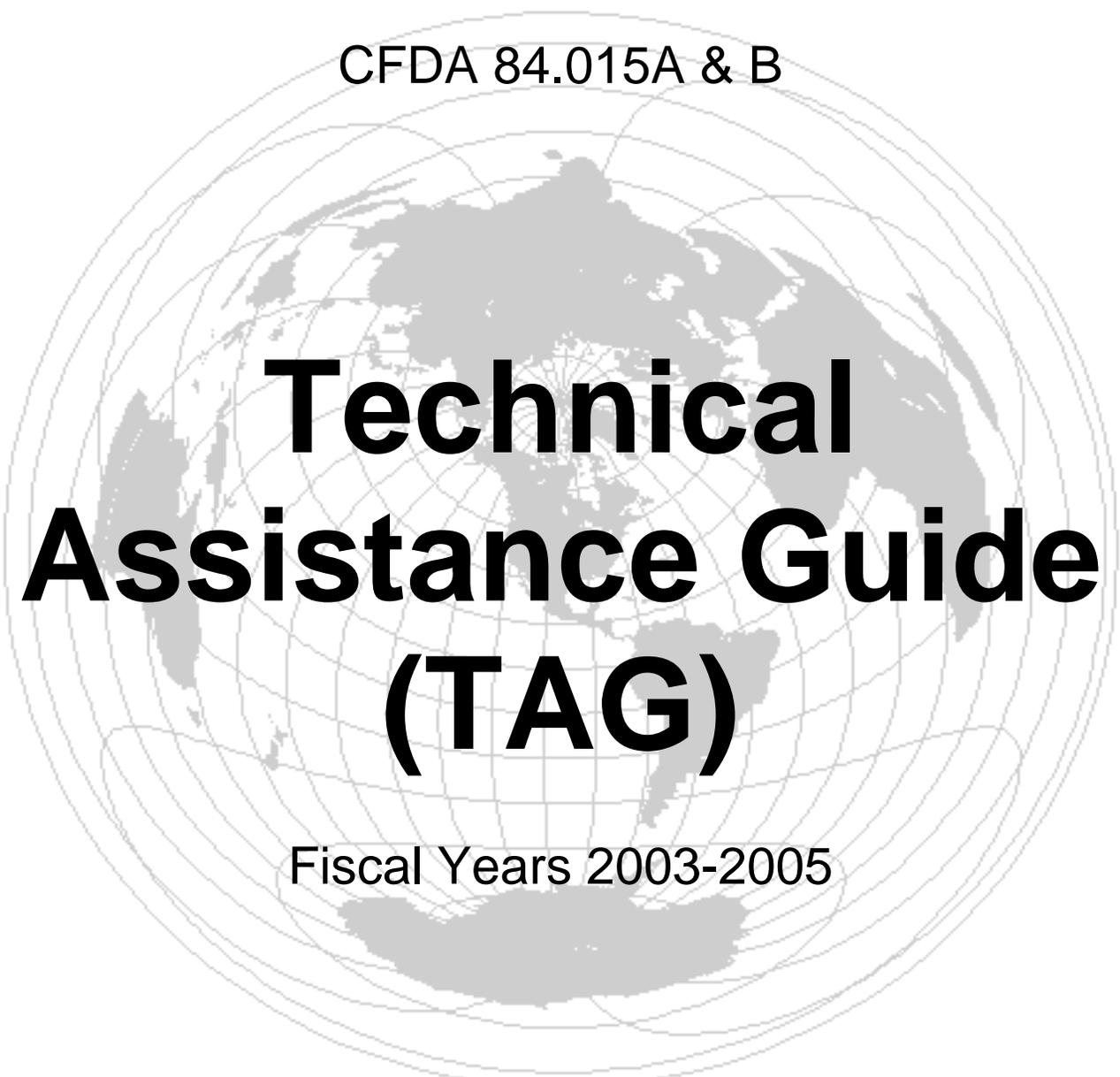


National Resource Centers (NRC) and
Foreign Language and Area Studies
Fellowships (FLAS) Programs

CFDA 84.015A & B



**Technical
Assistance Guide
(TAG)**

Fiscal Years 2003-2005

Introduction

The Office of International Education and Graduate Programs Service (IEGPS) 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) and the Foreign Language Area Studies (FLAS) Fellowships – are the focus of this Technical Assistance Guide (TAG).

We hope the TAG is helpful to applicant institutions in preparing NRC and FLAS applications for the next cycle, fiscal years (FY) 2003-2005. All NRC/FLAS team members have contributed to the content of the TAG, and we welcome your questions about the NRC and FLAS programs. Please refer to our Program Information Guide (PIG) for more specific information concerning program oversight. If you have application development or grants administration concerns relative to a specific world area, please contact the following program specialists:

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Because the working schedules vary among the Team, there may be times when the program specialist assigned to your world area may not be available. If this is the case, please feel free to contact the other Team members, or you may contact John Paul at 202-502-7630.

Statute and Regulations

TITLE VI--INTERNATIONAL EDUCATION PROGRAMS

SEC. 601. INTERNATIONAL AND FOREIGN LANGUAGE STUDIES.

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

PART A--INTERNATIONAL AND FOREIGN LANGUAGE STUDIES

SEC. 601. FINDINGS AND PURPOSES. <<NOTE: 20 USC 1121.

(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?

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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; 64 FR 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).

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

(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--

(A) Members of racial or ethnic minority groups;

(B) Women; and

(C) Handicapped persons.

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

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

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

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

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

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

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

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

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

(i) The budget for the project is adequate to support the project activities; and

(ii) Costs are reasonable in relation to the objectives of the project.

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

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

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

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

(i) Other than library, facilities that the applicant plans to use are adequate (language laboratory, museums, etc.); and

(ii) The equipment and supplies that the applicant plans to use are adequate.

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

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]

[Code of Federal Regulations]

[Title 34, Volume 3]

[Revised as of July 1, 2001]

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[CITE: **34CFR656**]

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

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656.1 What is the National Resource Centers Program?

656.2 Who is eligible to receive a grant?

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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?

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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)

[Code of Federal Regulations]

[Title 34, Volume 3]

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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.

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

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

Subpart A--General

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)(1) Is a citizen or national of the United States; or

(2) Is a permanent resident of the United States;

(b) Is accepted for enrollment or is enrolled--

(1) In an institution receiving an allocation of fellowships; and

(2) In a program that combines modern foreign language training with--

(i) Area or international studies; or

(ii) Research and training in the international aspects of professional and other fields of study;

(c) Shows potential for high academic achievement based on such indices as grade point average, class ranking, or similar measures that the institution may determine; and

(d) Is enrolled in a program of modern foreign language training in a language for which the institution has developed or is developing performance-based instruction.

(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)

Expanded Authorities

Education Department General Administrative Regulations (EDGAR)

Section 74.25(e) describes the “expanded authorities” regulations that permit grantees to undertake the following administrative actions without seeking prior approval from the ED program office, unless specifically prohibited as part of the grant terms and conditions. The authorities allow the grantee (1) to incur pre-award costs up to 90 days before the effective date of the grant period (i.e. start of the first budget period); (2) transfer funds among budget line items; (3) carry funds over from one budget period to the next; and (4) extend the grant at the end of the project period for a period up to one year.

By eliminating the need for prior written approval from the Department for some changes grantees wish to make to their projects, amendments to EDGAR have given grantees greater flexibility in managing their projects.

NRC Program Administration

Frequently-Asked NRC Questions

BUDGET QUESTIONS:

Q. *What is a project period? What is a budget period?*

A project period is the total amount of time that the Department authorizes a grantee to complete the scope of work described in the grantee's approved application. The NRC project period consists of three, twelve-month budget periods. A budget period is the approved twelve-month fiscal period for expending grant funds for approved activities. The NRC FY 2003-05 project period will begin August 15, 2003 and will end August 14, 2006, unless otherwise specified in the grant document.

Q. *Which academic years correspond to which fiscal years (FY) for the FY 2003-2005 project period?*

The chart below lists the three distinct budget period dates for the FY 2003-2005 project period:

<i>Project Year</i>	<i>Academic Year</i>	<i>Fiscal Year</i>	<i>Budget Period</i>
1	2003-2004	2003	8/15/03-8/14/04
2	2004-2005	2004	8/15/04-8/14/05
3	2005-2006	2005	8/15/05-8/14/06

Q. *Can I expend funds before the start of my grant?*

Yes (EDGAR 74.25), if a grant has been issued, you may incur pre-award costs for allowable items and activities of your project up to 90 days before the beginning of your grant, without prior approval of program staff. However, US/ED is under no obligation to reimburse you for any pre-award expenditure in the event that the grant award is for an amount less than expected.

Q. *Can a NRC revise its budget by transferring funds between approved budget line items?*

Under EDGAR 75.264, grantees are allowed to make budget revisions without prior approval from the Department except for revisions described in EDGAR 74.25(f). NRC grantees are advised to make budget revisions that are reasonable, allowable, and necessary for successful project implementation. Excessive revisions to the project budget indicate potential weaknesses in project planning and administration.

Q. *Can a NRC add or delete an approved budget line item?*

Maybe. Grantees should contact their IEGPS Program Officer to discuss their request for the desired action. Requests must include information to justify the added or deleted budget line item and must be signed by the Project Director listed on the grant.

Q. *What is the difference between a carry-over of grant funds and a no-cost extension of the project period?*

"Carry-over" refers to using funds from Year 1 in Year 2 or funds from Year 2 in Year 3. A "no-cost extension" allows grantees to extend the end date of the project period of their grants for a period of up to 12 months in order to allow extra time to complete already approved activities. A no-cost extension is granted one time only and the extension cannot be used to exhaust unexpended funds, i.e., spending "left-over" funds for new activities or for the enhancement of approved activities. Please note: EDGAR 75.254 (c)(3) authorizes US/ED to consider reducing the award for the next budget period by the amount of the carry-over.

Here are the appropriate terms corresponding to funds originally budgeted for each year of the FY 2003-2005 grant:

August 15, 2003-August 14, 2004: carry-over

August 15, 2004-August 14, 2005: carry-over

August 15, 2005-August 14, 2006: no-cost extension

FOREIGN TRAVEL:

Q. Should we include specific information in our travel line such as the name of the traveler and country?

No. Travel should be written in a “generic” way so that the grantee will have flexibility when using travel funds. If a grantee includes specifics such as the name of the traveler or destination, and the specifics change, the grantee will have to submit a budget revision. Keeping the language “generic” eliminates the need for a revision.

Q. What travel information do we need to include in our budget?

Include the number of trips, purpose of the trip, position of traveler, approximate cost per trip, and (if foreign travel) world area destination. For example:

4 faculty to Latin America for research, conferences, study abroad linkages, transportation, per diem @ \$1200/trip = \$4800

Q. Do we need to obtain NRC staff approval for foreign travel that is listed in our approved budget?

Yes. NRC staff approval is required prior to all foreign travel that is partially or fully supported by NRC funds. Please note: requests to approve international travel retroactively may be disapproved.

GENERAL ADMINISTRATION:

Q. May we buy a computer for our NRC with grant money?

Technically, yes. However, **limited grant funds preclude the use of NRC funds for the purchase of standard office equipment during the FY 2003-05 cycle.** Another fact to consider is that the Government Performance and Results Act of 1993 (GPRA), requires the US/ED to assess the effectiveness of its programs. As partners in this endeavor, grantees should expend grant funds for line items that enable them to develop activities that respond to the legislative intent of the NRC program, which is to strengthen program capacity, to institutionalize activities, and quantify program achievements. Using NRC funds to purchase standard office equipment is an operational activity, and therefore inconsistent with the overall intent of GPRA.

Computers, photocopiers, fax machines and other electronic equipment constitute standard office equipment that should be included in the institution’s commitment to the NRC. Using grant funds to purchase these items is not a wise use of grant funds and does not represent an investment in the long-term strengthening of the NRC’s instructional or outreach programs. The institution should provide the NRC with all necessary standard office equipment, including equipment for visiting scholars.

Grantees who indicated in their application that their institutions provide standard office equipment, are advised not to subsequently use grant funds to purchase equipment because they were allocated evaluation points in response to this information under the selection criterion, “Commitment to the Subject Area on which the Applicant Focuses.”

Grantees who did not include equipment in the original application are not allowed to use grant funds for equipment without NRC staff approval since doing so would constitute a change in the approved project scope.

Q. *What do we do when we change principal investigators?*

The grantee institution submits a letter requesting the change and includes a recent CV of the new principal investigator. If your institution is part of a consortium, *the lead institution* (actual grant recipient) sends (by fax or mail) to the NRC program officer a letter requesting approval for a change in principal investigator and a recent CV of the new director. The lead institution is then issued a revised Grant Award Notification reflecting the change. *Partner institutions* send a letter and CV to the NRC program officer but do not need to request approval.

Q. *Can we use NRC funds to conduct outreach that serves foreign constituencies?*

Outreach activities funded with NRC monies should serve U.S. rather than foreign constituencies because the statute focuses on improving language, area and international studies in the United States.

Q. *Are ethnic studies relevant to Title VI?*

Generally, no. Ethnic or multicultural studies tend to focus on U.S. society and, therefore, are not eligible for funding under Title VI. (Please see Domestic Studies and Title VI.)

Q. *How often can we expect a site visit from NRC program staff?*

While staff would like to be able to visit every grantee during the course of a grant cycle, funding and time constraints prohibit frequent site visits. If schedules and funds permit, staff will notify you in advance of a planned visit to your institution.

Q. *NRC staff make 3-year grant recommendations at the beginning of the grant period. Why do we need to submit annual performance reports?*

It is a federal grant program requirement. In compliance with EDGAR (75.253 & 75.720), IEGPS staff use the annual performance reports to: (a) monitor grantees' progress toward completion of the approved grant activities in order to recommend continuation funding; (b) make budgetary adjustments; and (c) collect data which allow NRC staff to analyze the impact of the grant programs. Continuation funding decisions are based on: (a) information provided in the reports; (b) past performance on US/ED grants; and (c) congressional appropriations.

Q. *Will our NRC automatically receive the funding levels originally recommended for subsequent budget periods?*

No. Funding levels can change due to a variety of factors, including annual congressional appropriations and possible report language, grantees' progress toward completion of the grant activities, and grantees' past performance on other US/ED grants. (EDGAR 75.253)

Q. *We have an internal and external review of our NRC every few years, and our students evaluate their courses and instructors. Is this a comprehensive evaluation plan?*

No. These assessments are important elements of a NRC's evaluation plan, but NRCs should also consider instituting mechanisms to evaluate grant-supported projects and services separately. Activities that lend themselves to ongoing evaluation include, but are not limited to: courses; professional development workshops; conferences and lecture series; curricula; instructional and outreach materials development projects; distance learning courses; websites; and teacher resource centers. NRCs should also incorporate evaluative procedures into their oversight arrangements and planning strategies.

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 therefore ineligible for Title VI funding:

- *communities of immigrants in the United States;*
- *American Samoa, Guam, Puerto Rico;*
- *any other U.S. 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 U.S. territories or protectorates are considered “domestic studies” and cannot 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 cannot 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 cannot be conducted with Title VI funding.

PRIORITY ACTIVITIES

What are “priority” activities?

“Priority” activities are those activities that meet the absolute priority or any one of the invitational and/or competitive priorities announced in the Federal Register notice for the grant competition under which the application is funded. There are three types of priorities:

ABSOLUTE PRIORITY

Under an absolute priority, the Secretary may select for funding only those applicants that meet the priority.

Teacher Training is the **Absolute Priority** for the National Resource Centers Program. Additionally, teacher training is the component that determines your Center’s or Program’s eligibility for the NRC Program competition.

To help the NRC and FLAS Team readily determine that you are an eligible applicant, include information in your abstract regarding teacher training. The information should clearly convey that the activities to be developed and conducted during the FY 2003-05 project period will focus on the language, languages, area studies, or general topic of the Center or Program.

There is no announced absolute priority for FLAS Fellowships

INVITATIONAL PRIORITY

The Secretary may invite applications that meet an invitational priority. An application that meets invitational priorities receives no competitive preference over applications that do not meet this priority.

Because applications receive no competitive preference for meeting invitational priorities, it is not necessary to address the invitational priorities in the application narrative. Applications recommended for funding will undergo a budget analysis, at which time activities meeting the invitational priorities will be identified. To facilitate this process, when preparing your detailed budget for FY 2003-2005, applicants are encouraged to indicate with an asterisk (*) those budget items corresponding to the invitational priorities

COMPETITIVE PRIORITY

The Secretary may award selection points to an application that meets any announced competitive priorities. These points are in addition to any points the application earns under the regular selection criteria. The application notice states the maximum number of additional points that the Secretary may award to applicants that meet competitive priorities in a particularly effective way. The Secretary may also select applications that meet competitive priorities over applications of comparable merit that do not meet the priorities.

If the NRC program has competitive priorities or invitational priorities, they will be announced in the Federal Register Notice inviting applications for FY 2003 new awards.

FLAS Program Administration

Frequently-Asked FLAS Questions

STUDENT ELIGIBILITY AND AWARD PROCEDURES:

Q. 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.

Q. Can we award a FLAS to an undergraduate student?

No. The program law specifies that only graduate students are eligible to receive FLAS fellowships.

Q. Can we award 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.

FLAS REQUIREMENTS AND USES OF AWARDS:

Q. For what time period is a FLAS awarded?

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

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

FLAS fellowships are awarded for:

(1) A formal academic program of full-time study during the academic year, in the United States or abroad;

(2) Dissertation research abroad during the academic year; or

(3) A formal program of intensive language study during the summer.

Only students who possess sufficient foreign language skills to carryout the dissertation research can be approved for FLAS dissertation awards. Therefore, only students who are at the advanced level of language proficiency can be approved by IEGPS to use a FLAS for dissertation research. The use of language in dissertation research must be extensive enough 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. 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 in the student's language is not available in the United States.

SELECTING FELLOWS AND MAKING AWARDS:

Q. What procedures do we follow when selecting FLAS fellows?

Follow the procedures described in your original application for FLAS funding. Any deviations from these procedures should be discussed with your FLAS program officer.

Q. Can a student receive both a FLAS and another fellowship during the same award period?

Yes. Program regulations do not prohibit a student from receiving another fellowship during the FLAS award period. Cost-sharing with other funding sources is possible

under the FLAS program, as long as “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. However, we encourage grantees not to award a FLAS to a student who is receiving sufficient support from an alternative funding source because this is not the best use of scarce FLAS monies.

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

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 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.

Q. Can we give FLAS awards to the same student for multiple award periods?

It is expected that grantees conduct open, merit-based competitions to select fellows for each award period as outlined in their approved proposal. If a student competes successfully in each discrete competition, then he or she may receive fellowships for multiple award periods.

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

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

Q. Can we set our own FLAS rules and requirements that are beyond the legislation and regulations, including limiting the number of FLAS awards a student may receive?

Yes, as long as the rules you set do not conflict with the statute, Federal regulations, the selection procedures you outlined in your application narrative or your own institution's guidelines and policies.

IEGPS APPROVALS:

Q. When do we need to obtain prior approval from the program office for FLAS awards?

Prior approval from the FLAS program staff is required for all FLAS awards to be used abroad, including research. 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 dissertation FLAS fellows will improve their language skills .

Q. When do we need to submit requests for overseas study or research abroad approvals?

Approval requests should be submitted at least 30 days prior to the departure of the traveler. Overseas program requests submitted after this deadline might not be approved, in which case they can not be supported with FLAS funds. Travelers should be advised not to make irrevocable travel arrangements (such as airline reservations) prior to receiving the official approval of FLAS program staff.

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

The program office rule-of-thumb for "intensive" language programs is a minimum of 120-140 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 must attend a program that is a minimum of 6 weeks in length.

Q. How can I determine whether the student has chosen a quality language program?

Check with language faculty on campus to see whether anyone is familiar with the program. Call your FLAS program officer to find out whether the program has been approved in the past for summer FLAS and whether former students' comments on the quality of instruction are positive or negative. Consult with other FLAS programs in your world area.

MONEY ISSUES:

Q. Can we use extra 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 cannot be used to supplement institutional payment monies for tuition rates higher than \$11,000.

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

No. The regulations require that any institutional payment monies in excess of actual tuition and fee costs be used to fund additional fellowship awards to the extent that enough money is available to pay a full subsistence allowance. If the excess amount is less than a full summer subsistence allowance (\$2,400), then extra monies can be used

to provide travel awards to summer FLAS recipients or can be pooled with other FLAS programs to create one full award. Summer travel awards can not exceed \$1,000 or the actual cost of travel, whichever is less.

Q. Can we 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. A summer FLAS award must consist of full tuition, plus any required fees, and the student subsistence allowance. Cost-sharing with another organization to create a full award is allowable, but the student must not be expected to share the cost or to work as a research or teaching assistant in exchange for the FLAS fellowship.

Q. If a summer FLAS recipient wants to attend an over-seas or domestic 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 find supplemental funding or arrange a tuition break with the program to ensure that the student is not bearing any of the program costs. If the institution is unable to arrange supplemental funding, the student should be advised to select an alternative language program that does not exceed the institutional payment.

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

There are several options:

- (1) Coordinate with other FLAS programs in your world area to make summer FLAS awards to eligible candidates from other institutions.
- (2) Coordinate with other FLAS programs in other world areas to make summer FLAS awards to their eligible candidates.
- (3) Make travel awards to the eligible candidates in conjunction with their summer FLAS awards.

Please note that these situations indicate that the center has either requested more fellowship money than its program needs or has inadequately advertised the FLAS program to all potential candidates. Every effort should be made to ensure that fellowship monies are spent during the specified budget period.

Q. If a summer program's fee includes cost of room and board, do we pay the student the \$2,400 subsistence allowance as well?

No. The subsistence allowance is meant to pay personal expenses including room and board. If these costs are already 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.

Q. Can we use excess FLAS monies to support NRC activities?

No. FLAS monies can only be used to support FLAS fellowships.

Q. Can we supplement our FLAS funds with NRC grant monies?

No. The authorized purposes and funding of the two programs prohibit this.

TRAVEL AWARDS:

Q. Can 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 (Federal Register, August 19, 1999).

Q. Can we give travel awards to students who do not have summer FLAS fellowships?

No. Travel awards can only be made to defray the summer FLAS recipient's costs of traveling to and from the program site.

Q. Are we required to give each summer award recipient a travel award?

No. Travel awards are not required components of summer FLAS awards. They represent an optional method of distributing extra monies that result from tuition rates that are lower than the institutional payment.

Q. 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.

Q. Can we give a summer FLAS recipient money to support research-related travel while the student is abroad?

No. The purpose of the summer FLAS is to support intensive language study, and travel awards support only the travel from the U.S. to the language program site and back. Summer FLAS awards do not support research.

THE COST-OF-EDUCATION ALLOWANCE SYSTEM OF ALLOCATING FLAS AWARDS

FLAS System of Allocation • FY 2003-2005 Cycle:
Based on a standard institutional payment plus subsistence allowance.

All applicants base their funding requests on standard institutional payment and student subsistence allowance rates announced in the Application Notice in the Federal Register. The rates for the FY 2003-2005 funding cycle (academic year 2003-2004 through summer 2006) are represented in the following table.

	Academic Year Award	Summer Award
<i>Institutional Payment</i>	\$11,000 (estimate)	\$3,600
<i>Subsistence Allowance</i>	\$14,000 (estimate)	\$2,400
<i>Total</i>	\$25,000 (estimate)	\$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 can not 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 and Graduate Programs Service (IEGPS) allocates numbers of fellowship awards to successful applicants. Grantees are required to make at least the numbers of awards allocated. Grantees can not make fewer than the allocated number of awards without IEGPS approval.

See the handout, ***Answers to Commonly-Asked FLAS Questions***, for more information about FLAS budgets.

How to Obtain Language Eligibility for FLAS Fellowships

The authorizing legislation governing the Foreign Language and Area Studies Fellowships program requires determination of language eligibility for FLAS awards. The pertinent regulation is listed in 34 CFR §657.2 and reads:

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 IEGPS staff needs to determine that the language program adheres to this legislative requirement.

If you would like to make awards in a language for which you do not currently have eligibility, IEGPS staff asks institutions with FLAS allocations to provide information showing that the instructor or instructors are using or developing a performance-based language training program. Please send a letter to your program officer requesting approval to award FLAS fellowships in the language, including one or more of the following types of information about the program or the instructor's experience in performance-based language instruction.

- Past and ongoing participation *by the instructor(s) of the language* in workshops and other training opportunities on language pedagogy.
- Training of the instructor(s) in general concepts of proficiency testing or in testing for English for speakers of other languages.
- 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.
- Students' participation in nationally-recognized summer programs that are using, or developing, nationally-accepted testing and standards.

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

FLAS FELLOWSHIP PROGRAM: INFORMATION FOR SELECTION COMMITTEES

PURPOSE OF PROGRAM: The Foreign Language and Area Studies (FLAS) Fellowship Program is predicated on the belief that “the well-being of the United States, its economy and long-range security, is dependent on the education and training of Americans in international and foreign language studies” (Title VI Part A, Section 601). 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) U.S. 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 that 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.

(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 must 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 or summer FLAS 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 abroad.

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 IEGPS staff.

The selection of FLAS fellows should support the purpose of the FLAS Fellowship Program. In addition to evaluating each applicant’s qualifications, IEGPS 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, IEGPS 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.).
- (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, Hebrew, Italian, French, German, Japanese, Portuguese, Russian, or Spanish.
- (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).

Reporting

The Evaluation of Exchange, Language, International and Area Studies

On August 25, 2000, the Office of Management and Budget approved the Evaluation of Exchange, Language, International and Area Studies (EELIAS) electronic performance reporting system for collecting performance narratives and project data for all Title VI programs.

If your center or program is awarded a FY 2003-05 National Resource Centers program grant and/or a Foreign Language and Area Studies Fellowships grant, you will be required to submit your annual performance reports via EELIAS. EELIAS is designed to collect comparable information across Title VI programs. In addition to providing evaluation data to inform the federal strategic planning and budget processes, the performance reports assist IEGPS program officers in determining grantees' progress toward meeting the approved project objectives and whether to make continuation awards in fiscal years 2004 and 2005.

NRC REPORT:

Upon accessing the NRC reporting section of the EELIAS system there are 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 on the next page 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 comprise the 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 helps to show the value of activities conducted with the NRC funding and provides data for measuring the performance indicators.

NRC SCHEDULE:

IEGPS is maintaining the same due dates for most parts of the annual performance reports as in the previous cycle. However, the language and area/international course lists will be due in September rather than March. This will allow grantees to report course offering 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 can not be processed until performance reports have been reviewed by IEGPS 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 ^φ	August 15, 2003 - March 31, 2004
	GPRA 11	Resource Leveraging	August 15, 2003 - March 31, 2004
	GPRA 12	Participation in International Exchanges	August 15, 2003 - March 31, 2004
	Budget 1	Budget	August 15, 2003 - March 31, 2004
September 1, 2004	GPRA 1	Language Course List	03-04 Academic Year & Summer 04
	GPRA 2	Area/International Course List	03-04 Academic Year & Summer 04
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 ^φ	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	04-05 Academic Year & Summer 05
	GPRA 2	Area/International Course List	04-05 Academic Year & Summer 05
November 12, 2006	Nar. 1-4	Report Narrative	April 1, 2005 - August 14, 2006
	GPRA 1	Language Course List	05-06 Academic Year & Summer 06
	GPRA 2	Area/International Course List	05-06 Academic Year & Summer 06
	GPRA 3	Development of Instructional Resources	April 1, 2005 - August 14, 2006
	GPRA 4	Publications	August 15, 2003 - August 14, 2006
	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 ^φ	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

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

FLAS INSTITUTIONAL REPORT:

FLAS reports are accessed separately from the NRC reports. 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:

IEGPS 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[Ⓝ]	<i>FLAS Institutional Lists</i>	FLAS Student Perf. Reports
September 1, 2003	03-04 Interim Academic Year (AY)	None
June 1, 2004	03-04 Final AY Report and 04 Interim Summer	03-04 AY Reports
September 1, 2004	04 Final Summer and 04-05 Interim AY	04 Summer Reports
June 1, 2005	04-05 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

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

For more information on EELIAS performance reporting and instruments please go to the following address: <http://www.nflc.org/projects/eeliashome.htm>.

SUGGESTIONS FROM FLAS COORDINATORS ON HOW TO INCREASE THE SUCCESS RATE FOR COLLECTING 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 the FLAS Administration Staff goal for gathering reports. Though seemingly obvious, expecting this kind of staff commitment underpins the effectiveness of this approach. 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 turning in the student performance report: Jeopardy of future federal funding - the negligence of one student affects other recipients.
 - ◆ Impediment of US/ED's efforts to collect and analyze data used to justify continued funding from the Congress.
- Give non-reporting consequences more "teeth":
 - Tie the disbursement of funds to the submission of the report.
 - 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.

Make certain that students are instructed to return FLAS performance reports to their campus contact and make certain that students know how to reach the correct contact person.