

U.S. DEPARTMENT OF EDUCATION

Office of Postsecondary Education
Washington, DC 20006-8510



Fiscal Year XXXX

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

**Form Approved
OMB No. 1840-0796, Exp. Date: xx/xx/xxxx**

DATED MATERIAL - OPEN IMMEDIATELY

CLOSING DATE: TBD

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STANDARD INSTRUCTIONS AND FORMS (<http://www.grants.gov>)

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Dear Applicant Letter

Dear Applicant:

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

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

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

Applicants should pay particular attention to the section entitled “Competition Highlights” that describes the invitational and competitive preference priorities as well as other program and competition details. Also, please pay close attention to the “Application Selection and Program Review” information. This section gives an overview of how each application will be reviewed and scored. Another important section is the application checklist. Please use this checklist to ensure that you have completed all the necessary steps prior to electronic submission. Applications for grants under the UISFL program must be submitted electronically using the grants.gov system. A detailed description of how to apply using this system is included in the FR notice. You are urged to acquaint yourself with the requirements of this system early. You may access the grants.gov system through its portal page at:

<http://www.grants.gov>

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

You are reminded that the FR notice is the official document for the FY XXXX UISFL competition, and that you should not rely upon any information that is inconsistent with the guidance contained within the official document. For information (including dates and times) about how to submit your application electronically, please refer to the FR document.

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

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

If you have any questions or require additional information, please contact Jessica Lugg at Jessica.Lugg@ed.gov.

Cheryl E. Gibbs
Senior Director
International and Foreign Language Education

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0796. Public reporting burden for this collection of information is estimated to average 110 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is *required to obtain or retain benefit* (20 USC §1124). 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 International and Foreign Language Education, 400 Maryland Ave., SW, Washington DC 20222/Jessica Lugg, (202)-987-1914 directly.

PRIVACY ACT STATEMENT

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; and the Education Department General Administrative Requirements (EDGAR) and Government Performance and Results Act (GPRA) of 1993, which outline performance reporting requirements that are contingent on the collection of data from institutions selected to receive funding under the Undergraduate International Studies and Foreign Language (UISFL) 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 UISFL program objectives. Collected information will also be used in monitoring grant implementation and performance.

Disclosures: Information about UISFL applicant institutions and associated staff will be shared with individuals selected to serve as peer reviewers during the UISFL 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 IFLE, 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 UISFL grantee 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.

FY XXXX APPLICATION FOR GRANTS UNDER THE UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAM COMPETITION HIGHLIGHTS

- 1. Grants.gov and Electronic Submission:** UISFL applications submitted for FY XXXX must be submitted electronically using Grants.gov. You are urged to acquaint yourself with the requirements of Grants.gov early as the registration procedures may require 5 or more days to complete. For more detailed information please see “Submission Procedures and Tips for Applicants” found in this document.

Grants.gov is accessible through its portal page at: <http://www.grants.gov>
It is important to know that the Grants.gov site works differently than the Department’s e-Application system used in past competitions. Grants.gov does not allow applicants to “un-submit” applications. Therefore, if you discover that changes or additions are needed once your application has been accepted and validated by the Department, you must “re-submit” the entire application package. You should know that if the Department receives duplicate applications, we will accept and process the application with the latest “date/time received” validation.
- 2. Page Limitation:** We *recommend* that you limit the application narrative to no more than **40-pages** for the Program Narrative portion of the application. The FR notice contains the specific standards for preparing the Program Narrative.
- 3. Project Abstract:** Applicants are required to submit a project abstract. It is limited to a one page, single-spaced document and should include the name of the applicant institution, title of the project, name and contact information of the Project Director, competitive preference priorities addressed, whether you are applying for a single institutional award or a consortia award, and a brief overview of the proposed project. The abstract must be uploaded into the “Abstract Narrative” section of the application.
- 4. Deadline Information:** Please note that you must submit your application by 11:59:59 p.m. (Washington, D.C. time) on or before the application deadline date. Late applications will not be accepted. We suggest that you submit your application several days before the deadline. The Department is required to enforce the established deadline to ensure fairness to all applicants. No changes or additions to an application will be accepted after the deadline date and time.
- 5. Project Start and End Dates:** Proposed start and end dates for the first twelve months of the FY XXXX grant period should be **October 1, XXXX – September 30, XXXX**. Please be mindful of these dates as you develop a two - or three-year plan of operation and create an itemized budget for each budget year.
- 6. Program Priorities:** Please note the following program priorities for FY XXXX:

Competitive Preference Priority 1 (0, 2, or 3 points).

Applications from Minority-Serving Institutions (MSIs) (as defined in this notice) or community colleges (as defined in this notice), whether as individual applicants or as part of a consortium of institutions of higher education (IHEs) (consortium) or a partnership between nonprofit educational organizations and IHEs (partnership).

An application from a consortium or partnership that has an MSI or a community college as the lead applicant will receive more points under this priority than applications in which the MSI or community college is a member of a consortium or partnership but not the lead applicant.

A consortium or partnership must undertake activities designed to incorporate foreign languages into the curriculum of the MSI or community college and to improve foreign language and international or area studies instruction on the MSI or community college campus.

Note: We will award either two or three points to an application that meets this priority. If an MSI or a community college is a single applicant, or the lead applicant in a consortium or partnership, the application will receive three additional points. If an MSI or community college is a member of a consortium or partnership, but not the lead applicant, the application will receive two additional points. No application will receive more than three additional points for this priority.

Competitive Preference Priority 2 (0 or 2 points).

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

Invitational Priority: For FY XXXX and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an invitational priority. Under 34 CFR 75.105(c)(1), we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This priority is:

Training in Less Commonly Taught Languages or Thematic Focus on Area Studies or International Studies Programs.

Applications that propose programs or activities focused on language training or the development of area or international studies programs focused on contemporary

topics or themes in conjunction with training in any modern foreign languages, except French, German, or Spanish.

7. **Selection Criterion and Application Review:**

Selection Criteria: The selection criteria for this program are established in 34 CFR 658.31, 658.32, 658.33, and 655.32. The maximum score for all the selection criteria, together with the maximum number of points awarded to applicants that address the competitive preference priorities, is **105 points** for applications from IHEs, consortia, and partnerships; and **100 points** for applications from public and private nonprofit agencies and organizations, including professional and scholarly associations. The maximum score for each criterion is indicated in parentheses.

All Applications. All applications will be evaluated based on the general selection criteria as follows:

- (a) Plan of operation (up to 15 points).
- (b) Quality of key personnel (up to 10 points).
- (c) Budget and cost effectiveness (up to 10 points).
- (d) Evaluation plan (up to 20 points).
- (e) Adequacy of resources (up to 5 points).
- (f) Commitment to international studies (up to 15 points).
- (g) Elements of the proposed international studies program (up to 10 points).
- (h) Need for and prospective results of the proposed program (up to 15 points).
- (i) Need for and potential impact of the proposed project in improving international studies and the study of modern foreign language at the undergraduate level (up to 40 points).

These reviewers will also review and score the applications that address the competitive preference priorities.

Please Note:

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

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 UISFL 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/iegpsuisfl/performance.html>

9. Program Statutory Assurances

In addition to any other requirements outlined in the application package for this program, section 604(a)(7) of the HEA, 20 U.S.C. 1124(a)(7), requires that each application from an IHE, consortia, or partnership include—

- Evidence that the applicant has conducted extensive planning prior to submitting the application;
- An assurance that the faculty and administrators of all relevant departments and programs served by the applicant are involved in ongoing collaboration with regard to achieving the stated objectives of the application;
- An assurance that students at the applicant institutions, as appropriate, will have equal access to, and derive benefits from, the UISFL program;
- An assurance that each applicant, consortium, or partnership will use the Federal assistance provided under the UISFL program to supplement and not supplant non-Federal funds the institution expends for programs to improve undergraduate instruction in international studies and foreign languages;
- A description of how the applicant will provide information to students regarding federally funded scholarship programs in related areas;
- An explanation of how the activities funded by the grant will reflect ***diverse perspectives and a wide range of views, and generate debate on world regions and international affairs, where applicable; and***
- A description of how the applicant will encourage service in areas of national need, as identified by the Secretary.

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.

INTRODUCTION: UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAM

AUTHORIZATION

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

PURPOSE

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

ELIGIBLE APPLICANTS

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

PROGRAM DESCRIPTION / ACTIVITIES FUNDED UNDER THIS PROGRAM

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

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

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

EXPECTED FUNDING LEVELS

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

Estimated Available Funds: The Administration's budget request for FY XXXX does not include funds for this program. However, we are inviting applications to allow

enough time to complete the grant process before the end of the current fiscal year if Congress appropriates funds for this program.

Estimated Range of Awards:

For single applicant grants: \$70,000–\$150,000 for each 12-month budget period.
For consortia or partnership grants: \$90,000-\$180,000 for each 12-month budget period.

Estimated Average Size of Awards:

For single applicant grants: \$103,603.
For consortia or partnership grants: \$141,000.

Maximum Award: We will not make an award exceeding \$120,000 for a single applicant for a single budget period of 12 months, or an award exceeding \$160,000 for a consortium or partnership applicant for a single budget period of 12 months.

Estimated Number of Awards: 22.

Supplemental Information

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

I. BUDGET INFORMATION

Applicants should budget \$1,500 - \$1800 (per person) of Federal funds to attend the annual meeting of Title VI project directors each budget year. We recommend two key staff to attend our annual project directors’ meeting. Funds can be reallocated if there is no meeting.

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

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

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

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

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

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

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

** An applicant that meets the Special Rule **must include a letter in its application appendices** signed by the institution’s authorizing representative certifying that the institution meets the Special Rule. The letter must not only establish the institution’s eligibility under part (A) above, but also should provide information, as contemplated under part (B), to demonstrate that the institution has need for a waiver of the matching requirement. For example, institutions could describe how economic disruptions have negatively impacted their institutional

budgets or otherwise describe difficulty in securing matching contributions from other organizations. For each subsequent funding year, the grantee must submit their most recent approved waiver or request for reduction.

II. APPENDICES TO APPLICATION

Please limit supporting documents to the following:

1. Letters of support.
2. Curriculum vitae of key personnel, i.e., project director(s), faculty participants, consultants, and evaluators (recommended two pages per each individual).
3. Sample evaluation and assessment tools
4. Project timeline chart
5. Letter to request Special Rule Waiver/Reduction (if applicable)
6. Program Profile Form
7. Supplemental Program Information to Meet Statutory Requirements

III. APPLICANT FUNDING

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

IV. EVALUATION OF APPLICATIONS FOR AWARDS

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

V. SELECTION OF GRANTEES

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

VI. NOTICE TO SUCCESSFUL APPLICANTS

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

VII. NOTICE TO UNSUCCESSFUL APPLICANTS

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

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

VIII. PERFORMANCE REPORTS

If you receive a FY XXXX new grant award, you will be required to submit annual and final performance reports during the two-to-three-year funding cycle using the **International Resource Information System (IRIS)**. This online system collects narratives and data about funded projects, to enable program officers to determine if a grantee is making substantial progress toward meeting approved project objectives. When determining whether a grantee has made substantial progress, program officers will consider factors such as whether the grant activities were conducted in accordance with the approved scope of the project and budget, whether the project has faced any major problems or delays that might impede the achievement of one or more of the project objectives, and whether evaluations of the grant demonstrate effectiveness or useful recommendations. More information can be found here:

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

Please be advised that the report is for informational purposes only and does not reflect the actual reporting instrument that you will use if you receive a FY XXXX grant award. The performance report will assist our program staff in determining whether or not the UISFL project is making substantial progress toward meeting the approved project objectives and whether or not a continuation award (if applicable) is in the best interest of the Federal government. Project Directors will be responsible for overall project reports as well as entering project participant information into the system.

The IRIS reporting instrument includes sections for grantees to input data that responds to the performance measures to assess overall program performance.

IX. RESOURCES FOR PROPOSAL DEVELOPMENT

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

X. CONTACT INFORMATION

For program-related questions and assistance, please contact:

Senior Program Officer: Jessica Lugg
Address: International and Foreign Language Education (IFLE)
U.S. Department of Education

Telephone: (202)-987-1914
E-mail: uisfl@ed.gov

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

Grants.gov Support Desk
Telephone: (800) 518-4726
Email: support@grants.gov

Hours: 24 hours a day, 7 days a week (closed federal holidays)

FY XXXX Notice Inviting Applicants (NIA)

[TBA]

Authorizing Legislation

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

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

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

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

“(A) planning for the development and expansion of undergraduate programs in international studies and foreign languages;

“(B) teaching, research, curriculum development, faculty training in the United States or abroad, and other related activities, including--

“(i) the expansion of library and teaching resources; and

“(ii) pre-service teacher training and in-service teacher professional development.

“(C) expansion of opportunities for learning foreign languages, including less commonly taught languages.

“(D) programs under which foreign teachers and scholars may visit institutions as visiting faculty.

“(E) programs designed to develop or enhance linkages between 2- and 4-year institutions of higher education, or baccalaureate and post-baccalaureate programs or institutions.

“(F) the development of undergraduate educational programs--

“(i) in locations abroad where such opportunities are not otherwise available or that serve students for whom such opportunities are not otherwise available; and

“(ii) that provide courses that are closely related to on-campus foreign language and international curricula.

“(G) the integration of new and continuing education abroad opportunities for undergraduate students into curricula of specific degree programs.

“(H) the development of model programs to enrich or enhance the effectiveness of educational programs abroad, including pre-departure and post-return programs, and the integration of educational programs abroad into the curriculum of the home institution.

- (I) the provision of grants for educational programs abroad that—
 - (i) are closely linked to the program’s overall goals; and
 - (ii) have the purpose of promoting foreign language fluency and knowledge of world regions.
- `(J) the development of programs designed to integrate professional and technical education with foreign languages, area studies, and other international fields.
- `(K) the establishment of linkages overseas with institutions of higher education and organizations that contribute to the educational programs assisted under this subsection.
- `(L) the conduct of summer institutes in foreign area, foreign language, and other international fields to provide faculty and curriculum development, including the integration of professional and technical education with foreign area and other international studies, and to provide foreign area and other international knowledge or skills to government personnel or private sector professionals in international activities.
- `(M) the development of partnerships between--
 - `(i) institutions of higher education; and
 - `(ii) the private sector, government, or elementary and secondary education institutions, in order to enhance international knowledge and skills; and
- N) the use of innovative technology to increase access to international education programs.
- ` (3) NON-FEDERAL SHARE- The Non-Federal share of the cost of the programs assisted under this subsection--
 - `(A) may be provided in cash from the private sector corporations or foundations in an amount equal to one-third of the total cost of the programs assisted under this section; or
 - `(B) may be provided as an in-cash or in-kind contribution from institutional and non-institutional funds, including State and private sector corporation or foundation contributions, equal to one-half of the total cost of the programs assisted under this section.
- ` (4) SPECIAL RULE- The Secretary may waive or reduce the required non-Federal share for institutions that--
 - `(A) are eligible to receive assistance under part A or B of title III or under title V; and
 - `(B) have submitted a grant application under this section that demonstrates a need for a waiver or reduction.
- `(5) PRIORITY- In awarding grants under this section, the Secretary shall give priority to applications from institutions of higher education, consortia or partnerships that require entering students to have successfully completed at least 2 years of secondary school foreign language instruction or that require each graduating student to earn 2 years of postsecondary credit in a foreign language (or have demonstrated equivalent competence in the foreign language) or, in the case of a 2-year degree granting institution, offer 2 years of postsecondary credit in a foreign language.

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

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

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

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

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

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

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

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

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

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

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

`(c) FUNDING SUPPORT-

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

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

Code of Federal Regulations

TITLE 34 PART 655—INTERNATIONAL EDUCATION PROGRAMS—GENERAL PROVISIONS

Subpart A—General

Sec.

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

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

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

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

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

Subpart C [Reserved]

Subpart D—How Does the Secretary Make a Grant?

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

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

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

Authority:

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

Source:

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

Subpart A—General

§655.1 Which programs do these regulations govern?

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

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

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

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

§655.3 What regulations apply to the International Education Programs?

The following regulations apply to the International Education Programs:

- (a) The Education Department General Administrative Regulations (EDGAR) as follows:
- (1) [34 CFR part 74](#) (Administration of Grants to Institutions of Higher Education, Hospitals, and Nonprofit Organizations).
 - (2) [34 CFR part 75](#) (Direct Grant Programs).
 - (3) [34 CFR part 77](#) (Definitions that Apply to Department Regulations).
 - (4) 34 CFR part 79 (Intergovernmental Review of Department of Education Programs and Activities), except that part 79 does not apply to 34 CFR parts 660, 669, and 671.
 - (5) [34 CFR part 82](#) (New Restrictions on Lobbying).
 - (6) 34 CFR part 85 (Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants)).
 - (7) [34 CFR part 86](#) (Drug-Free Schools and Campuses).
- (b) The regulations in this part 655; and
- (c) As appropriate, the regulations in—
- (1) 34 CFR part 656 (National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies).
 - (2) 34 CFR part 657 (Foreign Language and Area Studies Fellowships Program).
 - (3) 34 CFR part 658 (Undergraduate International Studies and Foreign Language Program).
 - (4) 34 CFR part 660 (International Research and Studies Program).
 - (5) 34 CFR part 661 (Business and International Education Program); and
 - (6) 34 CFR part 669 (Language Resource Centers Program).
- (Authority: [20 U.S.C. 1121](#)–1127; 1221e–3)
 [47 FR 14116, Apr. 1, 1982, as amended at 58 FR 32575, June 10, 1993; 64 FR 7739, Feb. 16, 1999]

§655.4 What definitions apply to the International Education Programs?

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

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

(Authority: [20 U.S.C. 1121](#)–1127)

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

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

Critical languages mean each of the languages contained in the list of critical languages designated by the Secretary pursuant to section 212(d) of the Education for Economic Security Act, except that, in the implementation of this definition, the Secretary may set

priorities according to the purposes of title VI of the Higher Education Act of 1965, as amended.

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

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

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

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

§655.10 What kinds of projects does the Secretary assist?

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

(Authority: [20 U.S.C. 1021](#)–1027)

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

Subpart C [Reserved]

Subpart D—How Does the Secretary Make a Grant?

§655.30 How does the Secretary evaluate an application?

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

- (a) The general criteria in §655.31; and
- (b) The specific criteria in, as applicable, subpart D of 34 CFR parts 658, 660, 661, and 669.

(Authority: [20 U.S.C. 1121](#)–1127)

[64 FR 7739, Feb. 16, 1999]

§655.31 What general selection criteria does the Secretary use?

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

(2) The Secretary looks for information that shows—

- (i) High quality in the design of the project.
- (ii) An effective plan of management that ensures proper and efficient administration of the project.
- (iii) A clear description of how the objectives of the project relate to the purpose of the program.

- (iv) The way the applicant plans to use its resources and personnel to achieve each objective; and
 - (v) A clear description of how the applicant will provide equal access and treatment for eligible project participants who are members of groups that have been traditionally underrepresented, such as—
 - (A) Members of racial or ethnic minority groups.
 - (B) Women; and
 - (C) Handicapped persons.
 - (b) *Quality of key personnel.* (1) The Secretary reviews each application for information that shows the quality of the key personnel the applicant plans to use on the project.
 - (2) The Secretary looks for information that shows—
 - (i) The qualifications of the project director (if one is to be used).
 - (ii) The qualifications of each of the other key personnel to be used in the project. In the case of faculty, the qualifications of the faculty and the degree to which that faculty is directly involved in the actual teaching and supervision of students; and
 - (iii) The time that each person referred to in paragraphs (b)(2) (i) and (ii) of this section plans to commit to the project; and
 - (iv) The extent to which the applicant, as part of its nondiscriminatory employment practices, encourages applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, handicapped persons, and the elderly.
 - (3) To determine the qualifications of a person, the Secretary considers evidence of past experience and training, in fields related to the objectives of the project, as well as other information that the applicant provides.
 - (c) *Budget and cost effectiveness.* (1) The Secretary reviews each application for information that shows that the project has an adequate budget and is cost effective.
 - (2) The Secretary looks for information that shows—
 - (i) The budget for the project is adequate to support the project activities; and
 - (ii) Costs are reasonable in relation to the objectives of the project.
 - (d) *Evaluation plan.* (1) The Secretary reviews each application for information that shows the quality of the evaluation plan for the project.
 - (2) The Secretary looks for information that shows methods of evaluation that are appropriate for the project and, to the extent possible, are objective and produce data that are quantifiable.
 - (e) *Adequacy of resources.* (1) The Secretary reviews each application for information that shows that the applicant plans to devote adequate resources to the project.
 - (2) The Secretary looks for information that shows—
 - (i) Other than library, facilities that the applicant plans to use are adequate (language laboratory, museums, etc.); and
 - (ii) The equipment and supplies that the applicant plans to use are adequate.
- (Authority: [20 U.S.C. 1121](#)–1127)

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

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

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

[58 FR 32575, June 10, 1993]

Code of Federal Regulations

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

[Code of Federal Regulations]

[Title 34, Volume 3]

[Revised as of July 1, 2009]

From the U.S. Government Printing Office via GPO Access

[CITE: 34CFR658.1]

[Page 381]

TITLE 34--EDUCATION

DEPARTMENT OF EDUCATION

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

Subpart A--General

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

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

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

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

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

Sec. 658.3 What regulations apply?

The following regulations apply to this program:

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

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

The definitions in 34 CFR 655.4 apply to this program.

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

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

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

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

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

(c) The program shall focus on--

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

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

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

- (a) Planning for the development and expansion of undergraduate programs in international studies and foreign languages;
- (b) Teaching, research, curriculum development, faculty training in the United States or abroad, and other related activities, including--
 - (1) Expanding library and teaching resources;
 - (2) Conducting faculty workshops, conferences, and special lectures;

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

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

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

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

Sec. 658.30 How does the Secretary evaluate an application?

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

Sec. 658.31 What selection criteria does the Secretary use?

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

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

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

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

(a) Commitment to international studies. (1) The Secretary reviews each application for information that shows the applicant's commitment to the international studies program.

(2) The Secretary looks for information that shows--

- (i) The institution's current strength as measured by the number of international studies courses offered;
- (ii) The extent to which planning for the implementation of the proposed program has involved the applicant's faculty, as well as administrators;
- (iii) The institutional commitment to the establishment, operation, and continuation of the program as demonstrated by optimal use of available personnel and other resources; and
- (iv) The institutional commitment to the program as demonstrated by the use of institutional funds in support of the program's objectives.

(b) Elements of the proposed international studies program.

(1) The Secretary reviews each application for information that shows the nature of the applicant's proposed international studies program.

(2) The Secretary looks for information that shows--

- (i) The extent to which the proposed activities will contribute to the implementation of a program in international studies and foreign languages at the applicant institution;
- (ii) The interdisciplinary aspects of the program;
- (iii) The number of new and revised courses with an international perspective that will be added to the institution's programs; and
- (iv) The applicant's plans to improve or expand language instruction.

(c) Need for and prospective results of the proposed program.

(1) The Secretary reviews each application for information that shows the need for and the prospective results of the applicant's proposed program.

(2) The Secretary looks for information that shows--

- (i) The extent to which the proposed activities are needed at the applicant institution;
- (ii) The extent to which the proposed use of Federal funds will result in the implementation of a program in international studies and foreign languages at the applicant institution;
- (iii) The likelihood that the activities initiated with Federal funds will be continued after Federal assistance is terminated; and
- (iv) The adequacy of the provisions for sharing the materials and results of the program with other institutions of higher education.

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

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

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

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

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

Sec. 658.35 What priority does the Secretary give?

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

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

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

Sec. 658.40 What are the limitations on allowable costs?

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

Sec. 658.41 What are the cost-sharing requirements?

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

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

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

Undergraduate International Studies and Foreign Language Program Profile Form

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

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

UEI#:

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

Project Address:

City: _____ State: _____ Zip: _____

Project Title:

Consortial Application? Yes No

If yes, please list partner institutions:

1. _____
2. _____

World Area Concentration:

- | | |
|-------------------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Africa (AF) | <input type="checkbox"/> South Asia (SA) |
| <input type="checkbox"/> Central/Eastern Europe and Eurasia (CEE) | <input type="checkbox"/> Southeast Asia and the Pacific (SEA) |
| <input type="checkbox"/> East Asia (EA) | <input type="checkbox"/> Western Europe (WE) |
| <input type="checkbox"/> Near East (NE) | <input type="checkbox"/> Western Hemisphere (WH) |

Program request and match (Section 658.41) for Fiscal Year 2023 only -

Total Federal Requested Amount for first year only: \$ _____

Total Program In-kind/institutional match for first year only: \$ _____

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

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

Waiver Reduction

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

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

- Part A or B of title III under the Higher Education Act of 1965, as amended
- Title V under the Higher Education Act of 1965, as amended

If applying for funding under the "Special Rule", please include the following (required)

Included is a copy of the Department of Education letter designating your institution as an eligible under Title III and/or Title V of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA).

Included is a letter to request a Special Rule waiver or reduction to the appendices in this application. This letter provides information to demonstrate that my institution has need for a waiver or reduction of the matching requirement.

Supplemental Information to Meet Statutory Requirements

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

INSTRUCTIONS: ALL applicants must address each statutory requirement and submit this information in your application. Upon completion, attach this document as a .pdf into the "Other Narrative Forms" section of the www.grants.gov application package.

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

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

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

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

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

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

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

UISFL Performance Indicators

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 Undergraduate International Studies and Foreign Language Program?

The objective of the UISFL program is to meet the nation's security and economic needs through the development of a national capacity in foreign languages, and area and international studies. The Department will use the following measures to evaluate the success of the program in meeting this objective.

UISFL Performance Measure 1: Number of courses created or enhanced as part of the program.

UISFL Performance Measure 2: Number of faculty that participated in program related activities (e.g., Teaching, research, curriculum development, faculty training, professional development, etc.)

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

General Education Provisions Act (GEPA)

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
- 3.** barriers may impede equitable access and participation of students, educators, or other beneficiaries?
- 4.** 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?
- 5.** 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

Instructions for Completing the UISFL Application Package

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

Part I

Standard Forms

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

***Note:** Section C – Budget Narrative should be included in the Budget Narrative Files section, along with the detailed line-item budget.

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

Part II

Project Narrative Forms

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

Part III

Other Narrative Forms

- UISFL Program Profile Form
- UISFL Supplemental Information Narrative (Statutory Requirements)
- Letters of Support (recommended ten letter limits: two-page limit per letter)
- Curriculum vitae of key personnel (recommended five CV limit: two-page limit per CV)
- Sample evaluation and assessment tools (recommended five document limits: no page limit)
- Project timeline chart (recommended one chart: no page limit)
- Letter to request Special Rule Waiver or Reduction (if applicable)

Part IV:

Budget Narrative Forms

- Detailed line-item budget
- Budget narrative justification

The ED Abstract Narrative Form is where you attach the one-page, single-spaced project abstract. It should include the name of the applicant institution, name, and contact information for the

Project Director, whether you are applying for a single institutional award or a consortia award, and a brief overview of the proposed project.

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

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

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

NOTE: Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424). Although the form accepts attachments, the Department of Education will only review materials/files attached to the attachment forms listed. All attachments must be in .PDF format. Other types of files will not be accepted.

INSTRUCTIONS FOR PROJECT NARRATIVE

Suggested Formatting

A “page” is 8.5” x 11”, on one side only, with 1” margins at the top, bottom, and both sides. Page numbers and an identifier may be within the 1” margin. Double-space all text in the application, including titles and headings. All text in charts, tables, graphs, footnotes, quotations, references, and captions may be single-spaced. Applicants may use of the following fonts: *Times New Roman, Courier, Courier New or Arial, **only***. Applications submitted in any other font (including Times Roman and Arial Narrow) will not be accepted. Do not use anything smaller than a 12-point font.

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

The Secretary evaluates an application on the basis of the broad criteria in 34 CFR 655 and 658 of the UISFL Program regulations as identified in this application (see “Authorizing Legislation and Regulations”). The Project Narrative should provide, in detail, the information that addresses each selection criterion.

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

- 1. Plan of Operation (maximum 15 points)**
 - a. Provide a brief introduction to your institution, program, and/or project.
 - b. Describe how the design of the project shows high quality.
 - c. Describe how effective the plan of operation is and to what extent it will ensure proper and efficient administration.
 - d. Describe to what extent the objectives of the project relate to the purpose of the program.
 - e. Describe the ways resources and personnel will be used to achieve the objectives of the project.
 - f. Explain how the applicant will provide equal access and treatment to members of racial and ethnic minorities, women, handicapped persons, and the elderly.

- 2. Quality of Key Personnel (Maximum 10 points)**
 - a. Describe the project director(s)’ education, experience and other qualifications. Indicate the required time commitment of the project director(s). Include any evidence of past experience and training in fields related to the objectives of the project, as well as other relevant

information such as administrative, geographic area, and subject area expertise.

- b. Describe the other key personnel's education, experience, and other qualifications. Indicate the required time commitment and include evidence of relevant experience as discussed above.
- c. Show, as part of the institution's non-discriminatory employment practices, how applications for employment from underrepresented groups (e.g. members of racial and ethnic minority groups, women, handicapped persons, and the elderly) will be encouraged.

3. Budget and Cost Effectiveness (Maximum 10 points)

- a. Demonstrate how the budget supports the project activities by providing a detailed breakout for each year for which Federal funding is requested.
- b. Discuss the project's cost effectiveness and show the relationship between the cost of the project and the project's objectives.
- c. Discuss how travel will be compliant with the Fly America Act (FAA), both for federal and matching funding.

4. Adequacy of Resources (Maximum 5 points)

- a. Describe the sources of institutional and matching resources and how they will support the project.
- b. Show that the facilities, equipment, supplies and other resources, including where appropriate, library and language facilities, are adequate to carry out the activities of the project.

5. Plan of Evaluation (Maximum 20 points)

- a. Provide a plan for evaluating the effectiveness of the project.
- b. Indicate the criteria to be used to evaluate the results of the project.
- c. Describe the methods of evaluation. Describe the kinds of data to be collected and analyzed. Will this methodology provide an evaluation that is objective and quantifiable? Indicate how evaluation results will be measured and used to shape the development of the project before, during, and after activities take place.

Describe or provide examples (in the appendices) of evaluation tools. How will these tools determine that the project needs are being met? Present a proposed timetable for the evaluation process.

6. Commitment to International Studies (Maximum 15 points for Institutional Applicants; Maximum 10 points for Consortial Applicants)

- a. Show current strengths as measured by the number of international studies courses offered.
- b. Explain how faculty and administrators have been involved in the planning for the implementation of the proposed program.

- c. Describe the institutional commitment to the establishment, operation, and continuation of the program as demonstrated by optimal use of available personnel and other resources.
 - d. Show level of institutional commitment as demonstrated by the use of institutional funds to support program objectives.
- 7. Elements of the Proposed International Studies Program (Applicable only to institutional applicants) (Maximum 10 points)**
- a. Describe how the proposed activities contribute to the implementation of a program in international studies and foreign languages.
 - b. Show how adequate and appropriate the interdisciplinary aspects of the program are.
 - c. Demonstrate how the number of new and revised courses will be adequate to meet programmatic needs.
 - d. Explain how adequate the plans are for improving and expanding language instruction.
- 8. Need for and Prospective Results of the Proposed Program (Applicable only to institutional applicants) (Maximum 15 points)**
- a. Explain why the proposed activities are needed.
 - b. Explain how the proposed use of Federal funds will result in the implementation of a program in international studies and foreign languages.
 - c. Describe the likelihood of project activities continuing after the project ends.
 - d. Explain how program materials and results will be shared with other institutions and organizations/associations.
- 9. Need for and Potential Impact of the Proposed Program in Improving International Studies and the Study of Modern Foreign Languages at the Undergraduate Level (Applicable only to organizations and associations) (Maximum 40 points)**
- a. Explain how the Federal funds will contribute to achieving results.
 - b. Explain how the proposed project makes an especially significant contribution to the improvement of the teaching of international studies or modern foreign languages at the undergraduate level.
 - c. Demonstrate how the proposed project will have a major regional and national impact on undergraduate education.
 - d. Demonstrate how adequate the provisions are for sharing the materials and the results of the proposed project with the higher education community.

10. Competitive Preference Priority #1 (0, 2 or 3 points)

Applications from Minority-Serving Institutions (MSIs) (as defined in this notice) or community colleges (as defined in this notice), whether as individual applicants or as part of a consortium of institutions of higher education (IHEs) (consortium) or a partnership between nonprofit educational organizations and IHEs (partnership).

A consortium or partnership must undertake activities designed to incorporate foreign languages into the curriculum of the MSI or community college and to improve foreign language and international or area studies instruction on the MSI or community college campus.

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

Applications from IHEs or consortia of these institutions that require entering students to have successfully completed at least 2 years of secondary school foreign language instruction or that require each graduating student to earn two years of postsecondary credit in a foreign language (or have demonstrated equivalent competence in the foreign language) or, in the case of a 2-year degree granting institution, offer two years of postsecondary credit in a foreign language.

Invitational Priorities:

12. Invitational Priority (0 points)

Training in Less Commonly Taught Languages or Thematic Focus on Area Studies or International Studies Programs. Applications that propose programs or activities focused on language training or the development of area or international studies programs focused on contemporary topics or themes in conjunction with training in any modern foreign languages, except French, German, or Spanish.

* Criterion will be assessed per Federal Register Notice

Guidance on Developing an Evaluation Plan

Overview of Performance Measures, Program Evaluation, and Project Evaluation

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

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

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

Strategic Plans

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

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

related to the overarching goal. The next section of this document provides program-specific guidance to applicants on selecting appropriate performance and evaluation measures.

IFLE Grant Project Evaluation

A strong project proposal by an applicant for an IFLE grant includes a well-designed evaluation plan that is based on clearly stated goals and objectives. The evaluation plan must address all IFLE performance indicators, as well as include project-specific measures that are tied to the project's goals and objectives. The evaluation plan also must identify how each of the specific objectives will be achieved and establish the quantitative and qualitative measures that will be used to demonstrate the successful implementation of the proposed project.

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

Developing an Evaluation Plan

Working with an Independent Project Evaluator

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

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

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

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

Developing Clear Goals and Objectives

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

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

Examples of possible project-specific quantitative objectives include:

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

Examples of possible project-specific qualitative objectives include:

- Improve employment opportunities for students who possess advanced language skills and international experience;
- Strengthen collaboration between foreign language departments, international education, and other disciplines; or,
- Improve quality of assessment tools for priority and/or less-commonly-taught languages.

Examples of specific activities that may support project objectives include:

- Recruit and hire qualified priority language faculty; or,
- Create or increase professional development and training sessions for faculty.

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

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

Developing Evaluation Questions

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

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

Planning Data Collection and Analysis

To show change, baseline data must be included in the final evaluation plan, submitted to the program office once the grant is awarded. Applicants should determine if baseline data already exist and where to find them. Data collection instruments that are not readily available need to be developed. Data collection instruments may include surveys, standardized tests, exams, focus groups, and topic guides. Institutions may have additional instruments that are specific to the proposed project. The final evaluation plan must

specify the types and sources of data that will be collected and describe how the data will be collected, including access and frequency. The plan must also describe how the data will be compiled, analyzed, and reported, as well as the methodology that will be used and key personnel responsible for these tasks. The institutions should work with evaluation specialists to develop a detailed analysis plan to analyze the data and interpret results. In addition, the evaluation plan should include a timeline to delineate tasks and specify when and how progress benchmarks or indicators will be met. The timeline will help projects to stay on track toward achieving their goals.

Guidance to UISFL Applicants

The Title VI international education programs' overarching goal is to maintain a U.S. higher education system with the capacity to produce experts in less commonly taught languages and area studies who are capable of contributing to the needs of U.S. government, academic, and business institutions. Each IFLE grant program addresses a specific objective related to this overarching goal. The objective of the UISFL program is to strengthen and improve undergraduate instruction in international studies and foreign languages.

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

- UISFL Performance Measure 1: Percentage of UISFL projects that added or enhanced courses in international studies in critical world areas and priority foreign languages.
- UISFL Performance Measure 2: Percentage of UISFL consortium projects that established certificates and/or undergraduate degree programs in international or foreign language studies. (**consortia applicants only**).

Applicants must define how they will collect and report data for the measure when they develop their proposed projects. **Successful UISFL applicants** (later grantees) will be required to collect data on UISFL performance measures and report those data to US/ED in their interim and final performance reports.

Frequently Asked Questions

Answers to Frequently Asked Questions (FAQ) for the UISFL programs is available on the UISFL program website: <https://www2.ed.gov/programs/iegpsugisf/faq.html>

UISFL Plan of Evaluation, Need, and Impact Selection Criteria

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

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

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

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

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

Equal access to educational opportunities is not only part of the Department of Education's mission statement "to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access," but has been explicitly written into the regulations for the UISFL program. Therefore, it is important that applicants demonstrate how they intend to carry out the equal access requirement surrounding UISFL funding. Current statistics show that a vast majority of participants in international education and study abroad students are middle class Caucasians, while other minority ethnic groups have limited study abroad access and opportunity. (IIE-Open Doors 2012)

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

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

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

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

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

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

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

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

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

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

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

future grant participants. Applicants should present their track record and emphasize ongoing initiatives that rise to the level of a Promising Practice.

**OPTIONAL RESOURCE:
UISFL PROJECT-SPECIFIC PERFORMANCE MEASURE FORM (PMF)**

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

The UISFL project-specific PMF form is provided as a resource to assist your application. It is not required and is only provided as an application tool. To use, create a PMF for each Project Goal in order to set a baseline. Figure 1 shows a blank template. One example of a PMF completed for UISFL Project-Specific Measures is provided in Figure 2.

Should the UISFL applicant become a grantee, the PMF will not be required further.

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

1. Project Goal Statement					9. Baseline and Targets			
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	BL	T1	T2	T3

Instructions for Completing UISFL Project Specific PMF

1. **Project Goal Statement** - A Project Goal is a broad, overall statement of what the project is aiming to achieve/accomplish. The Project Goals you enter into IRIS must be selected from the Project Goals that you submitted in the grant application approved for funding. The Project Goals selected for the PMF do *not* have to cover every project goal in the approved application, but the three to five selected goals must align with the overall scope of the approved project. The Project Goals that you select should be reasonable and realistic representations of what you anticipate achieving by the end of the grant cycle; they should allow you and others to make a determination of your grant project's substantial progress.
2. **The Performance Measure(s)** - is the metric against which you will measure whether the project is meeting its overall Project Goal. It should be specific and time-bound, with well-defined units of measure (number of students, number of courses, percentage increase, etc.). It should reflect the Project Goal, so that meeting the Performance Measure(s) would result in the achievement of the Project Goal, as in the sample PMFs. Performance Measures may address direct products and services delivered by a program (outputs), and/or the results of those products and services (outcomes). Performance Measures include not only "what" will be achieved, but "by how much".
3. **Activities** - are actions that the applicant will carry out in order to meet the Performance Measure and achieve the Project Goal. Each Performance Measure will have at least one, and up to three, Activities. You may wish to include more than one Activity, if more than one Activity is necessary to meet a Performance Measure. In addition, if meeting the Performance Measure will take longer than one reporting period, you may include up to two additional "interim" Activities to measure yearly progress toward meeting the Performance Measure. This will provide concrete evidence of progress to include in every Annual Report.

In addition, please provide a brief Activity Description to illustrate how the Activity will directly contribute to achievement of the Performance Measure. Examples of Activity Descriptions for a language program include:

- ✓ Recruit and hire qualified priority-language faculty.
- ✓ Support OPI training for more instructors.
- ✓ Send more instructors to professional conferences such as ACTFL.
- ✓ Provide access to innovative instructional pedagogy such as Content and Language Integrated Learning.

Sample PMF - UISFL Program

Project Goal: Strengthen and expand instruction and learning opportunities in South Asian languages.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase by 20% annually the number of students enrolled in online and intensive summer study of South Asian languages.	1a. Implement student recruitment program for online and intensive summer study Hindi and Urdu courses.	1ai. Number of students enrolled in online and intensive summer study of South Asian Languages (Hindi and Urdu)	Monthly	University Registrar	30	36	43	N/A	N/A
	1b. Develop an online interdisciplinary South Asia language course	1bi. Number of students enrolled in online interdisciplinary South Asia language course	Semester	University Registrar	0	3	8	N/A	N/A
	1c. Offer competitive scholarships for intensive summer study of South Asian languages	1ci. Number of students enrolled in intensive summer study of South Asian Languages (Hindi and Urdu)	Monthly	University Registrar	0	3	5	N/A	N/A
2. ACTFL certifications obtained for all (5) instructors of modern South Asian languages.	2a. Hire more instructors in South Asian Languages (Hindi and Urdu)	2ai. Number of Hindi and Urdu instructors hired	Annual	Institutional records	2	5	0	N/A	N/A
	2b. Provide funding to instructors of modern South Asian languages to attend an ACTFL workshop for their language	2bi. Number of instructors of modern South Asian languages provided funding to attend an ACTFL workshop for their language.	Monthly	Project Director	0	2	5	N/A	N/A
	2bii. Number of instructors of modern South Asian languages obtaining ACTFL certification.	Monthly	Project Director	0	2	5	N/A	N/A	

Instructions for Budget Summary Form & Itemized Line Item Budget

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

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

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

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

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

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

1. **Personnel:** Enter only the project personnel salaries and wages. [Fees and expenses for consultants should be included on line 8 – “Other”.] The budget should include the total commitment of time and the total salary to be charged to the project for each key staff member. A breakdown of project personnel should include: position titles; specific time commitments to project for each staff person in days/months or in percentage, and other relevant information.
2. **Fringe Benefits:** Enter the amount of fringe benefits. The institution’s normal fringe benefit contribution may be charged to the program. Leave this blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect costs. In the budget, include an explanation and appropriate justification if the institution’s normal fringe benefit contribution exceeds 20 percent of salaries.
3. **Travel:** Provide the costs for project personnel. [Consultants’ travel should be included on line 8 – “Other”.] Indicate the number of people traveling, whether they are faculty or administrative personnel, where the group is traveling to, and a breakdown of the travel costs. Transportation costs should not exceed economy class airfare. For automobile mileage, the established institution rate should be used. Per diem at the established institution rate is permitted when an individual is away from home overnight on official project business (see OMB Circular A-21, J.48.c - Commercial Air Travel). Foreign travel can be authorized under the grant, but should be compliant with the “Fly America Act”. Please include in your travel budget funds to travel to the annual UISFL project directors’ meeting. Allowable expenses regarding this meeting includes, airfare and ground transportation, hotels, conference fees, meals and incidentals.

4. Study Abroad: **Up to 10 percent of funds each budget year** can be used to **support students** in an overseas program closely linked to the program being developed or enhanced on the home campus.
5. Equipment: Indicate the cost of equipment -- non-expendable personal property necessary for accomplishing project objectives such as a computer, which has a usefulness of greater than one year. **Equipment costs may not exceed five (5%) percent of the grant amount requested.**
6. Supplies: UISFL funds can cover the purchase of books, artifacts, and other teaching materials. An itemized list of supplies and the proposed costs for each should be provided. It should be clear how these tie into project objectives.
7. Contractual: Not applicable. Leave blank.
8. Construction: Not applicable. Leave blank.
9. Other: Other miscellaneous costs may be requested in this section. Examples may include the costs/fees for consultants and consultants' travel, rental of instructional facilities, equipment rental, communication costs, and printing costs. A clear breakdown should be provided for how all costs were calculated.

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

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

Remember: Indirect costs are limited to eight percent (8%) of the total direct cost base for both institutional request and match.
12. Training Stipends: Not applicable. Leave blank.
13. Total Costs: Provide the total you are requesting from the UISFL program.

Undergraduate International Studies and Foreign Language Program FY XXXX Application Checklist

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

Part I: **Standard Forms**

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

Part II: **Project Narrative Forms**

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

Part III: **Other Narrative Forms**

- UISFL Program Profile Form
- UISFL Supplemental Information Narrative (Statutory Assurances)
- Letters of Support (recommended no more than ten letters: 2-page limit per letter)
- Curriculum vitae of key personnel (recommended no more than five CV's: 2-page limit per CV)
- Sample evaluation and assessment tools (recommended no more than five documents: no page limit)

- Title 3/V Eligibility Letter from the Department of Education (if applicable)
- Letter to request Special Rule Waiver or Reduction (if applicable)

Part IV: **Budget Narrative Forms**

- Detailed line-item budget
- Budget narrative justification

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

Attachments must be submitted in .PDF format only.

IMPORTANT – PLEASE READ FIRST

Grants.gov Submission Procedures and Tips for Applicants

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

Browser Support

The latest versions of Microsoft Internet Explorer (IE), Mozilla Firefox, Google Chrome, and Apple Safari are supported for use with Grants.gov. However, these web browsers undergo frequent changes and updates, so we recommend you have the latest version when using Grants.gov. Legacy versions of these web browsers may be functional, but you may experience issues. Grants.gov no longer provides support for Microsoft Internet Explorer 9 or below.

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

ATTENTION – Workspace, Adobe Forms and PDF Files

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

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

- 1) Create a Workspace: Creating a workspace allows you to complete it online and route it through your organization for review before submitting.
- 2) Complete a Workspace: Add participants to the workspace to work on the application together, complete all the required forms online or by downloading PDF versions, and check for errors before submission. The Workspace progress bar will display the state of your application process as you apply. As you apply using Workspace, you may click the blue question mark icon near the upper-right corner of each page to access context-sensitive help.

a. Adobe Reader: If you decide not to apply by filling out web forms you can download individual PDF forms in Workspace. The individual PDF forms can be downloaded and saved to your local device storage, network drive(s), or external drives, then accessed through Adobe Reader.

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

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

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

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

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

For additional training resources, including video tutorials, refer to <https://www.grants.gov/web/grants/applicants/applicant-training.html>.

Helpful Reminders

- 1) **REGISTER EARLY** – Grants.gov registration involves many steps including registration on SAM (www.sam.gov), which usually takes approximately 7 to 10 business days, but can take longer depending on the completeness and accuracy of the data entered into the SAM database by an applicant. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. Please note that once your SAM registration is active, it will take 24-48 hours for the information to be available in Grants.gov, and before you can submit an application through Grants.gov. For detailed information on the Registration Steps, please go to: <http://www.grants.gov/web/grants/register.html>. Please note that your organization will need to update its SAM registration annually.

Information about SAM is available at www.SAM.gov. To further assist you with registering in SAM or updating your existing SAM registration, see the [Quick Start Guide for Grant Registrations](#) and the Entity Registration Video at <https://sam.gov/content/entity-registration>.

- 2) **SAM MAINTENANCE AND UEI REGISTRATION:** SAM.gov will be down for scheduled maintenance every Tuesday, Thursday, and Friday from 8:00 PM ET - 11:00 PM ET. These are planned maintenance events and will persist until further notice. During these maintenance windows, access to the site may be intermittent or disrupted.

To register in SAM.gov, click on the “Get Started” link under the “Register Your Entity...” heading in SAM.gov. Grantees, and other entities wanting to do business with the U.S. Department of Education (e.g., entities applying for a grant), that are not already registered in SAM.gov must complete the “Register Entity” registration option and NOT the “Get a Unique Entity ID” option. The “Get a Unique Entity ID” option, which is not a full registration, is only available to entities for reporting purposes. Failing to complete the “Register Entity” option may result in loss of funding, loss of applicant eligibility, and/or delays in receiving a grant award.

- 3) **SUBMIT EARLY** – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded. The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date.
- 4) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 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 on Grants.gov’s Track My Application link.

If the date/time received is later than 11:59:59 p.m. Eastern Time, on the deadline date, your application is late. If your application has a status of “Received” it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to “Validated” or “Rejected with Errors.” If the status is “Rejected with Errors,” your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: <http://www.grants.gov/web/grants/applicants/encountering-error-messages.html>. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Software Tip Sheet at: <http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: <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>

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. If you submit your prior written 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 (See the [2021 Common Instructions](#) for detailed instructions regarding this procedure).

Helpful Hints When Working with Grants.gov

Please go to <http://www.grants.gov/web/grants/support.html> for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs found at this

Grants.gov link: <http://www.grants.gov/web/grants/applicants/applicant-faqs.html> as well as additional information on Workspace at <https://www.grants.gov/web/grants/applicants/applicant-faqs.html#workspace>.

Slow Internet Connections

When using a slow internet connection, such as a dial-up connection, to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g., cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. Failure to fully upload an application by the deadline date and time will result in your application being marked late in the G5 system. **If you do not have access to a high-speed internet connection, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than 14 calendar days before the application deadline date.** (See the Federal Register notice for detailed instructions and the [2021 Common Instructions](#).)

Attaching Files – Additional Tips

Please note the following tips related to 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.
- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
- When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.
- Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.