

## **PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)**

### **FY 2021 Fulbright Teacher Exchange Program**

**Funding Opportunity Number: SFOP0006830**

#### **Office of Global Educational Programs' Teacher Exchange Branch (ECA/A/S/X)**

The POGI guidelines apply specifically to the Notice of Funding Opportunity (NOFO) issued by the U.S. Department of State's Office of Global Educational Programs, Teacher Exchange Branch for the FY 2021 Fulbright Teacher Exchange Programs. Proposals must conform to the NOFO, the Guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Applications not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are IN ADDITION TO the Standard Guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific Guidelines and the program information supplied in the accompanying NOFO, the NOFO is to be the dominant reference.

Pending the availability of FY 2021 funds, the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State expects to enter into a Cooperative Agreement with one eligible organization or consortium to administer the FY 2021 Fulbright Teacher Exchange Programs. The Cooperative Agreement(s) should begin on October 1, 2020 and run through September 30, 2025.

The award recipient will work closely with bi-national Fulbright Commissions, Public Affairs Sections (PAS) of U.S. Embassies, and other organizations to ensure that program content meets the needs of participants as well as the U.S. Department of State and Bureau goals and objectives. The Bureau anticipates including the regions or countries and approximate number of participants listed below, although applicant organizations must demonstrate flexibility in working with countries and/or regions which may not be identified at the present time. ECA reserves the right to add or delete regions and countries depending on Bureau priorities and the availability of funds. Award recipient representatives will meet with Bureau program officers to finalize timelines, budgets, and other program details.

### **STATEMENT OF WORK**

In a Cooperative Agreement, ECA/A/S/X is substantially involved in program activities above and beyond routine monitoring. Bureau responsibilities for Fulbright teacher exchange programs include:

- 1) Participation in the design and direction of program activities;

- 2) Participation in the formulation and approval of program policies and protocols;
- 3) Approval and input on program timelines, agendas, and administrative procedures;
- 4) Guidance in execution of all programs;
- 5) Review and approval of all program publicity, outreach, and recruitment materials to ensure adherence to Department, Bureau, and program branding and messaging;
- 6) Approval of participating teachers and administrators, in cooperation with Fulbright commissions, U.S. embassies, and other partner organizations and subject to final selection by the Fulbright Foreign Scholarship Board (FFSB);
- 7) Consultation on and approval of decisions related to special circumstances or problems throughout the duration of the program;
- 8) Assistance with participants' non-immigrant visa status and other SEVIS-related issues;
- 9) Guidance with participant emergencies, including legal and medical matters;
- 10) Guidance on alumni initiatives and program evaluation activities;
- 11) Consultation on and approval of co-funding and public private partnership initiatives;
- 12) Liaison with relevant U.S. embassies, Fulbright commissions, regional public diplomacy and country desk officers at the State Department, and other State Department bureaus and offices; and
- 13) Approval of key personnel, including program director and senior managers.

Under the terms of the Cooperative Agreement, the recipient will be responsible for administering the following FY 2021 Teacher Exchange Program components:

For U.S. Educators:

- Fulbright Distinguished Awards in Teaching Research (Fulbright DA)
- Fulbright Distinguished Awards in Teaching Short-Term (Fulbright DAST)
- Fulbright Teachers for Global Classrooms (Fulbright TGC)
- Seminars for U.S. School Administrators

For International Educators:

- Fulbright Teaching Excellence and Achievement (Fulbright TEA)
- Fulbright Distinguished Awards in Teaching for International (Teachers Fulbright DAI)

Outreach and Multiplier Activities:

- Resource sharing
- In-person and virtual outreach
- Online courses, webinars, and resource libraries
- Reciprocal and virtual exchanges
- Collaboration on ECA initiated events

- Alumni programming
- Additional similar activities

The program components are described in greater detail below. Applicants should also refer to the NOFO regarding this solicitation.

**A. Program Design, Planning, and Management**

Under the FY 2021 Cooperative Agreement, the cooperating organization will be responsible for program administration, which includes the following broad categories: program planning and management; participant recruitment and screening, including formal selection of participants by the Fulbright Foreign Scholarship Board (FFSB); adherence to FFSB guidelines; participant placement; orientation and preparation of participants and host/mentor educators; enrichment activities; participant supervision and support services; fiscal management and budgeting; program reporting and evaluation; and alumni programming and follow-on activities, to include tracking of the programs' impact and an online platform for U.S. and international participants and alumni to engage in collaborative work together during and after their programs.

ECA may request subject-specific program components or cohorts focusing on topics or themes, foreign policy priorities, or programs focusing on specific regions.

Proposals should include schedules and timelines for notifying ECA, overseas partners, and exchange participants of placements, travel arrangements and cross-cultural and school information in a timely manner. Programs must comply with J-1 visa regulations.

**B. Participant Eligibility, Recruitment, Publicity, and Outreach**

The award recipient will prepare a creative and comprehensive plan for recruitment of U.S. applicants for all Fulbright Teacher and Administrator Exchanges. A successful recruitment plan will provide specific strategies including written materials, electronic communication, social media, conferences, or other means for attracting a well-qualified pool of applicants. Applicants should represent excellence as educators and all aspects of diversity as discussed in ECA's Diversity Statement, including institutional, geographic, racial, gender, ethnic, age, religious, socio-economic status, disability, sexual orientation, and gender identity. Materials should be designed to reach educators in public, charter, and private (secular and faith-based) schools throughout the United States. Preference will be given to those without significant overseas experience. Selection should be based on the educators' professional backgrounds, dedication to teaching, and leadership potential. ECA/A/S/X will approve all elements of the recruitment plan before implementation.

Recruitment materials reflective of ECA's Diversity Statement should be developed for international teachers for use at U.S. Embassies abroad or their designees, including guidelines and instructions for the recruitment process, informational brochures or stock information for Embassy websites and social media, presentation material, and other similar tools.

The award recipient should plan for year-round outreach. In addition to outreach for the 2021-22

program, applicants should include plans for recruitment (in summer 2021) for the 2022-23 Fulbright DA and other program components, as appropriate.

The award recipient should also maintain a dedicated, distinct program website at the current URL <https://www.fulbrightteacherexchanges.org/>. The site should contain up-to-date program information, applications, and program and alumni highlights and images. Site design changes and content must be approved by the Bureau. Please see Communications Guidance for ECA Grant Recipients of the NOFO (D.3k.) for more detailed information or <https://eca.state.gov/comms-guidance>.

### **C. Application Submission, Processing, Screening, and Selection**

The award recipient will be responsible for the following activities:

- 1) Develop or utilize an existing on-line application system for U.S. and international teachers/educators, with approved branding including application forms for each program component;
- 2) Provide Test of English as a Foreign Language (TOEFL) vouchers or other English language testing to international applicants, or foreign language screening for U.S. applicants, where appropriate;
- 3) Receive, track, and reply to written and telephone inquiries and requests for information or applications from U.S. teachers and school administrators. Respond to applicants' questions about the application process and notify applicants of missing documentation;
- 4) Offer webinars or other support where applicable to assist U.S. applicants in completing the application, particularly applicants from traditionally underrepresented groups. This support should include, where applicable, strategies for helping participants work with school and district administrators to negotiate fully or partially paid leave with benefits;
- 5) Review applications for technical eligibility;
- 6) Convene review panels and/or independent advisory committees in consultation with the Bureau;
- 7) Facilitate the nomination process to ensure accurate and comprehensive information is available to FFSB, U.S. Embassies, and Fulbright commissions, summarizing the competition and highlighting recommended nominees. Competition summaries should include, but may not be limited to, data regarding applicant pool, number and quality of applications, and distribution of applications by geographic region and field of instruction;
- 8) Adhere to FFSB nomination transmittal processes;
- 9) In consultation with ECA, notify U.S. applicants of decisions regarding their applications, and U.S. Embassies and Commissions or other international partners of decisions regarding international teachers' applications.

### **D. Medical Reports**

The Award recipient should distribute and process medical reports for selected participants.

International partner organizations (Posts, Fulbright Commissions, Ministries of Education, etc.) should initiate this process for their candidates overseas. The award recipient should ensure that all forms are complete at the time of submission. If required, the award recipient should then submit forms for both U.S. and international teachers to a medical reviewer to be identified by the Bureau. Applicants should demonstrate capacity to safeguard all medical information appropriately.

#### **E. Health Benefits and Insurance**

The award recipient must enroll participants in the Bureau's Accident and Sickness Program for Exchanges (ASPE) and/or other health benefits plan as directed by ECA and provide assistance to participants regarding medical coverage issues. The health coverage program provides the required level of accident and sickness, repatriation of remains, and medical evacuation insurance coverage for participants while on the exchange, and the Bureau will provide the cooperating organization with the necessary instructions and forms for the participants to complete prior to travel. The award recipient will assist in presenting claims to the program administrator and consult with the Bureau on participant health issues that may affect successful program completion. Please note that the Bureau's current requirements for health benefits programs are described in the PSI.

The award recipient should require all exchange participants to purchase medical evacuation insurance for family members who accompany them for any part of their exchange program. Dependents that do not have health insurance coverage for the host country should also purchase a policy.

#### **F. Participant Orientation and End of Program Activities**

In order to ensure that each participant can fully succeed while on program, the award recipient, in consultations with ECA, should organize participation orientations and end-of-program workshops. These activities should be developed to ensure that program goals and objectives are clearly conveyed to Fulbright participants. The award recipient should ensure a balance of speakers and perspectives throughout the program schedule, including diverse political viewpoints, and demographic, political, and geographic diversity; and strict compliance with State Department branding and signage requirements, both at events and online.

##### **Orientation Activities:**

- 1) All U.S. and international participants should receive pre-departure information, including the terms and conditions of their awards, housing details, packing suggestions, personal budgeting considerations, and other critical issues. Standardized orientation information and session agendas should also be prepared and made available for use by overseas institutional partners at pre-departure orientation sessions. Orientations and materials provided via webinar or online platform are encouraged in regions that can support the technology.
- 2) The cooperating agency should organize a group orientation in Washington, D.C., or another U.S. city with the approval of ECA, for the Fulbright Distinguished Awards in Teaching Research Program for U.S. Teachers, the Fulbright Distinguished Awards in Teaching for International Teachers, and Fulbright Teachers for Global Classrooms.

- 3) For Fulbright Teaching Excellence and Achievement, the recipient organization should work with host university campuses to develop on-campus orientations.
- 4) For Fulbright Distinguished Awards in Teaching Short-Term, a virtual orientation should be provided including, where possible, representatives from partner organizations abroad.
- 5) For Seminars for U.S. School Administrators, the recipient organization should work with the host country Fulbright Commission or U.S. Embassy to provide a virtual orientation and materials and to ensure an appropriate in-country orientation.

The orientations should include a session on cross-cultural communication, overviews of the U.S. or of the host country educational system, thorough discussions of the goals and objectives of the program, and opportunities to hear from Bureau representatives regarding exchange opportunities, resources for global classrooms, and relevant U.S. foreign policy objectives. Please see Program Specific Instructions for additional details.

#### **End-of-Program Workshops:**

The award recipient should arrange an in-person end-of-program workshop for Fulbright Teaching Excellence and Achievement in Washington D.C. and work with host campuses for Fulbright Distinguished Awards in Teaching for International Teachers to arrange appropriate on-campus end-of-program activities. These should include opportunities for participants to showcase what they have learned on the program for their peers and others.

Participants in other program components should be provided with appropriate end-of-program activities in the host country and/or virtually. All participants should develop action plans and receive guidance to facilitate re-entry, as well as program-specific opportunities including small grants and engagement through an online platform for all teacher exchange alumni.

Recipient organizations will work with ECA to ensure that participants receive appropriate certificates recognizing successful program completion.

Award recipients should also ensure that participants are registered with ECA's Alumni Office and receive information about resources available to them as Fulbright alumni. Representatives of EducationUSA and the Office of English Language Programs should also brief the participants.

#### **G. Participant Program Monitoring:**

Participant monitoring is an essential component of this cooperative agreement and should be given adequate attention in the applicant's proposal. To ensure participants are provided with support to successfully complete the Fulbright Teacher Exchanges, applicants should provide a comprehensive participant monitoring plan with details for both in-person and/or virtual engagement.

This plan should outline the frequency and type of communication with participants and host institutions during the grant period to ensure that programs are carried out successfully, and the intended program impact is achieved. Monitoring plans should also include processes to ensure participant health and safety and alert ECA in a timely manner to any major issues that arise

related to participant well-being. In consultation with ECA, recipient organizations will be expected to review and update protocols and best practices in response to academic, legal, medical, and other participant issues.

#### **H. Alumni Tracking and Follow-On Activities**

Alumni activities are an important part of the Fulbright Teacher Exchange Programs. Alumni programming magnifies and extends the benefits of the program. Applicant organizations should outline how they will organize and financially support alumni activities for FY 2021 participants as well as for alumni from all prior programs, including past programs such as the International Leaders in Education and Fulbright Classroom Teacher Exchange Programs. Applicants may wish to consider creative ways to fund alumni and follow-on activities, including seeking partner cost-share or establishing public private partnerships.

Alumni tracking is critical for the evaluation of the program and for the implementation of effective follow-on programming. Applicant organizations should describe how long-term links with alumni will be established, how alumni success stories will be collected, how program impact can be measured, and how contact information will be maintained in databases and reported upon.

Alumni activities and communication mechanisms may include, but are not limited to, small grants, listservs, social networking, workshops, webinars, professional development events, convening teachers, administrators, educators, students and other stakeholders for professional development meetings, or workshops related to State Department resources or foreign policy priorities.

The recipient organization should include how they will support existing or create new openly accessible online teaching and learning tools which may include, but are not limited to, Massive Open Online Courses (MOOCs), webinars, communities of practice, digital libraries, and other virtual methods of learning.

#### **I. Online Engagement**

The award recipient should describe how U.S. and international teachers, administrators, and alumni can work together to share best practices and resources throughout the program including by using an online platform. This should include information about sharing of inquiry projects for Fulbright Distinguished Awards in Teaching Research and Fulbright Distinguished Awards in Teaching for International Teachers, a plan for innovations to the existing Fulbright Teachers for Global Classrooms online course and a publicly available online course. It should also include information about how alumni will be engaged with current participants online to enhance pre-departure preparation.

#### **J. J-Visa and Tax Requirements**

The award recipient will be responsible for designating one or more Alternate Responsible Officers (AROs) under a Bureau SEVIS program number to issue DS-2019 forms to participants in this program in order for them to obtain a non-immigrant J-1 visa. Forms should be sent to

cooperating partners overseas at least 60 days before departure in most regions, and 90 days before departure in the Near East, South and Central Asia, Venezuela, and other countries as designated by ECA.

Visa support for dependents (non-immigrant J-2 visas) will be available for participants coming to the United States under Fulbright Distinguished Awards in Teaching for International Teachers and for U.S. teachers going abroad on Fulbright Distinguished Awards in Teaching Program. The award recipient should require that international J-1 participants purchase insurance for dependents (J-2 visa holders). The award recipient will undertake all administrative work for the issuance of DS-2019 forms and updating SEVIS files.

The award recipient should provide timely documentation for participants' continuation of stay in the United States and border crossings, and ensure that participants abide by all J visa regulations.

The award recipient should process extensions, renewals, withdrawals, and transfers of J visa program sponsorship, obtain ECA approval, and inform and seek advance approval from Fulbright commissions and U.S. embassies as appropriate.

Please include a plan to use a tax consultation service to assist participants to comply with Federal income tax regulations and calculating appropriate amounts that must be withheld from grants in accordance with *The Tax Reform Act of 1986*, *The Tax Cuts and Jobs Act of 2017*, and other legal requirements.

#### **K. Fiscal Management and Award Reporting**

Fulbright Teacher Exchanges support four programs for U.S. educators and two for international educators. Please submit one overall budget that clearly details program costs per program component. The award recipient will be required to submit semi-annual reports.

Each program component is uniquely positioned to impact its host and home community. The applicant should propose creative ways to leverage, for the U.S. teacher programs, public private partnerships and local cost-share to offset program costs and engage local partners, stakeholders, and policymakers. Additionally, applicants should present a plan to actively and consistently develop greater U.S. university cost-share for international educators in the form of contribution of academic fees, office space, computer access, and campus lodging.

The recipient organization should provide impact statements to ECA twice a month about the participants and alumni, including their participation in school and community activities as well as their achievements during and after the program, to generate outreach content and record the larger exchange impact.

#### **L. Sub-awards to Host Universities**

For Fulbright Teaching Excellence and Achievement and Fulbright Distinguished Awards in Teaching for International Teachers, selection of appropriate U.S. host universities is essential to the success of the program.



Proposals should describe strategies for recruiting universities to serve as hosts and reviewing and evaluating the performance of host universities. Draft solicitation documents for the host campus competition should be cleared with ECA before being sent out. An outside independent selection panel may be convened to evaluate and recommend the proposals for final approval by ECA. Applicant organizations must ensure that they have access to an appropriate and diverse combination of strong university schools of education that have the ability to partner with local public, charter, and private (secular and faith-based) schools.

Proposals should explain how cost-effective arrangements will be made with these universities based on non-credit enrollment, tuition awards, and/or other methods to protect against unanticipated increases in tuition rates. Cost-sharing from host universities is strongly encouraged.

Each host university should coordinate for its group a series of orientation sessions that include information about the academic program, cross-cultural adaptation, the university, the community, and surrounding areas as well as safety and security. Host universities should facilitate home hospitality visits with U.S. families or individuals, visits to school boards, parent-teacher associations, and community-based volunteer organizations.

The international participants' programs should also include significant involvement with U.S. school classrooms for teaching on their own, team-teaching, or other professional activities with experienced U.S. educators, in order to gain first-hand experience in U.S. schools. U.S. schools should submit statements of interest to host the international teachers; these statements should include a commitment to provide a U.S. partner teacher. The host university should provide an orientation and describe program expectations for its faculty, the U.S. host school administrators, teachers, mentors, and others in the community. This orientation should also provide cross-cultural training for U.S. partner teachers prior to the participants' arrivals to ensure that all those who will be interacting with the participants understand ECA goals and will be prepared to work with a diverse group of teachers from a variety of countries. The Fulbright Distinguished Awards in Teaching Program for International Teachers should also include the opportunity to work on an individual or group project, under the guidance of faculty advisors that is relevant to their home school/system.

In consultation with ECA, the cooperating agency should prepare Congressional Notification letters to Senators and Representatives when U.S. participants reside or teach in their home districts and for districts that include a U.S. university selected to host international teachers.

## PROGRAM SPECIFIC GUIDELINES

In addition to the duties described in Section I, the award recipient should be prepared to administer the program specific components listed below for each program component:

### **I. For U.S. Educators**

For planning purposes, the combined budget for program and administration of the four programs under this component is approximately \$3,709,000 pending the availability of FY 2021 funds.

a) **Fulbright Distinguished Awards in Teaching Research for U.S. teachers**

Approximately 20 U.S. Fulbright Distinguished Awards in Teaching participants will take part in a 3 to 6-month research program in countries or regions that may include Brazil, Colombia, Finland, Greece, India, Israel, Mexico, Morocco, the Netherlands, New Zealand, Singapore, Taiwan, the United Kingdom, and Vietnam. ECA reserves the right to add or remove countries, locations, and regions depending on Bureau and Mission priorities. The program will be coordinated with Fulbright Commissions, Public Affairs Sections of U.S. Embassies, and/or Ministries of Education in the participating countries. Participants will travel between September and the following July. Specific dates will be determined in consultation with the U.S. Embassy or Fulbright Commission in the host country and the participant's ability to secure leave. Please budget approximately \$1,075,000 for this program pending the availability of FY 2021 funds.

In addition to the items noted in Section I above, proposal narratives should describe how applicant organizations plan to:

- 1) Provide, in coordination with ECA, dossiers of U.S. finalists to partner organizations overseas for placement in appropriate universities, colleges of education, research centers, or educational non-profit organizations to facilitate individual projects and study;
- 2) Support teachers before and during their experience abroad through online webinars or discussions and coaching from a consultant with the expertise to support in-service teachers in conducting field research;
- 3) Conduct a two-to-three-day substantive orientation meeting in Washington, D.C., to help the teachers to prepare for their programs, to refine their individual program objectives, and to discuss living and working in the host country;
- 4) Identify a consultant, a professor at a U.S. school of education or an educator with expertise supporting teacher research, to support the participants in preparing and implementing their inquiry projects;
- 5) Work with international partners to support U.S. teachers to ensure that their program includes the following components:
  - a) Auditing graduate level courses, language courses, or workshops or seminars relevant to their professional goals, including their inquiry projects;
  - b) A faculty advisor in the host institution for each participant to guide participants through the completion of the inquiry project (advisors should be paid an honorarium according to appropriate customs/processes in the host country);
  - c) Access to local schools to support the teachers' professional goals including those related to the inquiry research project;
  - d) Training, if necessary, in areas such as technology, research methodology

- and cross- cultural adaptation;
- e) Opportunities to share their own professional expertise and information about the U.S. education system with local teachers and students;
- f) Appropriate housing, meal, and transportation options;
- g) Additional activities to support and enhance the program, including attendance at conferences or other professional development activities in the host country or region;
- h) Please note that participants may bring dependents on this program. A modest dependent allowance should be provided, but the majority of dependent costs will be covered by participants. In-country partners may be asked to provide information about housing and, where appropriate, schooling or childcare, but participants will be asked to make these arrangements for their families. If recommended by the Fulbright Commission or U.S. Embassy, dependent tuition allowances should also be provided in some countries.

**b) Fulbright Distinguished Awards in Teaching Short-Term for U.S. teachers**

Approximately 20 U.S. master teachers will participate in the short-term 2 to 6-week program in countries or regions that may include Cambodia, Colombia, Germany, Ghana, India, Laos, Mexico, Morocco, the Palestinian Territories, the Philippines, South Korea, Uganda, Uzbekistan, or Vietnam. ECA reserves the right to add or remove countries and regions depending on Bureau and Mission priorities. Please plan to budget approximately \$584,000 for this program, pending the availability of FY 2021 funds.

In addition to the items noted in Section I above, proposal narratives should describe how applicant organizations plan to:

- Work with ECA and U.S. Embassies or Fulbright Commissions beginning in October 2020 to develop projects at local host institutions (schools, non-governmental organizations, ministries of education or other education organizations) for which U.S. teachers can appropriately provide expertise;
- Describe resources they will provide to Posts and Commissions with requirements and tips for identifying and supporting successful Fulbright Distinguished Awards in Teaching Short Term projects;
- Conduct a robust virtual orientation to prepare participants for their exchange experience.

**c) Fulbright Teachers for Global Classrooms**

Fulbright Teachers for Global Classrooms should support approximately 66 U.S. teachers traveling in groups of 8-12 to one of six participating countries in spring or summer 2022 for a study visit of approximately 15 days. Participating countries may include: Colombia, India, Morocco, Peru, Senegal, and Thailand. ECA reserves the right to add or remove countries and regions depending on Department of State priorities. Please budget approximately \$1,700,000 for this program pending availability of FY 2021 funds.

In addition to the items noted in Section I above, proposal narratives should describe how applicant organizations plan to:

1. Facilitate a semester-long online course (beginning in October 2021) and pre-departure webinars for U.S. teachers, using the program's existing course and other materials on current practices in global education to help students to be competitive for careers in the global economy and develop strong critical thinking skills;
2. Identify and hire a local consultant in each host country to help develop, coordinate, and monitor the program in that country on behalf of the award recipient in collaboration with the U.S. Embassy and Fulbright Commission as appropriate;
3. Work with the Fulbright Teacher Exchange Program office to develop a pre-departure symposium in Washington D.C. for the teachers and an administrator from their school or district. The symposium should not exceed 2.5 days of programming;
4. Work with posts and commissions and a host-country consultant to design a professional development program for U.S. teachers in the participating countries in Spring and Summer 2021. The U.S. teachers' programs abroad should include school visits; collaboration with partner teachers in teaching or team-teaching at the partner teachers' schools; learning about teaching styles, curriculum, and educational issues in the host country; making presentations on U.S. culture and teaching methodology to host country teachers; and meeting with representatives of the Fulbright Commissions, Public Affairs Sections and Regional English Language Officers, as appropriate, as well as local cultural enhancement activities;
5. Develop a plan to select local host/partner teachers from among the strongest alumni of ECA's teacher exchange programs in that country. In certain circumstances, if directed by ECA, U.S. teachers might be placed with other groups of educators or professionals in the host country who are not ECA alumni. In addition to professional development activities in schools, U.S. teachers should interact with host communities through home hospitality visits where feasible, meet with government officials, the press, and parents' groups, and participate in activities that support the Embassy's public diplomacy goals.

**d) Seminars for U.S. School Administrators**

This program will send approximately 20 U.S. school and district administrators to two of the following locations: Finland, Singapore, Germany, the Netherlands, or another country identified by ECA. The program leverages the significant impact education leaders can have in implementing innovations from high-performing schools and systems to prepare students for careers and citizenship in the global economy. Please budget approximately \$200,000 pending the availability of FY 2021 funds.

Proposal narratives should describe how applicant organizations will recruit outstanding leaders from a diversity of schools and districts around the country and work with ECA and the U.S. Embassy or Fulbright Commission to plan a ten-day seminar for education leaders. Programs should include opportunities to shadow peers in the host location, briefings from local and national education ministries, visits to teacher training institutions and a variety of schools including career and technical education institutions. The visits may be scheduled to coincide with conferences and other education-specific events to maximize the interactions with

colleagues in the host location. Participants may be invited to present at conferences or at other events to share their expertise.

Please note that approximately three administrators will come to the United States for a brief reciprocal visit. The proposal should indicate that the applicant organization will provide staff to plan and administer their visit. Program costs will be provided for these international participants by the partner country.

## **II. For International Teachers**

Fulbright Teacher Exchange Programs will offer two professional development opportunities for international teachers. **Fulbright Teaching Excellence and Achievement** provides six weeks of specialized seminars, a practicum in a U.S. school, and cultural activities in the local community. **Fulbright Distinguished Awards in Teaching for International Teachers**, a semester in length, provides the opportunity to audit classes at the host university; spend time in U.S. schools to observe, co-teach and share expertise with colleagues and students; complete an individual or group project under the guidance of a faculty advisor; and participate in cultural activities in the host community. Please budget approximately \$5,366,000 for these programs pending availability of FY 2021 funds.

### **a) Fulbright Teaching Excellence and Achievement, six-week program for international teachers**

Under the six-week professional development opportunity Fulbright Teaching Excellence and Achievement, 158 educators will travel host in cohorts of approximately 20 teachers to eight distinct U.S. universities. The Bureau intends for four cohorts to travel in spring 2022 with the remaining cohorts arriving in fall 2022. The Bureau anticipates the inclusion of approximately 70 countries in all world regions. Please budget approximately \$3,924,000 for this program pending availability of FY 2021 funds.

In addition to the items noted in Section I above, proposal narratives should describe how applicant organizations plan to:

1. Consult with international partner organizations to distribute applications, recruit candidates, and interview and select participants for the program. Partner organizations include Fulbright Commissions, Regional English Language Officers (RELOs) and Public Affairs Sections of U.S. Embassies abroad. Posts and Commissions should review and rank the applicants, interview the top candidates, and forward the highest-rated applications to the award recipient for additional review by a panel of independent educational professionals
2. As outlined under Section M: Sub-awards to Host Universities in this document, administer a sub-award competition in which U.S. university schools of education submit proposals to serve as host universities for the international educators in appropriate fields of study, or continue to work with incumbent host institutions with outstanding track records. At the direction of ECA, host institutions may be selected based on their ability

to provide programming with a focus on particular topics or themes.

- Coordinate the placement of the international participants at these institutions to ensure that the program engages them as adult learners and includes the following components:
- Placement of participants for six weeks at universities based on their subject expertise and level of English proficiency;
- On-campus orientation for participants (see Section I);
- Develop highly tailored group seminars at the university focusing on student-centered teaching strategies and educational leadership for participants' home environments; include exposure to different teaching methodologies and approaches to curriculum development;
- Include seminars as requested on EFL, STEM, media literacy, girls education and/or topics;
- School field experiences of 40 hours in length;
- Tailored instructional technology training if needed based on pre-program needs assessments;
- Appropriate housing, meal and transportation options and allowances.
- On-going English language training for participants with low English proficiency scores throughout the program;
- Organize an on-campus end of program event to highlight participants' achievements during the program before the workshop in Washington D.C.

**b) Fulbright Distinguished Awards in Teaching for International Teachers, a five-month program**

The Bureau will bring international teachers to the United States and place them in three cohorts of no more than 18 at U.S. universities for a semester.

The Bureau anticipates approximately 50 (five of which would be cost shared by sending countries/territories) total participants in the program, from all world regions, subject to change. The program will take place in the Spring 2021. Please budget approximately \$1,442,000 for this program, pending availability of FY 2021 funds.

In addition to the items noted in Section I above, proposal narratives should describe how applicant organizations plan to:

1. Consult with international partner organizations to distribute applications, recruit candidates, and interview and select participants for the program. Partner organizations include Fulbright Commissions, Regional English Language Officers (RELOs) and Public Affairs Sections of U.S. Embassies abroad. Posts and Commissions should review and rank the applicants, interview the top candidates, and forward the highest-rated applications to the grantee organization for additional review.
2. As outlined under Section M Sub-awards to Host Universities in this POGI document,

administer a sub-award competition in which U.S. university schools of education submit proposals to serve as host universities for the international educators in appropriate fields of study, or continue to work with incumbent host institutions with outstanding track records.

3. Coordinate the placement of approximately 50 international participants at these institutions to ensure that the program engages participants as adult learners and includes the following components:
  - i) An online orientation at least four weeks prior to the start of the program for international teachers to help them prepare for their time in the United States;
  - j) A substantive orientation meeting in Washington D.C. to help participants prepare for their programs, to refine their individual program objectives, and to discuss living and working in the United States. The orientation should be no more than 2.5 days. See Section I for additional information);
  - k) An on-campus orientation to introduce the participants to the campus, community, and its resources;
  - l) A plan for participants to audit up to two graduate level courses, reflecting their individual goals and interests and their inquiry projects;
  - m) A specially tailored Fulbright seminar for participants to reflect on their experience and learn research strategies to complete their individual or group inquiry projects;
  - n) A process to support participants in completing individual or group inquiry projects, including through faculty advisors;
  - o) Placements in local schools for approximately 90 hours that support the teachers' professional goals including those related to their inquiry project;
  - p) A seminar to build participants' skills to use technology in education differentiated for participants with diverse levels of expertise;
  - q) A technology allowance (for purchasing a laptop, tablet, or other device) for participants from lower-income countries;
  - r) Opportunities to share their own professional expertise and information about their home education system with local teachers and students and members of the university community;
  - s) A professional development allowance for each participant and guidance regarding conferences, other professional development activities, and opportunities to visit to schools outside the local area, that represent the diversity of U.S. schools including traditional public schools, charter, schools, and secular and religious private schools;
  - t) Opportunities to get to know the local community through cultural activities, friendship families and similar activities;
  - u) On-going English language training for participants with low English proficiency scores throughout the program;
  - v) Appropriate housing, meal and transportation options and allowances;
  - w) Participants may bring dependents on this program. A modest dependent allowance is provided to participants from lower income countries, but the

majority of dependent costs will be covered by participants. Host universities may be asked to provide information about housing and, where appropriate, schooling or childcare, but participants are asked to make these arrangements for their families;

- x) An end of program event in collaboration with the host university at which they can share their inquiry projects with each other, their U.S. colleagues, faculty advisors and others as appropriate and with each other through the program's virtual platform.

### **III. Outreach and Multiplier Activities**

Applicant organizations' proposals should also include creative, cost-effective ways to engage teacher and administrator prospects, participants, alumni, and other interested educators.. Sample activities, both in person and online, are outlined below and in the NOFO, and may include other activities or pilot program components, with the goal of amplifying the impact of Fulbright Teacher Exchanges. Approximately \$150,000 (of the total budget for U.S. educators) should be set aside for these activities. Activities might include;

- Resource sharing among fellows, alumni, and the broader teacher community worldwide;
  - In person and virtual it reach and professional development events;
  - Online courses (e.g. Global Ed 101 [bit.ly/GE101](http://bit.ly/GE101)), webinars, resource libraries;
  - Reciprocal and virtual exchanges; and
- Collaboration on ECA initiated events, such as Global Teaching Dialogues ([www.eca.state.gov/global-teaching-dialogue](http://www.eca.state.gov/global-teaching-dialogue)) and regional dialogues.

## PROPOSAL CONTENTS

Applicants should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner. Since there is no opportunity for applicants to meet with reviewing officials, the proposal should respond to the criteria set forth in the solicitation and other guidelines as clearly as possible.

Applicants are encouraged to propose creative, cross-cutting initiatives within and across programs.

Proposals should address succinctly, but completely, the elements described below and must follow all format requirements.

**NOTE:** Proposals submitted through Grants.gov may only be submitted in the following formats:

- Microsoft Word
- Microsoft Excel
- Adobe Portable Document Format (PDF)

Prior to submitting applications through Grants.gov, please ensure you meet all Grants.gov system and software requirements, including Adobe software compatibility. You can verify if



your version of Adobe software is compatible with Grants.gov, by visiting <https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>

- ASCII Text
- Joint Photographic Experts Group (JPEG images)

Proposals should include the items below. All documents should be appropriately and clearly titled.

### **Online Forms**

- SF-424, “Application for Federal Assistance”
- SF-424A, Budget Information – Non-Construction Programs
- SF-424B, “Assurances – Non-Construction Programs”(only required for organizations if its representations and certifications have not been completed in the System for Award Management (SAM.gov). If an organization is exempt from registering in SAM.gov, then it would still need to provide the form as part of its application.)
- Include other attachments, if applicable, such as the Negotiated Indirect Cost Rate Agreement (NICRA), form 990 Return of Organization Exempt From Income Tax, SF-LLL Disclosure of Lobbying Activities (only required for organizations that engage in lobbying activities), etc.

#### ➤ Program Narrative

Executive Summary (One page)

In one double-spaced page, provide the following information about the project:

1. Name of organization/participating institutions;
2. Beginning and ending dates of the program;
3. Proposed theme;
4. Nature of activity;
5. Funding level requested from the Bureau, total program cost, total cost-sharing from applicant and other sources;
6. Scope and Goals
  - a. Number and description of participants
  - b. Wider audience benefiting from program (overall impact)
  - c. Geographic diversity of program, both U.S. and overseas
  - d. Fields covered
  - e. Anticipated results (short and long-term)

#### Narrative

In 20 double-spaced, single-sided pages, provide a detailed description of how you propose to administer all program components, addressing the areas listed below throughout:

1. Vision (statement of need, objectives, goals, benefits);
2. Participating Organizations;
3. Program Activities (advertisement, recruitment, orientation, academic components, cultural program, participant monitoring);

4. Program Evaluation;
5. Follow-on;
6. Project Management;
7. Work Plan/Time Frame.

### **Additional Information to be Submitted**

- Calendar of activities
- Letters of endorsement
- Resumes and CVs (no resume should exceed two pages.)
- First Time Applicant Attachments, if applicable
- Detailed Budget. Please note that the Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and the availability of funds.

Please submit a separate program and administrative budget for **each program component** including comprehensive six-column line item budgets for program and administrative costs, the details and format of which are contained in the NOFO and the PSI. In addition, applicants must submit a comprehensive budget narrative for each program component, demonstrating how costs were derived. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with funding availability and the needs of the program.

As with other exchange programs, the Bureau is committed to containment of costs consistent with overall program objectives and sound management. The total administrative costs funded by the Bureau must be reasonable and appropriate.

Cooperative Agreement-funded expenditures may include, but are not limited to, the categories below. Organizations are encouraged to note in their program budgets/narratives areas in which economies beyond the Bureau allowable costs can be achieved.

#### Allowable Costs:

- a) Allowable administrative costs include items such as:
  - Staff salaries and benefits
  - Staff travel and per diem
  - Rent and facilities
  - Furniture and equipment
  - Meetings and conferences
  - Communication costs
  - Network charges

- Administration of tax withholding and reporting as required by federal, state and local authorities and in accordance with relevant tax treaties
- Indirect costs
- Single Audit costs under Subpart F of the OMB Guidance 2 CFR Parts 200 and 600

b) Allowable program costs to be funded by the Cooperative Agreement include, but not are limited to:

**Pre-Program**

- Publicity, orientation materials
- Website/on-line applications/database management
- Costs for review/selection/interview committees
- Medical review of health forms
- SEVIS compliance
- Visa fees (generally only required for U.S. participants going overseas)
- Health Care Insurance fees and medical costs (Bureau must approve in advance)
- Standardized test fees for international teacher candidates (TOEFL or IELTS or equivalent); please give estimates by test
- Pre-departure orientation,

**On-Program**

- Travel for participants (from home to host location) conforming to the Fly America Act.
- Orientation, and related expenses
- Tax withholding and tax filing preparation as necessary for international teachers
- Virtual exchanges and online courses
- Per diem or maintenance allowances for participants as needed for all programs. In consultation with ECA, the recipient organization should determine rates for participant allowances for housing and maintenance and request ECA approval of any changes to established stipend levels, as needed. Allowances should be sufficient to enable participants to meet the costs of lodging, food, clothing, and incidental purchases throughout the period of the cooperative agreement in the location where the participants will be residing. For budgeting purposes, please plan for monthly allowance of \$4,400 for 4.5 months for the Fulbright DA participants and an allowance of approximately \$5,000 for each Fulbright DAST participant (host institutions for DAST are encouraged to provide some cost share). The actual amounts may vary based on host location and length of program.
- Other allowances:
  - An honorarium of approximately \$200 per day for Fulbright DAST teachers;
  - A one time research/professional development allowance of approximately \$1,500 per participant for Fulbright DA and DAI;
  - Dependent allowances of approximately \$2,000 per dependent for the Fulbright DA program teachers and for teachers from lower-income countries participating in

Fulbright DAI. Please budget for approximately 30 dependents;

- A technology allowance of approximately \$1,000 per Fulbright DAI participant from lower-income countries;
- A pool of approximately \$30,000 to cover participant and/or dependent tuition in locations where this is recommended by the Fulbright Commission or U.S. Embassy;
- Approximately \$200 per month for faculty advisors for the Fulbright DA and DAI participants, as appropriate;
- Approximately \$25,000 to reimburse Fulbright Commissions for the costs of Fulbright DA teacher participation in events;
- Consulting fees, including for a U.S. consultant for the Fulbright DA teachers;
- Professional meeting costs: program, per diem and travel for participants;
- Funds to support reasonable accommodation for participants with disabilities;
- Educational materials, including books or computer allowance;
- Teacher support costs: fingerprinting, certification (such as CEUs for online courses), medical expenses for emergencies, salary and benefit support, and substitute costs as appropriate.

### **Post program**

- Alumni programming such as professional development opportunities, small grant awards, technology platforms, workshops, webinars, virtual exchanges
- Activities designed in conjunction with the Bureau to allow alumni to collaborate with other educators through workshops or professional development for educators, convenings, on-line workshops in the U.S. or overseas, Massive Open Online Courses (MOOCs), open educational resources (OERs), mobile technology, or social media and other medias.

Please note the following guidelines:

1. Supply a detailed plan, justification, and costs for essential domestic and international travel for award recipient staff;
2. Provide a list of staff to administer the FY 2021 Teacher Exchange Program, including the amounts of time, salary and benefits attributable to each program;
3. Delineate other direct costs, e.g., postage, telephone, reproduction, etc.;
4. Provide a detailed explanation of administrative overhead (what elements of the budget it is based upon and how it is calculated).

### **APPLICATION SUBMISSION**

The NOFO indicates the date the complete proposal is due and the manner in which proposals

must be submitted. There are NO EXCEPTIONS to this deadline. For further information regarding this program or the competition, call Betsy Devlin-Foltz, Senior Program Officer, Teacher Exchange Branch at (202) 632-6334, (202) 679-3961 (cell); email: Devlin-FoltzEA@state.gov.Devlin-Foltze@state.gov.