



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

FEB 12 2013

Dr. Peter M. McPherson
President
Association of Public and Land-grant Universities
1307 New York Avenue, NW
Suite 400
Washington, DC 20005-4722

Dear Dr. McPherson:

Thank you for your letter, dated January 24, 2013, regarding the U.S. Department of Education's International Strategy and the Office of Postsecondary Education's Title VI and Fulbright-Hays programs. Secretary Duncan has asked me to respond on his behalf.

It is gratifying to know that we share a mutual interest in promoting global competencies for every U.S. student. Promoting global competencies for all students is a critical component of our International Strategy and should be, we believe, a goal for every student. The Title VI and Fulbright-Hays programs have been long-time contributors to making this goal a reality. Title VI National Resource Centers such as the two cited in your letter - Ohio State University and Indian University - as well as an array of other Centers and institutional projects have brought international education and foreign learning to thousands of U.S. students.

Foreign language proficiency and world area expertise are significant facets of global competence. The Department considers them essential for national defense, intelligence, homeland security and law enforcement; so, we are heartened to know that the membership of the Association of Public and Land-grant Universities as well as the membership of the other five higher education associations that are signatories on your letter are maintaining critical expertise and providing students across the country with opportunities that give depth to their understanding about the world.

As you know, the Department's International Strategy is designed to simultaneously strengthen U.S. education and advance U.S. international priorities by guiding the Department's policies and activities not only to increase global competencies, as noted above, but also to learn from other countries and engage in education diplomacy. There are a variety of programs and activities in the Department, including the Title VI and Fulbright-Hays programs that are helping to guide our policies and practices. To that end, we have attached an extensive inventory of all of the Department's international programs and activities.

We look forward to our continued work with you and your colleagues on this critical topic.

Sincerely,

David A. Bergeron
Acting Assistant Secretary
Office of Postsecondary Education

Attachment

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INVENTORY OF THE U.S. DEPARTMENT OF EDUCATION'S INTERNATIONAL PROGRAMS AND ACTIVITIES
INFORMATION AS OF DECEMBER 14, 2012

PART I – CONGRESSIONALLY AUTHORIZED PROGRAMS

Activity Title	Authorizing Legislation	Brief Description	FY12 Funding¹
Foreign Language, International and Area Studies			
American Overseas Research Centers Program (AORC)	Title VI of the Higher Education Act of 1965, as amended	Provides four year grants to consortia of institutions of higher education to establish or operate an AORC that promotes postgraduate research, exchanges, and area studies. AORCs must be permanent facilities in the host countries or regions that provide logistical and scholarly assistance to American postgraduate researchers and faculty. Typically, the research focuses on the humanities or social sciences.	\$650,000
Foreign Language and Area Studies Fellowships (FLAS)	Title VI of the Higher Education Act of 1965, as amended	Provides fellowship allocations to institutions of higher education to assist graduate and undergraduate students in foreign language and area or international studies. Fellowships may be awarded for either the academic year or summer.	\$35.4m
Fulbright-Hays – Doctoral Dissertation Research Abroad (DDRA)	Mutual Educational and Cultural Exchange Act of 1961	This program provides grants to colleges and universities to fund individual doctoral students who conduct research in other countries for periods of six to 12 months. Graduate students in doctoral programs in the fields of foreign languages and area studies must apply through the institutions in which they are enrolled.	\$3.2m
Fulbright-Hays— Group Projects Abroad (GPA)	Mutual Educational and Cultural Exchange Act of 1961	Supports overseas projects in training, research, and curriculum development in modern world languages and area studies for U.S. teachers, pre-service teachers, students, faculty and administrators. Also funds overseas intensive language projects designed for study of priority languages, including Arabic, Indonesian, and Zulu. 18 advanced overseas language training grants included 29 overseas training sites.	\$3m
International Research and Studies (IRS)	Title VI of the Higher Education Act of 1965, as amended	Supports surveys, studies, and the development of materials that improve instruction of world languages, area studies, and other international fields. Projects include research on effective world language teaching methods and the use of technologies in world languages. Individuals, organizations, businesses, and U.S. - based institutions are eligible. <ul style="list-style-type: none"> Federal agencies have used materials developed through IRS grants to meet training needs, and the results from IRS national surveys and studies are used by federal agencies, state agencies, and school districts. 	\$1.7m

¹ FY12 funding amounts are being used in this inventory because the FY13 budget has not yet been approved by Congress.

Activity Title	Authorizing Legislation	Brief Description	FY12 Funding ¹
Language Resource Centers (LRC)	Title VI of the Higher Education Act of 1965, as amended	<p>Provides grants for establishing, strengthening, and operating centers at U.S. institutions of higher education that are resources for improving the nation's capacity to teach and learn languages. Focuses on less commonly taught languages and programs that provide resources to K-12 language teachers.</p> <ul style="list-style-type: none"> • LRCs have developed K-12 training and instructional materials for languages such as Arabic, Persian, Turkish, Pashto, Dari, Indonesian, Chinese, Korean, and Hindi. • Many LRC resources have been utilized by the Foreign Service Institute, Central Intelligence Agency, National Security Agency, World Bank, and Department of Defense. • LRCs train approximately 2,000 teachers annually. 	\$2.5m
National Resource Centers Program (NRC)	Title VI of the Higher Education Act of 1965, as amended	<p>NRCs teach at least one modern world language; provide instruction in fields needed for full understanding of areas, regions, or countries where a language is commonly spoken; provide resources for research and training in international and world language aspects of professional fields of study; and provide opportunities for instruction and research on important issues in world affairs.</p> <ul style="list-style-type: none"> • Many NRCs have full-time outreach directors whose role is to share resources on world areas and languages with K-12, community colleges, postsecondary institutions, business, the media, and the general public. • The NRCs are teaching 63 critical languages, 49 at the advanced level. Altogether they teach over 130 languages. • The NRCs place an average of 1,500 graduates in federal government agencies and 700 graduates in the military each year. • NRCs conduct an average of 9,000 outreach activities a year. 	\$20m
Undergraduate International Studies and Foreign Language Program (UISFL)	Title VI of the Higher Education Act of 1965, as amended	<p>Provides grants to strengthen undergraduate instruction in international studies and world languages. Funding can be used to develop and implement curricula; provide faculty training; seed a new language program or seed study abroad programs.</p> <ul style="list-style-type: none"> • Over 1,000 world language and international programs have been developed at community colleges and four-year colleges, including Minority Serving Institutions. 	\$2m

Activity Title	Authorizing Legislation	Brief Description	FY12 Funding ¹
Centers for International Business Education (CIBE)	Title VI of the Higher Education Act of 1965, as amended	Provides funding to schools of business for curriculum development, research, and training on issues of importance to U.S. competitiveness. Each of the 33 Centers organizes activities to advance the study and teaching of international business and to support research on U.S. competitiveness in the global marketplace. CIBEs are national resources in international business education, finance and investment. They produce experts in international business and finance, and all CIBEs are mentoring Minority Serving Institutions or community colleges.	\$5.7m
Fulbright-Hays Seminars Abroad (SA)	Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act)	<p>Provides short-term study and academic travel seminars abroad for K-12 and postsecondary educators in the social sciences, humanities and interdisciplinary fields to improve understanding and knowledge of other countries. Focus is on curriculum for the U.S. and professional development. Seminars reach a broad audience of K-12 teachers and administrators as well as postsecondary leadership and faculty.</p> <ul style="list-style-type: none"> • 90% of new participants are K-12 teachers or from Minority Serving Institutions. There are seven to ten seminars annually with fourteen to sixteen participants in each seminar. • In 2010, participants conducted over 400 outreach activities 	\$0.9m
Consortia of Higher Education Institutions			
European Union- U.S. Atlantis Program	Title VII of the Higher Education Act of 1965, as amended	Provides four or five year grants that develop organizational frameworks for transatlantic study mobility, including internships that provide language preparation and academic credit. Also supports innovative curricula, teaching materials, and teaching assignments. Each grant represents a consortium of institutions.	\$2.1m
North American Mobility Program	Title VII of the Higher Education Act of 1965, as amended	The program promotes a student-centered, North American dimension to education and training in a wide range of academic and professional disciplines that complement existing forms of bilateral and trilateral exchange programs among Mexico, Canada, and the U.S. Consortia are funded for four years with the first year of funding dedicated to establishing consortium agreements or memoranda of understanding among institutions in the participating countries.	No new funding; two grants are active until 9/2013
U.S. - Brazilian Program	Title VII of the Higher Education Act of 1965, as amended	The program, jointly administered by the U.S. Department of Education and the Brazilian Ministry of Education, provides grants for up to four years to consortia of at least two academic institutions each from Brazil and the U.S. The program fosters the exchange of students and faculty within the context of bilateral curricular development.	No new funding; two grants are active until 9/2013
Research, Training, and Curriculum Development			

Activity Title	Authorizing Legislation	Brief Description	FY12 Funding ¹
Cooperative Civic Education and Economic Education Exchange Program	ESEA, Title II, Subpart 3, Education for Democracy Act	<p>This program provides grants to improve the quality of civic, government and economic education in the U.S. and emerging democracies. Funding is used to develop and implement exemplary curricula and professional development programs for teachers and students in elementary and secondary classrooms. This program is carried out in collaboration with the U.S. Department of State.</p> <ul style="list-style-type: none"> • 2 grant awards with partner sites in the U.S. (approximately 30 sites) and over 11 other countries. • FY2011 served an estimated 2,789 teachers and 2,292,000 students. 	No new funding; two grants are active until Spring 2013

PART II – OTHER ACTIVITIES AND INITIATIVES

Activity	Brief Description	Funding
Bilateral Cooperation		
U.S. – Australia Memorandum for Cooperation on Education	First signed in 2009, the Memorandum calls for increased dialogue and information exchange. This includes high-level roundtables and dialogues via videoconference to address a variety of issues, including early childhood education, teacher quality, school improvement, school financing and educational equity.	N/A
U.S. – Brazil Joint Action Plan to Eliminate Racism (JAPER)	Signed in 2008, U.S. participation in JAPER is led by the U.S. Department of State and involves various agencies, including U.S. Department of Education. JAPER promotes bilateral cooperation to help promote equal access and eliminate racism in a variety of fields, including education.	N/A
U.S. – Brazil Memorandum of Understanding (MOU) on Education	Signed in 1997 and renewed in 2007, the MOU serves as a general framework for bilateral cooperation in education, especially in key themes like promoting equal opportunity, assessment, accountability, teacher quality, and higher education.	N/A
U.S. – China Annual Work Plan	Established in 2009, this joint work plan is updated annually by the U.S. Department of Education and the Chinese Ministry of Education. Past bilateral education activities included an e-learning study on foreign language learning, two mathematics education experts' meetings, two science experts' meetings, and a CTE experts' meeting.	N/A
U.S. – India Strategic Dialogue	Launched in July 2009, the U.S.-India Strategic Dialogue is run by the U.S. Department of State with a heavy emphasis on education, especially higher education. Under Secretary Kanter visited India with college presidents in 2010 and FIPSE provided a grant to support 10 college and university leaders to visit India that same year. U.S. Department of Education also participated in and the Secretary spoke at the U.S. – India Higher Education Summit that was held in October 2011.	N/A

Activity	Brief Description	Funding
U.S. – Indonesia Comprehensive Partnership	Officially launched in November 2010, the partnership is run by the U.S. Department of State with six working groups. U.S. Department of Education is a member of the Education Working Group, which aims to increase cooperation in education, especially higher education. Secretary Duncan hosted a summit in 2011 for higher education and private sector leaders from both countries.	N/A
U.S. – Korea Turnaround Schools Comparative Study	The U.S. Department of Education is working with the Korean Ministry of Education, Science, and Technology to develop a paper that describes similarities and differences between U.S. and Korean activities to raise the achievement of their respective low-performing schools. In 2012, both countries implemented a joint turnaround school seminar in Seoul, Korea.	N/A
U.S. – Mexico Binational Migrant Education Initiative (BMEI)	An annual binational forum of U.S. State Migrant Education Program directors and Mexico State Migrant Education Program directors provides an opportunity to discuss the facilitation of teacher exchanges and to share information on U.S. and Mexican states' efforts to improve migrant education policy and practice. An annual survey of U.S. Migrant Education Program Directors collects information regarding the numbers of binational migrant students and services to those students.	N/A
U.S. – Mexico Memorandum of Understanding (MOU) on Education	The 1990 MOU serves as a general framework for bilateral cooperation in education. A ninth annex was signed in November 2012. Key themes include migrant education and higher education. Mexico's federal government has also signed a number of MOUs with individual U.S. states.	N/A
U.S. – Singapore Memorandum of Understanding (MOU)	Signed in 2012, the MOU calls for increased collaboration with a special emphasis on 1) teaching and learning of mathematics and sciences; 2) teacher development and school leadership; and 3) education research and benchmarking studies.	N/A
U.S. – Spain Plan of Joint Activities in Education	Signed in 2000 and renewed in 2011, the Plan of Joint Activities serves as a general framework for bilateral cooperation in education, focusing on second language learning. Spain's ministry of education has also signed a number of education MOU's with individual U.S. states and some school districts to promote teacher exchange and language learning.	N/A
Visiting Dignitaries	The Secretary and senior U.S. Department of Education officials host visiting dignitaries, which include ministers of education and other international senior ministry officials, to discuss various education issues and challenges.	N/A
Multilateral Cooperation		
Asia-Pacific Economic Cooperation (APEC)	The U.S. Department of Education participates in the APEC Human Resources Development Working Group, which is responsible for projects related to education and labor. In 2012, the Deputy Secretary led the U.S. delegation to the APEC Education Ministerial Meeting in Korea. Other involvement includes: 1) Coordinating benchmarking activities and projects on math, science, language learning, CTE, IT, and teacher quality. 2) Supporting websites that disseminate APEC research findings and facilitate information exchange/development among APEC education experts	\$310,000 FY12

Activity	Brief Description	Funding
East Asia Summit (EAS)	The U.S. joined the EAS in November 2011, and the Deputy Secretary represented the U.S. Department of Education at the first EAS Education Ministers Meeting in July 2012.	N/A
Organization for Economic Cooperation and Development (OECD)	The U.S. Department of Education participates in the work of the OECD in many ways, including the OECD Education Policy Committee, Centre for Educational Research and Innovation (CERI) and Programme on Institutional Management in Higher Education (IMHE). Information on the Department's involvement in OECD data collections and benchmarking are discussed in the section of this table devoted to Knowledge Exchange, Outreach, and Benchmarking.	N/A
Organization of American States (OAS)	U.S. Department of Education involvement includes representation on the Inter-American Education Committee. The Department also works with the U.S. Department of State on preparations for the Summit of the Americas, which is held every four years. The Deputy Secretary represented the Department at the Inter-American Education Ministerial meeting in August 2009 and March 2012.	N/A
United Nations Educational, Scientific and Cultural Organization (UNESCO)	<p>U.S. Department of Education participates in several international meetings of UNESCO, including the annual General Conference of the 192 member states.</p> <ul style="list-style-type: none"> • In 2012, the Department was represented at the first UNESCO World Congress on Open Educational Resources • In 2012, the Assistant Secretary for Vocational & Adult Education led the U.S. delegation to the Third International Congress on Technical and Vocational Education and Training. • In 2012, the Assistant Secretary for Civil Rights delivered a speech at the UNESCO Meeting on Effective Policies and Practices to Address Homophobic Bullying in Educational Institutions. • In 2011, the Under Secretary was appointed to the U.S. National Commission for UNESCO, and led the U.S. delegation to the 36th UNESCO General Conference. • In 2010, the Secretary delivered a speech to UNESCO on education reform in the U.S. 	N/A
Regulations and Oversight		
Advisory Council on Dependents Education, Department of Defense Education Activity schools (DoDEA)	The U.S. Department of Education serves as co-chair of the Advisory Council on Dependents Education, providing programmatic recommendations and counsel regarding DoDEA schools. DoDEA operates 194 schools throughout the world. All schools within DoDEA are fully accredited by U.S. accreditation agencies.	N/A
Eligibility of Foreign Schools for Federal Student Aid	Eligible U.S. students who qualify and attend participating institutions located outside the U.S. can receive funds from the Federal Direct Loan program. The Office of Federal Student Aid monitors the administration of these funds for compliance with appropriate laws and regulations. This work is authorized by Title IV of the Higher Education Act of 1965, as amended.	N/A

Activity	Brief Description	Funding
National Committee on Foreign Medical Education and Accreditation	Reviews the standards used by foreign countries to accredit medical schools and determine whether those standards are comparable to standards used in the U.S. The Committee's function is specified in Section 102 of the Higher Education Act, as amended.	N/A
Knowledge Exchange, Outreach, and Benchmarking		
Assessment and Teaching of 21 st Century Skills (ATC21S)	ATC21S is a cross-national effort to develop assessment measures of 21 st century skills, such as information and computer technology literacy and collaborative problem-solving, for students in grades 6 through 10.	\$500,000 FY11
International Data Explorer (IDE)	IDE is an online tool that allows users to create statistical tables and charts using data from Program for International Student Assessment (PISA), Progress in International Reading Literacy Study (PIRLS), and Trends in International Mathematics and Science Study (TIMSS). http://nces.ed.gov/surveys/international/ide/	N/A
International Education Week	The Department coordinates a series of activities and events every November to highlight the importance of international education and exchange. The event draws on the participation of individuals and institutions across the country and abroad.	N/A
International Indicators of Education Systems (INES) Project	INES aims to improve comparability of education data across OECD countries and to collect and report on a key set of education indicators, including measures of student enrollment and achievement, labor force participation, school system features, costs and resources, and outcomes. The main product is the annual publication <i>Education at a Glance</i> . The U.S. participates in the INES Working Party and its two subsidiary networks, one on system-level education indicators and the other on labor force and social outcomes of learning.	\$200,000 /year
International Summit on the Teaching Profession	The U.S. Department of Education co-hosted summits on the teaching profession in 2011 and 2012 with OECD and Education International as well as U.S.-based education partners—the National Education Association, the American Federation of Teachers, the Council of Chief State School Officers, National Board for Professional Teaching Standards, Asia Society, and public broadcaster WNET. The Netherlands will be hosting the 2013 summit. http://www2.ed.gov/about/initiatives/international/teaching-summit.html	N/A
International Visitors Program	The Department arranges briefings with appropriate ED staff on the behalf of visiting foreign educators and others who are interested in learning about various education topics in the U.S. Over 1,000 such visitors come to ED annually.	N/A
National Institute on Disability and Rehabilitation Research (NIDRR) activities	Since 1998, NIDRR has funded the Center for International Rehabilitation Research Information and Exchange (CIRRIE), which shares information between rehabilitation researchers in the U.S. and those in other countries. The primary resource provided by this center is the CIRRIE Database of International Research, which contains citations, abstracts, and in many cases, links to the full text of articles that report research conducted in countries other than the U.S.	\$400,000 /year

Activity	Brief Description	Funding
NCES International Indicator Reports	NCES produces reports that draw on multiple international education surveys to provide comparative information on educational performance, participation, resources, and outcomes. NCES also produces topical reports on international education statistics to more systematically place the U.S. in an international context. An example is the biennial <i>Comparative Indicators of Education in the United States and Other G8 Countries</i> .	\$100,000 /year
Program for International Student Assessment (PISA)	PISA is an international assessment of 15-year-old students' performance in reading, mathematics, and science literacy. It is organized by the OECD and is administered every three years. Each survey includes assessments of all three subjects but assesses one subject in depth. The next set of PISA results are scheduled to be released in December 2013.	\$3.4m /yr.
Program for the International Assessment of Adult Competencies (PIAAC)	PIAAC is an international household study of adults' (16-65) literacy, numeracy, and problem-solving in technology-rich environments, as well as skills used on the job. PIAAC is coordinated by the OECD. In the U.S., it is sponsored by the Departments of Education and Labor. PIAAC is expected to be on a 10-year cycle. The first administration was in 2011.	\$6.0m /yr.
Progress in International Reading Literacy Study (PIRLS)	PIRLS is an international comparative study of the reading achievement and reading behaviors and attitudes of fourth-grade students. PIRLS is administered on a 5-year cycle with the last round of data collected in spring 2011 and released in December 2012. It is coordinated by the International Association for the Evaluation of Educational Achievement.	\$1.0m /yr.
Teaching and Learning International Survey (TALIS)	TALIS is a survey of 7 th – 9 th grade teachers. It is organized by the OECD and was first administered in 2008. The next survey is planned for 2013, and it will be the first time the U.S. has participated.	\$500,000/yr.
Trafficking in Persons	The U.S. Department of Education participates in interagency efforts coordinated by the U.S. Department of State's Office to Monitor and Combat Trafficking in Persons. The Department's contributions focus on the dissemination of information regarding recognizing and preventing trafficking in persons to the education sector. The Department also provides technical assistance on types of information needed by school districts and institutions of higher education.	N/A
Trends in International Mathematics and Science Study (TIMSS)	TIMSS is a study of student performance in math and science at the fourth and eighth grades. TIMSS provides trend data on a 4-year cycle, beginning in 1995, on these subjects as commonly taught in participating countries. Data were last collected in 2011 and released in December 2012. At the 8 th grade level, TIMSS was conducted with the National Assessment of Educational Progress to provide state level estimates benchmarked to TIMSS.	\$2.4m /yr.
U.S. Network for Education Information (USNEI)	USNEI is a network that provides information about U.S. education in order to promote academic mobility and recognition. USNEI also serves as the U.S. information center under the Lisbon Recognition Convention, which the U.S. signed in 1997.	N/A