Department of State
Bureau of Educational and Cultural Affairs (ECA) Notice of Funding Opportunity
(NOFO): FY 2022 Community College Initiative Program
Announcement Type: New Cooperative Agreement
Funding Opportunity Number: SFOP0008402
Assistance Listing (formerly CFDA) Number: 19.009
Key Date/Application Deadline: November 22, 2021

Executive Summary: The Office of Global Educational Programs of the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State announces an open competition for the Community College Initiative (CCI) Program. ECA is seeking proposal submissions for one cooperative agreement to design, implement, and oversee the CCI Program. The CCI Program aims to bring young emerging leaders for an intensive program at accredited U.S. community colleges, focused on building technical and professional skills while deepening participants' understanding of the United States, its people, and its values. CCI participants may study at a U.S. community college for up to one academic year and are from underserved, underrepresented, and/or other target audiences. Program content, duration of study, and participating countries will align with U.S. foreign policy priorities and promote American values and youth empowerment.

U.S. public and private non-profit organizations meeting the provisions described in Internal Revenue Code section 26 USC 501(c)(3) that represent consortia or other combinations of accredited U.S. community colleges may submit only one proposal to cooperate with the Bureau under this competition. Only *one* proposal will be considered by ECA from each applicant organization. In cases where more than one submission from an applicant appears in grants.gov, ECA will *only* consider the submission made closest in time to the NOFO deadline; that submission would constitute the one and only proposal ECA would review from that applicant.

A. Program Description:
Overall grant making authority for this program is contained in the Mutual Educational and Cultural Exchange Act of 1961, Public Law 87-256, as amended, also known as the Fulbright-Hays Act. The purpose of the Act is "to enable the Government of the United States to increase mutual understanding between the people of the United States and the people of other countries...; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations...and thus to assist in the development of friendly, sympathetic and peaceful relations between the United States and the other countries of the world." The funding authority for the program above is provided through legislation.

Purpose: The Community College Initiative (CCI) Program promotes American prosperity, advances American influence, and contributes to the development of 21st century technical skills on U.S. community college campuses. The CCI Program aims to expand opportunities for underrepresented U.S. and foreign youth through exchanges, promote American values among underserved foreign participants, and increase workforce skills through training and internationalization efforts at U.S. community colleges. The CCI Program enhances leadership among youth from developing countries who return home as part of a global network of more

than 3,300 CCI alumni from 25 countries to become small business leaders, social entrepreneurs, and trades specialists who make a difference in their communities and countries.

The CCI Program promotes American values and youth empowerment abroad by expanding leadership skills through educational and professional opportunities for underserved, underrepresented, and other target populations. Under the program, international emerging leaders study for up to one academic year at accredited U.S. community colleges to develop professional and leadership skills, and gain a better understanding of American values, culture, and society. Students enroll in quality academic, technical, and professional courses at U.S. community colleges and put classroom theory into practice through hands-on internships. They engage in leadership development activities and community service. They improve their proficiency in English which increases their access to information, education, jobs, and the shared means of communication shaping the 21st century. They develop critical thinking and media literacy skills essential in understanding and countering misinformation and disinformation. According to a recent follow-up alumni survey conducted 18 months after CCI students completed their program, CCI alumni reported that the CCI Program contributed to their development of leadership skills (99%), professional communication skills (98%), and knowledge and skills in their field of study (91%).

These experiences and skills also enable CCI alumni to share what they have learned with others, to provide positive narratives about the United States, and to counter anti-American sentiment. Alumni are poised to launch entrepreneurial endeavors, conduct language or professional training sessions, and organize volunteer projects. CCI alumni return home better prepared to join or advance in their local workforce and to contribute to the local and global economy. As a result of participating in the CCI Program, 78% reported having a new, more responsible job and 65% reported having higher level of responsibilities or leadership skills after returning to their same job within 18 months of completing their program. CCI alumni also reported applying the knowledge or experience gained during the program to introduce new ideas and knowledge in their organization or work (99%) or to introduce initiatives and new ways of doing things in their organization or work (96%).

In the United States, these emerging young leaders provide opportunities for global engagement and learning to U.S. community college classrooms and campuses. Through administering the CCI Program, community colleges increase their institutional capacity to host international students and strengthen their internationalization efforts to educate a globally competent workforce. As a result of the CCI Program, community colleges have successfully applied to receive designation to host exchange participants on J-1 visas, expanded their collaboration efforts to host international students through programs like the Brazil Higher Education Mobility Program, trained new faculty to provide study abroad opportunities to U.S. community college students, and inspired U.S. faculty to internationalize their courses through class projects or expanded international content. These interactions encourage U.S. community college students to study abroad and foster global awareness and skills development among those U.S. students who may not have the opportunity to study or travel abroad. Internationalization efforts at U.S. community colleges strengthen the global competitiveness of U.S. urban, suburban, and rural communities.

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The program goals are to:
1) Equip exchange participants with professional and technical skills in fields of study that will help them as workforce leaders to meet important needs in their underserved communities;
2) Expand opportunities for young emerging leaders, including women, from underrepresented, underserved communities abroad;
3) Build mutual understanding, tolerance, and respect through sharing cultures and values;
4) Foster relationships among underserved youth from different ethnic, religious, and national groups, including U.S. peers;
5) Empower participants from underrepresented and underserved groups to serve in leadership roles to engage in addressing issues of economic and/or social concern in their local communities upon their return home; and
6) Promote internationalization efforts on U.S. community college campuses and better prepare U.S. students for successful futures in a global marketplace.
7) Promote institutional capacity to host international students at U.S. community colleges.

The objectives of the program for participants are to:
1) Demonstrate increased knowledge and professional skills in their chosen field of study;
2) Demonstrate increased confidence and ability in their personal, professional, and leadership skills to enhance their employability and/or prospects for economic or social success;
3) Demonstrate improvement in their level of proficiency in English that will serve as a springboard to opportunity;
4) Demonstrate a better understanding of community engagement as practiced within their multinational campus cohorts and in their host communities in the United States;
5) Demonstrate a better understanding of the values, society, institutions, and culture of the United States; and
6) Demonstrate the mindset of an emerging leader and difference-maker with a commitment to sharing what they have learned with others and making a contribution to their local communities upon return home.

The objectives of the program for community colleges are to:
1) Increase institutional capacity to host international students, especially those from underrepresented countries and communities, thereby improving institutional support systems, student experiences, and ultimately the capacity to recruit international short term and degree-seeking students;
2) Increase institutional capacity to facilitate greater engagement among and between international students and U.S. students, staff, and faculty and build mutual understanding, tolerance, and respect through sharing of cultures and values;
3) Internationalize on-campus opportunities for U.S. students to gain international awareness, global competencies and ultimately to increase the global understanding, job skills, and mobility of U.S. community college students.

Applicants are requested to submit a narrative of no more than 20 double-spaced, single-sided pages outlining a comprehensive strategy for the administration and implementation of the CCI Program. The proposal shall identify specific accredited U.S. community colleges to host approximately 130 participants for approximately one academic year in groups of approximately 12-16 students. Colleges with limited international experience should host smaller cohorts as they develop capacity.

The proposal must also demonstrate the commitment to work with ECA to align final participant numbers and duration of program activities with foreign policy priorities and the expertise and training opportunities at selected partner institutions. The Bureau reserves the right to adjust exchange program duration to meet the goals of the program prior to participant arrival and/or pilot shortened programming in order to maximize participant numbers and/or respond to emergent circumstances or U.S. foreign policy priorities.

CCI Program Administration and Implementation: Organizations that represent consortia or other combinations of community colleges are eligible to apply to administer the CCI Program-wide activities and to oversee the implementation of academic-year CCI Programs at individual U.S. host community college campuses. Applicants need to demonstrate the capacity to administer these CCI Program-wide activities: managing the recruitment, application review and placement cycle; coordinating pre-departure materials and participation in virtual orientations; planning and executing at least one event for all academic-year CCI participants; implementing a comprehensive evaluation plan; and overseeing the CCI-wide branding and alumni engagement efforts. Applicants must also demonstrate the capacity to implement exchange programming at individual host campuses that include U.S. summer arrival orientation and pre-academic programs, academic year programs for participants, and short-term, theme-based programs that maximize college-specific expertise. Proposals should demonstrate the proposed institutions' ability to include flexibilities to implement in-person, hybrid, or virtual programming as conditions require.

The following provides an overview of the key elements of the CCI Program and its administrative lifecycle.

Participants and Recruitment
The Bureau anticipates recruiting approximately 130 program participants from approximately 15 countries, to include countries in all six world regions (participating countries are subject to change). Participants are recruited through the Public Affairs Section of the local U.S. Embassy or Consulate, or through the Fulbright Commission, if available, in the eligible country. In 2021-22, participating countries included Bangladesh, Bosnia and Herzegovina, Brazil, Colombia, Cote d'Ivoire, Dominican Republic, Egypt, Ghana, India, Indonesia, Kenya, Kosovo, South Africa, Turkey, and Ukraine. The Bureau reserves the right to make changes in eligible countries; proposals should indicate flexibility and willingness to host international students from any and all identified countries.

The CCI Program emphasizes the selection of qualified emerging leaders who can have a positive impact in their respective communities as a result of their enhanced technical skills in

applied fields, employability, and global mindedness. The Bureau has traditionally targeted scholarship participants who represent the diversity of their home countries, including underserved, underrepresented individuals (including women) generally in their mid-twenties, many of whom will have some previous work experience or attend technical-vocational institutions in their home countries. Target audiences will be determined in consultation with U.S. Embassies and Consulates in country. Eligible applicants will have completed *less than* the equivalent of three years toward a U.S. bachelor's degree or higher in the field of study the applicant is nominated to pursue. Participants return home in a stronger position to contribute to the local workforce and the economic development of their home countries. Individuals living in the United States are not eligible, and preference is given to those without significant U.S. or other overseas study experience.

ECA will announce a recruitment cycle to U.S. Embassies and Fulbright Commissions in Fall 2021. ECA will determine the participating countries, the fields of study, and the number of nominations to recruit each year. ECA will work with the implementing partner to finalize the application materials that will be distributed to U.S. Embassies and Fulbright Commissions as part of the recruitment announcement. The application forms need to include a list of fields and eligible subfields at the host campuses for which the applicants would apply (see Academic Year Programs: Academic Coursework section for eligible fields).

Application Review and Placements
The proposal shall describe in detail a system for receiving and reviewing all rank-ordered application submissions from U.S. Embassies and Fulbright Commissions abroad; conducting a technical review of applications and ensuring completeness of documentation; conducting a medical review and clearance process for each candidate; distributing complete applications among host institutions to ensure the best program placements for participants' academic and professional goals; and recommending placements to ECA. Final approval of principal and alternate slates of candidates and placements resides with ECA.

The proposal narrative must clearly state the applicant's commitment to consult closely with ECA in the placement of students in diverse multinational cohorts and in the communication about placements with the Public Affairs Sections of the U.S. Embassies or Fulbright Commissions in the partner countries. Each consortium and campus shall have a diverse mix of participants by rank-order, geography, and gender to the extent possible. No invitations to participate in the program may be issued without U.S. Department of State approval.

Host Campus Institutional Capacity
The selection of appropriate U.S. host colleges that can create a customized CCI Program experience is essential to the success of the overall program. Host campuses must be identified in the proposal, and letters of project commitment from the senior administrative official authorized to make such a commitment shall be included for each college.

The proposal must describe the accredited U.S. community colleges that will host multinational clusters of CCI students by field of study for programs that shall include academic coursework, a professional internship, service learning, culture sharing, and leadership development activities.

Each host college should be selected on the basis of excellence in the field(s) of study in which the college is hosting participants, geographic diversity, ability to leverage institutional and private sector funding, resources to safely support international students, proven success hosting international students, commitment to diversity, equity and inclusion, and availability of appropriate, safe, and cost-effective housing. Host colleges must be committed to assist with housing the participants, preferably in dormitories or apartments near the campus.

Host colleges will be expected to have experience in conducting international education exchange programs, including successfully hosting international students and visitors or providing a well-documented plan that demonstrates the capacity to do so. Proposals shall also describe how the proposed CCI Program at each host campus would contribute to internationalization efforts at each campus and advance the CCI Program objectives for community colleges as stated in the NOFO.

Each host college must assign a campus adviser who is responsible for guiding participants in individual development plans and serving as a central resource regarding participant scholarships, the J-1 visa program, aspects of academic and cultural adjustment, and integration into the campus and local community. The adviser also serves as a link between the participants and the consortium.

It is strongly encouraged that the organizations cooperating with the Bureau on this program will work to obtain financial aid, scholarships, tuition awards, in-state tuition, and private sector funding, including support from foundations, businesses, or civic groups as cost-sharing for the program.

Pre-departure Information, Advising, and Support
Pre-departure support must be coordinated closely across ECA, U.S. Embassies or Fulbright Commissions, and host consortia/campuses. Support will include participation in pre-departure orientations, the development of printed and electronic pre-departure materials, access to English-language learning materials, and direct engagement with host campuses prior to departure to assess any needs for individual program accommodations and to ensure readiness for travel and participation in the program. The applicant is encouraged to propose additional virtual or in-country programming between the cooperating partner/host campus and participants, including with program alumni, to support participants prior to departure. Programming and materials should be designed for participants who may be traveling abroad for the first time.

The proposal must demonstrate plans for developing and disseminating CCI Program-specific pre-departure orientation materials for participants and U.S. Embassies or Fulbright Commissions. The proposal shall also describe plans to participate virtually in home country pre-departure orientations (PDOs) and coordinate participation of ECA in these orientations.

Identification of resources for pre-departure English language learning is encouraged. The proposal shall describe creative ideas to connect participants with the State Department's English language resources both in-country and online (http://www.americanenglish.state.gov/), as well as with host campus-based resources when available to facilitate language learning prior to arrival.

U.S. Arrival Orientation and Pre-Academic Year Program
A U.S. arrival orientation and pre-academic year program must be provided for all participants prior to the start of the academic year, anticipated in summer 2022. Programs shall be no less than 80 hours of orientation and arrival content over the span of no less than two weeks and no more than five weeks. Applicant organizations must clearly justify the length of time proposed.

The pre-academic program must provide incoming CCI students with English language study and orientation to U.S. academic culture in order to improve their readiness for U.S. academic courses. In addition to building familiarity with the resources available at a community college campus, the pre-academic program also aims to facilitate success outside of the classroom by building skills for success and familiarizing participants with expectations for behavior and program participation, the rules and regulations of the host colleges, and the laws of the U.S. communities with a focus on navigating topics such as gender and diversity within the U.S. context. The pre-academic program must also provide CCI students with opportunities for cultural exchange as well as foster a basic understanding of current issues in U.S. society and U.S. social values in order to foster richer intercultural exchange and engagement with their host communities. Programming shall represent the diversity of U.S. society and culture and include a balance of speakers that represent American diversity and offer diverse perspectives and viewpoints.

English language components of the pre-academic year program must provide approximately 20 hours per week of English language support that prepares participants to take courses in the fall. Language support shall be customized to meet the diverse needs of individual participants whose skills are both at and below the minimum requirement for enrollment in credit-bearing courses. For participants who meet the minimum language requirement, instruction in academic writing is recommended.

Current CCI Program eligibility requirements state that applicants need a basic working knowledge of the English language as demonstrated by a minimum TOEFL (or TOEFL-equivalent) score of 420. Fulbright Commissions and U.S. Embassies will submit English language proficiency test results as part of the recruitment process. These test scores will be used to determine eligibility and to identify those candidates who are most in need of intensive English upon arrival. Each participant's proficiency in English shall be evaluated upon arrival at their host institutions to ensure appropriate placement in fall courses. The host campus testing result will be the score used to determine fall course placements. It is assumed that some participants will require intensive English-language instruction that will extend beyond the pre-academic summer program into their academic year programs.

Proposals must describe programs and resources for English language learning at the participating colleges that will be available to students needing additional language instruction during the academic year. It is the goal that participants who fall below the minimum requirement for enrollment in credit-bearing courses will take a combination of English, field of study, and professional development courses. Proposals must demonstrate a commitment to measuring change in English language proficiency from arrival to completion of the program and include a plan for conducting such an assessment.

Program components during the remaining 20 hours per week must include introducing participants to their local communities, familiarizing program participants with U.S. campus facilities and services, and developing the range of skills needed for participants to be successful in the program (i.e., study skills, time management, team building, use of technology, budgeting, safety and emergency response, and healthy living).

Program Model
The current program model provides one year of academic study beginning in the fall. Applicants should propose a program based on the current model slated for academic year 2022-2023 pending international travel restrictions. ECA reserves the right to amend the program delivery, duration, and timing of participation within the dates of the award based on U.S. foreign policy needs and program objectives, to maximize participant numbers and/or respond to unforeseen circumstances. Final program models and delivery will meet program objectives as outlined therein.

The CCI Program has five program pillars with equal importance. The proposal must demonstrate how participants will be guided to participate in all aspects of the program and to understand how the individual components work together to create a stronger overall experience. The five pillars include: 1) academic coursework; 2) internship; 3) service learning; 4) cultural exchange; and 5) leadership development and sharing what participants learn with others upon their return home.

Academic Coursework: The proposal must indicate the applicant's ability to design and offer comprehensive academic-year programs in the selected fields of study for cohorts of approximately 12-16 students on each host campus. These programs must combine 1) noteworthy host campus academic programs, 2) partnerships with local institutions related to relevant fields of study and that enrich on-campus learning, and 3) co-curricular, sector-based programming that develops a social, political, economic, and cultural understanding of the local, national, and international contexts of each field. The program shall also expose participants to local leaders, experts, and/or practitioners in the field who represent and share diverse viewpoints.

Participants may apply for, and be placed in, the following fields:
- Agriculture
- Applied Engineering
- Business Management and Administration
- Early Childhood Education
- Information Technology
- Media
- Social Services, Health, and Public Safety
- Tourism and Hospitality Management

Within these fields, participants would take courses in a range of subfields, for example agricultural geospatial technology, sustainable agriculture, manufacturing technology, entrepreneurship, logistics/global supply chain management, and digital media and communication. To cite one example, to respond to U.S. foreign policy priorities, ECA worked with a host campus to curate a collection of existing courses and develop a new one to create the CCI subfield of digital media and communication where participants examine the current media landscape and develop media literacy skills. This approach could be followed for additional subfields in the fields listed above. Climate entrepreneurship or green energy technologies are examples of possible subfields that could align with additional U.S. foreign policy priorities.

The proposal must summarize the consortium's overall capacity to host participants in and across all fields while also providing a comprehensive summary of the specific field offerings at each proposed host campus. These summaries will guide the recruitment and placement phases of the program. Individual candidates will apply to participate in a specific field of study and rank order their interest in eligible subfields. Participants may not change their field of study without express permission from ECA.

ECA reserves the right to add or remove eligible fields of study and subfields prior to each recruitment cycle. The proposal must demonstrate the applicant's flexibility to work with ECA to add new fields or subfields as requested and demonstrate the interest and ability to add customized CCI experiences within the fields of study.

Programs of study may lead to a certificate or professional qualification in an eligible field of study if possible. The proposal shall include a summary of certificate and other qualification options within the proposed time period in each field of study at each campus. The proposal must also include an overview of academic program options for participants who will not be eligible or able to complete a certificate within the prescribed program time frame.

Program design should demonstrate the ability to offer tracks in each field of study for participants with various levels of proficiency in English. For example, program design shall include one track for participants who meet English-language proficiency requirements of the host campus for full-time, credit-bearing study and an alternate track for those whose level of proficiency in English does not initially meet host institution requirements for credit-bearing study. All participants must be engaged in a full-time course of study that includes an appropriate combination of English language and field of study courses. Proposals shall explain language requirements for certificate eligibility.

Programs may also include unpaid internships, service-learning opportunities, and co-curricular programming that facilitate hands-on, practical application of the theoretical, classroom-based learning. Proposals must describe plans to facilitate this type of programming in each field of study at each host campus. For example, proposals from a campus that would host in the field of information technology (IT) will provide examples of potential local IT internships and service-learning opportunities as well as programming that exposes participants to local IT leaders, experts, and/or practitioners in that field who can enrich participants' understanding of the social, political, economic, or cultural issues of IT in the local, national, or international contexts.

In addition to professional development within an academic field, the proposal must also describe plans to increase participants' employability skills, expose them to the U.S. entrepreneurial mindset, and prepare them to apply what they have learned to economic contexts in their home countries. The proposal must also describe how the applicant will prepare participants for their transitions home, including resources and support for re-entry as well as on-going career, employment, or employability development.

Practical Education/Professional Internship: Proposals shall describe how program participants will be supported in substantive practical education placements (i.e., internship, cooperative education) directly related to their fields of study and/or career plans. This component is intended to provide participants with practical experience in their field of study and help them develop professional and soft skills that are necessary to be successful in the workplace. Descriptions shall include how these practical educational placements are supported as part of (or independent from) existing campus services for all students. Host colleges shall guide the participants in their search, developing the skills to apply and interview for positions, approve placements, monitor participants, assess learning, guide reflection on the relevance of learning to participants' home country contexts, and evaluate this component of the program. Participating colleges may offer this opportunity for academic credit.

Service Learning: Proposals shall describe how the program will provide program participants with opportunities to volunteer at an organization or on a project or program within a framework of service learning. This program pillar shall be designed to introduce participants to volunteerism as an American cultural value, to expose participants to U.S. work culture and opportunities for networking, and to foster participant engagement within their local communities. Service learning could also strengthen field of study programming and practical education components.

Cultural Exchange: The proposal must explain how participants will engage in enrichment activities and shall include creative ideas for exposing participants broadly throughout the academic year to U.S. institutions, society, and culture, including opportunities for students to better understand and appreciate diversity in the United States. Programming must represent the diversity of America and include a balance of speakers who share diverse perspectives and viewpoints. The Bureau welcomes creative ideas for introducing participants to American institutions. Past examples include, but are not limited to, visits to political campaign offices and polling places, attendance at school board or city council meetings, and visits to museums, concerts, plays, and other cultural events featuring American content. The proposal must include a program component that matches participants with U.S. friendship families, mentors, or peers to facilitate the development of personal friendships and exposure to U.S. culture.

Participants must also have opportunities to share their cultures and perspectives with Americans. For example, activities may include participant presentations about their country or culture to college classes, local schools and community groups, and participation in community-programming.

Leadership Development: The proposal must describe how the program will develop the leadership skills of CCI participants to enhance their capacities as emerging young leaders and to prepare them to share what they have learned with others in their communities upon return home. The proposal must outline procedures for advising, monitoring, and supporting participants in their professional and personal development throughout the year and as alumni.

Campus Resources
Proposals shall describe campus resources and partnerships that participants will be introduced to during the orientation program and referred to throughout the program year for on-going support (i.e., academic advising, study centers, language and writing labs, health or counseling services, student organizations, internship or career services, student services, and international student services).

CCI-wide Event
Proposals must include at least one CCI-wide program event of approximately three days in duration that will take place mid-way through an academic-year program. Proposals shall include a description of the overall concept of the program, a rationale for the duration, timing, and location of the event, and plans for coordinating logistics and implementing the program. The event should facilitate participant personal and professional development, with a focus on leadership development and helping participants to maximize their CCI experience. Speakers must represent the diversity of America and provide diverse perspectives.

The proposal must demonstrate a commitment to work closely with ECA to determine the theme and location/s for the event and to coordinate opportunities for ECA's participation and engagement with CCI participants during this program. If this event is not planned in the greater Washington, D.C. metropolitan area, the proposal must include opportunities for meaningful engagement between CCI participants (or alumni) and ECA representatives. This engagement event will be closely coordinated with the ECA Program Office. Please provide a tentative plan for hosting the event virtually if travel restrictions or other unforeseen circumstances do not allow for an in-person event.

Participant Monitoring
Organizations cooperating with the Bureau on this program will be expected to keep the Bureau informed of the progress of these academic and enrichment experiences as well as other aspects of the program throughout the year.

Proposals must discuss how the participants' progress in achieving program goals and objectives will be monitored at their U.S. host institutions (e.g. monitoring tools, surveys, interviews, work plans). The proposal shall describe individualized advising and support services host colleges will provide to the participants. The proposal shall cite the intended frequency of communication with participants and outline performance goals or benchmarks for each semester. The proposal shall also discuss evaluation of participants' successes and the monitoring of their problems during the program, as well as mechanisms to address and improve the quality of participant activities. Staff assigned to the project shall be knowledgeable about best practices in the field of international education and demonstrate strong interpersonal and communication skills, sensitivity, and a flexible approach that is responsive to the individual participants and their circumstances. Proposals shall also outline how the consortium and host colleges will handle creating and enforcing the terms and conditions of the program to facilitate participant success.

Health, Safety, and Security of Participants
Proposals must demonstrate how the program administrator will safeguard the health, safety, and welfare of exchange participants in the program design and through participant monitoring. Proposals shall also include flexibilities and contingency planning to demonstrate the proposed institutions' ability to respond to needs that may arise during implementation of the program. For example, best practices for responding to local, national, or international events or emergencies, such as the Coronavirus pandemic and/or natural disasters, should be incorporated into planning and implementation for CCI participants. Proposals shall include clear protocols on responding to participant emergencies.

Alumni Engagement, Follow-On Activities, and Reporting
After their CCI Program, many participants return home to challenging environments with high youth unemployment rates and limited access to financial resources. The applicant organization shall implement in-depth re-entry programming to prepare CCI participants for their transitions prior to returning home.

Alumni activities are an important part of the Bureau's academic exchange programs. Activities ease the returnees' transitions home, strengthen the CCI alumni network, and build the CCI Program brand. Alumni programming in the form of professional development activities, virtual programming, blogs, newsletters, and use of social media provides critical program follow-on and maximizes and extends the benefit of the participants' experiences in the United States. Proposals shall outline how host consortia or colleges will creatively organize and support alumni activities in close collaboration with ECA and the appropriate U.S. Embassies or Fulbright Commissions. Proposals shall describe how long-term links with CCI alumni will be fostered and maintained. Proposals shall provide a purposeful plan with an anticipated timeline for continued follow-on CCI-wide and country-specific alumni engagement using both ECA and CCI resources and networks and in partnership with the U.S. Embassy or Fulbright Commission. Plans shall be designed to be sustainable without continued ECA support.

Alumni tracking is critical for the evaluation of the program and for the implementation of worthwhile follow-on programs. Participant and alumni data must be transferable to the database maintained at the Bureau. Alumni impact stories and social media properties must also be transferred to ECA at the end of any award agreement. Recipients are required to collect, maintain, store, and transfer data on participants/alumni, ensuring personally identifiable information (PII) is protected per Bureau guidelines. Proposals must demonstrate capacity to manage participant data per Bureau guidelines, respond to Bureau data requests, and maintain or transfer historical records beyond the duration of the cooperative agreement.

CCI Branding
Proposals must explain plans to promote CCI-wide branding and administer CCI websites and social media properties cooperatively with ECA and in compliance with [ECA Communication Guidelines](). The proposal must demonstrate a commitment to sharing and publicizing program events, participant highlights, and alumni news with ECA and program stakeholders through the development of a media/communications plan. As part of that plan, applicant organizations must

provide weekly highlight reports to the ECA Program Office. (See section D.3j. Communications Guidance for ECA Recipients for more details.)

Evaluation
Evaluation and reporting methodologies are a key element of the proposal. It is important that applicant organizations be able to describe the CCI Program's impact on individual participants, their home communities, and their U.S. community college campuses and communities. Proposals must include a comprehensive evaluation plan that includes both quantitative and qualitative instruments to assess progress toward achieving the goals and objectives of the CCI Program. Evaluation and reporting must document progress toward the goals and objectives at multiple points in time, such as at the end of the CCI Program and again at least one or more years after the conclusion of the program. (Please see section D.3h. Program Performance Monitoring and Evaluation (M&E), below, for additional details. The Program Performance M&E Narrative also provides guidance on what should be included as part of the applicant's 20-page proposal narrative.)

Institutional Capacity:
All proposals must demonstrate depth of experience in conducting and administering complex and multi-faceted international education programs. An applicant organization, on behalf of the whole consortium, shall demonstrate the organization's interest in and capacity to host participants from any and all countries and in all specified fields. The proposal must reflect the applicant organization's institutional capacity and the range of fields in which the proposed host colleges have expertise.

Programs and projects must conform with the requirements and guidelines outlined in the Solicitation Package, which includes the Notice of Funding Opportunity (NOFO) and the Proposal Submission Instructions (PSI).

A1. Recipient Responsibilities
The responsibilities of the recipient organization include, but are not limited to, significant program management, outreach and selection, participant monitoring, J-visa oversight, financial management, follow-on activities, and program evaluation. The responsibilities are further detailed below:

Host Institution Selection and Oversight:
1. Identify and propose a consortia/combination of community colleges that collectively provides offerings in all eligible fields of study. Obtain approval of Bureau's program officer on final host campuses;
2. Manage and oversee program planning and implementation at each host campus. Train campus administrators to ensure consistency of program quality and implementation of administrative procedures (i.e., communications, incident response, reporting, etc.) across campuses.
3. Monitor, evaluate, and report to the Bureau's program officer regarding host campus performance;

Recruitment, Selection, and Placement:
1. Establish a system for receiving candidate applications nominated by the U.S. Embassy or Fulbright Commissions, review each application for technical eligibility, and manage review of each candidate for medical clearance;
2. Create and maintain an up-to-date file on each selected participant;
3. Follow up with the U.S. Embassies and Fulbright Commissions regarding missing documents and respond to their inquiries, copying the appropriate program officer in the Bureau;
4. Review candidate dossiers and determine the best campus placement for each participant that will meet his/her academic and professional goals;
5. Ensure that final placements establish diverse cohorts of approximately 12-16 participants at each host campus that are multinational and mixed gender. It is ECA's intention that no more than 25% of the campus participants be from the same country;
6. Obtain approval of the Bureau's program officer on final candidate placements and assist program officer with communicating approved placements to the Public Affairs Sections of the U.S. Embassies or Fulbright Commissions in the partner countries;

Pre-departure Support and Programming:
1. Prepare and distribute pre-departure materials for U.S. Embassies or Fulbright Commissions to use during their in-country pre-departure orientations and coordinate virtual participation of consortia and ECA representatives in these events;
2. Prepare pre-departure materials for individual participants that describe program components, participation expectations, and preparation guidelines, and oversee the dissemination of these materials to participants through U.S. Embassies or Fulbright Commissions;
3. Ensure that each participant signs a Terms and Conditions document (approved by ECA) and completes all other participation requirements and necessary pre-travel paperwork;
4. Identify resources for pre-departure virtual and/or in-country English language learning and coordinate proposed opportunities;
5. Prepare and send the DS-2019 forms as soon as possible after placement to facilitate the visa application and adjudication process and at least 60 days before departure;
6. Notify the U.S. Embassies and Fulbright Commissions of each candidate's proposed U.S. arrival date and the date for sending travel itineraries for each participant;
7. Arrange round-trip travel for the participants from their home cities to their U.S. host institutions that is compliant with the Fly America Act and send this itinerary along with general travel information to each participant and the respective nominating Fulbright Commission or U.S. Embassy;
8. Coordinate pre-departure communication between campus program coordinators and individual participants with pre-existing physical or mental health needs to facilitate pre-departure preparations and appropriate accommodations, as needed;

Program Planning and Participant Monitoring

1. Arrange housing for each participant in conjunction with host campuses and share rules and regulations for housing with participants;
2. Ensure that each participant receives an orientation upon arrival in the United States;
3. Enroll participants in the Bureau's ASPE health benefits plan or alternative plan that meets J-1 visa requirements and is approved by ECA, advise participants about the benefits plan, and assist with claims as necessary;
4. Monitor participants' adjustment, health and well-being, and program performance. Oversee the coordination and implementation of health and safety protocols and procedures between all individual host campuses and the administrative partner. Manage participant issues and emergencies at all times in coordination with the Bureau's program office, and submit participant incident report forms, as needed, based on ECA policy guidelines;
5. Assist participants in developing an individual development plan;
6. Develop and facilitate programming that will increase participants' employability skills and assist them in applying for, obtaining, and participating in a professional internship directly related to the participants' field of study;
7. Assist participants in contributing to service learning opportunities and developing leadership skills;
8. Develop and facilitate educational and cultural enrichment activities;
9. Plan and implement at least one CCI-program event that facilitates participant personal and professional development and helps participants maximize their CCI experiences;
10. Assist participants in preparing for re-entry and their transitions upon return home;
11. Manage and monitor the J-1 visa duration and SEVIS status of the participants;
12. Manage financial aspects of the program including participant maintenance allowances, housing allowances, accident and sickness benefits, host university agreements, taxes, and other activity costs;
13. Assume overall responsibility for complying with all applicable tax treaties and federal, state, and local laws on tax withholding and reporting for participants;

Evaluation, Reporting, and Branding

1. In close consultation with the Bureau's program officer, evaluate the program and its impact on the participants, their host communities, and their host institutions during their stay in the United States, and after they return to their home countries;
2. Report programmatic, financial, and statistical information to the Bureau's program officer and respond fully and promptly to requests for information relating to the participants and alumni.
3. Promote CCI-wide branding and administer CCI websites and social media properties cooperatively with ECA in compliance with ECA Communication Guidelines;
4. Ensure participants have signed a release form that states whether they approve or do not approve the use of their photos or quotes in publications related to the CCI Program;

Alumni Programming and Ongoing Engagement
1. Track and maintain updated lists of alumni and facilitate follow-on activities with alumni after they return home; and
2. Plan and coordinate activities that would create opportunities for CCI-wide alumni engagement and amplify host campus alumni engagement efforts to strengthen both the CCI-wide Program brand and the CCI alumni network.

A2. Substantial Involvement:

In a cooperative agreement, the Bureau is substantially involved in program activities above and beyond routine monitoring, as follows:

1) Participation in the design and direction of program activities;
2) Approval of key personnel;
3) Approval and input on program timelines and agendas;
4) Guidance in execution of all program components;
5) Review and approval of all program publicity and other materials;
6) Approval of host campuses;
7) Final selection of participating students;
8) Approval of placements and changes to students' proposed academic field or institution;
9) Approval of decisions related to special circumstances or problems throughout the duration of the program;
10) Assistance with SEVIS-related issues;
11) Advising and consulting about participant emergencies;
12) Arrangements for State Department speakers during workshops;
13) Liaison with the U.S. Embassies, Fulbright Commissions, and State Department country desk officers; and
14) Performing an annual performance evaluation/review.

B. Federal Award Information:

Type of Award: Cooperative Agreement. ECA's level of involvement in this program is listed under A. Program Description.
Fiscal Year Funds: FY 2022.
Approximate Total Funding: $5,275,000, pending the availability of funds.
Approximate Number of Awards: Pending the review and approval of successful proposals, the Bureau intends to make one award under this competition.
Approximate Average Award: ECA reserves the right to modify the composition of the final award and its funding level based upon the quality of the proposals submitted, the availability of funds, and other factors impacting long-term foreign policy objectives. The maximum award available will be approximately $5,275,000.
Floor of Award Range: The Bureau anticipates that the minimum award available will be approximately $5,275,000, pending the availability of funds.
Ceiling of Award Range: Up to $5,275,000, pending the availability of funds.
Anticipated Award Date: January 31, 2022, pending the availability of funds.

Anticipated Project Completion Date: December 30, 2025.
Additional Information: Pending successful implementation of this program and the availability of funds in subsequent fiscal years, it is ECA's intent to renew this cooperative agreement for two additional, consecutive fiscal years, before openly competing it again.

While it is not anticipated at this time, supplemental funding for this program may be provided from Economic Support Fund (ESF) transfers or other funding sources. ECA reserves the right to modify the composition of the final awards and its funding level based upon the quality of the proposals submitted, the availability of funds, and other factors impacting long-term foreign policy objectives.

C. Eligibility Information:
C.1. Eligible applicants: U.S. public and private non-profit organizations meeting the provisions described in Internal Revenue Code section 26 USC 501(c)(3) may submit applications for this competition. Applicants must have nonprofit status with the IRS at the time of application. Please see the Proposal Submission Instructions (PSI) for additional information.

All applicants must also have a Unique Entity Identifier (UEI) number and be registered in SAM.gov (see additional information about this requirement in D.3a. and D.3c. below).

C.2. Other Eligibility Requirements: The following additional eligibility requirements apply to this NOFO announcement:

a.) Bureau grant guidelines require that organizations with less than four years of experience in conducting international exchanges be limited to $130,000 in Bureau funding. ECA anticipates making one cooperative agreement, in an amount of $5,275,000 to support all costs required to implement this exchange program. Therefore, organizations with less than four years of experience in conducting international exchanges are ineligible to apply under this competition.

b.) All proposals must comply with the requirements stated in the NOFO, and the Proposal Submission Instructions (PSI); non-compliance will result in your proposal being declared technically ineligible and given no further consideration in the review process.

c.) Only *one* proposal will be considered by ECA from each applicant organization. In cases where more than one submission from an applicant appears in grants.gov, ECA will *only* consider the submission made closest in time to the NOFO deadline; that submission would constitute the one and only proposal ECA would review from that applicant. **Please note**: Applicant organizations are defined by their legal name, and EIN number as stated on their completed SF-424 and additional supporting documentation outlined in the Proposal Submission Instructions (PSI) document.

C.3. Cost Sharing or Matching Funds: There is no minimum or maximum percentage of cost sharing required for this competition. However, the Bureau encourages applicants to provide maximum levels of cost sharing and funding in support of its programs.

When cost sharing is offered, it is understood and agreed that the applicant must provide the amount of cost sharing as stipulated in its proposal and later included in an approved agreement. Cost sharing may be in the form of allowable direct or indirect costs. For accountability, you must maintain written records to support all costs which are claimed as your contribution, as well as costs to be paid by the Federal government. Such records are subject to audit. The basis for determining the value of cash and in-kind contributions must be in accordance with the Office of Management and Budget's Guidance 2 CFR Parts 200 and 600, entitled the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. In the event you do not provide the minimum amount of cost sharing as stipulated in the approved budget, ECA's contribution may be reduced in like proportion.

D. Application and Submission Information:

Please read the complete announcement before sending inquiries or submitting proposals. Once the NOFO deadline has passed, Bureau staff may not discuss this competition with applicants until the proposal review process has been completed.

D.1.   Solicitation Package Location: The entire Solicitation Package may be downloaded from the Bureau's website at https://eca.state.gov/organizational-funding or from the Grants.gov website at https://www.grants.gov.

D.2.   Content and Form of Submission: Applicants must follow all instructions in the Solicitation Package, including the Proposal Submission Instruction (PSI) document, which consists of required application forms and standard guidelines for proposal preparation. The application should be submitted per the instructions under D.3n. "Application Deadline and Method of Submission" section below.

D.3a.   Unique Entity Identifier Number: You are required to have a Unique Entity Identifier (UEI) number to apply for a grant or cooperative agreement from the U.S. Government. This number is a nine-digit identification number, which uniquely identifies business entities. Obtaining a UEI number is easy and there is no charge. To obtain a UEI number, access http://www.dnb.com or call 1-866-705-5711. Please ensure that your UEI (Data Universal Numbering System or DUNS) number is included in the appropriate box of the SF – 424 which is part of the formal application package. For more detailed instructions for obtaining a UEI (DUNS) number, refer to: https://www.grants.gov/web/grants/applicants/organization-registration/step-1-obtain-duns-number.html.

D.3b.   Required Proposal Elements: All proposals must contain an executive summary, proposal narrative, budget, and budget narrative.

a.) Executive Summary (one page). In one double-spaced page, provide the following information about the project:
    i.   Name of organization/participating institutions
    ii.   Beginning and ending dates of the program
    iii. Proposed theme
    iv. Nature of activity
    v.   Funding level requested from the Bureau, total program cost, total cost-sharing from applicant and other sources
    vi. Scope and Goals
        a. Number and description of participants
        b. Wider audience benefitting from program (overall impact)
        c. Geographic diversity of program, both U.S. and overseas
        d. Fields covered
        e. Anticipated results (short and long-term)

b.) Narrative (up to 20 pages). In 20 double-spaced, single-sided pages, provide a detailed description of the project addressing the areas listed below:
    i.   Vision (statement of need, objectives, goals, benefits)
    ii.   Participating Organizations
    iii. Program Activities (advertisement, recruitment, orientation, program pillars, program monitoring)
    iv. Program Evaluation
    v.   Follow-on
    vi. Project Management
    vii. Work Plan/Time Frame

c.) Detailed Budget and Budget Narrative. (see D.3k. Budget Format and D.3m. Allowable Costs for the Program, below, for details).

d.) Additional Information to be Submitted
    i.   Calendar of activities/itinerary
    ii.   Letters of endorsement
    iii. Resumes or CVs (resumes of all staff should be included in the submission; no resume should exceed two pages).
    iv. First Time Applicant Attachments, if applicable

D.3c. Required Registration with the System for Award Management (SAM): All federal award applicants must be registered in the System for Award Management (SAM) database in order to submit a proposal in response to an open competition on Grants.gov.

All federal award recipients must maintain a current registration in the SAM database. Recipients must maintain accurate and up-to-date information in www.SAM.gov until all program and financial activity and reporting is completed on any issued award. Recipients must review and update the information at least annually after the initial registration and more frequently if

required information changes or another award is granted. There is no cost associated with registering or updating SAM.gov accounts. Failure to register in SAM.gov will render applicants ineligible to receive funding.

For more detailed instructions for registering with SAM, refer to: https://www.grants.gov/web/grants/applicants/organization-registration/step-2-register-with-sam.html

D.3.d. Federal Awardee Performance & Integrity Information System (FAPIIS): Prior to making a Federal Assistance award over $250,000, the Federal agency is required to review and consider any information about the applicant that is in FAPIIS (see 41 U.S.C. 2313) and accessible through SAM.gov. If an Applicant is currently in FAPIIS, they can comment on any information about its organization that a Federal awarding agency previously entered. The Federal awarding agency will consider any comments by the applicant, in addition to the other information in FAPIIS, in making a judgment about the applicant's integrity, business ethics, and record of performance under Federal awards when completing the review of risk posed by applicants as described in 2 CFR §200.205 Federal awarding agency review of risk posed by applicants.

D.3e. Required Registration with SAMS Domestic: All ECA award recipient organizations and recipient contacts and signatories must be registered with the U.S. Department of State's SAMS Domestic by accessing https://mygrants.servicenowservices.com and clicking the "create an account" link. SAMS Domestic is the U.S. Department of State's grants management system and is supported by the Department's Integrated Logistics Management System (ILMS). Recipient organizations and recipient contacts and signatories that have previously used SAMS Domestic as a U.S. Department of State award recipient do not need to register again. If the organization is not able to access the system, please contact the ILMS Help Desk for help in gaining access.

Support for Recipient Organizations and recipient contacts and signatories is available 24 hours, 7 days a week (except federal holidays), and can be reached at 1-888-313-ILMS (4567) or through the ILMS Self Service Portal at https://afsitsm.servicenowservices.com/ilms/.

In the event the ILMS Help Desk is unable to provide you with assistance in a timely manner, please contact ECA_SAMSDomestic@state.gov and copy the program officer associated with the solicitation.

Please take into consideration the following information when preparing your proposal narrative:

D.3f.   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 the 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 the 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

Please refer to Solicitation Package for further information.

D.3g. Diversity, Freedom, and Democracy Guidelines: Pursuant to the Bureau's authorizing legislation, programs must maintain a non-political character and should be balanced and representative of the diversity of political, social and cultural life in the United States and abroad. 'Diversity' should be interpreted in the broadest sense and encompass differences including race, color, national origin, sex, age, religion, geographic location, socio-economic status, disability, sexual orientation or gender identity. Proposals should demonstrate how diversity will enhance the program's goals and objectives and the participants' exchange experience. Please refer to the review criteria under the 'Support of Diversity' section of this document as well as the DIVERSITY, FREEDOM AND DEMOCRACY section in the "Proposal Submission Instructions" document for specific suggestions on incorporating diversity into the total proposal.

Public Law 104-319 provides that "in carrying out programs of educational and cultural exchange in countries whose people do not fully enjoy freedom and democracy," the Bureau "shall take appropriate steps to provide opportunities for participation in such programs to human rights and democracy leaders of such countries." Public Law 106 - 113 requires that the governments of the countries described above do not have inappropriate influence in the selection process. Proposals should reflect advancement of these goals in their program contents, to the full extent deemed feasible.

D.3h.Program Performance Monitoring and Evaluation (M&E)
A performance monitoring framework is vital to tracking the performance and the direction, pace, and magnitude of change that result from ECA programs. This section pertains to performance monitoring in particular – as this type of monitoring is distinct from grants monitoring or other program monitoring discussed elsewhere in this solicitation. Performance

monitoring is designed to assess progress against established goals and objectives across the Bureau and as established for each award.

The Bureau recommends the use of a Performance Monitoring Plan (PMP) to establish your performance monitoring plans for each award. The PMP is an important part of any proposal, as it outlines how the applicant plans to track progress towards the proposed program's goals and objectives through indicators and corresponding data collection questions. These corresponding data collection questions help ensure that the data is being collected in a uniform way across the entire Bureau.

For this proposal and the resulting cooperative agreement(s)/grant(s), the Bureau recommends the applicant include the programmatic objectives and indicators listed below:

- Objective 1: Advance participant and beneficiary cross-cultural competence and global perspective
  - Sub-Objective 1.1: Promote cultural exchanges and enhance understanding between participants and their host communities
    - Indicator 1: Percent of foreign participants with more favorable opinions of the United States Government
    - Indicator 2: Percent of foreign participants with more favorable opinions of the American People
    - Indicator 3: Percent of foreign participants indicating a change in understanding of United States culture and values
    - Indicator 4: Percent of foreign participants expressing support of democratic values
    - Indicator 5: Percent of participants who traveled abroad for the first time on an ECA exchange program
    - Indicator 6: Percent of foreign participants who traveled to the United States for the first time on an ECA exchange program
    - Indicator 7: Percent of foreign participants who are more likely to recommend the United States as a good place to study
    - Indicator 8: Percent of participants reporting that their exchange experience offered opportunities to engage with other cultures
- Objective 2: Increase the impact that participants and alumni have on their communities / countries
    - Indicator 9: Percent of participants who volunteer or give back to their host communities
    - Indicator 10: Number of hours that participants spend to volunteer or give back to their host communities
  - Sub-Objective 2.2: Foster participant's belief that civic engagement benefits communities/countries

- ▪ Indicator 11: Percent of participants who believe that they can have an impact on their community or country
- Objective 3: Strengthen engagement among participants, alumni, beneficiaries, and institutions
  - ▪ Indicator 12: Percent of participants who identify as a Department of State program alumni
  - ▪ Indicator 13: Percent of participants who report increasing their network of Americans
  - ▪ Indicator 14: Percent of participants who report increasing their network of third country stakeholders
  - o Sub-Objective 3.1: Alumni subscribe to platforms for resources and information-sharing
    - ▪ Indicator 15: Percent of participants who learned of new resources for information-gathering and sharing
    - ▪ Indicator 16: Percent of participants who are registered or subscribed to a U.S. Department of State platform
- Objective 4: Strengthen personal, professional, and technical abilities and aptitudes of participants and beneficiaries
  - ▪ Indicator 17: Percent of participants reporting increases in their job skills through training, internships, and/or mentoring they received as part of their exchange program
  - ▪ Indicator 18: Percent of participants reporting an increase in soft skills as a result of ECA program participation
  - ▪ Indicator 19: Percent of participants who report an increase in technical skills as a result of ECA program participation
  - ▪ Indicator 20: Percent of participants reporting an increase in language skills as a result of ECA program participation
  - o Sub-Objective 4.1: Participants engage in language, academic, professional, and cultural exchange programs
    - ▪ Indicator 21: Number of total participants
    - ▪ Indicator 22: Number of professional placements
    - ▪ Indicator 23: Number of individuals participating in an exchange program with a media literacy component
  - o Sub-Objective 4.2: Increase the ability of participants to recognize and counter disinformation
    - ▪ Indicator 24: Percent of participants who report improved belief in their ability to counter disinformation

- Objective 5: Increase the contribution of exchange programs to local economies in the U.S., and engagement of U.S. businesses, non-governmental organizations, and educational institutions in ECA programming
  - o Sub-Objective 5.3: Exchange participants support local economy during their visit
    - ▪ Indicator 25: Amount of U.S. dollars spent by foreign exchange participants during their exchange
- Objective 8: Enhance the quality and effectiveness of ECA programs by leveraging the Bureau's resources, policy, and stakeholder relationships
    - ▪ Indicator 26: Dollar amount ($) spent on monitoring and evaluation activities

ECA recommends that applicants use the indicators listed in this section as the minimum requirement for measurement. Applicant-designed objectives and indicators that are specific to the proposed program and this proposal should be added as necessary to sufficiently measure the relevant proposed program outputs, outcomes, and impact over the course of the proposed period of performance.

PMPs
Please see below for a sample PMP and accompanying instructions. While ECA recommends the applicant use the format provided, this is not a requirement. However, all content present below should be included in any presentation of a PMP that the applicant submits. Successful PMPs should include the following:

- Programmatic objectives, which are statements of the condition(s) or state(s) the program is designed to achieve. Objectives are therefore bound by the resources and timeframe of the program and must be specific, measurable, attainable, relevant and time-bound (SMART). In addition to those outlined above, the applicant may propose other program objectives from the Functional Bureau Strategy, MODE Results Framework (both found here: https://eca.state.gov/about-bureau) or other applicant-designed program-specific objectives. For more information on SMART see the ECA Evaluation Division's website: https://eca.state.gov/impact/eca-evaluation-division/capacity-building. ECA recommends the proposed PMPs include a minimum of one programmatic objective for each goal included in the PMP.
- Performance indicators are measures used to gauge progress toward programmatic objectives. Indicators should be as specific as possible (following the SMART principles) and include any proposed disaggregations.
  - o In addition to those outlined above, the applicant may propose additional program-specific indicators in the PMP.
  - o ECA recommends the proposed PMPs include a minimum of one indicator for each programmatic objective.

o Baseline data (whether collected specifically for the program at the beginning of the award or from a previously existing source) for each indicator shall be included where relevant, as well as the target number to be achieved for each indicator.

The onus will be on the Bureau to measure outcomes of ECA participants at one-, three-, and five-years after their exchange has ended to capture the long-term impact of ECA programming. Award recipients are responsible for collecting indicator data on participant outcomes only during the period of performance of the exchange itself (see the PMP for guidelines as to when these data collection efforts should occur).

PROGRAM PERFORMANCE M&E NARRATIVE

ECA recommends that there be a narrative section within the program narrative sections of the proposal that outlines how the applicant intends to measure the indicators outlined in the PMP. This will be separate from the PMP and should include but not be limited to:

- An overview of resources available to the applicant that outline the applicant's team structure and responsibilities surrounding performance monitoring
- The mechanism(s) through which surveys and other data collection tools (if applicable) will be administered, including: which platform will be used, how they will be advertised to participants and when – detailing strategies to ensure adequate survey response rates and reduce selection and non-response bias.
- A brief explanation of data analysis and reporting procedures
- An overview of proposed learning plan and feedback loops to ensure that the GO/GOR are informed on performance monitoring issues at regular intervals

RESULTS PERFORMANCE MONITORING REPORTING REQUIREMENTS

The State Assistance Management System Domestic (SAMS-D) is a database solution that serves as the official system of record for all U.S. Department of State and ECA awards. The Results Performance Monitoring (RPM) module within SAMS-D is an extension module that enables users to report performance monitoring data in the same system where they currently manage federal assistance actions. As part of ECA's efforts to streamline data collection and management, any recipients of this award will be required to input performance reporting data outlined in this solicitation into the SAMS-D RPM. The data stored in the SAMS-D RPM will provide ECA with a bureau-wide, uniform M&E reporting tool that is already linked with other elements of the awards and that existing awardees are familiar with. There is a one-time 3-hour required SAMS-D RPM module training that designated staff of award recipient organizations will need to attend to gain access to the system. Also as part of the reporting requirements, award recipients will also be required to provide ECA with the raw data for surveys in a CSV file through SAMS-D.

PERFORMANCE MONITORING PLAN

Applicant Name:	Example Organization
Fiscal Year and Program Title:	FY## Example Program
Funding Opportunity #:	SFOP000XXXX

Instructions: A performance monitoring plan (PMP) describes the proposed indicators to be captured that demonstrate progress toward achieving the objectives of the program. The table below includes the recommended programmatic objectives and indicators as indicated in the solicitation document. Within this table, please provide any additional applicant-designed objectives and indicators that are specific to the proposed program that measure the relevant outputs, outcomes, and results over the course of the award's proposed period of performance. (Note: the placement of two rows for applicant-designed indicators is arbitrary – the applicant can add or delete rows as necessary).

While ECA recommends the applicant use the format provided, this is not a requirement. However, all content present below should be included in any presentation of a PMP that the applicant submits. Successful PMPs should include the following:

Completion: All components of the PMP are included.

Inclusion of ECA Standard indicators: Includes the standardized ECA indicators pre-populated in the PMP and listed in the solicitation without any adapting of the definitions, data sources, collection timelines and responsible entities.

Baselines and targets: Baselines and targets are included and realistic. If there is no baseline to report, there should be a plan for how to obtain or produce the value in the future.

If the applicant chooses to include any *applicant-designed objectives* and indicators, successful applicants will include the following elements:

SMART Objectives and Indicators: Objectives and Indicators should follow SMART principles (https://eca.state.gov/files/bureau/a_good_start_with_smart.pdf).

Details of indicators: All basic information of the indicators (definition, data source and question, collection timeline and responsible entity) should be included. The definitions of the standardized ECA indicators should be used as examples of what to include and the format.

Depth of indicators: Outcomes should be used where possible to demonstrate if a program is meeting its objectives. While outputs are important to understand if a program achieved what it was meant to do, outcomes demonstrate the larger effect of the program.

Indicator Structure: Ensures that the indicator does not measure multiple things (participants AND host families), does not start with a direction ("Increase" is a result, "Number of" is an indicator), and should report numeric data ("good test results" is not an indicator)

Redundancy: There should be a clear and distinct reason for each indicator, and the indicator should not overlap with ECA standard indicators. Each indicator should be clearly linked to either an ECA standard objective or a custom objective.

Consistency with ECA Indicators: Key terms are defined the same way. Disaggregations align where appropriate, and calculations follow the same structure.

Definitions of PMP Columns

Performance Indicator: An observable or measurable characteristic that indicates the extent to which a program objective is being achieved. Specify if the indicator is an ECA standard indicator or a custom indicator.

Definition: Clarifies all terms necessary, provides details on how to calculate the data collected to measure the change expected, and includes any disaggregation (male/female; country; region; age; etc.) that needs to be reported for the indicator.

Baseline: The value of an indicator before the implementation of a program.

Target: Specific, planned level of result to be achieved within an explicit timeframe.
Data Source and Question: Specifies how the data will be obtained (such as a survey, observation, interview, etc.) and the **mandatory** question linked to the data collection.

When to Collect: Specifies when the indicator will be measured, for example: post-program, end of award, etc.
- A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.
- Award recipients are responsible for collecting indicator data on participant outputs and outcomes during the period of performance of the exchange itself. Any anticipated data collection that occurs post-program should include specific details of when the data collection will occur. Note: The onus will be on the Bureau to measure outcomes of ECA participants at one-, three-, and five-years after their exchange has ended to capture the long-term effects of ECA programming.

Entity Responsible: Person or entity responsible for collecting the data.

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
ECA Objective 1: Advance participant and beneficiary cross-cultural competence and global perspective						
ECA Sub-Objective 1.1: Promote cultural exchanges and enhance understanding between participants and their host communities						
Percent of foreign participants with more favorable opinions of the United States Government	<u>Participant</u> - A person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". *This indicator only applies only to foreign participants.* **Counting Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculations** To determine the percent value, numerator is number of respondents who reply "more favorable" about the United States Government while denominator is the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) How did your views of the United States government and the American people change as a result of your program participation? • United States government • American People Scale: less favorable, no change – my view remained unfavorable throughout, no change – my view remained favorable throughout, more favorable	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipient
Percent of foreign participants with more favorable opinions of the American People	<u>Participant</u> - A person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) How did your views of the United States government and the American people change as a result of your program participation?	Post-Program: A post-program collection should occur no earlier than	Award recipient

	Visitors". *This indicator only applies only to foreign participants.* Host Community - A community or institution that sponsors, supports, or provides exchange programs support or services. Host communities and institutions do not necessarily directly participate in a program. Benefits to this group most often occur through interaction with the participants and/or alumni during or after the program. *This indicator applies specifically to the United States as the host community.* **Counting Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculations** To determine the percent value, numerator is number of respondents who respond "more favorable" about <u>the American people</u> while denominator is the total number of survey respondents.			• United States government • American People Scale: less favorable, no change – my view remained unfavorable throughout, no change – my view remained favorable throughout, more favorable	before the participant departs the United States and no later than 6 weeks after an activity has ended.	
Percent of foreign participants indicating a change in understanding of United States culture and values	Participant - A person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". *This indicator*	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) How much did participation in the program change your understanding or knowledge of the following topics? • United States democracy	Post-Program: A post-program collection should occur no earlier than before the participant	Award recipient

	only applies only to foreign participants. <u>Host Community</u> - A community or institution that sponsors, supports, or provides exchange programs support or services. Host communities and institutions do not necessarily directly participate in a program. Benefits to this group most often occur through interaction with the participants and/or alumni during or after the program. *This indicator applies specifically to the United States as the host community.* **Counting Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculations** Responses to each item should be scored in the following manner: No change – 1 Minimal change – 2 Moderate change – 3 Substantial change – 4 The response scores for each item should be summed and divided by the number of items they responded to in order to give a total question score for each respondent. To determine the percent value, numerator is number of respondents whose response value is 2 or greater while denominator is the total number of			• United States economy • Foreign affairs in the United States • Domestic affairs in the United States • United States values and culture • Daily life in the United States • Religious and ethnic diversity in the United States • Freedom of speech and press in the United States • Voluntary community service in the United States Scale: no change, minimal change, moderate change, substantial change	departs the United States and no later than 6 weeks after an activity has ended.	

	survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.					
Percent of foreign participants expressing support of democratic values	Participant: A person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors" **Count Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculations** The values for each response are combined and divided by the total number of response categories answered, producing the average value for an individual respondent to that question. The indicator value is the percentage of respondents whose average value is greater than or equal to 4 on a 1-5 scale (respondents indicating, on average, that they agree or strongly agree); denominator is total number of respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) To what extent do you agree or disagree with the statements below? • Voting is important because real decisions are made in elections • Free and fair elections are the cornerstone of democracy • An independent media is important to the free flow of information • All citizens in a country should have equal rights and protections under the law, regardless of circumstances • The Rule of Law is fundamental to a functioning democracy • Individuals and organizations have the right to free speech and to voice opposition • Democratic principles enhance the workplace. Supervisors should incorporate democratic principles into their management practices [Scale – Strongly Disagree, Disagree, Neither Agree not Disagree, Agree, Strongly Agree]	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipient
Percent of participants who traveled abroad for	Participant - A person or group of persons that has directly participated in, and	To be completed	To be completed	Before this exchange program, did you travel outside of your home	Post-Program: Data	Award recipients

the first time on an ECA exchange program	benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". Abroad – A country outside of one's home country **Counting Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculations** To determine the percent value, numerator is number of respondents who reply "**no**" while denominator is the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.	by the applicant	by the applicant	country? [Yes/No] If yes, why did you travel outside of your home country [select all that apply]: • Tourism/ • Visit friends/family • Participation in another ECA exchange program • Study • Work Other: _____	should be collected no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	
Percent of foreign participants who traveled to the United States for the first time on an ECA exchange program	Participant - A person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". **Counting Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculations** To determine the percent value, numerator is number	To be completed by the applicant	To be completed by the applicant	Before this exchange program, did you travel to the United States? [Yes/No] If "yes", why did you travel to the United States [select all that apply]: • Tourism • Visit friends/family • Participation in another ECA exchange program • Study • Work Other: _____	Post-Program: Data should be collected no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipients

	of respondents who reply "**no**" while denominator is the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.					
Percent of foreign participants who are more likely to recommend the United States as a good place to study	Participant - A person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". **Counting Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculations** To determine the percent value, numerator is number of respondents who reply "more likely to recommend" while denominator is the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.	To be completed by the applicant	To be completed by the applicant	Compared to before your program participation, how likely are you to recommend the U.S. as a good place to study? [Scale: Less likely to recommend; no change – I was never likely to recommend; no change – I was always likely to recommend; more likely to recommend]	Post-Program: Data should be collected no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipients
Percent of participants reporting that their exchange experience offered opportunities to engage with other cultures	Participant - A person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors".	To be completed by the applicant	To be completed by the applicant	My exchange program's activities offered opportunities for cultural connectedness and sharing. *For example: Conversations about each other's' countries, attending cultural events, etc.*	Post-Program: Data should be collected no earlier than before the participant departs the United	Award recipients

	Counting Frequency Each respondent should only be counted once per reporting year following their program completion. **Calculations** To determine the percent value, numerator is number of respondents who reply "yes" while denominator is the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.			[Answer options: Yes/No]	States and no later than 6 weeks after an activity has ended.	
ECA Objective 2: Increase the impact that participants and alumni have on their communities / countries						
Percent of participants who volunteer or give back to their host communities	Participant - A participant is a person or group of persons that has directly participated in, and primarily benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". Volunteer -To volunteer or give back means to offer one's time or services to an organization or community effort for free. Host Community -A host community is a community or institution that sponsors, supports or provides exchange programs support or services **Count Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculation**	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) Did you volunteer your time during your exchange? [Yes/ No/ My program did not offer the opportunity to volunteer]	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipient

	To determine the percent value, numerator is number of respondents who reply "yes" while denominator is the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.					
Number of hours that participants spend to volunteer or give back to their host communities	Participant - A participant is a person or group of persons that has directly participated in, and primarily benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". Volunteer -To volunteer or give back means to offer one's time or services to an organization or community effort for free. Host Community -A host community is a community or institution that sponsors, supports or provides exchange programs support or services **Count Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculation** To determine amount of hours, participants will complete a survey question that will request participants to report the amount in hours of time	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) How many hours did you spend volunteering your time during your exchange? (Please note that volunteer hours do not include time spent working as part of your professional placement)	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipient

	spent volunteering during their exchange program.					
ECA Sub-Objective 2.2: Foster participant's belief that civic engagement benefits communities/countries						
Percent of participants who believe that they can have an impact on their community or country	Participant - A participant is a person or group of persons that has directly participated in, and primarily benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". **Count Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculation** To determine the percent value, numerator is number of respondents that responded "increased" or "stayed the same" while denominator is the total number of survey respondents.	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) As a result of your program participation, has your confidence in the following statements changed? [Increased, stayed the same, decreased] • I know several ways in which I can make a difference on some of society's most worrisome problems. • I feel I have the ability to make a difference in my local community. • I feel I have the ability to make a difference in the global community	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipient
ECA Objective 3: Strengthen engagement among participants, alumni, beneficiaries, and institutions						
Percent of participants who identify as a Department of State program alumni	Alumni are program participants who have been exposed to at least 36 hours of an exchange or a cultural exchange element with the possibility of sustained networking. **Count Frequency** Each respondent should only be counted once per reporting year, even if they are eligible for data collection through multiple programs **Calculations**	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) Do you consider yourself an alumni of a U.S. Department of State program? (yes/no)	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6	Award recipient

	To calculate percentage, numerator will be number of alumni who answered "yes" in response to the survey question. The denominator will be number of alumni who responded to the survey question. Divide the numerator by the denominator and then multiply by 100 for the percent value.				weeks after an activity has ended.
Percent of foreign participants who report increasing their network of Americans	A network is an interconnected or interrelated group or system intentionally convened, sustained, or otherwise facilitated through ECA programming. A participant is defined as a person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". **Count Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculations** To determine the percent value, numerator is number of respondents who reply "yes" to the first question item while denominator is the total number of survey respondents. Divide the numerator by the	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) Because of your participation in the program, have you increased the number of Americans you are professionally or personally connected with? (yes/no) **If yes:** I have _____ the number of Americans I am connected with (answer options: greatly increased, moderately increased, barely increased)	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipient

	denominator and then multiply by 100 for the percent value.					
Percent of participants who report increasing their network of third country stakeholders	A <u>network</u> is an interconnected or interrelated group or system intentionally convened, sustained, or otherwise facilitated through ECA programming. A <u>participant</u> is defined as a person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". A <u>third country stakeholder</u> is defined as a person or institution who does not have the same nationality and is not from the country in which the exchange took place or from the country of a participant of the exchange **Count Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculations** To determine the percent value, numerator is number of respondents who reply "yes" to the first question item while denominator is the total number of survey respondents. Divide the numerator by the denominator and then	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) Because of your participation in the program, have you increased the number of individuals from a country other than your own or the United States that you are professionally or personally connected with? (yes/no) **If yes:** I have _____ the number of persons I am connected with who are from a country other than my own or where the exchange took place (answer options: greatly increased, moderately increased, barely increased)	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipient

	multiply by 100 for the percent value.					
ECA Sub-Objective 3.1: Alumni subscribe to platforms for resources and information-sharing						
Percent of participants who learned of new resources for information-gathering and sharing	Participant: a person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". Resources: must be new to the participant. Can include information that is either personal or professional. Does NOT include persons. Can be information provided during the exchange, at a U.S. Government-sponsored event, activity, or place. **Count Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculations** To determine the percent value, numerator is number of respondents who reply "yes" to the first question item while denominator is the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) Through your program experience, did you learn about any new resources that will be useful to you in the future (either personally or professionally)? (answer options: yes/no) If yes, then: Please select the appropriate response for each resource: •Small grants applications •AEIF applications •Contact information for other alumni •Project Development tool kits •Information on workshops/ events hosted by the Embassy •Other resource: ___ (Answer options: I did not know this was a resource, I know this resource exists but do not know where to find it, I know where to find this resource and have used it, I know where to find this resource but have not used it	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipient
Percent of participants who are registered or subscribed to a U.S.	Participant: a person or group of persons that has directly participated in, and benefits from, an ECA	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) Are you registered on the following websites	Post-Program: A post-program	Award recipient

Department of State platform	exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". Platform: A platform is a place, opportunity, or event for public discussion or interpersonal engagement intentionally convened, sustained, or otherwise facilitated through ECA programming **Count Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculations** To determine the percent value, numerator is number of respondents who reply "yes" to at least one of the question items while denominator is the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.			(for each, answer response will be "yes/no/do not know"): • International Exchange Alumni Network (IEAN), • Program Facebook page, • program WhatsApp group, • other: _____	collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	
ECA Objective 4: Strengthen personal, professional, and technical abilities and aptitudes of participants and beneficiaries						
Percent of participants reporting increases in their job skills through training, internships, and/or mentoring they received as part of their exchange program	Participant: a person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". **Count Frequency**	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) Has participating in this program increased your job skills (including language proficiency)? [Yes/No]	Post-Program: A post-program collection should occur no earlier than before the participant departs the United	Award recipient

					States and no later than 6 weeks after an activity has ended.	
	Each respondent should only be counted once per reporting year following their program completion. **Calculations** To determine the percent value, numerator is number of respondents who reply in the affirmative to the survey question below while denominator is the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.					
Percent of participants reporting an increase in soft skills as a result of ECA program participation	<u>Soft skills</u> are qualities and behaviors an individual demonstrates to interact with others effectively. Examples include communication, listening, self-awareness, awareness of others, self-initiative, cognitive competence skills, self-confidence, resourcefulness/resilience, and decision-making and problem-solving skills <u>Participant:</u> a person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". **Count Frequency** Each participant should only be counted once per reporting year following their program completion. **Calculations**	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) Do you feel that you have increased your skill level in any of the following areas as a result of participation in this program? (Please select all that apply) •communication skills •listening skills •self-awareness •awareness of others •self-initiative •self-confidence •resourcefulness •decision-making skills •problem-solving skills •no skills improvement	Post-Program: Data should be collected no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipients

	To determine the percent value, numerator is number of respondents who select any option besides "no skills improvement" while denominator is the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value					
Percent of participants reporting an increase in language skills as a result of ECA program participation	Participant: A person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". **Count Frequency** Each respondent should only be counted once per reporting year following their program completion **Calculations** To determine the percent value, numerator is number of respondents who report a positive change in language ability between respondents' current language ability and their ability before the program while denominator is the total number of survey respondents. Divide the numerator by the denominator	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) Which of the following best describes your ability to speak in a second language: •No ability at all •Able to communicate only in a very limited capacity •Able to satisfy basic survival needs and minimum courtesy requirements •Able to satisfy routine social demands and limited work requirements •Able to speak with sufficient grammatical accuracy and vocabulary to discuss relevant professional areas •Able to speak fluently and accurately in all situations •Proficiency equivalent to that of an educated native speaker Which of the following best describes your ability to speak in a second language before	Post-Program: Data should be collected no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipients

				your participation in this program: •No ability at all •Able to communicate only in a very limited capacity •Able to satisfy basic survival needs and minimum courtesy requirements •Able to satisfy routine social demands and limited work requirements •Able to speak with sufficient grammatical accuracy and vocabulary to discuss relevant professional areas •Able to speak fluently and accurately in all situations •Proficiency equivalent to that of an educated native speaker		
Percent of participants reporting an increase in technical skills as a result of ECA program participation	Technical skills are the knowledge and/or abilities to perform specific tasks. Technical skills include, but are not limited to project management, entrepreneurship, journalism, teaching instruction, science, technology, engineering and mathematics (STEM) competence. A participant is a person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) Have you increased any of the following skills as a result of participating in this program? *(Please select all that apply)* • project management skills • entrepreneurship skills • journalism skills • teaching instruction skills • science skills • technology skills • engineering skills • mathematics competence	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended.	Award recipient

	(ECA/EC) "Exchange Visitors". **Count Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculations** To determine the percent value, numerator is number of respondents who select an affirmative response to the question below (any response besides "no skills improvement"), while denominator is the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.			• writing skills • translation skills • other technical skill(s) no skills improvement		
ECA Sub-Objective 4.1: Participants engage in language, academic, professional, and cultural exchange programs						
Number of total participants	<u>Participant</u>: A person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". *This indicator includes American, including those that are part of reciprocal exchanges, <u>and</u> foreign participants.* **Counting Frequency** Each participant should only be counted once per reporting year following their program completion	To be completed by the applicant	To be completed by the applicant	Administrative records	Semi-annually	Award recipient
Number of professional placements	A <u>professional placement</u> refers to a placement a participant holds during	To be completed	To be completed	Administrative records	Semi-annually	Award recipient

	their exchange program with a host institution for the purpose of professional development. These are most commonly internships, but can also include job shadowing, etc. Host Institution - An institution that sponsors, supports, or provides exchange programs support or services. Host institutions do not necessarily directly participate in a program. Benefits to this group most often occur through interaction with the participants and/or alumni during or after the program. Professional Development-The act of learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice; i.e. informal peer-to-peer interaction and learning, or opportunities through knowledge sharing **Counting Frequency** Each placement should only be counted once the placement has been completed and only once per semi-annual reporting cycle. If a participant holds more than one placement during their exchange program, each placement should be counted	by the applicant	by the applicant			

Number of individuals participating in an exchange program with a media literacy component	Participant: A person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". This indicator includes American, including those that are part of reciprocal exchanges, and foreign participants. Media literacy component includes activities such as a training, talk or seminar on media literacy or how to teach media literacy, training for journalism, connecting participants with media experts or providing resources for media literacy. **Counting Frequency** Each participant should only be counted once per reporting year following their program completion	To be completed by the applicant	To be completed by the applicant	Administrative records	Semi-annually	Award recipient
ECA Sub-Objective 4.2: Increase the ability of participants to recognize and counter disinformation						
Percent of participants who report improved belief in their ability to counter disinformation	A participant is a person or group of persons that has directly participated in, and primarily benefits from, an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors". Disinformation is purposeful dissemination of false information which is intended to mislead or harm. It can include	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) As a result of your program participation, how has your perspective on the following statements changed? [Agree more; My views have not changed: I agree; My views have not changed: I disagree; Disagree]	Post-Program: A post-program collection should occur no earlier than before the participant departs the United States and no later	Award recipient

	authentic information or true facts that are used in the wrong context to make false connections or it can be outright false information or propaganda. **Count Frequency** Each respondent should only be counted once per reporting year following their program completion. **Calculations** To determine the percent value, numerator is number of respondents that replied "agree more" or "remained the same, I agree" for at least one question item while denominator is the total number of survey respondents.			• If I am misinformed by the news media, it is my own behavior that determines how soon I will learn credible information • I am in control of the information I get from the news media • The main thing that affects my knowledge about the world is what I myself do • If I pay attention to different sources of news, I can avoid being misinformed • If I take the right actions, I can stay informed	than 6 weeks after an activity has ended.	
ECA Objective 5: Increase the contribution of exchange programs to local economies in the U.S., and engagement of U.S. businesses, non-governmental organizations, and educational institutions in ECA programming						
ECA Sub-Objective 5.3: Exchange participants support the local economy during their visit						
Amount of U.S. dollars spent by foreign exchange participants during their exchange	**Calculations** To determine amount of U.S. dollars, participants will complete a survey question that will request participants to report the amount in U.S. dollars spent on food, travel, leisure, and merchandise during the program.	To be completed by the applicant	To be completed by the applicant	Survey (self-reported data) In the past [TIMEFRAME], how much money have you spent on food, travel, leisure, and merchandise that was purchased in the United States? • $100 or less • $101 - $300 • $301 - $500	Post-Program: A post-program collection should occur no earlier than before the participant departs the United	Award recipient

				$501 - $1,000 $1001 or more	States and no later than 6 weeks after an activity has ended.	
ECA Objective 8: Enhance the quality and effectiveness of ECA programs by leveraging the Bureau's resources, policy, and stakeholder relationships						
Dollar amount ($) spent on monitoring and evaluation activities	This indicator tracks the amount expended to include salary and expenses associated with monitoring and evaluation (M&E) activities by ECA Award Recipients. Award Recipient is an entity that undertakes the work of the ECA Bureau programs, using ECA funding under a formal legal agreement. For ECA Exchange Visitor Programs, these entities are called Exchange Sponsors, which are not ECA-funded, and consist of public, private, or nonprofit entities designated by the Department of State to support persons involved in exchange program activities or events. **Count Frequency** Each Award Recipient should only be counted once per reporting period, even if they have implemented multiple programs.	N/A	N/A	Survey (self-reported data) What is the total dollar amount for your organization's expenses related to monitoring and evaluation of ECA awards (for programmatic, non-financial reasons) for Fiscal Year 2019? For your convenience, we have included details below on what activities constitute monitoring and evaluation. These include: • Reviewing program outputs and any outcomes • Reviewing web-based analytics • Data collection with implementing partners • Program conceptualization through review/reflection • Developing theory of change and/or logic models	Semi-annually	ECA Evaluation Division (Note: Award recipients should track this information in order to report back to the Evaluation Division)

				• Working with the ECA Evaluation Division • Event observation • Data collection with program participants • Site visits to U.S. host institutions • Discussions with program stakeholders regarding program performance • Reviewing grantee performance monitoring reports (Internal only) • International monitoring trips • Data collection efforts to measure against the FBS • Managing and reviewing external evaluations in conjunction with the Evaluation Division • Creating or reviewing evaluation data collection tools • Conducting M&E capacity-building activities for ECA implementing partners • Attending capacity-building workshops, presentations, or trainings on M&E · Research activities intended to inform program design		

				Please note: either one person can enter the information in for the costs of the entire organization, or each person responsible for an ECA program can enter the information for ONLY that particular program-- whichever is easier for your organization.		
Applicant Objective 1: To be completed by the applicant						
Indicator	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant
Applicant Objective 2: To be completed by the applicant						
Indicator	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant
Indicator	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant		

Program Goal: Expand opportunities for young emerging leaders, including women, from underrepresented, underserved communities in the developing world to build mutual understanding, tolerance, and respect through sharing cultures and values.

D.3i. **Virtual Exchange Component:** ECA welcomes innovative ideas on how organizations can leverage appropriate mobile and/or online technologies to maintain engagement among exchange participants, encourage project collaboration and widen participation in the overall project to a broader audience. ECA strongly encourages organizations submitting proposals in response to this solicitation to suggest one or more virtual exchange components to complement the in-person exchange. The virtual exchange component(s) could come before, during and/or after the physical exchange. The objective for the virtual exchange component(s), defined as technology-enabled, sustainable, people-to-people, cross-cultural exchanges, is to augment the impact of the in-person exchange described in this solicitation. ECA encourages organizations to propose virtual exchange ideas that take advantage of ECA's existing web and social networking platforms, including our International Exchange Alumni space. Virtual exchange components would be coordinated with and approved by the ECA program office and U.S. missions abroad on a project by project basis.

D.3j.   Communications Guidance for ECA Recipients: All ECA Recipients must adhere to the requirements in [ECA's Communications Guidance](#) on the creation of program branding and attribution, websites, social media, and press.

D.3k.   Budget Format: Applicants must submit SF-424A – "Budget Information – Non-Construction Programs" along with a comprehensive budget for the entire program. There must be a summary budget, a detailed budget, and a budget narrative. Applicants may provide separate sub-budgets for each program component, phase, location, or activity to provide clarification.

The proposal should include comprehensive line item budgets for the program year. The budget format should break out costs on a program-year basis. The number of participants that the institution proposes to sponsor should be clearly stated. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with funding availability and the needs of the program.

A clear and cogent budget narrative must accompany the line item budget to explain and justify each line item and demonstrate 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.

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

D.3l. Key Personnel
ECA recommends that the applicant identify intended key personnel positions via an asterisk (*) or other marking in the proposal budget, budget narrative, or a separate appendix. If not provided in the application, recipients must submit the names, titles, and brief biographical sketches of key personnel to the Grants Officer and GOR within 30 days of an award being issued. Additional information regarding key personnel requirements can be found in the State Department's Standard Terms and Conditions, VI. Recipient Responsibility and Compliance with Federal Requirements (link to: https://www.state.gov/about-us-office-of-the-procurement-executive/).

D.3m. Allowable Costs for the Program
Cooperative Agreement funded expenditures may include, but are not limited to, the categories below.

Participant Expenses
1) Round-trip travel domestic and international travel for participants from home city to the U.S., coach class (via American carrier and following "Fly America" regulations);
2) Tuition and community college fees;
3) Maintenance allowances (estimate and explain an appropriate stipend level). Maintenance allowances should be sufficient to enable participants to meet the costs of lodging, food,

clothing, and incidental purchases throughout the period of the Cooperative Agreement in the locations where the participants will be residing.

4) Educational materials including books, scientific calculators, and other professional equipment necessary for study in the participant's field of interest (estimate and explain an appropriate stipend level);
5) Costs for practical education and service learning;
6) Arrival orientation materials and expenses;
7) Costs for a minimum of one consortium-wide event;
8) Return travel allowance no less than USD 100 and not to exceed USD 200.
9) Advising and monitoring of students;
10) Travel and per diem for senior staff members of cooperating organization to monitor and evaluate programs at host campuses;
11) Costs of academic and cultural support and enrichment activities;
12) Costs for disability accommodations;
13) Costs for alumni activities;
14) Evaluation, including qualitative and quantitative assessments;
15) Tax withholdings and services, as necessary;
16) Costs associated with registering participants in SEVIS.

Other Costs
17) 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;
18) Communication costs (e.g. fax, telephone, postage, communication equipment, etc.);
19) Office supplies;
20) Printing and duplication costs;
21) Administration of tax withholding and reporting as required by Federal, State, and local authorities and in accordance with relevant tax treaties;
22) OMB Guidance 2 CFR Part 200 Subpart F Audit Requirements fees;
23) Other direct costs; and
24) Indirect costs.

Please refer to the Solicitation Package for complete budget guidelines and formatting instructions.

D.3n. Application Deadline and Method of Submission:
Application Deadline Date: Monday, November 22, 2021
Method of Submission: Applications may only be submitted electronically throughGrants.gov (https://www.grants.gov). Complete solicitation packages are available at Grants.gov in the "Search Grants" portion of the system.

D.3o. Grants.gov Registration, Application Submission, and Receipt Procedures
Eligible organizations should follow the instructions available in the 'Get Started' portion of the site (http://www.grants.gov/web/grants/applicants/apply-for-grants.html).

How to Register to Apply through Grants.gov
Applicants should read instructions carefully and prepare the information requested before beginning the registration process. Reviewing and assembling the required information before beginning the registration process will alleviate last-minute searches for required information.

The registration process can take up to four weeks to complete. Therefore, registration should be done in sufficient time to ensure it does not impact your ability to meet required application submission deadlines. Applicants should check with appropriate staff within their organizations immediately after reviewing this NOFO to confirm or determine their registration status with Grants.gov. Organization applicants can find complete instructions here: https://www.grants.gov/web/grants/applicants/organization-registration.html

How to Submit an Application to ECA via Grants.gov
For access to complete instruction on how to apply for Notice of Funding Opportunities on Grants.gov, refer to: https://www.grants.gov/web/grants/applicants/apply-for-grants.html

Grants.gov Support and Submission Issues
Direct all questions regarding Grants.gov registration and submission issues to:

Grants.gov Customer Support
Contact Center Phone: 800 -518-4726
Business Hours: 24 hours a day, 7 days a week; closed on federal holidays
Email: support@grants.gov

Timely Receipt Requirements and Proof of Timely Submission
Applicants have until 11:59 p.m., Washington, DC time of the closing date to ensure that their entire application has been uploaded to the Grants.gov site. There are no exceptions to the above deadline. Applications uploaded to the site after the application deadline date and time will be automatically rejected by the Grants.gov system, and will be technically ineligible.

Therefore, we strongly recommend that you not wait until the application deadline to begin the submission process through Grants.gov.

Proof of timely submission is automatically recorded by Grants.gov. An electronic date/time stamp is generated within the system when the application is successfully received by Grants.gov. The applicant Authorized Organization Representative (AOR) will receive an acknowledgement of receipt and a tracking number (GRANTXXXXXXXX) from Grants.gov with the successful transmission of their application. Applicant AORs will also receive the official date/time stamp and Grants.gov Tracking number in an email serving as proof of their timely submission.

When ECA successfully retrieves the application from Grants.gov, Grants.gov will provide an electronic acknowledgement of receipt of the application to the email address of the applicant with the AOR role. Again, proof of timely submission shall be the official date and time that

Grants.gov receives your application. Please also be mindful of any Grants.gov generated error messages that may appear during the application process as they may result in some documents not transmitting correctly.

Applicants using slow internet, such as dial-up connections, should be aware that transmission can take some time before Grants.gov receives your application. Grants.gov will provide either an error or a successfully received transmission in the form of an email sent to the applicant with the AOR role. The Grants.gov Support Center reports that some applicants end the transmission because they think that nothing is occurring during the transmission process. Please be patient and give the system time to process the application.

The Grants.gov website includes extensive information on all phases/aspects of the Grants.gov process, including an extensive section on frequently asked questions, located under the "Applicant FAQs" section of the website. ECA strongly recommends that all potential applicants review thoroughly the Grants.gov website, well in advance of submitting a proposal through the Grants.gov system. ECA will not notify you upon receipt of electronic applications.

PLEASE NOTE: ECA bears no responsibility for applicant timeliness of submission or data errors resulting from transmission or conversion processes for proposals submitted via Grants.gov. 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.

It is the responsibility of all applicants submitting proposals via the Grants.gov web portal to ensure that proposals have been received by Grants.gov in their entirety, and ECA bears no responsibility for data errors resulting from transmission or conversion processes.

D.3p. Intergovernmental Review of Applications: Executive Order 12372 does not apply to this program.

E.   APPLICATION REVIEW INFORMATION
The Bureau will review all proposals for technical eligibility. Proposals will be deemed ineligible if they do not fully adhere to the guidelines stated herein and in the Solicitation Package. All eligible proposals will be reviewed by the program office, as well as the Public Diplomacy section overseas and State Department regional bureaus, where appropriate. Eligible proposals will be subject to compliance with Federal and Bureau regulations and guidelines and forwarded to Bureau grant panels for advisory review. Proposals may also be reviewed by the Office of the Legal Adviser or by other Department elements. All awards will be assessed for risk prior to their issuance. Final funding decisions are at the discretion of the U.S. Department of State's Assistant Secretary for Educational and Cultural Affairs. Final technical authority for assistance awards resides with the Bureau's Grants Officer.

E.1.   Review Criteria

Technically eligible applications will be competitively reviewed according to the criteria stated below. These criteria are not rank ordered and all carry equal weight in the proposal evaluation:

1. Quality of the program idea: Proposals shall exhibit originality, substance, precision, and relevance to the Bureau's mission as well as the objectives of the Community College Initiative Program. Proposals shall demonstrate an understanding of issues faced by young emerging leaders from underrepresented and underserved communities in developing countries as related to the program goals, a purposeful plan for placements and programming, and how to build cohesion across a program implemented at various campuses. The program design shall adhere to the program overview and guidelines described above.

2. Program planning and ability to achieve program objectives: Proposals shall clearly demonstrate how the institution will meet the Community College Initiative Program's objectives and plan shall address each program component. A detailed and relevant work plan shall demonstrate substantive undertakings to administer a program of this complexity across multiple host campuses. Proposals shall be clearly and accurately written, substantive, and with sufficient detail. Objectives shall be reasonable, feasible, and flexible.

3. Support of Diversity: Proposals shall show substantive support of the Bureau's policy on diversity. Proposals shall demonstrate how diversity will be incorporated into the different aspects of program administration and of program design, content and implementation, including individual participant recruitment, selection and placement, and programmatic content. It is important that proposals have a clearly articulated diversity plan and not simply express general support for the concept of diversity.

4. Institutional Capacity and Track Record: Proposed personnel and institutional resources shall be adequate and appropriate to achieve the program or project's goals. Proposals shall describe the applicant's knowledge of, or prior experience with, international students and visitors, and the applicant's experience in educating students in the targeted subject fields, including information about certificate and non-certificate programs in subject fields. Proposals shall demonstrate an institutional record of successful exchange programs involving the hosting of international students and visitors, including responsible fiscal management and full compliance with all reporting requirements for past Bureau grants or cooperative agreements. The Bureau will consider the past performance of prior recipients and the demonstrated potential of new applicants.

5. Multiplier Effect/Impact and Follow-on Activities: Proposed programs shall strengthen long-term mutual understanding and establish lasting networks between participants and hosts that facilitate the sharing of information and establishment of individual linkages. The proposed strategy shall maximize the Program's potential to make an impact on the participants, their host colleges and communities in the United States, and their communities and countries upon return home. Proposals shall provide a plan for continued follow-on activity (with and without Bureau support) ensuring that Bureau supported programs are not isolated events. Activities shall

include tracking and maintaining updated lists of all alumni and facilitating follow-up activities with alumni.

6. Project Evaluation: Proposals should include a fully developed Performance Monitoring and Evaluation (M&E) narrative and a PMP that includes the goals, objectives, and indicators outlined in the M&E section, as well as any applicant-designed, program-specific objectives and indicators that sufficiently measure the relevant program outputs and outcomes during the period of performance. Proposals will be evaluated for feasibility and alignment with the M&E section, including: 1) M&E resources, monitoring mechanisms, and data analysis and reporting procedures being sufficiently detailed and realistic; 2) a realistic learning plan that provides a strategy to review, understand, and incorporate M&E data into programmatic decisions and practices in conjunction with the Grant Officer/GOR; and 3) a PMP that is complete, clear, and well-organized. All submitted PMPs and M&E narrative sections will be reviewed to ensure the applicant has provided information on the minimum data required as per the solicitation

7. Cost-effectiveness and Cost-sharing: The applicant shall demonstrate efficient use of Bureau funds. The overhead components of the proposal, including salaries and honoraria, shall be kept as low as possible. All other items shall be necessary and appropriate. The applicant shall maximize cost-sharing through other private sector support as well as institutional direct funding contributions.

F.   Federal Award Administration Information

F.1. Award Notices: Final awards cannot be made until funds have been appropriated by Congress, allocated and committed through internal Bureau procedures. Successful applicants will receive a Federal Assistance Award (FAA) from the Bureau's Grants Office. The FAA and the original proposal with subsequent modifications (if applicable) shall be the only binding authorizing document between the recipient and the U.S. Government. The FAA will be signed by an authorized Grants Officer, and transmitted to the recipient's responsible officer as identified in the application.

Unsuccessful applicants will receive notification of the results of the application review from the ECA program office coordinating this competition following the completion of the review process.

F.2 Administrative and National Policy Requirements: Terms and Conditions for the Administration of ECA agreements include the following: Office of Management and Budget's Guidance 2 CFR Parts 200 and 600, entitled the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Effective December 26, 2014, replacing the previous circulars).

For a copy of the OMB Guidance cited, please contact the U.S. Government Publishing Office or download from the www.ecfr.gov website.
Please reference the following websites for additional information:

https://www.whitehouse.gov/omb
https://www.state.gov/m/a/ope/index.htm

F.3. Reporting Requirements: You must provide ECA with an electronic copy of the following required reports:

1.) Performance Progress Reports (PPRs) shall be required at a minimum annually and no more frequently than quarterly. Annual reports shall be due 120 calendar days after the cooperative agreement year; quarterly or semi-annual reports shall be due 30 days after the reporting period. (Frequency of these reports will be determined by the Grants Officer and Program Officer). The complete report and supporting documentation must be uploaded by the Recipient as a *Post Award Activity* under the corresponding record for this Cooperative Agreement/Grant in the U.S. Department of State's SAMS Domestic.

2.) The Federal Financial Report (FFR SF-425/SF-425a) must be submitted through the U.S. Department of Health and Human Services' Payment Management System (PMS). The electronic version of the FFR can be accessed at: http://www.dpm.psc.gov/. Once a financial report has been approved by the Department, the Recipient must upload the approved report to SAMS Domestic, in the same manner specified for the programmatic reports. Failure to comply with these reporting requirements may jeopardize the Recipient's eligibility for future Cooperative Agreements/Grants.

   In the event you are having difficulty uploading reports and the ILMS help desk is not providing sufficient assistance, please email ECA_SAMSDomestic@state.gov.

3.) A final program and financial report no more than 120 days after the expiration or termination of the award;

4.) PPRs will address significant activities of the period and planning actions completed for activities anticipated in the next period. Reports will need to include information about planning for the upcoming cohorts, programming for the current cohort, and alumni activities for past cohorts.

   The following describes PPR-specific topics to be covered in each interim report.

   An interim program report submitted by October 30 shall contain the following information: a summary report on the recruitment, application, and pre-departure phases of the program, including a timeline of activities and a description of innovations; a description of the placement process of nominated candidates; a summary report on the distribution of pre-departure orientation materials to candidates and a copy of all materials distributed; a summary of pre-arrival data collection efforts and a copy of all distributed surveys; a summary report describing the placement tests given to CCI participants and their resulting course tracks based on their levels of English proficiency

(English classes only, combined English and field of study classes, or field of study classes only); a summary of English language training resources available to participants; a description of the housing arrangement at each host campus; a list of all participants, college placements, city and state of placement, congressional district of placement, country of origin, field of study, and gender; an overview of the arrival orientation, including the final program schedule and copies of key materials distributed; a summary of host campus placement information, including host institution contact information, emergency contact information, program start and end dates, and physical addresses for all participants; a description by college of the academic program in each field of study and the certificate programs that CCI participants are eligible to pursue a description of the proposed host family program at each host campus; and a summary of key program impact and alumni engagement stories.

An interim program report submitted by April 30 shall contain the following information: a summary report on participants' overall adjustment to the U.S. with specific highlights of case study examples, as applicable, and a description of overall programmatic support that facilitates adjustment and responds to challenges; a detailed report on CCI programming designed to share U.S. culture and society with program participants and encourage participants to share information about their home country cultures with citizens of the United States; a description of the students' community service engagement; a detailed report comparing the students' enrollment in English language courses from fall to spring semesters and overall language learning progress; a detailed plan for the mid-year leadership program including agenda and planned evaluation methods; a detailed report on the mid-year leadership program including the final program schedule, key materials, and a summary of the participants' evaluations; a detailed report on ECA engagement activities, including the final program schedule, key materials, and a summary of the participants' evaluations; a report on students' internships; a summary report on students' overall academic progress and progress toward earning a certificate in their field of study; a summary of programming to support students in preparing to return home; and a summary of key program impact and alumni engagement stories.

5.) An annual interim program report submitted by approximately August 30 shall contain the following year-end summary topics about the concluded CCI Program in addition to the topics listed above for the next CCI Program: a year-end summary of key developments, achievements, and outcomes; a summary report on English-language proficiency changes as a result of participating in this program, including a description, by college, of the pre-program and post-program English language assessment tools and how program assesses changes in English-language proficiency; an update on all alumni activities undertaken through this cooperative agreement; and programmatic lessons learned that will be applied to future cohorts.

Award recipients will be required to provide reports analyzing their evaluation findings to the Bureau in their regular program reports. (Please refer to D.3j. Program Monitoring and Evaluation information.)

All data collected, including survey responses and contact information, must be maintained for a minimum of three years and provided to the Bureau upon request.

F.4. Program Data Requirements: Award recipients will be required to maintain specific data on program participants and activities in an electronically accessible database format that can be shared with the Bureau as required. At a minimum, the data must include the following:

> 1) Name, address, contact information and biographic sketch of all persons who travel internationally on funds provided by the agreement or who benefit from the award funding but do not travel.

> 2) Itineraries of international and domestic travel, providing dates of travel and cities in which any exchange experiences take place. Final schedules for in-country and U.S. activities must be received by the ECA Program Officer at least three work days prior to the official opening of the activity.

G. Agency Contacts

For questions about this announcement, contact: LaRita Campbell or Maureen James, U.S. Department of State, Office of Global Educational Programs, ECA/A/S/U, SA-5, 4th floor, 2200 C Street, NW, Washington, DC 20037, phone 202-230-6502 (Campbell) or 202-716-9086 (James), CampbellL1@state.gov or JamesMC@state.gov.

All correspondence with the Bureau concerning this NOFO should reference the title and funding opportunity number listed at the top of this solicitation.

Please read the complete announcement before sending inquiries or submitting proposals. Once the NOFO deadline has passed, Bureau staff may not discuss this competition with applicants until the proposal review process has been completed.

H. Other Information:

Notice:
The terms and conditions published in this NOFO are binding and may not be modified by any Bureau representative. Explanatory information provided by the Bureau that contradicts published language will not be binding. Issuance of the NOFO does not constitute an award commitment on the part of the Government. 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. Awards will be subject to periodic programmatic and financial reporting and evaluation requirements as outlined in the NOFO.

Matthew Lussenhop   September 22, 2021
Principal Deputy Assistant Secretary for Educational and Cultural Affairs
U.S. Department of State