



INTERNATIONAL EDUCATION—TITLE VI AND FULBRIGHT-HAYS

ACTION NEEDED

For FY 2019, we urge Congress to provide at least \$76 million in funding for the Department of Education’s Title VI and Fulbright-Hays programs. These programs are crucial to addressing the critical need for expertise in foreign languages and deep knowledge of all world regions. Title VI and Fulbright-Hays are funded under the Labor, Health and Human Services, Education, and Related Agencies Appropriations bill.

FUNDING OVERVIEW

Deep cuts implemented in FY 2011 severely eroded our international education and foreign language infrastructure. These cuts resulted in 25% fewer resource centers, 18% 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 10 to Present (in millions of dollars)

Table with 10 columns (FY 2010 to FY 2018) and 3 rows (Title VI, Fulbright-Hays, Total) showing annual appropriations in millions of dollars.

\* Proposed Senate Appropriation + Proposed House Appropriation

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.

Title VI funding supports:

- List of eight funding support categories: National Resource Centers, Foreign Language and Area Studies (FLAS) Fellowships, Language Resource Centers, Centers for International Business Education, American Overseas Research Centers, Undergraduate International Studies and Foreign Language Program, and International Research and Studies.

**FULBRIGHT-HAYS includes four programs providing overseas support for Title VI. Due to funding reductions since FY 2011, only three programs are currently funded. Funding supports:**

- *Doctoral Dissertation Research Abroad (DDRA)*, which supports individual doctoral students to conduct research in other countries in critical foreign languages and area and international studies, especially in areas of the world not generally included in U.S. curricula.
- *Group Projects Abroad (GPA)*, which supports overseas projects in training, research, and curriculum development in foreign languages and area studies for teachers, students, and faculty, including advanced intensive language programs to increase proficiency levels.
- *Seminars Abroad*, which funds 4-6 week study and travel seminars abroad for U.S. educators (including K-12) to improve their understanding and knowledge of the peoples and cultures of other 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, new and complex challenges from a series of 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% 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% reported that with more international expertise on staff their business would increase.

## **TITLE VI AND FULBRIGHT-HAYS EFFECTIVELY SERVE NATIONAL NEED**

- **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% of undergraduate and 81% of graduate enrollments in the least-commonly-taught languages of strategic interest.
- **FILL HIGH-SKILL POSITIONS**—90% of Fulbright-Hays DDRA recipients and 71% 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, business, 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 history 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 to train students and business managers for success in the global marketplace. 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 businesses, have been trained by CIBERs.

Founded in 1981, the **NATIONAL HUMANITIES ALLIANCE** is a coalition of more than 190 organizations dedicated to the advancement of research, education, preservation, and public engagement in the humanities.