

# **Slides from the Application Preparation Webinar for the 2014 NRC/FLAS Competition**

**June 4, 2014**

## **Slide 1 of 49**

Application Prep Webinar: FY 2014 New Awards  
National Resource Centers Program (NRC) and Foreign Language and Area Studies  
Fellowships (FLAS) Program  
June 4, 2014

## **Slide 2**

What This Webinar Will Cover

- Welcome and introduction of staff Lenore Yaffee Garcia, Acting Senior Director, IFLE
- Intended audience and Webinar protocols
- NRC and FLAS programs' application narrative (selection criteria)
- FY 2014 NRC and FLAS priorities

## **Slide 3**

What This Webinar Will Cover

- Impact and evaluation criterion 9
- Performance Measures Forms
- NRC budget
  - Amount to request
  - Line items for the detailed budget
  - Format for the detailed budget
  - Allowable and unallowable costs
  - Effort and cost charged to the grant

## **Slide 4**

What This Webinar Will Cover

- FLAS budget
  - Amount to request
  - Number and types of fellowships
  - Format for a consortium

## Slide 5

### What This Webinar Will Cover

- Application content and technical requirements (per NIA)
- Application content and technical requirements (per application package)
- Appendices (required)
  - ED 524 budget section A form and detailed budget
  - Course list
  - Profiles for project personnel
  - Performance Measures Forms

## Slide 6

### What This Webinar Will Cover

- Federal forms, assurances, certifications
- Appendices (optional)
  - Letters of support (3)
- Questions from you
- Peer review process and notifications to applicants

## Slide 7

### Webinar Protocols

- Webinar participants will be placed on mute.
- Please use the chat feature in WebEx to ask any questions, and we will do our best to answer broad questions. For institution-specific questions, please contact your program officer.
- We have a limited number of conference lines, and we are not able to record this webinar. If the conference lines are all full, we apologize that you are unable to hear this presentation.

## Slide 8

### Intended Audience

Webinar is intended for--

- Institutions that are submitting NRC program and FLAS program applications by June 30, 2014.

Webinar is not intended for--

- Community colleges that are developing international studies programs (for the first time). Please inquire about the FY 2014 UISFL program. (<http://www2.ed.gov/programs/iegpsugisf/index.html>)
- Students. Students must contact your institutions for information about fellowships under the Fulbright-Hays DDRA program (<http://www2.ed.gov/programs/iegpsddrap/index.html>) or the Title VI FLAS program (<http://www2.ed.gov/programs/iegpsflas/index.htm>)

- K-12 schools as applicants. The NRCs are required to provide outreach to K-12 schools; therefore, you can inquire about outreach opportunities via the list of currently-funded NRCs on the NRC Web site (<http://www2.ed.gov/programs/iegpsnrc/awards.html>). We will update the list with the 2014-2018 NRCs in the fall.

## Slide 9

### Types of Centers

- **Comprehensive Center:** Provides training at the undergraduate, graduate, and professional school levels
- **Undergraduate Center:** Provides training predominately at the undergraduate level

## Slide 10

### The Application Narrative

The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate the application.

**NOTE:** Because the technical review form includes the NRC and FLAS selection criteria **and** the Competitive Preference Priorities, your responses to the CPPs must be addressed in the 50 or 60 pages.

## Slide 11

### Selection Criteria

#### National Resource Centers Program §656.21 and §656.22

1. Commitment to the Subject Area (10)
  2. Curriculum Design (10)
  3. Non-Language Instructional Program (20)
  4. Language Instructional Program (20)
  5. Strength of Library (10)
  6. Staff Resources (15)
  7. Outreach Activities (20)
  8. Program Planning and Budget (25)
  9. Impact and Evaluation (30)
  10. Competitive Preference Priorities (10)
- TOTAL 170

#### Foreign Language and Area Studies Fellowships §657.21

1. Commitment to the Subject Area (10)
2. Curriculum Design (20)
3. Non-Language Instructional Program (20)
4. Language Instructional Program (20)
5. Strength of Library (10)

6. Staff Resources (15)	
7. Impact and Evaluation (25)	
8. FLAS Awardee Selection Procedures (15)	
9. Impact and Evaluation (25)	
10. Competitive Preference Priorities (10)	TOTAL 145

## Slide 12

### Types of Priorities

- Absolute
- Competitive preference
- Invitational

## Slide 13

### Types of Priorities

#### Absolute priority

- Under an absolute priority, we consider only applications that meet the priority (34 CFR 75.105(c)(3))
- An absolute priority establishes eligibility

## Slide 14

### Types of Priorities

#### Competitive Preference Priority

Under a competitive preference priority, we give competitive preference to an application by:

- awarding additional points, depending on the extent to which the application meets the priority (34 CFR 75.105(c)(2)(i)) or
- selecting an application that meets the priority over an application of comparable merit that does not meet the priority (34 CFR 75.105(c)(2)(ii))

## Slide 15

### Types of Priorities

#### Invitational Priority

- Under an invitational priority, we are particularly interested in applications that meet the priority.
- However, we do not give an application that meets the priority a preference over other applications (34 CFR 75.105(c)(1)).

## Slide 16

### NRC Final Priorities

- Absolute priority: Applications that provide for teacher training activities on the language, languages, area studies, or thematic focus of the center.

## Slide 17

### NRC Final Priorities

- Competitive preference priority 1:

Applications that propose significant and sustained collaborative activities with one or more Minority-Serving Institutions (MSIs) (as defined in this notice) or with one or more community colleges (as defined in this notice).

These activities must be designed to incorporate international, intercultural, or global dimensions into the curriculum at the MSI(s) or community college(s), and to improve foreign language, area, and international studies or international business instruction at the MSI(s) or community college(s).

If an applicant institution is an MSI or a community college (as defined in this notice), that institution may propose intra-campus collaborative activities instead of, or in addition to, collaborative activities with other MSIs or community colleges.

- Worth 0 to 5 points.
- \*Be sure view the links in the Federal Register to the list of current Title III and Title V eligible institutions.
- Note that not all HBCUs are Title III and Title V eligible MSIs.

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### NRC Final Priorities

- Competitive preference priority 2:

Applications that propose collaborative activities with units such as schools or colleges of education, schools of liberal arts and sciences, post-baccalaureate teacher education programs, and teacher preparation programs on or off the national resource center campus.

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

- Worth 0 to 5 points.

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### NRC Final Priorities

- Invitational priority:

Programs or projects that develop, maintain, or enhance linkages with overseas institutions of higher education or other educational organizations, especially by centers that focus on sub-Saharan Africa, South Asia, and Southeast Asia, in order to improve understanding of these societies and provide for greater engagement with institutions in these areas.

## **Slide 20**

### **FLAS Final Priorities**

- Competitive preference priority 1:

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

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

For grants awarded with fiscal year 2014 funds, the preference applies to fellowships awarded for study during academic years 2015-16, 2016-17, and 2017-18.

Worth 0 or 5 points

## **Slide 21**

### **FLAS Final Priorities**

- Competitive preference priority 2:

Applications that propose to make 25 percent or more of academic year FLAS fellowships in any of the 78 priority languages selected from the U.S. Department of Education's list of less commonly taught languages (LCTLs).

Worth 0 or 5 points

## **Slide 22**

### **FLAS Final Priorities**

- Invitational priority:

Applications that propose to award academic year fellowships in any of the priority languages used in sub-Saharan Africa, South Asia, and Southeast Asia.

## **Slide 23**

### **Guidance on responding to the Impact and Evaluation component of the grant application narrative section**

## **Slide 24**

**The Impact and Evaluation criterion is used to evaluate NRC comprehensive and undergraduate centers and FLAS programs**

**NRC §656.21 and §656.22**

<b>Criterion</b>	<b>Point value</b>
Commitment to the Subject Area	10
Curriculum Design	10
Applicant's Non-Language Instructional Program	20
Applicant's Language Instructional Program	20
Strength of Library	10
Staff Resources	15
Outreach Activities	20
Program Planning and Budget	25
Impact and Evaluation	30
Competitive Preference Priorities	10

**FLAS §657.21**

<b>Criterion</b>	<b>Point Value</b>
Commitment to the Subject Area	10
Curriculum Design	20
Applicant's Non-Language Instructional Program	20
Applicant's Language Instructional Program	20
Strength of Library	10
Quality of Staff Resources	15
Impact and Evaluation	25
FLAS Awardee Selection Criteria	15
Competitive Preference Priorities	10

## Slide 25

### *Impact and evaluation*

#### PP 54-70 of the Application Package and the Evaluation Criteria Appendix

<b>Criterion</b>	<b>NRC points</b>	<b>FLAS points</b>
A. Center activities & training: national needs and impact 1. Enrollments & Graduate Placement 2. Event Participation 3. Center Resource Usage	5	n/a
B. Underrepresented Groups (Equal access and treatment)	5	5
C. An evaluation plan: 1. comprehensive and objective 2. quantifiable, outcome-measure-oriented data 3. Informed by recent evaluations have been used to improve the applicant's program	15	5
D. Contributed to an improved supply of specialists: 1. Undergraduate and Graduate enrollments 2. Placement data	n/a	10
E. The applicant's record and stated efforts of: 1. post-graduate employment, 2. advanced education, or 3. Training in areas of national need	5	5
Total Points	30	25

## Slide 26

### *Developing an Evaluation Plan*

- Goal Statement
- Performance Measures
- Activities
- Evaluation Methodology:
  - Data Indicators
  - Frequency
  - Data Source
  - Baseline & Annual Targets

## Slide 27

[Table with PMF report titles]

1. Project Goal Statement
2. Performance Measures
3. Activities
4. Data/Indicators
5. Frequency
6. Data Source
7. Baseline Targets

## Slide 28

### S.M.A.R.T.

Measurable Objectives ↔ Measurable Outcomes ↔ Performance Measures

- **SPECIFIC**
  - Concrete
  - Use action verbs
  - What specific change is going to occur?
- **MEASURABLE**
  - Numeric or descriptive
  - Quantity, quality cost
  - How will you know that a change has taken place?
- **ASSIGNED**
  - Relates to a specific target audience.
  - Who will change?
- **REALISTIC**
  - The objective is achievable. It can be accomplished. Measures outputs or results.
  - What is the baseline (The starting point-Increase from what to what)? How much improvement is anticipated?
- **TIMELY**
  - Relates to the specific time to achieve the objective.
  - Identifies target date
  - When will the change take place?

## Slide 29

### Inputs

Trainer  
Funds

Equipment  
Research base  
Training curriculum

### **Outputs**

Training  
Professional Development  
Curriculum Development  
Interactive Activities  
Group Work  
Practice  
Q&A  
Grantees

### **Outcomes**

Changes in :  
Individual  $\leftrightarrow$  Short term  
Program  $\leftrightarrow$  Medium term  
System  $\leftrightarrow$  Long term

### **Slide 30**

#### **Project Goal that addresses a National Impact criterion – AN EXAMPLE**

**GOAL:** The BNU Latin American Center will improve the rates of participants in post-graduate employment by increasing their work experience that builds on their acquired language skills or area studies.

1. **Performance Measure 1:** By the end of each project year, the BNU Latin American Center will have placed at least 5 of their Spanish and Portuguese language major students as interns, teacher assistants or teachers in the partner local school districts.
2. **Performance Measure 2:** By the end of the funding cycle, the BNU Latin American Center will have established paid internship programs with at four businesses or agencies that seek employees with bilingual skills, thereby increasing the employment and training prospect for our graduates.
3. **Performance Measure 3:** By the end of the funding cycle, the BNU Latin American Center will have established an efficient system to track participant graduates and be able to provide accurate information on their employment, advanced study, and training.

### **Slide 31**

#### **Project Goal that addresses both Impact/Evaluation, and MSI Collaboration Priority - AN EXAMPLE**

**GOAL:** The MYU East Asia Center will establish a joint Chinese language certificate program at the partner institution Bayside College that includes intermediate level courses taught jointly by both institutions.

1. **Performance Measure 1:** By the end of the second project year, 80 percent of the Chinese language coursework for beginning and intermediate levels have been jointly developed.
2. **Performance Measure 2:** By the end of the third project year, 100 percent of the Chinese language courses were approved for the Chinese language certificate program taught/offered jointly by both institutions.
3. **Performance Measure 3:** By the end of the final project year, at least 50 percent of students enrolled in the language certificate program and will be qualified for the Chinese language study major at the MYU East Asia Center upon graduating/transferring.

## Slide 32

### GPRA Measures

- **NRC GPRA Measure 1:** Percentage of priority languages defined by the Secretary of Education taught at NRCs.
- **NRC GPRA Measure 2:** Percentage of NRC grants teaching intermediate or advanced courses in priority languages as defined by the Secretary of Education.
- **NRC GPRA Measure 3:** Percentage of NRCs that increased the number of intermediate or advanced level language courses in the priority and/or LCTLs during the course of the grant (long-term measure).
- **NRC GPRA Measure 4:** Percentage of NRCs that increased the number of certificate, minor, or major degree programs in the priority and/or LCTLs, area studies, or international studies during the course of the four-year grant period.
- **NRC GPRA Measure 5:** Percentage of less and least commonly taught languages as defined by the Secretary of Education taught at Title VI NRCs.

## Slide 33

### A Project Goal that addresses Impact/Evaluation, Collaboration, and the GRPA measures - AN EXAMPLE

**GOAL:** By the end of the funding cycle, the Teacher Education program on campus will have a **global studies focus/concentration** as the result of the collaboration with the UWK International Center.

1. **Performance Measure 1:** By the end of year 1, the UWK International Center and the Teacher Education program will have developed a joint strategic plan of action with timeline and defined roles and responsibilities to integrate the global studies focus into selected credential program coursework and curriculum.
2. **Performance Measure 2:** By the end of the second project year, all Teacher Education faculty will have completed the UWK International Center professional development and have over 50 percent of their course syllabi updated with the global studies focus.
3. **Performance Measure 3:** By the end of the third project year, at least 80 percent of the Teacher Education Program courses will have been taught with the global studies focused course syllabi.
4. **Performance Measure 4:** By the end of the final project year, all Teacher Education Program with the global studies focus will attract at least 50 percent of all teacher education students.

#### Slide 34

**GOAL:** By the end of the funding cycle, the Teacher Education program on campus will have a global studies focus/concentration as the result of the collaboration with the UWK International Center.

**Performance Measure 1:** By the end of year 1, the UWK International Center and the Teacher Education program will have developed a joint strategic plan of action with timeline and defined roles and responsibilities to integrate the global studies focus into selected credential program coursework and curriculum.

#### **List Activities:**

**Performance Measure 2:** By the end of the second project year, all Teacher Education faculty will have completed the UWK International Center professional development and have over 50 percent of their course syllabi updated with the global studies focus.

#### **List Activities:**

**Performance Measure 3:** By the end of the third project year, at least 80 percent of the Teacher Education Program courses will have been taught with the global studies focused course syllabi.

#### **List Activities:**

#### Slide 35

[Table with PMF report titles]

1. Project Goal Statement
2. Performance Measures
3. Activities
4. Data/Indicators
5. Frequency
6. Data Source
7. Baseline Targets

### **Slide 36**

#### **NRC Program FY 2014 Amounts**

- Estimated Number of Awards: 105 institutional grants
- Estimated Range of Awards: \$115,000 - \$285,000 per year
- Estimated Average Size of Awards: \$200,000 per year

### **Slide 37**

#### **NRC Project Budget**

**An NRC institutional budget includes the following categories:**

- Personnel
- Fringe Benefits
- Travel
- Supplies
- Contractual
- Other
- Total Direct Costs
- Indirect Costs (8 percent)
- Total Costs

### **Slide 38**

#### **NRC Budget Tips**

- NRC director salary not on budget
- Other positions and salaries: up to 50 percent of the salary for time spent on NRC activities
- LCTL instructors: can list at 100 percent
- Requested amounts should be allowable, allocable, and reasonable
  - Equipment costs exceeding 10 percent of an NRC grant are not allowable.
  - Grant funds may not be used to supplant institutional funds normally used for these purposes.

### **Slide 39**

#### **NRC Budget Tips**

- In the detailed budget pages present all four years on a page. Label the columns YR 1 (2014); YR 2 (2015), etc.
- Cross-reference budget items to relevant sections of the application narrative and appendices
- Insert AP, IP, or CPP next to the budget item to indicate the priority/ies that it relates to
- Show decreasing dependence on the grant for budgeted activities.

## Slide 40

### NRC Budget Tips

- If a consortium budget, in addition to formatting the budget as indicated in the previous slide, identify each institution's costs.

Budget Item	Year 1 (2014)
Personnel	[intentionally left blank]
<ul style="list-style-type: none"> <li>• Name of lead institution Assistant Director, 47% of \$44,400</li> </ul>	\$20,868
<ul style="list-style-type: none"> <li>• Name of partner institution Assistant Director, 447.5% of \$44,489</li> </ul>	\$21,132

- **OR** insert a double column under each year with each institution as the column header

## Slide 41

### FLAS Program Amounts

- Estimated Number of Institutional Awards: 108 institutional grants
- Estimated Number of Fellowship Allocations:
  - Academic Year Fellowships Graduate: 792
  - Academic Year Fellowships Undergraduate: 271
  - Summer Fellowships: 693
- Estimated Range of Awards: \$150,000 - \$350,000 per year
- Estimated Average Size of Awards: \$250,000 per year

## Slide 42

### FLAS Fellowship Amounts

#### Undergraduate Summer

Institutional Payment (tuition and fees) - \$5,000

Stipend - \$2,500

Total - \$7,500

**Graduate Summer**

Institutional Payment (tuition and fees) - \$5,000

Stipend - \$2,500

Total - \$7,500

**Undergraduate Academic Year**

Institutional Payment (tuition and fees) - \$10,000

Stipend - \$5,000

Total - \$15,000

**Graduate Academic Year**

Institutional Payment (tuition and fees) - \$18,000

Stipend - \$15,000

Total - \$33,000

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**FLAS Budget Tips**

- Indirect costs may not be charged to the FLAS grant.
- You may request both undergraduate and graduate fellowships for the academic year and the summer.
- If a consortium applicant, include a FLAS budget for each institution
- Enter the total amount requested for academic year fellowships and summer fellowships in line 11. Training Stipends, on the ED 524 Form. If a consortium application, enter the total amount requested by all institutions in line 11.

**Slide 44**

**Application Content and Requirements**

**Per the Notice Inviting Applications**

- Fonts and font size. The narrative must be in 12-point font with one-inch margins. The formatting for the rest of the application is up to the discretion of the applicant.
- Number of pages
- Line spacing and margins
- Charts, tables, figures, and graphs in the narrative count toward the page limit; however you may use a 10pt of the **allowable fonts** in the charts, tables, figures, and graphs

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**Application Content and Requirements**

## **Per the FY 2014 Application Package**

- Table of contents
- Abstract
- Acronyms list
- HEA supplemental statutory requirements
- World region or thematic focus, application type form
- FLAS-eligible languages form

## **Slide 46**

### **Appendices**

#### **Required**

- Budget ED 524 Section A and detailed budget pages
- Profiles for project-related personnel
- Course lists
  - 2012-2013 Courses and enrollments**
  - 2013-2014 Courses being offered**
  - 2014- 2015 Courses to be offered**
- Performance Measures Forms

#### **Optional**

- Letters of Support (3)

## **Slide 47**

### **Federal Forms, Assurances, and Certifications**

- Application for Federal Assistance SF 424 Form
- Supplemental Information Form for SF-424 Form
- General Education Provisions Act (GEPA) section 427
- Assurances - Non-construction Programs SF-424B
- SF-LLL Disclosure of Lobbying Activities
- Certifications Regarding Lobbying

## **Slide 48**

### **Peer Review and Notifications**

- Applications must be post-marked by June 30, 2014. Please see the application packet for submission instructions.
- Peer review
  - July 28 - August 1 in Washington, D.C.
  - Each review panel includes two content specialists and one language specialist
  - We will select reviewers with cross-regional expertise to review non world region-specific applications
- Notifications will not be made prior to or on August 15

## Slide 49

### Questions?

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Africa, Middle East, and International