KeepTalking! After STARTALK: Support for Continued Learning

Frederick Jackson, NFLC
Lisa Choate, American Councils for International Education
Cheryl Gibbs, Department of Education
Ed McDermott, National Security Education Program
Agenda

- Welcome and Introductions
- Overview of the KeepTalking! Website
- NSLI-Youth Programs and the Critical Language Scholarship Program
- Scholarships under the Title VI Foreign Language and Area Studies programs
- National Security Education Program Flagship Centers and Boren Scholarships
Many opportunities exist where you can continue learning and develop strong language and culture skills. Several provide financial support. For a list, visit: www.nflc.org/beyond-startalk
Many opportunities exist where you can continue learning and develop strong language and culture skills. Several provide financial support. Choose a category below to find a resource that suits your needs.

- Beyond STARTALK
- Support for High School Students for Language Study
- Support for College and University Students for Language Study
- Careers in Language-Related Fields
- About Language, Languages, and Language Learning
National Security Language Initiative for Youth

2012-2013 Programs

NSLI FOR YOUTH
Scholarships to Study Language Abroad
NSLI-Y Program Overview

- Increase the ability of Americans to communicate with people from other countries and foster a lifelong interest in foreign language learning

- Sponsored by the U.S. Department of State; administered by American Councils in partnership with others

- Critical Languages: Arabic, Chinese (Mandarin), Hindi, Korean, Persian (Tajik), Russian, and Turkish

- Summer programs (6-8 weeks) - all 7 languages

- Academic Year (8-11 months) – Arabic, Chinese, Korean, Russian
Eligibility

• Applications – Fall 2012
• U.S. citizen
• 15-18 years old at the start of the program
• 2.5 or higher GPA on a 4.0 scale (or the equivalent)
• Enrolled in high school at time of application (applications for gap year accepted)
• Previous language study is not a requirement
What’s included in the program?

• Travel costs & visas
• Tuition and academic materials
• In-country support
• Cultural activities
• Room and board
• Secondary medical benefits
Intensive Language Study

- Daily (weekday) formal language classes
- Summer programs will complete 120 hours of language study over 6-8 weeks; Academic Year programs will have at least 10 hours of language instruction per week
- Classes are conducted by a teacher from the host country
Discovering Culture

- Unique opportunity to be immersed in the linguistic and cultural landscape of one of the target languages
- Cultural activities and excursions complement formal language learning
Discovering Culture

- Explore a variety of cultural aspects, from eating traditional meals to observing traditional religious functions.

- Gain a deeper, more nuanced understanding of the country and its culture through the language.
Home Stay and Cross-cultural Friendships

• Most programs feature a home stay experience. Some incorporate dorms or group housing.

• Enhance language learning and experience “real” daily life

• Form lasting cross-cultural bonds of friendship and family

• Community service is a feature of many programs
After NSLI-Y

• Become more competitive for other language scholarships and university admissions

• Develop relationships with fellow participants and host country friends

• Participate in the Alumni Association & enjoy numerous alumni benefits
Look for Applications – Fall 2012
www.NSLIforYouth.org
Opportunities for Hosting

- **DOS, Youth Programs Division:**
  - More than 2100 inbound high school exchange students
  - Hosting provides the students with a window into American culture and family life
  - Opportunities for exchange of language skills
  - Builds lasting bonds
Other Dept of State Programs

• Critical Language Scholarships:
  – College students
  – Summer programs
  – 13 critical languages
  – Applications – fall 2012
  – www.CLScholarship.org

• Teacher Exchange Programs:
  – Intensive Summer Language Institutes
  – Host a Mandarin or Arabic Teacher - TCLP
US Department of Education
Responding to the National Need for
Language and Area Studies Expertise

Cheryl E. Gibbs
Senior Program Officer
International and Foreign Language Education
International and Foreign Language Education (IFLE) Mission Statement

To meet the national need for expertise and competence in foreign languages and area studies or international studies

IFLE administers ten programs authorized under Title VI of the HEA, four programs under Title VII of the HEA, and four programs authorized under Fulbright-Hays
Purpose

- The National Resource Centers (NRC) program provides grants to institutions of higher education to establish, strengthen, and operate comprehensive and undergraduate centers that will be national resources for teaching of any modern foreign language; instruction in fields needed to provide full understanding of areas, regions, or countries where the modern foreign language is commonly used; research and training in international studies and the international aspects and foreign language aspects of professional and other fields of study; instruction and research on issues in world affairs.

- The Foreign Language and Area Studies (FLAS) Fellowship program provides fellowships through institutions of higher education to students who are--
  - enrolled for undergraduate or graduate training in a Center or Program approved by the U.S. Department of Education
  - in performance-based modern foreign language training or, in a training program for which performance-based modern foreign language instruction is being developed, in conjunction with area studies, international studies, or the international aspects of professional studies
Who can apply?

• **Institutions of higher education**
  Institutions submit grants to ED every 4 years

  Offers a program of performance-based training (or is developing a program) for modern languages, in conjunction with training and research in area studies/int’l studies; int’l aspects of professional study

  Provides instruction in disciplines needed for a full understanding of the area, region, or countries in which the foreign languages are commonly used

• **Undergraduate or Graduate students**
  Enrolled at the institution that has FLAS fellowships. Students submit applications to the institution (not to ED)
Student eligibility requirements

• Is a citizen or national of the United States or is a permanent resident of the United States

• Is enrolled full-time (as defined by the institution) in a program defined above, i.e., performance-based language training in conjunction with area studies/int’l studies training

• If an Undergraduate student, must be at the intermediate or advanced study of a less commonly taught language

• If a Graduate student, must be at the intermediate or advanced study of a less commonly taught language; but, may be approved for the beginning level of study for a second language in their world area/thematic area of specialization
Types of Fellowships

• **Academic Year Fellowship**: area studies/int’l studies courses and language courses during an academic year.

• **Summer Fellowship**: intensive language training that provides the equivalent of one academic year of modern foreign language study.
### Fellowship Amounts

**• Academic Year: Graduate Fellowship**

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<tr>
<th>Institutional Payment</th>
<th>$18,000</th>
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<tr>
<td>Subsistence Allowance</td>
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<td><strong>Total AY/G FLAS</strong></td>
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**• Academic Year: Undergraduate Fellowship**

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Fellowship Amounts (cont.)

- **Summer Fellowship**: Graduate and Undergraduate
  - Institutional Payment: $5,000
  - Subsistence Allowance: $2,500
  - **Total S/Fellowship**: $7,500

AY and S FLAS fellowships may be used to study overseas with prior ED approval; AY study must include area studies and language courses; S study is intensive language training only.
FY 2012 FLAS Institutions

- FLAS Institutions 126
- Allocation of AY Graduate Fellowships 792
- Allocation of AY Undergraduate Fellowships 271
- Allocation of Summer Fellowships 693
- FY 2012 FLAS Funds $35,398,500
In summer 2011 715 students used their FLAS fellowships to attend an overseas intensive/immersion language program.

- Africa 44; Canada 6; East Asia 148
- International 42; Latin America 120; the Middle East 120; Russia-East Europe 100;
- South Asia 40; Southeast Asia 39; Western Europe 50
- 70 countries around the world
- 80 languages
FLAS Testimonial

• “The skills that I have gained and the concrete knowledge I have learned this year are invaluable to my academic career. The reading skills I have gained will certainly pave the way for even more engagement with the Chinese language in the future... I am immensely grateful for the language experience I gained through the FLAS and know it will accompany me in a life-long dedication to Chinese Studies.”

Charlotte D’Evelyn, Ph.D. student (U Hawaii at Manoa)
Fulbright-Hays Programs

Doctoral Dissertation Research Abroad (DDRA) Fellowship Program

• The DDRA Fellowship program provides opportunities to doctoral candidates to engage in full-time dissertation research abroad in modern foreign language and area studies. The program contributes to the development and improvement of the study of modern foreign languages and area studies in the United States.

Research Period: No less than 6 months; no more than 12 months

Use of Fellowship: travel from residence to research country/ies; maintenance and dependent(s) allowances based on the location of research; research-related expenses overseas; health and insurance premiums

Student Eligibility
• Is a citizen, national, or permanent resident of the United States
• Is a graduate student in good standing at the IHE
• Is admitted to candidacy in a doctoral degree program in modern foreign languages and area studies at the institution when the fellowship period begins
• Is planning a teaching career in the United States upon completion of his or her doctoral program
• Possesses sufficient foreign language skills to carry out the dissertation research project

Group Projects Abroad (GPA) Program (Long-term)
• GPA Advanced Overseas Intensive Language project awards grants to IHEs and non-profit organizations to provide language training for U.S. graduate, undergraduate (junior or senior) students who are prospective teachers in the social sciences, humanities, or foreign languages
• Participants may participate in language study for an academic year, the full year, or a summer
“Under the auspices of this program, we have been able to support a wide scope of topics ranging from an anthropologist studying the salt trade in Ethiopia to a historian focusing on the Jewish communities of Central Europe in the post World-War II period. The priority that the Fulbright-Hays [DDRA] puts on deep knowledge and preparation in the languages, history, and culture of the region our students will be studying has encouraged the kinds of sophisticated and nuanced scholarship that we all greatly value.” – Priscilla Stone, Associate Provost for International Education, Washington University
Website

• For information about the international education programs that the ED/IFLE office administers, please visit our web site at http://www.ed.gov/ope/iegps
Federal programs to improve language learning and develop professionals with expertise in critical languages and cultures.
NSEP’s Purpose

Simplified, NSEP’s goals are:

1) Produce language and culture enabled people to help meet current and future needs of government, business and the nation;

2) Change the expectations of what can be learned, by whom, and the amount of time that it takes to do so;

3) Craft the language learning process in order to “systematize the opportunity” for anyone to develop high proficiency in language; and

4) Create compelling futures for Americans using language and culture as a vehicle.
## NSEP Programs and Initiatives

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Boren Scholarships and Fellowships

• Provide funding for undergraduate and graduate students to study areas critical to national security including: Africa, Asia, Central/Eastern Europe, Eurasia, Latin America, and Middle East

• Emphasis on learning of less commonly taught languages

• Promote long-term linguistic and cultural immersion

• Require 1 year of federal government service
Boren Awards Goal

The Boren Awards focus on geographic regions and areas, less commonly taught/learned languages, and those fields of study that are critical to U.S. interests and national and economic security.

The Boren program’s goal is to provide the U.S. government with the much needed cultural and language expertise necessary for national security.
Boren and National Security

• The Boren programs uses a broad definition of national security, to include:

• Traditional-national security concerns of protecting and promoting American well-being, and

• Challenges of global society, such as
  – sustainable development
  – environmental degradation
  – global disease and hunger
  – population growth/migration, and
  – economic competitiveness
Boren Selection Preferences

Student Applications are reviewed and selected using the following factors:

- Commitment to Government Service
- Countries
- Languages
- Fields of Study
- Length of Study
African Language Initiative

• Boren Scholarship and Fellowship initiative aimed at improving the opportunity for students to improve their knowledge of, and proficiency in, select African languages and cultures.

• The initiative provides funding to participate in a summer domestic intensive study followed by intensive one semester overseas programs.

• Participants are then able to pursue additional research or study for the remainder of their Boren award.
The Language Flagship

• Institutional funding to create programs to produce undergraduates from all majors with professional proficiency (ILR 3, ACTFL Superior) in critical languages.

• The goals of this program are to create the next generation of global professionals and to change the expectations for foreign language learning.
The Flagship Difference

• Expectation of success – language learning is not hard, it is challenging
• Outcomes-based instruction
• Opportunity for high quality language learning
• Focus on student integrated interventions
• Coordinated domestic and overseas study
• Rigorous assessments tied to outcomes
• Common goals of professional-level proficiency and “Flagship Certification”
Flagship Program Development

- Flagship today has 26 domestic Flagship Centers, and nine (9) Overseas Centers with one (1) more in development.
- Flagship has critical language programs in Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian, Swahili and Turkish/Turkic
- Current, as of May 2011, enrollments have expanded to **1,293** Total Students in Flagship Courses
Flagship Program Outcomes

• Flagship Fellows who have graduated since 2007: 84% achieved an ILR 3/ACTFL Superior or higher, and 33% achieved an ILR 4/ACTFL Distinguished

• Flagship Undergraduates who have graduated since 2007: 56% have an ILR 3/ACTFL Superior or higher, but 91% achieved an ILR 2+/ACTFL Intermediate High or higher

• AY 2010-11 Flagship Overseas Cohort: 53% received equivalent of ILR Level 3 oral proficiency or higher required for Flagship certification, and 75% received ILR Level 2+ equivalent oral proficiency or higher
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
Project Global Officer (Project GO)

• Program to enhance foreign language learning for Reserve Officer Training Corps (ROTC) students enrolled at institutions of higher education.

• Project GO aims to provide training for intermediate proficiency or higher in a critical language and provide cultural training and overseas experience that complements the Army, Air Force, Navy ROTC programs.
www.nsep.gov
www.borenawards.org
www.thelanguageflagship.org
www.rotcprojectgo.org

Ed McDermott
edward.mcdermott@wso.whs.mil
703.696.5671
Questions?
Comments?
Suggestions?

(fjackson@nflc.org)