

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

Youth Leadership and Teacher Professional Development Program with Bosnia and Herzegovina **Funding Opportunity Number ECA-ECAPEC-14-045**

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 Youth Leadership and Teacher Professional Development Program with Bosnia and Herzegovina. Proposals must conform to the RFGP, the Guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Applications 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 Youth Leadership and Teacher Professional Development Program with Bosnia and Herzegovina, but also establishes guidelines for the implementation of the cooperative agreement.

I. STATEMENT OF WORK

The U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) and the Office of Public Affairs (OPA) of the U.S. Embassy in Sarajevo, Bosnia and Herzegovina, are supporting the participation of high school youth and adult educators in an intensive, substantive three- to four-week exchange in the United States in spring 2015 (April/May).

The exchange delegation of 21 participants will include 18 students and three teachers from select cities in Bosnia and Herzegovina.

The exchange activities will introduce the participants to a comprehensive survey of civic education, community service, and youth leadership development. Activities will focus on building their knowledge and skill levels in these areas. The students and educators will participate in workshops, community service activities, meetings with community leaders, and discussion groups and will have opportunities for substantive interaction with each other and their American peers.

The award recipient's responsibilities will be the following:

- 1) Preparation
 - a) In cooperation with OPA, contact participants before the program to provide them with

program information, pre-departure materials, and to gather information about their specific interests.

- b) Enroll 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.
 - c) In cooperation with OPA, conduct a pre-departure orientation for participants in Sarajevo, providing general and program-specific information, as well as intercultural training.
 - d) Hire and train staff, as needed, to accompany participants during the exchange period. Criminal background checks, including a search of the Department of Justice's National Sex Offender Public Registry, must be conducted for all program staff and for new staff prior to hiring.
 - e) Make housing arrangements. Carefully recruit, screen, and select diverse local host families to offer homestays (including lodging and meals) to the participants for the majority of the exchange period. Criminal background checks, including a search of the Department of Justice's National Sex Offender Public Registry, must be conducted for all members of host families and others living in the home who are 18 years or older.
 - f) Monitor housing arrangements to ensure the health and safety of participants.
 - g) Orient participating organizations, staff, and host families to the goals of the program and to the cultures and sensitivities of the visitors.
- 2) Exchange Activities
- a) Design, plan, and implement a three- to four-week exchange program on the stated themes. Exchange activities must promote program goals. Activities will be school and community-based, as appropriate to the project, and will enable the exchange participants to engage with American teenagers.
 - b) Provide opportunities for the adult participants to work with their peers and other professionals, volunteers, and youth advocates with whom they can discuss the support of youth development.
 - c) Organize activities in one or two communities, in addition to a program segment in Washington, DC.
 - d) Arrange appropriate community, cultural, social, and civic activities.
 - e) Engage participants in at least two community service activities during the exchange. The program should provide context for the participants – identifying community needs, volunteerism, charitable giving, etc. – and a debriefing so that the service activity is not an isolated event and helps participants see how to apply the experience at home.
 - f) 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 OPA about any significant health or safety issues affecting program participants.
 - g) Provide a closing session to summarize project activities, prepare participants for their return home, and plan for the future.
- 3) Follow-on activities
- a) In cooperation with OPA, conduct follow-on activities with program alumni that reinforce values and skills imparted during the exchange program and help them apply what they have learned to serve their schools and communities.
 - b) Present creative and effective ways to address project themes, for both program

- participants and their peers, as a means to amplify program impact.
- c) Support alumni in making presentations or preparing articles to share their experiences once they return home.
 - d) Arrange visits by project staff, trainers, or educators to Bosnia and Herzegovina several months after the exchange in order to further the training started during the exchange.
- 4) Design and implement an evaluation plan that assesses the impact of the program (See section IV.3d.3 of the RFGP).
 - 5) Work in consultation with ECA and OPA in the implementation of the program, provide timely reporting of progress, and comply with financial and program reporting requirements.
 - 6) Manage all financial aspects of the cooperative agreement, including stipend disbursements to the participants and management of sub-award relationships with partner organizations.

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

- 1) Serving as the in-country partner and managing the recruitment and selection of the participants, arranging and paying for the international travel, and overseeing follow-on activities.
- 2) Providing advice and assistance in the execution of all program components.
- 3) Facilitating interaction within the Department of State, to include ECA, the regional bureaus, and overseas post.
- 4) Arranging meetings with Department of State/Embassy officials.
- 5) Issuing DS-2019 forms and J-1 visas for the participants. All participants will travel on a U.S. Government designation for the J Exchange Visitor Program.
- 6) Approving host family applications, publicity materials, and the calendar of exchange activities.
- 7) Monitoring and evaluating the program, through regular communication with the award recipient and possibly one or more site visits.
- 8) Performing an annual performance evaluation/review. Satisfactory performance and the availability of funds is a condition of continued administration of the program and execution of all option years.

II. PROGRAM SPECIFIC GUIDELINES

Below are the profiles of the youth and adult participants that the U.S. Embassy in Sarajevo will be seeking for participation in this program.

Youth participants will be high school students between the ages of 15 and 18 years old at the start of the exchange; demonstrate leadership aptitude, an interest in community service, and in the project theme; exhibit flexibility, maturity, integrity, good social skills, and open-mindedness; have the motivation necessary to be active and successful exchange participants; and are proficient in English.

The adult participants will be teachers or school administrators/educators who demonstrate an interest in assisting youth to become productive and responsible members of society; exhibit maturity and open-mindedness; are supportive of the teenage participants; are proficient in

English; and expect to remain in teaching positions or other positions of influence on young leaders.

The adults will need to be thoroughly briefed on their roles during the project. Although they are to be full exchange participants, they will also serve as chaperones. They will have program sessions with the youth, as well as separate program activities designed just for them. It is important that they be prepared to allow the students to be vocal, candid, and active participants. At the same time, their shared experience with the students will allow them to serve as adult advocates for the alumni once they return home.

Orientations: The award recipient will work with OPA to conduct a pre-departure orientation in Sarajevo several weeks before the U.S exchange to prepare the participants for the activities ahead. The pre-departure orientation, in conjunction with a welcome orientation, will introduce the participants to their host community and will provide a general introduction to the United States, information related specifically to the objectives and themes of the program, and administrative information.

Exchange Program: The program should consist primarily of interactive activities, practical experiences, and other opportunities that provide an introduction to the civic, cultural, and educational institutions of the United States. Activities should use hands-on methods to help the participants learn about the fundamentals of civil society and community activism, build their leadership skills, and develop similar activities for their peers back home. 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 workshops or training sessions, simulations and role-playing, teambuilding exercises, case studies, volunteer service, leadership training, meetings, classroom visits, site visits, and social time among peers. Many of these should be planned in conjunction with school and community activities that create educational opportunities for both the exchange participants and their hosts/peers. Exchange participants should not attend classes in a school for more than a few days. Cultural and recreational activities will balance the schedule.

Programming must include opportunities for the participants to have substantive engagement with American teenagers throughout the exchange. This may include community service, cultural activities, workshops, homestays, and/or school visits.

The program will also provide opportunities for the adult educators to work with their peers and other professionals to learn about new topics and methods in education and support for youth activism.

Examples of the kinds of program activities that may be included:

- Community service/volunteer activities
- Peer training/education workshops
- Training in project planning

- Teambuilding exercises
- Leadership development with workshop trainers or organizations
- Meetings with government, community, and business leaders
- Computer training that emphasizes research, critical thinking and analysis, and the use of the computer and Internet as resources in education and business
- Exercises related to increasing tolerance and developing strategies for future collaboration and cooperation among participants
- 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 principals of government, history, and society with tourism
- Sports, drama, fine arts, musical and other extracurricular activities which provide opportunities for participants to work and play together

Exchanges will end with a closing session that focuses on summarizing the experience, developing action plans for activities at home, and preparing for re-entry. The ideas and action plans to be implemented at home should spring from the participants, but the project staff should be prepared to encourage, assist and direct the participants in developing these plans both during the exchange and during the follow-on period.

Sites: The delegation should spend time in no more than one or two locations, in addition to Washington, DC, so that the participants have time to familiarize themselves with a community. Applicant organizations should describe the rationale for their location selections. The Bureau encourages applicants to consider proximity to sites of historical or cultural interest, access to organizations that can conduct appropriate workshops, and representation of the diversity of the United States. The Washington, DC, segment may take place at any time during the exchange; during this segment, ECA may arrange a meeting for the group with State Department officials.

Accommodations: Homestays with local families must be arranged for the majority of the exchange period. A dormitory, hotel, or other housing with appropriate adult supervision is an acceptable arrangement for other segments of the program.

Applicants must have a clear and detailed recruitment, screening, and selection process for host families. They must also provide the families with an orientation prior to the arrival of their exchange participants, emphasizing the goals of the program. Screening needs to include a visit to the home to meet all members of the household to ensure that the host family is capable of providing a comfortable and nurturing home environment. Criminal background checks, including a search of the Department of Justice's National Sex Offender Public Registry, must be conducted for all members of host families (and others living in the home) who are 18 years or older. The orientation will provide families with detailed information on the exchange program, the parameters of their participation, duties and obligations, and information on cultural differences and practices.

ECA encourages diversity in the recruitment and selection of host families. They may represent diversity in family size and structure, race and ethnicity, socio-economic status, religion, and

geography. Exchange participants must be afforded private space in the home. While exchange participants may share a room with someone of a similar age and the same gender, they must have their own bed. Participants may be placed with host families as singles or together with other exchange participants. Host families need to have adequate financial resources to undertake hosting obligations.

Follow-on Activities: The award recipient(s), in cooperation with OPA, will facilitate the exchange participants' design and implementation of follow-on projects that serve a need in their home communities and provide them with an opportunity to employ their new project planning skills. With the assistance of the adult alumni, the recipient will guide the youth in these activities. The recipient will need to establish a means of on-line communication with the group through social media or a website, which will also be accessible by ECA and OPA, to help support them in their project activities. ECA seeks creative ideas to ensure that alumni can effectively pursue the remaining activities of the program, particularly ideas that amplify the program impact through peers.

Applicants should develop a plan to provide materials to program alumni and to conduct a follow-on seminar by a U.S. coordinator and/or trainer in Bosnia and Herzegovina in the fall following the project. The follow-on activities should focus on reinvigorating, focusing, and inspiring the alumni group and assist them in furthering their action plans. The seminar may also include some additional practical skills training, although that will be secondary to reinforcing the topics of the U.S. program. This trainer(s) may travel to the relevant Bosnian communities to meet with past participants and adult leaders (e.g., school principals, teachers, community leaders). The post will provide some logistical assistance for this follow-on activity. The award recipient must forward to the Bureau Program Officer and OPA Sarajevo a program plan, including seminar objectives and a schedule at least eight weeks before departure to Bosnia and Herzegovina.

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 short- and medium-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 OPA on a regular basis about program activities, including participant selection and orientations, publicity, international travel, exchange activities, 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, and will be required to obtain approval of any significant program changes in advance of their implementation. All

materials and correspondence related to the program will acknowledge this 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 proposal describing the program in a convincing and comprehensive manner. Since there is no opportunity for applicants to meet with reviewing officials, proposals 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.

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

- Microsoft Word
- Microsoft Excel
- Adobe Portable Document Format (PDF)
- ASCII Text
- Joint Photographic Experts Group (JPEG images)

Proposals should include the following items under the section headings in the GrantSolutions Application Checklist:

Online Forms

SF-424, "Application for Federal Assistance"

SF-424A, Budget Information – Non-Construction Programs

SF-424B, "Assurances - Nonconstruction Programs"

Include other attachments, if applicable, such as indirect agreements, form 990, SF-LLL, etc.

Executive Summary

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

1. Identification of applicant and any significant participating organizations
2. Beginning and ending dates of the exchange
3. Nature of activity and venues
4. Anticipated results (short and long-term)
5. Funding level requested from the Bureau, program cost, total cost-sharing from applicant and other sources

Narrative

Within 20 double-spaced, single-sided pages, 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.

2. **Participating Organizations:** Identify any primary partner organizations for the program, their roles, and the applicant's reasons for including them.
3. **Project Activities:** Describe the components of the exchanges and how they are related to the program goals and themes, including project planning, orientations, educational activities, cultural activities, meetings, site visits, community service, and the closing session. Outline programming for the educators. A detailed outline of the three- to four-week exchange should be included in the appendix. Describe engagement with American teenagers, including how they will be identified and what the activities will be. Also, describe support for follow-on activities including the visit by project staff or trainers.
4. **Travel, Housing, and Other Logistics:** Detail how the applicant will arrange domestic travel; arrangements for homestays (be specific about the recruiting and screening process) and for dormitory, hotel, or other housing; ground transportation; stipend disbursement; and any other relevant administrative matters.
5. **Program Monitoring and Evaluation:** Describe plans for monitoring and ensuring the participants' safety and well-being while participating in the program, including during the homestays. The progress of the cooperative agreement should be monitored closely and ECA and OPA must be kept informed of activities. Proposals 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 and/or other evaluation tools.
6. **Diversity:** Explain how the program managers will pro-actively support diversity in program content, demonstrating how diversity can contribute to a vibrant civil society. Diversity should be defined broadly to include geographic, urban/rural, ethnic, racial, socio-economic, and religious diversity.
7. **Institutional Capacity and Project Management:** Outline the applicant organization's capacity to conduct 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. If applicable, include this information for primary partner organizations as well.
8. **Work Plan/Schedule:** Outline the phases of the project planning and implementation for the entire cooperative agreement period. Provide a draft schedule of daily activities of the exchanges in an appendix.

Additional Information to be Submitted

Budget Information

The level of funding available for the base year of this program is approximately \$110,000. Applicants should apply to implement a U.S.-based three- to four-week exchange program in spring 2015 for 21 participants. 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, as stated in the Proposal Submission Instructions. An explanatory budget narrative must also be included. For clarification, an applicant may provide separate sub-budgets for each program component, phase, location, or activity.

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

- Staff travel (international - for orientation and for follow-on activities - and domestic)
- Participant travel (within the United States)
- Orientations
- Cultural and social activities
- Meeting costs
- Lodging, when not in homestay
- Food (primarily group meals)
- 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. Stipends for host families are not allowed as a grant-funded or cost-share item. 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 and other sources.

Maximum limits on funding are as follows: 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 cooperative agreement. Organizations are encouraged to cost-share any rates that exceed these amounts.

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.

Letters of commitment

Include pledges to participate in the program's implementation from significant partner organizations and any receiving a sub-award. Letters from elected officials are generally not advised.

Resumes

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 or evaluation questionnaires. Extensive attachments will detract from your proposal.

First Time Applicant Attachments, if applicable

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.

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.

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 Branch Chief Carolyn Lantz Telephone: (202) 632-6421; Fax: (202) 632-9355; e-mail address: LantzCS@state.gov.