

INTERNATIONAL AND FOREIGN LANGUAGE EDUCATION ANNUAL REPORT 2017



February 2019



International and Foreign Language Education
Office of Postsecondary Education
U.S. Department of Education

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FINDING SOLUTIONS TO GLOBAL CHALLENGES REQUIRES A GLOBAL PERSPECTIVE.

*U.S. Department of Education
Title VI and Fulbright-Hays programs
help students and educators add a
global dimension to their studies
and careers.*

Today's changing world requires innovative solutions.

#beglobalready

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



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INTRODUCTION AND OVERVIEW

Perhaps more than at any other time in American history, our citizens' preparedness to engage with other nations is vital both to our country as a whole and to individual career success. Global trade accounts for 1 in 5 American jobs,¹ and exports by U.S. firms reportedly drove 8 percent of U.S. job growth and 30 percent of Gross Domestic Product growth in 2014.² Many of the challenges we face are global in nature, requiring expertise to meet them not only in defense, intelligence, and diplomacy, but also in diverse fields such as science, agriculture, medicine, engineering, cybersecurity, transportation, and, of course, education.

Congress foresaw the nation's need for international and foreign language expertise when it first passed the *National Defense Education Act* in 1958 and the *Mutual Educational and Cultural Exchange (Fulbright-Hays) Act* in 1961. In 2012, the Department of Defense reported that only 28 percent of its positions with language requirements were filled with personnel at the desired proficiency level.³ In the broader job market, a recent study found that, between 2010 and 2015, the share of online job listings targeting bilingual employees rose by 15.7 percent, while the raw number of bilingual job postings more than doubled, and employers added jobs for bilingual workers at a much faster pace than they did for U.S. workers overall.⁴ The International and Foreign Language Education (IFLE) office in the U.S. Department of Education (Department, ED) administers *Title VI* (domestic) and *Fulbright-Hays* (overseas) grant programs to respond to the ongoing national need for individuals with expertise and competence in world languages, area or international and/or global studies, and international business education. See **table 2** and **table 3** for an overview of the 10 currently active programs administered by IFLE.

Through these programs, IFLE

- advances national security by developing a pipeline of highly proficient linguists and experts in critical world regions;
- contributes to developing a globally competent workforce able to engage with a multilingual and/or multicultural clientele at home and abroad;
- expands access to international and foreign language learning, especially for traditionally underserved students; and
- supports teaching and research on critical world regions, foreign languages, international business, and global issues.

¹ Business Roundtable, *The Language and Benefits of Trade*, (Washington, D.C., Business Roundtable, 2013), 9, https://s3.amazonaws.com/brt.org/archive/BRT_Language_and_Benefits_of_Trade_2013_Edition.pdf.

² Amy Liu, "Going Global to Boost Local Economies," (Presentation by the Brookings Institution Global Metropolitan Initiative, Norfolk, Virginia, November 6, 2014), <https://youtu.be/RSEj8hnoGho>; U.S. Department of Commerce, "The Role of Exports in the U.S. Economy," (Washington, D.C., U.S. Department of Commerce, 2014), <https://web.archive.org/web/20150905091150/http://trade.gov/neinext/role-of-exports-in-us-economy.pdf>.

³ U.S. Department of Education, "FY 2017 Consultation with Federal Agencies on Areas of National Need," (Washington, D.C., U.S. Department of Education, 2017), 3-4, <https://www2.ed.gov/about/offices/list/ope/iegps/fy2017consultationwithfederalagencies.doc>; Joe Davidson, "Government has foreign language deficit," *The Washington Post*, (Washington, D.C., May 21, 2012), https://www.washingtonpost.com/politics/government-has-foreign-language-deficit/2012/05/21/giQAziqVqU_story.html.

⁴ New American Economy, *Not Lost in Translation – The Growing Importance of Foreign Language Skills in the U.S. Job Market*, (New York, New York, New American Economy, March 1, 2017), 25, http://research.newamericaneconomy.org/wp-content/uploads/2017/03/NAE_Bilingual_V9.pdf.

The purpose of this report is to highlight the one-year results of IFLE programs and provide a snapshot of the ways in which funded programs have benefited the nation's students, educators, institutions, and the nation at large. Wherever possible, we seek consistency by reporting on the most recent year for which relatively complete data are available (generally Fiscal Year 2015). Where those data are unavailable, or where more recent data give a more complete picture of program progress, we clearly label them as such. Data regarding FY 2017 program grantees are not cited in this report because they were not yet required to submit performance report data into the IFLE International Resource Information System (IRIS) web-based reporting system. Instead, we provide brief summaries about FY 2017-funded projects based on the project descriptions and objectives in the FY 2017 applications that the institutions submitted to the program competitions. The specific data that are cited for FYs 2014, 2015, and 2016 were based on performance data that *Title VI* and *Fulbright-Hays* project administrators compiled and reported in IRIS to meet the Department's performance report requirements for discretionary grant programs.

As the national need for language and international expertise evolves over time, the *Title VI* and *Fulbright-Hays* programs also evolve. For the four-year grant cycle(s) beginning in Oct. 2014 and ending in Sept. 2018, the Department implemented new priorities designed, among other things, to

- expand access to international and foreign language education by traditionally underserved groups at Minority-Serving Institutions (MSIs)⁵ and community colleges;
- strengthen collaboration between funded institutions and teacher preparation programs to infuse an international dimension into future teachers' preparation;
- incentivize new applicants; and
- make work-based learning opportunities, such as internships, more widely available to students of international business.

IFLE also continues to emphasize teaching, research, professional development, materials development, and outreach on less commonly taught languages (LCTLs) and less commonly taught world regions.

These federal programs are unique in their mission to build international and foreign language expertise and competence in the U.S. education system. *Title VI* and *Fulbright-Hays* programs form the foundation for the nation's infrastructure for teaching about world regions and developing expertise in less commonly taught languages. In addition to the U.S. educational system's dependence on the knowledge capacity and skills production that the *Title VI* and *Fulbright-Hays* programs make possible, other federal agencies, although providing complementary international education training programs, acknowledge that the infrastructure created by the *Title VI/Fulbright-Hays* programs is fundamentally unique.

The last comprehensive review of the *Title VI* and *Fulbright-Hays* programs was conducted in 2007 by the Committee to Review the *Title VI* and *Fulbright-Hays* International Education Programs, a project of the National Research Council of the National Academy of Sciences. The National Research Council was organized by the National Academy of Sciences in 1916 to associate the broad community of science and technology with the Academy's purposes of furthering knowledge and advising the

⁵ Minority-Serving Institutions include Hispanic-serving institutions, Historically Black Colleges and Universities, and Tribal Colleges and Universities.

federal government. The Committee's report, *International Education and Foreign Languages: Keys to Securing America's Future*,⁶ concluded that the *Title VI* and *Fulbright-Hays* programs have served as a foundation for internationalization in higher education. According to the report, federal funding acts as a catalyst for language and area studies initiatives in higher education, including through the priorities set by ED for individual competitions. In addition, the report affirms that *Title VI* and *Fulbright-Hays* programs have increased the teaching of and enrollment in LCTLs in the United States; without the National Resource Centers (NRCs), languages with very small enrollments "would probably not be taught in the United States at all."⁷ The Committee noted that universities themselves have invested significant resources beyond those provided by the U.S. Department of Education towards these programs, and the programs have developed instructional and other materials used in academia, K–12 education, and government.

"*Title VI*/FH-funded institutions, DLI [the Defense Language Institute] and FSI [the Foreign Service Institute] should not be viewed as in competition with one another; they simply serve different 'markets.' DLI and FSI are crucial in meeting the short-term needs of the federal government, whereas the role of *Title VI* is to build long-term capacity in a wide variety of languages."⁸

Finally, the Committee identified a number of ways that the programs could be strengthened, which are discussed further below.

Table 1. Recommendations from the 2007 National Academy of Sciences National Research Council report for strengthening the U.S. Department of Education's (Department, ED) Title VI and Fulbright-Hays programs and subsequent ED actions

| National Academies of Science (Academies) National Research Council recommendation | Department action |
|--|---|
| The Department of Education should increase incentives in the application process for the National Resource Centers (NRC) and Language Resource Centers (LRC) at institutions of higher education to collaborate with schools or colleges of education on their campuses in the development of curriculum, the design of instructional materials, and teacher education. | In the FY 2014–17 competitions, ED implemented a priority that gave competitive preference to NRC applicants who proposed to collaborate in significant and sustained ways with schools of education and other teacher preparation programs. All funded applicants met the priority; ED is tracking their progress in implementing this collaboration. The Department intends to use this priority again in the FY 2018 competitions. |
| The Department of Education should modify its policy guidelines to encourage overseas study by Foreign Language and Area Studies (FLAS) fellows. | FLAS program regulations provide for overseas use of academic year fellowships, and the Department has approved such requests for full-year overseas study (the specific focus of the Academies' recommendation). In FY 2016, nearly 30 percent of FLAS fellows used their grant to study overseas. |

⁶ National Research Council, *International Education and Foreign Languages: Keys to Securing America's Future*, (Washington, D.C.: The National Academies Press, 2007), 3, <https://doi.org/10.17226/11841>.

⁷ National Research Council, *International Education and Foreign Languages*, 149.

⁸ *Ibid*, 149.

| National Academies of Science (Academies) National Research Council recommendation | Department action |
|---|--|
| The Department of Education should stop using its current self-assessment approach and develop an alternative approach to measuring foreign language proficiency with demonstrated reliability and validity. | Since 2012, the Department has required recipients of FLAS and Group Projects Abroad (GPA) Advanced Intensive Language Training grants to administer pre- and post-program assessments of language proficiency to their participant fellows and to report the results in the International Resource Information System (IRIS). |
| The Institute for International Public Policy should redesign its activities in order to increase graduation rates and facilitate entry in careers in international service. | This program has not been funded since 2011. |
| The Department of Education should encourage <i>Title VI</i> and <i>Fulbright-Hays</i> grantees to actively recruit minority members. | Beginning in the FY 2014–17 funding cycle, the Department implemented priorities giving competitive preference to applications from Minority-Serving Institutions (MSIs) and community colleges for the Undergraduate International Studies and Foreign Language, GPA, and Seminars Abroad programs. In addition, NRCs, LRCs, and Centers for International Business Education (CIBE) applicants proposing significant and sustained collaborations with MSIs and community colleges received competitive preference points in an effort to broaden access to international and foreign language education to traditionally underserved populations, including members of minority groups. Nearly all applicants included such proposals in their applications and anecdotal evidence gathered from grantees indicates it has been extremely well-received and is having an important effect on both grant recipient institutions and their MSI or community college partners. |
| The Department of Education should ensure that its new data system, the IRIS, provides greater standardization, allows comparison across years and across programs, and provides information to all grantees and to the public. | The Department implemented a public-facing website for the IRIS system that provides extensive information to grantees and the general public. The current system provides limited capability for comparison across years and programs along with trend data. Data standardization could be strengthened. |

| National Academies of Science (Academies) National Research Council recommendation | Department action |
|---|---|
| The Department of Education should commission independent outcome and impact evaluations of all programs every four to five years. | Both the high cost of outcome and impact evaluations and the difficulty of designing and implementing meaningful evaluations in complex federal programs such as these have prevented the Department from acting on this recommendation. In FY 2015, International and Foreign Language Education (IFLE) commissioned a strategic review of possible evaluation approaches that led to the conclusion that the best short-term approach was to make better use of data submitted by grantees in the International Resource Information System (IRIS) reporting system, which is the resource for this report. In a related action, and as required by the <i>Higher Education Opportunity Act of 2008</i> , the Department has implemented a survey of FLAS fellows and reported the findings for two cohorts (2010–12, 2010–14) showing employment and other outcomes for these fellows. The Department has designed a similar survey for <i>Fulbright-Hays</i> Doctoral Dissertation Research Abroad fellows, which is in Office of Management and Budget clearance. There are challenges, however, in measuring outcomes through such surveys since these data collection efforts rely on self-reports, which cannot be easily verified. |
| The Department of Education should work with universities to create a system of continuous improvement for the <i>Title VI</i> and <i>Fulbright-Hays</i> programs. The system would help develop performance indicators and other improvement tools and should include networks of similar centers, such as NRC, LRC, CIBE, and American Overseas Research Centers (AORC), and university officials with overall responsibilities in language, area, and international studies. | Prior to integrating the Performance Measure Form into the FY 2014 grant application and performance reporting requirements for all <i>Title VI</i> and <i>Fulbright-Hays</i> programs, IFLE solicited input from the grantee community and other stakeholders on the appropriate data elements to include. In addition, throughout the year, IFLE has encouraged and facilitated the sharing of best practices through grantee showcase webinars, virtual technical assistance workshops, participation in conferences, and site visits. In addition, grantees of the LRC, CIBE, and AORC programs have established networks for sharing of resources and best practices. |
| The Department of Education should make its award selection process more transparent, including making successful applications publicly available via the internet. | Selection criteria for all competitions are publicly available. The Department publishes the abstracts of successful applications on its public website. Complete applications, with personally identifiable information redacted, are made available upon request. |
| The Department of Education should consolidate oversight of its international education and foreign language programs under an executive-level person who would also provide strategic direction and consult and coordinate with other federal agencies. The position should be one that requires presidential appointment and Senate confirmation. | The Department created and filled the position of deputy assistant secretary for International and Foreign Language Education, with responsibility for encouraging and promoting the study of foreign languages and the study of the cultures of other countries at the elementary, secondary and postsecondary levels, and of coordinating with other federal agencies. This is not a position that requires presidential appointment and Senate confirmation. |

| National Academies of Science (Academies) National Research Council recommendation | Department action |
|---|---|
| Congress should require the secretary of education, in consultation and coordination with the departments of State and Defense, the Office of the Director of National Intelligence, and other relevant agencies to submit a biennial report outlining national needs identified in foreign language, area, and international studies, plans for addressing these needs, and progress made. This report should be made available to the public. | The 2008 legislation includes such a provision. The Department consults annually with other federal agencies to identify areas of national need in international and foreign language education. The results of the consultation are made publicly available on the IFLE website. The Department has not undertaken the further steps recommended by the NRC/NAS due to budgetary and staffing constraints. |
| The federal government should contract for a new national foreign language assessment and technology project. The initial focus of the project should be on the research and development needed to design and implement a range of new technology-based methods for (1) assessing language proficiency and (2) supporting language instruction through the development of common platforms. | Has not been implemented. |

IFLE seeks to continuously improve its administration of these programs, enhance their impact, and make the benefits of international and foreign language learning for all students more widely known. Most recently

- we have made more explicit the importance of providing work-based learning opportunities for students participating in some *Title VI* programs in our upcoming FY 2018 competitions;
- we have provided additional flexibility to applicants to include a broader range of less commonly taught languages in those that qualify for competitive preference priority points;
- we are moving from a paper-based to an electronic application and field reading for the NRC and Foreign Language and Area Studies (FLAS) program competitions, making it easier for institutions to apply, reducing the possibility of error, and allowing close to \$200,000 per year to be used for program activities instead of travel expenses for field readers;
- we developed the #BeGlobalReady series of 15 images and messages promoting the benefits of international and foreign language education for all students (e.g., annual report pp. 2, 11, 29, 47, 61, 82);
- we have significantly enhanced our communications with the field (the IFLE newsletter now reaches over 45,000 different recipients with news of grant outcomes, upcoming competitions, and new developments in the field; our Twitter feed has 4,000 followers; and we post our grantee showcase webinars and major virtual technical assistance⁹ webinar for potential applicants on the Department's YouTube channel); and
- we are following FLAS fellowship recipients through a biannual survey and soon will do the same with Doctoral Dissertation Research Abroad (DDRA) fellowship recipients, to learn about and report on their post-graduation outcomes.

⁹ U.S. Department of Education, "FY 2018 Title VI Virtual Technical Assistance Workshop – September 19-20, 2017," (YouTube video playlist, posted by the International and Foreign Language Education Office of the U.S. Department of Education, November 21, 2017), <https://www.youtube.com/playlist?list=PLPEFewLY3Yr9DO1ycHvGShhz7MHNII0Ms>.

The *Title VI* and *Fulbright-Hays* grantee community is innovative and resourceful, leveraging federal funds with institutional and external support to broaden the reach of their program activities. The information on the following pages in this annual report reflect their continuous work to help ensure that the nation develops and maintains expertise in the world's languages, regions, and issues, and to make international and foreign language learning more widely available to the nation's students.

International and Foreign Language Education Programs: Building Capacity in Global Studies and World Languages

Title VI programs build capacity in global studies and world languages in the United States, and include the National Resource Centers, Foreign Language and Area Studies Fellowships, Centers for International Business Education, Language Resource Centers, Undergraduate International Studies and Foreign Language Program, American Overseas Research Centers, and the International Research and Studies programs.

Fulbright-Hays programs serve as the overseas complement to the *Title VI* programs, providing opportunities for U.S. educators, future educators, and graduate and undergraduate students to undertake overseas study and research to deepen their international and foreign language knowledge and skills. They include the Doctoral Dissertation Research Abroad, Group Projects Abroad and Seminars Abroad programs.

Table 2. Fiscal Year (FY) 2017's seven Title VI and three Fulbright-Hays International Education programs administered by the U.S. Department of Education International and Foreign Language Education (IFLE) office

| Program | Program purpose |
|---|---|
| National Resource Centers | <ul style="list-style-type: none"> • Support teaching, research, and training in area studies, international studies, and the international and foreign language aspects of professional and other fields of study • Teach less commonly taught languages (LCTLs) • Provide instruction in fields needed to provide full understanding of areas, regions, or countries (e.g., East Asia, Africa, the Middle East, and South Asia) in which the LCTLs are used • Provide training at the graduate, professional, and/or undergraduate levels • Conduct outreach activities on a national, regional, and local basis |
| Foreign Language and Area Studies Fellowships | <ul style="list-style-type: none"> • Develop experts in area studies and world languages |
| Centers for International Business Education | <ul style="list-style-type: none"> • Teach a business curriculum from a global perspective • Work with businesses and chambers of commerce to build a globally competent workforce • Promote local businesses abroad and expand exports |
| Language Resource Centers | <ul style="list-style-type: none"> • Develop language learning materials • Provide professional development opportunities for language teachers |

| Program | Program purpose |
|--|--|
| | <ul style="list-style-type: none"> • Conduct research to strengthen foreign language teaching and learning |
| Undergraduate International Studies and Foreign Language Program | <ul style="list-style-type: none"> • Provide seed money for institutions with fewer resources to develop innovative international and foreign language coursework and programs to add or strengthen the international dimension of their undergraduate curricula |
| American Overseas Research Centers | <ul style="list-style-type: none"> • Provide grants to consortia of U.S. institutions of higher education to establish overseas centers to assist U.S. scholars and students in carrying out postgraduate research, exchanges, and area studies |
| International Research and Studies | <ul style="list-style-type: none"> • Support the development and dissemination of new knowledge through surveys, studies, and instructional materials in the fields of international and foreign language education |
| Doctoral Dissertation Research Abroad | <ul style="list-style-type: none"> • Provide opportunities for postgraduate-level U.S. scholars who plan on a teaching career to conduct dissertation research abroad, especially in world regions not generally included in U.S. curricula |
| Group Projects Abroad Short-Term and Long-Term projects | <ul style="list-style-type: none"> • Support short-term overseas training, research, and curriculum development projects in modern foreign languages and area studies for U.S. teachers, students, and faculty. The long-term projects provide in-country intensive advanced language training, especially in the less commonly taught languages. |
| Seminars Abroad | <ul style="list-style-type: none"> • Support short-term seminars abroad for U.S. educators (K–16) in the social sciences and humanities • Intended to improve educators' understanding and knowledge of the peoples and cultures of other countries; the program assists them in developing instructional projects that they will implement with their U.S. classroom students and colleagues. |

I'M HELPING MY STUDENTS **EXPAND THEIR HORIZONS,** GLOBALLY.

SANDRA TORRES

*Faculty Member, Miami Dade College
Participant, 2016 Faculty Development in International Business
Program to Colombia and Peru, University of Miami
Title VI Center for International Business Education*

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TITLE VI PROGRAMS

Title VI programs provide domestic funding to strengthen the capacity and performance of American education in areas of international studies and world languages, enhance cultural understanding, and promote research on global topics.

These programs deepen and broaden the U.S. population's foreign language capacity, particularly in less commonly taught languages (LCTL). *Title VI* programs are critical to addressing a national need by helping to develop U.S. citizens capable of interacting and conversing with people from other cultures to improve diplomacy, bridge cultural gaps, and provide proficient speakers of other languages, especially in times of crisis. They also help U.S. companies to compete in international business, which strengthens the American economy in our increasingly globalized world.

These programs are authorized by *Title VI* of the *Higher Education Act*, as amended, and are administered by ED's International and Foreign Language Education (IFLE) office.

Title VI programs include

- National Resource Centers;
- Foreign Language and Area Studies Fellowships;
- Centers for International Business Education;
- Language Resource Centers;
- the Undergraduate International Studies and Foreign Language Program;
- American Overseas Research Centers; and
- International Research and Studies.

Title VI grants are awarded to institutions of higher education. In recent years, the program featured competitive preference priorities to increase access to and the participation of Minority-Serving Institutions (MSIs) and community colleges. The objective of the priority is to provide traditionally underrepresented students and faculty opportunities to engage in international education training and professional development to prepare them to meet the academic and career challenges of an increasingly globalized society.

Applicants for *Title VI* grants must explain how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs. They also must provide a description of how the applicant will encourage government service in areas of national need, as well as in areas of need in the education, business, and non-profit sectors. Funded applications, including these sections, are available on the International Resource Information System (IRIS) public website at <http://iris.ed.gov/iris/ieps/conferences.cfm?type=2015>. Once a grant is awarded, grantees report annually to IFLE on how they have addressed these provisions.

In FY 2015, *Title VI* programs supported students, faculty members, and staff at U.S. institutions of higher education through fellowships in language and international studies, faculty development projects that involved domestic and international experiential business opportunities, and curriculum development projects at universities, community colleges, and MSIs.

The programs also produced and disseminated area studies and world language instructional and assessment materials to hundreds of K–16 institutions across the nation via distance education technology, open educational resources, and social media platforms.

FY 2015 funding for *Title VI* programs totaled \$65,103,000.

National Resource Centers

Overview

The National Resource Centers for Foreign Language and Area Studies or Foreign Language and International Studies program (NRC) is considered the flagship program among the 10 international education programs authorized under *Title VI* of the *Higher Education Act*, as amended (*HEA*). The NRC program provides discretionary grants, on a competitive basis, to U.S. institutions of higher education to establish and maintain an infrastructure for providing area studies, international studies, and modern foreign language instruction. While the original national security purpose and focus on building deep expertise under the *National Defense Education Act of 1958* continue today, the programs have changed and expanded over time to respond to new global geopolitical, security, and economic challenges to the United States. For example, under the *HEA* of 1965 and subsequent reauthorizations, the focus has evolved to also address the educational, economic competitiveness, and broader global competency demands of the 21st century.

The fulfillment of the NRC mission requires institution-wide commitment and sustained resources. To that end, NRCs at U.S. institutions of higher education are distinguished by robust instructional and research resources and the capacity to focus these resources on training undergraduate, graduate, and professional school students. Faculty affiliated with NRCs have the teaching, research, and experiential expertise necessary to give students a full understanding of areas, regions, or countries of the world, with particular emphasis on the areas in which less commonly taught world languages are used. National resource centers are also widely recognized for the teaching materials they develop on world regions, innovative K–16 and public outreach, breadth and depth of interdisciplinary courses, and the variety of world languages and levels of instruction they offer. These attributes and services distinguish national resource centers at U.S. institutions of higher education as coveted places for international education and language training. According to anecdotal information from NRC institutions and the “resource-leveraging” information reported in NRC annual performance reports, having the NRC status, more than the amount of the grant award itself, attracts additional funding to the Center both from within the institution and from external sources.

Title VI NRCs account for very large percentages of overall national enrollments in LCTLs. “Languages offered only at NRC institutions included such significant languages as Kazakh, Bengali, Bulgarian, Malay, Slovak, and Uzbek. NRCs help sustain the capacity to teach a wide variety of languages, far beyond those deemed critical at a given moment. ...”¹⁰

The U.S. Department of Education (Department), office of International and Foreign Language Education (IFLE) conducts a competition every four years to select *Title VI* NRCs, which contributes to the highly competitive nature of this program. Institutions of higher education submit applications on behalf of their area studies center(s). The applications describe the quality of area studies and language instructional programs, staff resources, curriculum design, outreach activities, and how the center(s) propose to meet any announced priorities.

¹⁰ National Research Council, op. cit., 149.

Competition, Priorities, and Funding

The NRC program operates on a four-year grant cycle. During the most recent competition, held in 2014 for the FY 2014–17 cycle, the Department received 165 applications. Of these, 100 applications (60.6 percent) received new NRC grant awards.

FY 2014 funding for the NRC program totaled \$22,743,107, a total allocated across the 10 world regions representing the applicant Centers' areas of specialization.¹¹ The information in **table 3** below provides an overview of the FY 2014 competition.

Table 3. Title VI National Resource Centers program competition reported by world region, number of applications received, applications funded, allocated funding, and range of awards: FY 2014 competition for the FY 2014–17 grant cycle

| World region or thematic focus | Applications received | Applications funded | Allocated funding | *Range of awards |
|--|-----------------------|---------------------|-------------------|---------------------|
| Africa | 18 | 10 | \$2,370,700 | \$188,000–\$280,000 |
| Canada | 3 | 2 | \$425,000 | \$200,000–\$225,000 |
| East Asia | 29 | 15 | \$3,467,200 | \$209,000–\$255,000 |
| International | 14 | 7 | \$1,655,000 | \$200,000–\$265,000 |
| Latin America | 27 | 16 | \$3,482,017 | \$201,000–\$240,000 |
| Middle East | 21 | 15 | \$3,375,000 | \$209,000–\$255,000 |
| Russia and Eastern Europe | 20 | 12 | \$2,605,000 | \$195,000–\$241,000 |
| South Asia | 11 | 8 | \$1,906,340 | \$209,000–\$263,500 |
| Southeast Asia and the Pacific Islands | 9 | 8 | \$1,898,950 | \$222,000–\$255,600 |
| Western Europe | 13 | 7 | \$1,558,000 | \$201,000–\$238,000 |
| TOTAL | 165 | 100 | \$22,743,107 | |

* Per year for four years, dependent on substantial progress having been achieved.

Subsequent fiscal years of the 2014–17 grant cycle (Fiscal Years 2015, 2016, and 2017) have been level-funded at \$22,743,107 per year.

IFLE implemented three types of priorities for the FY 2014–17 grant cycle, including one absolute priority, two competitive preference priorities, and one invitational priority. Collectively, these priorities were designed to inspire NRC institutions to develop more outward-facing activities that would involve and benefit persons and institutions external to the NRC community and resources, with the expressed goal of expanding access to area studies and world language training to otherwise untapped higher education sectors.

¹¹ A world region is defined in NRC program regulations as a single country or world area such as East Asia, Africa, or the Middle East. Institutions self-identify the world area classification under which they would like to apply for an NRC grant. The “international” category comprises institutions that propose projects with a thematic focus on a contemporary issue or topic that relates to multiple world regions. NRC program regulations may be accessed at: <https://www.govinfo.gov/content/pkg/CFR-2018-title34-vol3/pdf/CFR-2018-title34-vol3-part656.pdf>.

The FY 2014 *absolute priority* was unchanged from previous years' NRC competitions in order to maintain the emphasis on teacher training activities, which are fundamental to a national resource center. *The first competitive preference priority* sought applications that proposed significant and sustained collaboration with one or more MSIs or with one or more community colleges. *The second competitive preference priority* sought applications that proposed collaborative activities with units such as schools or colleges of education, schools of liberal arts and sciences, postbaccalaureate teacher education programs, and teacher preparation programs on or off the national resource center campus. *The invitational priority* solicited programs or projects that developed, maintained, or enhanced linkages with overseas institutions of higher education or other educational organizations, especially by centers that focus on sub-Saharan Africa, South Asia, and Southeast Asia, in order to improve understanding of these societies and provide for greater engagement with institutions in these areas.

One hundred NRC grantees addressed the absolute and competitive preference priorities in their respective FY 2014 grant applications. Self-reported data in grantee performance reports for FYs 2014–16 and grantees' anecdotal reports strongly suggest that not only have all grantees followed through in conducting MSI, community college, and teacher education collaboration, but their efforts have expanded international and foreign language opportunities for MSI and community college students and, in some cases, resulted in broader institution-to-institution partnerships that go beyond international and foreign language activities. The following examples are illustrative:

- The MSI and community college priority for the NRC program has had a direct impact on Tulane University's relationship with a Historically Black Colleges and University (HBCU), Xavier University, and the larger New Orleans community. Through collaborations on events, conferences, courses, and study trips abroad, Tulane and Xavier students and faculty are engaging in new ways with questions of what it means to be African-American, black, Hispanic, and/or Latino in the Americas. One larger result of the partnership is demonstrated by the Xavier students who have participated in study abroad programs developed through the institutions' partnership. These students are now landing jobs and internships in local organizations working in the fields of international media and immigration policy, and other Xavier students have demonstrated an increased interest in study abroad opportunities.
- The *Title VI* NRCs at the University of Texas at Austin (UT Austin) began their collaboration with HBCU Huston-Tillotson University (HTU) in 2008 and have taken advantage of the *Title VI* competitive preference priority focused on MSI collaborations to cement and further develop this relationship during the 2014–17 grant cycle. The five NRCs at UT Austin — including Western Europe, Latin America, the Middle East, Russia, Eastern Europe and Eurasia), and, South Asia — work with HTU on a variety of initiatives, using *Title VI* funds to support the following: the development of a new Global Studies Program at HTU, course development and instruction, travel and research grants for HTU faculty, library collections, and outreach events for the benefit of HTU and UT students along with the local Austin community. UT graduate students teach courses at HTU, gaining valuable classroom experience that helps prepare them for the job market. As the collaboration has grown, UT outreach coordinators have been invited to work with HTU pre-service teachers on area studies programs and have provided books and materials for use in K–12 classrooms.

- The East Asian Studies Center at the University of Southern California began building a long-term partnership with Pasadena City College (PCC), an MSI community college and Title V institution, to enhance its Chinese language program and successfully transfer PCC students to four-year institutions, as well as to encourage heritage students in advanced courses to enter four-year institutions or Cal State teacher credentialing programs to become Chinese language teachers. The PCC Global Club, newly formed due to these efforts, has also been very successful in recruiting underrepresented students to enroll in Chinese language courses at the beginning and intermediate levels (30 percent increase at PCC in academic year 2016–17). PCC offers an Occupational Skills Certificate for students who want to demonstrate their level of Chinese language skills for employment and other purposes. In 2016–17, 10 students successfully completed the Occupational Skills Certificate for basic competence in Chinese, 17 students for intermediate competence in Chinese, and two students for advanced competence in Chinese.

“At UNC [University of North Carolina]-Chapel Hill, we try to “lean in” to Title VI program priorities as fully as possible, and we have found that this attitude allows Department priorities to shift our institutional culture. For example, the priority emphasizing collaborations with other NRCs from a few years ago still guides our work. We meet regularly with the other NRCs at UNC, assisting one another in accomplishing goals, giving advice, and sharing resources across world regions; we also continue to collaborate with other NRCs around the country. That priority really changed our ‘institutional DNA.’

In the 2014 competition, we proposed providing the same NRC funding benefits to our MSI partner institution, HBCU Winston-Salem State University [WSSU], as to our own faculty at UNC — supporting course development, travel to establish linkages, conference travel, speaker funds, visiting scholars, and full access to our library. We also proposed offering FLAS fellowships to WSSU students to study Swahili in Tanzania. After four years of collaborations between our two programs, we have found that this priority has shifted the way we think about access and inclusivity.

WSSU faculty and staff are marvelous colleagues who expand our capacity to generate knowledge of Africa, and meaningful collaborations with partner MSIs and community colleges help us work more effectively with our own underrepresented students. We have learned more about the challenges of establishing vibrant international/area studies programs at smaller state schools, and now have a better understanding of issues facing students who have been historically underrepresented in international/area studies. MSI partners have helped us see first-hand certain barriers to international study, like passport/visa fees, and families who may not be comfortable with international travel.

There have been unexpected institutional changes sparked by these collaborations with MSIs and community colleges. At a recent orientation for students preparing to travel abroad, 250 highly diverse students gathered to learn about the ethics of global engagement, in a room that five years ago would have been filled primarily with Euro-American females. Many of the gathered students had never imagined going abroad, but the work our institutions have done together has helped put passports in their hands, and has provided counseling on how to apply for funding to defray the costs of travel. It was inspirational to see that most of the session's peer facilitators were themselves from underrepresented backgrounds; they had been abroad and were coming back to help others prepare.

By fully embracing this priority, we are better able to explain our relevance to high-level administrators and law makers in North Carolina. The NRCs at UNC work with five different MSIs and 16 Community Colleges in North Carolina. *Title VI* funds are supporting faculty and students across our state, not just in Chapel Hill.

And we still have much more to learn.”

- The African Studies Center, a *Title VI* National Resource Center,
at the University of North Carolina at Chapel Hill

Activities and Outcomes

The tables and figures in this chapter reflect the outputs from the FY 2016 NRC performance reports that grantees submitted into the International Resource Information System (IRIS). The data align with the following selected hallmark activities that define National Resource Centers:

- international and area studies courses offered
- language courses offered
- courses developed or enhanced with *Title VI* funds
- instructional materials development
- international travel opportunities for faculty
- selected outreach activities

This chapter also references outputs for other fiscal years in the FY 2014–17 cycle when they are needed to provide the reader a basis for comparison.

International and Area Studies Courses

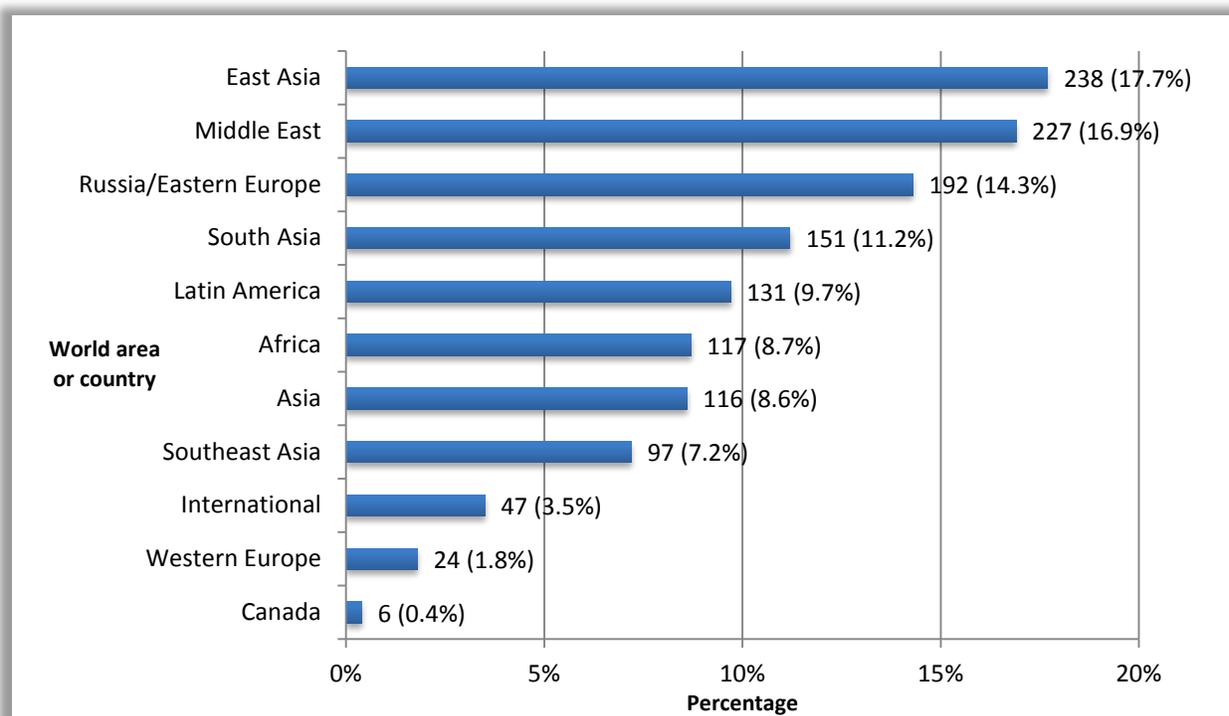
For IRIS reporting purposes, an international or area studies course is defined as a course with at least 25 percent international content. For FY 2015 and 2016, the 10 Centers reported offering 14,654 and 14,156 course sections, respectively, which were enhanced or improved using NRC funds.

Language Courses

The institutions with NRC grants also offered a total of 16,431 foreign language courses or sections, of which 1,346 (8.2 percent) were funded by *Title VI*, and 295 (1.8 percent) were new courses or sections. Over one-third (37.3 percent) of the new courses or sections were funded by the NRC grant (n=110).

The NRC-funded courses or sections covered 77 languages across ten world areas plus Canada, as shown in **figure 1**. (Note: Three NRC institutions in the FY 2014–17 grant cycle are Pan-Asia projects. IRIS designated these projects as a separate category; however, IFLE includes these NRCs in East Asia.

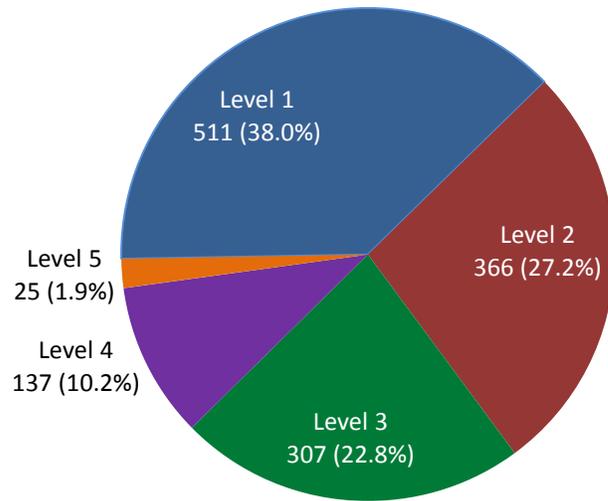
Figure 1. Number and percentage of Title VI National Resource Center-funded language courses and sections, by world area or country: FY 2015



Source: [International Resource Information System \(IRIS\)](#)

Over one third (38.0 percent) of the language course sections were level 1 (1st year), followed by level 2 (2nd year, 27.2 percent), level 3 (3rd year, 22.8 percent), level 4 (4th year, 10.2 percent), and level 5 (5th year, 1.9 percent). Effective with the FY 2014–17 reporting requirements, IRIS replaced the “beginning, intermediate, advanced” rubric with “levels, for the purpose of collecting clearer and more accurate information about language instruction at NRC institutions.

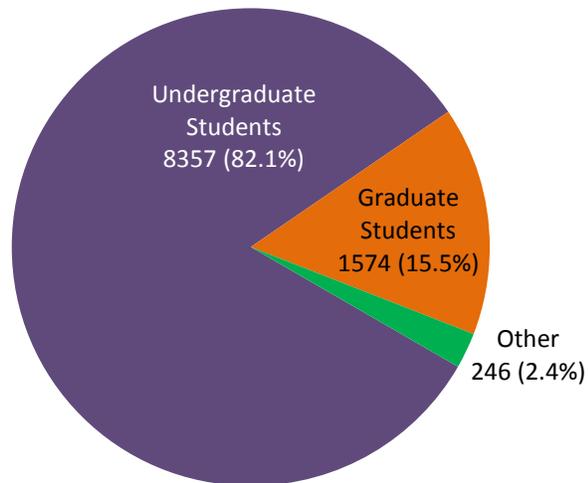
Figure 2. Number and percentage of Title VI National Resource Center-funded language courses, by language level: FY 2015



Source: [International Resource Information System \(IRIS\)](#)

The NRC-funded language courses provided 6,198 contact hours and enrolled a total of 10,177 students. Undergraduate students made up 82.1 percent of the enrollment, followed by graduate students (15.5 percent) and other individuals (2.4 percent).

Figure 3. Number and percentage of students enrolled in Title VI National Resource Center-funded courses, by degree program level: FY 2015

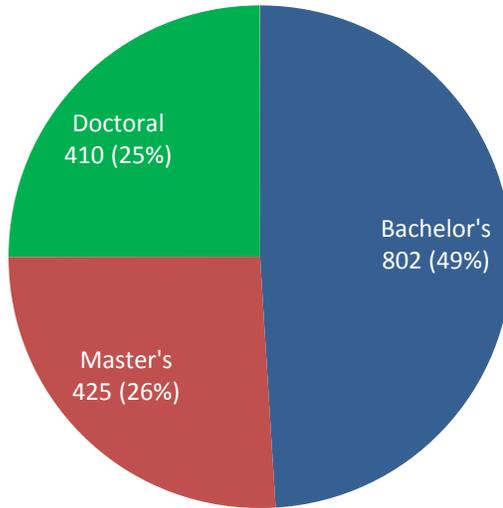


Source: [International Resource Information System \(IRIS\)](#)

Program Graduates

During FY 2015, NRCs reported a total of 1,637 program graduates with majors, minors, or certificates in 50 disciplines. Program graduates are defined as all center- or program-related degree or certificate recipients. Of the degrees earned, 49 percent were bachelor’s degrees, 26 percent were master’s degrees, and 25 percent were doctoral degrees.

Figure 4. Number and percentage of students graduating with Title VI National Resource Center-funded degrees, by degree program level: FY 2015

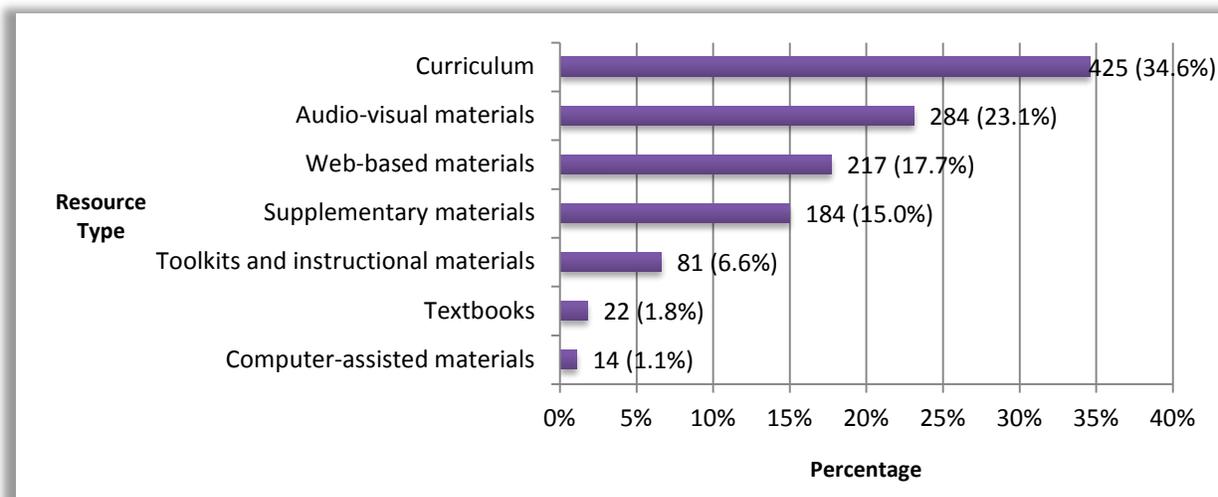


Source: [International Resource Information System \(IRIS\)](#)

Instructional Materials Development

As illustrated in **figure 5**, FY 2015 NRC program participants developed a total of 1,277 instructional resources that fiscal year, including curriculum (34.6 percent), audio-visual materials (23.1 percent), web-based materials (17.7percent), supplementary materials (15 percent), toolkits and instructional materials (6.6 percent), textbooks (1.8 percent), and computer-assisted materials (1.1 percent).

Figure 5. Number and percentage of instructional resources developed by National Research Center program participants, by resource type: FY 2015



Source: [International Resource Information System \(IRIS\)](#)

Professional Development Through International Travel

Faculty who are affiliated with the NRC may hone their research, advising, and instructional expertise through international travel. This activity strengthens the ongoing capacity of the Center to provide relevant and high-quality training.

In FY 2016, NRC-related faculty conducted international travel for research, to establish overseas linkages, to negotiate book acquisitions for library collections, to conduct study tours for MSI and community college faculty, and to present at scholarly conferences.

Table 4. International faculty travel supported by Title VI National Research Center funding, by world region or country and number of trips: FY 2016

| World region or country | Number of trips supported in FY 2016 |
|-------------------------|--------------------------------------|
| Africa | 111 |
| Canada | 14 |
| East Asia | 94 |
| International | 39 |
| Latin America | 225 |
| Middle East | 41 |
| Russia and East Europe | 46 |
| South Asia | 58 |
| Southeast Asia | 67 |
| Western Europe | 70 |
| TOTAL | 765 |

Source: [International Resource Information System \(IRIS\)](#)

Selected Outreach Activities

A signature characteristic of the National Resource Center is to conduct local, regional, and national outreach activities. The selected activities captured in the table below show the kinds of deliverables that NRCs produce annually for stakeholders in the education, business, media, and general public sectors.

Table 5 shows that between FY 2014 and FY 2016, NRC program participants produced a total of 30,456 selected outreach activities. The top five most popular types were conference presentations (36.7 percent of total); non-conference presentations (25.4 percent); audio, video, and podcasts (8.9 percent); media interviews (8.8 percent); and workshops (7.6 percent).

Table 5. Number of outreach activities of Title VI National Research Center program participants, by activity type: FYs 2014–16

| Activity | FY 2014 | FY 2015 | FY 2016 | TOTAL |
|------------------------------|---------|---------|---------|--------|
| Audio, video, podcasts | 799 | 800 | 1,100 | 2,699 |
| Curricula, textbooks | 361 | 370 | 681 | 1,412 |
| Exhibitions | 85 | 174 | 238 | 497 |
| Media interviews | 661 | 1,037 | 971 | 2,669 |
| Newsletters | 492 | 531 | 615 | 1,638 |
| Conference presentations | 2,686 | 3,594 | 4,894 | 11,174 |
| Non-conference presentations | 1,970 | 2,367 | 3,413 | 7,750 |
| Webinars | 58 | 125 | 131 | 314 |
| Workshops | 509 | 702 | 1,092 | 2,303 |
| TOTAL | 7,621 | 9,700 | 13,135 | 30,456 |

Source: [International Resource Information System \(IRIS\)](#)

Making a Difference

The Latin America NRC at the University of New Mexico (UNM) is helping community college and minority students gain access to high-quality and affordable higher education through their growing partnership with Central New Mexico Community College (CNM). The two Hispanic-Serving Institutions are collaborating to establish an Associate of Arts degree program in Latin American Studies at CNM. Through this initiative, community college students can pursue associate degrees in Latin American Studies, with the option to transfer their course credits towards a bachelor's degree at UNM. This pipeline helps students work toward bachelor's degrees in a more efficient and affordable way.

The University of North Carolina's Carolina Asia Center established a collaboration with MSI Winston-Salem State University (WSSU) to strengthen Asia-related academic programs through curriculum development grants for faculty. During the project period, NRC funds have been used to design seven new courses in Chinese language, culture(s), and literature. In 2015–16, 56 students enrolled in these courses. Additionally, the courses motivated six WSSU students to study abroad in 2016 in programs in China and Taiwan.

Foreign Language and Area Studies Fellowships

Overview

The Foreign Language and Area Studies (FLAS) program allocates academic year and summer fellowships to institutions of higher education and consortia of institutions of higher education to assist meritorious undergraduate and graduate students undergoing training in modern foreign languages and a related area or international studies. FLAS fellows on an academic year fellowship must take one language course and one relevant area studies or international studies course each semester or quarter. Summer fellowships support intensive language training with no accompanying area or international studies course.

Competition, Priorities, and Funding

The FLAS program operates on a four-year grant cycle for institutions, which hold annual competitions to select individual FLAS fellows. The most recent competition, held in 2014 for the FY 2014–17 cycle, featured two competitive preference priorities. The first priority gives preference to meritorious FLAS applicants with a demonstrated financial need. The second priority gave preference to institutions that propose to give 25 percent or more of their academic year FLAS fellowships to students studying any of 78 priority languages selected from the U.S. Department of Education’s list.

The Department received 171 applications from institutions for the FY 2014–17 grant cycle, of which 108 were recommended for funding. All 108 recommended applicants (100 percent) met the first competitive preference priority focused on giving preference to meritorious FLAS applicants with demonstrated financial need. One hundred five of the 108 recommended applicants (97 percent) met the second priority focused on making 25 percent or more academic year FLAS awards to students studying a priority language.

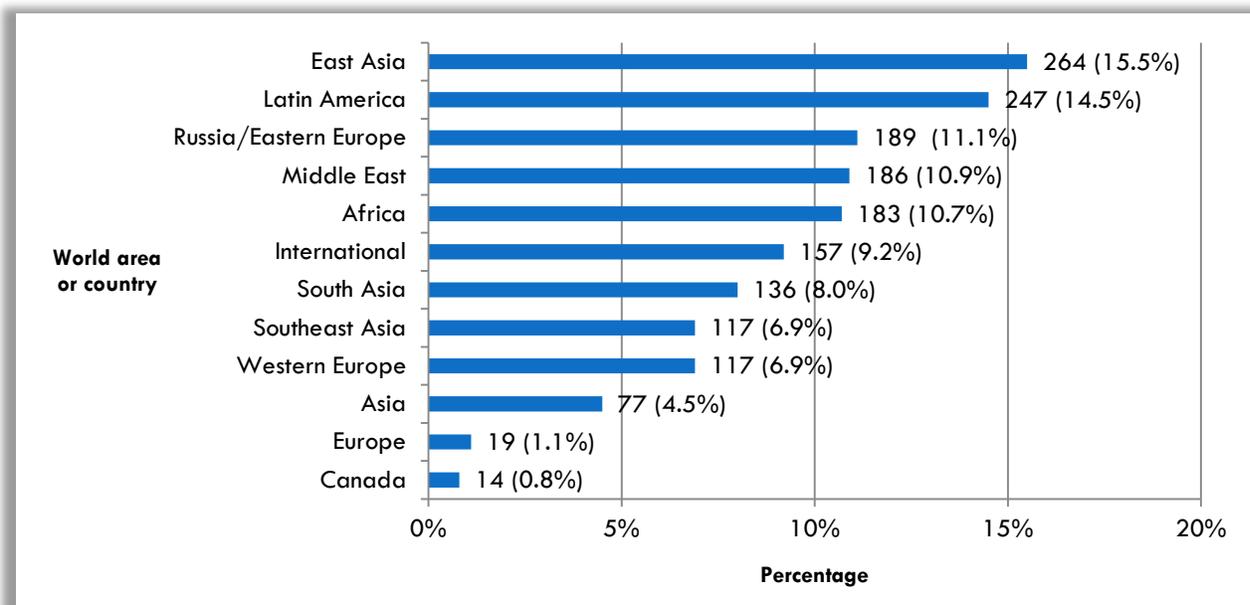
FY 2014 funding for the FLAS program totaled \$30,398,500 with an average new award of \$281,468. Subsequent fiscal years of the 2014–17 grant cycle (fiscal years 2015, 2016, and 2017) have been funded at \$30,839,070 per year with an average continuation award of \$285,464.

Activities and Outcomes

As shown in **figure 6**, in FY 2016 the FLAS program funded a total of 1,706 fellows from 46 institutions, covering world areas including: East Asia (15.5 percent), Latin America (14.5 percent), Russia and Eastern Europe (11.1 percent), Middle East (10.9 percent), Africa (10.7 percent), International (9.2 percent), South Asia (8.0 percent), Southeast Asia (6.9 percent), Western Europe (6.9 percent), Asia (4.5 percent), and Europe (1.1 percent).

Program participants were funded to study 94 languages, of which 54 were priority languages (57.4 percent). Program participants used these languages to study in 55 disciplines (see **table 7**).

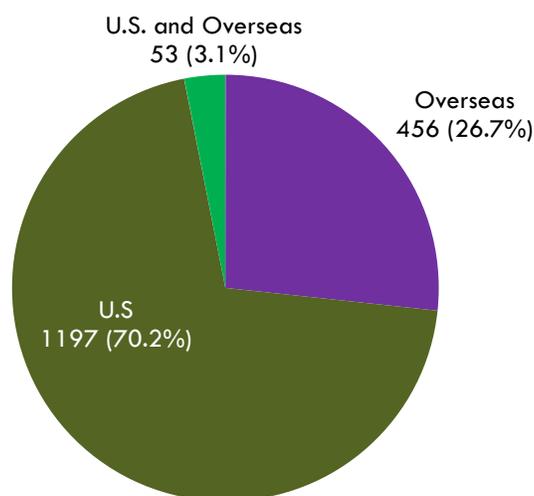
Figure 6. Number and percentage of Title VI Foreign Language and Area Studies program participants, by world area or country studied: FY 2016



Source: [International Resource Information System \(IRIS\)](#)

Over a quarter (26.7 percent) of FLAS fellows used the grant funding to study overseas and another 3.1 percent used the funding to study in both the U.S. and overseas.

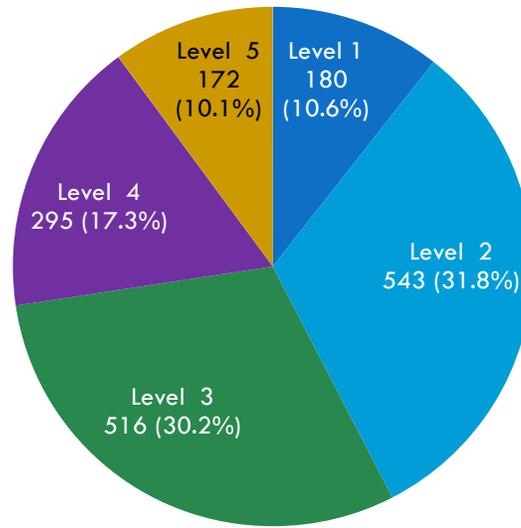
Figure 7. Number and percentage of Title VI Foreign Language and Area Studies program participants, by location of study: FY 2016



Source: [International Resource Information System \(IRIS\)](#)

Nearly two-thirds (62 percent) of the participants were at intermediate language proficiency levels (defined as level 2 or 3 in the chart below) and 27 percent were at advanced language proficiency levels (levels 4 and 5).

Figure 8. Number and percentage of Title VI Foreign Language Area Studies program participants, by language proficiency level: FY 2016

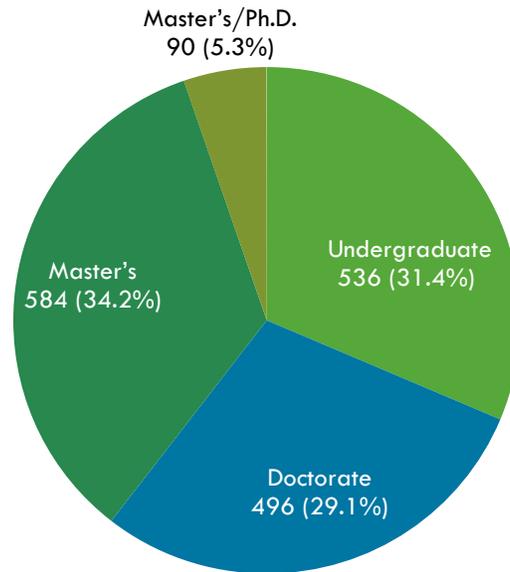


Source: [International Resource Information System \(IRIS\)](#)

This chart references the Interagency Language Roundtable¹² Scale where 1 means elementary proficiency, 2 means limited working proficiency, 3 means general professional proficiency, 4 means advanced professional proficiency, and 5 means functionally native proficiency. Over two-thirds of the participants were in a graduate program such as a master's (34.2 percent), a doctorate (29.1 percent) or a combined master's and Ph.D. (5.3 percent) program. Another one-third (31.4 percent) of the participants were in an undergraduate program.

¹² The Interagency Language Roundtable (ILR) is an unfunded federal interagency organization established for the coordination and sharing of information about language-related activities at the federal level. It serves as the premier way for departments and agencies of the federal government to keep abreast of the progress and implementation of techniques and technology for language learning, language use, language testing, and other language-related activities. The ILR website may be accessed at: <http://www.govtilr.org/>.

Figure 9. Number and percentage of Title VI Foreign Language and Area Studies program participants, by degree program level: FY 2016



Source: [International Resource Information System \(IRIS\)](#)

Approximately one-fifth (21.5 percent) of the students who received a FLAS fellowship in FY 2015 graduated from their degree programs that year. Of those in a doctorate program, 4.8 percent graduated in 2015, whereas 36.6 percent graduated from a master's program, 12.2 percent from a combined master's and Ph.D. program, and 22 percent from an undergraduate program.

Table 6. Number and percentage of Title VI Foreign Language and Area Studies fellowship recipients, by graduation status and degree program level: FY 2015

| Graduation status | Undergraduate | Doctorate | Masters | Combined master's and Ph.D. | Total |
|-------------------|---------------|------------|------------|-----------------------------|-------------|
| Graduated | 118 | 24 | 214 | 11 | 367 |
| | 22.0% | 4.8% | 36.6% | 12.2% | 21.5% |
| Not yet graduated | 272 | 357 | 273 | 61 | 963 |
| | 50.7% | 72.0% | 46.7% | 67.8% | 56.4% |
| Unknown | 146 | 115 | 97 | 18 | 376 |
| | 27.2% | 23.2% | 16.60% | 20.0% | 22.0% |
| Total | 536 | 496 | 584 | 90 | 1706 |
| | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Source: [International Resource Information System \(IRIS\)](#)

Making a Difference

FLAS grant recipients report that the program helped them on numerous levels. With respect to language proficiency, in 2015, 1,731 fellows demonstrated gains in proficiency while only 250 demonstrated no gains, according to pre- and post-tests submitted by language instructors. This means that 87 percent of students who received FLAS fellowships in 2015 increased their language proficiency by at least one level. Fellows who have graduated have also reported that their language and area studies training have helped them in their careers.

In the most recent FLAS Tracking Study, covering those who graduated in 2010–14, respondents overwhelmingly reported that FLAS fellowships have been an asset in their career trajectories. Sixty percent indicated that knowledge of a foreign language is a requirement or considered a key asset for their current job, and 64 percent reported that knowledge of area/international studies is a requirement or a key asset for their current job. Approximately 49 percent of respondents reported that they use their foreign language knowledge at least monthly in their current job, and 21 percent use it daily. More than 63 percent reported using their area/international studies training in their current work on a regular basis, and 37 percent reported at least daily use. Furthermore, more than 74 percent reported that their foreign language and area/international studies' training directly impacted their career path, insofar as they reported that such training was very beneficial or beneficial to their marketability and their professional development/promotion potential. Employers that have recently hired FLAS fellows include Boston Consulting Group, Brookings Institution, Citigroup, Google, JPMorgan Chase, McKinsey and Company, Oliver Wyman, Teach for America, the U.S. Department of Defense, and the U.S. Department of State, among others.

The FLAS Fellowship program has allowed some participants to pursue individual goals. In 2014, a former FLAS fellow co-founded a software company inspired by her time studying in Brazil. The company provides free streams of utility information (i.e., electricity, water, etc.) to prepaid mobile phone subscribers in emerging markets. She developed the concept while observing the intersection of social movements and technology in Brazil as a FLAS fellow. Another FLAS fellow, a second-year medical school student, studied Mandarin in China to support his goal of serving diverse communities in his chosen field of family medicine. Yet another former FLAS fellow now works as a Quechua interpreter for the Queens (New York) District Court helping Quechua speakers communicate with lawyers and judges.

Table 7. Number and percentage of Title VI Foreign Language Area Studies program participants, by academic discipline: FY 2016

| Academic Discipline | Number of participants | Percentage of participants |
|--|------------------------|----------------------------|
| Agriculture | 5 | .3 |
| Anthropology | 107 | 6.3 |
| Archaeology | 3 | .2 |
| Architecture/urban and regional planning | 18 | 1.1 |
| Area studies | 317 | 18.6 |
| Art/art history | 18 | 1.1 |
| Biological/life sciences | 29 | 1.7 |
| Business administration and management | 19 | 1.1 |

| Academic Discipline | Number of participants | Percentage of participants |
|--|-------------------------------|-----------------------------------|
| Communications | 10 | .6 |
| Computer/information science | 8 | .5 |
| Creativity and innovation | 1 | .1 |
| Criminology | 3 | .2 |
| Dance | 1 | .1 |
| Drama/theater | 4 | .2 |
| Ecology/natural resources | 15 | .9 |
| Economics | 18 | 1.1 |
| Education | 44 | 2.6 |
| Engineering | 10 | .6 |
| English | 22 | 1.3 |
| Ethnic studies | 5 | .3 |
| Ethnomusicology | 7 | .4 |
| Film | 3 | .2 |
| Finance | 2 | .1 |
| Foreign languages and literature | 182 | 10.7 |
| Geography | 21 | 1.2 |
| Global/international relations and studies | 83 | 4.9 |
| Health sciences | 57 | 3.3 |
| History | 118 | 6.9 |
| Information management | 3 | .2 |
| Interdisciplinary studies | 14 | .8 |
| International business | 4 | .2 |
| International/area studies | 97 | 5.7 |
| Journalism | 13 | .8 |
| Law | 33 | 1.9 |
| Liberal arts/general studies | 20 | 1.2 |
| Library science | 10 | .6 |
| Linguistics | 62 | 3.6 |
| Literature | 25 | 1.5 |
| Marketing management and research | 1 | .1 |
| Mathematics | 7 | .4 |
| Music | 27 | 1.6 |
| Not applicable | 12 | .7 |
| Philosophy | 11 | .6 |
| Physical sciences | 9 | .5 |
| Political science | 92 | 5.4 |
| Project management | 1 | .1 |
| Psychology | 18 | 1.1 |
| Public administration | 18 | 1.1 |
| Public policy | 20 | 1.2 |
| Religion | 9 | .5 |

| Academic Discipline | Number of participants | Percentage of participants |
|----------------------------|-------------------------------|-----------------------------------|
| Religious studies | 29 | 1.7 |
| Social work | 14 | .8 |
| Sociology | 21 | 1.2 |
| Statistics | 2 | .1 |
| Women's studies | 4 | .2 |
| Total | 1706 | 100.0 |

Source: [International Resource Information System \(IRIS\)](#)



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Centers for International Business Education

Overview

The Centers for International Business Education (CIBE) program focuses on increasing and promoting the nation's capacity for international understanding and economic enterprise and promotes educational and training activities that contribute to the ability of the United States to prosper in an international economy.

CIBE serve as national resources for teaching improved business techniques, strategies, and methodologies that emphasize the international context in which business is transacted. The centers provide instruction in critical foreign languages and international fields to improve understanding of the cultures of countries that trade with the United States. CIBE also provide research and training opportunities to students, faculty, staff, and members of the business community in international aspects of trade, commerce, environmental science, and other fields relevant to international trade initiatives.

Competition, Priorities, and Funding

The CIBE program operates on a four-year grant cycle. The most recent competition, held in 2014, featured two competitive preference priorities. The first priority promoted collaboration between CIBE and businesses or business associations to provide internship or work-study opportunities to students. The second priority rewarded significant and sustained collaboration between CIBE and MSIs and community colleges.

The Department received 36 eligible applications for the FY 2014–17 grant cycle. Seventeen applications were recommended for funding, all of which implemented programs to satisfy the two competitive preference priorities described above.

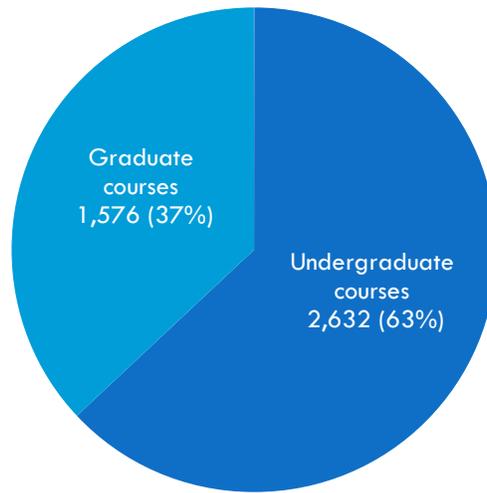
FY 2014 funding for the CIBE program totaled \$4,571,400 with an average new award of \$268,906. Subsequent fiscal years of the 2014–17 grant cycle (fiscal years 2015, 2016, and 2017) have been level funded.

Activities and Outcomes

The CIBEs support instruction in international business and business languages; they also conduct outreach activities and faculty development in international business (FDIB) programs (at domestic and overseas locations), as well as providing career-ready graduates to the labor market.

In 2015, the CIBEs offered 4,208 international business courses, such as *Global Supply Chain Management*, *Doing Business Internationally*, and *International Marketing*. Of these, 2,632 (63 percent) were undergraduate courses and 1,576 (37 percent) were graduate courses.

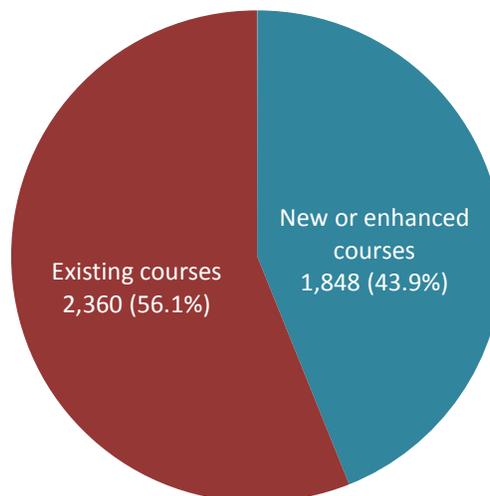
Figure 10. Number and percentage of courses provided by Title VI Centers for International Business Education, by degree program level: FY 2015



Source: [International Resource Information System \(IRIS\)](#)

Of the 4,208 international business courses offered, 1,848 (43.9 percent) were created or enhanced in FY 2015.

Figure 11. Number and percentage of Title VI Centers for International Business Education program courses, by existing and new or enhanced courses: FY 2015



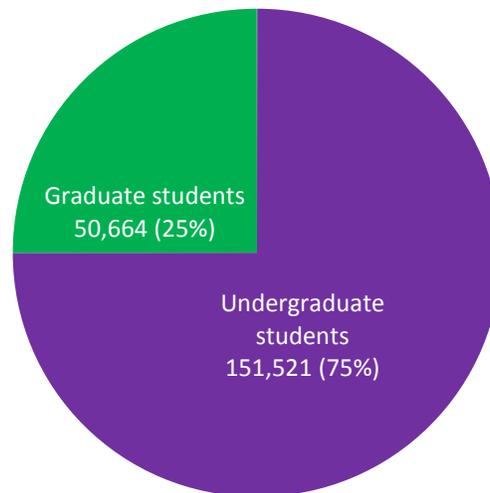
Source: [International Resource Information System \(IRIS\)](#)

In 2015, the CIBEs offered courses in more than 52 different disciplines; 40 percent of these were taught in five disciplines: international business (406 courses taught), business administration and

management (404), economics (372), marketing (254), and political science (247). **Table 8** provides further detail on CIBE student enrollment in international business courses by discipline.

In 2015, more than 202,000 students enrolled in courses offered by the CIBEs. More than 50,000 of those students were enrolled in graduate programs.

Figure 12. Number and percentage of students enrolled in Title VI Centers for International Business Education program courses, by degree program level: FY 2015



Source: [International Resource Information System \(IRIS\)](#)

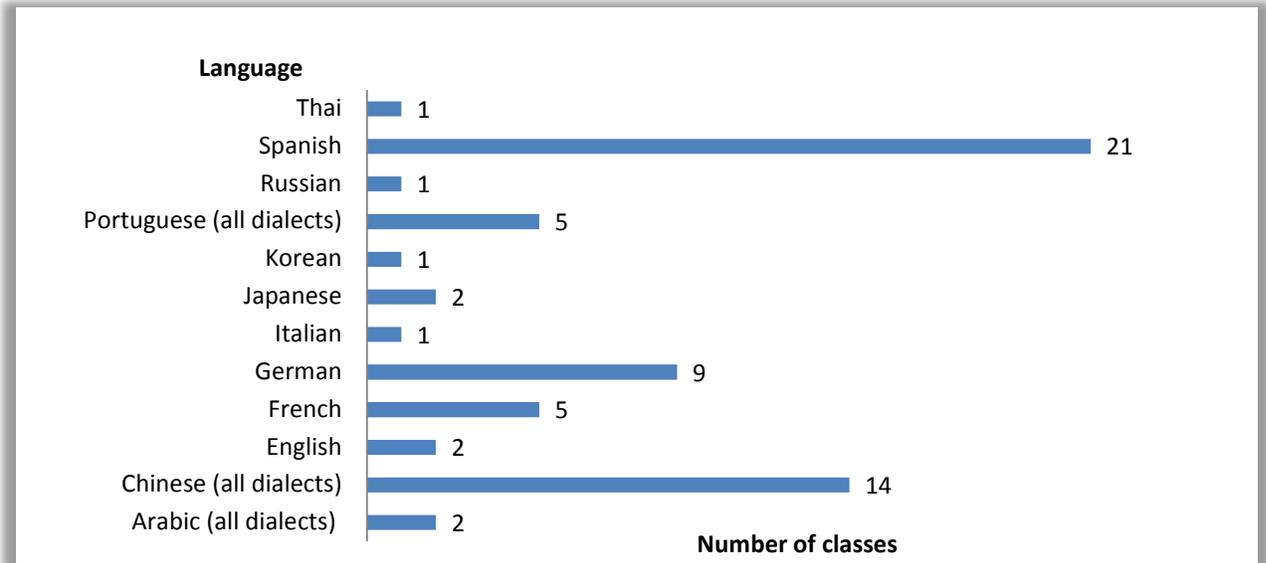
As shown in **figure 13**, the CIBEs offered 64 courses in 2015 that focused specifically on business language (e.g., business communication for international students, German for international trade, business Japanese, business composition in Portuguese, Mandarin Chinese for MBA students).

The primary languages in which business language courses were offered were

- Spanish (21 courses, 444 students enrolled);
- Chinese (14 courses, 138 students enrolled);
- German (9 courses, 97 students enrolled);
- Portuguese (5 courses, 75 students enrolled); and
- French (5 courses, 70 students enrolled).

Six of the 64 business language courses that were developed (9 percent) were new, including two business language courses offered in Arabic. Four other new business language courses (one each) were offered in Chinese, Italian, Japanese, and Portuguese.

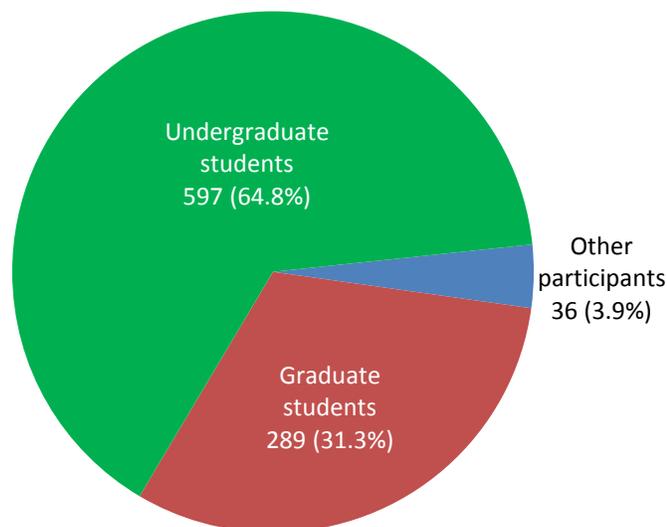
Figure 13. Number of business language classes offered by Title VI Centers for International Business Education program, by language: FY 2015



Source: [International Resource Information System \(IRIS\)](#)

A total of 922 students participated in these courses. Of these, 597 (64.8 percent) were undergraduates, 289 (31.3 percent) were graduate students, and 36 (3.9 percent) were other participants. These other participants could have been members of the business community or CIBE staff members because the CIBEs are encouraged to provide language training to all stakeholders.

Figure 14. Number and percentage of students enrolled in Title VI Centers for International Business Education program business language courses, by degree program level: FY 2015



Source: [International Resource Information System \(IRIS\)](#)

The CIBEs conducted 348 outreach activities in FY 2015. These included seminars, workshops, and conferences; the CIBEs also offer online resources (e.g., pedagogical resources for teaching international business) and lectures focusing on important and timely matters in international business, culture, and language.

“I have used many of my experiences gained in my travels to Southeast Asia in class with my students. One of my biggest takeaways from the trip was a conversation ... on the difference in communication styles between different cultures. Unfortunately, I hear many instructors speak negatively about international students’ participation in class, and I take every opportunity I can to share the information I have gained ... not only with my students, but [with] my fellow instructors as well.”

—Participant in a Michigan State University Faculty Development in International Business (FDIB) program

The CIBEs also provided employment placement data for the 142,293 students who graduated from the CIBE programs in FY 2015. Of the total, 133,549 (93.9 percent) were master’s students and 8,744 (6.1 percent) were doctoral students.

Table 9 shows CIBE program graduate placements for FY 2015.

For master’s degree students, data indicates the following:

- Sectors where the largest numbers of CIBE program graduates with master’s degrees were placed were
 - other services, 18.7 percent (24,874);
 - consulting, 10.2 percent (13,614);
 - sectors other than those listed, 8.5 percent (11,342);
 - information technology or telecom, 3.4 percent (4,591); and
 - other private sector (for profit), 3.2 percent (4,280).
- Employment placements were unknown for 31.5 percent of these students (42,038).
- Fewer than 4 percent (4,555) were unemployed or out of the job market.

For doctoral degree students, data indicates the following:

- Sectors where the largest numbers of CIBE program graduates with doctoral degrees were placed were
 - higher education, 44.3 percent (3,877);
 - other services, 7.3 percent (636);
 - private sector (for profit); 6.6 percent (578); and
 - federal government, 2.3 percent (203).
- Employment placements were unknown for 26.7 percent of these students (2,333).
- Slightly more than 1 percent (104) were unemployed or out of the job market.

“Programs like CIBE are critical in preparing students to be competitive in a global economy. It allowed me to navigate and thrive in complex, multi-national, and multi-cultural environments. I’ve experienced first-hand how it has driven my marketability with employers and the doors that it has opened for me — both personal and professional. It’s also a stark reminder that we as a country do not invest enough in programs like these.”
—Participant in a CIBE-run program at the University of Texas at Austin

The CIBE grants during the 2014–17 grant period have had an impact on numerous levels. The Business Is Global program run by the Indiana University CIBE has exposed high school students from 15 U.S. states to international business topics and foreign languages and prepared them for undergraduate studies and possible future careers.

The International Business Institute at the Michigan State University CIBE has brought faculty development in international business to community colleges across the country through either bringing community college faculty members to campus for an intensive multiple-day program or traveling to sites around the country to do the same thing. The International Business Pedagogy Workshops at the Georgia State University CIBE have provided high-level curricular training for professors at community colleges and MSIs. The Global Trade Network established by the CIBE at Ohio State University impacted Ohio companies by expanding global trade and exports and in the process won a prestigious President’s “E” award, which recognizes excellent contributions to the export trade of the United States.

Making a Difference

Ohio State University’s Fisher College of Business — home to one of the Department of Education’s 17 CIBEs — teamed up with the Ohio Development Services Agency in 2012 to form the Ohio Export Internship Program. This initiative pairs small and medium-sized Ohio companies with undergraduate students to combine a spring-semester, export-focused course with a paid summer internship focusing on international trade. During their internships, students work on customized projects like creating a strategic plan for expanding export activities, identifying new export markets, and linking companies to various export assistance organizations. Twenty-eight students were matched with companies in just the first two years of the program, resulting in more than \$7.7 million in expected global sales and three full-time job offers.

In June 2015, the CIBE at Georgia State University (GSU) hosted the annual Faculty Development in International Business: Globalization Workshops event. This is a signature offering of the Minority-Serving Institutions (MSI) Consortium, of which GSU is a member. The Consortium is a group of 11 CIBEs that provides funding and support for international business education at MSIs throughout the U.S. The Globalization Workshops event is designed to help faculty bring international context to their classrooms, and help them expand their international business knowledge and skills. The CIBE at GSU was especially proud this year to offer 28 Faculty Fellowship Awards to help defray participation

costs for faculty from HBCUs, Hispanic Serving Institutions (HSIs), two-year colleges, and institutions with little or no professional development funds.

Each summer, the CIBE at Indiana University organizes the Business Is Global: Summer Language Program for high school students interested in learning more about the intersection of business, language, and culture. The two-week program introduces participants to less commonly taught foreign languages spoken in emerging economies, and to general concepts surrounding international business. The 2015 program focused on Mandarin Chinese, Swahili, and Turkish, and provided students with a basic understanding of business practices in North America, East Asia, East Africa, and Turkey. The program gives U.S. teenagers a unique opportunity to discover the cultures and communication styles of different world regions and countries, and to experience an accelerated curriculum based on the Kelley School of Business' top-ranked undergraduate program. The CIBE provides need-based and merit-based awards to encourage the participation of students from all backgrounds.

“Now I feel confident that one day I could start my own business, given the business model we’ve been going through and working with my team.
I know I could become an entrepreneur someday.”
—Participant in the Indiana University Business is Global program

Table 8. Student enrollment in international business courses provided by the Title VI Centers for International Business Education program, by discipline and degree program level: FY 2015

| Discipline | Number of undergraduate students enrolled | Number of graduate students enrolled | Total enrollment |
|--|---|--------------------------------------|------------------|
| Accounting | 6,785 | 2,330 | 9,115 |
| Agriculture | 623 | 23 | 646 |
| Anthropology | 1,711 | 82 | 1,793 |
| Architecture and urban and regional planning | 309 | 370 | 679 |
| Area studies | 0 | 80 | 80 |
| Art and art history | 1,126 | 0 | 1,126 |
| Biological and life sciences | 102 | 8 | 110 |
| Business administration and management | 10,116 | 12,990 | 23,106 |
| Communications | 1,878 | 228 | 2,106 |
| Computer and information science | 562 | 61 | 623 |
| Criminology | 70 | 16 | 86 |
| Dance | 159 | 0 | 159 |
| Drama and theater | 105 | 0 | 105 |
| E-commerce | 166 | 16 | 182 |
| Ecology and natural resources | 596 | 558 | 1,154 |
| Economics | 27,657 | 4,079 | 31,736 |
| Education | 178 | 401 | 579 |
| Engineering | 1,077 | 483 | 1,560 |

| Discipline | Number of undergraduate students enrolled | Number of graduate students enrolled | Total enrollment |
|--|---|--------------------------------------|------------------|
| English | 4,998 | 220 | 5,218 |
| Entrepreneurship | 1,191 | 193 | 1,384 |
| Finance | 8,844 | 3,342 | 12,186 |
| Financial management | 4 | 6 | 10 |
| Foreign languages and literature | 2,654 | 33 | 2687 |
| Geography | 4,957 | 302 | 5,259 |
| Global and international relations and studies | 2,898 | 3,272 | 6,170 |
| Health sciences | 4,009 | 1,850 | 5,859 |
| History | 3,314 | 350 | 3,664 |
| Information management | 425 | 327 | 752 |
| Insurance and risk management | 155 | 51 | 206 |
| Interdisciplinary studies | 5,014 | 563 | 5,577 |
| International business | 12,741 | 3,396 | 16,137 |
| International and area studies | 2,429 | 2,163 | 4,592 |
| Journalism | 113 | 5 | 118 |
| Law | 3,707 | 2,310 | 6,017 |
| Management | 3,683 | 4,530 | 8,213 |
| Marketing management and research | 7,473 | 2,349 | 9,822 |
| Music | 242 | 66 | 308 |
| Not applicable | 88 | 289 | 377 |
| Operations management | 1,409 | 735 | 2,144 |
| Organizational or human resources management | 4,727 | 297 | 5,024 |
| Philosophy | 15 | 0 | 15 |
| Physical sciences | 20 | 0 | 20 |
| Political science | 10,411 | 438 | 10,849 |
| Production/logistics | 4,092 | 928 | 5,020 |
| Public administration | 249 | 251 | 500 |
| Public policy | 791 | 236 | 1,027 |
| Real estate | 75 | 14 | 89 |
| Religious studies | 115 | 0 | 115 |
| Social work | 452 | 158 | 610 |
| Sociology | 933 | 1 | 934 |
| Statistics | 0 | 24 | 24 |
| Tourism | 6,016 | 240 | 6,256 |
| Women's studies | 57 | 0 | 57 |
| Totals | 151,521 | 50,664 | 202,185 |

Source: [International Resource Information System \(IRIS\)](#)

Table 9. Number and percentage of job placements of students enrolled in the Title VI Centers for International Business Education program, by sector and degree program level: FY 2015

| Sector | Master's program graduates (#) | Master's program graduates (%) | Doctoral program graduates (#) | Doctoral program graduates (%) | Total |
|---|--------------------------------|--------------------------------|--------------------------------|--------------------------------|---------|
| Automotive | 1,131 | 99.9 | 1 | < 1 | 1,132 |
| Computer and electronic products | 3,336 | 99.7 | 10 | < 1 | 3,346 |
| Consulting | 13,614 | 99.1 | 129 | < 1 | 13,743 |
| Elementary or secondary education | 232 | 88.9 | 29 | 11.1 | 261 |
| Energy or chemicals | 2,960 | 99.7 | 9 | < 1 | 2,969 |
| Environmental sciences | 378 | 97.7 | 9 | 2.3 | 387 |
| Federal government | 1,214 | 85.7 | 203 | 14.3 | 1,417 |
| Foreign government | 509 | 93.2 | 37 | 6.8 | 546 |
| Governmental and non-profit | 1,243 | 100.0 | 0 | 0 | 1,243 |
| Graduate study | 1,627 | 92.8 | 127 | 7.2 | 1,754 |
| Higher education | 646 | 14.3 | 3,877 | 85.7 | 4,523 |
| Industrial products | 2,973 | 97.8 | 67 | 2.2 | 3,040 |
| Information technology or telecom | 4,591 | 99.1 | 41 | < 1 | 4,632 |
| International organization (in U.S.) | 1,092 | 91.5 | 101 | 8.5 | 1,193 |
| International organization (outside U.S.) | 1,045 | 93.8 | 69 | 6.2 | 1,114 |
| Other services | 24,874 | 97.5 | 636 | 2.5 | 25,510 |
| Pharmaceuticals, biotechnology, or healthcare | 4,197 | 99.4 | 27 | < 1 | 4,224 |
| Private sector (for profit) | 4,280 | 88.1 | 578 | 11.9 | 4,858 |
| Private sector (non-profit) | 1,686 | 93.7 | 114 | 6.3 | 1,800 |
| Retail | 3,217 | 99.9 | 2 | < 1 | 3,219 |
| State or local government | 376 | 76.3 | 117 | 23.7 | 493 |
| U.S. military | 393 | 97.3 | 11 | 2.7 | 404 |
| Unemployed or out of the job market | 4,555 | 97.8 | 104 | 2.2 | 4,659 |
| Unknown | 42,038 | 94.7 | 2,333 | 5.3 | 44,371 |
| Other Sectors | 11,342 | 99.0 | 113 | < 1 | 11,455 |
| Totals | 133,549 | 93.9 | 8,744 | 6.1 | 142,293 |

Figures may not total 100% due to rounding.

Source: [International Resource Information System \(IRIS\)](#)

Language Resource Centers

Overview

In 1990, the U.S. Department of Education (the Department) established the first Language Resource Centers (LRCs) at U.S. universities in response to the growing national need for expertise and competence in foreign languages. Today, *Title VI* of the *Higher Education Act* supports 16 LRCs, creating a national network of resources to promote and improve the teaching and learning of foreign languages. LRCs create language learning and teaching materials, offer professional development opportunities for teachers and instructors, and conduct and disseminate research on foreign language learning.

There are 16 *Title VI* Language Resource Centers for FY 2014–17 located in 13 states plus the District of Columbia:

- Assessment and Evaluation Language Resource Center, Georgetown University;
- Center for Advanced Language Proficiency Education and Research, Pennsylvania State University;
- Center for Advanced Research on Language Acquisition, University of Minnesota;
- Center for Applied Second Language Studies, University of Oregon;
- Center for Educational Resources in Culture, Language and Literacy, University of Arizona;
- Center for Integrated Language Communities, City University of New York;
- Center for Languages of the Central Asian Region, Indiana University;
- Center for Language Education and Research, Michigan State University;
- Center for Open Educational Resources and Language , University of Texas at Austin;
- Center for Urban Language Teaching and Research, Georgia State University;
- National African Language Resource Center, Indiana University;
- National East Asian Languages Resource Center, The Ohio State University
- National Foreign Language Resource Center, University of Hawai'i;
- National Heritage Language Resource Center, University of California, Los Angeles;
- National Resource Center for Asian Languages, California State University, Fullerton; and
- Slavic and Eurasian Language Resource Center, Duke University.

Each LRC has a unique mission, and all LRC work is organized around eight areas: teaching materials, less commonly taught languages initiatives, digital tools and resources, outreach and dissemination, K–12 initiatives, professional development, assessment, and research.

Twelve of the 16 LRCs (75 percent) focus on various aspects of language learning, instruction, and evaluation. The remaining four (25 percent) specialize in resources for regional languages (Africa, Asia, Inner Asia, and Russia and Eastern Europe respectively).

The 16 LRCs work together to disseminate information and share the resources they develop via a joint website,¹³ and all of the centers have made their products widely available (mostly for free) to enable U.S. citizens to better work, serve, and lead with foreign language skills.

Competition, Priorities, and Funding

The LRC program operates on a four-year grant cycle. The most recent competition, held in 2014 for the FY 2014–17 cycle, featured two competitive preference priorities and two invitational priorities. The first competitive preference priority offered additional points to applications proposing activities focused on any of the 78 priority languages selected from the Department’s list. The second competitive preference priority offered additional points to applications proposing significant and sustained collaborations with MSIs or community colleges. The 2014 competition invitational priorities encouraged applications from new applicants (applicants that did not receive an LRC grant during the prior two funding cycles, i.e. since 2006) and from applicants proposing support for heritage language programs and projects.

The Department received 29 applications for the FY 2014–17 grant cycle. Of the 28 eligible applications that were considered during the peer review process, 16 were recommended for funding. All 16 recommended applicants (100 percent) met the first competitive preference priority focused on providing resources for less commonly taught languages. Fifteen of the 16 recommended applicants (94 percent) met the second competitive preference priority to collaborate with MSIs or community colleges. Four of the 16 (25 percent) met the first invitational priority for new applicants, and two of the 16 (13 percent) met the second invitational priority focused on supporting heritage language programs.

FY 2014 funding for the LRC program totaled \$2,799,168 with an average new award of \$174,948. Subsequent fiscal years of the 2014–17 grant cycle (FY 2015–17) have been funded at \$2,746,768 per year with an average continuation award of \$171,673.

Activities and Outcomes

LRC funds support a variety of activities, including the development of instructional materials, digital tools and materials, professional development opportunities, research studies and surveys, and the creation of new assessment instruments. The LRCs conducted 215 projects in these areas in FY 2015, including 118 projects (55 percent) that focused on instruction at the Pre-K–12 level and 152 projects (71 percent) involving at least one less commonly taught language. The LRCs also conducted 364 outreach activities in FY 2015, 234 of which (64 percent) were targeted to a K–12 audience. Finally, FY 2015 LRC funding supported the production of 1,342 publications and presentations, including (but not limited to)

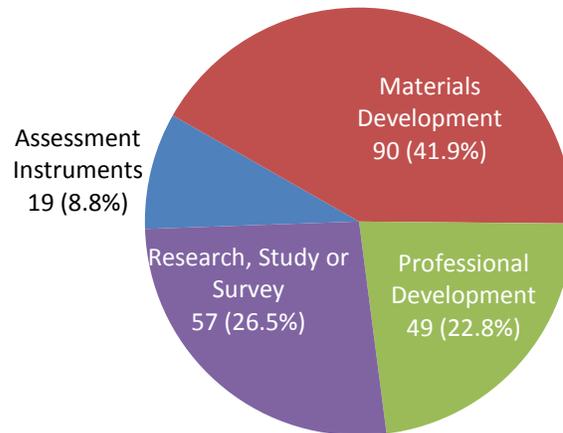
- 46 new curricula and/or textbooks;
- 52 new assessment materials;
- 234 audio, video, and/or podcast productions;
- 305 conference presentations (with an

¹³ Title VI Language Resource Centers, “National Foreign Language Resource Centers (NFLRC),” (Website, Title VI Language Resource Centers, 2018), <http://www.nflrc.org/>.

- 109 workshops;
- 33 webinars;
- 35 newsletters; and
- additional 84 outside of the conference context);
- 157 journal publications.

See **table 10** for further details.

Figure 15. Number and percentage of projects conducted with support from Title VI Language Resource Centers program funds, by project type: FY 2015



Source: [International Resource Information System \(IRIS\)](#)

The data presented in **figure 15** were reported by LRC project administrators in IFLE’s IRIS online reporting system, and do not correspond directly to the list below. Each section of the pie chart above covers a variety of types of activities; for example, “materials development” includes projects that develop or enhance curricula and other materials for use by instructors and learners both in and out of the language classroom. Some examples of FY 2015 “materials development” projects include the creation of a project-based learning curriculum for Vietnamese 101 and 102 at Kapi’olani Community College in Hawaii, the continued development of an online Foreign Language Assessment Directory to help teachers and students across the country identify appropriate assessment tools for different learning levels of over 90 world languages, and an initiative by Indiana University and Virginia’s Tidewater Community College to bring Dari and Pashto language courses to underserved military and nongovernmental organization audiences.

The outcomes of the LRCs can also be understood through the lens of each center’s work in eight areas:

1. Teaching Materials

High-quality teaching materials reflecting current research and best practices are crucial to improving foreign language instruction. LRCs develop materials for teachers and students to help bring new ideas and energy to teaching and learning foreign languages in the United States.

In FY 2015, the LRCs conducted 90 materials development projects, producing 46 new curricula and textbooks, and three new teaching cases. For example

- The Center for Languages of the Central Asian Region at Indiana University has developed the Central Asian textbook series, which provides the first modern, pedagogically sophisticated textbooks published in the United States on Dari, Kazakh, Mongolian, Pashto, Tajiki, Tibetan, Turkmen, Uyghur, and Uzbek.
- The National Resource Center for Asian Languages at California State University, Fullerton has developed materials for K–6 Vietnamese-English dual language immersion programs, integrating Common Core State Standards with standards supported by the American Council on the Teaching of Foreign Languages.

2. Less Commonly Taught Languages

LRCs play a crucial role in developing curricula, assessments, standards, and teaching materials for less commonly taught languages (LCTLs), in addition to providing quality training for teachers. LCTL instruction is rarely available at the K–12 level in U.S. schools, and it is difficult to find qualified LCTL teachers and high-quality LCTL teaching materials. LRCs are working to fill this gap.

In FY 2015, LRCs supported at least 152 projects involving at least one LCTL. The LRCs work with 126 LCTLs, including 58 designated priority languages. For example

- The National African Language Resource Center at Indiana University advances U.S. instruction in African languages by providing quality professional development and by developing textbooks, dictionaries and grammars, assessment tools, curriculum guidelines, standards, and certification programs.
- The Slavic and Eurasian Language Resource Center at Duke University produces webliographies of links and commentaries for 24 languages, including Albanian, Hindi, Persian, Romanian, Russian, Turkish, and Uzbek.
- The National East Asian Languages Resource Center at Ohio State University offers instruction in Chinese, Japanese, and Korean through online courses, online assessment tools, and summer programs for teachers and students.

3. Digital Tools and Resources

As the internet, social media, and mobile devices become more ubiquitous in students' lives, language education must occur in these digital spaces to remain relevant. Digital tools and resources developed by the LRCs help effectively engage students' interests and varied abilities.

In FY 2015, LRCs produced 234 audio, video, and/or podcasts and conducted 33 webinars. One thousand, eight hundred and fifty-one digital teaching and learning tools are available through the LRC network.¹⁴ For example

- The Center for Applied Second Language Studies at the University of Oregon curates Games2Teach, an online hub with curricular resources and professional development opportunities relating to digital games and language learning.
- The Games for Literacy project from University of Arizona’s Center for Educational Resources in Culture, Language and Literacy helps educators develop the skills required for Games2Teach.
- The *Heritage Arabic e-Book* from the Center for Integrated Language Communities (CILC) at the City University of New York offers digital resources for teachers with heritage Arabic speakers in their classrooms and highlights best practices in language pedagogy.
- Research initiatives at the University of Texas at Austin’s Center for Open Educational Resources and Language Learning explore Open Educational Resources and Open Educational Practices to identify how educators perceive and make use of resources in their classroom.

4. Outreach and Dissemination

Outreach and dissemination are central to the LRCs’ mission to promote and improve foreign language education in the United States. Conferences, journals, special events, networks, websites, webinars, and social media are employed to promote language education, inform teachers, encourage excellence and collaboration, and inspire students.

In 2015, the LRCs conducted a total of 364 outreach activities, including workshops, institutes, and assessments. In addition, the centers offered 305 conference presentations, 84 presentations outside of the conference context, and published 35 newsletters. For example

- The Center for Urban Language Teaching and Research at Georgia State University hosts the annual Global Languages Leadership Meeting where school leaders, legislators, government agencies, and businesses meet to discuss, advocate for, and promote language learning.
- The Center for Languages of the Central Asian Region at Indiana University hosts the Conference on Central Asian Languages and Linguistics, the only conference dedicated to the languages and language pedagogy of Central and Western Asia.
- Recognizing that not all educators can travel to conferences and forums, the Center for Applied Second Language Studies at the University of Oregon offers *InterCom*, a language learning e-newsletter. Each issue features a classroom activity, links to

¹⁴ Title VI Language Resource Centers, “U.S. Department of Education Title VI Language Resource Centers: Increasing Capacity for Language Teaching and Learning,” (Online Brochure, Title VI Language Resource Centers, 2018), 8, http://www.nflrc.org/pdfs/lrc_broc_full.pdf.

publications, language-specific resources, and professional development opportunities that match teachers' profiles.

5. K–12 Initiatives

Effective K–12 programs for commonly and less commonly taught languages are crucial to developing competence in the diverse languages needed to work effectively in the world today. LRCs offer summer institutes, conferences, workshops, online resources, and publications to connect K–12 language teachers with the most up-to-date information, methods, and tools. LRC initiatives support 7,587 K–12 schools each year.¹⁵

In FY 2015, LRCs conducted 118 projects to support Pre-K–12 language instruction, including 234 K–12-focused outreach activities and 109 workshops. For example

- The Slavic and Eurasian Language Resource Center at Duke University hosts workshops to help K–12 educators recognize multilingualism as a cultural and neurological phenomenon, understand minority language communities, and meet the needs of heritage language learners.
- Georgia State University's Center for Urban Language Teaching and Research hosts World Language Day, an exploratory language conference and resource fair for urban high school students, allowing them to explore linguistic and international diversity in urban communities.

6. Professional Development for Educators

With their academic resources, professional networks, and track record for successful workshops, LRCs offer U.S. foreign language teachers the professional development support they need to help their students develop proficiency in foreign languages.

In FY 2015, the LRCs conducted 49 professional development projects. The centers produced 109 workshops, 33 webinars, and 35 newsletters featuring professional development opportunities and information for teachers. Over 5,000 educators attended LRC-sponsored professional development opportunities in FY 2015. In addition, an estimated 68,377 teachers received professional development through LRC listservs and newsletters.¹⁶ For example

- The Center for Advanced Research on Language Acquisition at the University of Minnesota organizes a nationally recognized summer institute program that has engaged over 5,700 participants since its inception in 1996.¹⁷ Ten or more intensive face-to-face and online institutes are offered each year.
- The Center for Urban Language Teaching and Research at Georgia State University provides summer workshops focused on innovative uses of technology in language

¹⁵ Title VI Language Resource Centers Brochure, 16. "Support" is construed broadly to mean adoption of a product, professional development given, consulting services provided, etc.

¹⁶ Ibid, 12.

¹⁷ University of Minnesota Center for Advanced Research on Language Acquisition, "CARLA Summer Institutes," (Website, University of Minnesota Center for Advanced Research on Language Acquisition, 2018), <http://carla.umn.edu/institutes/index.html>.

teaching, methodologies, and classroom assessment practices for teaching heritage language students.

- Through *CLTNet*, Pennsylvania State University's Center for Advanced Language Proficiency Education and Research creates and compiles quality resources for teachers of Chinese and establishes a network that provides professional support to instructors.

7. Assessment

Assessment is closely connected with all efforts to improve foreign language study, providing important data for students, parents, teachers, program planners, administrators, and funders. LRCs work individually and cooperatively to create assessment tools, train teachers to develop their own assessments, and help teachers understand the ways assessments work and how to interpret results.

In FY 2015, LRCs conducted 19 assessment development projects producing 52 new assessment materials. An estimated 63,930 students are assessed each year using LRC-developed instruments.¹⁸ For example

- The Assessment and Evaluation Language Resource Center at Georgetown University is developing C-test assessments¹⁹ to estimate proficiency in Arabic, Japanese, Portuguese, and Turkish. The center also provides self-learning guides for educators to learn how to conduct useful language program evaluations.
- Study Abroad: Development and Assessment of Cultural Intelligence, created by the Center for Educational Resources in Culture, Language and Literacy at the University of Arizona, offers ready-to use, adaptable instruments that assess intercultural competence during study or work abroad.
- The National East Asian Languages Resource Center at The Ohio State University developed Computer Adaptive Vocabulary, an online Chinese assessment tool based on word frequency with customized tests designed by instructors.

8. Research

LRC research projects address teaching methodology, the use of technology in assessment and distance learning, evaluation of curricula for less commonly taught languages, second language acquisition, and many other issues.

In FY 2015, LRCs conducted 57 research, study or survey projects. In addition, they supported 101 publications in refereed journals, 45 publications in edited journals, and 11 publications in non-refereed journals. For example

¹⁸ Title VI Language Resource Centers Brochure, 10.

¹⁹ Ulrich Raatz and Christine Klein-Braley, "The C-Test—A Modification of the Cloze Procedure," *Practice and problems in language testing* (Colchester: University of Essex, September 1981), <https://eric.ed.gov/?id=ED217735>.

- The National Heritage Language Research Center at the University of California, Los Angeles hosts annual summer heritage language research institutes to explore connections between research findings on heritage language learners and teaching methodologies.
- *Language Learning & Technology* is a language journal sponsored by the National Foreign Language Resource Center at the University of Hawai'i and the Center for Language Education and Research at Michigan State University. This journal is published online three times a year and includes articles on original research and applying technology to language learning, teaching, and research.

Making a Difference

In FY 2015, the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin designed, developed, and published web-based course materials for language instruction in Czech, K'ichee' Maya, Mandarin Chinese, Portuguese, and heritage Spanish. A national leader in the development of Open Educational Resources, the center emphasizes innovative technology-based practices that hold unique potential to expand the nation's foreign language capacity. COERLL aims to create a digital environment for sharing so that foreign language learners and teachers can exchange products, practices, and findings. All materials developed under COERLL's language instruction initiatives are made available online for free to teachers, students, institutions, and members of the public under a Creative Commons license.

The Center for Integrated Language Communities (CILC) at the City University of New York used FY 2015 funds to organize a forum for minority-serving community colleges from across the country to discuss research findings on the state of foreign language learning and teaching to heritage language speakers. During the event, CILC presented findings from a survey of approximately 2,000 community college students and 200 foreign language instructors from 32 states on their perceptions and goals for foreign language study and teaching. The results of the study will be used to evaluate the state of effective collaborations with *Title VI* grantees and community college foreign language programs.

In spring 2017, the National Resource Center for Asian Languages (NRCAL) at California State University, Fullerton held its first World Languages and Careers Day for middle school and high school students. This free event gave students the opportunity to learn about the benefits of learning a second language and acquiring cultural competency by interacting with representatives from the fields of business, health, entertainment, education, technology, manufacturing, and transportation. Over 1,000 students, teachers, school district leaders, community partners, and businesses came out for the event. NRCAL provided campus tours, and for many students this was the first time visiting a college campus. The event received overwhelmingly positive feedback from the community.

Table 10. Number and percentage of presentations and publications produced with support of Title VI Language Resource Center program funds, by type of project: FY 2015

| Project type | Number | Percentage |
|----------------------|--------|------------|
| Abstracts | 39 | 2.9 |
| Assessment materials | 52 | 3.9 |

| | | |
|----------------------------------|-------|-------|
| Audio, video, and/or podcasts | 234 | 17.4 |
| Book chapters | 35 | 2.6 |
| Books authored | 5 | < 1 |
| Books edited | 3 | < 1 |
| Book reviews | 20 | 1.5 |
| Curricula and/or textbooks | 46 | 3.4 |
| Exhibitions | 26 | 1.9 |
| Media interviews | 9 | < 1 |
| Newsletters | 35 | 2.6 |
| Other | 42 | 3.1 |
| Policy brief and/or papers | 2 | < 1 |
| Presentations at conferences | 305 | 22.7 |
| Presentations not at conferences | 84 | 6.3 |
| Publications -- edited | 45 | 3.4 |
| Publications -- non-refereed | 11 | < 1 |
| Publications -- refereed | 101 | 7.5 |
| Reports or monographs | 11 | < 1 |
| Teaching cases | 3 | < 1 |
| Translations conducted | 86 | 6.4 |
| Webinars | 33 | 2.5 |
| Working papers | 6 | < 1 |
| Workshops | 109 | 8.1 |
| TOTAL | 1,342 | 100.0 |

Figures may not total 100% due to rounding.

Source: [International Resource Information System \(IRIS\)](#)

The data presented in **table 10** were reported by LRC project administrators in IFLE's IRIS online reporting system, and do not correspond directly to the list of eight areas in which the LRC's work may be understood (described in the "Activities and Outcomes" section on previous pages).

I WANT TO HELP POPULATIONS IN NEED.

I'm studying languages so that I can serve my local community.

FARAH MOHAMED

*Foreign Language and Area Studies Fellowship Recipient
Master of Public Health and Master of Social Work
Center for Global Studies, University of Washington*

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Undergraduate International Studies and Foreign Language Program

Overview

The Undergraduate International Studies and Foreign Language Program (UISFL) provides funding for planning, developing, and carrying out programs to strengthen and improve undergraduate instruction in international studies and foreign languages in the United States. Grants are awarded to support institutions of higher education (IHEs), consortia of such institutions, or partnerships between nonprofit educational organizations and IHEs.

The UISFL program serves as a catalyst or seed money to fund innovative projects designed to enhance students' exposure to international education opportunities at institutions that otherwise might not be able to offer them. For this reason, many community colleges, small four-year colleges, and MSIs apply for and receive funding under the UISFL program.

Grants made under UISFL support the development and expansion of undergraduate programs in international studies, area studies, and foreign languages; teaching, research, and curriculum development; linkages between two- and four- year institutions of higher education; and the development of partnerships among institutions of higher education, the private sector, and governments.

Over 45 years, the UISFL program has impacted over 50,000 students who have enrolled in newly created or enhanced international and area studies courses and funded hundreds of faculty course enhancements. In addition, the program has sponsored over 500 students and faculty through study abroad and international travel for faculty professional development. Thousands of faculty and community participants have attended workshops and seminars developed with UISFL support.

Competition, Priorities, and Funding

The UISFL program operates on an annual grant cycle. Recent UISFL competitions have featured two competitive preference priorities and two invitational priorities. The first competitive preference priority offered additional points to applications from consortia or partnerships that had an MSI or community college as the lead applicant. The second competitive preference priority offered additional points to applications from institutions that required entering students to have successfully completed at least two years of secondary school foreign language instruction or that required graduating students to earn two years of postsecondary credit in a foreign language. The 2015 competition invitational priorities encouraged applications proposing programs or activities focused on instruction in any of the 78 priority languages selected from the Department's list, and applications proposing the development of innovative, interdisciplinary curricula combining the teaching of language and/or international studies with business, economics, public health, education, and the STEM (Science, Technology, Engineering, and Mathematics) fields.

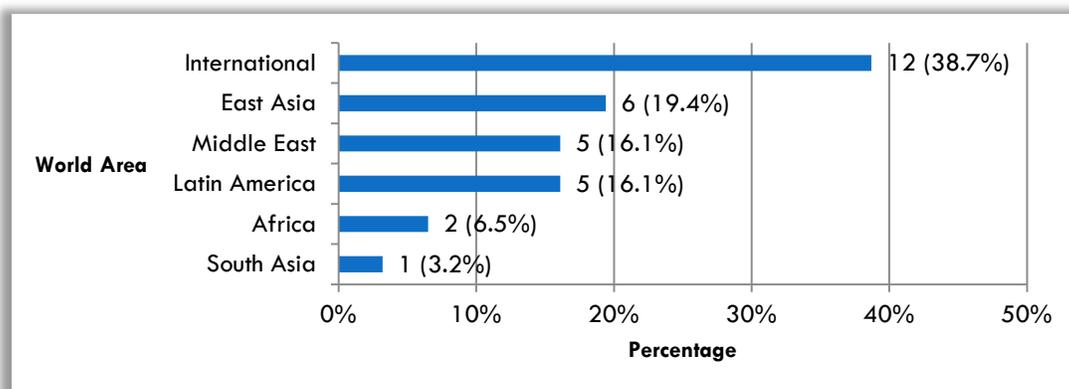
In FY 2015, IFLE awarded \$2.9 million in continuation funds to support 31 UISFL grantees, with an average award of \$94,465. These grantees first received new awards in FY 2014. Of these awards,

four were made to community colleges (12.9 percent); five were made to MSIs, (16.1 percent); five were made to consortia grantees (partnerships) (16.1 percent), and 17 were made to four-year institutions (54.9 percent).

Activities and Outcomes

UISFL grantees created, developed, or modified programs that focus on the following world regions: East Asia (19.4 percent), Middle East (16.1 percent), Latin America (16.1 percent), Africa (6.5 percent), and South Asia (3.2 percent). The greatest proportion of projects (38.7 percent) were identified as either having more than one primary world region or a general international focus. For this reason, they have been identified under world area as “international.”

Figure 16. Number and percentage of projects funded by Title VI Undergraduate International Studies and Foreign Language grants, by world area served: FY 2015

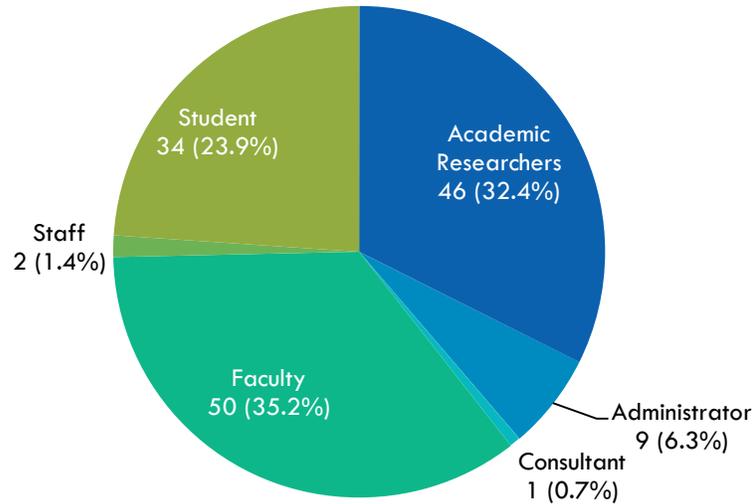


“International” refers to projects that have more than one primary world region or a general international focus.

Source: [International Resource Information System \(IRIS\)](#)

In FY 2015, UISFL funding supported 142 program participants, whose project activities included international travel, covering 41 countries/regions. Over one third (35.2 percent) of them were faculty members, followed by academic researchers (32.4 percent), students (23.9 percent), administrators (6.3 percent), grantee staff (1.4 percent), and consultants (1 percent).

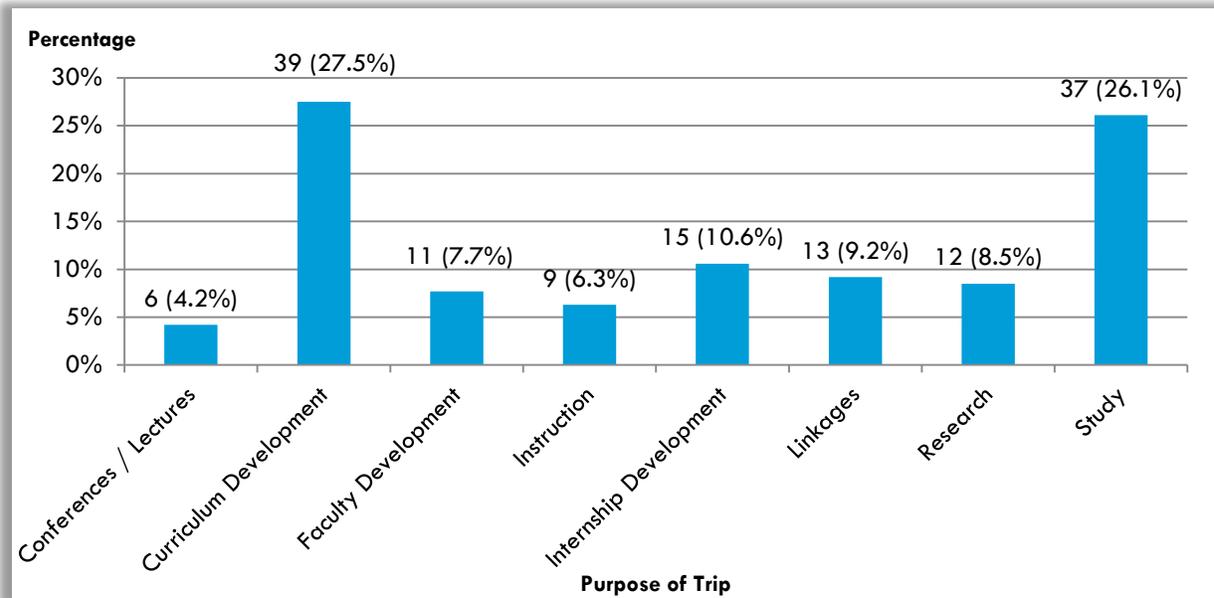
Figure 17. Number and percentage of international travel participants supported by Title VI Undergraduate International Studies and Foreign Language grants, by type of participant: FY 2015



Source: [International Resource Information System \(IRIS\)](#)

Of the UISFL program participants who traveled abroad, 27.5 percent did so to develop curriculum, while 26.1 percent traveled for study abroad.

Figure 18. Number and percentage of Title VI Undergraduate International Studies and Foreign Language program participants traveling abroad, by purpose of trip: FY 2015



Source: [International Resource Information System \(IRIS\)](#)

Making a Difference

Everett Community College, recipient of a FY 2014 UISFL grant, has established an innovative program for teaching beginner Japanese through a mix of traditional and online courses. The community college's Nippon Business Institute Japanese Cultural Center works closely with world language program instructors to offer a hybrid format for first-year Japanese language courses. The hybrid format allows students to earn five credits in Japanese 121, 122 and 123 by attending one face-to-face class per week with other instruction taking place online. This initiative helps students add global content to their coursework by learning Japanese language and culture on a more flexible schedule that works for them.



Everett Community College students using the online Japanese learning tool

Ocean County College (OCC), a public two-year community college in New Jersey, established a Center for Middle Eastern Studies at the end of 2015 with seed money support from UISFL. The Center will provide an opportunity for OCC students to participate in projects, presentations, and discussions about the Middle East and Northern Africa. In addition to supporting the new center on campus, the UISFL grant also made possible OCC's first "Study Abroad in Morocco" seminar in May 2015. OCC has been able to leverage additional resources, sending an additional 24 students to Morocco, and to extend the study abroad program through the summer of 2017. Grant funding will allow 24 more students to participate in the second annual Moroccan travel seminar scheduled for summer 2016.



Ocean County College students during a study abroad trip made possible in part by UISFL grant funding

Funded by UISFL and a consortia partnership with the School for International Training , in 2016, **Morehouse College** created a new 15-credit African diasporas program, “New African Diasporas: Transnational Communities, Cultures, and Economies.” Morehouse College is an all-male Historically Black College in Atlanta. The study abroad program, the first of its kind at Morehouse, has a multi-country design, and includes in the curriculum contemporary perspectives on the African diaspora by using the Murids of Senegal as the primary case study. Participants will begin their project at Morehouse and then travel as a group to Senegal, Italy, and China to learn about migration, entrepreneurship, Wolof language and culture, and impact on local economies. Students will return to New York City and present their work to the Murid community. Courses include “Entrepreneurship and Migration,” Wolof, and their capstone course, “New African Diasporas: Frameworks and Fieldwork.”



*Morehouse College New African Diasporas
study abroad program*

American Overseas Research Centers

Overview

The American Overseas Research Centers (AORCs) fill a unique role in strengthening U.S. expertise in area studies and world language training by providing scholarly and operational support to U.S. students, teachers, and researchers who require assistance when they are overseas to conduct research, network with international colleagues, or participate in academic conferences.

Title VI-supported AORCs are organizationally unique as well. They must be consortia of U.S. institutions of higher education that have a permanent presence in the country or world region. The location of the AORCs is directly related to the area studies and international studies training programs offered at the consortia-members' home institutions. For example, the West Africa Research Association consortium includes 45 U.S. institutions of higher education that provide area studies and world language training programs that focus on Africa.

Competition, Priorities, and Funding

Grant competitions under the AORC program are conducted every four years. The most recent competition (FY 2016) featured two invitational priorities. The first of these invited applicants to extend outreach activities and professional development opportunities to scholars and faculty at U.S. community colleges and MSIs. The second invitational priority encouraged applicants to leverage technology to make their AORC resources more accessible to scholars and to the general public through open access platforms. All 19 eligible applicants responded to the invitational priorities. Applicants were not awarded additional points or given a competitive preference for addressing the invitational priorities, however.

The peer review panels received 19 applications, and the Department funded 10 of them in seven world regions, totaling \$650,000, each for \$65,000. Nine recommended applicants (90 percent) met the first invitational priority focused on outreach to scholars and faculty at community colleges and MSIs; and, eight recommended applicants (80 percent) met the second invitational priority for projects incorporating technology to provide open access to AORC resources.

The following pages provide data and analysis for the most recent complete reporting period, FY 2015. In FY 2015, *Title VI* funds totaling \$650,000 supported 10 AORCS located in seven world regions as seen in **table 11** and **figure 19**.

Table 11. Title VI American Overseas Research Centers, by location, world region, and Title VI funds awarded: FY 2015

| Overseas center | Location | World region | Title VI funds |
|---|--|----------------|----------------|
| West Africa Research Association | Dakar, Senegal | Africa | \$65,000 |
| American Center for Mongolian Studies | Ulaanbaatar, Mongolia | Central Asia | \$65,000 |
| American Research Institute of the South Caucasus | Armenia Azerbaijan Georgia | Eastern Europe | \$65,000 |
| Cyprus American Archaeological Research Institute | Limassol, Cyprus | Middle East | \$65,000 |
| American Institute for Sri Lankan Studies | Colombo, Sri Lanka | South Asia | \$65,000 |
| American Institute of Bangladesh Studies | Dhaka, Bangladesh | South Asia | \$65,000 |
| American Institute of Indian Studies | Delhi, India | South Asia | \$65,000 |
| American Institute of Pakistan Studies | Islamabad, Lahore, and Karachi, Pakistan | South Asia | \$65,000 |
| American Institute for Indonesian Studies | Jakarta, Indonesia | Southeast Asia | \$65,000 |
| American Academy in Rome | Rome, Italy | Western Europe | \$65,000 |

Source: [International Resource Information System \(IRIS\)](#).

Figure 19. Locations of Title VI American Overseas Research Centers: FY 2015



Activities and Outcomes

Resources, Training, and Services

The extent to which visiting scholars, teachers, and students in the countries in which the AORCs are located can effectively conduct their activities is significantly strengthened by the resources and services available to them through the AORC staff. Among other activities, the visitors conduct research, coordinate and participate in academic conferences, network with international colleagues, access libraries and archives, and obtain research clearances. During the 2015–16 reporting period, collectively the 10 centers provided many resources and activities listed in **table 12**.

Table 12. Resources provided by Title VI American Overseas Research Centers, by type and number: reporting period 2015–16

| Type of resource or activity | Number |
|--|--------------|
| Language Training for Program Participants | 313 |
| Conferences | 652 |
| Guided Tours (research; teacher training) | 863 |
| Lectures and Seminars | 2,144 |
| Archives and Library Clearances | 1,693 |
| Research Clearances | 161 |
| In-country Travel Logistics | 589 |
| TOTAL | 6,415 |

Source: [International Resource Information System \(IRIS\)](#)

Types of Scholars Assisted

The AORCs assisted a total of 242 project participants in FY 2015. Approximately one-third (32.6 percent) of the 242 scholars were U.S. researchers. Additional scholars who received services included graduate students (29.3 percent), U.S. visiting faculty (16.1 percent), U.S. visiting scholars (7.9 percent), undergraduate students (4.1 percent), and others (9.9 percent). The table below shows the percentage and the number of participants for each category.

Table 13. Number of researchers assisted by Title VI American Overseas Research Centers and percentage of total, by type: FY 2015

| Type | Number | Percentage |
|-----------------------|--------|------------|
| Graduate Student | 71 | 29.3 |
| Other | 24 | 9.9 |
| U.S. researcher | 79 | 32.6 |
| U.S. visiting faculty | 39 | 16.1 |
| U.S. visiting scholar | 19 | 7.9 |
| Undergraduate Student | 10 | 4.1 |
| TOTAL | 242 | 100.0 |

Figures may not total 100% due to rounding.

Source: [International Resource Information System \(IRIS\)](#)

High-Quality Area Studies Programming

The ability to provide high-quality area studies programming along with reliable administrative support in vastly different world regions distinguishes the American Overseas Research Centers program from the other *Title VI* international education programs. The FY 2016–19 AORC's invitational priority encouraged the centers to “facilitate the participation of individuals from community colleges and minority-serving institutions in AORC programs” or to meeting the *Title VI* legislative purpose of facilitating postgraduate research. By doing so, the overseas centers have contributed to the academic and career trajectories of U.S. scholars and the internationalization of U.S. higher education curriculum; the centers have also provided access to in-country resources, such as libraries, archives, and research sites.

The following are examples of activities that centers are conducting to meet the invitational priority:

- The American Academy in Rome established an Affiliated Fellowship for community college faculty that allows these teachers to enrich their courses and benefit their students through interdisciplinary experiences in Rome. The Academy coordinated with the Community Colleges Humanities Association to publicize this four-week fellowship opportunity. A professor of art history and Western civilization at Clark State Community College (Springfield, Ohio) was in residence in spring 2015, and an assistant professor in the Department of Arts and Philosophy at Miami Dade College was in residence in summer 2016.
- The West Africa Research Association (WARA), in partnership with Howard University's African Studies National Resource Center, developed a comprehensive professional development seminar in Dakar for 15 community college faculty, which ran Jan.13–23, 2017. WARA also

hosted and provided programming for *Fulbright-Hays* Seminars Abroad and Group Projects Abroad participants.

Making a Difference

The following statements from individuals who received AORC's assistance during the current grant cycle reflect an overseas center's capacity to make a significant and long-term impact by providing in-country support and resources on a short-term basis.

"The American Institute of Sri Lankan Studies has made a major impact on my career. First, I would not have been able to learn the Sinhala language if I had not received two language fellowships from the American Institute of Sri Lankan Studies. Second, I would not have been able to complete my dissertation research if I had not been able to work at the American Institute for Sri Lankan Studies center in Colombo. The center gave me a home in Sri Lanka where I could study and translate my sources. The staff was always willing to help me when I had a question. Further, the American Institute for Sri Lankan studies supported my research by allowing me to organize a workshop on Sinhala song, a workshop which deeply enriched my dissertation and eventual monograph."

—Garrett Field, Assistant Professor of Ethnomusicology at Ohio University

"ACMS staff and fellows, and the resources that they and ACMS as a whole provide (including extensive networking advice and opportunities, the library, translation services, visa assistance, language training, and logistics) have been indispensable to my research and life in Mongolia. They have also opened up opportunities for research and projects that I would not have otherwise had, including funding and otherwise assisting several interns of mine to conduct in-country research in Mongolia. Aside from professional aspects, ACMS also has provided social events, wonderful friends, and a strong sense of family. In my experience there does not exist another institution of this kind in Mongolia (i.e. a bilateral organization which fosters research exchanges and excellent in-country assistance to visiting researchers, not only from the U.S. but also other countries), at least not one of such a high caliber. I believe the ACMS plays an important role in the overall relationship between Mongolia and the U.S."

—Sabri Bromage, Doctoral Candidate, Department of Nutrition,
Harvard T.H. Chan School of Public Health

International Research and Studies Program

This section of the annual report presents information about the most recent competition (FY 2017) for new grant awards under the International Research and Studies (IRS) program. Due to the eight-year gap between the last IRS competition held in FY 2009 and the most recent FY 2017 competition, this section does not include an analysis of FY 2015–2016 program data, as was provided for other IFLE programs covered in the report.

Overview

The IRS program provides grants to public and private agencies, organizations and institutions, and to individuals to conduct research and studies. The projects are designed to improve and strengthen instruction in modern foreign languages, area studies, and international fields.

Competition, Priorities and Funding

The IRS program generally competes every three years.

For the FY 2017 competition, the Department established an absolute priority that required applicants to submit applications for research projects, surveys, or studies only. In addition to the absolute priority, there were two competitive preference priorities for which the applicant could receive an additional five points during the peer review process, depending on how well the applicant addressed one of the following priorities:

Competitive Preference Priority 1: Research projects, studies, and surveys focused on Dual Language Immersion (DLI) programs in U.S. preschool to grade 12 schools.

Competitive Preference Priority 2: Research projects, studies, and surveys that focus on the outcomes of participation in and/or access to international education programs for students in the U.S. postsecondary sector.

Competition Characteristics

- Funds available for new awards: \$712,329
- Number of applications reviewed: 74
- Number of applications recommended: 8
- Number of recommended applications that proposed projects about the outcomes of participation in international education: five (63 percent)
- Number of recommended applications that proposed DLI projects: three (37 percent)
- Range of funds awarded to recommended projects: \$82,000–\$96,425
- Project period for recommended projects: 36 months

Descriptions of Funded Projects

The following FY 2017 IRS projects are funded for a 36-month project period:

University System of Georgia

Project Title: Databank and Co-Laboratory for Research on International Education and College Success

Grant Amount: \$93,208

Project Description: The proposed project directly addresses the need for better data relative to international education programs and postsecondary institutions by establishing a national Databank and Co-Laboratory for Research on International Education and College Success (DCRIECS). Diverse collaborating institutions from across the nation will contribute de-identified student records to create a sufficiently rich databank that will be mined and analyzed to address very specific questions. Essentially, DCRIECS will enable a “big data” approach to understanding the impact of international education on college success.

Institute for International Education

Project Title: Graduate Learning Overseas Survey

Grant Amount: \$90,149

Project Description: The Institute for International Education’s proposed Graduate Learning Overseas survey will involve three integrated components, each undertaken over a year: (1) a national survey to document the scale and scope of graduate education activities abroad, as well as institutions’ practices in identifying and collecting data on their graduate students’ international activities; (2) a comprehensive report of the study’s findings and recommendations for the field, as well as the development of an interactive and accessible study website; and (3) outreach activities that include conducting workshops with campus leaders and disseminating the plan to bridge the study’s findings to future research and educational activities for the field, including the development and dissemination of an institutional data collection toolkit to advance the systematic collection of graduate study abroad data over time.

Center for Applied Linguistics

Project Title: Features of Dual Language Immersion in High Achieving Programs

Grant Amount: \$84,612

Project Description: The Center for Applied Linguistics will conduct a research study to identify successful Spanish and English dual language immersion (DLI) programs by analyzing state-wide longitudinal data in the two program languages. Additionally it will document characteristics of DLI in high-achieving programs based on two case studies as well as disseminate the results of the research study so that the study may be replicated and its results applied in programs with similar objectives.

Diane Villwock, Independent Researcher, University of North Carolina at Chapel Hill

Project Title: Dual Language Immersion Programs in U.S. Preschool to Grade 12 Schools.

Grant Amount: \$85,490

Project Description: The project will investigate how dual language (DL) bridging can help strengthen

student literacy in grades three through five. It will review current bridging activities in the three dual language elementary schools, focusing on grades three through five, using observations and interviews. Summer 2018 DL teachers (grades three through five) will build on existing activities and create or revise bridging lessons to implement during 2018–19 academic year.

Pennsylvania State University

Project Title: The Careers of Language Study Abroad Alumni: A Comprehensive Investigation

Grant Amount: \$84,850

Project Description: This project will undertake a comprehensive investigation to understand the extent to which foreign language ability developed at the postsecondary level is valued, recognized, and cultivated across the lifespan, and the extent to which this ability contributes to career readiness and offers personal and professional opportunities. We will also examine how and to what extent language ability is supported after study abroad, which program types lead to the greatest long-term impact, and the advantages and challenges that these learners experience.

Delaware State University

Project Title: Instructional Practices, Proficiency Assessment and Language Development in Dual-Language Immersion Classrooms: A Longitudinal Study

Grant Amount: \$82,200

Project Description: The study examines instructional practices, assessment, and proficiency development in Dual-Language Immersion (DLI) programs. The project will be conducted in schools within the state of Delaware, with focus sites in the three demographically diverse counties in the state. Researchers will conduct surveys of educators, students, families, and administrators, and will also complete extensive audio and video data collection and documented observations of DLI classrooms for analysis. The results of this project will produce essential data and analyses on current practices in dual-language immersion to U.S. policymakers, researchers, educators, and the public, and will be disseminated through published articles in major journals and presented at major conferences.

University of Pittsburgh

Project Title: Outcomes of International Education Programs for U.S. Postsecondary Education Students

Grant Amount: \$96,425

Project Description: The project will investigate the impact of a new digital gaming platform (Suitable) on undergraduate training. The new technology is designed to enhance and continually assess global competence of undergraduate students in international education programs. The project combines tracking and incentivizing student engagement in an integrated set of curricular, cocurricular, and extracurricular global learning experiences, with an electronic portfolio system to curate students' self-reflections on their learning.

Iowa State University

Project Title: Global Century Project

Grant Amount: \$95,395

Project Description: The project will explore the effects of students' education abroad experiences on institutional and student outcomes, as well as work to understand the extent to which students' global

competence changes during their postsecondary education. The project will recruit students from four diverse four-year colleges and universities to participate in the Global Century Project. Goal 1 of the project is to increase understanding of the effects of international education programs on institutional outcomes and student outcomes. Goal 2 is to assist international educators in addressing the calls for curricular and cocurricular experiences that prepare students to be leaders in a global century.

Making a Difference

Eight new FY 2017 IRS projects were awarded on Oct. 1, 2017. These projects are in their initial implementation phase, and therefore it is too soon in the project cycle to assess their impact.

The following IRS projects funded in FYs 2009 and 2010 are cited to show what previous grantees have accomplished with their IRS grants:

- The Social Science Research Council conducted a large-scale, comparative study of university-based, federally funded National Resource Centers supporting the study of world regions. Two grants from the Department of Education (2004–2010) supported data collection and analysis at 12 case study universities across the country. Dozens of project publications, including two books published by NYU Press and Princeton University Press, address pressing questions for academic leaders about the role that regional studies programs play in producing knowledge for the public good. The funding also helped incubate a new generation of scholarly expertise on international education; more than a dozen graduate students, post-doctorates, and junior faculty were engaged in the research in addition to the senior leadership team.
- The Japan Society created free, online materials to help K–12 educators teach about Japan in a global context (FY 2010 IRS grant). These unique resources, which include lesson plan ideas, background essays, abundant video and audio material, and numerous materials for classroom use, are posted on the Japan Society’s website, *About Japan: A Teacher’s Resource*.²⁰ Based largely on primary sources in multiple formats, the project developed materials centered on the following six themes and topics:
 1. Using Authentic Materials in High School and University Intermediate and Advanced Japanese Language Classes
 2. Japanese Culture for Elementary Schools: Integrating Language and Culture (for both Japanese language classes and mainstream classes)
 3. Teaching Modern Japanese History through Primary Sources
 4. Japan and the Globalization of the Economy
 5. Japan and International Environmental Issues
 6. Teaching Difficult Ethical and Social Issues Utilizing Japan

²⁰ Japan Society, “About Japan: A Teacher’s Resource,” (Website, Japan Society, 2018), <http://aboutjapan.japansociety.org/index.cfm>.

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*

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FULBRIGHT- HAYS PROGRAMS

The *Fulbright-Hays* programs are the overseas component of the Department of Education's international education initiatives. Current *Fulbright-Hays* programs include the Doctoral Dissertation Research Abroad, Group Projects Abroad, and Seminars Abroad programs. Since the inception these three programs, together they have supported over 15,000 elementary, secondary, and postsecondary educators, administrators and students with immersive international experiences in over 150 countries.

The goal of the grants is to deepen knowledge of and foreign language proficiency in areas of the world not generally included in U.S. educational programs; and to build a cadre of students, educators, and other professionals with deep global expertise. To accomplish this aim, the *Fulbright-Hays* programs provide grants annually to institutions of higher education²¹ that allow P–12 teachers and current and prospective postsecondary faculty to carry out research and curriculum development projects overseas, bringing their learning back to their classrooms and communities at home. *Fulbright-Hays* programs are administered by the Department of Education in cooperation with the U.S. Department of State's Bureau of Educational and Cultural Affairs.

FY 2015 funding for *Fulbright-Hays* programs totaled \$7,061,000.

15,000

Elementary, secondary, and postsecondary educators and administrators have been supported by *Fulbright-Hays* programs, with immersive international experience in over

150 Countries

In retrospect, receiving that great distinction forever defined and validated my professional career. Little did I know this very special program would make such a lasting contribution to my profession and my life.

—Ariel C. Gil, Ph.D., University of Alabama at Birmingham.
2004 GPA Participant to Bulgaria

²¹ In the case of the Seminars Abroad program, seminars are funded through an interagency agreement with the Department of State. The Department of Education selects the participants through a competitive process.

Doctoral Dissertation Research Abroad Fellowships

Overview

In 1961, Congress created the Doctoral Dissertation Research Abroad fellowship program (DDRA) as part of the *Mutual Educational and Cultural Exchange Act (Fulbright-Hays Act)*. The goal of the DDRA grants is to fund research and intensive language experience for scholars early in their careers and develop a cadre of educators, public servants, and other professionals with deep global and foreign language expertise.

Alumni of the *Fulbright-Hays* DDRA programs have reached the tops of their fields in academia, the private sector, the military, and public service. Notable alumni have earned Pulitzer prizes, championed causes at the United Nations, and are thought to be leaders in the United States and abroad.

Competition, Funding and Priorities

In the past 55 years, over 5,700 DDRA fellowships have been awarded for research in over 150 countries. Over time, the gender distribution of the program has changed to reflect trends in education — a higher number of women now participate in the program than men — 59 percent versus 41 percent, respectively. In the past decade, the percentage of public institutions awarded DDRA grants has increased. Further detail on the characteristics of DDRA fellows and their home institutions may be found in **figure 20**.²²

FY 2015 Competition Highlights

Seventy-six institutional applicants were reviewed during the FY 2015 competition, with a total of 355 fellowship applicants.

Competition results include the following:

- Number of institutions funded: 41
- Number of fellowships: 86
- Average award: \$37,898
- Number of states represented: 24
- Forty-one languages used by recommended applicants to conduct research in 29 disciplines

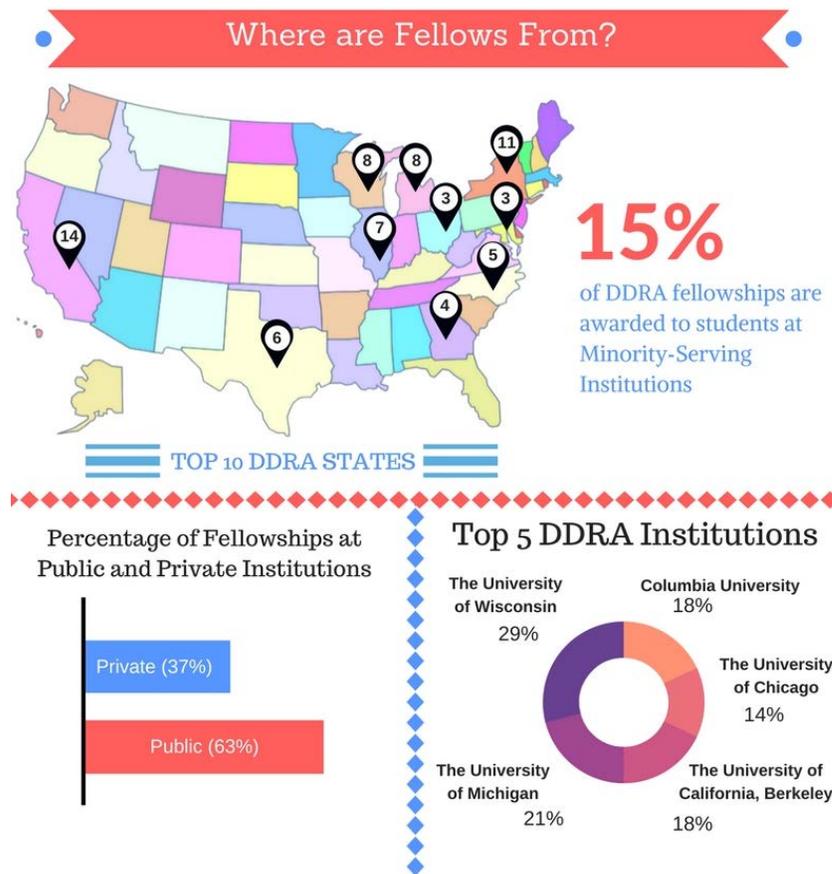
Three competitive preference priorities were applied for the DDRA program in FY 2015:

- Fifty-three percent of recommended applicants met the first competitive preference priority — a research project that focuses on one or more of the following geographic areas: Sub-Saharan Africa; South Asia, and Southeast Asia;

²² Please refer to the following interactive Google map for further details on FY 2015 DDRA fellows and their home institutions: https://www.google.com/maps/d/u/0/viewer?mid=1B1cBQ2-ZvVye0-6M_L08w5-Ug4&ll=17.988558698434094%2C-169.27243784999996&z=2.

- Eighty-six percent met the second competitive preference priority — a research project that focuses on any of the 78 priority languages selected from the U.S. Department of Education’s list; and
- Forty-four percent met the third competitive preference priority — a research project in the field of economics, engineering, international development, global education, mathematics, political science, public health, science, or technology proposed by an applicant who will use advanced language proficiency in one of the 78 LCTLs listed in the second competitive preference priority in his or her research.

Figure 20. Characteristics and home institutions of Fulbright-Hays Doctoral Dissertation and Research Abroad program fellowships awarded, by type of institution: FY 2015



Activities and Outcomes

Countries and Regions of Research

Of the 86 DDRA fellowships awarded in FY 2015, program participants conducted their research in the Western Hemisphere (31.4 percent), Africa (23.3 percent), South Asia (20 percent), East Asia (10.5 percent), Southeast Asia and Pacific Islands (10.5 percent), Near East (2.3 percent), and Central/East Europe and Eurasia (2.3 percent).

Figure 21. Number of Fulbright-Hays Doctoral Dissertation Research Abroad fellows conducting research, by world area: FY 2015



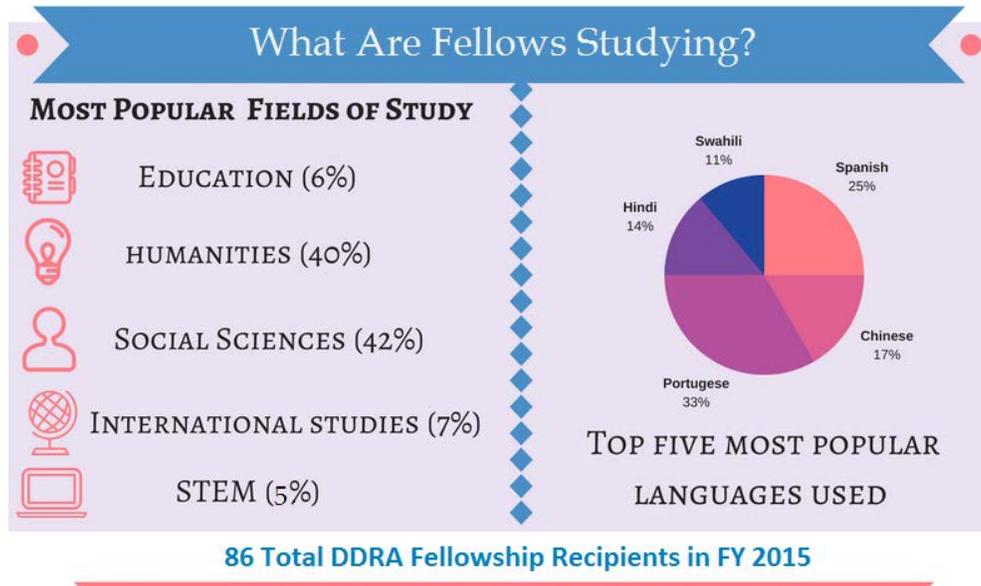
Languages Used By DDRA Fellows

The 86 doctoral students used 41 languages in their research, most of which were less commonly taught languages (LCTLs) — a key indicator of the program. Nearly all fellows (86 percent) were highly rated in foreign language proficiency in the language of the country of research. The largest number of fellows used Portuguese and Spanish, as the Western Hemisphere is where the highest number of fellows was located. The top LCTL research languages fellows used were Portuguese, Hindi, Swahili, and Chinese. In total, 79 percent of DDRA fellows used a LCTL in their research. Many DDRA fellows studied languages in world areas that are critical to national security. Twenty-three percent studied languages spoken in Africa; 41 percent used languages spoken in South, East, and Southeast Asia; and 2 percent used languages spoken in Central Eastern Europe and the Near East.

Fields of Study

Over 80 percent of DDRA fellows' research was in the social sciences and humanities, with a substantial number of fellows studying anthropology and history.

Figure 22. Fields of study in which Fulbright-Hays Doctoral Dissertation Research Abroad fellows conducted research and top five languages used to conduct research: FY 2015



Making a Difference

“[DDRA] is such an important program for scholars and researchers for global understanding, for supporting professionalism, for helping academics learn about international perspectives and for collaborations. I am so grateful for the opportunities it gave me...”

—2009 DDRA Fellow Karen Hammerness, Ph.D.,
 Director of Educational Research and Evaluation,
 American Museum of Natural History



Victor Santiago Pineda, 2008 DDRA Fellow

2008 DDRA fellow Victor Pineda has emerged as a global leader of the international disability rights movement. Victor's research on the development and implementation of the *UAE Disability Act* in Dubai led to the publication of his work, "The Capability Model of Disability: Assessing the Success of UAE Federal Law No. 29 of 2006"²³ in the Emirate of Dubai. Victor was the youngest delegate negotiating the United Nations' Convention on the Rights of People with Disabilities and is the founder of the Pineda Foundation for Youth and World ENABLED. In 2015, Pineda was named to the presidentially appointed United States Access Board. The Access Board, also known as the Architectural and Transportation Barriers Compliance Access Board, is an independent federal agency that provides leadership in accessible design under the *American Disabilities Act of 1990* and other laws.

April Strickland, 2008 DDRA Fellow

April Strickland, a 2007 DDRA Fellow, graduated from New York University with a Ph.D. in anthropology. After completing her Ph.D., she worked with Oprah Winfrey as the senior academic researcher on her 2015 television series, "Belief," a seven-part documentary on cross-cultural belief systems. Strickland now teaches courses on indigenous societies in the Pacific and critical understandings of media, art, and culture in the Sociology and Anthropology Department at Bowdoin College in Maine. Strickland states, "My *Fulbright-Hays* Doctoral Dissertation for Research Abroad (DDRA) fellowship enabled me to conduct my anthropological dissertation research in New Zealand. ...I am fortunate to have [a teaching position] ... that is a direct legacy of my *Fulbright-Hays* time in New Zealand."



Leela Hazzah, 2008 DDRA Fellow

Leela Hazzah graduated from University of Wisconsin-Madison in 2011 with a Ph.D. in biology and ecology. She was recognized as a CNN Hero in 2014 for her work as the executive director and cofounder of Lion Guardians, a conservation organization dedicated to finding and enacting long-term solutions for people and lions to coexist across Africa. Hazzah founded the organization after conducting research in Kenya with the support of a *Fulbright-Hays* Doctoral Dissertation Research Abroad (DDRA) fellowship. Hazzah says, "DDRA provided me with the much-needed support to carry out my research. The fellowship allowed me to focus on my research and on greater conservation impact rather than on spending time on finding funding...Receiving a *Fulbright-Hays* DDRA fellowship is an exceptional honor, and so I would strongly suggest using this as an opportunity to think bigger than just your research project, and striving to have more applied impacts that are long-lasting."



²³ Victor Santiago Pineda, "The capability model of disability: assessing the success of UAE Federal Law No. 29 of 2006 in the Emirate of Dubai," (Ph.D. dissertation, University of California, Los Angeles, 2010), <http://www.worldcat.org/title/capability-model-of-disability-assessing-the-success-of-uae-federal-law-no-29-of-2006-in-the-emirate-of-dubai/oclc/773623776>.

Group Projects Abroad Long-Term Program

Overview

The purpose of the Group Projects Abroad (GPA) program is to promote, improve, and develop modern foreign languages and area studies at various levels of education. The program provides opportunities for faculty, teachers, and undergraduate and graduate students to conduct individual and group projects overseas to carry out research and study in modern foreign languages and area studies. The program supports both short-term and long-term grants.

GPA Long-Term grants are advanced overseas intensive language projects that may be carried out during a full year, an academic year, a semester, a trimester, a quarter, or a summer. The GPA Long-Term Program is designed for U.S. students and educators who want to take advantage of language-learning opportunities in foreign countries that are not present in the United States. Only participants who have successfully completed at least two academic years of training in the language to be studied are eligible for advanced language training under this program.

Competition, Funding, and Priorities

Competitions for the GPA program are held annually. In FY 2015, IFLE awarded \$1.9 million in continuation funding to 11 GPA Long-Term advanced overseas intensive language grantees at institutions of higher education and nonprofit educational organizations. These grantees first received new awards in FY 2012 and continuation funding in FYs 2013, 2014, and 2015. The average award amount in FY 2015 was \$172,727 with 194 total participants served.

Competitive preference priorities for recent GPA Long-Term competitions have focused on (1) specific geographic regions of the world including Brazil, China, India, and Russia; (2) the inclusion of K–12 teachers or K–12 administrators; and (3) projects that provided substantive training and thematic focus on any of the 78 priority languages on the Department of Education's list of priority languages. All GPA Long-Term grantees focused on one of the 78 priority languages to provide opportunities for U.S. students and educators to achieve proficiency in the LCTLs through intensive overseas study. **Table 14** provides a complete list of FY 2012–2015 GPA Long-Term four-year grantees.

Table 14. Fulbright-Hays Group Projects Abroad Long-Term Program four-year grantees, state of grantee, world language and country of project, and amount of award: FY 2015

| Grantees | Number of participants | State | World language and country | Amount |
|---------------------------------------|------------------------|-------|----------------------------|-----------|
| University of California, Los Angeles | 11 | CA | Indonesian (Indonesia) | \$86,298 |
| University of Massachusetts | 12 | MA | Mandarin Chinese (China) | \$264,823 |
| American Institute of Indian Studies | 18 | IL | Hindi, etc. (India) | \$217,460 |

| Grantees | Number of participants | State | World language and country | Amount |
|---------------------------------------|------------------------|-------|----------------------------|-------------|
| University of Florida | 11 | FL | Yoruba (Nigeria) | \$75,146 |
| The University of Texas, Austin | 18 | TX | Russian (Russia) | \$167,088 |
| Michigan State University | 11 | MI | Kiswahili (Tanzania) | \$87,282 |
| American Research Institute in Turkey | 18 | PA | Turkish (Turkey) | \$160,212 |
| University of Virginia | 14 | VA | Arabic (Jordan) | \$77,572 |
| Johnson C. Smith University | 16 | NC | Mandarin Chinese (China) | \$138,633 |
| Hamilton College | 40 | NY | Mandarin Chinese (China) | \$317,825 |
| Harvard University | 25 | MA | Arabic (Jordan) | \$307,661 |
| TOTAL | 194 | | | \$1,900,000 |

GPA Long-Term grantees focus on providing advanced foreign language training in several world regions. Three GPA Long-Term grantees from fiscal years 2012–15 focused on East Asia (27.3 percent), three on the Middle East (27.3 percent), and two on Africa (18.3 percent). The remaining three grantees focused on South Asia (9 percent), Southeast Asia (9 percent), and Central and Eastern Europe and Eurasia (9 percent). Applications that focused on Western Europe were not considered.

Figure 23. Number of Fulbright-Hays Group Projects Abroad Long-Term Program projects, by world region: FY 2015



Activities and Outcomes

Language Proficiency of GPA Long-Term Participants

Four GPA Long-Term grantees measured the success of their project by evaluating the participants' language proficiency before the project and at the end of the project using pre- and post-tests. Participants with pre- and post-test language evaluations studied Indonesian, Russian, Kiswahili, and Chinese. An analysis of the pre- and post-test data reveals that 44 of 47 (94 percent) participants increased their language evaluation scores. As the chart below shows, the average test score gain was greatest among students studying Kiswahili (24.73 points).

Table 15. Language evaluation average pre- and post-test scores for Fulbright-Hays Group Projects Abroad Long-Term Program participants, average change in scores, number of students evaluated, number of students whose scores increased, and percentage of students

| Language | Number of students evaluated | Number of students whose language scores increased | Percentage of students whose language scores increased | Average pre-test score (range) | Average post-test score (range) | Average change in score (range) |
|------------|------------------------------|--|--|--------------------------------|---------------------------------|---------------------------------|
| Indonesian | 11 | 8 | 72.7 | 68.09 (37 to 91) | 80.91 (63 to 100) | 12.82 (-11 to 34) |
| Russian | 24 | 24 | 100.0 | 28.75 (6 to 77) | 46.46 (20 to 83) | 17.71 (3 to 43) |
| Kiswahili | 11 | 11 | 100.0 | 43.82 (34 to 57) | 68.55 (46 to 86) | 24.73 (6 to 37) |
| Chinese | 1 | 1 | 100.0 | 34 | 49 | 15 |

Source: [International Resource Information System \(IRIS\)](#)

Making a Difference

With financial support from ED's Group Projects Abroad Long-Term program, the Center for Arabic Studies (CASA) at Harvard University has provided advanced training in Arabic language and culture to over 1,700 individuals since 1967. GPA Long-Term participants have put their expertise to work, making significant contributions in education, research, diplomacy, law, business, finance, international development, journalism, and the arts. These diverse fields continue to rely on the pool of CASA-trained Arabic linguists and Middle East experts to fill a variety of professional needs.

Denis Sullivan, 1984 and 2008 Group Project Abroad Long-Term Program Participant

Denis Sullivan is a graduate of Harvard's Center for Arabic Studies and former participant in the center's 1984 and 2008 GPA Long-Term Program. He currently serves as professor of political science and international affairs and codirector of the Middle East Center at Northeastern University, and director of the Boston Consortium for Arab Region Studies. Two years after his 1984 experience with the CASA program, Sullivan returned to Cairo as a *Fulbright-Hays* DDRA fellow to conduct field research and complete his doctorate. As a result of his experiences with *Fulbright-Hays*, Sullivan earned his Ph.D. from the University of Michigan and secured a tenure-track position at Northeastern University in Boston. Sullivan attests, "*Fulbright-Hays* and CASA have been the foundation for all of my subsequent successes in language acquisition, field research, and study abroad programs that I lead, as well as grant-writing. ... Over the past 30 years, I have been on my life-long journey to learn as much as possible about Egyptian politics, history, culture, and — again — the Arabic language, in particular Egyptian dialect." Sullivan has built his career in Boston and the Arab region (Egypt, Jordan, Palestine, Lebanon, Oman, and other locations) ever since.



Group Projects Abroad Short-Term Program

Overview

As with the GPA Long-Term Program, the Short-Term Program provides opportunities for faculty, teachers, and undergraduate and graduate students to conduct individual and group projects overseas to carry out research and study in modern foreign languages and area studies.

There are three types of GPA Short-Term grants: (1) short-term seminar projects of four to six weeks in length designed to increase the linguistic or cultural competency of U.S. students and educators by focusing on a particular aspect of area study, such as the culture of an area or country of study; (2) curriculum development projects of four to eight weeks in length that provide participants an opportunity to acquire resource materials for curriculum development in modern foreign languages and area studies for use and dissemination in the United States; and (3) group research or study projects of three to 12 months in duration designed to give participants the opportunity to undertake research or study in a foreign country.

Competition, Funding, and Priorities

Competitions for the GPA Short-Term Program are held annually. In FY 2015, IFLE awarded \$1.4 million in new awards to support 17 Short-Term grantees at institutions and nonprofit educational organizations. The average award amount was \$84,247. Four of the 17 GPA Short-Term grantees were from MSIs (Morgan State University, Savannah State University, University of Central Florida, and Universidad del Turabo). The total number of participants served under GPA Short-Term programs was 236. The following table lists GPA Short-Term grantees that were funded in FY 2015.

Table 16. Fulbright-Hays Group Projects Abroad Short-Term Program grantees, by state, host country, number of participants, and amount of award: FY 2015

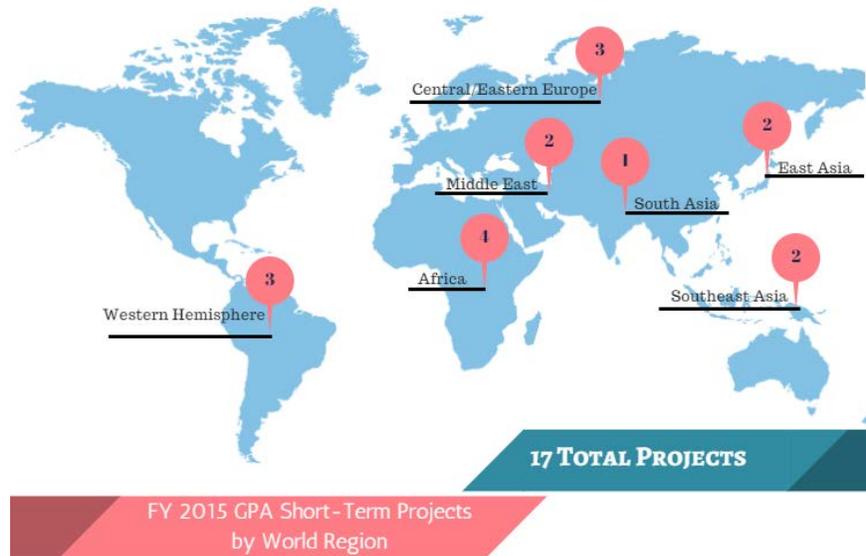
| Grantee | State | Host country | Number of participants | Grant |
|---|-------|--------------|------------------------|----------|
| Middlesex Community College | MA | Cambodia | 12 | \$81,588 |
| American Councils for International Education | DC | Russia | 13 | \$86,980 |
| Ashland University | OH | Brazil | 16 | \$67,575 |
| University of Detroit Mercy | MI | Brazil | 13 | \$84,707 |
| Towson University | MD | China | 14 | \$92,194 |
| Ohio University | OH | Thailand | 15 | \$84,550 |
| SUAGM, Universidad del Turabo | PR | Brazil | 13 | \$84,602 |

| Grantee | State | Host country | Number of participants | Grant |
|---|-------|----------------|------------------------|-------------|
| University of North Texas | TX | Jordan | 14 | \$75,755 |
| University of Georgia Research Foundation | GA | Tanzania | 13 | \$76,525 |
| University of California, Berkeley | CA | China | 17 | \$83,449 |
| University of North Carolina-Wilmington | NC | South Africa | 13 | \$89,279 |
| University of Iowa | IA | India | 13 | \$83,075 |
| Hobart & William Smith Colleges | NY | Russia | 15 | \$95,865 |
| Morgan State University | MD | Senegal | 15 | \$90,741 |
| University of Arizona | AZ | Oman | 14 | \$93,436 |
| University of Central Florida | FL | Czech Republic | 13 | \$71,113 |
| Savannah State University | GA | Ghana | 13 | \$91,236 |
| | | TOTAL | 236 | \$1,432,670 |

Competitive preference priorities for the FY 2015 GPA Short-Term competition focused on (1) specific geographic regions of the world, including sub-Saharan Africa, South Asia and Southeast Asia; (2) the inclusion of K–12 teachers or K–12 administrators; and (3) projects that provided substantive training and thematic focus on any of the 78 priority languages selected from the U.S. Department of Education's list. All GPA grantees included K–12 teachers and administrators. In addition, 16 out of 17 GPA grantees focused on LCTLs to increase the linguistic or cultural competency of U.S. students and educators.

Four of the 17 GPA Short-Term grantees focused on Africa (23.5 percent), three focused on the Western Hemisphere (17.6 percent), three focused on Central and Eastern Europe and Eurasia (17.6 percent), two focused on East Asia (11.8 percent), two focused on the Middle East (11.8 percent), two focused on Southeast Asia (11.8 percent), and one focused on South Asia (5.9 percent). Grantees that focused on Western Europe were not considered.

Figure 24. Number of Fulbright-Hays Group Projects Abroad Short-Term Program projects, by world region: FY 2015



Making a Difference

Jacilyn Ledford, 2016 Group Project Abroad Short-Term Program Participant

Jacilyn Ledford is a social studies teacher from Georgia who participated in Savannah State University's 2016 Group Project Abroad program in Ghana. A local teacher at the middle school level, Ledford hoped to use her experience abroad to incorporate more aspects of Ghanaian culture, history, and life into social studies curricula at her school. According to Ledford, "the whole trip connected me to history in the past and how it connects to various parts of the world. I took a particular interest in the economy of Ghana, because that is my subject area of choice when teaching. When you are driving through the streets and see everyone hustling to sell their goods or services, and then you realize this is a cash-based society, things get interesting. I teach about bartering and the art of markets, but seeing something so different than what I experience daily was exciting. I look forward to taking those stories and examples back to the classroom."



Jacilyn Ledford with other educators on Savannah State University's Group Project Abroad in Ghana

Gail Presbey, 2016 Group Project Abroad Short-Term Program Participant

Gail Presbey is a professor of philosophy at the University of Detroit Mercy. She participated in the university's 2016 *Fulbright-Hays* Group Project Abroad Program in Brazil. Having gone back to graduate school to develop a new specialization in world history with a concentration on Latin America, Presbey affirms that the *Fulbright-Hays* experience offered her a unique opportunity to explore the culture and history of Brazil. During her time abroad, Presbey visited historic sites like slave pillories and learned from Afro-Brazilian academic specialists who conveyed the nation's history of racism, inequality, and creative responses, as well as the current context. She visited vibrant communities that are working to educate youths about their African heritage, history and culture. These learning communities inspired Presbey and provided her with renewed guidance on ways of teaching African and Afro-Brazilian history and culture to her own students. Presbey has incorporated several lessons on Brazilian social issues into her U.S. classroom. She believes strongly that her students will have a better understanding of U.S. and global issues if they are able to learn more about challenges and leadership in Brazil.



Gail Presbey during the University of Detroit Mercy's Group Project Abroad in Brazil

Seminars Abroad

Overview

The Seminars Abroad program (SA), authorized by the *Mutual Educational and Cultural Exchange (Fulbright-Hays) Act of 1961*, provides short-term study opportunities for U.S. educators and administrators in the social sciences and humanities to improve their understanding of the people and cultures of other countries. Upon their return, participants develop and disseminate a curriculum project and share their broadened knowledge and understanding of the host country(ies) with students, colleagues, civic and professional organizations, and the public in their home communities.

Competition, Funding, and Priorities

The Seminars Abroad program was revamped in FY 2016 to strengthen its quality by having IFLE staff work closely with Fulbright Commissions²⁴ abroad to develop programming relevant to United States educators. The new programming tripled the number of U.S. educators who benefited annually compared to the four preceding years. For this reason, FY 2016 is highlighted in this chapter of the report.

The SA program competes annually. Funding for FY 2016 totaled \$532,300. Awards were made to educators and administrators at three different levels (grades K–8, 9–12, and postsecondary) and focused on three countries: India, Peru, and Senegal. Seminars in Peru and India were administered through the respective Fulbright Commissions, while the seminar in Senegal was administered through the Boston University African Studies Center (a *Title VI* National Resource Center). All three seminars lasted four weeks in-country.

²⁴ U.S. Department of State Bureau of Educational and Cultural Affairs, “Fulbright Commissions,” (Website, U.S. Department of State Bureau of Educational and Cultural Affairs, 2018), <https://eca.state.gov/fulbright/about-fulbright/funding-and-administration/fulbright-commissions>.

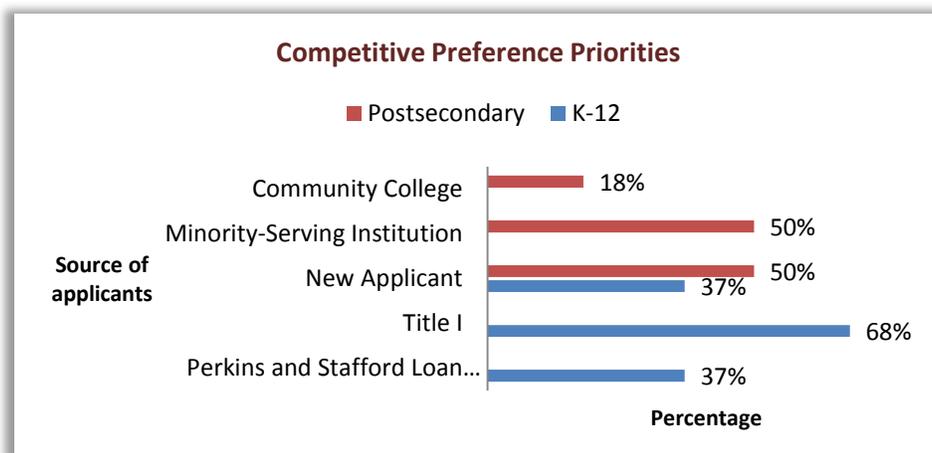
Participants were selected based on their responses to the six following selection criteria:

1. Curriculum vitae (CV)
2. International/intercultural experience essay
3. Demonstrated need essay
4. Project plan and implementation essay
5. Two references
6. Competitive preference priority

For the FY 2016 competition, competitive preference priority points were awarded to

- faculty members who teach at either community colleges or MSIs;
- new applicants who have not received a discretionary grant from the Department under any program authorized by *Title VI of the Higher Education Act (HEA)* or the *Fulbright-Hays Act* for the past five years; and
- educators and administrators who work at schools eligible for assistance under *Title I*²⁵ or the Perkins and Stafford Loan Cancellation²⁶ for Service in Low-Income Schools and Educational Service Agencies.²⁷

Figure 26. Percentage of Fulbright-Hays Seminars Abroad program competitive preference priority points awarded to participants, by source of applicants and their institution level: FY 2016



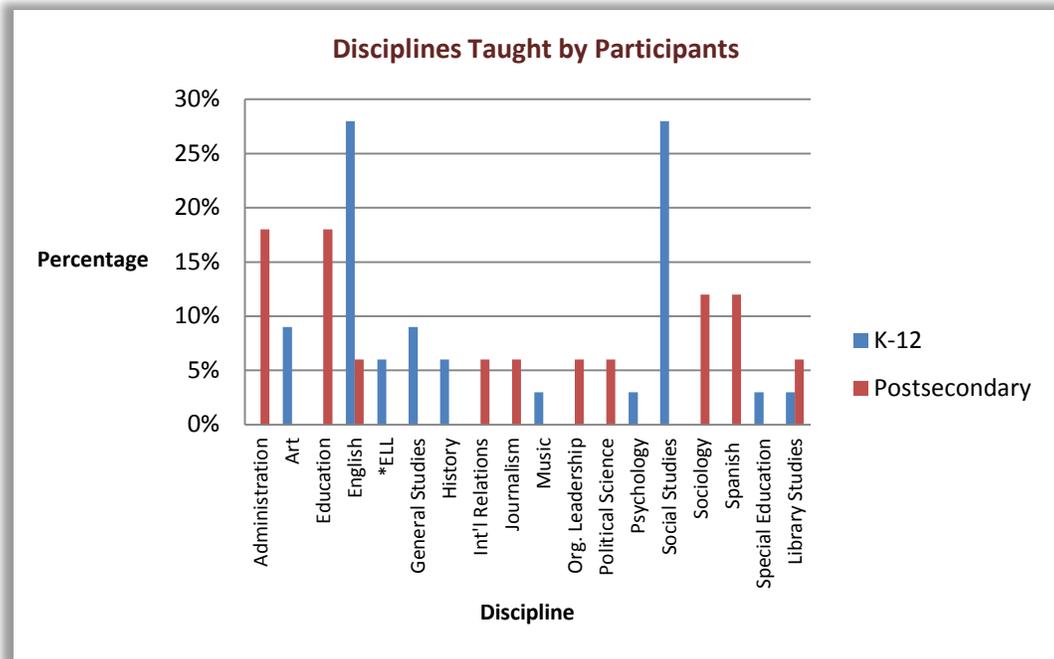
²⁵ *Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA)* provides financial assistance to local education agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

²⁶ Perkins Loan Cancellation Program: A borrower may have all or part of his or her loan (including interest) cancelled for engaging in teaching, public service, service in the Peace Corps or AmeriCorps*VISTA, or service in the military.

²⁷ Under the Teacher Loan Forgiveness Program, teachers who teach full-time for five complete and consecutive academic years in a low-income school or educational service agency, and meet other qualifications, may be eligible for forgiveness of up to \$17,500 on Direct Subsidized and Unsubsidized Loans and Subsidized and Unsubsidized Federal Stafford Loans.

Eighteen different disciplines were represented by 48 participants. Both English and library studies had participants from grades K–12 and postsecondary. The most common disciplines taught by grades K–12 educators selected for participation were English and social studies. At the postsecondary level, professors who taught education or were administrators comprised the largest group of individuals.

Figure 27. Disciplines taught by Fulbright-Hays Seminars Abroad program participants, by percentage of each discipline and institution level: FY 2016

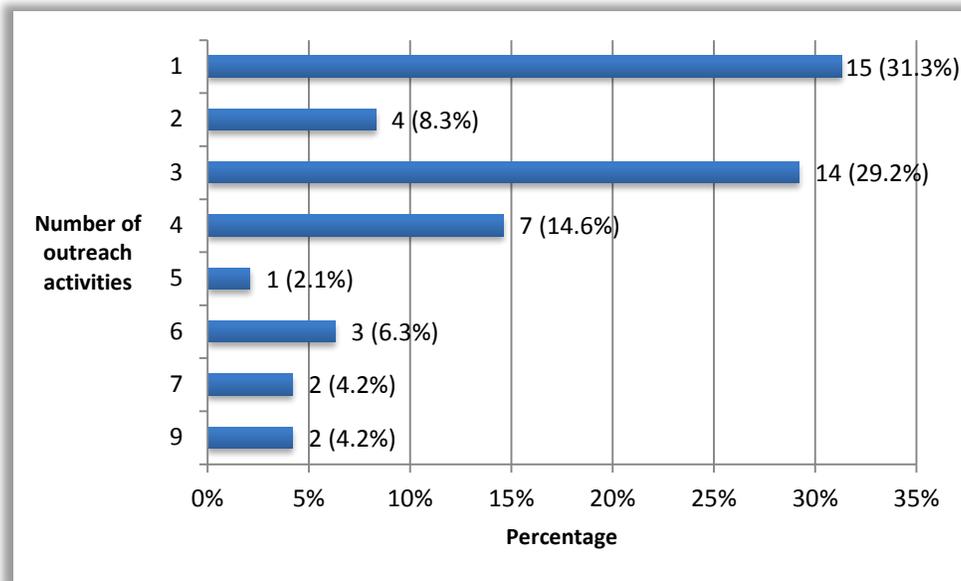


*ELL – English Language Learners

Activities and Outcomes

All SA participants conducted outreach activities in their schools and communities following their return. Each SA participant planned or completed between one and nine outreach activities, with most completing either one (31.3 percent) or three (29.2 percent).

Figure 28. Number and percentage of outreach activities conducted by Fulbright-Hays Seminars Abroad participants upon returning to the U.S.: FY 2016

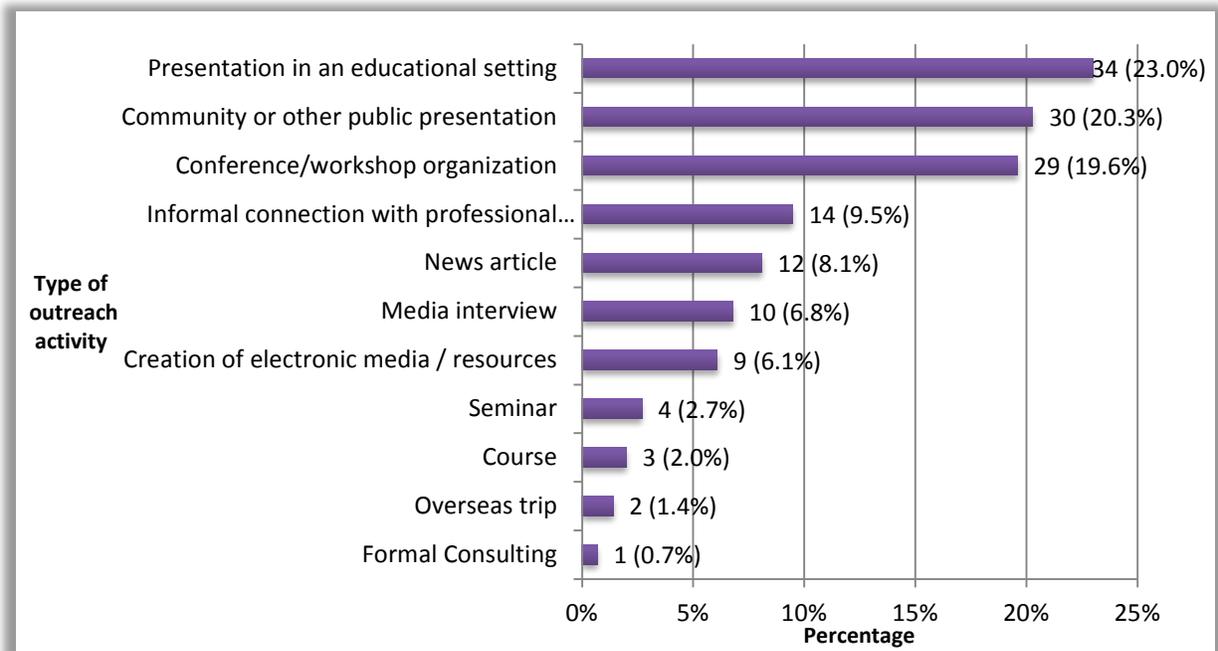


Note: No participants completed eight outreach activities.

Source: [International Resource Information System \(IRIS\)](#)

SA participants conducted a total of 148 outreach activities. The three most common types of activities were presentations in an educational setting (23 percent), in the community or other public presentations (20.3 percent), and at conference/workshop organizations (19.6 percent). Other outreach activities included informal connections with professional counterparts, news articles, media interviews, creation of electronic media and resources, seminars, courses, overseas trips, and formal consulting (see **figure 29**).

Figure 29. Number and percentage of outreach activities conducted by Fulbright-Hays Seminars Abroad program participants by type of activity: FY 2016



Source: [International Resource Information System \(IRIS\)](#)

Seminars Abroad participants estimated that 12,605 students and/or faculty or community members benefited from the outreach activities they conducted in their schools and communities upon their return. As would be expected, the estimated numbers of individuals who benefited varied by type of outreach activity (see **table 18**). Informal connections with colleagues, for example, involved relatively small numbers of faculty members and other professional counterparts, whereas news articles about participants' Seminars Abroad experiences reached thousands of individuals in the community.

Table 18. Estimated number* of students and/or faculty or community members who benefited from Fulbright-Hays Seminars Abroad program participants' outreach activities, by type of activity: FY 2016

| Type of outreach activity | Estimated number of individuals who benefited |
|--|---|
| Presentation in an educational setting | 1,360 |
| Conference or workshop presentation | 2,218 |
| Community or other public presentation | 2,175 |
| Informal connection with professional counterparts | 164 |
| News article | 6,000 |
| Media interview | 214 |
| Creation of electronic media resources | 217 |
| Seminar | 40 |
| Course | 190 |

| Type of outreach activity | Estimated number of individuals who benefited |
|---------------------------|---|
| Overseas trip | 20 |
| Formal consulting | 7 |
| TOTAL | 12,605 |

**These numbers likely underestimate the actual numbers of individuals who benefited because SA participants provided estimates for only 99 of the 148 outreach activities conducted. These numbers do not include the participants' own students in a formal classroom setting.*

Source: [International Resource Information System \(IRIS\)](#)

FY 2017 Update

In FY 2017, 48 educators were selected to attend seminars in Thailand (grades K–8); Bulgaria (grades 9–12); and Chile (postsecondary). The seminars focused on the following themes:

- exploring the diverse culture and of Thailand;
- Bulgaria in the context of migration and challenges to European cohesion; and
- the construction of Chilean identity: socioeconomic, political, and educational reforms.

Making a Difference

Eric Northard, 2016 Seminars Abroad Program Participant

Eric Northard is a world history and geography teacher from Grand Rapids, Minnesota who participated in the FY 2016 *Fulbright-Hays Seminar Abroad* in India. Northard found his experience in India to be enriching and inspiring, sharing that he has incorporated much of what he learned about India, its culture, history, and current challenges related to social change back into his world history and human geography courses. He states that his students always have many questions, and he feels much better prepared now to respond to them in an informed manner thanks to his experience abroad with the Seminars Abroad program. Inspired by his experience, he and a group of students have proposed and received approval for a service learning trip to India next summer to focus on social change and sustainable development. The overall effect of this program has been “huge,” according to Northard, because it brought energy to his school community, and has helped his students develop more personal connections to India and Indians. He reports that he is grateful for this program every day and feels very fortunate to have participated.



Smiles are the universal language — meeting with students from Dooni

Kathy Ho, 2016 Seminars Abroad Program Participant

Kathy Ho is a secondary school teacher for Lucile Packard Children's Hospital School in Mountain View, California. Ho participated in the FY 2016 *Fulbright-Hays* Seminar Abroad in India. This academic experience was a wonderful opportunity to bring India to life for Ho's students, many of whom are of Indian heritage, but have never been to India. A highlight of the trip was a stay in the city of Varanasi, India's spiritual capital, where Ho collected a sample of river water from the Ganges. Her students understand the cultural, historical, and scientific importance of the Ganges, and they have picked up and examined the sample that sits on her desk many, many times. The water has been the starting point for several interdisciplinary lessons, and is a tangible, relatable symbol of the amazing diversity and dichotomy that exists in India. The *Fulbright-Hays* Seminar allowed Ho to connect with many other dynamic educators from around the U.S., and she has been able to collaborate on ideas and lesson plans with a number of these innovative teachers since her return home. In fact, Ho recently co-presented with fellow participant Stacy Churchill at the California Art Education Association Conference, where the two teachers shared their experience in India from an art perspective. Ho said that programs like *Fulbright-Hays* make an invaluable contribution to the teaching community, and that her own Seminars Abroad experience has had a tremendous impact on her students and her professional development.



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