



TIPS FOR REVIEWING 100K INNOVATION FUND GRANT PROPOSALS





THANK
YOU



WEBINAR AGENDA

- **OVERVIEW OF INNOVATION FUND**
- **REVIEW FORM INSTRUCTIONS**
- **EVALUATION CRITERIA & GUIDELINES**
- **STRONG VS. WEAK PROPOSALS**



INNOVATION FUND

THE **INNOVATION FUND** FUELS NEW OR EXISTING
UNIVERSITY & COLLEGE PARTNERSHIPS TO INCREASE
STUDENT EXCHANGE AND TRAINING OPPORTUNITIES
AND STRENGTHEN CONNECTIVITY AND
COLLABORATION BETWEEN HIGHER
EDUCATION INSTITUTIONS **THROUGHOUT THE AMERICAS.**





GETTING STARTED



WHERE TO START?

STEP 1: READ THE RFP

THE RFP HAS THE FULL INFORMATION ON SPECIFIC ELIGIBILITY, REQUIREMENTS, ACADEMIC AREAS, ETC. FOR EACH COMPETITION

[HTTP://WWW.100KSTRONGAMERICAS.ORG/GRANTS/](http://www.100kstrongamericas.org/grants/)

STEP 2: COMPLETE THE PROPOSAL REVIEW FORM



REVIEW PORTAL INSTRUCTIONS

CREATING YOUR PROFILE

Sign In/Sign Up Instructions

For New Users:

Please enter your email address and we will verify if you are in our system. If your email is part of our system, a confirmation will be sent to that address. *If your email is not in our system or you do not receive a confirmation email, please contact the site administrator through the email address below.*

Upon confirmation of your email, you will be taken to the **Sign Up** screen where you can choose a password to create an account. Once you have chosen your password, your account will be created and you will gain access to the portal.

For Returning Users:

Please enter your email address to the right, and we will verify if you are in our system. When found, you can enter your password and then gain access to the portal.

If you have any questions or concerns, please contact 100kstrongamericas@partners.net. Thank you!

Welcome!

To get this process started, new and returning users please enter your email address below.

Email

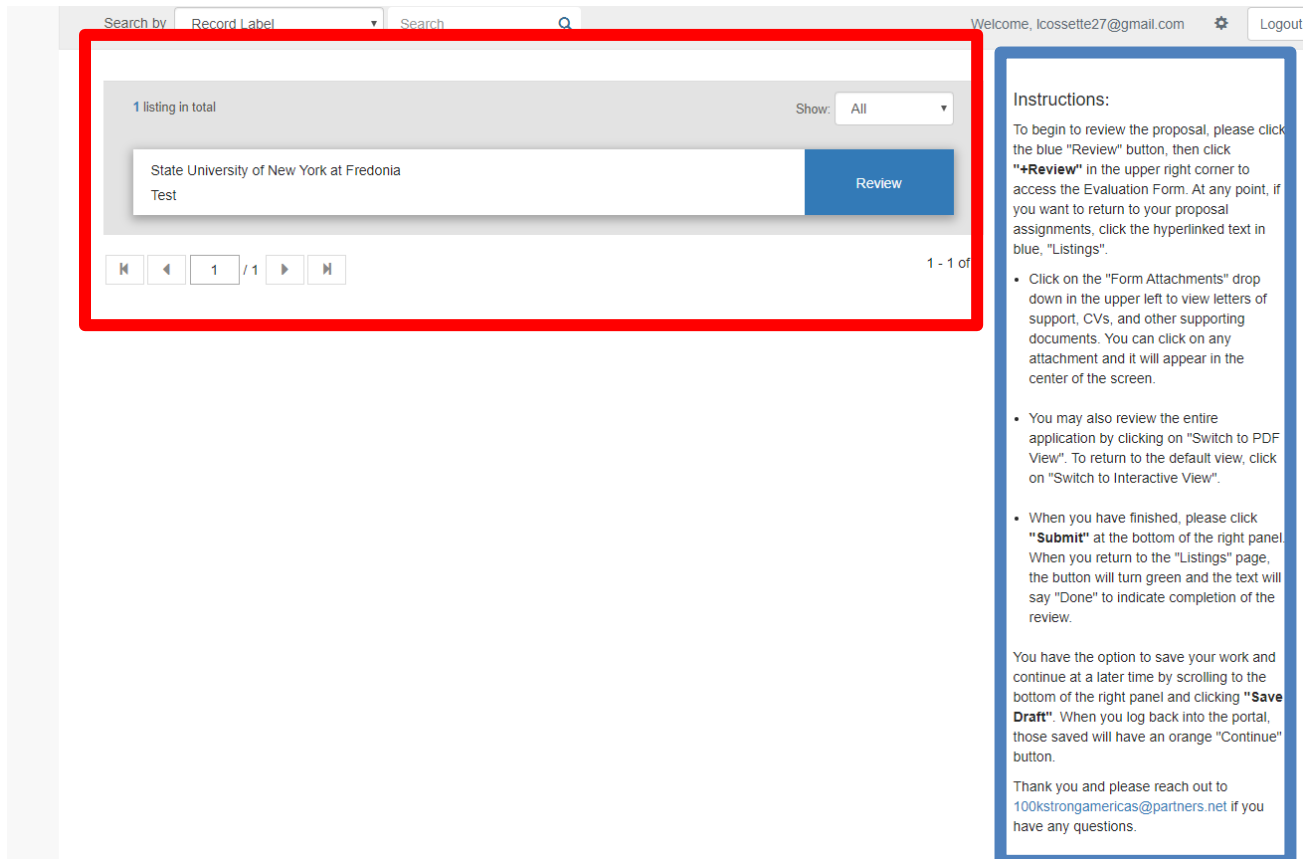
[Continue](#) [Already have a confirmation code?](#)

NEW
REVIEW
PORTAL!!

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1. ENTER THE EMAIL ADDRESS PROVIDED IN YOUR APPLICATION
2. CONFIRM YOUR EMAIL ADDRESS
3. CREATE A PASSWORD

VIEWING YOUR ASSIGNED PROPOSALS



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1 listing in total Show: All

State University of New York at Fredonia Test	Review
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1 - 1 of

Instructions:

To begin to review the proposal, please click the blue "Review" button, then click "**+Review**" in the upper right corner to access the Evaluation Form. At any point, if you want to return to your proposal assignments, click the hyperlinked text in blue, "Listings".

- Click on the "Form Attachments" drop down in the upper left to view letters of support, CVs, and other supporting documents. You can click on any attachment and it will appear in the center of the screen.
- You may also review the entire application by clicking on "Switch to PDF View". To return to the default view, click on "Switch to Interactive View".
- When you have finished, please click "**Submit**" at the bottom of the right panel. When you return to the "Listings" page, the button will turn green and the text will say "Done" to indicate completion of the review.

You have the option to save your work and continue at a later time by scrolling to the bottom of the right panel and clicking "**Save Draft**". When you log back into the portal, those saved will have an orange "Continue" button.

Thank you and please reach out to 100kstrongamericas@partners.net if you have any questions.

ONCE YOU SIGN IN, YOU WILL SEE ALL OF YOUR ASSIGNED PROPOSALS IN THE AREA

HIGHLIGHTED IN RED.

**PROPOSALS ARE RANDOMLY ASSIGNED TO YOU*

THOROUGH INSTRUCTIONS CAN BE FOUND IN THE AREA

HIGHLIGHTED IN BLUE.

CLICK THE BLUE "REVIEW" BUTTON TO BEGIN REVIEWING.



REVIEWING PROPOSALS

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Listings > State University of New York at ... Switch to PDF View + Review

Select Form:

Viewing: Application Form

Form Attachments

Record Label
State University of New York at Fredonia

Has your institution registered in the 100,000 Strong in the Americas Innovation Network?
Registration is free and required before applying to any of our open grant competitions.
Yes

For which Innovation Fund Grant Competition are you applying?
The 2019 U.S.-Mexico Innovation Fund Competition for Economic and Financial Inclusion and Agricultural Sustainability for Inequity

The 2019 U.S.-Mexico Innovation Fund Competition for Economic and Financial Inclusion and Agricultural Sustainability for Inequality Reduction

Application Period: November 21, 2019 – March 2, 2020

Eligibility & Themes: All higher education institutions in Mexico and the United States – that promote academic exchange and training for students in the themes of Agricultural Sustainability and Financial/Economic Inclusion, with an emphasis on inequality reduction – are eligible to apply. For a complete list of eligible fields of study, please refer to the [Request for Proposal](#).

Instructions:
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FROM HERE, YOU CAN "SWITCH TO PDF VIEW" OR REMAIN IN THE "INTERACTIVE VIEW"

YOU WILL ALSO BE ABLE TO SEE THE NAME OF THE APPLICANT HERE IN THE TOP BAR (HIGHLIGHTED IN GREEN BOX)

CLICK THE "+REVIEW" BUTTON TO BEGIN YOUR REVIEW



FILLING OUT THE REVIEW FORM

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[Listings](#) > State University of New York at Fr...

[Switch to PDF View](#)

Select Form: < >

Viewing: Application Form

Form Attachments

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Record Label

State University of New York at Fredonia

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Application Period: November 21, 2019 – March 2, 2020

100,000 Strong in the Americas Innovation Fund Proposal Review Form

Instructions

Please indicate a score of 0 to 10 in each section. The form will automatically apply the percentage weight of each section and display an overall score at the bottom of the form. Please feel free to modify the component score, if you aren't satisfied with the overall result.

The questions under each category are there to serve as guidelines as you review proposals. They are not meant to be requirements that the proposals must adhere to or fulfill. Also, it is important to note that many of the applicant institutions may not have an established/advanced study abroad program, so we ask that you please judge accordingly and provide constructive feedback.

Scoring Legend

| 0-2 = Poor | 3-4 = Needs Improvement | 5-6 = Fair | 7-8 = Good | 9-10 = Excellent |

Technical Proposal

Program Description (40%)

Clear, concise description of the proposed program.

- Does the proposal describe how the institution will achieve program objectives?
- Does it mention how it will contribute to the overall goal & objectives of 100K

YOU HAVE NOW ENTERED THE "REVIEW FORM," WHERE YOU WILL INPUT YOUR SCORES, FEEDBACK, AND COMMENTS FOR EACH PROPOSAL (LEFT-HAND SIDE, HIGHLIGHTED IN RED). WE HAVE INCLUDED DETAILED INSTRUCTIONS ON CRITERIA AND METRICS.

ON THE RIGHT-HAND SIDE (HIGHLIGHTED IN GREEN) IS THE PROPOSAL CONTENT/COMPLETED APPLICATION FORM FOR YOU TO REVIEW.



FINALIZING & SUBMITTING REVIEW FORM

Viewing: Application Form

Form Attachments ▾ Print

Record Label

State University of New York at Fredonia

Has your institution registered in the 100,000 Strong in the Americas Innovation Network?

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Cost Proposal Score

OVERALL SCORE

Would you recommend this proposal for funding? (If applicable, please elaborate below.)

☐ Yes, recommended for funding

☐ Yes, but with conditions

☐ No, has potential but needs more development

☐ No, needs substantial improvement/unclear of RFP

Other Considerations or Comments

Before hitting the "Submit" button, please verify the overall score and make sure that you have entered the score of your choosing for each section.

Close Save Draft Submit

ONCE YOU HAVE COMPLETED YOUR REVIEW AND SCORING OF EACH SECTION, THE TOTAL SCORES WILL BE AUTOMATICALLY CALCULATED AND DISPLAYED FOR YOUR FINAL REVIEW.

YOU MAY CONTINUE WORKING ON THE REVIEW LATER BY CLICKING "SAVE DRAFT"

WHEN YOU ARE DONE WITH YOUR REVIEW OF THAT APPLICATION, CLICK "SUBMIT"

FINALIZING & SUBMITTING REVIEW FORM

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1 - 1 of 1

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ONCE YOU HAVE COMPLETED YOUR REVIEW AND RETURNED TO YOUR "LISTINGS" PAGE, THE REVIEWS YOU HAVE COMPLETED WILL BE INDICATED BY A GREEN "DONE" BUTTON

ANY INCOMPLETE REVIEWS WILL BE INDICATED ON THIS SCREEN AS WELL



REVIEW CRITERIA

EVALUATION CRITERIA

TECHNICAL PROPOSAL (80%)

10 PAGES MAX

- PROGRAM DESCRIPTION - 40%
- SUSTAINABILITY PLAN - 15%
- INSTITUTIONAL CAPACITY - 15%
- MONITORING AND EVALUATION PLAN - 10%

COST PROPOSAL (20%)

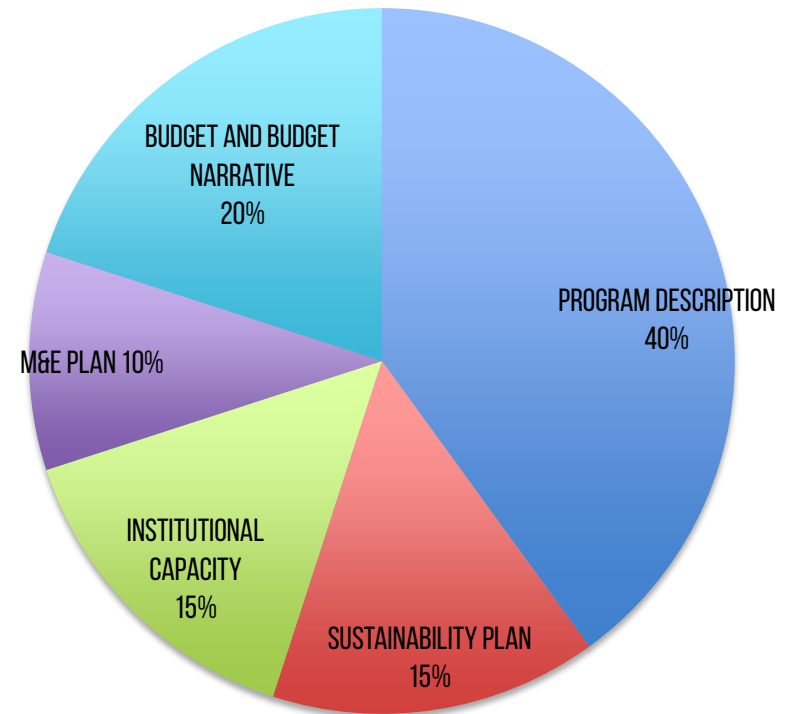
(3 PGS
MAX)

- BUDGET SUMMARY
- BUDGET NARRATIVE

SUPPORTING DOCUMENTS (ANNEXES)

(10 PGS
MAX)

- CVS/RÉSUMÉS
- LETTERS OF SUPPORT



NOTE: COVER PAGE AND TABLE OF CONTENTS DO NOT COUNT TOWARD THE PAGE COUNT AND ARE NOT SCORED; HOWEVER, EACH MUST ONLY BE A SINGLE PAGE AND THEY ARE STILL REQUIRED.



WHAT MAKES A COMPETITIVE PROPOSAL?

PROGRAM DESCRIPTION (40%)

- ☐ CLEAR PROGRAM GOALS AND OBJECTIVES, INCLUDING STUDENT LEARNING GOALS
- ☐ NEED FOR PROGRAM EXPLAINED/JUSTIFIED
- ☐ DETAILED DESCRIPTION OF STUDENT ACTIVITIES
- ☐ DEFINED NUMBER OF STUDENTS THAT WILL TRAVEL NORTH AND/OR SOUTH
- ☐ STUDENT CREDIT



PROGRAM DESCRIPTION

Goals, Objectives, and Anticipated Results

Project Goal: To build institutional capacity for student global mobility at Community College and

Objective One: staff will provide a framework and tools that will allow staff to increase the opportunities for students, faculty, and staff to study, travel and do research abroad.

- **Key Activities:** Dr. I will create a five-day training module for the faculty on how to create and implement a sustainable study abroad program at a technical college.

1

STUDY ABROAD CAPACITY BUILDING

- will customize a Faculty/Staff Study Abroad Manual for faculty and staff to assist in the development and implementation of study programs and courses.
- **Outcomes:** will create and deliver a five-day training module for the faculty on how to create and implement a sustainable study abroad program at a technical college. will provide staff with a customized Faculty/Staff Study Abroad Manual to assist in the development and implementation of study programs and courses.

Objective Two: will design, implement and assess a study abroad course for students and staff focused on environmental sustainability studies and designed to give technical students the skills and perspectives to engage in longer-term study abroad.

- **Key Activities:** faculty, with faculty, will develop, implement and archive the syllabus, course materials, and assessment plan for the three-credit course "Study Abroad in for STEM Students". faculty will travel to Columbia with no fewer than five (5) students to implement study abroad course. staff and faculty will develop, implement, evaluate, and archive a recruitment plan and materials targeting technical students.
- **Outputs and Outcomes:** will create a new course for STEM students focused on environmental sustainability; Five (5) students will participate in a credit bearing study abroad course; students will gain knowledge and exposure to working collaboratively for enhanced future mobility; technical students will find the course accessible and valuable to their career goals; will increase the percentage of technical students in credit bearing study abroad programs by 50%.

PROGRAM DESCRIPTION

The program aims to improve the cooperation between the altogether, through research stays during the summer directed for undergraduate and postgraduate students and professors in the engineering field.

This program will allow to the candidates to promote and develop the research in environmental sciences (Just research / researches in engineering) and to open a window of collaboration between both institutions and countries. It will bring to the applicant the opportunity to acquire new knowledge through the interaction in a different background, resources and culture that will have an impact in the research and the innovation to both countries

GENERAL OBJECTIVE

To develop a new window of collaboration with the directed to the engineering field that permits to promote the cooperation and development of the interaction between both institutions and countries; in order to have a summer program that supports and increases the research opportunities that boost the competitiveness of

SPECIFIC OBJECTIVES

- To generate initiatives of research that increases the development of the different areas of engineering.
- To exchange experiences and information about specific subject matter that helps the students and professors to have a better knowledge.
- To deepen the relationships among our countries through the integration of projects of the countries.
- To offer short-time stays for the realization of researches on topics of Environmental Geology.

SUSTAINABILITY PLAN (15%)

- ☐ CONCRETE PLANS/ACTIONS
- ☐ INCREASED IMPACT ON PARTNERING INSTITUTIONS
- ☐ HIGHLIGHT FINANCIAL COMMITMENTS FROM INSTITUTIONS, COMMUNITY PARTNERS, ETC.



SUSTAINABILITY PLAN

We plan on developing a long-term presence in the communities and continuing the exchange of students in the following ways:

1. Our first step will be to build the pilot program in the summer of _____ related to obesity, nutrition and physical activity. We will strengthen our relationships with University of _____, but more importantly we will strengthen our relationships in the targeted communities. With these established relationships, our future directions for the program will be adapted to community needs. We intend to continue the summer camp/study-abroad model annually through the _____.
2. To enhance the formation and development of future projects, we plan on working with _____ Development Office for fundraising to build community centers that could serve as a base of operations for future projects with _____. This effort would be ongoing over several years.
3. Having a consistent presence of _____ students in the communities will also enhance the sustainability of the program. Over the next few years, we will be working on developing internships, thesis and capstone project opportunities in Guanajuato for both _____ students in the health and human service professions. Based on the relationships developed in _____, we are offering a new clinical rotation for Physician Assistant students in _____ and have two students from _____ enrolled for summer _____. Preliminary discussions have begun for a similar Occupational Therapy clinical placement. The _____ has already implemented individual placements of students as of January _____.
4. We plan on developing a relationship with the Ministry of Health in _____. The _____ has already had early discussions about obtaining support for this unique US/Mexican collaboration. Endorsement from the Ministry of Health may help to assure future funding and implementation of similar programs in _____.
5. Students participating in the program will be expected to serve as advocates for improving US/Mexican relations. The students will be well poised for this role based on their knowledge and personal experience of how migration has impacted individuals on *both sides of the fence*. Upon completion of this program, students will be involved in a range of activities for example, sharing their experiences at _____ study abroad fair and with the International Committee. As alumni of the program, they will also be able to recruit and mentor future students.

E. Sustainability plan

This course fits with the internationalization strategy of our University and College of Engineering, leverages existing connections in Brazil and Spain (an interesting comparison to Brazil with respect to renewable energy resources), plus it includes local cultural and technical experiences. We are seeking academic and industrial instructors, which, over the long term, will provide flexibility in course delivery. Our Education Abroad Office does an excellent job with ensuring student health and safety for such courses, and provides thorough pre-departure orientation. We plan to defray extra costs for our students by seeking scholarships from our current co-op employers, who should be attracted by the technology training plus the intensive Portuguese instruction element.

Faculty-directed education abroad programs enroll the highest number of students at the University _____ and continue to maintain popularity. Since _____ the College of Engineering has sponsored a Renewable Energy education abroad summer program in Pamplona, Spain. The first two years yielded fewer than 10 enrollments per year; however, in _____ enrollment increased to 21 students. This past summer, 23 students participated on the Renewable Energy program. Word of mouth from both students and faculty serves as the most efficient form of marketing, so much so that _____ students regularly participate on this program simply because of past participant feedback. To maintain these enrollments, _____ and the College of Engineering work together closely on marketing campaigns that appeals to their student body. Examples of marketing include: featuring faculty directed programs at _____'s fall and spring information fairs, sending past education abroad participants to deliver classroom presentations, and hosting



INSTITUTIONAL CAPACITY, CHALLENGES, & OPPORTUNITIES FOR GROWTH (15%)

- ☐ DEMONSTRATES CAPACITY TO ADMINISTER STUDY ABROAD PROGRAMS
 - ☐ CLEAR AWARENESS OF INSTITUTIONAL CHALLENGES
 - ☐ OPPORTUNITIES THAT MAY ARISE FROM CHALLENGES
-
- ❖ **REQUIRED: LETTERS OF SUPPORT AND RESUMES/ "CV"S OF PRIMARY INVESTIGATORS**

CAPACITY, CHALLENGES, & OPPORTUNITIES

what are other
words for
broad?



extensive, wide, general,
sweeping, comprehensive,
spacious, full, clear,
expansive, large



 Thesaurus.plus

MONITORING & EVALUATION PLAN (15%)

☐ WHAT?

☐ TARGET GOALS, BENCHMARKS/INDICATORS OF PROGRESS, ETC.

☐ HOW?

☐ HOW WILL INDICATORS BE MEASURED

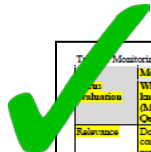
☐ WHEN/HOW OFTEN?

☐ I.E. BASLINE, THROUGHOUT, POST-AWARD, ETC.

☐ WHO?

❖ **TEMPLATE PROVIDED!!**

MONITORING & EVALUATION PLAN



Monitoring & Evaluation (M&E) Framework - International Exchange Student Initiative

Focus evaluation	Monitoring (What do we want to know?) (Monitoring Questions)	How will we know it? (Indicator)	Where will the data come from? (Data Source/Method)	Who will capture the data? (Responsibility)	When will data be captured? (Timeframe)	Reporting (Who will be involved?)	How will it be reported?
Relevance	To the extent component activities meet the information needs of the students	Level of satisfaction of students with respect to the <u>International Exchange Student Initiative</u>	Survey to students	Student tutor (assigned team member of the <u>IT</u> or <u>professors</u>)	During the last week of the visit to the foreign HPI	Student tutors and visiting students	Project assessment report prepared at the end of the first year
	To what extent is the project goal in line with the needs and priorities of the HPI involved?	Level of satisfaction of HPI international offices with respect to the <u>International Exchange Student Initiative</u>	Survey to international offices from the HPI involved	Project director assistant from <u>Prof. Dr. Carlos Eduardo Tuna</u> and project director from <u>IT</u> or <u>Prof. Dr. Juan Carlos Ochoa</u>	During the last week of the project	Project directors and delegate of international affairs at <u>IT</u>	Project assessment report prepared at the end of the first year
Effectiveness	To what extent did the suggestion method encourage the students to take part in the project?	Number of students from Brazil that applied to participate in the project	Records derived from the application platform available in the web site for <u>students</u>	Project director assistant from <u>UNESP</u> Prof. Dr. Carlos Eduardo Tuna	After closing call for UNESP students applications	Project director assistant	Status report prepared at the end of component 1 (visit of students to <u>IT</u>)
		Number of students from USA that applied to participate in the project	Records derived from the application platform available in the web site for <u>students</u>	Project director from <u>IT</u> Prof. Samir El-Cham	After closing call for <u>students</u> applications	Project director	Status report prepared at the end of component 1 (visit of <u>IT</u> students to <u>UNESP</u>)
		Number of students	Records derived from	Project director	After <u>IT</u>	Project director	Status report prepared

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Table 1. Monitoring & Evaluation (M&E) Framework - UNPLATT-UNESP Guaratinguá International Exchange Student Initiative

Focus evaluation	Monitoring (What do we want to know?) (Monitoring Questions)	How will we know it? (Indicator)	Where will the data come from? (Data Source/Method)	Who will capture the data? (Responsibility)	When will data be captured? (Timeframe)	Reporting (Who will be involved?)	How will it be reported?
		From Brazil visiting USA	the selection process at <u>UNESP</u>	Assistant from <u>Prof. Dr. Carlos Eduardo Tuna</u>	Students visit to USA	Assistant	at the end of component 2 (visit of UNESP students to <u>UNESP</u>)
		Number of students from USA visiting Brazil	Records derived from the selection process at <u>UNESP</u>	Project director from <u>IT</u> Prof. Samir El-Cham	After students visit to Brazil	Project director	Status report prepared at the end of component 1 (visit of <u>IT</u> students to <u>UNESP</u>)
Outcome	To what extent has the project contributed to increase the research skill of the participant students?	Number of projects initiated by visiting students	Records collected by project director from <u>IT</u> and <u>UNESP</u>	Project director assistant from <u>UNESP</u> and project director from <u>Prof. Samir El-Cham</u>	During the first week of the visit to the foreign HPI	Project director assistant and visiting students	Project assessment report prepared at the end of the first year
	To what extent has the project contributed to increase the knowledge of the students in the specific areas of research proposed in the program?	Percentage of visiting students that successfully wrote a research article at the end of their stay	Information collected by tutors and records derived from the selection process	Student tutor	After the students return from their visit to the foreign HPI (this time may be exceeded if the article is in process)	Student tutors and visiting students	Project assessment report prepared at the end of the first year
	To what extent has the project contributed to increase the scientific	Percentage of visiting students interested in taking an international course in a foreign HPI	Survey to students	Student tutor	During the last week of the visit to the foreign HPI	Student tutors and visiting students	Project assessment report prepared at the end of the first year

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Program monitoring and evaluation

Key goals for this program include: Contribute to institutional goal of increasing the overall number of students participating in study abroad; contribute to institutional goal of increasing the demographic diversity of study abroad participants at UNESP; increase the number of students in identified majors (listed above) participating in study abroad; increase the number of faculty-led study abroad programs.

Using data from UNESP to the UNESP as our benchmarks, we will monitor progress on the following indicators to measure progress toward program goals:

- Total annual number of study abroad participants.
- Demographic profile of total study abroad participants and program-specific participants.
- Number of study abroad participants by major for targeted programs.
- Total number of faculty-led study abroad programs.

In addition to the above data collection, we will utilize our existing pre- and post-program evaluations to monitor program quality and student learning outcomes for the proposed new programs. The evaluation measures academics, student life, student goals, advising effectiveness, suggestions for program improvement, cultural competency indicators, student perceptions of professional and personal growth from program participation and connection to their academic major. Survey results will be used by program faculty and Education Abroad administrators to ensure continuous improvement and program sustainability.

Calendar of activities/timeline

October 2024 : Preliminary program development and travel planning
October 2024 : Presidential Delegation visits to sign Memorandum of Understanding

COST PROPOSAL (20%)

BUDGET SUMMARY (10%)

- ☐ BREAKDOWN OF COST ESTIMATES BY CATEGORY
 - ☐ (I.E. CALCULATIONS)

BUDGET NARRATIVE (10%)

- ☐ EXPLAINS AND JUSTIFIES ITEMS/ACTIVITIES LISTED IN THE SUMMARY

- **ADMINISTRATIVE:** STAFF, CONSULTANTS, COORDINATORS, ETC.
- **IMPLEMENTATION:** STUDENT/FACULTY TRAVEL, SCHOLARSHIPS/STIPENDS, MARKETING, TECHNOLOGY NEEDS, EQUIPMENT, PROGRAM MATERIALS, ETC.
- **COST-SHARE:** IDENTIFY AND DESCRIBE SOURCES OF FUNDING (FROM INSTITUTIONS, EXTERNAL PARTNERS, ETC.)

COST PROPOSAL

Table 5.
Budget Detail

Budget Category	Requested	Cost Share	Total
Personnel			
Program Director	0	14,250	14,250
Program Coordinator	5,964	0	5,964
Engineering Professor	0	8,896	8,896
fringe Benefits	1,989	7,719	9,708
Total Personnel	7,953	30,865	38,818
Program Costs			
General Costs	13,400	19,000	32,400
Activity 1: What is the research problem?	350	0	350
Activity 2: Doctoral Seminar	550	0	550
Activity 3: Research Activities @ the Library	450	0	450
Activity 4: Writing your doctoral dissertation	300	0	300
Total Program Costs	15,050	19,000	34,050
Other Costs			
	0	0	0
Total Other Costs	0	0	0
Additional Resources brought in from outside			
	0	0	0
Total Additional Resources	0	0	0
Indirect Costs (25%)	1,988	7,716	9,705
Total Costs	24,991	57,581	82,573

Budget Justification

The budget has been developed, discussed, and reviewed by participating staff members, who consider that it is adequate in relation to program goals and activities, and represents an equitable allocation of expected benefits. The partners have worked to develop a budget that recognizes existing assets a was allocated and revised to assure that participants participation in the DIRAF under this program.

Table 6.
Budget Justification

Budget Category	Requested Funds	Cost Share
Personnel		
Program Director , 0.25 FTE, overall program administration	0	14,250
Program Coordinator , 0.30 FTE, the organization of academic and administrative tasks related to the program	5,964	0
Program Instructor , 0.15 FTE, delivery of seminars and workshops, assessment of participants' coursework, guidance and support to participants through the Program	0	8,896
Employee Fringe Benefits: Fixed percentages apply to the following: FICA (6.2%), Medicare (1.45%), Workers Compensation (1%), Unemployment (1%), Retirement (3%), Long-term disability (0.36%), holiday pay (6.5%), vacation leave (6.92%), and sick leave (6.92%). Additional costs of \$95 to \$120 per month are incurred for employee health insurance. With adjustments to account for employee options and differences in employment status of positions budgeted for the project, an overall rate of 33.35% of salaries is applied for benefit costs for regular employees.	1,989	7,719
Total Personnel	7,953	30,865
Program Costs		
General Costs:		
Funds are requested to provide ten (10) participants with:		
Lunch and Meals: 14 days @ \$55		
Travel from the Dominican Republic to Puerto Rico: \$370		
Ground Transportation: \$75		
Medical fee: \$50		
Library fee: \$75		
	13,400	19,000

Cost Proposal

Budget Category	Requested Funds	Cost Share
Ex: Director		\$ 3,460.20
Coordinator		\$ 2,288.00
Total Personnel		\$ 5,748.20
Programs: Costs		
Tuition		\$ 3,120.00
Visits to companies		\$ 240.00
Other costs:		
Student lodging	\$ 15,000.00	
Student air trip	\$ 6,600.00	
Web page cost		\$ 1,430.00
UA Director travel	\$ 3,400.00	
Additional resources brought in front outside (cost share / in kind support)		
Student fees		\$ 13,347.67
Student Books and Supplies	\$ 1,650.00	
Student Health Insurance Fee		\$ 1,203.00
Vision expenses		\$ 480.00
	\$ 25,000.00	\$ 27,218.87

2- Cost share

Personnel:

Director: the cost was calculated based on the number of hours that she will spend on these activities: 2 hs. per week for a year, 6 days to travel to USA to promote exchange with Argentina, and 10 hours to develop a long-term exchange programs with USA.

Coordinator: the cost was calculated based on the number of hours that she will spend on this project: 4 hs. per week for a year

Programs costs:

Tuition: it was calculated based on the estimation that a Professor will devote 6 hs per week, to each of the two American students, for 5 months.

Visits to companies: it includes transportation and insurance fee to cover for the 6 visits.

Other costs:

Web page cost: webmaster working 10 hours per month, for a year

Additional Resources:

Students' fees: The agreements between universities define that each student pays the regular fees at his/her own university. We assume equivalent fees. So this cost is the monthly fee a student pays at UA, multiplied by 3 students, for a five-month period

Students' Books and Supplies: this item is calculated for 3 students

Students' Health Insurance Fee: it is the cost per 3 students

Visa expenses: it is the cost of obtaining a student's visa for 3 students



TIPS AND REMINDERS

- PLEASE **BEGIN AS SOON AS POSSIBLE!**
- ASK QUESTIONS & REPORT ANY TECHNICAL ISSUES
- PROVIDE **CONSTRUCTIVE FEEDBACK**
 - FOCUS ON GIVING FEEDBACK ON HOW TO **IMPROVE** FOR NEXT TIME
- TO BE TREATED AS CONFIDENTIAL.
- **REVIEW AND DOUBLE CHECK YOUR SCORE ASSIGNMENTS**
- SUBMIT SCORES **ON TIME** TO HELP KEEP PROCESS MOVING ALONG!



QUESTIONS ABOUT THE REVIEW PROCESS?

CONTACT US

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THANK YOU!