

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

FY 2022 Study of the U.S. Institutes for Global Student Leaders

Funding Opportunity Number: SFOP0008583

Office of Academic Exchange Programs, Study of the U.S. Branch (ECA/A/E/USS)

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

I. STATEMENT OF WORK

In a cooperative agreement, the Study of the U.S. Branch is substantially involved in program activities above and beyond routine monitoring. The Branch may request that the recipient make modifications to any part of the proposed program, such as the academic residency or educational travel components. These activities and the roles and responsibilities of the Department of State and your organization are outlined below.

The responsibilities of the award recipient are as follows:

Design, Management, Monitoring, and Evaluation of the Institutes

1. Design and oversee all aspects of five (5) Study of the U.S. Institutes for Global Student Leaders on Civic Engagement (2 Institutes); Economic Empowerment; Climate Change and the Environment; and Religious Diversity and Democracy. Each five-week Institute will host approximately 20 participants at a U.S. university or college campus for a total of 100 foreign undergraduate students;
2. Identify diverse U.S. host institutions and issue guidance on the development of curricula and other activities to ensure consistency and quality across all Institutes;
3. Provide and monitor sub-awards to selected host institutions to conduct the Institutes. Each host institution may conduct up to one Institute in summer 2023 and one Institute in winter 2024, but no host institution, including the primary recipient, may conduct more than one Institute in summer 2023;
4. Review academic syllabi and program calendars for each Institute and send to ECA for final review and approval;

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

General Program Management

7. In conjunction with host institutions and U.S. embassies, coordinate logistical and administrative arrangements for participants such as a pre-departure orientation; airport pick-up and drop off; lodging and meals; domestic travel and airline baggage allowances; medical treatment; and the disbursement of program funds, including travel allowances;
8. Prepare DS-2019 forms for all participants and expedite delivery of these forms to U.S. embassies well in advance of program start dates to allow for scheduling of J-visa interviews at the appropriate U.S. embassy or consulate abroad;
9. Enroll the participants in ECA's health benefits program, Accident and Sickness Program for Exchanges (ASPE), and/or another health benefits plan as directed by ECA for the duration of the Institutes and issue health benefits identification cards for each participant;
10. Develop health and safety protocols to protect the welfare of all participants. Protocols should include plans to specifically address participant health and safety in relation to the COVID-19 pandemic;
11. Conduct a virtual pre-departure orientation in coordination with U.S. embassies and consulates;
12. Disburse international travel allowances to participants;
13. Develop and implement, in coordination with ECA, a media (including social media) outreach plan to promote the program;
14. Ensure strict compliance with the U.S. State Department branding and signage requirements at events, in remarks, in program documentation, and online in all websites and social media posts;
15. Inform and consult with ECA about any program or participant problems, emergencies, or other issues as well as the progress of necessary action;
16. In coordination with U.S. embassies and consulates, arrange and purchase international round-trip travel for participants as well as any travel related to visa issuance;
17. Prepare and print certificates of completion for participants who successfully complete their Institute;
18. Assume overall responsibility for complying with all applicable tax treaties and Federal, state, and local laws on tax withholding and reporting for participants;
19. Provide participants with follow-on guidance and resources and facilitate continued interaction among participants after the conclusion of the Institutes;
20. Conduct an evaluation strategy that links outcomes of the Institutes to stated program goals and objectives to ensure that all Institutes meet comparable and high levels of quality in fulfilling program goals;

21. Create and maintain a database of program alumni that includes alumni success and impact stories to be shared with ECA;
22. Manage all ECA funds for this activity, including submitting required reports to ECA by the established deadlines; and
23. Provide reasonable accommodations for participant needs, including any necessary disability accommodations.

The responsibilities of the Department are as follows:

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

II. PROGRAM SPECIFIC GUIDELINES

A. Overview

The Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State invites proposal submissions for the design and implementation of five Study of the U.S. Institutes (SUSIs) for Global Student Leaders. Each five-week Institute should be designed for groups of 20 undergraduate students from countries around the world. Proposals should present an imaginatively designed academic residency and integrated educational study tour that includes community service, leadership and skills development, cultural activities, and substantive opportunities to interact with diverse groups of Americans. Four Institutes will take place in

summer 2023 and one in winter 2024.

All aspects of the program, including classwork, presentations, reading and writing assignments, leadership and skills development sessions, workshops, community service, site visits, and the study tour should be integrated to emphasize Institute themes and related sub-topics. Institutes must also contribute to the participants' understanding of the United States more broadly, including the history and evolution of U.S. society, culture, and institutions. The NOFO for this competition gives further guidance on the substance of the program and the themes. The conception and structure of the Institutes are the responsibility of the award recipient. It is essential that proposals provide a full, detailed, and comprehensive narrative describing how the recipient and host institutions will achieve the objectives of the program. A sample academic program, including lectures, discussions, presentations, site visits, etc. should be included. Proposals will be reviewed on the basis of the review criteria listed in the NOFO.

B. Program Dates

The anticipated award date for the cooperative agreement will begin on or about August 1, 2022, and end on or about September 30, 2026. The four summer 2023 Institutes should begin no earlier than June 1, 2023 and should conclude no later than August 15, 2023. The winter 2024 Institute should begin no earlier than January 3, 2024 and end no later than February 25, 2024. All Institutes should last approximately 36 days, including travel days. Concurrent Institutes are not required to begin and end on the same date.

C. Program Administration

Applicants' proposals must discuss their capacity and the capacity of host institutions to successfully manage international exchange programs, including institutional strengths such as relevant experience, departments, and major administrative units. Proposals should include a staffing plan that details how staff will share responsibilities. The award recipient must designate a **project director** to oversee all Institute, pre-departure logistics, alumni follow-on activities, sub-award management, and communications. During the Institutes, the project director will coordinate logistical and administrative arrangements to ensure an appropriate level of continuity among the various host institution programs, serve as the principal liaison between ECA and the host institutions, and serve as ECA's primary point of contact. The project director will be required to attend an administrative briefing that will take place either virtually or in-person in Washington, DC, at least six weeks before the start of the program.

The award recipient must also designate an **academic director** at each host institution who will be present through the academic programs in their entirety to ensure the continuity, coherence, and integration of all aspects of the academic program, including the study tour. The academic

directors will plan and implement the programs at their respective host institution, oversee day-to-day management of their respective Institutes, and monitor program participants. In addition, an **administrative director** or coordinator must be assigned at each host institution to overall program support services, including budgetary, logistical, reporting, and other administrative arrangements. Program coordinators and/or graduate student assistants may be employed to carry out clerical duties and to assist participants with their day-to-day needs but should not act as the participants' principal points of contact. Other staff may be designated as appropriate. Applicant organizations may choose to incorporate qualified "cultural ambassadors," "graduate mentors," or another appropriate name, at each Institute. These "ambassadors" must exhibit cultural sensitivity, an understanding of the program's objectives, and a willingness to accompany the foreign participants throughout the Institute.

D. Participants

Each Institute will host approximately 20 foreign undergraduate students, for a total of approximately 100 participants (80 in summer 2023, 20 in winter 2024). Participants will represent every world region. Individual Institute participant cohorts may be regional or global in their representation. ECA will determine the participating countries in consultation with the Department of State's regional bureaus and posts. ECA will make the final decisions regarding participating countries based upon Department priorities.

All participants will be between the ages of 18 and 25 and fully proficient in English. They will be highly motivated undergraduate students from colleges, universities, and other institutions of higher education, who demonstrate leadership through their academic work, community involvement, and extracurricular activities. Their fields of study will be varied, and may include sciences, social sciences, humanities, education, business, and other professional fields. The participants will come from a diverse range of communities and backgrounds with an emphasis on underserved and disadvantaged groups and those who have little or no prior international experience. The award recipient will NOT participate in the recruitment or selection of candidates. U.S. embassies and consulates will identify and nominate candidates and ECA will make the final selections of participants. Every effort will be made to select gender-balanced groups. A final participant list will be sent to the award recipient prior to the start of the Institutes.

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

E. Institutes

Each Institute should include a four-week academic residency at a U.S. college and a one-week

educational study tour. The academic residency component should be a specially designed and well-integrated seminar that imaginatively combines lectures, discussions, readings, debates, site visits, and regional travel into a coherent program. Applicants are encouraged to design creative programs that draw upon institutional strengths, including expertise on the Institute themes through faculty and other resources.

The four themes covered under this Institute are: Civic Engagement (two Institutes), Economic Empowerment, Climate Change and the Environment, and Religious Diversity and Democracy. In addition to topics related to the overall theme of each program, the Institutes should also address the influence of democracy, civil rights, diversity, equity, inclusion, accessibility, and freedom of expression in U.S. culture and society. Participants should gain a deeper understanding of the United States while at the same time developing their leadership skills.

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

Academic Residency: The academic residency component should:

- Consist of a carefully integrated series of interactive lectures, panel presentations, seminar discussions, debates, simulations, individual and group classroom activities, interactive workshops, and reading assignments.
- Be tailored for the particular group of foreign students and include discussions of issues relevant to the theme or countries/regions represented. It must not replicate an existing lecture course, survey, or graduate seminar designed for American degree candidates.
- Encourage active student participation in the educational process. The curriculum design should consider that the participants may have little or no prior knowledge of the United States and varying degrees of comfort in expressing their opinions. While participants are required to have sufficient English to fully participate in the program, they may have different levels of ability to speak or read English.
- Include course presenters who represent diverse backgrounds, viewpoints, and occupational fields on the topics and issues to be explored. In addition to host institution faculty, Institutes should include other relevant professionals as speakers (e.g., in government, media, private sector, religious and civic organizations, and the creative arts). Women and minorities should be appropriately represented as speakers and presenters in all programs.
- Allot time for discussion at each session and throughout the program to allow for questions and a collegial exchange of views among participants and presenters.
- Include **at least one leadership or skills development session** per week that should

build participants' leadership capacity. These workshops should be creative, highly interactive, team-oriented, and encourage participants to find ways of applying their new skills during and after the program. 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 for participants to experience first-hand the U.S. tradition of grassroots approaches to solving community problems. These activities should also serve as an opportunity to meet and interact with diverse Americans outside of an academic setting.
- Include day trips and excursions designed to reinforce the academic curriculum and deepen participants understanding of the United States, including historical sites, schools, neighboring towns or cities, and similar.
- Be intensive, yet leave sufficient free time for individual interests, social activities, exercise, and relaxation. The program schedule should include adequate time for reading and preparation of class assignments. Supervised, optional 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.

Study Tour: The educational travel program for each Institute should:

- Directly complement and reinforce the academic residency of each Institute.
- Be arranged and led by the Institute's academic director and principal Institute staff.
- Be approximately one week and include a visit to at least one region of the United States that is different from the host institution's region.
- Include an appropriate mix of professional-level meetings relating to the Institute's academic objectives, visits to cultural institutions, and recreational activities.

F. Logistical Considerations

- **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, ideally within walking distance to daily classes. If possible, participants should 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 on campus or at local restaurants is strongly recommended. Participants may experience

difficulties with American eating customs due to religious or other dietary restrictions, cultural differences, and availability of familiar foods. Institute staff should be prepared to discuss such problems with the participants and seek solutions. To the extent permitted by budget limitations, participants should receive up to the U.S. government per diem rate for meals and incidental expenses at the various program locales. See <http://www.gsa.gov/perdiem> for current U.S. government per diem rates.

- **Participant health and safety** is an ECA priority. The recipient should take into account the health, safety, and welfare of participants at all times during the program. This includes assisting participants to understand the ECA-sponsored Accident and Sickness Program for Exchanges (ASPE) health benefits program and to navigate the complex healthcare system in the United States. The recipient and host institutions should also help participants understand and navigate the national, state, local, and campus policies as they relate to COVID-19.
- **Virtual pre-departure orientations** (PDOs) should be organized by the recipient for all participants to prepare for the program. Topics may include, but are not limited to: setting expectations, U.S. cultural norms, diversity and inclusion, cross-cultural adjustment, health and safety guidelines and practices, and logistics. Pre-departure materials should be available to participants online or emailed at least six weeks before the start of the program. If needed, the award recipient should make arrangements to send hard copies of these materials by express mail to the closest U.S. embassy or consulate or directly to the participants.
- **An administrative orientation** to the United States and to the host campus for the participants should address administrative details of the program, identify campus and local resources, and provide general information that will facilitate the participants' adjustment to daily life in a new cultural environment. Important topics will be security, medical problems and protocols, harassment and reporting, and availability of foods to which participants are accustomed or which meet specific dietary requirements.
- **An academic orientation** should provide participants with a concise overview of the program, including principal objectives and major themes. The academic director should also use this opportunity to discuss guidelines for behavior that encourages active participation by all class members, academic integrity, respect for the views of other participants, concise comments and questions that keep the students on-topic, and other parameters that will promote effective class discussion throughout the program.
- **Opening and closing events** (e.g., lunch, dinner, or reception) should formally inaugurate and close the program. These events typically include representatives from the host institution as well as individuals from the broader local community.
- **Access to resources** should be arranged, including campus libraries; computer and

internet facilities; health services; on-campus disability resources; counseling services; and local and national newspapers, periodicals, radio, and television. Host institutions should conduct a formal orientation to library services during the first week of the program and should provide participants with computer training and technical support, as needed. Reasonable accommodations should be made for any participants with disabilities. Applicants should budget up to \$2,000 per Institute for reasonable accommodations.

- **Monitoring and evaluations** should take place on a regular basis to ensure that staff promptly respond to academic, administrative, and personal problems. At the conclusion of the Institutes, a formal evaluation session should be conducted to allow participants to comment on all aspects of the program. Additionally, the recipient will be responsible for conducting post-program evaluations and collecting alumni success stories to share with ECA. The recipient may wish to share data on how these exchange programs also affect U.S. communities.
- **Travel allowances** should be disbursed to each participant to support travel to and from the United States. Each participant should receive \$100 total.

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. 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 the airport for their return travel and to remain at the airport until the students have checked in and entered the security departure area.

G. Fostering Mutual Understanding

ECA's mission is to foster mutual understanding between the people of the United States and the people of other countries to promote friendly and peaceful relations. In order to promote this mission, the program should provide ample opportunities to attend informal and formal gatherings of ordinary Americans from a variety of ethnic, social, and professional backgrounds as well as with U.S. college students. Programs should strive to include as many of the following 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 international participants are paired with U.S. students for

- individualized recreational evening and weekend activities;
- Classes with U.S. students or accommodations with U.S. roommates, if possible;
 - Informal group activities between the participants and members of the local community; and/or
 - To the extent possible, mentor relationships between participants and academically-appropriate host institution professors.

I. Alumni Outreach/Follow-on Activities

Proposals should provide a plan for continued follow-on activities (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 among the people of other countries and the people of the United States. The proposal should include an outline of follow-on alumni programming (including a timeline); information on how it will be coordinated with existing alumni efforts; and a description of how the recipient will foster and maintain long-term linkages with alumni. 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. Alumni activities should be financed using the line item budgeted for follow-on activities as well as significant cost-sharing by the applicant organization. Please refer to the Proposal Submission Instructions (PSI) and the sample budget template for additional information.

III. PROPOSAL CONTENTS

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

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

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

- Microsoft Word
- Microsoft Excel
- Adobe Portable Document Format (PDF)

Prior to submitting applications through Grants.gov, please ensure you meet all Grants.gov system and software requirements, including Adobe software compatibility. You can verify if your version of Adobe software is compatible with Grants.gov, by visiting <https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>.

- ASCII Text
- Joint Photographic Experts Group (JPEG images)

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

Online Forms

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

Program Narrative

Executive Summary: In one double-spaced page, Times New Roman font, size 12, 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, Times New Roman font, size 12, 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

Supplemental Information

1. A sample calendar of activities and syllabus
2. Letters of endorsement
3. Resumes and CVs (resumes of all staff should be included in the submission; no resume should exceed two pages.)
4. First Time Applicant Attachments, if applicable.

Detailed Budget

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

You may request a budget template in Excel format by contacting Tania Jazynka at JazynkaT@state.gov. Please note that you are not required to use this template. There are three tabs in this document, the Budget Guidelines, Budget Categories, and the Detailed Budget Template. Applicants should complete tabs 2-3, where applicable. If applicable, **separate budgets for host institutions** should be included and should resemble the Detailed Budget Template for the award recipient. You are urged to be as detailed and specific as possible, adding line items if needed. You may wish to include any of the listed allowable costs.

Allowable program costs include but are not limited to:

- Staff salaries and benefits (fringe benefits should be stated separately from salary costs). Each staff person must be listed separately. Provide the percentage of time spent on the program;
- Institute costs including, but not limited to, honoraria for speakers (not to exceed \$250 per day), educational materials, lodging, room rental(s), welcome and farewell events, and participant admissions;
- Travel costs including, but not limited to, round trip international airfare, visa travel, ground transportation, domestic travel, and other transit costs;
- Per participant allowances including baggage allowance, international travel allowance (\$100), book and cultural allowance (up to \$200 for each), and meals and incidentals;
- Follow-on activities (up to \$5,000 per Institute);
- Other direct expenses;
- Sub-award agreements for host institutions;

- Tax withholding;
- Wire transfer fees;
- Consultant fees;
- Printing and publishing;
- Supplies
- Postage (optional \$200 per participant maximum)
- Web hosting;
- Communications (e.g. participant cell phones or SIM cards);
- Medical contingency;
- Health benefits, as necessary;
- Medical costs related to the pandemic including, but not limited to, medically required quarantine (outside of medical facilities covered under the health benefits provider);
- Medical contingency
- Reasonable accommodations contingency (suggested \$2,000 per Institute);
- Travel costs for administrative briefing in Washington, DC;
- Indirect costs; and
- Other cost categories as necessary.

Please refer to the Solicitation Package for complete budget guidelines and formatting instructions.

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

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

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

Applicant institutions should attempt to maximize cost-sharing throughout the program by enlisting the support of the U.S. private sector, including foundations and corporations. ECA reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and the availability of funds.

APPLICATION SUBMISSION

The solicitation document indicates the date the complete proposal is due and the manner in which proposals must be submitted. **There are NO EXCEPTIONS to this deadline.** For further information regarding this program, call Program Officer Tania Jazynka at (202) 230-9898, ECA/A/E/USS; email: JazynkaT@state.gov.