Solicitation for Universities, Colleges, Community Colleges, Public or Private Schools/Districts, and/or Not for Profit Entities

2021 Grant Solicitation

STARTALK Pilot Programs

CFDA 12.900

Estimated Period of Performance Dates:

August 2021-August 2023

(Camps: Summer 2022)

Version 1.1
2021 STARTALK Solicitation Table of Contents

Section I: Executive Summary
Section II: 2021 STARTALK Funding Opportunities
Section III: STARTALK Program Information
Section IV: 2021 STARTALK Grant Proposal Eligibility Requirements
Section V: 2021 STARTALK Grant Proposal Submission
Section VI: 2021 STARTALK Grant Proposal Evaluation Criteria
Section VII: Post-Award Requirements
Appendix A: Proposal Narrative Outline
Appendix B: Proposal Narrative Guidance and Required Information
Appendix C: STARTALK Principles
Appendix D: Additional Required Forms
2021 STARTALK Grant Solicitation

SECTION I: Executive Summary

1.1. GENERAL INFORMATION

This solicitation sets forth guidelines for areas of interest in language education for eligible academic institutions for the STARTALK program. This solicitation is issued under Section 6.102(d) (2) of the Federal Acquisition Regulation (FAR), and under section 22.315 of the Department of Defense Grant and Agreement Regulations (DoDGARs), which provides for the competitive selection of proposals. Proposals submitted in response to this BAA that are selected for award are considered to be the result of competition in accordance with 10 U.S.C. 2361 and 32 C.F.R. Section 22.315 and 22.325.

The National Security Agency /Center for Education, Innovation and Outreach is soliciting proposals for grants in the area of language education and skills development from eligible institutions. Proposals using innovative approaches, employing input from a diverse set of language education professionals are sought.

1.2. STARTALK Program

The National Security Agency’s National Cryptologic School manages STARTALK to provide language training programs for Elementary, Middle, High School and College (K-16) teachers and students to meet future national security challenges.

STARTALK responds to a recognized need to develop and teach critical need foreign language skills at the K-16 levels. The program achieves this by providing grants to universities, public or private schools or school systems to conduct in-residence, commuter, virtual, or hybrid learning events for students.

1.2.1. STARTALK Vision & Mission:

STARTALK is a federal grant program funded by the National Security Agency with the objective of increasing the number of US citizens learning and teaching less commonly taught languages throughout our nation and inspiring those students to language careers, thereby contributing to language workforce development for the Federal Government. Established in 2006 in response to the President’s National Security Language Initiative (NSLI), STARTALK provides funding and support to
institutions to conduct K-16 language student education and teacher development programs of less commonly taught and critical-need languages that meet the national security and defense priorities. Currently, these languages include Arabic, Chinese, Persian, Korean, and Russian.

1.2.2. STARTALK Program Goals:

Through these programs, the STARTALK program seeks to achieve these four goals:

- Increase the number of students enrolled in the study of critical languages
- Increase the number of highly effective critical-language teachers in the U.S.
- Increase the number of highly effective materials and curricula available to teachers and students of critical-need languages
- Enhance workforce development in the federal government to meet national security needs through the study of critical languages

1.3. SCHEDULE

Proposals shall be due no later than 7 May 2021, 2359 EST. Notification of grant awardees will occur in July 2021.

1.4. ELIGIBILITY

The institution applying must be a university, public/private school or school system, or a not-for-profit entity. To be eligible for an award, an organization must submit a Certificate of Assurance of Compliance with Title VI of the Civil Rights Act of 1964 and be constantly in compliance with the Act. Refer to Section IV for additional eligibility requirements. Applicants shall adhere to the following criteria:

- Applicants previously awarded a STARTALK grant must be current on all reporting requirements and may not be delinquent in submission of invoices for previous grant awards.
- Returning STARTALK grantees must be in compliance with all other conditions of previous awards, to include attendance at mandatory meetings and functions, filing of required reports, etc.
- Institutions proposing to conduct a Chinese program must provide a non-affiliation statement acknowledging that:
  - Confucius Institute employees and instructors will not provide instruction or educational support to the program; and
Confucius Institute employees and instructors will have no authority with regard to the curriculum and activities of the program.

1.5. Funding Organization

STARTALK is funded by the National Security Agency (NSA). Other federal partners may contribute funding on an annual basis.

1.6. Grant Award Information

STARTALK grant awards are anticipated to be $175,000-$350,000 each, dependent on the proposed activity (as described in Section II). Programs with unique program circumstances can submit a request to exceed the maximum award amount, but there must be a clear and concise justification included. The Program Office reserves the right to request a budget modification prior to final grant status notification.

Proposals must be emailed to STARTALKgrants@nsa.gov no later than 7 May 2021, 2359 EST. Additionally, two copies of the proposal along with all supporting documents must be mailed to the address provided in section 5.5, soon after email submission.

Please be aware that if awarded a grant, there will be no period of performance extensions beyond the two-year timeframe, and pre-award activities will not be included.
SECTION II: 2021 STARTALK Funding Opportunities

2.1 STARTALK Pilot Programs Offered

The STARTALK program is shifting from being a distinctly summer camp program with the goal to increase the amount and quality of language education in the United States, to becoming a program that focuses on year-round outreach with a targeted audience, retaining the original mission, but adding a federal workforce development component. The formats listed below and described in paragraph 2.2 are considered pilot programs. Results of these pilots will help determine the future model for the STARTALK program.

If competing in Formats 1-3 (see table below), institutions may not compete for multiple camp funding opportunities on one submitted proposal. Each proposal will be evaluated separately; therefore, one proposal must not be dependent upon another in any way. Format 4 proposals, workforce development materials, may be combined with a camp proposal, or may be submitted as a stand-alone grant if the proposing institution does not wish to host a camp. Institutions must carefully read all aspects of the Solicitation to ensure the proposal is eligible. The government reserves the right to decline funding for any proposal, and/or may adjust the amount of funding based on proposal justification. The following table provides an overview of the various pilot programs supported under the scope of this Solicitation:

STARTALK 2021 Call for Proposals

<table>
<thead>
<tr>
<th>Proposed Pilot STARTALK Project</th>
<th>Format</th>
<th>Description</th>
<th>Max Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format 1: STARTALK Year-round Student Engagement Program</td>
<td>Face-Face, Hybrid, Virtual</td>
<td>Grades 6-11 (starting grades at beginning of academic year); beginner, fundamental, intermediate and advanced levels of Arabic, Chinese, Korean, Persian, or Russian; minimum 60 hours summer camp plus 42 hours academic year</td>
<td>$175,000</td>
</tr>
<tr>
<td>Format 2: STARTALK Year-round Student Engagement Program</td>
<td>Face-Face, Hybrid, Virtual</td>
<td>Grades 11-12 (starting grades at beginning of academic year); intermediate or advanced levels of Arabic, Chinese, Korean, Persian or Russian; minimum 60 hours summer camp plus 60 hours virtual or hybrid outreach activities during academic year</td>
<td>$200,000</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Format 3: STARTALK Year-round Student Immersion Program</td>
<td>Face-Face and Virtual/Hybrid</td>
<td>Grades 11-14 (starting grade/college year at beginning of academic year); previous experience in and/or intermediate levels of Arabic, Chinese, Korean, Persian, or Russian; minimum two weeks residential immersion plus 60 hours virtual or hybrid outreach activities during academic year</td>
<td>$350,000</td>
</tr>
<tr>
<td>Format 4: STARTALK Workforce Development Media</td>
<td>Videos, printed materials, virtual games</td>
<td>Create innovative and creative materials to highlight foreign language federal government workforce development, targeted at high school juniors, seniors and college students (grades 11-16)</td>
<td>$200,000</td>
</tr>
</tbody>
</table>

2.2. **STARTALK Pilot Programs Overview**

These pilot programs will provide insight and proof of concept for transition of STARTALK from a summer camp program to a focus on year-round programs to help participants increase and/or maintain language proficiency throughout the academic school year; and workforce development to help identify opportunities to prepare and equip program participants to enter the workforce utilizing their language skills and proficiency.

These pilot STARTALK Programs should focus on language skills development intended to inspire interest in federal careers in critical foreign languages amongst middle, high school and college students (grades 6-16). Descriptions of each type of pilot camp are found at paragraph 2.2.2.
STARTALK’s number one priority is our students’ safety, whether virtual or in-person, therefore safety must be addressed in the proposal. STARTALK also values diversity, and proposals must address how the camp or immersion experience will reflect diversity in student recruitment, and inclusion of an appreciation for diversity in the curriculum and in the execution plan. Proposals clearly addressing safety and these values will be given priority.

2.2.1. STARTALK Pilot Program General Guidelines

The following applies to all STARTALK pilot formats with a summer camp experience (Formats 1-3):

- The target audience must be middle, high school, or college students in their first two years (college-bound high school graduates, rising freshmen, and rising sophomores), depending on the pilot STARTALK format.
- Maximum funding amounts listed in paragraph 2.1 are based on low or no cost to participants. Programs that charge a fee must reflect a reduced grant request commensurate with anticipated income from fees, with explanation of fees and budget reductions reflected in the proposal. Commensurate reduction of grant budget request also applies to camps receiving support from sponsors. To meet STARTALK diversity objectives, camps charging low or no fees will be given priority.
- Target languages include Arabic, Chinese, Korean, Persian, and Russian.
- The minimum number of contact hours with students for formats 1 and 2 is 60 hours. Format 3 is a minimum two-week residential camp. All camp formats require pre- and post-camp virtual or hybrid outreach. Pre-camp outreach may target larger groups of students and may be used to recruit students for the camp; post-camp outreach should concentrate on follow-up with camp participants. Required hours for pre- and post-camp outreach are:
  - Format 1: minimum 42 hours
  - Formats 2 and 3: minimum 60 hours
- All activities funded under this grant must be branded as STARTALK activities. Institutions who receive funding are encouraged to use STARTALK branded items at their camp (and these items should be included in the budget as appropriate).
- The proposal must acknowledge the requirement and provide specific details for STARTALK branding in the narrative.
• All proposals must describe in detail:
  o an overall program timeline of events;
  o the proposed format of the events;
  o a schedule of the activities and curriculum (the total number of
    instructional hours of all events must be clear);
  o the targeted audience and predicted impact of the events;
• Proposals that rely on an established curriculum or pre-existing resources
  must note the resources in the proposal. Proposal budget should reflect
  either the cost of obtaining curriculum and other resources and/or the cost
  of development of unique materials and resources.
• The NSA STARTALK Program Office does not supply curriculum; however,
  there are ideas on the STARTALK website
  (https://startalk.umd.edu/public/resources/learningplandevelopment). Use
  of a pre-existing curriculum must be reflected in reduced time budgeted by
  instructional staff in the budget submission forms.
• Those institutions developing new curriculum must budget for the time
  spent in unique curriculum development. The expected timeline for the
  STARTALK pilot program is described below.
  
  o Summer 2021: Proposal status notification (PoP late summer 2021-
    late summer 2023)
  o Fall/Winter 2021: Planning, marketing, recruiting
  o Winter/Spring 2022: Pre-camp outreach activities
  o Summer 2022: Summer camp experience
  o Fall/Winter 2022/Spring 2023: Post camp outreach activities
  o Summer 2023: Finalized grant paperwork

2.2.1.1. STARTALK Pilot Program Format Description:

• **Format 1: STARTALK Year-Round Student Engagement Program.** This
  program is preferred to have a face-to-face component for the summer
  experience, but may be virtual or hybrid, should COVID impact persist
  and/or any public safety concerns make in-person impractical. Pre- and
  post-camp outreach may be live, virtual or hybrid, depending on plans for
  the summer program and local conditions. Target population for this
  pilot will be students in grades 6 through 11 at the beginning of the
academic year 2022. Format 1 programs may be geared to beginner, fundamental, intermediate and advanced levels of language at the beginning of the program, with the objective to prepare students for the next proficiency level language studies before the following school year.

- **Format 2: STARTALK Year-Round Student Engagement Program.** This program is preferred to have a face-to-face component for the summer experience, but may be virtual or hybrid should COVID impact persist and/or any public safety concerns make in-person impractical. Pre- and post-camp outreach may be live, virtual or hybrid depending on plans for the summer program and local conditions. Target population for this pilot will be students in grades 11 and 12 at the beginning of the academic year 2022. Format 2 programs should be geared to intermediate or advanced levels at the beginning of the program, with the objective to prepare students for the next proficiency level language studies before the following school year.

- **Format 3: STARTALK Year-Round Student Immersion Program.** This immersion option is expected to have a residential summer component of at least two weeks, where students are expected to converse primarily in the subject language. Previous language education and/or intermediate proficiency should be a prerequisite for admission to the summer immersion element, but the pre-camp outreach activity may be used to help candidates for the residential program reach that level. Target audience is students entering their junior year of high school through entering their sophomore year of college at the beginning of the academic year (before the residential element). Pre- and post-camp elements may be live, virtual or in-person. Programs that plan virtual pre- and post-camp elements and recruit students from a wide geographic area (regional or national) are preferred but not required. Proposals for Format 3 immersion programs may request a grant exceeding the stated maximum with adequate justification, which must include: no fees for participants and more than two weeks duration of the summer immersion experience.

- **Format 4: STARTALK Workforce Development Media.** These grants will be dedicated to the production of awareness and experiential materials that provide students in high school and college insight into potential language careers in the federal government. Format 4 should employ innovative and creative approaches that provide students with a vision of
job and career development opportunities that might result from the study of, and proficiency in, the critical foreign languages of the STARTALK program. Materials must be produced using common formats and software, compatible with platforms commonly in use in homes and schools, and formatted to be accessible from websites. All final products will be the property of the National Security Agency and will be made available at no cost to students and schools. Please note that an institution may submit a pilot program proposal for formats 1, 2, or 3 and format 4 (STARTALK Workforce Development) combined in one proposal at $375,000 - $575,000.
SECTION III: STARTALK Program Information

3.1. STARTALK Meetings

The STARTALK program will meet in the Spring and Fall. Current plans are to hold one virtual meeting and one live. Proposals may budget for one person to attend one in-person meeting in the District of Columbia, Maryland, and Virginia (DMV) metro area. The meetings occur to communicate program-wide information, allow for networking and sharing of information, and communicate best practices in grades 6-16 critical need foreign languages education.

3.2. STARTALK Curriculum

The NSA STARTALK Program Office does not supply curriculum as stated in section 2.2.1. Use of a pre-existing curriculum must be reflected in reduced time budgeted by instructional staff in the budget submission forms. Each institution is responsible for providing a creative and age-appropriate curriculum that addresses the STARTALK principles.

3.3. Site Visits

Pedagogy, creativity, and innovation are high priorities of the STARTALK Program Office. The NSA STARTALK Program Office will determine a visit schedule and coordinate visits to programs conducting a summer camp experience. The NSA STARTALK Program Office reserves the right to visit any STARTALK event being hosted, but does not plan to visit every camp or activity.

3.4. Camp Metrics

Performance metrics will be used to make future funding decisions. Submission of all required grant deliverables, performance snapshot reports, survey results, and other camp management metric gatherings will be used by the NSA STARTALK Program Office for future program enhancements and decisions. Detailed reports and results from student surveys, along with recommendations regarding the best way to maintain students engaged in language learning and proficiency levels will be required from the institutions. Program proficiency metrics should be reported to the NSA STARTALK Program office (pre- and post-assessment/evaluations and/or American Council on the Teaching of Foreign Languages [ACTFL] proficiency tests) to determine impact of the program and how STARTALK has helped to maintain or increase the participants’ language proficiency.
SECTION IV: 2021 STARTALK Grant Proposal Eligibility Requirements

4.1. Eligibility for All STARTALK Funded Proposals

To be eligible for STARTALK grant funding under this solicitation, all proposal submissions must meet the following threshold criteria:

1. The institution applying must be a university, public or private school or school system, or a not-for-profit entity.
2. All program/camp titles or activities must include the name STARTALK. For example, University STARTALK Camp or Community College STARTALK Academy.
3. A valid DUNS (Data Universal Number System) number must be included in proposal submissions. If your institution does not have one, apply for one immediately to allow for receipt in time to submit your proposal before the deadline. You can apply for a DUNS number at the following website: http://fedgov.dnb.com/webform/index.jsp.
4. A FICE (Federal Interagency Committee on Education) number must be included in college/university proposals, if your institution have one of these numbers. Institutions other than colleges and universities are not required to include a FICE #.
5. A current CAGE (Commercial and Government Entity) code must be included in proposal submissions. If your institution does not have one, apply for one immediately to allow for receipt in time to submit your proposal before the deadline. You can apply for a CAGE code at: http://www.sam.gov
7. Applicants must maintain an accounting system capable of tracking the costs associated with the STARTALK grant accurately and adequately. Institutions must submit itemized invoices with invoice submissions.
8. Applicants must provide a certificate of liability insurance to document that student safety, liability, and insurance issues are addressed. This certificate must be included with the proposal.
9. All instruction must occur in the United States (with the potential for U.S. territorial or tribal participation). STARTALK funds cannot be used to fund study programs abroad. The applying organization must not be organized, chartered, or incorporated under the laws of any country other than the U.S.
or its possessions, or be controlled by an individual who is not a U.S. citizen. STARTALK funds may not be used to support a foreign-owned entity.

10. Any STARTALK activities funded by this NSA grant that contains human subjects research (HSR), shall comply with NSA/CSS Policy 10-10, and be designed and conducted to either: 1) not be HSR pursuant to NSA/CSS Policy 10-10, or 2) be exempt HSR pursuant to Part 219 of Title 32, Code of Federal Regulation.

11. Faculty, Administration, Other Support Staff, all research assistants, student workers, anyone receiving a salary or otherwise benefiting financially from the grant must be a US Citizen or permanent resident admitted to the U.S. for permanent residence. Grant funding may not be directly applied to pay tuition for research assistants or student workers.
SECTION V: 2021 STARTALK Grant Proposal Submission

5.1. Components and Deadline

Proposal submissions must include the following components: institutional data, all pages of the cover sheet, program narrative, budget with all supporting documentation, and all required government forms listed in the sections below.

5.2. Program Narrative

This section contains a series of narrative questions that allow the applicant to describe their proposed program. Detailed information regarding program narrative requirements can be found in Appendix B.

It is recommended to review the proposal evaluation criteria prior to and while preparing the program narrative section of your proposal.

5.2.1 Proposal Narrative Format

Proposal Narrative shall use 16-point Times New Roman font. When appropriate, respondents may use two-page foldouts, which will count as two pages for page limitation purposes. To assist the STARTALK staff with proposal review and evaluation, proposals shall include a Table of Contents which will be excluded from the page count. It is recommended to use the Table of Contents feature in Microsoft. The proposal narrative may not exceed 20 pages unless the proposal is a combined camp format and workforce development. The proposal shall follow the following document setup parameters:

- Paper Size, Width – 8.5”
- Paper Size, Height – 11”
- Margins (Top, Bottom, Left, Right) – 1”
- Gutter – 0”
- From Edge (Header, Footer) – 0.5”

5.3. STARTALK Program Budget

The Proposal Budget will justify all expenses required to achieve the program objectives. The budget and justification will cover personnel, consultants, equipment, supplies, travel, and any other program expenses. It is encouraged that institutions budget for STARTALK branded items for participants.
5.3.1. Proposal Required Forms

The following table provides the links to access the required Office of Management and Budget (OMB). All forms must be downloaded, printed, and signed prior to submission. Signatures from an authorized official are required on the SF-424, SF-424B and Certification of Lobbying.

<table>
<thead>
<tr>
<th>Required Document</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Worksheet</td>
<td><a href="https://startalk.umd.edu/public/">https://startalk.umd.edu/public/</a></td>
</tr>
<tr>
<td>Supporting Budget Documentation (i.e., quotes, payroll information)</td>
<td>Must be provided by the institution</td>
</tr>
<tr>
<td>Signed Certification Regarding Lobbying Form</td>
<td>Included in Appendix D (Pg. 36)</td>
</tr>
<tr>
<td>If lobbying is occurring, Disclosure of Lobbying Activity – SF LLL</td>
<td>Included in Appendix D (Pg. 37)</td>
</tr>
<tr>
<td>Audit Report A-133</td>
<td>Sample form included in Appendix D (Pg. 39)</td>
</tr>
<tr>
<td>Certificate of Liability Insurance</td>
<td>Sample form included in Appendix D (Pg. 40)</td>
</tr>
</tbody>
</table>

5.4. Proposal Submission and Deadlines

Proposals must be submitted directly to NSA’s STARTALK Program Office via email (STARTALKGrants@nsa.gov) by 7 May 2021, 2359 EST. Additionally, soon after sending your email proposal submission, please send two copies of your proposals and all supporting documentation to the following address:

STARTALK Grants Program Office
National Security Agency
9800 Savage Road
SUITE 6810
Fort George G. Meade, MD 20755-6810
SECTION VI: 2021 STARTALK Grant Proposal Evaluation Criteria

6.1. Summary

The Government anticipates multiple awards as a result of this Grant Solicitation, however, the Government reserves the right to select for award all, some or none of the proposals received, if it is determined to be in the best interest of the Government. The actual number of grants awarded will depend on the number of complete and acceptable proposals, cost of individual awards, availability of funds and geographic locations.

The Government intends to evaluate proposals and make awards without discussions; however, the Government reserves the right to conduct discussions, at the discretion of the Grants/Contracting Officer. Due to the unique nature of each proposal, the Grants Officer may select one or more individual proposals for discussions. Selection of one or more proposals for discussion will not obligate the Government to enter into discussions with any other offeror.

The evaluation will be based on a complete assessment of the offeror’s proposal. Decisions to fund selected proposals will be based on the selection criteria already identified and funds availability. As a result of funding constraints, not all proposals deemed selectable may be funded. Awards resulting from the Grant Solicitation will be made by the Government, considering cost and non-cost factors. Where there are no significant differences in the evaluation of non-cost factors among proposals determined selectable, and such proposals are found to be equally important in support of critical need foreign languages education, then funds availability alone will be the determining criterion for award. Prior STARTALK Grantee status does not assure a 2021 grant award.

The STARTALK Program Office shall use price analysis techniques to determine price reasonableness. These methods of evaluation may include information/input from sources such as, but not limited to, other grant programs and personnel. The STARTALK team reserves the right to require the submission of any data (e.g., data other than cost and pricing) necessary to validate the reasonableness of an offer.

6.2. Notification of Award
Notification of award is made to the submitting organization by the National Security Agency. Organizations whose proposals are declined will be advised as promptly as possible by the NSA STARTALK Program Office. Please note that notification of award does not constitute an award document. Do not make any purchases until you receive an official, signed grant award from the Maryland Procurement Office.

6.3. Award Conditions

The National Security Agency’s award consists of the following:

a. The award notice, which includes any special provisions applicable to the award and any numbered amendments thereto;

b. The budget, which indicates the amounts, by categories of expense, on which National Security Agency has based its support (or otherwise communicates any specific approvals or disapprovals of proposed expenditures);

c. The proposal referenced in the award notice;

d. The applicable award conditions, such as Grant General Terms and Conditions; and

e. Any announcement or other National Security Agency issuance that may be incorporated by reference in the award notice.

6.4. Other Information

All those who are awarded grants must be aware of the Freedom of Information Act (FOIA). If a FOIA request is submitted to the National Security Agency, your proposal will be subject to disclosure.
SECTION VII: Post-Grant Award Requirements

7.1. Requirements

As required by OMB, the following forms are required after grant award. The forms may be found at: https://www.grants.gov/web/grants/forms/post-award-reporting-forms.html.

1. Request for Advance or Reimbursement SF-270 (OMB Number 4040-00-16) (must be submitted with your invoice).

2. In addition to the SF-270, the following steps are required for electronic invoicing:
   a. Registration in SAM (System for Award Management) at https://www.sam.gov
   b. Registration with the NSA ARC at https://www.nsa.gov/business/acquisition-resource-center. If you have any problems with the site, please call (866) 914-6272.
   c. Obtain an ECA Medium Assurance Certificate through either ORC, Identrust or DoD. The certificate comes in three forms, either software (browser-based), token (preloaded USB device) or hardware (CAC card loaded). It is the grant awardee’s preference which form of the ECA certificate to choose. The cost ranges from $100 - $300 per year. The grantee may be asked to provide personally identifiable information such as a social security number. This information is not released to NSA and only stays with the certificate issuer. This process normally takes one to two weeks. The Government suggests that you start the ECA process once you have been awarded an FY21 STARTALK Grant.
   d. Once the certificate is received, contact the MPO Help Desk to request an account. Contact can be via email at dialogue@ec.ncsc.mil or phone at (410) 854-5445. It takes about 20-25 minutes to create the account. In order to set up your account correctly, please let the MPO office know that this account will be for a grant and not a contract. Additionally, if your institution’s invoices are administered by the Office of Naval Research (ONR), please inform the MPO Help Desk which regional ONR Office invoices must be routed.
e. The grantee receives a welcome email entitled “Welcome to the MPO Web Site” that includes their user id, password, and instructions on getting started.


4. Tangible Personal Property Report SF-428 (submit when equipment/supplies have a current per-unit fair market value of $5,000 or more. Any equipment/supplies that have a current per-unit fair market value of $5,000 or less, shall remain the property of the institution and shall be dispositioned as the grantee deems fit to further the STARTALK Goals):
   a. Tangible Personal Property Report Annual Report SF-428-A
   b. Tangible Personal Property Report Supplemental Sheet SF-428S
   c. Tangible Personal Property Report Final Report SF-428-B (Required for closeout of grant)
   d. Tangible Personal Property Report Disposition Request/Report SF-428-C

5. All forms may be downloaded at: https://www.grants.gov/web/grants/forms/post-award-reporting-forms.html

The following deliverables are also required as a condition of all STARTALK grant awards:

1. A summer camp report and final program report/analysis.
2. Itemized invoices submitted along with each invoice.
3. Surveys provided by NSA STARTALK Program Office or program support are required to be completed as requested throughout the grant award period.
4. All lesson plans/curriculum/media developed under this grant will become property of the government and may be shared with future STARTALK programs.

The Offeror shall follow the guidance provided within the NSA ICT Accessibility Standards and the NSA ICT Accessibility Score Sheet to conduct a self-evaluation of their course materials, and vendor delivered information technology (software and hardware). The Offeror shall identify how materials, documentation, and
information technology can be interacted with the keyboard only, a third-party screen-reader (JAWS or NVDA), and that no information/instruction is presented in single-sense format only (auditory, color, visual, etc.), through the completion of the self-evaluation. Additionally, if the Offeror’s individual criteria scores fall below a 5.0, they shall provide documentation regarding those criteria, why they fail, the deliverables negatively impacted, how it will affect end-users, and a procedure and report that demonstrates how they plan to remediate or alternatively meet the Agency Accessibility Standards.

The Offeror shall document and demonstrate any instance where the NSA ICT Accessibility Standards and Score Sheet Requirement are not directly applicable to the ICT under procurement. If the Offeror demonstrates non-applicability, they must document how the ICT meets the NSA ICT Fundamental Accessibility Requirements. If they are unable to demonstrate for all fundamental requirements, they shall provide documentation regarding those criteria, why they fail, the deliverables negatively impacted, how it will affect end-users, and a procedure and report demonstrating how they plan to remediate or alternatively meet the Agency Fundamental Accessibility Requirements. All solicitation response documentation delivered will also be produced in an accessible format that meets the NSA ICT Fundamental Accessibility Requirements, and will additionally be available in braille format, upon request.
Appendix A

A.1. Proposal Narrative Outline

Section I: Introduction

Section II: Target Participation/Recruitment/Enrollment

- Targeted participants
- Marketing/Recruitment
- Enrollment/Retention

Section III: STARTALK Program Overview and Timeline

- Proposed Program Overview
- Proposed Pre/Post-Camp Outreach
- Program Timeline

Section IV: Learning/Assessment/Curriculum Delivery

- Learning
- Assessment
- Curriculum Delivery

Section V: Program Personnel and Faculty Qualifications

- Program Personnel

Section VI: Proposal Summary
Appendix B

B.1. Proposal Narrative Guidance and Required Information

In the program narrative section of the application, applicants respond to a series of questions to provide the rationale for the proposed program, outline instructional goals, describe program activities, and justify the personnel charged with implementing the program. Responses to the program narrative questions should include concrete and realistic plans for the design and implementation of the program goals and should be guided by a solid understanding of the STARTALK Principles for Effective Teaching and Learning and the ACTFL Proficiency Standards.

The following sections are included in the program narrative for student programs:

1. **Program Participants** → Who are the participants, and how will their needs be identified?
2. **Program Goals** → What are the major learning outcomes of the program?
3. **Program Assessment** → How will participant growth in the program be measured?
4. **Program Implementation** → What learning experiences will guide learners in meeting the program goals?
5. **Residential Program** → How will offering a residential program enhance the learning of the participants?
6. **Program Personnel** → Who is going to lead the program and teach the participants?
7. **Program Summary** → What important program features do you want the funders to know about?

B.2. Participants

This section asks applicants to describe the student participants in the program and how the program will ensure that every student has an opportunity to achieve the proposed outcomes of the program. This section shall:

1. Describe the student participants you are hoping to enroll in your program, including their background knowledge, needs, etc. Be sure to address students’ language backgrounds, grade level(s), and prior STARTALK program participation.
2. Use multiple descriptors to identify who the students will be (age, grade level, etc.).
3. Describe the anticipated language backgrounds of the students (heritage students, returning students, etc.).
4. Have a clear plan to assess students’ language proficiency, if necessary (application, writing sample, first day oral interview, etc.).
5. Plan to recruit as diverse a cohort of students as possible (outreach via school counselor or teacher communication, etc.).

B.3. Goals

Questions in this section ask applicants to outline the thematic focus that will guide the development of the program curriculum. The proposal shall address:

1. What are the major learning outcomes for the program?
2. Provide a brief overview of your program.
3. What is the theme that will guide standards-based instruction and learning throughout the program?
4. What will learners experience during the program?
5. How will you connect culture, content, and language?
6. Have a meaningful and age-appropriate theme that will engage students throughout the program.
7. Indicate how the theme will allow the program to meaningfully integrate culture, content, and language.
8. Describe major outcomes for students (i.e. what students will know and be able to do upon completion of the program).
9. Describe major learning experiences that are based on real-life situations and allow learners to engage with an authentic audience (native speakers in the community or online, etc.).
10. Describe the process you will use to complete the required curriculum template and learning plans, and comment on how you will involve your instructional staff in this process.
11. Identify a plan for completing the required curriculum for the current year.
12. Indicate a plan for providing time to design learning plans prior to the start of the program (instructors will meet virtually to design learning plans, instructors will be present prior to program start to design learning plans, etc.).
13. Describe in detail how instructors will work with the instructional lead to develop daily learning plans (learning plan training, feedback on learning plans, ongoing virtual collaboration and feedback, etc.).

14. Describe the professional development activities you plan to implement to prepare your staff prior to and during the program.

15. Identify a way to assess the needs of the instructors before the program begins (via survey, virtual interview, application essay, etc.).

16. Describe a detailed professional development plan for before the program begins (formal dedicated time is scheduled, topics of professional learning are indicated, etc.).

17. Describe a plan that includes reflection, feedback, and mentoring of instructors during the program (schedule includes time for group debrief and/or teacher feedback, etc.).

B.4. Assessments

This section asks applicants to identify how participant growth will be measured, documented, and collected throughout the program. The proposal shall:

1. Describe at least one sample performance assessment for interpersonal speaking or presentational speaking or writing for one group of learners who will be participants in your program.

2. Describe a task that is appropriate for the mode of communication identified.

3. Describe a task that reflects real-life situations or situations that students might encounter in the target culture.

4. Describe a task that is appropriate for the proficiency level of the students (level-appropriate prompt, level-appropriate task, etc.).

5. Describe a task that is aligned with the theme of the program (information exchanged is based on a topic related to the theme, purpose for the task connects to the theme, etc.).

6. Describe a task that allows students to produce unrehearsed language (there is potential for learners to respond in meaningful ways, not pre-written role-playing, etc.).

B.5. Implementation
Questions in this section ask applicants to describe the different learning experiences they will design that will allow participants to meet the program goals. The proposal shall:

1. Describe the learning experiences you will design that will allow participants to acquire new knowledge and skills using the interpretive mode of communication. Include examples that are specific to your program theme.
2. Describe learning experiences that allow students to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (recognizing key vocabulary, noticing important forms, deriving meaning to restate or summarize, etc.).
3. Provide details on the purpose of the interpretive mode learning experiences (vocabulary acquisition, use of authentic and age-appropriate materials, variety of checks for understanding, development of students’ literacy skills, etc.).
4. Describe the opportunities participants will have to apply new knowledge and skills through the interpersonal mode of communication. Include examples that are specific to your program theme.
5. Describe learning experiences that allow students to interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings, and opinions (student-to-student communication with both students asking and answering questions, information gap activities, interviews, etc.).
6. Provide details on the purpose of the interpersonal mode learning experiences (application of new knowledge and skills by completing an age-appropriate task, exchange of information around the contextual theme of the program at the targeted proficiency level, etc.).
7. Describe the opportunities participants will have to apply new knowledge and skills through the presentational mode of communication. Include examples that are specific to your program theme.
8. Describe learning experiences that allow students to present information, concepts, and ideas to inform, explain, persuade, and narrate using appropriate media and adapting to various audiences (introductions, short speeches, blog posts, mini-presentations, etc.).
9. Provide details on the purpose of the presentational mode learning experiences (application of new knowledge and skills by completing an age-
appropriate task, information or opinion sharing around the contextual theme of the program at the targeted proficiency level, etc.).

**B.6. Non-Residential Student Programs**

The following shall be addressed in non-residential student program proposal:

1. How will the online portion of your program support the face-to-face learning experiences and how will you measure/know that your participants have been successful for hybrid/blended camps?
2. Describe the purpose of the online portion of the program (preparation for program, extension of program, etc.).
3. Describe the connection between the learning goals for the online portion of the program and the learning goals for the on-site component.
4. Describe learning activities that allow students to acquire language online while still applying the STARTALK principles (meaningful tasks, demonstration of comprehension in the target language, opportunities for speaking in the target language, etc.).
5. Include multiple checks for learning in the online portion (adaptive format, selection of tasks based on feedback, etc.).
6. Describe how all students will benefit from the online portion of the program (learning goal complements or extends learning for face-to-face, etc.).
7. Describe the typical daily schedule for a participant. How will this schedule provide a blend of different types of activities and learning experiences throughout the day?
8. Schedule different learning activities that will engage students in a variety of ways (provide cultural, linguistic, and social engagement purposes for each segment of the day, etc.).
9. Identify activities that require the use of the target language (integration of language use at lunch, integration of language use during cultural activities, etc.).
10. Identify activities that allow the program to integrate content, culture, and language.
11. Provide a specific plan for how the program will ensure the safety and security of students when they are not involved in structured activities.
12. Comment on the housing arrangements and the plans for adult supervision throughout the program.
13. Outline a well-detailed and structured plan for supervision of students during the day or any other program activity outside of the classroom.
14. Plan a schedule that is appropriate to the age of the students and includes times for breaks and meals as needed (later/earlier start time, shorter/longer or more frequent/less frequent breaks, lunch routines, etc.).
15. If applicable: Justify the purpose and language learning goals for field trips and how the trips support the theme and overall program goals.

**B.7. Residential Student Program**

Questions in this section apply only to applicants planning to offer housing for participants:

1. How will offering a residential program enhance the learning of the participants?
2. Please explain your rationale for offering a residential program. Justify in detail the rationale for a residential program (target students will not be able to participate, geographic location of program warrants a residential program, etc.).
3. How will the evening and weekend activities contribute to the overall learning of the students? Describe in detail how the evening and weekend activities will expand language learning experiences for residential students (one-on-one conversations, group conversation time, individual and group tutorial sessions, cultural extension activities, cultural field trips, etc.).
4. Identify a variety of age-appropriate social and extracurricular activities for residential students (game night, team sports events, etc.).
5. Provide a specific plan for how the program will ensure the safety and security of students when they are not involved in structured activities. Comment on the housing arrangements and the plans for adult supervision throughout the program.
6. Outline a well-detailed and structured plan for supervision of students during the day, in the evenings, and on weekends (identified staff staying in the residence hall, activity, etc.).
7. Describe in detail the housing arrangements for students.

**B.8. Personnel**

This section requires applicants to provide information on the personnel who will be charged with implementing the proposed program. **Please note that the**
program director (PD), principal investigator (PI), and instructional lead (IL) are required and should be named at the time of application. Additionally, notification to the NSA STARTALK Program Office is required, when a new person is hired or when there is a personnel change for one of these three required positions. The PD may be the PI or the IL but the PD may not be all three required personnel. This section of the proposal shall:

1. Identify the major responsibilities tasked to each position within your program, and explain for each responsibility the previous qualifications, experience, and/or training of the identified person and how that qualifies them for that position.
2. For other roles, name as many other individuals as possible, providing the qualifications, experience, and/or training of the identified person.
3. When an individual has not yet been identified, you may say TBD (to be determined) and outline the responsibilities and desired qualifications for the position. All roles identified in the budget must be listed in this section, and vice versa.
4. Program roles are as follows:
   a. Principal Investigator (Required): The principal investigator is the lead for ensuring compliance and completion of all grant requirements.
   b. Program Director (Required): The program director (PD) is the leader of the program responsible for the overall administration of the program, however, often PDs also play a role in the instructional content development of the program. The program director is the main contact with the National Security Agency. The main responsibilities include:
      i. Overseeing all program activities
      ii. Hiring and managing program staff
      iii. Managing program recruitment
      iv. Ensuring safety of participants
      v. Managing the program budget
      vi. Coordinating learning plan development
      vii. Remaining on-site for duration of program
      viii. Identifying major responsibilities of the program director (staffing, budgeting, program evaluation, etc.).
ix. Connecting the program director’s background and experience to the identified responsibilities (target language experience, experience with student populations, etc.).

c. **Instructional Lead (Required):** The instructional lead (IL) is the content and pedagogy lead for the program and supports the program director in the overall implementation of the activities. The instructional lead must be a subject matter expert (SME) in the target language. The main responsibilities include:
   i. Developing the curriculum
   ii. Planning and implementing professional development for program staff
   iii. Leading the learning plan development
   iv. Providing feedback to instructors
   v. Identifying major responsibilities of the instructional lead (curriculum development, learning plan development, teacher coaching, etc.).
   vi. Connecting the instructional lead’s background and experience to the responsibilities (e.g. coaching experience, curriculum development experience, etc.).
   vii. Ensuring instructional lead has direct experience working in or strong knowledge of the US educational system (certified teacher, administrator in K–16 educational institution, etc.).
   viii. Ensuring instructional lead has significant experience working with the targeted student populations.

d. **Instructional Team:** Additional personnel including instructors, consultants, guest speakers, and presenters. If applicable, the proposal shall:
   i. Demonstrate how the additional personnel support the program (roles of instructors, roles of guest speakers, roles of technology specialists, etc.).
   ii. Identify and name specific personnel whose qualifications prepare them for their roles.

**B.8. Summary**

This section shall articulate the important program features you want the funders to know about. Please provide a clear and concise program summary not to exceed two paragraphs total, being sure to detail the program outcomes, the number of
participants and their proficiency levels, the number of instructional hours, and the duration of the program.

Also, provide required information (outcomes, number of participants and their pre- and post- proficiency levels, number of instructional hours, and the duration of the program).
Appendix C

C.1. STARTALK Principles for Effective Teaching and Learning

The STARTALK Principles for Effective Teaching and Learning describe characteristics of highly effective language teaching and learning. Each STARTALK principle is focused on creating learning experiences that allow learners to develop their linguistic and cultural competence. Educators apply the STARTALK principles to ensure that learners are engaged in meaningful, real-world learning experiences that prepare them to use the target language beyond the classroom. Each of the STARTALK principles is explained in the context of teaching and learning, identifying learner experiences that are possible because of the work done by the teacher. Application of the STARTALK principles require:

1. **Implementing a Standards-Based and Thematically Organized Curriculum:** Teachers use units that incorporate the World-Readiness Standards for Learning Languages, providing a meaningful and purposeful context that is cognitively engaging and relevant to learners. Units follow the backward-design process by stating what learners will be able to do for each mode of communication, aligning performance assessment tasks and learning experiences. Lessons support the goals of the unit by sequencing clearly stated lesson can-do statements that indicate what learners will know and be able to do in order to prepare them for the performance assessment tasks.

2. **Conducting Performance-Based Assessment:** Teachers share unit and lesson goals with learners and monitor how well learners are doing in meeting those goals. Learners engage in relevant real-world performance tasks to demonstrate how well they are meeting the performance targets and goals of the unit for each mode of communication. Teachers use evidence from performance assessment tasks and formative checks for learning during lessons to provide timely descriptive feedback to learners and adjust instruction as needed.

3. **Integrating Culture, Content, and Language:** Teachers use units and design lessons that are culturally rich and cognitively engaging, creating a context in which learners use their language skills to learn more about the target culture(s) and the world they live in. Learners build, reinforce and expand their knowledge of other disciplines and the world while using the target
language. Learners interact frequently with authentic resources, exploring the products, practices and perspectives of the target culture(s). They have opportunities to communicate and interact appropriately with others who speak the target language.

4. **Using the Target Language and Providing Comprehensible Input**: Teachers facilitate learning through the use of the target language and ensure that the target language is used at least 90 percent of the time. Teachers deliberately determine if and when it is necessary to translate. Teachers use a variety of strategies to make the target language comprehensible and frequently check for understanding in a variety of ways in order to modify input as necessary. Learners have frequent meaningful opportunities for target language production and are able to engage in learning activities without resorting to their native language.

5. **Facilitating a Learner-Centered Classroom**: Learners benefit from an environment in which teachers and learners collaborate as partners in the learning process. Teachers make instructional decisions based on learners’ ages, interests, abilities and needs. Teachers create multiple opportunities for learners to engage in real-world tasks in the target language that spark curiosity and invite inquiry. Teachers plan multiple opportunities for learner-to-learner interaction, enabling learners to collaborate and communicate about topics that are meaningful to them.

6. **Adapting and Using Age-Appropriate Authentic Materials**: Teachers select authentic texts and resources appropriate for the theme and performance targets of the unit. Teachers plan how to make the texts and resources comprehensible and accessible to learners. Learners engage frequently with age-appropriate resources that are intentionally selected to appeal to the interests, preferences and life experiences of members of the target culture.

For further implementation guidance, please reference the following site for more detailed program information:

Appendix D

D.1. Additional Required Forms

The following pages contain sample of documents that institutions must provide prior to submission.
CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) 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 awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) 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 contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Organization: __________________________________________

Street address: _________________________________________

City, State, Zip: _________________________________________

CERTIFIED BY: ____________________________

TITLE: _______________________________________

__________________________  ________________________
(signature) (date)
Disclosure of Lobbying Activities
Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

<table>
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<th>1. Type of Federal Action:</th>
<th>2. Status of Federal Action:</th>
<th>3. Report Type:</th>
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<td>a. bid/offer/application</td>
<td>a. initial filing</td>
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<tr>
<td>b. grant</td>
<td>b. initial award</td>
<td>b. material change</td>
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</table>
| c. cooperative agreement  | c. post-award               | For material change only:
| d. loan                   |                             | Year _______ quarter _______ |
| e. loan guarantee         |                             | Date of last report _____ |
| f. loan insurance         |                             |                             |

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| 5. If Reporting Entity in No. 4 is Subawardee, Enter |
| Name and Address of Prime:                      |

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<th>7. Federal Program Name/Description:</th>
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<th>9. Award Amount, if known:</th>
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| 10. a. Name and Address of Lobbying Registrant |
| (if individual, last name, first name, MI): |
| b. Individuals Performing Services (including address if different from No. 10a) |
| (last name, first name, MI): |

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Signature: __________________________________________
Print Name: _________________________________________
Title: ______________________________________________
Telephone No.: __________________________ Date: ________
INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subawardee recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

   (b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 3048-0048. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0048), Washington, DC 20503.
Anywhere University
Schedule of Findings and Questioned Costs
Year Ended June 30, 2017

Section I - Summary of Auditor’s Results

Financial Statements
Type of auditor’s report issued
Unmodified
Internal control over financial reporting:

Material weakness(es) identified? Yes ☒ No

Significant deficiency(ies) identified that are not considered to be material weaknesses? Yes ☒ None Reported

Noncompliance material to financial statements noted? Yes ☒ No

Federal Awards
Internal control over major programs:

Material weakness(es) identified? Yes ☒ No

Significant deficiency(ies) identified that are not considered to be material weaknesses

Type of auditor’s report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR $200.516 (a)? Yes ☒ No

Identification of major programs:

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<td>Various</td>
<td>Research and Development Cluster</td>
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Dollar threshold used to distinguish between Type A and Type B programs: $3,000,000

Auditee qualified as low-risk auditee? ☒ Yes No
# Certificate of Liability Insurance

**Date (MM/DD/YYYY)**

**Producer**
- Contact Name:
- Phone:
- Fax:
- Email:
- Address:

**Insured**
- Insurer A:
- Insurer B:
- Insurer C:
- Insurer D:
- Insurer E:
- Insurer F:

**Coverages**

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**Description of Operations/Locations/Vehicles**

[Attach ACORD 101, Additional Remarks Schedule, if more space is required]

**Certificate Holder**

**Cancellation**

Should any of the above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.

**Authorized Representative**

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