



**2021-2022 Fulbright Teaching Excellence and Achievement Program
(Fulbright TEA)**

Host University Program Component

Request for Proposals

Due Date: 5:00 PM EDT, April 23, 2021

I. INTRODUCTION

The Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State offers a suite of Fulbright Teacher Exchange Programs funded by Congress for U.S. and international educators. These professional learning programs provide opportunities for elementary and secondary educators in the United States and around the world to develop their teaching practice and bring global skills and perspectives to their schools. Through these exchanges, educators forge lasting connections and prepare their students to be future leaders, equipped to work with others around the world to address global challenges. The Fulbright Teaching Excellence and Achievement Program (Fulbright TEA) is a six-week professional development program for full-time international secondary school teachers. Through a cooperative agreement, IREX administers the Fulbright TEA Program on behalf of ECA. IREX, in partnership with ECA, invites U.S. universities with a school of education to submit proposals to host a cohort of the 2021-2022 Fulbright TEA Program. We anticipate selecting approximately ten (10) universities to host these approximately 212 participants split across universities, or about 21 - 22 educators per cohort.

Applicant organizations are also encouraged to consider applying for the four and a half month Fulbright Distinguished Awards in Teaching Program for International Teachers (Fulbright DAI). The strongest applicants may qualify for both programs, but may only receive only one award based on ECA's desire to represent the diversity of institutions across the U.S. If you are applying to both programs, please indicate if you have a preference should you qualify for both.

II. PROGRAM BACKGROUND AND OVERVIEW

1) About the Bureau of Educational & Cultural Affairs (ECA)

The U.S. Department of State's Bureau of Educational and Cultural Affairs' (ECA) mission is to increase mutual understanding between the people of the United States and the people of other countries through educational and cultural exchange that assist in the development of peaceful relations. For more information, please visit <http://eca.state.gov>.

2) About IREX

IREX is an international nonprofit organization providing thought leadership and innovative programs to promote positive lasting global change. IREX's mission is to build a more just, prosperous, and inclusive world by empowering youth, cultivating leaders, strengthening institutions, and extending access to quality education and information. For more information, please visit <http://www.irex.org>

3) About the Fulbright TEA Program

The Fulbright program was originally established in 1946 under legislation introduced by former United States Senator William Fulbright of Arkansas. Sponsored by the Department of States Bureau of Educational and Cultural Affairs (ECA), Fulbright grants are awarded to students, scholars, teachers, and other professionals from the United States and around the world each year to study, teach, or conduct research abroad. Since its inception in 1946, more than 390,000 "Fulbrighters" have participated in the Fulbright program.

The 2021-2022 program will mark the twenty-fifth year of the Teaching Excellence and Achievement Program (formerly the Teaching Excellence Awards Program) and the fourth year of the Fulbright Teaching Excellence and Achievement Program, since it was designated a Fulbright program in 2017.

The Fulbright TEA Program will provide approximately 212 secondary school teachers from East Asia and the Pacific, Europe and Eurasia, the Near East, South and Central Asia, Sub-Saharan Africa, and the Western Hemisphere with a unique opportunity to develop greater expertise in their subject areas, enhance their teaching skills, and increase their knowledge about the United States. The Fulbright TEA Program is a non-degree, non-credit academic program at a U.S. university with a school of education. The international participants will travel to the United States for a six-week professional development program in either January 2022 or September 2022. Fulbright TEA provides academic seminars on new teaching methodologies, student-centered learning, content-based instruction, action planning, instructional technology training, and intensive English language instruction as needed. The program will also feature a practicum of at least 40 hours, including opportunities to observe and co-teach with a U.S. partner teacher in a U.S. secondary school near the host university, in order to actively engage participants in the U.S. classroom environment. Cultural enrichment, mentoring, and program support will be provided to participants throughout the program. The program provides participants with practical resources they can use in their teaching, as well as skills to train trainers.

U.S. Embassies and Fulbright Commissions will recruit and nominate teachers through a merit-based competition to participate in the Fulbright TEA Program based on their educational and professional experience, academic training, and leadership. Final selection of Fulbright TEA teachers will be made by the Fulbright Foreign Scholarship Board (FFSB). The FFSB is an independent, presidentially appointed board that has oversight responsibility for all Fulbright academic exchange programs.

Fulbright TEA Program participants must meet the following eligibility requirements:

- Work as a current secondary-level, full-time teacher of English, English as a Foreign Language (EFL), Math, Science, Social Studies, including Special Education in those subjects, with a minimum of three years (five years strongly preferred) of full-time classroom teaching experience.
- Have earned a Bachelor's degree or equivalent.
- Be a citizen of, reside, and work in an eligible participating TEA country or territory at the time of application and of program participation. Approximately 70 countries and territories from all world regions are eligible for Fulbright TEA.
- Demonstrate written and spoken English language proficiency, documented by a minimum score of 450 or the equivalent on the TOEFL written test (or a similar English language proficiency exam) or confirmed by the U.S. Embassy or Fulbright Commission. A limited number of well-qualified participants with TOEFL scores between 425 and 450 (or the equivalent), will be accepted for the program into a special cohort with additional English language training included in the professional development program. The minimum TOEFL requirement for the specialized Media Literacy cohort (described below) is 500 or the equivalent.
- Demonstrate a commitment to continue teaching after completing the program.

Most participants will be placed at one of six (6) U.S. host universities for 'traditional' Fulbright TEA program content as described in section III.1) below. We refer to this broader Fulbright TEA programming as the 'General Pedagogy' cohorts. All organizations applying to host a Fulbright TEA cohort should be prepared to offer General Pedagogy programming. If you are interested in hosting one of the specialized cohorts described below, you would offer tailored seminars on those topics in place of some of the General Pedagogy seminars.

Specialized Cohorts of the Fulbright TEA Program:

- One Fulbright TEA program cohort will examine **gender in education** themes in depth, as part of the program content described in section III.1). Universities interested in this topic may self-designate in the submitted application materials. This specialized cohort may take place either in winter/spring 2022 or fall 2022.
- Two Fulbright TEA Program cohorts will examine the topic of **media literacy** in depth, as part of the program content described in section III.1). Universities interested in this topic may self-designate in the submitted application materials. This specialized cohort may take place in winter/spring 2022 or fall 2022.

- One cohort will be comprised of participants with a lower level of English proficiency but with strong potential as noted by the U.S. Embassy or Fulbright Commission abroad. Universities interested in this topic may self-designate in the submitted application materials. This specialized cohort may take place either in winter/spring 2022 or fall 2022.

Upon returning home, teachers share the knowledge and experience gained on the program with teachers and students in their home schools and communities.

For more information about the Fulbright TEA Program, visit: <https://www.fulbrightteacherexchanges.org/>

4) Program Dates

Fulbright TEA will take place from approximately late January-mid-March 2022 for the winter/spring cohorts (5 cohorts), and approximately mid-September-late October 2022 for the fall cohorts (5 cohorts). These program dates include a three-day end-of-program workshop hosted by the U.S. Department of State and IREX in Washington, D.C. Program directors from the selected host universities should plan to attend the workshop for the cohort you host. Expenses related to attending these events will be covered by the program and should not be included in your budget submission.

III. PROPOSAL OVERVIEW

1) About the Host University Selection Process

IREX anticipates awarding approximately ten (10) sub-agreements of up to \$210,000 to U.S. universities to host approximately twenty-one (21) Fulbright TEA participants for an intensive, six-week non-credit, non-degree professional development program. Budget details can be found on page 4 below letter D. As part of the application, host universities may indicate their cohort preference (Spring 2022 or Fall 2022) and thematic preference (general pedagogy, gender in education, media literacy, or supplemental English). During the host university selection process, ECA and IREX will take into consideration each host university's stated requests.

The program should provide the following components:

- A **customized academic component** focused on best practices in teaching methodologies and techniques, including sessions on general education topics such as student-centered learning, curriculum development, lesson planning, student assessment, classroom management, service learning, action research, and teacher leadership;
- A **differentiated instructional technology seminar** designed to serve the varied needs of Fulbright TEA participants from higher or lower resourced environments with a range of IT expertise;
- A **host university-organized field experience** of at least 40 hours at a local secondary school, during which participants should be paired with a U.S. partner teacher in their same or a similar discipline for observation and co-teaching;
- **Trips to U.S. cultural sites and civic activities;**
- **Opportunities to interact with U.S. Americans** outside their classes, host schools, and program staff through a Friendship Family or similar experience;
- **Academic support**, including English language support as needed (note that ideally, some English language support should be available at all host campuses, not only the one offering supplemental English);
- **Weekly guided reflection sessions** to help process new learning and experiences; and
- **Thematic academic programming** for the Gender in Education and Media Literacy cohorts, as relevant.

Due to the Coronavirus pandemic, we understand that university partners may need to make program modifications or adjustments to meet local health requirements and ensure the safety and security of participants and the host community.

2) Proposal Evaluation Criteria

Following the proposal deadline, an independent selection committee will convene to review university proposals and select host universities for the 2021-2022 Fulbright TEA Program based on the following criteria (in no particular order):

- Overall demonstrated capacity of college/university to administer programs of this nature;
- Strength and relevance of academic program specifically designed for adult learners who are experienced full-time secondary educators;
- Experience and qualification of key personnel (faculty, program manager, etc.);
- Strength and diversity of proposed field experience sites;
- Planned integration of Fulbright TEA participants within the university community;
- Appropriateness of proposed housing, meals, and transportation;
- Suggested plan for civic and cultural site visits;
- Proposed management team and program planning;
- Inclusion of all required proposal components;
- Ability and flexibility to provide differentiated programming models, including but not limited to accommodating the different professional backgrounds and needs of Fulbright TEA Participants, varying English language and technology proficiency, and others;
- Cost-effectiveness of the proposed budget. Please note that, while cost-share is not a required component of the application to host, it is encouraged; and
- Strength of proposed content/seminars in specialized area – media literacy, gender in education, supplemental English (if applicable)– and strategies to encourage practical application of knowledge in participants' home schools;

3) Submission Requirements

Proposals are due to IREX by **5:00 PM EDT on April 23, 2021**. The proposal narrative must be no longer than 15 pages. Proposals should be addressed to Jonathan Ferguson, Project Director, IREX, and emailed as a single PDF file to fulbrighttea@irex.org. Late submissions and requests for deadline extension will not be considered.

IREX anticipates announcing awards in June-July 2021. If awarded a sub-grant from IREX, applicant organizations will be subject to the U.S. Department of State Terms and Conditions and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, 2 CFR 200.

All inquiries must be submitted in writing to fulbrighttea@irex.org.

4) Host University Proposal Requirements

- A. Narrative Proposal (submit as PDF file);
- B. Proposed 2022 TEA Program schedule (submit as PDF file);
- C. Resumes of all program staff that are included in the budget;
- D. Budget, Budget Summary and Budget Narrative (template provided by IREX; Excel files must be submitted);
- E. Partner School Information;
- F. An updated NICRA and link to the most recent A-133 audit (submit as Word file);
- G. IREX Fiscal Questionnaire (form provided by IREX);
- H. IREX Due Diligence Questionnaire (form provided by IREX); and
- I. OMB Standard Form 424B Assurances (form provided by IREX).

Applicants must submit all forms for the application to be considered complete.

A. Narrative

Proposal narratives must include the following:

- **Cover Page (including the following information):**
 - Name of the organization applying
 - Title of grant proposal
 - Name of responsible official from applicant's organization
 - Contact information (address, phone, email)
 - Date submitted to IREX
 - Cohorts you wish to apply for cohorts (check all that apply):
 - 2022 Spring General Pedagogy Cohort
 - 2022 Spring Gender in Education Cohort
 - 2022 Spring Media Literacy Cohort
 - 2022 Spring Supplemental English Cohort
 - 2022 Fall General Pedagogy Cohort
 - 2022 Fall Gender in Education Cohort
 - 2022 Fall Media Literacy Cohort
 - 2022 Fall Supplemental English Cohort
 - No preference
- **Executive Summary (not to exceed one page):** This page should summarize the proposal, including a brief history of the applicant organization, the amount of funding requested, and expected outcomes.
- **Organizational Description (not to exceed one page):** Provide a brief history of the organization in relation to the Fulbright TEA Program, the staffing structure, programming schedule and content, description of organization's goals for the immediate future in relation to the Fulbright TEA Program.
- **Program implementation Proposal (not to exceed 15 pages):** Please provide information for each of the sections below.

Program Management/Participant Logistics

Please describe your university's plans for managing program logistics, including providing housing, transportation, and meals. Also, describe your university's plan for communicating regularly with your participants to provide timely programmatic updates, offer social and emotional support, and nurture positive group relations. Please describe the roles and responsibilities of each team member and include resumes of any program staff or faculty who will work regularly on the program.

Participants will have a three-day end-of-program workshop in Washington D.C. Host universities should provide a thorough orientation for participants at the beginning of the program, including information on university resources, health and wellness, logistics, and other topics. Please include information in this section on your university's plan for orienting the participants to the program and to campus. Please note that IREX will provide supplemental information for the on-campus orientation that we will ask you to include in that event.

In this section, please also briefly describe any program partners on and off campus. Please include any specific university services and resources that you will work with to implement the program over the six-week timeframe.

IREX encourages universities to give considerable thought to the design and workload for university staff and faculty. Program leadership must be prepared to dedicate adequate staff time to manage all tasks and responsibilities associated with hosting the Fulbright TEA participants. IREX strongly recommends that program management be distinct from instructional staff, and that program managers and academic instructors should not have overlapping roles. Please provide an explanation if you propose overlapping roles.

Although an IREX staff member will be available to provide support as needed, host universities should demonstrate the ability to address challenges and complex issues including, but not limited to physical and mental health, academic difficulties, interpersonal conflict, social and cultural adjustment, and emergency situations.

Dependents

Children and spouses may not accompany international educators on this six-week program.

Academic Sessions

The Fulbright TEA Program should offer an intensive non-degree academic program specially designed for seasoned practicing secondary school teacher leaders with at least three years of full-time classroom experience. Please describe your university's plans for developing and implementing the following required program academic components:

1. General academic sessions designed for international teacher leaders exploring a variety of best practice teaching methodologies and instructional techniques. The sessions should incorporate general, cross-discipline education topics including, but not limited to student-centered learning, curriculum development, lesson planning, student assessment, classroom management, service learning, action planning and research, and teacher leadership.
2. Discipline-specific sessions on relevant methodologies, trends, and best practices. Universities should provide coursework in one or two disciplines, keeping in mind that participants will be secondary-level teachers of English/English as a Foreign Language, Math, Science, or Social Studies, including Special Education teachers in those subjects. Please include information on the eligible Fulbright TEA subject areas in which the university proposes to offer programming.
3. Please describe any particular strengths your school of education possesses: special education, STEM education, educational leadership, etc.
4. Technology instruction: As Fulbright TEA participants will possess varying levels of technological experience, please address how you will differentiate your technology workshop to meet these needs. Some participants may need to develop basic computer literacy skills (including email and Internet use, MS Word, Excel, and PowerPoint), some will be familiar with basic computer applications, internet use, and word processing, and others will be quite proficient in technology. This component should emphasize technology for classroom instruction, lesson planning, assessment, and behavior management in the teachers' varied home environments.

Fulbright TEA partner universities must provide Fulbright TEA teachers with a loaner laptop for use throughout the six-week program to complete assignments and advance their technological skills. Tablets or iPads are not considered acceptable substitutes for laptops. Some Fulbright TEA participants may bring their own laptops. In that case, please plan to assist the Fulbright TEA participants in synching their personal laptops with the university's system. The technology instructor and any graduate assistants should be prepared to assess technology skill levels either pre-program or soon after arrival and to differentiate instruction accordingly.

5. As stated above, several of the Fulbright TEA cohorts will focus on specialized programming on a particular thematic area. These specialized cohorts are **optional** for applicant organizations. If you are interested in this specialized programming, please include information about your institution's capacity, ideas for programs, and expertise your institution/staff possesses on the theme.

a) **Gender Cohort**

b) **Supplemental English cohort**

c) **Media literacy cohort:** Related topics for seminars might include recognizing bias/propaganda, stereotypes, and misinformation; strategies for improving students' critical thinking, analytical, and communication skills; how media literacy promotes civic engagement / the role of media in democratic societies; and fostering cyber safety and digital citizenship in the classroom.

d) If your institution has **a unique focus area or centers of excellence related to K-12 education**, please illustrate (e.g., focus on leadership, STEM, civic education, special education, etc.)

U.S. Field Experience

The U.S. field experience component of the Fulbright TEA Program should provide participants with both a classroom and holistic school experience that allows them to interact with other faculty, administrators, and school leaders. The field experience must be a minimum of forty (40) hours and engage the Fulbright TEA participants as fully as possible in the host classroom and school.

The forty (40) hours can be organized as a continuous learning experience (multiple days per week in a school), as a weekly experience, or another model. Please include information on how you will provide participants the flexibility to visit additional classrooms and/or schools based on their interest areas and on the specialized programming of the cohort, if applicable.

Participants must be individually paired with an accomplished U.S. teacher who has at least five years of experience in the same or a closely related teaching discipline. Prior to the start of the field experience, the university must provide a group orientation for U.S. partner teachers that includes an overview of the Fulbright TEA Program, a discussion of U.S. field experience expectations, and a review of the IREX-provided U.S. field experience planning and reflection guidebooks.

Please describe your university's plan for the Fulbright TEA U.S. field experience including, but not limited to:

- Recruitment and selection of U.S. field experience hosts that are within 30 minutes of the university campus;
- Providing flexibility for participants to visit other classrooms and schools throughout the program, based on their professional interest areas;
- Ensuring that U.S. partner teachers and school administrators understand the goals of the U.S. field experience program; and
- Monitoring the U.S. field experiences throughout the program.

Universities are asked to collect impact data, including but not limited to the impact visiting international teachers have on local U.S. schools through the field experience program component. Please briefly outline your approach to collecting impact information on this program component.

Civic and Cultural Activities

An important facet of the Fulbright TEA Program is exposure to U.S. culture and society through a wide range of civic and cultural activities.

The host university should arrange for participants to attend U.S. cultural activities such as performances and sporting events, spend time in U.S. homes (through pairing participants with Friendship Families), make short trips to nearby cities, visit a variety of U.S. school environments, and take part in other relevant activities.

At a minimum, Fulbright TEA participants must:

- Be introduced to a U.S. family (not including program management staff) and visit their home;
- Attend a school board or Parent Teacher Association (PTA) meeting;
- Participate in university-organized cultural activities (e.g., a sporting event, weekend trip, concert, theater performance, museum visit, etc.); and
- Have four (4) consecutive unprogrammed days, inclusive of a weekend, in the middle of the program for personal travel or leisure.

Please describe your proposed civic and cultural activities for the participants and how these events relate to the program's goals. Also, discuss how you will maintain regular communication with the participants and inform them of other activities and events taking place on or near campus.

Program Monitoring, Evaluation, and Reporting

Please provide a plan for program monitoring and evaluation. The plan should outline the tools and methods that will be used to:

- Assess progress toward meeting program goals and objectives;
- Identify potential challenges to achieving intended results; and
- Make necessary adjustments over the course of the program.

Please describe your methods, tools, and approach to gather this data. Please note that IREX, on behalf of ECA, will request that universities share the results of your monitoring and evaluations. Universities are asked to outline the schedule of reporting data to IREX; including both the format and mechanisms for sharing this data

Universities are asked to collect data that captures program impact on the local community.

Please describe the university's plan for capturing and sharing program successes, challenges, and lessons learned. The data can be quantitative or qualitative, including anecdotal evidence. The proposal should outline both the formats and mechanisms for sharing this data. The host university must maintain regular contact with IREX and submit progress reports periodically throughout the project's life cycle.

B. Proposed 2021-2022 Fulbright TEA Program Schedule

Please provide a day-by-day draft schedule / calendar of the Academic Program, Field Experience, and Civic & Cultural activities for the entire program. It is understood that the schedule may change. The goal is to ensure that the applicant will be able to provide a program experience that will meet the funder's goals.

C. Resumes of All Program Staff

Please submit resumes for all program staff included in the budget, as well as key program staff and faculty, including but not limited to, the program director/coordinator, the main liaison with field experience schools, program/graduate assistant(s), education course instructor(s), staff with expertise in media literacy and gender in education as relevant, and technology workshop instructor(s).

D. Budget and Budget Narrative

IREX anticipates awarding an amount not to exceed \$210,000 to host approximately twenty-one (21) participants at each host university.

The sub-award will cover all university fees, program-related labor, program materials including participants' course materials and textbooks, and participant housing, meals, and local transportation. IREX's separate budget will pay for participant international and domestic air travel to/from the U.S. and the host university.

While not required, cost-share by the host university is highly encouraged. Cost-share can include, but is not limited to, university fees, tuition, access to sport facilities and library privileges, transportation, personnel, and indirect costs.

See Attachment I for a summary budget template. As part of the budget, please indicate how each line item is calculated with a comprehensive detailed budget and budget narrative demonstrating how costs were derived. For each staff person, please include the level of effort/percentage of time dedicated to the program. If indirect costs are included in the budget, please attach a current Negotiated Indirect Cost Rate Agreement (NICRA) from a cognizant agency.

Please include a summary budget, detailed budget, and budget narrative. Supporting Excel files must be included. Please see Attachment I.

E. Partner School Information

Please provide 2-5 support letters from local middle or high schools that are interested in serving as U.S. field experience hosts for program participants and/or a description of these schools, how you have worked with them in the past, and any specific strengths or programs at the schools that would be of interest to the Fulbright TEA participants.

F. An updated NICRA and link to the most recent A-133 audit

University applicants must include a copy of the university's most recent A-133 audit.

G. IREX Fiscal Questionnaire

Please see Attachment II

H. IREX Due Diligence Questionnaire

Please see Attachment III

I. OMB Standard Form 424B Assurances

Please see Attachment IV

ATTACHMENT I – BUDGET AND BUDGET NARRATIVE

IREX anticipates awarding a sub-award of up to \$210,000 to each university to host approximately twenty-one (21) participants.

Budget:

Please include a detailed sub-award budget. The sub-award budget categories may include: personnel and fringe benefits (program-related labor), tuition/university fees, local travel costs, participant housing and meals, program supplies (including participants’ course materials), contractual expenses, other direct costs, and indirect costs. Please use the budget template provided below.

Cost-share by the host university is highly encouraged.

Budget Narrative:

A budget narrative serves to explain how the applicant arrived at budget calculations if not apparent in the budget itself. The narrative provides justification for each cost included in a budget and should include sufficient information for IREX to determine whether the costs are reasonable. For each staff person, please include the percentage of time dedicated to the program. Applicants are highly encouraged to consider providing cost-share and should include a narrative to describe how the cost-share was calculated. If indirect costs are included in the budget, please attach a current Negotiated Indirect Cost Rate Agreement (NICRA) from a cognizant agency.

Fulbright Teaching Excellence and Achievement (TEA) Program Host University Application Budget Template			
Budget Categories	Requested Amount	Applicant Cost-Share Amount	Total
Personnel			
Fringe Benefits			
Tuition and Fees			
Local Travel			
Housing and Meals			
Supplies			
Contractual			
Other Direct Costs			
Indirect Costs			
Total Costs			

*Please note that the following costs will be covered directly by ECA and IREX and should **not** be included in host university cost estimates: participants’ international travel and travel to the host university and from the host university to Washington D.C. for the End of Program Workshop; participants’ daily allowance to cover basic incidentals; and accident and sickness medical insurance coverage. IREX will provide J-1 visa support for program participants.*

ATTACHMENT III: DUE DILIGENCE QUESTIONNAIRE

Accepting a grant from IREX creates a legal duty for your organization to use the funds according to the grant agreement and U.S. government regulations.

The questionnaire collects information IREX is legally required to collect from subgrantees and may only be used if the Subgrantee undergoes an A-133 audit.

Each question should be answered as completely as possible, using extra pages if necessary. The completed questionnaire must be received by IREX before IREX can issue the grant.

Please complete the signed questionnaire and any attachments and return to IREX.

- 1. **Legal name of the organization applying for funding:**

- 2. **DUNS number:** _____
- 3. **Tax Identification No.:** _____

Please complete this section to provide general information about your organization.

- 1. **Does your organization receive a 990?**
Yes: _____ No: _____
If yes, please attach your most recent report. If no, please answer questions 1a and 1b.
- 1a. **What type of organization are you (501c3 organization, for profit (commercial), university, etc.)?**
- 1b. **Is your organization registered as a charity or non-profit organization as recognized by your government?**
Yes: _____ No: _____
- 2. **Is your organization affiliated with any other organization?**
Yes: _____ No: _____

If yes, please provide details:

- 3. **Please provide the names of your officers/board of directors or an organizational chart, if available (with titles, if available). This may be done via link:**

Or List:

_____	_____
_____	_____
_____	_____

4. Enter the beginning and ending dates of your organization's fiscal (financial) year:

From: (Month, Day) _____ To: (Month, Day) _____

5. Does your organization have a Negotiated Indirect Cost Agreement (NICRA) with the U.S. government? (If so, please provide a copy)

Yes: _____ No: _____

This Question is intended to collect information in compliance with the Federal Funding Accountability and Transparency Act. This Act requires IREX to report executive compensation for the five most highly compensated individuals for subgrantees that meet certain tests.

6a. Does your organization receive more than 80% of its gross revenue from the U.S. federal government (either through direct awards or through subawards)?

Yes: _____ No: _____

6b. Does your organization receive more than \$25,000,000 annually in revenue from the US federal government (either through direct awards or through subawards)?

Yes: _____ No: _____

If you answered 'Yes' to both questions, please answer question 6c. If you answered 'No' to either, do not continue past this point.

6c. Do you make information on your five most highly compensated officers available to the public through either your U.S. IRS Form 990 Tax Filing or your filing with the U.S. Securities and Exchange Commission?

Yes: _____ No: _____

If your answer is No to question 6c, please fill out the following table with the correct information.

Executive Name and Title	Compensation
Executive Name and Title	Compensation
Executive Name and Title	Compensation
Executive Name and Title	Compensation
Executive Name and Title	Compensation

7. Please indicate whether your organization undergoes a 2 CFR 200 Subpart F (or A-133) Audit*. Please attach your most recent audit.

Yes, our organization undergoes an annual 2 CFR 200 Subpart F Audit.

No, our organization does not undergo an annual 2 CFR 200 Subpart F Audit

If your organization does not receive an annual 2 CFR 200 Subpart F audit please contact IREX for additional due diligence forms.

As an authorized representative of the organization applying for IREX funding, I certify that the information provided is complete and accurate, to the best of my knowledge. By signing this document, I authorize IREX to check my references and verify information. Any willful false statements in this application will be grounds for termination of application or termination of grant if issued.

Approved by: _____
 Name Signature

 Title Date

* The 2CFR 200 Subpart F Audit is required by federal policy for all U.S.-based organizations that expend more than \$750,000 in federal awards from all sources to arrange for an independent audit that determines whether financial statements are accurately presented, whether internal controls are well designed and operating effectively and whether compliance with laws and regulations that could have a direct and material effect on federal claims has occurred.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:	TITLE:
APPLICANT ORGANIZATION:	DATE SUBMITTED: