

FUND FOR THE IMPROVEMENT OF POSTSECONDARY

EDUCATION (FIPSE)

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**FUNDAÇÃO COORDENAÇÃO DE APERFEIÇOAMENTO DE PESSOAL DE NÍVEL
SUPERIOR (CAPES)**

**US-BRAZIL HIGHER EDUCATION
CONSORTIA PROGRAM**

INFORMATION AND APPLICATION MATERIALS

FISCAL YEAR 2004

U.S. DEPARTMENT OF EDUCATION

BRAZILIAN MINISTRY OF EDUCATION

APPLICATION DEADLINE:

APRIL 16, 2004

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INTRODUCTION

The US-Brazil Higher Education Consortia Program (US-Brazil Program) is a grant competition run cooperatively by the governments of the United States and Brazil. The purpose of this competition is to support student-centered cooperation between the United States and Brazil to promote cross-national education and training opportunities in a wide range of academic and professional disciplines. The US-Brazil Program will fund collaborative efforts in the form of consortia. A consortium must have at least two academic institutions from each country. The funding period will be for four years. The first grant competition for this program was held in FY 2001.

Purpose

The US-Brazil Program fosters university partnerships through the exchange of undergraduate and graduate students, faculty, and staff within the context of bilateral curricular development. Students benefit from having an international curriculum and cultural dimension added to their studies through a combination of bilateral curricular innovation and study abroad.

Administration

The US-Brazil Program is administrated jointly by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education, and the Fundação Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), Brazilian Ministry of Education.

Applicants from the United States and Brazil should work together to submit common proposals to FIPSE and CAPES respectively. Similar proposals must be submitted by lead institutions in both countries to FIPSE and CAPES. Applications must be submitted to FIPSE by April 16, 2004 (for more information, see *Submission Process*.)

Though the FIPSE and CAPES have issued similar application materials and program guidelines, some important differences exist to reflect country-specific needs. **Applicants from each country should use only the application materials and program guidelines issued by their government when completing the application packet.**

However, it is important that the application for funding to both FIPSE and CAPES be as similar as possible in order to facilitate a comparable evaluation from both sides. The two parallel applications should be signed by the lead partners from both countries.

Two Categories of Awards

The US-Brazil Higher Education Consortia Program awards two types of grants: 1) Four-Year Consortia Projects and 2) Short-Term Complementary Research Activities Projects (up to two years of funding). Each country will provide support only for participating institutions within its borders. We anticipate that Fiscal Year 2004 projects will begin as early as September 1, 2003, but no later than October 1, 2003. We estimate that FIPSE will make about 10 new Four-Year

Consortia Grants and between 2-4 new Short-Term Complementary Research Activities Grants. The numbers of grants made in each category may change based on the quality of the applicant pool in both categories. Total grant amounts for each US consortium for Four-Year Consortia Grants will likely be about \$200,000 for the four-year period. The total amount for the US consortium for Short-Term Complementary Research Grants will be about \$75,000 for up to two years of funding. These amounts will be matched by CAPES on the Brazilian side.

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

Background

This program is based on objectives outlined in a 1997 Memorandum of Understanding (MOU) on Education between the United States and Brazil. The MOU laid out a plan to “enhance and expand cooperative efforts in education” by attempting to “identify new areas for joint activities in the field of education wherever they deem appropriate and to strengthen or expand existing programs.”

One of the key activities outlined in the Memorandum of Understanding was “diversifying educational exchanges between the United States and Brazil,” which involved “establishing an exchange program for United States and Brazilian students majoring in mutually agreed upon academic areas...to spend up to one calendar year in [the] respective countries attending classes and interning in firms related to their areas of study.”

Related to this activity was the objective to establish “methods for enhancing institutional linkages between the United States and Brazilian universities and other educational institutions to enhance the mobility of faculty and students and promote mutual recognition of credits and studies.”

While the US-Brazil Higher Education Consortia Program addresses all of these important activities in these guidelines, it is important to remember that the purpose of this grant program is to promote more than student exchange. Throughout these guidelines, you will see that FIPSE and CAPES also emphasize the importance of curriculum development as well as of language and cultural preparation as key factors in promoting student mobility. Students should be exchanged in the context of a common program of study or curriculum and should draw benefits from the added value of spending time abroad. The time abroad should count for their study within their academic major at their home institution and should not significantly increase their time to degree completion.

THE GUIDELINES

These guidelines list key objectives, activities and types of partnerships that help build the strong inter-institutional collaboration necessary for building international consortia.

It is important that you and your US and Brazilian partners read these guidelines carefully when developing your proposal. We strongly recommend that your Brazilian partners read the Brazilian version published by CAPES. Both the Portuguese and English version of these guidelines are available on the FIPSE website at <<http://www.ed.gov/FIPSE>> as well as on the CAPES website at <<http://www.capes.gov.br>>. One of the most common reasons that consortia do not receive funding is that their team of applicants failed to read carefully the information provided them before sending in an application.

Please note that successful international projects among institutions of higher education need involvement at all levels of the institutions. We suggest you introduce your idea early to your academic administration to ensure their cooperation in developing this program.

Objectives of the Program

The US-Brazil Program aims to improve the quality of students in undergraduate and graduate education in both countries and to explore ways to prepare students for work through –

1. the development of sustainable agreements on mutual recognition and portability of academic credits among US and Brazilian institutions;
2. the development of sustainable shared curricula among US and Brazilian institutions;
3. the acquisition of the languages and exposure to the cultures of the United States and Brazil;
4. the development of student apprenticeships or other work related experiences; and
5. the development of sustained cooperation and exchange among academic personnel at US and Brazilian institutions
6. the development of sustainable joint research projects among US and Brazilian institutions to improve the knowledge and understanding of issues that are relevant to both the United States and Brazil.

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

Building Consortia Partnerships

For both the short-term complementary research activities and the four-year consortia partnership competitions, your consortium must involve at least *two* active partner postsecondary or training institutions and an optional third associate partner from each country. Partnerships among institutions in different states in the United States and Brazil are preferred.

We strongly encourage you to add a third partner from other relevant organizations (e.g., industry, non-governmental organizations, publishers, government departments, chambers of commerce, research institutes, etc.) that will help give your project the national and international visibility necessary for it to succeed beyond the funding period. Some of these organizations may collaborate to offer internships. Others may offer professional advice and expertise. Please note, however, that funding in each consortium is intended only for US or Brazilian host institutions in which students are enrolled.

We recommend 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 and that the non-academic partners show strong support for the idea and the plan that you submit to us.

Your consortia should nominate one lead institution from the United States and one from Brazil. In the case of Brazil, the lead applicant must be a public institution. The members of your consortium must jointly prepare a common proposal. The lead institution in each country must submit a separate proposal to its respective government agency (see a listing under Submission Process). Though guidelines published by both governments are essentially the same, you should make sure that each lead institution refers to its respective government's guidelines because different country-specific needs and requirements apply.

For the four-year consortia projects, we encourage you to create new consortia based on new or existing partnerships. Two-year complementary research projects should be based on solid evidence of existing partnerships. You should include descriptions of all project staff that will be involved. In addition to the description of the project director at each institution, it is important that you clearly indicate the distinct contribution of each partner institution to the joint project.

FIPSE and CAPES give a high priority to ensuring the broadest possible participation in the US-Brazil Program. Given the relatively small number of projects that can be funded, individual departments, academic programs, or professional programs should not apply to participate in more than one consortial project in any given competition.

Your project should draw upon and complement the international mission and staff expertise of each of the member institutions of the consortium. For the four-year consortia projects, your project should be clearly student-centered. When designing a project, you should always keep in mind the potential academic and professional impact that this project will have on students from both countries.

Project Focus

The US-Brazil Program is open to all disciplinary and professional fields, vocational programs, as well as cross-disciplinary studies, both at graduate and undergraduate levels. FIPSE and CAPES place priority on projects that focus on providing solutions and insights to problems and issues of national significance to both countries.

FIPSE and CAPES are particularly interested in supporting two areas of priorities focusing on improving US and Brazilian higher education: 1) the expansion of access into higher education and the increase of transfer between vocational training and higher education; 2) the improvement of teacher education in mathematics and science in the United States and Brazil.

For all projects, it is important in your justification of your project that you explain the added value to your field or profession of developing a US-Brazil approach. For example, if your project focuses on areas such as environmental sciences and sustainable development, social sciences, public health, or human resource development, you should explain the relevance of your project idea in a US-Brazilian context and how this idea will build better cooperation between the two countries.

Institutional Commitment

Institutional commitment is a key indicator of success of a US-Brazil Project. Institutional commitment is indicated by strong letters of support as well as through institutional contribution of funds to the project. Each partner institution must 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 (director of international affairs, registrar, academic dean, and/or department head). These letters must indicate how the project fits within the international strategy of the institution and should emphasize how this project will complement that strategy. Endorsement letters must 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, student tuition and fees. In addition, institutions should clearly indicate in the budget how these projects will be sustained after the award period. Original letters should be sent from the lead institution to its government agency. Copies of letters from all institutions should be included in the applications to both funding agencies. Letters may be in English or Portuguese.

Letters of support are very important to your project. In the case of four-year consortia projects, during the first-year preparatory phase of the project, you will be asked to build upon the commitment stated in the support letters through the development of explicit Memoranda of Understanding.

FOUR-YEAR CONSORTIA PROJECTS

The first grant category in the US-Brazil Program is the Four-Year Consortia Projects. This grant category has been funded by FIPSE and CAPES since 2001.

The four-year Consortia grants are broken up into two major parts. The first part is the one-year preparatory phase that allows grantees to formalize consortial agreements on issues such as credit recognition and/or transfer among institutions; fees and tuition arrangements; language requirements; and student visa requirements. This also allows grantees time to begin curricular development as well as establish an administrative infrastructure before their consortia begins to send students abroad. The second phase begins after successful completion of the preparatory phase and an evaluation by FIPSE and CAPES to see whether all requirements have been met. The second phase lasts three years and centers on student mobility, language learning, and curricular development. Experience in other international programs has demonstrated that consortia that have addressed important administrative issues in advance are more likely to develop solid projects. For this reason, FIPSE and CAPES have made funding after the preparatory phase contingent upon a consortium's satisfactory progress in these areas.

Successful four-year consortia projects clearly integrate curriculum development and student mobility in a meaningful way. Your project needs to focus on its own innovative "US-Brazilian" approach to training and education. The activities should aim not only to send students abroad but also to integrate a new perspective into what students learn and how they learn.

While you design the 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, if not 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:

1) Development of innovative curricula, teaching materials, and modules.

Your proposal should identify a particular academic or professional field of study on which your consortium will focus for international collaboration. Your proposal should address an important curricular problem or need within this field and describe a particular US-Brazilian strategy to add value to this field of study. For example, 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, new courses that are to be developed by the consortium, or both. 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 that you plan to organize, including intensive programs, faculty exchanges, development of teaching materials, use of new technologies, and the integration of distance learning.

2) Development of organizational frameworks for student mobility.

You should address student mobility in detail. You should discuss what value your project adds to your particular field of study through a bilateral approach and how you believe students will benefit academically and professionally from such a perspective.

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; second-year masters of business students at a research university). You should also state the number of students who will benefit from the 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.**

Student mobility for purposes of graduate research must be framed within the curricular focus of your consortium (see above). This means that you should explain how graduate student research relates to topics and issues around which your US-Brazilian collaboration is centered. Explain how the proposed research activities add to the overall goals of your consortium. Please note that mobility stipends are not intended to support individual student research activities that do not match the goals or the disciplinary subject area of your consortium.

- Student Mobility Numbers and Duration

You should indicate how many students you intend to send to Brazil and how many you intend to receive in the United States.

On average, you should plan for **each partner institution** to move no fewer than eight (8) students over the life of the project. Proposals for moving a greater number of students will be considered more competitive.

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 in length.

- Student Recruitment

A major factor contributing to the success of consortia is a good plan for student recruitment. Please describe how your project will actively recruit students for participation in this project. You should send only advanced undergraduate students at community colleges or four-year colleges, or graduate students in their second or third years. Because language learning is a key component of this program, start students thinking about the program early and help guide them 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, gender, and socio-economic status.

- Academic Credit Recognition

In order to assure that students do not increase their time to degree completion, 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 so that their study abroad will be fully credited upon their return and how student academic work will be evaluated from one consortial 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 (see "Preparatory Phase" below).

The home (sending) and host (receiving) institutions and the individual student must agree in writing to the content of the study program before the student's departure. The agreement 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.

- Fees

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

- Student Stipends

Student stipends are intended to offset additional costs incurred by students traveling abroad in addition to the costs of remaining at the home institution. Legitimate costs include travel and room and board expenses. Stipends must not be used for tuition or fees (see above). However, a limited amount (up to \$1000 per student) may be used for language stipends for U.S. students to learn Portuguese in the United States or in Brazil. The amount of money allotted a student for study abroad should reflect the additional cost incurred. Students who study for shorter periods or in less expensive places should receive less money than students who study for longer periods of time or in more expensive places. The total amount of Federal stipend money allotted to any one US student may not exceed \$4,500 (this includes money set aside for language stipends). Please note

that student mobility money is intended for foreign study only. This means that stipends may not be used to move students to other institutions in their home countries. The total student mobility request should range between \$72,000 and \$90,000 of the total \$200,000 for the life of the grant. Mobility requests should be accompanied by clear descriptions of the purpose of student mobility, planned student recruitment, and examples of student activities. *Language stipends may be budgeted for all four years. Student mobility funds should not be budgeted in the first year of the grant, which is a preparatory year.*

- Student Support and Services

You should discuss what student services you will provide to help students participate in these new programs at both the home and the host institutions in both 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 reintegrated into their home institutions following their international study experiences.

3) Development of adequate language preparation and assessment.

Because 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. You should explain in detail how students will gain language proficiency adequate enough to participate successfully in studies at the host institution. Discuss what level of language proficiency you are targeting and why.

Please describe what institutional and other resources will be used to prepare students or guest students to study within the framework of the program. An example might be how your foreign language departments will play a role in training departing students in Portuguese even if they do not have a Portuguese language program. You should also discuss how you will assess if students are ready for instruction in a language other than their own. Discuss how you will ensure that students visiting Brazilian institutions will have adequate Portuguese instruction on site. Likewise, you should discuss how the US host institution helps incoming students with the improvement of English skills if they need it.

Please note that consortia that propose to offer courses or seminars only in English *will not* be considered competitive. Language proficiency in both English *and* Portuguese is key to a student's integration in the academic culture of the host institution.

4) 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 internship placements and activities. Please include names and locations of participating industry, government, and non-government organizations in which you intend to place your students. You should also describe how students will build upon this experience upon their return and after their graduation.

5) Strategies for professional certification, licensure, and/or accreditation.

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

6) Use of new web-based and other computer-based technologies.

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

7) 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 and your consortium 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. We recommend that your consortium plan to engage an external evaluator that will evaluate the project at the consortial level, rather than just at your lead institution. You should list the name of an external evaluator who will help you and your US and Brazilian partners with project evaluation. We suggest that you request funds in your budget to support project evaluation throughout the life of your project.

Preparatory Phase: First Year of Project

Successful consortia projects are built upon strong inter-institutional agreements that are confirmed by signed memoranda of understanding among institutional partners. For this reason, FIPSE and CAPES support an initial year of funding to allow grantees to complete administrative planning and cooperative bilateral 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 bilateral consortium will be required to submit to the two 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 receive 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.

SHORT-TERM COMPLEMENTARY RESEARCH ACTIVITIES

The second grant category supported by FIPSE and CAPES is Short-Term Complementary Research Activities. This year (2004) will be the first competition for this new award category.

Purpose and Objectives of the Complementary Research Activities

The purpose of this grant category is to support sustainable, collaborative research activities in established partnerships or consortia of US and Brazilian colleges and universities through the creation of sustainable opportunities for faculty and students to engage in collaborative research.

Complementary Research Activities may be based on activities that add to an existing U.S Brazil Program consortium or activities related to a group of separate consortia working together. They may also be based on activities related to an established partnership independent of the US Brazil Program. The research activities must, however, be based on evidence of a strong existing relationship between and among institutions of higher education in the United States and Brazil. Institutions proposing to develop new relationships between US and Brazilian institutions should consider applying for the four-year consortia grants.

Research Topics

FIPSE and CAPES are interested in funding research projects that reflect nationally significant issues for both countries. The projects should clearly describe the US-Brazil perspective to the issue and how organizations and institutions in both countries will work together as a team on the research topic. FIPSE and CAPES are particularly interested in supporting projects that examine the improvement of education at all levels including, but not limited to, research as it pertains to 1) the measurement of educational attainment and success, 2) the expansion of access to high quality education in both countries, and 3) the improvement of the training of teachers in science and mathematics.

You may choose research topics that focus on single or multidisciplinary approaches to issues of high importance to both countries (e.g.; social science, education and public policy, engineering and technology; agricultural and veterinary sciences, and environmental sciences and management, and biological and health sciences).

Applicants should be clear in the application about how the research helps build understanding for key stakeholders in both countries such as state and local government offices, non-governmental organizations, private sector enterprises.

Competitive Proposals

Proposals for Complementary Research Activities must include a narrative of no more than 10 pages that includes a plan of action, a timeline for project activities, an evaluation plan, and a plan for disseminating project results. Competitive proposals are those providing a plan for a high-level of impact for the future of US-Brazil cooperation in higher education and research.

Competitive proposals for the Complementary Research Activities should focus on the following four components:

- 1. Significance of the proposed research project to the United States and Brazil .**
Describe how your research project is important to both the United States and Brazil. Explain how this project will enhance understanding about the issue and how each of the researchers at the participating US and Brazil institutions will help contribute to the project.
- 2. Description of the research idea.**
Describe in detail the nature and purpose of your proposed research idea. This should include a rationale for a US-Brazil approach as well as a discussion of the research activities to be carried out, the personnel who will execute these activities, the intended results of these activities. Explain how this project will increase knowledge within a particular discipline or a group of disciplines. Finally, provide a clear description of how this project will provide training for either undergraduate or graduate students.

3. Description of the partnership.

As mentioned above, complementary research activities are intended for well-established partnerships of institutions between the United States and Brazil. (Those institutions seeking to establish new partnerships should apply for a four-year consortia grant). In your application, please describe the existing relationship among the partner institutions in the United States and Brazil. You will need to describe the role of the lead institutions in the United States and Brazil and how these institutions will work with the partner institutions. Please provide a discussion of how the proposed research activity builds upon a well-established partnership between the US and Brazilian institutions.

4. Description of activities and timeline.

Describe what you and your partners expect to accomplish on a one- or two-year schedule. What skills and resources will each partner contribute to the project? How will the resources requested from FIPSE and CAPES complement current projects to increase knowledge about issues important to the United States and Brazil?

FINANCIAL AND PERFORMANCE CONSIDERATIONS

Awards for the Four-Year Consortia Projects will provide four years of funding, including a first-year preparatory phase. Grants for the Short-Term Complementary Research Projects will provide up to two years of funding. Each country will provide support only for participating institutions within its borders. Awards are intended to provide seed funding for conducting joint innovative projects that 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 approximately 12 grants which support the participation of US institutions and students in consortia. Brazil will provide financial support for its institutions and students.

Total Financial Support for US institutions

For US institutions participating in the four-year consortia projects, total financial support per consortium for the life of the project is anticipated to be about \$200,000. First year budgets for four-year consortia projects must be limited to \$30,000 for all US partners. For U.S. institutions participating in the short-term complementary research projects, total financial support for each consortium is anticipated to be about \$37,500 per year or a total of about \$75,000.

Awards and Institutional Commitment

FIPSE and CAPES will award funding to successful consortia via the lead partner, which will serve as the grantee and fiscal agent 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 partner institutions should make a substantial contribution to the project as evidence of their commitment to its objectives.

Annual Project Directors' Meeting

An important part of the US-Brazil Higher Education Consortia Program is the Annual Project Directors' Meeting, held over a period of about three days in alternating years in each country. The participation of all partners in your consortium at these meetings is essential because it provides the only opportunity for your consortium and both government funding agencies to meet together. This meeting is intended for individual members of consortia to share ideas on what works. It is also intended as a forum for discussion to help guide the two funding agencies to make important decisions on how best to coordinate this program. Consortia are also given ample time during the Annual Meeting to meet as a group by themselves as well as with their government program officers from both countries. Please make sure that your budget includes funding to support adequate participation in these meetings. We anticipate that the Project Directors' meeting will be held in Brazil in 2004 and in the United States in 2005.

Annual and Final Performance Reports

FIPSE and CAPES will carefully monitor the progress of projects towards their goals through communication with their respective lead and partner institutions and through communication between them. Project leaders from both countries 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, and a detailed plan for the following year. US lead institutions will receive instructions from FIPSE on how to complete the annual report forms on-line. It is expected that the lead institution in each country will maintain information and data from all participating institutions so that a consortium will be able to submit essentially the same report to both government agencies. Final reports will be due 90 days after the completion of the grant.

The Government Performance and Results Act (GPRA) and Your Application

The Government Performance and Results Act (GPRA) 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 clearly states what it intends to accomplish, identifies the resources required, and regularly reports its progress to the Congress. In doing so, GPRA is improving accountability for the expenditures of public funds, improving Congressional decision-making with more thorough and objective information on the effectiveness of Federal programs, and promoting a new government focus on results, cost-effectiveness, service delivery, and customer satisfaction.

FIPSE performance is focused on 1) the extent to which funded projects are being replicated—i.e., adopted or adapted—by others; and 2) the manner in which projects are being institutionalized and continued after grant funding. These two results constitute FIPSE’s indicators of the success of our program. Consequently, applicants for FIPSE grants are advised to give careful consideration to these two outcomes in conceptualizing the design, implementation, and evaluation the proposed project. Consideration of these outcomes is an important part of many of the review criteria discussed below. Thus, it is important to the success of your application that you include these objectives and their measure. If funded, you will be asked to collect and report data from your project on these indicators.

SELECTION OF PROJECTS

FIPSE and CAPES, assisted by panels of independent experts, will jointly select consortia for funding. The proposals will be judged primarily on the basis of the following four selection criteria as outlined in Education Department General Administration Regulations (EDGAR), 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;
 - The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement and;
 - The potential replicability of the proposed project, including its potential for implementation in a variety of settings.

You should describe the nature and scope of the proposed project, the key elements and reasons for the proposed partnership, and the particular US-Brazilian context and perspective of the project. How central is the program to the vitality of developing a US-

Brazilian 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 an international 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 federal 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.

Consistent with FIPSE's GPRA requirements (see above), 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 an appendix in your proposal letters of commitment and support from senior administrators of member institutions 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 that they are 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 resume 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 US-Brazil 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 US-Brazil Program. The US lead institution and the Brazilian lead institution should submit proposals that are identical in content to FIPSE and CAPES. Please be sure to include the attached consortial partner identification forms.

1. TITLE PAGE

Please use the enclosed title page 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. Please indicate on the title page whether you seek funding for a four-year consortia project or a short-term complementary research 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 US and Brazilian consortium institutions.
- Number of US and Brazilian students targeted for study abroad.
- Length of time for study abroad.
- Number of planned bilateral consortium meetings among coordinating institutions and approximate location (note: the annual FIPSE/CAPES Project Directors' Meeting should count as one per year).

3. PROPOSAL NARRATIVE

In no more than 10 single-spaced pages, you should address how you will cover the following:

a. Overview of Project (All Projects)

- Describe the project.
- Explain its objectives.
- Describe the strategies for achieving those objectives for each year of the project.
- Describe the expected outcomes of the project.

b. Cooperative Projects (Four-Year Consortia Projects)

- Describe the potential academic and professional impact that your project will have on students from both countries.
- Describe target student population (e.g., fourth-year undergraduate business students at a university; second-year students of aviation mechanics at a technical college; second-year masters of business students at a research university).
- Explain the value added to your field or profession by developing a US-Brazil approach.

c. Consortia Activities (Four-Year Consortia Projects)

- Describe the development of innovative curricula, teaching materials, and modules.
- Describe how you will develop organization frameworks for student mobility.
- Describe how your consortia will develop adequate language preparation and assessment.
- Describe the development of apprenticeships and work placements (if your project involves work experience).
- Describe your strategies for professional certification, licensure, and/or accreditation.
- Describe how you will use web-based and other computer-based technologies.
- Describe the development of a strong evaluation plan.

c. Student Administrative Issues (Four Year Consortia Projects)

- Discuss how many students you intend to send to Brazil and how many you intend to receive in the United States.
- Discuss the duration of student study abroad.
- Outline how you intend to ensure full academic credit recognition for a student's study time abroad.
- Discuss how your consortia will ensure that visiting students are not charged fees at the host institution.
- Describe in the budget and budget narrative the amount of money you intend to use for student stipends.
- Discuss what student services you will provide to help students in these new programs both at the home and the host institutions in both countries.

e. Preparatory Phase: First Year of Project (Four-Year Consortia Projects)

Please describe how your consortium will 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.

4. CONSORTIAL PARTNER IDENTIFICATION FORMS

It is essential that you list the details of all US and Brazilian partners.

5. PERSONNEL INFORMATION

You should clearly outline the qualifications of the Project Director and other key personnel related to the project. Please include in an appendix brief one-page bios, highlighting relevant skills and experience of the personnel. If you must include resumes, please limit them to five pages.

6. BUDGET AND BUDGET NARRATIVE FOR EACH YEAR

The budget breakdown should follow the format in the application form. Please use the enclosed budget forms 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 the Government and how much is to be covered from other sources. Clearly indicate the breakdown of expenses among the US and Brazilian 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 list in an appendix a planning chart listing goals and planned outcomes. This chart should be keyed to your evaluation plan.

8. ENDORSEMENT LETTERS

As outlined above, you must provide a letter 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 partners involved in the consortium should also indicate in writing

their commitment to this project. You need not send in original letters from your Brazilian partners.

9. STUDENT MOBILITY CHART

The student mobility chart should show the proposed flow in each direction between each US and each Brazil institution.

10. NUMBER OF COPIES.

Please submit the original application plus two (2) additional complete copies of the application.

ALL PROPOSALS SUBMITTED TO FIPSE must include the following three Attachments.

ASSURANCES AND CERTIFICATIONS.

Please sign the assurances and certifications that are found in the back of this application packet

INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS.

This competition is subject to Executive Order 12372 and the regulations in 34 CFR 79. The objective of the Executive Order is to foster an intergovernmental Federal and State intergovernmental coordination and review of proposed Federal financial assistance. Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under this Executive Order. To comply with this order, you must send a copy of the proposal, with a cover note indicating that you are applying to the US-Brazil Program, to your state contact person or office from the list at <http://www.sheeo.org/about-sheeo/agencies.htm>. Please enclose a copy of your cover note in the appendix.

EQUITABLE ACCESS AND PARTICIPATION

Section 427 of the General Education Provisions Act (GEPA) requires each applicant to include a description of proposed steps to ensure equitable access to, and participation in, this Federally-assisted program. 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. You should determine whether these or other barriers may prevent your students, teachers, etc. from access or participation in this Federally-funded project or activity. You may use your institution's or organization's non-discrimination statement if that provides assurance of how you plan to address those barriers.

SUBMISSION PROCESS

The deadline for submission of applications in both countries is April 16, 2004. The two lead institutions in each country must submit a separate application to their respective funding agencies on or before that date. *Applications not received by both countries will not be considered.* Please follow the application guidelines for the country in which your lead institution is located.

Instructions for the Transmittal of Applications in the US

Note: Some of the procedures in these instructions for transmitting 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 2004, the U.S. Department of Education is continuing to expand its pilot project for electronic submission of applications to include additional formula grant programs and additional discretionary grant competitions. The US-Brazil Higher Education Consortia Program – CFDA No. 84.116M is one of the programs included in the pilot project. If you are an applicant under the US-Brazil Higher Education Consortia Program – CFDA No. 84.116M, 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 e-Application, please note the following:

- Your participation is voluntary.
- You will not receive any additional point value because you submit a grant application in electronic 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, Budget Summary, 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 after submitting your electronic application, fax a signed copy of the Title Page to the Application Control Center after 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 hard copy signature page of the Title Page.
 - (4) Fax the signed Title Page to the Application Control Center at (202) 260-1349.
- 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 US-Brazil Higher Education Consortia Program – CFDA No. 84.116M 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 a.m. and 3:30 p.m., Washington, DC time, on the deadline date; 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 US-Brazil Higher Education Consortia Program – CFDA No. 84.116M 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.

Mailed Proposals

US applications sent by mail must be mailed no later than April 16, 2004 (see US mailing address below). The following are acceptable 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, or (4) any other proof of mailing acceptable to the Secretary.

US Mailing Address for Proposals

US-Brazil Higher Education Consortia Program

ATTN: 84.116M
U.S. Department of Education
Application Control Center
7th and D Streets, SW, Room 3671
General Services Administration Building
Washington, DC 20202-4725 USA
Tel: 202-708-9493

Hand Delivered Proposals: You may deliver your proposals by hand to the above address between the hours of 8:00 a.m. and 4:30 p.m., Washington, DC time, except Saturdays, Sundays, or Federal Holidays. Note: Hand delivered proposals will not be accepted after the deadline of 4:30 p.m., April 16, 2004.

Note: Please do not deliver proposals to the FIPSE office.

For US applicants seeking further information, please contact:

Michael Nugent, Ph.D.
Coordinator, US-Brazil Higher Education Consortia Program
Fund for the Improvement of Postsecondary Education (FIPSE)
1990 K Street, NW, 6th Floor
Washington, D.C. 20006-8544
Tel.: (202) 502-7522 Fax: (202) 502-7877
E-mail: mike.nugent@ed.gov

Submission of Proposals in Brazil

The Brazilian lead institutions must also submit applications to their respective government authorities at the following addresses:

CAPES
Esplanada dos Ministérios Bloco L Anexos I e II
70.047-900 – Brasília-DF
BRAZIL

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 1840-0761. The time required to complete this information collection is estimated to average 30 hours 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:

Joe Schubart
U.S. Department of Education
ROB-3, Room 5624
7th and D Streets S.W.
Washington, DC 20202-4651.

APPLICATION FORMS

Instructions for Completing Title Page

Title Page

Summary Budget Form

Instructions for Summary Budget Form (US Lead/Fiscal Agent)

Instructions for Summary Budget Form (Partner/Subcontract)

Consortial Partner Identification Form

U.S. Partner Identification Sheet

Brazilian Partner Identification Sheet

Assurances

Certifications