

complete and review the collection of information. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of English Language Acquisition, U.S. Department of Education, 400 Maryland Avenue, SW., Room 5626, Switzer Building, Washington, DC 20202-6510.

### Instructions for Application Narrative

Before preparing the Application Narrative you should read carefully the description of the program, the information regarding priorities, preferences and the selection criteria we use to evaluate applications.

**Note:** The section on PAGE LIMIT elsewhere in this application notice applies to your application.

1. **Abstract.** The narrative section should be preceded by a one-page, single-spaced Abstract summarizing your proposed Foreign Language Assistance Program. The Abstract should include a brief description of the project design, goals and the population to be served. If applicable, it is important to include information on the Competitive Priorities the project proposes to address. For Competitive Priority 1, be sure to include the language(s) and grade levels to be taught. For Competitive Priority 2, explain how the school qualifies as underserved. In addition, provide a short description of how the proposed program will not duplicate projects funded under Subpart 1 of Part A of Title VII of the Elementary and Secondary Education Act of 1965.

2. **Table of Contents.** Include a Table of Contents listing the parts of the narrative in the order of the selection criteria and the page numbers where the parts of the narrative are found. Be sure to number the pages of the narrative.

3. **Selection Criteria.** The narrative should fully address all aspects of the selection criteria in the order listed and should give detailed information regarding each criterion. Do not simply paraphrase the criteria. Do not include resumes. Instead, provide position descriptions for key personnel. Do not include bibliographies, letters of support or appendices in your application. Paginate all pages of the narrative. This package includes Program Guidance (Questions and Answers) to assist you in preparing the narrative portion of your application.

### Checklist for Applicants

Use the following checklist to verify that all necessary items are addressed in your final application preparation. Prepare one original with an original signature and include three additional copies. Do not use elaborate bindings, notebooks or covers. The application package must be delivered to the Application Control Center (ACC) and postmarked by the deadline date published in this notice.

1. Application for Federal Assistance (ED 424 (Exp. 11/30/2004)).
2. Budget Information—Non-Construction Programs (ED Form No. 524).

- Section A—Complete the Budget Summary for U.S. Department of Education Funds requested for Project Years 1, 2 and 3,
- Section B—Complete the Budget Summary for Non-Federal Funds (local cost sharing) for Project Years 1, 2 and 3, and
- Section C—Provide an Itemized Budget Breakdown for Project Years 1, 2 and 3.

• A Budget Narrative may be provided for each of the 11 Budget Categories. It may be placed directly after the three Itemized Budgets and does not require double spacing or page numbers.

3. Group Application Certification, if more than one LEA is applying.

4. Foreign Language Data Form.

5. Assurances—Non-Construction Programs (Standard Form 424B) (Rev. 7-97).

6. Certifications regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80-0013, 12/98).

7. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: Lower Tier Covered Transactions (ED 80-0014, 9/90) and instructions. (**Note:** ED 80-0014 is intended for the use of grantees and should not be transmitted to the Department.)

8. Disclosure of Lobbying Activities (Standard Form LLL (Rev. 7-97)) if applicable.

9. Applicant's response to the "Notice to All Applicants" concerning the Department of Education's General Education Provisions Act (GEPA).

10. Survey on Ensuring Equal Opportunity for Applicants.

11. Copy of letter to State Single Point of Contact (SPOC), if applicable.

12. Letter from an Authorized Representative of the school district requesting waiver of cost sharing requirement, if applicable.

13. Abstract. Including information on Competitive Priorities and Competitive Preferences, if applicable.

14. Table of Contents.

15. Application Narrative. No more than 35 pages using the section on **Page Limit** elsewhere in this application.

### Foreign Language Assistance Program (FLAP) Grants to Local Educational Agencies Additional Non-Regulatory Guidance (Questions and Answers)

**Q.** Who is eligible to apply for a FLAP grant in this competition?

**A.** In this competition, eligibility is limited to local educational agencies. The term "local educational agency" means a public board of education or other public authority which 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) may apply for and receive a grant.

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

**A.** The actual level of program funding, if any, depends on final Congressional action each fiscal year.

**Q.** Is the estimated range of awards \$50,000 to \$175,000 over the period of three years?

**A.** The estimated range of awards is \$50,000 to \$175,000 for each year.

**Q.** May an LEA submit a proposal for afternoon and/or Saturday foreign language instruction?

**A.** The purpose of the Foreign Language Assistance Program is to pay the Federal share of the cost of innovative model programs, providing for the establishment, improvement or expansion of foreign language study. Therefore, it is recommended that the majority of instruction be carried out during the traditional school day with supplemental activities in the afternoon and/or Saturday.

**Q.** What is not a foreign language?

**A.** The Secretary does not award grants to programs that teach Native American languages, Native Hawaiian, other Pacific Island languages or Native Alaskan languages. In addition, the program is not intended to support the teaching of English. Although improvement of the English language skills of non-native English speakers is a desirable ancillary benefit of a two-way foreign language immersion program, the primary focus of projects funded under the Foreign Language Assistance program must be on foreign language learning. As a consequence, funds received under the Foreign Language Assistance Program may not be used to fund an activity that is solely or primarily concerned with English language instruction.

**Q.** How does an applicant for the Foreign Language Assistance Program address the requirements set forth by the Government Performance and Results Act (GPRA)?

**A.** Each applicant should align program goals, objectives and outcomes with the following GPRA indicators for the Foreign Language Assistance Program:

1. To increase student proficiency in reading, writing, comprehending and communicating in the foreign language.
2. To increase the usage of the National Foreign Language Standards (Communication, Culture, Connections, Comparisons and Communities).

3. To build local capacity to continue the foreign language program components beyond the grant period.

4. To disseminate and duplicate program approaches to other local educational agencies.

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

**A.** 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.

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

**A.** 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