





## Topics

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## The Competition

Fiscal Year 2018 program funding is undetermined at this time.

IFLE will announce the FY 2018 competition schedule when funding is determined. Announcements will be made in the Federal Register, on IFLE's website, and through IFLE's e-newsletter.



# CIBE Competition Priorities: FY 2018

The FY 2018 CIBE competition priorities are  
***yet to be determined.***



# Past CIBE Competition Priorities

*(FY 2014-2017)*

The FY 2014 CIBE competition featured two priorities.  
These are *subject to change for FY 2018*.

**COMPETITIVE PREFERENCE PRIORITY 1:**

Applications that propose to collaborate with one or more professional associations and/or businesses on activities designed to expand employment opportunities for international business students, such as internships and work-study opportunities.

*(Up to 5 points)*

**COMPETITIVE PREFERENCE PRIORITY 2:**

Applications that propose significant and sustained collaborative activities with one or more Minority-Serving Institutions (MSIs) and/or with one or more community colleges.

*These activities must be designed to incorporate international, intercultural, or global dimensions into the business curriculum of the MSI(s) and/or community college(s). Institutions that are Title III- and/or Title V-eligible may propose intra-campus collaborative activities instead of, or in addition to, collaborative activities with other MSIs or community colleges.*

*(Up to 5 points)*



## Program Requirements

- The formation of an Advisory Council is required
- The Advisory Council must be in place prior to the completion of the application and it must play a role in the development of the application



## Program Requirements

- **Required Activities:** Language training for international business students, faculty, staff, and members of the business community; International business research; Collaboration with other institutions, business associations, educational agencies in the area of international business
- **Approved Activities:** Overseas internship programs, faculty development in international business, study abroad, outreach, summer institutes in international business
- **Cost-share:** Grantee pays 10% of the total cost in year 1, 30% of the total cost in year 2, and 50% of the total cost in all following years



## Selection Criteria

### **1. Meeting the purpose of the authorizing statute (Up to 20 points)**

- The Secretary reviews each application to determine how well the project meets the purposes of sections 611 and 612 of Title VI, part B of the Higher Education Act Opportunity Act of 2008.
  - Describe the objectives of the project and the extent to which they further the statutory provisions





## Selection Criteria

### **2. Significance (Up to 20 points)**

- Describe the national significance of the proposed project
- Describe the importance or magnitude of the results or outcomes likely to be attained by the proposed project
  - You may discuss the significance of regional and local activities here



## Selection Criteria

### **3. *Quality of the project design (Up to 10 points)***

- Describe the extent to which the proposed activities include a coherent, sustained program of research and development in the field, including (where appropriate) a substantial addition to an ongoing line of inquiry



## Selection Criteria

### **4. *Quality of the management plan (Up to 10 points)***

- Describe the extent to which the management plan is adequate to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestone for accomplishing project tasks.



## Selection Criteria

### **5. *Quality of project personnel (Up to 10 points)***

- Describe the extent to which the qualifications (including relevant training and experience) of the project director or principal investigator meet the needs of the project
- Describe the extent to which the qualifications, including relevant training and experience, of key project personnel meet the needs of the project
- Describe the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability



## Selection Criteria

### **6. Adequacy of resources (Up to 10 points)**

- Describe the extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project
- Describe the adequacy of support, including but not limited to: facilities, equipment, supplies, and other resources from the applicant organization or the lead applicant organization



## Selection Criteria

### **7. Quality of the Project Evaluation (Up to 20 points)**

- Please carefully review the section on “Guidance on Developing an Evaluation Plan” in the application package for detailed instructions on how to address this criterion

### **8. Competitive Preference Priority (5 points)**

FY 2014 CPP 1: Business Collaboration

OR

FY 2014 CPP 2: Community College/MSI Collaboration

*(FY 2018 competition priorities are yet to be determined.)*



## Performance Measure Form (PMF)

- Presents the data elements necessary to demonstrate project's performance
- Used to assess progress towards and achievement of project goals
- Five required data elements:



## Performance Measure Form (PMF)

1. Project Goal (Minimum 3, Maximum 5)
2. Performance Measure (Min. 1, Max. 3)
3. Activities (Min. 1, Max. 3)
4. Data Indicators (Min. 1, Max. 3)
5. Baselines and Targets





## Performance Measure Form (PMF)

### **1. Project Goal (Minimum 3, Maximum 5)**

- The broad, overall statement of what the project is aiming to achieve/accomplish
- Does not have to cover every project goal, but three to five selected goals must align with overall scope of CIBE project
  - Tip: Limit the project goal statement to one sentence



## Performance Measure Form (PMF)

### **2. Performance Measure (Min. 1, Max. 3)**

- The metric to assess if project is meeting its overall project goal
- Should be specific and time bound with well-defined units of measurement
- May address direct products and services delivered, and/or the results of those products and services
- Conveys not only “what” will be achieved, but also “by how much”



## Performance Measure Form (PMF)

### **3. Activities (Min. 1, Max. 3)**

- Activities are actions that will be implemented in order to meet the performance measure and the project goal



## Performance Measure Form (PMF)

### **4. Data Indicators (Minimum 1, Maximum 3)**

- Specific, observable, and measurable characteristics that can be used to determine whether carrying out the activity results in progress being made toward meeting the performance measure
- Should reflect both activity and performance measure— take into consideration types and sources of data that will be available to best demonstrate such
- Include the frequency (period of measurement) for the data indicator (ex: semesterly, quarterly, annually, etc.)



## Performance Measure Form (PMF)

### **5. *Baselines and Targets***

- Baseline: Initial value collected for data indicator at or prior to start of the project—serves as a point of reference
- Target: planned value for the data indicator(s) over the course of the project period
  - May be expressed as discrete for each reporting period, or cumulative over the course of the performance period



# Example CIBE Performance Measure Form (PMF)

**1. Project Goal Statement:** Increase the number of students graduating from X University who are proficient in business Portuguese by 10 percent during the grant period when compared to the prior 4-year period.

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	Baseline	T1	T2	T3	T4
A) Create and offer business Portuguese courses.	A.1. Recruit and hire qualified business Portuguese instructors.	The number of qualified business Portuguese instructors in the program.	Annually	Departmental records	6	7	8	9	10
	A.2. Review and revise all language courses to ensure that a communicative-based approach is used.	The number and percentage of all courses in business Portuguese program in which a communicative-based approach is used.	Annually	Departmental records	6 of 12 (50%)	8 of 14 (57%)	10 of 16 (63%)	14 of 18 (78%)	20 of 20 (100%)



## Program Contact

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# Q & A