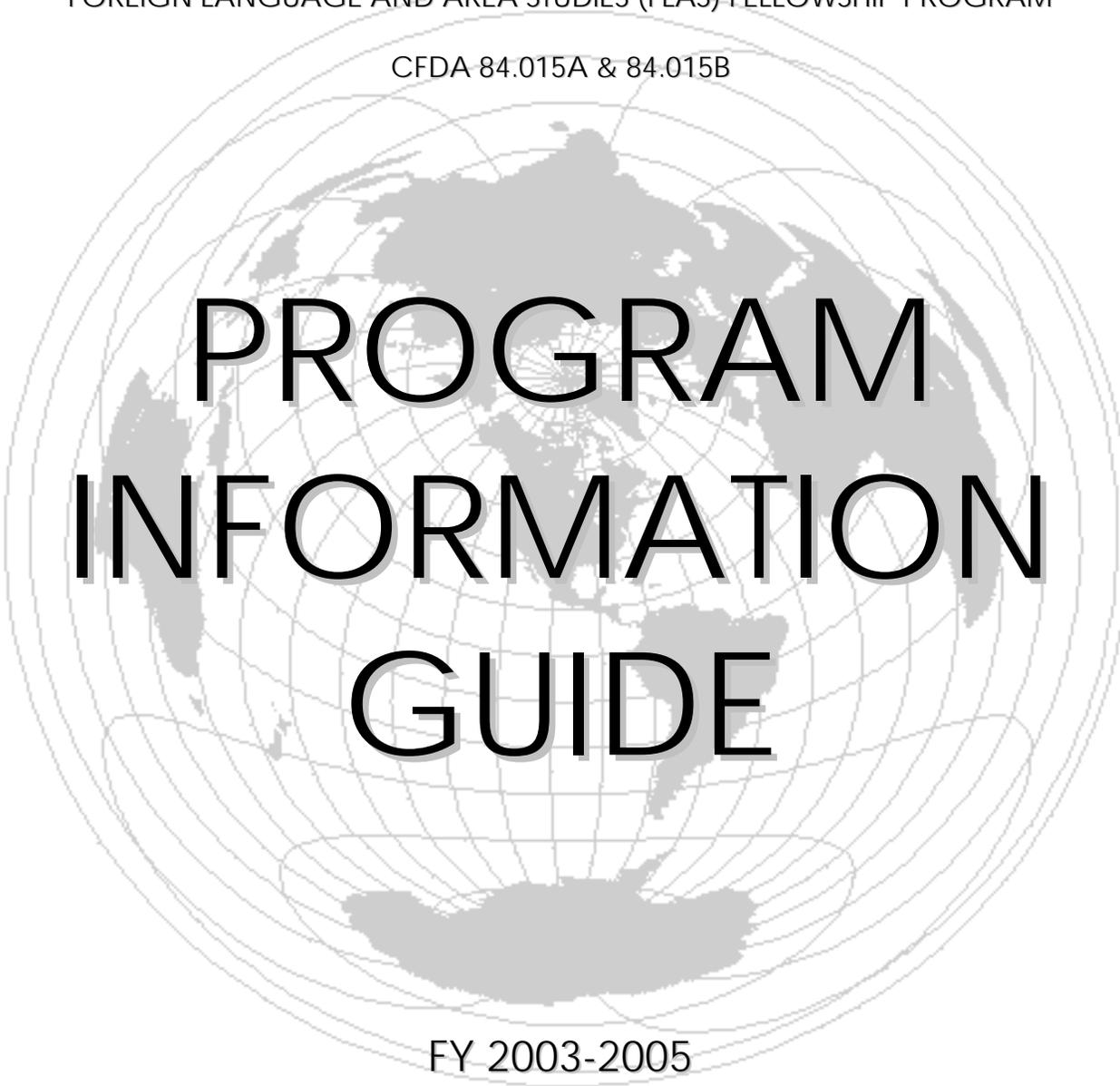


NATIONAL RESOURCE CENTERS (NRC) PROGRAM
AND
FOREIGN LANGUAGE AND AREA STUDIES (FLAS) FELLOWSHIP PROGRAM

CFDA 84.015A & 84.015B



**PROGRAM
INFORMATION
GUIDE**

FY 2003-2005

INTERNATIONAL EDUCATION PROGRAMS SERVICE
US DEPARTMENT OF EDUCATION
WASHINGTON DC 20006-8521

PROGRAM INFORMATION GUIDE

TABLE OF CONTENTS

INTRODUCTION	1
<u>NRC AND FLAS GRANTEES: PROGRAM ADMINISTRATION</u>	
DISCRETIONARY GRANT ADMINISTRATION	3
FAQS ABOUT NRC PROGRAM GRANT ADMINISTRATION	7
FAQS ABOUT FLAS GRANT ADMINISTRATION	15
FOREIGN TRAVEL APPROVAL REQUEST	26
<u>HELPFUL HANDOUTS</u>	
REQUESTING FLAS APPROVAL	27
THE COST-OF-EDUCATION ALLOWANCE SYSTEM OF ALLOCATING FLAS AWARDS	28
HOW TO OBTAIN LANGUAGE ELIGIBILITY FOR FLAS FELLOWSHIPS.....	29
SUGGESTIONS FROM FLAS COORDINATORS ON HOW TO INCREASE THE SUCCESS RATE FOR SUBMITTING FLAS STUDENT PERFORMANCE REPORTS.....	30
FLAS FELLOWSHIP PROGRAM: FACT SHEET TO ASSIST FLAS SELECTION COMMITTEES	31
FLAS FELLOWSHIPS FOR "NON-TRADITIONAL" LANGUAGES.....	33
<u>REPORTING</u>	
EELIAS PERFORMANCE REPORTING	34
OVERVIEW:.....	34
NRC REPORT:	34
NRC ANNUAL PERFORMANCE REPORT SCHEDULE.....	36
FLAS INSTITUTIONAL REPORT:.....	37
FLAS STUDENT PERFORMANCE REPORT:.....	37
FLAS PERFORMANCE REPORT SCHEDULE.....	37
<u>APPLICATION NOTICE, STATUTE, AND REGULATIONS</u>	
TITLE VI – INTERNATIONAL EDUCATION PROGRAMS.....	38
TITLE 34--EDUCATION.....	41
PART 655--INTERNATIONAL EDUCATION PROGRAMS--GENERAL PROVISIONS	41
PART 656--NATIONAL RESOURCE CENTERS PROGRAM FOR FOREIGN LANGUAGE AND AREA STUDIES OR FOREIGN LANGUAGE AND INTERNATIONAL STUDIES	45
PART 657--FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM.....	53
CLOSING DATE NOTICE FOR FY2003 COMPETITION	59

National Resource Centers and Foreign Language and Area Studies Fellowships Programs
International Education Programs Service
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PROGRAM INFORMATION GUIDE

FY 2003–2005

INTRODUCTION

The Office of International Education Programs Service (IEPS) administers fourteen discretionary grant programs authorized under the Fulbright-Hays Act and Title VI of the Higher Education Act.

Two of these grant programs – the National Resource Centers (NRC) Program and the Foreign Language Area Studies (FLAS) Fellowships Program – are the subject of this guide. We congratulate you on having received grants for the FY 2003–2005 cycle, and we acknowledge the dedicated and concerted effort that enabled you to compete successfully. What lies ahead now are the challenges of implementing the projects and providing effective administrative oversight.

The NRC/FLAS program officers share the grant administration responsibility with you, in that together, we must ensure successful project administration and fiscal accountability. To this end, we have developed this Program Information Guide (PIG). The FY 2003–2005 edition includes nearly 100 FAQs about the NRC and FLAS programs, reporting requirements and schedules, Title VI program statute, program regulations, guidance on obtaining FLAS eligibility for languages, and much more.

While we could not cover every possible issue in this guide, we made every attempt to include items that, based on our collective experience as program officers, will be helpful to experienced and new grantees alike.

Please feel free to contact us about what is in the guide and what is not. We are available to provide the technical assistance you request.

All the best,

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If you have a question about	See EDGAR section
Revision of budget and program plans (“Expanded Authorities”)	74.25
Record retention	74.53
Continuation awards	74.253
Use of consultants	75.515
Supplanting	75.519
Evaluation by the recipient	75.590
Indirect cost rate	75.561,75.562 and 75,563
Compliance with statute and regulations	75.700
Grantee responsibility	75.701
Fiscal control and fund accounting procedures	75.702
Obligation of funds during the grant period	75.703
Records related to: grant funds; compliance; performance	75.730, 75.731 and 75.732
Copyright for grantees	75.620

**DISCRETIONARY GRANT ADMINISTRATION
Responsibilities and Terminology**

Q1. As a grantee, what are the responsibilities under a discretionary grant?

As a grantee under the National Resource Centers (NRC) Program and Foreign Language and Area Studies (FLAS) Fellowships Program, the institution is the legal entity accountable to the Federal Government for the use of the funds awarded. You have the following responsibilities when administering a grant funded by the Department of Education (US/ED):

- Perform the scope of work described in the application
- Exercise proper stewardship of federal funds
- Comply with all legislative and regulatory requirements
- Demonstrate and/or measure progress towards achievement of project goals
- Report all required information to the US/ED

Q2. What is a project period? What is a budget period?

US/ED has established a system of project periods and budget periods to divide up funding of multi-year grants. A **project period**, also referred to as the performance period, is the total time from beginning to end that US/ED authorizes a grantee to complete the project activities described in the application. The FY 2003–05 NRC/FLAS project period is 36 months, beginning August 15, 2003, and ending August 14, 2006.

When US/ED awards grants with project periods that are longer than a year, it generally funds the grants in annual increments called budget periods. A **budget period** is the 12-month period for expending grant funds. NRC/FLAS grants consist of three budget periods; the first budget period begins on August 15, 2003, and ends on August 14, 2004; the second budget period is August 15, 2004 – August 14, 2005; and the third budget period is August 15, 2005 – August 14, 2006.

Q3. Which academic years correspond to fiscal years (FY) and budget periods in the FY 2003-2005 project period?

The chart below shows which academic years correspond to which fiscal years and budget periods in the current grant cycle:

<u>Academic Year</u>	<u>Fiscal Year</u>	<u>Budget Period</u>
2003-04	2003	8/15/03-8/14/04
2004-05	2004	8/15/04-8/14/05
2005-06	2005	8/15/05-8/14/06

Q4. What is a Grant Award Notification (GAN) and who receives it?

The GAN is the official document that states the terms, conditions, and amount of the grant award. The document is formatted into numbered blocks that provide information about the award, including administrative information, legislative and fiscal data, and names and phone numbers of project staff. For multi-year awards, the GAN also includes information on anticipated subsequent funding periods and their tentative levels of funding. The GAN also contains attachments that spell out additional terms and conditions of the grant and enclosures that give further guidance on administrative procedures.

Two copies of the GAN are mailed to each grantee. One copy is sent to the certifying official, the authorized representative who signed the Application for Federal Education Assistance Form (ED 424). The second copy is sent to the Project Director.

Q5. *How do we actually get our grant funds, and how long does it take?*

Grantees get their grant funds by making a request through the Grant Administration and Payment System (GAPS) which is accessed via the Internet. Grantees withdraw funds for each separate grant award by its PR/Award number. Requests for payments must be limited to the amounts actually needed and be timed in accordance with the immediate cash requirements of the grantee in carrying out the project.

Once a request for grant funds has been made through GAPS, the US/ED pays a grantee using one of two methods:

Automated Clearinghouse/Electronic Funds Transfer (ACH/EFT); or,
FEDWIRE Electronic Funds Transfer

With the ACHEFT method, funds are deposited in your bank account approximately three days after you have sent a payment request. With the FEDWIRE method, approved payments are transferred electronically the next day.

Q6. *What are “excessive drawdowns” and how are they monitored?*

“Excessive drawdowns” occur when grantees draw more funds than are needed for the immediate cash requirements of a grant. Grantees are required by regulation to minimize the amount of time elapsing between transfer of funds (drawdown) and the disbursement of funds from their bank accounts (EDGAR 74.21-22). Funds must be drawn only to meet a grantee’s immediate cash needs for each grant. Drawdowns must be made as close as possible to the actual disbursements.

A GAPS Drawdown Report enables US/ED to identify grantees that might have violated cash management policies and regulations by drawing down funds in excess of a grant’s immediate cash needs. The report indicates grants that have drawn an unusually large proportion of grant funds in any of the first three quarters of the grant’s current budget period. A grant will appear on the report if the following drawdown thresholds are exceeded:

- As of the end of the first quarter of the grant’s current budget period, **more than 50%** of the funds obligated for the budget period have been drawn.
- As of the end of the second quarter of the grant’s current budget period, **more than 80%** of the funds obligated for the budget period have been drawn.
- As of the end of the third quarter of the grant’s current budget period, **100%** of the funds obligated for that budget period have been drawn

For grants meeting the above criteria, the report will indicate the actual percentage of the current budget period’s funds that have been drawn down by the end of a particular quarter.

Note: Depending on the type of grant, rapid or large drawdowns towards the beginning of a budget period may be consistent with the project activities and approved budget. For example, recipients of fellowship grants draw a large proportion of grant funds at the beginning of the budget period to pay for the entire semester’s expenses. In this case, the US/ED program officer makes a notation in the official grant file and informs US/ED program officials that the drawdowns are justified.

Q7. *What are the audit requirements for our grant(s)?*

The audit requirements of EDGAR, set forth in Office of Management and Budget (OMB) Circular A-133, implement the Single Audit Act Amendments of 1996. The Circular provides uniform requirements for colleges and universities. Under these requirements, grantees that expend more than \$300,000 annually in federal awards must have a single audit performed at least every two years. There are two types of audits for discretionary grant projects. The first type is the one your institution arranges to have done by independent auditors in response to OMB Circular A-133. Generally, OMB Circular A-133 audits look at expenditures of federal funds across an entire organization instead of specific costs of individual grants. The second type is an audit for fiscal and program compliance done by the US/ED Office of Inspector General (OIG). Audits conducted by OIG occur less frequently than A-133 audits and not every grantee receives one. The Office of the Chief Financial and Chief Information Officer (OCF & CIO) is the office in the Department that reviews A-133 audit reports. OIG audits are most often triggered by serious audit findings identified during OCF & CIO review of the A-133 audit reports.

Q8. *What are “Expanded Authorities Regulations,” and how do they affect the NRC and FLAS grants?*

The “Expanded Authorities Regulations” became effective in 1997 to reduce the administrative burden between US/ED and grantees by eliminating the prior approval requirement for certain administrative actions and to give grantees greater flexibility in planning and implementing their project activities. Contained in §74.25 of the Education Departments General Administrative Regulations (EDGAR), the expanded authorities regulations permit grantees to do any one or more of the following without prior approval, unless the program statute, regulations, or Attachment Z to the grant award notification prohibits such actions—

- (1) obligate funds up to 90 days before the effective date of a budget period;
- (2) transfer funds among budget categories;
- (3) carry funds over from one budget period to the next; and
- (4) extend the grant automatically at the end of a project period for a period of up to one year.

The “Expanded Authorities Regulations” are applicable to FY 2003–2005 NRC grants only. FY 2003–2005 FLAS grants must comply with the provisions in Attachment Z to the grant award notification because of the restrictions for fellowship periods specified in the program regulations.

Q9. *What are our responsibilities regarding the submission of annual and final performance reports?*

Grantees should put as much care into timely, accurate, and comprehensive reporting of activities conducted as was put into planning them when writing the funded application. Your performance reporting becomes the basis for US/ED evaluation of the effectiveness of its programs, as well as its own reporting to the Congress, other US/ED officials, and to the public.

Schedules indicating the due dates for submitting annual and final performance reports for the National Resource Centers grant and the Foreign Language and Area Studies Fellowship grant were included with Attachment B of the grants’ FY 2003 Grant Award Notifications.

As recipients of multi-year grants, you must submit an annual performance report in order to receive continuation funding. The annual performance report provides data on the status of the approved project and any approved adjustments. In accordance with

EDGAR §75.118, the report must provide the most current performance and budget information, and it must demonstrate that you have made substantial progress in attaining the objectives of the grant.

Grantees are also responsible for submitting a final performance report within 90 days after the end of the project period.

Q10. *What happens if we do not send US/ED the required reports?*

Not sending reports or other required documents can place the institution in noncompliance with the terms and conditions of the grant award. Additionally, noncompliance jeopardizes your opportunity for future funding from the Department. Therefore, it is critical that you submit all reports by the due dates specified in Attachment B.

Q11. *Do we have to keep any records related to our grant(s) after US/ED closes out our grant(s)?*

Yes. Because discretionary grants fall under the record retention provisions of the General Education Provisions Act (GEPA), you are required to retain grant records for three years after the completion of the activities for which grant funds were used (usually interpreted by US/ED as three years after the end date of the project period.) Retaining records is especially important should you have an audit of the grant(s) after they have been closed out.

FAQS ABOUT NRC PROGRAM GRANT ADMINISTRATION

QUESTIONS ABOUT THE BUDGET

Q12. *May we expend funds before the start of the grant?*

Yes. You may incur pre-award costs for allowable items and activities of a project up to 90 calendar days before the beginning of either a new award or a non-competing continuation award without prior US/ED approval. Be advised, however, that all pre-award costs are incurred at the grantee's risk. US/ED is under no obligation to reimburse these costs if you do not receive the grant, or if the amount of the grant is less than anticipated and inadequate to cover these costs.

Q13. *May an NRC revise its budget by transferring funds between approved budget line items?*

Yes. Under the "Expanded Authorities Regulations", NRCs are given greater flexibility than before to make budget transfers within grant projects without prior US/ED approval. In exercising this flexibility, grantees are advised to make budget transfers that are allowable, allocable, and reasonable to promote successful project implementation.

Even with this greater flexibility, NRCs should know there are conditions that prohibit certain budget revisions without prior US/ED approval. These conditions are specified in EDGAR §74.25(c).

Also, grantees should be vigilant in monitoring the number of revisions made to the approved budget, as excessive revisions can be interpreted either as weaknesses in program planning or a lack of administrative oversight of the project.

Q14. *May we delete line items from or add new line items to our NRC budget or make programmatic changes to our project without informing US/ED?*

It depends. Even though the "Expanded Authorities Regulations" permit grantees to make budget and program adjustments contained in EDGAR §74.25(e), you must be judicious in making adjustments to the NRC budget or project activities, to ensure these revisions do not materially change the project scope or objectives of the NRC grant. Your NRC grant is the result of a competitive review process, and as such, you may not subsequently make, and US/ED cannot approve revisions that change the scope of funded activities. If circumstances warrant budget or program revisions to the NRC grant, and the revisions do not change the project scope, you do not have to inform US/ED. If you have questions about whether a revision is allowable or not, you should contact your program officer for technical assistance.

If after consulting with your program officer it is decided the revision requires US/ED approval, you must submit the revision with sufficient justification. The request may be submitted via e-mail, fax, or regular mail. Regardless of method used to submit the request, remember that it must come from the Project Director.

Q15. *If US/ED determines that we have to submit our program or budget revision for approval, what is the timeframe for receiving a response?*

Within 30 calendar days from the date of receipt of the revision request, US/ED shall review it and notify you whether the request has been approved. If the revision request is still under consideration at the end of 30 calendar days, US/ED informs you in writing of the date when you may expect the decision. (EDGAR 74.25 (m))

Q16. *If an NRC activity originally scheduled for the current budget period has to be postponed and conducted in a subsequent budget period, may we carry the unused funds forward?*

Yes. Unexpended funds at the end of one budget period are made available for use in the next budget period.

Q17. *May we use grant funds to pay for meals or incentives such as mugs or pens, in order to attract persons to Center activities?*

No. These are unallowable costs under the Office of Management and Budget (OMB) Circular A-21, "Cost Principles for Educational Institutions."

Q18. *If a cost is allowable under OMB Circular A-21 and is relevant to our project, may we charge such a cost against the NRC grant, even though it is unallowable under the statute and regulations?*

No. Title VI statute, NRC regulations, and IEPS policy supercede OMB guidance.

QUESTIONS ABOUT CARRY-OVER:

Q19. *What is carry-over and how is it implemented?*

"Carry-over" refers to using unexpended funds from an expired budget period for use in the (immediate) next budget period. This means that you can carry forward unexpended funds from Year 1 to Year 2; or carry forward unexpended funds from Year 2 to Year 3. But, you are not permitted to carry forward unexpended funds from Year 1 to Year 3.

Under the "Expanded Authorities Regulations," grant funds are carried over automatically from one budget period to the next, without the need for prior US/ED approval or action on your part. Grant funds from any budget period are paid out from GAPS on a first-in, first-out (FIFO) basis, with the result that any funds remaining from one budget period are paid in the next budget period **before** newly awarded funds are made available to the grantee. Thus, carry-over funds are never available for payment or use beyond an immediately following budget period and will never be moved across budget periods (e.g., from Year 1 to Year 3 of a grant project period.)

At the time you submit your annual performance report for continuation funding, you may be required to provide comments indicating the activities the carry-over funds will be used to support; and any activities that were not completed in the previous budget period and why.

Q20. *For what activities may we use carry-over funds?*

Grantees may use unexpended funds in the following budget period to conduct uncompleted activities from the preceding 12-month budget period. Additionally, after consultation with the program office, grantees may also use unexpended funds for any allowable cost that falls within the scope and objectives of the project.

Q21. *Do we need to submit a request to carry-over funds from Year 1 to Year 2 or from Year 2 to Year 3?*

No. You have the authority to carry unexpended funds forward. But having this authority and flexibility does not mean that US/ED relinquishes project oversight regarding carry-over. If US/ED has reservations about a grantee's use of carry-over funds, i.e., if the use of carry-over funds is inconsistent with program regulations or causes a change in project scope or the objectives of the grant, EDGAR provisions permit US/ED to require a written statement from grantees describing the ways it intends to use remaining funds.

QUESTIONS ABOUT ONE-TIME (NO-COST) EXTENSION:

Q22. What is a one-time “no-cost” extension?

A “no-cost” extension permits grantees to extend the **project period** end date of a grant one time for a period up to 12 months. Such a change does not need prior US/ED approval, except when such an extension would:

- require additional federal funds;
- change the scope or objectives of the project;
- be merely for the purpose of exhausting unexpended funds;
- be inconsistent with federal statute, regulations, or grant conditions; or
- enable the grantee to undertake activities not approved as part of the project.

Q23. Do we need to notify US/ED if we plan to extend the end date of our NRC grant?

Yes. You are required to notify US/ED of a planned extension at least ten days before the end of the project period, with supporting reasons for the extension. While EDGAR permits a ten-day lead time, program officers prefer notification at least 30 days in advance, to give us time to review your letter and to change the project end date for your grant in the Grant Administration and Payment System (GAPS), so that Financial Payments Group does not close the grant prematurely under its automated procedures. If the US/ED program officer concurs with the extension request, copies of the amended Grant Award Notification (GAN) with the new end date are printed from GAPS. The program officer signs the GANs, mails copies to the grantee and retains a copy in the official grant file along with the notification letter the grantee submitted.

Q24. What information do we include in a no-cost extension notification letter?

To demonstrate that grantees are not giving themselves no-cost extensions simply for the purpose of using up unexpended funds, you must justify the need for the extension under this standard. To effectively do this, your letter of notification should include:

- The PR/Award number of the current grant;
- The activities to be carried out during the extension;
- The reason(s) why the activities could not be carried out during the final budget period;
- The amount of funds to be used during the extension; and
- The new end date to which project period is extended.

Q25. Does US/ED automatically accept our notification and justification for a no-cost extension?

No. In deciding whether to accept your explanation for use of the remaining funds, the program officer must consider whether the use of the funds is within the scope or objectives of the grant and whether the grantee has fiscal management issues. If the program officer does not accept the grantee’s explanation of the reasons for the funds remaining and/or their intended use, the program staff can deny the time extension and notify you immediately in writing with the reasons for denying the extension. A copy of the grantee’s letter of notification along with the reason(s) for denying the extension is placed in the official grant file.

Q26. For our NRC budget, when is a carry-over implemented and when is a one-time no-cost extension implemented?

Here are the appropriate terms for using unexpended funds during the FY 2003-2005 grant cycle:

- Year 1: You may **carry over** funds from the August 15, 2003- August 14, 2004, budget period to the next budget period.
- Year 2: You may **carry over** funds from the August 15, 2004 -August 14, 2005, budget period to the next budget period.
- Year 3: If funds remain unexpended after the end of the August 15, 2005 - August 14, 2006, budget period, you may request a **one-time/no-cost extension** for up to 12 months.

Q27. *If the NRC grant is a consortium grant, and one of the partner institutions needs a one-time/no-cost extension, which institution submits the letter of notification to US/ED?*

The institution identified in Block 1 of the Grant Award Notification is the official grantee on behalf of the consortium, and as such is responsible for submitting the letter of notification to US/ED on behalf of partner institutions.

QUESTIONS ABOUT DOMESTIC AND FOREIGN TRAVEL:

Q28. *Our NRC project includes domestic and international travel. Are we required to submit domestic travel requests to US/ED for approval?*

No. Domestic travel in conjunction with NRC approved activities does not require US/ED approval.

Q29. *Our NRC approved budget lists the international trips proposed for the grant cycle and the costs needed for the international trips. Are we still required to submit foreign travel requests to the US/ED program officer for approval?*

Yes. The approved budget is your budget plan, but US/ED must approve international travel prior to your obligating any funds associated with the international travel, including transportation, per diem costs, ground transportation, etc.

You may submit international travel requests either by e-mail, fax, mail, or the travel approval request form. Regardless of method used, please include the following in the request:

- The person's name and position (faculty, librarian, administrator);
- Destination(s) (city/ies, country/ies);
- Purpose for the trip (acquisitions, conference, linkages, research);
- Date departing from and date returning to the United States;
- Amount of NRC funds used for transportation, per diem, etc.; and
- When NRC funds are used for airline ticket(s), provide destinations for all legs of the international travel and the air carrier(s).

Q30. *How much "lead" time does US/ED need to review and approve our foreign travel approval requests?*

To the extent possible, US/ED program officers strongly encourage Centers to submit foreign travel approval requests **at least 30 days** prior to the date the traveler is to conduct the trip. This advance time gives the program officer sufficient time to review requests for compliance with the Fly America Act, to determine whether the travel is

consistent with the NRC project scope and objectives, and if the travel is for extended research overseas, sufficient time for notifying US embassies. It also gives Centers sufficient time to make revisions and resubmit a request, if the program officer does not approve the initial submission.

Q31. *While the Center is waiting for approval from the US/ED program officer, is it permissible for the traveler to purchase the airline ticket?*

No. The traveler should not purchase the airline ticket unless and until the Center receives official approval from the US/ED program officer. Travel that is not approved cannot be charged to the NRC grant.

Q32. *If the traveler goes overseas to conduct NRC activities, returns, and then notifies the Center, may the Center still submit a travel approval request to the program officer for US/ED approval?*

No. This constitutes retroactive approval, and this is not allowable. In a case like this, the travel must be paid for with non-Title VI grant funds.

Q33. *Do we have to use an U.S. flag carrier even though it would be less expensive to use a foreign airline for the same itinerary?*

Yes. The Fly America Act explicitly states that cost-savings is not a reason to waive compliance requirements. All travel supported by federal grants must comply with this law.

Q34. *If our travel agency confirms an extenuating circumstance, e.g., no U.S. flag carrier is available due to high volume holiday travel, may we use a foreign air carrier instead and charge the ticket to the NRC grant?*

No. If this is the case, the travel will either have to be postponed, or the ticket purchased with non-Title VI funds.

Q35. *For domestic and foreign travel, is it okay if the return date comes after the end of the budget period?*

Yes, because funds for the travel have already been obligated, in accordance with EDGAR §75.707. However, if the traveler will be returning after the end date of the project period, you must notify US/ED that a one-time/no-cost extension is needed.

Q36. *Can we use NRC funds to support student travel?*

Generally speaking, no, because the purpose of the NRC program is to support activities that contribute to the long-term strengthening of the Center's academic and outreach programs. Given this context, it is not appropriate for Centers to use grant funds to support student travel.

On a case-by case basis, however, the program officer can review such requests because the program regulations allow the use of NRC money to support *transportation* costs for (a) undergraduates enrolled in a formal program of supervised study, and (b) graduate students traveling to research sites or conferences.

QUESTIONS ABOUT THE CONTINUATION GRANT AWARD:

Q37. *How do we receive funding for the remaining budget periods of our grant?*

You must submit an annual performance report to US/ED before you can receive a continuation grant award after the first year of your three-year grant. The annual performance report includes up-to-date data, budget and narrative information that demonstrate substantial progress in attaining the approved objectives of the NRC grant.

The annual performance report should also specify any changes that need to be made to the project in the upcoming funding period. Before a continuation grant award is issued, US/ED program officers review the annual performance reports to determine whether you have made substantial progress. If substantial progress is demonstrated, the program officer accepts the report, and two copies of the Grant Award Notification are issued within four to six weeks after you have submitted your report.

Q38. Will our NRC automatically receive the funding amounts originally recommended for the subsequent budget periods?

Not necessarily. Although US/ED informs you in Year 1 about the prospective funding amounts for Year 2 and Year 3, these amounts are not binding. Continuation grant awards can be affected by a variety of factors, including a change in congressional appropriation, a determination that substantial progress has not been made, or other programmatic or budgetary factors.

If there are changes to the continuation grant award amount, you will be required to submit a revised budget.

QUESTIONS ABOUT CHANGES IN KEY PERSONNEL (PROJECT DIRECTOR):

Q39. Why are we required to provide US/ED the curriculum vitae (CV) for the Project Director?

We request the CVs because the Project Director is the key personnel position that has a direct bearing on the outcomes of the project; and, it is our responsibility to ensure that the person specified in the Grant Award Notification possess the qualifications and knowledge appropriate for the funded project.

Q40. What do we do when we change Project Director from the person named in our application and grant award notification?

EDGAR §74.25 requires grantees to submit to US/ED a letter requesting the change along with a current CV for the new Project Director. An authorized representative of the institution must sign the letter requesting the change. Grantees may either fax or mail the letter and CV to the US/ED program officer.

Upon receipt, the program officer reviews the letter and CV, makes the administrative change in the Grant Administration and Payment System (GAPS), and sends you revised Grant Award Notifications.

The **lead institution** of a consortium grant follows this same procedure when there is a change in Project Director at the lead institution. When the Project Director/Principal Investigator changes at a partner institution, that institution may send a letter and CV to the program officer for informational purposes but not for official administrative action.

Q41. What kinds of requests and actions submitted to US/ED need to be signed by the Project Director?

The Project Director must sign all administrative action requests (key personnel change, project date change, DUNS change) that require US/ED to issue a revised Grant Award Notification. Also, budgetary materials such as a revised budgets or budget revision requests affecting the project scope, and program-related requests like foreign travel approval requests must be signed by the Project Director or an authorized representative.

QUESTIONS ABOUT NRC PROJECT ACTIVITIES:

Q42. *May we use NRC funds to conduct outreach to foreign constituencies?*

It is an unallowable use of funds to conduct outreach to foreign constituencies. Outreach funded with NRC monies must be used to conduct activities that serve K-12, postsecondary, and general public constituents in the United States. Conducting local, national and regional outreach activities is consistent with the purpose of the program -- to strengthen the language, area and international studies capacity in the United States.

Q43. *May we use NRC funds to support ethnic studies?*

No. Although ethnic studies may have relevance to NRC activities in terms of comparative issues, it is not appropriate to use NRC funds for activities related to ethnic studies course development, outreach, symposia, etc. Ethnic or multicultural studies focus on U.S. society and therefore are not part of the approved scope and objectives of Title VI projects.

Q44. *Periodically, we have internal and external evaluations of our Center. Additionally, students evaluate courses and instructors. Is this a comprehensive evaluation plan?*

While these strategies undoubtedly render feedback on strengths and weaknesses of activities, Centers should implement evaluation plans that will provide quantifiable data, and that will enable you to measure the "breadth and depth" impact of the various components of your NRC project. To be comprehensive, the evaluation plan should examine all activities, including: instruction, outreach, language training, course development, professional development workshops, conferences, lecture series, instructional and outreach materials development projects, distance learning courses, Web sites, and teacher resource centers, among others. The evaluation plan should also assess administrative oversight and budget and program planning.

Q45. *May we use NRC funds to purchase computers and other standard office equipment for the Center?*

Using grant funds to purchase "routine" office equipment is not unallowable, but because program funds are limited, and grantees are encouraged to use NRC funds for strengthening the long-term capacity of grant activities, US/ED IEPS program officers usually disallow such purchases.

Another consideration for not approving equipment purchases is the Government Performance and Results Act of 1993 (GPRA). Under the GPRA, the granting agency and grantees are responsible for demonstrating that funded activities result in quantifiable and meaningful outcomes to justify programs. To be able to do this, US/ED program officers advise grantees to expend grant funds for items that enable them to better demonstrate the success of NRC activities.

Routine office equipment (computer, fax machine, scanner) are operational costs, and therefore inconsistent with the overall intent of the GPRA, as well as the National Resource Centers program.

If these items are needed to conduct the work of the Center, they should be purchased by the institution.

Q46. *How often do program officers conduct site visits?*

There is no established schedule for visiting funded projects during the course of a grant cycle. While we would like to visit as many projects as possible, the US/ED has limited resources for travel. If opportunities to conduct site visits arise, we will notify Centers well in advance in order to plan a comprehensive review of your project.

FAQS ABOUT FLAS GRANT ADMINISTRATION

QUESTIONS about ELIGIBILITY REQUIREMENTS:

Q47. Who is eligible to receive a FLAS fellowship?

Graduate students who are U.S. citizens or nationals or permanent residents and who are enrolled (or accepted for enrollment) in a program that combines modern foreign language training with international or area studies or with the international aspects of professional or other fields of study.

Q48. May an undergraduate student apply for and receive a FLAS?

No. The program law specifies that only graduate students are eligible award recipients.

Q49. May we award a summer FLAS to a student who will have graduated in the spring?

Possibly. Although the program regulations specify that students must be “enrolled or accepted for enrollment,” you might be able to arrange with your registrar to retain the student on an “enrolled” basis until the end of the summer. Call your program officer to discuss this situation.

Q50. May we offer a FLAS fellowship to a student from another institution?

Yes, as long as the student and his/her language program meet the FLAS program eligibility requirements.

QUESTIONS ABOUT TYPES OF FELLOWSHIPS AND APPROPRIATE USES:

Q51. For what time period is a FLAS awarded?

A FLAS can be awarded for either a full academic year or a summer.

Q52. What are the requirements for using a FLAS award?

FLAS fellowships are awarded for:

- (1) a formal domestic or overseas academic program of full-time study during the academic year,
- (2) dissertation research abroad during the academic year, or
- (3) a formal program of intensive language study during the summer.

Only students who are at the advanced level of language proficiency can be approved to use a FLAS for *dissertation research*. The use of language in dissertation research must be extensive enough to be able to consider the foreign language improvement facilitated by the research equal to the improvement that would be obtained from a full academic year’s worth of formal classroom instruction. Given that the legislative intent of the FLAS fellowship program is language acquisition and that the US/ED has a separate dissertation fellowship program (Fulbright-Hays Doctoral Dissertation Research Abroad Program) with an annual competition, use of the FLAS program for dissertation research is not encouraged by US/ED.

Students wishing to use an award for a formal *study abroad program* must be at the intermediate or advanced level of language proficiency, or at the beginning level if an appropriate beginning language program if the student’s language is not available in the United States.

Q53. What are the course requirements for academic year FLAS fellows?

Academic year FLAS fellows who are not approved for overseas dissertation research must be enrolled in both language and area or international studies courses. This is why

FLAS fellows are asked to list their entire course load during the award period on the Student Performance Report. Academic year FLAS fellows conducting dissertation research must be extensively using foreign language sources at the advanced level in order to be considered to fulfill the requirement. The academic year FLAS award should provide the fellow with the equivalent of a full academic year's worth of formal language training.

Q54. *Can a FLAS award be used to participate in an internship program?*

Generally not, because an internship program constitutes neither a formal academic program of full-time study nor overseas dissertation research. Contact your program officer about the specific case if you feel it meets the full-time study requirement.

Q55. *Is a FLAS fellow allowed to work during the fellowship award period?*

FLAS fellows are allowed to work during the award period but cannot be required to work in exchange for the FLAS fellowship. Regardless of work status, all FLAS fellows are required to be engaged in full-time foreign language and area/international studies course work or dissertation research during the academic year and in intensive language study during the summer award period.

Q56. *Should students be receiving credit(s) for all study conducted while holding a FLAS?*

Yes. US/ED expects FLAS fellowships recipients to receive full credit from the programs they attend. Particular attention should be paid to students who are using FLAS fellowships for programs away from the grantee institution, to ensure that appropriate credits will be transferred to the student's transcript.

QUESTIONS ABOUT SELECTING FELLOWS AND MAKING AWARDS:

Q57. *What procedures do we follow when selecting FLAS fellows?*

Grantees are bound by the FLAS selection procedures outlined in your FY 2003–2005 application. Any deviations from these procedures should be discussed with your program officer.

Q58. *Is it permissible to make single semester/quarter awards during the academic year?*

Generally, no. A FLAS award period is either a full academic year or a summer. However, there are three potential circumstances that allow a grantee to make a single semester or quarter award:

- (1) if a FLAS fellow forfeits his/her grant during the award period, thereby making monies available for a subsequent semester or quarter, or*
- (2) if a FLAS fellow graduates in December and therefore is unable to use the award during the rest of the academic year, or*
- (3) if a FLAS fellow receives funding for one of the two semesters from another source that is at least the monetary equivalent of a FLAS.*

Regardless of which circumstance that might occur, the grantee must provide the other "half award" to an additional student during the second semester to avoid leaving a student without funding for the latter part of the academic year. An alternative use of funds would be to support additional summer fellowships. If any of the above 3 circumstances is becomes necessary, you should document it in the comments section when submitting your FLAS Institutional List in EELIAS.

Q59. *May a student receive both a FLAS and another fellowship during the same award period?*

It depends. The FLAS program regulations do not prohibit a student from receiving another fellowship during the FLAS award period, but FLAS Coordinators should be careful in working out fellowship packages with students so that “double-dipping” is avoided. For instance, the FLAS award should not pay an institutional payment if the other funding source covers the student’s tuition and fees. It is also possible for the student to receive subsistence monies in excess of the FLAS student subsistence allowance if the excess is paid from another source.

A prudent approach is to carefully consider whether to award a FLAS to a student who is receiving sufficient support from another funding source because this is not the best use of the limited number of fellowships allocated to your institution.

Q60. *Is a student allowed to begin an academic year award in the spring and continue using the same award to study through the summer and fall?*

No, for two reasons:

- (1) *there are two discrete FLAS award periods per year, the academic year and summer; and*
- (2) *the budget period for FLAS fellowships ends August 14 and carry-overs are not allowed.*

Q61. *Can an academic year FLAS recipient take a semester or quarter off and finish work for the award period during the summer or following academic year?*

No. Students who do not complete their FLAS requirements during the original award period forfeit the remaining portion of their awards. Similarly, if extenuating circumstances prevent a student from accepting/using a FLAS academic year award during the academic year, the fellowship is forfeited and subsequently awarded to a deserving alternate on the FLAS list.

Q62. *May a student request a “Pass/Fail” grade, even though there is a specified grading system (letter grade or percent grade) in place for the course?*

No. §657.3 of the FLAS program regulations specify a student’s grade point average and the institution’s performance-based instruction program as eligibility requirements. Therefore, allowing a student to take a course “Pass/Fail” is contrary to these requirements, and it diminishes the capacity to assess the student’s progress and language training in a quantifiable and meaningful way. Additionally, when US/ED reviews FLAS annual and final performance reports, it is much easier to see the overall merit of the FLAS fellowship if discrete grades are indicated on the performance report.

Q63. *What are the priorities for making FLAS awards to students?*

Grantees should adhere to the priorities they listed in their applications in response to the “FLAS Awardee Selection Procedures” evaluation criterion.

Additionally, grantees are advised to make awards in accordance with the purpose of the FLAS program to ensure continued national competence in foreign languages and area and international studies expertise. Because the national competence in the more-commonly-taught languages is not immediately threatened, the preference for awarding FLAS fellowships should continue to be for the less-commonly-taught languages. Furthermore, the Government Performance and Results Act (GPRA) requires the U.S. Department of Education to justify continued program funding based on outcomes. For these reasons, program staff strongly encourage grantees to consider the following recommendations in selecting FLAS fellows:

- (1) *Make fellowship awards to students in a variety of humanities and social science disciplines, as well as professional fields.*
- (2) *Assign lowest consideration in the selection of fellows to:*
 - *students who already possess language fluency equivalent to educated native speakers in the language for which the award is sought, including dissertators; and*
 - *students who are taking the first 12 semester hours or the equivalent in Chinese, French, German, Japanese, Russian, or Spanish.*
- (3) *Award fellowships for language study as opposed to dissertation research or writing*

The Application Notice published in the September 26, 2002, Federal Register announced two **invitational priorities** for the FY 2003–2005 FLAS grant cycle:

- Fellowships to students in the least-commonly taught languages who are pursuing advanced level language proficiency.
- Fellowships to talented students pursuing master's degrees who may be more likely to pursue government service.

Q64. *Is it allowable to conduct a FLAS competition and from that one competition make awards to an individual student for multiple award periods?*

No. In accordance with FLAS selection procedures, you are expected to conduct open, merit-based competitions to select fellows for each fellowship type and award period, i.e., academic year and summer.

Q65. *Is there a limit on the number of FLAS fellowships the same student may receive?*

The program law and regulations do not restrict the cumulative number of academic year or summer fellowships you may award to the same student. What you may not do, however, is to give the same student more than one academic year fellowship or more than one summer fellowship during a single award period.

Q66. *May we make FLAS awards in Latin, Sanskrit, Greek, Classical Chinese, Old Church Slavonic or other ancient languages?*

Usually not, since FLAS fellowships are to support the study of modern foreign languages. Contact your program officer for a ruling on a specific request.

Q67. *May we set our own FLAS rules and requirements over and above the legislative and regulatory rules?*

Yes, as long as the institution's requirements do not conflict with the statute and federal regulations or the selection procedures you outlined in the approved grant application.

QUESTIONS ABOUT IEPS APPROVAL PROCEDURES:

Q68. *When do we need to obtain prior program office approval for FLAS awards?*

Prior approval from an IEPS program officer is required for all FLAS awards to be used abroad. Please refer to the "*Requesting FLAS Approval*" table for details regarding the specific information required.

Program office approval is also required for all domestic dissertation research/writing awards, since program officers need to ensure that the FLAS fellow will improve language skills to the same extent as if they had engaged in a full year's equivalent of formal language training.

For additional guidance on approval requirements, refer to the "Requesting FLAS Approval" chart on page 18.

Q69. When do we need to submit requests for students proposing to study or conduct research overseas?

To the extent possible, submit travel requests and appropriate justification information **at least 30 days** prior to the date of the travel. This timeframe gives IEPS program officers sufficient time to review the request for compliance with FLAS requirements, to ensure that the travel is in compliance with the Fly America Act, and when applicable, to notify the U.S. embassy. Requests received after this timeframe may not be approved due to insufficient time for a thorough review. This is why we advise travelers not to make irrevocable reservations prior to receiving official approval from IEPS.

Q70. What are the guidelines for determining whether a summer language program is "intensive?"

The IEPS threshold for determining whether the number of contact hours for a summer language program meets the "intensive" requirement is 120-180 contact hours of instruction, depending on the level and language of study. Students at the beginning and intermediate levels are expected to attend programs offering a minimum of 140 contact hours, while advanced students may attend programs with fewer hours (but not less than 120). The summer FLAS award should provide each fellow with the equivalent of a full academic year's worth of language instruction, so students should be encouraged to attend a program that is a minimum of 6 weeks in length.

Q71. How do we determine whether the student has chosen a quality language program?

Consult with language faculty on campus to see whether they are familiar with the program. You may also contact the IEPS program officer to find out whether the program has been approved for summer FLAS use in the past and how students have evaluated the program(s). Peer FLAS institutions are also good resources for ascertaining whether a language program is of high quality. And, lastly, acquire as much literature as possible about the program(s).

QUESTIONS ABOUT MONEY ISSUES:

Q72. Can we use excess institutional payment monies from tuition/fee rates under \$11,000 to supplement tuition/fee rates over \$11,000?

No. For institutions with tuition and fee rates greater than \$11,000, the difference between the actual rate and the \$11,000 fixed institutional payment must be waived or paid from non-Title VI funds. FLAS funds resulting from tuition rates that are lower than the \$11,000 institutional payment can not be used to supplement institutional payment monies for tuition rates higher than \$11,000.

Q72. Our tuition rate is low. Can we use extra institutional payment monies to buy books for the FLAS fellows, or to supplement their subsistence allowances, or to fund other program activities?

No. The regulations require that any institutional payment monies in excess of the actual tuition and fees be used to fund additional fellowship awards, to the extent that enough money is available to pay a full subsistence allowance.

Q73. Is it okay to pool any leftover FLAS monies with other institutions to create an additional FLAS award?

Yes. This strategy arises most frequently in conjunction with summer FLAS awards.

In instances where there is not enough money to make a full summer fellowship award, including the subsistence allowance, you may use the excess to make travel awards for \$1,000 or the actual cost of travel to and from the student's program site, whichever is less. Travel awards are permitted in conjunction with summer fellowships only and cannot exceed \$1,000.

Q74. Are we allowed to pay a summer FLAS recipient's tuition but not subsistence allowance?

Not unless the student will receive an equivalent or higher subsistence allowance from another source for the same award period. The student must receive a summer FLAS award sufficient to cover full tuition, plus any required fees, *and* the student subsistence allowance.

Q75. Are we allowed to enter into cost-sharing arrangements with other organizations to maximize our allocation of fellowships?

Yes. Cost-sharing with other organizations to create full fellowship awards is allowable, and we encourage you to do so. What you may not do, however, is expect the fellowship recipient to share the cost or work as a research or teaching assistant in exchange for the FLAS fellowship.

Q76. If a summer FLAS recipient wants to attend a program with tuition and fees that are higher than the summer FLAS institutional payment, can we expect the student to cover the additional tuition cost?

No. If the institutional payment for summer awards is not sufficient to cover the cost of full tuition and fees for the language program, the grantee institution must provide supplemental funding or negotiate a suitable rate with the program sponsor. The student is not required to bear any of the program costs. If the grantee institution is unable to arrange supplemental funding or negotiate a suitable rate, the student should be advised to select an alternative language program that does not exceed the institutional payment.

Q77. We have more FLAS money available than viable candidates for summer FLAS awards. What should we do?

Here are a few options:

(1) If there are other FLAS programs at your institution, consult them to identify eligible candidates;

(2) Consult FLAS programs in your world area at peer institutions to identify eligible candidates;

(3) Consult FLAS programs in other world areas at peer institutions to identify eligible candidates; or

(4) Make travel awards to eligible candidates in conjunction with their summer FLAS awards.

Having more FLAS money than viable candidates could be indications that advertising procedures for your FLAS competitions are inadequate, or that the institution has requested too many fellowships. In either case, grantees are advised to establish FLAS administration procedures to prevent these situations from occurring.

Q78. If a summer program's fee includes room and board, do we still pay the student the full \$2,400 subsistence allowance?

No. The subsistence allowance is meant to cover personal expenses including room and board. But, if room and board are included in the tuition/fee payment, you should not pay the student for the same costs. Ask the program for an exact breakout of what the program fee covers and subtract the cost of room and board from the student's subsistence allowance. Pay the student the remainder of the subsistence allowance, if any, to ensure the student receives a full award. If the program charge for room and board exceeds \$2,400, the student is expected to pay the remainder of the charge.

Q79. *May we supplement our FLAS funds with funds from our NRC grant?*

No. The FLAS grant and NRC grant are funded under two different discretionary grant programs; and although the programs' purposes are complementary, you may not use NRC grant funds to supplement FLAS funds. Similarly, you may not use excess FLAS funds to conduct NRC project activities.

QUESTIONS ABOUT FLAS AND THE FULBRIGHT-HAYS GROUP PROJECTS ABROAD LANGUAGE PROGRAMS:

Q80. *If a student has been selected for a US/ED Group Projects Abroad (GPA) language program, may we give the student a travel award?*

No. The GPA pays all of the student's overseas costs (i.e., room and board and tuition/fees) which means he/she has a full GPA fellowship. FLAS travel awards are to be made only to students receiving a FLAS fellowship. (See related question in the Travel Awards FAQs.)

Q81. *If the GPA program has selected the maximum number of students it can fund with Fulbright-Hays monies but is willing to take more students if they can pay their way, may we award those students FLAS fellowships?*

Yes. However, you must award to each student a full FLAS fellowship including the summer subsistence allowance of \$2,400. The student then makes arrangements directly with the GPA grantee institution to pay the same overseas room and board rate established for GPA participants, which is usually \$1,800. The FLAS student pays the \$1,800 from the FLAS subsistence allowance, and uses the balance to buy books or for in-country travel.

Q82. *Is it appropriate for the GPA grantee institution to request/expect payment from FLAS fellowships to offset domestic administrative costs associated with GPA language programs?*

No. A summer FLAS is awarded to enroll in a program in either the United States or overseas; therefore, it is inappropriate to expect the FLAS fellowship to be used to pay for GPA domestic administrative costs as well as GPA overseas costs. The GPA grantee institution is responsible for domestic administration, program publicity, and the 2/9th salary of the U.S. director; or if necessary, should cost-share these expenses with sponsoring organizations, rather than expect support from FLAS funds.

QUESTIONS ABOUT FLAS-RELATED TRAVEL:

Q83. *When do we submit requests for travel approvals?*

To the extent possible, submit travel requests and appropriate justification information **at least 30 days** prior to the date of the travel. This timeframe gives IEPS program officers sufficient time to review the request for compliance with FLAS requirements, to ensure that the travel is in compliance with the Fly America Act, and when applicable, to notify

the U.S. embassy. Requests received after this timeframe may not be approved due to insufficient time for a thorough review. This is why we advise travelers not to make irrevocable reservations prior to receiving official approval from IEPS.

Q84. Will IEPS approve retroactive FLAS overseas travel requests?

No. This is why IEPS advises grantees to follow the procedures in Qs 66 and 81. Also, be advised that any travel not approved by IEPS may not be paid for from the FLAS grant. The institution will have to cover the cost.

Q85. May we give travel awards in conjunction with academic year FLAS awards?

No. The application notice specifies that travel awards can be given only in conjunction with summer FLAS fellowships.

Q86. Are students who are not recipients of summer FLAS fellowships eligible for travel awards?

No. Only summer FLAS fellowship recipients are eligible to receive travel awards in the amount of \$1,000 or the actual cost of travel to and from the language program site, whichever is less.

Q87. Are we required to give travel awards to summer FLAS fellowship recipients?

No. Travel awards should be the “last-resort” option for expending excess FLAS monies that are not enough to award a complete fellowship or summer subsistence allowance. Travel awards are not automatically a part of summer FLAS fellowships.

Q88. May we give a summer FLAS recipient a travel award that exceeds the actual cost of travel?

No. Summer travel awards are limited to \$1,000 or the actual cost of travel to and from the program site, whichever is less.

Q89. In addition to giving travel awards to cover the cost of travel to and from the language program site, may we give summer FLAS recipients travel money to do research-related travel while overseas?

No. Doing so is inconsistent with the FLAS program regulations regarding the use of a summer fellowship. The purpose of the summer FLAS is to support intensive language study only. Students are required to use summer travel awards for travel to and from their program sites, not to conduct research-related activities.

QUESTIONS ABOUT REPORTING REQUIREMENTS:

Q90. Are there reporting requirements for the FLAS Program?

Yes. Throughout the FY 2003–2005 grant cycle, grantee institutions are required to submit FLAS Institutional Lists and narrative comments; and, FLAS fellowship recipients are required to submit Student Performance Reports and narrative comments. All reports will be submitted via the online Evaluation of Exchange, Language, and Area Studies (EELIAS) system. Please see the FLAS reporting schedule on page 37 for due dates. The EELIAS system includes specific instructions for completing the report data and narrative screens.

The FLAS Institutional Lists and narrative comments constitute the annual performance report. To receive FLAS continuation funding for Year 2 and again for Year 3, grantees must submit an annual performance report by the specified due date. IEPS cannot issue a continuation grant award unless and until grantees fulfill the reporting requirements under the FLAS program.

For more information on the continuation grant award process, see Q 35.

Q91. Can students who receive FLAS fellowships for consecutive award periods submit a single student performance report covering both award periods?

No. Students are required to submit separately, two student performance reports for the fellowships received.

Q92. How do I get a student who has “disappeared” to complete the Student Performance Report?

This is a challenge that many grantees face. Try to locate the student through his/her peers and/or advisor and/or the university alumni office. If you exhaust all channels and are still unable to contact the student, send your program officer a letter of explanation for the official file (we give credit for effort!). To prevent this from happening, establish procedures to ensure a high return of student performance reports. For example, include a statement in the recipient award letter that stipulates reporting as a term and condition of the fellowship; link the distribution of the fellow's last subsistence allowance payment to receipt of the performance report; or, incorporate penalties for not reporting into the institution's FLAS selection procedures, i.e., the student may not have the opportunity to receive a subsequent fellowship if a performance report is not submitted.

Q93. How do students submit FLAS performance reports?

Students are assigned passwords and submit the reports online through EELIAS.

Q94. How can FLAS Coordinators ensure that FLAS recipients are taking the appropriate courses to fulfill FLAS program requirements?

Meet regularly with FLAS recipients and review their course selections. This enables you to monitor whether or not students are taking courses that meet the area studies and international studies content requirements, as well as the appropriate levels of language courses. Doing this will avoid IEPS program officers from “flagging” FLAS Institutional Lists annual reports for courses that are not consistent with program regulations and expectations.

QUESTIONS ABOUT COMMUNICATING WITH IEPS PROGRAM OFFICERS:

Q95. May we refer students to our program officer for answers to FLAS questions or concerns?

We prefer that you do not, simply because this has the potential to create misunderstanding or miscommunication. And usually if a student is calling us directly, it usually concerns matters of local concern, and we do not like to be put in the position of contradicting institutional procedures or policies. The recognized contact person for the FLAS fellowship program is either the Project Director or FLAS Coordinator, and these persons should be the persons who communicate with IEPS program staff.

Q96. Whom do I contact in IEPS concerning FLAS administration?

The IEPS program officers for FLAS administration include the following individuals:

Cheryl Gibbs: Asia, East Asia, Pacific Islands and Southeast Asia, South Asia
phone: 202-502-7634; fax: 202-502-7860; e-mail: cheryl.gibbs@ed.gov

Ed McDermott: Eurasia, Europe, Middle East
phone: 202-502-7636; fax: 202-502-7860; e-mail: ed.mcdermott@ed.gov

Sara Starke: *East Europe, Europe and Russia, Russia*

phone: 202-502- 7688; fax: 202-502-7860; e-mail sara.starke@ed.gov

Karla Ver Bryck Block: *Africa*

phone: 202-502-7632; fax: 202-502-7860; e-mail: karla.verbryckblock@ed.gov

Amy Wilson: *Canada, International, Latin America*

phone: 202-502-7689; fax: 202-502-7860; e-mail: amy.wilson@ed.gov

DOMESTIC STUDIES AND TITLE VI

BACKGROUND: The Title VI grant programs support foreign language, area and international studies. The study of the following groups, territories and languages is considered to be domestic studies and is therefore ineligible for Title VI funding:

- *communities of immigrants in the United States;*
- *American Samoa, Guam, Puerto Rico;*
- *any other US territory or protectorate;*
- *Hawaii and the Hawaiian language; and*
- *native North American languages.*

ETHNIC STUDIES: Projects focusing on ethnic groups or immigrant populations in the United States can not be conducted with Title VI funding. Comparative projects including the United States or its border territories may only use Title VI funding to support the non-domestic elements.

AMERICAN SAMOA, GUAM, PUERTO RICO: Projects focusing on American Samoa, Guam, Puerto Rico, or any other US territories or protectorates are considered “domestic studies” and can not be conducted with Title VI funding. Comparative projects including these areas may only use Title VI funding to support the non-domestic elements. Historical projects including the regions as part of a larger area might be eligible for support; grantee centers must seek the approval of IEGPS staff before undertaking such historical projects.

HAWAII AND HAWAIIAN LANGUAGE: Projects focusing on modern Hawaii and the Hawaiian language can not be conducted with Title VI funding. Historical projects including Hawaii as part of the South Pacific might be eligible for support; grantee centers must seek the approval of IEGPS staff before undertaking such historical projects.

NATIVE NORTH AMERICAN LANGUAGES: Projects focusing on North American indigenous languages other than those studied in the context of Canada or Mexico can not be conducted with Title VI funding.

Foreign Travel Approval Request

National Resource Center and Foreign Language and Area Studies Fellowships Programs (CFDA 84.015A and 84.015B)

If travel-related costs are partially or fully supported with Title VI funds, NRC and FLAS grantees are required to obtain IEPS approval **30 days prior to the travel date**. Use this form (optional) to provide travel details program officers need to make an informed decision. You may fax the form to (202) 502-7859/60. If you submit your request by other means, e.g., e-mail, institution's designed form, etc., be sure to include the requisite information.

GRANTEE INFORMATION

Institution and Center Name	Phone
World Area Focus	Fax
Contact Person	E-mail

Name of Traveler	<i>Check appropriate box(es):</i> <input type="checkbox"/> NRC Travel <input type="checkbox"/> Administrator <input type="checkbox"/> Faculty <input type="checkbox"/> FLAS Travel
Purpose of Travel (research, language study, acquisitions, linkages)	

Amount Title VI NRC or FLAS funds to be used and travel-related item (s) (airfare, lodging, program fee, etc.)
\$ _____

Research Description <i>If NRC faculty conducting research provide a brief description to show relevance to NRC activities. For FLAS recipient doing research, provide a one-page project description indicating organization affiliation(s) and contacts, topic, methodology, and, language proficiency level, and visa/research clearance status. The research description must be signed by the student's advisor. For FLAS recipient in a language program, indicate language proficiency level.</i>	Summer Intensive Language Program or Academic Year Program <i>Provide program brochure or other information format (in English) indicating the program content, grading system, requirements, levels of instruction and expected proficiency, etc.</i>
	Summer Language Program Total Contact Hours of Instruction: _____ Program Length (Weeks): _____

ROUND-TRIP TRAVEL ITINERARY

Please provide complete information for Departure from and Return to the US. .

Dates	From	Dates	To	Air Carrier
Departure	City, Country	Arrival	City, Country	and Flight Number(s)
Return				

SIGNATURE/Project Director or Authorized Representative: _____

Date: _____

Requesting FLAS Approval

APPROVAL FOR:	EXPLANATION:	ACTION:	DUE DATE:
<i>Language eligibility</i>	For a language not listed as eligible in your grant information, or for a new language added during the 3-year cycle.	Written request to program officer (see language eligibility information sheet).	Anytime prior to making an award in the language
<i>Use of an academic year fellowship abroad for full-time foreign language and area/international studies coursework</i>	Academic year only.	Written request to program officer. Information needed: student name, language and competence, program name and location, anticipated courses/topics.	30 days in advance of travel*
<i>Use of a summer fellowship abroad for intensive language study</i>	For intermediate or advanced-level intensive language study, or beginning-level study when an appropriate course is not available in the US.	Written request to program officer. Information needed: program brochure (in English, or English translation), student name, language, competence, number of contact hours of classroom instruction and dates of program.	30 days in advance of travel*
<i>Use of an academic year fellowship either <u>abroad or domestically</u> for dissertation research</i>	Academic year only. FLAS recipient must be at the <u>advanced</u> level of language proficiency.	Written request to program officer. Information needed: student name, language, competence, 1-2 page research description signed by advisor (incl. topic, research methods, host country affiliation, dates, and explanation of how language will be used).	30 days in advance of travel* (abroad) OR 30 days prior to beginning of the semester (domestic)

* Approvals should be obtained prior to making irrevocable airline reservations.

The Cost-of-Education Allowance System of Allocating FLAS Awards

Grantees base their funding requests on standard institutional payment and student subsistence allowance rates announced in the Application Notice. The rates for academic year 2003-2004 and summer 2004 are represented in the following table.

FLAS AWARD RATES FOR FISCAL YEARS 2003-2004		
	Academic Year Award	Summer Award
<i>Institutional Payment</i>	\$11,000	\$3,600
<i>Subsistence Allowance</i>	\$14,000	\$2,400
<i>Total</i>	\$25,000	\$6,000

By submitting an application for FLAS fellowships, the institution of higher education agrees to accept the institutional payment in lieu of full tuition and required fees for each fellowship award granted. Institutions with tuition rates that are lower than the institutional payment must apply any monies in excess of full tuition and fees toward additional fellowships. For institutions with tuition rates greater than \$11,000, the difference between the actual rate and the \$11,000 fixed institutional payment must be paid from non-Title VI funds. **FLAS funds resulting from tuition rates that are lower than the \$11,000 institutional payment cannot be used to supplement institutional payment monies for tuition rates higher than \$11,000 [34 Code of Federal Regulations (CFR) Part 657.31(a)(3)].** The International Education Programs Service (IEPS) has allocated a specific number of academic year and summer fellowships to grantees. Grantees are required to make at least the numbers of awards allocated. Grantees cannot make fewer than the allocated number of awards without IEPS approval.

How to Obtain Language Eligibility for FLAS Fellowships

If a grantee would like to make FLAS awards in a language that is not currently in your approved list of languages for FY 2003–2005, the institution must make a request in writing and include specific information to justify adding the language for FLAS eligibility.

The justification is required to be consistent with the purpose of the authorizing legislation governing the Foreign Language and Area Studies Fellowships program and with the provision in 34 CFR §657.2(b) of the FLAS program regulations that states--

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

To approve language eligibility for FLAS awards, the IEPS staff needs to determine whether the language program adheres to program regulations in this regard. IEPS program officers require institutions with FLAS allocations to provide information that demonstrates that instructor(s) is/are using or developing a performance-based language-training program. In developing a justification for FLAS-eligible language(s), include as many of the following elements as possible:

- Participation (**past, present, or future**) by the instructor(s) of the language in a workshop on language pedagogy;
- Training of the instructor(s) in general concepts of proficiency testing or in testing for English as a Second Language;
- Work by instructional personnel, preferably in cooperation with specialists in the same language at other institutions, on revision of instructional materials or preparation of tests (when not already available or in preparation) that take into account performance concepts;
- Evidence in the language instructors' vitae of training in concepts of language pedagogy;
- Data showing how the performance of students, at the end of each year's study, compares to national standards;
- Information about plans for actual testing of students using national norms (when they exist);
- The hiring of a language pedagogy specialist to re-evaluate and revise language training -- if connected to the language of the application, and if the revision includes adaptation to national standards; and
- Students' participation in nationally-recognized summer programs that are using, or developing, nationally-accepted testing and standards.

Note: Because we do not assume that an instructor's background in linguistics includes training in performance-based language instruction, please include this information as part of, or in addition to, the instructor's vitae.

Suggestions from FLAS Coordinators on How to Increase the Success Rate for Submitting FLAS Student Performance Reports

- ◆ Make reporting a moral imperative. The simple act of clearly stating and reinforcing the expectation that reports be submitted has often proven very effective.
- ◆ Set 100% as goal for FLAS Administrative staff. Though this seems an obvious goal, expecting this kind of staff commitment underpins goal-setting and is more likely to ensure success. Not only is this goal reasonable, as reporting is a condition of the grant agreement in accordance with section 74.51 of Education Department General Administrative Regulations (EDGAR), it is also realistic because many institutions consistently achieve perfect FLAS reporting.
- ◆ Inform students about the reporting requirement in writing. In the initial award letter, emphasize that reporting is a condition of accepting the fellowship.
- ◆ Explain the potential consequences of not submitting the student performance report, such as:
 - Jeopardizing the future federal funding of the program itself, or of the institution's fellowship allocations-the negligence of one student affects others.
 - Explain that not submitting reports impedes the Department of Education's efforts to collect and analyze data used to justify continued funding from the Congress.
- ◆ Establish more stringent disciplinary actions such as:
 - Not disbursing full stipends.
 - Put a hold on registration for non-reporters.
 - Put a hold on diplomas for non-reporters.
 - Require non-reporters to repay fellowship funds.
- ◆ Strengthen the cohesiveness of the FLAS student community by hosting social events such as picnics. This may foster a unified sense of responsibility regarding the importance of submitting their student reports.
- ◆ Set a 2-week deadline for the submission of academic year reports; make sure that this deadline falls before students leave campus.
- ◆ After the deadline, follow-up with letters, telephone calls and e-mails to those students whose reports are missing.

FLAS Fellowship Program: Fact Sheet to Assist FLAS Selection Committees

PURPOSE OF PROGRAM: The Foreign Language and Area Studies (FLAS) Fellowship Program is predicated on the belief that “The security, stability, and economic vitality of the United States in a complex global era depend upon American experts in and citizens knowledgeable about world regions, foreign languages, and international affairs, as well as upon a strong research base in these areas.” (Title VI Part A, Section 601(a)(1).) FLAS fellowships strengthen the nation’s ability to respond to security threats and to compete effectively in the modern world by promoting foreign language competence and area and international knowledge and by ensuring the continuance of area expertise in a variety of fields, including academe.

ELIGIBILITY REQUIREMENTS FOR APPLICANTS: FLAS program regulations (34 Code of Federal Regulations (CFR) Part 657.3) specify that eligible applicants must be:

- (1) graduate students; and
- (2) US citizens, nationals, or permanent residents; and
- (3) accepted for enrollment or enrolled in a program that combines *modern* foreign language training with international or area studies or with the international aspects of professional or other fields of study.

Additionally, applicants should present plans for the fellowship award period which correspond to the eligible uses of FLAS fellowships.

ELIGIBLE USES OF FLAS FELLOWSHIPS: There are two types of FLAS fellowships:

- (1) **Academic Year FLAS fellowships** are awarded for a full academic year to students engaged in:
 - (a) a formal overseas or domestic program of full-time language and area or international studies coursework; or
 - (b) full-time dissertation research abroad. *The use of the foreign language in the dissertation research must be extensive enough to be able to consider the language improvement facilitated by the research equal to the improvement that would be obtained from a full academic year’s worth of formal classroom instruction. Given that the legislative intent of the FLAS fellowship program is language acquisition and that the US/ED has a separate dissertation fellowship program, use of the FLAS program for dissertation research is not encouraged by US/ED.*
- (2) **Summer FLAS fellowships** support students enrolled in:
 - (a) formal domestic programs of intensive language study at the beginning, intermediate or advanced level; or
 - (b) formal overseas programs of intensive language study at the intermediate or advanced level; or
 - (c) formal overseas programs of intensive study at the beginning level of languages for which appropriate equivalent instruction is not available in the United States.

For the purposes of this program, “intensive” summer language programs are those which offer a minimum of 120 contact hours of advanced-level language instruction and 140 contact hours of beginning- or intermediate-level instruction. In order to be considered intensive, summer language programs should generally last a minimum of 6 weeks; longer programs are preferable because they are more likely to provide the student with the equivalent of a full year of language study.

REQUIREMENTS FOR USING FLAS AWARDS OVERSEAS: All fellowships to be used abroad must be approved in advance by the International Education and Graduate Program Service (IEGPS) staff.

(1) Overseas study programs: Students wishing to use an academic year fellowship or summer FLAS fellowship for a formal overseas study program must be at the intermediate or advanced level of language proficiency, or at the beginning level if appropriate equivalent instruction is not available in the United States.

(2) Dissertation research: Only students who are at the advanced level of language proficiency can be approved to use a FLAS for dissertation research.

SELECTION PROCEDURES: Grantees are advised to follow the “FLAS Awardee Selection Procedures” outlined in the original application for FLAS funding. Any deviations from these procedures should be discussed with IEPS staff.

The selection of FLAS fellows should support the purpose of the FLAS Fellowship Program. In addition to evaluating each applicant’s qualifications, IEPS encourages grantees to consider the quality of the proposed study plan and its relation to the applicant’s needs and career objectives.

RECOMMENDED PRIORITIES FOR AWARDING FLAS FELLOWSHIPS: Grantees should adhere to any priorities listed in their applications in response to the “FLAS Awardee Selection Procedures” evaluation criterion.

The purpose of the FLAS program is to ensure continued national competence in foreign languages and in area and international studies. Because the national competence in the more-commonly-taught languages is not immediately threatened, the preference for awarding FLAS fellowships should continue to be for the less-commonly-taught languages. Additionally, the Government Performance and Results Act requires federal agencies to justify continued program funding based on outcomes. For these reasons, IEPS strongly encourages grantees to consider the following recommendations in selecting FLAS fellows:

(1) Make fellowship awards to students in a variety of disciplines and professional fields and with a variety of career goals (e.g., business, government, healthcare, academe, etc.); and

(2) Assign lowest consideration in the selection of fellows to:

- (a) students who already possess language fluency equivalent to educated native speakers in the language for which the award is sought, including dissertators; and
- (b) students who are taking the first 12 semester hours or the equivalent in Chinese, French, German, Japanese, Russian, or Spanish.
- (c) students who are applying for dissertation research or writing as opposed to students applying for language acquisition.

(3) Do not give extra consideration to the varying tuition rates of students. Limit consideration of the applicant field to applicants’ qualifications and study plans to ensure that dissertators are not given undue preference over equally- or more-qualified candidates with non-academic career goals. This will help to reinforce recommendation (1).

FLAS Fellowships for “Non-Traditional” Languages

BACKGROUND: Every so often IEPS receives a request to approve a FLAS fellowship award to a student studying: (1) a language that is not traditionally associated with the grantee center’s world area or (2) a Western European language that is utilized in a less-commonly studied region.

***Example 1:** a student studying Japanese immigrants in Peru might wish to study Japanese rather than Spanish.*

***Example 2:** a student studying Indonesia would like a FLAS for Dutch*

IEPS considers and approves such awards on a case-by-case basis rather than issue to the grantee center blanket eligibility to make FLAS awards in the “non-traditional” language. This allows program staff to assess the extent to which the FLAS candidate’s experience, coursework, foreign language competence and research objectives qualify as that of a specialist in the area for which the fellowships were originally allocated.

However, please be aware that in the case of Example 2, IEPS expects that such a student would have already completed significant study of a local language such as Indonesian.

PROCEDURE: Grantees submit to their program officer the following information:

- the name of the student and purpose of the award;
- the student’s previous experience, linguistic background and coursework relating to the area of the award;
- the “non-traditional” language and the student’s current level of proficiency; if conducting research, the student must have adequate competence (i.e., advanced level proficiency) in the language(s) of research to accomplish the research objectives;
- if enrolled in a language course, evidence that the language is performance-based (see *Program Information Guide* handout, “How to Obtain Language Eligibility for FLAS”);
- if conducting research, a one-page project description, signed by the dissertation advisor, outlining the subject matter and research methodology, indicating the extent to which the foreign language will be used, and identifying the student’s intended dates of travel; and
- a brief explanation of how the “non-traditional” language study (and related research) will help develop the student’s expertise regarding the area of the award.

***Example:** the student’s plan to analyze Japanese immigrants’ participation in Peruvian local politics requires an in-depth examination of community newspapers written in Japanese.*

***Example:** the student’s plan to conduct archival research on Indonesian colonial history which includes documents in Dutch.*

- if FLAS funds are to be used for overseas or dissertation research, a request for travel approval submitted at least 30 days prior to travel (see the “Foreign Travel Approval Request” form in the *Program Information Guide*).

The IEGPS program officer reviews the information and issues an approval or disapproval based on the extent to which the student fulfills FLAS eligibility requirements and the extent to which the award supports the development of an area specialist.

**Instructions for Completing Annual and Final Performance Reports:
EELIAS Performance Reporting
NATIONAL RESOURCE CENTERS (CFDA 84.015A)
and
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS (CFDA 84.015B)
FY2003 - FY2005**

Overview:

To receive a continuation award, recipients of grants under the National Resource Centers (NRC) and/or Foreign Language and Area Studies (FLAS) Fellowships programs must submit an annual performance report. These annual performance reports provide the U.S. Department of Education with information needed to determine whether recipients have made substantial progress toward meeting their project objectives. (See Sections 75.118, 75.253 and 75.590 of the Education Department General Administrative Regulations (EDGAR).)

In August 2000 an online reporting system called the Evaluation of Exchange, Language, Area and International Studies (EELIAS) system was launched to improve reporting and data collection processes, and to comply with the 1993 Government Performance and Results Act (GPRA) and the 1995 Paperwork Reduction Act (PRA). The National Foreign Language Center (NFLC) developed EELIAS under the auspices of a Title VI International Research and Studies grant. EELIAS has the capability to house reporting data for fourteen programs authorized by Title VI and Fulbright-Hays to meet the requirements of GPRA and PRA.

The data elements that you will provide in EELIAS for both the NRC and FLAS annual and final performance reports were established after years of intensive consultations between representatives from the NRC and FLAS communities and the Office of International Education Programs. The EELIAS system is approved by the Office of Management and Budget (OMB).

Grantees will receive access passwords in late fall for accessing the EELIAS system. Project Directors are responsible for all information entered into the EELIAS system [see sections 75.118 of EDGAR]. We recommend Project Directors work closely with NRC and FLAS staff to ensure that reporting information and data are submitted correctly and on time.

NRC Report:

The NRC reporting section of the EELIAS system includes eighteen screens to complete. The information collection includes four narrative sections, twelve GPRA sections, one budget section and an optional section for sending in attachments. Not all information will be collected every year, therefore, a chart has been provided below that outlines what information is required and when.

The purpose of the narrative sections is to get information that cannot be easily gathered from the GPRA data. The first narrative page allows grantees to provide an updated abstract for the grant. The second page is to provide an overview of project

status. The third section is solely for reporting significant changes to the project from the approved grant application. The last section allows grantees to explain any exemplary activities or accomplishments during the current grant year.

The twelve GPRA pages replicate information previously collected either through degree/discipline, degree/career or outreach reports. The new sections include course lists for both language and the area/international courses, instructional resources developed and a publications list. Collectively, the GPRA information will help to show the value of activities conducted with the NRC funding and provide data for measuring the performance indicators.

NRC Schedule:

IEPS is maintaining the same due dates for most parts of the annual performance reports as in the past. However, the language and area/international course lists will be due in September rather than March. This will allow grantees to report course offerings for the entire Academic Year. The table below shows what data are due and the dates for reporting. System prompts will be added to the system to aid in completing the reports. Grantees will be able to access a performance report until 11:59 p.m. on the date that the report is due. After the due date, grantees must contact their Program Officer to submit the report. Continuation awards cannot be processed until performance reports have been reviewed by IEPS staff (see EDGAR Section 75.118).

NRC Annual Performance Report Schedule

Report Due ^N	Page(s)	GPRA	Dates for Reporting
April 1, 2004	Nar. 1-4	Report Narrative	August 15, 2003- March 31, 2004
	GPRA 3	Development of Instructional Resources	August 15, 2003- March 31, 2004
	GPRA 4	Publications	N/A
	GPRA 5	Bachelor's Program Graduates Discipline ³	N/A
	GPRA 6	Master's Program Graduates Discipline ³	N/A
	GPRA 7	Doctoral Program Graduates Discipline ³	N/A
	GPRA 8	Bachelor's/Master's Graduate Placements ^R	N/A
	GPRA 9	Doctoral Graduate Placements ^R	N/A
	GPRA 10	Outreach ^P	August 15, 2003 - March 31,
	GPRA 11	Resource Leveraging	August 15, 2003 - March 31,
	GPRA 12	Participation in International Exchanges	August 15, 2003 - March 31,
	Budget 1	Budget	August 15, 2003 - March 31,
	September 1, 2004	GPRA 1	Language Course List
GPRA 2		Area/International Course List	03-04 Academic Year & Summer
April 1, 2005	Nar. 1-4	Report Narrative	April 1, 2004- March 31,2005
	GPRA 3	Development of Instructional Resources	April 1, 2004- March 31, 2005
	GPRA 4	Publications	N/A
	GPRA 5	Bachelor's Program Graduates Discipline ³	03-04 Academic Year
	GPRA 6	Master's Program Graduates Discipline ³	03-04 Academic Year
	GPRA 7	Doctoral Program Graduates Discipline ³	03-04 Academic Year
	GPRA 8	Bachelor's/Master's Graduate Placements ^R	03-04 Academic Year
	GPRA 9	Doctoral Graduate Placements ^R	03-04 Academic Year
	GPRA 10	Outreach ^P	April 1, 2004- March 31, 2005
	GPRA 11	Resource Leveraging	April 1, 2004- March 31, 2005
	GPRA 12	Participation in International Exchanges	April 1, 2004- March 31, 2005
	Budget 1	Budget	April 1, 2004 - March 31, 2005
	September 1, 2005	GPRA 1	Language Course List
GPRA 2		Area/International Course List	04-05 Academic Year & Summer
November 13, 2006	Nar. 1-4	Report Narrative	April 1, 2005 - August 14, 2006
	GPRA 1	Language Course List	05-06 Academic Year & Summer
	GPRA 2	Area/International Course List	05-06 Academic Year & Summer
	GPRA 3	Development of Instructional Resources	April 1, 2005 - August 14, 2006
	GPRA 4	Publications	August 15, 2003 - August 14,
	GPRA 5	Bachelor's Program Graduates Discipline ³	04-05 and 05-06 Academic Years
	GPRA 6	Master's Program Graduates Discipline ³	04-05 and 05-06 Academic Years
	GPRA 7	Doctoral Program Graduates Discipline ³	04-05 and 05-06 Academic Years
	GPRA 8	Bachelor's/Master's Graduate Placements ^R	04-05 and 05-06 Academic Years
	GPRA 9	Doctoral Graduate Placements ^R	04-05 and 05-06 Academic Years
	GPRA 10	Outreach ^P	April 1, 2005 - August 14, 2006
	GPRA 11	Resource Leveraging	April 1, 2005 - August 14, 2006
	GPRA 12	Participation in International Exchanges	April 1, 2005 - August 14, 2006
	Budget 1	Budget	April 1, 2005 - August 14, 2006

^N If due date falls on a weekend, report due following Monday

³ Formerly Degree/Discipline Report

^R Formerly Degree/Career Report

^P Elementary & Secondary; Postsecondary Institutions; and Business, Media, and the General Public Activity Tables are all on one page now.

FLAS Institutional Report:

FLAS report screens are accessed separately from the NRC report screens. The institutional reports consist of one page, with four tabs corresponding to the four types of reports: interim academic year, final academic year, interim summer and final summer. When an institutional list is due, the FLAS Coordinator will log in, go to the appropriate tab(s), and input the information on each student. Data fields for EELIAS will be the same as the paper forms. Additional narrative space has been provided on the form for explanations regarding particular students, cost-sharing and other information relevant to the institutional list.

FLAS Student Performance Report:

Project Directors and FLAS Coordinators will be responsible for managing student performance reports. They will control student login names and passwords and make sure that all reports are submitted. Once a student is issued a login and password, he or she will be able to access the EELIAS system from any internet capable computer. The student will fill in information about his or her study program.

Reporting Schedule:

IEPS is maintaining the same due dates for submission of Institutional Lists and Performance Reports as in the previous cycle. The chart below lists the dates for FLAS lists and reports. Grantees will be able to access the required lists and report(s) until 11:59 p.m. on the date that the report is due. After the due date, grantees must contact their Program Officer to submit the report. Continuation awards can not be processed until performance reports have been reviewed by IEGPS staff (see EDGAR Section 75.118).

FLAS Performance Report Schedule

Due Date ^N	FLAS Institutional Lists	FLAS Student Reports
September 2, 2003 * (11/17/03)	03-04 Interim Academic Year (AY)	None
June 1, 2004	03-04 Final AY Report and 01 Interim Summer	03-04 AY Reports
September 1, 2004	04 Final Summer and 04-05 Interim AY	04 Summer Reports
June 1, 2005	04-052 Final AY Report and 05 Interim Summer	04-05 AY Reports
September 1, 2005	05 Final Summer and 05-06 Interim AY	05 Summer Reports
June 1, 2006	05-06 Final AY Report and 06 Interim Summer	05-06 AY Reports
September 1, 2006	06 Final Summer	06 Summer Reports

^N If due date falls on a weekend, report due following Monday

* Due date moved to November 17, 2003 for this reporting period only.

Title VI – International Education Programs

SEC. 601. INTERNATIONAL AND FOREIGN LANGUAGE STUDIES.

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

PART A--INTERNATIONAL AND FOREIGN LANGUAGE STUDIES

SEC. 601. FINDINGS AND PURPOSES.

(a) FINDINGS- Congress finds as follows:

(1) The security, stability, and economic vitality of the United States in a complex global era depend upon American experts in and citizens knowledgeable about world regions, foreign languages, and international affairs, as well as upon a strong research base in these areas.

(2) Advances in communications technology and the growth of regional and global problems make knowledge of other countries and the ability to communicate in other languages more essential to the promotion of mutual understanding and cooperation among nations and their peoples.

(3) Dramatic post-Cold War changes in the world's geopolitical and economic landscapes are creating needs for American expertise and knowledge about a greater diversity of less commonly taught foreign languages and nations of the world.

(4) Systematic efforts are necessary to enhance the capacity of institutions of higher education in the United States for--

(A) producing graduates with international and foreign language expertise and knowledge; and

(B) research regarding such expertise and knowledge.

(5) Cooperative efforts among the Federal Government, institutions of higher education, and the private sector are necessary to promote the generation and dissemination of information about world regions, foreign languages, and international affairs throughout education, government, business, civic, and nonprofit sectors in the United States.

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

(1) (A) to support centers, programs, and fellowships in institutions of higher education in the United States for producing increased numbers of trained personnel and research in foreign languages, area studies, and other international studies;

(B) to develop a pool of international experts to meet national needs;

(C) to develop and validate specialized materials and techniques for foreign language acquisition and fluency, emphasizing (but not limited to) the less commonly taught languages;

(D) to promote access to research and training overseas; and

(E) to advance the internationalization of a variety of disciplines throughout undergraduate and graduate education;

(2) to support cooperative efforts promoting access to and the dissemination of international and foreign language knowledge, teaching materials, and research, throughout education, government, business, civic, and nonprofit sectors in the United States, through the use of advanced technologies; and

(3) to coordinate the programs of the Federal Government in the areas of foreign language, area studies, and other international studies, including professional international affairs education and research.

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

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

(1) CENTERS AND PROGRAMS -

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

(i) to make grants to institutions of higher education, or combinations thereof, for the purpose of establishing, strengthening, and operating comprehensive foreign language and area or international studies centers and programs; and

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

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

(i) teaching of any modern foreign language;

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

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

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

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

(A) teaching and research materials;

(B) curriculum planning and development;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Code of Federal Regulations]
[Title 34, Volume 3]
[Revised as of July 1, 2001]
[CITE: 34CFR655]

TITLE 34--EDUCATION

CHAPTER VI--OFFICE OF POSTSECONDARY EDUCATION, DEPARTMENT OF EDUCATION

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

Sec. 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; 64CFR 7739, Feb. 16, 1999]

Sec. 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]

Sec. 655.4 What definitions apply to the International Education Programs?

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

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

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

- (b) Definitions that apply to these programs: The following definition applies to International Education Programs: Combination of institutions of higher education means a group of institutions of higher education that have entered into a cooperative arrangement for the purpose of carrying out a common objective, or a public or private nonprofit agency, organization, or institution designated or created by a group of institutions of higher education for the purpose of carrying out a common objective on their behalf.

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

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

(Authority: 20 U.S.C. 1121-1127, and 1141)

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

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

Sec. 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?

Sec. 655.30 How does the Secretary evaluate an application?

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

- (a) The general criteria in Sec. 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]

Sec. 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—
 - (3) Members of racial or ethnic minority groups;
 - (4) Women; and
 - (5) 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)

Sec. 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]

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TITLE 34—EDUCATION

CHAPTER VI--OFFICE OF POSTSECONDARY EDUCATION, DEPARTMENT OF EDUCATION

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

Subpart A--General

Sec.

- 656.1 What is the National Resource Centers Program?
- 656.2 Who is eligible to receive a grant?
- 656.3 What activities define a comprehensive or undergraduate National Resource Center?
- 656.4 What types of Centers receive grants?
- 656.5 What activities may be carried out?
- 656.6 What regulations apply?
What definitions apply?

Subpart B--How Does One Apply for a Grant?

- 656.10 What combined application may an institution submit?

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

- 656.20 How does the Secretary evaluate an application?
- 656.21 What selection criteria does the Secretary use to evaluate an application for a comprehensive Center?
- 656.22 What selection criteria does the Secretary use to evaluate an application for an undergraduate Center?
- 656.23 What priorities may the Secretary establish?

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

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

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

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

Subpart A--General

Sec. 656.1 What is the National Resource Centers Program?

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

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

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

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

Sec. 656.2 Who is eligible to receive a grant?

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

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

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

A comprehensive or undergraduate National Resource Center--

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

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

[64 FR 7739, Feb. 16, 1999]

Sec. 656.4 What types of Centers receive grants?

The Secretary awards grants to Centers that

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

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

Sec. 656.5 What activities may be carried out?

- (a) A Center may carry out any of the activities described in Sec. 656.3 under a grant received under this part.
- (b) The Secretary may make an additional grant to a Center for any one or a combination of the following purposes:
 - (1) Linkage or outreach between foreign language, area studies, and other international fields and professional schools and colleges.
 - (2) Linkage or outreach with 2- and 4-year colleges and universities.
 - (3) Linkage or outreach with departments or agencies of Federal and State governments.
 - (4) Linkage or outreach with the news media, business, professional, or trade associations.
 - (5) Summer institutes in foreign area, foreign language, and other international fields designed to carry out the activities in paragraphs (b)(1) through (4) of this section.

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

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

Sec. 656.6 What regulations apply?

The following regulations apply to this program:

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

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

Sec. 656.7 What definitions apply?

The following definitions apply to this part:

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

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

Subpart B--How Does One Apply for a Grant?

Sec. 656.10 What combined application may an institution submit?

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

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

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

Sec. 656.20 How does the Secretary evaluate an application?

- (a) The Secretary evaluates an application for a comprehensive Center under the criteria contained in Sec. 656.21, and for an undergraduate Center under the criteria contained in Sec. 656.22.
- (b) In general, the Secretary awards up to 155 possible points for these criteria. However, if the criterion in Sec. 656.21(j) or Sec. 656.22(j) is used, the Secretary awards up to 165 possible points. The maximum possible points for each criterion are shown in parentheses.

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

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

The Secretary uses the following criteria in evaluating an application for a comprehensive Center:

- (a) Program planning and budget. (20 points) The Secretary reviews each application to determine--
 - (1) The extent to which the activities for which the applicant seeks funding are of high quality and directly related to the purpose of the National Resource Centers Program (5 points);
 - (2) The extent to which the applicant provides a development plan or timeline demonstrating how the proposed activities will contribute to a strengthened program and whether the applicant uses its resources and personnel effectively to achieve the proposed objectives (5 points);
 - (3) The extent to which the costs of the proposed activities are reasonable in relation to the objectives of the program (5 points); and
 - (4) The long-term impact of the proposed activities on the institution's undergraduate, graduate, and professional training programs (5 points).
- (b) Quality of staff resources. (20 points) The Secretary reviews each application to determine—
 - (1) The extent to which teaching faculty and other staff are qualified for the current and proposed Center activities and training programs, are provided professional development opportunities (including overseas experience), and participate in teaching, supervising, and advising students (10 points);
 - (2) The adequacy of Center staffing and oversight arrangements, including outreach and administration and the extent to which faculty from a variety of departments, professional schools, and the library are involved (5 points); and
 - (3) The extent to which the applicant, as part of its nondiscriminatory employment practices, encourages applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly (5 points).
- (c) Impact and evaluation. (20 points) The Secretary reviews each application to determine—
 - (1) The extent to which the Center's activities and training programs have a significant impact on the university, community, region, and the Nation as shown through indices such as enrollments, graduate placement data, participation rates for events, and usage of Center resources; and the extent to which the applicant supplies a clear description of how the applicant will provide equal access and treatment of eligible project participants who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly (10 points); and
 - (2) The extent to which the applicant provides an evaluation plan that is comprehensive and objective and that will produce quantifiable, outcome-measure-oriented data; and the extent to which recent evaluations have been used to improve the applicant's program (10 points).
- (d) Commitment to the subject area on which the Center focuses. (10 points) The Secretary reviews each application to determine the extent to which the institution provides financial and other support to the operation of the Center, teaching staff for the Center's subject area, library resources, linkages with institutions abroad, outreach activities, and qualified students in fields related to the Center.
- (e) Strength of library. (15 points) The Secretary reviews each application to determine--
 - (1) The strength of the institution's library holdings (both print and non-print, English and foreign language) in the subject area and at the educational levels (graduate, professional, undergraduate) on which the Center focuses; and the extent to which the institution provides financial support for the acquisition of library materials and for library staff in the subject area of the Center (10 points); and
 - (2) The extent to which research materials at other institutions are available to students through cooperative arrangements with other libraries or on-line databases and the extent to which teachers, students, and faculty from other institutions are able to access the library's holdings (5 points).
- (f) Quality of the Center's non-language instructional program. (20 points) The Secretary reviews each application to determine—

- (1) The quality and extent of the Center's course offerings in a variety of disciplines, including the extent to which courses in the Center's subject matter are available in the institution's professional schools (5 points);
 - (2) The extent to which the Center offers depth of specialized course coverage in one or more disciplines of the Center's subject area (5 points);
 - (3) The extent to which the institution employs a sufficient number of teaching faculty to enable the Center to carry out its purposes and the extent to which instructional assistants are provided with pedagogy training (5 points); and
 - (4) The extent to which interdisciplinary courses are offered for undergraduate and graduate students (5 points).
- (g) Quality of the Center's language instructional program. (20 points) The Secretary reviews each application to determine—
- (1) The extent to which the Center provides instruction in the languages of the Center's subject area and the extent to which students enroll in the study of the languages of the subject area through programs or instruction offered by the Center or other providers (5 points);
 - (2) The extent to which the Center provides three or more levels of language training and the extent to which courses in disciplines other than language, linguistics, and literature are offered in appropriate foreign languages (5 points);
 - (3) Whether sufficient numbers of language faculty are available to teach the languages and levels of instruction described in the application and the extent to which language teaching staff (including faculty and instructional assistants) have been exposed to current language pedagogy training appropriate for performance-based teaching (5 points); and
 - (4) The quality of the language program as measured by the performance-based instruction being used or developed, the adequacy of resources for language teaching and practice, and language proficiency requirements (5 points).
- (h) Quality of curriculum design. (15 points) The Secretary reviews each application to determine—
- (1) The extent to which the Center's curriculum has incorporated undergraduate instruction in the applicant's area or topic of specialization into baccalaureate degree programs (for example, major, minor, or certificate programs) and the extent to which these programs and their requirements (including language requirements) are appropriate for a Center in this subject area and will result in an undergraduate training program of high quality (5 points);
 - (2) The extent to which the Center's curriculum provides training options for graduate students from a variety of disciplines and professional fields and the extent to which these programs and their requirements (including language requirements) are appropriate for a Center in this subject area and result in graduate training programs of high quality (5 points); and
 - (3) The extent to which the Center provides academic and career advising services for students; the extent to which the Center has established formal arrangements for students to conduct research or study abroad and the extent to which these arrangements are used; and the extent to which the institution facilitates student access to other institutions' study abroad and summer language programs (5 points).
- (i) Outreach activities. (15 points) The Secretary reviews each application to determine the extent to which the Center demonstrates a significant and measurable regional and national impact of, and faculty and professional school involvement in, domestic outreach activities that involve—
- (1) Elementary and secondary schools (5 points);
 - (2) Postsecondary institutions (5 points); and
 - (3) Business, media, and the general public (5 points).
- (j) Degree to which priorities are served. (10 points) If, under the provisions of Sec. 656.23, the Secretary establishes competitive priorities for Centers, the Secretary considers the degree to which those priorities are being served.

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

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

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

The Secretary uses the following criteria in evaluating an application for an undergraduate Center:

- (a) Program planning and budget. (20 points) The Secretary reviews each application to determine—
 - (1) The extent to which the activities for which the applicant seeks funding are of high quality and directly related to the purpose of the National Resource Centers Program (5 points);
 - (2) The extent to which the applicant provides a development plan or timeline demonstrating how the proposed activities will contribute to a strengthened program and whether the applicant uses its resources and personnel effectively to achieve the proposed objectives (5 points);
 - (3) The extent to which the costs of the proposed activities are reasonable in relation to the objectives of the program (5 points); and
 - (4) The long-term impact of the proposed activities on the institution's undergraduate training program (5 points).
- (b) Quality of staff resources. (20 points) The Secretary reviews each application to determine—
 - (1) The extent to which teaching faculty and other staff are qualified for the current and proposed Center activities and training programs, are provided professional development opportunities (including overseas experience), and participate in teaching, supervising, and advising students (10 points);
 - (2) The adequacy of Center staffing and oversight arrangements, including outreach and administration and the extent to which faculty from a variety of departments, professional schools, and the library are involved (5 points); and
 - (3) The extent to which the applicant, as part of its nondiscriminatory employment practices, encourages applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly (5 points).
- (c) Impact and evaluation. (20 points) The Secretary reviews each application to determine—
 - (1) The extent to which the Center's activities and training programs have a significant impact on the university, community, region, and the Nation as shown through indices such as enrollments, graduate placement data, participation rates for events, and usage of Center resources; the extent to which students matriculate into advanced language and area or international studies programs or related professional programs; and the extent to which the applicant supplies a clear description of how the applicant will provide equal access and treatment of eligible project participants who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly (10 points); and
 - (2) The extent to which the applicant provides an evaluation plan that is comprehensive and objective and that will produce quantifiable, outcome-measure-oriented data; and the extent to which recent evaluations have been used to improve the applicant's program (10 points).
- (d) Commitment to the subject area on which the Center focuses. (10 points) The Secretary reviews each application to determine the extent to which the institution provides financial and other support to the operation of the Center, teaching staff for the Center's subject area, library resources, linkages with institutions abroad, outreach activities, and qualified students in fields related to the Center.
- (e) Strength of library. (15 points) The Secretary reviews each application to determine—
 - (1) The strength of the institution's library holdings (both print and non-print, English and foreign language) in the subject area and at the educational levels (graduate, professional, undergraduate) on which the Center focuses; and the extent to which the institution provides financial support for the acquisition of library materials and for library staff in the subject area of the Center (10 points); and
 - (2) The extent to which research materials at other institutions are available to students through cooperative arrangements with other libraries or on-line databases and the extent to which teachers, students, and faculty from other institutions are able to access the library's holdings (5 points).
- (f) Quality of the Center's non-language instructional program. (20 points) The Secretary reviews each application to determine—
 - (1) The quality and extent of the Center's course offerings in a variety of disciplines (5 points);
 - (2) The extent to which the Center offers depth of specialized course coverage in one or more disciplines of the Center's subject area (5 points);

- (3) The extent to which the institution employs a sufficient number of teaching faculty to enable the Center to carry out its purposes and the extent to which instructional assistants are provided with pedagogy training (5 points); and
- (4) The extent to which interdisciplinary courses are offered for undergraduate students (5 points).
- (g) Quality of the Center's language instructional program. (20 points) The Secretary reviews each application to determine—
 - (1) The extent to which the Center provides instruction in the languages of the Center's subject area and the extent to which students enroll in the study of the languages of the subject area through programs offered by the Center or other providers (5 points);
 - (2) The extent to which the Center provides three or more levels of language training and the extent to which courses in disciplines other than language, linguistics, and literature are offered in appropriate foreign languages (5 points);
 - (3) Whether sufficient numbers of language faculty are available to teach the languages and levels of instruction described in the application and the extent to which language teaching staff (including faculty and instructional assistants) have been exposed to current language pedagogy training appropriate for performance-based teaching (5 points); and
 - (4) The quality of the language program as measured by the performance-based instruction being used or developed, the adequacy of resources for language teaching and practice, and language proficiency requirements (5 points).
- (h) Quality of curriculum design. (15 points) The Secretary reviews each application to determine—
 - (1) The extent to which the Center's curriculum has incorporated undergraduate instruction in the applicant's area or topic of specialization into baccalaureate degree programs (for example, major, minor, or certificate programs) and the extent to which these programs and their requirements (including language requirements) are appropriate for a Center in this subject area and will result in an undergraduate training program of high quality (10 points); and
 - (2) The extent to which the Center provides academic and career advising services for students; the extent to which the Center has established formal arrangements for students to conduct research or study abroad and the extent to which these arrangements are used; and the extent to which the institution facilitates student access to other institutions' study abroad and summer language programs (5 points).
- (i) Outreach activities. (15 points) The Secretary reviews each application to determine the extent to which the Center demonstrates a significant and measurable regional and national impact of, and faculty and professional school involvement in, domestic outreach activities that involve—
 - (1) Elementary and secondary schools (5 points);
 - (2) Postsecondary institutions (5 points); and
 - (3) Business, media and the general public (5 points).
- (j) Degree to which priorities are served. (10 points) If, under the provisions of Sec. 656.23, the Secretary establishes competitive priorities for Centers, the Secretary considers the degree to which those priorities are being served. (Approved by the Office of Management and Budget under control number 1840-0068.)

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

Sec. 656.23 What priorities may the Secretary establish?

- (a) The Secretary may select one or more of the following funding priorities:
 - (1) Specific countries or world areas, such as, for example, East Asia, Africa, or the Middle East.
 - (2) Specific focus of a Center, such as, for example, a single world area; international studies; a particular issue or topic, e.g., business, development issues, or energy; or any combination.
 - (3) Level or intensiveness of language instruction, such as intermediate or advanced language instruction, or instruction at an intensity of 10 contact hours or more per week.
 - (4) Types of activities to be carried out, for example, cooperative summer intensive language programs, course development, or teacher training activities.
- (b) The Secretary may select one or more of the activities listed in Sec. 656.5 as a funding priority.
- (c) The Secretary announces any priorities in the application notice published in the Federal Register.

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

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

Sec. 656.30 What are allowable costs and limitations on allowable costs?

- (a) Allowable costs. Except as provided under paragraph (b) of this section, a grant awarded under this part may be used to pay all or part of the cost of establishing, strengthening, or operating a comprehensive or undergraduate Center including, but not limited to, the cost of—
- (1) Faculty and staff salaries and travel;
 - (2) Library acquisitions;
 - (3) Teaching and research materials;
 - (4) Curriculum planning and development;
 - (5) Bringing visiting scholars and faculty to the Center to teach, conduct research, or participate in conferences or workshops;
 - (6) Training and improvement of staff;
 - (7) Projects conducted in cooperation with other centers addressing themes of world, regional, cross-regional, international, or global importance; and
 - (8) Summer institutes in the United States or abroad designed to provide language and area training in the Center's field or topic.
- (b) Limitations on allowable costs. The following are limitations on allowable costs:
- (1) Equipment costs exceeding 10 percent of the grant are not allowable.
 - (2) Funds for undergraduate travel are allowable only in conjunction with a formal program of supervised study in the subject area on which the Center focuses.
 - (3) Grant funds may not be used to supplant funds normally used by applicants for purposes of this part.

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

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

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TITLE 34—EDUCATION
CHAPTER VI--OFFICE OF POSTSECONDARY EDUCATION, DEPARTMENT OF EDUCATION
PART 657--FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM

Subpart A--General

Sec.

- 657.1 What is the Foreign Language and Area Studies Fellowship Program?
- 657.2 Who is eligible to receive an allocation of fellowships?
- 657.3 Who is eligible to receive a fellowship?
- 657.4 What regulations apply?
- 657.5 What definitions apply?

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

- 657.10 What combined application may an institution submit?
- 657.11 How does a student apply for a fellowship?

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

- 657.20 How does the Secretary evaluate an institutional application for an allocation of fellowships?
- 657.21 What criteria does the Secretary use in selecting institutions for an allocation of fellowships?
- 657.22 What priorities may the Secretary establish?

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

- 657.30 What is the duration of and what are the limitations on fellowships awarded to individuals by institutions?
- 657.31 What is the amount of a fellowship?
- 657.32 What is the payment procedure for fellowships?
- 657.33 What are the limitations on the use of funds for overseas fellowships?
- 657.34 Under what circumstances must an institution terminate a fellowship?

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

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

Subpart A--General

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

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

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

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

Sec. 657.2 Who is eligible to receive an allocation of fellowships?

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

- (1) Operates a Center or program approved by the Secretary under this part;
- (2) Teaches modern foreign languages under a program described in paragraph (b) of this section; and
- (3) In combination with the teaching described in paragraph (a)(2) of this section—
 - (i) Provides instruction in the disciplines needed for a full understanding of the area, regions, or countries in which the foreign languages are commonly used; or
 - (ii) Conducts training and research in international studies, the international aspects of professional and other fields of study, or issues in world affairs that concern one or more countries.
- (b) In teaching those modern foreign languages for which an allocation of fellowships is made available, the institution must be either using a program of performance-based training or developing a performance-based training program.
- (c) The Secretary uses the criteria in Sec. 657.21 both to approve Centers and programs for the purpose of receiving an allocation of fellowships and to evaluate applications for an allocation of fellowships.
- (d) An institution does not need to receive a grant under the National Resource Center Program (34 CFR part 656) to receive an allocation of fellowships under this part.

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

Sec. 657.3 Who is eligible to receive a fellowship?

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

- (a) Is a citizen or national of the United States; or
- (b) Is a permanent resident of the United States;
- (c) Is accepted for enrollment or is enrolled—
 - (1) In an institution receiving an allocation of fellowships; and
 - (2) In a program that combines modern foreign language training with—
 - (i) Area or international studies; or
 - (ii) Research and training in the international aspects of professional and other fields of study;
- (d) Shows potential for high academic achievement based on such indices as grade point average, class ranking, or similar measures that the institution may determine; and
- (e) Is enrolled in a program of modern foreign language training in a language for which the institution has developed or is developing performance-based instruction.

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

Sec. 657.4 What regulations apply?

The following regulations apply to this program:

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

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

Sec. 657.5 What definitions apply?

The following definitions apply to this part:

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

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

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

Sec. 657.10 What combined application may an institution submit?

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

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

Sec. 657.11 How does a student apply for a fellowship?

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

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

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

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

- (a) The Secretary evaluates an application for an allocation of fellowships on the basis of the quality of the applicant's Center or program. The applicant's Center or program is evaluated and approved under the criteria in Sec. 657.21.
- (b) In general, the Secretary awards up to 140 possible points for these criteria. However, if priority criteria are used, the Secretary awards up to 150 possible points. The maximum possible points for each criterion are shown in parentheses.(Authority: 20 U.S.C. 1122)

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

- (a) Foreign language and area studies fellowships awardee selection procedures. (15 points) The Secretary reviews each application to determine whether the selection plan is of high quality, showing how awards will be advertised, how students apply, what selection criteria are used, who selects the fellows, when each step will take place, and how the process will result in awards being made to correspond to any announced priorities.
- (b) Quality of staff resources. (15 points) The Secretary reviews each application to determine—
 - (1) The extent to which teaching faculty and other staff are qualified for the current and proposed activities and training programs, are provided professional development opportunities (including overseas experience), and participate in teaching, supervising, and advising students (5 points);
 - (2) The adequacy of applicant staffing and oversight arrangements and the extent to which faculty from a variety of departments, professional schools, and the library are involved (5 points); and
 - (3) The extent to which the applicant, as part of its nondiscriminatory employment practices, encourages applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly (5 points).
- (c) Impact and evaluation. (20 points) The Secretary reviews each application to determine—
 - (1) The extent to which the applicant's activities and training programs have contributed to an improved supply of specialists on the program's subject as shown through indices such as graduate enrollments and placement data; and the extent to which the applicant supplies a clear description of how the applicant will provide equal access and treatment of eligible project participants who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly (15 points); and

- (2) The extent to which the applicant provides an evaluation plan that is comprehensive and objective and that will produce quantifiable, outcome-measure-oriented data; and the extent to which recent evaluations have been used to improve the applicant's program (5 points).
- (d) Commitment to the subject area on which the applicant or program focuses. (10 points) The Secretary reviews each application to determine—
 - (1) The extent to which the institution provides financial and other support to the operation of the applicant, teaching staff for the applicant's subject area, library resources, and linkages with institutions abroad (5 points); and
 - (2) The extent to which the institution provides financial support to graduate students in fields related to the applicant's teaching program (5 points).
- (e) Strength of library. (15 points) The Secretary reviews each application to determine—
 - (1) The strength of the institution's library holdings (both print and non-print, English and foreign language) for graduate students; and the extent to which the institution provides financial support for the acquisition of library materials and for library staff in the subject area of the applicant (10 points); and
 - (2) The extent to which research materials at other institutions are available to students through cooperative arrangements with other libraries or on-line databases (5 points).
- (f) Quality of the applicant's non-language instructional program. (25 points) The Secretary reviews each application to determine—
 - (1) The quality and extent of the applicant's course offerings in a variety of disciplines, including the extent to which courses in the applicant's subject matter are available in the institution's professional schools (10 points);
 - (2) The extent to which the applicant offers depth of specialized course coverage in one or more disciplines on the applicant's subject area (5 points);
 - (3) The extent to which the institution employs a sufficient number of teaching faculty to enable the applicant to carry out its purposes and the extent to which instructional assistants are provided with pedagogy training (5 points); and
 - (4) The extent to which interdisciplinary courses are offered for graduate students (5 points).
- (g) Quality of the applicant's language instructional program. (20 points) The Secretary reviews each application to determine—
 - (1) The extent to which the applicant provides instruction in the languages of the applicant's subject area and the extent to which students enroll in the study of the languages of the subject area through programs or instruction offered by the applicant or other providers (5 points);
 - (2) The extent to which the applicant provides three or more levels of language training and the extent to which courses in disciplines other than language, linguistics, and literature are offered in appropriate foreign languages (5 points);
 - (3) Whether sufficient numbers of language faculty are available to teach the languages and levels of instruction described in the application and the extent to which language teaching staff (including faculty and instructional assistants) have been exposed to current language pedagogy training appropriate for performance-based teaching (5 points); and
 - (4) The quality of the language program as measured by the performance-based instruction being used or developed, the adequacy of resources for language teaching and practice, and language proficiency requirements (5 points).
- (h) Quality of curriculum design. (20 points) The Secretary reviews each application to determine—
 - (1) The extent to which the applicant's curriculum provides training options for graduate students from a variety of disciplines and professional fields and the extent to which these programs and their requirements (including language requirements) are appropriate for an applicant in this subject area and result in graduate training programs of high quality (10 points);
 - (2) The extent to which the applicant provides academic and career advising services for students (5 points); and
 - (3) The extent to which the applicant has established formal arrangements for students to conduct research or study abroad and the extent to which these arrangements are used; and the extent to which the institution facilitates student access to other institutions' study abroad and summer language programs (5 points).

- (i) **Priorities.** (10 points) If one or more competitive priorities have been established under Sec. 657.22, the Secretary reviews each application for information that shows the extent to which the Center or program meets these priorities.

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

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

Sec. 657.22 What priorities may the Secretary establish?

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

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

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

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

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

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

Sec. 657.31 What is the amount of a fellowship?

- (a)
 - (1) An institution shall award a stipend to fellowship recipients.
 - (2) Each fellowship includes an institutional payment and a subsistence allowance to be determined by the Secretary.
 - (3) If the institutional payment determined by the Secretary is greater than the tuition and fees charged by the institution, the institutional payment portion of the fellowship is limited to actual tuition and fees. The difference between actual tuition and fees and the Secretary's institutional payment shall be used to fund additional fellowships to the extent that funds are available for a full subsistence allowance.
 - (4) If permitted by the Secretary, the fellowship may include an allowance for travel and an allowance for dependents.
- (b) The Secretary announces in an application notice published in the Federal Register—
 - (1) The amounts of the subsistence allowance and the institutional payment for an academic year and the subsistence allowance and the institutional payment for a summer session;
 - (2) Whether travel and dependents' allowances will be permitted; and
 - (3) The amount of travel and dependents' allowances.

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

Sec. 657.32 What is the payment procedure for fellowships?

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

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

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

- (a) Before awarding a fellowship for use outside the United States, an institution shall obtain the approval of the Secretary.
- (b) The Secretary may approve the use of a fellowship outside the United States if the student is—
 - (1) Enrolled in an overseas foreign language program approved by the institution at which the student is enrolled in the United States for study at an intermediate or advanced level or at the beginning level if appropriate equivalent instruction is not available in the United States; or
 - (2) Engaged during the academic year in research that cannot be done effectively in the United States and is affiliated with an institution of higher education or other appropriate organization in the host country.

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

Sec. 657.34 Under what circumstances must an institution terminate a fellowship?

An institution shall terminate a fellowship if—

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

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

Closing Date Notice for FY2003 Competition

DEPARTMENT OF EDUCATION
(CFDA No. 84.015A and B)

Office of Postsecondary Education.

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

Notice inviting applications for new awards for fiscal year (FY) 2003.

PURPOSE OF PROGRAMS: The NRC Program makes awards to institutions of higher education for establishing or strengthening nationally recognized foreign language and area or international studies centers or programs. NRC awards are used to support undergraduate centers or comprehensive centers, which include undergraduate, graduate, and professional school components.

The FLAS Program awards allocations of fellowships to institutions of higher education to assist meritorious students undergoing graduate training in modern foreign languages and related areas or international studies. FLAS allocations may be used for academic year and summer fellowships.

For fiscal year (FY) 2003 the competition focuses on projects designed to meet the priorities we describe in the PRIORITIES section of this notice.

ELIGIBLE APPLICANTS: Institutions of higher education and consortia of institutions of higher education.

APPLICATIONS AVAILABLE: September 25, 2002.

DEADLINE FOR TRANSMITTAL OF APPLICATIONS: November 12, 2002.

DEADLINE FOR INTERGOVERNMENTAL REVIEW: January 11, 2002.

ESTIMATED AVAILABLE FUNDS: The Administration has requested \$28,715,000 for the NRC Program and \$26,435,000 for the FLAS Program for FY 2003. The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for these programs.

ESTIMATED RANGE OF AWARDS: \$202,000 - \$318,000 per year for the NRC Program and \$31,000 - \$372,000 per year for the FLAS Program.

ESTIMATED AVERAGE SIZE OF AWARDS: \$231,573 per year for the NRC Program and \$204,922 per year for the FLAS Program.

ESTIMATED NUMBER OF AWARDS: 124 NRC awards and 129 FLAS awards. We anticipate the 129 FLAS awards to yield 923 academic year fellowships and 560 summer fellowships.

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

PROJECT PERIOD: 36 months, beginning August 15, 2003.

SUPPLEMENTARY INFORMATION:

FLAS Program Subsistence Allowance: The subsistence allowance for a fellowship for academic year 2003–2004 will be \$14,000 and the allowance for a summer 2004 fellowship will be \$2,400.

FLAS Program Institutional Payment: The institutional payment in lieu of tuition and fees for a fellowship for academic year 2003-2004 will be \$11,000 and the payment for a summer 2004 fellowship will be \$3,600.

FLAS Program Travel Award: A travel award for \$1,000 or the actual cost of travel, whichever is less, may be requested in conjunction with summer fellowships that are to be used at language program sites other than the student's home institution.

An applicant's FLAS Program budget should reflect \$25,000 for each academic year fellowship requested, \$6,000 for each summer fellowship requested, and \$1,000 for each summer travel award requested.

Note: FLAS Program awards do not include allowances for dependents.

PAGE LIMIT: The application narrative (Section C of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. You must limit the narrative to the equivalent of no more than 35 pages for a single institution application or the equivalent of no more than 45 pages for a consortium application, using the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- *Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions. However, you may single space all text in charts, tables, figures and graphs.*
- Use a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch). However you may use a 10-point font in charts, tables, figures, and graphs.

The page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the one-page abstract or the appendices. However, you must include all of the application narrative in Section C.

We will reject your application if--

- You apply these standards and exceed the page limit; or
- You apply other standards and exceed the equivalent of the page limit.

APPLICABLE REGULATIONS: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 82, 85, 86, 97, 98, and 99. (b) The regulations for the NRC Program in 34 CFR part 656. (c) The regulations for the FLAS Program in 34 CFR part 657. (d) The regulations in 34 CFR part 655.

PRIORITIES

Absolute Priority: This competition focuses on projects designed to meet a priority in the regulations for the NRC Program (34 CFR 656.23(a)(4)).

Teacher training activities: An NRC project funded under this priority must focus on teacher training activities on the language, languages, area studies, or general topic of the center.

Under 34 CFR 75.105(c)(3) we consider only applications that meet the priority.

Invitational Priorities: Within the absolute priority listed in this application notice, we are particularly interested in applications that meet one or more of the following invitational priorities.

NRC Program Invitational Priority 1.

Activities designed to increase the number of international experts, including those entering government service and various professional disciplines, with in-depth knowledge of Islamic societies and high-level language proficiency in the languages of those societies.

NRC Program Invitational Priority 2.

Activities designed to strengthen the quality of the center's language program so that students can attain advanced language proficiency in the less and least commonly taught languages.

NRC Program Invitational Priority 3.

Linkages with schools of education designed to improve teacher training in foreign languages, area, or international studies with an emphasis on the less commonly taught languages and areas of the world where those languages are spoken.

NRC Program Invitational Priority 4.

Activities that engage the language resources of local heritage communities where appropriate.

NRC Program Invitational Priority 5.

Collaboration with Title VI language resource centers, the centers for international business education, and the American overseas research centers with a focus on the less and least commonly taught languages and underrepresented professional disciplines.

FLAS Program Invitational Priority 1.

Fellowships to students in the least commonly taught languages who are pursuing advanced level language proficiency.

FLAS Program Invitational Priority 2.

Fellowships to talented students pursuing master's degrees who may be more likely to pursue government service.

Under 34 CFR 75.105(c)(1) we do not give an application that meets one or more of the invitational priorities a competitive or absolute preference over other applications.

FOR APPLICATIONS AND FURTHER INFORMATION CONTACT: Cheryl E. Gibbs, Ed McDermott, Karla Ver Bryck Block, or Amy Wilson, International Education and Graduate Programs Service, U.S. Department of Education, 1990 K Street, N.W., Suite 6000, Washington, DC 20006-8521. Telephone: (202) 502-7700 or via Internet:

OPE_NRC-FLAS@ed.gov

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Individuals with disabilities also may obtain a copy of the application package in an alternative format by contacting that person. However, the Department is not able to reproduce in an alternative format the standard forms included in the application package.

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PROGRAM AUTHORITY: 22 U.S.C. 1122.

Dated:

Sally L. Stroup,
Assistant Secretary
Office of Postsecondary Education