Fiscal Year 2017

APPLICATION FOR THE
FULBRIGHT-HAYS GROUP PROJECTS ABROAD
PROGRAM

(CFDA NUMBER: 84.021A)

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## Part Two: Program-Specific Instructions and Forms (Standard Instructions (Included for reference, Official instructions found on Grants.gov))

- Application for Federal Assistance (SF 424)
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- U.S. Department of Education Budget Information Non-Construction Programs
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- Disclosure of Lobbying Activities (SF LLL)
Dear Applicant:

Thank you for your interest in applying for a grant under the Fulbright-Hays Group Projects Abroad (GPA) program. Included in this application booklet are the program introduction, instructions, and forms required to submit a complete application package to the U.S. Department of Education (Department).

The GPA program supports short-term study abroad opportunities for faculty and teachers to strengthen area studies and long-term study abroad for upperclassmen and graduate students, teachers and faculty to improve foreign language skills. For Fiscal Year (FY) 2017, we will compete the Fulbright-Hays GPA short-term program for Short-Term Seminars, Curriculum Development, and Group Research or Study projects and the Fulbright-Hays GPA long-term program for advanced overseas intensive language training projects. Applicants may apply for either a short-term project or long-term project but not both in the same fiscal year.

The FY 2017 competition includes one absolute priority, three competitive preference priorities for short-term projects and three competitive preference priorities for long-term projects. The Department strongly encourages all applicants to address the relevant competitive preference priorities. For additional information about the competitive preference priorities, refer to the official Notice Inviting Applications for New Awards for FY 2017 published in the Federal Register (Federal Register notice).

This letter highlights several items in the FY 2017 application package that will be important to you in applying for grants under this program. Please review the entire application package, including the absolute priority and competitive preference priorities carefully before preparing and submitting your application. Additional information about the GPA Program is accessible at the Department’s Web site at:


Please be sure to review thoroughly the entire application booklet for information concerning the GPA Program. Also, please pay particular attention to the section entitled “Competition Highlights” that outlines program and competition details.

Note that applications for grants under the FY 2017 GPA Program must be submitted electronically using Grants.gov. A more thorough discussion is included in the application package. Grants.gov is accessible through its portal page at:

http://www.grants.gov
We urge you to consider the following three extremely important administrative factors if you are planning to apply for this program:

1. We strongly encourage you to register on Grants.gov early. The registration procedures may require five (5) or more days to complete.

2. We strongly recommend that you submit your application 2-3 days prior to the closing date deadline. The time it takes to upload an application will vary depending on your application and the speed of your Internet connection. The application submission process must be complete prior to the deadline for transmittal of applications.

3. In order to submit successfully, you must remember to provide the DUNS number on your application that was used when your organization registered with the SAM (System for Award Management).

After you submit your application electronically, you will receive an automatic notification of receipt from Grants.gov that contains a tracking number. We remind you that the Federal Register notice is the official document and that you should not rely upon any information that is inconsistent with the guidance contained within the official document. For information (including dates and times) about how to submit your application electronically, please refer to this document.

If you have any questions or require additional information, please contact:

Reha Mallory  
Group Projects Abroad Program Officer  
(202) 453-7502  
Reha.Mallory@ed.gov

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

Sincerely,

Mohamed Abdel-Kader,  
Deputy Assistant Secretary  
International and Foreign Language Education
Competition Highlights

1. **Grants.gov and Electronic Submission**: GPA applications submitted for FY 2017 must be submitted electronically using Grants.gov. You are urged to acquaint yourself with the requirements of Grants.gov early as the registration procedures may require five (5) or more days to complete. A more thorough discussion is included later in this application package. Grants.gov is accessible through its portal page at:

   [http://www.grants.gov](http://www.grants.gov)

It is important to know that the Grants.gov site works differently than the Department’s e-Application system, used in past competitions. Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to log on to Grants.gov to upload and submit the application.

We also urge you to consider the following three extremely important administrative factors if you are planning to apply for this program:

Grants.gov does not allow applicants to “un-submit” applications. Therefore, if you discover that changes or additions are needed once your application has been accepted and validated by the Department, you must “re-submit” the application. You should know that if the Department receives duplicate applications, we will accept and process the application with the latest “date/time received” validation.

For additional information on verifying submission of your application, please refer to the “Grants.gov Submission Procedures and Tips for Applicants” section.

2. **Page Limitation**: All applicants are required to adhere to the 40-page limit for the Project Narrative portion of the application.

3. **Project Abstract Narrative**: Applicants are required to submit a one-page project abstract narrative. The abstract narrative should include, in the subject line, the name of the applicant institution, name and contact information of the Project Director, which GPA project type you are applying for (short-term project types: Short-Term Seminar Project, Curriculum Development, Group Research or Study Projects or long-term: Advanced Overseas Intensive Language Training Projects), the educational level and number of project participants, and a brief overview of the proposed project in the body of the abstract. It should also identify which competitive preference priorities will be addressed in the application. The project abstract narrative must be uploaded into the “ED Abstract Narrative Form” in Grants.gov.

4. **Deadline Information**: The application must be received on or before the deadline date and time. Please note that U.S. Department of Education grant application deadlines fall at 4:30:00 p.m. EST. Late applications will not be accepted. We suggest that you submit your application several days before the deadline. The Department is required to enforce
the established deadline to ensure fairness to all applicants. No changes or additions to an application will be accepted after the deadline date and time.

5. **Project Types to be Competed in FY 2017**: Please note that both GPA short-term project (Short-Term Seminars, Curriculum Development, and Group Research or Study) and GPA long-term project (Advanced Overseas Intensive Language Training Projects) will compete in FY 2017. Applicants may apply for either a short-term project or long-term project but not both in the same fiscal year.

6. **Applicant Eligibility**: Please pay special attention to the Additional Eligibility Information in the Supplemental Information section to ensure that your application will be found eligible. An eligibility checklist has been included as well for your use.

7. **Participant Eligibility**: Please note that the program is expanding eligibility parameters for project participants to include educators, administrators, and pre-service teachers who are working in interdisciplinary areas such as business, health, social work, math, science, counseling, engineering, the environment and technology.

8. **Proposed Grant Dates & Project Activities**: The grant performance period for short-term projects is 18 months. **Proposed start and end dates should be September 30, 2017 - March 31, 2019 (18 months from date of award)**. Please note that applicants should plan for the overseas portion of their project as well as most, if not all, of the major project activities to take place within this 18 month period. Applicants may apply for a maximum grant performance period up to 12 months in duration for short-term projects.

   The grant performance period for long-term projects is 24 months. **Proposed start and end dates should be September 30, 2017 – September 30, 2019**. Please note that applicants should plan for the overseas portion of their project as well as most, if not all, of the major project activities to take place within this 24 month period. Applicants may apply for a maximum grant performance period up to 12 months in duration for long-term projects.

   Start and end dates should be entered in Form SF-424 under Item 17.

9. **Program Priorities**: Please note the following program priorities for FY 2017:

   a. **Absolute**: Specific geographic regions of the world. We consider only applications that meet this priority. A group project funded under this priority must focus on one or more of the following geographic regions of the world: Africa, East Asia, South Asia, Southeast Asia and the Pacific, the Western Hemisphere (Central and South America, Mexico, and the Caribbean), Eastern and Central Europe and Eurasia, and the Near East.
b. **Competitive Preference Priorities**: Applicants for short-term projects may address competitive preference priorities 1, 3, and 4. Applicants for long-term projects may address competitive preference priorities 2 and 3. Applicants must specify in the abstract narrative of their applications which competitive preference priorities are addressed in the application. The competitive priorities for FY 2017 are:

**Competitive Preference Priority 1**: Applications for GPA short-term Projects from Selected Institutions and Organizations (3 Points).

Applications for GPA short-term projects from the following types of institutions and organizations:
- Minority-Serving Institutions (MSIs)
- Community colleges
- New applicants
- State educational agencies (SEAs)

**Competitive Preference Priority 2**: Applications for GPA long-term Projects from Minority Serving Institutions (MSIs) (3 Points).

Applications for GPA long-term advanced overseas intensive language training projects from MSIs.

**Competitive Preference Priority 3**: Substantive Training and Thematic Focus on Priority Languages (1 Point).

Applications that propose GPA short-term or GPA long-term projects that provide substantive training and thematic focus on any of the 78 priority languages selected from the U.S. Department of Education’s list of Less Commonly Taught Languages (LCTLs). Please refer to the Federal Register notice for the complete list of applicable languages.

**Competitive Preference Priority 4**: Inclusion of K-12 Educators (Up to 3 Points).

Applications that propose GPA short-term projects that develop and improve foreign language studies, area studies, or both at elementary and secondary schools by including K-12 teachers or K-12 administrators as at least 50 percent of the project participants.

Please note that these priorities are explained in detail in the Federal Register notice contained in this application package. You are urged to fully review this document before preparing your application.
Supplemental Information

General Information

The following information supplements the information provided in the “Dear Applicant” letter and the Federal Register notice. Please refer to individual Project Type descriptions for additional information.

A. Eligible Applicants

- Institutions of higher education;
- State departments of education;
- Private nonprofit educational organizations; and
- Consortia of institutions, departments, and organizations.

B. Eligible GPA Project Participants

An individual is eligible to participate in a GPA project if s/he is:

- A citizen, national, or permanent resident of the United States; and
- Currently employed full-time in a U.S. school system, institution of higher education, Local Education Agency or State Education Agency (not applicable to students);

And, at least one of the following:

- A teacher in an elementary or secondary school (please see note below);
- A faculty member who teaches modern foreign languages or area studies;
- An experienced education administrator responsible for planning, conducting, or supervising programs in modern foreign languages or area studies at the elementary, secondary, or postsecondary levels;
- A graduate student or junior or senior in an institution of higher education, who is a prospective teacher in the areas of social sciences, humanities and foreign languages. The student should meet the provisions set by his or her local and state education agencies.
- For the GPA long-term Advanced Overseas Intensive Language Training project, the participating student, other than those planning a teaching career, should be planning to apply his or her language skills and knowledge of countries vital to the United States’ national security in fields outside teaching, including government, the professions, or international development.

(Note: All GPA participants must be educators, students, pre-service teachers or administrators who fulfill the criteria above and the selection criteria set by their respective projects and are currently teaching, studying, and/or administering in the eligible fields of humanities, social sciences, foreign languages, and/or area studies.)
Area studies is defined as a program of comprehensive study of the aspects of a society or societies, including the study of their geography, history, culture, economy, politics, international relations, or languages. Project participants may also be working in interdisciplinary areas such as business, health, social work, math, science, counseling, engineering, the environment and technology. If an educator or student is working in a variety of subject areas, s/he must spend the majority of his/her time working with eligible subjects.

C. Additional Eligibility Information

Please note that an applicant may be found ineligible according to the following criteria. Please check this list carefully prior to application submission.

- Applicant is not an eligible institution or organization or insufficient information is presented to show that the applicant is eligible.
- Application was not submitted by the due date and/or on time.
- Applicant submitted an incomplete application and/or a significant item(s) was missing from the body of the application.
- Applicant requested funding for an amount that exceeded the limitation stated in the Federal Register notice.
- Applicant submitted a proposal for a project to spend less than the minimum timeframe allowed abroad (four weeks for short-term projects or a quarter semester for long-term projects).
- Application was submitted for study/travel in an ineligible country.
- Applicant’s project activities are not suitable for the GPA program (e.g. sending U.S. educators abroad to teach or teaching foreign languages to U.S. students).
- Applicant requested funding for expenses in the U.S.

D. Criteria for Funding

All applications for grants under the GPA program will be evaluated using the selection criteria listed in the program regulations (34 CFR 664).

E. Length of New Award

Applicants may apply for a maximum grant performance period up to 18 months in duration for short-term projects and 24 months in duration for long-term projects. Successful applicants will only receive funding for one budget period. Continuation funds will not be awarded in subsequent years.

F. Financial Provisions

The grant does not provide funds for project-related expenses within the United States. Grant funds may be used only for the following:
• A maintenance stipend of fifty percent of the amount established in the U.S. Department of State publication, “Maximum Travel Per Diem Allowances For Foreign Areas”; [http://aoprals.state.gov/web920/per_diem.asp](http://aoprals.state.gov/web920/per_diem.asp)
• Round-trip international travel;
• A local travel allowance for necessary project-related travel within the host country;
• Purchase of project-related artifacts, books, and other teaching materials in the country of study;
• Rent for instructional facilities in the country of study;
• Clerical and professional services performed by resident instructional personnel in the country of study; and
• Other expenses in the country of study for the project’s success and approved in advance by the U.S. Department of Education.

Indirect costs are not allowed under this grant.

For the GPA short-term projects, a minimum of 16 hours of pre-departure orientation (guided activities) should be included in the project design. However, please note that as a U.S.-based-activity, related costs will not be paid for using GPA grant funds.

Follow-up activities in the United States, including outreach, curriculum development, and dissemination activities should also be included in the project design, but will not be paid for with GPA grant funds.

Please note that the GPA program will NOT provide funds for:
  ➢ U.S.-based salaries and fringe benefits; and
  ➢ U.S.-based activities such as pre-departure orientations and post-travel follow-up.

The U.S. Department of Education encourages cost sharing by the participants and their affiliated institutions, school districts, or organizations to cover the expenses within the U.S., and to make up the difference between the grant and the costs of the activities abroad. Please note that if an applicant is awarded a grant, the full amount of cost sharing indicated in the applicant’s budget will need to be provided.

For GPA long-term advanced overseas intensive language training projects, the GPA grant may pay for costs associated with pre-and post-foreign language assessment in the host country.

Please note that National Resource Center (NRC) institutions may not use NRC funds to offset the domestic costs associated with GPA projects.

G. Evaluation of Applications for Awards
A three- to five-member panel of non-federal evaluators reviews each application. Each reviewer will prepare a written evaluation of the application and assign points for each selection criterion.

H. Selection of Grantees

For FY 2017, GPA short-term project applications will be reviewed by separate panels according to world area. GPA long-term projects will be reviewed by one panel across world areas. A rank order from highest to lowest score will be developed for each of the two types of projects and will be used for funding purposes. If there are insufficient funds to fund all applications with the same total score, the Secretary will choose among the tied applications. Please note that once Departmental approval has taken place for recommended applications, approval must also be obtained from the J. William Fulbright Foreign Scholarship Board.

I. Applicant Funding

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

J. Notice to Successful Applicants

The Department’s Office of Legislation and Congressional Affairs will inform Congress regarding applicants approved for new GPA grants. Successful applicants will receive award notices by mail shortly after Congress is notified. No funding information will be released before Congress is notified. Notification should occur before September 2017.

K. Notice to Unsuccessful Applicants

Unsuccessful applicants will be notified in writing.

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

L. Restrictions on Participants

- Individuals who are not currently employed and/or studying full-time or its equivalent are not eligible. The program will allow a combination of teaching and studying at 100% total to be eligible.
- Individuals who do not meet the GPA program’s eligibility criteria listed in this application package are not eligible.

M. Restriction on Non-Participants
Spouses, other family members, and friends who have not been selected to participate in this project according to the selection criteria stated in the approved application are not permitted to join the group at any point during the program.

N. Performance Reports

All GPA grantees must submit project performance reports using the International Resource Information System (IRIS) electronic reporting system. If you wish to view the performance report currently required, visit the IFLE Web site at http://www.ed.gov/programs/iegpsgpa/performance.html. Please be advised that the report is for informational purposes only and does not reflect the actual reporting instrument that you will use, if you receive a FY 2017 grant award. The performance report will assist IFLE staff in determining whether or not the GPA project is making substantial progress toward meeting the approved project objectives and whether or not a continuation award (if applicable) is in the best interest of the Federal government. Project Directors will be responsible for overall project reports as well as entering project participant information into the system and ensuring that participants complete and submit individual reports.

The IRIS reporting instrument includes sections for grantees to input data that responds to the Government Performance and Results Act (GPRA) to assess overall program performance.

O. Resources for Proposal Development

National Resource Centers (NRCs) are funded by the U.S. Department of Education and serve the general purpose of training specialists in modern foreign languages and area or international studies. Most NRC institutions have outreach coordinators whose general purpose is to disseminate information and assist other institutions and individuals with accessing needed information and resources. Institutions interested in submitting proposals to the GPA program are encouraged to contact NRCs and their outreach coordinators for assistance in accessing suitable resources for proposal and program development. Additional information can be found at the NRC program website at: http://www2.ed.gov/programs/iegpsnrc/awards.html

Language Resource Centers (LRCs) are funded by the U.S. Department of Education and serve the general purpose of serving as resources for improving the nation’s capacity for teaching and learning foreign languages through teacher training, research, materials development, and dissemination projects. LRC institutions disseminate information and assist other institutions and individuals with accessing needed information and resources. Additional information can be found at the LRC portal website at: http://www.nflrc.org/
P. Contact Persons

For program-related questions and assistance, please contact:

GPA Short-term Projects (84.021A):

Reha Mallory
Address: International and Foreign Language Education (IFLE)
U.S. Department of Education
400 Maryland Avenue, SW Room 3E2113
Washington, DC 20202
Telephone: (202) 453-7502
Fax: (202) 502-7860
E-mail Address: Reha.Mallory@ed.gov

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

Grants.gov Support Desk
Telephone: (800)-518-4726
Email: support@grants.gov
Hours: 24 hours a day, 7 days a week (closed federal holidays)
Q. Project Type Descriptions

**Fulbright-Hays Group Projects Abroad (GPA) Program**

**Project Type 1: Short-Term Seminar Project**

**Project Features:**
- Promote the integration of international studies into the social sciences and/or humanities curriculum throughout U.S. school systems at all levels;
- Increase linguistic and/or cultural competency among U.S. students and educators; and
- Focus on a particular aspect of area study, such as the culture of the area or a portion of the culture of the country of study.

**Time Frame & Participant Numbers:**
- Minimum 4 weeks in country of study (not including pre-departure training in U.S.).
- Grant performance period a maximum of 18 months.
- 4 weeks of host country training: 12 participants plus Project Director = 13 minimum
- 6 weeks of host country training: 10 participants plus Project Director = 11 minimum
- 8 weeks of host country training: 8 participants plus Project Director = 9 minimum

**Key Personnel Type & Number:**
- One Project Director (with GPA funds).
- If necessary, travel funds for one additional administrative person may also be supported by GPA funds. The individuals identified in these roles, their qualifications and specific responsibilities within the project should be well justified in the proposal.
- If any other Key Personnel are necessary, they must be paid for with cost share funds.

**Participant Eligibility:** All participants must be U.S. citizens, nationals, or permanent residents, studying full-time or employed. They should be teaching, studying or administering in the fields of humanities, social sciences, foreign languages, and/or area studies. The group may include:
- Elementary or secondary school teachers;
- Faculty members at higher education institutions;
- Administrators at state departments of education, higher education institutions or school districts who are responsible for planning, conducting, or supervising programs at school systems at all levels; and
- Graduate students or juniors/seniors in higher education institutions, who are prospective teachers in the areas mentioned above.

**Allowable Costs:** Please refer to the “Financial Provisions” section of Supplemental Information.

**Maximum Grant Award:** up to $100,000.

- **Please Note:** Applicants may submit a proposal for a student study abroad, pre-service teacher training, or other similar project under the Short-Term Seminar Project category. All participants must be students according to the fourth bulleted criteria
listed above. Additionally, it is strongly recommended that the length of all student study abroad projects be set at six weeks or longer, but preferably the equivalent of a semester.
Fulbright-Hays Group Projects Abroad (GPA) Program
Project Type 2: Curriculum Development Project

Project Features:
- Acquire first-hand resource materials including artifacts, books, documents, educational films, museum reproductions, recordings, and other instructional material for curriculum development in modern foreign language and area studies;
- Provide for systematic use and dissemination in the United States of the acquired materials; and

Time Frame & Participant Numbers:
- Minimum 4 weeks in country of study (not including pre-departure training in U.S.)
- Grant performance period a maximum of 18 months.
- 4 weeks of host country training: 12 participants plus Project Director = 13 minimum
- 6 weeks of host country training: 10 participants plus Project Director = 11 minimum
- 8 weeks of host country training: 8 participants plus Project Director = 9 minimum

Key Personnel Type & Number:
- One Project Director (with GPA funds).
- If necessary, travel funds for one additional administrative person may also be supported with GPA funds. The individuals in these roles, their qualifications and specific responsibilities within the project should be well justified in the proposal.
- If any other Key Personnel are necessary, they must be paid for with cost share funds.

Participant Eligibility: All participants must be U.S. citizens, nationals, or permanent residents and studying full-time or employed. They should be teaching, studying or administering in the fields of humanities, social sciences, foreign languages, and/or area studies. The group may include:
- Elementary or secondary school teachers;
- Faculty members at higher education institutions;
- Administrators at state departments of education, higher education institutions or school districts who are responsible for planning, conducting, or supervising programs at school systems at all levels; and
- Graduate students, or juniors/seniors in higher education institutions, who are prospective teachers in the areas mentioned above.

Allowable Costs: Please refer to the “Financial Provisions” section of Supplemental Information.

Maximum Grant Award: up to $100,000.
Fulbright-Hays Group Projects Abroad (GPA) Program

Project Type 3: Group Research or Study Project

Project Features:
- Designed to undertake research or study in a country outside of the United States.

Time Frame & Participant Numbers:
- Minimum 12 weeks in the country of study.
- Grant performance period a maximum of 18 months.
- 12 weeks of host country training: 3 participants plus Project Director = 4 minimum

Key Personnel Type & Number:
- One Project Director (with GPA funds).
- If any other Key Personnel are necessary, they must be paid for with cost share funds.

Participant Eligibility: All participants must be U.S. citizens, nationals, or permanent residents and employed or studying full-time. They should be teaching, studying or administering in the fields of humanities, social sciences, foreign languages, and/or area studies. The group may include:
  - Faculty members at higher education institutions; and
  - Graduate students, or juniors/seniors in higher education institutions, who are prospective teachers in the areas mentioned above.

A prerequisite for participants is that they: (1) must possess the necessary language proficiency to conduct the research or study; (2) must possess disciplinary competence in their area of research; and (3) shall have completed at least one semester of intensive language training and one course in area studies relevant to the project.

Allowable Costs: Please refer to the “Financial Provisions” section of Supplemental Information.

Maximum Grant Award: up to $100,000.
Fulbright-Hays Group Projects Abroad (GPA) Program
Project Type 4: Advanced Overseas Intensive Language Training Project

Project Features:
- The language to be studied must be indigenous to the country of study and maximum use should be made of local institutions and personnel;
- Language training must be given at the advanced level (equivalent to that provided to students who have successfully completed at least two academic years of language training); and
- The project must be designed to take advantage of advanced foreign language training opportunities present in the country of study that are not available in the United States.

Time Frame:
- Project activities may be carried out during a full year, an academic year, a semester, a trimester, a quarter, or a summer in the country of study (8 weeks minimum).
- Grant performance period a maximum of 24 months.
- Continuation funds will not be awarded in subsequent years.

Key Personnel Type & Number:
- One overall project director (with GPA funds).
- If necessary, the GPA program may support a second key person, whose qualifications and responsibilities with the project should be well justified in the proposal.
- If any other Key Personnel are necessary, they must be paid for with cost share funds.

Participant Type & Number: A typical group is a minimum of 12 student participants but could include many more. All participants must be U.S. citizens, nationals, or permanent residents and studying full-time. Participant groups must change each year and participants must have successfully completed at least two academic years of training in the language to be studied. Participants should be studying in the fields of humanities, social sciences, foreign languages, and/or area studies. Generally, the group may include:
- Graduate students, or juniors or seniors in higher education institutions, who are prospective teachers in the areas mentioned above; and
- Graduate students, or juniors or seniors in higher education institutions, who plan to apply their language skills and knowledge of countries vital to the United States’ national security in fields outside teaching, including government, the professions, or international development.

Allowable Costs: Please refer to the “Financial Provisions” section of Supplemental Information.

Maximum Grant Award: up to $250,000.
Applications for New Awards; Fulbright-Hays Group Projects Abroad Program

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

Overview Information:
Fulbright-Hays Group Projects Abroad Program
Notice inviting applications for new awards for fiscal year (FY) 2017.
Catalog of Federal Domestic Assistance (CFDA) Number: 84.021A.

Dates:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of the Fulbright-Hays Group Projects Abroad (GPA) Program is to promote, improve, and develop modern foreign languages and area studies at varying levels of education. The program provides opportunities for faculty, teachers, and undergraduate and graduate students to
conduct individual and group projects overseas to carry out research and study in the fields of modern foreign languages and area studies. This competition will support both Fulbright-Hays GPA short-term projects (GPA short-term projects) and Fulbright-Hays GPA long-term projects (GPA long-term projects).

There are three types of GPA short-term projects: (1) Short-term seminar projects of four to six weeks in length designed to increase the linguistic or cultural competency of U.S. students and educators by focusing on a particular aspect of area study, such as the culture of an area or country of study (34 CFR 664.11); (2) curriculum development projects of four to eight weeks in length that provide participants an opportunity to acquire resource materials for curriculum development in modern foreign language and area studies for use and dissemination in the United States (34 CFR 664.12); and (3) group research or study projects of three to twelve months in duration designed to give participants the opportunity to undertake research or study in a foreign country (34 CFR 664.13).

GPA long-term projects are advanced overseas intensive language projects that may be carried out during a full year, an academic year, a semester, a trimester, a quarter, or a summer. GPA long-term projects are designed to take advantage of the opportunities in the foreign country that are not present in the
United States when providing intensive advanced foreign language training. Only participants who have successfully completed at least two academic years of training in the language to be studied are eligible for language training under this program. In addition, the language to be studied must be indigenous to the host country and maximum use must be made of local institutions and personnel (34 CFR 664.14).

Applicants may submit only one GPA short-term or GPA long-term application under this notice and must identify whether they are applying for a GPA short-term project or a GPA long-term project.

Priorities: This notice contains one absolute priority and four competitive preference priorities. In accordance with 34 CFR 75.105(b)(2)(ii), the absolute priority is from the regulations for this program (34 CFR 664.32). Competitive Preference Priorities 1 and 2 are from the notice of final priorities and definitions (NFP) published in the Federal Register on June 16, 2017 (81 FR 39196). Competitive Preference Priority 3 is from the regulations for this program (34 CFR 664.32), and Competitive Preference Priority 4 is from the notice of final priorities published in the Federal Register on September 24, 2010 (75 FR 59050).

Absolute Priority: For FY 2017 and any subsequent year in which we make awards from the list of unfunded applications from this
competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet this priority.

This priority is:

**Specific Geographic Regions of the World.**

A group project that focuses on one or more of the following geographic regions of the world: Africa, East Asia, South Asia, Southeast Asia and the Pacific, the Western Hemisphere (Central and South America, Mexico, and the Caribbean), Eastern and Central Europe and Eurasia, and the Near East.

**Competitive Preference Priorities:** For FY 2017 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are competitive preference priorities.

Under 34 CFR 75.105(c)(2)(i), we award three additional points to an application that meets Competitive Preference Priority 1; three additional points to an application that meets Competitive Preference Priority 2; one additional point to an application that meets Competitive Preference Priority 3; and up to an additional three points to an application, depending on how well the application meets Competitive Preference Priority 4. Applicants for GPA short-term projects may address Competitive Preference Priorities 1, 3, and 4. Applicants for
GPA long-term projects may address Competitive Preference Priorities 2 and 3. An applicant must identify the priority or priorities that it believes it meets and provide documentation supporting its claims.

These priorities are:

**Competitive Preference Priority 1:** Applications for GPA Short-term Projects from Selected Institutions and Organizations (3 Points).

Applications for GPA short-term projects from the following types of institutions and organizations:

- Minority-Serving Institutions (MSIs)
- Community colleges
- New applicants
- State educational agencies (SEAs)

**Competitive Preference Priority 2:** Applications for GPA Long-term Projects from MSIs (3 Points).

Applications for GPA long-term advanced overseas intensive language training projects from MSIs.

**Competitive Preference Priority 3:** Substantive Training and Thematic Focus on Priority Languages (1 Point).

Applications that propose GPA short-term or GPA long-term projects that provide substantive training and thematic focus on any of the 78 priority languages selected from the U.S. Department of Education’s list of Less Commonly Taught
Languages: Akan (Twi-Fante), Albanian, Amharic, Arabic (all dialects), Armenian, Azeri (Azerbaijani), Balochi, Bamanankan (Bamana, Bambara, Mandikan, Mandingo, Maninka, Dyula), Belarusian, Bengali (Bangla), Berber (all languages), Bosnian, Bulgarian, Burmese, Cebuano (Visayan), Chechen, Chinese (Cantonese), Chinese (Gan), Chinese (Mandarin), Chinese (Min), Chinese (Wu), Croatian, Dari, Dinka, Georgian, Gujarati, Hausa, Hebrew (Modern), Hindi, Igbo, Indonesian, Japanese, Javanese, Kannada, Kashmiri, Kazakh, Khmer (Cambodian), Kirghiz, Korean, Kurdish (Kurmanji), Kurdish (Sorani), Lao, Malay (Bahasa Melayu or Malaysian), Malayalam, Marathi, Mongolian, Nepali, Oromo, Panjabi, Pashto, Persian (Farsi), Polish, Portuguese (all varieties), Quechua, Romanian, Russian, Serbian, Sinhala (Sinhalese), Somali, Swahili, Tagalog, Tajik, Tamil, Telugu, Thai, Tibetan, Tigrigna, Turkish, Turkmen, Ukrainian, Urdu, Uyghur/Uigur, Uzbek, Vietnamese, Wolof, Xhosa, Yoruba, and Zulu.

**Competitive Preference Priority 4: Inclusion of K-12 Educators (Up to 3 Points).**

Applications that propose short-term projects abroad that develop and improve foreign language studies, area studies, or both at elementary and secondary schools by including K-12 teachers or K-12 administrators as at least 50 percent of the project participants.

**Definitions:**
The following definitions are from the NFP and are designed to provide clarity for applicants addressing the competitive preference priorities.

Community college means an institution that meets the definition in section 312(f) of the Higher Education Act of 1965, as amended (HEA) (20 U.S.C. 1058(f)); or an institution of higher education (IHE) (as defined in section 101 of the HEA (20 U.S.C. 1001)) that awards degrees and certificates, more than 50 percent of which are not bachelor’s degrees (or an equivalent).

Minority-serving institution (MSI) means an institution that is eligible to receive assistance under sections 316 through 320 of part A of title III, under part B of title III, or under title V of the HEA.

New applicant means any applicant that has not received a discretionary grant from the Department of Education under the Fulbright-Hays Act prior to the deadline date for applications under this program.

State educational agency (SEA) means the State board of education or other agency or officer primarily responsible for the supervision of public elementary and secondary schools in a State. In the absence of this officer or agency, it is an officer or agency designated by the Governor or State law.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 81, 82, 84, 86, 97, 98, and 99. (b) The OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) The regulations for this program in 34 CFR part 664. (e) The NFP. (f) The notice of final priorities for this program published in the Federal Register on September 24, 2010 (75 FR 59050).

Note: The regulations in 34 CFR part 86 apply to IHEs only.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: $2,792,440.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2017 from the list of unfunded applications from this competition.

Estimated Range of Awards:

GPA short-term projects: $50,000 - $100,000.

GPA long-term projects: $50,000 - $250,000.

Estimated Average Size of Awards:

GPA short-term projects: $80,059.
GPA long-term projects: $185,025.

Maximum Award: We will reject any GPA short-term project application that proposes a budget exceeding $100,000 for a single project period of 18 months. We will reject any GPA long-term project application that proposes a budget exceeding $250,000 for a single budget period of 24 months.

Estimated Number of Awards: 20.

GPA short-term projects: 5.

GPA long-term projects: 15.

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

Project Period:

GPA short-term projects: Up to 18 months.

GPA long-term projects: Up to 24 months.

III. Eligibility Information

1. Eligible Applicants: (1) IHEs, (2) State departments of education, (3) Private nonprofit educational organizations, and (4) Consortia of these entities.

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

IV. Application and Submission Information

1. Address to Request Application Package: You can obtain an application package via the Internet or from the Education Publications Center (ED Pubs). To obtain a copy via the
Internet, use the following address: www.Grants.gov. To obtain a copy from ED Pubs, write, fax, or call: ED Pubs, U.S. Department of Education, P.O. Box 22207, Alexandria, VA 22304. Telephone, toll free: 1-877-433-7827. FAX: (703) 605-6794. If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call, toll free: 1-877-576-7734.

You can contact ED Pubs at its Web site, also: www.EDPubs.gov or at its email address: edpubs@inet.ed.gov.

If you request an application package from ED Pubs, be sure to identify this program or competition as follows: CFDA number 84.021A.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or compact disc) by contacting the person listed under For Further Information Contact in section VII of this notice.

2. Content and Form of Application Submission:
Requirements concerning the content and form of an application, together with the forms you must submit, are in the application package for this program.

Page Limit: The application narrative (Part III) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. You must limit the application
narrative to no more than 40 pages, using the following standards:

- A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, except titles, headings, footnotes, quotations, references, and captions. Charts, tables, figures, and graphs in the application narrative may be single spaced and will count toward the page limit.
- Use a font that is either 12 point or larger, or no smaller than 10 pitch (characters per inch). However, you may use a 10-point font in charts, tables, figures, and graphs.
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman and Arial Narrow) will not be accepted.

The 40-page limit does not apply to Part I, the Application for Federal Assistance face sheet (SF 424); the supplemental information form required by the Department of Education; Part II, Budget Information—Non-Construction Programs (ED 524); Part IV, assurances, certifications, and the response to section 427 of the General Education Provisions Act; the table of contents; the one-page project abstract; the appendices; or the line-item budget. However, the page limit
does apply to all of the application narrative. If you include any attachments or appendices not specifically requested, these items will be counted as part of the application narrative for purposes of the page-limit requirement.

We will reject your application if you exceed the page limit.

3. Submission Dates and Times:

Applications Available: [INSERT DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Transmittal of Applications: [INSERT DATE 60 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Applications for grants under this program must be submitted electronically using the Grants.gov Apply site (Grants.gov). For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to Other Submission Requirements in section IV of this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under For Further Information Contact in section VII of this notice. If the Department provides an
accommodation or auxiliary aid to an individual with a
disability in connection with the application process, the
individual's application remains subject to all other
requirements and limitations in this notice.

4. **Intergovernmental Review:** This program is not subject
to Executive Order 12372 and the regulations in 34 CFR part 79.

5. **Funding Restrictions:** We specify unallowable costs in
34 CFR 664.33. We reference additional regulations outlining
funding restrictions in the **Applicable Regulations** section of
this notice.

6. **Data Universal Numbering System Number, Taxpayer
   Identification Number, and System for Award Management:** To do
business with the Department of Education, you must--

   a. Have a Data Universal Numbering System (DUNS) number
      and a Taxpayer Identification Number (TIN);

   b. Register both your DUNS number and TIN with the System
      for Award Management (SAM), the Government’s primary registrant
      database;

   c. Provide your DUNS number and TIN on your application;
      and

   d. Maintain an active SAM registration with current
      information while your application is under review by the
      Department and, if you are awarded a grant, during the project
      period.
You can obtain a DUNS number from Dun and Bradstreet at the following Web site:  http://fedgov.dnb.com/webform.  A DUNS number can be created within one to two business days.

If you are a corporate entity, agency, institution, or organization, you can obtain a TIN from the Internal Revenue Service.  If you are an individual, you can obtain a TIN from the Internal Revenue Service or the Social Security Administration. If you need a new TIN, please allow two to five weeks for your TIN to become active.

The SAM registration process can take approximately seven business days, but may take upwards of several weeks, depending on the completeness and accuracy of the data you enter into the SAM database.  Thus, if you think you might want to apply for Federal financial assistance under a program administered by the Department, please allow sufficient time to obtain and register your DUNS number and TIN. We strongly recommend that you register early.

Note: Once your SAM registration is active, it may be 24 to 48 hours before you can access the information in, and submit an application through, Grants.gov.

If you are currently registered with SAM, you may not need to make any changes. However, please make certain that the TIN associated with your DUNS number is correct. Also note that you
will need to update your registration annually. This may take three or more business days.

Information about SAM is available at www.SAM.gov. To further assist you with obtaining and registering your DUNS number and TIN in SAM or updating your existing SAM account, we have prepared a SAM.gov Tip Sheet, which you can find at: http://www2.ed.gov/fund/grant/apply/sam-faqs.html.

In addition, if you are submitting your application via Grants.gov, you must (1) be designated by your organization as an Authorized Organization Representative (AOR); and (2) register yourself with Grants.gov as an AOR. Details on these steps are outlined at the following Grants.gov Web page: www.grants.gov/web/grants/register.html.

7. Other Submission Requirements:

Applications for grants under this program must be submitted electronically unless you qualify for an exception to this requirement in accordance with the instructions in this section.

a. Electronic Submission of Applications.

Applications for grants under the Fulbright-Hays GPA Program, CFDA number 84.021A, must be submitted electronically using the Governmentwide Grants.gov Apply site at www.Grants.gov. Through this site, you will be able to download a copy of the application package, complete it offline, and then
upload and submit your application. You may not email an electronic copy of a grant application to us.

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section under Exception to Electronic Submission Requirement.

You may access the electronic grant application for the Fulbright-Hays GPA Program at www.Grants.gov. You must search for the downloadable application package for this program by the CFDA number. Do not include the CFDA number’s alpha suffix in your search (e.g., search for 84.021, not 84.021A).

Please note the following:

- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.

- Applications received by Grants.gov are date and time stamped. Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system no later than 4:30:00 p.m., Washington, DC time, on the application
deadline date. Except as otherwise noted in this section, we will not accept your application if it is received—that is, date and time stamped by the Grants.gov system—after 4:30:00 p.m., Washington, DC time, on the application deadline date. We do not consider an application that does not comply with the deadline requirements. When we retrieve your application from Grants.gov, we will notify you if we are rejecting your application because it was date and time stamped by the Grants.gov system after 4:30:00 p.m., Washington, DC time, on the application deadline date.

- The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.

- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this program to ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov under News and Events on the Department’s G5 system home page at www.G5.gov. In addition, for specific guidance and procedures for submitting
an application through Grants.gov, please refer to the Grants.gov Web site at:

● You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.

● You must submit all documents electronically, including all information you typically provide on the following forms: the Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information—Non-Construction Programs (ED 524), and all necessary assurances and certifications.

● You must upload any narrative sections and all other attachments to your application as files in a read-only, non-modifiable Portable Document Format (PDF). Do not upload an interactive or fillable PDF file. If you upload a file type other than a read-only, non-modifiable PDF (e.g., Word, Excel, WordPerfect, etc.) or submit a password-protected file, we will not review that material. Please note that this could result in your application not being considered for funding because the material in question—for example, the project narrative—is critical to a meaningful review of your proposal. For that
reason, it is important to allow yourself adequate time to upload all material as PDF files. The Department will not convert material from other formats to PDF.

- Your electronic application must comply with any page-limit requirements described in this notice.
- After you electronically submit your application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number. This notification indicates receipt by Grants.gov only, not receipt by the Department. Grants.gov will also notify you automatically by email if your application met all the Grants.gov validation requirements or if there were any errors (such as submission of your application by someone other than a registered Authorized Organization Representative, or inclusion of an attachment with a file name that contains special characters). You will be given an opportunity to correct any errors and resubmit, but you must still meet the deadline for submission of applications.

Once your application is successfully validated by Grants.gov, the Department will retrieve your application from Grants.gov and send you an email with a unique PR/Award number for your application.

These emails do not mean that your application is without any disqualifying errors. While your application may have been
successfully validated by Grants.gov, it must also meet the Department’s application requirements as specified in this notice and in the application instructions. Disqualifying errors could include, for instance, failure to upload attachments in a read-only, non-modifiable PDF; failure to submit a required part of the application; or failure to meet applicant eligibility requirements. It is your responsibility to ensure that your submitted application has met all of the Department’s requirements.

- We may request that you provide us original signatures on forms at a later date.

Application Deadline Date Extension in Case of Technical Issues with the Grants.gov System: If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30:00 p.m., Washington, DC time, the following business day to enable you to transmit your application electronically or by hand delivery. You also may
mail your application by following the mailing instructions described elsewhere in this notice.

If you submit an application after 4:30:00 p.m., Washington, DC time, on the application deadline date, please contact the person listed under For Further Information Contact in section VII of this notice and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that the problem affected your ability to submit your application by 4:30:00 p.m., Washington, DC time, on the application deadline date. We will contact you after we determine whether your application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your application to Grants.gov before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through the Grants.gov system because--
• You do not have access to the Internet; or
• You do not have the capacity to upload large documents to the Grants.gov system;

and

• No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevents you from using the Internet to submit your application.

If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.


Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

b. Submission of Paper Applications by Mail.
If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.021A)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

You must show proof of mailing consisting of one of the following:

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S.
Postal Service.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

We will not consider applications postmarked after the application deadline date.

c. Submission of Paper Applications by Hand Delivery.

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.021A)
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department--

(1) You must indicate on the envelope and—if not provided by the Department—in Item 11 of the SF 424 the CFDA number,
including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

1. Selection Criteria: The selection criteria for this program are from 34 CFR 664.31 and are as follows: (a) Plan of operation (20 points); (b) Quality of key personnel (10 points); (c) Budget and cost effectiveness (10 points); (d) Evaluation plan (20 points); (e) Adequacy of resources (5 points); (f) Potential impact of the project on the development of the study of modern foreign languages and area studies in American education (15 points); (g) The project’s relevance to the applicant’s educational goals and its relationship to its program development in modern foreign languages and area studies (10 points); and (h) The extent to which direct experience abroad is necessary to achieve the project’s objectives and the effectiveness with which relevant host country resources will be utilized (10 points). Additional information about these criteria is in the application package for this program.
2. **Review and Selection Process:** We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant’s use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary requires various assurances including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department of Education (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

For FY 2017, GPA short-term project applications will be reviewed by separate panels according to world area. GPA long-term projects will be reviewed by one panel across world areas. A rank order from highest to lowest score will be developed for each of the two types of projects and will be used for funding purposes.

3. **Risk Assessment and Special Conditions:** Consistent with 2 CFR 200.205, before awarding grants under this competition the Department conducts a review of the risks posed
by applicants. Under 2 CFR 3474.10, the Secretary may impose special conditions and, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

4. **Integrity and Performance System**: If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently $150,000), under 2 CFR 200.205(a)(2) we must make a judgment about your integrity, business ethics, and record of performance under Federal awards—that is, the risk posed by you as an applicant—before we make an award. In doing so, we must consider any information about you that is in the integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through SAM. You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

Please note that, if the total value of your currently active grants, cooperative agreements, and procurement contracts from the Federal Government exceeds $10,000,000, the reporting
requirements in 2 CFR part 200, Appendix XII, require you to report certain integrity information to FAPIIS semiannually. Please review the requirements in 2 CFR part 200, Appendix XII, if this grant plus all the other Federal funds you receive exceed $10,000,000.

VI. Award Administration Information

1. **Award Notices:** If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We may notify you informally, also.

   If your application is not evaluated or not selected for funding, we notify you.

2. **Administrative and National Policy Requirements:** We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section of this notice.

   We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. **Reporting:** (a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive funding under
the competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. Grantees are required to use the electronic data instrument International Resource Information System (IRIS) to complete the final report. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

4. Performance Measures: Under the Government Performance and Results Act of 1993, the following measure will be used by the Department to evaluate the success of the GPA short-term program: the percentage of GPA short-term project participants who disseminated information about or materials from their group project abroad through more than one outreach activity within six months of returning to their home institution. The following measure will be used by the Department to evaluate the success of the GPA long-term program: the percentage of GPA long-term project participants who increased their reading, writing, and/or listening/speaking foreign language scores by
one proficiency level. The efficiency of the GPA short-term program and the GPA long-term program will be measured by considering the cost per GPA participant who increased his/her foreign language score in reading, writing, and/or listening/speaking by at least one proficiency level.


VII. Agency Contact


FAX: (202) 453-7502 or by email: reha.mallory@ed.gov.

If you use a TDD or a TTY, call the Federal Relay Service, toll free, at 1-800-877-8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or compact disc) on request to the program contact person listed under For Further Information Contact in section VII of this notice.
Electronic Access to This Document: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available via the Federal Digital System at: www.gpo.gov/fdsys. At this site, you can view this document, as well as all other documents of this Department published in the Federal Register, in text or PDF. To use PDF, you must have Adobe Acrobat Reader, which is available free at the site. You may also access documents of the Department published in the Federal Register by using the article search feature at: www.federalregister.gov. Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Dated:

Mohamed Abdel-Kader,
Deputy Assistant Secretary
For International and Foreign Languages.
Authorizing Legislation

Mutual Educational and Cultural Exchange Act of 1961

UNITED STATES CODE
TITLE 22: CHAPTER 33
MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE PROGRAM

Sec. 2451. - Congressional statement of purpose

The purpose of this chapter is to enable the Government of the United States to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations, and the contributions being made toward a peaceful and more fruitful life for people throughout the world; to promote international cooperation for educational and cultural advancement; and thus to assist in the development of friendly, sympathetic, and peaceful relations between the United States and the other countries of the world.

Sec. 2452. - Authorization of activities

(a) Grants or contracts for educational or cultural exchanges; participation in international fairs and expositions abroad

The Director of the United States Information Agency is authorized, when he considers that it would strengthen international cooperative relations, to provide, by grant, contract, or otherwise, for -

(1) educational exchanges,

   (i) by financing studies, research, instruction, and other educational activities -

      (A) of or for American citizens and nationals in foreign countries, and

      (B) of or for citizens and nationals of foreign countries in American schools and institutions of learning located in or outside the United States;

      and

   (ii) by financing visits and interchanges between the United States and other countries of students, trainees, teachers, instructors, and professors;

(2) cultural exchanges, by financing -
(i) visits and interchanges between the United States and other countries of leaders, experts in fields of specialized knowledge or skill, and other influential or distinguished persons;

(ii) tours in countries abroad by creative and performing artists and athletes from the United States, individually and in groups, representing any field of the arts, sports, or any other form of cultural attainment;

(iii) United States representation in international artistic, dramatic, musical, sports, and other cultural festivals, competitions, meetings, and like exhibitions and assemblies;

(iv) participation by groups and individuals from other countries in nonprofit activities in the United States similar to those described in subparagraphs (ii) and (iii) of this paragraph, when the Director of the United States Information Agency determines that such participation is in the national interest.

(3) United States participation in international fairs and expositions abroad, including trade and industrial fairs and other public or private demonstrations of United States economic accomplishments and cultural attainments.

(b) Other exchanges

In furtherance of the purposes of this chapter, the President is further authorized to provide for:

(1) interchanges between the United States and other countries of handicrafts, scientific, technical, and scholarly books, books of literature, periodicals, and Government publications, and the reproduction and translation of such writings, and the preparation, distribution, and interchange of other educational and research materials, including laboratory and technical equipment for education and research;

(2) establishing and operating in the United States and abroad centers for cultural and technical interchanges to promote better relations and understanding between the United States and other nations through cooperative study, training, and research;

(3) assistance in the establishment, expansion, maintenance, and operation of schools and institutions of learning abroad, founded, operated, or sponsored by citizens or nonprofit institutions of the United States, including such schools and institutions serving as demonstration centers for methods and practices employed in the United States;

(4) fostering and supporting American studies in foreign countries through professorships, lectureships, institutes, seminars, and courses in such subjects as American history, government, economics, language and literature, and other subjects related to American civilization and culture, including financing the attendance at such studies by persons from other countries;
(5) promoting and supporting medical, scientific, cultural, and educational research and development;

(6) promoting modern foreign language training and area studies in United States schools, colleges, and universities by supporting visits and study in foreign countries by teachers and prospective teachers in such schools, colleges, and universities for the purpose of improving their skill in languages and their knowledge of the culture of the people of those countries, and by financing visits by teachers from those countries to the United States for the purpose of participating in foreign language training and area studies in United States schools, colleges, and universities;

(7) United States representation at international nongovernmental educational, scientific, and technical meetings;

(8) participation by groups and individuals from other countries in educational, scientific, and technical meetings held under American auspices in or outside the United States;

(9) encouraging independent research into the problems of educational and cultural exchange;

(10) promoting studies, research, instruction, and other educational activities of citizens and nationals of foreign countries in American schools, colleges, and universities located in the United States by making available to citizens and nationals of less developed friendly foreign countries for exchange for currencies of their respective countries (other than excess foreign currencies), at United States embassies, United States dollars in such amounts as may be necessary to enable such foreign citizens or nationals who are coming temporarily to the United States as students, trainees, teachers, instructors, or professors to meet expenses of the kind described in section 2454(e)(1) of this title;

(11) interchanges and visits between the United States and other countries of scientists, scholars, leaders, and other experts in the fields of environmental science and environmental management; and

(12) promoting respect for and guarantees of religious freedom abroad by interchanges and visits between the United States and other nations of religious leaders, scholars, and religious and legal experts in the field of religious freedom.
The Fulbright-Hays Group Projects Abroad Program is designed to contribute to the development and improvement of the study of modern foreign languages and area studies in the United States by providing opportunities for teachers, students, and faculty to study in foreign countries. Under the program, the Secretary awards grants to eligible institutions, departments, and organizations to conduct overseas group projects in research, training, and curriculum development.

Subpart A—General

§ 664.1 What is the Fulbright-Hays Group Projects Abroad Program?

(a) The Fulbright-Hays Group Projects Abroad Program is designed to contribute to the development and improvement of the study of modern foreign languages and area studies in the United States by providing opportunities for teachers, students, and faculty to study in foreign countries.

(b) Under the program, the Secretary awards grants to eligible institutions, departments, and organizations to conduct overseas group projects in research, training, and curriculum development.

§ 664.2 Who is eligible to apply for assistance under the Fulbright-Hays Group Projects Abroad Program?

The following are eligible to apply for assistance under this part:
(a) Institutions of higher education;
(b) State departments of education;
(c) Private non-profit educational organizations; and
(d) Consortia of institutions, departments, and organizations described in paragraphs (a), (b), or (c) of this section.

§ 664.3 Who is eligible to participate in projects funded under the Fulbright-Hays Group Projects Abroad Program?

An individual is eligible to participate in a Fulbright-Hays Group Projects Abroad, if the individual—
(a)(1) Is a citizen or national of the United States; or
(2) Is a permanent resident of the United States; and
(b)(1) Is a faculty member who teaches modern foreign languages or area studies in an institution of higher education;
(2) Is a teacher in an elementary or secondary school;
(3) Is an experienced education administrator responsible for planning, conducting, or supervising programs in modern foreign languages or area studies at the elementary, secondary, or postsecondary level; or
(4) Is a graduate student, or a junior or senior in an institution of higher education, who plans a teaching career in modern foreign languages or area studies.
§ 664.4 What regulations apply to the Fulbright-Hays Group Projects Abroad Program?

The following regulations apply to this program:
(a) The regulations in this part 664; and
(b) The Education Department General Administrative Regulations (EDGAR) (34 CFR parts 74, 75, 77, 80, 81, 82, 85, and 86).
(Authority: 22 U.S.C. 2452(b)(6), 2454(e)(1), 2456(a)(2))

§ 664.5 What definitions apply to the Fulbright-Hays Group Projects Abroad Program?

(a) Definitions in EDGAR. The following terms used in this part are defined in 34 CFR part 77:
Applicant
Application
Award
EDGAR
Equipment
Facilities
Grant
Grantee
Nonprofit
Project
Private
Public
Secretary
State
State educational agency
Supplies
(Authority: 22 U.S.C. 2452(b)(6))
(b) Definitions that apply to this program: The following definitions apply to the Fulbright-Hays Group Projects Abroad Program:
Area studies means a program of comprehensive study of the aspects of a society or societies, including the study of their geography, history, culture, economy, politics, international relations, and languages.
Binational commission means an educational and cultural commission established, through an agreement between the United States and either a foreign government or an international organization, to carry out functions in connection with the program covered by this part.
Institution of higher education means an educational institution in any State that—
(1) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;
(2) Is legally authorized within such State to provide a program of education beyond secondary education;
(3) Provides an educational program for which it awards a bachelor's degree or provides not less than a two-year program, which is acceptable for full credit toward such a degree;
(4) Is a public or other nonprofit institution; and
(5) Is accredited by a nationally recognized accrediting agency or association.
Subpart B—What Kinds of Projects Does the Secretary Assist Under This Program?

§ 664.10 What kinds of projects does the Secretary assist?

The Secretary assists projects designed to develop or improve programs in modern foreign language or area studies at the elementary, secondary, or postsecondary level by supporting overseas projects in research, training, and curriculum development by groups of individuals engaged in a common endeavor. Projects may include, as described in §§664.11 through 664.14, short-term seminars, curriculum development teams, group research or study, and advanced intensive language programs.

§ 664.11 What is a short-term seminar project?

A short-term seminar project is—
(a) Designed to help integrate international studies into an institution's or school system's general curriculum; and
(b) Normally four to six weeks in length and focuses on a particular aspect of area study, such as, for example, the culture of the area or a portion of the culture.

§ 664.12 What is a curriculum development project?

(a) A curriculum development project—
(1) Is designed to permit faculty and administrators in institutions of higher education and elementary and secondary schools, and administrators in State departments of education the opportunity to spend generally from four to eight weeks in a foreign country acquiring resource materials for curriculum development in modern foreign language and area studies; and
(2) Must provide for the systematic use and dissemination in the United States of the acquired materials.
(b) For the purpose of this section, resource materials include artifacts, books, documents, educational films, museum reproductions, recordings, and other instructional material.

§ 664.13 What is a group research or study project?

(a)(1) A group research or study project is designed to permit a group of faculty of an institution of higher education and graduate and undergraduate students to undertake research or study in a foreign country.
(2) The period of research or study in a foreign country is generally from three to twelve months.
(b) As a prerequisite to participating in a research or training project, participants—
§ 664.14  What is an advanced overseas intensive language training project?

(a)(1) An advanced overseas intensive language training project is designed to take advantage of the opportunities present in the foreign country that are not present in the United States when providing intensive advanced foreign language training.
(2) Project activities may be carried out during a full year, an academic year, a semester, a trimester, a quarter, or a summer.
(3) Generally, language training must be given at the advanced level, i.e., at the level equivalent to that provided to students who have successfully completed two academic years of language training.
(4) The language to be studied must be indigenous to the host country and maximum use must be made of local institutions and personnel.
(b) Generally, participants in projects under this program must have successfully completed at least two academic years of training in the language to be studied.

Subpart C—How Does the Secretary Make a Grant?

§ 664.30  How does the Secretary evaluate an application?

(a) The Secretary evaluates an application for a Group Project Abroad on the basis of the criteria in §664.31. The Secretary informs applicants of the maximum possible score for each criterion in the application package or in a notice published in the Federal Register.
(b) All selections by the Secretary are subject to review and final approval by the J. William Fulbright Foreign Scholarship Board.
(c) The Secretary does not recommend a project to the J. William Fulbright Foreign Scholarship Board if the applicant proposes to carry it out in a country in which the United States does not have diplomatic representation.

§ 664.31  What selection criteria does the Secretary use?

The Secretary uses the criteria in this section to evaluate applications for the purpose of recommending to the J. William Fulbright Foreign Scholarship Board Group Projects Abroad for funding under this part.
(a) Plan of operation. (1) The Secretary reviews each application for information to determine 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 insures 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 ensure that project participants who are otherwise eligible to participate are selected without regard to race, color, national origin, gender, age, or handicapping condition.
(b) **Quality of key personnel.** (1) The Secretary reviews each application for information to determine the quality of 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;
   (ii) The qualifications of each of the other key personnel to be used in the project;
   (iii) The time that each person referred to in paragraphs (b)(2)(i) and (ii) of this section will commit to the project; and
   (iv) The extent to which the applicant, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment without regard to race, color, national origin, gender, age, or handicapping condition.
(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 that the methods of evaluation 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 that the facilities, equipment, and supplies that the applicant plans to use are adequate.
(f) **Specific program criteria.** (1) In addition to the general selection criteria contained in this section, the Secretary reviews each application for information that shows that the project meets the specific program criteria.
(2) The Secretary looks for information that shows—
   (i) The potential impact of the project on the development of the study of modern foreign languages and area studies in American education.
   (ii) The project's relevance to the applicant's educational goals and its relationship to its program development in modern foreign languages and area studies.
   (iii) The extent to which direct experience abroad is necessary to achieve the project's objectives and the effectiveness with which relevant host country resources will be utilized.
(g) **Priorities.** The Secretary looks for information that shows the extent to which the project addresses program priorities in the field of modern foreign languages and area studies for that year.
§ 664.32 What priorities may the Secretary establish?

(a) The Secretary may establish for each funding competition one or more of the following priorities:
   (1) Categories of projects described in §664.10.
   (2) Specific languages, topics, countries or geographic regions of the world; for example, Chinese and Arabic, Curriculum Development in Multicultural Education and Transitions from Planned Economies to Market Economies, Brazil and Nigeria, Middle East and South Asia.
   (3) Levels of education; for example, elementary and secondary, postsecondary, or postgraduate.
(b) The Secretary announces any priorities in the application notice published in the Federal Register.
(Authority: 22 U.S.C. 2452(b)(6), 2456(a)(2))

§ 664.33 What costs does the Secretary pay?

(a) The Secretary pays only part of the cost of a project funded under this part. Other than travel costs, the Secretary does not pay any of the costs for project-related expenses within the United States.
(b) The Secretary pays the cost of the following—
   (1) A maintenance stipend related to the cost of living in the host country or countries;
   (2) Round-trip international travel;
   (3) A local travel allowance for necessary project-related transportation within the country of study, exclusive of the purchase of transportation equipment;
   (4) Purchase of project-related artifacts, books, and other teaching materials in the country of study;
   (5) Rent for instructional facilities in the country of study;
   (6) Clerical and professional services performed by resident instructional personnel in the country of study; and
   (7) Other expenses in the country of study, if necessary for the project's success and approved in advance by the Secretary.
(c) The Secretary may pay—
   (1) Emergency medical expenses not covered by a participant's health and accident insurance; and
   (2) The costs of preparing and transporting the remains of a participant who dies during the term of a project to his or her former home.
(Authority: 22 U.S.C. 2452(b)(6), 2454(e)(1))
Subpart D—What Conditions Must Be Met by a Grantee?

§ 664.40 Can participation in a Fulbright-Hays Group Projects Abroad be terminated?

(a) Participation may be terminated only by the J. William Fulbright Foreign Scholarship Board upon the recommendation of the Secretary.
(b) The Secretary may recommend a termination of participation on the basis of failure by the grantee to ensure that participants adhere to the standards of conduct adopted by the J. William Fulbright Foreign Scholarship Board.

Government Performance and Results Act (GPRA)

What is GPRA?

The Government Performance and Results Act of 1993 (GPRA) requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision-making through more objective information on the effectiveness of federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

How has the Department of Education Responded to the GPRA Requirements?

As required by GPRA, the Department of Education has prepared a strategic plan for 2014-2018. This plan reflects the Department’s priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The 2014-2018 plan includes the following six goals:

Goal 1: Increase college access, affordability, quality, and completion by improving postsecondary education and lifelong learning opportunities for youth and adults

Goal 2: Improve the elementary and secondary system’s ability to consistently deliver excellent instruction aligned with rigorous academic standards while providing effective support services to close achievement and opportunity gaps, and ensure all students graduate high school college- and career-ready

Goal 3: Improve the health, social-emotional, and cognitive outcomes for all children from birth through third grade, so that all children, particularly those with high needs, are on track for graduating from high school college- and career-ready

Goal 4: Increase educational opportunities for and reduce discrimination against underserved students so that all students are well-positioned to succeed

Goal 5: Enhance the education system’s ability to continuously improve through better and more widespread use of data, research, and evaluation, evidence, transparency, innovation, and technology

Goal 6: Improve the organizational capacities of the Department to implement its strategic plan

What are the Performance Indicators for the International Education Programs?

The objective of the GPA program is to meet the nation’s security and economic needs through the development of a national capacity in foreign languages, and area and international studies. Under the Government Performance and Results Act, the Department will use the following measures to evaluate the success of the program in meeting this objective.
The Department has developed (and OMB has approved) the following GPRA measures to evaluate the overall success of this IFLE grant program:

GPA GPRA Measure: Percentage of GPA participants who disseminated information about or materials from their group project abroad through more than one outreach activity within six months of returning to their home institution. (Short-Term Projects).

*(GPA GPRA Measure will be calculated based on information provided in grantee reports.)*
### Instructions for Completing the GPA Application Package

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

*Note:* Section C – Budget Narrative should be included in the Budget Narrative Attachment Form, located in Part II.

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

#### Part II: Project Narrative
- ED Abstract Narrative Form (one attachment; one page limit)
- Project Narrative Attachment Form (one attachment; 40 page limit)
- Other Narrative Attachment Form I (three attachments; no page limit)
- Preliminary Pre-departure Orientation Agenda, Overseas Project Itinerary, Follow-up Activities
- Other Narrative Attachment Form II (five attachment limit; three page limit per attachment) – Curriculum Vitas of Key Personnel
- Other Narrative Attachment Form III (ten attachment limit; two page limit per attachment) – Letters of Support
- Other Narrative Attachment Form IV (five attachment limit; no page limit) Examples of Evaluation Materials, Project Timeline Chart, Project-Specific PMF Forms with Proposed Measures and Activities
- Budget Narrative Attachment Form (two attachment limit; no page limit)
- Detailed Line Item Budget and Budget Narrative Justification

The **ED Abstract Narrative Form** is where applicants will attach their one page single-spaced document. It should include the name of the applicant institution, name and contact information for the Project Director, which GPA Project Type you are applying for, the number and educational level of project participants, and a brief overview of the proposed project in the subject line of the abstract narrative. It should also identify which competitive and invitational priorities the application will be addressing.

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

The **Other Narrative Attachment Forms** are where applicants attach proposal appendices. Each applicant should provide in this section the appendices described above under Project Narrative.
The **Budget Narrative Attachment Form** is where you would attach a detailed line item budget and any supplemental budget information.

**NOTE:** Please do not attach any narratives, supporting files, or application components to the SF 424. The Department of Education will only review materials/files attached to the attachment forms listed above. All attachments must be in .pdf format. Other types of files will not be accepted.
Instructions for Project Narrative

Applicants will attach the project narrative to the Project Narrative Attachment Form.

Formatting

A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides. Page numbers and an identifier may be within the 1” margin. Double space (no more than three lines per vertical inch) all text in the application narrative, except titles, headings, footnotes, quotations, references, captions and all text in charts, tables, and graphs, which may be single spaced. Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. Applications submitted in any other font (including Times Roman and Arial Narrow) will not be accepted. Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).

Please note that the Project Narrative Attachment Form is limited to 40 pages. This section will include the discussion of the selection criteria. The required forms, abstract, table of contents, requested appendices, assurances, certifications, and survey forms will not count against your 40-page limit.

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

The Secretary evaluates an application on the basis of the broad criteria in 34 CFR 664 of the GPA program regulations as identified in this application (see “Authorizing Legislation and Regulations”). The Project Narrative should provide, in detail, the information that addresses each selection criteria. The maximum possible score for each category of selection criterion is indicated in parenthesis in the Federal Register notice. For ease of reading by the reviewers, applicants should follow the sequence of the criteria as provided below. Applications should be written in a concise and clear manner. You must limit the section of the narrative that addresses the selection criteria to no more than 40 pages.

NOTE: Please note that if an applicant institution has previously received a GPA short-term award, they should discuss how the successes and challenges of previous GPA grants will contribute to quality GPA projects in the future. They should also address how additional GPA grants will build upon previous GPA projects and/or focus on increased language capacity, new curricula, themes, fields, and communities in order to provide pertinent information to panel reviewers.

Applicants MUST address each of the following GPA selection criteria:

1. Plan of Operation .................................................................(20 points)
2. Quality of Key Personnel ...................................................(10 points)
3. Budget and Cost Effectiveness ..........................................(10 points)
4. Evaluation Plan .................................................................(20 points)
5. Adequacy of Resources ......................................................(5 points)
6. Potential Impact .................................................................(15 points)
7. Relevance to Institution’s Educational Goals ....................(10 points)
8. Need for Overseas Experience ...........................................(10 points)
9. Competitive Preference Priority 1 .................................(3 points)
10. Competitive Preference Priority 2 ...........................................................(3 points)
11. Competitive Preference Priority 3 ...........................................................(1 point)
11. Competitive Preference Priority 4 ...........................................................(3 points)

Total Maximum Score for Selection Criteria (GPA short-term projects)……..(107 points)
Total Maximum Score for Selection Criteria (GPA long-term projects)……..(104 points)

In addition to the guidance listed in the Federal Register notice and program regulations, the following guidance may assist applicants in addressing each of the selection criteria:

1. **Plan of Operation** (20 points)
   - Describe how the objectives of the project are related to the purposes of the GPA program and how those objectives will be accomplished.
   - In the project design, which generally consists of three phases (pre-departure phase, overseas phase, and post travel follow-up phase), describe how each of the phases will be carried out and supported.
   - How will the management plan effectively link all project phases and efficiently operate among all project parties?
   - Explain the ways resources and personnel will be used to achieve the objectives of the project. Include details of which key personnel will be responsible for vital project components/activities, and describe how, when, why, and where project activities will take place.
   - Provide a clear description of how the project will provide equal access and treatment for eligible project participants without regard to race, color, national origin, gender, age, or handicapping condition.
   - In the appendices section (Other Narrative Attachment), upload detailed daily proposed itineraries/language and culture class schedules for all phases of the project, including the pre-departure orientation schedule, overseas travel and study itinerary, and curriculum and other post-travel follow-up activities. Be sure to demonstrate the academic nature and focus of the project in these materials. Details should be included such as the number of hours of language study and at what levels, number and types of cultural and other activities such as field trips, tutoring, etc.

2. **Quality of Key Personnel** (10 points)
   - Describe the U.S. project director’s qualifications including educational background, professional training and experience in the host country, administrative experience, language and subject area expertise, and other related qualifications. Also indicate the responsibilities and time commitment of the project director.
   - Describe any other U.S. key personnel’s qualifications using the guidance above which are pertinent to the project’s objectives and management. Indicate each individual’s title, responsibilities, and time commitment to the project.
• Describe the host country personnel’s qualifications in relation to the project. Administrative staff, language teachers and assessors, evaluators, etc., whenever applicable, should be included. Be sure to indicate titles, project responsibilities, and time commitments.

• Show, as part of the institution’s non-discriminatory employment practices, how employment from underrepresented groups will be without regard to race, color, national origin, gender, age, or disability.

• In the appendices section (Other Narrative Attachment), upload abbreviated curriculum vitas (no more than three (3) pages each) of key personnel. These should present relevant areas of expertise for the proposed project.

3. **Budget and Cost Effectiveness** (10 points)

   • Demonstrate and justify that all costs presented in the line item budget are adequate, allowable, and reasonable in today’s market, and necessary to accomplish your project objectives.

   • Discuss the project’s cost effectiveness.

   • Show the relationship between the project costs and project objectives.

   • In the Budget Narrative Attachment, upload a detailed itemized line item budget and accompanying budget narrative that clearly outlines how costs have been calculated and how they are necessary in order to achieve project objectives. Please note that if sufficient detail is not provided, we may not be able to determine if the costs of the activities are necessary and reasonable and may disallow such costs.

4. **Evaluation Plan** (20 points)

   **Note:** Please carefully review the section on “Guidance on Developing an Evaluation Plan” in this application package for detailed instructions on how to address this criterion.

5. **Adequacy of Resources** (5 points)

   • What resources will the applicant use to accomplish project objectives, both in the U.S. and abroad?

   • Indicate specifics regarding the facilities, supplies, and other resources (including those provided by host country partners) to show that they are adequate to carry out the activities in all phases of the project.

   • In the appendices section (Other Narrative Attachment), upload letters of support from both U.S. and host country institutions and individuals.

6. **Potential Impact of the Project on the Development of the Study of Modern Foreign Languages and Area Studies in American Education** (15 points)

   • What would be the potential impact of the project on the development and improvement of the study of modern foreign languages and area studies in U.S. education?
• Describe the possible long-term benefits to project participants, their students (if relevant), colleagues, and communities resulting from successful completion of the grant. What specific multiplier effects will the project have?

• Indicate the process by which resulting curricula/projects/research will be evaluated for accuracy and effectiveness.

7. **Relevance to the Institution’s Educational Goals and Its Relationship to Its Program Development in Modern Foreign Languages and Area Studies (10 points)**

• Explain how the proposed project will address institutional development goals.

• Describe the relationship between the project and the institution’s program development in modern foreign languages and area studies.

• Outline what changes will take place due to a GPA project.

8. **The Extent to which Direct Experience Abroad is Necessary to Achieve Project Objectives and the Effectiveness with which Relevant Host Country Resources Will Be Utilized (10 points)**

• Explain why first-hand cultural and language study overseas is necessary in order to achieve the project’s objectives.

• Outline how the needs for overseas culture and language study were identified and how these needs are addressed by the project. Be specific about the unique need(s) that this proposed project will be addressing.

• Describe the benefits to be gained through the project by meeting those needs. Explain how effectively the host country’s resources will be utilized toward this effort.

9. **Competitive Preference Priority 1: Applications for GPA Short-term Projects from Selected Institutions and Organizations (3 Points).**

*Please note in the project abstract narrative if you plan to address this priority.
   o Minority-Serving Institutions (MSIs)
   o Community colleges
   o New applicants
   o State educational agencies (SEAs)

0 points: -Not Addressed.
3 points: -Meets at least one of the selected types of institutions and organizations

10. **Competitive Preference Priority 2: Applications for GPA Long-term Projects from Minority Serving Institutions (MSIs) (3 Points).**
Applications for GPA long-term advanced overseas intensive language training projects from MSIs.

*Please note in the abstract if you plan to address this priority.
0 points: -Not Addressed.
3 points: -Meets this type of institution
11. **Competitive Preference Priority 3: Substantive Training and Thematic Focus on Priority Languages** (1 point)

*Please note in the project abstract narrative if you plan to address this priority.*
Reviewers will be instructed to apply points according to the guidance provided below:
Please use the following information to apply points for this criterion.
- Are the priority language(s) to be studied for the project clearly identified in the proposal?
- Does the proposal provide adequate information to indicate an extensive and effective training focus on a priority language?
- Extent to which the project theme will focus on critical languages.
- Minimum of ten hours per week (or its equivalent) during the overseas phase should be spent on language training.
- How well the project will provide training and focus on a critical language. Specific activities, number of hours, and bios of prospective instructors should be provided.
- Extent to which the project will focus on the development of a priority language in multiple settings, inside and outside of traditional classroom learning. Extent to which the project provides opportunities for participants to use the priority language(s) in authentic settings and with native speakers when appropriate.
- Extent to which language training is addressed during both pre-departure orientation/preparation and overseas project phases.
- Extent to which language training objective and assessment are addressed during both pre-departure preparation and overseas project phases.

0 points: - Not Addressed.
1 point: - The applicant provides a well-defined and clear thematic tie-in to the critical language. The narrative and/or appendices show that 15 or more hours per week (or its equivalent) will be spent overseas on language training. The information provided is clear and specific. Language-related activities are specified and explained for the entire length of the overseas phase; names and bios of language instructors are provided with excellent qualifications. A pre-departure orientation agenda is included with specifics of language training and preparation sessions as well as details of what, specifically, will be covered.

12. **Competitive Preference Priority 4: Inclusion of K-12 Educators** (up to 3 points)

*Please note in the project abstract narrative if you plan to address this priority.*
Reviewers will be instructed to apply points according to the guidance provided below:
Please use the following information to apply points for this criterion.
- Explain how educators at the K-12 level will be involved in a substantive way, during the pre-travel, in-country, and post-travel periods of the project.
- What changes will result from this GPA project such as new and/or revised curricula/projects/research? How will this be developed? What processes are in place to support these activities?
- Describe in detail the make-up of the proposed educator group, including numbers and types of elementary, secondary, community college and four-year faculty and administrators to be traveling abroad.
• Evidence that at least 50 percent of the project participants are K-12 teachers and/or administrators. Include a description of the make-up of the proposed educator group, including numbers and type of elementary, secondary, and postsecondary faculty and administrators to be traveling abroad.
• Extent to which K-12 educators will be involved in a substantive way, during the pre-travel, in-country, and post travel periods of the project.
• Extent to which K-12 education educators’ instructional needs are addressed in the project design and proposed activities.
• Process by which new and/or revised curriculum/project/research will be developed into useful materials for K-12 instruction.

0 points: -Not Addressed.
1 point: -Minimally addressed. The applicant mentions K-12 teachers, but the little information provided is unclear. The applicant must provide evidence that the group is comprised of at least 50% K-12 teachers.
2 points: -Adequate. The applicant responds to most of the questions (above) but with basic information. In-depth details and examples are not given.
3 points: -Considered excellent. The applicant provides a detailed presentation of the number and types of elementary, secondary, and postsecondary faculty/administrator participants to be included. It is clear that K-12 educators/administrators will represent 50% of the participant group. The make-up of the entire group (3 elementary teachers, 2 postsecondary faculty, etc.) is clearly articulated in several places throughout application. The narrative includes numerous details of how the project design and activities will address K-12 educator needs and how curriculum will be developed that will be effective and useful at the K-12 level with specific examples provided.
Overview of GPRA Measures, Program Evaluation, and Project Evaluation

The U.S. Congress passed the Government Performance and Results Act (GPRA) of 1993 and the GPRA Modernization Act of 2010 to assess and improve federally funded programs. GPRA requires that federal agencies document the achievements of grant-funded programs. Specifically, GPRA requires federal agencies, such as the U.S. Department of Education, to develop and report quantifiable annual and long-term measures to Congress. GPRA stipulates that these measures be limited in number, be specific, and have baselines and targets that are ambitious, yet achievable. Performance reporting occurs at the program level, meaning that the U.S. Department of Education (ED) aggregates data from all IFLE grantees and reports on measures of the IFLE program overall. ED’s challenge is to articulate program-level measures that are relevant to several grant programs and that capture the achievements of many disparate grantees. ED’s Budget Service and the U.S. Office of Management and Budget (OMB) review and approve IFLE’s GPRA measures to make sure that the measures reflect the programs’ overall goals. Therefore, once approved, GPRA measures remain relatively constant over time.

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

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

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

The Government Performance and Results Act of 1993 (GPRA) and the GPRA Modernization Act of 2010 (GPRAMA)

GPRA and GPRAMA are intended to improve accountability for the expenditure of public funds, enhance congressional decision-making by providing Congress with objective information on the effectiveness of federal programs, and promoting federal programs’ results, delivery of services, and customers’ satisfaction. Accordingly, GPRA and the GPRAMA mandate that federal agencies, including ED, submit three major products to Congress: multi-year strategic plans, annual plans, and annual reports. To comply with GPRA and
GPRAMA, ED must state clearly in these products what it intends to accomplish, identify the resources required, and report on its progress annually to Congress.

**How has the Department of Education Responded to the GPRA Requirements?**

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

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

**IFLE Grant Project Evaluation**

A strong project proposal by an applicant for an IFLE grant includes a well-designed evaluation plan that is based on clearly stated goals and objectives. The evaluation plan must address all IFLE GPRA measures, as well as include project-specific measures that are tied to the project’s goals and objectives. The evaluation plan also must identify how each of the specific objectives will be achieved, and establish the quantitative and qualitative measures that will be used to demonstrate the successful implementation of the proposed project. The Performance-Measure Form (PMF) serves as a guide for applicants to plan and articulate key aspects of a well-designed evaluation plan.

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

**DEVELOPING AN EVALUATION PLAN**

**Working with an Independent Project Evaluator**

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

The independent project evaluator should be involved in the project throughout the entire grant cycle from the proposal development phase through the project’s funding and implementation to ensure that a well-designed evaluation plan is developed and implemented. The independent project evaluator works with key project personnel to draft measurable objectives, identify appropriate progress indicators and benchmarks, and to formalize the data collection, calculation, and analytical methodologies. The primary role of the independent project evaluator is to provide technical support and expertise to the project in order to best demonstrate its progress toward achieving stated goals and objectives. The independent project evaluator may also provide support and guidance for the development of a dissemination plan to publicize the project results to internal and external entities.
A grant applicant may wish to collaborate with other projects on a given campus to pool resources and share the cost of a professional evaluator. The guidance provided in this document is intended to help maximize evaluation resources by streamlining an evaluation process and by supporting collaboration between key project personnel and an independent evaluator. Very small projects may have very limited funds available to compensate an evaluator. In such cases, limited resources are best expended on working with an evaluator at the project’s start, as opposed to its later stages.

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

**Developing Clear Goals and Objectives**

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

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

Examples of possible project-specific quantitative objectives include:

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

Examples of possible project-specific qualitative objectives include:

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

Examples of specific activities that may support project objectives include:
- Recruit and hire qualified priority language faculty; or,
- Create or increase professional development and training sessions for faculty.

Progress indicators that relate to the quantitative and qualitative examples cited in the above sections include, but are not limited to, the following:
- Increase in the number of new faculty positions in priority and/or less-commonly-taught languages, area studies courses, or interdisciplinary courses that are institutionalized after grant support has ended;
- Increase in the number and type of courses developed, piloted, and subsequently submitted to the institution’s review board for inclusion in the college catalog for the upcoming academic year.

**Developing Evaluation Questions**

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

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

**Planning Data Collection and Analysis**

In order to show change, baseline data must be included in the final evaluation plan, submitted to the program office, once the grant is awarded. Applicants should determine if baseline data already exist and where to find them. Data collection instruments that are not readily available need to be developed. Data collection instruments may include surveys, standardized tests, exams, focus groups, and topic guides. Institutions may have additional instruments that are specific to the proposed project. The final evaluation plan must specify the types and sources of data that will be collected and describe how the data will be collected, including access and frequency. The plan must also describe how the data will be compiled, analyzed, and reported, as well as the methodology that will be used and key personnel responsible for these tasks. The institutions should work with evaluation specialists to develop a detailed analysis plan to analyze the data and interpret results. In addition, the evaluation plan should include a timeline to delineate tasks and specify when and how progress benchmarks or indicators will be met. The timeline will help projects to stay on track toward achieving their goals.

**Guidance to GPA Program Applicants**

The Fulbright-Hays international education programs’ overarching goal is to maintain a U.S. higher education system with the capacity to produce experts in less commonly taught languages and area studies who are capable of contributing to the needs of U.S. government, academic, and business institutions. Each IFLE grant program addresses a specific objective related to this overarching goal. The objective of the GPA Short-Term
The program is to contribute to the development and improvement of the study of modern foreign languages and area studies in the United States by providing opportunities for teachers, students, and faculty to study abroad.

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

- GPA GPRA Measure 1: Percentage of GPA participants in the Advanced Language Program who increased their reading, writing, and/or listening/speaking foreign language scores by one proficiency level. (Long-Term Projects only)

- GPA GPRA Measure 2: Percentage of GPA participants who disseminated information about or materials from their group project abroad through more than one outreach activity within six months of returning to their home institution. (Short-Term Projects only)

- GPA GPRA Measure 3: Efficiency Measure – Cost per GPA participant who increased his/her foreign language score in reading, writing, and/or listening/speaking, by at least one proficiency level. (Long-Term Projects only)

**Successful GPA short-term applicants** (later grantees) will be required to collect data on GPA GPRA Measure 2, and report those data to US/ED in their final performance reports.

**Successful GPA long-term applicants** (later grantees) will be required to collect data on GPA GPRA Measure 1 and 3, and report those data to US/ED in their final performance reports.

**GPA Short-Term Project-Specific Performance Measure Form (PMF)**

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

You must create a PMF for each Project Goal. Figure 1 shows a blank template. One example of a PMF completed for GPA Project-Specific Measures is provided in Figure 2.
Figure 1: PMF for Project-Specific Measures for GPA (Short-Term) Applicants

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Instructions for Completing Project-Specific PMF

1. Project Goal Statement – Each project will have more than one goal: for example, “Expand the Arabic language program, as well as add Elementary and Intermediate Persian and Turkish;” “Expand student advisement, mentoring and communication, including integration of students from the School of Education and Business.”

Complete a separate PMF template for each project goal. State the first project-specific goal in the first (header) row of the template, then proceed to steps 2-7 below. Repeat the process for each project-specific goal.

2. Performance Measures – State the project-specific measure in an objective and time-bound manner. Make sure that the units of measure (e.g., number of courses, number of students, etc.) are well defined.

3. Activities – Fill in the major activities that the institution will undertake to achieve the project-specific performance measure goal.

4. Data/Indicators – State the data or indicators that will be used to track progress of each activity stated in #2. Because the performance measure might not change from the baseline in the early year(s) of the grant, supporting indicators will be used to track and demonstrate progress.

5. Due Date – Some dates will be prior to the scholar’s overseas trip, some during, and some after the scholar returns home, depending upon the phase of the grant in which the activity takes place.

6. Target (T1) – Please provide the target level that the program intends to achieve for each measure.
### Figure 2: Sample PMF for Project-Specific Measures for GPA (Short-Term) Applicants

<table>
<thead>
<tr>
<th>1. Project Goal Statement:</th>
<th>To increase the quality and relevancy of less common taught language (LCTL) materials.</th>
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<tbody>
<tr>
<td>2. Performance Measures</td>
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<tr>
<td>A) Increase the number of instructional modules that could be integrated into existing curriculum.</td>
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<tr>
<td>A1. Identify and propose, at the Pre-Departure Orientation (PDO) meeting, 2-3 instructional modules to be developed during the group abroad period.</td>
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<td>A2. Work on proposed instructional modules during the group abroad period.</td>
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<tr>
<td>A3. Share proposed instructional modules with the group during the last week prior to returning home.</td>
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<tr>
<td>B) Increase the number of instructional modules that are accessible for use in multiple platforms (print, online, media, and digital).</td>
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<tr>
<td>B1. Submit draft instructional modules online a month after GPA so that others can comment and provide input.</td>
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<tr>
<td>B2. Revise and share final instructional modules with other GPA grantees.</td>
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<tr>
<td>B3. Publish and post final instructional modules for downloading by other instructors.</td>
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<tr>
<td>B4. Hold at least two events to promote the use of the new instructional modules.</td>
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<td>3. Activities</td>
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<tr>
<td>A1. Identify and propose, at the Pre-Departure Orientation (PDO) meeting, 2-3 instructional modules to be developed during the group abroad period.</td>
<td>The number of instructional module topics submitted at the PDO.</td>
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<tr>
<td>A2. Work on proposed instructional modules during the group abroad period.</td>
<td>Qualitative report (e-mail/blog) on the value of the group abroad experience in shaping the instructional module.</td>
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<tr>
<td>A3. Share proposed instructional modules with the group during the last week prior to returning home.</td>
<td>The number of draft instructional modules that were shared with the group.</td>
</tr>
<tr>
<td>B1. Submit draft instructional modules online a month after GPA so that others can comment and provide input.</td>
<td>The number of draft instructional modules submitted online for feedback.</td>
</tr>
<tr>
<td>B2. Revise and share final instructional modules with other GPA grantees.</td>
<td>The number of instructional modules finalized and sent to GPA participants</td>
</tr>
<tr>
<td>B3. Publish and post final instructional modules for downloading by other instructors.</td>
<td>The number of instructional modules published and posted online on a publicly accessible website</td>
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<tr>
<td>B4. Hold at least two events to promote the use of the new instructional modules.</td>
<td>Number of webinars conducted to explain the genesis of the new instructional modules and encourage their usage (and feedback).</td>
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<tr>
<td>4. Data/ Indicators</td>
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<tr>
<td>PDO Meeting</td>
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<td>Brief weekly updates</td>
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<td>During the time spent overseas</td>
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<td>5. Date Due</td>
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<td>One month after the GPA</td>
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<td>Two months after GPA</td>
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<td>Within six months after GPA</td>
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<td>6. Target T1</td>
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GPA Evaluation Selection Criteria

This section describes the selection criteria that reviewers will use to score the “Evaluation Plan.” The following questions in bold are quoted from the “Instructions for Project Narrative” on the GPA application. Each question is followed by guidance to help the applicant provide information that will enable reviewers to award the appropriate level of points for the applicant’s planned impact and evaluation efforts. Should the applicant become a grantee, it will be required to provide actual baseline numbers, including trend data. The applicant should explain what mechanisms, if any, it will put into place to collect desired data and to track progress toward the proposed project’s goals and objectives.

(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 that the methods of evaluation are appropriate for the project and, to the extent possible, are objective and produce data that are quantifiable.

Provide an evaluation plan that will adequately and effectively measure the project’s activities and impact, including curricular/project/research/language competency outcomes.

The applicant should review the section entitled “Guidance on Developing an Evaluation Plan” earlier in this document. This guidance document simplifies and demonstrates the key elements of a comprehensive and objective evaluation plan. Applicants must clearly express: Who/what will change? When will the change(s) take place? How much change is expected? What are the proposed data collection methodologies? Are the credentials, qualifications, and impartial statuses of those who will carry out the evaluation plan sufficient to ensure that the results will be valid and reliable?

Describe the methodology that will be used, including how data will be collected, potential questions to be asked (quantitative or qualitative), and how data will be analyzed.

The GPA program provides examples of both “Promising Practices,” available at http://www2.ed.gov/programs/iegsgpa/gpa-promising.pdf, and “Successful Grant Application Narratives,” available at http://www2.ed.gov/programs/iegsgpa/app-narratives.html. Both links are to documents that answer this question. For instance, the “Promising Practices” illustrates a pre/post survey to measure participants’ improvement from a baseline on perceptions, attitudes, and willingness to engage in global education. The guide also suggests that participants keep a journal during their overseas stays in which they can evaluate GPA program services and provide constructive critiques.

Indicate how evaluation results will be used to shape the development of the project.

The participants’ journal entries mentioned in the response to the last question are intended to serve as the basis of constructive feedback for the GPA program managers. Applicants can also
tabulate helpful tips from past fellows concerning the activities and ways of relating to the host country sponsors that either helped or hindered participants’ learning experiences.

ED seeks information from the applicant on whether and how it has used project evaluation results and findings to inform its strategic and operational decision-making. The applicant should provide examples of the types of evaluations and studies that it has carried out in similar grant projects, and of the results of those evaluations and studies. The applicant should also describe how these findings inform and improve the project proposed in the current application. ED looks favorably upon applicants that provide evidence-based results from past grant projects or similar efforts that indicate long-term outcomes that advance the Program’s goals, and that propose to scale up and institutionalize these results.

**Link the evaluation plan to the project objectives and goals.**

The applicant should design the evaluation plan in light of a clear and well-defined set of goals and objectives. For instance, if the project’s success will be determined based on increases in participants’ knowledge of language and culture, the evaluation plan should include a pre-/post-test of participants’ language proficiency and perhaps a qualitative report on gains in their cultural awareness.

If the project’s desired outcome is the development of a new and improved curriculum, the evaluation plan should contain assess how participants turned experiences in the host country into classroom learning experiences, and whether the development of the new curriculum followed established best practice guidelines. The success of a new curriculum also may be assessed from the students’ perspective, evaluating their sense of engagement in a classroom setting and improvements in their language abilities and cultural understanding.

**Describe the evaluation tools; present a proposed timetable for conducting evaluations.**

The applicant’s evaluation tools should correspond to the needs of the evaluation plan. For instance, in the case of an objective to increase language proficiency of instructors, the evaluation tools may consist of standard language proficiency assessments. The evaluation timing also will depend upon which goals and objectives are to be assessed. In the case of a new curriculum, the assessment cannot take place until the new curriculum is implemented in a classroom setting. The applicant may choose to seek feedback from a third-party professional advisor on the evaluation tools and timetable.

In the appendices section (Other Narrative Attachment), the applicant should upload examples of evaluation tools that may be used to collect data during all program phases: pre-departure phase, overseas phase, and post-travel phase. The applicant should also upload one PMF each for at least two Project-Specific Measures for GPA (Short-Term) Applicants in which the Project Goal Statement, Performance Measures are outlined.
Instructions for Budget Summary Form and Itemized Line Item Budget

NOTE: Applicants to the GPA program must submit two documents: (1) a budget summary form to categorize requested funds (ED Form 524), AND (2) a detailed line item budget with budget narrative justification.

The budget summary is to be included on the “Department of Education Budget Summary Form – (ED Form 524).” The applicant must complete both Sections A & B.

Both the detailed line item budget AND the accompanying budget narrative justification should be included in the “Budget Narrative Attachment Form,” which requests information on the applicant’s financial plan for carrying out the project.

It is suggested that applicants organize their budgets using either three columns or categories to indicate funding streams as follows: 1) federal funds (GPA program) requested; 2) applicant and other institutional cost share funds to be provided; and 3) project participant and other cost share funds to be provided. (Please note that matching is not required for the GPA program, but is highly encouraged. If matching is put forth in an applicant’s budget, and a grant is awarded, it will be expected that the grantee will provide these matching funds.) Applicants should describe how all costs support project activities.

The budget should only include costs that are allowable, reasonable and necessary for carrying out the objectives of the GPA project. Please note that federal funds under the GPA program are provided only for project-related expenses within the host country(ies) and may not be used for project-related expenses within the United States. Please consult the listing of allowable grant expenses located under Financial Provisions in the Supplemental Information section.

For the Fiscal Year 2017 competition, applicants may receive funding for up to 18 months for short-term projects and up to 24 months for long-term projects. Successful applicants will receive funding for one budget period. Continuation funds will not be awarded in subsequent years.

For each line item, provide detailed costs (in dollars) and narrative justification to support your request. Please check all figures and combined totals and compare the line item budget figures to those used on the ED Form 524 for both Sections A & B. Also, please note that if sufficient detail is not provided, we may not be able to determine if the costs of the activities are necessary and reasonable and may disallow such costs.

Please note the following GPA program policy guidelines:

1. Personnel: GPA program policies generally allow for grant funds to be used (ONLY FOR TRAVEL AND IN-COUNTRY EXPENSES) for only one administrative person (normally the Project Director). If additional U.S.-based administrative personnel, such as a curriculum specialist or scholar escort, are necessary to achieve project objectives, they must be well
justified in order for their travel to be paid for with GPA funds OR their expenses may be paid for using other sources of funding.

Please note that the GPA program **will not** provide funding for U.S.-based salaries and fringe benefits. Under this section, the applicant may regard these expenses as part of the applicant matching contribution. If personnel costs are included here as cost share, details such as the following should be provided: position titles, specific time commitment to project for each staff person in days/months, and other relevant information.

2. **Fringe Benefits:** Please see comments from the Personnel section above.

3. **Travel:** The applicant may request funds to cover project-related international and internal host country travel. Details should be included to explain the mode of transportation for which funding is requested.

   Indicate the number of persons traveling, whether they are participants or administrative personnel, where the group is traveling to with specific dates and locations, and a breakdown of the travel costs. Transportation costs should not exceed economy class fares. All travel must be related to the project objectives and proposed activities.

   A maintenance stipend (per diem) for each group member may be requested for the overseas phase of the project. This should be based on fifty percent of the amount established in the U.S. Department of State publication, “Maximum Travel Per Diem Allowances For Foreign Areas;” [http://aoprals.state.gov/web920/per_diem.asp](http://aoprals.state.gov/web920/per_diem.asp) Budgets should include details such as the number of days to be spent in each city/region.

4. **Equipment:** Not applicable. Leave blank.

5. **Supplies:** Applicants may request GPA funds to cover the purchase of project-related books, artifacts, and other teaching materials in the host country. GPA funds cannot be used to purchase materials in the U.S. An itemized list of supplies and the proposed costs for each should be provided.

6. **Contractual:** Not applicable. Leave blank.

7. **Construction:** Not applicable. Leave blank.

8. **Other:** Consultant costs may be included in this section such as payments to host country instructional and administrative personnel (lecturers, host country administrators or organizers, clerical and professional services provided by resident host country personnel, evaluators and language instructors.) GPA funds cannot be used to pay for U.S.-based consultants. Other miscellaneous costs may be requested in this section. Examples may include rent for instructional facilities in the host country, communication costs, including cell phone expenses in the host country, equipment rental, admission fees for site visits, utilities, printing costs or other expenses considered vital to the project’s success and based in the host country. A clear breakdown should be provided for how all costs were calculated and it should be clear that these costs are based in the host country, not in the U.S. DO NOT
use grant funds for refreshments/banquets/welcome and closing meals, etc. Use in-kind or matching funds for these costs.

9. **Total Direct Costs**: Provide the total direct costs requested.

10. **Indirect Costs**: Indirect costs are **not allowable** under the GPA program.

11. **Training Stipends**: Not applicable. Leave blank.

12. **Total Costs**: Provide the total amount that you are requesting from the GPA program. Note: This amount should also be the same as that shown as 18a on the application face sheet (SF 424) and on SF 524, Section A, Line 12.
Use This Checklist While Preparing Your Application.  All items are required.

Part I: Standard Forms
☐ Application for Federal Assistance (SF 424)
☐ Standard Budget Sheet (ED 524), Sections A & B
☐ SF 424B – Assurances Non-Construction Programs
☐ Disclosure of Lobbying Activities
☐ Grants.gov Lobbying Form
☐ 427 GEPA
☐ Department of Education Supplemental Information Form for SF 424

Part II: Project Narrative
☐ ED Abstract Narrative Form (one attachment; one page limit)
☐ Project Narrative Attachment Form (one attachment; 40 page limit)
☐ Other Narrative Attachment Form I (three attachments; no page limit)
  84.021A: Preliminary Pre-departure Orientation Agenda, Overseas Project Itinerary, Follow-up Activities
☐ Other Narrative Attachment Form II (five attachments; three page limit per attachment) – CVs of Key Personnel
☐ Other Narrative Attachment Form III (ten attachment limit; two page limit per attachment) – Letters of Support
☐ Other Narrative Attachment Form IV (five attachment limit; no page limit)
  84.021A: Examples of Evaluation Materials, Project Timeline Chart, Project-Specific PMF Forms with Proposed Measures and Activities
☐ Budget Narrative Attachment Form (two attachment limit; no page limit) – Detailed Line Item Budget and Budget Narrative Justification

NOTE: The “ED Abstract Narrative Form” is where the applicant will attach the program abstract. The “Project Narrative Attachment Form” should include the narrative sections addressing the program selection criteria that will be used to evaluate applications submitted for this competition – this section has a strict page limit of 40 pages (not including the table of contents). In the “Other Narrative Attachment Form”, each applicant should include the items listed above and other supporting documents, if necessary. The “Budget Narrative Attachment Form” is where the applicant will attach a detailed line item budget and any supplemental budget information.
Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 110 hours per response, including time for reviewing instruction, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (22 U.S.C. 2452 (b)(6)). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to regulations.gov during the public comment period for this collection of information. If you have specific questions about the form, instrument or survey, please contact OPE/IFLE, U.S. Department of Education, 1990 K Street, NW, Sixth Floor, Washington, DC 20006-6078.
IMPORTANT – PLEASE READ FIRST
U.S. Department of Education
Grants.gov Submission Procedures and Tips for Applicants

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

ATTENTION – Browser Support

Grants.gov is a Custom Java Application that uses standard web-browsers as the client. Grants.gov leverages the latest web technologies such as Ajax which relies extensively on JavaScript, HTML, and CSS. Grants.gov recommends you use the most up-to-date web browser possible for the best User Experience. If you are unsure about which version of the browser you are using, please check the following places:

- **Microsoft IE** – the *About Internet Explorer* setting under Help on your toolbar
- **Firefox** – the *About Firefox* setting under Help on your toolbar
- **Chrome** - the *About Google Chrome* setting under the *Customize and Control Google Chrome* option (located on the far right) in your toolbar options for your browsers.

The table below lists supported Web Browsers:

<table>
<thead>
<tr>
<th>Web Browser</th>
<th>Support</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft IE 9/10/11</td>
<td>Supported</td>
<td>Versions change frequently; we recommend you have the latest version. Legacy versions are functional but may experience some issues. It is recommended to upgrade to the latest version.</td>
</tr>
<tr>
<td>Mozilla Firefox</td>
<td>Supported</td>
<td>Versions change frequently; we recommend you have the latest version. Legacy versions are functional but may experience some issues. It is recommended to upgrade to the latest version.</td>
</tr>
<tr>
<td>Google Chrome</td>
<td>Supported</td>
<td>Versions change frequently; we recommend you have the latest version. Legacy versions are functional but may experience some issues. It is recommended to upgrade to the latest version.</td>
</tr>
<tr>
<td>Apple Safari</td>
<td>Supported</td>
<td>Versions change frequently; we recommend you have the latest version. Legacy versions are functional but may experience some issues. It is recommended to upgrade to the latest version.</td>
</tr>
</tbody>
</table>

For additional information of updates, please see the Grants.gov Browser information in the Applicant FAQs: [http://www.grants.gov/web/grants/applicants/applicant-faqs.html#browser](http://www.grants.gov/web/grants/applicants/applicant-faqs.html#browser)

ATTENTION – Adobe Forms and PDF Files Required

Applications submitted to Grants.gov for the Department of Education will be posted using Adobe forms. Therefore, applicants will need to download the latest version of Adobe reader. (Please note that in early 2016, Grants.gov discovered a compatibility issue with Adobe Reader DC. This has been resolved with Adobe Reader DC version 2015.010.20060 but there are compatibility issues with earlier versions. Information on computer and
operating system compatibility with Adobe and links to download the latest version is available on Grants.gov at this link: http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html. We strongly recommend that you review these details on www.Grants.gov before completing and submitting your application. In addition, applicants should submit their application a day or two in advance of the closing date as detailed below. Also, applicants are required to upload their attachments in .pdf format only. (See details below under “ Attaching Files – Additional Tips.”) If you have any questions regarding this matter please email the Grants.gov Contact Center at support@grants.gov or call 1-800-518-4726.

1) REGISTER EARLY – Grants.gov registration involves many steps including registration on SAM (www.sam.gov) which may take approximately one week to complete, but could take upwards of several weeks to complete, depending upon the completeness and accuracy of the data entered into the SAM database by an applicant. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. Please note that once your SAM registration is active, it will take 24-48 hours for the information to be available in Grants.gov, and before you can submit an application through Grants.gov. For detailed information on the Registration Steps, please go to: http://www.grants.gov/web/grants/register.html.[Note: Your organization will need to update its SAM registration annually (formerly Central Contractor Registry (CCR).]

Primary information about SAM is available at www.sam.gov. However, to further assist you with obtaining and registering your DUNS number and TIN in SAM or updating your existing SAM account the Department of Education has prepared a SAM.gov Tip Sheet which you can find at: http://www2.ed.gov/fund/grant/apply/sam-faqs.html

2) SUBMIT EARLY – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded. The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully to Grants.gov before 4:30:00 p.m. Washington, DC time on the deadline date.

Note: To submit successfully, you must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This DUNS number is typically the same number used when your organization registered with the SAM (formerly CCR -Central Contractor Registry). If you do not enter the same DUNS number on your application as the DUNS you registered with, Grants.gov will reject your application.

3) VERIFY SUBMISSION IS OK – You will want to verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 4:30:00 p.m. Washington, DC time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned. Once the Department of Education receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and will be available for viewing on Grants.gov’s Track My Application link.

If the date/time received is later than 4:30:00 p.m. Washington, D.C. time, on the deadline date, your application is late. If your application has a status of “Received” it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to “Validated” or “Rejected with Errors.” If the status is “Rejected with Errors,” your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: http://www.grants.gov/web/grants/applicants/encountering-error-messages.html. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Software Tip Sheet at: http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of
confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?
If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: mailto:support@grants.gov or access the Grants.gov Self-Service web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants

If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date.
If electronic submission is required, you must submit an electronic application before 4:30:00 p.m., unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the Federal Register notice for detailed instructions.)

Helpful Hints When Working with Grants.gov
Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to logon to Grants.gov to upload and submit the application. You must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov.


Dial-Up Internet Connections
When using a dial up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g. cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date. (See the Federal Register notice for detailed instructions.)

Attaching Files – Additional Tips
Please note the following tips related to attaching files to your application, especially the requirement that applicants only include read-only, non-modifiable .PDF files in their application:

1. Ensure that you attach .PDF files only for any attachments to your application, and they must be in a read-only, non-modifiable format. PDF files are the only Education approved file type accepted as detailed in the Federal Register application notice. Applicants must submit individual .PDF files only when attaching files to their application. Specifically, the Department will not accept any attachments that contain files within a file, such as PDF Portfolio files, or an interactive or fillable .PDF file. Any attachments uploaded that are not .PDF files or are password protected files will not be read.
2. Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
3. When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded files must be less than 50 characters, contain no spaces, no special characters (example: -, & , *, %, /, #, \) including periods (.), blank spaces and accent marks. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.
4. Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package totals 1 to 2 MB. Therefore, you may want to check the total size of your package before submission.

4/2016
Application Transmittal Instructions

**Submission of Paper Applications by Mail:**
If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education  
Application Control Center  
Attention: CFDA Number 84.021A  
LBJ Basement Level 1  
400 Maryland Avenue, SW  
Washington, DC  20202-4260

You must show proof of mailing consisting of one of the following:
1. A legibly dated U.S. Postal Service postmark.
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
3. A dated shipping label, invoice, or receipt from a commercial carrier.
4. Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do **not** accept either of the following as proof of mailing:
1. A private metered postmark.
2. A mail receipt that is not dated by the U.S. Postal Service.

**If your application is postmarked after the application deadline date, we will not consider your application.**

**Note:** The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

**Submission of Paper Applications by Hand Delivery:**
If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education  
Application Control Center  
**Attention:** CFDA Number 84.021A  
550 12th Street, SW.  
Room 7039, Potomac Center Plaza  
Washington, DC  20202-4260
The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

**Note for Mail or Hand Delivery of Paper Applications:** If you mail or hand deliver your application to the Department—

1. You must indicate on the envelope and—if not provided by the Department—in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

2. The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.
Part Two: Program-Specific Instructions and Forms (Standard Instructions (Included for reference, Official instructions found on Grants.gov)

- Grants.gov Submission Tips
- Application Transmittal Instructions
- Application for Federal Assistance (SF 424)
- Supplemental Information Required for Department of Education
- Assurances – Non-Construction Programs (SF 424B)
- U.S. Department of Education Budget Information Non-Construction Programs
- Section A – Budget Summary (ED 524)
- Section B – Budget Summary Non-Federal Funds (ED 524)
- Grants.gov Lobbying Form (formerly ED 80-0013)
- Disclosure of Lobbying Activities (SF LLL)