



FY 2018 TITLE VI VIRTUAL TECHNICAL ASSISTANCE WORKSHOP | SEPTEMBER 19-20, 2017

LANGUAGE RESOURCE CENTERS (LRC) PROGRAM

CFDA NUMBER: 84.229A

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education





Topics

- Purpose of Title VI Funding & the Language Resource Centers (LRC) Program
- LRC Activities & GPRA Performance Measures
- The Fiscal Year (FY) 2018 Competition
 - Performance Period
 - Funding & Competition Schedule
 - Eligibility
 - Competition Priorities
 - LRC Activities
 - Eligibility
 - Application Review Process
 - Selection Criteria
 - Performance Measure Forms
 - Application Tips
 - Questions and Answers



Purpose of Title VI Funding

Authorized under Title VI of the Higher Education Act of 1965, reauthorized in 2008 as the Higher Education Opportunity Act (HEOA)

- Support centers and programs in U.S. institutions of higher education to strengthen capacity in area studies, international studies, and foreign languages to meet national needs.
- Award area studies and language training fellowships to undergraduate and graduate students.
- Create foreign language instructional materials, assessments, and surveys
- Promote access to research and training overseas.



Language Resource Centers Program

- The Language Resource Centers Program provides assistance to establish, strengthen, and operate centers that serve as resources for improving the nation's capacity for teaching and learning foreign languages effectively
- *Language Resource Center* means a coordinated concentration of educational research and training resources for improving the nation's capacity to teach and learn foreign languages



LRC Activities – *Must Include*

Effective Dissemination Efforts (whenever applicable in all authorized LRC activities)



LRC Activities – *May Include*

- Research on New and Improved Teaching Methods
- Development of New Teaching Materials Reflecting Research
- Development and Application of Performance Testing
- Training Teachers in Performance Testing, Teaching Strategies, and Use of Technologies



LRC Activities – *May Include*

- Significant Focus on Teaching, Learning, Needs, and Materials for Less Commonly Taught Languages
- Development of Materials for K-12 Foreign Language Teachers



LRC Activities – *May Include*

- Intensive Summer Language Institutes that:
 - Train Advanced Foreign Language Students,
 - Provide Professional Development; and
 - Improve Language Instruction through Pre-service and In-service Language Training for Teachers



GPRA Performance Measures

- The Secretary has established the following key performance measures for assessing the effectiveness of the LRC Program:
 - Percentage of LRC products or activities judged to be successful by LRC customers with respect to quality, usefulness and relevance;
 - Percentage of LRC products judged to be successful by an independent expert review panel with respect to quality, usefulness and relevance;
 - Cost per LRC project that increased the number of training programs for K-16 instructors of LCTLs (efficiency measure).



THE FY 2018 COMPETITION



Performance Period for LRC Projects

- **48 months**
- **FY 2018-2021**
- **Project start date: August 15, 2018**
- **Project end date: August 14, 2022**

Note: Grant funds are awarded annually, contingent upon available funds and grantee performance.



FY 2018 Funding & Competition Schedule

Fiscal Year 2018 program funding is undetermined at this time.

IFLE will announce the FY 2018 competition schedule when funding is determined. Announcements will be made in the Federal Register, on IFLE's website, and through IFLE's e-newsletter.



Eligibility

- An institution of higher education or a combination of institutions of higher *education are eligible to receive an award.*
- Applications that disregard guidelines published in the Federal Register will be declared *ineligible.*



LRC Competition Priorities: FY 2018

The FY 2018 LRC competition priorities are
yet to be determined.



Past LRC Competition Priorities

(FY 2014-2017)

The FY 2014 LRC competition featured two competitive priorities.
These are *subject to change for FY 2018*.

COMPETITIVE PREFERENCE PRIORITY 1:

Applications that propose activities that focus on any of the 78 priority languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs).

(0 or 5 points)

COMPETITIVE PREFERENCE PRIORITY 2:

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

(Up to 5 points)



Past LRC Competition Priorities

(FY 2014-2017)

The FY 2014 LRC competition featured two invitational priorities.
These are *subject to change for FY 2018*.

INVITATIONAL PRIORITY 1:

Applications from new applicants (as defined in the Federal Register notice).

“New applicant” refers to applicants who have not received a grant from the LRC program, either as an individual institution or as a member of a consortium, during the last two funding cycles (FY 2010-2013, FY 2014-2017).

INVITATIONAL PRIORITY 2:

Applications that propose programs or projects that engage in collaborative activities with heritage language centers or schools to support the language maintenance and development of heritage language speakers.



Application Review Process

- Technical Review for Eligibility
- Peer Review
- Scoring according to announced selection criteria
- ED Review and Approval of slate of proposals to be funded



SELECTION CRITERIA



Selection Criteria

1. Plan of Operation	15 points
2. Quality of Key Personnel	10 points
3. Adequacy of Resources	5 points
4. Need for Potential Impact	20 points
5. Likelihood of Achieving Results	10 points
6. Description of Final Form of Results	10 points
7. Evaluation Plan	20 points
8. Budget and Cost Effectiveness	10 points
Total Base Score	100 points
<i>Competitive Preference Priority I</i>	<i>5 points</i>
<i>Competitive Preference Priority II</i>	<i>5 points</i>
Total Maximum Score for Selection Criteria	110 points



Selection Criteria

1. Plan of Operation (15 points)

- High Design Quality
- Effective Plan of Management
- Clear Description of How Project Objectives Relate to LRC Program Purpose



Selection Criteria

1. Plan of Operation (cont.)

- Use of resources and personnel to achieve each objective
- Describe how you will provide equal access for racial and ethnic minorities, women, handicapped persons (Don't just rely on GEPA form)



Selection Criteria

2. *Quality of Key Personnel (10 points)*

- Project Director
- Other Key Personnel
- Time Commitment (% for each)
- Demonstrate experience relevant to project
- Include information on your partners/collaborations



Selection Criteria

3. Adequacy of Resources (5 points)

- Are the facilities adequate to conduct the operations of the center?
- Are the equipment and supplies adequate?



Selection Criteria

4. *Need for Potential Impact (20 points)*

- Are proposed materials or activities needed in the foreign languages on which the project focuses?
- Extent to which materials can be used throughout the U.S.
- Significant contribution to strengthening, expanding, or improving programs of foreign language study in U.S.



Selection Criteria

5. Likelihood of Achieving Results (10 points)

- Quality of outlined methods and procedures for preparing the materials
- Plans for activities are practicable and expected to produce the anticipated results



Selection Criteria

6. *Description of Final Form of Results (10 points)*

- Degree of specificity and appropriateness of the description of the expected results from the project



Selection Criteria

7. Evaluation Plan (20 points)

- Quality of the evaluation plan for the project
- Methods of evaluation appropriate for the project and, to the extent possible, objective, and produce data that are quantifiable



Selection Criteria

7. Evaluation Plan (cont.)

- Outcome based
- Draws on science of evaluation and trained evaluators
- Evaluation experts and content experts
- Work through from beginning



Selection Criteria

7. Evaluation Plan (cont.)

- Focus on grant activities, or on larger program outcomes
- Choose definable set of activities to evaluate and outcomes
- Evaluation should help you to improve your projects and methods
- Evaluation should help you to document success (and avoid repeating less effective activities)



Selection Criteria

8. Budget and Cost Effectiveness (10 points)

- Adequate to support the project activities
- Costs are reasonable in relation to project objectives
- Submit an itemized budget and narrative for each year



Selection Criteria

8. Budget and Cost Effectiveness (cont.)

- Equipment costs may not exceed 10% of grant amount
- Indirect costs must be capped at 8%
- Matching Funds: If you list matching funds on your budget your institution will be responsible for providing that commitment



PERFORMANCE MEASURE FORMS



Performance Measure Form (PMF)

- Presents the data elements necessary to demonstrate project's performance
- Used to assess progress towards and achievement of project goals
- Five required data elements:



Performance Measure Form (PMF)

1. Project Goal (Minimum 3, Maximum 5)
2. Performance Measure (Min. 1, Max. 3)
3. Activities (Min. 1, Max. 3)
4. Data Indicators (Min. 1, Max. 3)
5. Baselines and Targets



Performance Measure Form (PMF)

1. Project Goal (Minimum 3, Maximum 5)

- The broad, overall statement of what the project is aiming to achieve/accomplish
- Does not have to cover every project goal, but three to five selected goals must align with overall scope of LRC project
 - Tip: Limit the project goal statement to one sentence



Performance Measure Form (PMF)

2. Performance Measure (Min. 1, Max. 3)

- The metric to assess if project is meeting its overall project goal
- Should be specific and time bound with well-defined units of measurement
- May address direct products and services delivered, and/or the results of those products and services
- Conveys not only “what” will be achieved, but also “by how much”



Performance Measure Form (PMF)

3. Activities (Min. 1, Max. 3)

- Activities are actions that will be implemented in order to meet the performance measure and the project goal



Performance Measure Form (PMF)

4. Data Indicators (Minimum 1, Maximum 3)

- Specific, observable, and measurable characteristics that can be used to determine whether carrying out the activity results in progress being made toward meeting the performance measure
- Should reflect both activity and performance measure— take into consideration types and sources of data that will be available to best demonstrate such
- Include the frequency (period of measurement) for the data indicator (ex: semesterly, quarterly, annually, etc.)



Performance Measure Form (PMF)

5. *Baselines and Targets*

- Baseline: Initial value collected for data indicator at or prior to start of the project—serves as a point of reference
- Target: planned value for the data indicator(s) over the course of the project period
 - May be expressed as discrete for each reporting period, or cumulative over the course of the performance period



Example LRC Performance Measure Form (PMF)

1. **Project Goal Statement:** Improve availability of professional development/training materials in South Asian languages.

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	BL	T1	T2	T3	T4
1. Fifteen Open Educational Resources (OERs) in target Asian languages developed, published, and disseminated for use by LCTL instructors at professional development/training sessions by the end of the grant cycle.	1a. Develop three sets of instructional guides in consultation with experts and based on literature of best practices in project-based foreign language learning (PBLL).	1ai. Number of draft instructional guides developed	Annual	Summer institute records	0	1	2	0	0
		1a.ii. Number of consultations with PBLL experts	Annual	Summer institute records	0	2	1	0	0
	1b. Hold professional development initiatives to develop model OER prototypes in target languages.	1bi. Number of model OER prototypes developed	Annual	Summer institute records	0	0	3	5	7
		1b.ii. Number of professional development initiatives held	Annual	Summer institute records	0	0	3	5	7
	1c. Publish and disseminate final versions in the professional development series as open educational resources (OERs) for foreign language instructors of target languages.	1ci. Number of final Open Educational Resources (OERs) in the target languages available online for worldwide distribution.	Once - Year 4	Summer institute records	0	0	0	0	15



APPLICATION TIPS



TIPS – Get Organized

- Contact Program Officer
- Review abstracts of funded grantees and past successful proposals
- Review Federal Register and program websites for updated information
- Review FAQs on LRC website



TIPS – Read Before Writing

- Notice Inviting Applications (NIA)
- Program Statute and Regulations
- Competition Highlights
- Application Instructions
- Selection Criteria
- Budget Instructions



TIPS – Writing the Proposal

- Address all selection criteria and sub-criteria.
- To the extent possible, follow the sequence for criteria listed in the application guidelines and label appropriately to facilitate ease of reading.
- Limit your narrative to activities for which you are seeking funding.
- Summarize each proposed activity and how it increases program impact.
- Describe in detail how the program will be accomplished and who it serves.
- Submit application safely before deadline – Do not wait until the last minute!!!



Program Contact

Carolyn Collins, Program Officer

carolyn.collins@ed.gov

202.453.7854



Q & A