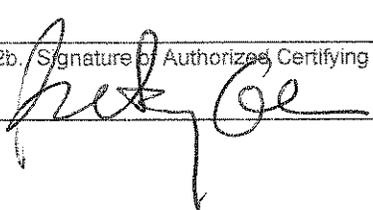


PERFORMANCE PROGRESS REPORT
SF-PPR

		Page 1	of Pages 2
1. Federal Agency and Organization Element to Which Report is Submitted Bureau of Educational and Cultural Affairs		2. Federal Grant or Other Identifying Number Assigned by Federal Agency S-ECAAE-10-CA-036 (CS)	
		3a. DUNS Number 07-103-2973	
		3b. EIN 13-1624046	
4. Recipient Organization (Name and complete address including zip code) Institute of International Education, 809 UN Plaza, New York, NY 10017		5. Recipient Identifying Number or Account Number	
6. Project/Grant Period Start Date: (Month, Day, Year) End Date: (Month, Day, Year)		7. Reporting Period End Date (Month, Day, Year)	
10/1/09 9/30/14		12/31/14	
		8. Final Report? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
		9. Report Frequency <input type="checkbox"/> annual <input type="checkbox"/> semi-annual <input type="checkbox"/> quarterly <input checked="" type="checkbox"/> other (If other, describe: Final)	
10. Performance Narrative (attach performance narrative as instructed by the awarding Federal Agency) Narrative Attached			
11. Other Attachments (attach other documents as needed or as instructed by the awarding Federal Agency)			
12. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.			
12a. Typed or Printed Name and Title of Authorized Certifying Official Betsy Glans, Deputy Vice President, Student Exchanges		12c. Telephone (area code, number and extension) 212-984-5573	
		12d. Email Address bglans@iie.org	
12b. Signature of Authorized Certifying Official 		12e. Date Report Submitted (Month, Day, Year) 12/17/2014	
		13. Agency use only	

FULBRIGHT FOREIGN STUDENT PROGRAM

University Placement Services

Grantees in Placement	Participating U.S. Institutions	University Cost Share Raised
1,402	265	\$18,500,000

Student Supervision and Monitoring

- Supervised 3,157 Fulbright students and monitored their visa and legal status to insure compliance with all state and federal mandated; hosted mandatory orientation sessions with first year Fulbrighters
- Created a Student Supervision Management Team (SMT) comprised of the managers of each of the Regional Offices
- Participated in the creation of a Joint ECA/IIE Crisis Task Force
- Developed an essential watchlist of students at each Enrichment Seminar to assist students with difficulties

Preacademic Programs

- Organized Preacademic and Intensive English programs for 660 FY2010 Fulbright grantees including 158 grantees who participated in intensive English language programs.

Gateway and Enrichment Programs

- IIE organized and participated in twelve Gateway programs for over 600 FY2010 grantees held at nine host colleges and universities
- Organized and conducted nine enrichment seminars hosting 1,118 first-year Fulbrighters from 138 countries and 97 U.S. Student program alumni. The 2010 seminars were coordinated around the central theme of "Global Challenges, Local Solutions: Fostering Change through Social Entrepreneurship". A new addition to the workshop structure was the panel of social entrepreneurs and experts. Each seminar also included a community service component. IIE also organized and managed three special women's re-entry seminars

Special Program Initiatives

- Indonesia launched three new programs: the Fulbright-DIKTI Higher Education Scholarship Program, the Fulbright-KEMLU Scholarship Program, and the Fulbright FIRST Indonesian Science and Technology Program
- The Fulbright Philippine Agriculture Program was reintroduced and redesigned in 2010, supported by residuals from earlier cohorts.
- IIE has begun to work on a new initiative: the Afghan Junior Faculty Development Program
- In Brazil, a new pre-doctoral self-placed sandwich program was introduced
- The traditional Chile Fulbright Program experienced a 50% growth in Masters candidates in 2010
- 2010 was the first year of the Fulbright-SENACYT Program of Panama supporting Masters and Ph.D
- The Tsunami Relief Program and the Iraq Fulbright Program under IIE administration came to an end in FY2010

LASPAU - IIE monitored the subcontract with LASPAU which provides similar services to grantees from Central and South America. LASPAU submitted all financial reports in a timely manner and worked closely with IIE on all issues.

FLTA PROGRAM

The FY2010 cohort included 423 Fulbright FLTAs from 48 countries, teaching 31 languages and placed in U.S. academic institutions in 48 states. Eleven orientations were held in advance of the program year. IIE conducted the first Fulbright FLTA Host Institution impact survey and the first Fulbright FLTA Alumni survey.

U.S. FULBRIGHT STUDENT PROGRAM

- FY2010 U.S. Fulbright Student competition: 8,589 applications; 3,041 ETA applications for 690 awards; 876 CLEA applications for 148 awards
- IIE conducted 122 National Selection Committee panels
- Four awards were given for the Fulbright mtvU Program which was run on a spring selection cycle

FULBRIGHT OUTREACH AND PUBLICITY

- 15 U.S. Fulbright Student Program alumni were selected to participate in the Fulbright Alumni Ambassador Program
- The Fulbright Program Advisor Development Initiative continued with training for two cohorts, one of which focusing on minority serving institutions
- IIE increased diversity in the application pool by 45% overall
- IIE worked with the Chronicle of Higher Education to publish the annual article on the Fulbright program and expanded Fulbright's social media presence through the use of piloting webinars. Fulbrightmail.org counted a total of 24,061 registered

CONTACT INFORMATION

For additional questions or information please contact:

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FFATA: Global Connections Afghanistan

Award Number: S-ECAPY-12-CA-157

September 1, 2012- February 28, 2014

Submitted by: Center for Social Studies and International Education, Indiana University

The Global Connections Afghanistan project planned to create a replicable model for instruction and provide an online platform for ongoing exchanges between teachers and students in Afghanistan and the United States by developing an online curriculum based on the following cross-cutting themes for developing global citizenship skills: cross-cultural communication, diversity, and community; dialogue, deliberation, and consensus building; and civic engagement through service learning. This project planned to bring together 5-10 secondary level schools in the United States and Afghanistan to participate in collaborative, online, project-based activities centered on the above themes. Expected Results: Key planned outcomes of the project included: the development of a sustainable curriculum and online platform for youth exchanges that can continue to be used beyond the award period; training for teachers in Afghanistan and the United States in the content, methods, and strategies to promote civic engagement through service learning and use of technology for interethnic dialogue, deliberation, and exchange; 600-1000 students directly impacted through participation in online exchange program; 30-45 youth leaders trained as mentors for ongoing program sustainability.

Unfortunately, this due to difficulties with start-up in Afghanistan, this project ultimately did not meet its goals and objectives and was closed out in February 2014. Despite several attempts at initiating a project, the challenges of working in an active conflict zone and limitations placed by Indiana University administration on travel by staff to Afghanistan made it impossible get the project underway. Ultimately, a joint decision was reached between the Department of State Program Officer and Indiana University to allow the program to end without further activity or expense. The following activities took place prior to this decision:

- September 2012- Planning meeting between IU Project Manager and ECA Program Officer
- September 2012-November 2012- US School and Teacher Selection process
- December 2012- IU Program Officer visit to Kabul, meeting with local partners, meeting with US Embassy Kabul, Selection of Afghanistan Schools
- January 2013- Submission of School Selection list and preliminary curriculum to US Embassy Kabul
- February- April 2013- US Classroom visits/ Lessons on Afghanistan
- May-June 2013- Revision of Project Timeline
- June- July 2013- Development of Online Platform
- September 2013- Revision of Program Plan to Adapt to Travel Ban
- December 2013- Decision to discontinue program activity

AIFS Foundation/Academic Year in America (AYA)

YES Program 2013-2014 – S-ECAPY-12-GR-165

The AIFS Foundation's Academic Year in America program was pleased to welcome a total of 63 YES students to our program this year (60 Full year and 3 January semester). Out of the 63 students a total of 2 returned home early.

YES Local Coordinators attended our annual YES and FLEX training in October in Washington, DC. We were pleased to welcome our special guests, Kevin Baker from the ECA, Lubna Ismail, founder of Connecting Cultures and Brenda Cavanagh, Executive Director at Community Mediation, Inc. Kevin gave an overview of the Youth Programs Division and provided valuable information to the LCs. Brenda Cavanagh's workshop focused on developing mediation skills. Lubna Ismail shared insights on cultural competencies based on her own life experience as an Egyptian-American. AYA staff workshops included information on Marketing and Recruiting and brainstorming enhancement activities. A highlight of the weekend was visiting the Islamic Center of Washington, D.C. We observed the afternoon prayer and learned about customs and principles of Islam.

Students participated in many different activities throughout the year to foster their understanding and knowledge of the goals of the YES program. Some examples of activities students attended to promote cultural understanding and democratic principles are: Students in the New York cluster volunteered at American Red Cross blood drive, helped renovate a historical theater, and volunteered at the ASPCA animal shelter. Student in SC attended an international festival where they gave presentations about their country. Many students visited their state capital and met with their state senators or congressmen. Students contributed to their communities in many ways such as aided several community clean-ups, volunteered at homeless shelters, donated services and items to under-privileged children during the holidays.

We were pleased that 83% of students participated in International Education Week. Many students gave presentations to more than 100 people and had a tremendous outreach to their community. They also continued to share their culture at international festivals. We made many efforts to make students and their Local Coordinators aware of IEW and which we believe resulted in higher participation than last year.

The majority of students participated in Global Youth Service day. Some of the community service projects students participated in included: volunteering at environment clean ups, habitat for humanity and ASPCA animal shelter. As seen in previous years, volunteering and participating in community service activities were highlights of the year. All YES Students participated in community service; 80% of our students met our requirement of completing 50 hours of community service. 93% of students who completed their hours participated in over 50 hour of volunteer service. An outstanding 50% completed over 100 hours.

This was the third year that all Grant students, FLEX and YES, were invited to participate in the Mid-Year Orientation in Orlando, Florida. Students participated in several workshops to reflect on their experience so far and to prepare for the remainder of the year. They also focused on the history and diversity of the U.S. and enhanced their leadership skills. We were pleased to welcome Callie Ward and Katja David-Fox to the Mid Year Orientation and give them the opportunity to meet with many FLEX and YES students. We find the Mid Year Orientation to be a highly effective way to connect with our students and resolve any ongoing or current issues. Students formed relationships with AYA staff which helped when counseling of a student was necessary.

Directors and Key Employees

Melanie French
Executive Director

Michele Kabel
Deputy Director

Lisa DeBeradinis
Grants Manager

Mark Cavanagh (Departed AYA in July 2014)
Grants Regional Director

Mike Falvey
Grants Regional Director