

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

FY 2022 Study of the U.S. Institutes for Scholars

Funding Opportunity Number: SFOP0008498

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

The POGI guidelines apply specifically to the Notice of Funding Opportunity (NOFO) issued by the Study of the U.S. Branch (ECA/A/E/USS), Office of Academic Exchange Programs, Bureau of Educational and Cultural Affairs (ECA) for the FY 2022 Study of the U.S. Institutes for Scholars. Your proposal must conform to the solicitation, the guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Any application not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are IN ADDITION TO the Standard Guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific guidelines and the program information supplied in the accompanying solicitation, the solicitation is to be the dominant reference.

I. STATEMENT OF WORK

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

The Award Recipient Responsibilities are as follows:

Design, Management, Monitoring, and Evaluation of the Institutes

1. Design, implement, and oversee the Study of the U.S. Institutes Scholar programs including the administration of six (6) six-week academic Institutes for scholars on American Politics and Political Thought; Contemporary American Literature; Journalism and Media; U.S. Culture, Identity, and Society; U.S. Economics and Sustainable Development; and U.S. Foreign Policy for a total of approximately 108 foreign scholars, professionals, and practitioners from around the world;
2. Identify diverse U.S. host institutions and issue guidance on the development of curricula and other activities to ensure consistency and quality across all programs;
3. Provide and monitor sub-awards to the selected host institutions to conduct the Institutes. Each host institution should not conduct more than one Institute and the recipient may choose to conduct one Institute;
4. Review academic syllabi and program calendars for each Institute and send to ECA for final review and approval;

5. Provide programmatic and administrative management of the Institutes, including ongoing oversight of selected host institutions; monitoring of all participants through regular communications and if necessary, site visits; and program evaluation;
6. Create and develop virtual program offerings in lieu of in-person programming as necessary and upon request by ECA.

General Program Management

7. In conjunction with host institutions and U.S. embassies, consulates, and Fulbright commissions, coordinate logistical and administrative arrangements for participants such as pre-departure orientation, airport pick-up and drop off, lodging and meals, domestic travel and airline baggage allowances, medical treatment, and the disbursement of program funds including travel allowances;
8. Prepare DS-2019 forms for all participants and expedite delivery of these forms to U.S. embassies well in advance of program start dates to allow for scheduling of J-visa interviews at the appropriate U.S. embassy or consulate abroad;
9. Enroll the participants in ECA's health benefits program, Accident and Sickness Program for Exchanges (ASPE), and/or other health benefits plan as directed by ECA for the duration of the Institutes and issue health benefits identification cards for each participant;
10. Develop health and safety protocols to protect the welfare of all participants. Protocols should include plans to specifically address participant health and safety in relation to the COVID-19 pandemic;
11. Conduct virtual pre-departure orientations in coordination with U.S. embassies, consulates, and/or Fulbright commissions;
12. Coordinate the distribution of international travel allowances to participants;
13. Ensure that each participant completes and signs all required pre-program paperwork including the Study of the U.S. Institutes Terms and Conditions, Medical, and Media Release forms provided by ECA;
14. Develop and implement, in coordination with ECA, a media (including social media) outreach plan to promote the program;
15. Ensure strict compliance with the U.S. State Department branding and signage requirements at events, in remarks, in program documentation, and online in all websites and social media posts;
16. Inform and consult with ECA about any program or participant problems, emergencies, or other issues as well as the progress of necessary action;
17. In coordination with U.S. embassies and consulates or Fulbright commissions, arrange and purchase international round trip travel for participants and as well as any travel related to visa issuance prior to departure to the United States;
18. Prepare and print certificates of completion for participants who successfully complete their respective programs;
19. Assume overall responsibility for complying with all applicable tax treaties and Federal, state and local laws on tax withholding and reporting for participants;
20. Develop and propose innovative ideas for alumni follow-on activities and provide participants with follow-on guidance and resources and facilitate continued interaction

- among participants after the conclusion of the Institutes;
21. Conduct an evaluation program that links outcomes of the Institutes to stated program goals and objectives to ensure that all Institutes meet comparable and high levels of quality in fulfilling program goals;
 22. Create and maintain a database of program alumni that includes alumni success and impact stories;
 23. Manage ECA and other funds for this activity, including the timely submission of required semi-annual and final financial and program reports to ECA, as well as weekly updates to the program office during the six-week Institutes;
 24. Provide reasonable accommodations for participant needs, including disability accommodations if needed, in support of ECA's commitment to diversity and the involvement of participants from traditionally underrepresented audiences.

The responsibilities of the Department are as follows:

1. Provide oversight, advice, and assistance to the award recipient and sub-award Institute staff, including final approvals of key project plans and activities;
2. Review and provide input on Institute syllabi, program calendars, pre-departure materials, and other program materials;
3. Coordinate and oversee all communications with participating U.S. embassies, consulates, and Fulbright commissions, regarding the recruitment and selection of participants and other aspects of the program. ECA will make final participant selections and provide a list of selected finalists to the implementing partner;
4. Issue the participants' J-1 visas;
5. Monitor the Institutes through regular communication with the award recipient and site visits to the host institutions;
6. Collaborate with the recipient on the media engagement plan and approve all promotional materials;
7. Review and approve plans for alumni follow-on activities;
8. Review and approve all proposed key personnel;
9. Review semi-annual program reports and weekly updates during the Institutes;
10. Assist with participant emergencies, including, but not limited to, medical emergencies, mental health issues, evacuation, and repatriation; and
11. Conduct debriefing sessions with participants, virtually or in-person on an as-needed basis.

II. PROGRAM SPECIFIC GUIDELINES

A. Overview

The Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State invites proposal submissions for the design and implementation of six Study of the U.S. Institutes for Scholars on American Politics and Political Thought, Contemporary American Literature, Journalism and Media, U.S. Culture, Identity, and Society, U.S. Economics and Sustainable

Development, and U.S. Foreign Policy. Each six-week Institute should provide a diverse group of educators and professionals with a cohesive academic program in one of the above-mentioned themes that includes a four-week academic residency component and up to two weeks of an integrated educational study tour to another region of the United States. Applicants are encouraged to design creative, thematically coherent programs that draw upon institutional strengths, including recognized scholars and faculty and other experts from throughout the United States. In addition to the academic focus of each Institute, the program should introduce the foreign scholars and educators to U.S. culture, identity, society, institutions, and values and should provide opportunities for participants to interact with a diverse group of Americans.

All aspects of the Institutes, including presentations and other class work, readings, site visits, the study tour, and any events in Washington, D.C., should be integrated to illuminate the respective Institute themes. The conception and structure of the Institutes are the responsibility of the award recipient. It is essential that the proposal provides a full, detailed, and comprehensive narrative describing the proposed programs and include the proposed goals and objectives of the project. Tentative program calendars and academic syllabi, including lectures, discussions, presentations, cultural activities, site visits, etc. for each of the six Institutes should be included. Proposals will be reviewed on the basis of the **review criteria** in section E of the NOFO.

B. Program Dates

All Institutes should last approximately 43 days (including arrival and departure days). Base-year Institutes should begin no earlier than June 1, 2023 and should conclude no later than August 16, 2023.

C. Program Administration

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

The award recipient must also designate an **academic director** at each host institution who will be present throughout the academic programs in their entirety to ensure the continuity, coherence, and integration of all aspects of the academic program, including the study tour. The academic directors will plan and implement the programs at their respective host institutions, oversee the day-to-day management of their respective programs, and monitor program participants. In addition, an **administrative director** or coordinator must be assigned at each

host institution to oversee all program support services, including budgetary, logistical, reporting, and other administrative arrangements. Other staff may be designated as appropriate. Graduate student assistants may be employed to carry out clerical duties and to assist with the day-to-day concerns and needs of participants but should not be the principal point of contact for participants' administrative concerns.

D. Participants

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

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

The award recipient will NOT participate in the recruitment or selection of candidates. U.S. embassies, consulates, and Fulbright commissions will identify and nominate participants. ECA will make the final selections. A final participant list will be sent to the award recipient prior to the start of the Institutes. A total of 108 scholars will participate in the SUSIs for Scholars.

ECA is committed to ensuring that participants with disabilities can participate fully in the program through reasonable accommodation and support. The award recipient will be responsible for working with the host institutions to provide reasonable accommodations that will allow for a full and engaging experience for all participants during the Institutes.

E. Institutes

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

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

Additionally, the Academic Residency component should:

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

Additionally, the educational travel component should:

- Take participants, ideally, to not more than two additional regions of the United States, one of which should be distinctly different in geography and culture from that of the host institution.

- Include at least two days in Washington, D.C.
- Include site visits and presentations related to the Institute's academic objectives and subject matter. The agenda for these educational visits should include an appropriate mix of professional-level meetings (local, state, and/or federal government offices, international organizations, NGOs, etc.), visits to cultural institutions, and recreational activities.
- Be a maximum of two weeks in length and, if appropriate, it may be interspersed with the residency portion of the program.
- Be arranged and led by the academic director and principal staff at each Institute. All staff working on this component as managers or escorts should be clearly identified in the proposal. Staff escorts traveling on the study tour must have demonstrated qualifications to perform this service. The proposal must clearly specify the study tour destinations that participants will visit, as well as the specific sites. Day trips or optional weekend excursions to various local and nearby locations are encouraged.

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

F. Independent Research/Free Time

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

Participants should have sufficient free time outside the academic sessions to pursue individual interests, such as socializing with U.S. peers, exercising, and relaxing. Participants should also have opportunities to attend cultural events, such as concerts, sporting events, and formal or informal gatherings of ordinary Americans from a variety of ethnic, social, and professional backgrounds.

G. Logistical Considerations

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

- **Housing and meal arrangements** should be equivalent to what senior U.S. faculty would regard as acceptable accommodations were they to spend extended time on campus as guests of the university. Housing may be in faculty residences, graduate dormitories, or other suitable locations. When possible, each participant should have a private bedroom during the residency portion, and no participant should be asked to share a bathroom with more than one or two others. The award recipient may wish to ask participants to select a roommate for the study tour segment.

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

If possible, participants should have access to kitchen facilities in their own rooms or in a common area. A combination of a cash allowance for food and a cafeteria meal plan is strongly recommended to permit participants to cook or eat at local restaurants. In many cases, participants may experience difficulties with American eating customs due to religious or other dietary restrictions, cultural differences, and availability of familiar foods. Institute staff should be prepared to discuss such problems with the participants and seek solutions. Institute staff should consider conducting a pre-survey of participant dietary and/or religious needs in order to better accommodate those needs.

- **Participant health and safety** is an ECA priority. The recipient should take into account the health, safety, and welfare of participants at all times during the program. This includes assisting participants to understand the ECA-sponsored Accident and Sickness Program for Exchanges (ASPE) health benefits program and to navigate the complex healthcare system in the United States. The recipient and sub-recipients should also help participants understand and navigate the national, state, local, and campus policies as they relate to COVID-19.
- **Virtual pre-departure orientations** (PDOs) should be organized for all participants. The recipient in conjunction with host institutions should prepare a PDO webinar series to prepare all participants for the program. Topics may include, but are not limited to, setting expectations, U.S. cultural norms, diversity and inclusion, cross-cultural adjustment, health and safety guidelines and practices, and logistics. Pre-departure materials should be available to participants online or emailed at least six weeks before the start of the program. For participants who do not have Internet access, the award recipient should make arrangements to send hard copies of these materials by express mail to the U.S. embassy or directly to the participants, as appropriate.
- **An administrative orientation** to the United States and to the host campus for the

participants should address administrative details of the program, identify campus and local resources, and provide general information that will facilitate the participants' adjustment to daily life in a new cultural environment. Important topics will include safety and security, health care resources and providers, harassment and reporting, and availability of foods to which participants are accustomed, or which meet specific dietary requirements.

- **An academic orientation** should provide participants with a concise overview of the program, including principal objectives and major themes. The academic director should also use this opportunity to discuss guidelines for class participation that encourage active participation by all class members, respect for the views of other participants, concise comments and questions that keep the students on-topic, and other ground rules that will promote effective class discussion throughout the program.
- **Opening and closing events** (e.g., lunch, dinner, or reception) should formally inaugurate and close the program. These events typically include representatives from the university/college community, as well as individuals from the broader community.
- **Access to resources** should be arranged, including campus libraries, computer and internet facilities, health services (including mental health); on-campus disability resources; counseling services, and local and national newspapers, periodicals, radio and television. Host institutions should conduct a formal orientation to library services during the first week of the program and should provide participants with computer training and technical support, as needed. Reasonable accommodations should be made for any participants with disabilities. Applicants should budget up to \$2,000 per Institute for reasonable accommodations.
- **Monitoring and Evaluations** should take place on a regular basis to ensure that staff promptly respond to academic, administrative, and personal problems. At the conclusion of the Institutes, a formal evaluation session should be conducted to permit participants to comment on all aspects of the program. Additionally, the recipient will be responsible for conducting post-program evaluations and collecting alumni success stories to share with ECA. The recipient may wish to share data on how these exchange programs also affect U.S. communities.
- **Travel Allowances** should be disbursed to each participant to support travel to and from the United States. Each participant should receive \$100 total.

H. Fostering Mutual Understanding

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

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

I. Alumni Outreach/Follow-on Activities

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

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

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

III. PROPOSAL CONTENTS

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

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

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

- Microsoft Word

- Microsoft Excel
- Adobe Portable Document Format (PDF)
Prior to submitting applications through Grants.gov, please ensure you meet all Grants.gov system and software requirements, including Adobe software compatibility. You can verify if your version of Adobe software is compatible with Grants.gov, by visiting <https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>.
- ASCII Text
- Joint Photographic Experts Group (JPEG images)

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

Online Forms

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

Program Narrative

Executive Summary (One page)

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

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

Narrative

In 20 double-spaced, single-sided pages, provide a detailed description of the project

addressing the areas listed below:

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

Detailed Budget

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

A sample line item budget is provided as a PDF document as part of the application package for this solicitation. You are not required to use this template. You may request this budget template in Excel format by contacting José Marrero, MarreroJA@state.gov and Christina Dinh, DinhCB@state.gov. Please note there are three tabs in this document, the Budget Guidelines, Budget Categories, and the Detailed Budget Template. Applicants should complete tabs 2-3, where applicable. If applicable, **separate budgets for sub-awardees** should be included and should resemble the Detailed Budget Template for the award recipient. You are urged to be as detailed and specific as possible, adding line items if needed. You may wish to include any of the listed allowable costs.

Allowable costs include but are not limited to: round-trip international airfare; visa related travel; international travel allowance (\$100 per participant); baggage fees; ground transportation; other transit costs; administrative briefing travel for project director in Washington, DC; study tour travel for participants and Institute staff; supplies; honoraria for speakers (not to exceed \$250/day per speaker); cultural and book allowance (\$600 per participant); participant admissions; Institute sub-award(s); educational materials; webhosting; welcome and farewell events; lodging; meals and incidentals; follow-on activities (up to \$5,000 per Institute); postage (optional \$200 per participant maximum); communications (e.g., participant cell phones or sim cards); tax withholding; reasonable accommodation contingency (suggested \$2,000 per Institute); medical costs related to the pandemic including, but not limited to, medically required quarantine (outside of medical facilities covered under ASPE), and medical contingency.

Allowable costs include but are not limited to: staff salaries, benefits, support services for the program (fringe benefits should be stated separately from salary costs),

communication, printing and publishing, supplies, indirect costs, and other fees associated with the normal administration of exchange programs.

Please be sure to include a Summary Budget on a separate page before the Detailed Budget. The Summary Budget should clearly indicate the number of program participants and provide an overall unit cost per participant as well as a unit cost breakdown by budget category. A sample of this format is provided on the second tab of the sample budget.

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

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

Applicant institutions should attempt to maximize cost-sharing throughout the program by enlisting the support of the U.S. private sector, including foundations and corporations. 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.

- A calendar of activities and syllabus for each Institute
- Letters of endorsement
- Resumes and CVs (resumes of all staff should be included in the submission; no resume should exceed two pages.)
- First Time Applicant Attachments, if applicable.

APPLICATION SUBMISSION

The solicitation document indicates the date the complete proposal is due and the manner in which proposals must be submitted. **There are NO EXCEPTIONS to this deadline.** For further information regarding this program, call Program Officers José Marrero and Christina Dinh at (202) 676-7945 and (202) 340-3699, ECA/A/E/USS; SA-5, 4th Floor, 2200 C Street, NW, Washington, D.C. 20037; email: MarreroJA@state.gov and DinhCB@state.gov.