

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

FY 2021 Study of the U.S. Institutes for Secondary Educators

Funding Opportunity Number: SFOP0007782

Study of the U.S. Branch (ECA/A/E/USS)

The POGI guidelines apply specifically to the Notice of Funding Opportunity (NOFO) issued by the Study of the U.S. Branch (ECA/A/E/USS), Office of Academic Exchange Programs, Bureau of Educational and Cultural Affairs (ECA), for the FY 2021 Study of the U.S. Institutes for Secondary Educators. 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.

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 recipient make modifications to the academic residency and/or educational travel components of the program. The 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 of State and your organization are outlined below.

The responsibilities of the recipient organization are as follows:

1. Provide overall coordination and management of the Study of the U.S. Institutes for Secondary Educators;
2. Design and oversee three Study of the U.S. Institutes for Secondary Educators at academic institutions in the United States for approximately five weeks;
3. Provide and monitor subawards to selected host institutions to conduct the Institutes. Each host institution should not implement more than one Institute; the recipient may choose to implement one Institute;
4. Provide Institute syllabi and program calendars to ECA for review at least ten weeks before the start of the Institutes;
5. Issue participant DS-2019 forms for Institute participants;
6. Enroll the participants in an accident and sickness health benefits program for the duration of the Institutes and issue health benefits identification cards for each participant;
7. Develop health and safety protocols to protect the welfare of all participants. Protocols should include plans to address participant safety in relation to the COVID-19 pandemic;
8. In coordination with U.S. embassies and consulates or Fulbright commissions, arrange and purchase international round trip travel for participants as well as any travel related to visa issuance;

9. Disperse international travel allowances to participants;
10. In conjunction with host institutions, U.S. embassies, consulates, and Fulbright Commissions, coordinate logistical and administrative arrangements for participants, such as pre-departure information, airport pick-up and drop-off, lodging and meals, domestic travel, any medical treatment, and the disbursement of program funds including travel allowances;
11. Inform and consult with ECA about any program or participant problems, emergencies, or other issues as well as the progress of necessary action;
12. Develop and implement, in coordination with ECA, a media outreach effort (including social media) to publicize the program;
13. Ensure strict compliance with State Department branding and signage requirements at events, in remarks, in program documentation, and online in all websites and social media posts;
14. Provide participants with follow-on guidance and resources and facilitate continued interaction among participants after the conclusion of the program;
15. Create and maintain a database of program alumni that includes alumni success and impact stories; share these stories with ECA;
16. Conduct an evaluation strategy that links outcomes of the Institutes to stated program goals and objectives and ensures that all Institutes meet comparable and high levels of quality in fulfilling program goals;
17. Manage all ECA funds for this activity, including submitting required reports to ECA by the established deadlines;
18. Provide reasonable accommodations for participant needs, including any necessary disability accommodations;
19. Prepare and print certificates of completion for participants who successfully complete their respective programs; and
20. Assume overall responsibility for complying with all applicable tax treaties and Federal, state and local laws on tax withholding and reporting for participants.

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. Provide oversight, advice, and assistance to the award recipient and sub-award Institute staff, including final approvals of key project plans and activities;
2. Review and provide input on Institute agendas, syllabi, program calendars, pre-departure and other written materials;
3. Coordinate and oversee all communications with participating U.S. embassies, consulates, and Fulbright Commissions, regarding the recruitment and selection of participants and other aspects of the program. ECA will make final participant selections and provide a list of selected finalists to the implementing partner;
4. Issue participants' J-1 visas;
5. Monitor the Institutes through regular communication with the award recipient and site visits to the host institutions;
6. Review semi-annual program and reports and weekly updates during the Institutes;
7. Collaborate with the recipient on the media engagement plan and approve all promotional materials;
8. Review and approve plans for alumni follow-on activities;

9. Review and approve the final selection of sub-award recipients (host institutions);
10. Review and approve staffing plan and key personnel and any changes that are made;
11. Liaise with relevant U.S. embassies, consulates, Fulbright Commissions, the recipient, host institutions, and other relevant parties as it relates to crisis management;
12. Assist with participant emergencies and medical evacuations; and
13. Conduct debriefing sessions with the participants, virtually or in-person, on an as-needed basis.

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 three Study of the U.S. Institutes for Secondary Educators, each for five weeks in length. Each program should be designed for a group of 20 secondary-level educators from around the world as specified in the Notification of Funding Opportunity (NOFO). Two of the Institutes will be for teachers; one Institute will be for education administrators, including, but not limited to, curriculum developers, ministry of education officials, teacher trainers, and textbook writers. Study of the U.S. Institutes for Secondary Educators are designed to strengthen curricula and improve the quality of teaching about the United States in secondary schools and academic institutions overseas.

Proposals should present a creative, thematically coherent program that draws upon institutional strengths, including faculty and other resources, as well as recognized scholars, educators, and other experts from throughout the United States. In addition to the academic focus of each Institute, the program should introduce the foreign educators to the history and evolution of U.S. culture, society, education, and values, and should allow participants to interact with a diverse group of Americans. The Notice of Funding Opportunity (NOFO) for this competition gives further direction on the substance of the program.

All aspects of the programs, including presentations and other class work, should be integrated so as to illuminate the overall Institute theme and contribute to the participants' understanding of the United States. The conception and structure of the Institutes are the responsibility of the award recipient. It is essential that proposals provide a full, detailed, and comprehensive narrative describing how the recipient and/or host institution(s) will achieve the objectives of the Institutes. A sample academic program, including lectures, discussions, presentations, site visits, and other relevant documents should be included. Proposals will be reviewed on the basis of the review criteria in the NOFO.

B. Program Dates

The anticipated award date for the cooperative agreement will begin on or about September 1, 2021 and end on, or about, September 30, 2025. The Institutes for Secondary Educators should take place in summer 2022 and be five weeks in length (approximately 36 days inclusive of participant arrival and departure days). Institutes are not required to begin on the same date.

C. Program Administration

Applicants must discuss in the proposal 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 plan that details how staff will fulfill responsibilities. The applicant should propose appropriate staffing levels and structure to effectively implement all proposed activities. The award recipient must designate a **project director** to oversee all of the Institutes. The project director will coordinate logistical and administrative arrangements, ensure an appropriate level of continuity among the various host institution programs, oversee alumni programming, and serve as the principal liaison between ECA and the host institutions. The project director will serve as ECA's primary point of contact. The project director will be required to attend an administrative briefing that will take place either virtually or in-person in Washington, D.C., at least six weeks before the start of the program.

The award recipient must designate an **academic director** at each host institution who will be present throughout the Institutes in their entirety to ensure the continuity, coherence, and integration of all aspects of the Institute, including the study tour. The academic director will plan and implement the program at their respective host institution, oversee its day-to-day management, and monitor program participants. In addition, an **administrative director** or coordinator must be identified at each host institution to oversee all administrative support services, including supervision of the program participants, budgetary, logistical, participant health and safety, reporting, and other administrative arrangements. Other staff may be designated as appropriate. Program coordinators and/or 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.

D. Participants

Each Institute will host 20 experienced secondary-level school teachers or administrators, for a total of 60 participants. Two of the Institutes will be comprised of teachers, most of whom teach English as a foreign language, social studies, or a related field; the third Institute will be comprised of administrators (principals, vice principals, etc.), teacher trainers, textbook writers, curriculum developers, and/or ministry of education officials. Participants will come 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 improve courses they may teach on the English language and/or the United States in secondary schools, 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 from areas where study of the English language and the United States is limited. Participants will be varied in terms of age, professional position, and international travel experience, and will have varied levels of experience teaching about the United States. In all cases, participants will be experienced educators who will be prepared to participate in an intellectually rigorous academic seminar that offers a collegial atmosphere conducive to the exchange of ideas.

ECA is committed to ensuring that participants with disabilities are able to participate fully in the program

through reasonable accommodation and support. The award recipient will be responsible for working with the host institutions to provide reasonable accommodations that will allow for a full and engaging experience for all participants during the Institutes.

The award recipient will NOT participate in the selection of candidates. U.S. embassies and consulates will identify and nominate participants. ECA will make the final selections and will send the final list of participants for each Institute to the award recipient. Every effort will be made to select a balanced mix of male and female participants and to recruit participants who are from non-elite or underprivileged backgrounds, from both rural and urban areas, and whom have had little or no prior experience in the United States. A final list of participants will be sent to the award recipient prior to the start of the Institutes. The recipient should provide participants with pre-departure orientation workshop materials at least six weeks prior to the start of the Institutes.

E. Academic Residency Program

Each Institute should include a four-week academic residency. The residency should be a custom-designed and well-integrated seminar that imaginatively combines lectures, panels, seminar discussions, readings, debates, school and site visits, and regional travel into a substantive, cohesive, and 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 in Times New Roman 12 point font, describing the program theme and objectives and how the academic residency and study tour components support objectives. The narrative should also include a *sample* syllabus and calendar of activities for an Institute.

In order to give participants a multi-dimensional view of U.S. society and institutions, presenters should include outstanding teachers, scholars, and other relevant professionals outside the host institution such as experts from government, education, media, think tanks, professional and cultural organizations, and community and civic groups who can bring specialized perspectives to the discussed issues. Guest speakers should represent diverse backgrounds, viewpoints, and occupational fields on the topics and issues explored. Efforts should be made to maximize interaction between participants and presenters both during and outside of each classroom session. Separate budget items (e.g., honorarium, per diem, travel) may be included for this purpose, per the attached sample budget.

Early in the program, participants should have a formal opportunity to present or discuss their own research or teaching 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 members of the host institution and local community.

All sessions throughout each Institute should 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.

F. Study Tour

All Institutes must include an integrated study tour of approximately one week. The study tour should include travel to another region of the United States beyond the host institution location and should complement and reinforce the academic residency component. If appropriate, the study tour segment may be interspersed with the academic residency, though the total time allotted for the study tour should total approximately seven days.

The academic director and principal project staff must arrange and conduct the study tour. To the extent possible, the proposal should identify staff who will take part in the study tour. Staff escorts travelling on the study tour must have demonstrated qualifications to accompany exchange visitors. The proposal may specify the proposed study tour location or other destinations to be visited, as well as specific sites. Day trips or optional weekend excursions to various local and nearby locations are encouraged but should not replace the study tour. The study tour should include travel 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. Site visits and presentations included in the study tour must relate to the Institute's academic objectives and subject matter.

Please note: The Study of the U.S. Branch may request that the award recipient modify the academic residency and/or study tour. Similarly, the award recipient, in consultation with the Study of the U.S. Branch, may also wish to make program modifications.

G. Independent Research/Free Time

Each Institute should provide opportunities for limited but well-directed independent research. Participants should have a limited amount of time each week 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 collaborators 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. Participants should have full access to library facilities, local and national periodicals, radio and television, and computers with internet access while at the host institution. 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.

H. Logistical Considerations

The proposal should discuss the award applicant's and any identified subaward recipients' capacities to successfully manage these international exchange programs. Proposals should include institutional strengths, such as faculty, libraries, relevant departments, and major administrative units.

- **Housing and meal arrangements** are an important dimension of program planning and must be discussed in detail in the proposal. In general, participants should be housed on campus in university graduate dorms, similar designated university housing, or other suitable locations. Walking distance to daily classes should be taken into account as well as accommodations for participants with disabilities. Each participant should have a private bedroom during the academic residency portion and no participant should be asked to share a bathroom with more than two of their colleagues. Accommodations should respect each participant's privacy and comfort and be conducive to study and relaxation. If possible, participants should have access to kitchen facilities in their suite 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 mutually beneficial solutions. Institute staff should consider conducting a pre-arrival survey of participant dietary and/or religious needs in order to better accommodate those needs. 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.

- **Participant health and safety** is an ECA priority. The recipient should take into account the health, safety, and welfare of participants at all times during the program. This includes assisting participants to understand the ECA-sponsored Accident and Sickness Program for Exchanges (ASPE) health benefits program and to navigate the complex healthcare system in the United States. The recipient and sub-recipients should also help participants understand and navigate the national, state, local, and campus policies as they relate to COVID-19.
- **Virtual Pre-Departure Orientation workshops (PDOs)** should be organized for all participants. The recipient should host a PDO webinar series to prepare all participants for the Institute. Topics may include, but are not limited to, setting expectations, diversity and inclusion, cross-cultural adjustment, health and safety guidelines and practices, and logistics. Pre-departure materials should be available to participants online or emailed at least six weeks before the start of the program. For participants who do not have Internet access, your institution 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.
- **An administrative orientation** to the United States and to the host campus for the participants should address administrative details of the program, identify campus and local resources, review safety and security procedures, and provide general information that will facilitate the participants' adjustment to daily life in a new environment. Important topics include security, medical issues, transportation, and availability of appropriate foods.
- **An academic orientation** should provide participants with a concise overview of the program, including principal objectives and major themes. The academic director should use this opportunity to

discuss expectations and guidelines to encourage active participation by all; respect for the views of other participants; concise comments and questions that keep the 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, including campus libraries, computer and internet facilities, on-campus disability and counseling resources, and local and national newspapers, periodicals, radio, and television. Host institutions should conduct a formal orientation to library services during the first week of the program and should provide participants with computer training and technical support, as needed. Reasonable accommodations should be made for any participants with disabilities. Applicants should budget up to \$2,000 per Institute towards this expense.
- **Monitoring and Evaluation** of participants should take place on a regular basis to ensure that staff promptly respond to academic, administrative, and personal problems. At the conclusion of the Institutes, a formal evaluation session should be conducted to permit participants to comment on all aspects of the program. Additionally, the recipient will be responsible for conducting post-program evaluations and collecting alumni success stories to share with ECA. The recipient may wish to share data on how these exchange programs affect U.S. communities too.
- **Travel Allowances** should be disbursed to each participant to support travel to and from the United States. Each participant should receive \$100.

Please note: All participants are required to return to their home countries following the conclusion of the program. The J-1 visa allows for a 30-day grace period to remain in the United States at the conclusion of the program. If a participant chooses to utilize the grace period, it is at their own expense. Travel to visit family or friends elsewhere in the United States will NOT be permitted during the program. Family or friends may be permitted to visit the participants while in residence at the host institution, at the discretion of the award recipient, and in consultation with ECA, provided that such visits will not prove disruptive to the program. At no time will family or friends be permitted to accompany the participants during scheduled program activities, whether such activities are mandatory or optional.

I. Fostering Mutual Understanding

ECA's mission is to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange that assist in the development of peaceful relations. Proposals should clearly demonstrate plans for structured and unstructured interaction between participants and Americans. Wherever feasible, interactions should allow for participants to exchange views with Americans, not just learn from hosts, speakers, and presenters. Opportunities for participants to share their research and culture with a diverse group of Americans can take many forms, including, but not limited to: discussion sessions, conferences, receptions, poster sessions, school visits, community service activities, peer

mentoring programs, individual consultations with relevant academics, holiday celebrations, international pot lucks, cultural festivals, and host family experiences.

J. Alumni Outreach/Follow-On Activities

Proposals should provide plans for continued follow-on activities (with minimal ECA support) that ensure ECA-supported programs are not isolated events. Proposed activities for alumni must reflect the goals and objectives of the program and 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 programming (including a timeline), information on how it will be coordinated with existing alumni efforts, and a description of how the applicant will foster and maintain long-term linkages with alumni. Examples of successful past follow-on activities include, but are not limited to: structured mentoring programs, small grant competitions, alumni reunions or workshops, monthly webinar discussions, reverse exchanges, cooperative publications by participants and their American peers, and distance learning opportunities for alumni. Applicants should incorporate the online community 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. Applicants are encouraged to provide significant cost share towards alumni engagement activities each year.

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

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 – 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 (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

- Detailed Budget

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 a PDF document as part of the application package for this solicitation. You are not required to use this template, but it is suggested that you refer to the template for allowable costs and required Institute expenses. You may request this budget template in Excel format by contacting Tania Jazyanka, at JazyankaT@state.gov; (202) 230-9898. Please note there are four tabs in this document, the Budget Guidelines the Summary Budget, Budget Categories, and the Detailed Budget Template. Applicants should complete tabs 2-4, where applicable. If applicable, **separate budgets for sub-awardees** should be included and should resemble the Admin Detailed Budget and Detailed Budget Template for the award recipient. You are urged to be as detailed and specific as possible, adding line items if needed. You may wish to include allowable costs.

Allowable program costs include but are not limited to: round-trip international airfare; visa related travel; international travel allowance (\$100 per participant); baggage fees; ground transportation; other transit costs; DC administrative briefing travel for up to two Institute staff members; study tour travel for participants and Institute staff; supplies; honoraria for speakers (not to exceed \$250/day per speaker); cultural allowance (\$200 per participant); book allowance (\$200 per participant); participant admissions; Institute sub-award(s); educational materials; webhosting; welcome and farewell events; lodging; meals and incidentals; follow-on (\$5,000); mailing (optional \$200 per participant maximum); communications (e.g., participant cell phones or sim cards); tax withholding; reasonable accommodation contingency (\$2,000 per Institute); medical costs related to the pandemic including, but not limited to, personal protective equipment (PPE), medically required quarantine (outside of medical facilities covered under ASPE), and medical contingency.

Allowable administrative costs include, but are not limited to: staff salaries; benefits; support services for the program (fringe benefits should be stated separately from salary costs); communication; printing and publishing; supplies; indirect costs; and other fees associated with the normal administration of exchange programs.

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 second tab of the sample budget.

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, if applicable. Please make note of the following in the Budget Narrative:

- If you do not have an established negotiated indirect cost rate agreement (NICRA), please explain what costs are excluded when calculating the Modified Total Direct Costs (MTDC) base in accordance with 2 CFR 200.68 Modified Total Direct Cost (MTDC) and 2 CFR 200.414 Indirect (F&A) Cost.
- 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.

- A sample calendar of activities and sample syllabus
- Letters of endorsement
- 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.

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 Tania Jazyanka at (202) 230-9898, Study of the U.S. Branch, U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of Academic Exchange Programs, ECA/A/E/USS; email: JazyankaT@state.gov.