

**FY XXXX
APPLICATION FOR GRANTS
NATIONAL RESOURCE CENTERS PROGRAM**

ALN NUMBER: 84.015A

FORM APPROVED

OMB No. 1840-0807

Applications Available: [INSERT DATE]



DATED MATERIAL - OPEN IMMEDIATELY

CLOSING DATE: [INSERT DATE]

FEDERAL FUNDING OPPORTUNITY NUMBER: [INSERT NUMBER]

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DEAR APPLICANT LETTER



UNITED STATES DEPARTMENT OF EDUCATION

Dear Applicant:

Thank you for your interest in applying for a Fiscal Year (FY) XXXX grant under the National Resource Centers (NRC) program (Assistance Listing Number 84.015A). The program-specific application booklet includes information about the program and the instructions and forms required to submit complete application package to the U.S. Department of Education (Department).

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

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.

We strongly recommend that you read the entirety of the application booklet before you begin preparing your proposal. In addition to the application instructions, we call your attention to the following information about the FY XXXX NRC and FLAS competition:

- For FY XXXX, the NRC and FLAS competitions require you to submit a separate application package into the Grants.gov system for each program. For example, if you are requesting both NRC and FLAS funding, you will submit two separate application packages (with many similar components) in Grants.gov. Consistently, applicants that are requesting funding for only one program should submit the appropriate application package using the Assistance Listing Number for the NRC program or the FLAS program. You can find more information about this requirement in the Application Format and Components section of the application booklet.
- There are two Absolute Priorities and one Competitive Preference Priority for the FY XXXX NRC competition.

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 Priority - Partnership with Minority-Serving Institutions (MSIs) or Community Colleges (5 points):

Under this priority, an applicant must demonstrate that the project will be implemented by or in partnership with one or more of the following entities:

1. Community colleges
2. Historically Black Colleges and Universities.
3. Tribal Colleges and Universities
4. Minority-Serving Institutions

Please see the FY XXXX Notice Inviting Applications for the definitions of these entities.

The FY XXXX Notice Inviting Applications (NIAs) published in the *Federal Register* on [INSERT DATE] is the official guidance for these competitions. Applicants should not rely upon any information that is inconsistent with the official notice. We recommend establishing a timeline that allows you to submit your application at least three (3) days prior to the closing date and time. Allowing sufficient lead time is essential because the time to upload an application varies, depending on the size of your application and the speed of your internet connection.

You may view additional information about the NRC and FLAS programs at:

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

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

Sincerely,

/signed/

Sarah T. Beaton

Director, Advanced Training and Research Division

PUBLIC 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 13 hours per application (averaged over three years) 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 (20 USC §1122) per the Code of Federal Regulations, Title 34, Chapter VI, Part 656. 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 Program, U.S. Department of Education, 400 Maryland Avenue SW, Mailstop 258-40, Washington, DC, 20202 directly.

Privacy Notice

Authorities: The following authorities authorize the collection of this information: 2 CFR § 200.207, under which the Federal awarding agency may only use application information collections approved by OMB under the Paperwork Reduction Act of 1995 and OMB's implementing regulations in 5 CFR part 1320 and in alignment with OMB-approved, governmentwide data elements available from the OMB-designated standards lead; 34 CFR § 655.30, which details the basis on which the U.S. Department of Education (Department) may evaluate applications for international education programs; and the Education Department General Administrative Requirements (EDGAR) and performance indicators that are contingent on the collection of data from centers selected to receive funding under the National Resource Centers (NRC) grant program.

Purpose: The purpose of collecting this information is to execute a merit review process for applications, with the objective of selecting recipients most likely to be successful in delivering results based on the NRC program objectives. Collected information will also be used in monitoring grant implementation and performance.

Disclosures: Information about NRC applicant institutions and associated staff will be shared with individuals selected to serve as peer reviewers during the NRC panel review process. Readers who serve on the peer review panels are selected based on their expertise in the specialized area studies, international studies, and modern foreign language(s) necessary to effectively review, score, and rank the applications assigned to them. Project abstracts as well as Project Director names and email addresses for institutions selected to receive funding will be shared on the Department's website. While other individual information will not be disclosed outside of the International and Foreign Language Education (IFLE) office, there may be circumstances where information may be shared with a third party, such as a Freedom of Information Act request, court orders or subpoena, or if a breach or security incident occurs that affects grant record systems, etc.

Consequences of Failure to Provide Information: Individuals representing NRC institutions are required to provide the information identified above to obtain an account on the Department's G5 grant management system and IFLE's International Resource Information System (IRIS) project monitoring website. Failure to do so may result in not receiving an account.

COMPETITION HIGHLIGHTS

1. You may read more about the priorities listed in the cover letter in the Notice Inviting Applications (NIA) on pages 27-59. 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, discuss the priority/ies at length in the abstract. While it is acceptable to cite progress and accomplishments made under previous NRC 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 for the NRC program. The Department is not bound by these amounts.

Estimated available funds: \$23,709,231

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

(August 15, XXXX – August 14, XXXX)

OVERVIEW: NATIONAL RESOURCE CENTERS PROGRAM

AUTHORIZATION

20 U.S.C. 1121-1122 and Sections 1132-1132-7.

APPLICABLE REGULATIONS

- (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 76, 77, 79, 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 for this program in 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 31031](#)).

PURPOSE

Under the National Resource Centers Program for Foreign Language and Areas 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 act cooperatively as national resources for (a) Teaching of modern foreign languages, especially less commonly taught languages; (b) Instruction in fields of study needed to provide full understanding of areas, regions, or countries in which such languages are 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.

ELIGIBLE APPLICANTS

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

ALLOWABLE ACTIVITIES AND COSTS

(a) *Allowable activities and 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 the following:

- (1) Supporting instructors of the less commonly taught languages.

(2) Creating, expanding, or improving opportunities for the formal study of the less commonly taught languages related to the Center's area of focus.

(3) Creating or operating summer institutes in the United States or abroad designed to provide modern foreign language and area training in the Center's area of focus.

(4) Cooperating with other Centers to conduct projects that address issues of world, regional, cross-regional, international, or global importance.

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

(6) Disseminating information about the Center's area of focus to various audiences in the United States through domestic outreach activities involving, for example, elementary and secondary schools, postsecondary institutions, businesses, and the media.

(7) Funding library acquisitions, the maintenance of library collections, or efforts to enhance access to library collections.

(8) Establishing and maintaining linkages with overseas institutions of higher education and other organizations that may contribute to the teaching and research of the Center's area of focus.

(9) Creating, obtaining, modifying, or improving access to teaching and research materials.

(10) Supporting students in the science, technology, engineering, and mathematics fields to achieve foreign language proficiency.

(11) Conducting projects that encourage and prepare students to seek employment relevant to the Center's area of focus in areas of national need.

(12) Planning or developing curriculum;

(13) Engaging in professional development of the Center's faculty and staff.

(14) Funding salaries and travel for faculty and staff.

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

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

(2) Undergraduate student travel is only allowable if the costs are pre-approved by the Secretary and the travel is made in conjunction with a formal program of supervised study in the Center's area of focus.

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

(4) Personnel and related costs associated with compensation for the Project Director are not allowable.

(5) Personnel costs and other costs related to the compensation of individuals exceeding 50 percent of a full time equivalent for any individual not directly engaged in the instruction of a less commonly taught language are not allowable.

(6) Costs for international travel are only allowable if a Center has obtained pre-approval from the Secretary.

(7) Activities must be relevant to the Center's area of focus and the approach type of Center.

THE EXPECTATIONS OF A NRC, PER THE PROGRAM REGULATIONS

A Center's area of focus must be aligned with all of the following:

- (1) A geographic world area that serves as the focus of research, training, and instruction.
- (2) Opportunities for training, research, and instruction in specific languages, countries, regions, societies, or other units of analysis relevant to the chosen geographic world area available at the institution.

A comprehensive Center is an administrative unit of an eligible institution of higher education that independently or through collaboration with other administrative units--

- (1) Provides intensive modern foreign language training, especially for less commonly taught languages, in the Center's area of focus;
- (2) Contributes significantly to the national interest in advanced research and scholarship in the Center's area of focus;
- (3) Employs a critical mass of scholars in diverse disciplines related to the Center's area of focus;
- (4) Maintains important library collections related to the Center's area of focus;
- (5) Makes training available in language and area studies in the Center's area of focus, to graduate, postgraduate, and undergraduate students;
- (6) Addresses national needs for modern foreign language and area studies expertise and knowledge, as demonstrated by, but not limited to, the placement of students into postgraduate employment, education, or training in areas of need; and
- (7) Disseminates information about the Center's area of focus to audiences in the United States.

An undergraduate Center independently or through collaboration with other administrative units--

- (1) Teaches modern foreign languages, especially less commonly taught languages, related to the Center's area of focus;
- (2) Prepares undergraduate students to matriculate into advanced modern foreign language and area studies programs and professional school programs;
- (3) Incorporates substantial content related to the Center's area of focus into baccalaureate degree programs;
- (4) Engages in research and curriculum development designed to broaden knowledge and expertise related to the Center's area of focus;
- (5) Employs faculty with strong language, area, and international studies credentials related to the Center's area of focus;
- (6) Maintains library holdings sufficient to support high-quality training and instruction in the Center's area of focus for undergraduate students;
- (7) Makes training available predominantly to undergraduate students in support of the objectives of an undergraduate institution;

(8) Addresses national needs for language and area studies expertise and knowledge, including through, but not limited to, the placement of undergraduate students into postgraduate employment, education, or training in areas of need; and

(9) Disseminates information about the Center's area of focus to audiences in the United States.

SUPPLEMENTAL INFORMATION

1. The Application Narrative

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 applications is included in the FY XXXX NIA published in *Federal Register*. The selection criteria are from 34 CFR section 656.21 (Comprehensive NRC), section 656.22 (Undergraduate NRC) and section 656.23 (Special Projects NRC) and may be found on pages 27-59. The list of selection criteria (by headings) with the maximum possible points may be found on page 93. When responding to the selection criteria in the Application (Project) Narrative, please use the selection criteria order as presented in the **Technical Review Form (TRF)**. Please be advised that the selection criteria in the TRF are from **the program regulations**.

2. Applications must include the following:

- Application for Federal Assistance (Form SF-424)
- Budget Information (Non-Construction Programs) ED 524 Form
- Grants.gov Certification Regarding Lobbying
- Description to demonstrate compliance with the General Education Provisions Act (ED GEPA 427 Form)
- ED Project Abstract Form
- Application (Project) Narrative and Appendices
 - Table of Contents
 - List of Acronyms
 - Narrative
 - List of courses that include language courses and courses with 25%-100% related international or area studies content
 - XXXX-XXXX: Courses and enrollments
 - XXXX-XXXX: Courses currently being offered
 - XXXX-XXXX: Courses to be offered
 - Position descriptions for positions related to the grant
 - Curriculum vitae for program director, faculty, and instructors
 - Letters of support (recommended maximum: 5)
- Budget Narrative ED 524 (Section C) Form/Detailed line-item budget
- Other Attachments
 - Application Profile Sheet
 - Description of diverse perspectives and wide range of views in funded activities
 - Description of government service in areas of national need and in other employment sectors
- Disclosure of Lobbying Activities (SF-LLL)

3. Recommended Start Date

The Department recommends a start date of August 15, XXXX.

4. Peer Review Process

A three-member panel of independent reviewers with area studies and modern language expertise evaluates each application. Each reviewer provides their scores and comments to indicate the extent to which the applicant has responded to the NRC 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 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)

A blank version of the TRF is available in this booklet for your reference. All applicants will receive copies of the peer reviewers' completed TRFs (evaluations).

8. Reporting Requirements

If you receive a FY XXXX 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 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>.

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 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:

<https://www2.ed.gov/about/offices/list/ope/iegps/languageneeds.html>

11. Contact Information

For NRC program-related questions and assistance, please contact:

Timothy Duvall
U.S. Department of Education
International and Foreign Language Education
400 Maryland Avenue SW
Washington, DC 20202
Telephone: (202) 453-7521
Email: NRC-FLAS@ed.gov

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

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

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.

12. Address to Request Application Package

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 13, 2019 (84 FR 3768) and available at:

www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf.

13. Accessible Format

On request to the program contact person listed under Contact Information above, individuals with disabilities can obtain this document and a copy of the application package in an accessible format. The Department will provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb drive, an MP3 file, braille, large print, audiotape, compact disc, or other accessible format.

GRANTS.GOV SUBMISSION PROCEDURES AND TIPS FOR APPLICANTS

IMPORTANT – PLEASE READ CAREFULLY

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

GENERAL

1. NOTICE INVITING APPLICATIONS

The Notice Inviting Applications (NIA) published in the Federal Register constitutes the official competition guidelines. An applicant should not rely upon external information that is inconsistent with the application preparation guidelines and submission instructions presented in the NIA.

2. COMMON INSTRUCTIONS FOR APPLICANTS TO DEPARTMENT OF EDUCATION DISCRETIONARY GRANT PROGRAMS

Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on December 7, 2022 (87 FR 75045) and available at

<https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs>, which contain requirements and information on how to submit an application. Please note that these Common Instructions supersede the version published on December 27, 2021.

To submit your application electronically using Grants.gov, you must—

- a. Have a Unique Entity Identifier (UEI) and a Taxpayer Identification Number (TIN).

If you are applying as an organization or entity and do not have an active Unique Entity ID, you may obtain one online at: <https://sam.gov/content/entity-registration>.

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.

- b. Be registered in the System for Award Management (SAM.gov), the Government's primary registrant database;
- c. Provide your UEI number and TIN on your application; and
- d. 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.

3. PAPERWORK REDUCTION ACT OF 1995

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 39.5 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 voluntary. 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 Carolyn Collins, U.S. Department of Education, 400 Maryland Avenue SW, Room 5C111, Washington, DC 20202.

HELPFUL REMINDERS

1. REGISTER EARLY

Grants.gov registration involves many steps which may take approximately one week, but could take upwards of several weeks to complete.

The SAM registration process usually takes approximately 7 to 10 business days, but may take longer, depending on the completeness and accuracy of the data you enter into the SAM.gov database. We recommend that you register early, at least 10 to 14 business days before the application deadline. If you are unable to submit an application on Grants.gov by the application deadline because you do not have an active SAM registration, you will not be considered for funding. 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.

You may begin working on your application while completing the registration process, but you cannot submit an application until all of the registration steps are complete. For detailed information on the Registration Steps, please go to:

<http://www.grants.gov/web/grants/register.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 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, you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date for your application to be eligible and considered for review.

3. VERIFY SUBMISSION IS COMPLETE

After you submit your application, please make sure you that:

- you receive an on-screen and email confirmation receipt;
- you document your Grants.gov Tracking Number; and
- the date/time stamp is the official time of submission.

Please also consult the section on the Timely Receipt Requirements and Proof of Timely Submission, below, for submitting an application to the Department of Education in Grants.gov.

GRANTS.GOV APPLICATION SUBMISSION AND RECEIPT PROCEDURES

This section provides the application submission and receipt instructions for Department of Education (Department) grant applications. Please read the following instructions carefully and completely.

ELECTRONIC DELIVERY

The U.S. Department of Education is participating in the Grants.gov initiative to provide the grant community with a single site to find and apply for grant funding opportunities. The Department encourages applicants to submit their applications online through Grants.gov.

HOW TO REGISTER TO APPLY THROUGH GRANTS.GOV INSTRUCTIONS

Read the instructions below about registering to apply for Department of Education funds. Applicants should read the registration instructions carefully and prepare the information requested before beginning the registration process. Reviewing and assembling the required information before beginning the registration process will alleviate last-minute searches for required information.

Organizations must have an active System for Award Management (SAM) registration which provides a Unique Entity Identifier (UEI), and a Grants.gov account to apply for grants. Individual applicants (those submitting on their own behalf) eligible to apply for this funding opportunity need only refer to steps 2 and 3 below.

Creating a Grants.gov account can be completed online in minutes, but SAM registration may take several weeks. Therefore, an organization's registration should be done in sufficient time to ensure it does not impact the entity's ability to meet required application submission deadlines.

Organization registration instructions can be found on Grants.gov here:

<https://www.grants.gov/web/grants/applicants/organization-registration.html>.

- 1) Register with SAM: All organizations (entities) applying online through Grants.gov must register with the System for Award Management (SAM). Failure to register with SAM will prevent your organization from applying through Grants.gov. SAM registration must be renewed annually. For more detailed instructions for registering with SAM, refer to: <https://www.grants.gov/web/grants/applicants/organization-registration.html>.
- 2) Create a Grants.gov Account: The next step is to register an account with Grants.gov. Follow the on-screen instructions provided on the registration page.
- 3) Add a Profile to a Grants.gov Account: A profile in Grants.gov corresponds to a single applicant organization the user represents (i.e., an applicant) or an individual applicant submitting on their own behalf. If you work for or consult with multiple organizations,

you can have a profile for each organization under one Grants.gov account. In such cases, you may log in to one Grants.gov account to access all your grant profiles. To add an organizational profile to your Grants.gov account, enter the UEI (Unique Entity Identifier) for the organization in the UEI field. If you are an individual applicant submitting on your own behalf, you do not need a UEI to add the profile. For more detailed instructions about creating a profile on Grants.gov, refer to:

<https://www.grants.gov/web/grants/applicants/registration/add-profile.html>.

4) EBiz POC Authorized Profile Roles: After you register with Grants.gov and create an Organization Applicant Profile, the applicant's request for Grants.gov roles and access is sent to the EBiz POC. The EBiz POC is then expected to log in to Grants.gov and authorize the appropriate roles, which may include the AOR role, thereby giving you permission to complete and submit applications on behalf of the organization. You will be able to submit your application online any time after you have been assigned the AOR role. For more detailed instructions about creating a profile on Grants.gov, refer to:

<https://www.grants.gov/web/grants/applicants/registration/authorize-roles.html>.

5) Track Role Status: To track your role request, refer to:

<https://www.grants.gov/web/grants/applicants/registration/track-role-status.html>.

ELECTRONIC SIGNATURE

When applications are submitted through Grants.gov, the name of the organization applicant with the AOR role that submitted the application is inserted into the signature line of the application, serving as the electronic signature. The EBiz POC of the organization **must** authorize people who are able to make legally binding commitments on behalf of the organization as a user with the AOR role; **this step is often missed and it is crucial for valid and timely submissions.**

HOW TO SUBMIT AN APPLICATION TO THE DEPARTMENT OF EDUCATION VIA GRANTS.GOV

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 webforms within an application. For each funding opportunity announcement (FOA), you can create individual instances of a workspace.

For an overview of applying on Grants.gov using Workspaces, 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 webforms 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: These forms are designed to fill in common required fields across other forms, such as the applicant name, address, and SAM UEI. 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>.

Please note the following recommendations for attaching files to your application:

- When you submit your application electronically, you must upload any narrative sections and all other attachments to your application as files in either Portable Document Format (PDF) or Microsoft Word. Although applicants have the option of uploading any narrative sections and all other attachments to their application in either PDF or Microsoft Word, we recommend applicants submit all documents as read-only flattened PDFs, meaning any fillable PDF files must be saved and submitted as non-fillable PDF files and not as interactive or fillable PDF files, to better ensure applications are processed in a more timely, accurate, and efficient manner.

- If more than one attachment is included in a grant submission in Grants.gov and two or more files have the same name, the grant application cannot be processed without manual intervention. To correct this, you should:
 - o rename attached files with the same name so that no files share the same name;
 - o reattach the files;
 - o resubmit the application package.
- When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names as follows:
 - o Please limit file names to 50 or fewer characters.
 - o Please use only 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. Attachments that do not follow this rule may cause the entire application to be rejected or cause issues during processing.
- 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. Grants.gov suggests limiting the file size of the entire grant application package including all the attachments to 200MB. Therefore, you may want to check the total size of your package before submission.

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

Applicant Support

Grants.gov provides applicants 24/7 support via the toll-free number 1-800-518-4726 and email at support@grants.gov. For questions related to the specific opportunity, contact the number listed in the application package of the grant you are applying for.

If you are experiencing difficulties with your submission, it is best to call the Grants.gov Support Center and get a ticket number. The Support Center ticket number will assist the Department of Education with tracking your issue and understanding background information on the issue.

TIMELY RECEIPT REQUIREMENTS AND PROOF OF TIMELY SUBMISSION ONLINE SUBMISSION

All applications must be received by 11:59:59 Eastern time on the due date established for the competition. Proof of timely submission is automatically recorded by Grants.gov. An electronic date/time stamp is generated within the system when the application is successfully received by Grants.gov. The applicant with the AOR role who submitted the application will receive an acknowledgement of receipt and a tracking number (GRANTXXXXXXXX) from Grants.gov with

the successful transmission of their application. This applicant with the AOR role will also receive the official date/time stamp and Grants.gov Tracking number in an email serving as proof of their timely submission.

When the Department of Education successfully retrieves the application from Grants.gov, and acknowledges the download of submissions, Grants.gov will provide an electronic acknowledgment of receipt of the application to the email address of the applicant with the AOR role who submitted the application. Again, proof of timely submission shall be the official date and time that Grants.gov receives your application. Applications received by Grants.gov after the established due date for the program will be considered late and will not be considered for funding.

Applicants using unreliable internet connections should be aware that the process of completing the Workspace can take some time. Therefore, applicants should allow enough time to prepare and submit the application before the package closing date.

You will receive a series of confirmations both online and via e-mail about the status of your application, including the following:

- Grants.gov Submission Receipt Email
 - o Your application has been received by Grants.gov
 - o Grants.gov E-mail Verifying Receipt (with Track My Application URL)
- Grants.gov Submission Validation or Rejection Email
 - o Grants.gov E-mail Verifying Successful Submission OR
 - o Rejection Due to Errors with a description of issue.

Please do not rely solely on e-mail to confirm whether your application has been received. Rather, please verify that Grants.gov received your application submission on time and that it was validated successfully. Check the date/time your application was received by logging in to Grants.gov, accessing the Details tab of the submitted Workspace and checking the Submission Details. You may also track the application status by entering the Grant Tracking Number under Track My Application. For a successful submission, the date/time received should be earlier than 11:59:59 p.m. Eastern 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 at the Track My Application link on Grants.gov.

If the date/time received is later than 11:59:59 p.m. Eastern Time, on the deadline date, your application is late and is not eligible for review.

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.

If you discover your application is late or has been rejected, please see the instructions below. Some of the reasons Grants.gov may reject an application can be found on Grants.gov at <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>. Applicants may call or email the Grants.gov Support Center at 1-800-518-4726 or support@grants.gov for assistance with resolving any issues.

Grants.gov does not allow an applicant to un-submit an application after it has been submitted. If you discover that you need to revise your application after you have submitted it, you must **submit another application that is date-and-time stamped by Grants.gov no later than 11:59:59 p.m., Eastern Time, on the application deadline date.** The replacement application will be submitted to the peer review process. Once again, we suggest that you submit your application several days before the deadline date in case you discover that you need to submit a replacement application.

Please note that email confirmations and receipts from *Grants.gov* do not indicate receipt by the Department, nor do they mean that your application is complete or has met all application requirements. While your application may have been successfully validated by *Grants.gov*, it also must be reviewed in accordance with the Department's application requirements as specified in the competition NIA and in these application instructions. It is your responsibility to ensure that your submitted application has met all of the Department's requirements.

SUBMISSION PROBLEMS

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support by phone at 1-800-518-4726 (U.S.) or 1-606-545-5035 (International), by email at <mailto:support@grants.gov>, or access the Grants.gov Self-Service Knowledge Base web portal at: <https://grants-portal.psc.gov/Welcome.aspx?pt=Grants>.

The Grants.gov Support Center will provide you with a Support Desk Case Number documenting your communication. You must retain your Support Desk Case Number for future reference as proof of your communication with the Support Center. Please subsequently contact the 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, the Department will grant you an extension until 11:59:59 p.m. Eastern Time, the following business day to enable you to transmit your application electronically, provided the Department can verify the technical issues that 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 UEI 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), (1) you must provide a prior written notification that you intend to submit a paper application and (2) your paper application must be postmarked by the application deadline date.

The prior written notification may be submitted by email or by mail to the person listed in the **FOR FURTHER INFORMATION CONTACT** section of the competition NIA. If you submit your notification by email, it must be received by the Department no later than 14 calendar days before the application deadline date. If you mail your notification to the Department, it must be postmarked no later than 14 calendar days before the application deadline date.

If you submit a paper application, you must have, and include on your application, a UEI number and 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, OFO/G5 Functional Application Team, Mail Stop 5C231, Attention: (Assistance Listing Number + Suffix Letter), 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 ALN, including suffix letter, if any, of the competition under which you are submitting your application; and
- (2) The G5 Functional Application Team will notify you of the Department's receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should contact the person listed in the **FOR FURTHER INFORMATION CONTACT** section of the competition NIA.

FEDERAL REGISTER NOTICE INVITING APPLICATIONS [PLACEHOLDER]

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; National Resource Centers Program

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for fiscal year (FY) 2022 for the National Resource Centers (NRC) Program, Assistance Listing Number 84.015A. This notice relates to the approved information collection under OMB control number 1840-0807.

DATES:

Applications Available: December 16, 2021.

Deadline for Transmittal of Applications: February 14, 2022.

Deadline for Intergovernmental Review: April 15, 2022.

Pre-Application Webinar Information: The Department held a pre-application meeting via webinar for prospective applicants on November 10, 2021. The link for the webinar is located on the International and Foreign Language Education website at <https://www2.ed.gov/programs/iegpsnrc/applicant.html>.

Additionally, for new potential grantees unfamiliar with grantmaking at the Department, please consult our funding basics

resources at <https://www2.ed.gov/documents/funding-101/funding-101-basics.pdf>.

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 13, 2019 (84 FR 3768) and available at www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf.

FOR FURTHER INFORMATION CONTACT: Timothy Duvall, U.S. Department of Education, International and Foreign Language Education, 400 Maryland Avenue, SW, Mailstop 258-40, Washington, DC 20202. Telephone: (202) 453-7521. Email: NRC-FLAS@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 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.

Priorities: This notice contains two absolute priorities and one competitive preference priority 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 priority is from the Secretary's Final Supplemental Priorities and Definitions for Discretionary Grant Programs published in the *Federal Register* on December 10, 2021 (86 FR 70612) (Supplemental Priorities).

Absolute Priorities: For FY 2022 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3), we consider only applications that meet these priorities.

These priorities are:

Absolute Priority 1.

Applications that (1) explain 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) describe 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 propose teacher training activities on the language, languages, area studies, or thematic focus of the Center.

Competitive Preference Priority: For FY 2022 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is a competitive preference priority. Under 34 CFR 75.105(c)(2)(i), we award up to an additional five points to an application, depending on how well the application meets the priority.

This priority is:

Partnership with Minority-Serving Institutions (MSIs) or Community Colleges (up to 5 additional points).

Under this priority, an applicant must demonstrate that the project will be implemented by or in partnership with one or more of the following entities:

- (1) Community colleges (as defined in this notice).
- (2) Historically Black colleges and universities (as defined in this notice).
- (3) Tribal Colleges and Universities (as defined in this notice).

(4) Minority-serving institutions (as defined in this notice).

Definitions: The definitions below are from the Supplemental Priorities.

Community college means “junior or community college” as defined in section 312(f) of the Higher Education Act of 1965, as amended (HEA).

Historically Black Colleges and Universities means colleges and universities that meet the criteria set out in 34 CFR 608.2.

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.

Tribal College or University has the meaning ascribed it in section 316(b)(3) of the HEA.

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

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

Program Authority: Title VI, part A, HEA (20 U.S.C. 1122).

Note: Projects will be awarded and must be operated in a manner consistent with the nondiscrimination requirements contained in Federal civil rights laws.

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 76, 77, 79, 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 for this program in 34 CFR parts 655 and 656. (e) The Supplemental Priorities.

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 regions. These agencies' recommendations may be viewed on this web page:

<https://www2.ed.gov/about/offices/list/ope/iegps/languageneeds.html>.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: \$23,709,231.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FYs 2023, 2024, and 2025 from the list of unfunded applications from this competition.

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

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

Estimated Number of Awards: 100.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 48 months.

III. Eligibility Information

1. Eligible Applicants: IHEs (as defined in section 101 of the HEA (20 U.S.C. 1001)) or consortia of IHEs.

2. a. Cost Sharing or Matching: This program does not require cost sharing or matching.

b. Supplement-Not-Supplant: The NRC Program has 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.

c. Indirect Cost Rate Information: This program uses a restricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see www2.ed.gov/about/offices/list/ocfo/intro.html.

d. Administrative Cost Limitation: This program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to Cost Principles described in 2 CFR part 200 subpart E of the Uniform Guidance.

3. Subgrantees: Under 34 CFR 75.708(b) and (c), a grantee under this competition may award subgrants--to directly carry out project activities described in its application--to the following types of entities: IHEs, nonprofit organizations, professional organizations, or businesses. The grantee may award subgrants to entities it has identified in the approved application or that it selects through a competition under procedures established by the grantee.

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: Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on February 13, 2019 (84 FR 3768) and available at www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf, which contain requirements and information on how to submit an application.

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). 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 applies to the entirety of the application narrative. The recommended page limit does not apply to the Application for Federal Assistance face sheet (SF 424); the supplemental SF 424 form; Budget Information–Non-Construction Programs (ED 524); the detailed line item budget; 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 project profile

form, and the appendices (curriculum vitae, course list, and, letters of support).

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 2022 NRC competition, all applications will be assigned to peer review panels based on world region—such as Africa, Asia, or the Middle East—or international focus, as specified in the NRC application profile form. Readers who serve on the peer review panels are selected based on their expertise in the specialized area studies, international studies, and modern foreign language(s) necessary to review, score, and rank the assigned applications in each distinct category. The Department will select applications for funding based on the ranking of each application in its distinct regional or thematic focus panel.

2. Selection Criteria: The following selection criteria for this program are from 34 CFR 656.21 and apply to applications for a comprehensive Center or an undergraduate Center, as indicated. The maximum possible points for the selection criteria, taken together with the maximum number of points awarded to applicants for addressing the competitive preference priorities, is 129 points.

Comprehensive Center Selection Criteria:

(a) *Commitment to the subject area on which the Center focuses* (up to 5 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.

(b) *Quality of the Center's language instructional program* (up to 14 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.

(c) *Quality of the Center's non-language instructional program* up to 14 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.

(d) *Quality of curriculum design* (up to 13 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;

(3) The extent to which the Center provides academic and career advising services for students; and

(4) 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.

(e) *Quality of staff resources* (up to 13 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.

(f) *Strength of library* (up to 6 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 online databases and the extent to which teachers, students, and faculty from other institutions are able to access the library's holdings.

(g) *Impact and evaluation* (up to 25 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;

(2) 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;

(3) The degree to which activities of the Center address national needs, and generate information for and disseminate information to the public;

(4) 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; and

(5) 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.

(h) *Outreach activities* (up to 9 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.

(i) *Program planning and budget* (up to 25 points). The Secretary reviews each application to determine-

(1) 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;

(2) 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;

(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.

Undergraduate Center Selection Criteria:

(a) *Commitment to the subject area on which the Center focuses* (up to 5 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.

(b) *Quality of the Center's language instructional program* (up to 14 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.

(c) *Quality of the Center's non-language instructional program* (up to 14 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.

(d) *Quality of curriculum design* (up to 13 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 provides academic and career advising services for students; and

(3) 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.

(e) *Quality of staff resources* (up to 13 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.

(f) *Strength of library* (up to 6 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.

(g) *Impact and evaluation* (up to 25 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;

(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;

(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; and

(5) 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.

(h) *Outreach activities* (up to 9 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.

(i) *Program planning and budget* (up to 25 points). The Secretary reviews each application to determine--

(1) 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;

(2) 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;

(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.

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 200.206, before awarding grants under these programs the Department conducts a review of the risks posed by applicants. Under 2 CFR 200.208, the Secretary may impose specific conditions and, under 2 CFR 3474.10, 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 \$250,000), under 2 CFR 200.206(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.

6. In General: In accordance with the Office of Management and Budget's guidance located at 2 CFR part 200, all applicable Federal laws, and relevant Executive guidance, the Department will review and consider applications for funding pursuant to this notice inviting applications in accordance with:

(a) Selecting recipients most likely to be successful in delivering results based on the program objectives through an

objective process of evaluating Federal award applications (2 CFR 200.205);

(b) Prohibiting the purchase of certain telecommunication and video surveillance services or equipment in alignment with section 889 of the National Defense Authorization Act of 2019 (Pub. L. No. 115–232) (2 CFR 200.216);

(c) Providing a preference, to the extent permitted by law, to maximize use of goods, products, and materials produced in the United States (2 CFR 200.322); and

(d) Terminating agreements in whole or in part to the greatest extent authorized by law if an award no longer effectuates the program goals or agency priorities (2 CFR 200.340).

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 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 must be submitted electronically into the International and Foreign Language Education (IFLE) web-based reporting system, International Resource Information System (IRIS). For information about IRIS and to view the reporting instructions, please go to <https://iris.ed.gov/iris/pdfs/NRC.pdf>.

(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: For the purposes of evaluating the success of the NRC Program under the Government Performance and Results Act of 1993 and Department reporting under 34 CFR 75.110, the Department has established the following performance measures:

(a) Percentage of priority languages defined by the Secretary of Education taught at NRCs.

(b) Percentage of NRCs teaching intermediate or advanced courses in priority languages as defined by the Secretary of Education.

(c) Percentage of NRCs that increased the number of intermediate or advanced level language courses in the priority area and/or less and least commonly taught languages (LCTLs) during the course of the grant period.

(d) Percentage of NRCs that increased the number of certificate, minor, or major degree programs in the priority area and/or LCTLs, area studies, or international studies during the course of the four-year grant period.

(e) Percentage of LCTLs taught at NRCs.

(f) Cost per NRC that increased the number of intermediate or advanced level language courses in the priority area and/or LCTLs during the course of the grant period.

The information provided by grantees in their performance reports submitted via the International Resource Information

System (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>.

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, whether the grantee has made substantial progress in achieving 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: On request to the program contact person listed under FOR FURTHER INFORMATION CONTACT, individuals with disabilities can obtain this document and a copy of the application package in an accessible format. The Department will

provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb drive, an MP3 file, braille, large print, audiotape, or compact disc, or other accessible format.

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 at www.govinfo.gov. 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 Portable Document Format (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:

Annamarie Weisman,
Deputy Assistant Secretary for Policy,
Planning and Innovation,
Office of Postsecondary Education.

THE HIGHER EDUCATION ACT OF 1965, AS AMENDED (HEA), SECTIONS 1121, 1122 AND 1132 - 1132-7

TITLE VI - INTERNATIONAL EDUCATION PROGRAMS

20 USC §§1121-1122 and 1132-1132-7

PART A—INTERNATIONAL AND FOREIGN LANGUAGE STUDIES

§1121. Findings; purposes; consultation; survey

(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.

§1122. 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 to make grants to institutions of higher education or consortia of such institutions for the purpose of establishing, strengthening, and operating—

- (i) comprehensive foreign language and area or international studies centers and programs; and
- (ii) 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;

(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;

(I) supporting instructors of the less commonly taught languages; and

(J) projects that support students in the science, technology, engineering, and mathematics fields to achieve foreign language proficiency.

(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 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.

(D) 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.

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

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

§1132

(a) DEFINITIONS

As used in this subchapter—

(1) the term “area studies” means a program of comprehensive study of the aspects of a society or societies, including study of its history, culture, economy, politics, international relations and languages;

(2) the term “comprehensive foreign language and area or international studies center” means an administrative unit of a university that contributes significantly to the national interest in

advanced research and scholarship, employs a critical mass of scholars in diverse disciplines related to a geographic concentration, offers intensive language training in languages of its area specialization, maintains important library collections related to the area, and makes training available in language and area studies to a graduate, postgraduate, and undergraduate clientele; and [1]

(3) the term “educational programs abroad” means programs of study, internships, or service learning outside the United States which are part of a foreign language or other international curriculum at the undergraduate or graduate education levels;

(4) the term “export education” means educating, teaching and training to provide general knowledge and specific skills pertinent to the selling of goods and services to other countries, including knowledge of market conditions, financial arrangements, laws and procedures;

(5) the term “historically Black college and university” has the meaning given the term “part B institution” in section 1061 of this title;

(6) the term “institution of higher education” means, in addition to institutions which meet the definition of section 1001 of this title, institutions which meet the requirements of section 1001 of this title except that (1) they are not located in the United States, and (2) they apply for assistance under this subchapter in consortia with institutions which meet the definition of section 1001 of this title;

(7) the term “international business” means profit-oriented business relationships conducted across national boundaries and includes activities such as the buying and selling of goods, investments in industries, the licensing of processes, patents and trademarks, and the supply of services;

(8) the term “internationalization of curricula” means the incorporation of international or comparative perspectives in existing courses of study or the addition of new components to the curricula to provide an international context for American business education;

(9) the term “tribally controlled college or university” has the meaning given the term in section 1801 of title 25; and

(10) the term “undergraduate foreign language and area or international studies center” means an administrative unit of an institution of higher education, including but not limited to 4-year colleges, that contributes significantly to the national interest through the education and training of students who matriculate into advanced language and area studies programs, professional school programs, or incorporates substantial international and foreign language content into baccalaureate degree programs, engages in research, curriculum development and community outreach activities designed to broaden international and foreign language knowledge, employs faculty with strong language, area, and international studies credentials, maintains library holdings, including basic reference works, journals, and works in translation, and makes training available predominantly to undergraduate students.

(b) SPECIAL CONDITIONS

All references to individuals or organizations, unless the context otherwise requires, mean individuals who are citizens or permanent residents of the United States or organizations which are organized or incorporated in the United States.

§1132-1 Special Rule

The Secretary may waive or reduce the non-Federal share required under this subchapter for institutions that—

- (1) are eligible to receive assistance under part A or B of subchapter III or under subchapter V; and
- (2) have submitted a grant application under this section that demonstrates a need for a waiver or reduction, as determined by the Secretary.

§1132-2. Rule of construction

Nothing in this subchapter 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.

§1132-3 Assessment

The Secretary is authorized to assess and ensure compliance with all the conditions and terms of grants provided under this subchapter.

§1132-4 Evaluation, outreach, and information

The Secretary may use not more than one percent of the funds made available under this subchapter to carry out program evaluation, national outreach, and information dissemination activities relating to the programs authorized under this subchapter.

§1132-5 Report

The Secretary shall, in consultation and collaboration with the Secretary of State, the Secretary of Defense, and the heads of other relevant Federal agencies, submit a report once every two years that identifies areas of national need in foreign language, area, and international studies as such studies relate to government, education, business, and nonprofit needs, and a plan to address those needs. The report shall be provided to the authorizing committees and made available to the public.

§1132-6 Science and technology advanced foreign language education grant program

(a) Purpose

It is the purpose of this section to support programs in institutions of higher education that—

- (1) encourage students to develop—
 - (A) an understanding of science and technology; and
 - (B) foreign language proficiency;
- (2) foster future international scientific collaboration;

(3) provide for professional development opportunities for elementary school and secondary school teachers of critical foreign languages to increase the number of highly qualified teachers in critical foreign languages; and

(4) increase the number of United States students who achieve the highest level of proficiency in foreign languages critical to the security and competitiveness of the Nation.

(b) Development

The Secretary shall develop a program for the awarding of grants to institutions of higher education that develop innovative programs for the teaching of foreign languages, which may include the preparation of teachers to teach foreign languages.

(c) Regulations and requirements

The Secretary shall promulgate regulations for the awarding of grants under subsection (b). Such regulations may require institutions of higher education to use grant funds for, among other things—

(1) the development of an on-campus cultural awareness program by which students attend classes taught in a foreign language and study the science and technology developments and practices in a non-English speaking country;

(2) immersion programs where students take science or technology related course work in a non-English speaking country;

(3) other programs, such as summer workshops, that emphasize the intense study of a foreign language and science technology;

(4) if applicable, recruiting highly qualified teachers in critical foreign languages, and providing professional development activities for such teachers at the elementary school and secondary school levels; and

(5) providing innovative opportunities for students that will allow for critical language learning, such as immersion environments, intensive study opportunities, internships, and distance learning.

(d) Grant distribution

In distributing grants to institutions of higher education under this section, the Secretary shall give priority to—

(1) institutions that have programs focusing on curricula that combine the study of foreign languages and the study of science and technology and produce graduates who have both skills; and

(2) institutions teaching critical foreign languages.

(e) Report on best practices

Not later than one year after August 14, 2008, the Secretary shall—

(1) conduct a study to identify the best practices to strengthen the role of institutions of higher education that receive funding under subchapter III or subchapter V in increasing the critical foreign language education efforts in the United States; and

(2) submit a report on the results of such study to the authorizing committees.

(f) Appropriations authorized

There are authorized to be appropriated to carry out this section, such sums as may be necessary for fiscal year 2009 and for each subsequent fiscal year.

§1132-7 Reporting by institutions

(a) APPLICABILITY

The data requirement in subsection (b) shall apply to an institution of higher education that receives funds for a center or program under this subchapter if—

(1) the amount of the contribution (including cash and the fair market value of any property) received from any foreign government or from a foreign private sector corporation or foundation during any fiscal year exceeds \$250,000 in the aggregate; and

(2) the aggregate contribution, or a significant part of the aggregate contribution, is to be used by a center or program receiving funds under this subchapter.

(b) DATA REQUIRED

The Secretary shall require an institution of higher education referred to in subsection (a) to report information listed in subsection (a) to the Secretary consistent with the requirements of section 1011f of this title.

PROGRAM REGULATIONS FROM TITLE 34 CODE OF FEDERAL REGULATIONS

Revised as of XXXX

PART 655—INTERNATIONAL EDUCATION PROGRAMS—GENERAL PROVISIONS

Section Contents

Subpart A—General

§ 655.1 Which programs do these regulations govern?

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Subpart D—How Does the Secretary Make a Grant?

§ 655.30 How does the Secretary evaluate an application?

§ 655.31 What general selection criteria does the Secretary use?

§ 655.32 What additional factors does the Secretary consider in making grant awards?

(Authority: 20 U.S.C 1121–1130b, unless otherwise noted.)

[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 (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 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);
 - (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; [79 FR 76104](#), Dec. 19, 2014]

§ 655.4 What definitions apply to the International Education Programs?

- (a) The following terms used in this part and [34 CFR parts 656, 657, 658, 660, 661](#), and [669](#) are defined in [2 CFR part 200, subpart A](#), [34 CFR 77.1](#), [34 CFR 600.2](#), or [34 CFR 668.2](#):
 - Academic engagement
 - Acquisition
 - Applicant
 - Application
 - Award
 - Budget
 - Clock hour
 - Contract
 - Correspondence course
 - Credit hour
 - Distance education
 - Educational program
 - EDGAR
 - Enrolled
 - Equipment
 - Facilities

- Fiscal year
- Full-time student
- Graduate or professional student
- Grant
- Grantee
- Grant period
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- Nonprofit
- Project
- Project period
- Private
- Public
- Regular student
- Secretary
- State educational agency
- Supplies
- Undergraduate student

(Authority: 20 U.S.C. 1121–1127)

(b) The following definitions apply to International Education Programs:

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.

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.

Consultation on areas of national need means the most recent list of languages and world areas created as a result of the process that allows the head officials of a wide range of Federal agencies to consult with the Secretary and provide recommendations regarding national needs for expertise in foreign languages and world areas.

Diverse perspectives means a variety of viewpoints relevant to understanding global or international issues in context, especially those derived from scholarly research or sustained professional activities and community engagement abroad, necessary to build knowledge and expertise in area studies, international studies, and the international aspects of professional studies through the creation of a multi-faceted understanding of

issues related to world regions, foreign languages, and international affairs among stakeholders.

Educational program abroad means programs of study, internships, or service learning outside the United States which are part of a foreign language or other international curriculum at the undergraduate or graduate education levels.

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).

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.

(Authority: [20 U.S.C. 1003, 1121-1127, 1132](#), 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; [79 FR 76104](#), Dec. 19, 2014]

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

§ 655.10 What kinds of projects does the Secretary assist?

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

(Authority: 20 U.S.C. 1121-1127)

[[74 FR 35072](#), July 17, 2009]

Subpart C [Reserved]

Subpart D—How Does the Secretary Make a Grant?

§ 655.30 How does the Secretary evaluate an application?

The Secretary evaluates applications for International Education Programs on the basis of any of the following criteria -

(a) The general criteria in [§ 655.31](#).

(b) The specific criteria, as applicable, in subpart C of 34 CFR parts 656 and 657, or subpart D of [34 CFR parts 658, 660, 661](#), and [669](#).

(Authority: [20 U.S.C. 1121-1127](#))

[[64 FR 7739](#), Feb. 16, 1999]

§ 655.31 What general selection criteria does the Secretary use?

(a) Plan of operation.

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

(2) The Secretary looks for information that shows -

(i) High quality in the design of the project;

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

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

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

(v) A clear description of how the applicant will provide equal access and treatment for eligible project participants who are members of groups that have been traditionally underrepresented, such as -

(A) Members of racial or ethnic minority groups;

(B) Women; and

(C) Handicapped persons.

(b) Quality of key personnel.

(1) The Secretary reviews each application for information that shows the quality of the key personnel the applicant plans to use on the project.

(2) The Secretary looks for information that shows -

(i) The qualifications of the project director (if one is to be used);

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

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

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

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

(c) Budget and cost effectiveness.

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

(2) The Secretary looks for information that shows -

- (i) The budget for the project is adequate to support the project activities; and
- (ii) Costs are reasonable in relation to the objectives of the project.

(d) Evaluation plan.

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

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

(e) Adequacy of resources.

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

(2) The Secretary looks for information that shows -

- (i) Facilities (language laboratory, museums, library etc.) that the applicant plans to use are adequate ; and
- (ii) The equipment and supplies that the applicant plans to use are adequate.

(Authority: 20 U.S.C. 1121-1127)

§ 655.32 What additional factors does the Secretary consider in making grant awards?

Except for 34 CFR parts 656, 657, and 661, to the extent practicable and consistent with the criterion of excellence, the Secretary seeks to achieve an equitable distribution of funds throughout the Nation.

(Authority: 20 U.S.C. 1126(b))

[58 FR 32575, June 10, 1993]

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

Subpart A--General

- 656.1 What is the purpose of the National Resource Centers Program?
- 656.2 What entities are eligible to receive a grant?
- 656.3 What defines a comprehensive or undergraduate National Resource Center?
- 656.4 For what special purposes may a Center receive an additional grant under this part?
- 656.5 What regulations apply to this program?
- 656.6 What definitions apply to this program?
- 656.7 Severability.

Subpart B--How Does an Eligible Institution Apply for a Grant?

- 656.10 How does an institution submit a grant application?
- 656.11 What assurances and other information must an applicant include in an application?

Subpart C--How Does the Secretary Make a Grant?

- 656.20 How does the Secretary select applications for funding?
- 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 selection criteria does the Secretary use to evaluate an application for an additional special purpose grant to a Center?
- 656.24 What priorities may the Secretary establish?

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

- 656.30 What activities and costs are allowable?

Authority: 20 U.S.C. 1121, 1122, 1127, and 1132 unless otherwise noted.

Subpart A - General

§ 656.1 What is the purpose of the National Resource Centers Program?

Under the National Resource Centers Program for Foreign Language and Areas 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 act cooperatively as national resources for--

- (a) Teaching of modern foreign languages, especially less commonly taught languages;
- (b) Instruction in fields of study needed to provide full understanding of areas, regions, or countries in which such languages are 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.

§ 656.2 What entities are eligible to receive a grant?

- (a) An institution of higher education or a consortium of institutions of higher education is eligible to receive a grant under this part as either a comprehensive Center or undergraduate center.
- (b) An institution of higher education or a consortium of institutions of higher education that has received a grant under this part as either a comprehensive Center or undergraduate center is eligible to receive an additional grant under this part for special purposes related to library collections, outreach, and summer institutes, as described in § 656.4.

§ 656.3 What defines a comprehensive or undergraduate National Resource Center?

- (a) A Center's area of focus must be aligned with all of the following:
 - (1) A geographic world area that serves as the focus of research, training, and instruction.
 - (2) Opportunities for training, research, and instruction in specific languages, countries, regions, societies, or other units of analysis relevant to the chosen geographic world area available at the institution.
- (b) A comprehensive Center is an administrative unit of an eligible institution of higher education that independently or through collaboration with other administrative units--
 - (1) Provides intensive modern foreign language training, especially for less commonly taught languages, in the Center's area of focus;
 - (2) Contributes significantly to the national interest in advanced research and scholarship in the Center's area of focus;
 - (3) Employs a critical mass of scholars in diverse disciplines related to the Center's area of focus;
 - (4) Maintains important library collections related to the Center's area of focus;
 - (5) Makes training available in language and area studies in the Center's area of focus, to graduate, postgraduate, and undergraduate students;
 - (6) Addresses national needs for modern foreign language and area studies expertise and knowledge, as demonstrated by, but not limited to, the placement of students into postgraduate employment, education, or training in areas of need; and
 - (7) Disseminates information about the Center's area of focus to audiences in the United States.
- (c) An undergraduate Center independently or through collaboration with other administrative units--
 - (1) Teaches modern foreign languages, especially less commonly taught languages, related to the Center's area of focus;
 - (2) Prepares undergraduate students to matriculate into advanced modern foreign language and area studies programs and professional school programs;
 - (3) Incorporates substantial content related to the Center's area of focus into baccalaureate degree programs;

- (4) Engages in research and curriculum development designed to broaden knowledge and expertise related to the Center's area of focus;
- (5) Employs faculty with strong language, area, and international studies credentials related to the Center's area of focus;
- (6) Maintains library holdings sufficient to support high-quality training and instruction in the Center's area of focus for undergraduate students;
- (7) Makes training available predominantly to undergraduate students in support of the objectives of an undergraduate institution;
- (8) Addresses national needs for language and area studies expertise and knowledge, including through, but not limited to, the placement of undergraduate students into postgraduate employment, education, or training in areas of need; and
- (9) Disseminates information about the Center's area of focus to audiences in the United States.

§ 656.4 For what special purposes may a Center receive an additional grant under this part?

The Secretary may make additional grants to Centers for one or more of the following purposes:

- (a) Linkage or outreach between foreign language, area studies, and other international fields and professional schools and colleges.
- (b) Linkage or outreach with 2- and 4-year colleges and universities.
- (c) Linkage or outreach between or among--
 - (1) Postsecondary programs or departments in foreign language, area studies, or other international fields; and
 - (2) State educational agencies or local educational agencies.
- (d) 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.
- (e) Linkage or outreach with the news media, business, professional, or trade associations.
- (f) Summer institutes in area studies, foreign language, and other international fields designed to carry out the activities in paragraphs (a) through (e) of this section.
- (g) Maintenance of important library collections.

§ 656.5 What regulations apply to this program?

The following regulations apply to this program:

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

§ 656.6 What definitions apply to this program?

The following definitions apply to this part:

- (a) The definitions in 34 CFR part 655.
- (b) The following definitions, unless otherwise specified:
National Resource Center (Center) means an administrative unit within an institution of higher education that is a grantee under this part that coordinates educational initiatives related to an area of focus as described in § 656.3(a) at that institution or for a consortium of institutions through direct access to faculty, staff, administrators, students, library collections and other research collections, and other educational

resources that support research, training, and instruction in various academic disciplines, professional fields, and languages.

Critical mass of scholars means a concentration of modern foreign language and area studies faculty, researchers, and other similar personnel associated with a Center who collectively make significant contributions in a field of area studies because of their expertise and are distinguished by their training in many different academic disciplines in addition to their active engagement in interdisciplinary initiatives related to the Center's area of focus. The following are examples of other factors that may be considered in determining whether there is a *critical mass of scholars*:

- (i) Whether instruction in many foreign languages is offered.
- (ii) Whether specialized area studies or language instruction is regularly offered.
- (iii) The number of graduate student research projects (dissertations, theses, or equivalents) supervised.
- (iv) The degree of collaboration with international partners.
- (v) Participation in professional activities or consultations with partners outside academia.
- (vi) Professional awards and honors.
- (vii) Roles in professional associations.
- (viii) Activities funded by external grants.
- (ix) The number of scholars relative to all similarly qualified individuals in the United States.

Institution means an institution of higher education, as defined in 34 CFR part 655.

References to an institution include all institutions of higher education that operate as a consortium under this part.

§ 656.7 Severability.

If any provision of this part or its application to any person, act, or practice is held invalid, the remainder of the part or the application of its provisions to any person, act, or practice will not be affected thereby.

Subpart B - How Does an Eligible Institution Apply for a Grant?

§ 656.10 How does an institution submit a grant application?

The application notice published in the *Federal Register* explains how to apply for a new grant under this part.

§ 656.11 What assurances and other information must an applicant include in an application?

(a) Each institution of higher education, including each member of a consortium, applying for an allocation of fellowships under this part must provide all of the following:

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

(b) An applicant must submit an Applicant Profile Form, as described in the application package.

(c) Each consortium applying for an award under this part must submit a group agreement (consortium agreement) that addresses the required elements of 34 CFR 75.128 and describes a rationale for the formation of the consortium.

Subpart C - How Does the Secretary Make a Grant?

§ 656.20 How does the Secretary select applications for funding?

(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. The Secretary evaluates applications for additional special purpose grants to Centers under the criteria contained in § 656.23.

(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*.

(c) The Secretary makes grants on the basis of the peer review process, which establishes the rank order of applications that share the same or similar area of focus as declared by applicants in accordance with § 656.3(a). The determination of excellence will be based on the applications' total scores under paragraph (a). The total scores will be the basis for establishing separate rank orders for each group of applications within each area of focus.

(d) The Secretary may determine a minimum total score required to demonstrate a sufficient degree of excellence to qualify for a grant under this part.

(e) If insufficient money is available to fund all applications demonstrating a sufficient degree of excellence as determined under paragraphs (a), (c), and (d) of this section, the Secretary considers the degree to which priorities derived from the consultation on areas of national need or established under the provisions of § 656.24 and relating to specific countries, world areas, or languages are served when selecting applications for funding and determining the amount of a grant.

§ 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) *Center scope, personnel, and operations.* The Secretary reviews each application to determine the following:

(1) The extent to which the proposed Center's area of focus meets the requirements in § 656.3(a).

(2) The extent to which the Project Director and other staff are qualified to administer the proposed Center, including the degree to which they engage in ongoing professional development activities relevant to their roles at the proposed Center.

(3) The adequacy of governance and oversight arrangements for the proposed Center, including the extent to which faculty from a variety of academic units participate in administration and oversee outreach activities, and, for a consortium, the extent to which the consortium agreement explains the rationale for forming a consortium.

(4) The extent to which the institution provides or will provide financial, administrative, and other support to the operation of the proposed Center at a level sufficient to enable the administration of the proposed project and coordinate educational initiatives in the proposed Center's area of focus.

(5) The extent to which the proposed Center, as part of its nondiscriminatory employment practices for Center staff, 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) *Quality of existing academic programs.* The Secretary reviews each application to determine the following:

(1) The extent to which the institution makes high quality training, especially integrated interdisciplinary training in modern foreign languages and area studies, appropriate to the applicant's area of focus available in the curricula for graduate, professional, and undergraduate students in a wide variety of educational programs.

(2) The extent to which the institution routinely provides language instruction, including intensive language instruction, relevant to the applicant's area of focus at multiple levels, as well as the degree to which these offerings represent distinctive commitments to depth or breadth.

(3) The extent to which qualified experts at the institution provide modern foreign language instruction in the applicant's area of focus, as well as the degree to which this instruction utilizes stated performance goals for functional foreign language use and whether programmatic data, instructor qualifications or other data demonstrate that students at the institution meet any stated performance goals.

(4) The extent to which the institution employs a critical mass of scholars in the applicant's area of focus, including the degree to which the institution employs enough qualified tenured and tenure-track faculty with teaching and advising responsibilities, to enable the applicant to carry out interdisciplinary instructional and training programs supported by sufficient depth and breadth of course offerings in the applicant's area of focus.

(c) *Impact of existing activities and resources.* The Secretary reviews each application to determine the following:

(1) The extent to which the applicant, affiliated faculty, and institutional partners contribute significantly to the national interest in advanced research and scholarship related to the applicant's area of focus.

(2) The extent to which the institution's library holdings (print and non-print, physical and digital, English and foreign language) and other research collections are important library collections in the applicant's area of focus that support advanced training and research, including the degree to which holdings are made available to researchers throughout the United States and the degree to which collections include unique or rare resources.

(3) The extent to which the applicant, including affiliated faculty and institutional partners, generate information about the applicant's area of focus, disseminate this information to various audiences in the United States, and effectively engage those audiences through sustained outreach activities at the regional and national levels that respond to the diverse needs of, for example, elementary and secondary schools, state educational agencies, postsecondary institutions, nonprofit organizations, businesses, the media, and Federal agencies.

(4) The extent to which the applicant's activities address national needs related to language and area studies expertise and knowledge, including, but not limited to, the applicant's record in placing students into post-graduate employment, education, or training in areas of national need related to language and area studies knowledge.

(d) *Project design and rationale.* The Secretary reviews each application to determine the following:

(1) The extent to which the outcomes of the proposed project are clearly specified, possible to achieve within the project period, and address specific gaps or weaknesses in services, infrastructure, or opportunities related to the Center's area of focus, the purpose of the National Resource Centers Program described in § 656.1, and the comprehensive type of Center described in 656.3(b).

(2) The extent to which the project is likely to contribute to meeting national needs related to language and area studies expertise and knowledge, including, but not limited to, through outcomes and other stated efforts related to increasing the number of students that go into post-graduate employment, education, or training in areas of national need.

(3) The extent to which the proposed project is designed to build institutional capacity in the Center's area of focus and sustain results that will extend beyond the project period.

(4) The extent to which the proposed project will reflect diverse perspectives and a wide range of views relevant to the applicant's area of focus and generate debate on world regions and international affairs.

(e) *Project planning and budget.* The Secretary reviews each application to determine the following:

(1) The extent to which all proposed activities are adequately described relative to their contribution to project outcomes.

(2) The extent to which all proposed activities are of high quality, including the degree to which they align with the purpose of the National Resource Centers program described in § 656.1, the comprehensive type of Center described in § 656.3(b), and the proposed project's outcomes.

(3) The extent to which the proposed timeline of activities and other application materials, such as letters of support, demonstrate the feasibility of completing proposed activities during the project period.

(4) The extent to which all costs are itemized in the budget narrative and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(f) *Quality of project evaluation.* The Secretary reviews each application to determine the following:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the proposed project.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(3) The qualifications, including relevant training, experience, and independence, of the evaluator(s).

(g) *Degree to which priorities are served.* If, under the provisions of § 656.24, the Secretary establishes competitive priorities for Centers, the Secretary considers the degree to which the proposed project meets those priorities.

§ 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) *Center scope, personnel, and operations.* The Secretary reviews each application to determine the following:

(1) The extent to which the proposed Center's area of focus meets the requirements in § 656.3(a).

(2) The extent to which the Project Director and other staff are qualified to administer the proposed Center, including the degree to which they engage in ongoing professional development activities relevant to their roles at the proposed Center.

(3) The adequacy of governance and oversight arrangements for the proposed Center, including the extent to which faculty from a variety of academic units participate in administration and oversee outreach activities, and, for a consortium, the extent to which the consortium agreement explains the rationale for forming a consortium.

(4) The extent to which the institution provides or will provide financial, administrative, and other support to the operation of the proposed Center at a level sufficient to enable the administration of the proposed project and coordinate educational initiatives in the proposed Center's area of focus.

(5) The extent to which the proposed Center, as part of its nondiscriminatory employment practices for Center staff, 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) *Quality of existing academic programs.* The Secretary reviews each application to determine the following:

(1) The extent to which the institution makes high quality training, especially integrated interdisciplinary training in modern foreign language and area or international studies, appropriate to the applicant's area of focus available in the curricula predominantly for undergraduate students in support of the objectives of an undergraduate institution.

(2) The extent to which the institution routinely provides language instruction relevant to the applicant's area of focus, as well as the degree to which these offerings represent distinctive commitments to depth or breadth of coverage.

(3) The extent to which qualified experts at the institution provide modern foreign language instruction in the applicant's area of focus, as well as the degree to which this instruction utilizes stated performance goals for functional foreign language use and whether programmatic data, instructor qualifications or other data demonstrate that students at the institution meet any stated performance goals.

(4) The extent to which the institution employs faculty with strong language, area, and international studies credentials related to the applicant's area of focus, including the degree to which the institution employs enough qualified tenured and tenure-track faculty with teaching and advising responsibilities, to enable the applicant to carry out instructional and training programs supported by sufficient depth and breadth of course offerings predominantly for undergraduate students in the applicant's area of focus.

(c) *Impact of existing activities and resources.* The Secretary reviews each application to determine the following:

(1) The extent to which the applicant predominantly prepares undergraduate students to matriculate into advanced language and area studies programs and professional school programs, especially through curriculum design, requirements for student research or study abroad opportunities, support for relevant internship or other co-curricular opportunities, or specialized advising.

(2) The extent to which the institution's library holdings (print and non-print, physical and digital, English and foreign language) and other research collections predominantly support undergraduate training in the applicant's area of focus through the inclusion of basic reference works, journals, and works in translation.

(3) The extent to which the applicant, including affiliated faculty and institutional partners, generate information about the applicant's area of focus, disseminate this information to various audiences in the United States, and effectively engage those audiences through sustained outreach activities at the regional and national levels that respond to the diverse needs of, for example, elementary and secondary schools, state educational agencies, postsecondary institutions, nonprofit organizations, businesses, the media, and Federal agencies.

(4) The extent to which the applicant's activities address national needs related to language and area studies expertise and knowledge, including, but not limited to, the applicant's record in placing undergraduate students into post-graduate employment, education, or training in areas of national need related to language and area studies knowledge.

(d) *Project design and rationale.* The Secretary reviews each application to determine the following:

(1) The extent to which the outcomes of the proposed project are clearly specified, possible to achieve within the project period, and address specific gaps or weaknesses in services, infrastructure, or opportunities related to the Center's area of focus, the purpose of the National Resource Centers program described in § 656.1, and the undergraduate type of Center described in § 656.3(c).

(2) The extent to which the project is likely to contribute to meeting national needs related to language and area studies expertise and knowledge, including, but not limited to, through outcomes and other stated efforts related to increasing the number of undergraduate students that go into post-graduate employment, education, or training in areas of national need.

(3) The extent to which the proposed project is designed to build institutional capacity in the Center's area of focus and sustain results that will extend beyond the project period.

(4) The extent to which the proposed project will reflect diverse perspectives and a wide range of views relevant to the applicant's area of focus and generate debate on world regions and international affairs.

(e) *Project planning and budget.* The Secretary reviews each application to determine the following:

(1) The extent to which all proposed activities are adequately described relative to their contribution to project outcomes.

(2) The extent to which all proposed activities are of high quality, including the degree to which they align with the purpose of the National Resource Centers program as described in § 656.1, the undergraduate type of Center described in § 656.3(c), and the proposed project's outcomes.

(3) The extent to which the proposed timeline of activities and other application materials, such as letters of support, demonstrate the feasibility of completing proposed activities during the project period.

(4) The extent to which all costs are itemized in the budget narrative and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(f) *Quality of project evaluation.* The Secretary reviews each application to determine the following:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the proposed project.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(3) The qualifications, including relevant training, experience, and independence, of the evaluator(s).

(g) *Degree to which priorities are served.* If, under the provisions of § 656.24, the Secretary establishes competitive priorities for Centers, the Secretary considers the degree to which the proposed project meets those priorities.

§ 656.23 What selection criteria does the Secretary use to evaluate an application for an additional special purpose grant to a Centers?

The Secretary evaluates an application for a special purpose grant on the basis of the criteria in this section.

(a) *Project design and rationale.* The Secretary reviews each application to determine the following:

(1) The extent to which the project addresses an area of focus that conforms with the expectations of § 656.3(a) and proposes at least one type of activity contained in § 656.4(a)-(g).

(2) The extent to which the outcomes of the proposed project are clearly specified, possible to achieve within the project period, and address specific gaps or weaknesses in services, infrastructure, or opportunities related the Center's area of

focus, the purpose of the National Resource Centers program described in § 656.1, and the appropriate type of Center described in § 656.3(b)-(c).

(3) The extent to which the project is likely to contribute to meeting national needs related to language and area studies knowledge or expertise.

(4) The extent to which the proposed project is designed to build institutional capacity and sustain results that will extend beyond the project period.

(b) *Project planning and budget.* The Secretary reviews each application to determine the following:

(1) The extent to which all proposed activities are adequately described relative to their contribution to project outcomes.

(2) The extent to which all proposed activities are of high quality, including the degree to which they align with the purpose of the National Resource Centers program as described in § 656.1, the appropriate type of Center described in § 656.3(b)-(c), and the proposed project's outcomes.

(3) The extent to which the proposed timeline of activities and other application materials, such as letters of support, demonstrate the feasibility of completing proposed activities during the project period.

(4) The extent to which all costs are itemized in the budget narrative and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(c) *Key personnel and project operations.* The Secretary reviews each application to determine the following:

(1) The extent to which project personnel are qualified to oversee and carry out the proposed project.

(2) The adequacy of staffing, governance, and oversight arrangements, and, for a consortium, the extent to which the consortium agreement demonstrates commitment to a common objective.

(d) *Quality of project evaluation.* The Secretary reviews each application to determine the following:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the proposed project.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(3) The qualifications, including relevant training, experience, and independence, of the evaluator(s).

(e) *Degree to which priorities are served.* If, under the provisions of § 656.24, the Secretary establishes competitive priorities for Centers, the Secretary considers the degree to which the proposed project meets those priorities.

§ 656.24 What priorities may the Secretary establish?

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

(1) Specific world areas, countries, or societies.

(2) Instruction of specific modern foreign languages.

(3) Modern foreign language instruction at a specific level or degree of intensity, such as intermediate or advanced language instruction, or instruction at an intensity of 10 contact hours or more per week.

(4) Specific recommendations regarding national need for expertise in foreign languages and world areas derived from the consultation on areas of national need with Federal agencies.

(5) Specific area of focus, such as a world area or a portion of a world area, e.g., a single country or society, in addition to a specific topic, e.g., economic cooperation, cybersecurity, energy, climate change, translation, genocide prevention, or migration.

(b) The Secretary may select one or more of the activities listed in § 656.4 or § 656.30(a) as a funding priority.

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

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

§ 656.30 What activities and costs are allowable?

(a) *Allowable activities and 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 the following:

(1) Supporting instructors of the less commonly taught languages.

(2) Creating, expanding, or improving opportunities for the formal study of the less commonly taught languages related to the Center's area of focus.

(3) Creating or operating summer institutes in the United States or abroad designed to provide modern foreign language and area training in the Center's area of focus.

(4) Cooperating with other Centers to conduct projects that address issues of world, regional, cross-regional, international, or global importance.

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

(6) Disseminating information about the Center's area of focus to various audiences in the United States through domestic outreach activities involving, for example, elementary and secondary schools, postsecondary institutions, businesses, and the media.

(7) Funding library acquisitions, the maintenance of library collections, or efforts to enhance access to library collections.

(8) Establishing and maintaining linkages with overseas institutions of higher education and other organizations that may contribute to the teaching and research of the Center's area of focus.

(9) Creating, obtaining, modifying, or improving access to teaching and research materials.

(10) Supporting students in the science, technology, engineering, and mathematics fields to achieve foreign language proficiency.

(11) Conducting projects that encourage and prepare students to seek employment relevant to the Center's area of focus in areas of national need.

- (12) Planning or developing curriculum;
 - (13) Engaging in professional development of the Center's faculty and staff.
 - (14) Funding salaries and travel for faculty and staff.
- (b) *Limitations.* The following are limitations on allowable activities and costs:
- (1) Equipment costs exceeding 10 percent of the grant are not allowable.
 - (2) Undergraduate student travel is only allowable if the costs are pre-approved by the Secretary and the travel is made in conjunction with a formal program of supervised study in the Center's area of focus.
 - (3) Grant funds may not be used to supplant funds normally used by applicants for purposes of this part.
 - (4) Personnel and related costs associated with compensation for the Project Director are not allowable.
 - (5) Personnel costs and other costs related to the compensation of individuals exceeding 50 percent of a full time equivalent for any individual not directly engaged in the instruction of a less commonly taught language are not allowable.
 - (6) Costs for international travel are only allowable if a Center has obtained pre-approval from the Secretary.
 - (7) Activities must be relevant to the Center's area of focus and the approach type of Center.

GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

OMB Control Number 1894-0005

Expiration 2/28/2026

NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?
4. What is your timeline, including targeted milestones, for addressing these identified barriers?

Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

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 1894-0005. Public reporting burden for this collection of information is estimated to average 3 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 a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.

PERFORMANCE INDICATORS FOR THE NATIONAL RESOURCE CENTERS PROGRAM

The Department of Education has prepared a strategic plan for 2022-2026. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The 2022-2026 plan includes the following five goals:

Goal 1: Promote equity in student access to educational resources, opportunities, and inclusive environments.

Goal 2: Support a diverse and talented educator workforce and professional growth to strengthen student learning.

Goal 3: Meet students' social, emotional, and academic needs.

Goal 4: Increase postsecondary value by focusing on equity-conscious strategies to address access to high quality institutions, affordability, completion, post-enrollment success, and support for inclusive institutions.

Goal 5: Enhance the Department's internal capacity to optimize the delivery of its mission.

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.

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

PREPARING YOUR APPLICATION

For FY XXXX, the NRC and FLAS competitions require applicants to submit a separate application package into the Grants.gov system for each program.

Applicants that are requesting funding under only one program must submit the appropriate application package on Grants.gov using the Assistance Listing Number for the NRC program (84.015A) or the FLAS program (84.015B). The necessary instructions and the program-specific selection criteria are contained in the application booklet for the related program.

Applicants that are requesting funding under both programs must submit two application packages on Grants.gov: one using the Assistance Listing Number for the NRC program (84.015A) and a separate one using the Assistance Listing Number for the FLAS program (84.015B). We encourage applicants to consult the application booklets for both programs. We strongly recommend that you follow these instructions when preparing your application packages:

- If applying to the **Comprehensive NRC program**, write an application (project) narrative that responds to the selection criteria 34 CFR part 656.21 that the reviewers will use to evaluate applications.
- If applying to the **Undergraduate NRC program**, write an application (project) narrative that responds to the selection criteria 34 CFR part 656.22 that the reviewers will use to evaluate applications.
- If applying for a grant for Special Projects NRC, **write an application (project) narrative** that responds to the selection criteria 34 CFR 656.23 that the reviewers will use to evaluate applications.
- Compile **one set** of appendices (List of Courses, Position Descriptions, CVs, Letters of Support) for both the NRC and FLAS programs.
- Prepare a **different** budget for the NRC program and the FLAS program that follows program-specific guidance in each application booklet.
- Review the table below to determine which components must be **adjusted** for each application package.

The following labels will help you determine whether a single version of the component can be used for both applications:

- ID – Components can be identical in both applications.
- AJ – Component is similar in both applications, but you must adjust minor elements like the Assistance Listing Number to match the appropriate program.
- PS – Component must follow program-specific instructions.

Application Component	NRC Application Package (84.015A)	FLAS Application Package (84.015B)
Application for Federal Assistance (SF-424)	AJ	AJ
ED 524 Budget Information – Section A	PS	PS
Grants.gov Lobby Form	ID	ID
GEPA 427 Statement	ID	ID
ED Supplemental Information for SF-424	ID	ID
Project Abstract	ID	ID
Project Narrative (Including List of Acronyms and Table of Contents)	ID	ID
Appendices (List of Courses, Position Descriptions, CVs, Letters of Support)	ID	ID
Detailed Budget and Budget Narrative	PS	PS
Other Attachments (Application Profile Form and Descriptions of Diverse Perspectives and Areas of National Need)	ID	ID
Disclosure of Lobby Activities (SF-LLL)	AJ	AJ

Look for these labels ([ID], [AJ], [PS]) in the name of each application component listed in this section. The headings also indicate where to upload each component in Grants.gov.

FORMATTING YOUR APPLICATION

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 applies to the entirety of the application narrative. The recommended page limit, (50 pages for an institution applicant, or 60 pages for a consortium applicant), does not apply to the Application for Federal Assistance face sheet (SF-424); the supplemental SF-424 form; Budget Information- Non-Construction Programs (ED 524 Section A); the detailed line item budget (ED 524 Section C); 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 application profile form.

SF-424 APPLICATION FOR FEDERAL ASSISTANCE [AJ] (WWW.GRANTS.GOV: FORMS)

See the Instructions for SF-424 under the Instructions for Standard Forms section. This form is completed and signed by the applicant organization's authorized representative.

ED 524 BUDGET SUMMARY SECTION A [PS] (WWW.GRANTS.GOV: FORMS)

The application budget consists of the ED 524 form Section A Budget Summary and a detailed line-item budget (Summary C) that provides descriptive notes for all items of costs for which you are requesting NRC support. The ED 524 form and the budget detail notes must cover the entire 48-month project period. Additional detailed instructions for U.S. Department of Education Budget Information for Non-Construction Programs (ED 524) are available under the Instructions for Standard Forms section. 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:

- Use the restricted indirect cost rate for the NRC program, which is eight percent (8%).
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 include 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 included on the grant at 100% effort. In this case, the application narrative 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. Indicate the number of persons traveling and 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., shall be included 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 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(s) 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.

GRANTS.GOV LOBBYING FORM [ID] (WWW.GRANTS.GOV: FORMS)

This form is completed and signed by the applicant organization's authorized representative.

GEPA SECTION 427 DESCRIPTION [ID]

See the text under General Education Provisions Act (GEPA) Section 427 above.

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.**
- **Upload a separate and detailed description of the institution's policies that meet the spirit and intent of GEPA 427.**

SUPPLEMENTAL INFORMATION FORM FOR SF-424 [ID]

See the Instructions for Supplemental Information for SF-424 under the Instructions for Standard Forms section.

ABSTRACT [ID] (WWW.GRANTS.GOV: 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 XXXX-XXXX 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, as appropriate.

Indicate whether the application addresses the NRC competitive preference priority in the Application (Project) Narrative, but do not include the actual descriptions/discussions in the abstract. This indication will be helpful to staff during the application screening process.

APPLICATION (PROJECT) NARRATIVE [ID] (WWW.GRANTS.GOV: PROJECT NARRATIVE ATTACHMENT FORM)

The application (project) narrative 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 XXXX 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**.

The selection criteria that the reviewers will use to evaluate **Undergraduate NRC applications** are from 34 CFR part 656, **§656.22**.

The selection criteria that the reviewers will use to evaluate **Special Projects NRC applications** are from 34 CFR part 656, **§656.23**.

We recommend that the Application (Project) Narrative for a Comprehensive, an Undergraduate, or/and Special Project NRC application use the following headings and sequence that follow the **Technical Review Form (TRF)** on pages 120-139 of the application booklet:

Comprehensive NRC		Undergraduate NRC		Special Projects NRC	
Center scope, personnel, and operations	10	Center scope, personnel, and operations	15	Project design and rationale	40
Quality of existing academic programs	20	Quality of existing academic programs	20	Project planning and budget	40
Impact of existing activities and resources	20	Impact of existing activities and resources	20	Key personnel and project operations	15
Project design and rationale	20	Project design and rationale	20	Quality of project evaluation	5
Project planning and budget	20	Project planning and budget	20	Competitive Preference Priority	5
Quality of project evaluation	10	Quality of project evaluation	5		
Competitive Preference Priority	5	Competitive Preference Priority	5		
Total Points	Up to 105	Total Points	Up to 105	Total Points	Up to 105

LETTERS OF SUPPORT [ID] (WWW.GRANTS.GOV: OTHER ATTACHMENT FORM)

- Recommended maximum number of support letters: 5
- Support letters should attest to:
 - The quality and significance of the proposed project
 - The leadership skills and expertise of the project director
 - The potential impact of the project on stakeholders, participants, service area, etc.
 - Soundness of investment of federal funds
 - Additional attributes as appropriate

LIST OF COURSES [ID] (WWW.GRANTS.GOV: OTHER ATTACHMENTS FORM)

The list of courses represents the breadth and depth of the area studies courses, international studies courses, and language courses available through the Center/Institute/Program. The list of courses 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 list of courses in FY XXXX 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 XXXX-XXXX, please mark those courses with asterisks.

Recommendations for the List of Courses

- Include an index to show how the list of courses 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 and the departments or programs in which they are cross listed.

CURRICULUM VITAE [ID] (WWW.GRANTS.GOV: OTHER ATTACHMENT 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
 - o **Note:** include a legend to explain the metric for each 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

Recommendations 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.

**ED 524 BUDGET NARRATIVE SECTION C (NRC LINE-ITEM DETAILED BUDGET) [PS]
(WWW.GRANTS.GOV: BUDGET NARRATIVE ATTACHMENT FORM)**

Budget Reminders

- To the extent possible, present all four years of the NRC budgets across one page to show how project costs evolve over the course of the project, e.g., institution absorbs 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.

POSITION DESCRIPTIONS [ID] (WWW.GRANTS.GOV: OTHER ATTACHMENT FORM)

Include position descriptions for prospective project personnel.

LIST OF ACRONYMS [ID] (WWW.GRANTS.GOV: 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, it is advised that you occasionally use the name of the unit, organization, etc., instead of the acronym.

DIVERSE PERSPECTIVES AND AREAS OF NEED [ID] (WWW.GRANTS.GOV: 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 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 PROFILE FORM [ID]

See Application Profile Form below.

DISCLOSURE OF LOBBYING ACTIVITIES (SF-LLL) [AJ]

See Instructions for Completion of SF-LLL, Disclosure of Lobbying Activities under Instructions for Standard Forms below.

APPLICATION PROFILE FORM

NATIONAL RESOURCE CENTERS | Assistance Listing Number 84.015A
 FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | Assistance Listing Number 84.015B
 (www.Grants.gov: Other Attachments Form)

Type of Application *(check one)*

- NRC and FLAS
 NRC only
 FLAS only

If Applying for NRC *(check one)*

- Comprehensive NRC
 Undergraduate NRC

Federal Funds Requested *(complete only for program(s) requested)*

Program	Year 1	Year 2	Year 3	Year 4
NRC				
FLAS				

Type of Applicant

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

World Region Focus:

An application may focus on a single country or on a world area (see 34 CFR Part 656, §656.3).

- | | |
|--|---|
| <input type="checkbox"/> Africa
<input type="checkbox"/> East Asia
<input type="checkbox"/> Middle East
<input type="checkbox"/> Pacific Islands
<input type="checkbox"/> Pan Asia | <input type="checkbox"/> Russia, Eastern Europe, Eurasia
<input type="checkbox"/> South Asia
<input type="checkbox"/> Southeast Asia
<input type="checkbox"/> Western Europe
<input type="checkbox"/> Western Hemisphere (Canada, Latin America, Caribbean) |
|--|---|

FLAS-ELIGIBLE LANGUAGES

Complete only if applying for Foreign Language and Area Studies Fellowships under Assistance Listing Number 84.015B.

A FLAS-eligible language marked “Y” means that the language is currently available at three instructional levels (beginner, intermediate, advanced) and students can apply for fellowships. Languages marked “Y” should be substantiated by the list of courses and the faculty biographical information.

APPLICATION CHECKLIST

- Application for Federal Assistance (SF-424)
 - 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
- Budget Form (ED 524 Section A)
- Grants.gov Certification Regarding Lobbying
- GEPA Section 427 Description
- U.S. Department of Education Supplemental Information for the SF-424 Form
- Abstract
- Application (Project) Narrative (response to the selection criteria and competition priorities), including:
 - Title Page
 - Table of Contents
 - List of Acronyms
 - Appendices
 - List of Courses
 - Position Descriptions
 - Curriculum Vitae
 - Letters of Support
- Budget Narrative (ED 524 Section C)
- Other Attachments
 - Applicant Profile Form
 - Description of Diverse Perspectives and Wide Range of Views in Funded Activities
 - Description of Government Service in Areas of National Need and in Other Employment Sectors
- Lobbying Disclosure Form (SF-LLL) (if applicable; refer to instructions)
- Submit the application electronically using www.Grants.gov
- Send a copy of the application to the State Single Point of Contact (Executive Order 12372)

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: <https://www.whitehouse.gov/wp-content/uploads/2020/04/SPOC-4-13-20.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-- Assistance Listing Number # [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 this address. Applications are submitted to the State Point of Contact.

INSTRUCTIONS FOR STANDARD FORMS (CHECKLIST)

- 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 SF-424

Public reporting burden for this collection of information is estimated to average 60 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 (0348-0043), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

This is a standard form (including the continuation sheet) required for use as a cover sheet for submission of preapplications 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 items are identified with an asterisk on the form and are specified in the instructions below. In addition to the instructions provided below, applicants must consult agency instructions to determine specific requirements.

1. **Type of Submission:** (Required) Select one type of submission in accordance with agency instructions.
 - Pre-application
 - Application
 - Changed/Corrected Application - If requested by the agency, check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this 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.
1. **Date Received by State:** Leave this field blank. This date will be assigned by the State, if applicable.
2. **State Application Identifier:** Leave this field blank. This identifier will be assigned by the State, if applicable.
3. **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 the Grants.gov website.
 - d. **Address:** Enter the complete address as follows: Street address (Line 1 required), City (Required), County, State (Required, if country is US), Province, Country (Required), Zip/Postal Code (Required, if country is US).
 - e. **Organizational Unit:** Enter the name of the primary organizational unit (and department or division, if applicable) that will undertake the assistance activity, if applicable.
 - f. **Name and contact information of person to be contacted on matters involving this application:** Enter the name (First and last name required), organizational affiliation (if affiliated with an organization other than the applicant

organization), telephone number (Required), fax number, and email address (Required) of the person to contact on matters related to this application.

4. **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 with 501C3 IRS Status (Other than Institution of Higher Education)
 - N. Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)
 - O. Private Institution of Higher Education
 - P. Individual
 - Q. For-Profit Organization (Other than Small Business)
 - R. Small Business
 - S. Hispanic-serving Institution
 - T. Historically Black Colleges and Universities (HBCUs)
 - U. Tribally Controlled Colleges and Universities (TCCUs)
 - V. Alaska Native and Native Hawaiian Serving Institutions
 - W. Non-domestic (non-US) Entity
 - X. Other (specify)
5. **Name Of Federal Agency:** (Required) Enter the name of the Federal agency from which assistance is being requested with this application.
6. **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.
7. **Funding Opportunity Number/Title:** (Required) Enter the Funding Opportunity Number and title of the opportunity under which assistance is requested, as if applicable.

8. **Competition Identification Number/Title:** Enter the Competition Identification Number and title of the competition under which assistance is requested, if applicable.
9. **Areas Affected By Project:** List the areas or entities using the categories (e.g., cities, counties, states, etc.) specified in agency instructions. Use the continuation sheet to enter additional areas, if needed.
10. **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 preapplications, attach a summary description of the project.
11. **Congressional Districts Of:** (Required) 16a. Enter the applicant's Congressional District, and 16b. Enter all District(s) affected by the program or project. Enter in the format: 2 characters State Abbreviation – 2-3 characters District Number, e.g., CA-12 for California 12th district, NC-103 for North Carolina's 103rd 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.
12. **Proposed Project Start and End Dates:** (Required) Enter the proposed start date and end date of the project.
13. **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.
14. **Is Application Subject to Review by State Under Executive Order 12372 Process?**
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.
15. **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 debt include delinquent audit disallowances, loans and taxes.

If yes, include an explanation on the continuation sheet.
16. **Authorized Representative:** (Required) To be signed and dated by the authorized representative of the applicant organization. Enter the name (First and last name required) title (Required), telephone number (Required), fax number, and email address (Required) of the person authorized to sign for the applicant.

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.)

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.”)

3a. 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.”

3a. 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.”

3a. 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.

Public 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 1894-0007. The time required to complete this information collection is estimated to average between 15 and 45 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. The obligation to respond to this collection is required to obtain or retain benefit (20 USC 3474 General Education Provisions Act). 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 the U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20210-4537 directly.

DEFINITIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF-424 (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 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, D.C. 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 U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION FOR NON-CONSTRUCTION PROGRAMS (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. You may access the Education Department General Administrative Regulations cited within these instructions at: <https://www.ecfr.gov/current/title-34/subtitle-A/part-75?toc=1>. You may access requirements from 2 CFR 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" cited within these instructions at: <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>.

You must 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 the indirect cost rate to be charged to the grant must be entered in the applicable field on line 10, and the following 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. If you checked "no," ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages (complete (4) of this section when using the temporary rate) subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and

(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

(2): If you checked “yes” in (1), provide a copy of your Indirect Cost Rate Agreement and indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) or State agency issued the approved agreement. If you check “Other,” specify the name of the Federal or other agency that issued the approved agreement.

(3): If you check “no” in (1), indicate in (3) if you want to use the de minimis rate of 10 percent of MTDC (see 2 CFR 200.68). If you use the de minimis rate, you are subject to the provisions in 2 CFR 200.414(f). Note, you may only use the 10 percent de minimis rate if you are a first time Federal grant recipient, and you do not have an Approved Indirect Cost Rate Agreement. You may not use the de minimis rate if you are a State, Local government, or Indian Tribe, or if your grant is funded under a training rate or restricted rate program.

(5): 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.

(6): For Training Rate Programs, ED regulations limit **non-governmental entities** to the recovery of indirect costs on training grants to the grantee’s actual indirect costs, as determined by its negotiated rate agreement, or 8 percent of a MTDC, whichever is lower (see EDGAR 75.562(c)(4)). The 8 percent limit also applies to cost-type contracts under grants, if these contracts are for training as defined in EDGAR 75.562(a). If a **non-governmental entity** that receives a grant under a training grant program does not have an approved indirect cost rate and wants to recover indirect costs, it may use a temporary rate of 10 percent of budgeted direct salaries and wages, but it must submit an indirect cost rate proposal to its cognizant agency for indirect costs within 90 days after ED issues the GAN. After the 90-day period, the government entity may not change its grant for indirect costs until it has negotiated an indirect cost rate agreement.

Section B - Budget Summary

Non-Federal Funds

If you are required to provide or volunteer to provide matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B, Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

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. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:
 - a. The specific costs or contributions by budget category;
 - b. The source of the costs or contributions; and
 - c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services

[Please review cost sharing and matching regulations found in 2 CFR 200.306.]

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
4. 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.

5. Provide other explanations or comments you deem necessary.

Public 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 1894-0008. 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. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Finance and Operations, Office of Grants Administration, Grants Policy and Training Division, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 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 ALN 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

Answers to Frequently Asked Questions (FAQ) for both the FLAS and National Resource Center (NRC) programs are available on the NRC program website:

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

NATIONAL RESOURCE CENTERS, COMPREHENSIVE TECHNICAL REVIEW FORM (TRF)

NATIONAL RESOURCE CENTERS (NRC) PROGRAM ASSISTANCE LISTING NUMBER (ALN): 84.015A

COVER SHEET

This Technical Review Form (TRF) is used to evaluate applications for the National Resource Centers (NRC) Program for applicants seeking funding for special projects. Please transfer the scores to the correct columns on this cover sheet.

Applicant		
PR Number		
Reader		
SELECTION CRITERIA	MAXIMUM POSSIBLE POINTS	READER SCORES
1. Center scope, personnel, and operations	10	
2. Quality of existing academic programs	20	
3. Impact of existing activities and resources	20	
4. Project design and rationale	20	
5. Project planning and budget	20	
6. Quality of project evaluation	10	
SUB-TOTAL (SELECTION CRITERIA)	100	
Competitive Preference Priority	5	
TOTAL POINTS	105	

1. CENTER SCOPE, PERSONNEL, AND OPERATIONS (UP TO 15 POINTS)

The Secretary reviews each application to determine the following:

- (1) The extent to which the proposed Center's area of focus meets the requirements in § 656.3(a).
- (2) The extent to which the Project Director and other staff are qualified to administer the proposed Center, including the degree to which they engage in ongoing professional development activities relevant to their roles at the proposed Center.
- (3) The adequacy of governance and oversight arrangements for the proposed Center, including the extent to which faculty from a variety of academic units participate in administration and oversee outreach activities, and, for a consortium, the extent to which the consortium agreement explains the rationale for forming a consortium.
- (4) The extent to which the institution provides or will provide financial, administrative, and other support to the operation of the proposed Center at a level sufficient to enable the administration of the proposed project and coordinate educational initiatives in the proposed Center's area of focus.
- (5) The extent to which the proposed Center, as part of its nondiscriminatory employment practices for Center staff, 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.

STRENGTHS:

WEAKNESSES:

Points Awarded: of 15

2. QUALITY OF EXISTING ACADEMIC PROGRAMS (UP TO 20 POINTS)

The Secretary reviews each application to determine the following:

- (1) The extent to which the institution makes high quality training, especially integrated interdisciplinary training in modern foreign languages and area studies, appropriate to the applicant's area of focus available in the curricula for graduate, professional, and undergraduate students in a wide variety of educational programs.
- (2) The extent to which the institution routinely provides language instruction, including intensive language instruction, relevant to the applicant's area of focus at multiple levels, as well as the degree to which these offerings represent distinctive commitments to depth or breadth.

- (3) The extent to which qualified experts at the institution provide modern foreign language instruction in the applicant's area of focus, as well as the degree to which this instruction utilizes stated performance goals for functional foreign language use and whether programmatic data, instructor qualifications or other data demonstrate that students at the institution meet any stated performance goals.
- (4) The extent to which the institution employs a critical mass of scholars in the applicant's area of focus, including the degree to which the institution employs a sufficient number of qualified tenured and tenure-track faculty with teaching and advising responsibilities, to enable the applicant to carry out interdisciplinary instructional and training programs supported by sufficient depth and breadth of course offerings in the applicant's area of focus.

STRENGTHS:

WEAKNESSES:

Points Awarded: of 20

3. IMPACT OF EXISTING ACTIVITIES AND RESOURCES (UP TO 20 POINTS)

The Secretary reviews each application to determine the following:

- (1) The extent to which the applicant, affiliated faculty, and institutional partners contribute significantly to the national interest in advanced research and scholarship related to the applicant's area of focus.
- (2) The extent to which the institution's library holdings (print and non-print, physical and digital, English and foreign language) and other research collections are important library collections in the applicant's area of focus that support advanced training and research, including the degree to which holdings are made available to researchers throughout the United States and the degree to which collections include unique or rare resources.
- (3) The extent to which the applicant, including affiliated faculty and institutional partners, generate information about the applicant's area of focus, disseminate this information to various audiences in the United States, and effectively engage those audiences through sustained outreach activities at the regional and national levels that respond to the diverse needs of, for example, elementary and secondary schools, state educational agencies, postsecondary institutions, nonprofit organizations, businesses, the media, and Federal agencies.
- (4) The extent to which the applicant's activities address national needs related to language and area studies expertise and knowledge, including, but not limited to, the applicant's

record in placing students into post-graduate employment, education, or training in areas of national need related to language and area studies knowledge.

STRENGTHS:

WEAKNESSES:

Points Awarded: of 20

4. PROJECT DESIGN AND RATIONALE (UP TO 20 POINTS)

The Secretary reviews each application to determine the following:

- (1) The extent to which the outcomes of the proposed project are clearly specified, possible to achieve within the project period, and address specific gaps or weaknesses in services, infrastructure, or opportunities related to the Center's area of focus, the purpose of the National Resource Centers Program described in § 656.1, and the comprehensive type of Center described in 656.3(b).
- (2) The extent to which the project is likely to contribute to meeting national needs related to language and area studies expertise and knowledge, including, but not limited to, through outcomes and other stated efforts related to increasing the number of students that go into post-graduate employment, education, or training in areas of national need.
- (3) The extent to which the proposed project is designed to build institutional capacity in the Center's area of focus and sustain results that will extend beyond the project period.
- (4) The extent to which the proposed project will reflect diverse perspectives and a wide range of views relevant to the applicant's area of focus and generate debate on world regions and international affairs.

STRENGTHS:

WEAKNESSES:

Points Awarded: of 20

5. PROJECT PLANNING AND BUDGET (UP TO 20 POINTS)

The Secretary reviews each application to determine the following:

1. The extent to which all proposed activities are adequately described relative to their contribution to project outcomes.
2. The extent to which all proposed activities are of high quality, including the degree to which they align with the purpose of the National Resource Centers program described in § 656.1, the comprehensive type of Center described in § 656.3(b), and the proposed project's outcomes.
3. The extent to which the proposed timeline of activities and other application materials, such as letters of support, demonstrate the feasibility of completing proposed activities during the project period.
4. The extent to which all costs are itemized in the budget narrative and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

STRENGTHS:

WEAKNESSES:

Points Awarded: of 20

6. QUALITY OF PROJECT EVALUATION (UP TO 5 POINTS)

The Secretary reviews each application to determine the following:

1. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the proposed project.
2. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
3. The qualifications, including relevant training, experience, and independence, of the evaluator(s).

STRENGTHS:

WEAKNESSES:

Points Awarded: of 5

7. COMPETITIVE PREFERENCE PRIORITY (0 OR 5 POINTS)

Promoting Equity in Student Access to Educational Resources and Opportunities:

An applicant must demonstrate that the project will be implemented by or in partnership with one or more of the following entities (as defined in the NIA):

- (1) Community colleges.
- (2) Historically Black colleges and universities.
- (3) Tribal Colleges and Universities.
- (4) Minority-serving institutions.

Note: The Department, not peer reviewers, will award these points. The points awarded will either be zero or five, as an applicant either meets the priority or does not.

CPP Points Awarded:

NATIONAL RESOURCE CENTERS, UNDERGRADUATE TECHNICAL REVIEW FORM (TRF)

NATIONAL RESOURCE CENTERS (NRC) PROGRAM ASSISTANCE LISTING NUMBER (ALN): 84.015A

COVER SHEET

This Technical Review Form (TRF) is used to evaluate applications for the National Resource Centers (NRC) Program for applicants seeking the designation of an undergraduate NRC. Please transfer the scores to the correct columns on this cover sheet.

Applicant	
PR Number	
Reader	

SELECTION CRITERIA	MAXIMUM POSSIBLE POINTS	READER SCORES
1. Center scope, personnel, and operations	15	
2. Quality of existing academic programs	20	
3. Impact of existing activities and resources	20	
4. Project design and rationale	20	
5. Project planning and budget	20	
6. Quality of project evaluation	5	
SUB-TOTAL (SELECTION CRITERIA)	100	
Competitive Preference Priority	5	
TOTAL POINTS	105	

1. CENTER SCOPE, PERSONNEL, AND OPERATIONS (UP TO 15 POINTS)

The Secretary reviews each application to determine the following:

- (1) The extent to which the proposed Center's area of focus meets the requirements in § 656.3(a).
- (2) The extent to which the Project Director and other staff are qualified to administer the proposed Center, including the degree to which they engage in ongoing professional development activities relevant to their roles at the proposed Center.
- (3) The adequacy of governance and oversight arrangements for the proposed Center, including the extent to which faculty from a variety of academic units participate in administration and oversee outreach activities, and, for a consortium, the extent to which the consortium agreement explains the rationale for forming a consortium.
- (4) The extent to which the institution provides or will provide financial, administrative, and other support to the operation of the proposed Center at a level sufficient to enable the administration of the proposed project and coordinate educational initiatives in the proposed Center's area of focus.
- (5) The extent to which the proposed Center, as part of its nondiscriminatory employment practices for Center staff, 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.

STRENGTHS:

WEAKNESSES:

Points Awarded: of 15

2. QUALITY OF EXISTING ACADEMIC PROGRAMS (UP TO 20 POINTS)

The Secretary reviews each application to determine the following:

- (1) The extent to which the institution makes high quality training, especially integrated interdisciplinary training in modern foreign language and area or international studies, appropriate to the applicant's area of focus available in the curriculum predominantly for undergraduate students in support of the objectives of an undergraduate institution.
- (2) The extent to which the institution routinely provides language instruction relevant to the applicant's area of focus, as well as the degree to which these offerings represent distinctive commitments to depth or breadth of coverage.
- (3) The extent to which qualified experts at the institution provide modern foreign language instruction in the applicant's area of focus, as well as the degree to which this instruction utilizes stated performance goals for functional foreign language use and whether programmatic data, instructor qualifications or other data demonstrate that students at the institution meet any stated performance goals.
- (4) The extent to which the institution employs faculty with strong language, area, and international studies credentials related to the applicant's area of focus, including the degree to which the institution employs a sufficient number of qualified tenured and tenure-track faculty with teaching and advising responsibilities, to enable the applicant to carry out instructional and training programs supported by sufficient depth and breadth of course offerings predominantly for undergraduate students in the applicant's area of focus.

STRENGTHS:

WEAKNESSES:

Points Awarded: of 20

3. IMPACT OF EXISTING ACTIVITIES AND RESOURCES (UP TO 20 POINTS)

The Secretary reviews each application to determine the following:

- (1) The extent to which the applicant predominantly prepares undergraduate students to matriculate into advanced language and area studies programs and professional school programs, especially through curriculum design, requirements for student research or study abroad opportunities, support for relevant internship or other co-curricular opportunities, or specialized advising.
- (2) The extent to which the institution's library holdings (print and non-print, physical and digital, English and foreign language) and other research collections predominantly support undergraduate training in the applicant's area of focus through the inclusion of basic reference works, journals, and works in translation.
- (3) The extent to which the applicant, including affiliated faculty and institutional partners, generate information about the applicant's area of focus, disseminate this information to various audiences in the United States, and effectively engage those audiences through sustained outreach activities at the regional and national levels that respond to the diverse needs of, for example, elementary and secondary schools, state educational agencies, postsecondary institutions, nonprofit organizations, businesses, the media, and Federal agencies.
- (4) The extent to which the applicant's activities address national needs related to language and area studies expertise and knowledge, including, but not limited to, the applicant's record in placing undergraduate students into post-graduate employment, education, or training in areas of national need related to language and area studies knowledge.

STRENGTHS:

WEAKNESSES:

Points Awarded: of 20

4. PROJECT DESIGN AND RATIONALE (UP TO 20 POINTS)

The Secretary reviews each application to determine the following:

- (1) The extent to which the outcomes of the proposed project are clearly specified, possible to achieve within the project period, and address specific gaps or weaknesses in services, infrastructure, or opportunities related to the Center's area of focus, the purpose of the National Resource Centers program described in § 656.1, and the undergraduate type of Center described in § 656.3(c).
- (2) The extent to which the project is likely to contribute to meeting national needs related to language and area studies expertise and knowledge, including, but not limited to, through outcomes and other stated efforts related to increasing the number of undergraduate students that go into post-graduate employment, education, or training in areas of national need.
- (3) The extent to which the proposed project is designed to build institutional capacity in the Center's area of focus and sustain results that will extend beyond the project period.
- (4) The extent to which the proposed project will reflect diverse perspectives and a wide range of views relevant to the applicant's area of focus and generate debate on world regions and international affairs.

STRENGTHS:

WEAKNESSES:

Points Awarded: of 20

5. PROJECT PLANNING AND BUDGET (UP TO 20 POINTS)

The Secretary reviews each application to determine the following:

- (1) The extent to which all proposed activities are adequately described relative to their contribution to project outcomes.
- (2) The extent to which all proposed activities are of high quality, including the degree to which they align with the purpose of the National Resource Centers Program described in § 656.1, the undergraduate type of Center described in § 656.3(c), and the proposed project's outcomes.
- (3) The extent to which the proposed timeline of activities and other application materials, such as letters of support, demonstrate the feasibility of completing proposed activities during the project period.
- (4) The extent to which all costs are itemized in the budget narrative and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

STRENGTHS:

WEAKNESSES:

Points Awarded: of 20

6. QUALITY OF PROJECT EVALUATION (UP TO 5 POINTS)

The Secretary reviews each application to determine the following:

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the proposed project.
- (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
- (3) The qualifications, including relevant training, experience, and independence, of the evaluator(s).

STRENGTHS:

WEAKNESSES:

Points Awarded: of 5

COMPETITIVE PREFERENCE PRIORITY (0 OR 5 POINTS)

Promoting Equity in Student Access to Educational Resources and Opportunities:

An applicant must demonstrate that the project will be implemented by or in partnership with one or more of the following entities (as defined in the NIA):

- (1) Community colleges.
- (2) Historically Black colleges and universities.
- (3) Tribal Colleges and Universities.
- (4) Minority-serving institutions.

Note: The Department, not peer reviewers, will award these points. The points awarded will either be zero or five, as an applicant either meets the priority or does not.

CPP Points Awarded:

NATIONAL RESOURCE CENTERS, PROJECTS

**NATIONAL RESOURCE CENTERS (NRC) PROGRAM
ASSISTANCE LISTING NUMBER (ALN): 84.015A**

COVER SHEET

This Technical Review Form (TRF) is used to evaluate applications for the National Resource Centers (NRC) Program for applicants seeking the designation of an undergraduate NRC. Please transfer the scores to the correct columns on this cover sheet.

Applicant	
PR Number	
Reader	

SELECTION CRITERIA	MAXIMUM POSSIBLE POINTS	READER SCORES
7. Project design and rationale	40	
8. Project planning and budget	40	
9. Key personnel and project operations	15	
10. Quality of project evaluation	5	
SUB-TOTAL (SELECTION CRITERIA)	100	
Competitive Preference Priority	5	
TOTAL POINTS	105	

1. PROJECT DESIGN AND RATIONALE (UP TO 40 POINTS)

The Secretary reviews each application to determine the following:

- (1) The extent to which the project addresses an area of focus that conforms with the expectations of § 656.3(a) and proposes at least one type of activity contained in § 656.4(a)-(g).
- (2) The extent to which the outcomes of the proposed project are clearly specified, possible to achieve within the project period, and address specific gaps or weaknesses in services, infrastructure, or opportunities related the Center's area of focus, the purpose of the National Resource Centers program described in § 656.1, and the appropriate type of Center described in § 656.3(b)-(c).
- (3) The extent to which the project is likely to contribute to meeting national needs related to language and area studies knowledge or expertise.
- (4) The extent to which the proposed project is designed to build institutional capacity and sustain results that will extend beyond the project period.

STRENGTHS:

WEAKNESSES:

Points Awarded: of 40

2. PROJECT PLANNING AND BUDGET (UP TO 40 POINTS)

The Secretary reviews each application to determine the following:

- (1) The extent to which all proposed activities are adequately described relative to their contribution to project outcomes.
- (2) The extent to which all proposed activities are of high quality, including the degree to which they align with the purpose of the National Resource Centers program described in § 656.1, the appropriate type of Center described in § 656.3(b)-(c), and the proposed project's outcomes.
- (3) The extent to which the proposed timeline of activities and other application materials, such as letters of support, demonstrate the feasibility of completing proposed activities during the project period.
- (4) The extent to which all costs are itemized in the budget narrative and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

STRENGTHS:

WEAKNESSES:

Points Awarded: of 40

3. KEY PERSONNEL AND PROJECT OPERATIONS (UP TO 15 POINTS)

The Secretary reviews each application to determine the following:

- (1) The extent to which project personnel are qualified to oversee and carry out the proposed project.
- (2) The adequacy of staffing, governance, and oversight arrangements, and, for a consortium, the extent to which the consortium agreement demonstrates commitment to a common objective.

STRENGTHS:

WEAKNESSES:

Points Awarded: of 15

4. QUALITY OF PROJECT EVALUATION (UP TO 5 POINTS)

The Secretary reviews each application to determine the following:

- (4) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the proposed project.
- (5) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
- (6) The qualifications, including relevant training, experience, and independence, of the evaluator(s).

STRENGTHS:

WEAKNESSES:

Points Awarded: of 5

COMPETITIVE PREFERENCE PRIORITY (0 OR 5 POINTS)

Promoting Equity in Student Access to Educational Resources and Opportunities:

An applicant must demonstrate that the project will be implemented by or in partnership with one or more of the following entities (as defined in the NIA):

- (1) Community colleges.
- (2) Historically Black colleges and universities.
- (3) Tribal Colleges and Universities.
- (4) Minority-serving institutions.

Note: The Department, not peer reviewers, will award these points. The points awarded will either be zero or five, as an applicant either meets the priority or does not.

CPP Points Awarded: