

COALITION FOR INTERNATIONAL EDUCATION

Promoting U.S. Global Competence

May 9, 2023

The Honorable Robert Aderholt
Chairman
Subcommittee on Labor, Health and Human
Services, Education and Related Agencies
Committee on Appropriations
United States House of Representatives
Washington, DC 20515

The Honorable Rosa DeLauro
Ranking Member
Subcommittee on Labor, Health and Human
Services, Education and Related Agencies
Committee on Appropriations
United States House of Representatives
Washington, DC 20515

Dear Chairman Aderholt and Ranking Member DeLauro,

The undersigned organizations express deep appreciation to the subcommittee for your continued bipartisan support for the U.S. Department of Education's International and Foreign Language Education programs. We are especially grateful for the subcommittee's efforts in the last four years that resulted in a cumulative increase of \$13.5 million for these critical programs. After a \$53 million reduction in FY 2011 followed by a decade of flat funding, these recent increases have enabled significant steps toward restoring their FY 2010 capacity and infrastructure.

As the subcommittee begins work on the FY 2024 Labor, Health and Human Services, Education and Related Agencies Appropriations bill, **we strongly endorse the letter from 77 House Members led by Rep. Deborah Ross (D-NC) recommending \$173.6 million in funding for International Education and Foreign Language Studies, including \$152.1 million for HEA-Title VI and \$21.5 million for Fulbright-Hays 102(b)(6) programs.** We believe this request to continue the restoration of funding to their FY 2010 levels as adjusted by inflation is urgent to address rising national needs for international expertise and global competencies in our increasingly complex and contested world. **We must make sure that any overall budget cuts are not made at the expense of strategic national interests.**

High-level expertise continues to be of vital importance to our defense, intelligence, and diplomatic communities in order to cope with expanding threats in multiple world regions, as demonstrated by the Russian war in Ukraine and the challenges in the Asian Pacific region. At the same time, growing security challenges in issue areas such as global health, environment, energy, law enforcement, food production, cyber security and more, increasingly rely on professional level foreign language abilities, cultural and regional knowledge, and experience abroad. For example, a 2023 Center for Strategic and International Studies report on strengthening the Centers for Disease Control's global mission emphasizes the need for staff to undergo training in language and cultural skills to effectively confront emerging outbreaks. Meanwhile, U.S. employers seek more graduates with international business, language and cultural competencies to help restore and strengthen the U.S. economy in today's evolving and increasingly competitive global markets, such as Africa and Latin America.

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The Senate and House underscored these new challenges by passing the “U.S. Innovation and Competition Act” (S. 1260) in 2021 and the “America COMPETES Act” (H.R. 4521) in 2022 respectively. Both bills included a reauthorization and enhancements for HEA-Title VI that address the nation’s new global challenges, and a first-time authorization of appropriations for Fulbright-Hays, Sec. 102(b). Though these provisions were not included in the CHIPS and Science Act last year, they demonstrate the bipartisan support for this long-standing federal-higher education partnership, and recognition for its importance to successful global engagements.

Restoration of funding would enable and energize resumption of significant progress made in the decade immediately after 9-11, such as increasing the numbers of less-commonly taught language courses, fellowships and students served. Key foreign language, regional studies, international business, research and education abroad infrastructures and capacity would be replenished. Many more programs would be made available to address the nation’s critical needs for advanced fluency in these areas, and in all levels of higher education. Students from all racial and socio-economic backgrounds would have more opportunities to obtain the international experience and skills in growing demand across a wide range of professional and technical fields impacting our global engagement, security and competitiveness.

The attached two documents chart the funding trend since FY 2010 and outline how the programs’ infrastructure and capacity may be strengthened with our proposed reinvestment. We would be pleased to provide further information the subcommittee may need.

Thank you for your consideration of our request and steadfast support for these programs.

Submitted by the following 30 organizations:

African Studies Association

Alliance for International Exchange

American Association of Community Colleges

American Council of Learned Societies

ACTFL: American Council on the Teaching of Foreign Languages

American Councils for International Education

American Historical Association

American Political Science Association

Association for Asian Studies

Association for International Business Education and Research

Association for Slavic, East European, and Eurasian Studies

Association of International Education Administrators

Association of Jesuit Colleges and Universities

Association of Research Libraries

Consortium of Social Science Associations

Council of American Overseas Research Centers

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Council of Directors of National Resource Centers

Council of Graduate Schools

The Forum on Education Abroad

Joint National Committee for Languages

Latin American Studies Association

Middle East Studies Association

Modern Language Association

NAFSA: Association of International Educators

National Association of Independent Colleges and Universities

National Coalition for History

National Council for Languages and International Studies

National Humanities Alliance

North American Small Business International Trade Educators Association

Social Science Research Council

cc: Members and Staff of the House Appropriations Subcommittee on Labor, HHS, Education
and Related Agencies

Encs:

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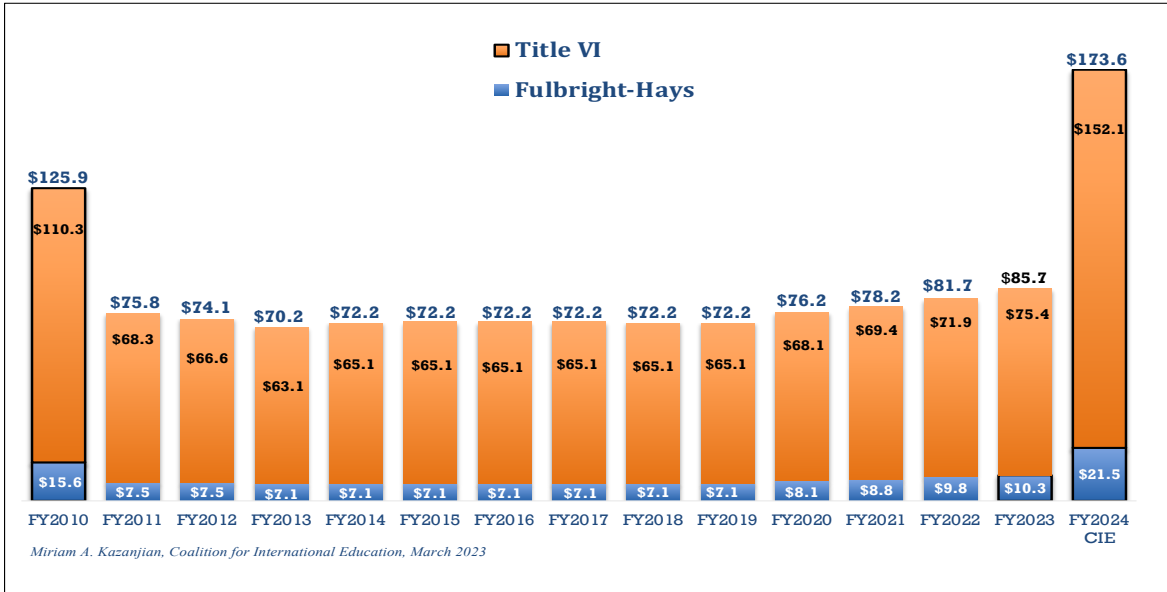
**FY 2024 FUNDING PROPOSAL
HEA-TITLE VI AND FULBRIGHT-HAYS
-GLOBAL SECURITY EDUCATION INITIATIVE-**

**Summary
FY 2010, FY 2023, & FY 2024 Proposed**

Fiscal Year	FY2010	FY 2023	FY 2024¹ CIE Proposed
HEA-Title VI	\$110,305,000	\$75,353,000	\$152,100,000
Fulbright-Hays 102(b)(6)	\$ 15,600,000	\$ 10,311,000	\$21,500,000
TVI/FH Total:	\$125,905,000	\$85,664,000	\$173,600,000

**U.S. Department of Education
Title VI & Fulbright-Hays, FY 2010-24**

In Millions USD with FY 2024 CIE Proposal Adjusted for Inflation



¹ FY 2024 proposed levels are FY 2010 adjusted by inflation

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**-GLOBAL SECURITY EDUCATION INITIATIVE-
ACTION NEEDED**

We urge Congress to fund the U.S. Department of Education's International Education and Foreign Language Studies account in FY 2024 at \$173.6 million, \$152.1M for HEA-Title VI and \$21.5M for Fulbright-Hays 102(b)(6).

GOALS

- ◆ Restore Title VI and Fulbright-Hays to the ***FY 2010 funding levels adjusted for inflation***. The combined FY 2020, 2021, 2022 & 2023 increase of \$13.5 million provided by Congress has been the first since the disproportionate \$53 million reduction that began in FY 2011. The well-grounded and justified restoration of \$173.6 million would enable and energize resumption of significant capacity developed under these critical programs in the decade immediately following 9-11, providing the needed resources to address the nation's new global threats and challenges moving forward.
- ◆ Build on the recent funding increases to strengthen the Title VI/Fulbright-Hays infrastructure, with emphasis on centers and programs that focus on high-level strategic world areas, global business and other professional sectors for which increasingly high demand outpaces the supply.
- ◆ Address the rapidly growing demand for professionals and educators with area, regional, international/global business and foreign language knowledge and experience across government and the workforce. The State Department, for example, is growing a stronger cyber security workforce with international and technology skills, and the CDC is focusing on building a global workforce with world language and cultural experience.
- ◆ Enable more students from all racial and socio-economic backgrounds to obtain access to quality international and foreign language education.

FUNDING STRATEGY

- ◆ Increase FLAS stipends to restore parity with NSF graduate fellowships and increase the total number of FLAS fellowships by roughly 20% to at least their FY 2010 levels.
- ◆ Supplement the average grants for all Title VI and Fulbright-Hays programs to strengthen and restore capacity, enabling more students to be served, more critical programs to be offered, as well as facilitating more outreach activities to government, business and under-served educational institutions; and
- ◆ Continue to increase the number of grants under all Title VI and Fulbright-Hays centers and programs to restore the roughly **26% infrastructure lost over a decade**.

WHY INVESTMENT NOW IS CRITICAL

- ◆ International and foreign language education are of heightened importance to U.S. national interests today. ***Our nation's global economic competitiveness and expanding security threats rely on language, culture and international expertise and skills.*** This is true in both traditional security areas, as well as in global health, environment, cyber-security, food safety, law enforcement, and more. In the case of COVID-19, for example, the need to communicate, cooperate and understand globally has had life or death implications.
- ◆ As the ***foundation*** for internationalizing U.S. higher education, Title VI and Fulbright-Hays are the federal government's most comprehensive and multifaceted international education and foreign language programs. Contrary to past claims, they do not duplicate other federal programs. ***Other Federal agencies*** with complementary programs ***depend on the Title VI and Fulbright-Hays infrastructure and resources*** for their targeted strategic goals.
- ◆ ***Without sustained funding incentives at federal and state levels, the U.S. educational system is not prepared to meet the rapidly growing demands*** for professionals and educators with international, cultural and foreign language competencies and experience.