

# COALITION FOR INTERNATIONAL EDUCATION

*Promoting U.S. Global Competence*

## WHY CONGRESS SHOULD SUPPORT THE REAUTHORIZATION OF HEA-TITLE VI, INTERNATIONAL EDUCATION AT THE U.S. DEPARTMENT OF EDUCATION

We urge Congress to continue the historic bipartisan support for the HEA-Title VI international and foreign language education programs 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. national security, economic competitiveness and global engagement.

### The Facts

**The need for international education in the United States 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, cyber security, 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 educational infrastructure in order to further their respective strategic goals. Examples include the U.S. Army's Foreign Area Officer Program (FAO), Department of Defense Language Flagship Programs, and the Department of Commerce Export Initiative.
- ◆ Most of our educational institutions at all levels lack the teachers, faculty, or other necessary resources, structures and experiences to address this 21<sup>st</sup> century challenge, as noted in a recent [\*report from the American Academy of Arts & Sciences\*](#) requested by Congress.

## **Title VI Programs Effectively Address National Needs**

**Produce Deep Expertise** – Title VI strengthens and ensures our educational capacity and deep knowledge about all world regions, international business, and over 200 foreign languages, and at all levels of education. Studies have shown that Title VI National Resource Centers (NRCs) account for 59% of undergraduate and 81% of graduate enrollments in the least commonly taught languages of strategic interest.<sup>1</sup> Prior to the FY 2011 Title VI appropriations reduction, NRC institutions were annually producing an estimated average of 2,000 PhDs with language and area expertise and 6,000 graduate or professional master’s degrees.<sup>2</sup>

**Fill high-skill positions** –71% of FLAS recipients work in careers that directly utilize their foreign language and area studies expertise.<sup>3</sup> 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 Homeland Security, the Department of State, NASA, NSA, Commerce and USAID, among others.<sup>4</sup>

**Promote broad global competencies** – All Title VI center grantees regularly conduct outreach activities to educational institutions, business, government, the media, and underrepresented populations. For example, opportunities are provided to strengthen teaching of world languages, cultures and international markets at the K-16 levels. An estimated 5,400 teachers annually attend professional development opportunities sponsored by the Language Resource Centers (LRCs) alone. Title VI supported the development of more than half the textbooks now in use to teach “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 - 2015, more than 9,500 international business courses were created by CIBERs and nearly 400,000 students graduated from a CIBER university with significant training in international business. Overall, an estimated 25 million students have benefitted from training activities to increase their global competitiveness skills. CIBERs also assist small and medium sized firms in internationalizing their business, with emphasis on innovation and entrepreneurship. During this time, nearly 350,000 executives have been trained by CIBERs, and over 9000 business conferences and workshops have been held for over 800,000 business participants.<sup>5</sup>

### **HEA-Title VI Reauthorization Request In Brief**

- ◆ Extend six currently funded programs intact so as to maintain a steady supply of deep expertise in international, regional and global studies, international business, and foreign language education, which constitute the foundation necessary for addressing our new challenges throughout the educational pipeline.
- ◆ Consolidate and streamline provisions from one currently funded and four unfunded Title VI programs into two reformed programs that address 21<sup>st</sup> century needs for innovative educational strategies promoting basic global competencies across a broad spectrum of disciplines and educational institutions, as well as employer stakeholders.
- ◆ Set authorization levels for the title that support future funding growth.

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<sup>1</sup> Language and National Security: The Federal Role in Building Language Capacity in the United States, Richard D. Brecht and William P. Rivers, The National Foreign Language Center at the University of Maryland, 2001.

<sup>2</sup> [International Studies in the U.S.: An Overview](#), Gilbert W. Merckx, Duke University, 2012

<sup>3</sup> [A Study of Four Graduate Fellowship Programs](#), U.S. Department of Education, 2008.

<sup>4</sup> “U.S. Global Competence: The Role of International and Foreign Language Education,” A Capitol Hill Briefing, Coalition for International Education, 2015. [Engaging the World: U.S. Global Competence in the 21<sup>st</sup> Century](#).

<sup>5</sup> [Annual CIBER Statistical Study](#), Association for International Business Education and Research, 2015.