of the Intelligence Authorization Act for Fiscal Year 2005 (Public Law 108-487), Sec. 603.
[18] Native language skills are assessed using the Oral Proficiency Interview with raters from Language Testing International or the Defense Language Institute Foreign Language Center.
[19] English language skills are assessed using the Oral Proficiency Interview with raters from Language Testing International and the English Language Proficiency Test (ELPT) by permission from the Defense Language Institute English Language Center.

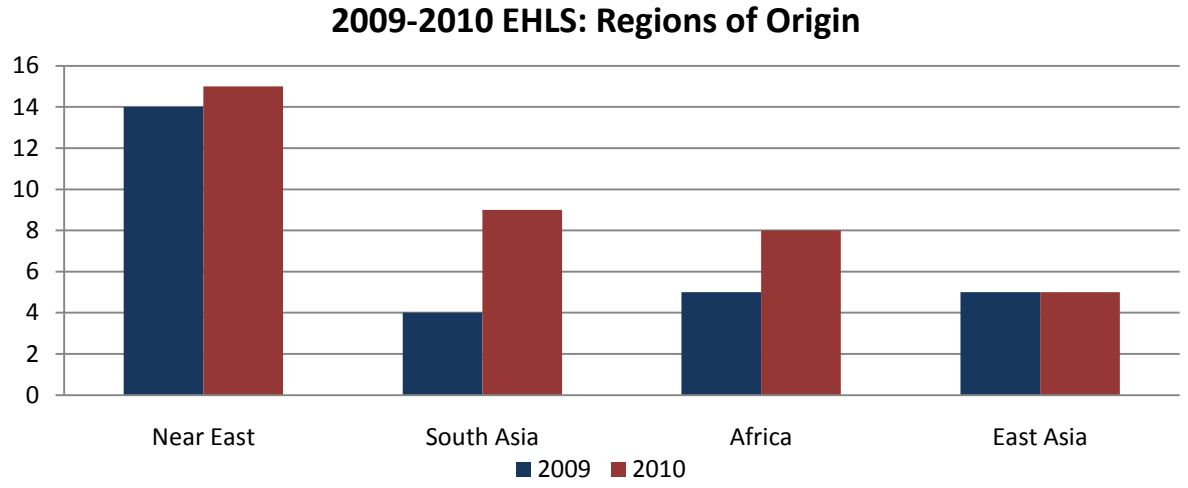
EHLS Applicants and Scholarship Recipients

The EHLS Program annually reviews which critical languages to include in its recruiting campaign based on priorities within the Department of Defense and the Intelligence Community. For the 2009 iteration, the program recruited native speakers of Arabic, Farsi, Dari, Pashto, Urdu, and Mandarin Chinese; for the 2010 iteration, four (4) African languages (Igbo, Hausa, Swahili, and Somali) were added. The intent of these adjustments was to better match federal government requirements, and to provide the greatest opportunity for participants to fulfill their service requirement.[20]

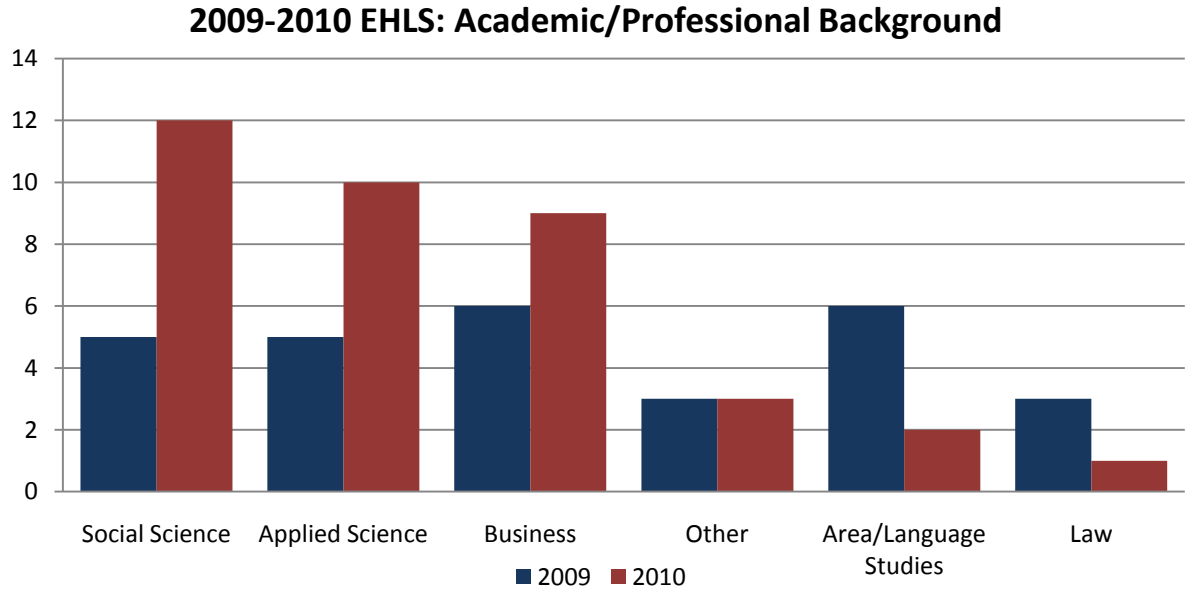
EHLS Program Year	2009	2010
Arabic	16	11
Dari	4	2
Hausa	n/a	1
Igbo	n/a	3
Mandarin Chinese	5	5
Pashto	0	1
Persian Farsi	0	4
Somali	n/a	0
Swahili	n/a	4
Urdu	0	6
Total Participants	**28**	**37**
Total Applicants	*120*	*195*

The importance of Africa and African languages to the national security community was accentuated with the creation of United States Africa Command (AFRICOM), leading to the addition of the four (4) African languages mentioned previously. In addition, recent events in Afghanistan and Pakistan have increased the popularity of the EHLS Program to native speakers originally from this part of the world, possibly as a result of foreseen opportunities by applicants for federal positions. Evident in the chart on the following page is a dramatic increase in 2010 scholars from Africa and South Asia.

[20] A list of all 2010 EHLS participants can be reviewed in Appendix K: 2010 English for Heritage Language Speakers Participants



Further demographic changes can be demonstrated by examining the academic degrees of EHLS scholarship recipients. The 2010 cohort demonstrated a significant increase in the fields of Social Science, Applied Science and Business, and dramatic decreases in the fields of Area/Language Studies and Law.[21]



EHLS Instructional Program

This unique program is innovative and believed to be the only one of its kind; nowhere else exists an English for Professional Purposes (EPP) program that:

[21] A list of majors that make up these categories is included in *Appendix G: List of Majors by Academic Fields*.

- Leads to the distinguished level of proficiency as measured by the Interagency Language Roundtable (ILR); and
- Specifically prepares individuals for careers in the U.S. federal government.

The EHLS Program begins with an intensive component that provides 720 hours of language instruction over six (6) months. This portion of the program focuses on providing participants with the opportunity to improve their English skills in a highly structured professional environment and mirrors the skills needed by government agencies involved in national security. For this reason, curriculum development involves close cooperation with federal partner agencies to continually improve the program focus and results.

In 2009, a follow-on part-time component was added for three (3) areas of study: analytical writing, career support, and oral communication. In 2010, this component was modified to focus only on analytical writing and career support, a change made based on the previous year's experience. The follow-on component was added in order to give participants time for transition after the end of the intensive portion and to provide ongoing support for the federal job search and development of writing skills. The OSAP serves as the capstone of the curriculum, and incorporates the highest levels of all English communication modalities: speaking, listening, reading, and writing. EHLS participants provide a briefing on their research projects before an audience of senior executive government officials and analyst mentors, along with their peers and other interested parties. The written version of each project is made available to those government agencies who submitted the topic, as well as to the broader national security community.

EHLS Participant at Georgetown University

The EHLS program also includes support for participants as they begin the process of seeking employment with the federal government to fulfill their service requirement. Over time, the program has substantially increased the sophistication of this job search component; the experience of the first three (3) years of the program provided insight into the complex language skills needed to interpret federal job announcements and to develop effective responses to them. Therefore, a dedicated job search instructor position is included in the staffing structure and a significant segment of each week's work is dedicated to language development activities connected with the job search, including development of résumés and KSA (knowledge, skills, and abilities) statements, exploration of USAJobs (the federal job website) and other resources, and development and submission of job applications. These activities are complemented by additional language development activities focused on writing cover letters and developing interviewing skills.

PROGRAM EVALUATION

Internal program evaluation was provided at GU by the Center for New Designs in Learning and Scholarship (CNDLS) in 2009. For the 2010 iteration, CNDLS was unable to provide this service, so The Armstrong Group (TAG) was brought on to conduct evaluation activities. The evaluation exercises were used to identify program strengths and address areas of need as the program was in progress. For example, GU made adjustments to the instructional schedule and content in response to the demonstrated needs and goals of participants.

To mark the five (5) year anniversary of the EHLS Program, NSEP contracted American Institutes of Research (AIR) to conduct an external evaluation of the program. AIR is examining the fundamental design and policies, the roles of all the key stakeholders together with their expectations, the program curriculum, the goals and objectives, and the results of the program. The final product of this evaluation is due at the end of spring 2011. NSEP will use the results of the evaluation to make refinements to the program, if necessary.

PROGRAM EXPANSION

NSEP and the Office of the Director of National Intelligence (ODNI) are working together to increase the size of the EHLS Program over the next several years. As a result of an increased and targeted recruiting campaign, the EHLS Program grew by 35 percent from 2009-2010.

FUTURE ACTIVITIES

When NSEP first designed this program five (5) years ago, the program staff identified three (3) challenges the initiative would face to achieving success: recruitment, language skill development, and job placement. The EHLS Program has identified how to succeed within each of these areas, and strives to continue improvement:

- **Targeted recruitment**. NSEP has learned that recruiting those with existing high language skills is the most viable and cost effective way to improve the outcome of the EHLS Program, and will continue to emphasize this as it moves toward increasing the size of the initiative. However, this limitation to the application pool narrows the opportunities to augment the size of the program. NSEP will continue to examine fundamental program design issues that incentivize individuals to apply to the program.

- **Language skill development**. The six (6) month intensive program remains the core of the EHLS Program, preparing those with advanced level English skills to develop professional-level proficiency. The EHLS Program has a unique, fully articulated curriculum that enables non-native speakers of English to reach professional level proficiency in six (6) to eight (8) months. Adjustments are regularly made as NSEP seeks ways to increase proficiency gains over shorter periods of time.

- **Job placement**. The ability of EHLS participants to obtain federal jobs that will fulfill their service requirement remains of great interest to program staff, students, and federal officials. Outcomes in this area significantly improved over the past several years thanks

to partnerships with federal government agencies and related contractors, which NSEP continues to cultivate.

SPOTLIGHT: EHLS SCHOLARS

Through their rigorous course of studies and ability to live in an immersive environment, EHLS Scholars acquire the professional language ability necessary to support critical needs of the federal government.

- A native speaker of Arabic, born in Algeria and a U.S. citizen for three years, has a B.S. in Economics and Management from the University of Tizi-Ouzou in Algeria, and an MBA from the University of the District of Columbia. This 2009 EHLS Scholar is currently working as an Arabic and French language instructor for the United States Air Force.

- A native speaker of Dari, born in Afghanistan and a U.S. citizen for over 20 years, has a B.A. in Journalism from Kabul University in Afghanistan, which provided instruction in Dari, Pashto, and French. This 2009 EHLS Scholar is serving as an open source analyst for the Intelligence Community.

NATIONAL LANGUAGE SERVICE CORPS

VI. NATIONAL LANGUAGE SERVICE CORPS
LANGUAGE FOR THE GOOD OF ALL

The Intelligence Authorization Act for Fiscal Year 2005 and the subsequent John W. Warner National Defense Authorization Act for Fiscal Year 2007 authorized the Secretary of Defense to conduct a multi-year pilot project to assess the feasibility and advisability of establishing a "Civilian Linguist Reserve Corps" now known as the "National Language Service Corps" (NLSC). The Acts tasked the National Security Education Program (NSEP) to oversee the pilot effort. The NLSC is a major component of the Department of Defense plan to address future surge requirements as part of the National Security Language Initiative.

NLSC member (second from left) in Indonesia

The NLSC secures the involvement of individuals with critical foreign language skills recognized as necessary for the security and well-being of the nation. Having access to individuals with these skills is essential to the ability of the federal sector to respond to national and international needs, particularly surge requirements that arise during times of threat, emergency, and disaster. As the federal government cannot possess all needed language capabilities, the NLSC was created as a five (5) year pilot to develop a civilian reserve to meet these needs. In 2010, the NLSC continued with the pilot development phase and refined exercises that demonstrate how a fully-functioning organization would operate.

Members of the NLSC demonstrate a strong sense of service; they are motivated to use their language skills to help others in need. This attitude has been evident in every exercise and operation conducted – boosting the quality of NLSC member support and their willingness to complete assignments. This dedication is consistent with the American spirit of volunteerism and these individuals with desirable language skills use the NLSC as a way to offer their abilities to benefit others. A large number of members are willing to volunteer their language skills but are not available for a number of reasons related to established government and contractors programs. The NLSC uses these volunteers to make a broader base of language skills available to the federal government.

CONCEPT OF OPERATIONS

The NLSC is a civilian organization that operates in a civilian environment. NLSC members voluntarily join and renew their membership in an organization that both considers and adopts the best practices of volunteer organizations. NLSC members volunteer to be registered in a national database and are typically given an assignment by the NLSC upon a request for service from a

sponsoring federal agency. The NLSC is requirements-driven in terms of the languages it recruits and builds its cadre of volunteers based on what sponsors request. The NLSC will include an array of languages ultimately determined by these federal sponsors.

Ideally, all NLSC members will possess Level 3 or higher language proficiency in all modalities of a critical foreign language and in English – i.e., reading, writing, speaking, and listening, as defined on the Interagency Language Roundtable (ILR) scale. However, the NLSC will also maintain a database of individuals who have some measurable skills in less common languages, but who do not meet the Level 3 language proficiency. These individuals may be contacted when a requirement for services at those skill levels develops.

NLSC support will be provided to all departments and agencies of the U.S. Government and – when authorized – to state and local governments. The requesting agency and the NLSC will utilize memorandum of agreements to establish the relationships, roles, and responsibilities of the parties.

PROGRAM STATUS

The major accomplishments of the NLSC in 2010 were:

- Implemented the lessons-learned from the five (5) Activation Exercises completed in 2009.

- The NLSC responded to 28 inquiries since January, 2010:
  - ✓ 23 Mission Support Queries – Documents known language requirements
  - ✓ Five (5) Missions Support Requests – Engages the full NLSC support process
  - ✓ Federal agencies consistently pleased with member support
  - ✓ Successfully moved members from a volunteer status to a part time Federal status
  - ★ ***Highlight: Supported the Secretary of the Navy (SECNAV) in Gulf-Coast Town Hall Meetings and subsequent translations of the reports related to the Deepwater Horizon oil spill***

- Successfully recruited 1551 members (Includes 71 outstanding commitment letters).
  - ✓ 355 Applications in process
  - ✓ 122 Languages covered by membership

- First to use remote Defense Language Proficiency Test Five (DLPT-V) testing capability in Military Entrance Processing Stations (MEPS)

- Led development of American Society for Testing and Materials (ASTM) standard for language testing
  - ✓ Improve industry performance and reliability
  - ✓ Expand testing resources available to government
  - ✓ Improved the capacity for efficient low cost initial screening
  - ✓ Led the establishment of a dedicated ASTM Technical Committee for Languages Services

Over the past year, the NLSC has received mission support queries and requests on an increasing basis. These queries and requests represent an escalating interest in the NLSC's capability to provide help to federal organizations and combatant commands with surge requirements for professionals with critical language and culture proficiency. The following table demonstrates the requests from a broad range of federal organizations that have activated NLSC members in 2010 or are working on doing so within the near future.

Interested Organization	Language(s)	Proposed Operation	Requester Status
Secretary of the Navy (SECNAV)	Vietnamese and Spanish	Translations for SECNAV- Gulf Coast Oil Spill Report and Executive Summary	Translations completed. Feedback from SECNAV requested
Center for Disease Control	All Haitian Languages and French	Remote translation and on-site interpretation	Qualified members have been contacted
Utah National Guard	Khmer	Inquiry of general NLSC capabilities and possible Cambodian exercise in 2011	The NLSC expects to receive an activation request in early 2011
International Criminal Police Organization (INTERPOL)	Arabic, Spanish, French	On-site (Washington, DC) translation center of message traffic from Spanish, French and Arabic to English	Awaiting final signatures on interagency agreement
Washington State National Guard	Standard Arabic, Russian, Japanese, Mandarin, Farsi, Tagalog and Korean	Online mentorship for newly trained NG individuals to maintain and improve language skills	Formal request expected early 2011
U.S. Africa Command (AFRICOM)/ U.S. Marine Corps Forces Africa (MARFORAF)	Arabic and French	On-site translation and interpretation for military courses in Northern Germany for African attendees. Course starts on 17 January 2011 and is completed in late March.	MARFORAF is assessing alternatives and may execute an memorandum of agreement in January 2011 Qualified members have been contacted

FUTURE OF THE NLSC

The NLSC pilot program has successfully demonstrated the viability and economies of its design. Clearly, the NLSC's greatest resource is its pool of committed and talented members. The NLSC confirmed the spirit to serve among this group of individuals -- extensive responsibilities, daunting tasks, long hours, arduous working and living conditions notwithstanding. Furthermore, in each mission, the NLSC has had no shortage of volunteers to support the language requirements of the sponsor agencies. The desire to make a difference and bridge communication gaps across cultures in times of need was verified. In each case, members supporting the various exercises have stated they are willing to be activated again regardless of the situation.

In addition to providing a surge capacity of language resources to support emergencies and to meet other national needs, the NLSC provides opportunities and economies in workforce planning for federal agencies, enabling them to address and hold in reserve their unfunded but priority language requirements. The establishment of a permanent NLSC, transitioning from the current pilot program to a permanent program, will provide uninterrupted support for the NLSC and its ability to provide surge language support during emergency situations.

NLSC Members in Boston

The authorization for the NLSC pilot program ends at the conclusion of FY2011. Therefore, extension of the authorization for the NLSC pilot program stands as the most important factor for the coming year.

VII. PROJECT GLOBAL OFFICERS: PREPARING FUTURE OFFICERS FOR INTERNATIONAL LEADERSHIP

Project Global Officers (Project GO) is a collaborative initiative that promotes critical language education, study abroad, and intercultural dialogue opportunities among Reserve Officer Training Corps (ROTC) students, in order to develop future military officers who possess the cross-cultural communication skills required for effective leadership in the 21st Century operational environment. To accomplish this mission, NSEP works with the Army, Air Force, and Navy ROTCs, and 20 U.S. institutions of higher education. Project GO functions by providing grants to U.S. institutions of higher education with large ROTC enrollments, including five (5) of the six (6) Senior Military Colleges. In turn, these institutions provide language and cultural training for ROTC students across the services, funding domestic and overseas ROTC language programs and scholarships. Project GO is administered by the Institute of International Education on behalf of NSEP.

PROJECT GO BACKGROUND

In 2007, Project GO awarded funds to four (4) institutions proposing projects to increase the number of ROTC students studying critical languages. The initial grant recipients included Indiana University; San Diego State University; the University of Mississippi; and the University of Texas, Austin. In the four (4) years since the program's inception, Project GO has provided funding to a total of 24 institutions from across the nation to support critical language study among ROTC students.

Project GO has been highly innovative in its approach to reaching the ROTC community. Over the initial years of the pilot, institutions learned that due to time constraints faced by ROTC students, as well as the demanding nature of critical language study, ROTC students often find the summer to be the optimal period of time for critical language study. By 2009, most programs were focusing their resources on providing summer language training and summer study abroad opportunities. Providing summer opportunities also allowed universities to serve ROTC students outside of the institutions' local ROTC populations. Additionally, a summer focus allowed institutions the ability to be more selective and fund the most talented students, as well as draw a larger number of ROTC students than could be attracted during the academic year.

In 2010, Project GO focused its resources primarily on the summer model, requiring a majority of participating universities to open their language training opportunities to all ROTC students across services nationwide. The initiative is currently structured such that any interested ROTC student may participate in Project GO summer language programming, choosing the institution and language that best fits with his or her academic needs and schedules.

PROJECT GO OBJECTIVES

Project GO directly addresses two (2) of the four (4) goals identified in the Defense Language Transformation Roadmap, namely:

1. Create foundational language and cultural expertise in the officer ranks

2. Establish a cadre of language specialists

Project GO aims to further these goals by integrating language and cultural training for interested ROTC students. Over its four (4) year history, Project GO has undertaken strategic initiatives across institutions and the services to create standard expectations that normalize and promote language and culture study for ROTC students. It also facilitates communication and planning for language learning among the services, as well as the academic community, by holding working groups and national meetings. Finally, it promotes intercultural dialogue between ROTC and international students.

PROJECT GO INNOVATIONS

Project GO is the only source of funding available for Army, Navy, and Air Force ROTC students to study critical languages domestically during the summer and is the most easily accessible, available, and flexible source of funding for summer language study abroad. Moreover, Project GO is the only source of funding for Air Force cadets who wish to study critical languages or study abroad during the summer. While the Army does offer some opportunities for cadets to study critical languages overseas, it is not currently funded at a level that will allow it to meet its study abroad goals without Project GO.

Project GO student in Jordan

Project GO is also the only national, pre-commissioning resource for future officers who wish to study Pashto, sub-Saharan African Languages (Hausa, Swahili and Wolof), Persian (beyond an introductory level), Hindi, and Urdu. In 2010, Project GO provided funding for a total of 13 critical languages, including: Arabic (all dialects), Chinese (Mandarin), Hausa, Hindi, Urdu, Korean, Pashto, Persian (Dari, Farsi, Tajik), Russian, Swahili, Tatar, Turkish, Uzbek, and Wolof.

Its focus on direct student support distinguishes Project GO from other federal initiatives. In addition to providing scholarship funding to the strongest applicants, Project GO supports tutoring, conversational practice, and dialect acquisition for ROTC students. Project GO also funds program coordinators who recruit ROTC students into the classroom, inform them of language learning opportunities and assist them in identifying appropriate domestic and overseas programs.

Its ability to work directly with five (5) of the Senior Military Colleges, including The Citadel; North Georgia College and State University; Norwich University; Texas A&M University; and the Virginia Military Institute, represents another important Project GO innovation. Project GO has collaborated with each of these institutions, funding infrastructure and creating strategies for furthering institutional change.

2010 Project GO Objectives

The program focused on meeting four (4) strategic objectives in 2010, namely:

1. Supporting, promoting, and coordinating a network of **domestic and overseas summer language programs** open to all ROTC students nationwide;

2. Articulating and promoting a **standard expectation** for language acquisition and study abroad for ROTC students;

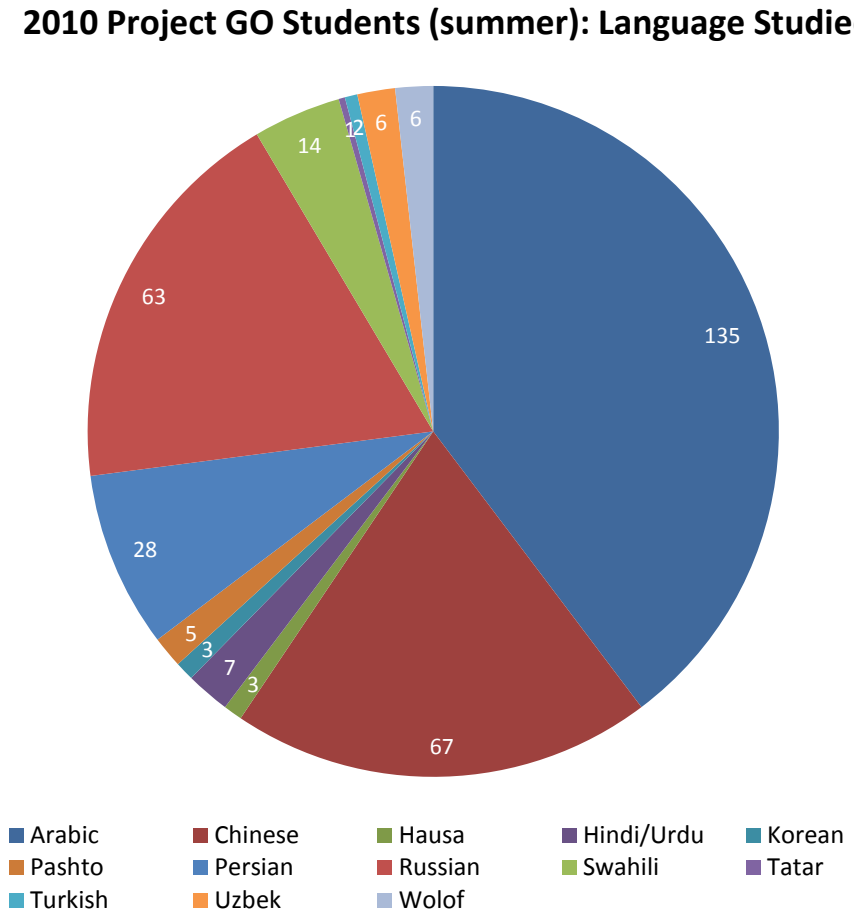
3. Assisting **Senior Military Colleges in internationalizing** the experience of their ROTC students; and

4. Creating opportunities for ROTC students to participate in intercultural dialogue with international students either residing on-campus or who are located overseas.

Project Go has been able to meet these objectives in the following ways:

1. **Building a Network of Domestic and Overseas Summer Language Programs:** In support of its first initiative, Project GO funded 20 institutions, five (5) of which were Senior Military Colleges, to serve as national resources for critical language instruction in 2010. A total of 340 ROTC students participated in summer 2010 language programs.

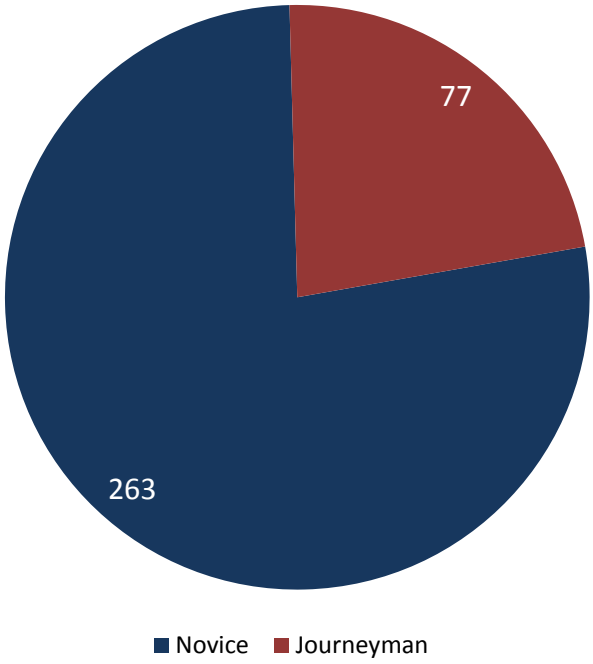
   Highlights from 2010 are wide-ranging and include the University of Mississippi opening an intermediate study abroad program in Chinese to any ROTC student in the country; Arizona State University and Michigan State University partnering to create a pipeline of summer- and academic-year courses for Uzbek; and Project GO students studying abroad in 12 countries, including Kenya, Senegal, Tajikistan, China, Jordan and Tanzania. Among the Senior Military Colleges, North Georgia College and State University established a Chinese program wherein students receive 24 language credits over one (1) academic year. Texas A&M also collaborated with Virginia Military Institute, opening its Qatar-based engineering program to Virginia Military Institute students. This collaboration marks the first time Virginia Military Institute students are able to study engineering abroad in the Middle East.



2. **Standard Expectations:** To define standard expectations for language acquisitions and study abroad among ROTC students, Project GO in 2010 targeted new parameters for participating students. All Project GO funded institutions now promote the expectation that its ROTC students will complete the equivalent of four (4) semesters (12 credits) of the same critical language and study abroad for eight (8) weeks or longer. Having gained this level of language and cross-cultural experience, these students are classified as Project GO "Journeymen." All other Project GO participants are considered to be "Novice" learners.

   The new model serves as a significant goal for all Project GO institutions, helping them to shape and define their individual program, as well as helping participating students set language learning goals and understand expectations. A language assessment pilot began in fall 2010, in order to measure the language proficiency levels reached by summer 2010 ROTC participants. The eventual goal of Project GO language assessment is to establish language proficiency targets for all program participants.

2010 Project GO Students (summer): Language/Culture Achievement



3. **Senior Military College Internationalization:** Project GO funding for participating Senior Military Colleges (The Citadel; North Georgia College and State University; Norwich University; Texas A&M University; and the Virginia Military Institute) primarily supports direct student scholarship funding for study abroad or domestic summer language study. Due to the unique structure and status of these universities, 2010 Project GO funding was also used to support language instructors, tutoring centers, curricular materials, and outreach activities for Arabic and Chinese language programs.

   Project GO's objectives with respect to internationalizing the Senior Military Colleges are threefold: 1) to increase the number of Senior Military College students who study a critical language, particularly overseas; 2) to increase the number of students from other countries who study on-campus at Senior Military Colleges, by facilitating partnerships between the Senior Military Colleges and educational institutions overseas; and 3) to increase interaction among international students and Senior Military College ROTC students.

4. **Intercultural Dialogue:** The fourth major Project GO initiative in 2010 was to increase the number of ROTC students nationwide participating in intercultural dialogue. Project GO finds it imperative that ROTC students begin communicating and interacting with people of other cultures during their pre-commissioning experience. Four (4) institutions, namely North Georgia College and State University; Texas A&M University; the University of Mississippi; and the Virginia Military Institute, designed intercultural dialogue pilots during the summer of 2010, which began during the fall 2010 semester. Each pilot project has identified a control group and a test group, and each pilot integrates international

students, either on-campus or in other countries via the internet, into focused dialogue with ROTC students enrolled in the four (4) participating universities.

THE FUTURE OF PROJECT GO

Project GO has demonstrated that much can be improved in training ROTC students in language skills at U.S. institutions. However, it has also demonstrated that ROTC students are able to achieve success in critical language learning. NSEP looks to continue strengthening the Project GO model, in order to produce future military officers with the language and culture proficiency the Department of Defense requires.

PROJECT GO PROGRAMS BY REGIONAL FOCUS

ARABIC

California State University, San Bernardino
Boston University
Georgia Institute of Technology
Indiana University
Louisiana State University
North Carolina State University
North Georgia College and State University
San Diego State University
Texas A&M University
University of Utah
University of Virginia
Virginia Military Institute

CHINESE

Boston University
The Citadel
Embry-Riddle Aeronautical University
Florida Institute of Technology
North Georgia College and State University
Norwich University
Texas A&M University
University of Mississippi
University of Utah
University of Virginia

HAUSA

Boston University

HINDI/URDU

North Carolina State University
University of Utah
University of Virginia

KOREAN

Georgia Institute of Technology

PASHTO

Indiana University
University of Utah

PERSIAN

Arizona State University
North Carolina State University
San Diego State University
University of Texas, Austin
University of Virginia

RUSSIAN

Arizona State University
Georgia Institute of Technology
Indiana University
North Georgia College and State University
San Diego State University
Texas A&M University
University of South Florida
University of Utah
University of Virginia

SWAHILI

James Madison University
University of New Mexico
University of Virginia

TATAR

Arizona State University

TURKISH

Boston University

UZBEK

Arizona State University
Michigan State University

WOLOF

Boston University
Southern University

VIII. NSEP STATE LANGUAGE ROADMAPS: PILOT FEDERAL-STATE PARTNERSHIPS

In 2007, the Department of Defense responded to a Congressional request calling for the systematic identification of states' needs in teaching language, as well as language learning approaches. In response, NSEP undertook the State Roadmaps Project as a federal-state partnership, exploring how language education issues might be systematically addressed at the state and local level. The Roadmaps effort represents a dramatic re-conceptualization of the approach to building, sustaining, and mainstreaming language learning into the educational process from kindergarten through the post-secondary level.

In contrast to prior federal efforts, this approach builds on the distinct experiences and specific insights from the state and local level and creates a more pluralistic and bottom-up effort aimed at ensuring that foreign language education is institutionalized throughout the U.S. education system. The ultimate goal of the State Roadmaps Project is to serve broad national socio-economic, educational, and political interests more effectively by educating students to become globally competent. The State Roadmaps Project offers an appropriate, cost-effective, and efficient means for the assessment of state and local foreign language needs. In turn, the assessment allows local-level stakeholders to create public policy that directly addresses local needs. The State Roadmaps Project is an excellent example of how participatory policy-making can affect economic development at local levels.

NSEP identified three (3) initial states for Roadmaps projects (Ohio, Oregon and Texas) and tasked its three (3) Language Flagship institutions in those states (The Ohio State University, the University of Oregon, and the University of Texas, Austin) to oversee Roadmaps projects in their states.

The Roadmaps projects adhere to the same basic process, which is as follows:

- Each conducted preliminary economic and demographic research to better understand state demographics and identify stakeholders;
- Each completed a needs assessment appraising demand for employees with foreign language skills, which culminated in a white paper report disseminating the findings;
- Each hosted a Language Summit, consisting of an all-day session focused on the demand for language skills in the workplace, to kick off each state's effort;
- A subset of Summit participants participated in working groups, delineating approaches for responding to state and local language needs with policies and educational strategies;
- Each Summit and working group produced a "roadmap" – an action plan synthesizing the need, policy, educational response, and proposed actions;

- Each of the three (3) states held a formal roadmap launch event in order to disseminate results, gain media exposure, and identify potential policy adopters; and

- Roadmaps efforts in Ohio and Oregon produced follow-up plans for adoption and implementation activities.

Although supported by one-year funding from Congress, NSEP has continued to provide limited financial and policy support to Ohio, Oregon, and Texas to move toward implementation of key recommendations in their roadmaps. In addition, NSEP collaborated with Utah on the development of its State Roadmap and, more recently, has provided support to California. A number of additional states have expressed interest in developing and sustaining roadmaps.
The Roadmaps effort has resulted in some specific activities in each state, particularly at the legislative level.

It is unfortunate that the implementation stage coincided with the recent economic recession, as states are currently reluctant to commit resources to new initiatives. In Ohio, legislation was sponsored to change high school graduation requirements and admission standards for Ohio's colleges and universities. The legislation included a requirement for all high school students to earn 20 credits (five units of which may be foreign language) in order to receive a diploma. The Oregon state legislature has promoted the "Scholarships for Proficiency" concept. The "Scholarships for Proficiency" approach was a major recommendation of the Oregon Roadmap effort.

The Texas initiative, slower to take shape, has now led to the introduction of legislation to require the State Commissioner of Education to establish a pilot project in selected school districts to examine dual-language programs and their effect on a student's ability to graduate from high school. Utah has also enjoyed recent success in its effort. Two (2) state bills enacted in 2007 and 2008 introduced support for the learning of critical languages. State Bill 41 established a dual language immersion program and provides up to $6,000 per language per school, for up to 60 schools, for courses offered in critical languages; and up to $100 per student who completes a critical language course.

LANGUAGE ROADMAPS IN 2010

In 2009, NSEP provided limited funding to the University of California, Los Angeles (UCLA) Russian Flagship Center to launch work on a California state roadmap. In May 2010, the UCLA Russian Flagship Center in coordination with the University of California Consortium for Language Learning and Teaching (UC-CLLT) convened the first roadmap summit "Building World Citizens for California`s Success." This summit was a joint effort of the UCLA Russian Flagship Center, UC-CLLT, San Diego State University, the California Foreign Language Project and the California State University Strategic Language Initiative. Roadmap summit participants included community organizations, education, business, and government, who worked to formulate an agenda for policy makers and educational leaders.

The result of the California roadmap summit was a standing roadmap task force charged with several short and long-term assignments, including:

- Identify legislative champions to sponsor bills supporting roadmap efforts;
- Coordinate a Corporate Leadership Forum as a public/private partnership to educate the public on the need for linguistic and cultural competent workforce;
- Establish a Global Citizenship Seal of Excellence for K-12 schools; and
- Develop a post-secondary certification proposal to document language and cultural competence for college graduates.

California's size, linguistic diversity and complexity offer many challenges, and will require many steps before a comprehensive California Language Roadmap can be developed. The task force will spend 2011 identifying advocates in business, education, and government who will promote implementation of roadmap proposals.

In 2010, NSEP also provided limited resources to a Roadmap Centers of Influence Project at the University of Texas, Austin Arabic Flagship Center. The purpose of this project is to help keep the momentum of the earlier 2008-2009 NSEP-funded Roadmap efforts by working with states to create public policy networks supporting advanced language learning. Working with Department of Defense state liaison officers, the purpose of this effort is to identify potential collaborators for roadmap efforts in a limited number of states, as well as research and analyze appropriate non-profit and/or higher education partners capable of initiating and implementing local roadmap efforts.

The goal for 2011 is to identify, by June, the most promising two to three states interested in partnering with Flagship institutions to explore the feasibility of state-centric legislative strategies for potential state roadmap endeavors and as a result, establish at least two (2) State Language Roadmaps events to partner with Language Flagship Centers in the fall of 2011. The project is working in cooperation with Department of Defense Regional Quality of Life Liaisons, to assess needs for local and regional needs of active and reserve military populations as well as examine possible legislative efforts underway that encourage states to undertake state roadmaps. The results of the Roadmap Centers of Influence Project will be summarized in a final report to be released June 2011.

IX. PILOT AFRICAN LANGUAGES INITIATIVE PROMOTING THE STUDY OF AFRICAN LANGUAGES

Section 314 of the Intelligence Authorization Act for Fiscal Year 2010 provided the Director of National Intelligence, in consultation with the National Security Education Board, funding to establish a pilot program for intensive instruction of several African languages. The pilot provides funding to universities, which in turn provide intensive language instruction in Bambara, Moroccan Arabic, Swahili, Yoruba and Zulu to Boren Scholars and Fellows. The intent of the program is to begin building language capabilities in areas critical to U.S. national security interests, but where insufficient instructional infrastructure currently exists in the United States. The funding provided to NSEP is in addition to amounts required pursuant to 50 U.S.C. §1912.

NSEP's initial goals were twofold, namely:

- To increase the number of NSEP program participants engaged in the study of prominent African languages; and
- To increase the proficiency levels reached in the target languages.

In order to accomplish these goals, NSEP designed a multi-pronged, innovative approach, creating domestic summer intensive programs for the summer of 2011 and creating quality overseas intensive language instruction. The ultimate goal is to increase the pool of NSEP program graduates available for employment within the U.S. federal government and intelligence community, who will possess greater linguistic and cultural expertise in the African region.

The Pilot African Languages Initiative is designed as a hybrid effort based on the best practices of Flagship curricular approaches, targeting highly-motivated Boren award recipients. Funding is being used to create programs to provide Boren Scholars and Fellows the opportunity to gain higher proficiency and cultural competency in select African languages and cultures.

In the fall of 2010, NSEP modified its Boren Scholar and Fellow application process to provide special focus on African languages. Applications for all Boren Scholars and Fellows are due in February 2011; final decisions on university grants, as well as student awards will be made late spring 2011.

LANGUAGES

The languages selected for the initiative are Bambara, Moroccan Arabic, Swahili, Yoruba, and Zulu. These languages were selected based on the following criteria:

- Critical need to U.S. national security;
- Critical need to improve U.S. infrastructure for these languages;

- Availability of intermediate and advanced instructional materials for these languages; and
- Basic infrastructure in existing or potential overseas programs for these languages.

In addition, the following characteristics were considered:

- Feasibility of coordinated domestic program development for language instruction; and
- Feasibility of overseas program development for language instruction.

Unlike the typical Boren Scholars and Fellows award, students undertaking the pilot African initiative will be required to attend language courses in the United States before departure should they have no language skills, as well as for the first semester when they arrive in-country. The countries chosen for language instruction are Mali (Bambara), Morocco (Moroccan Arabic), Nigeria (Yoruba), Tanzania (Swahili), and South Africa (Zulu).

STRUCTURE OF PROGRAMS

The Pilot African Language Initiative is broken into two (2) program models. For Bambara, Swahili, Yoruba and Zulu, students will spend a summer at a Domestic African Initiatives funded-university, as well as the following fall at an articulated overseas African Languages Initiative funded-university.

Because NSEP intends to focus on language proficiency in this pilot initiative, applicants interested in enrolling directly in the overseas programs in Bambara, Swahili, Yoruba, and Zulu are expected to start the program with a minimum proficiency level of novice high. If an applicant cannot demonstrate proficiency in one of these languages, he or she must participate in the domestic program before being approved to participate in the overseas program. NSEP is currently in the process of identifying institutions for the domestic summer program and has released a Request for Proposals (RFP). Partner institutions for the domestic summer portion will be identified by late winter 2011.

For the overseas portion, NSEP will make use of two (2) existing Flagship overseas Centers: the Swahili Flagship Center at The State University of Zanzibar in Zanzibar, Tanzania, and the Yoruba Flagship Center at the University of Ibadan in Ibadan, Nigeria. NSEP is currently reviewing programs in Mali for Bambara and South Africa for Zulu and will select these programs in late winter 2011. Potential candidates for the overseas Bambara Center include the University of Timbuktu and the University of Mali. The likely candidate for the overseas Zulu Center is the University of Zululand.

With a robust Arabic program already in place, the model for Moroccan Arabic will follow a separate design. NSEP currently produces proficient Arabic speakers in Modern Standard Arabic (MSA), as well as in Syrian and Egyptian dialects. These students are at a distinct advantage in learning Moroccan Arabic at an ILR 2 or "advanced" proficiency, because they have built a solid language base, both in MSA and in another Arabic dialect. Therefore, the Moroccan Arabic program is designed as an 8-10 week program for students who have achieved an ILR 3 or "superior" proficiency in MSA or another Arabic dialect. NSEP is currently in the process of

selecting an overseas institution to oversee this program. Candidates for the program include Al-Akhawayn University in Ifrane, Morocco; the Arabic Language Institute in Fez, Morocco; the Center for Cross-Cultural Learning in Rabat, Morocco; and the University Mohammed V in Rabat, Morocco.

Student Support

In addition to providing institutional infrastructure support, NSEP currently estimates supporting up to 20 additional Boren Scholarships and Fellowships for students interesting in undertaking an African Languages Initiative program. NSEP plans to award these Scholarships and Fellowships in the spring of 2011; students will start their programs in the summer or fall of 2011, depending on their proficiency level.

The Future of the Pilot

The Pilot African Language Initiative was authorized by Congress to run for five (5) years; however, NSEP had only received appropriations through FY 2010. As such, the pilot program has been structured to maximize available 2010 funding, supporting the development of overseas intensive centers, as well as provide additional Boren Scholarships and Fellowships through FY 2011.

X. LANGUAGE PROFICIENCY AND STUDY ABROAD
PROVING PROGRAM EFFECTIVENESS THROUGH RESULTS

NSEP is a federally-funded effort focused on the combined issues of language proficiency, national security, and the federal workforce. Taken together with other more technology- and research-oriented investments, NSEP represents an integral component of a national security strategy to eliminate the serious national language deficit. NSEP provides clear measures of performance, including detailed monitoring of award recipients and language proficiency testing. This section of the report addresses an assessment of oral proficiency levels of Boren Scholars and Fellows gained from more than ten (10) years of testing.

LANGUAGE PROFICIENCY

NSEP is the only federally-funded program that systematically collects proficiency data for award recipients. Since 1996, all recipients of Boren Scholarships and Fellowships have been required to take oral language proficiency tests both before and after their NSEP-supported study. The proficiency tests are administered for NSEP by Language Testing International, the official proficiency-testing arm of the American Council of Teachers of Foreign Languages (ACTFL). The ACTFL oral proficiency tests are nationally accredited.

Boren Fellow (center) in Tanzania

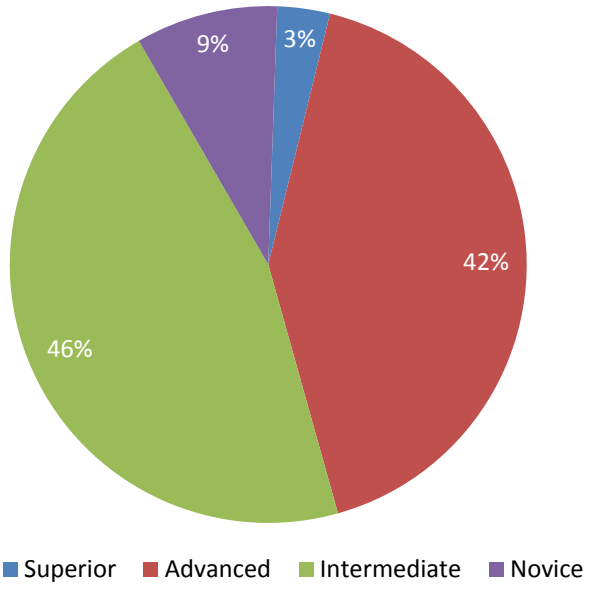
Since language proficiency testing began in 1996, more than 2,000 Boren Scholars and 1,100 Boren Fellows have studied as many as 86 different languages. Unfortunately, not all languages are associated with formal proficiency testing, so this report is based on those languages for which formal ACTFL oral proficiency tests are available.

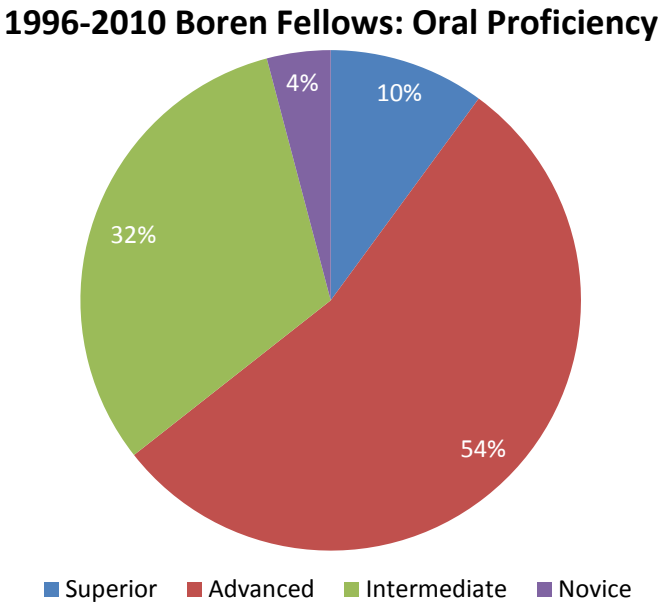
The NSEP proficiency testing data serve two (2) important purposes. The data provide Boren Scholars and Fellows with a nationally-recognized measure of their oral proficiency in their language of study. This certification is important to Scholars and Fellows as they seek jobs that offer the opportunity to use their language. Secondly, the data are vital to NSEP in helping both to validate the contribution NSEP funding makes to expanding the pool of language competent professionals and in reviewing the results as a way to improve program guidelines.

Most U.S. students do not achieve levels of language proficiency that enable them either to satisfy work requirements or communicate effectively in a foreign language. The average college graduate (including language and literature majors) reaches no more than an intermediate level of language proficiency. As this report has indicated in previous sections, NSEP emphasizes in its applicant selection process the importance of commitment to language learning and funds students who propose longer and more rigorous programs of immersion study. NSEP is not simply a "language program." NSEP funding is designed to empower highly motivated U.S. undergraduates and graduate students to develop deeper and more functional knowledge of those languages and cultures critical to national security. Because language proficiency gains are measureable, NSEP's analysis provides an important window into the relationship between NSEP funding and this major programmatic goal.

The data clearly illustrate the importance of longer periods of immersion study abroad. The charts that follow provide a breakdown of the results of NSEP language proficiencies gained as measured by post-tests taken by Boren Scholars and Fellows. At the end of 2010, post-tests had been completed by 1,763 Scholars and 705 Fellows. As the charts demonstrate, roughly forty-five percent of Scholars achieved a post-test oral proficiency level of advanced or higher. Approximately two-thirds of Fellows achieve this level, with ten percent achieving a superior level.

1996-2010 Boren Scholars: Oral Proficiency





NSEP is also able to review and analyze changes in oral proficiency based on pre- and post-test data. This analysis is also important, as it provides some insights into language proficiency gains as a result of language studies facilitated by NSEP funding. Pre- and post-test results were examined for four (4) languages: Arabic, Chinese, Portuguese, and Russian. The chart below summarizes the results.

Boren Undergraduate Scholars

Language	Total Scholars 1996-2010	Average Pre-Test Proficiency	Average Post-Test Proficiency
Arabic	458	Intermediate Low	Intermediate High
Chinese (Mandarin)	420	Intermediate Mid	Advanced Low
Portuguese	88	Intermediate Mid	Advanced Low
Russian	303	Intermediate Low	Intermediate High

Boren Graduate Fellows

Language	Total Scholars 1996-2010	Average Pre-Test Proficiency	Average Post-Test Proficiency
Arabic	222	Intermediate Mid	Advanced Low
Chinese (Mandarin)	166	Advanced Low	Advanced Mid
Portuguese	87	Intermediate High	Advanced Low
Russian	92	Intermediate Mid	Advanced Low

These results indicate a consistent level of performance for NSEP award recipients who routinely achieve advanced levels of oral proficiency in critical languages. It is consistent with research in language learning that supports the claim that longer term and more rigorous language study, particularly in an overseas environment, can yield advanced proficient speakers.

Study Abroad Comparison

With the exception of EHLS participants, most, if not all, NSEP Scholars and Fellows study abroad through NSEP funding. They are a unique group that stands out from traditional American students. In order to understand the accomplishments of NSEP Scholars and Fellows, it is important to contrast them with the demographics of the overall U.S. study abroad population.

Destinations

Most U.S. students study abroad in Western countries.

NSEP Scholars and Fellows study in less commonly visited countries.

Less than eight (8) percent of all U.S. students enrolled in higher education will study in another country during their post-secondary career. Those who do study abroad usually travel only to Western Europe. NSEP's sole focus is on languages and world regions that are critical to national security where U.S. students typically do *not* study.

According to the *Open Doors Report 2010* about international educational exchange, published annually by IIE, 260,327 U.S. students studied abroad during the 2008-2009 school year. [22] Of these, 61 percent studied in Europe, North America (Bermuda and Canada) and Oceania (Australia, New Zealand, and South Pacific Islands). During this same time, only about five (5) percent studied in sub-Saharan Africa and less than two (2) percent studied in the Middle East. In comparison, more than 40 percent (n=90) of NSEP 2010 award recipients abroad studied in the Middle East/North Africa/South Asia region, 30 percent (n=64) in East and Southeast Asia, seven (7) percent (n=35) in Sub-Saharan Africa, 16 percent (n=36) in Europe/Eurasia, seven (7) percent in Sub-Saharan Africa (n=16), and six (6) percent (n=14) in Latin America.

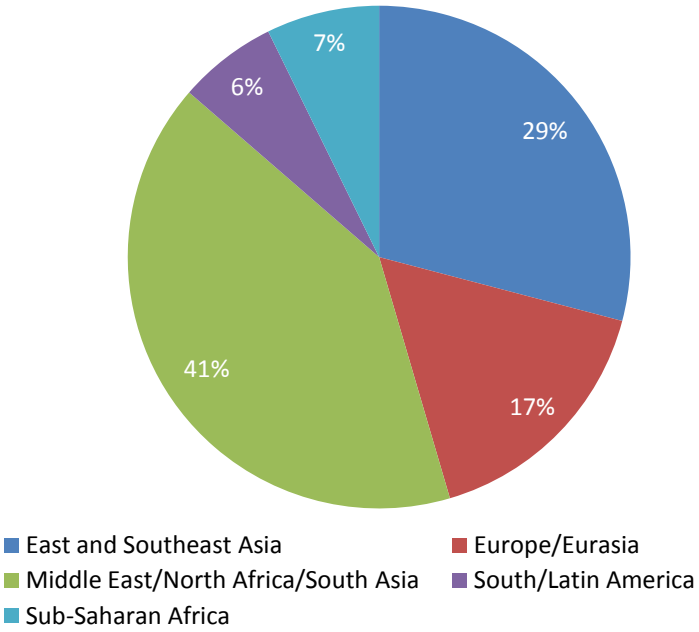
World Region	National Total 2009	Boren Total 2009	Boren Total 2010	National Percentage 2009	Boren Percentage 2009	Boren Percentage 2010
East/Southeast Asia	29,737	83	80	11.4	36.6	33.9
Europe/Eurasia	141,955	33	36	54.5	14.5	15.3
Middle East/North Africa/South Asia	3,670	73	90	1.4	32.2	38.1

[22] *Open Doors 2010 Report on International Educational Exchange* (New York: Institute of International Education, 2009): http://opendoors.iienetwork.org.

South/Latin America	40,044	17	14	15.4	7.5	5.9
Sub-Saharan Africa	13,681	21	16	5.3	9.2	6.8
Other	31,240	0	0	12	0	0
Total	**260,327**	**227**	**236**			

NSEP supports students who are eager to study in and learn about areas of the world critical to U.S. national security that are outside of Western Europe, Canada, Australia, and New Zealand. Destinations for NSEP award recipients include Egypt, India, Armenia, Tajikistan, Turkey, and Uganda. These understudied world regions remain indispensable to the future American capacity to address major national security needs. NSEP funding of highly motivated undergraduate and graduate students represents a vital investment in U.S. expertise in language and culture.

2010 Boren Scholars and Fellows: Regions Studied



DURATION

Less than five percent of U.S. students who study abroad do so for an academic year.

More than 72 percent of NSEP 2010 award recipients studied abroad for more than one semester.

The trend in higher education is toward a proliferation of short-term international study opportunities that provide brief cultural familiarity but limited opportunity for language or culture immersion. According to the *Open Doors Report 2010*, less than five (5) percent of all U.S.

students studying abroad enrolled in a full academic or calendar year.[23] The majority (55 percent) of U.S. students elected summer, January term, and other programs of study for less than one (1) semester abroad. While it is important for more Americans to experience another culture, gains in language and cultural competency are highly restricted when the period of study is limited.[24]

Boren Scholar in China

The acquisition of cultural and language skills is enhanced only by longer periods of study abroad. Therefore, NSEP emphasizes long-term academic study to develop advanced level language and culture proficiency among award recipients. In 2010, 73 percent of NSEP award recipients studied abroad for an academic year or longer, while 19 percent studied in programs from one (1) semester but less than an academic year and eight (8) percent enrolled in summer-long programs. These students frequently return for longer periods of study later in their academic careers.

LANGUAGE

Seventy-five percent of foreign language enrollments in U.S. higher education are in Spanish, French, German and American Sign Language.

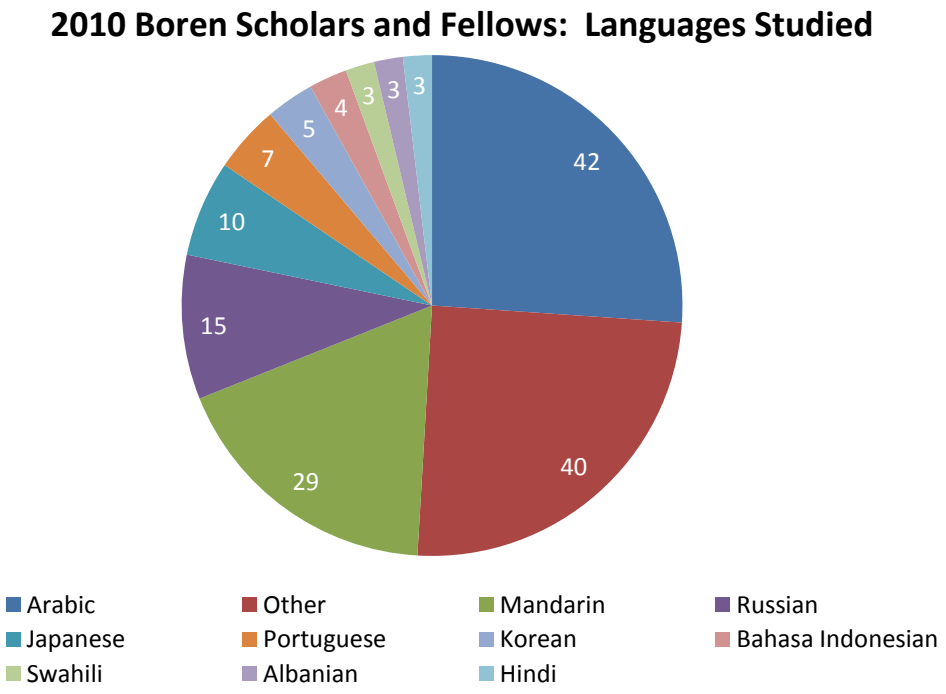
NSEP emphasizes the study of less commonly taught languages that are critical to national security.

Foreign language enrollments in U.S. education have grown slightly in the past decade, but very little in those languages which are critical to national security. In higher education, Spanish, French, German and American Sign Language amount to more than 75 percent of the foreign language enrollments.[25] Less than nine (9) percent of U.S. students in higher education enroll in a language course during their post-secondary career. Most of these students are fulfilling basic graduation requirements, and are not studying toward any proficiency in the language.[26]

NSEP emphasizes study of non-Western European languages critical to U.S. national security, such as Arabic, Hindi, and Swahili. NSEP Scholars and Fellows represent outstanding students and high aptitude language learners who have an ongoing commitment to language study, and a

[23] Based on the number of U.S students who were abroad for an academic year or a calendar year. Institute of International Education (IIE). (2010). Open Doors Report 2010. Retrieved from http://www.iie.org/en/Research-and-Publications/Open-Doors December 10, 2010.
[24] Research Division. (2010). American Councils for International Education. Retrieved from http://www.americancouncils.org/research.php December 10, 2010.
[25] Furman, Goldberg, and Lusin. (2010). Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009. *The Modern Language Association of America*.
[26] Draper and Hicks. (2002). Foreign Language Enrollments in U.S. Public Secondary Schools, Fall 2000. *American Councils for International Education*. Retrieved on August 11, 2006 at www.actfl.org/files/public/Enroll2000.pdf.

motivation to learn languages and cultures well outside West European traditions. Furthermore, NSEP Scholarships and Fellowships establish a vital pipeline from undergraduate through graduate school that should not be underestimated in its long-term importance to national security.[27]



DIVERSITY

Most U.S. students who study abroad are female.

Approximately 20 percent of U.S. students studying abroad are people of color.

NSEP award recipients demonstrate far greater diversity than the national average.

NSEP strives for diversity on many fronts in its annual award competitions through extensive outreach at both two (2) year and four (4) year colleges and universities across all regions of the U.S. Additionally, efforts are made to visit campuses of historically black colleges and universities to attract applicants.

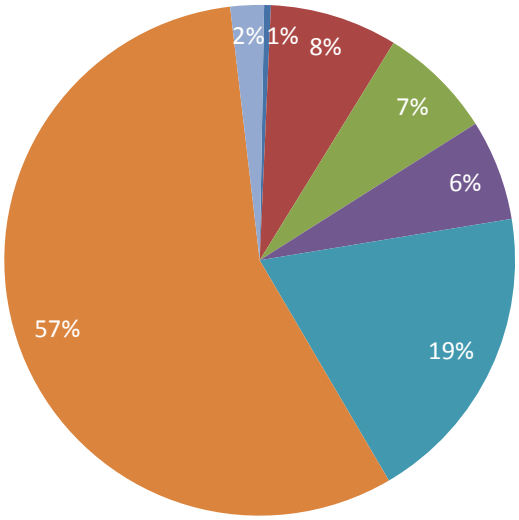
According to *Open Doors Report 2010*, study abroad students in the United States are generally female students who identify themselves as Caucasian. Only 20 percent of U.S. students studying

[27] EHLS Scholars possess native proficiency in critical languages so are not included in this graph.

abroad were students of color (Hispanic-American; Asian-American; Native-American; and those that identified themselves as Multiracial), while roughly 80 percent were Caucasian.[28]

NSEP award recipients are given the option of completing a form identifying their ethnicity at the time of application. Of the 2010 Boren recipients, Caucasian students made up 57 percent of the recipient pool, while 24 percent of students identified themselves as either students of color or other. 19 percent of students did not respond to this question.

2010 Boren Scholars and Fellows: Demographics



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

The field of study abroad has struggled for years to achieve higher participation levels among male students. Women in 2010 constituted approximately 64 percent of U.S. students studying abroad.[29] Among U.S. programs, NSEP is one of the most successful at attracting men for overseas studies. NSEP historically awards about 50 percent of its awards to men, as opposed to 36 percent in the national figures. In 2010, 47 percent of Boren Scholarships and Fellowships were awarded to men, while 53 percent were awarded to women.

Boren Scholar (far left) in Russia

[28] Institute of International Education (IIE). (2010). Open Doors Report 2010. Retrieved from http://www.iie.org/en/Research-and-Publications/Open-Doors December 10, 2010.
[29] Institute of International Education (IIE). (2010). Open Doors Report 2010. Retrieved from http://www.iie.org/en/Research-and-Publications/Open-Doors December 10, 2010.

As an international education program, NSEP leads in most areas when compared to other study abroad programs by:

- Increasing the number of U.S. students studying in world regions that are important to U.S. national security;
- Funding students for longer, more comprehensive periods of language and culture study;
- Providing the opportunity for students from non-traditional study abroad fields (e.g., applied sciences, engineering, mathematics) to develop international skills; and
- Enabling a more diverse array of American students to undertake serious study of languages and cultures that are critical to U.S. national security.

XI. THE NSEP SERVICE REQUIREMENT: OPPORTUNITIES FOR SERVICE TO THE NATION

NSEP plays a significant role in the federal government's efforts to address the dearth of foreign language and area experts. NSEP's unique Service Requirement generates a pool of outstanding U.S. university students with competencies in critical languages and area studies that are highly committed to serve in the national security community at a federal level.

NSEP Award Recipients Serving our Nation

- **National Ground Intelligence Center (NGIC)** *Intelligence Specialist*
  This 2007 Boren Fellow studied Russian in Kyrgyzstan and used his regional knowledge to study ethnic and social conversion in the region. In the Irregular Warfare Division and Complex Environments Branch of NGIC, his current duties include analysis of intelligence related to Army operations, particularly areas of conflict where insurgents are trying to establish networks within larger communities.

- **Department of State,** *Portfolio Press Officer*
  This 2005 Boren Scholar studied Arabic in Egypt for a full academic year. She now applies the cross-cultural knowledge gained during her Boren Scholarship while working at the U.S. Embassy in Baghdad on various policy planning issues.

- **Department of Defense Pacific Command (PACOM)** *Data Analyst*
  This 2008 Boren Fellow studied Arabic in Egypt and Jordan for a full academic year. She now uses her knowledge of the Muslim world, including cultural sensitivities and shared tribal characteristics, in research she does related to Human Terrain Mapping and Tribal Hierarchies. She has focused on countries such as Afghanistan and the Philippines for PACOM.

- **Federal Bureau of Investigation (FBI)** *Intelligence Analyst*
  This 2006 Boren Scholar studied Mandarin in China during her NSEP-funded study and received a bachelor's degree in Political Science from Washington State University. She now analyzes intelligence data for the FBI.

- **Centers for Disease Control and Protection (CDC)** *Research Fellow*
  This 2008 Boren Fellow studied Afrikaans in South Africa. While in the Western Cape and Limpopo provinces of South Africa, he conducted research on HIV prevention in university-aged populations, focusing on the underlying social and cultural factors that trigger increases and decreases in the spread of the disease. He is currently studying minority populations in the United States for the CDC's Prevention Research Branch.

- **Millennium Challenge Corporation (MCC)** *Morocco Deputy Resident Country Director*
  This 2004 Boren Fellow studied Arabic in Syria for a full academic year. She has served with the MCC since 2005, and is currently based in Fez, Morocco.

LEGISLATIVE HISTORY OF THE SERVICE REQUIREMENT

When initially developed, the Service Requirement was broadly defined and, for all practical purposes, excluded Boren Scholars. Boren Fellows were permitted to fulfill the requirement either by working in the federal government or in education in a field related to their NSEP-funded study. The law was modified in 1996 to require all award recipients to seek employment with an agency or office of the federal government involved with national security affairs. Award recipients who were not successful in securing federal employment were permitted to fulfill the requirement by working in higher education in an area related to their NSEP-funded study. Boren Scholars had eight (8) years from the end of their NSEP-funded program to fulfill the Service Requirement and Boren Fellows had five (5) years from the time they finished their degree program to begin fulfilling the Service Requirement.

In 2004, Congress modified the NSEP Service Requirement to state that award recipients must seek to obtain "work in a position in the Department of Defense or other element of the Intelligence Community that is certified by the Secretary (of Defense) as appropriate to utilize the unique language and region expertise acquired by the recipient…."[30] The time frame to begin service was shortened to three (3) years from graduation for Boren Scholars and two (2) years from graduation for Boren Fellows. It is worth noting that since this amendment, beginning with the 2005 cohort of Scholars and Fellows, NSEP has noticed a marked increase in the urgency and importance award recipients place on finding federal, national security-related positions.

In 2007, the NSEP Service Requirement was again modified to make the Departments of Defense, Homeland Security, State, and any element of the Intelligence Community priority organizations in which to fulfill service. At the same time, the law stated that, "if no suitable position is available in the Department of Defense, any element of the intelligence community, the Department of Homeland Security, or Department of State, award recipients may satisfy the Service Requirement by serving in any federal agency or office in a position with national security responsibilities."[31]

The NSEP Service Requirement was again amended in 2008 to expand federal employment creditable under the Service Agreement.[32] Award recipients from 2008-present are required to first search for positions in four (4) "priority" areas of government, namely, the Departments of Defense, Homeland Security, and State, or any element of the Intelligence Community. If they are unable to secure work in one of the priority areas, they can search anywhere in the federal government for positions with national security responsibilities. As a final option, award recipients may fulfill their service in education. Work in education is only approved after an award recipient has made a demonstrated good faith effort to first find positions within the four (4) priority areas of government, and then in any security related federal position.

[30] National Defense Authorization Act for Fiscal Year 2004, P.L. 108-136, Section 925.
[31] John Warner National Defense Authorization Act for Fiscal Year 2007, P.L. 109-364, Section 945.
[32] National Defense Authorization Act for Fiscal Year 2008, P.L. 110-181, Section 953.

As of December 2010, 2,224 NSEP award recipients had completed or were fulfilling their service requirements.[33] The federal entities where award recipients are working include the Department of Defense, the Intelligence Community, and the Departments of Commerce, Energy, Homeland Security, Justice, and State.[34]

Award Type	Service in U.S. Government	Service in Higher Education	Service in Both
Boren Scholars	872	173	23
Boren Fellows	519	452	46
Flagship Fellows	85	1	2
EHLS Scholars	51	N/A	N/A

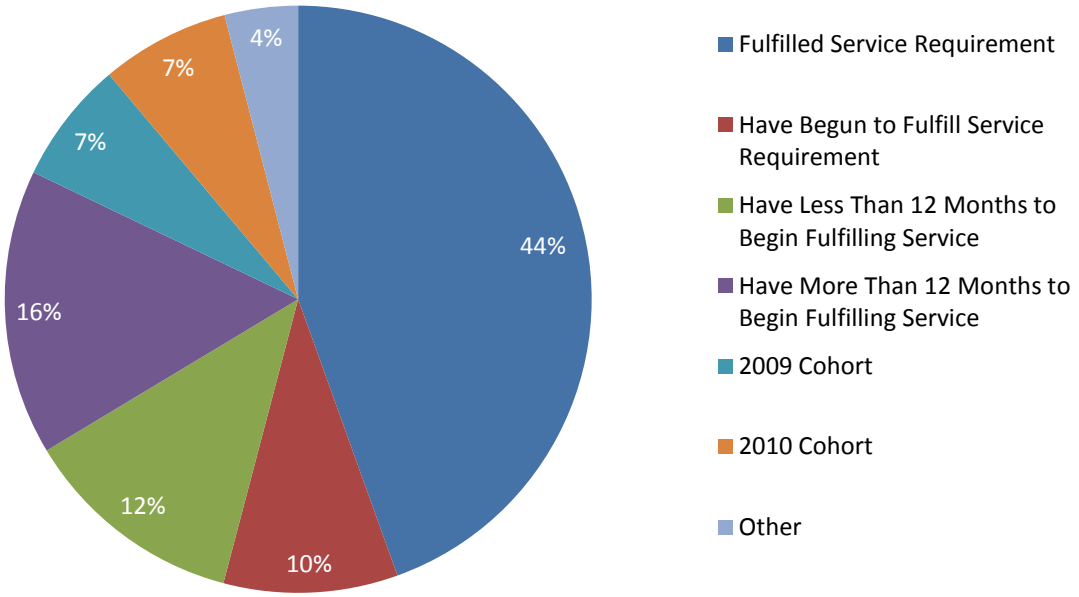
Federal Placement Activities

There are approximately 1,700 NSEP award recipients who have not yet begun to fulfill their Service Requirement. Of these, approximately 89 have more than three (3) months to begin fulfilling their service. Many award recipients are still students and therefore have not yet begun seeking employment to fulfill their service requirements. Other recipients have entered further education programs so are not in the job market. There are also individuals who have just entered the job market in the past year and those who have been in the job market for more than a year but have not yet found work in fulfillment of the Service Requirement.

[33] The 557 Boren Scholars awarded in 1994 and 1995 did not incur a service requirement. Accordingly, NSEP only uses the 1996-2010 Boren Scholars to communicate these service statistics. All other NSEP award recipients have incurred a Service Requirement upon acceptance of their Scholarship or Fellowship.

[34] A listing of all federal agencies where NSEP award recipients have fulfilled service is included in Appendix L: Locations Where NSEP Award Recipients Have Fulfilled Service. Appendix N: United States Government Departments and Agencies with National Security Responsibilities Where NSEP Graduates May Work to Fulfill Service Obligations lists locations potentially appropriate to complete service, as per legislation.

1996-2010 NSEP Award Recipients: Service Fulfillment



NSEP focuses on identifying scholarship and fellowship applicants motivated to work for the federal government. It then builds pathways to assist their entrance to 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 job consistent with his/her skills and career objectives. NSEP regularly reviews the federal placement process and routinely implements recommendations for modifications and refinements to this process. NSEP's work to support the job search initiatives of Scholars and Fellows includes the following:

- NSEP ensures that applicants and award recipients are committed to working in the federal government. In the applications for both the Boren Scholarships and Fellowships all applicants are asked 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 both programs.

- At the time of both the application and award, students are informed of the NSEP Service Requirement and are given materials clearly outlining the terms of the Service Requirement. Students must sign a document in which they agree to seek employment in the Departments of Defense, Homeland Security, State, and the Intelligence Community. If they are unable to obtain employment in one of these agencies and have made a good faith effort to find employment, the student may seek to fulfill service in any department of the federal government in a position with national security responsibilities. In addition, award recipients are given clear procedures on how to search for jobs and how to verify their efforts in obtaining employment in the federal government with the NSEP office.

- NSEP engaged the Office of Personnel Management (OPM) to develop regulations and processes to facilitate placement of award recipients in the federal government. Under a regulation established by OPM in 1997, NSEP award recipients may be hired non-competitively for up to four (4) years. (See 5 C.F.R. 213.3102 (r).)

- Congress supported NSEP with assistance in implementation of the Service Requirement by enacting P.L. 111-84, the National Defense Authorization Act for Fiscal Year 2010, which was passed into law on October 28, 2009. Subsection 1101 of this law states that NSEP award recipients, who have completed their NSEP-funded study and have an outstanding service obligation, may be appointed to the excepted service with non-competitive conversion eligibility to a career or career-conditional appointment upon completion of two (2) years of substantially continuous service.

- Two (2) full-time NSEP staff members work directly with NSEP award recipients on their job searches. Other NSEP staff members liaise with hiring officials at a variety of government agencies to build hiring relationships and programs tailored specifically for NSEP awardees. In 2010, NSEP organized open house events at the Department of State, the Office of Naval Intelligence and held its own job fair in which approximately 20 recruiters from federal agencies with national security responsibilities attended.

- When an NSEP Scholar or Fellow identifies a position in which he or she is interested, he or she may request that NSEP send a letter of certification on his or her behalf to hiring managers. These letters include a brief explanation of NSEP, certify the individual's status as an NSEP award recipient, and provide information about the special hiring advantages that NSEP alumni are eligible to use, thus making the federal hiring process less daunting.

- NSEP sponsors annual events during which NSEP award recipients are invited to Washington, D.C. to learn about federal agencies and to meet directly with agency representatives.

- NSEP hosts annual convocations for new recipients of Boren Scholarships to introduce them to issues related to the Service Requirement and information on finding federal employment.

Because of outstanding performance in their federal positions, NSEP award recipients have encouraged many federal hiring officials to seek additional NSEP Scholars and Fellows to fill federal positions. The U.S. Departments of Defense, State, Homeland Security, and Commerce (e.g., International Trade Administration), the Library of Congress, and NASA are just a few examples.

Through the application of placement efforts, together with aggressive implementation of recommendations to improve federal placement, the Department of Defense remains confident that NSEP will achieve even greater levels of success meeting the national security community's needs for professionals with advanced language and culture skills and international competencies.

SERVICE REQUIREMENT PLACEMENT RESULTS

NSEP tracks Service Requirement fulfillment by collecting information from its award recipients through an annually submitted Service Agreement Report (SAR) by each award recipient. The SAR is a Department of Defense form that monitors award recipients' progress toward fulfilling the Service Requirement.

While NSEP award recipients are committed to working in the federal government, NSEP is aware that job mobility is a critical aspect of the modern career. It is estimated that most professionals will work in no fewer than five (5) jobs during their careers. Anecdotal evidence suggests that many NSEP award recipients remain with the federal sector well beyond the duration of the Service Requirement. Although not part of the program's statutory authority, NSEP is committed to obtaining additional data on post-Service Requirement employment, through means such as the Boren Forum, NSEP's alumni association.

2010 HIGHLIGHTS

In 2010, the NSEP office made important progress facilitating job placements for award recipients. The following list highlights numerous accomplishments:

JOB FAIRS AND CAREER EVENTS

- In March 2010, the Boren Forum, NSEP's alumni association, held a clandestine services career panel, in which more than 25 Boren awardees participated. With assistance from NSEP, the Boren Forum also hosted its annual Spring Career Symposium. The 2010 event focused on international development as it relates to national security. More than 50 Boren awardees attended.

- In April 2010, State Department hosted an exclusive NSEP career event at Main State. Representatives from various offices within the State Department including the Bureau of Intelligence and Research, as well as the Foreign Service Office, addressed more than 75 awardees.

- In September 2010, the NSEP Office held its annual Federal Job Information Session. Over 150 NSEP award recipients attended the event, along with recruiters from the Army, the Central Intelligence Agency (CIA), Department of Commerce, the Defense Intelligence Agency (DIA), the National Space and Aeronautics Administration (NASA), and the U.S. Agency for International Development (USAID), among others.

- In October 2010, the Office of Naval Intelligence (ONI) hosted an exclusive NSEP Open House at their Suitland, Maryland Headquarters. More than 75 NSEP awardees attended the event.

- In October 2010, NSEP, along with the Institute for International Education (IIE) and The Language Flagship Group, hosted a dialogue entitled Moving the Dial on Language Learning in the United States: A Structured Dialogue on Issues and Policy. A reception following the

panel-led discussion was well-attended by NSEP awardees and featured a speech by former Senator Boren.

New Appointing Authorities

- The National Defense Authorization Act for Fiscal Year 2010 (NDAA FY 10) provides the Secretaries of Defense, Homeland Security, and State, as well as the heads of other federal agencies with national security responsibilities, the ability to appoint NSEP award recipients to excepted service positions. NDAA FY 10 also authorizes award recipients, upon satisfactory completion of two (2) years of substantially continuous service, the ability to be non-competitively converted to career or career-conditional status.

Service Fulfillment Challenges

Although the rate of placement of NSEP award recipients in the Federal Government increases every year, many NSEP award recipients, who possess highly-sought skills, too frequently experience considerable setbacks when seeking a federal position. Nonetheless, NSEP Scholars and Fellows:

- Are actively seeking federal employment or careers in the national security arena
- Have studied a wide-range of academic disciplines
- Have documented capabilities in less commonly studied languages
- Have studied in and about less commonly studied world regions
- Are academically in the top 15 percent of their classes
- Are required to seek federal employment as a condition of their award
- Have resumes online for instant review by potential employers
- May be hired under Schedule A (Title 5 C.F.R. Part 213.3102 (r)) or NDAA FY 10 (Section 1101, Public Law 111-84)
- Are U.S. citizens

NSEP has made headway in addressing some of the challenges it faces when trying to assist award recipients in securing positions with the Federal Government. For instance, NSEP has actively partnered with agencies to create specific career pathways. Boren Fellows are eligible under the State Department's Diplomacy Fellows Program to bypass the Written Examination portion of the Foreign Service exam and may proceed directly to the Oral Assessment. Similarly, the Department of Defense's Professional Development Program offers opportunities for selected NSEP award recipients to enter the Department of Defense as two (2) year interns with possible conversion to permanent status.

NSEP pursues and collects repayment from delinquent award recipients who neither fulfilled their Service Requirement nor repaid their Fellowship or Scholarship. The U.S. Department of the Treasury administers the collection of award money via its Treasury Offset Program. Less than one (1) percent of all award recipients have been delinquent in their service agreements.

XII. REPORT CONCLUSION AND FUTURE OF NSEP: PARTNERING TO MEET GOVERNMENT LANGUAGE EXPERTISE

December 2010 marks nearly twenty years since the passage of the David L. Boren National Security Education Act of 1991. Initially designed to help eliminate the federal government's serious language deficit, NSEP has grown in both the scale and scope, offering an integrated approach to address the needs of an increasingly globalized national security environment. As it has expanded, NSEP has remained true to its legislative goals, permitting the federal government to advocate on behalf of international education; providing new approaches to the teaching and learning of languages; identifying and supporting outstanding American university students to study languages and cultures critical to U.S. national security; and creating a pipeline of these students to serve in government positions of national security.[35]

Since the first Boren awards were made in 1994, NSEP has been instrumental in supporting our nation's efforts to address the growing need for language and culture training; this training supports a broad spectrum of national security challenges. Boren Scholarships and Fellowships support individuals to study languages and cultures in less commonly studied regions critical to U.S. national and economic security. Since 2007, NSEP's Language Flagship has become the premiere model to support a critical mass of American undergraduate students of all majors to reach professional (ILR Level 3) proficiency levels in critical languages. The English for Heritage Language Speakers program is unique in its approach to recruiting and supporting skilled American citizens with critical heritage language skills, preparing them to work in national security positions. The National Language Service Corps Pilot Program continues to demonstrate its value to a wide array of agencies by providing short-term surge capacity for language needs for national and international government missions. In the four (4) years since program inception, Project Global Officers has proven that it is possible to improve the language skills, regional expertise and intercultural communication skills of future military officers. Lastly, at the request of Congress, NSEP began its latest initiative to expand training in African languages for its Boren award recipients.

As NSEP has increased its size and array of programs, it has striven to ensure that new programs complement those already in existence, maximizing coordination and benefit to both students and government agencies. For example, since the creation of the Flagship program in 2007, NSEP initiated a 2010 outreach plan to increase the numbers of undergraduate Flagship students receiving Boren Scholarships, which resulted in an increase in the quality of students for both programs. Experience in developing program-wide assessment in the Boren and Flagship programs has, in turn, supported the development of language assessment for Project Global Officers students. The development of a new state of the art student tracking system for the Flagship program is being used by the English for Heritage Language Speakers and Project Global Officers programs and will intersect with new the NSEPnet database for Boren Scholars and Fellows. The 2010 African Languages Initiative is a hybrid of the Boren and Flagship programs, building on the experience of creating domestic and overseas language programming

[35] David L. Boren National Security Education Act of 1991 (P.L. 102-183), as amended, codified in U.S.C. 50 §1901 *et seq*

with the quality and experience of Boren and Flagship. NSEP's team-based management approach coordinates outreach efforts for recruitment, as well as placement of its program participants in agencies across the federal government. These coordinated efforts, along with the important changes in the 2010 National Defense Authorization Act have improved the hiring of NSEP award recipients into positions of national security. As a result, NSEP has experienced an increased number of exclusive federal hiring arrangements for NSEP awardees, including the U.S. Army and the National Ground Intelligence Center.

Looking forward, NSEP will continue to focus on coordinating its efforts, ensuring program quality and accountability through the sharing of best practices across its growing array of programs. NSEP embraces its mission to serve the nation's critical language needs and contribute to U.S. national security.

III. APPENDICIES

Appendix A: Howard Baker, Jr. Awardees

Appendix B: Howard Baker, Jr. Awardee Profiles

Appendix C: Sol Linowitz Awardees

Appendix D: Sol Linowitz Awardees Profiles

Appendix E: 2010 David L. Boren Scholars

Appendix F: Select 2010 David L. Boren Scholar Profiles

Appendix G: List of Majors by Academic Fields

Appendix H: 2010 David L. Boren Fellows

Appendix I: Select 2010 David L. Boren Fellow Profiles

Appendix J: 2010 The Language Flagship Fellows

Appendix J: 2010 The Language Flagship Fellows

Appendix K: 2010 English for Heritage Language Speakers Participants

Appendix L: Positions of NSEP Scholars and Fellows Fulfilled/Fulfilling Federal Governmental Service, 1996-2010

Appendix M: 2010 National Security Education Board Members

Appendix N: United States Government Organizations with National Security Responsibilities

Appendix A: Howard Baker, Jr. Awardees

Country	Language	Howard Baker Jr. Award Recipient	Federal Service	Boren Year
Turkey	Turkish	**Paul Meinshausen,** 2010	National Ground Intelligence Center	2006
China	Mandarin	**Shana Leenerts,** 2009	U.S. Department of State	2001
Egypt	Arabic	**Matthew Parin,** 2008	U.S. Department of Defense	2005
Egypt	Arabic	**Andrew DeBerry,** 2007	U.S. Air Force	2003

Appendix B: Howard Baker, Jr. Awardee Profiles

2010 – PAUL MEINSHAUSEN

While Mr. Meinshausen was an undergraduate student at the University of Louisville, he was awarded a 2006 Boren Scholarship to study Turkish in Turkey. In 2007 he received a Fulbright Critical Language Scholarship, as well as a Fulbright Research Scholarship, to complete a Master's degree in Eurasian Studies from Middle East Technical University. He has served the nation through work as a General Military Intelligence Analyst at the National Ground Intelligence Center (NGIC). He is responsible for conducting research and analysis to help the U.S. military better understand and engage local populations in irregular warfare and counterinsurgency environments.

2009 – SHANA LEENERTS

Ms. Leenerts received a Boren Scholarship in 2001 to study Mandarin in China while an undergraduate student at the University of California, Irvine. She earned a Master's degree in International Commerce and Policy from George Mason University in 2008. She has served our nation through work as a Counterterrorism Fellows Program Specialist within the U.S. Department of Defense and as an Academic Exchange Specialist with the U.S. Department of State.

2008 – MATTHEW PARIN

Mr. Parin was a 2005 Boren Scholar who studied Arabic in Egypt and graduated from American University in 2007 with a degree in international relations. During his undergraduate studies, he interned with the Federal Aviation Administration, where he worked on the Middle East desk in the Office of International Aviation, and he was deployed to Iraq as an intelligence analyst in support of Operation Iraqi Freedom in fall 2008. Mr. Parin now works in the Iran division of the Middle East and North Africa Office at the U.S. Department of Defense.

2007 – ANDREW DEBERRY

Mr. DeBerry was studying aerospace engineering at University of Notre Dame when he received a Boren Scholarship in 2003 to study Arabic in an intensive summer language program in Egypt. He participated in the U.S. Air Force Reserve Officers' Training Corps (AFROTC) program as an undergraduate; participated in an exchange program for intelligence operations as an engineer; participated in an Air Force Arabic immersion program; and consequently served in leadership positions while stationed in Korea, Germany, and now in Afghanistan. Mr. DeBerry is now an intelligence officer in the U.S. Air Force.

Appendix C: Sol Linowitz Awardees

Country	Language	Sol Linowitz Award Recipient	Federal Service	Boren Year
Egypt	Arabic	**Glenda Jakubowski,** 2010	Defense Intelligence Agency	2006
China	Uyghur	**Tamara Crouse,** 2009	U.S. Navy Reserve/U.S. Department of State	2003
Jordan	Arabic	**Benjamin Orbach,** 2008	U.S. Department of State	2002
Egypt	Arabic	**Heather Kalmbach,** 2007	U.S. Department of State	2001

Appendix D: Sol Linowitz Awardees Profiles

2010 – GLENDA JAKUBOWSKI
Ms. Jakubowski was pursuing her Master's degree in International and Security Studies at East Carolina University when she received her 2006 Boren Fellowship to study Arabic in Cairo, Egypt. She works as a Senior Analyst on the Sunni Resistance Team at the Joint Intelligence Operations Center, within the Defense Intelligence Agency (DIA). Ms. Jakubowski is currently in the midst of her second deployment to Iraq with DIA, where she conducts analyses related to tribal, gender and cultural concerns.

2009 – TAMARA CROUSE
Ms. Crouse was awarded a Boren Fellowship in 2003 to study Uyghur in China. She earned a Master's degree in Global Studies from the University of Denver in 2004. She has served our country through her work as an Intelligence Specialist within the U.S. Navy Reserve and as a Foreign Affairs Officer within the Bureau of International Narcotics and Law Enforcement Affairs (INL). Ms. Crouse started with the Department of State in October 2006, and currently covers Peru and Ecuador with INL.

2008 – BENJAMIN ORBACH
Mr. Orbach was a 2002 Boren Fellow who studied Arabic in Jordan, where his experiences as a Boren Fellow formed the basis for *Live from Jordan: Letters Home from My Journey through the Middle East* (Amacom Books, 2007). He worked for three (3) years at the Department of State in the office of the Middle East Partnership Initiative (MEPI) and for one year as the MEPI coordinator at the U.S. Consulate in Jerusalem. Orbach now is Creative Associates International's Resident Country Director for the West Bank and Gaza; he has received multiple professional awards for designing and managing democratic reform projects in the Middle East and North Africa.

2007 – HEATHER KALMBACH
Ms. Kalmbach, a 2001 Boren Fellow and 2003 Flagship Fellow, studied advanced Arabic in Egypt, joined the Department of State's Foreign Service in 2005, and assumed her first assignment in Jeddah, Saudi Arabia, where she reported on Islamic affairs. After completing this assignment, she returned to the Foreign Service Institute to advance her Hebrew skills. Subsequently, she returned to the Middle East as a Foreign Service officer in Jerusalem, where she worked on Palestinian issues, focusing on human rights, the rule of law, women's issues, and local government. After her Jerusalem assignment, Ms. Kalmbach returned to the United States, where she holds a position within the Bureau of Near Eastern Affairs.

Appendix E: 2010 David L. Boren Scholars

Country	Language	Institution	Major	Home State
Brazil	Portuguese	University of Colorado	Spanish Language and Literature	CO
Brazil	Portuguese	University of Maryland, Baltimore County	Political Science	MD
Brazil	Portuguese	Ohio University	Spanish Language and Literature	OH
Brazil	Portuguese	Pomona College	Political Science	CA
Brazil	Portuguese	American University	International Relations	LA
Brazil	Portuguese	Arizona State University	Economics	AZ
Brazil	Portuguese	University of South Carolina	International Business	MD
Chile	Spanish	Montana State University	Mechanical Engineering	ID
China	Mandarin	University of Minnesota	Genetics	TX
China	Mandarin	University of Pittsburgh	Biomedical Sciences	NY
China	Mandarin	University of Oregon	Biochemistry	OR
China	Mandarin	Truman State University	Economics	IL
China	Mandarin	University of Alabama at Birmingham	Economics	AL
China	Mandarin	George Washington University	International Relations	VA
China	Mandarin	University of Maryland	Government	PA
China	Mandarin	Tufts University	International Relations	FL
China	Mandarin	Fordham University	International Politics	MO
China	Mandarin	University of California, Los Angeles	East Asian Studies	CA
China	Mandarin	Arizona State University	Finance (Business)	AZ
China	Mandarin	University of Georgia	Political Science	GA
China	Mandarin	American University	International Relations	IL
China	Mandarin	Indiana University	Business	IN
China	Mandarin	Virginia Commonwealth University	English	VA
China	Mandarin	American University	Communications	IL
China	Mandarin	University of Memphis	East Asian Language and Literature	TN
China	Mandarin	Arizona State University	History, East Asian	CA
China	Mandarin	University of Mississippi	International Relations	MS
China	Mandarin	University of Illinois	Electronic Engineering	IL
China	Mandarin	University of the Pacific	International Relations	CA
China	Mandarin	University of Pittsburgh	Chinese Language and Literature	PA
China	Mandarin	College of William and Mary	Economics	MA
China	Mandarin	Princeton University	East Asian Studies	WI
China	Mandarin	University of Arizona	Economics	VA
China	Mandarin	University of the Pacific	International Relations	NV
China	Mandarin	Chapman University	Business	CA
China	Mandarin		Physics	
Croatia	Croatian	University of California, San Diego	International Relations	CA
Egypt	Arabic	University of Texas	Arabic Language and Literature	TX
Egypt	Arabic	University of Chicago	Mathematics	TX

Country	Language	Institution	Major	Home State
Egypt	Arabic	University of Wisconsin, Milwaukee	International Politics	WI
Egypt	Arabic	American University	International Relations	NJ
Egypt	Arabic	University of Maryland	Government	NY
Egypt	Arabic	Virginia Polytechnic and State University	International Relations	MD
Egypt	Arabic	Michigan State University	Microbiology	MI
Egypt	Arabic	Harvard University	Government	MO
Egypt	Arabic	Georgia State University	Economics	GA
Egypt	Arabic	University of Washington	Middle East Studies	WA
Egypt	Arabic	Brown University	History	FL
Egypt	Arabic	University of South Dakota	Physics	SD
Egypt	Arabic	Georgetown University	Arabic Language and Literature	NJ
Egypt	Arabic	Mount Holyoke College	Middle East Studies	MN
Egypt	Arabic	University of Chicago	Near Eastern Language and Literature	NJ
Egypt	Arabic	George Washington University	Middle East Studies	OH
Egypt	Arabic	Michigan State University	International Relations	MI
Hungary	Hungarian	Seattle University	Political Science	MT
India	Hindi	University of Hawaii	Peace and Conflict Resolution	HI
India	Urdu	New York University	Communications	NC
India	Hindi	University of Maryland, Baltimore County	Public Health	MD
India	Hindi	Georgetown University	Sociology	NC
Israel	Hebrew	Roberts Wesleyan College	Communications	NY
Japan	Japanese	Portland State University	East Asian Studies	HI
Japan	Japanese	University of Pittsburgh	Computer Engineering	WA
Japan	Japanese	University of South Carolina	Physics	SC
Japan	Japanese	Indiana University	East Asian Language and Literature	IN
Japan	Japanese	Rice University	Economics	TX
Japan	Japanese	George Washington University	International Relations	MA
Japan	Japanese	University of Louisville	Chemistry	KY
Japan	Japanese	Linfield College	East Asian Language and Literature	WA
Japan	Japanese	Rollins College	International Relations	FL
Japan	Japanese	University of Missouri, Saint Louis	East Asian Language and Literature	MO
Jordan	Arabic	University of Arizona	Political Science	AZ
Jordan	Arabic	Michigan State University	International Relations	MI
Jordan	Arabic	American University	International Politics	NJ
Jordan	Arabic	Arizona State University	Biology	AZ
Jordan	Arabic	College of Charleston	Political Science	TX
Jordan	Arabic	Ohio State University	International Relations	OH
Jordan	Arabic	George Washington University	International Relations	DC
Jordan	Arabic	George Washington University	Middle East Studies	PA
Jordan	Arabic	Mercyhurst College	International Relations	PA
Jordan	Arabic	University of Alabama	International Relations	OH

Country	Language	Institution	Major	Home State
Jordan	Arabic	University of Arkansas	International Relations	AR
Jordan	Arabic	Georgetown University	Arabic Language and Literature	WA
Jordan	Arabic	University of Nebraska	Political Science	WI
Jordan	Arabic	Northwestern University	International Relations	IN
Kazakhstan	Kazakh	University of Georgia	International Relations	GA
Kenya	Swahili	Ohio State University	International Relations	OH
Kyrgyzstan	Russian	University of South Carolina	Language	SC
Morocco	Arabic	University of Nebraska	International Relations	NE
Morocco	Arabic	George Washington University	Electronic Engineering	TX
Morocco	Arabic	Utah State University	Political Science	UT
Morocco	Arabic	Denison University	Biology	MN
Morocco	Arabic	University of Vermont	Theology	IL
Poland	Polish	University of Houston	Biochemistry	TX
Poland	Polish	George Washington University	International Relations	PA
Romania	Romanian	Arizona State University	Economics	AZ
Russia	Russian	University of Montana	Slavic Language and Literature	MT
Russia	Russian	University of Maryland	Slavic Language and Literature	MI
Russia	Russian	Haverford College	Slavic Language and Literature	PA
Russia	Russian	University of Colorado	Slavic Language and Literature	CO
Russia	Russian	Colgate University	History	MD
Russia	Russian	North Georgia College and State University	International Relations	GA
Russia	Russian	Arizona State University	Slavic Language and Literature	AZ
Russia	Russian	Georgia Southern University	History	GA
Russia	Russian	Wittenberg University	Political Science	MI
Russia	Russian	Bryn Mawr College	Slavic Language and Literature	NC
Russia	Russian	Brigham Young University	Slavic Language and Literature	WA
Russia	Russian	Smith College	Slavic Language and Literature	CT
Russia	Russian	University of Cincinnati	International Relations	OH
Russia	Russian	University of Connecticut	International Relations	CT
Senegal	Wolof	American University	International Relations	OR
South Africa	Xhosa	Boston College	Political Science	WA
South Africa	Xhosa	Boston College	Nursing	MI
South Africa	Zulu	Nebraska Wesleyan University	Political Science	NE
South Korea	Korean	Arizona State University	Biology	AZ
South Korea	Korean	University of Hawaii	Accounting	HI
South Korea	Korean	University of Chicago	Political Science	CA
South Korea	Korean	Clark University	Biochemistry	CO
South Korea	Korean	Ohio State University	Chemical Engineering	OH
Syria	Arabic	University of Maryland	Arabic Language and Literature	IL
Syria	Arabic	Stanford University	International Relations	CA
Syria	Arabic	University of Texas	Arabic Language and Literature	GA

Country	Language	Institution	Major	Home State
Syria	Arabic	University of Massachusetts	Middle East Studies	MA
Syria	Arabic	Georgia State University	International Relations	GA
Syria	Arabic	College of William and Mary	Government	VA
Taiwan	Mandarin	Virginia Commonwealth University	Public Relations	VA
Taiwan	Mandarin	University of South Carolina	Mathematics	NJ
Tajikistan	Persian	University of Maryland	Psychology	MD
Tajikistan	Farsi	University of Illinois	Political Science	IL
Tajikistan	Farsi	University of Pittsburgh	Language	PA
Tanzania	Swahili	Florida Atlantic University	Economics	FL
Tanzania	Swahili	Seattle University	Civil Engineering	MT
Thailand	Thai	Messiah College	Environmental Studies	NJ
Turkey	Turkish	University of Minnesota, Morris	Mathematics	MN
Turkey	Turkish	Michigan State University	International Relations	MI
Turkey	Turkish	Florida State University	International Relations	FL
Vietnam	Vietnamese	Sweet Briar College	Government	IN
Vietnam	Vietnamese	American University	International Relations	PA

Appendix F: Select 2010 David L. Boren Scholars Profiles

- As part of the Science, Technology, Engineering, and Mathematics (STEM) initiative, a biochemistry major from Clark University spent the summer in Seoul, South Korea to continue her study of Korean.

- A junior from the University of Arkansas was motivated by his past experience in the U.S. Army to study Arabic. He is majoring in international relations with a focus on Middle Eastern studies. He is spending the academic year at the University of Jordan in Amman, and in the future, hopes to serve in the Central Intelligence Agency (CIA).

- A senior at Indiana University, Bloomington majoring in business with a minor in Chinese language and literature spent the academic year on The Language Flagship program at Nanjing University in China.

- A student from Georgia Southern University majoring in history and international relations participated in the intensive Russian language program at Moscow Humanities University and volunteered at the American Cultural Center.

Boren Scholar (third from right) in Romania

Appendix G: List of Majors by Academic Fields

Area/Language Studies
- Area Studies, Africa
- Area Studies, East Asia/Pacific
- Area Studies, Latin America/Caribbean
- Area Studies, Middle East
- Area Studies, Near East
- Area Studies, South/Southeast Asia
- Comparative Literature
- English
- Languages
- Languages & Literature, Arabic
- Languages & Literature, Chinese/East Asian
- Languages & Literature, French
- Languages & Literature, Near Eastern
- Languages & Literature, Slavic
- Languages & Literature, Spanish
- Linguistics
- World Religions

Applied Sciences
- Agriculture
- Biochemistry
- Biological Sciences
- Chemistry
- Engineering, Civil

Engineering, Electrical
- Engineering, Mechanical
- Engineering, Nuclear
- Engineering, Systems
- Environmental Sciences
- Mathematics
- Microbiology
- Molecular Biology
- Natural Resources
- Physics
- Veterinary Science

Business
- Accounting
- Business
- Marketing

Education

International Affairs
- International Economics
- International Health
- International Politics
- International Relations
- International Studies

Journalism

Law

Social Sciences (excluding international affairs)
- Anthropology
- Economics
- Geography
- Government
- History
- Public Administration
- Political Science
- Psychology
- Public Health
- Public Policy
- Religious Studies
- Social Sciences, General
- Urban & Regional Planning
- Women's Studies

Other
- Communications
- Criminology
- Law Enforcement
- Legal Studies
- Library & Information Science
- Parks & Recreation Management

Appendix H: 2010 David L. Boren Fellows

Country	Language	Institution	Major	Home State
Angola	Portuguese	Brandeis University	International Affairs	GA
Angola	Portuguese	University of Florida	Political Science	SC
Bangladesh	Bengali	Florida A&M University	Business Administration	FL
Bosnia Herz.	Bosnian	University of Washington	Area Studies	WA
Brazil	Portuguese	University of Texas	Political Science	NJ
Brazil	Portuguese	Syracuse University	International Affairs	NY
Brazil	Portuguese	University of Cincinnati	Engineering	OH
Brazil	Portuguese	Indiana University	Area Studies	OH
Brazil	Portuguese	City University of New York	Sociology	PR
Cambodia	Khmer	University of Chicago	Social Work	MI
Cambodia	Khmer	Fordham University	Economics	PA
China	Mandarin	Northeastern University	Political Science	AR
China	Mandarin	Johns Hopkins University, SAIS	International Affairs	CA
China	Mandarin	Johns Hopkins University, SAIS	International Affairs	CA
China	Mandarin	Johns Hopkins University, SAIS	International Affairs	CA
China	Mandarin	University of California, Berkeley	Urban & Regional Planning	CA
China	Mandarin	University of California, Berkeley	Political Science	CA
China	Mandarin	University of Hawaii, Manoa	Area Studies	CO
China	Mandarin	Colorado School of Mines	Economics	CO
China	Mandarin	Massachusetts Institute of Technology	Political Science	CT
China	Mandarin	American University	International Affairs	DE
China	Mandarin	University of California, Berkeley	Anthropology	NJ
China	Mandarin	Johns Hopkins University, SAIS	International Affairs	NM
China	Mandarin	Tufts University	International Affairs	NY
China	Mandarin	Johns Hopkins University, SAIS	International Affairs	TN
Djibouti	Somali	Tufts University	International Affairs	MA
Egypt	Arabic	Claremont Graduate School	International Affairs	CA
Egypt	Arabic	American University	International Affairs	CO
Egypt	Arabic	Georgetown University	International Affairs	IN
Egypt	Arabic	Tufts University	Religious Studies	MA
Egypt	Arabic	Columbia University	Area Studies	NJ
Egypt	Arabic	Yale University	Economics	NY
Egypt	Arabic	Fordham University	Law	NY
Egypt	Arabic	Monterey Institute of International Studies	International Affairs	OH
Egypt	Arabic	University of Virginia	Area Studies	VA
Egypt	Arabic	Ohio State University	Political Science	VA
Indonesia	Indonesian	George Washington University	International Affairs	CA
Indonesia	Indonesian	University of California, Davis	Anthropology	CA
Indonesia	Indonesian	University of Connecticut	Environmental Sciences	CT

Country	Language	Institution	Major	Home State
Indonesia	Indonesian	Georgetown University	Area Studies	DC
Indonesia	Javanese	University of Wisconsin, Madison	Area Studies	TX
Israel	Arabic	Monterey Institute of International Studies	International Affairs	CA
Israel	Arabic	University of California, San Francisco	Anthropology	CA
Israel	Arabic	Montana State University	Political Science	MT
Israel	Arabic	American University	International Affairs	WI
Japan	Japanese	University of Arizona	Sociology	AZ
Japan	Japanese	George Washington University	International Affairs	CA
Japan	Japanese	Stanford University	Language & Literature	FL
Japan	Japanese	University of Hawaii, Manoa	Language & Literature	IN
Japan	Japanese	Illinois Institute of Technology	Environmental Sciences	NE
Japan	Japanese	Duke University	Religious Studies	OH
Jordan	Arabic	California State University, San Bernardino	Education	CA
Jordan	Arabic	University of Maryland	Political Science	MD
Jordan	Arabic	Portland State University	International Affairs	OR
Jordan	Arabic	Georgetown University	International Affairs	PA
Kenya	Swahili	University of Florida	Political Science	FL
Kenya	Swahili	University of Massachusetts	Veterinary Science	MA
Kosovo	Albanian	Stanford University	Medical Sciences	AZ
Kosovo	Albanian	George Mason University	International Affairs	DC
Lebanon	Arabic	Johns Hopkins University, SAIS	Language & Literature	DC
Lebanon	Arabic	American University	International Affairs	MA
Malaysia	Malay	American University	International Affairs	DC
Mexico	Nahuatl	University of Texas	Geography	TN
Mongolia	Mongolian	Monterey Institute of International Studies	Political Science	CA
Morocco	Arabic	University of San Francisco	Economics	CA
Morocco	Arabic	University of Florida	Political Science	FL
Nepal	Nepali	Monterey Institute of International Studies	International Affairs	NY
Russia	Russian	University of California, Davis	Engineering	CA
Russia	Russian	University of Chicago	International Affairs	CA
Russia	Russian	Yale University	Political Science	PA
Russia	Russian	George Mason University	Language & Literature	VA
Russia	Tatar	University of California, Los Angeles	Language & Literature	IL
Rwanda	Ruanda	Stanford University	Education	CA
South Korea	Korean	University of Utah	Law	UT
Sri Lanka	Tamil	Tufts University	International Affairs	MA
Sri Lanka	Tamil	Virginia Polytechnic and State University	Public Administration	OT
Syria	Arabic	Georgia Institute of Technology	International Affairs	GA
Syria	Arabic	Indiana University	Area Studies	IN
Syria	Arabic	University of Maryland	Communications and Journalism	MD
Syria	Arabic	University of Minnesota, Twin Cities	Public Administration	MN

Country	Language	Institution	Major	Home State
Syria	Arabic	Columbia University	Language & Literature	NY
Syria	Arabic	Georgetown University	International Affairs	VA
Tajikistan	Tajik	Tufts University	International Affairs	WA
Tanzania	Swahili	University of Iowa	Education	IA
Tanzania	Swahili	Brandeis University	International Affairs	WA
Thailand	Thai	Brigham Young University	Business Administration	OR
Thailand	Thai	Johns Hopkins University, SAIS	International Affairs	WA
Tunisia	Arabic	Georgetown University	Language & Literature	CO
Turkey	Turkish	Columbia University	History	CO
Turkey	Turkish	University of Louisville	Law	KY
Turkey	Turkish	Rutgers University, Newark	International Affairs	MI
Turkey	Turkish	Portland State University	Urban & Regional Planning	OR
Turkey	Turkish	American University	Law	VA
Uganda	Swahili	University of California, Davis	Agriculture	CO
Ukraine	Ukrainian	George Washington University	Economics	MD
Uzbekistan	Uzbek	University of Washington	Law	WA
West Bank	Arabic	Georgetown University	Psychology	OH
West Bank	Arabic	American University	International Affairs	VA

Appendix I: Select 2010 David L. Boren Fellows Profiles

- A graduate student in international affairs studied Malay and conducted research on the multi-ethnic voices of Muslim women in Malaysia for her joint master's thesis at American University and Wesley Theological Seminary.

- An MD candidate from Stanford University with an intermediate level of Albanian continued his study of Albanian with one-on-one language instruction at the Cambridge School of Language in Pristina, Republic of Kosovo. He also interned with the World Health Organization (WHO).

- An MA student at the University of Maryland, College Park who is enrolled in the Arabic Language Flagship Program and studying communications and journalism, spent the academic year in Syria studying Arabic. While living with a host family, this Fellow interned as a graphic designer, and conducted research on the view of the Syrian government toward foreign policy and the influence of media on public perception.

Boren Fellow (left) in Djibouti

- An engineering PhD candidate at the University of Cincinnati collaborated with professors at Rio de Janeiro State University in Brazil to compare calibration factors for direct, in vivo radiation measurements, a non-invasive method of measuring internal radiation contamination.

Appendix J: 2010 The Language Flagship Fellows

Country	Language	Domestic Flagship Institution	Overseas Flagship Center	Home State
China	Mandarin	Ohio State University	Nanjing University	PA
China	Mandarin	Ohio State University	Nanjing University	OR
China	Mandarin	Ohio State University	Nanjing University	NY
China	Mandarin	Ohio State University	Nanjing University	KY
China	Mandarin	Ohio State University	Nanjing University	CA
China	Mandarin	Ohio State University	Nanjing University	OH
China	Mandarin	Ohio State University	Nanjing University	VA
China	Mandarin	Ohio State University	Nanjing University	VA
China	Mandarin	Ohio State University	Nanjing University	OH
South Korea	Korean	University of Hawaii	Korea University	UT
South Korea	Korean	University of Hawaii	Korea University	NY
South Korea	Korean	University of Hawaii	Korea University	CT
South Korea	Korean	University of Hawaii	Korea University	CA
South Korea	Korean	University of Hawaii	Korea University	MO
South Korea	Korean	University of Hawaii	Korea University	IL
Syria	Arabic	University of Maryland	University of Damascus	NH
Syria	Arabic	University of Maryland	University of Damascus	MD
Syria	Arabic	University of Maryland	University of Damascus	NY
Syria	Arabic	University of Maryland	University of Damascus	NY
Syria	Arabic	University of Maryland	University of Damascus	DC
Syria	Arabic	University of Maryland	University of Damascus	VA
Syria	Arabic	University of Maryland	University of Damascus	MN
Syria	Arabic	University of Maryland	University of Damascus	MD
Syria	Arabic	University of Maryland	University of Damascus	DC
Tajikistan	Persian	University of Maryland	Tajik State University	NY
Tajikistan	Persian	University of Maryland	Tajik State University	KS
Tajikistan	Persian	University of Maryland	Tajik State University	CO
Tajikistan	Persian	University of Maryland	Tajik State University	CA
Tajikistan	Persian	University of Maryland	Tajik State University	TN
Tajikistan	Persian	University of Maryland	Tajik State University	PA

Appendix K: 2010 English for Heritage Language Speakers Participants

Country of Origin	Heritage Language	EHLS Institution	Professional Field	Home State
Afghanistan	Dari	Georgetown University	Banking	VA
Afghanistan	Dari	Georgetown University	Administrator	VA
Algeria	Arabic	Georgetown University	Veterinary Science	WI
Bangladesh	Urdu	Georgetown University	Urban Planning/Housing	MD
China	Mandarin	Georgetown University	Medical Researcher	MD
China	Mandarin	Georgetown University	Governmental Relations Executive	VA
Egypt	Arabic	Georgetown University	Program Management	VA
Egypt	Arabic	Georgetown University	Banker	MD
India	Urdu	Georgetown University	Translator & Language Instructor	VA
India	Urdu	Georgetown University	Desalination Engineer	VA
Iran	Persian	Georgetown University	Political Economist	DC
Iran	Persian	Georgetown University	Human Resources	VA
Iran	Persian	Georgetown University	Banking and Finance	TX
Iran	Persian	Georgetown University	Real Estate Agent	MD
Iraq	Arabic	Georgetown University	Linguist	VA
Kenya	Swahili	Georgetown University	Diplomatic Officer	MD
Lebanon	Arabic	Georgetown University	Arabic Language and Cultural Instructor	VA
Morocco	Arabic	Georgetown University	Fund Accountant	MD
Morocco	Arabic	Georgetown University	Program Coordinator	TX
Niger	Hausa	Georgetown University	Management & Administration	NY
Nigeria	Igbo	Georgetown University	Chemical Engineering	MD
Nigeria	Igbo	Georgetown University	Community Development	MA
Nigeria	Igbo	Georgetown University	Business Manager	MD
Pakistan	Urdu	Georgetown University	Media Research	NY
Pakistan	Urdu	Georgetown University	Marketing Management	DC
Pakistan	Urdu	Georgetown University	Speech-Language Pathologist	VA
Pakistan	Pashto	Georgetown University	Procurement	TX
Sudan	Arabic	Georgetown University	Translation & Interpretation	VA
Sudan	Arabic	Georgetown University	Public Health Advisor	VA
Sudan	Arabic	Georgetown University	Paralegal	NJ
Sudan	Arabic	Georgetown University	Program Manager	VA
Taiwan	Mandarin	Georgetown University	Nuclear Engineer	MD
Taiwan	Mandarin	Georgetown University	Software Engineer	IL
Taiwan	Mandarin	Georgetown University	Computer Information Systems	VA
Tanzania	Swahili	Georgetown University	Software Engineer	MD
Tanzania	Swahili	Georgetown University	Financial Analyst	VA
Tanzania	Swahili	Georgetown University	Diplomatic Officer	MD

Appendix L: Locations Where NSEP Award Recipients Have Fulfilled Service

Organization	Office	Total by Organization	Total by Office
Broadcasting Board of Governors			**1**
Central Intelligence Agency			**101**
Corporation for National and Community Service			**3**
Department of Agriculture			**26**
	Agricultural Marketing Service	**3**	
	Agriculture Research Service	**1**	
	Economic Research Service	**1**	
	Food Safety and Inspection Service	**2**	
	Foreign Agricultural Service	**6**	
	Forest Service	**1**	
	Natural Resource and Conservation Service	**1**	
	Other: Department of Agriculture	**11**	
Department of Commerce			**82**
	Bureau of Economic Analysis	**6**	
	Bureau of Industry and Security	**2**	
	Economics and Statistics Administration	**1**	
	International Trade Administration	**49**	
	National Oceanic and Atmospheric Administration	**8**	
	Other: Department of Commerce	**16**	
Department of Defense			**636**
	Asia-Pacific Center for Security Studies	**2**	
	Combatant Commands	**12**	
	Contractor	**124**	
	Defense Contract Management Agency	**1**	
	Defense Information Systems Agency	**2**	
	Defense Intelligence Agency	**56**	
	Defense Language Institute	**7**	
	Defense Threat Reduction Agency	**6**	
	Department of the Air Force	**26**	
	Department of the Army	**84**	
	Department of the Navy	**65**	
	Military (unspecified)	**1**	
	National Defense University	**47**	
	National Geospatial Intelligence Agency	**19**	
	National Ground Intelligence Center	**9**	
	National Security Agency	**32**	
	National Security Education Program	**9**	
	NATO Stabilization Force	**2**	

Organization	Office	Total by Organization	Total by Office
	Office of the Secretary of Defense	17	
	U.S. Marine Corps	19	
	U.S. Mission to NATO	3	
	Other: Department of Defense	93	
Department of Education			**5**
Department of Energy			**30**
	DOE National Laboratory	19	
	Energy Information Administration	1	
	National Nuclear Security Administration	6	
	National Renewable Energy Laboratory	1	
	Office of Environmental Management	1	
	Other: Department of Energy	5	
Department of Health and Human Services			**25**
	Centers for Disease Control and Prevention	8	
	Food and Drug Administration	1	
	National Institutes of Health	4	
	Office of Global Health Affairs	2	
	Other: Department of Human Services	10	
Department of Homeland Security			**77**
	U.S. Customs and Border Protection	8	
	Center for Homeland Defense and Security	1	
	Federal Emergency Management Agency	1	
	Office of Operational Coordination	1	
	Office of the District Counsel	1	
	Plum Island Animal Disease Center	1	
	Private Sector Office	2	
	Transportation Security Administration	6	
	U.S. Coast Guard	1	
	Other: Department of Homeland Security	55	
Department of the Interior			**13**
Department of Justice			**51**
	Central and East European Law Initiative	1	
	Civil Rights Division	2	
	Drug Enforcement Administration	6	
	Environment and Natural Resources Division	1	
	Executive Office of Immigration Review	1	
	Federal Bureau of Investigation	17	
	Immigration and Naturalization Service	3	
	U.S. Attorney's Office	1	

Organization	Office	Total by Organization	Total by Office
	Other: Department of Justice	19	
Department of Labor			**4**
Department of State			**436**
	Bureau of Administration	6	
	Bureau of Arms Control	1	
	Bureau of Consular Affairs	21	
	Bureau of Democracy, Human Rights, and Labor	1	
	Bureau of Diplomatic Security	6	
	Bureau of East Asian and Pacific Affairs	16	
	Bureau of Educational and Cultural Affairs	13	
	Bureau of European and Eurasian Affairs	2	
	Bureau of Intelligence and Research	6	
	Bureau of International Narcotics and Law Enforcement Affairs	1	
	Bureau of International Security and Nonproliferation	7	
	Bureau of Near Eastern Affairs	18	
	Bureau of Political-Military Affairs	12	
	Bureau of Population, Refugees, and Migration	2	
	Bureau of Public Affairs	9	
	Bureau of South and Central Asian Affairs	1	
	Bureau of Western Hemisphere Affairs	11	
	Foreign Service	108	
	Iraq Reconstruction Management Office	1	
	U.S. Mission to the United Nations	4	
	Other: State Department	190	
Department of Transportation			**4**
Department of Treasury			**19**
	Financial Management Service	1	
	Internal Revenue Service	4	
	Office of Foreign Exchange Operations	1	
	Office of the Comptroller of the Currency	2	
	Other: Department of Treasury	11	
Department of Veterans Affairs			**21**
Environmental Protection Agency			**17**
Executive Office of the President			**16**
	Office of Management and Budget	7	
	National Security Council	3	
	Office of the U.S. Trade Representative	2	
	White House	1	
	Office of the Special Envoy to the Americas	1	

Organization	Office	Total by Organization	Total by Office
	Other: Executive Office	2	
Federal Communications Commission			2
Federal Judiciary			22
	U.S. Court of Appeals	2	
	U.S. District Courts	20	
Federal Reserve			7
Intelligence Community			30
Inter-American Foundation			2
Millennium Challenge Corporation			5
National Aeronautics and Space Administration			26
National Science Foundation			9
Overseas Private Investment Corporation			3
Peace Corps			48
Securities and Exchange Commission			3
Small Business Administration			2
Smithsonian Institution			3
Social Security Administration			4
U.S. African Development Foundation			2
U.S. Agency for International Development			176
U.S. Congress			69
	Congressional Budget Office	3	
	Congressional Executive Commission on China	1	
	Government Accountability Office	5	
	Library of Congress	8	
	U.S. House of Representatives	29	
	U.S. Senate	24	
U.S. Institute of Peace			3
U.S. International Trade Commission			1
U.S. Postal Service			1
TOTAL			1985

Appendix M: 2010 National Security Education Board Members

Federal Government Members

Secretary of Defense Designee
Dr. Samuel D. Kleinman
Deputy Assistant Secretary of Defense
Office of the Under Secretary of Defense for Personnel and Readiness
[Chair]

Director of National Intelligence
Ms. Paula J. Roberts
Assistant Director, National Intelligence for Human Capital, and Chief Human Capital Officer

National Endowment for the Humanities
Mr. James Leach
Chairman

U.S. Department of Commerce
Ms. Michelle O'Neill
Deputy Under Secretary for International Trade
International Trade Administration

U.S. Department of Education
Mr. Andre Lewis
Deputy Assistant Secretary for International Education, Postsecondary Education

U.S. Department of Energy
Mr. Nicholas A. Carlson
Director, Office of International Operations
National Nuclear Security Administration

U.S. Department of State
Ms. Alina A. Romanowski
Deputy Assistant Secretary of State for Academic Programs, Bureau of Educational and Cultural Affairs

Presidential Appointees

Mr. Mark Gerencser
Senior Vice President
Booz Allen Hamilton

Mr. Michael Guest
(2011 Nominee)
U.S. Ambassador (Ret.)
Council for Global Equality

Dr. Ana Margarita Guzmán
(2011 Nominee)
President, Palo Alto College

Dr. David McIntyre
Vice President
National Graduate School

Dr. Kiron Skinner*
Associate Professor, Carnegie Mellon University and Research Fellow, Hoover Institution, Stanford University

Dr. Todd I. Stewart*
Major General, USAF (Ret.)
Director of Institutional Partnerships
Senior Adviser for National Security Affairs, Office of Research
Michigan Technological University

* Denotes appointment end date has passed

Executive Director of the Board

Dr. Michael A. Nugent
Director, National Security Education Program

Appendix N: United States Government Organizations with National Security Responsibilities Where NSEP Graduates May Work to Fulfill Service Obligations

Department of Defense (All departments, agencies, commands, and activities)

Intelligence Community (All agencies and offices)

Department of State (All agencies and offices including the following)
- Foreign embassies
- Regional and functional bureaus
- National Foreign Affairs Training
- Bureau of Intelligence and Research

Department of Homeland Security (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 Justice
- Drug Enforcement Administration
- Federal Bureau of Investigation
- National Drug Intelligence Center
- National Virtual Translation Center
- Pentagon Force Protection Agency

Department of the Treasury
- Office of Foreign Assets Control
- Office of International Affairs

Independent Agencies
- Unites States Agency for International Development (USAID)
- Export-Import Bank of the U.S.
- Overseas Private Investment Corporation
- United States International Trade Commission
- Peace Corps
- Millennium Challenge Corporation

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

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

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

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