

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

### **Survey of International Educational Exchange Activity**

**ECA-ECAAS-15-002**

#### **Office of Global Educational Programs, Educational Information and Resources Branch**

The POGI guidelines apply specifically to the Request for Grant Proposals (RFGP) issued by the Bureau of Educational and Cultural Affairs, Office of Global Educational Programs, Educational Information and Resources Branch (ECA/A/S/A) for the administration of the FY 2015 Survey of International Educational Exchange Activity. 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**

Responsibilities for this particular project may include the following:

1. Collect, organize and present data on foreign students and scholars as well as on U.S. study abroad participants.
2. Convene an Advisory Group on International Educational Exchange Activity.
3. Present data and analysis both in print and electronic formats.
4. Collaborate with international partners to extend research and reporting on global student mobility patterns.
5. Develop a plan to create and share a data collection mechanism that will allow online standardized data collection for international institutions.

#### **Program Content**

- Conduct a census of international students and scholars in the United States and of U.S. study abroad participants.
- Implement the collection and analysis of detailed individual-level data on international students to allow for cross-tabulations by place of origin, field of study, academic level, and other relevant variables.
- Convene an Advisory Board consisting of representatives of the Bureau of Educational and Cultural Affairs (ECA) and appropriate educational organizations to identify and frame policy issues that may need to be addressed by policy-makers or that may have ramifications for the survey.
- Produce a publication and present data survey results clearly and succinctly in print and electronic media; include scholarly analyses of survey data addressing pertinent policy issues should be included, taking into consideration a wide range of prospective readers and policy-makers in government, academia, and business.
- Enhance data analysis by using SEVIS data, if available, to conduct policy-relevant analysis of emerging

issues in consultation with the Bureau and to provide trend data pertaining to international students in the United States.

- Implement overseas surveys to collect contextual information, in cooperation with EducationUSA centers, on international students' decision making processes as well as attitudes toward U.S. higher education and to gauge their satisfaction with their U.S. experience.
- Conduct research on global student mobility patterns, placing the analysis of international student populations in the United States into this global context.
- Propose ways to expand data collection worldwide on international student mobility for major sending and host countries.
- Report on participation rates by disabled populations.
- Report on students' use of benefits such as Optional Practical Training.
- Report on higher education trends on a regional basis in addition to individual country data, and on country-by-country rankings according to academic level.
- Report on trends in Intensive English Language program enrollments.
- Provide suggestions for additional data collection and research.
- Conduct media outreach to ensure that data and reports are broadly available; in coordination with ECA, conduct a public event to announce survey results timed to coincide with the opening of International Education Week in November, 2015
- Ensure the utility and accessibility of data and reports for use by ECA staff and EducationUSA partners.
- Ensure program branding and attribution for all presentations and on all websites, social media, and press according to the "Communications Guidance for ECA Grant Recipients".
- Deliver 1,100 printed copies of the survey report to the Bureau for Bureau use.

## II. PROGRAM SPECIFIC GUIDELINES

Proposals should include a careful description of the methodology to be used to obtain the data called for in this solicitation. Applicant organizations should include in their proposals an efficient and economical approach to gathering data. Applicants should also propose how to make information available to the public within the academic year that it is collected. Data collected should be published and made available in close coordination with the Bureau. The data and associated analyses should be made available to the public at no charge with as wide a distribution as possible. Any fees charged for providing this information and proceeds from sales of electronic or print materials should be considered program income.

Applicant organizations are also encouraged to include information about their capacity to carry out, at the request of the Bureau, electronic surveys that would focus on specific critical issues in international educational exchange that may arise during the period in which census data is being conducted.

Collection of data regarding U.S. study abroad participation should similarly address the demographic composition in a detailed manner, and should include participation by program length and academic level.

To provide for a more detailed analysis and cross tabulation of the characteristics of foreign students studying in the United States, individual student profile data should also be collected. This student profile data and country-specific aggregate data should list the numbers of foreign students and scholars from a given country affiliated

with individual U.S. institutions. In addition, the report should include information about first-time enrollments to facilitate the analysis of enrollment trends. The survey, which should be conducted in the most cost-effective way possible, should identify the number of foreign students and scholars studying, conducting research, or teaching at all accredited universities and colleges in the United States during the 2014/2015 academic year (fall 2014 through summer 2015). Finally, the report should also include data about the number of U.S. students studying abroad in noncredit-bearing programs and credit-bearing programs of all types (year-long, semester, short-term and summer). To the extent possible, reporting on the composition of U.S. study abroad should include breakdowns by program length and academic level. Proposals should describe the methodology that will be used to collect the data and how the material will be analyzed and presented to the public. To the extent possible, cooperation is encouraged with the Department of Homeland Security on data comparison and sharing.

The Bureau seeks a clear presentation and rigorous analysis of the data collected that will draw conclusions about trends in foreign student enrollments, numbers of foreign scholars on U.S. campuses and U.S. students studying abroad that can be used to guide policy discussions for both government and the educational community. An international student is defined as anyone studying at an institution of higher education in the United States on a temporary visa that allows for academic coursework. These include primarily holders of F (student) visas and J (exchange visitor) visas. An international scholar is defined a non-immigrant teacher and/or researcher not enrolled as a student, located at an institution of higher education in the United States.

Scholarly analyses of survey data addressing pertinent policy issues should be included in the final report, which will be read by policy-makers in government, the educational community, and business, as well as practitioners in the field of international educational exchange. The proposal should include a thorough plan to make data and analyses available widely through national and educational media organizations. The report should include a narrative on the mechanics and uses of data analysis, highlighting how conclusions can be drawn from the data collected, the limitations of the data, and how the data can be of benefit to the educational institutions that supply it; for example, as a campus advocacy or recruiting tool. Applicants should include with the proposal a complete list of proposed chapter headings and sample analyses.

Proposals must include plans to establish an advisory board to provide assistance in identifying and framing policy issues that may need to be addressed by policy makers. Board members would likely be drawn from a broad range of educational associations and organizations and would be appointed in consultation with the Bureau. Members should meet at least once a year and would be expected to provide perspectives on topics that are related to the internationalization of higher education.

The Bureau welcomes innovative approaches to the presentation of material, including possible breakdowns for minority-serving institutions. The Bureau also encourages applicants to consider reporting on other topics of current interest in the final report, such as:

- 1) How the international exchange population is affected by U.S. visa policies.
- 2) How efforts of other countries to attract foreign students may have affected student flows to the United States.
- 3) How political and economic trends in other countries are reflected in student flows to the United States.

- 4) How economic trends in the United States, including increases in tuition levels and the cost of living, may have affected student flows to the United States.
- 5) As an element of global trade, how international student flows may have commercial significance for the development of foreign markets for U.S. education and training.
- 6) The impact of international students and scholars on the academic offerings of U.S. institutions and departments.
- 7) The number of foreign students participating in non-degree, exchange or inbound study-abroad programs on U.S. campuses.
- 8) Current trends in study abroad programming, for example including length, academic level, and field of study of program.
- 9) The percentage of graduating U.S. students who have participated in short-term or long-term study abroad programs, broken down by state, region, institution type or other factors.
- 10) U.S. institutions' activities to educate foreign students in their home countries, through, for example, overseas campuses or distance education programs.
- 11) The numbers of foreign students studying in intensive English language programs in the United States.
- 12) The geographic distribution of international students in the United States in comparison with the distribution of U.S. student and overall student populations.
- 13) The number of U.S. students directly enrolling and pursuing degree programs in institutions of higher education outside of the United States, in selected countries.

In addition to the above, proposals should explain how the following activities might be undertaken:

- Use SEVIS data (if available) to conduct policy-relevant analysis of emerging issues in consultation with the Bureau and to provide trend data pertaining to international students in the United States (for example, key places of origin, including countries in Europe, Latin America, the Caribbean, Canada, Asia, and the Middle East).
- Conduct surveys of international students' attitudes toward U.S. higher education in cooperation with the Department of State's network of EducationUSA centers. These centers promote U.S. higher education in 170 countries around the world. Centers exist in a variety of locations including U.S. embassies and consulates, Fulbright commissions, binational centers, non-governmental organizations, universities and libraries. A complete list of centers is located at <http://educationusa.state.gov>. These surveys might include a study of international students from key places of origin to determine their attitudes toward the United States and their perceptions of study in the United States, or an overseas survey of the attitudes and perceptions of international students enrolled in U.S. branch campuses in selected countries.
- Conduct overseas surveys to collect contextual information on international students' decision making process in choosing to study abroad.
- Report on higher education trends in key regions.
- Conduct research on global student mobility patterns.
- Conduct detailed analyses of the foreign student population. Analyses should include profiles of foreign students that contain comparative and cross-tabulated data that provide a deeper

understanding of student flows and detailed information about sub-groups, especially by field and level of study, gender, and national origin.

The proposal should explain the survey's counting methodology, the benefits of the chosen methodology versus other methods, and what potential discrepancies might be expected; it should also describe how the methodology will be explained to institutions invited to respond to the survey.

Proposals should explain how institutions should respond regarding international students and scholars who are enrolled or affiliated but are not sponsored by the respective institutions. Proposals should also explain how institutions should respond regarding students whom they sponsor but who have employment authorization (such as F-1 Optional Practical Training and Curricular Practical Training, and J-1 Academic Training) and who are not currently enrolled. In addition, proposals should explain how fields of study will be defined to ensure, to the extent possible, consistent reporting by responding institutions.

#### **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 United States 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 project 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

Calendar of activities/itinerary

Letters of endorsement

Resumes and CVs (resumes of all new staff should be included in the submission; no resume should exceed two pages.)

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.

### REVIEW PROCESS

Eligible proposals will be subject to compliance with Federal and Bureau regulations and guidelines and forwarded to Bureau grant panels for advisory review. Proposals may also be reviewed by the Office of the Legal Adviser or by other Department elements. Final funding decisions are at the discretion of the Department of State's Assistant Secretary for Educational and Cultural Affairs. Final technical authority for assistance awards (grants or cooperative agreements) resides with the Bureau's Grants Officer. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and availability of funds.

The submission will be reviewed with the following review criteria in mind:

1. *Quality of the program idea*: Proposals should exhibit originality, substance, precision, and relevance to the Bureau's mission.
2. *Program planning*: Detailed agenda and relevant work plan should demonstrate substantive undertakings and logistical capacity. Agenda and plan should adhere to the program overview and guidelines described above.
3. *Ability to achieve program objectives*: Objectives should be reasonable, feasible, and flexible. Proposals should clearly demonstrate how the institution will meet the program's objectives and plan.
4. *Multiplier effect/impact*: Proposed programs should strengthen long-term mutual understanding, including maximum sharing of information and establishment of long-term institutional and individual linkages.
5. *Support of Diversity*: Proposals should show substantive support of the Bureau's policy on diversity. Proposals should demonstrate how diversity will be achieved in the different aspects of program administration and of program design, content and implementation, including individual grantee/participant recruitment, selection and placement. It is important that proposals have a clearly articulated diversity plan and not simply express general support for the concept of diversity.
6. *Institutional Capacity*: Proposed personnel and institutional resources should be adequate and appropriate to achieve the program or project's goals.
7. *Institution's Record/Ability*: Proposals should demonstrate an institutional record of

successful exchange programs, including responsible fiscal management and full compliance with all reporting requirements for past Bureau awards (grants or cooperative agreements) as determined by the Bureau Grants Staff. The Bureau will consider the past performance of prior recipients and the demonstrated potential of new applicants.

8. *Project Evaluation*: Proposals should include a plan to evaluate the activity's success, both as the activities unfold and at the end of the program. A draft survey questionnaire or other technique plus description of a methodology to use to link outcomes to original project objectives is recommended.

9. *Cost-effectiveness*: The overhead and administrative components of the proposal, including salaries and honoraria, should be kept as low as possible. All other items should be necessary and appropriate.

10. *Cost-sharing*: Proposals should maximize cost-sharing through other private sector support as well as institutional direct funding contributions.

11. *Value to U.S.-Partner Country Relations*: Proposed programs should receive positive assessments by the Bureau's geographic area desk and overseas officers of program need, potential impact, and significance in the partner country(ies).

#### 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 Educational Information and Resources Branch Program Officer Dorothy Mora at 202-632-6347; fax: 202-632-9479; e-mail: MoraDD@state.gov.**