

COALITION FOR INTERNATIONAL EDUCATION

Promoting U.S. Global Competence

FY 2027 FUNDING PROPOSAL HEA-TITLE VI AND FULBRIGHT-HAYS -GLOBAL SECURITY EDUCATION INITIATIVE-

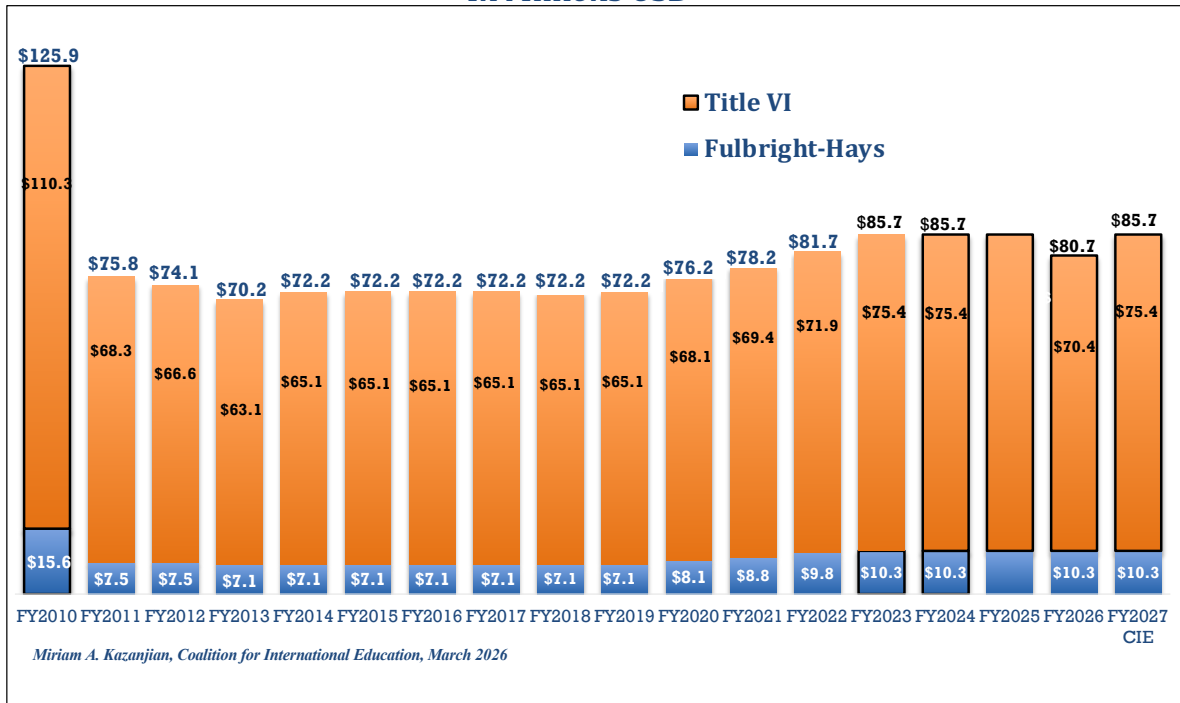
Summary

FY 2010, FY 2024, FY 2025CR, FY 2026 & FY 2027 CIE Proposed

Fiscal Year	FY 2010	FY 2024	FY 2025 CR Repurposed	FY 2026	FY 2027 CIE Proposed
HEA-Title VI	\$110,305,000	\$75,353,000	\$75,353,000	\$70,353,000	\$75,353,000
Fulbright-Hays 102(b)(6)	\$ 15,600,000	\$10,311,000	\$10,311,000	\$10,311,000	\$10,311,000
TVI/FH Total:	\$125,905,000	\$85,664,000	\$85,664,000	\$80,664,000	\$85,664,000

U.S. Department of Education Title VI & Fulbright-Hays, FY 2010-27

In Millions USD



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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 2027 by \$85,664,000, the same amount that was entirely repurposed by ED to other unrelated programs in FY 2025. This includes \$75,353,000 for HEA-Title VI and \$10,311,000 for Fulbright-Hays 102(b)(6).

The FY 2026 amount is \$80.664M, \$5M less than FY 2025. **Our FY 2027 request would enable continuing the process of restoring funding for these programs to FY 2010 levels as Congress began in FY 2020. We must make sure that any overall budget cuts are not made at the expense of strategic national interests.**

GOALS

- ◆ Continue gradually restoring Title VI and Fulbright-Hays toward ***FY 2010 funding levels adjusted for inflation***. Well-grounded and justified restoration efforts made each year 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. FY 2010 levels would strengthen our country with the international expertise and global competencies critical to maintaining national security and economic leadership in our increasingly contested world.
- ◆ Target funding increases on strengthening 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 educators and professionals with area, regional, international/global business and foreign language knowledge and experience across government and the workforce.

FUNDING STRATEGY

- ◆ Increase FLAS stipends to equal the same levels as NSF graduate fellowships and increase the total number of FLAS fellowships by roughly 18% to at least their FY 2010 levels.
- ◆ Supplement the average grants for all Title VI and Fulbright-Hays funded 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

- ◆ The U.S. continues to lag behind other nations in the percentage of citizens who know a second language. The Modern Language Association’s 2021 language enrollment census found a 16.6% decline in language enrollments at U.S. colleges and universities since 2016, the highest decline since the census began in 1958. **What’s more, data revealed a nearly 70% correlation between language enrollments and Title VI funding between 1998 – 2023.**
- ◆ 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 emerging global viruses, for example, the need to communicate, cooperate and understand globally has had life or death implications.
- ◆ ***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.