

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

FY 2021 Study of the U.S. Institutes for Student Leaders from the Western Hemisphere

Funding Opportunity Number: SFOP0007849

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 Office of Academic Exchange Programs, Study of the U.S. Branch, Bureau of Educational and Cultural Affairs (ECA) for the FY 2021 Study of the U.S. Institutes for Student Leaders from the Western Hemisphere. Your proposal must conform to the solicitation, the guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Any application 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 solicitation, the solicitation 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.

A. Award Recipient Responsibilities:

1. Provide overall coordination and management of the Study of the U.S. Institutes for Student Leaders from the Western Hemisphere;
2. Design and oversee five Study of the U.S. Institutes for Student Leaders from the Western Hemisphere at academic institutions in the United States for approximately five weeks;
3. Provide and monitor sub-awards to selected host institutions to conduct the Institutes. Each host institution should not implement more than two Institutes (one in winter, one in summer) in one fiscal year; the recipient may choose to implement up to two Institutes (one in summer, one in winter) per fiscal year;
4. Design and implement course content for the themes selected for the programs and 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 ECA's health benefits program, Accident and Sickness Program for Exchanges (ASPE) and/or other health benefits plan as directed by ECA for the duration of the Institutes and issue health benefits identification cards for each participant;
7. Develop a comprehensive health and safety protocol to protect the welfare of all participants

which is our top priority. 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. Disburse 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 the U.S. 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;
20. Assume overall responsibility for complying with all applicable tax treaties and Federal, state and local laws on tax withholding and reporting for participants; and
21. Organize, staff, and coordinate the conclusion of the program in Washington D.C. for all participants (up to 60 participants in the summer and up to 40 participants in the winter) including a one-day final event (one in summer, one in winter).

B. 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 the 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, including, but not limited to, medical emergencies, mental health issues, evacuation, and repatriation;
13. Conduct debriefing sessions with the participants, virtually or in-person, on an as-needed basis; and
14. Collaborate with the award recipient in planning the one-day final event in Washington D.C. (one in summer, one in winter).

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 five Study of the U.S. Institutes for Student Leaders from the Western Hemisphere. Each five-week Institute should be designed for groups of 20 undergraduate students from selected countries in the Western Hemisphere as specified by the Notification of Funding Opportunity (NOFO). Proposals should present an integrated and imaginatively designed academic residency and integrated educational travel program, as well as community service activities, leadership development, cultural activities, and robust opportunities to interact with a diverse group of Americans. The program must include a one-day final event in Washington, D.C. (one in summer and one in winter).

All aspects of the program, including presentations and other class work, readings, writing assignments, leadership training, community service, site visits, and the one-day final event should be integrated to illuminate overall themes and related topics, and contribute to the participants' understanding of the United States, including the history and evolution of U.S. society, culture, and values. The Notice of Funding Opportunity (NOFO) for this competition gives further direction on the substance of the program. The conception and structure of the Institute programs are the responsibility of the award recipient. It is essential that proposals provide a full, detailed, and comprehensive narrative describing how the applicant and/or host institutions will achieve the objectives of the program. It is essential that proposals provide a full, detailed, and comprehensive

narrative describing how the recipient and/or host institutions will achieve the objectives of the Institutes. A sample academic program, including lectures, discussions, presentations, site visits etc. may 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. All Institutes should last approximately 36 days (including arrival and departure days). Three Institutes will take place in summer 2022 and two programs should be conducted in winter 2023. Summer Institutes should begin on the same date and no earlier than June 1, 2022, and should conclude no later than August 15, 2022. Winter Institutes should begin on the same date and no earlier than January 5, 2023 and should conclude no later than March 31, 2023.

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 share responsibilities. The award recipient must designate a **project director** to oversee all of the Institutes and the one-day final event. The project director will coordinate logistical and administrative arrangements 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 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 also designate an **academic director** 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 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 assigned at each host institution to oversee all student support services, including supervision of the program participants, and budgetary, logistical, reporting, and other administrative arrangements. Other staff may be designated as appropriate. Applicant organizations may choose to incorporate qualified "cultural ambassadors" or "graduate mentors" (or another appropriate name) at each Institute who exhibit cultural sensitivity, an understanding of the program's objectives, and a willingness to accompany the students throughout the program. 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.

Since four of the five institutes will be conducted in Spanish, the academic director, principal faculty, and staff who will be in direct contact with participants must be fluent in Spanish. The recipient should make arrangements for the availability of professionally-trained, Spanish-to-English interpreters for guest speakers, local site visits, and others who are not fluent in Spanish.

D. Participants

Each Institute will host approximately 20 foreign undergraduate participants, for a total of 100 participants primarily from indigenous, Afro-Latino, and underserved communities in selected countries of the Western Hemisphere. ECA will make the final decisions regarding participating countries based upon U.S. foreign policy priorities.

The participants will be highly motivated undergraduates from colleges, universities, and other institutions of higher education, who demonstrate leadership through academic work, community involvement, and extracurricular activities. Their fields of study will be varied, and may include sciences, social sciences, humanities, education, business, and other professional fields. Every effort will be made to select a balanced mix of male and female participants and recruit participants from indigenous, Afro-Latino, and other historically underserved communities from both rural and urban sectors, and whom have had little or no prior experience in the United States or elsewhere outside their home country. The award recipient will NOT participate in the selection of candidates. U.S. embassies, consulates, and Fulbright Commissions will identify and nominate participants. ECA will make the final selections. A final participant list will be sent to the award recipient prior to the start of the Institutes.

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.

Please note: ECA reserves the right to amend or modify participating countries should conditions change in the nominating country or if other countries are identified as U.S. priorities. Participating countries will be determined by ECA, in consultation with the WHA Regional Bureau.

E. Institutes

Each Institute should include a four-week academic residency at a U.S. college or university campus and a one-week educational study tour that should include at least three days in Washington, D.C. Applicants are encouraged to design creative programs that draw upon institutional strengths, including expertise and experience in the Western Hemisphere region, experienced faculty and other resources. Each Institute will focus on theme-based U.S. foreign policy priorities in the region. The themes selected for these programs are civic engagement, entrepreneurship and economic development, and women's leadership for indigenous and Afro-Latina women. In addition to topics related to the overall theme of each program, the Institutes should also address the influence of principles and values such as democracy and democratic institutions, equal rights, social inclusion, freedom of expression and diversity. The academic residency component should be a specially designed and well-integrated seminar that imaginatively combines lectures, discussions, readings, debates, site visits, and regional travel into a coherent program.

Applicants must provide a comprehensive **narrative**, no more than 20 double-spaced pages in Times New Roman 12 point font, describing the program objectives. The narrative should also be supported by a *sample*

syllabus and calendar of activities for an Institute.

Additionally the Institutes should be designed around the themes selected by ECA as well as include topics on U.S. history, government, institutions, culture, and society. All programs must contribute to a deeper understanding of the United States, while at the same time providing useful skills and concepts for future leaders. The Institutes should not simply replicate an existing lecture course, survey, or seminar designed for U.S. students.

1. Academic Residency

The Academic Residency component should:

- Consist of a carefully integrated series of lectures, panel presentations, seminar discussions, debates, simulations, individual and group classroom activities, and reading assignments.
- Be tailored for the particular group of foreign students and include discussions of relevant issues facing their countries and region. Efforts should be made to encourage active student participation in the educational process. The design of classes should take into account that the participants may have little or no prior knowledge of the United States and varying degrees of experience in expressing their opinions. For the Institute conducted in English, consider that participants might have different levels of proficiency in English.
- Expose participants to a variety of presenters representing diverse backgrounds, viewpoints, and occupational fields on the topics and issues to be explored. Women and minorities should be appropriately represented as speakers and presenters in all programs. In addition to host university or college faculty and professionals from the region where the Institute takes place, course presenters should include outstanding scholars and other professional experts from throughout the United States, as appropriate.
- Include time for discussion at each session and throughout the program to allow for questions and answers and for a collegial exchange of views among participants, presenters, and panelists.
- Include **at least one leadership development session per week** that will serve to both develop and enhance participants' leadership and collective problem-solving skills, and inspire participants to apply them. These workshops should be creative, highly interactive, and team-oriented. They should require input and contribution from all participants, and provide students with basic leadership skills. The recipient may decide to recruit qualified instructors for these sessions from other organizations.
- Include **at least one hands-on volunteer activity per week** with local community service organizations to provide the participants the opportunity to experience first-hand the U.S. tradition of grassroots approaches to solving community problems, as well as additional opportunities to meet and interact with diverse Americans outside an academic setting.

- Include day trips or optional weekend excursions, designed to reinforce the academic curriculum, to various local and nearby locations, including historical sites, schools, places of worship, etc.
- For the programs conducted in Spanish, include English language courses at various levels depending on the needs of the participants (at least two sessions per week).
- Be intensive, yet leave sufficient free time for pursuing individual interests, socializing with fellow participants and U.S. peers, exercising, and relaxing. The program schedule should include adequate time for reading and preparation of class assignments. Supervised cultural and weekend activities (such as group nights at the theater, concerts, sporting events, and city tours) are encouraged and should offer the students opportunities to experience the diversity of the United States, while fostering group cohesion.

2. Study Tour

The educational travel program for each Institute should:

- Directly complement and reinforce the academic residency of each Institute.
- Be arranged and led by the Institute's academic director and principal Institute staff.
- Be approximately one week long, including at least three days in Washington, D.C.
- Include a trip to at least one other region of the United States, other than Washington, D.C., that is different from the host institution's region.
- 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.
- Day trips or optional weekend excursions to various local and nearby locations, including but not limited to historical sites, schools, churches, newspapers or media offices, are encouraged. These visits should relate to the Institute's academic objectives.
- The conclusion of the program in Washington D.C. must include a final one-day event that will be planned in coordination with the ECA program officer. The event will consist of sessions with Department of State officials, presentations from participants, and participant debriefings with the ECA program officer.

Please note: The Study of the U.S. Branch may request that the recipient modify the academic residency and/or educational travel program. Similarly, the recipient, in consultation with the Study of the U.S. Branch, may also wish to make program modifications. For further information regarding this program or the NOFO, please contact Program Officer José Marrero in the 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, SA-5, 4th Floor, 2200 C Street, NW, Washington, DC 20037, tel: 202-676-7945 and email: MarreroJA@state.gov.

F. Logistical Considerations

The proposal should discuss the award applicant's capacities to successfully manage these international exchange programs and 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 dorms or similar designated university housing. Walking distance to daily classes should be taken into account. If possible, participants should have access to kitchen facilities, either in their own rooms or in a common room. A cafeteria meal plan combined with a cash allowance for food that will permit participants to cook or eat at local restaurants is strongly recommended. 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. 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 Orientations** (PDOs) should be organized for all participants. The recipient should host a PDO webinar series to prepare all participants for the program. 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, 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.
- **An academic orientation** 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 active participation by all class members,

respect for the views of other participants, concise comments and questions that keep the students 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 university/college community, as well as individuals from the broader community.
- **Access to resources** should be arranged, including campus libraries, computer and internet facilities, local and national newspapers and periodicals, as well as radio and television. A formal orientation to campus 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.
- **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 Institute, 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 also affect U.S. communities.
- **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 will be required to return to their home countries immediately upon the conclusion of the program. Travel to visit family or friends elsewhere in the United States will NOT be permitted *before, during, or after* the program, including on unscheduled weekends during the academic residency period. Family or friends may be permitted to visit the participants while the latter are in residence at the host institution, at the discretion of the 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. Institute staff should arrange to escort all participants to airports for their return travel, and to remain at the airport until the students have checked in and entered the secure departure area.

G. 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. college students. Programs should strive to include as many of the following program components as possible:

- A weekend-long home stay with a local family;
- A structured way for participants to present their country's history and culture to diverse groups of Americans;
- A peer system where international participants are paired with U.S. students for individualized recreational evening and weekend activities;
- Classes with U.S. students and/or accommodations with U.S. roommates, if possible;
- Informal group activities, between the participants and members of the local community; and
- To the extent possible, mentor relationships between participants and academically-appropriate host institution professors.

H. Alumni Outreach/Follow-on Activities

Proposals should provide a plan for continued follow-on activities (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. 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 (<https://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 – 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 Themes
4. Nature of activity
5. Funding level requested from ECA, 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 line item budget is provided as a PDF document as part of the application package for this solicitation. You are not required to use this template. You may request this budget template in Excel format by contacting José Marrero, at MarreroJA@state.gov. 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; D.C. administrative briefing travel for project director; 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 activities (\$5,000 - \$25,000); postage (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.

IV. APPLICATION SUBMISSION

The solicitation document 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, U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of Academic Exchange Programs, ECA/A/E/USS, SA-5, 4th Floor, 2200 C Street, NW, Washington, DC 20037, tel: 202-676-7945 and email: MarreroJA@state.gov.