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Fulbright Distinguished Awards in Teaching Program 2014-15
Request for Proposals from U.S. Universities

Purpose of Request for Proposal

The purpose of this Request For Proposal ("RFP") is to invite universities to submit a proposal for hosting approximately 18 international participants in the Fulbright Distinguished Awards in Teaching Program for the fall semester 2014.

The information presented in this RFP is furnished solely for the purpose of assisting the university in making its own evaluation of the requirements and does not purport to be all-inclusive or to contain all the information a university may require. This RFP is not an offer by IIE to contract, but rather an attempt to establish a common framework for IIE to evaluate potential universities. The university should make its own investigations, projections and conclusions to verify independently the information contained in this RFP, and to obtain any additional information that it may require, prior to submitting a proposal.

Program Overview

Sponsored by the Bureau of Educational and Cultural Affairs, U.S. Department of State, the Fulbright Distinguished Awards in Teaching Program recognizes and encourages excellence in teaching in the U.S. and abroad. It is part of the overall Fulbright Program, named in honor of Senator J. William Fulbright, which promotes mutual understanding among people of the United States and other countries. The program sends accomplished primary and secondary teachers from the U.S. abroad and brings international teachers to the U.S. for a three or four month program. International teachers gather at a College or School of Education at a U.S. university, which provides them with a broad range of programs and faculty support.

The United States Department of State, Bureau of Educational and Cultural Affairs

The Bureau of Educational and Cultural Affairs (ECA) develops policies to assure fulfillment of the purposes of the Fulbright Program and administers it with the assistance of Fulbright commissions in 50 countries, United States Embassies in 100 other countries, and a number of cooperating agencies in the United States. ECA's website is http://exchanges.state.gov.

Institute of International Education (IIE)

The Institute of International Education (IIE) is among the world's largest and most experienced international exchange organizations, dedicated to increasing the capacity of people to think and work on a global and intercultural basis. Founded in 1919 as an independent, non-profit organization, IIE fosters mutual understanding, develops global leaders and protects academic freedom worldwide through educational exchanges and training programs that advance the vision of *Opening Minds to the World*.

IIE implements more than 250 international exchange programs benefiting over 20,000 men and women from 175 countries. Foremost is the world-renowned Fulbright Program, which IIE administers on behalf of the U.S. Department of State. IIE collaborates with program staff at Fulbright Commissions and U.S. Embassies and Consulates in participating countries to administer the Fulbright Distinguished Awards in Teaching Program to support U.S. and international teachers. Working together with the Department of State's Bureau of Educational and Cultural Affairs, IIE coordinates the promotion, recruitment, review, placement and monitoring of teachers with Fulbright Commissions and posts in the participating countries. IIE's website is http://www.iie.org.

Participant Profile and Program Description

Approximately 18 international primary and secondary (K-12) level teachers from Chile, Finland, India, Israel, Mexico, Morocco, New Zealand, and Singapore will be selected to participate in a five-month program at a U.S. host university. Teacher trainers from Chile, India, Mexico, and Morocco are also eligible. The participants must possess a paper based TOEFL score of 550 (213 Computer Based TOEFL, 79 Internet Based TOEFL) or an IELTS score of 6.5 to participate.

The U.S. host university will provide a broad range of programs and resources in the teachers' fields of teaching expertise including access to graduate level classes and a customized seminar to help participants reflect on their learning, particularly as it relates to working with underserved student populations[1], and prepare teachers to share their new knowledge with teachers and education officials in their home communities. In addition, teachers complete a capstone project of their own design and lead seminars or master classes for U.S. teachers and students that draw on their own expertise and best practices from their home countries. The dates of the program at the host university will be from August to December 2014. International teachers will start their Fulbright grant with a welcome orientation workshop in Washington, DC in mid-August 2014. This orientation, which includes the U.S. teachers participating in the program, is organized and funded by IIE. For more information, please visit the program website at www.fulbrightteacherexchange.org.

Award Information

Award Type:	Cost-reimbursement subaward
Fiscal Year Funds:	FY 2014 – base year; FY 2015 – option year one; FY 2016 – option year two.
Approximate Base Year Funding:	$250,000
Anticipated Base Year Start Date:	May 1, 2014
Anticipated Base Year End Date:	April 30, 2015

Proposal Components

The proposal should include the following components:

[1] These include, but are not limited to girls, racial and ethnic minorities, students with disabilities, and students from under resourced communities and schools

A cover sheet with the name of the institution and participating academic departments or schools, name of dean and proposed program director, address, email, telephone and fax numbers.

A narrative not to exceed 15 double-spaced pages in 12-point Times New Roman font that includes a description of the institution with evidence of a commitment to working with international participants, particularly teachers, and a description of how your institution would provide the elements below for the base year of funding. The narrative should also include a brief statement of commitment to implement the program for the base year, plus two additional option years, pending successful program performance, IIE's continued administration of the Fulbright Teacher Program, and availability of funds. The narrative should focus on details specific to the implementation of the base year program, with the understanding that the program design, duration and participant numbers would be similar when/if the subsequent two option years are exercised. A budget should be submitted using the provided budget template and should be only for the base year (FY2014). The requested budget and appendices are not part of the narrative and should be submitted separately.

Components:

A. Online and On-Campus Orientations and Academic Components

The U.S. host university will be responsible for designing and delivering a four week-long online course approximately six weeks before international teachers arrive on campus, and an orientation workshop and a specialized seminar at the university. It will also ensure that the group has access to a wide variety of professional development opportunities on and off campus. A central goal of the program is to expose international teachers to trends in education, teaching, learning, assessment, technology, and student motivation, particularly those that support education for underserved student populations[2], and to provide opportunities for them to share information and best practices from their home countries with U.S. teachers and students. The host university should arrange for faculty advisors at the university to work with the international teachers to guide them on the refinement and completion of their capstone projects.

Online course: Please provide an outline for a four-week online course for international teachers to be delivered approximately six weeks prior to their arrival to:

- Familiarize participants with the U.S. education system by providing an overview, history and introduction to current issues;
- Help participants prepare to share their professional expertise, best educational practices, and authentic information about schooling in their home countries with U.S. audiences;
- Familiarize participants with the host campus and available academic and extracurricular resources; and
- Provide a discussion forum through which participants can introduce themselves and share information about their program goals and capstone project.

[2] These include, but are not limited to girls, racial and ethnic minorities, students with disabilities, and students from under resourced communities and schools.

On-Campus Orientation: Please outline in detail how the following will be addressed:

- Staff and advisor roles and responsibilities;
- Course selection process;
- Information on the host university and community;
- Information on the U.S. educational system not covered in the online course; and
- Administrative information (housing, transportation, health, shopping, restaurants, and areas of interest).

Academic Components: Please describe in detail how the university will:

- Design specialized seminar and other activities to expose international teachers to different educational trends, pedagogy, assessment/evaluation tools, and teaching methodologies, especially as they relate to reaching underserved student populations;
- Provide cost-effective access to two non-online graduate level courses that support participants' professional development and academic goals for the program;
- Arrange additional training for teachers, as necessary, on topics such as technology, research methodology, cross-cultural adaptation, etc.;
- Identify a university faculty advisor (one for each teacher) to assist the teachers in completing their capstone projects;
- Provide professional development opportunities for teachers to share their expertise and/or information about education in their home countries with U.S. teachers and students in local schools and the university community; and
- Arrange a semester-end program on campus that includes capstone project presentations and a ceremony to mark the conclusion of program activities.

B. University Program Coordinator

The host university should designate one staff member as key personnel responsible for the overall coordination of the program who will fulfill the following responsibilities:

- Review participant applications and recommend project adjustments if necessary and if requested;
- Attend the Washington, DC orientation workshop in August 2014 that will bring together the international and U.S. participants;
- Identify appropriate capstone project advisors;
- Coordinate program activities with local K-12 schools (see Section D below);
- Provide the university perspective to IIE and ECA, including suggestions for program innovation and improvement;
- Support grantees' activities in cooperation with IIE and ECA;
- Assist in resolving issues or challenges;
- Provide general program oversight to ensure that program goals are met;
- Maintain regular contact with IIE, consulting on key issues as needed and contacting IIE within 24 hours about any situation that presents possible serious legal, medical, or media issues for a teacher or the program; and
- Submit quarterly progress and financial reports to IIE by provided deadlines.

C. Administrative Support Staff:

The program coordinator will be supported by at least one administrative staff person who will:

- Serve as the main point of contact for program logistics;
- Manage the financial aspects of the program including payments and invoices between the university and IIE; and
- Effectively coordinate program and logistical arrangements such as convenient housing, meal accommodations, and transportation.

D. Participation in Local Schools

Please explain in detail how the international teachers will be active in local primary and secondary level schools and how the university will monitor the teachers' programs. The international teachers should observe and assist in classes, lead workshops, and/or give presentations about education in and best practices from their home countries. Ideally schools will have existing relationships with the university, successfully serve underserved student populations, and demonstrate interest in international education. Participating schools should be within a short driving distance of the university. Please explain how transportation to and from schools will be provided.

E. Community Engagement

Please describe in detail how the university community will:

- Welcome and engage a diverse group of international teachers;
- Publicize the program; and
- Design opportunities for the international teachers to interact with the surrounding community through "host/friendship" family relationships and participation in civic, cultural and campus activities.

F. Program Logistics and Monitoring

- *Housing*: Please outline the most feasible options for providing housing for international teachers on or near the university campus, including those who bring dependents[3];
- *Meals:* Please describe options for on-campus and off-campus meal services, including ways that the university will provide cooking facilities and provide for special dietary needs;
- *Transportation:* Please describe how participants will travel to university classes, local schools, grocery shopping, and other daily activities;
- *Computer access:* Please describe how participants will be provided access to computers and printing for the duration of their program on campus; and
- *Monitoring:* Please outline the process to monitor participants' activities including their work with faculty advisors and K-12 schools to ensure that they are meeting program benchmarks and making progress towards completion of the capstone project.

[3] Participants may be accompanied by dependents. Participants are expected to cover all dependent costs. Applicants are encouraged to note whether reasonably priced housing for families is available on or near the campus.

G. Budget

The host university will be selected in part based on its plans to implement this program in a cost effective manner. The budget should include estimated costs for housing, program related meals, tuition for non-degree classes (if tuition waivers cannot be procured), university fees, online course, orientation workshop, cultural and community activities, guest speakers, transportation to local schools and for program events, administrative costs, and any other prescribed costs or in-kind contributions as per the template provided. The selected host university will be subject to OMB Circular A-133, A-110 and the applicable cost principles found in A-21. Please include detailed budget notes with your proposal. The total budget of both administrative and program costs for the Base Year must not exceed $250,000.

Host universities are expected to donate cost share and/or in-kind contributions to the program. Contributions may include but are not limited to faculty and staff time, tuition waivers or discounts, training program fees, and indirect or overhead costs. The value of cost share and/or in-kind contributions should be estimated in accordance with applicable cost principles and OMB Circular A-110. For auditing purposes, the amount needs to be tracked and reported to IIE along with the budget reconciliation. Files of supporting documentation should be kept and made available upon request.

Please note that the agreement with the host university will be a cost-reimbursement type agreement. Any remaining funds from the year must be reported to IIE and returned upon request. Do not assume that funds will be "rolled over" to a future agreement year.

The proposal budget must include:

1) A detailed budget for the base year of the program
2) An abbreviated/estimated summary budget presenting the total projected administrative and program costs for the anticipated total duration of programming (base year, plus two option years).

Subsequent yearly budgets will be requested for each option year. Please see, "Additional Information," below. A final budget reconciliation report, including cost-share/in-kind reporting, must be submitted to IIE within 90 days of each program year. Within 15 days of review and approval of the final reconciliation, IIE will disburse any remaining approved funds. If requested by IIE, the university shall promptly repay IIE any residual funds for the given year in its possession by June 30 of that year.

IIE will make travel arrangements and pay for participant travel to and from their home countries as well as travel from Washington D.C. to the host university campus then back to the home country at the end of the program. IIE will provide all necessary J-1 visa paperwork (including enrollment in SEVIS). IIE is also responsible for issuing a maintenance allowance to teachers (to cover meals and incidentals), a research and book allowance and access to professional development funds to offset travel and other expenses for additional professional activities such as conference attendance.

IIE will issue Fulbright teachers with accident and sickness benefits that conform with U.S. Department of State regulations designed to pay covered medical expenses to exchange participants. The host university should detail the availability of on and off campus medical facilities and explain how the international teachers will gain access to medical services.

Appendices

Please include the following as appendices (not included in 15 page count):

a) A letter of endorsement and financial approval from the relevant dean or other university official whose academic unit proposes to host the teachers;
b) Biographical sketches or resumes, not exceeding two pages for each individual, of key staff for the program, indicating scholarly and non-scholarly activities relevant to the program. Please provide background information on possible academic advisors including international experience and interests;
c) Draft outline for the online course, orientation workshop, and seminar;
d) Letters from local elementary and secondary schools expressing their interest in and capacity to host one or more international teachers and their commitment to identifying a partner teacher for each international teacher;
e) An annotated list of academic and extracurricular resources at the institution that will be available to participants including, but not limited to, those for international students;
f) A program timeline or calendar to include seminars and classes at the university, activities at local schools, engagement within the host community, and monitoring activities; and
g) *Excerpts* from university catalog(s) and publications, including descriptions of courses that would be available and are likely to be relevant to teachers' interests (please do not send entire course catalogs).

Review Criteria:

Proposals will be reviewed by an independent committee comprised of academics and international education professionals. The committee will make host university recommendations to IIE and ECA based on the following criteria:

1. **The University's Commitment to and Expertise in International Programming:** Evidence of the university's ability to design an experience and provide relevant support to outstanding international teachers in meeting their professional goals.
2. **Academic and Curricular Program:** Organization of a strong and suitable program that includes online and in-person orientation workshops, weekly seminars, graduate courses, capstone project support, K-12 host school affiliations.
2. **Staffing:** Appropriateness, accessibility, and time commitment of proposed program coordinator and other staff; relevance of faculty and staff experience/credentials to program needs.
3. **School Affiliations**: Ability to identify appropriate K-12 schools to provide professional affiliations for teachers throughout the semester.
4. **Teachers as Resources:** Plan for teachers to become resources at the university, in the community and K-12 schools to share their professional expertise and promote international understanding.

5. **Community Resources:** Plans to engage participants with the local community through cultural, professional, and social organizations, and a host/friendship family program.
6. **Logistics:** Plan for appropriate housing (on- or off-campus), meal options, computer access, telephone, and transportation to ensure a safe and enjoyable experience.
7. **Budget**: Overall cost-effectiveness will be considered. Cost-share / In-kind contributions are strongly encouraged for this proposal. Additionally, ratio of program to administrative costs should be appropriate to maximize program activities for teachers.

Additional Information:
To exercise the option year mechanism the successful university will be required to submit:
1. Timely reports;

2. A request in writing to IIE at least 90 days in advance of the expiration of the base program year;

3. A summary budget that projects program expenses through the end of the current year;

4. A detailed budget outlining both administrative and program expenses for the requested option year; and

5. A brief narrative to support the continuation of the award.

Proposal Submission:

The university proposal narrative should be no longer than fifteen pages, double-spaced, using Times New Roman 12-point font. Please also include a budget and other supporting documents as requested that provide information about the on-campus program coordinator, university faculty, and administrative staff. IIE will provide a budget template for universities use in submitting their proposal.

Proposals should be received by IIE by **5:00pm Eastern time on January 15, 2014** to be considered eligible for this award. Results of the selection process for the host university to participate in this program will be confirmed by March-April 2014.

Please send an electronic copy and three hard copies of the proposal to:

Fulbright Distinguished Awards in Teaching Program
C/O Tatiana Mackliff, Director
Institute of International Education
1400 K Street, NW, Suite 700
Washington, DC 20005-2403

For additional information, visit the program website: www.fulbrightteacherexchange.org.

Expressions of interest should be communicated to IIE via email by December 16th to:

Tatiana Mackliff, Director
Institute of International Education
1400 K Street N.W.
Washington, D.C. 20005
Email: fulbrightdat@iie.org

Any questions regarding the terms or specifications of this RFP or the conditions or proposed format of responses should also be directed to IIE by December 16th. Answers to all questions will be published in writing and supplied to all interested universities.

Award of the subaward resulting from this RFP will be based upon the most responsive university who offers the best value overall in terms of cost, approach, and other factors as specified in this RFP. Under no circumstances will IIE be responsible for costs and expenses in connection with the RFP including reviewing this RFP and/or submitting a Proposal.

IIE reserves the right to:

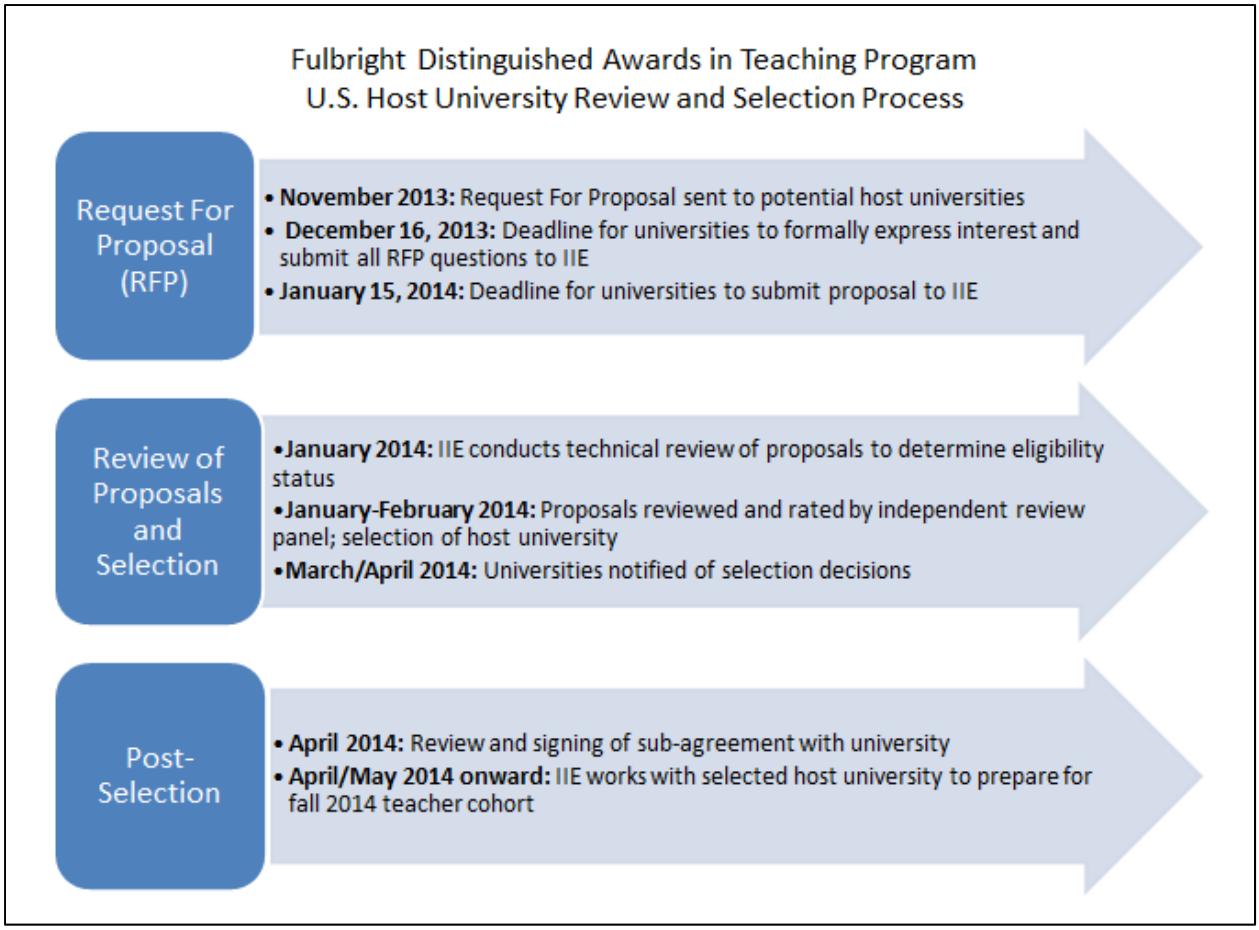
- Reject any or all offers and discontinue this RFP process without obligation or liability to any potential university.
- Accept other than the lowest price offered.
- Award a subaward on the basis of initial offers received, without discussions or requests for best and final offers.

Nothing in this RFP is, or should be relied on by the university as a promise or representation by IIE. Neither does IIE make any representation or warranty as to the completeness of this RFP nor have any liability for any representations (express or implied) contained in, or omissions from, this RFP.

This RFP and any replies to any written notifications are transmitted to the university solely for the purposes of the university preparing and submitting a Proposal. Each university shall keep the RFP and its contents confidential and shall return the RFP (without keeping copies) to IIE if the bidder elects not to submit a proposal, or upon being requested to do so by IIE.

Any information or materials submitted as a response to this RFP and/or as a proposal (whether successful or unsuccessful) shall become the property of IIE and will not be returned.

Thank you for your attention to this invitation to apply to host international participants in the Fulbright Distinguished Awards in Teaching Program.


Fulbright Distinguished Awards in Teaching Program
U.S. Host University Review and Selection Process
Request For Proposal (RFP)
• November 2013: Request For Proposal sent to potential host universities
• December 16, 2013: Deadline for universities to formally express interest and submit all RFP questions to IIE
• January 15, 2014: Deadline for universities to submit proposal to IIE
Review of Proposals and Selection
• January 2014: IIE conducts technical review of proposals to determine eligibility status
• January-February 2014: Proposals reviewed and rated by independent review panel; selection of host university
• March/April 2014: Universities notified of selection decisions
Post-Selection
• April 2014: Review and signing of sub-agreement with university
• April/May 2014 onward: IIE works with selected host university to prepare for fall 2014 teacher cohort