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2011 ANNUAL REPORT

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2011 ANNUAL REPORT

DAVID L. BOREN FELLOWSHIPS
DAVID L. BOREN SCHOLARSHIPS
PILOT AFRICAN LANGUAGES INITIATIVE
THE LANGUAGE FLAGSHIP
PILOT ROTC-FLAGSHIP INITIATIVE
ENGLISH FOR HERITAGE LANGUAGE SPEAKERS
NATIONAL LANGUAGE SERVICE CORPS
PROJECT GLOBAL OFFICERS
PILOT LANGUAGE TRAINING CENTERS



Preparation of this report/study cost the Department of Defense a total of approximately \$11,000 in Fiscal Years 2011 - 2012.
Generated on 2012Jan06 1509 RefID: B-54DBBB8

PRAISE FOR NSEP AWARD RECIPIENTS

The Department of Homeland Security has employed more than 60 NSEP Scholars and Fellows, and I (Douglas Smith, Assistant Secretary for the Private Sector) have found each of the NSEP Scholars/Fellows that have worked in my office to be mature, ambitious, and intelligent employees. Their commitment to public service and ability to handle a diverse portfolio are assets to all government agencies.

– U.S. Department of Homeland Security

The Department of State has benefitted greatly from the expertise of NSEP alumni and its relationship with the NSEP office. NSEP programs provide a solid foundation for successful foreign affairs careers, both Foreign and Civil Service. NSEP alumni bring to the Department of State extensive foreign language capability, prior foreign experience, and a sense of the importance of cultural adaptability – all skills which, particularly, are central to being an effective Foreign Service Officer.

– U.S. Department of State

NSEP awardees have made great contributions to further our organization's mission. Their subject matter expertise, language ability, and experience with other cultures help facilitate progress to open up markets for U.S. firms through official bilateral discussions as well as public-private sector dialogues. They have also helped provide critical information and analysis to our senior officials.

– U.S. Department of Commerce, International Trade Administration

International cooperation plays a key role in almost all aspects of NASA's programs and NSEP award recipients have proven particularly well-qualified to help NASA achieve its goals and objectives in this area. Consequently, in recent years, the number of NSEP awardees recruited by NASA has more than tripled, with many former NSEP award recipients successfully competing for permanent positions throughout the agency.

– National Aeronautics and Space Administration

NSEP and The Language Flagship are developing highly-talented and well-qualified professionals with a diverse range of skills and strong language ability. Award recipients who have completed a Flagship Capstone Year arrive in our organization with a high degree of 'bring it on!' confidence and the skills to back it up.

– National Security Agency

NSEP awardees acquire skills that prepare them to grow into exemplary analysts. They have demonstrated the ability to effectively apply cultural knowledge, analytical thinking, and linguistic skills to intelligence issues. Additionally, because of the networks they establish through NSEP, they interact and collaborate well with our partners in the National System for Geospatial Intelligence.

– National Geospatial Intelligence Agency



OUTSTANDING NSEP ALUMNI

1994 – U.S. Army, Foreign Area Officer

LTC John Sutherland, III was a 1994 Boren Fellow and is an Army Reserve Foreign Area Officer with U.S. PACOM. He is a graduate of the Joint Force Staff College Advanced Joint Professional Military Education course and has traveled with and assisted three PACOM commanders in several countries including Vietnam, Cambodia, Laos and Thailand. LTC Sutherland also graduated first in his Vietnamese class at the Defense Language Institute.

**1996 – National Aeronautic and Space Agency, Associate Deputy Administrator for Policy Integration**

Rebecca Spyke Keiser was a 1996 Boren Fellow, who used her fellowship to study Japanese. She holds an M.S. in Politics of the World Economy and a Doctorate in International Studies. Dr. Spyke Keiser began her career at NASA in 1999 as an international programs specialist. She later worked in international relations within NASA for five years, after which she worked for the White House Office of Science and Technology Policy as head of international relations. She recently returned to NASA becoming NASA's Associate Deputy Administrator for Policy Integration.

**1998 - Department of Commerce, International Trade Specialist**

Tonie Lozano DiGiulio was awarded a 1998 Boren Fellowship to study Czech in Prague. Following her time as a Boren Fellow, Ms. DiGiulio served in the International Trade and Development office at the Department of Commerce. She worked on the Central and Eastern Europe Business Information Center team, performing analysis related to policy initiatives, programs, and operations.

1998 - Department of Justice, Area Research Specialist/Historian

This 1998 Boren Fellow studied Mandingo in Guinea while completing a Doctorate in History. He currently works for the Human Rights and Special Prosecutions Section, Criminal Division, and is responsible for planning and conducting research into specific issues and incidents involving Africa.

2001 - Congressional Research Service, Agricultural Policy Specialist

This 2001 Boren Fellow studied in Honduras while working on her Ph.D. in Biological Sciences. She now provides technical support and analysis for Members of Congress, Committees, and their staffs related to global food security, international agricultural development, food aid, and agricultural export programs.

2002 - Department of State, Foreign Service Officer

Derek Hoffmann received both a 2002 Boren Fellowship and a 2003 Flagship Fellowship for Arabic. He received his Master of International Affairs from George Washington University. Derek now works for the U.S. Department of State where he has served three tours in the Middle East, in public affairs in Muscat, Oman; consular in Riyadh, KSA; and Sunni affairs (with a focus on tribes) in Baghdad, Iraq. Mr. Hoffmann departed for his fourth tour in July 2011.

**2004 - Department of State, Foreign Service Officer**

This 2004 Boren Scholar studied in Hungary while working towards a Bachelor's in International Relations. As an Assistant Information Officer at the U.S. Embassy in Warsaw, Poland, she uses her knowledge of Central Europe to analyze media reports and program cultural events to advance U.S. interests in Poland.

2004 - U.S. Agency for International Development, Monitoring and Evaluation Specialist

This 2004 Boren Fellow incorporated the study of Urdu in Pakistan while completing her Master of International Affairs. She is responsible for reporting on the results of U.S. foreign assistance in Pakistan, as well as developing and maintaining mission-wide Monitoring and Evaluation systems. She also utilizes Geographic Information Systems technology.

2005 - Defense Intelligence Agency, Intelligence Analyst

Matthew Parin is a 2005 Boren Scholar who studied Arabic in Egypt. He graduated from American University with a B.A. in International Studies and Arab Studies. Currently, he is on rotation from the Defense Intelligence Agency's Middle East and North Africa Office to their North Africa Intelligence Cell. Previously, he worked for the Joint Chiefs of Staff Directorate Strategic Plans and Policy (J5) and the Directorate for Intelligence (J2). In 2008-2009, he deployed to support Operation Iraqi Freedom with Multi-National Forces-Iraq. NSEP awarded Mr. Parin with the Howard Baker, Jr. award in 2008 for his outstanding Federal service

**2005 - Department of Energy, International Policy Advisor**

This 2005 Flagship Fellow gained professional-level proficiency in Korean and uses his cultural and language expertise to promote collaboration and cooperative efforts with East Asian governments. Specifically, he builds capacity, creates strategies, and promotes efficient use of limited resources, in order to promote domestic U.S. energy security and energy interests abroad.

2005 - Department of Homeland, Security Risk Analyst

This 2005 Boren Fellow studied Russian in Russia while completing his Ph.D. in Physics and Astronomy. Within the Office of Risk Management and Analysis, he applies quantitative and qualitative risk assessment and management principles to assess the likelihood of possible natural, technological, and terrorist hazards, as well as the associated consequences.

2005 - Department of State, Foreign Affairs Research Analyst

This 2005 Boren Fellow studied Arabic in Egypt for a full academic year and uses his language and cultural skills to analyze and present poll findings from the Middle East within the Bureau of Intelligence and Research, Office of Opinion Research.



2006 - Defense Intelligence Agency, Senior Analyst

Glenda Jakubowski was pursuing her Master's in International and Security Studies at East Carolina University when she received her 2006 Boren Fellowship to study Arabic in Egypt. She now works as a Senior Analyst on the Sunni Resistance Team at the Joint Intelligence Operations Center, within DIA. She recently completed her second deployment to Iraq, where she conducted analyses related to tribal, gender, and cultural concerns. In 2010, NSEP awarded Ms. Jakubowski with the Sol Linowitz alumni award for her outstanding Federal service and academic achievement.

**2006 - Department of Defense, Counterterrorism Analyst**

This 2006 Flagship Fellow uses his professional-level proficiency in Arabic to produce analytic articles on terrorist threats in East Africa for AFRICOM. Using his area expertise, he is able to keep senior leaders with the Department of Defense informed on current threats to U.S. personnel in the Horn of Africa.

2006 - Department of Homeland Security, Contract Specialist

This 2006 Boren Scholar studied Hungarian in Hungary for a full academic year. Within the Department of Homeland Security's Office of Procurement, he is on a detail with Customs and Border Protection for the Secure Border Initiative, a plan to secure borders and reduce illegal immigration.

2006 - Department of State, Foreign Affairs Officer

This 2006 Boren Fellow analyzes trafficking stations and government responses to human trafficking throughout the Western Hemisphere within the Office to Monitor and Combat Trafficking in Persons. She studied Portuguese in Brazil on her Boren Fellowship.

2006 - National Aeronautics and Space Administration, International Program Specialist

This 2006 Flagship Fellow gained professional-level proficiency in Mandarin and uses his language and area knowledge to serve as the Space Operations Division lead for cooperation with China.

2006 - National Ground Intelligence Center, Intelligence Analyst

Paul Meinshausen was an undergraduate student at the University of Louisville when he was awarded a 2006 Boren Scholarship to study Turkish in Turkey. He also received a Fulbright Critical Language Scholarship and a Fulbright Research Scholarship to complete a graduate degree in Eurasian Studies from Middle East Technical University. He worked as a General Military Intelligence Analyst at the National Ground Intelligence Center, where he conducted research and analysis enabling the military better understand and engage local populations in irregular warfare and counterinsurgency environments. Mr. Meinshausen received NSEP's Howard Baker, Jr. alumni award, and is now pursuing his Doctorate.

**2006 - Office of Naval Intelligence, Intelligence Specialist**

This 2006 Boren Scholar studied Arabic in Jordan while completing his degree in Economics. Within the Kennedy Irregular Warfare Center, he analyzes strategic and tactical warfare in the Afghanistan/Pakistan region and is gaining proficiency in both Dari and Pashto languages.

2007 - Central Intelligence Agency, Open Source Officer

This 2007 English for Heritage Language Speakers Scholar is a native of Pakistan. She uses her native Urdu language skills and area knowledge to review and assess radio, television, press, and geospatial sources. She identifies trends and patterns that provide unique insights into national security issues throughout Pakistan and South Asia.

2007 - Department of Agriculture, International Affairs Specialist

This 2007 Boren Scholar studied Hindi in India for a full academic year and uses her cross-cultural skills to administer and support the Borlaug Fellowship Program. This program is funded within the Office of Capacity Building and Development, Trade, and Scientific Exchanges Division.

2007 - Department of Defense, Foreign Affairs Specialist

This 2007 Boren Fellow studied Japanese in Japan while completing her Master's degree at the University of Washington. She advises senior leadership on U.S.-Japan defense policy issues at the Office of the Secretary of Defense for Policy. She also supports their travel to Japan in order to facilitate bilateral meetings to further U.S.-Japan defense equities.

2008 - Centers for Disease Control and Prevention, Research Fellow

Darigg Brown was a 2008 Boren Fellow, who used his Boren Fellowship to study Afrikaans in South Africa while also conducting independent research for his doctoral dissertation on Bio-behavioral Health. Dr. Brown fulfilled his NSEP Service Requirement as a Post-Doctoral Research Fellow with the Division of HIV/AIDS Prevention at the Centers for Disease Control and Prevention. Today Dr. Brown uses his Boren experience to inform and improve HIV/AIDS study procedures.

**2008 - Defense Intelligence Agency, Information Operations Analyst**

This 2008 Boren Scholar studied Arabic while living in Egypt. He currently works in the Office of Cyberthreat Analysis, utilizing his area and language expertise to perform all-source analysis. His written work focuses on the Middle East, including the events of the 2011 Arab Spring.

2008 - Department of Defense, Intelligence Analyst

This 2008 English for Heritage Language Speakers Scholar works in the Army Directed Studies Office as a subject matter expert on African Culture. A native speaker of Arabic, this Sudanese-American offers language and open source intelligence support to the U.S. Army.

2009 - Department of State, Arabic Language Instructor

This 2006 English for Heritage Language Speakers Scholar uses her native Arabic language skills and professional experience to teach language and culture to U.S. government employees at the Foreign Service Institute.

2009 - National Ground Intelligence Center, Intelligence Analyst

This 2009 Boren Fellow uses the cultural and language experience he gained overseas his current position within the Irregular Warfare Center. He focuses on the features of social and physical environments that influence the behavior of local populations, particularly as they relate to non-



state actors.

NATIONAL SECURITY EDUCATION PROGRAM

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NATIONAL SECURITY EDUCATION PROGRAM

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.



NATIONAL SECURITY EDUCATION PROGRAM

LETTER FROM THE ACTING UNDER SECRETARY OF DEFENSE FOR PERSONNEL AND READINESS DR. JO ANN ROONEY



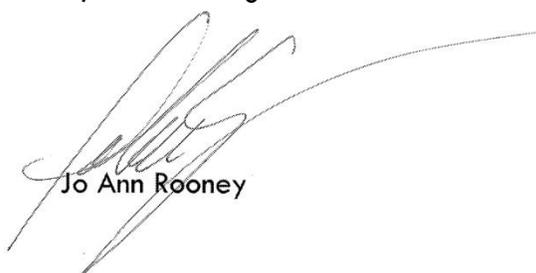
2011 marked 20 years since Senator David L. Boren sponsored the National Security Education Act of 1991, which established the National Security Education Program (NSEP). Senator Boren designed NSEP to provide vital expertise to the Federal Government in languages and cultures critical to U.S. national security.

Over the past 20 years, NSEP has played a key role in enhancing the national security of the United States by increasing our national capacity to deal effectively with foreign languages and cultures. In total, NSEP has awarded more than 5,000 scholarships to U.S. undergraduate and graduate students who, in turn, commit themselves to using their skills in Federal service. NSEP has also spurred major changes to our nation's capability to effectively teach critical languages through grants to U.S. institutions of higher education.

We were pleased that former Senator Boren, President of the University of Oklahoma and Co-Chair of the President's Intelligence Advisory Board, was able to join us on September 8, 2011, to celebrate the 20th anniversary of the signing of the David L. Boren National Security Education Act of 1991. In his remarks, Senator Boren reflected on the outstanding language and cultural skills that NSEP award recipients bring to their places of employment in the Federal Government. Under the auspices of the Boren Awards program, thousands of students have entered government service, directly supporting national security in their roles as analysts, scientists, engineers, officers, and researchers. Senator Boren also highlighted that hundreds of students are achieving professional-level foreign language proficiency through enrollment in NSEP's The Language Flagship initiative. Attendees of the event, including members of Congress, members of the National Security Education Board, senior-level Federal agency representatives, former NSEP award recipients, and university leaders collectively celebrated NSEP's efforts to improve the Federal Government's ability to recruit global professionals for the 21st Century.

NSEP is the cornerstone of a nationally coordinated approach to language and culture. Working closely with the Defense Language Office, NSEP provides support at the national level, including the Defense Department and other agencies, as well as through State and local education language efforts. Over the years, NSEP has taken the lead through its varied initiatives, including the Boren Awards program, The Language Flagship, the English for Heritage Language Speakers program, the National Language Service Corps, ROTC Project GO, the African Languages Initiative, the Flagship/ROTC initiative, and the Language Training Centers initiative.

As former Senator Boren stated, "Today it is more crucial than ever to further invest in the resources that we as a country need, the very resources represented by our NSEP graduates. If we do not seize this opportunity now, we will miss the chance to maintain the leadership role that we currently hold." I believe that the National Security Education Program plays an even more critical role for our nation than it did 20 years ago. NSEP has embraced its role as a leader in language learning with vision, agility, determination and dedication. This Congressionally-mandated report discusses its initiatives, accomplishments, and challenges.



Jo Ann Rooney



NATIONAL SECURITY EDUCATION PROGRAM

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.*, mandates 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 5,000 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, which is comprised of seven Cabinet-level government members and six Presidentially-appointed, Senate-confirmed representatives.

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 five major purposes for NSEP, namely:

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

As a result, NSEP is the only Federally-funded effort focused on the combined issues of language proficiency, national security, and the needs of the Federal workforce. NSEP is an integral component of a comprehensive national security strategy to eliminate the serious language deficit in the Federal government.



NSEP PROGRAMS

Today, NSEP oversees nine critical initiatives designed to attract, recruit, and train a future national security workforce. These initiatives include The Language Flagship program, which supports students of all majors in learning critical foreign languages to a professional-level; the ROTC Project Global Officer (GO) program, which supports Reserve Officer Training Corps students to learn critical languages; and the English for Heritage Language Speakers program, which provides Americans with native fluency in critical languages the opportunity to improve their English and analytical skills to a level where they can utilize their multiple language proficiencies in the Federal workplace.

All of the programs that NSEP has undertaken are designed to complement one another, ensuring that the lessons learned in one program inform the approaches of the others. NSEP's full listing of initiatives follows:

- **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 proficiency¹;
- **English for Heritage Language 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:** Pilot designed to provide and maintain a readily available corps of civilians with certified expertise in languages determined to be critical to national security, who are available for short-term Federal assignments based on national emergency or surge needs;
- **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;
- **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;

¹ Professional language proficiency is identified by the Interagency Language Roundtable (ILR) and the American Councils for the Teaching of Foreign Languages (ACTFL) scales. Tables outlining the ILR and ACTFL proficiency scales are included in Appendix A. The ILR is an unfunded Federal interagency organization.

- **Pilot Flagship/ROTC initiative:** Pilot initiative to increase the number of ROTC students completing undergraduate degrees with professional-level proficiency in critical languages through participation in The Language Flagship; and
- **Language Training Centers initiative:** Initiative based at several U.S. institutions of higher education, intended to deliver specific linguistic and cultural training for active duty personnel.





NATIONAL SECURITY EDUCATION PROGRAM

NSEP: THE FUTURE OF LANGUAGE AND CULTURE LEARNING

Since NSEP began granting awards in 1994, it has focused on providing opportunities for American students to pursue meaningful and rigorous language and culture study in 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 who are highly-qualified to assume positions in the Federal national security community;
- Support critical language programs at U.S. institutions of higher education;
- Satisfy the immediate need for government surge requirements in language skills through a 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

NSEP is 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:

HOW ARE NSEP INITIATIVES DIFFERENT? WHY ARE THEY CRITICAL TO NATIONAL WELL-BEING?	
OTHER INTERNATIONAL EDUCATION EFFORTS	NSEP INITIATIVES
Of all American students studying abroad, over 59% are enrolled in programs in Australia, Canada, New Zealand, and Western Europe. ²	NSEP exclusively supports language study in regions of the world that are less-common destinations for American students. NSEP award recipients have studied in more than 120 countries, enhancing their proficiencies in more than 100 different languages.
Fewer than 5% of all U.S. students who study abroad enroll in full academic- or calendar-year programs. ³	NSEP emphasizes long-term academic study. Of all NSEP award recipients from 2011, more than 85% opted to participate in study abroad for an academic year or longer.

² Institute of International Education (IIE). (2011). Open Doors Report 2011. Retrieved from <http://www.iie.org/en/Research-and-Publications/Open-Doors> December 2, 2011.

³ Institute of International Education (IIE). (2011). Open Doors Report 2011. Retrieved from <http://www.iie.org/en/Research-and-Publications/Open-Doors> December 2, 2011.



Of all foreign language enrollments in U.S. higher education, 75% are in Spanish, French, German, and American Sign Language.⁴

NSEP focuses on the study of non-Western European languages, including Arabic, Mandarin, Persian, and other languages critical to national security and global competitiveness.

The average U.S. college language major reaches limited working proficiency (at best) in commonly taught languages.

NSEP-sponsored language study is rigorous and effective. Award recipients are high-aptitude language learners who, over the course of their NSEP-funded study, often achieve advanced to professional-levels of proficiency in their chosen, critical language.

Through the Boren Awards program, NSEP has awarded:

- 2,839 Boren Scholarships to undergraduates for study in 82 countries and 72 less commonly studied languages
- 1,658 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:

- 210 graduate Flagship Fellowships beginning in 2003, and currently provides support to 26 undergraduate Flagship Centers and programs. NSEP has collectively enrolled over 2,000 students in the Flagship program since 2002

Through the English for Heritage Language Speakers (EHLS) program, NSEP has awarded:

- 185 EHLS Scholarships and provided grants to two institutions of higher education since making its first EHLS Scholarships in 2006

Through the Project Global Officers (Project GO) program, NSEP has funded:

- 24 institutions of higher education since 2007, providing scholarship opportunities to 1,244 ROTC students for language and culture training

⁴ 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

2011 PROGRAM HIGHLIGHTS

NSEP's 2011 accomplishments include:

- NSEP celebrated its 20th anniversary on September 8, 2011. The event featured keynote addresses by Senator David L. Boren, initial author of the legislation that created NSEP, and Dr. Clifford Stanley, then Under Secretary of Defense for Personnel and Readiness. At the anniversary, Ms. Meghan Iverson of the Department of Defense's Office of Naval Intelligence was presented with the 2011 Howard Baker, Jr. Award.⁵ Mr. Ahren Schaefer of the Department of State's Bureau of Intelligence and Research was honored as the 2011 Sol Linowitz⁶ award winner.
- In the May 2011 issue of Government Executive magazine, an article appeared entitled "Breaking Language Barriers." This article highlighted the valuable contributions made by NSEP award recipient hires at the U.S. Army Intelligence and Security Command's National Ground Intelligence Center (NGIC) in Charlottesville, VA. The article praised the critical foreign language capabilities and superb academic credentials NSEP hires bring to NGIC's intelligence mission.
- The National Security Education Board is creating a Federal Workforce Subcommittee, whose goal is to advise on the improvement of placements of NSEP award recipients into the Federal national security community.
- On June 19-20, 2011, NSEP welcomed the 2011 cohort of Boren Scholarship recipients to Washington, DC for its annual Convocation. Over a two-day period, 112 undergraduate students from across the country were briefed on various aspects of Boren programming and studying internationally. To conclude the event, all students met at least one Congressional staff member on Capitol Hill.
- In July 2011, NSEP staff members were invited to travel to Stuttgart, Germany to conduct a special NSEP "Manpower Sourcing Seminar" for hiring managers and human resource personnel from both AFRICOM and EUCOM. This seminar, and similar briefings, is available to the Combatant Commands. It informs them of the unique linguistic, regional, and cultural skills NSEP award recipients bring to the workplace.
- The U.S. Army Civilian Corps created a "Managers' Guide to Hiring Students and Graduates from Scholarship Programs." NSEP was one of the featured programs in this new hiring guide.

⁵ See Appendix B for a list of Howard Baker, Jr. awardees and profiles.

⁶ See Appendix C for a list of Sol Linowitz awardees and profiles.



- The Department of Homeland Security advertised openings for Refugee Officers within its Bureau of U.S. Citizenship and Immigration Services (USCIS) in August 2011 on NSEPnet.gov, NSEP's exclusive web-based, career-builder platform. To date, USCIS made job offers to 10 NSEP awardees as Refugee Officers, certified another 32 awardees as fully qualified to fill vacant Asylum Officer positions, and interviewed four awardees for Program Management Analyst openings.
- On September 8-9, 2011, NSEP held its 13th Annual Symposium of Fellows and Federal Job Information Session. The Symposium, hosted in Washington, DC, brought together 63 Boren Fellows to meet with Federal hiring officials, learn about Federal job opportunities, and network with one another. Mr. John Berry, Director of the Office of Personnel Management, provided a keynote address during the September 9 Federal Job Information Session, sponsored by The Boren Forum, NSEP's independently-run alumni association. The Session, which featured Federal hiring officials from 13 different Federal organizations, including the Departments of Defense and State, USAID, and the Intelligence Community, was attended by more than 125 NSEP award recipients.
- NSEP launched its Security Clearance Pilot Initiative in September 2011, through which 10 NSEP award recipients began the process of obtaining a SECRET level clearance and 10 award recipients began the process of obtaining a TOP SECRET level clearance. This unique pilot will facilitate the hiring of these 20 talented award recipients into the Federal government. Furthermore, these individuals will serve as a control group to provide insight about NSEP award recipients' experiences in obtaining clearances.
- NSEP's The Language Flagship awarded grants to two U.S. institutions to build new Flagship Centers. The University of Georgia, Athens will design and implement a Portuguese Flagship Center and Indiana University will design and implement a Turkish Flagship Center. All Flagship Centers provide training in critical languages at the undergraduate level. Qualified students are given the opportunity to achieve Superior proficiency⁷ in a critical language while pursuing undergraduate majors of their choice.
- NSEP established three pilot Flagship/ROTC programs to serve the ROTC population. The objective of the Flagship/ROTC initiative is to increase the number of ROTC students completing their undergraduate degrees with Superior proficiency in a critical language. The pilot programs will be based at Arizona State University, the Georgia Institute of Technology, and North Georgia College and State University. NSEP is partnering with Army, Air Force, and Navy ROTC regional and national Headquarters in support of this effort.
- A total of 467 ROTC students benefited from language training opportunities through Project GO in 2011. This figure represents more than a sevenfold increase in participation levels from 2007, the initiative's inaugural year. Project GO has been highly innovative in its approach to reaching the ROTC community, as highlighted in a December 2010 House Committee on Armed Services Subcommittee on Oversight and Investigations report.⁸

⁷ For a full description of the American Councils for the Teaching of Foreign Languages (ACTFL) proficiency scale, including a definition of Superior proficiency, see Appendix A.

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.

- Project GO hosted its third national leadership meeting at the Georgia Institute of Technology in Atlanta, GA. Representatives from all 18 Project GO-funded institutions attended the meeting, along with ROTC leadership from Army, Air Force, and the Navy. In total, more than 70 attendees participated. The two-day meeting focused on enhancing the quality of Project GO programs and processes.
- In response to NSEP's African Languages Initiative, Boren Scholarship and Fellowship applications for sub-Saharan African study rose from 99 students in 2010 to 185 students in 2011, an 87% increase. Likewise, Boren Scholarship and Fellowship award recipients rose from 17 students in 2010 to 44 students in 2011, a 159% increase.
- NSEP initiated the first phase of its Language Training Centers (LTC) pilot, a program designed to develop expertise in critical languages, cultures, and strategic regions for U.S. military forces. LTCs are based at five U.S. institutions of higher education, and deliver specific linguistic and cultural training for DoD personnel.
- The National Language Service Corps (NLSC) has actively recruited multi-lingual individuals from all professional disciplines to include translators and interpreters into its organization. By close of 2011, the NLSC was comprised of approximately 3,000 members. NLSC member languages have increased to 88 languages.
- The NLSC led a team of national experts in the development of an American Society for Testing and Materials (ASTM) standard for language testing. ASTM published its Language Testing Standard in 2011. The standard describes the best practices for the development and use of foreign language tests in the modalities of speaking, listening, and reading. The NLSC also played a leadership role in formulating the new ASTM Main Committee F43 (F43), "Language Services and Products," which includes more than 100 government, private sector, and academic organizations active in all aspects of the language testing and services. Based on the publication of the first language standard, F43 is working on standards for translation, interpreting, language assessment, language training, and language technology. The NLSC leads the main committee and supports subcommittee meetings for Language Assessment and Foreign Language Instruction.



NATIONAL SECURITY EDUCATION PROGRAM CELEBRATES 20TH ANNIVERSARY

On September 8, 2011, Senator David L. Boren, President of the University of Oklahoma and author of the David L. Boren National Security Education Act of 1991, and Dr. Clifford Stanley, former Under Secretary of Defense for Personnel and Readiness, addressed Boren Fellows, Scholars, members of the National Security Education Board, and colleagues in the international education arena at a gathering in Washington, DC.

The event marked 20 years of the National Security Education Program. Both speakers highlighted the importance of language skills and cultural understanding to developing international partnerships and improving U.S. national security, praising NSEP for its commitment to provide linguistic and cultural training for American students through the Boren Scholarships and Fellowships.



Dr. Michael Nugent, Director of NSEP, provides welcoming remarks for the evening



Dr. Clifford Stanley, former Under Secretary of Defense for Personnel and Readiness gave address on the future needs of language and culture training



Senator David L. Boren speaks on the importance of language and culture training.



Senator David L. Boren and Dr. Clifford Stanley congratulate 2011 Howard Baker, Jr. awardee Ms. Meghan Iverson



Boren Fellows gather with NSEP Board member Mr. Mark Gerencser, Executive Vice President of Booz Allen Hamilton



Ms. Lynn Simpson, Chief of Staff, Office of the Under Secretary of Defense for Personnel and Readiness and NSEP Board Chair, right, presents NSEP Board member Mr. Michael Guest, U.S. Ambassador (retired) with an NSEP Board certificate signed by President Obama

SERVICE TO THE FEDERAL GOVERNMENT

NSEP actively contributes 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 Service Requirement. The Service Requirement stipulates that award recipients must seek Federal, national security-related positions in return for support. If they are unable to find a position in government service, they must fulfill service in education. NSEP does not guarantee a specific government job

or position. Therefore, the office has developed a hands-on approach to ensure that every award recipient is equipped with knowledge on how to identify appropriate Federal jobs. It also collaborates directly with Federal agencies, identifying strategies to recruit NSEP award recipients.

As of December 2011, 2,404 NSEP award recipients were fulfilling or had completed their service requirements. Of those recipients who have yet to complete service, approximately 75% have more than three 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.

Type of Service	Boren Scholars	Boren Fellows	Flagship Fellows	EHLS Scholars	TOTAL
Service in Government	928	580	99	66	1,673
Service in Education	185	468	1	0	654
Service in Government and Education	26	49	2	0	77

NATIONAL SECURITY EDUCATION PROGRAM FUNDING

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. 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/COUNTRIES⁹

Africa		
Angola	Congo, Democratic Republic	Congo, Republic of

⁹ 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.”



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



NSEP AREA OF EMPHASIS: LANGUAGES

The list of languages emphasized by NSEP reflects a need for more than 50 languages. The languages 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 are also emphasized.

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		

NSEP AREA OF EMPHASIS: FIELDS OF STUDY

In addition to applications from students who specialize in any of these world regions or languages, NSEP accepts applications from individuals seeking degrees in multidisciplinary fields, including 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	



2010 Boren Fellow - Brazil



NATIONAL SECURITY EDUCATION PROGRAM

NATIONAL SECURITY EDUCATION BOARD

A 13-member National Security Education Board (NSEB), comprised of representatives from seven Cabinet-level departments and six Presidentially-appointed, Senate-confirmed members advise on NSEP's administration. The NSEB was established as part of NSEP, prescribed in the National Security Education Act of 1991, P.L. 102-183, December 1991, as amended. 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.

Cabinet-level members of the NSEB include the Secretaries of State, Commerce, Energy, and Education, the Office of the Director of National Intelligence, and the Chairman of the National Endowment for the Humanities. NSEB's Presidentially-appointed, Senate-confirmed members include non-profit, industry, and academic experts. The Board also maintains two ex-officio representatives, one from the Central Intelligence Agency and one from Department of Homeland Security.

NSEP meets with its Board to gain feedback on what skills are required for the national security workforce. Additionally, NSEP's Director relies on the Board to provide guidance on hiring practices, internships and clearances, as well as to assist in crafting policy and guidelines.

The NSEB provides important value to NSEP by ensuring that its programs remain focused on efforts that serve the broad national security interests of the United States. While NSEP falls within the Department of Defense, it has many additional Federal beneficiaries, many of whom are represented on the Board. The Board helps build consensus that meets broad national needs, rather than the needs of a single agency. The Board, as established, allows for cross-governmental interests to be represented.

Board members also represent NSEP's key Federal constituents. Award recipients must fulfill their government service in Federal positions across government agencies related to national security, broadly defined. Board members represent the agencies that hire NSEP awardees, providing feedback on how NSEP can best meet their needs. Presidential appointees represent a broader constituency of members. All serving Board members have staff who can serve as liaisons to various agencies' hiring officials, helping to facilitate the job placement process of NSEP awardees.

In 2011, the NSEB held full board meetings on June 22 and September 8. The areas of focus for the meetings included creating additional opportunities for NSEP award applicants with STEM backgrounds; reviewing current scholarship funding levels; reviewing program data and results; implementing changes to the EHLS program; and engaging with several individuals about the impact NSEP has had across the Federal government, including Dr. Rebecca Spyke-Keiser, Associate Deputy Administrator for Policy Integration (1996 Boren Fellow), and Mr. Steve White, Chief of the Complex Environments Branch of the Irregular Warfare Division, National Ground Intelligence Center (NGIC).

An informal NSEB subcommittee on the Federal workforce was also established in 2011. The subcommittee, chaired by Ms. Paula Roberts, Assistant Director of National Intelligence for Human



Capital and Dr. George Tanner, Chief Learning Officer for the Department of Homeland Security, held two initial sessions. The mission of the subcommittee, when authorized, will be to recommend to the NSEB ways to increase the Federal government hiring of NSEP awardees in appropriate national security positions and to provide feedback to the Board on the specific skill sets required by the Federal agencies for their national security workforce.

2011 NATIONAL SECURITY EDUCATION BOARD MEMBERS



SECRETARY OF DEFENSE DESIGNEE
Ms. Lynn Simpson [Chair]
Performing the Duties of the Assistant Secretary for Readiness and Force Management, Office of the Under Secretary of Defense (Personnel and Readiness)



NATIONAL ENDOWMENT FOR THE HUMANITIES
Dr. Christine Kalke
Senior Analyst and International Coordinator



OFFICE OF THE DIRECTOR OF NATIONAL INTELLIGENCE
Ms. Paula Roberts¹⁰
Assistant Director of National Intelligence for Human Capital



PRESIDENTIAL APPOINTEE
Mr. Mark J. Gerencser
*Executive Vice President
 Booz Allen Hamilton*



PRESIDENTIAL APPOINTEE
Mr. Michael Guest
*U.S. Ambassador (Ret.),
 Council for Global Equality*



PRESIDENTIAL APPOINTEE
Dr. Ana Margarita Guzmán *President,*
Palo Alto College



PRESIDENTIAL APPOINTEE
Dr. Christopher Howard
*President,
 Hampden-Sydney College*



PRESIDENTIAL APPOINTEE
Dr. David McIntyre
Vice President of Academic Affairs,



PRESIDENTIAL APPOINTEE
Dr. Todd I. Stewart
Director of Institutional Partnerships,



U.S. DEPARTMENT OF COMMERCE
Ms. Michelle O'Neill
Deputy Under Secretary for International

¹⁰ Ms. Roberts has since retired and has been replaced on NSEP's 2012 Board by Ms. Deborah Kircher, current Assistant Director of National Intelligence for Human Capital

National Graduate School and University

Michigan Technological University

Trade, International Trade Administration



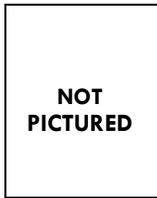
U.S. DEPARTMENT OF EDUCATION
Mr. Andre Lewis
Deputy Assistant Secretary for International Education



U.S. DEPARTMENT OF ENERGY
Mr. Nicholas A. Carlson
Director Office of International Operations National Nuclear Security Administration



U.S. DEPARTMENT OF STATE¹¹
Ms. Alina L. Romanowski
Deputy Assistant Secretary of State for Academic Programs, Bureau of Educational and Cultural Affairs



CENTRAL INTELLIGENCE AGENCY
 (EX-OFFICIO)
Ms. Christine White
Chief Recruitment Center



U.S. DEPARTMENT OF HOMELAND SECURITY
 (EX-OFFICIO)
Dr. George L. Tanner
Chief Learning Officer



NSEB - EXECUTIVE DIRECTOR
Dr. Michael A. Nugent
Director, National Security Education Program, and Acting Director, Defense Language Office

¹¹ Ms. Romanowski has received a new assignment within the Department of State and has been replaced on NSEP's 2012 Board by Ms. Marianne Craven, Managing Director for Academic Programs, Bureau of Educational and Cultural Affairs



NATIONAL SECURITY EDUCATION PROGRAM

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

NSEP awards David L. Boren Scholarships to outstanding undergraduate students and David L. Boren Fellowships to outstanding graduate 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 and Fellowships program for NSEP through a cooperative agreement.

The competition cycle for Boren Scholarships begins each academic year in September with applications due in February, while the cycle for Boren Fellowships is announced in September with applications due in January. NSEP employs an independent, merit-based review process conducted by a cross-section of university faculty and professionals at three levels (on-campus, regional, and national) to review all applications. Panels consider the merits of each applicant, and the process ensures that award recipients are high quality and 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.



2010 Boren Scholar - South Korea

In 2011, 151 Boren Scholarships were awarded, with an applicant acceptance rate of 16 percent.¹² In 2011, 116 Boren Fellowships were awarded, with an applicant acceptance rate of 19 percent.¹³

Scholarship Year	Total Applicants	Number of Schools	Total Award Recipients	Countries of Study	Languages Studied	States Represented
2010	925	360	137	28	23	38
2011	944	342	151	26	21	38

Fellowship Year	Total Applicants	Number of Schools	Total Award Recipients	Countries of Study	Languages Studied	States Represented
2010	519	143	99	34	26	34
2011	625	168	116	33	32	34

BOREN CONVOCATION

Annually, NSEP holds its Boren Convocation for recipients of the Boren Scholarship. The Convocation provides an opportunity for these talented undergraduates to convene in

¹² For a complete list of 2011 Boren Scholars, see Appendix D. Profiles of several 2011 Boren Scholars are included in Appendix E.

¹³ For a complete list of 2011 Boren Fellows, see Appendix F. Profiles of several 2011 Boren Fellows are included in Appendix G.



Washington, DC to meet NSEP and IIE representatives, as well as network with one another and learn more about studying abroad under the auspices of the NSEP Boren Scholarship. More than 100 Boren Scholars attended the event on June 19-20, 2011, representing 34 states and Puerto Rico, and a total of 62 individual U.S. universities.

The 2011 Convocation began with a June 19th evening reception, where NSEP Director, Dr. Michael Nugent and keynote speaker Army Foreign Area Officer Major Gregory Mitchell welcomed the students. Major Mitchell (1994 Boren Scholar) studied Arabic at Yarmouk University in Jordan through the University of Virginia, the American University in Cairo, and the Foreign Service Institute Advanced Arabic Field School in Tunis, Tunisia. He served two tours with the 3rd Armored Cavalry Regiment in Iraq 2003-2004 in Al Anbar Province and 2004-2006 in the city of Tal Afar. In 2007, he began service as an Army Foreign Area Officer and has completed tours in Tunisia and Yemen. Currently, he serves as the primary subject matter expert for foreign language and culture training for the Headquarters Department of the Army.

Following a morning welcome by Dr. Nugent and IIE staff on Monday, June 20th, students were briefed by Daryl Sink, Safety and Security Desk Officer at the U.S. Peace Corps, who urged Scholars to be vigilant and respectful overseas. Scholars were also given the opportunity to participate in question and answer sessions with IIE and NSEP staff in two focus groups highlighting program administration and the NSEP service requirement.

To culminate the 2011 Boren Convocation, Scholars were lead to Capitol Hill where they met with their representatives in the Senate and in the House. More than 55 percent of the students met with their three Members of Congress (two Senators and one House of Representatives member) and/or staff members. In total, more than 270 Congressional visits were scheduled and attended by the 111 Boren Scholars. Students were encouraged to speak with their representatives about their upcoming overseas study and their career aspirations.

Boren Scholar comments on the 2011 Boren Convocation included:

"The Q&A sessions were extremely informative and helpful"

"I had a wonderful time and it persuaded me to move to Washington, DC after I graduate from my university"

"I thought having the convocation near Capitol Hill was great and it reaffirmed my commitment to serving this country as I was inspired by the atmosphere!"

"Very worthwhile safety and security briefing!!! Well done!"

"Very helpful staff, super cool people, I am SO STOKED to have this scholarship and opportunity!"

BOREN SYMPOSIUM

The Boren Fellowship Symposium and Federal Job Information Session provides a unique opportunity for returned Boren Fellows to meet in Washington, DC, network with one another, and learn more about job opportunities within the Federal Government.

The 2011 Boren Fellowship Symposium was held on September 8-9, 2011, and was attended by 63 Boren Fellows, as well as NSEP and IIE staff, senior Federal hiring officials, and several Boren award recipients currently serving in the U.S. Government. After being greeted by Boren Fellowship alumna Dr. Rebecca Spyke-Keiser, Associate Deputy Administrator for Policy

Integration at NASA, a full panel of Boren alumni began the Symposium's first session. Panelists included representatives from the Department of State, the Defense Intelligence Agency, and the Department of Commerce. Each panel member discussed their own experiences as Boren award recipients, relayed information and advice about the Federal job search process, and spoke about their own professional career trajectories.

Following a working lunch during which Fellows were seated according to region of study, participants were briefed by NSEP staff about the Federal hiring process and the NSEP service requirement. Follow-up discussions were then led by hiring officials and Boren alumni from the Departments of Defense, Homeland Security, State and the Intelligence Community. All Boren Fellows were invited to attend the NSEP 20th Anniversary Reception to conclude the Symposium's first day of events.

On September 9th, Boren Fellows, as well as Boren Scholars, EHLS Scholars, and Flagship Fellows, were invited to attend the NSEP Federal Job Information Session, where representatives from 13 Federal agencies spoke to award recipients about current job openings and working for the Federal Government. In total, 125 award recipients attended and were greeted by Michael Mahoney, Acting Deputy Assistant Director of Recruitment and Hiring in the Office of Personnel Management, who gave a briefing about hiring reform within the Federal Government. The Boren Forum, NSEP's independent alumni association, also invited Mr. John Berry, Director of the Office of Personnel Management, to provide a keynote address during the Job Information Session.

BOREN SCHOLARS AND FELLOWS ABROAD

While overseeing the Boren Scholarships and Fellowships 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 student preferences complement the areas emphasized by NSEP. As demonstrated in the graph on the following page, a large proportion of 2011 applicants proposed study in the Near East (*Middle East and North Africa*) and East Asia/Pacific regions. Boren Scholars and Fellows awarded funding to these regions proposed study in languages such as Arabic, Persian dialects, and Mandarin.

As illustrated, Arabic was the predominant language studied by both Boren Scholars and Fellows in 2010 and 2011, with Mandarin the second most commonly studied language. Russian, Japanese and Swahili rounded out the top five languages studied by Boren Scholars, while Portuguese, Persian and Swahili rounded out the top languages studied by Boren Fellows. The graphs on the following page show all additional languages studied in smaller numbers.

Boren Fellow comments on the 2011 Boren Symposium included:

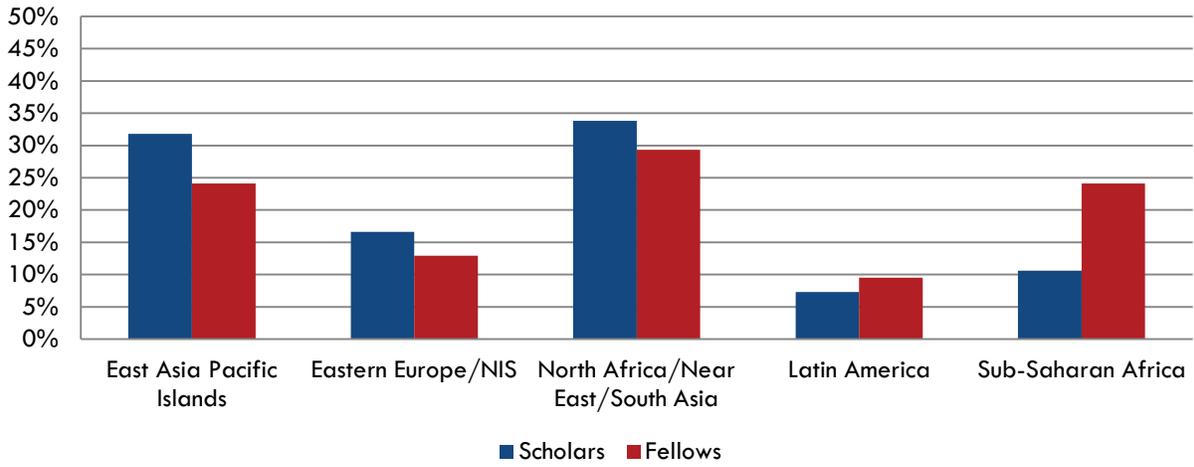
"I do truly feel honored to have received my Boren Fellowship and am proud to be a part of the Boren/NSEP group"

"I look forward to working for the Federal government and using my skills in the workplace"

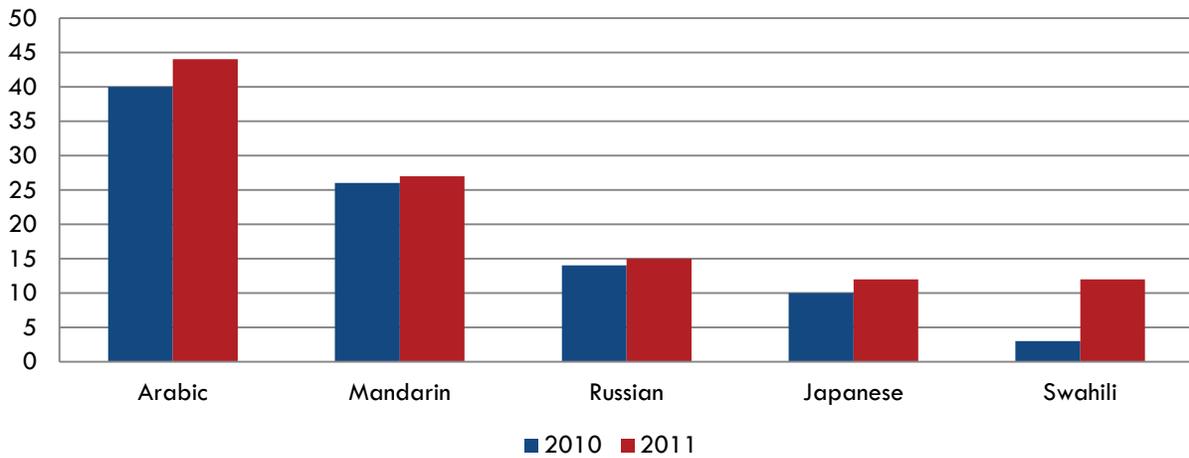
"I've had three interviews this week and three more scheduled [for] next week... Thank you!"



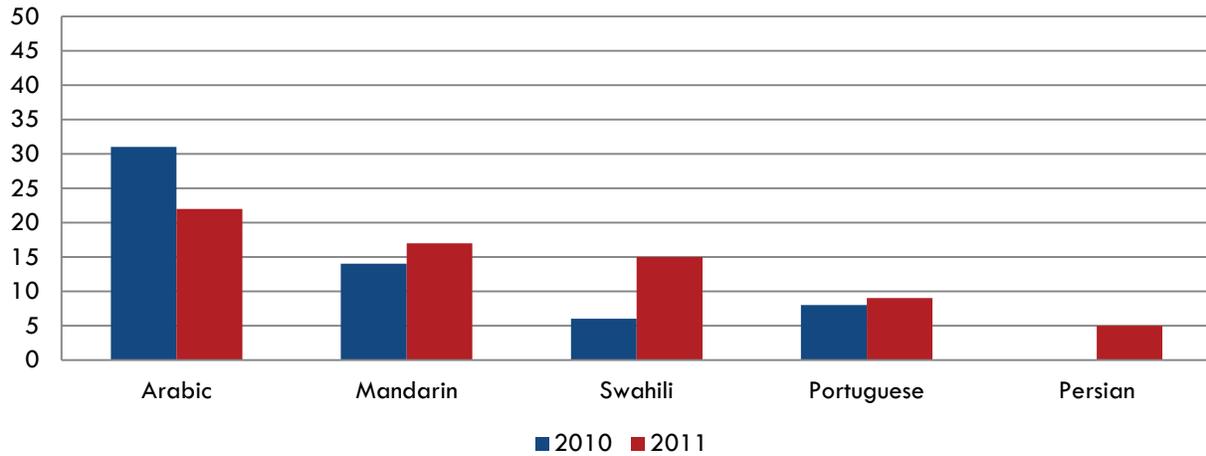
Boren Scholars and Fellows: Regions of Study



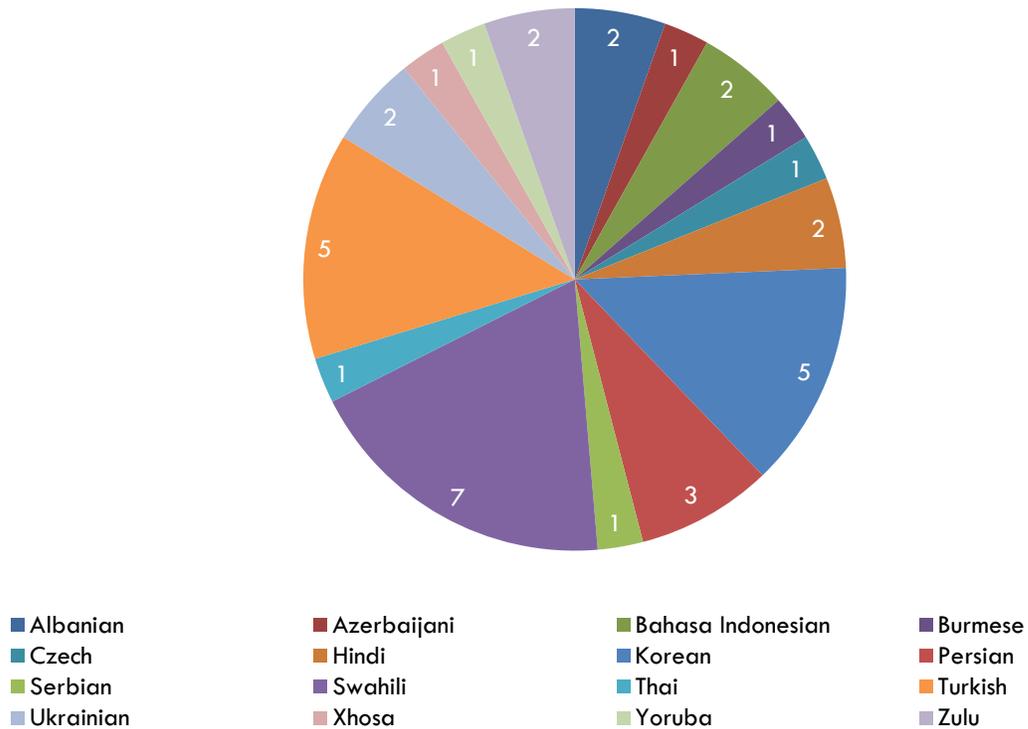
Boren Scholars: Top Five Languages Studied



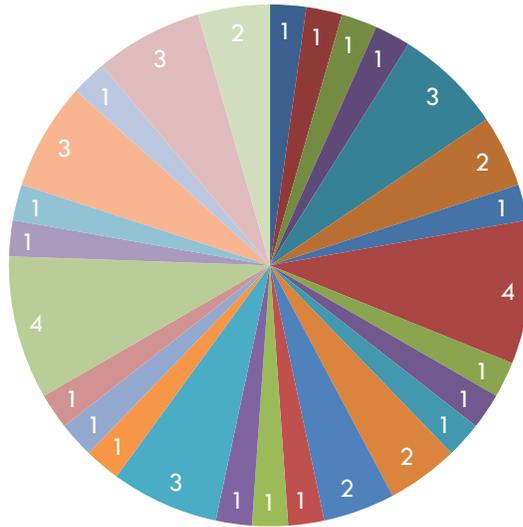
Boren Fellows: Top Five Languages Studied



2011 Boren Scholars: All Additional Languages Studied



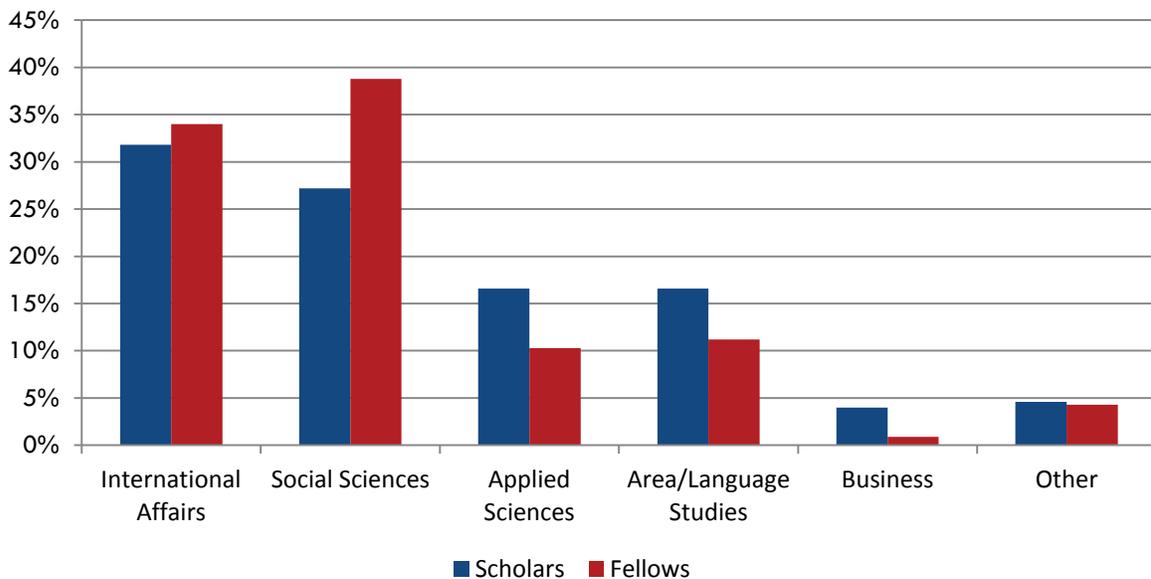
2011 Boren Fellows: All Additional Languages Studied



- Afrikaans
- Albanian
- Amharic
- Armenian
- Bahasa Indonesian
- Bosnian
- Georgian
- Hindi
- Igbo
- Japanese
- Kazakh
- Khmer
- Korean
- Luganda
- Mayan
- Nahuatl
- Russian
- Somali
- Tajik
- Thai
- Urdu
- Ukrainian
- Yoruba
- Zulu

In 2011, a majority of Boren Scholars and Fellows focused on the social sciences, area/language studies, applied sciences and business. A description of the specific disciplines within each of these categories can be found in Appendix H: List of Majors by Academic Field.

2011 Boren Scholars and Fellows: Field of Study



Meghan Iverson – 2011 Howard Baker, Jr. Award Winner

Annually, NSEP selects a former Boren Scholar to receive 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.

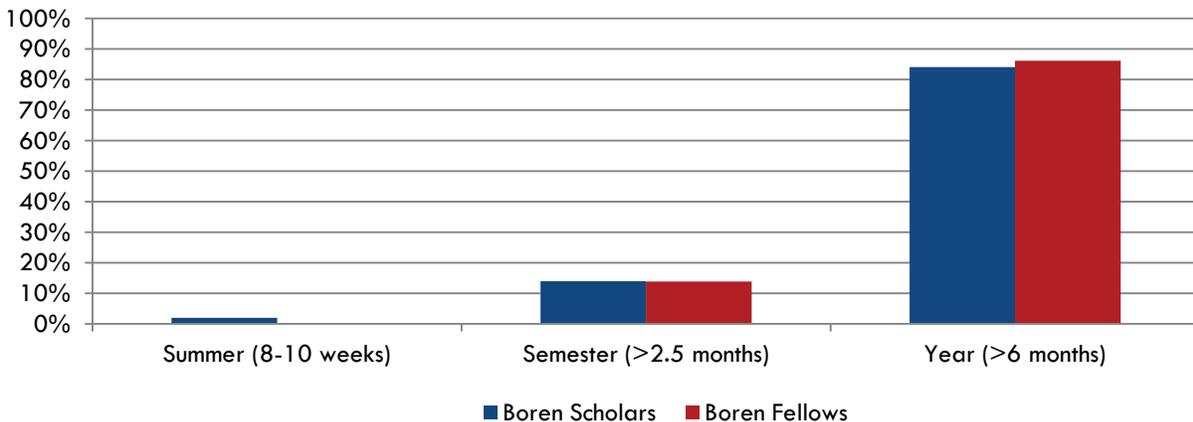


Our 2011 Howard Baker, Jr. award recipient was Ms. Meghan Iverson. She was selected as a Boren Scholar in 2005 to study Ukrainian in the Ukraine. Since graduating, she has shown an outstanding commitment to serving our nation through her work as a Political-Military Analyst at the Office of Naval Intelligence (ONI). At ONI, Ms. Iverson supports naval operations in the Pacific and the Atlantic Oceans, as well as in the Mediterranean Sea. Her expertise in European and Russian affairs has enabled her to effectively brief on intelligence issues, draft war plans, and develop operational concept plans.

Personnel throughout ONI recognize the value of Ms. Iverson’s contribution to our nation’s security. *“Ms. Iverson’s area expertise and analysis has directly supported Combating Weapons of Mass Destruction, U.S. Support of Full Spectrum NATO Operations, and Theater Missile Defense.”* wrote LCDR Jessica S. Pender, in her nomination of Ms. Iverson for the award. *“Her knowledge and understanding of former Soviet States and capabilities adds a significant level of context to the intelligence provided and identified key redlines that elicit foreign naval reactions in response to U.S. missions. The diverse educational background and civilian perspective that she brings allow her to provide a unique support role to the planning process.”*

NSEP emphasizes longer-term academic study for all of its Boren Scholars and Fellows. 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 2011 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 percent of Scholars were enrolled in summer-long programs, which are reserved exclusively for students in the science, technology, engineering and mathematics (STEM) fields. Similar trends existed within the Boren Fellowship program.

2011 Boren Scholars and Fellows: Duration of Study Overseas



Ahren Schaefer– 2011 Sol Linowitz. Award Winner

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 2011 Sol Linowitz Award recipient, Ahren Schaefer, was awarded a Boren Fellowship in 2005 to study Arabic in Syria. He earned a Master's degree in International Affairs from The George Washington University in 2006. He has shown an outstanding commitment to serving our country through his work as a Foreign Affairs Officer at the U.S. Department of State, Bureau of Intelligence and Research (INR). He works as an all-source intelligence analyst on terrorism issues in North and sub-Saharan Africa for INR, within the Office of Analysis for Terrorism, Narcotics, and Crime. Ahren is recognized as one of the U.S. Government's key experts on al-Shabaab, providing senior policy makers with an in-depth historical perspective on the group.

As Ahren's supervisor, Division Chief for INR's Radicalization and Terrorism Office notes: *"Ahren assists senior policy makers with understanding complex situations to inform their deliberations and enable them to make evidence based decisions. Ahren's intelligence analysis has provided the necessary groundwork for a number of key U.S. foreign policy decisions...and contributes to the U.S. Government's bi-lateral and multi-lateral efforts to enhance our counterterrorism cooperation in Africa..."*

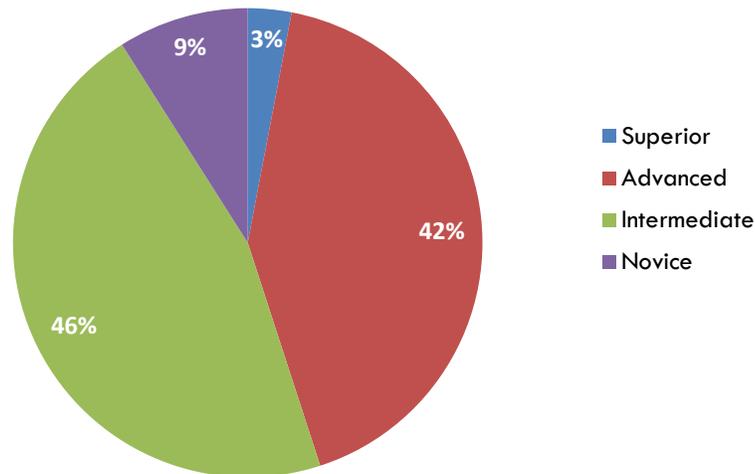
LANGUAGE PROFICIENCY

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.¹⁴ Well over 2,300 Boren Scholars and 1,300 Boren Fellows have studied 107 different languages since 1996, though not all languages are associated with formal proficiency testing. The following analysis is based on those languages for which formal ACTFL oral proficiency tests are available.

NSEP proficiency testing data serve two 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.

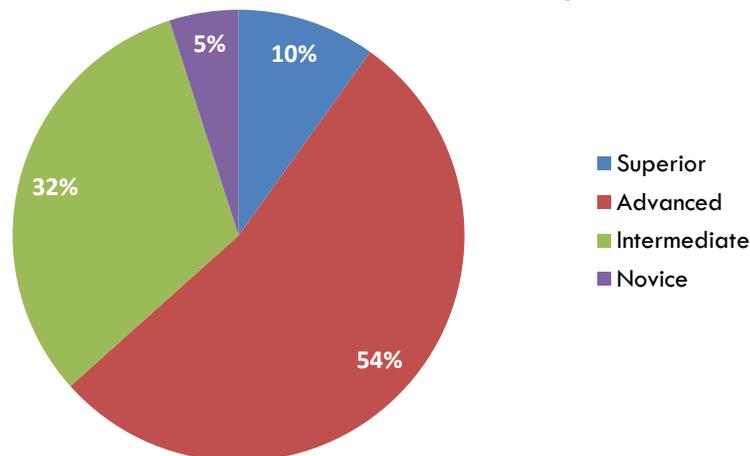
¹⁴ A table outlining the ACTFL proficiency scale is included in Appendix A.

1996-2011 Boren Scholars: Oral Proficiency



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 a limited working level of language proficiency, at best. 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. Since language proficiency gains are measurable, NSEP’s analysis provides an important window into the relationship between NSEP funding and this major programmatic goal.

1996-2011 Boren Fellows: Oral Proficiency



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 2011, post-tests had been completed by 1,882 Scholars and 806 Fellows. As the charts demonstrate, almost 50 percent of Boren Scholars achieved a post-test oral proficiency level of advanced or higher.



Approximately two-thirds of Fellows achieve this level, with 10 percent achieving the ACTFL Superior level.

PILOT AFRICAN LANGUAGE INITIATIVE



PILOT AFRICAN LANGUAGES INITIATIVE PROMOTING THE STUDY OF CRITICAL AFRICAN LANGUAGES

Section 314 of the Intelligence Authorization Act for Fiscal Year 2010 provided funding to establish a pilot program for intensive instruction of several African languages. The intent of the program is to build 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.

The pilot'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.

To accomplish these goals, NSEP designed the African Languages Initiative (AFLI), which is modeled after the best practices of the Boren Awards program and The Language Flagship. The Initiative's purpose is to help meet the critical need for specialists in a range of academic and professional fields who are able to operate effectively in major African languages. The languages targeted through the pilot include Swahili, Yoruba, and Zulu. In addition, the Initiative offers Arabic Flagship students the opportunity to undertake intensive language instruction in Moroccan Arabic.

NSEP Scholars and Fellows participating in the African Languages Initiative study a targeted language and enhance their proficiency by completing domestic language study, followed by intensive semester study overseas. Through this model, NSEP aims to enable American students to achieve measureable gains in proficiency in their target language by completion of both the domestic and the overseas components of their program. Students participating in AFLI are required to attend language courses in the United States before departure¹⁵, as well as for the first semester when they arrive in-country.

The languages selected for the pilot program were based on four 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, NSEP considered the feasibility of designing and implementing domestic programs in these languages, as well as the feasibility of designing and implementing overseas programs in these languages.

AFLI 2011 HIGHLIGHTS

The University of Florida spearheads all domestic AFLI language training. The University focuses on language training through its Summer Cooperative African Languages Institute (SCALI) languages, including Yoruba, Swahili, and Zulu. It provides student participants with sustained exposure to language usage and the opportunity to use the language in real-life situations.

¹⁵ An exception is possible for those students who have already achieved significant language proficiency in the target African language.

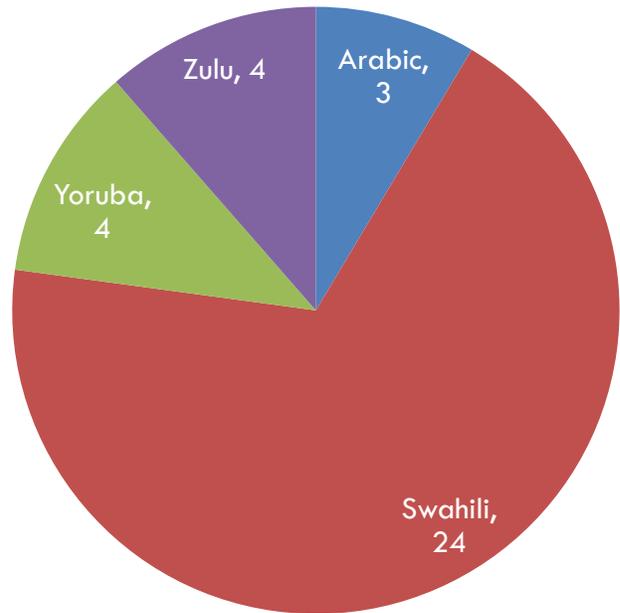
NSEP saw a dramatic increase in Boren Scholarship and Fellowship applications and award numbers as a result of the African Languages Initiative. As demonstrated, applications for the study of African languages through the Boren Awards program increased by more than 23% from 2010 to 2011. Boren Scholarships and Fellowships made for the study of African languages increased by nearly 45% over the same time period.

BOREN SCHOLARS AND FELLOWS IN AFRICA	2010	2011	INCREASE FROM 2010 TO 2011
Applications submitted	99	185	87%
Award recipients	17	44	159%

In total, 35 NSEP awardees from 2011 participated in AFLI. Of these, 14 students were Boren Scholars, 15 were Boren Fellows, and 6 were alumni of the Boren Awards program¹⁶. Domestically, 20 students attended summer 2011 AFLI programs, while 34 students participated overseas. An illustration of the languages studied by AFLI participants follows:

For the overseas component of the initiative, NSEP made use of existing Flagship Overseas Centers including 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. The University of Zululand in South Africa served as the center for overseas Zulu study, while Al-Akhawayn University in Morocco served as the center for overseas Moroccan Arabic study.

AFLI curricular approaches include formal and traditional classroom instruction, individual and group conversation practice, and methodologies to develop self-managed learner skills. The pilot allows students to more actively engage in the language acquisition state.



SPOTLIGHT: AFLI/BOREN AWARD RECIPIENTS

Roger Rayhback, currently an undergraduate at California State University, East Bay, is a 2011 Boren Scholar. Mr. Rayhback, a nontraditional student who spent 12 years living and working in the Democratic Republic of the Congo (formerly Zaire), is now studying Swahili at Zanzibar State University in Tanzania. He writes: *“One aspect of the program that has been particularly helpful to learning is its emphasis on linguistic and cultural immersion. In addition to the courses at the university, I live with a local Zanzibari family, with whom I speak and*



¹⁶ Former Boren Scholars and Fellows with experience in Africa were eligible to apply for AFLI funding.



otherwise interact every day. There is little room to retreat into English, so my energies are focused on rapid learning of language and culture."



Valerie Oliphant, an International Relations Master's candidate at Georgetown University, is a 2011 Boren Fellow. Ms. Oliphant is currently participating in the African Languages Initiative by studying Yoruba in Nigeria. She will continue independent research following her intensive language program at the University of Ibadan. She writes: *"I have been focusing my graduate studies on women's involvement in peace processes and nonviolence movements, and Nigeria provides an interesting case study. I found a non-governmental institution that focuses on conflict resolution that was willing to host me as an intern...in the spring (2012) I will hold an internship with them that helps retrain combatants in the Niger Delta to be mediators."*

FUTURE OF AFLI

NSEP received additional 2012 funding for the African Languages Initiative. This funding will be used to increase the number of Scholarships and fellowships for the study of African languages, as well as for study in Africa. NSEP continues to refine the pilot African Languages Initiative, structuring a program that will maximize available funding, support the development of domestic and overseas intensive centers, and provide additional Boren Scholarships and Fellowships.

For FY 2012, NSEP will continue to build on current investments, increasing program focus and quality. Funding will focus on direct student support through the Boren Scholarship and Fellowship program. In support of AFLI, outreach and recruitment efforts were increased significantly for the 2012 Boren Awards cycle. NSEP anticipates strong application and award levels as the AFLI program expands. The deadline for submission of 2012 AFLI applications is January 31 for Boren Scholars and February 9 for Boren Fellows. Award recipients will be notified in early May, 2012 and will begin study at the University of Florida in late May/early June 2012.

NSEP anticipates increasing the number of NSEP program participants engaged in the study of African languages, as well as increasing these students' proficiency levels reached, as a result of the African Languages Initiative.

THE LANGUAGE FLAGSHIP



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 communicating in other languages. NSEP recognized 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 Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian, Swahili, and Turkish. The Language Flagship consists of several components; including the Language Flagship Program; providing institutional grants for research in the field of language education and for the development of language learning tools and assessments; the oversight and management of K–12 Flagship programs; and a Pilot Flagship/ROTC Initiative. 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.



Persian Flagship student with instructor at Tajik State National University in Dushanbe, Tajikistan.

FLAGSHIP PROGRAM

The Flagship Program is comprised of undergraduate students currently enrolled at 26 programs at 22 universities focusing on Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian, Swahili, and Turkish.¹⁷ The goal of the Flagship Program is to graduate students from a variety of majors with an Interagency Language Roundtable (ILR) Level 3 proficiency¹⁸ in one of The Language Flagship's target languages. As a result, the Flagship Program creates a pool of qualified individuals in a variety of professions who are linguistically and culturally competent in a language and area of the world critical to U.S. national security. To achieve this goal, Flagship students combine and 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.

The design of the Flagship Programs is based on years of experience, research, and evidence demonstrating that advancing students to professional-level language proficiency takes a

¹⁷ The 2011 Flagship Fellows are included in Appendix I. 2011 Boren – Flagship Scholars and Fellows recipients are included in Appendix J.

¹⁸ For a complete description of ILR's proficiency scale, see Appendix A.

systematic approach that combines both domestic and overseas study. Flagship programs' curricula, both domestically and overseas, focus on proficiency-based advancement in all four modalities of language learning: reading, writing, listening, and speaking.

To achieve professional-level proficiency in a targeted Flagship language, programs have redesigned the typical university language curriculum and have replaced it with intensive language training starting at the beginner level and building through to the ILR 3 level. Programs provide:

- Weekly group and individual tutoring;
- Integrate content-based instruction and courses across an array of disciplines at the advanced and superior levels;
- Provide immersive learning environments, such as language houses; and
- Sponsor cultural clubs and events, which give students additional opportunities to use and improve their language.

Flagship Language	2010 UG Enrollment	2011 UG Enrollment
Arabic	256	315
Chinese	403	372
Hindi Urdu	45	24
Korean	32	35
Persian	24	29
Portuguese	-*	25
Russian	150	205
Swahili	22	8
Turkish	N/A	-†
	932	1013

* The Portuguese Flagship Program was created as a 2011 initiative to expand the Language Flagship Program's critical target languages

† The Turkish Flagship Program was created as a 2011 initiative to expand the Language Flagship Program's critical target languages and the U.S. the program does not have any enrollees for 2011.

Flagship programs build on what the students have learned in the classroom; set goals for their individual progress; and provide on-going assessments to ensure that students are developing their linguistic skills and meeting the standards of the Flagship program.

In addition, all Language Flagship students are required to complete an academic year overseas at an Overseas Flagship Center program. The overseas Flagship programs articulate and collaborate with their domestic Flagship counterparts. This ensures optimal results for the students, and in language proficiency gains. The Flagship model ensures students have direct exposure to experience with the culture of the country and region in which their target language is spoken.

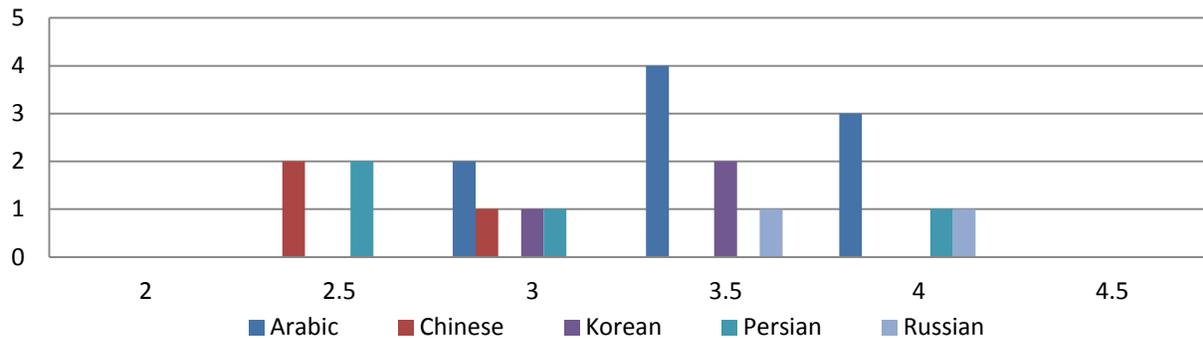
Students participate in the overseas program once they have reached an ILR Level 2 with the goal of achieving an ILR Level 3 (professional proficiency) by the time they complete this capstone year. While overseas, students are required to take language classes, directly enroll in classes in their major at a university in the country where they are studying, and participate in a professional internship. Both the direct enrollment classes and the internship are conducted in their target language and give the students an opportunity to understand and participate in both academic and professional environments. The majority of students also live in a "home-stay" while abroad, which provides them with an opportunity to operate in their target language for the



majority of their day and gain a deeper understanding of the culture in which their target language is spoken.

In 2011, 64 undergraduate and graduate students completed the Overseas Flagship Program. Of this group, 21 students took the official Foreign Service Institute (FSI) oral proficiency test, 81% (17) scored at ILR Level 3 or higher, and 100% scored at or above ILR Level 2+. Furthermore, 57% (12) scored at ILR Level 3+ or higher.

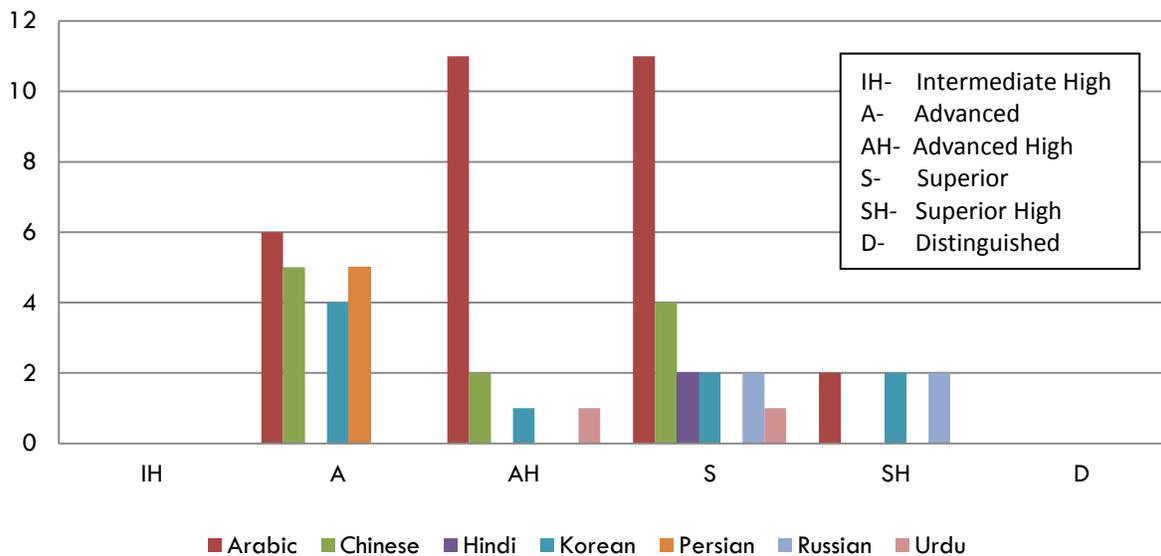
Boren-Flagship Scholar and Fellow, and Flagship Fellow 2011 Final ILR Speaking Proficiency



All overseas Flagship students were required to take the ACTFL Oral Proficiency Interview (OPI), and again all students scored in the advanced and superior ranges.¹⁹ Out of 61 students who completed the ACTFL OPI, 67% (41) scored in the Advanced High range or higher, and 44% (27) scored in the ILR 3 or ACTFL Superior range or higher. Flagship participants who achieved an ILR 3 or ACTFL Superior, or higher, include: students of Arabic (13), Chinese (4), Hindi Urdu (2), Korean (4) and Russian (4).

¹⁹ See Appendix A for a listing of the ACTFL proficiency scale.

2011 Flagship Capstone Students ACTFL Final Speaking Proficiency



In the 2011 cohort of 64 students, almost half (31) were enrolled in the Arabic programs that were disrupted by the events of the Arab Spring, with students relocating from programs in Damascus, Syria and Alexandria, Egypt to the Arab-American Language Institute in Morocco (AALIM) in Meknes, Morocco. As a positive effect of this move, those Boren Scholars and Fellows who were tested for proficiency in the Moroccan dialect scored highly, demonstrating a high-level ability in two or three Arabic dialects, a development of interest to the field of Arabic language pedagogy. Based on the expected numbers of students in the pipeline preparing to study in Overseas Flagship Programs for next year, The Language Flagship is planning for a significant increase in the numbers of capstone students to enroll in 2012.

Building on these promising achievements by undergraduate students, The Language Flagship is implementing a number of program improvements to increase the percentage of Overseas Capstone students who complete with ACTFL Superior or ILR Level 3 proficiency. Selection criteria for the Overseas Capstone programs are being tightened across the board so that admitted students must demonstrate an ACTFL Advanced proficiency level (ILR Level 2) before moving on to the capstone experience. Overseas academic programs are undergoing review and adjustment for rigor and effectiveness in language instruction, and efforts are underway for additional teacher training for overseas instructors and articulation of domestic and overseas language curricula. Assessment protocols are being normalized for students participating in the Chinese Overseas programs in order to clarify standards for student progress, and assessment instruments in the Arabic field are being examined for their ability to accurately reflect skills gained speaking and understanding the various Arabic dialects, as well as more formal communication in Modern Standard Arabic.

Recent Language Flagship graduates have taken positions with the U.S. Air Force, law enforcement, the World Bank, and the Peace Corps. In the private sector, recent graduates are using their skills in international trade, finance, biomedical and health services, and education.



Many graduates are also pursuing graduate study in fields such as international studies and diplomacy, law, and medical and health sciences.

INSTITUTIONAL GRANTS

The Language Flagship provides institutional grants to universities to develop language programs that produce professionally-proficient language speakers in a number of critical languages. Flagship institutions re-engineer their Flagship language curriculum with the goal of graduating students at ILR Level 3 proficiency. In order to reach this proficiency, The Language Flagship has developed a model, which integrates interventions and assessments that exceed the rigor and results of the typical language curriculum.

The Language Flagship model offers intensive language instruction from beginner through superior levels, opportunities for intensive summer study, peer tutors throughout the program, and content courses in the target language at advanced and superior levels. In order to receive Language Flagship Certification, Flagship students are required to complete an articulated year abroad at an Overseas Flagship Program in their target language and reach ILR Level 3 proficiency.

The Language Flagship institutions also produce cutting-edge research and are leaders in the field with respect to language education pedagogy, assessment, and integrating technology into language learning. NSEP provides institutional grants to Language Flagship institutions to support collaborative efforts on research and the creation of materials and tools.

The collaborative nature of the program at the institutional level is one of the key strengths of The Language Flagship program. In addition to collaborating on research, directors of Flagship programs participate on a number of Academic Councils and committees which address policies regarding pedagogy and logistics within their target languages and for The Language Flagship program as a whole. This unique partnership between higher education and government has been the foundation for creating this highly successful results oriented program.



Students at the Brigham Young University Chinese Flagship Program.

FLAGSHIP K-12 PROGRAMS

The Language Flagship continues its investment in the development of new models to improve critical foreign language education in the K-12 (kindergarten through 12th grade) system nationally.

The Language Flagship supports the continuing development of the Michigan State University K-12 Arabic language curriculum and standards, which have been adopted by school districts in Michigan and across the country in major metropolitan areas including Chicago and Boston. This

curriculum has been enhanced by a partnership with the Arabic StarTalk programs nationally, and in collaboration with the Federally funded Arabic K–12 program of the National Capital Language Resource Center.

In September 2011, The Language Flagship launched a consortia effort led by Brigham Young University and the Utah State Department of Education to develop and improve K–12 Chinese



University of Oregon Chinese Flagship student plays a game in Chinese with students at Portland Public Schools Chinese program.

language instruction. The new effort enlists leading K–12 experts, State Education Agencies in South Carolina and Oklahoma, Local Education Agencies in Arizona, California, Michigan, Mississippi, New York, Oregon and Wyoming, and Chinese Language Flagship Programs. The model to be developed includes full articulation for dual immersion programs in elementary schools, followed by enhanced language instruction in middle and high schools. The consortia effort will work on curricular standards, teacher training, and proficiency assessment issues.

As a national demonstration project, The Language Flagship supports the University of Oregon and Portland Public Schools K–12 Chinese language curriculum and instruction program. The core Mandarin immersion program takes place at Woodstock Elementary School, Hosford Middle School, and Cleveland High School with a World Language Institute for heritage learners at Franklin High School in Portland, Oregon. Six schools also participate in the Chinese World Language programs, which offer four years of instruction in Mandarin Chinese with Advanced Placement (AP) and International Baccalaureate (IB) options. There are currently 467 students in Mandarin immersion programs in all grades. Five students comprised the first graduating class, with three achieving ACTFL Advanced Low proficiency in Mandarin and two at ACTFL Intermediate levels. Four out of those five students entered the University of Oregon Chinese Flagship. As freshmen, they placed into the advanced-low level Chinese Flagship Topics course (Modern History, Politics of China, and Body Wellness) with junior, seniors, and graduate students. Feedback has been positive, with one student reporting that “learning here is different, challenging, and with a purpose.”

The goal for the Flagship Pilot K–12 Programs continues to be the development and demonstration of articulated critical language instruction that contributes to a national pipeline of high school students graduating with critical language skills that can be applied in a variety of international fields. On the programmatic level, Flagship K–12 Programs increase the pipeline of new students able to advance quickly into substantive content learning in critical languages at university-level Language Flagship Programs and achieve professional-level language proficiency.

2011 HIGHLIGHTS OF THE LANGUAGE FLAGSHIP

In 2011, The Language Flagship expanded their efforts in the following strategic areas:



1) PARTNERSHIPS WITH ARMY AND AIR FORCE CADET COMMANDS

In 2011, The Language Flagship launched partnerships with the Army and Air Force Cadet Commands to graduate ROTC students at an ILR Level 3 in one of the Flagship target languages. The Army Cadet Command is developing a plan to provide Foreign Area scholarships for Army ROTC Cadets to enroll in Flagship programs and provide flexibility for Cadets to continue enrollment for a fifth year if necessary in order to complete the Overseas Flagship program with additional support from NSEP. The Air Force Cadet Command is similarly developing plans to place Cadets in Flagship programs and explore the options necessary in order for Cadets to complete all Air Force ROTC requirements plus the academic requirements of the Flagship program. These partnerships are in addition to the Pilot Flagship/ROTC Initiative described in the next section of this report.

2) EXPANSION TO TURKISH AND PORTUGUESE

In 2011, The Language Flagship program conducted competitions to build Turkish and Portuguese Flagship programs. Indiana University, Bloomington was selected to create a Turkish Flagship program, which will bring undergraduate students of Turkish to ILR Level 3 proficiency. The program will also develop opportunities for advanced students of Turkish to develop proficiency in Uzbek. Indiana University is currently in negotiations with several Turkish institutions of higher education to launch an Overseas Flagship Program. The University of Georgia, Athens, received a Portuguese Flagship program grant. This program will focus on Brazil. The University of Georgia will expand existing cooperation with the São Paulo State University system to provide students the opportunity to directly enroll in classes in their major fields and pursue internships in this economically vital region. The expansion of Language Flagship Programs in Turkey and Brazil represents an investment that will create a pipeline of U.S. undergraduates with deep knowledge of these two countries. This investment is strategically important to U.S. national security, particularly for global economic development.

3) BOREN/ FLAGSHIP SCHOLARS AND FELLOWS

In 2010, NSEP created a bridge between The Language Flagship and David L. Boren Scholarships and Fellowships, which expanded in 2011. The ultimate goal of this collaboration is to create greater pathways for outstanding Flagship students to enter into Federal Government service.

As outlined in the Boren Awards section of this report, Boren Scholarships and Fellowships provide students with resources to acquire skills and experiences in areas of the world critical to the future security of our nation. In exchange, students commit to seek employment in the Federal Government. Boren Scholarships and Fellowships promote long-term linguistic and cultural immersion overseas that allow American students to develop vital global competencies. Flagship students who receive Boren Scholarships and Fellowships may apply that funding to the yearlong immersion at an Overseas Flagship



Flagship students at University of Texas study language with their peers.

Program partner university where they direct enroll in courses in their fields of study and engage in professional internships or other experiential activities.

In 2010, 14 Flagship students in Arabic, Chinese, Korean, Persian, and Russian from 12 Flagship institutions were awarded Boren Scholarships and Fellowships. In 2011, NSEP awarded 15 Boren Scholarships and Fellowships to Flagship students studying Arabic, Chinese, Korean, Persian, and Russian. The Flagship program plans to increase the numbers of Flagship students who apply and receive Boren Scholarships and Fellowships by expanding outreach and funding opportunities.



University of Oklahoma Arabic Flagship students walk with university President David L. Boren

In 2010, NSEP also worked with the Foreign Service Institute (FSI) to test Flagship students who were awarded Boren Scholarships and Fellowships. These tests were conducted at the Foreign Service Institute in the summer of 2011 and assess the students' linguistic proficiency at the end of their Overseas Flagship Program. Of the 10 students that have currently tested, 8 (80%) of them received an ILR Level 3 or higher on their FSI speaking test and three (30%) received an ILR Level 4 or higher on their FSI speaking tests. NSEP plans to continue testing Flagship students who have received Boren Scholarships and Fellowships at FSI.

4) PUBLIC/PRIVATE PARTNERSHIPS

The Language Flagship is dedicated to promoting opportunities for U.S. institutions of higher education to develop specialized programs in languages important to the future of the nation. It is working with business and non-profit partners to develop internship and scholarship opportunities for Flagship students and to advance foreign language and international education.

On December 7, 2011 the University of Rhode Island Chinese Language Flagship hosted the Rhode Island Language Summit in Providence, RI. More than 50 representatives from state government and social service agencies, business, higher education, and K-12 Rhode Island schools convened to discuss local needs for foreign language proficiency in a variety of fields. Rhode Island business leaders who run international firms stressed the need to develop engineers and managers with cross-cultural skills and foreign language proficiency to manage both design and production teams. These teams span the U.S., Europe, Asia, and Latin America. Business leaders, as well as local social service providers in the state, stressed a particular need for more speakers of Chinese, German, Portuguese, and Spanish, with additional need for Vietnamese, Russian, and African languages.

The International Engineering Program (IEP) at the University of Rhode Island (URI), which combines engineering, foreign language study, and an overseas experience, including a paid engineering internship, was singled out by business leaders. The IEP program is expanding to offer Chinese in cooperation with the Chinese Language Flagship at URI, and business leaders



stressed the importance of Chinese for managing international design and production teams and in the field of cyber security. URI will convene a series of follow-up workshops with local participants to develop a language roadmap strategy to present to state government officials. The roadmap will outline a plan for developing Rhode Island's expertise in the languages in highest demand for business development and social welfare.

5) CERTIFYING RESULTS AND TRACKING ACCOUNTABILITY

The Language Flagship is designed to be results based and track student progress toward defined program benchmarks for foreign language proficiency. The Flagship Certification System (FCS),²⁰ was first initiated in 2010, and is now fully operational. The FCS is a tool used to review individual student progress throughout the Flagship program. The system is designed to time-sequence student assessment; thus, individual Flagship institutions have the capacity to evaluate progression of students through coursework and cohorts. The expectation is that the FCS will provide a single database for individual Flagship programs, and the students themselves, to monitor progress from initial registration through academic and professional careers.

Most importantly, this system provides a formal mechanism for certifying program graduates. Domestic Flagship Centers partner with NSEP to monitor the ability to validate each student's progress, completion, and recommendation for Flagship Certification. Within the FCS, programs will report completion of domestic program, overseas coursework, and the overseas internship/work experience (including a description of that experience). Programs will then submit final assessments for graduating students and make recommendations regarding whether individual participants merit full Flagship Certification. Flagship Certification will be based on completing domestic and overseas Flagship requirements and the students' foreign language proficiency assessment scores. Clearly demonstrating the proficiency outcomes for Flagship students is the cornerstone of The Language Flagship's effectiveness and success.

THE FUTURE OF FLAGSHIP

2012 marks the 10-year anniversary of The Language Flagship program. Accordingly, several events are being organized that will focus on sharing results of the Flagship model with the greater academic community; discuss what has been learned in regards to language learning and teaching; and examine what needs to be accomplished in the future. Dissemination of Flagship practices and interventions in language programs across the country is a key component in the larger effort to improve language proficiency outcomes in U.S. higher



Students prepare for celebration at the Portland State University Russian Language Flagship Center.

²⁰ FCS is also known as the Student Certification System, as it has also been adapted for Project GO and will be adapted for the EHLS program

education and increase the pipeline of linguistically and culturally competent graduates. In addition, The Language Flagship will hold its first Language Flagship National Student Meeting, with the goal of developing an alumni network to inform Flagship undergraduates about potential employment opportunities in the Department of Defense and in the greater national security community and to demonstrate Flagship results to hiring managers in national security fields.

In 2011, The Language Flagship increased its number of institutions, languages, and number of students enrolling and graduating from the program. In 2012, The Language Flagship aims to further increase enrollments and Program graduates. These students and graduates are poised to provide a well-trained workforce that, upon graduation from the program, possesses a high-level of language proficiency and cultural knowledge 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.

The Language Flagship program is addressing a national need to create a cohort ideally suited for national security positions; creating effective programs nationally that successfully teach language at the ILR Level 3 in a number of critical languages; and providing the nation with cutting-edge research on how best to teach and learn critical languages from ACTFL Novice to Superior levels.



2011 FLAGSHIP PROGRAMS

ARABIC

Michigan State University
 University of Maryland
 University of Michigan
 University of Oklahoma
 University of Texas, Austin
 Alexandria University, Egypt*

PERSIAN

University of Maryland
 Tajik State National University, Tajikistan*

PORTUGUESE

University of Georgia, Athens
 Sao Paulo State University, Brazil***

CHINESE

Arizona State University
 Brigham Young University
 Hunter College
 Indiana University
 San Francisco State University
 University of Mississippi
 University of Oregon
 University of Rhode Island
 Western Kentucky University Pilot Program
 Nanjing University, China**

RUSSIAN

Bryn Mawr College
 Portland State University
 University of California, Los Angeles
 University of Wisconsin, Madison
 St. Petersburg State University, Russia*

SWAHILI

Indiana University
 State University of Zanzibar, Tanzania*

HINDI URDU

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

TURKISH

Indiana University

KOREAN

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

PILOT FLAGSHIP/ROTC CENTERS (CHINESE)

Arizona State University
 Georgia Institute of Technology
 North Georgia State College and University

* Overseas Flagship Center administered by American Councils for International Education

** Overseas Flagship Center administered by Brigham Young University and American Councils for International Education

* Overseas Flagship Center administered by domestic partner

PILOT FLAGSHIP/ROTC INITIATIVE



PILOT FLAGSHIP/ROTC INITIATIVE PROVIDING FUTURE MILITARY OFFICERS WITH PROFESSIONAL-LEVEL LANGUAGE PROFICIENCY

FLAGSHIP/ROTC OVERVIEW

In recognition of the importance of language proficiency and cross-cultural skills for U.S. military officers, NSEP has designed a pilot to provide professional-level (ILR 3) language training to ROTC students. The pilot draws upon the substantial knowledge and experience accumulated from efforts funded under The Language Flagship and Project GO, and works in collaboration with the Army, Air Force, and Navy.

Three universities were selected to participate in the pilot. They are Arizona State University, the Georgia Institute of Technology (Georgia Tech), and North Georgia College and State University. Each university is developing opportunities for ROTC students to complete ROTC training requirements while concurrently studying a chosen critical language and completing their academic major. The initiative will increase the number of ROTC students reaching professional-level proficiency in a critical language while developing expertise in fields such as international affairs, economics, management, science and engineering, and other fields needed in the Services.

NSEP has structured the pilot to focus on several critical objectives. Each Flagship/ROTC university will provide instructional support and effective guidance to participants throughout the duration of intensive language training, ensure high-level collaboration between ROTC leadership and Flagship language instructional staff, provide pathways for ROTC students to participate in the required academic year-long overseas immersion at appropriate Flagship Overseas Centers, and collaborate with Service ROTC Headquarters to conduct active outreach and recruiting.

FLAGSHIP/ROTC 2011 HIGHLIGHTS

In 2011, the three universities selected for the pilot focused on design, including developing curricular materials and teacher training, as well as aligning ROTC on-campus requirements with academic requirements. Each university is tailoring a program that will meet the unique needs of their on-campus populations. The three pilots are building models that will include additional one-on-one tutoring, dedicated language partners, and the use of blended learning technology to best increase student language proficiency.

The universities are working to enhance domestic and overseas intensive language programming, including pre-enrollment summers to maximize student proficiency gains during the limited time on an ROTC scholarship. All Flagship/ROTC institutions will individually monitor students' academic progress in Flagship coursework, ROTC requirements, and their major(s). They will also provide appropriately-scheduled diagnostic and proficiency testing throughout the course of the participants' Flagship experience. The first students to participate in the pilot will enter the Flagship pipeline in fall 2012.

An overseas capstone experience is a key component of all Flagship undergraduate programs. In 2011, Arizona State University, Georgia Tech, and North Georgia College and State University focused on creating pathways for ROTC students to enroll in the required academic year-long overseas study and participate in internships at overseas Centers established by The Language Flagship. Though a year-long overseas commitment will be challenging for ROTC students, the

three institutions are currently collaborating with Service ROTC Headquarters and their institution's local ROTC program to ensure future student participation.

Active outreach will also be a critical aspect of the pilot's success. The three Flagship/ROTC institutions will use 2011 and 2012 to engage and recruit ROTC students into their programs, including high school students interested in joining ROTC during their college years. Each program is identifying all recruitment personnel and their role in the outreach and recruitment process; building a comprehensive plan for using both traditional and social media efforts to enhance information outreach and recruiting activities; creating sound approaches and methods for leveraging existing local area ROTC recruiting resources for the purposes of this initiative; and generating strategies to leverage existing campus institutional recruiting resources, including collaboration with the institution's admissions office and other strategic partnerships to make incoming students aware of this opportunity.

The planning phase of the Flagship/ROTC pilot will continue through August 31, 2012.

FUTURE OF FLAGSHIP/ROTC

The Flagship/ROTC institutions will begin enrolling students in fall 2012. Based on participation levels, the program will look to expand in future years, and leverage the best practices and lessons learned from The Language Flagship and Project GO programs.



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 professional English language instruction for U.S. citizens who are native speakers of critical languages.²¹ The EHLS program is administered for NSEP by the Center for Applied Linguistics (CAL); instruction takes place at Georgetown University. The program provides scholarships for participants who meet program entry requirements and who agree to work for the Federal Government for at least one year after completing the program.

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

- U.S. citizenship;
- At least a Bachelor's degree or the equivalent;
- Demonstrated native language proficiency at Interagency Language Roundtable (ILR) Level 3 or higher, verified through formal testing²²;
- Demonstrated English language skills at ILR Level 2 or 2+, verified through formal testing²³;
- Commitment to ongoing English language development in pursuit of professional goals; and
- Willingness to work for the Federal Government.

EHLS is believed to be the only program of its kind, in that it is the only English for Professional Purposes (EPP) program that leads to ILR Level 3 proficiency and specifically prepares individuals for careers in the Federal Government.

PROGRAM STRUCTURE AND CURRICULUM

The EHLS program combines six months of intensive in-class instruction, including a capstone Open Source Analysis Project (OSAP), with two months of part time follow-on instruction in writing and career skills. The program's goal is to enable participants to achieve professional proficiency in English writing, speaking, listening, and reading.

The six-month intensive component provides extensive language instruction and gives participants the opportunity to improve their English skills in a highly structured, professional environment. The curriculum mirrors the skills needed by government personnel involved in national security. For this reason, curriculum development involves close cooperation with Federal partner agencies to improve continually the program's focus and results.

²¹ EHLS was initiated with passage of the Intelligence Authorization Act for Fiscal Year 2005 (Public Law 108-487), Sec. 603.

²² Native language skills are assessed using the Oral Proficiency Interview with raters from Language Testing International or the Defense Language Institute Foreign Language Center.

²³ 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.

The OSAP serves as the capstone of the curriculum, and incorporates the highest levels of all English communication modalities: speaking, listening, reading, and writing. OSAP topics are provided by government agencies, and each EHLS Scholar works with an agency mentor during the research and analysis process. The OSAP culminates in a formal symposium in which EHLS Scholars provide briefings on their projects before an audience of senior executive government officials from around the world, mentors, their peers, and other interested parties. The written version of each project is made available to those government agencies who submitted the topics, as well as to the broader national security community. The symposium takes place at the end of the six-month intensive portion of the program.

The EHLS curriculum also includes support for Scholars as they begin the process of seeking employment with the Federal Government to fulfill their Service Requirement. Over time, the program has gained insight into the complex language skills needed to interpret Federal job announcements and to develop effective responses to them, and has adjusted its structure and content accordingly. Dedicated job search instructors are 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 cover letters, 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 opportunities, such as honing interviewing skills and participating in professional networking.

In the two-month, part-time component, participants continue to develop their analytical writing skills and to pursue employment opportunities in the Federal sector. The part-time component gives Scholars time for transition to the workforce after the end of the intensive portion of the program and provides ongoing support for the Federal job search.

2011 UPDATES

The EHLS program annually reviews which critical language backgrounds to include in its recruiting campaign based on priorities within the Department of Defense and the Intelligence Community. For the 2010 iteration, the program recruited native speakers of Arabic, Farsi, Dari, Pashto, Urdu, Mandarin, Igbo, Hausa, Swahili, and Somali; in 2011, the same 10 language groups were recruited and Hindi and Punjabi 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.²⁴ The program was able to successfully secure applicants in the new languages for 2011 and will build upon the experience to identify individuals who possess the necessary professional-level native language skills. The following chart provides a comparison of participants by language background for the 2010 and 2011 program years.

EHLS Program Year	2010	2011
Arabic	11	18
Dari	2	1
Farsi	4	5
Hausa	1	1
Hindi	n/a	0
Igbo	3	2

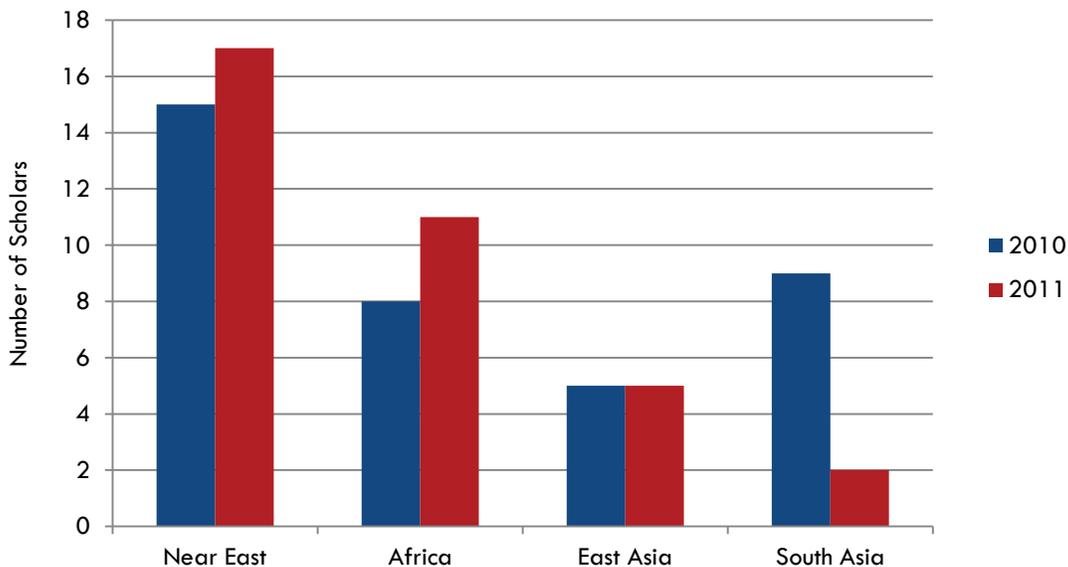
²⁴ A list of all 2011 EHLS Scholars can be reviewed in Appendix K.



Mandarin	5	5
Pashto	1	0
Somali	0	1
Swahili	4	2
Urdu	6	0
Total Participants	37	35
<i>Total Applicants</i>	<i>195</i>	<i>221</i>

The importance of Africa and African languages to the national security community was accentuated with the creation of United States Africa Command (AFRICOM), which led to the addition of the four African EHLS languages in 2010. The increase in languages of North and sub-Saharan Africa are reflected in the increases in EHLS scholars from these regions of the world.

Regions of Origin: 2010 and 2011 EHLS Scholars

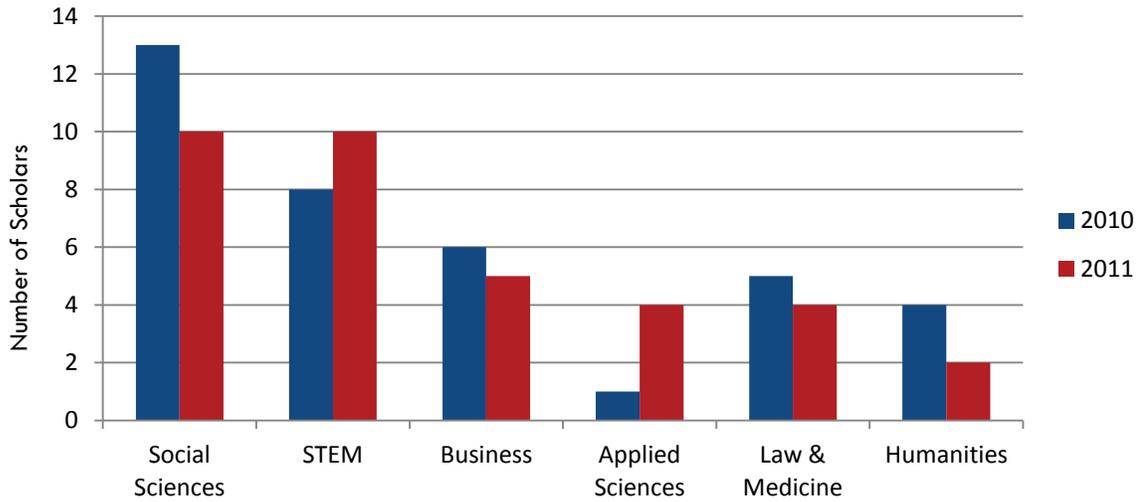


The national security community retained significant interest in Afghanistan and Pakistan through 2011. Despite significant recruiting, EHLS saw a decrease in program participation from natives of these countries. In fact, a large number of Urdu, Pashto, and Dari speaking applicants for the 2011 scholarships were offered and declined the award because they secured job opportunities during the review process.

Further demographic changes can be demonstrated by examining the academic degrees of EHLS scholarship recipients. For the class of 2011, the EHLS program experienced an increase in the number of scholars with a background in Science, Technology, Engineering and Mathematics (STEM), applied sciences such as economics, and a decrease in humanities such as linguistics.²⁵ The curve has shifted slightly over the years of the program as quality standards have become more stringent drawing a greater number of applicants from STEM fields and Law & Medicine.

²⁵ A list of majors that make up these categories is included in Appendix H: List of Majors by Academic Fields.

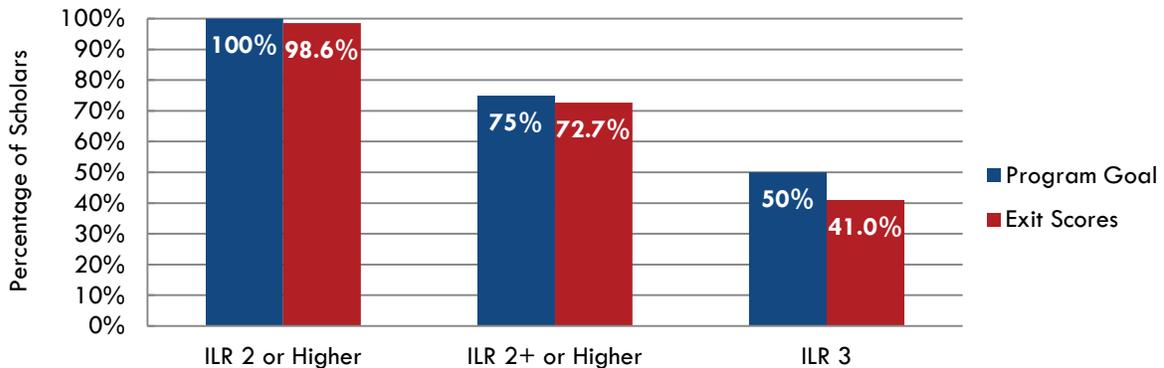
2010 and 2011 EHLS Scholars by Academic Field



PROGRAM RESULTS

The EHLS program sets benchmark goals associated for the English proficiency outcomes. Specifically, the program targets that 50% of the Scholars achieve English language exit scores of ILR Level 3 or higher, that 75% reach ILR Level 2+ or higher, and that 100% reach ILR Level 2 or higher. For 2011, 41% of the Scholars' exit test scores were at an ILR Level 3 or higher, 72.7% were at an ILR Level 2+ or higher, and 98.6% were at an ILR Level 2 or higher. The results for 2011 are a great achievement given the duration of the program and reflect the best exit scores since the inception of the program. In English speaking, 14 Scholars increased their ability to the next level, and in English writing 20 Scholars achieved gains to the next level. Nevertheless, NSEP is implementing program improvements so as to realize results that exceed the benchmark goals in future years.

EHLS Program Goals Compared to 2011 English Exit Scores

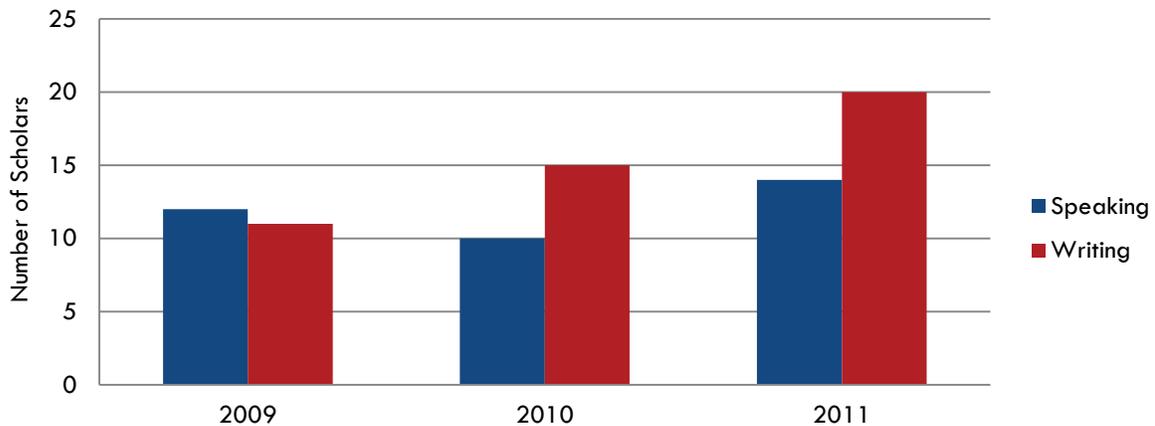


In order of priority, the EHLS program helps Scholars develop their English writing skills, their speaking skills, and then their listening and reading skills. The development of writing skills has



been emphasized as the highest priority based on input from government agencies that have hired EHLS Scholars. With the emphasis on improving program quality, there has been a steady rise in the number of Scholars experiencing a level increase on the ILR scale in English writing and speaking; a level increase signifies, for example, that a Scholar improves performance in a modality from 2 to 2+ or from 2+ to 3. The graph below demonstrates that in 2011 the EHLS Scholars achieved the largest number of level increases for a cohort since the program's inception with 20 improving to the next level in writing and 14 improving in speaking.

EHLS Scholars - ILR Level Increase 2009 - 2011



The EHLS Scholars also produce a set of reports that address critical issues from around the world as part of the Open Source Analysis Project (OSAP). These reports are available to the national security community on *Intelink-U*, a repository of unclassified information hosted by the Office of the Director of National Security:

<https://www.intelink.gov/inteldocs/browse.php?fFolderId=228791> (available on U.S. government information systems).

PROGRAM EVALUATION

To mark the five-year anniversary of the EHLS program, NSEP contracted with the American Institutes of Research (AIR) to conduct an external evaluation of the program. AIR examined the fundamental design and policies, the roles of all the key stakeholders together with their expectations, the program curriculum, the goals and objectives, and program outcomes. The final evaluation report was submitted in early summer 2011 and gave the program an overall favorable review along with a set of recommendations for improvement. In response, NSEP has made some refinements to the program for 2012, the greatest of which is substantially increasing the living stipend for the intensive portion of the program and adding a new partial stipend for the summer months. This change has been made in order to improve the attractiveness of the program and enhance recruiting efforts toward mid-career professionals with skills that government agencies need. Next, the EHLS Program will seek to increase the duration of instruction in order to improve English language proficiency gains. NSEP will take a more exhaustive look at the EHLS curriculum to examine if any efficiencies could be experienced through instructional refinements. This curriculum review will include experts in second language acquisition from The Language Flagship and the English as a Second Language (ESL) communities, and is scheduled to occur in March 2012.

FUTURE ACTIVITIES

When NSEP first designed the EHLS program five years ago, program staff identified three 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 English and native 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, such as increasing the living stipend. NSEP is in the process of making its final selections of the 2012 EHLS Scholars. The languages for this cohort are the same as those of 2011 with the addition of Balochi (a dialect from southeastern Iran), Turkish and Punjabi. A total of over 325 applications were received (in comparison to 221 and 195 for 2011 and 2010 respectively) from which will be selected 30 scholarship recipients. This is nearly a 50% increase in number of applications received, which is anticipated to net the most qualified cohort in the history of the program.
- **Language skill development.** The six-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. Adjustments are regularly made as NSEP seeks ways to increase proficiency gains. NSEP is exploring opportunities for EHLS scholars to continue their language development process directly following their participation in the EHLS program through internships, term appointments, and possibly extended opportunities with OSAP partners.
- **Job placement.** The ability of EHLS participants to obtain Federal jobs that will fulfill their service requirement remains of great interest to program staff, participants, and Federal officials. Outcomes in this area have significantly improved over the past several years thanks to partnerships with Federal Government agencies and related contractors, which NSEP continues to cultivate. Components of the Intelligence Community, Department of Defense, Combatant Commands (COCOMs), and other agencies in the national security community turn to the EHLS graduates as a critical source of human capital to meet their requirements.

SPOTLIGHT: EHLS SCHOLARS

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

- A native speaker of Hausa, born in Niger and a U.S. citizen since 2006, has a B.S. in International Relations from the Hofstra University in New York and an M.S. in International Transportation Management from the Maritime College of New York. This 2010 EHLS Scholar is currently working as an open source analyst for the Intelligence Community.



- A native speaker of Dari, born in Afghanistan and a U.S. citizen since 2008, has a B.A. in Government and International Relations from Clark University in Massachusetts. This 2010 EHLS Scholar served as a Dari language instructor at the Defense Language Institute and is currently serving as an intelligence analyst for the Department of Army.

NATIONAL LANGUAGE SERVICE CORPS



NATIONAL LANGUAGE SERVICE CORPS: LANGUAGE FOR THE GOOD OF ALL

The Congressionally-authorized National Language Service Corps (NLSC) has completed its 4th year, demonstrating the value and feasibility of this program. The NLSC is a Department of Defense (DOD) program administered by NSEP and is sponsored by the Under Secretary of Defense for Personnel and Readiness. The department has supported the continuation of the program as key surge capacity for DoD and as available to other departments and agencies. The NLSC (formerly identified as the Civilian Linguist Reserve Corps) is listed as a source for language and cultural requirements in the Chairman of the Joint Chiefs of State Instruction (CJCSI) 3126.01: Language and Regional Expertise Planning. The NLSC is also a major component of the DOD's plan to address future surge requirements for language.

As the Federal Government cannot possess all needed language capabilities, the NLSC was created in 2007 as a pilot to develop a civilian reserve corps to meet these needs. In 2011, the NLSC continued with the pilot development phase that demonstrates how a fully-functioning organization would operate. The NLSC supports all departments and agencies of the U.S. Government and is exploring its ability to support state and local governments. In order to activate NLSC members, the requesting agency and the NLSC utilize formal agreements to establish the relationships, roles, and responsibilities of the parties.

The NLSC membership is made up of civilian volunteers with proficiency in at least one foreign language. NLSC members serve as on-call Federal employees using their diverse certified language skills to support needs across all Federal agencies and throughout the world. The opportunities for service include strategic language support of Department of Defense operations (analysis, interpretation, and translation), training (instruction), logistics activities, emergency relief activities, and services related to nearly every profession to support Federal Government domestic and international activities. In addition, a number of NLSC members possess Secret or Top Secret clearances. Further, the NLSC possesses the ability to obtain clearances for its members on behalf of government organizations.

NLSC members possess professional language proficiency in all modalities of a foreign language and in English, i.e., reading, writing, speaking, and listening, as defined on the Interagency Language Roundtable (ILR) scale. However, the NLSC also maintains 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.

2011 PROGRAM UPDATES

The NLSC continues to grow rapidly. Targeted recruiting and outreach methods yielded a membership increase of 56% since January 2011. The NLSC is rich in the support and loyalty of its members and current members continuously refer their own contacts to the organization. The major accomplishments of the NLSC in 2011 were:

- The NLSC responded to 53 inquiries

- Forty-three Mission Support Queries – Government agencies inquire about the capacity of the NLSC to meet potential future language requirements
 - Ten Missions Support Requests – Engaging the full NLSC support process including the activation of members
 - Responses to member support that represent very satisfied government agency customers
 - Successful processing of 109 members in 2011 from a volunteer status to part-time Federal status. Total Federalized: 165
- Successfully recruited 1,334 members in 2011
 - NLSC membership: 3,000 (includes outstanding commitment letters)
 - 240 languages covered by membership
 - Continued use of the remote testing capability of the Military Entrance Processing Stations (MEPS) for NSLC operational testing using the web-delivered Defense Language Proficiency Test (DLPT-IV and DLPT5)
 - Led the establishment of ASTM Main Committee F43, Language Services and Products, the first national standards committee for the language enterprise, representing the Federal sector, state and local government users of language services, the academic sector, and the nation's \$15B private sector language industry
 - Development of one committee with more than 110 members, six active subcommittees, and six standards under development
 - Completion of the development and publication of ASTM F2889-11, "Standard Practice for Assessing Language Proficiency," which:
 - Improve industry performance and reliability
 - Expand testing resources available to government

NLSC Members are appointed as temporary Federal employees on intermittent, on-call work schedules and their support is available on a cost-reimbursable basis to the requesting agency. 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 DoD combatant commands (COCOMs) 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 2011.



NLSC Activations and Service Requests for 2011

Interested Organization	Language(s)	Operation	Status
U.S. Africa Command (AFRICOM)/ U.S. Marine Corps Forces Africa (MARFORAF)	Arabic	On-site translation and interpretation for military courses in Northern Germany for African attendees. Course lasted more than two months	Activation completed in March. Debrief successfully completed with MARFORAF and NLSC Member
Defense Language Institute Foreign Language Center (DLIFLC)	French, Mandarin, Korean, Levantine, Persian-Farsi, Turkish	Members participated in a four day study in several languages to assess and set standards for the Defense Language Proficiency Test (DLPT)	Standard Setting Studies completed in several languages for 2011. The NLSC is planning to participate in future Studies in 2012
Defense Intelligence Agency (DIA)/Federal Bureau of Investigation (FBI)	Mandarin	Member participated in the Oral Proficiency Comparability (OPI) Study, conducted by the Testing and Assessment Group (TAEG) of the Foreign Language Executive Committee (FLEXCOM), in conjunction with the Defense Intelligence Agency Foreign Language Testing Manager	Operation successfully completed. Study was conducted between July 11 and September 3, 2011
Federal Bureau of Investigation (FBI)	Bravanese/Barawa	Third party translation conducted over the phone involving Bravanese, a dialect of Swahili	Operation successfully completed over the telephone
Intelligence Community	Various	Support activities	Four IC agencies requested NLSC planning assistance. One has requested an NLSC Member for an extremely rare language

Interested Organization	Language(s)	Operation	Status
FEMA	Various	Exercise planning support	Planning assistance requested for language population analysis for the 2011 National Level Exercise. No activations requested
Commander U.S. Naval Forces Europe, Africa (NAVEUR/NAVAF)	Mandarin	Translation, interpreting and Transcription language services on board U.S. Coast Guard's Cutter FORWARD in support of the African Maritime Law Enforcement Partnership (AMLEP) mission. Member deployed off the Coast of West Africa.	Operation successfully completed. Member deployment lasted six weeks. NLSC Member received Cutter FORWARD's Commanding Officer, letter of appreciation for her operational support

Marine Forces Africa (MARFORAF), on very short notice (less than a week), requested a Modern Standard Arabic interpreter to assist in a classroom environment for military training to be conducted near Nuremberg, Germany. The mission remained onsite for approximately 75 days, making this the mission of longest duration yet requested of the NLSC. The MARFORAF Officer in Charge was quoted as saying, "I am impressed so far with your organization's professionalism, attention to detail, and eagerness to support."

At the conclusion of training the Officer in Charge wrote: "The successes we have experienced thus far are largely due to my professional staff. One critical member of my staff is [the NLSC member] who assists me in communicating with the Arabic-speaking students, which make up about a third of the class. However, [the NLSC member] does a lot more than interpreting, which is critical in itself. He assists the instructor-staff with translating French courseware into Arabic, interprets for senior-level guest speakers of the U.S. Military, and acts as a cultural consultant to my staff in order to insure cultural sensitivities of our partner guests are honored and respected."



NLSC Member interpreting for Command Sergeant Major (CSM) Hu Rhodes (7th Army NCO Academy CSM)



NATIONAL SECURITY EDUCATION PROGRAM

U.S. Naval Forces Europe-Africa (NAVEUR-NAVAF) requested an NLSC Mandarin interpreter during summer 2011. This Corps member safely deployed and completed the NLSC's first mission in support of European Combatant Command (EUCOM) and Africa Combatant Command (AFRICOM) on board the U.S. Coast Guard Cutter FORWARD.

The NLSC member's six-week deployment off the West Coast of Africa is best summarized by a letter of appreciation presented by the Commanding Officer of the FORWARD, Commander M. S. Stewart. The Letter of Appreciation stated, "While onboard, you supported [U.S. Coast Guard Cutter] FORWARD in 14 joint boardings to combat illicit transnational activity with Senegalese maritime forces that resulted in five vessel seizures, potential fines in excess of \$350,000 and the identification and response to international companies that exploit developing nations' Exclusive Economic Zones...You should be proud of your accomplishments while serving onboard FORWARD. Your performance and dedication directly impacted FORWARD's ability to meet operational commitments, exemplified professionalism, and were in keeping with the Coast Guard's core values of Honor, Respect, and Devotion to Duty. Bravo Zulu, shipmate!"



NLSC Member receiving Letter of Appreciation from Commander M. S. Stewart of U.S.CG Cutter FORWARD

The member expressed in an email that "this has been the best experience I have had all my life. Thank you for making this happen!" In the member's debrief, she expressed a strong and immediate desire to deploy again with her shipmates on the FORWARD stating that she did not want to unpack. The Ship's Operations Officer said that this was FORWARD's third African Maritime Law Enforcement Partnership (AMLEP) mission, and by far the most successful. The NLSC member was a direct contributor to the success of the FORWARD's mission.

The NLSC has proven to be a very cost-effective solution to the tactical and strategic management of foreign language support needs within the U.S. government's military and civilian enterprise for operations, plans, and workforce requirements. Users have commented regarding the reasonableness of costs. Additionally, the NLSC provides a surge capability from individuals who are generally unavailable to the Government by tapping into our nation's population of skilled citizens who in total speak hundreds of languages critical to our nation's needs.

Members of the NLSC also 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. Their dedication is consistent with the American spirit of volunteerism and their desire to use their language skills to help others. NLSC members are willing and standing-by to volunteer their language skills for any assignment to fill gaps where contracted, military, or government personnel are not available or do not exist to meet emergency or critical needs.

CONCLUSION/FUTURE

The NLSC provides the surge capability of language and cultural resources to meet government requirements, and has proven that it can do so within very short time horizons. In addition, the NLSC assists in workforce planning for Federal agencies by providing dedicated members on a



temporary basis to augment permanent staff levels. This assistance enables agencies to address priority language requirements without the need to request additional billets (permanent or temporary government positions) or go through the lengthy process of contracting external assistance. Finally, the NLSC provide an organization the peace of mind that its short-term language support staffing levels can be met even when permanent staff are temporarily assigned due to a crisis or an emergency.

During 2012, NSEP expects sustained interest and interaction with the COCOMs and Federal agencies amidst funding issues and budget cuts. We see a growing role to provide support with members who not only have language expertise but also regional and cultural expertise. These members provide periodic augmentation as Federal language consultants and “gap fillers” that fit temporary or part-time needs of these agencies. The NLSC has been in contact with most COCOMs and a number of Federal agencies. The table below lists interested Federal agencies that have expressed interest in utilizing NLSC resources in 2012.

Interested Organization	Language(s)	Proposed Operation
Department of Justice, Washington INTERPOL	Spanish, French	Document translation
U.S. Army Pacific (U.S.ARPAC)	Indonesian, Vietnamese, Thai, Tagalog, Khmer, etc.	Nation building exercises planed in the Pacific Rim area of responsibility (AOR)
Pacific Air Forces (PACAF)	Various (Pacific and South Asia Region)	Support of PAC Angles and other operations within PACAF AOR
Joint POW/MIA Accounting Command (JPAC)	Vietnamese, Korean, Japanese, etc.	JPAC support
U.S. Transportation Command (TRANSCOM)	Various (Worldwide)	Support of TRANSCOM and NORTHCOM operations within the continental United States (CONUS) and beyond (OCONUS)
U.S. Central Command (CENTCOM)	Various (Central Asia Region)	Discussing language services for CENTCOM exercises
U.S. Southern Command (SOUTHCOM)	Spanish, Portuguese, Dutch, French, Haitian Creole, etc.	Discussing language services for SOUTHCOM exercises and operations & support of USNS Comfort operations
U.S. Pacific Command (PACOM)	Various (Pacific Region)	Discussing language services for Western Pacific operations and exercises
Defense Language Institute Foreign Language Center (DLIFLC)	Various	Assist with the Defense Language Proficiency Test standards development
U.S. European Command (EUCOM)	Various	Discussing language services for EUCOM exercises and operations

Interested Organization	Language(s)	Proposed Operation
U.S. Africa Command (AFRICOM)	African Languages	Discussing language services for AFRICOM exercises and operations
Department of Homeland Security	Various (for U.S. population support)	Support critical DHS language requirements within Civil Rights & Civil Liberties Office
Federal Emergency Management Agency (FEMA)	Various (for U.S. population support)	Support of FEMA operations CONUS
Various National Guards	Various (Worldwide)	Support of National Guard operations CONUS & OCONUS
Intelligence Community	Various (Worldwide)	Discussing supporting roles



PROJECT GLOBAL OFFICERS: PREPARING FUTURE OFFICERS FOR INTERNATIONAL LEADERSHIP

Project Global Officers (Project GO) promotes critical language education, study abroad, and intercultural exposure among Reserve Officer Training Corps (ROTC) students. Project GO's goal is to develop future military officers for all the services possessing the necessary linguistic and cross-cultural communication skills required for effective leadership in the 21st Century operational environment. Piloted in FY07 through NSEP

in concert with the Defense Language Office (DLO), the initiative has provided ROTC students with language learning opportunities and funded critical language infrastructure since summer 2007.

Project GO provides grants to U.S. institutions of higher education with large ROTC student enrollments, including five of the six Senior Military Colleges. In turn, these institutions provide language and cultural training for ROTC students across the nation, funding domestic and overseas ROTC language programs and scholarships. To accomplish Project GO's mission, NSEP and DLO currently work with the Army, Air Force, and Navy ROTCs Headquarters, and 18 U.S. institutions of higher education. Project GO is administered by the Institute of International Education on behalf of NSEP and DLO.

In 2007, Project GO awarded funds to four institutions. In the five years since the program's inception, Project GO has provided funding to a total of 24 institutions, supporting critical language study for more than 1,200 ROTC students nationwide. In 2011, 467 ROTC students benefited from language training opportunities through Project GO. This figure represents more than a sevenfold increase in participation levels from 2007.

Project GO has been highly innovative in its approach to reaching the ROTC community. Any interested ROTC student nationwide is eligible to apply for a Project GO scholarship. The student selects the Project GO-funded institution and language that best fits with his or her academic needs and interests, applies, and if selected, receives funding.

Languages currently offered by Project GO institutions include Arabic, Hausa, Hindi, Korean, Mandarin, Pashto, Persian (Dari, Farsi, and Tajik), Russian, Swahili, Tatar, Turkish, Urdu, Uzbek, and Wolof. Project GO is the only national, pre-commissioning resource for future officers who wish to study Pashto, sub-Saharan African Languages (Hausa and Swahili), Persian (beyond an introductory level), Hindi, and Urdu.

The Project GO model focuses on direct student support. In addition to providing scholarship funding to applicants, Project GO also supports tutoring, conversational practice, and dialect acquisition for ROTC students. Project GO funds program coordinators as well, who recruit ROTC students into the classroom, inform them of language learning opportunities, and assist them in identifying appropriate domestic and overseas programs.

PROJECT GO 2011 HIGHLIGHTS

As Project GO continues to refine and improve its model, NSEP has identified six primary objectives on which to focus. They include:

1. Establishing the proficiency goal of Interagency Language Roundtable (ILR) Level 1 for all Project GO participants, to be achieved over a series of multiple interventions;



2. Enhancing year-long language study for Project GO students;
3. Supporting extended overseas study for Project GO students;
4. Maintaining and synchronizing a network of domestic and overseas language programs open to all ROTC students nationwide;
5. Assisting Senior Military Colleges in internationalizing the experience of their ROTC students; and
6. Creating opportunities for ROTC students to receive cross-cultural exposure through curricular enhancements.

These objectives will shape and define Project GO's policies and procedures in 2012 and were officially announced at Project GO's third annual National Leadership meeting. The meeting, held for university leadership, ROTC cadre, and ROTC Headquarters leadership, was hosted by the Georgia Institute of Technology in Atlanta, GA. More than 75 participants attended the meeting, which focused primarily on enhancing the programs and processes associated with Project GO.

As Project GO implements mandatory language assessment exams for all participants in 2012, it will focus on a results-based program. Most Project GO institutions will target a student achievement of ILR Level 1 by program completion. A select few institutions, including Embry-Riddle Aeronautical University and North Georgia College and State University, will work to increase this goal to ILR Level 2 proficiency.

In order to achieve these proficiency targets, Project GO will actively promote language training opportunities among ROTC students year-round. Project GO's preceding model was primarily a summer focus, under which most student participants received language training for a two-month period, during June, July, and August. In 2012, Project GO participants will be expected to complete, as a minimum, the equivalent of four semesters (12 credits) of the same critical language and study abroad for eight weeks or longer.

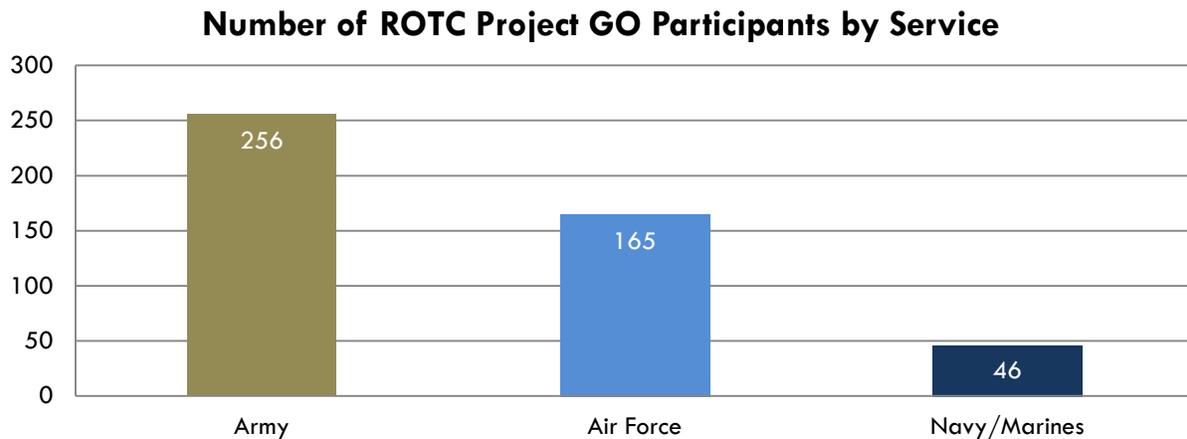
Additionally, Project GO students will be encouraged to complete extended overseas study. In summer 2011, 234 ROTC students completed critical language training overseas through Project GO. NSEP aims to significantly increase applicant and participant levels for overseas language training, including summer, semester, and year-long programs of study, in the coming years.

Strategic objectives 4-6 were all areas of focus for Project GO institutions in 2011. Results of these objectives follow:

NETWORK OF DOMESTIC AND OVERSEAS LANGUAGE PROGRAMS

In 2011, Project GO funded 20 institutions²⁶, five of which were Senior Military Colleges, to serve as national resources for critical language instruction. Through these universities, Project GO trained a record 467 ROTC participants in critical languages. Of these, 35.3% were Air Force students, 54.8% were Army students, and 9.9% were Navy/Marine students.

²⁶ Of these, 18 institutions have been renewed for FY 2012

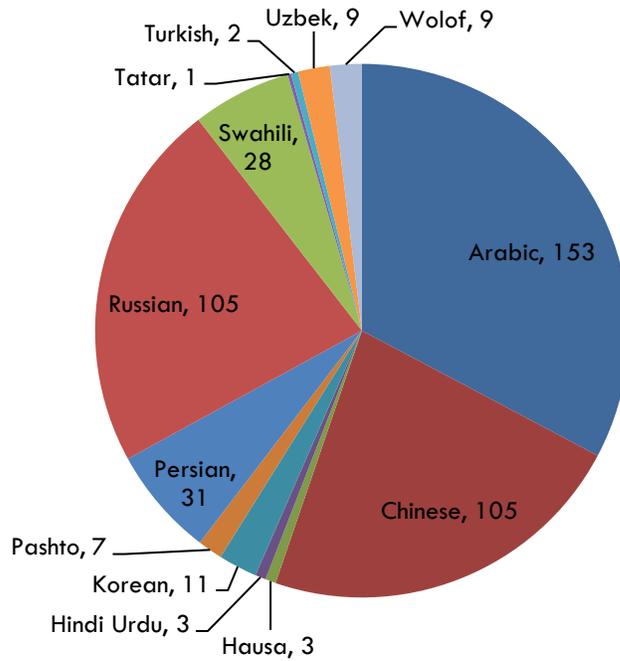


In total, 20 Project GO institutions offered 100 critical language summer courses. Of these, 47 courses were offered domestically, 45 courses were offered overseas, and eight courses were blended, coupling domestic study with an overseas immersion. Of the summer 2011 participants, about 50% (233) of the students studied a critical language domestically, while 41% (189) studied overseas, and 9% (45) coupled domestic study with overseas immersion.

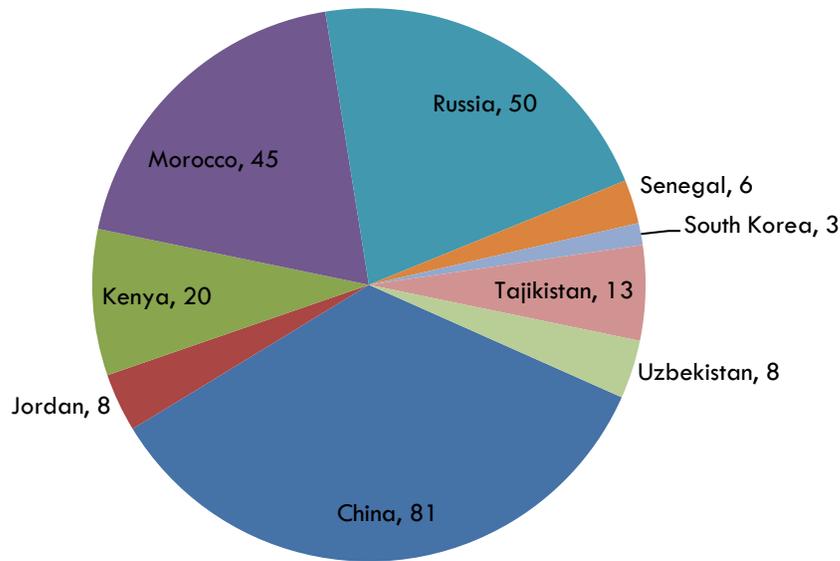
ROTC students from 163 different U.S. institutions participated nationwide in Project GO's summer 2011 critical language offerings. Roughly 50% (232) of these participants are enrolled at a Project GO-funded institution during the academic year. Another 50% (235) are enrolled at a non-Project GO funded institution during the academic year.

Arabic, Chinese, and Russian were the most popular languages studied by ROTC students through Project GO funding in 2011. Persian and Swahili language courses also experienced large enrollments. A complete breakout of the languages studied by Project GO students is included on the following page:





Of those students who studied overseas, China, Russia, and Morocco were the most popular destinations, followed by Kenya and Tajikistan, as demonstrated:



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, 2011 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.

INTERCULTURAL DIALOGUE

The fourth major Project GO objective in 2011 was to increase the number of ROTC students nationwide participating in intercultural dialogue. Four institutions, including North Georgia College and State University, Texas A&M University; San Diego State University, and the University of Mississippi designed intercultural dialogue projects in 2010, which began during the fall 2010 and continued through summer 2011. Each project integrated international students, either on-campus or in other countries via the internet, into focused dialogue with ROTC students enrolled in the 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. 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 develop future military officers with the language skills and cultural capabilities to meet existing and emerging needs within the Department of Defense.

As NSEP increasingly codifies the Project GO model, it anticipates strong language proficiency gains among program participants. NSEP's expectation is that Project GO-funded institutions will provide students the tools and resources required to achieve ILR Level 1 proficiency over a series of multiple language-learning interventions. Enhancing year-long language study and supporting extended overseas study for participants are key components of this strategy. Strengthening curricula, providing group and individual tutoring, sponsoring cultural events, and further coordinating outreach will also bolster program goals in 2012.

PROJECT GO PROGRAMS RENEWED IN 2011

COLLEGES AND UNIVERSITIES	SENIOR MILITARY COLLEGES
Arizona State University	North Georgia College and State University
Boston University	Norwich University
California State University, San Bernardino	Texas A&M University
Embry-Riddle Aeronautical University	The Citadel
Georgia Institute of Technology	Virginia Military Institute
Indiana University	
James Madison University	
Michigan State University	
North Carolina State University	
San Diego State University	
University of Mississippi	



University of Utah

University of Virginia

LANGUAGE TRAINING CENTERS



LANGUAGE TRAINING CENTERS: LANGUAGE AND CULTURE TRAINING FOR DOD PERSONNEL

LANGUAGE TRAINING CENTERS OVERVIEW

Language Training Centers (LTCs) are a new collaborative initiative of NSEP and the Defense Language Office developed for U.S. DoD personnel. At the request of Congress, from 2010-2011 NSEP funded the study, *Leveraging Language and Cultural Education and U.S. Higher Education Programs*. Through case study reports conducted by four higher education institutions, this study highlighted current Department of Defense-funded initiatives at higher education institutions and identified components of these efforts that could be leveraged for the training of DoD personnel. The findings of this study opened the dialogue between military installations and higher education institutions about language training and impacted the creation of the LTC pilot by providing the research based guidance necessary to develop the required criteria for participating higher education institutions.

The *Leveraging* report findings reveal that Federal investments in language and culture at higher education institutions have produced a group of universities with well-established programs and faculty expertise that are capable of supporting the military's needs for proficiency-based training in critical and less commonly taught languages at various levels of acquisition. Facilitating the establishment and continued growth of relationships between these institutions, military installations, and DoD entities is an integral part of the LTC pilot. The relationships built with higher education institutions through the LTC pilot have the potential to augment and enhance not only the number of languages available to DoD personnel, but also the range of instruction available in a given language, the quality of textbooks and authentic materials, and the availability of certified instructors and testers. Furthermore, the pilot addresses a key recommendation of the study which is for the Department to increase planning and support for coordinated strategic efforts with higher education institutions to train DoD personnel.

Through LTC training, participants will acquire and maintain knowledge and skills in critical languages, cultures, and strategic regions. The goal of the initiative is to increase DoD's language, regional, and cultural capacity; capabilities; and force readiness through language acquisition and proficiency sustainment.

LTCs are based at five U.S. institutions of higher education, and deliver specific linguistic and cultural training to DoD personnel. Each center has an institutional capacity to provide customized training to meet the specific needs of various DoD entities. LTC training will be delivered primarily through non-traditional delivery methods such as intensive immersion instruction and online modules. The coursework will support the Services, the Combatant Commands, the Guard and the Reserve, as well as civilian employees.

Each of the LTCs will provide:

- Training to DoD personnel that yields measurable language skills in reading, listening, and speaking;
- Training to DoD personnel in critical and strategic languages that are tailored to meet operational readiness requirements; and

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

Additionally, some LTC programs will provide opportunities for ROTC students across the nation to develop skills in critical and strategic languages.

2011 HIGHLIGHTS LANGUAGE TRAINING CENTERS

NSEP has funded five pilot LTCs. They are based at California State University-Long Beach; North Carolina State University; North Georgia College and State University; San Diego State University; and The University of Montana. Below is a summary of each university's 2011/2012 programming:

1. **CALIFORNIA STATE UNIVERSITY, LONG BEACH (CSU-LB)** is developing critical language programs to bridge the language and culture needs among California's Army Reserve and National Guard forces. The focus will be to enable and support individuals in acquiring, maintaining, or improving their language capacity off-duty.
2. **NORTH CAROLINA STATE UNIVERSITY (NCSSU)** is building intensive foreign language and culture training offerings for Ft. Bragg. Their LTC will include language courses, instructor training, and new opportunities for soldiers to earn university credit with potential support towards undergraduate degrees. This program is a partnership with Fort Bragg's U.S. Army JFK Special Warfare Center and School (SWCS), and activities are designed to meet the specific needs of the Special Forces Command.

North Carolina State will offer six-week courses in spring and summer 2012 at Fort Bragg, as well as summer coursework in residence at their home campus in Raleigh. Language offerings include Mandarin, Modern Standard Arabic, Pashto, Persian, Russian, and Urdu. LTC instruction will be intensive, requiring two sessions of three hours per day, for a total of six hours per day, five days per week. Students will receive up to eight credit hours per session. The focus of the instruction will be oral proficiency and cultural competence.

3. **NORTH GEORGIA COLLEGE AND STATE UNIVERSITY (NGCSU)** pilot initiative will support mid-level intensive language training for newly-commissioned lieutenants awaiting attendance to the Officer Basic Course. This initiative will enhance the language abilities of officers who already have taken four semesters of language and who wish to further their abilities. Approximately 15 officers will enter North Georgia's Strategic Language Intensive Programs in Chinese during summer 2012 for 12 weeks of language training.
4. **SAN DIEGO STATE UNIVERSITY (SDSU)** has a partnership between the Language Acquisition Resource Center (LARC) and Project GO, which will provide direct training for more than 160 Marines. The goal of this training is to enable participants to reach a minimum of an Inter-Agency Language Roundtable (ILR) rating of 0+ with the desired goal of ILR Level 1 level in three modalities (speaking, listening, and reading). This training focuses on Dari, Pashto, Persian, and other strategic languages, as needed. This work is done in collaboration with the Center for Advanced Operational Culture Learning (CAOCL), Twentynine Palms, and Camp Pendleton.



SDSU is also coordinating with the Marine Corps command to provide online, one-on-one, conversational tutoring, and language sustainment training. In addition, SDSU is collaborating with CAOCL to provide culture curriculum development, teacher training, and critical language and culture program delivery for the Marines.

5. **THE UNIVERSITY OF MONTANA** through the university's Maureen and Mike Mansfield Center focused their LTC efforts on short- and long-term language and cultural pre-deployment training. The Mansfield Center will offer training sessions in Arabic, Dari, and Pashto for National Guard and Reserve Forces, as requested. Planned trainings include 12 hours each of language and culture (total 24 hours) to meet the needs of approximately 500 National Guard personnel and Reservists who will be deploying.

The Mansfield Center's Defense Critical Language/Culture Program (DCLCP) will also provide training to 36 USMC soldiers, in order for them to reach an ILR Level 2. The Defense Language Proficiency Test (DLPT) will validate outcomes. Additional training offerings will be made available for an anticipated 48 Special Forces members. This training is designed to allow soldiers to reach a minimum ILR Level 1 through training that ranges from 8 to 24 weeks.

Finally, the Mansfield Center's DCLCP is developing culture courses/modules in topics specifically requested by USASOC in the following areas: Afghan Women, Medical Terminology, Agriculture, and Village Support Operations.

THE FUTURE OF THE LANGUAGE TRAINING CENTERS

The global security environment has grown more complex and is driving the continued demand for DoD to continue investing, building and sustaining language skills in a smaller force. The Language Training Centers will ensure that the language and cultural skills match the Department's top priorities by working closely with the Services on language training needs.

Strategic documents emphasize that U.S. global leadership and priorities for the 21st century defense include a smaller, more ready force that is well-prepared across the spectrum of mission. Language and culture skills are key capabilities and investments that are needed to ensure the Department has well-prepared, agile, and ready military personnel to engage in the full spectrum of missions. The role of the LTC as an efficient, responsive training resource is part of DoD's long-term investment strategy. NSEP and DLO will ensure close monitoring and technical assistance to the centers to make sure that they are meeting the language training needs they have outlined.

Language skills are important capabilities and investments that DoD will protect and sustain for the future. NSEP views LTCs as a key partner for continuing that investment in the U.S. military and civilian force.

NSEP SERVICE REQUIREMENT



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 Requirement²⁷ 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.

2011 HIGHLIGHTS

- In March 2011, The Boren Forum, an independent alumni group organized by and for NSEP award recipients, held an Intelligence Community Career Panel at the Johns Hopkins School for Advanced International Studies (SAIS). Led by Ms. Paula J. Roberts, former Assistant Director of National Intelligence for Human Capital and NSEP member, participating agencies included the Central Intelligence Agency, the Federal Bureau of Investigation and the Office of Naval Intelligence.
- In March 2011, the National Ground Intelligence Center praised the contributions of NSEP award recipients to its mission in an article entitled "Breaking Language Barriers" in *Government Executive* magazine.
- In July 2011 NSEP visited AFRICOM headquarters in Stuttgart, Germany to brief hiring officials about the use of our online resume database, NSEPnet.org.
- In August 2011 the Department of Homeland Security advertised openings for Refugee Officers within Citizenship and Immigration Services. Approximately 100 award recipients applied and, to date, 10 NSEP award recipients were offered positions.
- In September 2011, 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 November 2011, NSEP launched the Security Clearance Pilot Initiative, in which 10 NSEP award recipients will begin the process of obtaining a SECRET level clearance and 10 award recipients will begin the process of obtaining a TOP SECRET level clearance. Most importantly, this unique initiative will facilitate the hiring of these 20 talented award recipients but, furthermore, these 20 award recipients will serve as a control group to provide more insight into the challenges faced by NSEP award recipients in obtaining a clearance.
- The Department of the Army expanded their student brochure to include NSEP as a recruitment resource pool for their student programs.
- Senior staff at NSEP continued to develop relationships with the Combatant Commands, including EUCOM, PACOM, SOUTHCOM, and AFRICOM, to facilitate the hiring of NSEP award recipients.
- NSEP conducted targeted minority outreach activities at the 5th Annual Minority Serving Institutions' Community of Partners Conference in Dallas, TX.

²⁷ For a full legislative history of the NSEP Service Requirement, please refer to Appendix L.

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.²⁸ 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 include 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 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 years of substantially continuous service.
- Two full-time NSEP staff members work directly with NSEP award recipients on their job searches. These staff members provide job consultations, resume and cover letter assistance, lead webinars on the Service Requirement, and provide award recipients with information about the logistics of fulfilling the service requirement. 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 2011, NSEP organized an open house event at

²⁸ A full listing of Federal agencies where NSEP award recipients have completed service is included in Appendix M, while a listing of U.S. government organizations with national security responsibilities is located at Appendix N.



AECOM-NSP 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.

NSEP SERVICE REQUIREMENT FULFILLMENT

The NSEP Service Requirement was amended in 2008 to expand Federal employment creditable under the Service Agreement.²⁹ Award recipients from 2008-present are required to first search for positions in four "priority" areas of government, namely, the Departments of Defense, Homeland Security, and State, or any element of the Intelligence Community.³⁰ 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 priority areas of government, and then in any national security related Federal position.

As of November 2011, 2,344 NSEP award recipients had completed or were fulfilling their Service Requirements.³¹ 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.³²

²⁹ National Defense Authorization Act for Fiscal Year 2008, P.L. 110-181, Section 953.

³⁰ NSEP reviews, on a case-by-case basis, service approval requests for contract work at these priority agencies.

³¹ The 557 Boren Scholars awarded in 1994 and 1995 did not incur a Service Requirement. Accordingly, NSEP only uses the 1996-2011 Boren Scholars to communicate these service statistics. All other NSEP award recipients have incurred a Service Requirement upon acceptance of their Scholarship or Fellowship.

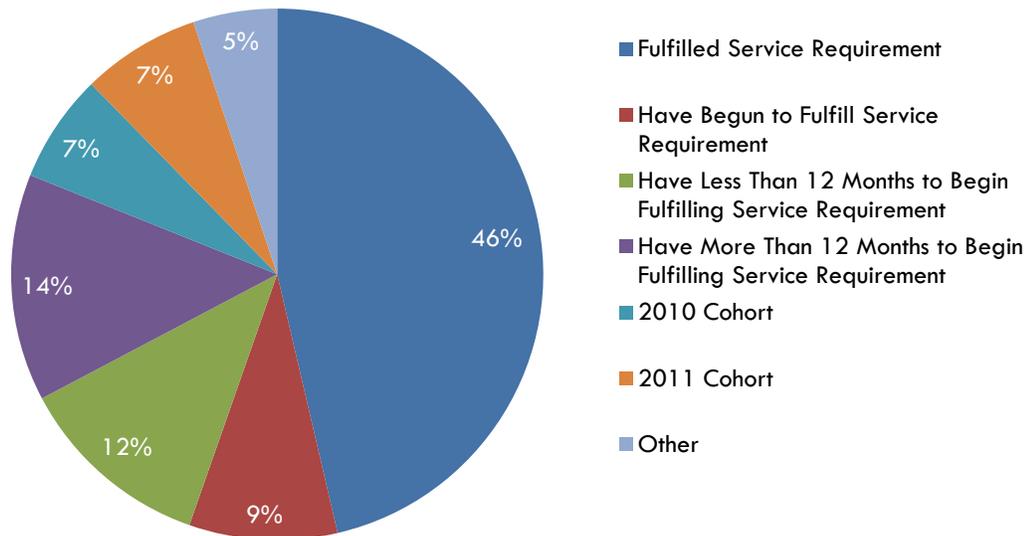
³² A listing of all Federal agencies where NSEP award recipients have fulfilled service is included in Appendix M. Appendix N lists locations potentially appropriate to complete service, as per legislation.

NSEP SERVICE REQUIREMENT



Award Type	Service in U.S. Government	Service in Higher Education	Service in Both
Boren Scholars	928	185	26
Boren Fellows	580	468	49
Flagship Fellows	99	1	2
EHLS Scholars	66	N/A	N/A

1996-2011 NSEP Award Recipients: Service Fulfillment



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 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.

FEDERAL PLACEMENT ACTIVITIES

There are approximately 1,900 NSEP award recipients who have not yet begun to fulfill their Service Requirement. Of these, approximately 80 percent have more than three 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 and have not yet entered 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.

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. It has actively partnered with agencies to create specific career pathways. For example, 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.

NSEP also 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 percent of all award recipients have been delinquent in their service agreements.



NATIONAL SECURITY EDUCATION PROGRAM

FUTURE OF NSEP: MEETING THE NEED FOR GOVERNMENT LANGUAGE EXPERTISE

Senator Boren's original vision in drafting the David L. Boren National Security Education Act in 1991 was to establish a means to create a strategic reserve of talent to serve the needs of all Federal agencies engaged in national security. Senator Boren sought to create a program that served the broader needs of the Federal Government and following his vision, many individuals have contributed to the success of NSEP over the past 20 years. Now, the real success of this program lies with the over 5,000 NSEP award recipients, who have helped transform our approach to training a new Federal workforce for the 21st Century.

Over the years, NSEP has grown in its depth and scope of programs to offer 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 relevant to national security.

As NSEP has increased its size and array of programs, it has striven to ensure that new programs complement those already in place to maximize coordination and benefit to both students and government agencies.³³ NSEP's team-based management approach coordinates outreach efforts for recruitment, as well as job placement of its program participants in agencies across the Federal Government. These coordinated efforts, along with the important changes to legislation over the years, have improved pathways for bringing this new talent into positions of national security.

Looking forward, NSEP will continue to work across the academic and government sectors to coordinate its efforts, ensuring program quality and accountability through the sharing of best practices across its growing array of programs. In 2012, NSEP plans to work more closely in partnership with the Department's Defense Language Office, working to coordinate many of the administrative and programmatic approaches to language and culture for the Department and to the nation. This will only help NSEP embrace its long-standing mission to serve the nation's critical language needs and contribute to U.S. national security.

³³ A comprehensive listing of all U.S. institutions of higher education funded through the auspices of the National Security Education Program is included in Appendix Q.



APPENDICES

- Appendix A: Federal Foreign Language Proficiency Scale**
- Appendix B: Howard Baker, Jr. Awardees and Profiles**
- Appendix C: Sol Linowitz Awardees and Profiles**
- Appendix D: 2011 David L. Boren Scholars**
- Appendix E: Select 2011 David L. Boren Scholar Profiles**
- Appendix F: 2011 David L. Boren Fellows**
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- Appendix H: List of Majors by Academic Fields**
- Appendix I: 2011 The Language Flagship Fellows**
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- Appendix K: 2011 English for Heritage Language Speakers Scholars**
- Appendix L: Legislative History of the NSEP Service Requirement**
- Appendix M: Positions of NSEP Scholars and Fellows Fulfilled/Fulfilling Federal governmental Service, 1996-2011**

- Appendix N: United States Government Organizations with National Security Responsibilities**
- Appendix O: NSEP-Funded U.S. Institutions of Higher Education**



APPENDIX A: FEDERAL AND ACADEMIC FOREIGN LANGUAGE PROFICIENCY SCALE

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

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



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

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



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

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

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



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

APPENDIX B: HOWARD BAKER, JR. AWARDEES AND PROFILES

Country	Language	Baker Award Recipient	Federal Service	Boren Year
Ukraine	Ukrainian	Meghan Iverson , 2011	Office of Naval Intelligence	2005
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

2011 – MEGHAN IVERSON

Ms. Iverson was awarded a Boren Scholarship in 2005 to study Ukrainian in the Ukraine. She went on to complete her Bachelor's degree in Political Science from Loyola University in 2008. Ms. Iverson is currently a Political-Military Analyst for the Office of Naval Intelligence. Her analyses have supported operations in the Pacific and Atlantic Oceans, as well as the Mediterranean Sea. She has authored intelligence products on issues as diverse as the impact of ballistic missile defense policy on the fleet operations and the readiness of the Russian Navy.

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	Linowitz Award Recipient	Federal Service	Boren Year
Syria	Arabic	Ahren Schaefer , 2011	U.S. Department of State	2005
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

2011 – AHREN SCHAEFER

Mr. Schaefer received a Boren Fellowship in 2005 to study Arabic in Syria. In addition to Arabic language study, Ahren researched conflict in the Arab World while overseas as a Fellow. He is now a Foreign Affairs Officer at the U.S. Department of State, Bureau of Intelligence and Research (INR). He works as an all-source intelligence analyst for terrorism issues in North and sub-Saharan Africa for INR working in the Office of Analysis for Terrorism, Narcotics, and Crime (TNC). Mr. Schaefer is recognized as one of the U.S. Government's key experts on al-Shabab, able to provide senior policymakers with an in-depth historical perspective on the group.

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 recently completed her second deployment to Iraq with DIA, where she conducted 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 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 D: 2011 DAVID L. BOREN SCHOLARS

Country	Language	Institution	Major	Home State
Albania	Albanian	University of Nebraska	International Relations	NE
Azerbaijan	Azerbaijani	Campbellsville University	Political Science	KY
Bosnia	Serbian	Arizona State University	International Relations	AZ
Brazil	Portuguese	University of Florida	Political Science	FL
Brazil	Portuguese	University of Georgia	Ecology	GA
Brazil	Portuguese	University of Illinois	Agriculture	IL
Brazil	Portuguese	University of Louisville	Biology	KY
Brazil	Portuguese	University of Kentucky	International Relations	KY
Brazil	Portuguese	University of Kentucky	History	KY
Brazil	Portuguese	Middlebury College	International Relations	MA
Brazil	Portuguese	University of Mississippi	International Relations	MO
Brazil	Portuguese	Oklahoma City University	Political Science	OK
Brazil	Portuguese	University of Oregon	International Relations	OR
Brazil	Portuguese	University of Pittsburgh	Environmental Studies	PA
China	Mandarin	Arizona State University	English Literature	AZ
China	Mandarin	Arizona State University	Chinese Languages & Literature	AZ
China	Mandarin	American University	International Relations	CA
China	Mandarin	University of Oregon	International Relations	CA
China	Mandarin	Clark University	Psychology	CT
China	Mandarin	Pepperdine University	International Business Admin.	IL
China	Mandarin	University of Maryland	Finance (Business)	MD
China	Mandarin	University of Oregon	International Relations	MD
China	Mandarin	Mount Holyoke College	Chinese Languages & Literature	MN
China	Mandarin	University of Mississippi	International Relations	MO
China	Mandarin	University of Pittsburgh	Religious Education	MO
China	Mandarin	Washington State University	Actuarial Science	MT
China	Mandarin	American University	International Relations	NJ
China	Mandarin	University of North Carolina	Chinese Languages & Literature	NC
China	Mandarin	University of Dayton	International Relations	OH
China	Mandarin	Ohio State University	Psychology	OH
China	Mandarin	University of Oklahoma	Anthropology	OK
China	Mandarin	University of Oregon	International Relations	OR
China	Mandarin	Fordham University	International Economics	PA
China	Mandarin	University of Tennessee, Knoxville	Business	TN
China	Mandarin	Brigham Young University	Chinese Languages & Literature	UT
China	Mandarin	University of Oklahoma	International Relations	VA
China	Mandarin	Johns Hopkins University	Mathematics	WA
China	Mandarin	Portland State University	Physics	WA



China	Mandarin	University of Wisconsin, Madison	Chinese Languages & Literature	WI
Czech Republic	Czech	University of South Carolina	Political Science	FL
Egypt	Arabic	University of Colorado at Boulder	Molecular Biology	CO
Egypt	Arabic	University of Michigan	History	IL
Egypt	Arabic	University of Texas	Arabic Languages & Literature	LA
Egypt	Arabic	Ohio State University	Arabic Languages & Literature	MD
Egypt	Arabic	University of Maryland	International Relations	MD
Egypt	Arabic	Princeton University	Near East Area Studies	NJ
Egypt	Arabic	Pomona College	International Relations	NJ
Egypt	Arabic	University of Chicago	Political Science	PA
Egypt	Arabic	University of Texas	French Language & Literature	TX
Egypt	Arabic	Virginia Commonwealth University	International Relations	VA
Egypt	Arabic	University of Virginia	International Relations	VA
India	Hindi	Brown University	Classical Languages & Literature	MA
India	Hindi	Virginia Commonwealth University	International Relations	VA
Indonesia	Indonesian	North Carolina State University	Chemical Engineering	NC
Indonesia	Indonesian	American University	International Economics	VA
Israel	Arabic	Western Michigan University	Sociology	MI
Japan	Japanese	Arizona State University	Biology	AZ
Japan	Japanese	Claremont McKenna College	Languages	CA
Japan	Japanese	San Francisco State University	Languages	CA
Japan	Japanese	University of California, Santa Barbara	Political Science	CA
Japan	Japanese	DePaul University	East Asian Languages & Literature	KY
Japan	Japanese	University of Pittsburgh	East Asia/Pacific Area Studies	MD
Japan	Japanese	Kalamazoo College	Social Sciences	MI
Japan	Japanese	Boston College	International Relations	NJ
Japan	Japanese	Texas Tech University	Mathematics	NM
Japan	Japanese	University of New Mexico	Mechanical Engineering	NM
Japan	Japanese	University of Puerto Rico, Mayaguez	Civil Engineering	PR
Japan	Japanese	Western Washington University	International Business	UT
Jordan	Arabic	University of Arizona	Political Science	AZ
Jordan	Arabic	Arizona State University	Political Science	AZ
Jordan	Arabic	Claremont McKenna College	Political Science	CA
Jordan	Arabic	American University	International Relations	CA
Jordan	Arabic	Arizona State University	Finance (Business)	CA
Jordan	Arabic	Florida State University	Middle East Area Studies	FL
Jordan	Arabic	Florida State University	Middle East Area Studies	FL
Jordan	Arabic	University of Central Florida	International Relations	FL
Jordan	Arabic	University of Chicago	International Relations	GA
Jordan	Arabic	University of Chicago	International Relations	IL

Jordan	Arabic	University of Illinois	Computer Sciences	IL
Jordan	Arabic	American University	International Relations	KY
Jordan	Arabic	Washington University in Saint Louis	International Relations	KY
Jordan	Arabic	University of Chicago	Political Science	MA
Jordan	Arabic	George Washington University	International Relations	NY
Jordan	Arabic	Canisius College	International Relations	NY
Jordan	Arabic	Brigham Young University	Middle East Area Studies	OR
Jordan	Arabic	Cornell University	Near East Area Studies	PA
Jordan	Arabic	Villanova University	Political Science	PA
Jordan	Arabic	College of William and Mary	International Relations	PA
Jordan	Arabic	Claremont McKenna College	History	TX
Jordan	Arabic	University of Chicago	Political Science	UT
Jordan	Arabic	University of Washington	International Relations	WA
Jordan	Arabic	University of Kentucky	International Relations	WV
Kosovo	Albanian	Arizona State University	Political Science	AZ
Kyrgyzstan	Russian	George Mason University	International Relations	VA
Morocco	Arabic	University of Alabama	International Relations	AL
Morocco	Arabic	University of Chicago	International Relations	FL
Morocco	Arabic	University of Central Missouri	Biology	IA
Morocco	Arabic	Boston College	Mathematics	ME
Morocco	Arabic	University of Maryland, Baltimore County	Peace & Conflict Resolution	MD
Morocco	Arabic	University of Pennsylvania	Near East Area Studies	MN
Morocco	Arabic	Marymount Manhattan College	International Relations	NY
Nigeria	Yoruba	University of Maryland	History	MD
Oman	Arabic	University of Georgia	Arabic Languages & Literature	TN
Russia	Russian	Arizona State University	Environmental Studies	AZ
Russia	Russian	Arizona State University	Slavic Languages & Literature	AZ
Russia	Russian	Arizona State University	Economics	AZ
Russia	Russian	University of California, Los Angeles	Political Science	CA
Russia	Russian	University of Louisville	Political Science	KY
Russia	Russian	University of Maryland	Slavic Languages & Literature	MD
Russia	Russian	University of Maryland	Biochemistry	MD
Russia	Russian	University of Missouri, Columbia	Political Science	MO
Russia	Russian	College of New Jersey	International Relations	NJ
Russia	Russian	Portland State University	Applied Linguistics	OR
Russia	Russian	University of Puerto Rico, Rio Piedras	Economics	PR
Russia	Russian	University of Alabama	International Relations	TX
Russia	Russian	Johns Hopkins University	International Relations	VA
Russia	Russian	West Virginia University	Civil Engineering	WV



South Africa	Zulu	Fordham University	International Economics	IL
South Africa	Zulu	Mount Holyoke College	Neuroscience	NY
South Africa	Xhosa	University of Rhode Island	Microbiology	RI
South Korea	Korean	American University	International Relations	KS
South Korea	Korean	American University	East Asia/Pacific Area Studies	MD
South Korea	Korean	University of Massachusetts	Microbiology	MA
South Korea	Korean	Saint Cloud State University	International Relations	MN
South Korea	Korean	Ohio State University	East Asian Languages & Literature	NE
Taiwan	Mandarin	Norwich University	Political Science	CT
Taiwan	Mandarin	University of North Carolina, Chapel Hill	Chinese Languages & Literature	NC
Tajikistan	Persian	George Washington University	International Relations	NY
Tajikistan	Persian	American University	International Relations	PA
Tajikistan	Persian	Georgetown University	History, Middle Eastern	PA
Tanzania	Swahili	California State University, East Bay	International Relations	CA
Tanzania	Swahili	Seattle University	International Relations	CO
Tanzania	Swahili	Virginia Military Institute	History	FL
Tanzania	Swahili	Willamette University	English	ID
Tanzania	Swahili	University of Pennsylvania	Sociology	MA
Tanzania	Swahili	Cooper Union	Civil Engineering	NJ
Tanzania	Swahili	University of Chicago	Language Theory	PA
Tanzania	Swahili	American University	International Relations	PA
Tanzania	Swahili	University of Pittsburgh	Political Science	PA
Tanzania	Swahili	College of William and Mary	Chemistry	TX
Tanzania	Swahili	Willamette University	History	WA
Tanzania	Swahili	Marquette University	International Relations	WI
Thailand	Thai	Nebraska Wesleyan University	Physiology	NE
Thailand	Burmese	Carnegie Mellon University	Anthropology	OH
Turkey	Turkish	University of Florida	Women's Studies	FL
Turkey	Turkish	Boston University	Language Theory	MA
Turkey	Turkish	Nebraska Wesleyan University	Political Science	NE
Turkey	Turkish	University of Maryland	Government	NJ
Turkey	Turkish	Virginia Commonwealth University	Political Science	VA
Ukraine	Ukrainian	University of Kentucky	International Relations	KY
Ukraine	Ukrainian	Milwaukee School of Engineering	Bioengineering/Biomedical Engineering	WI

APPENDIX E: SELECT 2011 DAVID L. BOREN SCHOLAR PROFILES

- As part of the Science, Technology, Engineering, and Mathematics (STEM) initiative, a junior bioengineering major from the Milwaukee School of Engineering spent the summer in L'viv, Ukraine, where she intensively studied Ukrainian. In the future, she hopes to work to combat biochemical terrorism.
- A senior at the University of Austin, Texas majoring in Arabic language and literature with a minor in Middle East area studies, is spending the academic year on the Language Flagship program at the University of Alexandria in Egypt.
- A University of Pittsburgh junior environmental studies major and Portuguese language minor is spending the year in Brazil. She is studying Portuguese, while also learning about environmental issues in Brazil.
- A senior at the University of Oklahoma, double majoring in international relations and chemistry, is spending the year at Yunnan University in China, where he is studying Mandarin.
- As part of the African Languages Initiative, a history major from Willamette University is studying Swahili in Tanzania for the academic year. Under this initiative, she also received supplementary funding to study Swahili domestically during summer 2011. Currently a junior, this Boren Scholar hopes to work with the U.S. Agency for International Development in the future.



APPENDIX F: 2011 DAVID L. BOREN FELLOWS

Country	Language	Institution	Academic Discipline	Home State
Armenia	Armenian	Fordham University	International Affairs	NY
Bosnia	Bosnian	American University	International Affairs	WI
Bosnia	Bosnian	Arizona State University	History	AZ
Brazil	Portuguese	American University	International Affairs	PR
Brazil	Portuguese	George Washington University	International Affairs	DC
Brazil	Portuguese	Louisiana State University	Engineering	LA
Brazil	Portuguese	University of Chicago	Political Science	IL
Brazil	Portuguese	University of Maryland	Geography	DE
Brazil	Portuguese	University of Texas	Political Science	WI
Brazil	Portuguese	Vanderbilt University	International Affairs	KS
Brazil	Portuguese	Yale University	Environmental Sciences	CA
Cambodia	Khmer	American University	International Affairs	OH
China	Mandarin	American University	International Affairs	NC
China	Mandarin	American University	International Affairs	IL
China	Mandarin	George Washington University	Area Studies	CA
China	Uighur	Georgetown University	History	CT
China	Mandarin	Johns Hopkins University, SAIS	International Affairs	IA
China	Mandarin	Johns Hopkins University, SAIS	International Affairs	MD
China	Mandarin	Johns Hopkins University, SAIS	International Affairs	AZ
China	Mandarin	Johns Hopkins University, SAIS	Sociology	MI
China	Mandarin	Ohio State University	Language & Literature	NJ
China	Mandarin	Seton Hall University	International Affairs	TX
China	Mandarin	University of California, Berkeley	Political Science	CA
China	Mandarin	University of California, Los Angeles	Urban Planning	CA
China	Mandarin	University of California, San Diego	History	CA
China	Mandarin	University of Chicago	Political Science	KS
China	Mandarin	University of Iowa	Law	IA
China	Mandarin	University of South Carolina	Business Administration	VA
China	Mandarin	University of Texas	Political Science	CA
Egypt	Arabic	California State University, Chico	Political Science	CA
Egypt	Arabic	George Washington University	Linguistics	VA
Egypt	Arabic	George Washington University	Political Science	CO
Egypt	Arabic	George Washington University	Political Science	NC
Egypt	Arabic	Georgetown University	International Affairs	DC
Egypt	Arabic	Georgetown University	International Affairs	WA
Egypt	Arabic	Johns Hopkins University, SAIS	Political Science	TX
Egypt	Arabic	Johns Hopkins University, SAIS	Economics	CA
Egypt	Arabic	Tufts University	Area Studies	FL
Egypt	Arabic	University of California, San Diego	Political Science	CA
Egypt	Arabic	University of Maryland	Language & Literature	MA
Egypt	Arabic	University of Texas	Political Science	OK
Ethiopia	Amharic	University of Wyoming	Environmental Sciences	TX



Georgia	Georgian	University of Michigan	Area Studies	CT
India	Hindi	Johns Hopkins University, SAIS	Economics	CO
India	Hindi	New York University	Political Science	NY
India	Hindi	Texas A&M University	Agriculture	TX
India	Urdu	Tufts University	Public Health	MD
India	Hindi	Tufts University	Political Science	VA
India	Urdu	University of Washington	Language & Literature	MI
Indonesia	Indonesian	Ohio University	Area Studies	OH
Indonesia	Indonesian	University of Colorado at Boulder	Mathematics	KS
Indonesia	Indonesian	University of Wisconsin, Madison	Area Studies	WI
Israel	Arabic	American University	International Affairs	AZ
Japan	Japanese	Florida International University	International Affairs	FL
Jordan	Arabic	American University	Sociology	DC
Jordan	Arabic	Kansas State University	International Affairs	KS
Jordan	Arabic	University of California, Los Angeles	Political Science	CA
Jordan	Arabic	University of Denver	International Affairs	WA
Kazakhstan	Kazakh	University of Pittsburgh	Law	PA
Kenya	Swahili	Cornell University	Agriculture	NY
Kenya	Swahili	Johns Hopkins University, SAIS	Environmental Sciences	VA
Kenya	Somali	Seton Hall University	International Affairs	WA
Kenya	Swahili	University of Iowa	Geography	IA
Macedonia	Albanian	New School University	Education	NY
Mexico	Nahuatl	Pennsylvania State University	Geography	MI
Mexico	Mayan	University of Florida	Anthropology	AL
Nigeria	Yoruba	Carnegie Mellon University	International Affairs	PA
Nigeria	Yoruba	Georgetown University	Language & Literature	AZ
Nigeria	Yoruba	New York University	Education	WA
Nigeria	Igbo	New York University	Political Science	AZ
Oman	Arabic	Georgetown University	International Affairs	VA
Russia	Russian	Harvard University	Sociology	NY
Russia	Russian	University of Chicago	International Affairs	MD
Russia	Russian	University of Texas	Political Science	TX
Rwanda	Swahili	University of Colorado at Boulder	Engineering	CO
South Africa	Zulu	Howard University	Area Studies	AR
South Africa	Afrikaans	University of California, Los Angeles	Public Health	NY
South Africa	Zulu	University of Denver	International Affairs	CO
South Korea	Korean	George Washington University	International Affairs	VA
South Korea	Korean	University of Hawaii, Manoa	Language & Literature	IL
Taiwan	Mandarin	University of Denver	International Affairs	FL
Tajikistan	Persian	Biola University	Religious Studies	CA
Tajikistan	Persian	California State University, LA	International Affairs	CA
Tajikistan	Persian	Georgetown University	International Affairs	MD
Tajikistan	Tajik	Indiana University	Public Administration	MO
Tajikistan	Persian	University of Maryland	Language & Literature	CA
Tanzania	Swahili	Brandeis University	International Affairs	WA
Tanzania	Swahili	Georgetown University	International Affairs	DC

Tanzania	Swahili	Howard University	Social Work	DC
Tanzania	Swahili	Johns Hopkins University	Public Health	MN
Tanzania	Swahili	Middle Tennessee State University	International Affairs	TN
Tanzania	Swahili	Monterey Inst. of Intl. Studies	Public Health	DE
Tanzania	Swahili	Ohio University	International Affairs	TN
Tanzania	Swahili	Syracuse University	Social Work	NY
Tanzania	Swahili	University of Denver	International Affairs	MO
Tanzania	Swahili	University of Michigan	Urban Planning	DC
Tanzania	Swahili	University of Pittsburgh	International Affairs	WI
Tanzania	Swahili	University of South Florida	Public Health	VA
Tanzania	Swahili	University of Wisconsin, Milwaukee	Political Science	WI
Tanzania	Swahili	Washington State University	Political Science	WA
Thailand	Thai	Northern Illinois University	Political Science	VA
Thailand	Thai	Ohio State University	Political Science	OH
Tunisia	Arabic	Tufts University	International Affairs	CA
Turkey	Turkish	Syracuse University	Economics	ME
Turkey	Persian	University of Pennsylvania	Political Science	UT
Turkey	Turkish	University of Texas	International Affairs	TX
Turkey	Turkish	University of Washington	Sociology	OR
Turkey	Turkish	University of Washington	International Affairs	WA
Uganda	Luganda	Temple University	Anthropology	VA
Ukraine	Ukrainian	University of Kansas	History	KS
Vietnam	Vietnamese	University of California, Berkeley	History	CA



APPENDIX G: SELECT 2011 DAVID L. BOREN FELLOWS PROFILES

- As part of the African Languages Initiative, a master's of public policy candidate from Carnegie Mellon University spent the fall in Ibadan, Nigeria, where she is studying Yoruba. This Boren Fellow also studied Yoruba domestically during the summer prior to her overseas study.
- A Master's student in mathematics from the University of Colorado, Boulder is furthering his study of Bahasa Indonesia, which he already speaks at an advanced level. While in Indonesia, he is also conducting research on understanding and anticipating the impact of tsunamis.
- A law student from the University of Iowa is studying Mandarin language and law in China, while researching Chinese labor law. In the future, he hopes to work as an international trade specialist at the Department of Commerce.
- An M.A. student at the University of Maryland, College Park who is enrolled in the Persian Language Flagship Program is spending the academic year in Tajikistan studying Persian. Her program includes 30 hours of formal language study a week.
- A Ph.D. candidate at political science at Tufts University is studying Hindi in India. While there, he is also conducting research on political and economic issues related to child nutrition.



APPENDIX H: 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

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 I: 2011 THE LANGUAGE FLAGSHIP FELLOWS

Country	Language	Domestic Flagship Institution	Overseas Flagship Center	Home State
China	Mandarin	Brigham Young University	Nanjing University	UT
China	Mandarin	Indiana University	Nanjing University	CT
China	Mandarin	Ohio State University	Nanjing University	VA
China	Mandarin	Ohio State University	Nanjing University	OH
China	Mandarin	Ohio State University	Nanjing University	VA
China	Mandarin	Ohio State University	Nanjing University	OH
China	Mandarin	Ohio State University	Nanjing University	CA
China	Mandarin	Ohio State University	Nanjing University	KY
Egypt	Arabic	University of Maryland	Alexandria University	MI
Egypt	Arabic	University of Maryland	Alexandria University	DC
Egypt	Arabic	University of Maryland	Alexandria University	CT
Egypt	Arabic	University of Maryland	Alexandria University	IL
Egypt	Arabic	University of Maryland	Alexandria University	CA
Egypt	Arabic	University of Maryland	Alexandria University	IL
Egypt	Arabic	University of Maryland	Alexandria University	MA
Egypt	Arabic	University of Maryland	Alexandria University	MD
Egypt	Arabic	University of Maryland	Alexandria University	MD
Egypt	Arabic	University of Maryland	Alexandria University	DC
Egypt	Arabic	University of Maryland	Alexandria University	VA
South Korea	Korean	University of Hawaii	Korea University	UT
South Korea	Korean	University of Hawaii	Korea University	CA
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	UT
South Korea	Korean	University of Hawaii	Korea University	IL
South Korea	Korean	University of Hawaii	Korea University	CA
Syria	Arabic	University of Maryland	University of Damascus	MD
Syria	Arabic	University of Maryland	University of Damascus	VA
Syria	Arabic	University of Maryland	University of Damascus	NH
Syria	Arabic	University of Maryland	University of Damascus	MI
Tajikistan	Persian	University of Maryland	Tajik State University	VA
Tajikistan	Persian	University of Maryland	Tajik State University	TX
Tajikistan	Persian	University of Maryland	Tajik State University	MD
Tajikistan	Persian	University of Maryland	Tajik State University	VA
Tajikistan	Persian	University of Maryland	Tajik State University	KS
Tajikistan	Persian	University of Maryland	Tajik State University	NY
Tajikistan	Persian	University of Maryland	Tajik State University	CO



APPENDIX J: 2011 BOREN – FLAGSHIP SCHOLARS AND FELLOWS

Country	Language	Domestic Flagship Institution	Overseas Flagship Center	Home State
China	Mandarin	Arizona State University	Nanjing University	AZ
China	Mandarin	Arizona State University	Nanjing University	AZ
China	Mandarin	Brigham Young University	Nanjing University	UT
China	Mandarin	University of Oregon	Nanjing University	OR
China	Mandarin	University of Oregon	Nanjing University	OR
China	Mandarin	University of Oregon	Nanjing University	OR
Egypt	Arabic	University of Maryland	Alexandria University	MA
Egypt	Arabic	University of Maryland	Alexandria University	MD
Egypt	Arabic	University of Michigan	Alexandria University	MI
Egypt	Arabic	University of Texas	Alexandria University	TX
Egypt	Arabic	University of Texas	Alexandria University	TX
Russia	Russian	Portland State University	St. Petersburg State University	OR
Russia	Russian	University of California, LA	St. Petersburg State University	CA
South Korea	Korean	University of Hawaii	Korea University	IL
Tajikistan	Persian	University of Maryland	Tajik State University	MD



APPENDIX K: 2011 ENGLISH FOR HERITAGE LANGUAGE SPEAKERS SCHOLARS

Country of Origin	Heritage Language	EHLS Institution	Professional Field	Home State
Egypt	Arabic	Georgetown University	Engineering	SC
Egypt	Arabic	Georgetown University	Business Administration	TX
Egypt	Arabic	Georgetown University	Medicine	VA
Egypt	Arabic	Georgetown University	Law	MD
Egypt	Arabic	Georgetown University	Media Relations	VA
Egypt	Arabic	Georgetown University	Finance	VA
Iraq	Arabic	Georgetown University	Engineering	VA
Kuwait	Arabic	Georgetown University	Telecommunications	VA
Lebanon	Arabic	Georgetown University	Linguistics	VA
Mauritania	Arabic	Georgetown University	Education	VA
Morocco	Arabic	Georgetown University	ESL	VA
Morocco	Arabic	Georgetown University	Business Analysis	MD
Morocco	Arabic	Georgetown University	International Trade	VA
Morocco	Arabic	Georgetown University	Pharmacy	VA
Sudan	Arabic	Georgetown University	Business Management	VA
Sudan	Arabic	Georgetown University	Program Management	VA
Sudan	Arabic	Georgetown University	Geotechnical Geology	VA
Sudan	Arabic	Georgetown University	Engineering	VA
Afghanistan	Dari	Georgetown University	Foreign Service	VA
Nigeria	Hausa	Georgetown University	Research Assistant	MD
Nigeria	Igbo	Georgetown University	Economics	DC
Nigeria	Igbo	Georgetown University	Marketing	VA
China	Mandarin	Georgetown University	Architect	MD
China	Mandarin	Georgetown University	Information Technology	MD
China	Mandarin	Georgetown University	Information Technology	MD
Taiwan	Mandarin	Georgetown University	Business	VA
Taiwan	Mandarin	Georgetown University	Multi-Cultural Education	MD
Iran	Persian Farsi	Georgetown University	Architecture	VA
Iran	Persian Farsi	Georgetown University	Banking and Accounting	MD
Iran	Persian Farsi	Georgetown University	Emergency Management	CA
Iran	Persian Farsi	Georgetown University	Translation & Interpretation	VA
Pakistan	Persian Farsi	Georgetown University	Linguistics	MD
Somalia	Somali	Georgetown University	Social Work	VA
Kenya	Swahili	Georgetown University	Law	MD
Tanzania	Swahili	Georgetown University	Information Technology	DC



APPENDIX L: LEGISLATIVE HISTORY OF THE NSEP 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...”³⁴ 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.”³⁵

The NSEP Service Requirement was again amended in 2008 to expand Federal employment creditable under the Service Agreement.³⁶ 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.

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

³⁴ National Defense Authorization Act for Fiscal Year 2004, P.L. 108-136, Section 925.

³⁵ John Warner National Defense Authorization Act for Fiscal Year 2007, P.L. 109-364, Section 945.

³⁶ National Defense Authorization Act for Fiscal Year 2008, P.L. 110-181, Section 953.



established by OPM in 1997, NSEP award recipients may be hired non-competitively for up to four 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 years of substantially continuous service.

APPENDIX M: LOCATIONS WHERE NSEP AWARD RECIPIENTS HAVE FULFILLED SERVICE³⁷

Organization Office	Total by Organization	Total by Office
Broadcasting Board of Governors		2
Central Intelligence Agency		82
Commission on Security and Cooperation in Europe		3
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	7	
Forest Service	2	
Natural Resources and Conservation Service	1	
Other: Department of Agriculture	9	
Department of Commerce		82
Bureau of Economic Analysis	6	
Bureau of Industry and Security	2	
Economics and Statistics Administration	1	
International Trade Administration	50	
National Oceanic and Atmospheric Administration	10	
Other: Department of Commerce	13	
Department of Defense		599
Asia-Pacific Center for Security Studies	2	
Combatant Commands	13	
Contractor	127	
Defense Contract Management Agency	1	
Defense Information Systems Agency	2	
Defense Intelligence Agency	49	
Defense Language Institute	4	
Defense Threat Reduction Agency	6	
Department of the Air Force	28	
Department of the Army	81	
Department of the Navy	64	
Military (unspecified)	1	
National Defense University	37	
National Geospatial Intelligence Agency	19	

³⁷ Due to improved reporting capabilities, NSEP now provides service completion data by an individual award recipient's total number of jobs held.



Organization Office	Total by Organization	Total by Office
National Ground Intelligence Center	11	
National Security Agency	32	
National Security Education Program	20	
NATO Stabilization Force	1	
Office of the Secretary of Defense	22	
U.S. Marine Corps	20	
U.S. Mission to NATO	1	
National Language Service Corps	39	
Other: Department of Defense	19	
Department of Education		6
Department of Energy		32
DOE National Laboratory	13	
Energy Information Administration	1	
National Nuclear Security Administration	4	
National Renewable Energy Laboratory	2	
Office of Environmental Management	1	
Other: Department of Energy	11	
Department of Health and Human Services		32
Centers for Disease Control and Prevention	14	
Food and Drug Administration	1	
National Institutes of Health	4	
Office of Global Health Affairs	2	
Other: Department of Human Services	11	
Department of Homeland Security		66
U.S. Customs and Border Protection	7	
Federal Emergency Management Agency	2	
Office of the District Counsel	1	
Plum Island Animal Disease Center	1	
Private Sector Office	4	
Transportation Security Administration	8	
U.S. Coast Guard	1	
U.S. Citizenship and Immigration Services	15	
Other: Department of Homeland Security	27	
Department of the Interior		13
Department of Justice		52
Central and East European Law Initiative	1	
Civil Rights Division	2	
Drug Enforcement Administration	6	
Environment and Natural Resources Division	1	
Federal Bureau of Investigation	20	

Organization Office	Total by Organization	Total by Office
Immigration and Naturalization Service	3	
U.S. Attorney's Office	1	
Other: Department of Justice	18	
Department of Labor		4
Department of State		414
Bureau of Administration	7	
Bureau of Arms Control	1	
Bureau of Consular Affairs	20	
Bureau of Democracy, Human Rights, and Labor	4	
Bureau of Diplomatic Security	9	
Bureau of East Asian and Pacific Affairs	21	
Bureau of Educational and Cultural Affairs	17	
Bureau of European and Eurasian Affairs	20	
Bureau of Intelligence and Research	12	
Bureau of International Narcotics and Law Enforcement Affairs	4	
Bureau of International Security and Nonproliferation	5	
Bureau of Near Eastern Affairs	22	
Bureau of Political-Military Affairs	12	
Bureau of Population, Refugees, and Migration	3	
Bureau of Public Affairs	10	
Bureau of South and Central Asian Affairs	6	
Bureau of Western Hemisphere Affairs	10	
Foreign Service	105	
Iraq Reconstruction Management Office	3	
U.S. Mission to the United Nations	4	
Other: State Department	119	
Department of Transportation		7
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		15
Office of Management and Budget	6	
National Security Council	3	
Office of the U.S. Trade Representative	2	
Office of the Special Envoy to the Americas	1	



Organization Office	Total by Organization	Total by Office
Other: Executive Office	3	
Federal Communications Commission		2
Federal Judiciary		19
U.S. Court of Appeals	2	
U.S. District Courts	16	
Other : Federal Judiciary	2	
Federal Reserve		7
Office of the Director of National Intelligence		9
Intelligence Community (Unspecified)		8
Inter-American Foundation		1
Millennium Challenge Corporation		7
National Aeronautics and Space Administration		22
National Science Foundation		9
Overseas Private Investment Corporation		3
Peace Corps		50
Securities and Exchange Commission		2
Small Business Administration		2
Smithsonian Institution		3
Social Security Administration		4
U.S. African Development Foundation		1
U.S. Agency for International Development		167
U.S. Holocaust Memorial Museum		1
U.S. Congress		65
Congressional Budget Office	3	
Congressional Executive Commission on China	1	
Government Accountability Office	5	
Library of Congress	6	
U.S. House of Representatives	26	
U.S. Senate	22	
U.S. Institute of Peace		3
U.S. International Trade Commission		1
U.S. Postal Service		1
U.S. Trade and Development Agency		1
TOTAL		1,883

**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

- United 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

APPENDIX O: LIST OF NSEP-FUNDED U.S. INSTITUTIONS OF HIGHER EDUCATION

University	African Language Initiative	EHLS	The Language Flagship	Language Training Centers	Project GO
Arizona State University			✓*		✓
Boston College					✓
Brigham Young University			✓		
Bryn Mawr College			✓		
California State University, San Bernardino					✓
Embry-Riddle Aeronautical University					✓
Georgia Institute of Technology			✓*		✓
Georgetown University		✓			
Hunter College			✓		
Indiana University			✓		✓
James Madison University					✓
Michigan State University			✓		✓
North Carolina State University				✓	✓
North Georgia College and State University			✓*	✓	✓
Norwich University					✓
Portland State University			✓		
San Diego State University				✓	✓
San Francisco State University			✓		
Texas A&M University					✓
The Citadel					✓
University of California, Long Beach				✓	
University of California, Los Angeles			✓		
University of Florida	✓				
University of Georgia			✓		
University of Hawaii, Manoa			✓		
University of Maryland			✓		
University of Michigan			✓		
University of Montana				✓	
University of Mississippi			✓		✓
University of Oklahoma			✓		
University of Oregon			✓		
University of Rhode Island			✓		
University of Texas, Austin			✓		
University of Utah					✓
University of Wisconsin, Madison			✓		
Virginia Military Institute					✓
Western Kentucky University			✓		

* Indicates institutions selected for the Flagship/ROTC Pilot Initiative



