U.S. DEPARTMENT OF EDUCATION

Office of Postsecondary Education
Washington, DC 20006-8510
http://www2.ed.gov/about/offices/list/ope/index.html

Fiscal Year 2014

APPLICATION FOR GRANTS
UNDER THE
FULBRIGHT-HAYS GROUP PROJECTS ABROAD
PROGRAM

SHORT-TERM PROJECTS
(CFDA NUMBER: 84.021A)

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DATED MATERIAL – OPEN IMMEDIATELY

CLOSING DATE: Month, Date, Year

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Dear Applicant:

Thank you for your interest in applying for a grant under the Fulbright-Hays Group Projects Abroad (GPA) program. Included in this application booklet are the program introduction, instructions, and forms required to submit a complete application package to the U.S. Department of Education (Department).

The GPA program supports short-term study abroad opportunities for faculty and teachers to strengthen area studies and long-term study abroad for upperclassmen and graduate students to improve foreign language skills. For Fiscal Year (FY) 2014, we will only compete the Fulbright-Hays GPA Short-term projects (84.021A) for Short-Term Seminars, Curriculum Development, and Group Research or Study projects.

The FY 2014 competition includes one absolute priority, three competitive preference priorities, and one invitational priority. The Department strongly encourages all applicants to address the relevant competitive preference priorities. For additional information about the competitive preference priorities, refer to the official Notice Inviting Applications for New Awards for FY 2014 published in the Federal Register (Federal Register notice).

This letter highlights several items in the FY 2014 application package that will be important to you in applying for grants under this program. Please review the entire application package, including the absolute priority, competitive priorities, and invitational priority preferences, carefully before preparing and submitting your application. Additional information about the GPA Program is accessible at the Department's Web site at:

http://www.ed.gov/programs/iegpsgpa/index.html

Please be sure to review thoroughly the entire application booklet for information concerning the GPA Short Term Program. Also, please pay particular attention to the section entitled "Competition Highlights" that outlines program and competition details.

Note that applications for grants under the FY 2014 GPA Program must be submitted electronically using Grants.gov. A more thorough discussion is included in the application package. Grants.gov is accessible through its portal page at:

http://www.grants.gov

We urge you to consider the following three extremely important administrative factors if you are planning to apply for this program:

1. We strongly encourage you to register on Grants.gov early. The registration procedures may require five (5) or more days to complete.

2. We strongly recommend that you submit your application 2-3 days prior to the closing date deadline. The time it takes to upload an application will vary depending on your application and the speed of your Internet connection. The application submission process must be complete prior to the deadline for transmittal of applications.

3. In order to submit successfully, you must remember to provide the DUNS number on your application that was used when your organization registered with the SAM (System for Award Management).

After you submit your application electronically, you will receive an automatic notification of receipt from Grants.gov that contains a tracking number. We remind you that the <u>Federal Register</u> notice is the official document and that you should not rely upon any information that is inconsistent with the guidance contained within the official document. For information (including dates and times) about how to submit your application electronically, please refer to this document.

If you have any questions or require additional information, please contact:

<u>Short Term Projects</u>
Carly Borgmeier – Program Officer
202-502-7691
carly.borgmeier@ed.gov

We look forward to receiving your application and appreciate your efforts to promote excellence in international education.

       Sincerely,

       Lenore Yaffee Garcia
       Acting Director
       International and Foreign Language Education

Competition Highlights

1. **Grants.gov and Electronic Submission**: GPA **applications submitted for FY 2014 must be submitted electronically using Grants.gov**. You are urged to acquaint yourself with the requirements of Grants.gov early as the registration procedures may require five (5) or more days to complete. A more thorough discussion is included later in this application package. Grants.gov is accessible through its portal page at:

   http://www.grants.gov

   It is important to know that the Grants.gov site works differently than the Department's e-Application system, used in past competitions. Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to log on to Grants.gov to upload and submit the application.

   We also urge you to consider the following three extremely important administrative factors if you are planning to apply for this program:

   Grants.gov does not allow applicants to "un-submit" applications. Therefore, if you discover that changes or additions are needed once your application has been accepted and validated by the Department, you must "re-submit" the application. You should know that if the Department receives duplicate applications, we will accept and process the application with the latest "date/time received" validation.

   For additional information on verifying submission of your application, please refer to the "Grants.gov Submission Procedures and Tips for Applicants" section.

2. **Page Limitation**: All applicants are required to adhere to the **40-page limit** for the Project Narrative portion of the application.

3. **Project Abstracts**: Applicants are required to submit a Project Abstract. It is limited to a one page single-spaced document and should include the name of the applicant institution, name and contact information of the Project Director, which GPA Project Type you are applying for (CFDA 84.021A, Project Types: Short Term Seminar Project, Curriculum Development, Group Research or Study Projects), the number and educational level of project participants, and a brief overview of the proposed project. It should also identify which competitive and invitational priorities will be addressed in your application. The abstract must be uploaded into the "ED Abstract Narrative Form" in Grants.gov.

4. **Deadline Information**: The application must be received on or before the deadline date and time. Please note that U.S. Department of Education grant application deadlines fall at 4:30:00 p.m. EST. Late applications will not be accepted. We suggest that you submit your application several days before the deadline. The Department is required to enforce the established deadline to ensure fairness to all applicants. No changes or additions to an application will be accepted after the deadline date and time.

5. **Project Types to be Competed in FY 2014**: Please note that only short-term projects (Short-Term Seminars, Curriculum Development, and Group Research or Study) will be competed in FY 2014 under CFDA 84.021A, Project Types 1-3.

6. **Applicant Eligibility**: Please pay special attention to the Additional Eligibility Information in the Supplemental Information section to ensure that your application will be found eligible. An eligibility checklist has been included as well for your use.

7. **Participant Eligibility:** Please note that the program is expanding eligibility parameters for project participants to include educators, administrators, and pre-service teachers who are working in interdisciplinary areas such as business, health, social work, math, science, counseling, engineering, the environment and technology.

8. **Proposed Grant Dates & Project Activities**: The grant period for Short-term project (CFDA 84.021A) is 18 months. Proposed start and end dates should be September 1, 2014-March 31, 2016. These should be entered in Form SF-424 under Item 17. Please note that applicants should plan for the overseas portion of their project as well as most, if not all, of the major project activities to take place within this 18 month period.

9. **Program Priorities**: Please note the following program priorities for FY 2014:

    a. Absolute: Specific geographic regions of the world. We consider only applications that meet this priority. A group project funded under this priority must focus on one or more of the following geographic regions of the world: Africa, East Asia, South Asia, Southeast Asia and the Pacific, the Western Hemisphere (Central and South America, Mexico, and the Caribbean), East Central Europe and Eurasia, and the Near East.

    b. Competitive Preference Priorities (3): The competitive priorities for FY 2014 are:

        i. Competitive Preference Priority I : Specific geographic regions of the world: Applications that focus on one or more of the following geographic regions of the world: sub-Saharan Africa, South Asia and Southeast Asia. An additional two (2) points will be awarded to an application that meets this priority.

        ii. Competitive Preference Priority II: Substantive Training and Thematic Focus on Priority Languages. Applications that propose short-term projects abroad that provide substantive training and thematic focus on any of the seventy-eight (78) priority languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs). Please refer to the Federal Register notice for the complete list of applicable languages. Up to an additional three (3) points will be awarded to an application that meets this priority.

iii. <u>Competitive Preference Priority III</u>: <u>Inclusion of K-12 teachers</u>. Applications that propose short-term projects abroad that develop and improve foreign language studies, area studies, or both at elementary and secondary schools by including K-12 teachers or K-12 administrators as at least 50 percent of the project participants. Up to an additional five (5) points will be awarded to an application that meets this priority.

iv. <u>Invitational Priority (1)</u>: Please note that there is an invitational priority for the FY 2014 competition. While no additional points will be awarded to an application that meets this priority, we encourage applications from any one of the following:

- Minority-Serving Institutions (as defined in the <u>Federal Register</u> notice).
- Community colleges (as defined in the <u>Federal Register</u> notice).
- New applicants (as defined in the <u>Federal Register</u> notice).

Please note that these priorities are explained in detail in the <u>Federal Register</u> notice contained in this application package. You are urged to fully review this document before preparing your application.

Supplemental Information

General Information

The following information supplements the information provided in the "Dear Applicant" letter and the <u>Federal Register</u> notice. Please refer to individual Project Type descriptions for additional information.

A.   Eligible Applicants

- Institutions of higher education;
- State departments of education;
- Private nonprofit educational organizations; and
- Consortia of institutions, departments, and organizations.

B.   Eligible GPA Project Participants

An individual is eligible to participate in a GPA project if s/he is:

- A citizen, national, or permanent resident of the United States; and
- Currently employed full-time in a U.S. school system, institution of higher education, Local Education Agency or State Education Agency (not applicable to students);

  And, at least one of the following:

- A teacher in an elementary or secondary school (please see note below);
- A faculty member who teaches modern foreign languages or area studies;
- An experienced education administrator responsible for planning, conducting, or supervising programs in modern foreign languages or area studies at the elementary, secondary, or postsecondary levels;
- A graduate student or junior or senior in an institution of higher education, who is a prospective teacher in the areas of social sciences, humanities and foreign languages. The student should meet the provisions set by his or her local and state education agencies.

  (<u>Note</u>: All GPA participants must be educators, students, pre-service teachers or administrators who fulfill the criteria above and the selection criteria set by their respective projects and are currently teaching, studying, and/or administering in the eligible fields of humanities, social sciences, foreign languages, and/or area studies. Area studies is defined as a program of comprehensive study of the aspects of a society or societies, including the study of their geography, history, culture, economy, politics, international relations, or languages. Project participants may also be working in interdisciplinary areas such as business, health, social work, math, science, counseling, engineering, the environment and technology. If an educator or student is working in a variety of subject areas, s/he must spend the majority of his/her time working with eligible subjects.)

C.   Additional Eligibility Information

Please note that an applicant may be found **ineligible** according to the following criteria. Please check this list carefully prior to application submission.

- Applicant is not an eligible institution or organization or insuffect information is presented to show that the applicant is eligible.
- Application was not submitted by the due date and/or on time.
- Applicant submitted an incomplete application and/or a significant item(s) was missing from the body of the application.
- Applicant requested funding for an amount that exceeded the limitation stated in the Federal Register notice.
- Applicant submitted a proposal for a project to spend less than the minimum timeframe allowed abroad (four weeks for short-term projects).
- Application was submitted for study/travel in an ineligible country.
- Applicant's project activities are not suitable for the GPA program (e.g. sending U.S. educators abroad to teach or teaching foreign languages to U.S. students).
- Applicant requested funding for expenses in the U.S.

D.   Criteria for Funding

All applications for grants under the GPA program will be evaluated using the selection criteria listed in the program regulations (34 CFR 664).

E.   Length of New Award

Applicants may apply for a maximum grant performance period up to 18 months in duration for short-term projects and four years in duration for foreign language projects.

F.   Financial Provisions

The grant does not provide funds for project-related expenses within the United States. Grant funds may be used only for the following:

- A maintenance stipend of fifty percent of the amount established in the U.S. Department of State publication, "Maximum Travel Per Diem Allowances For Foreign Areas"; http://aoprals.state.gov/web920/per_diem.asp

- Round-trip international travel;
- A local travel allowance for necessary project-related travel within the host country;
- Purchase of project-related artifacts, books, and other teaching materials in the country of study;
- Rent for instructional facilities in the country of study;

- Clerical and professional services performed by resident instructional personnel in the country of study; and
- Other expenses in the country of study for the project's success and approved in advance by the U.S. Department of Education.

Indirect costs are <u>not</u> allowed under this grant.

For the GPA short-term projects, a minimum of 16 hours of pre-departure orientation (guided activities) should be included in the project design. However, please note that as a U.S.-based-activity, related costs will not be paid for using GPA grant funds.

Follow-up activities in the United States, including outreach, curriculum development, and dissemination activities should also be included in the project design, but will not be paid for with GPA grant funds.

Please note that the GPA program will NOT provide funds for:
  - ➢ *U.S.-based salaries and fringe benefits; and*
  - ➢ *U.S.-based activities such as pre-departure orientations and post-travel follow-up.*

The U.S. Department of Education encourages cost sharing by the participants and their affiliated institutions, school districts, or organizations to cover the expenses within the U.S., and to make up the difference between the grant and the costs of the activities abroad. Please note that if an applicant is awarded a grant, the full amount of cost sharing indicated in the applicant's budget will need to be provided.

For advanced overseas intensive language training projects, the GPA grant may pay for costs associated with pre-and post-foreign language assessment in the host country.

Please note that National Resource Center (NRC) institutions may not use NRC funds to offset the domestic costs associated with GPA projects.

G. Evaluation of Applications for Awards

A three- to five-member panel of non-federal evaluators reviews each application. Each reviewer will prepare a written evaluation of the application and assign points for each selection criterion.

H. Selection of Grantees

The Secretary will select an application for funding in rank order, based on the application's total score for the selection criteria and competitive priority points. If there are insufficient funds to fund all applications with the same total score, the Secretary will choose among the tied applications. Please note that once Departmental approval has taken place for recommended applications, approval must also be obtained from the J. William Fulbright Foreign Scholarship Board.

I. Applicant Funding

The Department is often unable to award the full amount of funds requested. Applicants should pay close attention to the "Maximum Award" section of the Federal Register notice. The Department will not fund any application at an amount exceeding the applicable maximum award level.

J. Notice to Successful Applicants

The Department's Office of Legislation and Congressional Affairs will inform Congress regarding applicants approved for new GPA grants. Successful applicants will receive award notices by mail shortly after Congress is notified. No funding information will be released before Congress is notified. Notification should occur in September 2014.

K. Notice to Unsuccessful Applicants

Unsuccessful applicants will be notified in writing.

*Please note that all applicants (successful and unsuccessful) will receive copies of evaluators' scores and comments for reference purposes.

L. Restrictions on Participants

- Individual participants may be awarded a total of four (4) lifetime short-term awards (two months or less). Short-term awards would include Fulbright-Hays Group Projects Abroad, Fulbright-Hays Seminars Abroad, etc.; however, preference should be given to individuals who have not previously received a Fulbright award or other international exchange opportunity.
- Individual participants of GPA Short Term projects may not participate in consecutive years. There is a two-year wait out period.
- Individuals who are not currently employed and/or studying full-time or its equivalent are not eligible. The program will allow a combination of teaching and studying at 100% total to be eligible.
- Individuals who do not meet the GPA program's eligibility criteria listed in this application package are not eligible.

M. Restriction on Non-Participants

Spouses, other family members, and friends who have not been selected to participate in this project according to the selection criteria stated in the approved application are not permitted to join the group at any point during the program.

N. Performance Reports

All GPA grantees must submit project performance reports using the International Resource Information System (IRIS) electronic reporting system. If you wish to view the performance report currently required, visit the IFLE Web site at **http://www.ed.gov/programs/iegpsgpa/performance.html**. Please be advised that the report is for informational purposes only and does not reflect the actual reporting instrument that you will use, if you receive a FY 2014 grant award. The performance report will assist IFLE staff in determining whether or not the GPA project is making substantial progress toward meeting the approved project objectives and whether or not a continuation award (if applicable) is in the best interest of the Federal government. Project Directors will be responsible for overall project reports as well as entering project participant information into the system and ensuring that participants complete and submit individual reports.

The IRIS reporting instrument includes sections for grantees to input data that responds to the Government Performance and Results Act (GPRA) to assess overall program performance.

O.   Resources for Proposal Development

National Resource Centers (NRCs) are funded by the U.S. Department of Education and serve the general purpose of training specialists in modern foreign languages and area or international studies. Most NRC institutions have outreach coordinators whose general purpose is to disseminate information and assist other institutions and individuals with accessing needed information and resources. Institutions interested in submitting proposals to the GPA program are encouraged to contact NRCs and their outreach coordinators for assistance in accessing suitable resources for proposal and program development. Additional information can be found at the NRC program website at: http://www2.ed.gov/programs/iegpsnrc/awards.html

Language Resource Centers (LRCs) are funded by the U.S. Department of Education and serve the general purpose of serving as resources for improving the nation's capacity for teaching and learning foreign languages through teacher training, research, materials development, and dissemination projects. LRC institutions disseminate information and assist other institutions and individuals with accessing needed information and resources. Additional information can be found at the LRC portal website at: http://www.nflrc.org/

P.   **Contact Persons**

For program-related questions and assistance, please contact:

GPA Short-term Projects (84.021A):

	Carly Borgmeier
Address:	International and Foreign Language Education (IFLE)
	U.S. Department of Education
	1990 K Street, NW., Room 6097
	Washington, DC 20006-6078
Telephone:	(202) 502-7691
Fax:	(202) 502-7860
E-mail Address:	carly.borgmeier@ed.gov

For technical and Grants.gov-related questions and assistance, please contact:

Grants.gov Support Desk
Telephone:	(800)-518-4726
Email:	support@grants.gov
Hours:	24 hours a day, 7 days a week (closed federal holidays)

Q.   Project Type Descriptions

Fulbright-Hays Group Projects Abroad (GPA) Program
CFDA 84.021A Project Type 1: Short-Term Seminar Project

Project Features:
- Promote the integration of international studies into the social sciences and/or humanities curriculum throughout U.S. school systems at all levels;
- Increase linguistic and/or cultural competency among U.S. students and educators; and
- Focus on a particular aspect of area study, such as the culture of the area or a portion of the culture of the country of study.

Time Frame & Participant Numbers:
- Minimum 4 weeks in country of study (not including pre-departure training in U.S.).
- Grant performance period a maximum of 18 months.
- 4 weeks of host country training: 12 participants plus Project Director = 13 minimum
- 6 weeks of host country training: 10 participants plus Project Director = 11 minimum
- 8 weeks of host country training: 8 participants plus Project Director = 9 minimum

Key Personnel Type & Number:
- One Project Director (with GPA funds).
- If necessary, travel funds for one additional administrative person may also be supported by GPA funds. The individuals identified in these roles, their qualifications and specific responsibilities within the project should be well justified in the proposal.
- If any other Key Personnel are necessary, they must be paid for with cost share funds.

Participant Eligibility: All participants must be U.S. citizens, nationals, or permanent residents, studying full-time or employed. They should be teaching, studying or administering in the fields of humanities, social sciences, foreign languages, and/or area studies. The group may include:
- Elementary or secondary school teachers;
- Faculty members at higher education institutions;
- Administrators at state departments of education, higher education institutions or school districts who are responsible for planning, conducting, or supervising programs at school systems at all levels; and
- Graduate students or juniors/seniors in higher education institutions, who are prospective teachers in the areas mentioned above.

Allowable Costs: Please refer to the "Financial Provisions" section of Supplemental Information.

Maximum Grant Award: up to $100,000 for 4-5 week projects (time spent in host country); up to $110,000 for 6-7 week projects; up to $125,000 for 8+ week projects.

- **Please Note:** Applicants may submit a proposal for a student study abroad, pre-service teacher training, or other similar project under the Short-Term Seminar Project category. All participants must be students according to the fourth bulleted criteria

listed above. Additionally, it is strongly recommended that the length of all student study abroad projects be set at <u>six weeks or longer, but preferably the equivalent of a semester</u>.

Fulbright-Hays Group Projects Abroad (GPA) Program
CFDA 84.021A Project Type 2: Curriculum Development Project

Project Features:
- Acquire first-hand resource materials including artifacts, books, documents, educational films, museum reproductions, recordings, and other instructional material for curriculum development in modern foreign language and area studies;
- Provide for systematic use and dissemination in the United States of the acquired materials; and

Time Frame & Participant Numbers:
- Minimum 4 weeks in country of study (not including pre-departure training in U.S.)
- Grant performance period a maximum of 18 months.
- 4 weeks of host country training: 12 participants plus Project Director = 13 minimum
- 6 weeks of host country training: 10 participants plus Project Director = 11 minimum
- 8 weeks of host country training: 8 participants plus Project Director = 9 minimum

Key Personnel Type & Number:
- One Project Director (with GPA funds).
- If necessary, travel funds for one additional administrative person may also be supported with GPA funds. The individuals in these roles, their qualifications and specific responsibilities within the project should be well justified in the proposal.
- If any other Key Personnel are necessary, they must be paid for with cost share funds.

Participant Eligibility: All participants must be U.S. citizens, nationals, or permanent residents and studying full-time or employed . They should be teaching, studying or administering in the fields of humanities, social sciences, foreign languages, and/or area studies. The group may include:
- Elementary or secondary school teachers;
- Faculty members at higher education institutions;
- Administrators at state departments of education, higher education institutions or school districts who are responsible for planning, conducting, or supervising programs at school systems at all levels; and
- Graduate students, or juniors/seniors in higher education institutions, who are prospective teachers in the areas mentioned above.

Allowable Costs: Please refer to the "Financial Provisions" section of Supplemental Information.

Maximum Grant Award: up to $100,000 for 4-5 week projects (time spent in host country); up to $110,000 for 6-7 week projects; up to $125,000 for 8+ week projects.

Fulbright-Hays Group Projects Abroad (GPA) Program
CFDA 84.021A Project Type 3: Group Research or Study Project

Project Features:
- Designed to undertake research or study in a country outside of the United States.

Time Frame & Participant Numbers:
- Minimum 12 weeks in the country of study.
- Grant performance period a maximum of 18 months.
- 12 weeks of host country training: 3 participants plus Project Director = 4 minimum

Key Personnel Type & Number:
- One Project Director (with GPA funds).
- If any other Key Personnel are necessary, they must be paid for with cost share funds.

Participant Eligibility: All participants must be U.S. citizens, nationals, or permanent residents and employed or studying full-time. They should be teaching, studying or administering in the fields of humanities, social sciences, foreign languages, and/or area studies. The group may include:
- Faculty members at higher education institutions; and
- Graduate students, or juniors/seniors in higher education institutions, who are prospective teachers in the areas mentioned above.

A prerequisite for participants is that they: (1) must possess the necessary language proficiency to conduct the research or study; (2) must possess disciplinary competence in their area of research; and (3) shall have completed at least one semester of intensive language training and one course in area studies relevant to the project.

Allowable Costs: Please refer to the "Financial Provisions" section of Supplemental Information.

Maximum Grant Award: $125,000

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DEPARTMENT OF EDUCATION

[PLACEHOLDER FOR FISCAL YEAR 2014 NIA]

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Authorizing Legislation

Mutual Educational and Cultural Exchange Act of 1961

UNITED STATES CODE
TITLE 22: CHAPTER 33
MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE PROGRAM

Sec. 2451. - Congressional statement of purpose

The purpose of this chapter is to enable the Government of the United States to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations, and the contributions being made toward a peaceful and more fruitful life for people throughout the world; to promote international cooperation for educational and cultural advancement; and thus to assist in the development of friendly, sympathetic, and peaceful relations between the United States and the other countries of the world.

Sec. 2452. - Authorization of activities

(a) Grants or contracts for educational or cultural exchanges; participation in international fairs and expositions abroad

The Director of the United States Information Agency is authorized, when he considers that it would strengthen international cooperative relations, to provide, by grant, contract, or otherwise, for -

   (1) educational exchanges,

           (i) by financing studies, research, instruction, and other educational activities -

               (A) of or for American citizens and nationals in foreign countries, and

                   (B) of or for citizens and nationals of foreign countries in American schools and institutions of learning located in or outside the United States;

                   and

               (ii) by financing visits and interchanges between the United States and other countries of students, trainees, teachers, instructors, and professors;

       (2) cultural exchanges, by financing -

(i) visits and interchanges between the United States and other countries of leaders, experts in fields of specialized knowledge or skill, and other influential or distinguished persons;

(ii) tours in countries abroad by creative and performing artists and athletes from the United States, individually and in groups, representing any field of the arts, sports, or any other form of cultural attainment;

(iii) United States representation in international artistic, dramatic, musical, sports, and other cultural festivals, competitions, meetings, and like exhibitions and assemblies;

(iv) participation by groups and individuals from other countries in nonprofit activities in the United States similar to those described in subparagraphs (ii) and (iii) of this paragraph, when the Director of the United States Information Agency determines that such participation is in the national interest.

(3) United States participation in international fairs and expositions abroad, including trade and industrial fairs and other public or private demonstrations of United States economic accomplishments and cultural attainments.

(b) Other exchanges

In furtherance of the purposes of this chapter, the President is further authorized to provide for -

(1) interchanges between the United States and other countries of handicrafts, scientific, technical, and scholarly books, books of literature, periodicals, and Government publications, and the reproduction and translation of such writings, and the preparation, distribution, and interchange of other educational and research materials, including laboratory and technical equipment for education and research;

(2) establishing and operating in the United States and abroad centers for cultural and technical interchanges to promote better relations and understanding between the United States and other nations through cooperative study, training, and research;

(3) assistance in the establishment, expansion, maintenance, and operation of schools and institutions of learning abroad, founded, operated, or sponsored by citizens or nonprofit institutions of the United States, including such schools and institutions serving as demonstration centers for methods and practices employed in the United States;

(4) fostering and supporting American studies in foreign countries through professorships, lectureships, institutes, seminars, and courses in such subjects as American history, government, economics, language and literature, and other subjects related to American civilization and culture, including financing the attendance at such studies by persons from other countries;

(5) promoting and supporting medical, scientific, cultural, and educational research and development;

(6) promoting modern foreign language training and area studies in United States schools, colleges, and universities by supporting visits and study in foreign countries by teachers and prospective teachers in such schools, colleges, and universities for the purpose of improving their skill in languages and their knowledge of the culture of the people of those countries, and by financing visits by teachers from those countries to the United States for the purpose of participating in foreign language training and area studies in United States schools, colleges, and universities;

(7) United States representation at international nongovernmental educational, scientific, and technical meetings;

(8) participation by groups and individuals from other countries in educational, scientific, and technical meetings held under American auspices in or outside the United States;

(9) encouraging independent research into the problems of educational and cultural exchange;

(10) promoting studies, research, instruction, and other educational activities of citizens and nationals of foreign countries in American schools, colleges, and universities located in the United States by making available to citizens and nationals of less developed friendly foreign countries for exchange for currencies of their respective countries (other than excess foreign currencies), at United States embassies, United States dollars in such amounts as may be necessary to enable such foreign citizens or nationals who are coming temporarily to the United States as students, trainees, teachers, instructors, or professors to meet expenses of the kind described in section 2454(e)(1) of this title;

(11) interchanges and visits between the United States and other countries of scientists, scholars, leaders, and other experts in the fields of environmental science and environmental management; and

(12) promoting respect for and guarantees of religious freedom abroad by interchanges and visits between the United States and other nations of religious leaders, scholars, and religious and legal experts in the field of religious freedom.

Code of Federal Regulations

Authority: 22 U.S.C. 2452(b)(6), unless otherwise noted.

Source: 63 FR 46366, Aug. 31, 1998, unless otherwise noted.

Subpart A—General

§ 664.1 What is the Fulbright-Hays Group Projects Abroad Program?

 (a) The Fulbright-Hays Group Projects Abroad Program is designed to contribute to the development and improvement of the study of modern foreign languages and area studies in the United States by providing opportunities for teachers, students, and faculty to study in foreign countries.
(b) Under the program, the Secretary awards grants to eligible institutions, departments, and organizations to conduct overseas group projects in research, training, and curriculum development.
(Authority: 22 U.S.C. 2452(b)(6))

§ 664.2 Who is eligible to apply for assistance under the Fulbright-Hays Group Projects Abroad Program?

The following are eligible to apply for assistance under this part:
(a) Institutions of higher education;
(b) State departments of education;
(c) Private non-profit educational organizations; and
(d) Consortia of institutions, departments, and organizations described in paragraphs (a), (b), or (c) of this section.
(Authority: 22 U.S.C. 2452(b)(6))

§ 664.3 Who is eligible to participate in projects funded under the Fulbright-Hays Group Projects Abroad Program?

An individual is eligible to participate in a Fulbright-Hays Group Projects Abroad, if the individual—(a)(1) Is a citizen or national of the United States; or
(2) Is a permanent resident of the United States; and
(b)(1) Is a faculty member who teaches modern foreign languages or area studies in an institution of higher education;
(2) Is a teacher in an elementary or secondary school;
(3) Is an experienced education administrator responsible for planning, conducting, or supervising programs in modern foreign languages or area studies at the elementary, secondary, or postsecondary level; or
(4) Is a graduate student, or a junior or senior in an institution of higher education, who plans a teaching career in modern foreign languages or area studies.
(Authority: 22 U.S.C. 2452(b)(6))

§ 664.4 What regulations apply to the Fulbright-Hays Group Projects Abroad Program?

The following regulations apply to this program:
(a) The regulations in this part 664; and
(b) The Education Department General Administrative Regulations (EDGAR) (34 CFR parts 74, 75, 77, 80, 81, 82, 85, and 86).
(Authority: 22 U.S.C. 2452(b)(6), 2454(e)(1), 2456(a)(2))

§ 664.5 What definitions apply to the Fulbright-Hays Group Projects Abroad Program?

 (a) Definitions in EDGAR. The following terms used in this part are defined in 34 CFR part 77:
Applicant
Application
Award
EDGAR
Equipment
Facilities
Grant
Grantee
Nonprofit
Project
Private
Public
Secretary
State
State educational agency
Supplies
(Authority: 22 U.S.C. 2452(b)(6))
(b) *Definitions that apply to this program:* The following definitions apply to the Fulbright-Hays Group Projects Abroad Program:
Area studies means a program of comprehensive study of the aspects of a society or societies, including the study of their geography, history, culture, economy, politics, international relations, and languages.
Binational commission means an educational and cultural commission established, through an agreement between the United States and either a foreign government or an international organization, to carry out functions in connection with the program covered by this part.
Institution of higher education means an educational institution in any State that—
(1) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;
(2) Is legally authorized within such State to provide a program of education beyond secondary education;
(3) Provides an educational program for which it awards a bachelor's degree or provides not less than a two-year program, which is acceptable for full credit toward such a degree;
(4) Is a public or other nonprofit institution; and
(5) Is accredited by a nationally recognized accrediting agency or association.

J. William Fulbright Foreign Scholarship Board means the presidentially appointed board that is responsible for supervision of the program covered by this part.
(Authority: 22 U.S.C. 2452(b)(6), 2456)

Subpart B—What Kinds of Projects Does the Secretary Assist Under This Program?

§ 664.10   What kinds of projects does the Secretary assist?

The Secretary assists projects designed to develop or improve programs in modern foreign language or area studies at the elementary, secondary, or postsecondary level by supporting overseas projects in research, training, and curriculum development by groups of individuals engaged in a common endeavor. Projects may include, as described in §§664.11 through 664.14, short-term seminars, curriculum development teams, group research or study, and advanced intensive language programs.
(Authority: 22 U.S.C. 2452(b)(6))

§ 664.11   What is a short-term seminar project?

A short-term seminar project is—
(a) Designed to help integrate international studies into an institution's or school system's general curriculum; and
(b) Normally four to six weeks in length and focuses on a particular aspect of area study, such as, for example, the culture of the area or a portion of the culture.
(Authority: 22 U.S.C. 2452(b)(6))

§ 664.12   What is a curriculum development project?

 (a) A curriculum development project—
(1) Is designed to permit faculty and administrators in institutions of higher education and elementary and secondary schools, and administrators in State departments of education the opportunity to spend generally from four to eight weeks in a foreign country acquiring resource materials for curriculum development in modern foreign language and area studies; and
(2) Must provide for the systematic use and dissemination in the United States of the acquired materials.
(b) For the purpose of this section, resource materials include artifacts, books, documents, educational films, museum reproductions, recordings, and other instructional material.
(Authority: 22 U.S.C. 2452(b)(6))

§ 664.13   What is a group research or study project?

 (a)(1) A group research or study project is designed to permit a group of faculty of an institution of higher education and graduate and undergraduate students to undertake research or study in a foreign country.
(2) The period of research or study in a foreign country is generally from three to twelve months.
(b) As a prerequisite to participating in a research or training project, participants—

(1) Must possess the requisite language proficiency to conduct the research or study, and disciplinary competence in their area of research; and
(2) In a project of a semester or longer, shall have completed, at a minimum, one semester of intensive language training and one course in area studies relevant to the projects.
(Authority: 22 U.S.C. 2452(b)(6))

§ 664.14   What is an advanced overseas intensive language training project?

 (a)(1) An advanced overseas intensive language project is designed to take advantage of the opportunities present in the foreign country that are not present in the United States when providing intensive advanced foreign language training.
(2) Project activities may be carried out during a full year, an academic year, a semester, a trimester, a quarter, or a summer.
(3) Generally, language training must be given at the advanced level, i.e., at the level equivalent to that provided to students who have successfully completed two academic years of language training.
(4) The language to be studied must be indigenous to the host country and maximum use must be made of local institutions and personnel.
(b) Generally, participants in projects under this program must have successfully completed at least two academic years of training in the language to be studied.
(Authority: 22 U.S.C. 2452(b)(6))

Subpart C—How Does the Secretary Make a Grant?

§ 664.30   How does the Secretary evaluate an application?

(a) The Secretary evaluates an application for a Group Project Abroad on the basis of the criteria in §664.31. The Secretary informs applicants of the maximum possible score for each criterion in the application package or in a notice published in the Federal Register.
(b) All selections by the Secretary are subject to review and final approval by the J. William Fulbright Foreign Scholarship Board.
(c) The Secretary does not recommend a project to the J. William Fulbright Foreign Scholarship Board if the applicant proposes to carry it out in a country in which the United States does not have diplomatic representation.
(Authority: 22 U.S.C. 2452(b)(6), 2456)
[63 FR 46366, Aug. 31, 1998, as amended at 70 FR 13376, Mar. 21, 2005]

§ 664.31   What selection criteria does the Secretary use?

The Secretary uses the criteria in this section to evaluate applications for the purpose of recommending to the J. William Fulbright Foreign Scholarship Board Group Projects Abroad for funding under this part.
(a) *Plan of operation.* (1) The Secretary reviews each application for information to determine the quality of the plan of operation for the project.
(2) The Secretary looks for information that shows—
(i) High quality in the design of the project;

(ii) An effective plan of management that insures proper and efficient administration of the project;

(iii) A clear description of how the objectives of the project relate to the purpose of the program;

(iv) The way the applicant plans to use its resources and personnel to achieve each objective; and

(v) A clear description of how the applicant will ensure that project participants who are otherwise eligible to participate are selected without regard to race, color, national origin, gender, age, or handicapping condition.

(b) *Quality of key personnel.* (1) The Secretary reviews each application for information to determine the quality of key personnel the applicant plans to use on the project.

(2) The Secretary looks for information that shows—

(i) The qualifications of the project director;

(ii) The qualifications of each of the other key personnel to be used in the project;

(iii) The time that each person referred to in paragraphs (b)(2)(i) and (ii) of this section will commit to the project; and

(iv) The extent to which the applicant, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment without regard to race, color, national origin, gender, age, or handicapping condition.

(3) To determine the qualifications of a person, the Secretary considers evidence of past experience and training in fields related to the objectives of the project as well as other information that the applicant provides.

(c) *Budget and cost effectiveness.* (1) The Secretary reviews each application for information that shows that the project has an adequate budget and is cost effective.

(2) The Secretary looks for information that shows—

(i) The budget for the project is adequate to support the project activities; and

(ii) Costs are reasonable in relation to the objectives of the project.

(d) *Evaluation plan.* (1) The Secretary reviews each application for information that shows the quality of the evaluation plan for the project.

(2) The Secretary looks for information that shows that the methods of evaluation are appropriate for the project and, to the extent possible, are objective and produce data that are quantifiable.

(e) *Adequacy of resources.* (1) The Secretary reviews each application for information that shows that the applicant plans to devote adequate resources to the project.

(2) The Secretary looks for information that shows that the facilities, equipment, and supplies that the applicant plans to use are adequate.

(f) *Specific program criteria.* (1) In addition to the general selection criteria contained in this section, the Secretary reviews each application for information that shows that the project meets the specific program criteria.

(2) The Secretary looks for information that shows—

(i) The potential impact of the project on the development of the study of modern foreign languages and area studies in American education.

(ii) The project's relevance to the applicant's educational goals and its relationship to its program development in modern foreign languages and area studies.

(iii) The extent to which direct experience abroad is necessary to achieve the project's objectives and the effectiveness with which relevant host country resources will be utilized.

(g) *Priorities.* The Secretary looks for information that shows the extent to which the project addresses program priorities in the field of modern foreign languages and area studies for that year.

(Approved by the Office of Management and Budget under control number 1840–0068)
(Authority: 22 U.S.C. 2452(b)(6), 2456(a)(2))
[63 FR 46366, Aug. 31, 1998, as amended at 70 FR 13376, Mar. 21, 2005]

§ 664.32   What priorities may the Secretary establish?

(a) The Secretary may establish for each funding competition one or more of the following priorities:
(1) Categories of projects described in §664.10.
(2) Specific languages, topics, countries or geographic regions of the world; for example, Chinese and Arabic, Curriculum Development in Multicultural Education and Transitions from Planned Economies to Market Economies, Brazil and Nigeria, Middle East and South Asia.
(3) Levels of education; for example, elementary and secondary, postsecondary, or postgraduate.
(b) The Secretary announces any priorities in the application notice published in the Federal Register.
(Authority: 22 U.S.C. 2452(b)(6), 2456(a)(2))

§ 664.33   What costs does the Secretary pay?

(a) The Secretary pays only part of the cost of a project funded under this part. Other than travel costs, the Secretary does not pay any of the costs for project-related expenses within the United States.
(b) The Secretary pays the cost of the following—
(1) A maintenance stipend related to the cost of living in the host country or countries;
(2) Round-trip international travel;
(3) A local travel allowance for necessary project-related transportation within the country of study, exclusive of the purchase of transportation equipment;
(4) Purchase of project-related artifacts, books, and other teaching materials in the country of study;
(5) Rent for instructional facilities in the country of study;
(6) Clerical and professional services performed by resident instructional personnel in the country of study; and
(7) Other expenses in the country of study, if necessary for the project's success and approved in advance by the Secretary.
(c) The Secretary may pay—
(1) Emergency medical expenses not covered by a participant's health and accident insurance; and
(2) The costs of preparing and transporting the remains of a participant who dies during the term of a project to his or her former home.
(Authority: 22 U.S.C. 2452(b)(6), 2454(e)(1))

Subpart D—What Conditions Must Be Met by a Grantee?

§ 664.40   Can participation in a Fulbright-Hays Group Projects Abroad be terminated?

(a) Participation may be terminated only by the J. William Fulbright Foreign Scholarship Board upon the recommendation of the Secretary.

(b) The Secretary may recommend a termination of participation on the basis of failure by the grantee to ensure that participants adhere to the standards of conduct adopted by the J. William Fulbright Foreign Scholarship Board.

(Authority: 22 U.S.C. 2452(b)(6), 2456, and Policy Statements of the J. William Fulbright Foreign Scholarship Board, 1990)

Government Performance and Results Act (GPRA)

What is GPRA?

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision-making through more objective information on the effectiveness of federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

How has the Department of Education Responded to the GPRA Requirements?

As required by GPRA, the Department of Education has prepared a strategic plan for 2007-2013. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

> *Goal 1: Increase student achievement, reward qualified teachers, and renew troubled schools so that every student can read and do math at grade level by 2014, as called for by the No Child Left Behind Act.*
> *Goal 2: Encourage more rigorous and advanced coursework to improve the academic performance of our middle and high school students.*
> *Goal 3: Work with colleges and universities to improve access, affordability, and accountability, so that our higher education system remains the world's finest.*

The performance indicators for the International Education Programs are part of the Department's plan for meeting Goal 3.

What is the Performance Indicator for the Fulbright-Hays Group Projects Abroad Short-Term Program?

> The objective of the GPA program is to meet the nation's security and economic needs through the development of a national capacity in foreign languages, and area and international studies. Under the Government Performance and Results Act, the Department will use the following measure to evaluate the success of the GPA short-term program in meeting this objective.

GPA Short-Term Performance Measure:

Percentage of GPA participants who disseminated information about or materials from their group project abroad through more than one outreach activity within six months of returning to their home institution.

The information provided by grantees in their performance reports submitted via the electronic International Resource Information System (IRIS) will be the source of data for this measure.

Instructions for Completing the GPA Application Package

Part I: **Standard Forms**
Application for Federal Assistance (SF 424)
Standard Budget Sheet (ED 524), Sections A & B
Assurances Non-Construction Programs (SF 424B)
Disclosure of Lobbying Activities (SF-LLL)
Grants.gov Lobbying Form (formerly ED Form 80-0013)
GEPA Section 427 Requirement
Department of Education Supplemental Information Form for SF 424

*Note: Section C – Budget Narrative should be included in the Budget Narrative Attachment Form, located in Part II.

**Also: Applicants must complete the SF-424 form first because the information you provide here is automatically inserted into other sections of the Grants.gov application package. Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424). Although the form accepts attachments, the Department of Education will only review materials/files attached to the forms listed below.

Part II: **Project Narrative**
ED Abstract Narrative Form (one attachment; one page limit)
Project Narrative Attachment Form (one attachment; 40 page limit)
Other Narrative Attachment Form I (three attachments; no page limit)
Preliminary Pre-departure Orientation Agenda, Overseas Project Itinerary, Follow-up Activities
Other Narrative Attachment Form II (five attachment limit; three page limit per attachment) – Curriculum Vitas of Key Personnel
Other Narrative Attachment Form III (ten attachment limit; two page limit per attachment) – Letters of Support
Other Narrative Attachment Form IV (five attachment limit; no page limit)
Examples of Evaluation Materials, Project Timeline Chart, Project-Specific PMF Forms with Proposed Measures
Budget Narrative Attachment Form (two attachment limit; no page limit)
Detailed Line Item Budget and Budget Narrative Justification

The ED Abstract Narrative Form is where applicants will attach their one page single-spaced document. It should include the name of the applicant institution, name and contact information for the Project Director, which GPA Project Type you are applying for, the number and educational level of project participants, and a brief overview of the proposed project. It should also identify which competitive and invitational priorities the application will be addressing.

The Project Narrative Attachment Form will include the narrative sections addressing the program selection criteria that will be used to evaluate applications submitted for this competition. Please include a Table of Contents as the first page of the project narrative. You must limit the project narrative to no more than 40 pages. The Table of Contents will not be counted in the 40 page limit. The Project Narrative should be numbered consecutively.

The Other Narrative Attachment Forms are where applicants attach proposal appendices. Each applicant should provide in this section the appendices described above under Project Narrative.

The Budget Narrative Attachment Form is where you would attach a detailed line item budget and any supplemental budget information.

NOTE: ***Please do not attach any narratives, supporting files, or application components to the SF 424. The Department of Education will only review materials/files attached to the attachment forms listed above. All attachments must be in .pdf format. Other types of files will not be accepted.***

Instructions for Project Narrative

Applicants will attach the project narrative to the Project Narrative Attachment Form.

Formatting

A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides. Page numbers and an identifier may be within the 1" margin. Double space (no more than three lines per vertical inch) all text in the application narrative, except titles, headings, footnotes, quotations, references, captions and all text in charts, tables, and graphs, which may be single spaced. Use one of the following fonts: *Times New Roman, Courier, Courier New*, or *Arial*. Applications submitted in any other font (including *Times Roman* and *Arial Narrow*) will not be accepted. Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).

Please note that the Project Narrative Attachment Form is limited to **40 pages**. This section will include the discussion of the selection criteria. The required forms, abstract, table of contents, requested appendices, assurances, certifications, and survey forms will not count against your 40-page limit.

Before preparing the Project Narrative, applicants should review the Dear Applicant Letter, the Federal Register notice, program statute, and program regulations for specific guidance and requirements. Please note that applications will be evaluated according to the specific selection criteria specified in the Federal Register notice and this package.

The Secretary evaluates an application on the basis of the broad criteria in 34 CFR 664 of the GPA program regulations as identified in this application (see "Authorizing Legislation and Regulations"). The Project Narrative should provide, in detail, the information that addresses each selection criteria. The maximum possible score for each category of selection criterion is indicated in parenthesis in the Federal Register notice. For ease of reading by the reviewers, applicants should follow the sequence of the criteria as provided below. Applications should be written in a concise and clear manner. You must limit the section of the narrative that addresses the selection criteria to **no more than 40 pages**.

NOTE: *Please note that repeat GPA grantees should discuss how the successes and challenges of previous GPA grants will contribute to quality GPA projects in the future. They should also address how additional GPA grants will build upon previous GPA projects and/or focus on increased language capacity, new curricula, themes, fields, and communities.*

Applicants MUST address each of the following GPA selection criteria:

1. Plan of Operation ....(20 points)
2. Quality of Key Personnel...(10 points)
3. Budget and Cost Effectiveness ....(10 points)
4. Evaluation Plan ....(20 points)
5. Adequacy of Resources ....(5 points)

6. Potential Impact ....(15 points)
7. Relevance to Institution's Educational Goals..................................(5 points)
8. Need for Overseas Experience ....(10 points)
9. Competitive Preference Priority I...(2 points)
10. Competitive Preference Priority II...(3 points)
11. Competitive Preference Priority III...(5 points)
12. Invitational Priority...(0 points)

Total Maximum Score for Selection Criteria..(105 points)

In addition to the guidance listed in the Federal Register notice and program regulations, the following guidance may assist applicants in addressing each of the selection criteria:

1. <u>Plan of Operation</u> (20 points)
   - Describe how the objectives of the project are related to the purposes of the GPA program and how those objectives will be accomplished.

   - In the project design, which generally consists of three phases (pre-departure phase, overseas phase, and post travel follow-up phase), describe how each of the phases will be carried out and supported.

   - How will the management plan effectively link all project phases and efficiently operate among all project parties?

   - Explain the ways resources and personnel will be used to achieve the objectives of the project. Include details of which key personnel will be responsible for vital project components/activities, and describe how, when, why, and where project activities will take place.

   - Provide a clear description of how the project will provide equal access and treatment for eligible project participants without regard to race, color, national origin, gender, age, or handicapping condition.

   - In the appendices section (Other Narrative Attachment), upload detailed daily proposed itineraries/language and culture class schedules for all phases of the project, including the pre-departure orientation schedule, overseas travel and study itinerary, and curriculum and other post-travel follow-up activities. Be sure to demonstrate the academic nature and focus of the project in these materials. Details should be included such as the number of hours of language study and at what levels, number and types of cultural and other activities such as field trips, tutoring, etc.

2. <u>Quality of Key Personnel</u> (10 points)
   - Describe the U.S. project director's qualifications including educational background, professional training and experience in the host country, administrative experience, language and subject area expertise, and other related qualifications. Also indicate the responsibilities and time commitment of the project director.

- Describe any other U.S. key personnel's qualifications using the guidance above which are pertinent to the project's objectives and management. Indicate each individual's title, responsibilities, and time commitment to the project.

- Describe the host country personnel's qualifications in relation to the project. Administrative staff, language teachers and assessors, evaluators, etc., whenever applicable, should be included. Be sure to indicate titles, project responsibilities, and time commitments.

- Show, as part of the institution's non-discriminatory employment practices, how employment from underrepresented groups will be without regard to race, color, national origin, gender, age, or disability.

- In the appendices section (Other Narrative Attachment), upload abbreviated curriculum vitas (no more than three (3) pages each) of key personnel. These should present relevant areas of expertise for the proposed project.

3. Budget and Cost Effectiveness (10 points)

- Demonstrate and justify that all costs presented in the line item budget are adequate, allowable, and reasonable in today's market, and necessary to accomplish your project objectives.

- Discuss the project's cost effectiveness.

- Show the relationship between the project costs and project objectives.

- In the Budget Narrative Attachment, upload a detailed itemized line item budget and accompanying budget narrative that clearly outlines how costs have been calculated and how they are necessary in order to achieve project objectives. Please note that if sufficient detail is not provided, we may not be able to determine if the costs of the activities are necessary and reasonable and may disallow such costs.

4. Evaluation Plan (20 points)

Note: Please carefully review the section on "Guidance on Developing an Evaluation Plan" in this application package for detailed instructions on how to address this criterion.

5. Adequacy of Resources (5 points)

- What resources will the applicant use to accomplish project objectives, both in the U.S. and abroad?

- Indicate specifics regarding the facilities, supplies, and other resources (including those provided by host country partners) to show that they are adequate to carry out the activities in all phases of the project.

- In the appendices section (Other Narrative Attachment), upload letters of support from both U.S. and host country institutions and individuals.

6. <u>Potential Impact of the Project on the Development of the Study of Modern Foreign Languages and Area Studies in American Education</u> (15 points)

   - What would be the potential impact of the project on the development and improvement of the study of modern foreign languages and area studies in U.S. education?

   - Describe the possible long-term benefits to project participants, their students (if relevant), colleagues, and communities resulting from successful completion of the grant. What specific multiplier effects will the project have?

   - Indicate the process by which resulting curricula/projects/research will be evaluated for accuracy and effectiveness.

7. <u>Relevance to the Institution's Educational Goals and Its Relationship to Its Program Development in Modern Foreign Languages and Area Studies</u> (5 points)

   - Explain how the proposed project will address institutional development goals.

   - Describe the relationship between the project and the institution's program development in modern foreign languages and area studies.

   - Outline what changes will take place due to a GPA project.

8. <u>The Extent to which Direct Experience Abroad is Necessary to Achieve Project Objectives and the Effectiveness with which Relevant Host Country Resources Will Be Utilized</u> (10 points)

   - Explain why first-hand cultural and language study overseas is necessary in order to achieve the project's objectives.

   - Outline how the needs for overseas culture and language study were identified and how these needs are addressed by the project. Be specific about the unique need(s) that this proposed project will be addressing.

   - Describe the benefits to be gained through the project by meeting those needs. Explain how effectively the host country's resources will be utilized toward this effort.

9. <u>Competitive Preference Priority I: Strategic World Areas</u> (0 or 2 points)

Please note in the abstract if you plan to address this priority.

   - List the specific country/countries your project will focus on.

10. <u>Competitive Preference Priority II: Substantive Training and Thematic Focus on Priority Languages</u> (up to 3 points)

Please note in the abstract if you plan to address this priority.

Reviewers will be instructed to apply points according to the guidance provided below:

Please use the following information to apply points for this criterion.

- Are the priority language(s) to be studied for the project clearly identified in the proposal?

- Does the proposal provide adequate information to indicate an extensive and effective training focus on a priority language?

- Extent to which the project theme will focus on critical languages.

- Minimum of ten hours per week (or its equivalent) during the overseas phase should be spent on language training.

- How well the project will provide training and focus on a critical language. Specific activities, number of hours, and bios of prospective instructors should be provided.

- Extent to which the project will focus on the development of a priority language in multiple settings, inside and outside of traditional classroom learning. Extent to which the project provides opportunities for participants to use the priority language(s) in authentic settings and with native speakers when appropriate.

- Extent to which language training is addressed during both pre-departure orientation/preparation and overseas project phases.

- Extent to which language training objective and assessment are addressed during both pre-departure preparation and overseas project phases.

0 points: -Not Addressed.

1 point: -Minimally addressed. The applicant identifies the critical language(s) to be addressed and provides some information; however, the information provided is unclear and important questions are left unanswered. The applicant provides a vague or no response on how, when, and where training will be provided and by whom. Evidence of at least 10 hours per week (or its equivalent) will be spent overseas on language training.

2 points: -Good. The applicant provides most of the information that has been requested but could have included additional details and better examples. Evidence of between 10-15 hours per week (or its equivalent) will be spent overseas on language training.

3 points: -The applicant provides a well-defined and clear thematic tie-in to the critical language. The narrative and/or appendices show that 15 or more hours per week (or its equivalent) will be spent overseas on language training. The information provided is clear and specific. Language-related activities are specified and explained for the entire length of the overseas phase; names and bios of language instructors are provided with excellent qualifications. A pre-departure orientation

agenda is included with specifics of language training and preparation sessions as well as details of what, specifically, will be covered.

11. Competitive Preference Priority III: Inclusion of K-12 Educators (up to 5 points)

Please note in the abstract if you plan to address this priority.

Reviewers will be instructed to apply points according to the guidance provided below:

Please use the following information to apply points for this criterion.

- Explain how educators at the K-12 level will be involved in a substantive way, during the pre-travel, in-country, and post-travel periods of the project.

- What changes will result from this GPA project such as new and/or revised curricula/projects/research? How will this be developed? What processes are in place to support these activities?

- Describe in detail the make-up of the proposed educator group, including numbers and types of elementary, secondary, community college and four-year faculty and administrators to be traveling abroad.

- Evidence that at least 50 percent of the project participants are K-12 teachers and/or administrators. Include a description of the make-up of the proposed educator group, including numbers and type of elementary, secondary, and postsecondary faculty and administrators to be traveling abroad.

- Extent to which K-12 educators will be involved in a substantive way, during the pre-travel, in-country, and post travel periods of the project.

- Extent to which K-12 education educators' instructional needs are addressed in the project design and proposed activities.

- Process by which new and/or revised curriculum/project/research will be developed into useful materials for K-12 instruction.

0 points: -Not Addressed.

1 point: -Minimally addressed. The applicant mentions K-12 teachers, but the little information provided is unclear. The applicant must provide evidence that the group is comprised of at least 50% K-12 teachers.

2 points: -The applicant states that they will include 50% K-12 teachers in the group and provides some information; however, important questions are left unanswered. The applicant provides a vague or no response on how and from which schools/districts K-12 teachers will be recruited from.

3 points: -Adequate. The applicant responds to most of the questions (above) but with basic information. In-depth details and examples are not given.

4 points: -Good. The applicant provides most of the information that has been requested but could have included additional details and better examples.

5 points: -Considered excellent. The applicant provides a detailed presentation of the number and types of elementary, secondary, and postsecondary faculty/administrator participants to be included. It is clear that K-12 educators/administrators will represent 50% of the participant group. The make-up of the entire group (3 elementary teachers, 2 postsecondary faculty, etc.) is clearly articulated in several places throughout application. The narrative includes numerous details of how the project design and activities will address K-12 educator needs and how curriculum will be developed that will be effective and useful at the K-12 level with specific examples provided.

12. Invitational Priority: Applications from any one of the following: (0 points)

Please note in the abstract if you plan to address this priority.

- Minority-Serving Institutions (as defined in the Federal Register notice).
- Community colleges (as defined in the Federal Register notice).
- New applicants (as defined in the Federal Register notice).

Guidance on Developing an Evaluation Plan

Overview of GPRA Measures, Program Evaluation, and Project Evaluation

The U.S. Congress passed the Government Performance and Results Act (GPRA) of 1993 and the GPRA Modernization Act of 2010 to assess and improve federally funded programs. GPRA requires that federal agencies document the achievements of grant-funded programs. Specifically, GPRA requires federal agencies, such as the U.S. Department of Education, to develop and report quantifiable annual and long-term measures to Congress. GPRA stipulates that these measures be limited in number, be specific, and have baselines and targets that are ambitious, yet achievable. Performance reporting occurs *at the program level,* meaning that the U.S. Department of Education (ED) aggregates data from all IFLE grantees and reports on measures of the IFLE program overall. ED's challenge is to articulate program-level measures that are relevant to several grant programs and that capture the achievements of many disparate grantees. ED's Budget Service and the U.S. Office of Management and Budget (OMB) review and approve IFLE's GPRA measures to make sure that the measures reflect the programs' overall goals. Therefore, once approved, GPRA measures remain relatively constant over time.

IFLE must collect data from grantees to respond to the GPRA measures for each program. ED IFLE aggregates the GPRA information reported by all grantees to report the impact of each grant program (e.g., the Center for International Business and Education - CIBE grant program as a whole) to Congress and other interested stakeholders. This information contributes to ED/IFLE's overall evaluation of each grant program.

By contrast, individual *project* measures yield specific information that enables grantees to make mid-course corrections in implementing their proposed projects, if necessary. Project-specific evaluation measures are tailored by project leadership to that project's goals. Project leadership may establish specific measures to garner internal institutional support, attract and train staff, attract and retain students, and sustain the project's effort beyond the grant period.

Project-specific measures will vary greatly between institutions that have received IFLE grants before and novice applicant institutions. For example, an institution that is a current recipient of a CIBE grant or that has received CIBE grants in the past might offer many Study Abroad programs. Based on feedback from its prior project evaluations, that institution might propose a new Study Abroad program in a world region not previously served, or expand the duration of an existing program. In this case, a project-specific measure might be the number of students enrolled in the new program. However, a first-time CIBE applicant might propose to offer a few short-term Study Abroad summer programs in its first year as part of a multi-year plan that includes expanding the world regions served over time. In this case, a project-specific measure might be the number of faculty qualified to lead a summer program to specific world regions.

The Government Performance and Results Act of 1993 (GPRA) and the GPRA Modernization Act of 2010 (GPRAMA)

GPRA and GPRAMA are intended to improve accountability for the expenditure of public funds, enhance congressional decision-making by providing Congress with objective information on the

effectiveness of federal programs, and promoting federal programs' results, delivery of services, and customers' satisfaction. Accordingly, GPRA and the GPRAMA mandate that federal agencies, including ED, submit three major products to Congress: multi-year strategic plans, annual plans, and annual reports. To comply with GPRA and GPRAMA, ED must state clearly in these products what it intends to accomplish, identify the resources required, and report on its progress annually to Congress.

How has the Department of Education Responded to the GPRA Requirements?

As required by GPRA, ED has developed a strategic plan that reflects its organizational priorities and also integrates IFLE's mission and program authorities. ED's stated goal for IFLE is "to meet the nation's security and economic needs through the development and maintenance of a national capacity in foreign languages, and area and international studies."

The Title VI international education programs' overarching goals are to maintain a U.S. higher education system with the capacity 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. The Fulbright-Hays programs provide opportunities for U.S. educators and postsecondary students to advance their studies of foreign languages, to create and improve curriculum, or to conduct learning and research activities in host country settings. Each IFLE grant program addresses a specific objective related to the overarching goal. The next section of this document provides program-specific guidance to applicants on selecting appropriate performance and evaluation measures.

IFLE Grant Project Evaluation

A strong project proposal by an applicant for an IFLE grant includes a well-designed evaluation plan that is based on clearly stated goals and objectives. The evaluation plan must address all IFLE GPRA measures, as well as include project-specific measures that are tied to the project's goals and objectives. The evaluation plan also must identify how each of the specific objectives will be achieved, and establish the quantitative and qualitative measures that will be used to demonstrate the successful implementation of the proposed project. The Performance-Measure Form (PMF) serves as a guide for applicants to plan and articulate key aspects of a well-designed evaluation plan.

IFLE offers applicant institutions the following suggestions to consider in developing the Impact and Evaluation section of the grant application.

Developing an Evaluation Plan

Working with an Independent Project Evaluator

Please note that an independent project evaluator may not be required for every IFLE grant program. Applicants and grantees should consult with their IFLE program officer and refer to program-specific materials for guidance.

The independent project evaluator should be involved in the project throughout the entire grant cycle from the proposal development phase through the project's funding and implementation to ensure that a well-designed evaluation plan is developed and implemented. The independent project evaluator works with key project personnel to draft measurable objectives, identify appropriate progress indicators and benchmarks, and to formalize the data collection, calculation, and analytical methodologies. The primary role of the independent project evaluator is to provide technical support and expertise to the project in order to best demonstrate its progress toward achieving stated goals and objectives. The independent project evaluator may also provide support and guidance for the development of a dissemination plan to publicize the project results to internal and external entities.

A grant applicant may wish to collaborate with other projects on a given campus to pool resources and share the cost of a professional evaluator. The guidance provided in this document is intended to help maximize evaluation resources by streamlining an evaluation process and by supporting collaboration between key project personnel and an independent evaluator. Very small projects may have very limited funds available to compensate an evaluator. In such cases, limited resources are best expended on working with an evaluator at the project's start, as opposed to its later stages.

To ensure both the quality and the credibility of the evaluation, it should be conducted by a qualified evaluator with appropriate expertise and training. The evaluator should be independent, whether the evaluator is internal or external to the grant project. The applicant should provide a plan to ensure that the evaluator maintains sufficient independence from the project team, thus avoiding any potential or perceived conflict of interest.

Developing Clear Goals and Objectives

A well-designed evaluation plan includes clearly articulated goals, measurable objectives, and a way to collect concrete data to substantiate the project's progress toward achieving its goals. The evaluation plan should be limited to a few clear and specific objectives that are linked directly to the proposed goals of the project and that can be measured. The applicant/grantee should consider the following when developing measurable objectives and planning for data collection:

1. What will indicate or demonstrate that the project is meeting its goals? Describe the expected measurable outcomes.

2. What types and sources of data will best demonstrate that the project is achieving, or will achieve, its objectives? Identify the data and its sources that can serve as indicators or benchmarks that the project is meeting, or will meet, the intended outcomes.

3. How will the data be collected? Describe access and frequency.

4. How will the data be analyzed and reported? Describe the methodology and key personnel responsible.

5. Will the results demonstrate the project's proposed outcome and impact (e.g., an increase in qualified language instructors, higher graduation rate in international studies, better

employment rate of program graduates, etc.)? Describe how the results may demonstrate short-term and long-term outcomes and impact.

Examples of possible project-specific quantitative objectives include:

- Increase the number of students completing advanced courses in priority languages;

- Increase the number of students in business, health, or science majors graduating with foreign language skills;

- Increase the number of study abroad opportunities for students on campus; or,

- Increase the number of certificates and degrees conferred in targeted programs of study.

Examples of possible project-specific qualitative objectives include:

- Improve employment opportunities for students who possess advanced language skills and international experience;

- Strengthen collaboration between foreign language departments, international education, and other disciplines; or,

- Improve quality of assessment tools for priority and/or less-commonly-taught languages.

Examples of specific activities that may support project objectives include:

- Recruit and hire of qualified priority language faculty; or,

- Create or increase professional development and training sessions for faculty.

Progress indicators that relate to the quantitative and qualitative examples cited in the above sections include, but are not limited to, the following:

- Increase in the number of new faculty positions in priority and/or less-commonly-taught languages, area studies courses, or interdisciplinary courses that are institutionalized after grant support has ended;

- Increase in the number and type of courses developed, piloted, and subsequently submitted to the institution's review board for inclusion in the college catalog for the upcoming academic year.

Developing Evaluation Questions

An applicant should formulate evaluation questions that interest all stakeholders and audiences related to the proposed project, and align the questions with appropriate information gathering techniques.

1. Who/what will change?
2. When will the change(s) take place?
3. How much change is expected?
4. How will change be measured, recorded, or documented?

Planning Data Collection and Analysis

In order to show change, baseline data must be included in the final evaluation plan, submitted to the program office, once the grant is awarded. Applicants should determine if baseline data already exist and where to find them. Data collection instruments that are not readily available need to be developed.. Data collection instruments may include surveys, standardized tests, exams, focus groups, and topic guides. Institutions may have additional instruments that are specific to the proposed project. The final evaluation plan must specify the types and sources of data that will be collected and describe how the data will be collected, including access and frequency. The plan must also describe how the data will be compiled, analyzed, and reported, as well as the methodology that will be used and key personnel responsible for these tasks. The institutions should work with evaluation specialists to develop a detailed analysis plan to analyze the data and interpret results. In addition, the evaluation plan should include a timeline to delineate tasks and specify when and how progress benchmarks or indicators will be met. The timeline will help projects to stay on track toward achieving their goals.

Guidance to GPA (Short-Term) Program Applicants

The Fulbright-Hays international education programs' overarching goal is to maintain a U.S. higher education system with the capacity 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. Each IFLE grant program addresses a specific objective related to this overarching goal. The objective of the GPA Short-Term program is to contribute to the development and improvement of the study of modern foreign languages and area studies in the United States by providing opportunities for teachers, students, and faculty to study abroad.

ED has developed and OMB has approved the following GPRA measures to evaluate the overall success of this IFLE grant program:

- GPA GPRA Measure 1: Percentage of GPA participants in the Advanced Language Program who increased their reading, writing, and/or listening/speaking foreign language scores by one proficiency level. (Long-Term Projects)

- GPA GPRA Measure 2: Percentage of GPA participants who disseminated information about or materials from their group project abroad through more than one outreach activity within six months of returning to their home institution. (Short-Term Projects)

- GPA GPRA Measure 3: Efficiency Measure – The cost per GPA participant in the Advanced Language Program who increased his/her foreign language score in reading, writing, and/or listening/speaking, by at least one proficiency level. (Long-Term Projects)

Applicants must define how they will collect and report data for the measure when they develop their proposed projects. **If funded, successful applicants, later grantees, will be required to collect data on the GPA GPRA Measure 2, and to report that data to ED in their interim and final performance reports.**

Example GPRA Performance Measure Form (PMF)

Please note that only GPA GPRA Measure 2 is applicable to the GPA Short-Term Program.

The following information on GPRA Performance Measures and their related PMFs is for applicants' information purposes only. Applicants to the FY2014 GPA program are not required to complete a PMF for GPRA Measure 2 as part of their application. Should an applicant's project be selected for funding, GPRA PMFs will be requested by the IFLE Program Office once awards are made. Please also note that all FY2014 GPA Short-Term grantees must report on the GPA GPRA Measure 2 on an annual basis as part of their regular online IRIS reporting. Below, please find an example of a PMF completed for the GPA Short-Term GPRA Measure 2 in Figure 2.

Figure 1: PMF for GPRA Measures for GPA (Short-Term) Applicants

1. Performance Measures	2. Activities	3. Data/ Indicators	4. Frequency	5. Data Source	6. Target T1
B) Percentage of GPA participants who disseminated information about or materials from their group project abroad through more than one outreach activity within six months of returning to their home institution. (Short-Term Projects).					

11.1.1 Instructions for Completing GPRA PMF

1. Performance Measures – The GPRA measures are already filled in. **Note that applicants are to provide a count (raw number) rather than percentage for each measure.**

2. Activities – Fill in the major activities that the institution will undertake to achieve the GPRA performance measure goal.

3. Data/Indicators – State the data or indicators that will be used to track progress of each activity stated in #2. Because the performance measure might not change from the baseline in the early year(s) of the grant, supporting indicators will be used to track and demonstrate progress.

4. Frequency – State period of measurement (e.g., quarterly, by semester, or annually).

5. Data Source – State the source of the data (e.g., grantee records or university registrar).

6. Target (T1) – For GPA Short-Term, there will be only one target figure (T1), which will be reported six months after the GPA participant returns from the overseas project.

The GPA grantee will need to complete a PMF for the GPA Short-Term GPRA Measure 2. The following guidance will assist the grantee in calculating and inputting the proper baseline numbers.

Details and Definitions Regarding GPRA Numbers

This section provides examples illustrating key words in the measure.

GPA GPRA Measure 2: Percentage of GPA participants who disseminated information about or materials from their group project abroad through more than one outreach activity within six months of returning from project. (Short-Term Projects)

The following list of potential **outreach activities** is drawn from *Promising Practices for GPA Projects* (http://www2.ed.gov/programs/iegpsgpa/gpa-promising.pdf)

Examples of **outreach activities** include the following:

- Lecture and discussion programs
- Partnerships with area high schools
- One week teacher institute
- Participate in statewide teachers' retreat
- Use email to pair up high school students and area studies postsecondary students with GPA participants
- Calendar of events on web and email
- Mailing list of department chairs at two- and four-year colleges in area
- Colloquia
- Extension and evening programming in international studies
- Special lecture series
- International career day
- Educational and Scholarly Publications: monographs, journals, newsletters
- In-service teacher training workshops
- Connect graduate students, K-12 teachers, and high school students to study a specific international problem for one year
- High school model UN
- Teachers' Resource Center
- International speakers bureau
- Consulting
- Partnerships with two- and four-year institutions
    - Graduate students to teach courses at partner institutions
    - Graduate students to mentor undergraduate students
    - Faculty from partner institutions invited for seminars
    - Faculty to lecture at partner institutions
- Translation service to community
- Internet homepage with depth, links, and accessible documents
- Curriculum guides, slide sets, and videos
- Distance learning interactive broadcasts to schools

- Seek other grant funds to support outreach projects
- Pursue in-kind or grant contributions from area organizations for new technology and equipment
- Professionals and visiting scholars from abroad for lectures, training, and networking
- Storytelling sessions at local public libraries
- Weekend programs in more distant or rural areas

Figure 2: Sample PMF for GPRA Measures for GPA (Short-Term) Applicants

1. Performance Measures	2. Activities	3. Data/ Indicators	4. Date Due	5. Unique Count of GPA Participants
B) Percentage of GPA participants who disseminated information about or materials from their group project abroad through more than one outreach activity within six months of returning to their home institution. Unique count of GPA participants who have completed at least two activities described in B.2 and/or B.3 and/or B.4. In other words, any combination of two activities that can be construed as "disseminating information about or materials from their GPA experience within six months of returning from overseas."	B.1 Have participants identify and propose, at the PDO (Pre-Departure Orientation) meeting, 2-3 instructional modules to be developed during the group abroad period. B.2 Encourage participants to blog, post on Facebook, Tweet, or otherwise disseminate news about their GPA experience. B.3 Post final instructional modules for downloading by other instructors. B.4 Present at an outreach event to promote the use of the new instructional modules.	▪ The number of participants who proposed instructional module topics at the PDO. ▪ Qualitative report (e-mail/blog) on the value of the group abroad experience in shaping the instructional module. ▪ The number of instructional modules published and posted online on a publicly accessible website. ▪ Number of outreach events conducted to explain the genesis of the new instructional modules and encourage their usage (and feedback).	PDO Meeting During the time spent overseas Within six months after GPA Within six months after GPA	N/A B.2 Number of GPA participants who have disseminated information about GPA: B.3 Number of GPA participants who have posted materials developed as a result of GPA: B.4 Number of GPA participants who have held at least two outreach events to promote their GPA experience and/or materials developed as a result of GPA:

Project-Specific Performance Measure Form (PMF)

The following information on Project-Specific Performance Measures and their related PMFs is for applicants to use in completing their applications to the FY2014 GPA program. Applicants to the FY2014 GPA program are required to partially complete a minimum of two PMFs for Project-Specific Measures as part of their application to the program. Below, please find an example of a PMF completed for a sample GPA Short-Term Project-Specific Measure.

Applicants must submit at least two Project-Specific PMFs, each one with a different Project Goal Statement. For each PMF submitted with the application, Items 1 (Project Goal Statement) and 2 (Performance Measures) in Figure 3 should be addressed. Should an applicant become a grantee, they will be required to submit a completed PMF for approval by the IFLE Program Office and report on it as part of the annual online reports in the IRIS system. An example of a PMF completed for GPA Project-Specific Measures is provided in Figure 4.

Figure 3: PMF for Project-Specific Measures for GPA (Short-Term) Applicants

1. Project Goal Statement				
2. Performance Measures	3. Activities	4. Data/Indicators	5. Due Date	6. Target
				T1

Instructions for Completing Project-Specific PMF

1. Project Goal Statement – Each project will have more than one goal: for example, "Expand the Arabic language program, as well as add Elementary and Intermediate Persian and Turkish;" "Expand student advisement, mentoring and communication, including integration of students from the School of Education and Business."

Complete a separate PMF template row for each project goal. State the first project-specific goal in the first (header) row of the template, then proceed to steps 2-7 below. Repeat the process for each project-specific goal.

2. Performance Measures – State the project-specific measure in an objective and time-bound manner. Make sure that the units of measure (e.g., number of courses, number of students, etc.) are well defined

3. Activities – Fill in the major activities that the institution will undertake to achieve the project-specific performance measure goal.

4. Data/Indicators – State the data or indicators that will be used to track progress of each activity stated in #2. Because the performance measure might not change from the baseline in the early year(s) of the grant, supporting indicators will be used to track and demonstrate progress.

5. Date Due – Some dates will be prior to the scholar's overseas trip, some during, and some after the scholar returns home, depending upon the phase of the grant in which the activity takes place.

6. Target (T1)–Please provide the target level that the program intends to achieve for each measure.

Figure 4: Sample PMF for Project-Specific Measures for GPA (Short-Term) Applicants

1. Project Goal Statement: To increase the quality and relevancy of less common taught language (LCTL) materials.				
2. Performance Measures	**3. Activities**	**4. Data/ Indicators**	**5. Date Due**	**6. Target T1**
A) Increase the number of instructional modules that could be integrated into existing curriculum.	A1. Identify and propose, at the Pre-Departure Orientation (PDO) meeting, 2-3 instructional modules to be developed during the group abroad period. A2. Work on proposed instructional modules during the group abroad period. A3. Share proposed instructional modules with the group during the last week prior to returning home.	▪ The number of instructional module topics submitted at the PDO. ▪ Qualitative report (e-mail/blog) on the value of the group abroad experience in shaping the instructional module. ▪ The number of draft instructional modules that were shared with the group.	PDO Meeting Brief weekly updates During the time spent overseas	**2**
B) Increase the number of instructional modules that are accessible for use in multiple platforms (print, online, media, and digital).	B.1 Submit draft instructional modules online a month after GPA so that others can comment and provide input. B.2 Revise and share final instructional modules with other GPA grantees. B.3 Publish and post final instructional modules for downloading by other instructors. B.4 Hold at least two events to promote the use of the new instructional modules.	▪ The number of draft instructional modules submitted online for feedback. ▪ The number of instructional modules finalized and sent to GPA participants ▪ The number of instructional modules published and posted online on a publicly accessible website ▪ Number of webinars conducted to explain the genesis of the new instructional modules and encourage their usage (and feedback).	One month after the GPA Two months after GPA Within six months after GPA Within six months after GPA	**2**

Evaluation Selection Criteria

This section describes the selection criteria that reviewers will use to score the "Evaluation Plan." The following questions in bold are quoted from the "Instructions for Project Narrative" on the GPA application. Each question is followed by guidance to help the applicant provide information that will enable reviewers to award the appropriate level of points for the applicant's planned impact and evaluation efforts. Should the applicant become a grantee, it will be required to provide actual baseline numbers, including trend data. The applicant should explain what mechanisms, if any, it will put into place to collect desired data and to track progress toward the proposed project's goals and objectives.

(1) The Secretary reviews each application for information that shows the quality of the evaluation plan for the project.

(2) The Secretary looks for information that shows that the methods of evaluation are appropriate for the project and, to the extent possible, are objective and produce data that are quantifiable.

Provide an evaluation plan that will adequately and effectively measure the project's activities and impact, including curricular/project/research/language competency outcomes.

The applicant should review the section entitled "Guidance on Developing an Evaluation Plan" earlier in this document. This guidance document simplifies and demonstrates the key elements of a comprehensive and objective evaluation plan. Applicants must clearly express: Who/what will change? When will the change(s) take place? How much change is expected? What are the proposed data collection methodologies? Are the credentials, qualifications, and impartial statuses of those who will carry out the evaluation plan sufficient to ensure that the results will be valid and reliable?

Describe the methodology that will be used, including how data will be collected, potential questions to be asked (quantitative or qualitative), and how data will be analyzed.

The GPA program provides examples of both "Promising Practices," available at http://www2.ed.gov/programs/iegpsgpa/gpa-promising.pdf, and "Successful Grant Application Narratives," available at http://www2.ed.gov/programs/iegpsgpa/app-narratives.html. Both links are to documents that answer this question. For instance, the "Promising Practices" illustrates a pre/post survey to measure participants' improvement from a baseline on perceptions, attitudes, and willingness to engage in global education. The guide also suggests that participants keep a journal during their overseas stays in which they can evaluate GPA program services and provide constructive critiques.

Indicate how evaluation results will be used to shape the development of the project.

The participants' journal entries mentioned in the response to the last question are intended to serve as the basis of constructive feedback for the GPA program managers. Applicants can also

tabulate helpful tips from past fellows concerning the activities and ways of relating to the host country sponsors that either helped or hindered participants' learning experiences.

ED seeks information from the applicant on whether and how it has used project evaluation results and findings to inform its strategic and operational decision-making. The applicant should provide examples of the types of evaluations and studies that it has carried out in similar grant projects, and of the results of those evaluations and studies. The applicant should also describe how these findings inform and improve the project proposed in the current application. ED looks favorably upon applicants that provide evidence-based results from past grant projects or similar efforts that indicate long-term outcomes that advance the Program's goals, and that propose to scale up and institutionalize these results.

Link the evaluation plan to the project objectives and goals.

The applicant should design the evaluation plan in light of a clear and well-defined set of goals and objectives. For instance, if the project's success will be determined based on increases in participants' knowledge of language and culture, the evaluation plan should include a pre-/post-test of participants' language proficiency and perhaps a qualitative report on gains in their cultural awareness.

If the project's desired outcome is the development of a new and improved curriculum, the evaluation plan should contain assess how participants turned experiences in the host country into classroom learning experiences, and whether the development of the new curriculum followed established best practice guidelines. The success of a new curriculum also may be assessed from the students' perspective, evaluating their sense of engagement in a classroom setting and improvements in their language abilities and cultural understanding.

Describe the evaluation tools; present a proposed timetable for conducting evaluations.

The applicant's evaluation tools should correspond to the needs of the evaluation plan. For instance, in the case of an objective to increase language proficiency of instructors, the evaluation tools may consist of standard language proficiency assessments. The evaluation timing also will depend upon which goals and objectives are to be assessed. In the case of a new curriculum, the assessment cannot take place until the new curriculum is implemented in a classroom setting. The applicant may choose to seek feedback from a third-party professional advisor on the evaluation tools and timetable.

In the appendices section (Other Narrative Attachment), the applicant should upload examples of evaluation tools that may be used to collect data during all program phases: pre-departure phase, overseas phase, and post-travel phase. The applicant should also upload one PMF each for at least two Project-Specific Measures for GPA (Short-Term) Applicants in which the Project Goal Statement and Performance Measures are outlined.

Instructions for Budget Summary Form and Itemized Line Item Budget

NOTE: Applicants to the GPA program must submit two documents: (1) a budget summary form to categorize requested funds (ED Form 524), **AND** (2) a detailed line item budget with budget narrative justification.

The budget summary is to be included on the "Department of Education Budget Summary Form – (ED Form 524)." The applicant must complete both Sections A & B.

Both the detailed line item budget AND the accompanying budget narrative justification should be included in the "Budget Narrative Attachment Form," which requests information on the applicant's financial plan for carrying out the project.

It is suggested that applicants organize their budgets using either three columns or categories to indicate funding streams as follows: 1) federal funds (GPA program) requested; 2) applicant and other institutional cost share funds to be provided; and 3) project participant and other cost share funds to be provided. (Please note that matching is not required for the GPA program, but is highly encouraged. If matching is put forth in an applicant's budget, and a grant is awarded, it will be expected that the grantee will provide these matching funds.) Applicants should describe how all costs support project activities.

The budget should only include costs that are allowable, reasonable and necessary for carrying out the objectives of the GPA project. Please note that federal funds under the GPA program are provided **only** for project-related expenses within the host country(ies) and **may not be used for project-related expenses within the United States**. Please consult the listing of allowable grant expenses located under Financial Provisions in the Supplemental Information section.

For the Fiscal Year 2014 competition, applicants may receive funding for up to 18 months for short-term projects.

For each line item, provide detailed costs (in dollars) and narrative justification to support your request. Please check all figures and combined totals and compare the line item budget figures to those used on the ED Form 524 for both Sections A & B. Also, please note that if sufficient detail is not provided, we may not be able to determine if the costs of the activities are necessary and reasonable and may disallow such costs.

Please note the following GPA program policy guidelines:

1. Personnel: GPA program policies generally allow for grant funds to be used (**ONLY FOR TRAVEL AND IN-COUNTRY EXPENSES)** for only one administrative person (normally the Project Director). If additional U.S.-based administrative personnel, such as a curriculum specialist or scholar escort, are necessary to achieve project objectives, they must be well justified in order for their travel to be paid for with GPA funds OR their expenses may be paid for using other sources of funding.

Please note that the GPA program **will not** provide funding for U.S.-based salaries and fringe benefits. Under this section, the applicant may regard these expenses as part of the applicant matching contribution. If personnel costs are included here as cost share, details such as the following should be provided: position titles, specific time commitment to project for each staff person in days/months, and other relevant information.

2. <u>Fringe Benefits</u>: Please see comments from the Personnel section above.

3. <u>Travel</u>: The applicant may request funds to cover project-related international and internal host country travel. Details should be included to explain the mode of transportation for which funding is requested.

Indicate the number of persons traveling, whether they are participants or administrative personnel, where the group is traveling to with specific dates and locations, and a breakdown of the travel costs. Transportation costs should not exceed economy class fares. All travel must be related to the project objectives and proposed activities.

A maintenance stipend (per diem) for each group member may be requested for the overseas phase of the project. This should be based on fifty percent of the amount established in the U.S. Department of State publication, " Maximum Travel Per Diem Allowances For Foreign Areas;" http://aoprals.state.gov/web920/per_diem.asp Budgets should include details such as the number of days to be spent in each city/region.

4. <u>Equipment</u>: Not applicable. Leave blank.

5. <u>Supplies</u>: Applicants may request GPA funds to cover the purchase of project-related books, artifacts, and other teaching materials in the host country. GPA funds cannot be used to purchase materials in the U.S. An itemized list of supplies and the proposed costs for each should be provided.

6. <u>Contractual</u>: Not applicable. Leave blank.

7. <u>Construction</u>: Not applicable. Leave blank.

8. <u>Other</u>: Consultant costs may be included in this section such as payments to host country instructional and administrative personnel (lecturers, host country administrators or organizers, clerical and professional services provided by resident host country personnel, evaluators and language instructors.) GPA funds cannot be used to pay for U.S.-based consultants. Other miscellaneous costs may be requested in this section. Examples may include rent for instructional facilities in the host country, communication costs, including cell phone expenses in the host country, equipment rental, admission fees for site visits, utilities, printing costs or other expenses considered vital to the project's success and based in the host country. A clear breakdown should be provided for how all costs were calculated and it should be clear that these costs are based in the host country, not in the U.S. DO NOT use grant funds for refreshments/banquets/welcome and closing meals, etc. Use in-kind or matching funds for these costs.

9. Total Direct Costs: Provide the total direct costs requested.

10. Indirect Costs: Indirect costs are **not allowable** under the GPA program.

11. Training Stipends: Not applicable. Leave blank.

12. Total Costs: Provide the total amount that you are requesting from the GPA program. Note: This amount should also be the same as that shown as 18a on the application face sheet (SF 424) and on SF 524, Section A, Line 12.

Fulbright-Hays Group Projects Abroad Program FY 2014 Application Checklist

Use This Checklist While Preparing Your Application. All items are required.

Part I: Standard Forms

        Application for Federal Assistance (SF 424)

        Standard Budget Sheet (ED 524), Sections A & B

        SF 424B – Assurances Non-Construction Programs

        Disclosure of Lobbying Activities

        Grants.gov Lobbying Form

        427 GEPA

        Department of Education Supplemental Information Form for SF 424

Part II: Project Narrative

        ED Abstract Narrative Form (one attachment; one page limit)

        Project Narrative Attachment Form (one attachment; **40 page limit**)

        Other Narrative Attachment Form I (three attachments; no page limit)
        84.021A: Preliminary Pre-departure Orientation Agenda, Overseas Project Itinerary, Follow-up Activities

        Other Narrative Attachment Form II (five attachments; three page limit per attachment) – CVs of Key Personnel

        Other Narrative Attachment Form III (ten attachment limit; two page limit per attachment) – Letters of Support

        Other Narrative Attachment Form IV (five attachment limit; no page limit)
        84.021A: Examples of Evaluation Materials, Project Timeline Chart, Project-Specific PMF Forms with Proposed Measures

        Budget Narrative Attachment Form (two attachment limit; no page limit) – Detailed Line Item Budget and Budget Narrative Justification

NOTE: The "ED Abstract Narrative Form" is where the applicant will attach the program abstract. The "Project Narrative Attachment Form" should include the narrative sections addressing the program selection criteria that will be used to evaluate applications submitted for this competition – this section has a strict page limit of 40 pages (not including the table of contents). In the "Other Narrative Attachment Form", each applicant should include the items listed above and other supporting documents, if necessary. The "Budget Narrative Attachment Form" is where the applicant will attach a detailed line item budget and any supplemental budget information.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 110 hours per response, including time for reviewing instruction, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (22U.S.C. 2452 (b)(6)). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to regulations.gov during the public comment period for this collection of information. If you have specific questions about the form, instrument or survey, please contact OPE/IFLE, U.S. Department of Education, 1990 K Street, NW, Sixth Floor, Washington, DC 20006-6078.

IMPORTANT – PLEASE READ FIRST

U.S. Department of Education
Grants.gov Submission Procedures and Tips for Applicants

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education.

ATTENTION – Adobe Forms and PDF Files Required

Applications submitted to Grants.gov for the Department of Education will be posted using Adobe forms. Therefore, applicants will need to download the latest version of Adobe reader (at least Adobe Reader 8.1.2). Information on computer and operating system compatibility with Adobe and links to download the latest version is available on Grants.gov. We strongly recommend that you review these details on www.Grants.gov before completing and submitting your application. In addition, applicants should submit their application a day or two in advance of the closing date as detailed below. Also, applicants are required to upload their attachments in .pdf format only. (See details below under "Attaching Files – Additional Tips.") If you have any questions regarding this matter please email the Grants.gov Contact Center at support@grants.gov or call 1-800-518-4726.

1) **REGISTER EARLY** – Grants.gov registration may take five or more business days to complete. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. For detailed information on the Registration Steps, please go to: http://www.grants.gov/applicants/get_registered.jsp. [Note: Your organization will need to update its SAM registration annually (formerly Central Contractor Registry (CCR)*.]

2) **SUBMIT EARLY** – **We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded.** The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully before 4:30:00 p.m. Washington, DC time on the deadline date.

   Note: To submit successfully, you must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This DUNS number is typically the same number used when your organization registered with the SAM (formerly CCR -Central Contractor Registry). If you do not enter the same DUNS number on your application as the DUNS you registered with, Grants.gov will reject your application.

3) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov and the Department of Education receive your Grants.gov submission timely and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 4:30:00 p.m. Washington, DC time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned. Once the Department of Education receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and will be available for viewing on Grants.gov's Track My Application link.

4)

If the date/time received is later than 4:30:00 p.m. Washington, D.C. time, on the deadline date, your application is late. If your application has a status of "Received" it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: http://www.grants.gov/applicants/applicant_faqs.jsp#54. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Error Messages document at http://www.grants.gov/assets/AdobeReaderErrorMessages.pdf. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?
If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or http://www.grants.gov/contactus/contactus.jsp, or use the customer support available on the Web site: http://www.grants.gov/applicants/applicant_help.jsp.

If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date.

If electronic submission is required, you must submit an electronic application before 4:30:00 p.m., unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the Federal Register notice for detailed instructions.)

Helpful Hints When Working with Grants.gov
Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to logon to Grants.gov to upload and submit the application. **You must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov.**

Please go to http://www.grants.gov/applicants/applicant_help.jsp for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Submit Application FAQs found on the Grants.gov http://www.grants.gov/help/submit_application_faqs.jsp.

Dial-Up Internet Connections
When using a dial up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g. cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. **If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.** (See the Federal Register notice for detailed instructions.)

MAC Users
For MAC compatibility information, review the Operating System Platform Compatibility Table at the following Grants.gov link: http://www.grants.gov/help/download_software.jsp. **If electronic submission is required and you are concerned about your ability to submit electronically as a non-windows user, please follow instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.** (See the Federal Register notice for detailed instructions.)

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application, especially the requirement that applicants **only include read-only, non-modifiable .PDF files** in their application:

1. Ensure that you attach **_.PDF files only_** for any attachments to your application, and they must be in a **read-only, non-modifiable format**. PDF files are the only Education approved file type accepted as detailed in the Federal Register application notice. Applicants must submit individual .PDF files only when attaching files to their application. Specifically, the Department will not accept any attachments that contain files within a file, such as PDF Portfolio files, or an interactive or fillable .PDF file. Any attachments uploaded that are not .PDF files or are password protected files will not be read. If you need assistance converting your files to a .pdf format, please refer to the following Grants.gov webpage with links to conversion programs under the heading of additional resources: http://www.grants.gov/applicants/app_help_reso.jsp

2. Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.

3. When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded files must be less than 50 characters, contain no spaces, no special characters (example: -, &, *, %, /, #, \) including periods (.), blank spaces and accent marks. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.

4. Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package totals 1 to 2 MB. Therefore, you may want to check the total size of your package before submission.
*Please note that the Central Contractor Registry (CCR) was replaced by the System for Award Management (SAM) effective July 30, 2012. For more information on the migration of CCR data to SAM, grant applicants should read this information located on Grants.gov: http://grants-gov.blogspot.com/2012/07/information-about-pending-migration.html#!/2012/07/information-about-pending-migration.html

7/2012

Application Transmittal Instructions

<u>Submission of Paper Applications by Mail:</u>
If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.021A
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260

You must show proof of mailing consisting of one of the following:
(1) A legibly dated U.S. Postal Service postmark.
(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
(3) A dated shipping label, invoice, or receipt from a commercial carrier.
(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do **not** accept either of the following as proof of mailing:
(1) A private metered postmark.
(2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we <u>will not</u> consider your application.

<u>Note</u>: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

<u>Submission of Paper Applications by Hand Delivery:</u>
If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.021A
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.
<u>Note for Mail or Hand Delivery of Paper Applications:</u> If you mail or hand deliver your application to the Department--

(1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

Intergovernmental Review, State Single Point of Contact

Executive Order 12372 (Intergovernmental Review of Federal Programs)

This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of the Executive order is to strengthen federalism--or the distribution of responsibility between localities, States, and the Federal government--by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

The process for doing this requires grant applicants to contact State Single Points of Contact for information on how this works. Multi-state applicants should follow procedures specific to each state.

Further information about the State Single Point of Contact process and a list of names by State can be found at:

http://www.whitehouse.gov/omb/grants_spoc

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372—CFDA #84.021A, U.S. Department of Education, room 7E200, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR §75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (eastern time) on the closing date indicated in this notice.

Important note: The above address is not the same address as the one to which the applicant submits its completed applications. ***Do not send applications to the above address.***

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.