NSEP and DLO have merged into the Defense Language and National Security Education Office (DLNSEO)

Greater opportunities for coordination in areas such as assessment, language materials and maintenance, pipeline of experts in languages and regions

NSEP brand will remain, with National Security Education Board, as per legislation
NATIONAL SECURITY EDUCATION PROGRAM:
OBJECTIVES

- Provide necessary resources, accountability, and flexibility to meet U.S. national security education needs;
- Increase quantity, diversity, and quality of teaching and learning in foreign language and other international fields critical to the nation’s interests;
- Produce an increased pool of applicants for work in departments and agencies of the U.S. government with national security responsibilities;
- Expand, in conjunction with other federal programs, the international experience, knowledge base, and perspectives on which the U.S. citizenry, government employees, and leaders rely; and
- Permit the federal government to advocate the cause of international education
### NSEP Core Programs

#### Students

- David L. Boren Scholarships
- David L. Boren Fellowships
- English for Heritage Language Speakers
- African Language Initiative

#### Institutions

- The Language Flagship
- Pilot Flagship/ROTC Initiative
Enhancing language learning opportunities for Boren Scholars and Fellows through the **African Language Initiative**.

Expanding **The Language Flagship** to **Portuguese** and **Turkish**.

Extending language and culture training for ROTC, active force, and reserves through the **Pilot ROTC/Flagship Initiative** and the **Language Training Centers**.
Applicants are outstanding undergraduate and graduate students motivated by opportunity to serve the nation

- 18 Years of Awards: 1994-2011 (4500 awards)

- Awards to study languages and areas critical to U.S. national security through long-term overseas language and culture immersive learning experiences

- Awardees are obligated to seek federal employment in a national security related position

www.borenawards.org
1996-2011 Boren Scholars: Oral Proficiency

- Superior: 9%
- Advanced: 46%
- Intermediate: 3%
- Novice: 42%

1996-2011 Boren Fellows: Oral Proficiency

- Superior: 5%
- Advanced: 54%
- Intermediate: 10%
- Novice: 32%
NSEP Service: Positions Held By Award Recipients

TOTAL POSTIONS: 2,343

- Defense - 514
- DHS - 58
- State - 366
- Intelligence - 85
- Other Gov't - 599
- Education - 721

31%
22%
16%
25%
4%
2%
The African Language Initiative (ALI) responds to a strong need for graduates with greater linguistic and cultural expertise in African Region. ALI provides opportunities for Boren Scholars and Fellows.

- Intensive domestic summer study at the University of Florida in: Akan/Twi, Bamana, Swahili, Wolof, Yoruba and Zulu.

- Overseas semester-long intensive study in one of the following countries: Morocco (Moroccan Arabic), Mozambique (Portuguese), Nigeria (Yoruba), South Africa (Zulu) and Tanzania (Swahili)

- In Fall 2011, 38 Boren Scholars and Fellows completed their ALI language study, and are currently completing their Boren activities
Professional development program for mid-career Native/Heritage language speakers who are U.S. citizens. Requires one-year government service requirement.

- Selected students are professionally fluent in key foreign languages critical to the national security community

- Students achieve professional proficiency in English necessary for meeting U.S. government needs with training in research, analysis and briefing skills

- Program conducted by Center for Applied Linguistics (CAL) through Georgetown University, and supported by work experiences at the Open Source
EHLS Program Goals Compared to 2011 English Exit Scores

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>Exit Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILR 2 or Higher</td>
<td>100%</td>
</tr>
<tr>
<td>ILR 2+ or Higher</td>
<td>75%</td>
</tr>
<tr>
<td>ILR 3</td>
<td>50%</td>
</tr>
</tbody>
</table>

- 98.6% (ILR 2 or Higher)
- 72.7% (ILR 2+ or Higher)
- 41.0% (ILR 3)
Funding to create a pool of college graduates from all majors with professional proficiency (ILR 3, ACTFL Superior) in critical languages.

The goal of this program is to create the next generation of global professionals, and to change the expectations for foreign language learning.

PHASE 1 – 2002-2006
- Goal was post-undergraduate, limited undergraduate
- Students needed an existing language ability to join
- Two year program, one year domestic and one year overseas

PHASE 2 – 2006-Present
- Focus on reconfiguring undergraduate programs
- Pathways for all students, no prior language experience necessary
- Goal path is four-year program, three years domestic and one year overseas
The Flagship program today is comprised of undergraduate students enrolled at 26 programs across 22 universities focusing on the critical languages of Arabic, Chinese, Hindi, Korean, Persian, Portuguese, Russian, Swahili, Turkish and Urdu.

Flagship sponsors nine (9) Overseas Centers for a capstone year.

For Flagship certification students must complete the capstone year and score at ACTFL Superior or ILR 3.
### THE LANGUAGE FLAGSHIP

<table>
<thead>
<tr>
<th>ARABIC</th>
<th>PERSIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan State University</td>
<td>University of Maryland</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>Tajik State National University, Tajikistan*</td>
</tr>
<tr>
<td>University of Michigan</td>
<td></td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td></td>
</tr>
<tr>
<td>University of Texas, Austin</td>
<td></td>
</tr>
<tr>
<td>Alexandria University, Egypt</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHINESE</th>
<th>RUSSIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona State University</td>
<td>Bryn Mawr College</td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>Portland State University</td>
</tr>
<tr>
<td>Hunter College</td>
<td>University of California, Los Angeles</td>
</tr>
<tr>
<td>Indiana University</td>
<td>University of Wisconsin, Madison</td>
</tr>
<tr>
<td>San Francisco State University</td>
<td>St. Petersburg State University, Russia*</td>
</tr>
<tr>
<td>University of Oregon</td>
<td></td>
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<tr>
<td>University of Oregon</td>
<td></td>
</tr>
<tr>
<td>University of Rhode Island</td>
<td></td>
</tr>
<tr>
<td>Western Kentucky University Pilot Program</td>
<td></td>
</tr>
<tr>
<td>Nanjing University, China*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SWAHILI</th>
<th>TURKISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana University</td>
<td>Indiana University</td>
</tr>
<tr>
<td>State University of Zanzibar, Tanzania*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HINDI URDU</th>
<th>PILOT FLAGSHIP/ROTC CENTERS (CHINESE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Texas, Austin</td>
<td>Arizona State University</td>
</tr>
<tr>
<td>Jaipur Hindi Flagship Center, India*</td>
<td>Georgia Institute of Technology</td>
</tr>
<tr>
<td>Lucknow Urdu Flagship Center, India*</td>
<td>North Georgia State College and University</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KOREAN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Hawaii, Manoa</td>
<td></td>
</tr>
<tr>
<td>Korea University, South Korea*</td>
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</tr>
</tbody>
</table>
The Flagship difference:

- Expectation of Success
- Systematized opportunity for high quality language learning
- Coordinated domestic coursework and interventions beyond the classroom
- Group tutoring and individual tutoring, and guided co-curricular activities
- Articulation from domestic programs to overseas programs
- Rigorous assessment tied to anticipated learner outcomes
- Common goal of professional-level proficiency and “Flagship Certification”
## THE LANGUAGE FLAGSHIP

<table>
<thead>
<tr>
<th>Flagship Language</th>
<th>2010 UG Enrollment</th>
<th>2011 UG Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>256</td>
<td>315</td>
</tr>
<tr>
<td>Chinese</td>
<td>403</td>
<td>372</td>
</tr>
<tr>
<td>Hindi Urdu</td>
<td>45</td>
<td>24</td>
</tr>
<tr>
<td>Korean</td>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td>Persian</td>
<td>24</td>
<td>29</td>
</tr>
<tr>
<td>Portuguese</td>
<td>-*</td>
<td>25</td>
</tr>
<tr>
<td>Russian</td>
<td>150</td>
<td>205</td>
</tr>
<tr>
<td>Swahili</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>Turkish</td>
<td>N/A</td>
<td>-†</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>932</strong></td>
<td><strong>1013</strong></td>
</tr>
</tbody>
</table>

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

† The Turkish Flagship Program was created as a 2011 initiative to expand the Language Flagship Program’s critical target languages and the U.S. the program does not have any enrollees for 2011.
Academic year capstone experience includes:
- Intensive Language Instruction
- Direct Enrollment in courses at foreign partner institutions
- Internship experiences utilizing target language

Rigorous selection process by academic councils

Minimum of ACTFL Advanced (ILR 2) skill in 2 modalities for admission

Articulation with U.S. Flagship campuses
2011 Flagship Undergraduate Capstone Students
ACTFL Final Speaking Proficiency

- Arabic
- Chinese
- Hindi
- Korean
- Persian
- Russian
- Urdu

Legend:
- Red: Arabic
- Green: Chinese
- Purple: Hindi
- Blue: Korean
- Orange: Persian
- Gray: Russian
- Pink: Urdu
Boren-Flagship Scholars and Fellows
2011 Final ILR Speaking Proficiency: FSI Exam
- NSEP student certification system, which tracks individual student progress through courses taken and time sequenced student assessments;

- K-12 programs for Chinese and Arabic (University of Oregon, Brigham Young University, Michigan State University leads)

- Completion of a Critical Language in K-12 national census, which contacted 23,000+ High Schools across the nation to determine their language offerings;

- Significant investment in assessment through the development of medium and high stakes assessments, which use both the ACTFL and ILR rubrics for measuring student progress
PILOT FLAGSHIP/ROTC INITIATIVE:

Combine strengths of The Language Flagship and Project Global Officer programs through Pilot Programs in Chinese Language

- North Georgia College and State University
- Georgia Tech
- Arizona State University

- Work with ROTC (Army, Air Force, Navy) to extend instruction for high level language proficiency with overseas immersion experience to ROTC cadets
- Change culture in universities, and gain flexibility and support within ROTC
- National coordinator to advocate for Flagship enhanced opportunities for ROTC students
PROJECT GLOBAL OFFICER (Project GO):
Initiative to enhance foreign language learning for Reserve Officer Training Corps (ROTC) students enrolled at institutions of higher education.

LANGUAGE TRAINING CENTERS:
Initiative to leverage academic expertise in critical languages, cultures, and strategic regions to train DoD personnel.

NATIONAL LANGUAGE SERVICE CORPS:
Civilian corps of volunteers with proficiency in languages important to the security and welfare of the United States, who are willing to serve as on-call federal employees using their diverse language skills to support all federal agencies.
THANK YOU

Sam Eisen – samuel.eisen@wso.whs.mil or 703.696.5673