

NATIONAL SECURITY EDUCATION PROGRAM

***2005-2006 COMBINED
ANNUAL REPORT***





SNAPSHOTS OF DAVID L. BOREN SCHOLARS



Boren Scholar in Morocco

A sophomore chemistry and Chinese languages and literature double major from the College of William and Mary improved her Mandarin to advanced-mid proficiency while studying at Tsinghua University in Beijing, China.

A sophomore psychology and Chinese languages and literature double major and Japanese language minor from Georgetown University studied Mandarin on a Council on International Educational Exchange (CIEE) program at Nanjing University in China. She enhanced her language skills to the advanced proficiency level.

A sophomore language theory major from Stanford University studied on a “Croatian for Foreigners” program administered through Croaticum in Zagreb, Croatia where he completed his semester abroad with advanced level proficiency in Croatian.

A junior economics and Middle Eastern area studies double major and South Asia area studies minor from Rutgers University studied at the American University in Cairo where he enhanced his Arabic skills, which he hopes to use in a career within the Intelligence Community.



Boren Scholar in Thailand/Burma

SNAPSHOTS OF DAVID L. BOREN FELLOWS



Boren Fellow in China

An international educational development doctoral student from Columbia University advanced his Hindi while researching participatory adult education that promotes democracy and community development among the rural poor in India.

A master's student in international public administration at Monterey Institute of International Studies investigated Syrian civil society institutions while improving his Arabic in Damascus, Syria.

A doctoral student in political science from the George Washington University studied Mandarin in Taiwan while investigating the emerging informal institution between Taiwanese businessmen in China and the Chinese State.

A social welfare doctoral student from the University of California, Los Angeles studied Vietnamese while conducting field research on a nutritional approach to addressing HIV/AIDS in Vietnam.



Second from Left: Boren Fellow in Jordan

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Same as above

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

N/A



LETTER FROM THE UNDER SECRETARY OF DEFENSE FOR PERSONNEL AND READINESS

Senator David L. Boren envisioned a program that would provide U.S. undergraduate and graduate students with the opportunity to travel throughout the world to learn languages and cultures Americans rarely study with the specific purpose in mind to develop learned, articulate, and trained internationalists for careers in the Federal Government. These alumni would add to our nation's availability to communicate and work effectively with people from around the world. This vision became reality in 1991, with the passage of the David L. Boren National Security Education Act creating the National Security Education Program (NSEP).



From 1994-2006, over 3,400 U.S. students have benefited from NSEP David L. Boren Scholarships & Fellowships, Flagship Fellowships, and English for Heritage Language Speakers Scholarships. These awards represent the best of the American higher education system; the recipients are highly motivated, and are selected through a rigorous, annual national merit-review competition. Alumni of all these programs agree to work in national security-related positions throughout the Federal Government.

During 2005 and 2006, NSEP experienced significant growth. NSEP expanded its efforts with The Language Flagship to develop students with professional-level proficiency in the most critical languages. The Program also began an initiative to provide professional-level English training to U.S. citizens who are native speakers of Arabic, Mandarin Chinese and other languages of interest to national security. Through an initiative titled The Language Corps, NSEP is spearheading an effort on behalf of the Department of Defense to assemble those whose language and professional skills are highly developed and available to serve our country in a time of need.

NSEP continues to play a vital role in helping our country to develop American citizens with solid grounding in less commonly taught languages, and in-depth knowledge of critical world regions. This Congressionally-mandated report discusses initiatives, accomplishments, and challenges to the program.

David S. C. Chu

EXECUTIVE SUMMARY

Program Background. The David L. Boren National Security Education Act of 1991, as amended (P.L. 102-183), codified in Title 50 United States Code sections 1901 *et seq.* mandates that the Secretary of Defense create 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 and under-represented in U.S. study. In 2006, the Secretary of Defense designated the Under Secretary of Defense/ Personnel and Readiness (USD/P&R) to oversee the program. The Under Secretary also chairs the statutory National Security Education Board, comprised of seven ex-officio members and six Presidential appointees.

Major Goals and Objectives. NSEP was created to develop a much-needed strategic partnership between the national security community and higher education to address national needs for expertise in critical languages and regions. Its major objectives are to: 1) develop a pool of language-capable professionals in various fields of study available for employment with Federal national security agencies; and 2) enhance the capacity of U.S. universities to teach key languages and regional studies. NSEP legislation requires award recipients to seek work for the Federal Government in an area related to national security.

Since the Program began in 1994, NSEP has met and exceeded all program objectives and expectations. The Program has:

- Demonstrated flexibility by addressing changing demands and requirements.
- Responded to the needs of the national security community for language and area expertise by regularly surveying those needs and refocusing the program to meet emphasized language and country requirements.
- Consistently enhanced internal program performance and results through internal refinements and modifications.
- Established and maintained high standards for accountability and measurement by selecting award recipients based on a rigorous merit-review process for applicants who indicate an interest in working for the Federal Government.
- Certified and documented end-of-study language proficiency levels for all award recipients.
- Facilitated the placement of NSEP award recipients in Federal national security-related jobs.
- Dramatically increased the diversity of American citizens who undertake serious study of less familiar languages and cultures that are vital to U.S. national security.
- Created opportunities that allow more students from non-traditional fields of study (e.g., applied sciences, engineering, law) to develop important international skills.
- Provided the Federal Government with a pool of well-qualified applicants with demonstrated cultural knowledge and certified language skills essential to U.S. national security.

- Established a pipeline of students who will continue their international education from undergraduate through graduate studies in and about world regions where the U.S. has longstanding shortfalls in important cultural and language expertise.
- Forged an effective strategic partnership between the Federal national security community and higher education.
- Developed and implemented new, innovative programs that emphasize the importance of coupling international education with rigorous language study.

Program Effectiveness. NSEP is the only Federally-funded effort focused on the combined issues of language proficiency, national security, and the needs of the Federal workforce. In conjunction with technology and research-oriented investments, NSEP represents an integral component of a national security strategy to eliminate the serious language deficit in the Federal Government. NSEP provides clear measures of performance and accountability for its initiatives including: detailed monitoring of the performance of award recipients, language proficiency testing, and Federal job placement assistance and tracking. To understand NSEP's unique contributions to the nation, it is important to compare NSEP award recipients with general trends in U.S. education:

- According to the most recent data, 64 percent of all American students studying abroad are enrolled in programs in Australia, Canada, New Zealand, and Western Europe. In contrast, NSEP exclusively supports travel to less-commonly studied regions of the world, excluding those mentioned above. In 2005-2006 NSEP award recipients studied in 62 countries – enhancing their understanding of 39 different languages and cultures. Approximately 30 percent of 2005-2006 NSEP awards went to individuals studying in the Middle East and North Africa.
- Fewer than 8 percent of all U.S. students studying abroad enroll in full academic or calendar-year programs. NSEP emphasizes long-term academic study. In 2005-2006, 56 percent of NSEP award recipients opted to participate in study abroad activities for an academic year or longer.
- Eighty percent of higher education foreign language enrollments in the U.S. are in French, German, Italian, and Spanish. NSEP does not fund study of Western European languages, but instead emphasizes languages such as Arabic, Mandarin Chinese, Persian and others critical to national security.
- The average U.S. college graduate reaches intermediate-level proficiency in a less commonly taught language. NSEP focuses on rigorous language study. Its award recipients are high-aptitude language learners who reach higher proficiency levels in the course of their NSEP-funded study than their cohorts in higher education.

Service to the Federal Government. NSEP is firmly established as a significant component in the Federal Government's effort to address serious foreign language and area expertise shortfalls. NSEP's "hands on" approach ensures every award recipient is equipped with knowledge on how to identify appropriate Federal jobs, and that Federal agencies know how to identify and recruit NSEP Scholars and Fellows.

Over 1,300 NSEP award recipients have fulfilled, or are currently fulfilling their service as of December 2006. Of the 1,587 Boren Scholars funded by NSEP since the NSEP Service Requirement was enacted in 1996, 509 have completed their service in the Federal Government, 99 in higher education, and 12 have done a mix of the two. Of the 1,181 Boren Fellows funded, 311 have served in the Federal Government, 359 in higher education, and 35 have done a mix of the two. The Federal agencies where award recipients are working are extensive and include the Departments of Commerce, Defense, Energy, State, Treasury, and the Intelligence Community.

NSEP's Expanding Role. Building on the success of its David L. Boren Scholarships and Fellowships and The Language Flagship, NSEP underwent dramatic expansion in 2005. Congress authorized NSEP to initiate the English for Heritage Language Speakers (EHLS) program, designed to help U.S. citizens who are native speakers of critical languages develop professional-level English proficiency. NSEP also saw the expansion of The Language Flagship to include Chinese K-16 Pipeline Project, the first-of-a-kind program with a fully articulated kindergarten-to-college curriculum. In 2006, Congress authorized and appropriated funds to begin implementation of The Language Corps (formerly known as the Civilian Linguist Reserve Corps or CLRC) Pilot Project. NSEP represents the Department of Defense in the President's National Security Language Initiative (NSLI) introduced in January 2006 with The Language Flagship K-16 Pipeline Projects and The Language Corps.



Turkey, Sultanahmet "Blue" Mosque

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

LEGISLATIVE BACKGROUND

The National Security Education Program (NSEP) was established by the David L. Boren National Security Education Act (NSEA), as amended, P.L. 102-183, codified at 50 U.S.C. 1901 *et seq.* It was signed into law by President George H. W. Bush on December 4, 1991. The NSEA mandated the Secretary of Defense to create the National Security Education Program (NSEP) to award: (1) scholarships to U.S. undergraduate students to study abroad in areas critical to U.S. national security; (2) fellowships to U.S. graduate students to study languages and world regions critical to U.S. national security; and (3) grants to U.S. institutions of higher education to develop programs of study in and about countries, languages, and international fields critical to national security and under-represented in U.S. study. Also mandated in the NSEA was the creation of the National Security Education Board (NSEB) to provide overall guidance for NSEP.

PROGRAM OBJECTIVES AND INITIATIVES

NSEP represents an important post-Cold War investment in vital expertise in languages and cultures critical to U.S. national security. The purpose of NSEP is to enhance the national security of the U.S. by increasing our national capacity to deal effectively with foreign cultures and languages. U.S. Code, Title 50, sec. 1901(c) of the NSEA outlines the five major objectives for the program:

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

In order to carry out the purpose and objectives set by Congress, NSEP is responsible for five major initiatives:

- **David L. Boren Scholarships:** Individual awards to U.S. undergraduates to study abroad in geographic areas critical 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 study foreign areas, languages, and other international fields crucial to U.S. national security

- **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 fluency (level 3),¹ and individual scholarships and fellowships to undergraduate and graduate students to support advanced study of these languages.
- **English for Heritage Language Speakers (EHLS):** Individual scholarships and grants U.S. institutions of higher education to provide intensive English language instruction for U.S. citizens who are native speakers of critical languages.
- **The Language Corps (TLC):** Development of an entirely new organization to provide and maintain a readily available civilian corps of certified expertise in languages determined to be critical to the national security available for short-term Federal assignments based on a national emergency or surge need.

Each of the five initiatives is detailed in subsequent components of this report.

PROGRAM RESULTS

NSEP achieved significant success and increased recognition during 2005 and 2006:

- The Department of Defense Language Transformation Plan, released in February 2005, recognized the vital role that NSEP plays in building a national capacity in languages.
- The 2006 Quadrennial Defense Review (QDR) included a comprehensive plan for investing in language capacity and identified NSEP for a major role in this process.
- The President's National Security Language Initiative (NSLI), announced in January 2006, included major recommendations for expansion of NSEP.
- The Secretary of Defense realigned NSEP to be fully integrated into the Office of the Under Secretary (Personnel and Readiness) where responsibility for language oversight resides. NSEP continues to be administratively attached to the National Defense University.

NSEP has compiled an impressive record of attracting extraordinary applicants who are dedicated to the study of difficult languages and highly motivated to work in the national

¹The U.S. Government relies on the Inter-Language Roundtable (ILR) language proficiency scale:

- 0 No Proficiency
- 0+ Memorized Proficiency
- 1 Elementary Proficiency
- 1+ Elementary Proficiency, Plus
- 2 Limited Working Proficiency
- 2+ Limited Working Proficiency, Plus
- 3 General Professional Proficiency
- 3+ General Professional Proficiency, Plus
- 4 Advanced Professional Proficiency
- 4+ Advanced Professional Proficiency, Plus
- 5 Functional Native Proficiency

security arena. NSEP is the only Federally-funded program whose focus is directed toward the combined issues of language proficiency, national security, and the Federal workforce. NSEP remains unique in that it is an accountable program with clear measures of performance, including detailed monitoring of its award recipients, language proficiency testing, and job placement statistics. Taken together with other more technology- and research-oriented investments, NSEP represents an integral component of a national security strategy to eliminate the serious language deficit.

NSEP made its first Boren Scholarship and Fellowship awards in May 1994. As of December 2006, NSEP has awarded 2,136 Boren Scholarships to undergraduates for study in 76 countries and 69 less commonly studied languages, and 1,181 Boren Fellowships to those in graduate school for study in more than 121 countries and 107 critical languages. Through The Language Flagship, NSEP has funded 108 Flagship Fellowships beginning in 2003, and currently provides support to 13 Flagship Centers (U.S. institutions of higher education or consortia). Through the English for Heritage Language Speakers (EHLS) program, NSEP awarded 20 EHLS Scholarships and provided grants to two institutions of higher education.

The National Security Education Act (NSEA) initially included an important “payback” provision, requiring all Boren Fellowship recipients and those Boren Scholarship recipients receiving assistance for 12 months or more to “work for the Federal Government or in the field of education in the area of study for which the Scholarship or Fellowship was awarded.” Undergraduates with 12 or more months of assistance were required to serve for the same period of time for which assistance was provided, and graduates were required to serve a minimum of one year and no more than three years. This “payback” provision has evolved significantly since 1992. The NSEP Service Requirement discussion in Section VIII provides a detailed description and analysis of the service provisions, which have resulted in more than 860 NSEP Scholars and Fellows fulfilling service in national security positions as of December 2006.

PROGRAM FLEXIBILITY

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

- In 1996 the Department of Defense worked with Congress to substantially revise the service requirement to expand payback to the Federal sector. Revisions included service requirements for all Boren Scholarship recipients (not just those receiving 12 or more months of assistance) and emphasized the priority to work for Federal agencies and organizations involved in national security. These changes also restricted service in education to the post-secondary level only, thus excluding teaching kindergarten through high school. These changes have successfully narrowed the applicant base for NSEP to those undergraduates and graduates motivated to seek Federal employment.

- NSEP initiated language proficiency testing for all Boren Scholars and Fellows in 1996, and is the only Federally-funded program in higher education that requires such testing. Language testing provides important nationally recognized certification for NSEP award recipients when they seek employment based on their language competencies. Section VII of this report outlines results of language proficiency testing.
- Responding to the needs increasingly articulated by Federal agencies, in 2000 NSEP proposed The Language Flagship with the intent of forging a strategic partnership with higher education. The goal – to produce professionals with a superior level ability in the languages most critical to U.S. national security – has received national attention and has stimulated a national effort to embrace language learning in U.S. education.

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

NATIONAL SECURITY EDUCATION BOARD

Oversight for NSEP and the programs listed in this report is provided by a 13-member National Security Education Board (NSEB), comprised of representatives from seven Cabinet-level departments and six Presidential Senate-confirmed appointments.²

The Secretary of Defense carries out NSEP in consultation with the NSEB, of which the Secretary is the statutory Chairman. The Secretary delegated these authorities and responsibilities to the President of the National Defense University. In 2006, the Secretary delegated these authorities and responsibilities to the Under Secretary of Defense for Personnel and Readiness. The NSEB oversees the work of the NSEP staff with regard to: developing criteria for awards; providing for wide dissemination of information regarding the program; establishing qualifications for scholarship, fellowship, and grant applicants; and recommending critical areas for study by program participants.

Serving the NSEB and assisting the NSEP staff is a 13-member Group of Advisors (GoA) from institutions of higher education. These members provide expert advice to the NSEB and staff and act as a liaison between higher education and NSEP. The GoA represents a cross section of higher education including universities, colleges, and community colleges; major discipline areas such as business and engineering; major functional areas important to the goals and objectives of the program such as foreign languages and area studies; and a broad geographical, ethnic, and cultural distribution.³ These advisors meet prior to NSEB meetings and at other appropriate times when their input is needed. Individually and collectively these advisors provide a vehicle for ensuring that a

²For the composition of the NSEB, see Appendix G: National Security Education Board Members.

³For composition of the GoA, see Appendix H: National Security Education Program Group of Advisors*.

continuing dialogue between higher education and NSEP is in place to meet the requirements of the legislation.

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.

The trust fund began with a balance of \$150 million in September 1992, the corpus of which was invested in U.S. Fund Government securities, earning interest on an annual basis.⁴ As the annual obligations for NSEP awards and administration, per guidance from the NSEB, average approximately \$8 million, the program's assets did not generate sufficient interest to support a viable program without spending down the fund's corpus. The NSEB and Congress were alerted in 2003 that the trust fund would be unable to sustain NSEP after FY2005.

Disbursements from the trust fund were authorized through the Department of Defense (DoD) annual appropriations bill. For FY2005, NSEP received \$8 million from the trust fund, leaving a balance of approximately \$4.5 million.⁵ In addition, Congress supported a permanent increase to NSEP funding by \$8 million for FY2005, which included broadening the scope of the National Flagship Language Program and initiating the English for Heritage Language Speakers program. In FY2006 NSEP became exclusively funded through the Office of the Director for National Intelligence (ODNI) and DoD annual appropriations process.

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 demonstrated 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* (see Page 6). NSEP focuses on languages and areas identified as most critical while maintaining a vital investment in those languages and areas that may be important in the future. This list has remained essentially unchanged since 2000. NSEP routinely consults with the Department of Defense senior language authority and the ODNI senior language officer, as well as other

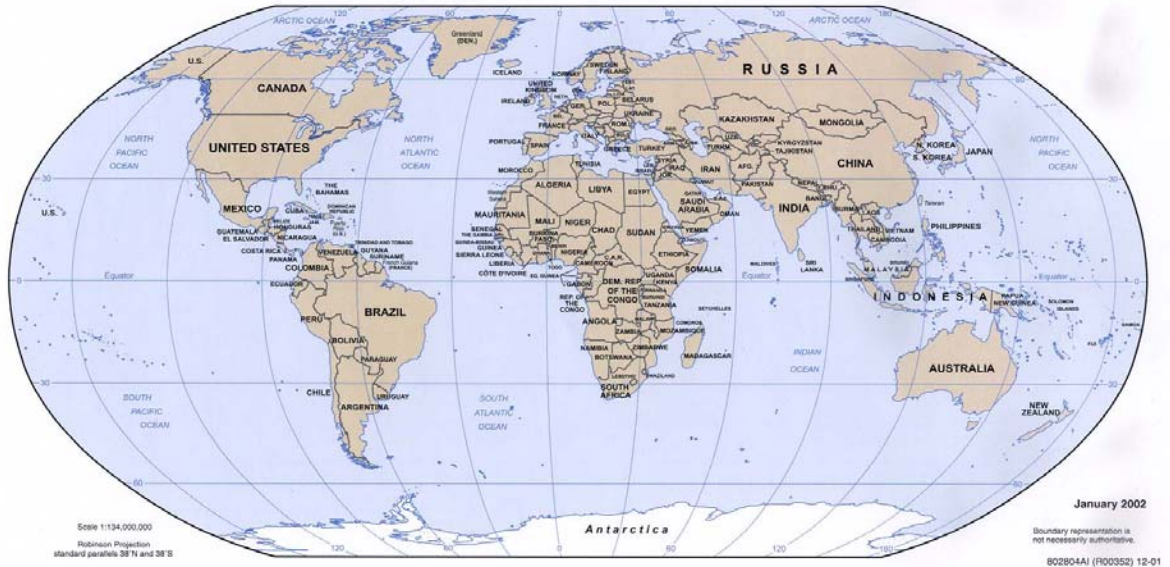
⁴ The initial trust fund established by Congress was valued at \$150 million. Since the enactment of the program's enabling legislation, two Congressional actions resulted in reductions of the balance in the trust fund. Subsection 311(a) of the Intelligence Authorization Act for Fiscal Year 1994, P.L. 103-178 (December 3, 1993) required the balance of the trust fund in excess of \$120,000,000 be transferred to the Treasury of the U.S. as miscellaneous receipts. Section 809 of the Intelligence Authorization Act for Fiscal Year 1992 (also cited as the National Security Education Act of 1991), P.L. 102-183, December 4, 1991, provided that the obligated amount from the fund for FY1992 may not exceed \$35,000,000.

⁵ Although NSEP no longer draws from the trust fund, the fund has not been closed out.

national security agencies to revalidate and update the list based on ongoing assessments now undertaken by these organizations.

NSEP AREAS OF EMPHASIS

World Regions*



AFRICA

Angola
Congo, Democratic
Republic of the...
Congo, Republic of
the...

Cote d'Ivoire
Eritrea
Ethiopia
Kenya
Liberia

Nigeria
Rwanda
Sierra Leone
South Africa
Sudan

Tanzania
Uganda
Zimbabwe

EAST ASIA AND PACIFIC

Burma
Cambodia
China

Indonesia
Japan
Korea, North

Korea, South
Malaysia
Philippines

Taiwan
Thailand
Vietnam

EAST EUROPE AND EURASIA

Albania
Armenia
Azerbaijan
Belarus
Bosnia and
Herzegovina
Bulgaria

Croatia
Czech Republic
Georgia
Hungary
Kazakhstan
Kyrgyzstan
Macedonia

Moldova
Poland
Romania
Russia
Serbia and
Montenegro
Slovakia

Slovenia
Tajikistan
Turkey
Ukraine
Uzbekistan

LATIN AMERICA AND CARIBBEAN

Argentina
Brazil
Chile
Colombia

Cuba
El Salvador
Guatemala
Haiti

Honduras
Mexico
Nicaragua
Panama

Peru
Venezuela

NEAR EAST

Algeria
Bahrain
Egypt
Iran
Iraq

Israel
Jordan
Kuwait
Lebanon
Libya

Morocco
Oman
Qatar
Saudi Arabia
Syria

Tunisia
United Arab
Emirates
Yemen

SOUTH ASIA

Afghanistan

India

Pakistan

*World Regions and the respective countries included are based on the U.S. Department of State classification system, and are listed in alphabetical order. NSEP has renamed the category "Europe" with "East Europe and Eurasia."

Languages

The list of languages emphasized by NSEP reflects a need for more than 70 languages. Among the languages emphasized by NSEP, the greatest need was expressed for Arabic (and dialects), Chinese (Mandarin), Hindi, Japanese, Korean, Pashto, Persian, Russian, Turkish, and Urdu.

Albanian
Amharic
Arabic (and
dialects)
Armenian
Azerbaijani
Belarusian
Bosnian
Bulgarian
Burmese
Cantonese
Czech
Georgian
Hebrew
Hindi

Hungarian
Indonesian
Japanese
Kazakh
Khmer
Korean
Kurdish
Kyrgyz
Lingala
Macedonian
Malay
Mandarin
Mongolian
Pashto
Persian (Farsi/Dari)

Polish
Portuguese
Romanian
Russian
Serbian
Sinhala
Slovak
Slovenian
Swahili
Tagalog
Tajik
Tamil
Thai
Turkish

Turkmen
Uighur
Ukrainian
Urdu
Uzbek
Vietnamese

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

Fields of Study

Agricultural and Food Sciences
Area Studies*
Business and Economics
Computer and Information Sciences
Engineering and Applied Sciences (including Biology, Chemistry, Environmental Sciences, Mathematics, and Physics)
Foreign Languages*
Health and Biomedical Sciences
History
International Affairs
Law
Linguistics*
Other Social Sciences (Anthropology, Psychology, Sociology)
Political Science and Policy Studies

* Added for 2006 Boren Scholars only

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



Boren Scholar, Tanzania

II. DAVID L. BOREN SCHOLARSHIPS

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

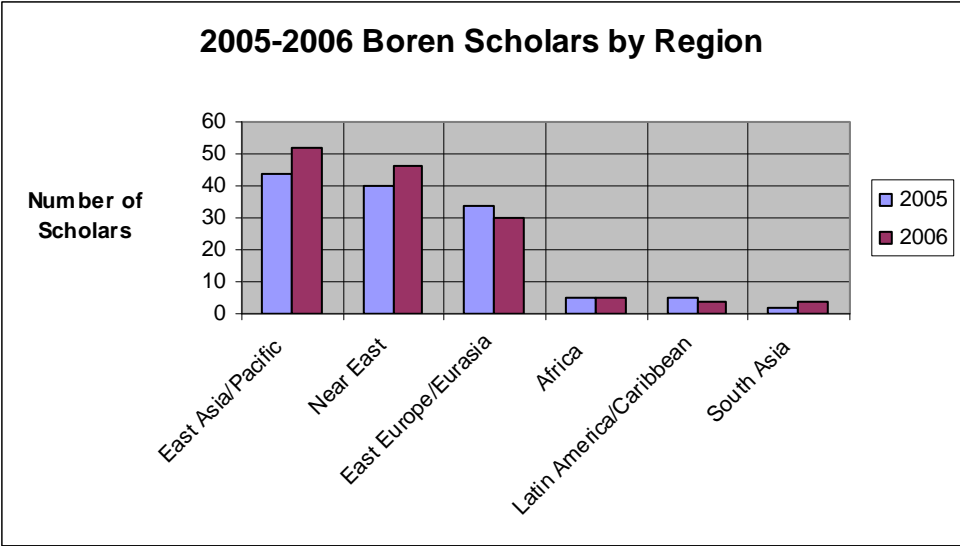
The competitions for each academic year are announced in September with applications due in January or February. NSEP employs an independent, merit-based review process conducted by a cross-section of university faculty and professionals at three levels (on-campus, regional, and national). Panelists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

In 2005, NSEP awarded 130 Boren Scholarships for study abroad with an applicant to award ratio of nearly 6:1. In 2006, 141 Boren Scholarships were awarded with an applicant to award ratio of 5:1. A list of all Boren Scholarship recipients can be found in Appendix A: 2005-2006 David L. Boren Scholars.

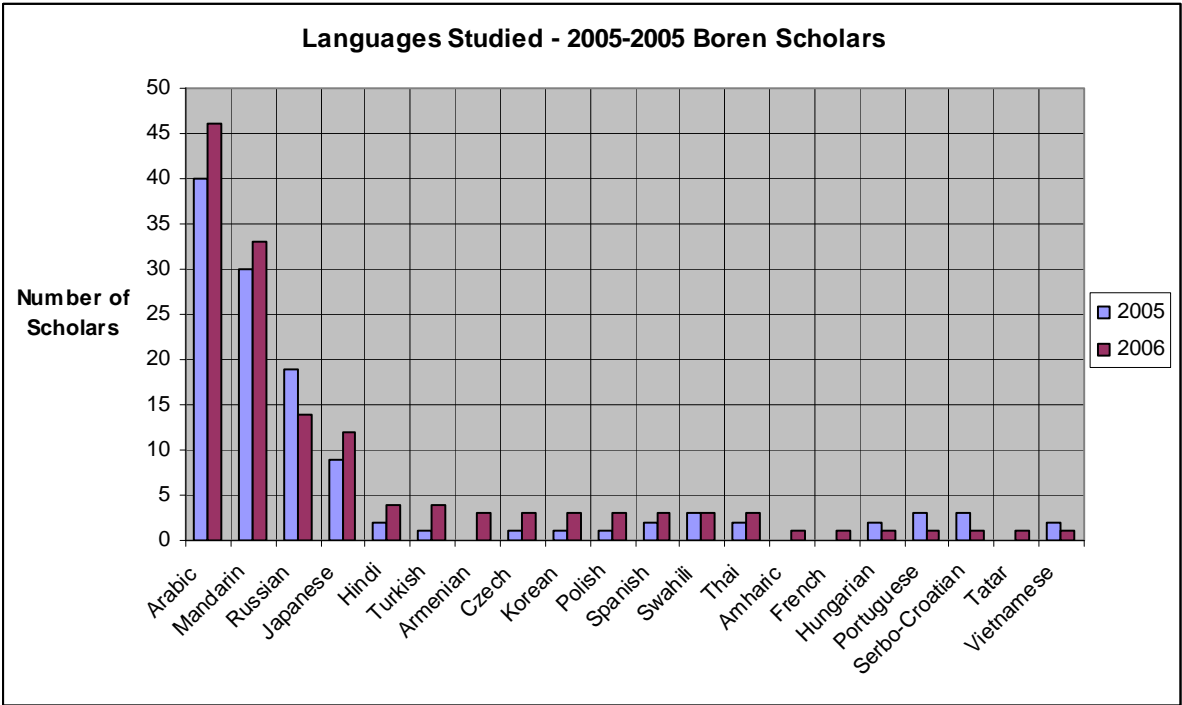
Year of Award	# Applicants	# Applicant Schools	# Award Recipients	# Countries of Study	# Languages of Study	# States Represented
2005	733	250	130	28	24	39
2006	720	271	141	25	19	39

Snapshots of Boren Scholars Overseas

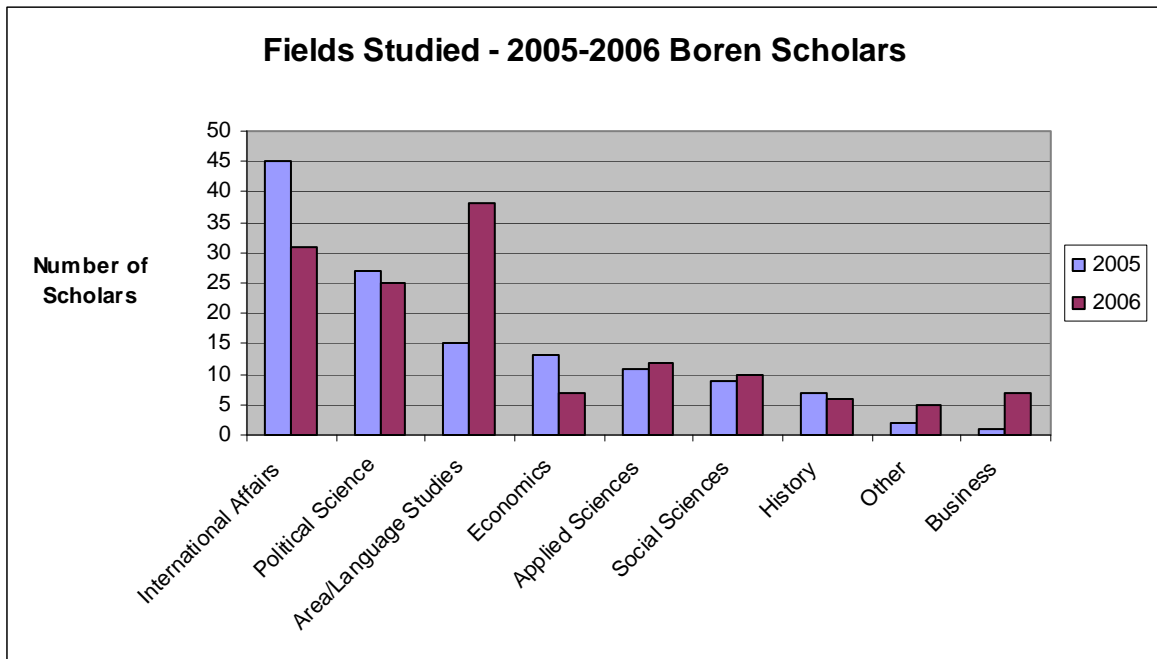
- ❖ A sophomore international relations major and Southeast Asia area studies minor from Loyola University Chicago learned Hindi in Udaipur, India on a University of Minnesota international development program.
- ❖ A junior history major from West Texas A & M University studied Japanese through Obirin University Center for International Studies' Reconnaissance Japan Program in Tokyo, Japan.
- ❖ A junior political science major from the University of Illinois at Chicago studied Arabic at Al Akhawayn University in Ifrane, Morocco for which he has long term goals of using in the intelligence community once he returns to the Federal sector.



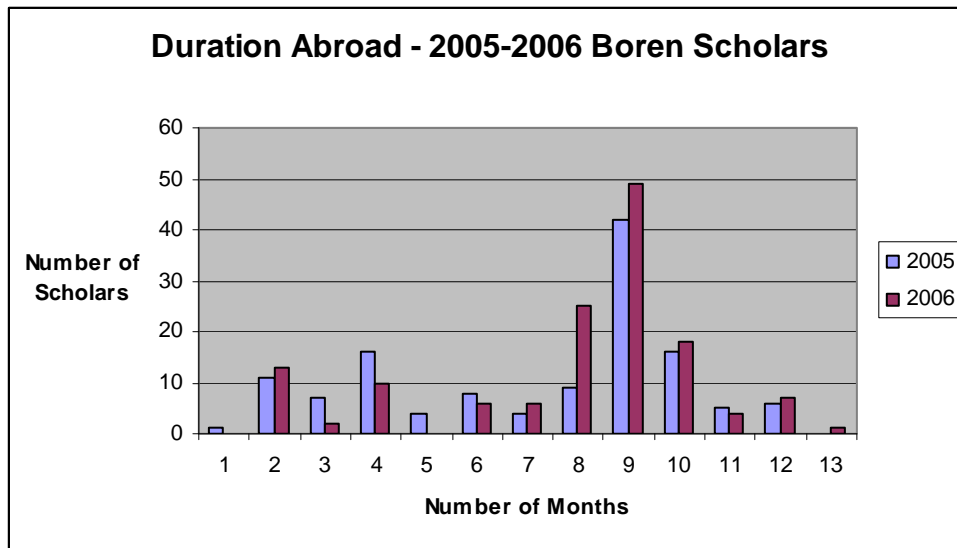
In 2005 and 2006, Boren Scholars overwhelmingly applied to study in East Asia and the Middle East and North Africa (Near East). As these numbers have increased over the past few years, the number of awards to study in Latin American and Sub-Saharan Africa has decreased. In 2006, the number of Scholars to Eastern Europe and Eurasia also decreased, most likely related to a decline in the study of Russian. The 12-year history of NSEP awards indicates that applicants to the program are highly sensitive to changes in the international arena and orient their studies to those languages and areas they perceive are most important together with the areas emphasized by NSEP.



As in the previous 2003 and 2004 report, Arabic is the predominant language studied by Boren Scholars, with Mandarin Chinese following second. Russian and Japanese were a distant third and fourth, with the remaining languages in the smaller numbers.⁶



International relations and political science have historically dominated the fields of study for Boren Scholars. With the inclusion Area studies, foreign languages, and linguistics as emphasized fields of study for 2006, NSEP witnessed a dramatic change. The category in the graph above representing language, linguistics and area studies fields exceeded all other fields in 2005 or 2006.



⁶ Languages (number of Scholars) studied in 2005 but not in 2006 include Armenian (1), Romanian (3), Tajik (1), Uzbek (1), Ukrainian (1), and Xhosa (1).

NSEP emphasizes longer-term academic study for all of its Scholars. This is in stark contrast to trends toward shorter duration programs in U.S. higher education. More than half of 2005-2006 Boren Scholars opted to enroll in programs with a duration of an academic-year or longer.⁷ Over 35 percent were enrolled in programs between a semester in length but less than an academic year. Approximately 10 percent are enrolled in summer-long programs, which are reserved for students in the sciences or underclassmen (freshman and sophomores). These students frequently return for longer periods of study later in their undergraduate academic careers. NSEP's goal to emphasize full academic year study is only limited by the dearth of available full-year programs.

In summary, the number of undergraduates who wish to study abroad in countries important to U.S. national security continues to increase. Boren Scholars are remaining abroad longer than in years past. The languages studied consist of those that are critical to U.S. interests in combination with fields of study that strongly support areas of importance to the Federal Government.



Western Sahara Dessert, Africa

⁷ Not represented on the graph is one student who was engaged in overseas study for 24 months. Boren Scholarships provide support for up to one academic year of overseas study.

III. DAVID L. BOREN FELLOWSHIPS

The David L. Boren Fellowships for U.S. graduate students were administered for NSEP by the Academy for Educational Development (AED) from 1994 to 2006. In March 2006 administration of the Boren Fellowships was transferred to the Institute of International Education (IIE). Therefore, AED administered the competition cycles for the 2005 and 2006 Boren awards. All Boren Fellows are now served by IIE.

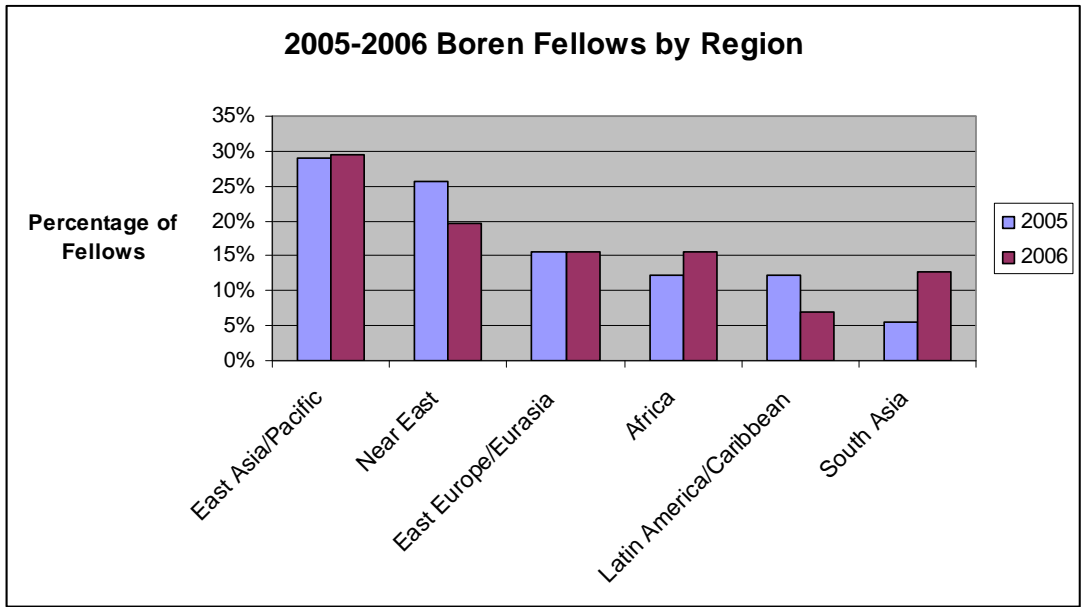
The competitions for each award cycle are announced in September with applications due in January. NSEP utilizes a nationally competitive, merit-review process. A first stage review is done by academic discipline merit review panelists. They forward the highest quality applications to a national panel. Panels are composed of college and university faculty, as well as experts from the public and private sectors. Applicants are judged on their academic record; their potential for success in their proposed study; the quality and appropriateness of their proposed program and its relevance to the goals of NSEP; their language interest and aptitude; their commitment to international education to fulfill academic and career goals; and their strong commitment to service in the Federal government.

In 2005, NSEP awarded 90 Boren Fellowships with an applicant to award ratio of almost 5:1. In 2006, 71 Boren Fellowships were awarded with an applicant to award ratio exceeding 5:1. The list of all Boren Fellowship recipients can be reviewed in Appendix B: 2005-2006 David L. Boren Fellows.

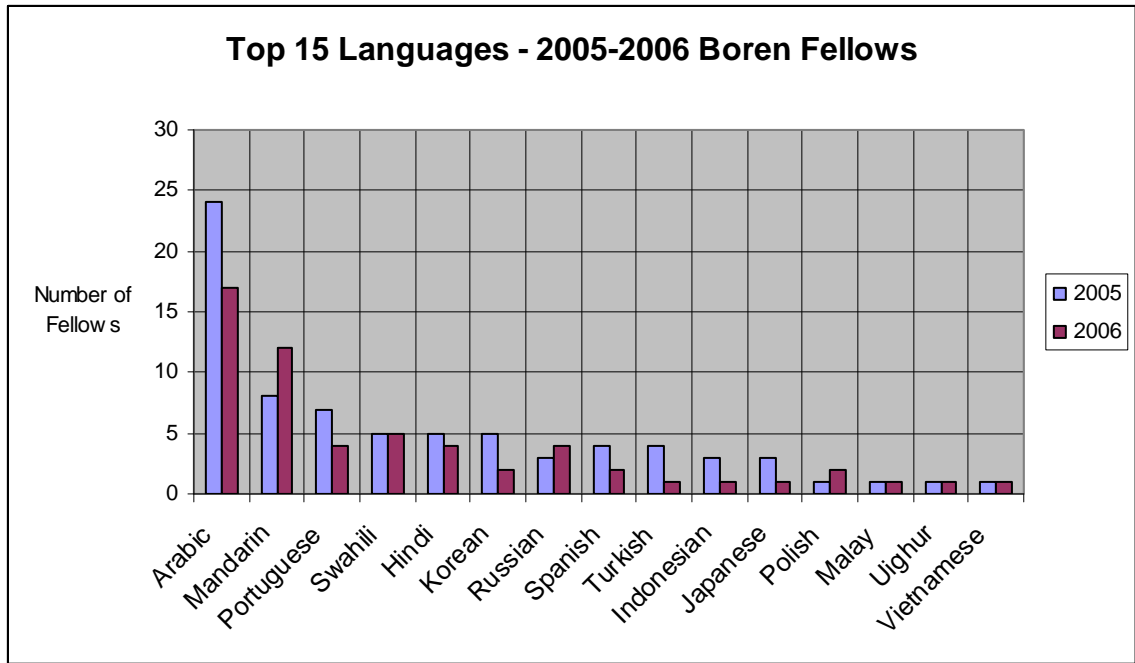
Year of award	# Applicants	# Applicant schools	# Award Recipients	# Countries of study	# Languages of study	# States represented
2005	412	117	90	37	26	28
2006	378	121	71	38	33	31

Snapshots of Boren Fellows Overseas

- ❖ A law student from the University of Michigan studied Mandarin in Beijing, China while researching the legal regulation of ethnic minorities living in the Tibetan autonomous prefecture.
- ❖ A master of Foreign Service student at Georgetown University studied Arabic and researched micro-enterprise development in Jordan.
- ❖ A communications doctoral candidate at Columbia University researched the effectiveness of media development programs during post-conflict reconstruction in Bosnia-Herzegovina and Serbia-Montenegro while studying Serbo-Croatian.

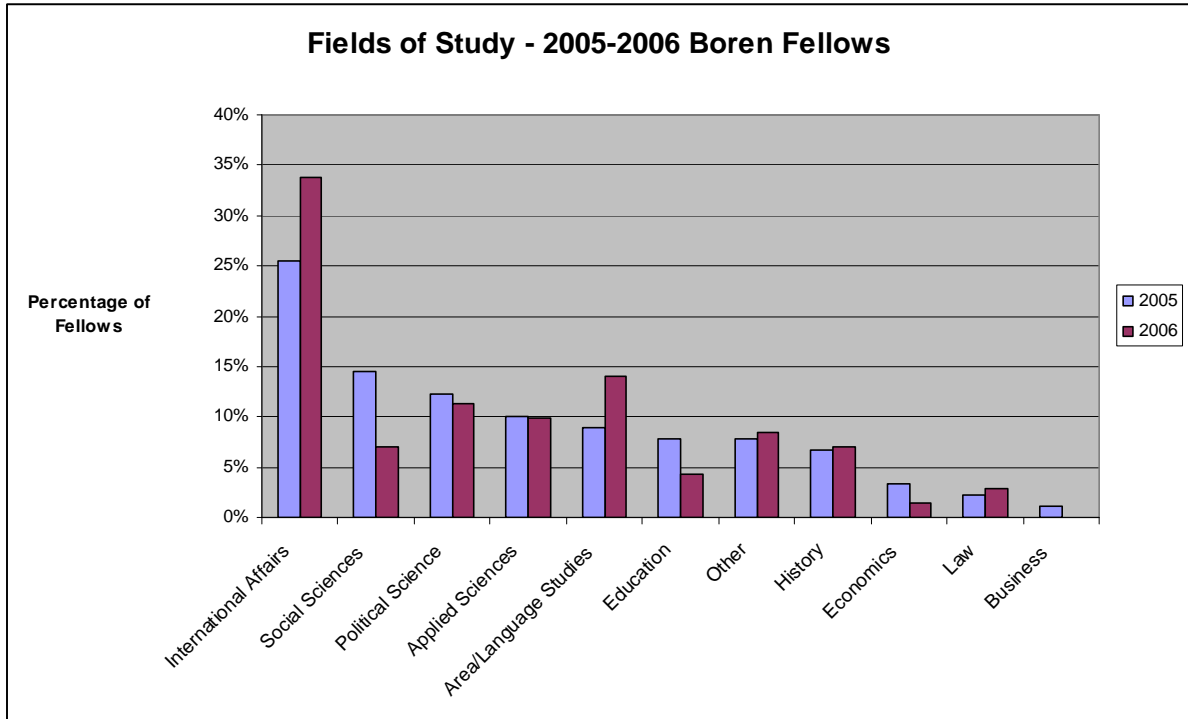


For 2005 Boren Fellows foremost studied in China, followed by Egypt, Russia, Turkey, Brazil, and India. The most studied countries for Boren Fellows in 2006 were China, Egypt, Russia, Japan, and Jordan.

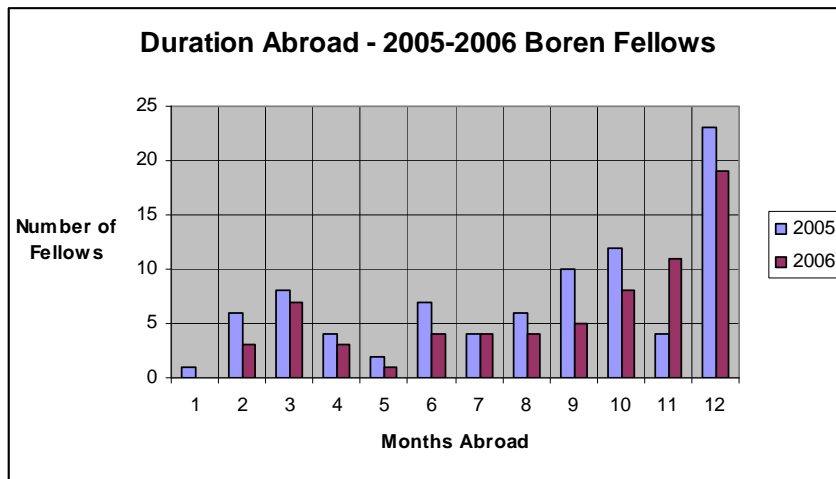


Boren Fellows studied approximately 25 different languages in 2005 and 2006. The most prevalent languages for both years were Arabic, Mandarin, Portuguese (from Brazil and other former Portuguese colonies), Swahili, and Hindi. Equally important, NSEP supports study of a number of many less commonly taught languages where a national security need

may arise. Such languages studied in 2005 and 2006 include: Berber, Burmese, Georgian, Kyrgyz, Mongolian, Nepali, Pashto, Serbo-Croatian, Thai, Uzbek, and Xhosa.



Boren Fellows continue to be drawn primarily from international affairs. For 2006, the second most popular field became area and language studies, with political science, and applied science following. All of these fields represent academic areas of emphasis for NSEP and expertise needed in the Federal Government.



* Boren Fellows include support for up to 12 months abroad.

NSEP emphasizes longer-term academic study for Boren Fellows. Nearly all NSEP Boren Fellows devote significant periods of time to overseas study, including language

immersion. In 2005, 56 percent of Boren Fellows spent an academic year (nine months) or more abroad. For 2006 Boren Fellows, 62 percent were abroad for the same period. Boren Fellows demonstrate a commitment to less commonly taught languages in less commonly studied countries for an unusually long period of time leading to greater gains in language and culture proficiency.



Taj Mahal, India

IV. THE LANGUAGE FLAGSHIP

OVERVIEW

The Language Flagship is a major national effort establishing programs of advanced instruction across the U.S. to increase the number of students who achieve professional levels of competency in critical languages. The Flagship effort, established as a pilot program in 2001, has now emerged as a national model for advanced language learning in U.S. higher education. Flagship Programs are designed to produce significant numbers of graduates, across disciplines, with advanced levels of proficiency in languages critical to national security, a number of whom will become candidates for employment with departments and agencies of the Federal Government.

The Language Flagship focuses on the following critical languages:

Arabic (including dialects)

Chinese (Mandarin)

Eurasian Languages (including Russian)

Hindi/Urdu

Korean

Persian/Farsi

The Language Flagship represents a strategic and accountable partnership between the Federal Government and higher education to implement systematic programs designed to embrace language competency as its central mission. In 2006, after three years of pilot programming, the National Flagship Language Initiative (NFLI) became a permanent program and was renamed The Language Flagship.

A NATIONAL NEED

Foreign language programs in the U.S. at best generally aim toward a goal of “limited working proficiency,” or “Level 2” as determined by the Interagency Language Roundtable (ILR).⁸ This level of language is generally insufficient in more complex and sophisticated work-related tasks. Simply put, a professional working at ILR Level 2 proficiency in a language cannot work effectively in that language.

The Language Flagship addresses the urgent and growing need for significantly higher levels of language competency among a broader cross-section of professionals, particularly for those who will join Federal agencies. The goal of the Language Flagship is to produce students with *professional proficiency* (ILR Level 3 to 4+) in critical foreign languages. Professional proficiency indicates that an individual is capable of, for example, speaking with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

⁸ The Interagency Language Roundtable (ILR) is an unfunded Federal interagency organization established for the coordination and sharing of information about language-related activities at the Federal level.

A STRATEGY TO INCREASE ENROLLMENT AND IMPACT

To achieve professional language proficiency, the Language Flagship fosters innovation at U.S. and overseas institutions of education, or Flagship institutions, which emphasize the advancement of language teaching and acquisition as the primary goals of the program. In 2005 and 2006, the Language Flagship fostered new approaches to language programming designed to push advanced language learning toward younger learners. This change was made to address the fact that American students begin learning languages too late in their careers for language programs to create sufficient numbers of professionally proficient speakers of all languages.

The Language Flagship launched two major initiatives in 2005 and 2006.⁹ The first initiative was the expansion of kindergarten through college (K-16) language programming. Based on the success of the Language Flagship's pilot K-16 Chinese Program at the University of Oregon and the Portland Public Schools, two additional K-16 programs were created: a program in Arabic at Michigan State University with the Dearborn Public Schools, and program in Chinese at Ohio State University and state-wide Ohio Public Schools.

The second major initiative was to transition the Language Flagship to focus more on undergraduate language programs, rather than solely on post-BA programs. In the summer of 2006, Flagship institutions were asked to submit "transition plans" that describe how their programs plan to refocus their curriculum and organizational structures toward producing professionally proficiency students at the undergraduate level. NSEP received Flagship institutions' transition plans in December 2006.

The refocus on undergraduate education promises to impact far more students by reprogramming the language curriculum, reaching students at an earlier age, and providing students at least four years to achieve superior proficiency. Further, a refocus on undergraduate language instruction provides a strong link for all levels of U.S. language instruction, from K-12 to the graduate level. The Language Flagship's goal is to graduate 2,000 Flagship students by the year 2010.¹⁰

INCREASED COORDINATION OF UNDERGRADUATE OVERSEAS PROGRAMS

Each Flagship language effort includes the development and implementation of an overseas program designed to advance students to higher levels of proficiency. The Flagship program supports one overseas structure for each language. An important effort undertaken in 2006 was the expansion of the overseas Flagship programs for undergraduate students. This effort involved reprogramming some existing post-BA overseas sites to include an undergraduate focus or the creation of new locations that will provide better support for undergraduate students.

⁹ The K-16 initiative is an integral component of President Bush's National Security Language Initiative (NSLI).

¹⁰ This goal is an integral part of the 2006 Quadrennial Defense Review (QDR).

All overseas Flagship programs are located at participating foreign institutions and are coordinated by a lead domestic Flagship institution. The lead domestic Flagship institution collaborates closely with other Flagship institutions in serving all students enrolled in institutions within that language group. For example, the overseas Flagship programs in China in Qingdao and Nanjing are coordinated by Ohio State University and Brigham Young University, respectively. However, the Nanjing Center is more focused on serving the post-BA students and the Qingdao Center is more for undergraduate students. Both centers serve domestic Chinese Flagship institutions at Brigham Young University, Ohio State University, University of Mississippi, and the University of Oregon.

In 2006, the Language Flagship increased coordination of overseas programming by shifting the overseas Arabic and Persian language coordination in Damascus, Syria and Dushanbe, Tajikistan from the University of Maryland to the American Councils for International Education (American Councils). In addition, a new overseas site for Arabic has been established in Alexandria, Egypt for undergraduate students.

DIVERSIFICATION OF STUDENT SUPPORT

In 2006, the Language Flagship diversified its approach to student support. Until 2005, the majority of student support came in the form of highly competitive and fully-funded post-BA Flagship Fellowships provided by NSEP. These Fellowships were granted directly to the students through NSEP's administrative agent, the Institute of International Education (IIE). In 2006, Flagship institutions were asked in their transition plans to budget separately for partial undergraduate scholarships that would be awarded by the Flagship institution. The purpose of this new funding strategy was to emphasize flexibility and creative programming on the part of the Flagship institutions in their recruitment of undergraduate students. This strategy has also had the effect of allowing Flagship institutions to take advantage of a 2006 change in Department of Education financial aid policy that allows increased support through its SMART Grants for students studying critical languages.¹¹

As a result of these efforts, the Language Flagship had at the end of 2006 various types of programming that include undergraduate, post-BA, K-12, domestic, and overseas components.

2005 HIGHLIGHTS FOR THE LANGUAGE FLAGSHIP

In 2005, the Language Flagship supported five languages: Arabic, Mandarin Chinese, Korean, Persian/Farsi, and Russian. The Language Flagship expanded its program offerings in 2005 by awarding the following:

1. A grant to Georgetown University to establish a domestic program in Arabic.

¹¹ The National Science and Mathematics Access to Retain Talent Grant, also known as the National Smart Grant is available during the third and fourth years of undergraduate study to full-time students who are eligible for the Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, or engineering or in a foreign language determined critical to national security.

2. A grant to the University of Maryland to establish domestic and overseas programs in Arabic.
3. A grant to Bryn Mawr College in collaboration with American Councils for International Education to establish a domestic consortium program in Russian.
4. A planning grant to the University of Maryland to develop a pilot domestic program in Persian.
5. A planning grant to the University of Oregon and the Portland Public Schools system to develop a pilot domestic program in Chinese for students in kindergarten through college.

The Language Flagship grants were awarded and distributed on behalf of NSEP by the Academy for Educational Development (AED) to 10 institutions of higher educational or consortia Flagship programs partnered with a university in China, Egypt, Syria, Korea, or Russia.

AED also awarded Flagship Fellowships on behalf of NSEP to 38 highly qualified individuals including 12 in Arabic, eight in Mandarin Chinese, 11 in Korean, and seven in Russian. The Persian/Farsi Flagship program was in its planning stages and did not have yet have students in 2005. NSEP continued to support the 20 Flagship Fellows awarded in FY 2004.

2006 HIGHLIGHTS FOR THE LANGUAGE FLAGSHIP

In 2006, the Language Flagship expanded its focus to seven languages: Arabic, Mandarin Chinese, Korean, Persian/Farsi, Hindi/Urdu, Russian, and Eurasian languages. There were many new initiatives that took place in 2006 including:

1. A planning grant to Michigan State University to develop an Arabic K-16 pipeline project. This grant supports Michigan State to work with the Dearborn, Michigan school district to implement a K-16 effort.
2. A planning grant to the University of Texas, Austin to establish a new Flagship program in Hindi and Urdu.
3. A planning grant to the University of Texas, Austin to establish a new Flagship program in Arabic.
4. A planning grant to the Chinese Flagship Program at Ohio State University to implement a state-wide system of articulated Chinese K-16 programs.
5. A planning grant to Bryn Mawr College in collaboration with American Councils for International Education to establish a Eurasian Flagship Program to include critical Central Asian languages.
6. A shift to refocus programs on undergraduate education to ensure success in reaching the Language Flagship's goal of graduating 2,000 students by the end of the decade.

In 2006, the administration of the Language Flagship grants changed from the Academy for Educational Development to the Institute of International Education (IIE). IIE awarded 10 grants to institutions or consortia programs partnered with a university in China, Korea, Russia, or Syria. IIE also awarded Flagship Fellowships on behalf of NSEP to 39

highly qualified individuals including nine in Arabic, nine in Mandarin Chinese, 14 in Korean, and seven in Russian. The Persian/Farsi Flagship program had students but there were no Flagship Fellowship recipients in 2006. NSEP also continued to support 21 Flagship Fellows awarded in 2005.

In 2006, American Councils took over from the University of Maryland the administration of the Arabic overseas Flagship in Damascus, Syria, and began the development of a new undergraduate program.

FLAGSHIP PROGRAMS BY LANGUAGE AS OF DECEMBER 2006

Arabic - Domestic	Arabic - Overseas
Georgetown University University of Texas, Austin University of Maryland, College Park Michigan State University (with Dearborn Public Schools)	University of Damascus, Syria (administered by American Councils) Location TBA in Alexandria, Egypt (administered by American Councils)
Chinese - Domestic	Chinese - Overseas
Brigham Young University Ohio State University (with Ohio Public Schools) University of Oregon (with Portland Public Schools) University of Mississippi	Nanjing University, China (administered by Ohio State University) Qingdao University, China (administered by Brigham Young University)
Hindi/Urdu - Domestic	Hindi/Urdu - Overseas
University of Texas, Austin	Location to be determined in 2007
Korean - Domestic	Korean - Overseas
University of California, Los Angeles University of Hawaii, Manoa	Korea University, Seoul, Korea (administered by the University of Hawaii)
Persian/Farsi - Domestic	Persian/Farsi - Overseas
University of Maryland, College Park	Dushanbe, Tajikistan (administered by American Councils)
Russian - Domestic	Russian - Overseas
American Councils Consortium: Bryn Mawr College University of California, Los Angeles Middlebury College University of Maryland, College Park	St. Petersburg State University, Russia (administered by American Councils)

ARABIC FLAGSHIP PROGRAMS

University of Maryland

The Arabic Flagship Program at the **University of Maryland, College Park** employed a modular curriculum, with options in Modern Standard, Egyptian, and Levantine Arabic, customized for individual students. In addition to a rich array of regular offerings in Arabic language, literature and culture, students and their advisors jointly select various combinations of three course options specifically designed for Flagship students: Arabic for career professionals, Arabic for academic purposes, and Arabic internship. Flagship students live in an Arabic-speaking environment during their time at Maryland; with a minimum of six hours a day of structured language learning experiences; time with peer tutors (Arabic native speakers matched with Flagship students in the same career field) and faculty mentors; a dedicated Arabic study area filled with Arabic multimedia resources; and a rich variety of visiting speakers, field trips, and other formal and informal cultural experiences. Upon completion of one year of domestic study, Flagship students may proceed to spend the following year at the University of Damascus in Syria in a combined intensive academic language and culture study and field-based internships. The overseas Flagship program in Damascus is administered by American Councils for International Education in collaboration with Bryn Mawr College. In 2005, seven participants entered the University of Maryland Arabic Flagship Program including five Flagship Fellowship recipients. In 2006, 12 new participants entered the program including five Flagship Fellowship recipients.

Flagship Students in Arabic at University of Maryland, College Park

	New Fellows	New Non-Fellows	Total Flagship Students
2005	5	2	7
2006	5	7	12

Georgetown University

The Arabic Flagship Program at **Georgetown University** established the Center for Arabic Proficiency (CAPA) to provide intensive Arabic language training for students entering at ILR 1+ to 2 Level proficiency. It also offers opportunities for study in specialized content areas through cooperative efforts with the Arabic Department, the Center for Contemporary Arabic Studies, and the Center for Muslim-Christian Understanding. CAPA's central focus is on primary Arabic discourse of everyday communications; its emphasis on providing customized instruction for students; and its use of proficiency testing before, during, and at the end of the instructional year for curricular and diagnostic purposes. Students' learning is reinforced through tutorials, language partners/mentors, interactions in Arabic venues, elective participation in related graduate-level courses, and internships in Arabic-only settings. Flagship students spend their second year at the University of Damascus in Syria in a combined intensive language and culture study, and field-based internships. The overseas Flagship program in Damascus is administered by American Councils for International Education in collaboration with Bryn Mawr College. In 2005, 13

participants entered the Georgetown University program, including four Flagship Fellowship recipients. In 2006, 12 participants entered the Georgetown University program, including five Flagship Fellowship recipients.

Flagship Students in Arabic at Georgetown University

	New Fellows	New Non-Fellows	Total Flagship Students
2005	4	9	13
2006	5	7	12

University of Washington and AFIC

The Arabic Flagship Program through the **University of Washington’s Arabic for Interactive Communication (AFIC) program** promotes new methods and approaches to the study of Arabic at higher levels of proficiency, with special emphasis on developing models for innovative and effective teaching of interpersonal and presentation modes of communication. Guided by a steering committee of leading Arabic scholars from across the U.S., AFIC initiated through the Center for Arabic Study Abroad at the American University in Cairo, a program of intensive advanced Arabic study. In addition to overseas study, AFIC began to work on research and materials development projects, utilizing the latest advances in technology and general language acquisition research, intended to improve instruction in U.S. Arabic programs to ensure an increased flow of students at the advanced proficiency level to the overseas programs. In 2005, three Flagship Fellowship recipients attended the AFIC program.¹² Students studied at the American University in Cairo in Egypt, and the University of Damascus in Syria.

Michigan State University

The philosophy of the Arabic Flagship Program at **Michigan State University** is to form a partnership between the university and K-12 school district in order to develop a national model for foreign language instruction that flows smoothly across all grades and builds on previous learning. Michigan State University has partnered with the Dearborn Public School system to develop an articulated foreign language program from kindergarten through university that serves as a national model for foreign language instruction. Michigan State University received a planning grant in 2006 to create a K-16 Arabic program. The first students will enroll in this program in fall 2007.

University of Texas, Austin

The Arabic Flagship Program at the **University of Texas, Austin** provides intensive and advanced training in Arabic language and culture at the undergraduate level. The program offers students the opportunity to reach ILR Level 3 proficiency in Arabic while simultaneously pursuing an undergraduate major of their choice. Coursework is offered in

¹² The AFIC program was discontinued during FY2005. All fellowship recipients still participating in this program were allowed to continue until the conclusion their studies.

formal and spoken Arabic (Levantine and Egyptian dialects), as well as disciplinary courses in Political Science, History, Geography, Economics, and Religion with an Arabic-across-the-curriculum component in which students read and discuss primary texts in Arabic. In addition, the program will provide students courses taught in Arabic with a focus on the politics, religions, literatures, and cultures of the Arabic-speaking world. The program offers five different levels of Arabic in addition to intensive summer study at the elementary and intermediate levels. Program participants will also undertake intensive summer study in Damascus, Syria and choose between full-year study abroad programs at the Arabic Flagship sites in Damascus, Syria, and Alexandria, Egypt. The program is open to talented undergraduate students of any year of study who are committed to achieving ILR Level 3 proficiency in Arabic and who see Arabic as an integral part of their long-term professional goals. The first students will enroll in this program in fall 2007.

Arabic Overseas Flagship Program: (American Councils for International Education in a consortium with Bryn Mawr College)

The Arabic Overseas Flagship Program administered by **American Councils for International Education** in consortium with **Bryn Mawr College** began in fall 2006. This program is designed to address the need for greater numbers of U.S. professionals in business, government, academia, and the third sector who are able to speak, read, understand, and write Arabic at the highest levels of functional proficiency. With oversight by the Arabic Overseas Flagship Academic Council, the 11-month program consists of regular tutorials and small group instruction combined with formal and informal professional language utilization. Participants study Modern Standard Arabic at Damascus University in Damascus, Syria. Students attend lectures and seminars in their fields of specialization, reside with local host families, and work regularly with peer tutors. The program is open to advanced-level learners of Arabic who are committed to attaining "professional" or "distinguished-level" language proficiency (ILR Levels 3, 3+, 4) through an intensive year-long language training program tailored to their professional interests and academic specialization. In 2006 there were seven students in the overseas program at the University of Damascus in Syria, the first cohort to attend this institution on a Flagship program.

Flagship Students in Arabic at University of Damascus, Syria			
	Fellows	Non-Fellows	Total Flagship Students
2006	7	0	7

CHINESE FLAGSHIP PROGRAMS

Brigham Young University

The Chinese Flagship Program at **Brigham Young University** (BYU) is targeted to upper-intermediate and advanced speakers of Mandarin Chinese and seeks to move these students to a superior level of proficiency (ILR Level 3). Since its beginning in 2003, the program not only addresses general issues of advanced level Chinese, but ensures that

learners will function professionally in their field or discipline. BYU has implemented a curriculum that includes guided, directed study with faculty members, as well as access to a body of specialty language materials tailored to the goals of the learner. Upon completion of the first year of study at BYU, Flagship students proceed to Nanjing University in Nanjing, China where they undertake intensive language study coupled with a professional internship experience. BYU enrolled 10 new program participants in 2005 including five Flagship Fellowship recipients. In 2006, BYU enrolled 10 new program participants including two Flagship Fellowship recipients.

Flagship Students in Chinese at Brigham Young University

	New Fellows	New Non-Fellows	Total Flagship Students
2005	5	5	10
2006	2	8	10

University of Mississippi

The Chinese Flagship Program at **The University of Mississippi** is a program for undergraduate students. Initiated in 2003, the program is designed to recruit and train undergraduates to become Advanced Low/Advanced Mid (ILR Level 2 to 2+) speakers of Chinese in preparation for careers in which they will further develop their proficiencies in that language. Undergraduate students with no experience in Chinese devote eight weeks to intensive study of the language on campus during June and July prior to their first fall semester of study at the university. These students subsequently spend 5+ hours in the Chinese classroom in the fall and spring semesters of their freshman year and are joined by heritage learners whose (lack of) mastery of the language makes it imperative for them to commence formal study as freshmen. Eight weeks of study in China then follows in the summer between freshman and sophomore years, following which students return to campus for 5+ hours in the Chinese classroom during the sophomore year. A second eight-week course of study takes place during the summer following the sophomore year, and students continue their intensive study of Chinese in the junior and senior years, partly in China. The program included 15 new participants for 2005 and 15 new participants for 2006. There are no Flagship Fellowship recipients at the undergraduate level.

Ohio State University

Ohio State University (OSU) began its second year of the Chinese Flagship Program in 2006. This program is designed to advance students at the ACTFL Advanced level (ILR Level 2) to the Superior level (ILR Level 3). For students testing at the Intermediate level (ILR Level 1 to 1+), a summer intensive program in Qingdao, China is offered to bring students to the Advanced level in preparation for the fall enrollment. For those already at ILR Level 2, OSU offers an eight-quarter program, which includes the option to earn a master's degree by meeting three criteria: demonstrated proficiency levels of 3 in speaking and reading; demonstrated ability to interpret and present domain knowledge in Chinese; and a master's product in Chinese (e.g., thesis, research report, or creative project). A technological

infrastructure to support an intensive course of study on two continents was developed to include on-line materials and testing facilities and course management systems. OSU enrolled six new program participants in 2005, including three Flagship Fellowship recipients. In 2006, OSU enrolled 11 new program participants including five Flagship Fellowship recipients. A planning grant was also awarded to OSU in 2006 to implement a state-wide system of articulated Chinese K-16 programs. Students will enroll in the K-16 programs in fall 2007.

Flagship Students in Chinese at Ohio State University

	New Fellows	New Non-Fellows	Total Flagship Students
2005	3	3	6
2006	5	6	11

University of Oregon

The **University of Oregon** in conjunction with the Portland Public School system (PPS) began a K-16 Chinese Flagship Program in 2006. The program is a national flagship model for the study of Mandarin Chinese. The goal of the K-16 program is to develop a fully articulated program of instruction for students that progresses from early learning through advanced proficiency levels in high school to superior levels in college. This is the first program of its kind in the United States. Project oversight and direction comes from the Center for Applied Second Language Studies (CASLS) at the University of Oregon. The CASLS staff works closely with PPS to structure a set of programs that lead to the graduation of high school seniors at the advanced level (ILR Level 2) in Chinese. These students will be eligible for scholarships to attend the University of Oregon and continue their Chinese studies along with their degree programs. Students will also be eligible to attend other Chinese Flagship programs at Brigham Young University and Ohio State University to achieve superior level (ILR Level 3) in Chinese. The University of Oregon Chinese Flagship program enrolled nine undergraduate students in fall 2006.

HINDI-URDU FLAGSHIP PROGRAM

University of Texas, Austin

The Hindi-Urdu Flagship Program at the **University of Texas, Austin** (UT) is a new initiative to bring undergraduate students to professional levels of fluency in Hindi and Urdu, two closely-related South Asian languages. The Flagship program provides a unique opportunity for undergraduate students to combine study in a variety of majors with study of Hindi-Urdu language, and will include study in their majors using Hindi and Urdu. Students are expected to achieve an advanced level of Hindi and Urdu language, culture, and professional competence through individualized courses of study, including directed and special purpose courses. These will include courses in anthropology, economics, government, history, business, and communication. Language use will be enhanced by native speaker tutors, a Hindi-Urdu living environment, and a year in India during the third year. Admission

to the program will require some proficiency in Hindi or Urdu. A Hindi-Urdu test will be scheduled for students admitted to the university who wish to be considered for the Flagship program. The Hindi-Urdu Flagship Program will enroll its first students in fall 2007.

KOREAN FLAGSHIP PROGRAMS

University of Hawaii at Manoa

Since 2003, the Korean Flagship Program at the **University of Hawaii at Manoa** (UHM) has offered students with advanced Korean language proficiency an opportunity to undertake a program of intensive, task-based language instruction, with specialized options in their chosen career fields. During their studies at UHM, students benefit greatly from the substantial Korean heritage population and cultural activities in Honolulu. A full academic year at UHM is followed by a year of intensive immersion at Korea University in Seoul, with university courses and/or industrialized professional internships, structured Korean living arrangements, and Korean peer tutors. The Korean Flagship program enrolled 10 new students in 2005, including five Flagship Fellowship recipients. In 2006, the program enrolled 11 new students, including three Flagship Fellowship recipients.

Flagship Students in Korean at University of Hawaii, Manoa

	New Fellows	New Non-Fellows	Total Flagship Students
2005	5	5	10
2006	3	8	11

University of California, Los Angeles

The Korean Flagship program at the **University of California, Los Angeles** (UCLA) offers students an opportunity to study intensive Korean at an institution that leads the nation in Korean enrollments and that is located in proximity to the largest Korean community in the United States. The UCLA program uses a content-based approach to focus on academic/professional level reading, listening, and speaking skills. Courses cover topics such as business, health, law, and the arts. The program includes individual mentoring and internships. Students who attend the UCLA program may proceed to study at Korea University in Seoul, Korea. The Korean Flagship program enrolled 11 new students in 2005, including four Flagship Fellowship recipients. In 2006 the program enrolled nine new participants, including five Flagship Fellowship recipients.

Flagship Students in Korean at University of California, Los Angeles

	New Fellows	New Non-Fellows	Total Flagship Students
2005	4	7	11
2006	5	4	9

PERSIAN-FARSI FLAGSHIP PROGRAMS

University of Maryland, College Park

The Persian-Farsi Flagship Program at the **University of Maryland, College Park** offers two unique graduate programs: a Graduate Certificate of Professional Studies in Persian, and a Master of Professional Studies in Persian. Students who already possess basic functional ability in Persian are eligible to apply. The program uses an innovative, modular, task-based, multi-strand curriculum to bring students to professional proficiency. The main content areas are modern Iranian culture, and politics and international relations, with some courses customized for individual students' research and professional domains. The first year of the program takes place at University of Maryland and consists of intensive coursework, immersion experiences, and a variety of cultural enrichment activities. In addition to course offerings in Persian language, literature, and culture, students and their advisors will jointly select various combinations of new course options specifically designed for Flagship students. The capstone experience is a year of specialized immersion study in Dushanbe, Tajikistan. Ten students enrolled in the Persian/Farsi program in fall 2006. There were no Flagship Fellowship recipients in the first year of the program.

American Councils in a Consortium with Bryn Mawr College

The Persian-Farsi Overseas Flagship Program is administered by **American Councils for International Education** in consortium with **Bryn Mawr College**. This program is designed to address the need for greater numbers of U.S. professionals in business, government, and academia who are able to speak, read, and write Persian at the highest levels of functional proficiency. With oversight by the Persian Overseas Flagship Academic Council, the nine-month program consists of regular tutorials and small group instruction combined with formal and informal professional language utilization. Participants in the Persian-Farsi Overseas Flagship Program study Farsi, the Iranian Persian variant of the language, during their studies at the Dushanbe Language Center and Tajik State National University in Dushanbe, Tajikistan. Students attend lectures and seminars in their fields of specialization, reside with local host families, and work regularly with peer tutors. The program is open to advanced-level learners of Persian who are committed to attaining ILR 3 proficiency or higher through an intensive year-long language training program tailored to their professional interests and academic specialization. Students will enroll in the Persian-Farsi Overseas Flagship Program in Dushanbe in fall 2007.

RUSSIAN FLAGSHIP PROGRAM

American Councils in consortium with Bryn Mawr College: Domestic

The **American Councils International Education** in consortium with **Bryn Mawr College** Russian Flagship Program is a U.S.-based intensive language program that began in 2005, and is intended to assist qualified students in attaining ILR Level 3 proficiency in Russian. The nine-month domestic Russian Flagship Program is designed for upper-level

undergraduate and graduate students who have studied Russian for a minimum of three years at the university level. Applicants must have ILR Level 2 proficiency in speaking, reading, and/or listening. A semester or academic year of immersion-learning in a Russian-speaking country is recommended. The domestic program is administered by American Councils and a consortium of four Flagship Centers across the United States: Bryn Mawr College, the University of Maryland at College Park, the University of California at Los Angeles, and Middlebury College. In addition to the domestic academic program, participants may be recommended for the nine-week summer immersion course in Russian at Middlebury College. Graduates of the domestic Russian Flagship Program are eligible to apply for the Overseas Russian Flagship Program in St. Petersburg, Russia. The domestic Russian Flagship Program enrolled three new Flagship students in 2005. In 2006 the program enrolled 11 new Flagship including one Flagship Fellowship recipient at the University of Maryland.

Flagship Students in Russian at ACTR/Bryn Mawr College

	New Fellows	New Non-Fellows	Total Flagship Students
2005	0	13	13
2006	1	11	12

American Councils in Consortium with Bryn Mawr College: Overseas

The National Flagship Program for Russian at St. Petersburg University is administered through **American Councils for International Education** in consortium with **Bryn Mawr College**. This intensive language program at St. Petersburg University in Russia is for students at advanced levels of proficiency. The Russian Flagship program began in 2004 with an innovative overseas immersion program built on years of experience in delivering high quality intensive Russian language instruction. American Councils admitted 10 participants in 2005, seven of whom were Flagship Fellowship recipients.¹³ In 2006 the program admitted 10 new students, including six who were Flagship Fellowship recipients.

Flagship Students in Russian at St. Petersburg University

	New Fellows	New Non-Fellows	Total Flagship Students
2005	7	3	10
2006	6	4	10

FLAGSHIP FELLOWSHIPS

The National Security Education Program (NSEP), administered through the Institute of International Education (IIE), offers a limited number of Flagship Fellowships to qualified American students interested in receiving full financial support to participate in Flagship

¹³ The Russian Flagship was integrated with the Bryn Mawr College Consortium during 2005.

Programs. Flagship Fellowships are available to support students participating in post-baccalaureate Flagship programs in Arabic, Chinese, Korean, Persian-Farsi, and Russian.

The Flagship Fellowship is structured as a two-year award intended to support the intensive domestic and overseas components of the Language Flagship. Most Flagship Fellows will participate in one year of domestic study and a second year of immersion overseas. In exceptional cases, Flagship institutions may determine that a student with advanced language skills should bypass all or a portion of the domestic component and participate in the overseas component. In these cases, the Flagship Fellowship provides funding for one year of study.

Flagship Fellows are expected to devote full-time effort to the Language Flagship. Flagship Fellows may not pursue requirements of other degree programs while receiving Fellowship support, nor may the Fellowships be combined with other sources of funding that would require students to devote less than full-time effort to the program. Applicants for Flagship Fellowships must apply separately to be admitted to a specific Flagship program.

In 2005 and 2006 NSEP, through IIE, awarded **38** and **39** Flagship Fellowships, respectively. Lists of all Flagship Fellowship recipients are listed in the Appendix C: 2005 Post-Baccalaureate Flagship Fellows and Appendix D: 2006 Post-Baccalaureate Flagship Fellows.

Total Number of Flagship Fellows by Year and Language

	Arabic	Chinese	Korean	Russian
2005	12	8	11	7
2006	9	9	14	7

FUTURE PLANS

In 2007, the Language Flagship will continue the transition efforts undertaken in 2006 to refocus programs toward undergraduate study. The experience in 2006 has demonstrated that such efforts to create advanced, proficiency-based language learning at the undergraduate level are very challenging, requiring programs within their academic departments to rethink much of what they do and how they do it. NSEP will continue to work closely with the programs to provide technical assistance and, when needed, support to ensure a smooth transition. As a result of this policy change, NSEP expects that there will be fewer Flagship Fellowships in 2007 than in the previous years. NSEP expects these lower numbers to be more than off set by a much larger increase in undergraduate enrollment in the Flagship institutions.

A major Flagship initiative in 2007 will be the introduction of a new grant program, “Diffusion of Innovation.” Through this grant program, the Language Flagship intends to provide funds to established Flagship institutions that support innovative approaches to language education, as well as diffusion of proven and effective practices to organizations and institutions committed to adapting these practices and approaches. Funding will be

available for Flagship institutions that demonstrate that their idea constitutes not only a new approach, but also builds and improves upon past practice and research to address an important issue or barrier to effective language learning. All projects that constitute innovation must address how these innovations will be adapted by other institutions. Projects should seek to identify strategic partnerships with other colleges and universities as well as key “agents of change” in language education to extend the reach of Flagship to more programs and students. Proposals should focus primarily on higher education and only consider K-12 issues as they directly impact university education.

NSEP also plans to develop better reporting and web-based database systems to monitor student activity, grant progress, and outcomes of all Flagship efforts. In addition, NSEP will develop a state-of-the-art web site that supports collaboration, sharing and diffusion of best practices, innovation, and curriculum among Flagship institutions.



Flagship Fellow in China

V. ENGLISH FOR HERITAGE LANGUAGE SPEAKERS

The U.S. Congress created the English for Heritage Language Speakers (EHLS) program in 2005 as a new NSEP initiative for the purpose of providing intensive English language instruction for U. S. citizens who are native speakers of critical languages.¹⁴ In 2005, NSEP partnered with the Center for Applied Linguistics (CAL) to develop EHLS, beginning with three phases of activity: conducting a feasibility study; identifying potential university partners, and selecting university partners and outlining program plans. The first cohort of participants were selected, admitted, and graduated during 2006. Lessons learned were applied to enhancing the scholarship selection process, curricula, and job search assistance.

FEASIBILITY STUDY

In conducting the feasibility study, CAL consulted with representatives of key government agencies, heritage community experts, and English as a Second Language (ESL) instruction and assessment experts. These consultations enabled CAL to identify three target languages for the first year of the program (Arabic, Chinese, and Russian), to identify the types and levels of English language skills that government agencies need and expect, and to develop broad parameters for program length and content. They also provided insight into three main challenges for the program:

- Establishing a public presence that would support successful participant recruiting;
- Developing an English for professional purposes curriculum and instructional model that would bring participants' listening, speaking, reading, and writing skills to the superior level (ILR Level 3); and
- Identifying and obtaining assessment instruments that would measure participants' English language proficiency in relation to the ILR scale.

At the conclusion of the feasibility study, CAL produced a report of study findings and a proposal for a pilot program. The executive summary of this report is available in Appendix I.¹⁵

IDENTIFICATION OF POTENTIAL UNIVERSITY PARTNERS

The enabling legislation required the EHLS program to take place at institutions of higher education. The feasibility study indicated strongly that the program would need to take place at universities with established intensive English programs that possess the expertise to develop a program and curriculum with the necessary English for professional purposes orientation and superior-level language learning capacity. Drawing on information available from the American Association of Intensive English Programs, University and College Intensive English Programs, and other sources, CAL identified potential university partners in six cities with extensive populations of speakers of the three target languages: New York, Washington, Chicago, Houston, Seattle, and Los Angeles. CAL staff conducted telephone interviews and collected preliminary information from a total of 11 universities in these six cities.

¹⁴ The EHLS was initiated with passage of the Intelligence Authorization Act for Fiscal Year 2005 (Public Law 108-487, Sec. 603).

¹⁵ The full EHLS Feasibility Study is available at <http://www.cal.org/projects/EHLSReportFinal.pdf> (pdf).

EHLS PILOT PROJECT

CAL initiated a three-year EHLS pilot project by releasing a formal request for grant proposals in September 2005. NSEP and CAL staff conducted site visits with five university finalists in early November 2005. The University of Washington and Georgetown University were selected as the partner universities on the basis of the strength of the English for professional purposes curricula that they proposed and the quality of instruction observed at the site visit. CAL also selected the Institute of International Education to manage the application process and the disbursement of scholarships.

After the two university partners were selected, CAL launched a website (www.cal.org/ehls) to publicize the program and provide information to the public. Activities from mid-November through December of 2005 focused on recruiting and curriculum development for the first cohort, conducted together with the university partners.

Applications for the first cohort of EHLS scholarship recipients and program participants were reviewed in January 2006, with matriculation beginning in March 2006. EHLS Scholars received scholarships to cover all tuition costs and a small living stipend in exchange for a commitment to seek employment in the Federal Government for at least one year. Twenty-one participants graduated in August 2006, and are currently working for the Federal Government or are working toward fulfilling their service requirement.

NSEP, CAL, and the university partners observed a number of factors that could enhance the quality of the EHLS initiative from the experience with the first cohort. First, all recruiting and participant application material was customized to clarify the goals, benefits, and expectations of the program. Second, each of the partner universities added a Federal job search assistance component to their curriculum and supplemented or adjusted their staff. Finally, the eligible heritage languages were augmented and reprioritized for the second year to augment EHLS recruiting and meet human capital needs of the Federal Government.¹⁶

Applications for the second cohort were reviewed in October 2006. EHLS Scholarships were finalized in December, and instruction began in early 2007 at Georgetown University and the University of Washington. The second cohort of EHLS Scholars will graduate in summer 2007.



¹⁶ For year two of the EHLS pilot project, first tier languages were Arabic and Chinese. Second tier languages were Farsi/Dari, Hindi, Indonesian, Pashto, Urdu, and Russian.

VI. THE LANGUAGE CORPS

The Department of Defense (DoD), the Office of the Director of National Intelligence (ODNI) and other Federal departments and agencies have identified ongoing shortages in language capabilities available to support national security. There is widespread acknowledgement that the post-9/11 operational environment reinforces the reality that the nation needs a significantly improved organic capability in emerging languages and dialects, greater competence and regional area skills in those languages and dialects, and a surge capability to rapidly expand its language capacity on short notice. The Department of Defense, in its 2005 Defense Language Transformation Roadmap and Quadrennial Defense Review recognized the need for surge capacity and endorsed the concept of a Civilian Language Corps pilot effort. The concept of the Civilian Language Corps is also an integral part of the President's National Security Language Initiative (NSLI).

BACKGROUND

Congress initially tasked NSEP to develop a feasibility study on the concept of a Civilian Linguist Reserve Corps (CLRC) in Fiscal Year 2003.¹⁷ NSEP completed the study in early 2004, and DoD provided the report to Congress. In 2005, NSEP received additional funding from ODNI to develop a preliminary pilot program. This strategic plan led to the DoD recommendation to Congress to authorize and appropriate funds in support of a pilot effort beginning in FY2007. The Department of Defense FY07 Authorization Act includes a provision authorizing the Secretary of Defense to proceed with the pilot effort, and the FY07 Defense Appropriations Act funds the pilot program.

THE LANGUAGE CORPS MISSION

The CLRC, now officially designated as The Language Corps, is designed to provide and maintain a readily available civilian corps of certified expertise in languages determined to be important to national security. The Language Corps is an entirely new organization. Because its members will operate in a civilian environment, it will remain essentially civilian in nature, and members will voluntarily join and renew their membership. The Language Corps is designed to address both short- and long-term shortfalls related to language assets that support the requirements of the national security community. It also considers and adapts the best practices of the military reserve components as well as successful volunteer organizations.

The Language Corps, when operational, will identify and warehouse expertise and capabilities in critical languages that can be made available when needed. Members provide certified language skills available in a time of war, national emergency, or crisis. This capability fills the gap between existing capability and the language skills needed to meet short-, medium-, and long-term requirements.

¹⁷ Section 325 of Public Law 107-306 (Intelligence Authorization Act for Fiscal Year 2003) directed the Secretary of Defense, acting through the Director of NSEP, to prepare the CLRC Feasibility Study.

The functioning of the Language Corps features centralized planning and decentralized execution, and will include a cadre of individuals with language skills (both foreign language and English) that are readily available to all Federal organizations and agencies during times of war, national emergencies, or crises. The overall management responsibility is assigned to the Department of Defense, and recruiting for the program will be national in scope. In addition, skill training and maintenance will be provided to Language Corps members.

Research examined during the strategic planning stage identified a model that includes two personnel pools. The *National pool* is similar to the military model for inactive reserve components and consists of individuals agreeing to serve in a capacity that includes being registered in a national database of members with required language skills. The members are activated for Federal service during times of war, national emergency, or other national needs. The *Dedicated sponsor pool* is similar to the military model for active reserve components and includes individuals agreeing to serve in a capacity that includes a contractual agreement with a dedicated Federal sponsor. This contract may include an obligation to perform specific responsibilities and duties and to serve a specified number of days per year. It is anticipated that members can be activated by the dedicated Federal sponsor for service, may receive Federal retirement benefits, will be supported by their dedicated sponsor, and will receive job protection once activated.

FUTURE ACTIVITIES

The NSEP Office plans to accomplish the Language Corps pilot with a series of major activities. During 2006 a major “Branding and Positioning” study was commissioned by NSEP to identify the most viable way to establish a communications platform for the Language Corps. This effort included four major objectives to:

1. Identify the most relevant and motivating positioning opportunities;
2. Identify any potential issues or opportunities related to program sponsorship;
3. Determine the most descriptive and memorable naming options for the program; and
4. Determine an effective and efficient way to communicate the existence of the organization and to enlist membership within identified communities in the U.S.

The Branding and Positioning study of the Language Corps establishes the basis for major progress in pilot implementation, which is to begin in 2007. In the three-year pilot, to be concluded in 2009, NSEP will establish the model for the Language Corps, design and begin recruitment to yield no fewer than 1,000 members across at least 10 languages, and implement activation exercises testing the capacity of the Language Corps to respond to Federal needs.

VII. LANGUAGE PROFICIENCY AND STUDY ABROAD

NSEP is the only Federally-funded effort focused on combined issues of language proficiency, national security, and the Federal workforce. Taken together with other more technology- and research-oriented investments, NSEP represents an integral component of a national security strategy to eliminate the serious language deficit. NSEP provides clear measures of performance, including detailed monitoring of award recipients and language proficiency testing. This section of the report addresses proficiency levels in comparison to national study abroad data, demonstrating the unique contribution NSEP makes to the Federal Government.

LANGUAGE PROFICIENCY

NSEP is the only Federally-funded program that systematically collects proficiency data for award recipients. All NSEP Scholars and Fellows are required to take pre- and post-tests for oral language proficiency. The tests are taken prior to and immediately following their language study. These 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. They are available in many languages; however there are no tests available in a number of languages studied by NSEP Scholars and Fellows.

The NSEP proficiency testing data, collected since 1996, serves two important purposes. More than 1,200 Scholars and 400 Fellows have completed post-tests over the 1996-2005 time period. The data provide Scholars and Fellows with a national recognized measure of their oral proficiency in their language of study. The certification is important to Scholars and Fellows as they seek jobs that offer the opportunity to use their language. The data are also vital to NSEP in helping measure progress of the program and the impact of program guidelines on language proficiency outcomes.

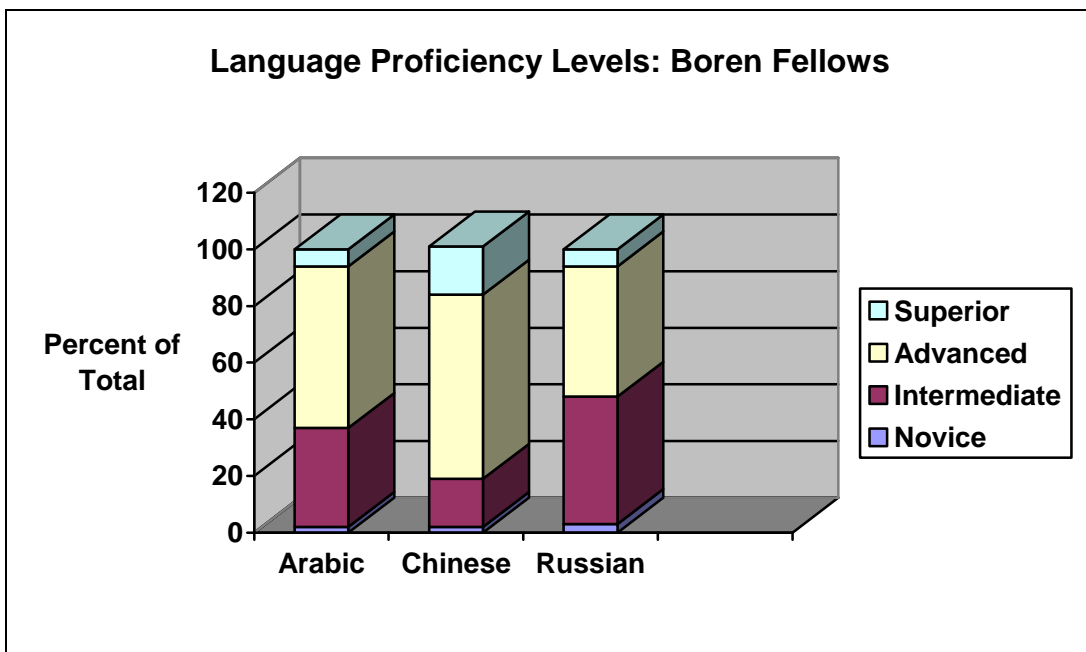
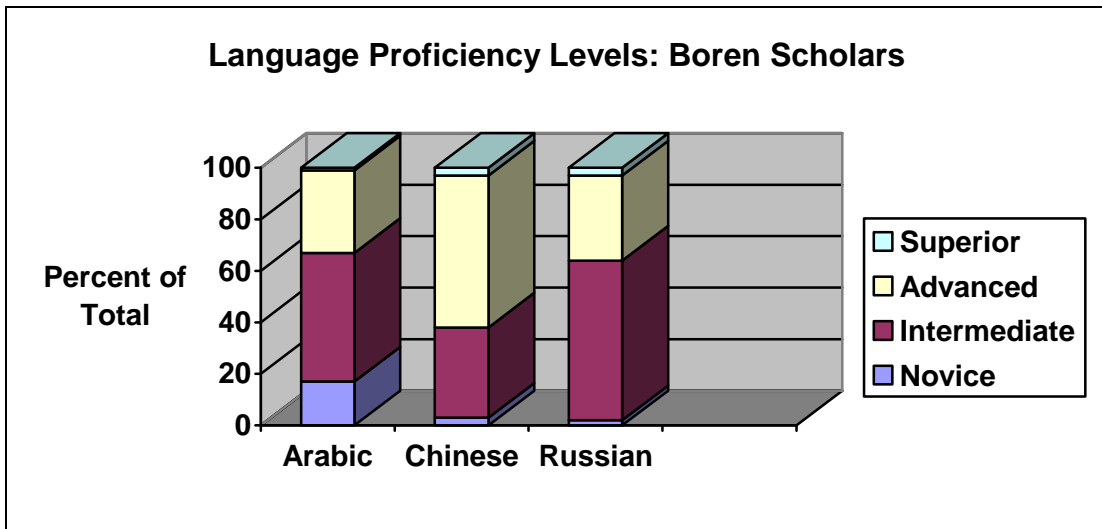
Most U.S. students do not achieve levels of language proficiency that enable them either to satisfy work requirements or communicate effectively in a foreign language. The average college graduate (including language and literature majors) reaches no more than an intermediate level in a less-commonly taught non-Western language. It is estimated that it would take as many as eight years in a traditional university language program (without extended immersion or study abroad) to achieve the minimal functional level in more difficult-to-learn languages such as Arabic, Chinese, and Russian.

NSEP focuses on rigorous language study among its Scholars and Fellows. Research on the relationship between overseas study and language proficiency gains argues for a strong emphasis on immersion opportunities abroad. NSEP Scholars and Fellows represent a pool of motivated, high-aptitude language learners who engage in extensive in-country language immersion. Scholars and Fellows are selected primarily on the rigor and duration of their proposed program, and on the likelihood their program will produce significant language gains – either for the “novice” to advance to higher levels, or for the intermediate to advanced student to gain professional proficiency. Many Scholars and Fellows who are

beginning their study of a less-commonly taught language achieve remarkable levels of proficiency.

The figures below illustrate the levels of proficiency gained by Boren Scholarship and Fellowship recipients for three languages: Arabic, Chinese, and Russian. The data reflect results from post-testing of the following numbers of Scholars and Fellows:

Boren Scholars: Arabic (215); Chinese (225); Russian (207)
 Boren Fellows: Arabic (68); Chinese (48); Russian (65)



STUDY ABROAD COMPARISON

In order to understand the accomplishments of NSEP Scholars and Fellows, it is important to contrast them with the demographics of the overall U.S. study abroad population.

Destinations

***Most U.S. students study abroad in Western countries.
All NSEP Scholars and Fellows study less-commonly visited countries.***

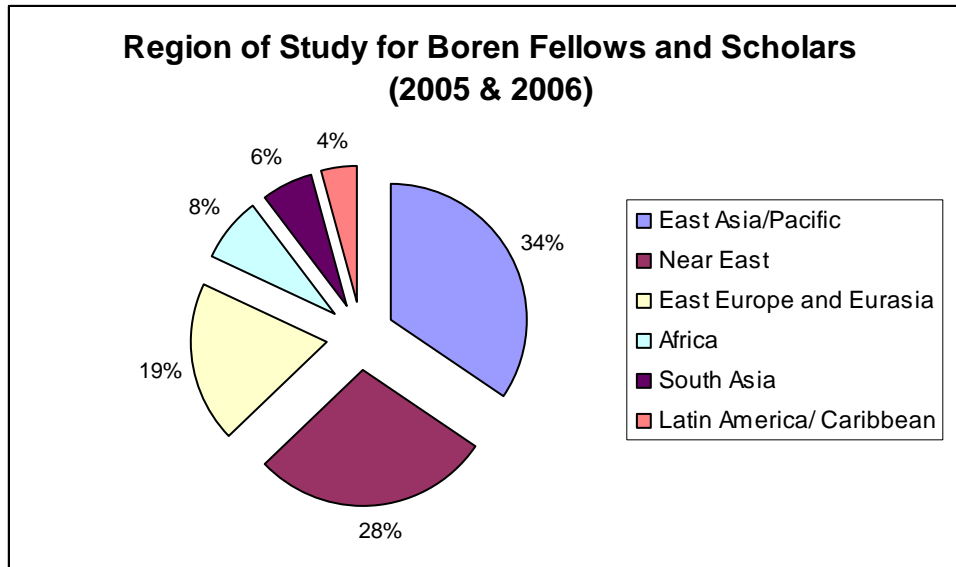
American students generally do not study abroad. One to three percent of all U.S. students enrolled in higher education will study in another country during his or her post-secondary career. Those who do study abroad usually travel only to Western Europe. NSEP's sole focus is on languages and world regions that are critical to national security where U.S. students generally do *not* study.

NSEP Scholars and Fellows travel where few Americans go.

According to the *Open Doors Report 2006*, a report about international educational exchange published annually by the Institute for International Education (IIE), over 200,000 U.S. students studied abroad between 2004 and 2005.¹⁸ Of these, 64 percent studied in Western Europe, Australia, Canada, and New Zealand. One of every six U.S. students chose to study in the United Kingdom. During this same time, only 1.5 percent studied in the Middle East and North Africa; 2.4 percent in Sub-Saharan Africa; 7 percent in East and Southeast Asia; and less than one percent in South Asia.

NSEP supports students who are eager to study in and about areas of the world critical to U.S. national security and outside Western Europe, Canada, Australia, and New Zealand. Destinations for NSEP award recipients include Egypt, Israel, Indonesia, Russia, Turkey, and Uzbekistan. NSEP's focus on these critical and understudied world regions remains indispensable to the future American capacity to address major national security needs. The following graph shows the distinct contrast between regions in which most U.S. students study abroad and the regions in which NSEP Scholars and Fellows study.

¹⁸ *Open Doors 2006 Report on International Educational Exchange* (New York: Institute of International Education, 2006): <http://opendoors.iienetwork.org>.



These understudied world regions remain indispensable to the future American capacity to address major national security needs. NSEP funding of highly motivated undergraduates represents a vital investment in U.S. expertise in language and culture. Many Boren Scholars are marking significant contributions to the Federal national security effort. NSEP Scholarships not only build on a talent pool developed at the undergraduate level, but also represent more immediate professional expertise available for employment in the Federal sector.

Duration

Less than 8 percent of U.S. students who study abroad do so for more than one semester.¹⁹

56 percent of NSEP 2005-2006 award recipients studied abroad for a full academic year or more.

According to the *Open Doors Report 2006* only 6 percent of all U.S. students studying abroad enroll in a full academic year. “The majority (56 percent) of U.S. students elected summer, January term, and other programs of less than one semester” abroad.²⁰ While it is important for more Americans to experience another culture, gains in language and cultural competency are highly restricted when the period of study is limited.²¹

NSEP emphasizes long-term academic study to develop advanced level language and culture proficiency among award recipients. In 2005-2006, 56 percent of NSEP award recipients opted to participate in study abroad programs for an academic year or longer, and 36 percent in programs from one semester but less than an academic year in duration. Only

¹⁹ Based on the number of U.S students who were abroad for two quarters, an academic year, or a calendar year (Open Doors 2006).

²⁰ In “U.S. Students Abroad Top 200,000, Increase by 8 Percent.” (<http://opendoors.iienetwork.org/?p=89252>) retrieved on April 12, 2007.

²¹ See research from ACTR: <http://www.americancouncils.org/>.

eight percent were enrolled in summer-long programs, which are reserved for students in the sciences or undergraduate freshmen and sophomores. These students frequently return for longer periods of study later in their undergraduate academic careers.

Virtually all NSEP Fellows devote significant periods of time to overseas study, including language immersion. In 2005-2006, nearly 60 percent of all Fellows studied for an academic year or longer. The Language Flagship overseas curriculum necessitates that the vast majority of Flagship Fellows remain in-country for no less than nine months.

The acquisition of cultural and language skills is enhanced only by longer periods of study abroad. However, the trend in higher education is toward a proliferation of short-term international study opportunities that provide brief cultural familiarity but limited opportunity for language or culture immersion. While it is important for more American students to experience another culture, gains in language and cultural competency are highly restricted when the period of study abroad is limited to several weeks.

Language

Eighty percent of foreign language enrollments in U.S. higher education are in Spanish, French, German, and Italian.²² NSEP emphasizes the study of less commonly taught languages that are critical to national security.

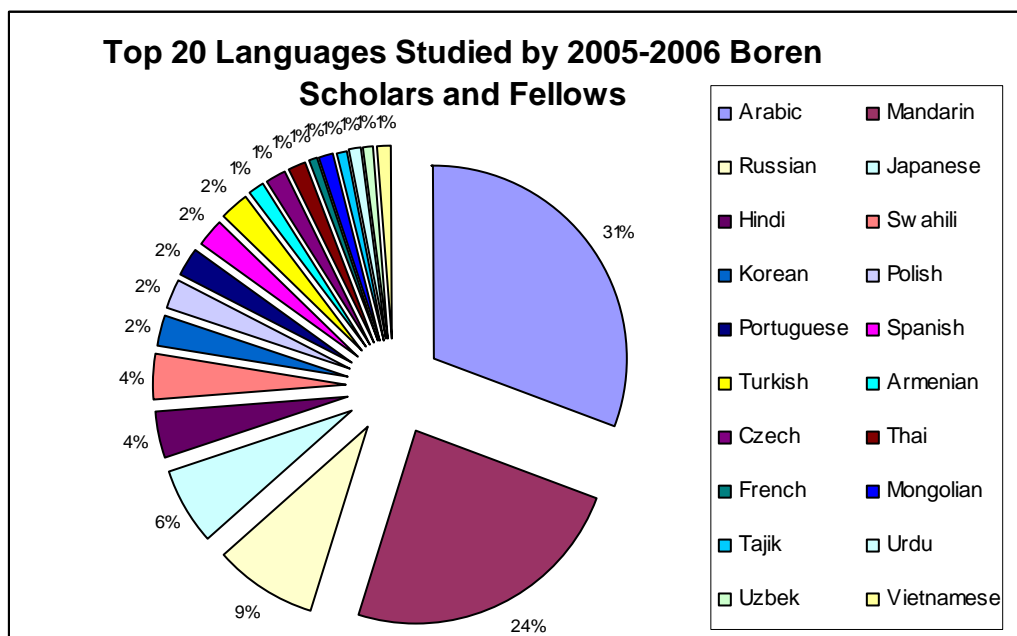
Foreign language enrollments in U.S. education have grown slightly in the past decade, but very little in those languages which are critical to national security. Nearly 96 percent of U.S. high school foreign language enrollments are in five languages: Spanish, French, German, Latin, and Italian. In higher education, the same languages amount to more than 80 percent of the foreign language enrollments. Only 8.6 percent of U.S. students in higher education enroll in a language course during their post-secondary career. Most of these students are fulfilling basic graduation requirements, and are not studying toward any proficiency in the language.²³

NSEP emphasizes study of non-Western European languages critical to U.S. national security, such as Arabic, Chinese, Hindi, and Turkish.²⁴ NSEP Scholars and Fellows represent outstanding students and high aptitude language learners who have an ongoing commitment to language study, and a motivation to learn languages and cultures well outside West European traditions. Furthermore, NSEP awards establish a vital pipeline from undergraduate through graduate school that should not be underestimated in its long-term importance to national security.

²² Elizabeth Wells. "Foreign Language Enrollments in United States Institutions of Higher Education, fall 2002," *ADFL Bulletin*, 35, no. 2-3 (2004): 7-26.

²³ J. Draper and J. Hicks, *Foreign Language Enrollments in U.S. Public Secondary Schools, fall 2000* (Washington, DC: ACTFL, 2002). Retrieved on August 11, 2006 at www.actfl.org/files/public/Enroll2000.pdf.

²⁴ NSEP will support, on a case-by-case basis, study of advanced Spanish for a limited number of award recipients studying in Central and South America. Many NSEP Scholars and Fellows also include the study of a second (indigenous) language as part of their program.



Diversity

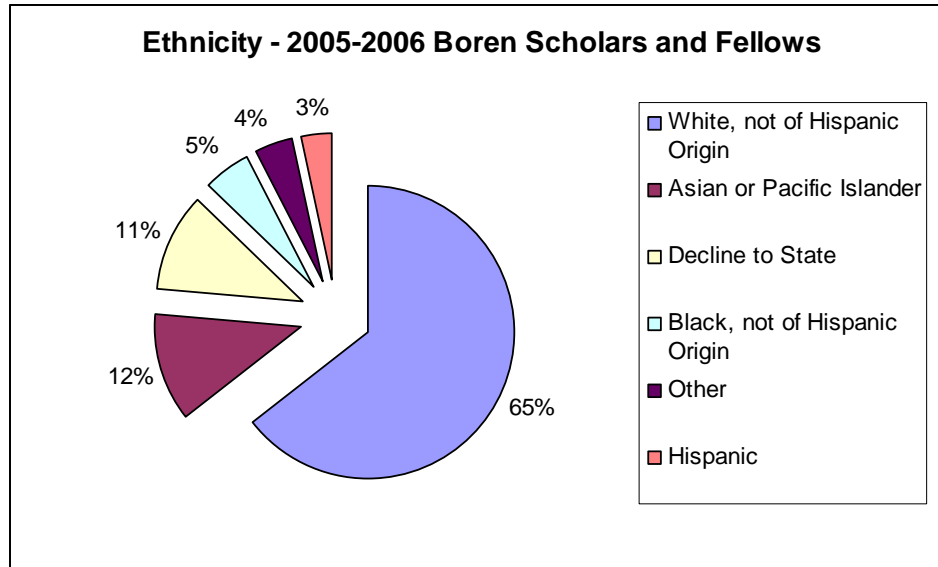
***Most U.S. students who study abroad are female.
Approximately 17 percent of U.S. students studying abroad are people of color.

NSEP award recipients are more diverse than those of any comparable award program.***

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

According to the Institute of International Education’s *Open Doors Report 2006*, study abroad students in the United States are generally female students who identify themselves as Caucasian. Only 17 percent of U.S. students studying abroad were students of color (Hispanic-American, Asian-American, Native-American, African-American, and those that defined themselves as Multiracial), while 83 percent were Caucasian.²⁵

²⁵ *Open Doors.*



NSEP award recipients are given the option of completing a form identifying their ethnicity at the time of application. Of the 2005-2006 award recipients, 11 percent of students did not respond to this question. Twenty-four percent of students identified themselves as students of color, and 65 percent as Caucasian students.

The field of study abroad has struggled for years to get more participation among male students. Historically, women constitute approximately 65 percent of U.S. students studying abroad. Among U.S. programs NSEP is one of the most successful at attracting men for overseas studies. NSEP historically awards about 50 percent of its awards to men, as opposed to 35 percent in the national figures.

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

- Making it possible for increasing numbers of U.S. students to study in and about world regions that are important to U.S. national security;
- Funding students for longer, more comprehensive periods of language and culture study;
- Making it possible for students from non-traditional study abroad fields (e.g., applied sciences, engineering, mathematics) to develop international skills; and
- Enabling a more diverse array of American students to undertake serious study of less-studied languages and cultures that are critical to U.S. national security.

VIII. THE NSEP SERVICE REQUIREMENT

NSEP plays a significantly expanding role in the Federal Government's efforts to address serious foreign language and area expertise shortfalls. NSEP's unique Service Requirement generates a pool of outstanding U.S. students with competencies in critical languages and cultures who are highly committed to serve in the national security community.

The NSEP Service Requirement has evolved since the program's authorization in 1991. The initial Service Requirement was broadly defined and, for all practical purposes, excluded Boren Scholars. Boren Fellows were permitted to fulfill the service either by working in the Federal Government, or in education in an area related to their NSEP-funded study. The law was modified in 1996 to obligate 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 years from the end of their NSEP program to fulfill the Service Requirement, and Boren Fellows had five years from the time they finished their degree program, or dropped out of their program, to begin to fulfill the Service Requirement.

In 2003, the U.S. 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...."²⁶ The time frame to begin service was shortened to three years from graduation for Boren Scholars, and two years from graduation for Boren Fellows.

In 2006, 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."²⁷

More than 1,300 NSEP award recipients have fulfilled, or are currently fulfilling their service. Of the 1,587 Boren Scholars funded by NSEP since the Service Requirement was enacted in 1996, 509 have completed their service in the Federal Government, 99 in higher education, and 12 have worked in both government and education.²⁸ Of the 1,181 Boren Fellows funded, 311 have served in the Federal Government, 359 in higher education, and 35

²⁶ P.L. 108-136, National Defense Authorization Act for Fiscal Year 2004.

²⁷ P.L. 109-364, National Defense Authorization Act for Fiscal Year 2007.

²⁸ The number of Boren Scholarships awarded from 1994-2006 is 2136. A total of 1,587 Boren Scholarships have been awarded since the inception of the NSEP Service Requirement in 1996. NSEP uses this total to communicate its service statistics for Boren Scholars. All other NSEP initiatives had a Service Requirement since their inception.

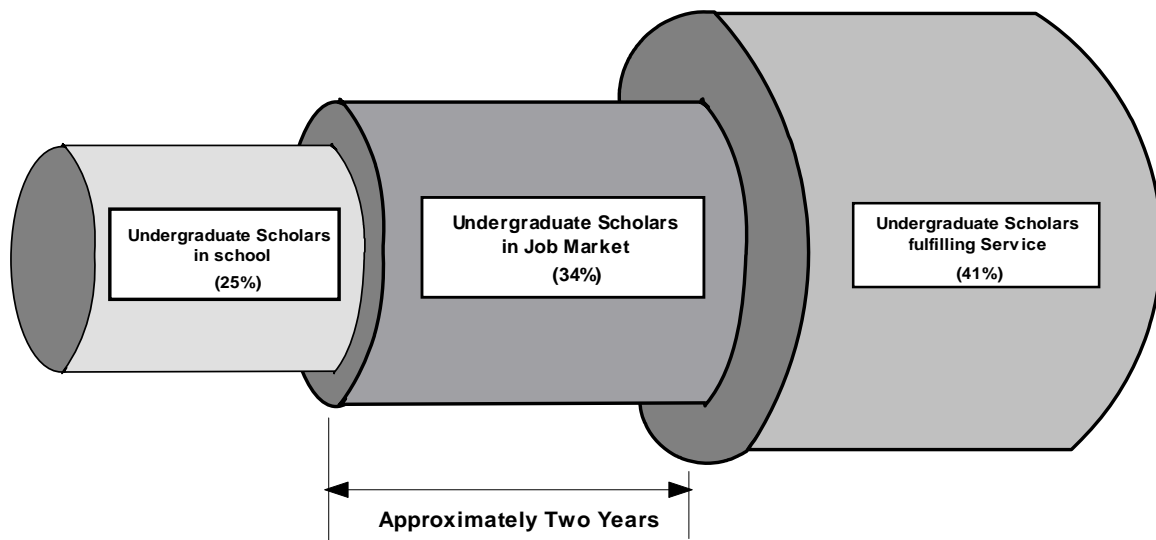
have worked in both government and education. The Federal agencies where award recipients are working include the Departments of Defense, the Intelligence Community, and the Departments of Commerce, Energy, State, and Treasury.

Award Type	Service in U.S. Government	Service in Higher Education	Service in Both
Boren Scholars	509	99	12
Boren Fellows	311	359	35
TOTAL	820	458	47

FEDERAL PLACEMENT ACTIVITIES

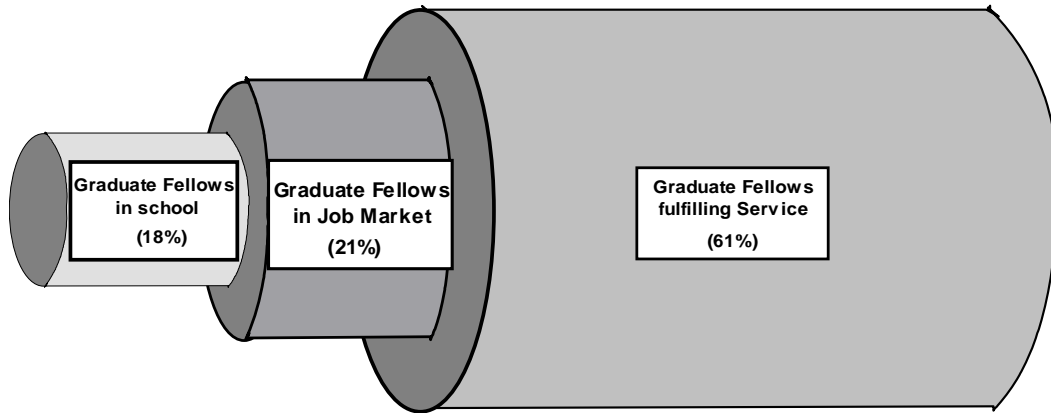
There are approximately 800 Boren Scholarship and Fellowship award recipients who have completed their academic degree programs and who have **not** yet begun to fulfill their Service Requirement. NSEP considers these people to be a “pipeline” of individuals actively seeking to fulfill their Service Requirement (see “Pipeline” illustrations below.).

NSEP Undergraduate Scholar "Pipeline"



Note: Approximately 50% of Undergraduate Scholars currently in the job market are very recent graduates

NSEP Graduate Fellow "Pipeline"



NSEP implements aggressive efforts to identify Scholarship and Fellowship applicants motivated to work for the Federal Government and to build mechanisms to assist them to enter the Federal workforce. NSEP uses a “hands-on” approach to ensure that every NSEP award recipient is equipped with the knowledge and tools to successfully identify Federal jobs that are consistent with their skills and career objectives. NSEP regularly reviews the Federal placement process and routinely implements recommendations for modifications and refinements to this process. NSEP’s work to support the job search initiatives of Scholars and Fellows includes the following:

- NSEP ensures that applicants and award recipients are committed to working in the Federal Government. In the applications for both the Boren Scholarships and Fellowships all applicants are asked to indicate their career goals, and to discuss the Federal agencies in which they are most interested in working. Clear indication of a 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 the both the application and award, students are informed of the NSEP Service Requirement and given materials clearly outlining 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, they 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 to NSEP their efforts in obtaining employment in the Federal Government.

- 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, any NSEP award recipient can be hired by a Federal agency without application of the qualification standards and requirements established for competitive service. (See the Code of Federal Regulations, Title 5, Part 213.31[r].)
- The U.S. Congress provided NSEP with valued assistance with implementation of the Service Requirement by enacting P.L. 107-296, the Homeland Security Act of 2002. Subsection 1332(a)(2) of this law states that it shall be the policy of the U.S. Government to advertise and open all Federal positions to United States citizens who receive Federal funding and, as a condition of that funding, incur a Federal Service Requirement. This important change in hiring considerations will lead to numerous opportunities previously unavailable to NSEP award recipients without previous Government employment.
- Following the modifications in the Service Requirement in 1997, NSEP established procedures to ensure that all NSEP award recipients have full access to information on Federal employment opportunities. At the same time, NSEP has implemented procedures to ensure that all award recipients follow through on good faith efforts to identify Federal employment.
- NSEP takes advantage of advanced Internet technology to assist its award recipients in their job searches and to provide Federal agencies with access to the resumes of Scholars and Fellows who are actively seeking employment. The secure online database, NSEPNET (www.nsepnet.org), provides job search information, job announcements, career tips, and other valuable resources for award recipients. Federal hiring officials have access to resumes of all award recipients. NSEP requires award recipients to post a resume of NSEPNET at least 12 months before they expect to be available for Federal employment and to keep their resumes updated. Federal managers and hiring officials are encouraged to find potential employees via NSEPNET. Also, NSEP staff routinely work with Federal organizations to brief them on NSEPNET and the breadth of talent available to them.
- A full-time NSEP staff member works directly with NSEP award recipients on their job searches. Other NSEP staff devote considerable time to job placement efforts.
- When NSEP Scholars and Fellows identify a position in which they are interested they may request that NSEP send letters of endorsement on their behalf. These letters include a brief explanation of NSEP, point out unique qualities of the particular award recipient, and provide information about the special hiring advantages available to the Government agencies for NSEP award recipients.

- NSEP sponsors annual forums during which NSEP award recipients are invited to Washington, DC to learn about Federal agencies and to meet directly with agency representatives.
- NSEP hosts annual convocations for the new recipients of Boren Scholarships to introduce them to issues related to their service requirement and finding Federal employment.
- NSEP pursues and collects from delinquent award recipients who neither fulfilled their Service Requirement, nor repaid their Fellowship and Scholarship. The collection process is administered by the Department of the Treasury's Treasury Offset Program. Less than one percent of all award recipients are in delinquent status.

As a result of outstanding performance in their Federal positions, NSEP award recipients have encouraged many Federal hiring officials to seek additional Scholars and Fellows to fill Federal positions. The Department of State and Commerce (i.e., International Trade Administration), the Defense Threat Reduction Agency, the Library of Congress, and NASA are just a few examples of agencies which have actively sought to hire additional NSEP recipients.

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

SERVICE REQUIREMENT PLACEMENT RESULTS

NSEP tracks Service Requirement fulfillment by collecting information from its award recipients through an annually submitted Service Agreement Report (SAR). The SAR is a Federal form that monitors award recipients' progress toward fulfilling the Service Requirement required of NSEP Scholarship and Fellowship recipients. More than 700 SARs filed through 2006 have reported award recipients' work in the Federal Government.

Although 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. Among other activities, is committed to working with the Boren Forum, the official alumni group of NSEP award recipients, to gather such data.

FEDERAL PLACEMENT OF FLAGSHIP FELLOWS

NSEP is actively working with Federal agencies to ensure that all NSEP-funded Flagship Fellows find rewarding positions within the national security community. Each Flagship Fellow who is selected must indicate his or her commitment to Federal service. Federal agencies have a unique opportunity to hire highly competent individuals who are certified as superior (ILR Level 3) in languages critical to national security. For the past two years, NSEP staff have been working with Federal agencies and with each Flagship Fellow to identify appropriate positions. Of those available for employment, nearly 20 percent of all Flagship Fellows are working in the Departments of Defense, State, Commerce, and the Intelligence Community.

EXAMPLES OF NSEP AWARD RECIPIENTS SERVING OUR NATION

❖ A 2003 Flagship Fellow works for the Department of State as a Foreign Service Officer in Jerusalem, Israel. As a Master's degree student at the University of Michigan, she was first awarded a Boren Fellowship to study in Egypt in 2001. She spent a year at the American University in Cairo combining Arabic studies with research for her thesis on the role of Islamic law and economic development within the modern Egyptian legal system. She was later awarded a Flagship Fellowship to study intensive Arabic at the Center for Arabic Study Abroad at the American University in Cairo, where she has attained professional (ILR Level 3) proficiency.

❖ A Boren Fellow is an analyst for the U.S. Northern Command in the Department of Defense. He provides analytical support for Defense officials and the Intelligence Community in support of the Northern Command's homeland defense mission. As a Master's degree student in political science at Tulane University, he used his Fellowship to travel to Pakistan to study Urdu, as well as to conduct thesis research on secondary education policy and civic values in Pakistan.

❖ A Boren Scholar was an intelligence analyst graduate fellow in the U.S. national security community during the summer of 2003. She used her Boren Scholarship to study Chinese through the CET Chinese Language Program. She is currently pursuing her graduate degree at the Fletcher School of Law and Diplomacy at Tufts University. Upon completion of her Master's program she will return for full-time employment in the national security community.

❖ A Boren Fellow is a foreign affairs specialist for the Department of Defense. He monitors political, social, economic, geographic, and military developments affecting Afghanistan. He reviews, prepares, and coordinates U.S. defense policy and all-source intelligence analysis related to Afghanistan. He also serves as a liaison between the Department and other agencies of the Intelligence Community on issues involving U.S. – Afghan relations. As a JD candidate at the Cornell Law School, he used his Fellowship to study Hindi in India, as well as to conduct research on American investment in India and factors affecting the current investment environment.

❖ A Boren Scholar is an intelligence specialist at the College of Aerospace Doctrine Research and Education/Intelligence in the U.S. Air Force. Her duties include providing war-fighters and decision-makers in the Air Force community with comprehensive intelligence products. She graduated with a BA degree in comparative politics at the University of Texas at San Antonio, with previous studies at the Defense Language Institute. NSEP funded her study of Arabic at the American University in Cairo.

❖ A 2000 Boren Fellow is an intelligence research specialist with the Federal Bureau of Investigation (FBI). He provides analytical support, in the form of both written reports and oral briefings, for FBI executives, field officers, and the wider Intelligence Community. As a PhD candidate in history at Georgetown University, he used his Fellowship to go to Poland to research the social effects of communist Poland.

❖ A Boren Fellow is a linguist and analyst for the Department of Defense focusing on Turkey and Central Asia. Prior to this position, she worked as an intelligence specialist in the Bureau of Intelligence and Research at the Department of State, where she reviewed intelligence to provide alerts to analysts. She maintained liaisons with the intelligence community and the White House Situation Room, and worked with the National Operations and Intelligence Watch Officer's Network. As a PhD candidate in linguistic anthropology at the University of Texas, Austin, she used her Fellowship to study Turkish and to conduct research on language ideology and practice in the creation and maintenance of relations between Turkey and the Turkic republics of central Asia.

❖ A Boren Scholar is a military capabilities analyst for the Defense Intelligence Agency (DIA). She used her Scholarship to study Japanese at Kansai Gaidai University in Japan. After graduating with a degree in international relations from the University of Arkansas, she produced intelligence for Department of Defense policy-makers on topics related to Northeast Asian political-military issues.

❖ A 2003 Boren Fellow works as in the Office of Iraqi Reconstruction in the Asia and Near East Bureau at USAID. He serves as a democracy specialist helping to manage the Iraq Community Action Program. While a Master's degree student at the Johns Hopkins University School of International Studies, he received the Fellowship to go to Egypt to study Arabic at the American University in Cairo.

SERVICE FULFILLMENT CHALLENGES

Although the rate of placement of NSEP award recipients in the Federal Government increases every year, more talent is still available to support the national security interests of the United States. Additional NSEP award recipients, who possess skills that are highly sought in the Federal Government, too frequently have extreme difficulty in obtaining, or have failed completely, to obtain a Federal position.

It is important to remember that all 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 Title 5 C.F.R. Part 213.3102 (r); and
- Are all U.S. citizens.

Yet, there are many problems and obstacles which exist within the Federal hiring process which hinder the service compliance.

One of the difficulties NSEP award recipients encounter is obtaining a security clearance in a timely way. Not only are there lengthy delays in receiving clearances, but also job applicants encounter a lack of information regarding their clearance status. In fact, NSEP award recipients often face the paradox of, on the one hand, being highly sought after for positions because of their extensive overseas experiences, but enduring extreme delays in obtaining clearances because they have lived overseas for considerable amounts of time. The Department of Defense, together with the Office of the Director of National Intelligence, is committed to addressing the security clearance issue in an effort to facilitate employment of NSEP award recipients.

NSEP award recipients are informed of these difficulties when they receive their awards, and NSEP suggests that students keep careful track of their addresses and travel while they are overseas. In addition, award recipients are encouraged to establish and maintain contact with the U.S. Embassy or Consulate in the areas where they study, and to advise the Embassy of unusual travel during their stays overseas, thereby providing documentation from a U.S. source. But, these suggestions do not solve the overall problems of clearances. NSEP encourage hiring officials to bring NSEP Scholars and Fellows on-board with only national agency checks and lower-level security clearances while awaiting the final or more up-graded clearance.

IX. THE FUTURE AND NSEP

NSEP has developed a reputation as a leader in building the U.S. national capacity in language and cultural competency. As a result, the Department of Defense, as well as partner agencies and organizations, has looked to NSEP to structure innovative partnerships with the U.S. higher education community. NSEP's emergence is best characterized by its vital role in the Department of Defense (DoD) Language Transformation Plan, the Quadrennial Defense Review (QDR), and the President's National Security Language Initiative (NSLI).

The DoD Language Transformation Plan and the QDR both strongly endorse the importance of Federal engagement in developing a more linguistically and culturally competent U.S. workforce. The Department has identified NSEP's role in this effort by investing significantly in the expansion of the Language Flagship and the creation of the Language Corps. The Department sees both of these efforts as addressing the critical need for increasing the pool of available professionals with language proficiency and creating a surge capacity when needs arise for critical languages.

Introduced by President George W. Bush in January 2006, NSLI represents a vital collaboration among the Departments of Education, Defense, State, and the Office of the Director of National Intelligence to strengthen national security and economic competitiveness in the 21st century through strategic investments in our national educational infrastructure. The goals of the NSLI are to expand the number of Americans mastering critical need languages and start instruction at a younger age; increase the number of advanced-level speakers of foreign languages with an emphasis on critical needs languages; and increase the number of foreign language teachers and the resources for them. The NSLI will dramatically increase the number of Americans learning critical languages and cultures such as Arabic, Chinese, Farsi, Hindi, Russian, and others through new and expanded programs from kindergarten through university and into the workforce. The Department of Defense is represented by NSEP in this Presidential initiative with its commitment to expansion of the Language Flagship and the Language Corps.

NSEP embraces its role in effectively addressing the national deficit in language and cultural competency and creating global professionals to serve the nation

X. SUMMARY

In the past 12 years, NSEP has provided excellent support to our nation's efforts to address issues of national security and to participate in challenges in the current world environment. David L. Boren Scholarships and Fellowships help individuals to achieve unusually high levels of proficiency in less-commonly taught languages. The Language Flagship is the first Federally-funded program training civilian students to reach professional (ILR level 3) proficiency levels so that they may assume positions in the Department of Defense, the Intelligence Community, and the broader national security community. During 2005, NSEP began the implementation of the English for Heritage Speakers (EHLS) program, with instruction beginning in early 2006. Planning for the Language Corps continues with support and appropriations anticipated as a result of the President's National Security Language Initiative.

The influence of NSEP will continue to grow as the program's reputation becomes increasingly associated with its highly talented graduates placed at all levels of the Federal government. The NSEP Annual Report for 2005 and 2006 demonstrates that NSEP is meeting its goals to serve the nation's critical language needs and to contribute to U.S. national security.



XI. APPENDICES

APPENDIX A: 2005-2006 DAVID L. BOREN SCHOLARS

2005 Boren Scholars

Country	Language	Major	Institution	Home State
Armenia	Armenian	Economics	Arizona State University	AZ
Brazil	Portuguese	Political Science	University of Arizona	AZ
Brazil	Portuguese	International Relations	University of Chicago	OR
Brazil	Portuguese	Political Science	University of Louisville	KY
China	Mandarin	International Politics	American University	HI
China	Mandarin	International Relations	American University	TX
China	Mandarin	Finance (Economics)	Arizona State University	AZ
China	Mandarin	Political Science	City College Of San Francisco	CA
China	Mandarin	Chemistry	College of William And Mary	NY
China	Mandarin	Economics	College of William And Mary	PA
China	Mandarin	International Relations	College of William And Mary	SC
China	Mandarin	Area Studies, East Asia/Pacific/Australia	Columbia University	MD
China	Mandarin	Political Science	Davidson College	TX
China	Mandarin	International Relations	Duke University	FL
China	Mandarin	Political Science	George Washington University	MD
China	Mandarin	Psychology	Georgetown University	CA
China	Mandarin	Geography	Grand Valley State University	MI
China	Mandarin	Political Science	Marquette University	IL
China	Mandarin	Comparative Literature	New York University	KY
China	Mandarin	International Relations	New York University	MA
China	Mandarin	Astrophysics	Ohio University	OH
China	Mandarin	Area Studies, East Asia/Pacific/Australia	Swarthmore College	CA
China	Mandarin	Biochemistry	University of Arizona	AZ
China	Mandarin	Economics	University of Arizona	AZ
China	Mandarin	International Relations	University of Arkansas, Fayetteville	AR
China	Mandarin	Philosophy	University of California, Los Angeles	CA
China	Mandarin	International Relations	University of California, San Diego	CA
China	Mandarin	International Relations	University of Central Florida	FL
China	Mandarin	Political Science	University of Colorado, Boulder	CO
China	Mandarin	Economics	University of Illinois, Urbana-Champaign	IL
China	Mandarin	International Relations	University of Pennsylvania	DE
China	Mandarin	History, East Asian/Pacific/Australian	University of Pittsburgh	PA
China	Mandarin	Anthropology, Cultural	University of Richmond	MD
China	Mandarin	Government	University of Texas, Austin	TX
Croatia	Croatian	Language Theory	Stanford University	TN

Croatia	Serbo-Croatian	Political Science	University of Wisconsin, Madison	DC
Czech Republic	Czech	International Business	University of The Incarnate Word	LA
Egypt	Arabic	International Relations	American University	WI
Egypt	Arabic	Anthropology	Arizona State University	AZ
Egypt	Arabic	Biochemistry	Arizona State University	AZ
Egypt	Arabic	International Relations	Austin College	TX
Egypt	Arabic	Economics	Boston College	MT
Egypt	Arabic	Arabic Languages & Literature	Georgetown University	NJ
Egypt	Arabic	Government	Georgetown University	NJ
Egypt	Arabic	Political Science	Indiana University, Bloomington	IN
Egypt	Arabic	Political Science	Johns Hopkins University	MD
Egypt	Arabic	International Relations	Middlebury College	AL
Egypt	Arabic	Political Science	Nebraska Wesleyan University	NE
Egypt	Arabic	International Relations	Northwestern University	IL
Egypt	Arabic	Political Science	Northwestern University	NV
Egypt	Arabic	Economics	Rutgers University, New Brunswick	NJ
Egypt	Arabic	International Relations	University of California, San Diego	CA
Egypt	Arabic	Economics	University of Georgia	GA
Egypt	Arabic	Languages	University of Illinois, Urbana-Champaign	IL
Egypt	Arabic	International Relations	University of Minnesota, Twin Cities	MN
Egypt	Arabic	International Relations	University of Pennsylvania	CT
Egypt	Arabic	International Politics	University of Puget Sound	WA
Egypt	Arabic	Engineering, Bioengineering/Biomedical	University of Rochester	NY
Egypt	Arabic	Political Science	University of South Dakota	SD
Egypt	Arabic	Physics	University of St. Thomas	MN
Egypt	Arabic	Language Theory	University of Washington	WA
Egypt	Arabic	Area Studies, Middle East	Wellesley College	MA
Egypt	Arabic	International Business	Westminster College	UT
Hungary	Hungarian	Political Science	University of California, Berkeley	CA
Hungary	Hungarian	Mathematics	University of South Carolina, Columbia	SC
India	Hindi	International Politics	Emory University	GA
India	Hindi	International Relations	Loyola University Chicago	IL
Japan	Japanese	Area Studies, East Asia/Pacific/Australia	College of William And Mary	VA
Japan	Japanese	International Relations	George Washington University	MN
Japan	Japanese	International Relations	Ohio University	OH
Japan	Japanese	Political Science	Temple University	TX
Japan	Japanese	International Relations	University of California, San Diego	CA
Japan	Japanese	International Relations	University of Southern California	WA

Japan	Japanese	Economics	University of Washington	WA
Japan	Japanese	East Asian Languages & Literature	Washington University	MO
Japan	Japanese	History	West Texas A&M University	TX
Jordan	Arabic	History	Georgia State University	GA
Jordan	Arabic	Political Science	Temple University	PA
Jordan	Arabic	Economics	Texas A&M	TX
Jordan	Arabic	History	University of Louisville	KY
Jordan	Arabic	Political Science	University of Utah	UT
Korea, South	Korean	Economics	University Of Tennessee, Knoxville	TN
Mexico	Spanish	International Relations	Kennesaw State University	GA
Mexico	Spanish	International Relations	University of Oregon	PR
Morocco	Arabic	History	Arizona State University	AZ
Morocco	Arabic	Area Studies, Africa	Dillard University	TN
Morocco	Arabic	Chemistry	University of Delaware	DE
Morocco	Arabic	Political Science	University of Illinois, Chicago	IL
Oman	Arabic	Government	University of Texas, Austin	TX
Poland	Polish	International Relations	University of South Florida	FL
Romania	Romanian	Economics	Arizona State University	AZ
Romania	Romanian	Political Science	Arizona State University	AZ
Romania	Romanian	Political Science	Point Loma Nazarene College	CA
Russia	Russian	Biology, Molecular	Arizona State University	AZ
Russia	Russian	Slavic Languages & Literature	City University of New York, Queens College	NY
Russia	Russian	Economics	Claremont McKenna College	IL
Russia	Russian	Physics	Florida Atlantic University	FL
Russia	Russian	Physics	Georgia Institute of Technology	CO
Russia	Russian	International Relations	Knox College	TX
Russia	Russian	History	New York University	NY
Russia	Russian	Slavic Languages & Literature	Smith College	MA
Russia	Russian	History	Tyler Junior College	TX
Russia	Russian	International Relations	University of Arizona	AZ
Russia	Russian	International Relations	University of Georgia	GA
Russia	Russian	International Relations	University of Georgia	GA
Russia	Russian	International Relations	University of Illinois, Urbana-Champaign	IL
Russia	Russian	Languages	University of Maryland, College Park	MD
Russia	Russian	Political Science	University of Michigan, Ann Arbor	MI
Russia	Russian	Slavic Languages & Literature	University of Oregon	OR
Russia	Russian	International Relations	University of Washington	WA
Russia	Russian	International Relations	University of Wisconsin, Madison	WI
Russia	Russian	Anthropology	Weber State University	UT
Serbia	Serbo-Croatian	Language Theory	University of Florida	GA

South Africa	Xhosa	Sociology	Arizona State University	AZ
Syria	Arabic	International Relations	Florida State University	FL
Syria	Arabic	Political Science	Swarthmore College	AR
Syria	Arabic	International Relations	University of Minnesota, Twin Cities	MN
Tajikistan	Uzbek	Political Science	University of Kansas	KS
Tajikistan	Tajik	Political Science	University of North Carolina, Chapel Hill	NC
Tanzania	Swahili	Political Science	California State University, Fresno	CA
Tanzania	Swahili	International Relations	Claremont McKenna College	ID
Tanzania	Swahili	International Relations	University of Arizona	WA
Thailand	Thai	International Relations	University of Oregon	OR
Thailand	Thai	Political Science	University of Wisconsin, Madison	WI
Tunisia	Arabic	International Relations	George Washington University	OR
Turkey	Turkish	International Relations	Portland State University	OR
Uganda	Luganda	International Relations	George Washington University	CA
Ukraine	Ukrainian	Political Science	Loyola University Chicago	LA
Vietnam	Vietnamese	International Relations	American University	IN
Vietnam	Vietnamese	Business	Seattle University	WA

2006 Boren Scholars

County	Language	Major	Institution	Home State
Argentina	Spanish	International Relations	American University	MO
Armenia	Armenian	Government	George Mason University	VA
Armenia	Armenian	History	Arizona State University	AZ
Armenia	Armenian	World Religions	Arizona State University	AZ
Brazil	Portuguese	International Relations	University of Arkansas, Fayetteville	AR
Chile	Spanish	Accounting	University of Colorado, Boulder	CO
China	Mandarin	Biochemistry	University of Arizona	AZ
China	Mandarin	Chemistry	University of Pittsburgh	PA
China	Mandarin	Chinese Languages & Literature	Lawrence University	WI
China	Mandarin	Chinese Languages & Literature	Bard College	MA
China	Mandarin	Chinese Languages & Literature	Carleton College	TX
China	Mandarin	Comparative Literature	University of Georgia	GA
China	Mandarin	East Asia/ Pacific/ Australia Area Studies	Northwestern University	MN
China	Mandarin	East Asia/ Pacific/ Australia Area Studies	Columbia University	VA
China	Mandarin	East Asian Languages & Literature	Indiana University, Bloomington	IN
China	Mandarin	Economics	University of Colorado, Boulder	CO
China	Mandarin	Economics	Columbia University	NC
China	Mandarin	Economics	Arizona State University	AZ

China	Mandarin	Engineering, Electronic	Washington State University	WA
China	Mandarin	Finance (Business)	Arizona State University	AZ
China	Mandarin	Government	Dartmouth College	MD
China	Mandarin	History	Boston College	OH
China	Mandarin	History, East Asian/Pacific/Australian	Southwest Tennessee Community College	TN
China	Mandarin	International Business	Washington State University	WA
China	Mandarin	International Relations	University of Georgia	GA
China	Mandarin	International Relations	George Washington University	NY
China	Mandarin	International Relations	University of Mississippi	MS
China	Mandarin	International Relations	University of Nevada, Reno	NV
China	Mandarin	Languages	University of Chicago	NY
China	Mandarin	Languages	University Of Oregon	OR
China	Mandarin	Political Science	Texas A&M University	TX
China	Mandarin	Political Science	Washington State University	WA
China	Mandarin	Political Science	Swarthmore College	NJ
China	Mandarin	Political Science	City University of New York, Hunters College	NY
China	Mandarin	Political Science	University of California, Irvine	CA
China	Mandarin	Spanish Language & Literature	University of Richmond	TN
China	Mandarin	Systems Engineering	University of Louisville	KY
Czech Republic	Czech	Communications	University of California, Los Angeles	CA
Czech Republic	Czech	International Relations	University of North Florida	FL
Czech Republic	Czech	Slavic Languages & Literature	Brown University	NJ
Egypt	Arabic	Anthropology, Cultural	City University of New York, Queens College	NY
Egypt	Arabic	Anthropology, Social	Arizona State University	AZ
Egypt	Arabic	Arabic Languages & Literature	Georgetown University	CA
Egypt	Arabic	Area Studies, Middle East	Middlebury College	OR
Egypt	Arabic	Area Studies, Middle East	University of South Carolina, Columbia	SC
Egypt	Arabic	Area Studies, Middle East	George Washington University	CT
Egypt	Arabic	Area Studies, Middle East	Middlebury College	CA
Egypt	Arabic	Criminology	University of South Florida	FL
Egypt	Arabic	English	University of Notre Dame	MN
Egypt	Arabic	English	University of Minnesota, Twin Cities	MN
Egypt	Arabic	Government	University of Maryland, College Park	MD
Egypt	Arabic	International Business	University of Minnesota, Twin Cities	MN
Egypt	Arabic	International Politics	Portland State University	OR
Egypt	Arabic	International Relations	University of Missouri, Columbia	MO
Egypt	Arabic	International Relations	Georgetown University	FL
Egypt	Arabic	International Relations	University of Illinois, Urbana- Champaign	IL
Egypt	Arabic	International Relations	University of Southern California	OR
Egypt	Arabic	International Relations	Stanford University	AZ

Egypt	Arabic	International Relations	DePaul University	IL
Egypt	Arabic	International Relations	George Washington University	PA
Egypt	Arabic	International Relations	American University	KS
Egypt	Arabic	International Relations	University of Illinois, Urbana-Champaign	IL
Egypt	Arabic	Political Science	Loyola University Chicago	IL
Egypt	Arabic	Political Science	Georgia State University	GA
Egypt	Arabic	Political Science	University of Connecticut	CT
Egypt	Arabic	Political Science	State University of New York at Stony Brook	NY
Egypt	Arabic	Political Science	University of South Dakota, Main Campus	SD
Egypt	Arabic	Social Sciences	Harvard University	OH
Ethiopia	Amharic	History	University of Kentucky	KY
Hong Kong	Mandarin	International Relations	University of Chicago	MS
Hungary	Hungarian	Political Science	University of Wisconsin, Madison	MN
India	Hindi	Biology	College Of William And Mary	VA
India	Hindi	Economics	Smith College	MA
India	Hindi	Southeast Asia Area Studies	Long Island University, Friends World Program	MD
India	Hindi	World Religions	University of Pittsburgh	PA
Japan	Japanese	East Asia/ Pacific/ Australia Area Studies	Birmingham-Southern College	AL
Japan	Japanese	East Asia/ Pacific/ Australia Area Studies	Ursinus College	NJ
Japan	Japanese	East Asian Languages & Literature	George Washington University	MA
Japan	Japanese	Engineering, Electronic	City College of San Francisco	CA
Japan	Japanese	English	Weber State University	UT
Japan	Japanese	Environmental Studies	University of Kansas	KS
Japan	Japanese	International Relations	Middle Tennessee State University	LA
Japan	Japanese	International Relations	University of Cincinnati	OH
Japan	Japanese	International Relations	Saint Edward's University	TX
Japan	Japanese	Law Enforcement	California State University, Long Beach	CA
Japan	Japanese	Physics	University of Illinois, Urbana-Champaign	IL
Japan	Japanese	Political Science	West Texas A&M University	AZ
Jordan	Arabic	Business	Georgia State University	GA
Jordan	Arabic	Economics	Smith College	ME
Jordan	Arabic	Economics	University of Colorado, Boulder	CA
Jordan	Arabic	History	University of Florida	FL
Jordan	Arabic	History	Colgate University	OH
Jordan	Arabic	Near Eastern Languages & Literature	University of Chicago	NY
Jordan	Arabic	Political Science	University of Florida	FL
Jordan	Arabic	Political Science	University of Florida	FL
Jordan	Arabic	Political Science	Ohio University	OH
Jordan	Arabic	Political Science	University of Iowa	IA

Korea, South	Korean	Chemistry	Virginia Polytechnic Institute and State University	VA
Korea, South	Korean	Law	University of Massachusetts, Amherst	MA
Korea, South	Korean	Political Science	University of Maryland, Baltimore County	MD
Mexico	Spanish	Biochemistry	University of Texas, Austin	TX
Morocco	Arabic	International Politics	George Mason University	VA
Morocco	Arabic	International Relations	Texas A&M University	TX
Morocco	Arabic	Political Science	University of Kansas	KS
Morocco	Arabic	Political Science	University of North Carolina, Chapel Hill	NC
Oman	Arabic	International Relations	Ohio University	OH
Poland	Polish	International Relations	Claremont McKenna College	CA
Poland	Polish	Political Science	Washington and Lee University	CA
Poland	Polish	Political Science	Arizona State University	AZ
Russia	Russian	Communications	Messiah College	CA
Russia	Russian	Economics	University of Wisconsin, Madison	WI
Russia	Russian	International Business	University of Texas, Arlington	TX
Russia	Russian	International Politics	Pennsylvania State University	PA
Russia	Russian	International Relations	Middlebury College	IL
Russia	Russian	International Relations	University of Southern California	AZ
Russia	Russian	International Relations	University of Southern Maine	ME
Russia	Russian	Political Science	Arizona State University	AZ
Russia	Russian	Slavic Languages & Literature	Arizona State University	AZ
Russia	Russian	Slavic Languages & Literature	University of New Hampshire	MA
Russia	Russian	Slavic Languages & Literature	University Of Houston	TX
Russia	Russian	Slavic Languages & Literature	George Mason University	VA
Russia	Russian	Slavic Languages & Literature	Carleton College	VT
Russia	Russian	Social Sciences	Reed College	OR
Russia	Tatar	Slavic Languages & Literature	Arizona State University	AZ
Senegal	French	Political Science	University of Illinois, Urbana-Champaign	IL
Serbia	Serbo-Croatian	Slavic Languages & Literature	University of Chicago	NE
Syria	Arabic	International Business	University of South Carolina, Columbia	OH
Syria	Arabic	Political Science	Willamette University	OR
Taiwan	Mandarin	Chinese Languages & Literature	Grinnell College	SD
Tanzania	Swahili	Africa Area Studies	Smith College	CA
Tanzania	Swahili	Psychology	College Of William And Mary	NY
Tanzania	Swahili	Women's Studies	University of Louisville	KY
Thailand	Thai	International Relations	Brown University	WA
Thailand	Thai	Natural Resources	Lansing Community College	MI

Thailand	Thai	Southeast Asia Area Studies	University of Hawaii. Manoa	CA
Turkey	Turkish	Anthropology, Cultural	University of Louisville	KY
Turkey	Turkish	Engineering, Mechanical	Arizona State University	NV
Turkey	Turkish	International Relations	University of South Carolina, Columbia	SC
Turkey	Turkish	Language Theory	College Of William And Mary	VA
Vietnam	Vietnamese	Geography, Southeast Asian	Ohio University	OH

APPENDIX B: 2005-2006 DAVID L. BOREN FELLOWS

2005 Boren Fellows

Country	Language	Major	Institution	Home State
Angola	Portuguese	Political Science	University of Wisconsin, Madison	OH
Argentina	Spanish	Economics	University of Denver	CO
Argentina	Spanish	Political Science	University of Texas, Austin	TX
Bosnia-Herzegovina	Bosnian	International Affairs	American University	NE
Bosnia-Herzegovina	Serbo-Croatian	Communications and Journalism	Columbia University	CT
Brazil	Portuguese	International Affairs	American University	NJ
Brazil	Portuguese	Education	Columbia University	NY
Brazil	Portuguese	Environmental Sciences	Indiana University	IN
Brazil	Portuguese	Agriculture	University of Florida, Gainesville	FL
Brazil	Portuguese	Environmental Sciences	University of Florida, Gainesville	FL
Burma	Burmese	Anthropology	Yale University	CT
Chile	Portuguese	International Affairs	Syracuse University	CA
China	Mandarin	Urban & Regional Planning	Cornell University	NY
China	Mandarin	International Affairs	George Washington University	SC
China	Uighur	History	Harvard University	NH
China	Mandarin	International Affairs	Princeton University	WA
China	Mandarin	Political Science	University of California, Berkeley	CA
China	Mandarin	Sociology	University of Chicago	IL
China	Mandarin	Law	University of Michigan, Ann Arbor	MI
China	Mandarin	Business Administration	University of South Carolina	CO
Costa Rica	Spanish	International Affairs	American University	CA
Croatia	Serbo-Croatian	International Affairs	University of Wisconsin, Madison	MI
Cyprus	Turkish	Urban & Regional Planning	University of Texas, Austin	TX
Dominican Republic	Haitian (Creole)	Other	University of Maryland, College Park	MD
Egypt	Arabic	International Affairs	American University	FL
Egypt	Arabic	Area Studies	Georgetown University	PA
Egypt	Arabic	Economics	Johns Hopkins University (SAIS)	MD
Egypt	Arabic	Education	University of California, Los Angeles	CA
Egypt	Arabic	Political Science	University of California, San Diego	CA
Egypt	Arabic	History	University of Chicago	IL

Egypt	Arabic	Urban & Regional Planning	University of Michigan, Ann Arbor	TX
Egypt	Arabic	History	University of Texas, Austin	TX
Georgia	Georgian	Language & Literature	City University of New York Graduate Center	NY
Georgia	Georgian	Eurasian Studies	University of Texas, Austin	TX
Guatemala	Spanish	History	University of Illinois, Chicago	IL
India	Hindi	International Affairs	American University	DC
India	Hindi	Education	Columbia University	AK
India	Hindi	Political Science	Massachusetts Institute of Technology	MA
India	Hindi	Political Science	Princeton University	NJ
India	Hindi	Public Health	University of Illinois, Chicago	IL
Indonesia	Indonesian	International Affairs	Johns Hopkins University (SAIS)	DC
Indonesia	Indonesian	International Affairs	Ohio University	OH
Indonesia	Indonesian	Area Studies	University of Wisconsin, Madison	WI
Iran	Arabic	Political Science	Harvard University	MA
Japan	Japanese	Public Administration	Princeton University	WA
Japan	Japanese	Education	University of California, Los Angeles	CA
Japan	Japanese	Engineering	University of Wisconsin	WI
Jordan	Arabic	International Affairs	Georgetown University	NJ
Jordan	Arabic	International Affairs	Georgetown University	DC
Jordan	Arabic	Area Studies	University of Texas, Austin	NJ
Kenya	Swahili	Education	Columbia University	MD
Kenya	Swahili	Engineering	University of Colorado, Boulder	CO
Korea, North	Korean	Law	Georgetown University	VA
Korea, North	Korean	Political Science	University of Maryland, College Park	MD
Korea, South	Korean	Economics	American University	NE
Korea, South	Korean	International Affairs	American University	KY
Korea, South	Korean	International Affairs	American University	DC
Kyrgyzstan	Kyrgyz	Geology	University of Utah	UT
Lebanon	Arabic	International Affairs	American University	DC
Lebanon	Arabic	Political Science	Duke University	MA
Lebanon	Arabic	Political Science	University of Chicago	FL
Liberia	Mende	Education	Columbia University	NY
Morocco	Arabic	Other	Syracuse University	NY
Morocco	Berber	Language & Literature	University of Illinois, Chicago	IL
Poland	Polish	History	George Washington University	MA
Russia	Russian	Physics & Astronomy	North Carolina State University	NC
Russia	Russian	Biological Sciences	University of Kansas	KS

Russia	Russian	History	University of Pennsylvania	PA
South Africa	Xhosa	Anthropology	American University	MI
Syria	Arabic	International Affairs	George Washington University	DC
Syria	Arabic	International Affairs	Georgetown University	TX
Syria	Arabic	Public Administration	Monterey Institute	OH
Syria	Arabic	Area Studies	University of Texas, Austin	TX
Syria	Arabic	International Affairs	University of Texas, Austin	OK
Taiwan	Mandarin	Political Science	George Washington University	MA
Tanzania	Arabic	International Affairs	American University	DC
Tanzania	Swahili	Education	Columbia University	NY
Tanzania	Arabic	Public Administration	DePaul University	IL
Tanzania	Swahili	Anthropology	Indiana University, Bloomington	IN
Tanzania	Swahili	Geography	University of Wyoming	WY
Thailand	Thai	Anthropology	American University	MD
Thailand	Thai	International Affairs	George Washington University	IL
Thailand	Malay	Architecture	Northern Illinois University	OH
Thailand	Burmese	International Affairs	Tufts University, Fletcher School of Law and Diplomacy	NY
Turkey	Turkish	International Affairs	Columbia University	CT
Turkey	Turkish	Area Studies	Monterey Institute	CO
Turkey	Turkish	Engineering	University of Oklahoma	OK
Uganda	Acoli	Anthropology	University of California, Davis	CA
United Arab Emirates	Arabic	Other	Denver University	CO
Vietnam	Vietnamese	Social Work	University of California, Los Angeles	CA

2006 Boren Fellows

Country	Language	Major	Institution	Home State
Afghanistan	Uzbek	Political Science	University of Wisconsin, Madison	WI
Algeria	Arabic	History	University of Chicago	IL
Algeria	Arabic	International Affairs	Johns Hopkins University (SAIS)	PA –
Brazil	Portuguese	Anthropology	University of Florida	FL
Brazil	Portuguese	International Affairs	American University	VA
Brazil	Portuguese	International Affairs	George Washington University, The Elliot School	PA
Cape Verde	Portuguese	International Affairs	American University	DC
China	Mandarin	Area Studies	University of California, Berkeley	CA
China	Mandarin	Environmental Sciences	University of California, Berkeley	CA
China	Mandarin	International Affairs	University of Virginia	VA

China	Mandarin	Law	Temple University	PA
China	Uighur	Political Science	Brandeis University	NY
China	Mandarin	Area Studies	George Washington University, The Elliot School	VA
China	Mandarin	Economics	University of Massachusetts, Amherst	DC
China	Mandarin	International Affairs	American University	NY
China	Mandarin	International Affairs	Johns Hopkins University (SAIS)	NE
China	Mandarin	International Affairs	University of Wyoming	FL
China	Mandarin	International Affairs	University of Colorado, Boulder	CO
China	Mandarin	Political Science	University of California, Berkeley	NY
China	Mandarin	Political Science	University of Colorado, Boulder	CO
Egypt	Arabic	Area Studies	University of Chicago	IL
Egypt	Arabic	Environmental Sciences	American University	DE
Egypt	Arabic	International Affairs	Syracuse University	CA
Egypt	Arabic	International Affairs	East Carolina University	NC
Egypt	Arabic	International Affairs	Princeton University	NJ
Egypt	Arabic	Political Science	University of Pittsburgh	PA
India	Hindi	Agriculture	University of Florida	FL
India	Hindi	Environmental Sciences	Brandeis University	CA
India	Hindi	International Affairs	Johns Hopkins University (SAIS)	DC
India	Hindi	Law	University of Cambridge (UK)	IN
Israel	Arabic	International Affairs	University of Alabama	AL
Israel	Arabic	International Affairs	American University	DC
Israel	Arabic	Urban & Regional Planning	University of Illinois, Chicago	IL
Japan	Japanese	Area Studies	George Washington University	VA
Jordan	Arabic	Area Studies	University of Texas, Austin	TX
Kenya	Swahili	Anthropology	University of California, Los Angeles	CA
Kenya	Swahili	Education	University of Illinois, Urbana	MN
Kenya	Swahili	Public Health	University of California, Berkeley	CA
Korea, South	Korean	International Affairs	University of Maryland, College Park	MD
Korea, South	Korean	Political Science	University of Louisville	KY
Kyrgyzstan	Russian	Area Studies	Indiana University	IN
Lebanon	Arabic	International Affairs	Johns Hopkins University (SAIS)	CA
Malaysia	Indonesian	Area Studies	University of Michigan	MI
Mexico	Spanish	International Affairs	American University	DC
Moldova	Russian	Area Studies	University of Michigan	MI
Mongolia	Mongolian	Engineering	University of California, Berkeley	CA
Mongolia	Mongolian	Biological Sciences	Arizona State University	AZ

Morocco	Arabic	Education	George Washington University	NC
Nepal	Nepali	International Affairs	Clark University	WI
Pakistan	Pashto	Political Science	University of Michigan	MI
Pakistan	Urdu	Biological Sciences	Johns Hopkins University	MD
Pakistan	Urdu	Political Science	Georgetown University	MI
Peru	Spanish	History	University of Illinois, Chicago	IL
Poland	Polish	International Affairs	University of Texas, Austin	TX
Poland	Polish	Sociology	University of Michigan	MI
Romania	Romanian	Language & Literature	Emerson College	RI
Russia	Russian	International Affairs	American University	MD
Rwanda	Swahili	Anthropology	Washington University	MO
Senegal	French	Other	American University	DC
Sudan	Arabic	Education	Columbia University, Teachers College	NY
Tajikistan	Russian	International Affairs	Johns Hopkins University (SAIS)	WA
Tajikistan	Tajik	History	University of Texas, Austin	MA
Tajikistan	Tajik	Linguistics	Mary Washington College	DC
Tanzania	Swahili	International Affairs	University of Denver	PA
Thailand	Malay	Environmental Sciences	Yale University	CT
Turkey	Turkish	History	University of Wisconsin, Madison	WI
Uganda	Nilo-Saharan	Other	Clark University	MA
Uzbekistan	Uzbek	Library & Information Science	University of Michigan	MI
Vietnam	Vietnamese	Other	George Mason University	VA
Yemen	Arabic	History	Georgia State University	GA
Yemen	Arabic	International Affairs	Johns Hopkins University (SAIS)	MA

APPENDIX C: 2005 POST-BACCALAUREATE FLAGSHIP FELLOWS

Language	Domestic Flagship Institution	Overseas Flagship Institution	State
Arabic	Georgetown University	n/a	AR
Arabic	Georgetown University	n/a	TN
Arabic	Georgetown University	n/a	DC
Arabic	Georgetown University	n/a	DC
Arabic	Georgetown University	n/a	MN
Arabic	University of Maryland	n/a	CA
Arabic	University of Maryland	n/a	NH
Arabic	University of Maryland	n/a	DC
Arabic	University of Maryland	n/a	NY
Arabic	University of Maryland	n/a	DC
Arabic	University of Washington/AFIC	American University, Cairo	TX
Arabic	University of Washington/AFIC	University of Damascus	MO
Chinese	Brigham Young University	Nanjing University	OR
Chinese	Brigham Young University	n/a	CA
Chinese	Brigham Young University	n/a	IL
Chinese	Brigham Young University	n/a	TX
Chinese	Brigham Young University	Nanjing University	UT
Chinese	Ohio State University	n/a	VA
Chinese	Ohio State University	n/a	TX
Chinese	Ohio State University	n/a	MI
Korean	University of California, Los Angeles	Korea University	CA
Korean	University of California, Los Angeles	n/a	CA
Korean	University of California, Los Angeles	n/a	NJ
Korean	University of California, Los Angeles	Korea University	CA
Korean	University of California, Los Angeles	n/a	CA
Korean	University of California, Los Angeles	n/a	WA
Korean	University of Hawaii, Manoa	n/a	DC
Korean	University of Hawaii, Manoa	n/a	NY
Korean	University of Hawaii, Manoa	n/a	CA
Korean	University of Hawaii, Manoa	Korea University	HI
Korean	University of Hawaii, Manoa	n/a	NJ
Russian	Bryn Mawr/American Councils	St. Petersburg State University	PA
Russian	Bryn Mawr/American Councils	St. Petersburg State University	WI
Russian	Bryn Mawr/American Councils	St. Petersburg State University	ID
Russian	Bryn Mawr/American Councils	St. Petersburg State University	OR
Russian	Bryn Mawr/American Councils	St. Petersburg State University	NE
Russian	Bryn Mawr/American Councils	St. Petersburg State University	WV
Russian	Bryn Mawr/American Councils	St. Petersburg State University	PA

APPENDIX D: 2006 POST-BACCALAUREATE FLAGSHIP FELLOWS

Language	Domestic Flagship Institution	Overseas Flagship Institution	State
Arabic	Georgetown University	n/a	NJ
Arabic	Georgetown University	n/a	DC
Arabic	Georgetown University	n/a	NJ
Arabic	Georgetown University	n/a	MD
Arabic	University of Maryland, College Park	n/a	OH
Arabic	University of Maryland, College Park	n/a	FL
Arabic	University of Maryland, College Park	n/a	WI
Arabic	University of Maryland, College Park	n/a	VA
Arabic	University of Maryland, College Park	n/a	FL
Chinese	Brigham Young University	n/a	AR
Chinese	Brigham Young University	n/a	FL
Chinese	Brigham Young University	n/a	ME
Chinese	Brigham Young University	Nanjing University	UT
Chinese	Ohio State University	Nanjing University	ID
Chinese	Ohio State University	n/a	MN
Chinese	Ohio State University	n/a	TN
Chinese	Ohio State University	n/a	FL
Chinese	Ohio State University	n/a	OH
Korean	University of California, Los Angeles	Korea University	CA
Korean	University of California, Los Angeles	Korea University	CA
Korean	University of California, Los Angeles	n/a	CA
Korean	University of California, Los Angeles	n/a	CA
Korean	University of California, Los Angeles	n/a	GA
Korean	University of California, Los Angeles	n/a	NY
Korean	University of California, Los Angeles	n/a	CA
Korean	University of Hawaii, Manoa	Korea University	HI
Korean	University of Hawaii, Manoa	Korea University	PA
Korean	University of Hawaii, Manoa	Korea University	HI
Korean	University of Hawaii, Manoa	Korea University	HI
Korean	University of Hawaii, Manoa	n/a	NY
Korean	University of Hawaii, Manoa	n/a	MD
Korean	University of Hawaii, Manoa	n/a	FL
Russian	Bryn Mawr/American Councils	St. Petersburg State University	NY
Russian	Bryn Mawr/American Councils	St. Petersburg State University	FL
Russian	Bryn Mawr/American Councils	St. Petersburg State University	IN
Russian	Bryn Mawr/American Councils	St. Petersburg State University	MA
Russian	Bryn Mawr/American Councils	St. Petersburg State University	NY
Russian	Bryn Mawr/American Councils	St. Petersburg State University	IL
Russian	University of Maryland, College Park	n/a	MA

**APPENDIX E: 2006 ENGLISH FOR HERITAGE LANGUAGE SPEAKERS
GRADUATES**

Heritage Language	Heritage Country	Professional Field	EHLS Institution	Home State
Arabic	Morocco	Horticulture	Georgetown University	MD
Arabic	Syria	Business Administration/ Marketing	Georgetown University	MD
Cantonese	Hong Kong	Business Administration	University of Washington	WA
Cantonese	Hong Kong	Communications	University of Washington	WA
Korean*	South Korea	Economics	Georgetown University	MD
Mandarin	China	Molecular Biology	University of Washington	WA
Mandarin	China	Translation/Interpretation	University of Washington	WA
Mandarin	Taiwan	Business Administration	University of Washington	WA
Mandarin	Taiwan	Language Instruction	University of Washington	WA
Mandarin	Taiwan	Nursing/Health Care Administration	University of Washington	WA
Mandarin	Vietnam	Accounting	Georgetown University	VA
Mandarin	Vietnam	Banking	University of Washington	WA
Russian	Lithuania	Medical Assistance	University of Washington	WA
Russian	Russia	Business Administration/ Economics/Civil Engineering	Georgetown University	WA
Russian	Russia	Geology	University of Washington	WA
Russian	Russia	Language Instruction	University of Washington	WA
Russian	Russia	Linguist	Georgetown University	DC
Russian	Russia	Physics	Georgetown University	MD
Russian	Russia	Textile Design	University of Washington	WA
Russian	Ukraine	Curriculum Developer	University of Washington	WA
Russian	Ukraine	Language Instruction	University of Washington	WA

* Support with institutional funding.

**APPENDIX F: POSITIONS OF DAVID L. BOREN SCHOLARS AND FELLOWS
FULFILLED/FULFILLING FEDERAL GOVERNMENTAL SERVICE, 1996-2006²⁹**

Organization	Office	Total by Office	Total by Org
Central Intelligence Agency (CIA)			20
Commission on Security and Cooperation in Europe			1
Department of Agriculture			21
	Foreign Agricultural Service	7	
	Food Safety and Inspection Service (FSIS)	4	
	Other	3	
	Forest Service	3	
	Agriculture Research Service	2	
	Natural Resource and Conservation Service	1	
	Wholesale and Alternative Markets	1	
Department of Commerce			63
	International Trade Admin. (ITA)	35	
	National Oceanic & Atmospheric Admin (NOAA)	8	
	Economics and Statistics Admin.	6	
	U.S. Foreign and Commercial Service	4	
	Office of General Consul	3	
	Bureau of Industry and Security	2	
	Business Information Services for Newly Independent States	2	
	Economic Development Admin.	1	
	Technology Administration	1	
	Other	1	
Department of Defense			264
	Dept. of Army	37	
	National Defense University	34	
	Contractor ³⁰	27	
	Defense Intelligence Agency (DIA)	24	
	Dept of. Air Force	20	
	Dept. of Navy	19	
	Dept. of Navy/U.S. Marine Corps	19	
	National Security Agency (NSA)	15	
	Other	9	

²⁹ These service statistics are as of March 2007, and therefore are slightly higher than those of December 2006.

³⁰ Since an extensive amount of Department of Defense (DoD) work is conducted through contractors, the National Security Education Board allows NSEP award recipients to fulfill their service requirement by working in positions fully funded through DoD contracts.

	National Geospatial Intelligence Agency (NGA)/Defense Mapping Agency	9	
	Defense Threat Reduction Agency	6	
	Defense Language Institute (DLI)	4	
	Office of the Secretary of Defense (OSD)/Policy	4	
	Combatant Commands/J2 Joint Intelligence Center	3	
	Military	3	
	Naval Postgraduate School	3	
	Office of the Secretary of Defense (OSD)	3	
	Asia-Pacific Center for Security Studies	2	
	Coalition Provisional Authority, Iraq	2	
	Defense Career Management and Support Agency	2	
	Defense Information Systems Agency (DISA)	2	
	Classified	1	
	Defense Commissaries Agency	1	
	Defense Contract Management Agency	1	
	Drug Enforcement Policy Support	1	
	MIT Lincoln Laboratory	1	
	NATO Stabilization Force (SFOR)	1	
	Office of Economic Adjustment	1	
	Office of General Counsel	1	
	Office of Net Assessment	1	
	Office of the Assistant Secretary of Defense for Strategy & Requirements	1	
	Office of the Secretary of Defense (OSD)/Negotiations Policy	1	
	Office of the Secretary of Defense (OSD)/Force Health Protection/Office of Gulf War Illnesses	1	
	Office of the Secretary of Defense (OSD)/Policy Planning	1	
	Office of the Secretary of Defense (OSD)/Acquisition, Technology and Logistics	1	
	Prisoner of War/Missing Personnel Office	1	
	U.S. Mission to NATO	1	
	U.S. Coast Guard	1	
	Department of Education		2
	Department. of Energy		23

	National Nuclear Security Administration	11	
	Office of Science	4	
	Other	2	
	Argonne National Laboratory	2	
	Energy Information Administration	1	
	National Renewable Energy Laboratory/Center for Photovoltaic	1	
	Office of Environmental Management	1	
	Richland Operations	1	
Department of Health and Human Services			14
	Center for Disease Control & Prevention (CDC)	6	
	National Institute of Health (NIH)	3	
	Office of Global Health Affairs	2	
	Administration for Children and Family	1	
	Food and Drug Administration (FDA)	1	
	Office of the Inspector General	1	
Department of Homeland Security			23
	Bureau of Citizenship and Immigration Services (BCIS)	7	
	Other	3	
	Bureau of Customs and Border Protection	2	
	Office of District Counsel	2	
	Private Sector Office	2	
	Transportation Security Administration (TSA)	2	
	Government Services Office	1	
	Federal Emergency Management Agency (FEMA)	1	
	Office of Domestic Preparedness	1	
	Office of Operational Coordination	1	
	Plum Island Animal Disease Center	1	
Department of Justice			25
	Federal Bureau of Investigation (FBI)	9	
	Drug Enforcement Administration (DEA)	4	
	Immigration and Naturalization Service (INS)	4	
	Civil Rights Division	2	
	Other	1	
	Central and East European Law Initiative	1	
	Environment and Natural Resources Division	1	
	Executive Office of Immigration Review	1	

	Office of Special Investigations	1	
	U.S. Attorney's Office	1	
Department of Labor		3	3
Department of State			244
	U.S. Embassy or Consulate Overseas	109	
	Foreign Service	22	
	Bureau of Educational and Cultural Affairs	12	
	Other	10	
	Bureau of European Affairs	6	
	Bureau of Near Eastern Affairs	6	
	Bureau of Western Hemisphere Affairs	6	
	Bureau of Democracy, Human Rights, and Labor	5	
	Bureau of Intelligence and Research (INR)	5	
	Bureau of International Information Programs/U.S. Information Service (USIS)	5	
	Iraq Reconstruction Management Office	4	
	U.S. Mission to the Organization for Security and Co-Operation in Europe	4	
	Bureau of Consular Affairs	3	
	Bureau of Diplomatic Security	3	
	Bureau of East Asian and Pacific Affairs	3	
	Bureau of South Asian Affairs	3	
	Bureau of Arms Control	2	
	Bureau of Economic and Business Affairs	2	
	Bureau of International Security and Nonproliferation	2	
	Bureau of Political-Military Affairs	2	
	Bureau of Population, Refugees, and Migration	2	
	Office of Language Services	2	
	Office of the Global AIDs Coordinator	2	
	Office of the Legal Adviser	2	
	U.S. Mission to the United Nations	2	
	American Institute in Taiwan (not a State Office)	1	
	Bureau of International Narcotics and Law Enforcement Affairs	1	
	Bureau of Oceans and International Environmental and Scientific Affairs	1	
	Bureau of Public Affairs	1	
	Domestic Security Branch	1	

	National Strategy Information Center (Contract)/Culture of Lawfulness Project	1	
	Norway-America Association (funded by State)	1	
	Office of Caucasus and Central Asia	1	
	Office of Civil Rights	1	
	Office of Cooperative Threat Reduction	1	
	Office of Cuban Affairs	1	
	Office of Foreign Relations	1	
	Office of International Women's Issues	1	
	Office of Peacekeeping and Humanitarian Operations	1	
	Office of Policy Planning	1	
	Office of Terrorism Finance and Economic Sanctions Policy	1	
	Office of the Special Advisor to the U.S. President and Secretary of State for Kosovo and Dayton Implementation	1	
	Office of the Under Secretary for Global Affairs	1	
	Special Projects-Information Access	1	
	U.S. Mission to NATO	1	
Department of the Interior			7
Department of Transportation			2
Department of Treasury			7
	Financial Management Service	1	
	Internal Revenue Service	1	
	Office of African Nations	1	
	Office of Foreign Exchange Operations	1	
	Office of General Counsel	1	
	Office of Middle East and South Asia	1	
	U.S. Customs	1	
Department of Veterans Affairs	Hospital/Medical Center		5
Environmental Protection Agency			9
Executive Office of the President			13
	Office of Management and Budget	5	
	National Security Council	3	
	Office of the U.S. Trade Representative	2	
	White House	1	
	Office of Counsel to the President	1	
	Office of the Special Envoy to the Americas	1	

Federal Aviation Administration			1
Federal Communications Commission			2
Federal Judiciary			7
Federal Reserve			5
Intelligence Community			10
International Broadcasting Bureau			1
Library of Congress			1
Millennium Challenge Corporation (MCC)			4
National Aeronautics & Space Administration			15
	Research Centers	10	
	Human Space Flight and Research Division	2	
	Office of External Relations	2	
	NASA Space Grant Program	1	
National Science Foundation			7
Overseas Private Investment Corporation (OPIC)			2
Peace Corps			29
Securities and Exchange Commission			1
Small Business Administration			2
Smithsonian Institution			3
Social Security Administration			1
U.S. African Development Foundation			1
U.S. Agency for International Development (USAID)			108
U.S. Courts			1
U.S. Congress			54
U.S. Institute of Peace			2
U.S. Postal Service			1
United Nations			2
TOTAL			1,006

APPENDIX G: NATIONAL SECURITY EDUCATION BOARD MEMBERS

Federal Government Members

Secretary of Defense Designee
Mrs. Gail McGinn
Deputy Under Secretary for Plans
Office of the Under Secretary of Defense
for Personnel and Readiness
[Chair]

Director of National Intelligence
Dr. Ron Sanders
Chief Human Capital Officer
Office of the Director of National
Intelligence

National Endowment for the Humanities
Dr. Bruce Cole
Chairman

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

U.S. Department of Education
Mr. James F. Manning
Delegated the Authority of the Assistant
Secretary of Postsecondary Education

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

U.S. Department of State
Ms. Ruth Whiteside
Director of Foreign Service Institute

Presidential Appointees

Dr. James W. Carr
Executive Vice President
Harding University

Dr. George Dennison
President
The University of Montana

Dr. Mark Falcoff
Resident Scholar
American Enterprise Institute

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

Dr. Todd I. Stewart
Director, Program for International and
Homeland Security
The Ohio State University

Executive Director of the Board

Dr. Robert O. Slater
Director, National Security Education
Program

* NSEB Membership as of Spring 2007

**APPENDIX H: NATIONAL SECURITY EDUCATION PROGRAM GROUP OF
ADVISORS***

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American Council on the Teaching of
Foreign Languages (ACTFL)

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Higher Education and Comparative &
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Penn State University

Mr. John Pearson Director

Bechtel International Center
Stanford University

Dr. Margaret Riley

Director and Assistant Dean for Study
Abroad
Duke University

Dr. Selma Sonntag

Chair
Department of Government & Politics
Humboldt State University

Dr. Paul Viotti

Associate Professor
Graduate School of International Studies
University of Denver

Dr. Terry M. Weidner

Director
Maureen and Mike Mansfield Center
University of Montana

* This list represents The Group of Advisors (GoA) membership as of Spring 2007. The GoA is established as a subgroup of the National Security Education Board. The GoA meets twice a year and is represented by its chair at meetings of the Board. The GoA consists of 13 members, with 2 slots currently vacant. GoA meetings are chaired by NSEP staff.

APPENDIX I: UNITED STATES GOVERNMENT DEPARTMENTS AND AGENCIES WITH NATIONAL SECURITY RESPONSIBILITIES

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 Trade?

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

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
- Government Affairs
- Judiciary
- Select Committee on Intelligence

House of Representatives

- Appropriations
- Banking and Financial Services
- Budget
- Commerce
- International Relations
- National Security
- Resources
- Science
- Transportation and Infrastructure
- Ways and Means
- Permanent Select committee on Intelligence
- Select Committee on Homeland Security

APPENDIX J: EHLS FEASIBILITY STUDY EXECUTIVE SUMMARY

**ENGLISH FOR HERITAGE LANGUAGE SPEAKERS
SCHOLARSHIP PROGRAM**

REPORT ON FEASIBILITY STUDY AND PROPOSAL FOR PILOT PROGRAM

SUBMITTED TO

NATIONAL SECURITY EDUCATION PROGRAM



Submitted by

Center for Applied Linguistics
June 10, 2005

EXECUTIVE SUMMARY

In order to carry out its mission effectively, the U.S. defense and intelligence community needs personnel who are proficient speakers of a number of critical languages. One source of such personnel is communities of heritage language speakers in the United States that include U.S. citizens who are highly proficient in their native languages but lack the English language proficiency to carry out work-related duties effectively.

To address this situation, in 2004 the U.S. Congress amended subsection (a)(1) of section 802 of the David L. Boren National Security Education Act of 1991 (50 U.S.C. 1902) to include the provision of scholarships for heritage speakers of languages that are critical to U.S. security interests. The scholarships will enable heritage speakers to study English at U.S. universities. Scholarships will be awarded only to U.S. citizens who agree to fulfill the NSEP Service Requirement.

Feasibility Study

In February 2005, NSEP asked the Center for Applied Linguistics (CAL) to study the feasibility of an English for Heritage Language Speakers (EHLS) program that would implement the legislative requirements of the amendment cited above. CAL collected information from Federal agencies and consulted with heritage experts, ESL experts, and ESL assessment experts.

Federal respondents indicated that (in rank order) Arabic, Persian, Russian, Mandarin Chinese, Pashto, Urdu, and Korean were the most critical languages. They listed translation, interpretation, conversation, presentations, and reading as the primary work-related purposes for which non-native speakers of English currently on staff use English, and noted that writing is the skill in which those staffers most need training. Work-related tasks require a minimum proficiency of ILR Level 3.

Heritage language consultants in Arabic, Chinese, Korean, Persian, and Russian agreed that the program would need to recruit heritage speakers who were educated through college in the heritage language to ensure professional-level heritage language proficiency. They concurred that the EHLS program would be an attractive opportunity for professional development for heritage speakers who are U.S. citizens. Locating the EHLS program in cities with substantial heritage populations would facilitate recruitment.

The ESL experts made recommendations on program structure, instructional approaches, curriculum, and support to help participants achieve the target proficiency goals. Instruction should focus on vocabulary development, sociolinguistic considerations, and fossilized language errors, and should develop meta-linguistic knowledge and language learning strategies. Small cohorts of participants from the same language background would allow instruction to address individual needs and specific cross-language issues. The experts also suggested that the program consist of 720 hours (24 weeks) of intensive classroom instruction, tutorials, and support activities and that the curriculum be built around workplace activities and materials and include a strong technology component. A corps of mentors who are current Federal employees could

provide one-on-one mentoring for program participants. Finally, the experts recommended that CAL select partner universities with established intensive English programs and experience in the development and provision of courses in English for professional purposes.

The ESL assessment experts noted that Government agencies rate language proficiency on the ILR scale, so assessment at program entry and program exit must be aligned with this scale. Language proficiency in both English and the heritage language must be assessed at entry. For heritage language testing, the experts suggested using either the Defense Language Proficiency Test (from the Defense Language Institute) or the assessments used by the universities participating in the Language Flagship. For English language testing, they noted that commercially available tests are not aligned with the ILR scale and do not have appropriate content. They therefore suggested using the Defense Language Institute's English Language Proficiency Test, which is appropriate with respect to level and content and is aligned with the ILR scale. For assessment of progress during the program, the experts suggested diagnostic testing at the outset to identify strengths and needs and develop individual learning plans, and formative assessment to track progress and adjust the plans as needed. The experts suggested that the EHLS partner institutions of higher education would likely have diagnostic and formative assessment instruments and procedures in place that could be adapted for use in the EHLS program.

EHLS PROGRAM FEASIBILITY

On the basis of its research, CAL has determined that a first-year pilot of the EHLS program will be feasible under the following conditions:

- ❖ The program must develop a public presence that will enable it to recruit successfully within the target heritage communities.
- ❖ The program must take place at institutions of higher education that have established intensive English programs, experience in the development and provision of programs and courses in English for professional purposes, and connections with heritage communities in the area around them.
- ❖ The program must obtain access to assessment instruments that measure participants' language proficiency in relation to the ILR scale.

Pilot Program Proposal

CAL proposes to initiate the EHLS program with two institutions of higher education in the first pilot year. They will be selected on the basis of experience and connections with heritage language communities. For the first pilot year, one partner institution will enroll a cohort of heritage speakers of Arabic, and the other will enroll a cohort of heritage speakers of either Russian or Mandarin Chinese. The program will provide 720 hours (24 weeks) of instruction over a maximum of eight months and will combine classroom language instruction with tutorials, Web-based learning, and extracurricular activities. With assistance from NSEP, CAL will obtain work materials and tasks from Federal agencies; CAL and NSEP will advise the partner institutions as they incorporate these materials into a curriculum that simulates a professional context in terms of materials, activities, and expectations while also addressing individual needs and developing meta-linguistic awareness and language learning strategies. CAL and NSEP will work together to establish a mentoring program that pairs program participants with current Federal personnel.

CAL, NSEP, and the institutions of higher education will develop a public presence (including a website) for the EHLS program that presents participation as a professional development opportunity. NSEP will help participants find positions to fulfill their NSEP Service Requirement.

The admission process will involve preliminary screening and English and heritage language assessment. During the program, assessment will include initial diagnostic testing and ongoing formative assessment. Assessment will enable CAL and its partners to evaluate the program while it is in progress. At exit, participants' English proficiency will be assessed using the same instruments used at entry, and instructors will generate a narrative description of each participant's skill levels. The formative and exit assessments will demonstrate the effectiveness of the first-year pilot and identify aspects that require adjustment or improvement.