

Archived Information

INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE STUDIES PROGRAM

Goal: To meet the nation's security and economic needs through the development of a national capacity in foreign languages, and area and international studies.	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$32	2000	\$70
	1990	\$40	2001	\$78
Legislation: Title VI of the Higher Education Act (HEA) of 1965 (20 U.S.C. 1121-1128b) and Mutual Educational and Cultural Exchange Act of 1961, (Section 102(b)(6), commonly known as the Fulbright-Hays Act).	1995	\$59	2002 (Requested)	\$78

Program Description

The International Education and Foreign Language Studies Domestic programs are designed to enhance the economy and long-range security of the United States by establishing and supporting programs that assist in the development of: a pool of international experts to meet national needs; resources and trained personnel to stimulate the attainment of foreign language acquisition and fluency; activities that increase the international skills of our business community; and activities to increase the number of underrepresented minorities in the international service. In addition, the IEFLS Overseas programs provide participants with first-hand experience overseas that is designed to improve elementary, secondary, and postsecondary teaching and research concerning other cultures and languages, the training of languages and area specialists, and the American public's general understanding of current international issues and problems.

The program has 14 different components; ten Domestic and four Overseas. The Domestic components include the following: National Resource Centers, Foreign Language and Area Studies (FLAS) Fellowships, Undergraduate International Studies and Foreign Language program, International Research and Studies project, Business and International Education program, Centers for International Business Education, Language Resource Centers, American Overseas Research Centers, Technological Innovation and Cooperation for Foreign Information Access program, and the Institute for International Public Policy.

The Fulbright-Hays Overseas international education programs include: Group Projects Abroad, Faculty Research Abroad, Doctoral Dissertation Research Abroad, and Special Bilateral Projects (Seminars Abroad).

For more information, please visit the program Web site at: <http://www.ed.gov/offices/OPE/HEP/iegps>

Program Performance

OBJECTIVE 1: MAINTAIN A U.S. HIGHER EDUCATION SYSTEM ABLE TO PRODUCE EXPERTS IN LESS COMMONLY TAUGHT LANGUAGES AND AREA STUDIES WHO ARE CAPABLE OF CONTRIBUTING TO THE NEEDS OF U.S. GOVERNMENT, ACADEMIC, AND BUSINESS INSTITUTIONS.

Indicator 1.1 Title VI-supported institutions provide most of the instruction in less commonly taught languages.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Undergraduate</i>			<p>Status: Undergraduate -- No change from previous performance report. Graduate -- Target exceeded.</p> <p>Explanation: While Title VI-supported institutions account for less than 3 percent of all higher education institutions, they enroll 56 percent of the graduate enrolled students and 21 percent of the undergraduate enrollment in less commonly taught languages. If you count only the "least" commonly taught languages, they account for 64 percent of the graduate enrolled students and 40 percent of the undergraduate enrollments. Since the program that supplies this data has been funded for 42 years we do not expect to see increases in the percentage of enrollments. There is, however, a focus on maintenance and ensuring capacity in the less and least commonly taught languages.</p>	<p>Source: Modern Language Association (MLA) Study of Foreign Language Enrollments. Study funded since 1958 by Title VI. <i>Frequency:</i> Every 3-4 years. <i>Next collection update:</i> Fall 2002. <i>Date to be reported:</i> Spring 2003.</p> <p>Source: NRC and FLAS Performance Reporting via EELIAS System. <i>Frequency:</i> Annually. <i>Next collection update:</i> Fall 2001 enrollment reports. <i>Date to be reported:</i> Fall 2001.</p> <p>Validation Procedure: MLA data collected before the Department's standards for evaluating program performance data were developed, however data is validated by university enrollment figures reported in annual NRC performance reports. Performance report data supplied by grantees.</p> <p>Limitations of Data and Planned Improvement: MLA studies are conducted once every 3 to 4 years, and therefore data for the out years must be extrapolated from annual performance reports.</p>
Year	Actual Performance	Performance Targets		
FY 1995:	21%			
FY 1999:	Triennial /Quadrennial Data	No target set		
FY 2000:	21%	No target set		
FY 2001:		No target set		
FY 2002:		Greater than 20 %		
<i>Graduate</i>				
FY 1995:	55%	No target set		
FY 1999:	Triennial /Quadrennial Data	No target set		
FY 2000:	56%	55%		
FY 2001:		No target set		
FY 2002:		Greater than 55%		

Indicator 1.2 Percentage of graduates of Title VI-supported programs who report that they found employment that utilizes their language and/or area skills.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Ph.D. graduates of Title VI institutions</i>			<p>Status: Ph.D. Graduates -- Target exceeded. M.A. Graduates -- Target exceeded M.A. Continuing Studies -- Target exceeded</p> <p>Explanation: NRC Ph.D. graduates become the experts that ensure we maintain our national capacity in language and area studies. This data shows that these graduates go into fields where their expertise is utilized.</p> <p>M.A. graduates entering the professions help to fulfill the needs of companies, organizations and government with their area and international expertise.</p> <p>Many M.A. recipients continue their graduate study thus becoming the future experts. It is necessary for a certain percentage of M.A. graduates to complete advanced studies to ensure the capacity for advanced instruction and research.</p>	<p>Source: FY 1997-1999 National Resource Centers annual and final reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> Spring 2002 annual performance reports. <i>Date to be reported:</i> 2002.</p> <p>Source: NRC and FLAS Performance Reporting via EELIAS System. <i>Frequency:</i> Annually. <i>Next collection update:</i> Spring 2002 annual performance reports. <i>Date to be reported:</i> 2002.</p> <p>Validation Procedure: Data supplied by NRC grantees. No formal verification applied.</p> <p>Limitations of Data and Planned Improvement: NRCs have difficulty tracking graduates, as this is mostly the responsibility of the particular universities alumni association.</p>
Year	Actual Performance	Performance Targets		
FY 1996:	76%			
FY 1999:	No Data Available	No target set		
FY 2000:	80%	76%		
FY 2001:		76%		
FY 2002:		Maintain		
<i>M.A. graduates</i>				
FY 1996:	44%			
FY 1999:	No Data Available	No target set		
FY 2000:	54%	44%		
FY 2001:		44%		
FY 2002:		Maintain		
<i>M.A. graduates continuing their studies</i>				
FY 1996:	24%			
FY 1999:	No Data Available	No target set		
FY 2000:	26%	24%		
FY 2001:		Greater than 20%		
FY 2002:		Maintain		

OBJECTIVE 2: TO ESTABLISH AN INSTITUTE FOR INTERNATIONAL PUBLIC POLICY (IIPP) TO CONDUCT A PROGRAM TO SIGNIFICANTLY INCREASE THE NUMBERS OF UNDERREPRESENTED MINORITIES IN THE INTERNATIONAL SERVICE.

Indicator 2.1 The number of IIPP graduates employed in the international service.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Target exceeded</p> <p>Explanation: Five fellows from the first cohort have completed the 5-year program and are employed in jobs where their international training is being utilized. Five additional fellows from the first cohort completed all but the M.A. component and are working in international fields. Several fellows from the first and second cohorts are currently enrolled in graduate school</p> <p>The IIPP comprehensive program of study is a 5-year program with six components. It currently consists of the following: (1) sophomore summer policy institute; (2) junior year abroad; (3) junior year summer policy institute; (4) post-senior-year intensive language instruction; (5) post-baccalaureate internships at international affairs agencies and organizations; and (6) Master's degree in international relations. Fellows from the first cohort completed the comprehensive program in June 2000. The benchmark for this program is based on data collected on the first cohort.</p>	<p>Source: Annual reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> Fall 2001. <i>Date to be reported:</i> Unknown.</p> <p>Future data will be available from EELIAS.</p> <p>Validation Procedure: Data supplied by IIPP grantee. No formal verification applied.</p> <p>Limitations of Data and Planned Improvement: Data supported by program.</p>
FY 1999:	No Data Available	No graduates		
FY 2000:	10	5		
FY 2001:		7		
FY 2002:		9		