

Përshëndetje! • مرحبا • Здравейте! • 你好 • zdravo! • Dobry den!



tere! • שלום! • szervusz! • Halo • 今日は! • hello! • 안녕하세요!



Dzień dobry! • olá! • bună ziua! • здравствуйте • здорово! • merhaba!



Вітаю • Dobry den! • Përshëndetje! • مرحبا • Здравейте! • 你好



# National Security Education Program

*20 Year Anniversary Review*

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## Letter from the Director

Senator Boren's original vision in drafting the David L. Boren National Security Education Act in 1991 was to establish a means to create a strategic reserve of talent to serve the needs of all federal agencies engaged in national security. Senator Boren sought to create a program that served the broader needs of the federal government and, following his vision, many individuals have contributed to the success of NSEP over the past 20 years. These individuals include visionary leaders in Congress, at the Department of Defense, and in the federal agencies, the private sector, and the academic community represented on the National Security Education Board. Along with Senator Boren, we owe our thanks to the leadership of Dr. Robert Slater, former NSEP Director, who helped establish NSEP and nurtured it to what it is today. Many others have enthusiastically supported NSEP on college and university campuses across the country. However, the real success of this program lies with the over 4,500 NSEP program awardees, who have helped transform our approach to training a new federal workforce for the 21st Century.

Over the years, NSEP has grown in its depth and scope of programs to offer an integrated approach to address the needs of an increasingly globalized national security environment. As it has expanded, NSEP has remained true to its legislative goals: permitting the federal government to advocate on behalf of international education; providing new approaches to the teaching and learning of languages; identifying and supporting outstanding American university students to study languages and cultures critical to U.S. national security; and creating a pipeline of these students to serve in government positions relevant to national security.

As NSEP has increased its size and array of programs, we have striven to ensure that new programs complement those already in place, maximizing coordination and benefit to both students and government agencies. NSEP has developed program-wide language assessment for the Boren and Flagship programs, which has, in turn, supported the implementation of language assessment for the ROTC Project Global Officers students. The African Languages Initiative was designed by using the best practices from both the Boren and Flagship programs, building on their experience in creating domestic and overseas language. NSEP's team-based management approach coordinates outreach efforts for recruitment, as well as job placement of its program participants in agencies across the federal government. These coordinated efforts, along with the important changes to legislation over the years, have improved pathways for bringing this new talent into positions of national security. Looking forward, NSEP will continue to work across the academic and government sectors to coordinate its efforts, ensuring program quality and accountability through the sharing of best practices across its growing array of programs. NSEP embraces its mission to serve the nation's critical language needs and contribute to U.S. national security.



**Dr. Michael Nugent**  
Director, NSEP

## Letter from Senator David L. Boren

It is difficult to believe that 20 years have passed since the introduction of the National Security Education Act, which brought about the National Security Education Program. While chairing the Senate Intelligence Committee, I sat down with the best and the brightest minds in intelligence, some of whom had worked for General William Joseph Donovan and aided our victories in World War II, and we asked them what was the most important thing we could do to improve U.S. national security. This group told me that we had to create a pool of highly intelligent, well-educated citizens, who understand the cultures and speak the languages of people in areas of the world critical to U.S. national security, citizens who can go into those countries and be advocates for the United States. These are the people who need to run our programs, collect intelligence, serve as diplomats, and carry out negotiations. Thus, we began the National Security Education Program, which was designed to create an innovative approach to cultivating a pool of human talent skilled to meet changing national security needs. I am pleased that, to date, we have over 4,500 individuals who have participated in NSEP programs, many of whom have contributed significantly to the talent pool that we envisioned 20 years ago.

Since that time, the world has gone through tremendous changes, and these changes have only strengthened the need for innovative approaches to increase our understanding of the languages and cultures so key to our nation's security and our role as a world leader. We find ourselves living in times of real change on a global scale. The United States has a vital role to play, and that role will increasingly rely on the skill sets that mark the excellence of our NSEP awardees. As we anticipated 20 years ago, we need U.S. citizens who speak other languages, and understand other cultures to represent our interests in an increasingly complex and global world. I am pleased to see that the National Security Education Program has really become the strategic talent reserve that we envisioned in 1991.

Today we are living in a time of total change in terms of our relationship with the rest of the world. More and more, the United States will need to lead in partnerships with other nations. To form stronger partnerships the next generation of American leaders will need to have a deeper understanding of the history and current needs of other nations. Today it is more crucial than ever to further invest in the resources that we as a country need, the very resources represented by our NSEP graduates. If we do not seize this opportunity now, we will miss the chance to maintain the leadership role that we currently hold.



**Senator David L. Boren,**  
President, University of Oklahoma

## National Security Program Celebrates 20<sup>th</sup> Anniversary

On September 8, 2011, Senator David L. Boren, President of the University of Oklahoma and author of the David L. Boren National Security Education Act of 1991, and Dr. Clifford Stanley, Under Secretary of Defense for Personnel and Readiness, addressed Boren Fellows, Scholars, members of the National Security Education Board, and esteemed colleagues in the international education arena at a gathering in Washington celebrating 20 years of the National Security Education Program (NSEP). Both speakers highlighted the importance of language skills and cultural understanding to developing international partnerships and improving U.S. national security, praising NSEP for its commitment to provide linguistic and cultural training for American students through the Boren Scholarships and Fellowships.



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



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



Dr. Michael Nugent, Director of NSEP, addresses the audience



Senator David Boren and Dr. Clifford Stanley with 2011 Howard Baker award winner, Ms. Meghan Iverson of the Office of Naval Intelligence



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



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

## A Few Words from Federal Agencies:

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

– **Central Intelligence Agency**

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

– **National Defense University**

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

– **Office of Naval Intelligence**

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

– **Army Directed Studies Office**

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

– **National Aeronautics and Space Administration**

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

– **National Security Agency**

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

– **National Geospatial Intelligence Agency**

# Outstanding NSEP Alumni



**GLENDA JAKUBOWSKI**

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



**PAUL MEINSHAUSEN**

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



**DARIGG BROWN**

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



**TONIE LOZANO DIGIULIO**

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



**LTC JOHN SUTHERLAND, III**

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



**REBECCA SPYKE KEISER**

As a 1996 Boren Fellow, Dr. Spyke Keiser used her fellowship to study Japanese. She holds an M.S. in Politics of the World Economy, and received a doctorate degree in International Studies. Dr. Spyke Keiser began at NASA in 1999 as an international programs specialist. She was then hired as a permanent civil service employee at NASA and worked in international relations for five years. She later worked at the White House Office of Science and Technology Policy as their head of international relations for two years. Most recently, she returned to NASA, and in August 2010, Dr. Spyke Keiser became NASA's Associate Deputy Administrator for Policy Integration.



**DEREK HOFFMANN**

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



**MATTHEW PARIN**

Mr. Parin was a 2005 Boren Scholar who studied Arabic in Egypt. He graduated cum laude with University Honors from American University with a BA in International Studies and Arab Studies. Currently, Mr. Parin is on rotation from DIA's Middle East & North Africa Office to DIA's North Africa Intelligence Cell. He worked previously for the Joint Chiefs of Staff Directorate Strategic Plans and Policy (J5) and the Directorate for Intelligence (J2). From 2008 to 2009, Mr. Parin deployed in support of Operation IRAQI FREEDOM with Multi-National Forces-Iraq. NSEP awarded Mr. Parin with the Howard Baker, Jr. award in 2008 for his outstanding federal service and academic achievement.

# National Security Education Board

Oversight for NSEP is provided by a 13-member National Security Education Board (NSEB), including representatives from seven Cabinet-level departments. Six non-federal members, appointed by the President also serve on the NSEB.



U.S. DEPARTMENT OF DEFENSE  
Ms. Lynn Simpson [Chair]  
Chief of Staff, Office of the  
Under Secretary of Defense  
(Personnel and Readiness)



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



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



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



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



PRESIDENTIAL APPOINTEE  
Dr. David McIntyre  
Vice President of Academic Affairs,  
National Graduate School  
and University



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



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



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



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



PRESIDENTIAL APPOINTEE  
Dr. Todd I. Stewart  
Director of Institutional Partnerships  
Michigan Technological University



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



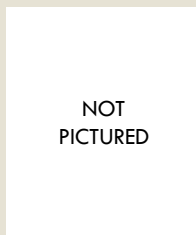
PRESIDENTIAL APPOINTEE  
Mr. Mark J. Gerencser  
Executive Vice President,  
Booz Allen Hamilton



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



NSEB - EXECUTIVE DIRECTOR  
Dr. Michael A. Nugent  
Director, National Security  
Education Program



CENTRAL INTELLIGENCE AGENCY  
(EX-OFFICIO)  
Chief Recruitment Center

# Table of Contents

- Letter from NSEP Director** ..... 2
- Letter from Senator Boren** ..... 3
- 20th Anniversary of NSEP** ..... 4
- A Few Words from Federal Agencies** ..... 5
- Outstanding NSEP Alumni** ..... 6
- National Security Education Board** ..... 8
- NSEP Program Overview** ..... 10
- NSEP Initiatives** ..... 12
- Countries of Emphasis** ..... 14
- Languages of Emphasis** ..... 15
- David L. Boren Scholarships and Fellowships** ..... 16
- The Language Flagship** ..... 20
- Pilot Flagship/ROTC Initiative** ..... 25
- English for Heritage Language Speakers Program (EHLS)** ..... 26
- National Language Service Corps (NLSC)** ..... 28
- Project Global Officers (Project GO)** ..... 30
- Pilot African Languages Initiative** ..... 32
- Language Training Centers** ..... 34
- Service to the Nation** ..... 36

# National Security Education Program

## Strengthening national security through critical language and culture expertise

NSEP was established by the David L. Boren National Security Education Act (NSEA) of 1991 as an important post-Cold War investment in expertise in languages and cultures critical to U.S. national security. The program was envisioned by then Senator David L. Boren to respond to a serious deficit of U.S. citizens and federal employees skilled in critical languages and cultures.



NSEP's purpose is to enhance the national security of the U.S. by increasing the national capacity to understand and interact effectively with foreign cultures and languages. The NSEA outlines five major objectives for the program to:

- 1) Provide resources, accountability, and flexibility to meet the national security education needs of the United States;
- 2) Increase the quality of teaching and learning of foreign languages and international studies, especially in areas critical to U.S. national security;
- 3) Produce an increased pool of applicants for work in federal departments and agencies with national security responsibilities;
- 4) Expand, along with other federal agencies, the international experience, knowledge base and perspectives on which the United States relies, and finally;
- 5) Permit the federal government to advocate for international education.

To support NSEP's broad federal mission, the NSEA provided for the National Security Education Board, which consists of representatives from seven federal agencies related to national security and language needs, as well as six presidentially appointed term members. This Board ensures that the National Security Education Program initiatives and approaches serve the needs of key federal agencies, along with those of the Department of Defense.

NSEP accomplishes its legislative mission through two major activities:

- 1) Scholarships and fellowships to individuals, who in turn provide service in federal positions of national security, and
- 2) Grants to educational institutions to assist and promote changes to the way American students learn language and culture. Over the past 20 years, a number of initiatives have evolved around these two core activities to target important national security needs as well as foreign language innovations.

Today, NSEP oversees nine critical initiatives designed to attract, recruit, and train a future national security workforce. These initiatives include The Language Flagship program, which supports students of all majors in learning critical foreign languages to a professional level. Students can use their skills to give spoken presentations, write briefings, and read important reports in their daily course of work. The Project GO program supports a

model initiative to allow Reserve Officer Training Corps (ROTC) cadets to learn critical languages, while the English for Heritage Language Speakers (EHLS) program provides Americans with native fluency in critical languages the opportunity to improve their English and analytical skills to a level where they can utilize their multiple language proficiencies in the federal work place.

All of the programs that NSEP has undertaken are designed to complement one another, ensuring that the lessons learned in one program inform the approaches of another.

In the 20 years since NSEP was founded, over 4,500 students have been awarded by NSEP to study overseas in areas critical to U.S. national security. Each year, the highly competitive and prestigious Boren Awards program conducts outreach to thousands of students at colleges and universities, many of whom had never considered the idea of using their skills to work for the federal government.

### How Are NSEP Initiatives Different, and Why Are They Critical to National Well-Being?

Other International Education Efforts	NSEP Initiatives
Of all American students studying abroad, over 50 percent are enrolled in programs in Australia, Canada, New Zealand, and Western Europe.	<b>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 110 different languages.</b>
Fewer than five percent of all U.S. students who study abroad enroll in full academic- or calendar-year programs.	<b>NSEP emphasizes long-term academic study. Of all NSEP award recipients, more than 72 percent opted to participate in study abroad for an academic year or longer.</b>
Of all foreign language enrollments in U.S. higher education, 75 percent are in Spanish, French, German and American Sign Language.	<b>NSEP focuses on the study of non-Western European languages, including Arabic, Chinese (Mandarin), Persian, and other languages critical to national security and global competitiveness.</b>
The average U.S. college language major reaches an intermediate level of proficiency (at best) in a language that is less commonly taught.	<b>NSEP-sponsored language study is rigorous and effective. Award recipients are high-aptitude language learners who, over the course of their NSEP-funded study, often achieve advanced to professional levels of proficiency in their chosen language.</b>

# NSEP Initiatives

NSEP sponsors eight initiatives in the form of broad strategic partnerships that connect the U.S. education community, government agencies that have national security interests, global businesses, and individuals who are impassioned to learn less commonly taught languages. Each initiative was designed to develop the necessary language skills to help meet current U.S. national security and global competitiveness needs and to prepare for future ones.



**David L. Boren Scholarships** are awarded to U.S. undergraduates for up to one academic year of overseas study of languages and cultures critical to national security. Awardees are outstanding students, as determined through a competitive national merit-based process. Boren Scholars demonstrate their merit for an award in part by agreeing to fulfill a one year (minimum) service commitment to the U.S. government.

**David L. Boren Fellowships** are awarded for up to two years to motivated U.S. graduate students who develop independent projects that combine study of language and culture in areas critical to national security. Awardees demonstrate the highest intellectual and professional capacity, as determined through a competitive national merit-based process. Boren Fellows demonstrate their merit for an award in part by agreeing to fulfill a one year (minimum) service commitment to the U.S. government.



**THE LANGUAGE FLAGSHIP**  
Creating Global Professionals

**The Language Flagship** seeks to graduate students who will take their place among the next generation of global professionals, commanding a professional-level of fluency (Superior level on the American Council on the Teaching of Foreign Languages scale (equivalent to Interagency Language Roundtable (ILR) level 3)) in a chosen language critical to U.S. security and competitiveness.

U.S. university students of all majors participate in intensive domestic and overseas programs designed to give comprehensive language immersion experience as a capstone to their Flagship study.



The **National Language Service Corps (NLSC)**, is designed to provide surge language capabilities (in response to a sudden, unexpected need) by creating and maintaining a readily available corps of civilians who are highly proficient in English and have certified expertise in one or more languages important to the security and welfare of the nation. NLSC members agree to offer their certified language skills in support of federal response to domestic or foreign disasters and non-emergency activities related to national security and welfare.



The **English for Heritage Language Speakers (EHLS)** program provides intensive English language instruction to professionals who are U.S. citizens and native speakers of critical languages. Participants receive scholarships to participate in the EHLS program at Georgetown University, which provides eight months of instruction. This training allows participants to achieve professional-level proficiency in the English language and prepares them for key federal job opportunities. This project is the first of its kind to help nonnative-English-speaking individuals develop such high-level English proficiency in reading, writing, listening, and speaking in preparation for public service.

## Language Training Centers

**Language Training Centers (LTC)** are a collaborative initiative of NSEP and the Defense Language Office to develop expertise in critical languages, cultures and strategic regions for DoD personnel. LTCs are U.S. institutions of higher education that have taken on the challenge to help meet the pressing training needs of DoD.



The **Project Global Officers (Project GO)** program is a collaborative initiative that promotes critical language education, study abroad, and intercultural dialogue opportunities among Reserve Officer Training Corps (ROTC) students in order to develop future military officers who possess the cross-cultural communication skills required for effective leadership in the 21st Century operational environment. To accomplish this mission, NSEP works with Army, Air Force, and Navy ROTC Headquarters, and 18 U.S. institutions of higher education. Project GO has provided funding for a total of 13 critical languages, including: Arabic (all dialects), Chinese (Mandarin), Hausa, Hindi, Urdu, Korean, Pashto, Persian (Dari, Farsi, Tajik), Russian, Swahili, Tatar, Turkish, Uzbek, and Wolof.



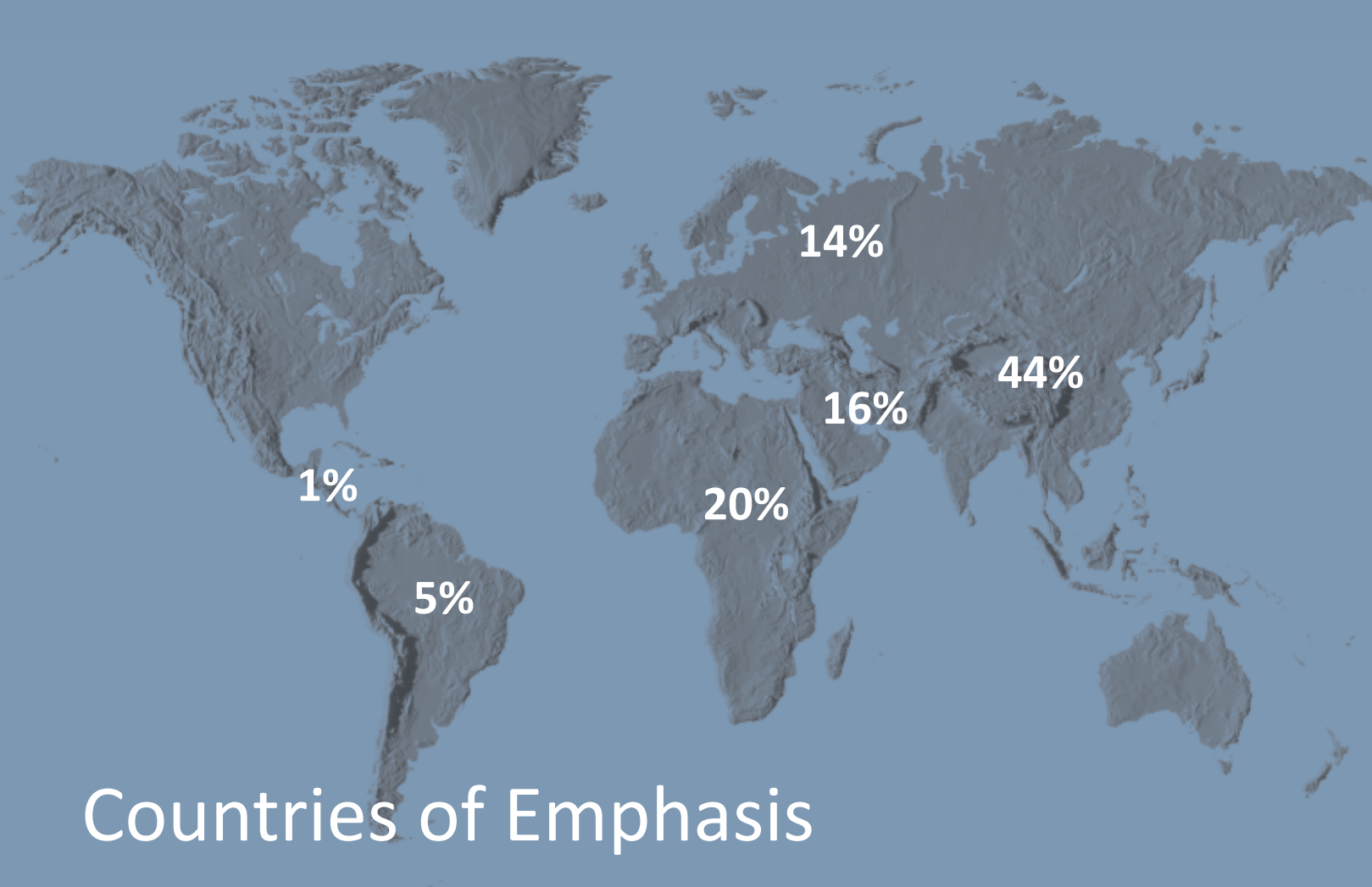
## Pilot Initiatives

### PILOT AFRICAN LANGUAGES INITIATIVE

The **Pilot African Languages Initiative** is designed to increase the number of Boren Scholars and Fellows engaged in the study of the critical languages of Africa. The languages targeted through this pilot program are key African languages including: Swahili, Yoruba, and Zulu. This initiative also offers Arabic Flagship students the opportunity to undertake intensive language instruction in Moroccan Arabic.

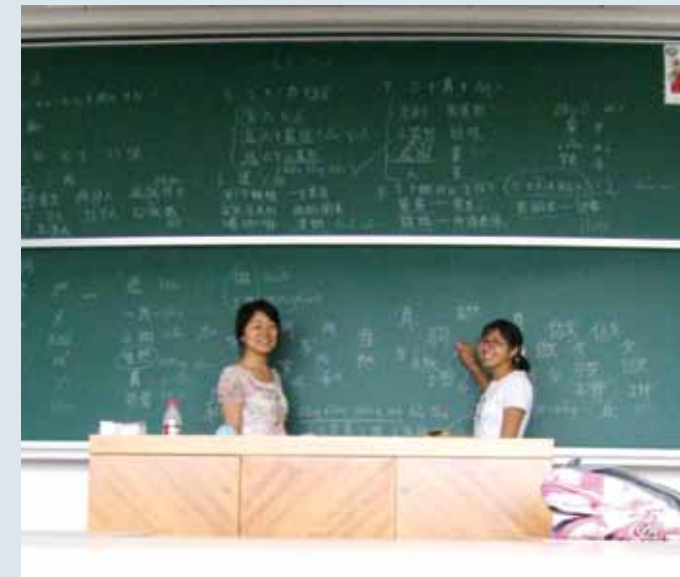
### PILOT FLAGSHIP/ROTC INITIATIVE

The objective of the **Pilot Flagship/ROTC Initiative** is to increase the number of ROTC students completing their undergraduate degrees with professional-level proficiency in critical languages. To achieve this goal, NSEP has established three pilot Flagship/ROTC programs to serve the ROTC population. This initiative draws upon the substantial knowledge and experience accumulated from efforts funded under The Language Flagship and Project GO, and works in collaboration with each service's regional and national ROTC headquarters to ensure active outreach and recruiting.



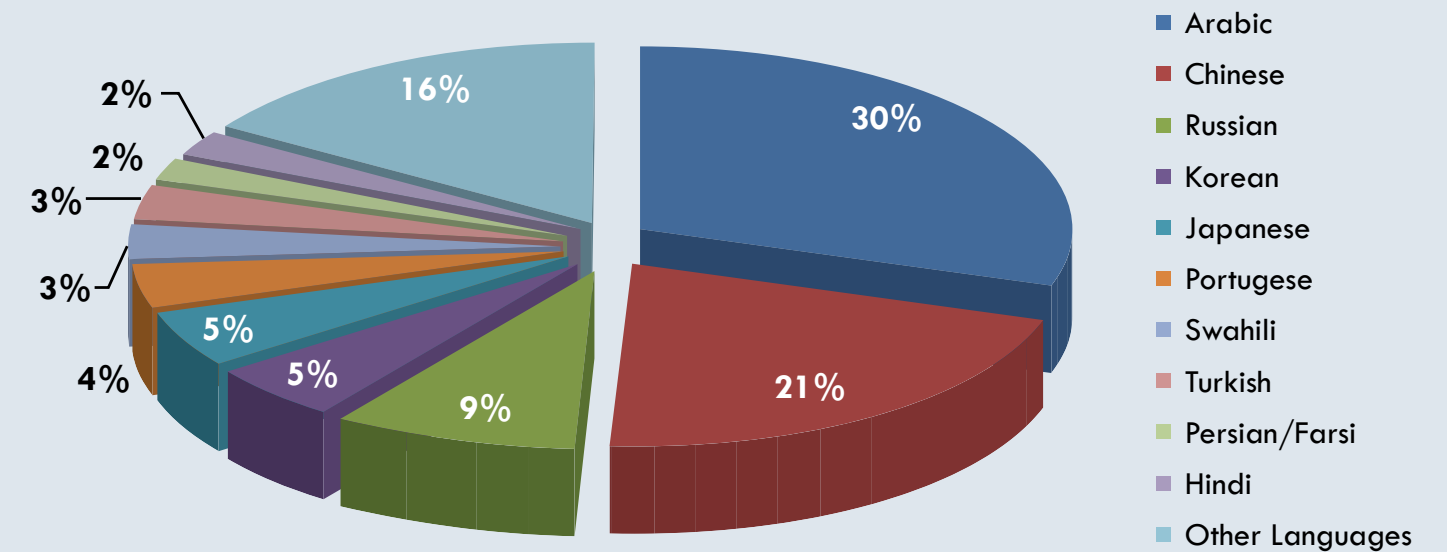
## Countries of Emphasis

NSEP supports study abroad in Africa, Asia, Central and Eastern Europe, Eurasia, Latin America, and the Middle East. NSEP applicants may apply to study in any country outside of the United States, Western Europe, Canada, Australia, and New Zealand. Data from 2006-2011 show that 44% of Boren Awardees are studying in Asia, 20% in Africa, 16% in the Middle East, 14% in Central and Eastern Europe, 5% in South America, and 1% in Central America.



## Languages of Emphasis

NSEP award recipients must study a foreign language while overseas. The top ten languages studied in the past five years are represented in the chart below.





# David L. Boren Scholarships and Fellowships

*Providing opportunities for U.S. undergraduate and graduate students to gain critical language and cultural expertise through international study*

Boren Scholarships and Fellowships provide unique funding opportunities for U.S. undergraduate and graduate students. The programs focus on geographic areas, languages, and fields of study that are critical to U.S. national security, and are not emphasized in other United States study abroad programs. Through this competitive annual national program, successful applicants distinguish themselves as highly motivated in their academic and career goals and in their strong commitment to public service.



Boren Scholarships are awarded to motivated U.S. undergraduates for up to one academic year of overseas study of languages and cultures critical to national security. Boren Fellowships are awarded for up to two years to motivated U.S. graduate students who develop independent projects that combine study of language and culture in areas critical to national security.

Award recipients of both programs demonstrate the highest intellectual and professional capacity, as determined through a competitive, national, merit-based process. Since 1994, NSEP has awarded more than 4,500 Boren Scholarships and Fellowships.

The current generation of college students has largely grown up in a world transformed by the events of September 11, 2001 (9/11). As a result, these students are keenly aware of the vital role of language and global skills in terms of U.S. national security and competitiveness. For ambitious students who have a strong desire to contribute to our nation's security, the Boren Scholarships and Fellowships provide an exciting and meaningful opportunity.

## What Makes Boren Scholarships and Fellowships Unique?

Boren award recipients speak less commonly taught critical languages, travel to less-common destinations for significant periods of study, and study a wide range of disciplines.

### LANGUAGES

Less than nine percent of U.S. students in higher education enroll in a language course during their post-secondary careers. Most of these students are fulfilling basic graduation requirements, and are not studying toward proficiency in the language. Boren Scholarships and Fellowships emphasize study of non-Western European languages critical to U.S. national security, such as Arabic, Chinese, Russian, Korean and Swahili.

In 2011, the most frequently studied languages by Boren Scholars and Fellows in descending order were:

- Arabic
- Chinese (Mandarin)
- Portuguese
- Swahili
- Russian, Turkish and Japanese



**DESTINATIONS**

Less than eight percent of all U.S. students enrolled in higher education will study in another country during their post-secondary careers. Those who do study abroad usually travel to Western Europe<sup>1</sup>. NSEP's sole focus is on languages and world regions that are critical to national security where U.S. students typically do not study. These understudied world regions remain indispensable to the future American capacity to address major national security needs.

In 2011, the most commonly visited regions by Boren Scholars and Fellows were:

- Asia
- Africa
- Middle East
- Eastern and Central Europe
- Latin America

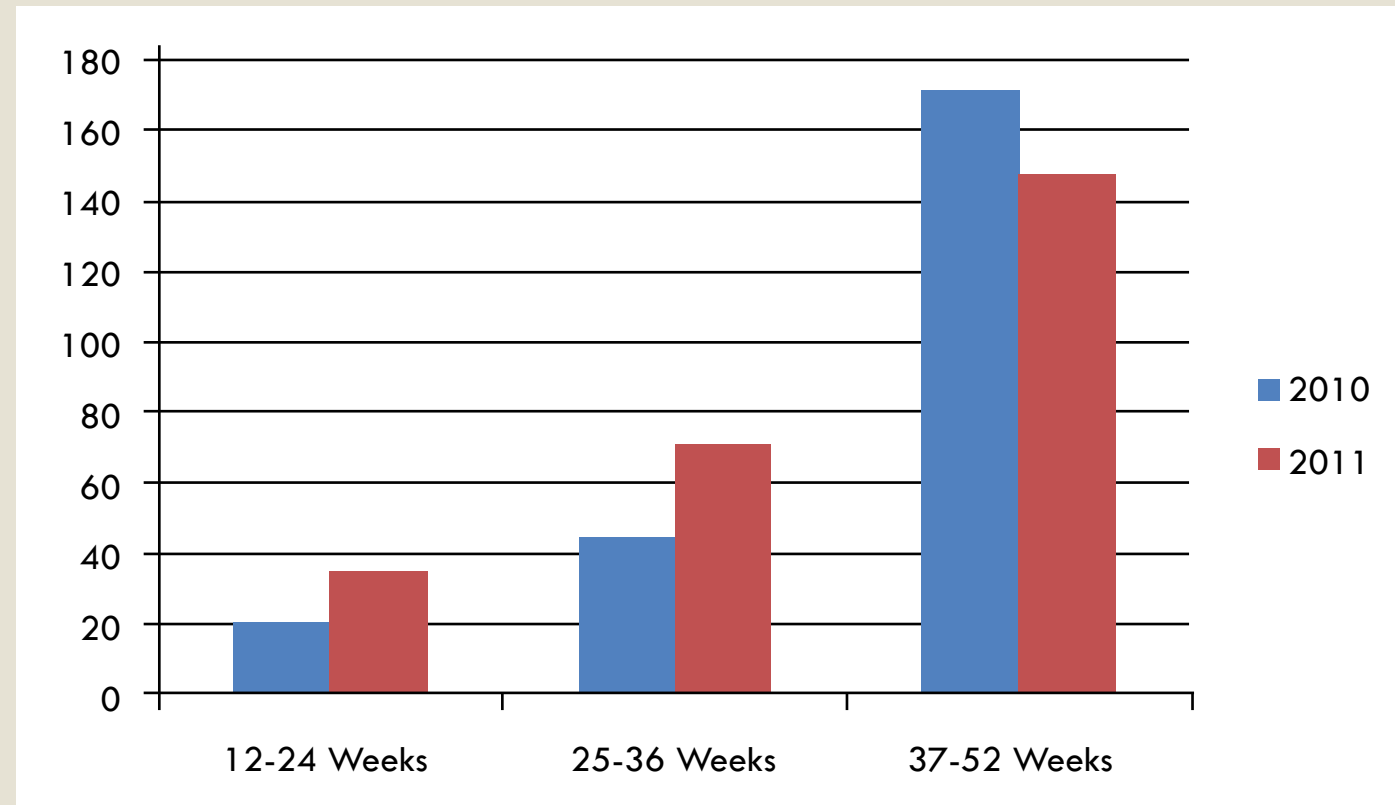
**DURATION**

According to the Institute of International Education's Open Doors Report 2010, less than five percent of all U.S. students studying abroad enrolled in a full academic or calendar year<sup>2</sup>. In 2011, 58 percent of NSEP award recipients studied abroad for an academic year or longer. Those students who do enroll in summer-long programs through NSEP frequently return for longer periods of study later in their academic careers.

As an international education program, Boren Scholarships and Fellowships lead in most areas when compared to other study abroad programs by:

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

**2010 – 2011 BOREN AWARDEES: DURATION OF STUDY OVERSEAS**



<sup>1</sup> Based on the study abroad destinations of U.S. students. Institute of International Education (IIE). (2010). Open Doors Report 2010. Retrieved from <http://www.iie.org/en/Research-and-Publications/Open-Doors>. April 13, 2011.

<sup>2</sup> Based on the number of U.S. students who were abroad for an academic year or a calendar year. Institute of International Education (IIE). (2010). Open Doors Report 2010. Retrieved from <http://www.iie.org/en/Research-and-Publications/Open-Doors>. April 13, 2011.



# The Language Flagship

## Changing the way Americans learn languages

The Language Flagship aims to produce U.S. citizens for the broader U.S. national security and foreign affairs workforce who are linguistically and culturally competent in world regions, languages, and skills that are critical to the success of the United States. The Language Flagship is a partnership between the federal government and the education community with the goal of building language programs that produce professionally proficient language speakers in Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian, Swahili, and Turkish. American students of all majors may acquire professional language proficiency and cultural competency through The Language Flagship. Today, The Language Flagship is comprised of 26 Domestic Flagship programs and ten Overseas Flagship Centers, including new centers in Portuguese and Turkish.

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



### HOW IS THE LANGUAGE FLAGSHIP DIFFERENT FROM OTHER UNIVERSITY LANGUAGE PROGRAMS?

- Language teaching at a level of intensity that ensures achieving professional proficiency
- Required overseas immersion
- Cultural awareness and literacy cultivated along with language study
- Content courses offered in the target language
- Student accountability for academic progress
- Emphasis on practical use of the language
- Required proficiency testing of all graduates

### FLAGSHIP INSTITUTIONS

The Language Flagship boasts an impressive list of centers, programs, and partnerships that contribute to the overarching NSEP goals of creating global professionals.

#### Arabic

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

#### Chinese

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

#### Hindi Urdu

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

#### Korean

- University of Hawai'i, Mānoa
- Korea University, South Korea\*

#### Persian

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

#### Portuguese

- University of Georgia
- São Paulo State University, Brazil\*

#### Russian

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

#### Swahili

- Indiana University
- State University of Zanzibar, Tanzania\*

#### Turkish

- Indiana University

\*Denotes Flagship Overseas Center



### PILOT FLAGSHIP/ROTC INSTITUTIONS

#### Chinese

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

**FLAGSHIP UNDERGRADUATE PROGRAM**

The Language Flagship offers pathways and opportunities that resonate with today's undergraduate students: the opportunity to study their majors while gaining advanced proficiency in a critical language.

Students enroll in Flagship undergraduate programs because they provide an opportunity to gain professional-level proficiency in their language of choice within the context of their academic discipline or profession. Flagship students combine and integrate their language studies into their majors by taking content courses offered in their target language. Flagship students are given opportunities to take summer intensive courses at Overseas Flagship Centers, engage in one-on-one tutoring on their campuses, and live in language-dedicated dormitories. This carefully articulated experience is attractive to students, who are increasingly choosing to study at Flagship institutions because of the opportunities they offer.



**FLAGSHIP GRADUATE PROGRAM**

The Language Flagship supports degree-granting graduate programs in Arabic, Chinese, Korean and Persian.

The graduate Flagship program has two components: domestic and overseas. The first year of intensive language study takes place at a Domestic Flagship Center in the United States, and the second year is spent in an immersion program at an Overseas Flagship Center. While overseas, students enroll directly in universities where classes are taught in their target languages and complete internships in areas relevant to their professional interests.



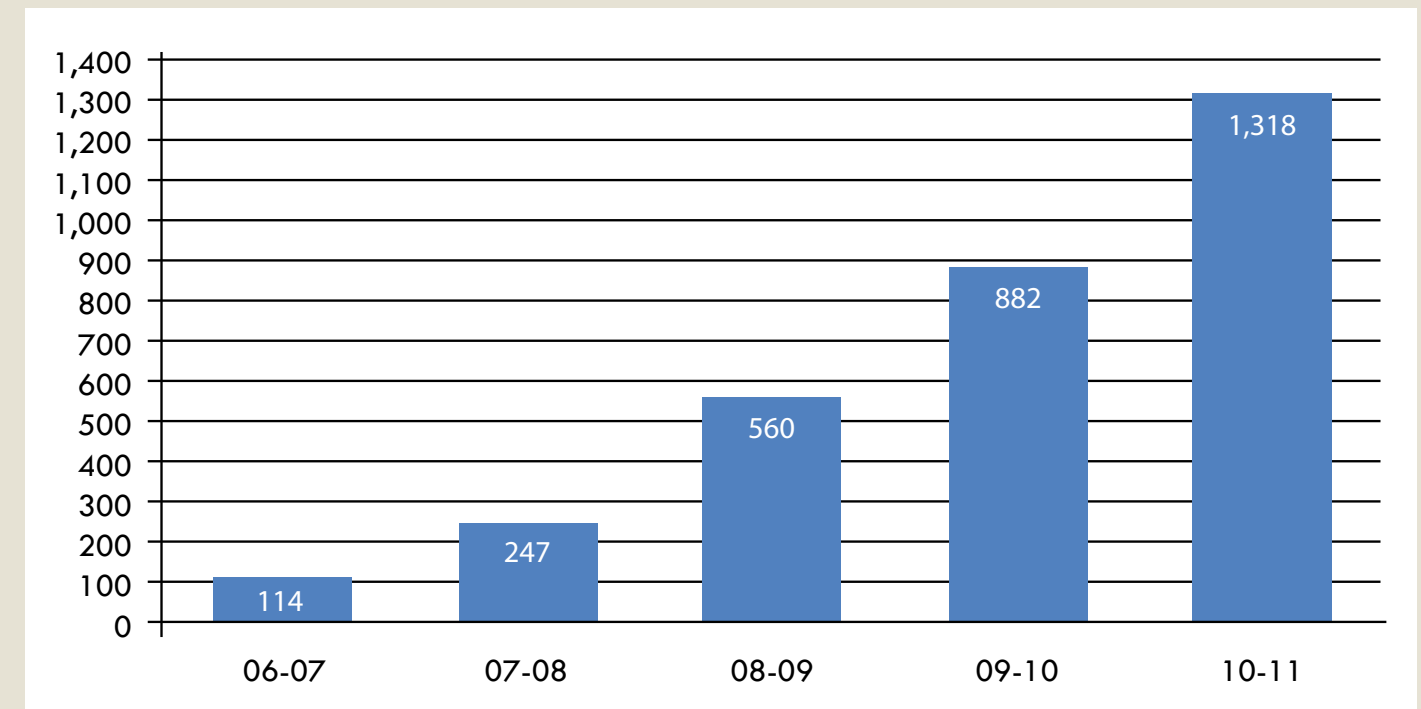
**MANDATORY OVERSEAS IMMERSION**

The Language Flagship provides unparalleled opportunities for students to engage in carefully articulated programs of study that include advanced language instruction, direct enrollment at overseas universities where they can study their subject areas in the target language, specialized tutors, and internships that combine practical use of the language with career interests. Flagship students are considered ready for the year overseas when they achieve an Advanced level of proficiency, with the goal of reaching the Superior level of proficiency by the end of the overseas experience.

**FLAGSHIP ENROLLMENT**

Flagship institutions enrolled 882 students for undergraduate and graduate programs for the 2009/2010 academic year and 1,318 students in the 2010/2011 academic year. Retention in Flagship programs is high, and most students achieve greater language proficiency each year.

**TOTAL FLAGSHIP ENROLLMENT (UNDERGRADUATE AND GRADUATE)**



**PROFICIENCY**

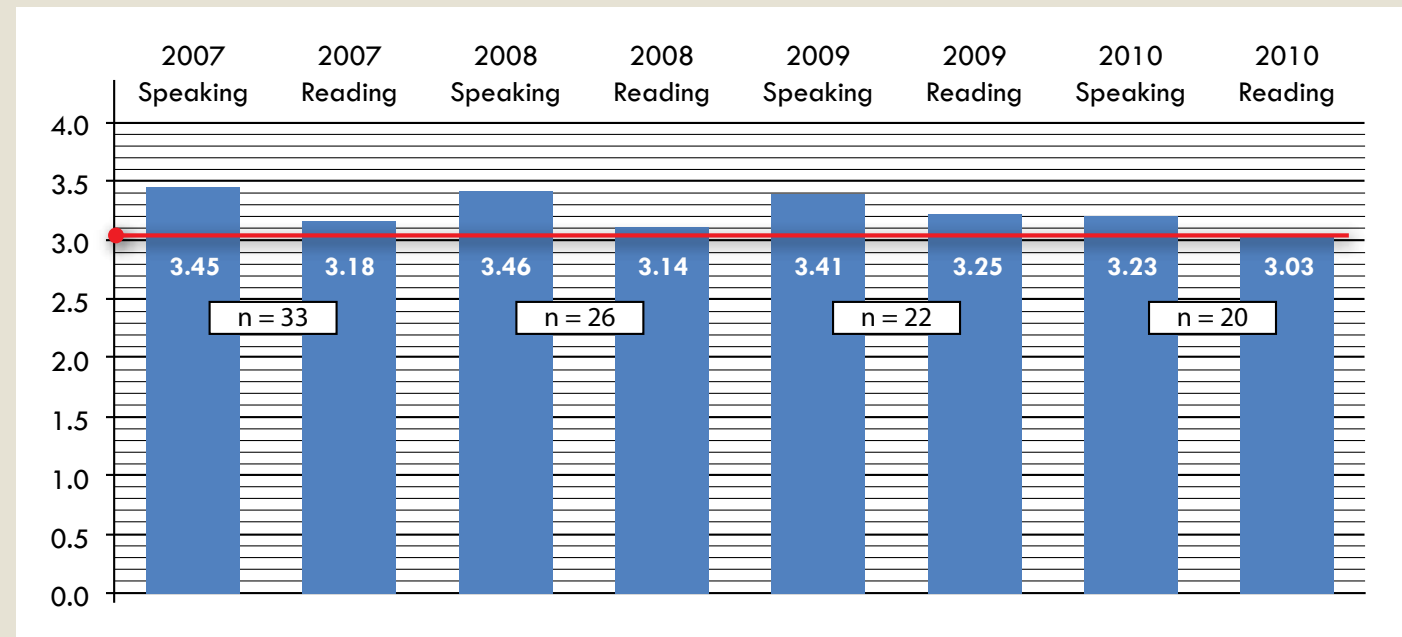
Students' individual proficiency levels are monitored throughout their Flagship experience and language instruction is tailored to meet the needs of each learner. This model has proven to be successful in stimulating student interest and keeping students engaged in learning both language and culture.



Flagship graduates leverage their advanced language and cultural skills in various careers, offering an inter-cultural perspective to employers in federal and state governments, global businesses, and nongovernmental organizations. The deep linguistic, cultural, and professional expertise that graduates gain by participating in Flagship programs allows them to contribute invaluable insight to various fields and industries.

Flagship students are achieving ACTFL Superior level foreign language proficiency in significant numbers. The latest assessments show that the graduate Flagship students have been consistently scoring at or above the targeted ACTFL Superior level of language proficiency (Interagency Language Roundtable (ILR) level 3) over the past four years. As shown below, Flagship Fellows are scoring over ILR level 3 in both reading and speaking. The Language Flagship is committed to producing well-rounded graduates with the ability to perform well in a professional setting.

**FLAGSHIP FELLOW FINAL ASSESSMENT PROFICIENCY (GRADUATE ONLY)**



# Pilot Flagship/ROTC Initiative

## *Developing future military officers with professional-level language proficiency*

In recognition of the importance of language proficiency and cross-cultural skills for U.S. military officers, NSEP has designed a pilot to provide professional-level language training to ROTC students. The pilot draws upon the substantial knowledge and experience accumulated from efforts funded under The Language Flagship and Project GO, and works in collaboration with Army, Air Force, and Navy regional and national ROTC Headquarters. Universities participating in the pilot will develop a system of opportunities for ROTC students to complete ROTC training requirements while concurrently studying a chosen critical language and completing their academic major. The aim of the initiative is to increase the number of ROTC students reaching professional-level proficiency in a critical language while developing expertise in fields such as international affairs, economics, management, science and engineering, and other fields needed throughout the services.

NSEP has structured the pilot to focus on several critical objectives. Each participating university will provide instructional support and effective guidance to participants throughout the duration of intensive language training; ensure high-level collaboration between ROTC leadership and Flagship language instructional staff; provide pathways for ROTC students to participate in the required academic year-long overseas component of the program at appropriate Flagship Overseas Centers; and collaborate with Army, Air Force and Navy regional and national ROTC headquarters to conduct active outreach and recruiting.



# English for Heritage Language Speakers Program

*Helping nonnative-English-speaking professionals gain English proficiency*

The U.S. Congress created the English for Heritage Language Speakers (EHLS) program in 2005 to provide intensive English language instruction to U.S. citizens who have specialized professional or academic skills and are native speakers of critical languages but have insufficient English knowledge to practice in their fields in the United States. Such Americans often are excluded from federal employment because of this English deficit. The EHLS program was created to provide concentrated English language and culture training to these individuals, enabling them to acquire professional-level English proficiency to fit the workplace needs of the U.S. government.

EHLS scholars receive funding for eight months of training (six months of full-time, in-class instruction on campus followed by two months of online classes with on-campus weekend workshops) at Georgetown University in Washington, D.C. The curriculum includes English for professional purposes, federal job search assistance, and preparation of an open-source analysis project (i.e., reading, analyzing, and drawing conclusions about the content of online material) alongside current government staff.

## SCHOLARSHIP RECIPIENTS

EHLS scholars are native speakers of Arabic, Dari, Hausa, Hindi, Igbo, Mandarin Chinese, Pashto, Persian, Farsi, Punjabi, Somali, Swahili, Turkish and Urdu. To receive an EHLS scholarship, an applicant must be a U.S. citizen and demonstrate professional-level (Inter-agency Language Roundtable [ILR] level 3) native language skills, advanced-level (ILR level 2 or above) English language skills, and a commitment to federal government service.

EHLS scholars have professional or academic backgrounds in areas such as law, business and finance, social and applied sciences, and education. They are mid- to senior-level professionals who immigrated to this country and have experienced limited career opportunities.



Mr. Pervez Ahmed Shaikh, a native Urdu speaker from Pakistan, is a 2010 EHLS Scholar. Mr. Shaikh has used his EHLS training and language skills to secure a position as an Intelligence Specialist and Cultural Analyst for the Joint Improvised Explosive Device Defeat Organization (JIJEDDO).

## INSTRUCTIONAL PROGRAM

In addition to English language coursework and practice intended to increase proficiency, each EHLS scholar develops an open-source analysis project, the topic of which is provided by a government agency. With the assistance of government analysts, the scholars obtain hands-on experience that fills a vital information gap. For the capstone component of the EHLS program, participants provide their partner analysts and other government representatives with briefings on their work and final reports that represent the substance of their analyses. These briefings and reports are typically posted within federal government open-source collections to serve as both resources and testimonies to the quality of their work as potential federal employees.

Providing foreign-language professionals with high-level English language instruction benefits both the

individuals (who want professional-level English skills) and the government hiring managers (who greatly need individuals on their staff who possess these skills). Graduates of the EHLS program have secured many positions throughout the federal government, especially in the Intelligence Community and in the Departments of Defense, State, and Homeland Security. These agencies are particularly interested in EHLS scholars to serve as professionals in a broad range of positions including open-source analysts, language instructors, and border protection and immigration specialists.

A major goal of the EHLS program is for its scholars to reach a professional-level of English proficiency by the end of the eight-month intensive program. Some of the top professionals in the U.S. business, academic, and government communities are working with NSEP to enhance the program to help EHLS scholars reach their full potential.



# National Language Service Corps

*Providing language experts with the opportunity to serve their country*

Each year, the U.S. government is involved in major efforts, within its borders and abroad, that involve the urgent need for expertise in a language other than English. The DoD alone has U.S. military forces in more than 130 countries, performing duties from peacekeeping to training, disaster relief, and combat operations. Every federal organization—whether its mission is domestic or international—has a need for professionals with language skills.

In 2006, the U.S. Congress called for a pilot effort to form a national corps of individuals who would offer their support to federal agencies, particularly surge requirements that occur during times of crisis or urgent national need. The National Language Service Corps (NLSC) program is planning, building, and testing a corps of on-call language-certified Americans who are ready to serve the nation with their language skills. Members voluntarily join this organization because of a strong desire to use their language expertise to help ensure the safety and security of the United States during a time of national emergency or crisis.

Because the federal government has never set up an organization quite like this one before, the NLSC is testing procedures for the recruitment, evaluation, and



enrollment of members. During this pilot phase, NLSC has recruited a corps of more than 2,200 members and another 550 applicants who collectively represent over 196 languages from around the world.

NLSC features centralized planning and decentralized execution, with members serving according to federal organizational needs with language skills (in both foreign languages and English) that are readily available. Overall management responsibility is assigned to DoD, and program recruitment is national. In addition, NLSC members receive skills training and maintenance.

## NLSC MEMBERSHIP

NLSC members are placed into one of two pools:

- The **national pool** is modeled after the military model for inactive reservists. It consists of registered members who have the required language skills in a national database. Members are activated for paid federal service during times of national emergency or other surge needs for language capability.
- The **dedicated sponsor pool** is similar to the military model for active reservists. It consists of members who have contractual agreements with dedicated federal sponsors. A contract may include an obligation to perform specific responsibilities and duties for a specified number of days per year. Members are activated by dedicated federal sponsors for service, typically receive some federal employment benefits, and are supported and compensated by their dedicated sponsors.

In both pools, it is anticipated that members will receive job protection once activated. Also, financial compensation rates for service will be agreed upon in advance according to the federal government's general schedule (GS) salary plan.

## ACTIVATION EXERCISES

When a member of the NLSC is called upon to fill an urgent need for the federal government, it is called an "activation exercise." The number of activation exercises is constantly growing via partnerships with DoD components (including the combatant commands), the intelligence community, and other components of the federal government. The goal of NLSC is to create a large, global cadre of highly qualified people who will



use their unique language skills to help multiple federal agencies respond quickly and accurately to national security events or other surge needs that require language expertise.

## AGENCIES BENEFITTING FROM NLSC

The NLSC serves a number of agencies, including:

- The Centers for Disease Control and Prevention
- The Federal Emergency Management Agency
- The Defense Intelligence Agency
- The Secretary of the Navy
- Multiple National Guard locations
- The Department of Justice
- The Department of Defense Combatant Commands including:
  - o The U.S. Central Command
  - o Pacific Command
  - o European Command; and
  - o The U.S. Africa Command



Ms. Yiyi Johnson, of Portland, OR, is a native Mandarin speaker and an NLSC Member. Ms. Johnson deployed with the US Coast Guard on board their cutter FORWARD for their law enforcement operations off the African coast in support of the African Maritime Law Enforcement Partnership (AMLEP). For about half of its three-month mission, the NLSC Member joined the 270-foot medium endurance ship and its crew to serve as the primary Mandarin interpreter and translator. Key personnel on board the FORWARD say "YiYi passed her operational test with flying colors" and "her skills are paying dividends."



Dr. Majdi Abudayyeh, of Los Gatos, CA, is an NLSC member who speaks Modern Standard Arabic and four other Arabic dialects. Dr. Abudayyeh served as an interpreter for US Africa Command (AFRICOM) aboard United States Army Garrison (USAG) Grafenwoehr, Germany to support a multilateral training with attendees from multiple African nations. He also translated multiple technical presentation materials and documents used during the training.

# Project Global Officers (Project GO)

## Preparing future officers for international leadership

Project Global Officers (Project GO) is a collaborative initiative that promotes critical language education, study abroad, and intercultural dialogue opportunities among Reserve Officer Training Corps (ROTC) students, in order to develop future military officers who possess the cross-cultural communication skills required for effective leadership in the 21st Century operational environment. To accomplish this mission, NSEP works with Army, Air Force, and Navy ROTC Headquarters, and 18 U.S. institutions of higher education. Project GO functions by providing grants to U.S. institutions of higher education with large ROTC enrollments, including five of the six Senior Military Colleges. In turn, these institutions provide language and cultural training for ROTC students across the services, funding domestic and overseas ROTC language programs and scholarships.



### PROGRAM STRUCTURE

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

Project GO has pioneered a new approach to reaching the ROTC community. Over the initial years of the program, institutions learned that due to time constraints faced by ROTC students, as well as the demanding nature of critical language study, ROTC students often find the summer to be the optimal period of time for critical language study. Project GO now focuses its resources primarily on the summer model, requiring a majority of participating universities to open their language training opportunities to all ROTC students across services nationwide. The initiative is structured such that any interested ROTC student may participate in Project GO summer language programming, choosing the institution and language that best fits with his or her academic needs and schedules.



### PROJECT GO INITIATIVES

Project GO is the only source of funding available for Army, Navy, and Air Force ROTC students to study critical languages domestically during the summer and is the most easily accessible, available, and flexible source of funding for summer language study abroad. Project GO is also the only national, pre-commissioning resource for future officers who wish to study Pashto, sub-Saharan African Languages (Hausa, Swahili and Wolof), Persian (beyond an introductory level), Hindi and Urdu. Project GO has provided funding for a total of 13 critical languages, including: Arabic (all dialects), Chinese (Mandarin), Hausa, Hindi, Urdu, Korean, Pashto, Persian (Dari, Farsi, Tajik), Russian, Swahili, Tatar, Turkish, Uzbek, and Wolof. Its ability to work directly with five of the Senior Military Colleges, including The Citadel; North Georgia College and State University; Norwich University; Texas A&M University; and the Virginia Military Institute, represents an important new innovation to ROTC training. Project GO has collaborated with each of these institutions, funding infrastructure and creating strategies for furthering institutional change.

### PROJECT GO OBJECTIVES

The program is currently focused on four objectives, namely:

- Supporting, promoting, and coordinating a network of domestic and overseas summer language programs open to all ROTC students nationwide;
- Articulating and promoting a standard expectation for language acquisition and study abroad for ROTC students;
- Assisting Senior Military Colleges in internationalizing the experience of their ROTC students; and
- Creating opportunities for ROTC students to participate in intercultural dialogue with international students either residing on-campus or who are located overseas.



# Pilot African Languages Initiative

## Promoting the study of critical African languages

Modeled after the best practices from the Boren Awards and The Language Flagship, the African Languages Initiative is designed to increase the number of Boren Scholars and Fellows engaged in the study of critical languages of Africa. The initiative's purpose is to help meet the critical need for specialists in a range of academic and professional fields who are able to operate effectively in major African languages. The languages targeted through this pilot program include: Swahili, Yoruba, and Zulu. In addition, the Initiative will offer Arabic Flagship students the opportunity to undertake intensive language instruction in Moroccan Arabic.



### PROGRAM PARTICIPANTS

Boren Scholars and Fellows participating in the African Languages Initiative will study a targeted language and enhance their proficiency by completing domestic language study, followed by intensive semester study overseas. Through this program of study, NSEP aims to enable American students to show measureable gains in proficiency in their target language by completion of both the domestic and the overseas components of their program. Unlike the typical Boren Scholars and Fellows, students undertaking the Pilot African Languages Initiative will be required to attend language courses in the United States before departure should they have no language skills, as well as for the first semester when they arrive in-country.

### DOMESTIC INSTRUCTION

The University of Florida is designing a program for the pilot that will develop and enhance existing summer intensive language offerings in Swahili, Yoruba and Zulu, as well as identify strategies to develop possible summer intensive offerings in Akan, Twi and Wolof. They will provide student participants with sustained exposure to language usage and the opportunity to use the language in real-life situations. Specifically, the University of Florida will provide:

- Well-trained language instructors and professors,
- Well-designed curricular materials,
- Sustained exposure to real language usage, and
- The opportunity to use and practice the language in real-life situations.

The University of Florida will enact a broad range of activities with respect to curricular design, instructional enhancements, and student interventions in developing their project plan. They will also implement a rigorous diagnostic assessment system that correctly places students within their program and tailors instruction to the strengths and weaknesses of the individual learner.



### OVERSEAS INSTRUCTION

For the overseas component of the initiative, NSEP will make use of existing Flagship Overseas Centers including the Swahili Flagship Center at The State University of Zanzibar in Zanzibar, Tanzania. In addition, the University of Zululand in South Africa will serve as the center for overseas Zulu study.



### LANGUAGES

The languages selected for the pilot program were based on the following criteria:

- Critical need to U.S. national security;
- Critical need to improve U.S. infrastructure for these languages;
- Availability of intermediate and advanced instructional materials for these languages; and
- Basic infrastructure in existing or potential overseas programs for these languages.

In addition, the following characteristics were considered:

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

# Language Training Centers

Language Training Centers (LTC) are a new collaborative initiative of NSEP and the Defense Language Office (DLO) to develop expertise in critical languages, cultures and strategic regions for U.S. Department of Defense (DoD) Personnel. NSEP and DLO support the Language Training Center initiative in order to increase DoD's language, regional and cultural capacity, capabilities, and force readiness.



The DoD has identified a critical need for having more DoD personnel speak and understand critical languages. The training they receive through this program will develop a critical skill set that will support national security objectives.

The Department's vision is to "have the required combination of language skills, regional expertise, and cultural capabilities to meet current and projected needs" and is supported by three goals that will systematically identify, build, and strengthen these capabilities. These goals are:

1. Identify, validate, and prioritize requirements for language skills, regional expertise, and cultural capabilities, and generate accurate demand signals in support of DoD missions.
2. Build, enhance, and sustain a Total Force with a mix of language skills, regional expertise, and cultural capabilities to meet existing and emerging needs in support of national security objectives.
3. Strengthen language skills, regional expertise, and cultural capabilities to increase interoperability and to build partner capacity.

— From The DoD Strategic Plan goal for "Language Skills, Regional Expertise, and Cultural Capability", published in February 2011

LTCs are U.S. institutions of higher education that have taken on the challenge to help meet the pressing training needs of DoD. These centers respond to the operational needs of DoD units, offices and agencies to provide specific language and cultural training. Each LTC has an institutional capacity to deliver specific and specialized training to meet the needs of DoD. LTC training is delivered through traditional university courses, online training, and other non-traditional delivery methods. LTC training is offered in key languages, regions, and cultures that support the services, the combatant commands, the guard and reserve, as well as civilian employees.

Each of the LTCs will provide:

- Training to DoD Personnel that yields measurable language skills in reading, listening and speaking;
- Training to DoD Personnel in critical and strategic languages that are tailored to meet operational readiness requirements; and
- Alternative training delivery systems and approaches to meet language and regional area studies requirements of DoD Personnel, whether pre-, during, or post-deployment.

Additionally, LTC programs provide opportunities for Reserve Officers' Training Corps (ROTC) students across the nation to develop skills in critical and strategic languages. These students will be the future officers of the Armed Forces.

## LANGUAGE TRAINING CENTERS

NSEP has funded five pilot Language Training Centers to meet future language, regional and cultural training needs of DoD personnel. LTCs are located at the following U.S. institutes of higher education:

- California State University-Long Beach
- North Carolina State University
- North Georgia College and State University
- San Diego State University
- The University of Montana



As President Obama stated, "in the 21st century, military strength will be measured not only by the weapons our troops carry, but by the languages they speak and the cultures they understand"

(August 17, 2009, Remarks to the Veterans of Foreign Wars).

# Service to the Nation

Twenty years ago, NSEP was created with the goal of building a broad pool of internationally experienced, linguistically, and culturally competent individuals who are available for recruitment into the federal national security community. NSEP addresses this goal by offering financial support for the study of critical languages and cultures in exchange for a commitment to seek work in “federal positions related to national security” broadly defined.

NSEP’s success is most apparent in the rapidly increasing number of awardees who have fulfilled the federal service agreement and in the broad range of positions and agencies at which they have served. Since the inception of NSEP, 58 percent (2,244) of all NSEP award recipients have either completed or begun to complete their national service.

Priority for service is placed on positions in the U.S. Department of Defense (DoD), the Department of State, the Department of Homeland Security (DHS), and any agency or organization within the U.S. Intelligence Community; however, if no positions are available with any of the four priority employers, awardees may fulfill the service requirement in any federal position that addresses national security issues. In addition, in 2008, the U.S. Congress expanded the service requirement to allow a limited number of award recipients to fulfill their service in the education sector.

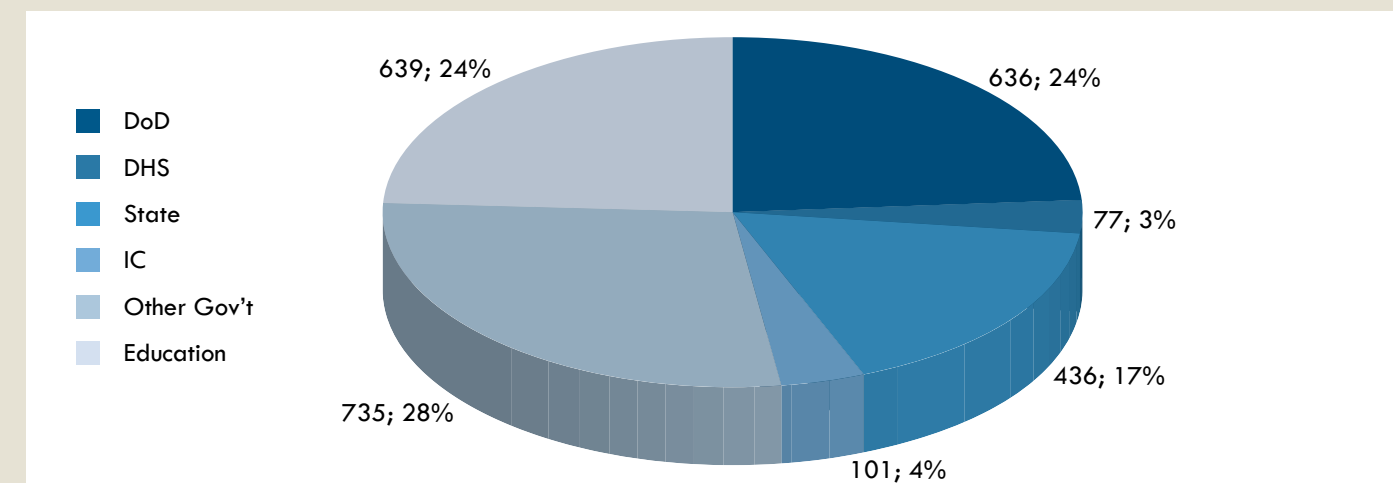


## POSITIONS HELD BY NSEP AWARD RECIPIENTS

NSEP award recipients use their linguistic and cultural expertise in positions with many employers in the federal and academic sectors. They serve as analysts, economists, Foreign Service Officers, instructors, engineers, and biologists as well as in many other capacities. NSEP award recipients are committed to federal service. Of all students completing their service, 48 percent of NSEP award recipients have completed the service requirement with the four priority employers of the federal government, whereas 28 percent have served in positions related to national security for other employers. This federal service has been completed in at least 50 federal organizations, including 399 bureaus and 528 offices. The success of NSEP award recipients in the security arena speaks to the program’s ability to anticipate and meet the demand for critical area skills.

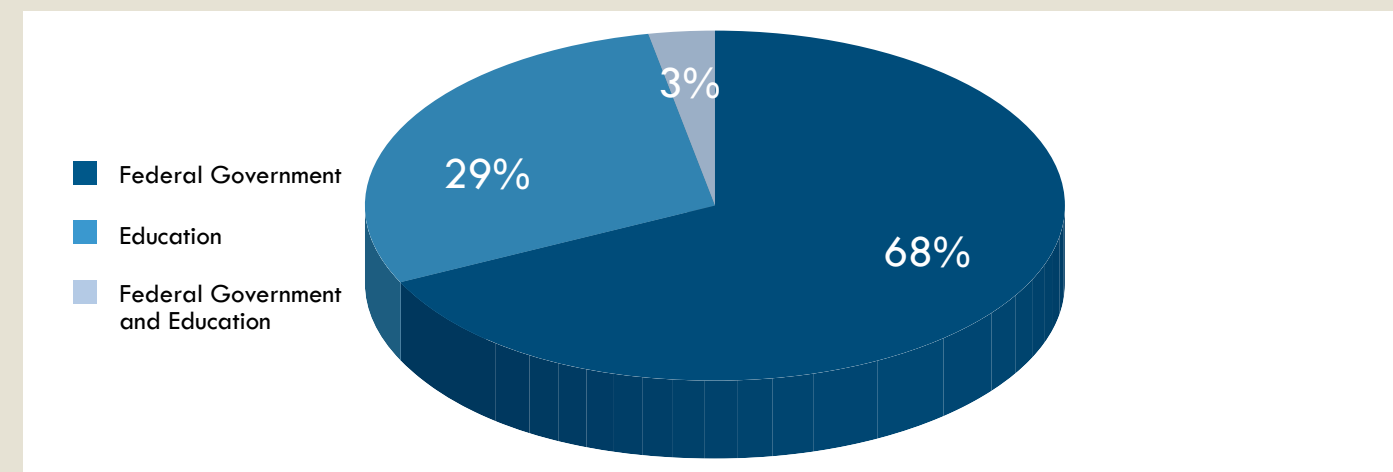


The following chart illustrates where NSEP award recipients have fulfilled their federal service requirements; State stands for the Department of State, and IC stands for the U.S. Intelligence Community.



The following chart illustrates the large percentage of NSEP alumni who are fulfilling their service in the federal government, reflecting NSEP’s successful efforts to place award recipients in federal positions. Federal demand for NSEP experts has continued to increase, and federal employment among NSEP award recipients has increased, on average, 17 percent per year as a result since 1996.

## NSEP SERVICE TO THE NATION: Fulfilling the Service Requirement



Ultimately, NSEP’s effectiveness is reflected in its recipients’ success. NSEP award recipients work hard and fulfill their service requirements. They have done so across the government in positions of responsibility. Their superior skills gained through their NSEP funded studies prepare them well to meet future U.S. national security needs.



## Program Information

For more information on NSEP, please visit our websites:

### **NSEP**

[www.nsep.gov](http://www.nsep.gov)

### **Boren Awards**

[www.borenawards.org](http://www.borenawards.org)

### **The Language Flagship**

[www.thelanguageflagship.org](http://www.thelanguageflagship.org)

### **English for Heritage Language Speakers (EHLS) Program**

[www.cal.org/ehls](http://www.cal.org/ehls)

### **National Language Service Corps (NLSC)**

[www.nlscorps.org](http://www.nlscorps.org)

Përshëndetje! • مرحبا • Здравейте! • 你好 • zdravo! • Dobrý den!

tere! • שלום! • szervusz! • Halo • 今日は! • hello! • 안녕하세요!

Dzień dobry! • olá! • bună ziua! • здравствуйте • здорово! • merhaba!



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