



Fulbright-Hays Group Projects Abroad Short-Term (GPA) Program Fiscal Year 2018 Technical Assistance

**United States Department of Education
International and Foreign Language Education (IFLE)**

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



Agenda

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- **Eligibility**
- **Project Types**
- **Project Phases**
- **Financial Provisions**
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- **Selection Process**
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GPA Short-Term Program

Purpose

- ❖ Promote, improve, and develop modern foreign languages and area studies throughout the educational structure of the U.S.
- ❖ Provides opportunities for faculty, teachers, and undergraduate and graduate students to conduct individual and group projects overseas to carry out research and study in the fields of modern foreign languages and area studies.



Area Studies

- **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.**



FY 2018 GPA Short-Term Grant Competition

Estimated Range of Awards: \$50,000 - \$100,000.

Estimated Average Size of Awards: \$80,059.

Estimated Number of Short-Term Awards: 10



GPA Fiscal Year 2018 Program Priorities

Absolute Priority:

Specific 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.

Competitive Preference Priority: Applications for GPA Short-term Projects from Selected Institutions and Organizations (3 points).

- Minority-Serving Institutions (MSIs)
- Community colleges
- New applicants
- State educational agencies (SEAs)



GPA Fiscal Year 2018 Program Priorities cont.

Competitive Preference Priority: Substantive Training and Thematic Focus on Priority Languages (2 Point). Applications that propose GPA short-term or GPA long-term projects that provide substantive training and thematic focus on any foreign modern languages except French, German, and Spanish.

Competitive Preference Priority : Inclusion of K-12 Educators (2 points). Applications that propose short-term projects abroad that develop and improve foreign language studies, area studies, or both at elementary and secondary schools by including K-12 teachers or K-12 administrators as at least 50 percent of the project participants.



Applicant & Participant Eligibility



Applicant Eligibility

Eligible Applicants—

- ✓ Institutions of higher education;
- ✓ State departments of education;
- ✓ Private nonprofit educational organizations; and
- ✓ Consortia of institutions, departments, and organizations.



Participant Eligibility

An individual is eligible to participate in a GPA project if s/he is:

- ✓ A citizen, national, or permanent resident of the United States; and**
- ✓ An individual who is currently employed full-time in a United States school system, institution of higher education, Local Education Agency or State Education Agency (not applicable to students).**



Participant Eligibility *(continued)*

An individual is eligible to participate in a GPA project if s/he is:

- ✓ A teacher in an elementary or secondary school
- ✓ A faculty member who teaches modern foreign languages or area studies;
- ✓ An experienced education administrator responsible for planning, conducting, or supervising programs in modern foreign languages or area studies at the elementary, secondary, or postsecondary levels;
- ✓ A graduate student or junior or senior in an institution of higher education, who is a prospective teacher in the areas of social sciences, humanities and foreign languages.
- ✓ The student should meet the provisions set by his or her local and state education agencies.



Short-Term Project Types

- Seminars
- Curriculum Development
- Group Research or Study



Seminar Project

Project Features:

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



Curriculum Development Project

Project Features:

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



Seminar and Curriculum Development Project Details

Timeframe and Participant Numbers:

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

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



Group Research or Study Project

- **Project Features:**
 - ❖ Designed to undertake research or study in a country outside of the United States.
- **Timeframe and Participant Numbers:**
 - ❖ Minimum 12 weeks in the country of study
 - ❖ Grant performance period: 18 months
 - ❖ 12 weeks training: 3 participants + Project Director = 4 minimum
- **Participants Must Have:**
 - ❖ Language proficiency (*minimum* one semester intensive language and one course in related area studies)
 - ❖ Disciplinary competence
- **Maximum Grant Award: up to \$125,000**



Host Countries with Travel Warnings

- GPA applicants proposing to travel to a country with a travel warning will be disqualified.
- For a full list of travel alerts and warnings, please go to:
https://travel.state.gov/content/passports/en/alerts_warnings.html.



Performance Period

- The grant performance period for short-term projects is 18 months.
- **Proposed start and end dates should be September 30, 2018 - March 31, 2020 (18 months from date of award).**



GPA Project Phases



1. Pre-departure Phase (16 hours minimum)

■ **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 and individual proposed project
- ✓ Language training
- ✓ Cross cultural training (LT)



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



2. Overseas Phase

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



In Country Itinerary Sample

TRAVEL DAY	ACTIVITY	RATIONALE	OBJECTIVE
Day 1	6 pm - Depart US (Newark, NJ to Entebbe, Uganda, via London)		
Day 2	10 pm - Arrive in Entebbe, Uganda <i>Lodging at Central Inn.</i>		
Day 3	AM— Meeting of participants to address any concerns after travel and arrival and to confirm that each one knows responsibilities for the month and agenda for the day; short visit to Lake Victoria. PM—Travel to Kisubi Brothers University College for seminar with Brother Bernard Luwerekera and pre-service teachers and faculty.	To acclimate to time and environment changes.	2
	Time permitting, purchase inexpensive cell phones and SIM cards for cell phone service in Uganda.	To begin interaction with those training to be teachers in Uganda	3
	<i>Reflection over dinner at local restaurant. Lodging at Central Inn.</i>	To ensure safe travel and clear communication among group and with home.	4
Day 4	AM – Travel to Nsambya, Kampala for orientation at Bishop McCauley House, District Headquarters of the Congregation of Holy Cross. Talk by <i>EXPERT</i> on " Historical and Contemporary Roles of Religion in Education in Uganda and East Africa. "	To begin immersion in Ugandan culture among those familiar with <i>COLLEGE</i> and to understand the particular role of religion in Ugandan education.	2
	PM – Visit commercial district in city center, including bookstore and craft shop; get initial exposure to possible sources of artifacts and teaching materials. Purchase books for Literacy Day events.	To observe urban life/economic activity in the capital city.	2
	Hold 2 hour Swahili language class	To reinforce and build upon acquired language skills and begin using them in context.	2
	Opportunity for first blog post from travel group. <i>Lodging at Bishop McCauley House.</i>	To initiate the outreach that will connect NEPA with Uganda.	4



In Country Itinerary Sample (cont'd)

TRAVEL DAY	ACTIVITY	RATIONALE	OBJECTIVE
Day 5	AM – Tour Montessori Education Center in Kampala and meet with administration. Observe classes and speak to teachers and students in focus groups over lunch.	To discover how and why a private school was founded and what enables it to continue to operate in the Ugandan context of low average incomes.	1, 3, 4
	PM – Tour Makerere University and meet with faculty of Education.	To recognize the resources and educational program offerings of the largest university in Uganda.	1, 4
	Lecture by <i>EXPERT</i> on “ Economics and Education in Uganda. ”	To understand the socio- economic conditions relating to education in Uganda and receive an introduction to the country’s educational system.	2
	Use evening time to write personal reflections on the lecture and the first few days in Uganda.	To process new experiences and information.	2
Day 6	AM – Meet with Ministry of Education official about the Universal Primary Education (UPE) and Universal Secondary Education (USE) programs.	To understand rationale for UPE and USE and the measures used to assess their effectiveness.	1
	PM – Travel to Seeta Secondary School, Mukono Meet with headmaster and other administrators.	To discover how and why a private school was founded and what enables it to continue to operate in the Ugandan context of low average incomes.	1, 4
	Observe classes and speak to teachers and students in focus groups after school.	To observe pedagogical approaches employed in a private (for-profit) school setting.	3
	Use evening time for group discussion of the day’s observations.	To begin processing observations in light of potential pedagogical adaptations.	3



3. Follow-up Phase

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



Follow-Up Phase Sample

TIMETABLE	ACTIVITY
August 2015	Project participants will reconvene to reflect upon the in-country component of the project and to assess achievement of project objectives and effectiveness of program logistics
Fall 2015	Pre-service teachers will implement their lesson plans in a formal teaching or after-school setting (<i>specific locations listed here</i>)
Fall 2015	Presentation at <i>EXAMPLE</i> conference
Fall 2015	K-12 Administrators/Teachers will offer in-service sessions to faculty in their schools/districts.
Fall 2015	US and Ugandan counterparts will discuss pedagogy and content via Facebook
Fall 2015	K-12 Administrators/Teachers and Post-secondary faculty will develop a <i>COLLEGE</i> graduate course for Summer, 2015
Fall 2015	<i>EXAMPLE</i> Gallery Exhibit featuring educational artifacts
Winter 2016	Artifact Exhibit travels to participating schools/districts for student/faculty/community education
January 2016	<i>COLLEGE</i> faculty participants will present findings at the <i>COLLEGE</i> Faculty Development Day
April 2016	Participants will present papers at the <i>COLLEGE</i> Global Landscapes Conference



Financial Provisions



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.



Selection Criteria



Program Overview – Selection 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.	(10 points)
8.	Need for Overseas Experience	<u>(10 points)</u>
	TOTAL	100 points
	Short-Term Program Priorities	7 additional points



Selection Criteria

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)



Selection Criteria

Plan of Operation (20 Points) (continued)

- ❖ **Management**
 - **Major responsibilities (United States and host country)**
 - **Recruitment and selection of participants**
(process/committee, selection criteria equal access, timetable and publicity)



Selection Criteria

Quality of 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**



Selection Criteria

Budget and 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



Budget Example

Category	Fulbright-Hays GPA Budget 20XX	GPA Program	College/ University	Participant Cost Share
Personnel	Project Director 15% effort of base salary (\$X) x 18 months		\$19,080	
Fringe Benefits	Project Director Calculated at 35% of \$XX		\$6,678	
Travel	Airfare (City, State to City, Country) @ \$2000 x 12 participants 1 project director (group fare estimate from United)	\$26,000		
	Less than 50% Dept. of State Maintenance Per Diem covers lodging, meals, drinking water, tips, van cost and incidental expenses (City totals below)	\$36,738		
	4 days - Entebbe @ \$125 x 13 people (\$6,500)			
	4 days - Kampala @ \$149 x 13 people (\$7,748)			
	10 days - Jinja @ \$120 x 13 people (\$15,600)			
	10 days - Masindi (Other) @ \$53 x 13 people (\$6,890)			
	Murchison Falls Park Admission 3 days @ \$20/person/day for 12 participants + 1 project director + 1 driver	\$840		
	Ferry to Lodge	\$51		
	Game Drive Guide (1 van @ \$20)	\$20		
	Walking Safari (\$10/person)	\$130		
	River Nile Boat Trip (\$18/person)	\$234		
	Ziwa Rhino Sanctuary (\$30/person + \$20 Guide)	\$440		
	Mabira Forest Reserve (\$2/person)	\$28		
	Supplement for driver's meals and lodging for in-country travel from city to city and site to site.	\$1,500		
	Ground Transportation to/from U.S. International Airport @ \$40/person x 13 people			\$520
	Health and Accident Insurance \$34/person x 13 people			\$442
	Visa and Passport expenses \$185/person x 13 people			\$2,405
	Vaccines \$200/person x 13 people			\$2,600
	Administrative Fees \$250/person x 13 people			\$3,250
	Tuition for CORE 140: 3 credits @ \$300/undergraduate x 4 students			\$1,200



Budget Example (continued)

Category	Fulbright-Hays GPA Budget 20XX	GPA Program	College/ University	Participant Cost Share
Equipment	NA			
Supplies	Teaching/exhibit artifacts (\$201/person x 13)	\$2,613		
	Literacy Day Project Books for each of 2 Schools visited (\$403 per school)	\$806		
Contractual	NA			
Construction	NA			
Other	Pre-Departure Orientation - 16 hours minimum (\$125/classroom x 16 hrs. for space / technology)		\$2,000	
	External Evaluator		\$850	
	Host Country Facility Rental (3 @ \$500)	\$1,500		
	Host Country Instructional Personnel Honoraria (4 @ \$300)	\$1,200		
	Community Speaker Honoraria (3 @ \$200)	\$600		
	Irene Tona, On-Site Coordinator, Uganda (\$25/day x 28 days)	\$700		
	In Country Language Instructor Honoraria (2 @ \$400)	\$800		
	NGO Briefing Honoraria (4 @ \$200)	\$800		
Total Direct Costs		\$75,000	\$28,608	\$10,417
Indirect Costs	NA			
Training Stipends	NA			
Total Costs		\$75,000	\$28,608	\$10,417



Selection Criteria

❖ Evaluation Plan (20 points)

- Clearly articulated goals
- Measurable objectives (Quantitative and/or qualitative)
- Collection of data to show progress
- Formal Evaluation (at each phase of the project)
- Informal Evaluation (mid-point debriefing, daily journal)
- External Project Evaluator
- Evaluation Instruments (appendices)
- Timetable



At applicant stage...propose goals, project-specific performance measures and activities...on Performance Measure Forms (PMF)

Sample PMF for Project-Specific Measures for GPA (Short-Term) Applicants

1. Project Goal Statement: To increase the quality and relevancy of less common taught language (LCTL) materials.				
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Date Due	6. Target T1
A) Increase the number of instructional modules that could be integrated into existing curriculum.	<p>A1. Identify and propose, at the Pre-Departure Orientation (PDO) meeting, 2-3 instructional modules to be developed during the group abroad period.</p> <p>A2. Work on proposed instructional modules during the group abroad period</p> <p>A3. Share proposed instructional modules with the group during the last week prior to returning home.</p>			
B) Increase the number of instructional modules that are accessible for use in multiple platforms (print, online, media, and digital).	<p>B.1 Submit draft instructional modules online a month after GPA so that others can comment and provide input.</p> <p>B.2 Revise and share final instructional modules with other GPA grantees.</p> <p>B.3 Publish and post final instructional modules for downloading by other</p>			



At grantee stage...at end of project...report on Project-Specific Measures...

Sample PMF for Project-Specific Measures for GPA (Short-Term) Applicants

1. Project Goal Statement: To increase the quality and relevancy of less common taught language (LCTL) materials.				
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Date Due	6. Target T1
A) Increase the number of instructional modules that could be integrated into existing curriculum.	<p>A1. Identify and propose, at the Pre-Departure Orientation (PDO) meeting, 2-3 instructional modules to be developed during the group abroad period.</p> <p>A2. Work on proposed instructional modules during the group abroad period.</p> <p>A3. Share proposed instructional modules with the group during the last week prior to returning home.</p>	<ul style="list-style-type: none"> The number of instructional module topics submitted at the PDO. Qualitative report (e-mail/blog) on the value of the group abroad experience in shaping the instructional module. The number of draft instructional modules that were shared with the group. 	<p>PDO Meeting</p> <p>Brief weekly updates</p> <p>During the time spent overseas</p>	2
B) Increase the number of instructional modules that are accessible for use in multiple platforms (print, online, media, and digital).	<p>B.1 Submit draft instructional modules online a month after GPA so that others can comment and provide input.</p> <p>B.2 Revise and share final instructional modules with other GPA grantees.</p>	<ul style="list-style-type: none"> The number of draft instructional modules submitted online for feedback. The number of instructional modules finalized and sent to GPA participants 	<p>One month after the GPA</p> <p>Two months after GPA</p>	2



...and on GPRA Measure...

- ❖ GPA GPRA Measure 2: Percentage of GPA participants who disseminated information about or materials from their group project abroad through more than one outreach activity within six months of returning to their home institution. (Short-Term Projects only)



... and on GPRA Measure

Sample PMF for GPRA Measures for GPA (Short-Term) Applicants



1. Performance Measures	2. Activities	3. Data/ Indicators	4. Date Due	5. Unique Count of GPA Participants
<p>B) Percentage of GPA participants who disseminated information about or materials from their group project abroad through more than one outreach activity within six months of returning to their home institution.</p>	<p>B.1 Have participants identify and propose, at the PDO (Pre-Departure Orientation) meeting, 2-3 instructional modules to be developed during the group abroad period.</p> <p>B.2 Encourage participants to blog, post on Facebook, Tweet, or otherwise disseminate news about their GPA experience.</p>	<ul style="list-style-type: none"> The number of participants who proposed instructional module topics at the PDO. Qualitative report (e-mail/blog) on the value of the group abroad experience in shaping the instructional module. 	<p>PDO Meeting</p> <p>During the time spent overseas</p>	<p>N/A</p> <p>B.2 Number of GPA participants who have disseminated information about GPA:</p> <p>B.3 Number of GPA</p>



Selection Criteria

Adequacy of Resources (5 points)

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



Selection Criteria

Potential Impact (15 points)

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



Selection Criteria

Relevance to Institutional Development (10 points)

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



Selection Criteria

Need for Overseas Experience (10 points)

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



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**



Selection Process



GPA Selection Process



1. Screen applications (eligibility requirements)
2. Review of applications by panels of academic specialists
3. Review of panel comments and budgets by program officers
4. Review by United States embassies and Fulbright Commissions
5. Award recommendations made to Secretary of Education
6. Final approval of award recommendation from Fulbright Scholarship Board



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 to 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



Questions and Answers



What funds will the GPA program not provide for?

- U.S.-based salaries and fringe benefits
- U.S.-based activities such as pre-departure orientations and post-travel follow-up

The applicant may regard the above and other unallowable costs as part of the applicant matching contribution.



Is there a matching requirement?

- No, there is no formal matching requirement for the GPA program. However, the United States Department of Education encourages cost sharing by the project participants and their affiliated institutions, school districts, or organizations to cover the expenses within the United States.



Are indirect costs allowed to be charged to a GPA grant?

- No. Indirect costs are not allowed to be charged to a GPA grant.



Are appendices allowed?

- Yes. However, an applicant must be mindful to submit only what is requested and what would be considered supporting documentation of the narrative.



If an applicant experiences technical difficulties or has questions regarding the Grants.gov system, whom does he/she contact for assistance?

- Grants.gov Support Desk:

1-800-518-4726 or support@grants.gov

International callers: 606-545-5035



Can we have a co-project director?

- IHEs may have a co-project director but for administrative purposes, we can only assign one person in the G5 system should your application ultimately receive funding.
- Should you decide to have a co-project director, this should be explained in detail in the project narrative as to why you wish to have a co-project director. In general, IHEs have just one project director.



Can we view samples of previously funded successful projects?

- Abstracts of successful applicants
(Short and long term)

<https://www2.ed.gov/programs/iegpsgpa/awards.html>



Can staff at the overseas partner agency/institution be compensated for their work of planning and managing for the time the educators are in the host country?

- Yes, staff can be compensated, but it should be kept reasonable. Also, the grant funds from this program should not pay for full salaries for any position.



Can GPA projects visit travel-warning countries?

- Any GPA applications proposing travel to a country with a travel warning will be disqualified.
 - List of travel alerts and warnings:

<https://travel.state.gov/content/passports/en/alertswarnings.html>



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

- Yes. Spouses, other family members, and friends, who have not been selected to participate in GPA project are not permitted to join the group at any point during the program.



Can my institution submit more than one application?

- Because we are only able to fund a limited amount of applications, IHEs (institutions of higher education) can only submit one application.



Thank You!