

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)
Global Connections and Exchange: Youth TechCamps
ECA/PE/C/PY-13-43
Office of Citizen Exchanges
Youth Programs Division

The POGI guidelines apply specifically to the Request for Grant Proposals (RFGP) issued by the Youth Programs Division for the Global Connections and Exchange: Youth TechCamps. The proposals must conform to the RFGP, the Guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). An 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 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 RFGP, the RFGP is to be the dominant reference.

This document not only provides guidance for the preparation of a proposal for the Global Connections and Exchange: Youth TechCamps but also establishes guidelines for the implementation of the cooperative agreements.

I. STATEMENT OF WORK

The U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) and the Public Affairs Sections (PAS) of U.S. Embassies are supporting the participation of American and foreign secondary school students and adult educators in intensive, substantive seven- to ten-day exchanges held abroad. FY 2013 Global Connections and Exchange: Youth TechCamps are limited to the specific country list (including the Republic of Taiwan) below and must follow the following guidelines: a) Applicants may propose to conduct camps in two or more (up to a maximum of five) of the countries listed below, for 35-45 youth participants each; b) Only one camp will take place from the selected country during the project period.

Eligibility List:

Europe and Eurasia

Greece
Kosovo
Lithuania
Turkey
Ukraine

Sub-Saharan Africa

South Africa
Zambia
Zimbabwe

South and Central Asia

Bangladesh
Kazakhstan
Kyrgyzstan

East Asia and the Pacific

Malaysia
New Zealand
Thailand
Taiwan
Vietnam

Western Hemisphere

Argentina
Bolivia
Dominican Republic
Panama

Middle East and North Africa

Jordan
Morocco
Oman

This program will provide an opportunity for American and foreign secondary school students to begin learning about online resources, how to apply technologies in service of their communities, and gain a deeper understanding of other countries' cultures. Applicants should choose from one the following broad themes:

- Environment/climate Change
- Rule of law/civic education
- Social entrepreneurship
- Conflict resolution/peace education
- Food security
- Health
- Literacy and education
- Disaster preparedness

After theme selection, the applicant should then narrow the program focus down to more specific topics within the subject area. For general ideas and best practices, please visit <http://techcampglobal.org> for information.

The responsibilities of the award recipient for each project will be the following:

1) Recruitment and Selection

- a) Conduct an open, merit-based competition for youth in the United States and the host country, with clearly identified criteria for the selection and a formal process that includes an application and an interview (by phone, virtually, or in-person).
- b) Develop plans for outreach and recruitment of students both in the United States and abroad that will generate a strong pool of qualified candidates. The recruitment does not necessarily need to take place at a national level in each respective country, but should attract a pool of candidates who represent the diversity of the participating countries.
- c) Develop applications for students in consultation with ECA and PAS.
- d) Recommend the final participants and alternates for approval. No invitations may be issued without ECA and/or Embassy clearance.
- e) Carefully select the tech trainers, technologists, chaperones, subject matter experts and facilitators.

2) Preparation

- a) Secure a venue for the TechCamp with appropriate technology tools such as computers, projection screens, dedicated internet access, and the space and facilities required to meet the stated goals and objectives.
- b) Plan and provide for meals and all other logistics during the TechCamp.
- c) Arrange housing accommodations for all the youth participants so they can stay together during the entire camp. Non-U.S. participants from the host country who live in or near

the city where the camp occurs should also stay in this shared housing environment. Organize accommodations for all adults who will serve in various project roles at the camp. Applicants should investigate universities, hotels, convention centers, and/or meeting locations that can house the participants and provide the TechCamp facility in the same location or nearby, as feasible.

- d) Contact participants before the program to provide them with program information, pre-departure materials, and to gather information about their specific interests and skill level. A survey of their knowledge level skill base and experience using technology is a critical part of this process.
 - e) Facilitate the passport and visa application process for the U.S. participants, as needed.
 - f) Ensure that each U.S. participant meets medical and health standards and has required immunizations to travel to the host country.
 - g) Enroll American participants in the Bureau's Accident and Sickness Program for Exchanges (ASPE) health benefits plan for the duration of the exchange, and assist with claims as necessary.
 - h) Conduct a pre-departure orientation for U.S. participants, including general and program-specific information, as well as intercultural training.
 - i) Arrange for home hospitality opportunities for U.S. participants as appropriate. Consult with the U.S. Embassy on home hospitality activities (regions, neighborhoods).
 - j) Orient participating organizations and staff to the goals of the program and to the cultures and sensitivities of the participants.
 - k) Make all round-trip international (complying with the Fly America Act) and domestic travel arrangements for the U.S. participants. Handle all travel and accommodations for adults participating in the camp in teaching, training and facilitative roles.
- 3) Exchange Activities
- a) Design, plan, and implement a substantive pre- and post- virtual TechCamp program. The pre-exchange program should provide virtual introductions for the participants as well as prepare them for the Youth TechCamp. Provide gateway orientations for the U.S. participants as well as in-country orientations for local participants. Design, plan, and implement an intensive and substantive seven- to ten-day technology camp using the stated themes in the RFGP. Conduct a welcome orientation for all camp participants. Exchange activities must promote program goals. Activities will be appropriate to the goals and objectives as stated in the RFGP.
 - b) Arrange appropriate community, cultural, social, and civic activities in balance to the intensive technology training part of the program.
 - c) Provide day-to-day monitoring of the participants' well-being, preventing and dealing with any misunderstandings or adjustment issues that may arise in a timely manner. Inform ECA and PAS about any significant health or safety issues affecting program participants.
 - d) TechCamp Presentations
 - i) Facilitate the grouping of participants into logical, productive teams for their follow-on projects.
 - ii) Provide a closing session (TechTorrent) to summarize project activities, prepare participants for their return home, and plan for their community service projects. The TechTorrent should be a participant-driven visual program that they can present to fellow participants and other interested attendees.

- 4) Follow-on projects
 - a) Migrate both youth and adult participants to a virtual alumni platform, assisting them in joining and using this platform.
 - b) Support alumni in creating virtual presentations and working with others in-person and virtually on their community projects once they return home.
 - c) Develop final collaborative projects to be showcased to broad audiences, both locally (e.g. presentations at schools), internationally, and via a virtual online Project fair.
- 5) Design and implement an evaluation plan that assesses the impact of the program (See section IV.3d.3 of the RFGP).
- 6) Work in consultation with ECA and PAS in the implementation of the program, provide timely reporting of progress to ECA and PAS, and comply with financial and program reporting requirements.
- 7) Manage all financial aspects of the program, including stipend disbursements to the participants and management of sub-grant relationships with partner organizations.

The responsibilities of the Department of State will be the following:

- 1) Provide advice and assistance in the execution of all program components.
- 2) Review and approve the recruitment and selection of all participants.
- 3) Provide the Accident and Sickness Program for Exchanges (ASPE) health benefits plan for U.S. student participants.
- 4) Facilitate interaction within the Department of State, to include ECA, the regional bureau, and overseas embassies and consulates.
- 5) Facilitate meetings with Department of State officials in the participating countries.
- 6) Approve publicity materials and final schedule of exchange activities.
- 7) Monitor and evaluate the program, through regular communication with the award recipient and possibly one or more site visits.

II. PROGRAM SPECIFIC GUIDELINES

Partner Organizations: Applicants must have the organizational capacity in the partner countries necessary to implement the in-country activities and organize a content-rich, technology based Youth TechCamp for foreign and American participants. This capacity may take the form of a branch office of the U.S. applicant organization, a non-governmental partner organization, or other entity with demonstrated experience in educational exchange that can coordinate the program nationally. Award recipients will be responsible for their partners' activities under the cooperative agreement, both programmatically and financially. All applicants need to identify their representation in the partner countries and describe their partners' responsibilities and qualifications. Applicants must also describe their working relationship with the partner organization(s) and detail the division of program responsibilities between the award recipient and the partner organization(s).

Participants: All youth coming from the United States must be U.S. citizens. Once the cooperative agreements have been awarded, the award recipients must consult with ECA to review their recruitment plans in detail, selection criteria, and the screening and selection process. Recruitment efforts should be designed to attract quality applicants that represent the diversity of the United States and host country. Diversity addresses, but is not limited to, ethnicity, race, gender, religion, geographic location, socio-economic status, and disabilities. For the American youth applicants, preference should be given to those who have had little or no previous opportunity to travel overseas. It is desirable that a few participants are from the same town or region so that they can support each other upon their return home.

The youth participants will:

- be high school students between the ages of 15 and 18 years old at the start of the camp;
- demonstrate an interest in the partner country and technology;
- demonstrate leadership aptitude and service to the community;
- exhibit creativity, flexibility, maturity, integrity, good social skills, and open-mindedness;
- have the motivation necessary to be active and successful exchange participants;
- attend at least one semester of high school after the exchange program; and
- have sufficient proficiency in English to participate fully in all exchange activities.

Adult Roles: Applicants will identify and select a mix of practitioners from the private sector, non-governmental organizations, education and government to give the participants a well-rounded viewpoint on use of technology and its applications and provide follow-on support for mentoring. Adult roles can be divided into two categories: Those in administration and/or supervisory roles (facilitators and chaperones), and those with formal teaching responsibilities (technology trainers and technologists and subject matter experts). Each adult may have more than one role in contributing to a Youth TechCamp's successful implementation.

- A) Administrative and Support Roles: Adults in these roles need to be present throughout the TechCamp to provide continuity and supervision.

Facilitators (2 minimum):

The role of the facilitator is to explain the program, keep to the schedule and move the program along so that each activity is clearly introduced to the youth, and time is well managed. The facilitator should discuss logistics as well as new issues or changes to the Youth TechCamp program. A facilitator must be able to keep the students engaged, bring appropriate humor and context to the camp, and introduce keynote speakers. The facilitator should focus on the group's needs and make the youth feel at home and comfortable during the camp. Ideally the facilitators represent both the United States and the host country. The facilitators can be staff members from the U.S. applicant organization or in-country partner.

Chaperones

Chaperones will ensure that the youth participants arrive and depart from each destination safely and on-time, and supervise the youth while in their

accommodations and throughout the entire camp period. The implementing organizations should ensure that the youth participants have adult supervision during all activities and travel.

- B) Teaching Roles: Adults with the following responsibilities are listed below. Their level of participation in the TechCamp could range from as little as one session of the camp to several days.

Subject Matter Experts

The subject matter expert(s) provides expertise on a specific topic(s) to the participants. It could be someone able to provide content for the selected theme or on a specific aspect of the host country or United States, such as culture or history.

Technology Trainers

The technology trainers (or tech trainers) have the responsibility to teach participants an enabling technology. They should be experts in their specific field and able to make lively, captivating, age appropriate presentations to demonstrate and discuss key technologies. Other tech trainer activities will include leading small group discussions and providing hands-on training. Tech trainers can be from the United States and from the host country or its neighboring region. They should have excellent teaching and communication skills, and must have the ability to train youth in technological topics at beginning and intermediate levels of knowledge and proficiency.

Technologists

The technologists have a lead role in assisting the youth participants to apply the selected theme and its accompanying content to their lives. They will likely take on multiple roles, primarily as hands-on trainers and possibly tech trainers or subject matter experts during the camp. They should be interested and available for longer term mentoring and assistance as participants apply their knowledge learned to their community service projects.

Adults must be thoroughly briefed on their roles during the project. It is important to carefully determine the total number of chaperones, technology trainers and technologists and subject matter experts needed for this exchange. American adults playing any role in the TechCamp may be a combination of staff from the award recipient organization and/or consultants. In addition, it is expected that staff of the in-country partner organization will be available to assist with the exchange.

American Participant Eligibility Criteria:

The Bureau of Educational and Cultural Affairs' (ECA) Youth Programs Division seeks to make youth exchange programs funded by ECA available to a wide and diverse American audience. Also, ECA wants to prevent conflict of interest issues from arising with regard to Department employees who are involved in particular scholarships and exchange programs. Therefore, in addition to the specific requirements for each program, an applicant for ECA-funded youth

exchange programs must meet the following eligibility criteria:

- Participation in more than one program: A candidate will be considered ineligible if s/he has previously traveled outside the United States on any ECA-funded program within the past three years. If s/he has been accepted for more than one scholarship for an upcoming U.S. Government-funded exchange program, s/he must choose between the programs and select only one program in which to participate.
- Family members of Department employees: Family members of employees of the Department whose official duties involve an ECA Youth Programs Division exchange program are ineligible to participate in that program.
- Family members of affiliated private sector employees: Family members of the award recipient staff whose official duties involve the Global Connections and Exchange: Youth TechCamps are ineligible to participate in that program. Family members include spouse and dependent children.

Orientations:

The award recipient will conduct a pre-camp orientation (in person or virtual) for both foreign and U.S. participants to prepare them for the activities ahead. The orientations should include a general political, historical, educational, and cultural introduction to the partner country, plus information related specifically to the objectives and themes of the program, as well as practical and administrative information. The recipient should consider including the parents/guardians of the youth participants in the pre-departure orientation, or providing them with separate materials.

Award recipients must hold a 'gateway' orientation for American students in the U.S. departure city immediately prior to departure to the host country to facilitate the international travel of the participants. Gathering the group together for an orientation before international travel will facilitate the logistics of managing participant arrivals on various flights, allow for late arrivals due to potential flight delays or cancellations, and ensure the entire group can travel on the international itinerary together as a group. The gateway orientation may be in addition to another pre-departure orientation conducted earlier and in another location, or it may serve as the pre-departure orientation if it covers the topics listed above.

The orientation for foreign participants in the host country will occur prior to the TechCamp and provide practical and logistical information about the camp as well as touch on themes and objectives. The U.S. Embassy should be invited to participate in a welcome orientation in the host country.

TechCamp:

The program should primarily include interactive activities, practical experiences, and other opportunities that develop technology skills and interest in the participants. Lectures and presentations are important to introduce topics and provide overview and perspective, but should be short enough to maintain participant interest. Activities should be designed to help the participants develop perspective on an issue and theme, as well as understand the terms and

parameters (including limitations) of their resources and scope of the problem. The Bureau urges applicants to present innovative, resourceful, and effective programming ideas. Applicants should justify their choices by explaining how their program plan will meet the stated goals. The activities could include a mix of presentations, small group discussions, lectures, or interactive training sessions, simulations and role-playing, teambuilding exercises, case studies, leadership training, meetings, classroom visits, site visits, and social time with peers. These activities will be counterbalanced with hands-on applied activities such as internships, site visits, experiments, and team-based and individual community project design and development. Labs on topics where applicants can engage in applied learning in areas such as social media, web content and design, and mobile applications are essential. The program may also provide in-service opportunities for the adults to work with their peers and other professionals to share information about new topics and methods in technology education and support for youth activism.

Cultural activities should be included to provide participants an opportunity to learn about the host country. The American participants will have opportunities for substantive interaction with each other and more importantly with their peers from the host country.

Each Youth TechCamp will include a meeting with the U.S. Embassy or Consulate to provide exposure to U.S. foreign policy as it relates to the host country.

Additional examples of program activities that may be included during the TechCamp period:

- Community service/volunteer activities
- Meetings and internships with government, community, and business leaders who use technology to solve societal issues and challenges, for example if the theme of the camp is environmental issues participants could visit a waste treatment plant.
- Exercises to research and define problems, determine the technological resources needed to solve these problems, and development of knowledge and skills to begin to solve these problems
- Dialogues, simulations, role plays and other activities aimed at helping participants articulate their thoughts about the project's themes
- Visits to historical sites, government and community centers, museums and landmarks that combine learning about principles of government, history, and society in a cultural activity either in relation to the program theme or to provide "refresh breaks" from technological based efforts

Final Session and TechTorrent:

Each camp must provide some time for reflection on and development of community action projects, as well as and time for participants to prepare for their transition to their home lives. The development of final collaborative projects is a critical component of each camp. Final projects should be related to the program theme and give project teams a chance to solve problems in their communities and share their experiences in the future.

Each camp will end with a closing session called a "TechTorrent," a presentation with visuals by individuals or groups that showcases the community action projects to an in-person audience of

media, embassy staff, and other interested parties. These presentations can be informal discussions similar to mini-“TED talks, www.ted.com, and be 6-9 minutes in length and videotaped and sent to broad audiences both on-line and off-line, organizational websites (including State Department websites).

Follow-on Projects: The award recipient will design activities for alumni, such as mini-grants or collaborative projects that are facilitated online. The award recipient and adults (i.e. tech trainers, technologists, etc) will mentor participants in the implementation of these activities. The Bureau seeks creative ideas to ensure that the alumni can effectively pursue the remaining activities of the program, particularly ideas that make use of the program themes, and culture of the host country and United States, and amplify the program impact through their peers. Alumni tracking is crucial for the evaluation of the program and for the implementation of follow-on programs. All alumni contact information gathered by the award recipients on behalf of this program must be made available to the Department of State. Please refer to the Proposal Submission Instructions (PSI) for additional guidance.

Evaluation: The Government Performance and Results Act (GPRA) of 1993 requires that federal agencies measure the results of their programs in meeting performance goals. The proposal should demonstrate the applicant’s plan to measure the long-term impact of the program. The follow-on activities will provide an opportunity to assess the impact of the exchanges on the participants, to determine how their attitudes have changed, and to evaluate the acquisition of knowledge and skills associated with program themes.

Other Notes: The recipient organization is responsible for all components of the program outlined in this document. In addition, the Bureau requires recipient organizations to communicate with ECA and PAS on a regular basis about program activities, including recruitment, selection and orientations, host family locations, publicity, and follow-on activities. The organization must also inform the ECA program officer of their progress at each stage of the project’s implementation in a timely fashion. All materials and correspondence related to the program will call this the Global Connections and Exchange: Youth TechCamps and identify it as a program of the U.S. Department of State’s Bureau of Educational and Cultural Affairs. The Bureau will retain copyright use of and can distribute materials related to this program as it sees fit.

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. The proposal should address succinctly, but completely, the elements described below and must follow all format requirements. The proposal should include the following items:

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

TAB B - Executive Summary

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

1. Identification of applicant, participating organizations, and partner country(ies)
2. Identification of each Youth TechCamp projects
3. Overview of exchange participants and proposed number of youth participants and adults for each camp
4. Beginning and ending dates of the major program elements: pre-camp, TechCamp, and post-camp virtual exchange activities.
5. Proposed themes for each Youth TechCamp project
6. Nature of activity and venues
7. Funding level requested from the Bureau, program cost, total cost-sharing from applicant and other sources

Note: An applicant organization must distinguish one project from the other by clearly presenting the partner countries and the partner organizations in each country. It should also identify the dates, venues, and activities of each Project in the Executive Summary. These distinctions should follow through in the Narrative and the Budget.

TAB C - Narrative

Within 20 double-spaced, with one inch margins, in a size 11 or 12 font, provide a detailed description of the project addressing the areas listed below. In the narrative, applicants should not only describe major program activities but also explain and justify their programmatic choices.

1. Vision: Describe the project objectives and the desired outcomes, i.e., the knowledge, skills, and/or attitudinal changes that the participants will acquire. Explain the applicant's choices of countries, themes, and technologies.
2. Participating Organizations: Identify critical partner organizations for the program, their roles, and the applicant's reasons for including them.
3. Recruitment, Screening, and Selection: Describe how the applicant will implement a recruitment and selection plan for U.S and foreign participants. Present a plan for advertising the program. Outline both the process and the criteria by which finalists will be selected. Outline the process for how the applicant will select adults for the project.
4. Project Activities: Describe the components of the TechCamps, including: pre-camp, TechCamp, TechTorrent, follow-on projects, post-camp virtual exchange and on-line community, and on-line project fair. A detailed outline of the camp should be included as an appendix in Tab E. Also, describe support for follow-on activities.
5. Travel, Housing, and Other Logistics: Detail how the applicant will arrange international travel (in compliance with the Fly America Act) for U.S. youth and adults participating in the camp; domestic travel; housing arrangements; ground transportation; stipend disbursement; interpretation; and relevant administrative matters.
6. Participant Monitoring: Detail how the applicant will assure the well-being, safety, and

security of program participants during all stages of the program.

7. Program Evaluation: In the submitted proposal, applicants should include a plan describing how success in meeting the stated goals of the program will be measured and reported. ECA recommends that the proposal include a draft survey questionnaire or other technique.

7. Diversity: Explain how the program managers will be pro-active in supporting diversity in participant selection and in program content, demonstrating how diversity can contribute to a vibrant civil society. Diversity should be defined broadly and should include geographic, urban/rural, ethnic, racial, socio-economic, and religious diversity.

8. Institutional Capacity and Project Management: Outline the applicant organization's capacity for doing projects of this nature, focusing on three areas of competency: provision of educational and thematic programs, age-appropriate programming for youth, and previous work in the region. Describe the program staffing (individuals and responsibilities), qualifications, structure, and resources. Include this information for primary partner organizations as well.

9. Work Plan/Schedule: Outline the phases of the project planning and implementation for the entire award period. Provide a draft schedule of daily activities of the TechCamp in an appendix.

TAB D - Budget Submission

The maximum level of funding available for this program is \$500,000 in FY-2013, which will support up to two (2) cooperative agreements. 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.

The available funding may be used to support the program and administrative costs necessary to implement the program as described in this solicitation. Please submit a comprehensive line item budget for each project, as stated in the Proposal Submission Instructions. An explanatory budget narrative must also be included. For clarification, any applicant applying to implement programs in more than one country should provide separate sub-budgets for each program component, phase, location, or activity.

Suggested program costs may include, but are not limited to, the following:

- Staff travel
- Participant travel (international, domestic, ground transportation, passport and visa fees)
- Orientations
- Cultural and social activities
- TechCamp costs (including Internet access fees at venue during the technology camp)
- Lodging
- Food (primarily group meals)
- Interpreters, if necessary
- All post-camp follow-on activities
- Evaluation

- Pocket money for participants' incidental expenses
- Other justifiable expenses directly related to supporting program activities

Significant cost sharing is expected and will enhance the proposal. While there is no rigid ratio of administrative to program costs, the Bureau urges applicants to keep administrative costs as low and reasonable as possible. Proposals should show strong administrative cost sharing contributions from the applicant, the in-country partner, and other sources.

If applicants choose to include the following line items, grant funding may be requested up to the amount indicated, as appropriate to the program: Books and educational materials allowance-\$100 per participant; Conference room rental costs-\$250 per day per room; Consultant fees and honoraria-\$250/day; Cultural allowance-\$150 per participant; Per diem-standard government rates; Evaluation costs- 3% of the grant. Organizations are encouraged to cost-share any rates that exceed these amounts.

Applicants should contact the embassy or a consulate of the host country to find out their visa requirements, and should budget for non-host country participants and applicants' visas, if needed. American exchange participants will be enrolled in the Bureau's Accident and Sickness Program for Exchanges (ASPE) to provide them with health benefits during the exchange; this cost does not need to be included in the budget. More information on ASPE is available at <http://www.usdos.sevencorners.com>.

Please refer to the PSI for allowable costs and complete budget guidelines and formatting instructions.

TAB E

- *Letters of commitment.* Include pledges to participate in the program's implementation from significant partner organizations, including those in the partner country and any receiving a sub-award.
- *Resumes* of all program staff should be included in the submission. No one resume should exceed two pages.
- *Attachments/appendices* (please limit to those materials essential for understanding the proposed program such as a draft schedule, application forms, or evaluation questionnaires).

TAB F

- 1.) SF-424B, "Assurances - Nonconstruction Programs".
- 2.) 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.
- 3.) **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:

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.

Those who do not file IRS Form 990 must submit information above in the format of their choice.

In addition to 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.

4.) Include other attachments, if applicable, i.e. the SF-LLL form, etc.

IV. APPLICATION SUBMISSION

Please refer to Section IV.3F of the RFGP document for specific information regarding the application deadline and methods of submission. For further information on the program or the proposal submission, contact the Youth Programs Division program officer Andrew Posner, Telephone: (202) 632-2969; Fax: (202) 632-9355; e-mail address: PosnerA@state.gov.