

DATED MATERIAL - OPEN IMMEDIATELY

Closing Date: **[TO BE INSERTED]**

**Grant Application
for the
Fiscal Year 2014**

NATIONAL RESOURCE CENTERS PROGRAM

CFDA No. 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM

CFDA No. 84.015B

OMB No. 1840-0807

Expiration Date: **mm/dd/20xx**



International Education Programs Service
U.S. Department of Education
Washington, DC 20202

<http://www2.ed.gov/about/offices/list/ope/index.html>

National Resource Centers (NRC) Program
Foreign Language and Area Studies Fellowships (FLAS) Program

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UNITED STATES DEPARTMENT OF EDUCATION

Dear Applicant:

Thank you for your interest in the Title VI National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowships Programs. This application package includes the instructions and forms required to complete and submit your Fiscal Year (FY) 2014 grant application to the U.S. Department of Education (Department). Also included is the technical review form containing the selection criteria that the external review panels will use to evaluate your application.

The NRC Program makes awards to institutions of higher education (IHEs) or consortia of IHEs to establish, strengthen, and operate nationally recognized foreign language and area or international studies centers or programs. Grant awards may be used to support undergraduate centers or comprehensive centers that provide training at undergraduate, graduate, and professional levels.

The FLAS Fellowships Program provides allocations of academic year and summer fellowships to IHEs or consortia of IHEs to assist meritorious undergraduate students and graduate students undergoing training in modern foreign languages and related area or international studies.

For the NRC Program, the FY 14 competition includes one absolute priority; two competitive preference priorities; and one invitational priority. For the FLAS Program, the competition includes one competitive preference priority and one invitational priority. We encourage you to develop application narratives that respond to these priorities, with particular attention paid to the competitive preference priorities. The Department is permitted to award additional points to applications that address the competitive preference priorities particularly well.

Also, for this competition we are requiring applicants to include more meaningful evaluation plans in their grant applications. To that end, the application package includes an evaluation guide to assist you with developing useful evaluation plans and performance measures for your projects.

Please pay particular attention to the Federal Register Notice Inviting Applications for the NRC and FLAS programs. The guidance provided in this notice is regulatory. Please do not adhere to any guidance that conflicts with that given in the notice. Please note that any applications submitted after the deadline published in the Federal Register will not be accepted.

Every grant competition provides opportunities for applicants to describe how their area studies, international studies and world language training programs meet the purposes of the NRC and FLAS Programs and our nation's present and future needs for globally competent citizens. We appreciate your unique contributions to international education and look forward to receiving your proposals.

Sincerely,

Lenore Yaffee Garcia
Acting Senior Director
International and Foreign Language Education

Paperwork Reduction Act 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 105 hours per response, including time for reviewing instruction, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (22 U.S.C. 2452 (b)(6)). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to regulations.gov during the public comment period for this collection of information. If you have specific questions about the form, instrument or survey, please contact OPE/IFLE, U.S. Department of Education, 1990 K Street, NW, Sixth Floor, Washington, DC 20006-6078.

International and Foreign Language Education (IFLE)

NRC/FLAS Team

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Competition Highlights

- 1.) Eligible Applicants: Institutions of higher education (IHEs) or consortia of IHEs
 - 2.) Key Dates (subject to change)
 - Notice Inviting Applications: May 22, 2014
 - Application Deadline: June 23, 2014
 - Application Peer Review: July 7 – 11, 2014
 - Awards Made Before: August 15, 2014
 - 3.) Estimated Number of Institutional Awards
 - NRC Program: 105 institutional grants
 - FLAS Program: 108 institutional grants

Estimated Number of Fellowship Allocations

 - Academic Year Fellowships Graduate: 792
 - Academic Year Fellowships Undergraduate: 271
 - Summer Fellowships: 693
 - 4.) Estimated Range of Awards:
 - NRC Program: \$115,000 - \$285,000 per year
 - FLAS Program: \$150,000 - \$350,000 per year
 - 5.) Estimated Average Size of Awards
 - NRC Program: \$200,000 per year
 - FLAS Program: \$250,000 per year
 - 6.) Project Period: Up to 48 months
August 15, 2014 – August 14, 2018
- Note: Continuation funding for interim years is contingent upon available funds and grantee performance.
- 7.) Page Limitations are applicable only to the Project Narrative portion of the application. The Project Narrative is where you respond to the program selection criteria.
 - Single Institution Application: **50 pages**
 - Consortium Institutions Application: **60 pages**
 - 8.) Application Deadline: Applications must be received on or before the deadline date and time. Please note that the U.S. Department of Education grant application submission deadline is 4:30:00 p.m. EST. Late applications will not be accepted. We strongly suggest that you submit your application several days before the published deadline date. 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.
 - 9.) Program Priorities for FY 2014
 - National Resource Centers Program

Absolute Priority: Applications that provide for teacher training activities on the language, languages, area studies, or thematic focus of the center.

Competitive Preference Priority 1: See Notice of Final Priorities

Competitive Preference Priority 2: See Notice of Final Priorities

Invitational Priority: Programs or projects that develop, maintain, or enhance linkages with overseas institutions of higher education or other educational organizations, especially for those centers that focus on sub-Saharan Africa, South Asia, and Southeast Asia, in order to improve understanding of these societies and provide for greater engagement with institutions in these areas.

Foreign Language and Area Studies Fellowships Program

Competitive Preference Priority: See Notice Inviting Applications

Invitational Priority: Applications that propose to make at least 50 percent of their academic year fellowships in any of the priority languages used in sub-Saharan Africa, South Asia, and Southeast Asia

10.) Peer Review

Peer review panels that include area studies, international studies, and foreign language experts review all applications. The Department assigns applications to the panels in accordance with the reviewers' language and area studies expertise, experience, and training. The Department enforces conflict of interest procedures to ensure that all applications receive un-biased evaluations from the reviewers. Applications are reviewed in person (not remotely) with oversight provided by IFLE staff.

The peer review panels use the Technical Review Form included in this application package to submit their scores and evaluation comments. Each application is independently read/scored by three reviewers.

11.) Notifying Successful and Unsuccessful Applicants

Successful

- The Department's Office of Legislation and Congressional Affairs first informs Congress regarding applications recommended for new grant awards. IFLE contacts successful applicants only after the Congressional notification process is completed.
- Electronic Notification Option for Grant Awards
If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN); **OR** we may send you an email containing a link to access G5, the Department's Grant Management System. The email will be sent to both the project director and certifying representative in order for them to view and print the Adobe Acrobat version of the electronically signed GAN. If neither the project director nor certifying representative is registered in G5, they will immediately be prompted to register once the link is accessed. **The electronic signature and issuance of the GAN makes it crucial that your application include correct email addresses for both the project director and certifying representative.**

Unsuccessful

- IFLE senior official sends “regret” letters to applicants not recommended for funding.

IFLE mails copies of the panel reviewers’ technical review forms to all applicants, successful and unsuccessful.

Supplemental Information

- 1.) Types of Applications
 - Comprehensive NRC with FLAS Fellowships
 - Undergraduate NRC with FLAS Fellowships
 - Comprehensive NRC without FLAS Fellowships
 - Undergraduate NRC without FLAS Fellowships
 - FLAS Fellowships only; not requesting NRC designation
- 2.) NRC Program Selection Criteria
 - §656.21 Selection criteria to evaluate an application for a comprehensive Center
 - §656.22 Selection criteria to evaluate an application for an undergraduate Center
- 3.) FLAS Fellowships Program Selection Criteria
 - §657.21 Selection criteria used in selecting institutions for an allocation of fellowships
 - Note: Per §657.2(d) of the FLAS Fellowships Program regulations, an institution does not need to receive a grant under the National Resource Centers Program to receive an allocation of fellowships.
- 4.) The NRC Program and the FLAS Fellowships Program do not have legislative cost-share or matching requirements. An application should, however, discuss/describe how the institution demonstrates its commitment to the Center's academic programs, staff, outreach, professional development, language training, FLAS students, etc.
- 5.) If an applicant institution volunteers to cost-share or match any NRC or FLAS Program funds by submitting the ED 524 Summary B form, U.S./ED will hold the institution accountable for meeting the cost-share, should the application be recommended for funding.
- 6.) All institutions that receive FLAS Fellowships Program grants must conduct a biennial survey of specific cohorts of FLAS alumni. The FLAS-tracking survey must be sent to FLAS alumni every two years over a period of 8 years. The survey is mandated by sec. 601 (d) of the Title VI legislation to collect data to determine postgraduate employment, education, or training of FLAS fellows.
- 7.) All institutions that receive FLAS fellowships must have the appropriate language instructor administer pre-and-post language program evaluations to recipients of academic year and summer fellowships. The language instructors are required to submit the evaluation results into the International Resource Information System (IRIS).
- 8.) This application booklet contains an evaluation guide that we hope will assist applicants in responding to the Impact and Evaluation selection criterion. The booklet also includes a Performance Measurement Form (PMF) for the NRC program that is a new requirement effective with this FY 2014 competition. You must use the PMF to present the project goal statements for the FY 2014 -2017 NRC project cycle. YOU ARE REQUIRED TO COMPLETE ONLY ITEMS 1, 2, and 3 ON THE PMF WHEN YOU SUBMIT YOUR FY 2014 GRANT APPLICATION. IF THE APPLICATION IS RECOMMENDED FOR FUNDING, WE WILL REQUEST COMPLETED FORMS.

9.) Formatting

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

10.) The Project Narrative is the where you address the selection criteria. You must limit this section to the page limitations announced in the Notice Inviting Applications (NIA). Applications that exceed the page limitations will not be peer reviewed.

11.) Please review the Dear Applicant Letter; the Federal Register notice; the Title VI statute; the NRC Program selection criteria and the FLAS Program selection criteria before you develop the Project Narrative, so that you have a full understanding of how to proceed. Applications will be evaluated using the selection criteria in the Federal Register notice and the Technical Review Form, both included in this application booklet.

NOTE: The Project Narrative is the only section that must comply with the page limitations. The abstract, the list of acronyms, the profiles for project personnel, the course list, the HEA supplemental information, the budget form and budget detail pages DO NOT count against the page limitations.

INSERT
FY 2014 NOTICE OF FINAL
PRIORITIES/NOTICE INVITING
APPLICATIONS

TITLE VI LEGISLATION AND PROGRAM REGULATIONS

TITLE VI – INTERNATIONAL EDUCATION PROGRAMS

SEC. 601. INTERNATIONAL AND FOREIGN LANGUAGE STUDIES.

Part A of title VI (20 U.S.C. 1121 et seq.) is amended to read as follows:

PART A--INTERNATIONAL AND FOREIGN LANGUAGE STUDIES

SEC. 601. FINDINGS AND PURPOSES.

(a) FINDINGS- Congress finds as follows:

- (1) The security, stability, and economic vitality of the United States in a complex global era depend upon American experts in and citizens knowledgeable about world regions, foreign languages, and international affairs, as well as upon a strong research base in these areas.
- (2) Advances in communications technology and the growth of regional and global problems make knowledge of other countries and the ability to communicate in other languages more essential to the promotion of mutual understanding and cooperation among nations and their peoples.
- (3) Dramatic post-Cold War changes in the world's geopolitical and economic landscapes are creating needs for American expertise and knowledge about a greater diversity of less commonly taught foreign languages and nations of the world.
- (4) Systematic efforts are necessary to enhance the capacity of institutions of higher education in the United States for--
 - (A) producing graduates with international and foreign language expertise and knowledge; and
 - (B) research regarding such expertise and knowledge.
- (5) Cooperative efforts among the Federal Government, institutions of higher education, and the private sector are necessary to promote the generation and dissemination of information about world regions, foreign languages, and international affairs throughout education, government, business, civic, and nonprofit sectors in the United States.

(b) PURPOSES- The purposes of this part are--

- (1)
 - (A) to support centers, programs, and fellowships in institutions of higher education in the United States for producing increased numbers of trained personnel and research in foreign languages, area studies, and other international studies;
 - (B) to develop a pool of international experts to meet national needs;
 - (C) to develop and validate specialized materials and techniques for foreign language acquisition and fluency, emphasizing (but not limited to) the less commonly taught languages;
 - (D) to promote access to research and training overseas; and
 - (E) to advance the internationalization of a variety of disciplines throughout undergraduate and graduate education;
- (2) to support cooperative efforts promoting access to and the dissemination of international and foreign language knowledge, teaching materials, and research, throughout education, government, business, civic, and nonprofit sectors in the United States, through the use of advanced technologies; and
- (3) to coordinate the programs of the Federal Government in the areas of foreign language, area studies, and other international studies, including professional international affairs education and research.

SEC. 602. GRADUATE AND UNDERGRADUATE LANGUAGE AND AREA CENTERS AND PROGRAMS

(a) NATIONAL LANGUAGE AND AREA CENTERS AND PROGRAMS AUTHORIZED -

(1) CENTERS AND PROGRAMS -

(A) IN GENERAL - The Secretary is authorized--

- (i) to make grants to institutions of higher education, or combinations thereof, for the purpose of establishing, strengthening, and operating comprehensive foreign language and area or international studies centers and programs; and
- (ii) to make grants to such institutions or combinations for the purpose of establishing, strengthening, and operating a diverse network of undergraduate foreign language and area or international studies centers and programs.

(B) NATIONAL RESOURCES- The centers and programs referred to in paragraph (1) shall be national resources for--

- (i) teaching of any modern foreign language;
- (ii) instruction in fields needed to provide full understanding of areas, regions, or countries in which such language is commonly used;

(iii) research and training in international studies, and the international and foreign language aspects of professional and other fields of study; and

(iv) instruction and research on issues in world affairs that concern one or more countries.

(2) AUTHORIZED ACTIVITIES- Any such grant may be used to pay all or part of the cost of establishing or operating a center or program, including the cost of--

(A) teaching and research materials;

(B) curriculum planning and development;

(C) establishing and maintaining linkages with overseas institutions of higher education and other organizations that may contribute to the teaching and research of the center or program;

(D) bringing visiting scholars and faculty to the center to teach or to conduct research;

(E) professional development of the center's faculty and staff;

(F) projects conducted in cooperation with other centers addressing themes of world regional, cross-regional, international, or global importance;

(G) summer institutes in the United States or abroad designed to provide language and area training in the center's field or topic; and

(H) support for faculty, staff, and student travel in foreign areas, regions, or countries, and for the development and support of educational programs abroad for students.

(3) GRANTS TO MAINTAIN LIBRARY COLLECTIONS- The Secretary may make grants to centers described in paragraph (1) having important library collections, as determined by the Secretary, for the maintenance of such collections.

(4) OUTREACH GRANTS AND SUMMER INSTITUTES- The Secretary may make additional grants to centers described in paragraph (1) for any one or more of the following purposes:

(A) Programs of linkage or outreach between foreign language, area studies, or other international fields, and professional schools and colleges.

(B) Programs of linkage or outreach with 2- and 4-year colleges and universities.

(C) Programs of linkage or outreach with departments or agencies of Federal and State governments.

(D) Programs of linkage or outreach with the news media, business, professional, or trade associations.

(E) Summer institutes in foreign area, foreign language, and other international fields designed to carry out the programs of linkage and outreach described in subparagraphs (A), (B), (C), and (D).

(b) GRADUATE FELLOWSHIPS FOR FOREIGN LANGUAGE AND AREA OR INTERNATIONAL STUDIES-

(1) IN GENERAL- The Secretary is authorized to make grants to institutions of higher education or combinations of such institutions for the purpose of paying stipends to individuals undergoing advanced training in any center or program approved by the Secretary.

(2) ELIGIBLE STUDENTS- Students receiving stipends described in paragraph (1) shall be individuals who are engaged in an instructional program with stated performance goals for functional foreign language use or in a program developing such performance goals, in combination with area studies, international studies, or the international aspects of a professional studies program, including predissertation level studies, preparation for dissertation research, dissertation research abroad, and dissertation writing.

(c) SPECIAL RULE WITH RESPECT TO TRAVEL- No funds may be expended under this part for undergraduate travel except in accordance with rules prescribed by the Secretary setting forth policies and procedures to assure that Federal funds made available for such travel are expended as part of a formal program of supervised study.

(d) ALLOWANCES- Stipends awarded to graduate level recipients may include allowances for dependents and for travel for research and study in the United States and abroad.

SEC. 633. NOTE: 20 USC 1132-2. RULE OF CONSTRUCTION.

Nothing in this title shall be construed to authorize the Secretary to mandate, direct, or control an institution of higher education's specific instructional content, curriculum, or program of instruction.

PART 655—INTERNATIONAL EDUCATION PROGRAMS—GENERAL PROVISIONS

Subpart A—General

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

(Authority: 20 U.S.C. 1121–1127)

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

Consortium 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; 74 FR 35072, July 17, 2009]

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

§ 655.10 What kinds of projects does the Secretary assist?

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

(Authority: 20 U.S.C. 1121–1127)

[74 FR 35072, July 17, 2009]

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]

PART 656—NATIONAL RESOURCE CENTERS PROGRAM FOR FOREIGN LANGUAGE AND AREA STUDIES OR FOREIGN LANGUAGE AND INTERNATIONAL STUDIES

Subpart A—General

[§ 656.1 What is the National Resource Centers Program?](#)

[§ 656.2 Who is eligible to receive a grant?](#)

[§ 656.3 What activities define a comprehensive or undergraduate National Resource Center?](#)

[§ 656.4 What types of Centers receive grants?](#)

[§ 656.5 What activities may be carried out?](#)

[§ 656.6 What regulations apply?](#)

[§ 656.7 What definitions apply?](#)

Subpart B—How Does One Apply for a Grant?

[§ 656.10 What combined application may an institution submit?](#)

Subpart C—How Does the Secretary Make a Grant?

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Authority: 20 U.S.C. 1122, unless otherwise noted.

Source: 61 FR 50193, Sept. 24, 1996, unless otherwise noted.

Subpart A—General

§ 656.1 What is the National Resource Centers Program?

Under the National Resource Centers Program for Foreign Language and Areas Studies or Foreign Language and International Studies (National Resource Centers Program), the Secretary awards grants to institutions of higher education and consortia of institutions to establish, strengthen, and operate comprehensive and undergraduate Centers that will be national resources for—

- (a) Teaching of any modern foreign language;
- (b) Instruction in fields needed to provide full understanding of areas, regions, or countries in which the modern foreign language is commonly used;
- (c) Research and training in international studies and the international and foreign language aspects of professional and other fields of study; and
- (d) Instruction and research on issues in world affairs that concern one or more countries.

(Authority: 20 U.S.C. 1122)

[61 FR 50193, Sept. 24, 1996, as amended at 64 FR 7739, Feb. 16, 1999; 74 FR 35072, July 17, 2009]

§ 656.2 Who is eligible to receive a grant?

An institution of higher education or a consortium of institutions of higher education is eligible to receive a grant under this part.

(Authority: 20 U.S.C. 1122)

[61 FR 50193, Sept. 24, 1996, as amended at 74 FR 35072, July 17, 2009]

§ 656.3 What activities define a comprehensive or undergraduate National Resource Center?

A comprehensive or undergraduate National Resource Center—

- (a) Teaches at least one modern foreign language;
- (b) Provides—
 - (1) Instruction in fields necessary to provide a full understanding of the areas, regions, or countries in which the modern foreign language taught is commonly used;
 - (2) Resources for research and training in international studies, and the international and foreign language aspects of professional and other fields of study; or
 - (3) Instruction and research on issues in world affairs that concern one or more countries;
- (c) Provides outreach and consultative services on a national, regional, and local basis;
- (d) Maintains linkages with overseas institutions of higher education and other organizations that may contribute to the teaching and research of the Center;
- (e) Maintains important library collections;
- (f) Employs faculty engaged in training and research that relates to the subject area of the Center;
- (g) Conducts projects in cooperation with other centers addressing themes of world, regional, cross-regional, international, or global importance;
- (h) Conducts summer institutes in the United States or abroad designed to provide language and area training in the Center's field or topic;

- (i) Supports instructors of the less commonly taught languages; and
- (j) Encourages projects that support students in the science, technology, engineering, and mathematics fields to achieve foreign language proficiency.

(Authority: 20 U.S.C. 1122)
 [64 FR 7739, Feb. 16, 1999, as amended at 74 FR 35072, July 17, 2009]

§ 656.4 What types of Centers receive grants?

The Secretary awards grants to Centers that—

- (a) Focus on—
 - (1) A single country or on a world area (such as East Asia, Africa, or the Middle East) and offer instruction in the principal language or languages of that country or area and those disciplinary fields necessary to provide a full understanding of the country or area; or
 - (2) International studies or the international aspects of contemporary issues or topics (such as international business or energy) while providing instruction in modern foreign languages; and
- (b) Provide training at the—
 - (1) Graduate, professional, and undergraduate levels, as a comprehensive Center; or
 - (2) Undergraduate level only, as an undergraduate Center.

(Authority: 20 U.S.C. 1122)

§ 656.5 What activities may be carried out?

- (a) A Center may carry out any of the activities described in §656.3 under a grant received under this part.
- (b) The Secretary may make an additional grant to a Center for any one or a combination of the following purposes:
 - (1) Linkage or outreach between foreign language, area studies, and other international fields and professional schools and colleges.
 - (2) Linkage or outreach with 2- and 4-year colleges and universities.
 - (3) Linkage or outreach between or among—
 - (i) Postsecondary programs or departments in foreign language, area studies, or other international fields; and
 - (ii) State educational agencies or local educational agencies.
 - (4) Partnerships or programs of linkage and outreach with departments or agencies of Federal and State governments, including Federal or State scholarship programs for students in related areas.
 - (5) Linkage or outreach with the news media, business, professional, or trade associations.
 - (6) Summer institutes in area studies, foreign Language, and other international fields designed to carry out the activities in paragraphs (b)(1) through (b)(5) of this section.

(Authority: 20 U.S.C. 1122)
 [61 FR 50193, Sept. 24, 1996, as amended at 64 FR 7739, Feb. 16, 1999; 74 FR 35072, July 17, 2009]

§ 656.6 What regulations apply?

The following regulations apply to this program:

- (a) The regulations in 34 CFR part 655.
- (b) The regulations in this part 656.

(Authority: 20 U.S.C. 1122)

§ 656.7 What definitions apply?

The following definitions apply to this part:

- (a) The definitions in 34 CFR part 655.
- (b) *Area studies* means a program of comprehensive study of the aspects of a world area's society or societies, including study of history, culture, economy, politics, international relations, and languages.
- (c) *Center* means an administrative unit of an institution of higher education that has direct access to highly qualified faculty and library resources, and coordinates a concentrated effort of educational resources, including language training and various academic disciplines, in the area and subject matters described in §656.3.
- (d) *Comprehensive Center* means a Center that—
 - (1) Contributes significantly to the national interest in advanced research and scholarship;
 - (2) Offers intensive language instruction;
 - (3) Maintains important library collections related to the area of its specialization;
 - (4) Makes training available to a graduate, professional, and undergraduate clientele; and
 - (5) Engages in curriculum development and community outreach.
- (e) For purposes of this section, *intensive language instruction* means instruction of at least five contact hours per week during the academic year or the equivalent of a full academic year of language instruction during the summer.
- (f) *Undergraduate Center* means an administrative unit of an institution of higher education that—
 - (1) Contributes significantly to the national interest through the education of students who matriculate into advanced language and area studies programs or professional school programs;
 - (2) Incorporates substantial international and foreign language content into baccalaureate degree program;
 - (3) Makes training available predominantly to undergraduate students; and
 - (4) Engages in research, curriculum development, and community outreach.

(Authority: 20 U.S.C. 1122)

Subpart B—How Does One Apply for a Grant?

§ 656.10 What combined application may an institution submit?

An institution that wishes to apply for a grant under this part and for an allocation of fellowships under 34 CFR part 657 may submit one application for both.

(Authority: 20 U.S.C. 1122)

Subpart C—How Does the Secretary Make a Grant?

§ 656.20 How does the Secretary evaluate an application?

- (a) The Secretary evaluates an application for a comprehensive Center under the criteria contained in §656.21, and for an undergraduate Center under the criteria contained in §656.22.
- (b) The Secretary informs applicants of the maximum possible score for each criterion in the application package or in a notice published in the Federal Register.

(Authority: 20 U.S.C. 1122)

[61 FR 50193, Sept. 24, 1996, as amended at 70 FR 13375, Mar. 21, 2005]

§ 656.21 What selection criteria does the Secretary use to evaluate an application for a comprehensive Center?

The Secretary evaluates an application for a comprehensive Center on the basis of the criteria in this section.

- (a) *Program planning and budget.* The Secretary reviews each application to determine—
 - (1) The extent to which the activities for which the applicant seeks funding are of high quality and directly related to the purpose of the National Resource Centers Program;
 - (2) The extent to which the applicant provides a development plan or timeline demonstrating how the proposed activities will contribute to a strengthened program and whether the applicant uses its resources and personnel effectively to achieve the proposed objectives;
 - (3) The extent to which the costs of the proposed activities are reasonable in relation to the objectives of the program; and
 - (4) The long-term impact of the proposed activities on the institution's undergraduate, graduate, and professional training programs.
- (b) *Quality of staff resources.* The Secretary reviews each application to determine—
 - (1) The extent to which teaching faculty and other staff are qualified for the current and proposed Center activities and training programs, are provided professional development opportunities (including overseas experience), and participate in teaching, supervising, and advising students;
 - (2) The adequacy of Center staffing and oversight arrangements, including outreach and administration and the extent to which faculty from a variety of departments, professional schools, and the library are involved; and
 - (3) 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, persons with disabilities, and the elderly.
- (c) *Impact and evaluation.* The Secretary reviews each application to determine—
 - (1) The extent to which the Center's activities and training programs have a significant impact on the university, community, region, and the Nation as shown through indices such as enrollments, graduate placement data, participation rates for events, and usage of Center resources; and the extent to which the applicant supplies a clear description of how the applicant will provide equal access and treatment of eligible project participants who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly;
 - (2) The extent to which the applicant provides an evaluation plan that is comprehensive and objective and that will produce quantifiable, outcome-measure-oriented data; and the extent to which recent evaluations have been used to improve the applicant's program;
 - (3) The degree to which activities of the Center address national needs, and generate information for and disseminate information to the public; and
 - (4) 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.
- (d) *Commitment to the subject area on which the Center focuses.* The Secretary reviews each application to determine the extent to which the institution provides financial and other support to the operation of the Center, teaching staff for the Center's subject area, library resources, linkages with institutions abroad, outreach activities, and qualified students in fields related to the Center.
- (e) *Strength of library.* The Secretary reviews each application to determine—
 - (1) The strength of the institution's library holdings (both print and non-print, English and foreign language) in the subject area and at the educational levels (graduate, professional, undergraduate) on which the Center focuses; and the extent to which the institution provides financial support for the acquisition of library materials and for library staff in the subject area of the Center; and

- (2) The extent to which research materials at other institutions are available to students through cooperative arrangements with other libraries or on-line databases and the extent to which teachers, students, and faculty from other institutions are able to access the library's holdings.
- (f) *Quality of the Center's non-language instructional program.* The Secretary reviews each application to determine—
- (1) The quality and extent of the Center's course offerings in a variety of disciplines, including the extent to which courses in the Center's subject matter are available in the institution's professional schools;
 - (2) The extent to which the Center offers depth of specialized course coverage in one or more disciplines of the Center's subject area;
 - (3) The extent to which the institution employs a sufficient number of teaching faculty to enable the Center to carry out its purposes and the extent to which instructional assistants are provided with pedagogy training; and
 - (4) The extent to which interdisciplinary courses are offered for undergraduate and graduate students.
- (g) *Quality of the Center's language instructional program.* The Secretary reviews each application to determine—
- (1) The extent to which the Center provides instruction in the languages of the Center's subject area and the extent to which students enroll in the study of the languages of the subject area through programs or instruction offered by the Center or other providers;
 - (2) The extent to which the Center provides three or more levels of language training and the extent to which courses in disciplines other than language, linguistics, and literature are offered in appropriate foreign languages;
 - (3) Whether sufficient numbers of language faculty are available to teach the languages and levels of instruction described in the application and the extent to which language teaching staff (including faculty and instructional assistants) have been exposed to current language pedagogy training appropriate for performance-based teaching; and
 - (4) The quality of the language program as measured by the performance-based instruction being used or developed, the adequacy of resources for language teaching and practice, and language proficiency requirements.
- (h) *Quality of curriculum design.* The Secretary reviews each application to determine—
- (1) The extent to which the Center's curriculum has incorporated undergraduate instruction in the applicant's area or topic of specialization into baccalaureate degree programs (for example, major, minor, or certificate programs) and the extent to which these programs and their requirements (including language requirements) are appropriate for a Center in this subject area and will result in an undergraduate training program of high quality;
 - (2) The extent to which the Center's curriculum provides training options for graduate students from a variety of disciplines and professional fields and the extent to which these programs and their requirements (including language requirements) are appropriate for a Center in this subject area and result in graduate training programs of high quality; and
 - (3) The extent to which the Center provides academic and career advising services for students; the extent to which the Center has established formal arrangements for students to conduct research or study abroad and the extent to which these arrangements are used; and the extent to which the institution facilitates student access to other institutions' study abroad and summer language programs.
- (i) *Outreach activities.* The Secretary reviews each application to determine the extent to which the Center demonstrates a significant and measurable regional and national impact of, and faculty and professional school involvement in, domestic outreach activities that involve—
- (1) Elementary and secondary schools;
 - (2) Postsecondary institutions; and
 - (3) Business, media, and the general public.
- (j) *Degree to which priorities are served.* If, under the provisions of §656.23, the Secretary establishes competitive priorities for Centers, the Secretary considers the degree to which those priorities are being served.

(Approved by the Office of Management and Budget under control number 1840-0068)

(Authority: 20 U.S.C. 1122)

[61 FR 50193, Sept. 24, 1996, as amended at 70 FR 13375, Mar. 21, 2005; 74 FR 35073, July 17, 2009]

§ 656.22 What selection criteria does the Secretary use to evaluate an application for an undergraduate Center?

The Secretary evaluates an application for an undergraduate Center on the basis of the criteria in this section.

- (a) *Program planning and budget.* The Secretary reviews each application to determine—
- (1) The extent to which the activities for which the applicant seeks funding are of high quality and directly related to the purpose of the National Resource Centers Program;
 - (2) The extent to which the applicant provides a development plan or timeline demonstrating how the proposed activities will contribute to a strengthened program and whether the applicant uses its resources and personnel effectively to achieve the proposed objectives;
 - (3) The extent to which the costs of the proposed activities are reasonable in relation to the objectives of the program; and
 - (4) The long-term impact of the proposed activities on the institution's undergraduate training program.
- (b) *Quality of staff resources.* The Secretary reviews each application to determine—
- (1) The extent to which teaching faculty and other staff are qualified for the current and proposed Center activities and training programs, are provided professional development opportunities (including overseas experience), and participate in teaching, supervising, and advising students;
 - (2) The adequacy of Center staffing and oversight arrangements, including outreach and administration and the extent to which faculty from a variety of departments, professional schools, and the library are involved; and

- (3) 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, persons with disabilities, and the elderly.
- (c) *Impact and evaluation.* The Secretary reviews each application to determine—
- (1) The extent to which the Center's activities and training programs have a significant impact on the university, community, region, and the Nation as shown through indices such as enrollments, graduate placement data, participation rates for events, and usage of Center resources; the extent to which students matriculate into advanced language and area or international studies programs or related professional programs; and the extent to which the applicant supplies a clear description of how the applicant will provide equal access and treatment of eligible project participants who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly;
 - (2) The extent to which the applicant provides an evaluation plan that is comprehensive and objective and that will produce quantifiable, outcome-measure-oriented data; and the extent to which recent evaluations have been used to improve the applicant's program;
 - (3) The degree to which activities of the Center address national needs, and generate information for and disseminate information to the public; and
 - (4) 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.
- (d) *Commitment to the subject area on which the Center focuses.* The Secretary reviews each application to determine the extent to which the institution provides financial and other support to the operation of the Center, teaching staff for the Center's subject area, library resources, linkages with institutions abroad, outreach activities, and qualified students in fields related to the Center.
- (e) *Strength of library.* The Secretary reviews each application to determine—
- (1) The strength of the institution's library holdings (both print and non-print, English and foreign language) in the subject area and at the educational levels (graduate, professional, undergraduate) on which the Center focuses; and the extent to which the institution provides financial support for the acquisition of library materials and for library staff in the subject area of the Center; and
 - (2) The extent to which research materials at other institutions are available to students through cooperative arrangements with other libraries or on-line databases and the extent to which teachers, students, and faculty from other institutions are able to access the library's holdings.
- (f) *Quality of the Center's non-language instructional program.* The Secretary reviews each application to determine—
- (1) The quality and extent of the Center's course offerings in a variety of disciplines;
 - (2) The extent to which the Center offers depth of specialized course coverage in one or more disciplines of the Center's subject area;
 - (3) The extent to which the institution employs a sufficient number of teaching faculty to enable the Center to carry out its purposes and the extent to which instructional assistants are provided with pedagogy training; and
 - (4) The extent to which interdisciplinary courses are offered for undergraduate students.
- (g) *Quality of the Center's language instructional program.* The Secretary reviews each application to determine—
- (1) The extent to which the Center provides instruction in the languages of the Center's subject area and the extent to which students enroll in the study of the languages of the subject area through programs offered by the Center or other providers;
 - (2) The extent to which the Center provides three or more levels of language training and the extent to which courses in disciplines other than language, linguistics, and literature are offered in appropriate foreign languages;
 - (3) Whether sufficient numbers of language faculty are available to teach the languages and levels of instruction described in the application and the extent to which language teaching staff (including faculty and instructional assistants) have been exposed to current language pedagogy training appropriate for performance-based teaching; and
 - (4) The quality of the language program as measured by the performance-based instruction being used or developed, the adequacy of resources for language teaching and practice, and language proficiency requirements.
- (h) *Quality of curriculum design.* The Secretary reviews each application to determine—
- (1) The extent to which the Center's curriculum has incorporated undergraduate instruction in the applicant's area or topic of specialization into baccalaureate degree programs (for example, major, minor, or certificate programs) and the extent to which these programs and their requirements (including language requirements) are appropriate for a Center in this subject area and will result in an undergraduate training program of high quality; and
 - (2) The extent to which the Center provides academic and career advising services for students; the extent to which the Center has established formal arrangements for students to conduct research or study abroad and the extent to which these arrangements are used; and the extent to which the institution facilitates student access to other institutions' study abroad and summer language programs.
- (i) *Outreach activities.* The Secretary reviews each application to determine the extent to which the Center demonstrates a significant and measurable regional and national impact of, and faculty and professional school involvement in, domestic outreach activities that involve—
- (1) Elementary and secondary schools;
 - (2) Postsecondary institutions; and

(3) Business, media and the general public.

(j) *Degree to which priorities are served.* If, under the provisions of §656.23, the Secretary establishes competitive priorities for Centers, the Secretary considers the degree to which those priorities are being served.

(Approved by the Office of Management and Budget under control number 1840–0068)

(Authority: 20 U.S.C. 1122)

[61 FR 50193, Sept. 24, 1996, as amended at 70 FR 13375, Mar. 21, 2005; 74 FR 35073, July 17, 2009]

§ 656.23 What priorities may the Secretary establish?

(a) The Secretary may select one or more of the following funding priorities:

(1) Specific countries or world areas, such as, for example, East Asia, Africa, or the Middle East.

(2) Specific focus of a Center, such as, for example, a single world area; international studies; a particular issue or topic, e.g., business, development issues, or energy; or any combination.

(3) Level or intensiveness of language instruction, such as intermediate or advanced language instruction, or instruction at an intensity of 10 contact hours or more per week.

(4) Types of activities to be carried out, for example, cooperative summer intensive language programs, course development, or teacher training activities.

(b) The Secretary may select one or more of the activities listed in §656.5 as a funding priority.

(c) The Secretary announces any priorities in the application notice published in the Federal Register.

(Authority: 20 U.S.C. 1122)

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

§ 656.30 What are allowable costs and limitations on allowable costs?

(a) *Allowable costs.* Except as provided under paragraph (b) of this section, a grant awarded under this part may be used to pay all or part of the cost of establishing, strengthening, or operating a comprehensive or undergraduate Center including, but not limited to, the cost of—

(1) Faculty and staff salaries and travel;

(2) Library acquisitions;

(3) Teaching and research materials;

(4) Curriculum planning and development;

(5) Bringing visiting scholars and faculty to the Center to teach, conduct research, or participate in conferences or workshops;

(6) Training and improvement of staff;

(7) Projects conducted in cooperation with other centers addressing themes of world, regional, cross-regional, international, or global importance; and

(8) Summer institutes in the United States or abroad designed to provide language and area training in the Center's field or topic.

(b) *Limitations on allowable costs.* The following are limitations on allowable costs:

(1) Equipment costs exceeding 10 percent of the grant are not allowable.

(2) Funds for undergraduate travel are allowable only in conjunction with a formal program of supervised study in the subject area on which the Center focuses.

(3) Grant funds may not be used to supplant funds normally used by applicants for purposes of this part.

(Authority: 20 U.S.C. 1122)

[61 FR 50193, Sept. 24, 1996, as amended at 64 FR 7739, Feb. 16, 1999]

PART 657—FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM

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Authority: 20 U.S.C. 1122, unless otherwise noted.

Source: 61 FR 50202, Sept. 24, 1996, unless otherwise noted.

Subpart A—General

§ 657.1 What is the Foreign Language and Area Studies Fellowships Program?

Under the Foreign Language and Area Studies Fellowships Program, the Secretary awards fellowships, through institutions of higher education, to students who are—

- (a) Enrolled for undergraduate or graduate training in a Center or program approved by the Secretary under this part; and
- (b) Undergoing performance-based modern foreign language training or training in a program for which performance-based modern foreign language instruction is being developed, in combination with area studies, international studies, or the international aspects of professional studies.

(Authority: 20 U.S.C. 1122)

[61 FR 50202, Sept. 24, 1996, as amended at 74 FR 35073, July 17, 2009]

§ 657.2 Who is eligible to receive an allocation of fellowships?

(a) The Secretary awards an allocation of fellowships to an institution of higher education or to a consortium of institutions of higher education that—

- (1) Operates a Center or program approved by the Secretary under this part;
- (2) Teaches modern foreign languages under a program described in paragraph (b) of this section; and
- (3) In combination with the teaching described in paragraph (a)(2) of this section—
 - (i) Provides instruction in the disciplines needed for a full understanding of the area, regions, or countries in which the foreign languages are commonly used; or
 - (ii) Conducts training and research in international studies, the international aspects of professional and other fields of study, or issues in world affairs that concern one or more countries.

(b) In teaching those modern foreign languages for which an allocation of fellowships is made available, the institution must be either using a program of performance-based training or developing a performance-based training program.

(c) The Secretary uses the criteria in §657.21 both to approve Centers and programs for the purpose of receiving an allocation of fellowships and to evaluate applications for an allocation of fellowships.

(d) An institution does not need to receive a grant under the National Resource Center Program (34 CFR part 656) to receive an allocation of fellowships under this part.

(Authority: 20 U.S.C. 1122)

[61 FR 50202, Sept. 24, 1996, as amended at 74 FR 35073, July 17, 2009]

§ 657.3 Who is eligible to receive a fellowship?

A student is eligible to receive a fellowship if the student—

- (a)
 - (1) Is a citizen or national of the United States; or
 - (2) Is a permanent resident of the United States;
- (b) Is accepted for enrollment or is enrolled—
 - (1) In an institution receiving an allocation of fellowships; and
 - (2) In a program that combines modern foreign language training with—

- (i) Area or international studies; or
- (ii) Research and training in the international aspects of professional and other fields of study;
- (c) Shows potential for high academic achievement based on such indices as grade point average, class ranking, or similar measures that the institution may determine;
- (d) Is enrolled in a program of modern foreign language training in a language for which the institution has developed or is developing performance-based instruction;
- (e) In the case of an undergraduate student, is in the intermediate or advanced study of a less commonly taught language; or
- (f) In the case of a graduate student, is engaged in—
 - (1) Predissertation level study;
 - (2) Preparation for dissertation research;
 - (3) Dissertation research abroad; or
 - (4) Dissertation writing.

(Authority: 20 U.S.C. 1122)
 [61 FR 50202, Sept. 24, 1996, as amended at 74 FR 35073, July 17, 2009]

§ 657.4 What regulations apply?

The following regulations apply to this program:

- (a) The regulations in 34 CFR part 655.
- (b) The regulations in this part 657.

(Authority: 20 U.S.C. 1122)

§ 657.5 What definitions apply?

The following definitions apply to this part:

- (a) The definitions in 34 CFR 655.4.
- (b) *Center* means an administrative unit of an institution of higher education that has direct access to highly qualified faculty and library resources, and coordinates a concentrated effort of educational activities, including training in modern foreign languages and various academic disciplines, in its subject area.
- (c) *Fellow* means a person who receives a fellowship under this part.
- (d) *Fellowship* means the payment a fellow receives under this part.
- (e) *Program* means a concentration of educational resources and activities in modern foreign language training and related studies.

(Authority: 20 U.S.C. 1122)

Subpart B—How Does an Institution or a Student Submit an Application?

§ 657.10 What combined application may an institution submit?

An institution that wishes to apply for an allocation of fellowships and for a grant to operate a Center under 34 CFR part 656 may submit a combined application for both grants to the Secretary.

(Authority: 20 U.S.C. 1122)

§ 657.11 How does a student apply for a fellowship?

- (a) A student shall apply for a fellowship directly to an institution of higher education that has received an allocation of fellowships.
- (b) The applicant shall provide sufficient information to enable the institution to determine whether he or she is eligible to receive a fellowship and whether he or she should be selected to receive a fellowship.

(Authority: 20 U.S.C. 1122)

Subpart C—How Does the Secretary Select an Institution for an Allocation of Fellowships?

§ 657.20 How does the Secretary evaluate an institutional application for an allocation of fellowships?

- (a) The Secretary evaluates an institutional application for an allocation of fellowships on the basis of the quality of the applicant's Center or program. The applicant's Center or program is evaluated and approved under the criteria in §657.21.
- (b) The Secretary informs applicants of the maximum possible score for each criterion in the application package or in a notice published in the Federal Register.

(Authority: 20 U.S.C. 1122)
 [61 FR 50202, Sept. 24, 1996, as amended at 70 FR 13375, Mar. 21, 2005]

§ 657.21 What criteria does the Secretary use in selecting institutions for an allocation of fellowships?

The Secretary evaluates an institutional application for an allocation of fellowships on the basis of the criteria in this section.

- (a) *Foreign language and area studies fellowships awardee selection procedures.* The Secretary reviews each application to determine whether the selection plan is of high quality, showing how awards will be advertised, how students apply, what selection criteria are used, who selects the fellows, when each step will take place, and how the process will result in awards being made to correspond to any announced priorities.
- (b) *Quality of staff resources.* The Secretary reviews each application to determine—

- (1) The extent to which teaching faculty and other staff are qualified for the current and proposed activities and training programs, are provided professional development opportunities (including overseas experience), and participate in teaching, supervising, and advising students;
 - (2) The adequacy of applicant staffing and oversight arrangements and the extent to which faculty from a variety of departments, professional schools, and the library are involved; and
 - (3) 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, persons with disabilities, and the elderly.
- (c) *Impact and evaluation.* The Secretary reviews each application to determine—
- (1) The extent to which the applicant's activities and training programs have contributed to an improved supply of specialists on the program's subject as shown through indices such as undergraduate and graduate enrollments and placement data; and the extent to which the applicant supplies a clear description of how the applicant will provide equal access and treatment of eligible project participants who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly;
 - (2) The extent to which the applicant provides an evaluation plan that is comprehensive and objective and that will produce quantifiable, outcome-measure-oriented data; and the extent to which recent evaluations have been used to improve the applicant's program;
 - (3) The degree to which fellowships awarded by the applicant address national needs; and
 - (4) 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.
- (d) *Commitment to the subject area on which the applicant or program focuses.* The Secretary reviews each application to determine—
- (1) The extent to which the institution provides financial and other support to the operation of the applicant, teaching staff for the applicant's subject area, library resources, and linkages with institutions abroad; and
 - (2) The extent to which the institution provides financial support to students in fields related to the applicant's teaching program.
- (e) *Strength of library.* The Secretary reviews each application to determine—
- (1) The strength of the institution's library holdings (both print and non-print, English and foreign language) for students; and the extent to which the institution provides financial support for the acquisition of library materials and for library staff in the subject area of the applicant; and
 - (2) The extent to which research materials at other institutions are available to students through cooperative arrangements with other libraries or on-line databases.
- (f) *Quality of the applicant's non-language instructional program.* The Secretary reviews each application to determine—
- (1) The quality and extent of the applicant's course offerings in a variety of disciplines, including the extent to which courses in the applicant's subject matter are available in the institution's professional schools;
 - (2) The extent to which the applicant offers depth of specialized course coverage in one or more disciplines on the applicant's subject area;
 - (3) The extent to which the institution employs a sufficient number of teaching faculty to enable the applicant to carry out its purposes and the extent to which instructional assistants are provided with pedagogy training; and
 - (4) The extent to which interdisciplinary courses are offered for students.
- (g) *Quality of the applicant's language instructional program.* The Secretary reviews each application to determine—
- (1) The extent to which the applicant provides instruction in the languages of the applicant's subject area and the extent to which students enroll in the study of the languages of the subject area through programs or instruction offered by the applicant or other providers;
 - (2) The extent to which the applicant provides three or more levels of language training and the extent to which courses in disciplines other than language, linguistics, and literature are offered in appropriate foreign languages;
 - (3) Whether sufficient numbers of language faculty are available to teach the languages and levels of instruction described in the application and the extent to which language teaching staff (including faculty and instructional assistants) have been exposed to current language pedagogy training appropriate for performance-based teaching; and
 - (4) The quality of the language program as measured by the performance-based instruction being used or developed, the adequacy of resources for language teaching and practice, and language proficiency requirements.
- (h) *Quality of curriculum design.* The Secretary reviews each application to determine—
- (1) The extent to which the applicant's curriculum provides training options for students from a variety of disciplines and professional fields and the extent to which these programs and their requirements (including language requirements) are appropriate for an applicant in this subject area and result in graduate training programs of high quality;
 - (2) The extent to which the applicant provides academic and career advising services for students; and
 - (3) The extent to which the applicant has established formal arrangements for students to conduct research or study abroad and the extent to which these arrangements are used; and the extent to which the institution facilitates student access to other institutions' study abroad and summer language programs.
- (i) *Priorities.* If one or more competitive priorities have been established under §657.22, the Secretary reviews each application for information that shows the extent to which the Center or program meets these priorities.

(Approved by the Office of Management and Budget under control number 1840–0068)
(Authority: 20 U.S.C. 1122)
[61 FR 50202, Sept. 24, 1996, as amended at 70 FR 13375, Mar. 21, 2005; 74 FR 35073, July 17, 2009]

§ 657.22 What priorities may the Secretary establish?

- (a) The Secretary may establish one or more of the following priorities for the allocation of fellowships:
- (1) Specific world areas, or countries, such as East Asia or Mexico.
 - (2) Languages, such as Chinese.
 - (3) Levels of language offerings.
 - (4) Academic disciplines, such as linguistics or sociology.
 - (5) Professional studies, such as business, law, or education;
 - (6) Particular subjects, such as population growth and planning, or international trade and business.
 - (7) A combination of any of these categories.
- (b) The Secretary announces any priorities in the application notice published in the Federal Register.

(Authority: 20 U.S.C. 1122)
Subpart D—What Conditions Must Be Met by a Grantee and a Fellow?

§ 657.30 What is the duration of and what are the limitations on fellowships awarded to individuals by institutions?

- (a) *Duration.* An institution may award a fellowship to a student for—
- (1) One academic year; or
 - (2) One summer session if the summer session provides the fellow with the equivalent of one academic year of modern foreign language study.
- (b) *Vacancies.* If a fellow vacates a fellowship before the end of an award period, the institution to which the fellowship is allocated may reaward the balance of the fellowship to another student if—
- (1) The student meets the eligibility requirements in §657.3; and
 - (2) The remaining fellowship period comprises at least one full academic quarter, semester, trimester, or summer session as described in paragraph (a)(2) of this section.

(Authority: 20 U.S.C. 1122)

§ 657.31 What is the amount of a fellowship?

- (a)
- (1) An institution shall award a stipend to fellowship recipients.
 - (2) Each fellowship includes an institutional payment and a subsistence allowance to be determined by the Secretary.
 - (3) If the institutional payment determined by the Secretary is greater than the tuition and fees charged by the institution, the institutional payment portion of the fellowship is limited to actual tuition and fees. The difference between actual tuition and fees and the Secretary's institutional payment shall be used to fund additional fellowships to the extent that funds are available for a full subsistence allowance.
 - (4) If permitted by the Secretary, a stipend awarded to a graduate level recipient may include allowances for dependents and travel for research and study in the United States and abroad.
 - (5) A stipend awarded to an undergraduate level recipient may include an allowance for educational programs in the United States or educational programs abroad that—
 - (i) Are closely linked to the overall goals of the recipient's course of study; and
 - (ii) Have the purpose of promoting foreign language fluency and knowledge of foreign cultures.
- (b) The Secretary announces in an application notice published in the Federal Register—
- (1) The amounts of the subsistence allowance and the institutional payment for an academic year and the subsistence allowance and the institutional payment for a summer session;
 - (2) Whether travel and dependents' allowances will be permitted; and
 - (3) The amount of travel and dependents' allowances.

(Authority: 20 U.S.C. 1122)
[61 FR 50202, Sept. 24, 1996, as amended at 74 FR 35073, July 17, 2009]

§ 657.32 What is the payment procedure for fellowships?

- (a) An institution shall pay a fellow his or her subsistence and any other allowance in installments during the term of the fellowship.
- (b) An institution shall make a payment only to a fellow who is in good standing and is making satisfactory progress.
- (c) The institution shall make appropriate adjustments of any overpayment or underpayment to a fellow.
- (d) Funds not used by one recipient for reasons of withdrawal are to be used for alternate recipients to the extent that funds are available for a full subsistence allowance.

(Authority: 20 U.S.C. 1122)

§ 657.33 What are the limitations on the use of funds for overseas fellowships?

- (a) Before awarding a fellowship for use outside the United States, an institution shall obtain the approval of the Secretary.
- (b) The Secretary may approve the use of a fellowship outside the United States if the student is—
- (1) Enrolled in an overseas foreign language program approved by the institution at which the student is enrolled in the United States for study at an intermediate or advanced level or at the beginning level if appropriate equivalent instruction is not available in the United States; or

- (2) Engaged during the academic year in research that cannot be done effectively in the United States and is affiliated with an institution of higher education or other appropriate organization in the host country.

(Authority: 20 U.S.C. 1122)

§ 657.34 Under what circumstances must an institution terminate a fellowship?

An institution shall terminate a fellowship if—

- (a) The fellow is not making satisfactory progress, is no longer enrolled, or is no longer in good standing at the institution;
- or
- (b) The fellow fails to follow the course of study, including modern foreign language study, for which he or she applied, unless a revised course of study is otherwise approvable under this part.

(Authority: 20 U.S.C. 1122)

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY 2014-2017**

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS Fellowships Institutional Payment and Subsistence Allowance

FY 2014- 2017

An institution may award a fellowship to a student for one academic year; or one summer session if the summer session provides the fellow with the equivalent of one academic year of modern foreign language study. (§657.30 (a)(1)(2))

Each fellowship includes an institutional payment and a subsistence allowance, to be determined by the Secretary. (§657.31 (a)(2))

Institutional eligibility requirements are in §657.2 Who is eligible to receive an allocation of fellowships? of the FLAS program regulations.

Student eligibility requirements are in §657.3 Who is eligible to receive a fellowship? of the FLAS program regulations.

In teaching those modern foreign languages for which an allocation of fellowships is made available, the institution **MUST BE** either using a program of performance-based training or developing a performance-based training program.

Academic year fellowships are to be used for a program that combines modern foreign language training with area studies, international studies, or the international aspects of professional or other fields of study.

Academic year fellowships may support dissertation research but the dissertation research **MUST BE** abroad only.

Summer fellowships are to be used only for intensive language training, and the training must provide the equivalent of a full academic year of instruction.

Graduate Fellowship	ACADEMIC YEAR FELLOWSHIP	SUMMER FELLOWSHIP
Institutional Payment	\$18,000	\$5,000
Subsistence Allowance	\$15,000	\$2,500
Total Fellowship Amount	\$33,000	\$7,500

Undergraduate Fellowship	ACADEMIC YEAR FELLOWSHIP	SUMMER FELLOWSHIP
Institutional Payment	\$10,000 (est.)	\$5,000 (est.)
Subsistence Allowance	\$5,000 (est.)	\$2,500 (est.)
Total Fellowship Amount	\$15,000 (est.)	\$7,500 (est.)

In addition to the eligibility requirements specified in §657.3, an undergraduate student must be in the intermediate or advanced study of a less commonly taught language (LCTL). A LCTL is any language other than English, Spanish, French or German.

Travel Awards

- Offered only in conjunction with a summer FLAS fellowship
- Not an automatic component of a summer fellowship
- Used to defray travel costs to attend a domestic or an overseas language program
- Equal to \$1000, or the actual cost of the travel, whichever is less (*Federal Register Vol.67, No.187 Thursday, September 26, 2002*)

FLAS-ELIGIBLE LANGUAGES

National Resource Centers (NRC) Program (CFDA 84.015A)
Foreign Language and Area Studies (FLAS) Fellowships Program (CFDA 84.015B)

Proposal Components and Instructions

- Table of Contents
- Abstract
- Acronyms Guide
- Project Narrative

Appendices

- Project Budget (ED 524 Section A Budget Summary and Budget Detail)
- Profiles for Project Personnel
- Course List
- Performance Measures Form(s)

Federal Forms

- Assurances, Certifications, Forms

Table of Contents (Self-explanatory)

Abstract

Applicants are required to provide a one-page abstract. An effective abstract will assist reviewers in seeing how the proposed project relates to the purposes and priorities of the program(s) under which that you are submitting an application. The abstract should summarize the activities and intended outcomes of the project for the FY 2014-2017 grant period and indicate the absolute, competitive, and invitational priorities to be addressed in your application. Applicants should refrain from touting their institutional history with the NRC and FLAS programs; we ask that the abstract focus instead on the currently-proposed project and its future impact.

Provide an overview of the Center's or Program's unique characteristics, including but not limited to its mission; world area or thematic focus; the internal and external constituencies served; degree programs; enhancement activities; the faculty; area studies, international studies, and language courses; library resources; and outreach.

Bear in mind that your application abstract introduces you to the reviewers. Therefore, make every effort to provide an engaging and clear picture about you and your proposed project from the outset.

Acronyms Guide

Include an acronyms guide to identify the entities that will be referenced throughout the application. Use acronyms wisely, however, as the overuse of acronyms can detract from the information being presented. Write out the name occasionally so that the reader is reminded of what you are describing, without constantly having to refer to the acronyms list.

Project Narrative (Response to the Selection Criteria and the Competitive Priorities)

The Project Narrative is the section of the application where applicants respond to the selection criteria for the NRC and FLAS Programs and the announced competitive preference priorities. The Project Narrative must adhere to the page limitations and the specific technical guidelines outlined in the Notice Inviting Applications published in the Federal Register. You are permitted to use tables and charts in this section to convey information more efficiently and effectively. Follow the technical guidelines in the notice regarding the spacing and font requirements.

Only the summary lists of the NRC and FLAS selection criteria appear below. Please see the program regulations for the criteria descriptions and sub-factors for NRC in §656.21 (Comprehensive National Resource Center); §656.22 (Undergraduate National Resource Center); and, for FLAS in §657.21.

Comprehensive National Resource Center §656.21

Commitment to the Subject Area	(10)
Quality of Curriculum Design	(10)
Quality of the Applicant's Non-Language Instructional Program	(20)
Quality of Applicant's Language Instructional Program	(20)
Strength of Library	(10)
Quality of Staff Resources	(15)
Outreach Activities	(20)
Program Planning and Budget	(25)
Impact and Evaluation	(30)
Competitive Preference Priorities	(10)

Undergraduate National Resource Center §656.22

Commitment to the Subject Area	(10)
Quality of Curriculum Design	(10)
Quality of the Applicant's Non-Language Instructional Program	(20)
Quality of Applicant's Language Instructional Program	(20)
Strength of Library	(10)
Quality of Staff Resources	(15)
Outreach Activities	(20)
Program Planning and Budget	(25)
Impact and Evaluation	(30)
Competitive Preference Priorities	(10)

Foreign Language and Area Studies Fellowships §657.21

Commitment to the Subject Area	(10)
Quality of Curriculum Design	(20)
Quality of the Applicant's Non-Language Instructional Program	(20)
Quality of the Applicant's Language Instructional Program	(20)
Strength of Library	(10)
Quality of Staff Resources	(15)
Impact and Evaluation	(25)
FLAS Awardee Selection Criteria	(15)
Competitive Preference Priority	(5)

For both the National Resource Centers Program and the Foreign Language and Area Studies Fellowships Program, the **IMPACT AND EVALUATION** selection criterion is heavily weighted—NRC (30 points) and FLAS (25 points).

In an effort to provide applicants more guidance about developing their evaluation plans and what it means “to evaluate” Title VI and Fulbright-Hays projects, IFLE program staff, in conjunction with IMPAQ International, developed guidance for understanding your role regarding Government and Performance and Results Act (GPRA) measures and project-specific measures. We also developed guidance to assist applicants in responding to the “Impact and Evaluation” selection criterion.

This next section is intended to provide NRC and FLAS applicants with more substantive information on how to respond to the “Impact and Evaluation” selection criterion in a more compelling manner. This section also includes instructions for completing the new performance measure forms (PMFs) that NRC applicants are required to include in the application Appendices.

Guidance on Developing an Evaluation Plan

Overview of GPRA Measures, Program Evaluation, and Project Evaluation

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

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

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

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

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

GPRA and GPRAMA are intended to improve accountability for the expenditure of public funds, enhance congressional decision-making by providing Congress with objective information on the effectiveness of federal programs, and promoting federal programs' results, delivery of

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

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

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

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

IFLE Grant Project Evaluation

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

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

Developing an Evaluation Plan

Working with an Independent Project Evaluator

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

The independent project evaluator should be involved in the project throughout the entire grant cycle from the proposal development phase through the project's funding and implementation to ensure that a well-designed evaluation plan is developed and implemented. The independent

project evaluator works with key project personnel to draft measurable objectives, identify appropriate progress indicators and benchmarks, and to formalize the data collection, calculation, and analytical methodologies. The primary role of the independent project evaluator is to provide technical support and expertise to the project in order to best demonstrate its progress toward achieving stated goals and objectives. The independent project evaluator may also provide support and guidance for the development of a dissemination plan to publicize the project results to internal and external entities.

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

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

Developing Clear Goals and Objectives

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

1. What will indicate or demonstrate that the project is meeting its goals? Describe the expected measurable outcomes.
2. What types and sources of data will best demonstrate that the project is achieving, or will achieve, its objectives? Identify the data and its sources that can serve as indicators or benchmarks that the project is meeting, or will meet, the intended outcomes.
3. How will the data be collected? Describe access and frequency.
4. How will the data be analyzed and reported? Describe the methodology and key personnel responsible.
5. Will the results demonstrate the project's proposed outcome and impact (e.g., an increase in qualified language instructors, higher graduation rate in international studies, better employment rate of program graduates, etc.)? Describe how the results may demonstrate short-term and long-term outcomes and impact.

Examples of possible project-specific quantitative objectives include:

- Increase the number of students completing advanced courses in priority languages;
- Increase the number of students in business, health, or science majors graduating with foreign language skills;
- Increase the number of study abroad opportunities for students on campus; or,
- Increase the number of certificates and degrees conferred in targeted programs of study.

Examples of possible project-specific qualitative objectives include:

- Improve employment opportunities for students who possess advanced language skills and international experience;
- Strengthen collaboration between foreign language departments, international education, and other disciplines; or,
- Improve the 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 qualified priority language faculty; or,
- Create or increase professional development and training sessions for faculty.

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

- Increase in the number of new faculty positions in priority and/or less-commonly-taught languages, area studies courses, or interdisciplinary courses that are institutionalized after grant support has ended;
- Increase in the number and type of courses developed, piloted, and subsequently submitted to the institution's review board for inclusion in the college catalog for the upcoming academic year.

Developing Evaluation Questions

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

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

Planning Data Collection and Analysis

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

Guidance to NRC Program Applicants

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 National Resource Centers (NRC) Program provides grants to institutions of higher education or consortia of institutions of higher education to establish, strengthen, and operate comprehensive and undergraduate Centers. These Centers are intended to be national resources for teaching any modern foreign language. The Centers provide instruction in fields needed to promote full understanding of areas, regions, or countries in which the modern foreign language is commonly used, research and training in international studies and the international and foreign language aspects of professional and other fields of study, and outreach on a national, regional, and local basis.

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

- NRC GPRA Measure 1: Percentage of priority languages defined by the Secretary of Education taught at NRCs.
- NRC GPRA Measure 2: Percentage of NRC grants teaching intermediate or advanced courses in priority languages as defined by the Secretary of Education.
- NRC GPRA Measure 3: Percentage of NRCs that increased the number of intermediate or advanced level language courses in the priority and/or LCTLs during the course of the grant (long-term measure).
- NRC GPRA Measure 4: Percentage of NRCs that increased the number of certificate, minor, or major degree programs in the priority and/or LCTLs, area studies, or international studies during the course of the 4-year grant period.
- NRC GPRA Measure 5: Percentage of less and least commonly taught languages as defined by the Secretary of Education taught at Title VI NRCs.
- Efficiency: Cost per NRC that increased the number of intermediate or advanced level language courses in the priority and/or LCTLs during the course of the grant period.

Successful NRC applicants (later grantees) will be required to collect data on NRC GPRA measures, and report those data to US/ED in their interim and final performance reports.

NRC Performance Measure Form (PMF)

ATTENTION APPLICANTS: READ CAREFULLY

For your application PMFs, COMPLETE ITEMS 1, 2, and 3 ONLY.
 IFLE will request fully completed PMFs if the application is recommended for funding.
 Include your NRC PMFs in the appendices.

ALL grantees must report Project-Specific Measures on an annual basis. You must create a PMF for each Project Goal in order to set a baseline. Figure 1 shows a blank template. An example of a PMF completed for NRC Project-Specific Measures is provided in Figure 2.

Figure 1: PMF for Project-Specific Measures for NRC Applicants

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

Instructions for Completing NRC Project-Specific PMF

1. Project Goal Statement – Each project will have more than one goal, such as “Expand outreach for foreign language instruction in LCTLs to under-resourced post-secondary institutions” or “Expand the center’s course offerings in South Asian area studies.” Complete a separate PMF template for each project goal. State the first project-specific

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

2. Performance Measures – State the project-specific measure in an objective and time-bound manner. Make sure that the units of measure (e.g., number of courses, number of students, etc.) are well defined.
3. Activities – Fill in the major activities that the institution will undertake to achieve the project-specific performance measure goal.
4. Data/Indicators – State the data or indicators that will be used to track the progress of each activity stated in #2. Because the performance measure might not change from the baseline in the early year(s) of the grant, supporting indicators will be used to track and demonstrate progress.
5. Frequency – State period of measurement (e.g., quarterly, by semester, or annually).
6. Data Source – State the source of the data (e.g., center records or university registrar).
7. Baseline (BL) and Targets (T1-T4) – State the level of each measure at the time that the project commences 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 the project commences and the targets are stated as the incremental increase.

Figure 2: Sample PMF for NRC Project-Specific Measures

1. Project Goal Statement: Increase by 10% the number of students graduating from X University with proficiency in Chinese language during the grant period as compared to the prior 4-year period.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase by 10% Chinese language course offerings at the intermediate and advanced levels each project year.	A.1 Recruit and hire additional qualified Chinese language instructors.	<ul style="list-style-type: none"> The number of qualified Chinese language instructors in the program. The number of new courses developed for intermediate and advanced levels. The number and percentage of all courses in a Chinese language program in which a communicative-based approach is used. 	Annually	Center records	6	7	8	8	9
	A.2 Develop intermediate and advanced level courses in Chinese language instruction.		Annually	University registrar	20	2	2	2	3
	A.3 Review and revise all language courses to ensure that a communicative-based approach is used.		Annually	Center records	15/20 75%	18/22 82%	21/24 88%	24/26 92%	29/29 100%

1. Project Goal Statement: Increase by 10% the number of students graduating from X University with proficiency in Chinese language during the grant period as compared to the prior 4-year period.

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B) Increase by 10% the number of students completing intermediate and advanced level courses in Chinese each project year.	B.1 Disseminate course information to potential students in other departments, e.g., business, nursing, engineering, etc.	<ul style="list-style-type: none"> The number of students who are enrolled in intermediate and advanced level courses at the beginning of each quarter/semester. 	Quarterly or by semester	University registrar	220	240	260	280	320
	B.2 Recruit heritage language students to enroll in advanced level courses.	<ul style="list-style-type: none"> The number of students who advance from beginning to intermediate and from intermediate to advanced levels at the end of each quarter. 	Quarterly or by semester	University registrar	200	220	240	260	300
	B.3 Provide tutoring, mentoring, and authentic opportunities for students to interact in Chinese language.	<ul style="list-style-type: none"> The number of students who successfully complete intermediate or advanced level courses each quarter/semester. 	Quarterly or by semester	University registrar	100	110	121	133	146

1. Project Goal Statement: Increase by 10% the number of students graduating from X University with proficiency in Chinese language during the grant period as compared to the prior 4-year period.

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Increase by 10% the number of students who complete study abroad in China each project year to experience the culture and to improve their Chinese language skills.	C.1 Develop partnerships with overseas institutions. C.2 Develop study abroad programs that include internship opportunity in students' study majors. C.3 Collaborate with Extension Education to enable study abroad students to earn university credits that will count toward completing their degrees.	<ul style="list-style-type: none"> ▪ The number of new partnerships with overseas institutions. ▪ The number of study abroad opportunities offered each year. ▪ The number of students who complete study abroad each year. 	Annually	Center records	6	8	10	12	14
			Annually	University registrar	4	6	7	8	10
			Annually	University registrar	20	22	24	26	29

NRC Impact and Evaluation Selection Criterion

This section describes the factors that the reviewers will use to score the project evaluation narratives in submitted grant applications. The following factors are included in the “Impact and Evaluation” selection criterion in the NRC undergraduate center regulations and the NRC comprehensive center regulations. Each question is followed by guidance to help the applicant provide information that will enable reviewers to award the appropriate level of points for the applicant’s planned impact and evaluation efforts. In the application, it is not necessary to provide actual baseline numbers on the Project Measurement Form. However, if the institution is chosen for funding, IFLE will ask that the grantees supply baseline numbers. If the applicant has not tracked the data requested, the applicant should explain what mechanisms it will put into place to collect the desired data and to track progress toward the proposed project’s goals and objectives.

For all NRC applicants, to what extent do the center’s activities and training programs have a significant impact on the university, community, region, and the nation as shown through indices such as enrollments, graduate placement data, participation rates for events, and usage of center resources?

The NRC 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 and comprehensive foreign language and area or international studies centers and programs. The program also supports the development of qualified instructors of the less commonly taught languages and of interdisciplinary projects that support students in the science, technology, engineering, and mathematics fields to achieve foreign language proficiency. Applicants should describe how their proposed activities advance the program’s goals and regulations and help to meet national needs in foreign language, area, and international studies.

An applicant may demonstrate a project’s impact through official records that evidence substantial increases in coursework, enrollment, and graduates in foreign language, area, or international studies, and in the number of qualified instructors in critical or priority languages. Evidence of an increase of graduates from other disciplines with foreign language, area, and international skills also demonstrates a project’s success. However, the real significant impact of any program is most evident in its graduate placement data. Data on successful graduate placement indicate that the program is attaining its long-term outcome of meeting the nation’s workforce needs. The Department of Education (ED) seeks projects that have data demonstrating that their participants have a higher graduate placement rate than other projects, and that the project’s success can be replicated.

It is difficult for programs to gather graduate placement data because they must have ongoing relationships with their graduates to do so. Yet tracking and helping students find placements in academic, governmental, and private sector jobs that draw upon their foreign language and area study knowledge are among the most tangible and direct ways that IFLE programs achieve their stated goal: “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.” In fact, post-graduation placements have become a concern and interest of Congress, since those placements represent a tangible return on taxpayers’ investment and directly relate to ED’s mission, which is “to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.” Therefore, an applicant should emphasize how it plans to assist students and track their job placements after graduation. An applicant should also provide detailed information on how it plans to sustain the center’s activities and training programs through institution-wide efforts. An applicant may discuss institutional commitment and support, as well as faculty hiring and development in these areas.

For undergraduate NRC applicants, to what extent do students matriculate into advanced language and area or international studies programs or related professional programs?

The guidance on answering this question is related to the background and advice given for the previous question regarding post-graduate placements. Since the question’s emphasis here is on undergraduates, an

applicant's answer should illustrate how the applicant will track students and encourage them to continue on to advanced language and area or international studies programs.

An applicant may provide detailed information on its past and present efforts to develop degree and professional programs in foreign language, area, or international studies, and any cross-discipline collaborations in which it has engaged to attract and graduate more students with advanced language or international education backgrounds.

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 ED's mission "to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring **equal access**," but also is an explicit part of the NRC program's regulations. Therefore, it is important that applicants demonstrate how they will implement the equal access requirements of NRC funding. Current statistics show that a vast majority of participants in international education and study abroad programs are white students from middle class backgrounds and that students from other minority or ethnic groups have limited access to international education and study abroad programs. (IIE-Open Doors 2012)

Applicants should demonstrate that they have a track record of past success achieving the equal access objective, and, at a minimum, explain their plans to increase the number of participants from minority and underrepresented groups and to retain them.

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?

The applicant should review the section entitled "Evaluation of NRC Projects" starting on page 6 of this guidance document. This guidance document simplifies and demonstrates the key elements of a comprehensive and objective evaluation plan. Applicants must clearly express: Who/what will change? When will the change(s) take place? How much change is expected? What are the proposed data collection methodologies? Are the credentials, qualifications, and impartial statuses of those who will carry out the evaluation plan sufficient to ensure that the results will be valid and reliable?

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

ED seeks information from applicants on whether and how they have used past project evaluation results and findings to inform their strategic and operational decision-making. Applicants should describe the types of evaluations and studies that 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 the applicants propose to do. ED is interested particularly in applicants that provide evidence-based results from past grant projects or similar efforts that indicate their success in achieving long-term outcomes that advance the Program's goals, and in applicants' proposals to scale up and institutionalize these past successes.

For all NRC applicants, to what degree do activities of the center address national needs, and generate information for and disseminate information to the public?

One of the overarching goals of the NRC program is for participating centers to disseminate information to the public that addresses national needs for expertise in critical languages, international, and area studies. Centers may disseminate a range of information: research studies' findings or results of surveys that have been funded by the NRC; international or cultural activities hosted by the center; new coursework, curricula, or degree programs created and offered by the center; scholarship, fellowship, or employment opportunities

available; or any other type of project outcomes and achievements. By disseminating this information, the center informs the public of the ways in which it is meeting national needs, as well as promoting more awareness and interest in supporting foreign language, international, and area studies. The Center can disseminate information to advance a variety of goals through a number of different channels and to vastly different intended audiences. Its efforts 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. Applicants' answers to this question may include descriptions of postings on internet sites, presentations at conferences and workshops, articles published in peer reviewed journals, appearances on national broadcast news, as well as private briefings to the U.S. State Department, the Department of Defense, and members of Congress and their staffers. This is a non-exhaustive illustrative list only. Applicants must identify the mechanisms that they have used and will continue to use, as well as describe any new mechanisms that they intend to initiate to enable them to generate and disseminate information that addresses national needs.

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

As stated in the answer to the first selection criteria question regarding the "Impact and Evaluation" of NRC grants, placement into post-graduate employment, education, or training in areas of national need is of paramount importance to the NRC's congressional funders, OMB, the Department of Education's Budget Service, and IFLE senior leadership. It is critical to ED that a successful NRC grantee track placement results and assist graduates in the placement process. Applicants should highlight past successful strategies that they used to track graduates after they finished their programs and to obtain reliable data on post-graduate employment, and describe how these strategies will be implemented with future grant participants. Applicants should present their track records and emphasize ongoing initiatives that rise to the level of a promising practice.

FLAS Program Impact and Evaluation Selection Criterion

This section describes the selection factors that the reviewers will use to evaluate the “Impact and Evaluation” narrative in your submitted applications. The text in bold below are the selection criteria factors for the FLAS application. Each factor is followed by guidance to help the applicant provide information that will enable reviewers to award the appropriate level of points for the applicant’s planned impact and evaluation efforts.

(1a) The extent to which the applicant’s activities and training programs have contributed to an improved supply of specialists on the program’s subject as shown through indices such as undergraduate and graduate enrollments and placement data.

An applicant may demonstrate a project’s impact by providing official records that evidence substantial increases in coursework, enrollment, and graduates in foreign language, area, or international studies, and in the number of qualified instructors hired to teach critical or priority languages. Grant reviewers also look favorably upon applicants that can demonstrate that the number of graduates from other disciplines with foreign language, area, and international skills has increased. However, the real significant impact of any program is evidenced by its graduate placement data. Successful placement data indicate that the program is attaining its long-term outcome of meeting the nation’s workforce needs. ED seeks to fund projects that have data indicating that their participants have higher graduate placement rates than others and that their successes can be replicated.

It is difficult for programs to collect graduate placement data since they must have an ongoing relationship with their graduates to do so. Yet tracking and helping students find placements in academic, government, and private sector jobs that draw upon their foreign language and area study knowledge are among the most tangible and direct ways that IFLE programs achieve their stated goal: “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.” In fact, post-graduation placements have become a concern and interest of Congress, since those placements represent a tangible return on taxpayers’ investment and directly relate to ED’s mission, which is “to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.” Therefore, an applicant should place special emphasis on describing how it plans to assist and track students’ placements after graduation.

(1b) The extent to which the applicant supplies a clear description of how the applicant will provide equal access and treatment of eligible project participants who are members of groups that have been traditionally underrepresented, 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 ED’s mission “to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access,” but is an explicit component of the FLAS program’s regulations. Therefore, it is important that applicants demonstrate how they will implement the equal access requirement of FLAS funding. Current statistics show that a vast majority of participants in international education and study abroad programs are white students from middle class backgrounds and that students from other minority or ethnic groups have limited access to international education and study abroad programs. (IIE-Open Doors 2012)

Applicants should demonstrate that they have a track record of past success in achieving the equal access objective, and, at a minimum, explain their plans both to increase the number of participants from minority and underrepresented groups and to retain them.

(2a) The extent to which the applicant provides an evaluation plan that is comprehensive and objective and that will produce quantifiable, outcome-measure-oriented data.

The applicant should review the section entitled “Guidance on Developing an Evaluation Plan” starting on page 33 of this application. This guidance document intends to simplify and demonstrate the key elements of

a comprehensive and objective evaluation plan. Applicants must clearly express: Who/what will change? When will the change(s) take place? How much change is expected? What are your proposed data collection methodologies? Are the credentials, qualifications, and impartial statuses of those who will carry out the evaluation plan sufficient to ensure that the results will be valid and reliable?

(2b) The extent to which recent evaluations have been used to improve the applicant's program.

ED looks favorably on applicants that can demonstrate how they have used past project evaluation results and findings to inform their strategic and operational decision-making. Applicants should discuss the types of evaluations and studies that they have conducted in past similar grant projects, provide the results of those evaluations and studies, and describe how the findings will inform and improve what they propose to do. Especially important to ED is the extent to which applicants provide evidence-based results from past grant projects or similar efforts that indicate long-term outcomes in meeting the program's goals, and illustrate how applicants propose to scale up and institutionalize them.

(3) The degree to which fellowships awarded by the applicant address national needs.

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." Furthermore, the Higher Education Opportunity Act requires that the Secretary of Education consult with federal agency heads in order to receive recommendations regarding areas of national need for expertise in foreign languages and world regions. The link below provides the areas of national need identified by the Secretary, consisting of the priority languages that are less commonly taught and the world regions:

<http://www2.ed.gov/about/offices/list/ope/iegps/consultation-2013.pdf>

Reviewers will rate applications that address these priorities more highly than those that do not. Applicants should demonstrate and provide their track records and their plans to attract and support fellows in these areas of priority.

(4a) The applicant's record of placing students into post-graduate employment, education, or training in areas of national need.

As stated in the answer to the first selection criteria question regarding the "Impact and Evaluation" of FLAS grants, placement into post-graduate employment, education, or training in areas of national need is of paramount importance to FLAS's congressional funders, OMB, the Department of Education's Budget Service, and IFLE senior leadership. A successful FLAS grantee will track those placement results and assist graduates in the placement process. Applicants, thus, should highlight successful strategies that they have used to track graduates after they leave their programs in order to obtain reliable data on post-graduate employment, and should demonstrate how these strategies will be implemented with future FLAS fellows. Applicants should present their track records and emphasize ongoing initiatives that rise to the level of a promising practice.

(4b) The applicant's stated efforts to increase the number of such students that go into such placements.

A successful evaluation plan will measure the project's success performing the stated activities; even more importantly, it will show how the provision of these activities results in achieving the GPRA and project-specific outcomes. The applicant should develop measures that effectively tell the project's story of success and result in performance improvement.

For instance, to improve results for the second FLAS GPRA measure regarding the employment of FLAS fellows who have graduated, the applicant may want to work with potential employers at the project's outset to design curricula and training that match their needs, and thereby to improve the probability of future employment for graduates. A positive quantitative indicator of future success might include the number of

students able to secure internships before graduation. That measure could be buttressed by measuring activities that would bring potential employers into contact with students.

Applicants should design programs that equip graduates with the skills necessary to be employed in an area of national need. Applicants also should plan and measure activities with future employers, such as job fairs or events planned in tandem with potential employers, to further advance the employment goal. In this way, the applicants' objective measures will not just measure success but will also facilitate it by promoting the behaviors that lead to success.

GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

What is GPRA?

The Government Performance and Results Act of 1993 (GPRA) 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 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 2014-2018. 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 2014-2018 plan includes the following six goals:

- Goal 1: Increase college access, affordability, quality, and completion by improving postsecondary education and lifelong learning opportunities for youth and adults*
- Goal 2: Improve the elementary and secondary system's ability to consistently deliver excellent instruction aligned with rigorous academic standards while providing effective support services to close achievement and opportunity gaps, and ensure all students graduate high school college- and career-ready*
- Goal 3: Improve the health, social-emotional, and cognitive outcomes for all children from birth through third grade, so that all children, particularly those with high needs, are on track for graduating from high school college- and career-ready*
- Goal 4: Increase educational opportunities for and reduce discrimination against underserved students so that all students are well-positioned to succeed*
- Goal 5: Enhance the education system's ability to continuously improve through better and more widespread use of data, research, and evaluation, evidence, transparency, innovation, and technology*
- Goal 6: Improve the organizational capacities of the Department to implement its strategic plan*

What are the Performance Indicators for the International Education Programs?

The Department's specific goal for the International Education Programs 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 objective and performance indicators for the **National Resource Centers Program (NRC)** and the **Foreign Language and Area Studies (FLAS) Fellowships Program** are as follows:

NRC Program

The objective of the National Resource Centers Program is to provide grants to institutions of higher education or consortia of institutions of higher education to establish, strengthen, and operate comprehensive

and undergraduate language and area or international studies centers. The Department will use the following measures to evaluate the overall success of the NRC Program:

- (1.1) Percentage of priority languages defined by the Secretary of Education taught at NRCs.
- (1.2) Percentage of NRC grants teaching intermediate or advanced courses in priority languages as defined by the Secretary of Education.
- (1.3) Percentage of NRCs that increased the number of intermediate or advanced level language courses in the priority and/or LCTLs during the course of the grant (long-term measure).
- (1.4) Percentage of NRCs that increased the number of certificate, minor, or major degree programs in the priority and/or LCTLs, area studies, or international studies during the course of the 4-year grant period.
- (1.5) Percentage of less and least commonly taught languages as defined by the Secretary of Education taught at Title VI NRCs.
- (1.6) Efficiency: Cost per NRC that increased the number of intermediate or advanced level language courses in the priority and/or LCTLs during the course of the grant period.

FLAS Program

The objective of the Foreign Language and Area Studies Fellowships Program is to provide academic year and summer fellowships to institutions of higher education to assist undergraduate and graduate students in foreign language and either area or international studies. The Department will use the following measures to evaluate the overall success of the FLAS Program:

- (2.1) Percentage of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation based on FLAS tracking survey.
- (2.2) Percentage of FLAS master's and doctoral graduates who studied priority languages as defined by the Secretary of Education.
- (2.3) Percentage of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level.
- (2.4) Efficiency: Cost per FLAS Fellowships Program fellow who increased his/her reading, writing, and/or listening/speaking language score by at least one proficiency level.

APPENDICES

The following informational pieces comprise the application appendices. The appendices are not subject to the page limitations and technical requirements (font, spacing, etc.), and for the Project Narrative.

1. Project Budget

Use ED Form 524 Section A – BUDGET SUMMARY to show what the Center is requesting for all four-years of the grant cycle. ED Form 524 includes the budget categories below, but some categories are not applicable to the NRC and FLAS programs.

1. Personnel
2. Fringe Benefits
3. Travel
4. Equipment (*not applicable*)
5. Supplies
6. Contractual (*not applicable*)
7. Construction (*not applicable*)
8. Other
9. Total Direct Costs (lines 1-8)
10. Indirect Cost (not to exceed 8%)
The NRC program has a negotiated indirect cost rate; there is no indirect cost rate for the FLAS program
11. Training Stipends = the FLAS FELLOWSHIP FUNDS BEING REQUESTED
12. Total Costs (lines 9-11)

Enter the amounts requested for each budget category for Project Years 1- 4, columns (a)–(d). The timeframes for the project years are as follows:

- Project Year 1 (a): August 15, 2014-August 14, 2015
- Project Year 2 (b): August 15, 2015-August 14, 2016
- Project Year 3 (c): August 15, 2016-August 14, 2017
- Project Year 4 (d): August 15, 2017-August 14, 2018

Read the instructions in the “Forms and Instructions” section for completing ED 524 Form Section A-Budget Summary and Section C-Budget Narrative (Detailed Budget) for specific guidance for completing the ED 524 form and for presenting the budget narrative. When formulating the project budget, make sure that costs are allowable, allocable, reasonable, and justifiable.

The review of your application budget will be easier if you present all four years’ requests across the page. This allows the readers to see the fiscal progression of the project at-a-glance. To the extent possible, insert page numbers on the budget to cross-reference the budget line items to other sections of the application to substantiate relevance to the project. For the Section C- Budget Narrative, use the same categories that appear on the ED 524 Form (and above). **Do not use categories that are unique to your institution’s fiscal accounts** because these might not match the categories in the Department’s G5 System and IFLE’s International Resource Information System.

Please note that the ED 524 Section C Budget Narrative (Detailed Budget) is not the same as the “Program Planning and Budget” (PPB) narrative in the Project Narrative. The PPB narrative discusses, among other factors, the activities to be conducted and how those activities will contribute to a strengthened program and how you will use the resources and personnel effectively to achieve the proposed objectives. It also indicates the costs associated with the activities. The PPB narrative does count against the page limitations.

The Section C Budget Narrative (Detailed Budget) does **not** count against the page limitations.

Additional NRC Budget Preparation Tips

- Do not put the Project Director's/Principal Investigator's salary on the grant
- Do not put more than 50% of the salary of project related staff on the grant
- If necessary, applicants may request up to 100% of a language instructor's salary
- Do break out "travel" to show domestic travel and international travel and show the estimated number of trips and costs
- Do include in the Travel budget category the expenses for transportation, lodging, subsistence, and related items incurred by **employees** who are in travel status on official business of the Center. See more in J. 53 Travel costs (a) and (b) of the OMB Cost Principles
- Do include costs for transportation, lodging, subsistence, and related items incurred by **non-employees** of the institution in the Other budget category
- Do insert the Fringe Benefits percentages and amounts that comprise the FB packages
- Do read §§75.190 and 75.191 of the Education Department General Administrative Regulations (EDGAR) regarding consultation and consultation costs for projects that intend to develop curricula or instructional materials under the grant
- Do read EDGAR §§75.515 and 75.516 of EDGAR regarding the use of consultants and the compensation of consultants—employees of institutions of higher education
- Do consider "supplies" as any personal property having a unit acquisition cost of \$5000 or less
- Do remember that EDGAR §75.708 prohibits sub-grants
- Do show the budget costs for all institutions if the application is being submitted on behalf of a consortium
- Do use the term "speaker's fees", to align with the OMB cost principles language in J 32. Meetings and Conferences
- Do gradually decrease or absorb the amount of funds being charged to the grant as the grant progresses, so that you are in a position to sustain the activities when the grant ends
- Do cross-reference other sections of the proposal

FLAS Budget (Training Stipends)

- Do not include indirect costs in the FLAS budget
- Do request undergraduate fellowships and graduate fellowships, as appropriate
- Do remember that you do not have to be an NRC to request/receive an allocation of FLAS fellowships
- Do present the FLAS budget to show the following:
 - o Number of undergraduate academic year fellowships x fellowship amount =
 $3 \times \$15,000 = \$45,000$
 - o Number of graduate academic year fellowships x fellowship amount =
 $5 \times \$33,000 = \$165,000$
 - o Number of summer fellowships x amount =
 $4 \times \$7,500 = \$30,000$
 - o Total FLAS allocation amount = \$240,000

Enter \$240,000 in line 11 **Training Stipends** on the ED 524 Form Section A-Budget Summary

This budget could be itemized further by specifying the number/amount of institutional payments for tuition and fees and the number/amount of subsistence allowances, e.g., $3 \times \$10,000 = \$30,000$; $3 \times \$5,000 = \$15,000$; Total Undergraduate AY fellowships = \$45,000.

2. Profiles for Project-related Personnel

Provide profiles for all teaching and other professional staff directly relevant to the applicant's training program. Also include the profiles for individuals who will be providing expertise/area of specialization such as curriculum developers, evaluators, bibliographers, etc.

Formatting Tips

- Do include an index to show how the profiles are organized, e.g. alphabetically only or alphabetically within a discipline, other formats
- Do present two profiles per page, with the exception of the Project Director/Principal Investigator whose profile can be one page
- Do double-side the profile pages
- Do include as many pages as needed; the appendices do not count against the page limitation
- Do cross-reference other relevant sections of the proposal, as needed

Profile Must Include

- Department and tenure status
- Education
- Academic experience
- Overseas experience
- Language(s) and level of proficiency
Note: include information to indicate what the levels mean
- Pedagogy training for language instructors
- Percent of time dedicated to area studies/international studies courses
- Area, international studies courses taught
- Research and training specialization
- Recent publications
- Dissertations and/or theses supervised in the past five years
- Distinctions

3. Course List

The course list represents the breadth and depth of the area studies courses, international studies courses, and language courses available through your center or program. This appendix should align with/substantiate the information discussed in the Project Narrative about the quality of the applicant's non-language and language training programs.

Timeframes and Required Information

TIMEFRAME	REQUIRED INFORMATION
2012 – 2013	Courses and enrollments
2013 – 2014	Courses being offered
2014 – 2015	Courses to be offered

Note: In the course list, asterisk 2014 - 2015 courses that will be supported with grant funds

Formatting Tips

- Do double-side the pages
- Do provide an index to show how the courses are organized
- Do indicate the percentage of area studies, international studies content, e.g., 100%.
- Do indicate the percent and provide a notation for courses with less than 100% area studies or international studies content, but equal to or more than 25%
- Do not include courses with < 25% area studies or international studies content

- Do describe the content for courses whose titles might not convey area studies or international studies
 - Do indicate the number of credits
 - Do indicate courses that are cross-listed
 - Do cross-reference other sections of the proposal, as needed
4. Project-specific Performance Measures Forms (PMFs)
- Do create a PMF for every project-specific goal for the NRC project

For your application PMFs, COMPLETE ITEMS 1, 2, and 3 ONLY.

IFLE will request fully completed PMFs if the application is recommended for funding.

Include your NRC PMFs in the appendices.

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

Intergovernmental Review, State Single Point of Contact

Executive Order 12372 (Intergovernmental Review of Federal Programs)

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

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

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

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

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372—CFDA #84.015A; 84.015B, U.S. Department of Education, room 7E200, 400 Maryland Avenue, SW., Washington, DC 20202.

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

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

NRC and FLAS Reporting Requirements
International Resource Information System (IRIS)

If your center or program is awarded a new FY 2014 – FY 2017 grant(s) under the NRC Program, the FLAS Program, or both Programs, you will be required to enter interim, annual, and final performance reports into the IRIS web based system. IFLE requires grantees to submit performance reports that provide the most current performance and financial expenditures information, in accordance with 34 CFR 75.118. We use this information to certify that grantees are making substantial progress toward project objectives and to make continuation awards.

You may view the IRIS performance reporting screens and instructions for the NRC and FLAS Programs at

<http://iris.ed.gov/iris/pdfs/NRC.pdf>

http://iris.ed.gov/iris/pdfs/FLAS_director.pdf

http://iris.ed.gov/iris/pdfs/FLAS_fellow.pdf

FREQUENTLY ASKED QUESTIONS AND ANSWERS

- Q1. Our center has received NRC and FLAS grants in the past. Is it appropriate to refer to this in our application?**
A. This is appropriate to demonstrate programmatic strength/growth and to describe what you have institutionalized as a result of leveraging the Title VI support. It is not appropriate, however, to engage in lengthy discussions that are retrospectives.
- Q2. What techniques does the U.S. Department of Education (US/ED) consider helpful for presenting the application narrative and other important information?**
A. In presenting the application narrative (your responses to the selection criteria and competitive priorities), we encourage you to follow the order of the selection criteria as listed on the Technical Review Form on pages in this application booklet. Additional useful techniques include: using cross-references in the budget and appendices, providing an acronyms list, and using tables and graphs to present information effectively.
- Q3. In the application should we describe our Center's "outreach" to institutions, organizations, and individuals in other countries?**
A. Yes, but not in the response to the "Outreach Activities" selection criterion, which asks applicants to describe their regional, national, and local domestic outreach activities.
You may describe linkages with overseas institutions of higher education and organizations, overseas professional development opportunities that contribute to the teaching and research of the Center, and other international initiatives within the context of the other selection criteria.
- Q4. Our Center engages in K - 16 outreach activities. Is this sufficient to meet the Absolute Priority for the National Resource Centers Program?**
A. While K-16 outreach activities align with the absolute priority, the application should not rely solely on the K - 16 activities described under "Outreach Activities" as meeting the priority. There are teacher training activities that you should describe throughout your application beyond those described as domestic outreach activities.
- Q5. What is the Difference between a Competitive Preference Priority and an Invitational Priority?**
A. Additional points are awarded for a Competitive Preference Priority (CPP), depending upon how well an application meets the CPP. An Invitational Priority reflects the kind of activity that we would like to see included in the project scope, but an IP is not awarded any additional points.
- Q6. May more than one Center at an institution submit NRC/FLAS applications?**
A. Yes. It is allowable for more than one Center at an institution to submit applications.
Each Center's application is reviewed by independent peer review panels with the expertise to evaluate each Center's application.
- Q7. Are institutions applying for both National Resource Centers Program and FLAS Fellowships Program funding permitted a longer page limit than institutions that are applying for funding under only one program?**
A. No. The Project Narrative page limit is 50 double-spaced, single-sided pages for single institution applications, and the Project Narrative page limit is 60 double-spaced pages for a consortium application, regardless of the program or programs for which you are requesting funds, and regardless of the number of institutions in the consortium.
- Q8. Do the appendices count against the page limit?**
A. No.
- Q9. Are undergraduate students eligible to receive FLAS fellowships?**
A. Yes. Undergraduate students who receive FLAS fellowships must be studying a Less Commonly Taught Language (any language other than English, Spanish, French or German) and must be at the intermediate or advanced level of study.

- Q10. How much should we request in the NRC budget and in the FLAS budget?**
A. We suggest that refer to the “estimated range of awards” in the [Federal Register](#) Notice Inviting Applications for guidance.
- Q11. What information does the US/ED take into consideration when selecting applications for new FY 2014 NRC and FLAS grants?**
A. We consider the following: (1) the information in each application, (2) the readers’ scores and comments resulting from the peer review of the applications, and (3) any other information relevant to a criterion, priority, or other requirement that applies to the selection of applications for new grants. The Department is also allowed to take into consideration an institution’s performance under any previous U.S. Department of Education discretionary grant.
- Q12. How will decisions about continuation funding be made?**
A. We make non-competing continuation funding decisions for subsequent budget periods based on whether the grantee has made substantial progress toward meeting its project objectives. We use the performance reports submitted into the International Resource Information System (IRIS), the grants monitoring information in the Department’s G5 system, and A-133 audit information, among other information, to assess substantial progress. Continuation funding is also contingent upon the available Federal funds.
- Successful applicants will receive instructions for submitting their IRIS reports. To view the NRC and FLAS reporting screens, please visit the IRIS web site at:
- <http://iris.ed.gov/iris/pdfs/NRC.pdf>
http://iris.ed.gov/iris/pdfs/FLAS_director.pdf
http://iris.ed.gov/iris/pdfs/FLAS_fellow.pdf
- Q13. Is there a matching requirement for the NRC or FLAS program?**
A. There is no matching requirement for either of the programs. This is why applicants should not include Section B of the ED 524 form in their applications. If you do, and you are recommended for funding, the Center and the institution will be held accountable for the amounts reflected on that form. This is different, however, from describing in the Project Narrative the institution’s commitment to the proposed project and the fiscal and human resources that will support the project. For example, the Project Narrative might include a table to show the funds the institution has contributed to area studies faculty over a specified time frame.
- Q14. Are we allowed to include project evaluation costs in our NRC budget and is there any limitation on the amount?**
A. Including project evaluation costs in the NRC budget is appropriate and allowable. Applications should request an amount that is reasonable and justifiable in terms of the overall project scope and total budget request.
- Q15. How many copies of our application are we required to submit?**
A. Applicants are required to submit an original application and two copies. Because each application is evaluated by three reviewers, we would appreciate receiving a total of one original and three copies, so that we do not have to give the review panels the original application.
- Q16. Is an exception ever made to accept an application that is postmarked after the deadline date?**
A. No. Applications must be transmitted to the Department in accordance to the Application Transmittal guidelines. We will not accept an application that is postmarked after the deadline date.
- Q17. What happens to my application after the US/ED Application Control Center (ACC) receives it?**
A. The Application Control Center logs the application in and assigns the appropriate PR Number(s) to indicate the program(s) it is submitted under. The ACC will send you a notification of receipt of your application.
- IFLE program officers screen all applications for eligibility. We also screen to determine whether it is a comprehensive or an undergraduate Center application, whether FLAS fellowships are being requested, the

world area or thematic focus, etc. We then assign all eligible applications to the appropriate peer review panels that will be evaluating the applications during the on-site peer review.

Q18. *Who serves on the peer review panels, and what happens after the peer review process?*

- A. Each peer review panel includes three readers-- two area studies experts and one language expert—who are selected from the field readers whose profiles have been submitted into the Department's G5 system and who are qualified to review Title VI NRC/FLAS applications. Three reviewers read and score each application, using the selection criteria for the NRC and FLAS Programs, and the competitive priorities. The total of the three scores is divided by three to determine the application's average score. Funding recommendations per world area panel are based on all of the average scores in that particular world area. The world area funding slates (that include applicants recommended for funding and those not recommended) are reviewed by various U.S./ED officials, with final review and approval by the Secretary. After the slates are signed by the Secretary, and the Congressional notifications have been completed, IFLE notifies grantees and issues the Grant Award Notifications (GANs).

Q19 *What happens to my application if US/ED finds it to be ineligible?*

- A. It is not evaluated. Section 75.216 of EDGAR prohibits US/ED from evaluating an application if it does not meet the program eligibility criteria or does not otherwise comply with application requirements. If the application is deemed ineligible, all copies will be returned to the applicant with a letter explaining why the application was deemed ineligible.

Q20. *How long does it take US/ED to complete the review process?*

- A. The external peer review will be conducted in one week. After that, we hope to complete all grant-making tasks so that we can notify new FY 14 grantees before August 15, 2014.

B.

Application Transmittal Instructions

Submission of Paper Applications by Mail:

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

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.015A/84.015B
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260

You must show proof of mailing consisting of one of the following:

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

If you mail your application through the U.S. Postal Service, we do **not** accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

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

Submission of Paper Applications by Hand Delivery:

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

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.015A/84.015B
550 12th Street, SW.
Room 7065, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department—

- (1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and
- (2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

U.S. Department of Education Applicant Checklist

Items to be Included with Discretionary Grant Applications

An original application and two copies* must include the following:

*Education Department General Administrative Regulations (EDGAR), section 75.109(a) requires an original and two copies of its application to the Department. However, IFLE appreciates receiving one original and three copies for the three reviewers.

- Application for Federal Assistance (SF424)
 - Be sure that the institution's correct DUNS number is entered on form SF 424 (item 8c on the SF 424 form)
 - Signed by the applicant's authorizing official
- U.S. Department of Education Supplemental Information for the SF-424 Form
- Budget Information Form (ED-524)
 - Complete sections A and C (a detailed line-item budget of costs and descriptions). Do not fill out Section B (that section is only for matching grants, and the NRC and FLAS grants do not have a matching component).
- General Education Provisions Act (GEPA) section 427 statement
- World Area Selection Sheet
- FLAS Eligible Languages Sheet
- Abstract (1 page)
- Project Narrative (Response to the selection criteria)

Information to Meet HEA Supplemental Statutory Requirements:

- Description: Diverse Perspectives and Wide Range of Views in Funded Activities
- Description: Government Service in Areas of National Need and in Other Employment Sectors

Certifications and assurances:

- Assurances – Non-Construction Programs (SF-424B)

- Certification Regarding Lobbying (ED 80-0013)
- Lobbying Disclosure Form (SF LLL) (if applicable; refer to instructions)

Appendices:

- Course List
 - Profiles for Project Personnel
 - Performance Measure Forms
- Be sure a copy of the application has been submitted to the State Single Point of Contact, if applicable

INSERT FEDERAL GRANT

ASSURANCES, CERTIFICATIONS, GEPA, FORMS AND INSTRUCTIONS

FY 2014 TECHNICAL REVIEW FORM

**HEA TITLE VI NATIONAL RESOURCE CENTERS AND
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS**

CFDA No. 84.015(A & B)

WORLD AREA:

PR Number(s) and Applicant Institution:

RATING SCALE					
If total points are:	5	10	15	20	25
Outstanding	5	10	15	20	25
Very Good	4	8	12	16	20
Good	3	6	9	12	15
Average	2	4	6	8	10
Poor	1	2	3	4	5
Unacceptable or not described	0	0	0	0	0

Evaluation Criteria

	Max Points		Rating Summary		
	NRC	FLAS	Comprehensive	Undergraduate	FLAS
			NRC	NRC	Fellowships
1. Commitment to the Subject Area	10	10	0	0	0
2. Quality of Curriculum Design	10	20	0	0	0
3. Quality of the Applicant's Non-Language Instructional Program	20	20	0	0	0
4. Quality of the Applicant's Language Instructional Program	20	20	0	0	0
5. Strength of Library	10	10	0	0	0
6. Quality of Staff Resources	15	15	0	0	0
7. Outreach Activities	20	0	0	0	N/A
8. Program Planning and Budget	25	0	0	0	N/A
9. Impact and Evaluation	30	25	0	0	0
10. FLAS Awardee Selection Procedures	0	15	N/A	N/A	0
11. Competitive Priorities	10	5	0	0	0

170	140
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TOTAL:

0

0

0

General Comments: (continue on last page)

Reviewed by:	Date:

Evaluation Criteria

Comp NRC UG NRC FLAS

1. Commitment to the Subject Area on Which the Applicant Focuses

POSSIBLE POINTS		
10	10	10

A. For all applicants, to what extent does the institution provide financial and other support to:

(10 pts)

(10 pts)

(5 pts)

- (for all applicants) the operation of the applicant's center or program,

- (for all applicants) teaching staff for the applicant's subject area,

- (for all applicants) library resources for the applicant's subject area,

- (for all applicants) linkages with institutions abroad,

- (for NRC applicants only) center outreach activities, and

- (for NRC applicants only) qualified students in fields related to the center's program?

B. For FLAS applicants only, to what extent does the institution provide financial support to students in fields related to the applicant's teaching program?

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

2. Quality of Curriculum Design

POSSIBLE POINTS		
10	10	20

A. For all NRC applicants, to what extent has undergraduate instruction in the applicant's area or topic of specialization been incorporated into baccalaureate degree programs (for example, major, minor, or certificate programs) in the applicant's subject area?

(5 pts)

(5 pts)

For all NRC applicants, to what extent are the requirements (including language requirements) appropriate for a center in this subject area and will they result in an undergraduate training program of high quality?

For comprehensive NRC applicants only, to what extent does the applicant's curriculum provide training options for graduate students from a variety of disciplines and professional fields?

For comprehensive NRC applicants only, to what extent are the graduate student training options and requirements (including language requirements) appropriate for an applicant in this subject area and do they result in graduate training programs of high quality?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

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Evaluation Criteria						
If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

2. Quality of Curriculum Design (continued)

For FLAS applicants, to what extent does the applicant's curriculum provide training options for students from a variety of disciplines and professional fields, and to what extent are these programs and their requirements appropriate for an applicant in the subject area and result in training programs of high quality?

(5 pts)

B. For all applicants, to what extent does the applicant provide academic and career advising for students?

(5 pts)

(5 pts)

(15 pts)

For all applicants, to what extent has the applicant established formal arrangements for students to conduct research or study abroad and to what extent do students use these arrangements?

For all applicants, to what extent does the institution facilitate student access to other institutions' study abroad and summer language programs?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

3. Quality of the Applicant's Non-Language Instructional Program

POSSIBLE POINTS		
20	20	20

For all applicants, what is the quality and extent of the center's course offerings in a variety of disciplines?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent are courses in the applicant's subject matter available in the institution's professional schools?

A. For all applicants, to what extent does the applicant offer depth of specialized course coverage in one or more disciplines of the applicant's subject area?

(5 pts)

(5 pts)

(5 pts)

B. For all applicants, to what extent are interdisciplinary courses offered for students?

(5 pts)

(5 pts)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

3. Quality of the Applicant's Non-Language Instructional Program (continued)

C. For all applicants, are sufficient numbers of non-language faculty available to enable the center to carry-out its purposes?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent are instructional assistants provided with pedagogy training?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

4. Quality of the Applicant's Language Instructional Program

POSSIBLE POINTS		
20	20	20
AWARDED POINTS		

A. For all applicants, to what extent does the applicant provide instruction in the languages of the applicant's subject area?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent do students enroll in the study of the languages of the subject area through programs or instruction offered by the applicant or other providers?

B. For all applicants, To what extent does the applicant provide three or more levels of language training?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent are courses in disciplines other than language, linguistics, and literature offered in appropriate foreign languages?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

4. Quality of the Applicant’s Language Instructional Program (continued)

C. For all applicants, are sufficient numbers of language faculty available to teach the languages and levels of instruction described in the application (narrative and course list)?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent have language teaching staff (faculty and instruction assistants) been exposed to current language pedagogy training appropriate for performance-based teaching?

D. For all applicants, what is the quality of the language program as measured by:

(5 pts)

(5 pts)

(5 pts)

- for all applicants, the performance-based instruction being used or developed,

- for all applicants, the adequacy of resources for language teaching and practice, and

- for all applicants, language proficiency requirements?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

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If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

5. Strength of Library

POSSIBLE POINTS		
10	10	10
AWARDED POINTS		

A. For all applicants, what is the strength of the institution's library holdings (both print and non-print, English and foreign language) in the applicant's subject area for the educational levels the applicant serves (e.g. graduate, professional undergraduate)?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent does the institution provide financial support for library acquisitions and for library staff in the applicant's subject area?

B. For all applicants, to what extent are research materials at other institutions available to students through cooperative arrangements with other libraries or online databases?

(5 pts)

(5 pts)

(5 pts)

For NRC applicants only, to what extent are teachers, students, and faculty from other institutions able to access the library's holdings?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

6. Quality of Staff Resources

POSSIBLE POINTS		
15	15	15
AWARDED POINTS		
0	0	0

A. For all applicants, to what extent are the teaching faculty and other professional staff members qualified for the current and proposed center activities and training programs?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent are professional development opportunities, including overseas experience, provided for faculty and staff?

For all applicants, to what extent do the teaching faculty and other staff participate in the teaching, supervision, and advising of students?

B. For all applicants, how adequate are the applicant staffing and oversight arrangements, and to what extent are faculty from a variety of departments, professional schools, and the library involved?

(5 pts)

(5 pts)

(5 pts)

For NRC applicants only, how adequate are the staffing and oversight arrangements for the center's administration and outreach activities?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

6. Quality of Staff Resources (continued)

C. For all applicants, to what extent does the applicant, as part of its nondiscriminatory employment practices, encourage 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, persons with disabilities, and the elderly?

(5 pts)

(5 pts)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

7. Outreach Activities

POSSIBLE POINTS		
20	20	0
AWARDED POINTS		
0	0	0

For all NRC applicants, for domestic outreach activities in the following categories, to what extent does the applicant demonstrate:

- (a) a significant and measurable regional and national impact, and
- (b) faculty and professional school involvement?

- elementary and secondary schools

(10 pts)

(10 pts)

-for all NRC applicants, postsecondary institutions

(5 pts)

(5 pts)

-business, media, and the general public

(5 pts)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

8. Program Planning and Budget

POSSIBLE POINTS		
25	25	0
AWARDED POINTS		
0	0	N/A

A. For all NRC applicants, are the activities for which the applicant seeks funding of high quality and directly related to the purpose of the National Resource Centers program?

(5 pts)

(5 pts)

B. For all NRC applicants, to what extent does the applicant provide a development plan or timeline which demonstrates how the proposed activities will contribute to a strengthened program by the end of the grant period?

(10 pts)

(10 pts)

For all NRC applicants, does the applicant provide a plan that demonstrates how it will use its resources and personnel effectively to achieve the proposed objective?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

8. Program Planning and Budget (continued)

C. For all NRC applicants, are the costs of the proposed activities reasonable in relation to the objectives of the program?

(5 pts)

(5 pts)

D. For comprehensive NRC applicants, what kind of long-term impact will the activities (for which funds are requested) have on the institution's undergraduate, graduate, and professional training programs?

(5 pts)

E. For undergraduate NRC applicants, what kind of long-term impact will the activities (for which the funds are requested) have on the institution's undergraduate training program?

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

9. Impact and Evaluation

POSSIBLE POINTS		
30	30	25
AWARDED POINTS		
0	0	0

A. For all NRC applicants, to what extent do the center's activities and training programs have a significant impact on the university, community, region and the nation as shown through indices such as enrollments, graduate placement data, participation rates for events, and usage of center resources?

(5 pts)

(5 pts)

For undergraduate NRC applicants, to what extent do students matriculate into advance language and area or international studies programs or related professional programs?

B. 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)?

(5 pts)

(5 pts)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

9. Impact and Evaluation (continued)

C. For all applicants, does the applicant provide an evaluation plan that is comprehensive and objective and that will produce quantifiable, outcome-measure-oriented data?

(15 pts)

(15 pts)

(5 pts)

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

D. For FLAS applicants, to what extent have the applicant's activities and training programs contributed to an improved supply of specialists on the program's subject as shown through indices such as undergraduate and graduate enrollments and placement data?

(10 pts)

E. For all NRC applicants, to what degree do activities of the center address national needs, and generate information for and disseminate information to the public?

(5 pts)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

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

9. Impact and Evaluation (continued)

F. For FLAS applicants, to what degree are fellowships awarded by the applicant addressing national needs?

(5 pts)

For FLAS 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?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

10. FLAS Awardee Selection Procedures

POSSIBLE POINTS		
0	0	15
AWARDED POINTS		
N/A	N/A	0

A. For FLAS applicants, does the applicant provide a selection plan of high quality that describes:

(5 pts)

-how awards will be advertised,

-when each step in the selection process will take place,

-how the process will result in awards being made to correspond to any announced priorities,

B. For FLAS applicants, does the applicant provide a selection plan of high quality that describes:

(5 pts)

-how students apply for awards,

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

FLAS Awardee Selection Procedures (continued)

C. For FLAS applicants, does the applicant provide a selection plan of high quality that describes:

(5 pts)

-who selects the fellows,

-what selection criteria are used,

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

COMPETITIVE PREFERENCE PRIORITIES

Provide substantive comments and the score(s) to evaluate the extent to which the application meets the competitive preference priority/ies.

National Resource Centers (NRC) Program (10 points)

NRC Competitive Preference Priority 1: Applications that Propose Collaborative Activities with One or More Minority-Serving Institutions (MSIs) or with One or More Community Colleges. (5 points)

(5 pts)

NRC Competitive Preference Priority 2: Collaborative Activities with Schools or Colleges of Education. (5 points)

(5 pts)

Foreign Language and Area Studies (FLAS) Fellowships Program (5 points)

FLAS Competitive Preference Priority: Applications that Propose to Make Academic Year Fellowships in any of the 78 Priority Languages Selected from the U.S. Department of Education’s List of Less Commonly Taught Languages (LCTLs). (5 points)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0