

U.S. Global Competence:
The Role of International and Foreign Language Education

September 17, 2013
Cannon House Office Building, Room 122
2:00 -3:00 PM

Program

Welcome and Introductions

Overviews

Brig. Gen. Kevin Ryan USA (Ret.), Director, Defense and Intelligence Project, Belfer Center for Science and International Affairs, Harvard University

Dr. Michele Dunne, Vice President, Atlantic Council, and Director of the Atlantic Council's Rafik Hariri Center for the Middle East

HEA-Title VI and Fulbright-Hays 102(b)(6): Programs and Outcomes

Title VI-Part A, International and Foreign Language Studies and Fulbright-Hays Overseas Programs

Dr. Stephen Hanson, Vice Provost for International Affairs, and Director, Reves Center for International Studies, College of William & Mary

Title VI-Part B, International Business Education Programs

Dr. Tomas Hult, Professor of International Business, and Director, Title VI Center for International Business Education and Research, Eli Broad College of Business, Michigan State University

K-12 Foreign Language and Cultural Education

Todd Bowen, Department Chair for Modern and Classical Languages, New Trier High School, Winnetka, Illinois

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U.S. Global Competence:

The Role of International and Foreign Language Education

- **The ability of our nation and its citizens to engage with cultures at home and around the globe has never been more critical in our history.**
 - ◆ The nation's economic competitiveness, along with challenges in global health, environment, law enforcement, food production, technology, education and more, today rely on language, cultural and global expertise. Language and international expertise continue to be of vital interest to our defense, intelligence and diplomatic communities with expanding threats in multiple world regions.
- **The deficit in American international knowledge places the nation behind the competition.**
 - ◆ Fewer than 20% of Americans reported speaking a language other than English in the last census, as opposed to 53% of Europeans.
 - ◆ Many other nations—such as the European Union, China, and India—require their students to learn two or more languages, giving them a competitive edge in the global economy.
 - ◆ Only 28 percent (10,377) of DOD's foreign language positions were filled with personnel at the required proficiency level in FY 2011.
- **The federal government plays an important *catalytic* role in partnership with institutions of higher education and K-12 schools** to stimulate support for international and foreign language education programs. Since FY 2011, funding for Department of Education programs has been cut \$82.7 million or 54%. State and local governments and the private sector, including foundations, do not focus on long-term national needs for international and foreign language expertise.
- **The U.S. Department of Education's HEA-Title VI and Fulbright-Hays 102(b)(6) programs ensure our nation's knowledge and capabilities on all world areas and over 200 foreign languages (mostly less commonly taught) and at all levels of education by—**
 - ◆ **Producing** annually an average of 67,000 BAs, 5,500 graduate or professional master's degrees, and 2,200 PhDs with language and area expertise, who staff a high proportion of language and area specialist positions in academia, business, and government agencies. The U.S. Army's Foreign Area Officers program sends most of their officers to Title VI centers for their M.A. degrees.
 - ◆ **Enabling** rapid expansion of course offerings in languages of national need by 85%, and enrollments by 92% in a time of crisis after 9/11. Title VI universities account for 49% of undergraduate and 78% of graduate enrollments in the least commonly taught languages (such as Pashto and Urdu).
 - ◆ **Supporting** U.S. government needs for materials on world areas and languages, such as Chinese, Persian, Korean, Pashto, Indonesian, Thai, and Tagalog. A free iPad app was developed providing tutorials in Pashto for U.S. soldiers and other Americans working in Afghanistan.
 - ◆ **Providing** timely information and resources on flashpoints around the world. Title VI trained specialists regularly inform government and business officials, educators and the public.
 - ◆ **Graduating** annually an average of 27,600 students with international business training, from bachelors to MBAs to PhDs. More than half were in internationally related positions within 5 years.
 - ◆ **Serving** 20,000+ small and medium sized firms annually—including creation of the Google #1 ranked site for "international business resources" ([globalEDGE](#))—to expand their global skills and enable them to export especially to BRIC and other emerging markets.
- **The Foreign Language Assistance Program (FLAP)—zeroed in FY 2012—is the only Department of Education program solely dedicated to foreign language programs at K-12 levels.**
 - ◆ Twenty years of FLAP have produced advances in early language, immersion and assessment programs, including advanced language proficiency outcomes nearing professional skill levels.
 - ◆ The Anchorage School District leveraged two FLAP grants into a total of six K-12 two-way immersion programs, in Russian, Chinese, Spanish, German, French, and Japanese.
 - ◆ Fairfax County public schools used FLAP funds for early Arabic and Chinese language programs in 21 elementary schools and a distance learning program to continue in middle and high school.
 - ◆ FLAP grantees collaborate with Title VI centers, ODNI StarTALK and DOD Flagship grantees.