

# **FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)**

## **GRANTS TO LOCAL EDUCATIONAL AGENCIES (LEAs) ADDITIONAL NON-REGULATORY GUIDANCE**

(Questions and Answers)

### **Why did the Department select an absolute priority for critical languages under the Foreign Language Assistance Program?**

The FY 2008 Appropriations Act requires the following:

"That \$3,000,000 of the funds available for the Foreign Language Assistance Program shall be available for 5-year grants to local educational agencies that would work in partnership with one or more institutions of higher education to establish or expand articulated programs of study in languages critical to United States national security that will enable successful students to advance from elementary school through college to achieve a superior level of proficiency in those languages."

### **How does an applicant address the absolute priority for teaching one or more critical languages?**

An applicant must establish or expand foreign language learning by exclusively teaching one or more of the following languages: Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families. An application would meet the priority if it proposes a program that teaches one of the listed languages or more than one of the listed languages. It would not meet the priority if it teaches one or more of the listed languages and a language not on the list. For example: a project that proposed to teach both Arabic and Spanish would not meet the priority.

### **How does an applicant demonstrate that the proposed project will establish or expand an articulated program of study?**

An applicant may demonstrate how it will establish or expand an articulated program of foreign language study in elementary and secondary schools by describing in its application how it will, for example:

- develop a recruitment plan to increase the number of students enrolled in critical foreign language instruction in the school district
- plan critical foreign language curricula in which each grade level is designed to sequentially expand on the student achievement of the previous level
- develop new critical foreign language assessments

- establish a new critical foreign language program in a school that does not currently offer critical foreign language classes
- expand the grade levels or course levels of critical foreign language instruction

**What are allowable activities for institutions of higher education that plan to work in partnership with local educational agencies?**

Institutions of higher education (IHEs), in partnership with local educational agencies (LEAs) under the FLAP program, must carry out activities that support the establishment, expansion or improvement of foreign language instruction in elementary and secondary schools. Such activities may include, but are not limited to:

- professional development for LEA teachers of critical foreign languages
- technical assistance to LEA program staff in developing program standards and curricula and in developing or selecting appropriate foreign language assessments
- aligning critical foreign language curriculum K-16
- participating in the evaluation of the FLAP program activities
- preparing secondary students to achieve in college
- providing college-level coursework for high school students

NOTE: Providing coursework for college students is not allowable under the FLAP program.

**May an LEA phase out a traditional foreign language program in order to implement a critical language program?**

The Department of Education and Congress are concerned about grantees under this year’s FLAP competition phasing out a traditional language program and regard such a measure as counter-productive.

**What is the recommended target of language proficiency for students in the proposed project?**

The LEA should focus on building an articulated program of language instruction that begins in elementary school and will enable successful students to achieve an advanced level of proficiency by grade 12. An LEA may identify target proficiency levels for students at critical benchmarks, and describe how progress toward those proficiency levels will be assessed at the benchmark. Through collaboration with IHE partner(s), the proposed project will allow students that have participated in the program to achieve a superior level of proficiency at the university level.

**What is the definition of “advanced level of proficiency”?**

A proficiency level of advanced, as measured by the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners, produced by a student that has advanced from elementary school through high school in the foreign language program.

**What is the definition of “superior level of proficiency”?**

A superior level of proficiency is a proficiency level of 3, as measured by the Federal Interagency Language Roundtable (ILR), produced by a student.

**What is the definition of “ambitious project objectives”?**

Definitions of "ambitious project objectives" may vary due to the characteristics of foreign language programs. It is the applicant's responsibility to determine the proposed project's goals and set ambitious objectives and targets. For example, the applicant could describe its project objectives and how it has ensured that the objectives are challenging, raise expectations, and provide ways for learners to demonstrate progress. A specific example of a project objective is posted at [www.ncela.gwu.edu/oela/OELAprograms/4\\_FLAP.htm](http://www.ncela.gwu.edu/oela/OELAprograms/4_FLAP.htm).

**Where does a potential applicant locate resources, information, and non-regulatory guidance on the Foreign Language Assistance Program?**

Resources can be found at the following websites:

The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs

[www.ncela.gwu.edu/oela/OELAprograms/4\\_FLAP.htm](http://www.ncela.gwu.edu/oela/OELAprograms/4_FLAP.htm)

Grantmaking at ED

<http://www.ed.gov/fund/grant/about/grantmaking/index.html>

**What is the definition of a “local educational agency”?**

The term “local educational agency” means a public board of education or other public authority that maintains administrative control of public elementary or secondary schools in a city, county, township, school district or other political subdivision of a state. An intermediate unit within a State (e.g., a Board of Cooperative Educational Services (a BOCES), assuming it meets the definition of the term local educational agency, may apply for and receive a grant.

**What is the definition of an “institution of higher education”?**

The ESEA, at Section 9101, defines an IHE as follows:

“(24) INSTITUTION OF HIGHER EDUCATION- The term institution of higher education' has the meaning given that term in section 101(a) of the Higher Education Act of 1965.”

Section 101 of the Higher Education Act of 1965, 20 USC 1001 provides that:

“(a) Institution of higher education

For purposes of this chapter, other than subchapter IV, the term "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 the institution awards a bachelor's degree or provides not less than a 2-year program that 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, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.”

### **May two LEAs apply together in order to work together in a foreign language program?**

The statute does not prohibit LEAs from applying together. However, one LEA must be designated as the fiscal agent. The requirements on group applications are in 34 CFR 75.127-75.129.

### **May an LEA submit more than one application under this competition?**

An LEA may submit more than one application under the FLAP program. The applications could not overlap in terms of schools served, the activities proposed or the costs to be covered under the proposed budgets.

### **Is a proof of partnership a required part of the application?**

An LEA is required to work in partnership with one or more IHEs. The requirement for partnering and coordination appears multiple times in the application notice. Applicants may provide verification as to the extent to which each partner in the proposed project is committed to the implementation and success of the project throughout, at a minimum, the years proposed in the application. As part of this requirement, the LEA must identify the entity or entities with which it will collaborate and include in its application an assurance

from appropriate officials of those entities that will work with the applicant in implementing the proposal. The applicant is asked to submit a one-page letter of commitment from the partner (s) in an appendix to the application narrative. If you are applying through Grants.gov, the letter of commitment must be uploaded to the Other Narrative Attachment Form.

**May an LEA apply for a project period of less than 60 months?**

Applications that request funding for a project period other than 60 months will be deemed ineligible and will not be evaluated.

**If awarded a grant, may a grantee count on receiving FLAP funding for the full period of five years?**

The actual level of program funding, if any, depends on final Congressional action each fiscal year and whether substantial progress has been made toward meeting the project objectives and program performance measures.

**Is the estimated range of awards \$100,000 to \$300,000 over the period of five years?**

The estimated range of awards is \$100,000 to \$300,000 for each year. Applications that request funding for over \$300,000 each year will be deemed ineligible and will not be evaluated.

**What is the LEA's share of costs for the Foreign Language Assistance program for each fiscal year?**

In order to build program capacity at the local level, cost sharing (matching) is required. If the LEA is requesting \$200,000 in Federal funding per year, it must match \$200,000 of non-Federal funds each year. While a waiver may be granted for an LEA if the Secretary determines that the LEA does not have adequate resources to pay the non-Federal share of the cost of the activities, it is recommended that the district share the cost to the extent possible. Additional guidance on cost sharing (matching) and requesting a waiver is located at [http://www.ncela.gwu.edu/oela/OELAprograms/4\\_FLAP.htm](http://www.ncela.gwu.edu/oela/OELAprograms/4_FLAP.htm). The Education Department General Administrative Regulations, at 34 CFR 80.24, addresses Federal Cost sharing requirements.

**How does an applicant for the Foreign Language Assistance Program—LEA address the Government Performance and Results Act (GPRA) measure for student achievement during a planning year?**

In some cases, grantees may not be able to report on improved student achievement as a result of the FLAP program. For example, local school districts that have completed a planning year but have not yet assessed student achievement. Even in such cases, it is important that applicants and grantees

consider how program activities will result in improved student achievement in planning their program objectives and in designing their evaluation plan.

**How may an applicant access information on foreign language standards when designing its program?**

An applicant may access information on standards and other useful information at:

The National Foreign Language Resource Centers  
<http://www.ed.gov/help/site/expsearch/language.html>

**What is the definition of an "elementary school"?**

The term elementary school means a non-profit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law. The definition of this term is in section 9101 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

**What is the definition of a "secondary school"?**

The term secondary school means a non-profit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that the term does not include any education beyond grade 12. The definition of this term is in section 9101 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

**May FLAP programs serve pre-school students?**

The authorizing statute for the FLAP program requires that FLAP grantees support foreign language programs for elementary and secondary school students. Services to pre-school children would only be allowable if the law of the State includes pre-school children in its definition of elementary school students.

**How does an applicant address the Notice to all Applicants, Section 427 of the Department of Education's General Education Provisions Act (GEPA)?**

First, read the "Notice to all Applicants" included in the application package. Be sure to note the examples. The required response should include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs. If you are applying through Grants.gov, the system has a form to be completed. If you are submitting a paper application, it is recommended that the applicant respond on a separate sheet of paper entitled "GEPA".

## **How does an applicant comply with Executive Order 12372, the Intergovernmental Review of Federal Programs?**

Applicants must first review the State Single Point of Contact (SPOC) list. The list is available through a website link included in this application package. If a State contact is included in the list, the applicant must contact the SPOC to inquire about, and comply with, the State's process under Executive Order 12372. If the State requests the application for review, a copy of the cover letter sent to the State contact must be submitted with the application package and Item #19a checked with the date included. If you are applying through Grants.gov, the cover letter must be uploaded to the Other Narrative Attachment Form. If the program is subject to E.O. 12372, but has not been selected for review, check #19b. If the program is not covered by the Executive Order, check #19c.

## **What information should be included in the project abstract?**

Suggested guidance on the abstract is located at [http://www.ncela.gwu.edu/oela/OELAprograms/4\\_FLAP.htm](http://www.ncela.gwu.edu/oela/OELAprograms/4_FLAP.htm).

The project abstract is a two-page, single-spaced summary of your project. If you are applying through Grants.gov, the two-page abstract must be uploaded to the ED Abstract Form. The ED Abstract Form can hold more than one page.

## **Who should sign as the Authorized Representative on the Application for Federal Assistance and other forms?**

It is recommended that the Superintendent of Schools sign as the Authorized Representative.

## **How are applications evaluated for funding?**

Each application is evaluated by foreign language experts. The experts are required to use the program statute, the program selection criteria, and any priorities and other requirements that have been published in the [Federal Register](#) as guidance in reviewing the applications. The review panels provide written comments and scores to support their judgments about the quality and impact of the proposed project.

## **How long does it take the Department of Education to complete the review process and when will funds be available?**

Most review processes take about four to six months from the deadline date through the issuance of the signed Grant Award Notification. The list of grantees will be published at [http://www.ncela.gwu.edu/oela/OELAprograms/4\\_FLAP.htm](http://www.ncela.gwu.edu/oela/OELAprograms/4_FLAP.htm).

It is expected that funds will be available to support projects starting August 1, 2008.

**How does an applicant demonstrate approaches that can be disseminated to, and duplicated by, other LEAs?**

An applicant may, for example, demonstrate how it will disseminate best practices and share curriculum and materials through: presentations at regional and national foreign language conferences, workshops held at the school with classroom visits, creating a website and posting information, video-conferencing with other LEAs, and writing articles or papers.