



FIPSE

**Program for North American Mobility
in Higher Education**

Information & Application Materials

Deadline for Submissions: April 11, 2003

Fund for the Improvement of Postsecondary Education (FIPSE)

Human Resources Development Canada (HRDC)

Secretaría de Educación Pública (SEP)

**PROGRAM FOR NORTH AMERICAN MOBILITY
IN HIGHER EDUCATION**

Guidelines and Application Materials

Fiscal Year 2003

Application Due Date: April 11, 2003

U.S. Department of Education
Office of Postsecondary Education

TABLE OF CONTENTS

GUIDELINES	3		
Introduction	3	Awards and Institutional	
Background	3	Commitment	10
Awards	3	Annual Meeting	10
Program Principles	3	Selection of Projects	11
Objectives	4	Application Procedures	12
Scope of the Program	4	Submission Process	14
The Consortia Partnerships	4	Electronic Submission	14
The Cooperative Projects	5	Parity Guidelines	16
The Cooperative Activities	5	Paperwork Burden	19
The Students	8	Consortial Partner Form	20
Student Mobility	8	US Partner	21
Student Recruitment	8	Canadian Partner	22
Academic Credit	8	Mexican Partner	23
Language Preparation	9	Title Page	24
Fees	9	Instructions	25
Student Stipends	9	Budget Summary	26
Student Support	9	Assurances	27
Preparatory Phase	9	Certifications	29
Financial Considerations	10	Additional Requirements	31
Country Support	10		
		Checklist (inside back cover)	

GUIDELINES

Introduction

The Program for North American Mobility in Higher Education is a grant competition run cooperatively by the governments of the United States, Canada, and Mexico. The purpose of this competition is to promote a student-centered, North American dimension to education and training in a wide range of academic and professional disciplines. The Program will fund collaborative efforts in the form of consortia consisting of at least two academic institutions from each country. The funding period will be for up to four years. This is the fourth grant competition for this program.

The governments of the United States, Canada, and Mexico have all issued similar guidelines. Some differences do exist to reflect country-specific needs. **Applicants from each country should use only the guidelines issued by their government when completing the application packet.**

Background

The Program for North American Mobility in Higher Education fosters student exchange within the context of multilateral curricular development. Students benefit from having an added "North American" curriculum and cultural dimension to their studies through a combination of trilateral curricular innovation and study abroad. The Program is administrated collectively by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education; Human Resources Development Canada (HRDC); and in Mexico by the Dirección de Desarrollo Universitario, Secretaría de Educación Pública (SEP).

Conceived in the spirit of the North American Free Trade Agreement (NAFTA), the first grant competition for this Program was held in 1995 followed by competitions in 1996, 1997,

2000, 2001, and 2002. Since 1995, a total of 58 consortia have been funded involving over 330 institutions of higher education and related non-profit organizations.

Awards

Grants for the Program for North American Mobility in Higher Education will provide four years of funding. As in the last competitions, each country will provide support only for participating institutions within its borders. We anticipate that Fiscal Year 2003 projects will begin as early as September 1, 2003, but no later than November 1, 2003. We estimate that 10 new consortium grants will be made. Most grants will be for four years of funding, including a first-year preparatory phase (see below). Grants for the US consortia will likely be on the order of US \$200,000 for the four-year period.

Program Principles

The principles of this program are based on recommendations that emerged from the Guadalajara Conference of 1996, the Vancouver Communiqué of 1993, and the Wingspread Declaration of 1992, which called for strengthened cooperation in higher education, research, and training among the United States, Canada, and Mexico.

The current grant guidelines are essentially similar in principle to the guidelines used in the 1995, 1996, 1997, 2000, 2001, and 2002 competitions but reflect revisions based on lessons learned from the experiences of past funding rounds. One important change, first instituted in the 2000 competition, has been the lengthening of project periods from three to four years by adding a first-year preparatory phase. Consortia in the past generally needed more time to prepare an administrative infrastructure before they began sending students abroad for study. Administrative agreements in the form of formal memoranda

of understanding are key to the smooth operation and development of consortium projects as well as the ultimate institutionalization of these projects at all of the participating colleges and universities.

The new first-year preparatory phase will allow grantees to formalize the consortium agreements on issues such as credit recognition and/or transfer among institutions; fees and tuition arrangements; language requirements; and student visa requirements. These administrative issues have been so important to the development of good projects that FIPSE, HRDC, and SEP decided to make funding subsequent to the preparatory phase contingent upon a consortium's satisfactory progress in these areas.

FIPSE, HRDC, and SEP have revised these guidelines to emphasize better the importance of curriculum development, language and cultural preparation, and student mobility.

Objectives

The purpose of this competition is to promote a student-centered, North American dimension to education and training in a wide range of academic and professional disciplines that complement existing forms of bilateral and trilateral exchange programs among the three countries.

The Program aims to improve the quality of human resource development in the three countries and to explore ways to prepare students for work throughout North America through –

1. the mutual recognition and portability of academic credits among North American institutions;
2. the development of shared, common, or core curricula among North American institutions;
3. the acquisition of the languages and exposure to the cultures of the United States, Canada, and Mexico;
4. the development of student apprenticeships or other work related experiences; and
5. an increased cooperation and exchange among academic personnel among North American institutions.

This program encourages consortia to achieve these objectives by extending partnerships beyond higher education and training institutions to include others such as business, professional associations, and public authorities in the three countries.

Scope of the Program

This initiative will support a limited number of innovative projects, which can best be carried out through multilateral groupings. The Program is not designed or intended to duplicate activities, which are, or can be, carried out on a bilateral basis between the United States and Canada or the United States and Mexico.

The Consortia Partnerships

Your proposed consortium must involve at least two active partner higher education or training institutions from each of the three countries involved. Partnerships among institutions in different states in the United States and Mexico and from different provinces in Canada will be preferred. You may also add third and subsequent partners from other education and training institutions or other relevant organizations (e.g. businesses, non-governmental organizations, publishers, government departments, chambers of commerce, research institutes, etc.) in the same or other states or provinces. Please note, however, that funding is intended only for academic institutions in each consortium. You should make sure that there is parity in the number of academic institutions from each country involved in each consortium. Make sure that all of your academic institutions intend to participate fully in the project.

Your consortia should nominate one lead institution from the United States and one each from Canada and Mexico. In the case of Mexico, the lead must be a public institution. The members of your consortium must jointly prepare a common proposal. The lead institution in each country then must submit a separate proposal to its respective government agency (see a listing under Submission Process). Though guidelines

published by all three governments are essentially the same, you should make sure that each lead institution refers to its respective government guidelines as different country-specific needs and requirements do apply.

Each partner institution should include in the proposal a letter of endorsement from the senior executive officer (e.g., rector, vice-chancellor, president) as well as from other officials responsible for international student activities (directors of international affairs, registrar, academic deans and/or department heads). These letters should indicate how the project fits within the international strategy of the institution and should emphasize how this project will complement that strategy. Endorsement letters should also indicate the institution's willingness and intent to sign agreements on credit transfer and tuition fee waivers with partner institutions. Letters should detail how the institution intends to support this program in the areas of institutional financial commitment, student language preparation, and student tuition and fees.

You may create new partnerships or build on existing international or domestic linkages. Projects, however, must be new; you should not simply duplicate or extend existing activities.

It is important that you clearly indicate each partner's contribution to the joint project in addition to the description of the project director at each institution. You should also include descriptions of all project staff who will be involved.

FIPSE, HRDC, and SEP give a high priority to ensuring the broadest possible participation in the Program. Given the relatively small number of projects that can be funded, individual departments, and academic or professional programs should not apply to participate in more than one consortium project at any given time.

The Cooperative Projects

Your project should draw upon and complement the international mission and staff expertise of each of the member institutions of the consortium. It is important that your project be clearly student-centered rather than research-oriented. When designing a project, you should always keep in mind the potential academic and professional impact that this project will have on students from all three countries. You should clearly describe the target student population (e.g., fourth-year undergraduate business students at a university; second-year students of aviation mechanics at a technical college). You should also state the number of students who will benefit from the project. All disciplinary fields, including the Arts and Humanities, as well as cross-disciplinary studies, both at graduate and undergraduate levels, are eligible for consideration. FIPSE, HRDC, and SEP have a strong interest in supporting projects designed to increase professional mobility in fields that are of relevance to the evolving North American trade relationship, the environment and sustainable development, public health, and human resources development.

The Cooperative Activities

Successful trilateral projects are ones that clearly integrate curriculum development and student mobility in a meaningful way. Your project needs to focus on its own innovative "North American" approach to training and education. The activities should aim not only to send students abroad, but also to integrate a new perspective into what one learns and how one learns.

While you design new curriculum, you should aim to fully integrate students into the normal academic and cultural milieu of the host institution and community. Students should take most, or all, of their courses at the host institution alongside native students, rather than in special courses for foreign students. Competitive proposals will focus on the following key activities:

- **Development of organizational frameworks for student mobility, which include full transfer and/or recognition of credit for study abroad.**

You should identify the groups of students who will participate in the proposed project. Experience shows that projects work best if they target advanced undergraduate students at two- or four-year colleges or graduate students in their second or third years. This arrangement allows for planning and recruitment for study abroad well before student departure to the partner institutions. It also allows for adequate foreign language training for students and gives students more time to plan for their trip. Your proposal should explain how long a student will be studying abroad and how credit for academic work at the partner institutions will be transferred to or recognized by the student's home institution. Note that student participation in these programs should not prolong time to degree.

- **Development of innovative curricula, teaching materials, methods and modules.**

Your proposal should address an important curricular problem or need and describe a strategy to address it. Your proposal should address how your project implements a new educational program or improves current practice to prepare students to work in an international context. Please detail the program of study in terms of the courses, research training, internships, or work placements that students might typically take at both the home and the host institution. You should indicate whether the proposed curriculum is based on existing courses offered at partner institutions or will involve new courses that are to be developed by the consortium. Your proposal should address how the students' experience abroad will be integrated into the

existing academic program prior to and following study abroad. You should describe all additional activities which you plan to organize which may include intensive programs, faculty exchanges, development of teaching materials, use of new technologies and/or the integration of distance learning.

- **Development of adequate language preparation and assessment.**

You should explain in detail how students will gain language proficiency adequate enough to participate in studies at the host institution. Discuss what level of language proficiency you are targeting and why. Discuss the resources you will be drawing upon to achieve language proficiency. An example might be how your foreign language departments will play a role in training departing students in French and/or Spanish. You should discuss how the U.S. host institution helps in-coming students with the improvement of English skills if they need it. You should also discuss how you will assess if students are ready for instruction in a language other than their own. Please note that consortia that propose to offer courses or seminars only in English will not be considered competitive. Language proficiency is key to a student's integration in the academic culture of the host institution.

- **Development, where appropriate, of apprenticeships or work placements.**

If your project involves work experience, you should address how you will establish and organize student apprenticeship opportunities or work placements in one or both of the partner countries. This includes how long the apprenticeship or work placement will last and how it will conform to the applicable laws and regulations of the host country. Please

discuss who will oversee internships. You should describe how students will build upon this experience upon their return.

- **Development, where appropriate, of a cross-national framework for professional certification, licensure and/or program accreditation for North America.**

If your project focuses on professional education, you should discuss how your project will work with private, state, and national professional associations and/or accrediting organizations to develop means for international quality assurance and certification.

- **Development of a strong project evaluation plan.**

Formative evaluation helps with project management and a strong summative evaluation helps projects become models for other institutions and consortia to follow. You should develop a detailed evaluation plan which states the goals of your project and indicates what qualitative and quantitative evidence you will gather to measure the success of your project. You should list the name of an external evaluator who will help you with the evaluation.

- **Submission of an annual performance report.**

The US, Canadian, and Mexican funding agencies will carefully monitor the progress of projects towards their goals through communication with their respective lead and partner institutions and through communication among themselves. Each project leader will be required to submit to their respective government agency an annual progress report, which discusses progress on project goals, including curricular development, student mobility, and project expenditures. Annual reports must include submissions from all

partner institutions covering their activities as well.

- **Participation in annual meetings.**

An important part of the Program for North American Mobility in Higher Education is the Annual Meeting, held over a period of about three days on a rotating basis in each of the partner countries. This meeting is intended to serve as a medium where different consortia can meet together to share ideas on what works. It is also intended as a forum for discussion to help guide the three funding agencies to make important trilateral decisions on how best to coordinate this program. Consortia are also given time during the Annual Meeting to meet as a group by themselves as well as with their program officers from the three countries. Please make sure that your budget includes funding to support adequate participation in these meetings.

FIPSE, HRDC, and SEP also will consider applications that integrate, in addition to the activities described above, other innovative approaches to affect successful trilateral cooperation in higher education. Some examples might be:

New web-based and other computer-based technologies to enhance the collaborative development of a trilateral project.

You may wish to use new distance learning technologies to enhance intra-project communication, curriculum development, teaching and learning, and preparation of students among the three countries. Further, new technologies can be used to expand access to the project. A consortium, for example, can use the Web to give access to all students at their participating institutions to course material that is part of the common core established by the consortium, commonly developed by the consortium, or available at each of the partner institutions.

Short intensive programs to enhance regular student exchanges.

In addition to longer semester or year-length student exchanges, applicants may also plan to create shorter, intensive programs which engage larger numbers of students for shorter periods of times (3-4 weeks). Explain how the intensive programs are well integrated into the students' regular curriculum. You should outline efforts and plans to promote language proficiency for students who will participate in short intensive programs, just as you would for students participating in longer exchanges.

The Students

One important objective of the North American program is to develop ongoing structured opportunities to allow students to pursue academic or professional studies in partner countries other than their own. For this reason, the three governments are interested in projects that will continue to facilitate student mobility well after the end of the grant period.

Your application should focus on the impact your idea has on students. This means that you should address student mobility in detail. You should discuss what value your project adds to your particular field of study through a North American approach and how you believe students will benefit academically and professionally from such a perspective. Make sure that you cover in detail the student related issues covered in the cooperative activities section above and the student mobility section below (curricular development, academic recognition, language and cultural preparation, tuition and fees, student service support).

Student Mobility Numbers and Duration

Number: On average, you should plan for each partner institution to move no fewer than seven (7) students over the life of the project. Proposals for moving a greater number of students will be considered more competitive.

Duration: Participating students from all partner institutions should have

opportunities to study at one or more foreign member institutions for a period of one, or preferably two, semesters. If your project involves internships, the duration of time abroad may be longer.

Student Recruitment

A major factor contributing to the success of consortia is a good plan for student recruitment. Your student recruitment plan should be forward thinking, targeting first- and second-year students as well as graduating high school students as potential recruits for your new program. Since language learning is a key component of this program, get students thinking about the program early and help guide students to make the proper course choices to ensure that they can acquire an adequate level of language proficiency in advance. You should discuss how you intend to provide access to a broad representation of the student population with respect to ethnicity, sex, and economic status.

Academic Credit Recognition

In order to assure that students do not increase their time to degree, you must make sure that students who study abroad can get academic credit for their work at their home institution. You should outline in detail how you intend to ensure full academic credit recognition for a student's study time abroad. You should discuss what formal administrative assurances home institutions will provide students that their study abroad will be fully credited upon their return and how student academic work will be evaluated from one consortium institution to the next. Please note that formal agreements for credit recognition must be signed by participating institutions by the end of the preparatory phase.

The content of the individual's study program must be agreed to in writing by the home and host institutions and the individual student concerned before the student's departure. This should indicate the home institution's assurance that the study abroad, if successfully completed, will be recognized as fulfilling a comparable period of study in the home institution.

Language/Cultural Preparation

Since a key objective of this Program is to encourage and enable students to experience an academic, cultural, and linguistic milieu different from their own, you must clearly address the cultural and linguistic instruction you plan to give students before, during, and after their study abroad period. Language preparation includes a means for determining whether students have sufficient language proficiency to study in the language of the host country and host institution. You should also discuss a strategy for ensuring that students can acquire an appropriate level of proficiency. Please describe what institutional and other resources will be used to prepare students or guest students to study within the framework of the program (foreign language education, testing and assessment programs or other related services).

Fees

Students studying abroad will pay the usual tuition and fees at their home institution and should incur no additional payments to the host institution. This includes fees for tuition, registration, examinations, and the use of library and laboratory facilities.

Student Stipends

Student stipend money is intended to offset additional costs incurred by students traveling abroad over the costs of remaining at the home institution (see section on financial considerations). Legitimate costs include travel, room and board expenses. Stipend money must not be used for tuition or fees (see "Fees"). The amount of money allotted a student for study abroad should reflect the additional cost incurred. Students who study for shorter times or in less expensive cities should receive less money than students who study for longer periods of time or in more expensive places. The maximum amount of federal stipend money allotted to any one US student may not exceed \$3,000. Please note that student mobility money is intended for foreign study only. This means that stipends may not be used to move students to institutions in their own countries.

Student Support and Services

You should discuss what student services you will provide to help students navigate these new programs at both the home and the host institutions in all three countries. The aim is to ensure that participating students are well prepared for a foreign study experience and that they will be received in an appropriate manner at host institutions. You should include details about pre-departure orientation activities at the home institutions and reception and orientation activities at receiving institutions. You should also identify how returning students will be integrated into their home institutions following their international study experiences.

Preparatory Phase - First Year of Project

Successful North American projects are built upon strong inter-institutional agreements that are confirmed by signed memoranda of understanding among institutional partners. For this reason, the three governments have decided to support an initial year of funding to allow grantees to complete administrative planning and cooperative trilateral arrangements at the inter-institutional level. Student mobility will begin only after the successful completion of the preparatory phase (but no later than the end of the second year of the project). During the first year, consortia must formalize agreements in the following areas:

- institutional financial commitment to the project.
- financial sustainability beyond the government funding period.
- student recruitment and selection.
- student language preparation.
- student tuition and fees.
- student credit transfer and/or recognition.
- faculty and curricular development.

In order to ensure the success of the entire project, funding for the subsequent three years will be contingent upon satisfactory achievements during the preparatory first year. Evidence must clearly demonstrate that

all institutional partners are fully committed to work together and that formal arrangements are in place to achieve goals and objectives in all of the areas identified above.

As a minimum requirement, by the end of the first year the trilateral consortium will be required to submit to the three funding authorities copies of formal agreements signed by all partner institutions with respect to (a) academic credit transfer and recognition, and (b) student tuition and fees.

Projects that do not satisfactorily meet these preparatory requirements by the end of the first year will not be extended government support beyond that point.

IMPORTANT: The preparatory phase of the project does not reduce the need for you to develop and present clear and detailed plans of action and signed support letters from all of your partner institutions at the time of application. The application must be completely and fully developed, including a section on the preparatory phase that describes plans to address the issues identified above.

Financial Considerations

Grants for the Program for North American Mobility in Higher Education will provide four years of funding. Most grants will be for four years of funding, including a first-year preparatory phase (see below). Each country will provide support only for participating institutions within its borders. Awards are intended to provide seed funding for carrying out joint innovative projects, which can be established within this period and which, once established, can be continued without ongoing program support. It is essential that you indicate in your proposal how activities will be sustained beyond the funding period.

Your projects should be cost-effective in their design and administration. The most competitive proposals will attempt to maximize the number of students going abroad through wise use of stipends and other institutional resources.

Country Support

Each government will provide financial support only for participating institutions within its borders. You should note that funding levels provided by each country may vary. We recommend that funding arrangements be worked out by consortium members prior to submitting a proposal.

The United States will provide a total of approximately \$2 million over four years to support the participation of US institutions and students in these consortia. Canada and Mexico will each provide financial support for their participants.

For US institutions, financial support per consortium for the life of the project is anticipated to be on the order of \$200,000. US consortium members should limit their budget to \$30,000 for all US partners for the first-year preparatory phase. US institutions may also request funds in years two, three, and four for the purposes of curriculum development. This might involve covering the costs to host a consortia meeting at a US partner institution or to attend such a meeting at a Mexican or Canadian partner institution. Curricular development money may also be used to supplement costs related to Web site development if they are directly related to the project. Student mobility funds should not be budgeted in the first year of the grant.

Awards and Institutional Commitment

FIPSE, HRDC, and SEP will award funding to successful consortia via the lead partner in each country. Awards are intended to cover a portion of the total costs of the activities to be undertaken. As the project is intended to be of long-term benefit to the partner institutions and their students, your institutions should make a substantial contribution to the project as evidence of their commitment to its objectives.

Annual Meeting

You should include in your budget costs for the Annual Meeting for all partners from your

respective countries. We anticipate that the 2002 Annual Meeting will be held in Mexico during mid-November. The 2003 Annual Meeting will be held in the US and the 2004 Annual Meeting will be held in Canada.

Selection of Projects

FIPSE, HRDC, and SEP, assisted by panels of independent experts, will make selections on a trilateral basis. While overall attention will be paid to a balance of benefits, to good geographic spread, and to supporting a diverse range of institutions, reviewers will judge the proposals primarily on the basis of the following four selection criteria, weighted equally:

1. **The significance of the proposed project**, as determined by –
 - The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies;
 - The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used in a variety of other settings; and
 - The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

You should describe the nature and scope of the proposed project, the key elements and reasons for the proposed partnership, and the particular North American context and perspective of the project. How central is the program to the vitality of developing a North American dimension to your discipline or profession? What will be the national and international consequences of a

successful completion of the project? How are other institutions of higher education likely to benefit or learn from your experience in ways that would enable them to provide a North American perspective to your discipline or profession?

2. **The quality of the design of the proposed project**, as determined by –
 - The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable; and
 - The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Your narrative should offer reviewers a clear description of the roles of each partner. It should cover who will do what, when, where, and with what anticipated results. Your strategies should be carefully designed to address the central purpose of your project, based on your own research and experience, and based on previous experience by others. Scatter-shot approaches to vaguely defined problems make poor prospects for funding. The project's goals and objectives should be clearly identified and measurable.

3. **The adequacy of resources**, as determined by –
 - The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project;
 - The potential for continued support of the project after FIPSE/HRDC/SEP funding ends, including, as appropriate, the demonstrated

- commitment of appropriate entities to such support; and
- The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

It is important to provide evidence that the plans you propose have the support of those who will authorize them, those who will carry them out, and those who will be affected by them. You should include in your proposal, in an appendix, letters of commitment and support from senior administrators of members of the consortium. You may also include endorsements by national or international experts in your field to support the significance of your project. Applicants are advised that the quality of the letters of support is important, not the quantity.

An important element of your design is the level of commitment from all of the partners in the consortium. Partners should not be selected only because of name recognition or size. Partners should be selected for the demonstrated level of interest in being part of the project as well for providing evidence for making a substantial commitment to the success of the project.

4. **The quality of the project personnel**, as determined by –
 - the qualifications, including training and experience, of key project personnel; and
 - the extent to which the applicant encourages applications for employment from persons who are members that have traditionally been under-represented based on race, color, national origin, gender, age, or disability.

The qualifications of key personnel, including the project director at the lead institution and the staff at the partner institutions, should be briefly outlined in an appendix to the proposal. Please note that a standard curriculum vita is not appropriate for this purpose. What is needed is a short-form résumé and a brief narrative summary of each individual's background, with a special focus on those experiences related to the topic of your proposal.

Application Procedures

Each North American consortium should prepare a common proposal that contains the following elements. The proposal should contain sufficient information and details to allow the evaluators to judge the capacity of the project to meet the objectives of the North American Program. You and your Canadian and Mexican lead partners should submit to FIPSE, HRDC, and SEP proposals that are identical in content. Please be sure to use the attached consortium partner identification forms.

1. **TITLE PAGE.** Please use the enclosed Title Page (substitutes for Form ED 424) and refer to the corresponding instructions. In the section "Abstract of the Project", you should indicate the total number of students in each country to be moved during the project.
2. **ONE PAGE SUMMARY.** This overview should outline the key features of the project including the total number of students from each institution being exchanged over the duration of the project. The summary should include the following items:
 - Title of project.
 - Summary of program and project activities.
 - List of U.S., Canadian, and Mexican consortium institutions.

- Number of U.S., Canadian, and Mexican students targeted for study abroad.
- Length of study abroad time.
- Number of planned trilateral consortium meetings among coordinating institutions and approximate location (note: the Annual Meeting should count as one per year).

3. CONSORTIAL PARTNER IDENTIFICATION FORMS.

It is essential that you list the details of all North American partners.

4. PROJECT DESCRIPTION.

In no more than 20 double-spaced pages, you should include an overview that describes the project, its objectives, strategies for achieving those objectives, and for each year of the project, the expected outcomes of the project and how success in achieving those objectives would be measured. Each application should include a well-written evaluation plan aimed at measuring success of the project's activities and outcomes through solid quantitative and qualitative evidence. This plan must be coordinated among partners to ensure that the success being measured is consortia-wide.

PAGE LIMIT.

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, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs. Use a font that is either 12-point or larger.

The page limit does not apply to the cover sheet, the budget section, including the narrative budget justification, the

assurances and certifications, or the abstract, the resumes, the bibliography, or the letters of support.

Our reviewers will not read any pages of Your application that exceed the page limit.

5. PERSONNEL INFORMATION.

You should clearly state the qualifications of the Project Director and the personnel related to the project. Please include in the appendix brief one-page bios, highlighting relevant skills and experience of the personnel. If you must include a résumé, please limit it to fewer than five pages.

6. BUDGET AND BUDGET NARRATIVE FOR EACH YEAR.

The budget breakdown should follow the format set out in the application form.

Please use the enclosed Budget

Summary

(substitutes for Form ED524) to

categorize

requested costs.

The budget narrative should detail all expenses for each year of the life of the project and how they have been determined.

The budget should clearly identify travel costs and other relevant expenses. It should further indicate how much of this budget is being requested from FIPSE and how much is to be covered from other sources. Clearly indicate the breakdown of expenses among the Canadian, Mexican and US consortium members. Where applicable, the application must indicate the level of financial support from other public and private sources.

Letters of confirmation from these sources should be included with the application.

For US applicants, the budget figures must be submitted in US dollars.

7. PLANNING TIMETABLE WITH

OUTCOMES TO BE ACHIEVED FOR EACH YEAR OF THE PROJECT.

Please include in an appendix a planning chart listing goals and planned outcomes. This chart should fit your evaluation plan.

8. **CONSORTIAL PARTNER IDENTIFICATION FORMS.**
Please complete all of the identification forms for all partners.
9. **ENDORSEMENT LETTERS.** As outlined above, you must provide letters of support from a senior executive officer of each academic partner in the consortium, indicating how this project fits within the academic exchange policy and the international strategy of the institution, and emphasizing what this project will add to that strategy. Other major parties involved in the consortium should also indicate in writing their commitment to this project.
10. **NUMBER OF COPIES.**
Please submit the original application plus two (2) additional complete copies of the application.

Submission Process

The three lead institutions in each country must submit a separate application to their respective funding agencies. Applications not received by all three countries will not be considered. Please follow the application guidelines for the country in which your lead institution is situated.

Applications must be post-marked or hand-delivered to each of their respective government offices no later than April 11, 2003.

INSTRUCTIONS FOR TRANSMITTAL OF APPLICATIONS:

APPLICATION PROCEDURES:

Note: Some of the procedures in these instructions for transmitting electronic applications differ from those in the Education

Department General Administrative Regulations (EDGAR)(34 CFR 75.102). Under the Administrative Procedure Act (5 U.S.C. 553) the Department generally offers interested parties the opportunity to comment on proposed regulations. However, these amendments make procedural changes only and do not establish new substantive policy. Therefore, under 5 U.S.C.553 (b) (A), the Secretary has determined that proposed rulemaking is not required.

Pilot Project for Electronic Submission of Applications

In Fiscal Year 2003, the U.S. Department of Education is continuing to expand its project of electronic submission of applications to include additional formula grant programs and additional discretionary grant competitions. The Program for North American Mobility in Higher Education (CFDA No. 84.116N) is one of the programs included in this project. If you are an applicant under the Program for North American Mobility in Higher Education, you may submit your application to us in either electronic or paper format.

The pilot project involves the use of the Electronic Grant Application System (e-Application) portion of the Grant Administration and Payment System (GAPS). Users of e-Application will be entering data on-line while completing their applications. You may not e-mail a soft copy of a grant application to us. If you participate in this voluntary pilot project by submitting an application electronically, the data you enter on-line will be saved into a database. We request your participation in e-Application. We shall continue to evaluate its success and solicit suggestions for improvement.

If you participate in this e-Application pilot, please note the following:

- Your participation is voluntary.
- You will not receive any additional point value or penalty because you submit a grant application in electronic or paper format, nor will we penalize you if you submit an application in paper format.

When you enter the e-Application system, you will find information about its hours of operation.

- You may submit all documents electronically, including the Title Page, (substitutes for the ED Form 424), Budget Summary (substitutes for the ED Form 524), and all necessary assurances and certifications.
- After you electronically submit your application, you will receive an automatic acknowledgement, which will include a PR/Award number (an identifying number unique to your application).
- Within three working days of submitting your electronic application, fax a signed copy of the Title Page (replaces ED 424) to the Application Control Center after the following these steps:
 - (1) Print the Title Page from the e-Application system.
 - (2) The institution's Authorizing Representative must sign this form.
 - (3) Place the PR/Award number in the upper right hand corner of the Title page.
 - (4) Fax the Title page to the Application Control Center at 202 260-1349 within three working days of submitting your electronic application.
- We may request that you give us original signatures on all other forms at a later date.
- Closing Date Extension in Case of System Unavailability: If you elect to participate in the e-Application pilot for the Program for North American Mobility in Higher Education and you are prevented from submitting your application on the closing date because the e-Application system is unavailable, we will grant you an extension of one business day in order to transmit your application electronically, by mail, or by hand delivery. For us to grant this extension ---
 - (1) You must be a registered user of e-Application, and have initiated an e-Application for this competition; and

- (2)
 - (a) The e-Application system must be unavailable for 60 minutes or more between the hours of 8:30 and 3:30 p.m., Washington, DC time, on the deadline dates; or
 - (b) The e-Application system must be unavailable for any period of time during the last hour of operation (that is, for any period of time between 3:30 and 4:30 p.m., Washington, DC time) on the deadline date. The Department must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension you must contact either (1) the person listed elsewhere in this notice under FOR FURTHER INFORMATION CONTACT or (2) the e-GRANTS help desk at 1-888-336-8930.

You may access the electronic grant application for the Program for North American Mobility in Higher Education at:
<http://e-grants.ed.gov>

We have included additional information about the e-Application pilot project (see Parity Guidelines between Paper and Electronic Applications) in the application package.

****NOTE:** Due to the upgrading of software, we anticipate that the e-Application system will be unavailable for several days in mid-December. The tentative schedule for this down time is from 7:00 p.m., December 12 until 6:00 a.m., December 16, Washington, DC time. Please check <http://e-grants.ed.gov> for any updates on the unavailability of the e-Application system.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements.

If You Send Your Application by Mail:

You must mail the original and two copies of the application on or before the deadline date to:

U.S. Department of Education
Application Control Center
Attention: CFDA No. 84.116N
Washington, DC 20202-4725

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

- (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.

If you mail an 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 You Deliver Your Application by Hand:

You or your courier must hand deliver the original and two copies of the application by 4:30 p.m. (Washington, DC time) on or before the deadline date to:

U.S. Department of Education
Application Control Center
Attention: CFDA No. 84.116N
Room 3671
Regional Office Building 3
7th and D Streets, SW.
Washington, DC 20202-4725

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, DC time), except Saturdays, Sundays, and Federal holidays. The Center accepts application deliveries through the D Street entrance only. A person delivering an application must show identification to enter the building.

If You Submit Your Application Electronically:

You must submit your grant application through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30 p.m. (Washington, DC time) on the deadline date.

The regular hours of operation of the e-Grants Web site are 6:00 a.m. until 12:00 midnight (Washington, DC time) Monday - Friday and 6:00 a.m. until 7:00 p.m. Saturdays. The system is unavailable on the second Saturday of every month, Sundays, and Federal holidays. Please note that on Wednesdays the Web site is closed for maintenance at 7:00 p.m. (Washington, DC time).

Please note that –

- (1) 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.
- (2) If you send your application by mail or deliver it by hand or by a courier service, the Application Control Center will mail a Grant Application Receipt Acknowledgment to you. If you do not receive the notification of application receipt within 15 days from the date of mailing the application, you should call the U.S. Department of Education Application Control Center at (202) 708-9493 or (202) 708-8493.
- (3) You must indicate on the envelope and - if not provided by the Department - in Item 3 of the Title Page, the CFDA number (84.116) and suffix (N) when you are submitting your application.
- (4) If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgment when we receive your application.

PARITY GUIDELINES BETWEEN PAPER AND ELECTRONIC APPLICATIONS:

The Department of Education is expanding the pilot project, which began in FY 2000, that allows applicants to use an Internet-based electronic system for submitting applications.

This competition is among those that have an electronic submission option available to all applicants. The system, called e-Application, formerly e-GAPS (Electronic Grant Application Package System), allows an applicant to submit a grant application to us electronically, using a current version of the applicant's Internet browser.

To see e-Application visit the following address:

<http://e-grants.ed.gov>

In an effort to ensure parity and a similar look between applications transmitted electronically and applications submitted in conventional paper form, e-Application has an impact on all applicants under this competition.

Users of e-Application, a data driven system, will be entering data on-line while completing their applications. This will be more interactive than just e-mailing a soft copy of a grant application to us. If you participate in this voluntary pilot project by submitting an application electronically, the data you enter on-line will go into a database and ultimately will be accessible in electronic form to our reviewers.

This pilot project is another step in the Department's transition to an electronic grant award process. In addition to e-Application, the Department is conducting a limited pilot of electronic peer review (e-Reader) and electronic annual performance reporting (e-Reports).

To help ensure parity and a similar look between electronic and paper copies of grant applications, we are asking each applicant that submits a paper application to adhere to the following guidelines:

- Submit your application on 8 ½" by 11" paper.
- Leave a 1-inch margin on all sides.
- Use consistent font throughout your document. You may also use boldface type, underlining, and italics. However, please do not use colored text.

- Please use black and white for illustrations, including charts, tables, graphs, and pictures.
- For the narrative component, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included, does not count against any page limitation.
- Place a page number at the bottom right of each page beginning with 1; and number your pages consecutively throughout your document.

For US applicants seeking further information, please contact:

Sylvia W. Crowder, Ph.D.
Coordinator, Program for North American Mobility in Higher Education
Fund for the Improvement of Postsecondary Education (FIPSE)
1990 K Street, 8th Floor, Mail Drop 8544
Washington, D.C. 20006-8544
Tel.: (202) 502-7514 Fax: (202) 502-7877
E-mail: sylvia.crowder@ed.gov

Submission of Proposals in Canada and Mexico: The Canadian and Mexican lead institutions must also submit applications to their respective government authorities at the following addresses:

For information in Canada, please contact:

Christiane Boulanger
Program for North American Mobility in Higher Education
International Education Unit, Learning and Literacy Directorate
Human Resources Investment Branch
Human Resources Development Canada
Jules Léger Building
25 Eddy Street
10th Floor Mail Room
Hull, Québec
Canada K1A 0M5
Tel: (819) 953-3857
Fax (819) 953-8147
E-mail: christiane.boulanger@hrdc-drhc.gc.ca

For information in Mexico, please contact:

Luis Gil Cisneros, Ph.D.
Programa para la Movilidad en la Educación
Superior de America del Norte
Dirección de Desarrollo
Universitario/DGES/SESIC/SEP
San Fernando no. 1
Col. Toriello Guerra
Tlalpan
14050 México, D.F.
Tel.: (525) 723-6742
Fax: (525) 723-6745
E-mail: lgil@titan.sep.gob.mx

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. The valid OMB control number for this information collection is 1840-0702. The time required to complete this information collection is estimated to average 30 hours for the final proposal per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:

Joseph Schubart
U.S. Department of Education
ROB-3, Room 4050
7th and D Streets S.W.
Washington, D.C. 20202-4651.

If you have comments or concerns regarding the status of your individual submission of this form, write directly to:

Sylvia W. Crowder
Program on North American Mobility in Higher Education
Fund for the Improvement of Postsecondary Education
U.S. Department of Education
1990 K Street, NW, Room 8019
Washington, DC 20006-8544

Consortial Partner Identification Form

Information provided in this form should be identical for the US, Canadian, and Mexican submissions.

U.S. Project Leader

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	State	Zip
Telephone	E-mail	Fax

Canadian Project Leader

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	Province	Zip
Telephone	E-mail	Fax

Mexican Project Leader

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	State	Zip
Telephone	E-mail	Fax

Title of Project (one line) _____

Signature of US Project Leader _____ Date _____

Signature of Canadian Project Leader _____ Date _____

Signature of Mexican Project Leader _____ Date _____

US Partner Information Sheet

Please fill out the information for the US Partner institutions.

U.S. Partner Number 2

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	State	Zip
Telephone	E-mail	Fax

U.S. Partner Number 3

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	State	Zip
Telephone	E-mail	Fax

U.S. Partner Number 4

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	State	Zip
Telephone	E-mail	Fax

U.S. Partner Number 5

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	State	Zip
Telephone	E-mail	Fax

Canadian Partner Information Sheet

Please fill out the information for the Canadian Partner institutions.

Canadian Partner Number 2

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	Province	Zip
Telephone	E-mail	Fax

Canadian Partner Number 3

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	Province	Zip
Telephone	E-mail	Fax

Canadian Partner Number 4

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	Province	Zip
Telephone	E-mail	Fax

Canadian Partner Number 5

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	Province	Zip
Telephone	E-mail	Fax

Mexican Partner Information Sheet

Please fill out the information for the Mexican Partner institutions.

Mexican Partner Number 2

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	State	Zip
Telephone	E-mail	Fax

Mexican Partner Number 3

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	State	Zip
Telephone	E-mail	Fax

Mexican Partner Number 4

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	State	Zip
Telephone	E-mail	Fax

Mexican Partner Number 5

Name/Title		
Institution		
Department/Faculty		
Address		
Address		
City	State	Zip
Telephone	E-mail	Fax

Title Page

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION PROGRAM FOR NORTH AMERICAN MOBILITY IN HIGHER EDUCATION

OMB NO.: 1840-0702
Form Expires 8/31/2005

This Application should be sent to: No. 84.116 N U.S. Department of Education Application Control Center, Room 3671 Washington, D.C. 20202-4725	1. Application Number: _____ 2. D-U-N-S Number _____ 3. Consortium Identification No. _____	
4. Project Director (Name and Complete Mailing Address): Tel: _____ Fax: _____ Email: _____	5. Legal Applicant:	
6. Consortium Members: United States (Lead) _____	Canada (Lead) _____ _____	Mexico (Lead) _____ _____
7. Project Title:		

8. Brief Abstract of Proposal (DO NOT LEAVE THIS BLANK):

9. Federal Funds Requested (Total): 1 st year (limit to \$30,000) _____ 2 nd year _____ 3 rd year _____ 4 th year _____	10. Duration of Project: Starting Date _____ Ending Date _____ Total No. of Months _____
---	---

11. Certification by Authorizing Official. The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by the governing body of the applicant.

Name _____ Title _____ Phone _____
 Signature _____ Date _____

Instructions for Completing Title Page (Form ED 40-514)

Item 1. Application Number: (Leave blank)

Item 2. D-U-N-S Number: Beginning in FY 1998, the 9-digit D-U-N-S Number replaced the 12-digit Employer Identification Number (EIN) used in previous years. The D-U-N-S Number is assigned to organizations by Dun & Bradstreet. If you do not know your D-U-N-S Number, call the toll-free telephone number maintained by Dun & Bradstreet: 800-333-0505 (Monday - Friday, 8:30 a.m. - 6:00 p.m. Eastern time).

Item 3. Consortium Identification Number: Each consortium should create a five-letter-digit consortium identification number, which should be entered in Item 3. The SAME five-letter-digit number should be clearly listed on the proposals submitted by the consortium's Canadian and Mexican partners to the respective governments.

Item 4. Project Director: Enter the name and complete mailing address of the designated Project Director at the lead US institution. If no one has been selected, so indicate and enter the name of the person who can be contacted to discuss the programmatic aspects of the project. NOTE: Name and address listed here will be used to mail proposal status notifications. Do not forget to include the telephone number. Both this address and the Legal Applicant address (Item 9) should be fully completed.

Item 5. Legal Applicant: Enter the name and complete mailing address of the institution or agency that will serve as the legal applicant (fiscal agent). When more than one institution or agency is involved, enter the name of the one which will be responsible for budget control. Acknowledgment of grant awards are sent to this address. Remember to complete this section fully.

Item 6. Consortium Institutions: List participating institutions from all three countries. Additional partners may be listed on a separate page. In addition, please fill out the attached partner forms that identify, for each member of the consortium, the project director, and his or her mailing address, telephone and fax numbers, and email addresses.

Item 7. Proposal Title: Self-explanatory.

Item 8. Brief Abstract of Proposal: This should be concise and confined to the space provided, but in no case should you leave this space blank. This description should include a total number of students in each country that you plan to send abroad during the lifetime of the project.

Item 9. Federal Funds Requested: Enter the amount of Federal funds being requested from FIPSE in the first year of the project. Because the first year is for preparatory work, please limit this request to \$30,000. Enter the amount requested for subsequent years of funding. Under "total" enter the cumulative amount requested for the life of the project.

Item 10. Duration of Project: Enter the beginning date of the project (no later than November 1, 2003). Enter the ending date and the total number of months covered. Projects should be four years in length.

Item 11. Certification by Authorizing Official: Enter the name, title, and telephone number of the official who has the authority to commit the institution to accept Federal funding and to execute the proposed project. Submit the original ink-signed copy of the authorizing official's signature.

Budget Summary*

PROJECT COSTS REQUESTED FROM FIPSE

A. Direct Costs:	YR 1	YR 2	YR 3	YR 4	TOTAL
1. Salaries & Wages (<i>Professional and Clerical</i>)					
2. Employee Benefits					
3. Travel					
4. Equipment (Purchase)					
5. Materials and Supplies					
6. Consultants and Contracts					
7. Other (<i>Equipment Rental, printing, etc.</i>)					
B. Mobility Stipends (<i>not allowable for first year of project</i>)					
Subtotal					
C. Indirect Costs					
TOTAL REQUESTED FROM FIPSE: (<i>This figure should appear on the Title Page</i>)					

PROJECT COSTS NOT REQUESTED FROM FIPSE

Institutional Support					
Other Funding Sources					

FUNDS REQUESTED BY FOREIGN PARTNERS

Total Requested from Canada					
Total Requested from Mexico					

*Budget items, including institutional support figures, must be detailed in a budget narrative of the proposal.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total

cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 331451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 337401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 331721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 3470), EO 11593 (identification and protection of historic properties), and

the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 33469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 32131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 334801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE	
APPLICANT ORGANIZATION		DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft,

forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ADDITIONAL REQUIREMENTS FOR FINAL PROPOSAL SUBMISSIONS

If you are selected for funding, you will receive additional instructions about complying with the following regulations when submitting your application.

INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS (EXECUTIVE ORDER 12372)

This completion is subject to the requirements of Executive Order 12372, Intergovernmental Review of Federal Programs, and the regulations in 34 CFR 79. The objective is to foster a Federal and State intergovernmental coordination and review of proposed Federal financial assistance. Applicants are directed to the appropriate State single point of contact to comply with the State's procedures under this Executive Order. A list of these contacts is available at:

<http://www.whitehouse.gov/omb/grants/spoc.html>

If you are selected for funding, you will receive further directions later about submitting a copy of your proposal to the appropriate contact in your State.

THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

The Government Performance and Results Act of 1993 is a straightforward statute that 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 its progress to the Congress. In doing so, it is expected that 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. If you are selected for funding, we will provide you a list of the performance indicators that have been developed for FIPSE (they also will be posted on the FIPSE website), and if funded, you will be asked to collect and report data from your project on these indicators.

SECTION 427 OF GEPA

Section 427 of the Department of Education's General Education Provisions Act (GEPA) requires each applicant for funds (other than an individual person) to include in its application 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. This provision allows applicants' discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity.

If selected for funding, you will be required to provide a description of steps to be taken to overcome these barriers. It need not be lengthy, and you need only to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Checklist to Assist with Preparing Your Application Package

The Application Package

- You have completed Title Page according to the instructions.
- An authorized official of your institution has signed and dated the Title Page and you have included the signed original in your application materials to FIPSE.
- You have stapled or otherwise fastened each proposal copy in the upper left corner (not in binders or folders) with a title page on top of *each* copy.

Include in Your Proposal Package

The original proposal plus two (2) copies. Each of the three copies includes the following:

- a signed title page
- a proposal abstract (one page narrative)
- a proposal narrative (20 double-spaced pages maximum)
- budget forms and narratives
- lead and partner identification forms
- signed assurances and certification
- appendix with *short* resumes of key staff from lead and participating institutions
- appendix with letters of support from the senior executive officer of each partner institution (e.g. Rector, Vice Chancellor, President) and other officials responsible for international student activities (directors of international affairs, registrar, academic deans and/or department heads).

REMEMBER if you are not submitting your proposal electronically, your proposal must be postmarked or hand delivered (by 4:30 p.m.) no later than April 11, 2003 to the address below.

Mailing Address for Proposals:

Program for North American Mobility in Higher Education
Attn: 84.116N
Application Control Center – Room 3671
7th and D Streets SW
Washington, DC 20202-4725
Tel.: 202-708-9493

Please note: If you are submitting an application through the Department of Education's *e-Grants Program*, information on this checklist which pertains to mailing requirements for hard copies does not apply.

