

## **Support the Reauthorization of HEA-Title VI, International Education**

We urge Congress to continue the historic bipartisan support for Title VI in the upcoming reauthorization of the Higher Education Act. These programs are critical to educating citizens prepared to engage with diverse cultures at home and around the globe. As such, they are essential to U.S. global competitiveness, national security, and global engagement.

### **The Facts**

**The need for international education has never been broader or more diverse.** Our recommendations for reauthorizing Title VI programs are based on expanding national needs identified and documented at a policy research conference sponsored by the Coalition for International Education and the College of William & Mary in April 2014: [Internationalization of U.S. Education in the 21st Century](#). Several key findings include—

- ◆ The Association for International Business Education and Research [survey](#) of U.S. business leaders found that more than 85% of CEOs and hiring officials believe their overall business would increase with international expertise on their staff, while nearly 70% said that foreign language skills and an appreciation for cross-cultural differences are the most important requirements at the entry level.
- ◆ Asia Society's [Mapping the Nation](#) demonstrates how every region of the U.S. is now truly globalized, as seen by the growing number of foreign languages spoken in the U.S. and how regional economies across the country are tied directly to international trade and investment.
- ◆ Research on [Government Needs and Shortages](#) found an increasing demand for proficient speakers of less-commonly taught strategic languages and regional knowledge by an expanding range of federal, state and local agencies is not being met. For example, in 2011 only 28% of the Department of Defense's foreign language positions were filled with personnel at the required proficiency level.
- ◆ Former Chair of the National Intelligence Council identified the expanding nature of [National Security in the Global Era](#) beyond traditional concerns to now include areas such as infectious diseases, food safety, cybersecurity, global production and supply chains, all of which require greater knowledge of foreign cultures and languages in many more professional areas. *"To thrive in and continue to lead the global system we helped to build and from which we benefit enormously, we must be as strong in our knowledge of foreign languages and cultures as we are militarily."*
- ◆ Other federal programs with more targeted priorities, such as those at the Departments of Defense, Commerce, and State, depend on the Title VI infrastructure in order to further their respective strategic goals. Examples include the Department of Commerce Export Initiative and the U.S. Army's Foreign Area Officers program.

### **Congressional Action Needed**

**Our Title VI reauthorization proposals include—**

**I. Reauthorize Six Currently Funded Title VI Programs Intact:** Title VI authorizes eleven programs, ten of which were consistently funded as of FY 2010. Due to severe funding reductions since FY 2011, only six programs are currently funded and we urge Congress to reauthorize them intact. These are quality programs with proven results. They should be continued in order to robustly support the production of deep expertise in international,

area and global studies, international business, and foreign language education, which constitute the foundation necessary for addressing our new challenges throughout the educational pipeline. They are:

- **National Resource Centers**, which are centers on college and university campuses that serve as resources for teaching over 130 foreign languages and deepening understanding of all areas and regions of the world. These centers train students, specialists, and other scholars; maintain important library collections; support advanced research; and conduct outreach to K-12 & higher education institutions, business, government, and the media.
- **Foreign-Language and Area Studies (FLAS) Fellowships**, which enable undergraduate and graduate students to undergo training in critical foreign languages and area or international studies.
- **Language Resource Centers**, which improve the nation's capacity for teaching and learning foreign languages through teacher training, research, and materials development.
- **Centers for International Business Education**, which promote U.S. global economic competitiveness by improving international business education and research, and serving as national and regional resources for businesses, government and other U.S. educational institutions.
- **American Overseas Research Centers**, which promote international scholarly exchange, primarily through sponsorship of fellowship programs, foreign language study, and collaborative research projects.
- The **Undergraduate International Studies and Foreign Language Program**, which funds efforts to establish and strengthen undergraduate programs in international and area studies and foreign languages.

**II. Reform and Streamline Unfunded Title VI Programs:** We further urge Congress to consolidate and streamline provisions from the five unfunded Title VI programs into two reformed programs that address current needs. They include—

- **International Research and Innovation** would stimulate research, improved metrics and dissemination on the U.S. educational system's capacity, structures and effectiveness in meeting national needs for global skills and knowledge, as well as on outcomes for Title VI programs. The proposed reformed program also would offer incentives for innovative strategies to address systemic challenges to providing foreign language and area studies opportunities across a broad range of educational institutions, academic disciplines and employer stakeholders.
- **Professional and Technical Education for Global Competitiveness** would address the expanding global competence needs in a variety of professional and technical fields critical to the national interest by integrating international and world area education, foreign language studies and internships abroad, with professional academic curricula for full-time, nontraditional, mid-career, and part-time students. Grants also would support collaborative projects between higher education and the corporate, government or non-profit communities to strengthen capacity for global engagement.

**III. Authorization levels should be set to encourage future growth in funding:**

- The Title VI infrastructure has been downsized due to severe funding cuts since FY 2011, resulting in 25% fewer nationally-recognized resource centers, 18% fewer undergraduate and doctoral fellowships, fewer training opportunities for students and teachers, and fewer outreach activities to government and business.
- We urge Congress to set authorization levels that would enable future growth in funding throughout the life of the reauthorization, in order to reverse the damage of recent cuts and establish a stronger infrastructure for international education to meet the challenge of educating a workforce prepared for global engagement.