



October 12, 2026

The Honorable Shelley Moore Capito
Chair, Subcommittee on Labor, Health and
Human Services, Education, and Related Agencies
U.S. Senate

The Honorable Tammy Baldwin
Ranking Member, Subcommittee on Labor, Health and
Human Services, Education, and Related Agencies
U.S. Senate

The Honorable Robert Aderholt
Chair, Subcommittee on Labor, Health and
Human Services, Education, and Related Agencies
U.S. House of Representatives

The Honorable Rosa DeLauro
Ranking Member, Subcommittee on Labor, Health and
Human Services, Education, and Related Agencies
U.S. House of Representatives

The Honorable Bill Cassidy
Chair, Committee on Health, Education, Labor
and Pensions
U.S. Senate

The Honorable Bernie Sanders
Ranking Member, Committee on Health, Education,
Labor and Pensions
U.S. Senate

The Honorable Tim Walberg
Chair, Committee on Education & Workforce
U.S. House of Representatives

The Honorable Bobby Scott
Ranking Member, Committee on Education &
Workforce
U.S. House of Representatives

CC: Members of the House and Senate Appropriations Committee, Subcommittee on Labor, Health and Human Services & Education; Members of the House Education & Workforce Committee and Senate HELP Committee

Dear Chair Capito, Ranking Member Baldwin, Chair Aderholt, Ranking Member DeLauro, Chair Cassidy, Ranking Member Sanders, Chair Walberg, and Ranking Member Scott,

On behalf of the Association of Public and Land-grant Universities, we write in opposition to the White House Office of Management and Budget's pocket rescission of \$69,588,896 from International Education and Foreign Language, Domestic Programs authorized through Title VI of the Higher Education Act. We feel compelled to correct the record on the mission, purpose and achievements of the programs given the mischaracterizations in the rescission document shared with Congress.

APLU is a membership organization that works to advance the mission of land-grant and public research universities. Founded in 1887, APLU is the oldest higher education association in the United States. Its U.S. membership consists of more than 240 public research universities, land-grant institutions, state university systems, and affiliated organizations spanning across all 50 states, the District of Columbia, and six U.S. territories. The association and its members collectively focus on increasing student success and workforce readiness; promoting pathbreaking scientific research; and bolstering economic and community engagement. Annually, its member campuses enroll 4.6 million undergraduates and 1.4 million graduate students, award 1.3 million degrees, employ 1.3 million faculty and staff, and conduct \$70 billion in university-based research.

The Title VI international education programs have historically prepared the next generation domestic workforce to advance American global leadership, economic competitiveness, and long-term national security. Congress authorized and funded these programs in a bipartisan manner because it recognized the “security, stability, and economic vitality of the United States in a complex global era depend upon American experts in and citizens knowledgeable about world regions, foreign languages, and international affairs, as well as upon a strong research base in these areas.”¹ Title VI programs have built precisely this capacity and have prepared the next generation domestic workforce to advance American global leadership.

As grantees, public and land-grant universities have played a key role in building domestic talent to serve U.S. interests with language skills, expertise in world regions, and through international business competencies. Through Foreign Language and Area Studies fellowships, Title VI programs have supported instruction in 146 unique languages from 2014 to 2024, including strategically important languages such as Mandarin Chinese, Korean, Persian, and Urdu, many of which are not commonly taught in U.S. high schools. In addition to substantial private sector applications, graduates have applied their education to serve U.S. intelligence and national security interests with job placements in the federal government. By developing this proficiency before graduates enter federal service, graduates contribute critical language expertise from day one, which reduces the staff time and salary costs agencies would otherwise incur to develop these skills after hiring.

National Resource Centers enabled institutions of higher education to sustain specialized language and area studies expertise in regions of strategic importance to the United States. By maintaining a pipeline of experts in less commonly taught languages and world regions, these centers provided the federal government with a critical domestic resource it can draw upon to meet emerging needs, including intensive language and regional training for military servicemembers preparing for overseas deployments. This capacity cannot be built overnight; it depends on sustained investment and continuity to ensure the United States can meet immediate demands while remaining prepared for future challenges that cannot yet be anticipated.

Title VI also advances American economic competitiveness, which is closely tied to U.S. national security. As strategic competitors such as China continue to expand their global economic presence, the ability of American businesses to navigate international markets and build commercial relationships is increasingly important to maintaining U.S. economic leadership and advancing broader strategic interests. For decades, university-based Centers for International Business Education and Research have equipped American students and businesses with the international expertise needed to compete in global markets, expand commercial opportunities, and strengthen the United States’ position in the global economy.

The rescission is particularly inexplicable and disappointing when considering the tumultuous two years for those who rely on Title VI funding to support their work on behalf of national interests. The cancelations of 2025 combined with the rescission of 2026 risks breaking the pipeline of talent the nation needs.

The Departments of Education and State worked together to launch an interagency agreement to transfer management of the programs and consulted with other federal agencies regarding national needs for expertise in foreign languages and world regions as required by the Higher Education Act². The administration then reshaped the programs to align with its priorities, launching the Centers

¹ See section 601 of the Higher Education Act of 1965, as amended (20 U.S.C. § 1121)

² See HEA (20 U.S.C. 1121(c))

Aligned with Areas for National Need (CAANN) and the Mutual Education and Cultural Exchange (MECE) program and releasing a grant competition³. As the Department explained in its application guidance, “the Secretary consulted with a wide range of Federal agencies and received recommendations regarding national need for expertise in foreign language and world regions.”⁴ In addition, the application guidance included other Department of Education priorities, such as AI integration and Returning Education to the States.

Institutions, including public universities, then invested significant resources to respond in good faith, securing letters of support from governors or state education officials to address the administration’s new priorities. The Department’s CAANN application guidance acknowledged “since grant awards must be made by September 30, successful applicants should expect to be notified in late September.”⁵ It is difficult to understand how institutions and state governments were asked to expend valuable taxpayer resources to respond to a funding application, to only have the federal government rescind funding less than four months later, contrary to congressional intent, with no explanation to applicants who were told to expect award announcements, not a total rescission of the funding opportunity. To the extent the administration had concerns with some past awards, it had the great opportunity to establish its priorities and fund the most meritorious CAANN proposals, while remaining consistent with the vital objectives of the programs and congressional intent with the Fiscal Year 2026 appropriation.

During a time when the United States faces complex global challenges, it is increasingly important to maintain a strong domestic capacity in global competencies that Title VI International Education Programs have historically provided. Public and land-grant universities are proud to have offered a continuous pipeline of students to support U.S. economic and security interests. This pocket rescission endangers that pipeline. As such, we urge Congress to consider remedies as part of the FY27 appropriations process and to conduct appropriate oversight.

Please consider APLU a partner in advancing shared goals in serving students and the national interest. Thank you for your consideration.

Respectfully submitted,



Waded Cruzado
President
Association of Public and Land-grant Universities

³ See [Notice Announcing Centers Aligned With Areas of National Need Program Competition](#) (published June 12, 2026) and [Notice Announcing Mutual Education and Cultural Exchange Program Competition](#) (published June 22, 2026)

⁴ See [CAANN Program Application Guidance](#)

⁵ *Ibid.*