PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

FY 2015 Teacher Exchange Program

Funding Opportunity Number: ECA-ECAAS-15-001

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

The POGI guidelines apply specifically to the Request for Grant Proposals (RFGP) issued by the Office of Global Educational Programs of the Bureau of Educational and Cultural Affairs of the U.S. Department of State for the FY 2015 Teacher Exchange Program. Proposals must conform to the RFGP, 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 RFGP, the RFGP is to be the dominant reference.

I. STATEMENT OF WORK

Pending the availability of FY 2015 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 or more eligible organizations or consortia or other combinations of organizations to administer the FY 2015 Teacher Exchange Program. The Cooperative Agreement(s) should begin on October 1, 2014, and run through September 30, 2019.

Organizations cooperating with the Bureau 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 State Department and Bureau goals and objectives. ECA reserves the right to add or delete regions and countries depending on Bureau priorities and the availability of funds. Other program details will be confirmed following determination by the Bureau of the funding available, at which time organization representatives will meet with Bureau program officers to finalize timelines, budgets, and other program details.

Under the terms of the Cooperative Agreement(s), the recipient(s) will be responsible for administering one, two, or all three components of the FY 2015 Teacher Exchange Program, which include: Component A: the Fulbright Distinguished Awards in Teaching; Component B: Professional Development Program for International and U.S. Teachers; and Component C: the Teachers of Critical Languages Program. See the RFGP and POGI below for further information on these components.
Pending successful implementation of these program(s) and the availability of funds in subsequent fiscal years, it is ECA’s intent to renew this Cooperative Agreement(s) for a period of two additional fiscal years before openly competing it again.

The Bureau anticipates including the following regions or countries and approximate number of participants listed below, although applicant organizations must demonstrate flexibility in working with countries which may not be identified at the present time.

The following information pertains to the general FY 2015 Teacher Exchange Program. (Information about each specific component is provided in the section entitled "Program Specific Guidelines").

A. Program Planning and Management
For the FY 2015 Cooperative Agreement(s), cooperating organization(s) will have responsibility for program administration, which includes the following broad categories: program planning and management; participant recruitment and screening; 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. Proposals should include schedules and timelines for notifying ECA, overseas partners, and grantees 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
The Bureau intends to include participants who represent the diversity of their home countries in all components of the Program. Abroad, the Bureau will emphasize the inclusion of educators from non-elite populations and women educators in addition to those who work with underserved student populations including racial, ethnic, and religious minorities and students with disabilities. Preference will be given to those without significant U.S. or other overseas experience. Selection should be based on the educators’ professional backgrounds, dedication to teaching, and leadership potential. U.S. and international applicants must have a minimum of five years of teaching or other professional experience, hold a full-time teaching or administrator position and at least a Bachelor's degree, and be fluent in English. Some programs may include pre-service teachers or school administrators. International exchange participants are recruited and nominated by U.S. embassies and overseas Fulbright Commissions or other overseas institutional partners.

C. U.S. or International Teacher Publicity and Outreach
The applicant organization should develop a publicity and outreach strategy to reach U.S. or international teachers via written materials, electronic communication, social media platforms,
conferences or other means. The outreach plan may include printed brochures, posters, and publicity to advertise special initiatives. The Bureau should review these documents before publication or distribution.

The cooperating organizations should also maintain a website with up to date program information, applications, and program and alumni highlights and pictures.

Please see IV.3e.1. Communications Guidance for ECA Grant Recipients of the RFGP for more detailed information.

D. Recruitment, Screening, and Selection
The cooperating organization(s) will be responsible for the following activities for the recruitment of teacher applicants:

1) Develop a selection process for U.S. and international teachers including application forms for each (provision should be made for U.S. and international candidates to apply for the program online where possible).
2) Develop recruitment materials for use at U.S. Embassies abroad, including guidelines and instructions for the recruitment process, informational brochures or stock information for Embassy websites, presentation material, and other similar tools.
3) Receive, track, and reply to written and telephonic inquiries and requests for information or applications from U.S. teachers and school administrators. Respond to the questions of applicants about the application process, and notify applicants of missing documentation.
4) Offer webinars where applicable to provide assistance to applicants in completing the application.
5) Review applications for technical eligibility.
6) Convene review panels where appropriate in consultation with the Bureau.
7) Notify U.S. applicants of decisions regarding their applications, and U.S. Embassies and Commissions of decisions regarding international teachers’ applications.

E. Medical Reports
Cooperating organization(s) should distribute and process medical reports for selected teachers. International partners should initiate this process for their candidates overseas. The grantee organizations should ensure that all forms are complete at the time of submission. If required, the grantee organizations should then submit forms for both U.S. and international teachers to a medical reviewer to be identified by the Bureau.

F. Health Benefits and Insurance
Cooperating organization(s) must enroll participants in the Bureau's health benefits program 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(s) with the necessary instructions and forms for the
participants to complete prior to travel. Cooperating organizations 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. If and when additional information becomes available about Affordable Care Act compliant health insurance for Bureau exchange participants, the program office will share that information with the cooperating organization(s).

Cooperating partners should provide insurance information for dependents and strongly encourage participants to purchase medical evacuation insurance for family members who accompany participants for any part of their exchange program.

G. Participant Orientation
1) All U.S. and international participants should receive pre-departure information, including the terms and conditions of their grants, housing, what to pack, 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., at the beginning of each program. The orientations should include a session on cross-cultural communication, overviews of the U.S. educational system, or of the host country educational system for U.S. educators traveling overseas, thorough discussions of the goals and objectives of the program, and meetings with representatives of the Bureau of Educational and Cultural Affairs.

H. Support Services
The applicant organization should:
1) Provide travel arrangements to and from the U.S., as well as domestic travel arrangements as needed, for U.S. and international participants.
2) Provide TOEFL vouchers or other English language testing, where appropriate, to teachers applying for the programs.
3) Disburse U.S. and international participants' and dependents’ maintenance allowances.
4) If appropriate, assist teachers in obtaining Social Security numbers to facilitate their integration into U.S. society, i.e., for banking and obtaining a driver’s license, etc.
5) Process tax forms for international participants with assistance from an accounting firm.
6) Distribute end-of-program certificates of completion to U.S. and international participants.
7) Facilitate arrangements for teaching certification in the U.S. when required for the Teachers of Critical Languages Program.

I. Participant Program Monitoring
In their proposals, the applicant institutions should:
1) Discuss how the participants' progress in achieving program goals and objectives will be monitored (e.g. surveys, interviews, work plans).
2) Describe the services they will provide to the participants.
3) Indicate the frequency of anticipated communication with the participants.
4) Discuss mechanisms to assess the quality of program activities.
5) Outline strategies for assigning to these tasks staff with strong interpersonal and communication skills, cultural sensitivity, personal flexibility, and the ability to understand the needs of individual teachers in a wide range of circumstances.

J. Alumni Tracking and Follow-On Activities
Alumni activities are an important part of the Teacher Exchange Program. Alumni programming through small grants, newsletters, listservs, electronic platforms, social networking, workshops, and professional development events magnifies and extends the benefits of the program. Applicant organizations should outline how they will organize and financially support alumni activities for FY 2015 participants as well as alumni from prior year programs. Alumni tracking is critical for the evaluation of the program and for the implementation of effective follow-on programs. Applicant organizations should describe how long-term links with alumni will be established, how alumni success stories will be collected, and how contact information will be maintained in databases.

Applicants should address their social media strategy and multi-media documentation of program outcomes through text, video, photo and audio archives with permissions and privacy policies in adherence to Department policy.

All statistical information gathered and compiled by the cooperating organization(s) on the program participants and alumni should be transferable to the alumni database maintained at ECA as requested.

K. J-Visa and Tax Requirements
The cooperating organization(s) will be responsible for designating one or more Alternate Responsible Officers under a Bureau SEVIS program number to issue DS-2019 forms to participants in this program. 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, China, and Venezuela. Visa support for dependents will be available only for participants coming to the U.S. under the Fulbright Distinguished Awards in Teaching Program. The cooperating organization should require that international J-1 participants purchase insurance for dependents (J-2 visa holders). Organizations cooperating with ECA will undertake all administrative work for the issuance of DS-2019 forms and updating SEVIS files. In addition, cooperating organizations must ensure that administration of these programs is in compliance with reporting and withholding regulations for Federal, state, and local taxes as applicable. Cooperating organizations should process tax forms for international participants with assistance from an accounting firm.
L. Reporting and Fiscal Management
1) Recipient organizations should submit quarterly financial reports and an annual program report for each program within the program component for which they apply.
2) Recipient organizations should provide impact statements to ECA every 90 days and on an ad hoc basis about the teachers and alumni programs, including their participation in school and community activities as well as their achievements during and after the program.

M. Sub-awards to Host Universities
Under two of the programs (Component A: Fulbright Distinguished Awards in Teaching, and Component B: Professional Development Program for International Teachers), selection of appropriate U.S. host universities is essential to the success of program implementation. Proposals should describe strategies for recruiting universities to serve as hosts, and reviewing and evaluating performance of host universities. Proposals should outline how officials at appropriate universities will become aware of the opportunity to apply to host the international teachers, and draft solicitation documents for the host campus competition should be cleared with the Bureau before being sent. An outside, independent selection panel should be convened to evaluate and recommend the proposals for final approval by the Bureau. Applicant organizations must ensure that the program has access to an appropriate and diverse combination of universities with strong schools of education that have partnerships with local schools. Proposals should explain how cost-effective arrangements can be made with these universities based on non-credit enrollment, tuition waivers, and/or other methods that provide payments to the institutions according to formulas that can be protected from unanticipated and un-budgeted increases in tuition rates. In some cases, incumbent host universities may be invited to re-apply to continue hosting international teachers on the two programs in question.

Each host university should coordinate for its cohort an orientation session that includes information on the academic program, cross-cultural adaptation, the university, the community, and surrounding areas. Host universities should facilitate for international participants home hospitality visits with U.S. families or individuals.

The programs of international participants should also include significant involvement with U.S. schools in classroom settings for teaching on their own, team-teaching, or other professional activities with experienced American educators in order to gain first-hand experience with student-centered and communicative teaching approaches. U.S. schools should submit statements of interest to host the international teachers; these statements should include a commitment to provide a partner teacher. The host university should provide an orientation for their faculty, the U.S. host school administrators, teachers, mentors, and others in the community, as well as selection guidelines for partners, workshop coordinators, and host schools, as appropriate. This orientation should also provide cross-cultural training for U.S. partner teachers at the internship sites prior to the participants’ arrivals to ensure that the teachers and their schools understand Bureau goals and are prepared to work with a diverse group of teachers from countries with different cultural and religious backgrounds.
Proposals should also outline plans for integrating university- and school-based education with enhancement activities in the local school and community. The academic content and professional development provided by the host universities should build on the Teacher Exchange Program's goal of developing long-lasting partnerships and mutual understanding among American and international teachers and their students through meetings of faculty, boards of education, parent-teacher associations, and city councils as well as community-based volunteer organizations.

II. PROGRAM SPECIFIC GUIDELINES

Responsibilities of the award recipient(s) for the administration of specific Teacher Exchange Program Components:

A. Fulbright Distinguished Awards in Teaching (Component A), approximately $2,400,000

The Fulbright Distinguished Teachers will take courses for professional development, lead master classes or seminars for teachers and students in the countries of exchange, and complete an inquiry project designed to improve education practice or policy of their own design. International teachers will participate in a semester program in the U.S.; U.S. teachers’ programs will range from three to six months, although longer programs could be possible.

The Bureau currently anticipates the inclusion of the following countries and numbers of participants in FY 2015 for the Fulbright Distinguished Awards in Teaching program, although regions, countries, and participant numbers are subject to change, depending on Bureau priorities:

Approximately 20 international teachers to the United States and approximately 42 U.S. teachers abroad: to/from countries that may include: Botswana, Chile, Finland, India, Israel, Kenya, Mexico, Morocco, New Zealand, the Palestinian Territories, Singapore, South Africa, South Korea, and the United Kingdom. Please note that the international teachers are placed together for the fall semester at a U.S. college or school of education; the U.S. teachers’ programs take place throughout the year at times identified by the host countries. Additional international teachers may be cost-shared.

The program will be coordinated with Fulbright Commissions and Public Affairs Sections of U.S. Embassies in the participating countries.

In addition to the items noted in Section I above, proposal narratives should describe strategies for administering this program including:
1. Conducting an outreach campaign to reach a diverse group of accomplished U.S. teachers with the capacity to develop projects to enhance students’ global competence or learn from high performing schools and systems around the world.

2. Working with individual U.S. teachers and their school administrators to help them get permission to take leave or paid or unpaid sabbaticals.

3. In consultation with the Bureau, arranging for an independent advisory committee to be convened in Washington, D.C., to review U.S. university proposals to host international applicants if needed, as well as a separate independent advisory committee to review international and U.S. teacher applications.

4. Providing, in coordination with ECA, dossiers of U.S. finalists to partner organizations overseas for placement of U.S. teachers in appropriate universities, colleges of education, research centers, or educational non-profit organizations to facilitate individual projects or study.

5. Preparing nomination memoranda for the J. William Fulbright Foreign Scholarship Board (FSB), U.S. Embassies, and Fulbright commissions, summarizing the competition and highlighting top-ranked nominees. Competition summaries should include a report on the applicant pool, number and quality of applications, and distribution of applications by geographic region and field of instruction.

6. Arranging 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 U.S. and providing similar support to U.S. teachers through online and/or through individual coaching to help them prepare for programs in their host countries.

7. Conducting a two-to-three day substantive orientation meeting for U.S. and international participants in Washington D.C. to help them to prepare for their programs, to refine their individual program objectives, and to discuss living and working in the U.S. or host country.

8. Coordinating the placement of approximately 15 international participants at a competitively selected U.S. school of education to host the group as described under Section M. of the Statement of Work and working with this institution to ensure that the program includes the following components:
   a) Two graduate level courses relevant to their professional goals and inquiry projects
   b) A specially tailored seminar on current educational trends in pedagogy and assessment, particularly as they relate to working with under-served student populations;
   c) A faculty advisor for each participant to guide him/her through the completion of the inquiry project;
   d) A placement in local schools that support the teachers’ professional goals including those related to the inquiry project;
   e) Additional training as necessary in areas such as technology, research methodology and cross-cultural adaptation;
   f) Opportunities to share their own professional expertise and information about their home country’s education system with local teachers and students;
   g) Appropriate housing, meal and transportation options;
h) Additional activities to support and enhance the program.

9. Working with international partners to support U.S. teachers to ensure that their program includes the following components
   a) Two graduate level courses relevant to their professional goals including their individual projects;
   b) A faculty advisor for each participant to guide him/her through the completion of the individual project;
   c) A placement in local schools that support the teachers’ professional goals including those related to the individual research project;
   d) Additional training as necessary in areas such as technology, research methodology and cross-cultural adaptation;
   e) Opportunities to share their own professional expertise and information about their home country’s education system with local teachers and students;
   f) Appropriate housing, meal and transportation options;
   g) Additional activities to support and enhance the program.

10. Arranging for payment of honoraria to university advisors of the Fulbright Distinguished Awards in Teaching participants.

11. Providing opportunities for participants to submit proposals for professional development to attend conferences or for other appropriate activities during the program.

12. Creating and managing an online platform for U.S. and international participants and alumni to engage in collaborative work together during and after their programs. Some of this work will be devoted to specific themes to be determined in consultation with the Teacher Exchange Branch and will provide a foundation for projects that can be supported by alumni grants with a broader audience, including educators and policy makers.

13. Organizing an end of program event in collaboration with the host university for international teachers at which they can share their action inquiry projects with each other, their U.S. colleagues, faculty advisor and others as appropriate.

B. Professional Development Program for International Teachers (Component B), approximately $5,750,000

**International Leaders in Education Program (ILEP), approximately $2,100,000**

The International Leaders in Education Program (ILEP) will bring international secondary school teachers to one of four U.S. universities for the winter/spring semester of 2016.

The Bureau anticipates inclusion of the following world regions and of approximately 64 participants in the ILEP program, subject to change:
-- East Asia and Pacific: 15 participants
-- Middle East and North Africa: 10 participants
-- South and Central Asia: 12 participants
-- Sub-Saharan Africa: 17 participants
-- Western Hemisphere: 10 participants

Teaching Excellence and Achievement (TEA) Program, approximately $3,650,000

Under the six-week professional development Teaching Excellence and Achievement (TEA) program, groups of educators will participate in one of eight cohorts of the TEA program in FY 2015. Programs will be held at four universities in the spring of 2016 and four different universities in the fall of 2016.

The Bureau anticipates the inclusion of countries in the following world regions and of approximately 150 participants, subject to change:

-- East Asia and Pacific: 21 participants
-- Europe and Eurasia: 15 participants
-- Middle East and North Africa: 21 participants
-- South and Central Asia: 31 participants
-- Sub-Saharan Africa: 31 participants
-- Western Hemisphere: 31 participants

Additionally, the Bureau anticipates for summer 2015 an Exchanges Rapid Response program for 20 to 22 teachers from a region or country that opens up politically, comes out of a major conflict, or demonstrates potential for rapid transformation.

Proposal narratives should describe strategies for administering this project within the framework of the following requirements:

1. As outlined under Section M of the Statement of Work on page 6 of this POGI document, administer a sub-grant 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 TEA and ILEP host institutions with outstanding track records.

   a) Place participants in semester-long (ILEP) or six-week (TEA) programs at universities based on their subject expertise and level of English proficiency.
   b) Arrange relevant courses for semester participants to audit, reflecting their individual goals and interests, including courses in their subjects of specialization and interest, curriculum development, instructional technology, and teaching methodology.
   c) 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.  

d) Arrange for semester participants' involvement in a 90-hour internship experience in local secondary schools with U.S. mentor or partner teachers in the same field of specialization. School internships for the six-week program should be 40 hours in length.  
e) Include tailored technology and word processing training based on pre-program needs assessments, and provide a technology allowance (for purchasing a laptop, tablet, or other device) to each semester participant.  
f) 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.  
g) Develop subject-specific cohorts, as requested by the Bureau, on topics such as girls’ education and other priority areas.

2. Provide on-going English language training for participants with low English proficiency scores throughout the program.

Professional Development Program for U.S. Teachers (Component B), approximately $1,700,000

Teachers for Global Classrooms (TGC) Program

The proposal for the Teachers for Global Classrooms (TGC) Program should support approximately 80 U.S. teachers traveling in a group to one of 6 participating countries in spring (two weeks) or summer (three weeks) 2016 for a study visit.

1. Participating countries may include Brazil, Colombia, Ghana, India, the Philippines, Morocco, and Russia. Regions and countries are subject to change, depending on Bureau priorities.
2. The cooperating agency should hire a local consultant in each host country to help develop, coordinate, and monitor the program in that country on behalf of the grantee organization.
3. Work with the Teacher Exchange Branch (ECA/A/S/X), posts and commissions, and the host-country consultant to develop professional development programs for U.S. teachers in the participating countries. 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 from master teachers 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. Local partner teachers should be selected from among the strongest alumni of ECA’s teacher exchange programs in that country. In addition to spending time 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.

4. Facilitate webinars and a semester-long online course on globalizing education.

C. Teachers of Critical Languages Program (Component C), approximately $1,250,000

Under the Teachers of Critical Languages Program (TCLP), international teachers teach critical languages for an academic year in elementary and secondary schools.

The Bureau anticipates inclusion of the following countries and number of participants:

-- China – 14 participants
-- Egypt – 8 participants

Proposal narratives should address the specific responsibilities for administration of the TCLP, which include, but are not limited to, the following:

1. Develop a plan to publicize the program within the K-12 education community in the U.S. and distribute applications to schools to host teachers. As part of the application, solicit cost share from schools. Develop a plan to administer the review of applications, and organize a selection panel consisting of qualified, independent reviewers to select host schools in collaboration with the Bureau. (Note: Specific responsibilities of host schools are outlined below.)

2. In China, collaborate with appropriate entities for teacher recruitment. Identify an organization in China and draft a sub grant for costs associated with administering a competition, conducting a technical review of applications, organizing a selection panel, and leading a pre-departure orientation in China.

3. Identify an organization in Egypt and draft a sub grant for costs associated with administering a competition, conducting a technical review of applications, organizing a selection panel, and leading a pre-departure orientation in Egypt.

4. Place international teachers at selected U.S. schools for a full academic year to teach their respective native languages (Arabic or Mandarin) and to serve as cultural resources for their host schools.

5. Provide teachers with a maintenance allowance each month to cover living expenses in the U.S. during the academic year. The total amount of the allowance should be approximately $30,000, but it should be tailored to correspond with the cost of living in the host community
6. Prepare Congressional Notification letters to Senators and Representatives whose districts include U.S. schools selected to host a teacher (in consultation with ECA/A/S/X).
7. Provide detailed information on the following responsibilities of host schools:
   -- Participants will teach foreign language classes (Arabic or Mandarin), develop curricula, and serve as cultural resources in their schools and communities.
   -- Host schools will be responsible for assigning mentor teachers to assist each international teacher with cultural adjustment issues and orientation to the host school, as well as curriculum planning.
   -- Applicant organizations should ensure that host schools include international teachers in any orientations for new teachers sponsored by the host schools and/or districts, and that the host schools provide opportunities for the teachers to participate in district-sponsored inservice training.
   -- Host schools, mentor teachers and administrators should include international teachers in faculty meetings and provide opportunities for classroom observation and team teaching.
8. Outline plans for a U.S. orientation, according to the following criteria:
   -- Upon the teachers' anticipated arrival in the U.S. in July 2015, applicant organizations should conduct an eight-day orientation that includes seminars focusing on student-centered education, curriculum development, and the U.S. educational system and teaching methodologies.
   -- Making the transition from teaching English as a Foreign Language in the home country to teaching a foreign language in the U.S. should be a major focus of this orientation.
   -- The international teachers should have the opportunity to consult with U.S. teachers of the languages they will be teaching and should gain an understanding of current foreign language teaching practices in U.S. schools.
   -- Participants should receive training in English for specific purposes during this orientation in order to become familiar with English language terms related to U.S. teaching and education.
9. Outline plans for an orientation for host schools, mentor teachers and administrators, according to the following criteria:
   -- Applicant organizations should coordinate a day-long orientation for the host schools' representatives to enable them to prepare for the guest teachers and share strategies for incorporating them effectively into their schools and districts.
   -- The program should focus on the Bureau's program goals and objectives, cross-cultural understanding, techniques for communicating effectively, and ways to include the international teachers in their school communities as well as providing broader exposure to the U.S. educational system.
   -- The host school orientation should be scheduled during the international teachers' orientation to enable them to focus on the specific teaching needs of their school districts in a timely manner.
10. Organize a two or three-day professional development workshop in October or November, where international teachers will come together to develop lesson plans and foreign language
curricula for their host schools, as well as share experiences they will have had in the U.S. to date.

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.

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

Proposals should include the following items under the section headings in the GrantSolutions Application Checklist:

**Online Forms**
SF-424, “Application for Federal Assistance”
SF-424A, Budget Information – Non-Construction Programs
SF-424B, “Assurances - Nonconstruction Programs”
Include other attachments, if applicable, such as indirect agreements, form 990, SF-LLL, 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 the component for which you are applying, addressing the areas listed below:

1. Vision (statement of need, objectives, goals, benefits)
2. Participating Organizations
3. Program Activities (advertisement, recruitment, orientation, academic component, cultural program, participant monitoring)
4. Program Evaluation
5. Follow-on
6. Project Management
7. Work Plan/Time Frame

Additional Information to be Submitted

- Detailed Budget

Please submit separate program and administrative budgets for each program component for which you are applying. If applying for Component B, please submit a separate program and administrative budget for each of the three programs (ILEP, TEA, TGC) within that component. Please submit comprehensive six-column line item budgets for program and administrative costs, the details and format of which are contained in the RFGP and the PSI. In addition, applicants must submit a comprehensive budget narrative 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.

Grant-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
  -- A-133 Audit costs

  b) Allowable program costs to be funded by the Cooperative Agreement include items such as:
  -- Publicity, orientation materials, pre-departure orientation, orientation and related expenses
  -- Tax withholding and tax filing preparation as necessary
  -- Medical review of health forms
  -- Costs for peer review/selection/interview committees
  -- 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; please give estimates by test
  -- Website/on-line applications/database management
  -- Virtual exchanges and online courses
  -- Per diem, travel for participants as needed
  -- Pre-academic training costs: program, per diem and travel for participants
  -- Professional meeting costs: program, per diem and travel for participants
  -- Tuition and fees and other university costs, as applicable
  -- Maintenance allowances for teachers. Allowances should be sufficient to enable participants to meet the costs of lodging, food, clothing and incidental purchases throughout the period of the grant in the location where the participants will be residing.
-- Maintenance allowances for dependents, if applicable
-- Educational materials including books or computer allowance
-- Teacher support costs: fingerprinting, certification, training, medical expenses, housing, transportation, dependents, and substitute costs
-- Funding for mentors and faculty advisors
-- International travel conforming to the Fly America Act
-- Alumni programming such as professional development opportunities, small grant awards, technology platforms, workshops, webinars, virtual exchanges, Massive Open Online Courses (MOOCs), mobile technology, or social media and other mediums for alumni to collaborate.

Please note the following guidelines:

1. Supply a detailed plan, justification, and costs for essential domestic and international travel for cooperating agency staff.

2. Provide a list of staff to administer the FY 2015 Teacher Exchange Program(s), 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).

- Aspects of Program Administration/Calendar of Activities

In no more than 20 double-spaced, single-sided pages, provide a detailed description of each program component for which the applicant is applying, addressing the areas listed below.

1. Vision (statement of need, objectives, goals, benefits)
2. Participating Organizations: Identify partner organizations for the programs, their roles, and the applicant organization's reasons for including them.
3. Recruitment, Screening and Selection: Describe how the applicant organization will recruit and evaluate applicants for U.S. and international teacher programs.
4. Program Activities: Describe in sufficient detail the major components of the services to be provided, including planning, publicity,
placement, orientation, pre-academic programs, professional meetings/workshops, cultural program, participant monitoring.

5. Project Management

6. Work Plan/Time Frame: Outline the phases of planning and implementation for the entire grant period.

7. Evaluation plan: Include a plan describing how success in meeting the stated goals of each program will be measured and reported. ECA requests that the proposal include a draft survey questionnaire or outline of other techniques to be used to evaluate the impact of the programs.

8. Follow-on activities.

- Resumes

Resumes of all program staff should be included in the submission. No resume should exceed two pages. Instead of Letters of Endorsement, ECA will use past performance as an indicator of an applicant's ability to successfully perform the work. Please also include between three and five references who may be called upon to discuss recently completed or ongoing work performed in carrying out exchange programs.

At a minimum, the applicant must provide the following information for each reference:

-- Name of the reference organization
-- Project name
-- Project description
-- Performance period of the contract/grant
-- Amount of the contract/grant
-- Technical contact person and telephone number for the referenced organization
-- Administrative contact person and telephone number for the referenced organization

ECA may contact representatives from the organizations cited in the examples to obtain information on the applicant's past performance. ECA may also obtain past performance information from sources other than those identified by the applicant.

- First Time Applicant Attachments, if applicable.
**Please note:** Effective January 7, 2009, all applicants for ECA federal assistance awards must include in their application the names of directors and/or senior executives (current officers, trustees, and key employees, regardless of amount of compensation). In fulfilling this requirement, applicants must submit information in one of the following ways:

- Those who file Internal Revenue Service Form 990, "Return of Organization Exempt From Income Tax," must include a copy of relevant portions of this form.
- Those who do not file IRS Form 990 must submit information above in the format of their choice.

As part of final program reporting requirements, award recipients will also be required to submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one-page description of grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and Budget on its USASpending.gov website as part of ECA’s FFATA reporting requirements.

Include other attachments, if applicable, i.e. the SF-LLL form, etc.

**ADHERENCE TO ALL REGULATIONS GOVERNING THE J VISA**
The Bureau of Educational and Cultural Affairs places critically important emphases on the security and proper administration of Exchange Visitor (J visa) Programs and adherence by award recipients and sponsors to all regulations governing the J visa. Therefore, proposals should demonstrate the applicant’s capacity to meet all requirements governing the administration of Exchange Visitor Programs as set forth in 22 CFR 62, including the oversight of Responsible Officers and Alternate Responsible Officers, screening and selection of program participants, provision of pre-arrival information and orientation to participants, monitoring of participants, proper maintenance and security of forms, record-keeping, reporting and other requirements.
The award recipient will be responsible for issuing DS-2019 forms to participants in this program. A copy of the complete regulations governing the administration of Exchange Visitor (J) programs is available at http://J1visa.state.gov or from:

Office of Designation, Private Sector Programs Division
U.S. Department of State
SA-44, Suite 668
301 4th Street, SW
Washington, DC 20547

APPLICATION SUBMISSION
The RFGP 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 Michael Kuban, Senior Program Officer, Teacher Exchange Branch, Office of Global Educational Programs, phone: (202) 632-6346; email: KubanMM@state.gov.