

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

FY 2020 Community College Administrator Program

Funding Opportunity Number: SFOP0006646

Office of Global Educational Programs, Humphrey Fellowships and Institutional Linkages Branch

The POGI guidelines apply specifically to the Notice of Funding Opportunity (NOFO) issued by Office of Global Educational Programs, Humphrey Fellowships and Institutional Linkages Branch for the FY 2020 Community College Administrator Program (CCAP). 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 accompanying NOFO, the NOFO is to be the dominant reference.

It is anticipated that this Cooperative Agreement will begin on or about September 1, 2020, and run through December 30, 2023. The CCAP is designed for officials with higher education planning responsibilities and senior administrators from technical and vocational institutions. The program advances U.S. foreign policy goals by advancing U.S. technical and vocational education globally, through the exchange of foreign government officials and senior administrators in higher education to the United States to examine the key tenets of U.S. community college administration and witness innovative approaches to address current global workforce development needs. The program introduces participants to key elements of community college leadership, the day-to-day administrative responsibilities and challenges of U.S. community colleges, and academic and vocational programs relevant to the participants' home institutions. An important objective of the program is to foster professional development and encourage sustained engagement with U.S. counterparts. To meet this objective, the program should involve a diverse set of U.S. community colleges, graduate schools of education, and relevant professional associations and provide opportunities for mentoring relationships between U.S. and international college administrators to develop. The program should also assist participants in designing individual project plans focused on institutional change within their home academic institutions. The CCAP will consist of a one-week executive dialogue and a four- to five-week seminar, totaling no more than six weeks in the United States.

I. STATEMENT OF WORK

Recipient Responsibilities

The responsibilities of the recipient organization are as follows:

1. Be responsible for the ongoing management and administrative oversight of participating U.S. college(s)/university(ies) related to the delivery of the program;
2. Design a curriculum that ensures participants gain an understanding of the U.S. higher education system and the role of U.S. community colleges;
3. Highlight different roles played by the U.S. federal, state, and local government in the administration of community colleges;

4. Focus on different U.S. approaches to technical and vocational education at the post-secondary level and show different state systems;
5. Highlight innovative approaches community colleges use to create effective workforce development programs. Include U.S. industry partners in portions of the program to highlight successful partnerships and provide participants with tools to create industry linkages;
6. Demonstrate a plan to research and learn about the selected country's technical and vocational education system at the post-secondary level, its workforce development needs, as well as its culture, practices, and priorities for higher educational reform and prepare a report that will be used as the basis to collaborate with ECA and U.S. host campus stakeholders to individualize program design and to tailor the contents of the training program during the executive dialogue and seminar. Provide the report on the selected country's educational and vocational training sector priorities and reform initiatives to ECA and CCAP stakeholders approximately 2-3 months prior to the start of the program;
7. Ensure U.S. host institutions understand the goals and objectives of the CCAP and have a general background on higher education systems in participating countries with an emphasis on technical and vocational education;
8. Provide application forms, promotional materials, and advice on recruitment for the program;
9. Maintain an up-to-date database including entries on each participant nominated;
10. Follow up with ECA, the U.S. embassy and/or Fulbright commission regarding missing documents; respond to their inquiries and copy the appropriate program officer in ECA;
11. Prepare and send letters of award, program guidelines, Terms and Conditions of the Award, and required pre-departure forms and materials to participants selected for the program;
12. Notify the U.S. embassy and/or Fulbright commission of each candidate's U.S. arrival date and prepare and send the DS-2019 form at least 60 days before departure;
13. Arrange round-trip travel for the participants from their home cities to their U.S. host institutions;
14. Ensure that the U.S. embassy and/or Fulbright commission receives pre-departure orientation materials for distribution to the participants, approximately two months prior to the start of the program;
15. Prepare a pre-program survey instrument to identify participants' particular interests related to community college administration. Provide survey results to ECA program staff. Use this feedback to shape the proposed programming for each cohort;
16. Develop a week-long executive dialogue and program overview for approximately 20 participants that will include approximately four foreign government representatives and approximately 16 senior higher education administrators;
17. Develop and facilitate an academic program that includes at least 30 hours of programming per week dedicated to a seminar exploring different topics related to community college administration, including leadership, governance, finance, student affairs and student services, program assessment, workforce development, private sector partnership, community engagement, technology, and distance learning; This program should be designed and delivered as a partnership between at least one graduate school of education and one community college. Describe all institutional partners, their areas of special expertise, and how each partner will contribute to the academic program;
18. Provide English-language support services that meet the English-language proficiency needs of the participants. Describe how the applicant will provide a range of English language training and support services, including translation or interpretation services, if required;
19. Propose a structure that will encourage the participants to prepare an institution-specific project informed by the programming delivered throughout the executive dialogue and seminar;

20. Engage high-level U.S. community college leaders so that the participants have the opportunity to learn from the experience of community college presidents and other college and university leaders. Provide reciprocal opportunities for international leaders to share their expertise in advancing technical and vocational education and meeting workforce development challenges in their countries;
21. Develop and facilitate opportunities for participants to gain broad exposure to a diverse group of U.S. community colleges, four-year accredited colleges and universities, and relevant associations;
22. Develop a plan for significant professional mentoring opportunities either prior, during, or post-program;
23. Clearly outline how participating U.S. institutions will continue to encourage and foster sustained engagement and professional development with participants after they return to their home countries. Devise mechanisms to support on-going mentoring with an aim to promote sustained relationships beyond the actual exchange and support alumni in implementing their plans for institutional change upon return home; mechanism may include virtual platforms;
24. Describe ways to connect the participants with relevant professional associations and existing networks of CCAP alumni from previous years;
25. Plan and organize opportunities for cultural exchange to highlight the diverse arts, cultural, and civic opportunities in the United States and to provide participants with opportunities to share their culture with local communities;
26. Arrange for participant housing;
27. Enroll participants in ECA's Accident and Sickness Program for Exchanges (ASPE) health benefits plan or other health insurance that meets or exceeds the J-1 visa requirements and assist participants with accessing necessary health care and assist with claims as necessary;
28. Monitor participants' adjustment and engagement with the program; consult with ECA's program officer regarding any participant-related issues and emergencies. Report any physical or mental health emergencies to the ECA program officer within 24 hours;
29. Monitor and evaluate U.S. host college performance;
30. Monitor and evaluate the participants' learning during the program and make adjustments to the program as needed to maximize participants' exposure to and understanding of relevant aspects of U.S. community college administration;
31. Monitor the participants' institutional engagement projects presented at the end of the program and provide updates to ECA about changes alumni have implemented as a result of their participation in the CCAP;
32. Evaluate the program and its impact on the participants, their home institutions, and their contributions to improving technical and vocational education in their home countries. Evaluate the program and its impact on U.S. host institutions. Conduct evaluation activities in close consultation with the ECA program officer;
33. Manage financial aspects of the program including participant maintenance allowances, housing expenses, accident and sickness benefits, any sub-recipient agreements, and other activity costs.
34. Manage and monitor the J-1 visa status and SEVIS status of the participants;
35. Assume overall responsibility for complying with all applicable tax treaties and federal, state and local laws on tax withholding and reporting for participants;
36. Report programmatic, financial, and statistical information to ECA's program and grants officers;
37. Respond fully and promptly to ECA requests for information relating to the participants and alumni; and
38. Adhere to U.S. Department of State and ECA branding and communication guidelines.

Substantial Involvement

In a cooperative agreement, the Department is substantially involved in program activities above and beyond routine monitoring. The responsibilities of the Department are as follows:

1. Participation in the design and direction of program activities and policies;
2. Approval and input on program timelines and agendas;
3. Guidance in execution of all program components;
4. Review and approval of all program publicity, recruitment, and other public materials;
5. Approval of scheduled engagements with organizations, colleges, and governmental agencies;
6. Oversight of participant recruitment and selection;
7. Guidance on and approval of decisions related to special circumstances or problems throughout the duration of the program;
8. Assistance with non-immigration and SEVIS-related issues;
9. Assistance with participant emergencies, including medical and legal issues;
10. Guidance and approval of alumni, follow-on, and evaluation activities;
11. Liaise with the U.S. embassy or Fulbright commission and country desk officers at the State Department; and
12. Approval of key personnel.

Please note: The Humphrey Fellowships and Institutional Linkages Branch in ECA will review and approve syllabi for the program and may request that the award recipient organization make modifications or work with the partner organizations to make modifications to the proposed program.

II. PROGRAM SPECIFIC GUIDELINES

The CCAP should be designed as an intensive program that incorporates classes and seminars focused on building participants' knowledge about the U.S. community college model. The program should prepare participants to pursue objectives for educational development in their home countries and to prepare and implement institutional change. At least half of the classes and seminars should be offered in association with an accredited U.S. graduate school of education in the spirit of training senior educational leaders. The program should also be designed to include on-site workshops, mentorships, professional development activities, and observation of key administrative processes at U.S. community colleges. The proposal's implementation strategy should include at least one U.S. graduate school of education or equivalent graduate-level training program and one U.S. community college. Either type of institution may serve as the lead institution for this cooperative agreement. The successful applicant will clearly outline the hosting capabilities of the recipient organization and partners.

The program should be tailored specifically to the needs of the selected country(ies) participants; at least some instructors should be knowledgeable and familiar with relevant higher education issues in the country. The successful applicant should demonstrate a capacity to educate other program partners about countries' priorities for their technical and vocational education systems. ECA will identify the participating country or countries based on Department foreign policy priorities and educational needs that would benefit from U.S. engagement.

The structure of the program is the responsibility of the successful applicant, in close coordination with cooperating partner colleges/universities/associations. It is essential that the proposal provide a detailed and comprehensive narrative describing how partner organizations will cooperate with each other and ECA to achieve the objectives of the program. The application should provide a sample proposed program that includes the one-week executive dialogue and program overview, seminar topics by week, on-site programming at a community college, and any other planned professional development or cultural activities.

Pre-Program Planning and Preparation

Pre-program Planning

The proposal should explain how the applicant will incorporate specific knowledge of a participating country's educational system and current initiatives in technical and vocational education in order to tailor the program's curriculum and activities to best provide participants with tools to create plans for institutional change. Proposals should describe how the applicant will successfully acquire the necessary degree of expertise on the participating country's technical and vocational educational system in order to successfully tailor the program's curriculum for maximum impact.

Knowledge and expertise about the participating country's technical and vocational education sector will need to be shared with ECA and program planners. Cooperating partners will be required to submit at least one comprehensive report on the state of educational reform in the technical and vocational system of each CCAP country. The country reports will share lessons learned through any pre-program research and planning trips, engagement with CCAP participants, and post-program evaluation efforts. A first draft of this report will be shared with ECA and CCAP stakeholders prior to each CCAP cohort arrival to facilitate customization and implementation of the CCAP for each country context. The final report will include additional lessons learned through engagement with CCAP participants during the program and post-program activities or evaluation efforts. Proposals should include the applicant's plans for developing and sharing this report.

Recruitment

ECA will identify the participating country or countries based on Department foreign policy priorities and educational needs that would benefit from U.S. engagement. Participants from selected countries will be identified, screened, and nominated by the U.S. embassy and/or the Fulbright commission in the selected countries, however, the cooperating partner may be asked to provide input into the recruitment, as needed. The successful applicant will be expected to provide necessary forms and program materials to assist with recruitment. A candidate nomination list will be sent to ECA for final selection. ECA will provide guidance and oversight on the recruitment and selection process to the recipient and act as a liaison with U.S. embassies/consulates and/or Fulbright Commissions as stated above.

Pre-Departure Orientation and Preparedness

The recipient institution will be responsible for the development of pre-departure orientation materials for dissemination to participants through the U.S. embassy/consulate or Fulbright commission, where applicable, and for the registration of participants in SEVIS under a program number to be provided by ECA. The recipient organization should also provide participants with introductory materials about U.S. higher education and provide context about how U.S. community colleges are situated within the U.S. higher education system. Materials should prepare participants to understand program-specific terminology and concepts that will be discussed throughout the program.

Pre-departure preparedness should also include activities to help the recipient institutions prepare to host the exchange participants. Proposals should describe how the recipient organization will expand U.S. host college stakeholders' knowledge about the CCAP participants' own country's technical and vocational educational contexts as well as individual participant's interests in the U.S. community college sector and their goals for fostering institutional change in their home institutions.

ECA welcomes proposals that take advantage of virtual platforms to prepare participants and hosts for the program and deliver content in advance of their arrival.

Prior to each program start date, the Bureau will work with the U.S. embassy or Fulbright commission to provide participants with a one-time allowance to help pay for in-country pre-departure expenses related to travel for the visa interview, travel to/from the nearest international point of departure, baggage fees, and travel incidentals. The recipient organization will not need to include these expenses in its proposed budget.

Program in the United States

Program Delivery

The U.S. component of the CCAP exchange will consist of a one-week executive dialogue and a four- to five-week seminar. Proposals should specify dates or a range of dates that would be feasible for program implementation during the spring or fall 2021 timeframe. Efforts should be made to include the diversity of state-wide approaches to technical and vocational education, while highlighting the roles of different partners from the local to the federal level in shaping the U.S. education system. An emphasis should be placed on creating opportunities for engagement among leaders across campus with leaders from international institutions.

Proposals should emphasize opportunities for participants and their U.S. counterparts to develop lasting ties as a basis for on-going cooperation. For example, participants should have opportunities to discuss and experience, in consultation with U.S. counterparts, strategies for increasing access to higher education for underserved sectors; for developing partnerships with business and industry; for designing workforce training programs that meet local industry needs; for teaching in mixed-age, mixed-ability classrooms; for establishing programs for student support and services; for overseeing strategic planning efforts; and for conducting market analysis to identify relevant opportunities for skills development. Participants should also have opportunities to learn about marketing and community relations; institutional governance; technology and distance learning; and other educational approaches to U.S. community college administration. In addition, the program should include opportunities for the participants to experience U.S. society and culture and to share their cultures with Americans.

Proposals should specify a primary host institution and a coordinator at the institution who would oversee the entire program and provide professional guidance to each participant for learning and networking that is relevant to their individual needs, interests, and plans for a project to foster institutional change as a result of lessons learned during the program. Proposals should also include plans for a staff member with knowledge of cross-cultural communication and group dynamics to provide the participants with logistical guidance, debriefs of program components, and assistance with cohort cohesion. The staff member would also oversee providing participants with opportunities to experience U.S. society and culture.

Executive Dialogue

The one-week executive dialogue will be aimed at facilitating a senior-level dialogue about technical and vocational education in the United States and the selected country. The executive dialogue could be timed at any stage of the program.

The executive dialogue should include opportunities for U.S. and international participants to discuss how comparable higher education institutions in both countries are approaching opportunities and challenges to advance vocational training and workforce development to meet the needs of their local communities and countries. Sessions should allow for addressing issues of convergence and divergence between the U.S. and the selected other country's approach to technical and vocational education. The program will provide intentional opportunities for senior officials to provide background and expertise about the sending-country's higher education system to lay the foundation for substantial exchange among policymakers, administrators, and educators. The executive dialogue should foster a two-way high-level dialogue focused on initiatives, trends, and opportunities for continued engagement around technical and vocational education, community colleges, and workforce development.

The executive dialogue should also provide participants with an overview of the program, including principal goals, objectives, and major themes including the country-specific context for the program and areas of focus within the U.S. community college model. This week should aim to include speakers and presenters with the ability to provide an overview of the role that community colleges play in the U.S. higher education system and describe the skills required for community college administrators.

This week should include both the senior administrators and at least four government officials with substantial involvement in technical and vocational education in the selected country. The successful applicant will demonstrate a commitment to including high-level participation from its U.S. institutions as well as other relevant experts in community college administration. Special emphasis should be placed on encouraging on-going collaboration with counterparts at U.S. host institutions. ECA welcomes innovative approaches to using this week-long program to strengthen institutional linkages.

Proposals should include a plan for providing interpretation services during the one-week program, as needed.

Seminar

The four-week to five-week seminar should include approximately thirty hours of classroom hours and programming per week related to community college administration. The seminar should provide a comprehensive understanding of U.S. community colleges, their mission, their administration, their economic role, and the role they play in community development. The structured seminar should also focus on such aspects of U.S. community college administration as leadership, governance, finance, curriculum development, student affairs and student services, program assessment, workforce development, private sector partnerships, community engagement, technology, and distance learning. The seminar should not simply replicate an existing lecture course or seminar designed for American students. The seminar should be designed thematically to address relevant skill sets for officials with higher educational planning responsibilities and administrators from post-secondary vocational and technical institutions and be customized for the context of the selected country(ies).

Two-way dialogue should be intentional and participants should have opportunities to share information about their own institutions, current vocational and technical training trends and initiatives from the participants' home countries as relevant, and the leadership or administrative opportunities and challenges with which they are grappling. The seminar should provide opportunities for participants to discuss their observations, share their experiences, and identify possible practices for adaptation to their home country context culminating in participant plans for fostering institutional change upon return home. Sessions should encourage participants to reflect on opportunities to apply their learning to their home country context, provide fellow participants with feedback, and engage other educators and officials.

The coordinator should arrange for each seminar participant to have meaningful exchange with U.S. mentor counterparts with responsibilities relevant to the professional interests of the participant. The U.S. mentor administrators should provide participants with opportunities to "job shadow" or other appropriate opportunities to experience and understand relevant administrative practices firsthand. Participants should have opportunities to attend courses to acquire technical skills and observe classroom practices. High-level participation from U.S. colleges and universities is encouraged. It is important that each of the participants have purposeful engagement with a faculty or administrator mentors who are able to commit to multiple meetings, at a minimum, with the participants and have responsibilities relevant to the participant. Successful applicants will describe how they plan to foster mentoring relationships during this program, including a proposed list of individuals who are willing to serve as mentors and their areas of expertise.

Successful proposals will also include a plan outlining any collaboration with additional colleges, universities and associations to provide participants with broad exposure to institutional missions, challenges, and practices in the U.S. community college sector.

Proposals should describe activities that would enable seminar participants to become involved in the social and cultural life of their host communities in the United States. Examples include connections with friendship families, presentations to local schools, businesses, and civic groups or other community organizations, and attendance at educational and cultural events.

Proposals should describe the availability of on-going English language study or support for seminar participants who need it. In addition, proposals may include a language facilitator who can provide assistance to the seminar participants.

Participant Monitoring, Logistics, and Support

Staff assigned to the project should be highly engaged with participants and monitor participant engagement, learning, and interests throughout the program, through such activities as debriefs at regular intervals that check for understanding, provide opportunities for clarifying questions, and expose evolving interests of individuals and the group. Staff should demonstrate strong interpersonal and cross-cultural communication skills, experience in group dynamics and organizational development, sensitivity, and a flexible approach that is responsive to individual participants and their circumstances. The program coordinator should provide participants with contact information so that a program representative can be reached at any time during the program in the event of an emergency. Monitoring participant health and safety is a Bureau priority.

The proposal should include details regarding the proposed housing and meal arrangements for participants for

the duration of the program. In general, housing arrangements should be similar to those provided to U.S. graduate students. Housing may be in faculty residences, graduate dormitories, hotels, or other suitable locations. Walking distance or the availability of convenient public transportation to daily seminar sessions should be taken into account. Ideally, each participant should have a private bedroom and private bathroom. Other accommodation configurations may be proposed with a clear rationale for the planned arrangements. Internet connectivity should be provided for participants.

The proposal should describe the workspace arrangements for participants who will stay for the full five- to six-week program. Participants should have access to a computer for the duration of the program with the appropriate software/hardware necessary to complete the program requirements. The participants should also be provided with a method to access the Internet in a workspace and provided with access to a telephone. Participants should also have access to general office supplies that are essential to accomplishing any seminar assignments. To the extent possible, participants should have access to local and national newspapers as well as industry-specific newspapers and other publications related to community college administration. Maximum access to the host institution's libraries should be arranged and an orientation to library facilities should be conducted early in the program.

Participants will be sponsored under a SEVIS program number to be provided by ECA and for which an ECA officer will be the principal responsible officer. In accordance with J-1 Visa regulations, participants will be expected to maintain the equivalent of a full-time course of study. They must comply with all of the requirements of the program and host institutions. Participants must return immediately to their home countries upon completion of the academic program. Programs should not be extended. Participants may be removed from the program for violations of J-visa terms and conditions including but not limited to academic non-performance, behavioral misconduct, or inability to fulfill the program goals. The final decision to remove a participant will be made by ECA after consultation with the award recipient organization. Each participant is required to read and sign a "terms and conditions" document, which must be approved by ECA.

The award recipient organization will be responsible for designating one Alternate Responsible Officer under a SEVIS program number under the Bureau's responsibility. The award recipient will use the Bureau SEVIS program number to issue DS-2019 forms to participants in this program. Visa support will not be offered for dependents. Organizations cooperating with the Bureau on this program will retain all administrative work for the issuance of DS-2019 forms. In addition, cooperating organizations must ensure that administration of these scholarships is in compliance with reporting and withholding regulations for federal, state, and local taxes as applicable.

The award recipient organization will be responsible for enrolling participants in the Bureau's ASPE health benefits program or alternative plan that meets J-1 visa requirements and is approved by ECA and provide assistance to participants regarding medical coverage issues. The Bureau health coverage program provides limited accident and sickness, repatriation of remains, and medical evacuation coverage for participants in the exchange phases of the program. The Bureau will provide the necessary instructions and forms for the participants to complete prior to travel. Host institutions will provide participants with proof of enrollment and assist participants in presenting claims to the health benefits program administrator and consult with the Bureau on participant health issues that may affect successful program completion. Please note that the Bureau's health benefits program is described in the Proposal Submission Instructions (PSI).

The budget should request funding for round-trip international travel between the sending country and the U.S. host institutions for all participants; tuition or instructional fees if necessary; books; language interpretation or facilitation services as needed for the program proposed; maintenance allowances; rental costs for laptops for all participants; housing; and costs for program administration. Applicants should explain processes for providing maintenance, book, and other allowances to program participants and for paying tuition or instructional fees directly to host institutions if necessary. The host institutions should provide all program materials to program participants and to ECA. Participants are expected to have some English proficiency, but applicants should demonstrate capacity to accommodate participants with a range of proficiency from low to moderate for both program materials and program delivery. The recipient's budget narrative should outline areas where costs have been streamlined and/or cost-sharing was included (if applicable).

Follow-on Program

Successful applicants will also include follow-on programming in the home country approximately 6-12 months after the completion of the program in the United States to continue to engage participants on related program and shared foreign policy topics. Successful follow-on activities have included symposiums and workshops where alumni have made presentations about how they have applied what they have learned and alumni have engaged with each other to deepen their country network and support each other in troubleshooting areas of challenge or opportunity. The program also provides additional opportunities to foster engagement among senior educational leaders, government officials with higher education planning responsibilities, and U.S. embassy officials.

Alumni engagement provides critical program follow-on, maximizing and extending the benefit of the participants' program in the United States. Proposals should describe how long-term links with alumni will be fostered and maintained among and across CCAP cohorts. Proposals should creatively outline how the recipient organization will organize and support alumni activities, either in-person or virtually, at limited or no further cost to the Bureau. Alumni tracking is critical for the evaluation of the program and for the implementation of worthwhile follow-on programs. The award recipient organization will provide participant information in a database format that is similar to the database requirements for ECA. In addition, data will be required to register CCAP participants in International Exchange Alumni (alumni.state.gov), a website where government-sponsored program alumni can find tools to connect with each other and advance communities around the globe.

Follow-on engagement also provides an opportunity to gather data through focus groups, surveys, observation, or other means to measure and assess the impact of the program on the participants, their institutions, and on technical and vocational education in that country.

Evaluation

The proposal should describe how the recipient will monitor and assess the participants' progress in achieving the program goals and objectives during the program, as well as measure and report on program goals, objectives, and impact on the participants and the host campuses at the end of the program. Successful applications will include a work plan for evaluation and sample assessments (e.g. surveys, interviews). Evaluations should also extend to U.S. counterparts and the impact of participation on their long-term internationalization or education goals. Successful applications will propose creative and cost-effective ways to engage with U.S. entities. Please note: The Bureau plans to add standardized indicators and corresponding data collection questions for performance monitoring during the period of performance of this award. Therefore, proposed performance monitoring plans and data collection instruments should be flexible enough to incorporate those once established.

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)
- ASCII Text
- Joint Photographic Experts Group (JPEG images)

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>.

Proposals should include the following items. All documents should be appropriately and clearly titled.

Online Forms

- SF-424, “Application for Federal Assistance”
- SF-424A, Budget Information – Non-Construction Programs
- SF-424B, “Assurances – Non-Construction Programs,” (only required for organizations if its representations and certifications have not been completed in the System for Award Management (SAM.gov). If an organization is exempt from registering in SAM.gov, then it would still need to provide the form as part of its application.)
- Include other attachments, if applicable, such as the Negotiated Indirect Cost Rate Agreement (NICRA), form 990 Return of Organization Exempt From Income Tax, SF-LLL Disclosure of Lobbying Activities (only required for organizations that engage in lobbying activities), etc.

Program Narrative

Executive Summary (One page)

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

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

Narrative

In 20 double-spaced, single-sided pages, 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 (advertisement, recruitment, orientation, academic component, 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.

Letters of endorsement.

Resumes and CVs. (Resumes of all staff should be included in the submission; no resume should exceed two pages.)

Detailed Budget. (Sample budget format details are available in the Proposal Submission Instructions (PSI) document. Please refer to the NOFO, POGI, and PSI for complete budget guidelines and formatting instructions.)

We anticipate awarding a total of approximately \$410,000 for program and administrative costs to administer a program for one CCAP cohort. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and the availability of funds. The proposal should include a comprehensive line item budget with program and administrative costs. The number of participants that the institution proposes to sponsor should be clearly stated.

A clear and cogent budget narrative must accompany the budget charts to justify each line item and to explain how cost estimates were derived. In addition, the budget notes or narrative should indicate how the organization will monitor and track expenditures throughout the duration of the Cooperative Agreement to avoid under- or over-expenditure.

In addition to the comprehensive line item budget and the budget narrative, proposals should include a summary chart that provides the following information: total program costs, a per participant cost, total administrative costs, a per participant administrative cost, total cost share contribution, and a per participant cost share contribution.

As with other exchange programs, the Bureau is committed to containment of costs consistent with overall program objectives and sound management. The total administrative costs funded by the Bureau must be reasonable and appropriate.

In order to maximize the number of participants under this program, while not formally required under this Notice of Funding Opportunity, it is the Bureau's expectation that institutional and private sector funding and/or cost sharing will be made available by applicant organizations.

Cooperative Agreement funded expenditures may include, but are not limited to, the categories below.

PROGRAM EXPENSES

- Round-trip travel domestic and international travel for all participants from home city to the United States, coach class via American carrier and following “Fly America” regulations.
- Tuition or instructional fees, if necessary.
- Maintenance allowances (estimate and explain an appropriate stipend level). Maintenance allowances should be sufficient to enable participants to meet the costs of lodging, food, and incidental purchases throughout the period of the Cooperative Agreement in the locations where the participants will be residing.
- Educational materials including books, laptop rental, and other professional equipment necessary to facilitate full participation (estimate and explain an appropriate stipend level).
- Executive dialogue and program overview materials and expenses for an orientation luncheon, dinner, or reception.
- Honoraria for outside speakers, if necessary.
- Ground transportation.
- Advising and monitoring of participants.
- Interpretation services.
- Costs of academic and cultural support and enrichment activities.
- Evaluation.
- Withholding of taxes, as necessary.
- Institutional costs associated with registering participants in SEVIS, as applicable. Individual participants will not be charged SEVIS application fees because they will be issued DS-2019s on a government-sponsored program number.

ADMINISTRATIVE COSTS

- Staff salaries and benefits (each staff member and his/her position must be listed separately). Please also note the percentage of his/her total time spent on the program.
- Communication costs (e.g. fax, telephone, postage, communication equipment, etc.).
- Office supplies.
- Printing and duplication costs.
- Administration of tax withholding and reporting as required by Federal, State, and local authorities and in accordance with relevant tax treaties.
- OMB Guidance 2 CFR Parts 200 Subpart F Single Audit.
- Other direct costs.
- Indirect costs.

ADHERENCE TO ALL REGULATIONS GOVERNING THE J VISA

The Bureau of Educational and Cultural Affairs places critically important emphases on the security and proper administration of Exchange Visitor (J visa) Programs and adherence by award recipients and sponsors to all regulations governing the J visa. Therefore, proposals should demonstrate the applicant's capacity to meet all requirements governing the administration of Exchange Visitor Programs as set forth in 22 CFR 62, including the oversight of Responsible Officers and Alternate Responsible Officers, screening and selection of program participants, provision of pre-arrival information and orientation to participants, monitoring of participants, proper maintenance and security of forms, record-keeping, reporting and other requirements.

The award recipient will be responsible for issuing DS-2019 forms to participants in this program. A copy of the complete regulations governing the administration of Exchange Visitor (J) programs is available at <http://J1visa.state.gov> or from:

Office of Designation, Private Sector Programs Division
U.S. Department of State
SA-4E (Bldg. 3)
2430 E Street, NW
Washington, DC 20037

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, call LaRita Campbell, 202-632-9458, CampbellL1@state.gov or Maureen James, 202-632-6330, JamesMC@state.gov in the Office of Global Educational Programs, ECA/A/S/U; Fax: (202) 202-632-6489.