Teaching Excellence and Achievement Program (TEA)
International Leaders in Education Program (ILEP)

Applying for
TEA/ILEP Alumni Small Grants

How-to Guide

TEA and ILEP are programs of the Bureau of Educational and Cultural Affairs of the United States Department of State, implemented by IREX.

TEA/ILEP Small Grants Application How-to Guide

ABOUT THIS GUIDE

This How-to Guide was created to help alumni of the TEA and ILEP programs develop their ideas for small grant projects and complete the online application. The How-to Guide includes four sections or steps.

Step One: The Idea
This section provides information about what you need to consider as you develop your idea(s) for a TEA/ILEP Alumni Small Grant project.

Step Two: Writing the Application
This section guides you through each written component of the online application, providing helpful hints and examples on what each section should include.

Step Three: Creating Your Budget
This section provides information about the steps and important considerations as you work on a budget for your project. It also walks you through the step-by-step process of completing the online budget.

Step Four: Supplemental Materials and Submission
This section provides information about the required supplemental materials and submitting your application to IREX through the online application system.

A glossary of terms is included at the end of this How-to Guide to help you understand some of the key terms used throughout the application process.

ABOUT THE TEA/ILEP SMALL GRANTS PROGRAM

All alumni of the TEA and ILEP programs in good standing are eligible and encouraged to apply for grants of up to $2,500 for projects that will benefit secondary education in their home country and community. This grant program complements the TEA/ILEP goal of improving teaching in participating countries and promoting mutual understanding between participating countries and the United States.

The application is online. To begin a new application, please visit https://oas.irex.org/asg_tea_ilep

Step One: The Idea

Successful grant writing involves comprehensive planning and preparation. Before you begin to work on a TEA/ILEP Alumni Small Grant application, it is very important to think through all of the necessary steps it will take to successfully implement your project. You will need to coordinate, plan, research, organize, write, prepare your budget, and submit your application, budget and supporting documents. Then, if you are selected as a semi-finalist, you may need to answer follow-up questions about your project. It is important to consider the time and planning that is required before you begin the process.

Brainstorming Your Project Idea

Once you have carefully considered the time and planning that will be required of you, you can start to "brainstorm" about the type of project that you would like to implement. In order to be eligible for funding, your project must be designed *to _benefit secondary education._*

To help you brainstorm ideas for your project, consider the following questions:

- ✓ Imagine that your colleagues at home ask you "What did you learn on the TEA/ILEP Program?" Try to answer that question in just one sentence, being as specific as possible.
- ✓ What is one new teaching skill or technique that you learned, which you are certain you will practice in your own classroom? Could you teach this technique to your colleagues?
- ✓ What can you do to build your students' critical thinking skills? Is there something you can do with them outside of the classroom?
- ✓ What are other teachers in your school or community interested in? Do they want to learn new methods? Do they want to learn new strategies for classroom management? What do you have to offer them?
- ✓ Are there other TEA/ILEP alumni in your home country? How could you work with them to build on your existing teaching skills, or to address a particular problem affecting secondary education in your country?

Focusing Your Project Idea

As you think about the questions above, it is likely that you will develop many ideas—all of which could be excellent possibilities for an Alumni Small Grant project. Before you begin working on your application, you must narrow your project idea to be as specific as possible. It is not possible to change all the things you would like to change in your school, your students, or your colleagues all at once. It is very important that your project has a specific and narrow focus. Pick one of your ideas, and start to develop it further.

To help you develop a specific focus for your project, consider the following questions:

- ✓ What are the *learning objectives* of this project?
- ✓ Who will benefit from this project?

✓ What will be the long-term impact of this project?

Identifying a Potential Collaborator

You may work with a collaborator, however it is not required.   A collaborator can be one of your colleagues in your school, another TEA/ILEP alumnus/alumna, your internship partner teacher from the TEA/ILEP program, someone you met in your internship school, a professor from your TEA/ILEP host university, or anyone else who you would like to collaborate with on your project. Your collaborator can be anyone, but IREX strongly encourages you to consider collaborating with the people you met during your time on the TEA/ILEP program. It can be helpful to start thinking about who could be a potential collaborator by simply informing a colleague of the opportunity before you officially ask them to collaborate. This will help you to gauge their interest based on how they respond to the opportunity and your idea. Once you have a well-defined idea for your project, you can then collaboratively develop and implement it together.

Step Two: Writing the Application

Thus far, you have chosen an idea for your project, and identified a collaborator, if applicable. Now it is time to move on to the writing stage. During this stage, your project idea will grow and develop; you may have new thoughts about what you can do with your project. Try to stay focused on the learning objectives identified earlier. *Ask yourself: Does this activity or idea truly fit within the scope of my project? Remember that the focus of your project needs to be specific and narrow.*

The online application is comprised of fourteen sections. You can type directly into the online application. IREX recommends that you draft and edit your work in a separate word processor (such as Microsoft Word). When you have your final draft ready, you can copy and paste each section into the online application. At any time, you can download a pdf version of your application for your reference and records.

The written sections of the application are:
1. Project Information
2. Statement of Need
3. Project Goal and Objectives
4. Project Activities and Timeline
5. Targeted Beneficiaries
6. Roles and Responsibility
7. Monitoring and Evaluation
8. Sustainability

The other sections of the online application include general and contact information for yourself and any collaborators, information about the dates of your participation in the TEA or ILEP program, the budget, and supplemental materials. We will go over the budget and supplemental materials later in this guide.

1. Project Information

The Project Information section is the first written section of your application. In the Project Information section you will answer the following questions:

- ✓ What is the grant project title?
- ✓ What are the grant project dates?
- ✓ What is the grant project country?
- ✓ What is the total amount requested from IREX?
- ✓ What is the total amount contributed in cost share*?

*Cost share refers to anything in your project that costs money, but which is not part of the total amount requested from IREX, because you or someone else is providing it as a donation or on a voluntary basis. Examples of cost share include, but are not limited to, meeting space provided free of charge to hold a workshop, transportation free of charge, etc. The cost share amount is the monetary value of the donation provided.

In the Project Information section you will also include a brief project description. Remember, you want your project idea to have a narrow focus. When you are writing your brief project description, think about the focus of the project very concisely. This description should be short, no more than one to two sentences.

Sample of a Brief Project Description

A two-day training workshop for secondary science teachers in my home school. The workshop will focus on differentiating classroom instruction.

2. The Statement of Need

In the Statement of Need section you explain why your project is needed in your home school or community. The Statement of Need should address the following questions:

- ✓ What is the issue/problem/need that your project will address?
- ✓ How will your project have an impact in your school/community?
- ✓ Why is this project important to your school or community?

Think back to the brainstorming that you did as you were coming up with ideas for your project. How does your project benefit secondary education? What impact will it have on secondary education? Why did you select *this* project idea instead of another one? Is this project idea especially meaningful in your country, or in your school or community? This is the section of your application where you want to make a strong argument for why your project idea is worthy of funding.

Sample Statement of Need:

Literacy is a major concern in Country X. Recent research by the statistic bureau (2008) indicates that 90% of the population of Country X is literate. What is problematic, however, is that only 23% of the people read for personal pleasure. The vast majority of reading completed by students is only for school-related purposes (such as taking tests). Thus, students' skills in reading for a variety of purposes (for pleasure, to understand the news, etc) are low, as shown consistently in test results from the National Final Exam.

This problem is made even more complicated by several factors, including:

-*Financial Resources*: Books are not available at an affordable price for many parents, and families rarely keep books in the home*.*
-*Motivation*: Reading materials used in schools are not well-written, not physically attractive (they don't include beautiful illustrations), and not very engaging for students. Many teachers in Country X report that secondary school students do not perceive or experience reading as an enjoyable activity.
-*Developing Positive Dispositions*: Like other academic disciplines, especially math and science, developing a positive disposition about reading is integral to reading success. Much reading instruction in Country X's secondary schools focuses on teaching reading as simple word recognition. Less instruction time is devoted to helping students develop a positive attitude about reading;
-*Readability*: In many instances in Country X's secondary schools, English textbook difficulty levels do not match the students' reading levels.

Based on formal and informal discussions with administrators and teachers in my school district, I believe that several factors make it possible to address these issues within my region. These factors include:

- o   Administrators and teachers in my school district want to improve reading instruction at their schools;
- o   Administrators and teachers in my school district want to develop reading materials that are more engaging and meaningful to their students;
- o   Administrators and teachers in my school district want to increase their knowledge of research-based instructional strategies to increase reading achievement and support to use them in the classroom;

This project is designed to address these needs through a teacher training workshop and related activities for teachers in my school district.

It is important to remember to be <u>realistic</u> about the needs you are trying to address and the impact your project can have considering its specific and narrow focus. In the example above, literacy is a *nationwide* problem that cannot be solved within the scope of this grant. However, you can explain how your project will address the issue of literacy within your local school community.

3.   Project Goal and Objectives

In this section of the application, state the overall goal and objectives of your project clearly and concisely. Keep in mind the difference between project goal and project objective: The project goal is the <u>overall *purpose*</u> toward which your project activities are directed, whereas the project objectives are the intended <u>specific *outcomes*</u> of the project activities that are concrete and measurable.

When thinking about your *project goal* consider the following questions:

- ✓ What is the overall goal of my project?
- ✓ What will need to happen in order for my project to achieve its goal?
- ✓ What will people be able to do as a result of participating in my project?
- ✓ What skills will participants learn?

Sample Project Goal:

The goal of this project is to improve reading instruction and increase student reading achievement in District Y.

In order to achieve this goal, this project will:
- o Train teachers to develop relevant reading materials related to their teaching subject areas.
- o Train teachers to use a variety of research-based instructional strategies to increase student reading achievement.
- o Raise awareness among school and education authorities about the impact of using new reading materials and strategies to increase student reading achievement.

When thinking about your *project objectives,* complete the following sentence:

At the end of my project, participants/beneficiaries will be able to…

Sample Project objectives:

- • At the end of my project, participants/beneficiaries will be able to develop relevant reading materials related to their teaching subject areas.
- • At the end of my project, participants/beneficiaries will be able to use research-based instructional strategies to increase students learning achievement.

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4. Project Activities and Timeline

In this section you will describe all of the activities, the dates that the activities are conducted (can be an individual date or date range), and a description of each activity. Be sure to include all activities in each phase of your project including before, during, and after your project.

Sample Project Activities:

Project Activity	Date	Description
Inform school authorities about project implementation	May 6-7	Discuss the workshop with school principal
Identify and secure facilities and equipment	May 20-21	Talk to school principal about conducting the workshop in a classroom over a weekend
Send letters of invitation out	June 15-30	Email local secondary teachers
Register workshop participants	July 15-30	Deadline for invitees to confirm attending.
Make arrangements for food	August 1-5	Ask local restaurant to donate snacks
Prepare workshop materials	August 1-30	Work with collaborator
Conduct workshop	September 29-30	Two-day workshop on classroom management
Conduct project evaluation	October 1-15	Send participants a survey
Submit project report	November 1	Write final report with collaborator and send to IREX

5. Targeted Beneficiaries

In this section of the application, identify who will benefit from your project. There are two categories of beneficiaries: those who will <u>directly benefit</u> from your project (for example, the teachers who participate in a training or workshop, or the students who participate in a peer tutoring program) and those who will <u>indirectly benefit</u> from your project (for example, *the students* of the teachers who participate in a training, or *the families* of the students who participate in a peer tutoring program). As you write this section of the application, consider these questions:

- ✓ Who / how many people will <u>directly</u> benefit from my project?
- ✓ Who / how many people will <u>indirectly</u> benefit from my project?
- ✓ Where are these beneficiaries located?

The targeted beneficiaries section should—at minimum—answer the three questions above. If you have identified more details about your beneficiaries (such as what school(s) or district(s) they come from, how many men, women, girls, boys, etc.), you should include this information as well. Be as specific as possible.

Sample Direct Beneficiaries:

The direct beneficiaries of this project are:
- Forty-five (45) teachers from nine schools in School District Y who will participate in the training.
- Two (2) school-supervisors from the District Department of Education who will participate in the training.

Sample Indirect Beneficiaries:

The indirect beneficiaries of this project are:
- 2700 students in grades 9—11 who are taught by teachers that are attending the training. (Each teacher has approximately 60 students).

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6. Roles and Responsibilities

In this section of the application, describe the roles and responsibilities of the primary applicant (you) and any collaborator(s), if applicable.

Identifying the roles and responsibilities of each collaborator and setting clear explanations is essential for a smooth implementation of the project. As part of your planning, you (and your collaborator) should review your list of project activities (discussed in more detail below) and consider the steps needed to complete each activity. Then, determine who will be responsible for each task. In the Roles and Responsibilities section, write a concise, yet detailed, description about what each person will be responsible for over the course of the project's implementation.

Sample Roles and Responsibilities for Primary applicant:

Primary Applicant will:
- Organize the training logistics
- Manage and administer the grant finances
- Co-develop the training materials
- Facilitate the training session on Authentic Assessment
- Write the Final Report to be submitted to IREX

Sample Roles and Responsibilities for collaborator's applicant:

Collaborator will:
- Co-develop training materials for the workshop
- Facilitate the training session on Project-Based-Learning
- Write the Collaborator's Report to be submitted to IREX

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7. Monitoring and Evaluation

In the Monitoring and Evaluation (M&E) section of the application, describe how you will evaluate and assess the impact of your project. Explain how you will determine whether your project achieved the Project Goal described earlier in the application.

In the M&E plan, address the following questions:

✓ How will you assess whether or not your project has achieved its intended objectives?
✓ How will you measure your success?

Sample Monitoring and Evaluation:

After the training is complete in January, I will use my observation visits to take note of how the teachers have changed their practices in teaching reading. I will also distribute a survey to these teachers to get their input about how they think they have changed. I will also ask them how they think their students have changed as a result of the new methods they are using in teaching reading. During my observation, I will look for answers to questions such as:

○ Are teachers successfully modeling the reading strategies taught in the workshop?
○ Are teachers using the skills from the workshop to develop new reading materials for their classroom activities?
○ How are teachers adapting the strategies to fit their particular classroom context?
○ How are students responding to the use of the new teaching strategies and materials?

The success of the project activities will also be measured by a training evaluation. At the end of the training, I will distribute an evaluation to assess what the participants learned about reading strategies and developing new reading materials. These questions will be specifically related to the topics addressed during the workshop.

I will also be sure to collect notable quotes from training participants and photos as evidence of the training, people's enthusiastic participation, and hopefully photos of students enjoying reading after the project is complete.

8. Sustainability

You may apply for up to $2,500 in funding for your project. Given that the funding for your project is limited, consider how your project's activities are sustainable or, in other words, will continue to be reinforced *after the small grant funding has been spent*. As you complete this section of the application, answer the following question: What will you do to make your project sustainable?

Sample Sustainability Plan:

The following components of this project design will ensure that the impact of the teacher training are reinforced after the funding has been spent:

A. *Reading Clubs*. Each participant in the teacher training will be asked to develop a model for on-going Reading Clubs that they will establish at their school.
B. *Mentor Teachers*. Each participant in the teacher training will be equipped with skills to serve as "reading mentors" within their schools. They will share resources from the training with their colleagues.
C. *Brainstorming During Training*. During the teacher training, significant time will be devoted to designing ongoing activities (like the Reading Clubs) that can be established within their school at little or no cost to reinforce that reading can be pleasurable. Possible ideas include book drives for the community and/or field trips to the local library.

As the project develops, I will work with my collaborator to ensure that we plan for sustainability during all phases of the project.

Step Three: Creating a Project Budget

The project budget is one of the most important elements of your proposal. The budget is the reflection of your project in numbers. It should include all the necessary costs to carry out every component of your project. Here are a few steps to help you in the planning and development process for your budget.

Quotes/Estimates

Start planning your budget as soon as you begin thinking of the activities you want to implement. It takes planning and research to put a budget together. The first step is to think about each activity that you will be carrying out and make a list of each expense you anticipate will be associated with each activity. You can create a table in Excel with a list of expenses per activity to keep track of the cost of all the items that you will need. The goal is to think about everything—big and small—that you will need to purchase in order to implement your project successfully.

To accurately estimate prices in your budget, identify stores or vendors from which you can purchase the items that you require. Possible resources for getting price estimates include local shops, the internet, your collaborator(s), other TEA/ILEP alumni who may have done a similar project before, your professional colleagues, etc. It is important to compare prices as you reach out to vendors. Shop around and get several quotes or price estimates to make sure that you are getting the best price for what you need.

Here are some examples of prices you can get from different vendors:

School supply/stationery store:
- ✓ cost of stationery material, flip chart paper, books

Local restaurants:
- ✓ Cost of supplying snacks and lunch

Computer and equipment rental stores:
- ✓ Cost to rent audio/visual equipment

Local community center/hall:
- ✓ If you need to find a large space in which to hold an event, you can seek out community centers, community halls, or schools that may rent space to find out how much it will cost to rent.

Local bank:
- ✓ Contact your local bank to find out about wire fees that you may be charged when receiving money from the U.S.

Internet:
- ✓ Airfare prices can be found through sites such as www.travelocity.com, www.kayak.com, www.sidestep.com, and www.cheaptickets.com, just to name a few.
- ✓ Visa costs for a U.S. collaborator can be found through your country's embassy website.

Other alumni:
- ✓ You should always tap into your networks. If there are alumni in your country who have applied for an alumni grant before, it is likely that they will be able to assist you and provide information not only about costs, but also about the materials or goods you may need to complete your activities. Reach out to alumni either directly or through Groupsite (http://www.teailep.groupsite.com). They are likely to respond quickly and can be one of your best resources in this process.

Local Authorities/Accountants:
- ✓ You need to be aware of any taxes that you may be liable for in your home country for receiving funds for this grant. Contact the local revenue service, a certified accountant, or other authority in your country who can advise you on the potential personal income tax and other taxes for which you may be responsible. Include this in your budget.

Creating your budget

At this point, you know what you need and have a good idea of how much things will cost based on your research and pre-planning. You are now ready to create your budget in the online application system. Although you may be keeping track of your project budget in a separate Excel spreadsheet, you need to include all your budget line items in the online application system. IREX will not accept any other budget format. You must use the online application.

The online application includes a list of suggested line item categories for your budget. See below for that list. You can also add additional line items using the "Other" category.

Item Category	Unit Type	Unit Cost	Units Needed	Total Requested from IREX	Cost Share Contribution	Notes
Administrative – Bank fees						
Administrative – Communications						
Administrative – Other						
Administrative – Postage / shipping						
Administrative – Taxes						
Supplies – Books (reading)						
Supplies – Copying / Xerox / printing						
Supplies – Flip charts / posters / paper / notebooks						
Supplies – Other						
Supplies – Pens / pencils / markers						
Travel – Airfare (domestic, round trip)						
Travel – Airfare (international, round trip)						
Travel – Ground transportation (taxis, car) in project country						
Travel – Ground transportation (taxis, car) in the U.S.						
Travel – Other						
Travel – Per diem (hotel room)						
Travel – Per diem (meals and incidentals)						
Travel – Visa fees						
Workshop – Equipment rental						
Workshop – Meals / Refreshments						
Workshop – Other						
Workshop – Participant lodging						
Workshop – Participant transportation						
Workshop – Venue rental						
Other – _____						

You may use all, some, or only a few of the suggested budget categories. Consider whether you will have any of the following expenses:

- *Administrative - Communications:* Under this category include anticipated expenses such as telephone calls, telephone cards, internet café expenses, etc.

- *Administrative - Taxes*: Under this category include any tax costs that you anticipate having in connection with this grant; this includes personal income tax that you may be responsible for in your home country for receiving this grant.

- *Travel*: Under this category include any anticipated expenses for ground transportation (taxis, buses, trains, car rentals) and air transportation (international and domestic) for you and/or your collaborators.

- *Travel - Per Diem*: The Travel – Per Diem categories should only be used if your project includes travel for a collaborator. During their travel in your country, the collaborator is entitled to the "per diem" rate that the U.S. Government has set for your country. However, in many cases the collaborator is able to survive comfortably with *less* than the official per diem rate. The per diem rate covers two separate travel expenses: 1) hotel room and 2) meals and incidentals.
    - *Hotel Room:* Under this category include any anticipated expenses for hotels or other accommodations that the applicant or collaborator(s) have to pay to implement the project (on the way to your country and in your country). Check the U.S. Department of State website (http://aoprals.state.gov) to find the per diem rate for hotel stays in your country.
    - *Meals and Incidentals:* under this category include the cost of meals for you (if you are traveling as part of the grant) and/or your collaborator(s). Incidentals refers to 1) laundry fees, fees and tips given to porters, baggage carriers, bellhops, hotel maids and hotel servants in foreign countries; and 2) Transportation between places of lodging or business and places where meals are taken, if meals can't be found within or near the hotel. Check the U.S. Department of State website (http://aoprals.state.gov) to find the per diem rate for meals and incidentals in your country.

- *Travel - Visa fees:* This category refers to the cost of obtaining a visa(s) for your collaborator(s) to get to your country (this includes transit and visitor's visas).

- *Workshop - Venue Rental:* If you proposed an activity such as a workshop or fair that will require paying for space, include the cost of renting that space under this category.

- *Workshop - Participant Transportation*: Under this category include expenses such as bus fares, train fares, taxis, etc. that you will incur to bring project participants to activities that you will implement under your project such as a workshop.

- *Workshop - Participant lodging:* Under this category include the cost of hotels, guest houses, or other accommodations for participants attending an activity such as workshop.

- *Workshop - Meals / refreshments*: Under this category include any anticipated expenses associated with providing food to participants. For example, if you are conducting a workshop or holding an after-school club, you might have to buy snacks, sodas, tea, coffee etc. to provide to your participants.

- *Supplies:* Under this category include expenses such as: paper, books, booklets, pens, markers, pedagogical materials, etc. needed to carry out your project.

- *Workshop - Equipment Rental*: Under this category include any anticipated expenses to rent equipment such as (projectors, laptop audio/visual equipment, etc.)

- *Other:* Enter other expenses that you anticipate to have in connection with your grant that do not fit in any of the categories above.

As you work on your budget, remember that you must enter all costs in **U.S. dollars**, and not in your local currency.

Before you finish each line item, make sure that you write your budget notes. The purpose of the budget notes is to explain to the selection committee any assumptions and details behind the numbers.

BUDGET NOTES

Item Description	Unit Type	Unit Cost	Units Needed	Total Requested from IREX	Cost Share Contribution	Notes
Travel – Airfare (domestic, round trip)	Round-trip airfare	300	1	300		Cost of ticket to bring TEA alumni collaborator to my region
Travel – Per diem (hotel room)	Per night	29	8	232		8 nights for TEA alumni collaborator in a local hotel
Travel – Per diem (meals and incidentals)	Per day	35	8	280		8 days of meals and incidentals

If you have expenses that are cost shared, enter them as you go along, completing each section under the Cost Share Contribution column.

COST SHARE

Item Description	Unit Type	Unit Cost	Units Needed	Total Requested from IREX	Cost Share Contribution	Notes
Travel – Airfare (domestic, round trip)	Round-trip airfare	300	1	300		Cost of ticket to bring collaborator to my region
Travel – Per diem (hotel room)	Per night	29	8	232		8 nights for TEA alumni collaborator in a local hotel
Travel – Per diem (meals and incidentals)	Per day	35	8	280		8 days of meals and incidentals
Workshop – Venue rental	Per day	100	8	400	400	Meeting space is being provided at a 50% discount
Workshop – Participant transportation	Per person	40	20		800	Participants will pay for their own transportation
Workshop – Meals / Refreshments	One-time	30	20	600		Catered breakfast ($10) and lunch ($20) for 20 participants

Continue to complete each necessary line item:

Item Description	Unit Type	Unit Cost	Units Needed	Total Requested from IREX	Cost Share Contribution	Notes
Workshop – Meals / Refreshments	One-time	30	20	600		Catered breakfast ($10) and lunch ($20) for 20 participants
Supplies – Flip charts / posters / paper / notebooks	One-time	150	1	150		Materials for poster-making activity and other workshop needs
Administrative – Communications	Per month		1		55	The venue will donate $55 to cover the internet access fees
Workshop – Equipment rental	One-time	150	1	150		Projector and audio visual equipment will cost $150 to rent
Administrative – Bank fees	Per transfer	15	2	30		It is anticipated that the bank will charge $15 for each wire transfer received from IREX
Total costs				**$2742**	**$1255**	

Congratulations! You have now completed your budget.

Review your Budget

Once you have completed your budget, review it to ensure that:

- ✓ You have included all anticipated costs.
- ✓ You have entered the correct figures in each cell.
- ✓ Your total costs (total requested from IREX *and* total cost share) are correct and match the amounts you entered in the Project Information section. Please double-check your arithmetic!
- ✓ You have completed the budget notes for *each item* in the budget.
- ✓ You have included some cost share and provided explanation in the notes.

To begin a new application, please visit https://oas.irex.org/asg_tea_ilep

Step Four: Supplemental Materials and Submission

Before you submit your application, there are a few supplemental materials you are required to upload into the online application.

Supplemental Materials

Supplemental Materials are documents that confirm or support information about you and your grant proposal, and agendas for any workshops, conferences or other events. You must include the following supplemental materials with your online application:

I. **Curriculum Vitae (CVs)**

Applications must include the most recent CVs for each applicant. Please keep the CVs as brief as possible, highlighting educational and professional experience and only the work experience that directly relates to the project proposal (**two-page maximum per CV**). See below for a sample CV template:

NAME
Contact Information (address, phone, email)

CAREER SUMMARY

-
-

EXPERIENCE

-
-

EDUCATION

-
-

SKILLS

-
-

II. Support Letters

Depending on the type of project that you have designed, you may have several support letters, or only one. **At a minimum, you are required to provide a <u>support letter from your school</u> that certifies that you are a teacher at that school.**

In addition to the support letter from your school, you may also be required to provide the following letters of support, depending on your project design:

✓ Support letter(s) from participating U.S. and/or international schools. If you are collaborating with a U.S. educator, you will need to provide a letter from that individual's school supporting their participation in your project.

✓ Support letter(s) from institutions/individuals providing cost share for the project. If any organization (including your school) or person is donating supplies, materials, time, space, technology, etc. to your project, you must include a letter of support from that person or organization. This letter(s) of support must include the monetary value (in U.S. dollars) of the donation.

III. Detailed Agenda(s)

You must provide a detailed agenda for any proposed workshops, conferences, or other events. Agendas must be comprehensive and detailed, with information provided for each session of the workshop, conference, or other event. In your detailed agenda, be sure that you include the following information for <u>each session</u> of your training or workshop:

✓ Topic of the Session
✓ Learning Objective(s) for the Session
✓ Facilitator
✓ Time Allotted
✓ Materials Used / Methodology

Sample Detailed Agenda:

Agenda

Session I – Introduction (8:00AM-8:30AM)
    Learning Objective: participants will be able to get to know each other
    Facilitator: primary applicant (Lili)
    Description: Lili will facilitate an interactive get-to-know you session in which participants will pair up and share three things about themselves, then will discuss commonalities with the larger group.

Session II – Authentic Assessment for Reading (8:30AM-10:00AM)
    Learning Objective: participants will be able to design an authentic assessment for a lesson plan that they currently use
    Facilitator: primary applicant (Lili)
    Description: Lili will lead participants in a 10-minute introduction to authentic assessment, followed by a group work exercise in which they will work in groups of three to select a lesson plan that they currently use and design an authentic assessment for that lesson plan (45 minutes). Lilia will then facilitate a 30-minute discussion about the assessments that they developed.

Review and Submit Your Application

Be sure to review all the sections of your application carefully before you submit it. You will not be able to make any changes after you click submit.

IREX will not accept any extra documents, letters, or other materials for your application via email or post. All components of your application, including the supplemental materials, must be included in the online application system.

After you have reviewed your application to make sure it is complete, you are ready to submit your application. Congratulations!

To begin a new application, please visit https://oas.irex.org/asg_tea_ilep

Glossary

Beneficiaries: the individual or group of individuals who will benefit from the implementation of the project.

Collaborator: the person(s) that you plan to work jointly with on your project.

Goal: overall purpose toward which the project activities are directed.

Objective: intended specific outcome of the project activities that are concrete and measurable.

Cost Share: goods (i.e. materials, equipment, food, etc) and/or services (colleagues' time volunteered to carryout project activities) that the applicant is able to receive from other sources such as school, community, private business, etc. to use towards the implementation of the project

Lodging: the cost of hotel, guest house or other sleeping accommodations for an applicant or collaborator during project-related travel

Monitoring and Evaluation: the plan to assess the impact of the project activities against the goals and objectives of the project.

Per Diem: the cost of lodging and meals and incidentals (M&IE) while applicants or collaborators are on project-related travel

Quote/estimate: the prices provided by vendors for goods and/or services for items necessary to implement project activities

Supplemental Materials: additional documents required to back-up your application. In this guide, supporting documents refers to:
- CVs
- Support letter(s) from participating U.S. and international schools;
- Support letter from primary applicant's home school that also certifies full-time secondary teaching employment;
- Support letter(s) from institutions/individuals providing cost share for the project;
- Detailed agendas for any proposed workshops, conferences, or other events.

Timeline: a schedule outlining the project activities and tasks

Appendix

I. TEA-ILEP ALUMNI SMALL GRANTS SCORING RUBRIC

	SUSTAINABLE IMPACT ON SECONDARY EDUCATION	RESPONSIVE TO BENEFICIARIES' NEEDS	STRENGTH AND FEASIBILITY OF PROJECT DESIGN	CLARITY OF BUDGET
5 EXCELLENT	• Excellent evidence of applicant's planning for sustainability, in which the impact of project activities will continue to be reinforced after small grant funding has been spent. • Project goals and objectives are clearly articulated and logically related to each other and to the statement of need	• Project is uniquely tailored to beneficiaries' needs • Application includes detailed description of primary beneficiaries as a unique target group worthy of special intervention	• All project activities are clearly articulated, directly related to project goal, and achievable within given timeline • Workshop agendas are compelling and thorough • M&E plan includes multiple means of assessment	• All line items are logically related to project activities and clear to reader • Budget notes are extremely detailed and clear
4 GOOD	• Good evidence of applicant's planning for sustainability • Project goals and objectives are clearly articulated and logically related to each other and to the statement of need	• Good evidence that project is uniquely tailored to beneficiaries' needs • Demonstrated understanding of project's potential impact on beneficiaries	• Almost all project activities are clearly articulated, directly related to project goal, and achievable within given timeline • Workshop agendas demonstrate thoughtful planning • M&E plan includes multiple means of assessment	• All line items are logically related to project activities • Budget notes are clear
3 FAIR	• Limited evidence of applicant's planning for sustainability • Statement of need, project goals and objectives are logically related to each other	• Some evidence that project is uniquely tailored to beneficiaries' needs	• Most project activities are clear and related to project goal, but lacking elaboration • Workshop agendas need more elaboration on content • M&E plan is limited to surveys	• Most line items are logically related to project activities • Budget notes are somewhat clear
2 POOR	• Applicant has not planned for sustainability, project is not likely to have a continuous positive impact • Statement of need, goals, and objectives have limited connection to secondary education	• Limited evidence that project is uniquely tailored to beneficiaries' needs	• Project activities are somewhat vague and/or not clearly related to project goal • Workshop agendas are bare-bones with no elaboration on content • M&E plan is unclear	• Line items are somewhat related to project activities • Budget notes are unclear
1 UNACCEPTABLE	• Applicant has not planned for sustainability, project is not likely to have a continuous positive impact • No evidence that project will have positive impact on secondary education in target country	• No evidence that project is uniquely tailored to beneficiaries' needs	• Project activities are unclear and unrelated to project goal • No agendas for workshops • No M&E plan	• Line items not clearly related to project activities • No budget notes

II. TEA/ILEP ALUMNI SMALL GRANTS APPLICATION INSTRUCTIONS

About the TEA/ILEP Alumni Small Grants Program

The TEA-ILEP Alumni Small Grants Program provides up to $2,500 to secondary educators who are alumni of the Teaching Excellence and Achievement Program (TEA) and the International Leaders in Education Program (ILEP). Grants are issued to support projects, materials, and activities that will improve secondary education in grantees' home schools and communities. TEA and ILEP are programs of the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State and implemented by IREX.

APPLICATION INSTRUCTIONS

- Please answer all questions in English.
- IREX will not accept any additional documents by email, post, or any method. All components of your application must be included in your online application.
- Deadline: **11:59 PM Eastern Standard (UTC/GMT -5:00), July 15th, 2015**
- Within 6 months of receiving the grant, awardees are required to submit a final report to IREX that documents the results of the grant, lessons learned, and information about any related future plans.

PROGRAM TIMELINE

- Application Deadline: July 15th, 2015
- Grant Recipients Announced: August/September 2015
- Grant Period: September 15th, 2014– March 15th, 2016
- Final Report Due: no later than April 15th, 2016

TECHNICAL ELIGIBILITY REQUIREMENTS

Candidates will be considered without respect to race, color, religion, national origin, or gender. Persons with disabilities are strongly encouraged to apply. The TEA-ILEP Small Grants Program is a merit-based competition open to:

- TEA/ILEP alumni who have successfully fulfilled all program requirements and are in good standing with IREX and the U.S. Department of State,
- TEA/ILEP alumni who are currently teaching full-time at a secondary school in their home country (a support letter substantiating this must be submitted at the time of application or if selected at the time of the award);
- TEA/ILEP alumni who have successfully fulfilled all requirements of previously awarded alumni grants;
- TEA/ILEP alumni who submit a complete application including completed application form, budget, timeline, CVs, support letters* and agendas for workshops/conferences.

Individuals in the following circumstances are NOT eligible for the Alumni Small Grants Program:

- **TEA/ILEP alumnus/alumna, who has consecutively won two Small Grant awards within the last year. (Alumni who have been awarded two consecutive grants must wait a year before applying again.**
- TEA/ILEP alumnus/alumna, who currently has a grant open.
- Individuals currently residing or working outside of current or former TEA-ILEP countries;

- Local employees of the U.S. missions abroad who work for the U.S. Department of State are ineligible for grants during the period of their employment and for one year following the termination of employment;
- Current IREX employees and consultants and their immediate family members (spouses, parents, children, and siblings).

IREX reserves the right to verify all of the information included in the application. In the event that there is a discrepancy, or information is found to be false, the application will immediately be declared invalid and the applicant ineligible. Incomplete applications will not be considered.

Applications not meeting the above technical eligibility requirements will not be forwarded to the selection committee.

FINANCIAL PROVISIONS OF GRANT

Maximum Grant Award: $2,500

All grant proposal funding requests must be in amounts between $500 and $2,500. The minimum grant award is $500 and the maximum grant award is $2,500 regardless of the number of collaborators.

Disbursement of Funds

Grant funds will be awarded in two separate payments, an 80% payment (minus any deductions for U.S. colleagues' international travel) at the beginning of the grant period, and a 20% payment after submission and approval of the Final Report.

Grantees will receive their grant funds as a wire to their personal bank account. Grantees will be asked to supply bank information in their Terms & Conditions document. If you are not able to receive grant funds via a wire transfer, IREX will work with you on an individual basis to identify an appropriate method of sending you the grant funds.

Grant applicants are highly encouraged to demonstrate cost share through their ability to obtain in-kind donations (such as books, materials, rental space, volunteer time from colleagues or community members to work on the project, etc.) by outside sources such as the applicant's or collaborator's school.

Successful projects may be asked to make changes to their proposed budget and technical proposal prior to the final award decision. IREX reserves the right to alter an applicant's budget or fund some, but not all, components of an application.

Unallowable Costs

TEA-ILEP Small Grant funds may not be used for the following:

- To arrange student exchanges
- To purchase computer hardware or software, or large equipment of any kind (printers, photocopiers, fax machines, etc.)
- To supplement applicants' income, provide honoraria, or salary expenses of any kind*
- To purchase alcohol
- To give gifts or donations
- To provide honorarium or salaries to ECA alumni, including the grant recipient

* Consulting fees or honoraria for experts may be considered on a case by case basis

Equipment and Software

In certain cases, small grant funds may be used to purchase equipment and/or software if critical to the project and costs are reasonable.

International Plane Tickets

According to U.S. government regulations, all U.S. colleagues who travel for professional collaboration as part of a TEA-ILEP Alumni Small Grant must use a U.S. air carrier for their international travel. This regulation is known as the Fly American Act. Therefore, all international tickets purchased with ECA/IREX funds must be purchased directly through IREX. An international plane ticket on a U.S. carrier generally ranges from $700-$2,000, although during busy travel seasons it can be more expensive. Grantees are encouraged to take into account the $2,500 maximum award amount when considering international travel. Travel must be well-justified in the project proposal and budget narrative. Travel must follow IREX's travel rules and regulations.

Taxes and Wire Fees

Grant recipients are responsible for all taxes or bank processing/wiring fees incurred by receiving an Alumni Small Grant. However, taxes and wire fees may be included in the project budget. Please note: Some Eurasian countries consider a grant from a non-commercial organization to be taxable income. Grantees are responsible for knowing the tax laws of their home country and/or the country of research. IREX cannot and will not comment on or give tax advice.

SELECTION PROCESS AND CRITERIA

Each eligible application will be read by a selection committee in Washington, DC. IREX staff provides administrative support only and does not vote during the selection process.

The selection committee will judge the applications based on the following criteria:

- Sustainable impact on secondary education
- Meets beneficiaries' needs
- Strength and feasibility of project design
- Clarity of budget

ADDITIONAL APPLICATION GUIDANCE

Project Sustainability

The committee reviewing your application will be looking for projects that are sustainable. These are projects in which the impact of the project activities will continue to be reinforced after the small grant funding has been spent. Please review the following tips:

- Consult and engage other members of the community during all phases of the project.
- Identify existing needs and interest in your school community. How can you build on something that is already happening in your community in a way that promotes long-term engagement?
- If you use funding to purchase resources for your school, organize activities that provide an opportunity for students, other educators, administrators, and other members of your school community to engage

with the materials and demonstrate different ways the new resources can be used to enhance education outcomes.
- Offer no-cost follow-on activities after the end of the award that build on the work started in the initial project.
- Communicate your successes. Show the positive outcomes of your work in global education to encourage others to become involved in similar work.
- Organize an interdisciplinary project with another teacher in your school to demonstrate how education is valuable to all disciplines and creates a natural linkage between content areas.

Monitoring and Evaluation

Having a plan to monitor and evaluate the success of the project provides ECA and IREX with valuable information but also helps you to communicate the impact of your work to your community. Getting feedback from members of your community also will help you to build on your initiatives and improve and/or broaden your activities. We ask you to consider how you will assess the impact of your project as you design your project idea and activities. In the M&E plan, consider the following questions:

- How will you assess whether or not your project has succeeded after you are finished? How will you measure your success?
- Sources of monitoring and evaluation data can be very varied and include both qualitative and quantitative factors. These include, but are not limited to: surveys, journals, focus groups, informal discussions, log books to measure usage of materials, student work, number of people in attendance at an event, etc.
- Using several different methods to collect information about the success of your project gives you richer feedback and is highly encouraged.

PRIVACY POLICY

Information about program applicants and current and past Fellows consists of data contained in their applications, information derived from interviews and reports, and information gathered during the course of their program and as program alumni. IREX stores this information in written and electronic form indefinitely. Some data, such as contact information and professional experience is continually updated.

Information, which is described above, may be:

1. Used by selection committees and interviewers to review applicants;
2. Supplied to the program's funding organization;
3. Used for the evaluation of an individual's participation in the program and in the collection of data for general program evaluation by IREX, funding agencies, or other organizations contracted to conduct evaluations;
4. Used for notifying program Fellows/alumni of upcoming events and programs;
5. Provided to Fellows/alumni of this and other U.S. Government–sponsored programs for the purpose of fostering alumni networking;
6. Provided to non-commercial, nongovernmental organizations for the purposes of promoting professional development among program Fellows/alumni;
7. Used by IREX for general promotional purposes in written or electronic form, including program directories, newsletters, web sites and other promotional materials;
8. Provided to authorities as required by law.

    If you do not want to be included in points 5-8, please notify IREX at teaalumni@irex.org and ilepalumni@irex.org as soon as possible.

IREX does not sell applicant or current/past participant information.

The principles stated herein are binding only to IREX; other organizations involved in the administration of these programs may adhere to other privacy or similar policies.

STATE ALUMNI

All ECA alumni are encouraged to register and use the State Alumni Web site, at http://alumni.state.gov. State Alumni is a Web-based interactive directory for alumni of Department of State exchange programs. It extends the exchange experience for alumni after they return home. This site also allows alumni to stay in contact with one another and with the Bureau of Educational and Cultural Affairs through networking and the sharing of useful information about professional opportunities. ECA alumni are strongly encouraged to register.