



NATIONAL SECURITY EDUCATION PROGRAM

2013 ANNUAL REPORT

BOREN SCHOLARSHIPS AND FELLOWSHIPS
PILOT AFRICAN LANGUAGES INITIATIVE
THE LANGUAGE FLAGSHIP
ENGLISH FOR HERITAGE LANGUAGE SPEAKERS
NATIONAL LANGUAGE SERVICE CORPS
PROJECT GLOBAL OFFICER (PROJECT GO)
LANGUAGE TRAINING CENTERS

The estimated cost of report or study for the Department of Defense is approximately \$16,000 for the 2013 Fiscal Year. This includes \$7,000 in expenses and \$8,820 in DoD labor.

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AGENCY QUOTES

"FEMA has had a very positive experience with NSEP. The award recipients bring a wide variety of cultural knowledge, experience, and skills along with a strong commitment to public service. Their work ethic and contributions have resulted in a growing interest for additional NSEP Awardees throughout the Agency."

– *Federal Emergency Management Agency, Department of Homeland Security*

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

– *International Trade Administration, Department of Commerce*

"Analysts with NSEP experience are distinguished by their knowledge of culture, politics, and language that can only truly be gained through their intense study. Their recent, first-hand exposure to critical areas of inquiry complements the experience of their more senior colleagues, and this synergy creates new knowledge on a daily basis."

– *Defense Intelligence Agency, Department of Defense*

"NSEP awardees consistently enjoy tremendous success and impact at the U.S. Department of State, and we enjoy employing them. Their study abroad, area expertise, and language skills give them a leg up, helping them hit the ground running as productive and insightful analysts who make a genuine difference in our workforce."

– *Bureau of Intelligence and Research, Department of State*

"If you are looking for a motivated young professional who thrives in any environment and will quickly learn and excel at any skill you ask of them – hire a Boren Scholar or Fellow. Since 2006, the Private Sector Office has hired over 10 Boren alumni and each one has exceeded expectations and made a tangible impact in the national security community."

– *Private Sector Office, Department of Homeland Security*

"NSEP Awardees have proven to be very diligent and dedicated employees. Their cultural and linguistic capabilities have brought a depth of understanding to our analytic products that cannot be found by reaching out to country or regional focused academia."

– *Joint Improvised Explosives Devices Defeat Organization, Department of Defense*

STUDENT SERVICE HIGHLIGHTS

1997 – Department of Defense, Foreign Area Officer, U.S. Air Force

As an undergraduate at the University of Pittsburgh, Kenneth Knight received a Boren Scholarship to study Mandarin Chinese and Korean in northeastern China. Air Force Major (Ret) Knight was commissioned in 1998 and was assigned to U.S. Forces Korea as an F-16 Squadron Intelligence Officer, training U.S. and Korean pilots to recognize and defeat threats to air operations. With U.S. Air Forces Europe, Mr. Knight managed Intelligence Surveillance and Reconnaissance platforms supporting operation Joint Guardian. Due to his successes, the Defense Intelligence Agency promoted him to lead a number of sensitive intelligence collection programs including debriefing North Korean defectors. As a Foreign Area Officer, Mr. Knight represented the U.S. Air Force as an attaché to Taiwan, where he deployed to the Typhoon Morakot disaster area and coordinated U.S. participation in humanitarian relief efforts, the first U.S. military mission to operate from Taiwan soil since the 1970s. Mr. Knight now provides policy recommendations to the Headquarters, U.S. Air Force Intelligence, Surveillance, and Reconnaissance Directorate.

1998 – Centers for Disease Control, Field Epidemiologist, Center for Infectious Diseases

While pursuing a Master's in Biological Sciences at the University of California, Berkeley, Craig Milroy received a Boren Fellowship to study Portuguese in Brazil. Mr. Milroy then remained in Brazil to work for the Viral Gastroenteritis branch at the Centers for Disease Control (CDC), characterizing strains of rotavirus and develop and effective vaccine for preventing rotavirus. Mr. Milroy worked extensively in Salvador's shantytown neighborhoods while on his Boren Fellowship, and was uniquely qualified to facilitate the collaboration between the CDC and the Federal University of Bahia, his hosting institution. Mr. Milroy prepared study protocols in English and Portuguese, navigated human subjects research requirements in the U.S. and Brazil, and collected and prepared the dataset describing laboratory samples shipped from Brazil to the U.S. for state-of-the-art CDC analysis.

2001 – Department of Defense, Medical Doctor, U.S. Army

Jose Serrano received a Boren Scholarship to study Spanish in Panama while pursuing a Bachelor's of Science in Biology at Pennsylvania State University. Following his graduation, Captain Serrano enlisted in the U.S. Army and after receiving his medical degree from Ponce School of Medicine, began a medical career at the San Antonio Military Medical Center. Captain Serrano currently serves at the William Beaumont Army Medical Center, where he practices Orthopedic Surgery.

2003 – National Institutes of Health, Vaccine Research Fellow, National Institute of Allergy and Infectious Diseases

Kayvon Modjarrad was an M.D./Ph.D. candidate in the University of Alabama at Birmingham's Medical Scientist Training Program when he received a Boren Fellowship to support his dissertation work in Zambia. Dr. Modjarrad studied Nyanja while supervising a study on the impact of parasitic co-infections on HIV progression. His work contributed to building appropriate clinical infrastructure to treat HIV-infected patients through the President's Emergency Plan for AIDS Relief. Dr. Modjarrad subsequently completed training in internal medicine and infectious diseases and now serves as a Research Fellow at the Vaccine Research Center in the National Institute of Allergy and Infectious Diseases (National Institutes of Health), where he helps improve the rational design and clinical development of vaccines against several globally-significant pathogens. He leads the development of a vaccine against the Middle Eastern Respiratory Syndrome coronavirus and recently represented the U.S. at a World Health Organization-sponsored conference in Saudi Arabia.

2005, U.S. Agency for International Development, Congressional Liaison Officer, Bureau for Legislative and Public Affairs

Casey Redmon was an undergraduate at Northwestern University majoring in International Relations when she received a Boren Scholarship to support her study of Arabic in Egypt. Ms. Redmon is now a Congressional Liaison Officer in the Bureau for Legislative and Public Affairs at the U.S. Agency for

International Development (USAID). In this capacity, Ms. Redmon leads USAID's strategic communications and policy work with Capitol Hill on all international development work in the Middle East. In addition, she works with the Middle East and Asia Bureaus on messaging, prepares Agency representatives to testify before Congress, and facilitates briefings for Congress members and staff.

2005 – Department of the Treasury, Intelligence Analyst, Office of Terrorism and Financial Intelligence

Roger Polack studied in Thailand and Burma as a Boren Scholar while a student at the University of Wisconsin, Madison. Upon his return to the United States, he worked as a Southeast Asia Foreign Media Analyst for Department of Defense contractor Concepts & Strategies. He was subsequently hired by the U.S. Department of the Treasury as an Intelligence Analyst. In this capacity, Mr. Polack identifies financial threats and issues that could endanger U.S. national security systems.

2005 – Department of Defense, Special Assistant, Office of the Secretary of Defense for Policy

Ann Dailey received a Boren Scholarship to study Russian in Russia while studying International Relations at the University of Illinois, Urbana-Champaign. In 2009, Ms. Dailey was appointed Special Assistant to the Deputy Assistant Secretary of Defense for Russia, Ukraine and Eurasia in the Office of the Secretary of Defense for Policy (OSDP). In this capacity, Ms. Dailey oversaw U.S. defense policy formation, provided direct guidance to the U.S. Defense Advisor and U.S. Ambassador to NATO in Brussels, and oversaw the Arctic portfolio. Ms. Dailey managed U.S./Ukraine cooperation efforts and represented DoD's position during interagency discussions on how to respond to the Belarusian president's crackdown on protestors. Ms. Dailey also worked on the Russia Desk, representing OSDP at meetings of the Social Welfare Sub-Working Group and Maritime Security Cooperation Working Group.

2006 – Department of Defense, Office of the Deputy Assistant Secretary of Defense for East Asia

Anthony Holmes received a Boren Scholarship to study in Japan while pursuing an undergraduate degree at the West Texas A&M University. Mr. Holmes began his federal career as an Intelligence Analyst with the Defense Intelligence Agency, Office of Asia-Pacific Analysis and currently serves as a briefer for the Deputy Assistant Secretary of Defense for East Asia.

2006 – Department of State, Program Analyst, Office of the Middle East Partnership Initiative (MEPI)

Summer Jackson was a Stanford University International Relations undergraduate when she won a Boren Scholarship to study Arabic at the American University in Cairo. Ms. Jackson now works in the Department of State's Strategic Planning and Resources Division, Middle East Policy Initiative, where she is responsible for assisting in the monitoring and evaluation of the Local Grants portfolio.

2007 – Department of Defense, Intelligence Analyst, Defense Intelligence Agency

Karl Mercer received a Boren Scholarship to study in Vietnam while pursuing a degree at Northern Michigan University. Mr. Mercer currently works as an Intelligence Analyst at the Defense Intelligence Agency, Southeast Asia branch, Office of Asia-Pacific Analysis. Mr. Mercer produces broad and complex all-source intelligence on Vietnam and regional Southeast Asian political and military capabilities, developments, and issues and advises senior leadership regarding these capabilities issues pertaining to Vietnamese leadership values, threat perceptions, and decision-making methods.

2007 – Department of Defense, Program Analyst, Office of the Deputy Inspector General for Intelligence and Special Assessments

Matthew Bush was an undergraduate at Ohio University when he received a Boren Scholarship to study Mandarin in China. Currently, Mr. Bush is Program Analyst at the Office of the Deputy Inspector General for Intelligence and Special Assessments. In addition, he is an Army Reserve Intelligence Officer. He conducts oversight of intelligence, counterintelligence, and security operations and functions of the intelligence community within DoD, ensuring intelligence resources and functions are properly executed. As a Company Commander of a Counterintelligence and Target Exploitation Company in the U.S. Army Reserves, Mr. Bush provides command and control, training, administration, Uniform Code of Military Justice, logistical support, and oversight for over 80 assigned Soldiers. Mr. Bush is directly responsible for global deployment of Counterintelligence Special Agents and Cryptologic Linguists.

2008 – Department of State, Foreign Affairs Officer, Office of Japanese Affairs

Elizabeth Gee was an undergraduate at the University of Notre Dame when she received a Boren Scholarship to study Japanese in Japan. Ms. Gee now serves as a Foreign Affairs Officer in the Bureau of East Asian and Pacific Affairs, Office of Japanese Affairs at the U.S. Department of State. She serves in the Japan Desk's four-person Economic Unit, which is the focal point for planning, coordination, and execution of U.S. economic, trade, science, and technology policy for Japan. Ms. Gee drafts briefing memoranda, position papers, background papers, press guidance, and other documents in support of senior-level engagements, as well as provides support to U.S. Embassy Tokyo and its partners on the development of educational and leadership programs. Ms. Gee also represents the Department on critical national security protection cases reviewed by the Committee on Foreign Investment in the United States and the Department of Commerce's SelectUSA investment initiative.

2008 – Department of Defense, Chief of Intelligence, U.S. Air Force

Sean Murawski was studying International Politics at the George Washington University when he received a Boren Scholarship to study Mandarin in China. Lieutenant Murawski is currently Chief of Intelligence for the 55th Rescue Squadron at Davis Monthan Air Force Base. He leads a four-person team of Intelligence Analysts responsible for providing support to worldwide deployable Combat Search and Recovery Airmen. In addition, Lieutenant Murawski serves as his unit's Security Manager and Operations Security Manager. In these positions, he is responsible for the protection and security of all classified material produced and used within the squadron. Lieutenant Murawski recently deployed to Kandahar, Afghanistan, where he managed the collection, analysis, and dissemination of accurate battlefield intelligence.

2009 – Department of Health and Human Services, Epidemic Intelligence Service Officer, Centers for Disease Control and Prevention

Dr. Terrence Lo graduated with a Doctorate in Public Health from the University of California, Berkeley in 2011, after receiving a Boren Fellowship to support his dissertation research in Uttar Pradesh, India. As an Epidemic Intelligence Service Officer in the Division of Tuberculosis Elimination, International Research and Programs Branch, Dr. Lo is involved in public health investigations that involve tuberculosis both domestically and abroad.

2010 – Department of State, Desk Officer, Office of Maghreb Affairs

While pursuing her Master's at Johns Hopkins University's School of Advanced International Studies, Lydia Sizer received a Boren Fellowship to study Arabic in Lebanon and Syria. Ms. Sizer is one of two Country Desk Officers for Libya in the Office of Maghreb Affairs at the U.S. Department of State. Her responsibilities include ensuring that programs pursued by other agencies support U.S. policy objectives in Libya, liaising with the Libyan Embassy in Washington and the U.S. Embassy in Tripoli, working closely with the U.S. Embassy in Tripoli to ensure close communication and coordination between Washington and the field, and communicating U.S. policy in Libya to Congressional, public, and governmental audiences. Following the Benghazi attack in September 2012, Ms. Sizer used contacts on the ground to augment information and worked to prepare senior officials for a series of high-level interagency meetings chaired by the White House to determine the course of U.S. policy toward Libya.

2010 – Department of Defense, Operational Law Attorney, U.S. Army

Captain Charlie Fowler completed a Bachelor's degree at the University of Oklahoma while participating in the Reserve Officers' Training Corps program. As a law candidate at the Washington College of Law at American University, he applied for a Boren Fellowship to study in the law department at Bilgi University, Turkey. He is now an attorney with the Judge Advocate Corps in the U.S. Army Special Operations Aviation Command in Fort Bragg. Captain Fowler is responsible for the legal aspects of mission and operations planning, including reviewing training and operations to ensure compliance with domestic, foreign, and international laws, regulations, and policy.

2010 – Department of Defense, Judge Advocate, U.S. Navy

Lieutenant Ryan Sylvester graduated from the Fordham School of Law in 2011 after studying law in Egypt as a Boren Fellow. In his capacity as a U.S. Navy Judge Advocate, Lieutenant Sylvester provides legal advice to commanders in the Naval District Washington region, prosecutes crimes under the

Uniform Code of Military Justice, and provides legal advice to service members on matters affecting their non-criminal legal interests.

2011 – Department of Homeland Security, Refugee Officer, U.S. Citizenship and Immigration Services

Amy Doherty was a graduate candidate at American University focusing on International Affairs when she received a Boren Fellowship to support her study of Arabic in Morocco and Israel. Ms. Doherty is currently a Refugee Officer in the Refugee, Asylum, and International Affairs Division at the Department of Homeland Security. Ms. Doherty adjudicates refugee-related applications by researching political climates, human rights conditions, and cultural practices of the requesting applicant.

INTRODUCTION

The National Security Education Board (the Board) advises the National Security Education Program (NSEP) on how it can continue to support the growing national need for a federal workforce skilled in languages and culture. The Board is constituted of representatives from partner government agencies as well as of members of the private sector who have been appointed by the President of the United States. Together, the Board works with the NSEP staff to enhance opportunities for student internships and national strategic language needs. It also provides a vision and strategy to support innovation in our education system, increasing our language teaching and learning capabilities.

As a key component of the Defense Language and National Security Education Office (DLNSEO) within the Office of the Under Secretary for Personnel and Readiness, NSEP continues to play an ever-increasing role in creating a workforce for the 21st century. NSEP maintains its long-term commitment to supporting the needs of the broader national security community while providing the Defense Department with an enhanced capability to recruit top talent into the quality force we will need for the 21st Century. NSEP's purpose, as outlined in the David L. Boren National Security Education Act of 1991 (P.L. 102-183), as amended, codified at 50 U.S.C. §1901 et seq (NSEA) is to support the development of a broader talent pipeline to meet needs of the federal government to recruit, train, sustain, and enhance language and culture capabilities to support national security and defense readiness. NSEP programs address the challenge of U.S. foreign language and culture preparedness and readiness within the Department of Defense.

This 2013 National Security Education Program Report to Congress outlines a number of important changes to the program. The National Defense Authorization Act of 2013 included an amendment to the NSEA providing for legislation to establish the National Language Service Corps (the Language Corps). Building on a five-year pilot program, Language Corps provides the nation the capability of drawing upon a national resource of language-enabled professionals – U.S. citizens with high language proficiency who are willing to serve when the need arises. This year, members of the Language Corps provided important services to fill needs at the U.S. Joint POW/MIA (Prisoners of War /Missing in Action) Accounting Command and the U.S. Army Pacific, the United States Central Command, and the U.S. Department of Labor. Services were provided in locations such as Suffolk, Virginia; Tampa, Florida; and Honolulu, Hawaii as well as abroad in Qatar, Germany, Tajikistan, and Vietnam. With a membership now at 5,000 individuals covering over 260 different languages, the National Language Service Corps is designed to provide not only an important surge capability for national readiness, but also the ability for the federal government at large to retain access to key language skills during times of force reduction and retirement.

NSEP maintains its unique charge of working directly with the U.S. educational system to create educational initiatives changing the way Americans learn languages and culture at all stages of the educational and training process. Every year, the quality of individuals who enter federal service on account of the Boren Scholarships and Fellowships program, the Language Flagship, and the Reserve Officers Training Corps Project GO program has been impressive. Examples of the success of up and coming talent can be seen in individuals such as Boren Scholar Jay Truesdale, a Reserve Officer in the U.S. Navy, who is currently using his skills as the Chief of Staff in our Embassy in Islamabad or Boren Fellow Matthew Wagner, Assistant Regional Security Officer at the U.S. Embassy Algiers, Algeria. These individuals provide a testament to the success of creating the conditions to support and recruit great talent from our nation's colleges and universities into public service.

NSEP DIRECTOR LETTER

I am pleased to put forward the 2013 National Security Education Program Annual Report to Congress, required under the David L. Boren National Security Education Act of 1991 (P.L. 102-183), as amended, codified at 50 U.S.C. §1901 et seq (NSEA). The National Security Education Program (NSEP) was established in 1991 to develop language and cultural capability for the federal workforce by partnering directly with the educational sector.



Designed to partner with the educational community to support scholarships, fellowships, and institutional grants, the Program has evolved over the past two decades to establish effective relationships with hundreds of academic, governmental, and non-governmental stakeholders at home and abroad, providing opportunities for school-age students, undergraduates, and graduate students to prepare themselves for an increasingly globalized federal workforce. NSEP's initiatives have been designed over the years to be complimentary in nature.

NSEP's signature David L. Boren Scholarships and Fellowships program provides support to a highly selective group of our nation's most promising young talent to develop knowledge and skills in countries and regions critical to our nation's national and economic security. The Boren program has provided the federal government an important pathway to federal service for students through our representatives at over 1,000 colleges and universities. NSEP also supports over 50 separate grant programs at colleges and universities to create opportunities for students of all majors to reach high levels of language proficiency through the Language Flagship and the Reserve Officers Training Corps (ROTC) Project GO program.

By developing a pipeline of citizens equipped with language, regional, and cultural competencies, NSEP has been fostering the capabilities needed to meet the United States' 21st century national security challenges. NSEP continues to innovate in developing this pipeline. Over the past few years and through the direction of Congress, NSEP has developed new language and culture programs such as the African Languages Initiative, Language Training Centers, and the National Language Service Corps. The Language Corps provides surge capacity across a full range of language requirements and needs to federal agencies. We have expanded the Language Training Centers Initiative to meet the just-in-time training needs of the Department of Defense. Applications to the African Languages Initiative have grown sharply in response to a growing importance of Africa, and the Language Flagship has established a new overseas Arabic program at the University of Meknes, in Morocco. NSEP has also developed an innovative relationship with the Air Force to support a pilot scholarship initiative, providing funding for Reserve Officer Training Corps students pursuing high-level Chinese, Russian, and Arabic studies at existing Language Flagship programs. NSEP is helping to change the U.S. higher education system and the way Americans approach the study of foreign languages and cultures, and we are proud of the work we have collectively achieved in 2013.

A handwritten signature in black ink that reads "Michael Nugent". The signature is written in a cursive style with a long, sweeping flourish at the end.

Dr. Michael Nugent
Director, National Security Education Program

2013 HEADLINES AND NEWS

NDAA'13 Expands NSEP's Role

The National Defense Authorization Act for Fiscal Year 2013 (NDAA'13) amended the David L. Boren National Security Education Act of 1991 (P.L. 102-183), as amended, codified at 50 U.S.C. §1901 et seq, officially adding the Secretary of the Department of Homeland Security to the National Security Education Board, as well as confirming the Board's Secretary of Energy seat. This key piece of legislation also formalized the role of the Director of National Intelligence on the Board and codified the National Language Service Corps.

Additionally, the NDAA'13 expanded "persons eligible for expedited federal hiring following completion of National Security Education Program Scholarships." Previously, many NSEP award recipients who had completed their Service Requirement, but were not yet eligible for career status, could not be non-competitively converted to a permanent civilian status. Section 956 of NDAA'13 will enable NSEP award recipients who have fulfilled their Service Requirement, but continue to work in the excepted service in a term or temporary status, or those recently separated federal employees, to achieve non-competitive career status. Ultimately, this legislation will make it easier for NSEP award recipients to fulfill their Service Requirement and remain in the federal government.

2013 Boren Scholarship and Fellowship Application Numbers Remain at Record Highs

NSEP received the second-highest number of Boren Scholarship and the third-highest number of Boren Fellowship applications since 1996, driving competitiveness and student innovation. The acceptance rate among undergraduate Boren Scholars was about 17% (161 recipients to 947 applicants), and the acceptance rate among graduate Boren Fellows was roughly 21% (110 recipients to 526 applicants).

2013 Language Flagship Proficiency Results Demonstrate High Success Rate

In 2013, The Language Flagship instituted oral proficiency testing rated on the Interagency Language Roundtable (ILR) scale for all students completing the overseas Capstone program. Of the 105 students tested across the Flagship

languages, 72% achieved a score of ILR 3 or higher in speaking, and 98% scored at ILR 2+ or higher. A subset of 11 Boren/Flagship Scholars had the opportunity to take the Defense Language Proficiency Test exhibited similar strength in reading and listening proficiency modalities. Out of 11 Boren/Flagship Scholars tested on DLPT in reading and listening, 64% achieved an ILR 3 rating in at least one modality, with 91% scoring ILR 2+ or higher on DLPT reading and 73% scoring ILR 2+ or higher on DLPT listening. All Flagship programs aim to graduate students with Interagency Language Roundtable Level 3 proficiency across multiple modalities.

The Language Flagship Launches Portuguese Capstone Program in Brazil

In February 2013, the first cohort of 12 Portuguese Flagship Overseas Capstone students from the University of Georgia began their program at Sao Paulo State University (UNESP). The students enrolled in courses related to their major including disciplines such as political science, sociology, international affairs, economics, public relations, history, biology and romance languages. Professional internships using Portuguese language skills included consulting with the Corporate Finance Deals Group at PricewaterhouseCoopers in Sao Paulo and work with a major advertising firm.



Air Force Awards Reserve Officers' Training Corps Scholarships for Study at Flagship Institutions

The Air Force Reserve Officers' Training Corps (ROTC) launched an ROTC/Language Flagship initiative by awarding eleven scholarships to students studying Arabic, Chinese, Korean,

Persian and Russian at Arizona State University, the University of California – Los Angeles, the University of Hawaii, the University of Maryland – College Park, the University of Mississippi, and the University of Wisconsin. Both the Army and Air Force now have agreements in place to award ROTC students with critical language scholarships. These scholarships will allow recipients to study at any existing Flagship program domestically and provide students the opportunity for a fifth year of study overseas. The goal of the pilot is to graduate ROTC students with ILR Level 3 proficiency across multiple modalities.

Boren Scholarship Alumni Selected as Presidential Innovation Fellows

Chris Cairns, a 2000 Boren Scholar to China, and Michelle Hertzfeld, a 2003 Boren Scholar to China, were selected by the White House as Presidential Innovation Fellows (PIF). The PIF program pairs top innovators from the private sector, non-profits, and academia with top innovators in government to collaborate during focused six to 13-month "tours of duty" to develop solutions that can save lives, save taxpayer money, and fuel job creation. Mr. Cairns completed his NSEP Service Requirement in the Department of Homeland Security. Ms. Hertzfeld completed her NSEP Service Requirement in the Departments of Agriculture and Commerce.



Project GO Expands Proficiency Testing

NSEP implemented a pilot initiative during the summer of 2013 to administer online reading and listening proficiency assessment tests to Project GO students who attained the equivalent of four semester or twelve credits or more of language study. In addition to oral proficiency interviews, online reading and listening tests in Chinese and Russian were administered to approximately 100

Project GO students, with 84% of Chinese students and 77% of Russian students receiving scores of ILR Level 1 or better.

Language Training Centers Award New Grants

NSEP awarded new grants in a three-year cycle to nine institutions of higher education in October 2013 for the Language Training Center (LTC) program. In addition to existing relationships with Special Forces, Marine Corps, Army, Air Force, and the National Guard, this new grant cycle introduces relationships with the Defense Intelligence Agency and the National Security Agency. LTCs increases the Department's training capacity in critical and strategic languages and regional area studies for Defense personnel.

Annual Boren Convocation Held in Washington, D.C.

NSEP held its annual Boren Scholarship Orientation and Convocation on June 17-18, 2013 in Washington, D.C. More than 130 Boren Scholars attended, representing 32 states and 83 universities. As part of orientation exercises, Awardees visited Capitol Hill and met with their representatives in the Senate and in the House. More than 75 percent of students met with their three Members of Congress (two Senators and one House of Representatives member) and/or staff members to discuss their upcoming overseas studies and career aspirations.



Project GO Student Receives the Medal of Honor Foundation Scholarship

Cadet Shaelyn Layton, a senior at Embry-Riddle University and a Project GO student for the last three years, received a Medal of Honor Foundation Scholarship from the Congressional Medal of Honor Foundation for 2013. The scholarship program awards one outstanding ROTC undergraduate from each of the Army, Navy and Air Force ROTC programs nationally

who exemplify the spirit of courage, selflessness, service to country, and pursuit of academic and military excellence. Cadet Layton is majoring in Global Security and Intelligence and Chinese Studies. The award was presented to Cadet Layton by former Congressional Medal of Honor Foundation president, Retired Lt. Gen. Nicholas Kehoe, and Congressional Medal of Honor recipient Frederick Ferguson.

2013 Boren Scholars and Fellows Come from Diverse Backgrounds and Experiences

The class of 2013 Boren Scholarship and Fellowship recipients was among the most diverse in program history. About 55% of award recipients were female, while 45% were male (compared to the national average of study abroad participants at 64% female/36% male). More than 9% of award recipients were Asian or Pacific Islander, 7% black non-Hispanic, and 7% Hispanic (compared to the national average of study abroad participants at 7.9% Asian or Pacific Islander, 4.8% Black non-Hispanic, and 6.9% Hispanic). Nearly 81% of Boren Scholars chose to study abroad for more than six months, and more than 94% of 2013 Boren Fellows chose to study abroad for more than six months (compared to the national average of 3.8% of study abroad participants going overseas for six months or more). A total of 124 U.S. institutions of higher education had Boren Award recipients.

Hawaii Language Roadmap Established

Since 2007 The Language Flagship has conducted the language roadmap initiatives to address the language deficits in local, regional and state workforces. The first roadmaps were conducted in Ohio, Oregon and Texas in collaboration with the U.S. Department of Commerce and the U.S. Department of Labor. Similar initiatives were also launched by NSEP in Hawaii, Rhode Island and Utah.



In 2013, through an agreement with the Hawaii Governor's Office and the Korean Language Flagship Program at the University of Hawaii, Manoa (UHM), NSEP launched the Hawaii Language Roadmap Initiative. The initiative's goal is to create a roadmap for change in education, business, policy, and communities that will help shape the state's future multilingual workforce. Governor Neil Abercrombie and former U.S. Sen. Daniel K. Akaka were present at the official launch during the Hawaii Language Summit on March 13, 2013.

Boren Fellowship Federal Employment Seminar Boasts Record Attendance

NSEP's annual Boren Fellowship Symposium was held on September 23-24, 2013, and was attended by 65 Boren Fellows, five Flagship Fellows, NSEP and Institute of International Education staff, and several senior federal hiring officials. On the first day of activities, student participants were briefed about the federal hiring process and the NSEP Service Requirement, shared in an open-ended discussion panel with National Security Education Board members, participated in a resume workshop, and partook in panel discussions led by hiring officials and Boren alumni from the Departments of Defense, Homeland Security, and State and the Intelligence Community. On September 24th, Boren Fellows, along with Boren Scholars, EHLS Scholars, and Flagship Fellows, attended NSEP's Federal Job Information Session, where representatives from 13 federal agencies spoke to award recipients about current job openings and working for the federal government. In total, 125 award recipients attended.

NSEP Announces 7th Annual Boren Alumni Award Winners

On an annual basis, NSEP makes awards to alumni who have made outstanding contributions to the nation's security community. The Howard Baker, Jr. Award was named in honor of Ambassador Howard Baker, Jr. and is awarded to a former undergraduate Boren Scholar. Matthew Wagner of California was named NSEP's 2013 Howard Baker, Jr. award winner. Mr. Wagner is a Special Agent with the Department of State's Diplomatic Security Service, the youngest special agent in State history. Special Agent Wagner was a 2009 Boren Scholar in Jordan, where he studied Arabic. He currently serves as the Assistant Regional Security Officer at U.S. Embassy Algiers, Algeria, where he

is part of a small team that advises the Ambassador on all security matters and manages a complex range of security programs. Since moving to Algeria last year, Special Agent Wagner has used his French and Arabic language skills daily to communicate with his Algerian security counterparts. He joined Diplomatic Security after graduating Cum Laude from Georgetown University's School of Foreign Service in 2011, and was previously posted at State Department's Field Office in New York City.

The Sol Linowitz Award was named in honor of Ambassador Sol Linowitz and is awarded to a former graduate Boren Fellow. This year's Sol Linowitz Award winner, Joseph R. "Jay" Truesdale, IV, received a Boren Fellowship in 1999 to study Serbo-Croatian in Bosnia-Herzegovina. He is a career Foreign Service Officer with the Department of State, currently serving at Embassy Islamabad as the Chief of Staff. Mr. Truesdale oversees the Embassy's front office and its communication with the U.S. diplomatic mission in Pakistan, and is a principal point of contact for policy coordination with U.S. foreign affairs agencies. Prior to Pakistan, Mr. Truesdale served in Russia, Ukraine, and Hungary. He is also a reserve officer in the U.S. Navy and a former Fulbright Scholar. Mr. Truesdale holds degrees from Stanford, Harvard, and the Fletcher School of Law and Diplomacy at Tufts.



Both Mr. Baker and Mr. Truesdale were chosen based on the evaluations of a three-person committee, comprised of a federal hiring official, a Presidentially-appointed member of the National Security Education Board, and one member of the Boren Forum. Full listings and profiles of NSEP's Howard Baker, Jr. and Sol Linowitz award winners are included at Appendices A and B respectively.

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EXECUTIVE SUMMARY

BACKGROUND

The David L. Boren National Security Education Act of 1991 (P.L. 102-183), as amended, codified at 50 U.S.C. §1901 et seq., mandated that the Secretary of Defense create and sustain a program to award scholarships to U.S. undergraduate students; fellowships to U.S. graduate students; and grants to U.S. institutions of higher education. These awards are for study or program development in languages and regions critical to national security. Based on this legislation, the National Security Education Program (NSEP) was established.

Since 1994, NSEP has provided support to thousands of U.S. students who agree, in return, to work in qualifying national security positions. This agreement is known as the Service Requirement. In 2006, the Secretary of Defense designated the Under Secretary of Defense for Personnel and Readiness (USD/P&R) to oversee the program. The Under Secretary also chairs the statutory National Security Education Board, which is comprised of eight members of Cabinet-level government organizations and six Presidentially-appointed representatives. The Assistant Secretary of Defense for Readiness and Force Management performs the functions of the Board Chair when the USD/P&R is not available to chair a session of the Board.

In 2012, the NSEP office was merged with the Defense Language Office (DLO) to create the Defense Language and National Security Education Office (DLNSEO). Both DLO's and NSEP's missions endure under DLNSEO, and NSEP's initiatives, including Boren Scholarships and Fellowships, continue. DLNSEO's broader charge, leveraging both DLO and NSEP's capabilities, is to lead the Department of Defense's strategic direction on policy, planning, and programs for foreign language, culture, and regional expertise. DLNSEO oversees plans and programs, as well as evaluates changes in legislation, policies, regulations, directives, and funding to assess the impact on language, cultural, and regional capabilities within the Department for Active

Duty, National Guard and Reserve personnel, as well as DoD civilians.

MAJOR GOALS AND OBJECTIVES

NSEP was created to develop a much-needed strategic relationship between the national security community and higher education, addressing the national need for experts in critical languages and regions. NSEP is one of the most significant efforts in international education



since the 1958 passage of the National Defense Education Act, and it continues to play a critical role within the Department of Defense as a whole and DLNSEO specifically.

The David L. Boren National Security Education Act of 1991 (P.L. 102-183), as amended, codified at 50 U.S.C. §1901 et seq. outlines five major purposes for NSEP, namely:

- To provide the necessary resources, accountability, and flexibility to meet the national security education needs of the United States, especially as such needs change over time;
- To increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, counterproliferation studies, and other international fields that are critical to the Nation's interest;

- To produce an increased pool of applicants to work in the departments and agencies of the United States government with national security responsibilities;
- To expand, in conjunction with other federal programs, the international experience, knowledge base, and perspectives on which the United States citizenry, government employees, and leaders rely; and
- To permit the federal government to advocate on behalf of international education.

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



the federal workforce. NSEP is an integral component of a comprehensive national security strategy to eliminate the serious foreign language deficit in the federal government.

NSEP PROGRAMS

Today, NSEP, as part of DLNSEO, oversees nine critical initiatives designed to attract, recruit, and train a future national security workforce. All of NSEP's programs, as well as DLNSEO's broader strategic policy-making, are designed to complement one another, ensuring that the lessons learned in one program inform the approaches of the others. NSEP's full listing of initiatives includes:

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

independent projects that combine study of language and culture in geographic areas strategic to U.S. national security with professional practical experiences;

- **The Language Flagship:** Grants to U.S. institutions of higher education to develop and implement programs of advanced instruction in critical languages to attain professional-level proficiency¹;
- **English for Heritage Language Speakers (EHLS):** Individual scholarships to provide intensive English language instruction at U.S. institutions of higher education to U.S. citizens who are native speakers of critical languages;
- **National Language Service Corps (NLSC):** Initiative designed to provide and maintain a readily available corps of civilians with certified expertise in languages determined to be critical to national security, who are available for short-term federal assignments based on emergency or surge needs;
- **Project Global Officers (Project GO):** Grants to U.S. institutions of higher education, with a particular focus given to Senior Military Colleges, to improve the language skills, regional expertise, and intercultural communication skills of ROTC students who will go on to become military officers;
- **Pilot African Languages Initiative:** Pilot initiative to expand the quality and quantity of American students learning African languages by providing additional domestic and overseas language training for Boren Scholars and Fellows;
- **Pilot Flagship/ROTC initiative:** Pilot initiative to increase the number of ROTC students completing undergraduate degrees with professional-level proficiency in critical languages through participation in The Language Flagship; and
- **Language Training Centers initiative:** Initiative based at several U.S. institutions of higher

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

education, intended to deliver specific linguistic and cultural training for active duty

Reserve and National Guard, and DOD civilian personnel.

NSEP: THE FUTURE OF LANGUAGE AND CULTURE LEARNING

Since NSEP began granting awards in 1994, it has focused on providing opportunities for American students to pursue meaningful and rigorous language and culture study in areas of critical need to the United States. By all measures, NSEP, as a strategic component of DLNSEO, continues to achieve this goal. Its programs are comprehensive in scope. They:

- Create a pipeline of U.S. students skilled in critical languages and cross-cultural expertise who are highly-qualified to assume positions in the federal, national security community;
- Support critical language programs at U.S. institutions of higher education;
- Satisfy the immediate need for government surge requirements in language skills through a civilian corps of certified language experts available for short-term assignments; and
- Develop future military officers who possess the cross-cultural communication skills required for effective leadership in the 21st century operational environment.

PROGRAM EFFECTIVENESS

NSEP is an integral component of a national security strategy to eliminate the serious language deficit in the federal government. NSEP provides clear measures of performance and accountability for its initiatives, including: detailed monitoring of the performance of award recipients, language proficiency testing, and federal job placement assistance and tracking. To understand NSEP's unique contributions to the nation, it is important to compare NSEP award recipients with the average U.S. undergraduate or graduate student:

HOW ARE NSEP INITIATIVES DIFFERENT?

Other International Education Efforts

1. *Of all American students studying abroad, approximately 60% are enrolled in programs in Australia, Canada, New Zealand, and Western Europe.*²
2. *Fewer than 4% of all U.S. students who study abroad enroll in full academic- or calendar-year programs.*³
3. *Of all foreign language enrollments in U.S. higher education, 75% are in Spanish, French, German, and American Sign Language.*⁴
4. *The average U.S. college language major reaches limited working proficiency (at best) in commonly taught languages.*

NSEP Initiatives

1. *NSEP exclusively supports language study in regions of the world that are less-common destinations for American students. NSEP award recipients have studied in more than 120 countries, enhancing their proficiencies in more than 100 different languages.*
2. *NSEP emphasizes long-term academic study. Of all NSEP's 2013 award recipients, more than 85% opted to participate in study abroad for an academic year or longer.*
3. *NSEP focuses on the study of non-Western European languages, including Arabic, Mandarin, Persian, and other languages critical to national security and global competitiveness.*
4. *NSEP-sponsored language study is rigorous and effective. Award recipients are high-aptitude language learners who, over the*

² Institute of International Education (IIE). (2013). Open Doors Report 2013. Retrieved from <http://www.iie.org/en/Research-and-Publications/Open-Doors> December 20, 2013.

³ Institute of International Education (IIE). (2013). Open Doors Report 2013. Retrieved from <http://www.iie.org/en/Research-and-Publications/Open-Doors> December 20, 2013.

⁴ Furman, Goldberg & Lusin (2010). Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009. Modern Language Association. Retrieved December 10, 2010 from http://www.mla.org/pdf/2009_enrollment_survey.pdf

course of their NSEP-funded study, often achieve limited working to fully professional-level proficiency in their chosen, critical language.

DEFENSE LANGUAGE AND NATIONAL SECURITY EDUCATION OFFICE (DLNSEO)

DLNSEO, established in February 2012, merges the missions of the policy-driven Defense Language Office (DLO), with the national, program management mission of the National Security Education Program office. Building upon the 2005 Defense Language Transformation Roadmap, which called for DoD to establish a strategy to have people with the right skills in the right place at the right time, DLNSEO's broader mission addresses, at a DoD and a national level, the entire language, regional, and cultural spectrum of activity – from public school education to initial foreign language training for civilian and military populations; assessment, enhancement, and sustainment of that training; and the leveraging of international partners. Through DLNSEO, DoD now has the unique ability to develop coherent departmental and national language strategies, develop and coordinate programs, policies, and initiatives, and lead the way forward in shaping our nation's capability to effectively teach critical languages.

The Director of DLNSEO serves as the Director of NSEP and reports to the Deputy Assistant Secretary of Defense for Readiness (DASD(R)). The DASD(R) serves as the Department of Defense Senior Language Authority for issues related to policy and guidance for DLNSEO. DLNSEO is a component of the Defense Human Resources Activity (DHRA), which provides DLNSEO support for administrative and management issues.

DLNSEO works with the National Security Education Board (NSEB) and the Defense Language Steering Committee (DLSC) General/Flag officers to develop guidance for NSEP. NSEB and DLSC members alike serve in an advisory capacity. While the DLSC is an internal committee consisting of Senior Executive Service members from 25 key components across DoD, the NSEB is an interagency board with federal representatives from the Departments of

Defense, Commerce, Education, Energy, and State; the Office of the Director of National Intelligence; and the Chairperson of the National Endowment for the Humanities, along with six Presidentially-appointed members.

DLNSEO fills both DoD's and the nation's foreign language needs through many avenues. It participates actively in the DoD language community's strategic planning in order to respond to Personnel and Readiness requirements. It collaborates with other federal partners, including the Office of the Director of National Intelligence, the Department of State, and the Department of Education to tackle inter-agency language training issues. It has changed the expectations for what can be done by the academic field, as evidenced by external studies such as the Congressionally-requested Leveraging Language and Cultural Education and U.S. Higher Education Programs. It has produced the types of real results required to impact the nation's linguistic, regional, and cultural capabilities for the present and into the future.

In addition to oversight of NSEP's nine key initiatives, including Boren Awards and The Language Flagship, DLNSEO conducts oversight of many high-value training and education programs, including the Defense Language Institute (both the Foreign Language Center and the English Language Center), the Joint Foreign Area Officer program, and DoD's language testing and cross-cultural competence initiatives. DLNSEO also develops and enhances relationships within the national education structure to support the enhancement of kindergarten through 12th grade to post-secondary education programs, pre-accession training, and formal in-service military and civilian training. Likewise, it supports the development of career pathways for military personnel equipped with language skills.

NSEP SERVICE REQUIREMENT

In exchange for funding support, NSEP award recipients agree to work in qualifying national security positions. This unique service requirement⁵ generates a pool of outstanding U.S. university students with competencies in critical languages and area studies who are highly committed to serve at the federal level in the national security community.

OVERVIEW

The NSEP Service Requirement was amended in 2008 to expand federal employment creditable under the Service Agreement.⁶ Award recipients from 2008-present are required to first search for positions in four “priority” areas of government, namely, the Departments of Defense, Homeland Security, and State, or any element of the Intelligence Community.⁷ If they are unable to secure work in one of the priority areas, they can search anywhere in the federal government for positions with national security responsibilities. As a final option, award recipients may fulfill their service in education. Work in education is only approved after an award recipient has made a demonstrated good-faith effort to first find positions within the four priority areas of government, and then in any national security-related federal position.



⁵ For a full legislative history of the NSEP Service Requirement, please refer to Appendix C

⁶ National Defense Authorization Act for Fiscal Year 2008, P.L. 110-181, Section 953

⁷ NSEP considers requests for service approval of priority agency government contract work on a case-by-case basis.

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

As of December 2013, 2,831 NSEP award recipients completed or were in the process of fulfilling their Service Requirements.⁸ The federal entities where award recipients are working include the Department of Defense, the Intelligence Community, and the Departments of Commerce, Energy, Homeland Security, Justice, and State.⁹

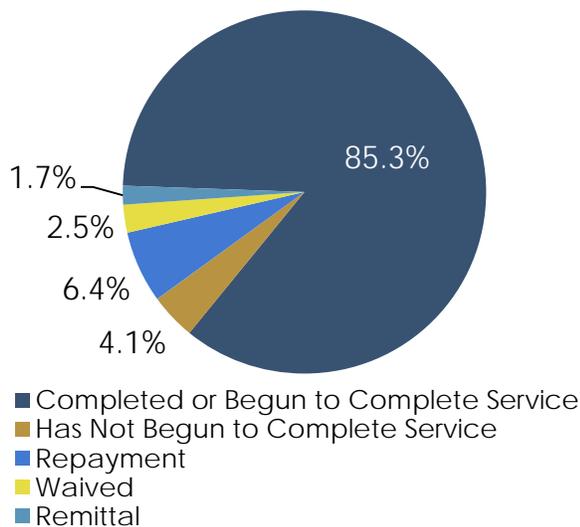
SERVICE REQUIREMENT PLACEMENTS

NSEP tracks Service Requirement fulfillment by collecting information from its award recipients through an annually-submitted Service Agreement Report. Of the 3,270 NSEP award recipients who have reached their Service Requirement deadline of December 31, 2013 or sooner, 2,682 (82%) have completed, or begun to complete, their service obligation through federal service or a position in U.S. education. The Service Requirement is also considered fulfilled if the award recipient opts to repay his or her award or receives a waiver of the Service Requirement. To date, 279 (8.5% of the total 3,270) award recipients have fulfilled service through these means. The following graph displays the service fulfillment information for award recipients whose deadlines for fulfillment passed on or before December 31, 2013.

⁸ The 557 Boren Scholars awarded in 1994 and 1995 did not incur an NSEP Service Requirement. Accordingly, NSEP only uses the 1996-2013 Boren Scholars to communicate these service statistics. All other NSEP award recipients have incurred an NSEP Service Requirement upon acceptance of their Scholarship or Fellowship. The 2,831 figure includes all award recipients who have fulfilled or begun to fulfill their NSEP Service Requirement, regardless of their Service Requirement deadline.

⁹ A listing of all federal agencies where NSEP award recipients have fulfilled service is included in Appendix D. Appendix E lists locations potentially appropriate to complete service, per legislation.

1994-2013 SERVICE REQUIREMENT
COMPLETION FOR NSEP AWARD
RECIPIENTS WHO REACHED THEIR SERVICE
DEADLINE (N=3,184)



It is estimated that most professionals will work in no fewer than five jobs during their careers. Anecdotal evidence suggests that many NSEP award recipients remain with the federal sector well beyond the duration of the Service Requirement. Although not part of the program's statutory authority, NSEP is committed to obtaining additional data on post-Service Requirement employment.

Boren Scholarship, and EHLS recipients have three years from their date of graduation to begin completing the Service Requirement, while Boren Fellows and Flagship Fellows¹⁰ have two years after graduation. Due to this timeframe, there are several hundred award recipients who have not yet begun to fulfill the Service Requirement.

Many award recipients are still students and therefore have not yet begun seeking employment to fulfill their Service Requirements. Other recipients have entered further education programs and have not yet entered the job market. There are also individuals who have just entered the job market in the past year and those who have been in the job market for more than a year but have not yet found work in fulfillment of the Service Requirement. Service Requirement fulfillment data for all award recipients, regardless of individual deadlines, is displayed in the graph below.

¹⁰ The final cohort of Flagship Fellows was awarded in 2011.

Award Type	Service by Sector		
	Federal	Academe	Both
Boren Scholars	1,107	195	33
Boren Fellows	710	495	49
Flagship Fellows	135	2	2
EHLS Scholars	114	2	3

PATHWAY TO FEDERAL SERVICE

Too often young and talented individuals, who possess highly sought-after skills, experience considerable setbacks when seeking a federal position. NSEP provides an innovative pathway to public service. NSEP award recipients:

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

NSEP has actively partnered with agencies to create specific career pathways. For example, Boren Fellows are eligible under the State Department's Diplomacy Fellows Program to bypass the Written Examination portion of the Foreign Service exam and may proceed directly to the Oral Assessment.

NSEP focuses on identifying scholarship and fellowship applicants motivated to work for the federal government. It then builds bridges to assist their entrance into the federal workforce. NSEP uses a hands-on approach to ensure that every award recipient is equipped with the knowledge and tools necessary to secure a federal job consistent with his/her skills and career objectives. NSEP regularly reviews the federal placement process and routinely implements

recommendations for modifications and refinements to this process. NSEP works to support the job search initiatives of its Awardees.

NSEP ensures that award recipients are committed to working in the federal government. In the applications for both Boren Scholarships and Boren Fellowships, all applicants are asked to indicate their career goals and to discuss the federal agencies in which they are most interested in working. Clear indication of motivation to work in the federal government is a critical factor in the selection of award recipients by the review panels for both programs.



From the time of initial application through award-granting, the NSEP Service Requirement is highlighted to students, all of whom are given materials clearly outlining the terms of the Service Requirement. Award recipients sign a document stating that they will seek employment in the Departments of Defense, Homeland Security, State, and the Intelligence Community. The document further stipulates that if they are unable to obtain employment in one of these agencies and have made a good faith effort to find employment, they may seek to fulfill service in any department of the federal government in a position with national security responsibilities as a government or contract employee, as appropriate, on a case-by-case basis. In addition, award recipients are given clear procedures on how to search for jobs and how to verify their efforts in obtaining employment in the federal government with the NSEP office.

NSEP staff members work directly with NSEP award recipients on their job searches. They provide job consultations, résumé and cover letter assistance, lead webinars on the Service Requirement, and provide award recipients with information about the logistics of fulfilling the

Service Requirement. In addition, staff liaises with hiring officials at a variety of government agencies to build hiring relationships and programs tailored specifically for NSEP Awardees.

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

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

NSEP FUNDING

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

NEEDS ANALYSIS FOR AREAS OF EMPHASIS

In 1995, NSEP began surveying federal agencies and organizations involved in national security affairs to assess their needs for individuals with global skills, based on their knowledge of world regions, languages and cultures, and field of study. The results of these surveys demonstrated that agencies are eager to locate and hire individuals with global skills that extend across a wide breadth of non-Western countries, who are proficient in less-commonly taught languages, and who have expertise in a broad range of disciplines.

This survey process resulted in an annual list of NSEP Areas of Emphasis, which follows. NSEP focuses on languages and areas identified as most critical while maintaining a vital investment in those languages and areas that may be important in the future. NSEP routinely consults with the Department of Defense Senior Language Authority, senior language officers throughout the government, and other national security agencies to revalidate and update the list based on assessments routinely undertaken by these organizations.

NSEP AREA OF EMPHASIS: WORLD REGIONS/COUNTRIES ¹¹

East Asia/South Asia/Pacific Islands		
Bangladesh	Cambodia	China
India	Indonesia	Japan
Korea, South	Malaysia	Nepal
Pakistan	Philippines	Sri Lanka
Taiwan	Thailand	Timor-Leste
Vietnam		
Eastern Europe		
Albania	Armenia	Azerbaijan
Belarus	Bosnia and Herzegovina	Bulgaria
Croatia	Czech Republic	Georgia
Hungary	Kazakhstan	Kosovo
Kyrgyzstan	Macedonia	Moldova
Montenegro	Poland	Romania
Russia	Serbia	Slovakia
Slovenia	Tajikistan	Turkey
Ukraine	Uzbekistan	
Latin America		
Argentina	Brazil	Chile
Colombia	Cuba	El Salvador
Guatemala	Haiti	Honduras
Mexico	Nicaragua	Panama
Peru	Venezuela	
Middle East/North Africa		
Algeria	Bahrain	Egypt
Israel	Jordan	Kuwait
Lebanon	Morocco	Oman
Qatar	Saudi Arabia	Tunisia
UAE	Yemen	
Sub-Saharan Africa		
Angola	Benin	Cape Verde

¹¹ World Regions and respective countries included are based on the U.S. Department of State classification system.

Congo, DRC	Congo, Rep.	Eritrea
Ethiopia	Ghana	Kenya
Mali	Liberia	Mozambique
Nigeria	Rwanda	Senegal
Sierra Leone	South Africa	Tanzania
Uganda		

NSEP AREA OF EMPHASIS: LANGUAGES

NSEP's emphasized list of languages reflects a need for more than 60 languages. The languages are listed in alphabetic order, and mirror the principal languages of each emphasized country of study, as well as all languages spoken on the African continent. Other languages and dialects spoken by a significant population on the Areas of Emphasis: World Regions/Countries list are also preferred as part of the Boren Scholarships and Fellowships review process.

Languages		
Albanian	African Languages (all)	Akan/Twi
Amharic	Arabic (all dialects)	Armenian
Azerbaijani	Bahasa	Bambara
Belarusian	Bengali	Bosnian
Bulgarian	Cambodian	Cantonese
Croatian	Czech	Gan
Georgian	Haitian	Hausa
Hebrew	Hindi	Hungarian
Japanese	Javanese	Kanarese
Kazakh	Khmer	Korean
Kurdish	Kyrgyz	Lingala
Macedonian	Malay	Malayalam
Mandarin	Moldovan	Pashto
Persian	Polish	Portuguese
Punjabi	Romanian	Russian
Serbian	Sinhala	Slovak
Slovenian	Swahili	Tagalog
Tajik	Tamil	Telegu
Thai	Turkmen	Turkish
Uighur	Ukrainian	Urdu
Uzbek	Vietnamese	Wolof
Yoruba	Zulu	

NSEP AREA OF EMPHASIS: FIELDS OF STUDY

NSEP accepts applications from individuals seeking degrees in multidisciplinary fields, including those listed below.

Fields of Study

Agricultural and Food Sciences

Area Studies

Business and Economics

Computer and Information Sciences

Engineering, Mathematics and Sciences

Foreign Languages

Health and Biomedical Science

History

International Affairs

Law, Political Science and Public Policy Studies

Social Sciences (including anthropology, psychology, sociology)

NATIONAL SECURITY EDUCATION BOARD

A 14-member National Security Education Board (NSEB), comprised of representatives from eight Cabinet-level departments and six Presidential appointees advise on NSEP's administration. The NSEB was established as part of NSEP, prescribed in the David L. Boren National Security Education Act of 1991 (P.L. 102-183), as amended, codified at 50 U.S.C. §1901 et seq., The Secretary of Defense oversees NSEP in consultation with the NSEB, serving as the statutory chairman. The Secretary delegated these authorities and responsibilities to the Under Secretary of Defense for Personnel and Readiness (USD/P&R), with the Assistant Secretary of Defense for Readiness and Force Management serving as Chair when the USD/P&R is unavailable.

needs, rather than the needs of a single agency. Additionally, NSEP's Director relies on the Board for guidance on hiring practices, internships, and security clearances, as well as providing guidance on proposed policy and guidelines.



The NSEB includes Cabinet-level members from the Departments of State, Commerce, Energy, Education, and Homeland Security, the Office of the Director of National Intelligence, and the Chairman of the National Endowment for the Humanities. NSEP's Presidentially-appointed members include experts from non-profit organizations, industry, and academia.

The NSEB provides important value to NSEP by ensuring that its programs remain focused on efforts that serve the broad national security interests of the United States. While NSEP falls within the Department of Defense, it has many additional federal beneficiaries, many of whom are represented on the Board. The Board helps build consensus that meets broad national



Board members represent NSEP's key federal constituents. Award recipients must fulfill government service in federal positions across government agencies related to national security, broadly defined. Board members represent the agencies that hire NSEP Awardees, providing feedback on how NSEP can best meet their needs and on what skills sets they require to accomplish the missions of their departments. Presidential appointees represent a larger constituency of members. All serving Board members have staff who can serve as liaisons to various agencies' hiring officials, helping to facilitate the job placement process of NSEP Awardees.



2013 NATIONAL SECURITY EDUCATION BOARD MEMBERS



U.S. DEPARTMENT OF DEFENSE
Mr. Frederick E. Vollrath
*Assistant Secretary of Defense for
 Readiness and Force Management*



DESIGNATED FEDERAL OFFICIAL
Dr. Michael A. Nugent
*Director, National Security Education
 Program*



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



PRESIDENTIAL APPOINTEE
Maj Gen Don Loranger (USAF, ret.)
*Director, Defense Critical Language
 and Culture Programs, University of
 Montana*



U.S. DEPARTMENT OF STATE
Ms. Meghann Curtis
*Deputy Assistant Secretary of State for
 Academic Programs, Bureau of
 Educational and Cultural Affairs*



U.S. DEPARTMENT OF COMMERCE
Mr. Ruben Pedroza
*Human Capital Officer, International
 Trade Administration*



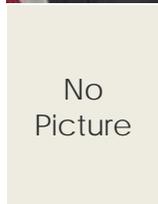
PRESIDENTIAL APPOINTEE
Mr. Michael Guest
*U.S. Ambassador (Ret.)
 Council for Global Equality*



U.S. DEPARTMENT OF EDUCATION
Mr. Clay Pell
*Deputy Assistant Secretary, International
 and Foreign Language Education*



PRESIDENTIAL APPOINTEE **Dr. Ana
 Margarita Guzmán**
*President, Santa Fe Community
 College*



U.S. DEPARTMENT OF HOMELAND
 SECURITY
Vacant



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



PRESIDENTIAL APPOINTEE
Vacancy



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



PRESIDENTIAL APPOINTEE
Vacancy



OFFICE OF THE DIRECTOR OF
 NATIONAL INTELLIGENCE
Ms. Deborah Kircher
*Assistant Director of National
 Intelligence for Human Capital*

2013 NSEB MEETINGS

NSEB JUNE 2013 – The June NSEB meeting was held in conjunction with the Boren Scholarship Convocation on June 6, 2013 in Washington, D.C. The joint events allowed Board members to engage with roughly 100 Boren Scholars attending the annual Convocation. Several Board members welcomed Convocation attendees. Board panelists focused on making the most of study abroad experiences and provided advice about navigating the federal job search process.

Following the Convocation welcome session, all Board members convened for a full meeting, chaired by Mr. Fred Vollrath, Assistant Secretary of Defense for Readiness and Force Management.

Subsequent to general NSEP updates, the Board turned to a comprehensive review of The Language Flagship program, which reached its ten-year anniversary in 2013. The Board also discussed opportunities for internships among NSEP award recipients, as well as spoke with the Deputy Director of the Defense Intelligence Agency, Mr. David Shedd, about federal strategic languages needs and approaches. A brainstorming session ended the meeting, wherein members shared ideas about advancing an overarching mission for NSEP.

NSEB SEPTEMBER 2013 – Based on feedback from its June 2013 meeting, the Board held a working group to discuss NSEP's strategic communication. The meeting was held in conjunction with another annual Boren event – the Boren Fellowship Federal Employment Seminar. As with the June 2013 meeting, Board members engaged with award recipients prior to convening as a working group, and participated on a robust panel discussion regarding the value of public service.

The working group examined approaches to strengthening national strategy on language and culture. During its kick-off meeting, the group explored outreach and networking opportunities, including advocacy of NSEP programs, to various key program stakeholders. At the meeting, Board members addressed identifying key end-users of NSEP resources, mapping out end-use capacity needs, pinpointing the extent to which end-users draw upon NSEP resources to realize their capacity needs, and articulating and drafting a way-forward communications strategy to engage both active and new partners. The group will continue to meet on an ad-hoc basis, reporting findings back to the full Board.

BOREN SCHOLARSHIPS AND FELLOWSHIPS

NSEP awards David L. Boren Scholarships to outstanding undergraduate students and David L. Boren Fellowships to outstanding graduate students who are U.S. citizens studying languages, cultures, and regions of the world critical to national security, including Africa, Asia, Central and Eastern Europe, Eurasia, Latin America, and the Middle East. Through long-term overseas study, Boren Scholars and Fellows learn to communicate across cultures and analyze economic, political, religious, and societal events from local, national, and global perspectives. In exchange for funding, Boren award recipients agree to work in qualifying national security positions in the U.S. federal government.

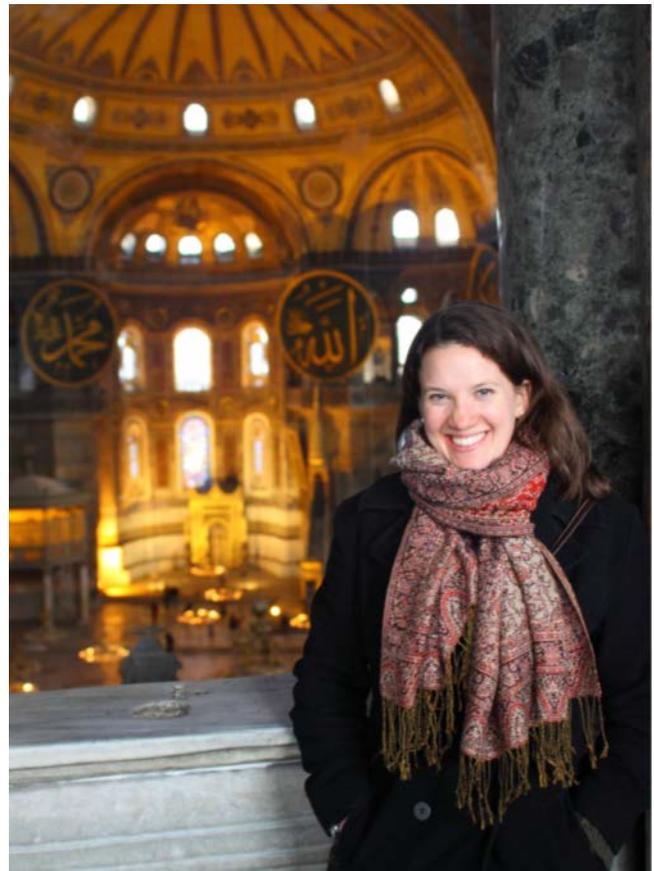
“Never in our history has it been more important for American’s future leaders to have a deep understanding of the rest of the world. As we seek to lead through partnerships, respect for and understanding of other cultures and languages is absolutely essential.”

- David L. Boren, President, University of Oklahoma and former U.S. Senator

In order to apply for a Boren Scholarship, applicants select a study abroad program in consultation with their study abroad office and Boren Campus Representative (there are nearly 1,300 Campus Representatives on more than 1,160 college and university campuses across the country). To apply for a Boren Fellowship, applicants design their own program, in consultation with academic advisors, to include language study and additional optional elements, such as subject-matter coursework, research, or academic internships. In support of the Boren application process, annual outreach is conducted to hundreds of U.S. institutions of higher education. Thousands of students apply for the program each year, as NSEP provides an excellent pathway into the Department of Defense, Department of State, and a myriad of additional federal agencies.

All applicants must identify how their study abroad program, as well as their future academic and career goals, contribute to U.S. national security. NSEP draws on a broad definition of national security, recognizing that its scope has expanded to include not only the traditional concerns of protecting and promoting American well-being, but also the challenges of global society, including sustainable development, environmental degradation, global disease and hunger, population growth and migration, and economic competitiveness.

Boren Scholarships and Fellowships are awarded with preference to students who are highly motivated by the opportunity to work in the federal government. Preferences are also given for countries, languages, and fields of study critical to U.S. national security, and for students who study abroad for longer periods of time. Since 1994, NSEP has awarded more than 5,000 Boren Scholarships and Fellowships.



In exchange for NSEP financial support, all Boren award recipients incur a federal service obligation, which requires employment in a position with national security responsibilities for at least one year. It is incumbent upon award recipients to identify and secure appropriate positions, allowing Boren Scholars and Fellows the flexibility to identify the agency and position that best suits their interests and skill-sets.

Boren award recipients represent the next generation of federal leaders. They are equipped with linguistic and cultural competencies, as well as academic skill-sets ranging from mathematics to psychology and business management. They demonstrate the highest intellectual and professional capacities, as determined through a competitive, national, merit-based selection process. And importantly, they maintain a strong desire to contribute to the nation's security through public service.



The Boren Scholarships and Fellowships program is a leader in the field compared to other study abroad programs by:

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

languages and cultures critical to U.S. national security

2013 HIGHLIGHTS

In 2013, Boren Scholarships and Fellowships focused strategically on several key areas:

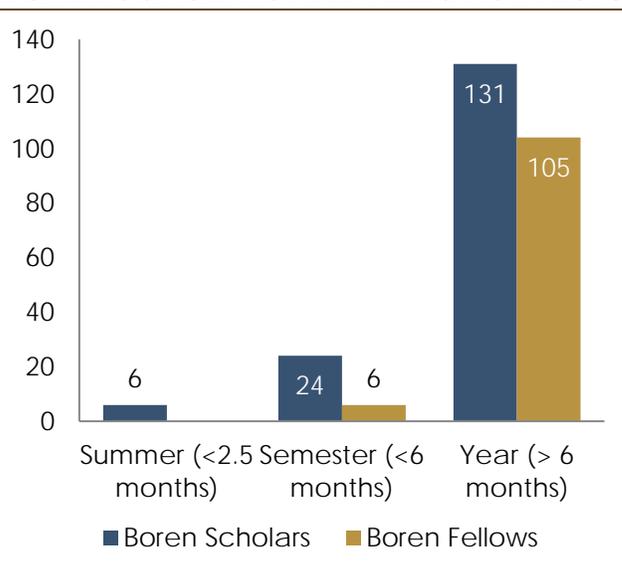
1) APPLICANT AND RECIPIENT DIVERSITY

In 2013, NSEP awarded 160 Boren Scholarships and 110 Boren Fellowships¹², with applicant acceptance rates of 17% percent and 21% percent respectively.

	Boren Applicants	Boren Recipients
Scholars	947	161
Fellows	526	110
TOTAL	1,473	271

Overall, a total of 131 (81%) Boren Scholars studied abroad for a full year; less than 4% of the general study abroad population chooses to study abroad for a full year. Among Boren Fellows, 103 (94%) studied abroad for a full year.

DURATION OF STUDY OVERSEAS BY BOREN SCHOLARS AND FELLOWS IN 2013



Boren Scholars studied 20 languages in 26 countries in 2013, while Boren Fellows studied 32 languages in 37 nations. Full listings of all Boren award recipient countries of study and

¹² For a complete list of 2013 Boren Scholars, see Appendix F. For a complete list of 2013 Boren Fellows, see Appendix G.

languages of study are included in Appendices H and I respectively.

Broken down by region, East Asia and the Middle East/North Africa were the most popular destinations among both Boren Scholars and Boren Fellows.

World Regions	Boren Scholars	Boren Fellows	TOTAL
East Asia/Pacific Islands	59	26	85
Europe/Eurasia	22	15	37
Latin America	8	8	16
Middle East/North Africa/South Asia	49	35	84
Sub-Saharan Africa	23	26	49
TOTAL	161	110	271

Significantly, Boren Scholars and Fellows bring diverse academic skill-sets to their abroad experiences. They specialize in a wide variety of disciplines in addition to possessing critical language expertise. In recent years, the number of students awarded Boren Scholarships and Fellowships specializing in the STEM disciplines (science, technology, engineering, and mathematics) has grown significantly.¹³

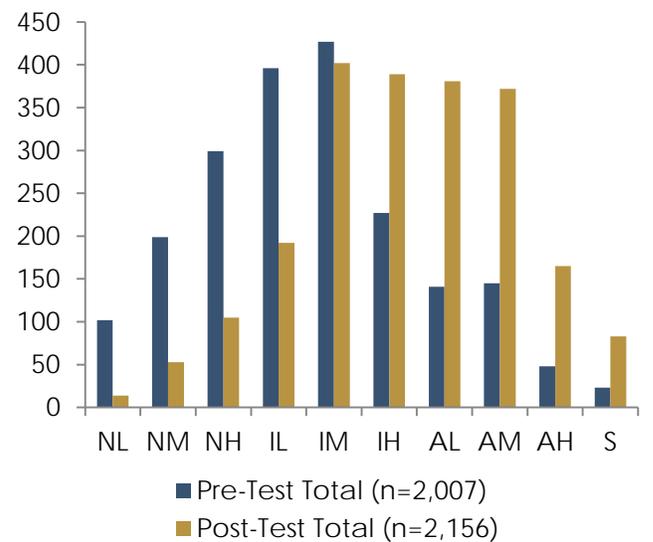
Fields of Study	Boren Scholars	Boren Fellows	TOTAL
International Affairs	48	34	82
Social Sciences	46	35	81
Applied Sciences (STEM)	26	13	39
Area/Language Studies	32	16	48
Business	5	1	6
Other	4	11	15
TOTAL	161	110	271

2) MEASURING, ANALYZING, AND DISSEMINATING LANGUAGE PROFICIENCY GAINS

Over the past 20 years, NSEP remains one of the only federally-funded scholarship program to systematically assess language proficiency gains. All Boren Scholars and Fellows are assessed both pre- and post-program, and NSEP's data clearly

illustrate the proficiency gains students achieve through an extended period of overseas study.

1996-2013 BOREN SCHOLAR PRE- AND POST- PROGRAM TESTING

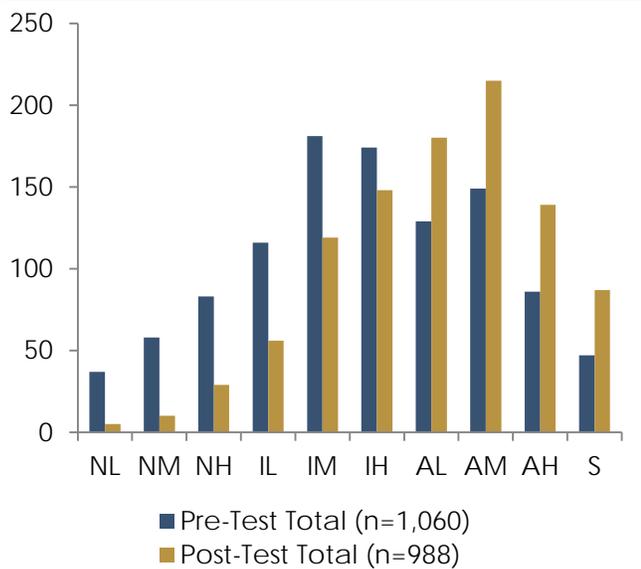


At the end of 2013, post-tests had been completed by 2,159 Scholars and 988 Fellows, and among this population, roughly 47% of Scholars and 63% of Fellows achieved a post-test oral proficiency level of Advanced or higher following their study overseas. As demonstrated, a majority of Scholars move from novice or intermediate-level proficiency into intermediate or advanced-level proficiency over the course of their Boren experience. Similarly, a majority of Fellows move from Intermediate-level proficiency into Advanced or Superior-level proficiency under the auspices of Boren funding.



¹³ A full listing of majors among Boren Scholars and Fellows is included at Appendix M.

1996-2013 BOREN FELLOW PRE- AND POST- PROGRAM TESTING

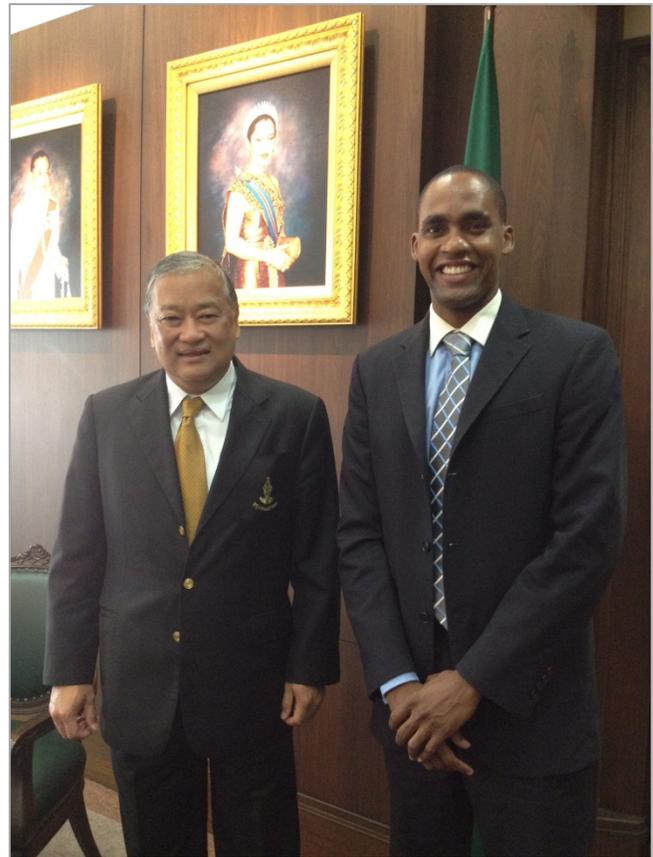


3) ALUMNI ENGAGEMENT

In 2013, to better understand and engage key stakeholders, NSEP, in conjunction with the Center for Naval Analyses, developed a survey designed to gather Boren Scholar and Fellow alumni input. The goal of the survey is to analyze the longer-term impact of the Boren program. Through the survey, NSEP aims to learn more about the subsequent career paths of award recipients who have fulfilled their national security-related employment.

In 2013, NSEP worked closely with alumni on a number of projects. Among these includes a new mentorship program, which aims to promote career development, professionalism, and leadership qualities, and foster a greater sense of common identity among Boren alumni by communicating NSEP’s values, vision, and mission.

The six-month pilot program launched in August 2013, pairing 20 young alumni “protégés” with 15 Boren alumni mentors based on common interests, regional/language expertise, and career goals. To participate in the pilot program, protégés demonstrated that they had completed their NSEP program of study within the last three years, while mentors demonstrated that they had completed the NSEP Service Requirement. The pairs meet in person, by phone, or Skype at least two to three times.



NSEP also increased its efforts to recognize and profile successful alumni. Since 2007, as part of its annual Boren Fellowship Federal Career Seminar, one Boren Scholar and one Boren Fellow are recognized by an independently-functioning alumni association for outstanding federal service and academic achievement. Due to strong promotion of these prestigious alumni awards in 2013, applications rose significantly. Both alumni winners were featured in several venues, including the DLNSEO monthly newsletter, which reaches more than 125 high-level constituents of NSEP’s initiatives. In addition to two alumni winners, NSEP recognized several honorable mentions for the awards.

4) STRENGTHENING RELATIONSHIPS WITHIN DOD

The Boren program placed a special focus in 2013 on leveraging Department of Defense expertise external to NSEP. Recent improvements in assessment testing policy and cultural training for Boren Scholars and Fellows are just two examples of enhanced program standards through increased collaboration.

FUTURE OF BOREN AWARDS

To continue attracting the nation's top talent into the program, NSEP is capitalizing on outreach opportunities, using various forms of media and information-sharing. The number of students who "like" the Boren Awards Facebook page has nearly tripled since spring 2012. In that same time, the number of people who follow Boren on Twitter increased by approximately 85%. NSEP anticipates that these figures will continue to rise. During the application season, webinars on topics such as the NSEP Service Requirement, a walk-through of the Scholarship and Fellowship application, and information for Flagship staff and students are scheduled every seven to 14 days. The Boren Awards YouTube Channel is routinely refreshed with new information and student profiles.

*The **2013 Howard Baker, Jr.** award winner, Mr. Matthew Wagner, is a Special Agent with the State Department's Diplomatic Security Service. Special Agent Wagner was a student at Georgetown University's School of Foreign Service when he received a Boren Scholarship to study Arabic in Jordan in 2009. In his capacity as Assistant Regional Security Officer at the U.S. Embassy Algiers, Algeria, he advises the Ambassador on all security matters and manages a complex range of security programs. Special Agent Wagner supervises three units, which account for approximately 140 of the Embassy's 200 local security employees, and is also responsible for analyzing and reporting all security incidents which threaten U.S. Government interests in Algiers.*

NSEP has also worked diligently to increase overall awareness of Boren Scholarships and Fellowships on campuses across the nation. Five universities, including Bowie State University (Maryland), Elon University (North Carolina), Emmanuel College (Massachusetts), St. Mary's University (Texas), and the University of Northern Iowa (Iowa) all had their first Boren award recipient in 2013. Of last year's first time recipients,

two institutions had winners again in 2013: Hanover College (Indiana) and Western Kentucky University (Kentucky).

Over the history of the program, seven institutions have had one or more Boren award recipients every year from 1994-2013: Arizona State University (Arizona) – 134 Awardees; Harvard University (Massachusetts) – 67 Awardees; University of Arizona (Arizona) – 94 Awardees; University of California, Berkeley (California) – 67 Awardees; University of Pittsburgh (Pennsylvania) – 66 Awardees; University of Texas, Austin (Texas) – 177 Awardees; and the University of Wisconsin, Madison (Wisconsin) – 102 Awardees. The pool of applicants from which Boren Scholars and Fellows are selected remains comprehensive: diverse in terms of ethnicity, gender, and type of institution attended.

*The recipient of the **2013 Sol Linowitz** award, Mr. Joseph R. "Jay" Truesdale IV, was a Boren Fellow in 1999, studying Serbo-Croatian in Bosnia-Herzegovina while conducting field research on Middle Eastern-funded religious extremism. In addition to being a Boren Fellow, Mr. Truesdale was a Fulbright Scholar and Rotary Ambassadorial Scholar, and holds degrees from Stanford (Bachelor of Arts), Harvard (Master of Theological Studies), and the Fletcher School of Law and Diplomacy at Tufts (Master of Arts). Mr. Truesdale is a career Foreign Service Officer with the Department of State, currently serving at the Embassy Islamabad as the Chief of Staff. He is also a reserve officer in the U.S. Navy.*

As the program reaches nearly 20 years of awards, Boren Scholars and Fellows have assumed key leadership positions throughout the federal sector. These gifted alumni define, shape, and grow the program. Their contributions to the government ensure that the Boren program will remain a key component of the larger national security strategy for years to come.

PILOT AFRICAN LANGUAGES INITIATIVE

The African Languages Initiative (AFLI) is a Boren Scholarships and Fellowships special program designed to improve proficiency outcomes in a number of targeted African languages. AFLI draws upon the lessons learned and best practices of The Language Flagship. The Intelligence Authorization Act for Fiscal Year 2010, Section 314 (P.L. 111-254) directed the establishment of the program to build language capabilities in areas critical to U.S. national security interests, but where insufficient instructional infrastructure currently exists domestically. Based on the successes of its many critical language initiatives, NSEP was designated to spearhead the pilot.

All AFLI award recipients are funded through either a Boren Scholarship or Boren Fellowship.¹⁴ Students participating in AFLI complete eight weeks of domestic language study at the University of Florida¹⁵ before departure overseas, followed by intensive, semester-long study internationally.¹⁶ Through this model, NSEP aims to enable American students to achieve measurable proficiency gains in their chosen language. As with all Boren Scholars and Fellows, AFLI award recipients commit to one year working for the federal government after graduation. AFLI empowers awardees to achieve high-level proficiency in valuable and less commonly studied languages, and to then contribute to the federal workforce, supporting national and economic security.

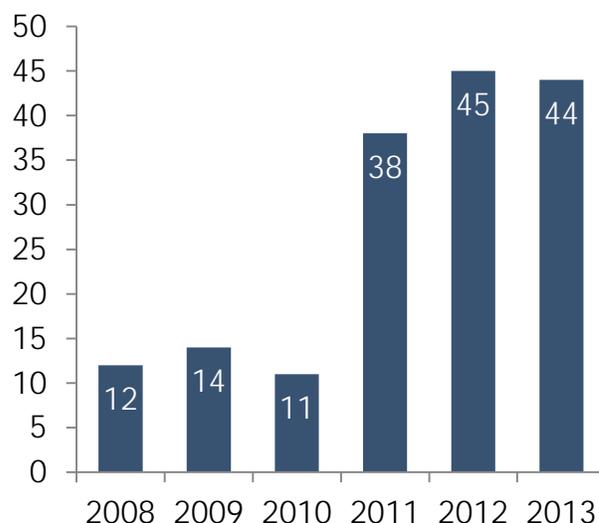
The languages selected for the pilot program, which include Akan/Twi, Hausa, Moroccan Arabic, Portuguese (for Mozambique), Swahili, Wolof, and Yoruba, were based on four primary criteria: critical need to U.S. national security; critical need to improve U.S. infrastructure; availability of intermediate and advanced instructional materials; and basic infrastructure in

existing or potential overseas programs. In addition, NSEP considered the feasibility of designing and implementing domestic and overseas programs in these languages.



AFLI has demonstrated clear and measurable results since program inception. Overall, the number of Boren awards provided for the study of AFLI-targeted languages has tripled since 2008, from 12 Boren Scholarships and Fellowships granted in 2008 (three years before the pilot was launched) to 44 Boren Scholarships and Fellowships granted in 2013 (three years into the pilot). In six years, awards made for the study of Akan has doubled, for Portuguese (to Mozambique) increased five-fold, for Swahili more than doubled, for Twi tripled, for Wolof increased five-fold, and for Yoruba quadrupled.

**BOREN SCHOLARS AND FELLOWS
STUDYING AFLI-TARGETED LANGUAGES**



¹⁴ In addition to Boren Scholars and Fellows, Language Flagship undergraduates with experience in Africa were eligible to apply for the 2013 AFLI/Morocco program.

¹⁵ NSEP selected the University of Florida to manage AFLI's summer training program based on the results of a grant competition.

¹⁶ An exemption from University of Florida's summer training was available to those students who had already achieved significant language proficiency in their target African language.

2013 HIGHLIGHTS

In 2013, 32 undergraduates applied for Boren Scholarships to study in the AFLI program, while 37 graduate candidates applied for AFLI/Boren Fellowships. A select number of Flagship students were also eligible to apply for AFLI's Morocco program to study Moroccan Arabic. In total, NSEP awarded 17 AFLI/Boren Scholars, 18 AFLI/Boren Fellows, and two Flagship students funding to participate in official domestic and/or overseas AFLI programs.¹⁷

AFLI Awards	Boren Scholars	Boren Fellows	Flagship	Total
Applicants	33	38	4	75
Recipients	17	18	2	37

DOMESTIC PROGRAM

In concert with NSEP, the University of Florida designed and implemented an AFLI program for the study of Akan/Twi, Swahili, Wolof, and Yoruba during summer 2013. Overall, 25 Boren Scholars and Fellows participated in this language training.

Language	Boren Scholars	Boren Fellows	Total
Akan/Twi	1	2	3
Hausa	0	1	1
Swahili	9	6	15
Wolof	2	1	3
Yoruba	2	1	3
TOTAL	14	11	25

The University of Florida's program runs for eight weeks and focuses on performance-based and communicative-oriented instruction. Teaching is conducted by expert, native-speaking instructors. Classes meet four hours a day, five days a week, and each day includes one hour of mandatory conversation practice. AFLI/Boren Scholars and Fellows also spend one day every two weeks with a native-speaking host family to improve communicative competence in the target languages. All instruction is task-based; thus, students are asked to do meaningful tasks using the target language.

Over the course of the summer, students earn academic credit equivalent to one year of

¹⁷ A full listing of the 2013 AFLI/Boren Scholars and Fellows is included at Appendix L.

instruction. The program is open to students from all majors, and is designed to allow participants to achieve functional language proficiency in multiple skills (reading, writing, speaking, and listening) to ensure adequate preparation for AFLI overseas programs.

OVERSEAS PROGRAM

The AFLI overseas immersion provides Boren Scholars and Fellows with in-country, directed instruction and additional resources to further improve language proficiency. Through collaboration with the American Councils for International Education, AFLI has established four official overseas programs:

- Moroccan Arabic through Al-Akhawayn University in Meknes, Morocco
- Portuguese through Universidade Eduardo Mondlane in Maputo, Mozambique
- Swahili through State University of Zanzibar in Zanzibar, Tanzania
- Yoruba through University of Ibadan in Ibadan, Nigeria



Each overseas program collaborates with NSEP to make the most of each location's offerings. All programs continue use of the communicative approach and task-based language learning. Classroom instruction is supplemented by individual and group conversation practice, self-managed learner development, and homestay experiences.



In total, 17 Boren Scholars and 13 Boren Fellows studied at an official AFLI overseas program in 2013, as well as two Flagship students. In addition, several AFLI-funded Boren recipients studied Akan/Twi in Ghana, Hausa in Senegal, and Wolof in Senegal at self-identified programs.

Country	Boren Scholars	Boren Fellows	Flagship	Total
Morocco	2	1	2	5
Mozambique	3	3	0	6
Nigeria	2	1	0	3
Tanzania	9	7	0	16
Recipients	17	13	2	32

FUTURE OF AFLI

Due to sustained, strong performance, NSEP has received additional 2014 funding for the African Languages Initiative. This funding will be used to increase the number of Boren Scholarships and Fellowships available for the study of African languages. NSEP continues to refine its pilot model, structuring a program that will maximize available resources for the development of domestic and overseas centers, while focusing primarily on providing direct student support. NSEP anticipates increasing the overall number of Boren Scholars and Fellows engaged in the study of African languages, as well as increasing

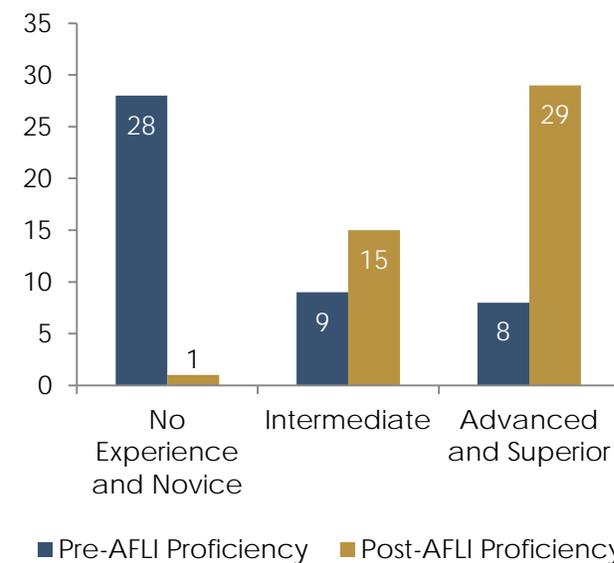
students' proficiency levels reached, as a direct result of the African Languages Initiative.

As NSEP moves forward with the AFLI pilot, it will concentrate on the following objectives:

1) LANGUAGE PROFICIENCY

AFLI demonstrated impressive proficiency gains for the 45 Boren Scholars, Boren Fellows, and Flagship students who were tested before and after their AFLI-supported programs in 2012.¹⁸ Testing was conducted through Oral Proficiency Interviews, which rate speaking proficiency using a common rubric developed by the American Council on the Teaching of Foreign Languages (ACTFL).

2012 AFLI PRE- AND POST SPEAKING PROFICIENCY GAINS (N-45)



Following post-AFLI assessments, 29 (64.4%) students demonstrated Advanced proficiency or higher, with five (11.1%) achieving a Superior level of proficiency. Another 15 (33.3%) students demonstrated Intermediate-level proficiency, with an overall total of 97.7% of AFLI/Boren Scholars and Fellows demonstrating Intermediate proficiency or above. All program participants deepened cultural and regional knowledge through their directed, immersive overseas study.

¹⁸ Complete data for 2013 participants will not be available until summer of 2014, as many AFLI-funded 2013 Boren Scholars and Fellows will remain overseas through the 2014 spring or summer semester.

2012 Boren Scholars and Fellows		
Proficiency Level	Pre-AFLI	Post-AFLI
No Experience	24	0
Novice Low	1	0
Novice Mid	1	0
Novice High	2	1
Intermediate Low	4	3
Intermediate Mid	1	5
Intermediate High	4	7
Advanced Low	5	6
Advanced Mid	3	11
Advanced High	0	7
Superior	0	5
TOTAL	45	45

2) EXPANSION TO AFRICAN FRENCH

In 2014, the AFLI program will expand to include the training of Boren Scholars and Fellows in African French, creating opportunities for U.S. students to reach new levels of proficiency in this critical language. The University of Florida will expand their domestic program, designing and implementing an eight-week “French for Africa” course. The program of study will also incorporate basic Wolof instruction. To be accepted as a French AFLI/Boren Scholar or Fellow, students must demonstrate an ACTFL Intermediate High or better oral proficiency level. NSEP will test highly-rated applicants prior to final selection in order to confirm eligibility.

Following coursework at the University of Florida, program participants will continue their study of

African French and Wolof overseas at the West African Research Center in Dakar, Senegal. The program, which will be administered by American Councils, will include 12 weeks of intensive training. The program’s goal is for students to achieve Advanced French proficiency.



3) SWAHILI INTERNSHIPS

In 2014, NSEP will work with the State University of Zanzibar and American Councils to create and administer spring internship opportunities for interested students. The internships, which will be tailored to fit students’ study abroad objectives in fields such as public health, youth development, and women’s empowerment, will last for a full semester.

THE LANGUAGE FLAGSHIP

The Language Flagship is a national effort to change the way Americans learn foreign languages. Flagship programs, relationships between the federal government and the education community, focus on building language programs that systematically produce a pool of language-proficient young professionals to meet the need for language and culture expertise critical for national and economic security.

The Language Flagship has three critical components: Domestic Flagship Programs, Overseas Flagship Centers, and students committed to achieving high-level professional fluency in a Flagship language. Domestic Flagship Programs are built through institutional grants to American institutions of higher education. They develop articulated language learning pathways that take students from all majors and language backgrounds through formal instruction and guided interventions that allow them to achieve professional-level language proficiency. Overseas Flagship Centers are relationships with foreign universities to provide directed language instruction, direct enrollment opportunities, and overseas internship experiences that foster the development of professional-level language proficiency.



The key to the success of The Language Flagship is undergraduate students from a spectrum of majors and language backgrounds.¹⁹ Flagship students self-select to take on the challenge of a

¹⁹ In 2013, the final cohort of Flagship Fellows (see Appendix M) completed The Language Flagship program, this finalized the transition of Flagship to a wholly undergraduate program.

Flagship experience, and pledge their time to complete all domestic and overseas requirements as well as additional hours of group study, tutoring, and repeated assessment all aimed at achieving professional-level proficiency.

Flagship's goal is to create a pool of language proficient young professionals to meet the need for language and culture expertise critical to national and economic security. To achieve this goal, Flagship students combine language study with their majors by taking content courses offered in their target language. Flagship Programs recruit students from a variety of majors ranging from international studies to mathematics and biology. Programs provide the opportunity for these students to become professionally-proficient in one of Flagship's target languages.

THE LANGUAGE FLAGSHIP PROGRAM

The Language Flagship currently sponsors 26 programs at 22 universities in Arabic, Chinese, Hindi, Korean, Persian, Portuguese, Russian, Swahili, Turkish and Urdu. Together, these 26 Flagship programs strive to graduate students from an array of majors with an exit proficiency of an Interagency Language Roundtable (ILR) Level 3 (professional-level) proficiency in one of The Language Flagship's target languages.

To achieve professional-level language proficiency universities have replaced their language offerings and curriculum with intensive programs starting at the beginner level and building through to the Superior level. All Flagship Programs provide:

- Weekly group and individual tutoring;
- Integrated content-based instruction and courses across disciplines;
- Immersive learning environments, such as language houses;
- Cultural functions and events; and
- The expectation of student success, including the goal of professional level proficiency and "Flagship Certification."

Domestic Flagship Programs enhance student classroom instruction by structuring meaningful learning interventions, setting goals for individual progress, and using meaningful assessment to ensure students develop proficiency and continue to meet the standards of the Flagship program. Flagship students who demonstrate advanced level skills (ILR Level 2) are eligible to participate in a year abroad at an Overseas Flagship Center program.



Overseas Flagship Centers ensure instruction is articulated with domestic Flagship learning. The Flagship overseas model provides students with a guided in-country experience. While overseas, students must take language classes, directly enroll in coursework that supports their major, and participate in a professional internship experience. All teaching is conducted in the target language to give students the greatest opportunity to use language in both academic and professional environments. Finally, most students take advantage of "home-stay" experiences, which give them additional opportunities to develop their language proficiency and gain a deeper understanding of the culture.

BOREN/FLAGSHIP SCHOLARS

In 2013, NSEP expanded the bridge between The Language Flagship and David L. Boren Scholarships program. As outlined in the Boren Awards section of this report, Boren Scholarships provide students with resources to acquire skills and experiences in areas of the world critical to the security of our nation. In exchange, students commit to seek employment in the federal government. Flagship students who receive Boren Scholarships may apply that funding to the

yearlong immersion at an Overseas Flagship Center where they directly enroll in courses in their fields of study and engage in professional internships or other experiential activities.

NSEP awarded 20 Boren Flagships Scholarships for study at overseas Capstone centers in China, Morocco, and Russia. The Flagship program intends to increase the numbers of Flagship students who apply and receive Boren Scholarships by expanding outreach and funding opportunities.

FLAGSHIP/ROTC

Building on the success of The Language Flagship program and the Project Global Officers (Project GO) initiative, NSEP launched the pilot Flagship/ROTC initiative in 2011. The pilot addresses strategic linguistic and cultural needs for future U.S. military officers by leveraging existing relationships in higher education to significantly increase the number of personnel achieving professional language proficiency (ILR Level 3) and lessening the need for costly training and retraining of mid-career officers for key positions requiring linguistic and regional expertise. The pilot program has already had an impact beyond anticipated goals, as both Air Force and Army ROTC have entered into arrangements to provide ROTC scholarship support to qualified students at any existing Flagship institutions.

Three institutions currently participate in the pilot program: Arizona State University, the Georgia Institute of Technology (Georgia Tech), and University of North Georgia. Key enhancement activities include intensive and immersive learning environments, curricular enhancements, and participation in year-long overseas study and internship at designated Flagship Overseas Center. Concurrently, students fulfill all ROTC requirements and complete academic majors such as international affairs, regional studies, science and technology, and engineering.

In 2013, the three Flagship/ROTC pilot programs focused on recruiting and advising Flagship/ROTC students in their programs. Outreach was conducted at regional high schools and to on-campus ROTC units. Individualized student advising is critical to ensuring that students plan and prepare for completing all requirements for their participation

in ROTC, their academic major, and in the Flagship/ROTC language program. Flagship/ROTC pilot program staff works closely with their ROTC detachments to communicate available opportunities to their students.

The Air Force Reserve Officers' Training Corps (ROTC) launched an ROTC/Language Flagship initiative by awarding eleven scholarships to students studying Arabic, Chinese, Korean, Persian and Russian at Arizona State University, University of California-Los Angeles, University of Hawaii, University of Maryland-College Park, University of Mississippi, and University of Wisconsin. The Air Force is providing an ROTC Language Flagship Scholarship for each qualified student and allowing students the opportunity for a fifth year of study overseas funded by NSEP. These scholarship arrangements will provide full support for future officers to gain professional language proficiency and significant regional experience prior to commissioning.



The Flagship/ROTC initiative will undergo a review of program effectiveness and identify successful practices to promote professional-level proficiency for ROTC participants. The Language Flagship will also pursue discussions with Navy

ROTC to expand their participation in the program.

FLAGSHIP K-12 PROGRAMS

The Language Flagship continues its investment in results-oriented K-12 (kindergarten through 12th grade) critical foreign language programs that graduate high school students with useable language skills in Chinese, Arabic, and Russian. The students are then ready to progress towards ILR Level 3 proficiency as they combine language study with their chosen career path.

The University of Oregon/Portland Public Schools K-16 Chinese Language Flagship serves as a national demonstration project. The intensive K-12 Mandarin Immersion Program enables students to achieve Advanced-level proficiency and academic success. The Mandarin Immersion Program takes place at Woodstock Elementary School, Hosford Middle School, and Cleveland High School with a World Language Institute for heritage learners at Franklin High School in Portland, Oregon. Plans are underway to open a second Mandarin elementary immersion school in fall 2014. Six schools also offer secondary Chinese World Language programs with Advanced Placement and International Baccalaureate options.

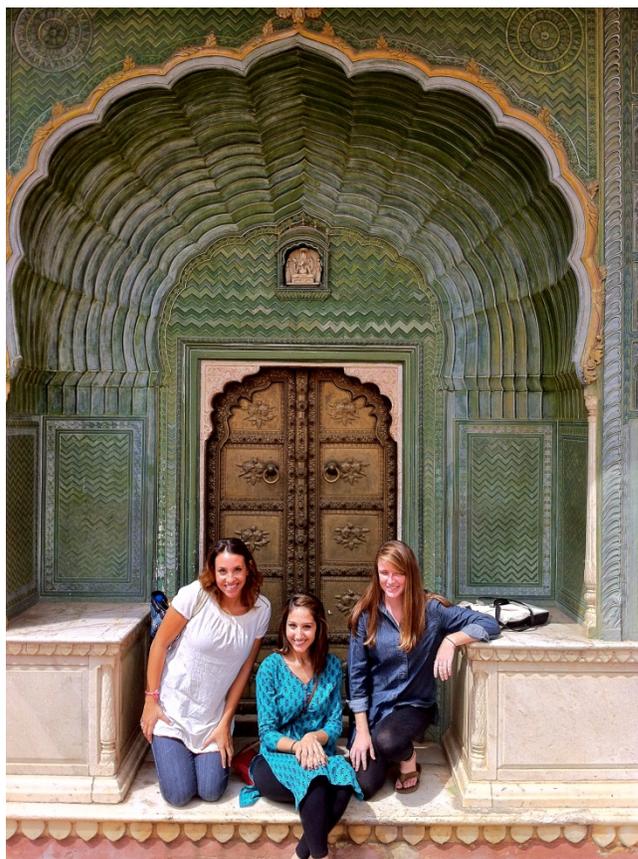
The collaboration maintains a critical focus on improving literacy results throughout the K-12 immersion sequence and is developing blended online content classes and face-to-face language courses for secondary level immersion students. The project is also developing beginning-level high school credit-bearing Chinese online language classes for use throughout the nation. Student enrollment in the K-12 Mandarin Chinese Immersion Program is now at 509 (up from 489 in 2012). There are an additional 1,440 elementary, secondary, and heritage K-12 learners of Mandarin in the Portland Public Schools program. The district has increased these numbers greatly by leveraging small investments from The Language Flagship. To date, 45 students from Portland's immersion and Mandarin World Language program have matriculated into the University of Oregon Chinese Language Flagship. Of these students, 17 entered with Advanced-level Chinese language proficiency, 24 Intermediate, and four with Novice proficiency.

The Brigham Young University/Utah State Department of Education K-12 Chinese Language Flagship launched the Flagship-Chinese Acquisition Pipeline Consortium (F-CAP) in June 2012. The Consortium will expand the dual language immersion model that Portland Public Schools developed and add articulated grade 7-12 and grade 9-12 pathways. The K-12 dual language immersion pathway includes curriculum and translated materials aligned to the Common Core mathematics and literacy standards. The Mandarin literacy curriculum for elementary grades includes detailed lesson plans and scripts for teachers to follow.

Plans are underway to develop secondary grade-level immersion curricula based on broad themes in social studies, health and humanities, and world geography. All pathways include target proficiency goals with benchmarks defined for each grade level K-12, articulated curricula for each grade level, proficiency testing, and data-driven decision-making. The consortium includes six Chinese Language Flagship programs (Brigham Young University, Arizona State University, Hunter College, and the Universities of Mississippi, Oregon, and Rhode Island), six state departments of education (UT, DE, GA, KY, OK, and SC), and districts in 20 states (AZ, CA, DE, GA, ID, IL, KY, MA, MI, MS, NY, OK, OH, OR, RI, SC, TN, TX, UT, WY). F-CAP now boasts 52 Mandarin Chinese immersion school partners, which represent about half of the immersion schools nationally.

The Michigan State University Arabic Language Flagship investment in K-12 has developed a detailed, 48-unit Modern Standard Arabic curriculum based on national standards. The curriculum includes a teacher's guide with instructional materials such as audio files, visuals, partner activities, and digital language practice exercises. Approximately 240 teachers nationwide have attended workshops to learn how to utilize this curriculum. In addition, the project is creating digital books with the instructional materials so that learners may use them at their convenience on their own to further support Arabic language learning. To date, 98 schools in 19 states (CA, CT, FL, HI, IL, MA, MD, MI, MT, NY, OH, OR, PA, TN, TX, UT, VA, WA) and the District of Columbia are using the materials. Beginning this fall, the writing team will add 16 additional units and accompanying materials and activities with a goal to graduate high

school learners with solid Intermediate-Mid/High proficiency, poised to enter and succeed in one of the Arabic Language Flagship programs.



The goal of the K-12 Language Flagship investments is the development of replicable, systemic, demonstration models of articulated critical language instruction that contributes to a national pool of high school students with advanced language skills. In fall 2013, The Language Flagship launched a new initiative to promote collaboration between institutions of higher education and State Education Agencies, Local Education Agencies, or schools to develop articulated programs of foreign language instruction in Arabic, Chinese, Portuguese, or Russian. On a programmatic level, once enrolled in a university Flagship, these students are capable of progressing quickly into upper-level content courses in the language to achieve professional-level language proficiency tied to their academic major. The K-12 Language Flagship investments contribute to the goal of The Language Flagship to create global professionals.

FLAGSHIP ASSESSMENT

Language proficiency assessment is at the core of The Language Flagship for demonstrating results, providing feedback and continuous improvement for pedagogy and curriculum and for addressing major issues in the teaching of foreign languages.

In 2013, The Language Flagship, working together with the American Council on the Teaching of Foreign Languages (ACTFL) and the Language Testing Institute (LTI), instituted oral proficiency testing rated on the Interagency Language Roundtable (ILR) scale for all students completing the overseas Capstone program. All future pre- and post-Capstone testing will likewise be scored according to the ILR scale so as to more clearly communicate results to government and industry partners interested in hiring Flagship graduates. In 2013, existing ILR-referenced online reading and listening assessments in Arabic, Chinese, Persian, Russian, and Swahili were updated, and the development of online assessment instruments for Hindi, Korean, Portuguese, Turkish, and Urdu continued.

When complete, the Flagship battery of online reading, listening, and writing proficiency assessments will provide assessments to be used across all Flagship programs to determine student preparedness for overseas study, and also available for use in other programs. These tests also establish pre- and post-program measures to demonstrate gain across the Flagship programs and by the individual students.



All Flagship assessments have the capacity to test both lower range (ILR 0+ to 2) and upper range (ILR 2 to 3+) proficiency. By March 2014, the new assessment instruments will be in use across the Flagship programs. Each test developed can be

used to measure proficiency for pre- and post-summer programs, as well as in Overseas Capstone selection, and final proficiency measurement. Final proficiency assessment results are used to determine student qualification for Flagship Certification. These assessment instruments are being developed by the American Councils for International Education.

In addition, The Language Flagship gives Boren/Flagship Scholars the opportunity to take official government administered speaking and reading proficiency tests at the Foreign Service Institute, as well as the Defense Language Proficiency Test (DLPT) for reading and listening.

In 2013 The Language Flagship also instituted online pre- and post-program testing in Reading and Listening for all Flagship sponsored participants in summer overseas Chinese language programs.

The Language Flagship continued collaborating with Brigham Young University and the Military Service Academies to complete new assessment instruments in Arabic and French. These lower range assessment instruments serve as the primary test mechanism for the Service Academies. The assessments will complete their final testing and validation by January 2014, and be in use by the end of the academic year. These assessments may also serve as interim assessment instruments for students in The Language Flagship and other NSEP initiatives.

The Language Flagship will also launch a new proficiency initiative in 2014 to encourage language programs and partners outside the current Flagship language programs to engage in systematic language proficiency testing and use results and training to improve language pedagogy, curriculum and results.

2013 HIGHLIGHTS

In 2013, 105 undergraduate students completed the Overseas Flagship Program. Within this group, 13 students received an FSI oral proficiency test, with 100% scoring at or above ILR Level 2+, 69.2% (9) scoring at ILR Level 3 or higher, and 23.1% (3) scoring at ILR Level 3+ or higher.²⁰

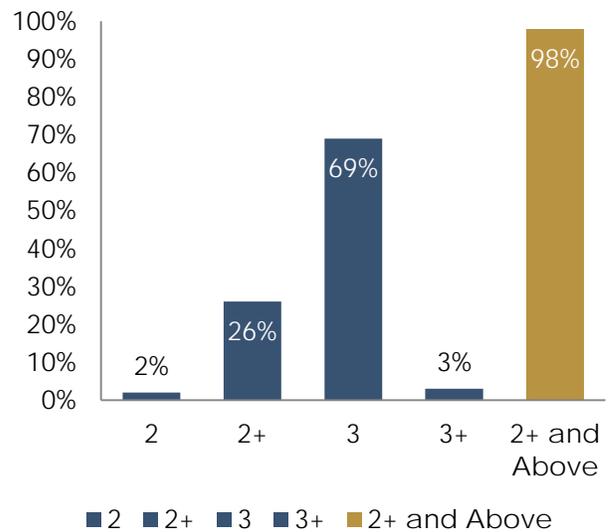
²⁰ See Appendix K for a listing of the ILR proficiency scale.

All 105 Overseas Flagship undergraduate students were required to take the Oral Proficiency Interview (OPI) scored on the ILR scale, and nearly all students scored in the Advanced and Superior ranges. Out of the 109 (four students took both Hindi and Urdu OPIs) assessments completed, 98% (107) scored in the ILR 2+ range or higher, and 72% (78) scored in the ILR 3 range or higher. Flagship participants who achieved an ILR 3 or higher include students of Arabic (24), Chinese (26), Hindi (1), Korean (6), Persian (1), Russian (16), and Swahili (4).

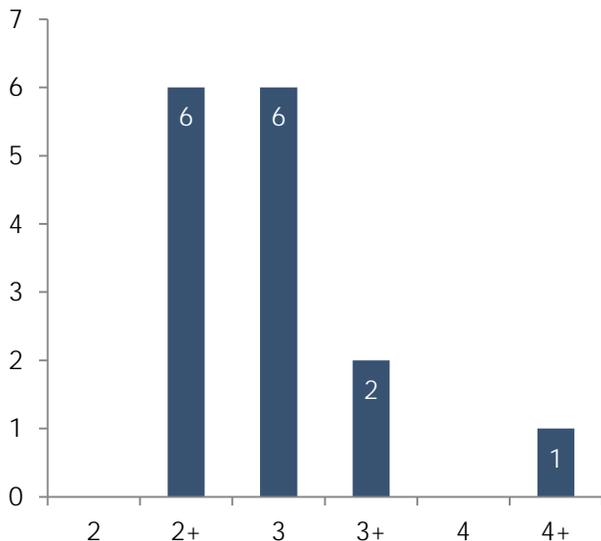
In 2013, NSEP worked with the Foreign Service Institute (FSI) to test the Flagship students awarded Boren Scholarships for overseas study at Overseas Flagship Centers during the 2012-2013 academic year. These tests were conducted at the Foreign Service Institute and assess the students' linguistic proficiency at the end of their Overseas Flagship Program. Of the 15 students who tested, 9 (60%) received an ILR Level 3 or higher on their FSI speaking assessment and 5 (33%) received an ILR Level 3 or higher on their FSI reading assessment; all 15 (100%) received an ILR Level 2+ or higher on their FSI speaking assessment and 11 (73%) received an ILR level 2+ or higher on their FSI reading assessment.

(91%) scored an ILR 2+ or higher in reading. In total, 87% of the students who have been tested demonstrated professional proficiency in at least one modality on either the FSI or DLPT tests and 100% of the students tested demonstrated working proficiency in at least one modality on either the FSI or the DLPT test."

2013 FLAGSHIP UNDERGRADUATE EXIT ILR SPEAKING PROFICIENCY

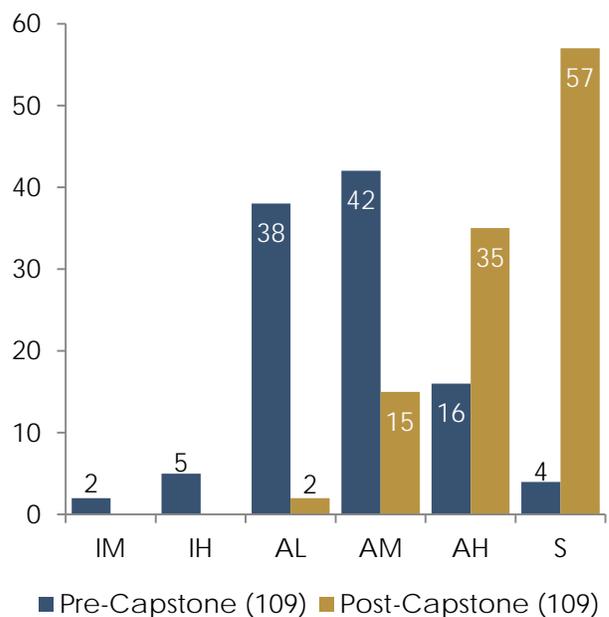


2013 FLAGSHIP FSI UNDERGRADUATE EXIT SPEAKING PROFICIENCY



Eleven of these students were also able to take the Defense Language Proficiency Test for listening and reading skills. Of the students tested, five (42%) scored an ILR 3 in listening and four (36%) scored an ILR 3 in reading, while nine (75%) scored an ILR 2+ or higher in listening and ten

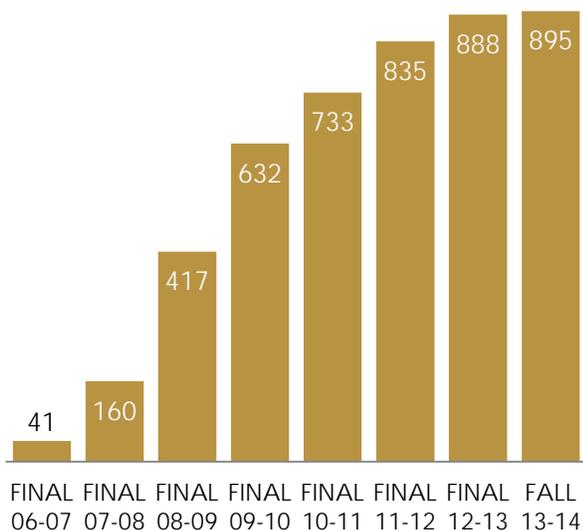
2013 UNDERGRADUATE FLAGSHIP PRE- AND POST-CAPSTONE SPEAKING



There are a number of students in the domestic pipeline preparing to study in Overseas Flagship Programs for next year, The Language Flagship

has 109 students enrolled in Overseas Flagship programs for academic year 2013. The expectation is that there will be an increase in Flagship undergraduate students studying overseas in 2014

2006-2013 UNDERGRADUATE FLAGSHIP ENROLLMENTS



2013 AREAS OF EXPANSION

In 2013, The Language Flagship expanded its efforts in the following strategic areas:

1) OVERSEAS PROGRAM DEVELOPMENT

In 2013, The Language Flagship Programs launched new overseas programs at Tianjin Normal University in China, Ankara University in Turkey, and Sao Paulo State University in Brazil with the first cohorts of entering students. The new center at Sao Paulo State University hosts students from the Portuguese Flagship program at University of Georgia, Athens (UGA), and the center at Ankara University hosts students from the Turkish Flagship program at Indiana University (IU). The program at Tianjin Normal University in China provides additional capacity to host the growing number of Chinese Flagship students and will complement the existing Nanjing University program by offering a different curricular model for students who may choose between programs. In addition, Tianjin Normal welcomed its first cohort of 6 capstone students from Hunter College, University of Rhode Island, and University of Mississippi for the 2013-2014 academic year.

In 2013, The Language Flagship program successfully relocated Flagship students in the Arabic Overseas program from Alexandria University, Egypt, to the Arab American Language Institute in Morocco (AALIM) in Meknes, Morocco. The program was moved due to the unrest in Egypt and, following previous contingency planning, The Language Flagship took the initiative to move the program to the alternate site. The students who are participating in the overseas program are engaging in language classes at AALIM, direct enrollment at Moulay Ismail University, internships, and homestays. The curriculum that was taught at Alexandria University for Flagship students has been transitioned to AALIM and the linguistic, cultural and professional goals of the Language Flagship Arabic program remain unchanged for students in the year long program.



2) ASSESSMENT

In 2013, existing ILR-referenced online reading and listening assessments in Arabic, Chinese, Persian, Russian and Swahili were updated, and the development of assessments for Hindi, Korean, Portuguese, Turkish and Urdu continued. When complete the Flagship battery of online reading, listening and writing proficiency assessments will provide assessments to be used across all Flagship programs to determine student preparedness for overseas study, and also available for use in other programs. These tests also establish pre- and post-program measures to demonstrate gain across the Flagship programs and by the individual students.



All Flagship assessments have the capacity to test both lower range (ILR 0+ to 2) and upper range (ILR 2 to 3+) proficiency. By March 2014, the new assessment instruments will be in use across the Flagship programs. Each test developed can be used to measure proficiency for pre- and post-summer programs, as well as Overseas Capstone selection, and final proficiency measurement used to determine student qualification for Flagship Certification. These assessment instruments are being developed by the American Councils for International Education.

The Language Flagship continued collaborating with Brigham Young University and the Military Service Academies to complete new assessment instruments in Arabic and French. These lower range assessment instruments serve as the primary test mechanism for the Service Academies. These assessments will complete their final testing and validation by January 2014, and be in use at the Service Academies by the end of the academic year. These assessments may also serve as interim assessment instruments for students in The Language Flagship and other NSEP initiatives.

3) LANGUAGE ROADMAPS

Since 2007, The Language Flagship has conducted the language roadmaps initiative to address the language deficits in local, regional, and state workforces. The first roadmaps were conducted in Ohio, Oregon, and Texas in collaboration with the U.S. Departments of Commerce and Labor. Similar initiatives were also launched by NSEP in Hawaii, Rhode Island, and Utah.

In 2013, along with the Hawaii Governor's Office and the Korean Language Flagship Program at the University of Hawaii, Manoa (UHM), UHM launched the Hawaii Language Roadmap

Initiative. The goal of the initiative is to create a roadmap for change in education, business, policy, and community that will help shape the state's future multilingual workforce. Gov. Neil Abercrombie and former U.S. Sen. Daniel K. Akaka were present at the official launch during the Hawaii Language Summit on March 13, 2013. The Hawaii Language Roadmap Initiative is the sixth state roadmap sponsored by The Language Flagship. Similar initiatives were launched previously in Ohio, Oregon, Rhode Island (most recently, in June 2012), Texas, and Utah.

After the March summit, a total of 10 working groups were formed across the state to discuss the results of the Summit, and to draft initiatives for the Roadmap. On September 16, 2013, Governor Abercrombie, local business and nonprofit representatives, and the academic leadership of UHM, gathered to launch the Roadmap - a major statewide initiative for the promotion of world languages and cultures for workforce development and community growth. The launch was covered on the evening and morning news programs of the local affiliates of all four major television news stations (ABC, NBC, CBS, and FOX). Recognizing the enormous wealth of multilingual talent in the state, the Roadmap aims to a) develop educational initiatives that value and enhance the latent capacities of the state's significant populations of heritage speakers, while also developing immersion learning opportunities for all; b) create a database and web portal that will connect employers and multilingual employment seekers more efficiently; and c) improve and expand the state's capacity for interpretation and translation training and certification.

4) INTERNSHIPS

In 2013 The Language Flagship expanded its overseas internship options to accommodate the growth of participants in the Flagship Overseas programs. The capstone internship is an integral component of the overseas capstone and provides students an opportunity to develop professional language proficiency in an area related to students' career interests. The capstone internship also provides Flagship students an invaluable opportunity to gain cultural insight through observing and participating in a professional environment while overseas. Whether as a student intern with a multinational corporation, an academic

laboratory, a small local business, or elsewhere, the value of learning field or region-specific language and operating in a foreign professional context is immeasurable. Some examples of internships in 2013 include work with the Zanzibar Association of People Living with HIV/AIDS in Tanzania, the Media and Press Department-Amwague Journal in Egypt, the Global Environmental Institute in China, and Izo Studio (a public opinion research center) in Russia.



FUTURE OF FLAGSHIP

The Language Flagship continues to improve results and, using extensive assessment data, will continue to strengthen intensive language instruction on U.S. campuses and in overseas study centers. Practices developed in the Language Flagship will be shared with the higher education community.

In the coming year The Language Flagship will fully implement ILR-scored proficiency assessment in Speaking, Reading, Listening and Writing across all ten Flagship languages with the introduction of online assessment reading, listening and writing instruments in Hindi, Korean, Portuguese, Turkish and Urdu. The Language Flagship will also undertake initiatives to disseminate proficiency assessment practices across programs and in the wider higher education community.

The Language Flagship projects significantly increasing the number of students enrolling in its Chinese language programs with the opening of a second overseas capstone site at Tianjin Normal University and an open competition for up to two domestic Chinese language Flagship

centers. The Language Flagship will also focus efforts on increasing Flagship enrollment numbers in all languages through improved recruiting and dissemination of results. Integral to this recruiting effort are scholarship and student support arrangements developed with Air Force and Army ROTC to pave the way for significant numbers of ROTC cadets to engage in language and regional training that greatly exceeds prior expectations for entering officers.

NSEP also plans to increase the numbers of states, school districts, teachers, and students participating in the development of K-12 foreign language programs, including dual immersion and 7th-12th grades intensive instruction models in languages including Arabic, Chinese, Portuguese, and Russian.

Institutionalization and dissemination of Language Flagship practices will increase the efficiency and impact of The Language Flagship in producing professional-level speakers of strategic languages across the full range of disciplines and professions.

2013 LANGUAGE FLAGSHIP INSTITUTIONS

ARABIC

Michigan State University
University of Arizona
University of Maryland
University of Michigan
University of Oklahoma
University of Texas, Austin
*Moulay Ismail University, Morocco**

CHINESE

Arizona State University**
Brigham Young University
Georgia Institute of Technology**
Hunter College
Indiana University
San Francisco State University
University of Mississippi
University of North Georgia**
University of Oregon
University of Rhode Island
Western Kentucky University
*Nanjing University, China****
*Tianjin Normal University**

HINDI URDU

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

KOREAN

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

PERSIAN

University of Maryland

PORTUGUESE

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

RUSSIAN

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

SWAHILI

Indiana University
*State University of Zanzibar, Tanzania**

TURKISH

Indiana University
*Ankara University, Turkey**

Overseas Flagship Centers are in Italics

* *Overseas Flagship Center managed by American Councils for International Education*

** *Domestic Flagship Center with pilot Flagship/ROTC program*

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

**** *Overseas Flagship Center managed by Domestic Program*

ENGLISH FOR HERITAGE LANGUAGE SPEAKERS

Congress created the English for Heritage Language Speakers (EHLS) program in 2005 to provide professional English language instruction for U.S. citizens who are native speakers of critical languages.²¹ The EHLS program is administered for DLNSEO by the Center for Applied Linguistics (CAL); instruction takes place at Georgetown University. The program provides scholarships for participants who meet program entry requirements and who agree to work for the federal government for at least one year after completing the program.

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

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

The goal of the EHLS Program is to enable participants to achieve professional-level proficiency in English listening, speaking, reading, and writing. The program is the only English for Professional Purposes program of its kind that

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

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

²³ English language skills are assessed using the Oral Proficiency Interview with raters from Language Testing International and the English Language Proficiency Test (ELPT) by permission from the Defense Language Institute English Language Center.

leads to ILR Level 3 proficiency and specifically prepares individuals for careers in the federal government.

The EHLS program consists of six months of intensive in-class instruction, including a capstone Open Source Analysis Project (OSAP), followed by two months of part-time online instruction in writing and career skills. The curriculum mirrors the skills needed by government personnel involved in national security, giving program participants the opportunity to improve their English skills in a highly structured, professional environment. Curriculum development involves close cooperation with federal partner agencies to continually improve the program's focus and results.



The OSAP serves as the capstone of the EHLS curriculum, and incorporates the highest levels of all English communication modalities: speaking, listening, reading, and writing. OSAP topics are provided by government agencies, and each EHLS Scholar works with an agency mentor throughout the research and analysis process. The OSAP culminates in a formal symposium each June, at which EHLS Scholars provide briefings on their projects before an audience of senior government officials, mentors, and other interested parties. The written reports on each project are made available to those government agencies that submit topics, as well as to the broader national security community.

The EHLS curriculum also includes support for Scholars as they seek employment with the federal government to fulfill their one-year NSEP

Service Requirement. Dedicated career skills instructors are included in the EHLS staffing structure, and a significant segment of each week's work is dedicated to language development activities connected with the job search, including development of résumés and cover letters, exploration of USAJOBS (the federal government's official job website) and other resources, and development and submission of job applications. As an adjunct to the Career Skills course, the program includes a weekly schedule of presentations by hiring officials and other federal agency representatives, who inform Scholars about opportunities with their agencies. These activities are complemented by additional language development opportunities, such as honing interviewing skills and participating in professional networking activities.

In the final two months of the EHLS program, participants continue to develop their analytical writing skills and to pursue employment opportunities in the federal sector. This online component of instruction gives Scholars time to transition into the workforce after the end of the intensive portion of the program, and provides ongoing support in support for federal job search.

2013 HIGHLIGHTS

The EHLS program annually reviews which critical language backgrounds to include in its recruiting campaign based on priorities within the Department of Defense and the Intelligence Community. In 2012, EHLS recruited native speakers of Arabic, Balochi, Dari, Persian, Hausa, Hindi, Igbo, Mandarin, Pashto, Punjabi, Swahili, Somali, Turkish, and Urdu.

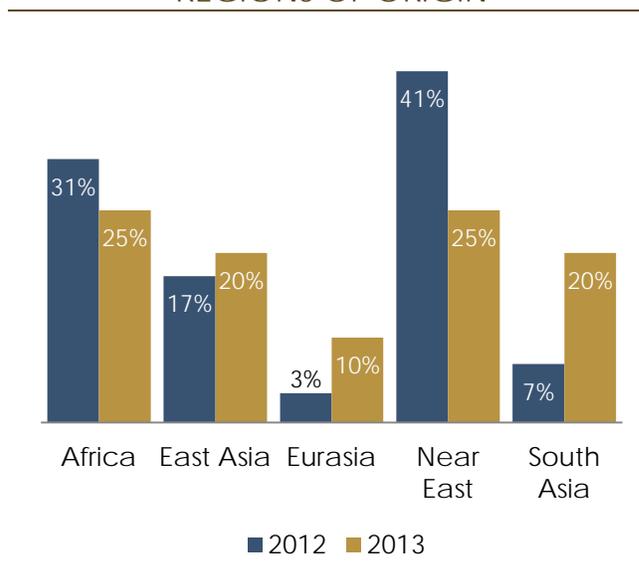
In 2013, recruiting was conducted in all 2012 languages except Swahili. In addition, Kyrgyz, Tajik, Uzbek, and Yoruba were added. The intent of these adjustments was to better match federal government requirements, and to provide the greatest opportunity for participants to fulfill their Service Requirement. The program was able to successfully secure applicants in the new languages for 2013 and will build upon the experience to identify individuals who possess the necessary professional-level native language skills.

The following chart provides a comparison of participants by language background for the 2012 and 2013 program years.

EHLS Program Year	2012	2013
Arabic	11	4
Balochi	0	1
Dari	1	0
Hausa	1	0
Hindi	0	0
Igbo	2	2
Kyrgyz	n/a	1
Mandarin	5	5
Pashto	1	1
Persian	4	1
Somali	1	0
Swahili	2	n/a
Turkish	1	1
Urdu	0	0
Uzbek	n/a	1
Yoruba	n/a	3
Total Participants	29	20
Total Applicants	325	326

The percentages of Scholars from various regions of the world had been relatively consistent in the past, but shifted from the Near East to Eurasia in 2013. This change occurred due to improved recruiting of Turkish speakers, and the first-ever recruiting of Kyrgyz and Uzbek speakers.

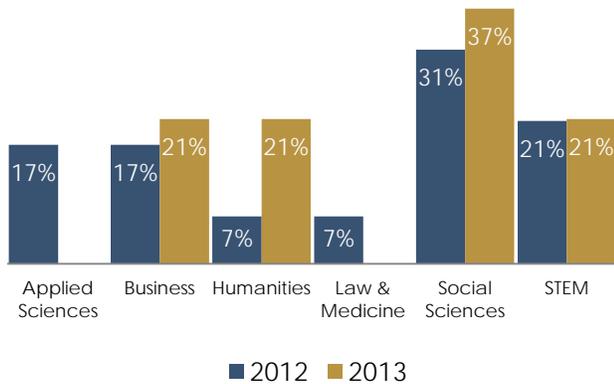
2012-2013 EHLS SCHOLARS
REGIONS OF ORIGIN



Further demographic changes can be demonstrated by examining the academic degrees of EHLS scholarship recipients. In 2013, the EHLS program increased the number of Scholars in STEM (Science, Technology, Engineering and Mathematics) fields, as well as

the humanities (i.e., language and literature related fields). In contrast to 2012, EHLS had no Scholars from the Applied Sciences, Law or Medicine in 2013. The reduction in the number of Scholars between 2012 and 2013 reduced the variety of academic disciplines represented by the cohort.

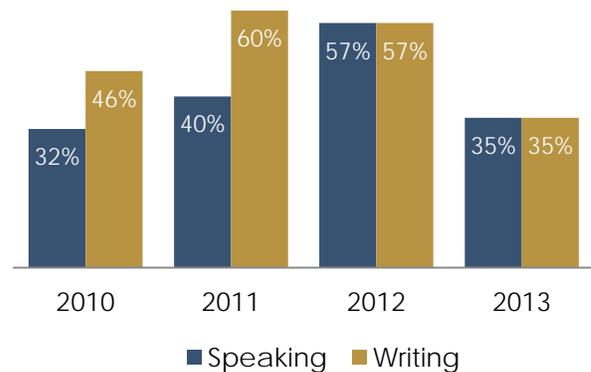
2012-2013 EHLS SCHOLARS BY ACADEMIC FIELD



reflect the effects of instruction.

The development of writing outcomes has been emphasized as the highest priority of the EHLS Program based on input from government agencies that hire EHLS Scholars. For 2013, seven (7) Scholars (35%) increased their ability in English speaking to the next level, and the same number achieved gains to the next level in English writing.

2010-2013 EHLS SCHOLAR ILR LEVEL INCREASE



PROGRAM RESULTS

For 2013, the EHLS program graduated Scholars at professional levels of English proficiency across four modalities: 76% of exit test scores were at ILR Level 3, 99% were at ILR Level 2+ or higher, and 100% were at ILR Level 2 or higher. The results for 2013 reflect the best exit scores since the inception of the program. To some degree these outcomes are due to the improved quality of recruiting activities: scholars' entry scores were considerably higher on average than those of previous years. However, the outcomes also

The EHLS Scholars also produce a set of reports that address critical issues in international security as part of OSAP. These reports are available to the national security community on Intelink-U, a repository of unclassified information hosted by the Office of the Director of National Intelligence.

FUTURE OF EHLS

When NSEP initiated the EHLS program in 2005, program staff identified three challenges that it would face to achieving success: recruitment, language skill development, and job placement. The program has identified efficacious paths within each of these areas, and strives to continue improving.

1) TARGETED RECRUITMENT

NSEP has learned that recruiting U.S. citizens with high existing levels of English and native language proficiency is the most viable and cost effective way to improve program outcomes. NSEP will continue to refine fundamental aspects of program design in order to motivate highly-qualified individuals to apply. NSEP is currently completing selection of the 2014 EHLS Scholars. For this cohort, NSEP recruited speakers of 20



languages: Amharic, Arabic, Balochi, Bambara, Dari, Hausa, Hindi, Kazakh, Kyrgyz, Mandarin Chinese, Pashto, Persian, Punjabi, Somali, Tajik, Tamashek, Turkish, Urdu, Uzbek, and Yoruba. Over 325 applications were received (the largest number in the history of the program), from which 18 scholarship recipients will be selected. For the first time, personnel from some of the federal agencies that collaborate with the EHLS program participated in the application review process, providing valuable perspectives on the needs and goals of their agencies, which tend to hire EHLS graduates. The 18:1 applicant to award ratio for the class of 2014 will allow EHLS Program management to be particularly selective in assembling a distinctly-qualified cohort.

2) LANGUAGE SKILL DEVELOPMENT

The six-month intensive program remains the core of the EHLS Program, enabling those with advanced level English skills to develop professional-level proficiency through the use of a unique, fully articulated curriculum. Refinements are regularly made as NSEP seeks ways to increase proficiency gains. NSEP is exploring opportunities for EHLS Scholars to continue their language development process directly following their participation in the EHLS Program through

internships, term appointments, and possibly extended opportunities with OSAP partners.

3) JOB PLACEMENT

EHLS Scholars' ability to obtain federal jobs that will fulfill the service requirement remains of great interest to program staff, scholarship recipients, and federal officials. Outcomes in this area have significantly improved over the past several years thanks to collaboration with federal government agencies, which NSEP continues to cultivate. Components of the Intelligence Community, Department of Defense, Combatant Commands, and other agencies in the national security community regard EHLS graduates as a critical source of human capital to meet their requirements. In 2013, as in 2012, the Federal Bureau of Investigation partnered with the EHLS Program to offer Contract Linguist and Contract Monitor positions to all EHLS Scholars who had not begun fulfilling the service requirement and whose language backgrounds met the organization's language needs. As of October 2013, 11 members of the EHLS 2013 cohort had taken advantage of this opportunity. Four others had obtained positions or received conditional offers from other agencies.

NATIONAL LANGUAGE SERVICE CORPS

In 2013, the National Language Services Corps' (NLSC) status changed from a pilot initiative to a fully-functioning, permanent program within the Department of Defense (DoD). This achievement demonstrates the value and feasibility of the program's key surge capacity for DoD and other government agencies. The NLSC is currently listed as a source for language and cultural requirements in the Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 3126.01, *Language and Regional Expertise Planning*. The NLSC continues to be a major component of the DoD's plan to address future surge requirements for language.



Continued success of the NLSC is attributed to a strong interest in the program among a wide range of federal departments and agencies within the executive branch, the continued growth in membership by attracting individuals who share the Corps' vision, resulting in a base that exceeds 4,500 with over 290 languages represented, the ability to participate in nearly 70 operations with federal partners including the deployment of members to overseas locations, the availability of personnel needed to provide over 29,000 man hours of support to 32 departments and agencies, and the capability to provide the full range of language support services, while being responsive to the "just in time" needs of the agencies.

Civilian volunteers comprise NLSC's membership. All volunteers have ILR 3 proficiency or higher in at least one foreign language. Members may

serve as temporary federal employees, using their diverse certified language skills to support requirements across all federal agencies, and may be activated throughout the world. The opportunities for service include strategic language support of DoD operations (analysis, interpretation, and translation), training (instruction). If required, the NLSC is able to obtain clearances for its members on behalf of government organizations. Several NLSC members have active Secret or Top Secret clearances.

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

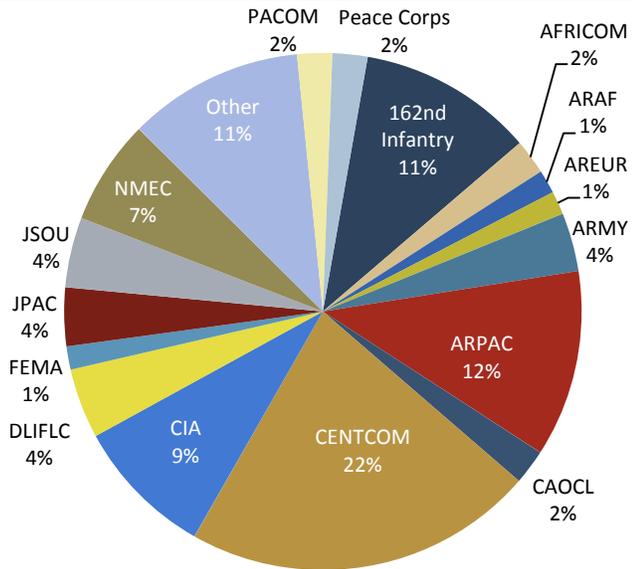
2013 HIGHLIGHTS

The NLSC continues to grow rapidly. Targeted recruiting and outreach methods have yielded a membership increase of 18 percent since January 2013. The advertising and marketing for the NLSC is conducted primarily through social networking, posting to free job-boards, and various grassroots efforts. The NLSC is rich in its support network and member loyalty; current members continuously refer their own contacts to the organization.

Major accomplishments in 2013 include:

- Responding to 139 inquiries from 32 government agencies. Responses were comprised of 30 Mission Support Queries, or government agencies inquiring about the capacity of the NLSC to meet potential future language requirements and 109 Missions Support Requests, or full engagement of NLSC support processes, including the activation of members and performance of over 9,400 hours of service so far in calendar year 2013;

2013 NLSC PERCENTAGE OF REQUESTS BY AGENCY



- Successfully appointing 532 language consultants by the end of Fiscal Year 2013, despite a 10-month temporary civilian personnel hiring freeze by the DoD Human Resources Activity and the Defense Logistics Agency;
- Receiving excellent feedback from various government agencies who were satisfied with the professionalism, skills, and overall work performance of NLSC members;
- Successfully recruiting 716 new members, exceeding the Fiscal Year 2013 membership goal of 4,500, including more than 290 languages covered by membership;
- Continuing the use of remote testing capability of the Military Entrance Processing Stations for NLSC operational testing using the web-delivered Defense Language Proficiency Test; and

- Providing continued support for the development of ASTM (formerly known as the American Society of Testing and Materials) Main Committee F43, Language Services and Products, the first national standards committee for the language enterprise, representing the federal sector, state and local government users of language services, the academic sector, and the nation's \$15B private sector language industry.



NLSC members are appointed as temporary federal employees on intermittent work schedules and their support is available on a cost-reimbursable basis to the requesting agency. Over the past year, the NLSC has received mission support queries and requests on an increasing basis. These queries and requests represent an ever-escalating interest in the NLSC's capability to provide help to federal organizations and DoD COCOMs with surge requirements for professionals with critical language and culture proficiency. The following table demonstrates requests from a broad range of federal organizations that worked with NLSC members in 2013.

SAMPLE OF NLSC ACTIVATIONS AND SERVICES

Organization	Language(s)	Operation	Status
U.S. Central Command (CENTCOM)	Russian, Dari	Pre and post translation and interpretation on-site for Regional Cooperation Exercise in Garmich, Germany	Activation completed in March 2013. Debrief successfully completed with USCENTCOM and NLSC member

Organization	Language(s)	Operation	Status
U.S. Joint POW/MIA Accounting Command (JPAC)	Vietnamese	On-site translation and interpretation in Vietnam	Activation completed in September 2013. Debrief successfully completed with JPAC and NLSC member
Defense Language Institute Foreign Language Center (DLIFLC)	Dari	Participation in a four-day study to assess and set standards for the Defense Language Proficiency Test (multiple members)	Standard setting studies completed in 2013. The NLSC is planning to participate in future studies in 2014
U.S. Army Pacific (USARPAC)	Bahasa, Vietnamese, Korean, Thai and Spanish.	Interpretation for VIPs at an international multilateral conference in Auckland, New Zealand	Activation completed in September 2013
U.S. Department of Labor (Wage and Hour Division)	Lao	Consecutive interpretation in small group and one-on-one interviewing to support an investigation (multiple members)	Activation completed in June 2013. Debrief successfully completed with Dept. of Labor and NLSC members
U.S. Army (162nd Brigade)	French/Portuguese	Role-playing and cultural training for soldiers preparing for overseas assignment (multiple members)	Activation completed in September 2013. Debrief successfully completed with 162 nd Brigade and NLSC members

U.S. Army 162nd Infantry Brigade provides the Army and Joint Force Commanders with trained personnel and units to build partner nation security capacity.

The NLSC has contributed to the Brigade's mission this year by serving as role players, language instructors, and cultural experts. Members who provided support led cultural training exercises for US Army units deploying to various regions in Africa, Eastern Europe, and Asia.

The Brigade expressed their satisfaction with the support NLSC members provided and the readiness troops now have as a result of NLSC involvement. They also commended the NLSC for the low cost to fund member services and the depth and breadth of NLSC languages available.

U.S. Central Command (USCENTCOM) generated the most requests by any of the Combatant Commands (COCOMs) for the NLSC's services in 2013; often, requests were received to use the same members on multiple related exercise planning assignments. This arrangement allowed

USCENTCOM to receive a direct return on the training they invested in the NLSC member.

In 2013, there were a variety of assignments where NLSC members provided language support overseas in Doha, Qatar; Garmich, Germany; and Dushanbe, Tajikistan. NLSC members also worked in Suffolk, Virginia, Tampa, Florida, and on occasion, from remote locations using their translation and interpretation skills. Primary languages used in USCENTCOM assignments were Arabic, Russian and Dari.



U.S. Army Pacific (USARPAC) has worked with the NLSC for several years. Charter members were assigned to the headquarters element and subordinate units participating in Garuda Shield 09. USARPAC has subsequently requested and worked with NLSC members locally and overseas using their foreign language skills in support of events and conferences attended by senior military officials and foreign dignitaries.

During July 2013, the NLSC fulfilled USARPAC’s request for a Bahasa linguist, local to the area, to provide interpreter support for the Senior Leader engagements at the USARPAC Change of Command. The ability to provide an on-island resource for the USARPAC event proved the NLSC to be a cost-effective solution for government agency needs. The NLSC member was later requested on to support USARPAC on other engagements.

NLSC members also travelled to Auckland, New Zealand, in 2013 as part of the USARPAC team. As co-hosts of the Pacific Armies Chiefs Conference

and the Pacific Armies Management Seminar, USARPAC paired the NLSC members to work with general officers and their staff during bilateral meetings using Spanish, Thai, Vietnamese, Indonesian, and Korean.

FUTURE OF NLSC

During 2014, NSEP expects sustained interest and interaction with the COCOMs and several new federal agencies despite Departmental budget cuts. NSEP is experiencing a growing role in providing support with members who not only have language expertise but also regional and cultural expertise. These members provide periodic augmentation as federal language consultants and “gap fillers” that fit temporary or part-time needs of these agencies. NSEP expects a continued increase in the use of NLSC services into 2014 and beyond. The table below lists some of federal agencies that have expressed interest in utilizing NLSC resources in 2014.

ORGANIZATIONS EXPRESSING INTEREST IN NLSC

Interested Organization	Language(s)	Proposed Operation
Peace Corps	French, Spanish, and the dialects of Benin	Assist in investigations in Africa
Consumer Financial Protection Bureau	Spanish and as many as seven additional languages	Augment staff to provide quality assurance for translations
Defense Language and National Security Education Office (DLNSEO)	Cantonese, Czech, Dutch, German, Farsi, Hindi Urdu, Norwegian, Polish, Portuguese, Indonesian, Japanese, Romanian, Serbian, Tagalog, Turkish, Ukrainian, Vietnamese, Swahili and Hausa.	Develop materials to support language sustainment efforts for Foreign Area Officers
U.S. Army Pacific (USARPAC)	Vietnamese, Lao, Khmer, Bahasa (Indonesian and Malay), Burmese, Thai, Cantonese, Mandarin, Korean, Japanese, Nepali, Hindi, Mongolian, Russian and Bengali	Support nation-building exercises planed in the Pacific Rim area of responsibility, to include translation, interpretation, and simultaneous interpretation
U.S. Joint POW/MIA Accounting Command (JPAC)	Mandarin, Burmese, Tagalog Vietnamese, Korean, Cambodian, etc.	Support JPAC operations
U.S. Army (162 nd Infantry Brigade)	Chichewa, Francophone French, Lusophone Portuguese	Support deploying soldiers as role players, regional culture experts, and language instructors

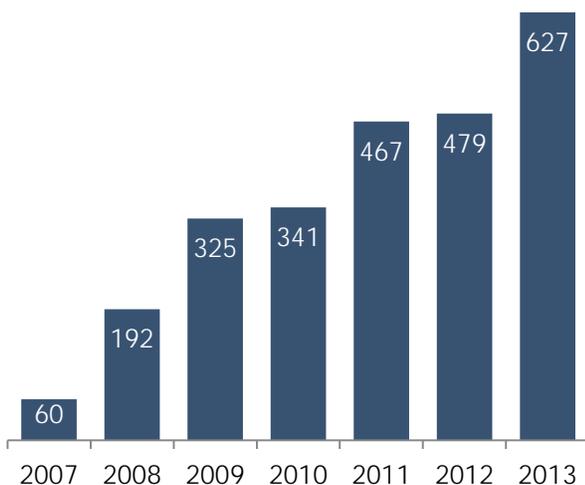
Interested Organization	Language(s)	Proposed Operation
U.S. Transportation Command (USTRANSCOM)	Various (Worldwide)	Support TRANSCOM and NORTHCOM operations within the continental United States (CONUS) and beyond (OCONUS)
U.S. Central Command (CENTCOM)	Various (Central Asia Region)	Discuss language services for CENTCOM exercises
U.S. Southern Command (USSOUTHCOM)	Spanish, Portuguese, Dutch, French, Haitian Creole	Discuss language services for SOUTHCOM exercises and operations & support of USNS Comfort operations
U.S. Pacific Command (USPACOM)	Bengali, Nepali, Dzongkha (Bhutan), Sinhala and Tamil (Sri Lanka), Burmese and Portuguese (Timor-Leste), Khmer, Shan, Hindi, Karen, Lao, Mar/Man Dhivehi (Maldives), Rohingya, and Mongolian	Provide language services for Western Pacific operations and exercises
U.S. Special Operations Command Pacific (SOCPAC)	Various	Provide language services for training, operations, and exercises
Joint Special Operations University (JSOU)	Various	Assist in providing language support for instructors and courses
U.S. Africa Command (AFRICOM)	African languages	Discuss language services for AFRICOM exercises and operations
Department of Homeland Security (DHS)	Various (for U.S. population support)	Support critical DHS language requirements within Civil Rights & Civil Liberties Office
Federal Emergency Management Agency (FEMA)	Various (for U.S. population support)	Support of FEMA operations CONUS
Various National Guards	Various (Worldwide)	Support of National Guard operations CONUS & OCONUS
Intelligence Community	Various (Worldwide)	Discuss supporting roles

PROJECT GLOBAL OFFICER (PROJECT GO)

Project Global Officers (Project GO) is NSEP's signature Reserve Officer Training Corps (ROTC) program, promoting critical language education, study abroad, and cultural immersion for this unique student population. Project GO's goal is to develop future military officers for all the Services who possess the necessary linguistic and cross-cultural communication skills required for effective leadership in the 21st Century operational environment.

Project GO provides grants to U.S. institutions of higher education with large ROTC student enrollments, including the Senior Military Colleges (SMC).²⁴ In turn, these institutions provide language and cultural training to ROTC students from across the nation, funding domestic and overseas ROTC language programs and scholarships. To accomplish Project GO's mission, NSEP closely works with ROTC Headquarters for the Army, Air Force, and Navy, as well as with U.S. institutions of higher education.

2007-2013 PROJECT GO PARTICIPANTS



In 2007, Project GO awarded grants to four institutions. Today, institutions participating in the program have increased six-fold and have supported critical language study for nearly 2,500

²⁴ Senior Military Colleges are defined under 10 U.S.C. 2111a as Texas A&M University, Norwich University, Virginia Military Institute, the Citadel, Virginia Polytechnic Institute and State University, and North Georgia College and State University.

ROTC students nationwide. In 2013, 632 ROTC students benefited from language training opportunities through Project GO. This figure represents a ten-fold increase in participation levels from 2007.

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

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

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



2013 HIGHLIGHTS

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

- Establishing a minimum proficiency goal of Interagency Language Roundtable (ILR) Level 1 for all Project GO participants, to be achieved over a series of multiple interventions;
- Enhancing year-long language study for Project GO students;
- Supporting extended overseas study for Project GO students;
- Maintaining and synchronizing a network of domestic and overseas language programs open to all ROTC students nationwide;
- Assisting Senior Military Colleges in internationalizing the experience of their ROTC students; and
- Creating opportunities for ROTC students to receive cross-cultural exposure through curricular enhancements.

Project GO is developing an outcomes-based program as it implements mandatory language assessment exams for all participants. Most funded institutions target student achievement of ILR Level 1 by program completion, while a select few have taken the task of working towards an ILR Level 2 proficiency.

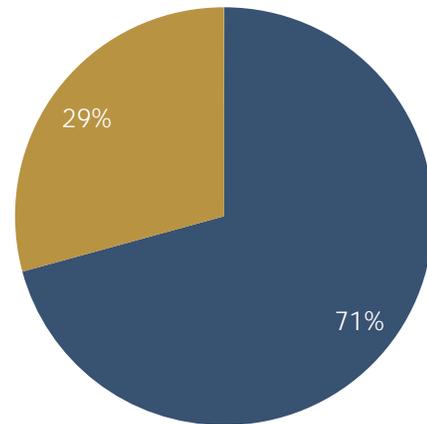
In order to achieve proficiency targets, Project GO actively promotes language training opportunities among ROTC students year-round.²⁵ Today, Project GO participants are expected to complete, at a minimum, the equivalent of four semesters (12 credits) of the same critical language and study abroad for eight weeks or longer. Assessment tests to monitor students' progress in meeting the minimum proficiency level of ILR 1 are administered following each semester.



²⁵ Project GO previously focused primarily on summer language study experiences.

During academic year 2012-2013, 368 Project GO students who completed a minimum of four semesters (12 credits) of language training received oral proficiency interviews (OPI) to test proficiency gains. As shown from the graph below, 71% of students met the minimum program goal of ILR 1 or better. This figure is a 10% improvement from the previous year.

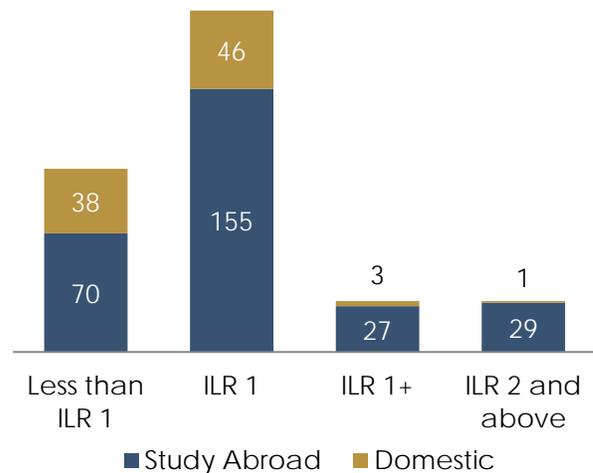
2013 PROJECT GO PARTICIPANTS
POST-PROGRAM OPI OVER ILR 1



- Met Goal of ILR 1 and Above
- Achieved Some Proficiency Less Than ILR 1

The following chart illustrates the proficiency gains among Project GO participants who completed domestic study, and then follow-on international study, over the course of multiple semesters:

2013 PROJECT GO PARTICIPANTS
DOMESTIC VS. OVERSEAS STUDY



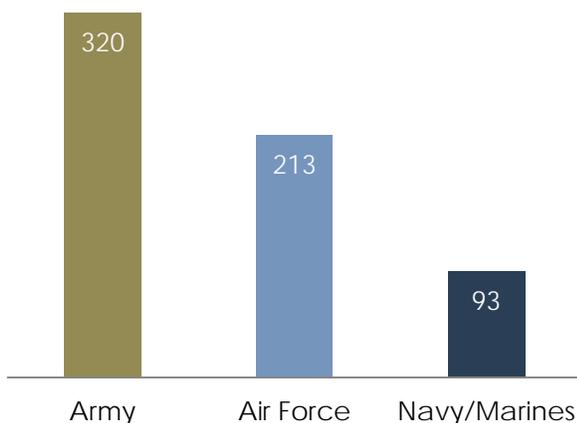
A pilot initiative was also implemented during the summer of 2013 to administer online reading and listening proficiency assessment tests to students with the equivalent of four semesters (12 credits) or more of language in Chinese and Russian. Eight Project GO institutions were involved in the pilot test, which was given to 102 Project GO students who studied in China, Russia, and Ukraine over the summer. Assessment results were not yet available at the time of this report.

Additionally, two American Council on the Teaching of Foreign Languages (ACTFL) OPI workshops were held for faculty, instructors, and administrative staff in conjunction with the annual Program Directors' Meeting hosted by Texas A&M University in April 2013. The two-day workshop was attended by 26 language teachers, faculty, and Project GO administrators, representing 16 Project GO institutions. The second workshop was four-day training, specifically for instructors of Arabic and was attended by 11 Arabic instructors from eight institutions.

NETWORK OF DOMESTIC AND OVERSEAS LANGUAGE PROGRAMS

During academic year 2012-2013, Project GO funded 25 institutions, including five SMCs, to serve as national resources for critical language instruction. Through these universities, Project GO trained a record 627 ROTC participants in critical languages. Of these, 51% were Army students, 34% were Air Force students, and 15% were Navy/Marines students.

2013 PROJECT GO PARTICIPANTS BY SERVICE

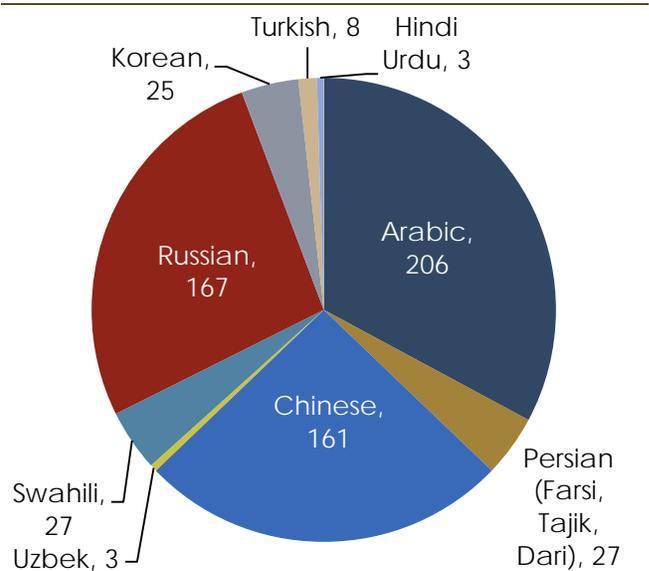


In summer 2013, 354 Project GO/ROTC students completed critical language training overseas, an increase of 84 students from the previous year. NSEP aims to significantly increase applicant and participant levels for overseas language training, including summer, semester, and year-long programs of study in the coming years.

ROTC students from 181 different U.S. institutions participated nationwide in Project GO's summer 2013 critical language offerings. Roughly 56% (342) of these participants were enrolled at a Project GO-funded institution during the academic year. Another 44% (265) were enrolled at a non-Project GO funded institution during the academic year.

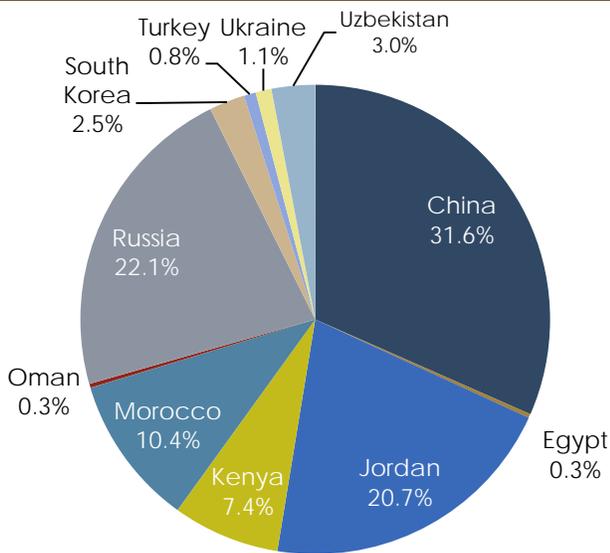
Arabic, Chinese, and Russian were the most popular languages among Project GO/ROTC participants in 2013. Korean, Persian, and Swahili language courses also experienced large enrollments. A complete breakout of the languages studied by Project GO students is shown below:

2013 PROJECT GO PARTICIPANTS BY LANGUAGE



Of those students who studied overseas, China, Russia, and Jordan were the most popular destinations, followed by Morocco and Kenya.

2013 PROJECT GO PARTICIPANTS BY COUNTRY



INTERNATIONALIZING SENIOR MILITARY COLLEGES

Project GO funding for SMCs primarily supports direct student scholarship funding for study abroad or domestic summer language study. Project GO funding was also used to support language instructors and tutors, curricular materials, and outreach activities for Arabic and Chinese programs.



Project GO's objectives for internationalizing the Senior Military Colleges include increasing the number of Senior Military College students who study a critical language, particularly overseas, increasing the number of students from other countries who study on-campus at Senior Military Colleges by facilitating relationships between the

Senior Military Colleges and educational institutions overseas, and increasing interaction among international students and Senior Military College ROTC students.

INTERCULTURAL DIALOGUE

To increase the number of ROTC students nationwide participating in intercultural dialogue, Texas A&M University and San Diego State University continued Project GO's intercultural dialogue project for academic year 2012-2013. Each project integrated international students, either on-campus or in other countries through the internet, into focused dialogue with ROTC students enrolled in the participating universities.

THE FUTURE OF PROJECT GO

Project GO has demonstrated that much can be improved in the training of ROTC students in language skills at U.S. institutions. It has also demonstrated that ROTC students are able to achieve success in critical language learning. As NSEP increasingly codifies the Project GO model, it anticipates strong language proficiency gains among program participants.



NSEP's expectation is that Project GO-funded institutions will provide students the tools and resources required to achieve a minimum ILR Level 1 proficiency over a series of language-learning interventions. Enhancing year-long language study and supporting extended overseas study for participants are key components of this strategy. Strengthening curricula, providing group and individual tutoring, sponsoring cultural events, and further coordinating outreach will also bolster program goals in 2014

2013 PROJECT GO INSTITUTIONS

COLLEGES AND UNIVERSITIES

Arizona State University
Boston University
California State University, San Bernardino
Duke University
Embry-Riddle Aeronautical University
Georgia Institute of Technology
Indiana University
James Madison University
Marquette University
North Carolina State University
Northeastern University
San Diego State University
University of Arizona
University of Kansas
University of Mississippi
University of Montana
University of Pittsburgh
University of Texas, Austin
University of Virginia
University of Wisconsin, Madison

SENIOR MILITARY COLLEGES

Norwich University
Texas A&M University
The Citadel
University of North Georgia
Virginia Polytechnic Institute

LANGUAGE TRAINING CENTERS

The Language Training Center (LTC) Program, established in 2011, was developed specifically to increase planning and support with higher education institutions to train DoD personnel. In 2010, NSEP funded the study Leveraging Language and Cultural Education and U.S. Higher Education Program to fulfill a Congressional request. Findings from the Leveraging report revealed that federal investments in language and culture at higher education institutions have produced a group of universities with well-established programs and faculty expertise that are capable of supporting the military's needs for proficiency-based training in critical and less commonly taught languages at various levels of acquisition. Therefore, facilitating the establishment and continued growth of relationships among these institutions, military installations, and DoD entities is an integral part of the LTC program. Relationships built with higher education institutions through the LTC program have the potential to augment and enhance not only the number of languages available to DoD personnel, but also the range of instruction available in many critical language, the quality of textbooks and authentic materials, and the availability of certified instructors and testers.

Now in its third year, the LTC program held a new grant competition in May 2013. Nine institutions were recommended for three-year grant funding: Arizona State University; Coastal Carolina Community College; California State University, Long Beach; North Carolina State University; San Diego State University; University of Kansas; University of Maryland, Baltimore County; University of Montana, and the University of Utah. In addition to relationships with the Services, the Combatant Commands, the National Guard and the Reserve, this competition included collaboration with the Defense Intelligence Agency and the National Security Agency to the LTC program.

Each center has institutional capacity to provide customized training to meet the specific needs of various DoD entities. LTC training is delivered primarily through non-traditional delivery methods such as intensive immersion instruction and online modules. Courses and coursework support the

Services, the Combatant Commands, the National Guard and the Reserve, and civilian employees.

Each of the LTCs provides:

- Training to DoD personnel that yields measurable language skills in reading, listening, and speaking;
- Training to DoD personnel in critical and strategic languages that are tailored to meet operational readiness requirements; and
- Alternative training delivery systems and approaches to meet language and regional area studies requirements of DoD personnel, whether pre-, during, or post-deployment.
- Additionally, some LTC programs provide opportunities for ROTC students across the nation to develop skills in critical and strategic languages.

2013 HIGHLIGHTS

CALIFORNIA STATE UNIVERSITY, LONG BEACH (CSU-LB) continued its relationship with California Army National Guard and the Marine Corps 1st Radio Battalion and established new collaboration with the Air Force Regional Affairs Strategist Office and from subordinate units of the 351st Civil Affairs Command. CSU-LB provided 15-day residential intensive language courses in Chinese, French, Persian (Farsi), and Arabic. Intensive courses provided 150 instructional hours, consisting of 10 hours of instruction per day including weekends. A total of 25 military linguists successfully participated in the following languages: Chinese (6), French (5), Persian (Farsi) (4), and Arabic (10).

COASTAL CAROLINA COMMUNITY COLLEGE provided multiple, month-long Middle East and North Africa cultural and regional studies courses in support of the 2nd Marine Expeditionary Force (II MEF) located at Camp Lejeune, North Carolina. The area studies course was designed specifically to acquaint military students with various societal aspects of the region, including the geography, recent political developments,

religious belief systems, women's roles, local economics, and relations with the United States.

An immersion Beginner French class was also conducted for II MEF for a total of 375 contact hours. Due to the course's success, Coastal Carolina ran a Beginner French II class for continuing students from II MEF. Additionally, a Survival Arabic class totaling 150 contact hours was conducted for Marine Special Operations Command.

INDIANA UNIVERSITY (IU) worked with the Foreign Area Officer community, enlisted Foreign Area Specialist community, and civilian language professionals from various commands including the Defense Threat Reduction Agency, 10th Special Forces Group, U.S. Central Command, Air Force Language Enabled Airman Program, Office of Naval Intelligence, Indiana Army National Guard, and the U.S. Air Force Academy. A total of 21 students participated in IU's summer language courses. In total, 16 students participated in sustainment training in Arabic, Dari, Persian, and Russian. Courses consisted of 60-96 contact hours per course. An additional five students participated in significant language training courses in Arabic and Russian. These courses offered over 180 contact hours of instruction.

NORTH CAROLINA STATE UNIVERSITY (NCSU) worked with the U.S. Army John F. Kennedy Special Warfare Center and School (SWCS) at Fort Bragg, North Carolina to offer training in six languages – Arabic, Chinese, Pashto, Persian, Russian, and Urdu – in two phases. Phase one lasted 24 weeks; phase two lasted 12 weeks. All courses were intensive – five days per week, six hours per day. Both phases concluded with five-day field immersions in simulated villages with native-speaking role players acting out scenarios to assess linguistic proficiency, cultural competence, critical thinking, and conflict resolution. A total of 112 Special Forces soldiers took part in the training.

NCSU also provided language training to the Joint Special Operations Command and the North Carolina National Guard in Arabic, Dari, French, and Somali. Additional requests for language courses came from the Military Information Support Operations Command, Civil Affairs, and Air Force 480th Intelligence

Surveillance and Reconnaissance Wing at Fort Gordon, Georgia.

NORWICH UNIVERSITY worked with the Vermont Army National Guard's (VTARNG) Military Engagement Team (MET). The MET program builds partner capacities and enduring relationships worldwide, and the VTARNG MET is charged specifically with training the Senegalese military in emergency response and disaster management, in particular, the effects of flooding. LTC training addressed basic conversational language in French and Wolof, effective use of interpreters, and an understanding of Senegalese culture.

SAN DIEGO STATE UNIVERSITY (SDSU) continued to work with the 1st Marine Division of the 1st Marine Expeditionary Force at Camp Pendleton; Marine Corps Intelligence Support Battalion (ISB); and the Army 706th MI Group at Fort Gordon, Georgia. The 1st Marine Division, along with its Advisory Training Cell, requested 20 distinct language trainings at the elementary level in Pashto, Dari, Arabic, Francophone (African) French, and Georgian. A total of 247 students completed training. SDSU produced three online 90-minute Iranian culture with language lessons for the Marine Corps ISB's 400 Reservists nationwide and hosted 9 Army linguists from 706th MI Group for 182 contact hours of Advanced to Superior level training in Arabic, Pashto, and Persian. In addition, SDSU offered 120 contact hours of blended (face-to-face and online) elementary Dari instruction to six students from the Army Corps of Engineers.

UNIVERSITY OF MONTANA (UM) cultivated relationships with Special Operations Command, Navy Special Operations Command, Army Special Operations Command, Marine Special Operations Command, 95th Civil Affairs, Military Information Support Operations Command, and the Montana National Guard. UM provided 4,964 contact hours of language instruction and succeeded in training 78 students in Pashto, Dari, Arabic, and Urdu with most students achieving intermediate or advanced (ILR 1-2) levels of proficiency.

Additionally, UM continued to conduct iso-immersion training, which lasts from one to two weeks in the target language. The scenarios and exercises are designed around unit requirements and focus on daily activities, mission related

duties, and the ability to communicate with the local population.

UNIVERSITY OF NORTH GEORGIA (UNG) continued to work with Army Cadet Command and the Army Education Center at Fort Benning, Georgia to run intensive Chinese language programs for recently graduated second lieutenants. With the addition of Fort Benning as a partner, UNG was able to double the number of participating lieutenants. For over 15 weeks, the lieutenants studied intensive introductory and intermediate Chinese language, including Chinese culture. UNG welcomed two different cohorts, one at Fort Benning and one on UNG's Dahlonaga campus. A total of 21 lieutenants comprised the Fort Benning cohort, while the Dahlonaga cohort had six lieutenants, and all students successfully completed the 15-week course.

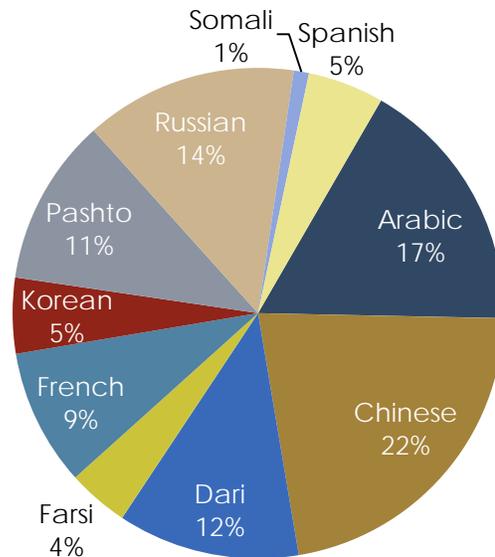
2013 ACCOMPLISHMENTS

Since the program's inception in 2011, the LTCs have delivered 210 different courses comprising over 32,000 contact hours delivered to 6,847 students. Approximately 5,480 Reserve and National Guard personnel received pre-deployment training in basic language and culture that they would not have otherwise received.

Over 300 DoD personnel completed intensive language training consisting of 120 or more hours of instruction resulting in increased language proficiency. The number of different relationships with DoD organizations has doubled and currently includes collaboration with units within the National Guard and special forces community. Additionally, the number of languages taught has increased, demonstrating

the LTC's capacity to utilize local resources in meeting DoD training needs.

2013 LANGUAGE TRAINING CENTER LANGUAGE COURSE DISTRIBUTION



THE FUTURE OF THE LANGUAGE TRAINING CENTERS

The global security environment has grown more complex and is driving the continued demand for DoD to continue investing, building, and sustaining language skills in a smaller force. LTCs help ensure that language and culture skills match the Department's top priorities by working closely with the Services on language training needs. The role of the LTC as an efficient, responsive training resource, is part of DoD's long-term investment strategy. NSEP will ensure close monitoring and technical assistance to the Centers to make sure that they are meeting the language training needs they have outlined.

FUTURE OF NSEP

In the coming years, NSEP will continue to work closely with the National Security Education Board to ensure that its programs remain strategic in mission: to support both academic and government sectors in high-level program quality and accountability through the sharing of best practices across its growing array of programs. NSEP remains focused on improving its approach to meeting the critical mission it was set out to undertake through the David L. Boren National Security Education Act:

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

With every year that passes, these goals have proven to be increasingly important to meeting the critical needs of the government for languages and cultures. Today, NSEP has become an integral component of a comprehensive national security strategy to eliminate the serious foreign language deficit in the federal government.

NSEP will work to leverage the resources, ideas, and practices across agencies, the academic community, and non-governmental

organizations to maximize the impact of its programs through the following efforts:

1. BUILDING A TALENT PIPELINE TO ENHANCE WORKFORCE READINESS

NSEP plans to enhance work force readiness processes by:

- **Establishing an NSEP Alumni Corps.** Select NSEP alumni now mentor fellow Awardees, conduct informational interviews, provide agency-specific guidance, and offer résumé consultations.
- **Facilitating Career Advising Professional Development of NSEP staff.** NSEP staff provide support for NSEP graduates as they seek federal employment related to national security. Professional development of NSEP staff in the area of career advising will increase their expertise in this role.
- **Building Strategic Collaboration across Agencies.** NSEP is continuing, and will expand, targeted hiring events at federal agencies such as the Central Intelligence Agency, Defense Intelligence Agency, the Office of Naval Intelligence, and other key organizations.
- **Undertaking a NSEP Stakeholder Analysis.** NSEP plans to undertake a more strategic approach to understanding its stakeholders, including NSEP alumni, senior-level federal hiring officials, national foreign language experts, and former and current NSEP members. In 2014 NSEP is continuing to work with the Center for Naval Analyses to conduct an analysis of the Boren Alumni.

2. EXPANDING RELATIONSHIPS FOR FOREIGN LANGUAGE EDUCATION

NSEP plans to improve national capacity to meet needs for foreign language proficiency and regional and cultural expertise by:

- **Expanding K-12 Relationships.** NSEP plans to expand coalitions and initiatives that partner institutions of higher education with state,

local and district K-12 education agencies to increase the pipeline of high school graduates at or near limited working proficiency in critical languages before entering college or the workforce. Relationships include coordination with related federal programs at sister agencies such as STARTALK and NSLI-Y exchanges.

- **Expanding DOD - Higher Education Collaboration.** NSEP plans to expand relationships between Department of Defense and the higher education community through the Language Training Centers (LTC) program. Efforts are underway to expand the numbers of LTC relationships with DOD components and increase direct communication with representatives from all the services with responsibility for language training.
- **Strengthening ROTC Initiatives:** NSEP plans to strengthen cooperative efforts with ROTC and institutions of higher education to increase the numbers of ROTC cadets and midshipmen commissioning with prior overseas experience and limited working proficiency or higher in critical languages through the Project GO, Flagship, and Boren Scholarship programs.

3. LEVERAGING TECHNOLOGY FOR LANGUAGE TRAINING, SUSTAINMENT, AND CULTURAL AWARENESS:

- **Review of language and culture technology practices across NSEP programs.** DLNSEO is reviewing integration of technology practices in language and culture training at select programs within the Flagship, Language Training Center, and Project GO programs to identify promising practices to share or develop further. NSEP will promote the integration of existing open-access online language and culture training materials developed by Department of Defense, including products of the Defense Language Institute Foreign Language Center (DLIFLC), into curriculum in higher education or for language sustainment among NSEP graduates. Where appropriate, NSEP will expand access to language and culture

training products developed by DOD for the broader education community.

- **Development of Flagship sustainment materials.** The Flagship community is partnering with National Foreign Language Center to develop user-friendly applications and curricula to leverage previous federal investments in thousands of language learning objects across the critical languages and now available to the academic community.

4. IMPROVING ACADEMIC TESTING AND ASSESSMENT

- **Developing proficiency metrics and tools to validate the foreign language expertise of our nation's citizenry.** NSEP continues to improve testing and assessment of language capabilities for the nationals schools, colleges and training centers by establishing approaches to testing and assessment by drawing upon the practices of other DoD and government testing centers, ensuring that NSEP award recipients receive valid test results based on the Interagency Language Roundtable proficiency scale. These test results will help provide valuable skill-set information to future employers. NSEP initiatives will expand the community of practice integrating foreign language proficiency testing in the K-12 and higher education sectors.

5. BUILDING A SURGE CAPABILITY

- DLNSEO will expand the availability of professional language capabilities across the federal workforce by increasing the number of members and foreign languages of the National Language Service Corps (NLSC). The demand for personnel with high levels of foreign language skills is expected to increase as the US global footprint focuses on Asia Pacific region. Demands to support domestic and international demand for short term high level foreign language skills in the federal service will continue to grow along with increases in globalization.

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APPENDIX A: HOWARD BAKER, JR. AWARDEES

Country	Language	Baker Award Recipient	Federal Service	Boren Year
Jordan	Arabic	Matthew Wagner, 2013	U.S. Department of State	2009
China	Mandarin	Michael Chahinian, 2012	U.S. Department of Defense	2002
Ukraine	Ukrainian	Meghan Iverson, 2011	Office of Naval Intelligence	2005
Turkey	Turkish	Paul Meinshausen, 2010	National Ground Intelligence Center	2006
China	Mandarin	Shana Leenerts, 2009	U.S. Department of State	2001
Egypt	Arabic	Matthew Parin, 2008	U.S. Department of Defense	2005
Egypt	Arabic	Andrew DeBerry, 2007	U.S. Air Force	2003

2013: MATTHEW WAGNER

Matthew Wagner is a Special Agent with the State Department's Diplomatic Security Service. Special Agent Wagner was a student at Georgetown University's School of Foreign Service when he received a Boren Scholarship to study Arabic in Jordan in 2009. His time overseas and dedication to his studies greatly increased his language capabilities, and he began his career in Diplomatic Security as one of the youngest Agents in the agency. With no prior experience in the military or law enforcement, Mr. Wagner received the Federal Law Enforcement Training Center's Academic Award, which goes to the top academic performer from each class. He later won the "Top Shot" award for being the best marksman across seven different weapons platforms in his Firearms Instructor Course.

Special Agent Wagner currently serves as Assistant Regional Security Officer at the U.S. Embassy Algiers, Algeria, where he advises the Ambassador on all security matters and manages a complex range of security programs. Special Agent Wagner supervises three units, which account for approximately 140 of the Embassy's 200 local security employees. He is also responsible for analyzing and reporting all security incidents that threaten U.S. government interests in Algiers. Special Agent Wagner was previously in charge of the personal security of the Ambassador and the security of all Embassy-controlled diplomatic residences. Since moving to Algeria last year, Special Agent Wagner has used his French and Arabic language skills daily to communicate with his Algerian security counterparts.

The Honorable Henry Ensher, Ambassador to the People's Democratic Republic of Algeria, praised Special Agent Wagner by stating, "To this day, even as the threat of terrorism has again come to the forefront of current events in this part of the world, Matt continues to excel and to give our diplomatic community confidence that we are safe. It is particularly noteworthy that he has been able to make so significant a contribution."

2012: MICHAEL CHAHINIAN

Michael Chahinian studied Mandarin in China as a 2002 Boren Scholar. Ensign Chahinian graduated from Cornell University in 2003, and began work as a Capitol Hill Staffer, where he specialized in trade and military issues. The knowledge of China Ensign Chahinian gained as a Boren Scholar helped him secure a seat for his Congressman on the Congressional-Executive Commission on China, as well as write some of the Commission's recommendations.

During his time on Capitol Hill, Ensign Chahinian attended the U.S. Naval War College's Graduate Degree Program part-time, pursuing a concentration in Counterinsurgency and Counterterrorism. He engaged in regular debates with his peers on national security issues as well as wrote many national security-related essays.

His War College experience inspired Ensign Chahinian to become an Active-Duty Naval Officer, where his cultural expertise is assisting in the performance of his duties as an Electronic Warfare Officer and Visit, Board, Search, and Seizure Officer. Ensign Chahinian leads the Electronic Warfare Division in their efforts to protect STOCKDALE from incoming missiles as well as gather intelligence. In his duties, he also assures compliance with international laws by boarding vessels for inspection. Ensign Chahinian is currently on his first deployment. He has proven himself an invaluable asset to the Navy, and his work has drawn top commendations from his leadership.

2011: MEGHAN IVERSON

Ms. Meghan Iverson received a Boren Scholarship in 2005 for study in Chernivisti, Ukraine. While overseas, Ms. Iverson was an observer for the 2006 parliamentary elections and experienced the consequences of energy disputes between Russia and Ukraine when natural gas shortages were common in the winter months. "I had the chance to study the nuances of grammar late into the night, walk through snow-lined streets to barter in the markets, and truly appreciate the gift of others' generosity. The Ukrainian people shared not only culture and language, but also soup and support. The people I lived with abroad, who took me in and taught me, humble me with their dignity and perseverance in the face of adversity. The experience gave me invaluable lessons in patience, endurance, and humor."

Following her positive experiences in Ukraine as a Boren Scholar, Ms. Iverson added Mandarin to her curriculum and was awarded the Freeman Asia Award in 2007, allowing her to spend a summer immersed in Chinese studies while living in Beijing, China. She credits the Boren Scholarship with providing her with the bulwark to think with a global perspective and appreciate the inherent value in gaining area expertise through experiences abroad. Ms. Iverson remains deeply committed to helping develop U.S. policy and protecting security interests, and improving U.S. relations with both China and Russia, in her career in public service.

Over the last four years, Ms. Iverson has worked as a political-military analyst for the Office of Naval Intelligence and an advisor for two of the United State's fleets. Ms. Iverson contributes to diplomatic engagements, goodwill port visits, humanitarian assistance efforts, and foreign maritime partnerships in addition to supporting military operations, combat missions, ballistic missile defense operations, and writing operational plans, all of which are critical to supporting U.S. national security interests, NATO security interests, and the security of regional partners. Most recently, Ms. Iverson served aboard the USS BLUERIDGE in Japan, advising the Commander of the U.S. Naval Forces Pacific Fleet on multiple threats. She also served as a forward-deployed analyst for the Commander of US Naval Forces Europe and Africa, U.S. Sixth Fleet in Naples, Italy. Ms. Iverson is currently the team lead for the European Analytic Division, providing the operational fleet with current intelligence analysis and assessments on issues as diverse as the impact of ballistic missile defense policy on the fleet operations and the readiness of the Russian Navy. She also provides assessments on potential flashpoints in the Levant, supports ongoing missions in Libya and Africa, and works to ensure the success of theater security cooperation efforts with our European allies.

"Receiving a Boren Scholarship was the genesis for a combined six years of language and culture study that have allowed me to contribute area expertise and linguistic support to the intelligence community and the United States Navy. I have had adventures on the high seas, seen exotic lands, and used the languages I learned at the foothills of the Carpathian Mountains throughout Asia and Europe. I love working in the intelligence field and hope to make the leap into the defense policy realm once I return to Washington in 2014. The National Security Education Program changed my life and gave me an incredible chance to make something more of it than I ever imagined."

2010: PAUL MEINSHAUSEN

While Mr. Meinshausen was an undergraduate student at the University of Louisville, he was awarded a 2006 Boren Scholarship to study the Turkish language and anthropology in Turkey. In 2007, he received a Fulbright Critical Language Scholarship, as well as a Fulbright Research Scholarship, to complete a

Master's degree in Eurasian Studies from Middle East Technical University (METU). He has served the nation through work as an Intelligence Specialist and Irregular Warfare Analyst at the National Ground Intelligence Center (NGIC) and at the International Security Assistance Force (ISAF) Headquarters in Kabul, Afghanistan. During his time in service he was responsible for conducting research and analysis to help the U.S. military better understand and engage local populations in irregular warfare and counterinsurgency environments.

Funded by the NSEP and Fulbright programs, Mr. Meinshausen spent over two years in Turkey studying and doing research at METU. During that time he lived primarily in Ankara, but also spent several months in Istanbul and traveled to nearly every other area of the country as well as many other countries in the region, including most of eastern Europe, as well as Syria, Lebanon, Jordan, and Egypt. At METU, he was enrolled full-time in a graduate program mostly comprised of Turkish students, along with a few students from Central Asia and Eastern Europe. As a student in a Turkish university, Mr. Meinshausen engaged in many aspects of Turkish life that are not typical experiences for traditional exchange students. He was required to participate in class discussions in Turkish, defended his Master's thesis before a panel of Turkish scholars, and navigated the bureaucratic process of securing his degree from the Turkish Ministry of Higher Education.

After returning from Turkey, Mr. Meinshausen served as an analyst for the U.S. military at NGIC from February of 2009 until June of 2011. During that time, he also deployed to Afghanistan as an analyst to ISAF Headquarters in Kabul, Afghanistan where he was responsible for preparing reports and briefing the senior ISAF command staff, including the ISAF Commanding General Stanley McChrystal, Chief Intelligence Officer Major-General Michael Flynn, as well as senior officials in the Departments of Defense and State. Mr. Meinshausen focused primarily on the areas of the reconciliation and reintegration of insurgents in Afghanistan and the forms of institutional corruption that obstructed the conflict-resolution and peace process. Mr. Meinshausen also spent several weeks in rural areas embedded with Special Forces troops conducting a Village Stability Operations program. For his service, Mr. Meinshausen was awarded the U.S. Joint Chiefs of Staff Joint Civilian Service Achievement Award.

In July of 2011 Mr. Meinshausen received funding from the Research Lab at the Safra Center for Ethics at Harvard University to conduct research with Professor Mahzarin Banaji in the Implicit Social Cognition Lab in the Department of Psychology at Harvard University. As part of the Project on Institutional Corruption at the Safra Center, Mr. Meinshausen's research focuses on the psychological and cognitive mechanisms that underlie institutional corruption. In the fall of 2012 he applied to a number of Ph.D. programs, in order to continue his research.

Mr. Meinshausen credits the NSEP program with making his experiences and research in Turkey possible. He is also grateful that NSEP both required and enabled his government service. Both his time in Turkey and the time he spent in service have made an enormous impact both on his personal life and his professional career and research interests.

2009: SHANA LEENERTS

Shana Leenerts received a Boren Scholarship in 2001 to study Mandarin in China while an undergraduate student at the University of California, Irvine. While studying under the Boren Scholarship, tragedy struck the U.S. in the terrorist attacks on September 11, 2001. Reflecting on this time, Ms. Leenerts was very surprised by the overwhelming solidarity the Chinese people showed America. "Experiencing this tragedy in China was a true lesson in public diplomacy, and I learned first-hand that our relations with other countries are only in small part lived out government to government."

Ms. Leenerts earned a Master's degree in International Commerce and Policy from George Mason University in 2008, and has served our nation since 2003. She has worked as a Counterterrorism Fellows Program Specialist within the U.S. Department of Defense, as an Academic Exchange Specialist with the

U.S. Department of State, and currently as a Program Analyst with the Transportation Security Administration.

Ms. Leenerts' first federal position as a Counterterrorism Fellows Program Specialist was an exclusive opportunity open only to NSEP award recipients. As a Program Specialist, Ms. Leenerts worked with foreign military officers from around the world at the National Defense University. The experiences gained while facilitating a public diplomacy program provided Ms. Leenerts with the necessary expertise to influence policy in the field, which she did in her next posting at the Department of State with the Fulbright and other academic exchange programs. She will soon be celebrating ten years of federal service in February 2013. Ms. Leenerts credits living, studying, and interning in a foreign country with helping her realize that she can be successful in any environment and this flexibility has greatly benefitted her career as she seamlessly transitioned from one department to another.

"Working in a multicultural context abroad is very applicable to working in our multicultural context in the American workplace." Ms. Leenerts said, "While I am not currently working in public diplomacy or international relations, my bosses frequently call upon my liaison skills developed in that field when dealing with our multiple stakeholders."

2008: MATTHEW PARIN

Matthew Parin received his Boren Scholarship in 2005, studying Middle East politics at the American University in Cairo from 2005 to 2006. While in Egypt, Matt studied Arabic one-on-one with the former Executive Director of the Center for Arabic Studies Abroad.

The Boren Scholarship placed Mr. Parin alongside the generation of Egyptians who participated in the uprising that ousted President Hosni Mubarak. By developing relationships with these Egyptians in the classroom and through student organizations, Mr. Parin remains plugged-in to developments abroad and has leveraged these ties in his career. The Boren Scholarship also put him in contact with other students focused on Middle East issues, providing him a natural network of future practitioners and scholars in public, private, and non-profit organizations around the world.

Mr. Parin now volunteers with his alma mater American University (AU) to ensure Boren candidates have the necessary academic and professional experience for success. He spends the majority of his time mentoring students and also serves as a member of the AU Honors Program Advisory Committee. Recently, Mr. Parin was asked to assist with the redesign of the AU School of International Service undergraduate program, based on his success in public service and nationally-competitive scholarship programs.

Recognized by the U.S. Army's senior-most intelligence officer as an "intelligence and policy star," Mr. Parin provides analysis on the Middle East to senior U.S. policymakers, including the President, the Secretary of Defense, and the Secretary of State.

Mr. Parin graduated from American University in 2007 with Latin and University Honors in International Studies. Matt started his career with the Department of Defense in October 2007 and quickly built his reputation as an intelligence and policy professional with a viewpoint informed by his Boren Scholarship experience.

In fall 2008, Mr. Parin deployed with Multi-National Forces-Iraq (MNF-I) in support of Operation IRAQI FREEDOM. While in Iraq, Mr. Parin routinely briefed MNF-I Commanding General Ray Odierno, coalition partners, and senior Iraqi officials. In recognition for his superior work, General Odierno presented Matt with the MNF-I Commanding General challenge coin and the Joint Civilian Service Commendation Award, the highest joint civilian service award under the approval authority of the MNF-I Commanding General.

During his deployment, Mr. Parin gained invaluable experience with public-private partnerships as a member of the Joint Interagency Task Force-Iraq. To compliment his experience, he immersed himself in business and economic development literature to produce an article envisioning a new framework for public-private partnerships in conflict zones. Mr. Parin's article won the inaugural Young Professionals in Foreign Policy essay competition and was published in the National Defense University's complex operations journal – exposing his ideas to more than 20,000 foreign policy leaders around the world.

From 2009 to 2010, Mr. Parin was on an interagency rotation to the Joint Chiefs of Staff Directorate for Strategic Plans and Policy and the Directorate for Intelligence at the Pentagon. In 2011, Mr. Parin rotated to the Defense Intelligence Agency's North Africa Intelligence Cell, where he supported America's response to unrest in Egypt and coalition activities during Operation Unified Protector in Libya. Mr. Parin's greatest contribution was his authorship of the primary study on disarming, demobilizing, and reintegrating Libyan militias, which drew on his personal, professional, and academic experience in the Arab world. During summer 2012, Mr. Parin worked at the American Embassy in Oman, using his Arabic skills during capacity-building initiatives with Oman.

2007: ANDREW DEBERRY

In 2003, while an Air Force ROTC student pursuing a Bachelor's of Science in Aerospace and Mechanical Engineering at the University of Notre Dame, Andrew DeBerry received a Boren Scholarship. He used this funding to study Arabic at the American University in Cairo (AUC). Mr. DeBerry was commissioned into the U.S. Air Force in 2004, following in the footsteps of his older brother and his father.

Mr. DeBerry relates that his experience at AUC was "instrumental in [his] educational formation," and, indeed, continued studying Arabic language and culture at Notre Dame by writing a biweekly column about Arab culture, foreign diplomacy, ethics of conflict, and similarities in Christianity and Islam and organizing Notre Dame's first annual academic forum: "America and the Middle East – Do We Face a Clash of Civilizations?" Mr. DeBerry also coordinated a seminar entitled "Just Responses to Conflict," organized a student panel the week Saddam Hussein's regime fell in Iraq, and used a new university academic fund to sponsor a dialogue with Muslim students. "NSEP provided a clear turning point in my career," says Mr. DeBerry.

As an Intelligence Officer in the U.S. Air Force, Mr. DeBerry has contributed to national security throughout his career as a U2 Missions Operations Commander (MOC) and Flight Commander for 75 American and Korean enlisted members in Korea. He has also provided intelligence reports to 3rd AF and USAFE leadership at Ramstein Air Base in Germany and pursuit of high-value individuals in al Qaeda and the Taliban while deployed in Afghanistan. Of this experience, Mr. DeBerry commented that "[U]nderstanding aspects of Middle Eastern culture – prayer times, dress, naming traditions – had an operational impact. During my tour, my team worked with the North American Treaty Organization to action the country's number one target. Missions that identified mosques, women, and children on the battlefield were immediately aborted. There were no civilian casualties during my six months overseas, in line with our strong partnership with [Afghani President] Hamid Karzai's government."

After graduating with honors with a Master of Arts in National Security Studies from the American Military University, Mr. DeBerry subsequently received a top-choice assignment at the National Geo-spatial Intelligence Agency, directing an \$88 million program that collects and disseminates imagery and video to warfighters and disaster relief coordinators around the world. Soon after, Mr. DeBerry received a fellowship for Wharton-Lauder's MBA/MA Arabic dual-degree program and achieved Dean's List status in both programs while supporting on-ground international development initiatives in Central America, China, India, Brazil, and Tanzania. Mr. DeBerry has now joined the private sector as the Strategy Lead for Microsoft's Worldwide Public Sector – Education team, focusing on projects with Ministers of Education in emerging markets. He also plans to enter the Air Force Reserves.

"Being a Boren Scholar and my Arabic studies in Cairo continue to bring about life-changing turning points in my education and career. NSEP put into motion a series of events that have multiplied my

ability to give more during military service as an intelligence officer in the U.S. Air Force, MBA/MA Arabic graduate education at Wharton-Lauder, and now Microsoft's Worldwide Public Sector team. I return again and again to the US to rediscover our freedoms with special sensitivity, to share knowledge of human potential far beyond our borders, and to celebrate cultures that make us acutely more aware of who we are, our own homeland, and the opportunities we have in common."

APPENDIX B: SOL LINOWITZ AWARDEES

Country	Language	Linowitz Award Recipient	Federal Service	Boren Year
Bosnia-Herzegovina	Serbo-Croatian	Joseph Truesdale, 2013	U.S. Department of State	1999
Syria	Arabic	Hilary Wehr, 2012	Defense Intelligence Agency	2008
Syria	Arabic	Ahren Schaefer, 2011	U.S. Department of State	2005
Egypt	Arabic	Glenda Jakubowski, 2010	Defense Intelligence Agency	2006
China	Uighur	Tamara Crouse, 2009	U.S. Navy Reserve/ U.S. Department of State	2003
Jordan	Arabic	Benjamin Orbach, 2008	U.S. Department of State	2002
Egypt	Arabic	Heather Kalmbach, 2007	U.S. Department of State	2001

2013: JOSEPH TRUESDALE

As a Boren Fellow in 1999, Mr. Joseph “Jay” Truesdale studied Serbo-Croatian in Bosnia-Herzegovina while conducting field research on Middle Eastern-funded religious extremism. In addition to being a Boren Fellow, Mr. Truesdale was a Fulbright Scholar and Rotary Ambassadorial Scholar, and holds degrees from Stanford (A.B.), Harvard (M.T.S.) and the Fletcher School of Law and Diplomacy at Tufts (M.A.).

Mr. Truesdale is a career Foreign Service Officer with the Department of State, currently serving at the Embassy Islamabad’s Chief of Staff. He is also a Reserve Officer in the U.S. Navy. Mr. Truesdale has served in various capacities throughout his career. In Budapest, Hungary, he served as the Deputy Political/Economic Counselor and Political Section Chief, where he advised the Ambassador on strategic political issues, opposition political parties, right wing extremism, and political military affairs. In Kyiv, Ukraine, he was an Economic Officer, where he coordinated macro-economic analysis and relations with fiscal and monetary policy authorities during Ukraine’s balance of payments and financial crisis. And in St. Petersburg, Russia, Mr. Truesdale served as Vice Consul, where he organized an event highlighting the role of civil society, which was attended by President George W. Bush.

In his current position as Chief of Staff, Mr. Truesdale oversees the Embassy’s front office and its communication with the 2000-person U.S. diplomatic mission in Pakistan, including posts in Lahore, Karachi, and Peshawar. He also serves as a principal point of contact for policy planning with the State Department and other U.S. foreign affairs agencies; Mr. Truesdale coordinated leadership during the temporary drawdown of the U.S. Consulate General in Lahore due to a security threat.

Mr. Truesdale has received numerous superior and meritorious honor awards for his service and has tested foreign language proficiency in Russian, German, French, Finnish, Spanish, and Bosnian.

The Honorable Richard Hoagland, Deputy Chief of Mission in Islamabad, Pakistan and former Ambassador to Kazakhstan and Tajikistan said of Mr. Truesdale: “Throughout his education and professional career, he has accrued great knowledge, experience, and leadership skills, and continues to apply these in the service of U.S. national security interests.”

2012: HILARY WEHR

Ms. Hilary Wehr received a Boren Fellowship in 2008 to study Arabic in Syria. She earned a Master’s degree in International Economics and Middle East Studies from Johns Hopkins University. The cultural and linguistic expertise that Ms. Wehr developed as a Boren Fellow are imperative for her work with the

Defense Intelligence Agency (DIA) where she works as an Intelligence Analyst at the Middle East North Africa Office. Ms. Wehr produces all-source intelligence analysis for senior U.S. government and Department of Defense policy-makers. Her contributions include multiple Presidential Daily Briefs and numerous national level intelligence products for use by the Executive and Legislative branches of government, the Office of the Secretary of Defense, the Joint Staff, and Combatant Commanders on critical issues impacting U.S. Middle East policy.

In August 2012, Ms. Wehr received an Annual Achievement Award from the DIA Middle East North Africa Office for her contributions to focusing research efforts on the future of Syria, and her leadership recently selected her to organize an international conference with U.S. foreign partners. She will open with an introductory presentation in Arabic – linguistic skills which were certainly honed during her Boren Fellowship.

In her nomination letter, Chief of DIA's Mediterranean Division wrote of Ms. Wehr: "I believe [Hilary] represents the best of what the Boren program is designed to build. If building cultural awareness, language knowledge and an understanding of the people in a country is the goal of the program, it has succeeded with Ms. Wehr...she is clearly a Boren success story and worthy of this recognition."

2011: AHREN SCHAEFER

Mr. Schaefer received a Boren Fellowship in 2005 to study Arabic in Syria. In addition to Arabic language study, Ahren researched conflict in the Arab World while overseas as a Fellow. Highlights of his time in Syria included living in the old city of Damascus, immersion language courses, and travel throughout the region.

In 2012, Mr. Schaefer was assigned to U.S. Embassy Algiers as the Regional Coordinator for North Africa and the Sahel. From 2007-2011, Mr. Schaefer served as a Senior Foreign Affairs Analyst at the U.S. Department of State, Bureau of Intelligence and Research (INR), where he worked as the lead analyst for counterterrorism issues in North and sub-Saharan Africa in the Office of Analysis for Terrorism, Narcotics, and Crime (TNC). Mr. Schaefer is recognized as a U.S. Government expert on Somalia's al-Shabaab and AQIM in the Trans-Sahara region of Africa, with the knowledge and background needed to provide senior policymakers with an in-depth historical perspective on the groups. In 2011, he published "Clan and Conflict in Somalia: al-Shabaab and the Myth of Transcending Clan Politics." From 2006-2007, immediately after completing his Boren Fellowship in Damascus, Syria, Mr. Schaefer worked as a Special Assistant to the Deputy Assistant Secretary in the Department's Bureau of Administration. He holds a Master's in International Affairs from the George Washington University.

Of his Boren Fellowship, Mr. Schaefer remarked: "The regional expertise and cultural background provided by the Boren Fellowship have proven essential to my career. In addition to linguistic and cultural background, the experiences gained during my time in the Middle East have directly contributed to my subsequent work in North Africa and the region."

2010: GLENDA JAKUBOWSKI

Ms. Jakubowski was pursuing her Master's degree in International and Security Studies at East Carolina University when she received her 2006 Boren Fellowship to study Arabic in Cairo, Egypt. The opportunity to study colloquial Egyptian dialect as well as Modern Standard Arabic and to live immersed in the culture were particularly rewarding aspects of her overseas experience.

Ms. Jakubowski joined the Defense Intelligence Agency (DIA) as a Senior Analyst on the Sunni Resistance Team at the Joint Intelligence Operations Center in May 2007. Ms. Jakubowski completed her second deployment to Iraq with DIA in 2010, where she conducted analyses related to tribal, gender and cultural concerns. Following her deployment, Ms. Jakubowski departed for Jordan, to provide analytic support to the Defense Attaché Office in Amman. Because of her extensive experience in the region, the DIA Iraq Office Chief designated Ms. Jakubowski to implement our portion

of the DIA/DI Strategic Research Plan, a one-year project in Washington, DC. After completion of that project she served as a DIA liaison to the Office of the Director of National Intelligence Middle East Task Force at CIA, focusing on the Syria crisis.

In the course of her career, Ms. Jakubowski has been to Iraq, Kuwait, Qatar, Jordan, Egypt, and Turkey. Her knowledge of Arabic has helped me navigate each place she has worked and visited, and DIA will continue to send her to the Middle East in the future. Regarding her experience as a Boren Fellow, Ms. Jakubowski says, "More than the language skills, what I learned through the fellowship about Arab culture enhances my value to DIA on a daily basis. A firsthand knowledge of the culture sharpens my analysis and helps me to be a better forecaster for senior policy makers."

2009: TAMARA CROUSE

Tamara Crouse was awarded a Boren Fellowship in 2003 while a Master's candidate studying global studies at the University of Denver's Graduate School of International Studies. Prior to entering graduate school, Ms. Crouse worked in Colorado in the field of water resources engineering. She also served as an Intelligence Analyst in the United States Navy Reserve preparing and presenting intelligence briefs with an emphasis on China.

As a Boren Fellow, Ms. Crouse studied Mandarin and Uighur – both deemed as critical languages by the Boren Fellowship program. Her Boren Fellowship provided Ms. Crouse the opportunity to live in China, where she was able to conduct academic interviews with nationally and internationally recognized Chinese experts. These interviews supported her master's thesis, which focused on Chinese/Central Asian relations and the Shanghai Cooperation Organization.

During Ms. Crouse's undergraduate and graduate study, she took many courses and seminars on Chinese history, language, literature, politics and civilization, but she had not had the chance to see what life in China was like first-hand. Ms. Crouse credits the flexibility of the Boren Fellowship program with its emphasis on enabling Fellows the opportunity to directly experience the culture of these countries as the chance of a lifetime. This opportunity, which allowed her to experience with her family Chinese culture in a very personal way, has opened many doors and deepened and broadened her understanding of this dynamic relationship.

By virtue of the Boren Fellowship, Ms. Crouse was offered a position as a Foreign Affairs Officer with the U.S. State Department. She served with the State Department from October 2006 through September 2010 - first working with the Bureau of Democracy, Human Rights and Labor as the Policy Action Officer for ten maritime-Asian countries, including Taiwan, the Philippines, and Singapore. In this capacity, she oversaw rule of law, human rights, and democracy-building programs and edited the annual human rights reports sent to Congress. Ms. Crouse then transitioned to the Bureau of International Narcotics and Law Enforcement Affairs, where she was the program and action officer for over \$40 million in bilateral counternarcotics assistance programs for Ecuador and Peru.

In 2010, Ms. Crouse left the Department of State to assume her position as an Intelligence Analyst with the Civil Aviation Intelligence Analysis Center (CAIAC), located at Joint Base Anacostia-Bolling. In this role, she monitors foreign civil aviation threats posed to the U.S. and its allies by non-U.S. entities. She is currently serving as the Assistant to the CAIAC Director.

2008: BENJAMIN ORBACH

Mr. Orbach was a Master's candidate at Johns Hopkins University's School of Advanced International Studies (SAIS) during the attacks on the World Trade Center Towers and the Pentagon on September 11, 2001. After writing his thesis on Osama Bin Laden the year before, Mr. Orbach decided to postpone his graduation to pursue advanced language study in Jordan on a Boren Fellowship. While in Jordan and, later, Egypt, Mr. Orbach not only gained valuable language skills not attainable in a classroom, but he developed a deeper understanding of key human development issues that are an integral component

of the United States' relationship with the rest of the world. Inspired by the people he met and the experiences he had while overseas, Mr. Orbach wrote a book entitled *Live from Jordan: Letters Home from My Journey through the Middle East* (Amacom Books, 2007).

Upon his return to the United States, Mr. Orbach began a position as the Deputy Regional Coordinator at the Department of State in the Office of the Middle East Partnership Initiative. The language and culture skills gained while on the Boren Fellowship ensured his success in designing and managing programs that addressed the human development issues he witnessed while living in the Arab World. In three years of working at the State Department, Mr. Orbach received superior achievement and meritorious achievement awards. In 2007, Mr. Orbach left the State Department to work with Creative Associates International – a major implement of US foreign assistance – as their Resident Country Director for the West Bank and Gaza. Over a two-year period, Mr. Orbach set up and managed a small grants program that developed and supported community-level leadership with nearly 100 projects in West Bank cities, villages, and refugee camps.

Currently, Mr. Orbach is the founder and director of the America's Unofficial Ambassadors initiative at Creative Learning. America's Unofficial Ambassadors is a citizen diplomacy initiative that is increasing the number of Americans who volunteer in development on a short-term basis throughout the Muslim world. Volunteers have an impact in supporting locally-led development initiatives and at the same time, form people-to-people partnerships that dispel stereotypes, both abroad and at home. The initiative is a culmination of Orbach's experience as a Boren Fellow, State Department official, and development professional. "The Boren Fellowship was instrumental in my development as a professional and person, for that matter," Orbach said. "The fellowship gave me an opportunity to build my skills but also to gain an understanding of the "other" and the challenges that we share and that can be solved together. My time in Jordan and in Egypt and in traveling around the Middle East was extraordinarily valuable to me. There is no way I would be doing what I am today if it weren't for that experience."

2007: HEATHER KALMBACH

Heather Kalmbach, a 2001 Boren Fellow and 2003 Flagship Fellow, studied Arabic in Egypt. Upon joining the Department of State's Foreign Service in 2004, she served as a Political Officer in Jeddah, Saudi Arabia and then in Jerusalem, where she reported on human rights, Islamic affairs, and internal Saudi and Palestinian politics. She returned to Washington, D.C. in 2008 to serve as a Staff Assistant in the Bureau of Near Eastern Affairs, followed by an assignment as Libya Desk Officer from 2009-2011. In this capacity, Ms. Kalmbach guided the U.S. policy response to the Libyan revolution and managed outreach and assistance to the Libyan opposition. She currently serves as a Program Officer in the Bureau of Population, Refugees and Migration, managing the State Department's humanitarian response for Syrian refugees in Turkey.

As a Foreign Service Officer working primarily on Middle East issues, Ms. Kalmbach has drawn largely on her experience as a Boren Fellow in Egypt. Her advanced knowledge of Arabic has served her well, especially in her assignments in Jeddah and Jerusalem where she used her Arabic in meetings with a range of government, civil society, and business contacts. Ms. Kalmbach's study of not only Modern Standard Arabic (MSA), but also of the Egyptian dialect, provided the basis for learning Levantine Arabic when she arrived to Jerusalem. Her ability to communicate not only in MSA, but also in the local dialect helped break the ice in official meetings and in informal work settings.

As a Boren Fellow in Egypt, Ms. Kalmbach had the chance to travel extensively throughout the country, which served her well when she was asked by the Bureau of Near Eastern Affairs in 2011 to serve as an Embassy elections monitor for Egypt's first Parliamentary elections following the fall of former President Hosni Mubarak. Ms. Kalmbach's familiarity with Egyptian politics and culture helped her tremendously as she led a five-person Embassy team in monitoring more than 20 polling stations in Luxor Governorate. Ms. Kalmbach relied on her solid Arabic skills, thanks to her graduate studies in Egypt funded by NSEP, to conduct meetings in Arabic with Muslim Brotherhood, Salafi, socialist, and liberal candidates. Ms. Kalmbach's success at the Department of State comes in large part to her time spent in Egypt as a

Boren Fellow. She will continue to draw on this experience in her future assignments at home and abroad.

APPENDIX C: LEGISLATIVE HISTORY OF THE NSEP SERVICE REQUIREMENT

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

In 2004, Congress modified the NSEP Service Requirement to state that award recipients must seek to obtain “work in a position in the Department of Defense or other element of the Intelligence Community that is certified by the Secretary (of Defense) as appropriate to utilize the unique language and region expertise acquired by the recipient....”²⁶ The time frame to begin service was shortened to three years from graduation for Boren Scholars and two years from graduation for Boren Fellows. It is worth noting that since this amendment, beginning with the 2005 cohort of Scholars and Fellows, NSEP has noticed a marked increase in the urgency and importance award recipients place on finding federal, national security-related positions.

In 2007, the NSEP Service Requirement was again modified to make the Departments of Defense, Homeland Security, State, and any element of the Intelligence Community priority organizations in which to fulfill service. At the same time, the law stated that, “if no suitable position is available in the Department of Defense, any element of the Intelligence Community, the Department of Homeland Security, or Department of State, award recipients may satisfy the Service Requirement by serving in any federal agency or office in a position with national security responsibilities.”²⁷

The NSEP Service Requirement was again amended in 2008 to expand creditable employment.²⁸ Award recipients from 2008-present are required to first search for positions in four “priority” areas of government, namely, the Departments of Defense, Homeland Security, and State, or any element of the Intelligence Community. If they are unable to secure work in one of the priority areas, they can search anywhere in the federal government for positions with national security responsibilities. As a final option, award recipients may fulfill their service in education. Work in education is only approved after an award recipient has made a demonstrated good faith effort to first find positions within the four priority areas of government, and then in any security related federal position.

NSEP engaged the Office of Personnel Management (OPM) to develop regulations and processes to facilitate placement of award recipients in the federal government. Under a regulation established by OPM in 1997, NSEP award recipients may be hired non-competitively for up to four years. (See 5 C.F.R. 213.3102 (r).) Congress also supported NSEP by enacting P.L. 111-84, the National Defense Authorization Act for Fiscal Year 2010, which was passed into law on October 28, 2009. Subsection 1101 of this law states that NSEP award recipients who have completed their NSEP-funded study and have an outstanding service obligation may be appointed to the excepted service with non-competitive conversion eligibility to a career or career-conditional appointment upon completion of two years of substantially continuous service.

²⁶ National Defense Authorization Act for Fiscal Year 2004, P.L. 108-136, Section 925.

²⁷ John Warner National Defense Authorization Act for Fiscal Year 2007, P.L. 109-364, Section 945.

²⁸ National Defense Authorization Act for Fiscal Year 2008, P.L. 110-181, Section 953.

APPENDIX D: LOCATIONS WHERE NSEP AWARD RECIPIENTS FULFILLED SERVICE

Organization Office	Total by Organization	Total by Agency
Broadcasting Board of Governors		6
Central Intelligence Agency		92
Commission on Security and Cooperation in Europe		3
Corporation for National and Community Service		3
Department of Agriculture		26
Agricultural Marketing Service	3	
Agriculture Research Service	1	
Economic Research Service	1	
Food Safety and Inspection Service	2	
Foreign Agricultural Service	7	
Forest Service	2	
Natural Resources and Conservation Service	1	
Other: Department of Agriculture	9	
Department of Commerce		85
Bureau of Economic Analysis	6	
Bureau of Industry and Security	2	
International Trade Administration	52	
National Oceanic and Atmospheric Administration	11	
Other: Department of Commerce	14	
Department of Defense		833
Combatant Commands	16	
Contractor	233	
Defense Information Systems Agency	2	
Defense Intelligence Agency	59	
Defense Language Institute	7	
Department of the Air Force	32	
Department of the Army	87	
Department of the Navy	91	
National Defense University	55	
National Geospatial Intelligence Agency	23	
National Ground Intelligence Center	19	
National Security Agency	52	
OSD: Personnel and Readiness	45	
U.S. Marine Corps	18	
National Language Service Corps	73	
Other: Department of Defense	21	
Department of Education		4
Department of Energy		34

Organization	Office	Total by Organization	Total by Agency
	DOE National Laboratory	14	
	Energy Information Administration	1	
	National Nuclear Security Administration	7	
	National Renewable Energy Laboratory	2	
	Office of Environmental Management	1	
	Other: Department of Energy	9	
Department of Health and Human Services			41
	Centers for Disease Control and Prevention	15	
	Food and Drug Administration	1	
	National Institutes of Health	6	
	Office of Global Health Affairs	2	
	Other: Department of Human Services	17	
Department of Homeland Security			118
	U.S. Customs and Border Protection	7	
	Federal Emergency Management Agency	2	
	Office for Civil Rights and Civil Liberties	2	
	Office of Intelligence and Analysis	3	
	Office of Policy	13	
	Transportation Security Administration	12	
	U.S. Coast Guard	1	
	U.S. Citizenship and Immigration Services	46	
	Other: Department of Homeland Security	32	
Department of the Interior			15
Department of Justice			57
	Civil Rights Division	2	
	Drug Enforcement Administration	5	
	Federal Bureau of Investigation	24	
	Executive Office for Immigration Review	7	
	National Security Division	2	
	U.S. District Courts	3	
	Other: Department of Justice	14	
Department of Labor			4
Department of State			571
	Bureau of Administration	5	
	Bureau of Consular Affairs	22	
	Bureau of Democracy, Human Rights, and Labor	13	
	Bureau of Diplomatic Security	11	
	Bureau of East Asian and Pacific Affairs	24	
	Bureau of Educational and Cultural Affairs	16	
	Bureau of European and Eurasian Affairs	22	
	Bureau of Intelligence and Research	15	
	Bureau for International Narcotics and Law Enforcement Affairs	5	
	Bureau of International Security and Nonproliferation	8	

Organization	Office	Total by Organization	Total by Agency
	Bureau of Near Eastern Affairs	31	
	Bureau of Political-Military Affairs	13	
	Bureau of Population, Refugees, and Migration	6	
	Bureau of Public Affairs	10	
	Bureau of South and Central Asian Affairs	4	
	Bureau of Western Hemisphere Affairs	10	
	Contractor	85	
	Foreign Service	145	
	Bureau of Economic, Energy, and Business Affairs	6	
	U.S. Mission to the United Nations	6	
	Other: State Department	114	
Department of Transportation			7
Department of Treasury			29
	Financial Management Service	1	
	Internal Revenue Service	5	
	Office of Intelligence and Analysis	6	
	Office of International Affairs	6	
	Office of the Comptroller of the Currency	2	
	Other: Department of Treasury	9	
Department of Veterans Affairs			26
Environmental Protection Agency			18
Executive Office of the President			16
	Office of Management and Budget	6	
	National Security Council	3	
	Office of the U.S. Trade Representative	2	
	Office of the Special Envoy to the Americas	1	
	Other: Executive Office	4	
Federal Communications Commission			2
Federal Judiciary			23
	U.S. Court of Appeals	2	
	U.S. District Courts	20	
	Other : Federal Judiciary	1	
Federal Reserve			7
Intelligence Community (Unspecified)			41
Inter-American Foundation			1
Millennium Challenge Corporation			8
National Aeronautics and Space Administration			24
National Science Foundation			10
Overseas Private Investment Corporation			4
Peace Corps			55
Securities and Exchange Commission			2
Small Business Administration			2
Smithsonian Institution			4
Social Security Administration			4

Organization	Office	Total by Organization	Total by Agency
U.S. African Development Foundation			1
U.S. Agency for International Development			198
U.S. Holocaust Memorial Museum			1
U.S. Congress			81
	Congressional Budget Office	3	
	U.S.-China Economic and Security Review Comm.	3	
	Government Accountability Office	5	
	Library of Congress	8	
	U.S. House of Representatives	32	
	U.S. Senate	27	
	Other – Congress	3	
U.S. Institute of Peace			4
U.S. International Trade Commission			2
U.S. Postal Service			1
U.S. Trade and Development Agency			2
TOTAL			2,465

APPENDIX E: FEDERAL NATIONAL SECURITY ORGANIZATIONS

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

Department of the Treasury

- Office of Foreign Assets Control
- Office of International Affairs

Independent Agencies

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

Executive Office of the President

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

United States Congress

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

Senate

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

House of Representatives

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

APPENDIX F: 2013 BOREN SCHOLARS

Country	Language	Institution	Major	Home State
Brazil	Portuguese	University of Louisville	Anthropology	KY
Brazil	Portuguese	Brown University	Area Studies	FL
Brazil	Portuguese	Emmanuel College (MA)	Biology	NH
Brazil	Portuguese	University of Maryland	Engineering	MD
Brazil	Portuguese	University of California, Berkeley	Languages	CA
Brazil	Portuguese	Villanova University	Languages	PA
Chile	Spanish	Kenyon College	Economics	OH
China	Mandarin	Temple University	Anthropology	MD
China	Mandarin	Kalamazoo College	Area Studies	WA
China	Mandarin	University of Portland	Business	TN
China	Mandarin	College of William and Mary	Economics	VA
China	Mandarin	University of Mississippi	Economics	IL
China	Mandarin	University of Idaho	Economics	ID
China	Mandarin	California State University, Fresno	Education	CA
China	Mandarin	Hunter College, CUNY	Environmental Studies	NY
China	Mandarin	James Madison University	International Affairs	VA
China	Mandarin	University of Colorado, Boulder	International Affairs	CO
China	Mandarin	Portland State University	International Affairs	OR
China	Mandarin	University of Washington	International Affairs	CA
China	Mandarin	College of William and Mary	International Affairs	CO
China	Mandarin	Brigham Young University	International Affairs	UT
China	Mandarin	Western Kentucky University	International Affairs	TN
China	Mandarin	George Mason University	International Affairs	DC
China	Mandarin	American University	International Affairs	CA
China	Mandarin	University of Alabama	Mathematics	AL
China	Mandarin	Wellesley College (MA)	Mathematics	WA
China	Mandarin	University of South Florida	Mathematics	FL
China	Mandarin	College of William and Mary	Political Science	VA
China	Mandarin	University of Oklahoma	Political Science	OK
China	Mandarin	Brigham Young University (HI)	Political Science	WY
China	Mandarin	University of Oregon	Political Science	OR
China	Mandarin	University of Pittsburgh	Political Science	NC
China	Mandarin	Trinity University (TX)	Languages	KS
China	Mandarin	Arizona State University	Languages	CA
China	Mandarin	University of Massachusetts	Languages	CA
China	Mandarin	University of Michigan	Languages	CA
China	Mandarin	University of Pittsburgh	Languages	MD
China	Mandarin	Hunter College, CUNY	Languages	CT
China	Mandarin	Hunter College, CUNY	Languages	VA
China	Mandarin	University of Colorado, Boulder	Languages	CO

Country	Language	Institution	Major	Home State
China	Mandarin	Wittenberg University	Languages	OH
China	Mandarin	University of Oklahoma	Languages	OK
China	Mandarin	Georgetown University	Environmental Studies	CA
China	Mandarin	Ohio State University	Urban Planning	OH
China	Mandarin	University of Texas	Mathematics	TX
Ecuador	Spanish	University of Arizona	Engineering	OR
Ghana	Twi	University of the Pacific	Sociology	CA
India	Urdu	University of Arizona	Area Studies	CA
India	Tamil	University of Pennsylvania	Area Studies	PA
India	Hindi	American University	International Affairs	TX
India	Hindi	University of Wisconsin, Madison	Political Science	WI
India	Urdu	University of Chicago	Political Science	CA
India	Hindi	Vanderbilt University	Theology	TX
Japan	Japanese	Northeastern University	International Affairs	PA
Japan	Japanese	Spelman College	International Affairs	MN
Japan	Japanese	George Washington University	International Affairs	TN
Japan	Japanese	Washington University in St. Louis	International Affairs	MD
Japan	Japanese	Brookdale Community College	Physics	NJ
Japan	Japanese	College of William and Mary	Political Science	VA
Japan	Japanese	Mount Holyoke College	Political Science	VA
Japan	Japanese	University of Arizona	Computer Science	NM
Jordan	Arabic	George Washington University	Anthropology	GA
Jordan	Arabic	University of Michigan	Area Studies	MI
Jordan	Arabic	Arizona State University	Business	AR
Jordan	Arabic	Cornell College	History	MN
Jordan	Arabic	American University	International Affairs	OH
Jordan	Arabic	Syracuse University	International Affairs	NY
Jordan	Arabic	American University	International Affairs	NC
Jordan	Arabic	University of Oklahoma	International Affairs	TX
Jordan	Arabic	University of Alabama	International Affairs	TX
Jordan	Arabic	University of Oregon	International Affairs	OR
Jordan	Arabic	University of Wisconsin, Milwaukee	International Affairs	WI
Jordan	Arabic	Hanover College	International Affairs	IN
Jordan	Arabic	University of Georgia	International Affairs	GA
Jordan	Arabic	Michigan State University	Political Science	MI
Jordan	Arabic	University of California, Berkeley	Political Science	VA
Jordan	Arabic	Georgia State University	Political Science	GA
Jordan	Arabic	Stony Brook University, SUNY	Political Science	NY
Jordan	Arabic	James Madison University	Computer Science	VA
Kenya	Swahili	University of Pittsburgh	Business	CO
Kenya	Swahili	Seattle University	Economics	CA
Kenya	Swahili	University of Wisconsin, Madison	Economics	MN
Macedonia	Macedonian	Arizona State University	Sociology	AZ
Morocco	Arabic	University of Texas	Area Studies	NM

Country	Language	Institution	Major	Home State
Morocco	Arabic	University of Chicago	Area Studies	CA
Morocco	Arabic	University of Maryland	Business	MD
Morocco	Arabic	University of Minnesota, Twin Cities	Economics	MN
Morocco	Arabic	University of Oklahoma	International Affairs	NM
Morocco	Arabic	University of Pennsylvania	International Affairs	IL
Morocco	Arabic	Boston University	International Affairs	PA
Morocco	Arabic	University of Arizona	International Affairs	AZ
Morocco	Arabic	Saint Edward's University	International Affairs	TX
Morocco	Arabic	University of Maryland	Political Science	MD
Morocco	Arabic	University of Michigan	Political Science	MI
Morocco	Arabic	Brandeis University	Political Science	PA
Morocco	Arabic	University of Maryland	Languages	MD
Morocco	Arabic	University of Maryland	Languages	MD
Morocco	Arabic	Macalester College	Computer Science	MA
Mozambique	Portuguese	Florida State University	International Affairs	FL
Mozambique	Portuguese	Florida International University	International Affairs	FL
Mozambique	Portuguese	American University	International Affairs	PA
Nepal	Nepali	Georgetown University	Biology	MD
Nigeria	Yoruba	American University	International Affairs	IL
Nigeria	Yoruba	Bowie State University	Law	MD
Oman	Arabic	University of Louisville	Biology	NY
Oman	Arabic	University of South Florida	Environmental Sciences	FL
Oman	Arabic	University of New Mexico	Political Science	NM
Oman	Arabic	University of Chicago	Languages	MN
Russia	Russian	University of Arizona	Area Studies	AZ
Russia	Russian	University of California, LA	History	CA
Russia	Russian	University of Southern California	International Affairs	CA
Russia	Russian	Drexel University	International Affairs	NY
Russia	Russian	Western Michigan University	International Affairs	MI
Russia	Russian	Beloit College	International Affairs	NY
Russia	Russian	Portland State University	Computer Science	OR
Russia	Russian	Haverford College	Political Science	MD
Russia	Russian	University of Southern Maine	Computer Science	ME
Russia	Russian	Portland State University	Computer Science	OR
Russia	Russian	University of Wisconsin, Madison	Languages	WI
Russia	Russian	University of Virginia	Languages	VA
Russia	Russian	College of William and Mary	Languages	VA
Russia	Russian	University of Maryland	Languages	MD
Russia	Russian	Grand Valley State University	Languages	MI
Russia	Russian	Arizona State University	Languages	AZ
Rwanda	Rwandan	Rollins College	International Affairs	FL
Senegal	Wolof	Kalamazoo College	Economics	MI
Senegal	Wolof	Elon University	International Affairs	MD
Senegal	Wolof	Denison University	Physics	OH

Country	Language	Institution	Major	Home State
Senegal	Wolof	University of Maryland	Political Science	MD
South Korea	Korean	Indiana University	Area Studies	IN
South Korea	Korean	Villanova University	Engineering	MD
South Korea	Korean	Northern Arizona University	International Affairs	AZ
South Korea	Korean	Miami University (OH)	International Affairs	VA
South Korea	Korean	University of Idaho	International Affairs	SD
South Korea	Korean	University of Wisconsin, Madison	International Affairs	MN
South Korea	Korean	Stanford University	Political Science	AS
South Korea	Korean	Hunter College, CUNY	Languages	IL
South Korea	Korean	University of Hawaii, Manoa	Languages	HI
Taiwan	Mandarin	University of Colorado, Boulder	Biology	CO
Taiwan	Mandarin	University of Washington	International Affairs	WA
Tajikistan	Persian	University of Maryland	Business	MD
Tajikistan	Persian	Tufts University	International Affairs	KS
Tajikistan	Persian	Brigham Young University	International Affairs	CA
Tajikistan	Persian	University of North Carolina	Mathematics	MI
Tanzania	Swahili	College of the Holy Cross	Biology	MA
Tanzania	Swahili	College of William and Mary	Biology	PA
Tanzania	Swahili	University of Oklahoma	Environmental Studies	OK
Tanzania	Swahili	University of Delaware	History	PA
Tanzania	Swahili	American University	International Affairs	PA
Tanzania	Swahili	University of Maryland	Political Science	MD
Tanzania	Swahili	Hanover College	Political Science	IN
Tanzania	Swahili	University of Pittsburgh	Sociology	OH
Tanzania	Swahili	University of Rhode Island	Area Studies	RI
Thailand	Thai	Florida Atlantic University	Anthropology	FL
Thailand	Thai	University of California, San Diego	International Affairs	CA
Turkey	Turkish	University of Maryland	Anthropology	MD
Turkey	Turkish	University of Northern Iowa	Chemistry	IA
Turkey	Turkish	University of Washington	International Affairs	WA
Ukraine	Russian	University of Texas	Political Science	TX
UAE	Arabic	Mount Holyoke College	Economics	PA
UAE	Arabic	University of Georgia	Economics	GA

APPENDIX G: 2013 BOREN FELLOWS

Country	Language	Institution	Major	Home State
Bangladesh	Bengali	Stanford University	Engineering	MN
Bosnia Herz.	Bosnian	University of Pittsburgh	Economics	PA
Brazil	Portuguese	George Washington University	Area Studies	VA
Brazil	Portuguese	Emory University	Public Health	FL
Brazil	Portuguese	New York University	International Affairs	NY
Brazil	Portuguese	American University	International Affairs	PA
Brazil	Portuguese	University of Chicago	Public Administration	AZ
Brazil	Portuguese	University of Virginia	Political Science	VA
Brazil	Portuguese	Case Western Reserve University	Anthropology	AL
Brazil	Portuguese	Monterey Institute of Intl. Studies	Public Administration	MO
Cambodia	Khmer	Yale University	Environmental Sciences	CT
China	Cantonese	University of California, Irvine	Public Health	CA
China	Mandarin	Georgetown University	Area Studies	OH
China	Mandarin	Johns Hopkins University, SAIS	Political Science	CT
China	Mandarin	Boston University	History	NM
China	Mandarin	Tufts University	Public Health	NY
China	Mandarin	Johns Hopkins University, SAIS	Economics	CT
China	Mandarin	George Washington University	Political Science	VA
China	Mandarin	George Washington University	Political Science	MI
Ethiopia	Amharic	Johns Hopkins University	Public Health	PA
Georgia	Georgian	University of Arkansas	History	SC
Ghana	Akan	University of Florida	Political Science	FL
Ghana	Twi	American University	International Affairs	IN
India	Bengali	Emory University	Sociology	GA
India	Hindi	Tufts University	Environmental Science	SC
India	Hindi	Cornell University	Sociology	NY
India	Urdu	University of Texas	Area Studies	KY
India	Urdu	University of Washington	Area Studies	CO
Indonesia	Indonesian	Brandeis University	International Affairs	MI
Indonesia	Indonesian	North Carolina State University	Computer Science	NC
Israel	Arabic	Howard University	Law	FL
Israel	Arabic	American University	International Affairs	PA
Israel	Arabic	American University	International Affairs	WA
Japan	Japanese	American University	International Affairs	MN
Japan	Japanese	University of California, Berkeley	Area Studies	CA
Japan	Japanese	Johns Hopkins University	Public Health	AZ
Japan	Japanese	Georgetown University	International Affairs	WA
Jordan	Arabic	Middlebury College	Linguistics	CA
Jordan	Arabic	University of Texas	Public Administration	AL

Country	Language	Institution	Major	Home State
Jordan	Arabic	Johns Hopkins University, SAIS	Area Studies	ND
Jordan	Arabic	Georgetown University	Area Studies	IN
Jordan	Arabic	Princeton University	History	CA
Jordan	Arabic	Seton Hall University	Languages	NY
Jordan	Arabic	Georgetown University	International Affairs	DC
Jordan	Arabic	Middlebury College	Languages	OH
Jordan	Arabic	University of Pennsylvania	Education	OR
Jordan	Arabic	Brandeis University	International Affairs	WA
Jordan	Arabic	Johns Hopkins University, SAIS	International Affairs	VA
Jordan	Arabic	Georgetown University	International Affairs	MI
Jordan	Arabic	Pennsylvania State University	International Affairs	NJ
Jordan	Arabic	Portland State University	International Affairs	OR
Jordan	Arabic	Texas A&M University	Political Science	KS
Jordan	Arabic	University of Arkansas, Little Rock	Public Administration	WA
Jordan	Arabic	Florida State University	Sociology	FL
Kenya	Swahili	Oregon State University	Public Administration	OR
Kenya	Swahili	University of Washington	Public Health	CA
Kuwait	Arabic	George Washington University	Political Science	MA
Kyrgyzstan	Russian	Stanford University	Political Science	GA
Malaysia	Malay	University of Wisconsin, Madison	History	WI
Mongolia	Mongolian	University of California, San Diego	International Affairs	CA
Morocco	Arabic	University of Virginia	Journalism	CA
Morocco	Arabic	University of San Francisco	Economics	FL
Mozambique	Portuguese	University of Denver	International Affairs	IN
Mozambique	Portuguese	University of California, SB	International Affairs	NY
Mozambique	Portuguese	Johns Hopkins University, SAIS	International Affairs	MI
Nigeria	Hausa	Georgetown University	Political Science	DC
Nigeria	Yoruba	University of California, Los Angeles	Area Studies	CA
Oman	Arabic	George Mason University	International Affairs	VA
Philippines	Tagalog	American University	International Affairs	MA
Poland	Polish	University of Washington	Geography	IL
Russia	Russian	Kansas State University	History	KS
Russia	Russian	Harvard University	History	MA
Russia	Russian	American University	International Affairs	NH
Russia	Russian	George Washington University	Linguistics	CA
Russia	Russian	Monterey Institute of Intl. Studies	International Affairs	TN
Russia	Russian	Arizona State University	History	AZ
Rwanda	Rwandan	Clark University	History	MA
Senegal	Wolof	University of Wisconsin, Madison	Education	WI
Serbia	Serbian	Georgetown University	Area Studies	NC
South Africa	Afrikaans	Boston University	Anthropology	MA
South Korea	Korean	Brandeis University	Languages	PA
South Korea	Korean	Harvard University	Political Science	MD
South Korea	Korean	Tufts University	International Affairs	NY

Country	Language	Institution	Major	Home State
South Korea	Korean	University of California, San Diego	International Affairs	CA
South Korea	Korean	George Washington University	International Affairs	VA
Taiwan	Mandarin	University of Chicago	Political Science	IL
Tajikistan	Persian	American University	International Affairs	CA
Tajikistan	Persian	Georgetown University	Business Administration	DC
Tajikistan	Persian	Georgetown University	Languages	VA
Tanzania	Swahili	Johns Hopkins, SAIS	Languages	VA
Tanzania	Swahili	University of California, Los Angeles	Political Science	CA
Tanzania	Swahili	Tulane University	Public Health	RI
Tanzania	Swahili	Arizona State University	Geography	AZ
Tanzania	Swahili	University of Arkansas, Little Rock	Environmental Science	MA
Tanzania	Swahili	University of Denver	International Affairs	MS
Tanzania	Swahili	Georgetown University	International Affairs	IA
Tanzania	Swahili	George Washington University	Languages	GA
Tanzania	Swahili	Tufts University	International Affairs	PA
Tanzania	Swahili	University of Arizona	Public Health	PA
Tanzania	Swahili	University of Chicago	Social Work	MA
Turkey	Turkish	University of California, Los Angeles	Education	CA
Turkey	Turkish	Georgetown University	International Affairs	DC
Turkey	Turkish	Syracuse University	International Affairs	NY
Turkey	Turkish	Georgetown University	International Affairs	NY
Turkey	Turkish	Saint Mary's University	International Affairs	CA
Uganda	Swahili	American University	International Affairs	KS
Uganda	Swahili	University of Notre Dame	History	IN
Ukraine	Ukrainian	University of Texas, Dallas	Political Science	TX
Vietnam	Vietnamese	University of California, Berkeley	Language	CA
Vietnam	Vietnamese	University of Wisconsin, Madison	History	WI

APPENDIX H: 2013 BOREN SCHOLARS AND FELLOWS COUNTRIES OF STUDY

Country	Boren Scholars	Boren Fellows	TOTAL
Bangladesh	0	1	1
Bosnia Herzegovina	0	1	1
Brazil	6	8	14
Cambodia	0	1	1
Chile	1	0	1
China	38	8	46
Ecuador	1	0	1
Ethiopia	0	1	1
Georgia	0	1	1
Ghana	1	2	3
India	6	5	11
Indonesia	0	2	2
Israel	0	3	3
Japan	8	4	12
Jordan	18	17	35
Kenya	3	2	5
Kuwait	0	1	1
Kyrgyzstan	0	1	1
Macedonia	1	0	1
Malaysia	0	1	1
Mongolian	0	1	1
Morocco	15	2	17
Mozambique	3	3	6
Nepal	1	0	1
Nigeria	2	2	4
Oman	4	1	5
Philippines	0	1	1
Poland	0	1	1
Russia	16	6	22
Rwanda	1	1	2
Senegal	4	1	5
Serbia	0	1	1
South Africa	0	1	1
South Korea	9	5	14
Taiwan	2	1	3
Tajikistan	4	3	7
Tanzania	9	11	20
Thailand	2	0	2
Turkey	3	5	8

Country	Boren Scholars	Boren Fellows	TOTAL
Uganda	0	2	2
Ukraine	1	1	2
United Arab Emirates	2	0	2
Vietnam	0	2	2
TOTAL	161	110	271

APPENDIX I: 2013 BOREN SCHOLARS AND FELLOWS LANGUAGES OF STUDY

Language	Boren Scholars	Boren Fellows	TOTAL
Afrikaans	0	1	1
Akan	0	1	1
Amharic	0	1	1
Arabic	39	24	63
Bahasa Indonesian	0	2	2
Bengali	0	2	2
Bosnian	0	1	1
Cantonese	0	1	1
Georgian	0	1	1
Hausa	0	1	1
Hindi	3	2	5
Japanese	8	4	12
Khmer	0	1	1
Korean	9	5	14
Macedonian	1	0	1
Malay	0	1	1
Mandarin	40	8	48
Mongolian	0	1	1
Nepali	1	0	1
Persian	4	3	7
Polish	0	1	1
Portuguese	9	11	20
Russian	17	7	24
Rwandan	1	1	2
Serbian	0	1	1
Spanish	2	0	2
Swahili	12	15	27
Tagalog	0	1	1
Tamil	1	0	1
Thai	2	0	2
Turkish	3	5	8
Twi	1	1	2
Ukrainian	0	1	1
Urdu	2	2	4
Vietnamese	0	2	2
Wolof	4	1	5
Yoruba	2	1	3
TOTAL	161	110	271

APPENDIX J: LIST OF PREFERRED MAJORS

Area/Language Studies

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

Applied Sciences

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

Engineering

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

Business

- Accounting
- Business
- Marketing

Education

International Affairs

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

Journalism

Law

Social Sciences

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

Other

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

APPENDIX K: FOREIGN LANGUAGE PROFICIENCY SCALES

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

ILR RATING	ILR PROFICIENCY DESCRIPTION
0	<i>No Proficiency:</i> Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability.
0+	<i>Memorized Proficiency:</i> Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful.
1	<i>Elementary Proficiency:</i> Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from this individual. This speaker has a functional, but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The individual is unable to produce continuous discourse except with rehearsed material.
1+	<i>Elementary Proficiency Plus:</i> Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.
2	<i>Limited Working Proficiency:</i> Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances. but unusual or imprecise elsewhere.
2+	<i>Limited Working Proficiency Plus:</i> Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests

	and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space and person references, or to be in some way inappropriate, if not strictly incorrect.
3	<i>General Professional Proficiency:</i> Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and professional topics. Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs and the implications of nuances and idiom may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate: but stress, intonation and pitch control may be faulty.
3+	<i>General Professional Proficiency Plus:</i> Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.
4	<i>Advanced Professional Proficiency:</i> Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as in informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty.
4+	<i>Advanced Professional Proficiency Plus:</i> Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of any language-use task. However, the individual would not necessarily be perceived as culturally native.
5	<i>Functional Native Proficiency:</i> Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect.

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

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

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

APPENDIX L: 2013 AFLI/BOREN SCHOLARS AND FELLOWS

Country	Language	Domestic Flagship Institution	AFLI Overseas Location	Home State
Ghana	Akan/Twi	University of Florida	University of Ghana	VA
Ghana	Akan/Twi	American University	CHIP International	IN
Ghana	Akan/Twi	University of the Pacific	University of Ghana	CA
Morocco	Moroccan	University of Denver	AALIM, Morocco	WA
Morocco	Moroccan	University of Oklahoma	AALIM, Morocco	OK
Morocco	Moroccan	DePaul University	AALIM, Morocco	WI
Morocco	Moroccan	University of Maryland	AALIM, Morocco	CT
Morocco	Moroccan	University of Maryland	AALIM, Morocco	CA
Mozambique	Portuguese	University of Denver	Eduardo Mondlane Univ.	IN
Mozambique	Portuguese	Johns Hopkins, SAIS	Eduardo Mondlane Univ.	MI
Mozambique	Portuguese	University of California, SB	Eduardo Mondlane Univ.	NY
Mozambique	Portuguese	Florida State University	Eduardo Mondlane Univ.	FL
Mozambique	Portuguese	Florida International University	Eduardo Mondlane Univ.	FL
Mozambique	Portuguese	American University	Eduardo Mondlane Univ.	PA
Nigeria	Hausa	Georgetown University	Mercy Corps	DC
Nigeria	Yoruba	University of California, LA	University of Ibadan	CA
Nigeria	Yoruba	American University	University of Ibadan	IL
Nigeria	Yoruba	Bowie State University	University of Ibadan	MD
Senegal	Wolof	University of Wisconsin	WARC, Senegal	WI
Senegal	Wolof	Kalamazoo College	Baobab Institute	MI
Senegal	Wolof	Elon University	CIEE, Dakar	MD
Tanzania	Swahili	Tulane University	State University of Zanzibar	RI
Tanzania	Swahili	University of Arizona	State University of Zanzibar	PA
Tanzania	Swahili	University of Denver	State University of Zanzibar	MS
Tanzania	Swahili	Tufts University	State University of Zanzibar	PA
Tanzania	Swahili	George Washington University	State University of Zanzibar	GA
Tanzania	Swahili	Georgetown University	State University of Zanzibar	IA
Tanzania	Swahili	Johns Hopkins, SAIS	State University of Zanzibar	VA
Tanzania	Swahili	American University	State University of Zanzibar	PA
Tanzania	Swahili	College of the Holy Cross	State University of Zanzibar	MA
Tanzania	Swahili	Seattle University	State University of Zanzibar	CA
Tanzania	Swahili	University of Oklahoma	State University of Zanzibar	OK
Tanzania	Swahili	Hanover College	State University of Zanzibar	IN
Tanzania	Swahili	University of Delaware	State University of Zanzibar	PA
Tanzania	Swahili	University of Maryland	State University of Zanzibar	MD
Tanzania	Swahili	University of Wisconsin	State University of Zanzibar	MN
Tanzania	Swahili	University of Rhode Island	State University of Zanzibar	RI

APPENDIX M: 2013 LANGUAGE FLAGSHIP FELLOWS

Country	Language	Domestic Flagship Institution	Overseas Flagship Center	Home State
Egypt	Arabic	University of Maryland	Alexandria University	NY
Egypt	Arabic	University of Maryland	Alexandria University	CA
Egypt	Arabic	University of Maryland	Alexandria University	MD
Egypt	Arabic	University of Maryland	Alexandria University	VA
South Korea	Korean	University of Hawaii	Korea University	UT
South Korea	Korean	University of Hawaii	Korea University	CA
Turkey	Persian	University of Maryland	Ankara University	VA
Turkey	Persian	University of Maryland	Ankara University	CA

APPENDIX N: 2013 BOREN/FLAGSHIP SCHOLARS

Country	Language	Domestic Flagship Institution	Overseas Flagship Center	Home State
China	Mandarin	University of Oregon	Nanjing University	OR
China	Mandarin	Arizona State University	Nanjing University	CA
China	Mandarin	Hunter College, CUNY	Tianjing Normal University	CT
China	Mandarin	Hunter College, CUNY	Tianjing Normal University	VA
China	Mandarin	University of Mississippi	Nanjing University	IL
China	Mandarin	Brigham Young University	Nanjing University	UT
China	Mandarin	Western Kentucky University	Nanjing University	TN
China	Mandarin	Hunter College, CUNY	Nanjing University	NY
Morocco	Arabic	University of Oklahoma	AALIM, Morocco	NM
Morocco	Arabic	University of Maryland	AALIM, Morocco	MD
Morocco	Arabic	University of Maryland	AALIM, Morocco	MD
Morocco	Arabic	University of Maryland	AALIM, Morocco	MD
Morocco	Arabic	University of Texas	AALIM, Morocco	NM
Morocco	Arabic	University of Maryland	AALIM, Morocco	MD
Russia	Russian	University of California, LA	St. Petersburg State University	CA
Russia	Russian	University of Wisconsin	St. Petersburg State University	WI
Russia	Russian	Bryn Mawr College	St. Petersburg State University	MD
Russia	Russian	Portland State University	St. Petersburg State University	OR
Russia	Russian	Portland State University	St. Petersburg State University	OR
South Korea	Korean	University of Hawaii, Manoa	Korea University	HI

APPENDIX O: 2013 EHLS SCHOLARS

Country of Origin	Heritage Language	EHLS Institution	Professional Field	Home State
China	Mandarin	Georgetown University	Comparative Literature	VA
China	Mandarin	Georgetown University	Finance and Economics	UT
China	Mandarin	Georgetown University	Chemistry	PA
Egypt	Arabic	Georgetown University	Business Administration	NY
Egypt	Arabic	Georgetown University	English, Comparative Literature	VA
Iran	Persian	Georgetown University	Government & Politics	MD
Kyrgyzstan	Kyrgyz	Georgetown University	Government & Politics	MD
Morocco	Arabic	Georgetown University	Business Information Technology	NY
Myanmar	Balochi	Georgetown University	Political Science	MD
Nigeria	Igbo	Georgetown University	Management Information Systems	MD
Nigeria	Igbo	Georgetown University	Political Science	MN
Nigeria	Yoruba	Georgetown University	Mechanical Engineering	VA
Nigeria	Yoruba	Georgetown University	Political Science	FL
Nigeria	Yoruba	Georgetown University	Religious Studies	MD
Pakistan	Pashto	Georgetown University	English Literature	VA
Syria	Arabic	Georgetown University	Electrical Engineering	CT
Taiwan	Mandarin	Georgetown University	English Language & Literature	NY
Turkey	Turkish	Georgetown University	Chemistry	MD
Turkey	Turkish	Georgetown University	Geography	MD
Uzbekistan	Uzbek	Georgetown University	International Relations	VA

APPENDIX P: 2013 LIST OF NSEP-FUNDED U.S. INSTITUTIONS OF HIGHER EDUCATION

University	AFLI	EHLS	Language Flagship	LTC	Project GO
Arizona State University			✓*		✓
Boston University					✓
Brigham Young University			✓		
Bryn Mawr College			✓		
California State University, San Bernardino					✓
California State University, Long Beach				✓	
Coastal Carolina Community College				✓	
Duke University					✓
Embry-Riddle Aeronautical University					✓
Georgia Institute of Technology			✓*		✓
Georgetown University		✓			
Hunter College			✓		
Indiana University			✓	✓	✓
James Madison University					✓
Marquette University					✓
Michigan State University			✓		
North Carolina State University				✓	✓
North Georgia College and State University			✓*	✓	✓
Northeastern University					✓
Norwich University				✓	✓
Portland State University			✓		
San Diego State University				✓	✓
San Francisco State University			✓		
Texas A&M University					✓
The Citadel					✓
University of Arizona			✓		✓
University of California, Los Angeles			✓		
University of Florida	✓				
University of Georgia			✓		
University of Hawaii, Manoa			✓		
University of Kansas					✓
University of Maryland			✓		
University of Mississippi			✓		✓
University of Montana				✓	✓
University of Oklahoma			✓		
University of Oregon			✓		
University of Pittsburgh					✓
University of Rhode Island			✓		

University	AFLI	EHLS	Language Flagship	LTC	Project GO
University of Texas, Austin			✓		✓
University of Virginia					✓
University of Wisconsin, Madison			✓		✓
Virginia Polytechnic Institute					✓
Western Kentucky University			✓		
TOTAL (46 Institutions)	1	1	22	8	25

* Indicates institutions selected for the Flagship/ROTC Pilot Initiative

APPENDIX Q: 2013 NUMBER OF NSEP-FUNDED PROGRAMS BY INSTITUTION

University	AFLI	EHLS	Language Flagship	LTC	Project GO
Arizona State University			1		1
Boston University					1
Brigham Young University			1		
Bryn Mawr College			1		
California State University, San Bernardino					1
California State University, Long Beach				1	
Coastal Carolina Community College				1	
Duke University					1
Embry-Riddle Aeronautical University					1
Georgia Institute of Technology			1		1
Georgetown University		1			
Hunter College			1		
Indiana University			3	1	1
James Madison University					1
Marquette University					1
Michigan State University			1		
North Carolina State University				1	1
North Georgia College and State University			1	1	1
Northeastern University					1
Norwich University				1	1
Portland State University			1		
San Diego State University				1	1
San Francisco State University			1		
Texas A&M University					1
The Citadel					1
University of Arizona			1		1
University of California, Los Angeles			1		
University of Florida	1				
University of Georgia			1		
University of Hawaii, Manoa			1		
University of Kansas					1
University of Maryland			2		
University of Mississippi			1		1
University of Montana				1	1
University of Oklahoma			1		
University of Oregon			1		
University of Pittsburgh					1
University of Rhode Island			1		

University	AFLI	EHLS	Language Flagship	LTC	Project GO
University of Texas, Austin			2		1
University of Virginia					1
University of Wisconsin, Madison			1		1
Virginia Polytechnic Institute					1
Western Kentucky University			1		
TOTAL (61 Programs)	1	1	26	8	25