I. STATEMENT OF WORK

In a cooperative agreement, the Department and the Study of the U.S. Branch is substantially involved in program activities above and beyond routine monitoring. The Branch may request that the award recipient make modifications to the academic residency and/or educational travel components of the program. The award 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 and your organization are outlined below.

Award Recipient Responsibilities include:

1. Designing, overseeing, and implementing one five-week Study of the U.S. Institute for Student Leaders on Comparative Public Policymaking for approximately 20 undergraduate students from Pakistan beginning no earlier than June 10, 2021;
2. Oversight of the Institute curriculum, ensuring that it aligns with and supports the U.S. National Security Strategy and ECA’s Functional Bureau Strategy and provide the syllabus and a program calendar for the Institute;
3. Recruiting approximately 10 American students for the academic course at no cost to ECA;
4. In coordination with the U.S. embassy and consulates, arranging and purchasing international round trip travel for participants as well as any travel related to visa issuance and disbursing international travel allowances to participants;
5. Ensuring 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 the
Branch;
6. Issuing DS-2019 forms for Institute participants;
7. Enrolling the participants in the Accident and Sickness Program for Exchanges (ASPE) for the duration of the Institute and issuing health benefits identification cards for each participant. The program office will instruct the recipient how to access informational brochures and claim forms;
8. Coordinating logistical and administrative arrangements for participants, such as pre-departure information, airport pick-up and drop off, lodging and meals, domestic travel and airline baggage allowances, medical treatment, and the disbursement of program funds;
9. Creating and distributing pre-departure materials for the U.S. embassy and consulates to use during their in-country pre-departure orientation;
10. Monitoring the safety and well-being of all participants; informing and consulting with ECA about any program or participant problems, emergencies, or other issues as well as the progress of necessary corrective action or incidents;
11. Developing and proposing innovative ideas for alumni follow-on activities and facilitating continued interaction among participants after the conclusion of the Institute;
12. Creating and maintaining a database of program alumni that includes alumni success and impact stories; sharing these success and impact stories with ECA;
13. Developing and implementing, in coordination with ECA, a media (including social media) outreach plan to promote the program;
14. Ensuring strict compliance with State Department branding and signage requirements at events, in remarks, on program documentation, and online, in all websites and social media posts;
15. Conducting an evaluation strategy that links outcomes of the Institute to stated program goals and objectives, ensuring that the Institute meets comparable and high levels of quality in fulfilling program goals;
16. Managing 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 Institute;
17. Providing 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 (see budget template for guidance); and
18. Assuming overall responsibility for complying with all applicable tax treaties and Federal, state and local laws on tax withholding and reporting for participants.

U.S. Department of State Responsibilities include:

1. Providing oversight, guidance, and assistance to award recipient and Institute staff including, but not limited to, final approvals of key project plans, personnel, program guidelines, and activities;
2. Approving and providing input on the Institute agenda, syllabus, academic calendar, curriculum, speakers, pre-departure materials, and other program materials;
3. Reviewing and approving plans for alumni follow-on activities;
4. Coordinating all communications with participating U.S. embassies and consulates, including the recruitment and selection of participants. ECA will make final participant selections;
5. Issuing the participants’ J-1 visas;
6. Assisting with SEVIS related issues;
7. Monitoring the Institute through regular communication with the award recipient and Institute site visits;
8. Approving key personnel;
9. Reviewing semi-annual program reports and weekly update reports during the Institute;
10. Collaborating with the recipient on the media engagement plan, responses to media queries, and approving all promotional materials;
11. Assisting with participant emergencies, other significant issues, and medical evacuations;
12. Liaising with relevant U.S. embassies, consulates, host institution, country desk officers, and other relevant parties as it relates to crisis management; and
13. Conducting a formal debriefing session and plan for speakers from the U.S. Department of State to address participants during their time in Washington, DC.

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 one (1) five-week Study of the U.S. Institute for Student Leaders from Pakistan on Comparative Public Policymaking. The Institute should be designed for a group of approximately 20 students from Pakistan as specified in the Notice of Funding Opportunity (NOFO). Proposals should present a relevant and imaginatively designed academic residency that includes an integrated educational travel component as well as weekly community service activities, leadership development, cultural activities, and robust opportunities to interact with Americans, including homestays. The Institute should include approximately 10 U.S. students in the academic coursework at no cost to ECA. The Institute should focus on the theme of comparative public policymaking while also illuminating the history and evolution of U.S. society, culture, institutions, and values. The NOFO for this competition gives further direction on the substance of the program.

All aspects of the program, including presentations and other class work, readings, writing assignments, leadership skills building, community service, and site visits should be integrated so as to illuminate the overall Institute theme of public policymaking and contribute to building participants’ understanding of the United States. The conception and structure of the Institute is the responsibility of the recipient. It is essential that proposals provide a full, detailed, and comprehensive narrative describing how the recipient will achieve the objectives of the Institute. A tentative academic program, including lectures, discussions, presentations, site visits, etc. should be included. The proposal will be reviewed on the basis of the review criteria in the NOFO.

Please note: ECA reserves the right to reduce, revise, or increase proposal budgets and number of participants based on program needs and the availability of U.S. Government funding. In the event that the levels of FY 2019/FY 2020 Pakistan Economic Support Funds (ESF) change, ECA reserves the right to increase or modify the composition of the final award, as well as the final funding level based upon the quality of proposals submitted, the availability of funds, and other factors impacting long-term U.S. foreign policy objectives.
B. Program Dates

The Institute for the FY 2020 base year should last approximately 35 days (including arrival and departure days). The Institute is expected to start no earlier than June 10, 2021 and should conclude no later than August 15, 2021. ECA reserves the right to change these dates based on the needs of the program.

C. Program Administration

Each proposal should discuss the award recipient’s capacity to successfully manage international exchange programs, including institutional strengths such as faculty, libraries, relevant departments, and major administrative units. Proposals should include a staffing pattern that details how staff will share responsibilities and allocate their time to the Institute.

The award recipient must designate an academic director at the Institute who will be present throughout the program in its entirety to ensure the continuity, coherence, and integration of all aspects of the academic program, including the study tour. The academic director will design the syllabus, ensuring that the Institute aligns with and supports the U.S. National Security Strategy and ECA’s Functional Bureau Strategy. The academic director will plan and implement the program, oversee its day-to-day management, and monitor program participants. Also, the academic director should regularly address the participants to ensure continuity, coherence, and integration of all aspects of the Institute. In addition, an administrative director or coordinator must be assigned to oversee all student support services, including monitoring and supervision of the program participants, including their health, safety, and welfare; program budget; logistical support; financial and program reporting; and other administrative aspects of the Institute. Typically, the administrative director also serves as ECA’s primary point of contact.

Other staff may be designated as appropriate. Applicant organizations may choose to incorporate qualified “cultural ambassadors” or “graduate mentors” (or another appropriate name) at each Institute who exhibit cultural sensitivity, an understanding of the program’s objectives, and a willingness to accompany the students throughout the program. 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

The Institute will host approximately 20 participants from Pakistan. The participants will be highly motivated undergraduates from colleges, universities, and other institutions of higher education, who demonstrate leadership through academic work, community involvement, and extracurricular activities. Their fields of study will be varied, and will include the sciences, social sciences, arts, humanities, education, business, and other
fields. Every effort will be made to select a balanced mix of male and female participants, and to recruit participants who are from non-elite or underprivileged backgrounds, from both rural and urban areas, and have had little or no prior experience in the United States.

E. Academic Residency Program

The Institute should include a four-week academic residency component and approximately one-week educational study tour component. Applicants are encouraged to design creative, thematically coherent programs that draw upon institutional strengths, including faculty and other resources. 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.

Applicant institutions must provide a comprehensive narrative, no more than 20 double spaced pages, describing the program objectives. There also should be a calendar or itinerary of all program activities. The overall program should be supported by a bibliography and a syllabus that indicates the subject of each class session and explains how assigned readings and other materials support the session. The readings should relate directly to the Institute theme.

Additionally, the academic residency program of each Institute should:

- Be designed around the Institute theme of comparative public policymaking and contribute to participants’ deeper understanding of the United States, while at the same time providing useful skills and concepts for future leaders. The program should not simply replicate any existing lecture course, survey, or seminar designed for U.S. students. To encourage interaction with Americans, it is acceptable for applicants to create a course for participants in this program that is also offered to U.S. students for credit. It is expected that approximately 10 American students will partake in the course to maximize interaction between Pakistani and American students in a classroom setting. The cost for U.S. students to take this course may not be included in the funding request to ECA.

- Consist of a carefully integrated series of lectures, panel presentations, seminar discussions, debates, individual and group classroom activities, site visits, and reading assignments. Sessions should be interactive, encourage critical thinking, and allow time for the exchange of views among participants and presenters.

- Be tailored for the particular group of Pakistani students and include a discussion of relevant issues facing their country and region, as well as the United States. Efforts should be made to encourage active student participation in the educational process. Classes should take into account that the participants may have little or no prior knowledge of the United States and varying degrees of experience in expressing their opinions, and consider that participants might have different levels of proficiency in English.
Expose participants to a variety of presenters representing balanced and diverse backgrounds, viewpoints, and occupational fields on the topics and issues to be explored. The program must include a balance of speakers and perspectives including diverse political viewpoints, and demographic, political, and geographic diversity throughout the program. Women should be appropriately represented as speakers and presenters in all programs. In addition to host college or university faculty and professionals from the region where the Institute takes place, course presenters should include outstanding scholars and other professional experts from across the United States, as appropriate.

Include time for discussion at each session, allowing for questions and a collegial exchange of views among participants, presenters, and panelists.

Include a bibliography of readings for the various program components. It should include at least one survey text or reader as well as a number of interpretative readings directly related to the Institute themes.

Include at least one leadership skills building session per week that should serve to develop participants’ leadership and collective problem-solving skills as well as inspire participants to apply them. These workshops should be creative, highly interactive, and team-oriented, requiring input and contribution from all participants. The recipient may decide to recruit qualified instructors for these sessions from other organizations.

Include at least one hands-on volunteer activity per week with local community service organizations, allowing participants to experience first-hand the U.S. tradition of grassroots approaches to solving community problems as well as offering opportunities to meet and interact informally with diverse groups of Americans.

Include day trips or optional weekend excursions, designed to reinforce the academic curriculum, to various local and nearby locations, including historical sites, schools, places of worship, newspapers, etc.

The Institute should offer an intensive academic schedule, yet leave sufficient free time for participants to pursue individual interests, socialize with fellow participants and U.S. peers, exercise, and relax. The program schedule should include adequate time for reading and preparing class assignments. Supervised cultural and weekend activities (such as group nights at the theater, concerts, sporting events, and city tours) are encouraged and should offer the students opportunities to experience the diversity of the United States, while fostering group cohesion.

F. Integrated Educational Travel Component

The integrated educational travel component, or “study tour,” should:
- Be an integral part of the Institute that directly complements and reinforces the academic residency program and the overall Institute theme of comparative public policymaking.

- Be arranged and led by the Institute’s academic director and principal staff. All staff that will be working on this component as managers or escorts should be clearly identified in the proposal.

- Be approximately one week-long, including a minimum of three days in Washington, DC. It should include a trip to at least one other region within the United States different from the host institution’s region. 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.

- Indicate the cities or other destinations to be visited, as well as the specific sites. Day trips or optional weekend excursions for programmatic and cultural visits are encouraged. Proposals should explain how the site visits and presentations included in the educational travel program relate to the Institute’s academic objectives and subject matter.

- The program in Washington, DC, should include a three-hour session with Department of State officials; the program officer responsible for the Institute will assist in making the arrangements for this session.

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

G. Logistical Considerations

The proposal should discuss your institution’s capacities to successfully manage this international exchange program and should include institutional strengths, such as faculty, libraries, relevant departments, and major administrative units.

- The recipient should plan to process participant forms, including but not limited to Medical Forms, SUSI Terms and Conditions, and Media Release Forms, which will be signed by participants, and notify ECA of any potential issues or concerns. All forms should be safeguarded since they contain Personally Identifiable Information (PII).

- **Housing and meal arrangements** are an important dimension of program planning and must be discussed in detail in the proposal. In general, participants should be housed on campus in university dorms or similar designated university housing. When feasible, it is encouraged to host participants with American roommates. It is preferred for daily classes to be within walking distance of participants’ housing and accommodations should be available for participants with disabilities. If possible, participants will have access to kitchen facilities, either in their own rooms or in a common room. A cafeteria meal plan combined with a cash allowance for food that will permit participants to cook or eat at local restaurants is strongly recommended. In many cases, participants may experience difficulties with
American eating customs due to religious or other dietary restrictions, cultural differences, and availability of familiar foods. Care should be taken to ensure that any special requirements regarding diet, worship, housing, and medical care are satisfied. Institute staff should be prepared to discuss such problems with the participants and seek solutions. To the extent permitted by budget limitations, participants should receive up to the USG per diem rate for meals and incidental expenses at the various program locales. See [http://www.gsa.gov/perdiem](http://www.gsa.gov/perdiem) for current U.S. government per diem rates.

- **Pre-departure materials** should be available to participants via an Institute website or email at least six weeks before the start of the program. For participants who do not have Internet access, your institution should make arrangements to send hard copies of these materials by express mail to the U.S. embassy or directly to the participants, as appropriate. A virtual pre-departure orientation is recommended, allowing participants the opportunity to connect with program staff and ask questions in real time. Program materials and websites should be updated regularly to provide changes in the program schedule, readings, photos of Institute activities, and other useful information.

- **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, review safety and security procedures, and provide general information that will facilitate the participants’ adjustment to daily life in a new cultural environment. Important topics will be safety, security, medical issues, and availability of foods to which participants are accustomed or 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 the classroom that encourage active participation by all participants, respect for the views of others, concise comments and questions that keep the students on-topic, and other ground rules that will promote effective class discussion throughout the program.

- **Opening and closing events** (e.g., luncheon, dinner, or reception) should formally inaugurate the program, inviting interested college/university and community representatives and ECA staff.

- **Access to resources** should be arranged, including campus libraries, computer and internet facilities, on-campus disability and counseling resources, local and national newspapers and periodicals, and radio and television. A formal orientation to library services should be conducted during the first week of the program, and computer training and technical support should be provided for those participants who require it. Reasonable accommodations should be made for any participants with disabilities and up to $2,000 should be budgeted toward this expense.

- **Evaluations** should be conducted on a regular basis to ensure that academic, administrative, and personal problems are acted upon promptly. Copies of surveys and data should be available to the ECA program officer upon request. At the conclusion of the Institute, a formal evaluation session should 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 affect U.S. communities too.

Please note: All participants will be required to return to their home countries immediately upon the conclusion of the program. Travel to visit family or friends elsewhere in the United States will NOT be permitted before, during, or after the program, including on unscheduled weekends during the academic residency period. Family or friends may be permitted to visit the participants while the latter are in residence at the host institution, at the discretion of the recipient and in consultation with ECA, provided that such visits will not prove disruptive to the program. At no time will family or friends be permitted to accompany the participants during scheduled program activities, whether such activities are mandatory or optional. Institute staff should arrange to escort all participants to airports for their return travel and to remain at the airport until the students have checked in and entered the security departure area.

H. Fostering Mutual Understanding

The Bureau of Educational and Cultural Affairs mission is to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange that assist in the development of peaceful relations.

In order to promote this mission, the program should provide ample opportunities to attend informal and formal gatherings with ordinary Americans from a variety of ethnic, social, and professional backgrounds, as well as with U.S. college students. In addition to including up to 10 American students in the academic coursework, the program should strive to include as many of the following program components as possible:

- A weekend-long home stay with a local family;
- A structured way for participants to present their country’s history and culture to diverse groups of Americans;
- A peer system where U.S. students or “cultural ambassadors” are partnered with international participants for recreational evening and weekend activities;
- Informal group activities between the participants and members of the local community; and
- Mentoring relationships between participants and academically appropriate host institution professors or professionals in the community.

I. Alumni Outreach/Follow-on Activities

Proposals should provide plans for continued follow-on programming (with minimal ECA support) that ensures 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 between the people of other countries and the people of the United States. The proposal should include an outline of follow-on alumni programming (including a timeline), information on how it will be coordinated with existing alumni efforts, and a description of how long-term linkages with alumni will be fostered and maintained. Examples of successful past follow-on activities include, but are not limited to, structured mentoring programs, small grant competitions, alumni reunions or workshops, monthly web discussions, reverse exchanges, cooperative publications by participants and their American peers, and distance learning opportunities for alumni. Applicants
should incorporate the online community 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. For proposed follow-on activities taking place outside of the United States, ECA must first approve these plans. Alumni activities should be financed using the line item budgeted for follow-on activities (up to $5,000 per year) as well as significant cost-sharing by the applicant organization.

Please refer to the Proposal Submission Instructions (PSI) for additional information.

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 theme
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. Number and description of participants
   b. Wider audience benefiting from program (overall impact)
   c. Geographic diversity of program, both U.S. and overseas
   d. Fields covered
   e. Anticipated results (short and long-term)

Narrative
In 20 double-spaced, single-sided pages, in size twelve Times New Roman font, 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

Additional Information to be Submitted

- Detailed Budget, Summary Budget, and Budget Narrative
- Calendar of activities/itinerary for the Institute
- Tentative program including academic sessions, site visits, and the study tour
- Social Media and Traditional Media Plan
- Resumes and CVs (resumes of all new staff should be included in the submission; no resume should exceed two pages.)
- Letters of endorsement
- First time applicant attachments (if applicable)
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 Institute budget template is provided as a PDF document as part of the application package for this solicitation. You are not required to use this template, but it is suggested that you refer to the template for allowable costs and required Institute expenses. You may request this budget template in Excel format by contacting Tania Jazynka by email at JazynkaT@state.gov or by telephone: 202-632-3277. Please note there are four tabs in this document, the Budget Guidelines, the Summary Budget, Budget Categories, and the Detailed Budget Template. Applicants should complete tabs 2-4, where applicable. If applicable, separate budgets for any 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 allowable costs.

Allowable program costs include but are not limited to: round-trip international airfare; visa related travel; international travel allowance ($100 per participant); baggage fees; ground transportation; other transit costs; DC administrative briefing travel for up to two Institute staff members; study tour travel for participants and Institute staff; supplies; honoraria for speakers (not to exceed $250/day per speaker); cultural allowance ($200 per participant); book allowance (up to $600 per participant); participant admissions; Institute sub-award(s); educational materials; web hosting; welcome and farewell events; lodging; meals and incidentals; follow-on ($5,000); mailing (optional $200 per participant maximum), communications (e.g. participant cell phones or sim cards); tax withholding; reasonable accommodation contingency ($2,000 per Institute); and medical contingency (optional).

Allowable administrative costs include but are not limited to: staff salaries; benefits; support services for the program (fringe benefits should be stated separately from salary costs); communication; printing and publishing; supplies; indirect costs; and other fees associated with the normal administration of exchange programs.

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

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

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

Applicant institutions should attempt to maximize cost-sharing throughout the program by enlisting the support of the U.S. private sector, including foundations and corporations. ECA reserves the right to reduce, revise, or increase proposal budgets and participant numbers and the number of institutes based on program needs and the availability of U.S. Government funding.

APPLICATION SUBMISSION
The NOFO indicates the date the complete proposal is due and the manner in which proposals must be submitted. There are NO EXCEPTIONS to this deadline. For further information regarding this program or the competition, contact Program Officer Tania Jazynka at (202) 632 3277, email at JazynkaT@state.gov in the Study of the U.S. Branch, U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of Academic Exchange Programs, ECA/A/E/USS, SA-5, 4th Floor, 2200 C Street, NW, Washington, DC 20037.