



# SUPPORT INTERNATIONAL EDUCATION— TITLE VI AND FULBRIGHT-HAYS

## ACTION NEEDED

### Appropriations

For FY 2021, we urge Congress to provide at least \$106.1 million in funding for the Department of Education’s Title VI and Fulbright-Hays programs, including \$95.7 million for Title VI and \$10.4 million for Fulbright-Hays. *Title VI and Fulbright-Hays are funded under the Labor, Health and Human Services, Education, and Related Agencies Appropriations bill.*

### Reauthorization

We urge Congress to support the Advancing International and Foreign Language Act, which would reauthorize Title VI of the Higher Education Act by extending six currently funded Title VI programs and streamlining other programs to better address 21st century needs.

## FUNDING OVERVIEW

Deep cuts implemented in FY 2011 severely eroded our international education and foreign language infrastructure. These cuts resulted in 25 percent fewer resource centers, 18 percent fewer undergraduate and doctoral fellowships, fewer training opportunities for students and teachers, and fewer outreach activities to government and business. Title VI and Fulbright-Hays have still not recovered from those reductions and have seen their capacity further eroded.

**Title VI & Fulbright-Hays Annual Appropriations, FY 2010 to Present** (in millions of dollars)

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Title VI	110.3	68.3	66.6	63.1	65.1	65.1	65.1	65.1	65.1	65.1	68.1
Fulbright-Hays	15.6	7.5	7.5	7.1	7.1	7.1	7.1	7.1	7.1	7.1	8.1
Total	125.9	75.8	74.1	70.2	72.2	72.2	72.2	72.2	72.2	72.2	76.2

## ABOUT TITLE VI AND FULBRIGHT-HAYS

Title VI of the Higher Education Act (HEA) was first authorized in the National Defense Education Act of 1958. Fulbright-Hays is permanently authorized under the Mutual Educational and Cultural Exchange Act of 1961. Together they are the two pillars of international and foreign language education in the U.S. education system. These programs are crucial to addressing the critical need for expertise in foreign languages and deep knowledge of all world regions.

## INTERNATIONAL EDUCATION IS CRUCIAL FOR PRODUCTIVE GLOBAL ENGAGEMENT

### **Confronting global challenges**

Many of our most pressing challenges at home and abroad are global in nature: from climate change, pandemics, and refugee crises, to food security and threats to communications, transportation, and financial systems. These challenges require a workforce with international, cultural, and language skills in science, agriculture, medicine, nursing, engineering, law, cyber security, aviation administration, and more.

### **Effective military and diplomatic engagement**

In recent years, unexpected upheavals and armed conflicts around the world revealed our shortfalls in required regional and language expertise. The U.S. Department of Defense reported in one hearing that only 28 percent of military positions with language requirements were filled with personnel at the required proficiency level.

### **Civic and cultural competency**

In our ever more interconnected world and diverse homeland, cross-cultural competencies, knowledge of world regions, and the ability to speak other languages are crucial skills. These abilities provide insight into the complexities of global and regional issues, including differences in values, perspectives, and priorities.

### **Economic competitiveness**

Trade represents a great and growing share of our economy, with the value of U.S. exports doubling to more than \$3 trillion annually from 2004 to 2014. In a 2014 survey of 850 U.S. corporations, 85 percent reported that with more international expertise on staff their business would increase.

## TITLE VI AND FULBRIGHT-HAYS EFFECTIVELY SERVE NATIONAL NEEDS

### **Produce deep expertise**

Title VI and Fulbright-Hays strengthen our nation's knowledge about all world regions and expertise in over 200 foreign languages. Studies have shown that Title VI National Resource Centers account for 59 percent of undergraduate and 81 percent of graduate enrollments in the least commonly-taught languages of strategic interest.

### **Fill high-skill positions**

90 percent of Fulbright-Hays DDRA recipients and 71 percent of FLAS recipients work in careers that directly utilize their foreign language and area studies expertise. Many graduates, such as former Secretary of Defense Robert Gates, go on to careers in the government including at the Department of Defense, the Department of State, and USAID.

### **Promote broad global competencies**

Title VI grantees regularly conduct outreach activities to educational institutions, businesses, government, the media, and underrepresented populations. They ensure that a wide range of faculty and teachers have the resources to teach foreign languages and the histories and cultures of all world regions. Title VI supported the development of more than half the textbooks now in use for teaching "less commonly taught" languages.

### **Stimulate economic growth and job creation**

Title VI spearheads nationwide internationalization of business education by funding Centers for International Business Education and Research (CIBERs). From 1987–2009, nearly 250,000 students graduated from a CIBER university with a concentration in international business and nearly 300,000 executives, many associated with small- and medium-sized businesses, have been trained by CIBERs.