

FY XXXX
APPLICATION FOR GRANTS
NATIONAL RESOURCE CENTERS PROGRAM
AND
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM

CFDA NUMBER: 84.015A and 84.015B

FORM APPROVED

OMB No. 1840-0807

Applications Available: XX/XX/XXXX



DATED MATERIAL - OPEN IMMEDIATELY

CLOSING DATE: XX/XX/XXXX

FEDERAL FUNDING OPPORTUNITY NUMBER:

**PLEASE SUBMIT ALL APPLICATIONS UNDER THIS OPPORTUNITY NUMBER, EVEN
THOUGH Grants.gov INDICATES CFDA Number 84.015A**

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UNITED STATES DEPARTMENT OF EDUCATION

Dear Applicant:

Thank you for your interest in applying for a fiscal year XXXX (FY XXXX) grant under the National Resource Centers (NRC) Program (CFDA 84.015A), the Foreign Language and Area Studies (FLAS) Fellowships Program (CFDA 84.015B), or both. This application booklet includes information about the programs and the instructions and forms required to submit a complete application package to the U.S. Department of Education (the Department).

Grants awarded under the NRC Program enable institutions of higher education (IHEs) or consortia of IHEs to establish, strengthen, or operate comprehensive or undergraduate centers that will be national resources for modern foreign language training in combination with research and training in area studies, international studies, or the international aspects of professional studies. FLAS grants provide allocations of fellowships to IHEs to assist meritorious students enrolled in performance-based language training and area studies, international studies, or the international aspects of professional studies.

While we strongly recommend that you read the entire application package before you begin preparing your proposal, this cover letter calls your attention to the following:

- **REGARDLESS OF THE TYPE OF APPLICATION YOU ARE SUBMITTING (NRC, FLAS, or BOTH), you will find the application package (and will submit your application) under Federal Funding Opportunity Number (OPE) National Resource Centers Program CFDA 84.015A.** Once we receive the applications, they will be assigned PR Award Numbers, according to the application request(s).

- For the FY XXXX competition, there are two ***Absolute Priorities*** for the NRC Program.

Absolute Priority 1.

Applications that provide (1) an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; and (2) a description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and non-profit sectors.

Absolute Priority 2.

Applications that provide for teacher training activities on the language, languages, area studies, or thematic focus of the Center.

- There are two ***Competitive Preference Priorities*** for the NRC Program.

Competitive Preference Priority 1--Collaboration with Minority-Serving Institutions (MSIs) or Community Colleges (up to 5 points).

Applications that propose significant and sustained collaborative activities with one or more Minority-Serving Institutions (MSIs) (as defined in this notice) and/or with one or more community colleges (as defined in this notice). These activities must be designed to incorporate international, intercultural, or global dimensions into the curriculum of the MSI(s) or community college(s), and to improve foreign language, area, and intercultural studies or international business instruction at the MSI(s) or community college(s). If an applicant institution is an MSI or a community college, that institution may propose intra-campus collaborative activities instead of, or in addition to, collaborative activities with other MSIs or community colleges.

Competitive Preference Priority 2--Collaborative Activities with Teacher Education Programs (up to 5 points).

Applications that propose collaborative activities with units such as schools or colleges of education, schools of liberal arts and sciences, post-baccalaureate teacher education programs, teacher education programs, and teacher preparation programs on or off the NRC campus. These collaborative activities are designed to support

the integration of an international, intercultural, or global dimension and world languages into teacher education, and/or to promote the preparation and credentialing of more foreign language teachers in less commonly taught languages (LCTLs) for which there is a demand for additional teachers to meet existing and expected future kindergarten through grade 12 language program needs.

- For the FY XXXX competition, there are two **Competitive Preference Priorities** for the FLAS Program.

Competitive Preference Priority 1--FLAS Fellowships for Students who Demonstrate Financial Need (up to 5 points).

Applications that propose to give preference when awarding fellowships to undergraduate students, graduate students, or both, who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of title IV of the HEA. This need determination will be based on the students' financial circumstances and not on other aid.

Competitive Preference Priority 2--Academic Year FLAS Fellowships Awarded in the Less Commonly Taught Languages (up to 5 points).

Applications that propose to award at least 25 percent of academic year FLAS fellowships in modern foreign languages other than French, German, and Spanish.

- The FY XXXX Notice Inviting Applications (NIA) published in the *Federal Register* is the official guidance for the competition. Applicants should not rely upon any information that is inconsistent with the official NIA.
- **Please be advised that your acknowledgement receipt from the Grants.gov system will reference only the NRC application with a PR Award Number that includes 015A.** After the applications are transferred from Grants.gov to the Department's G5 system, applications will be assigned distinct NRC (015A) *and* FLAS (015B) PR Award Numbers. Please be assured that **if your proposal includes NRC and FLAS, both will be evaluated by the peer review panels.**
- Establish a timeline that allows you to submit your application at least 2-3 days prior to the closing date and time. We recommend that you give yourself sufficient lead time because the time it takes to upload an application varies, depending on the size of your application and the speed of your Internet connection.

A hallmark of the NRC and FLAS Programs is breadth and depth of training that contributes to the national need for individuals with expertise and global competence in world languages and area or international studies. This expertise is required not only to meet the demands for careers in education, defense, intelligence, and diplomacy, but a wide range of 21st-century workforce needs, including health sciences, STEM, economics, and information technology.

You may view more information about the NRC and FLAS Programs at:

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

<https://www2.ed.gov/programs/iegpsflasf/index.html>

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

Sincerely,

/signed/

Cheryl E. Gibbs
Director, Advanced Training and Research Division
Acting Senior Director, IFLE

COMPETITION HIGHLIGHTS

1. You may read more about the priorities listed in the cover letter in the Notice Inviting Applications (NIA) on pages pp. 24 - 62. You are urged to read the NIA carefully before preparing your application.

2. The Application (Project) Narrative

The Application (Project) Narrative is where you, the applicant address the selection criteria that peer reviewers will use to evaluate your application. The NIA contains the recommended standards for preparing the Application (Project) Narrative.

The recommended maximum number of pages for the Application (Project) Narrative is **50 pages** for an application submitted by a single institution. The recommended maximum number of pages for the Application (Project) Narrative for an application submitted by a consortium is **60 pages**.

3. Abstract

The recommended maximum number of pages for the project abstract is two pages. The abstract should include an overview of the project, its goals, and the intended outcomes. Also, for application screening purposes, indicate which competitive preference priority/ies you will address in the Application (Project) Narrative. Do not, however, include your response to the priority/ies *in the abstract*. While it is useful to cite progress and accomplishments made under previous NRC and/or FLAS grants, be advised that the abstract primarily should focus on the activities and project goals proposed for the next four years.

4. Estimated Funding Amounts

These are estimated amounts for FY XXXX. The Department is not bound by these amounts.

- **National Resource Centers Program**
Estimated available funds: \$22,743,107
Estimated range of awards: \$188,000 - \$270,000 per year.
Estimated average size of awards: \$215,000 per year.
Estimated number of awards: 100

Project period: up to 48 months
(XX/XX/XXXX - XX/XX/XXXX)

- **Foreign Language and Area Studies Fellowships Program**
Estimated available funds: \$30,343,000
Estimated range of awards: \$154,500 - \$351,000 per year.

Estimated average size of awards: \$202,500 per year.
Estimated number of institutional awards: 105

Project period: up to 48 months
(XX/XX/XXXX - XX/XX/XXXX)

FLAS Institutional Payments and Subsistence Allowances

Note: An institution may award a fellowship for the duration of one academic year or one summer session, provided the student meets the FLAS eligibility requirements.

Academic Year Fellowships

Academic Year Undergraduate	Academic Year Graduate
Institutional Payment: \$10,000	Institutional Payment: \$18,000
Subsistence Allowance: \$5,000	Subsistence Allowance: \$15,000
Total AY/UG: \$15,000	Total AY/G: \$33,000

Summer Fellowships (Undergraduate and Graduate)

Institutional Payment: \$5,000
Subsistence Allowance: \$2,500
Total Summer/ UG and G: \$7,500

OVERVIEW: NATIONAL RESOURCE CENTERS PROGRAM (NRC)

AUTHORIZATION

Title VI, Part A, sections 601 and 602 of the Higher Education Act of 1965, as amended.

APPLICABLE REGULATIONS

- (a) Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99.
- (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485.
- (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 3474.
- (d) 34 CFR parts 655 and 656.
- (e) The notice of final priorities for these programs published in the *Federal Register* on May 30, 2014 (79 FR 31028).

PURPOSE

The NRC Program provides grants to institutions of higher education and consortia of such institutions to establish, strengthen, and operate comprehensive and undergraduate foreign language and area or international studies centers to serve as 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 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.

ELIGIBLE APPLICANTS

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

ALLOWABLE ACTIVITIES

A 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 studies 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.

THE EXPECTATIONS OF AN NRC, PER THE PROGRAM REGULATIONS

A comprehensive or an 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.

SCOPE OF TRAINING AND INSTRUCTION

Grants may be awarded 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.

TYPES OF CENTERS

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

**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 (§656.7(e)).

Undergraduate Center means a center 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.

OVERVIEW: FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM (FLAS)

AUTHORIZATION

Title VI, Part A, sections 601 and 602 of the Higher Education Act of 1965, as amended.

APPLICABLE REGULATIONS

- (a) Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99.
- (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485.
- (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 3474.
- (d) 34 CFR parts 655 and 657.
- (e) The notice of final priorities for this program published in the *Federal Register* on May 30, 2014 (79 FR 31031).

PURPOSE

The FLAS Fellowship Program awards allocations of fellowships, through institutions of higher education, to meritorious students enrolled in programs that offer performance-based instruction in less commonly taught languages in combination with area studies, international studies, or the international aspects of professional studies.

TYPE/DURATION OF FELLOWSHIPS

An institution may award a fellowship to an eligible 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.

FLAS INSTITUTIONAL ELIGIBILITY

- (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 NRC Program (34 CFR part 656) to receive an allocation of fellowships.

BIENNIAL SURVEY REQUIREMENT

All institutions receiving FY 18 FLAS grant awards must conduct a survey of FLAS alumni once every two years over a period of eight (8) years. The survey is mandated by sec. 601 (d) of the HEA to determine postgraduate employment, education, or training of FLAS fellows.

SUPPLEMENTAL INFORMATION

1. The Application (Project) Narrative is where you, the applicant, respond to the program selection criteria. The full text of the selection criteria used to evaluate NRC and/or FLAS applications are included in the FY 18 NIA published in *Federal Register*. The selection criteria are from 34 CFR sections 656.21 (comprehensive centers), 656.22 (undergraduate centers), and 657.21 (FLAS applicants) and may be found on pp 57-69. The list of selection criteria (by headings) and the maximum possible points may be found on pp 96 - 97. When responding to the selection criteria in the Application (Project) Narrative, please use the selection criteria order as they are presented in the **program regulations**. Please be advised that the selection criteria in the technical review form (TRF) follows the order presented **in the program regulations**.

2. In addition to the Application (Project) Narrative, an NRC and/or FLAS application also includes the following:
 - ED Form 524 (Section A Budget Summary).
 - Budget detail (Section C Budget Narrative).
 - Description to demonstrate compliance with General Education Provisions Act Section 427.
 - Application Profile Sheet: Applicant type (Comprehensive Center, Undergraduate NRC, FLAS fellowships), single institution or consortium; world region or thematic focus; FLAS allocation request, and FLAS-eligible languages.
 - Abstract.
 - Diverse perspectives and areas of need descriptions.
 - Course list that include courses with 25% - 100% area-related content.

Timeframe	Courses
XXXX-XXXX	Courses and enrollments
XXXX-XXXX	Courses being offered
XXXX-XXXX	Courses to be offered

- Curriculum vitae for faculty and instructors.
 - Position descriptions for positions to be filled and paid from the grant.
 - Performance Measure Form.
 - Letters of support (recommended maximum: 5).
 - Federal forms, assurances, and certifications.
3. **Recommended Start Date**
The Department recommends a start date of XX/XX/XXXX.

 4. **Peer Review Process**
A three-member panel of independent reviewers with area studies and world language expertise evaluates each application. Each reviewer provides his/her scores and

comments to indicate the extent to which the applicant has responded to the NRC and/or FLAS selection criteria.

5. Notifying Successful Applicants

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 an electronic version of your GAN. 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. Because the Department issues signed GANs electronically, it is important that the email addresses provided for the project director and the certifying representative are correct.

6. Notifying Ineligible or Unsuccessful Applicants

If your application is not evaluated or not selected for funding, we notify you in writing.

7. Peer Reviewers' Technical Review Forms (TRFs)

All applicants will receive copies of the peer reviewers' TRFs (evaluations).

8. Reporting Requirements

If you receive a FY XX new grant award, you will be required to submit performance reports in the fall and spring, and a final performance and financial status report at the end of the project period. All performance reports for the NRC program and the FLAS program must be submitted electronically into the IFLE web-based reporting system, International Resource Information System (IRIS). This online system collects narrative, data, and budget information about funded projects to enable IFLE program officers to determine whether grantees are making substantial progress toward approved project objectives. For more information about IRIS and to view the reporting instructions, please go to

<https://www2.ed.gov/programs/iegpsnrc/performance.html>

<https://www2.ed.gov/programs/iegpsflas/performance.html>

In addition to the FLAS institutional and student performance reports, pre-and post-evaluations of FLAS recipients' speaking skills are also required. The evaluation that the language instructor is required to administer is also accessible in IRIS.

9. Diverse Perspectives and Areas of National Need

The Title VI International Education Programs legislation ((20 U.S.C §1122(e)) requires that each institution of higher education or consortium of such institutions desiring a grant under the NRC and/or FLAS programs shall include the following descriptions in their grant applications:

- An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; and
- A description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as areas of need in education, business, and non-profit sectors.

Note: If an application is submitted on behalf of a consortium, the application must include diverse perspectives and areas of national need descriptions for all institutions in the consortium.

10. Consultation with Federal Agencies

Section 601(c)(1) of the Higher Education Act of 1965 (HEA) requires that the Secretary consult with Federal agency heads to receive their recommendations regarding areas of national need for expertise in foreign languages and world regions. These agencies' recommendations may be viewed on this web page:

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

11. Contact Information

Cheryl E. Gibbs (Asia, Pacific Islands)
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 Acting Senior Director, IFLE
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timothy.duvall@ed.gov

12. Address to Request Application Package

For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applications to the Department of Education Discretionary Grant Programs, published in the *Federal Register* on XX/XX/XXXX. (XX FR XXXX) and available at

www.gpo.gov/fdsys/pkg/FR-2018-02-12/pdf/2018-02558.pdf.

FY XXXX PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- Comprehensive National Resource Center
- Undergraduate National Resource Center
- Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: _____ Year 2: _____ Year 3: _____ Year 4: _____

FLAS Request

Year 1: _____ Year 2: _____ Year 3: _____ Year 4: _____

Type of Applicant

- Single institution _____
- Consortium of institutions
 - Lead _____
 - Partner 1 _____
 - Partner 2 _____
 - Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|-----------------------------------|-----------------------------------|
| • AFRICA | • MIDDLE EAST |
| • CANADA | • PACIFIC ISLANDS |
| • EAST ASIA/PAN ASIA | • RUSSIA, EASTERN EUROPE, EURASIA |
| • EUROPE | • SOUTH ASIA |
| • INTERNATIONAL | • SOUTHEAST ASIA |
| • LATIN AMERICA and the CARIBBEAN | • WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Bengali, Hindi, Malayalam, Tamil, Telugu, Urdu

GRANTS.GOV SUBMISSION PROCEDURES AND TIPS FOR APPLICANTS

All applicants are required to submit applications electronically using Grants.gov.

IMPORTANT – PLEASE READ FIRST

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

Browser Support

The latest versions of Microsoft Internet Explorer (IE), Mozilla Firefox, Google Chrome, and Apple Safari are supported for use with Grants.gov. However, these web browsers undergo frequent changes and updates, so we recommend you have the latest version when using Grants.gov. Legacy versions of these web browsers may be functional, but you may experience issues.

For additional information or updates, please see the Grants.gov Browser information in the Applicant FAQs: <http://www.grants.gov/web/grants/applicants/applicant-faqs.html#browser>

ATTENTION - Workspace, Adobe Forms and PDF Files Required

Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application. For each funding opportunity announcement (FOA), you can create individual instances of a workspace.

Below is an overview of applying on Grants.gov. For access to complete instructions on how to apply for opportunities, refer to: <https://www.grants.gov/web/grants/applicants/workspace-overview.html>

- 1) Create a Workspace: Creating a workspace allows you to complete it online and route it through your organization for review before submitting.
- 2) Complete a Workspace: Add participants to the workspace to work on the application together, complete all the required forms online or by downloading PDF versions, and check for errors before submission. The Workspace progress bar will display the state of your application process as you apply. As you apply using Workspace, you may click the blue question mark icon near the upper-right corner of each page to access context-sensitive help.
 - a. Adobe Reader: If you decide not to apply by filling out web forms you can download individual PDF forms in Workspace. The individual PDF forms can be downloaded and saved to your local device storage, network drive(s), or external drives, then accessed through Adobe Reader.

NOTE: Visit the Adobe Software Compatibility page on Grants.gov to download the appropriate version of the software at:

<https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>

b. Mandatory Fields in Forms: In the forms, you will note fields marked with an asterisk and a different background color. These fields are mandatory fields that must be completed to successfully submit your application.

c. Complete SF-424 Fields First: The forms are designed to fill in common required fields across other forms, such as the applicant name, address, and DUNS Number. Once it is completed, the information will transfer to the other forms.

- 3) Submit a Workspace: An application may be submitted through workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. Grants.gov recommends submitting your application package at least 24-48 hours prior to the close date to provide you with time to correct any potential technical issues that may disrupt the application submission.
- 4) Track a Workspace Submission: After successfully submitting a workspace application, a Grants.gov Tracking Number (GRANTXXXXXXXX) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted workspace.

For additional training resources, including video tutorials, refer to

<https://www.grants.gov/web/grants/applicants/applicant-training.html>

Helpful Reminders

- 1) **REGISTER EARLY** – Grants.gov registration involves many steps including registration on SAM (www.sam.gov) which may take approximately one week to complete, but could take upwards of several weeks to complete, depending upon the completeness and accuracy of the data entered into the SAM database by an applicant. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. Please note that once your SAM registration is active, it will take 24-48 hours for the information to be available in Grants.gov, and before you can submit an application through Grants.gov. For detailed information on the Registration Steps, please go to: <http://www.grants.gov/web/grants/register.html> [Note: Your organization will need to update its SAM registration annually.]

Primary information about SAM is available at www.sam.gov. However, to further assist you with obtaining and registering your DUNS number and TIN in SAM or updating your existing SAM account the Department of Education has prepared a SAM.gov Tip Sheet which you can find at: <http://www2.ed.gov/fund/grant/apply/sam-faqs.html>

- 2) **SUBMIT EARLY** – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded. The time it takes to upload

an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully to Grants.gov before 4:30:00 p.m. Washington, DC time on the deadline date.

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

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

If the date/time received is later than 4:30:00 p.m. Washington, D.C. time, on the deadline date, your application is late. If your application has a status of “Received” it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to “Validated” or “Rejected with Errors.” If the status is “Rejected with Errors,” your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: <http://www.grants.gov/web/grants/applicants/encountering-error-messages.html>. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Software Tip Sheet at: <http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: support@grants.gov or access the Grants.gov Self-Service Knowledge Base web portal at: <https://grants-portal.psc.gov/Welcome.aspx?pt=Grants>

If electronic submission is required, you must submit an electronic application before 4:30:00 p.m. Washington, DC time, unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later

than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date. (See the Federal Register notice for detailed instructions.)

Helpful Hints When Working with Grants.gov

Please go to <http://www.grants.gov/web/grants/support.html> for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs found at this Grants.gov link: <http://www.grants.gov/web/grants/applicants/applicant-faqs.html> as well as additional information on Workspace at <https://www.grants.gov/web/grants/applicants/applicant-faqs.html#workspace>.

Dial-Up Internet Connections

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

Attaching Files - Additional Tips

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

- Ensure that you attach ***.PDF files only*** for any attachments to your application, and they must be in a **read-only, flattened format**. PDF files are the only Education approved file type accepted as detailed in the Federal Register application notice. Applicants must submit individual .PDF files only when attaching files to their application. Specifically, the Department will not accept any attachments that contain files within a file, such as PDF Portfolio files, or an interactive or fillable .PDF file. Any attachments uploaded that are not .PDF files or are password protected files will not be read.
- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
- When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal

sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.

- Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.

DUNS Number and SAM

Data Universal Numbering System Number, Taxpayer Identification Number, and System for Award Management

To do business with the Department, and to submit your application electronically using *Grants.gov*, you must—

- Have a Data Universal Numbering System (DUNS) number and a Taxpayer Identification Number (TIN);
- Register both your DUNS number and TIN with the System for Award Management (SAM.gov), the Government’s primary registrant database;
- Provide your DUNS number and TIN on your application; and
- Maintain an active SAM registration with current information while your application is under review by the Department and, if you are awarded a grant, during the project period.

You can obtain a DUNS number from Dun and Bradstreet at the following website: <http://fedgov.dnb.com/webform>. A DUNS number can be created within one to two business days.

If you are a corporate entity, agency, institution, or organization, you can obtain a TIN from the Internal Revenue Service (IRS). If you are an individual, you can obtain a TIN from the IRS or the Social Security Administration. If you need a new TIN, please allow two to five weeks for your TIN to become active.

The SAM registration process can take approximately seven business days, but may take upwards of several weeks, depending on the completeness and accuracy of the data you enter into the SAM.gov database. Thus, if you think you might want to apply for Federal financial assistance under a program administered by the Department, please allow sufficient time to obtain and register your DUNS number and TIN. We strongly recommend that you register early.

Note: Once your SAM.gov registration is active, it may be 24 to 48 hours before you can access the information in, and submit an application through, *Grants.gov*.

If you are currently registered with SAM.gov, you may not need to make any changes. However, please make certain that the TIN associated with your DUNS number is correct. Also note that you will need to update your registration annually. This may take three or more business days.

Information about SAM is available at www.SAM.gov. To further assist you with obtaining and registering your DUNS number and TIN in SAM.gov or updating your existing SAM account, we have prepared a SAM.gov Tip Sheet, which you can find at: <http://www2.ed.gov/fund/grant/apply/sam-faqs.html>.

In addition, in order to submit your application via *Grants.gov*, you must (1) register as an applicant using your DUNS number; and (2) be designated by your organization's E-Biz Point of Contact as an Authorized Organization Representative (AOR).

Details on these steps are outlined at the following *Grants.gov* web page: <https://www.grants.gov/web/grants/register.html>.

Application Deadline Date Extension in Case of Technical Issues with the Grants.gov System

If you experience problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk immediately, toll-free, at 1-800-518-4726. The Grants.gov Support Center will provide you with a ticket number documenting your communication. You must retain your ticket number for future reference as proof of your communication with the Support Center. Please subsequently contact a person listed in the FOR FURTHER INFORMATION CONTACT section in the competition NIA and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number.

If you are prevented from electronically submitting your application on the application deadline date because of technical problems within the Grants.gov system, we will grant you an extension until 4:30:00 p.m., Eastern Time, the following business day to enable you to transmit your application electronically, provided we can verify the technical issues affected your ability to submit your application on time via your Grants.gov Support Desk Case Number.

Note: The extensions to which we refer in this section apply only to technical problems with the Grants.gov system. We will not grant you an extension if you failed to fully register in order to submit your application to Grants.gov (including with the required DUNS number and TIN currently registered in SAM) before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

SUBMISSION OF PAPER APPLICATIONS IF ELECTRONIC SUBMISSION IS NOT POSSIBLE

We discourage paper applications, but if electronic submission is not possible (e.g., you do not have access to the internet), you must provide a written statement that you intend to submit a paper application. Send this written statement no later than two weeks before the application deadline date (14 calendar days, or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday).

If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. Please send this statement to the person listed in the **For Further Information Contact** section of the competition NIA.

If you submit a paper application, 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; 84.015A and 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.

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.*

We will not consider applications postmarked after the application deadline date.

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

- 1) You must indicate on the envelope and 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 grant notification within 15 business days from the application deadline, you should call the Application Control Center at (202) 245-6288.

FEDERAL REGISTER NOTICE

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies and Foreign Language and Area Studies Fellowships Program

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education is issuing a notice inviting applications for fiscal year (FY) 2018 for the National Resource Centers (NRC) Program, Catalog of Federal Domestic Assistance (CFDA) number 84.015A, and the Foreign Language and Area Studies Fellowships (FLAS) Program, Catalog of Federal Domestic Assistance (CFDA) number 84.015B.

DATES:

Applications Available: May 25, 2018.

Deadline for Transmittal of Applications: June 25, 2018.

Deadline for Intergovernmental Review: August 23, 2018.

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant

Programs, published in the *Federal Register* on February 12, 2018 (83 FR 6003) and available at www.gpo.gov/fdsys/pkg/FR-2018-02-12/pdf/2018-02558.pdf.

FOR FURTHER INFORMATION CONTACT: Timothy Duvall (Africa, International, Middle East, and Russia and Eastern Europe) U.S. Department of Education, 400 Maryland Avenue, SW, room 258-54, Washington, DC 20202-4260. Telephone: (202) 453-7521. Email: timothy.duvall@ed.gov; Carolyn Collins (Canada, Latin America, and Western Europe), room 258-30, Telephone: (202) 453-7854. Email: carolyn.collins@ed.gov; Cheryl Gibbs (Asia), room 257-15, Telephone: (202) 453-5690. Email: cheryl.gibbs@ed.gov.

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Programs:

National Resource Centers Program

The NRC Program provides grants to institutions of higher education (IHEs) or consortia of IHEs to establish, strengthen, and operate comprehensive and undergraduate centers that will be national resources for: (a) teaching of modern foreign languages; (b) instruction in fields needed to provide a full understanding

of world regions where the modern foreign languages are used; (c) research and training in international studies and international and foreign language aspects of professional and other fields of study; and (d) instruction and research on issues in world affairs.

Foreign Language and Area Studies Fellowships Program

The FLAS Program allocates academic year and summer fellowships to IHEs and consortia of IHEs to assist meritorious undergraduate and graduate students receiving modern foreign language training in combination with area studies, international studies, or the international aspects of professional studies. FLAS fellowships may also assist graduate students engaged in predissertation level study, preparation for dissertation research, dissertation research abroad, or dissertation writing.

Priorities: This notice contains two absolute priorities and two competitive preference priorities for the NRC Program. Absolute Priority 1 is from section 602(e) of the Higher Education Act of 1965, as amended (HEA) (20 U.S.C. 1122(e)). Absolute Priority 2 is from the program regulations (34 CFR 656.23). The competitive preference priorities are from the notice of final priorities for the NRC Program published in the *Federal Register* on May 30, 2014 (79 FR 31028). This notice also contains two competitive preference priorities for the FLAS Program. Competitive Preference Priority 1 is from the program regulations (34 CFR

657.22) and Competitive Preference Priority 2 is from the notice of final priorities for the FLAS Program published in the *Federal Register* on May 30, 2014 (79 FR 31031).

NRC Program

Absolute Priorities: For FY 2018, these priorities are absolute priorities for the NRC Program. Under 34 CFR 75.105(c)(3), we consider only applications that meet these priorities.

These priorities are:

Absolute Priority 1.

Applications that provide (1) an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; and (2) a description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and non-profit sectors.

Absolute Priority 2.

Applications that provide for teacher training activities on the language, languages, area studies, or thematic focus of the Center.

Competitive Preference Priorities: For FY 2018, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2) (i), we award up to an additional five points depending on how well the application meets Competitive Preference Priority 1, and

up to an additional five points depending on how well the application meets Competitive Preference Priority 2. An application may receive a total of up to 10 additional points under the competitive preference priorities.

These priorities are:

Competitive Preference Priority 1--Collaboration with Minority-Serving Institutions (MSIs) or Community Colleges (up to 5 points).

Applications that propose significant and sustained collaborative activities with one or more Minority-Serving Institutions (MSIs) (as defined in this notice) and/or with one or more community colleges (as defined in this notice). These activities must be designed to incorporate international, intercultural, or global dimensions into the curriculum of the MSI(s) or community college(s), and to improve foreign language, area, and intercultural studies or international business instruction at the MSI(s) or community college(s). If an applicant institution is an MSI or a community college, that institution may propose intra-campus collaborative activities instead of, or in addition to, collaborative activities with other MSIs or community colleges.

For the purpose of this priority:

Community college means an institution that meets the definition in section 312(f) of the HEA (20 U.S.C. 1058(f)); or

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

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

The institutions designated eligible under title III and title V may be viewed at the following link:

www2.ed.gov/about/offices/list/ope/idues/eligibility.html.

Competitive Preference Priority 2--Collaborative Activities with Teacher Education Programs (up to 5 points).

Applications that propose collaborative activities with units such as schools or colleges of education, schools of liberal arts and sciences, post-baccalaureate teacher education programs, teacher education programs, and teacher preparation programs on or off the NRC campus. These collaborative activities are designed to support the integration of an international, intercultural, or global dimension and world languages into teacher education, and/or to promote the preparation and credentialing of more foreign language teachers in less commonly taught languages (LCTLs) for which there is a

demand for additional teachers to meet existing and expected future kindergarten through grade 12 language program needs.

FLAS Program

Competitive Preference Priorities: For FY 2018, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2) (i), we award up to an additional five points depending on how well the application meets Competitive Preference Priority 1, and up to an additional five points depending on how well the application meets Competitive Preference Priority 2. An application may receive a total of up to 10 additional points under the competitive preference priorities.

Competitive Preference Priority 1--FLAS Fellowships for Students who Demonstrate Financial Need (up to 5 points).

Applications that propose to give preference when awarding fellowships to undergraduate students, graduate students, or both, who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of title IV of the HEA. This need determination will be based on the students' financial circumstances and not on other aid.

The applicant must describe how it will ensure that all fellows who receive such preference show potential for high academic achievement based on such indices as grade point average, class ranking, or similar measures that the institution may determine.

Competitive Preference Priority 2--Academic Year FLAS Fellowships Awarded in the Less Commonly Taught Languages (up to 5 points).

Applications that propose to award at least 25 percent of academic year FLAS fellowships in modern foreign languages other than French, German, and Spanish.

Note: Under 34 CFR 657.22(a), the Secretary may designate specific languages as a priority for the allocation of fellowships. For FLAS Competitive Preference Priority 2, we took into consideration the findings in the recent Modern Language Association of America (MLA) survey¹ of fall 2016 undergraduate and graduate enrollments in language courses at 2,547 postsecondary institutions in the United States. Of 1,417,921 total enrollments, the three most-studied modern foreign languages included Spanish with 712,240 enrollments or 50 percent; French with 175,667 enrollments or 12 percent; and German with 80,594 enrollments or 6 percent. Together, these three languages represented 968,501 or 68 percent of enrollments. Other languages, with 34,830 enrollments, constituted 25 percent of enrollments for the same period.

The findings in the MLA survey are consistent with the definition of LCTLs used by the Center for Advanced Research on

¹ Modern Language Association of America, "Enrollments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Preliminary Report" (February 2018) (p. 13).

Language Acquisition (CARLA).² CARLA defines LCTLs as “all of the world’s languages except English, French, German, and Spanish.”

Program Authority: 20 U.S.C. 1122.

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) The regulations in 34 CFR parts 655, 656, and 657. (e) The notices of final priorities for these programs published in the *Federal Register* on May 30, 2014 (79 FR 31028, 79 FR 31031).

Areas of National Need: In accordance with section 601(c) of the HEA (20 U.S.C. 1121(c)), the Secretary consulted with a wide range of Federal agencies and received recommendations regarding national need for expertise in foreign language and world

² Center for Advanced Research on Language Acquisition, University of Minnesota, available at www.carla.umn.edu.

regions. These agencies' recommendations may be viewed on this web page: www2.ed.gov/about/offices/list/ope/iegps/index.html.

Diverse Perspectives and Areas of National Need: Section 602(e) of the HEA requires that each IHE or consortium of IHEs include the following information in NRC grant applications:

(1) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; and

(2) A description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and non-profit sectors.

II. Award Information

Type of Award: Discretionary grants.

Estimated NRC Available Funds: \$22,743,107.

Africa (\$2,370,700); Canada (\$425,000); East Asia (\$3,467,200); International (\$1,655,000); Latin America (\$3,482,017); Middle East (\$3,375,000); Russia and Eastern Europe (\$2,605,000); South Asia (\$1,906,340); Southeast Asia (\$1,898,850); and Western Europe (\$1,558,000).

Estimated Range of Awards: \$188,000-\$270,000 per year.

Estimated Average Size of Awards: \$215,000 per year.

Estimated Number of Awards: 100.

Estimated FLAS Available Funds: \$30,343,000.

Africa (\$3,357,000); Canada (\$349,500); East Asia (\$5,419,000); International (\$2,454,000); Latin America (\$4,456,500); Middle East (\$3,526,500); Russia and Eastern Europe (\$3,583,500); South Asia (\$2,713,500); Southeast Asia (\$2,449,500); and Western Europe (\$2,034,000).

Estimated Range of Awards: \$154,500-\$351,000 per year.

Estimated Average Size of Awards: \$202,500 per year.

Estimated Number of Awards: 105.

FLAS Fellowship Subsistence Allowances: The subsistence allowance for a graduate student academic year fellowship is \$15,000; the subsistence allowance for an undergraduate student academic year fellowship is \$5,000. The subsistence allowance for a summer fellowship is \$2,500 for graduate and undergraduate students.

FLAS Fellowship Institutional Payments: The institutional payment for a graduate student academic year fellowship is \$18,000; the institutional payment for an undergraduate student academic year fellowship is \$10,000. The institutional payment for a summer fellowship is \$5,000 for graduate and undergraduate students.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2019 from the list of unfunded applications from these competitions.

Note: The Department is not bound by any estimates in this notice. The estimated range and average size of awards are based on a single 12-month budget period. We may use FY 2018 funds to support multiple 12-month budget periods for one or more grantees.

Project Period: Up to 48 months.

III. Eligibility Information

1. Eligible Applicants: IHEs or consortia of IHEs.

2. a. Cost Sharing or Matching: These programs do not require cost sharing or matching.

b. Supplement-Not-Supplant: The NRC Program involves supplement-not-supplant funding requirements. Under 34 CFR 656.33(b)(3), grant funds may not be used to supplant funds normally used by applicants for purposes of this program.

3. Subgrantees: Under 34 CFR 75.708(b) and (c), a grantee under the NRC Program may award subgrants--to directly carry out project activities described in its application--to the following types of entities: IHEs, non-profit organizations, professional organizations, or businesses. The grantee may award subgrants to entities it has identified in an approved application or that it selects through competition under procedures established by the grantee. However, a grantee under the FLAS Program may not award subgrants to entities to directly carry out project activities described in its application.

4. Other: (a) Reasonable and Necessary Costs: Applicants must ensure that all costs included in the proposed budget are necessary and reasonable to meet the goals and objectives of the proposed project. Any costs determined by the Secretary to be unreasonable or unnecessary will be removed from the final approved budget.

(b) Audits: (i) A non-Federal entity that expends \$750,000 or more during the non-Federal entity's fiscal year in Federal awards must have a single or program-specific audit conducted for that year in accordance with the provisions of 2 CFR part 200. (2 CFR 200.501(a))

(ii) A non-Federal entity that expends less than \$750,000 during the non-Federal entity's fiscal year in Federal awards is exempt from Federal audit requirements for that year, except as noted in 2 CFR 200.503 (Relation to Other Audit Requirements), but records must be available for review or audit by appropriate officials of the Federal agency, pass-through entity, and Government Accountability Office (GAO). (2 CFR 200.501(d).)

IV. Application and Submission Information

1. Application Submission Instructions: For information on how to submit an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register*

on February 12, 2018 (83 FR 6003) and available at www.gpo.gov/fdsys/pkg/FR-2018-02-12/pdf/2018-02558.pdf.

2. Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this program.

3. Funding Restrictions: We specify unallowable costs in 34 CFR 656.30(b) and 657.33. We reference additional regulations outlining funding restrictions in the Applicable Regulations section of this notice.

4. Recommended Page Limit: The application narrative (Part III of the application) is where you, the applicant, address the priorities, selection criteria, and application requirements that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative to no more than 50 pages for single institution applications, and to no more than 60 pages for consortia applications and (2) use the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.

- Double space (no more than three lines per vertical inch) all text in the application narrative, except titles, headings, footnotes, quotations, references, and captions. Charts, tables,

figures, and graphs in the application narrative may be single spaced and will count toward the recommended page limit.

- Use a font that is either 12 point or larger, or no smaller than 10 pitch (characters per inch). However, you may use a 10-point font in charts, tables, figures, and graphs.

- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The recommended page limit does not apply to Part I, the Application for Federal Assistance face sheet (SF 424); the supplemental SF 424 form; Part II, Budget Information–Non-Construction Programs (ED 524); the detailed line item budget; Part IV, the assurances and certifications, and the response to section 427 of the General Education Provisions Act; the project abstract, the table of contents, the list of acronyms, the response to the diverse perspectives/areas of need requirements, the NRC/FLAS project profile form, and the appendices (curriculum vitae, course list, performance measure form; letters of support). However, the recommended page limit does apply to all of the application narrative.

5. Award Basis: In determining whether to approve a grant award and the amount of such award, the Department will consider, among other things, the applicant's performance and use of funds under a previous or existing award under any Department program (34 CFR 75.217(d)(3)(ii) and 75.233. In assessing the

applicant's performance and use of funds under a previous or existing award, the Secretary will consider, among other things, the outcomes the applicant has achieved and the results of any Departmental grant monitoring, including the applicant's progress in remedying any deficiencies identified in such monitoring.

V. Application Review Information

1. General: For the FY 2018 NRC and FLAS competitions, all applications will be assigned to peer review panels based on the country, thematic focus, international studies, or world region such as Africa, Asia, or the Middle East. All applicant institutions specify their respective categories in their NRC and FLAS applications. The readers who serve on the peer review panels are selected for the specialized area studies, international studies, and modern foreign language expertise needed to review, score, and rank the assigned applications in each distinct category. For the NRC and FLAS competitions, the Department will select applications for funding consideration from each distinct peer review panel based on the ranking of the applications within that panel.

2. Selection Criteria: The maximum score for all of the NRC selection criteria, taken together with the maximum number of points awarded to applicants that address the competitive preference priorities, is 175 points. The maximum score for all of the FLAS selection criteria, taken together with the maximum

number of points awarded to applicants that address the competitive preference priorities, is 145 points.

NRC Program

The Secretary uses the following selection criteria from 34 CFR 656.21 to evaluate an NRC application for a comprehensive Center:

(a) Program planning and budget (up to 25 points). 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 (up to 15 points). 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 (up to 30 points). 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 (up to 10 points). 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 (up to 10 points). 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 (up to 20 points). 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 (up to 20 points). 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 (up to 15 points). 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 (up to 20 points). 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 (up to 10 points). 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.

The Secretary uses the following selection criteria from 34 CFR 656.22 to evaluate an NRC application for an undergraduate Center:

(a) Program planning and budget (up to 25 points). 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 (up to 15 points). 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 (up to 30 points). 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 (up to 10 points). 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 (up to 10 points). 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 (up to 20 points). 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 (up to 20 points). 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 (up to 15 points). 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 (up to 20 points). 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 (up to 10 points). 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.

FLAS Program

The Secretary uses the following selection criteria from 34 CFR 657.21 to evaluate an institutional application for an allocation of FLAS fellowships:

(a) Quality of staff resources (up to 15 points). 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.

(b) Impact and evaluation (up to 25 points). 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.

(c) Commitment to the subject area on which the applicant or program focuses (up to 10 points). 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.

(d) Strength of library (up to 10 points). 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.

(e) Quality of the applicant's non-language instructional program (up to 20 points). 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.

(f) Quality of the applicant's language instructional program (up to 20 points). 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.

(g) Quality of curriculum design (up to 20 points). 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.

(h) Foreign language and area studies fellowships awardee selection procedures (up to 15 points). 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.

(i) Priorities (up to 10 points). 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.

Note: Applicants should address these selection criteria only in the context of the program requirements in sections 601 and 602 of the HEA, 20 U.S.C. 1121-1122.

3. Review and Selection Process: We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary requires various assurances, including those applicable to Federal civil rights laws that prohibit discrimination in

programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

4. Risk Assessment and Specific Conditions: Consistent with 2 CFR 200.205, before awarding grants under these programs the Department conducts a review of the risks posed by applicants. Under 2 CFR 3474.10, the Secretary may impose specific conditions and, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

5. Integrity and Performance System: If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently \$150,000), under 2 CFR 200.205(a)(2) we must make a judgment about your integrity, business ethics, and record of performance under Federal awards--that is, the risk posed by you as an applicant--before we make an award. In doing so, we must consider any information about you that is in the integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through the System for Award Management. You may

review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

Please note that if the total value of your currently active grants, cooperative agreements, and procurement contracts from the Federal Government exceeds \$10,000,000, the reporting requirements in 2 CFR part 200, Appendix XII, require you to report certain integrity information to FAPIIS semiannually. Please review the requirements in 2 CFR part 200, Appendix XII, if this grant plus all the other Federal funds you receive exceed \$10,000,000.

VI. Award Administration Information

1. Award Notices: 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 an electronic version of your GAN. We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section of this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Open Licensing Requirements: Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant funds. When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works. Additionally, a grantee or subgrantee that is awarded competitive grant funds must have a plan to disseminate these public grant deliverables. This dissemination plan can be developed and submitted after your application has been reviewed and selected for funding. For additional information on the open licensing requirements, please refer to 2 CFR part 3474.20.

4. Reporting: (a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170, should you receive funding under the

competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

Performance reports for the NRC Program and the FLAS Program must be submitted electronically into the Office of International and Foreign Language Education web-based reporting system, International Resource Information System (IRIS). For information about IRIS and to view the reporting instructions, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

(c) Under 34 CFR 75.250(b), the Secretary may provide a grantee with additional funding for data collection analysis and reporting. If a grantee is provided additional funding for this purpose, the Secretary establishes a data collection period.

5. Performance Measures: (a) Under the Government Performance and Results Act of 1993, the following measures will

be used by the Department to evaluate the success of the NRC Program:

1. Percentage of priority languages defined by the Secretary of Education taught at NRCs.
2. Percentage of NRC grants teaching intermediate or advanced courses in priority languages as defined by the Secretary of Education.
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 period.
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 four-year grant period.
5. Percentage of less and least commonly taught languages as defined by the Secretary of Education taught at title VI NRCs.
6. 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.

(b) The following measures will be used by the Department to evaluate the success of the FLAS Program:

1. Percentage of FLAS-graduated fellows who secured employment that utilizes their foreign language and area studies

skills within eight years after graduation, based on the FLAS tracking survey.

2. Percentage of FLAS master's and doctoral graduates who studied priority languages as defined by the Secretary of Education.

3. Percentage of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level.

The information provided by grantees in their performance reports submitted via IRIS will be the source of data for these measures. Reporting screens for institutions can be viewed at:

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

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

6. Continuation Awards: In making a continuation award under 34 CFR 75.253, the Secretary considers, among other things: whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; and, if the Secretary has established performance measurement requirements, the performance targets in the grantee's approved application.

In making a continuation award, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those

applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or compact disc) on request to the program contact persons listed under FOR FURTHER INFORMATION CONTACT.

Electronic Access to This Document: The official version of this document is the document published in the *Federal Register*. You may access the official edition of the *Federal Register* and the Code of Federal Regulations via the Federal Digital System at: www.gpo.gov/fdsys. At this site you can view this document, as well as all other documents of this Department published in the *Federal Register*, in text or PDF. To use PDF you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the *Federal Register* by using the article search feature at: www.federalregister.gov.

Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Dated:

Frank T. Brogan,
*Principal Deputy Assistant Secretary and
Delegated the Duties of Assistant Secretary,
Office of Planning, Evaluation, and Policy
Development, Delegated the Duties of the
Assistant Secretary, Office of Postsecondary
Education.*

THE HIGHER EDUCATION ACT OF 1965, AS AMENDED (HEA)

TITLE VI – INTERNATIONAL EDUCATION PROGRAMS 20 USC §§1121-1122

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 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, including through linkages with overseas institutions; 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.

(c) CONSULTATION

(1) In general

The Secretary shall, prior to requesting applications for funding under this subchapter during each grant cycle, consult with and receive recommendations regarding national need for expertise in foreign language and world regions from the head officials of a wide range of Federal agencies.

(2) Considering recommendations; providing information

The Secretary-

(A) may take into account the recommendations described in paragraph (1); and

(B) shall-

(i) provide information collected under paragraph (1) when requesting applications for funding under this subchapter; and

(ii) make available to applicants a list of areas identified as areas of national need.

(d) SURVEY

The Secretary shall assist grantees in developing a survey to administer to students who have completed programs under this subchapter to determine postgraduate employment, education, or training. All grantees, where applicable, shall administer such survey once every two years and report survey results to the Secretary.

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.

20 USC 1132-2. RULE OF CONSTRUCTION.

SEC. 633. 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.

TITLE 34: EDUCATION

Revised as of September 25, 2009

PART 655—INTERNATIONAL EDUCATION PROGRAMS—GENERAL PROVISIONS

Subpart A—General

§ 655.1 Which programs do these regulations govern?

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§ 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]

§ 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]

Title 34: Education

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?

§ 656.20 How does the Secretary evaluate an application?

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

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

§ 656.23 What priorities may the Secretary establish?

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

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

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 reward 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)

GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

Section 427 of GEPA requires all applicants for new awards to include in their applications a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: *gender, race, national origin, color, disability, or age*.

A general description or statement about the applicant institution's nondiscriminatory hiring policy is **not sufficient** to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

- **Include information in your responses address the relevant selection criteria in the Application (Project) Narrative regarding GEPA section 427.**
- **Also upload a separate and detailed description of the institution's policies that meet the spirit and intent of GEPA 427.**

GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

What is GPRA?

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

The following measures will be used to by the Department to evaluate the success of the National Resource Centers (NRC) and Foreign Language and Area Studies Fellowships (FLAS) Programs:

What are the Performance Indicators for the NRC Program?

The NRC Program provides grants to institutions of higher education or a consortium 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. Percentage of priority languages defined by the Secretary of Education taught at NRCs.
2. Percentage of NRC grants teaching intermediate or advanced courses in priority languages as defined by the Secretary of Education.
3. Percentage of NRCs that increased the number of intermediate or advanced level language courses in the priority and/or LCTLs (less commonly taught languages) during the course of the grant period.
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 four-year grant period.
5. Percentage of less and least commonly taught languages as defined by the Secretary of Education taught at Title VI NRCs.
6. 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

What are the Performance Indicators for the FLAS Program?

The FLAS Program provides academic year and summer fellowships to institutions of higher education to assist undergraduate and graduate students in foreign language and area or international studies. The Department will use the following measures to evaluate the overall success of the FLAS Program:

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 the FLAS tracking survey.
2. Percentage of FLAS master's and doctoral graduates who studied priority languages as defined by the Secretary of Education.
3. Percentage of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level.

The information provided by grantees in their performance reports submitted into IRIS will be the source of data for these measures.

DIVERSE PERSPECTIVES AND AREAS OF NEED

(www.Grants.gov Part III, Other Attachment Form)

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended requires that each institution of higher education desiring a grant (NRC and/or FLAS) shall include in the application -

- (1) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs (3000 characters); **and**
- (2) A description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and nonprofit sectors (3000 characters).

Recommended format for the Diverse Perspectives and Areas of Need descriptions

- Present both descriptions on one, single-spaced page (each description clearly identified, however); or, use a separate, single-spaced page for each description.
- If a consortium applicant, submit the Diverse Perspectives and the Areas of Need descriptions for the lead institution and each partner institution(s).

APPLICATION FORMAT AND COMPONENTS

Recommended Format

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 (e.g., the institution name and Center), 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. Charts, tables, figures, and graphs in the application narrative may be single-spaced and **will count toward the recommended page limit**. Applicants may use one of the following fonts: Times New Roman, Courier, Courier New or Arial. Use a font that is either 12 point or larger, or no smaller than 10 pitch (characters per inch). However, you may use a 10 point font in charts, tables, figures, and graphs.

The recommended page limit, (50 pages for an institution applicant, or 60 pages for a consortium applicant), does not apply to Part I, the Application for Federal Assistance face sheet (SF 424); the supplemental SF 424 form; Part II, Budget Information- Non-Construction Programs; the detailed line item budget; Part IV, the assurances, certifications, and the response to section 427 of the General Education Provisions Act; the project abstract, the table of contents; the list of acronyms, the diverse perspectives/areas of need descriptions, the appendices; and the NRC/FLAS profile sheet. However, the recommended page limit does apply to all of the application narrative.

SF 424, Application for Federal Assistance (Cover Sheet)

Supplemental Information Form for SF 424

Abstract (www.Grants.gov Part III/ED Abstract Form)

The recommended maximum number of pages for the abstract is two pages. An effective abstract will convey how the proposed project directly relates to the purposes and priorities of the program(s) for which you are requesting federal funds. The abstract should summarize the activities and intended outcomes of the project for the FY 2018- 2021 grant period. References to previous grants, if applicable, should be limited, as the purpose of the abstract is to introduce the institution(s) to the reviewers and to draw their attention to what you intend to accomplish in this proposed project and the intended impact of the proposed activities.

The abstract should also provide an overview of the Center’s unique characteristics, including, but not limited to, its mission, world area or thematic focus, the internal and external constituencies it serves, degree programs, faculty and staff resources, scope of area studies, international studies, and language courses; library resources; and outreach.

Indicate the NRC and/or FLAS competitive preference priorities that will be addressed in the Application (Project) Narrative, but do not include the actual descriptions/discussions in the abstract. Indicating the priorities will be helpful to staff for the application screening process.

Acronyms List (www.Grants.gov Part III/Other Attachment Form)

Include a list of acronyms to identify the administrative units, organizations, entities, etc., referenced throughout the application narrative. So that reviewers are not distracted by the overuse of acronyms, however, it is advised that you occasionally use the name of the unit, organization, etc., instead of the acronym.

APPLICATION (PROJECT) NARRATIVE (WWW.GRANTS.GOV PART III /APPLICATION NARRATIVE ATTACHMENT FORM)

The application (project) narrative ([www.Grants.gov](http://WWW.GRANTS.GOV) Part III/Application Narrative Attachment Form) is where you, the applicant, address the selection criteria, priorities, and application requirements that reviewers will use to evaluate your application. We recommend that you limit the Application (Project) Narrative to no more than 50 pages for a single institution, and to no more than 60 pages for a consortium applicant. For the complete details and standards for the application narrative, please read the FY 18 NIA published in the *Federal Register*.

NRC SELECTION CRITERIA

The selection criteria that the reviewers will use to evaluate **Comprehensive NRC applications** are from 34 CFR part 656, **§656.21**, and are on pages 57 -61 of the application instructions.

The selection criteria that the reviewers will use to evaluate **Undergraduate NRC applications** are from 34 CFR part 656, **§656.22**, and are on pages 67-69 of the application instructions.

We recommend that the Application (Project) Narrative for a Comprehensive or an Undergraduate NRC application use the following headings and sequence:

- | | |
|---------------------------------------------------------------|---------------------------|
| 1. Program Planning and Budget | (up to 25 points) |
| 2. Quality of Staff Resources | (up to 15 points) |
| 3. Impact and Evaluation | (up to 30 points) |
| 4. Commitment to the Subject Area on Which the Center Focuses | (up to 10 points) |
| 5. Strength of Library | (up to 10 points) |
| 6. Quality of the Center's Non-Language Instructional Program | (up to 20 points) |
| 7. Quality of the Center's Language Instructional Program | (up to 20 points) |
| 8. Quality of Curriculum Design | (up to 15 points) |
| 9. Outreach Activities | (up to 20 points) |
| 10. Priorities | (up to 10 points) |
| Total points possible | (up to 175 points) |

Note: NRC applications that include a request for FLAS fellowships will have addressed many of the FLAS selection criteria below. Please review the FLAS selection criteria carefully in order to provide any additional and appropriate information to address the FLAS selection criteria.

FLAS SELECTION CRITERIA

The selection criteria that the reviewers will use to evaluate applications for allocations of **FLAS fellowships** are from 34 CFR part 657, **§657.21**, and are on pages 67 -69 of the application

instructions. If you request an allocation of FLAS fellowships either as a FLAS-only applicant, or in addition to your request for NRC funds, the application narrative must respond to the following FLAS selection criteria in **§657.21**.

- | | |
|------------------------------------------------------------------|---------------------------|
| 1. FLAS Awardee Selection Procedures | (up to 15 points) |
| 2. Quality of Staff Resources | (up to 15 points) |
| 3. Impact and evaluation | (up to 25 points) |
| 4. Commitment to the Subject Area on Which the Center Focuses | (up to 10 points) |
| 5. Strength of Library | (up to 10 points) |
| 6. Quality of the Applicant's Non-Language Instructional Program | (up to 20 points) |
| 7. Quality of the Applicant's Language Instructional Program | (up to 20 points) |
| 8. Quality of Curriculum Design | (up to 20 points) |
| 9. Priorities | (up to 10 points) |
| Total points possible | (up to 145 points) |

BUDGET

ED 524 Budget Summary Section A (www.Grants.gov Part II/Forms)

Ed 524 Budget Narrative Section C (www.Grants.gov Part III/Budget Narrative Attachment)

The application budget consists of the ED 524 form Section A Budget Summary (www.Grants.gov Part II) and a detailed line item budget (Summary C) that provides descriptive notes for all items of costs for which you are requesting NRC and/or FLAS support (www.Grants.gov Part III/Budget Narrative Attachment). The ED 524 form and the budget detail notes must cover the entire 48-month project period. Present the four-year budget detail using the categories used in the ED 524 form: Personnel, Fringe Benefits, Travel, Supplies, Training Stipends, Other, Indirect Cost, and Total Direct Cost.

Reminders about the ED 524 Form Summary A- Non-Construction Programs:

- Enter the total amount requested for FLAS fellowships in cell number 11, "Training Stipends."
- Use the **restricted** indirect cost rate for the NRC program, which is eight percent.
- Do not apply the indirect cost rate to the amount requested for FLAS fellowships.

NRC Line Item Detailed Budget (www.Grants.gov Part III/Budget Narrative Attachment)

1. **Personnel:** Include the salaries for key project personnel. Indicate the title, e.g., area studies faculty, Uyghur language instructor, fellowship coordinator, outreach coordinator, and the time and effort for each position (person). Place the consultant and evaluator fees, the

hourly wages for administrative support, graduate assistants, Web masters, etc., in the “Other” category.

- Do not put the project director’s salary on the grant.
- Limit the time effort and compensation for non-language positions to no more than 50% on the grant.
- If needed, language instructors can be put on the grant at 100% effort. The application narrative, however, should provide a compelling reason for 100% support from the grant, and should also explain how the institution plans to continue and sustain instruction in the languages after the project period ends.

Fringe Benefits: You may charge the institution’s normal fringe benefit rate to the grant. (Leave this blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect costs, and indicate that this is the case in the budget notes.)

2 CFR Part 200 of the Uniform Administrative Requirements, §200.431(a)

Compensation-Fringe Benefits. Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to: the costs of leave (vacation, family-related, sick, or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non-Federal entity-employee agreement, or an established policy of the non-Federal entity.

2. **Travel:** Include the cost of project employees’ travel in Travel. Indicate the number of persons traveling, the destinations, and provide a breakdown of travel costs (transportation, lodging, per diem). Include domestic and international travel requests. Requested airfare shall be economy /coach class.

The travel costs for non-employees, consultants, evaluators, workshop facilitators and presenters, conference speakers, performers for outreach events, etc., belong in the “Other” budget category.

3. **Supplies:** Include the materials necessary for conducting, developing, or implementing the project, such as library acquisitions, conference and workshop materials, curriculum toolkits, software, computers, etc. Supplies are items that have an acquisition cost of \$5,000 or less per unit.
4. **Contractual:** If a formal contract is entered into with another party or individual to conduct a project activity, the applicant institution is must follow the institution’s procedures for soliciting and awarding contracts.
5. **Construction:** Not applicable. Leave blank.
6. **Other:** Project costs that do not fall into the previous line items are placed here. Costs in this category, as with all discretionary grant categories, must be reasonable and necessary for implementing the project activities. These might include, but are not limited to: travel costs for non-employees; conference registration fees, consultant and evaluator fees,

hourly wages to be paid to teaching/graduate assistants, if applicable, visa fees, conference speaker fees, and course development grants. Provide a detailed breakdown of the costs, such as the number of days for the per diem being requested; number of days and the fees for consultant or evaluator services; printing costs; ground transportation costs, advertising costs for outreach activities, memberships in business, technical, and professional organizations related to the project, and workshop materials for teacher institutes.

**2 CFR Part 200 of the Uniform Administrative Requirements, §200.459(a)
Professional services costs.**

Costs of professional and consultant services by person who are who are not officials or employees of the non-Federal entity are allowable.

Professional services fees should not exceed amounts permitted under comparable institutional policies.

FLAS Budget (www.Grants.gov Part III/Budget Narrative Attachment)

Allocation of Fellowships. An applicant institution may request an allocation of academic year fellowships and/or summer fellowships in a FLAS budget (training stipends category). FYI, the institutional eligibility requirements for receiving an allocation of fellowships are in §657.2 of the FLAS program regulations; the student eligibility requirements for receiving fellowships are in §657.3 of the FLAS program regulations.

- Summer fellowships support intensive language training only, and must be used to attend domestic or overseas programs. The training should provide the fellow with the equivalent of one academic year of modern foreign language study.
- Academic year fellowships must be used for study 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 also be awarded to conduct dissertation research; however, the research must be conducted overseas.
- Each fellowship includes an institutional payment and a subsistence allowance.
- If your application includes an NRC and a FLAS budget, we recommend that you present the FLAS detailed budget after the NRC detailed budget. If your application includes only a FLAS budget, submit ED 524 Section A Summary Budget with the FLAS funds inserted on line 11 (Training Stipends), along with the detailed FLAS budget.
- A detailed FLAS budget should itemize the academic year fellowships and the summer fellowships. If a consortium applicant, clearly indicate the number of FLAS fellowships and the amounts requested for each institution in the consortium, as follows:

FY 2018 -2021

Academic Year Graduate Fellowships

(7) Institutional payment @\$18,000= \$126,000

(7) Subsistence allowance @\$15,000= \$105,000

Total AY Graduate Request: \$231,000

Academic Year Undergraduate Fellowships

(4) Institutional payment @ \$10,000= \$40,000

(4) Subsistence allowance @ \$ 5,000= \$20,000

Total AY Undergraduate Request: \$60,000

Summer Fellowships

(3) Institutional payment @\$5,000 = \$15,000

(3) Subsistence allowance @ \$2,500 = \$ 7,500

Total Summer Request: \$22,500

Grand Total FLAS Amount Requested: \$313,500

Enter \$313,500 as the FLAS Request for Yr 1, Yr 2, Yr 3, and Yr 4 in cell 11, "Training Stipends", on the ED 524 form.

Budget Reminders

- To the extent possible, present all four years of the NRC and FLAS budgets across a page to show how project costs evolve over the course of the project, e.g., institution absorbs picks up language instruction costs, contributes to area studies faculty line, etc.
- Cross-reference pages to the project narrative in the budget detail to show the relevance of requested costs to the proposed project activities.

Curriculum Vitae (www.Grants.gov Part III/Other Attachments Form)

Provide curriculum vitae which include the following information for all faculty who will be contributing time and expertise to the proposed project:

Department and tenure status

Education

Academic experience

Overseas experience

Language(s) and level of proficiency

Note: include a legend to explain the metric for the proficiency level

Language pedagogy training

Instructional content area expertise represented as a percentage

Number of area studies, international studies, language courses taught

Research and training specialization

Number of recent publications

Number of dissertations and/or theses supervised in the past five years

Recent Recognitions/Awards/Honors

Recommended tips for the CVs

- Include an index to show how the curriculum vitae (CVs) are organized.
- Present two CVs per page; the Project Director and the Associate Director CVs may be each be one full page.
- Double-side all CV pages.

Position Descriptions (www.Grants.gov Part III/Other Attachments Form)

Include position descriptions for prospective project personnel. Provide the projected salary/compensation and sufficient detail to demonstrate that the position(s) are necessary and the compensation is reasonable.

Course List (www.Grants.gov, Part III/Other Attachments Form)

The course list represents the breadth and depth of the area studies courses, international studies courses, and language courses available through the Center/Institute/Program. The course list should align with/substantiate the information that was presented in the narrative to demonstrate the quality of the Center's non-language instructional program and language instructional program.

The course list in FY 18 applications should provide the following:

<u>Timeframe</u>	<u>Course Information</u>
XXXX-XXXX:	Courses and enrollments
XXXX-XXXX:	Courses being offered
XXXX-XXXX:	Courses to be offered

If Title VI funds will be used to support (in full or in part) any courses during the period 2018-2019, please mark those courses with asterisks.

Recommended tips for the Course List

- Include an index to show how the course list is organized.
- Indicate the 25% - 100% area studies or international studies content.
- Provide descriptions for area studies courses or international studies courses when the titles do not explicitly convey areas studies or international studies content.
- Include the course credits, if applicable. If institutional policies dictate that certain but relevant courses may not be credit-bearing, explain why.
- Indicate courses that are cross listed.

Letters of Support (www.Grants.gov, Part III/Other Attachment Form)

- Recommended maximum number of support letters: 5.
- Support letters should attest to the quality of the proposed project; the leadership skills and acumen of the project director; the potential impact of the project on stakeholders, participants, service area, etc.; should affirm the importance of the project and that it would be a good investment of Federal funds, among other attributes.

Assurances and Certifications (www.Grants.gov Part IV/Assurances and Certifications)

- Assurances-for Non-Construction Programs (SF424B)
- GEPA Section 427 Description
- Grants.gov Lobbying Form
- Disclosure of Lobbying Activities (SF-LLL)

NRC PERFORMANCE MEASURE FORM (PMF)

(www.Grants.gov, Part III/Other Attachments Form)

National Resource Centers (NRC) applications must include a Performance Measure Form (PMF) for the FY 2018 -2021 proposed project. The PMF presents the metrics that you have identified as necessary to demonstrate your project’s performance and will enable you and the U.S. Department of Education to assess progress toward and ultimate achievement of, project goals. The information provided in your PMF should be clear, relevant, and quantifiable, to the greatest extent possible.

The instructions for developing the PMF are consistent with the PMF instructions in the International and Foreign Language Education’s International Resource Information System (IRIS) online performance reporting system. If your FY 2018 application is recommended for funding, you will be required to enter the PMF data from the submitted application into the IRIS PMF screens.

The NRC PMF example on page 87 is formatted as a table to give applicants a visual of the **five** data elements that you must include in a project PMF. However, you may use your discretion for how you wish to present the PMF information, as long as you provide **all five required PMF elements.**

NOTE: A PMF is not required in **Foreign Language and Area Studies Fellowships Program** applications.

1. Project Goal (Minimum 3, Maximum 5)

A project goal is the broad, overall statement of what the project is aiming to achieve/ accomplish. The project goals selected for the PMF do not have to cover every project goal in your application, but the three to five selected goals must align with the overall scope of the NRC project. The project goals that you select should be reasonable and realistic representations of what you anticipate achieving by the end of the grant cycle; and they should allow you and others to make a determination of substantial progress.

Tip: Limit each project goal statement to one sentence.

2. Performance Measure (Minimum 1, Maximum 3)

The performance measure is the metric which you will measure whether the project is meeting its overall project goal. The performance measure should be specific and time bound, with well-defined units of measure (e.g., number of students served, number of courses enhanced or created, percentage of increase/decrease, etc.). The performance measure should reflect the project goal, so that meeting the performance measure is likely to result in the achievement of the project goal.

The performance measure may address direct products and services delivered (outputs), and/or the results of those products and services (outcomes). Also, a performance measure conveys not only the “what” will be achieved, but also “by how much.”

Tip: Limit each Performance Measure to one sentence.

3. Activities (Minimum 1, Maximum 3)

Activities are actions that you will implement in order to meet the performance measure and the project goal. Each performance measure will have at least one, and up to three activities, if multiple activities are necessary to meet a performance measure.

Tip: The activities/actions may include, but are not limited to: recruit and hire qualified priority language instructors, pay for Oral Proficiency Inventory training for more instructors, incorporate area studies content into STEM courses. The activities/actions align with allowable activities for the NRC program, such as area studies instruction, institutional linkages, outreach, faculty professional development, faculty stipends and salaries, etc.

4. Data Indicators (Minimum 1, Maximum 3)

Data indicators are specific, observable and measurable characteristics that can be used to determine whether carrying out the activity results in progress being made toward meeting the performance measure. Therefore, the data indicators are linked to and should reflect both the activity and the performance measure. When deciding on a data indicator, take into consideration which types and sources of data will be available to best demonstrate that the project is achieving or will achieve its objectives and intended outcomes. Data sources include, but are not limited to: course enrollments, exit surveys, workshop attendance records, registrar's reports, etc.

Include the frequency (period of measurement) for the data indicator, such as, by semester, quarterly, annually.

Tip: At least one data indicator must correspond directly to the performance measure so that this relationship is explicit and that evidence of meeting the performance measure is easy to document and express.

5. Baselines and Targets

The baseline is the initial value collected for the data indicator at or prior to the start of the project, which serves as a point of reference. The target is the planned value for the data indicator(s) over the course of the project period. A target may be expressed as discrete for each reporting period or cumulative over the course of the performance period. Please include comments to describe the types of targets. A project in the planning or formative stage might not have an outcome (and hence, a value) at the beginning. In this case, it is appropriate to indicate that the target is zero

If the application is recommended for funding, you will report the "actual" values for your targets in your annual IRIS performance report.

Tip: Baselines, targets, and actuals are quantifiable values and should, therefore, be represented by numbers or percentages.

Project Goal: Improve access of non-traditional students to international education and global competencies.

BL = Baseline, T = Target

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
The North Carolina Global Distinction (NCGD) Program established at four (cumulative) community colleges to provide access for non-traditional students to intensive international education training for global careers by the end of the grant period.	1a. Contact/recruit at least twenty community colleges for participation in the NCGD Program.	1ai. Number of community colleges contacted.	Annually	Institutional records including trip reports, emails, meeting notes, etc.	0	10	15	20	0
		1a.ii. Number of community colleges with expressed written or verbal interest in the NCGD Program.	Annually	Institutional records including trip reports, emails, meeting notes, etc.	0	3	7	15	20
	1b. Develop at least four strategic plans with collaborating community colleges that articulate the timelines, roles, and responsibilities for implementation of the NCGD Program	1bi. Number of draft strategic plans developed with community colleges transitioned from outreach contacts to formal collaboration partners.	Annually	Institutional records including MOUs, letters of support, etc.	0	3	1	0	0
		1bii. Number of final strategic plans developed with community colleges transitioned from outreach contacts to formal collaboration partners.	Annually	Institutional records including MOUs, letters of support, etc.	0	0	2	4	0

INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS

EXECUTIVE ORDER 12372

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. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

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

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

<http://www.whitehouse.gov/omb/grants/spoc.pdf>

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# [commenter must insert number--including suffix letter, if any], 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 used to submit comments about the EO 12372 only. Do not submit your applications to the address in this address. Applications are submitted to the State Point of Contact.

INSTRUCTIONS FOR STANDARD FORMS

- Application for Federal Assistance (SF 424)
- Department of Education Supplemental Form for the SF 424
- Department of Education Budget Summary Form (ED 524)
- Disclosure of Lobbying Activities (SF-LLL)

INSTRUCTIONS FOR THE SF-424

This is a standard form required for use as a cover sheet for submission of pre-applications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the federal agency (agency). Required fields on the form are identified with an asterisk (*) and are also specified as "Required" in the instructions below. In addition to these instructions, applicants must consult agency instructions to determine other specific requirements.

1. **Type of Submission:** (Required) Select one type of submission in accordance with agency instructions.
 - Pre-application
 - Application

 - Changed/Corrected Application – Check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this form to submit changes after the closing date.

2. **Type of Application:** (Required) Select one type of application in accordance with agency instructions.
 - New – An application that is being submitted to an agency for the first time.
 - Continuation - An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals.
 - Revision - Any change in the federal government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided.
 - A. Increase Award
 - B. Decrease Award
 - C. Increase Duration
 - D. Decrease Duration

 - E. Other (specify)

3. **Date Received:** Leave this field blank. This date will be assigned by the Federal agency.

4. **Applicant Identifier:** Enter the entity identifier assigned by the Federal agency, if any, or the applicant's control number if applicable.

- 5a. **Federal Entity Identifier:** Enter the number assigned to your organization by the federal agency, if any.

- 5b. **Federal Award Identifier:** For new applications leave blank. For a continuation or revision to an existing award, enter the previously assigned federal award identifier

number. If a changed/corrected application, enter the federal identifier in accordance with agency instructions.

6. **Date Received by State:** Leave this field blank. This date will be assigned by the state, if applicable.
7. **State Application Identifier:** Leave this field blank. This identifier will be assigned by the state, if applicable.
8. **Applicant Information:** Enter the following in accordance with agency instructions:
 - a. **Legal Name:** (Required) Enter the legal name of applicant that will undertake the assistance activity. This is the organization that has registered with the Central Contractor Registry (CCR). Information on registering with CCR may be obtained by visiting www.Grants.gov.
 - b. **Employer/Taxpayer Number (EIN/TIN):** (Required) Enter the employer or taxpayer identification number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.
 - c. **Organizational DUNS:** (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting www.Grants.gov.
 - d. **Address:** Enter address: Street 1 (Required); city (Required); County/Parish, State (Required if country is US), Province, Country (Required), 9-digit zip/postal code (Required if country US).
 - e. **Organizational Unit:** Enter the name of the primary organizational unit, department or division that will undertake the assistance activity.
 - f. **Name and contact information of person to be contacted on matters involving this application:** Enter the first and last name (Required); prefix, middle name, suffix, title. Enter organizational affiliation if affiliated with an organization other than that in 7.a. Telephone number and email (Required); fax number.
9. **Type of Applicant:** (Required) Select up to three applicant type(s) in accordance with agency instructions.
 - A. State Government
 - B. County Government
 - C. City or Township Government
 - D. Special District Government
 - E. Regional Organization
 - F. U.S. Territory or Possession
 - G. Independent School District
 - H. Public/State Controlled Institution of Higher Education
 - I. Indian/Native American Tribal Government (Federally Recognized)

- J. Indian/Native American Tribal Government (Other than Federally Recognized)
- K. Indian/Native American Tribally Designated Organization
- L. Public/Indian Housing Authority
- M. Nonprofit
- N. Private Institution of Higher Education
- O. Individual
- P. For-Profit Organization (Other than Small Business)
- Q. Small Business
- R. Hispanic-serving Institution
- S. Historically Black Colleges and Universities (HBCUs)
- T. Tribally Controlled Colleges and Universities (TCCUs)
- U. Alaska Native and Native Hawaiian Serving Institutions
- V. Non-US Entity

- W. Other (specify)

10. **Name Of Federal Agency:** (Required) Enter the name of the federal agency from which assistance is being requested with this application.
11. **Catalog Of Federal Domestic Assistance Number/Title:** Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.
12. **Funding Opportunity Number/Title:** (Required) Enter the Funding Opportunity Number and title of the opportunity under which assistance is requested, as found in the program announcement.
13. **Competition Identification Number/Title:** Enter the competition identification number and title of the competition under which assistance is requested, if applicable.
14. **Areas Affected By Project:** This data element is intended for use only by programs for which the area(s) affected are likely to be different than the place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Add attachment to enter additional areas, if needed.
15. **Descriptive Title of Applicant's Project:** (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For pre-applications, attach a summary description of the project.
16. **Congressional Districts Of:** 16a. (Required) Enter the applicant's congressional district. 16b. Enter all district(s) affected by the program or project. Enter in the format: 2 characters state abbreviation – 3 characters district number, e.g., CA-005 for California 5th district, CA-012 for California 12 district, NC-103 for North Carolina's 103 district. If all congressional districts in a state are affected, enter "all" for the district number, e.g.,

MD-all for all congressional districts in Maryland. If nationwide, i.e. all districts within all states are affected, enter US-all. If the program/project is outside the US, enter 00-000. This optional data element is intended for use only by programs for which the area(s) affected are likely to be different than place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Attach an additional list of program/project congressional districts, if needed.

17. **Proposed Project Start and End Dates:** (Required) Enter the proposed start date and end date of the project.
18. **Estimated Funding:** (Required) Enter the amount requested, or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses.
19. **Is Application Subject to Review by State Under Executive Order 12372 Process?** (Required) Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State.
20. **Is the Applicant Delinquent on any Federal Debt?** (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of federal debt include; but, may not be limited to: delinquent audit disallowances, loans and taxes. If yes, include an explanation in an attachment.
21. **Authorized Representative:** To be signed and dated by the authorized representative of the applicant organization. Enter the first and last name (Required); prefix, middle name, suffix. Enter title, telephone number, email (Required); and fax number. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain federal agencies may require that this authorization be submitted as part of the application.)

[U.S Department of Education note: As of spring, 2010, the FON discussed in Block 12 of the instructions can be found via the following URL:

[http://www.grants.gov/applicants/find_grant_opportunities.jsp.](http://www.grants.gov/applicants/find_grant_opportunities.jsp)]

INSTRUCTIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

- 1. Project Director.** Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.
- 2. Novice Applicant.** Check “Yes” or “No” only if assistance is being requested under a program that gives special consideration to novice applicants. Otherwise, **leave blank.**

Check “Yes” if you meet the requirements for novice applicants specified in the regulations in 34 CFR 75.225 and included on the attached page entitled “Definitions for Department of Education Supplemental Information for SF 424.” By checking “Yes” the applicant certifies that it meets these novice applicant requirements. Check “No” if you do not meet the requirements for novice applicants.

- 3. Human Subjects Research.** (See I. A. “Definitions” in attached page entitled “Definitions for Department of Education Supplemental Information For SF 424.”)

If Not Human Subjects Research. Check “No” if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 3 are then not applicable.

If Human Subjects Research. Check “Yes” if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check “Yes” even if the research is exempt from the regulations for the protection of human subjects. (See I. B. “Exemptions” in attached page entitled “Definitions for Department of Education Supplemental Information For SF 424.”)

If Human Subjects Research is Exempt from the Human Subjects Regulations. Check “Yes” if all the research activities proposed are designated to be exempt from the regulations. Insert the exemption number(s) corresponding to one or more of the six exemption categories listed in I. B. “Exemptions.” In addition, follow the instructions in II. A. “Exempt Research Narrative” in the attached page entitled “Definitions for Department of Education Supplemental Information For SF 424.”

If Human Subjects Research is Not Exempt from Human Subjects Regulations. Check “No” if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II. B. “Nonexempt Research Narrative” in the page entitled “Definitions for Department of Education Supplemental Information For SF 424”

Human Subjects Assurance Number. If the applicant has an approved Federal Wide (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the

space provided. If the applicant does not have an approved assurance on file with OHRP, enter "None." In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

Note about Institutional Review Board Approval. ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

DEFINITIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION (Attachment to Instructions for Supplemental Information for SF 424)

Definitions:

Novice Applicant (See 34 CFR 75.225). For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department's regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge." *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research.* Activities which meet this definition constitute research whether or not

they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject

The regulations define human subject as "a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information." (1) *If an activity involves obtaining information about a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met.* (2) *If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the **only** involvement of human subjects will be in one or more of the following six categories of **exemptions** are not covered by the regulations:

- (1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
- (2) Research involving the use of educational tests cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be

identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. ***If the subjects are children, exemption 2 applies only to research involving educational tests and observations of research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.*** [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies. (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level

found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives If the applicant marked "Yes" for Item 3 of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects "exempt research" or "nonexempt research" narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.

A. Exempt Research Narrative.

If you marked "Yes" for item 3 a. and designated exemption numbers(s), provide the "exempt research" narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked "No" for item 3 a. you must provide the "nonexempt research" narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

(1) **Human Subjects Involvement and Characteristics:** Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable.

(2) **Sources of Materials:** Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) **Recruitment and Informed Consent:** Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances

under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) **Potential Risks:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) **Protection Against Risk:** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) **Importance of the Knowledge to be Gained:** Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss

why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

(7) **Collaborating Site(s):** If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Grants Policy and Oversight Staff, Office of the Chief Financial Officer, U.S. Department of Education, Washington, DC 20202-4250, telephone: (202) 245-6120, and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site: <http://www.ed.gov/about/offices/list/OCFO/humansub.html>

NOTE: The State Applicant Identifier on the SF 424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).

INSTRUCTIONS FOR ED 524

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. Please consult with your Business Office prior to submitting this form.

Section A - Budget Summary

U.S. Department of Education Funds

All applicants must complete Section A and provide a breakdown by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information:

If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. (2): If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED or another Federal agency (Other) issued the approved agreement. If you check "Other," specify the name of the Federal agency that issued the approved agreement. (3): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section C - Budget Narrative [Attach separate sheet(s)]

Pay attention to applicable program specific instructions,
if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that

will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.

2. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
3. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at:

<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

"Please provide your Indirect Cost Rate (e.g. 10%) and your Restricted Indirect Cost Rate, if applicable as part of your budget narrative."

4. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0004**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education,

Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to IFLE, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to: subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

FREQUENTLY ASKED QUESTIONS AND ANSWERS

- Q1. *Our center has previously received NRC and/or FLAS grants. Is it appropriate to mention our past successful applications in the current application?***
- A. It is appropriate to mention previous grants and what has been institutionalized or enhanced in terms of area studies, international studies, and language training as a result of previous Title VI grants. The discussion should be sufficiently succinct to “set the stage” for the current application narrative, and not be a lengthy retrospective.
- Q2. *What does the U.S. Department of Education (the “Department”) 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 preference priorities), we encourage you to follow the selection criteria order as listed in the program regulations pp 70 - 81), and make sure that your responses are in the correct place(s). Additionally, use page references in the budget detail pages to remind the reviewers that the requested costs are relevant, include an acronyms list, and, decide whether information is better conveyed in tables and charts rather than in narrative form.
- 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 as applicable to 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, do not limit the discussion of teacher training activities to the Outreach criterion. The selection criteria offer opportunities to expand on teacher training and initiatives elsewhere as well, such as Quality of Staff Resources, Quality of the Non-language Instructional Program, and Impact and Evaluation.
- Q5. *What is the difference between a Competitive Preference Priority and an Invitational Priority?***
- A. An applicant may receive additional qualitative points for a Competitive Preference Priority (CPP), depending upon how well the application meets the CPP. An Invitational Priority (IP) “Invites” applicants to include certain information in the application, but points are not awarded for meeting an invitational priority.
- Q6. *May more than one center at an institution submit NRC/FLAS applications?***
- A. Yes. More than one center or program or institute at an institution may submit NRC/FLAS applications.
- Q7. *Are the appendices included in the recommended page limit?***
- A. No.
- Q8. *Are undergraduate students eligible to receive FLAS fellowships?***
- A. Yes. Undergraduate students may be eligible to receive FLAS fellowships if they are studying a Less Commonly Taught Language at the intermediate or advanced level of study, in combination with area or international studies.

- Q9. How much should we request in the NRC budget and in the FLAS budget?**
- A. The requested funds should be reasonable, necessary, and appropriate for implementing the proposed project. The estimated funding information published in the Notice Inviting Applications may be helpful in setting the parameters for your proposed budget.
- Q10. What information does the Department take into consideration when selecting applications for new FY 2018 NRC and FLAS grants?**
- A. We rely on the panel review process, i.e., the peer reviewers' expertise to identify the highly competitive applicants that merit funding consideration. Also, as described in the "Award Basis" section of the FY 2018 Notice Inviting Applications, the Department will consider, among other things, the applicant's performance and use of funds under a previous or existing award under any Department program.
- Q11. How will decisions about continuation funding be made?**
- A. We make non-competing continuation funding decisions based on whether the grantee is making substantial progress toward meeting its project objectives, as reflected in the annual performance reports submitted into the International Resource Information System (IRIS) reporting system. We also review the grantee's financial activities in the Department's G5 system (excessive drawdowns, insufficient drawdowns, A-133 audit information). The performance and financial "health" of the project determines whether the Department will continue to invest in the funded project. Continuation funding is also contingent upon the availability of Federal funds in subsequent fiscal years.
- To view the NRC and FLAS reporting screens in IRIS, 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
- Q12. Is there a matching requirement for the NRC or FLAS program?**
- A. These programs do not have cost-share or matching requirements. Therefore, applicants should not include Section B of the ED 524 form in their applications. If you do, and if you are recommended for funding, the center and the institution will be held accountable for the amounts reflected on that form.
- Information provided in the application to demonstrate "Commitment to the Subject Area on which the Center Focuses" does not constitute cost-sharing or cost-matching.
- Q13. 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.
- Q14. What happens to my application after the Department receives it?**
- A. Applications are screened to ensure compliance with the competition requirements and that they are eligible to be submitted into the peer review process. Applications are also screened for type, i.e., comprehensive or undergraduate, whether FLAS fellowships are being requested, and the world area or thematic focus.
- Q15. Who serves on the peer review panels, and what is involved in the peer review process?**

- A. Each peer review panel includes three readers: two area studies experts and a language expert. Peer reviewers are selected from the pool of 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 all applications, using the selection criteria for the NRC program and the FLAS program. The total of the three scores for each program is divided by three to determine the application's average score. Funding recommendations for the NRC program and the FLAS program are based upon the ranking of the average scores within a world area. The NRC and FLAS, are reviewed by several Department offices, with final review and approval by the Secretary of Education. After the slates are signed by the Secretary and Congressional notifications have been completed, IFLE notifies grantees and issues Grant Award Notifications (GANs).

Q16. *What happens if the Department deems an application ineligible?*

- A. The application is not submitted into the peer review process. Section 75.216 of EDGAR prohibits the Department from evaluating an application if it does not meet the program eligibility criteria, or does not otherwise comply with application requirements. We will return the application along with a letter indicating the reason(s) why the application was deemed ineligible.

Q17. *How long does it take the Department to complete the review process?*

- A. The external peer review will be conducted over a two-week period. After that, we hope to complete all grant-making activities so that we can notify new FY 18 grantees by early August, 2018.

APPLICATION CHECKLIST

- Submitted the application **electronically** using www.Grants.gov
- Sent a copy of the application to the State Single Point of Contact (Executive Order 12372)
- Application for Federal Assistance (SF424).
 - The institution's correct DUNS number is entered on form SF 424 (item 8c on the SF 424 form)
 - The form is signed by the applicant's authorizing official
- U.S. Department of Education Supplemental Information for the SF-424 Form.
- Budget Form (ED-524). Completed Section A Budget Summary and attached a line item budget (Section C) with itemized costs and descriptions for each category.
- General Education Provisions Act (GEPA) section 427 description.
- NRC and FLAS Applicant Profile (world area, type of application, FLAS-eligible languages).
- Abstract.
- Acronyms List.
- Table of Contents.
- Application (Project) Narrative (response to the selection criteria and competition priorities).
- Description: Diverse Perspectives and Wide Range of Views in Funded Activities.
- Description: Government Service in Areas of National Need and in Other Employment Sectors.

Note: If a consortium applicant, provide these descriptions for the lead institution and all partner institutions.
- Appendices.
 - Curriculum Vitae and Position Descriptions
 - Course List
 - Performance Measure Form (for NRC applicants only)
 - Letters of Support (maximum: 5)
- Certifications and Assurances.
 - Assurances – Non-Construction Programs (SF-424B)

- o Grants.gov Certification Regarding Lobbying
- o Lobbying Disclosure Form (SF LLL) (if applicable; refer to instructions)
 - o GEPA Section 427 Description

PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0807. Public reporting burden for this collection of information is estimated to average 105 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is *required to obtain or retain benefits* per the Code of Federal Regulations, Title 34, Chapter VI, Parts 656 and 657. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact National Resource Centers and Foreign Language and Area Studies Fellowships Programs, U.S. Department of Education, 400 Maryland Avenue, SW, Mailstop 258-40, Washington, D.C. 20202 directly.

**INTERNATIONAL AND FOREIGN LANGUAGE EDUCATION
FISCAL YEAR XXXX TECHNICAL REVIEW FORM**

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

Cover Sheet

This technical review form is used to evaluate Comprehensive National Resource Centers, Undergraduate National Resource Centers, and Foreign Language and Area Studies Fellowships applicants. Please transfer the scores from the inside pages to the correct columns on this cover sheet.

Applicant:

World Area:

NRC PR Number (01815a):

FLAS PR Number (01815b):

Reader:

SE LE CT IO N CR IT ER IA	Maximum Possible Points		Applicant Type and Assigned Scores		
	NRC PROGRAM	FLAS PROGRAM	Comprehensive NRC	Undergraduate NRC	FLAS
A. Program Planning and Budget	25	N/A			N/A
B. Quality of Staff Resources	15	15			
C. Impact and Evaluation	30	25			
D. Commitment to the Subject Area	10	10			

SE LE CT IO N CR IT ER IA	NRC PROGRAM	FLAS PROGRAM	Comprehensive NRC	Undergraduate NRC	FLAS
on which the Center Focuses					
E. Strength of Library	10	10			
F. Quality of the Center's Non- Langua ge Instruc tional Progra m	20	20			
G. Quality of the Center's Langua ge Instruc tional Progra m	20	20			
H. Quality of Curricu lum Design	15	20			
I. Outrech Activiti es	20	N/A			N/A

SE LE CT IO N CR IT ER IA	NRC PROGRAM	FLAS PROGRAM	Comprehensive NRC	Undergraduate NRC	FLAS
J. FLAS Awarde e Selecti on Proced ures	N/A	15	N/A	N/A	
K. Compet itive Prefere nce Prioriti es	10	10			
TOTAL POINTS	175 POSSIBLE	145 POSSIBLE	<i>Reader's Score</i>	<i>Reader's Score</i>	<i>Reader's Score</i>

A. Program Planning and Budget.

(NRC Applicants, maximum 25 points)

(FLAS Applicants, N/A)

- 1. For All NRC Applicants: The activities for which the applicant seeks funding are of high quality and directly related to the purpose of the National Resource Centers Program? *(Comprehensive and Undergraduate Centers: 5 points)***

Strengths:

--

Weaknesses:

--

NRC Points Awarded: X of 5

- 2. For All NRC Applicants:** 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? *(Comprehensive and Undergraduate Centers: 10 points)*

Strengths:

--

Weaknesses:

--

NRC Points Awarded: X of 10

- 3. For All NRC Applicants: The costs of the proposed activities are reasonable in relation to the objectives of the program. *(Comprehensive and Undergraduate Centers: 5 points)***

Strengths:

--

Weaknesses:

--

NRC Points Awarded: X of 5

4a. COMPREHENSIVE Centers: The description of the long-term impact of the proposed activities on the institution’s undergraduate, graduate, and professional training programs. (*Comprehensive Centers: 5 points*)

Strengths:

--

Weaknesses:

--

NRC Points Awarded: X of 5

4b. UNDERGRADUATE Centers: The description of the long-term impact of the proposed activities on the institution’s undergraduate training program. (*Undergraduate Centers: 5 points*)

Strengths:

--

Weaknesses:

--

NRC Points Awarded: X of 5

A. Program Planning and Budget

TOTAL NRC SCORE: X of 25

B. Quality of Staff Resources.

(NRC Applicants, maximum 15 points)

(FLAS Applicants, maximum 15 points)

1. **For All Applicants:** The 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. *(Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points)*

Strengths:

--

Weaknesses:

--

NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

2. **For All Applicants:** 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. *(Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points)*

Strengths:

--

Weaknesses:

--

NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

3. **For All Applicants:** As part of its non-discriminatory employment practices, the applicant 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. *(Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points)*

Strengths:

--

Weaknesses:

--

NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

B. Quality of Staff Resources

TOTAL NRC SCORE: X of 15 TOTAL FLAS SCORE: X of 15

C. Impact and Evaluation.

(NRC Applicants, 30 maximum points)

(FLAS Applicants, 25 maximum points)

1. **For All NRC Applicants:** 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. Students matriculate into advanced languages and area or international studies programs or related professional programs.

(Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: N/A)

Strengths:

--

Weaknesses:

--

NRC Points Awarded: X of 5

2. **For All NRC Applicants:** The activities of the Center address national needs, and generate information for and disseminate information to the public. *(Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: N/A)*

Strengths:

--

Weaknesses:

--

NRC Points Awarded: X of 5

3. **For All NRC and FLAS Applicants:** The applicant provided a clear description of how the applicant will provide equal access for 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. *(Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points)*

Strengths:

Weaknesses:

NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

- 4. For All NRC and FLAS Applicants: The applicant provided an evaluation plan that is comprehensive and objective, is likely to produce quantifiable, outcome-measure-oriented data, and shows that recent evaluation plans have been used to improve the applicant's programs. (*Comprehensive and Undergraduate Centers: 10 points; FLAS Applicants: 5 points*)**

Strengths:

Weaknesses:

NRC Points Awarded: X of 10

FLAS Points Awarded: X of 5

- 5. For All NRC and FLAS Applicants: The applicant provided information to demonstrate its 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. (*Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points*)**

Strengths:

Weaknesses:

NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

- 6. For All Applicants Requesting FLAS Fellowships: The applicant's activities and training programs have contributed to an improved supply of specialists on the program's subject area as shown through indices such as undergraduate and graduate enrollments and placement data. (FLAS Applicants: 5 points)**

Strengths:

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Weaknesses:

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FLAS Points Awarded: X of 5

- 7. For All Applicants Requesting FLAS Fellowships: The fellowships awarded by the applicant address national needs. (FLAS Applicants: 5 points)**

Strengths:

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Weaknesses:

--

FLAS Points Awarded: X of 5

C. Impact and Evaluation

TOTAL NRC SCORE: X of 30 TOTAL FLAS SCORE: X of 25

D. Commitment to the subject area on which the Center focuses.

(NRC Applicants, maximum 10 points)

(FLAS Applicants, maximum 10 points)

- 1. For All NRC and FLAS Applicants:** 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. *(Comprehensive and Undergraduate Centers: 10 points); FLAS Applicants: 10 points)*

***NOTE: A FLAS-ONLY Applicant is not required to demonstrate support for outreach activities.**

Strengths:

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Weaknesses:

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NRC Points Awarded: X of 10

FLAS Points Awarded: X of 10

D. Commitment to the Subject Area on which the Center Focuses
TOTAL NRC SCORE: X of 10 TOTAL FLAS SCORE: X of 10

E. Strength of Library.

(NRC Applicants, maximum 10 points)

(FLAS Applicants, maximum 10 points)

1a. For All NRC Applicants and FLAS Applicants: 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. *(Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points)*

Strengths:

--

Weaknesses:

--

NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

1b. For All NRC Applicants and FLAS Applicants: Research materials at other institutions are available to students through cooperative arrangements with other libraries or on-line databases and teachers, students, and faculty from other institutions are able to access the library's holdings. *(Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points)*

Strengths:

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Weaknesses:

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NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

E. Strength of Library

TOTAL NRC SCORE: X of 10 TOTAL FLAS SCORE: X of 10

F. Quality of the Center’s Non-language Instructional Program.

(NRC Applicants, maximum 20 points)

(FLAS Applicants, maximum 20 points)

- 1. For All NRC Applicants and FLAS Applicants:** 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. *(Note to Reviewers: For All NRC Applicants, award an automatic 5 points for Criterion 1.; FLAS Applicants: 5 points)*

Strengths:

NRC Points Awarded: 5 of 5

FLAS Applicants

Strengths:

Weaknesses:

FLAS Points Awarded: X of 5

- 2. For All NRC Applicants and FLAS Applicants:** The extent to which interdisciplinary courses are offered for undergraduate and graduate students. *(Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points)*

Strengths:

Weaknesses:

NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

- 3. For All NRC Applicants and FLAS Applicants:** 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. (*Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points*)

Strengths:

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Weaknesses:

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NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

4. For All NRC Applicants and FLAS Applicants: The extent to which the Center offers depth of specialized course coverage in one or more disciplines of the Center's subject area. (*Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points*)

Strengths:

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Weaknesses:

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NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

F. Quality of the Center's Non-language Instructional Program
TOTAL NRC SCORE: X of 20 TOTAL FLAS SCORE: X of 20

G. Quality of the Center’s Language Instructional Program.

(NRC Applicants, maximum 20 points)

(FLAS Applicants, maximum 20 points)

1. **For All NRC and FLAS Applicants:** 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. *(Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points)*

Strengths:

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Weaknesses:

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NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

2. **For All NRC and FLAS Applicants:** 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. *(Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points)*

Strengths:

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Weaknesses:

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NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

3. **For All NRC and FLAS Applicants:** Sufficient numbers of language faculty are available to teach the languages and the levels of instruction described in the application and language teaching staff (including faculty and instructional assistants) have been exposed to current language pedagogy training appropriate for performance-based teaching. *(Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points)*

Strengths:

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Weaknesses:

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NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

- 4. For All NRC and FLAS Applicants: 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. (*Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points*)**

Strengths:

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Weaknesses:

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NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

G. Quality of the Center's Language Instructional Program
TOTAL NRC SCORE: X of 20 TOTAL FLAS SCORE: X of 20

H. Quality of Curriculum Design.

(NRC Applicants, maximum 15 points)

(FLAS Applicants, maximum 20 points)

1. **For All NRC Applicants:** 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 are appropriate for a Center in this subject area and will result in an undergraduate training program of high quality. *(Comprehensive and Undergraduate Centers: 5 points)*

Strengths:

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Weaknesses:

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NRC Points Awarded: X of 5

2. **For All NRC and FLAS Applicants:** The extent to which the applicant provides academic and career advising services for students. *(Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points)*

Strengths:

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Weaknesses:

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NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

3. **For All FLAS Applicants:** The extent to which the Center'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. *(FLAS Applicants: 10 points)*

Strengths:

Weaknesses:

FLAS Points Awarded: X of 10

- 4. For All NRC and FLAS Applicants: 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. *(Comprehensive and Undergraduate Centers: 5 points; FLAS Applicants: 5 points)***

Strengths:

Weaknesses:

NRC Points Awarded: X of 5

FLAS Points Awarded: X of 5

H. Quality of Curriculum Design

TOTAL NRC SCORE: X of 15 FLAS SCORE: X of 20

I. Outreach Activities.

(NRC Applicants, maximum 20 points)

(FLAS Applicants, N/A)

1. For Comprehensive and Undergraduate Center Applicants: The Center demonstrates a significant and measurable regional and national impact of, and faculty and professional school involvement in, domestic outreach activities that involve the following:

(a) Elementary and secondary schools. *(Comprehensive and Undergraduate Centers: 5 points)*

Strengths:

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Weaknesses:

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NRC Points Awarded: X of 5

(b) Postsecondary institutions. *(Comprehensive and Undergraduate Centers: 10 points)*

Strengths:

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Weaknesses:

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NRC Points Awarded: X of 10

(c) Business, media, and the general public. *(Comprehensive and Undergraduate Centers: 5 points)*

Strengths:

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Weaknesses:

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NRC Points Awarded: X of 5

I. Outreach Activities
TOTAL NRC SCORE: X of 20

J. FLAS Awardee Selection Procedures
(FLAS Applicants, maximum 15 points)

- 1. For All FLAS Applicants Requesting an Allocation of Fellowships: 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 that the process will result in awards being made to correspond to any announced priorities. (FLAS Applicants: 15 points)**

Note to Reviewers: Enter your score for this criterion in the “FLAS” column of the Technical Review Form.

Strengths:

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Weaknesses:

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FLAS Points Awarded: X of 15

J. FLAS Awardee Selection Procedures
TOTAL FLAS SCORE: X of 15

K. Competitive Preference Priorities.

National Resource Centers

1. For All NRC Applicants: For FY 2018, these priorities are competitive preference priorities for the NRC competition. The applicant may receive up to an additional five points depending on how well the application meets Competitive Preference Priority 1, and an additional five points depending on how well the application meets Competitive Preference Priority 2. *An application may receive a total of 10 additional points under the Competitive Preference Priorities.*

(a) NRC Competitive Preference Priority 1: Applications that propose significant and sustained collaborative activities with one or more Minority Serving Institutions and/or with one or more community colleges. *(All NRC Applicants: up to 5 points)*

Strengths:

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Weaknesses:

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NRC Applicants CPP1 Points Awarded: X

(b) NRC Competitive Preference Priority 2: Applications that propose collaborative activities with units such as schools or colleges or education, schools of liberal arts and sciences, post-baccalaureate teacher education programs, teacher education programs, and teacher preparation programs on or off the national resource center campus. *(All NRC Applicants: up to 5 points)*

Strengths:

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Weaknesses:

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NRC Applicants CPP2 Points Awarded: X

K. Competitive Preference Priorities

TOTAL NRC SCORE: X of 10

Foreign Language and Area Studies Fellowships

2. For All FLAS Applicants: For FY 2018, these priorities are competitive preference priorities for the FLAS competition. The applicant may receive an additional five points depending on how well the application meets Competitive Preference Priority 1, and an additional five points depending on how well the application meets Competitive Preference Priority 2. *An application may receive a total of 10 additional points under the Competitive Preference Priorities.*

(a). FLAS Competitive Preference Priority 1: Applications that propose to give preference when awarding fellowships to undergraduate students, graduate students, or both, who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of title IV of the HEA. This need determination will be based on the students' financial circumstances and not on other aid. *(All FLAS Applicants: up to 5 points)*

Strengths:

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Weaknesses:

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FLAS Applicants CPP 1 Points Awarded: X

(b) FLAS Competitive Preference Priority 2: Applications that propose to award at least 25 percent of academic year FLAS fellowships in modern foreign languages other than French, German, and Spanish. *(All FLAS Applicants: up to 5 points)*

Strengths:

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Weaknesses:

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FLAS Applicants CPP 2 Points Awarded: X

K. Competitive Preference Priorities

TOTAL FLAS SCORE: X of 10