



Fulbright-Hays Group Projects Abroad (**Advance Language**) Long-Term (GPA) Program Fiscal Year 2018 Technical Assistance Webinar

***SLIDES ARE FOR INFORMATIONAL PURPOSES ONLY.*
PLEASE CONSULT THE NOTICE INVITING APPLICATIONS FOR SPECIFIC INFORMATION
REGARDING THE APPLICATION PROCESS.**



Agenda

- **Program Purpose**
- **Eligibility**
- **Project Types**
- **Project Phases**
- **Financial Provisions**
- **Selection Criteria**
- **Application Tips**



Purpose of Advance Language GPA grants

- **To provide institutional grants to support overseas training in modern foreign languages**



FY 2018 GPA Advance Language Projects Grant Competition

Estimated Range of Awards: \$50,000 - \$250,000.

Estimated Average Size of Awards: \$185,025.

Estimated Number of Advance Language (Long-Term) Awards: 15



Eligible Applicants

- ❖ **Institutions of higher education**
- ❖ **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**
- ❖ **Post secondary faculty**
- ❖ **Education administrator**
- ❖ **Undergraduate/graduate student planning a teaching career or will use foreign language in future career in areas important to U.S. security**



Eligible Project Participants

Under the Advanced Overseas Intensive Language Training project, the participating student, other than those planning a teaching career, should be planning to apply his or her language skills and knowledge of countries vital to the United States' national security in fields outside of teaching, including government, the professions, or international development



Project Features



Advanced Overseas Intensive Language Training Project

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 U.S.



Advanced Overseas Intensive Language Training Project

Time Frame & Participant Numbers:

- ❖ **Project activities: full year, academic year, semester, trimester, quarter, and/or summer in host country (6 weeks minimum).**
- ❖ **Minimum of 120 contact hours**
- ❖ **Four, 12-month performance periods (four years total).**
- ❖ **Minimum: 10 participants + Resident Director = 11 minimum**

Maximum Grant Award: \$375,000



Program Priorities



Types of Priorities

- ❖ **Absolute (requirement)**
- ❖ **Competitive Preference
(for additional points)**
- ❖ **Invitational (special invitation from the
Secretary, but no points assigned)**



FY 2018 GPA Foreign Language Absolute Priority

Specific Geographic Regions of the World.

A group project that focuses on one or more of the following geographic regions of the world: Africa, East Asia, South Asia, Southeast Asia and the Pacific, the Western Hemisphere (Central and South America, Mexico, and the Caribbean), Eastern and Central Europe and Eurasia, and the Near East.



FY 2018 GPA Foreign Language Competitive Preference Priorities (2)

Competitive Preference Priority 2—Applications for GPA Long-Term Projects From MSIs (2 Points).

Applications for GPA long-term advanced overseas intensive language training projects from MSIs.

Competitive Preference Priority 3—Substantive Training and Thematic Focus on Less Commonly Taught Languages (2 Points).

Applications that propose projects that provide substantive training and thematic focus on any modern foreign language except French, German, or Spanish.



Components of the Application



Introduction

- **Profile of Applicant**
- **Need for the Project**
- **Selection of the Language to be Studied**
- **Selection of the Host Country**
- **Objectives of Project**



Pre-Departure Phase

- **Pre-departure preparation**
 - ✓ Lectures on the country of study
 - ✓ Advanced reading materials
- **Pre-departure orientation**
 - ✓ Guidelines on conduct
 - ✓ Discussions on daily living/traveling in host country/security issues
 - ✓ Team building
 - ✓ Team assignments & individual proposed projects
 - ✓ Cross cultural training
 - ✓ Minimum of 16 hours



Pre-Departure Orientation Sample

Session 1 - Orientation	February 2016
Review Fulbright-Hays Group Projects Abroad program requirements and guidelines, specific grant objectives and individual participant deliverables.	Project Director (PD)
Complete the Pre-Departure Assessment Questionnaire	Participants
Review pre-travel reading assignments	PD
Review general educational setting, and specific requirements for passports, visas and health/safety during travel	Key Personnel
Provide participants with examples of previous GPA programs and offer guidance on development of curricular projects.	Key Personnel
View video and slideshow introducing participants to East Africa broadly and Uganda in particular.	Participants
Introduce participants to "lingua franca" of East Africa – Swahili and provide a basic overview of Swahili.	Language instructor/expert

Session 2 – Language and Culture	March 2016
Offer more specific and useful Swahili instruction that will assist the travelers in breaking through cultural barriers	Language instructor/expert
Provide introduction to key cultural components that undergird the educational systems in Uganda	Language instructor/expert
Meet Lusoga language instructor via Skype	Language instructor/expert
Remind participants about travel preparation and logistics and Literacy Day book drives at their schools.	PD
Guide participants in construction of their individual curriculum project proposals.	PD and other Key Personnel

Session 3 – Current Educational Setting	April 2016
Provide an orientation to the three models of education being studied in Uganda	PD
Lead discussion of the history of education in Uganda and the social, political, and economic forces that have triggered recent changes.	PD
Comparison with existing US models will be made and discussed.	PD
Review related literature as assigned during the orientation session as it relates to such cross cultural comparisons of education, pedagogy and project outcomes	Participants
Participants will prepare an outline of their individual curriculum project for review and discussion within the group	Participants
Participants will watch and discuss the Invisible Children documentary —Emmy: The Story of an —Orphan.	Participants
Review and expand upon conversational Swahili.	Language instructor/expert

Session 4 – Ugandan Political Economy	May 2016
Cover broader aspects of the Ugandan political economy, including technology, entrepreneurial activity, Uganda's relationships with the United States, and the prospects for international educational collaborative activities	PD
Participants will watch and discuss a short Frontline documentary on microfinance, —Uganda—A Little Goes a Long Way.	Participants
Review and expand upon conversational Swahili,	Language instructor/expert
Confirm participants' completion of all pre-departure requirements (passports, visas, immunizations, project outline, etc.).	PD and Key Personnel
Curriculum project outlines will be reviewed and approved.	PD



Overseas Phase

- Daily language class schedule, very detailed with contact hours
- Information on instructors, tutors, assessment
- Field trips and cultural activities
- Academic lectures
- Other program activities
- Debriefings/evaluations
- Special Project Features
- Travel arrangements and accommodations



Follow-up Phase

- Program evaluation: results and impact
- Reporting
- Staff professional development and training
- Dissemination and outreach plans
- Publicizing and recruiting for next group of students
- Possible future activities (collaboration, cooperation & networking)



Addressing the Selection Criteria



Selection Criteria

1. Plan of Operation (20 points), Part II

- ❖ **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)**



Key Personnel (10 points)

- ❖ **U.S. Project Director**
- ❖ **Identify other U.S. key personnel**
- ❖ **Identify host country personnel**
 - **Qualifications of each, including education, academic & professional training, language ability, field experience in host country, evaluation, administrative, language teaching**
- ❖ **Project Co-sponsors/Institutions**
- ❖ **Time commitment to the project**



Budget & Cost Effectiveness (10 points)

❖ Federal funds

- What are you asking for?
- How is this related to & necessary for a successful project?
- Adequate, allowable & 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



Allowable Cost

- **International travel and**
- **Within host country:**
 - ✓ Lodging and meals
 - ✓ Local travel
 - ✓ Educational materials
 - ✓ Honoraria
 - ✓ Meeting room space
 - ✓ Host country instructors
 - ✓ Pre and Post language assessment (**REQUIRED**)
 - ✓ Host country evaluators
 - ✓ Local administrative services



Funding Restrictions

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



Funding can be used for:

- ✓ Lodging and meals
- ✓ International travel
 - ✓ Fly America Act
 - ✓ Open Skies Agreement
- ✓ Travel within host country
- ✓ Educational materials
- ✓ Honoraria/meeting space
- ✓ Local administrative fees/services
- ✓ Host country evaluators

Restrictions: The grant does not provide funds for project related expenses within the United States, including U.S. based salaries, pre-departure orientation and follow-up activities. These items may be included as part of the applicant matching contribution.



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**



Sample PMF – GPA LT Program

Project Goal: Improve foreign language proficiency of U.S. educators.

<i>Performance Measures</i>	<i>Activities</i>	<i>Data Indicators</i>	<i>Frequency</i>	<i>Data Source</i>	<i>Baseline</i>	<i>Targets (Year 1)</i>
1. Increase language proficiency to advanced level for at least 60% of participants by the end of the performance period.	1a. Engage participants in advanced language coursework.	1ai. Number of participants completing advanced language coursework.	Annual	Project Director	0	12
	1b. Conduct pre-tests, mid-term tests and final assessments for all participants	1bi. Number of assessments conducted for each participant	Annual	Project Director	0	3
	1c. Review instructor-led language evaluations in IRIS.	1ci. Number of participants demonstrating increased language proficiency at the advanced level in IRIS language evaluations.	Annual	Participants' language evaluations in IRIS	0	12



Adequacy of Resources (5 points)

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



Impact (15 points)

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



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?



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?)**



...and on GPRA Measure...

The percentage of GPA long-term project participants who increased their reading, writing, and/or listening/speaking foreign language scores by one proficiency level. The efficiency of the GPA long-term program will be measured by considering the cost per GPA participant who increased his/her foreign language score in reading, writing, and/or listening/speaking by at least one proficiency level.



Appendices

- **Preliminary Pre-departure Orientation Agenda, Overseas Project Itinerary, Follow-up Activities**
- **CVs of Key Personnel**
- **Letters of Support**
- **Examples of Evaluation Materials, Project Timeline Chart, Project-Specific PMF Forms with Proposed Measures and Activities**



Application Tips



Get Organized

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



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 your project operates
- Remember: you must convince the panel so think from a panelist perspective as to what you would be looking for; be clear and concise



Submitting Your Application

- Register on the www.Grants.gov 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 reviewers' comments and reapply
- **DO NOT wait until the last minute to submit!**



Award Notification

- By September 30, 2018 via e-mail
- Scores and comments sent to all applicants via mail
- For successful grantees, be prepared to “hit the ground running”



For more information visit these web sites:

Applications, abstracts and links provided for GPA Program

<http://www2.ed.gov/programs/iegpsgpa/index.html>

Sample Narratives

<http://www2.ed.gov/programs/iegpsgpa/resources.html>

Electronic grant application submission

<http://www.grants.gov>

Panel reviewer application submission

<http://www.g5.gov>

Subscribe to IFLE listserv

www.ed.gov/ope/iegps, click on “Subscribe to IFLE Newsletter”



Program Contacts/Information

GPA Program Website

<http://www2.ed.gov/programs/iegpsgpa/applicant.html>

For further information contact:

Gary Thomas

Gary.Thomas@ed.gov



Q & A



Question and Answer

What is the grant performance period for long-term projects?



Question and Answer

**What kind of language student
should we look to recruit?**



Question and Answer

Must the applicant have an advance language program at their home institution and how do we access the students' language skills?



Question and Answer

Is there a matching requirement?



Question and Answer

Are there other restrictions on who can join a GPA project group?



Thank You