

UNITED STATES DEPARTMENT OF STATE

Bureau of Educational and Cultural Affairs

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

FY 2019 STUDY OF THE U.S. INSTITUTES FOR SCHOLARS

Funding Opportunity Number: SFOP0005474

Office of Academic Exchange Programs

Study of the U.S. Branch

The POGI guidelines apply specifically to the Notification of Funding Opportunity (NOFO) issued by the Office of Academic Exchange Programs, Study of the U.S. Branch, for the FY 2019 Study of the U. S. Institutes for Scholars. Proposals must conform to the NOFO, the Guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Applications not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are **IN ADDITION TO** the Standard Guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific guidelines and the program information supplied in the NOFO, the NOFO is to be the dominant reference.

I. **STATEMENT OF WORK**

In a Cooperative Agreement, the Study of the U.S. Branch is substantially involved in program activities above and beyond routine monitoring. The Branch may request that the award recipient make modifications to the academic residency and/or educational travel components of the program. The award recipient will be required to obtain approval of significant program changes in advance of their implementation. These activities and the roles and responsibilities of the Department and your organization are outlined below.

Award Recipient Responsibilities:

1. Designing, implementing, and overseeing the Study of the U.S. Institutes Scholar programs including the administration of four six-week academic Institutes for scholars on American Culture and Values; Journalism and Media; U.S. Foreign Policy; and Youth, Workforce Development, and Closing the Skills Gap for approximately 72 foreign scholars, professionals and practitioners from around the world;
2. Issuing, managing, and monitoring sub-awards to selected host institutions to conduct the Institutes. No institution, including the primary award recipient, may conduct more than one Institute;
3. Providing overall coordination and administrative management of the Institutes, including ongoing oversight of selected host institutions and monitoring of all participants;

4. Providing syllabi and program calendars to ECA for all Institutes;
5. Creating and distributing pre-departure materials for U.S. embassies, consulates, or Fulbright Commissions to use during their in-country pre-departure orientations;
6. In coordination with U.S. embassies and consulates or Fulbright Commissions, arranging and purchasing international round trip travel for participants and as well as any travel related to visa issuance, and dispersing international travel allowances prior to departure to the United States;
7. Ensuring that each participant completes and signs all required pre-program paperwork including the Study of the U.S. Institutes Terms and Conditions, Medical, and Media Release forms provided by the Branch;
8. Issuing DS-2019 forms for Institute participants;
9. Enrolling the participants in an accident and sickness health benefits program for the duration of the Institute and issuing health benefits identification cards for each participant. The program office will instruct the recipient how to access informational brochures and claim forms;
10. Coordinating, in conjunction with host institutions, logistical and administrative arrangements for participants such as pre-departure information, airport pick-up and drop off, lodging and meals, domestic travel and airline baggage allowances, medical treatment, and the disbursement of program funds;
11. Developing and implementing, in coordination with ECA, a media (including social media) outreach plan to promote the program;
12. Informing and consulting with ECA about any program or participant problems, emergencies, or other issues as well as the progress of necessary corrective action or incident;
13. Developing and proposing innovative ideas for alumni follow-on activities including facilitating continued interaction among participants after the conclusion of the Institutes;
14. Creating and maintaining a database of program alumni that includes alumni success and impact stories;
15. Conducting an evaluation program that links outcomes of the Institutes to stated program goals and objectives to ensure that all Institutes meet comparable and high levels of quality in fulfilling program goals;
16. Managing ECA and other funds for this activity, including the timely submission of required semi-annual and final financial and program reports to ECA, as well as weekly updates to the program office during the five-week Institutes;
17. Providing reasonable accommodations for participant needs, including disability accommodations if needed, in support of ECA's commitment to diversity and the involvement of participants from traditionally underrepresented audiences (see budget template for guidance); and
18. Assuming overall responsibility for complying with all applicable tax treaties and Federal, state and local laws on tax withholding and reporting for participants.

U.S. Department of State Responsibilities for this program include:

1. Providing oversight, advice, and assistance to award recipient staff including final approvals of key project plans and activities;
2. Providing advice and assistance to the sub-award recipients/Institute staff in collaboration with the award recipient;

3. Reviewing and providing input on Institute agendas, curricula, pre-departure materials, and other program materials;
4. Reviewing and approving plans for alumni follow-on activities;
5. Coordinating all communications with participating U.S. embassies, consulates, and Fulbright commissions, including the recruitment and selection of participants. ECA will make final participant selections;
6. Issuing the participants' J-1 visas;
7. Monitoring the Institutes through regular communication with the award recipient and site visits to one or more host institutions;
8. Reviewing semi-annual program reports;
9. Collaborating with the recipient on the media engagement plan and approving all promotional materials;
10. Assisting with participant emergencies, other significant issues, and medical evacuations;
11. Liaising with relevant U.S. embassies, consulates, Fulbright commissions, the recipient, host institutions, and other relevant parties as it relates to crisis management; and
12. Conducting formal debriefing sessions and plan for speakers from the U.S. Department of State to address participants during their time in Washington, D.C.

II.

PROGRAM SPECIFIC GUIDELINES

A. Overview

The Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State invites proposal submissions for the design and implementation of four Study of the U.S. Institutes for Scholars on American Culture and Values; Journalism and Media; U.S. Foreign Policy; and Youth, Workforce Development and Closing the Skills Gap. Each six-week Institute should provide a diverse group of educators and professionals with a cohesive academic program in one of the themes mentioned above that includes a four-week academic residency component and up to two weeks of an integrated study tour to another region of the United States. Applicants are encouraged to design creative, thematically coherent programs that draw upon institutional strengths, including faculty and recognized scholars and other experts from throughout the United States. In addition to the academic focus of each Institute, the program should introduce the foreign scholars and educators to U.S. culture, society, and values and should allow participants to interact with a diverse group of Americans.

All aspects of the Institutes, including presentations and other class work, readings, site visits, and any final events in Washington, D.C., should be integrated to illuminate the Institute's theme. The conception and structure of the Institutes are the responsibility of the award recipient. It is essential that the proposal provides a full, detailed, and comprehensive narrative describing the proposed programs and include the proposed goals and objectives of the project. A tentative academic program, including lectures, discussions, presentations, site visits and study tour for all Institutes should be included. Proposals will be reviewed on

the basis of the **review criteria** in section E.1. of the NOFO.

B. Program Dates

All Institutes should last approximately 43 days (including arrival and departure days). Base-year Institutes should begin no earlier than June 1, 2019, and should conclude no later than August 16, 2019. To ensure adequate time for the award recipient to make pre-program arrangements, ECA will make every effort to award the approved Cooperative Agreement in a timely fashion, pending the availability of FY 2019 funding.

C. Program Administration

Applicants must discuss their capacity to successfully manage international exchange programs, including institutional strengths such as experience, relevant departments, and major administrative units. Proposals should include a staffing pattern that details how staff will share responsibilities. The award recipient must designate a **project director** to oversee all of the Institutes, pre-departure logistics, alumni follow-on activities and outreach. During the Institutes, the project director will coordinate logistical and administrative arrangements to ensure an appropriate level of continuity among the various host institution programs, serve as the principal liaison between ECA and the host institutions, and serve as ECA's primary point of contact.

The award recipient must also designate **academic directors** at each host institution who will be present throughout the academic programs in their entirety to ensure the continuity, coherence, and integration of all aspects of the academic program, including the study tour. The academic directors will plan and implement the programs at their respective host institutions, oversee the day-to-day management of their respective programs, and monitor program participants. In addition, an **administrative director** or coordinator must be assigned at each host institution to oversee all program support services, including budgetary, logistical, reporting, and other administrative arrangements. Other staff may be designated as appropriate. Graduate student assistants may be employed to carry out clerical duties and to assist with the day-to-day concerns and needs of participants, but should not be the principal point of contact for participants' administrative concerns.

The project director and Institute academic directors will be required to attend a briefing in Washington, D.C tentatively scheduled for April 2019, pending final award approval.

Pre-departure materials should be available to participants via an Institute website or email at least six weeks before the start of the program. For participants who do not have Internet access, the recipient should make arrangements to send hard copies of these materials by express mail to the U.S. embassy or directly to the participants, as appropriate. Program websites should be updated regularly to provide changes in the program schedule, readings, photos of Institute activities, and other useful information.

At the start of the Institutes, an administrative orientation should provide participants with an introduction to the host campus and to the United States. The orientation should address the administrative details of the program, identify campus and local resources, and provide general information that will facilitate the participant's adjustment to daily life in a new cultural environment. Important topics will be security, medical problems, and the availability of foods to which participants are accustomed or which meet specific dietary requirements.

Formal opening and closing events (e.g. luncheon, dinner, or reception) should be planned. Successful events of this type typically include representatives from the college/university community as well as individuals from the larger community. These events should serve to welcome/bid farewell to participants as well as offer participants the opportunity to engage with their U.S. peers and to share information about their research and/or culture.

D. Participants

Scholar Institute participants will consist of up to 18 experienced foreign scholars, university faculty, and practitioners whose professional assignments require significant knowledge of their particular field of U.S. studies. Participants will be drawn from all regions of the world and will be fluent or have advanced proficiency in English. They will be seeking to increase their knowledge of American life in order to enhance their professional knowledge and scholarship and to improve courses they may teach on the United States in universities and other educational, training, and research institutions abroad.

Participants may come from educational institutions where the study of the United States is relatively well-developed, or they may be pioneers in this field within their home institutions. Some participants may have had sustained professional contact with U.S. scholars and scholarship, but likely will have had limited prior study and travel experience in the United States. Participants will be varied in terms of age, professional position, and travel experience abroad. In all cases, participants will be accomplished educators, scholars, or practitioners who will be prepared to participate in an intellectually rigorous academic seminar that offers a collegial atmosphere conducive to the exchange of ideas.

E. Institutes

Each Institute should include a four-week academic residency at a U.S. college or university campus and up to a two-week educational study tour that should include two to four days in Washington, D.C. The academic residency component should be a specially designed and well-integrated seminar that imaginatively combines lectures, discussions, readings, debates, and site visits and regional travel into a coherent program. It must not replicate an existing lecture course, survey, or graduate seminar designed for American degree candidates.

Applicants must provide a comprehensive **narrative, no more than 20 double spaced pages**, describing the program objectives. There also should be a **calendar or itinerary** of the program activities for all Institutes. Each Institute program should be supported by a **bibliography** and a **syllabus** that indicates the subject of each class session and explains how assigned readings and other materials support the session. The readings should relate directly to the Institute theme.

Additionally, the Academic Residency component should:

- Include course presenters who represent diverse backgrounds and viewpoints, and occupational fields on the topics and issues to be explored. In addition to host institution faculty and other professionals (e.g., in government, media, business and the private sector, religious and civic organizations, and the creative arts) in the geographic region of the Institute, presenters should include outstanding scholars and other professional experts from throughout the United States, as appropriate.

- Allow scholars, early in the program, to have a formal opportunity to present or discuss their own research interests, work environments, and/or other educational issues in their home countries. The audience for these discussions should include other participants, host faculty, American peers, program presenters, and other interested parties.
- Allot sufficient time for a collegial exchange of views among participants, lecturers, and panelists. Discussion should be encouraged not only through question and answer sessions but also through organized debates, roundtables, and other fora that allow participants to actively engage with presenters and each other on the ideas being presented.
- Include, in order to give participants a multi-dimensional view of U.S. society and institutions, prominent individuals as guest speakers who represent a diversity of viewpoints. This should include relevant professionals and practitioners outside the host institution such as experts from government, the media, think tanks, professional and cultural organizations, and community groups who can bring a special perspective to the issues being discussed. Efforts should be made to maximize interaction between participants and presenters both during and outside of each classroom session.
- Be intensive, yet leave sufficient free time for pursuing individual research and interests, socializing with fellow participants and U.S. peers. The program schedule should include adequate time for reading and preparation of class assignments. (See below Section F for further information)

Additionally, the educational travel component should:

- Take participants, ideally, to not more than two additional regions of the United States, one of which should be distinctly different in geography and culture from that of the host institution.
- Include a program in Washington, D.C. where scholars will have a half day debriefing session at the U.S. Department of State. This debriefing session will be programmed by the Study of the U.S. Branch.
- Include site visits and presentations related to the Institute's academic objectives and subject matter. The agenda for these educational visits should include an appropriate mix of professional-level meetings (local, state, and/or federal government offices, international organizations, NGOs, etc.), visits to cultural institutions, and recreational activities.
- Not exceed two weeks and, if appropriate, it may be interspersed with the residency portion of the program.
- Be arranged and led by the Institute's academic director and principal Institute staff. All staff that will be working on this component as managers or escorts should be clearly identified in the proposal. Staff escorts traveling on the study tour must have demonstrated qualifications to perform this service. The proposal must clearly specify the study tour cities or other destinations to be visited, as well as the specific sites. Day trips or optional weekend excursions to various local and nearby locations are encouraged.

Please note: The Study of the U.S. Branch may request that the award recipient to modify the academic residency and/or educational travel program. Similarly, the award recipient, in consultation with the Study of

the U.S. Branch, may also wish to make program modifications.

F. Independent Research/Free Time

The Institutes should provide opportunities for limited but well-directed independent research. Participants should have the equivalent of up to a half day per week (excluding weekends) to pursue individual research interests, curriculum development projects, or to catch up on assigned readings. Host institution faculty from departments related to the participants' scholarly interests should be available to offer advice on their individual research projects, to help facilitate their access to resources, and act as peer mentors as appropriate. Given the likely demands of the Institute schedule, participants will be made aware that opportunities for extensive research will be limited.

Participants should have sufficient free time outside the academic sessions to pursue individual interests, such as socializing with U.S. peers, exercising, and relaxing. Award recipients should provide full access to library facilities, local and national periodicals, radio and television, and computers with internet access. Participants should also have opportunities to attend cultural events, such as concerts, sporting events, and formal or informal gatherings of ordinary Americans from a variety of ethnic, social, and professional backgrounds.

G. Logistical Considerations

The proposal should discuss all host institutions' capacities to successfully manage international exchange programs and should include institutional strengths, such as faculty, libraries, relevant departments, and major administrative units, as well as resources from the host institution's local community.

- The recipient should plan to process **participant forms**, including but not limited to Medical Forms, program Terms and Conditions, and Media Release Forms, which will be signed by participants, and notify ECA of any potential issues or concerns. All forms should be safeguarded since they contain Personally Identifiable Information (PII).
- **Housing and meal arrangements:** the quality of housing should be equivalent to what senior U.S. faculty would regard as acceptable accommodations were they to spend extended time on campus as guests of the university. Housing may be in faculty residences, graduate dormitories, or other suitable locations. When possible, each participant should have a private bedroom during the residency portion, and no participant should be asked to share a bathroom with more than one or two others. The award recipient may wish to ask participants to select a roommate for the study tour segment.

Accommodations should respect each participant's privacy and comfort, and be conducive to study and relaxation. To the extent permitted by budget limitations, participants should receive up to the U.S. government per diem rate for meals and incidental expenses at the various program locales. See <http://www.gsa.gov/perdiem> for current U.S. government per diem rates.

If possible, participants should have access to kitchen facilities in their own rooms or in a common area. A combination of a cash allowance for food and a cafeteria meal plan is strongly recommended to permit participants to cook or eat at local restaurants. In many cases, participants may experience

difficulties with American eating customs due to religious or other dietary restrictions, cultural differences, and availability of familiar foods. Institute staff should be prepared to discuss such problems with the participants and seek solutions. Institute staff should consider conducting a pre-survey of participant dietary and/or religious needs in order to better accommodate those needs.

- **Pre-departure materials** should be available to participants via an Institute website or email at least six weeks before the start of the program. For participants who do not have Internet access, the award recipient should make arrangements to send hard copies of these materials by express mail to the U.S. embassy or directly to the participants, as appropriate. Program websites should be updated regularly to provide changes in the program schedule, readings, photos of Institute activities, and other useful information.
- **Administrative orientations** to the United States and to each host campus for the participants should address administrative details of the program, identify campus and local resources, and provide general information that will facilitate the participants' adjustment to daily life in a new cultural environment. Important topics will be security, medical problems, and availability of foods to which participants are accustomed, or which meet specific dietary requirements.
- **Academic orientations** at each Institute should provide participants with a concise overview of the program, including principal objectives and major themes. The academic director should also use this opportunity to discuss guidelines for class participation that encourage respect for the views of other participants, concise comments and questions that keep participants on-topic, and other ground rules that will promote effective class discussion throughout the program.
- **Opening and closing events** (e.g., luncheon, dinner or reception) should formally inaugurate and close the program. These events typically include representatives from the college/university community, as well as individuals from the larger community.
- **Access to resources** should be arranged, as mentioned above, including campus libraries, computer and internet facilities, local and national newspapers and periodicals, as well as radio and television. A formal orientation to library services should be conducted during the first week of the program, and computer training and technical support should be provided for those participants who require it. Reasonable accommodations should be made for any participants with disabilities and up to \$2,000 per Institute should be budgeted toward this expense.
- **Evaluations** should be conducted on a regular basis to ensure that academic, administrative, and personal problems are acted upon promptly. Copies of surveys and data should be available to the ECA program officer upon request. At the conclusion of the Institute, a formal evaluation session should permit participants to comment on all aspects of the program.

H. Fostering Mutual Understanding

ECA's mission is to foster mutual understanding between the people of the United States and the people of other countries to promote friendly and peaceful relations.

In order to promote this mission, the program should provide ample opportunities to attend informal and formal gatherings of ordinary Americans from a variety of ethnic, social, and professional backgrounds, as well as with U.S. peers. Opportunities for participants to share their research and culture with Americans can take many forms including, but not limited to; discussion sessions, conferences, receptions, poster sessions, peer mentoring programs, individual consultations with relevant academics, holiday celebrations, international pot lucks, cultural festivals, and host family experiences.

I. Alumni Outreach/Follow-on Activities

Proposals should provide a plan for continued follow-on activity (with minimal ECA support) that ensures that ECA-supported programs are not isolated events. Proposed follow-on activities for alumni must reflect the goals and objectives of the program and must contribute to ECA's mission to foster mutual understanding among the people of other countries and the people of the United States. The proposal should include an outline of follow-on alumni programming (including a timeline), information on how it will be coordinated with existing alumni efforts, and a description of how long-term linkages with alumni will be fostered and maintained, and information as to how alumni success stories will be collected and shared with ECA. Examples of successful past follow on activities include, but are not limited to, structured mentoring programs, small grant competitions, alumni reunions or workshops, monthly web discussions, reverse exchanges, cooperative publications by participants and their American peers, and distance learning opportunities for alumni. Applicants should incorporate the online communities on the International Exchange Alumni website (Alumni.State.Gov) into their alumni outreach plans.

Follow-on activities should be well developed, but also remain flexible enough to allow for changes based on the needs of the participants. Alumni activities should be financed using the line item budgeted for follow-on activities as well as significant cost-sharing by the applicant organization.

Please refer to the Proposal Submission Instructions (PSI) and the sample budget template for additional information.

III. PROPOSAL CONTENTS

Applicants should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner. Since there is no opportunity for applicants to meet with reviewing officials, the proposal should respond to the criteria set forth in the solicitation and other guidelines as clearly as possible.

Proposals should address succinctly, but completely, the elements described below and must follow all format requirements.

NOTE: Proposals submitted through Grants.gov may only be submitted in the following formats:

- Microsoft Word
- Microsoft Excel

- Adobe Portable Document Format (PDF)
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 - Nonconstruction Programs”
- Include other attachments, if applicable, such as indirect agreements, form 990, SF-LLL, etc.

Program Narrative

Executive Summary (One page)

In one double-spaced page, provide the following information about the project:

1. Name of organization/participating institutions
2. Beginning and ending dates of the program
3. Nature of activity
4. Funding level requested from ECA, total program cost, total cost-sharing from applicant and other sources
5. Scope and Goals
 - a. Wider audience benefiting from program (overall impact)
 - b. Geographic diversity of program, both U.S. and overseas
 - c. Fields covered
 - d. Anticipated results (short and long-term)

Narrative

In 20 double-spaced, single-sided pages in size twelve Times New Roman font, provide a detailed description of the project addressing the areas listed below.

1. Vision (statement of need, objectives, goals, benefits)
2. Participating Organizations
3. Program Activities (orientation, academic residency, study tour, cultural program, participant monitoring)
4. Program Evaluation
5. Follow-on
6. Project Management
7. Work Plan/Time Frame

Additional Information to be Submitted

- Calendar of activities/itinerary for each Institute
- Tentative programs for each Institute including academic sessions and speakers, site visits, and study tours
- Letters of endorsement
- Social Media and Traditional Media Plan
- Resumes and CVs (resumes of all new staff should be included in the submission; no resume should exceed two pages.)
- First time applicant attachments (if applicable)
- Detailed Budget, Summary Budget, and Budget Narrative

All budget guidelines must be followed. The budget should indicate any cost sharing in the form of in-kind or cash contributions to the program from sources other than the Department of State. See standard guidelines (PSI) in the Solicitation Package for information on cost sharing and the cost of audits.

A sample Institute budget is provided as pdf document as part of the application package for this solicitation. You may request this budget template in Excel format by contacting José Marrero by email: MarreroJA@state.gov or by tel: 202-632-3337. Please note there are five tabs in this document, the Sample Budget Instructions, the Total Cost by Grant Category, the Summary Budget, the Admin Detailed Budget, and the Program Detailed Budget. Applicants should complete tabs 2-5, where applicable. The sample budget includes an explanation of specific budget categories and line items. Unless otherwise indicated, each of the line items should appear in the proposed budget. **Separate budgets for sub-awardees** should be included and should resemble the Admin Detailed Budget and Program Detailed Budget for the award recipient. A minimum of \$250,000 must go to sub-awardees to support robust programming, but applicants are encouraged to allocate more. It is estimated that one Institute costs approximately \$360,000. You are urged to be as detailed and specific as possible, adding line items if needed.

Please be sure to include a Summary Budget on a separate page before the Detailed Budget. The Summary Budget should clearly indicate the number of program participants and provide an overall unit cost per participant, as well as a unit cost breakdown by program and administrative costs. A sample of this format is provided on the first tab of the sample budget. Please note the summary budget includes estimated cost projections for the non-competitive continuation years of the award. You are not required to provide a detailed budget for the continuation years until ECA decides to exercise the non-competitive continuation.

Following the Detailed Budget, please include a Budget Narrative that concisely explains how costs were calculated and the rationale for including them in the budget. The Budget Narrative should also explain costs for sub-awardees. Please make note of the following in the Budget Narrative:

- If you do not have an established indirect cost rate agreement, please explain what costs are excluded when calculating the Modified Total Direct Costs (MTDC) base in accordance with 2 CFR 200.68 and 2 CFR 200.414.
- List and explain the participant support costs.
- State if the above two questions are part of your organization’s existing policies and if they are consistently applied in all budgets throughout your organization.

Applicant institutions should attempt to maximize cost-sharing throughout the program by enlisting the support of the U.S. private sector, including foundations and corporations. ECA reserves the right to reduce, revise, or increase proposal budgets and participant numbers and the number of institutes based on program needs and the availability of U.S. Government funding.

Please note: All applicants for ECA federal assistance awards must include in their application the names of directors and/or senior executives (current officers, trustees, and key employees, regardless of amount of compensation). In fulfilling this requirement, applicants must submit information in one of the following ways:

- Those who file Internal Revenue Service Form 990, “Return of Organization Exempt From Income Tax,” must include a copy of relevant portions of this form.
- Those who do not file IRS Form 990 must submit information above in the format of their choice.

As part of the final program reporting requirements, award recipients will also be required to submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one- page description of grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and Budget on its USASpending.gov website as part of ECA's FFATA reporting requirements.

IV.

APPLICATION SUBMISSION

The NOFO indicates the date the complete proposal is due and the manner in which proposals must be submitted. There are NO EXCEPTIONS to this deadline. For further information regarding this program or the competition, contact Program Officer José Marrero in the Study of the U.S. Branch, Bureau of Educational and Cultural Affairs, U.S. Department of State, ECA/A/E/USS, SA-5, 4th Floor, 2200 C Street, NW, Washington, DC 20037, tel: 202-632-3337, and email: MarreroJA@state.gov