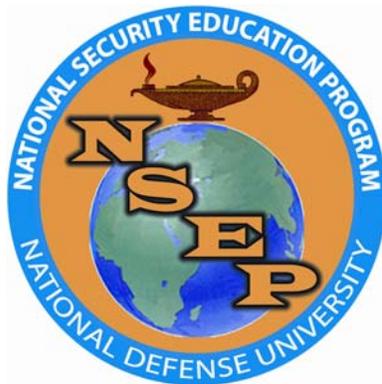


NATIONAL SECURITY EDUCATION PROGRAM

***COMBINED ANNUAL REPORT
FOR
YEARS 2003 and 2004***



SNAPSHOTS OF DAVID L. BOREN GRADUATE FELLOWS



Amazon, Brazil
Photo courtesy of Pervaze Sheikh

- ❖ A Master's Degree student in **International Affairs** at **The George Washington University** studying in **Egypt** to improve her skills in both Egyptian colloquial and Modern Standard Arabic for future service as an Arabic linguist with the federal government.
- ❖ A Doctoral student at the **University of California, Davis** in **Geography** studying the impact on U.S. trade policy of rural agricultural systems in **Mexico**.

- ❖ A Master's Degree student in **International Affairs** at the **Monterey Institute of International Studies** studying the export controls of **Japan** and **Taiwan** as regional democracies and the impact of China's growing economic and military influence on these controls.
- ❖ A Master's Degree student in **Public Administration** at **New York University** studying the economic and social impact of corruption on education and non-profit organizations in **Russia** and instances where this corruption was effectively combated at the grassroots level.
- ❖ A Master's Degree student in **International Affairs** at **Georgetown University** studying the U.S.-South Korean security relationship in the context of the North Korean threat, the Status of Forces agreement, and the South Korean political environment.



Tashkent, Uzbekistan
Photo courtesy of Meagan Landry

SNAPSHOTS OF DAVID L. BOREN UNDERGRADUATE SCHOLARS

- ❖ A junior **Anthropology** major from **Rice University** studying Luganda with the School for International Training in **Uganda** to learn about local cultural systems of medicine for a future in international health policy.
- ❖ A sophomore **Political Science** major from **Boston College** studying Mandarin with the Council on International Educational Exchange in **Beijing, China** where she gained an advanced low proficiency in the language. She hopes to use this knowledge in the future as a Foreign Service officer or intelligence analyst.
- ❖ A sophomore **Political Science** major from **DePaul University** studying Polish in **Krakow, Poland** to better understand the worldview of developing nations, which will help him as he pursues his goal to become a Foreign Service officer.
- ❖ A senior **Economics and East Asian Languages and Literature** double major from the **University of California, Los Angeles** studying Korean at Yonsei University in **Seoul, Korea** where he reached a superior level of proficiency. He plans to use his language skills in a career as an intelligence analyst.



Ngorongoro, Tanzania
Photo courtesy of Stacia Falat



La Boca, Argentina
Photo courtesy of Bronson Lee

TABLE OF CONTENTS

Snapshots of David L. Boren Graduate Fellows.....	i
Snapshots of David L. Boren Undergraduate Scholar.....	ii
Table of Contents.....	iii
Letter from the President of National Defense University.....	v
Executive Summary	vi
I. National Security Education Program: Ten Years of Support to the Nation.....	9
Legislative Beginnings	
Program Objectives and Initiatives	
Program Results	
Program Flexibility and Future	
National Security Education Board	
National Security Education Trust Fund	
Needs Analysis for Areas of Emphasis	
NSEP Areas of Emphasis	
II. DAVID L. Boren Undergraduate Scholarships.....	4
III. DAVID L. Boren Graduate Fellowships.....	7
IV. NATIONAL Flagship Language Initiative.....	10
Why NFLI?	
The NFLI Pilot Program	
Future Plans	
V. NSEP: A Unique National Language Asset.....	15
Language Proficiency	
Study Abroad Comparison	
VI. The NSEP Service Requirement.....	22
Defining the Service Requirement	
Federal Placement Activities	
Service Placement Results	
Federal Placement of NFLI Graduates	
Job Search Assistance	
NSEP Scholars and Fellows Serving Our Nation	
Returns on Investment	
Service Fulfillment Challenges	
VII. NSEP'S Expanding Role.....	32
Long-term Vision	
Civilian Linguist Reserve Corps Feasibility Study	
NFLI Chinese K-16 Pipeline Project	
English Language for Heritage Speakers	
Influence on Language Policy for US National Security	

VIII. SUMMARY.....	37
VIV Appendices.....	38
Appendix A: 2003 David L. Boren Undergraduate Scholars	
Appendix B: 2003 David L. Boren Graduate Fellows	
Appendix C: 2003 National Flagship Language Initiative Fellows	
Appendix D: 2004 David L. Boren Undergraduate Scholars	
Appendix E: 2004 David L. Boren Graduate Fellows	
Appendix F: 2004 National Flagship Language Initiative Fellows	
Appendix G: Positions of David L. Boren Scholars and Fellows Fulfilled/Fulfilling Federal Governmental Service, 1996-2004	
Appendix H: Grants to Institutions of Higher Education	
Appendix I: National Security Education Trust Fund Data	
Appendix J: Delinquencies	
Appendix K: National Security Education Board Members	
Appendix L: National Security Education Program Group of Advisors	
Appendix M: Civilian Linguist Reserve Corps Feasibility Study (with appendices)	
Appendix N: United State Government Departments and Agencies with National Security Responsibilities	

LETTER FROM THE PRESIDENT OF NATIONAL DEFENSE UNIVERSITY

Senator David L. Boren envisioned a program that would provide U.S. undergraduate and graduate students with the opportunity to travel to the furthest parts of the globe for the purpose of learning languages and cultures Americans rarely study. In return, these individuals would make themselves available to serve our country in the federal workforce, and 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.

The National Security Education Program (NSEP) has awarded undergraduate scholarships and graduate fellowships to U.S. undergraduate and graduate students for ten years. The award recipients represent the best of the American higher education system; they are highly motivated, and are selected through a rigorous, annual national merit-review competition. The program has made more than 2000 awards. Program alumni work in national security-related positions throughout our government in agencies such as the Department of Defense, the Intelligence Community, the Department of Homeland Security, and the Department of State.

The NSEP continues to play a vital role in helping our country to develop citizens with solid grounding in less-commonly taught languages, and in-depth knowledge of critical world regions where most Americans do not study. This Congressionally-mandated report discusses initiatives, accomplishments, and challenges to the program.

Michael M. Dunn
Lieutenant General, U.S. Air Force
President

EXECUTIVE SUMMARY

Program Background. The David L. Boren National Security Education Act of 1991, as amended (P.L. 102-183), codified at 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 1998 the Secretary of Defense designated the President of National Defense University (NDU) to oversee the program. The President of NDU 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.

NSEP has met and exceeded all program objectives and expectations over the past 10 years. 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 of award recipients in federal national-security related jobs.
- Dramatically increased the academic, racial, sexual, and ethnic 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 the unique contributions of the NSEP to the nation, it is important to compare NSEP award recipients with general trends in U.S. education:

- Sixty-eight percent of all American students studying abroad in 2002-2003 enrolled in programs in Western Europe, Australia, Canada, and New Zealand. In contrast, all NSEP award recipients study outside of these areas. In 2003-2004 they studied in 78 countries and learned 63 different languages. NSEP also awarded its largest number of scholarships and fellowships for study in the Near East: 23%.
- 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. Nearly 65% of NSEP Scholars in 2003 and 2004 enrolled in academic-year programs. More than 75% of 2003 and 2004 NSEP Graduate Fellows spent a year or longer overseas.
- Ninety-eight percent of higher education enrollments in the U.S. are in Western European languages. NSEP does not fund study of Western European languages except in cases where advanced Spanish is required as an integral component of Latin American studies.

- The average U.S. college graduate reaches no more than an intermediate capability in less commonly taught languages. NSEP focuses on rigorous language study. NSEP award recipients are high aptitude language learners who reach higher 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 grantee knows how to identify appropriate federal jobs, and that federal agencies know how to identify and recruit NSEP scholars.

Approximately 535 NSEP award recipients have worked or continue to work in federal agencies, including the Departments of Defense, State, Energy, Commerce, and the intelligence community. Of the 1365 undergraduates funded by NSEP since the service requirement was enacted in 1996, 359 have completed their service obligation in the federal government and 54 in higher education. Of the 766 Graduate Fellows, 176 have fulfilled their obligation by work in the federal government, and 145 in higher education. At any given time a pipeline of approximately 500 Undergraduate Scholars and 200 Graduate Fellows are actively seeking to fulfill their service requirement. The rate of placement in the federal government has increased steadily since 1996, with more than half of all graduates, and more than 87 percent of all undergraduates now entering federal service to fulfill their requirement. NSEP is committed to further expanding federal placements.

NSEP'S Expanding Role. NSEP has increasingly been recognized within the national security community as an invaluable current and future source of vital language and regional expertise. As NSEP begins its second decade of activity, it is proceeding into new areas of activity and influence through development of the National Flagship Language Initiative (NFLI), delivery of the Civilian Linguist Reserve Corps Feasibility Study to Congress, development of the NFLI Chinese K-16 Pipeline Project, creation of the English Language for Heritage Speakers program, and continued interaction with federal, academic, and private sector communities interested in advanced language acquisition and national security.

Advanced Language Programs in Critical Languages. Since October 2002, NSEP has focused its institutional grants on the National Flagship Language Initiative (NFLI) Pilot effort, authorized by Congress in Section 333 of the Intelligence Authorization Act for Fiscal Year 2003 (P.L. 107-306), November 27, 2002, and designed to produce a pool of competent language professionals certified at level 3 (superior). NSEP collaborated with several major universities to develop programs in Arabic, Mandarin Chinese, Korean, and Russian. Increased funding for the Flagship effort, as authorized in Section 602, P.L. 108-487, provides for more aggressive development of these programs as well as additional programs in Hindi, Japanese, Persian/Farsi, and Turkish.

I. NATIONAL SECURITY EDUCATION PROGRAM: TEN YEARS OF SUPPORT TO THE NATION

LEGISLATIVE BEGINNINGS

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 Trust Fund (NSETF) and the National Security Education Board (NSEB).

The NSEP became operational on July 2, 1993 when President William J. Clinton signed the Supplemental Appropriation for Fiscal Year (FY) 1993, P.L. 103-50, which included authority for the Secretary of Defense to obligate up to \$10 million from the National Security Education Trust Fund (NSETF). Subsequent legislation relating to the NSEP provided authority to obligate additional funds from the NSETF, affected the size of the NSETF, and placed new service requirements on students studying under the auspices of the NSEP.

Born out of post-mortem analyses from Desert Storm, NSEP was designed to represent a post-Cold War investment in vital expertise in languages and cultures critical to U.S. national security.

PROGRAM OBJECTIVES AND INITIATIVES

The purpose of the NSEP is to enhance the national security of the U.S. by increasing our national capacity to deal effectively with foreign cultures and languages. Specifically, Subsection 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 United States, 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 United States Government with national security responsibilities,
4. To expand, in conjunction with other Federal programs, the international experience, knowledge base, and perspectives on which the United States citizenry, government employees, and leaders rely, and

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 developed and manages three initiatives:

- David L. Boren Undergraduate 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 Graduate Fellowships: Individual awards to U.S. graduate students to study foreign areas, languages and other international fields crucial to U.S. national security, and
- National Flagship Language Initiative: Individual fellowships to undergraduate and graduate students and related institutional grants to support the study of languages critical to national security, to attain superior-level fluency (ILR Level 3).¹

Each of the three initiatives is described in detail in sections II (p.4), III (p.7), and IV (p.10), respectively, within this report.

“The training has to happen...we need a lot more people, and I can't emphasize enough that if you don't have case officers that can deal with the culture and the language, you're not going to get much. It really is important to have that. And so one of the very specific things I'd ask you to look at is the efforts that are being made with [the National Flagship Language Initiative and] the **National Security Education [Program]** to take some of our existing people and bring them into an area where we need to employ them. And give them the skills, the background, the culture, the language that we also deal with the language question more head on than we have. “

[Rep. Porter Goss (FL), CIA Director Confirmation Hearing with the Senate Select Intelligence Committee, September 14, 2004].

¹ The 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

PROGRAM RESULTS

NSEP achieved remarkable success and increased recognition during 2003 and 2004. It remains the only federal program focusing directly on the nation's need for a next generation of professionals and educators with competencies in the cultures and languages of areas of the world critical to U.S. national interests.

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 security arena for the federal government. It remains the only federally funded scholarship and fellowship 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 a program that is accountable 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 undergraduate scholarship and graduate fellowship awards in May 1994 and announced its first institutional grant awards in January 1995. Since 1994 NSEP has awarded: 1982 undergraduate scholarships for study in 70 countries and 60 less – commonly-studied languages, and 1069 graduate fellowships for study in more than 100 countries and 87 critical languages. During 2003-2004, NSEP implemented subsection 333 (a)(2) of P. L. 107-306 (November 27, 2002), by creating the National Flagship Language Initiative (NFLI). Through the NFLI, the NSEP provided support to eight U.S. institutions of higher education and fellowships to 31 students.²

The National Security Education Act (NSEA) initially included an important “payback” provision, requiring all graduate fellowship recipients and those undergraduate 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. Section VI. The NSEP Service Requirement provides a detailed description and analysis of the service provisions, which have resulted in 535 NSEP Scholars and Fellows fulfilling service in federal national security positions to date.

PROGRAM FLEXIBILITY AND FUTURE

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

²From 1994-2002, the NSEP Grants to Institutions of Higher Education Program funded 60 institutional grants to more than 150 U.S. institutions of higher education to develop and implement programs of study in cultures and languages critical to U.S. national security. Later in 2002, this program became part of the NFLI.

program's establishment in 1994 that further sharpened the program's 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 include service requirements for all undergraduate scholarship recipients (not just those receiving 12 or more months of assistance) and emphasize 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 K through 12. 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 Undergraduate Scholars and Graduate Fellows in 1996. NSEP is the only federally funded program in higher education that requires such testing. This provides important nationally recognized certification for NSEP award recipients when they seek employment based on their language competencies. Section V. NSEP: A Unique National Language Asset outlines results of language proficiency testing.
- Responding to the needs increasingly articulated by federal agencies, NSEP proposed the National Flagship Language Initiative (NFLI) in 2000 to forge a strategic partnership with higher education. The goal is to produce professionals with superior level ability in the languages currently most critical to U.S. national security: Arabic, Chinese, Farsi, Hindi, Korean, Persian, Russian, and Turkish.

A host of additional opportunities have broadened the scope of 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 VII. NSEP'S Expanding Role.

NATIONAL SECURITY EDUCATION BOARD

Oversight for NSEP and the programs listed above is provided by a 13-member National Security Education Board (NSEB), including representatives from seven Cabinet-level departments and six Presidential Senate-confirmed appointments.³

The Secretary of Defense carries out the NSEP in consultation with the NSEB, of which the Secretary is the statutory Chairman. The Secretary has delegated these authorities and responsibilities to the President of the National Defense University. Seven representatives from the federal government are appointed and serve on the NSEB. Six non-federal members, appointed by the President with the advice and consent of the Senate, serve on the NSEB. 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;

³For the composition of the NSEB, see Appendix K.

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 NSEP Board and staff and act as a liaison between higher education and the NSEP. The GoA represents a cross section of higher education including colleges and universities of all sizes, and community colleges; major discipline areas such as business, engineering, etc.; 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.⁴ 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 continuing dialogue between higher education and the NSEP is in place to meet the requirements of the legislation.

NATIONAL SECURITY EDUCATION TRUST FUND

The National Security Education Trust Fund (NSETF) was established as a result of the National Security Education Act. Congress completed actions to formally establish the trust fund at \$150 million in September 1992. This corpus, invested in U.S. Fund Government securities, has earned interest since its establishment.⁵ The legislation requires that funds be appropriated from the trust fund in order for the Secretary of Defense to “obligate” monies. Once appropriated, funds are available until they are expended.

At the close of calendar year 2004, the total corpus of the trust fund was valued at approximately \$16 million, and the un-obligated balance (money not yet contributed to awards or contracts) at the conclusion of Fiscal Year 2005 is estimated at approximately \$4 million. As the annual obligations for NSEP awards and administration, per guidance from the NSEB, average approximately \$8.0 million, the program’s assets do not generate sufficient interest to support a viable program without spending down the fund’s corpus. Based on projected program expenditures and interest rates, the trust fund will require additional financial resources by Fiscal Year 2006 if the program is to continue.

In a February 2004 Report to the Congress, the Department of Defense recommended converting NSEP funding from a trust fund to an annual appropriation beginning in Fiscal Year 2006. The Department has provided Congress with proposed legislation that would amend the National Security Education Act of 1991 to provide for such a conversion.

⁴For composition of the NSEP Group of Advisors, see Appendix L.

⁵The initial Trust Fund established by Congress was valued at \$150 million. Since the enactment of the Program’s enabling legislation, two Congressional actions have resulted in reductions of the balance in the NSETF. Subsection 311(a) of the Intelligence Authorization Act for Fiscal Year 1994, P.L. 103-178 (December 3, 1993) required the balance of the NSETF in excess of \$120,000,000 be transferred to the Treasury of the United States 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 fiscal year 1992 may not exceed \$35,000,000.

Appendix I provides a table of the NSETF and its respective values by fiscal year.

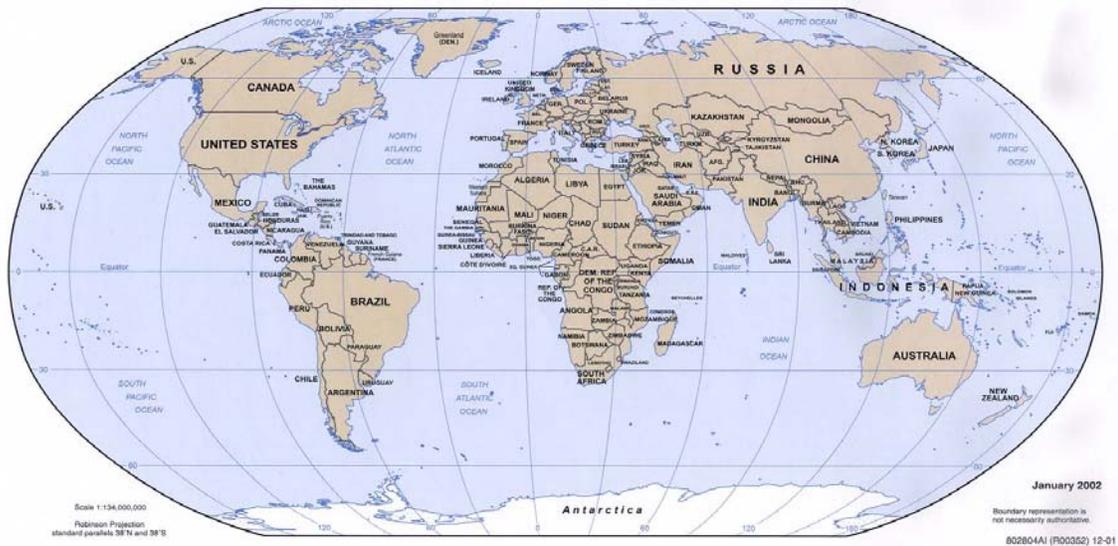
NEEDS ANALYSIS FOR AREAS OF EMPHASIS

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 (1) world regions, (2) languages and cultures, and (3) field of study. The results of these surveys demonstrated that the agencies are eager to locate and hire individuals with global skills that extend across a wide breadth of non-Western countries, who are competitive in a broad range of less-commonly taught languages; and who have expertise in a broad range of disciplines. This examination process results in an annual list of *NSEP Areas of Emphasis* (listed below).

Due to the breadth of this list, NSEP has developed a reputation in the higher education community for promoting a comprehensive view of our national security interests that provides opportunities for a large number students and faculty around the country. This list is included in the application guidelines for all NSEP scholarship and fellowship award programs. Applications from individuals who desire to study in and about countries and languages not included on the list are also eligible, provided that an applicant makes a compelling argument concerning the subjects’ relevance to U.S. national security. Following these guidelines, NSEP has successfully articulated the expanding and complex national security-related needs of the federal government as it continues to adjust to a rapidly changing, highly interdependent global environment.

NSEP AREAS OF EMPHASIS

World Regions⁶



⁶ World Regions and the respective countries included are based on the U.S. Department of State classification system, and are listed in alphabetical order.

AFRICA

Angola
Congo
Democratic
Republic of the
Congo

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

EUROPE

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

Languages

The Annual NSEP Survey also supports the need for language expertise across federal agencies involved in national security affairs. The respondents from federal agencies indicated needs for more than 70 different languages; most required advanced or superior competencies in these 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	Hindi	Mongolian	Tagalog
Amharic	Hungarian	Pashto	Tajik
Arabic (and dialects)	Indonesian	Persian (Farsi/Dari)	Tamil
Armenian	Japanese	Polish	Thai
Azeri	Kazakh	Portuguese	Turkish
Belarussian	Khmer	Romanian	Turkmen
Bulgarian	Korean	Russian	Uighur
Burmese	Kurdish	Serbo-Croatian	Ukrainian
Cantonese	Kyrgyz	Sinhala	Urdu
Czech	Lingala	Slovak	Uzbek
Georgian	Macedonian	Slovenian	Vietnamese
Hebrew	Malay	Swahili	
	Mandarin		

* The languages included in this list 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 these countries also are emphasized.

Fields of Study

Agricultural and Food Sciences
 Business and Economics
 Computer and Information Sciences
 Engineering and Applied Sciences (including Biology, Chemistry,

Environmental Sciences, Mathematics, and Physics)
 Health and Biomedical Sciences
 History
 International Affairs
 Law

Other Social Sciences (Anthropology, Psychology, Sociology)
 Political Science and Policy Studies

II. DAVID L. BOREN UNDERGRADUATE SCHOLARSHIPS

The program for awarding scholarships to undergraduate students who are U.S. citizens 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 for 86 years.

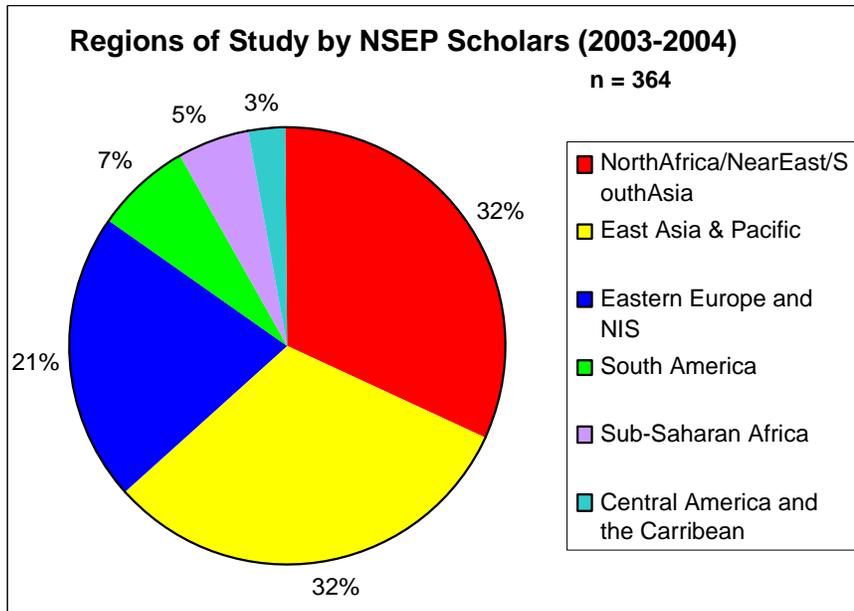
The competitions for the 2003 and 2004 undergraduate scholarships were announced in September 2003 and 2004. In both years, an independent, merit-based review process was conducted by a cross-section of university faculty and professionals at three levels (on-campus, regional, and national). Panelists considered the merits of applicants and ensured that award recipients were of the highest quality, as well as representative of the U.S. undergraduate population. Applicants were judged on their academic merit, their ability to articulate the role that the proposed study abroad program would play in their education, and career plans in the international arena. In addition, applicants were judged by the link they made between their educational and career goals and the national security goals of the NSEP.

In 2003 NSEP received 765 applications and awarded 183 Scholarships for study abroad. In 2004 the number of applications increased by more than 10 percent to 866 applications, the largest pool of applicants ever to apply for NSEP scholarships. In 2004 181 Scholarships were awarded.

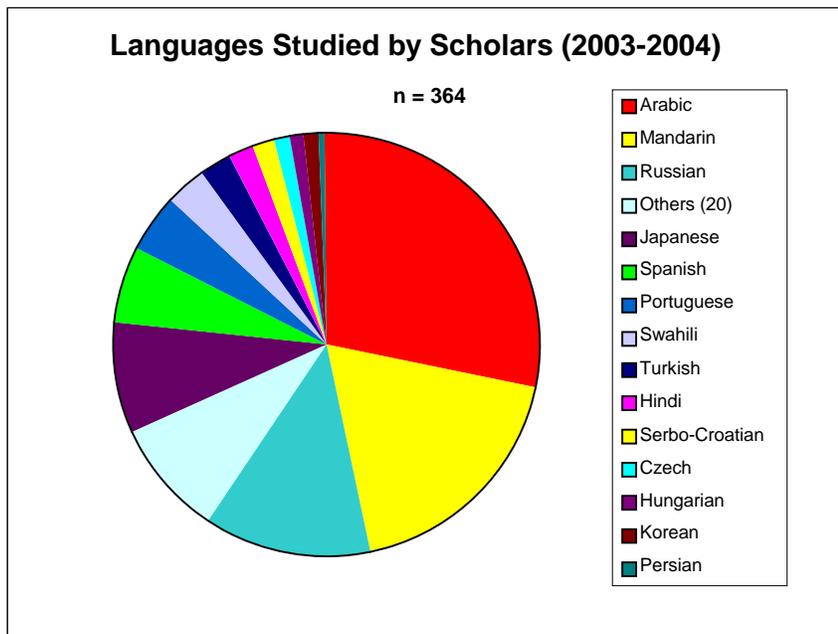
Year of award	# Applicants	# Applicant schools	# Award Recipients	# Countries of study	# Languages of study	# States represented
2003	765	254	183	34	27	41
2004	866	268	181	36	25	37

Snapshots of Scholars Overseas in 2003 and 2004

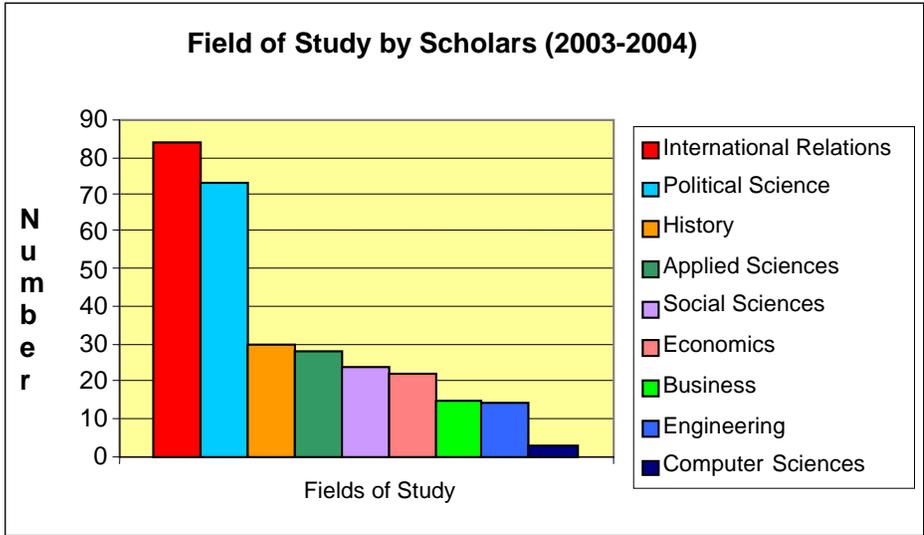
- ❖ A senior **aerospace engineering** and **political science** double major, military science minor, and Air Force ROTC student from the **University of Notre Dame** studied at the American University in **Cairo, Egypt**. After graduating, he will fulfill his service requirement through his Air Force obligation.
- ❖ A freshman **political science** major from the **University of Rhode Island** studying at Tver State University in **Russia** to improve his Russian for a future in the intelligence community.
- ❖ A sophomore from **Smith College** studying for a year through St. Olaf College's Budapest Year in Math in Budapest, **Hungary**. She hopes to be a mathematician in the National Security Agency.



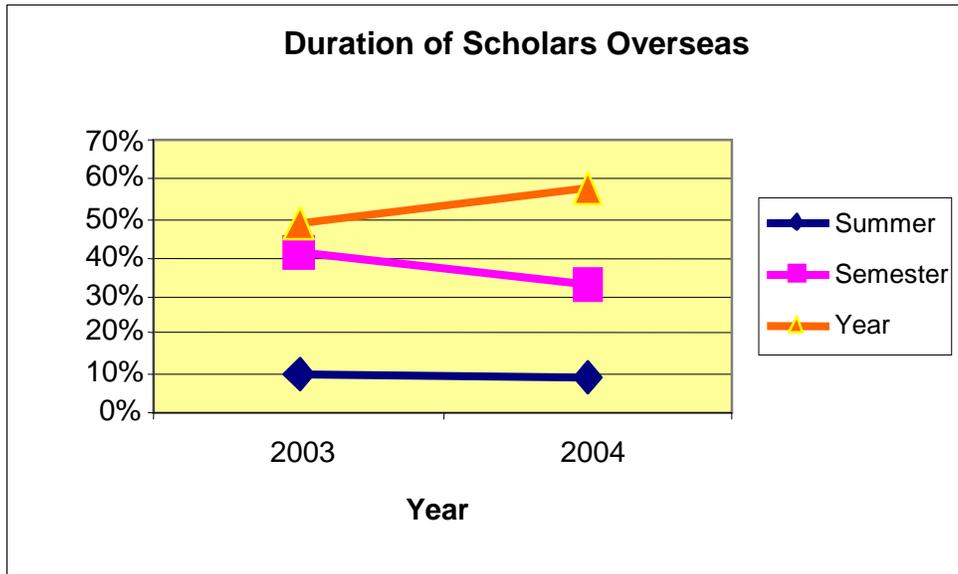
In 2003 and 2004, Scholars overwhelmingly preferred to study in the Middle East, North Africa, South Asia and East Asia. There was a corresponding downward trend for studies in sub-Saharan Africa and South America.



Arabic remained the dominant language studied by NSEP Boren Scholars, with Mandarin and Russian following closely behind. The number of students studying Arabic increased by 7% from 2003 to 2004, to 45 students, reflecting an increased national interest in studying languages of countries in the Middle East. Mandarin study also increased by 9% from 2003 to 2004, which may be attributed to its increased focus in the national security community.



The areas of study for the Boren Scholars remain diverse. The emphasized fields of study, which are considered important to U.S. national security, made up more than 80 percent of the majors of students on 2004 Boren Scholarships. Non-emphasized fields of study are pursued by only 17 percent of Scholars.



NSEP emphasizes longer-term academic study for all of its Scholars. More than half of NSEP 2003-04 Undergraduate Scholars opt to enroll in academic-year programs and almost 40 percent in semester-long programs. Only about 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. Only a dearth of academic year-long programs supported by NSEP in many study abroad destinations prevents an even larger percentage of undergraduates from studying for that length of time.

Boren Scholarships awarded in 2003 and 2004 highlight national security needs, especially in relation to the increasing conflict in the Middle East. In 2003 NSEP awarded the largest number of scholarships in its nine-year history for study in the Near East (43 Undergraduate Scholarships of 183 awards). A list of all 2003 Boren Scholarships can be found in Appendix A, and 2004 Boren Scholarships are listed in Appendix D.

In general the number of undergraduates who wish to study abroad in less-commonly visited countries, but which are important to U.S. national security, continues to increase. Boren Scholars who go abroad are remaining longer than before. The languages studied consist largely of those languages that are critical to U.S. national security and the areas of study also strongly support areas of importance to the U.S.

III. DAVID L. BOREN GRADUATE FELLOWSHIPS

The program for awarding fellowships to graduate students who are U.S. citizens is administered for the NSEP by the Academy for Educational Development (AED). AED is a nationally recognized, non-profit organization that has been a leader in promoting international education for more than 40 years.

The 2003 and 2004 competitions for graduate scholarships were announced in September 2003 and 2004. An independent, merit-based review process, conducted by a cross-section of university faculty and administrators at three levels (on-campus, regional, and national) considered the merits of applicants and ensured that the award recipients were of the highest quality and representative of the U.S. population. Applicants were judged on the quality of their academic record and their ability to articulate the role that their proposed study abroad program would play in their education and career plans in the international arena. In addition, applicants were judged by the link they made between their educational and career goals and the national security goals of the NSEP.

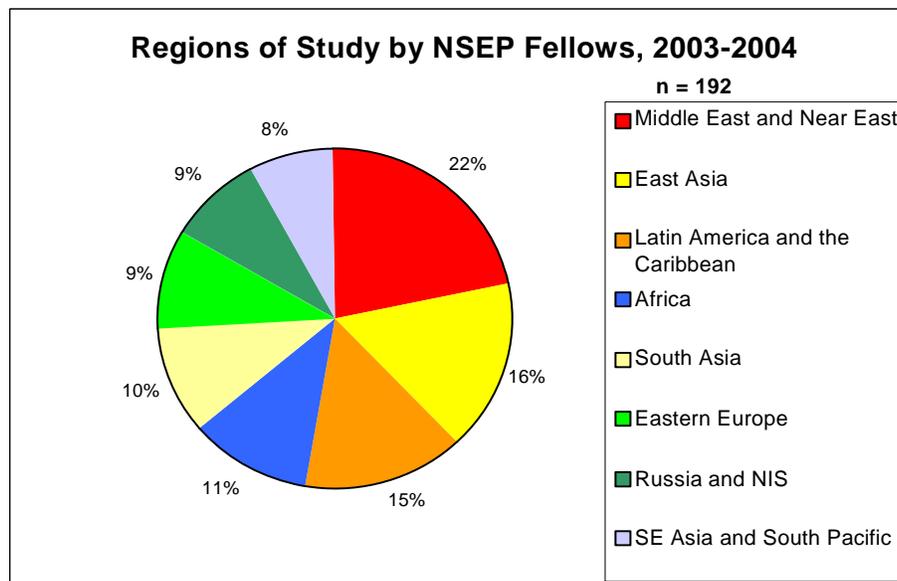
In 2003 NSEP received 390 applications and awarded 95 Fellowships for international study. In 2004 the number of applications increased by 20 percent to 468 applications, the largest pool of applicants ever to apply for NSEP fellowships. Ninety-seven Fellowships were awarded in 2004.

Year of award	# Applicants	# Applicant schools	# Award Recipients	# Countries of study	# Languages of study	# States represented
2003	390	53	95	49	35	21
2004	468	123	97	51	34	19

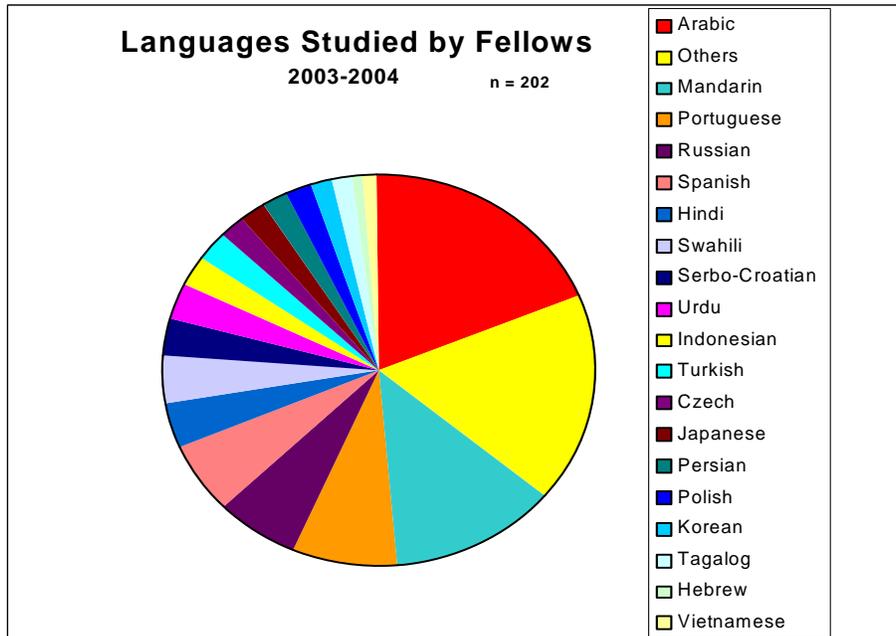
Snapshots of Fellows Overseas in 2003 and 2004

- ❖ A Master's Degree student in **International Affairs** at the **Monterey Institute of International Studies** studying the export controls of **Japan** and **Taiwan** as regional democracies and the impact of China's growing economic and military influence on these controls.
- ❖ A Master's Degree student in **Public Administration** at **New York University** studying the economic and social impact of corruption on education and non-profit organizations in **Russia** and instances where this corruption was effectively combated at the grassroots level.
- ❖ A Master's Degree student in **International Affairs** at **Georgetown University** studying the U.S.-South Korean security relationship in the context of the North Korean threat, the Status of Forces agreement, and the South Korean political environment.

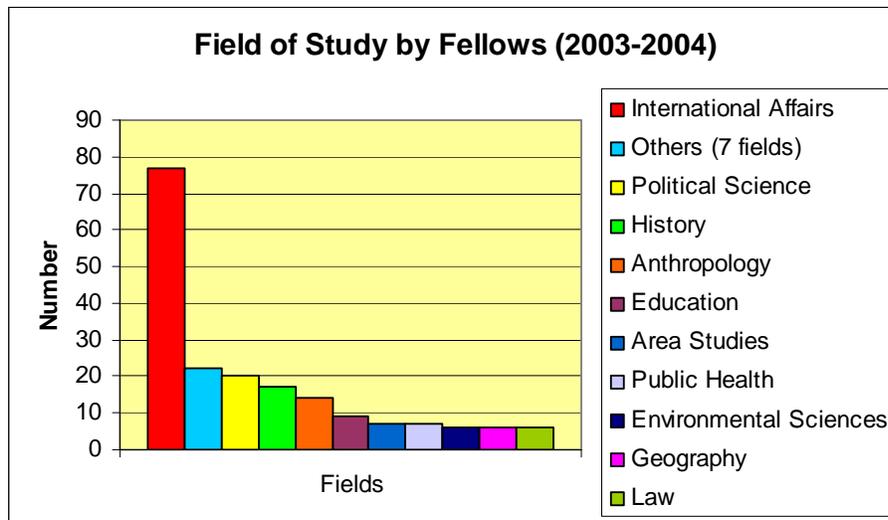
The list of all 2003 Boren Fellowships is at Appendix B. The list of 2004 Boren Fellowships is at Appendix E.



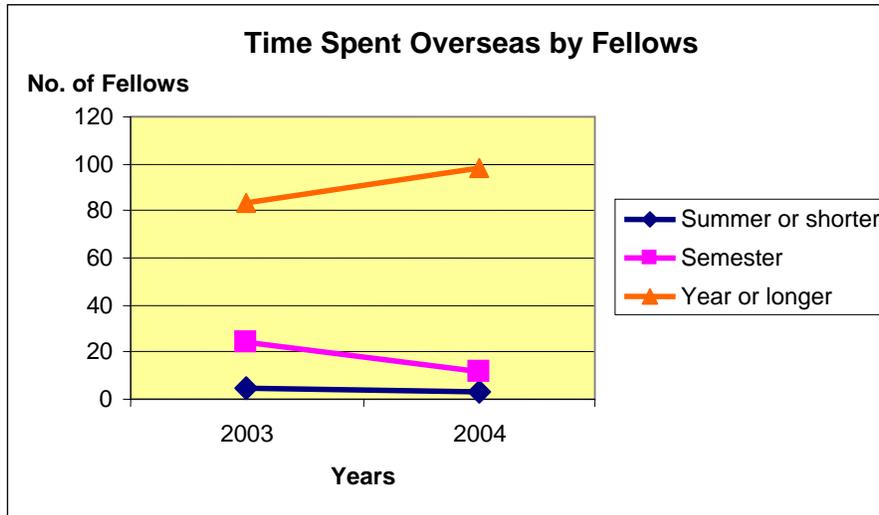
For 2003 Boren Graduate Fellowship recipients, China was the leading country in which to study, followed by Egypt, Brazil, Russia, Israel, Japan, Czech Republic, Poland, and Indonesia/Turkey. In 2004, Boren Fellows studied foremost in China, followed by Egypt, Russia, Brazil, India, Japan, Lebanon, Morocco, and Turkey. Boren Fellows studied in 48 different countries in 2003 and 2004.



One of the major purposes of NSEP is the study of languages that have been identified as critical to U.S. national security. The Boren Fellows studied 35 different languages in 2003 and 29 different languages in 2004. The most prevalent languages for both years were Arabic, Mandarin, and Russian.



Most Boren Fellows pursue studies in International Affairs, followed by Political Science, History and Anthropology. These fields of study are within the parameters of the recommended fields of study established by NSEP.



NSEP emphasizes longer-term academic study for all of its Fellows. Virtually all NSEP Graduate Fellows devote significant periods of time to overseas study, including language immersion. In 2004, Boren Fellows spent more time overseas than in previous award years.

IV. NATIONAL FLAGSHIP LANGUAGE INITIATIVE

“We can no longer keep our nation safe if we do not commit ourselves to learning the languages and cultures of critical areas around the world. The security of our troops overseas and the American people here at home demand that we act quickly to eliminate the severe shortage of critical need language professionals in this country. Inaction on this issue is not only irresponsible; it’s dangerous.”
 [Congressman Rush Holt, Remarks to House of Representatives, November 25, 2003].

The National Flagship Language Initiative (NFLI) at the National Security Education Program represents the nation’s first major partnership between the federal government and higher education to implement a national system of programs designed to produce advanced language competency in languages critical to the nation’s security.⁷ Working in partnership with the *National Foreign Language Center* at the University of Maryland, NSEP established national flagship programs across the U.S. These flagship programs, coupled with directed and targeted fellowships for individual students, are producing graduates who are candidates for employment with agencies and offices of the federal government. Their expertise spans a broad range of disciplines, complemented by advanced levels of proficiency in languages critical to national security.

⁷ In 2002, the NFLI superseded the NSEP Grants to Institutions of Higher Education Program. Information on program activity among Grants to Institutions of Higher Education during this reporting period can be found in Appendix H.

The initial NFLI focus is on the following critical languages:

Arabic (including dialects)
Chinese (Mandarin)
Hindi
Japanese

Korean
Persian
Russian
Turkish

WHY NFLI?

“...We have much work to do. Semester abroad programs and foreign language study, for example, are critical for our future. More American students need to study abroad and study foreign languages, and the trend is in the opposite direction. The ability to cultivate and sustain relationships between peoples and governments will determine America’s future successes in the world.”

[Senator Chuck Hagel: remarks at Conference on New American Strategies for Peace and Security, Center for American Progress, October 29, 2003, Washington DC]

Foreign language programs in the U.S., both federal and non-federal, at best generally aim toward a “limited working proficiency” (level 2) goal. This level of language is generally insufficient in more complex and sophisticated work-related tasks. Simply put, a professional at a “level 2” proficiency in a language cannot work effectively in that language. The *NFLI* 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 is to produce students with professional proficiency (level 3) in critical foreign languages.

The federal sector cannot and should not address the language deficit in a vacuum. Only through strategic partnerships with recognized national leaders in foreign language education can the federal government address short- and long-term needs for language proficient professionals. Properly charged and appropriately funded, elements of the higher education system are capable of producing higher-level proficiencies in languages critical to U.S. national security. The *NFLI* demonstrates this capacity through the creation of permanent infrastructure for advanced programming in critical languages.

Guided by the oversight of the NSEP, *NFLI* unites the federal sector with the higher education community by utilizing proven NSEP management and structure, while drawing upon the experience of leading government and academic second language acquisition and curriculum specialists. *NFLI* capitalizes on the experience of the National Foreign Language Center at the University of Maryland (the nation’s principal institutional resource for strategic language planning) and utilizes the resources of several of the nation’s leading universities.

The major focus of *NFLI* is to establish the field-wide and institutional infrastructure that will support the production of advanced language-proficient students in languages critical to U.S. national security. Through a combination of innovative and intensive campus curriculum and overseas immersion, each flagship program offers intermediate to advanced

level students a full-time, one or two-year program of study designed to achieve professional proficiency (superior/level 3) in the targeted language.

Critical to this objective is the recruitment and development of language proficient candidates for employment with the federal government. Flagship programs are developing and implementing plans to attract students from multiple constituencies. These include:

1. *Matriculated Degree Students at Flagship Institutions.* Flagship institutions recruit students from their own campus, targeting, among others, professional degree students.
2. *Local/Regional Students.* Flagship institutions recruit students from the geographically proximate region who wish to benefit from the flagship opportunity.
3. *Students from Across the Country.* As national and regional resources, flagship institutions recruit qualified students from other colleges and universities throughout the U.S.
4. *Federal employees from offices and agencies with foreign language requirements and responsibilities.* Current federal employees will be able to register as matriculated or special students and their expenses will be paid directly to the flagship institution by the sending federal organization.

All students, except for current federal employees, are eligible to apply for newly established NSEP/NFLI Fellowships that cover the total cost of attending any one or two-year flagship program. NSEP/NFLI Fellows are awarded based on the applicant's qualifications in the target language and commitment to federal service in the national security community. NSEP will expand the number of NFLI Fellowships as additional funding becomes available.

THE NFLI PILOT PROGRAM

In September 2002, Congress enacted the Intelligence Authorization Act for Fiscal Year (FY) 2003, P.L. 107-306, November 27, 2002. Section 333 of that Act authorized NSEP to implement the NFLI. In spite of funding constraints, NSEP inaugurated an aggressive NFLI Pilot program focusing on Arabic, Chinese, Korean, and Russian. Each of these programs is implementing an exciting and innovative curriculum and has enrolled students both with and without direct support from NSEP. To date, 31 students have received support from NSEP to participate in NFLI programs.

Arabic for Interactive Communication (AFIC): American University in Cairo

The AFIC program represents a new initiative in the field of Arabic study designed to promote 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. Efforts are underway to expand opportunities for Arabic language study at the University of Damascus. In addition to overseas study, AFIC has begun 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 that will ensure an increased flow of students at the advanced proficiency level to the overseas programs.

AFIC enrolled its first students in the summer of 2003, three of them with support from NSEP/NFLI Fellowships. In 2004, three students received NSEP/NFLI Fellowships. Several of these students are in contact with federal agencies to identify employment opportunities.

Chinese Flagship Center: Brigham Young University (BYU)

The Chinese Flagship program at BYU is targeted to upper-intermediate and advanced speakers of Mandarin Chinese and seeks to move these students to a superior level of proficiency. The program not only addresses general issues of advanced level Chinese, but also 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, NFLI students proceed to Nanjing University in China where they undertake intensive language immersion study coupled with a professional/internship experience.

BYU enrolled its first eight students in 2003. Four of these students are funded directly by NSEP. Two students received support in 2004.

Korean Flagship Program: University of Hawaii (UH)

The Korean Flagship Program on the main research campus of the University of Hawaii at Manoa (UHM) offers 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 Korean University in Seoul, with university courses and/or industrialized professional internships, structured Korean living arrangements, and Korean peer tutors.

The UH Korean Flagship program enrolled 16 students in 2003 with four students receiving full support through NSEP. Four students received support in 2004.

Korean Flagship Program: University of California, Los Angeles (UCLA)

The UCLA Korean Flagship program offers students an opportunity to study intensive Korean at an institution that both 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 on Korean civilization and cultures, such as business, health, law, and the arts. The program includes individual mentoring and internships. Students who attend the UCLA program will proceed to the NFLI immersion program being developed and implemented by the University of Hawaii in collaboration with UCLA.

UCLA enrolled its first flagship students in fall 2004, three with full support from NSEP.

National Flagship Initiative for Russian (American Councils): St. Petersburg University

Through NFLI, the American Councils for International Education: American Council for Teachers of Russian/American Council for Collaboration in Educational and Language Studies (ACTR/ACCELS), initiated an intensive language program at St. Petersburg University in Russia for students at advanced levels of proficiency. Led by one of our nation's leading international education organizations, 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. NSEP is working to establish US-based infrastructure for Russian instruction to ensure a continuing flow of qualified candidates for the overseas component. NSEP/NFLI Fellowships supported seven students in 2004.

The list of all 2003 NFLI fellowships is at Appendix C. The list of all 2004 NFLI fellowships is at Appendix F.

FUTURE PLANS

NSEP seeks to dramatically expand the NFLI program to include additional languages, including Hindi, Japanese, Persian/Farsi, and Turkish, as well as expand programs in Arabic, Chinese, Korean and Russian. Thus far NSEP has supported the NFLI only through a transformation of its "institutional grants" program. Substantial additional funding is required if NFLI is to be sustained and expanded to: (1) support and expand curriculum efforts at current NFLI programs; (2) provide expanded funding for NSEP/NFLI Fellows to attend flagship programs; (3) increase the number of programs and critical languages covered by NFLI.

“The United States today faces a critical shortage of linguistically competent professionals across federal agencies and departments responsible for national security. The inability of intelligence officers, military personnel, disease specialists, law enforcement officers, and other federal employees to understand information from foreign sources and to interact with foreign nationals in virtually every country on the globe presents a threat to their mission and to the well-being of the nation.... The Foreign Service reports that only 60% of its billets requiring language are at present filled, with waivers applied to another 35%. The US Coast Guard recently completed an audit of its language requirements for all mission types...finding that fewer than 50% were met.”

[Language and National Security, The Federal Role in Building Language Capacity in the U.S., National Foreign Language Center, 2002.]

V. NSEP: A UNIQUE NATIONAL LANGUAGE ASSET

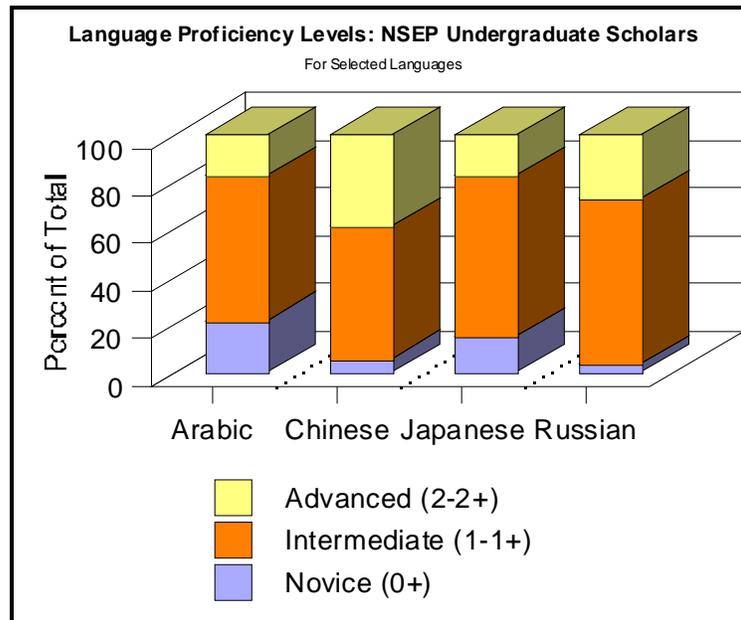
NSEP is the only federally funded effort focused on combined issues of language proficiency, national security, and the federal workforce. Taken together with other more technology- and research-oriented investments, NSEP represents an integral component of a national security strategy to eliminate the 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 broader study abroad data, demonstrating the unique contribution NSEP makes to the federal government.

LANGUAGE PROFICIENCY

Most U.S. students do not achieve levels of language proficiency that enable them either to satisfy work requirements or communicate effectively in that language. The average U.S. college graduate (including language and literature majors) reaches no more than an intermediate (basic survival needs) level in less-commonly taught non-Western languages. It is estimated that it would take 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 (e.g. Arabic, Chinese and Russian).

The federal government increasingly is in need of individuals with advanced (level 2), superior (level 3), and distinguished (level 4) language abilities. Reaching these language levels is a daunting task. It is relatively easy to move from a beginning or novice level to an intermediate, but it often takes twice as long to move from intermediate to advanced and four times as long to move from advanced to superior. Most government agencies find it extremely difficult to identify or hire individuals with language skills at the advanced or superior levels. Furthermore, the default system – training the federal government’s own workforce – cannot be expected to keep up with the demand for quantity and quality of professionals with competent language skills. Both government and the national media have noted the major consequences of not having professionals with higher-level language skills.

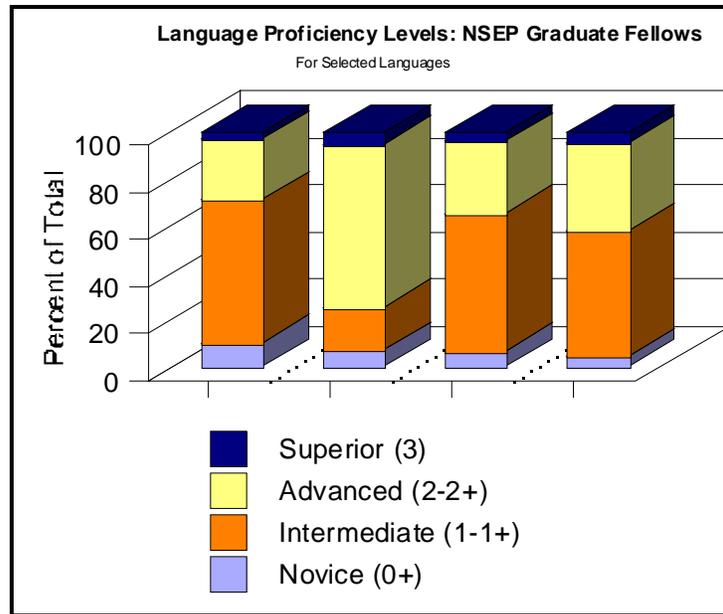
NSEP focuses on rigorous language study among its Scholars and Fellows and is the only federal program that mandates language proficiency testing for all of its award recipients.⁸ The figures below illustrate the outstanding levels of language proficiency gained by NSEP Scholars and Fellows. These results underscore that NSEP Scholars and Fellows achieve proficiency levels well beyond those achieved by most U.S. students. These proficiency levels are gained because NSEP award recipients represent a pool of motivated, high-aptitude and experienced language learners who engage in extensive in-country language immersion. NSEP Undergraduate Scholars are selected based on the rigor of their proposed study abroad program, including the quality of language instruction in that program. Many Scholars study a less-commonly taught language for the first time while overseas and still achieve remarkable levels of proficiency. NSEP Graduate Fellows develop highly customized and intensive programs of study that include intensive language learning in immersion environments.



Language proficiency testing is conducted post-study.

Post-study language results for most Undergraduate Scholars reflects advancement ranging up to the 2+ (advanced) proficiency level on the 5 level ILR oral proficiency scale. Speakers with an ILR oral proficiency level of 2+ are able to communicate during basic conversations about familiar topics.

⁸ All NSEP award recipients are pre- and post-tested for oral language proficiency by ACTFL (American Council of Teachers of Foreign Languages). The ACTFL oral proficiency test is a nationally accredited test. It is available in many, but not all, less-commonly taught languages.



Language proficiency testing is conducted post-study.

Post-study language test results for most Boren Graduate Fellows reflect advancement ranging up to the 3 (superior) level on the ILR oral proficiency scale. Speakers at the ILR oral proficiency level 3 can communicate with accuracy and fluency when discussing a variety of topics.

STUDY ABROAD COMPARISON

In order to understand the accomplishments of the graduates of NSEP programs, 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.***

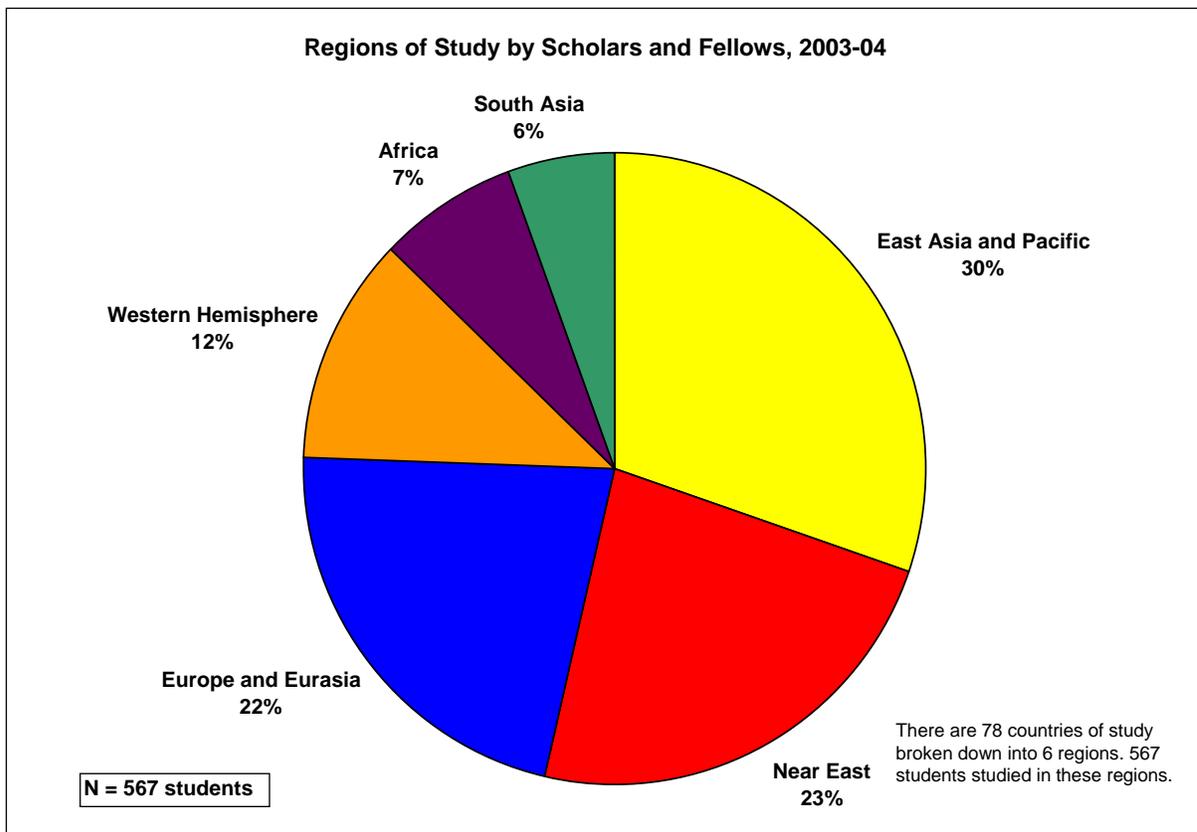
American students generally do not study abroad. Approximately one out of every 100 U.S. students enrolled in higher education studies in another country during his or her post-secondary career. Those who do study abroad usually travel only to Western Europe. NSEP's sole focus is on languages and world regions that are critical to national security where U.S. students generally do *not* study.

NSEP Scholars and Fellow Travel Where Few Americans Go

According to the 2004 Open Doors report, a report about international educational exchange published annually by the International Institute for Education, 175,000 U.S.

students studied abroad between 2002 and 2003. Of these, 68 percent studied in Western Europe, Australia, Canada and New Zealand. One of every five U.S. students chose to study in the United Kingdom. Less than one percent studied in the Middle East; 6 percent in all Africa; 6 percent in East Asia; and only one percent in South/Central and Southeast 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 Undergraduate Scholars and Graduate Fellows study.



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 the expertise base in language and culture. Many NSEP Undergraduate Scholars are marking significant contributions to the federal national security effort. NSEP Graduate Fellowships 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% of U.S. students who study abroad do so for more than one academic term. 65% of NSEP award recipients study abroad for a full academic year.

According to the Institute of International's Education's Open Doors study for 2004, less than 8 percent of all U.S. students studying abroad enroll in full academic or calendar year programs. More than half of these students study for periods of eight weeks or less. 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 to several weeks.

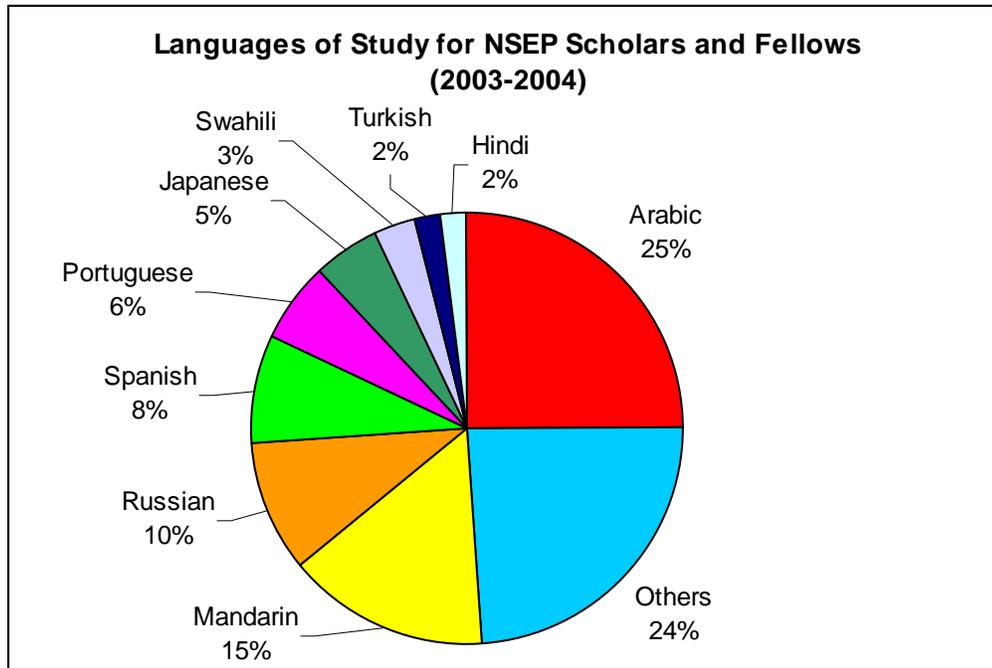
NSEP emphasizes long-term academic study to develop advanced level language and culture proficiency among award recipients. Nearly half of NSEP undergraduate award recipients opted to enroll in academic year programs in 2003, 40 percent in semester-long programs. This increased to 58 percent in year-long programs and 33 percent in semester-long programs in 2004. Only 10 percent are enrolled in summer-long programs, which are reserved for students in the sciences or underclassmen (undergraduate freshmen and sophomores). These students frequently return for longer periods of study later in their undergraduate academic careers.

Virtually all NSEP Graduate Fellows devote significant periods of time to overseas study, including language immersion. In 2003, 75 percent of all Fellows studied for an academic year or longer, as did 88 percent of Fellows in 2004. Only a shortage of academic year-long programs in many study abroad destinations supported by NSEP prevents an even larger percent of undergraduates from studying for that length of time.

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. The implications of this trend are troublesome. 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.

Languages

Almost 90% of U.S. student study Spanish and other Romance languages. NSEP emphasizes study of less commonly taught languages that are critical to national security.



Language enrollments in U.S. education remain static. Ninety-nine percent of our high school language enrollments are in 6 languages, including Latin. In higher education, 98 percent are in a dozen languages, including Greek and Latin. Fewer than 10 percent of U.S. students in higher education enroll in a language course during their post-secondary career. Most of these students are fulfilling language requirements and are not studying toward any proficiency in the language.

Of the approximately 1.2 million enrollments, almost 90 percent are captured by Spanish (56 percent), other Romance languages, German, and classical languages. Only 10 percent of the 1.2 million enrollments are in other languages. Other than Japanese, Chinese and Russian, these enrollments account for less than one per cent of the total.⁹ Few students go beyond introductory course work in these languages; historical data suggest a 50 percent attrition rate from year one to year two and 50 percent attrition from year two to year three.

NSEP emphasizes study of non-Western European languages critical to U.S. national security, such as Arabic, Chinese, Hindi, Indonesian, Korean, Russian, and Turkish.¹⁰ NSEP award recipients, at both undergraduate and graduate levels, represent outstanding students and high aptitude language learners who have demonstrated prior and ongoing commitment to language study and a motivation to learn languages well outside the boundaries of Europe

⁹ For example, the most recent (1998) foreign language enrollment data made available from the Modern Language Association indicates that there were only 4 enrollments nationwide in Uzbek and 1 in Kazakh. Even in Hindi there were only 831 enrollments across the entire country. Of note, enrollments do not correlate to proficiency; they only indicate that a student took a course in that language.

¹⁰ 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.

and Latin America. They are likely to have some prior experience in the language and are also likely to continue their language study following their NSEP supported program.

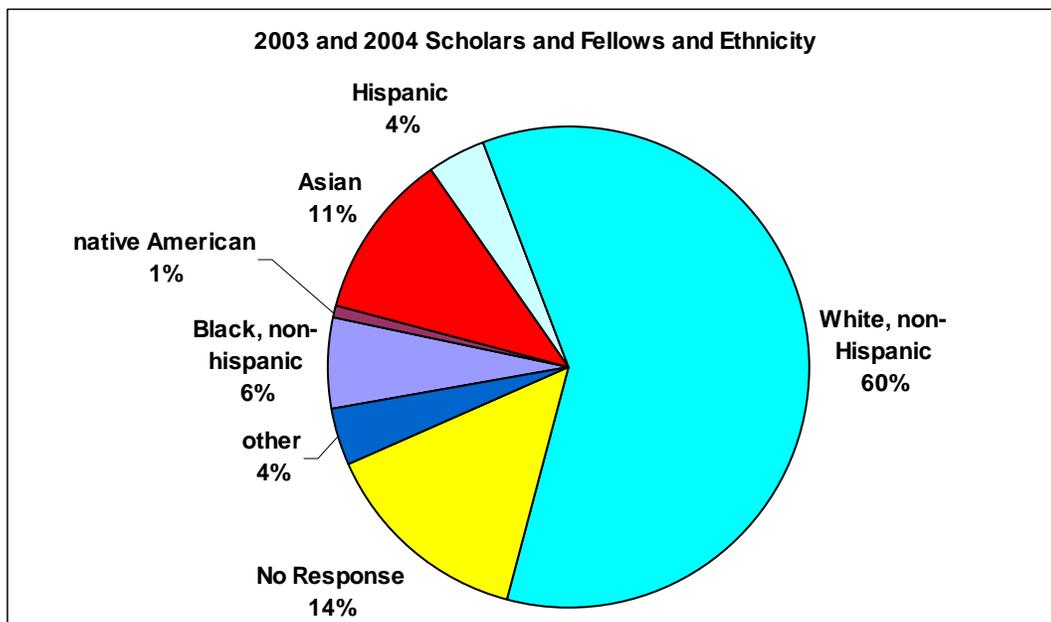
Many NSEP Scholars and Fellows have demonstrated proficiency levels in their languages prior to receiving NSEP support; yet because so few Americans have an opportunity to learn less commonly studied languages, NSEP also seeks to identify highly motivated undergraduates to study such languages. The importance of establishing this vital pipeline from undergraduate through graduate school should not be underestimated in its long-term importance to national security.

Diversity

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

Approximately 16% of U.S. students studying abroad are people of color.

Annually, NSEP award recipients are more racially, culturally, sexually, and academically diverse than those of any comparable award program.



The National Security Education Program strives for diversity on many fronts in its annual award competitions. NSEP does extensive outreach at both two-year and four-year colleges and universities across all regions of the US. Efforts are made to visit campuses of historically black colleges and universities (HBCUs), as well. In 2003 and 2004, 1% and 1.5% of the award recipients attended an HBCU, respectively.

According to the Institute of International's Education's Open Doors study for 2004, 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 are students of

color (African American, Hispanic, Asian, Native American, and those that define themselves as non-white/Caucasian), while 83 percent are Caucasian.

Students are given the option of completing a form identifying their ethnicity on the NSEP application. Of the 2003 and 2004 award recipients, an average of 14 percent of students did not respond to this question. Of those that responded, 26 percent of students identified themselves as students of color, and 60% as Caucasian students.

The field of study abroad has struggled for years to get more participation among male students. Historically, women make up 65 percent of U.S. students studying abroad. NSEP is one of the most successful U.S. programs at attracting men for overseas studies. In 2003 and 2004, NSEP awarded an average of 50 percent of its awards to men.

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, law) to develop international skills;
- Enabling a more diverse array of American students to undertake serious study of less-familiar languages and cultures that are critical to U.S. national security.

VI. THE NSEP SERVICE REQUIREMENT

NSEP is a significant component in the federal government's efforts to address serious foreign language and area expertise shortfalls. Prior to 2004, all NSEP award recipients assumed an obligation to seek employment with an agency or office of the federal government involved with national security affairs. If they were unsuccessful in finding federal employment, then NSEP award recipients could fulfill the requirement by working in higher education in an area related to their NSEP supported study.

Congress changed the service requirement in Section 925 of the National Defense Authorization Act for Fiscal Year 2004, P.L. 108-136, November 24, 2003. This Section states that NSEP 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 as appropriate to utilize the unique language and region expertise acquired by the recipient" and "for a period specified by the Secretary, which period shall include one year of service for each year, or portion thereof, for which such scholarship assistance was provided."

More than 500 NSEP award recipients have worked or continue to work in federal agencies, including the Department of Defense, the Intelligence Community, and the Departments of Commerce, Energy, State, and Treasury. Of the 1365 undergraduates funded

by NSEP since the service requirement was enacted in 1996, 349 have completed their service obligation in the federal government, and 52 in higher education. Of the 766 Graduate Fellows, 169 have served in the federal government, 142 in higher education.

Award Type	Service in government	Service in higher education
Fellows	169	142
Scholars	349	52

Section 802 of the National Security Education Act (NSEA) in effect during 2003 and 2004 required that Undergraduate Scholars began fulfilling their service within eight years after completion of their studies and that Graduate Fellows begin within five years after completion. This requirement, coupled with variations in length of time to degree completion, created a pipeline of approximately 350 undergraduates and 60 graduate fellows who were, at any point in time, actively seeking to fulfill their service requirement. The rate of placement in the federal government has increased steadily since 1996, with approximately half of all graduates, and 87 percent of all undergraduates, now entering federal service to fulfill their requirement. NSEP is committed to further expanding federal placement.

A primary objective of NSEP is to overcome the obstacles that exist within the federal hiring process, such as a slow, or lack of, response to submitted federal job applications and difficulty obtaining security clearances. We are overcoming these impediments by continuing to work with hiring officials and human resources staff throughout the government, and engaging in regular discussions on employment needs in the national security community. As a result we are identifying, recruiting, training, and successfully placing highly talented professionals in federal government positions, particularly those in the national security arena. These efforts are yielding increasingly impressive results and have served as a model for other government programs. Continuing and expanding success in federal placement requires an active and continuous commitment to innovation and change within the NSEP structure.

DEFINING THE SERVICE REQUIREMENT

The 1996 amendment to the NSEA stipulated that all NSEP award recipients incur an obligation to seek employment with an agency or office of the federal government involved in national security affairs. If such employment was not available, NSEP award recipients could then fulfill the requirement within higher education in an area related to their NSEP-supported study. The requirement was generally time-for-time, with most Undergraduate Scholars incurring a short-term service requirement (3-6 months) and Graduate Fellows a general one-year minimum. As noted above, Undergraduate Scholars were required to begin fulfilling their requirement within 8 years from the completion of their NSEP-funded study abroad program; Graduate Fellows were required to begin fulfilling their requirement within 5 years of degree completion (or termination of studies before degree completion).

All award recipients must file annual Service Agreement Reports to certify activities toward fulfillment of the obligation and to receive credit. Since passage of the NSEA, federal needs have changed and grown, and more immediate service has become a higher priority. In the Report to Congress (filed September 2003), NSEP described increasing attention and resources toward more immediate placement of award recipients, and a recommendation was proposed to dramatically reduce the time frame during which Scholars and Fellows must complete their service. The federal law was changed by Section 925 of the National Defense Authorization Act for Fiscal Year 2004, P. L. 108-136, November 24, 2003, which amended sections 802 of the NSEA by deleting the eight- and five- year lead time.

FEDERAL PLACEMENT ACTIVITIES

NSEP implements aggressive efforts to identify applicants motivated to work for the federal government and to build mechanisms to assist them to enter the federal workforce. It is important to note that the federal hiring process is challenging, and often confusing, for applicants. NSEP uses a distinctly “hands on” approach to ensure that every NSEP Scholar and Fellow 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 efforts to place Scholars and Fellows include the following:

- NSEP’s application process emphasizes the importance of federal service. All applications include information on the applicants’ career goals and their motivation to seek federal employment. This information plays a major role in merit-review decisions for awards. All NSEP Scholars and Fellows make a serious commitment to federal employment.
- NSEP engaged the active involvement of the Office of Personnel Management (OPM) to develop regulations and processes to facilitate federal placement of award recipients. Under a regulation established by OPM in 1997, all NSEP award recipients may be hired by any federal agency under a special hiring authority that allows a federal agency to hire NSEP award recipients without application of the qualification standards and requirements established for the competitive service.¹¹
- NSEP received valuable Congressional assistance in Subsection 1332(a)(2) of the Homeland Security Act of 2002, P.L. 107-296 (November 25, 2002). This legislation states that it “shall be the policy of the United States 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 obligation. Because former hiring practices of federal hiring managers were restricted, this important change will result in numerous opportunities previously unavailable to NSEP award recipients
- Since 1997, NSEP aggressively and innovatively pursued the intent of the changes in the service requirement by establishing procedures to ensure that all

¹¹ See Code of Federal Regulations, Title 5, Part 213.3102(r)

NSEP award recipients have full access to information on federal employment opportunities. NSEP also implemented procedures to ensure that all award recipients would 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 online database, NSEPNET (at www.nsepnet.org), provides job search information, job postings, career tips and other valuable resources for award recipients, and searchable resumes for federal hiring officials. NSEP requires award recipients to post a resume on NSEPNET at least 12 months before they expect to be available for federal employment, and to keep their resumes updated. Federal professionals and hiring officials are encouraged to find potential employees via this system. NSEP staff routinely work with federal organizations to brief them on NSEPNET, and to advertise the breadth of talent available to them.
- NSEP employs a full-time professional staff member to work directly with all NSEP award recipients on their job searches. Other NSEP staff and administrative agents devote considerable time to job placement efforts.
- NSEP sponsors annual national forums during which Graduate Fellows come to Washington, D.C. to learn about federal opportunities and to meet with agency representatives.
- NSEP also hosts award convocations for new recipients of undergraduate scholarships to introduce them to issues related to their service requirement and finding federal employment.

SERVICE PLACEMENT RESULTS

Appreciation of the NSEP program success in job placement and overall impact on the federal sector requires a broad and long-term vision. The most immediate return on investment is the award recipient who gains federal employment, in the national security arena, immediately following degree completion. A substantial number of NSEP award recipients do find federal jobs immediately upon graduation. However, NSEP's contribution to national security should not only be measured by this immediate payoff, nor should it be assumed that completion of the service requirement represents the total contribution to the federal sector.

More than fifty percent of NSEP award recipients express strong interest in longer-term careers with the federal sector. However, job mobility is a critical aspect of the 21st-century career. Most professionals will work in no fewer than five different jobs during their career. Some NSEP award recipients will complete their service requirement in the federal government, leave federal service to obtain an advanced degree, and return at a future date. Others leave to gain new experience with the intent to return to federal service in the future. One Graduate Fellow, for example, taught geography at the University of Tennessee and now works for the National Imagery and Mapping Agency. Still others may complete their

service requirement in higher education¹² and join the federal sector at a later point in their career, bringing additional academic expertise to the job.

Thus, the statistics on immediate federal job placement do not reflect the full impact of NSEP on U.S. national security. The outstanding, highly dedicated and motivated undergraduates and graduates will continue to contribute to overall national security in many ways. Our challenge is to continue to identify additional approaches to maximize the return on the nation's investment in their international education.

FEDERAL PLACEMENT OF NFLI GRADUATES

NSEP is actively working with federal agencies to insure that all NSEP-funded NFLI graduates find rewarding positions within the national security community. Each NFLI Fellow was selected based on his or her commitment to federal service. Federal agencies have an important opportunity to identify and hire highly competent professionals certified at the superior (level 3) in languages critical to national security. During 2004, NSEP representatives began working directly with federal agencies and each NFLI Fellow to identify needs and provide credentials on each individual. NSEP fully expects to achieve a 100% federal placement goal for NFLI fellows.

JOB SEARCH ASSISTANCE

NSEP collects official data on service by its award recipients through the annually submitted Service Agreement Report (SAR). A SAR is a federal form that monitors the award winner's progress toward fulfilling the service agreement required of NSEP scholarship and fellowship recipients. Because Scholars and Fellows are required to submit a SAR only once each year, our placement data lags behind actual job placements. All NSEP award recipients are asked to provide more timely information on job activities, and records are unofficially updated based on these notifications.

Appendix G includes a listing of positions held by Undergraduate Scholars and Graduate Fellows between 1996 and October 2004. These data provide an overall positive evaluation of NSEP placement in the federal sector. Active engagement of NSEP staff with federal agencies increased success in placement. Agencies hiring NSEP Scholars or Fellows seek to hire additional NSEP award recipients based on their outstanding records. Examples of these agencies include the Defense Threat Reduction Agency, Library of Congress, Department of Commerce (International Trade Administration), and the State Department. Numerous federal agencies testify to the qualifications and performance of these individuals. Based on limited data available to NSEP, we can assert that many NSEP award recipients remain with the federal sector well beyond the duration of their service requirement. Although not part of the program's statutory authority, NSEP is developing approaches to track Scholars and Fellows after they have completed their service by supporting a recently established alumni association.

¹²The higher education option no longer exists; it was deleted by Section 925 of the NDAA for FY 2004.

Through the innovative application of placement efforts, together with aggressive implementation of major recommendations to improve federal placement, the Department of Defense remains confident that NSEP will achieve even greater levels of success in the coming months and years meeting the national security community needs for professionals with advanced international competencies.

NSEP SCHOLARS AND FELLOWS SERVING OUR NATION

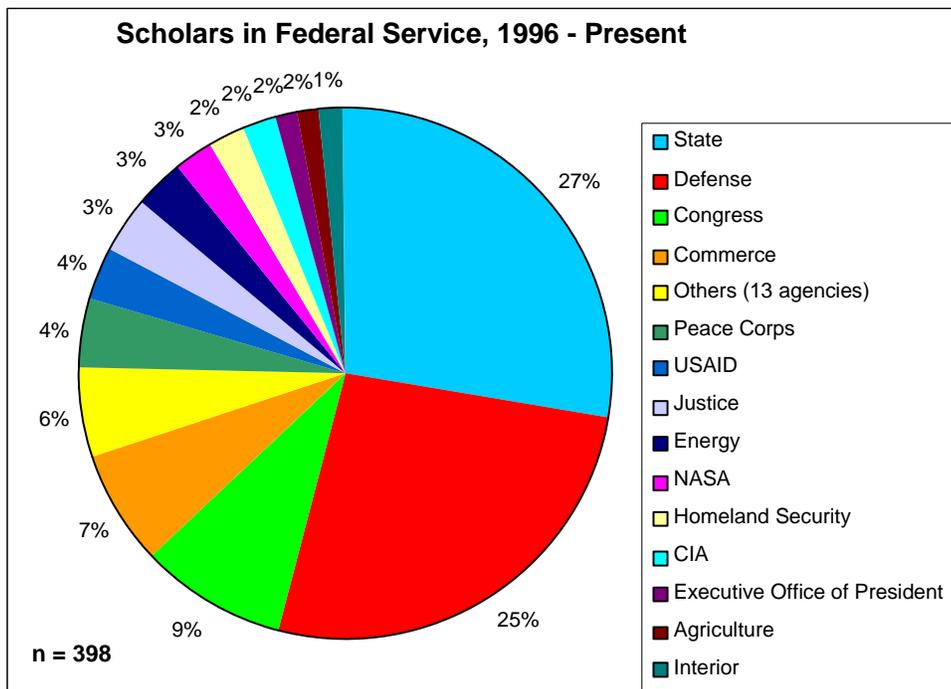
- ❖ A 1998 NSEP Boren Fellow is a Professor of Political Science at the Naval Postgraduate School in Monterey, California. He teaches the Chinese political situation to officers from U.S. uniformed services as well as military leaders from 30 other countries. As a PhD candidate in Political Science at Massachusetts Institute of Technology he used his fellowship to study Chinese and to conduct dissertation research on Sino-American crisis diplomacy in China during the 1954 Taiwan Straits Crisis and during the early period of the Vietnam War.
- ❖ A 2000 NSEP Boren Fellow is an Intelligence Research Specialist with the Federal Bureau of Investigation. As a PhD candidate in History at Georgetown University, he used his fellowship to go to Poland to improve his Polish language skills. There he conducted dissertation research on the social effects of Poland's attempt to create new cities and how the residents of these cities became the core of proletarian support for Solidarity's fight against Communism in the 1980s.
- ❖ A 1999 NSEP Boren Fellow has recently begun work as a Linguist and Analyst for the Department of Defense focusing on Turkey and central Asia. Prior to this, she worked as an Intelligence Specialist in the Bureau of Intelligence and Research at the Department of State where she reviewed time-sensitive intelligence. As a PhD candidate in Linguistic Anthropology, she used her fellowship to study Turkish and to conduct dissertation research on language ideology and practice in the creation and maintenance of relations between Turkey and the Turkic republics of central Asia.
- ❖ A 2002 NSEP Boren Fellow is a Physical Security Chief for the Department of the Army in South Korea. He oversees the physical security operations of 23 sensitive compartmented information facilities including the initial planning, design, review and construction oversight for all issues related to the security of these facilities. As a Master's degree candidate in Criminal Justice at Weber State University, he used his fellowship to conduct thesis research on the implementation and effectiveness of the new Criminal Procedures Code adopted by the Ecuadorian government in 2001.
- ❖ A 2003 NSEP Boren Fellow is a Foreign Affairs Specialist for the Department of Defense. He monitors global political, social, economic, geographic and military developments affecting Afghanistan. Among other duties, he serves as a liaison between the Department and other federal agencies on issues involving U.S.-Afghan relations. As a JD candidate at 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.

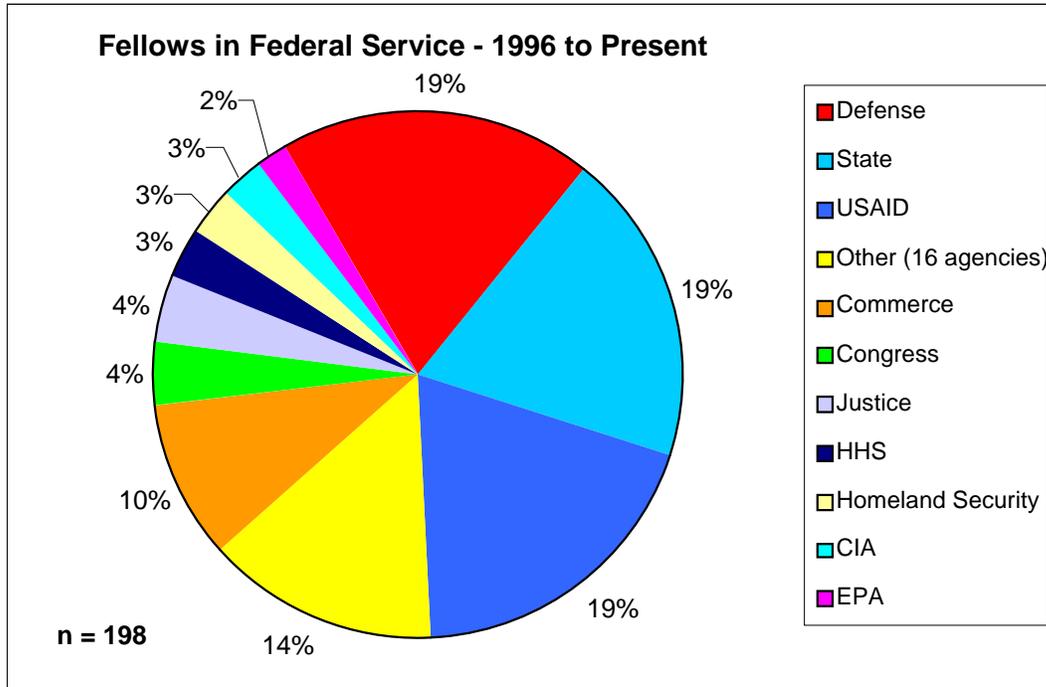
- ❖ A 2001 NSEP Boren Fellow is a Foreign Service Officer for the Department of State in a U.S. Consulate in the Middle East. She focuses on developing a wide range of contacts in-country, and assesses the impact of political developments on the U.S. As a Master's degree candidate, she used her fellowship to study Arabic in Cairo. During that time, she also conducted thesis research on the role of Islamic law and economic development within the modern Egyptian legal system. She received a 2003 NSEP Flagship Fellowship to study Arabic in Cairo.
- ❖ A 1997 NSEP Boren Scholar worked as a full-time intelligence analyst graduate fellow at the Central Intelligence Agency. She used her undergraduate NSEP scholarship to study Mandarin through the CET Chinese Language Program. She is currently pursuing a master's degree, and upon completion, will return to full-time employment with the CIA.
- ❖ A 1999 NSEP Boren Scholar is studying Arabic at the Defense Language Institute in Monterey, CA. He is a seaman in the Cryptologic Technician Interpretive – Advanced Technical Field of the U.S. Navy. He completed his undergraduate studies at Oklahoma State University. NSEP funded his study of Japanese at Kansai Gaidai University in Japan.
- ❖ A 1997 NSEP Boren Scholar is an intelligence specialist at the College of Aerospace Doctrine Research and Education/Intelligence in the U.S. Air Force. She completed an undergraduate degree in comparative politics, with previous studies at the Defense Language Institute. NSEP funded her study of Arabic at the American University in Cairo.
- ❖ A 1999 NSEP Boren Scholar is currently a public diplomacy desk officer for North Africa and Egypt in the Department of State's Bureau of Near Eastern Affairs. He has also held positions in several other bureaus within the Department of State. This scholar used his NSEP scholarship to study Mandarin through the Council on International Educational Exchange and achieved a language proficiency level of advanced low. He graduated from the University of Arizona with degrees in political science, economics, and East Asian studies.
- ❖ A 1997 NSEP Boren Scholar is in Taiwan on her first overseas tour as a Foreign Service officer. She has been working with the Department of State since November 2002. As an East Asian history major at Stanford University, she used her NSEP scholarship to Japan to study for a year at the Kyoto Center for Japanese Language Studies. She returned to the United States with advanced high proficiency in Japanese.

RETURNS ON THE INVESTMENT

The National Security Education Program attracts applicants who are motivated by the opportunity to gain international expertise and to work, either in the short- or long-term, for the federal sector. In its application for undergraduate scholarships, NSEP asks questions about their feelings toward work in the federal sector and gives preference in the award cycle to those that commit to federal service. In 2004, interest in a career in government service has increased among both undergraduate applicants and recipients. In 2004, 63% of all applicants (up from 53% in 2003) and 82% of all scholarship recipients (up from 62%) have identified a career interest in federal service. In the applications for the 2003 and 2004 Fellows, 86 percent in 2003 and 92% in 2004 expressed interest in Federal Service.



Most NSEP Scholars work for the Department of State and Department of Defense with a significant number working in the Intelligence Community.



Most NSEP Fellows work for the Department of Defense, Department of State or the U.S. Agency for International Development.

In an era of concern about the effectiveness of federal programs, NSEP's measures of success are clear. Every award recipient will return the federal investment by enriching either the federal or higher education sector with important international expertise. Many NSEP award recipients have already succeeded in identifying positions in the federal sector. Some will complete their service requirement within the federal sector and move on to other positions; others will remain with the federal government. A significant number of NSEP award recipients established themselves in important positions in higher education. Many NSEP award recipients from 1999-2004 recently graduated or are still working toward their degrees. Consequently, the statistics regarding their employment are highly dynamic.

SERVICE FULLFILMMENT CHALLENGES

In spite of this demonstrated record of success in bringing the talents of Boren Scholars and Fellows into the federal workplace, far more of this talent is available to support the national security interests of the United States. Additional NSEP award recipients, who possess skills that are highly sought for the federal workforce, fail to get hired due to obstacles that are endemic to hiring procedures for the federal workforce.

Consider that all Boren Scholars and Fellows:

- Are actively seeking federal employment or careers in the national security arena;

- Have studied a diverse set of technical and non-technical academic disciplines;
- Have current resumes on-line for instant review by potential employers;
- Are required to seek federal employment as a condition of their award;
- Have documented capabilities in less-commonly studied languages;
- Have studied in and about less-commonly studied world regions;
- May be hired under Title 5 C.F.R. Part 213.3102 (r);
- Are academically in the top 15% of their classes; and
- Are all U.S. citizens.

However, many encounter discouraging obstacles when seeking federal employment.

One of the difficulties Boren Scholars and Fellows encounter is difficulty in obtaining security clearances, including lengthy delays in receiving clearances and a lack of information regarding their status while awaiting them. While clearance delays are encountered by many federal job seekers, the process is especially vexing for Boren award recipients due to the nature of their international study. They face the paradox of organizational recruiters who are eager to hire them due to the uniqueness of the regions and languages they studied while abroad. On the other hand, the fact of their study in countries and regions where most Americans do not study causes difficulties and lengthy delays in the clearance adjudication process. Program staff now counter increasing reports of award applicants being told that if they study in countries or regions supported by the NSEP, they will have difficulty finding employment or will not be hired because they will not be able to obtain a security clearance.

Scholars and Fellows are encouraged to establish and maintain contact with the American Embassy or Consulate in the countries where they study and advise them of any unusual travel, or travel during their academic breaks. This provides documentation from a U.S. source that helps somewhat during pre-clearance investigations, but does not solve the problem. NSEP encourages hiring officials to bring Boren applicants on-board with national agency checks and lower-level security clearances while awaiting the final clearance. In spite of this, the length and uncertainty inherent in the clearance process remains a major impediment to Boren award recipients finding employment in support of U.S. national security initiatives.

New law is supportive of efforts to bring citizens who possess valuable talents and experience acquired through federal funding into the federal workforce. Unfortunately, human resource officials seem to be either unaware of such legislation or reluctant to follow it. Following are excerpts from a regulation and a statute that should help modify hiring practices as they affect NSEP award recipients.

Schedule A Appointment Authority

Recipients of National Security Education Program Awards (Scholarships/Fellowships) may be appointed to positions in the Federal Government under a Schedule A Government-wide hiring authority, Code of Federal Regulations Title 5, Volume 1, Section 213.3102 (r) (positions established in support of fellowship and similar programs). The authority became effective November 28, 1997. Under this Schedule A, agencies may appoint individuals to federal positions without applying an examination process.

Section 1332 of The Homeland Security Act of 2002, P.L. 107-296, November 25, 2002

It shall be the policy of the United States Government to advertise and open all Federal positions to United States citizens who have incurred service obligations with the United States Government as the result of receiving financial support for education and training from the United States Government.

The NSEP staff has met and corresponded with OPM officials numerous times, and has urged OPM to publicize extensively to Federal human resource officials the unique advantages of hiring Boren Scholars and Fellows. Program staff will continue to educate individual human resource officials regarding these advantages and will continue to work with OPM officials to encourage appropriate, supportive guidance to federal human resource officials.

The NSEP service requirement is clearly and thoroughly explained to potential applicants during outreach initiatives. Successful applicants are given guidance to help them to avoid situations that could delay their clearance process even longer. As Scholars and Fellows begin their job searches, NSEP sends letters of endorsement on their behalf. These letters include a brief explanation of the program, comments unique to the applicant, and information about the special hiring advantages available to the applicant and to the hiring organization. Still, the length and uncertainty inherent with the clearance process, and the lack of clarity within the human resource management community regarding hiring advantages related to Boren award recipients, remain impediments.

VII. NSEP'S EXPANDING ROLE

LONG-TERM VISION

NSEP has developed strategies and programs to address national security needs as they relate to languages. Currently, there is a need for more U.S. citizens with expertise in Arabic, Pashto, Urdu and other Near Eastern and Central Asian languages. The languages that will be important to U.S. national security will likely change in the future. NSEP continually surveys the federal sector to determine its language requirements and adjusts the program to meet these documented requirements.

NSEP anticipates Arabic and other Middle Eastern languages will remain of interest for years to come. However, there is also the factor of the unknown for which we must also be prepared. The U.S. federal government must be active in as many languages as possible to ensure a strong infrastructure is in place to respond to unpredictable world issues that will

arise. For this reason, discussions among colleagues and other federal agencies occurred throughout this reporting period for additional initiatives, which NSEP may lead. These are:

- Civilian Linguist Reserve Corps
- English Language for Heritage Speakers Program
- National Flagship Language Initiative: Chinese K-16 Pipeline Project

CIVILIAN LINGUIST RESERVE CORPS FEASIBILITY STUDY

In 2003 the U.S. Congress tasked NSEP to prepare a report on the feasibility of establishing a Civilian Linguist Reserve Corps (CLRC) comprised of individuals with advanced levels of proficiency in foreign languages.¹³ NSEP completed the study and released the feasibility study report in 2004. The report addressed the four major considerations of the CLRC as outlined in the legislation:

1. Consideration of the Military Reserve Model
2. CLRC Structure and Operations
3. Requirements for levels of proficiency and performance of duties
4. Requirements for skill maintenance and training requirements

To assist in the process of writing the report, NSEP assembled a panel of experts from the federal sector and higher education knowledgeable in developing reserves and in advancing foreign language skills. This CLRC Task Force worked with NSEP to develop the initial outline of the report and to review the final draft, contributing substantially to the report's content. Through a preliminary questionnaire, NSEP sought the advice of key defense and intelligence agencies that may use the CLRC. All respondents indicated that the CLRC would contribute to their respective organizations' capacity to respond to requirements involving language expertise.

Based on a number of major assumptions and conditions outlined in the report, NSEP determined that the creation of a CLRC is feasible, and is an important step in addressing both short- and long-term shortfalls related to language assets in the national security community.

The CLRC Task Force recommended that the CLRC should proceed as a pilot effort with the following actions:

- Administer the program within the Department of Defense by the National Security Education Program (NSEP).
- Include a limited set of languages classified as high, intermediate, and lower priority.
- Include a number of issues for further study, including those yet to be resolved
- Provide semi-annual evaluation reports at the end of the three-year pilot cycle.

The Office of the Secretary of Defense, Personnel and Readiness (OSD/P&R), is the primary point of contact for oversight of the proposed Pilot CLRC, while NSEP remains the

¹³ Section 325 of Public Law 107-306 (Intelligence Authorization Act for Fiscal Year 2003) directed the Secretary of Defense, acting through the Director of the National Security Education Program (NSEP) to prepare the CLRC Feasibility Study.

primary point of contact for program administration. Following the completion of the Feasibility study, NSEP has continued to execute planning for the Pilot CLRC. Congressional authorization and additional funding will be required for the Pilot CLRC to be implemented. Planning for the Pilot CLRC continues as NSEP awaits Congressional appropriation and appropriation of funding for the initiative.

The executive summary and the entire text of the CLRC Feasibility Study are in Appendix M.

“It was [the House Permanent Select Committee on Intelligence] that mandated a study by the NSEP on the feasibility of a Civilian Linguist Reserve Corps, which is intended to house a cadre of professionals with a certified 3-level proficiency in a wide range of languages relevant to national security. The concept of a linguist reserve makes eminent sense, because it would guarantee unprecedented on-demand access for government offices and agencies to the range of languages required by the national security interests.”

[Dr. Richard D. Brecht, Executive Director, Center for Advanced Study of Language, House Permanent Select Committee On Intelligence Testimony, 13 May 2004.]¹⁴

NATIONAL FLAGSHIP LANGUAGE INITIATIVE: CHINESE K-16 PIPELINE PROJECT

NSEP discussed a new major effort as part of its National Flagship Language Initiative (NFLI) during 2004, the *Chinese K-16 Flagship*. This project will, for the first time, focus on the development of an articulated K-16 student pipeline with the goal of graduating linguistically and culturally competent students. NSEP has chosen Chinese as the prototype for this effort.

The June 2004 National Language Conference sponsored by the Department of Defense and the Center for Advanced Study of Language (CASL) at the University of Maryland, together with the National Language Policy Summit sponsored by the American Council on the Teaching of Foreign Languages (ACTFL) were key to shaping the new flagship program. These conferences highlighted the compelling need for articulated programs that develop paths for U.S. students to move toward higher levels of proficiency in critical languages as early as possible in the education process. The *Chinese K-16 Flagship* responds to a number of compelling requirements articulated at the June 2004 conference including:

- Increase language skills and cultural awareness at the state and local level.
- Meeting the need for greater coordination within the elementary, secondary, and post-secondary educational system and a need for coordination at the national level.
- Providing a national language strategy that is affordable and encompasses both bottom-up and top-down initiatives.

¹⁴The entire text of this testimony can be found at <http://intelligence.house.gov/Reports.aspx?Section=5> (retrieved on April 26, 2005).

- Recognizing that the rich population of multi-lingual Americans found in our heritage communities needs to be invited to participate in this national initiative.

In March 2005, NSEP released a preliminary Request for Proposals (RFP) available to all U.S. institutions of higher education. It outlined the tasks involved in the project and specified the requirements to be considered by all potential applicants. NSEP sought institutions of higher education that are co-located with elementary, middle and high school systems with established Chinese instruction and that possess considerable knowledge and evidence in language pedagogy and instruction.

NSEP also hosted two pre-proposal conferences in April 2005 before the formal release of the RFP. Colleges and universities, and representatives from local school systems learned more about the program and fielded questions about the RFP. NSEP released the final RFP in early May 2005. In September 2005, the University of Oregon and the Portland Public School District were jointly selected for this project. A complete update on this program will be provided in the NSEP 2005 Annual Report to Congress.

ENGLISH LANGUAGE FOR HERITAGE SPEAKERS

In December 2004, Congress passed Section 603 of the Intelligence Authorization Act for Fiscal Year 2005, P.L. 108-487, December 23, 2004, which established a new NSEP “Scholarship Program for English Language Studies for Heritage Community Citizens of the United States.” The purpose of this program is to recruit and award scholarships to U.S. citizens who are native speakers of a foreign language (heritage community citizens) identified as critical to national security interests of the U.S. This program seeks to assist heritage community citizens in developing a professional proficiency in the English language, in exchange for an agreement to work in a Federal security agency.

Increasingly, the U.S. national security community recognizes the need for professionals with higher levels of proficiencies in critical languages. Most efforts to address this need focus on assisting English speakers to develop foreign language skills. Nevertheless, there are numerous U.S. citizens who are native speakers of critical languages, interested in working for the U.S. federal government, and are simply in need of English language skill development.

Before starting this initiative, NSEP undertook preliminary considerations for developing a feasibility study to: 1) assess the U.S. government’s need for such an initiative and 2) examine the mechanisms necessary to carry out such a program. Based on the legislation, NSEP developed several assumptions and a list of factors to be further defined:

1. Assumptions

- a. The program will provide scholarships to participants who are:
 - U.S. citizens;
 - Professionally proficient in their heritage language (which must be critical to U.S. national security); and
 - Not professionally proficient in English.

- b. Participants will use their scholarships to attend selected accredited institutions of higher education in the United States.
 - c. NSEP will need assistance from external parties with expertise in teaching English as a Second Language, to develop the infrastructure, curricula, and assessment components to accommodate scholars and to facilitate an effective program.
 - d. Participants will enter into a service agreement to pursue work in the Department of Defense or the Intelligence Community upon completing the program.
2. Items to be defined
- a. A “needs assessment” for this type of program will need to be developed based on interviews and discussions with hiring officials from the Department of Defense and the Intelligence Community.
 - b. The preliminary study will need to include definitions and recommendations for the program, including (but not limited to):
 - Heritage languages to be addressed
 - Heritage language proficiency level expectations
 - English proficiency expectations – pre- and post-program involvement
 - Ingredients for curriculum and assessment
 - Formative program evaluation
 - Utility of this training for the Department of Defense and the Intelligence Community
 - Outline and timeline of technical program management including recruiting heritage speakers, processing applications and/or proposals for awards to scholars and subcontractors, duration of study
 - Budget by year for the pilot program

In FY2005, the Center for Applied Linguistics (CAL) developed for NSEP a feasibility study on the English for Heritage Language Speakers (EHLS) program, and was awarded the contract to develop the Pilot EHLS Program. A complete update on the EHLS will be provided in the NSEP 2005 Annual Report to Congress.

INFLUENCE ON LANGUAGE POLICY FOR U.S. NATIONAL SECURITY

Since its inception NSEP has served as a catalyst for discussions on language acquisition as it relates to national security. Recently, this issue has also been tied to language acquisition at the superior or higher levels. Based on the expertise that NSEP developed in relation to these issues, an increasing number of organizations in- and outside the federal government have partnered to address the human capital crisis in the national security community.

NSEP regularly interacts with all of the organizations listed as departments and agencies with national security responsibilities.¹⁵ During the 2004 National Language

¹⁵ See Appendix N.

Conference, NSEP was frequently referenced as a critical organization in addressing our nation's needs for foreign language and culture experts. Furthermore, the presence of NSEP staff is increasingly requested at meetings on international education, language study, federal service, language policy, and national security. NSEP not only provides the federal government with a greater number of individuals skilled in less-commonly taught languages, but promotes a more coherent national strategy for understanding languages and cultures for the purpose of improving our national security and position as a contributor to freedom and global progress.

VIII. SUMMARY

Over the past ten years, NSEP provided excellent support to our nation's efforts to address issues of national security and to participate in challenges in the current world environment. The David L. Boren Undergraduate Scholarships and Graduate Fellowships produce individuals with unusually high levels of proficiency in less-commonly taught languages. The National Flagship Language Initiative is the first federally funded program training civilian students to reach superior proficiency levels so they may assume positions in the Department of Defense and the Intelligence Community.

The influence of NSEP will continue to grow as the program's reputation becomes increasingly associated with its highly talented graduates at all levels of the federal government. The NSEP Annual Report for FY 2003 and 2004 demonstrates that NSEP is meeting its goals to serve the nation's critical language needs and to contribute to U.S. national security.

VIV. APPENDICES

APPENDIX A
2003 DAVID L. BOREN UNDERGRADUATE SCHOLARSHIPS

Country	Language	Field of Study	Institution	State
Argentina	Spanish	History	Macalester College	MI
Brazil	Portuguese	Anthropology, Cultural/International Relations	Trinity University	TX
Brazil	Portuguese	International Economics/Economic Development	Tulane University	ME
Brazil	Portuguese	International Relations	Carleton College	IL
Brazil	Portuguese	International Relations	University of Illinois, Urbana-Champaign	IL
Brazil	Portuguese	International Relations/Geography	University of Nebraska, Omaha	NE
Brazil	Portuguese	Sociology/Spanish Language and Literature	University of California, Riverside	CA
Chile	Spanish	Chemistry/Spanish Language and Literature	Wheaton College	IL
Chile	Spanish	International Relations	Fairfield University	TX
Chile	Spanish	Sociology/Spanish Language and Literature	University of California, Riverside	CA
China	Mandarin	Chinese Languages and Literature	University Of Maryland, College Park	MD
China	Mandarin	Chinese Languages and Literature	University of Wisconsin-Madison	WI
China	Mandarin	Chinese Languages and Literature/Business	University of Pennsylvania	CA
China	Mandarin	Chinese Languages and Literature/Economics	Williams College	FL
China	Mandarin	East Asia/Pacific/Australia Area Studies	University of Washington	WA
China	Mandarin	East Asia/Pacific/Australia Area Studies	Georgetown University	PA
China	Mandarin	Economics/History	Fordham University	FL
China	Mandarin	Economics/International Relations	University of Idaho	ID
China	Mandarin	Economics/Languages	Indiana University, Bloomington	IN
China	Mandarin	Electronic Engineering	University of Southern California	KS
China	Mandarin	History/Philosophy	Oregon State University	OR
China	Mandarin	International Economics	University Of Arizona	NM
China	Mandarin	International Politics	Spelman College	GA
China	Mandarin	International Politics	Georgetown University	PA
China	Mandarin	International Relations	University of Mississippi	MS
China	Mandarin	International Relations	University of Arizona	AZ
China	Mandarin	International Relations	University of South Alabama	AL
China	Mandarin	International Relations	American University	TX
China	Mandarin	International Relations	University of Mississippi	MS
China	Mandarin	Language Theory/Chinese Language and Literature	College of William And Mary	VA
China	Mandarin	Political Science	Boston College	CA
China	Mandarin	Political Science/Chinese Language and Literature	Hunter College, C.U.N.Y.	NY
China	Mandarin	Political Science/Chinese Language and Literature	University of Notre Dame	IL
China	Mandarin	Political Science/History	Washington State University	WA
China	Mandarin	Political Science/International Relations	University of Wisconsin-Madison	WI
China	Mandarin	Spanish Language and Literature	University of Kansas	KS
Croatia	Croatian	History, Eastern European and NIS	University of Michigan, Ann Arbor	MI
Croatia	Croatian	International Relations	Occidental College	WA
Cuba	Spanish	International Politics/Journalism	New York University	WA
Cuba	Spanish	International Relations/Spanish Language and Literature	Cleveland State University	OH
Cuba	Spanish	Latin America/Caribbean Area Studies/Philosophy	Oberlin College	VA

Cuba	Spanish	Political Science	New York University	NY
Czech Republic	Czech	History/World Religions	College of William And Mary	PA
Czech Republic	Czech	International Relations	American University	WI
Czech Republic	Czech	Political Science	Michigan State University	MI
Czech Republic	Czech	Political Science	Washington and Lee University	MA
Czech Republic	Czech	Political Science/Eastern European and Russian Area Studies	University of Michigan, Ann Arbor	MI
Czech Republic	Czech	Political Science/History	Arizona State University	AZ
East Timor	Indonesian	International Relations	Stanford University	MI
Egypt	Arabic	Aerospace Engineering/Political Science	University of Notre Dame	OH
Egypt	Arabic	Agricultural Engineering	South Dakota State University	SD
Egypt	Arabic	Anthropology	University of Michigan, Ann Arbor	MI
Egypt	Arabic	Anthropology	University of Florida	FL
Egypt	Arabic	Arabic Languages and Literature	Georgetown University	CO
Egypt	Arabic	Biochemistry	Louisiana State University	LA
Egypt	Arabic	Economic Development/Arabic Languages and Literature	University of California, Los Angeles	MI
Egypt	Arabic	Economics/Political Science	Brigham Young University	AZ
Egypt	Arabic	History, Middle Eastern/Molecular Biology	University of Colorado, Boulder	CO
Egypt	Arabic	History/Economics	University of Oklahoma	OK
Egypt	Arabic	International Politics	University of Illinois, Urbana-Champaign	IL
Egypt	Arabic	International Relations	University of Southern California	MO
Egypt	Arabic	International Relations	Georgetown University	IL
Egypt	Arabic	International Relations	Morehouse College	MI
Egypt	Arabic	International Relations	University of South Carolina, Columbia	SC
Egypt	Arabic	International Relations	University of Minnesota, Twin Cities	MN
Egypt	Arabic	Mathematics/Economics	University of Kentucky	KY
Egypt	Arabic	Middle East Area Studies	Rutgers University, New Brunswick	NJ
Egypt	Arabic	Middle East Area Studies	Brown University	NY
Egypt	Arabic	Middle East Area Studies	City College of San Francisco	CA
Egypt	Arabic	Middle Eastern-U.S. Relations	University of California, Davis	CA
Egypt	Arabic	Near East Area Studies	University of Washington	WA
Egypt	Arabic	Philosophy	DePaul University	IL
Egypt	Arabic	Political Science	University of California, Los Angeles	CA
Egypt	Arabic	Political Science	University of California, Los Angeles	CA
Egypt	Arabic	Political Science	University of California, Los Angeles	CA
Egypt	Arabic	Political Science	DePaul University	IL
Egypt	Arabic	Political Science/International Relations	Saint Louis University	OH
Egypt	Arabic	Political Science/Philosophy	Northwestern University	IN
Egypt	Arabic	Social Sciences	Harvard University	TX
Hong Kong	Mandarin	Business	University of Texas, Austin	TX
Hong Kong	Mandarin	Chemistry	Whitworth College	WA
Hong Kong	Mandarin	East Asian/Pacific/Australian—U.S. Relations	Princeton University	CA
Hong Kong	Cantonese	Finance (Business)	University of Texas, Austin	WI
Hong Kong	Cantonese	Sociology	University of California, San	CA

			Diego	
Hungary	Hungarian	Mathematics	Smith College	MA
India	Urdu	History, South Asian	University of North Carolina, Chapel Hill	CO
India	Hindi	International Politics/South Asian Politics	University of Wisconsin, Madison	WI
India	Hindi	International Relations	University of the Pacific	CA
India	Tamil	International Relations	George Washington University	VA
India	Hindi	International Relations/Philosophy	College Of William And Mary	VA
India	Hindi	South Asia Area Studies/International Relations	California State University, Long Beach	CA
Japan	Japanese	Biomedical Sciences	Middlebury College	VT
Japan	Japanese	Business/Biology	University of North Carolina, Chapel Hill	NC
Japan	Japanese	Computer Engineering	University of Arizona	AZ
Japan	Japanese	East Asia/Pacific/Australia Area Studies	University of Texas, Austin	TX
Japan	Japanese	East Asian Languages and Literature	University of Texas, Austin	TX
Japan	Japanese	East Asian Languages and Literature	University of Colorado, Boulder	CO
Japan	Japanese	East Asian Languages and Literature/Political Science	University of Pittsburgh	PA
Japan	Japanese	East Asian/Pacific/Australian—U.S. Relations	American University	HI
Japan	Japanese	French Language and Literature/International Relations	Washington University	IN
Japan	Japanese	History, East Asian/Pacific/Australian	Princeton University	GA
Japan	Japanese	History/Political Science	Nebraska Wesleyan University	NE
Japan	Japanese	International Economics	University of Texas, Austin	TX
Japan	Japanese	International Relations	University of California, Davis	CA
Japan	Japanese	International Relations/Political Science	University of Mississippi	IL
Japan	Japanese	Latin America/Caribbean Studies/International Economics	University of Connecticut	VA
Japan	Japanese	Management	Georgia Institute of Technology	GA
Japan	Japanese	Microbiology	Michigan State University	MI
Japan	Japanese	Political Science	Purdue University	WA
Japan	Japanese	Political Science	University of Arizona	AZ
Jordan	Arabic	Anthropology/International Relations	University of New Hampshire	NH
Jordan	Arabic	Economics/Middle Eastern Area Studies	University of Connecticut	CT
Jordan	Arabic	History	University of Southern California	CO
Kazakhstan	Kazak	International Relations	Lewis & Clark College	CA
Korea, South	Korean	Economics/East Asian Language and Literature	University of California, Los Angeles	CA
Korea, South	Korean	International Relations	University of California, San Diego	CA
Madagascar	French	Biology/French Language and Literature	University of Texas, Austin	TX
Mexico	Spanish	Engineering	Arizona State University	AZ
Mexico	Spanish	Physics/Mathematics	Texas A&M University	TX
Morocco	Arabic	Electronic Engineering/Physics	University of Kansas	KS
Morocco	Arabic	History	University of Memphis	TN
Morocco	Arabic	International Relations	University of Illinois, Urbana-Champaign	NV
Morocco	Arabic	International Relations	Carleton College	CA
Morocco	Arabic	Middle East Area Studies/East-West Relations	Cornell University	MI
Morocco	Arabic	Middle East Area Studies/Political Science	New York University	NY
Morocco	Arabic	Political Science	Yale University	VA
Morocco	Arabic	Political Science	Boston College	MA
Morocco	Arabic	Political Science/Physics	Duke University	VA
Morocco	Arabic	World Religions	Haverford College	GA
Panama	Spanish	Chemical Engineering/Environmental Studies	University of Texas, Austin	AZ

Panama	Spanish	History, Latin American Caribbean/Chemistry	Harvard University	MI
Peru	Spanish	Latin America/Caribbean Studies/Economic Development	University of Southern California	NC
Poland	Polish	Economics/Eastern European and Russian Area Studies	University of Michigan, Ann Arbor	MI
Poland	Polish	Political Science	DePaul University	MI
Russia	Russian	Business	Emory University	CA
Russia	Russian	History	University of Wisconsin, Madison	WI
Russia	Russian	History, Modern/Slavic Language and Literature	Mercyhurst College	PA
Russia	Russian	History/Russia Area Studies	University of Kansas	KS
Russia	Russian	History/Slavic Language and Literature	University of Maryland, College Park	MN
Russia	Russian	International Business/International Relations	University of Nebraska, Omaha	NE
Russia	Russian	International Politics	University of North Texas	TX
Russia	Russian	International Relations	Michigan State University	MI
Russia	Russian	International Relations	Kalamazoo Valley Community College	MI
Russia	Russian	International Relations	University of Oregon	OR
Russia	Russian	International Relations/E. European and Russian Studies	American University	CT
Russia	Russian	International Relations/Russian Language and Literature	University of South Carolina-Columbia	SC
Russia	Russian	Languages	University of Tennessee, Knoxville	TN
Russia	Russian	Mechanical Engineering	University of North Dakota	ND
Russia	Russian	Music/French Language and Literature	University of Arkansas, Fayetteville	AR
Russia	Russian	Political Science	University of Arizona	AZ
Russia	Russian	Political Science	University of Rhode Island	NJ
Russia	Russian	Political Science/International Relations	Hobart, William Smith Colleges	NH
Russia	Russian	Political Science/Mathematics	University of Wisconsin, Madison	WI
Russia	Russian	Slavic Languages and Literature	Florida State University	UT
Russia	Russian	Slavic Languages and Literature	Boston College	MA
Russia	Russian	Slavic Languages and Literature	University of Illinois, Chicago	IL
Russia	Russian	Statistics	University of Georgia	GA
Senegal	Wolof	Government/Economics	Smith College	VA
South Africa	Zulu	Political Science	University of Washington	WA
South Africa	Afrikaans	Political Science	University of Notre Dame	IL
South Africa	Swahili	Urban Development and Planning/Economics	University of Virginia	VA
Taiwan	Mandarin	Chinese Languages and Literature	University of Maryland, College Park	MD
Tanzania	Swahili	History	Point Loma Nazarene College	OR
Tanzania	Swahili	Political Science/History	University of Pittsburgh	PA
Thailand	Thai	Cultural Ecology/Southeast Asia Area Studies	Oregon State University	OR
Turkey	Turkish	International Politics/Economics	University of North Carolina, Chapel Hill	WI
Turkey	Turkish	Middle East Area Studies	University of California, Berkeley	CA
Uganda	Luganda	Anthropology	Rice University	TN
Uganda	Luganda	Anthropology	Johns Hopkins University	NY
Uganda	Luganda	Biology/Physiology	University of Arizona	AZ
Uzbekistan	Uzbek	International Politics	George Mason University	VA
Uzbekistan	Uzbek	Political Science/History	University of Illinois, Chicago	IL
Venezuela	Spanish	Journalism, Radio/TV/Spanish Language and Literature	Ohio University	OH
Vietnam	Vietnamese	Biology/Environmental Studies	Pennsylvania State University	PA

APPENDIX B
2003 DAVID L. BOREN GRADUATE FELLOWSHIPS

Country	Language	Field of Study	Institution	State
Afghanistan	Persian	Anthropology	C.U.N.Y.	NY
Argentina	Spanish	International Affairs	Clark University	MA
Bangladesh	Bengali	Public Health	Johns Hopkins University	MD
Bolivia	Spanish	Anthropology	University of Colorado, Boulder	CO
Bolivia	Quechua	Anthropology	University of Michigan	MI
Bosnia-Herzegovina	Serbo-Croatian	Political Science	Columbia University	NY
Brazil	Portuguese	International Affairs	Monterey Institute of International Studies	CA
Brazil	Portuguese	Geography	University of Kansas	KS
Brazil	Portuguese	Education	George Washington University	DC
Brazil	Portuguese	Public Health	University of Arizona	AZ
Brazil	Portuguese	Political Science	University of Texas, Austin	TX
Burkina Faso	Mandingo	Sociology	University of California, Santa Barbara	CA
Cambodia	Khmer	Social Work	University of Chicago	MO
Cambodia	Khmer	International Affairs	University of Chicago	CA
Chile	Spanish	Environmental Sciences	University of Georgia	GA
Chile	Mapuche	Environmental Sciences	University of Florida	FL
China (PRC)	Mandarin	International Affairs	Monterey Institute of International Studies	CA
China (PRC)	Mandarin	International Affairs	University of Denver	CO
China (PRC)	Mandarin	Economics	Johns Hopkins University, SAIS	DC
China (PRC)	Mandarin	History	University of California, Los Angeles	HI
China (PRC)	Mandarin	Political Science	Columbia University	NY
China (PRC)	Mandarin	Geology	University of Arizona	AZ
China (PRC)	Mandarin	International Affairs	Syracuse University	PA
China (PRC)	Mandarin	Anthropology	University of California, Santa Cruz	CA
China (PRC)	Mandarin	Education	University of Pennsylvania	NY
China (PRC)	Mandarin	Political Science	Boston University	MA
Congo (Brazzaville)	Swahili	Economics	Princeton University	NJ
Czech Republic	Czech	History	University of California, Berkeley	CA
Czech Republic	Czech	Political Science	New School for Social Research	WA
Democratic Republic of the Congo	Swahili	Economics	Princeton University	NJ
East Timor	Portuguese	International Affairs	American University	DC
East Timor	Tongan	International Affairs	American University	DC
Egypt (UAR)	Arabic	International Affairs	George Washington University	VA
Egypt (UAR)	Arabic	Area Studies	Washington University, St Louis	MO
Egypt (UAR)	Arabic	Anthropology	Georgetown University	NH
Egypt (UAR)	Arabic	Anthropology	University of Texas, Austin	TX
Egypt (UAR)	Arabic	International Affairs	Johns Hopkins University, SAIS	DC
Egypt (UAR)	Arabic	History	Boston University	MA
Egypt (UAR)	Arabic	History	University of Texas, Austin	TX
Georgia	Russian	Public Administration	Harvard University	MA
Guatemala	Spanish	Public Health	Tulane University	VA
Guatemala	Spanish	Psychology	Columbia University	NY
Hungary	Hungarian	International Affairs	University of Kansas	KS
India	Arabic	International Affairs	Johns Hopkins University, SAIS	DC
India	Urdu	International Affairs	Johns Hopkins University, SAIS	DC

India	Hindi	Urban & Regional Planning	Massachusetts Institute of Technology	MA
India	Hindi	Law	Cornell University	DC
India	Hindi	Geography	University of Colorado, Boulder	PA
India	Hindi	Urban & Regional Planning	Harvard University	MA
India	Hindi	International Affairs	Johns Hopkins University, SAIS	DC
Indonesia	Indonesian	International Affairs	American University	MD
Indonesia	Indonesian	History	University of California, Los Angeles	WA
Indonesia	Indonesian	Political Science	Emory University	FL
Iraq	Arabic	Political Science	Columbia University	DC
Israel	Hebrew	International Affairs	University of Pittsburgh	PA
Israel	Arabic	Law	Tufts University	MA
Israel	Hebrew	Communications and Journalism	University of Texas, Austin	TX
Israel	Arabic	Communications and Journalism	University of Texas, Austin	TX
Japan	Japanese	International Affairs	Monterey Institute of International Studies	CA
Kenya	Swahili	Arts	Wesleyan University	NY
Korea, South	Korean	International Affairs	Yale University	VA
Korea, South	Korean	International Affairs	Georgetown University	AP
Latvia	Latvian	International Affairs	George Washington University	IN
Lebanon	Armenian	International Affairs	George Washington University	VA
Lebanon	Arabic	Sociology	Johns Hopkins University, SAIS	MI
Libya (LAR)	Arabic	Law	Columbia University	MI
Macedonia	Macedonian	Environmental Sciences	University of New Haven	CT
Mali	Arabic	History	Northwestern University	IL
Mexico	Spanish	Geography	University of California, Davis	NC
Morocco	Urdu	International Affairs	Johns Hopkins University, SAIS	DC
Morocco	Arabic	International Affairs	Johns Hopkins University, SAIS	DC
Morocco	Arabic	Religious Studies	Harvard University	MA
Morocco	Arabic	Urban & Regional Planning	Columbia University	NY
Nepal	Nepali	Other	Clark University	MA
Pakistan	Urdu	Area Studies	University of Michigan	MI
Philippines	Tagalog	International Affairs	George Washington University	NY
Philippines	Tagalog	Linguistics	Rutgers	NJ
Poland	Polish	International Affairs	American University	CT
Poland	Polish	Linguistics	University of North Carolina, Chapel Hill	NC
Poland	Polish	Area Studies	University of North Carolina, Chapel Hill	VA
Poland	Russian	Area Studies	University of North Carolina, Chapel Hill	VA
Poland	Polish	Law	Washington University	IL
Romania	Romanian	Urban & Regional Planning	Princeton University	NJ
Russia	Russian	International Affairs	Johns Hopkins University, SAIS	DC
Russia	Russian	History	New York University	NY
Russia	Russian	International Affairs	Princeton University	NJ
Russia	Russian	International Affairs	Yale University	DC
Russia	Russian	Public Administration	New York University	NJ
Russia	Russian	Law	Yale University	CT
Rwanda	Kinyarwanda	International Affairs	American University	DC
Rwanda	Swahili	International Affairs	American University	DC
South Africa	Zulu	Environmental Sciences	New Mexico State University	NM
South Africa	Zulu	Law	American University	DC
Taiwan	Mandarin	Religious Studies	Harvard University	SC
Tanzania	Swahili	History	Johns Hopkins University	MD
Tanzania	Swahili	International Affairs	Princeton University	NY
Tanzania	Swahili	Other	Clark University	CO
Tanzania	Swahili	Education	Columbia University	NY
Thailand	Thai	Biological Sciences	University of Kansas	KS
Tunisia	Arabic	International Affairs	Brandeis University	MA

Turkey	Turkish	International Affairs	Johns Hopkins University, SAIS	MA
Turkey	Turkish	International Affairs	George Washington University	DC
Uzbekistan	Uzbek	Other	Clark University	MA
Uzbekistan	Serbo-Croatian	Political Science	University of Michigan	CA
Uzbekistan	Uzbek	Political Science	University of Michigan	CA
Uzbekistan	Uzbek	International Affairs	University of Wyoming	GA
Vietnam	Vietnamese	International Affairs	University of California, San Diego	CA
Vietnam	Vietnamese	History	University of Wisconsin, Madison	NY
Yemen	Arabic	Political Science	Georgetown University	VA
Yugoslavia	Serbo-Croatian	Political Science	University of Michigan	CA
Yugoslavia	Uzbek	Political Science	University of Michigan	CA
Yugoslavia	Serbo-Croatian	Law	Georgetown University	DC
Zambia	Nyanja	Public Health	University of Alabama	AL

APPENDIX C
2003 NATIONAL FLAGSHIP LANGUAGE INITIATIVE FELLOWSHIPS

Country	Language	Field of Study	Institution	State
China	Chinese	Business Administration	Brigham Young University	HI
China	Chinese	History	Brigham Young University	ID
China	Chinese	International Affairs	Brigham Young University	UT
China	Chinese	Mechanical Engineering / Chinese	Brigham Young University	UT
Egypt	Arabic	International Affairs	University of Washington	DC
Egypt	Arabic	International Affairs	University of Washington	PA
Egypt	Arabic	Near Eastern Languages and Civilization	University of Washington	WA
Korea	Korean	Business Administration	University of Hawaii	AZ
Korea	Korean	Political Science	University of Hawaii	HI
Korea	Korean	Computer Science	University of Hawaii	TX
Korea	Korean	Public Policy	University of Hawaii	NY

APPENDIX D
2004 DAVID L. BOREN UNDERGRADUATE SCHOLARSHIPS

Country	Language	Field of Study	Institution	State
Argentina	Spanish	Biochemistry	University Of Texas At Austin	TX
Bolivia	Spanish	Molecular Biology	University Of Arizona	AZ
Botswana	Setswana	Animal Husbandry-Veterinary	Texas A&M University	TX
Brazil	Portuguese	International Relations	Wellesley College	AR
Brazil	Portuguese	Government	University Of Texas At Austin	TX
Brazil	Portuguese	International Relations	University of California, Los Angeles	CA
Brazil	Portuguese	Political Science	University of Kansas	KS
Brazil	Portuguese	Latin America/Caribbean Area Studies	University Of Texas At Austin	NC
Brazil	Portuguese	Latin America/Caribbean Area Studies	University Of Texas At Austin	NC
Brazil	Portuguese	Latin America/Caribbean Area Studies	Pennsylvania State University	PA
Cameroon	Fulah	Political Science	Barnard College	MN
Chile	Spanish	Government	Smith College	CA
Chile	Spanish	Mechanical Engineering	University of Wisconsin-Madison	WI
Chile	Spanish	Biology	Duquesne University	PA
China (P.R.C.)	Mandarin	Anthropology, Physical	University of Wisconsin-Madison	WI
China (P.R.C.)	Mandarin	Chinese Languages & Literature	University Of Texas At Austin	TX
China (P.R.C.)	Mandarin	Political Science	Arizona State University	AZ
China (P.R.C.)	Mandarin	Political Science	Arizona State University	AZ
China (P.R.C.)	Mandarin	East Asian/Pacific/Australian Politics	Columbia University	IL
China (P.R.C.)	Mandarin	Economic Development	New York University	FL
China (P.R.C.)	Mandarin	East Asian Languages & Literature	Smith College	OR
China (P.R.C.)	Mandarin	International Relations	Occidental College	CA
China (P.R.C.)	Mandarin	East Asia/Pacific/Australia Area Studies	College Of William And Mary	DE
China (P.R.C.)	Mandarin	East Asia/Pacific/Australia Area Studies	Ohio University	OH
China (P.R.C.)	Mandarin	East Asia/Pacific/Australia Area Studies	University of the Pacific	TN
China (P.R.C.)	Mandarin	Geography	Middlebury College	CA
China (P.R.C.)	Mandarin	Political Science	Arizona State University	AZ
China (P.R.C.)	Mandarin	Chemistry	College Of William And Mary	VA
China (P.R.C.)	Mandarin	International Relations	American University	NH
China (P.R.C.)	Mandarin	Economics	University of Chicago	HI
China (P.R.C.)	Mandarin	Chinese Languages & Literature	University Of Texas At Austin	TX
China (P.R.C.)	Mandarin	Political Science	Ohio University	OH
China (P.R.C.)	Mandarin	Political Science	Ohio University	OH
China (P.R.C.)	Mandarin	Environmental Studies	Yale University	PA
China (P.R.C.)	Mandarin	Political Science	University of Miami	FL
China (P.R.C.)	Mandarin	Southeast Asia Area Studies	University of Puget Sound	OR
China (P.R.C.)	Mandarin	Finance (Business)	University of Pittsburgh	PA
China (P.R.C.)	Mandarin	Political Science	University of Michigan-Ann Arbor	MD
China (P.R.C.)	Mandarin	International Relations	Carleton College	SD
China (P.R.C.)	Mandarin	International Relations	Carleton College	SD

China (P.R.C.)	Mandarin	Biochemistry	Barnard College	NY
China (P.R.C.)	Mandarin	International Business	California State University, Sacramento	CA
China (P.R.C.)	Mandarin	Molecular Biology	Middlebury College	NH
China (P.R.C.)	Mandarin	Electronic Engineering	University of Missouri-Columbia	MO
China (P.R.C.)	Mandarin	International Relations	Occidental College	CO
China (P.R.C.)	Mandarin	Economics	Yale University	CA
China (P.R.C.)	Mandarin	Economics	Yale University	CA
China (P.R.C.)	Mandarin	Biology	Arizona State University	CA
China (P.R.C.)	Mandarin	Biology	Arizona State University	CA
China: Hong Kong	Mandarin	Information Sciences & Systems	Harvard University	MO
China: Hong Kong	Mandarin	Political Science	University of Miami	FL
Czech Republic	Czech	Political Science	New York University	PA
Ecuador	Spanish	International Relations	University of Illinois at Urbana- Champaign	IL
Egypt	Arabic	Biology	Emory University	GA
Egypt	Arabic	Business	University Of Washington	WA
Egypt	Arabic	International Relations	University of Illinois at Urbana- Champaign	IL
Egypt	Arabic	Political Science	Baylor University	TX
Egypt	Arabic	Peace & Conflict Resolution	American University	NC
Egypt	Arabic	International Relations	University of California, San Diego	CA
Egypt	Arabic	History, Middle Eastern	University of Illinois at Urbana- Champaign	IL
Egypt	Arabic	Middle East Area Studies	University Of Arizona	AZ
Egypt	Arabic	Economics	Arizona State University	AZ
Egypt	Arabic	Political Science	University of Notre Dame	AR
Egypt	Arabic	International Relations	Florida State University	FL
Egypt	Arabic	International Relations	Yale University	MI
Egypt	Arabic	Political Science	University of Hawaii-Kapiolani Community College	HI
Egypt	Arabic	International Relations	University of Arkansas, Fayetteville	AR
Egypt	Arabic	International Relations	University of Wisconsin-Madison	WI
Egypt	Arabic	Middle Eastern—U.S. Relations	University of Michigan-Ann Arbor	IL
Egypt	Arabic	Biology	Arizona State University	AZ
Egypt	Arabic	Political Science	Swarthmore College	CO
Egypt	Arabic	History	Pennsylvania State University	PA
Egypt	Arabic	International Relations	Louisiana State University	LA
Egypt	Arabic	Anthropology	University Of South Carolina- Columbia	SC
Egypt	Arabic	International Relations	Loyola University Chicago	FL
Egypt	Arabic	History, Modern	Harvard University	CA
Egypt	Arabic	Government	Cornell University	OR
Egypt	Arabic	International Relations	University Of Nebraska At Omaha	NE
Egypt	Arabic	Biology	University of Louisville	KY
Egypt	Arabic	International Relations	American University	OH
Egypt	Arabic	Political Science	Marist College	NY
Egypt	Arabic	Political Science	University of Wisconsin-Madison	WI
Egypt	Arabic	Political Science	University of California, Los Angeles	CA
Egypt	Arabic	Political Parties	Vanderbilt University	PA
Egypt	Arabic	International Relations	Georgia Institute of Technology	GA
Egypt	Arabic	Political Science	Indiana University-Purdue University at Indianapolis	IN
Egypt	Arabic	International Relations	University Of Arizona	AZ
Georgia	Georgian	Eastern European Languages & Literature	Central Washington University	WA

Hungary	Hungarian	International Relations	Northern Michigan University	MI
Hungary	Hungarian	Mathematics	Furman University	MA
India	Hindi	International Relations	New York University	NY
India	Hindi	International Politics	Pennsylvania State University	PA
India	Hindi	Biochemistry	Arizona State University	AZ
Iran	Turkish	Political Science	University of Michigan-Ann Arbor	MD
Israel	Hebrew	Engineering	Georgia Institute of Technology	FL
		East Asian Languages & Literature	Ohio State University Main Campus	TX
Japan	Japanese	International Relations	University of the Pacific	WA
Japan	Japanese	History	Washington University	TN
Japan	Japanese	International Relations	American University	AK
Japan	Japanese	International Business	University of Memphis	TN
Japan	Japanese	International Business	Dillard University	TN
Japan	Japanese	Sociology	University Of Oregon	OR
Japan	Japanese	History	Boston College	MA
Japan	Japanese	International Relations	American University	WA
		Computer Sciences	University of Arkansas, Fayetteville	AR
Japan	Japanese	Accounting	Arizona State University	AZ
		East Asia/Pacific/Australia Area Studies	Dillard University	CA
Jordan	Arabic	International Economics	Colorado College	GA
Jordan	Arabic	Middle East Area Studies	University Of Texas At Austin	TX
		Political Science	Indiana University of Pennsylvania	PA
		Political Science	Indiana University of Pennsylvania	PA
Jordan	Arabic	Language Theory	University of Wisconsin-Madison	MN
Kazakhstan	Russian	Slavic Languages & Literature	Arizona State University	AZ
		Mathematics	University Of South Carolina-Columbia	KY
Kyrgyzstan	Kyrgyz	International Relations	University of California, Irvine	CA
Lebanon	Lebanese	Economics	College Of William And Mary	VA
Mali	Bambara		University of Illinois at Urbana-Champaign	IL
		Computer Engineering		
Morocco	Arabic	Near Eastern Languages & Literature	Harvard University	CA
Morocco	Arabic	Languages	University Of Texas At Austin	TX
		Political Science	Indiana University-Purdue University at Fort Wayne	IN
Morocco	Arabic	International Relations	University of Delaware	KS
		Computer Sciences	University of Massachusetts Amherst	MA
Morocco	Arabic	Social Sciences	Harvard University	MA
Russia	Russian	International Relations	University of Mississippi	MS
Russia	Russian	Political Science	Kansas State University	KS
Russia	Russian	International Relations	University of Colorado at Boulder	CO
		International Business	Oklahoma State University Main Campus	OK
Russia	Russian	Psychology	Indiana University at Bloomington	OH
		International Relations	Virginia Polytechnic Institute and State University	VA
Russia	Russian	Political Science	University of Rhode Island	RI
Russia	Russian	History	University of Wisconsin-Madison	IL
Russia	Russian	International Politics	Middlebury College	IL
		Mathematics	Ohio State University Main Campus	OH
Russia	Russian	International Relations	University of Wisconsin-Madison	MN
Russia	Russian	Philosophy	Fordham University	PA
Russia	Russian	Slavic Languages & Literature	University of Kansas	KS

Russia	Russian	Slavic Languages & Literature	University of Kansas	KS
Russia	Russian	International Relations	University of New Hampshire	CT
Russia	Russian	History, Eastern European & NIS	Western Washington University	WA
Russia	Russian	Slavic Languages & Literature	University Of Rochester	MD
Russia	Russian	Slavic Languages & Literature	College Of William And Mary	VA
Russia	Russian	Political Science	University Of South Carolina-Columbia	SC
Serbia	Serbian	Systems Engineering	Arizona State University	AZ
Serbia	Serbian	International Relations	Drexel University	PA
Serbia	Serbian	Economics	Arizona State University	AZ
Serbia	Serbian	Slavic Languages & Literature	University of California, Berkeley	CA
South Africa	Xhosa	International Relations	University of Colorado at Boulder	MA
South Korea	Korean	Political Science	University of Illinois at Chicago	IL
South Korea	Korean	International Politics	Ohio University	OH
Syria	Syrian	Economics	Yale University	CA
Syria	Syrian	Political Science	City College Of San Francisco	MN
Syria	Syrian	International Relations	Brigham Young University	ID
Syria	Syrian	Middle East Area Studies	Columbia University	CT
Taiwan	Mandarin	Comparative Literature	University of Georgia	GA
Taiwan	Mandarin	International Relations	University of California, Davis	CA
Taiwan	Mandarin	International Relations	Georgia Institute of Technology	GA
Tanzania	Swahili	Government	University Of Texas At Austin	TX
Tanzania	Swahili	Government	University Of Texas At Austin	TX
Tanzania	Swahili	Africa Area Studies	Howard University	GA
Tanzania	Swahili	International Economics	University Of Arizona	AZ
Turkey	Turkish	International Relations	Georgia Institute of Technology	GA
Turkey	Turkish	Regional Studies	Georgetown University	VA
Turkey	Turkish	Undeclared	Yale University	CT
Turkey	Turkish	Anthropology	Brandeis University	WI
Turkey	Turkish	History	Baylor University	TX
Turkey	Turkish	Anthropology	University of Wisconsin-Madison	WI
Turkey	Turkish	International Relations	University Of Washington	WA
Ukraine	Ukrainian	Comparative Politics	Willamette University	OR
United Arab Emirates	Arabic	International Relations	American University	PA
Uzbekistan	Uzbek	Undeclared	University Of Oregon	OR
Uzbekistan	Uzbek	History, Eastern European & NIS	Arizona State University	AZ
Vietnam	Vietnamese	Psychology	Pennsylvania State University at Erie, Behrend College	PA

APPENDIX E
2004 DAVID L. BOREN GRADUATE FELLOWSHIPS

Country	Language	Field of Study	Institution	State
Afghanistan	Farsi	International Affairs	Georgetown University	DC
Afghanistan	Persian	Urban and Regional Planning	Massachusetts Institute of Technology	MA
Azerbaijan	Russian	International Affairs	George Washington University	DC
Bahrain	Arabic	Political Science	Hamilton College	NY
Bangladesh	Bengali	History	University of Wisconsin, Madison	VA
Bangladesh	Bengali	Public Health	Johns Hopkins University	DC
Bolivia	Spanish	Political Science	Massachusetts Institute of Technology	MA
Bolivia	Quechua	Anthropology	University of Pittsburgh	PA
Bosnia-Herzegovina	Serbo-Croatian	International Affairs	American University	OH
Bosnia-Herzegovina	Serbo-Croatian	Education	Columbia University	NY
Brazil	Portuguese	Social Work	State University of New York, Albany	NJ
Brazil	Portuguese	History	University of Texas, Austin	TX
Brazil	Portuguese	Biological Sciences	University of Michigan, Ann Arbor	MI
Brazil	Portuguese	Public Health	Tulane University	LA
Brazil	Portuguese	Public Health	University of Arizona	OH
Brazil	Portuguese	Chemistry	American University	DC
Brazil	Portuguese	International Affairs	American University	DC
Brazil	Portuguese	Public Health	Harvard University	MA
Brazil	Portuguese	Biological Sciences	University of Washington	WA
Burma	Bugis	Political Science	Northern Illinois University	NC
Burma	Thai	Political Science	Northern Illinois University	NC
Chad	Arabic	Economics	University of Wisconsin, Madison	WI
Chile	Spanish	Political Science	University of California, Berkeley	OR
China (PRC)	Mandarin	Education	George Washington University	VA
China (PRC)	Mandarin	International Affairs	American University	MA
China (PRC)	Mandarin	Language and Literature	University of Michigan, North Arbor	MI
China (PRC)	Mandarin	Political Science	Massachusetts Institute of Technology	IL
China (PRC)	Mandarin	Anthropology	University of Washington	WA
China (PRC)	Mandarin	Biological Sciences	Arizona State University	AZ
China (PRC)	Mandarin	History	University of Washington	
China (PRC)	Mandarin	History	University of California, Los Angeles	CA
China (PRC)	Mandarin	History	University of California, San Diego	CA
China (PRC)	Mandarin	International Affairs	Princeton University	CA
China (PRC)	Hindi	International Affairs	Princeton University	CA
China (PRC)	Mandarin	Law	University of North Carolina	NC
China (PRC)	Mandarin	International Affairs	Johns Hopkins University	CA
China (PRC)	Mandarin	International Affairs	Johns Hopkins University	DC
China (PRC)	Mandarin	International Affairs	Johns Hopkins University	NY
China (PRC)	Mandarin	Law	Georgetown University	VA
China (PRC)	Tibetan	Anthropology	University of Colorado, Boulder	FL
China (PRC)	Uighur	International Affairs	American University	DC
Colombia	Spanish	International Affairs	Clark University	MA
Croatia	Serbo-Croatian	History	University of Maryland	DC

Czech Republic	Czech	Anthropology	University of Minnesota	MN
Ecuador	Spanish	International Affairs	Clark University	MA
Egypt (UAR)	Arabic	International Affairs	American University	DC
Egypt (UAR)	Arabic	Public Administration	American University	DC
Egypt (UAR)	Arabic	International Affairs	Monterey Institute of International Studies	DC
Egypt (UAR)	Arabic	International Affairs	University of Wisconsin	VA
Egypt (UAR)	Arabic	International Affairs	University of Oklahoma	OK
Egypt (UAR)	Arabic	International Affairs	Johns Hopkins University	DC
Georgia	Russian	Business Administration	American University	DC
Georgia	Georgian	International Affairs	American University	DC
Georgia	Russian	International Affairs	American University	DC
Georgia	Russian	Sociology	Johns Hopkins University	MD
Haiti	Haitian (Creole) [CPF - Creoles & Pidgins, French]	Education	New York University	NY
India	Hindi	International Affairs	Princeton University	WY
India	Hindi	Economics	Temple University	WY
India	Hindi	International Affairs	Princeton University	CA
India	Mandarin	International Affairs	Princeton University	CA
India	Hindi	Geography	University of Texas, Austin	TX
Indonesia	Indonesian	Agriculture	Cornell University	NY
Indonesia	Indonesian	Political Science	University of California, Berkeley	CA
Indonesia	Indonesian	International Affairs	Johns Hopkins University, SAIS	DC
Indonesia	Javanese	International Affairs	Johns Hopkins University	DC
Iran	Farsi	International Affairs	George Washington University	WI
Iraq	Arabic	Political Science	Georgetown University	VA
Israel	Arabic	International Affairs	American University	NY
Israel	Arabic	Education	New York University	NY
Israel	Arabic	Anthropology	American University	MD
Japan	Japanese	International Affairs	Johns Hopkins University	DC
Japan	Japanese	International Affairs	University of Southern California	HI
Japan	Japanese	Political Science	University of Cambridge (UK)	CA
Japan	Korean	Political Science	University of Cambridge (UK)	CA
Jordan	Arabic	Urban and Regional Planning	University of Illinois, Chicago	IL
Kazakhstan	Kazakh	Area Studies	Indiana University	CA
Korea, South	Korean	International Affairs	American University	DC
Korea, South	Japanese	Political Science	University of Cambridge (UK)	CA
Korea, South	Korean	Political Science	University of Cambridge (UK)	CA
Kyrgystan	Russian	International Affairs	George Washington University	VA
Kyrgystan	Kyrgyz	International Affairs	George Washington University	VA
Lebanon	Arabic	International Affairs	Georgetown University	DC
Lebanon	Arabic	International Affairs	Nebraska Wesleyan University	DC
Mali	Bambara	Education	University of California, Los Angeles	CA
Mauritania	Arabic	International Affairs	Columbia University	NY
Mexico	Spanish	Environmental Sciences	University of Michigan, Ann Arbor	MI
Mozambique	Portuguese	International Affairs	University of Scranton	DC
Mozambique	Portuguese	Public Administration	DePaul University	IL
Pakistan	Urdu	Public Administration	University of Minnesota	MN
Pakistan	Urdu	International Affairs	Columbia University	NJ
Pakistan	Urdu	Political Science	University of Michigan	MI
Peru	Quechua	Medical Sciences	Harvard University	MA
Peru	Portuguese	Medical Sciences	Harvard University	MA
Philippines	Tagalog	International Affairs	American University	MD
Philippines	Tagalog	Anthropology	American University	MD
Romania	Romanian	Sociology	University of Michigan	MI
Russia	Russian	Area Studies	University of Oklahoma	OK
Russia	Russian	Education	Kansas State University	KS

Sierra Leone	Mende	Anthropology	University of Michigan	CA
South Africa	Afrikaans	Anthropology	City University of New York	NY
Sudan	Arabic	Political Science	University of Maryland, College Park	MD
Syria	Arabic	International Affairs	Georgetown University	DC
Syria	Arabic	Economics	University of California, Berkeley	CA
Taiwan	Mandarin	History	University of Pittsburgh	PA
Tanzania	Swahili	Other	University of Florida	VA
Tanzania	Swahili	Political Science	University of California, San Diego	CA
Thailand	Bugis	Political Science	Northern Illinois University	NC
Thailand	Thai	Political Science	Northern Illinois University	NC
Turkey	Turkish	International Affairs	Indiana University, Bloomington	TX
Turkey	Turkish	Geography	University of Oregon	OR
Turkey	Turkish	Area Studies	University of Chicago	IL
Uganda	Acoli	International Affairs	American University	DC
Uganda	Swahili	International Affairs	American University	DC
Ukraine	Russian	International Affairs	Monterey Institute of International Studies	MA
Uzbekistan	Uzbek	International Affairs	University of Wyoming	GA
Venezuela	Spanish	Political Science	University of California, Berkeley	OR
Yemen	Arabic	International Affairs	Johns Hopkins University, SAIS	NC

APPENDIX F
2004 NATIONAL FLAGSHIP LANGUAGE INITIATIVE FELLOWSHIPS

Country	Language	Field of Study	Institution	State
China	Chinese	Chinese	Brigham Young University	UT
China	Chinese	East Asian Studies	Brigham Young University	UT
Egypt	Arabic	Near Eastern Languages and Civilization	University of Washington	WA
Egypt	Arabic	Middle East Studies/Arabic	Brigham Young University	WY
Egypt	Arabic	Near Eastern Studies/Linguistics	Brigham Young University	UT
Korea	Korean	Law	University of California, Los Angeles	CA
Korea	Korean	Eastern Classics	University of Hawaii	NM
Korea	Korean	Law	University of Hawaii	HI
Korea	Korean	Political Science	University of California, Los Angeles	CA
Korea	Korean	Economics/East Asian Studies	University of Hawaii	CA
Korea	Korean	Psychology	University of Hawaii	TX
Korea	Korean	Economics/Korean	University of California, Los Angeles	CA
Russia	Russian	International Affairs	Johns Hopkins University, SAIS	DC
Russia	Russian	International Affairs	George Washington University	GW
Russia	Russian	Political Science/Russian	Bryn Mawr College	MN
Russia	Russian	Russian	Bryn Mawr College	DC
Russia	Russian	Russian	Bryn Mawr College	MA
Russia	Russian	Russian and East European Studies	Bryn Mawr College	NC
Russia	Russian	Russian and East European Studies	Bryn Mawr College	KS
Syria	Arabic	Arabic	Ohio State University	OH

APPENDIX G
POSITIONS OF DAVID L. BOREN SCHOLARS AND FELLOWS
FULFILLED/FULFILLING FEDERAL GOVERNMENTAL SERVICE, 1996-2004

Department/Agency	Section	Position
Central Intelligence Agency (CIA)	Directorate of Intelligence	Analyst
Central Intelligence Agency (CIA)	Directorate of Intelligence	Analyst
Central Intelligence Agency (CIA)	Directorate of Intelligence	Analyst
Central Intelligence Agency (CIA)	Directorate of Intelligence	Graduate Fellow
Central Intelligence Agency (CIA)	Directorate of Intelligence	Military Analyst
Central Intelligence Agency (CIA)	Directorate/Asia Pacific Latin America Africa Office	Graduate Fellow
Central Intelligence Agency (CIA)	Foreign Broadcast Information Service	Open Source Officer for Foreign Language Media
Central Intelligence Agency (CIA)	--	Finance Intern
Central Intelligence Agency (CIA)	--	--
Central Intelligence Agency (CIA)	--	--
Central Intelligence Agency (CIA)	--	--
Central Intelligence Agency (CIA)	--	Political Analyst
Central Intelligence Agency (CIA)	Office of Russian and European Analysis	Intelligence Analyst
Commission on Security and Cooperation in Europe	--	Intern
Dept. of Agriculture	Agriculture Research Service	Environmental Microbiologist
Dept. of Agriculture	Food Safety and Inspection Service (FSIS)	Administrative Assistant
Dept. of Agriculture	Foreign Agricultural Service/Embassy Minister Consular for Agricultural Affairs/Mexico City, Mexico	Research Assistant
Dept. of Agriculture	Foreign Agricultural Service/Food Industry Division	Marketing Intern
Dept. of Agriculture	Forest Service/Integrated Resource Inventory	Botany Researcher
Dept. of Agriculture	--	Chemist
Dept. of Commerce	Bureau of Economic Analysis	Economist
Dept. of Commerce	Bureau of Economic Analysis	IT Specialist
Dept. of Commerce	Bureau of Economic Analysis/Balance of Payments Division	Economist
Dept. of Commerce	Bureau of Industry and Security	Microbiologist
Dept. of Commerce	Bureau of the Census	Decennial Specialist
Dept. of Commerce	Bureau of the Census	--
Dept. of Commerce	Business Information Service for Newly Independent States (NIS)	Staff Intern
Dept. of Commerce	Economic Development Administration	Intern
Dept. of Commerce	International Trade Admin. (ITA)	--
Dept. of Commerce	International Trade Admin. (ITA)	Analyst
Dept. of Commerce	International Trade Admin. (ITA)	Import Compliance Specialist
Dept. of Commerce	International Trade Admin. (ITA)	Intern
Dept. of Commerce	International Trade Admin. (ITA)	Intern
Dept. of Commerce	International Trade Admin. (ITA)	International Trade Compliance Analyst
Dept. of Commerce	International Trade Admin. (ITA)	International Trade Specialist
Dept. of Commerce	International Trade Admin. (ITA)	International Trade Specialist
Dept. of Commerce	International Trade Admin. (ITA)	International Trade Specialist
Dept. of Commerce	International Trade Admin. (ITA)	Trade Specialist
Dept. of Commerce	International Trade Admin. (ITA)	Trade Specialist
Dept. of Commerce	International Trade Admin. (ITA)	Trade Specialist

Dept. of Commerce	International Trade Admin. (ITA)/Central and Eastern Europe Business Information Center	International Trade Specialist
Dept. of Commerce	International Trade Admin. (ITA)/Central and Eastern European Business Information Center	--
Dept. of Commerce	International Trade Admin. (ITA)/Central and Eastern European Business Information Center	Research Intern
Dept. of Commerce	International Trade Admin. (ITA)/Chemicals, Pharmaceuticals, and Biotechnology Division	International Trade Specialist
Dept. of Commerce	International Trade Admin. (ITA)/Export Assistance Center	Market Researcher
Dept. of Commerce	International Trade Admin. (ITA)/Industrial Trade	Research Analyst Intern
Dept. of Commerce	International Trade Admin. (ITA)/Industrial Trade	Research Analyst Intern
Dept. of Commerce	International Trade Admin. (ITA)/Market Access and Compliance	Intern
Dept. of Commerce	International Trade Admin. (ITA)/Market Access and Compliance/Central and Eastern Europe Business Information Center	Program Assistant
Dept. of Commerce	International Trade Admin. (ITA)/Office of Eastern Europe, Russia, and Independent States/Russia Desk	Intern
Dept. of Commerce	International Trade Admin. (ITA)/Trade Development	--
Dept. of Commerce	International Trade Admin. (ITA)/Trade Information Center	Intern
Dept. of Commerce	International Trade Admin. (ITA)/Trade Information Center	International Trade Specialist
Dept. of Commerce	International Trade Admin. (ITA)/Trade Promotion and U.S. and Foreign Commercial Service/Beijing	Intern
Dept. of Commerce	International Trade Admin. (ITA)/U.S. Commercial Service	International Trade Specialist
Dept. of Commerce	International Trade Admin. (ITA)/U.S. Commercial Service/Export Assistance Center	International Trade Assistant
Dept. of Commerce	National Oceanic & Atmospheric Admin. (NOAA)	Biologist
Dept. of Commerce	National Oceanic & Atmospheric Admin. (NOAA)	Library Tech
Dept. of Commerce	National Oceanic & Atmospheric Admin. (NOAA)	--
Dept. of Commerce	National Oceanic & Atmospheric Admin. (NOAA)/National Marine Fisheries Service	Research Assistant
Dept. of Commerce	National Oceanic & Atmospheric Admin. (NOAA)/University of Minnesota Project/Large Lakes Observatory	Fellow/Research Assistant
Dept. of Commerce	National Oceanic and Atmospheric Admin. (NOAA)/Ocean-Atmosphere Prediction Services	Postdoctoral Fellowship
Dept. of Commerce	National Oceanic and Atmospheric Administration (NOAA)/Office of International Activities	Program Manager
Dept. of Commerce	Office of Chief Counsel for International Commerce	Intern
Dept. of Commerce	U.S. Chamber of Commerce, Taipei	Legislative Assistant
Dept. of Commerce	U.S. Embassy Commercial Service, Seoul, Korea	--
Dept. of Defense	Air Intelligence Agency	Intern
Dept. of Defense	Asia-Pacific Center for Security Studies	Researcher
Dept. of Defense	Battelle Memorial Institute/International Tech. Assessments	Research Associate (contract)
Dept. of Defense	CENTRA Technology Inc	Research Analyst (contract)
Dept. of Defense	Coalition Provisional Authority, Iraq	Deputy Director
Dept. of Defense	Combatant Commands/Joint Intelligence Center Pacific (JICPAC)/Korea Division	Intelligence Guide
Dept. of Defense	Combatant Commands/U.S. Northern Command	--

Dept. of Defense	Combatant Commands/U.S. Southern Command	Intelligence Specialist
Dept. of Defense	Defense Career Management and Support Agency	Administrative Assistant
Dept. of Defense	Defense Career Management and Support Agency	Analyst
Dept. of Defense	Defense Commissaries Agency	Sales Store Checker
Dept. of Defense	Defense Contract Management Agency	Contracts Clerk
Dept. of Defense	Defense Information Systems Agency (DISA)	N/a
Dept. of Defense	Defense Information Systems Agency (DISA)/Defense Technical Information Center (DTIC)	Program Analyst Intern
Dept. of Defense	Defense Intelligence Agency (DIA)	Debriefing/Balkans
Dept. of Defense	Defense Intelligence Agency (DIA)	Intelligence Community Scholar
Dept. of Defense	Defense Intelligence Agency (DIA)	Korean Desk Analyst
Dept. of Defense	Defense Intelligence Agency (DIA)/China-East Asia Division	Intelligence Officer
Dept. of Defense	Defense Intelligence Agency (DIA)/China-East Asia Division	Intelligence Officer
Dept. of Defense	Defense Intelligence Agency (DIA)/Defense Intelligence Resource Management Office	Intelligence Officer
Dept. of Defense	Defense Intelligence Agency (DIA)/Intelligence Agency Support Division	Student Trainee
Dept. of Defense	Defense Intelligence Agency (DIA)/JITF-CT	Intelligence Officer
Dept. of Defense	Defense Intelligence Agency (DIA)/Joint Staff Counterintelligence	Counterintelligence Officer
Dept. of Defense	Defense Intelligence Agency (DIA)/Military Infrastructure Office/Defense Economics Division	Intelligence Officer
Dept. of Defense	Defense Language Institute (DLA)	--
Dept. of Defense	Defense Mapping Agency	--
Dept. of Defense	Defense Threat Reduction Agency	International Program Manager
Dept. of Defense	Defense Threat Reduction Agency	--
Dept. of Defense	Defense Threat Reduction Agency	--
Dept. of Defense	Dept. of Air Force	Assistant Recruiting Officer
Dept. of Defense	Dept. of Air Force	Cryptologic Linguist
Dept. of Defense	Dept. of Air Force	Intelligence Officer
Dept. of Defense	Dept. of Air Force	Intelligence Officer
Dept. of Defense	Dept. of Air Force/Active Duty/Counter Terrorism	--
Dept. of Defense	Dept. of Air Force/Aeronautical Systems Center/Operational Support Contracting Branch	--
Dept. of Defense	Dept. of Air Force/Chief, Relocations, and Employment	--
Dept. of Defense	Dept. of Air Force/College of Aerospace Doctrine Research and Education	Intelligence Specialist
Dept. of Defense	Dept. of Air Force/National Security Agency	Chinese Linguist
Dept. of Defense	Dept. of Air Force/NSGA Kunia Regional SIGINT Operations Center/J316	--
Dept. of Defense	Dept. of Air Force/Office of Special Investigations	Special Agent
Dept. of Defense	Dept. of Army	Logistics and Supply Specialist
Dept. of Defense	Dept. of Army	Military Intelligence Officer
Dept. of Defense	Dept. of Army	--
Dept. of Defense	Dept. of Army	National Guard Captain
Dept. of Defense	Dept. of Army	Specialist
Dept. of Defense	Dept. of Army	Specialist
Dept. of Defense	Dept. of Army	Staff Sergeant/Signals Intelligence Analyst
Dept. of Defense	Dept. of Army/8th US Army/Seoul, South Korea	Physical Security Chief

Dept. of Defense	Dept. of Army/15 th Military Intelligence	Flight Surgeon
Dept. of Defense	Dept. of Army/Army Reserve Officer Training Corps (ROTC)	Recruiting Assistant
Dept. of Defense	Dept. of Army/Badger Prairie Ammunition Plant	Soil Scientist
Dept. of Defense	Dept. of Army/Equal Employment Opportunities	Civil Rights Specialist
Dept. of Defense	Dept. of Army/Judge Advocate General's Corps (JAG CORPS)	Attorney
Dept. of Defense	Dept. of Army/National Defense University	Program Support Specialist
Dept. of Defense	Dept. of Army/National Defense University	Support Specialist
Dept. of Defense	Dept. of Army/National Defense University/Center for Technology and National Security Policy	Management Analyst
Dept. of Defense	Dept. of Army/National Defense University/Institute for National Strategic Studies	Intern
Dept. of Defense	Dept. of Army/National Defense University/Institute for National Strategic Studies	Research Assistant
Dept. of Defense	Dept. of Army/National Defense University/Institute of National Strategic Studies	Research Support
Dept. of Defense	Dept. of Army/National Defense University/International Fellows Program	Manager
Dept. of Defense	Dept. of Army/National Defense University/International Student Management Office	International Fellows Program Specialist
Dept. of Defense	Dept. of Army/National Defense University/International Student Management Office/Regional Defense Counter-Terrorism Fellows	Program Specialist
Dept. of Defense	Dept. of Army/National Defense University/National Security Education Program	Fellowship Program Assistant
Dept. of Defense	Dept. of Army/National Defense University/National Security Education Program	Fellowship Program Assistant
Dept. of Defense	Dept. of Army/National Defense University/National Security Education Program	Fellowship Program Outreach
Dept. of Defense	Dept. of Army/National Defense University/National Security Education Program	Institutional Grants Officer
Dept. of Defense	Dept. of Army/National Defense University/National Security Education Program	Institutional Grants Officer
Dept. of Defense	Dept. of Army/National Defense University/National Security Education Program	Research Specialist
Dept. of Defense	Dept. of Army/National Defense University/National Security Education Program	Research Specialist
Dept. of Defense	Dept. of Army/National Defense University/National Security Education Program	Research Specialist
Dept. of Defense	Dept. of Army/National Defense University/National Security Education Program	Research Specialist
Dept. of Defense	Dept. of Army/National Defense University/Office of The Vice President International Fellows Program	Administrative Assistant
Dept. of Defense	Dept. of Army/National Guard	Russian Human Intelligence Officer
Dept. of Defense	Dept. of Army/Reserves	--
Dept. of Defense	Dept. of Army/Training Support Center-Ft. Leavenworth, Kansas	Instructional Aid Specialist
Dept. of Defense	Dept. of Army/Walter Reed Army Institute of Research/Biomedical Research	Research Technician
Dept. of Defense	Dept. of Military Affairs/Disaster and Emergency Services	--
Dept. of Defense	Dept. of Navy	Cryptologic Technician Interpreter-ATF/Seaman
Dept. of Defense	Dept. of Navy	Ensign/Information Systems Officer
Dept. of Defense	Dept. of Navy/Center for Naval Analysis	Assoc. Research Analyst
Dept. of Defense	Dept. of Navy/Center for Naval Analysis	--

Dept. of Defense	Dept. of Navy/Naval Aviation School Command	Ensign
Dept. of Defense	Dept. of Navy/Naval Medical Research Center/Malaria Department	Research Assistant
Dept. of Defense	Dept. of Navy/Naval Medical Research Unit/Cairo, Egypt	Lab Technician
Dept. of Defense	Dept. of Navy/Naval Postgraduate School/Dept. of National Security Affairs	Asst. Professor
Dept. of Defense	Dept. of Navy/Naval Reserve	Intelligence Officer
Dept. of Defense	Dept. of Navy/Naval Reserve	Intelligence Specialist
Dept. of Defense	Dept. of Navy/Naval Reserve/Reserve Intelligence Area Nine	Navy Reserve Intelligence Program Officer
Dept. of Defense	Dept. of Navy/Naval Hospital in Japan	Epidemiologist
Dept. of Defense	Dept. of Navy/Space and Naval Warfare Systems Center	Technicians Aide
Dept. of Defense	Dept. of Navy/U.S. Marine Corps	Officer
Dept. of Defense	Dept. of Navy/U.S. Marine Corps	Second Lieutenant
Dept. of Defense	Dept. of Navy/U.S. Marine Corps	Second Lieutenant
Dept. of Defense	Dept. of Navy/U.S. Marine Corps	Second Lieutenant
Dept. of Defense	Dept. of Navy/U.S. Marine Corps	Second Lieutenant
Dept. of Defense	Dept. of Navy/U.S. Marine Corps/Basic School	Second Lieutenant
Dept. of Defense	Dept. of Navy/U.S. Marine Corps/First Marine Division	Key Volunteer
Dept. of Defense	Drug Enforcement Policy Support	Translation Intern
Dept. of Defense	Foreign Service	--
Dept. of Defense	Institute of Creative Technologies	Research Assistant (contract)
Dept. of Defense	Military	--
Dept. of Defense	Military/Korea	--
Dept. of Defense	Military/Kosovo	--
Dept. of Defense	MIT Lincoln Laboratory	Assistant Staff
Dept. of Defense	National Geospatial-Intelligence Agency	Analyst
Dept. of Defense	National Geospatial-Intelligence Agency	Imagery Analyst
Dept. of Defense	National Reconnaissance Office (NRO)	Contract Negotiator
Dept. of Defense	National Security Agency (NSA)	Analyst
Dept. of Defense	National Security Agency (NSA)	Analyst
Dept. of Defense	National Security Agency (NSA)	Intelligence Analyst
Dept. of Defense	National Security Agency (NSA)	Intern
Dept. of Defense	National Security Agency (NSA)	Intern
Dept. of Defense	National Security Agency (NSA)	Language Analyst
Dept. of Defense	National Security Agency (NSA)	Language Analyst Intern
Dept. of Defense	National Security Agency (NSA)	Mathematics Research
Dept. of Defense	National Security Agency (NSA)	Mathematics Research
Dept. of Defense	National Security Agency (NSA)/Cryptanalysis Intern Program	Cryptanalysis Intern
Dept. of Defense	National Security Agency (NSA)/MENA	Language Analyst Intern
Dept. of Defense	NATO Stabilization Force (SFOR)/Historical Office	Analyst for U.S. Navy Captain
Dept. of Defense	Naval Facilities Expeditionary Logistics Center	Logistics Management Specialist
Dept. of Defense	Office of the Secretary of Defense (OSD)/Assisting Country Director, Afghanistan	Foreign Affairs Specialist
Dept. of Defense	Office of the Secretary of Defense (OSD)/International Security Affairs	Staff Support Specialist
Dept. of Defense	Office of the Secretary of Defense (OSD)/Negotiations Policy	Intern
Dept. of Defense	Office of the Secretary of Defense (OSD)/Office of Gulf War Illnesses/Investigations and Analysis Directorate	Analyst

Dept. of Defense	Office of the Secretary of Defense (OSD)/Office of the Undersecretary of Defense for Policy/International Security Affairs Office/China Desk	Intern Analyst
Dept. of Defense	Office of the Secretary of Defense (OSD)/Science and Technology Policy/Global Change Research Program	Office Assistant
Dept. of Defense	Office of the Secretary of Defense (OSD)/Strategy and Threat Reduction	Action Officer
Dept. of Defense	Office of the Secretary of Defense (OSD)/Strategy and Threat Reduction/Russia, Ukraine, Eurasia	Intern Writer
Dept. of Defense	RAND	--
Dept. of Defense	RAND/National Security Research Division/Research on Transnational Security	--
Dept. of Defense	Science Applications International Corporation	Defense Policy Analyst (contract)
Dept. of Defense	Science Applications International Corporation/International Info. Strategies Division	Policy Analyst (contract)
Dept. of Defense	TSD & Associates Inc./Naval Sea Systems Command	Environmental Analyst (contract)
Dept. of Defense	U.S. Mission to NATO/Defense Operations	--
Dept. of Education	International Affairs Division/Special Assistant	Intern
Dept. of Education	Office of the Under Secretary Eugene W. Hickok	Intern
Dept. of Energy	Argonne National Laboratory/Advanced Photon Source Operations	Technician III
Dept. of Energy	Argonne National Laboratory/Co-op Technical	--
Dept. of Energy	Energy Information Administration	Assistant Economist
Dept. of Energy	Lawrence Berkeley National Laboratory/Physical Biosciences Department	Research Associate
Dept. of Energy	Lawrence Livermore Nat'l Laboratory/Defense & Nuclear Technology Directorate/	Engineer /Technology Scholar
Dept. of Energy	National Nuclear Security Administration	Environmental Engineer
Dept. of Energy	National Nuclear Security Administration/Los Alamos Laboratory	Intern
Dept. of Energy	National Nuclear Security Administration/Los Alamos Laboratory/Public Affairs Office	Executive Writer
Dept. of Energy	National Renewable Energy Laboratory/Center for Photovoltaics	Intern
Dept. of Energy	Oak Ridge National Laboratory	--
Dept. of Energy	Oak Ridge National Laboratory	Research Assistant Intern
Dept. of Energy	Oak Ridge National Laboratory/Hybrid Lighting Project	Research Assistant
Dept. of Energy	Sandia National Laboratory/National Solar Thermal Test Facility/Mechanical Engineering Co-op	--
Dept. of Energy	Stanford Linear Accelerator Laboratory	Research Assistant
Dept. of Health and Human Services	Center for Disease Control & Prevention (CDC)	Researcher
Dept. of Health and Human Services	Center for Disease Control & Prevention (CDC)/Center for Infectious Diseases	Field Epidemiologist
Dept. of Health and Human Services	Center for Disease Control & Prevention (CDC)/HIV & AIDS Initiative	--
Dept. of Health and Human Services	Center for Disease Control and Prevention (CDC)	HIV/AIDS Project Coordinator
Dept. of Health and Human Services	Food and Drug Administration (FDA)/Office of the Executive Secretariat	Research Intern

Dept. of Health and Human Services	National Institutes of Health (NIH)/Allergy and Infectious Diseases	Research Fellow
Dept. of Health and Human Services	National Institutes of Health (NIH) - National Heart, Lung, and Blood Institute	Study Manager
Dept. of Health and Human Services	Office of Global Health Affairs	Senior International Health Officer
Dept. of Health and Human Services	Office of Global Health Affairs/Middle East Office	Intern
Dept. of Health and Human Services	Office of the Inspector General	Program Analyst
Dept. of Homeland Security	Asylum Officer/Bureau of Citizenship and Immigration Services (BCIS)	--
Dept. of Homeland Security	Bureau of Customs and Border Protection/Contraband Enforcement Team	Customs and Border Protection Officer
Dept. of Homeland Security	Bureau of Customs and Border Protection/U.S. Border Patrol	Border Patrol Agent
Dept. of Homeland Security	CENTRA Technology, Inc.	Research Analyst (contract)
Dept. of Homeland Security	Citizenship and Immigration Services	Asylum Officer
Dept. of Homeland Security	Citizenship and Immigration Services/Chicago District Office	District Adjudications Officer
Dept. of Homeland Security	Government Services Office/DFI International	Consultant (contract)
Dept. of Homeland Security	Office of the District Counsel	Intern
Dept. of Homeland Security	Office of the District Counsel	Law Student Aid
Dept. of Homeland Security	Office of Domestic Preparedness/CENTRA Technology, Inc.	Research Analyst (contract)
Dept. of Homeland Security	Plum Island Animal Disease Center	Research Extern
Dept. of Homeland Security	U.S. Citizenship and Naturalization Services	Presidential Management Fellow
Dept. of Homeland Security	Wisconsin Dept. of Agriculture	Program Assistant
Dept. of Homeland Security	Wisconsin Emergency Management Department	Training Coordinator
Dept. of Justice	Central and East European Law Initiative	Intern
Dept. of Justice	Civil Rights Division/Appellate Section	Paralegal Specialist
Dept. of Justice	Civil Rights Division/Appellate Section	Paralegal Specialist
Dept. of Justice	Drug Enforcement Agency (DEA)/El Paso Intelligence Center	/Intelligence Analyst
Dept. of Justice	Drug Enforcement Agency (DEA)/Johnstown	--
Dept. of Justice	Drug Enforcement Agency (DEA) /Intelligence Division/Office of International Investigations	Intern
Dept. of Justice	Drug Enforcement Agency (DEA)	Program Analyst
Dept. of Justice	Environment and Natural Resources Division	Intern
Dept. of Justice	Federal Bureau of Investigation (FBI)	Intelligence Research Specialist
Dept. of Justice	Federal Bureau of Investigation (FBI)	Intelligence Research Specialist
Dept. of Justice	Federal Bureau of Investigation (FBI)	--
Dept. of Justice	Federal Bureau of Investigation (FBI)	--
Dept. of Justice	Federal Bureau of Investigation (FBI)/CD-7B (classified)	--
Dept. of Justice	Federal Bureau of Investigation (FBI)/Counterterrorism Division	Intelligence Analyst
Dept. of Justice	Immigration and Naturalization Service (INS)	District Adjudications Officer
Dept. of Justice	Immigration and Naturalization Service (INS)	Office Automation Clerk
Dept. of Justice	Immigration and Naturalization Service (INS)/Seattle Public Relations Office	Office Automation Clerk
Dept. of Justice	National Drug Intelligence Center	--
Dept. of Justice	Office of Special Investigations/Research Team	--
Dept. of Justice	U.S. Attorney's Office, District of Connecticut	Financial Analyst
Dept. of Justice	U.S. Immigration Court, Philadelphia	Intern

Dept. of Labor	Bureau of Labor and Statistics/International Price Program	International Economist
Dept. of Labor	International Education Program	CPA Labor Advisor
Dept. of Labor	International Labor Affairs Bureau/International Child Labor Program	Program Specialist
Dept. of State	American Institute in Taiwan	Foreign Commercial Service Officer Assistant
Dept. of State	Bureau of Arms Control	Special Advisor
Dept. of State	Bureau of Consular Affairs	Fraud Prevention Officer Intern
Dept. of State	Bureau of Consular Affairs/Visa Office	Visa Specialist
Dept. of State	Bureau of Democracy, Human Rights, and Labor/Office of Country Reports & Asylum Affairs	Intern/Editor of IRF Reports
Dept. of State	Bureau of Diplomatic Security	Intern
Dept. of State	Bureau of Diplomatic Security	Special Agent
Dept. of State	Bureau of Educational And Cultural Affairs/Language Services	Language Officer
Dept. of State	Bureau of East Asian and Pacific Affairs/Office of Korean Affairs	Foreign Service Officer
Dept. of State	Bureau of Educational and Cultural Affairs/International Visitors	Junior Program Officer
Dept. of State	Bureau of European & Eurasia Affairs	Foreign Affairs Officer
Dept. of State	Bureau of European Affairs	Public Affairs Specialist
Dept. of State	Bureau of European Affairs/Office of European Security and Political Affairs	Political Analyst Intern
Dept. of State	Bureau of Intelligence and Research (INR)	Foreign Affairs Officer
Dept. of State	Bureau of Intelligence and Research (INR)/CS	Intelligence Specialist
Dept. of State	Bureau of Intelligence and Research (INR)/South Asian Affairs	Presidential Management Fellow
Dept. of State	Bureau of International Information Programs/U.S. Information Service (USIS)/Hanoi, Vietnam	--
Dept. of State	Bureau of International Narcotics and Law Enforcement Affairs	Program Officer
Dept. of State	Bureau of Near Eastern Affairs	Intern
Dept. of State	Bureau of Near Eastern Affairs/Arabian Peninsula Office	Intern
Dept. of State	Bureau of Nonproliferation	Intern
Dept. of State	Bureau of Oceans and International Environmental and Scientific Affairs/Biosafety Protocol/Biosafety Initiative	Foreign Affairs Officer
Dept. of State	Bureau of South Asian Affairs	Intern
Dept. of State	Bureau of Western Hemisphere Affairs	Asst. Program Officer
Dept. of State	Bureau of Western Hemisphere Affairs/Buenos Aires, Argentina	Intern
Dept. of State	Bureau of Western Hemisphere Affairs/Office of the Exec. Director/Brazilian and S. Cone Affairs	Post Management Officer
Dept. of State	Bureau of Western Hemisphere Affairs/Ottawa, Canada	Intern
Dept. of State	Bureau of Western Slavic Affairs	Intern
Dept. of State	Consulate General, Ho Chi Minh, Vietnam	Intern
Dept. of State	Consulate General, Monterrey, Mexico/Vice Consul/Nonimmigrant Visas Section	--
Dept. of State	Consulate General/Istanbul/Turkey/Consular Section	Intern
Dept. of State	Consulate General/Sapporo/Japan	Intern
Dept. of State	Consulate General/St. Petersburg/Russia	Intern
Dept. of State	Consulate/Monterrey, Mexico/Junior Foreign Service Officer	Vice Consul

Dept. of State	Domestic Security Branch/Special Agent	Trainee
Dept. of State	Embassy, Abu Dhabi, United Arab Emirates	Intern
Dept. of State	Embassy, Almaty, Kazakhstan	Information Officer
Dept. of State	Embassy, Athens, Greece/ Bureau of European Affairs	Economic Section Intern
Dept. of State	Embassy, Bangkok, Thailand	Intern
Dept. of State	Embassy, Beijing, China/American Center for Educational Exchange	Educational Exchange Assistant
Dept. of State	Embassy, Beijing, China/Cultural Affairs and Consular Office	Foreign Service Officer
Dept. of State	Embassy, Beijing, China/Foreign and Commercial Service	Economic Analysis Intern
Dept. of State	Embassy, Beijing, China/Public Affairs Section	Cultural Programs Assistant
Dept. of State	Embassy, Bishkek, Kyrgyzstan	Attaché/Vice Consul
Dept. of State	Embassy, Bogotá, Colombia/Councilor Section	Vice Consul and Visa Adjudicator
Dept. of State	Embassy, Brasília, Brazil	Environment, Science, Technology and Health Intern
Dept. of State	Embassy, Brussels, Belgium	Intern
Dept. of State	Embassy, Budapest, Hungary	Intern
Dept. of State	Embassy, Caracas, Venezuela	Foreign Affairs Fellow
Dept. of State	Embassy, Chisinau, Moldova	Political Analyst and Economic Officer
Dept. of State	Embassy, Chisinau, Moldova	Political/Economic Officer
Dept. of State	Embassy, Copenhagen, Denmark	--
Dept. of State	Embassy, Copenhagen, Denmark	Intern
Dept. of State	Embassy, Damascus, Syria	Junior Foreign Service Officer
Dept. of State	Embassy, Dhaka, Bangladesh	Foreign Service Officer
Dept. of State	Embassy, Hanoi, Vietnam/Economic Section	Economic Analyst Intern
Dept. of State	Embassy, Islamabad, Pakistan	Foreign Service Officer
Dept. of State	Embassy, Istanbul, Turkey/Consular Office	Economic Section Staff Intern
Dept. of State	Embassy, Katmandu, Nepal/Environmental Hub Office	Intern
Dept. of State	Embassy, Kiev, Ukraine/Public Affairs Section	Intern
Dept. of State	Embassy, Kinshasa, Congo	Intern
Dept. of State	Embassy, Kuwait City, Kuwait	Intern
Dept. of State	Embassy, London, United Kingdom/Office of Emerging Diseases	Researcher
Dept. of State	Embassy, Managua, Nicaragua/Consular Section	Political and Economic Researcher
Dept. of State	Embassy, Mexico City, Mexico	Foreign Service Officer
Dept. of State	Embassy, Mexico City, Mexico	Foreign Service Officer
Dept. of State	Embassy, Mexico City, Mexico	--
Dept. of State	Embassy, Mexico City, Mexico/Consular Affairs	Vice Consul
Dept. of State	Embassy, Mexico City, Mexico/Political Section/	Staff Research & Reporting Intern
Dept. of State	Embassy, Minsk, Belarus/Public Affairs Section	Assistant Public Affairs Officer
Dept. of State	Embassy, Minsk, Belarus	Intern
Dept. of State	Embassy, Montevideo, Uruguay	Intern
Dept. of State	Embassy, Moscow, Russia	Cultural Affairs Intern
Dept. of State	Embassy, Moscow, Russia/Regional Investment Initiative Project	--
Dept. of State	Embassy, Managua, Nicaragua/Political Section	Intern
Dept. of State	Embassy, Panama City, Panama/Narcotics Affairs Section	Research Writer
Dept. of State	Embassy, Paris, France	Intern
Dept. of State	Embassy, Paris, France/Public Affairs	Intern
Dept. of State	Embassy, Phnom Penh, Cambodia/Policy Section	Policy Analysis Intern
Dept. of State	Embassy, Rabat, Morocco	Foreign Service Political Officer

Dept. of State	Embassy, Riga, Latvia/Political-Economic Section	--
Dept. of State	Embassy, San Jose, Costa Rica/Western Hemisphere Affairs	Staff Assistant
Dept. of State	Embassy, San Salvador, El Salvador	Consular Section Intern
Dept. of State	Embassy, San Salvador, El Salvador	Foreign Language Fellow
Dept. of State	Embassy, Santiago, Chile/Consular Affairs	Intern
Dept. of State	Embassy, Seoul, Korea	Economic Intern
Dept. of State	Embassy, Seoul, Korea/U.S. Information Agency (USIA)/Public Affairs	Asst. Country Program Officer
Dept. of State	Embassy, Skopje, Macedonia/U.S. Information Service (USIS)/Public Affairs	Intern
Dept. of State	Embassy, Sofia, Bulgaria	Political/Economic Section Intern
Dept. of State	Embassy, Tashkent, Uzbekistan	Foreign Service Officer
Dept. of State	Embassy, Tbilisi, Georgia	Intern (OK)
Dept. of State	Embassy, Tbilisi, Georgia	Political and Economics Officer (OK)
Dept. of State	Embassy, Tegucigalpa, Honduras/Economic Section	Reporting Officer
Dept. of State	Embassy, Tokyo, Japan/Political-Military Section	Intern
Dept. of State	Embassy, Tokyo, Japan	Public Affairs Staff Intern
Dept. of State	Embassy, Tokyo, Japan	Public Affairs Staff Intern
Dept. of State	Embassy, Vilnius, Lithuania/Public Affairs Section	Intern
Dept. of State	Embassy, Warsaw, Poland, Economic Section	Intern
Dept. of State	Embassy, Warsaw, Poland	Intern
Dept. of State	Embassy, Warsaw, Poland/Consular Section	Visa Processor Intern
Dept. of State	Embassy, Yerevan, Armenia	Intern
Dept. of State	Embassy, Zagreb, Croatia/Political Section	Political/Economic Intern
Dept. of State	Foreign Press Center	Intern
Dept. of State	Foreign Service	Foreign Service Officer
Dept. of State	Foreign Service	Foreign Service Officer
Dept. of State	Foreign Service	Foreign Service Officer
Dept. of State	Foreign Service	Foreign Service Officer
Dept. of State	Foreign Service	Foreign Service Officer
Dept. of State	Foreign Service	Foreign Service Officer
Dept. of State	Foreign Service	Junior Foreign Service Officer
Dept. of State	Foreign Service Institute	Intern
Dept. of State	Foreign Service Institute	Specialist
Dept. of State	Foreign Service Institute	Staff Assistant to Regional Director
Dept. of State	Foreign Service Institute/Language Training	Junior Officer
Dept. of State	Foreign Service Institute/National Foreign Affairs Training Center	Instructional Assistant
Dept. of State	Foreign Service Institute/School of Language Studies/Arabic Department	Language Training Assistant
Dept. of State	Fulbright Programs Canada and Caribbean	N/a
Dept. of State	Institute of International Education/Fulbright-Ukraine	Assistant to Director
Dept. of State	International Information Programs	Political Security Team Intern
Dept. of State	--	Program Officer
Dept. of State	--	Program Officer
Dept. of State	--	Program Officer
Dept. of State	--	Program Officer
Dept. of State	--	Program Officer
Dept. of State	--	Program Officer
Dept. of State	Woodrow Wilson National Fellowship Foundation	Pickering Foreign Affairs Fellowship
Dept. of State	Presidential Management Fellowship Program	Fellow
Dept. of State	Bureau of Near Eastern Affairs/Office of the	Deputy Regional Coordinator for Levant

	Middle East Partnership Initiative	Countries
Dept. of State	National Foreign Affairs Training Center	Foreign Service Officer
Dept. of State	National Security Council	Foreign Service Officer
Dept. of State	Office of Caucasus and Central Asia	Desk Officer Assistant
Dept. of State	Office of Civil Rights	Legal Intern
Dept. of State	Office of Cuban Affairs/Cuba Desk	Intern
Dept. of State	Office of Democracy, Human Rights, and Labor/Office of Country Reports and Asylum Affairs	Intern
Dept. of State	Office of Educational and Cultural Affairs	Summer Intern
Dept. of State	Office of Emerging Diseases (DC)	Researcher
Dept. of State	Office of Foreign Relations	Administrative Assistant
Dept. of State	Office of Terrorism Finance and Economic Sanctions Policy	Export Licensing Specialist/International Economist
Dept. of State	Office of the Special Advisor to the U.S. President and Secretary of State for Kosovo and Dayton Implementation	--
Dept. of State	Office of the Under Secretary for Global Affairs	Intern
Dept. of State	Policy Review	Foreign Service Officer
Dept. of State	Science and Technology Office	Presidential Management Intern
Dept. of State	Sister Cities Program/Seattle/Tashkent	Program Coordinator
Dept. of State	Special Projects-Information Access	Program Analyst
Dept. of State	Summit of the Americas	Researcher
Dept. of State	U.S. Information Agency (USIA)/World Net	Writer
Dept. of State	U.S. Mission to the United Nations	Intern
Dept. of State	U.S. Mission to the United Nations	Intern
Dept. of the Interior	Diversity Internship Program	Financial Management Career Intern
Dept. of the Interior	Office of Environmental Policy & Compliance/Alaska	Disaster Response Planning Assistant
Dept. of the Interior	Office of Legislative Counsel	Attorney Advisor
Dept. of the Interior	U.S. Geological Survey/Isotope Tracers Lab	Postdoctoral Researcher
Dept. of the Interior	U.S. Geological Survey/Biological Resources Division	Field Technician
Dept. of the Interior	U.S. Geological Survey/Earth Resources Observation Systems (EROS) Data Center	Physical Science Technician
Dept. of the Interior	U.S. Geological Survey/Water Resources	Publications Assistant
Dept. of Transportation	Office of Counsel General	Law Student Intern
Dept. of Transportation	Transportation Security Administration	Supervisor
Dept. of Treasury	Financial Management Service	Financial Education Program Specialist
Dept. of Treasury	Office of Foreign Exchange Operations	Research Assistant
Dept. of Treasury	Office of Middle East and South Asia	International Economist
Dept. of Treasury	U.S. Customs/Regulatory Audit Section	Audit Clerk
Dept. of Veterans Affairs	Rehabilitation Medicine	Multiple Sclerosis Fellow
Environmental Protection Agency (EPA)	Cleveland	--
Environmental Protection Agency (EPA)	Global Program Division	Consultant
Environmental Protection Agency (EPA)	Molecular Ecology Research Branch/National Exposure Research Laboratory	Genetic Researcher
Environmental Protection Agency (EPA)	Canaan Valley Institute	Landscape Assessment Officer
Environmental Protection Agency (EPA)	U.S.-Mexico Border Program	Environmental Protection Specialist

Executive Office of the President	National Security Council	Director of Inter-American Affairs
Executive Office of the President	National Security Council/Office of International Economic Affairs	Research Intern
Executive Office of the President	Office of Counsel to the President	Intern
Executive Office of the President	Office of Management and Budget/National Security Division	Lead Program Examiner
Executive Office of the President	Office of the Special Envoy to the Americas	White House Internship Program
Executive Office of the President	Office of the U.S. Trade Representative	Research Analyst
Executive Office of the President	Office of the U.S. Trade Representative/Intergovernmental Affairs & Public Liaison	Intern
Federal Communications Commission	Multilateral Development Bureau	Asia Regional Specialist
Federal Judiciary	U.S. District Courts/Federal District Court for Eastern Washington	Judicial Intern
Federal Reserve	Bank of Kansas City/Denver Branch	Security Analyst
Federal Reserve	Board of Governors/Division of International Finance	Research Assistant
Federal Reserve	Board of Governors/Division of Research and Statistics	Economist
Federal Reserve	Board of Governors/Monetary and Financial Studies Section	Research Assistant
Intelligence Community	CENTRA Technology (contractor)	Research Analyst
Intelligence Community	Agency undisclosed	Political Analyst
International Broadcasting Bureau	Office of Civil Rights	Diversity Analyst
National Aeronautics & Space Admin. (NASA)	Ames Research Center	Education Associate/Intern
National Aeronautics & Space Admin. (NASA)	Ames Research Center/Special Project	Research Assistant
National Aeronautics & Space Admin. (NASA)	Dryden Flight Research Center	Simulation Engineer
National Aeronautics & Space Admin. (NASA)	Goddard Space Flight Center/Laboratory for Atmospheres	Summer Institute Intern
National Aeronautics & Space Admin. (NASA)	Headquarters	Latin America Desk Officer
National Aeronautics & Space Admin. (NASA)	International Programs	International Desk Officer
National Aeronautics & Space Admin. (NASA)	Johnson Space Center	Trainee
National Aeronautics & Space Admin. (NASA)	Langley Research Center/Engineering Co-op	--
National Aeronautics & Space Admin. (NASA)	Human Space Flight and Research Division	International Program Specialist
National Aeronautics & Space Admin. (NASA)	--	--
National Aeronautics & Space Admin. (NASA)	NASA Space Grant Program	Intern
National Aeronautics & Space Admin. (NASA)	Wallops Island, Virginia	Rocket Flight Analyst
National Aeronautics & Space Admin. (NASA)	White Sands Test Facility	Managerial Assistant
National Science Foundation	Arnold Arboretum of Harvard University	Postdoctoral Fellowship Recipient

National Science Foundation	Duke University/Dept. of Biology	Postdoctoral Research Grant Recipient
National Science Foundation	International Research Fellowship	Soviet Union Fellow
Overseas Private Investment Corporation (OPIC)	Investment Insurance Department	Intern
Overseas Private Investment Corporation (OPIC)	Investment Policy Department	Analyst
Peace Corps	Africa	Volunteer
Peace Corps	Atlanta Region	Student Intern
Peace Corps	Cape Verde, The Rural Pilot Program	Business and Computer Advisor
Peace Corps	Dominica	Volunteer
Peace Corps	Far East	Volunteer
Peace Corps	Gambia	Agro-forestry volunteer
Peace Corps	Haiti	Volunteer
Peace Corps	Kyrgyzstan	Volunteer
Peace Corps	Morocco	Volunteer
Peace Corps	Nicaragua	Trainee/Community Health Educator
Peace Corps	Paraguay	Volunteer
Peace Corps	Paraguay	Volunteer
Peace Corps	Paraguay	Volunteer
Peace Corps	Regional Office, El Segundo, CA	Intern
Peace Corps	Turkmenistan	Community Health Educator
Peace Corps	Uzbekistan	Volunteer
Smithsonian Institution	Department of Anthropology/Asian Cultural History Program	Research Collaborator
Smithsonian Institution	Woodrow Wilson International Center for Scholars/Kennan Institute for Advanced Russian Studies	Administrative Assistant
Social Security Administration	Portland, Oregon Region	Bilingual Contact Representative
U.S. Agency for International Development (USAID)	Africa Bureau/Office of Sustainable Development/Development Project	Congressional Hunger Fellow
U.S. Agency for International Development (USAID)	Agricultural Coop. Development Int'l/Volunteers in Overseas Coop. Assistance (ACDI/VOCA)	Special Projects Intern (contract)
U.S. Agency for International Development (USAID)	Almaty, Kazakhstan/Democracy and Media Office	Civil Society and Media Project Manager
U.S. Agency for International Development (USAID)	American Center for International Labor	Contractor
U.S. Agency for International Development (USAID)	Benin Desk/Microfinance	Program Manager
U.S. Agency for International Development (USAID)	Bolivia	Political Science Intern
U.S. Agency for International Development (USAID)	Bosnia/Office of Economic Restructuring	Economic Analyst Intern
U.S. Agency for International Development (USAID)	Budapest, Hungary/Performance Monitoring Section	--
U.S. Agency for International Development (USAID)	Bureau of Europe and Eurasia	Research Intern
U.S. Agency for International Development (USAID)	Central Asian Countries/Women in Development	--
U.S. Agency for International Development (USAID)	CHF International/Office of Emergency and Transition Programs	Program Development Assistant (contract)
U.S. Agency for International Development (USAID)	Climate Change Dept.	NGO Program Manager (contract)

U.S. Agency for International Development (USAID)	Creative Associates International, Inc./Morocco Education for Girls	Community Participation Associate/Program and Administrative Assistant (contract)
U.S. Agency for International Development (USAID)	DAIPESA/Dar es Salaam Project	Consultant
U.S. Agency for International Development (USAID)	DAIPESA/Dar es Salaam Project	--
U.S. Agency for International Development (USAID)	Democracy Project	Program Officer
U.S. Agency for International Development (USAID)	Democracy Project	Specialist
U.S. Agency for International Development (USAID)	Development Alternatives	Researcher
U.S. Agency for International Development (USAID)	Development Information Services	Research Assistant
U.S. Agency for International Development (USAID)	Egypt/Agribusiness Project/Development Alternatives	Consultant
U.S. Agency for International Development (USAID)	Egypt/Education Development Center/New Schools Program	Project Director
U.S. Agency for International Development (USAID)	Environment Program, Madagascar	--
U.S. Agency for International Development (USAID)	Eurasia Foundation/Outreach and Development	Outreach Coordinator for the Russian Far East (contract)
U.S. Agency for International Development (USAID)	Europe/Eurasia Bureau	Proposal Management and Legislative Analyst/Program Advisor
U.S. Agency for International Development (USAID)	International Foundation for Electoral Systems	Democracy Consultant (contract)
U.S. Agency for International Development (USAID)	International Organization for Migration/Kosovo Transition Initiative	Contractor
U.S. Agency for International Development (USAID)	IRIS Center, University of Maryland	Program Specialist (contract)
U.S. Agency for International Development (USAID)	Kazakhstan/Central Asia Development Project/Securities Market Development	Assistant to Chief of Party
U.S. Agency for International Development (USAID)	Local Governance Project	Media Consultant/Reporter/Writer
U.S. Agency for International Development (USAID)	MEDS, Inc. (Monitoring, Evaluation, and Design Support)	Program & Technical Coordinator (contract)
U.S. Agency for International Development (USAID)	--	--
U.S. Agency for International Development (USAID)	National Democratic Institute/Research on Democracy Promotion Initiatives	Contractor
U.S. Agency for International Development (USAID)	Office of Acquisition and Assistance	Contract Specialist
U.S. Agency for International Development (USAID)	Office of International Refugee Health	Contractor
U.S. Agency for International Development (USAID)	Office of Iraqi Reconstruction	Presidential Management Fellow
U.S. Agency for International Development (USAID)	Office of Management Planning and Analysis	Auditor/Management Specialist
U.S. Agency for International Development (USAID)	Office of Strategic Planning, Budgeting, and Operations/Bureau of Global Health	Intern
U.S. Agency for International Development (USAID)	Policy Bureau	Foreign Service Officer
U.S. Agency for International Development (USAID)	Population Services International/PAN-American Social Marketing Organization	Intern
U.S. Agency for International Development (USAID)	Pragma Corporation/Trade and Investment Project	Intern (contract)
U.S. Agency for International Development (USAID)	Program Corp. Small and Medium Enterprise	Consultant (contract)
U.S. Agency for International Development (USAID)	Science and Technology Foundation/Indonesia Basic Education Program Design	Consultant (contract)

U.S. Agency for International Development (USAID)	South Africa Mission/Governance Support Program	Contractor
U.S. Agency for International Development (USAID)	South Africa/Tertiary Education Linkages Program	Development Project Consultant
U.S. Agency for International Development (USAID)	Tanzania/Health & Population Project	Staff Intern
U.S. Agency for International Development (USAID)	The Asia Foundation/Election Program	Election Field Officer (contract)
U.S. Agency for International Development (USAID)	University of Texas Judicial Justice Program	Program Manager/Research Assistant
U.S. Agency for International Development (USAID)	Uzbekistan/Central Asia Small and Medium Enterprise Project	--
U.S. Agency for International Development (USAID)	Volunteers in Technical Assistance (VITA)	Consultant/Advisor
U.S. Agency for International Development (USAID)	West Bank/Gaza Water Resource Office	Water Resource Engineering Mgr
U.S. Agency for International Development (USAID)	World Vision and International Organization for Migration Projects/Information Analysis	Ex-combatants Reintegration Consultant
United States Congress	American Association for the Advancement of Science	Congressional Science Policy Fellowship
United States Congress	Congressional Budget Office	--
United States Congress	Congressional Budget Office/National Security Division/Weapons Analysis Branch	Defense Research Intern
United States Congress	General Accounting Office (GAO)/Defense Capabilities and Management Team	Analyst
United States Congress	General Accounting Office (GAO)/International Affairs & Trade	Analyst
United States Congress	Library of Congress/Congressional Research Service (CRS)	Analyst in Asian Affairs
United States Congress	Library of Congress/Congressional Research Service (CRS)/Office of Science and Technology	Consulting Policy Analyst
United States Congress	Library of Congress/Federal Research Division	Counterterrorism and Counterintelligence Research Analyst
United States Congress	National Security Division	Assistant Analyst
United States Congress	Office of Representative Bill Pascrell, Jr. (NJ)	Congressional Intern
United States Congress	Office of Representative Charles Canady (FL)	Intern
United States Congress	Office of Representative Chet Edwards (TX)	Research Intern
United States Congress	Office of Representative Earl Pomeroy (ND)	--
United States Congress	Office of Representative Eddie Bernice Johnson (TX)	Constituent Service Intern
United States Congress	Office of Representative Heather Wilson (NM)	Legislative Correspondent
United States Congress	Office of Representative Jim Gibbons (ND)	Legislative Correspondent
United States Congress	Office of Representative Joe Barton (TX)	Legislative Assistant Intern
United States Congress	Office of Representative Joel Hefley (CO)	Armed Services Committee Intern
United States Congress	Office of Representative John LaFalce (NY)	Congressional Intern
United States Congress	Office of Representative John Spratt (NH)	Foreign Affairs Legislative Assistant
United States Congress	Office of Representative Michael Michaud (ME)	Intern
United States Congress	Office of Representative Peter Deutch (FL)	Intern
United States Congress	Office of Representative Tony Hall (OH)	Intern
United States Congress	Office of Representative Tony Hall (OH)	Legislative Correspondent
United States Congress	Office of Representative William Delahunt (MA)	Intern
United States Congress	Office of Senator Bill Frist (TN)	Foreign Relations Intern
United States Congress	Office of Senator Charles Schumer (NY)	Press Intern
United States Congress	Office of Senator Daniel Akaka (HI)	--
United States Congress	Office of Senator Frank Lautenberg (NJ)	Immigration Issues/Intern
United States Congress	Office of Senator Frank Lautenberg (NJ)	Legislative Assistant
United States Congress	Office of Senator Harry Reid (NV)	Immigration Issues/Intern

United States Congress	Office of Senator John Ashcroft (MO)	Legislative Correspondent
United States Congress	Office of Senator John F. Kerry (D-MA)	Regional Director Assistant
United States Congress	Office of Senator Orrin Hatch (UT)/District Office	Foreign Relations Specialist Asst.
United States Congress	Office of Senator Patty Murray (WA)	Immigration Issues/Intern
United States Congress	Office of Senator Pete Domenici (NM)	Legislative Correspondent
United States Congress	Office of Senator Russ Feingold (WI)	Intern
United States Congress	Office of Senator Tom Harkin (IA)	Intern
United States Congress	U.S. House of Representatives/Committee on International Relations/Subcommittee on International Terrorism, Nonproliferation, and Human Rights	Intern
United States Congress	U.S. House of Representatives/Subcommittee on International and Economic Policy and Trade	Staff Assistant
United States Congress	U.S. House of Representatives/Ways and Means Committee	Intern
United States Congress	U.S. Senate/Caucus on International Narcotics Control	Intern
United States Congress	U.S. Senate/Committee on Finance/Subcommittee on International Trade	Intern
United States Congress	U.S. Senate/Committee on Foreign Relations	Staff Support Assistant
United States Congress	U.S. Senate/Committee on the Budget	Junior Analyst
United Nations	Department of Economic and Social Affairs	Intern
United Nations	U.S. Mission/UN High Commission on Refugees	--
United Nations	United Nations High Commission for Refugees (UNHCR) - Appeal Court of Cambodia	Judicial Mentor

APPENDIX H GRANTS TO INSTITUTIONS OF HIGHER EDUCATION

In 2002, NSEP converted its Grants to Institutions of Higher Education Program to the National Flagship Language Initiative (NFLI). This refocus brought additional resources to support serious language initiatives of the type that have been an integral part of the program since inception. Thus, NSEP has accentuated the development of citizens with professional-level competencies in the languages and cultures of critical, under-studied world regions.

During the 2003-2004 reporting period, NSEP continued to fulfill its obligations of investing in previously awarded Grants to Institutions of Higher Education. The associated projects continue to make great strides in the development of language learning materials where none previously existed. For example, through grants to Indiana University and the University of Wisconsin, NSEP is supporting the development of second-language learning materials in Central Asian and African languages for the first time ever. Through a grant to Bryn Mawr College, NSEP is supporting a format of testing that allows college students of Russian to rely on proficiency developed in high school that contributes to a more rapid acquisition of advanced level skills. NSEP is also working together with San Diego State University to articulate superior level (L4) methods and materials for learning Arabic and Persian.

Investments like these set apart NSEP as one of the most progressive programs inside or outside the federal government in promoting language acquisition and assessment, especially in less commonly taught languages (LCTL).

**APPENDIX I
NATIONAL SECURITY EDUCATION TRUST FUND**

Valuation (December 31, 2005)

Security Type	Date of Maturity	Yield at Purchase	Interest Rate	Date Acquired	Principal Cost	Book Value	Par Value	Accrued Interest Receivable
Bill	4/28/2005	2.258		11/15/2004	2,088,805.14	2,100,824.14	2,110,000.00	
	5/26/2005	2.382		12/16/2004	4,114,765.45	4,131,414.78	4,158,000.00	
	6/30/2005	2.639		01/31/2005	503,538.85	504,121.37	509,000.00	
		2.693		02/15/2005	1,309,951.91	1,310,048.56	1,323,000.00	
Total Bill					8,017,061.26	8,046,408.85	8,100,000.00	
Note	3/31/2005	1.168	1.625	03/31/2004	309,395.63	308,165.72	308,000.00	1,911.25
		1.205	1.625	02/16/2004	205,928.91	205,101.00	205,000.00	1,272.10
		1.643	1.625	05/17/2004	1,016,841.09	1,016,978.52	1,017,000.00	6,310.85
	8/15/2005	2.686	6.500	08/15/2002	6,280,296.56	5,767,949.52	5,662,000.00	1,016.66
Total Note					7,812,562.19	7,298,194.57	7,192,000.00	10,510.86
Total Current Holding					15,829,623.45	15,344,603.42	15,292,000.00	10,510.86

*Trust Fund data provided by Defense Finance and Accounting Service (DFAS)

NOTE: Approximately \$11 million in obligations against the Trust Fund for expenditures during FY2004-2005 are not reflected in the valuation of the Trust Fund. After such obligations are accounted for there remains approximately \$4.5 million in un-obligated funds available in the Trust Fund.

APPENDIX J DELINQUENCIES

NSEP was formed in 1991. Funding for the first group of Scholars and Fellows began in 1994. The statutory NSEP service requirements have changed slightly and frequently during the time period from 1994-2004; however, most Scholars have eight years, and Fellows have five years, to begin to fulfill their service requirement. Therefore, the first possible delinquents could begin to appear only in 1999. Both Academy for Educational Development (AED) and Institute for International Education (IIE) are diligent in their contacts with Fellows and Scholars who have not fulfilled their service requirements. The number of delinquents is less than 0.05%. Steps have been implemented to pursue those delinquents who neither fulfilled their service agreement nor repaid their Fellowship or Scholarship Funds. Their names and all relevant documents were provided to the General Counsel of NDU, and appropriate steps are being vigorously pursued.

APPENDIX K
NATIONAL SECURITY EDUCATION BOARD MEMBERS
(2003-2004)

Federal Government Officials

Department of Defense
Lt. General Michael M. Dunn
President, National Defense University
[Chairman]

Department of Education
Honorable Sally Stroup
Assistant Secretary for Postsecondary
Education
Office of Postsecondary Education

Department of State
Honorable Patricia de Stacy Harrison
Assistant Secretary for Education and
Cultural Affairs

DCI representative
Mr. William Nolte
Deputy Assistant Director of Central
Intelligence (Analysis and Production)

Department of Commerce
Mr. Timothy J. Hauser
Deputy Under Secretary for International
Trade
International Trade Organization

Department of Energy
Ms. JoAnne Phipps
Director Office of International Operations
Office of Defense Nuclear
Nonproliferation

National Endowment for the Humanities
Dr. Bruce Cole
Chairman of NEH

Non-federal Government Officials
(Presidential Appointees with Senate
confirmation)

Dr. Manuel T. Pacheco
Former President, University of Missouri
System
Columbia, MO

Honorable Robert N. Shamansky
Former Member, U.S. House of
Representatives
Attorney at Law
Columbus, OH

Cornelius P. O'Leary, Esq.
Associate Vice President
Central Connecticut State University
New Britain, CT

Governor Bruce Sundlun
Former Governor, State of Rhode Island

Mr. Arthur James Collingsworth
San Francisco, CA

Dr. Kiron Skinner
Assistant Professor of History and
Political Science
Carnegie Mellon University

Executive Director to the Board

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

APPENDIX L
NATIONAL SECURITY EDUCATION PROGRAM GROUP OF ADVISORS*
(2003-2004)

Dr. Eyamba Bokamba

Professor of Linguistics and African
Languages
University of Illinois, Urbana-Champaign

Dr. Kimberly Brown

Vice-Provost for International Affairs &
Associate Professor
Linguistics and International Studies
Portland State University

Ms. Rebecca Brown

Director of International Studies
University of Virginia

Dr. J. David Edwards

Executive Director
Joint National Committee on Languages &
The National Council for Languages &
International Studies

Ms. Madeleine Green

Vice President and Director
Center for Institutional and
International Initiatives
American Council on Education

Mr. Carl Herrin

Director of Government Relations
American Councils for International
Education: ACTR/ACCELS

Dr. William Long

Chair
The Sam Nunn School of International
Affairs
Georgia Institute of Technology

Dr. JoAnn McCarthy

Dean, International Affairs
University of South Florida

Mr. Matthew Owens

Federal Relations Officer
Association of American Universities

Mr. John Pearson Director

Bechtel International Center
Stanford University

Ms. Nancy Stubbs

Interim Director
Office of International Education
University of Colorado

Dr. Terry M. Weidner

Director
Maureen and Mike Mansfield Center
University of Montana

Dr. Carol Wise

Associate Professor
School of International Relations
University of Southern California

* The Group of Advisors (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.

Appendix M

**CIVILIAN LINGUIST RESERVE CORPS
FEASIBILITY STUDY**

Prepared by:

National Security Education Program
National Defense University
Department of Defense

As Requested by the United States Congress
Per Section 325 of Public Law 107-306
(Intelligence Authorization Act for Fiscal Year 2003)

Executive Summary

Section 325 of Public Law 107-306 (Intelligence Authorization Act for Fiscal Year 2003) directs the Secretary of Defense, acting through the Director of the National Security Education Program (NSEP), to prepare a report on the feasibility of establishing a Civilian Linguist Reserve Corps (CLRC) comprised of individuals with advanced levels of proficiency in foreign languages. In this report, the Department of Defense was specifically tasked to outline the following:

- I. Consideration of the Military Reserve Model
- II. CLRC Structure and Operations
- III. Requirements for levels of proficiency and performance of duties
- IV. Requirements for skill maintenance and training requirements

NSEP initiated the process by assembling a CLRC Task Force, composed of experts from the Federal Government and higher education, knowledgeable in developing a reserve corps and in advancing foreign language skills. Preliminary issues addressed by the Task Force included:

- Civilian Model
- Composition
- Levels of Proficiency
- Certification
- Languages
- Administration
- Recruitment
- Terms of Service
- Activation
- Size of Force
- Clients
- Cost
- Accountability
- Next Steps

The Task Force members also reviewed drafts of the feasibility study, and contributed substantially to the content of this report.

NSEP developed and disseminated an initial questionnaire requesting information from key federal national security agencies. The goal of this preliminary questionnaire was to identify the utility of the proposed CLRC in addressing tasks that cannot adequately be addressed by existing federal personnel. All of the eighteen respondents indicated that the CLRC would contribute to their respective organizations' capacity to respond to requirements involving language expertise.

This report addresses four major issue areas deemed to be most critical in the assessment of CLRC feasibility. Based on a number of major assumptions and conditions outlined in the report, it has been determined that the creation of a CLRC is feasible, and is an important step in addressing both short- and long-term shortfalls related to language assets in the national security community.

1. Consideration of the Military Reserve Model:

- The CLRC must be civilian in nature. Therefore, the legislation in Title X, detailing the Military Reserve Corps, is to be used only as a reference rather than as a model.
- Reservists enlist voluntarily.

2. CLRC Structure and Operations:

- Only those in the U.S. civilian population are eligible to serve in the CLRC. This includes those from the general population (including permanent residents¹⁶), retired military and federal employees, and current federal employees in non-language designated positions.
- CLRC members must be at least 18 years of age.
- Implementation of the CLRC can commence incrementally, beginning with a pilot/demonstration project.
- The list of languages included in the fully-implemented CLRC should be as broad as possible, and reflect short- and long-term needs as well as priorities
- Overall responsibility for a CLRC should reside in the Department of Defense with the Office of the Under Secretary for Personnel and Readiness (OSD/P&R) as the policy proponent.
- Recruitment for the CLRC will be based on a national effort designed to attract Americans with language expertise to serve their country in times of national need. Populations associated with such language expertise will be targeted for recruitment.
- Several incentives for service can assist in the process of recruitment including a free application process.
- The size and scope of the CLRC is yet to be determined.
- The Federal agencies that will benefit directly from the CLRC are yet to be determined.
- Some form of evaluation and accountability structure will need to be developed.
- The cost for start-up and for maintenance of the CLRC is yet to be determined. An initial budget and appropriation will be required to undertake any next steps outlined by this report.

3. Requirements for levels of proficiency and performance of duties:

- CLRC members must have advanced-level English proficiency (L3).
- CLRC members serving as Spanish linguists will need to demonstrate native proficiency (L5).
- The goal, for all foreign languages other than Spanish, is to identify CLRC members with L3 proficiency or higher in all modalities for both English and a language(s) critical to U.S. national security.
- It is likely that the CLRC will be composed of member “tiers” based on proficiency levels (with the possible inclusion of those with L2 abilities in a foreign language if higher level expertise cannot be identified).
- A two-stage process for reviewing and certifying language proficiency is recommended:
 - First Stage - Application. A review of the preliminary applications will determine which applicants are asked to proceed to the state of certification;
 - Second Stage - Certification. Those who proceed beyond the first review process will be assessed for language proficiency according to standard U.S. government procedures.
- CLRC Composition. Those who are formally certified at the appropriate level of proficiency will be identified as being “ready” for service, and from hereon are referred to as “CLRC members.”

¹⁶ Permanent Residents would not be eligible to handle information that requires security clearance.

- Re-certification. CLRC members will need to have their language proficiency levels re-certified on a periodic basis.
- CLRC members will serve in a diverse number of roles, both domestic and overseas, some of which will include support to defense and intelligence forces.
- Preliminary findings indicate that Federal agencies are most interested in CLRC members with skills as interpreters and translators followed by area specialists and analysts.
- Membership in the CLRC should occur in four-year cycles.
- Re-enlistment will be an option open to members.
- Some Federal agencies will only be able to rely on CLRC members with security clearance.
- A number of critical issues involve call-up of CLRC members to active duty:
 - Legislation, similar to that in Title X, will be required to protect jobs of members during active service;
 - Compensation for activated CLRC members will be required;
 - Length of activation will depend upon mission and task, but in no case will extend beyond six (6) months. In many cases, it is anticipated that assignments will be for considerably shorter durations;
 - A number of additional issues are left to be addressed including under what conditions Members would be called-up.

4. Requirements for skill maintenance and training requirements

- Skill maintenance and training opportunities will be provided to CLRC members representing a major benefit to those actively involved in the CLRC effort.
- Additional benefits may be available for members interested in developing proficiency in related and/or entirely different languages depending on CLRC need.
- A number of issues regarding skill maintenance and training requirements need to be investigated further including how a skill maintenance and training system would be administered.

Proposed Next Steps

Based on an assumption that the CLRC is a feasible concept, the CLRC Task Force recommends that the CLRC should proceed as a pilot effort:

- The CLRC Pilot/Demonstration Project should be administered within the Department of Defense by the National Security Education Program (NSEP).
- The pilot project will include a limited set of languages classified as high, intermediate, and lower priority.
- The pilot project will include a number of issues for further study, including a number of issues that are yet to be resolved as mentioned above.
- CLRC Pilot Project evaluation reports will be provided semi-annually and at the end of the three-year pilot cycle.

United States Civilian Linguist Reserve Corps
Feasibility Study

Background

Section 325 of Public Law 107-306 (Intelligence Authorization Act for Fiscal Year 2003) requires that “the Secretary of Defense, acting through the Director of the National Security Education Program (NSEP), shall prepare a report on the **feasibility** of establishing a Civilian Linguist Reserve Corps comprised of individuals with advanced levels of proficiency in foreign languages who are U.S. citizens who would be available upon a call of the President to perform such service or duties with respect to foreign languages in the Federal Government as the President may specify” (See Appendix I for the entire statute). Section 325 includes guidance that the Report should include:

1. A proposal for structure and operations of the Corps,
2. Requirements for performance of duties and levels of proficiency,
3. Requirements for skill maintenance and training requirements, and
4. Consideration of the model of the Reserve Components of the Armed Forces.

The concept of a Civilian Linguist Reserve Corps (CLRC) deserves serious attention as the national security community develops and implements a more systematic and comprehensive approach to identify, educate, and maintain (higher level) expertise in a diverse array of languages critical to national security. Many efforts are now underway to address serious deficiencies including: (1) a registry of government personnel with sufficient proficiencies in languages; (2) startup of a national virtual translation center; (3) expansion of federal language training at the Defense Language and Foreign Service Institutes to address higher levels of proficiency; (4) implementation of the NSEP National Flagship Language Initiative (NFLI) to provide programs in higher education at higher levels of proficiency; (5) implementation of LangNet to assist advanced language learning; (6) startup of University Affiliated Research Center at University of Maryland, (7) development by NSA and DLI of a Single Testing Metric (DLPT 5) with computer-delivered testing in more languages and at high proficiency levels; and (8) new incentives across the IC member agencies to bolster the hiring and retention of foreign language professionals. All of these efforts, and others, are vital elements of an approach to addressing the language deficit.

If determined feasible, the CLRC would address one critical dimension of the language deficit not covered by any of these efforts: the identification and “warehousing” of expertise in critical languages to be available when needed. The Corps concept extends from a reasonable assumption that the federal sector can never train, employ, and maintain high-level expertise in all languages that may be needed for short-, mid-, or long-term future requirements. Built upon the reserve model, but applied in a civilian environment, it would appear to be more efficient and cost-effective to maintain a cadre of qualified persons available in time of war or national emergency.¹⁷ The CLRC, in theory, would maintain a readily available civilian corps, with *certified* expertise in languages.

¹⁷ See Title 10, Subtitle E, Part I, Chapter 1003, Section 10102 for a definition of the purpose of reserve components.

Purpose

The purpose of this feasibility study is to determine if there is a reasonable body of information and infrastructure publicly available at this time to warrant the development of a United States Civilian Linguist Reserve Corps.

Establishing the Need

What is the need for a CLRC? Would federal agencies, primarily those involved in national and homeland security, utilize personnel in a CLRC to perform major tasks that cannot be adequately addressed by existing federal personnel? In order to gauge the potential need and practicality of the proposed CLRC, NSEP developed and distributed an **initial** questionnaire for a number of federal agencies with national security responsibilities (See Appendix II). The responses to the questionnaire indicate the potential value of a CLRC. All of the respondents (N=18) indicated that **the CLRC could help respond to crises or emergencies**.¹⁸ Overall, the results of the questionnaire suggest that there is considerable support, among federal national security agencies, for the possibility of a CLRC. The list of respondents and their specific answers are available in Appendix III.¹⁹ Certainly, should further efforts be undertaken toward implementation, a more in-depth and formalized study of the needs and requirements will be required.

The CLRC concept complements other ongoing federal programs and projects by offering the potential to address current and long-term needs for linguists in languages where expertise may be needed but where encumbering full-time federal positions is neither practical nor cost-effective.

Feasibility Issues and Recommendations

The issues to be considered in determining the feasibility of the CLRC are more comprehensive than any one organization could address. The National Security Education Program (NSEP) assembled a body of experts from inside and outside the Federal Government knowledgeable in the area of federal need for such a corps and the issues involved in developing such an organization. The composition of the CLRC Task Force is listed in Appendix IV. This report includes a review of the issues addressed with the Task Force and recommendations for Congress regarding the CLRC. The issues reviewed with the Task Force included:

- Civilian Model
- Composition
- Levels of Proficiency
- Certification
- Languages
- Administration
- Recruitment
- Terms of Service
- Activation
- Size of Force
- Clients
- Cost
- Accountability
- Next Steps

¹⁸ The questionnaire was sent to 26 federal agencies. Eighteen responded, producing a 69% return rate.

¹⁹ A list of the non-respondents is also provided at the end of Appendix III.

A number of these issues can only be preliminarily addressed in a feasibility study. The final section of this report (Next Steps) offers a number of approaches to considering these issues if the CLRC is further developed.

The remainder of the report will deal with a number of major feasibility issues discussed by the Task Force:

- I. Consideration of the military reserve model
- II. CLRC structure and operations
- III. Requirements for levels of proficiency and performance of duties
- IV. Requirements for skill maintenance and training requirements.

CONCLUSION: The CLRC Task Force has determined that the Civilian Linguist Reserve Corps is feasible under the following conditions.

I. Consideration of the Military Reserve Model

Civilian Model

- The Civilian Linguist Reserve Corps (CLRC) must be civilian in nature.

The formation of a linguist reserve corps requires consideration of a complex set of issues. Some best practices drawn from the military reserves can help guide the process. However, the shift from military to civilian environment, by definition, limits the direct applicability of one model to another. The CLRC will be, for the most part, an entirely new organization with only limited resemblance to its military counterpart. In order to be successful, the CLRC will need to draw from a wide range of civilian expertise both within and outside the federal sector including the higher education, non-profit, corporate, and heritage language community sectors. Some of these sectors are *non-traditional* sources of expertise for the national security community. Policies and regulations will need to provide a greater degree of flexibility than those used to administer a military reserve. It is, therefore, recommended that Title X be used only as a resource and not a model for the CLRC.

- Reservists enlist voluntarily.

Civilians with expertise in critical languages will be encouraged to volunteer for the CLRC. Participation of reservists must be entirely voluntary.

II. CLRC Structure and Operations

Composition

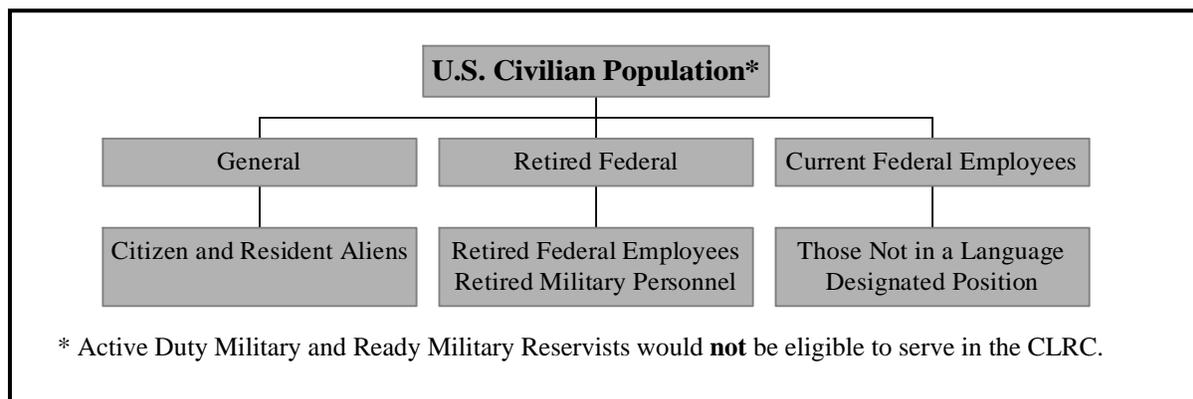
- Only those in the U.S. **civilian** population are eligible to serve in the CLRC as defined below.

Active duty military and ready military reservists should **not** be eligible to serve in the CLRC. This will prevent possible concurrent call-up for military service and civilian language service. Standby Reservists and military retirees (regular and reserve), who may be subject to military call-up under specific circumstances, would be eligible to serve in the CLRC.²⁰ The U.S. civilian population is defined to include those in the general civilian population, retired federal (civilian and military), and select federal employees:

1. **General civilian population:** It is recommended that both U.S. citizens **and resident aliens** be eligible to serve in the CLRC. Given that the U.S. military allows resident aliens to enlist, it seems reasonable to include them in the pool of potential members in the CLRC. Nevertheless, some agencies in the Federal Government may only be able to use CLRC members who are U.S. citizens, and possibly also only those with security clearance.
2. **Retired Federal Personnel:** The term “retired federal personnel” includes retired federal employees and retired military (either former active duty or former military reservists).
3. **Current Federal Employees:** Federal employees will be eligible to serve in the CLRC except for those Federal employees in language-designated positions. It would be counterproductive to strip agencies of their staff needs for language expertise only to provide it for another. Those in language *related* positions (i.e., language faculty) would be eligible to serve the CLRC, possibly under conditions similar to those of Standby Reservists.

The organizational chart in Figure 1 demonstrates a possible configuration of the CLRC.

Figure 1: CLRC Composition



²⁰ It may be necessary to develop a special tier of eligibility for CLRC members with this type of profile. One example could be that of “key employees” found in DoD Directive 1200.7 for Ready Reserve members, which highlights corps members who are only called up in special circumstances due to their particular expertise.

- CLRC members must be at least 18 years of age.

While no upper level age limit is necessary, CLRC members will need to be at least 18 years of age as of the date of their application to the program.

Languages

- The list of languages included in the CLRC should be as broad as possible, and reflect short- and long-term needs as well as priorities.

The major objective of the CLRC is to “warehouse” high-level expertise in languages that are currently or potentially critical to national security. It is the recommendation of the Task Force that the list of languages included in the CLRC be as broad as possible to insure a baseline capacity in all languages. Implementation of the CLRC will require a determination of language priority “tiers” in order to address short- and long-term needs as well as quantitative goals for the number of CLRC members by language. Appendix V provides a list of 150 languages that the Department of Defense has identified as languages that are or have the potential to be of interest to U.S. national security.

The National Security Education Program undertakes a survey of the national security community, every eighteen months, to identify those non-western languages that receive emphasis in its funding decisions. This list provides a potentially useful starting point for consideration of those languages that could be addressed during startup stages of a CLRC.

The most recent survey (2002) identified forty-seven (47) languages for emphasis. In addition, NSEP recently updated this survey by identifying the ten most critical of these 47. The list, provided below, highlights these ten:

- | | | | |
|--------------------------------|-------------------|----------------------|------------------|
| ▪ Albanian | ▪ Hindi | ▪ Mongolian | ▪ Tajik |
| ▪ Amharic | ▪ Hungarian | ▪ Pashto/Dari | ▪ Tamil |
| ▪ Arabic (and dialects) | ▪ Indonesian | ▪ Persian | ▪ Thai |
| ▪ Armenian | ▪ Japanese | ▪ Polish | ▪ Turkish |
| ▪ Azerbaijani | ▪ Kazakh | ▪ Portuguese | ▪ Turkmen |
| ▪ Belarusian | ▪ Khmer | ▪ Romanian | ▪ Uighur |
| ▪ Bulgarian | ▪ Korean | ▪ Russian | ▪ Ukrainian |
| ▪ Burmese | ▪ Kurdish | ▪ Serbo-Croatian | ▪ Urdu |
| ▪ Cantonese | ▪ Kyrgyz | ▪ Sinhala | ▪ Uzbek |
| ▪ Czech | ▪ Lingala | ▪ Slovak | ▪ Vietnamese |
| ▪ Georgian | ▪ Macedonian | ▪ Slovenian | |
| ▪ Hebrew | ▪ Malay | ▪ Swahili | |
| | ▪ Mandarin | ▪ Tagalog | |

These lists of 10, 47, and 150 languages provide some indication of which languages are presently in high, medium, and low demand. With these lists and ongoing surveys and requirements analyses, it will be possible to prioritize languages on an annual/biannual basis from the perspective of CLRC recruitment and training.

Finally, some form of infrastructure will need to be developed to assess languages by category and priority on a regular basis.

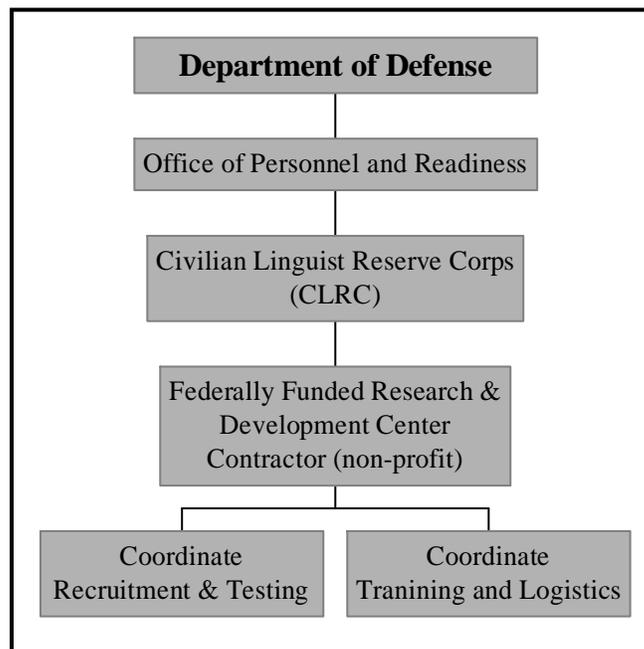
Administration

- Overall responsibility for a fully implemented CLRC should reside in the Department of Defense within the Office of the Under Secretary for Personnel and Readiness (OSD/P&R) as the policy proponent.

OSD/P&R proponency is most appropriate given that this office already has responsibility for developing and implementing civilian and military personnel policy, including reserve affairs. Figure 2 offers a possible example of proponency under OSD/P&R with actual operation assumed by a quasi-federal government agency/contractor. Alternatives to this model for administration of the CLRC with the Department of Defense are possible.

Activities of a contractor could include coordination of recruitment, language testing, payment for training, database management of CLRC members, and other related responsibilities. Furthermore, currency of data on CLRC members will be a critical component to the success of the corps. Therefore, it is recommended that database updates of CLRC members occur on a regular (and possibly annual) basis.

Figure 2: CLRC Administration



- Implementation of the CLRC can commence incrementally, beginning with a pilot/demonstration project.

It is recommended that incremental implementation of the CLRC begin with a pilot/demonstration project, during which full consideration of the CLRC locus be debated

and examined. Identification of a limited set of languages for a pilot CLRC will occur during this stage. Full details of this pilot project are provided at the end of this report in the section on “Next Steps.”

Recruitment

- Recruitment for the CLRC will be based on a national effort designed to attract Americans with language expertise to serve their country in times of national need. Populations associated with such language expertise will be targeted for recruitment. It is also recommended that contact be established with the Bureau of Census to explore the possibility to including optional data on language ability on a future census.

The coordinating organization for the CLRC will be responsible for contacting potential members with promotional and application materials developed with the approval of the authorizing organization/office. CLRC members will be recruited from three populations: general civilian population, retired federal/military, and current federal in non-language related positions.

The general civilian population includes important target groups with specialized language expertise, for example:

- Language specialists in elementary, secondary, and higher education
- Recipients of federal grants and scholarship aid to study critical languages (e.g., David L. Boren Graduate Fellows and Undergraduate Scholars funded by the National Security Education Program; Fulbright Scholars; Foreign Language and Area Studies award recipients)
- Special categories of language-oriented professionals such as former Peace Corps volunteers
- “Heritage” language communities

Retired federal employees and military personnel can be accessed through:

- Office of Personnel Management
- Department of Veterans Affairs

Special efforts will need to be made to identify those with relevant expertise since neither of these sources is specifically related to language issues.

Communication with current employees of the Federal Government with foreign language expertise can possibly be channeled through:

- **National Foreign Language Skills Registry within the Department of Defense (under development)**
 - Law Enforcement & Intelligence Agency Linguist Access System (LEILA)
 - Defense Manpower Data Center databases
 - Office of Personnel Management
- Several incentives for service can assist in the process of recruitment.

It is an assumption of this study that many Americans will consider serving in the CLRC based on motivation to contribute to national security as well as to develop and maintain

critical language skills. However, a number of incentives are also recommended to aid in recruitment:

- No fees or costs associated with initial application,
- Federally sponsored language certification for CLRC members (see “Certification”), and
- Federally subsidized programs for maintaining and improving language skills for CLRC members (See “Skill Maintenance and Training”).

Size of Force

- The size and scope of the CLRC is yet to be determined.

Federal agencies provided a preliminary gauge that the CLRC would be a beneficial complement to address the need for foreign language experts’ services in the Federal Government. Nevertheless, there are a number of questions yet to be answered regarding the size and scope of such a resource:

- What will be the targeted number of CLRC reservists? How will this be determined?
- Do we have sufficient expertise in the general population for the CLRC to fill all its language needs?
- If it is determined that the U.S. does not have a population of linguists to meet the need for a particular language, how will this issue be addressed?

These issues need to be addressed and explored, and are mentioned among the “Next Steps.”

Clients

- The Federal agencies that will benefit directly from the CLRC are yet to be determined.

The need for linguists is expanding throughout the Federal Government to include not only those directly involved in U.S. national and homeland security, but also in domestic issues. This study assumes that the sole purpose of the CLRC will be to serve only those organizations directly involved in national and homeland security. Nevertheless, the list of specific organizations that will benefit to the CLRC and have access to its members is yet to be outlined.

Accountability

- Some form of evaluation and accountability structure will need to be developed.

The organization assigned responsibility for the CLRC will be given responsibility to provide information on the effective implementation and operation of the Corps on an annual basis. Reporting information will be provided to the senior level in the administration (i.e., Office for Personnel and Readiness).

Cost

- The cost for start-up and for maintenance of the CLRC is yet to be determined. An initial budget will be required to undertake any next steps outlined by this report

A number of funding questions will need to be resolved:

- What is the anticipated cost for a fully implemented program? Would this be developed in stages (i.e., start-up, maintenance, etc.)?
- Will the CLRC be fully funded, and CLRC members provided to Federal agencies at no expense?
- How would a fee-for-service concept affect the overall cost and the popularity of the CLRC throughout the Federal Government?
- What would be the cost benefit ratio of the CLRC related to the current use of contracted language-designated professionals?

III. Levels of Proficiency and Performance of Duties

Levels of Proficiency

The national security community has increasingly recognized and codified the need for higher levels of proficiency (at the superior level) in most languages. However, it is also apparent that individuals with varied levels of proficiency can contribute to different mission areas, depending upon the availability of skills in the target language and the nature of the task. We do not wish to eliminate potential contributions of CLRC members based on an arbitrary minimal standard. The following important findings and recommendations regarding proficiency levels are offered with these thoughts in mind:

- CLRC members must have English proficiency.

It is strongly recommended that CLRC members possess Level 3 (L3) language proficiency or higher in all modalities of English (reading, writing, speaking, and listening).²¹

- CLRC members serving as Spanish linguists will need to demonstrate native proficiency (L5).

Spanish linguists must demonstrate level of native proficiency (L5) in two or more modalities. The CLRC will include Spanish because of large Latino/Hispanic populations both domestic and abroad critical to U.S. national security.

²¹ The Interagency Language Roundtable (ILR) coordinates the efforts of language teaching among U.S. government agencies. The ILR uses a scale to designate levels of language proficiency for specific jobs in the federal government. The ILR scale describes 11 levels of proficiency. Beginning with the least proficient, the levels range from 0, 0+, 1, 1+, 2, 2+, ...5. These levels apply to reading, writing, listening, and speaking. For example, Level 3 is the lowest level of professional proficiency. Level 4, often called "near native," is advanced professional proficiency, and Level 5 is the level of a well-educated, native speaker.

- The goal, for all languages other than Spanish, is to identify CLRC members with L3 proficiency or higher in all modalities for both English and a language(s) critical to U.S. national security.

However, we recommend at the outset that potential CLRC members must demonstrate a baseline L2 proficiency in at least two of the four modalities.

- It is likely that the CLRC will be composed of member “tiers” based on proficiency levels.

Prospective “tiers” include (1) those members with Level 3 proficiency and above, (2) those at Level 2 proficiency, and (3) those with basic proficiencies in more “rare” languages.

Certification

- A two-stage process for reviewing and certifying language proficiency is recommended.

The review process will include (1) a self-assessment through a preliminary CLRC application, and (2) follow-on certification offered only to a subset of applicants. The initial self-assessment strategy will serve both to limit the costs of CLRC recruitment, and provide a vital assessment of the numbers of potentially qualified civilian linguist volunteers in the U.S. population. At the current time, we have no baseline against which to estimate how many Americans possess language skills in critical languages. This data collection, alone, will provide invaluable information on the language capacity of the American population.

The initial application will provide an opportunity for each potential CLRC volunteer to provide an extensive self-assessment of language background, experience, and proficiency. Such a self-assessment approach is already in use in Europe, and has recently been adapted by NSEP for use in awarding its National Flagship Language Fellowships. Applicants will be encouraged, but not required, to include formal language assessment results from certified testing organizations (i.e., ACTFL/ILR).

- First Stage - Application. A review of the preliminary applications will determine which applicants are asked to proceed to the state of certification.

Preliminary applications will be reviewed by a panel composed of personnel drawn primarily from language teaching institutions (i.e., Defense Language Institute, the Foreign Service Institute, and higher educational foreign language programs). The review panel will be charged with responsibility for an initial vetting of applications to determine eligibility for a second-stage certification process.

In addition, the data derived from these applications will suggest the number of potential CLRC members, the languages addressed, and initial levels of proficiency in the general population.

- Second Stage - Certification. Those who proceed beyond the first review process will be assessed for language proficiency according to standard U.S. government procedures.

All CLRC applicants who proceed to the second stage will need to have their language proficiency formally certified. The CLRC will have to cover the cost for formal language evaluation relying on the Defense Language Proficiency Test (DLPT) or another U.S. Government approved assessment instrument. **It is anticipated that the Defense Language Institute will play an integral role in the certification process.**

- CLRC Composition. Those who are formally certified at the appropriate level of proficiency will be identified as being “ready” for service, and from hereon are referred to as “CLRC members.”

Those whose certification results are below the appropriate level of proficiency will only be retained if they are in a critical less commonly taught language. Those awaiting certification results will be classified as “standby.”

- Re-certification. CLRC members will need to have their language proficiency levels re-certified on a periodic basis.

Performance of Duties

- CLRC members will serve in a diverse number of roles, both domestic and overseas, some of which will include support to defense and intelligence forces.²²

Domestic Roles. There is considerable and recurring need for individuals with advanced levels of language proficiency to supplement the federal workforce during periods of national crisis or emergency. It is likely that many CLRC members will provide assistance in interpretation and translation on an “on-call” basis. Assignments will vary from very short-term tasks to efforts that will extend over several weeks or months. Part-time performance should be considered, as should the ability to perform duties from CLRC members’ home locations, as long as such an environment would not compromise national security interests.

Overseas Roles. Some CLRC members will also be required to fill support positions in overseas locations to supplement and support U.S. diplomatic, intelligence, and/or strategic operations. These assignments will require temporary relocation of CLRC members, and potentially longer assignments. CLRC members will not be integrated into operational forces, but can and should support “operations in the field.”

It is recommended that CLRC members be identified as eligible for assignment in either/or “domestic” and “overseas” roles. This will insure that, at times of call-up, the CLRC database will provide information by CLRC member, language skills, and availability for duty.

²² More specific regulations for CLRC member activation will be detailed during the pilot project.

- Preliminary findings indicate that Federal agencies are most interested in CLRC members with skills as interpreters and translators followed by analysts and area specialists.

Federal agencies responding to the initial CLCR questionnaire stated that their greatest need is for interpreters and translators. A second priority is for area specialists and analysts; a third priority is linguists as content specialists (i.e., physics, geology, or a particular field of study) or interrogators. These tasks also have important implications for language proficiency levels. Translators and interpreters, for the most part, will require highly advanced skills, while analysts, area specialists and content specialists could possibly contribute to particular tasks and missions with less advanced language skills.

Federal agencies were also asked if particular disciplines or fields of study among CLRC personnel could be of assistance to them. According to this initial survey, the fields of Humanities and Business/Economics/Trade were of greatest interest. Over half of the respondents also stated that fields in Computer and Information Systems, Sciences (i.e., Biology, Chemistry, Math, Physics, etc.) and Social Sciences (i.e., Anthropology, Education, Sociology, Political Science, Psychology, etc.) were of interest to them.

Finally, federal agencies were asked if they presently have linguists serving their organization to respond to national security emergencies, and if they presently have a *need* for linguists to respond to such emergencies. Thirteen respondents said that they currently have linguists to respond to crises, and 16 reported that they have need for more. Four respondents do not have linguists and presently need them, suggesting that the CLRC is especially attractive to them.

- Membership in the CLRC should occur in four-year cycles.

It is recommended that CLRC members should serve in four-year terms. Four-year cycles allow members to proceed through the processes application, review, certification, maintenance and improvement of skills, re-certification if necessary, possible call-up, and deactivation of participation. It is believed that a shorter period of membership will not provide a beneficial return on investment to the Federal government. At this time, it is not anticipated that any type of compensation will be provided to members on reserve unless called to active duty.

- Re-enlistment will be an option open to members.

CLRC members with satisfactory performance records through prior call-up and/or language skill maintenance efforts will be eligible to re-enlist. Re-enlistment would require language re-certification. Members will be encouraged to re-enlist for two or four-year cycles.

- Some Federal agencies will only be able to rely on CLRC members with security clearance.

It is clear that a number of federal agencies will require CLRC members to obtain security clearances in order to contribute to their missions. It will be advantageous to (1) identify and recruit members who already possess security clearance through positions as contractors or

as federal employees, and (2) develop a process whereby a select group of CLRC members receive and maintain security clearances in advance of possible call-up.

Some questions that will need to be answered regarding security clearance include:

- What levels of clearances will be needed?
- Will agencies be able to recognize clearances provided by other Federal agencies?
- Will the utility of the CLRC be significantly impacted by the presence or absence of members with security clearances?
- Will it be possible for the CLRC to provide members with security clearances? If so, would this be an incentive for attracting members?

Activation

- A number of critical issues involve call-up of CLRC members to active duty.

Several aspects of activation are known at this time. CLRC members can address important federal needs and missions on a routine basis. In other cases, CLRC members will be called upon to assist the federal military or civil workforces during crises or national security emergencies when there are surge requirements. Once called, CLRC members will serve in domestic and/or overseas settings. The CLRC will reserve the right to activate members into part-time or full-time service at or away from their home locations depending on the responsibilities of the needed service.

A number of additional questions for further consideration include:

- Who will have direct call-up authority?
 - How are individuals in the CLRC going to be called to active service?
 - How will the need for deployment be defined?
 - How much time will they be given to report for duty?
 - Could any conditions be allowed in which members could decline call-up? If so, on what bases?
 - Will the Corps be a peer-based organization? Will groups of reservists be called up as units? If so, will there be ranks and promotion procedures in the Corps?
- Legislation, similar to that in Title X, will be required to protect jobs of members during active service.
 - Compensation for activated CLRC members is required.

Some level of compensation will be provided to CLRC members upon call-up. The level of compensation is likely to depend upon each CLRC member's task order including, but not be limited to, proficiency level, job responsibilities, and the location of service. All travel and per diem expenses will be covered by the CLRC.

- Length of activation will depend upon mission and task, but in no case will extend beyond six (6) months. In many cases, it is anticipated that assignments will be for considerably shorter durations.

We recognize that the success of the CLRC will depend on our ability to attract a very specialized population of volunteers. Consequently, we consider **length of service** to be one of the more highly important CLRC issues. It is unlikely that the CLRC will succeed if potential members are likely to serve for long periods of time away from home.

We recommend that mandatory call-up will not extend beyond six (6) months. Second, we recommend that once a CLRC member has served full-time for more than three (3) consecutive months, that member will not be eligible for another activation for a period of at least 12 months. Finally, it is recommended that the number of total call-ups per year be limited in order to prevent a burdensome quantity of calls for service. In some cases, CLRC members will be allowed to volunteer for additional service beyond the rules stipulated above.

IV. Skill Maintenance and Training Requirements

- Skill maintenance and training opportunities will be provided to CLRC members representing a major benefit to those actively involved in the CLRC effort.

A primary benefit of CLRC membership will be the opportunity to maintain and develop language skills. To facilitate this process, CLRC members will have available to them an annual stipend (amount to be determined) to participate in language programs either at U.S. institutions of higher education or in federal government programs. CLRC administrators will work closely with federal language training institutions to develop and make available both resident and distributed learning modules. The current National Security Education Program sponsored National Flagship Language Initiative will also include programs in critical languages designed to provide opportunities for CLRC members.

Additional benefits may be available for members interested in developing proficiency in related and/or entirely different languages depending on CLRC need.

- A number of issues regarding skill maintenance and training requirements require additional investigation.

CLRC members will be required to maintain prescribed proficiency levels in order to remain in the corps. Nevertheless, the details of what would be required specifically and how this would be administered are yet to be determined:

- What happens to members whose proficiency levels decreases after re-certification?
- What happens to members whose levels of proficiency drop below the required level to be in the CLRC?
- Would support for language maintenance be sufficient compensation to develop a sufficient number of members?
- Would acquisition of new skills in a particular language be considered in compensation such as development of further understanding in regional or geographical knowledge, additional dialects, any of the four language-skill areas, or disciplines?
- What will be the guidelines for acquiring new skills? What limitations will outline the types of courses members may take?

- Would students need to submit a study plan or would universal guidelines be set for all members?
- How would such a system be administered and monitored?
- Would members be reimbursed upon completion of class/training or be provided their stipend beforehand?

It is assumed that other issues related to skill maintenance and training will arise during the process of exploring these questions listed above.

NEXT STEPS

CONCLUSION: Based on an assumption that the CLRC is a feasible concept, the CLRC Task Force recommends that the CLRC should proceed as a Pilot Project.

The CLRC proposal is one that merits significant attention as a major component of a national strategy. Because of the complexities and challenges of implementing the CLRC concept, we recommend incremental development of this effort by beginning with a pilot/demonstration project.

Pilot/Demonstration Project

- The pilot project should be administered within the Department of Defense by the National Security Education Program (NSEP).

NSEP has the requisite administrative capacity to oversee such an effort that will require extensive collaboration with populations and communities outside the federal government. Additionally, NSEP’s current Undergraduate and Graduate award recipients represent a potentially vital resource for initial CLRC members.

The pilot project will include (1) selecting several target languages, (2) identifying potential members, (3) implementing a pilot call-up working directly with several federal national and homeland security agencies, and (4) proceeding through a reserve cycle. Given one year to establish the process and two-years of implementation, **the pilot project is recommended for three years.**

- The pilot project will include a limited set of languages classified as high, intermediate, and lower priority.

The CLRC Pilot Project will provide an important opportunity to explore the issues related to identifying CLRC candidates for languages that provide varying degrees of challenges.

The following table provides an example of languages that could be considered for the pilot of the CLRC:

High Priority

Arabic
Chinese
Russian

Intermediate Priority

Uzbek
Serbo-Croatian
Indonesian

Lower Priority

Uighur
Swahili
Tamil

- The pilot project will include a number of issues for further study.

Throughout this feasibility study, a number of issues have been raised, some of which remain unresolved. During the course of the pilot project, NSEP will explore the unresolved issues in the following categories as they relate to the full implementation of the CLRC:

- Administration
- Languages
- Size of Force
- Clients
- Cost and Compensation
- Certification Issues
- Security Clearances
- Skill Maintenance and Training

In addition, impact on the CLRC as it relates to the use of contractors to supply language specialists for the federal government will need to be explored.

- CLRC Pilot Project evaluation reports will be provided semi-annually and at the end of the three-year pilot cycle.

In addition, a final report of the three-year pilot cycle will be provided summarizing the lessons learned, best practices, and recommendations for full implementation of the CLRC.

CLRC Appendix I

Public Law 107-306

107th Congress

Intelligence Authorization Act for Fiscal Year 2003

TITLE III—General Provisions

Subtitle C—Personnel

SEC. 325. Report on Establishment of a Civilian Linguist Reserve Corps.

(a) Report.—The Secretary of Defense, acting through the Director of the National Security Education Program, shall prepare a report on the feasibility of establishing a Civilian Linguist Reserve Corps comprised of individuals with advanced levels of proficiency in foreign languages who are United States citizens who would be available upon a call of the President to perform such service or duties with respect to such foreign languages in the Federal Government as the President may specify. In preparing the report, the Secretary shall consult with such organizations having expertise in training in foreign languages as the Secretary determines appropriate.

(b) Matters Considered.—

(1) In general.—In conducting the study, the Secretary shall develop a proposal for the structure and operations of the Civilian Linguist Reserve Corps. The proposal shall establish requirements for performance of duties and levels of proficiency in foreign languages of the members of the Civilian Linguist Reserve Corps, including maintenance of language skills and specific training required for performance of duties as a linguist of the Federal Government, and shall include recommendations on such other matters as the Secretary determines appropriate.

(2) Consideration of use of defense language institute and language registries.—In developing the proposal under paragraph (1), the Secretary shall consider the appropriateness of using—

(A) the Defense Language Institute to conduct testing for language skills proficiency and performance, and to provide language refresher courses; and

(B) foreign language skill registries of the Department of Defense or of other agencies or departments of the United States to identify individuals with sufficient proficiency in foreign languages.

(3) Consideration of the model of the reserve components of the armed forces.—In developing the proposal under paragraph (1), the Secretary shall consider the provisions of title 10, United States Code, establishing and governing service in the Reserve Components of the Armed Forces, as a model for the Civilian Linguist Reserve Corps.

(c) Completion <<NOTE: Deadline.>> of Report.—Not later than 6 months after the date of the enactment of this Act, the Secretary shall submit to Congress the report prepared under subsection (a).

(d) Authorization of Appropriations.—There is authorized to be appropriated to the Secretary of Defense \$300,000 to carry out this section.

CLRC Appendix II

QUESTIONNAIRE

In Support of a Feasibility Study for Establishing a United States Civilian Linguist Reserve Corps

The National Security Education Program (NSEP) at the National Defense University is directed to provide the United States Congress with a study of the feasibility of establishing a Civilian Linguist Reserve Corps (CLRC) [see PL 107-306, Section 325]. As part of this feasibility study it is important to undertake some preliminary assessments of the need for such a corps, including the types of tasks that reservists would perform. We appreciate your attention to this brief but vital component of the study.

Overview and Assumptions Regarding the CLRC Concept

The proposed CLRC would represent a corps of civilians who have certified language skills, and who would be relied upon to supplement the federal government during crises or national security emergencies. The following assumptions regarding the CLRC are under consideration. Please make these assumptions as you respond to the brief survey:

1. CLRC personnel would be provided to your organization at **no financial or administrative cost.**
2. CLRC personnel would **not** be available for use in “front line” military activities, but could be used to support military missions or activities associated with federal government organizations with national security responsibilities.
3. Some CLRC personnel will have security clearances.
4. The CLRC will **not** include active duty or reserve military personnel, or federal government employees who already serve as linguists or language specialists.
5. CLRC reservists’ language skills will include:
 - a. At least the equivalent of upper level competency (ILR Level 2)²³ in two or more language modalities (reading, writing, speaking, listening) in a language that is considered important to U.S. national security; and
 - b. Certified competency in ILR Level 3 in all modalities for English.

The CLRC would function in times of a national crisis or emergency. It would consist of language-certified personnel prepared to serve your organization when tasked by the appropriate national command authority to respond to a domestic or international event that necessitates immediate availability of professionals.

²³ The Interagency Language Roundtable (ILR) coordinates the efforts of language teaching among U.S. government agencies. The ILR uses a scale to designate levels of language proficiency for specific jobs in the federal government. The ILR scale describes 11 levels of proficiency. Beginning with the least proficient, the levels range from 0, 0+, 1, 1+, 2, 2+, ...5. These levels apply to reading, writing, listening, and speaking. For example, Level 3 is the lowest level of professional proficiency. Level 4, often called “near native,” is advanced professional proficiency, and Level 5 is the level of a well-educated, native speaker.

Please answer the following questions.

1. Could you use CLRC personnel to help your organization respond to a crisis or emergency?

Yes _____

No _____ (If no, please explain, and proceed to Question 5.)

2. What types of roles would CLRC personnel serve? (Please check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Translators | <input type="checkbox"/> Diplomats |
| <input type="checkbox"/> Interpreters | <input type="checkbox"/> Interrogators |
| <input type="checkbox"/> Analysts | <input type="checkbox"/> Negotiators |
| <input type="checkbox"/> Area Specialists | <input type="checkbox"/> Attaches |
| <input type="checkbox"/> Content Specialists (i.e., physics,
geology) | <input type="checkbox"/> Other (please specify below) |

[Other]_____

3. What kinds of skills would CLRC personnel need? (Please check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Translation | <input type="checkbox"/> Negotiations Skills |
| <input type="checkbox"/> Interpretation | <input type="checkbox"/> Interrogation Skills |
| <input type="checkbox"/> Formal Presentation Skills | <input type="checkbox"/> Weapons or Military Expertise |
| <input type="checkbox"/> Informal Conversation/Street Dialect | <input type="checkbox"/> Other (please specify below) |
| <input type="checkbox"/> Technical/Scientific Language
Expertise | |

[Other]_____

4. What disciplinary or professional specializations among CLRC personnel would be particularly helpful to your organization? (Please check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> Agriculture and Veterinary Sciences | <input type="checkbox"/> Sciences (i.e., Biology, Chemistry,
Environmental Sciences, Math,
Physics, etc.) |
| <input type="checkbox"/> Business/Economics/Trade | <input type="checkbox"/> Social Sciences (i.e., Anthropology,
Education, Int'l Affairs, Sociology,
Political Science, Psychology, etc.) |
| <input type="checkbox"/> Computer and Information Systems | <input type="checkbox"/> No particular disciplinary
specialization necessary |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Other (please specify below) |
| <input type="checkbox"/> Law/Legal Services | |
| <input type="checkbox"/> Humanities (i.e., Area Studies,
History, Languages/Linguistics, etc.) | |
| <input type="checkbox"/> Medicine/Medical Research | |
| <input type="checkbox"/> Public Policy and Urban Planning | |

[Other]_____

5. Does your organization **presently** have assigned language specialists and linguists to respond to national security emergencies?

Yes _____

No _____

6. Does your organization **presently** have a need for language specialists and linguists to respond to national security emergencies?

Yes _____

No _____

7. Additional Comments

CLRC Appendix III
CLRC Questionnaire Responses

Agency	1 - CLRC	2 - Roles	3 - Skills	4 - Disciplines	5 - Have	6 - Need	7 - Additional Comments
1. Bureau of Immigration & Customs Enforcement, Office of the Asst. Secretary	Yes	Translators, Interpreters, Interrogators	Translation, Interpretation, Informal Conversation/ Street Dialect, Negotiation Skills, Interrogation Skills	Business/ Economics/ Trade, Computer and Information Systems, Law/ Legal Services, Sciences	No	No	
2. Bureau of Immigration & Customs Enforcement, Intelligence Division	Yes	Translators, Interpreters, Area Specialists, Content Specialists	Translation, Interpretation, Informal Conversation/ Street Dialect, Technical/ Scientific Language Expertise	Agriculture and Veterinary Sciences, Business/ Economics/ Trade, Computer and Information Systems, Engineering, Law/ Legal Services, Humanities, Medicine/ Medical Research, Public Policy and Urban Planning, Sciences, Social Sciences	Yes	Yes	Q5 - Assigned to day-to-day operations. The most important items for ICE would be security clearances followed by U.S. citizenship.

Agency	1 - CLRC	2 - Roles	3 - Skills	4 - Disciplines	5 - Have	6 - Need	7 - Additional Comments
3. Defense Threat Reduction Agency	Yes	Translators, Interpreters, Area Specialists, Content Specialists	Translation, Interpretation, Formal Presentation Skills, Informal Conversation/ Street Dialect, Technical/ Scientific Language Expertise, Weapons or Military Expertise	Humanities, Sciences, Social Sciences, Other - Arms Control and Weapons of Mass Destruction backgrounds and experience	Yes	Yes	This Agency strongly supports the creation of the CLRC. In the past, DTRA has provided military linguists and civilian language specialists in support of national security emergencies. This language support has been limited to the Russian language. In the future, this Agency may need the support of CLRC in the following languages: Korean, Chinese, Arabic (to include all dialects), Hindi, Urdu, Kazak, Pashto, Uzbek, Persian-Farsi, and other languages and dialects spoken in the Middle East and Central Asia.

Agency	1 - CLRC	2 - Roles	3 - Skills	4 - Disciplines	5 - Have	6 - Need	7 - Additional Comments
4. Department of Commerce, International Trade Administration	Yes	Analysts, Attaches - Commercial	Technical/ Scientific Language Expertise - Economics and Trade	Business/ Economics/ Trade	Yes	Yes	<p>Q1 - Most recently our needs have centered on finding people with economic and trade skills (along with language skills if available) to put on the ground in countries like Afghanistan and Iraq to assist with the commercial dimensions of reconstruction efforts or as desk officers in Washington.</p> <p>Qs 5 & 6 - Answer "Yes" depends on location/ language</p>
5. Department of Energy	Yes	Translators, Interpreters, Analysts	Translation, Interpretation, Informal Conversation/Street Dialect, Technical/ Scientific Language Expertise (helpful, but not necessary)	Engineering, Humanities, Medicine/ Medical Research, Sciences	Yes	Yes	<p>Q6 - Yes and No: Some programs have access to language specialists and other do not.</p> <p>Having the Linguist Reserve Corps would assist NNSA to effectively interact with foreign counterparts. How would linguists be paid? Must the situations be an "emergency" only, or would the linguists be available for other situations? Would the corps keep up with evolving issues? Other countries not necessarily a present "emergency"?</p>

Agency	1 - CLRC	2 - Roles	3 - Skills	4 - Disciplines	5 - Have	6 - Need	7 - Additional Comments
6. Department of State, Foreign Service Institute	Yes	Area Specialists, Other - Native language speakers for development of training materials/ survival guides	Informal Conversation/ Street Dialect, Other - Ability to learn to produce authentic language-based training materials	Business/Economics/ Trade, Humanities, Social Science, Other - Teaching Experience	Yes	Yes	This represents the training institute's needs. I have forwarded to the Bureau of Human Resources and Language Services at State.
7. Department of State, Human Resources	Yes	Analysts, Area Specialists, Diplomats, Negotiators	Formal Presentation Skills, Informal Conversation/ Street Dialect, Negotiation Skills	Business/ Economics/ Trade, Computer and Information Systems, Law/ Legal Services, Humanities, Public Policy and Urban Planning, Sciences, Social Sciences	Yes	Yes	
8. Federal Bureau of Investigation	Yes	Translators, Interpreters, Monitors	Translation, Interpretation, Informal Conversation/Street Dialect	No Particular	Yes	Yes	Q1 - Only with language skill level at the 2+ or higher in the foreign language and English. The FBI would prefer individuals whose foreign language speaking and understanding skills are at the 3 or higher, and English speaking and writing skills are at the 2+ or higher.

Agency	1 - CLRC	2 - Roles	3 - Skills	4 - Disciplines	5 - Have	6 - Need	7 - Additional Comments
9. National Intelligence Council	Yes	Translators, Interpreters, Analysts, Area Specialists, Content Specialists, Interrogators	Translation, Interpretation, Formal Presentation Skills, Informal Conversation/ Street Dialect, Technical/ Scientific Language Expertise, Interrogation Skills, Weapons or Military Expertise	Agriculture and Veterinary Sciences, Business/ Economics/ Trade, Computer and Information Systems, Engineering, Law/ Legal Services, Humanities, Medicine/ Medical Research, Public Policy and Urban Planning, Sciences, Social Sciences	Yes	Yes	
10. National Security Agency	Yes	Translators, Interpreters (limited usage), Analysts, Area Specialists, Content Specialists	Translation, Interpretation, Informal Conversation/ Street Dialect, Technical/ Scientific Language Expertise, Interrogation Skills		Yes	Yes	[Not in survey, but based on Advisory Group meeting, we know that Security Clearance is a must for NSA.]
11. U.S. Coast Guard	Yes	Interpreters, Interrogators	Interpretation, Informal Conversation/ Street Dialect, Interrogation Skills	Business/ Economics/ Trade, Law/ Legal Services, Humanities, Social Sciences	Yes	Yes	Q1 - Mass migration from Caribbean countries comes to mind. We generally have adequate Spanish speakers for normal operations, but could benefit from CLRC assistance during crises. On occasion, we'd also benefit from access to French, Creole, Mandarin, Cantonese, and Arabic linguists.

Agency	1 - CLRC	2 - Roles	3 - Skills	4 - Disciplines	5 - Have	6 - Need	7 - Additional Comments
12. U.S. Customs & Border Protection	Yes	Translators, Interpreters, Analysts, Area Specialists, Content Specialists, Interrogators	Translation, Interpretation, Formal Presentation Skills, Informal Conversation/ Street Dialect, Technical/ Scientific Language Expertise, Interrogation Skills, Weapons or Military Expertise	Business/ Economics/ Trade, Computer and Information Systems, Law/ Legal Services, Humanities, Medicine/Medical Research, Public Policy and Urban Planning, Sciences, Social Sciences	No	Yes	
13. U.S. European Command	Yes	Translators, Interpreters, Area Specialists	Translators, Interpreters, Informal Conversation/ Street Dialect	Business/ Economics/ Trade, Humanities, Public Policy and Urban Studies, No Particular, Other [no details of which ones]	No	Yes	
14. U.S. Northern Command	Yes	Translators, Interpreters, Analysts, Area Specialists	Translation, Interpretation, Informal Conversation/ Street Dialect, Technical/ Scientific Language Expertise	Agriculture and Veterinary Sciences, Business/ Economics/ Trade, Computer and Information Systems, Law/ Legal Services, Humanities, No Particular, Other - Public Health, Transportation Lines	Yes	No	Q6 - CLRC for wartime/crisis augmentation only. Don't use the term "reserve" when communicating with DoD. It has very different implication from what is presented here.

Agency	1 - CLRC	2 - Roles	3 - Skills	4 - Disciplines	5 - Have	6 - Need	7 - Additional Comments
15. U.S. Pacific Command	Yes	Translators, Interpreters, "View foreign web sites, chat rooms"	Translation, Interpretation, Weapons or Military Expertise	Business/ Economics/ Trade, Computer and Information Systems, Sciences, Social Sciences	No	Yes	Routine requirements for language expertise exist outside of emergency situations. People require security clearances.
16. U.S. Southern Command	Yes	Translators, Interpreters, Analysts, Area Specialists, Content Specialists, Interrogators, Negotiators	Translation, Interpretation, Formal Presentation Skills (selected members), Informal Conversation/Street Dialect, Technical/Scientific Language Expertise (selected members), Negotiation Skills, Interrogation Skills	Computer and Information Systems, Engineering, Law/Legal Services, Humanities, Medicine/Medical Research, Public Policy and Urban Planning, No Particular	Yes	Yes	The TOUGH part is deciding what languages to focus on. Recommend a separate global survey. For example in this AOR, our language requirements are predominantly Spanish & Portuguese. Other theaters have much less common language requirements.
17. U.S. Special Operations Command	Yes	Translators, Interpreters, Analysts, Area Specialists, Interrogators	Translation, Interpretation, Informal Conversation/ Street Dialect, Interrogation Skills, Weapons and Military Expertise	Computer and Information Systems, Humanities, Social Sciences, No Particular, Other - Only a portion of CLRC members would need disciplinary/ professional skills	Yes	Yes	We envision CLRC in support of SOF missions, while not engaging in combat, would be required at operational objectives (i.e., raid sites, seized and secure targets) immediately after a seizure to assist with exploiting detainees or controlling/ interviewing populace. All Force Protection measures would be undertaken to keep CLRC personnel from hazardous areas. Security Clearance is a must!

Agency	1 - CLRC	2 - Roles	3 - Skills	4 - Disciplines	5 - Have	6 - Need	7 - Additional Comments
18. U.S. Strategic Command	Yes	Translators, Interpreters, Analysts, Area Specialists	Translation, Interpretation, Technical/ Scientific Language Expertise	Business/ Economics/ Trade, Computer and Information Systems, Engineering, Humanities, Sciences, Social Sciences	No	Yes	

Non-respondents

1. Air Force Material Command
2. Defense Advanced Research Projects Agency
3. Defense Intelligence Agency
4. Federal Emergency Management Agency
5. National Imagery and Mapping Agency
6. National Virtual Translation Center (FBI)
7. U.S. Central Command
8. U.S. Joint Forces Command

CLRC Appendix IV

United States Civilian Linguist Reserve Corps Task Force

Ms. Gail McGinn	Deputy Under Secretary for Plans Office of the Under Secretary of Defense, Personnel & Readiness Department of Defense Represented by Mr. John Vonglis, Director of Management Initiatives
Mr. John Winkler	Deputy Assistant Secretary, Reserve Affairs Office of the Under Secretary of Defense, Personnel & Readiness Department of Defense Represented by Mr. Wayne Spruell, Principle Deputy
Dr. Richard Brecht	Director, Center for Advanced Study of Languages University of Maryland, College Park
Mr. Glenn Nordin	Office of the Under Secretary (Intelligence) Department of Defense
Dr. Ray Clifford	Provost, Defense Language Institute Department of Defense
Ms. Renee Meyer	Senior Language Authority National Security Agency
Ambassador Mike Lemmon	Dean, Language School Foreign Service Institute Represented by Ms. Kathy James, Associate Dean, Management
Dr. William Nolte	Deputy Assistant Director of Central Intelligence for Analysis and Projection Central Intelligence Agency

CLRC Appendix V

Languages of Interest to U.S. National Security (N=150)²⁴

Language	Language Identification Codes		Estimated Speakers World-Wide	Primary Countries
	Current	Proposed		
Afrikaans	AA	AFR	6,381,000	South Africa
Akan	AB	AKN	7,000,000	Ghana
Albanian	AB	ALB	5,000,000	Albania
Amharic	AC	AMH	17,413,000	Ethiopia
Arabic MSA	AD	ARB	150,000,000	Mid East, N. Africa
Algerian Spoken	DH	ARA	22,400,000	Algeria
Egyptian Spoken	AE	ARE	46,306,000	Egypt
Gulf Spoken	DG	ARG	2,440,000	Kuwait
Iraqi Spoken	DG	ARQ	13,900,000	Iraq
Syrian (Levantine) Spoken	AP	ARS	15,000,000	Syria
Jordanian Spoken	AK		n/a	Jordan
Libyan Spoken	AL	ARL	4,500,000	Libya
Moroccan Spoken	AM	ARM	19,542,000	Morocco
Sudanese Spoken	AV	ARN	19,000,000	Sudan
Tunisian Spoken			9,308,000	Tunisia
Yemeni Spoken	AU	ARY	14,660,000	Yemen
Armenian	AR	ARM	6,000,000	Armenia
Assamese			14,634,000	India
Awadhi			20,540,000	India
Aymara	AY	AYM	2,200,000	Bolivia
Azeri	AX	AZR	31,434,000	Iran, Azerbaijan
Azeri North		AZN	7,000,000	Azerbaijan
Azeri South		AZS	24,434,000	Iran
Balochi	BT	BLC	6,000,000	Pakistan
Belarusan	BL	BLR	10,200,000	Belarus
Bengali (Bangla)	BN	BNG	211,000,000	Bangladesh
Berber	BR/TT	BRB	12,000,000	Algeria, Morocco
Brahui		BRH	2,200,000	Pakistan
Bulgarian	BU	BLG	9,000,000	Bulgaria
Burmese	BY	BUR	32,000,000	Myanmar
Cambodian (Khmer)	CA	KMR	8,000,000	Cambodia
Chechen	CK	CHE	1,000,000	Russia
Chhattisgarhi			10,985,000	India
Chinese			1,100,000,000	
Mandarin (Putongha)	CM	CHN	1,052,000,000	China
Cantonese (Yue)	CC	CCN	71,000,000	China
Hakka	CH	CHK	33,000,000	China
Min Bei			10,537,000	China
Min Nan	CD	CSM	45,000,000	China
Wu	CS	CWU	77,175,000	China
Hani (Yunnanese)			720,000	China
Czech	CX	CZC	12,000,000	Czech Republic
Danish	DA	DNS	5,326,000	Denmark
Dari	PG	PRA	7,000,000	Afghanistan
Dinka (Five types)	DJ	DNK	1,300,000	Sudan
Dutch	DU	DUT	20,000,000	Netherlands
Dzongkha			160,000	Bhutan
Estonian	ES	EST	1,100,000	Estonia
Fang (Fang-Bulu)	FA	FBU	858,000	Cameroon, Gabon
Farsi (Persian)	PF	PRF	30,000,000	Iran
Finnish	FJ	FIN	6,000,000	Finland
French	FR	FRE	128,000,000	France
Fulfude (Fulani)	FV	FUL	7,611,000	Nigeria

²⁴ The sources for these statistics range in origin from 1980 to 1995. Future research is recommended to update this information, which may include the addition of several languages and dialects suggested by NSA.

Language	Language Identification Codes		Estimated Speakers World-Wide	Primary Countries
Georgian	GG	GRG	4,103,000	Georgia
German	GM	GER	128,000,000	Germany
Greek	GR	GRK	12,000,000	Greece
Guarani	GU	GRN	32,000	Bolivia, Argentina
Gujarati	GW	GJR	46,000,000	India
Haitian-Creole	HC	HCR	7,800,000	Haiti
Haryanvi			13,000,000	India
Hausa	HS	HUA	39,000,000	Nigeria
Hebrew	HE	HBW	5,150,000	Israel
Hindi	HJ/HN	HND	487,000,000	India
Hungarian	HU	HNG	14,500,000	Hungary
Igbo (Ibo)	JB	IBO	18,000,000	Nigeria
Indonesian	JN	IND	210,000,000	Indonesia
Italian	JT	ITL	62,000,000	Italy
Japanese	JA	JPN	126,000,000	Japan
Javanese	JV	JVN	75,500,000	Indonesia, Java, Bali
Kannada	KA	KND	74,000,000	India
Kashmiri	KB	KSH	4,500,000	India
Kazakh	KE	KAZ	8,000,000	Kazakhstan
Kituba	KN	KTB	5,000,000	Dem. Rep. Congo
Kirgыз	KM	KRG	2,600,000	Kyrgyzstan
Korean	KR	KOR	78,000,000	Koreas
Kurdi	KU	KUR	6,000,000	Iraq, Turkey, Iran
Lao	LC	LAO	4,000,000	Laos
Latvian	LE	LAT	1,500,000	Latvia
Lingala	LJ	LGL	7,000,000	Dem. Rep. Congo
Lithuanian	LT	LTH	4,000,000	Lithuania
Macedonian	KA	MCD	2,000,000	Macedonia
Madura	MD	MDR	13,694,000	India
Magahi			12,000,000	India
Maithili			24,364,000	India
Malagasy	MG	MLG	9,400,000	Madagascar
Malay	ML	MLY	10,000,000	Malaysia
Malayam	MN	MLM	34,000,000	India
Marathi	MR	MRT	71,000,000	India
Marwari	RA	MWR	12,104,000	India
Moldovan (Romanian)	RQ	RUM	2,670,000	Moldova
Mongolian (Halh)	MV	MGL	2,330,000	Mongolia
Nepali	NE	NPL	16,050,000	Nepal
Norwegian	NR	NWB	5,000,000	Norway
Nuer			1,000,000	Sudan, Ethiopia
Oriya	QA	ORY	31,000,000	India
Oromo (Oromingna)	GA	ORM	7,500,000	Ethiopia
Pashtu	PU	PSH	9,685,000	Afghanistan
Philippine Languages			70,000,000	Philippines
Cebuano	VB	CEB	15,000,000	Philippines (Negros, Cebu)
Chavacano			292,000	Philippines (Zamboango, Basilan)
Hiligaynon	VY	HLG	7,000,000	Philippines
Ilocano	JL	ILC	8,000,000	Philippines (Luzon, La Union, Ilocos)
Magindanaon		MDH	1,000,000	Philippines (Zamboango, Maguindanao)
Maranao	LY	MRN	776,000	Philippines (Mindanao, Lanao)
Pangasinan	PN	PNG	1,200,000	Philippines (Luzon)
Sama			150,000	Philippines (Sulu)
Tagalog (Pilipino)	TA	TAG	57,000,000	Philippines (Manila, Luzon, Mindoro)

Language	Language Identification Codes		Estimated Speakers World-Wide	Primary Countries
Philippine Languages (cont.)				
Tausug		TSG	764,000	Philippines (Jolo, Sulu)
Yakan			105,000	Philippines (Sulu, Basilan)
Polish	PL	POL	44,000,000	Poland
Portuguese	PY	PTB/PTE	191,000,000	Portugal, Brazil
Punjabi	PJ	PJB	57,000,000	India, Pakistan
Punjabi (Gurmukhi)			27,000,000	India
Punjabi (Western)			30,000,000	Pakistan
Quechua	QU	QCH	9,000,000	Argentina, Peru, Chile, Bolivia
Romanian	RQ	RUM	26,000,000	Romania
Rundi (Kirundi)	KF/RN	RND	6,000,000	Burundi
Rwanda (Kinyarwanda)	KL	RWA	7,363,000	Rwanda
Russian	RU	RUS	277,000,000	Russia
Saraiki			15,015,000	Pakistan
Serbian-Croatian	SC	SRC	21,000,000	Former Yugoslavia
Shona	SH	SHN	7,000,000	Zimbabwe
Sindhi	SD	SND	19,800,000	Pakistan
Sinhala	SJ	SNL	13,220,000	Sri Lanka
Slovak	SK	SLO	5,600,000	Slovakia
Slovenian	SL	SLV	2,000,000	Slovenia
Somali	SM	SML	10,000,000	Somalia
Sotho (North & South)	SP	SOT	7,900,000	South Africa, Lesotho
Spanish	QB/LA	SPN/SPA	417,000,000	S. America (Spain)
Spanish Caribbean	QC			
Sunda (Sundanese)	DE	SDA	27,000,000	Indonesia (Java, Bali)
Swahili (Kiswahili)	SW	SWA	30,000,000	East Central Africa
Swedish	SY	SWD	9,000,000	Sweden
Tajiki	TG	TJK	4,380,000	Tajikistan
Tatar	TM	TTR	8,000,000	Russia
Tamil	TC	TML	74,000,000	India
Telegu	TE	TLG	75,000,000	India
Tetum			500,000	Indonesia (Timor)
Thai	TH	TAI	24,000,000	Thailand
Tigrinya	TL	TGN	5,135,000	Ethiopia
Turkish	TU	TUR	61,000,000	Turkey
Turkmen	UB	TKM	6,400,000	Turkmenistan
Uighur	UJ	UGH	7,600,000	China
Ukrainian	UK/RT	UKR	47,000,000	Ukraine
Urdu	UR	URD	104,000,000	Pakistan, India
Uzbek	UX	UZB	18,466,000	Uzbekistan
Vietnamese	VN	VNM	68,000,000	Viet Nam
Xhosa	WH	XHS	6,876,000	South Africa
Yoruba	YQ	YRB	22,000,000	Nigeria
Zhuang, Northern		ZHN	10,000,000	China

APPENDIX N
UNITED STATE 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

- Unites States Agency for International Development (USAID)
- Export-Import Bank of the US
- 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 US 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