Q&A 1: Do you seek two different credit-bearing classes for these students? If so, what number of credits are you expecting?

It is not required for the courses to be credit bearing, though it is preferred that at least some courses do bear credit. If any of the courses are credit bearing classes, it would be preferable for them to be academic courses.

Q&A 2: Are you expecting two different courses: an academic course related to their major plus a project-based course on entrepreneurship? Would it be possible instead to enroll them for one credit-bearing class in their area of interest, but that the project-based entrepreneurship class would not be credit bearing?

We are expecting one course related to the student's academic field of study and one project-based (entrepreneurship or other). None, either, or both of these can be credit-bearing, though if some are credit-bearing we prefer it in the academic courses, in which the student may have a chance to transfer credit to their home university.

Q&A 3: Are you expecting a credit-bearing class in the January/February segment?

This is open for the host U.S. University to decide on. The students do not need to earn credit in the January/February segment, as long as the overall intention of the program is academic and the students combine/wrap up what they learned on the program, along with participation in other relevant in-person meetings and activities. For the segment of entrepreneurship, a suggestion could be to have a competition to pitch the idea/ project they developed in the course work.

Q&A 4: If you are seeking credit-bearing classes in July-September, generally speaking, a three credit class requires 45 contact direct contact hours plus external work. This means a three credit class would require 2 hours per day, four days per week, for six weeks. In addition to extra sessions for project work and readings.

We are expecting the students to have the equivalent of a full-time courseload for 4 to 6 weeks. The students will have no other obligations while participating in this program.

Q&A 5: What is the total number of hours you expect from each student as a total time commitment during the program? As you know, best practices in virtual engagement minimize the time on a computer each day.

We would like the students to be busy as a full-time university student would be, as this program would be their only activity for 4-6 weeks. With this being mentioned, their time does not have to be spent continuously on the computer, and we expect proposals to outline a program that builds on best practices in virtual engagement for academic and social/cultural connection.

Q&A 6: Credit-bearing classes would be more expensive. A three-credit class would be approximately $2300 per student. Do you have a general expectation for cost of coursework?

We do not have a general expectation for the cost of coursework. It is up to the university to determine the best breakdown of the budget in line with the program objectives. If not all courses are credit-bearing, we prefer that the academic courses be credit bearing, so that students might transfer the credits to their home university.

Q&A 7: Are there any students with disabilities other than the one you reference with the visual impairment?

There is just one student with a disability—the one who is visually impaired.

Q&A 8: Would a ratio of approximately 30 Egyptian students to 12 American students be acceptable in the project based class? We are envisioning six project groups, five Egyptians per project group, and 2 Americans per project group.

This would be acceptable. The ratio of Egyptian to American students is up to the university bidding, keeping in mind the objective of Egyptian students working with and having social/cultural exchange opportunities with American students.

Q&A 9: Are you expecting synchronous classes, and if so, would the time period of 4:00-6:00 pm Egypt time be acceptable? Or do you have a different preferred time given the time difference and the students' availability? Given the eight hour time difference, what time frames are acceptable for the classes that the students will pursue in their area of study? This will be extremely challenging to align the appropriate times.

We would imagine that the program would include synchronous and asynchronous work. Regarding the timing of synchronous classes, our students stay up usually late compared to American standards, and some university courses in Egypt are regularly held in the evening. Course timing until midnight is acceptable. (Students will have no other obligations, so they can sleep in the next day, which is what they prefer anyway).

Q&A 10: Should they be enrolled alongside U.S. students or does this only apply to the project-based course?

Ideally, they would also be enrolled alongside U.S. students to have a more American academic experience, but it's not required.

Q&A 11: Is it expected that they enroll in a course directly related to their field of study? (Accounting, Agriculture Science, Business Administration, Computer Science, Economics, Science and Nursing)

The students should be enrolled in a course related to their course of study, though we interpret that broadly. For example, nursing students could take a course in public health rather than specifically in nursing.

Q&A 12: Do they need to enroll in university courses with credit provided on a university transcript?

It is not required for the courses to be credit bearing, though it is preferred that at least some courses do bear credit (and therefore show on a university transcript). If any of the courses are credit bearing

classes, it would be preferable for them to be academic courses so that there is the possibility of transferring credit to their home university.

Q&A 13: Could they audit an official university course with other university students (non credit-bearing)?

Auditing courses is possible if necessary, but it is not preferred. Our goal is that the students be fully enrolled and engaged in the academic course and its coursework, which we feel is less likely if the students are only auditing.

Q&A 14: Could they enroll in a customized course with other international students (non credit-bearing)?

Yes, enrollment in a custom course with other international students is possible, but we want the students to engage with American students as part of the American Cultural exchange aspect.

Q&A 15: How many US students are recommended to be in the program?

This is completely up to the host of the program on how they plan to implement this part of the project to achieve the objective of enabling all Egyptian students to have substantial interaction (academic and social/cultural) with American students.

Q&A 16: What technology is already available to the visually impaired student to participate in the program? (e.g. JAWS software)

The visually impaired student is comfortable with screen readers and typically uses NVDA. If other software is required or recommended, AMIDEAST is able to provide it for the student.

Q&A 17: During the US-based programming, are expenses for ADA services to be included in our $200k budget? (e.g. guide, braille translations, etc.)

Yes, this is acceptable.

Q&A 18: During the US-based programming, in addition to academic activity/competition, what other activities would AMIDEAST like included? (e.g. welcome/closing events & meals, community service, leadership workshop, cultural activities, homestay weekend, etc.)

This is completely up to the U.S. host institution on how they would like to include the U.S. cultural aspect of the program. The overall intention of the U.S.-based program is academic and that the students combine/wrap up what they learned on the program, along with participation in other relevant in-person meetings and activities. If possible, we would also like the students to get a sense of U.S. university campus life. Specific activities would depend on the details of the program planned. For an entrepreneurship program, a suggestion could be a competition to pitch the idea/project they developed in the course. The suggestions you list are all acceptable to include.

Q&A 19: During the US-based programming, can the costs of activities in #5 include costs associated with US students attending the activities?

The grant cannot pay for American students' direct costs such as tuition. However, within reason, the grant can cover program costs that include American participants (for example, American students can take the bus rented by the grant to go to a company/startup visit or community service location, or if

there is a reception and some American students are invited, the refreshments at the event can be paid for by the grant).

Q&A 20: Will this program be awarded via a contracted service or sub-award? We expect to include our negotiated NICRA rate in the budget and want to confirm that this is an allowable line item. NICRA rates are allowable.

Additional Information: The awarded contract will include required USAID flowdown standard provisions, which are summarized here for you information. Full text can be found at: https://www.usaid.gov/sites/default/files/documents/1868/303maa.pdf

MANDATORY STANDARD PROVISIONS FOR U.S. NONGOVERNMENTAL ORGANIZATIONS
M1. APPLICABILITY OF 2 CFR 200 and 2 CFR 700 (DECEMBER 2014)
M2. INELIGIBLE COUNTRIES (MAY 1986)
M3. NONDISCRIMINATION (JUNE 2012)
M4. AMENDMENT OF AWARD (JUNE 2012)
M5. NOTICES (JUNE 2012)
M6. SUBAWARDS AND CONTRACTS (DECEMBER 2014)
M7. OMB APPROVAL UNDER THE PAPERWORK REDUCTION ACT (DECEMBER 2014)
M8. USAID ELIGIBILITY RULES FOR GOODS AND SERVICES (JUNE 2012)
M9. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS (JUNE 2012)
M10. DRUG-FREE WORKPLACE (JUNE 2012)
M11. EQUAL PARTICIPATION BY FAITH-BASED ORGANIZATIONS (JUNE 2016)
M12. PREVENTING TERRORIST FINANCING -- IMPLEMENTATION OF E.O. 13224 (AUGUST 2013)
M13. MARKING AND PUBLIC COMMUNICATIONS UNDER USAID-FUNDED ASSISTANCE (DECEMBER 2014)
M14. REGULATIONS GOVERNING EMPLOYEES (JUNE 2018)
M15. CONVERSION OF UNITED STATES DOLLARS TO LOCAL CURRENCY (NOVEMBER 1985)
M16. USE OF POUCH FACILITIES (AUGUST 1992)
M17. TRAVEL AND INTERNATIONAL AIR TRANSPORTATION (DECEMBER 2014)
M18. OCEAN SHIPMENT OF GOODS (JUNE 2012)
M19. VOLUNTARY POPULATION PLANNING ACTIVITIES – MANDATORY REQUIREMENTS (MAY 2006)
M20. TRAFFICKING IN PERSONS (April 2016)
M21. SUBMISSIONS TO THE DEVELOPMENT EXPERIENCE CLEARINGHOUSE (JUNE 2012)
M22. LIMITING CONSTRUCTION ACTIVITIES (AUGUST 2013)
M23. USAID IMPLEMENTING PARTNER NOTICES (IPN) PORTAL FOR ASSISTANCE (JULY 2014)
M24. PILOT PROGRAM FOR ENHANCEMENT OF GRANTEE EMPLOYEE WHISTLEBLOWER PROTECTIONS (SEPTEMBER 2014)

REQUIRED AS APPLICABLE STANDARD PROVISIONS FOR U.S. NONGOVERNMENTALORGANIZATIONS
RAA1. NEGOTIATED INDIRECT COST RATES – PREDETERMINED (DECEMBER 2014)
RAA2. NEGOTIATED INDIRECT COST RATES - PROVISIONAL (Nonprofit) (DECEMBER 2014)

RAA4. EXCHANGE VISITORS AND PARTICIPANT TRAINING (JUNE 2012)

RAA8. TITLE TO AND CARE OF PROPERTY (COOPERATING COUNTRY TITLE) (NOVEMBER 1985)

RAA9. COST SHARING (MATCHING) (FEBRUARY 2012)

RAA10. PROHIBITION OF ASSISTANCE TO DRUG TRAFFICKERS (JUNE 1999)

RAA11. INVESTMENT PROMOTION (NOVEMBER 2003)

RAA12. REPORTING HOST GOVERNMENT TAXES (DECEMBER 2014)

RAA16. PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING (ASSISTANCE) (SEPTEMBER 2014)

RAA17. USAID DISABILITY POLICY - ASSISTANCE (DECEMBER 2004)

RAA18. STANDARDS FOR ACCESSIBILITY FOR THE DISABLED IN USAID ASSISTANCE AWARDS INVOLVING CONSTRUCTION (SEPTEMBER 2004)

RAA19. STATEMENT FOR IMPLEMENTERS OF ANTI-TRAFFICKING ACTIVITIES ON LACK OF SUPPORT FOR PROSTITUTION (JUNE 2012)

RAA20. ELIGIBILITY OF SUBRECIPIENTS OF ANTI-TRAFFICKING FUNDS (JUNE 2012)

RAA21. PROHIBITION ON THE USE OF ANTI-TRAFFICKING FUNDS TO PROMOTE, SUPPORT, OR ADVOCATE FOR THE LEGALIZATION OR PRACTICE OF PROSTITUTION (JUNE 2012)

RAA22. UNIVERSAL IDENTIFIER AND SYSTEM OF AWARD MANAGEMENT (July 2015)

RAA23. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (DECEMBER 2014)

RAA26. CONTRACT PROVISION FOR DBA INSURANCE UNDER RECIPIENT PROCUREMENTS (DECEMBER 2014)