



# NATIONAL SECURITY EDUCATION PROGRAM

Inter-Agency Language Roundtable, 02.10.2012



# NATIONAL SECURITY EDUCATION PROGRAM: MERGER NEWS

2

- 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

3

- 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

4

## 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





# NATIONAL SECURITY EDUCATION PROGRAM: NEW INITIATIVES

5

- 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**



# BOREN SCHOLARS AND FELLOWS

6

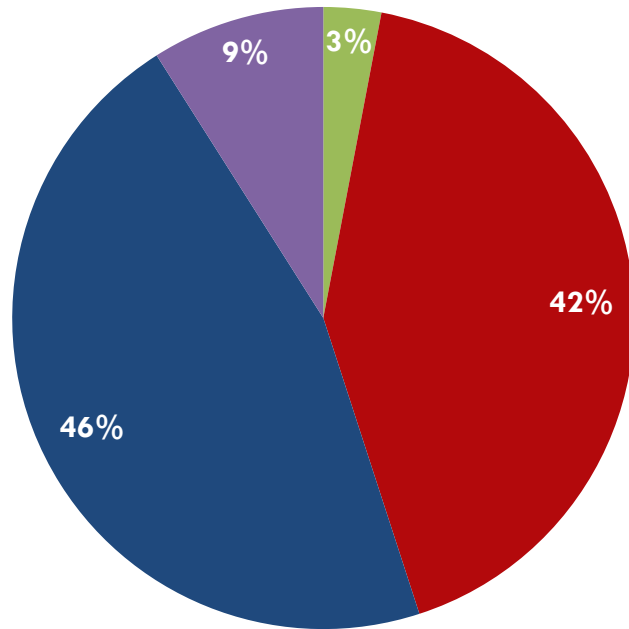
Applicants are outstanding undergraduate and graduate students motivated by opportunity to serve the nation

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

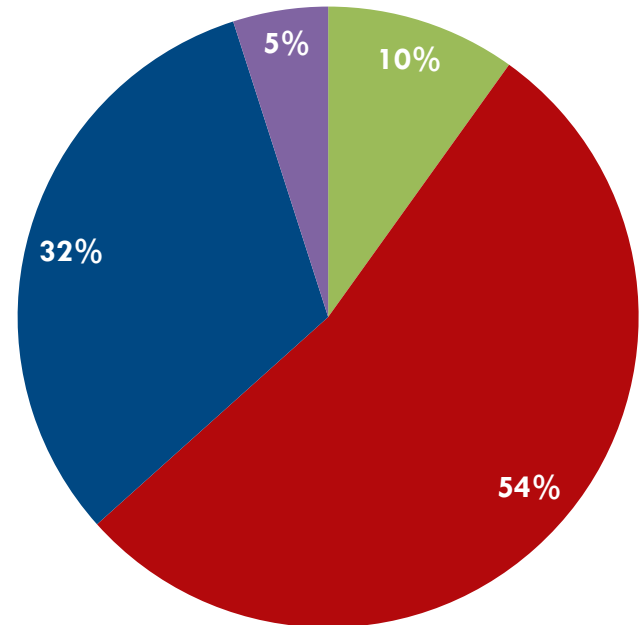


### 1996-2011 Boren Scholars: Oral Proficiency



■ Superior ■ Advanced ■ Intermediate ■ Novice

### 1996-2011 Boren Fellows: Oral Proficiency

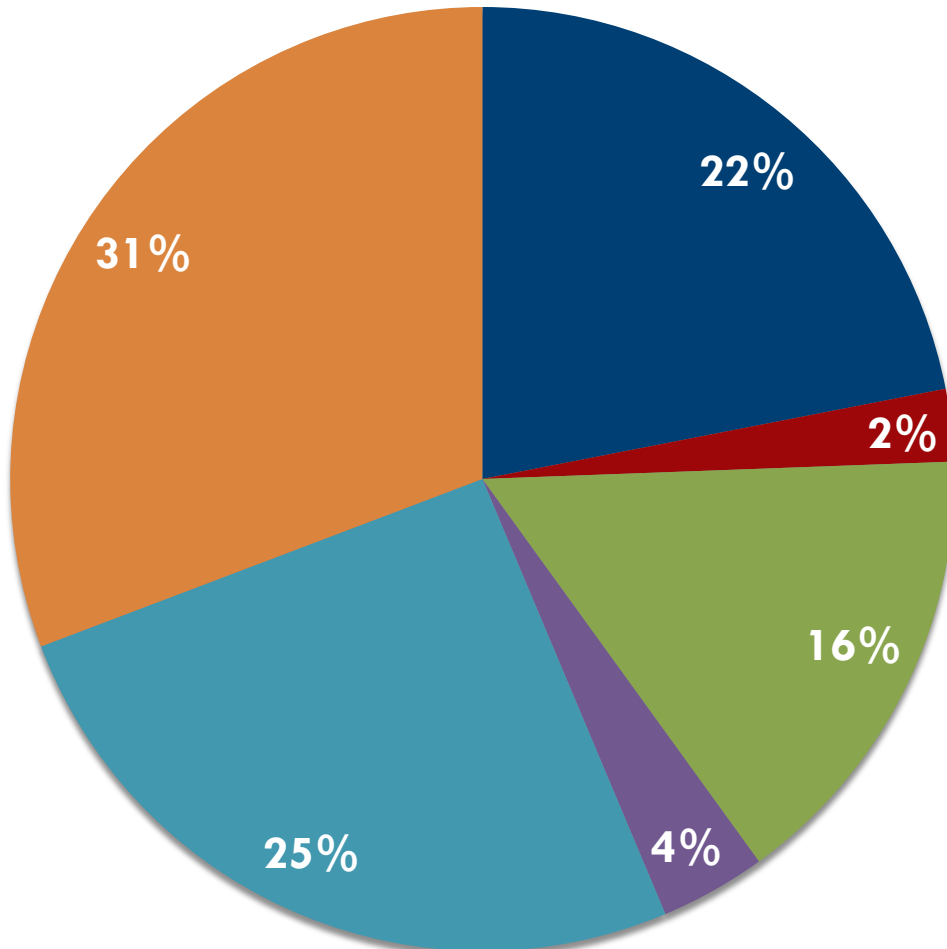


■ Superior ■ Advanced ■ Intermediate ■ Novice



# BOREN SCHOLARS AND FELLOWS

## 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





# AFRICAN LANGUAGE INITIATIVE

9

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



# ENGLISH FOR HERITAGE LANGUAGE SPEAKERS

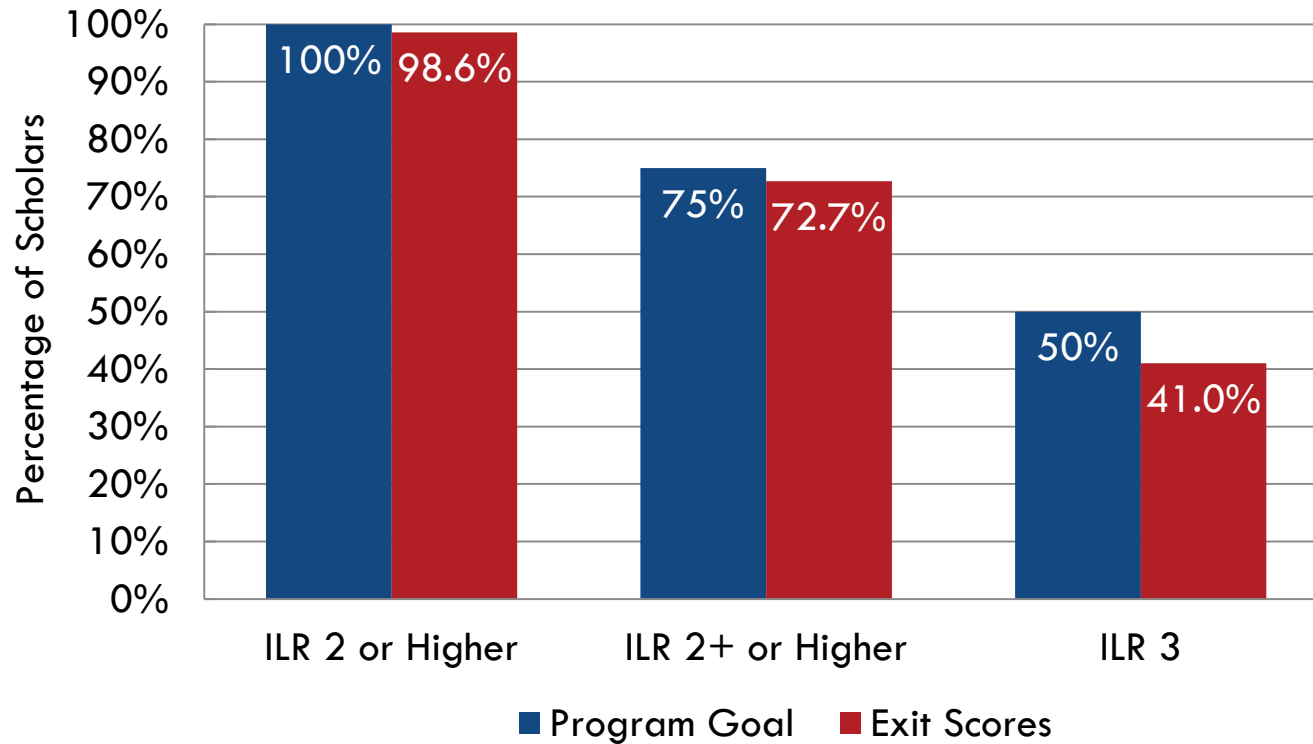
10

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





# THE LANGUAGE FLAGSHIP

12

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 LANGUAGE FLAGSHIP

13

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

14

## ARABIC

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

## PERSIAN

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

## PORTUGUESE

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

## 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 Pilot Program  
*Nanjing University, China\**

## 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\**

## HINDI URDU

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

## TURKISH

Indiana University

## PILOT FLAGSHIP/ROTC CENTERS (CHINESE)

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

## KOREAN

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



# THE LANGUAGE FLAGSHIP

15

## 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

16

| Flagship Language | 2010 UG Enrollment | 2011 UG Enrollment |
|-------------------|--------------------|--------------------|
| Arabic            | 256                | 315                |
| Chinese           | 403                | 372                |
| Hindi Urdu        | 45                 | 24                 |
| Korean            | 32                 | 35                 |
| Persian           | 24                 | 29                 |
| Portuguese        | -*                 | 25                 |
| Russian           | 150                | 205                |
| Swahili           | 22                 | 8                  |
| Turkish           | N/A                | -†                 |
|                   | 932                | 1013               |

\* 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.



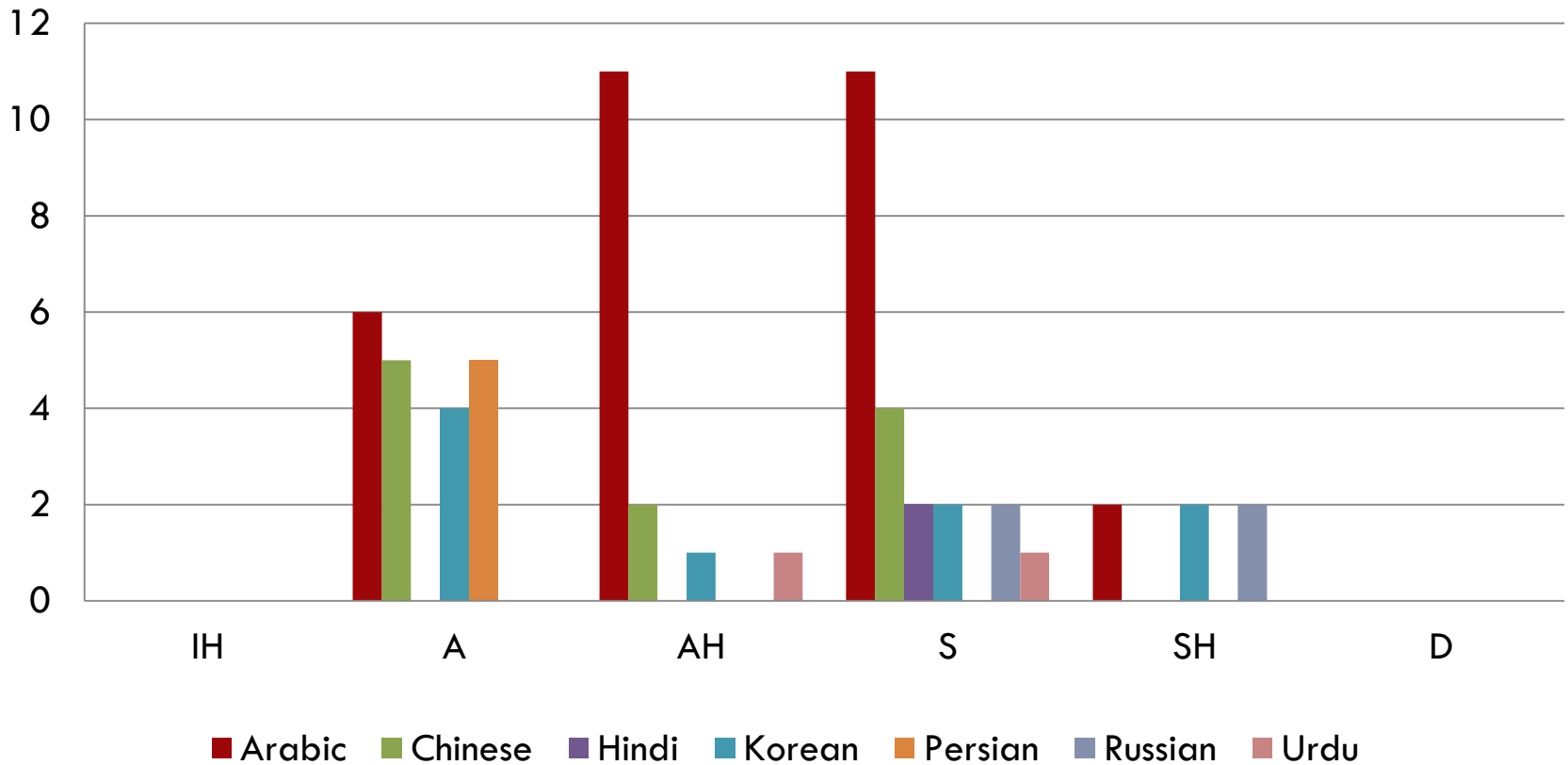


# THE LANGUAGE FLAGSHIP: OVERSEAS MODEL

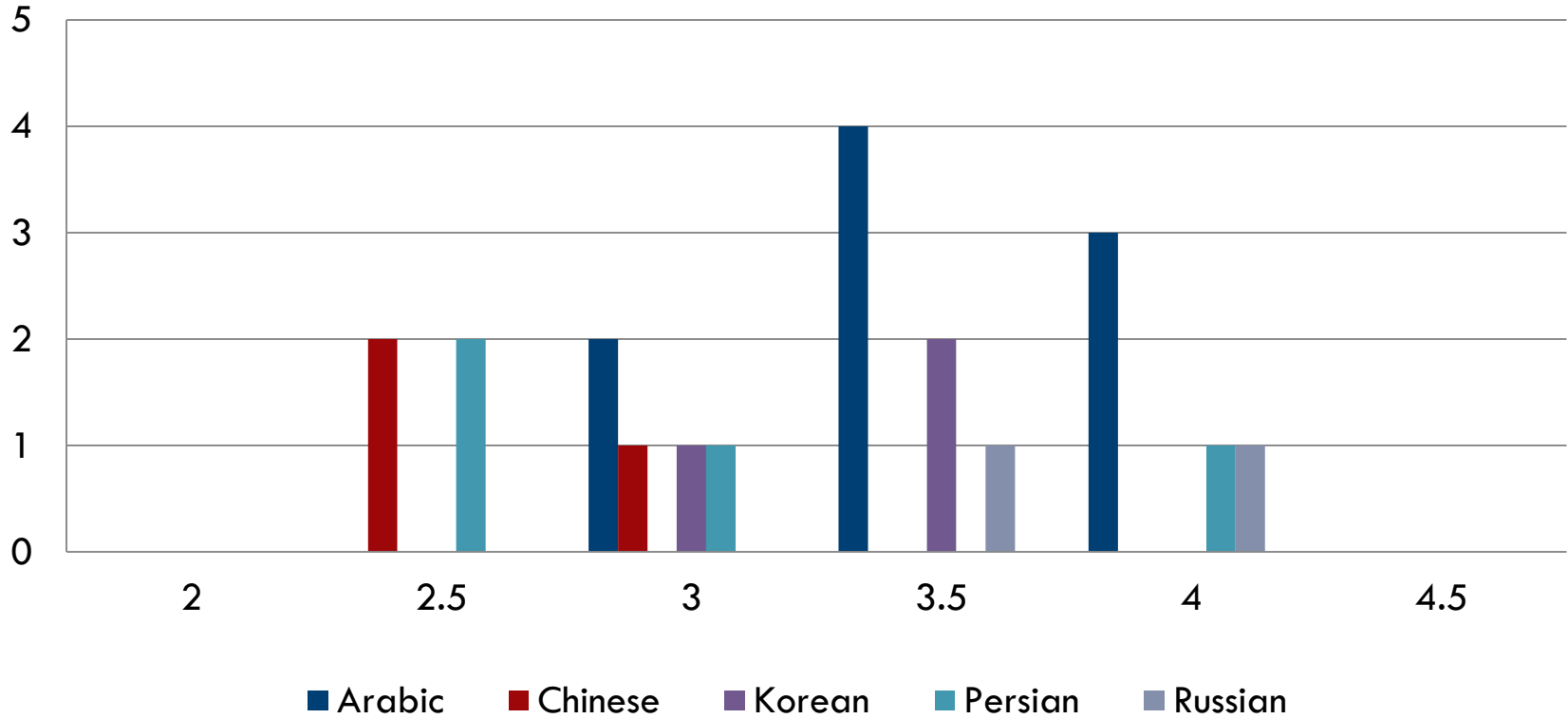
17

- 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



## Boren-Flagship Scholars and Fellows 2011 Final ILR Speaking Proficiency: FSI Exam





# FLAGSHIP INITIATIVES

20

- 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:

21

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

# DEFENSE LANGUAGE AND NATIONAL SECURITY EDUCATION OFFICE

22

## 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**

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