



**Fulbright-Hays  
Group Projects Abroad  
Program (GPA)**

**U.S. Department of Education  
International and Foreign Language  
Education (IFLE)**

# What is the Fulbright Program?

International education program, established by the U.S. Congress in 1946 to promote mutual understanding between people of the United States and those of other countries.

The Fulbright Program originated with legislation sponsored by Senator J. William Fulbright of Arkansas just after World War II.

Under the Fulbright-Hays Act of 1961, the U.S. Dept. of Education receives an annual appropriation from the U.S. Congress.



**Fiscal Year 2010**

**New Projects: 33**

**Foreign Language (NCC) Projects: 18**

**Number of Countries Traveled: 24** (from Africa, East Asia, Russia, Central/Eastern Europe, Near East, North Africa and Eurasia, South Asia, Southeast Asia and the Pacific, and the Western Hemisphere)

**Total Amount: \$5,503,667**

## Purpose of GPA

**To provide institutional grants in order to support overseas training, research and curriculum development in modern foreign languages and area studies.**

## Eligible Applicants

- ❖ **Institutions of higher education (IHE)**
- ❖ **State departments of education**
- ❖ **Private nonprofit educational organizations**
- ❖ **Consortia of IHEs, departments, and organizations**

## Eligible Project Participants

- ❖ **U.S. citizen or permanent resident**  
**AND**
- ❖ **Elementary or secondary teacher**
- ❖ **Postsecondary faculty**
- ❖ **Education administrator**
- ❖ **Undergraduate/graduate student planning a teaching career or will study and use foreign language in future career**

## Eligible Project Participants (cont'd)

### Note:

- ❖ *All participants must be teaching/studying in and responsible for curriculum concerning the humanities, social sciences, foreign languages and/or area studies.*
- ❖ *Area studies is defined as a program of comprehensive study of the aspects of a society or societies including the study of their geography, history, culture, economy, politics, international relations, or languages. Project participants may also be working in interdisciplinary areas such as business, health, social work, math, science, counseling, engineering, the environment and technology. If an educator or student is working in a variety of subject areas, s/he must spend the majority of his/her time working with eligible subjects.*

# Types of Projects

# 1. Short-Term Seminar Project

## Project Features:

- ❖ Integration of international studies into curriculum throughout U.S. school systems at all levels;
- ❖ Increase linguistic and/or cultural competency among U.S. students and educators; and/or
- ❖ Focus on a particular aspect of area study, such as the culture or portion of the culture in host country.

## 2. Curriculum Development Team Project

### Project Features:

- ❖ Acquire first-hand resource materials for curriculum development in modern foreign language and area studies;
- ❖ Provide for systematic use and dissemination in the United States of the acquired materials; and
- ❖ Resource materials = artifacts, books, documents, educational films, museum reproductions, recordings, instructional material.

# Short-term Seminar & Curriculum Development Project Details

## Time Frame & Participant Numbers:

- ❖ Minimum 4 weeks host country
- ❖ Grant performance period: 18 months
- ❖ 4 weeks: 12 participants + Project Director = 13 min
- ❖ 6 weeks: 10 participants + Project Director = 11 min
- ❖ 8 weeks: 8 participants + Project Director = 9 min

## Maximum Grant Award:

- ❖ Up to \$100,000 for 4-5 week projects\*
- ❖ Up to \$110,000 for 6-7 week projects\*
- ❖ Up to \$125,000 for 8+ week projects\*

\*equals time spent in host country

### 3. Group Research or Study Project

#### Project Features:

- ❖ Designed to undertake research or study in a country outside of the United States.

#### Time Frame & Participant Numbers:

- ❖ Minimum 12 weeks in the country of study
- ❖ Grant performance period: 18 months
- ❖ 12 weeks training: 3 participants + Project Director = 4 min

#### Participants:

- ❖ Language proficiency (*minimum* one semester intensive language and one course in related area studies)
- ❖ Disciplinary competence

Maximum Grant Award: up to \$125,000

## 4. Advanced Overseas Intensive Language Training Project (*not to be competed in FY11*)

### Project Features:

- ❖ Language indigenous to host country; maximum use of local institutions and personnel;
- ❖ Training must be at advanced level (equivalent to completion of at least two academic years of language training); and
- ❖ Project must take advantage of advanced language training opportunities present in host country & not available in US.

### Time Frame & Participant Numbers:

- ❖ Project activities: full year, academic year, semester, trimester, quarter, and/or summer in host country (8 weeks minimum).
- ❖ Four, 12-month performance periods (four years total).
- ❖ 8 weeks: 12 participants + Resident Director = 13 minimum

Maximum Grant Award: \$425,000

# Financial Provisions

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- The background of the slide is a photograph of Earth as seen from space, showing the curvature of the planet and the blue of the oceans against the blackness of space. The text is overlaid on this image.
- ❖ **Lodging and meals**
  - ❖ **International travel**
  - ❖ **Local travel within the host country**
  - ❖ **Educational materials**
  - ❖ **Honoraria/meeting room space**
  - ❖ **Local administrative services**

*\*Restrictions: The grant does not provide funds for project related expenses within the U.S., including pre-departure orientation and follow-up activities.*

# Program Priorities

Absolute (eligibility): Africa, East Asia, South Asia, Southeast Asia and the Pacific, the Western Hemisphere (Central and South America, Mexico, and the Caribbean), East Central Europe and Eurasia, and the Near East.

Competitive Priority # I: Up to an additional five (5) points: projects that provide substantive training and thematic focus, both during the pre-departure and in-country project phases, on any of the seventy-eight (78) priority languages that were selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs).

Competitive Priority # II: Up to an additional five (5) points: short-term projects abroad that develop and improve foreign language and/or area studies at elementary and secondary schools and propose 50 percent or greater participation of K-12 teachers, K-12 administrators, or both in short-term projects abroad.

Competitive Priority # III: Up to an additional five (5) points: short-term projects abroad that provide pre-service teachers with training or courses in foreign languages and international area studies as part of a teacher education curriculum developed through collaboration between colleges or departments of education and colleges or departments of arts and sciences within institutions of higher education.

Invitational Priority # I: Priority to applicants with K-12 teachers or administrators among the project participants that recruit those teachers and administrators from high-need local education agencies (LEAs).

# GPA Project Phases

# **1. Pre-Departure Phase (16 hours min.)**

- **Pre-departure preparation**
  - ✓ Lectures on the country of study
  - ✓ Advanced reading materials
- **Pre-departure orientation**
  - ✓ Guidelines on curriculum development
  - ✓ Discussions on daily living/traveling in host country
  - ✓ Team building
  - ✓ Team assignment & individual proposed project
  - ✓ Language training

## **2. Overseas Phase**

- Daily itinerary, very detailed
- Academic lectures
- Language study
- Field trips and cultural activities
- Debriefings/evaluations
- Travel arrangements and accommodations

### 3. Follow-Up Phase

- End of seminar evaluation
- Staff development  
(workshops & conferences)
- Curriculum or research projects and  
dissemination plans
- Future outreach activities  
(collaboration, cooperation & networking)

# Selection Process

# Evaluation Criteria

1. Plan of Operation (20 points)
  2. Quality of Key Personnel (10 points)
  3. Budget and Cost Effectiveness (10 points)
  4. Evaluation (20 points)
  5. Adequacy of Resources (5 points)
  6. Impact (15 points)
  7. Relevance to Institutional Dev. (5 points)
  8. Need for Overseas Experience (10 points)
  9. Program Priorities (15 points)
- TOTAL 110 points**

# Evaluation Criteria

## 1. Plan of Operation (20 points)

### ❖ Introduction

- Applicant profile
- Need for the project
- Selection of the country of study
- Objectives of the project

### ❖ Project Design

- Pre-departure preparation and orientation
- Overseas phase
- Post seminar phase
- Dissemination (schedule of activities)

### ❖ Management

- Major responsibilities (U.S. and host country)
- Recruitment and selection of participants  
( process/committee, selection criteria equal access, timetable and publicity)

# Evaluation Criteria

## 2. Key Personnel (10 points)

- ❖ **Project Director**
  - Academic training, field experience in the host country, administrative experience, language, curriculum
- ❖ **Support staff, project consultant/committee**
- ❖ **Key personnel in the host country**
- ❖ **Project Co-sponsors**
- ❖ **Time commitment to the project**

## Evaluation Criteria

### 3. Budget & Cost Effectiveness (10 points)

#### ❖ Federal funds

- Allowable expenses in host country
- No matching funds required, BUT...
- Reasonableness of costs

#### ❖ Non-federal funds

- Applicant's in-kind contribution
- Cost sharing by applicant
- Cost sharing by participants/institutions
- Cost sharing by private sector/others

# Evaluation Criteria

## 4. Evaluation Plan (20 points)

- ❖ **Formal Evaluation**  
(at each phase of the project)
- ❖ **Informal Evaluation**  
(mid-point debriefing, daily journal)
- ❖ **External Project Evaluator**
- ❖ **Evaluation Instruments (appendices)**
- ❖ **Timetable**

# Evaluation Criteria

## 5. Adequacy of Resources(5 points)

- ❖ In the host country
- ❖ At the site of the applicant

# Evaluation Criteria

## 6. Impact (15 points)

- ❖ Participating institutions  
(universities/colleges)
- ❖ Participating public and private schools
- ❖ American education
- ❖ Current and future
- ❖ Multiplier effect

## Evaluation Criteria

### 7. Relevance to Institutional Development (5 points)

- ❖ Missions, goals and objectives of the applicant institution
- ❖ Missions, goals and objectives of public and private schools

## Evaluation Criteria

### 8. Need for Overseas Experience (10 points)

- ❖ First hand knowledge and experience
- ❖ Meet and network with counterparts within U.S. and in host country
- ❖ Better understanding of the host country
- ❖ Why this particular group to this particular place?

## Evaluation Criteria

### 9. Program Priorities (15 points)

- ❖ Specific geographic regions (eligibility)
- ❖ Critical Languages (up to 5 points)
- ❖ K-12 (up to 5 points)
- ❖ Internationalization of teacher education programs (up to 5 points)
- ❖ High need schools (invitational)

# The Selection Process



1. Screen (eligibility requirements)
2. Review by panels of academic specialists
3. Review the panel comments by program officers
4. Review by U.S. embassies and Fulbright comm.
5. Recommend the final slate to DAS for approval
6. Present the final slate to the FSB for final approval



## Fiscal Year 2011 Estimates

Closing Date: ~mid October 2010

Amount Estimated: \$2,026,480

Number of New Awards: 24

Average Amount: \$84,437 \$

# Strategies for Writing a Successful Proposal

## 1. Get Organized

- ✧ Contact Program Officer
- ✧ Designate a management team with international and grants experience
- ✧ Review abstracts of funded grantees and past successful proposals
- ✧ Identify your institution or department's needs/wants
- ✧ Contact funded grantees for information and assistance
- ✧ Request letters of support (U.S. & abroad)
- ✧ Develop linkages internally and externally
- ✧ Review Federal Register & program websites for updated information
- ✧ Review FAQs on website

# Strategies for Writing a Successful Proposal

## 2. Writing Your Proposal

- ✧ Address all Selection Criteria in the order listed in the application packet – don't make readers search for information
- ✧ Provide a detailed plan of operation and evaluation
- ✧ Include sufficient details so someone unfamiliar with your project could conduct it
- ✧ Write clear, measurable goals, objectives, and outcomes
- ✧ Provide a specific and detailed budget
- ✧ Avoid grammatical errors or specific professional jargon/acronyms
- ✧ Use persuasive descriptions of how the pieces fit together
- ✧ Remember: you must convince the panel so think from a panelist perspective as to what you would be looking for; be clear and concise

# Strategies for Writing a Successful Proposal

## 3. Submitting your Application

- ✎ Register on the E-App online system early to avoid any system issues
- ✎ Back up/save your written proposal to avoid any computer issues
- ✎ If your institution is not funded, consult the reviewer's comments and reapply
- ✎ DO NOT wait until the last minute to submit!

# Strategies for Writing a Successful Proposal

## 4. Award Notification

- ✉ Spring 2011 (formally via written mail, informally via email for successfuls)
- ✉ Scores and comments sent to all applicants via mail
- ✉ For successful grantees, be prepared to “hit the ground running”

**For more information visit these websites:**

Applications, abstracts and links provided for GPA Program  
<http://www2.ed.gov/programs/iegpsgpa/index.html>

Electronic grant application submission  
<http://e-grants.ed.gov>

Panel reviewer application submission  
<http://opeweb.ed.gov/frs/frsHome.cfm>

Grantmaking at ED  
<http://www2.ed.gov/fund/grant/about/grantmaking/index.html>



**THANK YOU**

**Questions and  
Discussion**