

APPLICATION FOR PUBLIC AFFAIRS SECTION'S GRANTS

(Oficina de Prensa, Cultura y Educación) U.S. Embassy Lima

LimaPDGrants@state.gov

Name of the project: *Establishing a Virtual Exchange Program Between Students in the Rural Flora Tristán Community and the United States*

Name of organization/Individual: Abigail J. Faires

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Project dates: February 24, 2020-June 29, 2020

Amount requested in US\$: \$16,462

Proposal Summary:

A virtual exchange will be established between English as a Second Language (ESL) students in Arequipa's rural Flora Tristán community and K-12 students in the United States. This program will be facilitated by American volunteers based in Arequipa and two key partner organizations: Helping Overcome Obstacles Peru (HOOP), also based in Arequipa, and Reach the World, based in New York City.

The activities of this program are designed to have the following three impacts:

- **To advance ESL education in the Flora Tristán community (while simultaneously advancing U.S. Mission to Peru Goals 1, 2, and 3)**
- **To foster an inclusive learning environment, which supports the U.S.-Peruvian shared values of equality, democracy, competition, and multiculturalism (1, 2, 3)**
- **To establish a sustainable academic partnership that promotes bilateral cooperation between civil society organizations in Peru and the United States (1, 2, 3)**

Based in Arequipa, an American volunteer will present two 60-minute lessons to a group of Flora Tristán ESL students currently being served by HOOP. The first lesson will focus on the introduction of important elements of U.S. culture and the American core values of equality, democracy, competition, and multiculturalism. Guiding the students to vote on a series of "official class-elected responses," the American volunteer will demonstrate the democratic principles of popular sovereignty, majority rule, and the rights of the minority, while promoting an amicable sense of competition amongst the students. The second lesson will incorporate the same principles, but will instead focus on giving Peruvian students the opportunity to share important elements of their own culture—reinforcing the values of equality and multiculturalism. Following the second lesson, the American volunteer will facilitate a 30-minute virtual Q&A session between the Flora Tristán ESL students being served by HOOP and the American K-12 students being served by Reach the World. This Q&A session will be conducted over Skype and will be structured in a way that provides each student, on both sides of the exchange, an equal opportunity to ask and answer questions.

Reach the World is a well-established U.S. Department of State partner, which has been in operation for more than 20 years. Relying on its steady base of American volunteer travelers—many who are Fulbright and Benjamin A. Gilman Scholarship recipients—Reach the World

connects K-12 classrooms across the U.S. with international travelers. Equipped with the organization's unique digital exchange platform, volunteer travelers and U.S.-based students get to explore the world together.

Helping Overcome Obstacles Peru (HOOP) is a Peruvian nonprofit organization, which has been in operation for seven years. It serves students in the Flora Tristán community by utilizing native English speaking volunteers to enhance students' English language acquisition skills at its after-school center. In addition to its after-school programming, HOOP hosts several parents' workshops per week about health, women's empowerment, community development, and accessing employment. HOOP also offers free psychological counseling and social services to individuals in need of extra support and works with local and international health professionals to deliver free health services and check-ups.

The primary method for achieving the goals of this program will be the utilization of Reach the World's pipeline of American volunteers, who will be traveling to Arequipa, and the organization's clientele group (American K-12 students), in partnership with HOOP and its clientele group (ESL students in the Flora Tristán community), to facilitate and maintain a sustainable cultural exchange between Peruvian and American students.

The launch of this program will require a temporary full-time director (who will also temporarily assume the role of the volunteer), a temporary part-time program evaluator, a temporary part-time communications coordinator, and two permanent part-time volunteer coordinators (which are and will continue to be independently funded by the partner organizations). The program evaluator will conduct periodic evaluations to assess the value of this program with regard to the three impact-goals listed above. If the program proves to be successful, it has the potential to continue indefinitely—with little to no future funding required.

Introduction to the Individual:

Abigail Faires, the applicant and author of this proposal, is a former recipient of the U.S. Department of State's Benjamin A. Gilman International Scholarship. She was selected for the scholarship to study in the United Kingdom and successfully completed the Gilman Program on December 10, 2012. It was during her time as a Gilman scholar that Ms. Faires simultaneously completed a meaningful service project, as a volunteer travel correspondent for Reach the World. Since then, Ms. Faires has gone on to pursue a professional path rooted by her commitments to youth development and international engagement.

Her professional roles include working as an academic tutor for the I Have a Dream Foundation, garnering a fellowship to work as a math intervention teacher for Blueprint Schools Network, and spending 3.5 years as an English as a Second Language teacher in rural Vietnam. Now, more than six years after completing the Gilman Program, Ms. Faires has made her way back to Reach the World, where she currently volunteers as a U.S. ambassador for the organization's recently launched U.S.-Sudan cultural exchange program. It is also with Reach the World—a long-time partner of the Gilman Scholarship Program and the U.S. Department of State—that Ms. Faires plans to carry out the program put forth in this proposal.

Problem Statement:

Despite Peru’s remarkable growth and development within the last 15 years, and its emergence as a stable Western Hemisphere partner for the United States, the country has struggled to implement social and economic reforms, in order to benefit broader portions of its diverse population—especially those who reside in regions outside of Lima. What’s more, Peru’s longstanding social and economic disparities continue to propagate the risk of populist measures and the operation of Transnational Criminal Organizations, which exploit “weak institutions and a lack of State presence in remote areas.” (U.S. Department of State, Office of U.S. Foreign Assistance Resources, *Integrated Country Strategy, Western Hemisphere Region, Peru*, April 2019.)

The establishment of a virtual exchange program between students in Arequipa’s rural Flora Tristán community and students in the U.S. has the potential to combat each of these issues. First, the establishment of this program will support the Peruvian government’s aspirations for regional and global leadership—namely the country’s 2021 Bicentenary goals, which include providing quality education services to all sectors of society and directly align with the U.S. State-USAID Joint Strategic Plan (**U.S. Mission to Peru Goal 1**). Secondly, the establishment of this virtual exchange program will simultaneously establish a sustainable academic partnership between Peruvian and U.S. civil society organizations. Ultimately, this partnership has the potential to bring inclusive educational, social, and economic opportunities not only to U.S. citizens, but also to one of Peru’s most vulnerable communities—helping to neutralize the threat of populism and the operation of TCOs in this region (**Mission Goals 2 and 3**). (U.S. Department of State, *Integrated Country Strategy, Western Hemisphere Region, Peru*; National Strategic Planning Center, Ceplan, *Bicentenary Plan: Peru in 2021*, November 2010; U.S. Department of State and U.S. Agency for International Development, *Joint Strategic Plan FY 2018-2022*, 2018).

Project Goals and Objectives:

Goal 1: To advance English as a Second Language (ESL) education in the Flora Tristán community (while simultaneously advancing U.S. Mission to Peru Goals 1, 2, and 3)

Objective 1.1: An American volunteer will lead two 60-minute lessons—the first on elements of U.S. culture, the second on elements of Peruvian culture—for Peruvian ESL students in the Flora Tristán community.

Objective 1.2: Via Skype, an American volunteer based in Peru will facilitate a 30-minute, student-to-student Q&A session, between one ESL class in Flora Tristán and one K-12 class in the United States.

Objective 1.3: Relying on English to communicate with the American volunteer during both lessons and with the American students during the virtual exchange, Flora Tristán students will utilize their English language skills through real-world applications of knowledge.

Goal 2: To foster an inclusive learning environment, which supports the U.S.-Peruvian shared values of equality, democracy, competition, and multiculturalism. (1, 2, 3)

Objective 2.1: American volunteers will structure the Q&A session so that each student, on both sides of the exchange, is given an equal opportunity to ask and answer questions.

Objective 2.2: American volunteers will structure their lessons to demonstrate principles of popular sovereignty, majority rule, and the rights of the minority.

Objective 2.3: American volunteers will structure their lessons to foster an amicable sense of competition between Peruvian students and American volunteers.

Objective 2.4: American volunteers will reinforce the importance of multiculturalism by giving students in Flora Tristán the opportunity to exchange ideas and share important elements of their own culture with American partners.

Goal 3: To establish a sustainable academic partnership and promote bilateral cooperation between civil society organizations in Peru and the United States. (1, 2, 3)

Objective 3.1: Based in Arequipa, American volunteers will act as ambassadors for the U.S.-based partner organization, Reach the World (RTW).

Objective 3.2: American volunteers will regularly monitor and ensure that the needs of the clientele groups being served by both partner organizations are being met.

Objective 3.3: Before the program completion date, the program director will assist the Peruvian partner organization, Helping Overcome Obstacles Peru (HOOP) in registering as a permanent host for Reach the World's (RTW's) volunteers.

Program Methods and Design:

The primary method for solving the stated problem and achieving the goals of this program will be the utilization of Reach the World's (RTW's) pipeline of American volunteers, who will be traveling to Arequipa, and the organization's clientele group (American K-12 students), in partnership with Helping Overcome Obstacles Peru (HOOP) and its clientele group (Flora Tristán ESL students), to facilitate and maintain a sustainable cultural exchange between Peruvian and American students.

By partnering with the U.S.-based organization (RTW), HOOP will gain a pipeline of native English-speaking volunteers. These (American) volunteers will deliver two lessons to ESL students in the Flora Tristán community and will also lead the virtual exchange session (Skype call) between RTW's students in the U.S. and HOOP's students in Peru. Each of these interactions will serve as catalysts for students in the Flora Tristán community to enhance their English language skills. **(Program Goal 1)** What's more, by ensuring that each student is given an equal opportunity to ask and answer questions, to express opinions, to vote on class-wide decisions, and to share important elements of their own culture, the American volunteers will foster an inclusive learning environment, which supports the U.S.-Peruvian shared values of equality, democracy, competition, and multiculturalism. **(Program Goal 2)** Lastly, by joining forces to further cross-cultural education initiatives in their home communities, and by sharing a pipeline of American volunteers, who will be traveling to Arequipa, both organizations will have the opportunity to develop a mutually beneficial and easy-to-sustain academic partnership—one that is based on cooperation and trust. **(Program Goal 3)**

Project Activities:

The primary activities for this program will be two 60-minute lessons, which will facilitate a cultural exchange between an American volunteer and Flora Tristán ESL students, and one 30-minute virtual Q&A session, which will facilitate a cultural exchange between Peruvian and American students. An American volunteer based in Arequipa will present the first 60-minute lesson. The Peruvian partner organization, Helping Overcome Obstacles Peru (HOOP), will provide the volunteer with a learning space, a translator, and a small group of ESL students. The

topic of the lesson will be “Daily Life in the United States.” To begin the lesson, the American volunteer will introduce the target vocabulary words. The volunteer will then present the topic questions, giving the students some time to work in small groups to discuss the questions and possible answers. A sample of topic questions and related target vocabulary words follows:

1. Where does _____ (first name of American volunteer) live? (United States, North, South, East, West)
2. What is _____’s house like? (house, apartment, big, small)
3. How many people are in _____’s family? (one, two, three, four, five, six, ... ten)
4. Who does _____ live with? (mom, dad, brother, sister, husband, wife, partner)
5. How does _____ get around in the United States? (by foot, by bike, by bus, by car)

Following the small-group discussions, one-by-one, the American volunteer will present each question to the class, allowing each student an equal opportunity to answer with their own response, or “guess.” Each student’s response will be recorded with a tally mark, at the front of the class (i.e. “Question 1: Where does _____ live?” “Answers: North U.S.: II; South U.S.: III; East U.S.: I; West U.S.: IIII”). This will continue until a clear majority arises for each question. The response with the majority of the votes will become the “official class-elected response,” which the American volunteer will record. **(Objectives 1.3, 2.2)**

The volunteer will then give a short presentation on their “Daily Life in the United States,” by answering each question. As the volunteer answers each question, the students will compare their “official class-elected responses” to the responses given by the American volunteer. At the end of the presentation, the volunteer and the students will tally how many of the “official class-elected responses” were correct. This number will be converted into a percentage. For example, if the students elected 5/10 correct responses, that would equate to a score of 50%. **(Objective 1.1, 2.3)**

After the first lesson, the American volunteer will meet with HOOP’s volunteer coordinator to evaluate the effectiveness of the lesson and to ensure that the needs of the Flora Tristán ESL students are being met. During this meeting, the American volunteer will further introduce the HOOP volunteer coordinator to the U.S. partner organization’s (RTW’s) digital exchange platform. **(Objectives 3.1, 3.2)**

For the second lesson, HOOP will again provide the American volunteer with a learning space, a translator, and a group of Flora Tristán ESL students. The topic of this lesson will be “Kids’ Lives in Peru.” The same lesson formatting will be used, with the volunteer first introducing the target vocabulary words and then giving students some time to work in small groups to discuss the topic questions. During this lesson, however, the American volunteer and the students will exchange roles. Now, the volunteer will be given a chance to “guess” the answers to questions about Peruvian students and their culture. A sample of topic questions and related target vocabulary words follows:

1. What do Peruvian students eat for breakfast, lunch, and dinner? (eggs, meat, soup, rice, sandwiches, vegetables, fruit)
2. What are Peruvian students’ houses like? (house, apartment, big, small)

3. What chores do Peruvian students' have at home? (wash the dishes, take out the garbage, sweep the floor, do the laundry)
4. How do Peruvian students get to school? (by foot, by bicycle, by bus, by car)
5. What time does school start in Peru? And what time does it end? (1:00, 2:00, 3:00, 4:00, 5:00...noon...midnight)

Again, the students will be given an equal opportunity to answer each question, and the American volunteer will tally the varying student responses. Modeling the same democratic processes that were demonstrated in the first lesson, the volunteer will guide the class in determining their “official class-elected responses” for each question—reinforcing the concept of majority rule. **(Objectives 1.3, 2.2)**

Once the class has elected each of their responses, the volunteer and the students will compare the volunteer's “guesses” to the “official class-elected responses.” Again, the volunteer and the students will tally how many responses the American volunteer guessed correctly, converting this number into a percentage. The volunteer and the students will determine a winner based on the percentage of correct responses collected during the first and second lessons. **(Objectives 2.3, 2.4)**

After the second lesson, the American volunteer will again meet with the HOOP volunteer coordinator to evaluate the effectiveness of the lesson and to ensure that the needs of the Flora Tristán students are being met. The volunteer will also use the information collected during the second lesson to complete a blog assignment about Peruvian culture for the U.S. partner organization's (RTW's) clientele group (American K-12 students). **(Objectives 3.1, 3.2)**

Upon completion of the two lessons, the American volunteer will host a virtual Q&A session between HOOP's ESL students in Flora Tristán and RTW's students in the U.S. This session will be conducted via Skype. HOOP will provide the American volunteer and the Peruvian students with a location, Internet connection, and translator for the call, and RTW will provide a classroom, an American teacher, an American K-12 class, a computer, a video camera, and Internet connection for the opposite side of the call.

During the virtual Q&A session, the Peruvian-based American volunteer will work in tandem with the U.S.-based teacher to ensure that only one student at a time, from each side of the exchange, comes to the computer to posit a single question to the class on the other side. Likewise, both the Peruvian-based volunteer and the U.S.-based teacher will ensure that each student, on both sides of the exchange, has an equal opportunity to participate in the discussion; students are assisted in thinking of questions as needed; and that target vocabulary is being practiced. **(Objectives 1.2, 1.3, 2.1, 2.4)**

After the virtual Q&A session, the program evaluator will solicit feedback from both partner organizations. The final evaluations will be used to develop a program continuation plan, based on the needs of both partner organizations. Upon contractual agreement from both partner organizations, the program director will work with HOOP to register as a permanent “host” for RTW's volunteers in Peru. **(Objective 3.3)**

Proposed Project Schedule:

Listed below is the schedule of key events for this project. For a more detailed schedule of project activities, please refer to **Appendix A**.

- **March 2, 12:00 p.m. EST, Arequipa, Peru:** Program director/volunteer and program evaluator arrive at Peruvian host organization, (HOOP).
- **March 18, 4:00 p.m. EST, Flora Tristán Community, Arequipa, Peru:** Program director/volunteer presents first 60-minute lesson to ESL students at HOOP. The program evaluator attends and evaluates the lesson and submits an evaluation questionnaire to the HOOP volunteer coordinator. Communications coordinator assists with photos and videos.
- **April 1, 4:00 p.m. EST, Flora Tristán Community, Arequipa, Peru:** American program director/volunteer holds a second 60-minute lesson with ESL students at HOOP. The program evaluator attends and evaluates the lesson and submits evaluation questionnaire to the HOOP volunteer coordinator. Communications coordinator assists with photos and videos.
- **April 22, 3:30 p.m. EST, Flora Tristán Community, Arequipa, Peru:** Using Skype, the program director/volunteer facilitates a virtual Q&A session between students in Flora Tristán and students in the U.S. The program evaluator attends and evaluates the session and submits a formative evaluation questionnaire to both the HOOP volunteer coordinator and the director of the RTW Traveler Program. Communications coordinator assists with photos and videos.
- **May 18-22, 5:00 p.m. EST, Arequipa, Peru:** Program continuation plan is sent to RTW for approval and presented in a meeting with HOOP. Any necessary revisions are made. Contractual agreements to continue the exchange partnership are delivered to both partner organizations.
- **June 29, 10:00 a.m. EST, Arequipa, Peru:** Program director submits the executive summary, any necessary financial reports, and final program reports to the appropriate agencies.

Key Personnel:

- **Abigail Faires, Program Director/Volunteer:** responsible for overseeing the program development and operation, establishing and maintaining links with partner organizations, and managing the budget. For the launch of this program, the director will also assume the role of the “American volunteer” for both partner organizations, will present both 60-minute lessons, and will facilitate the virtual Q&A session between students. Collectively, Ms. Faires has 10 years of professional experience as an ESL instructor, volunteer experience as an academic tutor, and personal experience working and living internationally. The program director is also a former recipient of the Benjamin A. Gilman International Scholarship and an alumnus of the Reach the World Traveler Program. She holds a B.S. in Journalism, News-Editorial, with concentrations in Technology, Arts, & Media and International Media, as well as a 120-hour certificate in Teaching English as a Foreign Language. This will be a temporary, 100% FTE position—at 160/160 monthly working hours. (The program director is the author of this proposal.)
- **Joshua Dilts, Program Evaluator:** responsible for conducting periodic formative and summative evaluations. In addition to completing evaluations, the program evaluator will attend regular meetings with the program staff in Peru to discuss evaluation findings and to note recommendations on improving program operations. The program evaluator will also prepare regular reports, detailing the evaluation findings and recommendations. Collectively, Mr. Dilts has 6.5 years of professional experience as an ESL instructor, volunteer experience as an

ambassador for Reach the World, and personal experience living and working internationally. This will be a temporary, 50% FTE position—at 80/160 monthly working hours.

- **Yves Trionnaire, Education and Volunteer Coordinator at Helping Overcome Obstacles Peru (HOOP):** responsible for connecting American volunteers with Flora Tristán ESL students; providing adequate facilities and materials for the lessons and the virtual Q&A session; regularly meeting with the program staff to discuss operations; registering HOOP as a permanent “host” for RTW’s volunteers; maintaining a relationship with RTW after the temporary program staff leave Peru; and training new volunteers to utilize the program continuation plan. Mr. Trionnaire has two years of professional experience at HOOP—working as a lead teacher, academic coordinator, and now, volunteer coordinator. Prior to HOOP, Mr. Trionnaire spent four years working as a project management consultant. He holds a M.S. in International Management from the University of Marburg, Germany. This will be a permanent, 38% FTE position—at 60/160 monthly working hours.
- **Lucas Luna, Communications and Development Coordinator at HOOP:** responsible for working with the program director to carry out the media and communications plan for this project. Mr. Luna has more than three years of professional experience as a communications coordinator at HOOP. Prior to HOOP, Mr. Luna ran a non-profit news agency and worked as a journalist in Argentina, specializing in transparency and social justice projects. He holds a Master’s of Public Policy Analysis from the Australian National University. This will be a temporary, 15% FTE position—at 24/160 monthly working hours.
- **Timothy Jacob, Director of the Traveler Program at Reach the World:** responsible for connecting American volunteers based in Peru with K-12 students in the United States; providing K-12 students and their U.S.-based teacher with the location and equipment necessary to partake in the virtual Q&A session with students in Peru; accepting HOOP as a “host” for Reach the World’s (RTW’s) future volunteers traveling to Peru; maintaining a relationship with HOOP after the temporary American program staff leave Peru. Mr. Jacob has more than eight years of professional experience as a content editor and program director for RTW, as well as a M.A. in Elementary Education and Teaching from Bethel College. This will be a permanent, 13% FTE position—at 20/160 monthly working hours.

Project Monitoring & Evaluation:

It will be the duty of the program evaluator to conduct periodic formative and summative evaluations and to submit regular reports to the program director, which detail the findings of those evaluations.

The program evaluator will attend both 60-minute lessons and the virtual student-to-student Q&A session. During these activities, the program evaluator will track Objectives 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, and 2.4 with a summative evaluation form. Immediately after each of the two 60-minute lessons, the program evaluator will also distribute a questionnaire to the HOOP volunteer coordinator, in order to conduct a formative evaluation. This questionnaire will collect qualitative data regarding each of the three program goals, as well as Objective 3.2. Qualitatively assessing Goals 2 and 3, as well as objective 3.2, questionnaires will again be submitted to the HOOP volunteer coordinator and the director of the Reach the World Traveler Program following the virtual Q&A session. Key personnel members will also be given a final, summative “yes/no” survey response form, to assess all program goals and Objectives 3.1, 3.2, and 3.3.

Throughout the duration of the project, the program evaluator will hold a minimum of four meetings with the program director and HOOP staff, in order to share his periodic evaluation reports and to discuss necessary improvements to program operations.

Media/Communications Plan:

Beginning on February 24, 2020 and running for a minimum of 18 weeks, the proposed media and communications plan utilizes a combination of traditional and social media to raise awareness about this project and its results. The plan incorporates a total of 17 static Instagram posts, 6 Instagram video posts, 10 static Twitter posts, 6 Twitter video posts, 3 blog posts, 1 opinion-editorial in a Peruvian print newspaper, and 1 personal essay in an American print magazine. A detailed schedule for this plan has been filed as a separate attachment: **Appendix B.**

Instagram Meta Data Tags: #gloaleducation, #edtech, #digitalcitizenship, #virtualexchange, #culturalexchange, #educationempowers, #educationaldiplomacy, #sdg4, #youthsdgs, #globalgoals, #publicdiplomacy, #socialimpact

Instagram Partner Tags: @usembassyperu, @hoopperu, @reachtheworldco, #abbyfares.links

Twitter Meta Data Tags: #gloaled, #edtech, #virtualexchange, #globalgoals

Twitter Partner Tags: @USEMBASSYPERU, @HOOPPERU, @ReachtheWorldCo, @abbyfares_inks

SEO Keywords: virtual exchange, cultural exchange, digital citizenship, global education, SDG4, global goals, U.S. public diplomacy, sustainable development

Backlinks: U.S. Embassy in Peru (<https://pe.usembassy.gov/>); Helping Overcome Obstacles Peru, HOOP (<http://www.hoopperu.org/>); Reach the World (<http://reachtheworld.org/>); Abigail Faires (<https://abbyfares.com/>)

Key Personnel: Lucas Luna, HOOP Communications and Development Coordinator; Abigail Faires, Program Director; Timothy Jacob, RTW Director of the Traveler Program

Future Funding or Sustainability:

To ensure the future sustainability of this cultural exchange, the program director will:

First, receive signed contracts from both partner organizations, demonstrating a willingness to continue the exchange partnership once the temporary American program staff leave Peru. Second, the program director will develop a clear, easy-to-follow program continuation plan. This plan will explain the activities, goals, and methods of the exchange program in detail. A copy of this plan will be left with the director and volunteer coordinator of Helping Overcome Obstacles Peru (HOOP) and shared with the director of the Reach the World (RTW) Traveler Program. Third, the program director will ensure that HOOP officially registers and is accepted as a “host” for RTW’s future volunteers.

HOOP’s volunteer coordinator and the director of the RTW Traveler Program—positions that are and will continue to be independently funded by each partner organization—will share the responsibility of overseeing the volunteers’ activities. So long as RTW continues connecting its pipeline of American volunteers in Arequipa with HOOP, the exchange program will continue, serving new groups of students in the Flora Tristán community and in the U.S., each step of the way.

Detailed Budget: A detailed budget narrative has also been submitted with the application package, as a separate Microsoft Excel file.

Budget Categories	Total \$
1. Personnel - M&IE	\$10,080
2. Fringe Benefits	\$0
3. Travel	\$4,642
a) Local travel costs	\$90
b) Accommodation	\$1,800
4. Equipment	\$0
5. Supplies	\$1,100
6. Contractual	\$500
a) Performance fee	\$0
b) Rental of equipment	\$0
7. Construction	\$0
8. Other Direct Costs (Please specify)	\$140 Media/Communications Plan promotional costs (see plan schedule—Appendix B—for details)
9. Total Direct Costs (lines 1-8)	\$16,462
10. Indirect Costs* (reflect provisional, pre-determined rate and allocation base)	\$0
11. Total Costs (lines 9-10)	\$16,462
12. Cost-Sharing	\$16,308