

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

The American Serbia and Montenegro Youth Leadership Exchange (A-SMYLE) Program: Host Family and School Placement and Monitoring ECA-ECAPEC-14-003 Bureau of Educational and Cultural Affairs (ECA) Office of Citizen Exchanges, Youth Programs Division

The FY-2014 American Serbia and Montenegro Youth Leadership Exchange (A-SMYLE) Program for Academic Year 2014-2015 comprises a Host Family and School Placement and Monitoring Component, hereinafter referred to as the Placement Component, which is the subject of solicitation announcement ECA-ECAPEC-14-003, and the Organizational, Disability, and Civic Education Components, which are the subject of other awards.

The POGI guidelines apply specifically to the Request for Grant Proposals (RFGP) by the Youth Programs Division, Office of Citizen Exchanges, Bureau of Educational and Cultural Affairs (ECA) for the Academic Year 2014-2015 A-SMYLE Placement Component. Proposals must conform to the RFGP, the Guidelines in this document, and the standard guidelines outlined in the Proposal Submission Instructions (PSI). Applications not adhering to such guidelines will 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 RFGP, the RFGP is to be the dominant reference.

I. STATEMENT OF WORK

A. Overview

The A-SMYLE program was established in 2005. Each year approximately 67 secondary school students from Serbia and Montenegro spend an academic year in the United States, living with American host families and attending high school. They have the opportunity to learn about leadership, civic responsibility, community activism, democracy, and American society, as well as educate Americans about their countries and cultures. This exchange program is part of the U.S. government's efforts to reach out to youth populations to promote economic growth and stable democratic governments. The A-SMYLE program is vital to expanding communication between the people of the United States and the partner countries in the interest of promoting mutual understanding and respect. Engaging with and positively empowering youth, particularly young women and girls, is inextricably tied to our national security and prosperity.

Placement Component award funding is also intended to sponsor local activities that will enhance the students' knowledge and awareness regarding American style democracy and civil society. This solicitation and the activities to which it refers apply only to A-SMYLE students from Serbia and Montenegro. The Bureau reserves the right to adjust the participating countries should conditions change in a partner country or if other countries and/or regions are identified as Department priorities.

Information about the A-SMYLE Program can be found at <http://exchanges.state.gov/non-us/program/american-serbia-and-montenegro-youth-leadership-exchange>.

Program Participants: Program participants are 15-17 years old. Under the terms of their visas, they must return to their home countries following the conclusion of their exchange program in the United States. Placement Components award recipients (hereinafter referred to as Placement Organizations, or POs) are expected to assist the State Department in enforcing this regulation.

The Department of State seeks to include students of diverse national and ethnic backgrounds and students with disabilities. A committee of trained volunteers selects participants for the program on the basis of merit. Finalists also undergo rigorous medical screening. Applicants undergo a series of exams and are interviewed in person for evaluation of their ability to adjust to new cultures and English language proficiency.

Distribution of Students: Your proposal must include a plan to place and monitor a minimum of 30 students. Under the Placement Components awards, Placement Organizations will accept and place students assigned by the Organizational Components grantee. Your organization's students may come from both Serbia and Montenegro. Approval of final allocations to all Placement Organizations (POs) will be made by ECA.

The following components of the A-SMYLE program are described for your information as you conceptualize and develop your proposal. Your budget will not need to reflect expenses related to these activities.

Organizational Components: Overseas operations for the A-SMYLE program are conducted under a separate grant for the Organizational Components. The Organizational Components grantee is responsible for recruitment and selection of students; preparation of cross-cultural materials; pre-departure orientation; international travel from home to host community and return; facilitation of ongoing communication between the natural parents and the placement organization, as needed; maintenance of a student database; and ongoing follow-up with alumni after their return to their home countries.

Most activities of the Placement Organization will be conducted in direct coordination with the Organizational Components grantee. It is imperative for the success of the programs that your organization works efficiently and openly with both ECA and the Organizational Components grantee throughout the duration of the grant. The Organizational Components grantee is responsible for the coordination of many overarching activities involved in the implementation of the programs. Each PO is provided the *Operational Guidelines*, a manual that gives instructions for these overlapping roles that the POs must follow for the smooth coordination of tasks.

Disability Component: Students with disabilities are recruited by the Organizational Components grantee along with all other students. Students with disabilities must meet the same standards as all other applicants, but they may receive reasonable accommodations for testing. Your organization may be asked to place, monitor and support at least one student with a disability. You may request additional students with disabilities in your proposal.

The Disability Component award recipient will conduct training and support for students with disabilities and their Placement Organizations. Additional information is provided in the section on students with disabilities below.

Enhancement Workshops – For Informational Purposes: All students will have the opportunity to apply to attend the Civic Education Workshop, English Teaching Workshop, and Social Media Workshop. These workshops are under separate awards from ECA, and focus respectively on civic education, teaching English as a foreign language, and using social media in the promotion of civil society. These workshops will take place in the spring of their exchange year. The Program Office anticipates that these workshops will be offered multiple years. Dates, requirements, and other details will be provided during the program. While the implementation and funding for the programs, including travel, do not affect this award, you will be asked to confirm that you will notify your students of these opportunities. Note: students will be eligible to participate in only one of the Civic Education, English Teaching, or Social Media Workshops.

B. Organization Responsibilities and Oversight

The Office of Citizen Exchanges in the Bureau of Educational and Cultural Affairs of the Department of State is the designated Exchange Visitor Program (J-1 Visa) sponsor with ultimate responsibility for the programs. All Placement Organizations - including their employees, officers, agents, and third parties involved in the administration and receiving cooperative agreements to administer the Placement Component, will be considered under the terms of such grants to be third parties “cooperating with or assisting the sponsor [i.e., The Office of Citizen Exchanges] in the conduct of the sponsor’s program” (22 CFR Section 62.2).

Placement Organizations are not required to be designated as J-1 Visa sponsors under this award. However, as third parties, all Placement Organizations are required to follow J-1 Visa regulations.

Because the actions of such third parties are imputed to the designated sponsor, the Bureau expects that all Placement Organizations (including their employees, officers, agents, and third parties involved in the administration) will both comply with the regulations and requirements of the J-1 Visa program and render all necessary assistance to enable the Office of Citizen Exchanges to be in full compliance with the same. Accordingly, Placement Organizations must ensure their “employees, officers, agents, and third parties involved in the administration of [grants and cooperative agreements] are adequately qualified, appropriately trained, and comply with the Exchange Visitor Program regulations” (22 CFR 62.9(f) (2)).

Relevant portions of the regulations governing the administration of an exchange visitor program are set forth in 22 CFR 62.25(d)(15), Program administration: “Sponsors must ensure that all officers, employees, representatives, agents, and volunteers acting on their behalf ... adhere to all regulatory provisions set forth in this Part and all additional terms and conditions governing program administration that the Department may impose.”

C. Responsibilities of the Placement Organization: The responsibilities of the Placement Organizations include:

1. **Materials**
 - Preparing and disseminating Placement Organization materials
2. **Host Families**
 - Recruiting, screening and selecting host families prior to the students' departures from their home countries
3. **Host Schools**
 - Securing enrollment for the students in accredited secondary schools prior to the students' departures from their home countries
4. **Clustering**
 - Placing students in clusters wherever possible
5. **Students with Disabilities**
 - Placing and supporting at least one student with a disability
 - Providing reasonable accommodations to support assigned students with disabilities
6. **Trainings/ Orientations**
 - Conducting program-specific training(s) for Local Coordinators, volunteers, and Placement Organization staff
 - Conducting program-specific pre-arrival orientations for host families
 - Conducting program-specific post-arrival orientations for all participants
 - Conducting program-specific mid-year orientation programs for all participants
 - Conducting program-specific re-entry trainings for all participants
7. **Participant Monitoring**
 - Monitoring of students, host families and Local Coordinators to ensure the health, safety and well-being of participants
 - Conducting monitoring site visits to the homes of 20% of students
 - Communicating student issues that could affect student health, safety or well-being to the ECA Program Office
 - Responding to data requests from ECA and the Organizational Components grantee in a timely manner
8. **Enhancements**
 - Providing enhancement activities to further support the program goals and facilitate leadership skills development
 - Leadership training seminar/activity: administer age-appropriate activities that provide hands-on training in leadership development skills, exposure to models of leadership in various sectors of the community, and discussions of leadership issues
9. **Community Service**
 - Establishing guidelines for community service requirements
10. **Insurance**
 - Providing medical insurance for the students
11. **Sub-Awardee Management**
 - If applicable, ensure that sub-awardees have received a copy of the RFGP and POGI and are versed in all requirements, your organization's expectations, and J-1 visa regulations. Provide oversight to sub-awardees that ensures the quality of their performance of duties for the A-SMYLE program under your organization's

award. In such cases, the program office will not have direct interaction with sub-awardees but will interact directly only with the primary awardee.

12. Performance Reports

- Reporting quarterly the organization’s successes and challenges in achieving program goals and outcomes
- Final reporting of all activities during the award period

13. Evaluation

- Evaluating students to assess impact

14. Department of State Web Resources

- Providing information for hosting outreach
- Training and registering participants on Department of State web resources

D. Detailed Guidance Related to Responsibilities Listed Above

1. Materials

Pre-Departure Orientation Materials: Placement Organizations must prepare materials for students that will be distributed by the Organizational Components grantee during the Pre-Departure Orientation (PDO). Materials must be received by the Organizational Components grantee by May 1, 2014 for distribution at PDO. All required materials are listed in 22 CFR 62. Student handbooks or promotional handouts may be more appropriate to distribute after students have arrived in the U.S. All materials must identify students as A-SMYLE students and must include information on the U.S. Department of State as the program sponsor.

Promotional Materials: All official documents and materials developed for promotional purposes must acknowledge the U.S. Department of State’s role as program sponsor. Where appropriate, documents will include the American flag and the State Department seal. The Bureau will retain copyright use and may distribute materials related to this program.

2. Host Families

Placement Organizations’ practices and procedures for recruiting, screening, and selecting host families and placing participants with host families must meet the Exchange Visitor Program regulations for the secondary school student category, i.e., 22 CFR 62.25.

Proposals that demonstrate compliance with these regulations and illustrate your organization’s effective oversight over local coordinators will be deemed more competitive. Please contact the ECA Program Office if you have any questions regarding how the regulations apply to participants.

3. Host Schools

Placement Organizations’ practices and procedures for placing participants in accredited public or private secondary educational institutions must meet the Exchange Visitor Program regulations for the secondary school student category, i.e., 22 CFR 62.25. Due to unique sensitivities, Placement Organizations must obtain ECA concurrence before placing students in religious, private, and non-traditional public schools. Home schooling is not an option.

The following information must be provided with a request for ECA's approval for a religious, private, and non-traditional public schools placement:

- Name and location of school, and confirmation that it is fully accredited.
- Impact on programming: Explain how you will ensure that the placement will not interfere with participation in regular enhancement activities.
- Concurrence of student and natural family.
- Cost arrangement: Note tuition waiver or payment details.

4. Student Clustering

ECA encourages placements in all 50 states and the District of Columbia in a wide range of rural, urban, and suburban settings. Placement Organizations that choose to cluster all or most of their students will be deemed more competitive. A cluster is defined as a minimum of three ECA-funded scholarship students who live within reasonable proximity and can be brought together for program activities (e.g., orientations; re-entry training, and program enhancement activities). ECA-funded scholarship students are identified as those participating in A-SMYLE, as well as the Congress-Bundestag Youth Exchange (CBYX), Future Leaders Exchange (FLEX), and the Kennedy-Lugar Youth Exchange and Study (YES) programs.

Applicants are expected to cluster at least 60% of their placements. Multiple local coordinators may work together to form a cluster. Applicants must describe how local staff and volunteers will provide non-clustered exchange students the benefits of orientations and enhancement activities.

5. Students with Disabilities

Your proposal must include a plan for placing and monitoring at least one student with a disability; you may request additional students with disabilities. A separate award is provided to an organization (the Disability Component implementer) to help support students with disabilities and their Placement Organizations. Responsibilities of the Disability Component implementer include:

- Supporting students with disabilities during their exchange experience.
- Providing support services to Placement Organizations during the year to support students with disabilities.
- Conducting a 3-to-4 day Preparatory Workshop for students immediately upon their arrival to educate students on the laws and resources available for people with disabilities in the United States. Note: The Organizational Components implementer will be responsible for travel to and from the workshop.
- Thoroughly assessing each student's condition and specific needs during the Preparatory Workshop and providing an assessment report to the appropriate Placement Organization.

Reasonable Accommodations: Students with disabilities go through the same selection process as other students; however, they may not have been brought up in an inclusive community or they may not have attended a mainstream school before. After the Preparatory Workshop, students with disabilities will arrive in their permanent host communities. Your proposal should

include a plan for helping your student with a disability become acclimated to his or her community and finding appropriate resources and accommodations as needed and as required by law.

6. Trainings/Orientations

Proposals should include sample outlines with relevant topics to be covered in all trainings and orientations.

Program-specific Staff/Volunteer Training and Orientation: Placement Organizations are responsible for conducting A-SMYLE-specific training for all their employees, including all local coordinators, volunteers, and third parties acting on their behalf who are involved in the Placement Component. This training should be designed to provide the methods and tools necessary for monitoring and counseling students, their host families, and school personnel with sensitivity to cross-cultural issues unique to this exchange population. The training must ensure understanding of the goals, expectations, and requirements of the programs as explained in this POGI, as well as all J-1 Visa requirements.

Host Family Orientation: Prior to the student's arrival, the Placement Organization must conduct an in-person A-SMYLE-specific orientation for all screened and selected host families and provide them with the information and reference materials necessary to host and support a student. (Note: previous interviews during the screening and selecting process do not constitute this program-specific orientation.) The ECA Program Office recommends that orientations for families hosting students not include other non-program host families to ensure that adequate attention is given to program-related and cross-cultural issues.

Post-arrival Orientation for Participants: Placement Organizations' practices and procedures for the student orientation must meet the general J-1 Visa Exchange Visitor Program regulations and the secondary school student category-specific orientation requirements. Orientations should take place within one month of the students' arrival, and they should address the PO's policies, procedures, and rules, as well as the PO's procedures for communicating with students and for monitoring and supporting their exchange with sensitivity to cultural issues unique to this exchange population. The orientations must ensure understanding of the goals, expectations, and requirements of the programs as explained in this POGI.

Mid-Year Orientation: Placement Organizations must arrange a mid-year orientation to meet with all program participants approximately halfway through their exchange programs, preferably in January. The purpose of this meeting is to assess their progress in achieving program and personal goals and to provide the necessary assistance to enable them to meet these goals.

Re-entry Training: Placement Organizations are responsible for preparing students for bringing closure to their American exchange experiences as well as re-entry to their home countries. Placement Organizations must ensure that students receive relevant information concerning program alumni opportunities in their respective countries and discuss individual plans for possible alumni projects. Note: Alumni activities are coordinated in the students' countries through the Organizational Components.

7. Participant Monitoring

Placement Organizations' practices and procedures for monitoring participants must meet the Exchange Visitor Program regulations for the secondary school student category, i.e., 22 CFR 62.25.

Monitoring Guidance: The Office of Citizen Exchanges provides the following further guidance that Placement Organizations must follow:

- **Student Progress:** Local coordinators will monitor students' progress in academics, social adjustment, and activities such as community service, exemplary achievements, and other program-related endeavors and track their progress in monthly contact reports. Local Coordinator refers to the person in the community who will be the exchange student's primary point of contact. Local coordinators are also sometimes referred to as the community coordinator, area representative or local representative.
- **Reporting Systems:** Placement Organizations will use reporting systems to distribute and collect monthly updates, reports, and other communications that students will fill out and submit themselves. Your proposal should provide details on this system. Plans that describe ways to attain 100% student participation will be deemed more competitive. The purpose of these student reported monthly updates is to allow students to self-report issues and to allow the Placement Organizations to track these issues effectively. Placement Organizations must promptly notify ECA and the Organizational Components grantee about problems, inconsistencies, or concerns that are identified from these updates.
- **Student Support:** Local coordinators will identify when students may need additional support from their natural parents, peers, or other Placement Organization staff; arrange counseling for participants if needed; document the circumstances; and notify the Placement Organization who will, when necessary, notify the Organizational Components grantee to gain natural parent perspective or concurrence. Placement Organizations will also notify ECA when necessary.
- **Early Returns:** If a situation leads to an early return request, the Placement Organization should provide ECA with consistent and thorough documentation that ensures that the involved students, host families, and natural families are aware of the situation and have been included in its resolution. Placement Organizations will prepare a clear and concise On-Program Support (OPS) Report of the circumstances detailing communication between parties. The report will be shared with the Organizational Components grantee and ECA. Only the Office of Citizen Exchanges can make the decision to terminate and repatriate a student; under no circumstances will Placement Organizations, or anyone acting on their behalf, inform participants or imply to them that their programs will terminate or that they will be repatriated without specific direction from the Office of Citizen Exchanges.

Site visits:

- Full-time permanent employee(s) or an official designee of the Placement Organization's headquarters must conduct site visits to the homes of a minimum of 20% of the students placed by your organization. The purpose of these visits is to see the students in their

host environments. The visits should cover a combination of clustered and non-clustered students. These site visits should be conducted in close coordination with the Bureau to complement Program Office site visits and ensure maximum coverage.

- Placement Organizations should submit site visit plans to ECA through the on-program support email address provided to award recipients. Site visit plans for October-December should be submitted by September 15, 2014. Site visit plans for January-June should be submitted by December 15, 2014.

Communication Guidance:

- Placement Organizations, whether or not they are designated as J-1 sponsors by the Department of State, will report to the ECA Program Office any matters that are required to be reported by a sponsor pursuant to the above regulations. The Program Office, as the sponsor, will be responsible for reporting to the Office of Private Sector Exchange.
- Placement Organizations must provide the Office of Citizen Exchanges with reports of all situations that adversely affect the health, safety, or well-being of participants.
- Placement Organizations are required to enter complete, accurate, and up-to-date placement information into a web-based database, including host family and Local Coordinator changes that may occur during the year, within 48 hours of the time that the change took place.
- In a timely fashion, Placement Organizations must distribute to all students information that the Office of Citizen Exchanges provides regarding Department-initiated program activities. Such activities include: International Education Week, Civic Education Workshop, English Language Teaching Workshop, Social Media/Information Technology Workshop, Global Youth Service Day, and ad-hoc program-related activities that may arise during the year (e.g., online chats, meetings, briefings).
- In a timely manner, Placement Organizations must inform the Office of Citizen Exchanges of any publicity that highlights students or the program in a positive light or otherwise strengthen outreach efforts, particularly those that involve government officials and the media. When the media interact with program students, Placement Organizations should make every effort to identify the program as a U.S. Department of State-sponsored program.

8. Enhancements

Cultural Enhancement Activities: Placement Organizations are required to conduct cultural enhancement activities during the academic year to increase the participants' understanding of American culture, values, and history. These activities should expose students to and increase their understanding of key elements of American civil society and foster dialogue and enduring ties between the students and their host communities.

Examples of cultural enhancement activities include briefings on local/state government and the judicial system; programs on community issues and concerns (e.g., environmental protection, efficient energy use, substance abuse prevention, HIV awareness); and activities that expose participants to and increase their understanding of the diversity that exists in American society.

Funding for enhancement activities should be disbursed in small increments throughout the year to encourage a variety of activities. Applicants should include \$400 per student in your budget to cover the cost of these activities. Enhancement funds may not be spent on packaged commercial sightseeing trips. All enhancement activities should include debrief sessions so participants can discuss what they have experienced.

Leadership Development Programs: Placement Organizations are encouraged to earmark a portion of the \$400 per student enhancement activities fund for specialized training for the development of leadership skills such as public speaking, team-building, critical thinking, and goal-setting so that the students are prepared to apply these skills once they return to their home countries. Proposed training should explore issues that foster civic responsibility, tolerance, public service, and conflict resolution and management. Placement Organizations are encouraged to interact with established local youth-oriented groups and to use free or low-cost resources, and/or to provide scholarships through cost-share to enable students to participate in local and national leadership trainings. A-SMYLE students should participate in local or national leadership trainings to enhance their leadership skills.

9. Community Service

All students are required to participate in community service activities. Placement Organizations are expected to provide participants and their host families with clear and precise guidelines that reflect the standards, requirements, and expectations of their organizations, including but not limited to the following:

- Minimum number of hours and type (e.g., volunteer work or other tasks) of required community service; and
- Method by which Placement Organizations will monitor community service.
- Consequences of failing to meet this obligation.

10. Insurance

The Bureau offers the Accident and Sickness Program for Exchanges (ASPE) plan for students participating in the program. Detailed information on ASPE can be found in 10 FAM 240: <http://www.state.gov/documents/organization/88250.pdf>. Placement Organizations wishing to use a different plan must demonstrate that such alternate plan a) provides comparable or more comprehensive coverage and b) costs less. **Students and natural families must be informed in writing of any limitations of coverage noted in the policies.** Coverage must begin when students depart their home countries and not conclude until they return home. Please keep in mind that the students with disabilities who participate in the Disability Components Preparatory Workshop must be covered by the Placement Organization's health insurance policy while they are participating in the workshop. If you choose not to use ASPE, your proposal must include a copy of your chosen insurance policy.

11. Performance Reports

Quarterly Performance Reports: Placement Organizations are responsible for implementing mechanisms for monitoring participants and reporting to the Program Office on program success and impact on a quarterly basis throughout the year. You must submit quarterly performance reports that address, at a minimum, the following topics: past and planned program activities; financial status (i.e., identify financial variations from original budgets); and the strengths and

weaknesses of the Placement Organization’s overall experience with the A-SMYLE program, as well as individual participants. Such program descriptions should be supported by qualitative narrative and quantitative data. The Program Office will supply quarterly report guidelines.

Placement Organizations must submit to the Program Office and the Grants Office an electronic copy of all quarterly performance reports no more than 30 days after the reporting period end dates: September 30, 2014; December 31, 2014; March 31, 2015; and June 30, 2015, unless the Placement Organization has specified alternative quarterly reporting dates in its application. An SF-PPR, “Performance Progress Report” Cover Sheet must be submitted with all performance reports, including the SF-PPR-E and the SF-PPR-F.

Final Performance Report: Placement Organizations must submit to the Program Office, as well as the Grants Office, an electronic copy of a final performance report. This report must include a program and financial report and should include both qualitative and quantitative data to indicate strengths and weaknesses of the exchanges and placements of all A-SMYLE program participants. A SF-PPR, “Performance Progress Report” Cover Sheet must be submitted with the final performance report.

Performance Report Summary Document: In addition to Final Performance Report identified above, Placement Organizations are required to submit concise one-page documents summarizing their performance reports, and listing and describing their grant activities and a list of their directors and/or senior executives (current officers, trustees, and key employees). ECA will transmit these two documents to the Office of Management and Budget (OMB), along with other information required by the Federal Funding Accountability and Transparency Act (FFATA). As required by FFATA reporting requirements, this information will be available to the public via OMB’s USASpending.gov website.

12. Evaluation

The Bureau expects Placement Organizations to track host families and other key participants and to develop an evaluation plan to measure gains in mutual understanding and the exchange of information. Proposals must include a plan for evaluating program outputs and outcomes as defined by the applicant. ECA may request assistance in administering additional evaluation tools to participants that are separate from your organization’s internal evaluation of the program. Award recipients must maintain all data collected, including survey responses and contact information, for a minimum of three years following completion of each participant’s exchange visitor program.

13. Department of State Web Resources

Outreach Resources: During the cooperative agreement period, the Bureau may develop hosting resources to assist Placement Organizations with hosting outreach, and to promote A-SMYLE as a U.S. Department of State program. Placement Organizations are expected to support promotional campaigns by providing information to ECA and updating promotional materials as needed.

Student Financial and Gift Incentives: As recipients of full scholarship with continuing support and opportunities for alumni, A-SMYLE students accept considerable responsibilities in

return. Participation in program activities, including orientations, cluster meetings and events; community service; and presentations during International Education Week are requirements. Therefore, Placement Organizations should not propose to give students monetary or other large material incentives to participate in program-related activities. Small reward programs can be contained within the per capita enhancement activity fund.

II. 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.

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

- Microsoft Word,
- Microsoft Excel,
- Adobe Portable Document Format (PDF),
- ASCII Text (less preferable), or
- Joint Photographic Experts Group (JPEG images).

Proposals should include the following items:

TAB A - Application for Federal Assistance (SF-424)

Applications must include a completed “Application for Federal Assistance (SF-424). Applicants must obtain a Dun and Bradstreet Data Universal Numbering System (DUNS) number to complete Box 8(c) of the Form SF-424. Applicants may obtain DUNS numbers at no charge by contacting Dun and Bradstreet at <http://www.dunandbradstreet.com> or 1-866-705-5711.

TAB B - Executive Summary

The Executive Summary is a single double-spaced page that provides the following information:

- Name of the organization submitting the proposal
- Beginning and ending dates of the program
- Scope of the project, including the following:
 - Number of students to be placed
 - Geographic distribution of students
 - Method of placement
 - Nature of activities
- Funding level requested from the Bureau
 - Total program and total administrative costs
 - Total cost sharing from applicant and other sources
 - Total per-student cost

TAB C – Program Narrative and Calendar of Activities/Itinerary

Program Narrative

In 20 double-spaced, single-sided pages, provide a detailed description of the project addressing the areas listed below. The Program Narrative must include all of the review criteria.

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

The Calendar of Activities/Itinerary

The Calendar of Activities/Itinerary is a monthly plan of action or timetable that demonstrates the timing and organization of the responsibilities of Placement Organizations providing the Placement Component of the Project. These should include, but not be limited to, monitoring local staff, students, and host families; training events; submission of quarterly reports; and dispersal of funds and information. This is not part of the 20-page limit on the Program Narrative.

TAB D - Budget Submission

Applicants must submit a Form SF-424A along with a comprehensive line item budget. The budget must include and distinguish between funds requested under this RFPG and funds applicants acquire through cost-sharing or from other sources. You must submit a Program Activity Cost Summary. Include an explanatory budget narrative and submit per participant and total program and administrative costs. Per participant costs are calculated as the total grant funds requested divided by the number of participants.

Each budget must include the following costs:

- \$1,500 per participant for reasonable accommodations for a student with a disability
- \$125 per student monthly stipend for 11 months for social activities and personal items (e.g., movie and pizza with friends, toiletries, haircut)
- \$300 reimbursable per student incidentals allowance to be spent by the host family for school start-up costs and other school-related expenses (e.g., yearbook, locker fees, gym shorts) for which receipts must be presented to the Placement Organization.)
- \$100 per student emergency expense fund to be retained by the Placement Organization for small emergency expenses (e.g., eyeglasses, minor dental problems)
- \$400 per student for enhancement activities. All related activities, including field visits, leadership training, cross-culture and inter-faith workshops, community service projects, etc., must be included in this amount. Additional funding requests will not be accepted. Placement Organizations are encouraged to find some low-cost or no-cost activities or to cost-share a portion of activities to defray larger costs associated with trainings or workshops.

- Support and monitoring of regional and local staff; include support for home visits to a minimum of 20% of all students placed.
- Staff travel for one trip to Washington, D.C. for one staff member to attend the two-day Youth Programs annual meeting.
- A one-time one business day trip to Washington, D.C. for two staff members, including one with programming responsibilities and one with budget/fiscal responsibilities. This visit, which will take place at the invitation of the program office, is intended to allow grantee staff to consult with ECA program and grants managers. This meeting will take place only once during the proposed grant timeframe, including the option year.

Budgets also typically include but are not necessarily limited to the following items:

- National and regional coordinator trainings;
- Orientations (post-arrival, mid-program, and re-entry) for students and host families;
- Stipends and honoraria for non-salaried staff and volunteers;
- Identifying, screening (e.g., criminal background checks and interviewing), selecting and orienting host families;
- Monitoring students and host families, trouble-shooting, counseling, and resettling students, as necessary;
- Program materials (including an explanation of how materials will be used);
- Administrative costs (e.g., salaries, communication, and supplies);
- Promotional materials, including website development or maintenance; and
- Mandatory school fees, including registration and books

Cost sharing: All cost sharing declared in the proposal budget must be auditable. Applicants are encouraged to develop sources of funding to complement the grant funds. Private partnerships with corporations or foundations are encouraged. Direct contributions from the applicant organization itself are welcome, both cash and in-kind (i.e., indirect costs). Costs borne by host families are considered “in-kind contributions” and may not be declared as a cost share item.

The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and availability of funds.

Program Activity Cost Summary: In addition to the budget, submit a Program Activity Cost Summary that reflects all costs (even if they do not easily fit into the enumerated categories). The Program Activity Cost Summary is used to identify project cost drivers and will not be used to evaluate proposals submitted in this competition. Annotate those line items that are affected by unique or changing cost drivers, e.g., high transportation costs, increases in stipends for local coordinators.

TAB E - Additional Illustrative Information and Data

Resumes of all program staff should be included in the submission. No resume should exceed two pages. Include additional illustrative information and data that will strengthen and provide additional detail to the application, e.g., copies of detailed participant monitoring and project evaluation plans, letters of endorsement, and commitments from all implementing partners or subcontractors.

TAB F - SF-424B, "Assurances – Non-construction Programs," First Time Applicant Documents, and Additional documentation

First time applicant organizations and organizations which have not received an assistance award (grant or cooperative agreement) from the Bureau during the past three (3) years, must submit as an attachment to this form the following: (a) one copy of their Charter OR Articles of Incorporation; (b) a list of the current Board of Directors; and (c) current financial statements. Note: The Bureau retains the right to ask for additional documentation of those items included on this form.

Officers, Trustees, and Key Employees: Please note: Effective January 7, 2009, all applicants for ECA federal assistance awards must include in their application the names of directors and/or senior executives (current officers, trustees, and key employees, regardless of amount of compensation). In fulfilling this requirement, applicants must submit information in one of the following ways: (1) Those who file Internal Revenue Service Form 990, "Return of Organization Exempt From Income Tax," must include a copy of relevant portions of this form; or, (2) Those who do not file IRS Form 990 must submit information above in the format of their choice.

As part of final program reporting requirements, award recipients will also be required to submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one- page description of grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and Budget on its USASpending.gov website as part of ECA's FFATA reporting requirements.

Other Documents: Include other attachments, if applicable, i.e. the SF-LLL form, etc. Please do not include orientation manuals.

III. REVIEW PROCESS

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. Final funding decisions are at the discretion of the Department of State's Assistant Secretary for Educational and Cultural Affairs. Final technical authority for assistance awards (grants or cooperative agreements) resides with the Bureau's Grants Officer. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and availability of funds.

Please see RFGP for review process and criteria.

IV. APPLICATION SUBMISSION

The RFGP indicates the date the complete proposal is due and the manner in which proposals must be submitted. There are NO EXCEPTIONS to this deadline. For further information

regarding this program or the competition, contact ECA Program Officer Amy Schulz by telephone at (202) 632-6052 or by email at SchulzAJ@state.gov.

In addition to submitting all required documents on grants.gov, please submit the Executive Summary, Proposal Narrative, Calendar of Activities, Budget and Budget Narrative sections of the proposal in electronic format to SchulzAJ@state.gov and reference ECA-ECAPEC-14-003.