CAPACITY BUILDING PROGRAM FOR U.S. STUDY ABROAD

Proposal Development Webinar

March 14, 2019

3:00pm-4:00pm EDT

AGENDA

- Program and Staff Introductions
- Grant Competition Walkthrough
- Proposal Development Tips
  - Process Phases
  - Theory of Change
  - Logic Model
  - Budget
- Questions?

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INTRODUCTIONS

Program Team

- Amy Fisher Bruey, Program Manager
- Megan Zacher, Senior Program Associate

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BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS USA STUDY ABROAD

The **Bureau of Educational and Cultural Affairs (ECA)**'s mission at the U.S. Department of State is to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange that assist in the development of peaceful relations. ECA is committed to fairness, equity and inclusion, and its programs strive to reflect the diversity of the United States and global society.

ECA's **USA Study Abroad** advances foreign policy goals by increasing and diversifying U.S. study abroad through programs for both individuals and institutions.

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CAPACITY BUILDING PROGRAM FOR U.S. STUDY ABROAD

A program of the U.S. Department of State Bureau of Educational and Cultural Affairs with funding provided by the U.S. Government and supported in its implementation by World Learning

Seeking to expand higher education institutions' capacity to grow and diversify study abroad programs for U.S. students

- Increase number of students studying abroad
- Diversify American student mobility
- Expand U.S. Study Abroad capacity

Grant Competition

- Launched February 14, 2019
- Application closes March 29, 2019
- Approx. 21 grants of up to $35,000/each

Capacity Building Initiatives

- Virtual and in-person, open to U.S. HEIs

THE GRANT COMPETITION

Recipients will implement projects to create, expand, and/or diversify study abroad at their U.S. higher education institutions, leading to more inclusive and impactful study abroad programming.

Examples of the types of projects that applicants may propose include, but are not limited to:

- *Create a faculty-led study abroad program,*
- *Create a new study abroad position or office at the college or university,*
- *Support minority student participation in study abroad,*
- *Provide resources for students with disabilities to study abroad,*
- *Create programming for students in underrepresented study abroad majors,*
- *Form or further develop relationships with universities in a wide variety of international locations, and/or*
- *Create or enhance study abroad programs around U.S. foreign policy priority theme areas such as cybersecurity, entrepreneurship, human rights, food security, public health, women's empowerment, etc.*

For U.S. HEIs with higher levels of existing study abroad capacity that propose to expand and/or diversify their study abroad programming, preference may be given to applications that also address one or more of the U.S. foreign policy goals on page 3 of the Request for Grant Proposals.

TECHNICAL PROPOSAL

- Cover Page
- Executive Summary (1 page)
- Program Description (4-6 pages)
  1. Statement of Need
     - A. *Capacity Building Plan*
     - B. *Project Activities*
     - C. *Logic Model*
  2. Sustainability Plan
  3. Project Management Plan
- Monitoring and Evaluation Plan (2 pages)
- Calendar of Activities/Work Plan (2 pages)
- CVs (2 max)

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BUDGET DOCUMENTS

- Budget Summary (submit in Excel) (1 page)
- Detailed Budget (submit in Excel) (1-2 pages)
  - Personnel
  - Fringe
  - Consultants/Contractual
  - Travel and Transportation
  - Supplies
  - Activities
  - Indirect Costs
- Budget Narrative (2-3 pages)

GRANT PROPOSAL TIPS

- Demonstrate a strong and sustainable plan for creating, expanding, and/or diversifying U.S. study abroad at the institution that leads to increasing the number of U.S. students who study abroad in the near term
- Commitment to participating in capacity building activities
- M&E plan that tracks key data points regarding student and destination diversity, establishes benchmarks, and has measurable objectives
- A realistic budget that demonstrates cost effectiveness
    - Proposals may not include requests for funding to cover student scholarships, student travel, or travel to the U.S. for faculty and/or staff at higher education institutions overseas.

DESIGNING AND WRITING A STRONG PROPOSAL

PROPOSAL PROCESS PHASES

"Prep-Work"	"Yes or No"	"Why us?"	"Make your case"	"Get it Done"
Pre-Solicitation	Decision	Design	Development	Submission
• Decision to follow the opportunity • Information gathering • Strategy Development: Partnerships, Cost Strategy, Recruitment	• Go/No-Go Meeting • Partnerships and Staffing • Cost Strategy and Back of Envelope • Kick-off • Timeline and Assignments	• Theory of Change/ Results Framework • Design Meetings • Win Strategies and Approach • Past Experience • Partner Involvement • Recording Costs and Personnel Needs • Red Team Preview	• Draft Technical Narrative • Develop Budget and Budget Narrative • Technical and Budget Attachments • Conduct Recruitment • Collect Deliverables from Partners • Review Meetings	• Final Approval and Sign-off • Copy edit • Formatting and packaging • Submitted 24 hours before deadline After submission: • After Action Debrief • BAFO

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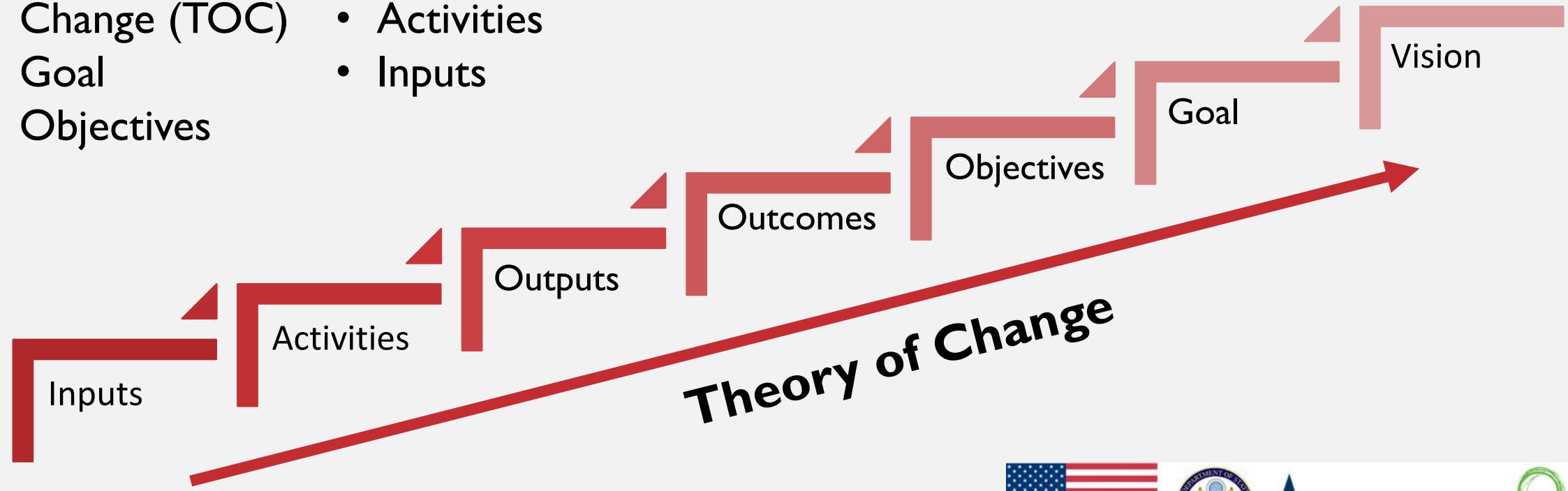
PROPOSAL REVIEWS

Design → Development → Submission

PROGRAM DESIGN: KEY CONCEPTS

Key Concepts

- Vision
- Theory of Change (TOC)
- Goal
- Objectives
- Outcomes
- Outputs
- Activities
- Inputs



KEY CONCEPTS: THEORY OF CHANGE

- **Vision**: Describes what you believe the environment should look like after the program is executed.
  - Should build off the problems the donor is trying solve – the "Why"
- A **Theory of Change** is a series of hypotheses that explains how change happens in order to achieve your vision
- Why create a Theory of Change?
  - Design team will know exactly what we want to achieve with the program
  - Ensure program design aligns with the donor's vision and intended results

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KEY CONCEPTS: GOALS AND OBJECTIVES

Goal

Goals express general program intentions and help guide a program's development. The goal comes from the Theory of Change and speaks to the Vision.

Examples:

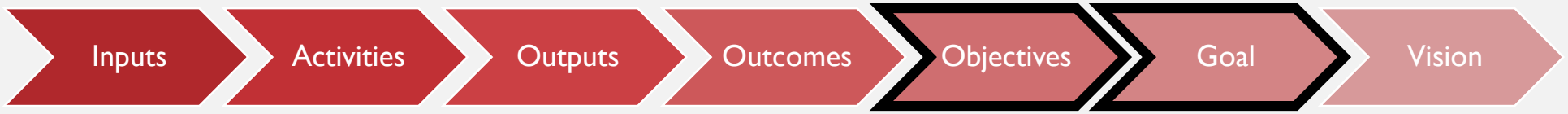
- Increase number of first generation college students to study abroad
- Create a new faculty-led, nursing study abroad program

Objectives

Objectives are broad statements that group a program's activities in a way that provides a succinct description of the broadest results the program is seeking to achieve.

Example:

Implement a data-driven program that provides U.S. teachers with professional development opportunities that will enhance their ability to advise students on study abroad and help them integrate international experiences into their degree programs



Theory of Change

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KEY CONCEPTS: OUTCOMES AND OUTPUTS

Outcomes

Results that a program participant has responsibility for achieving

Outcomes are divided into at least two levels in an M&E plan: "immediate" or "short-term" and "long-term." Some plans may include a third "intermediate" or "mid-term" outcome.

Examples:

- Immediate: Participants share knowledge with peers in their community.
- Intermediate: Students complete study abroad program
- Long-term: A sustainable study abroad program is formed

Outputs

The direct results of program activities or deliverables.

They are usually expressed numerically.

Examples:

- 14 students participate in the first cohort of a new study abroad program
- 5 professors are trained in study abroad advising

Theory of Change

KEY CONCEPTS: ACTIVITY

Activity: Defined as an action you will take to achieve an objective.

Ask yourself these questions to link activities back to the theory of change:

1. Who are your beneficiaries? How many people will directly benefit?
2. What is the amount of time needed to execute the activity?
3. Who will be responsible within your organization for leading the activity?
4. What stakeholder groups will you work with to execute the activity?
5. What is the frequency of the activity?
6. How is the activity measurable?
7. Resources available for achieving the objective?
8. How does this contribute to achieving your objective?

Inputs: Financial, human, and other resources used for program activities

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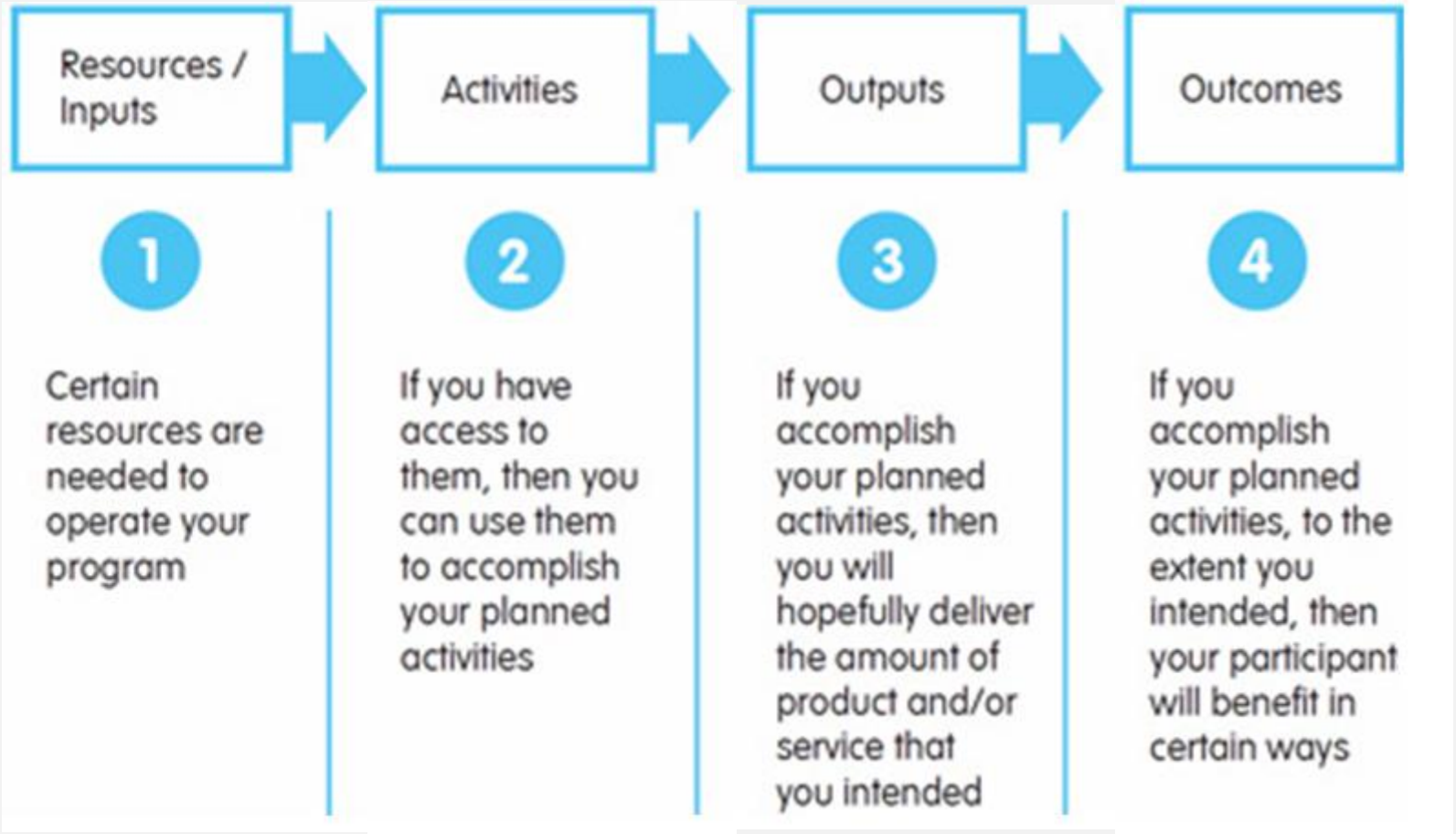
PROGRAM DESIGN: LOGIC MODELS

A **Logic Model** is a visual diagram that illustrates how your program will work

- Begins with *Inputs* and ends with *Outcomes*
- Serves as an organizer—a *logical* flow—of the program design to help the Writer draft the proposal



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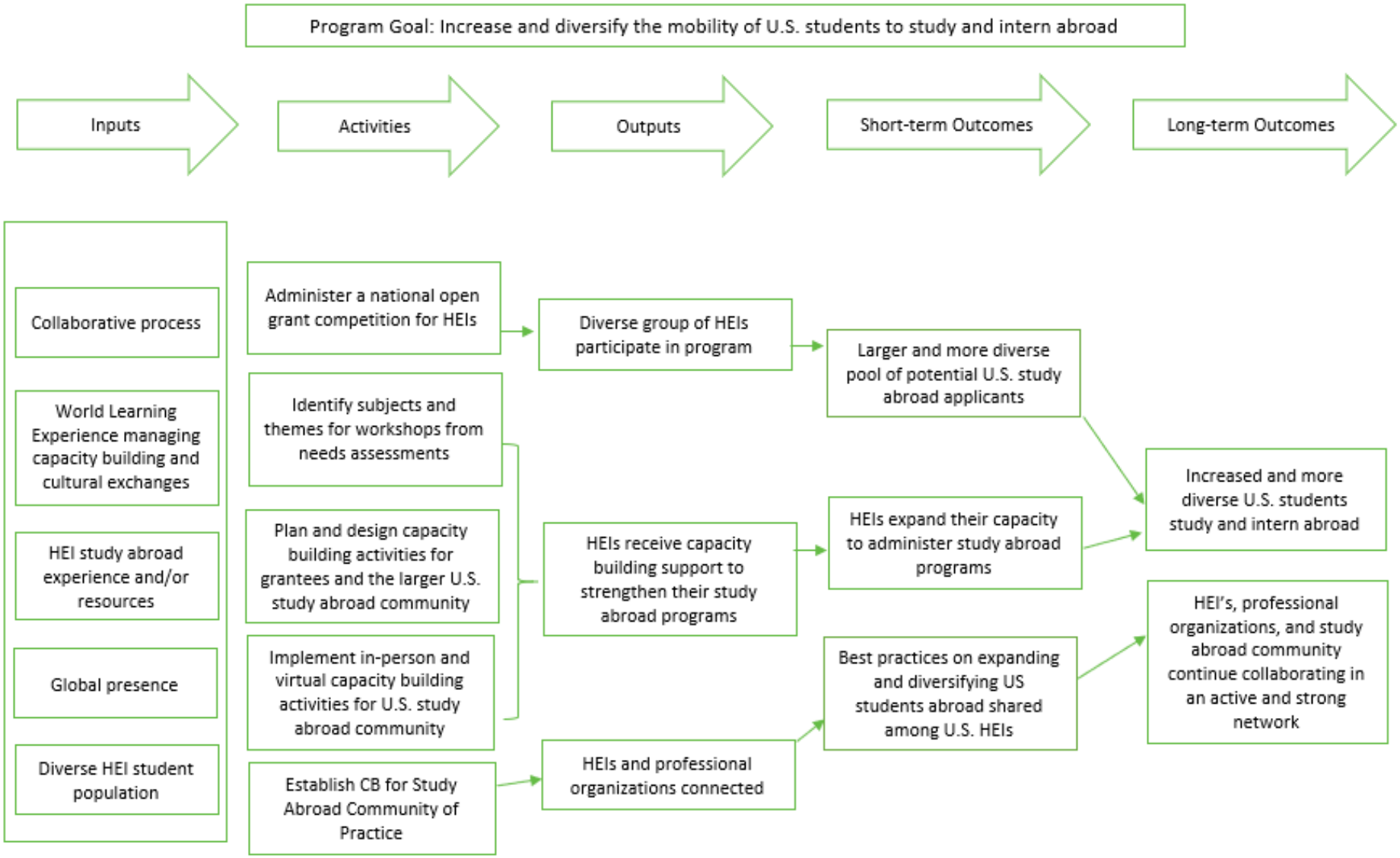
Capacity Building Program for U.S. Study Abroad – Sample Logic Model



Assumptions: The administration of the HEI supports study abroad programming as part of the institution's internationalization goals; larger and more diverse pool of potential study abroad applicant apply for study abroad programs.

PROGRAM DESIGN: BUDGET

- Personnel
- Fringe
- Allowances
- Travel
- Equipment
- Supplies
- Contractual
- ODCs
- Indirect

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IMPORTANT DATES

- Application Close: March 29, 2019, 11:59pm Eastern Time
- Awardees Notified: May 2019
- Grant Period: July 2019-May 2020

NEEDS ASSESSMENT

- Assist with development of topics for virtual and in-person capacity building activities
- Identify interested subject matter experts to present at or assist with activities
- Closing date: March 29th

https://www.surveymonkey.com/r/5YQDWXK

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