

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

FY 2024 Fulbright Teacher Exchange Program

Funding Opportunity Number: SFOP0009474

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

The POGI guidelines apply specifically to the Notice of Funding Opportunity issued by the U.S. Department of State's Office of Global Educational Programs, Teacher Exchange Branch for the Fiscal Year (FY) 2024 Fulbright Teacher Exchange Programs. Your proposal must conform to the solicitation letter, the guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Any application 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 solicitation, the solicitation is to be the dominant reference.

Pending the availability of FY 2024 funds, the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State expects to enter into a Cooperative Agreement to administer the FY 2024 Fulbright Teacher Exchange Programs. Pending the availability of FY 2024 funds, the Cooperative Agreement should begin on October 1, 2023, and run through September 30, 2028. Overall, this Cooperative Agreement will fund approximately 370 participants across exchange models below including 150 U.S. and 220 international educators.

The award recipient will work closely with binational 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 reserves the right to reduce, revise, or increase program budgets, program components, participating countries, timelines, numbers of participants, and priority topics in accordance with the needs of the program, U.S. Department of State foreign policy goals, and the availability of funds.

Should travel restrictions or extenuating circumstances prevent fellows from traveling for exchange programs, the award recipient will be required to provide a recommendation on how to complete programming in line with the program objectives stated herein during the award's period of performance. Award recipient representatives will consult with Bureau program officers to finalize timelines, budgets, and other program details.

I. STATEMENT OF WORK

In a cooperative agreement, ECA/A/S/X conducts routine monitoring at every stage of program implementation in order to provide direction in the overarching design and direction of program activities. This monitoring results in regular engagement on, and approval of, all program components, including program policies and protocols; outreach and recruitment efforts; participation selection and notification; program model improvements and adaptations; program orientations, workshops, and enrichment activities; follow-on and alumni activities; and evaluation and reporting requirements. This includes review of program timelines, event agendas, and award documentation, such as participant Terms and Conditions and surveys.

The Teacher Exchange Branch and the award recipient will meet regularly and maintain regular communication during the period of performance as part of routine award monitoring. Routine monitoring includes, but is not limited to, participation in the design and direction of program activities; guidance on program timelines, agendas, and administrative procedures; guidance in execution of program activities, reporting, and budgetary processes.

The Program Office will review key personnel changes and provide input to the award recipient. Please note that final key personnel changes must be approved by the ECA Grants Officer.

Recipient Responsibilities:

Under the terms of the Cooperative Agreement, the recipient's responsibilities for administering the FY 2024 Fulbright Teacher Exchange Program include but are not limited to the following components:

For U.S. Educators:

- Fulbright Distinguished Awards in Teaching Research Program
- Fulbright Distinguished Awards in Teaching Short-Term Program
- Fulbright Teachers for Global Classrooms Program
- Fulbright Leaders for Global Schools Program

For International Educators:

- Fulbright Teaching Excellence and Achievement Program
- Fulbright Distinguished Awards in Teaching Program for International Teachers

Alumni, Outreach, and Multiplier Activities:

- Resource sharing
- In-person and virtual outreach, seminars, and workshops, including the Global Teaching Dialogue
- Online courses, webinars, resource libraries, and toolkits
- Virtual exchanges among teachers and/or their classrooms

- Collaboration on ECA-initiated events
- Alumni programming including small grants
- Additional related enhancement activities

The program components are described in greater detail below. The recipient may also refer to the NOFO.

A. Program Design, Planning, and Management

Under the FY 2024 Cooperative Agreement, the recipient will be responsible for program administration, which includes but is not limited to 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;
- participant communication;
- orientation and preparation of participants and host/mentor educators;
- enrichment activities;
- participant supervision and support services;
- fiscal management and budgeting;
- program reporting and performance monitoring;
- alumni programming and follow-on activities, to include tracking of the programs' impact and managing an existing website and 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.

The proposal 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.

B. Participant Eligibility, Recruitment, and Outreach

The award recipient will prepare a creative and comprehensive plan for recruitment of diverse highly qualified U.S. educators for all Fulbright Teacher Exchanges. A successful recruitment plan will provide specific strategies including written materials, outreach sessions, electronic communication, social media, conferences, or other means for attracting a well-qualified pool of applicants. Exchange participant applicants should represent excellence as educators and

should collectively represent 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 schools throughout the United States. Preference will be given to those educators without significant overseas experience. Selection should be based on the educators' professional backgrounds, dedication to teaching, and leadership potential. ECA/A/S/X will review and approve strategic outreach plans, including broad recruitment materials, before public use and implementation to ensure adherence to Department requirements and program objectives. (International participants will be recruited and nominated by the Bureau's partner organizations abroad.) The award recipient should plan for year-round outreach for program models as needed.

The award recipient should develop recruitment materials reflective of ECA's Diversity Statement (see Proposal Submission Instructions or PSI) for international teachers for use at U.S. Embassies and Fulbright Commissions 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.

C. Application Submission, Processing, Screening, and Selection

The award recipient will be responsible for the following activities:

- 1) Develop or utilize an existing online application system for U.S. and international 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 necessary, 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 the 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 the 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, and upon approval by FFSB, 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 and should then submit forms for both U.S. and international teachers to a medical reviewer to be identified by the Bureau, as needed. The award recipient should demonstrate the capacity to safeguard all medical information appropriately.

E. Health Benefits

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 the recipient must 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 coverage is not intended to replace any healthcare plan or insurance policy a participant may already have and is secondary to any primary coverage that a participant may carry. The intent is to supplement existing coverage and to help ensure that a participant's basic health is protected in a foreign country. 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. J-2 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 consultation with ECA, should organize program orientations and/or 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 demographic and geographic diversity; and strict compliance with State Department branding and signage requirements, at both in-person and virtual events and across websites and platforms 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 participant orientation for each program component. Orientations may be virtual or in-person, group or individual, based on the needs of each component with a preference for in-person orientations in Washington, D.C., where participants can best benefit from direct engagement with education experts, U.S. Department of State representatives, and where possible, other participants on the program. Orientations for international participants may benefit from the collaboration of the host universities.

The orientations should include a session on cross-cultural communication, overviews of the U.S. or 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 the Program Specific Guidelines section below for additional details. The orientations should strive to address the needs of all participants, including unique needs of those from traditionally underrepresented backgrounds and those with disabilities.

End-of-Program Workshops:

If possible, the award recipient should arrange an in-person end-of-program workshop in Washington, D.C., for each cohort of the Fulbright Teaching Excellence and Achievement Program and for the Fulbright Distinguished Awards in Teaching Program for International Teachers. These events 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, receive guidance to facilitate re-entry, and learn about program-specific opportunities including small grants and continued engagement through online platform for all teacher exchange alumni.

The award recipient will register participants with ECA's Alumni Office and provide them with certificates of successful program completion and with resources for alumni. When in-person gatherings are not advisable or feasible, the cooperating agency may propose a virtual end-of-program workshop.

G. Participant 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, the applicant 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 take into account the unique needs of participants with disabilities and/or those from traditionally underrepresented groups, or those who may require additional support. Monitoring plans should also include processes to ensure participant health and safety and to alert ECA in a timely manner to any major issues that arise related to participant well-being. In consultation with ECA, the award recipient will be expected to review and update protocols and best practices in response to academic, legal, medical, and other participant issues.

H. Communications and Branding

The award recipient will be responsible for the following activities:

- 1) Highlight programmatic, participant, and alumni impacts in support of foreign policy priorities through regular and ad-hoc reporting mechanisms, innovating in information collection methods in close consultation with ECA. Incorporate highlights and reporting into programmatic print and digital content and overall program communications. Proactively and upon request provide ECA with alumni impact stories;
- 2) In close consultation with ECA, manage all aspects of Fulbright Teacher

Exchange communications, including the program website, marketing materials, and social media presence;

- 3) Clearly communicate the program's goals and impact in a consistent way through a suite of print and/or digital marketing materials. In consultation with ECA, incorporate both current and past fellow and alumni data, trends, and impact stories;
- 4) The award recipient should also continue to maintain the content and functionality of 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, regularly providing fresh content, and ensuring the program website is accessible, user- and mobile-friendly, cross-browser compatible, and agile. Site design changes and content must be approved by the Bureau. Please see <https://eca.state.gov/comms-guidance> for more detailed information.
- 5) Manage official social media accounts, strategically communicating program goals and impact stories in a robust, comprehensive, content-rich and inclusive way, ensuring that a broad and diverse cross-section of participants and alumni are represented;
- 6) Maintain modern print and electronic program marketing materials; and
- 7) Ensure all web, social media, and print materials adhere to U.S. Department of State and Bureau of Educational and Cultural Affairs branding and communications guidance.

I. Program Performance Monitoring and Evaluation

- 1) Manage the overall performance monitoring efforts of Fulbright Teacher Exchanges, including all program components and host institutions;
- 2) In close consultation with ECA, draft and disseminate surveys to participants, alumni, host institutions, and other program stakeholders as appropriate;
- 3) Incorporate key findings from performance monitoring data in communications material to show the program's impact and reach;
- 4) Incorporate ECA's MODE Framework into survey and data analysis processes; and
- 5) Prepare ad hoc reports for ECA's review, highlighting key trends and conclusions based on monitoring data.

J. Online and Virtual Engagement

The applicant should describe in its proposal how U.S. and international teachers, administrators, and alumni can work together online to share best practices and resources throughout the program and with the broader educational community. The applicant should include how they will support existing or create new openly accessible online teaching and learning tools, such as Massive Open Online Courses (MOOCs), open educational resources

(OERs), webinars, professional learning communities, digital resources, and other virtual methods of learning. See fulbrightteacherexchanges.org.

The proposal should include strategies for engaging alumni to broaden outreach and recruitment through virtual professional learning webinars, the suite of massive open online courses and collaboration on ECA initiated events, such as the Global Teaching Dialogue. It should also include information about how alumni will engage with current participants in person and online to enhance pre-departure preparation.

For alumni follow-on and online engagement please also see Section III. Outreach and Multiplier Activities.

K. Tax Requirements

Please include a plan to use a tax consultation service to assist participants in complying 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.

L. Fiscal Management and Award Reporting

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

Each program component is uniquely positioned to impact its host and home community. For the U.S. teacher programs, the applicant should propose creative ways to leverage public-private partnerships and local cost-share to offset program costs and engage local partners, stakeholders, and policymakers. Cost-share is encouraged and should be verifiable and detailed appropriately in the submitted budget. Cost-share may include U.S. university cost-share for international educators in the form of contribution of academic fees, office space, computer access, and campus lodging and or cost-shared benefits and salaries of U.S. educators from home or host schools while on program.

The award recipient should provide regular impact statements to ECA 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 document the exchange program's larger impact.

The sections below detail specific anticipated funding for each program component. It should be noted that funding may have to shift across programs based on travel restrictions and

feasibility. To allow for maximized implementation and participant numbers across the suite of Fulbright Teacher Exchange Programs, ECA has the right to adjust total funding across programs based on conditions on the ground, travel restrictions, and local health requirements. Should in-person program activities shift online due to travel restrictions and/or should there be increases in specific line items to accommodate participant health and safety or to adhere to local requirements, the recipient is required to resubmit the budget highlighting corresponding funding changes for ECA review and approval.

M. Responsibilities for Sub-awards to Host Universities

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

The proposal should describe the applicant's current university partnerships, if any, and strategies for recruiting a diverse set of universities to serve as hosts as needed. The proposal should also include plans for reviewing and evaluating the performance of existing host universities. Draft solicitation documents for any host campus competition should be cleared with ECA before being issued. In the event a host university competition is needed, an outside independent selection panel may be convened to evaluate and recommend the proposals for final approval by ECA. The award recipient should continue to engage a diverse combination of strong university schools of education that can partner with local public, charter, and private schools.

Each host university should coordinate for its participants 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 health, safety, and security. Host universities should facilitate home hospitality visits with U.S. families or individuals, visits to school board meetings, parent-teacher associations, and community-based volunteer organizations, if possible.

The international participants' programs should also include significant involvement with U.S. school classrooms for teaching on their own, team-teaching, or engaging in 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 designate a U.S. partner teacher for each international educator. 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' arrival 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 for participants to work on an individual or group project that is relevant to their home school/system, under the guidance of faculty advisors. Engagement with U.S. school classrooms may be conducted in-person or virtually depending on feasibility and local requirements, but in-person engagement is preferred.

In consultation with ECA, the award recipient 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.

II. PROGRAM SPECIFIC GUIDELINES

In addition to the duties described in Section I. Statement of Work, the award recipient should be prepared to administer the program-specific elements listed below for each program component. Please note that the exact timing of program activity may shift from that anticipated in this solicitation and will depend on the ability of host institutions to receive participants, the capacity of international partners to recruit and nominate candidates, the staffing at the implementing partner organization, the availability of funding, and potential disruptions or breaks in scheduled programming.

For all program models, ECA reserves the right to add or remove countries and regions, depending on Bureau and Mission priorities.

i. For U.S. Educators

For planning purposes, the combined budget of the four programs under this component is approximately \$4,235,000 pending the availability of FY 2024 funds.

a) Fulbright Distinguished Awards in Teaching Research Program for U.S. Teachers

Approximately 20 U.S. Fulbright Distinguished Awards in Teaching Research Program participants will take part in a three to six-month research program in countries or regions that may include Brazil, Colombia, Finland, Greece, India, Mexico, Morocco, the Netherlands, Singapore, Taiwan, the United Kingdom, and Vietnam. The program will be coordinated with Fulbright Commissions, Public Affairs Sections of U.S. Embassies, and/or Ministries of Education in the participating countries. In most cases, participants will travel between September and the following July, although 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 \$1,120,000 for this program pending the availability of FY 2024 funds.

In addition to the items noted in Section I. Statement of Work above, proposal narratives should describe how the award recipient plans 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;
3. Conduct a two-to-three-day substantive orientation meeting before the participants' departure either virtually or in person 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 research projects;
5. Work with international partners to support U.S. teachers to ensure that their program includes the following components:
 - Auditing graduate level courses, language courses, workshops, or seminars relevant to their professional goals, including their research projects;
 - A faculty advisor in the host institution for each participant, to guide participants through the completion of the research project (advisors should be paid an honorarium according to appropriate customs/processes in the host country);
 - Access to local schools to support the teachers' professional goals, including those related to the research project;
 - Training, if necessary, in areas such as technology, research methodology, and cross-cultural adaptation;
 - Opportunities to share their own professional expertise and information about the U.S. education system with local teachers and students;
 - Appropriate housing, meal, and transportation arrangements;
 - Additional activities to support and enhance the program, including attendance at conferences or other professional development activities in the host country or region;
 - Please note that participants may bring dependents on this program. A modest dependent allowance should be budgeted for. 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 budgeted for in some countries.

b) Fulbright Distinguished Awards in Teaching Short-Term Program

Approximately 20 U.S. master educators will take part in a hybrid exchange program featuring virtual and in-person engagement with an aim to build capacity and address critical challenges abroad. Educators will share their expertise on short-term two to six-week programs in response to stated objectives designated by U.S. Embassies, in consultation with host governments. In addition to the in-person consultancy abroad, recipients should propose creative ways to extend the impact of each educator's consultancy through virtual collaboration before and after the in-person engagement.

Past projects have taken place with Cambodia, Colombia, Ghana, Honduras, India, Laos, Mexico, Morocco, Nepal, the Palestinian Territories, the Philippines, Spain, Sri Lanka, Tanzania, Uganda, Vietnam, and Zambia. Specific dates will be determined in consultation with the U.S. Embassy or Fulbright Commission in the host country and by the participant's ability to secure leave as necessary. Please plan to budget approximately \$595,000 for this program, pending the availability of FY 2024 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 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 with partners abroad to prepare participants for their exchange experience.

c) Fulbright Teachers for Global Classrooms Program

Fulbright Teachers for Global Classrooms is a hybrid program that begins with a rigorous facilitated online course that introduces participants to teaching for global competence and equips them with practical strategies they can use in their classrooms. The program should support approximately 80 U.S. teachers traveling in groups to approximately five participating countries in spring or summer for a study visit of approximately 15 days. The timing of the groups' international travel is subject to change. Participating countries will be selected in consultation with the program office and appropriate U.S. Department of State offices. Past host countries have included Colombia, Ghana, India, Morocco, Peru, and Senegal. Please budget approximately \$2,120,000 for this program, pending the availability of FY 2024 funds.

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

recipient organization plans to:

1. Facilitate an instructor-led semester-long online course, which includes synchronous and asynchronous content, using the program's existing course syllabus and structure and other materials on current practices in global education and global competence. The goal is for teachers to bring global knowledge, skills, and perspectives to their classrooms and schools.
2. Host pre-departure webinars for U.S. teachers to prepare them for travel to their assigned destination.
3. Collaborate with the Fulbright Commission and/or 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 as appropriate
4. Work with the Teacher Exchange branch to develop a pre-departure orientation and an in-person symposium in Washington D.C. for the teachers and an administrator from their school or district. Teachers will reflect on their online coursework and upcoming international travel, and administrators will learn more about supporting teacher leaders and spearheading whole-of-school efforts to share global learning opportunities with their schools and districts. The symposium should not exceed 2.5 days of programming. If in-person gatherings are not advisable, the cooperating agency may propose a virtual pre-departure symposium.
5. Work with posts, commissions, and a host-country consultant to design a professional development program 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 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.
6. If feasible and appropriate, develop a plan to select local host/partner teachers from among the strongest alumni of ECA's teacher exchange programs in that country. The goal of this arrangement is to develop ongoing partnerships between teachers and partners. In certain circumstances, if directed by ECA, U.S. teachers might be partnered 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) Fulbright Leaders for Global Schools Program

This program will send approximately 30 U.S. school and/or district administrators in groups of

approximately 15 on a short professional development opportunity to countries with exemplary schools or education systems, to countries and on topics identified in consultation with ECA. The program leverages the significant impact education leaders have in internationalizing their schools and implementing innovations from high-performing schools and system. Please budget approximately \$400,000 for this program (\$300,000 for U.S. administrators and \$100,000 for international administrators, described below), pending the availability of FY 2024 funds.

The proposal narrative should describe how the recipient organization will recruit outstanding leaders from diverse 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, and 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.

In addition, the proposal narrative should describe a potential reciprocal portion of this program component that would allow international administrator counterparts to engage with U.S. alumni and administrators at sponsored conferences, for short exchanges or other activities to build on the exchanges of U.S. administrators. Please budget approximately \$100,000 (of the \$400,000 total) for this element, pending the availability of FY 2024 funds.

ii. For International Educators

Please budget approximately \$6,040,000 for these programs, pending the availability of FY 2024 funds.

a) Fulbright Teaching Excellence and Achievement Program

Under the six-week Fulbright Teaching Excellence and Achievement Program, approximately 180 educators will travel in cohorts of approximately 22 teachers each to approximately eight U.S. universities. The Bureau intends for approximately four cohorts to travel in spring 2025 with the remaining cohorts arriving in fall 2025, though the number of host universities and program timing is subject to change. The Bureau anticipates the inclusion of approximately 80 countries in all world regions. Please budget approximately \$4,680,000 for this program, pending the availability of FY 2024 funds.

In addition to the items noted in Section I. Statement of Work above, the proposal narrative should describe how the recipient organization plans 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 L: Sub-awards to Host Universities in this POGI document, administer a sub-award competition, if necessary, 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 specific topics or themes.
 - Coordinate the placement of the international participants at these institutions to ensure that the program engages them as adult learners;
 - Place participants for six weeks at universities based on their subject expertise and level of English proficiency;
 - Provide an on-campus orientation for participants (see Section I. Statement of Work);
 - 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 English as a Foreign Language (EFL), STEM, media literacy, girls' education and/or other topics;
 - Where feasible, offer school field experiences of 40 hours in length;
 - Provide tailored instructional technology training if needed based on pre-program needs assessments;
 - Arrange appropriate housing in single rooms, meal and transportation options, and allowances;
 - Offer ongoing English language training for participants with lower English proficiency scores throughout the program, as needed;
 - Provide opportunities to share their own professional expertise and information about their home education system with each other and with local teachers, students, and members of the university community;
 - Organize an on-campus end of program event to highlight participants' achievements during the program before the workshop in Washington D.C.

Note that the Fulbright TEA model should be programmatically flexible and able to accommodate various program modifications in timing and type of international

educators. The award recipient should continue to cooperate closely with the program office in the event of any program modifications.

b) Fulbright Distinguished Awards in Teaching Program for International Teachers

The Bureau will bring international educators to the United States and place them in two cohorts of approximately 20 at U.S. universities for a semester, most likely during the 2025 academic year, although the program's timing is subject to change. Cohorts may include teachers from a mix of subject fields (English, STEM, humanities, etc.) or may be specialized to focus on a topic such as English language, teaching for sustainable development and climate resilience, or another foreign policy topic.

The Bureau anticipates supporting approximately 40 participants in the program from all world regions (with two additional participants likely to be cost-shared by foreign governments), subject to change. Please budget approximately \$1,360,000 for this program, pending the availability of FY 2024 funds.

In addition to the items noted in Section I. Statement of Work above, the proposal narrative should describe how the recipient organization plans 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 L. Sub-awards to Host Universities in this POGI document, administer a sub-award competition, if necessary, 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 40 international participants at these institutions to ensure that the program engages them as adult learners and includes the following components:
 - 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;
 - A substantive orientation meeting to help participants prepare for their programs, to refine their individual program objectives, to discuss living and working in the United States, and to introduce the participants to the host campus, community, and its resources. (See Section I. Statement of

Work for additional information);

- A plan for participants to audit up to two graduate level courses, reflecting their individual goals and interests and their research projects;
- A specially tailored Fulbright seminar for participants to reflect on their experience, share with each other, and learn research strategies to complete their individual or group research projects (participants should be involved in identifying the seminar topics);
- A process to support participants in completing individual or group research projects, including through working with faculty advisors;
- If feasible, placements in local schools for approximately 90 hours that support the teachers' professional goals, including those related to their research project;
- An optional seminar for participants to build the skills to use technology in education. The seminar should be differentiated for educators with diverse levels of expertise;
- A technology allowance (for purchasing a laptop, tablet, or other device) for participants from lower income countries;
- Opportunities to share their own professional expertise and information about their home education system with local teachers, students, and members of the university community;
- 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 private schools;
- Opportunities to get to know the local community through cultural activities, friendship families, and similar activities;
- Ongoing English language training for participants with lower English proficiency scores throughout the program, as needed;
- Appropriate housing in single rooms, meal and transportation options, and allowances;
- In exceptional circumstances participants may be able to bring dependents on this program. A modest dependent allowance should be provided to participants from lower income countries, but the majority of dependent costs will be covered by participants. The cooperating partner and host universities may be asked to provide information about housing and, where appropriate, schooling or childcare, but participants are required to make these arrangements for their families;
- An end of program event in Washington, D.C., at which participants can share their research projects with their colleagues and with each other and develop action plans to implement them on their return.

iii. Alumni, Outreach, and Multiplier Activities

Alumni activities are an important part of the Fulbright Teacher Exchange Programs. Alumni programming magnifies and extends the benefits of the program. The applicant organization's proposal should outline how it will organize and financially support alumni activities for all program alumni, including those from past years and past programs such as the International Leaders in Education Program, Fulbright Classroom Teacher Exchange Program, and the Teachers of Critical Languages Program, as well as creative, cost-effective ways to engage teacher and administrator prospects, participants, and other interested educators. The applicant should propose creative ways to fund these alumni and follow-on activities, including seeking partner cost-share and/or establishing public-private partnerships.

Sample activities, both in person and online, are outlined below and may include other activities or pilot program components, with the goal of engaging alumni, amplifying the program impact, and addressing foreign policy goals. Approximately \$165,000 should be set aside for these activities, pending the availability of FY 2024 funds. Activities might include:

- Resource sharing and networking among fellows, alumni, and the broader teacher community worldwide;
- In-person and virtual outreach and professional development events;
- Designing and developing online courses, webinars, MOOCs (<https://www.fulbrightteacherexchanges.org/open-courses/>), or resource libraries;
- Reciprocal and virtual exchanges;
- Collaboration on ECA-initiated events, such as ECA's annual Global Teaching Dialogue (<https://www.fulbrightteacherexchanges.org/global-teaching-dialogue/>) and regional dialogues;
- Small grants;
- Supporting teachers and alumni in participating in virtual classroom-to-classroom exchanges;
- Convening teachers, administrators, students, and other stakeholders for meetings or workshops related to State Department opportunities or foreign policy priorities.

III. PROPOSAL CONTENTS

Applicants should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner, proposing creative, cross-cutting initiatives within and across programs. 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.

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 following items. 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 (Twenty Pages)

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 Performance Monitoring and Evaluation
5. Follow-on
6. Project Management
7. Work Plan/Time Frame

Additional Information to be Submitted

- Detailed Budget
- Calendar of activities
- Letters of endorsement
- Resumes and CVs (resumes of all staff should be included in the submission; no resume should exceed two pages)
- First Time Applicant Attachments, if applicable

Please submit a comprehensive overall budget that includes a separate budget for **each of the six program components identified above** (on different tabs/worksheets) as well as one for the alumni, outreach, and multiplier activities, using line-items, the details and format of which are contained in the PSI.

In addition, you 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 overhead costs funded by the Bureau must be reasonable and appropriate.

Cooperative Agreement-funded expenditures may include, but are not limited to, the categories below. The award recipient is encouraged to note in their program

budgets/narratives areas in which economies beyond the Bureau allowable costs can be achieved.

Allowable Costs:

a) Allowable 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
- Publicity, orientation materials
- Website/on-line applications/database management
- Costs for review/selection/interview committees
- Medical review of health forms
- SEVIS compliance
- Visa fees (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
- Travel for participants (from home to host location) conforming to the Fly America Act, including domestic travel abroad for international participants as part of the interview and selection process
- Orientation, and related expenses
- Tax withholding and tax filing preparation as necessary for international teachers
- Virtual events and online courses
- Per diem or maintenance allowances for participants as needed for all programs.

In consultation with ECA, the award recipient 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

approximately \$4,500 for 4.5 months for the Fulbright Distinguished Awards in Teaching Research Program for U.S. Teachers and an allowance of approximately \$5,500 each for approximately 18 of the 30 Fulbright Distinguished Awards in Teaching Short-Term Program participants who will be selected to travel abroad (includes food, local transportation, incidentals, and housing). Institutions hosting the short-term participants 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 all Fulbright Distinguished Short-Term Teachers for program development or delivery virtually or in-person.
 - A one-time research/professional development allowance of approximately \$1,500 per participant for Fulbright Distinguished Awards in Teaching Program Participants (Semester U.S and international);
 - Dependent allowances of approximately \$3,000 per dependent for the Fulbright Distinguished Awards in Teaching Research Program teachers and for teachers from lower-income countries participating in the Fulbright Distinguished Awards in Teaching Program for International Teachers. Please budget for approximately 10 dependents;
 - A technology allowance of approximately \$1,000 per participant from lower income countries on the Fulbright Distinguished Awards in Teaching Program for International Teachers;
 - A pool of approximately \$30,000 to cover Fulbright Distinguished Awards in Teaching Research Program participants' 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 Distinguished Awards in Teaching Program participants (both U.S. research and international);
- Up to \$25,000 to reimburse Fulbright Commissions for the costs of Fulbright Distinguished Awards in Teaching Research Program participants in events or administrative costs;
- Consulting fees, including for a U.S. consultant for the Fulbright Distinguished Awards in Teaching Research Program teachers;
- Professional meeting costs: program, per diem and travel for participants;
- Funds to support reasonable accommodation for participants with disabilities;
- Educational materials, including books; access to technology;

- Teacher support costs: may include required fingerprinting, certification (such as continuing education units or CEUs for online courses), medical expenses for emergencies, salary and benefit support, and substitute costs as appropriate;
- Alumni programming such as professional development opportunities, small grants, technology platforms, workshops, webinars, and virtual exchanges;
- Activities designed in conjunction with the Bureau to allow alumni to collaborate with other educators through workshops or professional development, convenings, on-line workshops, Massive Open Online Courses (MOOCs), open educational resources (OERs), mobile technology or social media, and other media.

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 2024 Fulbright Teacher Exchange Program, including the amounts of time, salary and benefits attributable to each program;
3. Delineate other direct costs, e.g., postage, telephone, printing/copies, etc.

IV. OTHER AWARD INFORMATION

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 Private Sector Exchange Designation
 U.S. Department of State
 SA-5, Floor C2, Room C2L13
 2200 C Street, NW

Washington, D.C. 20522

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 international 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 in other countries as designated by ECA.

In some cases, ECA may approve and support visas for dependents (non-immigrant J-2 visas) for participants coming to the United States under the Fulbright Distinguished Awards in Teaching Program for International Teachers. The award recipient will be responsible 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 for these actions from Fulbright commissions and U.S. embassies as appropriate. Please refer to the Solicitation Package for further information.

APPLICATION SUBMISSION

The solicitation document 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, please contact Michael Kuban, Senior Program Officer, Teacher Exchange Branch, at 202-733-8234; email: KubanMM@state.gov.