

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

**GROUP PROJECTS ABROAD (GPA) FOREIGN LANGUAGE (LONG-TERM)**

**PROPOSAL NARRATIVE DEVELOPMENT GUIDE - FISCAL YEAR 2012**

**ADVANCED OVERSEAS INTENSIVE**

**LANGUAGE TRAINING PROJECTS**

**(CFDA NUMBER: 84.021B)**

**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 Goals	(5 points)
8. Need for Overseas Experience	(10 points)
9. Program Priorities	<u>(10 points)</u>
<b>TOTAL</b>	<b>105 points</b>

## **Part 1 - Plan of Operation (20 points)**

### **❖ Project Design**

- Introduction
- What are objectives, how will they be accomplished?
- What language(s) is to be studied, how and for how long?
- Timeline of activities
- Number of levels, class size, etc.
- Recruitment/publicity efforts
- How will students be selected (criteria)? Equal access
- Preparation, support and follow-up with students
- Project features (tutors, field trips, technology)
- Security/emergency contingency plans

### **❖ Project Management**

- Who is the team?
- What are their major responsibilities? (U.S. and host country)
- Process of communication
- Recruitment and selection of participants (process/committee, selection criteria, equal access)

## **Part 2 - Key Personnel (10 points)**

- ❖ U.S. Project Director
- ❖ Other U.S. key personnel
- ❖ Host country personnel
- ❖ Project Co-sponsors/Institutions

Describe qualifications of each person, including education, academic and professional training, language proficiency, field experience in host country, evaluation, administrative, language teaching and time commitment to the project.

## **Part 3 - Budget & Cost Effectiveness (10 points)**

### ❖ **Federal funds**

- What are you asking for?
- How is this related to and necessary for a successful project?
- Adequate, allowable and reasonable expenses in host country
- Cost-effective measures

### ❖ **Non-federal funds**

- No matching funds required, BUT ENCOURAGED!
- How will U.S. costs be paid for?
- Applicant's in-kind contribution
- Cost sharing by applicant
- Cost sharing by participants
- Cost sharing by other institutions

#### **Part 4 - Evaluation Plan (20 points)**

❖ **Pre- and Post-Language Testing**

- How and by whom?

❖ **Informal Evaluation**

- What data will be collected and analyzed?
- How will this effectively measure project activities and impact?
- What methods will be used?
- What effects & impacts will the project have?
- How will evaluation results be used to shape the development of the project (before, during, after)?
- Describe evaluation tools

❖ **External Project Evaluator**

❖ **Timetable**

#### **Part 5 - Adequacy of Resources (5 points)**

- ❖ In the host country
- ❖ At the site of the applicant
- ❖ Facilities, supplies, technology, equipment

#### **Part 6 - Impact (15 points)**

- ❖ Short and long-term benefits to students
- ❖ Participating institutions (universities/colleges)
- ❖ K-12 schools
- ❖ American education: development and improvement of modern foreign languages
- ❖ Multiplier effects?

### **Part 7 - Relevance to Institution's Educational Goals (5 points)**

- ❖ How does project fit in with the missions, goals and objectives of the applicant institution? Will it address institutional development goals?
- ❖ What is the relationship between the project and the institution's program development in modern foreign languages?
- ❖ What changes will take place due to a GPA project?

### **Part 8 - Need for Overseas Experience (10 points)**

- ❖ Why is first-hand knowledge and experience necessary?
- ❖ How were needs identified and how are they addressed by this project?
- ❖ What benefits will be gained through meeting these needs?
- ❖ Why this group for this language to this place (above all others?)

### **Part 9 – Priorities (up to 10 points)**

- 1. Absolute Priorities: (required)**
  - a. Study in non-western European countries
  - b. U.S. must have official diplomatic relationship with host country
- 2. Competitive Priorities: (5 Points each; 10 Points total)**
  - a. Substantive training and thematic focus on priority languages
  - b. Travel to Brazil, China, India, or Russia
- 3. Invitational Priorities: (no Points). Applications from:**
  - a. Minority-serving institutions
  - b. Community colleges
  - c. Novice applicants

## **Budget – Table & Narrative**

- **3- or 4-Column spreadsheet with detailed narrative**
- **(NO) Matching, but really...**
- **Details of how ALL costs were arrived at**
- **Connection of line items to narrative**
- **Budget linked to student numbers**
- **Fly America Act compliant**
- **Pay attention to detailed instructions in application package**

## **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 commissions**
- 5. Review of Line Item Budgets**
- 6. Recommend the final slate to Deputy Assistant Secretary (DAS) for approval**
- 7. Present the final slate to the Fulbright Scholarship Board (FSB) for final approval**

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