



US Department of Education International and Foreign Language Education Programs

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International and Foreign Language Education (IFLE)
Office of Postsecondary Education
NCOLCTL Conference 4/20/2018*

Topics

- ED International and Foreign Language Education Programs
- Recent priorities
- Highlights of fiscal years 2017 and 2018 grant competitions (emphasis on LCTLs)
- Related initiatives

US Department of Education Mission:

To promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.



Education Department's International and Foreign Language Education Programs:

Authorized by:

Title VI (Higher Education Act)

Fulbright-Hays (Mutual Cultural and Educational Exchange Act of 1961)

Goal:

To respond to the *ongoing national need* for individuals with *expertise and competence in world languages and area or international studies*.



Education Department's International and Foreign Language Education Programs

- *Advance national security* by developing a pipeline of highly proficient linguists and experts in critical world regions
- Contribute to developing a *globally competent workforce* able to engage with a multilingual/multicultural clientele at home and abroad.
- *Expand access* to international and foreign language learning, especially for traditionally underserved students.
- *Support teaching and research* on critical world regions, languages, and issues.



TITLE VI (“DOMESTIC”) PROGRAMS

BUILDING CAPACITY IN GLOBAL STUDIES & WORLD LANGUAGES

Program	Description
<i>National Resource Centers (NRC)</i>	Supporting teaching and research in World Area Studies – i.e. East Asia, Africa, Middle East, etc...
<i>Foreign Language and Area Studies Fellowships (FLAS)</i>	Fellowships developing experts with area studies and world language focus.
<i>Centers for International Business Education and Research (CIBE)</i>	Teaching a business curriculum from a global perspective. Work with businesses and chambers to build a globally competent workforce and promote local business abroad.

TITLE VI (“DOMESTIC”) PROGRAMS

BUILDING CAPACITY IN GLOBAL STUDIES & WORLD LANGUAGES

Program	Description
<i>Language Resource Centers (LRC)</i>	Specifically focused on foreign language learning and teaching.
<i>Undergraduate International Studies and Foreign Language Program (UISFL)</i>	Seed money to internationalize the undergraduate curriculum.
<i>American Overseas Research Centers (AORC)</i>	Overseas research centers that promote and assist in postgraduate research, exchanges, and area studies. 10 Centers in Afghanistan, Turkey, Pakistan, Mongolia, Indonesia, India...
<i>International Research and Studies (IRS)</i>	Supports surveys, studies, and development of instructional materials to improve and strengthen instruction in modern foreign languages, area studies, and other international fields.

FULBRIGHT-HAYS (“OVERSEAS”) PROGRAMS

SUPPORTING MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE

Program	Description
<i>Doctoral Dissertation Research Abroad (DDRA)</i>	Supporting the study of modern foreign languages and area studies in the US by providing opportunities for postgraduate level scholars to conduct research abroad.
<i>Group Projects Abroad (GPA)</i>	Supporting overseas projects in training, research, and curriculum development in modern foreign languages and area studies for teachers, students, and faculty.
<i>Seminars Abroad (Seminars)</i>	Short-term seminars abroad for US educators in the social sciences and humanities designed to improve understanding and knowledge of the peoples and cultures of other countries.

Title VI/Fulbright-Hays Programs: a foundation for internationalization in higher education

“Title VI/Fulbright-Hays programs play an especially vital role in seeding and sustaining research, education, and training in less commonly taught languages (LCTLs)...particularly those with the smallest enrollments and particularly among graduate students....”

“Without these institutions, these languages would probably not be taught in the United States at all.”

--International Education and Foreign Languages: Keys to Securing America's Future. National Research Council/National Academies of Science 2007, p. 149.

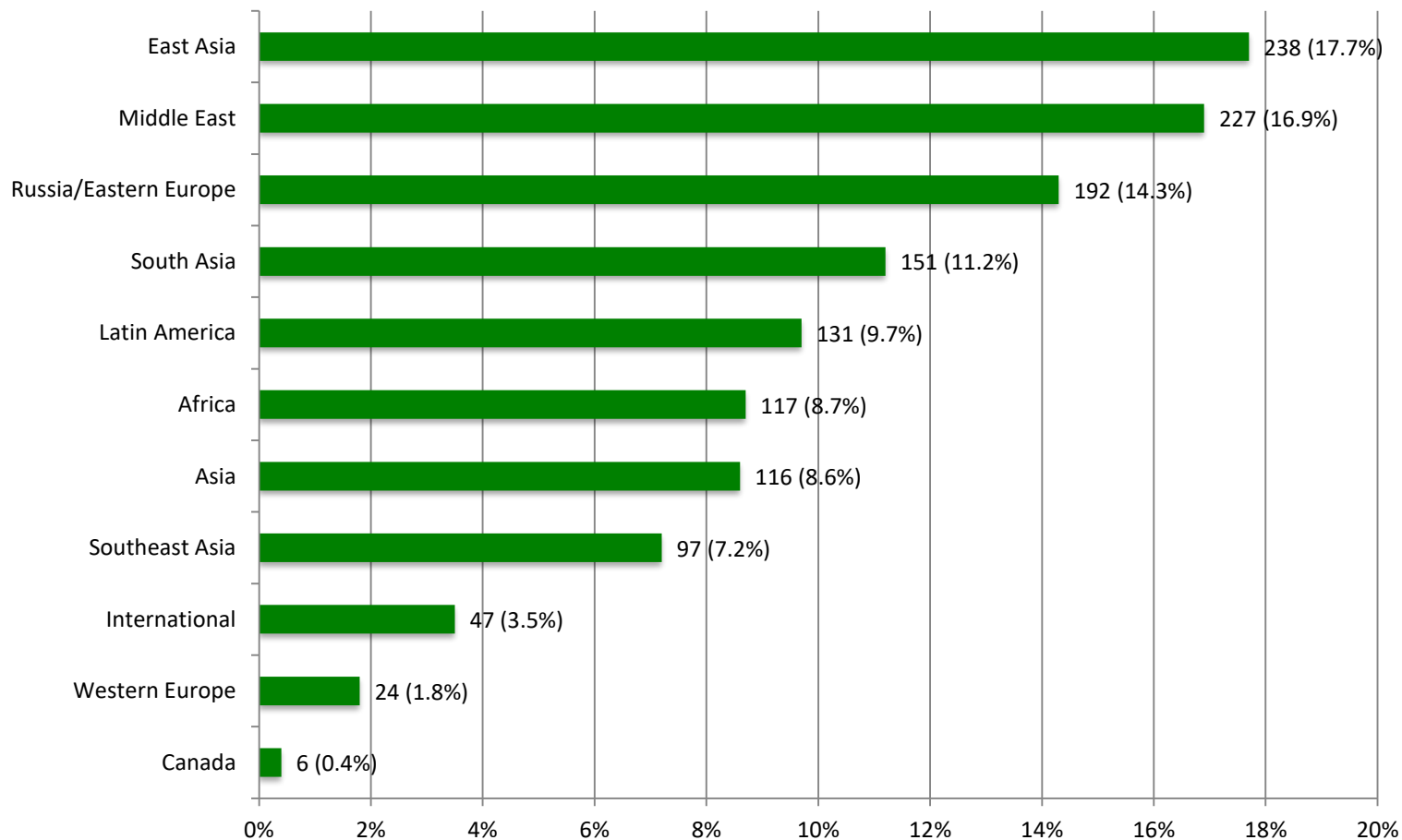
Title VI & Fulbright-Hays Competitions: Selected Priorities 2017 & 2018

- Collaboration with Minority-Serving Institutions (MSIs) and community colleges
- Collaboration with teacher preparation programs
- New applicants
- 2017: Priority languages 2018: LCTLs (*tentative*)
- Thematic focus (STEM fields + economics, public health, political science, comparative/international education)
- Work-based learning opportunities for students



Title VI Program Highlights

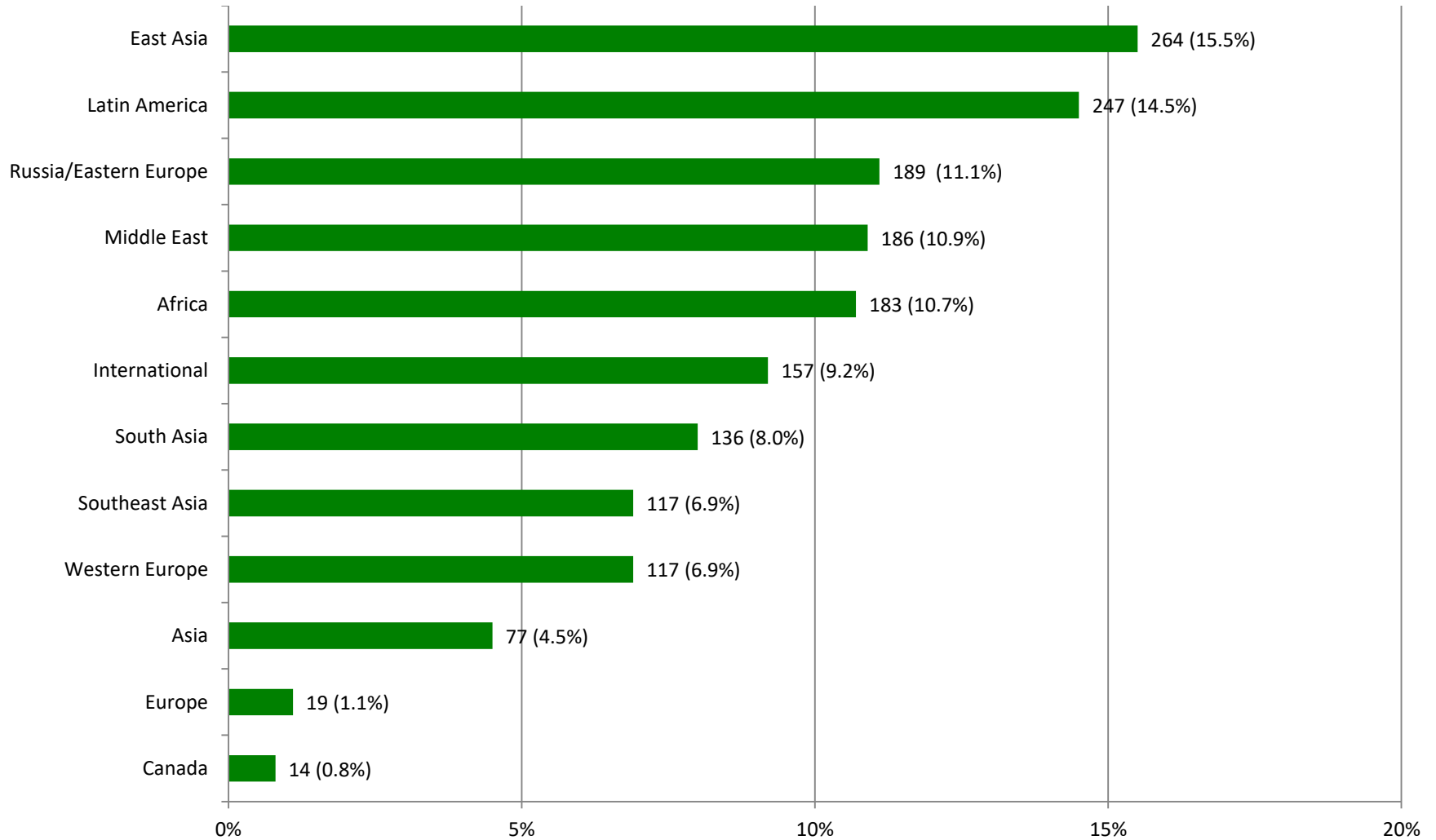
NRC-Funded Language Courses/Sections by World Area



NRC-funded courses covered **77** languages across **10** world areas.

Data compiled from IFLE Annual Report 2017

FLAS Program Participants by World Area Studied



Data compiled from IFLE Annual Report 2017

Priority Language of First Time FLAS Awardees

TOTAL	2211	—
Akan (Twi-Fante)	7	0.32%
Albanian	3	0.14%
Amharic	1	0.05%
Arabic (All Dialects)	300	13.57%
Armenian	3	0.14%
Azeri (Azerbaijani)	2	0.10%
Bamanakan (Bamana, Bambara, Mandikan, Mandingo, Maninka, Dyula)	11	0.51%
Bengali (Bangla)	18	0.81%
Bosnian	10	0.50%
Bulgarian	3	0.14%
Burmese	11	0.51%
Cebuano (Visayan)	1	0.05%
Chinese (Mandarin)	169	7.64%
Croatian	11	0.51%
Dari	9	0.41%
Georgian	1	0.05%
Gujarati	1	0.05%
Hausa	3	0.14%
Hebrew (Modern)	19	0.86%
Hindi	97	4.39%
Indonesian	42	1.90%
Japanese	105	4.75%
Kannada	2	0.10%
Kazakh	9	0.41%

Priority Language of First Time FLAS Awardees

Khmer (Cambodian)	17	0.77%
Korean	64	2.89%
Kurdish	4	0.18%
Lao	5	0.23%
Malayalam	1	0.05%
Mongolian	3	0.14%
Nepali	11	0.51%
Panjabi	2	0.10%
Pashto	4	0.18%
Persian (Farsi)	68	3.08%
Polish	39	1.77%
Portuguese (All Varieties)	185	8.37%
Quechua	93	4.21%
Romanian	2	0.10%
Russian	267	12.08%
Serbian	48	2.17%
Sinhala (Sinhalese)	2	0.10%
Somali	8	0.36%
Swahili	73	3.30%
Tagalog	20	0.90%
Tajik	2	0.10%
Tamil	15	0.68%
Telugu	1	0.05%
Thai	46	2.08%
Tibetan	8	0.36%
Turkish	75	3.39%
Ukrainian	21	0.95%
Urdu	59	2.67%
Uyghur/Uigur	11	0.51%
Uzbek	19	0.86%
Vietnamese	34	1.54%
Wolof	16	0.72%
Yoruba	8	0.36%
Zulu	17	0.77%

Data compiled from IFLE Annual Report 2017

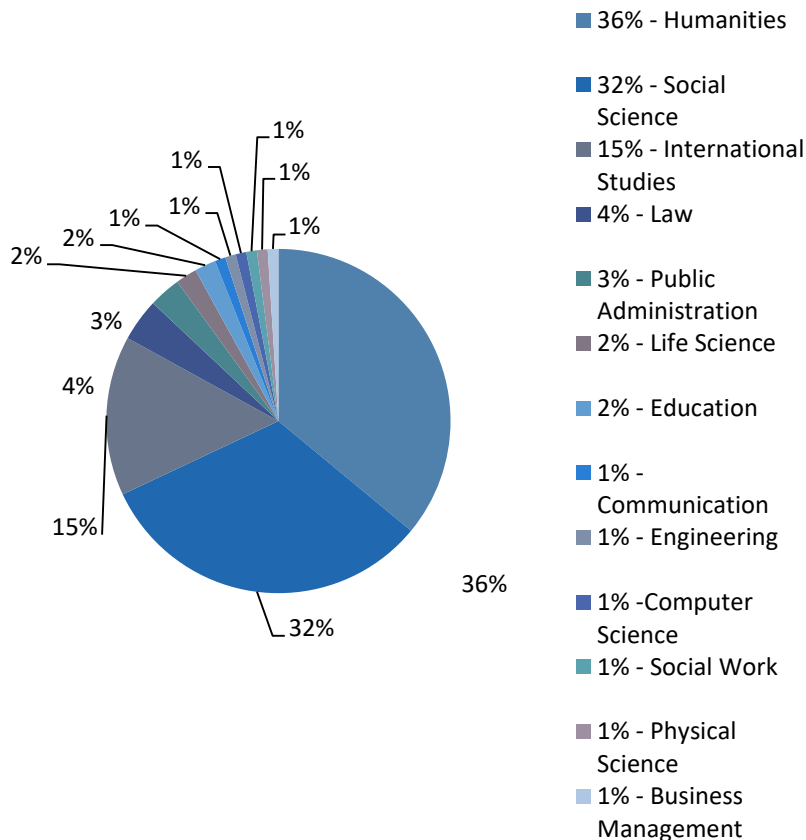
Other Languages of First-Time FLAS Awardees

Aymara	2	0.10%
Chichewa	1	0.05%
Czech	8	0.36%
Danish	2	0.10%
Dholuo	1	0.05%
Dutch	1	0.05%
Estonian	2	0.10%
Finnish	1	0.05%
French	41	1.85%
Greek	4	0.18%
Guarani	4	0.18%
Haitian Creole	11	0.51%
Hmong	1	0.05%
Hungarian	3	0.14%
Italian	13	0.59%
Inuktitut	1	0.05%
Kinyarwanda/Kirundi	1	0.05%
Latvian	1	0.05%
Lingala	1	0.05%
Mayan Languages	16	0.72%
Mixtec	2	0.10%
Miskitio/Miskitu	4	0.18%
Nahuatl	1	0.05%
North Saami	2	0.10%
Norwegian	3	0.14%
Orroman Turkish	1	0.05%
Pulaar	1	0.05%
Sanskrit	1	0.05%
Sesotho	1	0.05%
Slovak	3	0.14%
Slovenian	3	0.14%
Spanish	16	0.72%
Swedish	4	0.18%
Tatar	2	0.10%
Tlingit	1	0.05%
Tsotsil	2	0.10%
Yiddish	3	0.14%

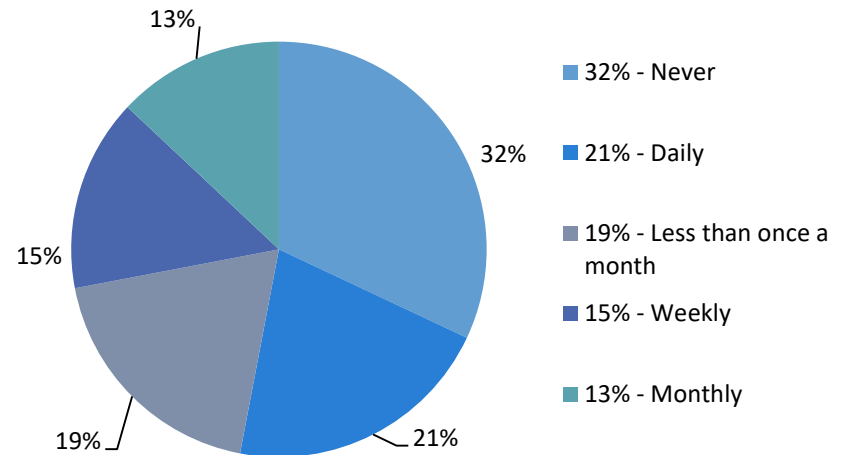
Data compiled from IFLE Annual Report 2017

FLAS Fellows Disciplines and Employment Outcomes

Undergraduate Degree Discipline



How frequently, in your current job, do you use the foreign language you studied in your FLAS fellowship?



“UISFL” Undergraduate Program

Everett Community College, recipient of a 2014 UISFL grant, has established an innovative program for teaching beginner Japanese through a mix of traditional and online courses.

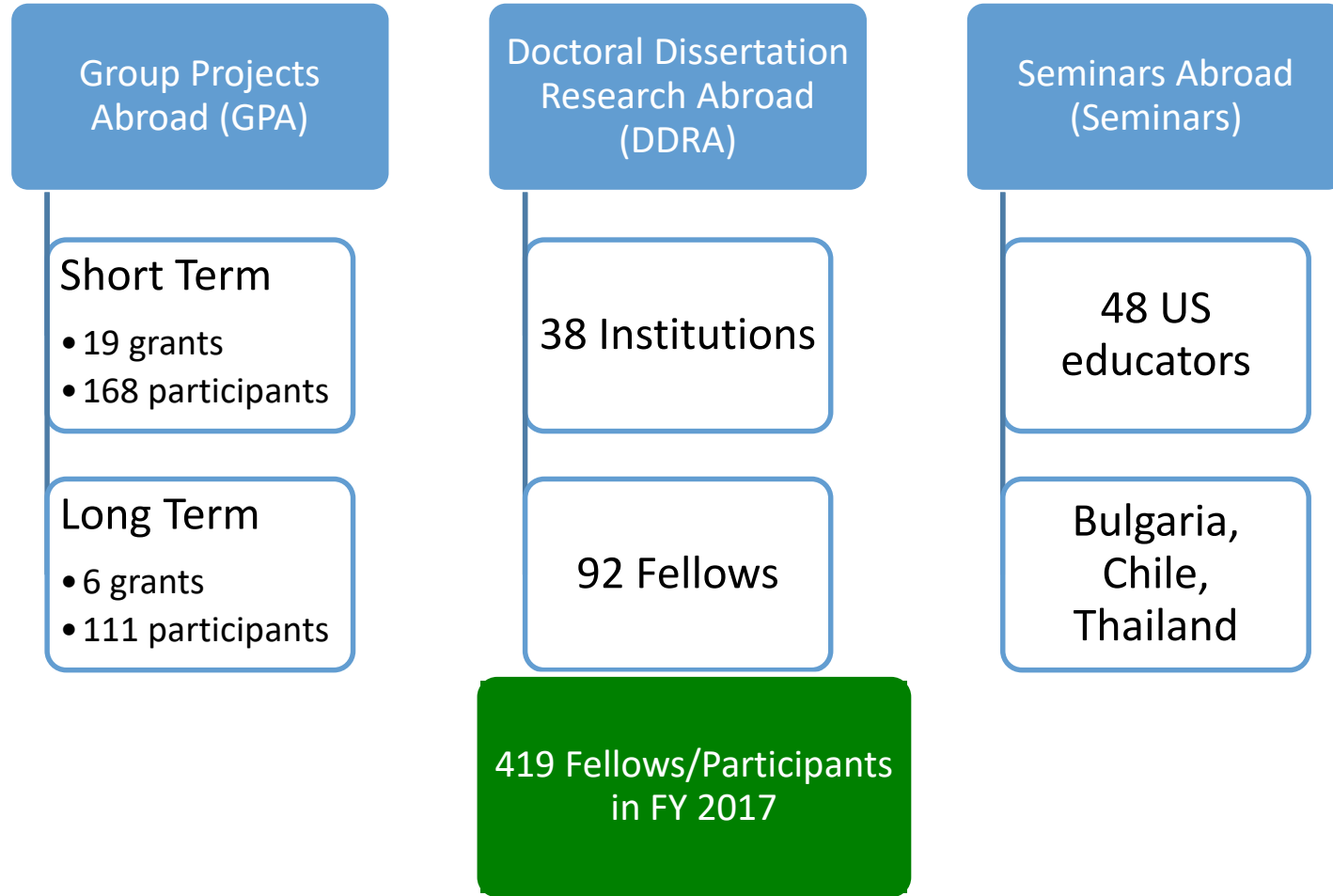


Everett Community College students using the online Japanese learning tool.

Fulbright-Hays Program Highlights

Fiscal Year 2017 Fulbright-Hays Competition Highlights

Appropriation: \$7.1 million



FY 2017 DDRA & GPA Program Participants/Fellows by World Area

- Top research locations for DDRA fellows (in rank order):
 1. Western Hemisphere
 2. Africa
 3. South Asia
 4. Southeast Asia
 5. Central/East Europe and Eurasia
- Top research locations for GPA program participants (in rank order):
 1. Africa
 2. East Asia
 3. Central/East Europe and Eurasia
 4. Southeast Asia
 5. Western Hemisphere
 6. Middle East



Top Ten Countries of Study for Doctoral Dissertation Research Grants 2017

India

Tanzania

Mexico

England

Brazil

Morocco

Turkey

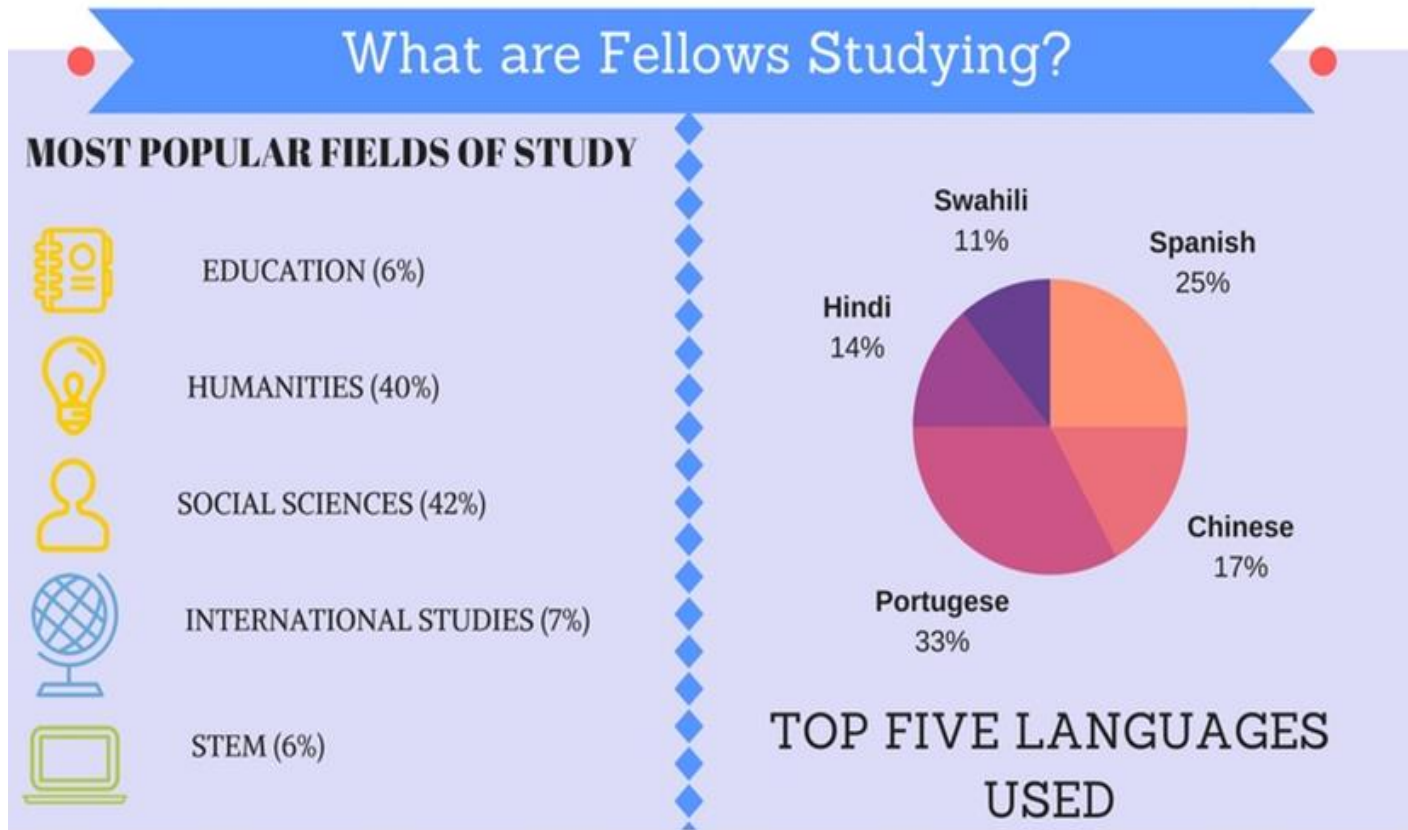
Argentina

Russia

Peru



Top DDRA Disciplines and Languages



Highlights of IFLE 2017 Competitions: Outputs

New Grants

- FLAS – 1,510 student fellowships for study of foreign languages and area studies
- DDRA – 90 new fellowships for Ph.D. dissertation research abroad
- Seminars Abroad – 48 US educators developing instructional projects in *Bulgaria, Chile, Thailand*
- International Research & Studies (IRS)
 - 5 research studies on outcomes of international education (postsec)
 - 3 research studies on dual language immersion (K-12)
- GPA – 289 graduate/undergraduate students and educators in 25 group projects (5 of which support 121 students and educators for intensive advanced language training overseas)

Highlights of IFLE 2017 Competitions: Outputs

Continuation Grants

- 143 institutional grants to support national centers of excellence in:
 - Foreign language and area/international studies
 - International business education
 - Language teaching and assessment
 - Overseas research
- 33 projects that seed new international and foreign language courses and projects in undergraduate institutions (esp. community colleges and MSIs)

Outlook for FY2018 Competitions

Program and Activities	NIA and NFP in FR/Applications Available (TENTATIVE)	Anticipated Funding
Natl Resource Centers	May 2018	\$22,743,2017
FLAS Fellowships	May 2018	\$30,343,000
Undergraduate (UISFL)	May 2018	\$2,193,144
Centers for International Business Education	April 2018	\$4,571,400
Language Resource Ctrs.	May 2018	\$2,746,768
Seminars Abroad	December 2017	\$498,400
Group Projects Abroad	May 2018	\$2,792,439
Doctoral Dissertation Research Fellowships	May 2018	\$3,408,151



Related Initiatives

- #GoGlobalED
- Framework for Developing Global Competencies (ED Initiative)
- International Education Week

I WANT MY STUDENTS TO BE GLOBAL READY.

I studied abroad to
bring the world into
my classroom.

JOAN BOYLE

*Elementary Teacher, San Diego Unified School District
2017 Fulbright-Hays Seminar Abroad in Thailand Participant*

#beglobalready

Discover career enrichment opportunities with a global dimension.

For more information on International and Foreign Language Education
at the U.S. Department of Education go to www.ed.gov/opefiegps





I STUDIED MANDARIN TO LAUNCH A CAREER IN THE ENERGY SECTOR. BE GLOBAL READY.

BENJAMIN HAYFORD

*Foreign Language and Area Studies Fellowship Recipient
Intermountain Consortium for Asia-Pacific Studies
Brigham Young University*

#beglobalready

Discover exciting career opportunities with global skills.

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I CREATED AN APP TO HELP PEOPLE COMMUNICATE ACROSS THE WORLD.

BE GLOBAL READY.

AAZIA MICKENS-DESSASO

*Foreign Language and Area Studies Fellowship Recipient
Institute for the Study of the Americas
University of North Carolina at Chapel Hill*

#beglobalready

Discover innovative solutions to the world's greatest challenges.

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Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence, and Economic Competitiveness



	Early Learning	Elementary	Secondary	Postsecondary
Collaboration and Communication	Emerging socio-emotional skill-building—focus on empathy, cooperation, and problem solving	Progressive socio-emotional skill-building—focus on empathy, perspective taking and conflict management	Strong socio-emotional and leadership skills—emphasis on multi-cultural understanding and working with diverse groups	Advanced socio-emotional and leadership skills , ability to effectively collaborate and communicate with people in cross- cultural settings
World and Heritage Languages	Developing language skills in English and other languages	Basic proficiency in at least one other language	Proficiency in at least one other language	Advanced proficiency — ability to work or study in at least one other language
Diverse Perspectives	Emerging global awareness through exposure to diverse cultures, histories, languages and perspectives	Deepening global awareness through continued exposure to diverse cultures, histories, languages and perspectives.	Deepening local and global knowledge and understanding, including through classes, projects, study abroad and virtual exchange	Highly developed ability to analyze and reflect on issues from diverse perspectives
Civic and Global Engagement	Growing awareness of community and institutions	Age-appropriate civic engagement and learning	Demonstrated ability to engage in key civic and global issues	Demonstrated ability for meaningful engagement in a wide range of civic and global issues and to be successful in one’s own discipline/specialty in a global context

Globally and Culturally Competent Individuals

Proficient in at least two languages;

Aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchange;

Critical and creative thinkers, who can apply understanding of diverse cultures, beliefs, economies, technology and forms of government in order to work effectively in cross-cultural settings to address societal , environmental or entrepreneurial challenges;

Able to operate at a professional level in intercultural and international contexts and to continue to develop new skills and harness technology to support continued growth.

Foundation of Discipline-Specific Knowledge and Understanding

Contact IFLE

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