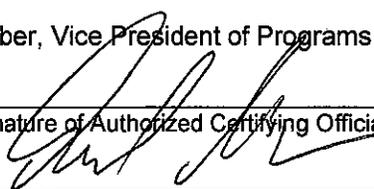


**PERFORMANCE PROGRESS REPORT
SF-PPR**

		Page 1	of 2 Pages
1. Federal Agency and Organization Element to Which Report is Submitted U.S. Department of State		2. Federal Grant or Other Identifying Number Assigned by Federal Agency S-ECAGD-13-CA-067(AR)	
		3a. DUNS Number 112933580	
		3b. EIN 020557010	
4. Recipient Organization (Name and complete address including zip code) Youth For Understanding USA, 641 S Street NW, Suite 200, Washington, DC 20001		5. Recipient Identifying Number or Account Number	
6. Project/Grant Period Start Date: (Month, Day, Year) End Date: (Month, Day, Year) March 28, 2013 August 31, 2014		7. Reporting Period End Date (Month, Day, Year) August 31, 2014	8. Final Report? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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10. Performance Narrative <i>(attach performance narrative as instructed by the awarding Federal Agency)</i> Please see attached report.			
11. Other Attachments <i>(attach other documents as needed or as instructed by the awarding Federal Agency)</i>			
12. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.			
12a. Typed or Printed Name and Title of Authorized Certifying Official David Barber, Vice President of Programs		12c. Telephone (area code, number and extension) 202-774-5214	
		12d. Email Address barber@yfu.org	
12b. Signature of Authorized Certifying Official 		12e. Date Report Submitted (Month, Day, Year) December 17, 2014	
		13. Agency use only	

Youth For Understanding USA, Inc.

Final Program Summary Report: Agreement # S-ECAGD-13-CA-067 (AR)

DUNS: 112933580; TIN: 020557010

Reporting Period: March, 2013 – August 31, 2014

Youth For Understanding USA, in partnership with YFU Germany, effectively administered the 2013-2014 Congress-Bundestag Youth Exchange to 50 American and 57 German participants. Students, host families and schools were carefully recruited, selected and prepared to deliver optimum program results. All participants were oriented prior to the exchange and fully supported by trained staff throughout the year.

Host family placement, school enrollment and travel logistics were smoothly coordinated by YFU staff, allowing students to arrive and concentrate on making the most of their CBYX experience. Students adjusted to their new lives on exchange with the full support of trained YFU staff. Issues that arose in the course of the program were promptly addressed and YFU staff worked to help both students and host families make any necessary adjustments. Students in both countries were contacted by their support personnel at least once a month to assess their situations. Despite continued contact and taking advantage of available help, three German and four American students did make the difficult decision to end the exchange for a variety of reasons.

Orientations were a continued focus for the 2013-2014 CBYX program. YFU students enjoyed local Pre-Departure Orientations (PDOs), the optional National PDO in Chicago, IL, the month-long Orientation and Language Course (OLC) in Germany, as well as post-arrival, mid-year and local re-entry orientations.

Re-entry orientations were held throughout the United States for the German students preparing to return home. The students discussed their exchange experience and the feelings that they had about their experiences and returning home. YFU USA volunteers and staff were on hand to support the students through their feelings and emotions about nearing the conclusion of their program.

The American students attended both local and CBYX specific re-entry orientations. The scholarship recipients spent 5 days in Berlin to explore the German capital, German history and politics, and to reflect upon their exchange experience. They participated in exciting events like a city tour tailored to American exchange students and went to see other cultural events they could choose from. The 'CBYX Berlin Day' was a two-day event this year due to the 30th anniversary. On the first day a discussion about 30 years of the CBYX program took place in which some of the participants were able to participate. The students were able to view the Reichstag and were greeted by several politicians. Furthermore, the students participated in a discussion with German politicians and the US Ambassador to Germany. On the second day the students were invited to the Reichstag again where they enjoyed the festivities to the 65th anniversary of the German constitution.

As students were preparing to depart on their journey home, they were sad to leave but also excited to see their families back home. Many of the students were already planning trips for their friends and host families to visit them!

YFU is pleased with the progress participants made throughout the study and YFU believes that the program goals of creating personal relationships, language learning and lasting U.S.-German understanding were accomplished.

American Youth Leadership Program Final Report

Partners of the Americas

Partners of the Americas envisions an interconnected global neighborhood where people and organizations reach their fullest potential through long-lasting partnerships. Its mission is to connect people and organizations across borders to serve and to change lives through lasting partnerships. In 2013 and 2014, Partners' American Youth Leadership Program (AYLP) to Paraguay engaged 45 youth, who ranged from 15 to 17 years of age, and adults from 9 different U.S. states and the District of Columbia. However, the impact of this program went far beyond this targeted group. Host families and youth, students, and other groups that the AYLP participants interacted with during their travels were also engaged through the program and thus were exposed to the program activities and U.S. culture.

Participants collectively rated the program's impact on personal growth related to program goals after the exchange at and well above a 4 on a Likert scale ranging from 1 to 5 for the years 2013 and 2014 combined. These included being better prepared to take on roles of leadership, learning ways to improve their community, increased comprehensive knowledge of Paraguay, cultivating friendships with Paraguayans, and sharing their own culture in the host community. Assessing the knowledge of the host country before and after the exchange, there was a significant increase of two Likert scale points on average among nine different features of the country. These include knowledge of Paraguay's government, civic responsibility, diversity, community service, and daily life. Overall, the results detailed in the following final report indicate that this AYLP program successfully promoted mutual understanding between the people of the U.S. and the people of Paraguay; formed responsible citizens and contributing members of their communities; impacted participants' lives in ways that incentivize a continued exploration of Paraguayan and foreign cultures; improved participants' understanding of Paraguayan cultural traits in addition to advancing and developing skills that are necessary for international dialogue and global competitiveness.

the American Youth Leadership Program succeeded in its goals to promote mutual understanding; prepare youth leaders to become responsible citizens and contributing members of their communities; spark an interest in learning about foreign cultures among American youth; and develop a cadre of Americans with cultural understanding who are able to advance international dialogue and compete effectively in the global economy. Additionally, the program has provided a space for participants to impact their communities and promote these same values with their peers through presentations and follow-on service projects. The open model Leadership in Action Project model allowed the YAs to develop projects that were most appropriate for each situation.

Additionally, while not within the original scope of the program, Partners continues to work with the AYLP participants to help them expand their projects and connect to other youth through local Partners chapters or networks such as the Global Youth Volunteers (GYV) network and its regional branch the Red 2021 which launched during the IAVE and Partners World Summit for Youth Volunteering in 2011. These avenues allow AYLP participants to continue engaged in the pillar themes of the program and therefore have reinforced the goals of AYLP activities.

Strengthening Leadership Capacity and Professional Skills: A Women's Economic Empowerment Program with Tanzania, South Africa, and the United States.

S-ECAPE-12-GR-198(FA) - Final Program Report

Submitted by Michigan State University

Strengthening Leadership Capacity and Professional Skills: A Women's Economic Empowerment Program with Tanzania, South Africa, and the United States, provided the opportunity for two cohorts from South Africa and Tanzania to learn about women's economic empowerment, leadership development, and business development-related issues through a four-week program in the US, and two cohorts from the US to travel to South Africa and Tanzania to share and exchange professional expertise on gender issues, domestic violence and violence against children, business development, and health issues in a two-week in-county program.

The first and second African cohort arrived in Michigan in April and October, 2013, respectively. The program included three weeks in Michigan and one-week in Washington D.C. In Michigan, program participants participated in various training, seminars, and site visits with MSU faculty and representatives from government, union, and private sector institutions, and were placed in private and public organization to complete a three week professional affiliation. In Washington D.C., participants joined the US Department of State Professional Fellows Congress with participants from other funded grantee programs. The first and second American cohort visited South Africa and Tanzania in September 2013 and July 2014, respectively. The American outbound group met with program alumni from South Africa and Tanzania, and leaders from government, business, and civil society to discuss new strategic partnerships on bilateral and global issues. They met with program alumni in both countries to share experiences, insights, and views and became stronger in their purpose of empowering women. The program also provided a platform for American participants to build professional relationships with African women leaders and seek to integrate African perspectives into their organizations.

Program outcomes are wider, deeper, and considerably more important than can be foreseen right now as American and African participants continue to build and foster partnerships and collaboration, promote and increase educational opportunities, capacity building, and access to financial resources to economically empower women in Africa. Since their return home, program participants have had a direct positive impact on reducing the vulnerability of women and children by developing new programs in their communities, seeking funding opportunities from governmental and private sector, opening small business and creating jobs and opportunities for others, and working with the private and public sector to create new and better ways to economically empower women. They have become agents of change, and are exercising greater leadership skills and implementing new and innovative approach to old problems they face in their communities and organizations. It is highly impressive the level of knowledge transfer, mentoring, leadership and influence exerted by program alumni in issues related to women's right, gender violence, small business creation, and business development in South Africa and Tanzania. Program alumni also expressed that their lives had personally and professionally transformed as a result of their participation in the program. An approach of "shared resources, shared benefits" is still strong among program participants and promises to strengthen linkages between and among African and American women.

Museums Connect: Building Global Communities

FFATA: S-ECACU-12-CA-100(SS)

Museums Connect, administered by the American Alliance of Museums (AAM) for the Bureau of Educational and Cultural Affairs of the United States Department of State, is a program of museum-based exchanges that strengthen connections between people of the United States and abroad. Museums Connect received \$1.1 million in 2013 to support 10 projects funded at levels between \$54,548 and \$106,310. Museums, community participants, and other organizations contributed \$751,748 of the total sub-award pool in matched funds to further support project activities.

Each project aimed to teach participants about each other's cultures while learning valuable lessons on a variety of important issues. Participants learned similarities between the African Diasporas of their areas (Brazil and Maryland), discovered the value of locally sourced food and cooking (Ecuador and Pittsburgh), designed clothing with features from another culture (Jerusalem and Minnesota), used flags as a cross-cultural learning tool (Malaysia and San Francisco), used art to answer the simple yet challenging question "What feeds us?" (Mexico and San Antonio), learned about nutrition and the food cycle (Nigeria and Pittsburgh), learned about environmental protection in different countries (Peru, San Diego, and Hawai'i), saw how different communities work to preserve traditional culture (the Philippines and Washington state), discussed how climate change and severe weather affects individuals' views of home (Samoa and New York), and networked with families with autism to help understand resources (Spain and New York).

When possible, museums and participants reached out to local communities to share what they learned through the projects. Project organizers empowered participants, a large proportion of whom were youth, with responsibility for activities which instilled them with a sense of ownership and accomplishment. Participants frequently shared their stories with friends, family, and community members, discussing what they had learned about another culture and how their views had changed.

For many participants the project was their first experience traveling abroad or interacting with people from another country regularly. These cross-cultural exchanges dispelled false stereotypes, created new friendships, and showed participants, friends, family, and community members that people are similar all around the world in their desire to share their stories and communicate with others on common ground.

The 10 projects of this grant reached nearly every planned outcome, established lasting relationships, created replicable projects, and taught lessons that will be shared with the larger museum field.

One-Page Final Program Report

to

Bureau of Educational and Cultural Affairs

United States Department of State

for the

United States–South Pacific (USSP) Scholarship Program

Grant Agreement:

**S-ECAA-E-09-CA-192 (CS)
08/14/09 - 07/31/14**

Submitted by:

**East-West Center
Honolulu, Hawaii**

October 2014

One-Page Final Program Report – USSP 2009 Grant
Grant Number: S-ECAAE-09-CA-192 (CS) – Grant Period: 08/14/09 - 07/31/14

Recruitment and Selection

Mr. David DUGUCANAVANUA (Fiji)	BBA, Human Resource Management, University of Hawaii at Manoa
Ms. Rebekah ILAVE (Papua New Guinea)	BS, Natural Resources and Environmental Management, University of Hawaii at Manoa
Ms. Doreen MANDARI (Papua New Guinea)	MPH, Public Health, University of Hawaii at Manoa
Ms. Sandrine MELTEWOMU (Vanuatu)	BA, Biology, University of Hawaii at Manoa
Mr. Jonathan PORTER (Samoa)	MA, Communication, Hawaii Pacific University

Academic Performance

- David graduated in August 2013 with a BBA degree in Human Resource Management. Cumulative GPA: 3.56
- Rebekah graduated in December 2013 with a BS in Natural Resources and Environmental Management. Cumulative GPA: 3.45
- Doreen graduated in May 2013 with a MPH in Public Health. Cumulative GPA: 3.53
- Sandrine graduated in December 2013 with a BA in Biology. Cumulative GPA: 3.53
- Jonathan was unable to finish his master's capstone research project paper during his award period and so he did not complete his MA degree. Efforts will continue in seeking to find a workable arrangement that will allow Jonathan to finish his final research paper from home so he can graduate. Cumulative GPA: 3.56

National Student Exchange Program (NSE)

- Sandrine did a NSE program at Ferris State University, Big Rapids, Michigan during the Fall 2012 semester.

Washington, D.C. Internship Program

- David interned in Summer 2012 in the Human Resources Department at The Philips Collection, a major private modern art gallery.
- Rebekah interned in Summer 2012 at the U.S. Environmental Protection Agency's Office of Environmental Information.
- Doreen interned in Summer 2011 at Family Health International, an NGO seeking to improve lives in the U.S. and around the world.
- Sandrine interned in Summer 2013 in the Laboratory of Tumor Immunology and Biology at the National Cancer Institute.
- Jonathan interned in Summer 2011 at both the Space Foundation, an NGO that promotes the commercialization of space, and the Office of Strategic Planning and Policy Analysis at the Federal Communications Commission.

Home Country Community Service Project

- David was originally scheduled to do his service project in the summer of 2013 but the requirement was waived to accommodate his desire for an early graduation that summer.
- Rebekah performed her service project in Summer 2012 with the Reduction of Emissions from Deforestation and Forest Degradation Unit in the Papua New Guinea Forest Authority's Office of Climate Change.
- Doreen performed her service project in Summer 2011 with the National AIDS Council Secretariat on its National Monitoring and Evaluation Plan, and the International Organization for Migration, an intergovernmental group promoting orderly, humane migration.
- Sandrine performed her service project in Summer 2012 with the Vila Central Hospital doing hands-on observation and assisting surgeons in the Operating Theatre and working in the hospital's Pathology Laboratory.
- Jonathan performed his service project in Summer 2011 at Bluesky Samoa, a local telecommunications company, where he assisted with developing strategies to effectively utilize new media technology to promote and market local companies' new products.

Current Employment Status of Alumni

- David holds the position of Auditor in Assurance at the Suva office of accounting firm Ernst & Young. He reviews, tests, and analyzes financial data and internal systems for organizations across different industries. (www.ey.com/FJ/en/Home)
- Rebekah holds the position of Biodiversity GIS Analyst at ExxonMobil PNG Limited and works with the Biodiversity Team in the Environment and Research Division's Safety, Security, Health and Environment Department. (www.exxonmobil.com/)
- Doreen holds the position of Monitoring & Evaluation Officer with the Corporate Planning and Management Unit in the Corporate Services Division of the Department of the Prime Minister/National Executive Council. She provides support and guidance in the preparation of M&E components for work plans and projects. (www.officeofprimeminister.com/#!/departments-and-devisions/cpu1)
- Sandrine works in the Pathology Laboratory at the Vila Central Hospital. (<http://www.portvilavanuatu.com/vanuatu-facilities.php>)
- Jonathan holds the position of Base Manager of Marketing at Digicel Samoa, a privately held global communications provider with operations in the Caribbean, Central America, and Asia Pacific. (www.digicelsamoa.com/)

Evaluation of Grant Outcomes

All five USSP recipients had an extensive U.S. academic experience as an undergraduate or graduate student, both classroom and extracurricular; as well as numerous opportunities for personal leadership growth and participation in volunteer community service. They also gained broad exposure to and knowledge/appreciation of the richness and diversity of American society and culture. The totality of their scholarship experience prepared them well for employment (mostly in areas relevant to their fields) upon return home.

One-Page Final Program Report

to

Bureau of Educational and Cultural Affairs

United States Department of State

for the

United States–Timor-Leste (USTL) Scholarship Program

Grant Agreement:

S-ECAA-E-09-CA-192 (CS)

08/14/09 - 07/31/14

Submitted by:

**East-West Center
Honolulu, Hawaii**

October 2014

One-Page Final Program Report – USTL 2009 Grant
Grant Number: S-ECAAE-09-CA-192 (CS) – Grant Period: 08/14/09 - 07/31/14

Recruitment and Selection

Ms. Maria Celeste DA COSTA ALVES	BA, Interdisciplinary Studies in Environment and Culture, University of Hawaii at Manoa
Mr. Leoneto ELIZARIO	BA, Communication, University of Hawaii at Manoa
Mr. Jonas Floriano GUTERRES	BA, Political Science, University of Hawaii at Manoa
Ms. Ana Mendes PINTO DA SILVA	BA, Sociology, University of Hawaii at Hilo
Mr. Celestino XIMENES	BA, Political Science, University of Hawaii at Manoa

Academic Performance

- During her final semester, Maria Celeste was unable to earn the minimum grade needed to pass each of the three remaining major courses required to complete her BA degree. Therefore, she did not graduate. Cumulative GPA: 2.23
- Leoneto graduated in December 2013 with a BA degree in Communication and a certificate in Peace Studies. Cumulative GPA: 3.53
- Jonas graduated in December 2012 with a BA in Political Science and a minor in American Studies. Cumulative GPA: 3.44
- Ana graduated in December 2013 with a BA in Political Science, a second major in Communication, and a certificate in Women's Studies. Cumulative GPA: 2.94
- Celestino graduated in December 2012 with a BA in Political Science and a minor in Economics. Cumulative GPA: 3.64

National Student Exchange Program (NSE)

- Leoneto did a NSE program at the University of New Mexico in Albuquerque during the Spring 2012 semester.
- Ana did a NSE program at the Buffalo State College in Buffalo, New York during the Spring 2012 semester.

Washington, D.C. Internship Program

- Maria Celeste interned in Summer 2013 at the Embassy of the Democratic Republic of Timor-Leste.
- Leoneto interned in Summer 2013 at the Office of Congressman Eni Faleomavaega (D-American Samoa).
- Jonas interned in Summer 2012 at the Embassy of the Democratic Republic of Timor-Leste.
- Ana interned in Summer 2013 at Every Child Matters (ECM), an NGO focusing on the welfare of children, youth, and families.
- Celestino interned in Summer 2012 at the Office of Congressman Eni Faleomavaega (D-American Samoa).

Home Country Community Service Project

- Maria Celeste performed her service project in Summer 2012 with the Haburas Foundation, a local environmental NGO.
- Leoneto performed his service project in Summer 2012 with the Timorese NGO, Ba Futuro ('For the Future'), a national child protection and peace-building organization.
- Jonas performed his service project in Summer 2011 with the Gardamor Security Company, a private company that provides consultant services in the security sector.
- Ana performed her service project in Summer 2012 with the government's Secretary of State for Promotion of Equality (SEPI).
- Celestino performed his service project in Summer 2011 with Fundasaun Mahein ('Protection Foundation'), a local NGO that assists in increasing the legitimacy and capacity of the Timorese security sector through citizen participation.

On-Campus Employment

- Leoneto worked during 2012-2013 as a native speaker Language Informant for the UH Manoa Linguistics Department.

Current Employment Status of Alumni

- Maria Celeste holds the position of Office Manager at private sector Palm Logistics Services. (<http://palmlogisticservices.com/>)
- Leoneto holds the position of Program Officer at non-governmental The Asia Foundation in Timor-Leste and is working on its Ending Violence Against Women Project. (<http://asiafoundation.org/country/overview/timor-leste>)
- Jonas holds the position of CAC National Advisor at the Timor-Leste national government's Comissao Anti-Corruptcao (CAC) ('Anti-Corruption Commission of Timor-Leste'). (<http://cac.tl>)
- Ana holds the position of Executive Assistant to the Country Representative at non-governmental The Asia Foundation in Timor-Leste. (<http://asiafoundation.org/country/overview/timor-leste>)
- Celestino holds the position of Researcher and Policy Development Officer for the Democracy and Development in Action through Media and Empowerment Project (DAME) at local non-governmental Belun. (<http://belun.tl/en/>)

Evaluation of Grant Outcomes

All five USTL recipients had an extensive U.S. academic experience as an undergraduate student, both classroom and extracurricular; as well as numerous opportunities for personal leadership growth and participation in volunteer community service. They also gained broad exposure to and knowledge/appreciation of the richness and diversity of American society and culture. The totality of their scholarship experience prepared them well for employment (mostly in areas relevant to their fields) upon return home.



Report Summary

U.S. Department of State

Federal Assistance Grant

Award #: S-ECAA-E-11-GR-139(DT)

Award Name: Development Challenges in Latin America and the Caribbean: Toward an Agenda for Action

Final Report: August 25, 2011 – December 31, 2012

Submitted: March 29, 2013

The Center for Hemispheric Policy at the University of Miami, directed by Dr. Susan Kaufman Purcell, was established in April 2005. It was awarded a grant for the project “Development Challenges in Latin America and the Caribbean: Toward an Agenda for Action,” in August 2011. This generous Department of State award provided the funding for a broad scope of activities organized by the Center through the end of December 2012.

The grant project was comprised of the following activities:

- “Saving Central America: Toward an Effective Security and Reform Agenda” Task Force – (3 sessions)
 - o Task Force Papers and Report
- “The New Colombia: An Agenda for Achieving Sustained Development” – (3 sessions)
 - o Task Force Papers and Report
- 17 Public/Private Programs
- Seventh Annual Latin America Conference
- “Latin America Economic Forecast 2013”
- “Journalist Roundtable on Latin America”
- Two Western Hemisphere Cities Forums (Bogotá and Medellín)
 - o University events in Bogotá and Medellín
- Two Visiting Fellows
 - o Roberto Salinas – Mexico (2012)
 - o Robert Tissot – Canada (2012)
- One Resident Fellow
 - o Alvaro Moreno – Colombia (Fall 2012)
- Five “Perspectives on the Americas” Policy Papers

All of the Center programs reached an audience of approximately 4,200 people. The Center had a total of 154 speakers who participated in its programs, of which 106 were from foreign countries.

The U.S. Department of State’s Bureau of Educational and Cultural Affairs was acknowledged in remarks and written material as providing significant support for the events.

Final Program Report, Agreement S-ECAGD-13-CA-010 (FA)

AMIDEAST is pleased to present a final program report to the U.S. Department of State's Bureau of Education & Cultural Affairs, Office of Academic Programs, Advising, Teaching, and Specialized Programs Division, Advising and Student Services Branch, describing Educational Advising in the Middle East for the period October 1, 2013, through September 30, 2014, under Grant Agreement S-ECAGD-13-CA-010 (FA), Option Year 2.

Under this grant, AMIDEAST continued to offer advising services in Alexandria and Cairo, Egypt; Lebanon; Morocco; Oman; Tunisia; the West Bank; Gaza; and Yemen.

The centers provided references and advising support promoting U.S. higher education and providing comprehensive information for program selection and application.

Outreach was a priority during the year, with presentations and activities at schools, universities, and other sites throughout the countries where the centers were located.

Information on local education systems, assistance with outreach, and other support was provided to U.S. Embassy staff as well as U.S. college and university representatives.

AMIDEAST offices recruited for and provided in-depth support to non-elite but academically gifted students through Competitive College Clubs and the U.S. Department of State's Opportunity program, which helped to fund university and scholarship application costs.

Visitor satisfaction with center facilities and services remained high and comparable to previous years. A substantial majority of respondents to a center evaluation survey rated facilities, resource collections, staff responsiveness, group sessions, and availability of information all as "excellent" or "very good." The same survey also tracked the impact of EducationUSA center visits in terms of advisee understanding of and interest in U.S. study. Over 90% of advisees completing the survey during the year reported that their visit had improved their application skills/knowledge of U.S. study, with about 94% reporting that it had resulted in them feeling more positive about pursuing U.S. study.

Two additional surveys on U.S. study application and enrollment found that those who had visited EducationUSA were more likely both to complete their applications and to enroll in U.S. programs.



ONE-PAGE FINAL PROGRAM REPORT

Study of the United States Institute for National Security Policymaking
Grant #: S-ECAGD-13-038 (FA)

The National Security Institute administered by ITD ran from February 8 through March 23, 2013. The 18 scholars came from Afghanistan, Azerbaijan, Botswana, Ghana, India, Indonesia, Israel, Micronesia, Oman, Pakistan, Portugal, Sierra Leone, Slovak Republic, Turkmenistan, Ukraine, Venezuela, and Vietnam. The first four weeks of the six-week program took place on the campus of Amherst College, at ITD in Amherst, and at Harvard University in Cambridge, Massachusetts. Weeks five and six comprised the study tour, that took place in San Diego (University of California at San Diego) and in Washington D.C.

ITD asked speakers to balance delivery of germane content with inviting active participation, and we monitored participant satisfaction with this balance in briefing/de-briefing sessions. The Academic Director and Project Manager also discussed this topic and others in “Liaison Committee” meetings, in which we met with three different participant representatives each week. As always, especially with academic groups, many participants wanted more content and less Q&A, discussion, and debating. But several wanted the opposite: more discussion and more exploration of topics that were seen as affecting their own countries. We believe that the high level of satisfaction that participants expressed at the end of the program indicates that our speakers struck the right balance.

The San Diego component provided a particularly sharp contrast to the Amherst academic residency, and helped the participants appreciate the complexity of homeland security and foreign relations in a country as large and diverse as the U.S. Also, visiting the border immersed participants in the controversies of immigration as well as the different geographies and cultures that make up America. In Washington D.C. participants met with scholars from the Wilson Center and George Washington University.

After the lectures and the visits, the program’s most important activity was the development and presentation of the participant academic essays. Each was expected to write an essay on a topic of his/her choice relating to the institute. The final versions of these was compiled in an ITD-published booklet. A goal of this assignment was to help focus participant attention during the lectures, especially in relation to one of their own academic interests. Another goal was to ensure that their participation in the institute would not be an event isolated from their work at home. Their essays may be used in their own teaching, be published by their own universities, or represent the first phase of writing a book.



ONE-PAGE FINAL PROGRAM REPORT

Study of the United States Institutes for History and Government

Grant #: S-ECAGD-13-CA-043(DT)

The SUSIs on U.S. History and Government were administered by ITD and ran from April 26, 2013 through August 31, 2014. Altogether 100 student leaders from throughout Latin America participated as follows:

Summer Institutes – July 6 to August 10, 2013

ITD, Amherst, Massachusetts

Costa Rica, Dominican Republic, El Salvador, Haiti, Honduras, Nicaragua, and Panama

Saint Bonaventure University, NY

Colombia, Ecuador, and Venezuela

University of Arizona, Tucson, Arizona

Guatemala and Mexico

Winter Institutes – January 11 to February 15, 2014

ITD, Amherst, Massachusetts

Argentina, Brazil, Chile, and Uruguay

University of Arizona, Tucson

Bolivia, Paraguay, Peru

The first four weeks of the five-week Institutes took place on the host institutions respective campuses. The final study tour week took place in Amherst and Boston, MA; Chicago, IL; New York City; Tucson, AZ; and Washington DC. The programs focused on U.S. history and government but also addressed contemporary U.S. life and current issues to deepen understanding about U.S. society. All institutes included aspects of U.S. democracy, including the rule of law, individual rights, and freedom of expression, equality, diversity and tolerance. Programs drew on a variety of academic disciplines as well as non-academic sources to teach participants about the history and evolution of U.S. society, culture, and values. Presentations, discussions and reflection engaged participants intellectually; and cultural enrichment activities and regular interaction with their U.S. peers stimulated their social involvement. At the end of their study tours, student leaders met in Washington DC, where participants interacted with their cohorts from the other programs, debriefed with State Department officials, met with senior analysts at the Inter-American Dialogue and with representatives of either the U.S. senate or the World Bank. In addition, each institute integrated leadership sessions which included leadership development, teambuilding, collective problem-solving, effective communication, and community service.

An important aspect of the SUSI programs has been the minigrant program. Students wrote proposals to develop and implement small projects in their home universities or communities. An important component of the selected minigrants was a demonstrated multiplier effect that would continue beyond the life of the project.

In their final evaluation the students rated the Institutes highly. The combination of lectures and experiential leadership activities offered a holistic learning experience that has left an enduring influence on students about the U.S. and their own professional aspirations. Details about each institute as well as minigrant projects developed through this program are included in the Summer and Winter Interim reports that were submitted following each SUSI.

Program: The Study of the United States Institute for Secondary Educators (SUSI)

Period of Performance: 25 March, 2013 - 31 July, 2014

DOS-ECA Grant Agreement: S-ECAGD-13-CA-044(JM)

Funded by: The Bureau of Educational and Cultural Affairs of the United States Department of State

Implemented by: California State University, Chico in partnership with the University of Wisconsin, Platteville

The Office of International Education (OIE) of the California State University, Chico (CSU, Chico) implemented a six-week professional development Institute for 20 multinational experienced secondary school educators (teachers, teacher trainers, curriculum developers, textbook writers, and education ministry officials) to deepen their understanding of U.S. society, education, and culture – past and present - thereby helping to increase mutual understanding between the people of the United States and those from other nations. To accomplish this goal, the theme of the Institute was “Exploring Access and Equity in U.S. Education and Society” with a focus on immigration, education, and civic engagement.

The participants attended an academically-intensive seminar conducted by CSU, Chico university professors, education professionals, and community leaders. They also participated in relevant site visits (eg: Coloma which was the catalyst for Chinese immigration in CA; a school board meeting; several high schools, both urban and rural; Angel Island; Chicago Public Schools; National Education Association; U.S. Dept. of Education; Congressman Wally Herger), and completed a study tour to two additional regions of the U.S. – the Midwest and Washington, DC – which reinforced lessons-learned during the academic seminar. During the seminar, participants conducted research related to their professional interests, and presented this research during a conference at the end of the Chico portion of the Institute and again at the Around the World in a Day event at the U.S. Department of State on July 25, 2013. Sample research topics included: Teaching Minorities; A Communicative Language Teaching Approach; Case Study: A Critical Study of Curriculum Writing in CA with a Focus on ELD Textbooks; Student Leadership as an Agent of Change in the School Community; and the Role of Teachers in Implementing Change.

These educators returned to their home countries with added knowledge and tools to better educate their students and colleagues about the United States. Further, the contact with U.S. educators, community members and leaders has had a reciprocal effect in that CSU, Chico’s and University of Wisconsin, Platteville’s students, educators, and community members have developed greater cultural and social understanding through interaction with people from all over the world.

Based on the results of program evaluations, it is clear that the specific objectives of the program were met:

1. To provide opportunities for participants to engage in intercultural exchange activities with diverse groups of U.S. citizens; particularly American teachers and education specialists, with the goal of increasing mutual understanding.
2. To increase the participants’ ability to describe the history and experiences of some major immigrant groups in the U.S. and the influence of these immigrant groups on U.S. language, culture, education and civil society.
3. To enhance participants’ understanding of the complexities of living and teaching in a pluralistic, multicultural society. Participants will understand the cultural, linguistic, disability, and socio-economic barriers limiting student access to education and efforts to overcome these barriers.
4. To develop participants’ knowledge of U.S. democratic teaching and learning styles and ability to incorporate those styles into a research project to be presented at the end of the seminar.
5. To improve participants’ ability to systematically examine issues of civic engagement and democratic processes at local, state and federal levels.
6. To enhance participants’ ability to synthesize and critically analyze lessons learned in the Institute and incorporate this learning into a research project, which will augment their careers and future research.

**Study of the U.S. Institute on New Media in Journalism
Ball State University, June 24-July 28, 2013
S-ECAGD-13-CA-047(IG)**

Ball State University successfully hosted the 2013 SUSI for Student Leaders on New Media in Journalism, an academically intensive, five-week journalism workshop and educational study tour, from Monday, June 24 to Sunday, July 28, 2013. Participants included 15 students from Indonesia and Malaysia. The curriculum, taught by 10 Ball State faculty members, centered on new media in journalism (writing, reporting, video, audio, social media), U.S. government and history, leadership and American culture. Student work included essays, blogs, news stories and multimedia content (video, audio, social media and graphics). Classes were held on the Ball State campus in Muncie, Ind. Two graduate students and two student ambassadors assisted in the program.

Formal evaluation data (see separate report) from the Social Science Research Center showed that:

- 100% of the SUSI 2013 students rated their satisfaction with their overall exchange experience a 3 (“Agree”) or 4 (“Strongly Agree”).
- 100% of participating students either “Agree” or “Strongly Agree” that they were satisfied with their classroom experience.
- 100% reported an increase in mutual understanding of the American culture as a result of local civic, social/cultural, and leadership development activities and experiences.

Faculty and students remain in touch through email, Facebook, Google+ and Twitter. Students also provided the grant administrators with direct feedback.

Marsha:

“What I really learned the most from this experience is how to find your own voice and be yourself and express yourself. And try to invest in yourself and your community because that way you can make a change no matter how small.”

The Ball State SUSI program also included weekend homestays with American families, weekly community service at Habitat for Humanity and Second Harvest Food Bank, numerous trips to significant cultural and historical sites, and visits to media organizations such as NBC, New York; Voice of America, Washington, D.C.; WRTV-TV, Indianapolis; *The Indianapolis Star* production facility and Indiana Public Radio, Muncie, Ind. A weekend visit to Nashville, Tenn. allowed students to experience the differences between the Midwest and Southern U.S. food and culture. The trip also included stops at Abraham Lincoln’s birthplace and boyhood home in Kentucky.

The eight-day educational study tour included stops in Philadelphia, New York City and Washington, D.C., where students toured historical monuments/buildings (e.g., Independence Hall, Statue of Liberty, the U.S. Capitol, National Mall, the United Nations) and museums (Smithsonian) and experienced U.S. culture (e.g., Broadway show, Times Square, Central Park).

The authorized budget was successfully dispersed and there were no expenditures that exceeded the **general** budget categories (see formal financial analysis and report).

Additional information, photos and videos available at: <http://summerpgm3.wordpress.com/>
<http://www.flickr.com/photos/susibsu12/sets/> (See 2013 photos labeled by year) and in the Interim program report.

Respectfully submitted,
Mary Spillman, academic director
Suzy Smith, administrative director
October, 2014

**FEDERAL FUNDING ACCOUNTABILITY AND TRANSPARENCY ACT FORM
INFORMATION FOR A
SUBAWARD TO A RECIPIENT**

PURPOSE: The Federal Funding Accountability and Transparency Act (FFATA) was signed on September 26, 2006. The intent of this legislation is to empower every American with the ability to hold the government accountable for each spending decision. The FFATA legislation requires information on federal awards (federal assistance and expenditures) be made available to the public via a single, searchable website, which is <http://www.usaspending.gov/>.

The FFATA Subaward Reporting System (FSRS) is the reporting tool the Florida Department of Environmental Protection ("DEP" or "Department") must use to capture and report subaward and executive compensation data regarding first-tier subawards that obligate \$25,000 or more in Federal funds (excluding Recovery funds as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5).

[Note: This reporting requirement is not applicable for the procurement of property and services obtained by the DEP through a Vendor relationship. Refer to 2 CFR Ch. 1 Part 170 Appendix A, Section I.c.3 for the definition of "subaward".]

ORGANIZATION AND PROJECT INFORMATION

The following information must be provided to the DEP prior to the DEP's issuance of a subaward (Agreement) that obligates \$25,000 or more in federal funds as described above. Please provide the following information and return the signed form to the Department as requested. If you have any questions, please contact the DEP's Procurement Administrator at 850/245-2361 for assistance.

DUNS# *: 884294364

DUNS+4#: [REDACTED]

* If your company or organization does not have a DUNS number, you will need to obtain one from Dun & Bradstreet at 866-705-5711 or use the webform (<http://fedgov.dnb.com/webform>). The process to request a DUNS number takes about ten minutes and is free of charge.

BUSINESS NAME: The Corporation of Saint Mary's College, Notre Dame, Indiana

DBA NAME (IF APPLICABLE): [REDACTED]

PRINCIPAL PLACE OF BUSINESS ADDRESS:

ADDRESS LINE 1: 135 Le Mans Hall

ADDRESS LINE 2:

ADDRESS LINE 3:

CITY: Notre Dame

STATE: IN

ZIP CODE+4**: 46556-5001

PARENT COMPANY DUNS# (IF APPLICABLE): N/A

CATALOG OF FEDERAL DOMESTIC ASSISTANCE (CFDA#): 19.009

DESCRIPTION OF PROJECT (UP TO 4000 CHARACTERS):

Award Number S-ECAGO-13-CA-054(IG) Educating Tomorrow's Global Women Leaders - SUSI Project. Award Period: April 8, 2013 - July 31, 2014 -- Educating Tomorrow's Global Women Leaders

SUSI 2013 continued the vision and mission that began with our institute in 2012. By properly following the blueprint from the previous year, continuing to identify best practice guidelines, and proactively taking action to avoid unwanted outcomes, we feel confident that Saint Mary's College achieved the desired impact to transform SUSI participants into the effective women leaders that they wish to become. The lessons we learned from our first SUSI better prepared faculty, staff and students to take the program to the next level during SUSI 2013.

We are pleased to report that by our second Grant Award closing, the SUSI brand name attained a steadfast, loyal following not only within Saint Mary's College, but throughout the South Bend community by means of the direct involvement of program facilitators, panelists, and guest speakers and, above all, the special link to host families.

In addition to many other successful accomplishments, there are three activities worthy of special highlight:

1) Most notably, for SUSI 2013 we initiated a six-credit course in Gender and Women Studies for Saint Mary's College students. This success took place at no additional cost to the U.S. State Department. A couple of these students established such a bond with SUSI participants that they demonstrated interest in learning more intimately about the participants' world view and experience and supported their counterparts by fasting for a few days in the early part of Ramadan as well as wearing the hijab for at least one full day.

2) As was the case in SUSI 2012, special connections and friendships flourished among participants and U.S. host families. For the most part, the host family-participant match worked extremely well, leaving behind enduring friendships and long-lasting connections that are currently thriving through Facebook and Skype communication.

3) One of the most noteworthy components of SUSI 2013 was the Tunisian delegation's

successful action plan implementation. Professors Mana Derakhshani and Sonalini Sapra traveled to Tunisia from March 8-17, 2014 to take part in the closing event of the Women's Mentorship program, organized by the three SUSI '13 Tunisia alumni.

Keeping in mind SUSI's goal of empowering a new generation of women leaders to enact a wider-world agenda, we can take a look back and summarize what was specifically put into action.

Accomplishments

The 2013 Study of the US Institute for Student Leaders on Women's Leadership "Educating Tomorrow's Women Global Leaders" was successful and productive and concluded in an exciting Conference in Washington, D.C. with participants from Green River Community College, Simmons College, and University of Kansas. While in D.C., SUSI '13 participants embracing leadership and service gathered to celebrate and share the culture of their countries through a stimulating cultural festival held at the Potomac Ballroom in the Melrose Hotel.

As a result of the careful selection and appointment of the Institute's key personnel and well-designed curriculum and set of activities, our team implemented the project satisfactorily without any major incident or complications despite the program's intensity, duration, and extensive travel schedule coupled with the challenges of honoring the special requests that resulted from the Ramadan fasting practice toward the last two weeks of the Institute.

We believe that the experience of providing excellent curriculum and quality activities, as well as the overall satisfaction of the participants, has positioned Saint Mary's College to continue to offer similar programs beyond 2014 and throughout the Option Years.

Participants from Egypt (4), Iraq (5), Jordan (5), Libya (2), and Tunisia (3) spent four weeks on the campus of Saint Mary's College and in its regional area and one week traveling to Niagara Falls, Seneca Falls, Boston, and Washington D.C., as carefully planned. They were joined by 6 credit-seeking Saint Mary's students and five capable student program coordinators who supported the day-to-day activities throughout the entire five-week Institute. See Appendix A for the detailed schedule of Institute activities.

Some notable components of the Institute were:

- Host Families. The participant-host family connection was strong and one of the most memorable and enjoyable experiences for the majority of participants and their host families. For SUSI 2013, bonding with host families began during the welcome dinner the day after the participants' arrival. For many of them this was one of the most anticipated highlights of their U.S. trip. As was the case in 2012, this relationship created opportunities for constructive intercultural learning for both host families and participants. We increased the number of

interactions with host families based on 2012's feedback.

- Team building activities at Camp Mack. Once again everyone loved that session, which helped the participants get to know each other and begin to bond together as a group. The rock-climbing wall and zip lining combination remains a special and favored activity designed to stretch comfort zones, build self-confidence and foster team loyalties.
- Community Service. Experiencing the enriching opportunity to serve at nine different South Bend non-profit agencies was another eye-opener for many of the participants. They were properly matched to serve according to their area of interest at: Saint Margaret's House; YMCA; Hannah's House; Center for the Homeless; El Campito; Sister Maura Brannick's Health Center; Hope Ministries; and Chiara Home.
- Panel presentations and discussions. Participants particularly appreciated meeting and hearing the variety of leadership experiences of the women presenting on various panels both during the four weeks in session at Saint Mary's and during their week of travel.
- Mentoring gathering with prominent community women leaders. During a relaxed lunch session followed by additional mentoring time, SUSI participants met face-to-face with professional women who were carefully chosen so they could serve as role models in their various leadership roles. In addition to providing participants with personal and expert professional advice, most mentors generally stressed the importance of networking with as many other professional women as they could and learning something from each contact.
- Travel to Chicago. Presentations at the University of Chicago Law School were very well received. In addition, the visit to the Jane Adams/Hull House Museum and the Du Sable Museum fit nicely with the curriculum of the Institute. Participants also enjoyed visiting the city and having free time to explore a big metropolitan area. This year we allowed more free time in Chicago for sightseeing and shopping, which was clearly appreciated as indicated in the final evaluations.
- Week of travel. Participants mostly enjoyed their very brief adventure in Niagara Falls, followed by Seneca Fall, Boston and D.C. The Women's Rights National Historic Park in Seneca Falls reinforced beautifully the curriculum in US Women's history, while the lectures at Harvard and University of Massachusetts expanded their knowledge of women's participation in government, public policy, and peace-building.

Summary of Satisfaction and Self-reported Learning Evaluation Findings

Midpoint evaluations were given to participants after the first two weeks rating presenters and activities, and final satisfaction survey and self-assessment on learning outcomes were given at the end of the program, and again 1 year later.

Media Coverage

In spite of the efforts of our media director, Saint Mary's SUSI was short of the level of attention experienced in 2012. We attribute this to the fact that the novelty of the program was no longer present.

Financial Report

On April 8, 2013, under Award Number S-ECAGO-13-CA-054(IG), Saint Mary's was awarded funding in the amount of \$240,000.00 to implement SUSI 2013. At the close of this Award on July 31, 2014, the amount of \$19,367.63 remained unspent from the budget

Follow-on Review

Facebook Page: The quality of post-institute activities is evident by a never-ending Facebook connection among College faculty and staff, Saint Mary's student leaders, SUSI participants and their host families, in addition to other program friends. Saint Mary's SUSI 2013 page was created in May before the start of the Institute and many participants had joined it before they even landed in Chicago. Somehow magic happens when SUSI participants interact with others and cultivate a devoted US following. Several participants have also been in email contact with the directors, Institute faculty, and Saint Mary's staff and student mentors.

Action Plans:

A call for proposals went out to all SUSI 2013 participants in September 2013. Participants were asked to submit a detailed plan with a corresponding budget indicating how funds would be spent. Each team could be awarded up to \$800 if all applied. Country teams would receive half the amount to start their project and half when they sent final report in April.

In spite of several reminders and follow-up, the Egypt, Iraq, Libya, and Jordan teams did not respond to our request. Since the Tunisian delegation was the only group to respond, their proposal was strong, and they had included an ideal budget for \$2,500, they were awarded one half of the entire Alumni Outreach available funds. Institute Professor Sonalini Sapra and Academic Director Mana Derakhshani visited Tunisia, March 6 to 16 2014, to attend the team's final event of their Women's Mentorship Program (WMP).

Challenges:

The College had many Muslim participants who chose to observe the Fast during Ramadan while attending SUSI '13 (9 -12 fasters at any given time). While student leaders, staff and faculty made numerous attempts to be as sensitive and supportive as possible, we experienced

a few challenges. The women struggled to concentrate during class; exhibited low energy; and had physical and mental difficulties participating in several activities while fasting. Our providing after-sunset late dinners, and their consuming meals for their 3 or 4 a.m. fasting breakfast proved to be extremely challenging, particularly while traveling.

Next Steps:

We learned much from many SUSI 2012 and 2013 experiences. Lessons learned during this time have served as a springboard to implement more effective practices in the years to come. SUSI at Saint Mary's will continue to evolve as we move forward to host the Option Years summer Institutes beyond 2014. For further collaboration in implementing a quality program, the College will continue to reach out and work closely with the ECA staff in Washington, D.C., and the SUSI staff at Green River College, The University of Kansas, and Simmons College. Additionally, we will keep in touch with our vast network of prominent academic institutions to deliver participants access to seminars, workshops, and guest speaker lectures beyond the Saint Mary's Campus.

Closing Statement:

CWIL's experience in developing women's intercultural leadership, as well as our capacity to partner with top performers in the US academic community, local non-profits and other organizations that model and promote women's leadership remain invaluable assets that we were able to offer to SUSI 2012 and 2013 participants. Our vision to provide them with a well thought-out first-time US visit so that they could become more familiar with the American way of life, experience the demographic tapestry of the US, develop their confidence and skills in entering public service, and bond as a team was realized in both years.

Additionally, we witnessed the participants' ability to develop a powerful network with one another. All along it was our intention to make them feel as if Saint Mary's College was a "home away from home" to discuss with each other delicate issues that were important to them in a safe, confidential setting.

We anticipate that our SUSI endeavor will continue to flourish as long as we continue to offer a vibrant curriculum and the opportunity to develop strong relationships with Saint Mary's students, host families, and the many other Americans with whom SUSI participants come in contact during their first US stay. These activities will transform them into potential global leaders.

Finally, we would like to convey our special thanks to the Posts in Egypt, Iraq, Libya, Jordan, and Tunisia for the careful and watchful selection of SUSI 2013 participants. They were truly a group of brilliant young women who demonstrated their willingness to readily unleash their leadership skills when returning to their individual countries.

Saint Mary's College is grateful for the opportunity to serve made possible by the US Department of State Bureau of Educational and Cultural Affairs

PRINCIPAL PLACE OF PROJECT PERFORMANCE (IF DIFFERENT THAN PRINCIPAL PLACE OF BUSINESS):

ADDRESS LINE 1: _____

ADDRESS LINE 2: _____

ADDRESS LINE 3: _____

CITY: _____

STATE: _____

ZIP CODE+4**: _____

CONGRESSIONAL DISTRICT FOR PRINCIPAL PLACE OF PROJECT PERFORMANCE: 02

**Providing the Zip+4 ensures that the correct Congressional District is reported.

EXECUTIVE COMPENSATION INFORMATION:

1. In your business or organization's previous fiscal year, did your business or organization (including parent organization, all branches, and all affiliates worldwide) receive (a) 80 percent or more of your annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance (e.g. loans, grants, subgrants, and/or cooperative agreements, etc.) subject to the Transparency Act, as defined at 2 CFR 170.320; **and**, (b) \$25,000,000 or more in annual gross revenues from U.S. Federal procurement contracts (and subcontracts) and Federal financial assistance (e.g. loans, grants, subgrants, and/or cooperative agreements, etc.) subject to the Transparency Act? Yes No

If the answer to Question 1 is "Yes," continue to Question 2. If the answer to Question 1 is "No", move to the signature block below to complete the certification and submittal process.

2. Does the public have access to information about the compensation of the executives in your business or organization (including parent organization, all branches, and all affiliates worldwide) through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) **or** Section 6104 of the Internal Revenue Code of 1986? Yes No

If the answer to Question 2 is "Yes," move to the signature block below to complete the certification and submittal process. [Note: Securities Exchange Commission information should be accessible at <http://www.sec.gov/answers/excomp.htm>. Requests for Internal Revenue Service (IRS) information should be directed to the local IRS for further assistance.]

If the answer to Question 2 is "No" FFATA reporting is required. Provide the information required in the "TOTAL COMPENSATION CHART FOR MOST RECENTLY COMPLETED FISCAL YEAR" appearing below to report the "Total Compensation" for the five (5) most highly compensated "Executives", in rank order, in your organization. For purposes of this request, the following terms apply as defined in 2 CFR Ch. 1 Part 170 Appendix A:

"Executive" is defined as "officers, managing partners, or other employees in management positions".

"Total Compensation" is defined as the cash and noncash dollar value earned by the executive during the most recently completed fiscal year and includes the following:

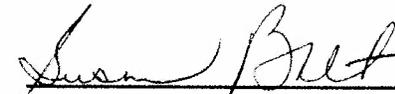
- i. Salary and bonus.
- ii. Awards of stock, stock options, and stock appreciation rights. Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.
- iii. Earnings for services under non-equity incentive plans. This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.
- iv. Change in pension value. This is the change in present value of defined benefit and actuarial pension plans.
- v. Above-market earnings on deferred compensation which is not tax-qualified.
- vi. Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds \$10,000.

TOTAL COMPENSATION CHART FOR MOST RECENTLY COMPLETED FISCAL YEAR

(Date of Fiscal Year Completion (mm/dd/yyyy)):

Rank (Highest to Lowest)	Name (Last, First, MI)	Title	Total Compensation for Most Recently Completed Fiscal Year
1			
2			
3			
4			
5			

THE UNDERSIGNED AS (enter position title) Vice President for Finance and Administration OF
 (enter Business Name) The Corporation of Saint Mary's College, Notre Dame, Indiana CERTIFIES
 THAT ON THE DATE WRITTEN BELOW, THE INFORMATION PROVIDED HEREIN IS ACCURATE.



 Signature

Susan Bolt
Vice President for Finance and Administration
 Name and Title

10/28/14
 Date

FINAL PROGRAM REPORT – Submitted by Cultural Vistas, Inc.

Cooperative Agreement S-ECAGD-13-CA-062 (DT): 2013-2014 Program Year

As part of the 2013-2014 Congress-Bundestag Youth Exchange for Young Professionals, 75 Germans and 75 Americans between the ages of 18 and 24 were exchanged between the United States and the Federal Republic of Germany for the purpose of fostering ties of friendship and cultural understanding. Cultural Vistas, Inc., headquartered in New York City, administered the program in the US, in cooperation with GIZ GmbH, headquartered in Bonn, which administered the program in Germany. Program dates were July/August 2013 to July/August 2014. The participants in this program, chosen from diverse backgrounds, were able to gain first-hand experience in three major areas of life in their respective host countries: the family, the academic community, and the workplace. The participants, given this unique opportunity of tripartite exchange, served as cultural ambassadors who were able to both gain insight into their host culture and to contribute to an understanding of their home culture abroad, while breaking down stereotypes and forming lifelong professional, academic, and personal connections. Participants on both sides of the program were able to act as “multipliers” in their interactions with people they met both during the program and as alumni.

There were four program break-offs on the American side for family-related and personal reasons. Three German participants ended their program early, to return home for health-related and personal reasons. In this program year, Cultural Vistas continued its active involvement in the international exchange community in the interest of ensuring the continuation of programs like CBYX. The visibility of Cultural Vistas staff at professional conferences, and the organization's continued growth, have continued to enhance the program’s stature in the eyes of university and college administrators, and among the greater exchange community. Efforts to enhance political visibility and support in the public sphere were continued by directly involving members of Congress (through the Congressional Internship Program and other outreach), by requiring community service and program presentations in host communities by participants, and by further promoting an active CBYX alumni network to support future participants and the program through follow-on activities.

Executive Summary

The Sport Diplomacy Initiative (SDI), through the Center for Sport Management at George Mason University, supports the Sports Visitors Program in cooperation with the U. S. Department of State, Bureau of Educational and Cultural Affairs, and SportsUnited. Since March 14, 2013, this cooperative agreement of the Sports Visitors Program has served 154 participants from 19 countries in 9 delegations over 125 days as follows: (1) Basketball participants and coaches from Indonesia to D.C., from March 17 to March 23, and from D.C. to Philadelphia, Pennsylvania, from March 23 to March 29; (2) Track and Field participants and coaches from the Pacific Islands to D.C., from April 30 to May 12; (3) Wheelchair Basketball participants and coaches from Turkey to D.C., from June 27 to July 3, and from D.C. to Urbana, Illinois, from July 5 to July 9; (4) Futsal participants and coaches from Libya to D. C., from September 9 to September 21; (5) Volleyball coach participants from China to D.C., from December 9 to December 15, and from D.C. to Seattle, Washington, from December 16 to December 23; (6) World Youth Basketball participants and coaches from Argentina, Korea, Kyrgyzstan, Lebanon, Nigeria, and Turkey to D.C., from February 4 to February 11, and from D.C. to New Orleans, Louisiana, from February 11 to February 17; (7) Basketball participants and coaches from the Philippines to D.C., from March 18 to March 31; (8) Deaf Sport Educators from Venezuela to New York, New York, from April 30 to May 4, and from New York to DC, from May 5 to May 15, and (9) NEA Soccer coaches from Egypt, Libya, Tunisia, and Yemen to DC, from June 1 to June 15. During this reporting period, the Sports Visitors Program has been supported by a full-time Program Host (Socrates Manuel), a full-time Program Support Specialist (B.J. D'Urso), 3 SDI Program Supervisors/Co-PIs (R. Baker, P. Baker, and C. Escherick), Center for Sport Management Graduate Assistants (Laura Harris and Heather Andrews), a part-time Program Support person (Shannon Mueller), multiple interpreters/English language officers, multiple Mason offices, and a SportsUnited Program Officer for each visiting delegation, Kelli Davis.

Typical services provided by SDI continue to include, but are not limited to: (a) logistics for each visiting delegation, including hotels, transportation, events, meals, and program service providers; (b) payment for logistics; (c) per diem wire transfers and expenditure tracking forms for each delegation; (d) attendance at program activities, when appropriate, to interact with program participants; (e) regular communication with program officers and service providers; (f) program development as needed or requested (e.g., EDGE, tours, clinics, other instructional or cultural experiences); (g) on-site program support to assist in all aspects of implementation and problem solving; (h) program books and flash drives with photos and video compilations for distribution; (i) necessary tax documents; (j) distribute and collect evaluation forms; and (k) reconciliation reporting on expenditures for each group.

We have been consistently successful in navigating multiple bureaucratic systems to maximize effectiveness in managing the complex operations in support of this program. Expenses for the 154 participants in 9 foreign delegations totaled \$976,262.41, which is 98% of the total budgeted amount of \$997,484.00. Program objectives were systematically evaluated. In all areas assessed, the mean scores increased significantly from the pre-programming assessment to the post-programming assessment, indicating that the Sports Visitors program makes a significant impact on the self-reported attitudes of participants. The results show that there is a statistically significant difference, at the $p < .001$ level, in scores from the beginning of the program to the end of the program.



Federal Funding Accountability and Transparency Act (FFATA) Program Report

Project Title: 2013-14 Academic Year Disability Components Program
Agreement Number: S-ECAGD-13-CA-120(CD)
Grant Period: June 20, 2013 - August 31, 2014
Contact: Stephanie Gray, MIUSA Program Manager, (541) 343-1284

Mobility International USA (MIUSA) provided comprehensive support services, technical assistance, and trainings to support the successful inclusion of students with disabilities in the U.S. Department of State's Bureau of Educational and Cultural Affairs 2013-14 academic year Future Leaders Exchange (FLEX), Kennedy-Lugar Youth Exchange and Study (YES), and American Serbia and Montenegro Youth Leadership Exchange (A-SMYLE) programs. The Disability Components Program consisted of preparatory workshops for FLEX, YES and A-SMYLE students with disabilities, ongoing support services to placement organizations and students with disabilities, and disability inclusion trainings for placement organizations, all designed to enhance the U.S. academic year and academic semester experience of 25 FLEX, YES and A-SMYLE students with disabilities.

Outcomes of the project included:

1. FLEX, YES and A-SMYLE students with disabilities were introduced to the types of opportunities and accommodations available for people with disabilities in the United States to help them build confidence and be successful on their exchange programs.
2. Placement organizations gained increased capacity to place and support students with disabilities on sponsored programs.

In August 2013, 23 academic year FLEX, YES and A-SMYLE students with disabilities participated in a four-day preparatory workshop in Eugene, Oregon, designed to prepare students for disability-related aspects of their exchange experience. The workshop also enabled MIUSA to compile useful and accurate information regarding each student's disability-related interests, access strategies, and needs that was presented to each student's placement organization in a detailed post-program report. MIUSA also conducted a preparatory workshop for two YES semester students with disabilities from Malaysia in Chevy Chase, Maryland, and Washington, DC, January 24-25, 2014, immediately following the students' arrival orientation in the United States. Throughout the 2013-14 academic year, MIUSA provided support services to placement organizations and, as requested by placement organizations, to FLEX, YES and A-SMYLE students with disabilities, host families, and schools. Support services included technical assistance, referral to resources, and suggestions to address disability-related questions, resolve access issues, and tap into local resources to enhance the experience of FLEX and YES students with disabilities. Lastly, MIUSA designed and conducted face-to-face and webinar trainings to increase the capacity of local, regional, and HQ staff at placement organizations to place and support students with disabilities on sponsored programs.



KOSOVO SPORTS INITIATIVE

One-Page Summary Report

ECA Grant Agreement Number: S-ECAPE-11-GR-144 (SS)

A US Program for fourteen Kosovar participants was conducted April 8-28, 2012 in and around South Hadley, MA. Coaching workshops were offered by the Mount Holyoke College (MHC) Head Soccer Coach, focusing on fundamental skills, coaching responsibilities, preparing for and coaching on game day, and planning sessions for youth players. Kosovar participants observed MHC practices, and practiced coaching skills, some of them coaching for the first time. They used the games-based approach with elementary school children, and together with MHC players and coaches planned and implemented a soccer clinic for local girls.

The Kosovar participants developed their ability to speak publicly about the benefits of sports for girls. They took part in discussions on: girls in sport in Kosovo, what it means to be a role model, and the value of teens coaching young children. At the end of the program the Kosovars met with officials from the NY Magic, a professional women's soccer team.

While in the US the Kosovars developed regional action plans to build new girls soccer teams or clubs. These plans were implemented when they returned home.

A Kosovo Program for seven US women soccer players and coaches was conducted June 2-15, 2012, in Pristina, Peja, Mitrovica, Gjilan, Ferizaj, and Prizren. It provided an experience that is likely pivotal in the American players' lives as community-involved athletes and global citizens. The program included visits to action plan-related soccer programs in the four regions of the country represented by the Kosovar participants. It also included two meetings with US Embassy staff, the first to learn about the history of Kosovo and about the current role and mission of the US there, and the second to debrief their trip. Other activities included meetings with Kosovar government and sports officials, a press conference, a community presentation on the benefits of girls in sport, sporting events, participating in games and scrimmages, cultural and social activities, and blogging about their experiences.

The program received generous television and newspaper coverage in Kosovo, both before the Kosovar group came to the US, and while the Americans were there.

A follow-on program in the US was conducted August 10 – November 16, 2013 for two of the most motivated and mature Kosovar alumna. This program offered, among other things, an intensive experience as US soccer assistant coaches for the 2013 season.

Project results included a 200% increase in girls' and women's involvement in club teams in Kosovo, an expansion of the women's league by three teams, many more girls across the country playing recreational soccer, and a dedication among alumnae towards girls' and women's soccer programming and rights.

Women's Empowerment Program (WEP)
S-ECAPE-11-GR-184(KF)

Final One Page PFFATA Program Summery Report (September 30, 2011-September 30, 2013)
Date Submitted: December 20, 2013

The University of Connecticut's (UConn) Global Training and Development Institute (GTDI) worked in partnership with the University for Peace (UPEACE) to develop and deliver the *Women's Empowerment in Costa Rica* program. Committed to the following goals; promoting mutual understanding, strengthening ties and ongoing professional networks between the U.S. and Costa Rica, fostering cultural competence and developing knowledge, skill and competencies in social entrepreneurship and collaborative leadership as the basis for empowering women for social change. The participant selection method in Costa Rica involved a highly competitive, merit-based process, and targeted up-and-coming to mid-level government or civil society professionals who were committed to affecting positive change in their workplace and communities. UConn and UPEACE interviewed qualified candidates in Costa Rica, and selected 20 women to participate in the program (10 per cohort). When selecting qualified candidates from the U.S., the GTDI staff focused on identifying organizations whose mission was closely aligned with the selected Costa Rican Fellow. These organizations were asked to nominate a young woman professional from their staff to serve as a U.S. counterpart, after being interviewed by GTDI staff, the women were formally invited to participate in the program.

Divided into two cohorts, each group featured programming both in the United States, and in Costa Rica. For each session, a group of 10 Costa Rican women came to the U.S. for four weeks. During their stay, they spent time at the UConn getting acclimated to the campus and its resources and also participating in workshops on women's empowerment, social entrepreneurship, U.S. History, and leadership. Day long trips were taken to places of cultural relevance, including Boston, MA. After one week at UConn, Costa Rican fellows spent a week and a half at their job-shadow, spending time with their U.S. counterpart. After the job shadow portion was completed, all U.S. and Costa Rican fellows returned to UConn for debriefing and planning sessions, including conversations on strategic collaboration moving forward. For the last week of their time in the U.S., the Costa Rican fellows embarked on a cultural study tour, visiting places of historical relevance in New York City, Philadelphia, PA, Gettysburg, VA and Washington D.C. Also while in Washington, D.C., the fellows attended the Professional Fellows Congress where they shared their experiences with other Professional Fellows, before returning to Costa Rica. All fellows communicated via an online course on Social Entrepreneurship, and after the completion of the course the U.S. Fellows traveled to Costa Rica for two weeks. Time in Costa Rica was spent visiting UPEACE in San Jose, and other local sites of cultural relevance, U.S. Fellows also had the opportunity to meet officials from the Embassy in Costa Rica. U.S. Fellows also spent time job shadowing their Costa Rican counterpart to learn more about the impact that they have in their local communities through their work. To wrap up the program, all U.S. and Costa Rican fellows gathered for a closing conference.

In addition to the two-way exchange, grant monies were also used to fund mini-social change projects. In collaboration with their U.S. counterparts, the Costa Rican fellows planned projects that targeted marginalized or afro-descendent communities. These small social change projects were a way to help Costa Rican fellows to use a social entrepreneurship model to develop their own venture in their local communities. Using the information and related skills that they have acquired in their own professional experiences, as well as using lessons learned in the U.S., Costa Rican Fellows were challenged to address a need of their local community. By completing small projects in their local communities, the Costa Rican Fellows were able to share knowledge from this valuable experience, creating a multiplier effect.

Economic Empowerment Program

S-ECAPE-12-GR-186(SS)

Final Program Report (September 2012- June 30, 2014)

The University of Connecticut's (UConn) Global Training and Development Institute (GTDI) worked in partnership with the University for Peace (UPEACE) to develop and deliver the *Economic Empowerment Program*. Committed to the following goals; promoting mutual understanding, strengthening ties and ongoing professional networks between the U.S. and fellows in each participating country (Costa Rica, Colombia, Panama and Peru), fostering cultural competence and developing knowledge, skill and competencies in social entrepreneurship and collaborative leadership as the basis for enhancing employment opportunities and small business development, and understanding how social entrepreneurship and social responsible behavior can enhance stakeholder engagement and support for social change. The participant selection method for this program involved a highly competitive, merit-based process, and targeted up-and-coming to mid-level government or civil society professionals who were committed to affecting positive change in their workplace and communities. UConn and UPEACE interviewed qualified candidates in Costa Rica, Colombia, Panama and Peru and selected 24 fellows to participate in the program (12 per cohort). When selecting qualified candidates from the U.S., the GTDI staff focused on identifying organizations whose mission was closely aligned with the selected Latin American Fellow. These organizations were asked to nominate a professional from their staff to serve as a U.S. counterpart, after being interviewed by GTDI staff, the fellows were formally invited to participate in the program. In addition to the two-way exchange, grant monies were used to fund mini-social change projects. Using the information and related skills that they have acquired in their own professional experiences, as well as using lessons learned in the U.S., Latin American Fellows were challenged to address a need of their local community. By completing small projects in their local communities, the Latin American Fellows were able to share knowledge from this valuable experience, therefore creating a multiplier effect. Through grant funds, \$6000 was allocated to program participants, which funded 11 projects (two Latin American fellows worked together on one project).

Divided into two cohorts, each group featured programming both in the United States, and in Costa; in addition, each U.S. fellow first traveled to the country of residence of their Latin American fellow. For each session, a group of 12 Latin American fellows came to the U.S. for four weeks. During their stay, they spent time at the UConn getting acclimated to the campus and its resources and also participating in workshops on economic empowerment, social entrepreneurship, U.S. History, and leadership. Day long trips were taken to places of cultural relevance, including Boston, MA. After one week at UConn, Latin American fellows spent a week and a half at their job-shadow, spending time with their U.S. counterpart. Following the job shadow portion of the program, all Latin American and U.S. fellows returned to UConn for debriefing and planning sessions, including conversations on strategic collaboration moving forward. For the last week of their time in the U.S., the Latin American fellows embarked on a cultural study tour, visiting places of historical relevance in New York City, Philadelphia, PA, and Washington D.C. Also while in Washington, D.C., the fellows attended the Professional Fellows Congress where they shared their experiences with other Professional Fellows, before returning to their home country. Once returning to their home country, all fellows communicated via an online course on Social Entrepreneurship, and after the completion of the course the U.S. Fellows traveled to Latin America for two weeks. The U.S. fellows spent their first week visiting with their Latin American counterpart in his or her own country. The first week included job shadowing and time for project planning and execution. The second week was spent in Costa Rica, for a closing conference at UPEACE in San Jose. In addition to the closing conference, U.S. fellows visited other local sites of cultural relevance, and had the opportunity to meet officials from the Embassy in Costa Rica.



South Africa Partners

Fostering Partnerships Between the United States and South Africa

**Professional Fellows Program
Massachusetts-South Africa Technology Fellowship
S-ECAPE-12-GR-194(AR)
Final Report
November 30, 2014**

This report provides, 1) a comprehensive description of activities undertaken by Bentley University in collaboration with South Africa Partners in connection with the Massachusetts-South Africa Technology Fellowship program, 2) overall results of the program, 3) participants' evaluation of the program immediately following their participation, and 4) participants' perception of the overall value of the program about nine to 12 months after their participation.

Program Description and Implementation

The purpose of the Massachusetts-South Africa (M-SAT) Fellowship Program was to bring together mid-level professionals in life sciences, bio-tech and IT industries from Massachusetts and South Africa in a two-way workplace exchange to create beneficial peer relationships, promote cultural competency and strengthen professional skills. More specifically, the program was designed to achieve the following goals:

1. Establish strong links between Massachusetts and South African companies that offer long-term and mutual benefits.
2. Enhance the skills of mid-level professionals in the selected companies, including cultural competencies needed to do business in the reciprocal country.
3. Establish communication networks that will continue long after the Fellowship Program ended.

Program implementation began by distributing outreach materials across South Africa through the Public Affairs Office of the U.S. Embassy, South Africa Partners, Bentley University contacts, the South African Consul General in New York City and the South African Embassy in Washington, D.C. in fall 2012. After an initial screening of more than 100 applicants, 23 candidates were selected for personal interviews.

Bentley University and South Africa Partners representatives along with Public Affairs Officers of the U.S. embassy conducted interviews in Cape Town and Johannesburg in February 2013. The interview process yielded a total of 14 South African Fellows who were grouped in two cohorts of six and eight to participate in the Professional Fellows Program in spring and fall 2013, respectively. For a list of South African Fellows, their institutional affiliations, and their U.S. peers see Appendix A.

Program Timeline

- **September 2012:** Developed outreach materials and an application form (see Appendix B for details). A program web site was also created on the Bentley University web site at:
- (<http://www.bentley.edu/events/massachusetts-south-africa-technology-fellowship-program/massachusetts-south-africa-technology>)
- **October 2012:** Bentley University and South Africa Partners worked closely with the Public Affairs Office of the U.S. Embassy in South Africa, South African Consul General in New York, and South African Embassy in Washington, D.C. to distribute outreach materials among a large number of private and public organizations in targeted industries across South Africa.
- **November 2012:** The outreach efforts generated more than 100 applications. After an initial screening, a total of 72 applicants met the selection criteria.
- **December 2012:** After a careful evaluation of qualified candidates, 23 semi-finalists were selected to be interviewed from January 28th to February 5th, 2013 in South Africa.
- **January 2013:** During the week of January 28 to February 1, 2013, a total of 23 candidates were interviewed in Cape Town, Johannesburg, Port Elizabeth and East London. Representatives from the U.S. Consulates in Cape Town and Johannesburg participated in the interview process, along with representatives from Bentley University and South Africa Partners. Consular officers participated in post-interview discussion and ranking of candidates.
- **February 2013:** A total of 14 South African Fellows were selected to participate in the program in two cohorts; six and eight Fellows to participate in spring and fall 2013 Professional Fellows Program, respectively. After approval by the Department of State, finalists were notified of their status, and all fourteen finalists accepted the offer of the Fellowship.
- **March 2013:** Placements for South African Fellows were finalized, and designated U.S. peers were approved by the U.S. Department of State to travel to South Africa in July, 2013 and February, 2014 as U.S. Fellows.

- **April 2013:** The first cohort of six South African Fellows arrived in Boston on Sunday, April 7th. After a week of orientation at Bentley University, they began their worksite placements on April 16th; during the difficult week of the Boston Marathon bombing and its aftermath. The Fellows travelled to Washington D.C. for a week of sightseeing and participation in the Professional Fellows Congress. They departed for South Africa on May 11th.
- **July 2013:** The U.S. Fellows departed for South Africa on July 13th for two weeks where they spent several days in their South African peers work site and participated in a wide range of cultural activities. All Fellows participated in a “debrief” hosted by the U.S. Embassy in Pretoria with Cape Town area Fellows linked in via teleconference before returning back to the United States on July 27th.
- **October 2013:** The second cohort of eight South African Fellows began their fellowship program on October 7th with a week of orientation at Bentley followed by three weeks of worksite placement and a week in Washington D.C. to visit historical monuments and participate in the Professional Fellows Congress.
- **January, 2014:** The second cohort of U.S. Fellows departed for South Africa on January 31st. All Fellows participated in a “debrief” hosted by the U.S. Embassy in Pretoria with Cape Town area Fellows linked in via teleconference before returning the United States on February 15th.

Overall Program Results

The M-SAT program was designed to provide participating Fellows with opportunities to establish long-term and mutually beneficial peer relationships and promote cultural competency, and strengthen professional skills between South African and Boston-based professionals in selected industries. More specifically, the overall program goals were:

1. Establish strong links between Massachusetts and South African companies that offer long-term and mutual benefits.
2. Enhance the skills of mid-level professionals in the selected companies, including cultural competencies needed to do business in the reciprocal country.
3. Establish communication networks that will continue long after the Fellowship Program has ended.

Based on a comprehensive independent evaluation of the program conducted at the conclusion of the Fellowship of both South African cohorts, the overall satisfaction with worksite placement was very high. As it can be seen in Table 1 below, all South African Fellows felt their worksite placement was either excellent or good with a significant majority evaluating their worksite placement as excellent.

Table 1: Overall Satisfaction of South African Fellows with Worksite Placement

Cohort	Excellent Placement	Good Placement	Total
First Cohort	66.7%	33.3%	100%
Second Cohort	80%	20%	100%

Source: Independent evaluation survey conducted at the end of the Fellowship program, June and November 2013

M-SAT was also highly successful in achieving its more specific stated goals. As can be seen in Table 2 and Table 3 below, 83.4% of the first cohort and 100% of second cohort felt that participation in the Fellowship increased their professional skills. Likewise, 100% of both cohorts felt that M-SAT program improved their understanding of the U.S. business practices. Finally, 66.7% of the first cohort and 80% of second cohort felt it was very likely or somewhat likely that they will develop a joint project with their U.S. peers after returning to South Africa. See Appendix C for details of evaluation results.

Table 2: Responses of South African Fellows to Selected Questions in the Evaluation Survey (First Cohort, June 2013)

Item	Very Much/Very Likely	Mostly/Somewhat Likely	Total
Degree to which the Fellowship Increased participants' professional skills	16.7%	66.7%	83.4%
Degree to which the Fellowship helped understanding of U.S. business practices	50%	50%	100%
Likelihood of developing a joint project with U.S. peers after returning to South Africa?	16.7%	50%	66.7

Source: Independent evaluation survey conducted at the end of the Fellowship program, June 2013

Table 3: Responses of South African Fellows to Selected Items in the Evaluation Survey (Second cohort, November 2013)

Item	Very Much/Very Likely	Mostly/Somewhat Likely	Total
Degree to which the Fellowship Increased participants' professional skills	20%	80%	100%
Degree to which the Fellowship helped understanding of U.S. business practices	80%	20%	100%
Likelihood of developing a joint project with U.S. peers after returning to South Africa?	0.0%	80%	80%

Source: Independent evaluation survey conducted at the end of the Fellowship program, November 2013

In a reciprocal exchange, two cohorts of U.S. Fellows travelled to South Africa for two weeks in July 2013 and February 2014. Independent assessment of their experience in South Africa indicated high degree of satisfaction among the Fellows. They uniformly gave high marks to their professional interaction with their South African Fellows as well as to their cultural experiences. Please see Appendix D for details of the evaluation results.

M-SAT also succeeded in achieving its longer-term goals. A survey was conducted nine months to one year after completion of the program among both South African and U.S. Fellows. In these surveys, the Fellows were asked to respond to two questions listed below:

1. *What were the outcomes of your participation in the M-SAT program? Please identify lessons learned, gains in perspective or understanding, processes or policies observed that are relevant to your own work, partnerships initiated, relationships built, etc.*
2. *Describe, from your perspective, the impact of the program, either in the short term or the long term. What will you, your institution or your organization do or have the capacity to do as a result of your participation in M-SAT? If you have or plan to undertake any further activities with other M-SAT Fellows on either side of the Atlantic, please describe those activities and the expected goal or impact of those activities.*

Responses to Question 1

Fellowship Outcomes: South African Fellows' Perspectives

- Learned about successful product launches in the pharmaceutical industry in the U.S. This knowledge was presented to the top executives of a South African company in biotechnology field which led to revamping the go-to-market strategy of the South African company. Furthermore, learning the American practice of placing Ph.D. students as research interns, the South African company has made it a policy that each employee must undertake a minimum of two training courses per year in line with their job functions and signed an agreement with University of Cape Town to get at least one honor's student intern per year and one masters student doing research in biochemistry/pharmaceuticals.
- Developed a partnership between two US and two South African institutions (Boston University, Tufts University, University of Western Cape and Council of Scientific and Industrial Research in South Africa). A workshop is scheduled to be co-hosted by these four institutions in June 2015 in Cape Town on the theme of "infectious diseases" - to bring together key researchers and technology transfer professionals to explore solutions for application in this area.
- Continued networking between South African and U.S. fellows to facilitate in-bound technology transfer.
- Gained practical experience in technology transfer activities during the work placement in Boston with respect to reviewing patent claims, drawing up technology marketing brochures, secondary research to

find potential licensees, and drafting evaluation agreements.

- Gained valuable insights and understanding of challenges facing a state IT organization supporting an emerging market, organizational changes, team development and culture change challenges, governance and procurement issues, skills and leadership training.
- Learned how to improve collaboration across IT and with external parties such as provincial entities, local government, industry, innovation centers, etc.
- Gained a comprehensive understanding of US entrepreneurship and innovation economy as well as US/Massachusetts policy on Innovation, and alignment of the state policies with the development of industries such as life sciences with the intention of creating new businesses. This was demonstrated in the \$1 billion fund used to establish the Massachusetts Life Sciences Center (MLSC). This policy example can be used as a benchmark in the policy engagements and assist in identifying possible solutions to South African challenges of high unemployment through growing the South African bio-economy industry.
- Developed relationships between South African and Massachusetts-based companies in the high tech sector that have resulted in tangible benefits to a number of specific companies in South Africa. These relationships will most likely continue and grow in the future.
- Made great connections with the Cambridge Innovation Center and the wider entrepreneurial community in Boston. The visit to South Africa by my American counterpart further solidified this relationship. This is the beginning of a soft landing when it comes to looking at international and specifically US expansion for the various companies we incubate in South Africa.

Fellowship Outcomes: U.S. Fellows' Perspectives

- Participation in the M-SAT program provided an opportunity to demonstrate to our South African fellow the operations of a biotechnology company (OPK Biotech) in the US. In a strictly regulated environment such as the biotechnology industry, our fellow came to understand the policies and regulations required to run a company that makes therapeutic drugs. Our fellow gained a solid understanding of this environment and offered some insights from her perspective, thereby offering a “two-way” street for sharing information.
- The program was a very eye-opening experience to understand the state of innovation in South Africa. Although they have come very far in encouraging entrepreneurs, much more needs to be done. As a systemic problem, part of the solution emerges from early encouragement of youth to become entrepreneurial and follow through combined with quality education. A tangible outcome of my visit to South Africa is that I have been spending a fair amount of time helping a local non-profit teach young

students about entrepreneurship in the medical field. I would not have spent as much time with the organization had I not observed the negative repercussions of the absence of such programs/opportunity in South Africa.

- One immediate and yet unexpected outcome from participation in the program was the development and enrichment of my professional network here in Boston. I have continued to interact with the other U.S. Fellows who participated in the M-SAT program on work-related issues.
- Having observed the enormous challenges faced by the University of Pretoria to increase enrollment over the next 5-10 years, I, in collaboration with my counterpart in South Africa drafted a memo to the Vice Principal of Research and Postgraduate Studies, at her request, describing how entrepreneurship and innovation studies can be promoted across the university at low cost.
- While Cambridge Innovation Center decided to hold off pursuing a location in Cape Town for the time being, the fellowship resulted in many other connections between Boston and South Africa. For example, MassChallenge (<http://masschallenge.org/>), an entrepreneurial accelerator agency that connect entrepreneurs with resources, expressed an interest in Cape Town and I connected them to my host in South Africa. I also connected my South African host to the coop program at Northeastern University in Boston which led to placing a US student as an intern in South Africa.
- The M-SAT program gave me the opportunity to gain a basic understanding about the high technology/biotechnology innovation environment in South Africa. I was particularly interested to learn how promising early stage technologies are identified, supported and funded in South Africa. The perspective I gained was mostly around the role government, i.e., the Technology Innovation Agency in South Africa plays in this process.
- The most significant professional perspective I gained by participating in the M-SAT program focused on the importance of influence over vendor support. Biotechnology companies in the United States, and especially Cambridge MA, undergo intimate collaborations with their vendors to ensure satisfaction in the vendor's products while expecting reliable service for those products in the future. As a growing industry in South Africa, biotechnology companies and groups have access to cutting edge technology but often rely on third party support for equipment and supplies. For smaller startup companies, this effect is exacerbated and ultimately effects the amount of time spent on real development. Though improved relations seem to exist in the US, achieving meaningful changes in support services for our industry still require aligned cross-company support. After returning to the US, I have taken a more active role in expanding our own support service by increasing cross-company communication.

Responses to Q.2

Fellowship Impact: South African Fellows' Perspective

- Since my return from the US I have identified opportunities I would like to pursue. One through the US State Department grants and the other through the engagements and meetings I attended. For me, the most important thing is leveraging on the relationships to ensure continuous interaction. There was also a lot of networking opportunities and S.A. needs to find a way to ensure that there a lot more networking opportunities created.
- Participation in the M-SAT program has definitely made a strong impact on my personal and professional development. On the personal side, I have developed long lasting friendship across the Atlantic which has allowed me to grow and gain valuable insights from my friends across the Atlantic. Professionally, after completing the M-SAT program, I was appointed as the Manager of Innovation at Industrial Development Corporation (IDC) which is one of the largest in South Africa aimed at providing financing to entrepreneurs engaged in competitive industries through promoting the establishment of new industries and industrial undertakings and the development of existing industries and industrial undertakings.
- As a result of participation in the M-SAT program, we have initiated a discussion to send two young professionals to intern at the Massachusetts Life Science Centre and other key players within Massachusetts innovation ecosystem. The purpose of this internship would be to learn about commercialization and understand the innovation ecosystem from the perspective of the developed country. The ultimate goal of the proposed internship is to empower these professionals in identifying policy that can unleash high impact entrepreneurship and innovation. The internship also seeks to provide an opportunity to interact with policymakers and program leaders focused on exploring different regulatory changes and other policy ideas which can be used in helping to accelerate the development of knowledge based/ innovation economy in South Africa.
- Through the program we had an opportunity to meet 200 other Fellows from other countries in Professional Fellows Congress in Washington D.C. At the congress I met a group of fellows who were conducting research in environmental related projects. From our meeting we decided to form a group called Green Earth Fellowship. The purpose of this group is to share information amongst each other and to assist each other in alleviating environmental issues we face in our respective countries. Furthermore, it is the aim of this group to start joint projects/collaborations where possible. In the Congress, I also met a Fellow from South Africa (who was with another program). She is a managing director at MeloziAvantu SA. During our poster presentations she showed an interest in the bioremediation work we are conducting at the Council for Scientific and Industrial Research (CSIR) in South Africa. Meetings have been held between MeloziAvantu and CSIR Biosciences for possible collaborations.

- The most obvious impact is the direct benefit of having Northeastern University interns working at South Africa tech companies and the experiential benefits they gain along with the value they add to the businesses. We will continue to build relationships with Boston-based organizations, and while the mooted CIC type facility in Cape Town is perhaps a little premature, we are keen to continue fostering a relationship with CIC, specifically through Sarah Delmar. I will also continue interacting with Sue Long - in fact I will probably be getting in touch with her tomorrow.
- The impact of the M-SAT Programme includes mutually-beneficial long-term relationships built between US and SA counterparts. We are able to leverage each other's learnings and expertise and further explore opportunities for internationalization of technology innovations.
- My thinking around sharing and collaboration has evolved significantly as a result of this exposure and this affects the way I think about growing businesses and collaborating on projects.

Fellowship Impact: U.S. Fellows' Perspectives

- Participation in the M-SAT program made me think about how I do my own job and the functioning of our office here at Massachusetts Institute of Technology. While grateful for the resources that we have, I have thought a lot more about how to encourage graduate students and undergraduates to learn more about innovation and entrepreneurship and to that end have hired a number of interns to work in our office under my direction and have begun to reach out to faculty about lecturing in their classes. Furthermore, I have had some early discussions with other M-SAT Fellows about potentially participating in follow-up activities to put in place scientific exchange programs.
- The impact of the M-SAT Programme includes mutually-beneficial long-term relationships built between US and SA counterparts. We are able to leverage each other's learnings and expertise and further explore opportunities for internationalization of technology innovations.
- While Cambridge Innovation Center (CIC) ultimately decided to hold off pursuing a location in Cape Town for the time being, the fellowship resulted in many other connections being made between Boston and South Africa. For example, MassChallenge expressed an interest in Cape Town and I connected them to my host in South Africa. I also connected my host to the coop program that Northeastern University runs, and they now have a student working with them from Boston. I continue to stay in touch with my hosts and am now much more active in hosting South African visitors to expose them to innovation and entrepreneurship in Boston. I have also stayed in touch with the other fellows and we continue to make connections for each other and stay in touch.
- The greatest impact of the program is in the personal, professional, and cultural connections made. It creates a very strong affinity to South Africa, and I'm now active in a community that I previously had no connection to. I am always happy to meet and help South Africans coming to Boston and have found that connections have continued to be made long after the trip ended. I anticipate these connections will

continue to grow and anticipate that there will be opportunities to work together and collaborate in the future.

- As a State Department alum, M-SAT indirectly got me involved in the inaugural Washington Young African Fellows Initiative (YALI - now called the "Mandela Washington Fellowship"), a program initiated by President Obama to bring young African leaders to the US for 8 weeks of skills training. i) I participated as a reader of applications - there were 50,000 applications for the 500 slots! ii) I subsequently got invited to participate in the Dartmouth College program in which 25 YALI fellows came to the college for training in business entrepreneurship and made some wonderful new connections across 18 African countries. iii) I hope to participate in a more substantial way in the (YALI/MWF) program in 2015. iv) I introduced one of the South African YALI fellows to Nick Allen, they both reside in Cape Town and share an interest in securing venture funds for start-up companies.
- As a direct result of our participation in the M-SAT program, our company has a clear vision which is informed from personal information from pharmaceutical industry leaders. The visiting Fellow seemed enthusiastic about our offering, should we be able to amend our current market strategy. He also suggested a few minor changes to the current operational design of our products which has been considered and is undergoing evaluation to test the effect of the modifications to the products.

Value of the Fellowship Program: Recipients' Perspectives

We believe that the excerpts from the evaluations included above testify to the high value of the program, which met its objectives by achieving both "soft" outcomes (cultural competency, relationship development) and "hard" outcomes (reciprocal exchange of business practices and knowledge, initiation of formal business relationships). After the end of the program date, the Recipients have heard from participants that the network established by the M-SAT program continues to yield personal and professional benefits.

One unanticipated benefit of the program has been the deepening of relationships between Fellows within their respective countries. The South African Fellows continue to communicate regularly through a social media platform that was informally created during their stay in the U.S., sharing both professional and personal successes, challenges and news. U.S. Fellows in the Boston area continue to network regularly at events designed for the local innovation sector and through events with a focus on South Africa, such as a recent program at the Federal Reserve Building in Boston in October, 2014 on South African business development.

Reflecting on the program costs vs. the program's value, the largest line item, international travel, was a worthwhile investment. The reciprocal travel of the U.S. Fellows to South Africa, while shorter in duration, played an essential role both in deepening the positive relationships between participants but also in providing a

platform for planning for future activities that would take place outside of, and without funding from, the Fellowship program itself. Each of the follow-on activities detailed below were incubated or planned during the reciprocal visit by the host U.S. Fellow.

The Recipients feel that the value and success of the program were achieved with a relatively small investment in staffing on the U.S. side. Within South Africa, the cooperation of the U.S. Embassy and Consular staff made an important contribution as well.

The greatest challenge the Recipients encountered was securing worksite placements for the South African Fellows, particularly the placements within private industry. The employers of the South African Fellows were much quicker to see the value of granting their employees five weeks of paid leave to participate in the program; the “sell” on the U.S. side was a greater challenge, even though the period of leave that must be allowed was shorter (two weeks). Participants, in discussing this issue as an international group, attributed this challenge to striking differences in business culture in the two countries. They also noted that U.S. employers are less likely to see, at first glance, the value for their employees in international travel if their firms did not already have an international presence that they felt would be materially strengthened by the exchange program. U.S. employers also recognized that hosting Fellows required a commitment of staff time during the U.S. stay in addition to releasing an employee for paid travel. A secondary challenge was ensuring that there was a truly valuable “fit” between the Fellow and the host company or institution; the strongest South African Fellows were selected for the program, and the placement process followed after final selection, rather than working in the other direction. This ultimately yielded better and more productive placements, but the process was the most time-intensive for staff of any aspect of the program implementation.

Ultimately, the U.S. participants and their employers were highly satisfied with the program. If the Recipients were to replicate the M-SAT in future, we would have the positive testimony of the host companies and institutions to share with prospective hosts. It would, in other words, be a much easier “sell.” It should be noted that the reciprocal nature of the travel opportunity was a positive and persuasive feature of the program.

Implications for Future Fellowship Programs

The M-SAT program was not eligible for funding in the most recent grant cycle for the Professional Fellows program. It is clear, however, that there would have been high interest in both the U.S. and in South Africa had it been offered. Queries have continued to be received by the Recipients in the months since the program ended about applying to be selected as a Fellow or to serve as a host company.

Another initial challenge was creating a strategy for outreach to publicize the opportunity within South Africa on a relatively short time frame. If a similar program were to be offered again that included South Africa, the network and relationships that have now been established among the M-SAT alumni, and with South African universities, trade organizations and government would make outreach even more effective. Testimonials from previous participants could be leveraged in both countries to attract a very strong pool of Fellows.

Both South African and U.S. Fellows noted the value of having time to become oriented to the culture, history and economy of the hosting country during the Fellowship. The Recipients would strongly recommend that similar programs in the future combine worksite placements with orientation and learning activities as in the 2013 M-SAT program.

Planned Follow-on Activities

Several follow-on activities have taken place or will take place as a result of the M-SAT Fellowship. It is a testament to the value of the program that, with one exception, each of the activities below has been initiated by the Fellows themselves. Additional potential partnerships and activities are noted in the survey responses above.

- Placement of co-op students from Northeastern University in Boston at Savant Analytic in Cape Town.
- Massachusetts-South Africa Conference for Technology Transfer and Global Innovation Translating Scientific Discoveries into Commercial Products for Infectious Disease Diagnosis and Management. Scheduled for 2015, organized by a cross-cohort group of M-SAT Fellows from the U.S. and South Africa
- U.S. Fellow and South Africa Partners participation in the Nelson Mandela Fellowship program (YALI)
- Establishment of a U.S. office for Diacaustic Medical Devices, a South African company, housed at the M2D2 medical devices incubator at University of Massachusetts, Lowell
- South Africa Partners has submitted a grant to the Curtis International Fund at the Boston Foundation to host a one-day symposium entitled “The Global Innovation Economy: Lessons from South Africa.” If the proposal is successful, the symposium will take place in the fall of 2015 and will feature the M-SAT program and program participants.

Economic Empowerment Professional Fellows Program for the Lower Mekong

The University of Montana Maureen and Mike Mansfield Center

Award Number: S-ECAPE-12-GR-196 (BR). DUNS Number: 010379790

September 11, 2012 – June 30, 2014

Final One-Page Program Report

The Maureen and Mike Mansfield Center (MC) of The University of Montana (UM) is pleased to provide this final report on the Economic Empowerment Exchange Program for Burma, Cambodia, Laos, Thailand, and Vietnam, with a focus on building economic opportunity from the ground up for both U.S. and Asian participants. The Mansfield Center successfully supported the programs of 41 participants: 20 Asian participants and 21 U.S. fellowship hosts. Participants were selected to represent a range of populations, with a focused on the underserved: rural participants, women, youth, people with disabilities, and ethnic minorities.

All goals and objectives of the project have been successfully accomplished with solid expectations for continued engagement in affected communities and organizations. This program has been valuable to impacted foreign communities as well as to our Montana communities.

Each foreign participant's program centered on a Fellowship as proposed, though supplementary program activities were arranged by the Mansfield Center. For U.S. participant travel, each foreign participant designed follow-on programming that built on the fellowship partnership. This included work on the foreign participant's action plan; institutional consultancies at the foreign participant's home organization and related organizations; and substantive training provided by the Americans based on their relevant subject matter expertise. U.S. participants witnessed tangible results in the form of organizational improvements, workshop participation, and potential for follow-on collaboration.

Commitment to Diversity

This project was designed with strong consideration given to the UM and DOS commitment to diversity of American political, social and cultural life. Given UM's relationships with Montana tribes, the program had significant American Indian representation.

Ongoing Impacts

A critical component of the program is fostering long-term mutual understanding, including maximum sharing of information and establishment of long-term institutional and individual linkages. On-going engagement includes social media, support of follow-on projects, and support of new networks. Each of the foreign participants developed action plans of varying durations: some to be implemented entirely with the assistance of fellowship hosts during travel to Asia, some for an extended period of three-to-five years.

Evaluations

Evaluations rated all aspects of the program as very good to outstanding. As committed to by the Mansfield Center, we will continue to assess the long-term outcomes of the program and communicate those to the State Department. All evaluations are available upon request.

Final Report - S-ECAPY-11-GR-064 (KF)

The United States Department of State Bureau of Educational and Cultural Affairs (ECA) awarded American Councils for International Education: ACTR/ACCELS a grant of \$ 1,319,950 on May 18, 2011 for recruitment, selection, orientation and preparation of students, travel, on-program support, monitoring, host family recruitment, selection, orientation, monitoring and alumni activities for the 2012-2013 American Serbia and Montenegro Youth Leadership Exchange (A-SMYLE) Program.

The goals of the A-SMYLE program are to promote mutual understanding between the U.S. and the participants' countries, to teach students from Serbia and Montenegro about the U.S. and its people, to help Americans learn about these countries in return, and to allow these students to experience first-hand American culture and democracy.

American Councils responsibilities for the program included recruitment and selection of program participants; pre-program preparations including pre-departure orientations overseas and overseeing issuance of visas; medical review of accepted applicants; travel of students from their home cities to their U.S. host city at the beginning of the program year (August 2012) and return travel at the end of the academic year in June 2013; recruitment, selection, orientation, and monitoring of host families, student monitoring including site visits, support for students who experienced problems on the program; preparation of program publications; staff training for administrative and placement staff and local coordinators; and A-SMYLE alumni activities.

Over 1,350 students applied to the 2012-2013 A-SMYLE program. 80 students were selected, 17 from Montenegro and 63 from Serbia. American Councils staff traveled to seven cities to recruit for the program, allowing students from many communities to take part in the program. All program activities were undertaken in close cooperation with the Bureau of Educational and Cultural Affairs and U.S. Embassy in Serbia and the U.S. Embassy in Montenegro.

While on program students lived with host families and attended U.S. high schools. They took part in regularly scheduled enhancement activities and were eligible to apply to participate in a week-long civic education workshop in Washington, DC. Fifteen students participated in the workshop.

Alumni events took place throughout Serbia on a regular basis through the end of the grant, focusing on environmental activities, the promotion of American culture, professional development for alumni, and community service—all based on activities that A-SMYLE students participated in while living in the United States.

Youth Exchange and Study
S-ECAPY-11-GR-165
One Page – Final Report

World Link conducted a successful exchange program for a total of thirty high school students from select countries during the 2012-2013 academic year for the Kennedy-Lugar Youth Exchange and Study Program sponsored by the Youth Division of the Bureau of Education and Cultural Affairs at the U.S. Department of State. Students were placed with U.S. host families and in schools in eight states with one hundred percent in cluster groups. Students attended three required program meetings during the year including an arrival orientation, mid-term program that focused on diversity and tolerance and the re-entry program one month prior to their return home to aid them in returning to their home culture and reducing return culture shock.

Students are placed with host families in school districts that have agreed to accept international exchange students. The families are screened and vetted using background screenings, local references and an in-home interview conducted by the local coordinator. The local coordinator works with the national office to monitor the placement and to be a program liaison with the national office and the State Department.

Major accomplishments of the program that were measured by a mid-term and post-program evaluation included: 1) gain an understanding of American culture and diversity, 2) teach Americans about their home country, 3) interacting with Americans and creating enduring ties, 4) explore and acquire an understanding of key elements of US civil society, and 5) motivate students to gain leadership skills and utilize them in alumni activities. All students joined school leadership organizations and were required to give presentations about their culture and home country during the year, attend a leadership workshop and be involved in at least 30 hours of community service activity. All students participated in a diversity awareness activity called the “Melting Pot Essay”.

Students on the World Link YES Program developed leadership skills by participating in speaking contests through their school leadership organizations. They practiced these skills and applied them to the goals of the program by giving on average nine presentations each about their home countries during International Education Week. Students volunteered individually and in groups to benefit their communities through projects and activities. All YES students met the goal of 30 hours of community service with 53% of the students logging more than 100 hours of service and received special recognition from the State Department. Each student was involved in a Global Youth Service Day Project. Students were taught how to take these skills and apply them to their alumni activities back home during a re-entry workshop one month prior to the end of their program.



S-ECAPE-12-GR-197(MJ) Legislative Fellows Program

September 1, 2012 – September 30, 2014

Submitted by: Leslie Ryan, Program Manager on November 19, 2014

The United States Department of State's Bureau of Educational and Cultural Affairs Professional Fellows Division awarded American Councils for International Education (American Councils) a grant of \$850,000 on September 1, 2012 to conduct the Legislative Fellows Program (LFP) for young professionals working in government, NGOs and other relevant professional organizations from Armenia, Azerbaijan, Georgia, Moldova, Russia, Turkey and Ukraine.

Under the auspices of this program, 49 Fellows traveled to the United States to participate in one-month fellowships in offices and NGOs. While on Program fellows lived with host families. The Program was designed to: 1) Strengthen participants' understanding of the U.S. legislative process; 2) Enhance participants' appreciation of the role of civic society and its engagement in the political process; 3) Enhance partnerships between U.S. and foreign institutions; and 4) Establish a common language to develop practical solutions for shared problems and concerns.

Fellows attended orientation sessions prior to departing for the United States where they were introduced to the U.S. system of governance, oriented to living and working in American families and worksites and afforded the opportunity to meet other Fellows. Upon arrival in the United States they participated in an intensive arrival orientation in Washington, DC which included an introduction to the U.S. political processes, cultural norms, and program rules and regulations.

Fellows then began their positions with government offices and NGOs across the United States, immersing themselves in the daily operations of governance, NGOs, government oversight, and citizen participation. During the program, Fellows were supported by American Councils' staff. Before departing for their home countries, all Fellows returned to Washington, D.C. for the State Department's Fellows Congress as well as debriefing with American Councils' staff.

Overseas fellows were required to submit a self-designed outbound project during their US fellowships, which culminated in establishing a link between U.S. and overseas partners. From the 49 proposals submitted by fellows 28 US supervisors were competitively selected to implement small projects together with their fellows in the fellows' home countries. United States participants traveled to all seven countries to implement these projects, which were funded through the grant and implemented by the fellows.

Although the turbulence in Eastern Ukraine forced a few outbound projects to be cancelled, rescheduled, or moved to other countries, overall the program was able to function with minimal disruption.



Leaders at the Core of Better Communities

Federal Funding Accountability and Transparency Act (FFATA)
Final Program Report - September 30, 2014

Federal Agency: Department of State, ECA - IIP/EX/G
Federal Grant Award Number: S-ECAPE-12-GR-201(JM)
Duns Number: 072631831 EIN: 362167744
Project Grant Period: 9/17/2012 - 06/30/2014

The International City/County Management Association (ICMA) conducted a four-part, two way reciprocal local governance fellowship exchange that promotes learning and knowledge exchange among key local government practitioners from the U.S., China, New Zealand, and Thailand. The exchange focused on the key themes of legislative process and governance, especially citizen engagement, transparency, the role of women, minorities and marginalized populations in communities and effective management strategies for creating more resilient, livable and sustainable communities.

ICMA provided eighteen foreign fellows from China, New Zealand and Thailand for four week fellowships in the United States. 6 fellows traveled from each of the participating countries: China (3 Male, 3 Female), Thailand (2 Male, 4 Female), and New Zealand (1 Male, 5 Female). Fellows spent time in the following host communities across the United States: City of Albany, Oregon, City of Basalt, Colorado; City of Tulsa, Oklahoma; City of University Park, Texas; City of Ann Arbor, Michigan; City of Dubuque, Iowa; City of Rancho Cordova, California; City of Flagstaff, Arizona; and City of Snoqualmie, Washington.

The exchange visits by the foreign fellows occurred between April 2013 and October 2013, and included participation in short-term fellowships, job shadowing, meetings with government officials, and visits to nonprofits and community groups working to engage citizens. Participants captured their experiences and shared photos in a lively blog on ICMA's Knowledge Network (www.icma.org/pfp).

In return, twelve fellows from the United States participated in a reciprocal experience with their counterparts in an international community in the Asia countries. The U.S. fellows traveled from: Albany, Oregon (1); University Park, Texas (1); Tulsa, Oklahoma (2); Pitkin County/Basalt, Colorado (1); Dubuque, Iowa (2); Ann Arbor (2); Rancho Cordova, California (1); and Flagstaff, Arizona (2).

The program was successful and promoted local government partnerships, established networks and international relationships, and led to creativity in identifying locally appropriate solutions for creating more sustainable communities.

Signature of Authorized Official _____ Date 9/30/2014



Federal Funding Accountability and Transparency Act

Program Report for S-ECAPE-12-GR-202(FA)

2012-2014

Economic Empowerment through Entrepreneurship

Funded by

Bureau of Educational and Cultural Affairs

Implemented by

University of Michigan, Institute for Social Research

Program *Proposed* and *Actual* Timeline: September 1, 2012 – August 31, 2014

Program Goals and Outcomes for S-ECAPE-12-GR-202(FA)

The program was designed to meet all of goals and objectives listed in the RFGP over a two year period, and to include thirty-two MENA participants and ten American delegates. EEE was completed in two years with two groups of MENA fellows and three, as opposed to two, American outbound missions that included 12 delegates and two UM staff members, above the 10 American delegates committed to in the grant agreement. The University of Michigan received 474 applications (305 of which were from Egyptian candidates) for 32 places in the program. The political instability in Egypt and Tunisia complicated visa processing, particularly for young men, as the files of one Egyptian man, one Egyptian woman, and one Tunisian man were sent into administrative processing by Homeland Security. Two of the three were cleared in time to participate, and an alternate candidate was selected to replace the third.

The 32 MENA fellows had internship placements in 13 different organizations, including Techtown, Compuware, DC3, Green Garage and Digerati in Detroit, Google, 10,000 Villages, Tech Arb/Center for Entrepreneurship and Menlo Innovation in Ann Arbor, Impact Engine, the Urban League and Cibola in Chicago, the Business Council for International Understanding in Washington DC and Dell Computers in Austin, Texas. In addition to the internships, the program provided an “offsite” orientation and teambuilding session, and a number of technical workshops on topics such as Entrepreneurial Ecosystems, Business Planning, Organizational Design and Strategy, Legal Aspects, Marketing and Branding, Financing Entrepreneurial Ventures and Communication Skills for Entrepreneurs. Participants were offered one-on-one professional development coaching sessions in the evenings. The cultural program included a welcome and farewell dinner, sightseeing in Detroit/Ann Arbor, Chicago and Washington DC, dinners and receptions in people’s homes, a Michigan football game, a Michigan hockey game, a Detroit Tiger’s baseball game, Shrek the Musical, Phantom of the Opera, a visit to a “hacker space”, and numerous museum visits and shopping excursions.

The twelve American delegates and two UM staff members visited four of the five countries (we were not allowed to visit Libya because of the security situation). The Libyan fellows met the American team in Tunisia to participate in the programming. The delegates visited the following organizations: Egypt -- Innovation Academy, Microsoft Center for Entrepreneurs, Kijamii (a start-up), TIEC (Technology Innovation and Entrepreneurship Center), IMAGINE Incubator, and BeGreen (a startup company). Israel – SYSMOP, Mego Afek, Akko Treasures, Moona, Palestine, Jerusalem Venture Partners, PICO, Keren Shemesh Foundation’s Entrepreneurship Program, the BIRD Foundation, Jerusalem Group, Digital Divas and At Borders. Tunisia –Google Entrepreneurship Week (events), Technopol, Union of Industry Trade and Handicrafts (UTICA), the National Chamber of Female Business Leaders, Tunis Business School, Mediterranean Business School, Wiki Start-Up (incubator), Souk Atmania, Silotech and banks and microcredit organizations. West Bank – EFE, Leaders Organization, the Business Women’s Forum, PICTI and Arabreneur.

The MENA fellows have flourished upon their return home. Two fellows have raised significant capital for their start-up companies. Three fellows were finalists for Fulbright Scholarships, and one was awarded a Fulbright, and is now pursuing a Master’s degree in computer engineering at the University of Washington. Three fellows have started new NGOs to support entrepreneurship in their countries, and two have started new companies. Three fellows have left their jobs for better opportunities, and two have received promotions within their organizations. Three fellows joined teams that applied for

State Department Alumni Innovation Awards, and one received an award of \$28,000. Five fellows had babies since their return home!



1020 Legacy Drive
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Phone: (540) 297 5982
www.legacyintl.org

FINAL PROGRAM REPORT:

Grant Agreement: S-ECAPE-12-GR-204 (KF)

Organization: Legacy International

Project: Legislative Fellows Program – North Africa (LFP-NA)

Report Date: July 31, 2014

Submitted by: Atefeh Leavitt, Program Director

Report Period / Grant period: September 18, 2012- June 30, 2014

Legacy International conducted the Legislative Fellows Program for North Africa (LFP-NA) region from September 2012 until June 2014. Countries of focus included **Egypt, Libya, and Tunisia**. At this critical time of social and political changes in the region, this program fulfilled the primary goal of the US Department of State - creating mutual understanding between the people of the U.S. and other countries. LFP fellows from across the region built rapport and exchanged ideas about the structure, evolution and potential of representative government in the participating countries.

24 Foreign Fellows traveled to the U.S. for a one-month fellowship: 7 from Libya (4 Spring, 3 Fall), 9 from Tunisia (5 Spring, 4 Fall), and 8 from Egypt (3 Spring, 5 Fall). The fellowship experience, as well as the opportunity to engage with peers and mentors in the U.S. left a lasting positive impact on each of the Fellows. Legacy staff observed and measured changes in behavior and learning, including improved professional skills, presentation skills, networking ability, project planning and implementation, and communication techniques.

In the months after fellows returned home Legacy mentored and assisted fellows as they implemented follow-on projects and shared their observations and lessons learned. All 24 fellows (100%) gave presentations at their workplace and/or shared the LFP experience with colleagues, family and friends in both formal and informal ways. Based on participants own reporting of these presentations, at least **450** additional people were exposed to the knowledge, skills and new perspectives brought home by the LFP Fellows.

In addition, all 24 Fellows wrote and submitted follow on project proposals. Every participant (**100%**) implemented some portion of his or her project upon return home. **19 participants (80%)** completed (and reported on) all aspects of their follow-on projects. Projects addressed a range of country and community specific issues, from public health education, to issue advocacy, to trainer of trainer programs in the areas of women's entrepreneurship, conflict resolution, and NGO development. Projects were highly successful and had a broad impact, the 19 completed projects reached an estimated total of **15,639 people**.

Finally, **seven American delegates** and **15 foreign fellows** traveled to Morocco as part of an outbound program mutually designed by Legacy and ECA. This week-long program offered intensive training, follow-on project reporting, and opportunities for collaboration. The American delegation included two former Members of Congress and other experts. Each of these 31 individuals gained a great deal from the program and went on to expand the impact of the program through changes in perceptions about each other's countries, successful follow-on project, increased networks and collaboration, and the use of media and social media to share their observations and lessons learned.

2013-14 Congress Bundestag Youth Exchange Program: One-page Final Report

Organization: ASSE International Student Exchange Programs (ASSE)
Grant: S-ECAPY-13-GR-065 (FA)

Date: November 20, 2014
Submitted by: Mary Loving

Americans in Germany

During the program year, most of the American students adapted well to their new culture and language. After successfully completing an intensive 3-week German language and culture preparation program upon arrival in Germany, the American students began their host family experiences. By the end of the year, ten had changed host families due to incompatibility and five returned home early. ASSE and GIVE provided these students with on-going support during the year to make the appropriate decisions.

Along with becoming fully integrated in their host family lifestyles, the American CBYX students participated in school and host community activities, thereby moving beyond the tourist mode and becoming active participants in the culture. The majority of students reported making German friends by joining activities (i.e. sports clubs, musical groups, etc.) and overcoming language barriers by allowing themselves to make mistakes in their newly adopted language. GIVE provided local support through volunteer Area Representatives who planned orientations and activities as well as ran a mid-year orientation for all ASSE CBYX American students in Weimar (February) to help assess their progress. The year wrapped up with a 3-day closure/re-entry workshop in Berlin which included group activities to address re-entry into America and student presentations summarizing their thoughts about their year in Germany. Student enjoyed a welcome reception with the U.S. Ambassador at the U.S. Embassy followed by a reception hosted by German Bundestag officials. An additional opportunity included a morning session at the Bundestag (capitol building) for the anniversary of the German Constitution. The American CBYX students returned home June 20, 2014 and have been encouraged to participate in alumni programming.

Germans in America

The German CBYX students progressed well throughout the program year. Since most arrived nearly fluent in English, they had few problems adjusting to the American culture and language. Thirteen changed host families due to incompatibility and two students returned home early

During the program year, the students became active members of their host families. ASSE volunteer Area Representatives routinely organized gatherings so the students could discuss any adjustment issues in person. 100% of the ASSE German CBYX student made at least two presentations about Germany at school or within the host community. Students reported that their presentations were well received by their audiences. 100% of the students also submitted documentation of volunteering. Fifteen students volunteered over 100+ hours and were presented with a Volunteer Service award. The students developed their leadership skills and raised their awareness of tolerance and civic responsibility through school and community involvement plus ASSE organized activities.

Prior to returning, all German CBYX students gathered in Washington D.C. for closure/re-entry orientation which was designed to address the same re-entry topics addressed in Berlin with the American students. Specific time was taken to discuss re-entry shock possibilities and to develop a better understanding that while each student had a unique experience, they shared development of common ties with the U.S. Students also had the opportunity to visit with staff from the State Department's ECA. Student evaluations indicate very positive feedback about their experience in the United States.

Conclusion

ASSE is confident through monitoring, evaluation and feedback from ASSE CBYX American and Germany students, host families, volunteer field staff and community sources that ASSE has successfully met the goals of the CBYX program.