

**U.S. DEPARTMENT OF EDUCATION**

Office of Postsecondary Education  
Washington, DC 20006-8510



**Fiscal Year 2014**

**APPLICATION FOR GRANTS  
UNDER THE  
UNDERGRADUATE INTERNATIONAL STUDIES  
AND FOREIGN LANGUAGE PROGRAM  
(CFDA NUMBER: 84.016A)**

**Form Approved  
OMB No. 1840-0796, Exp. Date: TBD**

**DATED MATERIAL - OPEN IMMEDIATELY**

**CLOSING DATE: TBA**

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Dear Applicant:

Thank you for your interest in applying for a Fiscal Year (FY) 2014 grant under the Undergraduate International Studies and Foreign Language (UISFL) program. The program provides grants to institutions of higher education, consortia of institutions of higher education, partnerships between nonprofit educational organizations and institutions of higher education, and public and private nonprofit agencies and organizations, including professional and scholarly associations, to strengthen and improve undergraduate instruction in international studies and foreign languages.

We have announced two competitive preference priorities and two invitational priorities for this program. The U.S. Department of Education (Department) strongly encourages all applicants to give consideration to these priorities. For additional information about the competitive preference priorities and the invitational priorities, refer to the Federal Register (FR) notice inviting applications for new awards for FY 2014.

This letter highlights a few items in the FY 2014 application package that will be important to you in applying for grants under this program; however, you should review the entire application package carefully before preparing and submitting your application.

Applicants should pay particular attention to the section entitled “Competition Highlights” that describes the invitational and competitive preference priorities as well as other program and competition details. Another important section is the application checklist. Please use this to ensure that your application is complete before you submit it.

Applications for grants under the UISFL program must be submitted electronically using the grants.gov system. A detailed description of how to apply using this system is included in the FR notice. You are urged to acquaint yourself with the requirements of this system early. You may access the grants.gov system through its portal page at:

<http://www.grants.gov>

After you have electronically submitted your application, you will receive an e-mail with your assigned PR award number confirming that your application was received.

You are reminded that the FR notice is the official document for the FY 2014 UISFL competition, 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 the FR document.

An overview of the UISFL program is accessible at the Department Web site at:

<http://www.ed.gov/programs/iegpsugisf/index.html>

If you have any questions or require additional information, please contact Tanyelle Richardson at [Tanyelle.richardson@ed.gov](mailto:Tanyelle.richardson@ed.gov) or by phone at (202)502-7626 or Carla White at [Carla.white@ed.gov](mailto:Carla.white@ed.gov), (202)502-7631.

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

Sincerely,

Lenore Garcia  
Acting Senior Director  
International and Foreign Language Education

## COMPETITION HIGHLIGHTS

1. **Grants.gov and Electronic Submission:** UISFL 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 5 or more days to complete. For more detailed information please see “Submission Procedures and Tips for Applicants” found in this document.

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. 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.

2. **Page Limitation:** All applicants are required to adhere to the **40-page limit** for the Program Narrative portion of the application. The FR notice contains the specific standards for preparing the Program Narrative.
3. **Project Abstract:** 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, title of the project, name and contact information of the Project Director, and a brief overview of the proposed project. The abstract must be uploaded into the “Abstract Narrative” section of the application..
4. **Deadline Information:** Please note that you must submit your application by 4:30:00 p.m. (Washington, D.C. time) on or before the application deadline date. 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 Start and End Dates:** Proposed start and end dates for the first twelve months of the FY 2014 grant period should be September 15, 2014 – September 14, 2015. Please be mindful of these dates as you develop a two- or three-year plan of operation and create an itemized budget for each budget year.
6. **Program Priorities:** Please note the following program priorities for FY 2014

### **Competitive Preference Priorities (2)**

### **Competitive Preference Priority #1:**

Applications from Minority-Serving Institutions (MSIs) or community colleges, whether as individual applicants or as part of a consortium. A consortium must undertake activities designed to incorporate foreign languages into the curriculum of the MSI or community college and to improve foreign language and international or area studies instruction on the MSI or community college campus.

**Minority-Serving Institution (MSI)** means an institution that is eligible to receive assistance under sections 316 through 320 of part A of title III, under part B of title III, or under title V of the HEA.

**Community college** means an institution that meets the definition in section 312(f) of the HEA (20 U.S.C. 1058(f)); or, an institution of higher education (as defined in section 101 of the HEA (20 U.S.C. 1001)) that awards degrees and certificates, more than 50 percent of which are not bachelor's degrees (or an equivalent), or master's, professional, or other advanced degrees

**We will award either 3 or 5 points to an application that meets this priority. If an MSI or community college is a single applicant, or the lead applicant in a consortia application, the application will receive 5 additional points. If an MSI or community college is a partner in a consortia application, the application will receive 3 additional points. If neither, then the application will not receive any additional points. No application will receive more than 5 additional points.**

### **Competitive Preference Priority #2:**

Increasing Foreign Language Capacity: Applications from institutions of higher education (IHEs), consortia, or partnerships of these institutions that require entering students to have successfully completed at least two years of secondary school foreign language instruction or that require each graduating student to earn two years of postsecondary credit in a foreign language (or have demonstrated equivalent competence in the foreign language) or, in the case of a two-year degree granting institution, offer two years of postsecondary credit in a foreign language.

We will award an additional 5 points to an application that meets this priority.

### **Invitational Priority #1:**

We encourage applications that propose programs or activities focused on language instruction or the development of area or international studies programs to include language instruction in any of the 78 priority languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs).

This list includes the following: Akan (Twi-Fante), Albanian, Amharic, Arabic (all dialects), Armenian, Azeri (Azerbaijani), Balochi, Bamanakan (Bamana, Bambara, Mandikan, Mandingo, Maninka, Dyula), Belarusian, Bengali (Bangla), Berber (all languages), Bosnian, Bulgarian, Burmese, Cebuano (Visayan), Chechen, Chinese (Cantonese), Chinese (Gan), Chinese (Mandarin), Chinese (Min), Chinese (Wu), Croatian, Dari, Dinka, Georgian, Gujarati, Hausa, Hebrew (Modern), Hindi, Igbo, Indonesian, Japanese, Javanese, Kannada, Kashmiri, Kazakh, Khmer (Cambodian), Kirghiz, Korean, Kurdish (Kurmanji), Kurdish (Sorani), Lao, Malay (Bahasa Melayu or Malaysian), Malayalam, Marathi, Mongolian, Nepali, Oromo, Panjabi, Pashto, Persian (Farsi), Polish, Portuguese (all varieties), Quechua, Romanian, Russian, Serbian, Sinhala (Sinhalese), Somali, Swahili, Tagalog, Tajik, Tamil, Telugu, Thai, Tibetan, Tigrigna, Turkish, Turkmen, Ukrainian, Urdu, Uyghur/Uigur, Uzbek, Vietnamese, Wolof, Xhosa, Yoruba, and Zulu.

**Invitational Priority #2:**

Applications that propose:

- a) Activities to improve the preparation of foreign language teachers;
- b) Programs or projects that engage in collaborative activities with heritage language centers or schools to support the language maintenance and development of heritage language speakers; or
- c) Study abroad programs for students to expand their opportunities for learning world languages.

**You are reminded that the document published in the Federal Register is the official document, and that you should not rely upon any information that is inconsistent with the guidance contained within the official document.**

# **INTRODUCTION**

## **UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAM**

### **AUTHORIZATION**

Title VI, Part A, Section 604 of the Higher Education Act of 1965, as amended.  
Program regulations are in 34 CFR Parts 655 and 658.

### **PURPOSE**

To assist institutions of higher education, consortia of such institutions, partnerships between nonprofit educational organizations and institutions of higher education, and public and private nonprofit agencies and organizations, including professional and scholarly associations, to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages.

### **ELIGIBLE APPLICANTS**

Institutions of higher education, consortia of institutions of higher education, partnerships between nonprofit educational organizations and institutions of higher education, and nonprofit agencies and organizations, including professional and scholarly associations.

### **PROGRAM DESCRIPTION / ACTIVITIES FUNDED UNDER THIS PROGRAM**

Applicants should use Federal funds to primarily revise and update curricula and to develop additional faculty expertise.

**AUTHORIZED ACTIVITIES.** - Eligible activities to be conducted under this section **may** include,

- (1) development of a global studies/international studies program which is interdisciplinary in design;
- (2) development of a program which focuses on issues or topics, such as international business or international health;
- (3) development of an area studies program and its languages;
- (4) creation of innovative curricula which combines the teaching of international studies with professional or pre-professional studies, such as engineering;
- (5) research for and development of specialized teaching materials, including language materials; i.e. Spanish for Healthcare Professionals;
- (6) establishment of internship/study abroad opportunities for faculty and students in domestic and overseas settings;
- (7) development of study abroad programs.



## **EXPECTED FUNDING LEVELS**

Amounts are anticipated only; the U. S. Department of Education is not bound by the estimates given below.

- Total amount available for new FY 2014 awards: \$ 2,928,529
- Estimated number of new awards: 31
- Funding range for **each** budget year:
  - single institutions (for up to two years): \$ 70,000 – \$90,000
  - consortia/organizations/associations (for up to three years): \$80,000 – \$200,000

## Supplemental Information

The following information supplements the information provided in the “Dear Applicant” letter and the Federal Register notice.

### **I. BUDGET INFORMATION**

Applicants should budget \$1,800 - \$2,000 (per person) of Federal funds to attend the annual meeting of Title VI project directors each budget year. We recommend two key staff to attend our annual project directors’ meeting. Funds can be reallocated if there is no meeting.

Single institutions may receive up to two (2) years of support, while consortia and nonprofit organizations/associations and partnerships between institutions of higher education and organizations and associations can receive up to three (3) years of support.

Applicants may request for up to 10% of funds to be used for educational programs abroad that are closely linked to the project’s goals and promote foreign language fluency and knowledge of world regions.

Applicants are limited to 8% indirect costs under this grant. Institutions with a higher negotiated indirect cost rate cannot use the un-recovered indirect costs as a part of their matching.

**NON-FEDERAL SHARE (or Matching Requirements)** – the applicant’s required matching funds may be obtained in either of the following ways:

- (a) private sector cash equal to 1/3 of the total project budget; or
- (b) a combination of institutional and non-institutional cash or in-kind amounts equal to ½ (50%) of the total project budget.

\*SPECIAL RULE – The Secretary may waive or reduce the required non-Federal share for institutions that-

- (A) Are eligible to receive assistance under Part A or Part B of title III or under title V of the Higher Education Act of 1965, as amended; and
- (B) Have submitted a grant application under the Undergraduate International Studies and Foreign Language program that demonstrates a need for a waiver or reduction.

\*\* An applicant that meets the Special Rule ***must include a letter in their application appendices*** signed by the institution’s authorizing representative certifying the institution meets the Special Rule.

### **II. APPENDICES TO APPLICATION**

Please limit supporting documents to the following:

1. Letters of support;
2. Curriculum vitae of key personnel, i.e. project director(s), faculty participants, consultants, and evaluators (recommended two pages per each individual).
3. Sample evaluation and assessment tools
4. Project timeline chart
5. Letter to request Special Rule Waiver (if applicable)
6. Project-Specific Performance Measure Forms (2 measures minimum; 1 measure per form)
7. Program Profile Form
8. Supplemental Program Information Form

### **III. 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 Notice. The Department will not fund any application at an amount exceeding the applicable maximum funding level.

### **IV. EVALUATION OF APPLICATIONS FOR AWARDS**

A three-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.

### **V. SELECTION OF GRANTEES**

Under 34 CFR 658.34, in addition to the selection criteria for this program, the Secretary, to the extent practicable and consistent with the criterion of excellence, may encourage diversity by ensuring that a variety of types of projects and institutions also receive funding. In the FY 2014 competition, the Secretary may seek to achieve greater diversity in the types of institutions assisted under this program by selecting applicants that represent a variety of types of institutions, including minority-serving institutions eligible for assistance under Part A or B of Title III or under Title V of the HEA, community colleges, or institutions that have not received grants with the UISFL program previously.

### **VI. NOTICE TO SUCCESSFUL APPLICANTS**

The Department’s Office of Legislation and Congressional Affairs will inform the Congress regarding applicants approved for UISFL Program new grant awards. Successful applicants will receive award notices by mail shortly after the Congress is notified. No funding information will be released before the Congress is notified. Notification will no later than September 30, 2014.

### **VII. NOTICE TO UNSUCCESSFUL APPLICANTS**

Unsuccessful applicants will be notified in writing from the IFLE office following the notice to successful applicants.

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

### **VIII. PERFORMANCE REPORTS**

If you receive a FY 2014 new grant award, you will be required to submit annual and final performance reports during the two-to-three-year funding cycle using the International Resource Information System (IRIS). This online system collects narratives and data about funded projects, to enable program officers to determine if a grantee is making substantial progress toward meeting approved project objectives. When determining whether a grantee has made substantial progress, program officers will consider factors such as whether the grant activities were conducted in accordance with the approved scope of the project and budget, whether the project has faced any major problems or delays that might impede the achievement of one or more of the project objectives, and whether evaluations of the grant demonstrate effectiveness or useful recommendations. More information can be found here: <http://www.ed.gov/programs/iegpsugisf/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 our program staff in determining whether or not the UISFL 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.

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.

### **IX. 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 with accessing needed information and resources. Institutions interested in submitting proposals to the UISFL 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://www.ed.gov/programs/iegpsnrc/index.html>.

## **X. CONTACT INFORMATION**

For program-related questions and assistance, please contact:

Senior Program Officer: Tanyelle Richardson  
Address: International and Foreign Language Education (IFLE)  
U.S. Department of Education  
1990 K Street, NW, Room 6099  
Washington, D.C. 20006-8521  
Telephone: (202) 502-7626  
Fax: (202) 502-7860  
E-mail: [tanyelle.richardson@ed.gov](mailto:tanyelle.richardson@ed.gov)

Program Officer: Carla White  
Address: International and Foreign Language Education (IFLE)  
U.S. Department of Education  
1990 K Street, NW, Room 6101  
Washington, D.C. 20006-8521  
Telephone: (202) 502-7631  
Fax: (202) 502-7860  
E-mail: [Carla.white@ed.gov](mailto:Carla.white@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](mailto:support@grants.gov)  
Hours: 24 hours a day, 7 days a week (closed federal holidays)

## Federal Register Notice

**4000-01-U**

DEPARTMENT OF EDUCATION

[PLACEHOLDER FOR FISCAL YEAR 2014 NIA]

## Authorizing Legislation

### SEC. 604. UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAMS.

#### `(a) INCENTIVES FOR THE CREATION OF NEW PROGRAMS AND THE STRENGTHENING OF EXISTING PROGRAMS IN UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAMS-

`(1) AUTHORITY- The Secretary is authorized to make grants to institutions of higher education, consortia of such institutions, or partnerships between nonprofit educational organizations and institutions of higher education, to assist such institutions, consortia or partnerships in planning, developing, and carrying out programs to improve undergraduate instruction in international studies and foreign languages. Such grants shall be awarded to institutions, consortia or partnerships seeking to create new programs or to strengthen existing programs in foreign languages, area studies, and other international fields.

`(2) USE OF FUNDS- Grants made under this section may be used for Federal share of the cost of projects and activities which are an integral part of such a program, such as--

- `(A) planning for the development and expansion of undergraduate programs in international studies and foreign languages;
- `(B) teaching, research, curriculum development, faculty training in the United States or abroad, and other related activities, including--
  - `(i) the expansion of library and teaching resources; and
  - `(ii) pre-service teacher training and in-service teacher professional development;
- `(C) expansion of opportunities for learning foreign languages, including less commonly taught languages;
- `(D) programs under which foreign teachers and scholars may visit institutions as visiting faculty;
- `(E) programs designed to develop or enhance linkages between 2- and 4-year institutions of higher education, or baccalaureate and post-baccalaureate programs or institutions;
- `(F) the development of undergraduate educational programs--
  - `(i) in locations abroad where such opportunities are not otherwise available or that serve students for whom such opportunities are not otherwise available; and
  - `(ii) that provide courses that are closely related to on-campus foreign language and international curricula;
- `(G) the integration of new and continuing education abroad opportunities for undergraduate students into curricula of specific degree programs;
- `(H) the development of model programs to enrich or enhance the effectiveness of educational programs abroad, including pre-departure and

post-return programs, and the integration of educational programs abroad into the curriculum of the home institution;

(I) the provision of grants for educational programs abroad that—

(i) are closely linked to the program's overall goals; and

(ii) have the purpose of promoting foreign language fluency and knowledge of world regions;

(J) the development of programs designed to integrate professional and technical education with foreign languages, area studies, and other international fields;

(K) the establishment of linkages overseas with institutions of higher education and organizations that contribute to the educational programs assisted under this subsection;

(L) the conduct of summer institutes in foreign area, foreign language, and other international fields to provide faculty and curriculum development, including the integration of professional and technical education with foreign area and other international studies, and to provide foreign area and other international knowledge or skills to government personnel or private sector professionals in international activities;

(M) the development of partnerships between--

(i) institutions of higher education; and

(ii) the private sector, government, or elementary and secondary education institutions, in order to enhance international knowledge and skills; and

(N) the use of innovative technology to increase access to international education programs.

(3) NON-FEDERAL SHARE- The non-Federal share of the cost of the programs assisted under this subsection--

(A) may be provided in cash from the private sector corporations or foundations in an amount equal to one-third of the total cost of the programs assisted under this section; or

(B) may be provided as an in-cash or in-kind contribution from institutional and non-institutional funds, including State and private sector corporation or foundation contributions, equal to one-half of the total cost of the programs assisted under this section.

(4) SPECIAL RULE- The Secretary may waive or reduce the required non-Federal share for institutions that--

(A) are eligible to receive assistance under part A or B of title III or under title V; and

(B) have submitted a grant application under this section that demonstrates a need for a waiver or reduction.

(5) PRIORITY- In awarding grants under this section, the Secretary shall give priority to applications from institutions of higher education, consortia or partnerships that require entering students to have successfully completed at least 2 years of secondary school foreign language instruction or that require each graduating student to earn 2 years of postsecondary credit in a foreign language (or have demonstrated equivalent competence in the foreign language) or, in the case of



a 2-year degree granting institution, offer 2 years of postsecondary credit in a foreign language.

`(6) GRANT CONDITIONS- Grants under this subsection shall reflect the purposes of this part and be made on such conditions as the Secretary determines to be necessary to carry out this subsection.

`(7) APPLICATION- Each application for assistance under this subsection shall include--

`(A) evidence that the applicant has conducted extensive planning prior to submitting the application;

`(B) an assurance that the faculty and administrators of all relevant departments and programs served by the applicant are involved in ongoing collaboration with regard to achieving the stated objectives of the application;

`(C) an assurance that students at the applicant institutions, as appropriate, will have equal access to, and derive benefits from, the program assisted under this subsection;`

(D) an assurance that applicant, consortium or partnership will use the Federal assistance provided under this subsection to supplement and not supplant non-Federal funds the institution expends for programs to improve undergraduate instruction in international studies and foreign languages;

(E) a description of how the applicant will provide information to students regarding federally funded scholarship programs in related areas;

(F) an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs, where applicable; and

(G) a description of how the applicant will encourage service in areas of national need, as identified by the Secretary.

`(8) EVALUATION- The Secretary may establish requirements for program evaluations and require grant recipients to submit annual reports that evaluate the progress and performance of students participating in programs assisted under this subsection.

`(b) PROGRAMS OF NATIONAL SIGNIFICANCE- The Secretary may also award grants to public and private nonprofit agencies and organizations, including professional and scholarly associations, whenever the Secretary determines such grants will make an especially significant contribution to improving undergraduate international studies and foreign language programs.

`(c) FUNDING SUPPORT-

(1) IN GENERAL - The Secretary may use not more than 20 percent of the total amount appropriated for this part for carrying out the purposes of this section.

(2) GRANTEES – Of the total amount of grant funds awarded to a grantee under this section, the grantee may use not more than ten percent of such funds for the activity described in subsection (a)(2)(I).

# Code of Federal Regulations

## PART 655—INTERNATIONAL EDUCATION PROGRAMS— GENERAL PROVISIONS

### Subpart A—General

#### Sec.

[655.1](#) Which programs do these regulations govern?

[655.3](#) What regulations apply to the International Education Programs?

[655.4](#) What definitions apply to the International Education Programs?

### Subpart B—What Kinds of Projects Does the Secretary Assist?

[655.10](#) What kinds of projects does the Secretary assist?

### Subpart C [Reserved]

### Subpart D—How Does the Secretary Make a Grant?

[655.30](#) How does the Secretary evaluate an application?

[655.31](#) What general selection criteria does the Secretary use?

[655.32](#) What additional factors does the Secretary consider in making grant awards?

#### Authority:

[20 U.S.C. 1121](#)–1130b, unless otherwise noted.

#### Source:

47 FR 14116, Apr. 1, 1982, unless otherwise noted.

#### Subpart A—General

§655.1 Which programs do these regulations govern?

The regulations in this part govern the administration of the following programs in international education:

- (a) The National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies (section 602 of the Higher Education Act of 1965, as amended);
- (b) The Language Resource Centers Program (section 603);
- (c) The Undergraduate International Studies and Foreign Language Program (section 604);
- (d) The International Research and Studies Program (section 605); and
- (e) The Business and International Education Program (section 613).

(Authority: [20 U.S.C. 1121](#)–1130b)

[47 FR 14116, Apr. 1, 1982, as amended at 58 FR 32575, June 10, 1993; 64 FR 7739, Feb. 16, 1999]

§655.3 What regulations apply to the International Education Programs?

The following regulations apply to the International Education Programs:

- (a) The Education Department General Administrative Regulations (EDGAR) as follows:
  - (1) [34 CFR part 74](#) (Administration of Grants to Institutions of Higher Education, Hospitals, and Nonprofit Organizations).
  - (2) [34 CFR part 75](#) (Direct Grant Programs).
  - (3) [34 CFR part 77](#) (Definitions that Apply to Department Regulations).

- (4) 34 CFR part 79 (Intergovernmental Review of Department of Education Programs and Activities), except that part 79 does not apply to 34 CFR parts 660, 669, and 671.
  - (5) [34 CFR part 82](#) (New Restrictions on Lobbying).
  - (6) 34 CFR part 85 (Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants)).
  - (7) [34 CFR part 86](#) (Drug-Free Schools and Campuses).
  - (b) The regulations in this part 655; and
  - (c) As appropriate, the regulations in—
    - (1) 34 CFR part 656 (National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies);
    - (2) 34 CFR part 657 (Foreign Language and Area Studies Fellowships Program);
    - (3) 34 CFR part 658 (Undergraduate International Studies and Foreign Language Program);
    - (4) 34 CFR part 660 (International Research and Studies Program);
    - (5) 34 CFR part 661 (Business and International Education Program); and
    - (6) 34 CFR part 669 (Language Resource Centers Program).
- (Authority: [20 U.S.C. 1121](#)–1127; 1221e–3)  
 [47 FR 14116, Apr. 1, 1982, as amended at 58 FR 32575, June 10, 1993; 64 FR 7739, Feb. 16, 1999]

§655.4 What definitions apply to the International Education Programs?

- (a) *Definitions in EDGAR.* The following terms used in this part and 34 CFR parts 656, 657, 658, 660, 661, and 669 are defined in [34 CFR part 77](#):

Acquisition Applicant Application Award Budget Contract EDGAR Equipment  
 Facilities Fiscal year Grant Grantee Grant period Local educational agency  
 Nonprofit Project period Private Public Secretary State educational agency  
 Supplies

(Authority: [20 U.S.C. 1121](#)–1127)

- (b) *Definitions that apply to these programs:* The following definition applies to International Education Programs:

*Combination of institutions of higher education* means a group of institutions of higher education that have entered into a cooperative arrangement for the purpose of carrying out a common objective, or a public or private nonprofit agency, organization, or institution designated or created by a group of institutions of higher education for the purpose of carrying out a common objective on their behalf.

*Critical languages* means each of the languages contained in the list of critical languages designated by the Secretary pursuant to section 212(d) of the Education for Economic Security Act, except that, in the implementation of this definition, the Secretary may set priorities according to the purposes of title VI of the Higher Education Act of 1965, as amended.

*Institution of higher education* means, in addition to an institution that meets the definition of section 101(a) of the Higher Education Act of 1965, as amended, an institution that meets the requirements of section 101(a) except that (1) it is not located in the United States, and (2) it applies for assistance under title VI of the Higher Education Act of 1965, as amended, in consortia with institutions that meet the definitions in section 101(a).

(Authority: [20 U.S.C. 1121](#)–1127, and 1141)

[47 FR 14116, Apr. 1, 1982, as amended at 58 FR 32575, June 10, 1993; 64 FR 7739, Feb. 16, 1999]

#### Subpart B—What Kinds of Projects Does the Secretary Assist?

§655.10 What kinds of projects does the Secretary assist?

Subpart B of 34 CFR parts 656, 657, 658, 660, 661, and 669 describes the kinds of projects that the Secretary assists under the International Education Programs.

(Authority: [20 U.S.C. 1021](#)–1027)

[47 FR 14116, Apr. 1, 1982, as amended at 58 FR 32575, June 10, 1993, 64 FR 7739, Feb. 16, 1999]

#### Subpart C **[Reserved]**

#### Subpart D—How Does the Secretary Make a Grant?

§655.30 How does the Secretary evaluate an application?

The Secretary evaluates an applications for International Education Programs on the basis of—

(a) The general criteria in §655.31; and

(b) The specific criteria in, as applicable, subpart D of 34 CFR parts 658, 660, 661, and 669.

(Authority: [20 U.S.C. 1121](#)–1127)

[64 FR 7739, Feb. 16, 1999]

§655.31 What general selection criteria does the Secretary use?

(a) *Plan of operation.* (1) The Secretary reviews each application for information that shows 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 ensures 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 provide equal access and treatment for eligible project participants who are members of groups that have been traditionally underrepresented, such as—

(A) Members of racial or ethnic minority groups;

(B) Women; and

(C) Handicapped persons.

(b) *Quality of key personnel.* (1) The Secretary reviews each application for information that shows the quality of the 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 (if one is to be used);

(ii) The qualifications of each of the other key personnel to be used in the project. In the case of faculty, the qualifications of the faculty and the degree to which that faculty is directly involved in the actual teaching and supervision of students; and

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

(iv) The extent to which the applicant, as part of its nondiscriminatory employment practices, encourages applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, handicapped persons, and the elderly.

(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 methods of evaluation that 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—

(i) Other than library, facilities that the applicant plans to use are adequate (language laboratory, museums, etc.); and

(ii) The equipment and supplies that the applicant plans to use are adequate.

(Authority: [20 U.S.C. 1121](#)–1127)

§655.32 What additional factors does the Secretary consider in making grant awards? Except for 34 CFR parts 656, 657, and 661, to the extent practicable and consistent with the criterion of excellence, the Secretary seeks to achieve an equitable distribution of funds throughout the Nation.

(Authority: [20 U.S.C. 1126\(b\)](#)).

[58 FR 32575, June 10, 1993]

# Code of Federal Regulations

U.S. DEPARTMENT OF EDUCATION  
GENERAL ADMINISTRATIVE REGULATIONS  
(Title 34 of The Code of Federal Regulations (CFR) Chapter VI (7-1-09 Edition)  
Part 658 Undergraduate International Studies and Foreign Language Program

## [Code of Federal Regulations]

[Title 34, Volume 3]

[Revised as of July 1, 2009]

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[Page 381]

## TITLE 34--EDUCATION

### DEPARTMENT OF EDUCATION

#### PART 658--UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAM--Table of Contents

##### Subpart A--General

##### **Sec. 658.1 What is the Undergraduate International Studies and Foreign Language Program?**

The Undergraduate International Studies and Foreign Language Program is designed to provide assistance to institutions of higher education, combinations of those institutions, or partnerships between nonprofit educational organizations and institutions of higher education, to assist those institutions, combinations, or partnerships in planning, developing, and carrying out programs to improve undergraduate instruction in international studies and foreign languages.

##### **Sec. 658.2 Who is eligible to apply for assistance under this program?**

The following are eligible to apply for assistance under this part:

- (a) Institutions of higher education.
- (b) Combinations of institutions of higher education.
  - (c) Partnerships between nonprofit educational organizations and institutions of higher education.
  - (d) Public and private nonprofit agencies and organizations, including professional and scholarly associations.

### **Sec. 658.3 What regulations apply?**

The following regulations apply to this program:

- (a) The regulations in 34 CFR part 655.
- (b) The regulations in this part 658.

### **Sec. 658.4 What definitions apply to the Undergraduate International Studies and Foreign Language Program?**

The definitions in 34 CFR 655.4 apply to this program.

### **Subpart B--What Kinds of Projects Does the Secretary Assist Under This Program?**

#### **Sec. 658.10 For what kinds of projects does the Secretary assist institutions of higher education?**

(a) The Secretary may provide assistance to an institution of higher education, a combination of institutions of higher education, or a partnership between a nonprofit educational organization and an institution of higher education to plan, develop, and carry out a program to improve undergraduate instruction in international studies and foreign languages. Those grants must be awarded to institutions, combinations, or partnerships seeking to create new programs or to strengthen existing programs in foreign languages, area studies, and other international fields.

(b) The Secretary gives consideration to an applicant that proposes a program that--

- (1) Initiates new or revised courses in international or area studies;
- (2) Makes instruction in foreign languages available to students in the program; and
- (3) Takes place primarily in the United States.

(c) The program shall focus on--

- (1) International or global studies;
- (2) One or more world areas and their languages; or
- (3) Issues or topics, such as international environmental studies or international health.

#### **Sec. 658.11 What projects and activities may a grantee conduct under this program?**

The Secretary awards grants under this part to assist in carrying out projects and activities that are an integral part of a program to improve undergraduate instruction in international studies and foreign languages. These include projects such as--

- (a) Planning for the development and expansion of undergraduate programs in international studies and foreign languages;
- (b) Teaching, research, curriculum development, faculty training in the United States or abroad, and other related activities, including--

- (1) Expanding library and teaching resources;
- (2) Conducting faculty workshops, conferences, and special lectures;
- (3) Developing and testing new curricular materials, including self-instructional materials in foreign languages, or specialized language materials dealing with a particular subject (such as health or the environment);
- (4) Initiating new and revised courses in international studies or area studies and foreign languages; and
- (5) Conducting pre-service and in-service teacher training;
- (c) Expanding the opportunities for learning foreign languages, including less commonly taught languages;
- (d) Providing opportunities for which foreign faculty and scholars may visit institutions as visiting faculty;
- (e) Placing U.S. faculty members in internships with international associations or with governmental or nongovernmental organizations in the U.S. or abroad to improve their understanding of international affairs;
- (f) Developing international education programs designed to develop or enhance linkages between 2- and 4-year institutions of higher education, or baccalaureate and post-baccalaureate programs or institutions;
- (g) Developing undergraduate educational programs--
  - (1) In locations abroad where those opportunities are not otherwise available or that serve students for whom those opportunities are not otherwise available; and
  - (2) That provide courses that are closely related to on-campus foreign language and international curricula;
- (h) Integrating new and continuing education abroad opportunities for undergraduate students into curricula of specific degree programs;
- (i) Developing model programs to enrich or enhance the effectiveness of educational programs abroad, including pre-departure and post-return programs, and integrating educational programs abroad into the curriculum of the home institution;
- (j) Developing programs designed to integrate professional and technical education with foreign languages, area studies, and other international fields;
- (k) Establishing linkages overseas with institutions of higher education and organizations that contribute to the educational programs assisted under this part;
  - (l) Developing partnerships between--
    - (1) Institutions of higher education; and
    - (2) The private sector, government, or elementary and secondary education institutions in order to enhance international knowledge and skills; and
- (m) Using innovative technology to increase access to international education programs.



**Sec. 658.12 For what kinds of projects does the Secretary assist associations and organizations?**

The Secretary may award grants under this part to public and private nonprofit agencies and organizations including scholarly associations, that propose projects that will make an especially significant contribution to strengthening and improving undergraduate instruction in international studies and foreign languages at institutions of higher education.

**Subpart D--How Does the Secretary Make a Grant?**

**Sec. 658.30 How does the Secretary evaluate an application?**

- (a)(1) The Secretary evaluates an application from an institution of higher education or a combination of such institutions on the basis of the criteria in Secs. 658.31 and 658.32. The Secretary awards up to 85 possible points for these criteria.
- (2) Under Secs. 658.31 and 658.32 the Secretary evaluates applications for funding on a percentage score based upon the number of points an application receives and the maximum number of points possible.
- (b)(1) The Secretary evaluates an application from an agency or organization or professional or scholarly association on the basis of the criteria in Secs. 658.31 and 658.33. The Secretary awards up to 75 possible points for these criteria.
- (2) Under Secs. 658.31 and 658.33 the Secretary evaluates** applications for funding on a percentage score based upon the number of points an application receives and the maximum number of points possible.
- (c) The maximum possible points for each criterion are indicated in parentheses.

**Sec. 658.31 What selection criteria does the Secretary use?**

The Secretary uses the following criteria in evaluating an application for a project under this part.

- (a) Plan of operation. (15) (See 34 CFR 655.31(a))
- (b) Quality of key personnel. (10) (See 34 CFR 655.31(b))
- (c) Budget and cost effectiveness. (10) (See 34 CFR 655.31(c))
- (d) Evaluation plan. (20) (See 34 CFR 655.31(d))

**Sec. 658.32 What additional criteria does the Secretary apply to institutional applications?**

In addition to the criteria referred to in Sec. 658.31, the Secretary applies the following criteria to applications submitted by an institution of higher education or a combination of such institutions:

- (a) Commitment to international studies. (10)
  - (1) The Secretary reviews each application for information that shows the applicant's commitment to the international studies program.
  - (2) The Secretary looks for information that shows--
    - (i) The institution's current strength as measured by the number of international studies courses offered;
    - (ii) The extent to which planning for the implementation of the proposed program has involved the applicant's faculty, as well as administrators;
    - (iii) The institutional commitment to the establishment, operation, and continuation of the program as demonstrated by optimal use of available personnel and other resources; and
    - (iv) The institutional commitment to the program as demonstrated by the use of institutional funds in support of the program's objectives.
- (b) Elements of the proposed international studies program. (10)
  - (1) The Secretary reviews each application for information that shows the nature of the applicant's proposed international studies program.
  - (2) The Secretary looks for information that shows--
    - (i) The extent to which the proposed activities will contribute to the implementation of a program in international studies and foreign languages at the applicant institution;
    - (ii) The interdisciplinary aspects of the program;
    - (iii) The number of new and revised courses with an international perspective that will be added to the institution's programs; and
    - (iv) The applicant's plans to improve or expand language instruction.
- (c) Need for and prospective results of the proposed program. (10)
  - (1) The Secretary reviews each application for information that shows the need for and the prospective results of the applicant's proposed program.
  - (2) The Secretary looks for information that shows--
    - (i) The extent to which the proposed activities are needed at the applicant institution;
    - (ii) The extent to which the proposed use of Federal funds will result in the implementation of a program in international studies and foreign languages at the applicant institution;
    - (iii) The likelihood that the activities initiated with Federal funds will be continued after Federal assistance is terminated; and
    - (iv) The adequacy of the provisions for sharing the materials and results of the program with other institutions of higher education.

**Sec. 658.33 What additional criterion does the Secretary apply to applications from organizations and associations?**

In addition to the criteria referred to in Sec. 658.31, the Secretary applies the following criterion to applications from organizations and associations:

- (a) Need for and potential impact of the proposed project in improving international studies and the study of modern foreign language at the undergraduate level. (30)
- (b) The Secretary reviews each application for information that shows the need for and the potential impact of the applicant's proposed projects in improving international studies and the study of modern foreign language at the undergraduate level.
  - (1) The Secretary looks for information that shows--
    - (i) The extent to which the applicant's proposed apportionment of Federal funds among the various budget categories for the proposed project will contribute to achieving results;
    - (ii) The international nature and contemporary relevance of the proposed project;
    - (iii) The extent to which the proposed project will make an especially significant contribution to the improvement of the teaching of international studies or modern foreign languages at the undergraduate level; and
    - (iv) The adequacy of the applicant's provisions for sharing the materials and results of the proposed project with the higher education community.
  - (2) [Reserved]

**Sec. 658.34 What additional factors does the Secretary consider in selecting grant recipients?**

In addition to applying the selection criteria in, as appropriate Secs. 658.31, 658.32, and 658.33, the Secretary, to the extent practicable and consistent with the criterion of excellence, seeks to encourage diversity by ensuring that a variety of types of projects and institutions receive funding.

**Sec. 658.35 What priority does the Secretary give?**

- (a) The Secretary gives priority to applications from institutions of higher education or combinations of these institutions that require entering students to have successfully completed at least two years of secondary school foreign language instruction or that require each graduating student to earn two years of postsecondary credit in a foreign language (or have demonstrated equivalent competence in the foreign language) or, in the case of a 2-year degree granting

institution, offer two years of postsecondary credit in a foreign language.

- (b) The Secretary announces the number of points to be awarded under this priority in the application notice published in the Federal Register.

### **Subpart E--What Conditions Must Be Met by a Grantee?**

#### **Sec. 658.40 What are the limitations on allowable costs?**

Equipment costs may not exceed five percent of the grant amount.

#### **Sec. 658.41 What are the cost-sharing requirements?**

- (a) The grantee's share may be derived from cash contributions from private sector corporations or foundations in the amount of one-third of the total cost of the project.
- (b) The grantee's share may be derived from cash or in-kind contributions from institutional and non-institutional funds, including State and private sector corporation or foundation contributions, equal to one-half of the total cost of the project.
- (c) In-kind contributions means property or services that benefit a grant-supported project or program and that are contributed by non-Federal third parties without charge to the grantee.
- (d) The Secretary may waive or reduce the required non-Federal share for institutions that--
  - (1) Are eligible to receive assistance under part A or B of Title III or under Title V of the Higher Education Act of 1965, as amended; and
  - (2) Have submitted a grant application under this part.

(Authority: 20 U.S.C. 1124 and 3474; OMB Circular A-110)

[58 FR 32577, June 10, 1993, as amended at 64 FR 7740, Feb. 16, 1999]

## Undergraduate International Studies

### and Foreign Language Program Profile Form

**INSTRUCTIONS:** ALL applicants must complete and submit this profile. You may copy or recreate this form, but do not amend or modify the required information or format. Please complete all sections of this form. Upon completion, attach this document as a .pdf into the "Other Narrative Forms" section of the grants.gov application package.

**Name of Institution/Campus Requesting:** (Use your institution's complete name. If your institution is a branch campus, use the parent institution's name but follow it with the name of the branch campus. For example, you would cite the State University of New York, Brockport Campus.)

**DUNS#:**

**Applicant Address:** (All applicants must indicate the address where the project will be located)

Project Address:

City:

State:

Zip:

**Project Title:**

**Consortial Application?** Yes  No

If Yes, please list partner institutions:

1.

2.

**World Area Concentration:**

Africa (AF)

Central/Eastern Europe and Eurasia (CEE)

East Asia (EA)

Near East (NE)

South Asia (SA)

Southeast Asia and the Pacific (SEA)

Western Europe (WE)

Western Hemisphere (WH)

**Program request and match (Section 658.41) for Fiscal Year 2014 only -**

Total Federal Requested Amount: \$ \_\_\_\_\_

Total Program In-kind/institutional match: \$ \_\_\_\_\_

**The Secretary may waive or reduce the required non-Federal share for institutions that are eligible.**

**Are you requesting a matching waiver or reduction under the Special Rule?** Yes  No  If so, which one?

Waiver  Reduction

If you are requesting a reduction, what percentage of non-Federal share are you proposing for Year 1?

\_\_\_\_\_%

The applicant is eligible to receive assistance under (check at least one):

part A or B of title III under the Higher Education Act of 1965, as amended

title V under the Higher Education Act of 1965, as amended

Check below (required)

I have included a letter to request a Special Rule waiver or reduction to the appendices in this application.

**Please check all that apply:** By checking the box(es) below, the applicant certifies that they are applying under the FY 2014 priority(ies) as announced in the Federal Register:

Competitive Preference Priority 1:  Competitive Preference Priority 2:

Invitational Priority 1:  Invitational Priority 2:

## Undergraduate International Studies and Foreign Language Supplemental Information Form

### Supplemental Information to Meet Statutory Requirements

Changes made to Title VI of the Higher Education Act of 1965, as amended (HEA) by the Higher Education Opportunity Act of 2008 (HEOA) require that UISFL applicants shall provide the information requested in section 604(a)(7) of the HEA and listed below, with their applications for funding. You may want to use this form or separate pages that provide the descriptions to meet these requirements. Be advised that the pages needed to provide this information are not included in the page limit for the application narrative. If the application is submitted on behalf of a consortium, include signed forms for the lead institution and for each partner institution.

**INSTRUCTIONS:** ALL applicants must complete and submit this profile. You may copy or recreate this form, but do not amend or modify the required information or format. Please complete all sections of this form. Upon completion, attach this document as a .pdf into the “Other Narrative Forms” section of the [www.grants.gov](http://www.grants.gov) application package. The program recommends no more than 3000 characters per requirement.

**Information Requirement A: Extensive Planning.** Provide evidence that the applicant has conducted extensive planning prior to submitting the application.

**Information Requirement B: Ongoing Collaboration.** Provide a description outlining that the faculty and administrators of all relevant departments and programs served by the applicant are involved in ongoing collaboration with regard to achieving the stated objectives of the application.

**Information Requirement C: Equal Access.** Provide an explanation of how students at the applicant institutions, as appropriate, will have equal access to, and derive benefits from, the UISFL program.

**Information Requirement D: Supplement not Supplant.** Provide a description outlining that each institution, combination or partnership will use the Federal assistance provided under the UISFL program to supplement and not supplant non-Federal funds the institution expends for programs to improve undergraduate instruction in international studies and foreign languages.

**Information Requirement E: Federally funded Scholarship Programs.** Provide an explanation of how the applicant will provide information to students regarding federally funded scholarship programs in related areas.

**Information Requirement F: Diverse Perspectives.** Provide an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs, where applicable.

**Information Requirement G: Areas of National Need.** Provide a description of how the applicant will encourage service in areas of national need, as identified by the Secretary.

## **Government Performance and Results Act (GPRA)**

### **What is GPRA?**

The Government Performance and Results Modernization 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 are the Performance Indicators for the Undergraduate International Studies and Foreign Language Program?**

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

The objective of the UISFL 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 measures to evaluate the success of the program in meeting this objective.

#### UISFL Performance Measures:

1. Percentage of UISFL projects that added or enhanced courses in international studies in critical world areas and priority foreign languages.
2. Percentage of UISFL consortium projects that established certificates and/or undergraduate degree programs in international or foreign language studies.

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 these measures.

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## **Instructions for Completing the UISFL Application Package**

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The UISFL application consists of four parts. These parts are organized in the same manner that the submitted application should be organized. The parts are as follows:

### **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 Files section, along with the detailed line item budget.

\*\*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 Form (one attachment; 40 page limit)

### **Part III**

#### **Other Narrative Forms**

- UISFL Program Profile Form
- UISFL Supplemental Information Form
- Letters of Support (recommended ten letter limit; two page limit per letter)
- Curriculum vitae of key personnel (recommended five CV limit; two page limit per CV)
- Sample evaluation and assessment tools (recommended five document limit; no page limit)
- Project timeline chart (recommended one chart; no page limit)
- Project-Specific Performance Measure Forms (recommended two measures; one form per measure)
- Letter to request Special Rule Waiver or Reduction (if applicable)

### **Part IV:**

#### **Budget Narrative Form**

- Detailed line item budget
- Budget narrative justification

The ED Abstract Narrative Form is where you attach the one-page, single-spaced project abstract. It should include the name of the applicant institution, name and contact information for the Project Director, whether you are applying for a single institutional award or a consortial award, and a brief overview of the proposed project.



The Project Narrative Forms 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, not including the Table of Contents. The Project Narrative should be numbered consecutively.

The Other Narrative Forms are where you attach the proposal appendices listed above. Provide the first attachment under the Mandatory attachment heading and the others under the Other attachment heading.

The Budget Narrative Forms is where you attach a detailed line item budget and budget narrative justification. Please provide an explicit detailed line item budget in addition to the Section C (ED Form 524). The budget should demonstrate and justify that all costs are reasonable and necessary to accomplish the proposed project activities.

**NOTE: 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 attachment forms listed. All attachments must be in .PDF format. Other types of files will not be accepted.**

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## INSTRUCTIONS FOR PROJECT NARRATIVE

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### 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 all text in the application, including titles and headings. All text in charts, tables, graphs, footnotes, quotations, references, and captions may be single-spaced. Applicants may use of the following fonts: *Times New Roman, Courier, Courier New or Arial, **only***. Applications submitted in any other font (including Times Roman and Arial Narrow) will not be accepted. Do not use anything smaller than a 12-point font.

Include a Table of Contents and a Project Abstract. Please note that the Project Narrative Form is limited to 40 pages. This section will include the discussion of the selection criteria. The page limit does not apply to the cover sheet; the budget section, including the itemized line-item budget and budget narrative; the assurances and certifications; the one-page, single-spaced abstract; the table of contents or the appendices.

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

The Secretary evaluates an application on the basis of the broad criteria in 34 CFR 655 and 658 of the UISFL 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 criteria is indicated in parenthesis in the Notice.

To facilitate the review of the application, provide responses to each of the following selection criteria in the following order:

- 1. Plan of Operation (maximum 15 points)**
  - a. Provide a brief introduction to your institution, program, and/or project.
  - b. Describe how the design of the project shows high quality.
  - c. Describe how effective the plan of operation is and to what extent it will ensure proper and efficient administration.
  - d. Describe to what extent the objectives of the project relate to the purpose of the program.
  - e. Describe the ways resources and personnel will be used to achieve the objectives of the project.

- f. Explain how the applicant will provide equal access and treatment to members of racial and ethnic minorities, women, handicapped persons, and the elderly.
- 2. Quality of Key Personnel (Maximum 10 points)**
- a. Describe the project director(s) education, experience and other qualifications. Indicate the required time commitment of the project director(s). Include any evidence of past experience and training in fields related to the objectives of the project, as well as other relevant information such as administrative, geographic area, and subject area expertise.
  - b. Describe the other key personnel's education, experience and other qualifications. Indicate the required time commitment and include evidence of relevant experience as discussed above.
  - c. Show, as part of the institution's non-discriminatory employment practices, how applications for employment from underrepresented groups (e.g. members of racial and ethnic minority groups, women, handicapped persons, and the elderly) will be encouraged.
- 3. Budget and Cost Effectiveness (Maximum 10 points)**
- a. Demonstrate how the budget supports the project activities by providing a detailed breakout for each year for which Federal funding is requested.
  - b. Discuss the project's cost effectiveness and show the relationship between the cost of the project and the project's objectives.
  - c. Discuss how travel will be compliant with the Fly America Act (FAA), both federal funding and matching.
- 4. Plan of Evaluation (Maximum 20 points)**
- a. Provide a plan for evaluating the effectiveness of the project.
  - b. Indicate the criteria to be used to evaluate the results of the project.
  - c. Describe the methods of evaluation. Describe the kinds of data to be collected and analyzed. Will this provide an evaluation that is objective and quantifiable? Indicate how evaluation results will be measured and used to shape the development of the project before, during, and after activities take place.
  - d. Describe or provide examples (in the appendices) of evaluation tools. How will these tools determine that the project needs are being met? Present a proposed timetable for the evaluation process.
- 5. Adequacy of Resources (Maximum 5 points)**
- a. Describe the sources of institutional and matching resources and how they will support the project.
  - b. Show that the facilities, equipment, supplies and other resources, including where appropriate, library and language facilities, are adequate to carry out the activities of the project.

- 6. Commitment to International Studies (Maximum 15 points for Institutional Applicants; Maximum 10 points for Consortial Applicants )**
  - a. Show current strengths as measured by the number of international studies courses offered.
  - b. Explain how faculty and administrators have been involved in the planning for the implementation of the proposed program.
  - c. Describe the institutional commitment to the establishment, operation, and continuation of the program as demonstrated by optimal use of available personnel and other resources.
  - d. Show level of institutional commitment as demonstrated by the use of institutional funds to support program objectives.
  
- 7. Elements of the Proposed International Studies Program (Applicable only to institutional applicants) (Maximum 10 points)**
  - a. Describe how the proposed activities contribute to the implementation of a program in international studies and foreign languages.
  - b. Show how adequate and appropriate the interdisciplinary aspects of the program are.
  - c. Demonstrate how the number of new and revised courses will be adequate to meet programmatic needs.
  - d. Explain how adequate the plans are for improving and expanding language instruction.
  
- 8. Need for and Prospective Results of the Proposed Program (Applicable only to institutional applicants) (Maximum 15 points)**
  - a. Explain how the proposed activities are needed.
  - b. Explain how the proposed use of Federal funds will result in the implementation of a program in international studies and foreign languages.
  - c. Describe the likelihood of project activities continuing after the project ends.
  - d. Explain how program materials and results will be shared with other institutions and organizations/associations.
  
- 9. Need for and Potential Impact of the Proposed Program in Improving International Studies and the Study of Modern Foreign Languages at the Undergraduate Level (Applicable only to organizations and associations) (Maximum 30 points)**
  - a. Explain how the Federal funds will contribute to achieving results.
  - b. Explain how the proposed project makes an especially significant contribution to the improvement of the teaching of international studies or modern foreign languages at the undergraduate level.
  - c. Demonstrate how the proposed project will have a major regional and national impact on undergraduate education.

- d. Demonstrate how adequate the provisions are for sharing the materials and the results of the proposed project with the higher education community.

**10. Competitive Preference Priority #1 (Maximum 5 points)**

Applications from Minority-Serving Institutions (MSIs) (as defined in this application) or community colleges (as defined in this application), whether as individual applicants or as part of a consortium. A consortium must undertake activities designed to incorporate foreign languages into the curriculum of the MSI or community college and to improve foreign language and international or area studies instruction on the MSI or community college campus.

**Minority-Serving Institution (MSI)** means an institution that is eligible to receive assistance under sections 316 through 320 of part A of title III, under part B of title III, or under title V of the HEA.

**Community college** means an institution that meets the definition in section 312(f) of the HEA (20 U.S.C. 1058(f)); or, an institution of higher education (as defined in section 101 of the HEA (20 U.S.C. 1001)) that awards degrees and certificates, more than 50 percent of which are not bachelor's degrees (or an equivalent), or master's, professional, or other advanced degrees

**We will award either 3 or 5 points to an application that meets this priority. If an MSI or community college is a single applicant, or the lead applicant in a consortia application, the application will receive 5 additional points. If an MSI or community college is a partner in a consortia application, the application will receive 3 additional points. If neither, then the application will not receive any additional points. No application will receive more than 5 additional points.**

**11. Competitive Preference Priority #2 (0 or 5 points)**

Increasing Foreign Language Capacity: Applications from institutions of higher education (IHEs), consortia, or partnerships of these institutions that require entering students to have successfully completed at least two years of secondary school foreign language instruction or that require each graduating student to earn two years of postsecondary credit in a foreign language (or have demonstrated equivalent competence in the foreign language) or, in the case of a two-year degree granting institution, offer two years of postsecondary credit in a foreign language.

**12. Invitational Priority #1 (No points)**

We encourage applications that propose programs or activities focused on language instruction or the development of area or international studies programs to include language instruction in any of the 78 priority languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs).

This list includes the following: Akan (Twi-Fante), Albanian, Amharic, Arabic (all dialects), Armenian, Azeri (Azerbaijani), Balochi, Bamanakan (Bamana, Bambara, Mandikan, Mandingo, Maninka, Dyula), Belarusian, Bengali (Bangla), Berber (all languages), Bosnian, Bulgarian, Burmese, Cebuano (Visayan), Chechen, Chinese (Cantonese), Chinese (Gan), Chinese (Mandarin), Chinese (Min), Chinese (Wu), Croatian, Dari, Dinka, Georgian, Gujarati, Hausa, Hebrew (Modern), Hindi, Igbo, Indonesian, Japanese, Javanese, Kannada, Kashmiri, Kazakh, Khmer (Cambodian), Kirghiz, Korean, Kurdish (Kurmanji), Kurdish (Sorani), Lao, Malay (Bahasa Melayu or Malaysian), Malayalam, Marathi, Mongolian, Nepali, Oromo, Panjabi, Pashto, Persian (Farsi), Polish, Portuguese (all varieties), Quechua, Romanian, Russian, Serbian, Sinhala (Sinhalese), Somali, Swahili, Tagalog, Tajik, Tamil, Telugu, Thai, Tibetan, Tigrigna, Turkish, Turkmen, Ukrainian, Urdu, Uyghur/Uigur, Uzbek, Vietnamese, Wolof, Xhosa, Yoruba, and Zulu.

**13. Invitational Priority #2 (No points)**

Applications that propose:

- a) Activities to improve the preparation of foreign language teachers;
- b) Programs or projects that engage in collaborative activities with heritage language centers or schools to support the language maintenance and development of heritage language speakers; or
- c) Study abroad programs for students to expand their opportunities for learning world languages.

## 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.



## **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.

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## Guidance to UISFL Applicants

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The Title VI 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 UISFL program is to strengthen and improve undergraduate instruction in international studies and foreign languages.

The Department has developed (and OMB has approved) the following GPRA measures to evaluate the overall success of this IFLE grant program:

- UISFL GPRA Measure 1: The percentage of UISFL projects that added or enhanced courses in international studies in critical world areas and priority foreign languages as reflected in the course syllabi.
- UISFL GPRA Measure 2: The percentage of UISFL consortium projects that established certificates and/or undergraduate degree programs in international or foreign language studies (**consortial applicants only**).

Applicants must define how they will collect and report data for these measures when they develop their proposed projects. **Successful applicants, later grantees, will be required to collect data on UISFL GPRA Measures 1 and 2 and report that data to US/ED in their interim and final performance reports.**

### Example GPRA Performance Measure Form (PMF)

The following information on GPRA Performance Measures and their related PMFs is for applicants' information purposes only. Applicants to the FY 2014 UISFL program are not required to complete a PMF for GPRA Measures 1 and 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 FY 2014 UISFL grantees must report on the UISFL GPRA Measures 1 and 2 on an annual basis as part of their regular online IRIS reporting. Below, please find an example of a PMF completed for the UISFL GPRA Measures in Figure 2.

**Figure 1: PMF for GPRA Measures for UISFL Applicants**

1. Performance Measures	2. Activities	3. Data/ Indicators	4. Freq.	5. Data Source	BL	T1	T2	T3
A) An increase in the number of courses that were created or enhanced for the development and/or expansion of undergraduate programs in international studies, foreign languages, or that are aimed at comprehensive internationalization on campus								
* B) An increase in the number of certificates and/or undergraduate degree programs in international or foreign language studies  <b>This measure is for consortium projects only.</b>								

**11.1.1 Instructions for Completing GPRA PMF**

1. Performance Measures – The GPRA measures are already filled in.
2. Activities – Fill in the major activities your institution will undertake to support achievement of the GPRA performance measure goal.
3. Data / Indicators – State the data or indicator that will be used to track progress of each activity stated in #2. Note that in the example provided, one indicator is synonymous with the performance measure, while the other two indicators play a supporting role to track progress toward meeting the performance measure. (Since the performance measure might not change from the baseline in the early year(s) of the grant, supporting indicators are used to track and demonstrate progress.)
4. Frequency – State periodicity of measurement (e.g., Quarterly, by Semester, or Annual).

5. Data Source – State the source of the data (e.g., Center records or University registrar).
6. Baseline (BL) and Targets (T1-T3) – State the level of each measure at the time of application submission as the “Baseline” and provide the target levels at the end of each grant year. Where the measure specifies “new,” the baseline is stated as the existing total at the time of the application and the targets are stated as the incremental increase.

**Should the UISFL applicant become a grantee, a PMF will need to be completed for the applicable GPRA Measures.**

### **Details and Definitions Regarding GPRA Baseline Numbers**

In this section, the applicant will find the definitions for key words in each measure and some guidance on how to calculate baseline numbers.

UISFL GPRA Measure 1: Percentage of UISFL projects that added or enhanced courses in international studies in critical world areas and priority foreign languages as reflected in the course syllabi.

“Critical world areas” and “priority foreign languages” are determined by the Secretary of Education and a list of such areas and languages is posted on ED’s website at [www2.ed.gov/programs/iegpsgpa/draft-languages.pdf](http://www2.ed.gov/programs/iegpsgpa/draft-languages.pdf)

UISFL GPRA Measure 2: Percentage of UISFL consortium projects that established certificates and/or undergraduate degree programs in international or foreign language studies.

**Figure 2: Sample PMF for GPRA Measures for UISFL Applicants**

1. Performance Measures	2. Activities	3. Data/ Indicators	4.Freq	5. Data Source	B	T	T	T3
					L	1	2	
A) Percentage <sup>1</sup> of UISFL projects that added or enhanced courses in international studies in critical world areas and priority foreign languages as reflected in the course syllabi.	A.1 Introduce two new strategic languages – Persian and Turkish.	<ul style="list-style-type: none"> <li>The number of new courses in new languages not taught previously that will expand the choices of students</li> <li>The number of new courses in priority and/or less-commonly-taught languages at the intermediate and advanced levels that are under development</li> <li>The number of new courses in priority and/or less-commonly-taught languages offered at the intermediate and advanced levels</li> </ul>	Annual	Center records	2	2	2	2
	A.2 Add an Intermediate Level course in Persian and Turkish.		Annual	Univ. registrar	2	4	4	4
	A.3 Add new introductory foundational course – Freshman Seminars – to attract new students into Islamic Civilization and Societies major.		Annual	Univ. registrar	0	4	4	
				2	0			
B) Percentage of UISFL consortium projects that established certificates and/or undergraduate degree programs in international or foreign language studies.  * Consortial Applicants Only	B.1 Establishment of an inter-departmental working group to explore the possibility of offering new certificate, minor, or major degree programs.	<ul style="list-style-type: none"> <li>The number of inter-departmental working groups in existence</li> <li>The number of new certificate, minor, or major degree programs proposed</li> <li>The number of faculty needed to fill any gaps to assure requisite courses may be offered</li> <li>The number of certificate, minor or major degree programs in priority and/or less-commonly-taught languages or area or international studies</li> </ul>	Annual	Center records	0	1	1	2
	B.2 Propose and refine recommended new certificate, minor, or major degree programs to appropriate approval committees.		Annual	Center records	5	1	1	1
	B.3 Recruitment of necessary faculty to fill gaps (if any) to fully staff new certificate, minor, or major degree programs.		Annual	Center records	0	2	2	1
			Annual	Univ. registrar	0	1	0	1

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## 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 FY 2014 UISFL program. Applicants to the program are required to partially complete a minimum of two PMFs for Project-Specific Measures as part of their application to the program. Below on Figure 4, please find an example of a PMF completed for an example UISFL 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.

**Figure 3: PMF for Project-Specific Measures for UISFL Applicants**

1. Project Goal Statement									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq.	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4

### Instructions for Completing Project-Specific PMF

- Project Goal Statement** – Each project will have more than one goal. Examples of goals include the following: “What nationally-normed language tests are now available?” “Is there a need for a Computer Assisted Speech Tool (CAST) in this arena?” “Is CAST best used as a feedback loop to students and their teachers?”



- 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 step 2. Repeat the process for each project-specific goal.
- Performance Measures – State the project-specific measure in an objective and time-bound manner. Make sure the units of measure (e.g., number of courses, number of students, etc.) are well defined.
- Activities – Fill in the major activities that the institution will undertake to achieve the project-specific performance measure goal.
- Data/Indicators – State the data or indicators that will be used to track progress of each activity stated in #2. Note that one of the indicators should be synonymous with the performance measure, while the other indicators will be used to track progress toward meeting the performance measure. Since 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.
- Frequency – State period of measurement (e.g., quarterly, by semester or annually).
- Data Source – State the source of the data (e.g., program records or university registrar).
- Baseline (BL) and Targets (T1-T4) – State the level of each measure at the time that the application is submitted as the “Baseline” and provide the target levels at the end of each subsequent grant year. Where the measure specifies “new,” the baseline is stated as the existing total at the time of the application and the targets are stated as the incremental increase.

***\*Note: Numbers 3-7 are to be completed if applicant is awarded a Fiscal Year 2014 UISFL grant.***

**Figure 4: Sample PMF for Project-Specific Measures for UISFL Applicants**

<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data/ Indicators</b>	<b>5. Freq.</b>	<b>6. Data Source</b>	<b>7. BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
A) Internationalize 10% of general education curriculum with new courses or course modules with a focus on India, Japan, and Jordan over the next four years when compared against the baseline.	A.1 Develop new general education courses with a focus on India, Japan, or Jordan.	<ul style="list-style-type: none"> <li>The number of new courses developed with a focus on India, Japan, or Jordan</li> </ul>	<b>Annual</b>	University registrar	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
	A.2 Develop new course modules to internationalize curriculum.	<ul style="list-style-type: none"> <li>The number of new course modules developed to internationalize curriculum</li> </ul>	<b>Annual</b>	University registrar	<b>20</b>	<b>2</b>	<b>2</b>	<b>2</b>
B) Increase foreign language offerings by 15% and enhance 30% of existing foreign language courses with cultural content within a four-year period when compared against the baseline.	B.1 Recruit and hire additional qualified Hindi, Japanese, and Arabic instructors.	<ul style="list-style-type: none"> <li>The number of new foreign language instructors hired</li> </ul>	<b>Annual</b>	University registrar	<b>20</b>	<b>1</b>	<b>1</b>	<b>1</b>
	B.2 Develop conversational Hindi and Japanese courses.	<ul style="list-style-type: none"> <li>The number of new foreign language courses developed</li> </ul>	<b>Annual</b>	University registrar	<b>40</b>	<b>3</b>	<b>3</b>	<b>3</b>
	B.3 Enhance existing foreign language courses with cultural content.	<ul style="list-style-type: none"> <li>The number of foreign language courses enhanced</li> </ul>	<b>Annual</b>	University registrar	<b>30</b>	<b>5</b>	<b>5</b>	<b>5</b>
C) Increase the number of students who have completed foreign language or internationalized general education courses each year so that the university is able to reach its six-year Project Goal.	C.1 Inform incoming freshmen of new graduation expectation.	<ul style="list-style-type: none"> <li>Number of students who completed at least one foreign language course.</li> </ul>	<b>Annual</b>	University registrar	<b>10</b>	<b>15</b>	<b>18</b>	<b>24</b>
	C.2 Disseminate information on general education courses that have international components.	<ul style="list-style-type: none"> <li>Number of students who completed at least one internationalized general study course.</li> </ul>	<b>Annual</b>	University registrar	<b>13</b>	<b>15</b>	<b>20</b>	<b>25</b>
	C.3 Raise student awareness on the value of foreign language and global education through campus international activities.	<ul style="list-style-type: none"> <li>Number of students who completed at least two foreign language or internationalized general study courses by the time they graduate.</li> </ul>	<b>Annual</b>	University registrar	<b>30</b>	<b>33</b>	<b>36</b>	<b>50</b>

### 8.3 Impact and Evaluation Selection Criteria

This section describes the selection criteria reviewers will use to score the “Plan of Evaluation” and the “Need for and Results of the Program” (applicable only to Institutional Applicants) and “Need for and Impact of Project in Improving International Studies and Foreign Languages at the Undergraduate Level” (applicable only to Organizations and Associations) narratives in submitted grant applications. The following questions in bold are from the “Instructions for Project Narrative” from the UISFL application. Each question is followed by guidance intended to help the applicant provide information that will allow reviewers to award the appropriate level of points for the applicant’s planned impact and evaluation efforts.

**For all UISFL applicants, to what extent will the institution’s, organization’s, or association’s programs, curricula, teaching materials and internships/study abroad have a significant impact on the university, community, region, and the nation as shown through indices such as enrollments, degrees earned (majors/minors) that combine international studies and/or foreign language with business, health or engineering, and graduate placement data?**

The UISFL Program’s primary goal in providing funding to eligible institutions of higher education or consortia of such institutions is to enable them to establish, strengthen, and operate undergraduate foreign language and area or international studies programs, especially those that are interdisciplinary in nature. Applicants should describe how their proposed activities will address the program’s goals and help to meet the national needs in foreign language, area, and international studies.

One way to demonstrate project impact is through official records that show substantial increases in coursework, enrollment, and graduates in foreign language, area, or international studies and more qualified instructors in critical or priority languages. An increase of graduates from other disciplines with foreign language, area, and international skills is also highly desirable. Applicants should also provide detailed information on how they plan to sustain undergraduate international studies and foreign language programs through institutionalization efforts. Applicants may discuss institutional commitment and support as well as faculty hiring and development in these areas. The Department looks for projects that have data supporting sustainability, impact and that can be replicated.

**For all applicants, to what extent will provisions be made for equal access and treatment for eligible students and other participants who are members of groups that have been traditionally under-represented (such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly)?**

Equal access to educational opportunities is not only part of the Department of Education’s mission statement “to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access,” but has been explicitly written into the regulations for the UISFL program. Therefore, it is important that applicants demonstrate how they intend to carry out the equal access

requirement surrounding UISFL funding. Current statistics show that a vast majority of participants in international education and study abroad students are middle class Caucasians, while other minority ethnic groups have limited study abroad access and opportunity. (IIE-Open Doors 2012)

Applicants should demonstrate a track record of success in achieving the equal access objective in the past and, at a minimum, explain their plans for outreach and retention support in the future.

**For all applicants, to what extent does the applicant provide an evaluation plan that is comprehensive, with objectives that will produce quantifiable, outcome-measure-oriented data?**

Please be sure to review the section entitled “Guidance on Developing an Evaluation Plan” in this document. An attempt has been made within this guidance document to simplify and demonstrate the key elements of a comprehensive and objective evaluation plan. Applicants need to clearly express: Who/what will change? When do you expect the change(s) to take place? How much change is expected? What are your proposed data collection methodologies? Do the credentials, qualifications, and impartial status of those who will carry out the evaluation plan provide sufficient confidence that the results will be valid and reliable?

**For all applicants, to what extent have results from recent evaluations been used by the applicant to improve its program?**

The Department would like to know how the applicant has used project evaluation results and findings to inform strategic and operational decision-making in the past. Applicants should discuss the types of evaluations and studies they have carried out in past similar grant projects, what the results of those evaluations and studies were, and how the findings will inform and improve what they propose to do on the current application. Especially important to the Department will be the extent to which applicants may provide evidence-based results from past grant projects or similar efforts that point to long-term outcomes in meeting the Program’s goals and how applicants propose to scale up and institutionalize them.

**For organizational and association applicants, to what degree do planned activities address national needs, and generate information for and disseminate information to other institutions of higher education?**

Dissemination of information to other institutions of higher education that addresses national needs in critical languages, international, and area studies expertise is one of the overarching goals of the UISFL program. The range of information may include:

- A global studies/international studies program which is interdisciplinary in design;
- A program which focuses on issues or topics, such as international business or international health;

- An area studies program and its languages;
- An innovative curricula which combines the teaching of international studies with professional or pre-professional studies, such as engineering;
- Research for and development of specialized teaching materials, including language materials; i.e., Spanish for Healthcare Professionals; or
- Outreach material for internship/study abroad opportunities for faculty and students in domestic and overseas settings.

Dissemination may serve to inform other institutions of higher education of how the applicant is meeting national needs as well as promoting more awareness and interest in supporting foreign language, international, and area studies. Dissemination can occur through a number of different channels and have different intended audiences and goals. The effort may range from reaching out to the underrepresented students and faculty on campus, to engaging local communities and educational institutions including K-12 and community colleges, to launching a campaign to reach a broader audience nationally. Answers to this question may include postings on internet sites, presentations at conferences and workshops, and articles published in peer reviewed journals, as well as one-on-one technical assistance for faculty that show an interest in adopting an innovative curriculum or an entire interdisciplinary program. This is a non-exhaustive illustrative list only. Each applicant needs to express what mechanisms they have used and will continue to use, as well as any new mechanisms they intend to initiate that will assist them in generating and disseminating information that addresses national needs.

**For all UISFL applicants, what is the applicant’s record of placing students into post-graduate employment, education, or training in areas of national need, and the applicant’s stated efforts to increase the number of such students that go into such placements?**

Placement into post-graduate employment, education, or training in areas of national need is of paramount importance to UISFL’s congressional funders, OMB, the Department of Education’s Budget Service, and IFLE senior leadership. Efforts to not only track those placement results, but also to assist graduates in the placement process are considered critical roles of a successful UISFL grantee. Applicants should highlight successful strategies that were used to overcome difficulty in tracking graduates after they leave programs in order to obtain reliable data on post-graduate employment and/or continued international/foreign language study and how these strategies will be implemented with future grant participants. Applicants should present their track record and emphasize ongoing initiatives that rise to the level of a Promising Practice.

## Instructions for Budget Summary Form & Itemized Line Item Budget

**NOTE:** Applicants to the UISFL program must submit (1) a budget information form to categorize requested funds (ED Form 524, Sections A & B), **AND** (2) a detailed line item budget with budget narrative justification.

**The budget information form, detailed line item budget AND the accompanying budget narrative must include funding for each year that it is requested.** Information must be included for Years 1 and 2 for institutional applicants. For consortial applicants, please provide information on Years 1, 2, and 3.

It is suggested that applicants organize their budgets using either two columns or categories to indicate funding streams as follows: 1) federal funds (UISFL program) requested; 2) applicant and other institutional cost share funds to be provided. (Please note that matching is required unless applicant meets the SPECIAL RULE.) Applicants should describe how all costs support project activities.

\*For applicants who meet the SPECIAL RULE, it is recommended that any amount of cost share that is possible be provided to show support for the proposed project.

For each line item, provide detailed costs and narrative justification to support your request. Please check all figures and combined totals and compare the line item budget figures to those on the ED Form 524 for both Sections A & B.

Among the costs that may be supported with grant funds are:

1. **Personnel:** Enter only the project personnel salaries and wages. [Fees and expenses for consultants should be included on line 8 – “Other”.] The budget should include the total commitment of time and the total salary to be charged to the project for each key staff member. A breakdown of project personnel should include: position titles; specific time commitments to project for each staff person in days/months or in percentage, and other relevant information.
2. **Fringe Benefits:** Enter the amount of fringe benefits. The institution’s normal fringe benefit contribution may be charged to the program. Leave this blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect costs. In the budget, include an explanation and appropriate justification if the institution’s normal fringe benefit contribution exceeds 20 percent of salaries.
3. **Travel:** Provide the costs for project personnel. [Consultants’ travel should be included on line 8 – “Other”.] Indicate the number of people traveling, whether they are faculty or administrative personnel, where the group is traveling to, and a breakdown of the travel costs. Transportation costs should not exceed economy

class airfare. For automobile mileage, the established institution rate should be used. Per diem at the established institution rate is permitted when an individual is away from home overnight on official project business (see OMB Circular A-21, J.48.c - Commercial Air Travel). Foreign travel can be authorized under the grant, but should be compliant with the "Fly America Act". Please include in your travel budget funds to travel to the annual UISFL project directors' meeting. Allowable expenses regarding this meeting includes, airfare and ground transportation, hotels, conference fees, meals and incidentals.

4. Equipment: Indicate the cost of equipment -- non-expendable personal property necessary for accomplishing project objectives such as a computer, which has a usefulness of greater than one year. Equipment costs may not exceed five (5%) percent of the grant amount requested.
5. Supplies: UISFL funds can cover the purchase of books, artifacts, and other teaching materials. An itemized list of supplies and the proposed costs for each should be provided. It should be clear how these tie into project objectives.
6. Contractual: Not applicable. Leave blank.
7. Construction: Not applicable. Leave blank.
8. Other: Other miscellaneous costs may be requested in this section. Examples may include the costs/fees for consultants and consultants' travel, rental of instructional facilities, equipment rental, communication costs, and printing costs. A clear breakdown should be provided for how all costs were calculated.

Evaluators and Consultants: If the project proposes to use outside evaluators and consultants, provide a detailed breakdown of the costs (daily fees to be paid, estimated number of days of services, and all travel expenses, including per diem). Cost allowances for consultant fees, honoraria, per diem, and travel should not exceed amounts permitted by comparable institutional policies.

9. Total Direct Costs: Provide the total direct costs requested.
10. Indirect Costs: Provide the amount of indirect costs that you propose to charge against the grant.

Remember: Indirect costs are limited to eight percent (8%) of the total direct cost base for both institutional request and match.

11. Training Stipends: Not applicable. Leave blank.
12. Total Costs: Provide the total you are requesting from the UISFL program.

## **Undergraduate International Studies and Foreign Language Program FY 2014 Application Checklist**

**Use This Checklist While Preparing Your Application. All items listed on this checklist are required.**

**Part I:            Standard Forms**

- Application for Federal Assistance (SF 424) \*
- Standard Budget Sheet (ED 524), Sections A & B
- SF 424 B – Assurances Non-Construction Programs
- 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

**Part II:            Project Narratives**

- ED Abstract Narrative Form (one attachment; one page limit)
- Project Narrative Form (one attachment; 40 page limit)

**Part III:            Other Narrative Forms**

- UISFL Program Profile Form
- UISFL Supplemental Information Form
- Letters of Support (recommended no more than ten letters; 2 page limit per letter)
- Curriculum vitae of key personnel (recommended no more than five CV's; 2 page limit per CV)
- Sample evaluation and assessment tools (recommended no more than five documents; no page limit)
- PMF forms (one per measure)
- Letter to request Special Rule Waiver or Reduction (if applicable)

**Part IV:            Budget Narrative Forms**

- Detailed line item budget
- Budget narrative justification

\*Do not attach any narratives, supporting files, or application components to the Standard Form (SF 424). Although this form accepts attachments, the Department of Education will only review materials/files attached to the attachment forms listed above.

**Attachments must be submitted in .PDF format only.**



## 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 instructions, 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 (20 USC 1124). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to [regulations.gov](https://www.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 the IFLE program office, 202-502-7000.**