

# COALITION FOR INTERNATIONAL EDUCATION

*Promoting U.S. Global Competence*

May 25, 2022

The Honorable Rosa DeLauro  
Chairwoman  
Subcommittee on Labor, Health and Human  
Services, Education and Related Agencies  
Committee on Appropriations  
2358-B Rayburn House Office Building  
Washington, DC 20515

The Honorable Tom Cole  
Ranking Member  
Subcommittee on Labor, Health and Human  
Services, Education and Related Agencies  
Committee on Appropriations  
1016 Longworth House Office Building  
Washington, DC 20515

Dear Chairwoman DeLauro and Ranking Member Cole,

The undersigned organizations express deep appreciation to the subcommittee for your continued support for the U.S. Department of Education's International and Foreign Language Education programs. Due to severe budget limitations in FY 2011, these programs sustained a \$53 million reduction that has not been replenished or kept pace with inflation. We are especially grateful for the subcommittee's efforts in the last three years that resulted in a cumulative increase of \$9 million for these critical programs.

As the subcommittee begins work on the FY 2023 Labor, Health and Human Services, Education and Related Agencies Appropriations bill, **we strongly endorse the bipartisan letter from 100 House Members led by Reps. David Price (D-NC) and Young Kim (R-CA) recommending \$161.1 million in funding for International Education and Foreign Language Studies, including \$141.1 million for HEA-Title VI and \$20 million for Fulbright-Hays programs.** We believe this request to restore funding to their FY 2010 levels as adjusted by inflation is timely to address rising national needs for international expertise and global competencies.

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 war in Ukraine. At the same time, growing security challenges in issue areas such as global health, environment, law enforcement, food production, cyber security and more, increasingly rely on professional level foreign language abilities, cultural and regional knowledge, and experience abroad. The continuing COVID global pandemic with its subsequent variants has made this trend ever more evident. 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 uncertain, evolving global markets.

The House and Senate underscored these new challenges by passing the "America COMPETES Act" (H.R. 4521) and the "U.S. Innovation and Competition Act" (S. 1260) respectively. Both bills include a reauthorization and enhancements for HEA-Title VI, and a new authorization of appropriations for Fulbright-Hays, Sec. 102(b). We are most appreciative of such strong and

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timely demonstration of bipartisan support for this long-standing federal-higher education partnership, and recognition for its importance to successful global engagements. We look forward to a final confederated bill this year and urge our proposed funding increase in FY 2023 to enable both strengthening the Title VI and Fulbright-Hays foundational programs, and launching the reauthorization's new Title VI innovation and competition initiatives.

Specifically, 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 and interdisciplinary programs would increase. Many more programs would be made available to address the nation's critical needs for advanced fluency in foreign languages, world regions and international business. 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.

**Submitted by the following 34 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

American Society for Engineering Education

Association of American Universities

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 Public and Land-grant Universities

Association of Research Libraries

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Center for Global Education at Asia Society

Consortium of Social Science Associations

Council of American Overseas Research Centers

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

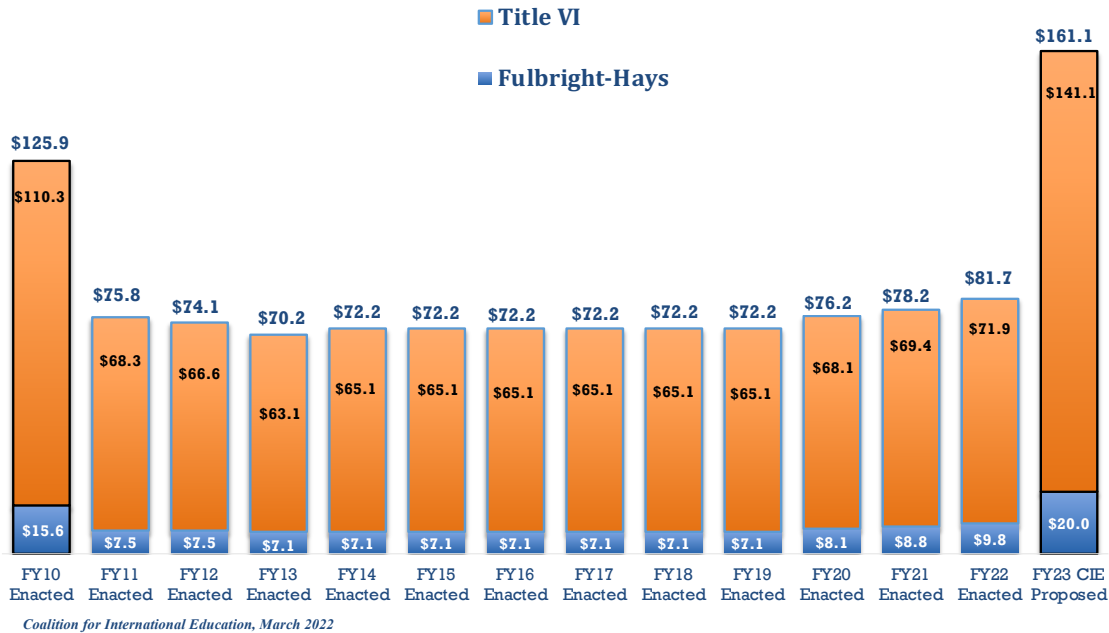
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**FY 2023 FUNDING PROPOSAL  
HEA-TITLE VI AND FULBRIGHT-HAYS  
-GLOBAL SECURITY EDUCATION INITIATIVE-  
Summary  
FY 2010, FY 2022, & FY 2023 Proposed**

<b>Fiscal Year</b>	<b>FY 2010</b>	<b>FY 2022</b>	<b>FY 2023<sup>1</sup> CIE Proposed</b>
HEA-Title VI	\$110,305,000	\$71,853,000	\$141,100,000
Fulbright-Hays 102(b)(6)	\$ 15,600,000	\$ 9,811,000	\$20,000,000
<b>TVI/FH Total:</b>	<b>\$125,905,000</b>	<b>\$81,664,000</b>	<b>\$161,100,000</b>

**U.S. Department of Education  
Title VI & Fulbright-Hays, FY 2010-23**  
*In Millions USD with FY 2023 Adjusted for Inflation*



<sup>1</sup> FY 2010 levels adjusted for 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 2023 at \$161.1 million: *\$141.1 million for HEA-Title VI and \$20 million 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 increase of \$9 million has been the first since the disproportionate \$53 million reduction that began in FY 2011. The well-grounded and justified restoration of \$161.1 million would enable and energize resumption of significant capacity developed under these critical programs in the decade immediately after 9-11, providing the needed resources to address the nation's new global threats and challenges moving forward.
- ◆ Begin strengthening the Title VI/FH infrastructure, with emphasis on centers and programs that focus on high-level strategic world area, global business and other professional expertise 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 increasing diversity and growing a stronger cyber security workforce with international and technology skills.
- ◆ 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 over 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
- ◆ Increase the number of grants under all Title VI and Fulbright-Hays centers and programs to restore the roughly 50% 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.